The formal employment of disabled people is not specifically determined by economic factors but by direct technical ones or ultimately by social interests and values. A solution, neutral in economic terms and achievable in technical terms, to the problems hindering the employment of people with disabilities and health conditions would be a realistic technical solution and actual employment, but only if the society making the relevant decisions and aiming for the inclusion of disabled persons. In a period of economic upturn with a huge expansion of the labour force, higher employment rates appear not only among non-disabled persons but also among people with disabilities and health conditions. However, once an economic downturn occurs and the demand for labour falls we see the appearance of groups that ‘cannot be employed in a profitable manner’. These groups include not only people with disabilities and health conditions but also unskilled workers, long-distance commuters, women with no more than secondary school graduation, immigrants, the Roma minority and others, in other words, all groups in a weak social position, to whose detriment it is easier to implement dismissals, or who can safely be blamed for any declining efficiency of company output. As finding a job is increasingly difficult in general so those labour groups that are unable to protect themselves are excluded from the labour market while intensive efforts are made to serve the interests of those who benefit from this exclusion, with the suggestion of some ideology. In this context, the losers in this game are given a label to legitimise the situation or for some ideological purposes. Labels such as ‘lazy’, ‘drifter’, ‘lumpen elements’, or negative perceptions of people with disabilities or health conditions also serve to disguise the fact that unemployment is rooted in macroeconomic and social inequalities lying behind the direct causes. It is obvious that only those in a vulnerable position are excluded from the labour market or are allowed to keep their jobs, while some of those excluded, despite not being a reason for, but also a consequence of, the failure of the labour market to serve the same end, while adjusting to labour market successes and failures, putting individual excellence or fault to the fore serves to facilitate the exclusion of social groups unable to defend themselves within the labour environment. This upside-down logic is all the more dangerous as many disabled people, and generally all those in a marginalised position, believe that the fault lies with them. The resulting frustration reinforces harmful behaviour such as alcoholism, crime and voluntary dropping out from the labour market. For disabled persons, employment may contribute to a lower public burden in the same way as would their better social inclusion. Arguing for the many-sided necessity of employment, Tegyey summarised his view as follows: ‘In the employment of the disabled with reduced working capacity, it must be ensured to give them the most appropriate job opportunity despite their handicap, that is, such a job where working capacity requirement could be provided to the fullest possibility. For this reason, their professional training should be oriented that, to develop working abilities and fine-tuning those as far as possible, all the disabled persons’ social
FOGYATÉKOSSÁG ÉS TÁRSADALOM
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Papp, Gabriella PhD, habil, dean, Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education

Editorial Office:
1097 Budapest Ecseri str. 3. Hungary
+36 1 3585537

Proof-read by: Craymer, James
Cover: Szafer, Gyöngyi
Design editor: Durmita, Ildikó

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The latest special issue of the periodical in English is not without precedent, as issue 1 of 2018 also presented the results of the From Equal Opportunities to Taygetus OTKA research to readers in English. It is always a great pleasure to publish Hungarian research results in a foreign language, as the break out of linguistic isolation suggests that we can get involved in international knowledge production and we can make our voices heard.

However, our joy is somewhat overshadowed by our experience that the works of scholars from Eastern Europe, more precisely from post-socialist countries receive very little Western reflection, and their interpretations and analyses are not sufficiently sought after on the international scene. It seems as if Eastern European social scientists have nothing relevant to say to Western societies. It is as if the knowledge they offer, accumulated in this area, is only relevant domestically.

Embedded in the dependencies of global capitalism, the Hungarian discourses of the humanities undoubtedly fit into the center-periphery relations and they are represented as lagging behind the West, but historically necessarily wanting to catch up as recipients and users of knowledge coming from the center.

To this day, scientific discourse is defined by the bipolar mode of understanding and narrative in which, in the hierarchy of the developed West and the backward East post-socialist countries belong to the periphery of the West. Thus, it is no coincidence that, (for example) the paradigm-forming theories of disability, the theoretical toolkit, typically come from scientific workshops in Western Europe (and North America). Therefore, while in Western Europe not much is known about the research being done on this topic in Hungary, we cannot afford not to have up to date knowledge of the canonized Western writings of our scientific fields.

Why is it that there has been so little reflection on this up to now in the international literature? Is it at all possible to change the dynamics of the Western Master and the Eastern Disciple?

Concerning to disability knowledge we still do not contemplate these issues enough. It would be extremely important to create a dialogue which would enable the specific knowledge of Eastern Europe (as part of global theories) to become part of the integrated knowledge of the field.

Here is our chance to get the dialogue started!

ILONA HERNÁDI PhD
The study continues with a quote from the Lithuania country report of 2002: "Policies, laws, and practices have been linked in Lithuania to make strong efforts to educate children with disabilities in mainstream schools. However, schools 'did not have the technical, pedagogical, and conceptual capacity to work cooperatively in whatever new structures may be devised.' The report states: 'More effort should be made to include children with disabilities in mainstream schools. Many schools have helped in their efforts to include children with disabilities, and the modifications to the mainstream curriculum that teachers can make provide pupils with disabilities Access to it. All of this forces major changes to the existing traditional structure of special education, and the development of new forms of special education.'

The Hungarian study then refers to staffing issues: 'The lack of teachers who are adequately trained to work with children with learning difficulties in mainstream schools started spontaneously in the mid-1990s. However, schools 'did not have the technical, pedagogical, and conceptual capacity to work cooperatively in whatever new structures may be devised.' The report states: 'More effort should be made to include children with disabilities in mainstream schools. Many schools have helped in their efforts to include children with disabilities, and the modifications to the mainstream curriculum that teachers can make provide pupils with disabilities Access to it. All of this forces major changes to the existing traditional structure of special education, and the development of new forms of special education.'

This refers to a state of need and review in the functional positions of the educational systems in the context of pedagogical services. The Hungarian study further states: 'The lack of teachers who are adequately trained to work with children with learning difficulties in mainstream schools started spontaneously in the mid-1990s. However, schools 'did not have the technical, pedagogical, and conceptual capacity to work cooperatively in whatever new structures may be devised.' The report states: 'More effort should be made to include children with disabilities in mainstream schools. Many schools have helped in their efforts to include children with disabilities, and the modifications to the mainstream curriculum that teachers can make provide pupils with disabilities Access to it. All of this forces major changes to the existing traditional structure of special education, and the development of new forms of special education.'

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