



## Promoting peace building in Kirkuk through establishing a Peace Yard for children

**Final Narrative report**  
**September 2015 – October 2015**

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**Name of organization: INSAN Iraqi Society for Relief & Development**

**Project Title: Promoting peace building in Kirkuk through establishing a Peace Yard for children**

**Location of Project: Rapareen, Kirkuk, Iraq**



## I. Project Introduction

INSAN Iraqi Society has been actively working in the area of Rapareen, Panja Ali, Wasity, Alnasar, Huzairan, and Alaskary, Kirkuk Province, since September 2008. The mentioned areas are characterized by the co-existence of diverse mixed communities where tensions among groups are apparent. In order to promote peace building and ensure peaceful co-existence among those communities, INSAN has developed a participatory development approach which enables representatives and members of the diverse groups to come together through diverse activities in order to facilitate the creation of relationships, links and the design of a vision to build a future together.

With the support of JVC, in December 2009, INSAN launched art session activities targeting 40 children aged from 8 to 12. Gathered twice a week over a period of 8 weeks, the children selected to represent diverse communities living in Kirkuk were provided the opportunity to do art crafts related to theme of peace. After the success witnessed for creating good relationships among the children's hence among the communities, INSAN was provided with the opportunity to launch a second phase for similar art sessions activities during the winter 2010. During 16 sessions, children originating from 3 diverse districts of Kirkuk were taught concepts of peace, tolerance and human rights through art activities. After the success witnessed for strengthening the community relationships among diverse communities and areas of Kirkuk, INSAN was provided with the opportunity to launch a third phase for similar art session activities and musical session activities during July to September 2011. During 21 sessions, 60 children, aged from 8 to 12 were gathered 3 days per week over 7 weeks and took part to art activities, as well as music and theatre, all related to the theme of peace and tolerance. Due to the demands of the communities and local authorities request, INSAN organized with the support of JVC a fourth and fifth sessions of activities for children during February - March 2012 and June - July 2012. Up to 75 children, aged from 8 to 12 were gathered 3 days per week over 11 weeks and took part to art activities, as well as capacity building activities on conflict resolution and theatre, all related to the theme of peace, community co-existence, tolerance and conflict management. The last two phases was started through an introduction session for the parents of the children, describing the objectives of the activities and enhancing community relations among the targeted areas.

On 2015 INSAN has developed the methodology of peace and non - violence sessions to be organized through establishing a peace yard for children, where children from diverse community backgrounds could attend and participate to the sessions.

INSAN has modified its own community centre in Rapareen area to be as peace yard for children. The centre has been furnished to suit the activities and sessions for the children, more equipments has been purchased from the local market.

The sessions closed with the organization of a celebration at the centre which gathered family members and other community members during which children presented their art work and other theatrical performances corresponding to peace and peaceful co-existence.

## II. Implementation Progress

### 1. Selection of participants

Thirteen schools in Rapareen, Panja Ali, Wasity, Alnasar, Huzairan, and Alaskari areas were approached to select participants to take part to peace yard activities 'social art' organized by INSAN. Meetings were organized with each administration of the schools and the project activities were explained and the profile of participants was detailed.

The administrators happily welcomed to take part to activities by announcing the project to the student's parents and sending children to attend art activities, upon approval of families of the children.

INSAN has also announced the project activity with the community committees in the targeted areas to broadening the participation of children to attend the peace yard.

INSAN announced the activities in the targeted areas, through distributing brochures and holding a big banner at the community centre 'Peace Yard' were activities took place.

INSAN further conducted the final selection of children so as to ensure a gender and a community background balance.

The selection of children was made as follows:

- 33 participants were girls
  - 22 participants were boys
  - 6 participants were Kurdish
  - 45 participants were Arab
  - 4 participants were Turkmen
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- 11 participants were from Rapareen area

- 14 participants were from Al Wasyty area
- 1 participants were from Hai alaskari area
- 1 Participants were from Alnaser area
- 8 Participants were from Huzairan area
- 20 Participants were from Panja ali area

Contact list: Annex 1

No	Name	Age	Gender	Accommodation	Native City	Guardions Ph.No	Community	School	Grade
1	hanen yosef ibraheem	13	F	Wasyty	kirkuk	0770 616 3636	arab	Gonish	7
2	istabrq ismayel mahmood	11	F	Wasyty	haweja		arab	Thyqar	4
3	dalia soltan khalaf	10	F	Wasyty	kirkuk		arab	Gonish	4
4	saadia ismail mahmood	9	F	Wasyty	haweja		arab	Thyqar	2
5	nabaa waleed abas	12	F	Rapareen	kirkuk		arab	Bnt Alhuda	5
6	ayah hady huseen	12	F	Wasyty	kirkuk		turk	Gonish	6
7	marua hady huseen	9	F	Wasyty	kirkuk		turk	Gonish	3
8	rahma mohmed sabar	9	F	Panja ali	zab		arab	Falakeldeen	3
9	raghad farqd ahmed	10	F	Panja ali	zab	7714802020	arab	Falakeldeen	4
10	monifa mohsen mjbel	10	F	Panja ali	zab	7709511358	arab	Falakeldeen	4
11	amal mohsen mjbel	9	F	Panja ali	zab	7832753037	arab	Falakeldeen	3
12	sunds redha	7	F	Panja ali	zab	7706433606	arab		
13	nawres yaseen helal	10	F	Panja ali	zab	7825497090	arab	Falakeldeen	3
14	beretan luqman	7	F	Panja ali	kirkuk		kurd	Chrakhan	2
15	bashar fadhl mahmood	12	m	Wasyty	kirkuk		arab	Gonish	7
16	hasn soltan khalaf	11	m	Wasyty	kirkuk	7727778488	arab	Gonish	6
17	omar hady husen	10	m	Wasyty	kirkuk		turk	Gonish	4
18	nury mnawer	11	m	Wasyty	faluja	7813546573	arab	Al takatuf	5
19	mustafa khalaf abd	12	m	Wasyty	beje	7705137652	arab	Al aqad	5
20	rasheed redha	5	m	Panja ali	zab		arab		
21	shabaz mohamed	9	m	Panja ali	kirkuk		kurd	Chrakhan	3
22	omar saad	11	m	Wasyty	beje	7711753510	arab	Al aqad	6
23	lamiaa mohamed	8	F	Panja ali	zab	7703725092	arab	Falakeldeen	2
24	domooa mohamed	9	F	Panja ali	zab	7703725092	arab	Falakeldeen	3
25	noor layth	9	F	Panja ali	zab	7707545277	arab	Falakeldeen	4
26	baraa layth	6	m	Panja ali	zab	7707545277	arab		
27	thuria layth	7	F	Panja ali	zab	7707545277	arab	Falakeldeen	2
28	adnan mohsen	12	m	Panja ali	zab	7813275037	arab	Al muzamel	6
29	safana mohsen	8	F	Panja ali	zab	7813275037	arab	Falakeldeen	2
30	maroof aree	7	m	Rapareen	kirkuk	7701306470	kurd	Al akfaa	1
31	lavin rezgar	6	F	Rapareen	kirkuk	7701306470	kurd		
32	hareem borhan	8	m	Rapareen	kirkuk	7701306470	kurd	Al akfaa	2

33	hana borhan	6	F	Rapareen	kirkuk	7701306470	kurd		
34	mohaned abd almuhsen	7	m	Panja ali	zab	7709511358	arab	Falakeldeen	1
35	narjes yaseen helal	6	F	Panja ali	zab	7825497090	arab		
36	huda taha hameed	10	F	Panja ali	zab	7702393855	arab		3
37	marem nadhm hamd	10	F	Alnaser	kirkuk		arab	Bnt Alhuda	4
38	nawres abd aljabar	7	F	Panja ali	zab	7829114558	arab	Falakeldeen	1
39	rouia noor aldeen	12	F	Huzairan	kirkuk	7706623358	turk	Ibtikar	6
40	saeef saad	13	m	Huzairan	beje	7711753510	arab	Al aqad	7
41	hiam qahtan	6	F	Huzairan	kirkuk	7709284600	arab	Al aqad	1
42	suham qahtan	9	F	Huzairan	kirkuk	0770 9284600	arab	Al aqad	4
43	saja khalaf	8	F	Wasily	beje		arab	Al aqad	3
44	emad rashed	10	m	Huzairan	diala		arab	Al aqad	4
45	adeeb rashed	6	m	Huzairan	diala		arab	Al aqad	1
46	noor jaseem mohameed	11	F	Rapareen	anbar	7804664099	arab		
47	tiba jaseem mohamed	10	F	Rapareen	anbar	7804664099	arab		
48	aasha jaseem mohamed	9	F	Rapareen	anbar	7804664099	arab		
49	lina mohamed naif	5	F	Rapareen	anbar	7804664099	arab		
50	hesham qasem mutar	13	m	Huzairan	beje	0770 6140557	arab	Al suroor	7
51	amen mohmed	7	m	Rapareen	anbar	7804664099	arab	Al akfaa	2
52	mostafa qahtan khalaf	11	m	Huzairan	haweja		arab	Ikram	4
53	mahmood raad	14	m	Askari	beje		arab	Al ufok	6
54	abdullah hady husen	6	m	Wasily	kirkuk		arab	Gonish	1
55	ali waleed	7	m	Rapareen	kirkuk		arab	Al akfaa	2

## 2. Logistic preparations

Transportation was arranged with a bus hired by INSAN to transport the children on two shifts in the frame of the project to collect the children from their homes and to bring them to the centre and return them back to their home after the end of activities. The bus had to make two round trips to 6 areas each day in order to collect the 55 children as it has a capacity of 25 persons only and the participants children were from 6 districts. Activities took place in Kirkuk Sawa centre 'Peace Yard'.

## 3. Implementation of manual art sessions

A total of 12 art sessions were implemented in the Peace Yard Centre. Sessions were taking place three times a week. Each session lasted an average of 3 hours, 2 hours annual art sessions and 1 hour for psychology treatment by the psychologist.

The 12 sessions were implemented as follows:

### **WORKSHOP Sessions 01- 30 September 2015**

Art and Psychological sessions as scheduled started on 01st of September. Where 12 sessions implemented by INSAN Iraqi Society the Iraqi NGO based in Kirkuk city at Peace Yard Centre with the collaboration of JVC 'Japan International Volunteer Centre' based in Japan.

The sessions has been designed to host the 55 participants 'Children' who were from divers communities of the six selected areas (Rapareen, Askari 'Nasir, Panja Ali, Hzairan and Wasity), from primary schools in the six districts (Alakfaa, Al aqad, Al muzamel, Al suroor, Al takatuf, Al ufok, Bnt Alhuda, Chrakhan, Falakeldeem, Gonish, Ibtikar, Ikram and Thyqar).

Where 12 sessions have been implemented for the kids about art and handicrafts, peace building and Conflict resolution skills gaining through role play theatres, narration of stories about prejudice, tolerance, peaceful co-existence and community cohesion apart of psychological treatment sessions which has been conducted along the sessions.

The workshop has been implemented and ran by INSAN staff (Project coordinator (Lamiaa Sadiq), specialist peace and human rights facilitator (Amal Sami), art social worker facilitators (Raid Othman and Tablw Nawzad), psychological sessions (Dr. Abdulkarim Khalifa)', with the support of the INSAN volunteers.

### **Session One : September 01- 2015 (8:30 am -11:30)**

On the first session two activities were implemented:

1. **Human rights (Children Rights) cartoon movie presentation to enhance human rights principles:** by presenting a cartoon movie and a short movie reflecting human rights in particular children's rights. Children was sharing their understanding of human rights principles. The session reflected on children rights through their daily life and highlighted how they should live together in a peaceful environment through respecting human rights issues, peaceful co-existence and enhancing tolerance among diverse community backgrounds.
2. **Children's peace building groups establishment activity:** by dividing children to groups after mixing all ethnicities and sect using paper to create tag names of the groups of children to in order to establish and increase friendship among the participants of the workshop from the six areas. Peace, tolerance, love, co-existence was the names of the groups aiming to create peace and promote it and to strengthen the relationship among the children in the targeted areas.

At the end of the session the children were able to have an idea about the workshop and the activities of this day, they acquired some skills in communication with the new friends. Also they shared their situation and families backgrounds with the psychological specialist in order to analyze the children living environment. The psychologist described and explained how children should work together to establish new friendships and respect each other. The children were discussing how they learned today to respect their friends in the school and how this workshop will change their personality towards peace building among the children from divers communities.

The facilitators with the support of the social workers launched a discussion session about clean environment and how children should take care of their places such as; their houses, tents, camps, schools classrooms and their peace yard. All children loved the idea of place care and they agreed to establish small volunteers group at the end of each session at peace yard to be responsible for cleaning the workshop hall by themselves.



Many difficulties faced INSAN staff during the implementation of the session such as; the desire of the parents to involve their children in the workshop which was hard, due to the space of the peace yard hall. Many families brought some extra children apart of the registered participants (participants brothers and sisters) to the workshop.

INSAN managed to overcome some of these difficulties through; accepted some of the children who their parents had desire to participate to come as visitors at some sessions but not all of them and promising them to put their names in the list of the next round of peace yard activity which will be held by INSAN.

Refreshments break (juice and cakes) has been served between the two activities.

### **Session Two : September 02<sup>nd</sup> 2015**

On the second session two activities were as follow:

1. **Peaceful co-existence story telling:** By distributing magazines illustrating children's stories which contain various short stories develop intellectual skills for children and expansion of the extent of their imaginations and ideas in an attempt to crystallize ideas about the concepts of peaceful coexistence. The facilitators began to read one of the stories and explain the aim of the story to the children which reflects on peaceful co-existence. He asked the children to read other stories or pick any stories they heard about which aims to enhance peaceful co-existence.
2. **Homeland love theatre play:** After the completion of the discussion with the children, the facilitators read a text of a theatre play about homeland love. The theatre play needs six actors to play the role of story. Social workers discuss the roles with the children and nominated six children who loves to play the theatre.

After the completion of the distribution of roles offered to the children to record their stories by heart and prepare themselves for the new session to play the show, the psychological doctor turned on a new three-dimensional film which attracted the attention and concentration of the children and opened the way for the imagination to dive into a calm world in order to create a comfortable environment for the children.

The psychologist invited the children to play some entertainment games to raise the children thinking attentions such as cubes puzzle.



Few difficulties faced INSAN staff during the implementation of the session such as; the delay of movie presentation due to a technical problem. Frequent movement of children inside the peace yard hall to drink water and going to bathroom cause some kind of chaos due to their large figure.

Refreshments break (juice and cakes) has been served between the two activities.

### **Session Three : September 03 - 2015**

The session began through distributing caricatures' magazines by the facilitators to the children and allowed them to read and watch the caricature silently for a while and then discuss the concepts that Inspired the children of these stories. The caricatures stories was concentrating on community cohesion and peaceful co-existence.

The second activity was an entertainment activity through distributing coloured cards which holds numbers. The social workers with the support of the volunteers selected the cards randomly through lottery which are chosen three participants 'the owner of the cards' to organize an activity in the peace yard such as; hiding plays, singing, presenting theatre show..etc. Each participant got a prize.

The psychologist organized a drawing session through presenting a movie about the development of ideas and how they children turned their dreams into drawings reflecting on concepts of peace, human rights and morality.



Refreshments break (juice and cakes) has been served between the two activities.

#### **Session Four : September 08- 2015**

This session was about (Children's Rights), where the facilitators organized a letters game. The activity was about asking children to take the first letter of their names and suit them with a good word represents the goodness, peace, love, tolerance and other words represent hate, violence and non forgiveness from the same character.

The second activity was showing a musical song for children related to tolerance and co-existence to raise their motivation to enhance peaceful co-existence. A short cartoon film also shown to the children, where the facilitators asked the children to raise their attention to analyse the meaning of the movie for its significance. The show was focusing on how should children unhide the truth which can't be ignored and continue mistaken. The aim was how children should perseverance hard and not make ongoing mistakes.

Psychologist showed another film about conviction which content a poor child wearing torn shoes going to a park and sitting near a rich kid wearing expensive clothes and new shoes. The poor child feels sorry for himself and wishes if he wearing same good clothes like the other child, but the poor child has surprised when he found out that the rich kid was handicapped. Finally the psychologist explained t the children how a conviction is a treasure which we should all believe of what we have and convinced with what we have been given.

The facilitators and the psychologist asked the children to draw the peace meaning and the lesson learned from the movie they just watched.

Facilitators noticed that some Arabs children draw Kurdistan flag and Kurds children draw Iraqi flag, as sample of a peaceful co-existence between children has been raised and they started to react peacefully without discrimination.

lessons from this activity, where facilitators wrote these lesson by their own simple words:

Lessons learned:

1. Justice is base of peace.
2. We have learned the meaning of conviction
3. Respect the treaties and our words.
4. Love the same thing to your friends and think about (be in my shoes).

Refreshments break (juice and cakes) has been served between the two activities



### **Session five : September 09- 2015**

The session was focusing on peace - making using a knitting design on coloured papers as handicraft tool. After completion the children shared their drawings with each other and described what each shape meant for them.

During the activity, social workers has observed the children how they share their ideas with each other, where some of them was formerly response characterized by a kind of isolationism and this activity helped them to involve and improve children's thinking.



The psychologist with the social workers launched new activity of fears drawing. They distributed drawing papers and asked the children to draw their fears and problems they face. In groups, children started to draw their fears and problems. The aim of the activity was to let the children to express the suffers they faced, which psychologically could be treated.

After the completion of the stated problems of children in their words, psychologist discussed these problems with children and focus on the psychological suffering of family and the problems that maybe experienced by children and try to gain access to the ideas and proposals for solutions to the existing problems.

Psychologist was sitting with the children who had problem, for example; Saadia Ismail a 9 years girl, draw a terrorist person which she saw in her town before leaving her house in Hawija. She was shocked when she saw the terrorist attacks and how they were killing innocent people.

The majority of the problems of the children was being displaced from their cities and homes. While psychologist explained them how they should feel as they are at their city here in Kirkuk and how Kirkukis people was welcoming them and supporting them to overcome this problem as soon as possible.

Refreshments break (juice and cakes) has been served between the two activities

### **Session Six : September 10- 2015**

The sessions included two activities; 1) Balloons game, where the facilitator distributed balloons to the children and asked them to write their aspirations and illustrate their wishes. The wishes and hopes which they will write on the balloons will be unleashed in the sky to fly freely and reach other children. Children delivered their messages of peace, tolerance, co-existence to other children in the world through this game.

2) Cartoon shows; Psychologist turned on a cartoon film tells the suffering and psychological problems faced by children, and asks the kids watching and devise lessons. He discussed and explained the ways of decreasing tensions and how children should think in a better future. Facilitators with the social workers guide the children and try to help them to alleviate the suffering and try to find as much as possible proposed solutions individually. Discussing launched also about problem types and is it hereditary or influenced, how to understand yourself, are you in a positive or negative position, where psychologist display images reflects the contradiction that exists between good and bad. The contradiction in attitudes and behaviours in dealing at home, school and in the street. He discussed these issues with the children and express images displayed according to their ideas and to warn the wrong behaviours and pointing toward good behaviours.

In order to enhance good behaviours of the children, a short film presented on collaboration and participation.

Refreshments break (juice and cakes) has been served between the two activities





Some of the children was wearing traditional dresses and suits, a group of Arab girls was wearing Kurdish suits to show their respect to the Kurdish community and enhance community cohesion and peaceful co-existence.

### **Session Seven : September 15- 2015**

The session was about conflict resolution and peace building. The facilitators organized a game, he brought a pot of sweets, and he asked the children to take enough of sweets on his signal of starting the game. The first time round of sweets picks by children, nothing of sweets remain in the pot, he repeated the game and launched the second round, which little of sweets remained in the pot. The facilitator described the significance of the game and the objective. The conclusion has been explained by the facilitator, every person should take as his needs and keep in mind to keep for others as well, since children had to share their sweets with who didn't have the chance to get sweets. This behaves will lead to enhance cohesion and increase brotherhood between the diverse community backgrounds.

Another video has shown focussing on self-esteem and self-reliance and determination, fortitude and diligence confidence to achieve success.

The psychologist showed the children another short film focus on how people should not underestimated others whatever their backgrounds was or culture, their profession and ethnicities, after watching the video, the psychologist distributed papers and coloured pen to the children and asked them to drawing freely in order to reflect what entrenched in their minds through drawings, then psychologist discussed the drawings and raised their attentions on diverse issues related to community cohesion and peaceful co-existence.

Refreshments break (juice and cakes) has been served between the two activities  
After the break, facilitators described the five elements of trust building; consisting of removal of negativity, discover of internal capacity, do not hesitate, do not listen to abuses of others and the capacity of decision-making .



Through the drawings of the children, it was clear that children began to react positively, since they draw gardens, play yards, lovely friendships, hope, and not drawings weapons or destroyed houses as what happened in their cities when they fled from.

### **session Eight : September 16 –2015**

The session was focusing on the peace theatre play and the peace song also include a set of entertainment games involving the type of entertainment and joy in general and a conflict resolution in particular through a win - win approach. It was noted response and high integration significantly by children, also the facilitator

contacted a special trainer with his wife, a school art teacher who have experience in art works for the purpose of children's dance movements on stage and the chorale songs to teach them the techniques which needs to be implemented during the theatre play on the celebration day.

Also it relied on children's voice song lyrics, where they were recording their voice and children was trying to imitate musical tones in order to get out a good performance in addition to explaining the vocabulary related to Strophic and interpret and clarify their meanings.

Refreshments break (juice and cakes) has been served between the two activities

After the break, children continued to perform the songs and songs recreational and create an atmosphere of joy, play and dance.

The dancing aimed to enhance peaceful co-existence where children were dancing a different cultures dance (Arab, Kurdish, Turkmen), observed high harmony and a large mixing between children and interact with and respond to the paragraphs given by the trainer.

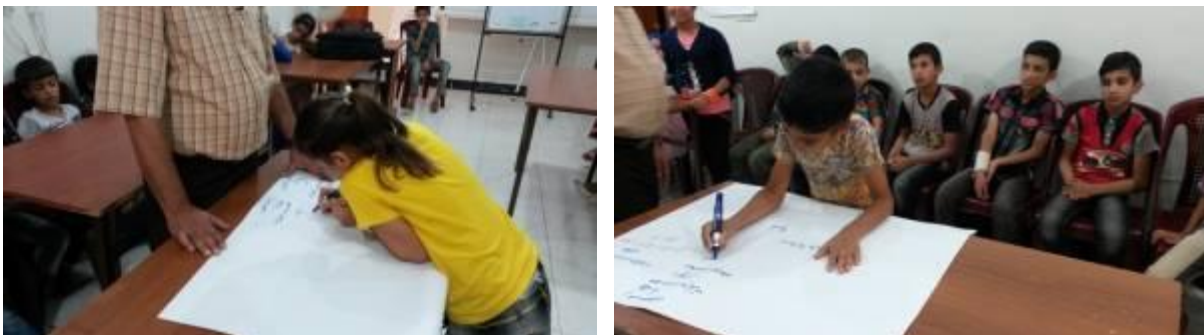


At the end of the session, children forgot or pretended to forget all their past fears and engaged in a happy atmosphere of harmony and theatrical performance with singing.

### **Session Nine : September 17<sup>th</sup> -2015**

The session was about children's dreams and fears through writing and drawings. Facilitators distributed a flip chart paper 'large sheet' and asked the children to write any words stuck in their minds and sign in front of what they wrote, then facilitator display different images expressing conflicts and violence such as weapons, and asked the children about the meanings of these images.

Children were all drawings nice images far from violence apart of one girl which she was drawing and then she was tearing her paper and starting again and again she was doing same. Facilitator asked her why you torn your paint each time? she said; I was drawing tanks and destroyed houses but each time I was drawing I remember how we learnt here to not express only tragedy matters and how we learnt to be positive and think of our future and our new life here in Kirkuk. Finally, she draw an image of a big garden with flowers around where she was playing with her friends.



At the end of the sessions, facilitator asked the children to rehearsed the roles required to be performed during their final ceremony, in particular the musical part.

Refreshments break (juice and cakes) has been served between the two activities

## **Session Ten : September 20<sup>th</sup> -2015**

Theater role play ( play & study ): this session was about conflict resolution through a role play by the children. Where facilitator clarified the scenario to the children. They selected the actors to play the role of the main characters 'the father, mother, boy and his friends'

The facilitator after reading the role of each character, asked the children to read them and checked their reading ..then trained each one of them on his scenario. Facilitator gave the children some advices to practice their role.

### **Scenario :**

**First actor (Mohamad):** Mom I am giong to play football with my friends .

**Second actor (Mohamad's father ):** No you will not go .

**Mohammad:** Please I promised them I have to go.

**(Mohamad's father ):** I said you have to study, the exams are so close .

*(Moh. Entred his room expressing his anger by kicking the door and the chair in the room ..then he thinks for a while ☺*

1. I will go without teling them ..no they will not be satisfyed ..
2. OK I will not study.. no I will not pass the exams ..
3. So let's try talking again with them ..

*(Mohamad comes out of his room ..and tries to speak with his parents now he is calm,he is able to think better)*

**Mohammad:** well ..Dad the game is at 2 :00 pm and it ends at 4:00,I will be home at 4:15, I promise, and I will study after that .Please dad..

**The third actor (Mohammad's mother :** Comon, abo Mohammad, he promised let him go .

**(Mohamad's father ):** OK ..lets see

*(Mohammad went and played when the game was over he came back and after having a shower he started to study and finish his homework therfore there was no problem with him because he organized his time and he managed the process of studying and playing as well ).*

*Mohammad :he wants to go home he says to his freind .. bye I am giong home ..*

*Ali (Mohammad's friend ): where are you giong lets play anothere game .*

*Mohammad :No,I promised my parents I must go,we have exams next week so we have to study well.*

*Ali : We still have one more week ..*

*(Ali kept playing until the sun set then he returns home,he feels tired and sleeps without studying anything .*

*The mid year exams' results declared,Mohammad passed but Ali failed, when Mohammad asked Ali about his result, he was sad and doesn't dare to go home to tell his father ..*

*Mohammad suggets the same solution as he did with his parents, he tells .*

*Mohmmad : Ali do you want to pass the exams and enjoy the football playing at the same time you have to manage your time as I did,first of all you have to convince your parents to accept the reality then he advices him to follow the same steps of conflict resolution .*

Most of the children participated in the play and learned about the theatre, the stage, the scenario, the characters, the director and the audience, where they knew all the elements of the theatre. The children got an

idea about solving the problems by dialogue which is the best way to communicate with the others for better understanding among the people.  
Through this play the children learned how to deal with their parents who insist on studying while they want to play.

Refreshments break (juice and cakes) has been served between the two activities



### **Session 11 : September 22<sup>nd</sup> -2015**

The session focused on making a peace dove and how children should behave like a peace dove at home, school and streets by treating their friends in a peaceful ways. A story about friendship, tolerance and prejudices was narrated by the facilitator for the children which she illustrated them with pictures shown on the screen for better understanding.

Children started to learn how to make the peace dove using cartons and glues. Facilitators divided them in groups and started to work with the children on their peace doves. They made peace doves and they were calling their doves with peace names such as; hope dove, future dove, peace dove, tolerance dove...etc.

The facilitators with the support of the social workers launched a new activity for the children of problem solving techniques. They asked the children to name the problems encountered at home or elsewhere and how was their reaction and their behaviour towards these problems. Corresponding children mentioned some of the cases that they witnessed before, these problems were discussed with the participation of children was to clarify the correct ways to deal with it and how to deal with others, especially explained how should children stay away as much as possible in order not to raise the trouble. Where, some cases was about ethnic issues so children shouldn't think in this way with their friends, and they should believe on peace building and tolerance.

Facilitators also explained how to behave with adults, dealing with the displaced people 'IDPs' and how all should raise a participatory approach to help and support others. For example; facilitators described the campaign of INSAN and JVC for fundraising raising to help vulnerable families in particular the IDPs.



Refreshments break (juice and cakes) has been served between the two activities

## **Session 12 : September 26<sup>th</sup> -2015**

The session was divided into two sessions; 1) Japanese Day: The session started through presentation of Japan country, to show the children the map of Japan, the location in the world, the nature, the education system, food, Accommodation, culture, the most famous sports and the flag.

A Picture of Japanese girl wearing a kimono dress made of cloth presented to the children to have an idea about this costume worn by women in some ceremonies in Japan.

Facilitator also described to the children the Japanese women fan, which shown in the picture, where the Japanese woman is carrying it in her hand. Also explained how in Japan the woman usually carry these fans.

Facilitator taught them how to create it using papers, she told them how the Japanese artists draw very beautiful picture which represents great scene from their nature on these fans.

2) the second session was the final preparation of the theatre play for the final ceremony. Children started their roles play in the peace yard to practice their acts.



Refreshments break (juice and cakes) has been served between the two activities

### **Final Ceremony:**

The final ceremony day was organized by INSAN as the peace yard activities come to the end after the implementation of 12 peace building and non conflict sessions of social activities: Art sessions, storytelling, role plays and theatre musical plays.

INSAN made an invitation cards which was printed and distributed to the invitees by the staff and the volunteers.

The ceremony started with the reception of visitors, children and their parents and welcoming them. It was attended by up to 105 - 110 persons, including community committee members , community members, school administrators, local authorities, journalists, parents and the children.

INSAN project manager made a presentation about INSAN and the project of peace yard centre to promote peace building through art sessions with children and clarified the purpose of these workshops for children.

The project manager Mrs. Lamiaa Sadiq presented the idea of JVC programs and the collaboration between INSAN and JVC the (Japanese volunteer center) to conduct the program of peace building among the children from divers communities in Kirkuk using Art sessions and theater plays and activities on conflict management and children's Rights, the facilitator talked about the activities carried out during the workshop, according to the agenda and goal of all these activities.

The Project Manager talked about the role of the children who participated in the workshop, she explained in details how they were taught to communicate with others and deal with others and accept their differences, teaching them how to live peacefully with others, to be accepted in the society, particularly in the community of Kirkuk which is made of diverse components. She also described the role of all the community who should support the vulnerable families in particular IDPs.

She urged the parents to follow up on supporting the children in integrating those concepts as taught during the sessions workshop, to notice the behavior of the children after the workshop and witness the extent of the benefit provided by this workshop. Also she urged the attendees to communicate among themselves for better collaboration among communities as well as children.

Children presented their peace theatre musical play, where all the audience was so happy with their songs and acts. Up to 15 activities has been conducted during the event, singing, theatre plays and entertainment games. A happy atmosphere witnessed by all the participants.

The gifts of colour pen painting and drawing notebooks were distributed to the children. Refreshments was served for all the attendees (juice, baqlawa, cookies, water).

At the end, INSAN board member and the project manager appraised all the efforts by everyone for organizing and implementing this initiative.

In turn all the parents and the attendees expressed their gratefulness for this event and the activity which may contribute in promoting peace building between diverse community backgrounds in Kirkuk city.



### Parents meetings:

Along the project activity of peace yard, INSAN has organized four meetings with the parents of the participated children on a weekly basis.

The discussion was raised with the parents regarding their children behaviours and attitudes. The role of the parents regarding peace building and non violence in the society how they should enhance their participation to promote peace in Kirkuk city.

Each meeting which was organized with the parents concentrated on peace process and the role of the society to build peace, in particular the acceptance of Kirkuki's community of welcoming IDPs community. Children parents were so proud of the initiatives launched by INSAN and JVC to enhance peace building in Kirkuk and they were so supportive for the establishment of this peace yard. They raised their demands to launch more social activities and keep this peace yard for the benefits of the society. Since this peace yard also providing a psychological treatment for their children who faced several mentality problem which they witnessed in their cities in particular the IDPs community.

### III. Monitoring and Evaluation:

INSAN conducted various methods to evaluate the project impact on the community and to monitor the expected change in the society, such as:

- Field visits
- Individual interviews
- Theory of change methodology
- Final orally evaluation

A summary of the observation process which conducted by INSAN:

Regarding social impact of the pace yard among the community members, INSAN found diverse communities in the targeted areas were so attracted with the idea of the program of building peace via arts with children, because they consider their children as the new generation where they would depend on to spread and promote peace initiatives among the communities. INSAN made an interviews with the community members including women 'housewives' to analyze the role of each layer. finalize the following issues:

#### 1. Role of Students to enhance peace building:

The major speciality of the students is promote peace culture through the session where they have gain the skills of dealing and communicating with the others in the community by acquiring peace concepts, which they can convey to their families and schools through their classmates and teachers, their friends in the areas, their relatives and their families so a great target group would be influenced as well.

#### 2. Role of women 'Housewives':

Women housewives have a great role in the community through their way of raising their children on peace culture. They are educating their children on how to promote peace building initiatives among the society.

Some of the educated women of the targeted areas have a wider space to represent their opinion in the community, but the others who are not educated such as IDPs can't play the same role because they don't have opportunities to express their opinion, they just attend the school administration meetings at the schools, which always discuss the issues related to their children, where they can raise some issues if the school administration discussed with them the problems between the students they may refer to some issues regarding discrimination or any other conflicts, which are an individual cases without raising the issues to be discussed regularly or to have any follow up.

#### 3. Role of community including Civil Society Organization

The community members after their participation in these activities 'Final ceremony' began to establish better communication, where they were exchanging phone calls and meetings. INSAN through the regular communication and follow up with the community members and CSOs witnessed the relationships enhancement, where 30% of CSOs and community members are communicating among themselves, and raised interests to support vulnerable families in particular IDPs. INSAN staff also witnessed the CSOs interests to support vulnerable families through the field visits to many of the families where INSAN conducted PRA process to support the IDPs.

INSAN measured the change of the community regarding peace building initiatives through the following issues:

- Ongoing friendships among the participants.
- The visits among the families and the issues would be raised during the meetings.
- The issues that would be worked on with the community to be solved.
- The visits to the officials and the in charges to get their word about solving the problems in the community related to conflict and peace.

## **Final Orally Evaluation:**

### **Q1. How do you know about the peace yard?**

Majority of the parents answered through; neighbors, friends, School administration, through previous visit of INSAN during their emergency assistance for the vulnerable families and Sawa centre.

### **Q2. Your child himself/herself heard about the pace yard and want to go.**

Majority of the answers was yes and from friends also.

### **Q3. Who made the decision for your child to participate the workshop?**

Majority of the answers was; child parents.

### **Q4 (For those who made the decision for the child to participate in peace yard)**

**What was the main reason why you made the decision for the child to participate in the peace yard?**

Some says; It is good for child to make new friends, it's good for child instead of playing outside of the house during holiday season, It's good for child learn art and music, it's good for child to learn peace and peaceful co-existence.

### **Q5. (For those who made the decision for the child to participate in peace yard)**

**After the workshop how much of your previous expectation by the reasons mentioned was satisfied by the peace yard?**

Up to 60% said Very much satisfied and 40% said Satisfied

### **Q6. Your child could make new friends through peace yard?**

Majority of the answers was; yes they made new friends.

### **Q7. Do you want the activity of pace yard for children to be continued?**

Majority of the answers was; yes it is better to educate the children about such topics of peace, because they spent good time with the children from other communities, they enjoyed some activities like drawings, ongoing workshops helps in spreading the idea of peace and co-existence in the community for many target groups from divers communities.

## **IV. Impact and Outcomes**

The sessions introduced concepts of peace, acceptance and tolerance to the children and aimed to teach respecting diversity, differences and seek cooperation and unity.

The sessions tended to be very interactive with the children and to not only provide education to the children but as well provide them with a space to express themselves, whether through words, drawings or theatre play. It was noticed that the children were particularly enthusiastic in participating to such sessions when they were requested to participate and share their opinions and ideas. They particularly enjoyed talking about their own experiences regarding problems they faced as well as discussing the differences existing in their community and what would be their solutions to address major problems.

Through peace yard, community has been more interested to participate in peace process in Kirkuk, since the CSOs network of INSAN has started to obtain more info on how to build peace with the new generation (children), where through children they could reach the whole community.



## **V. Difficulties and Obstacles met**

The session conducted at the start of school semester where children has to study their school subjects which they had less times for their activities preparation at home.

The number of children who wish to participate, especially the brothers and sisters of the participate children was too many which had to handle them and to ensure that the atmosphere remains quiet during the sessions.

## **VI. Recommendations and lessons learnt**

The field visits and the individual interviews through the final evaluation process which conducted with the families at the end of the workshop was useful to obtain the opinion of the community on the activity of the peace yard. It helps in exchanging ideas and improving the quality of the activity.

Peace yard should be a place freely open to all children who would like to attend. It should also includes school educational subjects and ongoing psychological treatments.

Peace yard needs to be a long term activity to witness a bigger impact on the community.

Peace yard should be established in each districts so all community could participate smoothly and obtain the benefits of the social activity in particular peaceful co-existence concepts and community cohesion.