

# Spatial assessment and planning of the rights of people with disabilities in accessible primary education: Baghdad Governorate as a model

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## Abstract

The study discusses the image of the spatial variation of the dimensions of the rights of the population with disabilities to the right of accessible primary education in the province of Baghdad, and the disclosure of the nature of the demographic and spatial variables that contributed to the existence of this variation, and the evaluation of the nature of educational policies adopted by governments during many years regarding this population segment. The results showed a spatial variation (quantitative and qualitative) for the rights of this group that contributed to spatial inequality events according to district, as the results recorded a large dropout rate for enrollment in primary education for several reasons explained by the study, and deprivation according to the environmental gap (Rural and Urban), and quality between (males and females), according to the type of disability and the districts of the study area. The study recommended the necessity of finding the appropriate legislative environment for the success of the education policy in Iraq and activating the role of institutions concerned with enforcing the rights of people with disabilities and eliminating gender disparity and equal and comprehensive access to all levels of education without discrimination, while adopting the global movement for liberation from private institutions that are characterized by their insufficiency and insufficient geographical distribution, and speeding up the implementation of the national document for the comprehensive integration of people with disabilities in regular schools and overcoming the challenges that stand in the way of achieving this.

**Keywords:** population with disabilities, spatial justice, dimensions of deprivation for people with disabilities, accessible primary education, accessibility, environmental and quality rights gap.

## Introduction

The study of the geographical dimensions of depriving the population with disabilities of their right to accessible primary education from a geographical perspective based on human rights in the province of Baghdad is the first geographical study of the population of a legal nature based on the analysis of rights indicators stipulated in international and national conventions related to the rights of persons with disabilities, according to what is stated in Article 1 of the Convention on the Rights of Persons with Disabilities (Those who have a long-term physical, psychological, mental or sensory disability) who, when interacting with

various barriers, hinder their full participation in society on an equal basis with others. As for disability, according to the definition of Iraqi Law No. (38) of 2013: any restriction or inability of a person due to disability or difficulties directly to perform interactions with his surroundings within the limits of the extent to which a person is considered normal. Therefore, according to the presented concepts, it has become appropriate for human rights practitioners from legal geographers to benefit from the integration of geographical methods and tools in specialization to understand the rights of the population by translating the standards stipulated in

international and national charters into meaningful standards that reflect positively on local conditions and that would enhance spatial justice and equality of rights for this category within any particular geographical area.

### Methodology:

the study adopted the descriptive analytical approach and on the quantitative approach, some statistical methods have been used, such as spss program to analyze the population data obtained from the questionnaire, as it was appropriate to prepare a questionnaire form to represent the main source for obtaining data in light of its scarcity and non-availability, with a random sample that reached the correct forms for it 95.4% and (430) respondents with disabilities, with the use of tools to show the spatial relationships of deprivation indicators, foremost of which is the map of deprivation of rights according to the (Arg gis) system.

### First: Enrollment of people with disabilities to primary education in Baghdad governorate, according to the district;

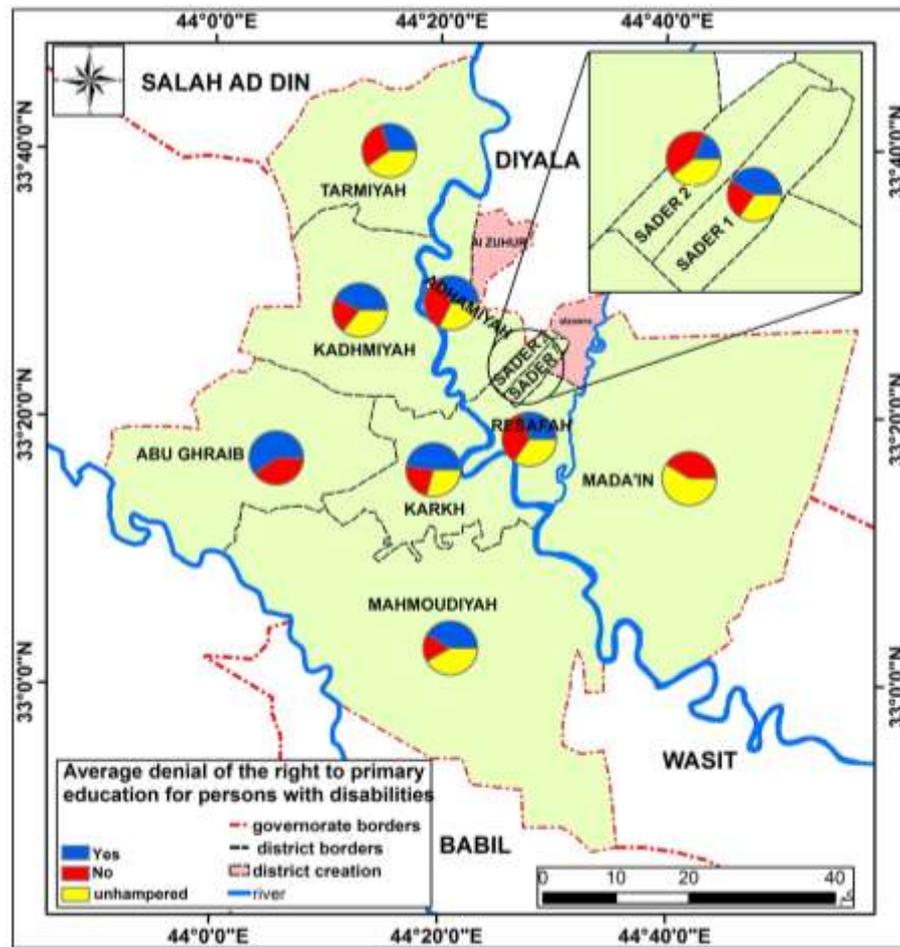
The results of the field study clarified an assessment of the reasons for depriving the population with disabilities from enrolling or completing the primary stage, whose percentage is (31.4%), as it is a mandatory stage according to the Iraqi constitution for the population with and without disability without discrimination. It also included an assessment of the conditions of the rights of those enrolled, which amounted to (34.2%) within the educational environment, the study excluding (34.4%) of the respondents who did not have a disability during the age group of the enrollment stage, see table (1), mainly confirming the dimensions of deprivation for people with disabilities (enrolled and unrolled). The population distribution with disabilities (not enrolled) in primary education at the level of the district with the highest percentage in each of Al-Sader 1 and Al-Madaen districts at (42.9%, 41.2%) respectively, while the highest percentage of those enrolled was in Abu Ghraib and Al-Karkh districts with a relative ratio of (60.0) %, (47.9%) respectively, map(1)

**Table (1) Spatial variation of the indicator of enrollment of the population with disabilities in primary education in Baghdad governorate by district**

Location - Districts	Indicator of enrollment or completion of primary school		
	Yes	No	Wasn't handicapped
Resafah	29.9	35.4	34.6
Adhamiyah	33.3	34.4	32.3
Sader 1	17.9	42.9	39.3
Sader2	41.4	24.1	34.5
Al-Karkh	47.9	22.9	29.2
Kadhimiya	42.9	21.4	35.7
Mahmudiyah	41.7	16.7	41.7
Abu Ghraib	60.0	40.0	-
Tarmiyah	30.0	30.0	40.0
Al-Madaen	-	41.2	58.8
<b>Baghdad</b>	<b>34.2</b>	<b>31.4</b>	<b>34.4</b>

Source: The researcher's work based on the field study 2021.

**Map (1) Spatial variation of the indicator of enrollment of the population with disabilities in primary education in Baghdad governorate by district**



Source: The researcher's work based on the field study 2021.

### **Second: Enrollment of the population with disabilities according to the environmental, gender, age and type of disability**

To assess the nature of the national educational policies that have been taken over time against the population with disabilities and to reveal the reasons behind the widening of the educational gap for this important segment of society in the primary education stage to the present day, the results of the field study of 2021 indicate the existence of a gap (environmental and qualitative) for the indicator of enrollment of the population with disabilities in primary education and for all age groups, according to the type of disability and the spatial space, as follows;

#### **Second-1. The environmental, quality and age gap for the enrollment of people with disabilities.**

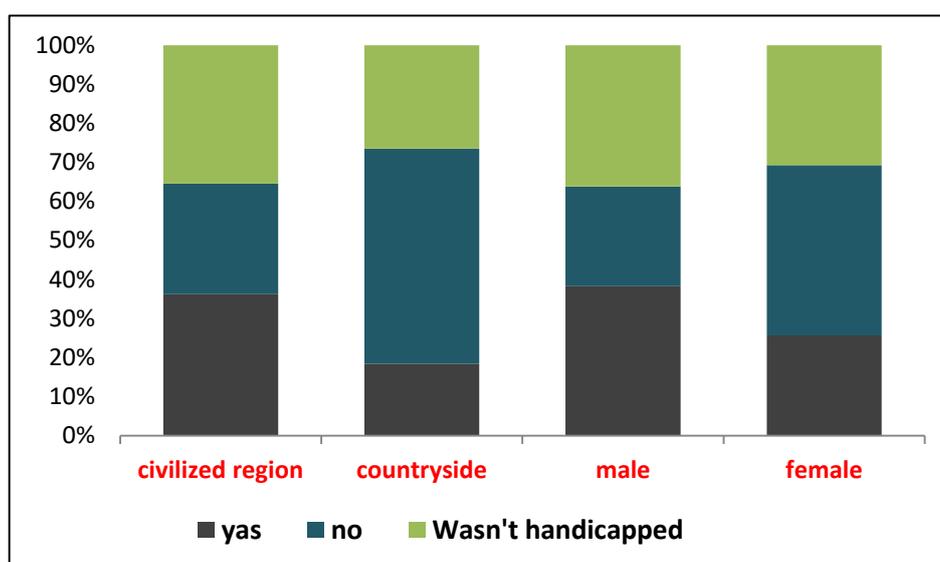
Figure (1) reveals a decrease in the percentage of respondents with disabilities who are enrolled in primary education in the rural environment by a relative rate of (18.4%) compared to the equivalent in the urban environment (36.2%), while the percentage of those who are not enrolled in the rural environment has reached (55.1%) with the corresponding in the urban environment (28.3%), the results also show the qualitative disparity between males with disabilities and females with disabilities, where the rate of enrollment among females reached (25.7%) compared to the corresponding among males (38.3%), while the percentage of those not

enrolled among them reached ( 43.6%) with the same for males (25.5%).

The poor human investment in the rural environment, and the failure to address negative societal attitudes towards the population with disabilities may constitute the biggest obstacle on the demand side for the right to education, which prevents people with disabilities in the rural environment, including males and females with disabilities, from engaging in and enjoying it. Taking advantage

of it has become an urgent need in developing societies to develop social capital, as the demand side often faces double discrimination resulting from social norms and cultural bias about gender, especially additional barriers faced by girls with disabilities that exceed those faced by boys and girls without disabilities (General Secretariat of the Global Partnership for Education;2018;69).

**Figure (1) Relative distribution of the enrollment gap for people with disabilities in primary education by environment and gender in Baghdad governorate**



**Source:** The researcher's work based on the field study 2021.

The primary education gap, according to the results of the field study, is still large between the ranks of children with disabilities and for both sexes, as (77.6%, 47.8%) of people with disabilities in the age group (6-9),

(10-14), respectively, are not enrolled in a primary school. education, and this is a loss for long-term social capital formation in the governorate, see Table (2).

**Table (2) Relative distribution of the enrollment gap for people with disabilities in primary education by age structure in Baghdad governorate**

age structure	enrolled	not enrolled	Wasn't handicapped
(5-0)	-	100.0	-
(9-6)	22.4	77.6	-
(14-10)	52.2	47.8	-
(19-15)	46.6	50.0	3.4
(24-20)	52.9	32.4	14.7
(29-25)	44.8	20.7	34.5

(34-30)	34.6	11.5	53.8
(39-35)	25.0	29.2	45.8
(44-40)	42.9	8.6	48.6
(49-45)	32.4	-	67.6
(54-50)	44.0	4.0	52.0
(59-55)	15.0	5.0	80.0
(64-60)	25.0	-	75.0
(69-65)	-	-	100.0
70 and over	-	-	100.0
<b>Baghdad</b>	<b>34.2</b>	<b>31.4</b>	<b>34.4</b>

*Source:* The researcher's work based on the field study 2021.

### **Second - B: The educational gap by type of disability;**

The motor disability came according to the results of the field study with the highest enrollment rate, as it constituted (44.9%), while the compound disability constituted the highest percentage of the non-enrollees at (38.5%), followed by the visual disability by (27.4%) and the comprehension and awareness disabilities by (21.5%). see Table (3), and this variance is due to the indicators of spatial inequity for the distribution of schools that include private classes, as well as the absence or decrease in the share of some districts for government educational and rehabilitation institutes specialized for this category, as well as other challenges related to the instructions and national controls that led to the deprivation of the number of a large person with a disability. People with hearing disabilities, who are deaf and dumb, were prevented from completing their studies because they were not granted an elementary certificate, and visual disability people were prevented from completing their education, as a result of the lack of private institutes for the primary education stage and its limitation to the presence of only one institute on Karkh district side. from the districts of the study area, as well as other obstacles represented in the requirements of the controls for the applicant

for the intermediate school exams that he has spent three years or more since graduating from primary school, as well as for applying to the sixth preparatory exams must have spent at least three years since obtaining the intermediate certificate, because obligating the dropouts of visual disability (from the generation of the eighties and nineties) who were allowed by the current circumstances to complete their studies, and must wait for three years between each stage and stage has led to the reluctance many of them to enroll in primary education because they realize the futility of that, especially by wasting their ages and not benefiting from their right to education for other educational stages like their peers without disabilities. In addition, accelerated education is not available for people with disabilities, and other challenges related to the degree of disability, as the difficulty of understanding and cognition and the corresponding lack of specialized governmental institutes, including for autism and autism spectrum, and limiting them to private institutes of high cost, and other reasons that will be mentioned later, which require adopting new programs and mechanisms that are compatible with global developments to remove the obstacles facing this important segment of the population in society, as far as is concerned with their right to exercise their right to education and learning.

**Table (3) Relative Distribution of the Enrollment Gap of Persons with Disabilities in Primary Education by type of disability in Baghdad Governorate**

<b>Enrollment Type of Disability</b>	<b>Yes</b>	<b>No</b>	<b>Wasn't handicapped</b>	<b>Total</b>
visual	29.9	27.4	14.9	24.0
hearing	1.4	2.2	3.4	2.3
communication	0.7	1.5	1.4	1.2
the movement	44.9	8.9	61.5	39.3
comprehension and awareness	2.0	21.5	2.7	8.4
self care	-	-	4.1	1.4
vehicle	21.1	38.5	12.2	23.5
<b>Baghdad</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Source:* The researcher's work based on the field study 2021.

### **Third: Evaluation of the deprivation dimensions of the (enrolled) population with disabilities from the right to accessible primary education in Baghdad governorate;**

The study aimed to identify the available environmental capabilities that were available during different stages of time within the school and their suitability for the application of the comprehensive design of education, because the study of the quality of primary education and the underlying causes of the enrollment gap of people with disabilities in the study area is important to reveal the reality of people with disabilities to obtain their right to a quality and comprehensive education, where the results of the field study revealed the quality and feasibility of educating people with disabilities who have joined the study seats,

and their percentage is (34.2%), as it appears from Table (4) and Map (2) that there are many barriers faced by people with disabilities who have joined or completed the primary stage, and this shows from the image relative contrast in the average of total deprivation for people with disabilities

enrolled, as the two districts of (Abi Ghraib and Al-Rusafa) had the highest average of deprivation rate of facilitating educational environment indicators and their conditions, as it came in a percentage ranging between (55% - 64%), while the districts of Al Tarmiyah and Mada'in the lowest percentage (26% - 38%) is mentioned that the districts of Mada'in and Al Tarmiyah are no less deprived and their educational conditions than other districts, because they recorded the lowest percentage of (enrollees) in the primary education stage.

**Table (4) The average total deprivation of the dimensions of the right to accessible primary education for the population with disabilities (enrolled and non-enrolled) in Baghdad governorate**

<b>Location - Districts</b>	<b>Average total deprivation of rights for non-enrollees</b>	<b>Average total deprivation of rights for enrollees</b>
Resafah	9.3	53.5
Adhamiyah	7.1	53.8
Sader 1	10.5	26.7
Sader2	7.6	41.7
Al-Karkh	13.7	53.6

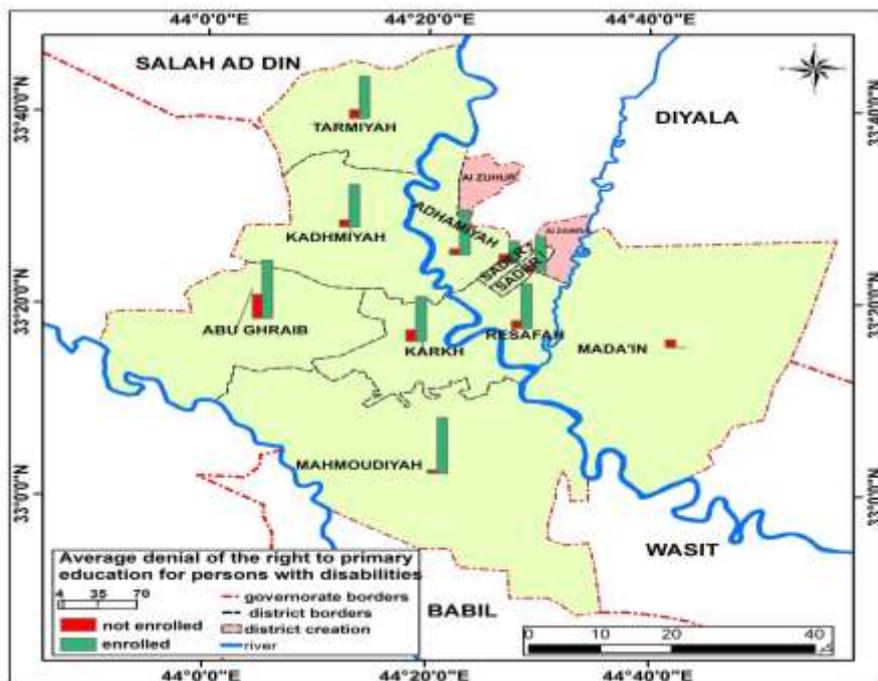
Kadhimiya	8.1	50.4
Mahmudiyah	4.1	66.7
Abu Ghraib	28.6	69.4
Tarmiyah	10.2	50.0
Al-Madaen	9.2	0.0
<b>Baghdad</b>	<b>9.2</b>	<b>52.5</b>

Source: The researcher’s work based on the field study 2021.

These barriers were distributed with a varying relative proportion, in which (difficulties of access to school or institute) accounted for the highest percentage among the barriers, as it was recorded at the governorate level by (65.8%), and both Abu Ghraib and Al-Sadr 11 districts came in with the highest percentage of deprivation at (100.0%, 91.7%). respectively . Accessibility: is one of the requirements for integrating people with disabilities into the life activities of their local community by taking appropriate measures to ensure their equal access with others to the physical environment, means of transportation, information, communications and other

facilities and services available to the public in both urban and rural areas, as well as their equitable access to their rights to cash benefits (Union of Organizations Concerned with Aging and Disability, 2018, p. 38). The barriers of efficiency and suitability of health facilities and infrastructure came in the second place with a rate of (54.4%), and the deprivation of their availability was in front of Tarmiyah and Abu Ghraib districts by (100.0% - 83.3%), respectively, followed by the available infrastructure barriers, which were deprived by (53.7%). ) with the highest deprivation rate in the districts of Tarmiyah and Mahmudiyah at (100.0%, 80.0%), respectively.

Map (2) The spatial variation of the average deprivation of the population with disabilities (enrolled and non-enrolled) from their right to affordable primary education in Baghdad governorate



Source: The researcher’s work based on the field study 2021.

The other barriers represented in exposure to manifestations of bullying, failure to use educational methods and the special need of the student with disabilities also came with high deprivation rates at the governorate level at (51.7%, 49.0%) respectively. Exposure to manifestations of school bullying is one of the barriers in the indicators of deprivation, and knowledge of students trends without disabilities towards their peers with a disability are a major requirement in developing appropriate educational programs and policies. School bullying or not reflects the extent to which people with disabilities are accepted by members of society, especially students and teachers, and represents one of the barriers facing students with disabilities, especially in public education schools. As those trends towards people with disabilities vary according to the spatial space and the type of disability, where the district of Tarmiyah came the first

for people with disabilities who were exposed to manifestations of school bullying, whether (psychological, physical or verbal, and also includes tampering with devices for the disabled and excluding the disabled from participating in various activities), followed by Al-Sadr 11 District, and Al-Rusafa District with a relative percentage (100%, 66.7%, 63.2%), respectively.

According to the type of disability, school bullying focused in the first place towards students with hearing disabilities, then comprehension and cognition, and motor disabilities at a relative rate of (100%, 66.7%, 63.6%), respectively, see table (5), while the lowest level reached when the compound and visual disability at a relative rate of (25.8%, 50%), respectively.

**Table (5) the relative distribution of people with disabilities who were exposed to manifestations of school bullying in the primary education stage by type of disability in Baghdad governorate**

Type of Disability	Yas	No
visual	50.0	50.0
hearing	100.0	-
communication	-	100.0
the movement	63.6	36.4
comprehension and awareness	66.7	33.3
vehicle	25.8	74.2
<b>Total</b>	<b>51.7</b>	<b>48.3</b>

**Source:** The researcher's work based on the field study 2021.

As this decline is likely to the enrollment of most respondents with compound disabilities to specialized governmental and private centers, as well as the enrollment of people with visual disabilities to the Al-Noor Institute for the Blind, which is characterized by the homogeneity of its students and the type of disability. This result is consistent with many of the results of studies that showed that the trends of school bullying towards people with disabilities are affected by the type of disability, and differ according to their differences (Al-Sartawi, Zaid, 1990;:130). This

places the relevant executive authorities, the various media, whether visual, audio or written, and civil society a participatory national responsibility to work with all the reasons that would improve the attitudes of community members towards people with disabilities, before the process of liberation from institutions and the initiation of a policy of comprehensive integration of children with disabilities in regular schools.

The development of guiding plans and programs is one of the important factors for the

success of educational integration in Iraq. It requires conducting studies to examine the effect of some demographic variables on the behavior of victims of school bullying among people with disabilities, such as: the type of integration, the degree of parental education and acceptance of the child, place of residence (Rural and Rrban), and the preparation of programs to modify population behavior of both bullies and their victims with disabilities in the schools (Abda, Sahar, 2020; 831), the study also shows other barriers that hinder the application of the comprehensive design of education, which include not using various educational methods to take into account individual differences between students, because educational programs provided for children with disabilities differ from programs for children without disabilities. It also varies according to the type, degree and severity of disability, as well as in terms of its teaching and training methods and content, the deprivation indicator appears at different levels at the level of the district , as it came with the highest rank for deprivation in the district of Mahmudiya, followed by district of Abu Ghraib, at a relative rate (100%, 83.3%), respectively. The lack of qualified educational cadres affects the efficiency of delivering the material to the disabled student and the effectiveness of his intellectual and cognitive development, as specialized educational cadres were not available for (38.8%) of the students with disabilities., those who joined (in the past and present) respectively.

The results also showed a variance at the level of district in the indicator of depriving people with disabilities of specialized educational cadres, as the districts of Mahmudiya and Abu Ghraib came in the highest proportion, close to the previous deprivation, by (100%, 83.8%), respectively. Determining the average of total deprivation for each district of the total deprived population with disabilities in the governorate within the aforementioned deprivation indicators helps policy makers to evaluate previous policies against the population with disabilities within this dimension, and work to develop plans and determine the resources necessary to reduce the percentage of deprived people with disabilities in the future . The barriers to accessing the school or institute came with the highest percentage in the district of Abu Ghraib and al-

Sadr Al-Thania district with a percentage of (100%, 91.7), and the barriers of inadequacy and suitability of the highest-ranking health facilities were recorded in the districts of Tarmiyah and Abu Ghraib with the highest percentage (100%, 83.3%) on the respectively, followed by school infrastructure barriers that issue the districts of Tarmiyah and Mahmudiyah with the highest deprivation rate, at (100%, 80.0%), respectively, with the increase in the age of the school building, the infrastructure that is accessible to all is rarely provided, as the integration of facilities that provide full access to the infrastructure from the beginning contributes to an increase in the cost by 1% compared to 5% or more after its completion (UNESCO, 2020, 22)

#### **Fourth: Evaluation of dimensions al of depriving people with disabilities (who are not enrolled) from the right to accessible primary education in Baghdad governorate;**

Persons with disabilities have equal rights for their peers, children without disabilities, to go to school, as it was necessary to find out the reasons that prompted the respondents (Not enrolling or continuing to study), and their percentage reached (31.4%), at the governorate level, figure (2) shows the height the reason (the lack of a school or institute close to their residence in the first place; followed by difficulties related to the type of disability of the respondent; difficulty in accessing transportation and transportation; refusal of the educational institution to accept the disabled in school; and financial difficulties for private education expenses) which constituted an obstacle to the exercise of the right to mandatory primary education at a relative rate (36%, 25%, 12%, 10%, 8%), respectively.

There are other criteria that we can infer, which are measured by exams and their nature and the quality of the prescribed curricula that do not fit the type and severity of the disability.

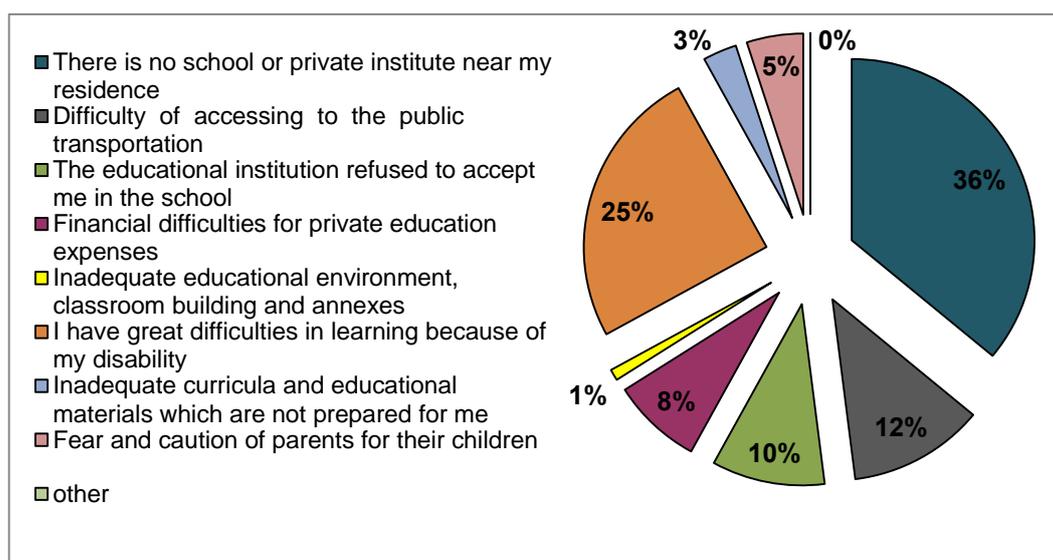
The indicators of deprivation for the difficulties of having an institute or a nearby school were distributed according to the districts of the study area with the highest percentage in each of the districts of Abu Ghraib and Rusafa by (100.0%, 31.5%), respectively, while learning

difficulties came as a result of disability to constitute another obstacle to enrolling with the highest percentage in the districts of Mahmudiyah and Kadhimiya at relative percentage (28.6%, 24.0%), respectively, and the educational institution's refusal to accept children with disabilities to enroll according to the administration's jurisprudence that is not based on clear legal instructions, as the district of Abu Ghraib, Tarmiyah and Al-Sadr 1 came with the highest relative rate (50.0%, 28.6%, 17.4 ) respectively, and other reasons that formed the average total deprivation within the dimensions of the indicators of this right.

The indicators of deprivation for the difficulties of having an institute or a nearby school were distributed with highest level according to the districts of the study area with the highest

percentage in each of the districts of Abu Ghraib and Rusafa by (100.0%, 31.5%), respectively, while learning difficulties came as a result of disability to constitute another obstacle to enrolling with the highest percentage in the districts of Mahmudiyah and Kadhimiya. relative percentage (28.6%, 24.0%), respectively, and the educational institution's refusal to accept children with disabilities to enroll according to the administration's jurisprudence that is not based on clear legal instructions, as the district of Abu Ghraib, Tarmiyah and Al-Sadr 1 came with the highest relative reality (50.0%, 28.6%, 17.4 ) respectively, and other reasons that formed the average total deprivation within the dimensions of the indicators of this right.

**Figure (2) Relative distribution of the reasons for not enrolling or completing the primary stage for children with disabilities in Baghdad governorate.**



**Source:** The researcher's work based on the field study 2021.

Respondents without disabilities were excluded during the primary education stage, and children under the age of enrollment were excluded.

#### **Fifth: Cluster analysis of the dimensions of depriving the population with disabilities (enrolled and non-enrolled) of their right to affordable primary**

#### **education according to district..**

The results of the cluster analysis of the indicators of the right to education and good qualification through Table (6) showed that the levels of convergence ranged between (0.096-439.901), and from those transactions it was found that the districts convergence (Al-Sadr II and Mahmudiyah) with the lowest value of convergence coefficients amounted to (0.096), which represents the first clustering for the indicators of deprivation of the right to an accessible education for enrolled and not

enrolled, and both districts (Al-Rusafa and Al-Kadhimiya) converged, the problem of the second clustering with a value of convergence coefficients (0.792), while the third clustering was represented in both the districts

(Adhamiya and Al-Sadr II) with a convergence coefficient (1.137). And each of the two districts (Al-Rusafa and Al-Karkh) came with a proximity coefficient of (3.278)

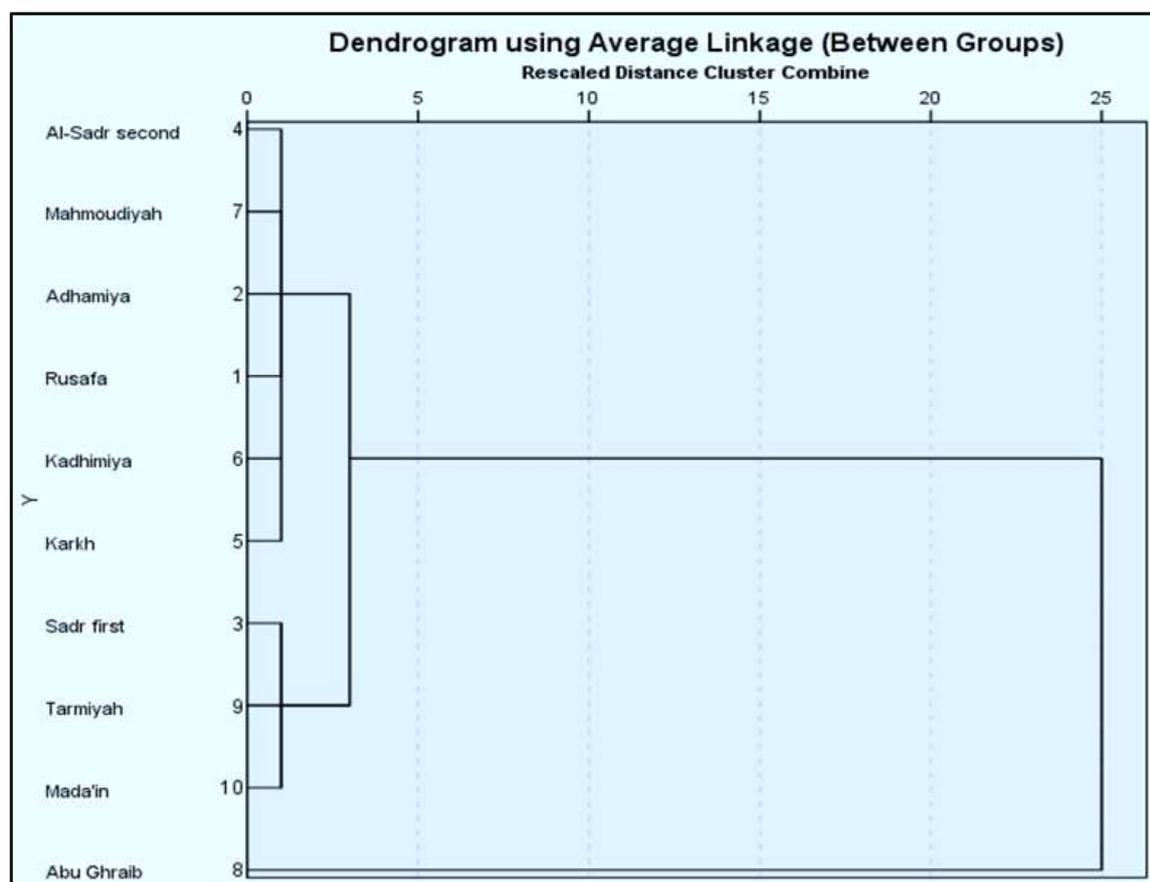
**Table (6) clustering between districts according to the stages of cluster analysis of the dimensions of depriving the population with disabilities of their right to accessible education.**

Stage	Cluster Combined		Coefficients	Stage Cluster First Appears		Next Stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
1	4	7	.096	0	0	3
2	1	6	.792	0	0	4
3	2	4	1.137	0	1	6
4	1	5	3.278	2	0	6
5	3	9	3.764	0	0	7
6	1	2	8.901	4	3	8
7	3	10	13.331	5	0	8
8	1	3	49.634	6	7	9
9	1	8	439.901	8	0	0

. **Source:** The researcher's work based on the field study 2021.

It is noted from the image of clustering in Figure (3) that there are common characteristics for most of the districts of the study area behind this clustering despite the geographical distance, which indicates to convergence in the factors causing deprivation from indicators of the dimensions of the right to facilitated education. On the contrary, the results of the analysis showed the weak spatial relations resulting from the weakness of clustering between Rusafa and Abu Ghraib districts on the one hand, and the other districts on the other hand, due to the high approach coefficients amounting to (439,901), because they are characterized by a specificity resulting from their registration of a different deprivation from the rest of the administrative units.

**Figure (3) Clustering of indicators of the dimensions of depriving people with disabilities of the right to accessible education using the average linkage between groups**



*Source:* the researcher's work based on table (5).

## Sixth: Conclusions and Recommendations

### Conclusions

As a result of the incompatibility of the legislative environment that was established in the last century with the principle of inclusion and equality and the failure to adopt contemporary educational policies within the special education curriculum for many years and with the scarcity and lack of specialized institutes and the difficulty of access to them in the governorate, as well as the limited special education classes that also do not cover the geographical area comprehensively has led to the deprivation of the population with disabilities in most districts of the study area of their right to primary education, as follows;

1-There is a spatial variation in the rates of deprivation of enrollment according to the environment (rural and urban), as the enrollment rate in the countryside reached (18.4%) compared to its counterpart in the urban environment (36.2%). In addition to the existence of a qualitative deprivation gap between (males with disabilities and females with disabilities), where the enrollment rate for females reached (25.7%) compared to (38.3%) for males.

2-The relative variation of deprivation of enrollment according to the type of disability, the motor disability came with the highest enrollment rate of (44.9%), while the compound disability constituted the highest percentage of the non-enrollees at (38.5%).

3-The relative variation in the average total deprivation of the population with disabilities enrolled and not enrolled in the dimensions of

the right to accessible primary education. For those enrolled of them, the districts (Abu Ghraib and Al-Rusafa) came the highest rate of the average deprivation of the educational environment indicators and their conditions, as it came in a percentage ranging between (55%-64%)

These districts have formed a weak cluster because of their specificity resulting from their registration of different deprivation from the rest of the administrative units.

### Recommendations-

1-The importance of enacting an explicit law obligating the application of the inclusive education system in each geographical area of Baghdad governorate without obstacles or discrimination, where the equitable geographical distribution of accessible school buildings according to the population size in each area away from the concentration of the population with disabilities as is the case in urban areas.

2-Accelating with enactment of the necessary legislation to address the crisis of the lack of financial allocations for the education sector, such as the Education Investment Law or the Facilitated Infrastructure Law, with the need to ensure sufficient financial allocations within the next federal financial budget and to manage the problems of significant decline and scarcity of investment for many years within this vital important sector for the success of the national integration project for people with disabilities and the goals of sustainable development.

3-Activating the role of the Independent High Commission for Human Rights and the religious institutions represented by the endowment departments in the governorate, as well as the concerned civil society organizations, and the media (audio and visual) to address negative societal attitudes towards the population with disabilities and renounce all forms of violence directed at people with disabilities, which may constitute the biggest obstacle. on the demand side, the right to education, social integration and equality.

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