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Critical discourse analysis of the labour market participation of
persons with disabilities in the Hungarian Human Resource
Counsellor (MA) training programme

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1. Introduction

In my dissertation, I examine the scientific representation of knowledge about persons with disabilities in the Hungarian Human Resources Counsellor MA (hereinafter: EET MA) program, with the ultimate goal of making a scientific contribution to the participation of persons with disabilities in the labour market. My aim is to broaden the human resource management profession's dialogue on this topic through a critical examination of the academic discourse of EET MA and to explore the discursive factors that can shape greater labour market participation, employment, and equitable career advancement of people with disabilities. The basic premise behind this is that human resource management (hereinafter: HR) and human resource consultants (hereinafter: HR consultants, HR professionals) play a key role in this process, and the knowledge, attitude, and commitment of professionals to the topic are important resources for changing the situation in the future, making the labour market more open and adaptive to the employment of people with disabilities. Ultimately, my dissertation aims to contribute to the social and economic integration and *empowerment* of persons with disabilities and to the creation of a more democratic economic, employment and academic culture that increasingly respects and follows the principles of social justice.

1.2. Scientific foundations

The current research belongs to the qualitative research paradigm (Grbich, 2013) the theoretical and methodological framework is provided by the rather new, multidisciplinary approach of critical discourse analysis (hereinafter: CDA). The advantage of CDA is that it provides a useful toolkit for exploring the diversity of ways in which a social phenomenon is spoken about by examining participants' attitudes, engagements, underlying ideologies and strategies through their use of language. The dissertation aims to fit into the six essential features of the CDA (P. Szilczl, 2018): (1) in terms of epistemology, it represents social constructivism, which interprets the lack of economic autonomy of persons with disabilities as a product of society (Szöllősi, 2016), and learning as an effective interaction of students with the learning environment (see independent thinking, problem solving, cooperative learning) (Nahalka, 2002); (2) From the point of view of philosophy of science, the doctoral research is related to the poststructuralist system of thought, according to which language, meaning and knowledge are constantly changing entities, i.e. concepts and practices related to employees with disabilities in the academic discourse of HR training studied have different possible interpretations, even internal

contradictions. Based on (3) the critical theory that provides the philosophical background of CDA, my dissertation aims to expose and question the power relations, injustices and oppression that exist in modern society. I examine the ideologies and myths that shape knowledge about persons with disabilities in the world of work and science, and I also want to present existing modes of resistance and alternative approaches (Piderit, 2000). The dissertation follows the principle of (4) transdisciplinarity, and through the inclusion of linguistics, sociology, educational science, human resource management and disability studies, it aims not only to gain a richer insight but also to influence the interaction of the relevant disciplines, where "each internally appropriates the logic of the other as a resource for its own development" (Chiapello & Fairclough, 2002, p. 186). An important aspect is (5) multiperspectivity, addressing actors and "agents" with different points of view in the competition for continuation and dominance of the discourse (Fairclough, 2001). Finally, the dissertation is (6) emancipatory, its unconcealed aim is to point out the injustices inherent in the labour market situation of people with disabilities, the hidden ideologies and exclusion mechanisms that prevent them from participating in the labour market as employees of equal value. The political and long-term aim of my dissertation is not only a critical approach to work, but also to change and improve the economic and labour market situation, and to express solidarity towards those meeting social inequalities.

1.3. Scientific contribution

The scientific novelty of the research is the complex problem-raising, the coordinated application of the scientific fields necessary to answer the research questions, and the novel theoretical and methodological framework of the CDA. Through a discourse-based approach to disability and the labour market and consideration of the interaction between language-textual-contextual levels (Fairclough, 1989), it is possible to study the discursive strategies that create and sustain social oppression of disability in the academic discourse of the EET MA degree program. This will achieve the ultimate goal of the research, i.e., to explore the ways of thinking, and ideologies behind language representations, which ultimately contribute to the material-physical oppression, marginalization and exclusion of persons with disabilities from the labour market. Another strength of the dissertation is the critical approach, which not only takes the power relations between the actors of the discourse for granted, but also explores and questions them, while being curious about resistant, alternative discourses and silences compared to the dominant ones.

The emergence of disability in academic discourse is a rather under-researched field, even for disability studies. The emergence of disability within the HR profession has been a well-known topic, however, its appearance in HR training has not been researched so far, especially its discursive form and with the method of critical discourse analysis. My doctoral research was one of the first to thematize the appearance of disability as a topic in a training program of Hungarian higher education. Regarding disability, higher education has tended to focus primarily on students with special needs, their access to education, and the accessibility of environments and learning materials. There is also significant literature available in Hungary on the labour market situation of disabled workers, but only a fraction of it uses a critical perspective. A transdisciplinary approach to the employment of persons with disabilities is also novel, linked to the multidimensional phenomenon of disability and the diverse discursive strategies that compete in terms of labour market participation of people with disabilities.

1.4. Research questions

The main topic behind the doctoral research is the role of the Hungarian EET MA training in promoting the participation of persons with disabilities in the labour market. Since HR professionals as the employer's representative play a key role for employees in entering the labour market and building a career, they can act as a natural partner and ally, even a "gatekeeper" in an organization (Duff et al., 2007). As part of their university education, it is important and essential that they have more and better knowledge about the phenomenon of disability and approach persons with disabilities with a positive attitude and empathy. In connection with this, my doctoral research aimed to examine how disability appears in the academic discourse of EET MA, to what extent this way of speaking is oppressive or resistant, what actors are involved and what is the relationship between them.

Research questions:

- 1 a) How do EET MA discourses create and shape disability?
b) Do justification discourses emerge and, if so, what justification discourses emerge in relation to labour market marginalisation and social oppression?
- 2 a) What actors are involved in the scientific discourse on the employment of workers with disabilities?
b) What are the power relations between the actors?
- 3 What are the discursive forms of resistance in academic communities/higher education institutions regarding the marginalisation and exclusion of workers with disabilities?

2. Research methodology

2.1. Discourse

There are several definitions and approaches *to discourse*, the key concept of this dissertation. Everyday language refers to conversation or a linguistic expression that is about a topic or event and that has a purpose, structure and interpretation when talking about discourse. Linguistics defines it as a multi-sentence, written unit, as well as a unit occurring in live speech (Sándor, 2016), whereas in rhetoric it mostly means rhetoric aimed at persuading, influencing or affecting an audience (Johnsone & Eisenhart, 2008). For sociology, discourse is an institutionalized way of thinking that dictates what can be said about a given topic and how. It is an unavoidable concept and phenomenon, a means of defining reality. It is closely related to various theories about power and the state (Géring, 2005; Glózer, 2006).

Zsuzsanna Géring (2008) summarises the comprehensive characteristics of the discourses in three points. The first and most important thing is the action-orientation of discourse, that language manifestations are considered a form of social action. Secondly, since language is not merely a representation but a way of constructing social reality, it is not language as a result that will be examined, but the process of meaning-making, that is, the actual use of language in a given space and time. Third, discourse is both constructive (creative) and constructed, that is, dependent on other factors as well as embedded in and determined by further discourses. However, the latter does not mean, as many criticize it, that all actions should be considered discursive, quite the opposite: CDA theory and method investigates the interplay of the specific actions of the discursive and the material worlds (Flowerdew, 2008).

In the present research, *discourse* is primarily presented in three interpretations: (1) *academic discourse*, i.e. the scientific discourse about the work of people with disabilities, its written and oral manifestations in the Master's degree program in question; (2) a *discursive way of constructing concepts and themes*, presenting a variety of interpretations of the relationship between disability and work and the basic concepts related to it in the texts examined; (3) *discursive strategies* used by instructors, literature authors, or students themselves to support their arguments. The latter can take several forms, such as exposition (e.g., definitions, comparisons), narration (e.g., stories), description (e.g., creating a mental image) or reasoning (e.g., persuasion to motivate the audience).

2.2. Discourse Analysis and CDA

Discourse analysis has become one of the most widespread and popular research methods in the social sciences, which is extremely diverse due to its diverse definitions. The so-called linguistic turn and the hermeneutical conception of the phenomena of the social world as texts regard reality as to be interpreted and meaning to be unfolded (Geertz, 2001). Language-centered methods of analysis and evaluation "now see truth as a power category and examine how actors seek to present themselves as possessors of truth through various discourses and narratives." (Glózer, 2007, p. 261). The subject of research is "no longer objective states, institutions and actions independent of consciousness, but objective reality interpreted in consciousness, language, speech and text, i.e. empiry as a construct" (Szabó, 1998, p. 282). Discourse analysis, then, is "the analysis of the use of language; a method of understanding how the meaning-making processes of social life, collective and individual representations evolve in and through communication and discourses" (Géring, 2008, p. 393).

Therefore, the essence of the research for CDA is not the testing of hypotheses, the proof of presuppositions based on data, but the examination of the sustainability of ideas and statements established on the basis of general theoretical frameworks (Schleicher, 2007; Virág, 2014). CDA analysis consists of three levels that build on each other and ultimately form a unified analysis (Fairclough, 1995; P. Szilczl, 2018): the first is *description*, linguistic text analysis, in which the topics, structures, vocabulary, grammar, etc. raised play a role; the second level is the *analysis* of the relationship between text and context, that is, finding the meanings of the description; the third level is *explanation*, the macro-analysis of discursive practice, i.e. the study of the relationship between the meaning of the text and the social context (e.g. sociocultural, historical, political background).

2.3. EET MA Training Program

Based on felvi.hu data, the *Human Resource Counselling* MA training programme was launched at seven universities in September 2021 in Hungary¹. The trainings started in a total of 36 forms of training: at three locations in Budapest and six locations in the countryside

¹ The training programme was launched by the following universities: Budapest Metropolitan University, Faculty of Business, Communication and Tourism; University of Debrecen, Faculty of Economics; Eötvös Loránd University, Faculty of Education and Psychology; Hungarian University of Agriculture and Life Sciences Economic and Social Sciences Training Center; University of Pécs, Faculty of Humanities and Social Sciences; University of Sopron Benedek Elek Faculty of Education; Széchenyi István University Apáczai Csere János Faculty of Pedagogy, Humanities and Social Sciences

(including one outsourced), full-time or with correspondence work schedule, publicly funded or self-financed, in Hungarian or English. The program is classified as a discipline of humanities, with a training period of four semesters. The description and the professional competences to be acquired (Training and Output Requirements, hereinafter: KKK) are regulated by Decree 18/2016 (VIII.5.) of the Ministry of Human Capacities. Qualifications: certified human resource counsellor. Based on the professional map of the specialty, graduates are mostly employed in the professions of HR expert, consultant, HR assistant, administrator, HR employee. The aim of the training is "to train professionals who, possessing their human and economic knowledge and developed interdisciplinary approach, are capable of detailed analysis, formulation of comprehensive and special relationships, consulting and evaluation activities in the world of organizations, work, employment and training" (KKK). At the outset, the supervisors agreed that (at least) one course would deal specifically with members of so-called "special occupational groups": the course entitled *Dealing with special needs groups* is worth 3 credits, means 2 hours per week in full-time training, 8-12 hours in correspondence training, the model curriculum recommends offering it in the 3rd semester.

2.4. The research process

Since discourses cannot be studied directly, the researcher's goal is to collect and create texts that make up the discourses (Fairclough, 1992). At the same time, the social reality to be explored is based on a multitude of texts, so the focus of discourse analysis is on so-called *bodies of texts*. In any research, the researcher must justify what data was collected and why (Wetherell et al., 2001). The data of the present research were provided by the current basic documents providing the framework of the EET MA programme and *the course entitled Dealing with special situation groups*, as well as the statements of higher education actors participating in the academic discourse, as texts: (1) KKK (formal and institutional professional and policy frameworks and expectations); (2) compulsory literature (scientific discourses created by the profession and other actors in academia); (3) interviews with supervisors and trainers (interpreting the topic, directing academic discourse); (4) student focus groups (student interpretation, attitude). The characteristics of the corpus data are summarised in Table 1.

CORPUS DATA	KKK	Compulsory literature	Instructor interviews	Student Focuses
date	2008, the year of launching the programme	2000-2022	August 2020 (1 pcs) January-March 2022 (10 pcs.)	November 2021- May 2022
role	Normative expectations of the HR profession	Academic discourses in related disciplines	Main determinants of academic discourse, representatives of discursive strategies	Important actors and target group of academic discourse
source	felvi.hu	Course descriptions	Interview transcripts	Focus group transcripts
text author	Supervisors of the 4 EET MA Starting Universities (Gödöllő, Pécs, Debrecen, Győr)	Hungarian experts of various disciplines (HR, law, economics, special education, etc.)	11 supervisors and/or trainers with different qualifications (e.g. HR, political scientist, philosopher, psychologist, economist, special education teacher)	7 students (6 Hungarian and 1 South African citizen); 1 participative research partner (2 Hungarian focuses)
content	training program description; HR specialist: knowledge, ability, attitude, autonomy-responsibility	58 academic texts: 24 books, 3 academic papers, 15 articles, 2 media article, 3 statistics, 2 policy documents, 2 home pages, 3 multimedia, 5 pieces of law	1-1.5 hours interviews in person (2 pieces) and online (9 pieces) (Webex, Zoom, Teams, Google Meet)	Focus groups lasting 1 hour 15 minutes – 2 hours (3 in Hungarian and 1 in English)
data volume	1384 words	7821 pages, from which 3645 pages applies to disability (about 40%)	87 307 words	19 644 words
basis for analysis	coding	Overview summary (descriptive features)	coding	coding - in case of Hungarian-language focus groups analysis together with a participative research partner

Table 1: Characteristics of the research data corpus

Source: own editing

The texts (KKK, interviews, focus groups) were coded using a hybrid approach (Saldana, 2015). As the first step of the analysis, preliminary main code categories were defined based on the theoretical background of the topic and the research questions, then the code trees were developed through data-driven coding. The four main code categories were: (1) academic discourse, (2) discursive conceptual constructs, (3) discursive strategies, and (4) resistance and alternative discourses. The second step of the analysis was to examine the patterns of associations and variations, i.e., to assess the relationship between actors, groups and topics. A further, final consideration was to find patterns of accents and silences. While *reading along with the text* helped to reveal the evolution of meanings and the structuring of topics, *reading*

against the text revealed further possible meanings by revealing gaps and omissions (Tonkiss, 2012). The data was analysed using MAXQDA 2020, a member of the CAQDAS (*Computer Assisted Qualitative Data Analysis Software*) family.

3. Findings

3.1. EET MA Academic Discourse as a Mode of Oppressive Speech to Persons with Disabilities (Research Question 1)

Persons with disabilities are one of the central themes of the so-called special needs groups included in the EET MA programme, which is basically thematized as a "problem" in the KKK. Disability as a problem was also articulated in teacher interviews: persons with disabilities are a "labour market problem group". The opposite is the able-bodied, non-disabled, or "non-problematic person". The term 'disability' refers simultaneously to the disadvantage due to loss of abilities (e.g. „altered ability to work”), the state of health (e.g. "impaired", "injured"), unemployment (e.g. "people at risk of unemployment”), the social situation (e.g. "disadvantaged", "burden”), difference (e.g. "special”), passivity (e.g. "inactive") or from being a minority (e.g. "group”). Another metaphor for a negative perception of disability is "disability as a source of danger" (Mitchell & Snyder, 2015), It makes unpredictable for HR, so working with them is unpredictable and uncertain, thus it should be avoided (Johnson & Kennedy, 2020).

Although the HR profession as a possible ally or gatekeeper has emerged in the literature (Duff et al., 2007), the interviews do not provide a clear answer to this question. While there are those who consider HR professionals to be a "bridge" and "connecting link" between employers and employees, other aspects that have arisen (e.g., lack of connection between supply and demand on the labour market, multi-stakeholder approach as a professional expectation, emphasis on the role of mentor) draw attention to the fact that the issue is complex and full of internal contradictions. Whereas in a consulting role, HR can fully support the job seeker in the process of choosing a career, finding a job, and advancing, organizational HR is expected to represent market logic on behalf of the employer and may be interested in achieving a win-win situation at most. However, the knowledge and skills acquired during the training can ultimately create the personal and material environment of HR that gives persons with disabilities at least the chance to enter and remain in the labour market.

The oppression and marginalization of employees with disabilities is enacted in the academic discourse through several discursive strategies that directly or indirectly strengthen and

encourage these processes. The following management-HR and disability discursive strategies and arguments appear as the most oppressive and disabling speech acts.

- The exclusion and marginalisation of persons with disabilities in the academic discourse of EET MA is largely related to *market logic*, this has almost completely overridden the *social responsibility* (CSR) approach still appearing in the literature. The basic starting point of this argument is that all economic and labour market activities are motivated by profit-making and that employers employ disabled workers only if they benefit them in the short term and clearly demonstrate a financial return. The pervasiveness of the economy and neoliberal market logic and its harmful effect on the physical and human environment are also reflected in the disappearance of "lifeworld" (Habermas, 2011).
- The *medical-professional* approach, which has appeared in some literature (e.g., occupational rehabilitation) and mostly in student focus groups, treats disability primarily at the individual level and as a health problem. In its classic terminology is "damage", which can be "remedied" based on the cooperation of several professions in the spirit of complex rehabilitation. Special education guest lecturers acting as so-called insider experts of the special care system (e.g., special vocational school) along with rehabilitation literature have an impact on student opinion formation, who thus regard doctors (health reports) and special education teachers (treatment) as competent in the subject and attribute to them a kind of authority.
- *Sociological-statistical reasoning* typically highlights and supports the all-encompassing negative impact of disability. Insofar as academic discourse does not thematize the structural disadvantages behind less favourable indicators and the mechanisms that create negative tendencies (Acker, 2006), fails to point out the pervasiveness of the disadvantages of integrity (Bell, 2022), then there is a risk that overt or covert collective blaming will continue to work towards persons with disabilities and make them responsible for their disadvantaged situation.
- The social *approach to disability* is in line with the HR consultant's approach as a helping profession, and the KKK also mentions the expected attitude of HR professionals as "humanistic", with "empathy" and "social sensitivity". At the same time, overemphasis on this makes disability primarily a vulnerable, vulnerable, childlike condition to be supported (Kiss, 2013). The dismantling of the victim-role and the refutation of the vulnerability of disability is done by the educator who wants to break with the infantilizing image of disability and consider the disabled employee as an adult

person, who is able and capable of making independent decisions and can take responsibility for this.

3.2. Alternative and resistant discourses in EET MA academic discourse (Research question 3)

Although the way of speaking about and justifying the naturalness and inevitability of disadvantages arising from disability is significant and effective in the EET MA academic discourse, approaches that counteract this are also present: significant importance is also given to the view that the active participation of persons with disabilities in the labour market is possible, desirable and to be supported. The participants of the research go against the logic of the majority at several points and try to enforce their dissenting opinion and alternative view in several forms and to make it accepted as legitimate and "true" (Glózer, 2007).

The emphasis and preference for disability is shown by the fact that although the target group of the course entitled *Dealing with special needs groups* is not exclusively on disability, at the same time, in the case of several training programs, the instructor focuses exclusively or significantly on the HR aspects of disability. In the instructors' interviews, the issue of resolving the "invisibility" of disability, the "raising its visibility" itself, as an important goal of the course and talking about it, was literally raised. An important part of the so-called resistance is the refutation and resolution of negative representations of disability and the positive reinterpretation of the concept of disability. One of the positive metaphors of disability from the point of view of the HR profession is the "treasure hunt", but also such is the "untapped potential". Part of conceptual deconstruction is the dismantling not only of negative but also of positive disability stereotypes (e.g. loyalty, tolerance of monotony, gratitude), which regularly appear in labour market discourses of disability (Davis, 2016).

The expansion of opportunities and increasing labour market strength of employees with disabilities are well illustrated by cases presenting good practices brought by students, so-called success stories, which can be summed up as counter-narratives. In addition to conceptual deconstruction and the enumeration of success stories, an important basic condition of a realistic labour market discourse is the application of a sufficiently differentiated concept of disability. An important part of this is the conscious treatment of the type and severity of disability, taking into account education, motivation, family background, etc., since due to the many factors that lead to successful employment (Stone & Colella, 1996) it is not possible to identify and follow a uniform pattern of employment.

The academic discourse of EET MA includes several discursive strategies that support employees with disabilities and argue for their employment, resisting oppressive modes of speech:

- While the argument about the importance of *social responsibility (CSR)* appears almost exclusively in the literature, *moral-ethical reasoning* is of fundamental importance, which makes it the responsibility not only of HR and academic discourse, but also of all graduates and citizens to deal with disability, to support them and to provide opportunities for them (Csillag et al., 2016).
- Although *diversity* could be a useful concept due to the relevant equality law, the diversity among students (e.g. Roma, LGBTQ+ students) and the international hype of the topic (Primecz, 2019), however, this discursive strategy is rarely used by educators and is classified as conflictual and leading to misunderstanding in domestic circumstances mostly for political reasons.
- However, a strong argument typically used in the academic discourse of the Hungarian EET MA is *legal legitimacy*: legislation listing entitlements enshrining human, social and employment-related rights of persons and employees with disabilities unquestionable, as well as legislation prohibiting discrimination. In the arguments of educators, the assertion of legal obligations is often even used as a "weapon": on the one hand, it is used as a deterrent to litigation and fines, and on the other hand, to convince students to study as legal proficiency will give them an advantage over their future employer.
- The *integration* approach presented in interviews and focus groups already includes the expectation that persons with disabilities must do meaningful work, receive adequate wages, and that the path to success is about hiring the right person for the right position. Unfortunately, however, the critical approach is not typical of the academic discourse studied as a whole, it appears only anecdotally, as lay knowledge.

Although the commitment of many teachers and students involved in the research was indisputable, the path to a resistant, "allied" attitude often takes considerable struggle and resignation. The instructors listed the following difficulties as the so-called "price" of their professional creed: personal involvement with disability; being professionally misunderstood, contempt, vulnerability to institutional power, career impasse, underfunded research area; personal doubts and spiritual struggles (Goodman, 2001).

3.3. Academic Discourse of EET MA: participants and power relations (Research question 2)

Many agents are involved in shaping the academic discourse on the employment of people with disabilities, and the power and other relations between them are multifaceted and complex. The supervisors who drafted the normative text of the KKK set out a kind of socio-economic role expectations, which guide the academic discourse of the EET MA and states, among other things, that HR specialists can recognize, identify and manage the triple system of “social expectations, organizational opportunities and individual abilities” as a kind of bridge role, in a unified way. This is reviewed by the supervisors of the so-called Consortium, although in several cases the supervisors are also involved in the delivery of the relevant course. The academic discourse of EET MA is clearly determined by the instructors, who decide on the thematization of disability compared to other disadvantages, the list of literature, invited guest lecturers, the interactivity in the classes and the practical tasks during which students can gather personal experience (e.g., interviewing, field practice at an NGO, visiting an organization) – the latter represent so-called lay knowledge. At the same time, lecturers are exposed to university decision-makers who set the framework of the course and could even abolish it. Meanwhile, the work of instructors can be supported by the university's equal opportunities institutional system (e.g., equal opportunities committee), thereby achieving significant synergies. In addition to teaching staff, students also play a key role in academic discourse, and their knowledge (different BA qualifications), openness and positive attitude can contribute to make employees with disabilities a suitable, capable, and potential workforce in the eyes of future HR professionals. A summary of the participants in the discourse and their roles is illustrated in Table 2 below.

Participants	Roles in academic discourse
Supervisors of universities launching EET MA for the first time (Gödöllő, Pécs, Debrecen, Győr)	Collective (KKK): HR profession’s normative, socio-economic role expectations (knowledge, skills, attitudes, autonomy and responsibility); Individual: defining the orientation of the training program (consultant vs. organizational HR)
Consortium: supervisors of universities launching EET MA programmes	Continuous informal consultation, updating of programme content; old vs. newly joining degree programmes

Heads of universities launching EET MA programmes (rector, dean, head of institute, head of department)	Significant determinants of institutional academic discourse, decision-makers related to the relevant course: course number, number of hours, even termination
University equality officers: members of the equality committee, disability coordinator, support service, etc.	Advocacy of equal opportunities and/or disability issues, supporting role, networking
Instructors with different qualifications (HR, economist, psychologist, philosopher, political scientist, psychologist, special education teacher, etc.) and scientific degrees (habilitated associate professor, assistant professor, visiting lecturer)	Managing academic discourse on the topic: defining the exact content of the course, mandatory and optional literature, specifying evaluation criteria, choosing a methodology, etc. Key role! A wide spectrum of oppressive and resistant discourses!
Guest speakers representing various governmental, professional, or non-governmental organizations related to the topic (e.g., Equal Treatment Authority, Ombudsman, Hungarian Charity Service of the Order of Malta)	Reporting on the activities of a given organisation related to the topic (e.g., disadvantaged employees), satisfying student interests, answering questions
Providing practical training venues for economic, professional, institutional, civil, ecclesiastical, etc. Organizations	Reception of students, thorough and detailed presentation of their own activities, collection, and transmission of so-called lay knowledge
Students with different BA degrees (e.g., humanities, sociology, law, HR, teacher, special education teacher, social worker)	Harmonizing one's own personal and professional knowledge and experience with the language, content, etc. of the academic discourse of the training program. They are largely resistant, alternative and resistant discourses!
Workers with different levels of education, motivation, marital status, etc. and disabilities of different types and severity	Indirect participants; knowledge about them in literature of different disciplines; interviewees, representatives of NGOs and other organizations, or guests of the course; participative co-researcher in Hungarian focus groups
Other: students' family, personal (friends, schoolmates, etc.) and professional/work (e.g., internship) environment	Exerting different influences on the student (e.g. good and bad personal experiences, involvement, knowledge acquisition, empathy, practice)

*Table 2: participants in the academic discourse of EET MA
Source: own editing*

4. Conclusions

Due to the breadth of the research and the complexity of the individual texts and perspectives, I have summarised below the most important findings from the point of view of higher education, disability studies and workers with disabilities.

The research shows that both the supervisors of the Human Resources Counselling MA program and the instructors of the relevant course attach great importance to knowledge and skills about employees with disabilities in the EET MA training programme. This is supported by the fact that approximately 40% of the compulsory literature of the course is devoted to the topic, and there are even training places where they only address disability in HR. The students participating in the focus groups – although they were already interested students – were also open to the topic, and their extensive knowledge, personal and even professional experience can be built on during the training. Several actors cooperate in the protection of "lifeworld" (Habermas, 2011), in addition to teachers with different scientific backgrounds, civil and lay knowledge is also involved, institutional equality officers also play a role (e.g. inviting stakeholders), and students also actively participate in joint meaning-making about disability.

Based on the results, academic discourse and higher education itself serve as places of oppression and empowerment at the same time (Giroux, 2021). The training presents several negative perceptions of disability (problem, burden, misery, source of danger), ableism (presenting the disabled employee as a passive, incompetent person), binary logic (good vs. bad employee) and the distancing of disability ("separate world", invisibility). This is countered by resistant or alternative discourses that aim to make disability visible, give a positive interpretation of disability ("treasure"), want to break down both negative (e.g. uneducated) and positive (e.g. loyalty, tolerance of monotony) stereotypes and bring the phenomenon of disability closer to students (interviewing, field practice).

The so-called discursive strategies of the instructors were also partly repressive and partly empowering. While market logic linked the employment of disabled workers to short-term returns at all costs, the medical-professional approach was interpreted as the main controller of the health status of persons with disabilities. Sociological logic justifies the inadequacy of persons with disabilities with indicators that are worse than in all respects compared to the general population, while the social profession makes persons with disabilities appear most vulnerable, defenceless, and as "victims". In return for these discursive strategies, moral-ethical logic outlines the principles of common humanity and social justice, while CSR outlines

alternative ways of return to resolve market logic, and the legal background raises awareness of the rights to work and social participation. At the same time, critical approaches were hardly included in the texts, although critical thinking, questioning power relations and an inclusive interpretation of labour market integration did appear in the research even if in few cases.

An important finding of the research is that there is a need to consciously deconstruct and rethink the concepts of work, employees with disabilities, HR, and HR professionals, so that disability can also be included in their content that allows for extended, alternative interpretations. This requires assessing the needs and experiences of employees with disabilities regarding work and HR, creating evidence and disseminating the results in scientific form. If the training does not provide scientific evidence to students that employees with disabilities are able and willing to work, and even have proactive strategies for participation and advancement in the labour market (Kulkarni, 2016), then the experiences and opinions of persons with disabilities may seem individual and remain lay discourse. For a full-fledged scientific discussion of the topic, academic dialogue is needed not only "about them", but also "with them" (Antal, 2017; Linton, 1998).

4.1. Limitations

Due to the considerable scope of the topic and the restrictions of length, the dissertation has several limitations. These include the accessibility of international literature, the challenges of translating highly scientific English terms to Hungarian, the limitations of CDA's methodology such as preconception or heterogeneity of methodological procedures. It was also challenging to carry out a poststructuralist epistemological study, which at the same time provides sufficient evidence. The limitations of scope were also considerable, and additional documents could have been included in the data collection. The main limitation of focus groups was the low number of participants, which was due to the COVID pandemic and the high workload of (often correspondence) students. Despite multiple efforts (e.g., multiple recruitments, personal inquiries, incentives, deferral), focus groups may be more likely to qualify as group interviews.

5. Related publications

1. Svastics C., Hidegh A. L., Csillag S., & Györi Z. (2023). A fogyatékossgal élő vállalkozók identitásmunkája a vállalkozás, a fogyatékossgal és a nemek kölcsönhatásában. In Sándor A., Rékasi N., & Cserti-Szauer C. (Szerk.), *Bábeli rend. Fogyatékossgaltudomány és innováció Magyarországon* (o. 109–115). ELTE BGGYK.
2. Svastics C., Kovács G., & Kalász V. (2023). „Kézenfekvő volt, hogy nyelvet fogok tanítani, amit egyébként is szerettem” – Kényszerek és lehetőségek a fogyatékossgal élő emberek karrierje során. In Sándor A., Rékasi N., & Cserti-Szauer C. (Szerk.), *Bábeli rend. Fogyatékossgaltudomány és innováció Magyarországon* (o. 116–123). ELTE BGGYK.
3. Hidegh, A. L., Svastics, C., Csillag, S., & Györi, Z. (2023). The intersectional identity work of entrepreneurs with disabilities: constructing difference through disability, gender, and entrepreneurship. *Culture and Organization*, 29(3), 226–241. <https://doi.org/10.1080/14759551.2023.2201006>
4. Fazekas, Á. S., Fehér, B., Gyöngyösi, K., & Svastics, C. (2022). Befogadás és sokszínűség stratégia 2021-2027. Tempus Közalapítvány. https://tka.hu/docs/palyazatok/befogadas_es_sokszinuseg_strategia_2022.pdf
5. Hidegh, A. L., Svastics, C., Györi, Z., & Csillag, S. (2022). The lived experience of freedom among entrepreneurs with disabilities. *International Journal of Entrepreneurial Behavior & Research*, 28(9), 357–375. <https://doi.org/10.1108/IJEBr-03-2022-0222>
6. Svastics, C. (2021). Human Resource Counsellors: Gatekeepers or Allies for Persons with Disabilities? In T. Karlovitz (Szerk.), *13th International Conference for Theory and Practice in Education*. Neveléstudományi Egyesület.
7. Svastics, C., & Csillag, S. (2021). Az épségizmus mint magyarázóelv a fogyatékossgal élő emberek helyzetének megértésében. In A. Perlusz, C. Cserti-Szauer, & A. Sándor (Szerk.), *Fogyatékos emberek a 21. századi magyar társadalomban. Tanulmánykötet Bánfalvy Csaba tiszteletére* (o. 176–182). Eötvös Loránd Tudományegyetem Bárczi Gusztáv Gyógypedagógiai Kar - A Gyógypedagógia Fejlesztéséért Alapítvány.
8. Svastics, C., & Tóth, B. (2021). NO-GO ZÓNA – Az új Országos Fogyatékosügyi Program, valamint a végrehajtására vonatkozó intézkedési tervben foglalt feladatok megvalósításának időarányos teljesítéséről szóló jelentés (B/3587. szám) elfogadásáról tartott Országos Népjléti Bizottsági ülés (2015. március 25.) kritikai diskurzuselemzése. In N. Rékasi, A. Sándor, B. Bányai, & Z. Kondor (Szerk.), *Széttartó Összhang* (o. 171–192). Eötvös Loránd Tudományegyetem Bárczi Gusztáv Gyógypedagógiai Kara.
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10. Svastics, C., Csillag, S., & Györi, Z. (2020). Entrepreneurs with Disabilities in Hungary. A New Solution for Work Inclusion? *Fogyatékoság És Társadalom/HUNGARIAN JOURNAL OF DISABILITY STUDIES & SPECIAL EDUCATION, Special Issue*, 152–165. <https://doi.org/DOI.10.31287/FT.en.2020.2>
11. Svastics, C. (2020). „... [É]s megmondom, ki vagy” – a fogyatékosággal élő emberek lehetséges identitáskonstrukciói. In M. Bakti & E. Újvári (Szerk.), *Nyelv és Identitás* (o. 123–132). Juhász Gyula Felsőoktatási Kiadó. ISBN: 978-615-5946-25-7
12. Svastics, C. (2019). Handicapped or disabled? Challenges in teaching the ESP of special needs education and disability studies. In *LINGUA Corvinus Nyelvi Napok Tanulmánykötet* (o. 54–60). BCE Corvinus Idegennyelvi Oktató- és Kutatóközpont, Közgáz Campus.
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6. Literature

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