



T.C

BİNGÖL UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY

**THE ROLE OF CIVIL ORGANIZATIONS IN PROTECTING CHILDRENS
RIGHTS**

“PRACTICAL RESEARCH DONE IN SULAIMANYAH

PAYAM AKRAM MUSTAFA ALI

MASTER'S THESIS

SUPERVISOR

Dr. Academic Member NURİ DEMİREL

BİNGÖL – 2019



T.C

**BİNGÖL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
SOSYOLOJİ ANABİLİM DALI**

**THE ROLE OF CIVIL ORGANIZATIONS IN PROTECTING CHILDRENS
RIGHTS**

“PRACTICAL RESEARCH DONE IN SULAIMANYAH

PAYAM AKRAM MUSTAFA ALI

YÜKSEK LİSANS TEZİ

DANIŞMAN

Dr. Öğretim Üyesi NURİ DEMİREL

BİNGÖL – 2019



CONTENTS

Bilimsel Etik Bildirimi.....	V
Thesis Acceptance And Appoval.....	VI
Acknowledgement.....	VII
Özet.....	VIII
Abstract... ..	IX
List Of Table... ..	X
List Of Figures... ..	XI
Giriş... ..	1

PART ONE

1.1 THE PROBLEM OF THE THESIS	3
1.2 THE SIGNIFICANCE OF THE THESIS.....	4
1.2.1 Theoretical Importance.....	4
1.2.2 Practical Importance	4
1.3 THE GOAL OF THE THESIS	5
One: The Main Goal:	5
Two: The Secondary Goal:.....	5
1.4 METHOD OF THE THESIS.....	5
Social Survey Method:	5
Historical Method:	6
Comparative Method	6
1.5 THE TOOLS OF INFORMATION GATHERING	6
1: Polling Forms	6
Interview:.....	7
Observations:	7
1.6 RESEARCH SOCIETY	7
1.7 Research Scope	7
1. Location Scope	7

2. Human Scope.....	7
3. Time Scope.....	7
1.8 PREVIOUS RESEARCHES	8
1.8 KURDISTAN REGION AND CITY OF SLEMANI	14
1.10 HISTORY OF THE APPEARANCE OF ECOLOGY SLEMANI.....	15
1.10.1 The Orbital Position of Slemani:	15
1.10.2 Location of Slemani and Kurdistan Region:	17
1.10.3 The Climate of Slemani City	17
1.10.4 The Appearance History and Development of Slemani:	18
PART TWO	
CIVIL SOCIETY AND THE MAIN PRINCIPLES	
2.1 CIVIL SOCIETY AND THE HISTORY OF ITS APPEARANCE.....	19
2.2 THE MAIN PRINCIPLES OF CIVIL SOCIETY	21
2.2.1 The Prevalence of Freedom.....	21
2.2.2 Democratic Ground	22
2.2.3 Citizenship Right	22
2.2.4 Separation of the Authorities.....	23
2.3: THE ANALYTICAL DIRECTIONS OF THE APPEARANCE OF CIVIL SOCIETY	
.....	24
2.3.1 First Direction: Classical:	24
2.4 THE OUTCOMES OF THE APPEARANCE OF CIVIL SOCIETY IN KURDISTAN	
REGION.....	31
2.4.1 The Appearance of the Political Parties	32
2.4.2 The Entrance of Printing Houses to Kurdistan.....	33
2.4.3 Appearance of Intellectuals and Criticizing Roles	34
2.4.4 Elections in Kurdistan Region- Iraq	35
2.4.5 The Appearance of Civil Society Organization in Kurdistan Region	36

PART THREE

HUMAN RIGHTS, CHILDREN RIGHTS AND CIVIL SOCIETY ORGANIZATIONS

3.1 HISTORICAL DEVELOPMENT OF HUMAN RIGHTS.....	41
3.1 THE ROLE OF THE INTERNATIONAL ORGANIZATIONS IN PRESERVATION OF HUMAN RIGHTS IN GENERAL	43
3.1.2 The International Committee of Red Cross.....	43
3.1.3 The United Nations.....	43
3.1.4 Amnesty International Organization:	44
3.1.5 Human Rights Watch:	44
3.2 CHILDREN RIGHTS AND HISTORICAL PROGRESS	45
3.2.1 The Progress of Children Rights in the Ancient Civilizations	45
3.2.2 The Progress of Children Rights in the International Treaties	46
3.2.2.1 : International Save the Children Union	47
3.2.2.2 : Geneva Declaration 1924	47
3.2.2.3 : Force Labor Accord 1930.....	48
3.2.2.4 : Universal Declaration of Human Rights	49
3.2.2.5 : Universal Declaration of Children Rights:	49
3.2.2.6 : International Treaty for Civil and Political Rights 1966:	50
3.2.2.7 : International Treaty for Children Rights 1989:	50
3.3: THE ROLE OF THE INTERNATIONAL ORGANIZATIONS IN CHILDREN WELFARE	51
3.3.1: International Labor Organization:	51
3.3.2: UNESCO	51
3.3.3: UNICEF	52
3.3.4: WHO	52
3.4: CHILDREN RIGHTS CONDITION IN KURDISTAN REGION IN COMPARISON TO THE CLAUSES OF THE INTERNATIONAL TREATIES OF 1989.....	52
3.4.1:The Right to Life and Safety	53
3.4.2:Economic , Social and Cultural Rights:	54
3.4.3: The Rights of Naming and Identity	55
3.4.4: The Right of Having a Mother:	55
3.4.5: The Right of Freedom of Expression:	56
3.4.6: Children's Right of Raising	57

3.4.7:Health Right:	57
3.4.8:The Right of Education:	59

PART FOUR

CHILDREN AND THEIR GROWTH STAGES	64
4.1 GROWTH AND SPECIALTIES	64
4.2: THE PHASES OF GROWTH	66
4.2.1 Body Growth:	66
4.3 MENTAL AND KNOWLEDGE GROWTH.....	67
4.4: SOCIAL GROWTH.....	73

PART FIVE

5.1 FINDINGS.....	82
5.1.1Independent variable	82

CONCLUSIONS.....	119
REFERENCES	123
ÖZGEÇMİŞ	135

BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım “Kentleşme ve kentleşmenin kentsel görünüm üzerine etkileri/ Urbanization and its interrelation with appearing urbanism” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

2019 /06/ 18

Payam Akram Mustafa

THESIS ACCEPTANCE AND APPROVAL

This thesis entitled “Urbanization and its interrelation with appearing urbanism (The role of civil organizations in protecting childrens rights in sulaimanyah)” presented by Payam Akram Mustafa under the supervision of Assist. Prof. Dr. Ahmed Noori in the Sociology department has been accepted as a Master Thesis according to the rules of Higher Education Institution of Republic of Turkey on /6/2017 with unanimity of the member of jury.



ACKNOWLEDGEMENT

Firstly I would like to thanks for those teachers in university of Bingol that taught me a word, then helped me to finish my master degree.

After that, especially thanks for my supervisor (Dr. Loqman Karim), who takes the duty of the research's supervisor and helped till the end.

As well thanks for all of my family who be with me for the purpose of succeeding me. And thanks for all of my friend too, who helped and encouraged me from the starting till the finishing. Especially thanks for my friends (Jamawar.Choman.Salah.Bestun.Hemn. Safa), Also my dear teacher (Diyar Hamid) who always helped me in linguistics.

Finally I have to thanks for my big father (Akram Mustafa Ali) that without helping him, I couldn't got here.

ÖZET

Bingöl Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tez Özeti

Tezin Başlığı : Sivil Örgütlerin Çocukları Korumadaki Rolü
Tezin Yazarı: PAYAM AKRAM MUSTAFA ALI
Danışman: Dr. Öğretim Üyesi NURİ DEMİREL
Anabilim Dalı: Sosyoloji
Bilim Dalı: Sosyometri
Kabul Tarihi :
Sayfa Sayısı : ... (ön kısım) + (tez) + (ekler)
<p>Çocuk haklarının korunmasında Sivil toplum örgütlerinin rolü isimli sosyolojik tez çalışması Süleymaniye şehrinde yapılmıştır. Bu çalışmanın ana amacı sivil toplum örgütlerinin çocuk haklarını koruma konusunda ki etkinliklerini değerlendirmektir. Bu tez günümüz çocuk haklarını BM'nin 1989 tarihli Çocuk Haklarına Dair Sözleşmesinde yer alan esaslar ile kıyaslamaktadır. Buna göre bu tez öncelikli olarak Süleymaniye şehrinde yaşanan çocuk hakları ihlallerinin türü ve sayısını gözler önüne sermektedir. 1989 tarihli BM anlaşmasına göre çocuk, 18 yaşını doldurmamış bireydir. Bu tez çalışması sosyal anket metodolojisi, karşılaştırmalı metodoloji, tarihsel metodoloji ile birlikte mülakat formlarını kullanmaktadır. Tezin araştırma grubunu Süleymaniye şehrinde faaliyet gösteren çocuk haklarını koruma hedefinde olan üç organizasyon “Kürdistan’lı Çocukları koruma, KNO ve Kürdistan Çocuk Yuvası” oluşturmaktadır. Örnek grubu olarak ise her iki cinsiyetten 10 yaş üstü, 250 çocuk seçilmiştir. Yürütülen çalışma daha sonra SPSS yazılımı ile değerlendirilmiştir. Elde edilen sonuç ilgili kurumların ve Kürt Bölgesel Yönetiminin çocuk haklarının korunmasında olumlu katkılarının olduğu yönündedir. Öte yandan finansal krize bağlı olarak kurumların yeterince desteklenmemesi, bu kurumların görevlerini yeterince yerine getiremediğini, buna bağlı olarak çocuk hakları ihlallerinin yaşanmaya devam ettiğini de ortaya koymaktadır.</p>
Anahtar Kelimeler: Sivil toplum, Kürdistan çocuk yuvaları, finansal kriz, sivil toplumu analiz eden yönler

ABSTRACT

Bingol University Institute of Social Sciences Abstract of Master's Thesi

Title of the Thesis: The Role Of Civil Organizations In Protecting Childrens
Author: PAYAM AKRAM MUSTAFA ALI
Supervisor Dr. Academic Member NURİ DEMİREL
Department: Sociology
discipline: Sociometry
Date:
<p>This thesis titled "The Role of Civil Society Organizations in Protection of Children Rights" is a sociological study which is conducted in the city of Slemani. This is for the purpose of knowing and uncovering the roles of the civil society organizations in protection of children rights. Also to understand the stages in which children grow. It compares children's conditions to the 1989 international treaty. It reveals the volume and level of children rights violations in the city of Slemani. It also presents the most important local and international treaties for children rights protections. A child, according to article one of 1989 UN Convention of the Rights of the Child, is a human being who has not reached the age of 18. The thesis has been conducted according to social survey methodology, comparative methodology, and historical methodology, as well as the use of interview forms and polling forms for data collection. The research society is the civil society organizations of Slemani city which work in the field of children and only three of them have been taken as examples. The sample organizations are Kurdistan Save the Children, K.N.O, and Kurdistan Children Nest. 250 children of both genders above the age of 10 have been taken as samples. In the end the acquired results of the thesis have been analyzed through SPSS software. Those results indicate that the organizations have had positive roles in the protection of children rights. They also reveal that the laws of Kurdistan Regional Government have protected some of the rights. On the other hand, there are violations against children rights in Slemani city. This is in addition to revealing the financial situation of the organizations which because of the financial crisis have been unable to fully manage all their projects.</p>
Key Words: Civil society, Kürdistan children nest, financial crisis, directions which analyze civil society such

LIST OF TABLE

Table 1: Civil Society Organizations in Erbil Governorate	37
Table 2 Civil Society Organizations in Dohuk Governorate.....	38
Table 3 Civil Society Organizations in Slemani Governorate	39
Table 4Classification of intelligence rate (Wechsler)	71
Table 5Comparison of Children Organizations in Slemani City in Terms of Structural Elements	76



LIST OF FIGURES

Figure 1 Display of the Type of Organizations in General in Erbil Governorate	38
Figure 2 1 Display of the Type of Organizations in General in Dohuk Governorate	39
Figure 3 Display of the Type of Organizations in General in Slemani Governorate	40
Figure 4 Reduction of Mortality Average among Children under 5 Years Old for Every 1000 Born and Living Children in 1990 – 2015.....	58
Figure 5Reduction of Mortality Average among Young Babies Every 1000 Born and Living Children in 1990 – 2015	58
Figure 6Gender	82
Figure 7Age of the Research Samples.....	83
Figure 8Research Samples’ Residence.....	84
Figure 9Research Samples’ Number of Family Members.....	85
Figure 10Measuring the Study Samples’ Education Levels.....	86
Figure 11Measuring the Research Samples Standard of Living	87
Figure 12Identifying of the People Who Live with the Children.....	88
Figure 13The Reason for Children’s Visits to the Organizations.....	89
Figure 14Protection of Children Rights by Law.....	90
Figure 15The Standard of Treatment of the Organization.....	91
Figure 16The Organizations Staffs’ Treatment	92
Figure 17The Standard of Services	93
Figure 18Education of Children about their Rights by the Organizations	94
Figure 19Improving Children’s Standard of Living by the Organizations.....	95
Figure 20Children’s Visits to the Organizations	96
Figure 21Participations in Holidays and Celebrations	97
Figure 22Benefiting from the Organizations’ Services	98
Figure 23Solving Problems	99
Figure24 The Reasons for not Solving the Problems	100
Figure 25Contacting the Organization during Problems	101
Figure 26What Interests you about the Organization	102
Figure 27Having Social Researchers.....	103

Figure 28	Trusting the Social Researcher.....	104
Figure 29	The Reason for Distrusting the Social Researcher.....	105
Figure 30	Discriminatory Treatment among the Friends	106
Figure 31	Feeling Safety and Security in the Organizations	107
Figure 32	Types of Bad Treatments	108
Figure 33	Violation of Children Rights by the Organizations.....	109
Figure 34	Receiving Financial Support from the Organizations.....	110
Figure 35	The Amount of Money for Purchasing the Needs.....	111
Figure 36	Using Children for Economic Advantages	112
Figure 37	The Manner for Calling the Children.....	113
Figure 38	The Relationship between Children and Organization Staffs.....	114
Figure 39	Organization Aids for Providing the Children’s School Requirements.....	115
Figure 40	Opening Skills Developing Courses	116
Figure 41	Types of Courses.....	117
Figure 42	The Right of Freedom of Expression.....	118

INTRODUCTION

Children are important components of a society. They must be treated and brought up well educationally, scientifically, and family wise so that they can become a beneficial generation for the society and become inspiring and intellectual people whose abilities and intellectual works can be benefited and this is the basis for the development of every society. Obviously children are an important fraction of the future of this society. Therefore, it is imperative for them to have their rights and requirements provided. Because children are unable to provide for their needs that task falls upon families and education institutes. However, after the advancement of the world and the change and increase of the human desires families and education institutes are no longer able to achieve such a complicated task. This is where the civil society organizations intervened and took care of this complementary duty of the family and state by acting in the public areas. At the end of the first half of twentieth century the organizations experienced substantial growth in many countries of the world, especially after their numbers increased and their activities in various areas widened .

After the 1991 uprising in Kurdistan Region – Iraq the political, social, and intellectual atmospheres underwent many changes. The organizations came to Kurdistan Region as a region that needed development. However, after their projects completed the majority of them left Kurdistan. Those remained were the examples of civil society organizations in various areas. Among them were the children organizations which are after the children issues. This is because children are the fraction that faces the most violations of their rights.

One of those fields that concern the organizations is protection of children rights. This includes economic, social, medical, psychological, and educational rights and development and reinforcement of children abilities and skills which are within the process of complementary growth of children.

For this purpose the thesis is titled The Role of Civil Society Organizations in the Protection of Children Rights / Slemani City which is composed of five chapters. Chapter one is the thesis methodology where the thesis problem, the thesis significance, the thesis goal, the thesis method, the previous theses, the thesis society, the thesis scope, the tools of information gathering, Kurdistan Region and Slemani City , and the ecology of Slemani and the history of its establishment have been explained.

Then in chapter two civil society and its main principles have been discussed in which the history of the appearance of the civil society and each principles of civil society have been explained such as achieving freedom, democratic atmosphere, citizenship, and separation of the authorities. These are followed by the directions which analyze civil society such as classic, modernization and enlightenment and the third direction. After that, those causes have been discussed and explained which have led to the establishment of civil society in Kurdistan Region.

In chapter three the historical development of human and children rights has been presented, and the role of those organizations has been revealed which have led to the protection of human rights especially children rights. Also those international organizations have been mentioned which are the reasons for the protection of children rights. This is followed by the discussion of the condition of children rights in Kurdistan Region in comparison to the clauses of the 1989 international treaty.

In chapter four children and their growth stages have been discussed. At the beginning, an outline about growth and its characteristics are discussed as well as those stages which are considered children growth such as physical growth, mental and intellectual growth, and social growth.

The result section which is chapter five is dedicated to the display of the acquired information of the thesis field aspect. Here the revelation of building the children organizations in Slemani City is discussed. On the other hand in a descriptive manner the gathered results of the research have been displayed. After that the results have been presented in an analytic manner.

In the end, in an independent chapter the thesis conclusions and recommendations are presented.

PART ONE

1.1 THE PROBLEM OF THE THESIS

Setting the problem is one of the most important steps of any scientific thesis. This means it becomes the academic strategy on which the whole thesis is built. It also works as a proper guidance to conduct the research academically that leaves impact on all of its stages (Habib, 2013, p. 129). Certainly, the problem of the thesis can be formulated through the researcher's notes and interests on the phenomenon of the society.

If in earlier times the youths and adults were focused on, today due to human rights observation they are more concerned with the issues of women, children and special needs, especially in the third world societies. Therefore, the researcher tries to discuss the role of the civil society organizations in protecting children rights. Clearly, this is not a local issue as there are a lot of organizations for children rights across the globe. At the same time, new psychology focuses on children growth, raising methodologies, and their characters. Hence, having any violations in children rights may negatively affect children characters.

It is worth mentioning that the main reason for determining the problem of this thesis comes from the fact that children rights in Kurdistan Region and Slemani (also known as As Sulaymaniyah) in particular somehow face violations in health, education, having a proper life, etc. This is because of the political, economic, and cultural situations that the Kurdish society has gone through, also because of the weak role of the organizations.

It is important to point out that Kurdistan region of Iraq in general and Slemani in particular have been on the front of many small and big, light and heavy, short and prolonged wars and battles in the last 100 years, even it sometimes has been involved in major wars resulting in many psychological victims in children (Saed, 2016, p. 143). Even now wars and their consequences especially in children rights have been the reasons for major violations in children rights. This in itself will not pass without negative impacts on future generations.

According to a census in 2016 conducted by the Directorate of Statistics of Slemani the population of Slemani governorate is 2,210,879. Children aged 1 -14 are 33.7 %, (Directorate of Statistics of Slemani 2016). According to a research carried out by Save the Children/ Kurdistan in 2007 there are 14,878 working children in Kurdistan Region, out of that figure 4,067 working children are from Slemani City,(The volume of working Children, 2007).

Although the subject of this thesis is not the problem of child labor, the above data indicates that children are in trouble and their rights are violated,

Finally, one can say that this research is a scientific attempt to explain and answer the question that has come forth to the researcher which is: To what extent have the civil society organizations in Slemani been able to be the protectors of children rights?

1.2 THE SIGNIFICANCE OF THE THESIS

Children and children rights protection are among those sociological issues which have been the subjects of fewer scientific researches in Kurdistan region. This caused the inability to sufficiently expose the problems of children and preserving their rights while children are the important generation of the society and the future is built on them. As a result, having any violations in children rights by the family or the society will not be without negative effects on the generations' future.

1.2.1 Theoretical Importance

1. This thesis (to the best knowledge of the researcher) is the first in Kurdistan Region of Iraq and in Slemani governorate. A research which works on displaying the role of the civil society organizations in protecting the children rights.

2. The thesis as a scientific research can be benefited from in sociology, social affairs and psychology. At the same time it can open a door of knowledge for conducting more academic researches in different fields.

1.2.2 Practical Importance:

1. Practically the concerned parties can more or less benefit from the suggestions and recommendations of this research for better protection of children rights.
2. The results of this thesis become a beginning to further introduce children rights in a scientific and academic manner.

1.3 THE GOAL OF THE THESIS

Every thesis has its own goal. This guides it towards achieving them. It is important to notice that the goals of this research can be shown in the below points.

One: The Main Goal:

The main purpose is to know and display the role of the civil society organizations in children rights protection.

Two: The Secondary Goal:

The secondary goal of this research is to identify the reasons for violation of children rights in Slemani, and to discover the scale and volume of violations of children rights in Slemani City. It displays the most important local and international treaties for children rights protection.

1.4 METHOD OF THE THESIS

What is meant by the method of a scientific research is the way that takes us to a certain goal. At the same time it is a group of scientific norms formed for the purpose of researching a certain subject (Al Samak and Others, 1980, p. 42). It can be argued that thesis method has its own significance appearing as a strategy for reaching the thesis goals in a thorough and scientific way. Meanwhile, choosing the type of method depends on those fields and subjects that the researcher wishes to research.

The type of this research is descriptive, analytic which intends to describe a certain phenomena and offers its analysis in that respect. Therefore, this research works on describing and analyzing civil society. It is to be noted that this thesis in both theory and practice the researcher depends on these following methods:

Social Survey Method:

A Social survey is an approach of scientific study of the different situations and states of the society and consists of two main types, general survey and special survey (Bokani, 2016, pp. 85 - 87). Notably, the researcher is using typical survey in this research which requires less time yet at the same time its information and data is more thorough and its scientific quality is higher.

Historical Method:

It is the school of study of those different and various phenomena that existed in the past for the purpose of understanding the content of the events and phenomena and knowing how they came about and their historical roots scientifically and in detail. This is in addition to identifying their effects on present reality. It is worth mentioning that this method has been adopted in order to know the history of the appearance of civil society in Kurdistan region also to display the history of the international and local civil society organizations in the field of children rights protection in Slemani city, (Badr, 1982, p.234).

Comparative Method

Comparative method has been defined in philosophical dictionary as a comparison of the events and perspectives for the sake of identifying the similar and different aspects.

Comparative method in the humanities replaces notes, experiences and the natural sciences (Al Fasly, 1992, p.62). In this thesis the comparative method has been used to compare the civil society organizations activities concerning children rights protection and to compare the achieved results, in addition to some other previous researches.

1.5 THE TOOLS OF INFORMATION GATHERING

Although there are a lot of different tools for information gathering, the researcher chooses the most appropriate tool that is compatible to the title of the subject and the example of the research. In this regard these following tools have been used:

1: Polling Forms

This is an instrument for collecting information regarding the subject of a research through a form which is to be filled out by a person who is reflecting his/her opinion in doing so (Khoshnaw, 2003, p. 35). The researcher through some steps has made a questionnaire depending on the goal and the hypotheses of the research. It consists of some basic sections which directly involve the researched parties. The first section consists of socio – graphic information such as age, gender, standard of living while the second section covers the main topic of the research.

Interview:

It is one of the tools for information researches which a researcher seeks and it is conducted between two or more parties, (Hessen,1999, p. 82). In this thesis the researcher has relied on open, direct and indirect (through e-mails) interviews to achieve the research goals.

Observations:

Observation as a tool for information gathering is valuable either observing the organizations or through participations, (Abrash, 2013, p.402). The researcher has visited those organizations which work in the field of children rights protection and tried to watch the works and activities.

1.6 RESEARCH SOCIETY

It is a group of those people who own some demographic or professional or cultural or social qualities from which the example of the research can be selected (Shahabadeen, 2009, p. 2). The society of this research is the children residents of Slemani City.

1.7 Research Scope:

1. Location Scope: This research has been carried out within the city of Slemani where a number of organizations special to children rights protection have been selected for the purpose of conducting the research.

2. Human Scope: The directors of (9) children rights protections have been selected along with (250) researched beneficiaries of both genders from those programs and activities the children rights protections.

3. Time Scope: What is meant by time scope is the duration in which the field work has been conducted and the field regulations have been applied on. That is to say, it started on7-6-2016 and completed on6-8-2018

1.8 PREVIOUS RESEARCHES

The previous researches have special importance as they offer necessary enlightenment especially in terms of the applied methodology and the useful outcomes. The most important researches include:

1.The Reasons for Child Labor 2003, Department of Sociology/ University of Slemani: by Dr. Najat Omer Faraj:

The aim of this research is knowing and becoming familiar with the condition of children lives socially, culturally, and economically. Also it is to gather information about the domestic life of child labor. This research has made use of historical and comparative methods.it has also made use of social method which is experimented on 500 children in the city of Slemani. As a result the survey reached the conclusion that one of the causes of child labor is the discontinuation of education. The survey found out that one of the reasons for children to work is dropping out of school. 18.4% of the survey sample did not live in a normal family environment. 31.8% of the survey sampled children work around the year. 68.2% of the children worked only during the summer holiday. 60.8% of the children did not like their jobs and consequently they face exhaustion. Their working hours range between 6 – 9 hours a day, and this is a long time which is suitable to children's abilities and needs. 92.4% of those children have attended school yet 24.2% of them have dropped out. 7.6% of the children have never attended school. 81.6% of the children belong to big families consisting of 6 -11 members.

-Jerome Lee, Lesley Emerson, Laura Lundy and Karen Orr.(2015): Teaching and learning about child rights in 26 countries , A study of implementation, in Queens' University

The research consisted of two strands of activity, first an online survey and secondly a series of case studies. The on-line survey was designed to collect data in relation to these three research ques-tions and the survey questions were constructed around a series of themes identified in an initial lit-erature review.The survey was distributed to national experts (identified by UNICEF National Committees) and provides an overview of the extent to which CRE is embedded in formal education settings and teacher education in 26 countries. These responses were enhanced with additional desk research to provide an

overview of CRE in each country. The case studies were constructed to explore specific aspects of work in seven countries with a National Committee presence.

The majority of the 26 countries participating in this research, there is no entitlement in the official curriculum for all children to learn about children's rights. There is a curriculum entitlement to learn about children's rights in 11 countries and in a further seven countries children's rights may be included in the curriculum in only some parts of the country. There was no additional legislative requirement for schools to teach about children's rights,¹⁶ which would indicate that in the 15 countries which had no curriculum entitlement for all children, there was no other method to guarantee an entitlement to learn about children's rights in schools. When there is a curriculum entitlement, it is common for rights in the curriculum to be linked to responsibilities, and not always to the UN Convention on the Rights of the Child (CRC).

This research was conceived, in part, to provide a baseline assessment of the extent to which CRE has been incorporated into the education systems of these 26 countries with a National Committee presence. Whilst the summary demonstrates there is room for further progress there are some grounds for optimism in that UNICEF National Committees have been involved in successfully addressing all aspects of CRE at least somewhere.

In relation to the curriculum, there are several strong models of curriculum reform, which demonstrate how to embed children's rights in the statutory curriculum so that CRE is reflected in the underpinning values of the curriculum, specific knowledge and skills are addressed and outcomes are specified. Our literature review indicated that each of these aspects of CRE is likely to yield positive outcomes, in terms of enhancing teachers' confidence to engage with children's rights, and in relation to children's own levels of understanding of their rights and their ability to see themselves as active agents contributing to a culture of rights. These case studies illustrate both the substantial challenges facing CRE but also, and perhaps more importantly, provide some concrete examples of what success looks like. It is increasingly clear that UNICEF is developing both a strong model for CRE in their Toolkit (UNICEF, 2014) and is successfully promoting aspects of CRE in policy and practice across these countries. A key challenge is to ensure that these examples of good

practice are aligned throughout the education system, so that policy, curriculum, teacher training and quality assurance are in place and are mutually enforcing.

Ebtisam M. MAJEED,(2006): Actuality of Child Rights in the primary schools from the Children's, University of Baghdad , To the council of college of Education ;It is requirement to get Master degree in Educational and Psychological Science,11, December., .

In this research, The educational scientists have placed emphatic consideration on the significance and priority of the childhood in human's life as being the period of forming man's personality. Education and care are necessary to be taken into consideration since they are regarded the principal elements of human formation, and this can be accomplished via granting children their rights in care. Therefore, child right in this life has become a fundamental right from which further subsidiary rights branched out to assure child protection and security till he/she becomes socially, mentally, physically and psychologically a responsible member in the society.

The general association of the United Nations had settled in this convention a comprehensive set of legal rules for children protection and comfort which later turned up to be the global criteria and ethical principals adopted to behave with children. And the convention was regarded the international law that determines and embodies the basic, absolute, and global rights for children in the whole world, then, modified to be a law in the United Nations by the charge of the national governments and organizations. In 1989, more than one hundred and fifty countries represented by their kings, presidents, and leaders had signed on the convention. According to the law No. (3) in 1994, Iraq had also ratified officially on March 1994 with full reservation towards the point No. (1) of item No. (14) included in the convention in conformity with other Islamic countries reservations. Those countries had regarded the Islamic legislation as a reliable source expressly for those items concerning the personal affairs, which got a part of the national statute.

The child rights are limited in this study regarding the items comprised in the forenamed convention throughout shifting some of these items related to schools and pupils into functional conduct in order to reveal the extent of applying of the items advocated for

child care. The researcher focus on defining the real situation for child rights in Baghdad primary schools from children's viewpoint throughout revealing this reality within four fields of care offered for children including social care, health care, level of education, and sentimental care and courtesy. Defining the significant differences between the males and females' point views according to each of the anteced-ing fields of care indicated in the questionnaire including the reality of child rights.

To fulfill the aim of the study, a medium had been designed and applied to a sample of (450) pu-pils of the sixth primary grade from schools for boys and girls in Baghdad during the academic year (2004-2005) after using a number of practical steps that denote its psychometrical characteristics.

1. The results of the study show that there are statistically significant differences in the total scores between the two genders got the social and the health care in the behalf of the females. As concern-ing the sentimental care and courtesy as well as the level of education, the results indicate no signifi-cant differences between the two groups which is a normal outcome since none of them get benefit of these fields of care.
2. The pupils are generally getting a remarkable depressed level of their rights denoted in the con-vention and the pupils get a better chance in the social care.

Finally, in the light of the theoretical frameworks, the conclusions of some earlier studies con-ducted in this field, the public life circumstances as well as the researcher's personal experience, a number of practical recommendations and suggestions for this respect are put forward. The current research aims to describe the reality of the rights of children in primary schools, and it ") Descriptive Research (researcher descriptive approach adopted

Children Rights Condition in the Schools of Chamchamal District - Kurdistan Region / Iraq, 2008: by Rahim Wali and Bestun:

The purpose of this research is to identify the factors which obstruct the development of education process and achievement of the human rights in the education centers and to find solution for them. It is also to reveal the violations to student's rights committed by the teachers in the schools. Moreover, it is to point out the level of attention that is paid to the lessons of civil education and human rights, and the reason for students to drop out of schools. This research depends on descriptive program, and it uses social survey and educational survey. The research

takes a sample of 500 students who are between 14 – 18 years old in the schools of Chamchamal District.

The outcome of the research is as follows: In terms of students' awareness of their rights as a result of civil education and human rights lessons is rated as 50.4% and 52.9% of them are not aware of their rights through taking those two lessons. This is an indication that the Kurdistan Regional Government, especially the education system is negligent about making students aware of their rights in a formal manner. In terms of freedom of expression 53.2% are not able to express their views and ideas freely in the school environment. 9.46% of the failure to express their ideas and approaches is to be blamed on the teachers' disallowance. 93.4% of children do not visit the children organizations. 9.49% of the reason for that is because there are few children organizations. 11.6% of the students consider that the teachers are bad to them. 38.9% of them think that the mistreatment by the teachers is the way they insult them. 8.36% of them think that the students are segregated and 3.30% is due to the interference in by the political countries.

A Survey about the Volume of Violence and Abuse of Children in Kurdistan Region – Iraq 2014: by Save the Children/ Kurdistan:

The main goal of this survey is to determine the volume of violence against children across Kurdistan Region. This research depends on social survey method. It consists of three different examples of three aspects which affect education of children namely, children, parents, and teachers. The volume of selected samples for each of those different samples is 580 responders in 58 clusters. The society of the research consists of children aged 9 – 17 years who study in the government and private schools in the three governorates of Kurdistan Erbil, Slemani, Dohuk.

It is interesting that the results of the survey reveal the following data. 66.7 % of students face physical violence inside their families. 48.7 % of students face physical violence by other children, friends, and older people of their neighborhoods. 68.7% of the children face psychological and verbal violence inside the family by parents, sisters, and relatives. 55.1% of the children encounter verbal psychological violence in the neighborhoods. 32.2% of the children face psychological, non - verbal violence inside the family. 33.35 % of the children face psychological violence in the neighborhoods. 15.2% of them face exploitation inside their

families. 13% of the children face exploitation in the neighborhoods. 15.6% of them face sexual violence inside their families. 29.7 % of children face sexual violence in the neighborhoods. 4.7% of the samples face non - sexual violence inside their families. 36.2 of the children face non - sexual violence in the neighborhoods. Also the reoccurrence of the abuse of children inside the family in such a manner the highest level of such mistreatments of children inside the families is once or twice a month is rated as 28.2%. Yet the lowest reoccurrence of violence against children which is 15 times a month is rated as 2.1%. As for children injuries because of violent treatment it is interesting that, it records 22.7% due to violent treatment by the family. The injuries include abscess, bruises, scratches, dislocation of hands and feet. It also records 30.5% due to violent treatment in the neighborhoods. The injuries include abscess, bruises, scratches, dislocation of hands and feet.

Meanwhile, the survey discovers that 42% of students face physical violence in schools by the teachers, head masters, administrative officials, and school students. 66.7 % of students face psychological and verbal violence in the schools. 32.2% of the children face psychological and verbal violence inside the family. 33.3% of children come across psychological violence in the neighborhoods. 58.8% of students face psychological, non - verbal violence in the schools. 15.6% of children face sexual violence within the family. 29.7% of children face sexual violence in the neighborhoods. 38% of students face verbal sexual violence in the schools. 6% of students face physical sexual violence in the schools. It is worth mentioning, the repetition of the use of violent treatment against children is perpetrated against school children inside the schools by teachers which is the most i.e. 55%. However, the least amount of the violent treatment is by the social researcher which is 0.7%. As for children become injured as a result of violent treatment it is as follows: 25.1% of students become injured as a result of violent treatment inside schools. The injuries included abscess, bruises, scratches, dislocation of hands and feet.

CDO Research 2016 Regarding Child Mature Marriage in Both Refugee Camps Arbat and Ashty:

This research discusses many critical matters. It argues about a big issue of the childhood world which is early marriage. The goal of this research is to know and display the most important reasons for child marriage in the refugee camps. This is in addition to displaying the most important outcomes of early marriage in the refugee camps. Also it shows the scale of

child marriage phenomena in the Arbat refugee camp. This research uses ideal survey. The results of this survey show that out of 2143 people 38% of them have performed child marriage. Among 780 married women which the age of married is specific it is discovered that child marriage as young as 10 -11 years old have married. Although the number of the cases is limited it is still dangerous. In a large number of the cases the age of marriage is between 16 -17 years old. As for having children in at a very young age clarified in this survey, 80% of those who responded the question: there are 3 cases who have children at the age of 12, 10 cases at the age of 13, 26 cases in the age of 14, at the age of 17 it reaches the climax as 165 cases have been recorded to have had their first child.

1.8 KURDISTAN REGION AND CITY OF SLEMANI

Article 1 of Kurdistan Region Constitution states that Kurdistan Region is a Federal region of the state of Federal Iraq whose political system is republic, parliamentary and democratic. Its political system is based on multi-party system, peaceful handover of power and the separation of the authorities, (Salih, 2015, p. 11).

Kurdistan Region is the part of Kurdistan that is within the boundaries of the state of Iraq which is created after the end of world war one. Previously larger Kurdistan was divided between the Ottoman Empire and Safavid Empire in the aftermath of Chalderan war 1514. After Britain captures the villayets of Basra and Baghdad from the Ottomans it initially intended to establish an Arabian villayet. However, it later occupies the other villayets of Mosul, Kirkuk, Slemani, and Erbil. In 1925 during the time of The League of Nations they annexed South Kurdistan to the newly formed Iraq, (Abdulla 2005:6).

Kurdistan Region consists of four governorates, which are Erbil, Slemani, Kirkuk, and Halabja. Erbil is its capital. Its population is 5,250,000. The area of Kurdistan Region is 40,000 Km². These statistics only include the governorates under the jurisdiction of Kurdistan Regional Government (KRG), excluding the Kurdish areas outside the KRG administration, (cabinet.gov.krd/p/page./5_4_2017).

In terms of religious and ethnic structure, Kurdistan Region is multi religious, ethnic and national. Religiously, 94% of Kurdistan Region populations are Muslims; this is in addition to

the existence of Christians, Ezidis, and Kakyees. In terms of Nationalities there are Arabs, Turkmens, and Assyrian minorities yet the majority the populations are Kurds, (Karim, 1998, pp.184 – 191).

As a result of the new political situation that came about in Iraq and the region from the invasion of Kuwait on Aug 2, 1991 for the first time in the history of the Kurdish people's struggle in Iraq the Kurdish front supported by the people of Kurdistan were able to liberate a large part of Kurdistan of Iraq including Kirkuk.

However, later Saddam's regime was able to retake most of the big cities such as Kirkuk, Slemani, Erbil and Dohuk. In order to escape the brutal campaigns of Saddam's regime, the nations of Kurdistan, Kurds, Turkmens, Christians in an exodus of millions left their homes to the borders of Iran and Turkey.

Afterwards, on the suggestion of France and supported by America and Britain the Security Council issued decision no. 688. According to this decision a buffer zone was created for the refugee people on the borders as a no fly zone against the Iraqi air force over the 36 parallel to protect the people of Kurdistan, (www.kurdistan-parliament.org5-52017).

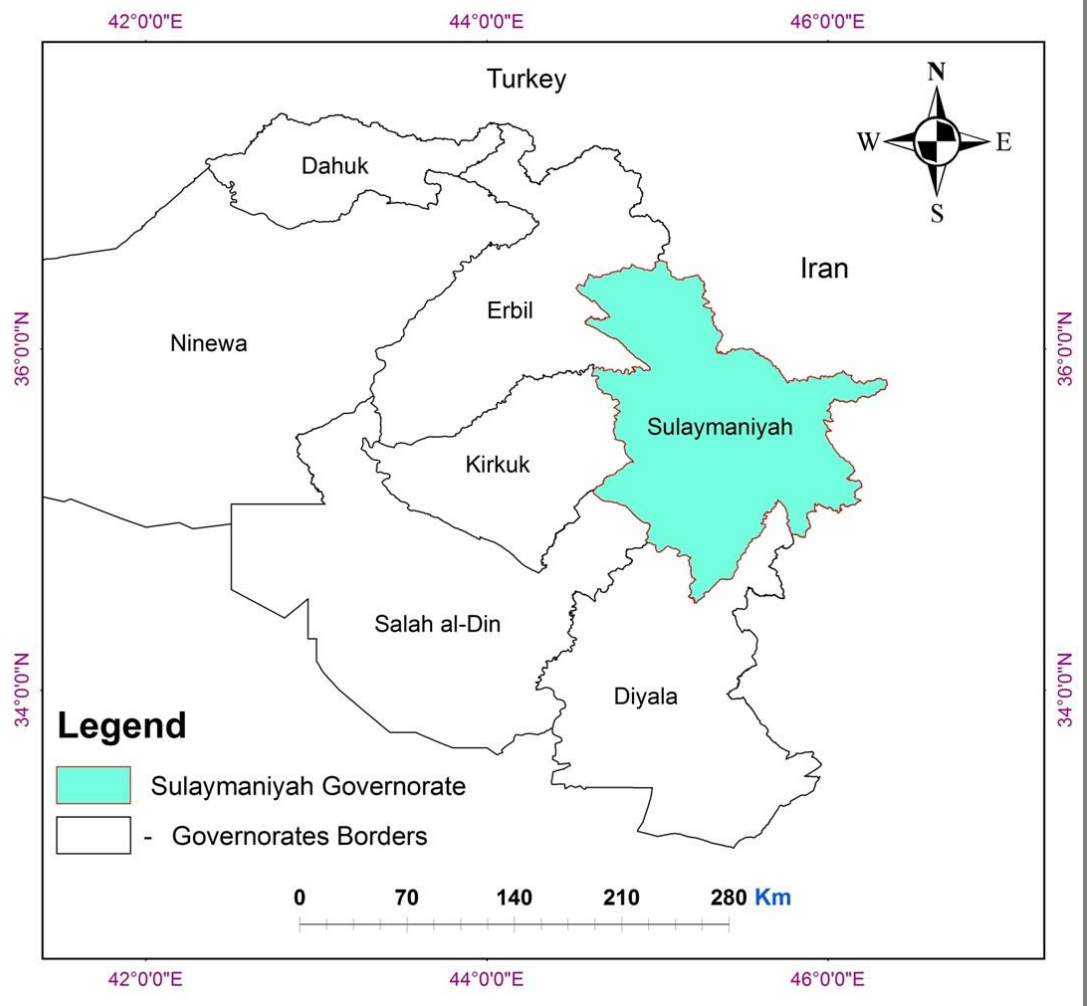
1.10 HISTORY OF THE APPEARANCE OF ECOLOGY SLEMANI

1.10.1 The Orbital Position of Slemani:

Generally the Orbital area and position is considered the most important reasons to determine features and climate on the Earth, especially the rotation of the Earth around the Sun causes rising and falling temperatures and evaporation on the surface of the Earth, (Saed, 2011, p.5). As for the orbital position of Slemani City it is situated between both longitudes (16-45)–(50-45) easting, and latitude (0,3,4,5) northing as displayed in map 1. According to Slemani master plan the area of Slemani City is (73,113) square kms.

Map no.1

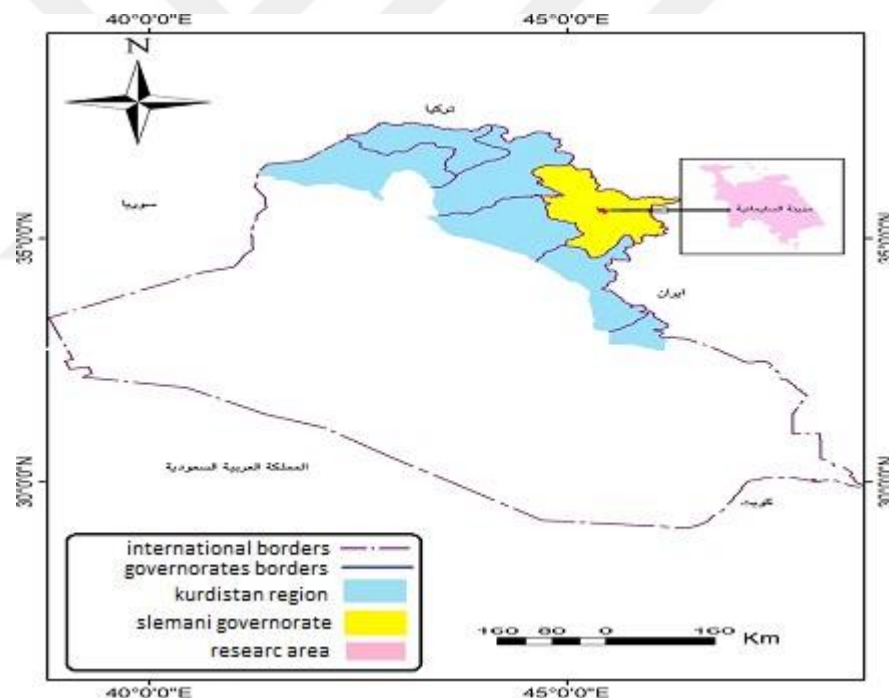
Orbital Position of Slemani City, (Karim, 2014, p.24)



Slemani is located to the east of Kurdistan Region – Iraq which is the administration center of the governorate which is north east of Iraq and borders with Iran. It is interesting that is situated in the North and North West of Erbil to the south is Diyala and to the west is Kirkuk and Salahadin, (Rasha, 2000, p.25) as shown in map no.1.

1.10.2 Location of Slemani and Kurdistan Region:

Slemani is located to the east of Kurdistan Region – Iraq which is the administration center of the governorate which is north east of Iraq. It supervises a long political border with Iran. That is the border between Slemani Governorate and Iran is supervised by Slemani Governorate. It is situated in the North and North West of Erbil, to the south is Diyala and to the west is Kirkuk and Salahadin, (Rasha, 2000, p.25) as shown in map no.2.



1.10.3 The Climate of Slemani City:

Investigation of environment and geography about the climate is strongly connected to analyzing the human, social, and economic phenomena. It is interesting to say that the climate of Slemani is cold which causes the temperatures to drop in the winter which sometimes as low as below zero. However, in the summer the temperatures rise to an extent that it reaches 40°c.

Meanwhile, because Slemani is located in an area surrounded by mountains it is cool in the spring and autumn, (Karim, 2014, p.25).

As for precipitation Slemani is situated in the rainy areas of Kurdistan Region. It has an average 900 -1000 mm rainfall which mostly rains in the winter and spring. Also Slemani is famous for a strong wind called Rashaba (Bad wind). This is caused by the difference of temperatures between the mountains and the city center, (Rasha, 2000, p. 120).

1.10.4 The Appearance History and Development of Slemani:

Slemani district has always been the place of living from the ancient times, and ancient civilizations have appeared in it. According to the investigations it was an area for the ancient nations both nations the Gutians and Lolos who were two ancient nations and had established civilizations.

Obviously, the idea of establishment of Slemani belongs to Mahmud Pasha, King Ibrahim Pasha's uncle who in 1781 built Sara (today's Sara Square) near Malkandi then a village. In 1784 Ibrahim Pasha completed building the city and named it Slemani. In the same year he moved the capital of his Emirate from Qalachualan to Slemani, (Khasbak, 2005, p.222). This is due to its strategic location militarily and its position in terms of climate so that it may become an important position politically and economically.

As for its name (Slemani), there are several different views one of which claims that it was named after Ibrahim Pasha's grandfather, and the founder of the Emirate (Baban). Another one argues that the name was taken from a name (Slemani) written on a ring which was found by workers while digging. Whereas some people claim that when Ibrahim Pasha decides to build the city he receives the news of the birth of his son and he names him Sleman. However, this opinion is rejected by many writers as they claim that Ibrahim Pasha did not have a son to name him Sleman, (Shwan, 2002, pp.17 – 19).

It is worth mentioning that ever since it was built Slemani has been increasing in size and development and construction. Its significance in the past was due to the troubles and conflicts between the two huge empires of the region, Safavid Empire and the Ottoman Empire. Each wanted to enlarge their borders to control Slemani City, (Karim, 2014, p. 27). According to a census in 2016 by the Directorate of Statistics of Slemani the population of Slemani

governorate is 2,210,879 and population of the governorate center (Slemani) is 906,583,(Directorate of Statistics of Slemani 2016).

PART TWO

CIVIL SOCIETY AND THE MAIN PRINCIPLES

Speaking about children rights without speaking about civil society and its main bases does not provide us with a complete and comprehensive picture. This is because in a civil society different classes' rights are materialized more as various organizations in defense of those rights appear.

2.1 CIVIL SOCIETY AND THE HISTORY OF ITS APPEARANCE

John Ehrenberg points out that the concept of civil society is an unclear and classical term that cannot be defined easily and thoroughly, this is mostly due to the aim and nature of civil society, (Ali, 2008, p.3).

As the concept of civil society is a comprehensive and complicated one, there have been different views about that multi dimension and meaning term. These are close in some ways and away from each other in some others. For example Professor Alan believes that civil society is a network of organizations, practice and regulations which form as a result of a free determination of its members for the purpose of preserving interests or it is a reflection of the individuals' senses and values. This is in addition to the existence of a relative freedom in the authorities and the state of the institutes, which in the activities is committed to the culture of forgiveness and respect for others, (Al Almy, 2000, p.72).

In another definition it is claimed that civil society is the total of those activities performed by the members of the society for the purpose achieving their interests and reaching their goals which includes most of the NGOs and the non-profit organizations such as the professional syndicates, religious organizations, the human rights protection organizations (Ali, 2008, p. 3).

Another defines civil society as all the institutes and foundations that become an entity and a field outside the government for protection of freedom rights, citizenship rights, achieving a favorable life for all the people. All of these in the end become such an atmosphere where

individuals can considerably contribute to the improvement of private life as well as making social political and economic decisions, (Rashid, 2012, p.14).

Evidently, human beings have needed assistance and cooperation from their surrounding people since the beginning. They could not confront the daily issues alone such as poverty, sickness, plagues, etc. Hence the role of other institutes such as family, clans, and society has gained significance for the purpose of protection of individuals from the internal and outside threats. As mankind is a social creature, they need the surrounding people to help fulfill their needs. This has become a beginning for aiding and cooperation among the society members. The first appearance of civil society cannot be easily determined. This is due to the fact that civil society is process which has gone through many political, economic, intellectual, and philosophical changes. Despite that, some intellectuals date back the appearance of civil society to the Greeks. For instance the Greek philosophers have discussed a lot of issues with regards to this subject matter namely Aristotle (388 – 322 BC). He thinks that the society and the state encourage citizens to become involved in the power and the appearance and development of the political system in the country, (Hardy, 2008, pp.123 -124).

Also discussing civil society has been customary for the western philosopher for a long time. This intellectual custom changed along with technological, political and intellectual changes in the western society. Examples include the rise of the secular and non - denominational powers, the development of private ownership, the promotion of urban cultures, the demise of the absolute powers and the appearance of the democratic movements of the nineteenth century. This intellectual tradition before anything else is connected to development of economy and capitalism, and as a result the separation of economy from politics occurs, (Hardy, 2008, pp.123 – 124).

Obviously, in order for us to understand the concept of civil society more clearly he must review the 17th and 18th centuries i.e. the new era and the appearance of capitalism in the European societies in which this system grew. This was due to the control of the liberalism, (Ahmad, 1999, p.17). Clearly what is realized in the promotion and the various consumptions of this concept is that civil society by either of the social and political philosophers and thinkers on one hand is the reflection, understanding and the situation of the society. On another hand it is the outcome of ideologies and the ideological conflicts in addition to hoping and working

towards better usage of this in the service of the society in general and the individuals in particular, (Rashid, 2012, p.13). Here the conclusion can be drawn that the development of civil society is related to the progress of the economic, political, and social system. This is in a way which insists more on the rights of the individual's, citizens and various portions of the people.

2.2 THE MAIN PRINCIPLES OF CIVIL SOCIETY

In civil society there are a group of main principles which guarantee the support for continuity and development of the society and form the basic units of civil society. It is important to know that these qualities separate civil societies from the military and totalitarian ones, the most important principles are:

2.2.1 The Prevalence of Freedom

The existence of freedom is one of the main criteria of the growth of the civil society in the broad and general meaning as professor Hob South (1905 – 1985) believes that growth relies on many main principles. These are the rights of freedom and independence in decision and not rather imitation of other individuals or groups imitating each other. Also freedom means skills and participation inside the society and its institutions. However, one can generally argue that talking about freedom means talking about the freedom in the fields of politics and economy as well as the freedom of thinking and it includes two significant areas which are individual freedom and public freedom.

1: Individual Freedom:

This field provides individuals with the right of thinking and behaving and develops the personal potentials at the same time it increases their abilities and skills in the various areas of life. One can say that the individual freedoms are materialized in the freedom that the society provides for individuals. This is for sake of showing their innovative abilities the best, as well as having an active participation in the process of building and social development, especially in the areas of religious worships, freedom of choice, work, criticism, etc. (Al- Hassan, 2012, pp. 12 ,13).

2: Public Freedom:

This means preserving the public freedoms politically, economically and socially. In other words, the state provides those public freedoms in the constitution at the same time it

protects them with laws. An example is the freedom of forming political parties, societies and organizations and this is the reason that makes the general atmosphere valuable. It is noted that British economist Adam Smith (1723 -1790) very clearly explained that a legal boundary is necessary for a free society. However, he knew that the law alone cannot make a healthy society. That is why he focused more on free economy (G. Green: 2011, 17 - 20) in which humans through the sovereignty of the law can organize their interests. Hence it can be argued that the development of individual freedom without having a free atmosphere is impossible.

2.2.2 Democratic Ground

Democracy both as a tool and as a political system confirms the exchange of the political powers. Linguistically, it originates from Greek. It consists of two parts which are *Demo* that means “People” and *Crasi* which means to rule. Hence, democracy is understood as the participation right of the members of a society in the political decisions of that society (Amediyan, 2013, pp. 301, 302). The first type of democratic rule belongs to the ancient Greeks. Although democracy was practiced in ancient Athens it was on a narrow scale and for a selected few who had the right to choose. However, nowadays the principles and pillars are well – developed in the west (Zhazhlayi, 2006, pp. 9, 10).

In reality, connecting the concept of civil society to democracy has a basic task which is awarding a type of political validity that modernization project represented by the state (Fuad Ghaliun, 2003, pp.72 - 73). Obviously, talking about the existence of the civil society without having a democratic atmosphere for the members of the society loses credibility and leads it towards a totalitarian and dictatorial state. Although having democracy and elections alone do not create a civil society, it can be regarded as a basic condition.

2.2.3 Citizenship Right

Jukman (1946 -?) believes that the concept of citizenship is the equality of the citizens before the law regardless of racial, ethnic and political differences, and based on the principles of equality and justice. Clearly, the start of Enlightenment age in Europe in (17-18.) century played a key role in the change of citizenship. It is to be noted that what promoted it was the appearance of the theory of “Social Contract“ in which philosophers such as Hobbes, Locke, Rousseau, and Montesquieu reorganized the bond between individuals and the state on an intellectual basis. Meanwhile, with the appearance of national state in Europe which means

nationalism, the state sovereignty increased for the sake defending and protecting the rights of citizens from the domination of the authorities, (Kasba, 200, pp. 33 – 35).

Here it can be argued that the notion citizenship means a proper treatment of the state and its institutions without differences. Moreover, the Universal Declaration of Human Rights increased the value of this concept. That is to say, a society is not called a civil society which does not preserve the human rights and citizenship (Basheeriya, 2005, pp.28 -30).

2.2.4 Separation of the Authorities

Separation of the authorities is also considered another principle of the civil society, as the authority in a civil society does not deal with every single member of the society but rather with an organized union. Also when generally the authority is talked about the terms power and leadership come to light. Separation of the authorities means the recognition of the differences but on the basis of accepting one another.

Obviously, the admission of the boundaries and differences of the authorities (judicial authority, executive authority, and legislative authority) needs some principal values to create a common atmosphere to regulate the differences and make them legitimate. At same time it distances it from any chaos and disorder which endangers the political and social system or leads it to civil wars .

Clearly, separation of the authorities is different when interpreted by philosophers. For instance, according to Montesquieu separation of the authorities is regarded as one of the principles of liberalism. Notably, he has divided the political authorities (judicial authority, executive authority, and legislative authority) according to their tasks. According to this theory eradication of one –man rule can be achieved when the above mentioned authorities are separated, each in addition to their independence has a certain power over the other (Gramsci, 2015, p. 78).

Also German Sociologist Max Webber (1864 – 1920) has divided the types of authorities on some bases, which are traditional authority, inspirational authority and rational authorities. He believes that authorities are socially divided into some sorts. One of them is direct authority (social authority) which directly imposes its hegemony over the subconscious minds of all members of the society or openly affects the individuals. In other words, it becomes

a major part of the individuals' personality structure. Without having anyone to give orders everyone is obedient and are willing to observe and respect the norms and customs

It is worth mentioning, that all three authorities (judicial authority, executive authority, and legislative authority) each on a different scale form political authority of the ruling caste and perceiving any weaknesses in practicing justice leaves deep and dangerous impact on the citizens.

2.3: THE ANALYTICAL DIRECTIONS OF THE APPEARANCE OF CIVIL SOCIETY

There are various directions which intend to analyze the appearance of civil society. Many philosophers and thinkers presented their thoughts in this regard. Those directions include:

2.3.1 First Direction: Classical:

This direction does not substantially differentiate between civil society and political society. In other words, it connects them. The classical understanding to civil society is that civil society is an organized group within a political frame. This theory had the belief that in the society before civil society people lived in separate groups. However, due to the human connections such as affection, friendship and education civil society appeared. Henceforth, classical theory relates the appearance of civil society to the political power. Hereafter civilization emerges and this is what the Greeks call the difference between civilization and barbarism. That is to say, civilized people live in a political entity and have the loyalty to their nation and homeland in general, (Mufti, 2014, p. 19). The most important thinkers of this direction are:

2.3.1.1: Berkeles (495 -429 BC)

This philosopher talks about the influence of public atmosphere on the emergence of civil society. That is to say, it can be claimed that civil society impacts more on the public interest and life. Hence Berkeles intends to argue that the public atmosphere is connected to the moral society. Also the moral society works on many moral standards to connect the members of a society together (Mufti, 2014, p. 19).

2.3.1.2 Plato (427 – 347 BC)

Greek philosopher Plato sees civil society as the human body, which has many different organs and each perform a different function. Human beings have some materialist needs such as accommodation, clothes, and food. The distribution of duties within Plato's theory occupies an important position in justice, politics, and civil society. That is why the theory has been described as a functional theory. For example, any element mentioned in this theory has to have a particular function in order for a harmony to exist among them all, (Muhammd, 2009, p. 11).

Notably, what was valuable to Plato was a united and robust state. He held the belief that dominating public interests over personal ones was the source of strength for the civil society. Hence it relatively converges with Berkeles's ideas which work on common interests.

2.3.1.3 Aristotle (388 – 322 BC)

It is claimed that civil society to Plato means a political society. Political society in the Greeks' view comes from the nature of human beings. This is as human beings have been political creatures and political beings. Humans achieve their true self and nature from politics. This is why their non-political activities come in a minor degree. Having a personal field or nongovernmental affairs where individuals can evade from the public duties or limiting political society because of it was unexpected. Furthermore, no such beliefs existed which made individuals own independent, and preserved rights.

In fact, originally the term Aristotelian political animal had a selected quality. Aristotle's political animal was a male individual citizen and rich. Other people such as women or slaves were Oikos or private world. Oikos meant a special field and was different from a political society. However, it is impossible to regard them as a simple form of civil society as Oikos were second degree field. It included those people who were deprived from citizenship rights as they are seen in later forms. It included citizens themselves. Not only it is not minor to political society but also it is a field where the most important activities of the society happen (Hardy, 2008, p. 125). Hence a conclusion can be reached that in ancient Greece civil society was nothing but the intellectual suggestion of politics which is presented within the frames of state and urban life. This is despite the fact that the right of participation is not available for all.

2.3.2.1 Second Direction: Modernism and Enlightenment Age:

In this direction civil society is connected to European modernism and Enlightenment. The appearance of civil society is connected to the emergence of individual interests, economic contest and the rise of the freedoms, (Ali, 2014, p.19). It is important to note that this direction includes three main philosophers who are Thomas Hobbes, John Locke, and Jean Jacques Rousseau.

2.3.2.2 Hobbes (1588 – 1679):

According to Thomas Hobbes Human society has gone through two stages which are:

1. **Natural stage:** in this stage the state does not exist. What is there is everyone war against everyone where fear and tyranny dominates all members. In other words, in this stage instinct dominates reason: this stage of living is more like animals' lives, in which the strong oppresses the weak and the moral values and public life are not observed.
2. **Civilized Stage:** In this stage the members are obliged to create a state. Also they concede some of their rights in return for security and safety from the state. This is called social contract where the society transforms from instinctive stage into social stage; it moves from the state of egocentricity to the stage of solidarity (Bashar, 2012, pp. 98 – 99). This in itself further guarantees peace and solidarity as reason opposite to instinct works on establishment, organization and solidarity.

2.3.2.3: Jean Jacques Rousseau (1712 – 1778):

In his famous book (Social Contract) Jean Jacques Rousseau to the contrary of Hobbes argues that people in their natural state they were free and equal at first. Later civilization affected the goodness of man. To him the most natural society is family, where the sons are bound to their fathers as long as they need them for their survival. When no longer the need exists, the natural bonds fade away. In case the bonds continue afterwards and stood defiant, this continuation is not natural but rather determinable. Also family becomes a family from a contract. Therefore, common freedom is the natural result of man and family in the first example of human society in a way the leader plays the role of a father and the people play the sons. While they are both free they do not give up their freedoms unless for their own interests, (Abuhalawa, 2005, p.32 -35).

Thus transformation from the natural state to civilized state creates a considerable change in human beings. In Rousseau's opinion what Hobbes lacked was that he viewed man from the natural state that human beings existed in society. Rousseau claims that Hobbes revealed the deficiencies of the new definitions for natural rights. However, the results that he restricts in his definitions reveal to us that he explains the subject in a way that has no fewer mistakes than the others.

It important to notice that Rousseau pictures natural state that is the closest to purity, in a way that the more man comes closer to natural state the better he becomes. In contrast as much as he is gradually influenced by desires and interests of the society, he becomes closer to aggressiveness. The first of this is the desire of property ownership. The day it crossed the mind of mankind to control a piece of land and claim ownership (this belongs to me) and then found simple people who believed him since that day that man became the first practical founder of civil society, (Abuhalawa, 2005, p.32 -35).

2.3.2.4: John Locke (1632 – 1704):

Like Hobbes English thinker John Locke started from natural state and basic contract and his ideas were somehow close to those of Hobbes. However, he saw them in a new way. Contrary to Hobbes, John Locke thought natural state is a healthy or semi- healthy state and it is neither that cruel as Hobbes thought nor as perfect as Rousseau considered it.

Natural state is a realistic condition that can improve. Locke thinks that private property exists in natural state before the existence of civil society. He also assumes that a wise and inventive man and not natural is the source of those things that have values. In this sense natural property exists and has benefits. In other words the person who wins a piece of land through working not only he does not harm to the shared incomes of his fellow humans but also increases them. On the other hand, the existence of the natural rights of individuals in the natural state makes them incapable of confronting the power in the society state, (Abuhalawa, 2005, p.32 - 35).

Obviously, the natural stage as understood by Locke is connected to reason. This state in the condition of freedom and equality does not lead to disorder and trouble (everyone's war against everyone). This is because natural reason educates people that it is not permissible for anyone to harm others. Locke also insists that private ownership is to be included among those

rights that mankind possesses in a natural state. That is to say, human beings have private property and can use them for their survival. Locke stands firm that absolute ownership does not match the nature of civil society, (Abuhalawa, 2005, p.32 -35).

2.3.3.1: Third Direction:

This direction believes that civil society is the domain where the borders of freedom are wider whereas the restraints on the political power and other institutions are more. The society is able to continuously monitor the political authority. Among the most important thinkers of this direction are: (Mufti, 2014, p.19).

2.3.3.2: Hegel (1770 – 1831):

German thinker Hegel thinks that civil society is more connected to the field of economic relations and external organization. He also assumes that the duty of the state is to organize the nature of the conflicts for the sake of keeping the society from social, political and economic problems and conflicts.

Hegel differentiates two types of society, each of which possesses their own qualities and they are:

- 1. Urban Society (the center of life, civilization and industry)**
- 2. Rural Society (the center of moral life and roots from the nature of family)**

Hence it is argued that when Hegel mentions civil society and call it bourgeois, he means those people who live in the cities and are minding their business. That is to say, the society that Hegel talks about is logically dependent on the dissolution of family. This is because an individual within the frame of a family is an individual within the frame of a small totality which is family. That totality is their aim and purpose which is a general aim. Whereas the dissolution of a family means that its members broke the contracts and became independent figures. Each has their own goal and deals with the other people as though they are the tool for achieving his/her goal. Therefore, according to this theory it can be claimed that an individual in civil society is the person who is trying to meet his / her private needs and fulfill his / her self-interested personal goal. The materialist needs are the prime energy of the urban people and civil society.

In short, it can be agreed that civil society to Hegel is the connection chain between family and state. Family is the essential destiny whose duty is to direct and try in order to gain

social fortune on one hand and secure the individual's source of living on the other. Whereas, civil society breaks this connection and separates the members of families. This is after they become independent, legally recognized, and free and disconnected from the families. Thus, individuals transform from their natural group (family) to political and economic groups, (Elisis and Zunaida, 2012, p. 49 -56).

2.3.3.3. Antonio Gramsci (1891 – 1937):

Italian philosopher, Antonio Gramsci is one of the most well- known thinkers of twentieth century. Because of inventing the concept of hegemony he caused a lot of discussions and researches about civil society while the concept was in retreat due to two world wars.

It is worth mentioning that he starts his researches about civil society from the Bolshevik revolution in Russia. He sees the cause of the Bolshevik revolution in the under development of the country and the weakness of civil society in Russia. This made the country politically defenseless in the face of critical times. It is to be noted, that apart from Russia that revolution could not have happened in any other European country for these two reasons:

First: The other European countries were in a more robust shape than the Tsarist state.

Second: The civil society in the European countries was strong. That is why any revolution must have had several big wars to reach the state. In other words, the relations between the state and civil society in the west were in harmony. Whenever the state encountered danger directly a strong formation of civil society was in place to fill the gap which the state left behind. The existence and survival of the state in a civil society was related to the civil society organizations. Gramsci held the belief that the state exist deeply in the civil society. Without dominating (hegemony) the civil society it is impossible for anyone (especially the communists which he discoursed them more) to reach the depth of power. That was why Gramsci concerned himself less to revolutions and violence. He understood the fact that capitalist states through the organizations which belonged to them and others which belonged to the various parties of civil society gained supports that kept them from collapsing.

He also views civil society as the root of the state, a civil society that in the end the state is fighting for. In this regard, he writes” according to this theory the government is to have a share of support for civil society. However, this support and harmony is to be organized it cannot stay as sheer words that is to be chanted during the elections. The state benefits from

supporting the people and wants it. At the same time through the party channels and councils it can win the people over for this support. Obviously, these parties and councils are special organs which are formed with the superior fraction's initiation.

In this view Gramsci talks about the concept of hegemony. He intends to say that the existence, strength and survival of a state are not about the status of the army and police force and suppression (as seen by Marx especially in analyzing the Prussian state). But rather a great part of the state strength is related to the general agreement which the state and the founding parties of the state bring about among the people. In other words, civil society is a dominated geography. Also what dominates it controls the state as well or it will be in a near future. For this, it relies on the power of the educated and intellectuals as a dominating force over civil society, (Gramsci:2015, 25 -50).

2.3.3.4: Vaclav Havel (1936- 2011):

According to Vaclav Havel the role of state is protection of several laws of civil society independent non political civil and self-organizer foundations. It is worth mentioning that Vaclav Havel insists that an anti- politics civil society should be built. Because it is the dream of civil society, if it is, there will be a certain way towards liberal separation between the state and society.

Havel has a nice statement; he says “I prefer a policy, against politics” that is, a policy that is not formed in style of technology of power and maneuver; it is not to be a technology for controlling human beings. Also it is not a policy that has become the art of protecting the interests. It is rather to be a way of achieving a meaningful life and stability of that life and preserving it and taking care of it. Thus, he believed that the role of policy is practical morals that really are serving the truth and basically serve humanity according to human principles,(Muhamad,2009, p.55).

2.3.3.5: Jeremy Rifkin (1945 -?):

Jeremy Rifkin thinks that civil society is neither an economic structure nor political, but he divides civil society into three pillars: They are:

1. Economic field: through this way capitalism is formed.
2. State: its main role is making political capital.
3. Civil Society: its main duty is to produce social capital.

It is important to note that there are some procedures that are the most important of them all, but less known officially. He believes that with the path of technological and economic development of information age, the capacity of working from capitalism (first position) has been transferred to (third position/ social capitalism). That is, third section has directly connected to the general welfare of the society. For proving this, he give the example of American society, that for the past thirty years, manpower of a factory from industry department has been decreasing from 33% to 17% .By 2020, this figure will decrease to 2% because of machine replacement. Instead of human capacity in production lines work circumstances from capitalism will go into civil society. What Jeremy means is a civil society that is wide and multisided. That means non-commercial organizations from schools, universities and foundations of arts and science, researches and hospitals are part of it. This definition will mostly go with the advanced industrial societies, (Khoshnaw, 2000, pp.65 - 66).

When all these western thinkers discuss civil society and its outcomes, they depend on the condition of their economic, social and political life and connect them to the changes and events that come to beings mostly in the west. This is when each of these intellectuals' focus is on a certain aspect, and obviously because western countries more or less are affected by these changes. They also transferred some of the outcomes o the appearance of civil society to the eastern countries. Clearly, the appearance of civil society in the east in general and in Kurdistan Region – Iraq in particular is related to many situations and various factors which are to be discussed later.

2.4 THE OUTCOMES OF THE APPEARANCE OF CIVIL SOCIETY IN KURDISTAN REGION

Like many other countries of the region Kurdistan Region – Iraq after the fall of the Ottoman Empire and redrawing of the map of the Islamic countries was affected by the experience of western countries. These impacts had many outcomes which also entered Kurdistan Region, and the most important ones were:

2.4.1 The Appearance of the Political Parties

The Appearance of political parties to some extent means social development. This change according to the progress of civilization, politics, religious and psychological condition and traditions of that nation the ideology of these political parties will also change. A political party is also an organization that is formed to influencing the government. Those political parties do their task through their delegates. Definitely, the nature of Kurdish society has been through the process of the appearance of those political parties. The starting point of this history dates back to the nineteenth and twentieth centuries. Concerning on appearance of the first party in Kurdistan, there are different opinions. According to some sources, Mohammadi Union was established in 1908 or 1909 with the presidency of Saed Nursi. However, according to Armenian documents Kurdish Union with the presidency of Sheikh Aubadulla Nahri was established in 1880 and according to other sources Azm Association 1900 (Azm Qawya Jameytlar 1900) was the first political party. On the other hand, “Kurdish League” was announced with the presidency of Sheikh Abul Salam in 1907 in the city of Dahuk, (Baram, 2012, p.30).

Definitely, development of political parties and doing its tasks in society has a deep relationship with the political, social, economic, and cultural circumstances of the society. Because Kurdistan region was not able to be an independent state till now, the appearance and development of the political parties in this country is different from the western societies even the neighboring countries. If the goal of establishing political parties in western societies is for political and social reforms and political stability, in Kurdistan the main goal of political parties has been nationalism and nation freedom. The goal of reforming and social affairs was secondary to political parties’ agenda. Due to political struggle and military circumstances of Kurdistan, they were not able to work on this field seriously then political parties were not able to pass their own natural development stages, (Drai,2102 p.5).

After the 1991 uprising, the political parties in Iraqi Kurdistan region have changed tremendously. If political parties’ activities were conducted secretly in shelters and mountains, the uprising gave an opportunity to political parties to publicly do their political activities. This gave an opportunity to the principle of political organizations so as to introduce themselves as an organization and successfully participate in Kurdistan parliamentary elections in 1992. This led to the establishment of Kurdistan Regional Government. It is clear those has a great impact

on developing civil society more and after the fall of Saddam Hussein regime in 2003, Iraq and Kurdistan region have been opened more. (Marfi, 2011, p.142).

2.4.2 The Entrance of Printing Houses to Kurdistan

The stages of appearance and development of the media and journalism are considered one of the results of civil society by entering printing houses to Kurdistan-Iraq. Yet until now, it is unclear in which Kurdish city the first printing house was established. Print houses lately arrived in Kurdistan Region, precisely after the Second World War. Before that time, Kurds had printed what they had in printing houses of Baghdad. For the first time, printing house was established by the Ottomans in 1881 in Kirkuk and they printed in Turkish language. In 1918, they established another printing house. Although it was the first printing house in Kurdistan, it didn't have a great role because the writings were in Turkish language and that was for improving their own interests, (Nasraw, 2012, p.51 -55).

However, when the English had occupied Slemani city, a new era started. In 1919, Megerson (1881-1923), who had been Sheikh Mahmoud's (1886-1956) political advisor, established a printing house. Megerson himself had greatly familiarized with printing and printing house. He took great experiences earlier in Baghdad. He and Shukri Fazil had issued "Tegayshtni- Rasti" *Understanding the Truth* newspaper. When he came to Slemani city, he taught three educated young people this technique of printing then he printed "Peshkawtn/ Progress" newspaper.

Although the English had brought this printing house for their own interests and propaganda, at the same time, it had served greatly to language, literature, history and awareness of society. He also issued a decree in that newspaper because he was a political ruler and supreme delegate of Britain in Slemani city. His decision was that every non- Kurdish writings would be neglected. This made Kurdish language improve. In addition, it published more classical Kurdish poetry of poets such as Mahwei, Nali, Sheikh Noori Sheikh Salih, Rashid Najeeb, Bakhtyar Zewar and Goran the great.

Also in the time of Sheikh Mahmoud, four newspapers were printed namely "Bangi Kurdistan" The Call of Kurdistan, "Rozhi Kurdistan" Kurdistan Day, "Bangi Haq" The Call of the Truth, "Omedi Estiqlal" The Hope of Independence. A total of 57 issues were printed. Then municipality printed 56 numbers of "Zhyanawa" Revival Newspaper with it. After that 553

issues of Zhyan Newspaper (Life), and 94 “Zheen Newspaper” and one issue of an 8 page scientific magazine had been printed. All of them were printed in this small and old printing house. Following that Piramerd established Zheen printing house and took the right of supervision for Zheen Newspaper (Life) and started issuing newspapers and printing books, (Nasraw, 2012, 51 -55). As for Erbil, “Kirmanji dialect Printing House” was established by Hussain Husni Mukryani in 1925 in Rawanduz. This was considered as a third printing house and it was transported to Erbil in 1936, (Jabari,2009, p. 96).

After uprising in 1991 in the southern Kurdistan from the history of Kurdish journalism was the start of changing peoples’ views and thinking and opening the freedom. It is clear that these changes finally serve the civil society in Iraqi Kurdistan Region

2.4.3 Appearance of Intellectuals and Criticizing Roles

The twentieth century intellectuals could be considered the real starting of intellectuals groups in Kurdish society in Kurdistan Region- Iraq. This group was engaged in writing, criticizing and journalism. Two groups were considerable in society, that is, they had apparent social position. Intellectuals such as “Piramerd, Bekas, Goran, Sheikh Noori Sheikh Salih, etc...” were the examples of these early intellectuals who were the founders of this impact group in Kurdish society in Kurdistan Region. Following those intellectuals and with the appearance of schools, public schools and free education and opening Kurdish society towards the world the intellectual groups and their influence became stronger. From the past century, the Kurdish intellectuals had been divided into several crews and class of people. If the intellectuals of 20th century are considered a tradition or religious group, then there were a number of different types of intellectuals had come into existence including organic intellectuals, independent intellectuals, religious intellectuals, academic intellectuals and critics (Ibrahim, 2009, pp.59 - 60).

After the uprising of 1991, some other types of intellectuals are noticed. These are the product of those new circumstances of Kurdish society in Iraqi Kurdistan Region in one hand. On the other hand, after uprising they were influenced by the intellectual movement appeared after the fall of socialist bloc that occupied the world, (Ibrahim, 2009, pp.59 - 60).

It is important to note, with their different experiences and ages today the Kurdish female intellectual are an apparent group. What makes this group more special is that they

concern those problems which threaten their world. One of the characteristics of this group is the serious attempts so that Kurdish language would be used actively and for spreading female character.

Significantly, from the early years of 1980s, a group of independent intellectuals been emerged. After the events of 1991 these intellectuals influenced young people and the field of knowledge more. This was for analyzing the cultural, ideological and political phenomena. Also going with different senses towards global cultures and mixing into those cultures have been seen in those intellectuals' works. This is in addition to those multi-attempts for using methods and working with theories, philosophical and ideological issues that have been produced in western ideology.

Obviously, in a social point of view this group of intellectuals consisted of those figures who encountered many serious problems in most aspects of life. Also this group believed in multi – reading, multi- meanings, respecting the differences and self –reliance,(Siwaili, 2006, p.94 -115). This in itself further confirmed the principles of civil society in Kurdistan Region of Iraq.

2.4.4 Elections in Kurdistan Region- Iraq

Election is a significant concept of civil society. It is an influential participation of citizens in the political process and administration of power and electing of decision making establishments of the country which are the planners of policy and long term strategy. It is an important process that has great influences on the development of democratic process especially those societies that try to step towards democracy.

The occupation of Kuwait by Iraq had brought a new circumstance into Iraq and to the region. One of the main consequences of occupying Kuwait was the destruction of Iraqi army and uprising of Kurdish nation in 1991. The Iraqi forces were removed and political authority was taken from the Baath regime (Drayee, 2012, p. 191). This led to the establishment of parliamentary system through an independent and democratic election. Until now, Kurdistan Region-Iraq has conducted four parliamentary elections, one municipality election and two cycles of governorate council election and four times participated in Iraqi council's elections,(Rauf, 2013, p.5).

It can be claimed performing parliament elections, the existence of freedom of having political parties and providing a free political circumstance make civil society improving more in Kurdistan Region. As a result of trying to step positively in the next stages, many civil society organizations appeared.

2.4.5 The Appearance of Civil Society Organization in Kurdistan Region

In this thesis by civil society organization is meant those organizations which are set up by law in Kurdistan Region and work in the field of children rights, regardless whether they are local or international, government or non- government organizations. In the spring uprising of 1991 the Baath Regime was expelled out the Kurdistan Region and the cities of Erbil, Slemani, Dohuk and Kirkuk were liberated. This region was protected from any attacks of the regime by the United Nations decision no.986. Later in 1992 a parliamentary election was carried out which led to the establishment of Kurdistan Parliament. After this several foreign organizations came to Kurdistan Region for the purpose of aiding Kurdish people and brought with them the trend of organizational work. After that many professional, workers, syndicates along with some women and children organizations were founded. The first law (no. 18) for the organizations was passed by Kurdistan Regional Government in 1993 which remained the only one until 2001. Although this law did not differentiate between the independent and governmental organizations, syndicates and societies, this law remained regulating the activities of the societies, groups, and syndicates which work for achieving a certain goal or defending certain rights. Obviously) <http://www.krgngo.org/>(, until 2001 no law was passed special to the non-government organizations. However, in 2001 law no.15 was passed which in article 1 defines organization as: any Kurdistan, non-government organization whose aims include public interest of relief, reconstruction, humanitarian movement. Also in part one of article two it states:

1. An organization is an independent and non-government board consisting of a group of natural people who establish themselves for achieving their goal in the field of relief, reconstruction, and humanitarian movement in Kurdistan Region.
2. The organization has its own symbolic personality and is allowed to have the portable and non- portable properties.

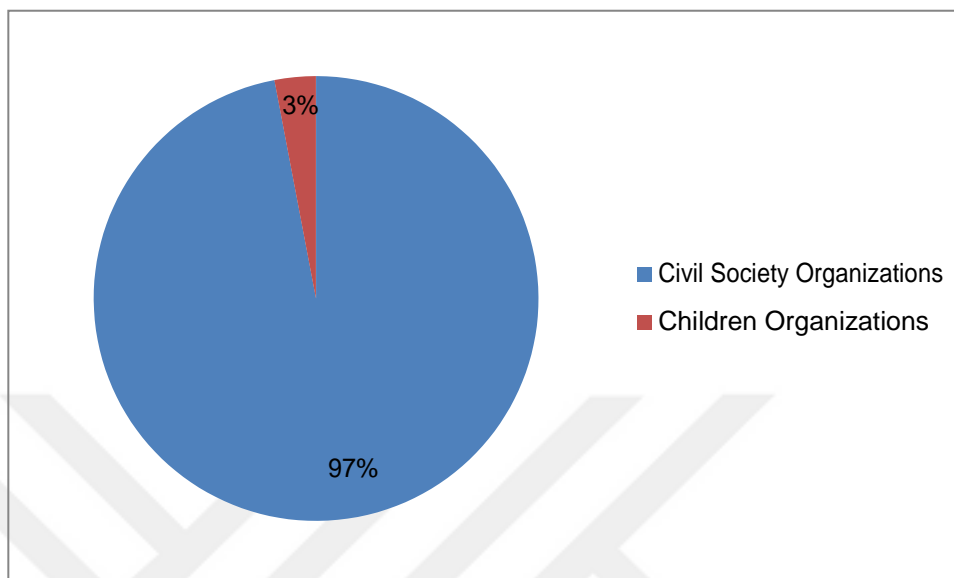
3. The organization can perform its activities after acquiring the relevant minister's approval.
4. The organization apart from achieving its goal cannot attempt acquiring any material profit and interest.(Qadir,with out year,p4)

This law dissolves the previous law no (...15..) in article 25. Also as general basis article 2 states that establishing an organization is a constitutional right and no obstructions are to be placed outside the legal conditions for anyone. This article has a high value which does not allow any pretext except for the legitimate conditions to be caused as complications for creating organizations. Meanwhile, in addition to this the condition of taking the approval of the Interior minister has been removed. What distinguishes this law from its predecessors is that in clause 4 of article 13 states that financially the organizations are allowed to have shares which is according to their projects and activities. Although this is against the principles of civil society, it can be argued that it is a good step towards the progress and increase of the civil society organizations, (Rashid, 2012, p.65). According to the statistics of the Directorate of Non-Government Organizations for 2017 the number of the civil society organizations in the governorates of Kurdistan Region is as follows:

Table 1: Civil Society Organizations in Erbil Governorate

Type of Organization	No. of Organization	Percentage
Civil Society Organizations	1590	%97
Children Organizations	50	3%
Total	1640	%100

Figure 1 Display of the Type of Organizations in General in Erbil Governorate

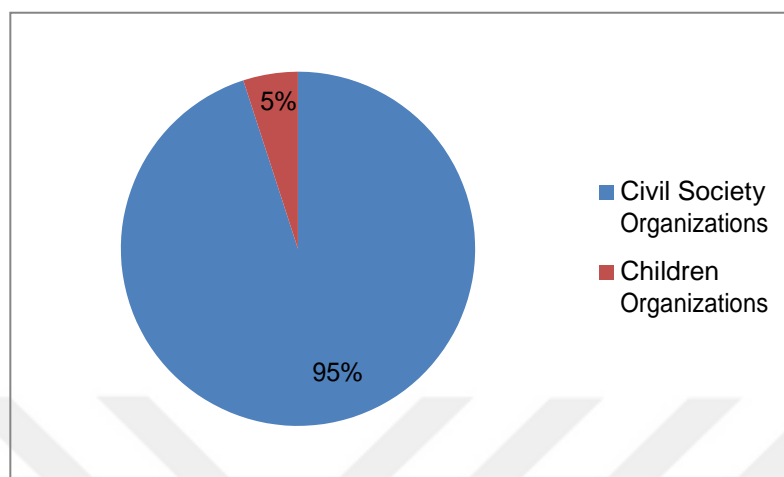


In the above table and chart it is understood that a great majority of the civil society organizations are general and work in the various fields of civil society and form 97% of the all the organization. However, the organizations special to children form only 3% of the organizations concerning the various fields of children. This obviously is too few compared to the total number of the organizations.

Table 2 Civil Society Organizations in Dohuk Governorate

Type of Organization	No of Organization	Percentage
Civil Society Organizations	330	%95
Children Organizations	16	5%
Total	346	%100

2 1. Display of the Type of Organizations in General in Dohuk Governorate

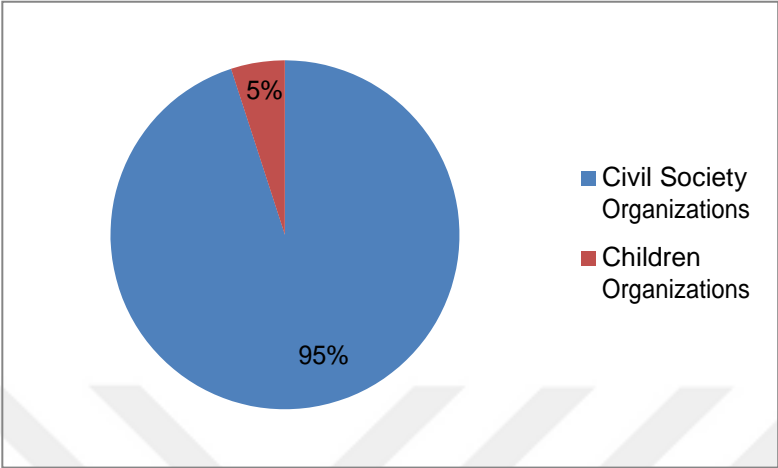


It is interesting that compared to Erbil the number of organizations special to children is 2% more which is a positive indication although the percentage is not at the required level. Although the civil society organizations in general work on securing human rights, freedoms, and services which indirectly serves the children rights, the number of the organizations which directly work of the children issues are very few compared to the total number of organization.

Table 3 Civil Society Organizations in Slemani Governorate

Type of Organization	No. of Organization	Percentage
Civil Society Organizations	778	%95
Children Organizations	39	5%
Total	817	%100

Figure 3 Display of the Type of Organizations in General in Slemani Governorate



It is interesting that compared to Erbil the number of organizations special to children is 2% more which is a positive indication. However, the percentage is equal to Dohuk, (Directorate of Non- Government Organizations, 2017). It is also worth noting, in the total of (3410), only a small number of the civil society organizations work for children. This shows the fact that the civil society organizations are not at the required level to improve and achieve the rights of children.

PART THREE

HUMAN RIGHTS, CHILDREN RIGHTS AND CIVIL SOCIETY ORGANIZATIONS

3.1 HISTORICAL DEVELOPMENT OF HUMAN RIGHTS

The idea of human rights development has a long history. It was like a process resulted from a many factors such as politics, culture, economy and precisely civilization. For example in the Mesopotamian civilizations human rights were valued. The evidence to human rights in this civilization dates back to the beginning of writing and record keeping of the laws in the third millennium BC. The Mesopotamian peoples in different eras of Sumerians, Acadians, Babylonians, and Assyrians have always requested their rulers to establish laws and practice them to include all freedom and social justice. Generally after the fourth millennium BC the number of villages had increased in Mesopotamia and the cities had expanded as well. This had made life in them complicated and needed the establishment of laws to protect human rights. Here the rulers started social reforms through founding constitutions for such reforms. These included Sumerian King Uru Kagina a descendant of Sumerian rulers who ruled the city of Lakish. He founded some laws to regulate families and protect women within the families and society. There were also the laws of Urimno who was the founder of the third Ur generation of Sumerians (2113 – 2060 BC). He established some law for the purpose of protecting the rights of women girls and married and divorced women. Another example is the laws of King Labt-Ashtar who was the fifth descendant of King Isn 1934 -1924 BC). This is in addition to the laws of Hammurabi (1792 – 1750 BC) which consisted of more than 300 articles of law that played a role in improving human rights.

Moreover, during the time of the Egyptian Pharos civilization, the Sun god ruled Egypt. The people were abiding to a group of laws which he claimed to be divine. The basis of the law was justice, truth, and honesty. It also committed the Egyptian ruler to the law. Hence the people in Egypt lived in a relative peace. Obviously this affected the observation of human rights to some extents, (Hadi, 2017, pp. 12 – 33).

It is worth mentioning that the Greek and Roman civilization had their impact on improvement of human rights. This is especially noted in the philosophers' ideas and theories. This is found in the fact that according to Greek Philosopher Plato (427 – 347 BC) the first meaning of republican government is to achieve happiness to the citizens. In other words, civil

society can only be achieved on the basis of justice. However, in the Romans' view freedom is a natural right. Freedom takes its existence from the supreme laws and not from the created laws. The ideas and philosophy of Cicero (106 – 43 BC) and Seneca (4 BC– 65 AD) were the main basis for political system and wanted the respect, wishes and rights of their people.

It can be argued that the middle ages have affected the progress of human rights directly or indirectly with various events, ideas, and theories of the intellectuals and philosophers in the process of the history of humanity. An example is Magna Charta Treaty which is known as the grand treaty. It is one of the most important agreements about human rights signed in the west in 1215. This constitutional treaty obliges King John of Britain to sign 63 articles of constitutions. From the researchers' view point this accord was the first constitutional basis of council of representatives. At the same time it was the first system of the allies. It was also the first law and constitution of Britain. It was considered the first opposition of the British people against tyranny and oppression of the monarchy as well. Furthermore, this was regarded as the first human rights treaty in the middle ages to have been established in the west, (Hadi, 2017, pp.12 – 23).

Obviously, human rights during the age of enlightenment had seen great progress. The philosophers had always rejected the absolute authority of the monarchies of the time. They stressed the dignity of human beings and impacted the revolutions such as philosophers Thomas Hobbes (1588 – 1679) and John Locke (1632 – 1704). These two philosophers affected the progress of English constitution and their theories impacted French philosophers and intellectuals in 18th century. Also the French philosophers had impact the improvement of the rights an example is the French sociologist and legal expert Montesquieu (1689 – 1755). In his book "The Spirit of the Laws" in 1748 he criticized absolute monarchy and found constitutional monarchy as the best system on the basis of separation of the authorities (judiciary, executive, legislative). Obviously, this philosopher's ideas impacted the French constitution in 1891 and the confirmation of the principles of freedom and human rights. There was also Jean Jacque Rousseau (1712 – 1778) who was known as the father of the French revolution. He advocated the observation of human rights in his theories and works, (Hadi, 2017, pp.12 – 23).

It is worth mentioning that by the end of the world war two and establishment of the United Nations the progress of human rights saw a new chapter. In 1942, 26 countries of the

allies drafted a statement to found this organization and in 1945 it was officially announced. Also human rights violations led to the universal declaration of human rights on Dec 10th 1948 which was approved by the United Nations. Since then, many other declarations and agreements have been approved to further enrich the meaning and extents of human rights. Speaking of which so far there were two world conferences in 1993 and 1998 to discuss and investigate human rights and their management and development. The participant countries in the conference generally came to the conclusion that in order for them to improve the human rights condition and preserve them they need to make better efforts and maintain the good work in that regard, (Bargam, 2011, p. 61).

Here one reaches the conclusion that the issue of human rights progress as a historical process has seen many factors impacting them in which the philosophers, intellectuals and various revolutions played roles in the progress of these rights in general.

3.1 THE ROLE OF THE INTERNATIONAL ORGANIZATIONS IN PRESERVATION OF HUMAN RIGHTS IN GENERAL

The international organizations have had their impacts to a great extent in the progress and improvement of human rights, and the most important ones include:

3.1.2 The International Committee of Red Cross

This organization was founded by a Swiss national Henry Dunant. This was during the time of France – Austria war as he witnessed the numerous wounded troops resulted from the battle of Solferino 1859(. <https://www.icrc.org/ar/who-we-are>)

3.1.3 The United Nations:

The aftermath of the two devastating world wars and the sufferings led to more value to be placed on the international organizations. Therefore, the United Nations worked its impact independently through those organizations that defend human rights in general and particularly women and children worldwide. This is because most of the international institutes and organizations concern themselves with human rights. An example was the Human Rights Committee was formed in 1946 which was administrated by the Social – Economic Committee

of the United Nations works on further protection of human rights. (<http://www.un.org/en/sections/what-we-do/index.html>)

3.1.4 Amnesty International Organization:

This organization is special to defend the rights of the regular and political prisoners. It also tries to tighten the trials of the political prisoners in order to leave impact on the legislative board for the purpose of reducing the sentence of death, torture, and harsh treatment against all the prisoners. This is against those court rulings which issue death sentences secretly. This is also to investigate the disappearance of those persons engaged in political activities. The organization was founded when British lawyer Peter Benenson and some other political activists appealed for a general amnesty. He launched a worldwide a yearlong campaign in 1961 demanding the release of all the prisoners who have been arrested for political or social activities. It is worth mentioning that this organization has its presence in more than 160 countries and regions and has one million members. The organization was awarded a special award in 1977 for its work and activities. The main headquarters of Amnesty International is in London, Britain, (Omer, 2007, p. 119 – 120).

3.1.5 Human Rights Watch:

This organization was founded in 1978. At first it was called Helsinki Watch to monitor human rights in the former Soviet Union states. That is to observe Soviet Union's compliance with Helsinki Accord. Later it was expanded. It is worth noting that the organization has three departments and each has a different task namely: transport of weapons, children rights and women's rights.

It can be argued that with the appearance and the impact of the international organizations of human rights a group of local and regional organizations have also been established advocating the practice of the international agreements. They are in the form of government and non- government organizations whose tasks are mostly collecting various information and reporting the human rights violations. These may (at later stages) also have the chance to pressure the states and the parties which are committing such violations. (Bargam, 2011, p. 78).

It is worth to note that in Kurdistan Region – Iraq despite having many non – government organizations, there is The Board for Human Rights Protection which continuously

monitors human rights violations, especially those which are practiced in the police stations and security departments against detainees.

3.2 CHILDREN RIGHTS AND HISTORICAL PROGRESS

As it was discussed in part three, section one the most important principles of human rights appearance, it considered suitable to present the most important factors and mechanisms which led to further concern for children rights and the methodology for their achievement.

3.2.1 The Progress of Children Rights in the Ancient Civilizations

First of all, before going into the detail of the history of children rights is needed to clarify who a child is. According to article 1 from the Children Rights Agreement of the United Nations in 1989 a child is the person whose age is below 18.

In the pharaoh civilization of Egypt although the violation of children rights more or less continued, the protection of children rights experienced progress. For instance the phenomenon of sacrificing girls and children was banned. At the same time medical care and education of children saw a special progress to an extent. However, what is interesting is that securing children rights was often for the rich and powerful elite. On the other hand the children of the neglected classes were exposed to professional education such as hand crafts, (Hadi, 2017, 159 – 160).

In the era of Mesopotamian civilization they paid a great attention to children and their education. This is discovered in the written records of the Sumerians, Assyrians, Acadians, and Babylonians. Further, the Hammurabi laws in 18 BC confirm the educational and legal rights of children, especially the right of heritage, education and provision of children's basic needs. This is in addition to those legal texts which issue strong impeachment for those who assault pregnant women. It is interesting that the Babylonians had also took specially care about children education. They had thought that through the arts and education they could take care of the professions, (Fuad, 2013, pp.24 – 25).

In the Greek civilization as a shining civilization of the ancient history a special care was dedicated to children through the institute of family. It is worth mentioning that the Greek civilization despite been a well - known one it consisted of two main classes, namely a minority of free people and a majority of slaves. Obviously this segregation had also reached the children

of these two classes. It is interesting that education in this civilization has often worked on violent methods. Children were sent to school at the age of seven, and notably this was a privilege for the class of the rich and the powerful.

In Roman civilization a special care was given to the institute of family. The head of the family had an absolute authority over the family members. In some situations the head had sold a member of the family especially children. They were placed at the temples to run the religious ceremonies instead of the family head. Clearly as time passed children rights also went through changes the punishments were reduced as well, especially in third century AD. This was mostly due to the appearance and spread of Christianity which valued especially children. In Mathew: 18 -19 Jesus says beware not to get angry at any little ones. Clearly, from the view point of Christianity especially Catholicism children and their upbringing are considered God labor on parents' shoulders. Obviously, taking care of children and securing their rights and viewing it as God given task in later stages of history with the appearance of Islam children rights are valued, (Hadi,2017, pp. 161 – 164).

It can be said that children as any other classes of the society especially, marginalized classes to an extent have faced violations of their rights due to the fact that the social and political systems have not been matured enough. That is to say they did not have the capacity to defend children. That is why children condition and protection of their rights was not at the required level and they face many violations such as sacrificing them, burying them alive, and torture. Evidently, this left negative impact on children physically and psychologically.

3.2.2 The Progress of Children Rights in the International Treaties

In the aftermath of world war one and two and the dangers and catastrophes left from them caused a lot of sufferings for the nations and societies. Evidently, children were no exemptions to these sufferings and agonies as many children were casualties of the wars and many others were left without parents or supervision. This is in addition to a huge number of children became handicapped. It is interesting that after world war one a number of declarations, statements, and agreements were reached the field of protection of human rights in general and children rights in particular, these treaties included:

3.2.2.1 : International Save the Children Union

In 1920 the International Save the Children was set up in Geneva and earlier Save the Children was founded in the United Kingdom in 1923 by Eglantyne Jebb. Also in the same year they published a declaration for child welfare which included five clauses. In the first clause the provision of essential needs for natural growth of children both physically and mentally was stressed. Meanwhile, the second clause focused on child care in terms of food and medical care. The third clause read that in the emergency situations children were to be the first to deliver aids to. The fourth clause stressed maintaining child dignity and they were not to be exploited. The fifth clause concentrated on the education of children and the development of their skills and potentials, (Muhamad, 2006, pp. 48 – 49).

3.2.2.2 : Geneva Declaration 1924

The Geneva declaration for children rights was issued by the League of Nations in 1924. This was considered the first international step in the area of children rights protection. However, what is interesting is the fact that this declaration did not commit the countries to protect children welfare. It was rather a recommendation and it had a more metaphoric benefit. Despite that the declaration took a political aspect and the countries showed commitment to what it specified in its content. It is worth noting that the 1924 Geneva declaration carried the main principles of children rights. Those principles stressed that human beings need to give the best of what they have to children regardless to their race, civilization, religious differences. Also the declaration reiterated children rights to physical, natural and psychological growth. In the second clause there was a special focus on sick and hungry children. There was also focus on children with special needs. It further confirmed aiding children especially in the time of destructions and difficulties.

It is interesting that this declaration became the first international declaration concerning children rights protection to be issued by the League on Nations. Although this declaration did not oblige countries and did not contain children rights in terms of development it had a sort of importance. This was because it was the first international declaration of children rights. At the same time it became a basis for later use of the United Nations which they depended on for the human rights declaration in 1959. This came to being after 35 years of continuous work. Despite its significance the former Soviet Union did not participate in its preparation. Until its

publication in the League of Nations in 1924 the declaration did not become an organization. Though it still needed the legal power of obligation it had its value in principles that it contained. After all, no other international documents had mentioned those declarations, (Hadi, 2017, p. 178).

3.2.2.3 : Force Labor Accord 1930

After 1924 declaration other agreements and treaties were declared with regards to human rights. These included the agreement of the International Labor Organization 1930 known as Force Labor Accord. It contained 10 main articles concerning force labor. Force Labor Accord was declared on May 1st 1932 according to article 28 and put to action. Obviously, The International Labor Organization was set up in 1919 according to the Treaty of Versailles which was an independent institute with connection to the League of Nations. Also a conference was held in 1946 in which the connection between The International Labor Organization and The United Nations was established. Hereby The International Labor Organization became the first center of expertise connected to The United Nations.

It is important to notice that, the treaty was spread at the time of wars and invasions. During wars and invasions force labor was wide spread. Also when countries depended heavily on forcing people into unwilling labor in order to control material and human resources legitimately or otherwise to support their war and military efforts mostly force labor face children and youths. This was practiced with total disregard to their rights, freedom, dignity and humanity. When one looks at the articles of that treaty now one notices that the member states abolished all kinds of force labor and worked as best as they could to stop force labor as soon as possible. Force Labor Accord defined Force labor as any work or services that are imposed on anyone against their will under extortion of a form of punishment. Or those labors which the person did not decide to carry them out of their will. Evidently, The International Labor Accord expanded the frame of force labor to include a passage about private sector. The Private authorities cannot allow force labor on their watch for their personal or company or private group benefits. What distinguishes this treaty is that it dedicated a special article for children. According to this special article it is not allowed for children to be engaged in labors which are dangerous or unsuitable or harmful for their physical or mental or moral development.

According to Force Labor Treaty no work can be forced upon boys who have not reached the age of 18 as well as those who have exceeded the age of 45, (Hadi, 2017, pp.187 – 188).

3.2.2.4 : Universal Declaration of Human Rights

This treaty was issued by the United Nations Economic and Social Council which is considered the first comprehensive international treaty which concerns human rights and dignity in general and women and children in particular.

The first article of the declaration states that all human beings are free in dignity and rights and they need to be treated in brotherly manner. It is worth mentioning that this declaration consists of 30 articles. The second clause of article 25 states that all children have the right to be equally supported socially those who are the products of a shared life or those who have come to being outside marriages, (Universal Declarations of Human Rights, 1948).

3.2.2.5 : Universal Declaration of Children Rights:

Although the Universal Declarations of Human Rights 1948 paid attention to human rights it did not took a special concern about children rights protection. Therefore, The United Nations announced the Universal Declaration of Children Rights on Nov 20th, 1959 which consisted of 10 basic principles.

The first principle talks about children rights equally and regardless to blood, race, language, religion, nation, etc. The second principle stresses that children upon their birth have the right to have names and citizenships. The third and fourth principles confirm the protection of children rights taking advantage of social insurance. The fifth principle discusses the facilitations that are required for their physical, mental and spiritual growth. As for handicapped children looking after them is mentioned in the sixth principle. The seventh article mentions the provision of the family rights and the mental support for children. The eighth principle talks about the provision of the educational rights. In the ninth principle it stresses the protection of children and aiding them when needed. The tenth principle stresses that children have to be protected from any negligence or violence or exploitations. It also stresses that children need to be safe from any racist treatment or any kinds of segregation they are rather to be raised on the basis of friendship, peace, and universal brotherhood, (Muhamad, 2006, pp.51 – 52).

3.2.2.6 : International Treaty for Civil and Political Rights 1966:

The International Treaty for Civil and Political Rights was announced by the United Nations in 1966. This treaty consists of 52 articles. They stress the protection of the civil and political rights of human beings. What focuses on children rights more are the articles 10, 14, and 16 which talk about the separation of juveniles and adults in the treatment methodology in the prisons. Also clause 4 of article 14 stresses the protection of juveniles' rights and taking proper measures when dealing with them. This is in addition to the fact that this treaty warns us of applying death sentence for those crimes committed by on people who are under 18 years old. This law is applicable for pregnant women. That is to say death sentence is not to be practiced on those convicts who have not reached the age of 18. Also pregnant women are not executed during their pregnancy when committing crimes according to this law. It is worth mentioning clause 1 of article 24 stresses that every child has the right to benefit from the support of family and society without segregation because of race, skin color, gender, language, religion, nationality, social root, wealth, blood relations and family connection, and young age consideration. Also it is mentioned in the second clause of the same article that every child upon their birth has to be named and to have their names registered. Furthermore, according to clause 3 of the same law every child has the right to have citizenship (Wirya, 2006, p.40). On the other hand this treaty is criticized for not determining children as they are, nor it clearly and directly determines their age. Therefore, there is ambiguity in the treaty with regards to the stage prior to adulthood, (Hadi, 2017, p. 192).

3.2.2.7 : International Treaty for Children Rights 1989:

This treaty is considered the most comprehensive treaty of children rights protection which has taken benefits from the previous treaties of 1924 and 1959. Yet it has dealt with children and children rights more thoroughly. It is interesting that this treaty consists of 54 articles which are designed for children rights protection and providing a favorite world with dignity for them, (Children Rights Declaration, 1989).

3.3: THE ROLE OF THE INTERNATIONAL ORGANIZATIONS IN CHILDREN WELFARE

There are many international organizations which have effective roles with regards to children rights protection, the most important one include:

3.3.1 : International Labor Organization:

By the end of world war one, in 1919 this organization made an effective contribution towards achieving peace and social justice. So far it has announced nearly 100 agreements. The most important agreements that have been reached and announced through this organization include Force Labor Treaty (which has been explained before). As well as the 1973 treaty no. 138 which is about working children and how to overcome and prohibit children from working. The number of countries which entered this treaty reached 74 (Muhamad, 2006, p.60).

It is interesting one of the most important fields this organization pays special attention to is displaying the danger of making children work. This organization has its presence in 187 countries, (www.ilo.org-6-6-2017).

3.3.2 : UNESCO

This organization was set up in 1941. It works in the fields of international cooperation for education, science, culture and relations. This is for the purpose of protecting the civil, political, economic, social and cultural rights in the society regardless of racial and religious differences. It aims at developing the spirit of cooperation and understanding between nations. In other words, it targets the improvement of cultural relations between children and adults and the removal of the obstacles (en.unesco.org6-6-2017). It important to mention that this organization held an international conference with cooperation of UNSEF and World Bank in which 6 main aims where taken into consideration which were:

1. Expansion of child monitoring and developing them in the poor countries
2. Providing education opportunities for all without segregation for the purpose of completing elementary education
3. Improvement of the level of acquiring degrees in education
4. Reduction of illiteracy
5. Expansion of basic education and training

6. Improvement of teaching information and skills for the purpose of providing a suitable life, (Muhamad, 2006, p.62).

3.3.3 : UNICEF:

This organization was set up in 1946 that is to say after world war two. This organization is one of the special institutes of the United Nations which works with the states and NGOs in order to preserve children rights. It offered fast aids to them especially those European countries which were created as a result of world war two. In 1959 it took the name UNICEF and the department of relief was opened. The most important task of this organization is supplying children basic needs especially in those countries whose government cannot provide them, (UNICEF, United Nations Center for ,1989). It is interesting that UNICEF operates in 190 countries and regions on children rights protection and it has 70 years of experience in the field of family improvements. (www.unicef.org7-6-2017)

3.3.4 : WHO:

The aim of this organization is to achieve a better life a more healthy future all over the world. It has main offices in 150 countries in order to monitor health situation. One of the fields of this organization is dedicated to children and preserving their health rights which works with the governments' different sectors. (www.who.int7-6-2017).

It is worth mentioning that this organization through the universal special programs for children has been able to save the life of 302,000,000 people from diseases such as children paralysis, and others. Meanwhile it saves about 450,000 children from being handicapped through the vaccine that is given to children (Muhamad, 2006, p.63)

34 : CHILDREN RIGHTS CONDITION IN KURDISTAN REGION IN COMPARISON TO THE CLAUSES OF THE INTERNATIONAL TREATIES OF 1989

This treaty is considered the most comprehensive treaty of children rights protection which has taken benefits from the previous treaties of 1924 and 1959. Yet it has dealt with children and children rights more thoroughly. It is interesting that this treaty consists of 54 articles which are designed for children rights protection and providing a favorite world with dignity for them, (Children Rights Declaration 1989).

It is interesting that the Iraqi government signed this treaty in 1994. Similarly, Kurdistan Region as part of Iraq has approved this treaty. After the creation of Kurdistan Regional Government in 1992 and the establishment of Kurdistan Parliament one can say that the parliament passed many laws yet interestingly there are not any laws special to the protection of children rights except for some legal clauses and passages special to children rights.

3.4.1 :The Right to Life and Safety:

This is the most basic children rights in which maintaining the best interest of children is guaranteed, basically the term the right to life and safety include the following:

1. Avoiding any use of force or violence against children physical or psychological violence
2. Providing accommodation to those children who face violence
3. Abortion
4. Child marriage and force marriage
5. Working on growth of children
6. Protecting children from any form of exploitation

It is worth mentioning all these rights are clearly explained in clauses 2, 3, 19, 33 in the 1989 international treaty and required from all those countries which have signed it to take legal, social and administrative measures to secure these rights, Children Rights Declaration 1989.

Significantly, Kurdistan Region – Iraq passed law no.8 in 2011 called anti domestic violence in Kurdistan Region – Iraq. It consisted of 10 articles confirming the right to life and safety, (www.kurdistan-parliament.org/20-3-2017).

It is interesting however; some surveys and statistics show that these rights have been violated to an extent. For instance according to a survey conducted by Save the Children Organization- Kurdistan in 2014 shows the volume of violence and abuse against children. It states that 66.7% of children in Kurdistan Region – Iraq have faced a form of physical violence and 68.7% have faced psychological violence. This is in addition to other environments beside family for instance by neighborhood children as 55% of children have faced verbal psychological violence. Also 13% of children have faced exploitation. Even 29.7 % of neighborhood children have faced sexual violence.

When one looks at these statistics and data it is realized how dangerous the condition of

children rights is. On this matter the head of committee for human rights in Kurdistan parliament says that in Kurdistan Region there is still gender inequality and torture still exists. Even according to a report by the board of human rights in March 2017 all of the 200 juveniles who were arrested on charge of connection to ISIS faced dangerous tortures.

3.4.2 :Economic , Social and Cultural Rights:

Article 26 in the United Nations agreement provides children the right to take advantage of social insurance and protection of child life physically, psychologically, spiritually, mentally and socially. Whereas, article 27/ clause 2 explains that the member states of the international treaties must commit to assisting parents and full support their children to provide them an appropriate life so that children develop in all aspects. Also article 30 states that children rights of religion, language, culture and religious and ethnic minorities must be protected. Despite that article 31 give children the right of participation in cultural and artistic life. Interestingly article 32 stresses the protection of children from any exploitation and abuses economically or in any other activities dangerous to child life, (Universal Declaration of Children Rights,1989).

It is worth mentioning that the Iraqi Government signed an international treaty in 1994. For that reason the International Labor Organization issued two agreements: treaty no. 138 which concerned identifying the age of working children and the second, treaty no.182 concerning eradication of heavy and dangerous labor. Any countries which have signed these two treaties must determine the age of working children by a law as well as identification and classification of those heavy and dangerous jobs which could negatively impact the health condition of children in general. Kurdistan Region as a part of Iraq which has signed both treaties and showed commitment passed law no.8 in 2011 called the Law of Confrontation of Domestic Violence in Kurdistan Region. clause 1 of article 2 (which consists of 4 clauses) states "anyone related to a family is prohibited from the usage of violence within the family including physical, sexual and psychological violence. These other acts are also considered domestic violence such as forcing children to work, begging or leaving education, (www.kurdistan-parliament.org/20-3-2017).

Despite having this law an increase in the number of working children is notice. The survey was conducted in 2003 on 500 children in the city of Slemani. The survey found out that one of the reasons for children to work is dropping out of school. 18.4% of the survey sample

did not live in a normal family environment. 31.8% of the survey sampled children work around the year. 68.2% of the children worked only during the summer holiday. 60.8% of the children did not like their jobs and consequently they face exhaustion. Their working hours range between 6 – 9 hours a day, and this is a long time which is suitable to children's abilities and needs. 92.4% of those children have attended school yet 24.2% of them have dropped out. 7.6% of the children have never attended school. 81.6% of the children belong to big families consisting of 6 -11 members, (Faraj, 2003)

3.4.3 : The Rights of Naming and Identity:

Every child has the right to have a name when they are born. That is why article 8 of the international treaty mentions that the name, identity and family relation must be protected without any interference and according to the right that the law has determined. Any attempt against this wish must be stopped, (Universal Declaration of Children Rights, 1989).

It is interesting that in Kurdistan Region- Iraq There are not any laws to refer to this natural right of children. This confirms the fact that there are legal problems for the protection of children rights.

According to a research of Slemani University which is conducted on the role of social development of juveniles in 2013, 5.8% female children lost education opportunity due to the lack of identification card. The researcher took a sample of 45 children aged 7 – 18 in the city of Slemani, (Fuad, 2013)

3.4.4 : The Right of Having a Mother:

The countries which comply with this treaty cannot separate children from their mothers by force except for some specific situations that the law allows. In case the child's parents live in different countries it is the child's right to regularly contact their parents which is fixed in article 10. Also both clauses of article 11 work on taking legal and easy measures between those countries in which the parents live. However, if it is in the interest of the child not to live in a family environment, article 20 confirms having daycares and kindergarten for the child. Also article 21 allows adoption, (Universal Declaration of Children Rights, 1989).

It is worth mentioning that in Kurdistan Region- Iraq, Kurdistan Region Law no.4 of 2008 article 7 the condition for admitting a juvenile in the shelters has been explained according the juvenile system. It states that the juvenile must be from Kurdistan or Iraq and to be a resident

of Kurdistan Region, mother or father died, poor standard of living of the family, mother or father missing, or parents separated, mother or father imprisoned, having no one to look after them if they have a domestic problem, if the child's origin is unknown they are sent by the court of law to the juvenile shelters for a short or long period of time. Meanwhile, the condition for releasing juvenile is according to the juvenile shelters system of 2008, article 11. It states that the juvenile must have exceeded 18 years of age. Or a family member takes responsibility for them. Or if they are sent to a family by law which in that case an amount of 400,000 ID is given to the family for raising the child. Or if they drop out of school. Or if they commit an immoral act that is difficult to solve. Or if an order is released by the court or if a decision is made by the party that has admitted the child, (Ali, 2012).

A research of Slemani University which is conducted 2013 on 45 children aged 7 – 18 in the city of Slemani, shows that 15.7% of the children attend the shelters is because of having no parents, 7.17% is because of poverty, 4.24% is because of parents' separation, 2.42 is because of lacking one of the parents, 22.2% is because of long term diseases such as brain paralysis, blood related diseases, migraine, tonsillitis, rheumatism, etc.

It also states that 67.8% males and 70.5% females face punishments and violence by the juvenile shelters. 60.7% males and 35.2% of females face physical violence. 35.7% males and 64.7% females face psychological violence. The juveniles' shelter treatment against 60.7% males and 76.4% females is extreme in manner. 32.1% males and 47% females experience do not get along with the juveniles' shelters staffs. 67.8 males and 32.5% females cannot get along with juveniles' shelters internal guidelines and programs. 25% males and 47% females face other social problems, (Fuad, 2013).

3.4.5 : The Right of Freedom of Expression:

Universal Declaration of Children Rights 1989 has made it the duty of the member states that they need to recognize children rights as it is confirmed in clauses 1 and 2 of article 12 the rights of expression and listening to children and taking information but with restrictions that suit the age and physical ability of children. It is worth mentioning that article 17 further explains this right in which the media channels have been encouraged to publish the information that is important socially and culturally, especially what is related to social prosperity. In addition to these above laws article 14 discusses the freedom of intellect, religion, and child conscience.

Article 15 explains children right to create peaceful groups and societies. It also mentions that observation and administrating the right cannot disturb national security and public atmosphere, and it cannot stand against public morality, basic freedoms, and other people's freedom. Article 16 secures the legal measures to protect this task, (Universal Declaration of Children Rights 1989). This shows the truth that in Kurdistan Region there is a legal loophole in children rights protections.

3.4.6: Children's Right of Raising:

Article 5 of international treaty obliges the member states to monitor parents or legal guardians to commit to their duties and responsibilities towards the rights given to children according to the signed treaties so that they cannot neglect them. Similarly, clauses 1, 2, and 3 of article 18 stress that parents are responsible of raising their children and their growth. For that reason the countries need to facilitate in that regard, (Universal Declaration of Children Rights, 1989).

It is worth mentioning that in Kurdistan Region – Iraq, law no.11 which was amended in 2011 by the National Council of Iraqi Kurdistan concerning child benefit consists of 14 articles. In article 1 it is explained that child benefit is paid by the father and during the time that is withheld it becomes a debt on him, (www.kurdistan-parliament.org/20-3-2017).

3.4.7: Health Right:

International agreement for children rights values children health right. In article 24 of international treaty it stresses the provision of children health rights as a basic right in relief, medical care, and fighting malnourishment that threaten child's life and when children become sick. Also in article 25 of the treaty confirms the right of treatment. These rights are officially recognized by the member states, (Universal Declaration of Children Rights, 1989).

It is worth mentioning that in Kurdistan Region – Iraq in a law by the Ministry of Health and Ministry of Social Affairs of 1993 and also in article 2/ clause 2 it is mentioned that medical services, and basic medical services, reliving maternity and children, medical services for the schools and families are to be taken care of, (www.kurdistan-parliament.org/25-3-2017).

It is worth noting that the medical rights take care of health quality and display the ratio of child birth and fatality. A survey by the directorate of health - Slemani shows that Kurdistan Region in general and Slemani governorate in particular to a good extent has

concerned this aspect. It has made a big effort to reduce fatality rate of children for example at Iraq level Slemani has the lowest fatality rate of children under 5 years old down to 1000 children.

Figure 4 Reduction of Mortality Average among Children under 5 Years Old for Every 1000 Born and Living Children in 1990 – 2015

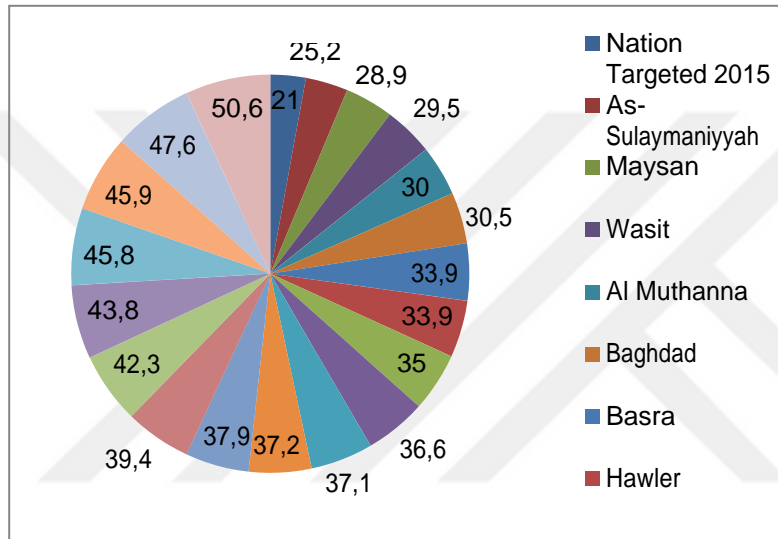
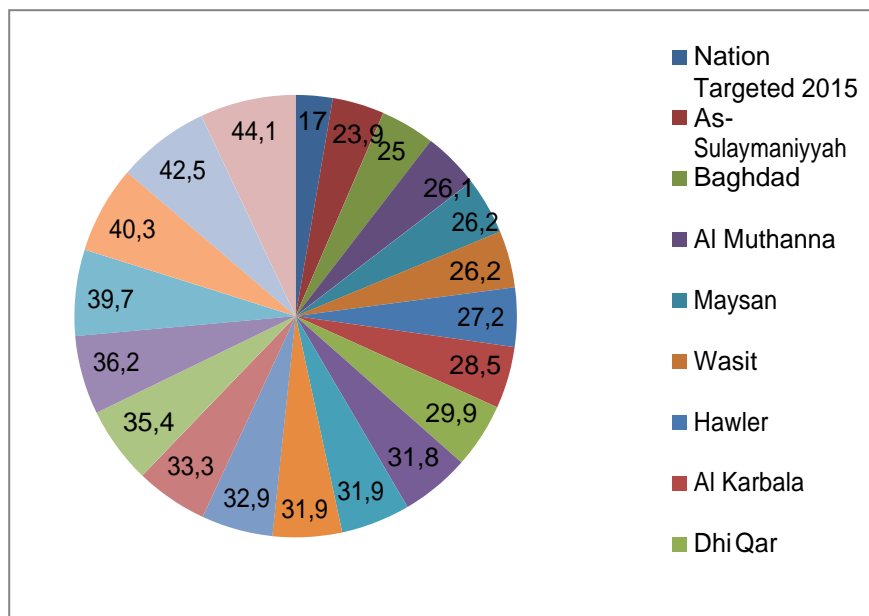


Figure 5 Reduction of Mortality Average among Young Babies Every 1000 Born and Living Children in 1990 – 2015



3.4.8 :The Right of Education:

The educational rights as a basic right has been mentioned in article 28 of International Treaty for Children Rights. It explains that the countries compliant with the treaty must provide elementary education and make it obligatory and free. Also the education system in the schools has to be in a manner that preserves child dignity. The treaty also encourages assistance and cooperation between the countries in the matters related to education in order to eradicate illiteracy and ignorance in the world. It also includes acquiring science knowledge and technology and making use of the modern technics and equipment, especially taking example from the advanced countries in education process. Also in terms of education article 29 stresses the teaching system in the schools must work on mental, physical, growth as well as forgiveness, and respect of environment, (Universal Declaration of Children Rights, 1989).

Meanwhile, in Kurdistan Region – Iraq, National Council of Iraqi Kurdistan law no.27, 2007 third amendment of Ministry Of Education Law which is amended from law no.4, 1992 article 4, clause 1 states that basic general education is necessary for every child. Also in clause 2 it is confirmed that in preparatory school the information has to be diverse and advanced in order for students to acquire expertise in information that is suitable for scientific life and continuation into higher education. This is in addition to a special care to gifted students. It is worth mentioning that in clause 1 of article 5 education is free in basic and preparatory stages in the public schools. As well as clause3 of article2 states that the education system and its means must be in a manner that is compliant with the plans and policies of the Ministry of Education. Moreover, clauses 1 and 3 of article 2 states that kindergarten precedes basic education stage and each of basic and preparatory teaching duration are three years. In clause 2 of article 12 of the law it is explained that the teaching in basic education is obligatory for those pupils who have completed 6 years of age at the beginning of the education year or on 31 of January of that year,)www.kurdistan-parliament.org2017-3-20/).

In spite of having these laws there are still violence and mistreatment of children. For example a survey about the volume of violence and mistreatment against children in Kurdistan Region- Iraq was conducted by Save the Children/ Kurdistan in 2014, in which children aged 9 – 17 were taken as samples. The survey shows that 42% of students encounter physical violence in schools by the teachers, head masters, administrative officials, and school students. 66.7 %

of students face psychological and verbal violence in the schools. 32.2% of the children face verbal psychological violence inside the family frame. 33.3% of children come across psychological violence in the neighborhoods. 58.8% of students encounter non - verbal psychological violence in the schools. 15.6% of children face sexual violence within the family. 29.7% of children face sexual violence in the neighborhoods. 38% of students face verbal sexual violence in the schools. 6% of students face physical sexual violence in the schools. It is worth mentioning, the repetition of the use of violent treatment against children is perpetrated against school children inside the schools by teachers which is the most i.e. 55%. However, the least amount of the violent treatment is by the social researcher which is 0.7%. As for children become injured as a result of violent treatment it is as follows: 25.1% of students become injured as a result of violent treatment inside schools. The injuries included abscess, bruises, scratches, dislocation of hands and feet, (Save the Children/ Kurdistan, 2014).

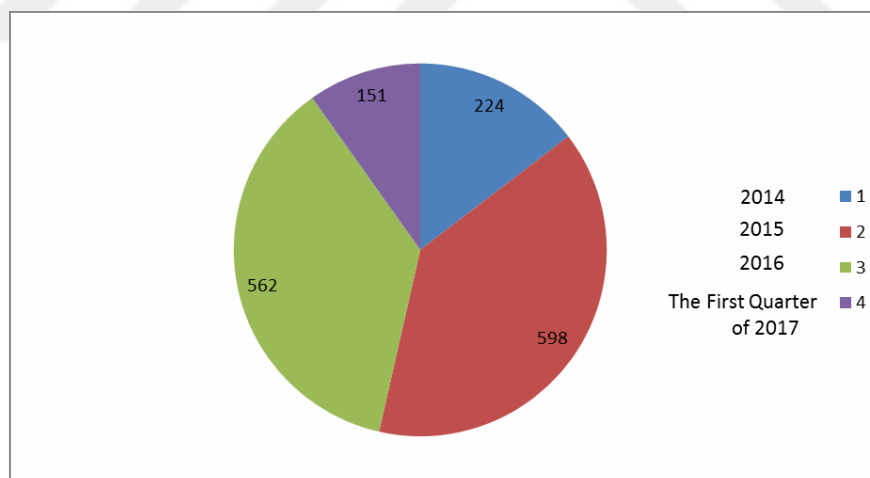
Legal Grounds for Administration of Sentences:

It is mentioned in article 27 of International Treaty for Children Rights that no child is to be tortured and treated inhumanely. Also death sentence and life in prison sentence for children under 18 years old is prohibited. Similarly, the decision for imprisonment against children must be according to the law and the court and the location of the juveniles must be separate from adults. It is worth noting that in the same article it is mentioned that any child prisoner has the right to have a lawyer to defend themselves. At the same time they have the right to see their family except for some special case in which it might harm the child. Article 39 of the treaty confirms taking proper measures for physical and psychological rehabilitation of the child in order for them to be renewed back to the society. Whereas in article 40 it is stated that even if they have violated the law their dignity must be respected. They cannot be convicted by force or forced to testify, (Universal Declaration of Children Rights 1989). In Kurdistan Region – Iraq law no.14, 2001 which is The Law of Determination of Felony Responsibility Age in Kurdistan Region – Iraq and consists of 6 articles in article 1 the events of committing crimes and young children and teenager perpetrators and children responsibility is explained. In clause 1 it is mentioned that children who have not completed 11 years of age are considered small children. Also clause 2 mentions that those children who have completed 11 years of age but have not reached 15 are teenagers. Clause 3 states those children who have completed 11

years of age but have not completed 18 are called children. Clause 4 states that those children who have completed 15 years of age but have not completed 18 are considered young. Article 1, clause 5 clarifies the owners of children as mother or father or the person who is responsible for them or made responsible by the court decision. Meanwhile article 2 of the same law it is mentioned that any person who commits a crime who has not completed 11 years of age is not charged with crimes. (www.kurdistan-parliament.org/23-4-2017).

According to the Directorate of Planning and Statistics of Judicial Council and Juvenile Court in Slemani the total of crimes committed are as follows:

No. of Crimes	Year
224	2014
598	2015
562	2016
151	The First Quarter of 2017



In the above chart it is realized despite the increase of civil society organizations every year, the number of crimes committed increases as well.

In this regard the head of Human Rights Committee in Kurdistan Parliament Soran Omer explains that until now in Kurdistan Region there are the issues of the prisons in dealing with the prisoners at the stage of investigation, detention and punishment children rights are violated. These include torture as the most common type of violations inside the prisons. These children are aged 12 – 14 -16. . Even according to a report by the Board of Human Rights in

March 2017 all of the 200 juveniles who were arrested on charges of connection to ISIS faced dangerous tortures, (Head of Human Rights Committee in Kurdistan Parliament Soran Omer: 20th Apr, 2017). This is a dangerous sign about children rights violations.

The Right of an Appropriate Life for Special Needs Children:

It is worth mentioning that in the event of handicapped children all the four clauses of article 23 of the International Treaty determines the right to the life and looking after special needs children. That is they are to be assisted in a manner that suits the condition of special needs people, (Universal Declaration of Children Rights 1989).

Also in the laws of Kurdistan Region – Iraq in particular law no. 22, 2011 concerning the rights and privileges of special needs article 1 the term has been explained. It refers to special needs as any person who experiences a disability of part of the body or otherwise in a fixed matter in any of the senses or the physical, psychological or mental abilities to a level that obstructs the function of one or more body parts. That is to say the disability makes too difficult for them to acquire or perform the everyday life requirements. Handicapped means any special needs who experiences body failure in a permanent manner. It is interesting that the aim of this law has been explained in the clause 3 and 4 of article 2 as to develop the abilities of handicapped and special needs children and to take all the measures that ensure their mixture in the general life of the society, (Universal Declaration of Children Rights 1989).

In article 5 of the same law it is mentioned that the government has to takes all the necessary measures for looking after handicapped and special needs within their families or the relief shelters or the assessment stations. Also in article 6 confirms the provision of medical needs for the handicapped people. As for the right of education in clause 1 of article 9 it is confirmed that any handicapped and special needs person has the right to education and learning. This is done by securing equal opportunity for them to be accepted in the education institutes of all stages. This includes higher education in order for them to continue their study. Their handicapped nature cannot obstruct their admission in the education institutes whether public or private. Meanwhile in it is confirmed in clause 2 that the government has to make the appropriate ways available for the handicapped and special needs suitable to their type of disabilities. This is in addition to provision of expert teachers and lecturers in that field. Also it has to provide all

the other requirements of education and learning, and administrate all the other affairs relevant to learning. This is for the purpose of allowing handicapped and special needs to attend school like any other people and continue through the education programs. Clause 3 concerns the raising of special needs and handicapped children especially at a very young age.

Clause 1-3 of article 11 of the same law (which consist of 4 clauses) confirms that handicapped and special needs people have the right to make use of a suitable environment. The government has to make the public and private sectors comply with the architectural conditions and features in the private and public buildings and others old and new. Both clauses of article 12 confirm the right to medical cares and services. All the three clauses of article 13 demands governments to supply all the means of sports and relaxation services to special needs people, while article 14 put in place the legal measures against those who violate the rights of the special needs. (www.kurdistan-parliament.org/22-3-2017). In the end a conclusion is reached that in Kurdistan Region – Iraq there are violations against children rights and it lacks special laws to protect children rights.

PART FOUR

CHILDREN AND THEIR GROWTH STAGES

It can be argued that the criteria for the development of the society in its first step is related to the manner in which children is raised and educated as they will be responsible to take charge of administrating the society in the future. If the task of upbringing and education of children is not conducted appropriately, the society will not develop properly and will cause bigger issues in later stages. This makes the generation that is tasked to manage the society in the future unable to do their duty properly.

Here, when one discusses children and the stages of their growth, it is to understand their needs and requirements, which change according to years of age and stages of growth. Also unless children and the stages of their growth are discussed, their rights cannot be talked about. This is when in later phases each of the children needs and specialties are viewed as the main rights, since the world of children directly impacts their personalities.

4.1 GROWTH AND SPECIALTIES

What is meant by growth is all the processes which regularly follow one another from the moment of creation of children to their death. These cause a lot of changes in their growths and behaviors. It is interesting to note two types of growths:

First: Body Growth: This includes the features of weight, height, body shape. In other words, it mostly refers to physical features.

Second: Functional Growth: This includes any positive change or in quality of behavior, knowledge process and outburst, (Saleem, 2002, p.13).

Characteristics of Growth:

The growth stages in children have many characteristics. They include:

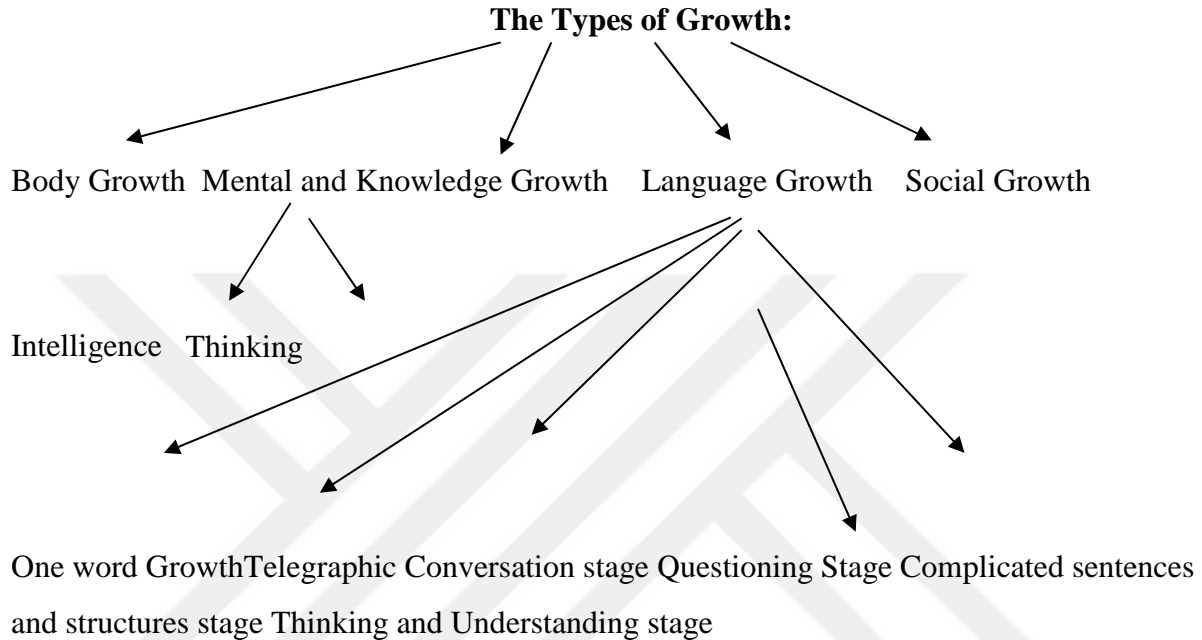
1. Growth includes both changes of quality and quantity. That is to say, when a part of human body changes in quantity, i.e. in weight, height, size, volume day by day at the same time the manner in which that part works changes from one condition to another. For example, human stomach changes in weigh, length and size as a child. At the same time its function experiences changes as well, as it used digest simpler

food yet now it can do heavy food.

2. Growth is a continuous and regular process, away from interruption and irregularity. That is to say there is not a second in which it stops, but rather it has its way all the time everywhere and it passes through some stages one after the other. For example learning how to stand and walk by children goes through some continuous and regular phases.
3. The rate of growth changes; they are not the same in every situation in life. For example the rate of growth before birth is not the same as after birth. The speed of growth in the phase before birth is the fastest. There is not another stage in the human life as fast as of before birth. That is in the pre-birth phase the duration of which is 9 month and nine days the baby grows up to 3 kg and 45 cm, while in no stage of human life human being can grow that amount, (Qarachatani, 1997, p.7).
4. Different individuals grow at different speed. This originates from genetics and the individual's environment. This is because genetically, every individual takes a mixture of chromosomes. This difference can be found between the twins as well. Also the tests and experiences that an individual passes through are different from that of any other child. This is because the way through which the environment treats an individual is not the same as every child, (Aadasy and Al Qatasy, 2013, p. 133).
5. The human growth has its particular rate. That is, all the aspects of growth (physical, mental, and social) in at one stage and time do not grow at the same speed, but rather each stage has its particular characteristics.
6. Grow in human being moves towards individualism. This is another principle of the law of growth. In other words although all children in the world at the beginning of life do not many differences, day after day more and more differences will appear as the result of growth. This is to a point that in the teenage and adulthood phases two identical human beings are impossible to find.
7. Growth is a comprehensive process. That means all the aspects are related to each other. When one aspect achieves progress becomes a helping element to improve another aspect, and vice versa, (Qarachatani, 1997, p. 4 -7).

4.2: THE PHASES OF GROWTH

The growth of children are divided into a lot of stages as shown in chart no.1, the types are mentioned.



4.2.1 Body Growth:

Bodily growth is a group of constant changes in human body structure which starts from childhood. Human beings continuously change and grow. That growth has two kinds. One of them is general and it is the speed of growth of the body throughout human life. The other one is the annual growth. This change is different from one child to another.

Obviously, the growth of the body changes at the beginning, it changes from one stage to another. That means at some stages the body growth is fast while at some others is slow, (Kalhur, 2010, pp.54 – 55). For example body development at the pre - birth stages as an embryo is considered the fastest stage in human life. This is because the embryo inside the mother starts from a single cell being and develops to become 3 kg in weight and 45 cm in length in general. This is when the mother is in a normal condition. Also after birth until week two of age of the child, the body growth is this way. The skin is wrinkled and reddish, the sides are not firm, the bones and muscles are weak, and the eyes are big compared to the size of the body in general. These are the features that babies are distinguished by. After the first two weeks the feeding (milk) stage starts the most important features are growing tall and heavy, teething, and the

growth of muscles. Children between the ages 6 – 9 years old experience slow body growth, change of appearance, the head size reaches the mature head size, growing tall by 5% a year, weight gaining by 10%, the falling of baby teeth and growing permanent teeth, (Al awmalat and Mazahira, 2008, pp. 199 – 203).

The child's size, shape, weight, and length are in continuous growth and change. For instance the weight of ...bohikani..... of an embryo before it is born grows 6, 000,000 times bigger. And a child's weight after birth until maturity grows 20 times bigger than its starting size. Meanwhile, a child's length after one year of age grows 50%. Generally, from childhood stage to maturity in terms of length increases 7 cm on average. Clearly this increase is often active during teenage years, (Auz, 1999, p. 63). All the above information leads us to the conclusion that the speed of a child's body growth changes according to their age and the growth stage by years and months. The child that grows fast at the earlier stages keeps the momentum until it reaches adolescence. Also there are other factors such as genetics, food and environment that effect the child body growth. Of course the child's body and a normal growth impact the other aspects of development.

4.3 MENTAL AND KNOWLEDGE GROWTH

When a child is born all the body parts are well prepared to live, so that it can adapt to the surrounding environment. For such an adaptation an individual must realize their surroundings. A child becomes acquainted to its surrounding objects through its senses. Realizing the surrounding is one of the processes of a child's mental growth. For such a growth all of their senses must be healthy and away from any fault. Also the child's central nervous system must be healthy too. This is because that way a child can picture the senses in their minds and intellects, and afterwards they can express them. Therefore, that way one can argue a child's mental growth is through the senses and the central nervous system in addition to a child's integration to the environment they live in, (Kalhur, 2010, p. 63).

It is interesting that Swiss psychologist Jean Piaget (1896 - 1980) was in engaged in a research about the child's mental growth for 50 years. He completely believed in the role of the environment on the child's mental growth. Therefore, in order to develop a child's mental ability

one needs to provide a suitable environment for children. That means the child takes the features and characteristics of the nation that the child grow among. He also believes that there is no difference between the nations in terms of mental growth and intelligence level. This was discovered from the research he conducted in 1959 on a group of children from different nations. He found out that there is no difference in their mental growth. There is only a small difference and that comes from the different type of environment for children from one nation to another.

Significantly, Jean Piaget thought that a child's mental development is a product of all the things that changes the actions to mental image which is called thinking. at the same time he argues that every knowledge behavior that a child performs assists them to adapt to the environment. Also that behavior is one of the forms internal organizations. One of the specialties of the organization process is to try to achieve a balance that every individual tries to accomplish and that can be done via both following processes:

1. Acting: It is a performance of a particular manner in behavior in a new attitude or the happening of a new event. That means a child's attempt to be able to match the truths with their direction and thoughts.
2. Adaptation: This is the reorganization of the knowledge structure of the individual. Or it consists of the act of perfection of acting which includes all the changes of terminology and strategy that an individual can reach, (Kalhur,2010, pp. 63 -65).

The Stages of Child's Knowledge Growth:

This is divided into four main stages which are:

The Sense of Movement Stage:

This stage starts from the day of birth until the child reaches two years of age. At this phase they realize their surrounding world and that is because of their senses (seeing, listening, smelling, touching, and tasting). In other words, the child depends on their sense of movement and meanwhile some of the basic knowledge abilities grow. Also the child is able to control the physical movements. At that age a child does not possess the ability to analyze the things he/she can only realizes that things that are in front of them, (Haqi, 1996, p.26).

The Pre- Action Stage:

This period starts from the age of two to the age of seven. At this stage a child

mainly depend on realizing the reality. Generally, they solve the problems with the real things. However, from the abstract things it hardly confronts the same problems. For instance a child has the ability to distinguish images and colors.

The Sensing Stage:

This period starts from the age of seven to the age of eleven. At that age a child has the ability to use mind and logic and generally depends on the sense sciences to understand thing. Also at this stage they can achieve intellect and thinking.

Pure Mental Stage:

This period is from the age of eleven to the adolescence stage. A child at this age uses complicated sense actions. They think more logically from the previous stage because they approach adolescence. A child can search for an alternative for solving their problem, (Kalhur, 2010, pp. 63 – 63).

The Mental and Knowledge Criteria:

It is argued that there two main criteria which determine the mental activity and those are:

Intelligence:

Intelligence is considered one of the mental activities. It is a complicated, wide and comprehensive term, to accommodate the wide, complicated mental processes that participate in int. So far a fixed definition has not been made to intelligence. This is because every scientist and school of thought has defined it according to their beliefs and viewpoints. For example the American scientist Woordo (1856 – 1924) believes that intelligence is the ability of receiving skills, expertise, and experience. Whereas, French scientist Alfred Binet (1857 – 1911) who invented the first practical IQ test thinks that it is the ability of understanding, invention, self-criticism and channeling these with aim of manners and behaviors. Also, American experimental psychologist Edwin Boring (1886 – 1968) thinks measuring intelligence is the ability and skills to achieve the best score and realizing and solving the problems within the criteria, (Qarachatani, 2011, pp.281 – 282).

Development and Measuring Intelligence:

As any other types of growth, intelligence is in the development process. That is to say when a child is born, his/her cleverness the thinking ability is limited but increases day after day. However, this growth does not increase equally and in a stable manner as the child grows up. Instead mental ability develops very fast in the first five years period. Also after the age of 12 the speed of intelligence growth gradually slows down. It keeps this way up to the age of 21 at which age no change or increase of smartness is experienced. It is interesting though until now the scientists and researchers do not agree on the cessation of intelligence. They have different views about mental development cessation at a certain age that no longer increases. The age at which mental ability stops differs from one person to another. For example its rate in gifted children increases until the age of 20. However in average children it continues to grow until the age of 16, (Qarachatani, 2011, p. 281 – 283).

Evidently, one cannot depend on one standard to determine the level of cleverness. This is because to the present day there are nearly 100 criteria that experts use to determine the level of intelligence. It is worth noting that the first measurement unit for intelligence was invented by the French Psychologist Alfred Binet (1857 – 1911) to solve the problems of those students who are mentally less developed. He tested those children who can get benefit from the normal schools and those children who cannot. Later in 1916 American scientist Lwis Terman from the University of Stanford transferred the measurement to America. The Original work on the test had been completed by Alfred Binet and Théodore Simon of France. Terman promoted his test – the "Stanford-Binet" – as an aid for the classification of developmentally disabled children. According to this measure the percentage of those children who are smart is 2% in the world without having any difference between one nation to another. Another measure was adopted by Wechsler which is for children aged between 5 – 10. This is the most common American measure which is a verbal test in general information accounting, and similar things. Also the second part of this test is intellectual such as completion of pictures or ordering numbers, (Kalhur, 2010, pp. 72 -80). As clarified in chart no.1

Chart no.1

Table 4Classification of intelligence rate (Wechsler)

No.	IQ Range	Classification	Percentage %
1	130 +	Very superior	2.2
2	120 -129	Superior	6.7
3	110 -119	Normal Intelligence	16.1
4	90 -109	Average Intelligence	50.0
5	80 – 89	Dull Normal Intelligence	16.1
6	70 -79	Borderline Intelligence	6.7
7	69 below	Defective Intelligence	2.2

Generally until now one cannot determine a correct measure for intelligence. This is when the intelligence measures measure the inherited cleverness that has been affected by the surrounding environment. In other words, this measures the things that an individual learns. That is why this measure is close to the acquired intelligence measures to a great extent. Therefore, before measuring intelligence one needs to ensure that the children that their intelligence is measured all have the same environment and opportunity for learning, (Qarachatani, 2011, pp. 287 – 288).

Thinking:

Thinking consists of all the mental activities and using signs instead of things, people, and attitudes from the time of transfers those behaviors into real ones. Thinking is one of the most important mental acts and the highest degree by the creatures when they realize the connections and that thinking is mainly available in human beings. Human beings through reasons and skills of the past can solve their problems, (Kalhur, 2010, p. 67).

Language Development:

Language is considered a pure human beings phenomenon among all the other creatures. Because language is unique feature of human beings it helps to make them social. This is because it assists them to become an active member with noticeable and role of their own inside the society. The start of language dates back to several ancient eras; as old as human beings

themselves during the development stages in their lives. This is a distinguishing point and special to human beings. This way mankind has tried to fulfill their interests and needs.

It is worth mentioning that speaking is learned not inborn. One evidence could be the fact that if it was inborn, all these different languages would not form. Studies have proven that the stages of language development as all children are the same there is no difference between those stages, however that language is in that environment they receive it and learn it.

The stages of Language Development in Children:

First: One Word Stage: This consists of:

1. **The Birth Scream:** Children make this sound at the first moment after birth to make it the pioneer of speaking ability which becomes the starting point of the child's language development.
2. **Crying:** This action is considered a muscular activity at the beginning. After a while it becomes a willing act which the child uses to express their situations.

Second: Telegraphic Conversation Stage:

Both scientists Brown and Frazer named this stage telegraphic. As soon as the number of the child's vocabulary stock reaches 50 words it means they can express themselves especially when they reach the age of two.

Third: Questioning Stage:

This stage comes between the age of two and six. It is distinguished for the child's asking a lot of questions. Most of the child's questions are those through which they want to know the things around them and to understand the information that they pass through. That is why at this stage maturity of the child's language grows significantly.

Here expressing language crosses two phases:

1. **Short Sentences Stage:** This stage appears at the age of three. The sentences are simple and consist of three or four words. Although the sentences are not correct linguistically, they are functionally true and meaningful.
2. **Full Sentences Stage:** This stage appears at the age of four. The sentences consist of four to six words and are meaningful sentences and continue towards sophistications, (Shatnawy, 2011, pp. 118 – 123).

Fourth: Complicated Sentences and Structures Stage:

When a child reaches the age of six, they learn 2500 words and become familiar with connecting the words with in short sentences. Scientists think that the appearance of sentences in children speech is the result of the growth of their nerves which allow children to plan their sentences and utter them before they leave their memory. This new development in children means information.

Fifth: Thinking and Understanding Stage:

Undoubtedly, language is related to intellect. This is because speaking without intellect cannot happen. Human beings have speeches to make only when they want to express the thought they have. The uttered or heard speeches are the outer appearance of those sentences, (Shatnawy, 2011, pp. 118 – 123).

4.4: SOCIAL GROWTH

It is obvious that the society is composed of many foundations which are a group of parts and the aim of them or the social systems is meeting the needs of the society. This is for the sake of survival and continuity and development. That is why every social foundation of the society must adapt the condition of the foundation to the other social foundations and the demands of the society. This has the impact of the social growth of children and becomes the reason for their abilities and skill to appear.

It is argued that family is the first social institute from which children learn the social manners and morals. Therefore, all the social behaviors that human beings learn are received from the environment that they learn from. As the Greek philosopher, Aristotle (384 -322 BC) discussed the significance of family as a social institute. He held the belief that family is the first social unit that nature calls for. Aristotle's social reason is contained within the structure of the society which are family, education, and morals. These three aspects are qualities for the formation of ideal society. Aristotle believed that human life can not completely form unless it is from a family and until family performs and achieves its duties and needs. It was also his belief that education has to be a special attention to. When the education system is neglected the state faces disintegration and decay. This is because the individual's morals and the common

values and customs in any society are the pillars of that society and in general gives the true meaning to the state. After that it is the morals of democracy that maintains the basis of democracy. The dictatorial morals confirm the basis and elements of dictatorship, (Fuad, 2014, pp.35 -36). That way it can be argued that Aristotle believed through family and education the development of society is promoted. Also British Philosopher John Locke (1632 – 1704) believed at the beginning children learn the social values from their families and teachers and later from the society. It was his belief that a complete education of children can be taught by the good people of the society, (Mustafa, 2011, p.40).

On the other hand the French philosopher Jean Jacques Rousseau (1712 – 1778) who is considered one of the French education in eighteenth century wrote his views about the social development in his book Emile. He believed that human beings' nature is peaceful and is away from any aggression, and children are pure beings. From the start of child's age to the age of 12 only the nature should be their teacher and not the social institutes. Also a great attention must be paid to a child's senses. The age of childhood must be respected and separated from the other stages. Also a child's interests and wishes are to be taken into consideration. Rousseau demanded that children through reaction to their surroundings must develop and not to be taught tough information, (Qarachatany, 2003, pp. 54 – 58).

To determine their growth it can be argued that a child has the ability to answer all social behaviors that exist around them. This is especially in the first year of development which is very sensitive due to the relation between the child and the mother, regardless whether such a relation is based on love or interest. This is because children ask for help as they do not have the ability over everything. Also the social responders in human beings are the most important forms of behavior that a child learns from the starting age as a result of being close to the mother. Therefore, social development is that at least a person has to perform this action. Also it can be argued that one of the social measures for a child's growth is smiling which goes through three stages:

First Stage: this smile is not considered a social development and has no connection with it. It is rather considered a physiological smile. This is noticed during feeding and sleeping, and when touching their feet.

Second Stage: this starts by the end of the second month. Here the child smiles to the familiar and unfamiliar people. It can be claimed that the child smiles at the moving objects. However, it can be said that when the child reaches the age of 4 month they smile at moving and non- moving objects.

Third Stage: social smile is not automatic. That is to say the child smiles to the familiar people. This is strong evidence of knowledge that children have the ability to distinguish familiar faces from unfamiliar faces. It can be argued that this is a start for the stage of a child's social growth, (Kalhur, 2010, p.24 – 25).

It is worth mentioning that one of the scientists who pay a special attention to children affairs is the Austrian doctor Sigmund Freud (1856 – 1939). He believed that human being's psychological institute is composed of three basic units. These are: id which reflects the instinctive wishes of human being. Igo: which in Freud's belief its task is to maintain a balance between id and superego. Also superego: This represents the culture and custom and general conscience. Hence the unit that is responsible for the child's social development is the third unit. Therefore, a child can be transferred from a biological being to a social being, (Qarachatani, 2011, pp.301 – 302).

Also as children grow up and mix in the social institutes more they further progress their social development. This increases as a result of the blending with the surrounding people. This is especially when a child attends kindergarten and school. Most of the researchers have the belief that the basic aims of schools are to develop the balance of personality and at the same time to improve the social relations. This is because school becomes the station for gathering a group of people of the same age but different environment. Their stay for some hours together allows the exchange of social relations among them and through this their social development grow stronger, (Kalhur, 2010, p.26)

CHAPTER FIVE

5.1-Table 5 Comparison of Children Organizations in Slemani City in Terms of Structural Elements

Organizations Areas of Comparison	Kurdistan Save the Children	Kurdistan Children Nest	Step Organization	Renma Organization for Women's and Children's Issues	K.N.O	Spirit of Soccer	Frya Organization For Children Protection	Namam Organization for Support of Juveniles' Rights	Chro Organization
Year of Establishment	1991	2001	2001	2007	2010	2016	2017	2013	2014
Type of Organization	Regional	Local	International	Regional	Regional	International	Local	Regional	Regional
Area of Service	All	Educational Social Development Psychological	Educational Social Development Psychological Medical	Educational Social Development Psychological Medical	Educational Medical economic	All	Medical Economic	Educational Social Development Psychological Medical	Educational Social Development Psychological
Fund Source	-Foreign Support -Donors' Funds -Others	Donors' Funds	Foreign Support	Members' Contribution	Donors' Funds	Foreign Support	Donors' Funds	-KRG - Donors' Funds	- Donors' Funds
Having Braches in other cities	Yes	Yes	No	Yes	No	Yes	Yes	No	No

No. of Members	242	17	86	25	8	41	7	8	15
No. Beneficiaries	46153 yearly	1200 yearly	250 monthly	200 -300 monthly	1162 monthly	500- 750 monthly	250 monthly	100 monthly	500 monthly
No. Social Researchers	4	2	8	1	1	None	None	4	2
No. psychological Researchers	2	1	2	None	1	None	None	2	2

Operating Laws for Children Rights	International laws KRG Laws Iraqi Laws	International laws Iraqi laws	International laws KRG Laws	KRG Laws	KRG Laws	International laws KRG Laws Iraqi Laws	KRG Laws	International laws	International laws KRG Laws
Joint Operations with other Organizations	International	-Local -International	Local	Local	Regional	-Local -international	No Joint Operations	No Joint Operations	Regional
Organization Problems	-Legal -Economic	-Social -Economic	-Legal -Social	Economic	Others	Others	Economic	economic	-Legal -Economic -Social

All the information in the above table has been taken from the organizations directors during the interviews.

5.1.2-Comparing the Organizations:

Although there is great closeness among the children organizations and the least professional difference they can be compared from certain aspects such as:

The Organizations Goals:

Every organization or institute is established for a purpose which they try to achieve. The civil society organizations especially the children organizations have some different goals such as:

The Goal of Children Nest Organization:

Towards achieving the children rights

One: The General Goals:

Children Nest Organization works for the official recognition of the international treaty of children rights and preparing a suitable and secure atmosphere for its application. It fights for the children rights in Kurdistan region and beyond and strives for such achievements. It also works towards the awareness of the society in general and families in particular through educating them. It works for the achievement of the rights of special needs children. It works for the protection of the environment. It works for the identifying and solving of those problems which face the basic education students in the schools. This is through educational, social and psychological researchers and by training children to depend of themselves in all their affairs through arts and discovering the children's talents and trying to develop them and channeling them towards the society. It also tries to further interact with the remote villages through mobile teams in order to educate families and children in all aspects especially raising children in a civilized manner, etc. It works for the reduction of violence in the education institutes, families and the society. It monitors children conditions in the government institutes, private sector and families for the protection of children rights. It works for raising children's level of intellectuality and education in order to distinguish the children's duty and the duty of their care takers so that they cannot become the victim by making them work and support their families.

Two: the Special Goals:

In two directions

First Direction:

The organization works to educate families about children rights. It tries to materialize and achieve children rights by all the three authorities. It works towards the civilization of the society through education of children and families for the purpose of reduction of violence and provision of a safe environment, as well as monitoring the government, private sector, and families concerning children situation.

Second Direction:

This includes taking care of children themselves, their abilities, talents and operating their abilities and directing them to the future. It also concerns with the science of modern education for all children of Kurdistan, Iraq and outside Kurdistan region without racial, religious, language, and national segregation.

The Goal of Kurdistan Save the Children:

1. It provides and offers proper support to everyone especially children and youths resident in Kurdistan and Iraq and live in difficult conditions and need aids.
2. Protection and maintaining physical and psychological health of those people.
3. Better education support and protection for those people to help them succeed in life
4. Protection and support in children rights with disregard to race, religious and political affiliations.
5. Provision or helping to provide medical, social, educational and economic services and accommodation to progress those people's lives without violation of local and international laws and treaties.

The Goal of K.N.O

The goal of this organization is to offer comprehensive and continuous service to children without fathers, looking after those children's medical, social, and educational aspects. It also work for finding people inside or outside Kurdistan region who can care for those children who have lost their fathers under the supervision panel. It appreciates and encourages those mothers who look after their children after losing their fathers. It also works for providing

participation opportunities for orphan children in arts, cultural, sports, and civil courses. It collaborates with the local and international charity organizations for the purpose of exchange of ideas and benefiting from each other in methodology and joint operations, in addition to benefiting from experts to improve and develop successful organizational works.

The Goal of Chro Organization:

The goal of this organization is to develop and educate children for a better future.

The Goal of Renma Organization for Women and Children Issues:

The goal of this organization is to raise the level general awareness of individuals especially women and children.

The Goal of Spirit of Soccer Organization

The Goal of this organization is to make people aware of the danger of mines through football.

The Goal of Frya Organization for Children Protection:

The goal of this organization is to provide for the needs of children who lost their fathers.

The Goal of Step Organization:

The goal of this organization is to help Dom Nastic children.

The Goal of Namam Organization for Support of Juveniles' Rights:

The goal of this organization is to make juveniles aware of their current phase of their ages: it helps them understand the physical and psychological changes they are going through. Also it makes parents, teachers, and the society aware of adolescence which is known for physical and psychological alterations. The organization tries to return isolated juveniles back to family and the society. This organization also tries to raise juvenile's awareness in health, education, law, science, nationality. Namam encourages juveniles to identify and discover their talents and then it supports them, in which it annually awards the successful juveniles. It bridges the organization, the government, the parliament and the media for the purpose of paying better attention to adolescents. It tries to draw juveniles away from bad habits such as alcohol addiction, smoking and sexual practices.

If we generally look at the goals of the above organizations, we realize that they are scattered and comprehensive. Their goals are not thoroughly and particularly specialized in one

area. Those goals which the organizations have identified for themselves are not generally scientific ones. This is because they are less precise and realistic. They contain big claims. Clearly among those goals there are scientific ones yet there appear to be a non-scientific feature in all of them. The reason behind this is that those goals have not been set up by experts; they are the products of the mindsets of the organizations founders. A small part of them appear to be the product of the reality of working.

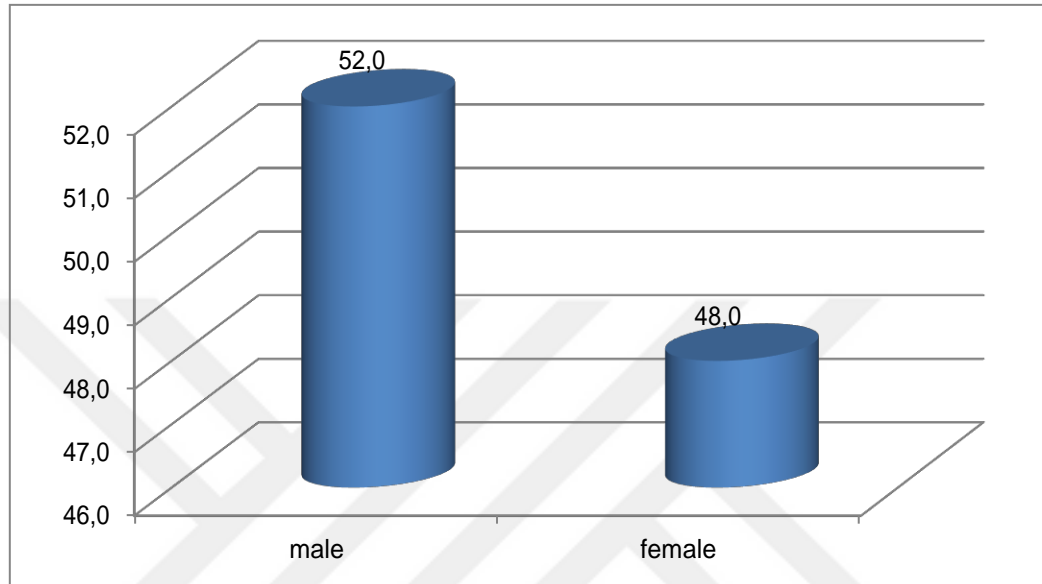
Financial Resource:

Financial resource is considered one of the means for the independence of the organizations. Most of the organizations are similar with regards to financial resources. However, others such as Step, Spirit of Soccer and Kurdistan Save the Children are funded by international donors. Also Renma Organization for Women's and Children's Issues is funded by their members. It is worth mentioning that the organizations claim that they are in a bad shape financially: their funds are insufficient for their operations and activities. In this regard organization director Mardin Abdulkarim Hama Rahim believes that the financial crisis has cut all their financial resources. That is why at present with the little amount of funds which they receive from the donors they can only conduct simple projects. They used to have operations and activities in all the cities and towns across Kurdistan Region – Iraq. Whereas now because of the financial crisis they can only operate in Slemani and its surrounding towns. Meanwhile organizations such as Chro and Kurdistan Children Nest argue that during financial deficiency they resort to their members' contributions to complete their projects. Kurdistan Save the Children places donations boxes at the public places and homes during such conditions. Both organizations Frya and Renma request funds from the companies during insufficient budgets. In addition Renma Organization tries to conduct courses for marginal fees to be able to conduct its projects. It is noticed that the organizations are generally funded by the government and because of the financial crisis such funds have been cut which has eventually led to the closure of some of them. The ones remaining intact are those which have outside financial supports. The rest are experiencing severe conditions and can only conduct simple works on the little amount of funds at their disposal.

5.2 FINDINGS

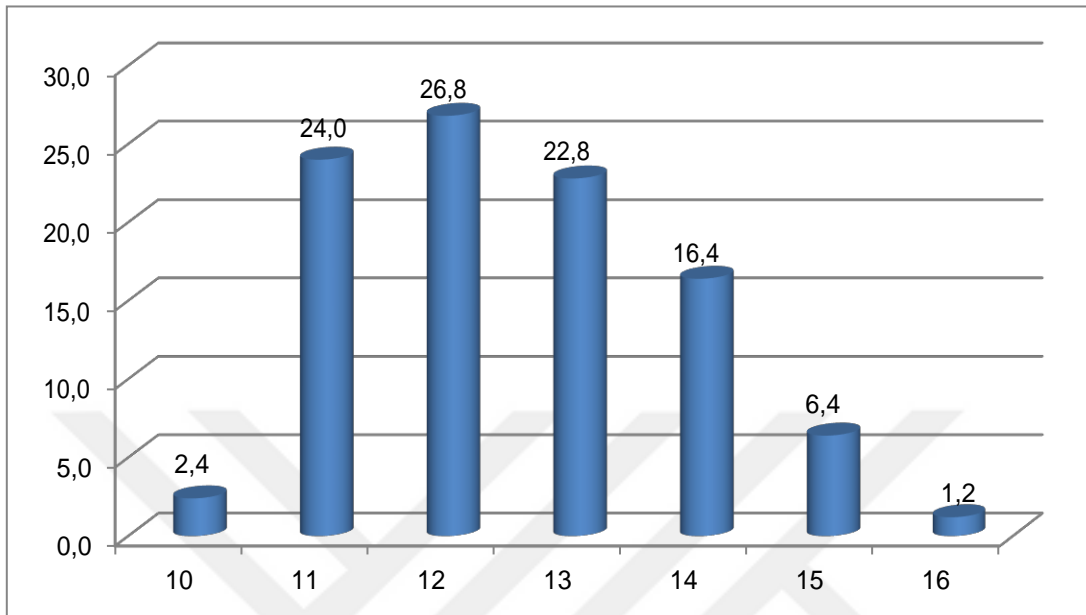
5.2.1 Independent variable

Figure 6 Gender



Gender is one of the variables that affect the answers of the research samples. This is due to the biological structure and the different viewpoints to genders in the cultures. This graph shows that 52% of the research samples are males whereas 48% are females. This is not a substantial difference in ratio which indicates that both genders have benefited from the organizations activities however with a slightly bigger number of male beneficiaries.

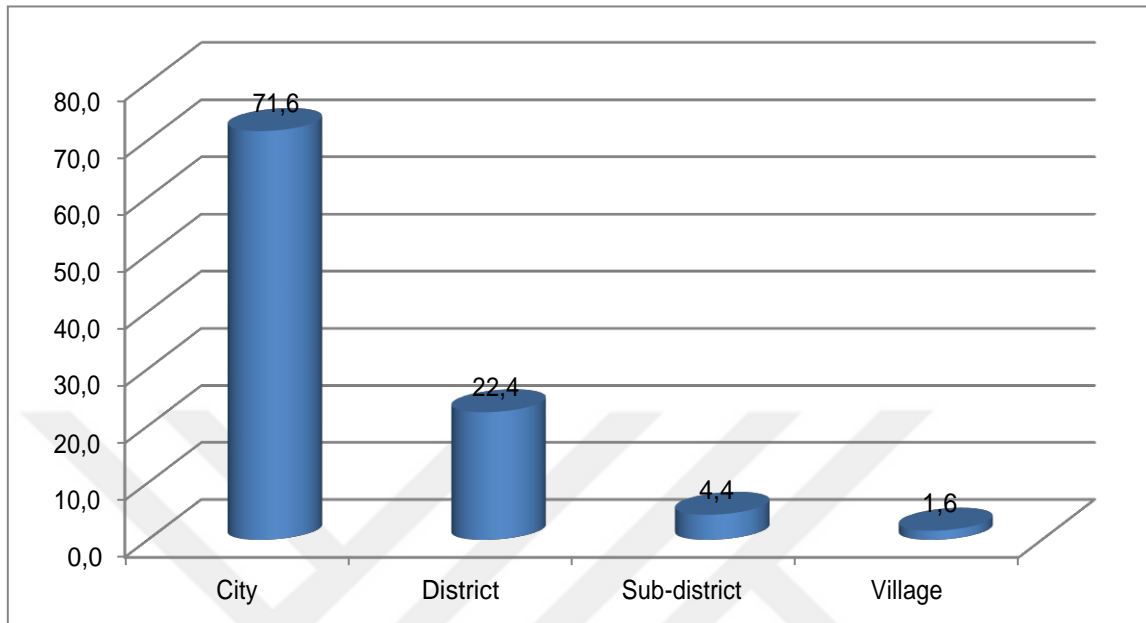
Figure 7 Age of the Research Samples



This graph displays that 2.4% of the research samples are aged 10. 24% are 11 years old. 26.8% are 12. 22.8% are 13. 16.4% are 14 years old. 6.4% of them are aged 15. As well as 1.2% who are 16.

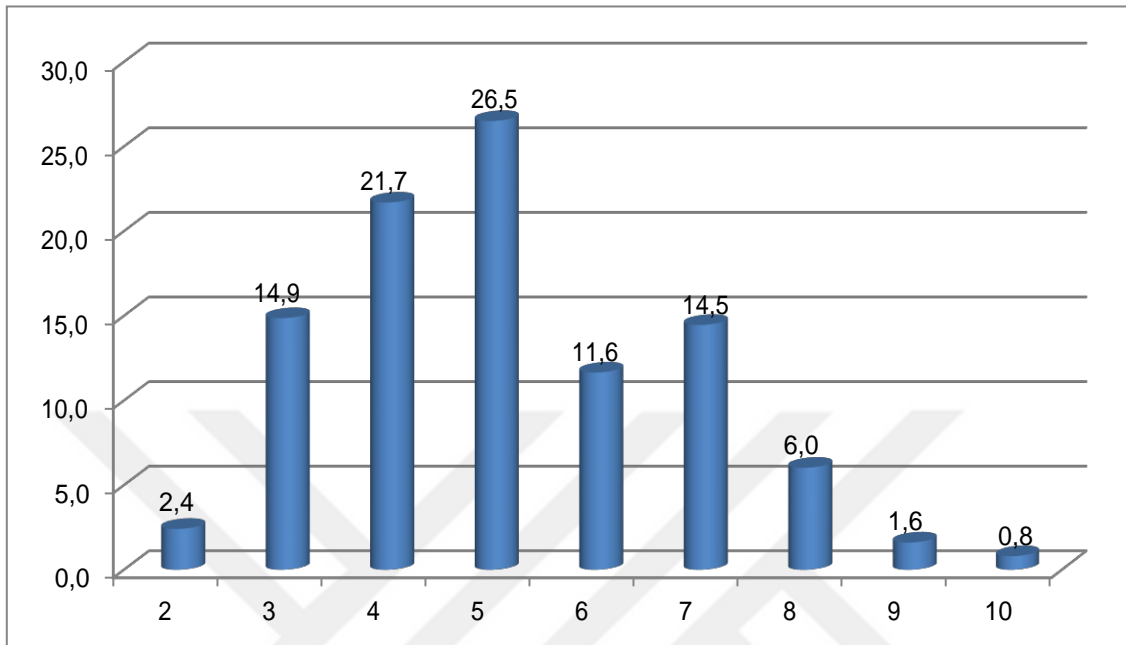
In this research sample taking mostly it has been tried to include those children who are above 10 years old who represent the organizations. This is to be clearly noted in the graph which shows the ages of the participants.

Figure 8 Research Samples' Residence



Children's places of living impact all the aspects of their lives. This reflects in their education and development. In this graph it is shown that 71.6% of the research sample participants live in the cities, 22.4% in the districts, 4.4% in the sub-districts and a much smaller group that is 1.6% who live in the villages. Upon a look at the percentage of the city beneficiaries it appears to be a normal figure since the organizations of this study are stationed in Slemani City. However, those beneficiaries from the districts, sub-districts and the villages who participate in the organizations activities are indications that the children organizations do not have activities in those areas. That is why children are forced to contact those in city. At the same time this can be regarded as an indication to the important role played by the organizations. This is because to benefit from organization works it requires the individuals' motives. If there were not strong motivations, there would not be that number of beneficiaries coming from outside the city.

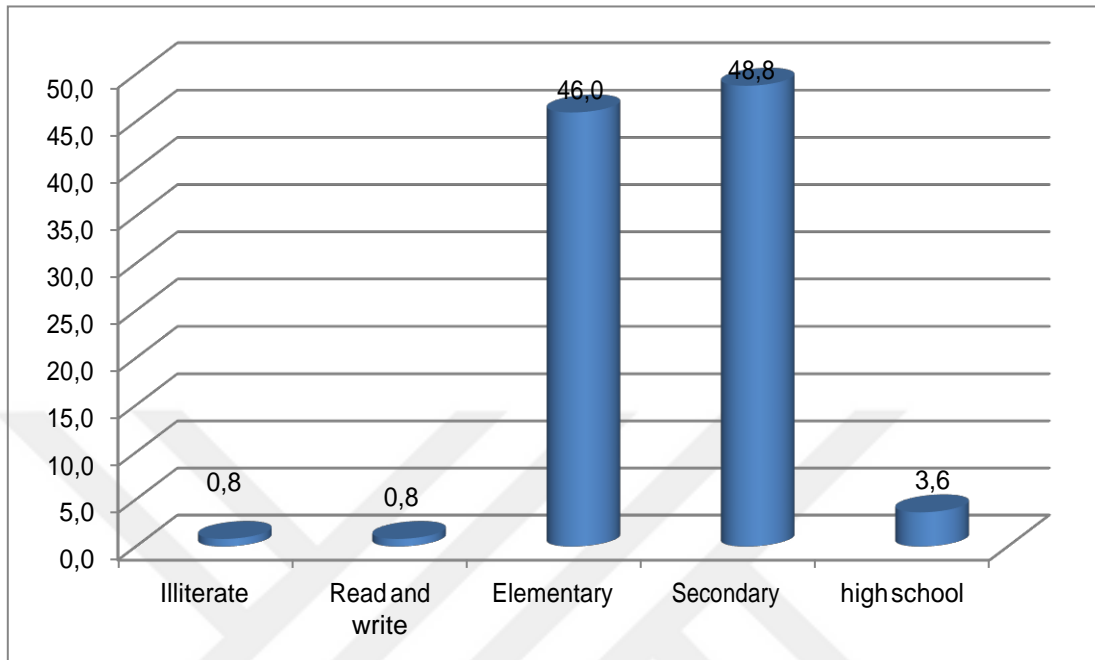
Figure 9 Research Samples' Number of Family Members



In this graph it is pointed out that 2.4% of the research samples are those who are from families that consist of two members. 14.9% are those whose families consist of 3 members. 21.7% come from families with 4 members. 26.5% are those whose family members are 5. 11.6% are those children who come from families of 6 members. 14.5% are those children whose families consist of 7 members. 6% of them come from families whose members are numbered 8. 1.6% of the sample children are from families with 9 members. 0.8% of the children however come from families as big as 10 members.

It can be pointed out from this graph that the number of family members are reducing compared to the past. This is the result of the opening of the Kurdish society towards the outside world as well as the increase in the family needs which have led to shrink of families' sizes. Families are having fewer children. That is why the majority of the participants are from families whose numbers are between 4 to 5 members.

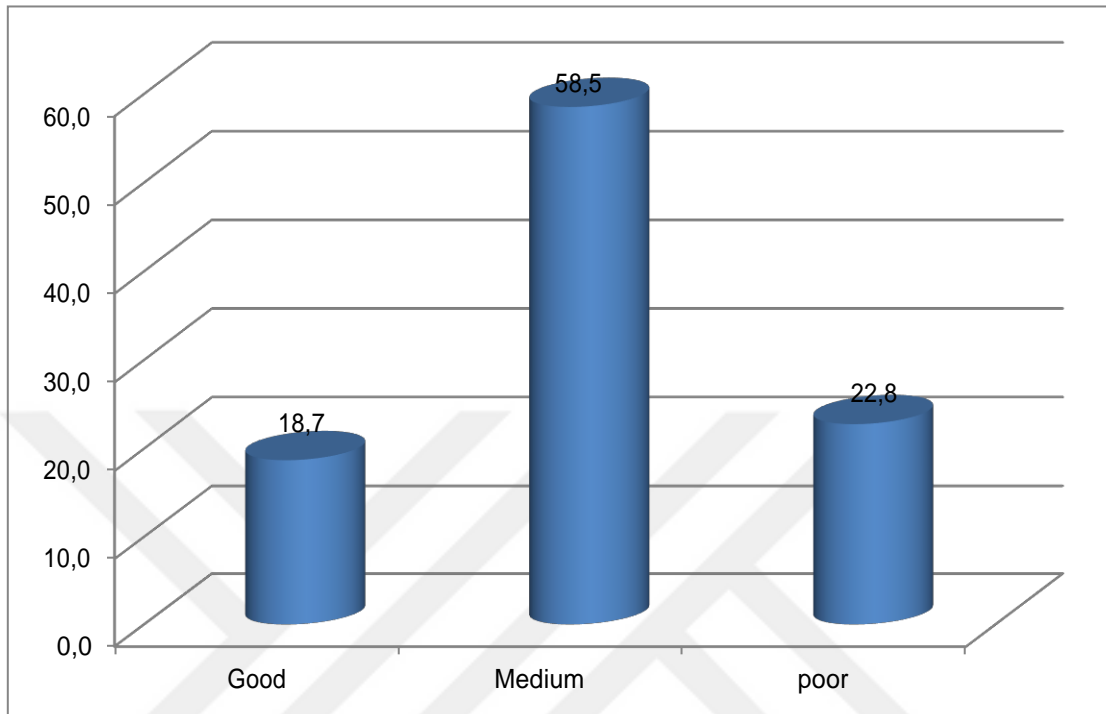
Figure 10 Measuring the Study Samples' Education Levels



Education level is considered one of the important measures of demography which the experts especially in the field of sociology pay a great attention to. This graph shows that 0.8% of the thesis samples are illiterates. 46% have completed elementary education. 48.8% have completed intermediate education. 3.6% have completed preparatory (high school) education.

It can be argued that the increase in the number of students can be for two reasons. First, we can say that it is due to the establishment of Kurdish parliament and government in 1992 after Kurdish uprising which led to the passage of education laws. In those laws it is confirmed that basic public education is required for all children as well as the increase of the number of schools in the cities and towns of Kurdistan Region. Second, it is because of the change in social customs and traditions in a way that learning is seen as an important need in the development and education of an individual and job acquiring.

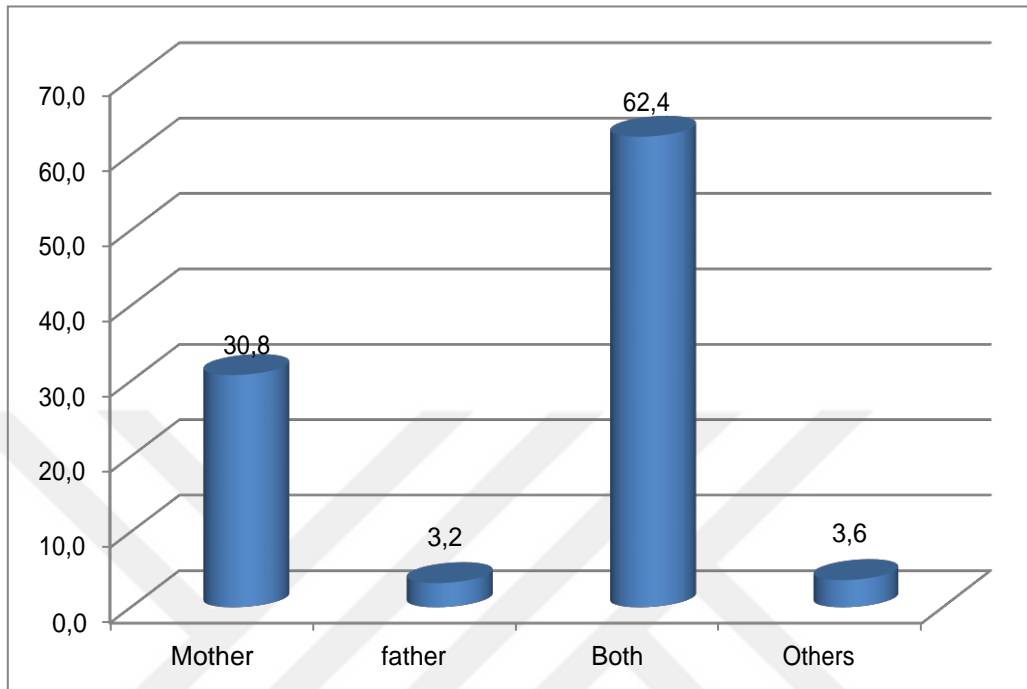
Figure 11 Measuring the Research Samples Standard of Living



The standard of living of a family affects children's lives. This is because children cannot provide their needs and this task falls onto their families. In this graph it is shown that 18.7% of the study samples have a good standard of living. 58.5% have a medium standard of living. Also 22.8% live in a bad standard of living.

From this graph it is noticed that 22.8% of the participants have a bad economic condition which to an extent is a high figure. The cause of this is due to economic crisis in Kurdistan Region of Iraq which started in 2015 and still continues. Most of the families in the region take salaries from the Kurdistan Region Government which reduced their monthly salaries to as low as a quarter.

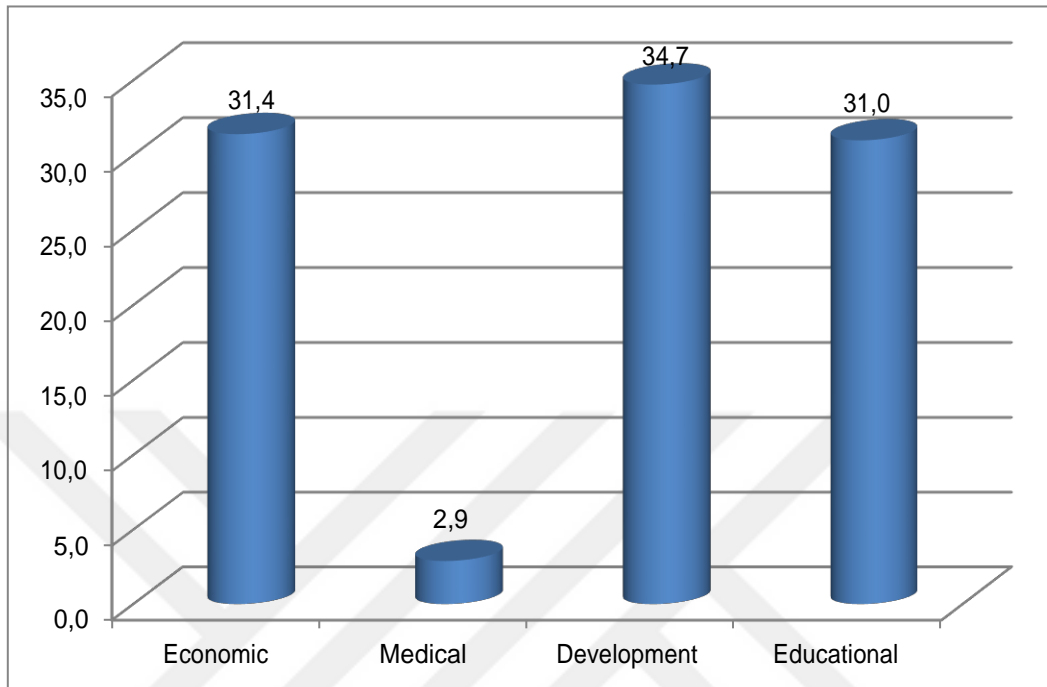
Figure 12 Identifying of the People Who Live with the Children



This graph illustrates the lives of the sample participants in an attempt to identify the people who they live with. It turns out that 30.8% of the research samples live with their mothers. 3.2% live with their fathers. 62.4% live with both parents and 3.6% live with other people of their families.

The findings of this graph indicate that the majority of the participants live with both their parents. Meanwhile the percentage of those who live with their mothers is not low. The reason for this is that part of those children has lost their fathers in wars or by other causes. This led those 30.8% of children to remain with their mothers.

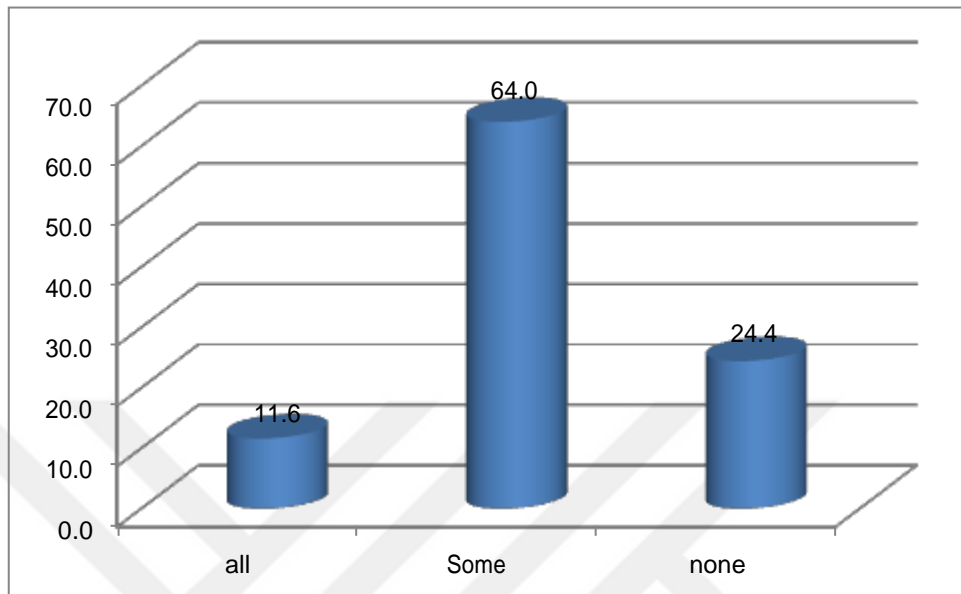
Figure 13 The Reason for Children's Visits to the Organizations



This graph shows the reasons and purposes of the visits to the organizations by the sample children of the research. Therefore, we asked the question about the purpose of these children's visits to the organizations. It shows that the highest percentage of the participants which is 34.7% visit the organizations for development reasons. Another 31.0% of them go to the organizations for educational reasons. Whereas, it is noted that 2.9% of the participants have medical purposes in their visits. It is also noticed that no children have visited the organizations for calligraphy. All these clarify the aim and reasons behind such visits to the organizations.

The findings of this research indicate that the highest percentage of the visitors to the organizations is for developmental reasons which in return indicate that the organizations care about this area the most.

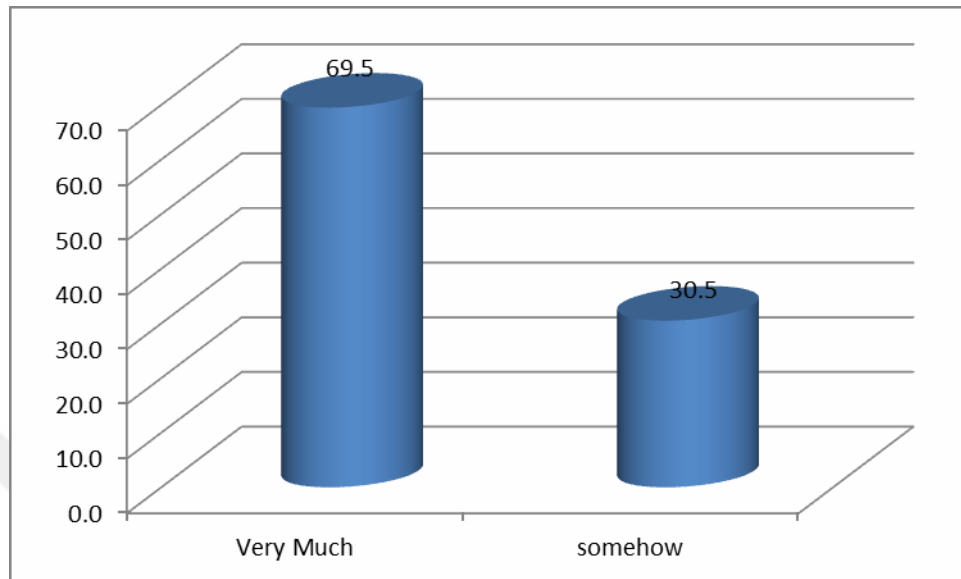
Figure 14 Protection of Children Rights by Law



One of the questions was generally asked about the protection of children rights by law. In response 64.0% of the participants think that some of their rights are protected. 11.6% believe that all their rights are protected while 24.4% of the participants consider that none of their rights are protected.

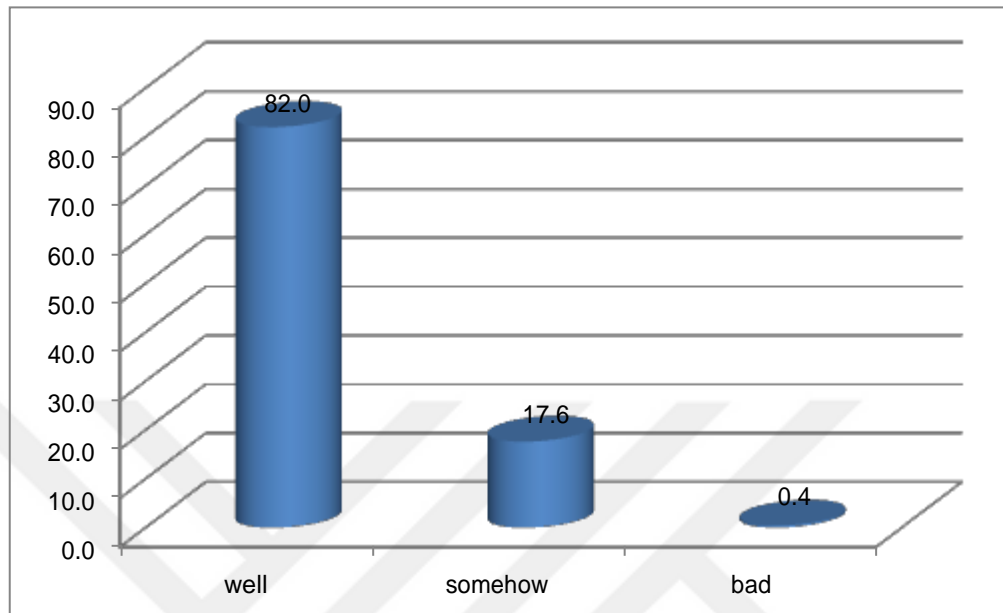
According to the above findings it can be claimed that the protection of children rights is in an average state, which means some of the rights are provided. This is an indication that the authorities have failed to provide all the rights mentioned in the international treaties which reiterate the provision of children rights by law. This pose risks for the future of the society. It also leads to an increase of children rights violations.

Figure 15The Standard of Treatment of the Organization



In answer to the question” How much are you satisfied about the works of this organization?” 69.5% of the participants are very much satisfied with the works of the organization which is a good percentage and promising about the performance of the organization. However 30.5% of the participants are satisfied with the organization performance only a little.

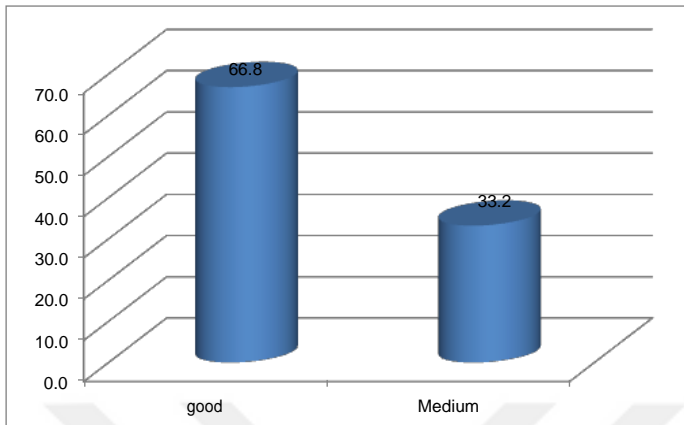
Figure 16The Organizations Staffs' Treatment



The treatment by the organizations staffs is among those important factors which directly or indirectly affect the participants negatively. An example of those impacts is psychological disorder and the feeling of weak personality which will have negative consequences in the society and come out as unhealthy behaviors. On the contrary if the organizations staffs are competent and are qualified people in the areas they work they can leave positive and constructive marks on the participants mentally and physically. That is why questions have been asked with regards to the treatment by the organizations staffs, such as” How they are treated by them?” Fortunately, 82.0% of the participants consider the staffs’ treatment to be “good”. 17.6% consider it ” average”. Whereas, only 0.4% of them regard the staffs’ treatment “bad”.

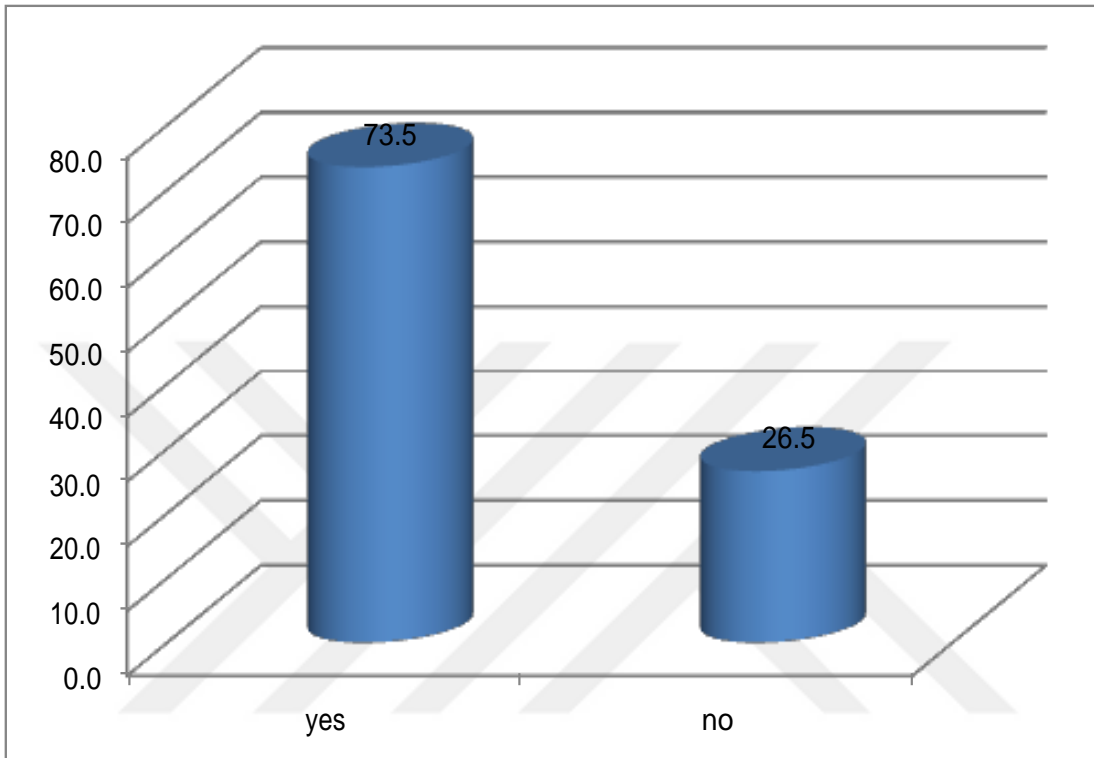
It is worth mentioning, the staff’s treatment and the manner of treatment vary from one culture to another and from an era to another also according to social, political and economic changes. The findings of this thesis indicate that the majority of the participants state that the staff’s treatment with them is very good. This could be because of the open mindedness and education of the organization staffs in the treatment methods. In addition they use this well -mannered treatment to educate the children to create a healthy generation.

Figure 17The Standard of Services



Presenting the services is seen as one of the main principles in the works of children organizations. Also in this way the level of seriousness of the organizations towards achieving their goals can be assessed. Thus, in this research a great attention has been paid to the quality and methodology of the presented services, and then the percentage of beneficiaries and participants' approval. Therefore, a question was asked about the standard of the services which shows that 66.8% of the participants regarded the services as "good". Another 33.2% of them considered the services as "average". This implies the truth that the majority of the participants are satisfied with the services they had been given.

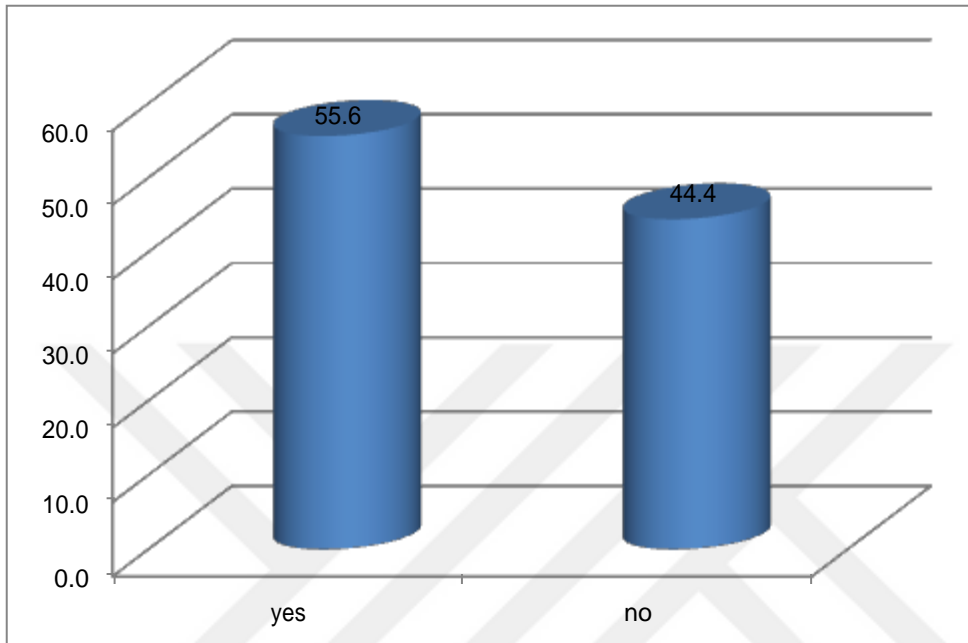
Figure 18 Education of Children about their Rights by the Organizations



One of the tasks of the organizations is to educate children about their rights through various ways in order for them to know what their rights are. Therefore, we asked the question whether this organization has made them aware of their rights. In response 73.5% of the participants have answered “yes”, in other words, they think the organizations have made them aware of their rights. However, 26.5% of the participants say the opposite; they think the organizations have not made them aware of their rights.

According to these above findings we can claim that at present the organizations are a means for children to be aware of their rights. The reason for this may lie in those performances and activities which are conducted by the organizations such as annual festivals, seminars, workshops, celebrations, etc.

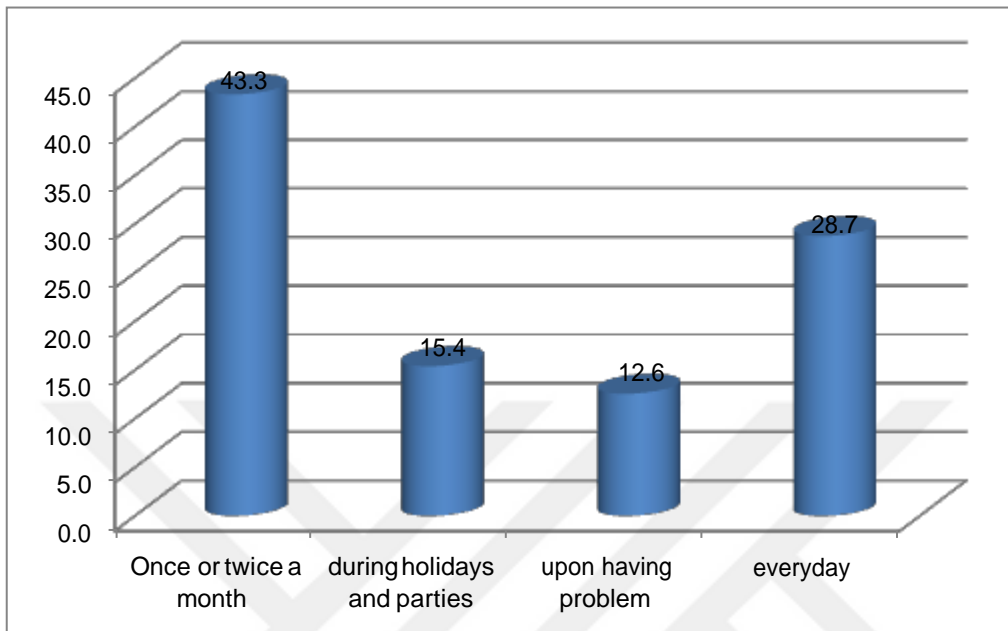
Figure 19 Improving Children’s Standard of Living by the Organizations



About the practical impact of the organizations on making children’s livelihood better we asked the participants. 55.6% of the children answered positively claiming that the organizations made their living better. However, 44.4% of them replied negatively claiming that the organizations did not improve their standard of living.

The arrival of the organizations and changing children’s lives for the better is considered one of their duties. What is interesting are those children (who are not few) who say that such organizations did not make their lives better. This reveals that the relevant organizations have not entered into the society’s situation.

Figure 20 Children's Visits to the Organizations

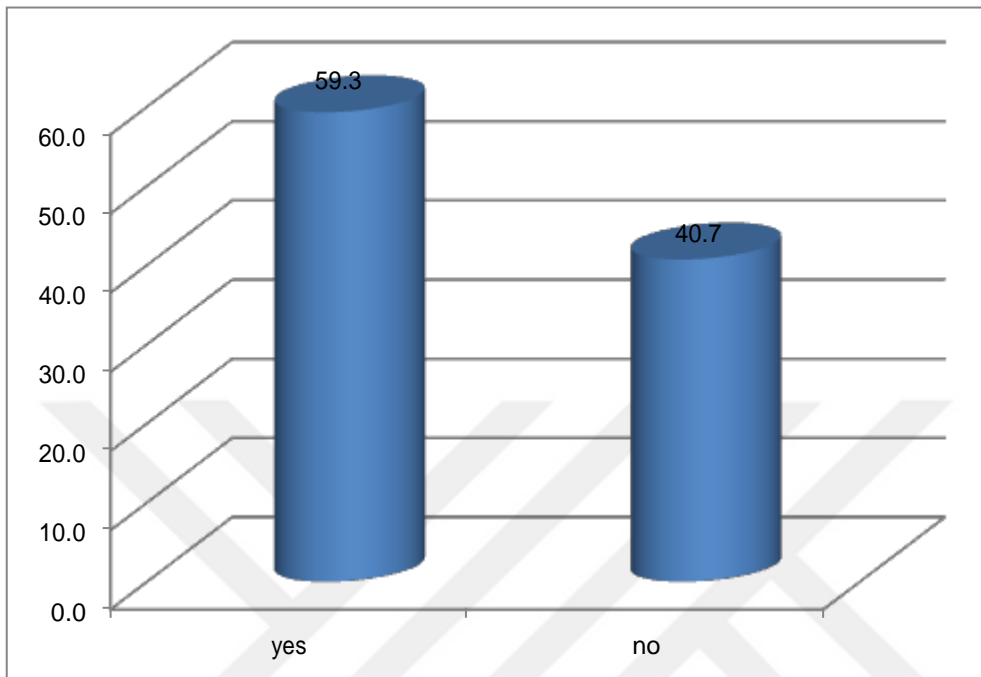


Visiting the organizations was one of our questions: we asked them how often they visited the organization. It turned out that 43.3% of the participants visit the organizations twice a month.

28.7% visit the organizations every day. 15.4% of them visit the organizations only during anniversaries and holidays. Meanwhile 12.6% of the children visit them upon having problems.

What is to be noticed in this graph is the high number of those sample participants who only visit the organizations once a month. These are the children who have an economic interest in them; they receive a monthly aid. On the other hand, the reason for this lies in the fact that the questionnaire forms were distributed during school time when a lower number of children visit the organizations compared to the holidays as explained by the heads of the organizations. Also a low percentage 12.4% of the participants contacts the organizations for their problems. This is an indication that the organizations fail to solve children's issues. In other words, they have not yet gained the trust of the participants so that they can contact them upon having problems.

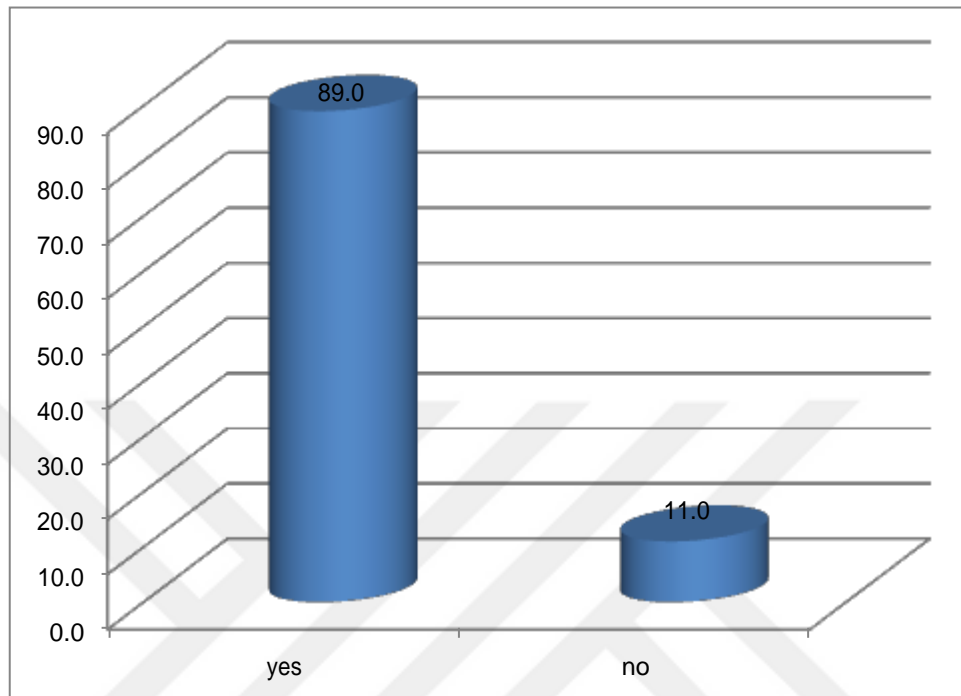
Figure 21 Participations in Holidays and Celebrations



The holidays and celebrations are a type of activity that some of the organizations conduct in a particular field. That is why we asked the sample participants of this research if they took part in those celebrations and parties that are for children and prepared by the organizations. As it turned out in the graph 59.3% answered “yes”. They participate in them. 40.7% of the children answered negatively. They do not take part in those celebrations prepared by the organizations.

In this graph we learn that those organizations pay attention to those parties and celebrations and prepare for them. In the positive answers we understand that children love those events such as children’s Day which is celebrated every year on June 1st, as well as other national holidays. Obviously these celebrations affect children culturally. They also have the impact of making them aware of their rights. What is interesting in this graph is that considerable number of children who do not participate in those celebrations. The reason for this may be the lack of proper preparations for them by the organizations. Another reason is that fact that some of those children are from outside the city, from the districts and towns and are far from those places where the parties are held.

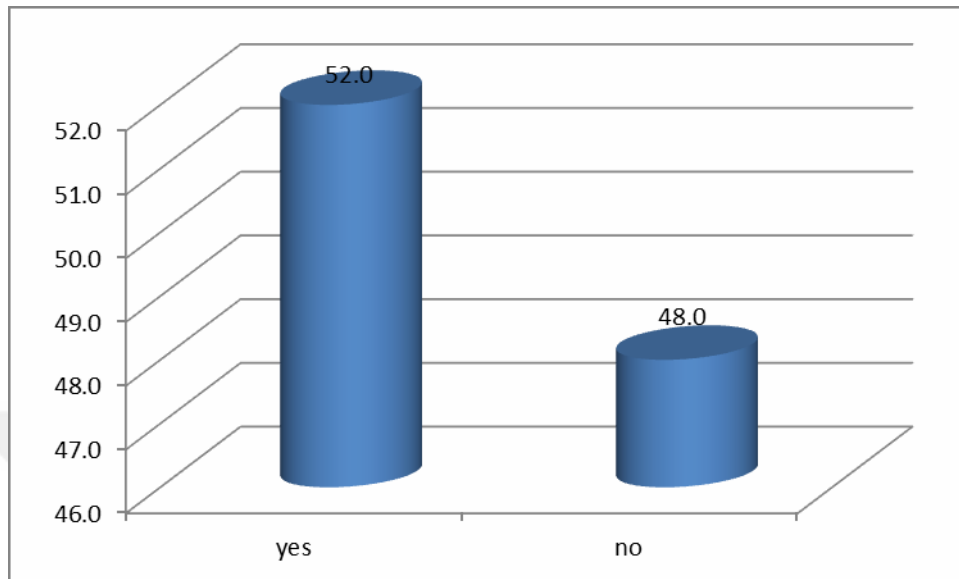
Figure 22 Benefiting from the Organizations' Services



This graph shows the result of the research participants' responses to the question "have you been able to benefit from the services of this organization?" It discovers that 89.0% of the participants answered "yes". They have been able to do so. Whereas, 11.0% of the participants confirmed that they have not benefited from the services.

The findings of these polls show that large numbers of children were able to benefit from those services. This is because those organizations pay sufficient attention to fields of arts, science, development, and education. In addition we can argue that children cannot fulfill their material and other needs within their families, schools and communities. This gives the chance to the organizations to be the tool for meeting these needs. They have tried to affect the social environment and in return the social environment impacts their organizational performances. This is an indication to that mutual relation which exists between them. Sociologically, some experts claim that human beings are the products of their environments. Healthy environment produces healthy human beings. In that respect the organizations can reverse that in a manner that is to say producing healthy human beings for the sake of creation of appropriate life in the society.

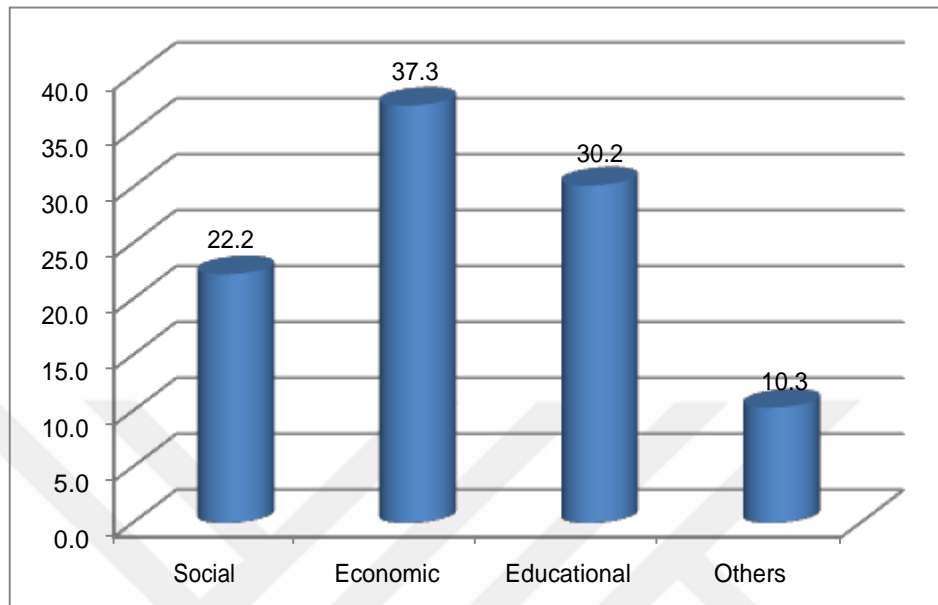
Figure 23 Solving Problems



One of the tasks of the organizations is reducing and solving problems. Therefore, we asked the sample participants of the research the question whether the organizations had been able to solve their problems. As displayed in the graph 52.0% have answered positively to say that the organizations succeeded in solving their problems. Whereas, as many as 48.0% of the participants answered negatively to mean that the organizations were unable to solve to their problems.

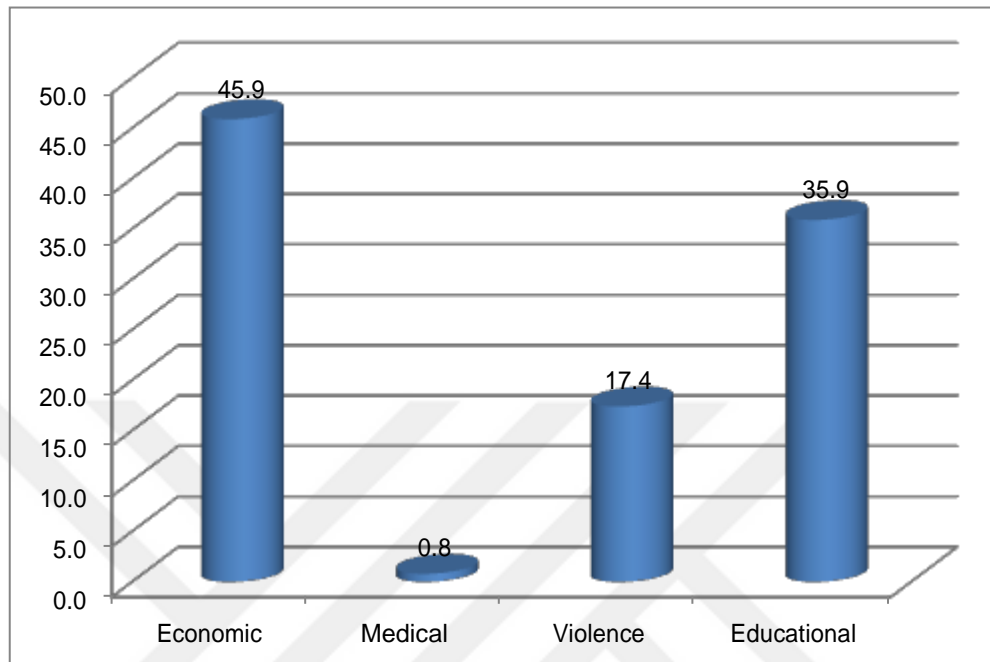
In this graph we discover that a large percentage of the participants indicate that the organizations have led to the solution to their problems. However, 48.0% of them reflect that the organizations do not solve their problems. This is not a low percentage and it is dangerous. Although the heads of the organizations refer to some obstacles which make them unable to solve those problems and complete their jobs. They include economic, political, legal, social and traditional problems. There have been some problems that posed complications to their jobs and make them fail to solve the children's problems. This is in addition to the limited abilities of the organizations which make them powerless to solve all problems while it is one of the duties of the organizations to reduce and solve children's problems.

Figure24 The Reasons for not Solving the Problems



This is connected to our previous question about those who argue that the organizations have not led to the solution of their problems. We want to know if the answer is “no” what the reasons are. 37.3% of the sample participants consider the reason to be “economic”.30.2% of the sample participants claim the reason to be “educational”. 22.2% of the participants see the reason as “social”. This is in addition to another 10.3% of the sample participants who refer to other causes for their problems not to be solved.

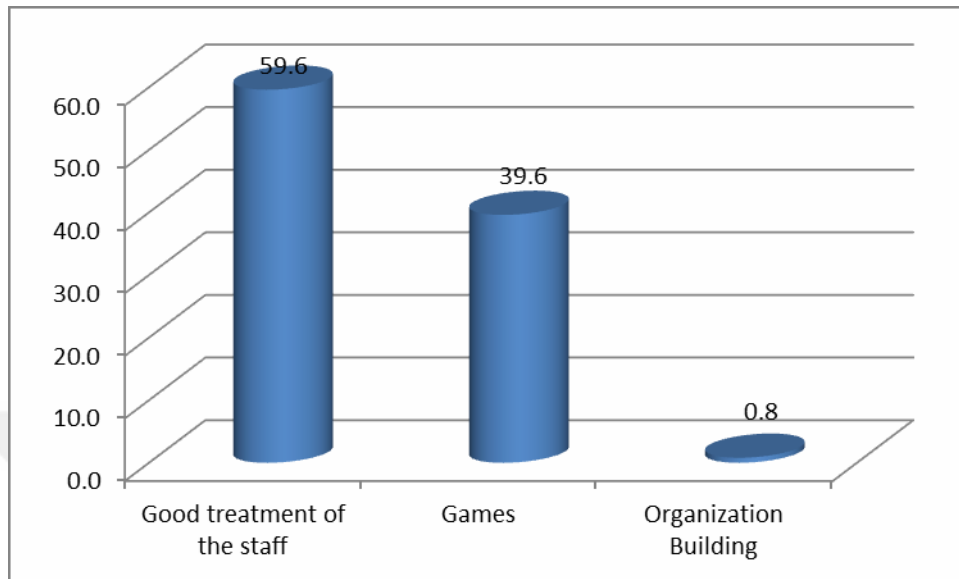
Figure 25 Contacting the Organization during Problems



This graph shows the result of the surveyed participants for the question "for what problems do you contact the organization?" It was discovered that 45.9 % of the thesis participants answered that they contacted the organization upon having economic problems. 35.9% of them contacted the organization when they had educational problems. Another 17.4% of them answered that they approached the organization when they had violence problems. This is in addition to 0.8% of the participants claiming to have contacted the organization for health related issues.

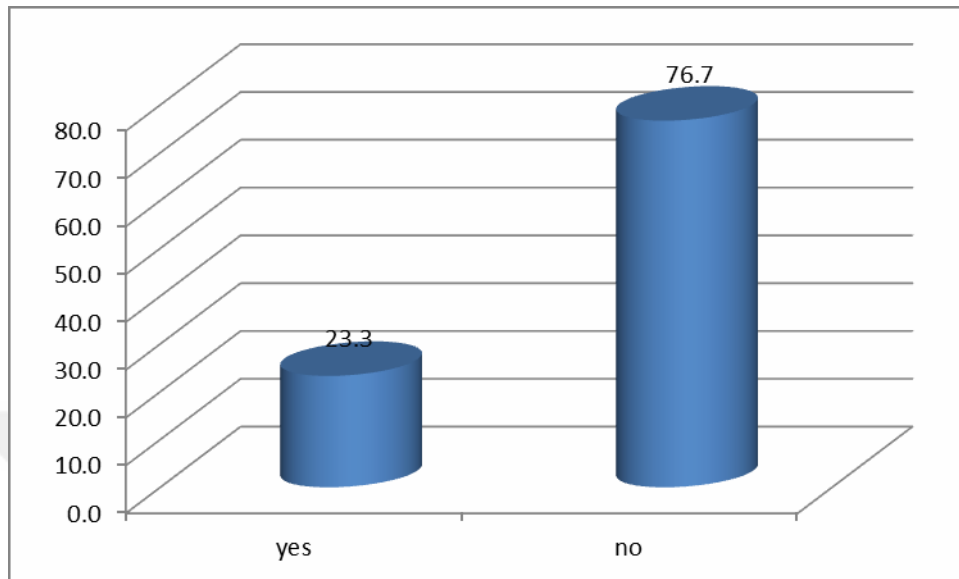
From this graph we discover that the majority of the participants contact the organization for economic and educational problems. This is due to the terrible situation which Kurdistan region has been going through since 2015 and has affected Kurdish society.

Figure 26What Interests you about the Organization



This graph shows the sample participants' answers to the question "which of the following interests you when you contact the organization?" It is discovered that 59.6% of the participants consider the staff's good treatment interesting. Other means which interest the children are the means for passing time such as games, the usage of computers and the provision of artistic equipment, etc. These are the main ones in such a manner that 39.6% find the equipment for time passing interesting. The facilities of the children organizations must be worthy and appropriate for conducting the various activities such as courses, seminars and places for passing time and any other activities. As discovered in this graph only 0.8% of the participants regard the organizations buildings as interesting. The reasons for this are the rooms being small and the lack of sufficient rooms for the activities. Another reason, which is surprising for the researcher, is the lack of any food and drinks in the organization which is conflicting to children rights. This is because these are considered the basic and most important needs of children as they affect the children's mental and physical growth.

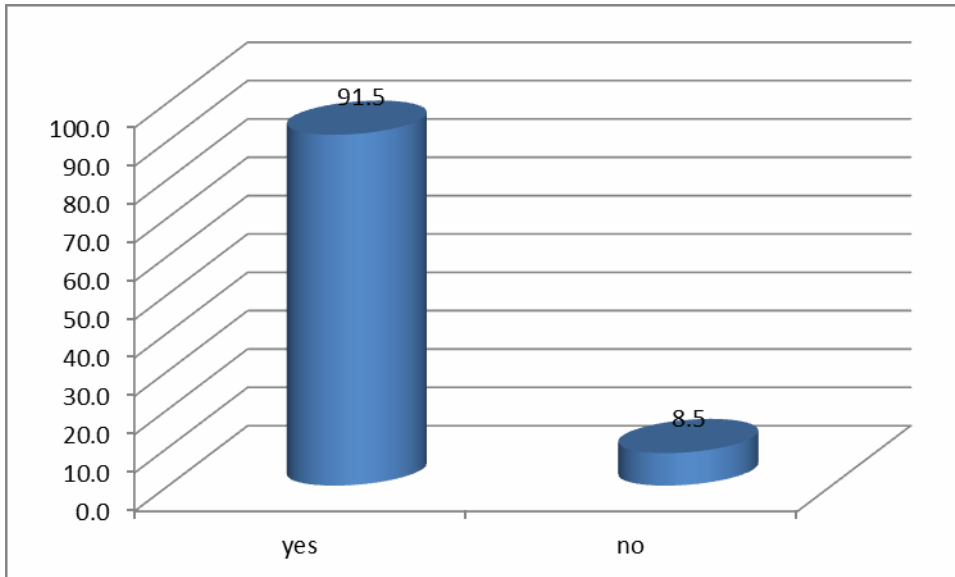
Figure 27 Having Social Researchers



This graph shows the sample participants' answers to the question whether there is a social researcher in the organization. As discovered from the answers of 76.6% of the participants social researchers do not exist in the organizations. However 23.4% of the participants confirm the existence of social researchers in the organizations.

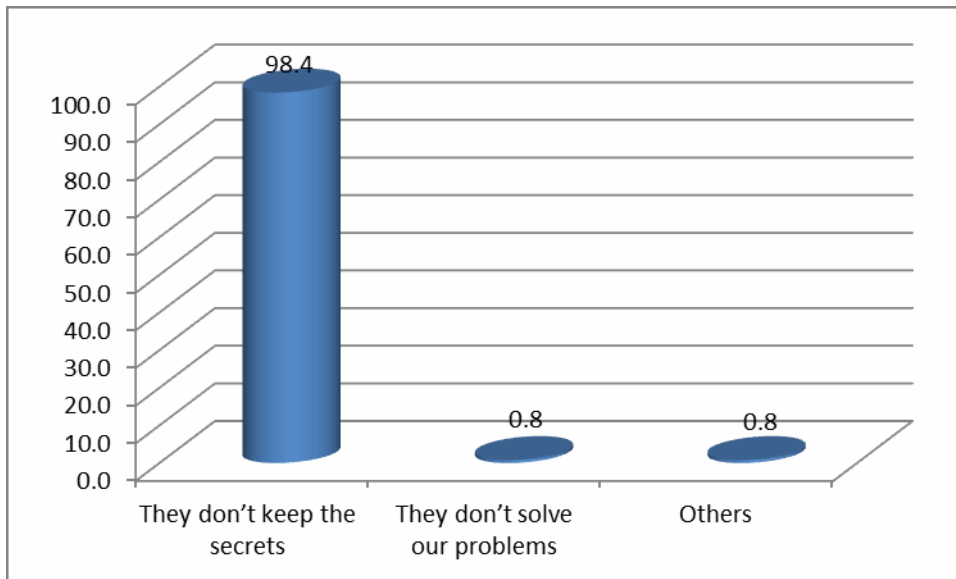
A social researcher is the main element whose existence is a necessity in all the fields of the society especially for children and organizational jobs. They can impact the regulation and activities of children. They can contribute into solving any problems that face the organizations when dealing with children. It is worth noting that the researcher has taken her research sample from three children organizations all of which claim to have social researchers in their organizations. Whereas, according to the above findings a large number of the sample participants, to be exact 76% claim the opposite.

Figure 28Trusting the Social Researcher



In relation to the previous question we asked the sample participants of the research whether they trusted the social researcher. It is pleasing that 91.5% state that they trust the social researcher. This means that one of the jobs of the social researcher is confidentiality which is considered one of their main duties. So much so that it is directly related to the manner of children treatment and solving their problems. This encourages children to be willing and without hesitation to reveal all their secrets to the researcher and go to them when having problems. Despite that 8.5% of the participants do not trust the researchers of the organizations.

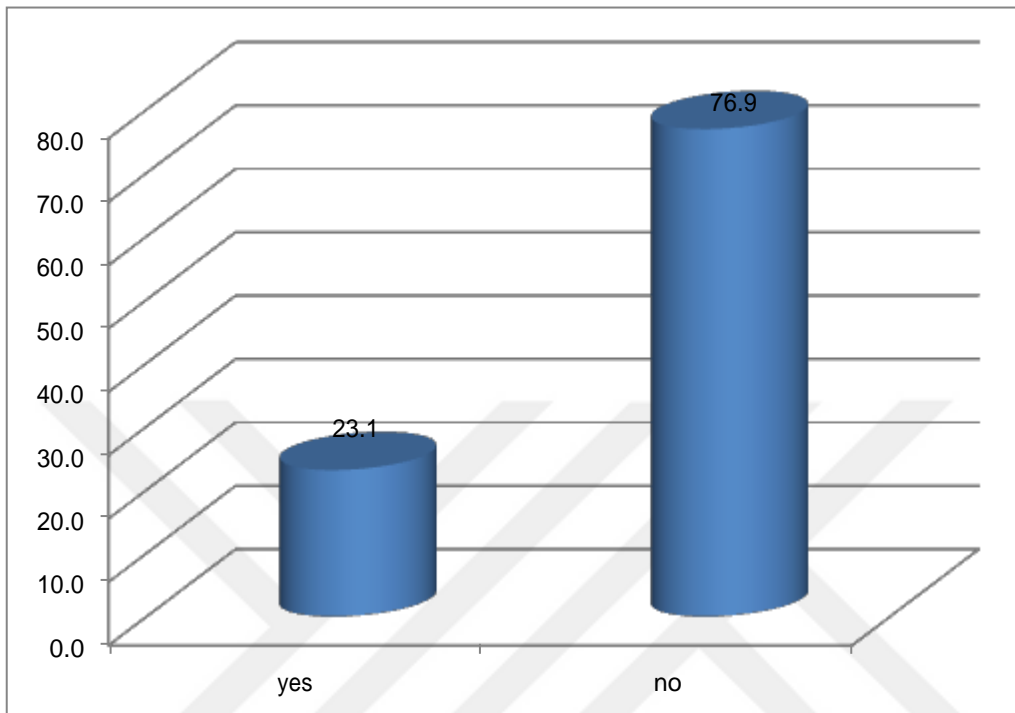
Figure 29 The Reason for Distrusting the Social Researcher



Again in connection to the previous question we asked the sample participants of the research to identify the reasons for not trusting the social researcher. In this graph it is discovered that 98.4% of those who do not trust the social researcher is due to the fear of not keeping the secrets. Another 0.8% of the participants distrust the researchers as they believe that social researchers cannot solve their problems. 0.8% of the participants have other reasons for not trusting the social researcher.

With regard to the above finding, it shows that social researchers cannot sufficiently preserve the confidentiality of the children. This may be because of two reasons. One of the reasons is that researchers are obliged to disclose the confidential information for the sake of finding a solution. The other reason is that we can claim that the researchers' performance in discussing those problems with the children's families is poor which leads to the children facing criticisms and blames.

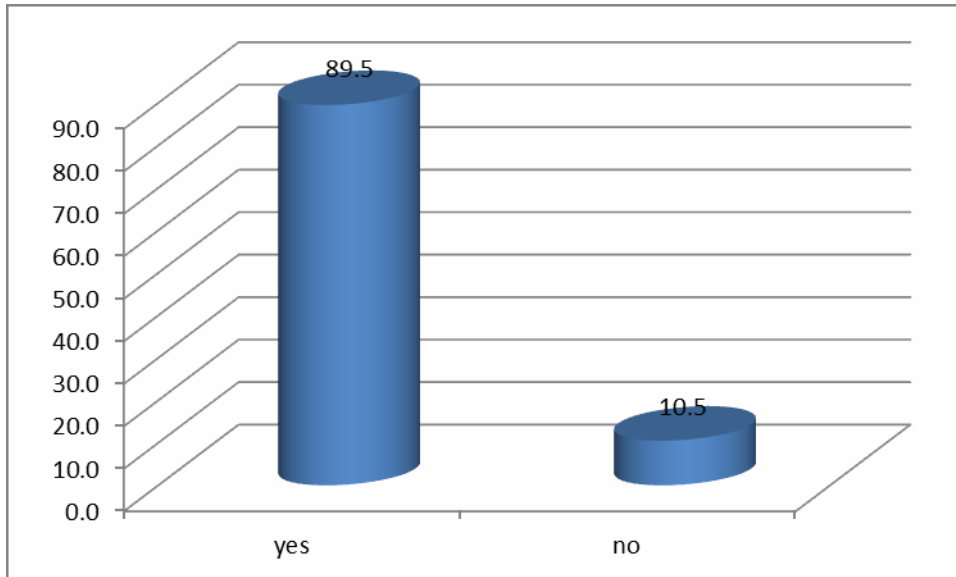
Figure 30 Discriminatory Treatment among the Friends



One of the key elements of organizational work is the lack of discrimination among the children. This is according to the treaties we have already discussed in the previous sections which state that there cannot be any different treatment among children because of religion, social status, nationality, physique, language, and skin color. In this regard we asked the children the question whether they feel discriminated with the other children by the organization staffs. In response as shown in the graph, 76.9% of the sample participants claim they do not feel different treatment by the staffs. Whereas, 23.1% of the participants claim they feel discriminated with their friends by the organizations staffs.

Discriminatory treatment is one of the acts that affect the relationship between the children and the staffs. During a different and unjust treatment children suffer psychological issues in short or long term. The findings of this graph show that the majority of the participants do not realize that they are discriminated with their friends. This could be because of having a general awareness about the risks of discriminatory treatment by the organizations. They understand the negative consequences of such an action against children. It affects children psychologically, physically, and mentally which may take effect after a short time or in the longer term.

Figure 31 Feeling Safety and Security in the Organizations

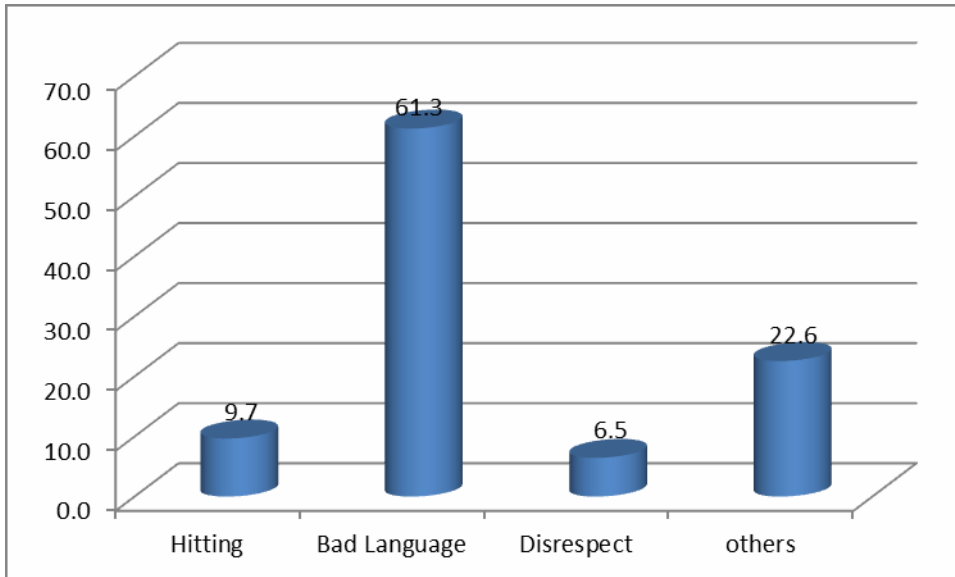


Providing children with safety and security by the children organizations is one their duties. Therefore, in this graph we have asked children if they feel safe and secure in the organizations. In response it turned out that 89.5% of the sample participants claim that they do. While 10.5% of the sample participants state that they do not.

Naturally in the under- developed societies there is less safety and security in comparison with the developed societies. This is because of the cultures, traditions and wars they have. Also the underdeveloped societies determine the propriety of the individuals' lives. That is to say. the individuals do not feel safe and secure and their behaviors are monitored by the society and that impacts their lives completely.

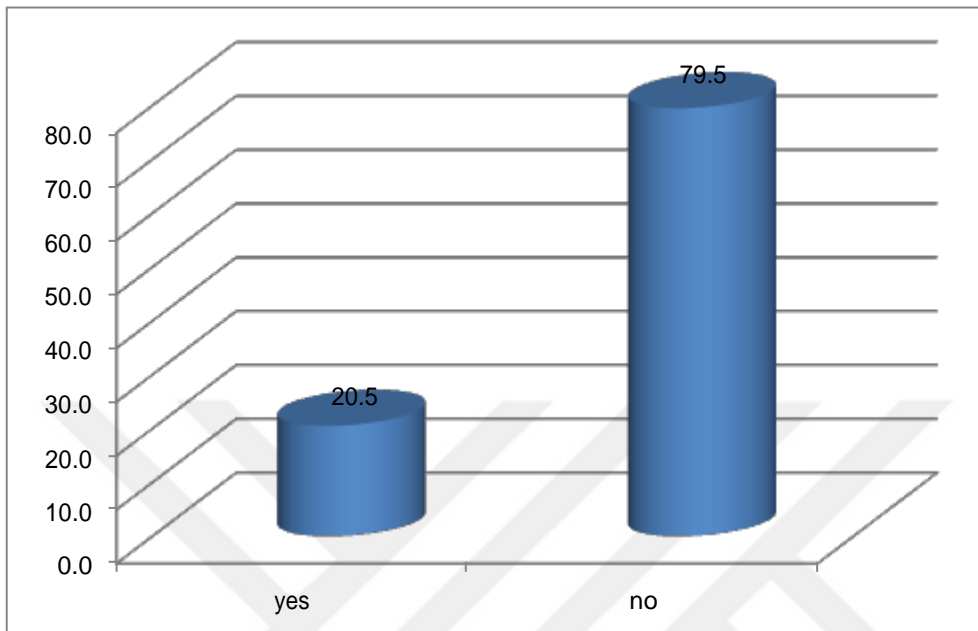
Feeling safe and secure is considered one of the children's needs as sociologists remark that human beings are the products of their environments. So much so that a safe and secure environment impact children's lives and determine their future personalities. On the other hand, what distinguishes the organizations from the other institutes of the society is the provision of safety and security to the participants of the organization. It is fortunate that they have been able to provide such feelings to children.

Figure 32Types of Bad Treatments



Violence and bad treatment are the types of social phenomena that exist in every society in the world in different rates, sizes and forms. This varies from one society to another and from one time to another as human society is in constant development. Therefore, views and understandings about violence and the use of violence are changing. This is precisely the reason that led the majority of the world countries to sign the children rights treaties. This is when one of the most prominent clause of such a treaty is that “every child has the basic right to be protected from any kinds of violence and exploitation for financial gains, persecution and abandonment”. This right was declared in the Convention on the Rights of the Child 1989 and A World Fit for Children in 2002. However, what concerns and interests our research here is to determine the behaviors that impact children negatively. As for those behaviors which upset and frighten them in the organizations we asked children to identify them. It is discovered that 61.3% of the children become upset and frightened by bad language. 9.7% of the children become upset and fear physical abuse (hitting). 6.5% of the participants choose humiliation while 22.6% point to the others which are apart from the mentioned one. These data inform us that bad language is still used against children in the organizations in a high rate that requires serious reviewing.

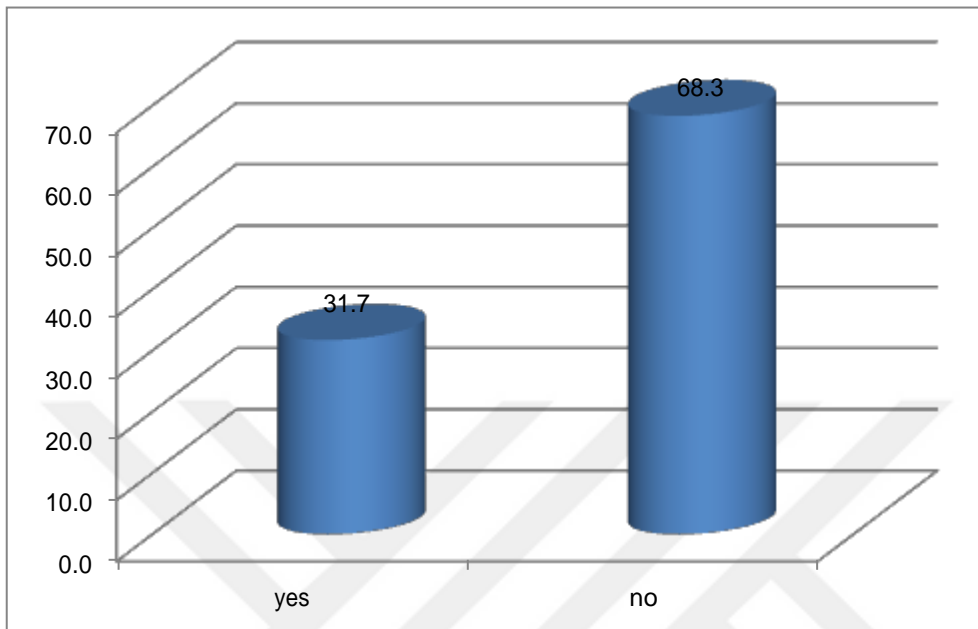
Figure 33 Violation of Children Rights by the Organizations



Children rights in Kurdistan Region especially in the city of Slemani face violation in terms of health, education, the right of a worthy existence, etc. Therefore, we asked the children the question whether they feel that this organization violates their rights. In response, a large number precisely, 79.5% say “no”. 20.5% of the participants claim they do; they say their rights are violated by the organizations.

Provision of the rights and the lack of rights violations are among the noticeable features and pillars of civil society organizations in which without these bases civil society fall under another goal. This is because children rights are in the public interest and becomes the first goal of the organization. Fortunately, for the organizations 80% of those children who are in the organizations claim to feel no violation, while 20% of the participants think that their rights are violated. This figure is not low when the children organizations are known for being the tools for educating children of their rights and providing those rights. Meanwhile, psychology reiterates that any violations against children affect their growth, method of upbringing and personality.

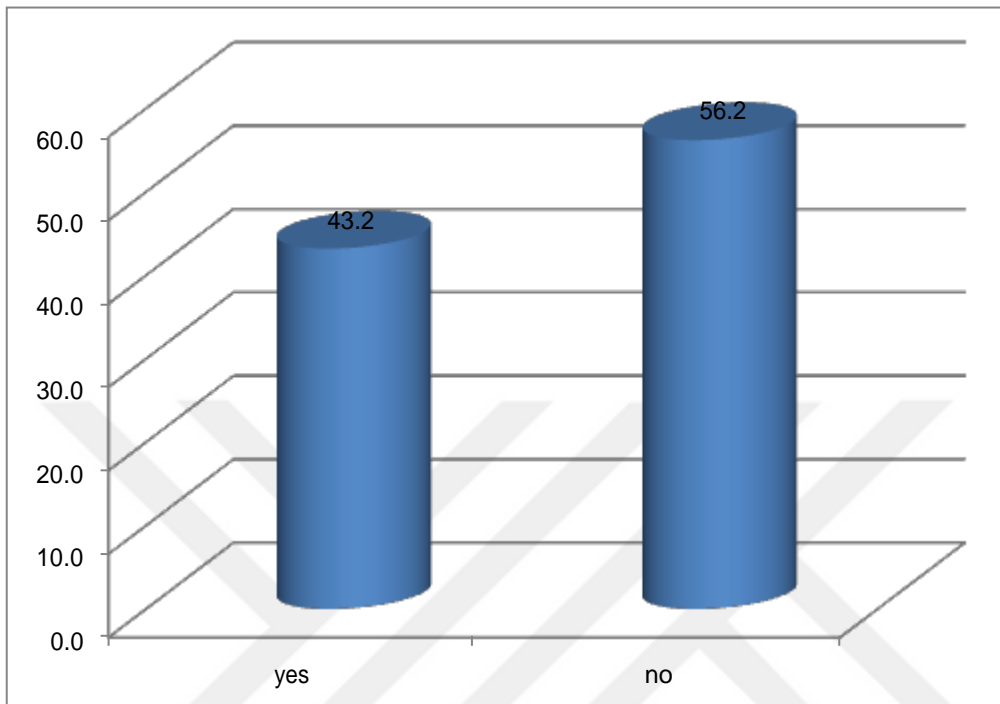
Figure 34 Receiving Financial Support from the Organizations



Helping children is one of the jobs of the children organizations. Therefore, we asked about a type of that support which is financial. We asked the question if they receive financial support from the organization. In response 68.3% of the participants say they do not acquire any financial support from it, while 31.7% of them claim they do.

The reason for this 31.7% of the research sample participants who obtain financial support is that the research samples are taken from three organizations only one of which supplies such an aid. Obviously, money is considered one of the important means for fulfilling the children's physical needs such as food and drinks. Also in term of science for example private school is related to economy. This has made such an impact that in the developing countries it has created class divisions among children. Some children continue their education in good schools while many others have very poor and disconnected education because of the teachers' strikes and boycotts of the schools. This has led to violation of children's educational rights in which education process is delayed and incomplete.

Figure 35The Amount of Money for Purchasing the Needs

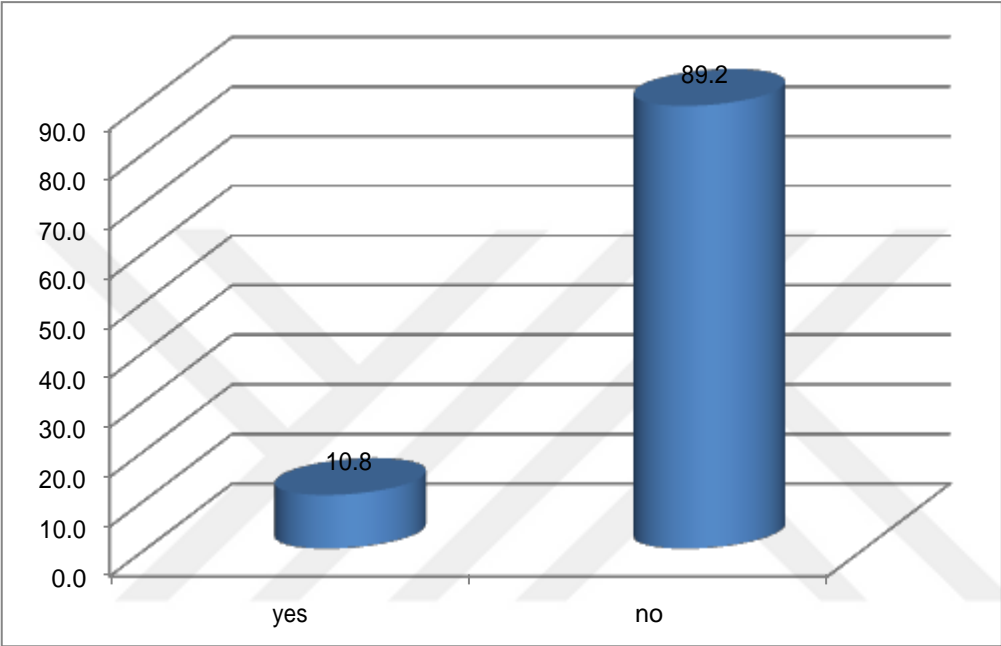


In relation to our previous question about those who say they receive financial aids from the organizations. We wonder whether or not the amount is sufficient for purchasing the needs. In response 56.2% of the participants say “no” it is insufficient for buying the needs. Whereas, 43.2% of the participants claim it is. These data suggest that the amount of financial aids by the organizations is insufficient and superficial compared to the economic situation.

Kurdistan Region is engaged in a tough war against ISIS also the financial crisis have completely affected all the fractions of Kurdish society. Because a lot of Kurdish soldiers have lost their lives in the war it led to an increase of orphan children. Those reasons have also led to an increase of poverty and unemployment in the society, constant demonstrations in Slemani city, government employees’ and teachers’ strikes. This is in addition to affecting people’s psychological condition creating a state of despair. Understandably, in these harsh conditions the organizations suffered a hard blow in which some of them lost their sources of income which were donations and charities or the directorate of NGOs. This made them fail to provide sufficient finance for each child. In an interview the director of an orphanage Mr. Osman states that as their organization they can provide 50,000 ID to each child. For this, only those children are eligible who are without parents and in bad economic conditions. It is obvious that this

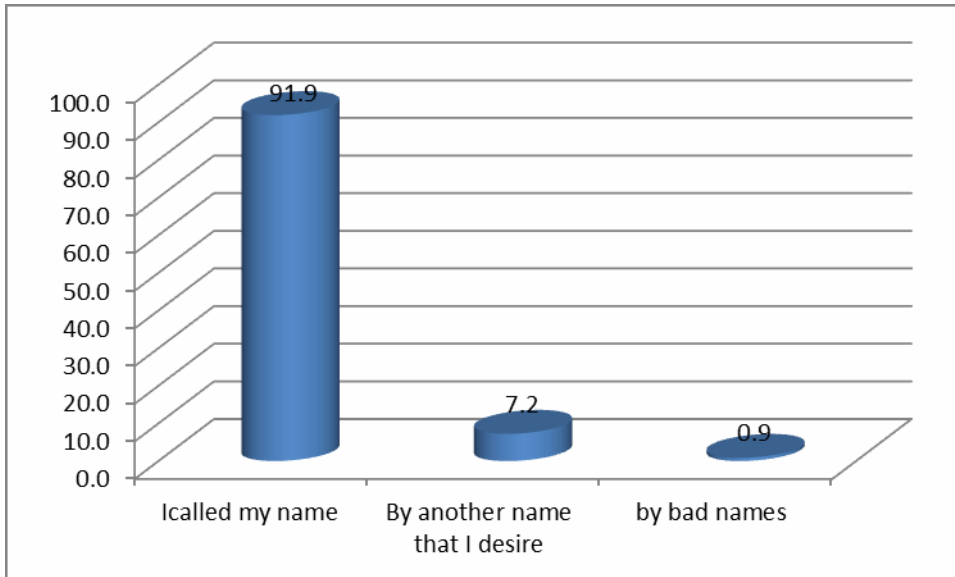
amount of money is very insufficient and cannot fill the needs of children. Also those families cannot supply their children's needs with that amount and they use it for the entire family's expenses which again leave the child unable to benefit from it.

Figure 36 Using Children for Economic Advantages



Economic exploitation is against the articles of children rights treaties. It is also against organizational work; the organizations are not to use children for their economic advantages. In this respect we asked those research participants who were beneficiaries whether or not they feel they are used by the organizations for economic purposes. As it turns out in this graph 89.2% of the participants answered “no”, but 10.8% of them claim otherwise.

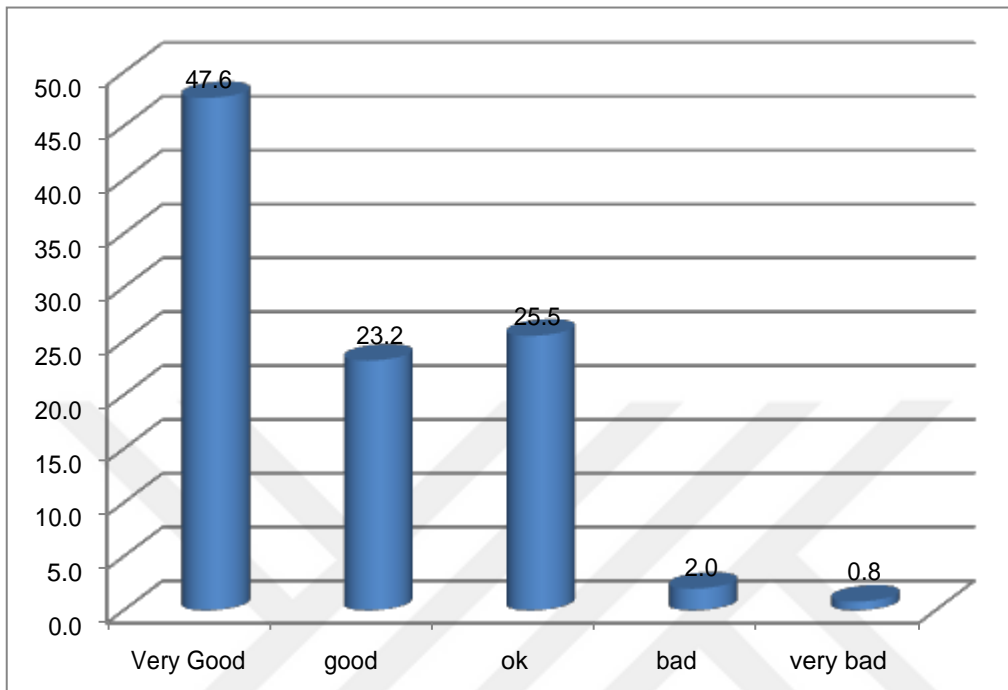
Figure 37The Manner for Calling the Children



In the section of naming and identity with regard to calling children by the staffs and other personnel of the organizations as to how they are called in this graph it is discovered that: 91.5% of the research samples claim to have been called by their names. 7.2% of the participants say they are called by others names they desire. Whereas, 0.9% of the children claim they are called by derogatory names.

As for the right of naming and identity it is every child's right to have a name. According to the law of international treaty for children's rights which we have mentioned in the previous sections, although this law does not exist in Kurdistan Region, having a worthy name affects the child's psychology and personality. It is worth mentioning that the organization members confirm the protection of children's personalities, to be called by their names and to be respected. Also it is noticed that in Kurdistan Region the society is religious where the religion of 99% of the people is Islam and believe in the religious values. The religion of Islam endorses the rights of children over their parents to have appropriate and meaningful names which affect their personalities and their future. Also because these organizations are the source of social environment and are affected by the society they confirm the point that children must be called by their names and in a worthy manner.

Figure 38The Relationship between Children and Organization Staffs

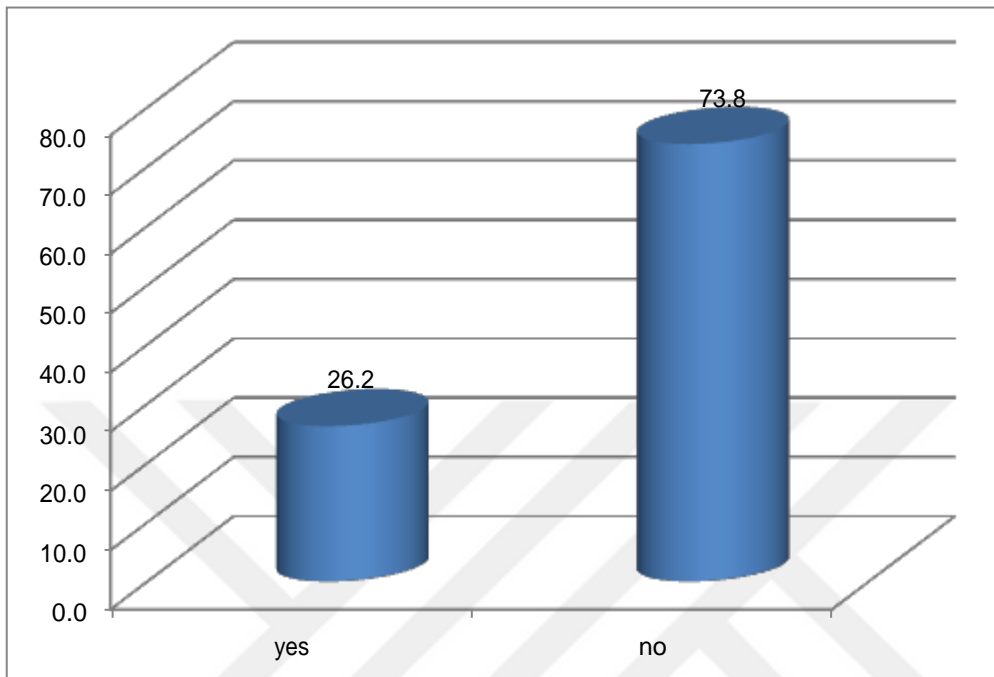


The relation between the children and the organization staffs reflects greatly in children. Therefore, we asked about the condition of that connection. In response the graph shows that 47.6% the research sample children say that their relation is "very good". 23.2% of them claim that theirs is "good" and 25.5% say that their relation is "medium.

2.0% of them claim that theirs is "bad" and 0.8% say that their relation is "very bad".

It can be argued that the staffs of these organizations play a key role in achieving the goal of their organizations. It is discovered here that the treatment by the organizations staffs is good. One reason for this is that one specialty of these organizations is that they employ college and university graduates especially from the educational departments. This enables them to treat children educationally and academically and have a good relationship with them. Another reason is that the directors of these organizations stress that their staffs to have a good, educational and academic relationship with the children.

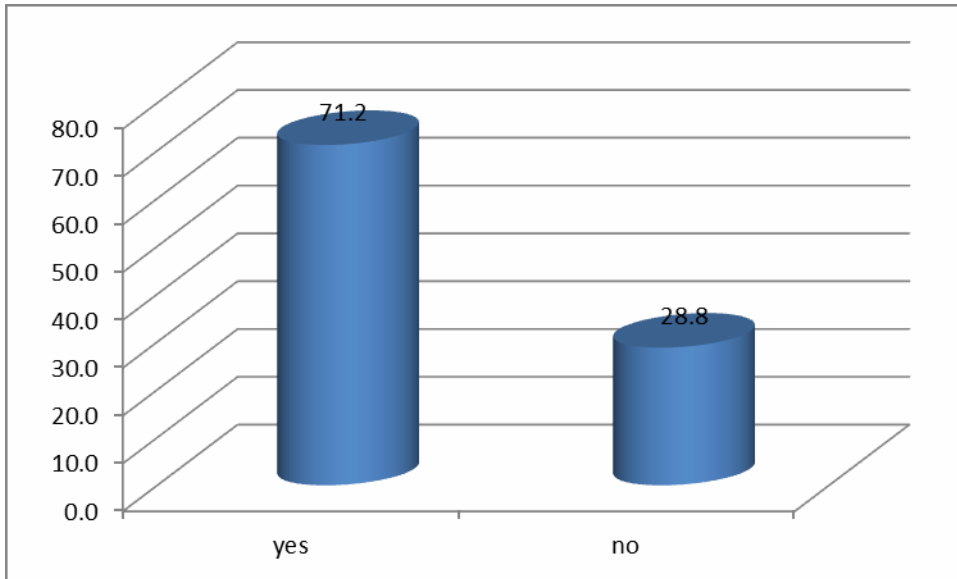
Figure 39 Organization Aids for Providing the Children's School Requirements



In the educational rights section we have asked whether the organization helps them in provision of school requirements. In response, 73.8% of the research samples say it does not. 26.2% of them say it does.

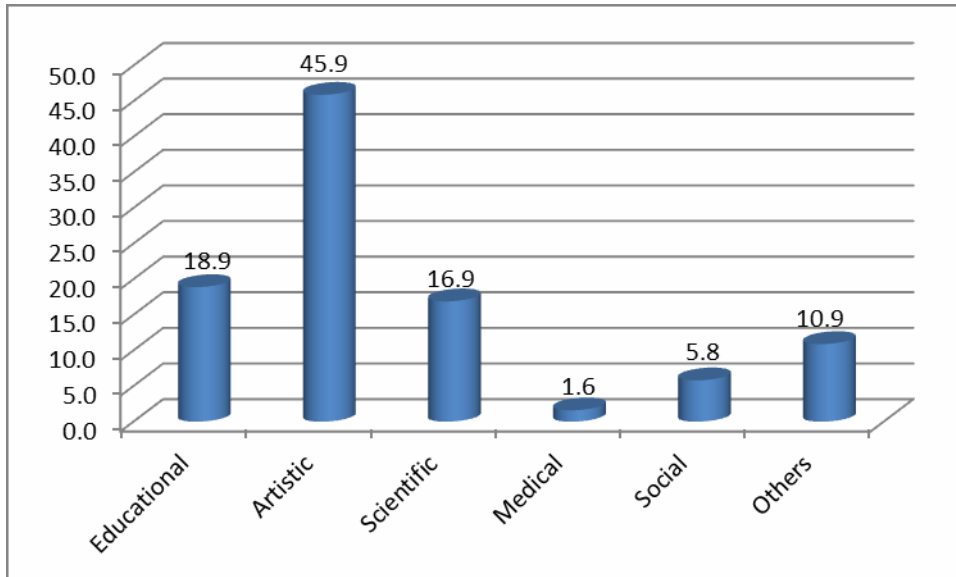
One reason for the majority of the research samples not to receive aids for school requirements from the organizations is insufficient income and budget of the organizations. Another reason is the fact that the number of the schools and beneficiaries are much more than the organizations. This makes them fail to be of much help with regards to provision of those needs. They can only run courses for them such as languages, crams for certain school subjects, human development or providing them with certain needs like clothes and stationaries.

Figure 40 Opening Skills Developing Courses



One of the main jobs of the children organizations is reinforcement of children skills through conducting various activities. Therefore, we have asked whether the organizations conduct reinforcement courses for their skills. In response, 71.2% of the children say “yes”. However, 28.8% of the children say “no” they do not run courses to support their skills.

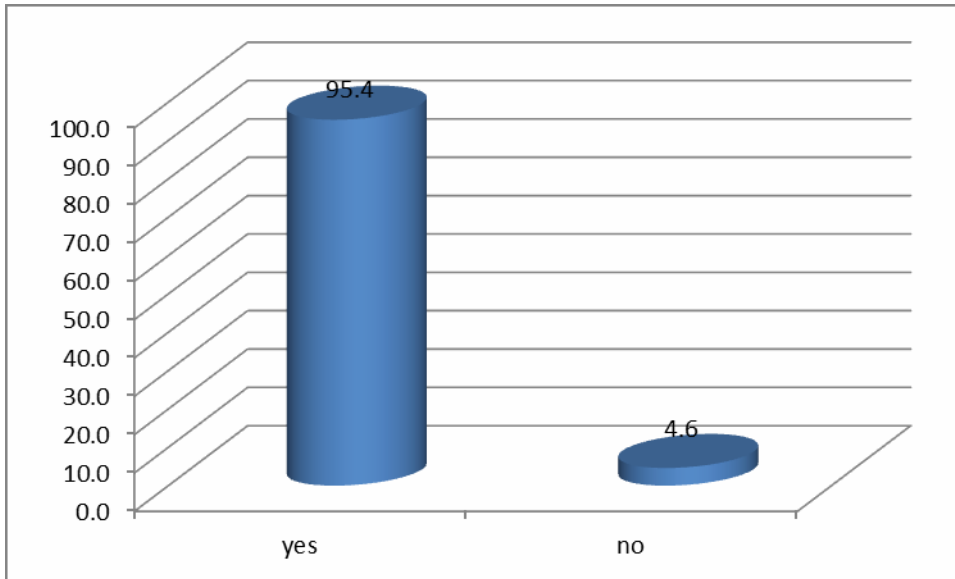
Figure 41 Types of Courses



In connection to the previous question which we asked the children in which areas the organizations held courses for them. We presented six options in which the majority of the participants, 45.9% say they receive course in arts. It is followed by scientific courses that are 16.9%. Then comes educational 18.9% and 5.8% chose social area. Only 1.6% of them claim that they receive course in health. This is in addition to another 10.2% who claim that the organizations open courses in areas other than the mentioned ones.

Children's participations in the courses have two sides. On one hand it shows that the level of the courses and activities has been paid attention to. On the other it refers to those areas which most children have tried to engage. As shown in the graph art courses come at the top. The reason for this is that in the public schools art subject has been paid very little attention to. The school system in Iraqi –Kurdistan is in such a manner that art subject is studied only once a week. The second position in the courses there is science particularly languages which in recent years they are greatly considered. This might be because of the influence of globalism on Kurdish society especially after the liberation of Iraq English language is paid huge attention to. Those courses related to education come in third. They are for those students who have difficulties in some subjects such as mathematics, science, social studies, etc. The social courses come in fourth place. In the fifth place children receive courses that are other than the mentioned ones.

Figure 42The Right of Freedom of Expression



According to concerned documents, treaties and universal declarations freedom of expression is one of the basic criteria of human rights. Also on that basis international legal legitimacy has been set forth to protect it. Such legitimacy has been placed as an order within the legal bases of international law. This is for the sake of reflection of human rights, respecting it and observing in the systems and implementing it in the internal legislatures such as constitutions and laws. Also in this regard freedom of expression for children is considered among the basic rights of children. Also such freedom for children is as important and necessary as those needs which were previously mentioned. Children are an important fraction of the society; therefore, it is always necessary to provide an appropriate and free environment for them. Hence, in this section we asked the participant children the question whether they could freely express their opinions in the organization. In response, 95.4% of the participants said “yes”. This high percentage is promising. Nevertheless, there are 4.6% of them who answered “no”, they claim they cannot freely express their speeches.

CONCLUSIONS

Children and observing their rights are among the subjects that in the field of sociology have been less discussed and scientifically researched in Kurdistan region. This has caused the inability to scientifically expose children issues and protection of their rights well enough. This is despite the fact that children are an important and valuable fraction of the society and the future is built on them. Therefore, any violations concerning children rights by the family and society do not pass without negative impacts on the future of the generations.

Based on this idea this thesis has worked on the role of the civil society organizations in the protection of children rights. As presented in the content, the question is whether the organizations have been the important means to improve the children's conditions and livelihood and whether they have been able to become a gateway towards achieving and protection of children rights. Hence the thesis has been conducted to find out where children rights in Slemani have reached. Also to understand at what level the organizations work for the achievement of such rights and prevention of their violations.

To reach a thorough scientific outcome, social survey method, comparative method, historical method, interview forms, polling forms for data collection have been used. Then statistics software SPSS has been used for data analysis. After writing the theoretical sections and conducting the field study sections of the thesis the researcher has reached many conclusions which can be benefited from. This is especially because in this research it has been tried to comply with the scientific principles and the academic procedures and measures of the university. The research stages are to be conducted impartially until they reach conclusions. Despite these the researcher finds it her duty to present, along with the conclusions, some important recommendations and suggestions to those parties concerned with the subject of the thesis.

In the field study section the researcher has found out that both genders have benefited from the organizations activities. The ratio of male participants is more than the females. They are above the age of ten. They continue their educations at the schools. The majority of the children live with their parents. The number of their family members is between four and five. However, their standards of living are average and fully affect the child's life. The images A1, 2, 3,4,5,6, and 7 explain these sentences.

The results of this thesis show that the majority of the visits have been for development purposes. The children organizations have had positive roles in developing children's skills. Children's participations and benefiting from the services have been at a high level while the organizations have failed to become a means for improving children's livings. Images 1, 7, and 10 explain these truths

The protection of children rights by the law is different from children's points of view. Most children mildly look at the law; they believe some of their rights are protected. Another portion of children positively view the law; they have the belief that all their rights are protected. On the contrary, other children negatively look at the law holding the view that Kurdistan Regional Government – Iraq fails to achieve their rights by law. Image 2 clarifies this truth.

The treatment by the organizations staffs have had positive role to attract children to the organizations. It is this which has led to a strong relation between the staffs and the children. Also a great number of children have the opinion that there is not any discrimination among them. Images 26, 18, 4, 14 clarify this fact.

The organizations facilities are not suitable for conducting the activities. Also the children organizations have gathered in the city center which has caused troubles for beneficiaries. Image 14 clarifies this.

Social researchers have not been valued by the organizations. Generally, the thesis example units do not trust the social researchers. Those children who do not trust the social researchers argue that they do not keep their information confidential as displayed in images 15 to 17.

Feeling safe and secure in the organizations is generally in very good condition. Those who do not feel safe and secure claim the reason to be verbal abuses in the organizations. Images 19 and 20 clarify those truths.

The children organizations have had positive roles in educating children about their rights through their various programs and activities. More than half of the organizations participants see them as significant institutions in which their rights are not violated and they can have their free opinions. They also protect their rights. Images 9, 21, 26 and 30 explain those truths.

As for aiding children economically by the children organizations, most of the thesis participants do not receive financial aids from them. That small number of children who do so have very bad economic conditions; that amount of money is not sufficient for their needs. Also the children organizations do not exploit children for economic purpose as shown in images 22 to 24.

The organizations find it important to offer courses. Those courses which contain artistic activities and science have the most children beneficiaries. Participation in the social and health courses by children come in the last degrees as those realities have been displayed in images 28 and 29.

Another conclusion which this thesis has reached is that in comparison to past years the organizations have failed to solve children's problems. This belongs to the economic and educational reasons. This is when most participant children contact the organizations upon having economic and educational problems as these facts explained in images 11 to 13.

Therefore, after reaching these conclusions we believe these recommendations and suggestions are to be attended to. This is for the sake of further understanding the role of civil society organizations in protection of children rights and those reasons which impact the protection and achievement of children rights in the cities of Kurdistan Region -Iraq as well as to improve and prevent violations of children rights. They are:

Similar researches are to be conducted on the other cities of Kurdistan Region-Iraq. Then their conclusions are to be compared through which those reasons can be identified which cause violations of children rights.

The children organizations are to change the manner of their working into playing roles of pressure groups on those government institutes concerned with children and are careless about achieving children rights.

Researches are to be conducted on various areas of children lives, for instance the methodology for upbringing children and the manner in which children minds grow.

Parliament of Kurdistan has to protect the areas and the outcomes of civil society with a special and modern law. Also it is of vital importance that a budget, which is not to be controlled by the government and to be supervised by the parliament, to be allocated to the civil society

organizations so that they can be funded and conduct their activities within their areas and advance Kurdish society.

The children organizations have to look after the children of the cities and those of the surrounding towns in the governorates of Kurdistan Region-Iraq and not to thicken their activities only inside the city centers.

Researches are to be conducted on the manners, programs and planning of children organizations as to how they affect the progress of the children organizations.



REFERENCES

- **AHAHABADEEN**, B. A. (2009). The Impact of Broadcasting Violence on Women, (1st ed.), Tawaw , Slemani, Iraq.
- **SAED**, F. (2016). Post Trauma of Children War and Terror, Margret Cultural Institute, Tehran, Iran.
- **KHOSHNAW**, A. (2003). Scientific Research Method, Roon, Slemani, Iraq.
- **BOKANI**, S. (2016). Scientific Research Method, Chwarchra, Slemani, Iraq.
- **ALSAMAK**, **SAADY** M. & Others (1980). Principles in Scientific Research, Mosul, Iraq.
- **HUSSEIN**, A. (1999). Philosophy of Scientific Research Modules, Madbuli, Cairo, Egypt.
- **MIHRAN INSTITUTE**, (2006). Civil Society: A New Force, (Fatahi, K. Trans.), Mukiryani, Erbil, Iraq.
- **ILYASS**, S. P. & Zubaida I. (2012). The State of Civil Society in Kurdistan and Iraq, (Abuzubed, D. Trans.), Hevi, Erbil, Iraq.
- (2009). Civil Society: A Critical History, (Qaradaghi, K. M. Trans.), Hamdi, Slemani, Iraq.
- **ZHAZHAYEE**, S. (2006). Democracy and Society, (1st ed.), Binayee, Slemani, Iraq.
- **JABARI**, A. (2009). An Introduction to the History of Printing Equipment, Shahid Azad Hawrami, Kirkuk, Iraq.
- **NASRAW**, M. (2012). The History of Slemani Publishing Houses, Directorate of Printing and Publishing of Slemani, Slemani, Iraq.
- **SHAHATA**, H. & **JAMAL** (2013). Modules in Scientific Research in Social Service and Anthropology, Al- Hadith University Press,
- **EHRENBERG**, J. (2008). Civil Society: A Critical History of an Idea, (Salih, A., Nazim, H. and Others. Trans.), Center for Arab Unity Studies, Beirut, Lebanon.
- **AMEDIYAN**, F. (2013). Analytical Dictionary of Sociology Terms, (1st ed.), Sinna, Iran.
- **MUHAMMAD**, A. I. (2012). Sociology Encyclopedia, (1st ed.), (Mula Hassan, D. Trans.), Sardam, Slemani, Iraq.

- **Group of Authors**, (2008). Some Translated Texts, (1st ed.), (Hardi, R. Trans.), Karo, Slemani, Iraq.
- **SIWAILY**, R. (2006). Writing and Responsibility, (2nd ed.), Ranj, Slemani, Iraq.
- **RAUF**, M. (2013). Elections in Kurdistan 1992 – 2010, (1st ed.), Karo, Slemani, Iraq.
- **MARR**, P. (2011), The Modern History of Iraq, (1st ed.), (Hama Gharib, H. & Awez, S. Trans), Rozhhalat, Erbil, Iraq.
- **DRAYEE**, B. (2012), The Change Party As a Political Light, Zhenar, Slemani, Iraq.
- **QADIR**, B. A. (2000). The Law of the Kurdish Non – Government Organizations in Kurdistan Region/ Iraq, Binayee, Slemani, Iraq.
- **GREEN**, G. D. (2011). Reinventing Civil Society, (1st ed.), (Sabah, G. Trans.), Aras, Erbil, Iraq.
- **BASHEERIYA**, H. (2005). Democracy for All, (Muhammad Zada, H. Trans.), Mukiryani, Erbil, Iraq.
- **ABDULLA**, F. S. & Ghaliun, B. (2007). Democracy and Civilized Society, (1st ed.), (Abdulla, H. Trans.), Sardam, Slemani, Iraq.
- **GRAMISCI**, A. (2015). The State and Civil Society, (1st ed.), (Sherko, P. Trans.), Dwarozh, Slemani, Iraq.
- **AADAS**, A. & Al-Qatami, Y. (2013), Educational Psychology: Main Theory and Practice, (1st ed.), (Saedy, S. Trans.), Slemani, Iraq.
- **QARACHATANI**, K. S. (1997). Psychology of Children, (1st ed.), Zanko, Erbil, Iraq.
- **KALHOOR**, N. (2010), Children's Growth, (1st ed.), Khani, Erbil, Iraq.
- **HAQI**, A. (1996), Children's Psychology, Alexandria Center for Books, Alexandria, Egypt.
- **SHWANI**, A. A. (2002), Slemani City 1918 – 1932, (1st ed.), Zanist, Slemani, Iraq.
- **TALIB**, J. T., Hussein, B. A. & Ahmad, A. A. (2004), Slemani, (1st ed.), Shivan, Slemani, Iraq.
- **Group of Authors**. (2000). Civil Society, (Khoshnaw, A. Trans.), Roonakbiri, Slemani, Iraq.
- **AL-AWAMILA**, H. & **MAZAHIRA**, A. (2008). Psychology of Children, (1st ed.), (Faraj, M. E. Trans.), Tishik,

- **MUSTAFA, K.** (2011). *Philosophy for Children*, (1st ed.), Sardam, Slemani, Iraq.
- **MUHAMMAD, S. & ABDULKARIM** (2011), *Development of Children Language*, (1st ed.), (P, Y, Bakhawan, A. A. & Muhammad, N. Trans.), Karo, Kirkuk, Iraq.
- (2006). *Internationally Approved Human Rights*, (1st ed.), (Wirya, Q. Trans.), Mukiryani, Erbil, Iraq.
- **BARGAM, F., KINUT & Others** (2011), *Introduction and Definition of Human Rights*, (1st ed.), (Lajani, I. Trans.), Haji Hashim, Erbil, Iraq.
- **AZIZ, H.** (2017). *Human Rights*, (2nd ed.), (Qadir, M. Trans.), Chwarchra, Koya, Iraq.
- **AWZ, A. M.** (1999), *Introduction to Growth Psychology*, Alexandria, Egypt.
- **QARACHATANI, K. S.** (1997), *Psychology of Children*, (1st ed.), Zanko, Erbil, Iraq.
- **QARACHATANI, K. S.** (2011), *General Psychology*, Dilan, Erbil, Iraq.
- **QARACHATANI, K. S.** (2003), *Human Nature from the Perspectives of Jean Jacques Rousseau and Sigmund Freud*, (1st ed.), KRG Ministry of Education, Erbil, Iraq.
- (2007), *United Nations*, (1st ed.), (Omer, K. Trans.), Hamdi, Slemani, Iraq.
- (1998). *Geography of Kurdistan Region – Iraq*, (1st ed.), (Karim, A. & Briyatee Institute Trans.), KRG Ministry of Education, Erbil, Iraq.
- **ABDULLA, S.** (2005). *Modern Iraq, Thoughts and Awareness*, Slemani, Iraq.
- **AL- GHAZALI, A.** (1992). *The Principles of Researches*, (1st ed.), Beirut, Lebanon.
- **BARD, A.** (1982). *The Principles of Scientific Researches and Its Modules*, (6th ed.), Kuwait, Kuwait.
- **ABRASH, I.** (2012). *The Methods of Thesis in Sociology: The Steps of Conducting Scientific Researches*, (1st ed.), (Abuzed, D. Trans.), Rozhhalat, Erbil, Iraq.
- **RAHIM, W. B.** (2008). *The State of Children Rights in the Schools: The Schools in Chamchamal District Kurdistan Region - Iraq*, (1st ed.) Slemani, Iraq.
- **MUFTI, M. A.** (1999). *The Concept of Civil Society and Civil State*, King Fahd National Library, Riyadh, KSA.
- **BASHARA, A.** (2012). *Civil Society*, (6th ed.), Arab Center for Political Studies and Researches, Beirut, Lebanon.

- **ABUHALAWA, K.** (2004). *The Controversy of Civil Society Concept*, (2nd ed.), (Kurda, I. , Rashid, R.& Bekhali, N. Trans.), Nma, Erbil, Iraq.
- **RASHA, A.** (2000). *Slemani City*, (1st ed.), Kurdish Institute for Culture and Publication, Slemani, Iraq.
- **OMAR, K.** (2007). *The United Nations*, PUK Bureau for Thoughts and Awareness, Slemani, Iraq.
- **ABDULLA, S.** (2005). *Modern Iraq*, PUK Bureau for Thoughts and Awareness, Slemani, Iraq.
- **BARAM, H.** (2012). *Iraqi and Kurdistan Political Parties Encyclopedia 1908 – 2005*, (1st ed.), Rahand, Slemani, Iraq.
- **SALIM, M.** (2002). *Psychology of Growth*, (1st ed.) Dar Al Nahda Al Arabiya, Beirut, Lebanon.
- **KHASBAK, S.** (2005). *The Kurds, A Geographical and Anthropological Study*. Dar Al Arabia for Encyclopedias, Beirut, Lebanon.
- **Kurdistan Save the Children Org.** (2014). *A Survey to the Volume of Violence and Mistreatment against Children in Kurdistan Region – Iraq*, Slemani, Iraq.
- **CDO** (2016). *A Study about Premature Marriage in Refugee Camps Arbat and Ashty*, Slemani, Iraq.
- **Directorate of Planning and Statistics of Legal Council and Juvenile Court in Slemani**, *Volume of Crimes from 2014 to 2017*, Slemani, Iraq.
- **Slemani Governorate Directorate of Population Statistics**, (2016).

MA Thesis

- **FUAD, K. S.** (2013). *The Role of Juveniles' Shelters in Social Growth*, School of Humanities, Department of Sociology, University of Slemani, Slemani, Iraq.
- **MUHAMMAD, I. M.** (2006). *The Reality of Child's Rights in the Elementary Schools from Children's Perspectives*, Baghdad University, Baghdad, Iraq.
- **OMER, N. F.** (2003). *The Causes Working Children*, School of Humanities, Department of Sociology, University of Slemani, Slemani, Iraq.

- **ALI, K. A.** (2012).The State of Juveniles' Social Care, School of Humanities, Department of Sociology, University of Slemani, Slemani, Iraq.
- **RASHID C. F.** (2012).The Role of Civil Society Organizations in Developing Youths' Skills, School of Humanities, Department of Sociology, University of Slemani, Slemani, Iraq.
- **KASBA, Q. F.** (2013) Civil Society Organizations and Their Roles in Improving the Concept of Citizenship in Palestine, College of Higher Education, National University of Najah, Nablus, Palestine
- **IBRAHIM, Y. O.** (2009). The Outcomes of Civil Society in Kurdistan Region, School of Humanities, Department of Sociology, University of Slemani. Slemani, Iraq.
- **SALIH, S. M.** (2015). The State of Education in Kurdistan Region: The Basic Education Schools in Slemani City as Examples, School of Humanities, Department of Sociology, University of Slemani. Slemani, Iraq.
- **SAED, K. T.** (2011). The Expansion of Slemani City under the Impact of Urban Families: A Study in Geography of Cities, Unpublished PHD Proposal, School of Humanities, Department of Sociology, University of Slemani. Slemani, Iraq.
- **KARIM, L.** (2014). School of Humanities, Department of Sociology, University of Slemani. Slemani, Iraq.
- **JEROME Lee, Lesley Emerson, Laura Lundy and Karen Orr.**(2015): Teaching and learning about child rights in 26 countries , A study of implementation, in Queens' University.
- **EBTISAM M. MAJEED,**(2006): Actuality of Child Rights in the primary schools from the Children's, University of Baghdad , To the council of college of Education ;It is requirement to get Master degree in Educational and Psychologi-cal Science,11, December.
- Universal Declaration of Human Rights, (1948).
- Children Rights Declaration, (1989).
- Universal Declaration Children Rights, (1989).
- UNISEF, (1989). UN Center for Human Rights,

- Who we are 17-3-2016 <https://www.icrc.org/ar/who-we-are>
- 1945,What we do (<http://www.un.org/en/sections/what-we-do/index.html>)
- (www.ilo.org6-6-2017
- (www.unicef.org7-6-2017
- (en.unesco.org6-6-2017)
- (en.unesco.org6-6-2017
- www.who.int7-6-2017
- www.kurdistan-parliament.org/20-3-2017).
- (www.kurdistan-parliament.org/25-3-2017
- cabinet.gov.krd/p/page.(,5_4_2017
- :)www.kurdistan-parliament.org5-52017)(
- :)www.kurdistan-parliament.org5-52017)(-
- 54-<http://www.krgngo.org/>

INTERVIEWS

- **ISMAEL, R. B.** Step Organization, 9- 1- 2017. Interview Location: Step Office, Interview Duration: 45 Minutes, Slemani, Iraq.
- **MUHAMMAD, S. H.** Renam Organization, 9-5-2017, Interview Location: Slemani Court of Law, Interview Duration: 45 Minutes, Slemani, Iraq.
- **QADIR, H. J.** Kurdistan Children Nest, 5-11-2017, Interview Location: Organization Office, Interview Duration, 55 Minutes, Slemani.
- **AHMAD, S. A.** Frya Organization, 6-11- 2017, Interview Location: Office of Organizations, Interview Duration: 45 Minutes, Slemani, Iraq.
- **HAMARAHIM, M. A.** Namam Organization, 7-11-2017, Interview Location: Government Office, Interview Duration: 45 Minutes, Slemani, Iraq.
- **SALIH, D. A.** Chro Organization, 7-11-2017, Interview Location: Slemani Sister's Organization/ Slemani Branch, Interview Duration: 45 Minutes, Slemani, Iraq.
- **RAUF, M. T.** Spirit of Soccer, 20-11-2017, Interview Location: Organization Office, Interview Duration: 45 Minutes, Slemani, Iraq.

- **SANGAWI, O. K.N.O.** 25-11-2017, Interview Location: Organization Office, Interview Duration: 35 Minutes, Slemani, Iraq.
- **HERO,** Kurdistan Save Children, 6-11-2017, Interview Location: Organization Office, Interview Duration: 1 Hour, Slemani, Iraq.
- **MP OMER, S.** Kurdistan Parliament Head of Human Rights Committee, 10-11-2017, Interview Location: Kurdistan Parliament Building, Interview Duration: 1 Hour, Erbil, Iraq.
- **ABDULHAMEED, S.M.** Deputy Director of Directorate of Non-Government Organization, Interview Location: Directorate Office, Interview Duration: 1.5 Hours, Erbil, Iraq.

Republic of Turkey

Form no. 1

University of Bengol

Date: ---- /----/2017

Location: College of Humanities/ Dept. of Sociology

Survey Form

The Role of the Civil Society Organization in Children Rights Protection

A Field Study in Sulemani City

Dear Participant....

For a Masters study, a scientific purpose in department of Sociology you are given this questionnaire that is used for a field study from University of Bengol / College of Humanities. Therefore, your cooperation in correct and honest answering of these questions is highly appreciated with sincere gratitude. It is also an assistance to complete this research in service of science and our society. We also assure you that your information will be kept discreet. Thank you.

Note:

You don't need to write your name.

Use (/)in your choice

Prepared by: Pr. Dr. Noori

Supervised by: Payam Akram Mustafa

Socio- Demographic Information

1. Gender: male () Female ()
2. Age () years old
3. Place of living: City: () District: () Sub-district () Village ()
4. Number of Family members) (:
5. Level of Education: Illiterate (), Read and write (), Elementary (), intermediate (), high school ()
6. Standard of Living: Good (), Medium (), bad ()
7. Who do you live with? Mother (), father (), Both (), Others ()

Relevant Information:

1. Purpose of visiting this organization: Economic (), Medical (), Development (), Educational (), calligraphy ()
2. As a child do you think all your rights are protected by law: Some (), None (), All ()
3. How much are you satisfied about the works of this organization? Very Much(), Somehow ()
4. How do the staffs of this organization treat you? Well (), Bad (), Somehow) ()
5. The level of services in this organization: Good (), Medium ().
6. Has this Organization educated you about children rights? Yes () , No ()
7. Has this organization made your current life better? Yes (), No ()
8. How often do you visit this organization?
Once or twice a month (), during holidays and parties (), upon having problem (), every day ()
9. Do you participate in the parties and ceremonies prepared by the organizations? Yes (), No ()
10. Have you been able to get benefit from the services of this organization? Yes (), No ()
11. Has the organization been able to solve your problems? Yes (), No))
12. If your answer is NO what is the reason? Social (), Economic (), Educational (), Others ()
13. For what problem do you contact this organization? Economic (), Medical (), Violence (), Educational()
14. Which of these interests you when you contact this organization?
15. Good treatment of the staffs (), Games (), Organization facility (), services, the food and drinks()
16. Are there researchers in the organization? Yes (), No ()
17. If YES do you trust them? Yes (), No))
18. If you don't trust the researcher, why?

They don't keep the secrets (), They don't solve our problems (), Others ()

19. Do you feel discriminated from your friends by the organization staffs? Yes (), No ()

The Right to Life and Safety:

1. Do you feel safe and secure in this organization? Yes (), No ()
2. What are the behaviors that make you upset and scared? Physical abuse (), Bad Language (), humiliation (), others ()
3. To an extent do you think this organization violates your rights? Yes (), No ()

Social and Economic Rights:

1. Do you obtain financial support from the organization? Yes (), No ()
2. If YES is the amount that you receive from the organization sufficient for your needs? Yes (), No ()
3. Do you feel the children organizations are exploited for economic reasons? Yes (), No ()

The Rights of Name and Identity

1. How are you called in this organization? I am called by my name () By another name that I desire () by bad names ()
2. How is your relation with the organization staffs? Very Good (), Good (), Fine (), Bad (), Very Bad ()

Educational Rights:

1. Does the organization help you to provide your school needs? Yes (), No ()
2. Does the organization open courses to develop your skills? Yes (), No ()
3. In what field are the courses?
Education (), Arts (), Science (), Health (), Social (), Others ()

The Right of Freedom of Expression:

1. Can you freely express your opinion in this organization? Yes (), No ()

Special Form for Interviewing Directors of Organizations

Date of Interview: --- /---/2017

Location of Interview-----

Time:-----

1. Organization Full Name: _____
2. Year of Establishment: _____
3. Type of Organization: Local (), Regional (), International
4. Number of members: _____
5. Number of social researchers (), psychological ()
6. Number of beneficiary children ()
7. Area of your services: education (), health (), psychology (), Social (), economy (), development (), all ()
8. What is the goal of the organization?
9. What is the organization's source of income? KRG (), Members contributions (), outside support (), donors (), others ()
10. Is your income sufficient for the organization's activities? Yes () Somehow (), No ()
11. If NO what do you do then?
12. Do you have other branches in other cities and towns? Yes (), No ()
13. With what other organizations do you often have shared activities? Local (), Regional (), International
14. How do you consider the condition of children rights? Very Good,() Good(), Ok (),Bad (), Very Bad()
15. Which rights do you notice to be violated? Put them in order.
 1. Economic Rights
 2. Medical Rights
 3. Educational Rights
 4. Social Rights

5. Political Rights
6. All, None, Most of them
16. What types are your reports? Monthly (), Periodical (), Annual ()
17. By what laws do you work for children rights? International laws (), Iraqi Laws (), Kurdistan Region laws ()
18. Do Kurdistan Region laws for organizational activities have impact on organizations' activities? Yes(), Somehow, (), No ()
19. To what extent have you tried to know and educate about children's needs in the society? Very Much (), Medium (), A little ()
20. How much have you tried to strengthen your relation with other children organization and institutes? Very Much (), Medium (), A little ()

ÖZGEÇMİŞ



KİŞİSEL BİLGİLER

Adı Soyadı	PAYAM AKRAM MUSTFA
Doğum Yeri	SULAIMANYAH / IRAK
Doğum Tarihi	01.01.1990

LİSANS EĞİTİM BİLGİLERİ

Üniversite	SULAIMANYAH ÜNİVERSİTESİ
Fakülte	BEŞERİ BİLİMLER FAKÜLTESİ
Bölüm	SOSOLOJİ-Sosyal Çalışmacı- BİLİM BÖLÜMÜ

İLETİŞİM

Adres	SULAIMANYAH / IRAK
E-mail	payamakram@gmail.com
TELEFON	+90(553)7550331