

RESEARCH
ARTICLE**The Representation of People with Disabilities in the Media and the Role of Communication in Shaping Their Lives****Djedid Abed**

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Image of the disabled, media, communication, communication and disability, media discourse and disability.

Abstract

The means of communication have contributed significantly to the integration of the disabled, and the media, especially in developed countries, has played a significant role in improving their image, highlighting their abilities, defining their needs, expressing their concerns and communicating their voice, and from here we can limit the research forms to the following question: What are the effects of communication media on the lives of the disabled and the image that the media paints for them? This prompts us to ask how communications media affect the lives of the disabled, what is the image of the disabled in the international media, and how does the Algerian media address the issues of the disabled.

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Introduction

The number of people with disabilities is one of the most important segments of societies all over the world, as their number is not negligible and is steadily increasing and varies from one country to another and from one society to another, depending on the population and the difference in health care, prevention and family care; in fact, there are no accurate statistics that determine the number of people with disabilities in the world, but specialists agree that their number is not less than 10% of the global population. The World Federation of the Blind has estimated the number of visually impaired people in the world at 255 million, while in Algeria, the number of disabled people, according to recent statistics, is not less than 10% of the population, i.e. more than four million disabled people.

The issue of disability is one of the social issues with educational, economic and communication dimensions that have become the focus of attention and care of different societies; disability is not only a burden on the disabled person and his family; its effects extend to large parts of society. On this basis, in the second half of the last century, many societies took it upon themselves to issue laws and legislation that define society's responsibility towards disabled individuals and organize its responses to their needs, whether in the field of prevention or care and sponsorship.

The interest of some societies in this segment has reached a very advanced degree. In the early 1970s, the British

government established a special ministry for the disabled in order to formulate and follow up national policies in the field of disability prevention, rehabilitation and care for the disabled. In recent years, the world has witnessed a tremendous development in the field of concern for the disabled, and this was reflected in many international declarations and charters issued by the United Nations and its specialized organizations.

Because media and communication are the backbone of life, the media in developed countries have taken an interest in this segment of society, as the media and communication took over the defense of this social segment, demanding their rights, highlighting their talents, revealing their pains and sharing their pains, sorrows and joys.

Means of communication have greatly contributed to the integration of the disabled, and the media - especially in developed countries - has played a significant role in shaping their image, highlighting their abilities, defining their needs, expressing their concerns and communicating their voice, and from here the research forms can be limited to the following question:

What are the effects of communication media on the life of the disabled and the image the media paints for them?

This prompts us to ask how communication media affect the lives of the disabled?

What is the image of the disabled in the international media, and how does the Algerian media address the issues of the disabled? To answer these questions, we propose the following plan:

- 1- General concepts: It includes the definition of disability, disability, visual disability, hearing disability, motor disability and intellectual disability.
- 2- The impact of means of communication on the life of the disabled:
 - 2-1 Communication methods for the disabled (visual, auditory, auditory, intellectual)
 - 2-2 Studies that dealt with the impact of communication media on the lives of the disabled (Arab studies, foreign studies)
- 3- The image of the disabled in the international media:
 - 3-1 Media coverage of disability issues in the United States of America.
 - 3-2 The disabled in British television.
- 4- Problems of the disabled in the eyes of the Algerian media, including:
 - 4-1 Problems of the disabled in Algeria
 - 4-2 Media coverage of disability issues in Algeria

Results of the study

Conclusion

1- General concepts:

In this section, we will define a set of terms that are related to this article: Disability, Disabled, Visual disability, Hearing disability, Motor disability, Intellectual disability.

- Definition of disability:

Many make the mistake of considering disability as a cause of a condition while it is in fact the result of an overlapping set of causes, and this concept cannot be separated from its social content, and most sources agree on defining disability as "a condition that refers to the inability of an individual with a disability to achieve fruitful interaction with the surrounding social or natural environment as other members of society equivalent to him in age and gender, and it should be noted that social barriers and obstacles, for example negative attitudes, or natural, such as architectural barriers that limit the individual's ability to respond to the requirements of his environment vary from one society to another.

Definition of a disabled person:

As for the disabled person, the United Nations General Assembly defined him in the first article of its resolution No. 30/3447 of December 9, 1975 on the rights of the disabled as follows: "The term disabled person is defined as

any individual who cannot fully or partially meet his basic needs." **(Barakat Ahmed)**

The National Committee for Educational Studies in America defines the disabled as "those who deviate from the level of physical, mental, social or emotional characteristics of their peers in general to the extent that they require educational and psychological services, different from those provided to others, in order for the individual to develop to his or her fullest potential." **(Abdo and El-Sayed., p. 24)**

A disabled person is defined as "any individual who differs from what is called normal in physical, mental or social aspects to the degree that requires special postponement processes, so that he reaches the maximum use of his abilities and talents" **(Mr. Fahmy, 1999, p. 156).**

Law 09/02 of 25 Safar 1423 AH, corresponding to May 08, 2002, in the first chapter entitled "General Provisions", in its second article, defines the disabled person: "The protection and promotion of disabled persons within the meaning of this law includes every person, regardless of age and sex, who suffers from one or more disabilities that limit his ability to practice one or several priority activities in his personal and social daily life as a result of an injury to his mental, motor, organic, or sensory functions. More genetic, congenital or acquired disabilities that limit his ability to exercise one or several priority activities in his personal and social daily life as a result of injury to his mental, motor, organic or sensory functions." These disabilities are determined according to their nature and degree by regulation.

- Definition of visual impairment:

In fact, there are many words in the Arabic language that are used to define a person who has lost his sight, and these words are blind, deaf, blind, blind, disabled, blind, and blind; and the word "blind" is originally taken from the origin of its material, which is blindness; blindness is said in the loss of sight originally and loss of sight metaphorically. The word "blind" is also used in the sense of blindness because the word "dhara" is blindness, and a blind man is a man who loses his sight, and the word is taken from harm and the presence of bad condition **(Sayed Suleiman, 2001, p. 47)**

Visual impairment is "a condition in which a person finds it difficult to perform the basic visual function in performing most of the functions he performs, and it means the inability of the visual system to perform its function as a result of damage to it.

"It is also defined as "the loss of visual ability as a result of injury to the eye for genetic, physiological or other reasons, such as an accident." **(Bojmelin, 2018, p. 182)**

The International Labor Organization also defines a blind person "as a person whose degree of vision is 35/60 at most in the best eye after correction with medical lenses, or in other words, who is unable to count the fingers of the hand more than three meters away with the best eye after correction with medical lenses, and is considered blind if his visual field does not exceed 20 degrees, regardless of the strength of the phrase." **(Sayed Fahmy, 1999, p. 177)**

- Definition of hearing impairment:

"It is a state of deficiency or inability in hearing ability due to a malfunction of the auditory system, which makes the individual unable to understand sounds except with the help of others or hearing aids and the consequent impairment of the individual's performance in various areas of life, education, work, social relations and environmental interactions." **(Khiari, Rasheed, 2018, p. (Khiari, Rashid, 2018, p. 33)**

"Any unilateral or bilateral decrease, regardless of its degree and location, and we mean the categories of hearing impaired people whose degree of hearing loss is estimated at 35 to 69 dB **(Seib, 2020, p. 41)**

Deafness is a total or partial inability to hear and pick up sounds when the impairment is partial, it is related to auditory impairment, in which there is an auditory sensory disturbance in the perception of sounds.

An individual with a hearing impairment may perceive speech sent to him through the auditory canal, and in the absence of effective auditory acuity, he finds it difficult to interpret and translate the message sent to him; while an individual deprived of his sense of hearing in a congenital or acquired form finds it difficult to learn to speak, which results in great difficulties in raising and rearing his hearing and speech **Vinter Genin, 1985, p14)** The difference between deaf and hard of hearing is not only in the levels of hearing impairment or speech difficulties; there are comprehensive differences in the techniques and means of care from the early stages of detecting these functional disorders to the levels of school, vocational and even social integration, and therefore international United Nations bodies have provided several classifications of hearing impairment and methods of care, the most popular of which are:

- Bilateral profound hearing loss: A hearing loss greater than or equal to 90 decibels (Dbl).
- Severe hearing loss: Absence of speech, hearing loss between 90-71 dbl.
- Moderate hearing loss: Hearing loss between 41-70 dbl.
- Partial hearing loss: Between 20-40 dB, in which some elements of speech appear indistinctly (**Ben Obeida 2006, p. 45**)

- Definition of motor disability:

It is characterized by dysfunction or a decrease in the activity of the individual's body, and may be a total absence of movement or extraneous movements; it affects either the limbs, trunk or head; and takes forms represented by congenital malformation or destruction at the level of the brain or spinal cord injury occurring before, during or after birth, in addition to the partial or total absence of limbs, or also partial or final loss of movement due to injury at the level of muscles as well as injury to the nerves that control the muscles, or finally injury at the level of the joints **2003, p410-411) Petit Larousse de la médecine**

While the researcher Jalil Wadiah Shakoor divides motor disability into:

- Motor or physical disability.
- Paralyzed.
- A person with cerebral motor deficit (**Shakour, B.S., p. 48**)

However, there are psychomotor disorders that arise due to the incompatibility of the normal norm in the morphological structure, motor expressions or other psychomotor behaviors; where the dysfunction is embodied in the motor aspect (**Ben Obeida, 2006, p. 37**)

- Definition of intellectual disability:

Treat Gould defined mental retardation from the point of view of social validity as "the state of incomplete mental development to the extent that the individual is unable to harmonize himself with the environment of normal individuals in such a way that he always needs external care, supervision and support, i.e. loss of independence." (**Rihani, 1985, p. 35**) As for Dole, he was able to develop a scale that shows the degrees of social maturity, and he believes that the mentally retarded are characterized by the following behaviors:

- Social incompetence in a way that makes the individual unable to adapt socially, in addition to professional incompetence, and the inability to manage his personal affairs.
- He is mentally below the level of the average individual.
- That his mental retardation began either at birth or in his early years.
- He will be mentally retarded when he reaches maturity.
- His mental retardation is due to formative factors, either genetic or as a result of a disease.
- It is an incurable condition (**Rihani, 1985, p. 36**)

2- The impact of communication media on the life of the disabled:

After we have dealt with the definition of a group of terms, we will move in this part to talk about communication and its impact on the life of the disabled, and we will address this through two important aspects, namely: Communication methods for the disabled, and studies that dealt with the impact of communication on the lives of the disabled.

2.1 Communication styles for the disabled:

In this part, we will deal with a set of communication methods used by the disabled in his daily life, and thus we will address: communication methods for the visually impaired, communication methods for the hearing impaired, and communication methods for the mentally handicapped.

- Communication styles for the visually impaired:

Communication methods for the visually impaired depend on the use of some modern and advanced technological aids and means to help them communicate with the world and others around them, whether in learning, working quickly and proficiently, or just staying connected to society and the events surrounding them.

These means include the following (**Welster, 1998, p183-187**) **Braille**:

It is still the main means of communication and communication for the blind, for more than 150 years, because it is a means of reading and writing together, and is represented by raised letters that are easy for the disabled to touch to recognize and read the letters of the word.

- **Typewriter:**

Mastering it is an essential skill for the visually impaired, as it helps them become independent in writing and saves time.

- **Closed Circuit Television (CCTV):**

It is used to enlarge writing and printed materials to help people with limited vision to understand key concepts in humanitarian materials, and is considered an important means of individualized support for people with disabilities by helping to convert information, translate written material into a readable form, and benefit from printed materials, maps, plans, etc. It is a camera, a mobile trolley, and a television projector, and allows the accompanying camera to focus on the material up close, and at a distance, control the size of the written material, and determine the degree of clarity of the image, and the circuit can be linked to the computer, but one of its most important disadvantages is the high cost and difficulty in moving, and can lead the disabled person to isolation from the group.

- **Optacon:**

It is an electronic camera system that enables the visually impaired to read print by converting it into tangible letters that can be felt by the fingers. It helps the blind to read independently without an intermediary and to develop communication skills, but it is expensive and the speed of reading through it is limited.

- **Cassette tapes:**

Used as an aid for the blind, it requires skill and speed of comprehension, and can deal with a large amount of information presented on the audiotape.

- **Computers:**

Most technological means to help the blind and visually impaired require the skill of dealing with the keyboard and handwriting style, and they usually have this skill, because they train themselves from a young age to learn Braille, which trains their fingers, on the skill of using this method, and therefore it becomes easy to get used to using the computer and the special keyboard, which uses Braille letters and materials output on its screen that can include drawings and tangible materials, in addition to the possibility of controlling the speed of display.

- **Versa braille**

It is a device that is used through Braille inputs and outputs from it as well, or in the form of printed material, and hundreds of pages can be saved on its own disk, and there are facilities to search for and output the required material; it is considered one of the most powerful devices from the scientific and informational point of view because it gives the blind person the possibility of using an integrated information system as it is equipped with a printer that uses Braille, and sometimes the output is in the form of audible material, so the blind person can review what he wrote and ensure its correctness.

One of the modern devices is the **Vision Substitution device**, which consists of three main parts: a television camera, a computer and an electrical sensor belt that works through a small camera that is attached to the disabled person's forehead, captures the image or figure and transfers it to the computer, which controls its clarity, and in turn transfers it to the sensor belt attached to the abdomen, which receives the image sent from the computer, converts it into an electrical vibration received by the brain, and translates it into a visual analog so that the person recognizes images, drawings and people in books or the room. However, the modern device still needs to be developed to reduce the cost and generalize the use (**Sisalem, 1997, pp. 182-186**)

In addition to these devices, there are many services available to help the visually impaired to enjoy and entertain, such as the **Audiodescription service** provided in many theaters and movie theaters in Europe and North America, through the availability of headphones that explain to them the information that depends on vision in

film materials and theatrical performances, and this service is also available for many television materials by providing those wishing with a special decoder to translate the images seen into audible material.

- **Communication methods for the hearing impaired:**

These methods are represented in many forms, including: (Messer,1995,p244-245)

- **Auditory Training**

It is considered one of the oldest methods of training the hearing impaired to acquire communication skills, and it depends on exploiting what they have available to them and utilizing it to improve their language ability by training the ear to listen, pay attention, and notice sounds.

- **Lip Reading:**

Sometimes called **Speech Reading**, it is used in the case of the deaf and those with severe hearing loss, and depends on visual observation of the speaker's face and gestures, observing the movement of the mouth and lips during speech, and translating these movements into understandable phonetic forms.

- **Manual Communication:**

It is considered one of the most widely used and widespread methods for the hearing impaired due to its ease, and it depends on the acquisition of communication skills through sight, through the use of descriptive manual signs and movements as an alternative to spoken language, and its most important forms:

Sign Language:

It is considered synonymous with oral language, but it is more complex, and the syntax in sign language does not match the spoken language, as it includes four main components: hand shape, hand position in relation to the body: Hand shape, hand position in relation to the body, hand movement, hand direction, and therefore it is considered a descriptive language that contains a number of hand symbols and pictorial hand movements that describe the words, concepts, and ideas that the individual is trying to express.

Finger Spelling:

This method consists of 26 hand shapes that resemble the letters of the English alphabet, and by spelling the letter by moving the fingers in regular movements and certain positions that represent each letter of the alphabet.

Total Communication:

This method utilizes all communication methods, whether verbal or manual, in addition to employing auditory remnants, with the aim of developing the language skill of the hearing impaired and acquiring the communication skill, and this method is more modern and more useful for the deaf and hard of hearing because it relies on all the previous methods (Miller and Catherine, 1999, p168-170) In addition to the previous traditional communication methods, modern technology has provided new opportunities for the hearing impaired to benefit from modern scientific development, and to help them obtain many health, social, educational and even recreational services, through the introduction of some modern technological means such as :

- **Electronic Mail and Fax:**

Email is especially useful for the hearing impaired because it replaces verbal communication with written words. Email precedes the telephone in conversations involving individuals with speech or hearing impairments, and fax communication is easier and more widespread, especially for those who do not have computers. Through these services, the hearing impaired can participate in daily communication life, use the Internet to talk to others, buy some commodities and contact family, friends and universities in other cities.

- **Adapted Computers:**

There are some computers dedicated to the hearing impaired, with a keyboard specially designed for them, which includes large-sized keys, the number of which is less than the normal device, and replaces the traditional letters with images of the shapes of letters in sign language.

- **C-Print PC:**

It is a Lap Top personal computer equipped with a special system, which interprets the speech of any speaking

person, and converts the oral speech into written material on the computer screen and can obtain the full text of the speech through the printer; it is useful in classrooms, lectures and meetings where information is presented orally, so it displays a summary of the notes and discussions on the topic raised through the display screen attached to the computer; so that the hearing impaired can know what is going on around him.

- **Communication methods for the intellectually disabled:**

Intellectually disabled people can benefit from modern methods and means, and advanced technological devices, to develop their communication skills, especially since people with special intellectual needs have different language issues, understanding and comprehension issues that differ from other disability categories, and therefore require different solutions as well, especially since a large number of these disabled people do not live in hospitals or special care homes but are looking for a correct social life in their communities, and therefore they need modern means of communication that give them the opportunity to deal, communicate and understand with the outside world, and as a means of treatment also as it contributes to overcoming the disability of the hearing impaired.

- **Computers and the global communication network:**

The computer is an aid in teaching and training mentally disabled people to interact and communicate with society, as it provides them with solutions to several issues they have, such as: The amount of information that they can absorb and the speed of its presentation, and the inadequacy of traditional tools in learning and communication in achieving the required communication for members of this group; many studies have proven that visual information has several clear advantages in presenting it on the screen than on paper, including the advantage of interaction, relevance and vitality in presenting the text, and the ease of searching for information. One American study showed that mentally handicapped students increased their achievement and interaction as a result of using the computer to receive information, increased their positive attitudes towards learning in a better way and showed positive attitudes towards its use and preferred using the computer in learning, reading and acquiring language skills than other traditional means (Baher, 1991, p136-152)

The Internet provides a good opportunity for these disabled people to take advantage of the available services, and to develop their abilities to use this technology that allows them to obtain detailed information, and the possibility of controlling the induction factors while viewing the information, so that the disabled can follow it, especially since the process of understanding information depends on two basic factors, namely memory and attention, and the disabled group therefore meets some issues in reading and understanding, such as the presence of some words and abbreviated and technical words that they cannot understand and absorb; especially since they suffer from deficiencies and deficiencies in remembering information and its diversity and difficulty spelling." (Singh and Others, 1998, p86-108)

2-2: Studies that dealt with the impact of communication media on the lives of the disabled:

There is no doubt that the means of communication has a great impact on the life of the disabled, and there are several studies on this subject, including Arab and foreign studies, and we will address through this article six Arab and foreign studies.

- **Arab studies :**

1- The study of Amal Issa Al-Mannai and Aisha Khalid Al-Attaba (2004) entitled: The impact of visual media on deaf children:

The study aimed to identify the role that television can play in the life skills and social development of deaf children and the possibility of translating some references in sign language and its impact on the social adaptation of deaf children.

The study used the experimental method in the application, where a sample of deaf children from the "Hearing Education" school in Qatar, between the ages of 6 and 10 years old, were shown a television program that was subtitled in sign language once and not subtitled again.

The material was shown with sign language subtitles once and untranslated again, and the children were observed

Children were observed and their reactions to these materials were standardized each time, and the study found a set of results, including:

- A high rate of distress and distractibility when the story was presented without sign language interpretation.

- The rate of distress and attention focus decreased when the story was presented with sign language subtitles.

There is a positive relationship between deaf children watching TV programs and benefiting from them when they are presented with sign language subtitles. Amal Issa Al-Mannai and Aisha Khalid Al-Attiyah. "The Impact of Visual Media on the Deaf Child" Conference "Raising Children with Special Needs in the Arab

World, Reality and the Future", op. cit (Al-Manai, B.S., pp. 1059-1115)

2- Azza Al-Kahki's study (2003) entitled : Attitudes of people with special needs towards the treatment of their issues, the drama provided by Egyptian television, and its relationship with their self-concept.

The study aimed to determine the ethical and social responsibility of the media through the opinions and suggestions of a sample of people with special needs, and to determine the attitudes of the sample towards the ethics of addressing their issues in the media material presented on television, whether through programs or dramas.

The study was applied to a sample of 180 individuals with disabilities in the age group of 14 to 60 years, in the governorates of Cairo and Dakahlia.

The study used a survey sheet as a tool for data collection, and a theoretical approach derived from the theories of social responsibility, social and cultural norms, and self-concept.

The study came up with a set of findings:

- The rate of exposure of people with disabilities to television programs dealing with their issues is limited, as only 10% of them are heavily exposed, while 28.3 are moderately exposed, and 56.7 are lightly exposed.
- There are no differences between the educational levels of the sample and the rate of exposure to programs for people with special needs on television.
- 69.4% of the study sample showed that television programs dedicated to the disabled are insufficient and should be increased.
- 51.7% of the study sample confirmed that television programs for the disabled do not address their real issues (Al-Kahki, 2003, pp. 287-353)

3- Salwa Ali Benzahra's (2002) study entitled The Image of the Disabled in Arab and Islamic Culture and Literature in North Africa and the Middle East:

The study dealt with the portrayal of disabled characters in dramatic material shown on Arab and Islamic television in Egypt, Tunisia, Morocco and Algeria, as a reflection of the culture of these societies, and its definition of the meaning of disability in Arab and Islamic culture.

The study was applied to one of the Egyptian cinematic films, the movie "Kit Kat" to express the role of Egyptian art and its influence in North Africa and the Arab world to present the image of the disabled, and considered it one of the most important films that tried to break the stereotypical mental image of the visually impaired in the Arab and Islamic world.

It also selected a Tunisian television series to showcase the prevailing social attitudes in Tunisia towards disability.

The study analyzed the two dramas and came up with a set of findings and indicators as follows:

- Arab and Islamic societies are dominated by the negative portrayal of the disabled, as the disabled are still presented through their disability, and are considered isolated from their society and away from its new context.
- Arab societies do not accept the existence of the disabled, or neglect and marginalize this existence, because they consider them unable to develop and keep pace with new social values. This concept appeared through the analysis of the character of the blind man in the Egyptian film Sheikh Hosni, who indulges in drugs to escape from his reality, and the character (Fatima), who is physically disabled in the Tunisian series, who was suffering in her community, needed special care, and suffered from isolation and lack of education. and lack of education.

— The study showed the separation of Arab and Muslim disabled people from their societies and their need for more assistance and linked this negative image presented to them to the general conditions in which they live, as they do not receive enough education, suitable work or even good housing, and therefore they cannot participate, but remain on the margins of society (Benzahira, 2002, p)

4- The study of Mohammed Reda Ahmed (2001) entitled: Deaf and dumb people's uses of programs subtitled in sign language, and the satisfaction achieved from them:

The study aimed to determine the patterns of deaf and dumb people watching television, their patterns of watching television programs translated into sign language, how they watch them, the extent of their understanding, and the areas in which deaf and dumb people use the information gained from the programs they watch. The study used the survey method and applied a survey sheet to a sample of 150 deaf individuals in the governorates of Cairo, Gharbia, and Qalyubia, with the help of a sign language interpreter to help apply the sheet. The study also presented a description of Egyptian television programs with sign language subtitles in 2000 and early 2001

The study came up with a set of results, including:

- 72% of the study sample always watch TV, and 28% of the sample watch it sometimes.
- All respondents watch one or more programs with sign language subtitles.
- 13.3% of the study sample indicated that they do not understand television programs that are not accompanied by sign language subtitles, while 74% of them answered that they understand them to some extent.

All sample members (100%) indicated that sign language subtitles help them understand the content of television programs.

(Mohamed Reda, 2001, pp. 96-65)

5- The study of Mahmoud Hassan Ismail (2001) entitled The uses of children with special needs for the media.

The study aimed to identify the extent of exposure of children with special needs to the media, and their preferences of materials, programs, and various media. It is a field study applied to a sample of 1600 individuals, distributed between males (807) and females (793), and the categories of motor, intellectual, auditory, and visual disabilities, and its geographical scope covered eight Egyptian cities, and the age of the sample members ranged from 9 to 18 years. The study used the survey method in the application through a questionnaire by interviewing the sample children. The study tested six hypotheses, in addition to a number of questions, and reached a set of results, including:

- 90.6% of the sample of disabled children are exposed to the media.
- Television is watched by 58.6% of them, while children's programs are watched by 48.1%, and 42% of the total sample is exposed to media messages read in newspapers and magazines (Hassan Ismail, 2001, pp. 419-470)

6- The study of the Egyptian Radio and Television Union (1983), entitled Evaluation of Disabled Programs on Radio and Television.

The study aimed to evaluate radio and television programs from the point of view of disabled people and their supervisors in homes and educational institutions, with the aim of identifying their ideas and requirements to provide a media service that suits their conditions and plan new programs that contribute to breaking the psychological barrier between them and normal people.

The study was applied to a random sample of 500 disabled individuals in five governorates: Cairo, Alexandria, Beni Suef, Assiut, and Ghouta: Cairo, Alexandria, Beni Suef, Assiut, and Gharbia using an interview questionnaire, as well as a sample of 100 supervisors from private institutions for the care of the disabled.

The study came up with a set of results, the most important of which are:

- The high percentage of television viewing among the disabled in general, which came at about 98%, especially among the deaf and dumb cases (100%).
- 68% of the sample stated that television programs do not address their issues, and that the programs dedicated to them do not address their actual issues by 46.5%.
- The study showed that drama and theatrical forms are at the top of the list of preferences for the disabled, and that they are also the best ways to present programs for the disabled.
- Disabled people expressed their desire to develop special programs to provide interviews with them, educate people about the proper way to deal with the disabled, and introduce the role of the disabled in society. - Disabled people expressed their desire to allocate sports and entertainment segments for them, write special subtitles for the deaf, and increase pantomime programs.
- The study showed the dissatisfaction of the supervisors of the disabled with the treatment of disability issues in radio and television programs, and identified a number of issues that should be focused on, such as: Education, work, transportation, mistreatment of the disabled, and lack of exceptions for the disabled.
- Disabled people and supervisors suggested allocating programs to raise family and community awareness of the treatment of the disabled, in addition to publishing special publications for them, conducting seminars and discussions of their topics, guidance programs to help them face life, service and educational programs, in addition to programs for disabled children (Radio Union, 1983)

• **Foreign studies:**

1- Karen Diamond and Katherine Kensinger's (2002) study entitled: Images presented in the Sesame Street program: Kindergarten children's ideas about the physically and mentally disabled:

The study aimed to identify the ideas and images that young preschoolers have stored about the physically and mentally handicapped, through the presentation of the Sesame Street program to them.

The study was applied to a sample of 41 children, and used the experimental method, where they were shown parts of the Sesame Street program containing disabled characters, and the results showed the following:

- Children in the study sample considered that disabled children are unable to do the normal tasks that are asked of them, and sometimes they do them with difficulty, inefficiency, or in an unsatisfactory manner.

-Children were more familiar with the physically disabled who use a wheelchair than the intellectually disabled than the intellectually disabled (Diamond, Kensinger, 2002, p409-433)

2- Marry E. Siberissell's (2001) study entitled: Analyzing the image of disabled characters in fiction and nonfiction materials presented to children:

The study addressed the role of literary materials in influencing the development of children's feelings towards the disabled and analyzed the content of a group of the most famous books and stories dedicated to children, which included main characters with disabilities to determine the messages and attitudes they convey to the child and the extent of their contribution to influencing the mental image of the disabled, especially since these story materials were transformed into dramatic television works; which means more influence on the child, by presenting them in a visual image that is beloved by young people.

The study came up with a number of findings:

- The study reinforced the stereotypical image of the disabled, who are portrayed as dependent on others and isolated from participating in social activities. - The study showed the role of intellectuals in replacing a positive image of the disabled, and the role of media professionals in selecting literary materials that present a true image of the disabled, and conveying it in television or cinematic works for children.
- The study called for avoiding materials that carry unrealistic images of the disabled, so that this image is not deposited in the child's psyche when he sees it in an illustrated material. (Siebecissell, 2001, p)

3- Susan Frankhauser's (2001) study titled: American Sign Language in Commercial Television: Marketers' Policies and Audience Perceptions.

The study aimed to investigate the use of sign language in media and commercial materials in American television, through an experimental study in which groups of men and women with disabilities, and able-bodied, in the age groups of 18 to 54 years, participated. They were shown 6 commercial and advertising television materials, in which the main role is played by a deaf character, with the aim of identifying the respondents' perceptions of the appearance of a disabled character in television advertising materials. These perceptions were then compared between the disabled and able-bodied groups in the study sample. The study came out with the following results:

- Respondents considered that advertisers are trying to show the disabled within the framework of social responsibility.
- The respondents realized that the disabled are not the only target audience to whom these advertising materials are directed, but they can be directed to all members of society.
- There were slight differences between the beliefs that both the disabled and non-disabled people acquired as a result of watching these TV spots, which were formed towards hearing-impaired people (Frankhauser, 2001).

4- Olan Farnall and Kim A. Smith's (1999) study entitled: Reactions to the disabled: Personal contact versus television portrayal of the disabled.

The study aimed to identify the relationship between personal contact, watching television portrayals of the disabled, and the public's reactions towards them, by applying to a sample of the American public, and the study was applied through the use of a telephone survey, and came up with a set of results, the most important of which are:

- Watching positive television portrayals of the disabled was associated with the audience's realization of an important issue in American society, namely racial discrimination, in addition to reducing the negative feelings of community members towards the disabled, and increasing positive feelings towards them. However, they still feel uncomfortable interacting with the disabled.
- Films on television that portray disabled characters in a positive light have a greater impact on respondents than television programs.
- The study did not find a relationship between personal contact with disabled individuals, whether through friendship, kinship, or previous dealings with them, and the respondents' perception of the issue of racial discrimination of the disabled, but personal contact with the disabled was associated with reducing negative feelings towards them.
- The study confirmed that positive portrayal of the disabled on television helps to gain more understanding of their issues, sympathy

for them, and admiration for them, and thus can have an impact on the comfort of dealing with them in daily life (Farnall and Smith, 1994, p 569-672.)

5- The study of Karen Ross (1997) entitled: The image of the disabled in the media.

The study dealt with the prevailing trend in the British media's portrayal of the disabled, by studying the attitudes and perceptions of the disabled about the programs and materials presented on radio and television that deal with disability issues and the image in which the disabled appear, with the aim of knowing their needs from these materials.

The study was applied using 33 focus groups that included 384 individuals, 184 of whom answered a questionnaire, and the sample included a wide range of disabled people, distributed based on the factors of age and gender. The

study revealed a number of findings, including:

- Disabled people criticize their image presented on radio and television, especially with regard to dramatic material, which they see as associating disability with feelings of sadness, anger, and sorrow, and using the image of the disabled person who uses a wheelchair as a model of disability in any dramatic work, or showing disabled people as criminals or a threat to the lives of others.
- Disabled people see that documentaries, news, and advertising programs portray them as needing help, dependent on others, or showing courage in the face of tragedy.
- The study analyzed the needs of disabled people from the programs and materials that are presented to them that must take into account

the difference in their experiences, the existence of multiple types of disabilities, and respect their abilities and perspectives (Karen, 1997)

6- Milissa Reichley's (1997) study entitled: The influence of media exposure, personal experience, and learning on the public's perception of the disabled.

The study examined the influence of three important factors on the nature of the image of the disabled, namely exposure to the media, personal experience or contact with the disabled, and educational level.

The study was applied to a sample of 157 respondents, both disabled and able-bodied, in order to compare their opinions and see how similar they are through focus groups, and the study came out with the following results:

- The educational level of the respondents is considered one of the most important demographic variables in influencing the image of the disabled, and it was found that the factor of contact with the disabled, or personal experience in dealing with them, did not affect the perceptions of the respondents towards the disabled category, as the study showed that 80% of the sample members knew disabled people, but their attitudes towards them did not change, the study interpreted that the disabled live in isolation and do not integrate with others, which constitutes an obstacle to their communication and influence on others.
- The study confirmed that disabled people are more exposed to television than able-bodied people, and are less interested in video and cinema, with 85% of them stating that they have experience with video tapes, and only 15% have ever been to a movie theater. This is due to the fact that going to the movies requires physical effort and leaving the house, which is particularly difficult for the physically disabled, while television as a medium is more suitable for their circumstances. The intensity of exposure to television is an indicator that they work less than others, have more free time, and are less educated.
- Both the disabled and the able-bodied have shown that the portrayal of the disabled in the media is low and insufficient, although the percentage of this belief is higher among the disabled (Reichley, 1997)

— **3- The image of the disabled in the international media:** In this section, we will learn about the image of the disabled in the international media by focusing on the following points: The media's treatment of disability issues in the United States of America, and the disabled in British television.

3-1- Media treatment of disability issues in the United States of America:

In the 1970s, the struggle of the disabled in the United States of America began to bear fruit in obtaining their civil rights and eliminating racial discrimination, and this led to the emergence of the political-social approach in American society, which includes the disabled category in its first concerns; to obtain their rights in society politically and socially, disabled women also participated by using the women's community as a tool to achieve their goals, and the first results of this contact between the academic community and the disabled were reflected in the media field as a means by which the disabled community could express themselves, and a campaign to fund a newspaper for the disabled was already initiated (Oliver, 1996, p23)

The movement to defend the rights of the disabled played an important role in major legislation to obtain their rights from 1973 to 1990, and achieved great progress, especially in pressuring the media to present the disabled community, replacing traditional methods with modern tactics, and creating a constructive link with many media

outlets, such as television, radio and newspapers. This positive impact appeared in the increase in the number of news stories about the disabled and the evolution of the language in which these news stories are written. For example, the expression *Wheel Char Bound*, which was widely used, was replaced by a more compassionate expression, *Wheel Chair User*. News stories also became more balanced and the natural result of this was that members of the general public increased their understanding of the topics and issues of the disabled. American television channels also began to respond to pressure from disabled groups. For example, after a large number of visually impaired people demonstrated as a result of rush hour traffic issues, NBC presented a news program called *Date Line*, in which it honestly presented many issues related to the visually impaired, such as illegal employment, housing discrimination, and other topics (Doris, 2001, p 208-209)

To emphasize the strong link between the media, especially television channels, and the movement to defend the rights of the disabled, what happened during the ceremony of US President Bush signing the American Disabilities Act

(ADA) is a clear example of this link, when the American news network CNN broadcast the ceremony live, despite the many difficulties that were resolved, and the ceremony was broadcast at the same time and watched by millions of people around the world. (Saleh, 2011, p. 88)

There was an important change in the media coverage of the activities of the disabled, which changed the traditional mental image of them in the American media, and this change was paved by two important events:

The first: Gallaudet University students demonstrated in 1988 to reject the appointment of a woman as president of the university because she is not disabled and does not know sign language, which the hearing impaired consider their native language, and because there were two other competent candidates who are hearing impaired, and this event received great media coverage from various media outlets.

Second: The announcement of the American with Disabilities Act in 1990, which was preceded by a demonstration by the disabled in front of the US Congress building in a dramatic scene; they left their wheelchairs and started crawling on the stairs of the Congress building. This behavior confirmed that they are no longer a marginalized group in society, and their new image began to emerge as active and active rather than passive members, and they demanded their right to obtain many social rights, including appropriate media coverage of their issues, and they actually got it, as the event was recorded and broadcasted by all news bulletins and analyses, both on NBC and CBS networks, as well as by many newspapers and magazines.

These two events contributed to the emergence of a new image of the disabled that succeeded in attracting attention to them and their activities, whether for officials, legislators or citizens, and recognized the importance of the new law for the estimated 43 million disabled people in the United States of America (Saleh, 2011, p. 89).

3-2- The Disabled in British Television:

British television provided many program formats and television materials dedicated to the disabled, which was initiated by the BBC in the 1950s by presenting the first program for the disabled using the Subtitle system and called the program "Panorama" and then the name changed after several years to "Window on the World" and dealt with news materials, current events and general affairs, and also presented the first program for deaf children in 1964 called *Vision On* and developed the program and introduced many artistic forms, until it became a fan base among the straight people as well.

The appearance of the disabled in television series began in 1964, in a major series shown on ATV called *Cross Roads*, which presented a physically disabled character, and in 1974 BBC2 presented a science series *Horizon* in which the disabled character also appeared, and the role of the disabled in all these works was played by an actor or star from the able-bodied; until BBC2 began presenting the first series in which a disabled actor actually plays a disabled person, in 1979 in the series *On Giant's Shoulders*, which won the acceptance and admiration of the disabled in particular. ITV also began in 1976 to present half-hour programs for the disabled, which were broadcast at early times so that a large number of the public did not see them, then these programs developed and were presented for long periods and worked by a group of disabled people, produced by independent television production companies, and began to be broadcast at distinct times (Saleh 2011, p98) In the same year, the BBC presented a series of programs for the disabled, produced and supervised by the Continuing Education Department, which included ten episodes discussing topics and issues related to disability, and also presented in 1979 the first program for people with communication disabilities, "Lost for Words"

In 1981, to celebrate the International Year of Disabled Persons, British television channels were crowded with works and programs dedicated to the disabled, and although most of these programs were poorly produced, they opened the door for free and unrestricted discussion of their topics and issues. Channel 4 was the first

television channel to present a series of programs dedicated to the disabled, starting with a television magazine called "Same Difference", and then developed several program formats. Channel 4 is considered the first television channel to present a series of programs dedicated to the disabled, on a distinct daily schedule, and its programs were interested in encouraging the artistic talents of the disabled, and one of the most famous programs was the program "Rights Not Charity", which aimed to explain the political role and goals of the movement to defend the rights of the disabled.

These programs were presented from their inception until 1981 from the point of view of the able-bodied, so they sometimes dealt with superficial ideas; until BBC2 presented a program called "Very Independent People", in which three disabled people presented how they deal with life and their communication with society, and the programs prepared and presented by disabled people themselves became highly perfected and dealt with important topics, such as the work of the disabled and the problems they face in their lives, and the most famous of these programs is Disabled Lives, which was presented in 1992. (Saleh, 2011, p99)

The BBC also established the Disability Programmes Unit, through which most of the programs dedicated to the disabled came, and presented important topics and addressed them with unprecedented depth and frankness, and contributed to the presentation of programs in distinctive evening times, holidays and weekends, which means more viewers, whether disabled or able-bodied, who will have a good opportunity to learn about the issues of the disabled.

4- Problems of the disabled in the eyes of the Algerian media:

After studying the image of the disabled in the international media, we will deal in this part with the disabled in the eyes of the Algerian media: Problems facing the disabled in Algeria, and the media's treatment of disability issues in Algeria.

4.1 - Problems facing the disabled in Algeria:

Disabled people in Algeria face many issues in all fields, and in order to familiarize ourselves with the topic, we have divided these issues into several aspects so that we can elaborate on them:

Problems in education and training:

Article 3 of Law 02-09 of 25 Safar 1423 AH, corresponding to May 08, 2002, provides for the protection and promotion of persons with disabilities: Ensuring compulsory education and vocational training for disabled children and adolescents.

The law devotes a chapter to education and vocational training in addition to job retraining and readaptation from Article 14 to Article 22. Article 14 states: (... school sponsorship remains guaranteed regardless of the duration of schooling or age as long as the condition of the disabled person justifies it).

In fact, school coverage is largely guaranteed by the presence of many specialized schools across the national territory, but there is randomness in the establishment of these schools. For example, if we talk about schools for young blind people, a school for the blind may be established in a place that does not have a high percentage of blind people, while there is no school in a place known to have a high percentage of blind people. In the state of Tiaret, for example, where there are families affected by this disability, but there is no school for young blind people there, which forces young blind people to move to the states of Chlef, Laghouat, Oran and Masker, where a school was established, but some of its sections remained empty.

The article also talks about guaranteed school care regardless of the length of schooling or age, which is not true, as disabled people are expelled from specialized schools once they reach a certain age.

Article 15 of the law states: "Disabled children and adolescents shall be subject to compulsory schooling in educational and vocational training institutions. Special sections and branches shall be established for this purpose, especially in the school and hospital environment, and disabled persons studying for exams shall benefit from favorable material conditions that allow them to take them in a normal setting.

This article talks about some positives, such as opening special sections in schools and vocational training centers and benefiting disabled people from material conditions when taking exams, but this article remained a dead letter, as it was not applied on the ground, as it was stated at the end of it: (The modalities for the application of this article shall be determined by regulation).

Article 16 states: "Education and vocational training for persons with disabilities shall take place in specialized institutions when the nature and degree of disability requires it, so that specialized institutions ensure, in addition to education and vocational training and, where necessary, accommodation for learners and trainees, psychosocial

and medical measures required by the state of health of the disabled person inside and outside these institutions, in coordination with parents and any concerned person or structure, the state shall bear the burden related to education, vocational training, accommodation and transportation in public institutions.

This article talks about the establishment of institutions specialized in education and vocational training, and this already exists, although it is insufficient. There is also care in terms of providing accommodation for students and trainees despite the many shortcomings of these residences, but medical and psychological care is sometimes little and sometimes almost non-existent inside these institutions, while outside them it is a fantasy, as it does not exist at all, but rather dreams of the legislator who concluded the article with the famous phrase: "The modalities of implementation of this article shall be determined by regulation."

According to Article 17: "The State shall ensure that persons with disabilities and associations of a social and humanitarian nature are assisted by providing specialized and qualified personnel, especially by encouraging the training of trainers in this field and establishing a special system governing this category of workers, and shall ensure that accredited associations and institutions of a humanitarian and social nature that take care of the care, education, training and rehabilitation of persons with disabilities are supported with the necessary resources."

This article talks about the assistance granted by the state to persons with disabilities and associations of a humanitarian and social nature, by providing specialized and qualified frameworks, which is not true for associations that do not receive any support in this field, while material assistance is few and depends on the actions of officials, while specialized schools have specialized frameworks. The Ministry of Solidarity trains educators who work in these specialized schools, training them in a way that allows them to deal with the disabled, but their educational training; if we talk about schools for the blind, for example, there is a specialized educator who is trained in a way that allows him to deal with the blind, and there is also a so-called specialized teacher, and the training of this is not much different from the training of the blind. Blind schools receive children enrolled in the primary and intermediate stages and apply the same school curricula adopted by the Ministry of Education in these two stages, except that the specialized teacher is not scientifically trained to teach educational subjects, as the Ministry of Education does, for example, in regular schools there is a mathematics teacher. The specialized teacher can teach any special subject, and that the specialized training centers used to be the owners of the third level of secondary school, and now they train those who have a baccalaureate degree and do not give priority to the blind in their schools, as many of the specialized teachers who are sighted do not master the Braille method.

Note that the legislator concluded this article with a phrase that specifies the means of applying this article by regulation.)

Article 18: "A state committee for special education and vocational guidance shall be established to include qualified persons, in particular:

- Representatives of parents of students with disabilities.
- Representatives of associations of persons with disabilities.
- Experts specialized in this field.

The committee is chaired by the director of education in the governorate and is deputized by the director of vocational training and the governorate representative of the ministry in charge of social protection.)

So, as indicated in Article 18 above, it talks about the establishment of a state committee for special education and vocational guidance and mentions the components of this committee, while Article 19 talks about the tasks of this committee, and Article 20 mentions the decisions of the committee and their appealability, but this committee has not seen the light in any of the states, knowing that Articles 18, 19 and 20 conclude with the phrase "the ways of applying this article shall be determined by regulation."

Problems in the field of culture, media, sports and entertainment:

I: Culture and media:

Article 30 of the law spoke briefly about this topic, as it stated (... facilitating the use of means of communication and media), which did not clarify how this facilitation is to be done, then the article ended with the well-known phrase "the modalities of application of this article shall be determined by regulation", and no executive decree was issued to determine the modalities of application of this article in the field of culture, and the media did not receive any attention from the state except for some cultural activities carried out by some associations for people with disabilities, limited in general to exhibitions and some other works, in celebration of various occasions, especially on December 3, the International Day for Persons with Disabilities: International Day of Disabled Persons and March 14th: As for the media aspect, it is completely absent, as there is no special media outlet for the disabled

that speaks in their name, while the public and private media are only rarely interested in the category, and that is on the two occasions mentioned above. **Second: Sports and recreation:**

Article 3 of the law, which talks about the objectives: (Providing conditions that allow for the advancement of persons with disabilities and the opening of their personality, especially related to sports, recreation and adaptation to the environment).

The fact that there is a national federation for sports for the disabled through the many disabled associations that are affiliated with this federation has shown beyond any doubt that people with disabilities can challenge if given the opportunity, and the fact that Algerian athletes have achieved impressive results at the regional and international levels is proof of the validity of what we are saying.

Third: Social issues:

Law 02-09 has paid great attention to the social aspect and addressed some aspects that if implemented, Algeria would have been one of the leading countries in the field of protecting the disabled. Article 3 of the law, which relates to its objectives, talks about the social aspect as follows:

- Guaranteeing specialized treatments, functional retraining and reconditioning.
- Guaranteeing artificial devices and accessories, and the necessary technical assistance for persons with disabilities, as well as devices and means adapted to disability, and ensuring their replacement when needed.
- Ensure the social and professional integration of persons with disabilities, especially by providing jobs.
- Guarantee a minimum income.

Providing conditions that allow people with disabilities to contribute to economic and social life.

Encourage the humanitarian and social movement in the field of protection and promotion of persons with disabilities.

The protection and promotion of persons with disabilities and the development of their autonomy must take place within the framework of normal life.

Article 4, in its first paragraph, stipulates that the realization of the objectives stipulated in Article 3 above is a national obligation.

Article 3, which includes the objectives of the law, contains very positive things, but it has not been applied on the ground except for a small amount, especially with regard to the guarantee of artificial devices and accessories, necessary technical aids, as well as devices and means adapted to disability; some artificial devices are available and many are absent; a blind person may need a white cane that requires a file to obtain it, and he may wait for more than a month until the cane is within his reach, while technical devices do not exist at all.

Article 5 stipulates: "Persons with disabilities without income benefit from social assistance in the form of care for them

This article talks about the grant, and talking about the grant is very interesting. Until recently, disabled people used to receive 4000 Algerian dinars, except for blind people who used to receive 3000 Algerian dinars as if they were not disabled, and they used to receive this amount within the framework of the partial solidarity grant for the elderly, people with chronic diseases and other social groups, then the amount was standardized about a year ago. It is worth noting that Article 5 does not specify the amount of the grant, as it concludes with the phrase "the modalities for the application of this article shall be determined by regulation", and no executive decree has been issued in this regard

Article 6 states that the grant given to a disabled person shall be transferred to his minor children and to his unmarried widow without income after his death, in accordance with the proportions stipulated in the legislation in force.

Article 7 defines the persons benefiting from the social assistance stipulated in Article 5 above, namely:

- Persons whose disability is estimated at 100%.
- Persons with more than one disability.
- Families caring for one or several disabled persons, regardless of their age

- Persons with disabilities and terminally ill patients who are at least 18 years old.
- Persons with a chronic and incapacitating illness as defined in Article 2 of the law.

Article 8 states: "Persons with disabilities benefit from free transportation or a reduction in the fare of domestic land transportation, and persons with 100% disability benefit from a reduction in the fare of domestic public air transportation, and the same measures benefit the companions of the above-mentioned disabled persons at the rate of one companion for each disabled person." The state will bear the consequences resulting from the free transportation or reduction in its fares, and the methods of applying this article are determined by regulation.

It is clear from the conclusion of this article that its application is linked to the necessity of issuing a decree specifying the modalities of its application, and since this decree was not issued, free transportation in urban transportation buses and public buses does not exist.

The fourth chapter of this law talks about social inclusion and integration, which is from Article 23 to Article 32, and it comes with very nice things if implemented: Practicing an appropriate or adapted professional activity, and this point is not applied, as people with disabilities suffer from unemployment and marginalization.

No candidate may be excluded because of his disability from a competition, test or professional examination that allows access to a public or other job, and this is also not applied, as many blind people, for example, have been excluded from the competition because of their disability, including a blind woman who obtained a doctorate in mathematics from a French university, who was excluded from the competition to recruit professors at an Algerian university. Every employer must allocate at least 1% of work positions to persons with disabilities who are recognized as workers, and if this is not possible, they must pay a financial contribution, the amount of which is determined by regulation and allocated to a special fund to finance the protection and promotion of persons with disabilities.

It is worth noting that most of the articles of this chapter are concluded with the phrase: "The modalities for the application of this article shall be determined by regulation."

Fourth: Problems in the field of prevention:

The law devoted a whole chapter to early detection, and the first objective included in Article 3 of the law was: (early detection of disability and prevention of disability and its complications), and the second chapter talked about prevention in three articles, as Article 11: (Disability is prevented through cessation work, medical prevention programs, information and sensitization campaigns towards the citizen and the factors causing disability or in aggravating it. The application of this article is determined by regulation), this article talks about media campaigns, which are very few considering the high percentage of disability in society, and the chapter also talks about the need to declare the disability on the punishment of those who cover up the disabled in accordance with the applicable legislation.

4.2 Media coverage of disability issues in Algeria:

The media in Algeria has not paid much attention to the disabled, as there are no special media platforms for the category, as our media does not talk about the disabled on a few occasions throughout the year, perhaps the most prominent of which are the International Day of Persons with Disabilities, which falls on December 3 of each year, and the National Day for Disabled Persons, which falls on March 14 of each year, on these two days, some radio and television channels show portraits and portraits of people with disabilities. In these two days, the media talk about the rights of the group and the achievements of the state in favor of the group and show the celebrations of the two occasions and some officials distributing wheelchairs to the mobility impaired or sticks to the blind, and a media outlet may tell you about how he won the baccalaureate, intermediate or primary education certificate with distinction.

In the late 1980s, the national radio station, Channel 1, started a special program for the blind under the title: "Visionary Hearts", followed by some local radio stations that started broadcasting special sessions for the disabled, including Camp Radio, which broadcast a weekly program with the same title: "Visionary Hearts", which was presented by a blind man, and I also presented a weekly program at Radio Tiaret under the title: "Window on Hope". A Window on Hope, which was concerned with all persons with disabilities, from 2005 to 2008 with some interruptions, then the presenter of the program changed, as well as the title changed and became called "Glow of Hope" and then stopped after that, and other local radios presented similar programs, as well as some television channels, and if Western countries have newspapers and magazines written Western countries have newspapers and magazines written in Braille, as well as some Arab countries that have magazines written in Braille, Algeria does not have any media for the category, and even the book printed in Braille knows fluctuations at the secondary level and is completely absent for university students.

Results of the study:

After going through the different parts of this article, a set of results were reached, which are as follows:

Despite the existence of a significant number of specialized schools and vocational training centers, they do not meet the purpose, due to the lack of resources, poor framing and randomness in their establishment.

The programs of specialized schools, especially schools for the blind, need to be reconsidered by providing the appropriate framework, and the blind were mentioned because they have reached great levels of education, as they broke into universities and became doctors, university professors and other high positions, and without marginalization, they would have reached higher levels.

In Western countries, there is a great interest in media care for the disabled segment in Western countries by drawing the true image of the disabled in various media outlets and the existence of various means of communication to ensure that the disabled overcome various difficulties, while in contrast, there is a great lack of media care for the category in our countries with some difference from one region to another and from one country to another.

Failure to take into account the privacy of the disabled in work, the street and private public facilities.

Lack of real prevention.

Conclusion

There is no doubt that the disabled are an important segment of society, and no one can deny their contributions to society, but they need someone to highlight these contributions and encourage them to move forward in order to serve their community. They also need someone to highlight their abilities, share their joys and sorrows, and defend their rights, and only the media can play this role, which effectively contributes to improving the image of this group, drawing public attention to them, sensitizing them to their needs, and urging them to pay attention to them.

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