

Inclusive employment of People with an Intellectual Disability at a Social Enterprise

A Qualitative Case Study.

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2019-2020

Commissioned by: Disability Studies in Nederland– Minne Bakker

Preface

In front of you lays the report "Inclusive employment of People with an Intellectual Disability at a Social Enterprise". The research question concerns the inclusiveness at a social enterprise. The qualitative research for this internship report was conducted at the green apprenticeship company, Campus Woudhuis. This research internship was as a part of my graduation for the master's programme "Clinical Orthopedagogics and Disability Studies" ["(Clinical) Special needs education and Disability Studies"] at Ghent University and commissioned by the foundation 'Disability Studies in Nederland'.

From September 2019 up to June 2020, I have been researching and writing the report. The research question was created together with my internship supervisor, Minne Bakker. During this research, my internship supervisor and my supervisor from Campus Woudhuis, Jaap Berends, were always there for me. They were always ready to answer my questions, so that I could continue my research.

As Campus Woudhuis is still in a start-up phase in which they are still looking for concrete answers to the existing dilemmas, it was complex to reflect critically about the organisation. However, I got to know the social enterprise in an informal way. I was there as a researcher, but immediately felt included in the group. There is an enormous welcoming feeling on Campus, where everyone quickly finds their own place/ role. Apart from being a beautiful place, Campus Woudhuis also radiates enormous warmth from the idea that it illuminates. It is a good start to bridge the gap between the regular labour market and the labour market for people with disabilities. The organisation can provide inspiration for other entrepreneurs, policy makers and regular employees. The vast majority of people working at Campus Woudhuis who don't have disabilities are supervisors, trainees and volunteers. When expanding the branches on the Campus, there would be opportunities to strengthen the inclusivity and diversity within the Campus even more by hiring multiple employees without disabilities, for example in green areas or in the catering branch.

I would like to thank all the colleagues at Campus Woudhuis for the welcoming feeling I received from day one and all participants on Campus Woudhuis for participating in the research. I could never have completed this investigation without their cooperation.

I would also like to thank everyone from the foundation 'Disability Studies in Nederland' for the opportunity to do research from their foundation. In addition, a special thank you to my internship supervisor Minne Bakker, for the fine guidance and support throughout this process, the innovative insights she gave me and the educational challenge of writing a paper in English.

Finally, I would like to thank my parents and my boyfriend in particular. Their motivational words and proofreading of the English language have helped me to complete this report

Abstract

Purpose –People with an occupational disability have a low employment rate in the Netherlands and internationally. Their low employment rate is set within a context of limited job choices. However, these limited employment choices are expanded by social entrepreneurs, encouraged by the government. The government endorses that social enterprises can contribute to social and societal issues, such as employment for people with a disability. This paper aims to contribute to visualise the various challenges social enterprises come across and how inclusion finds place in this, based on the experiences of all stakeholders related to the social enterprise.

Design/methodology/approach – The paper uses a case study of a social enterprise with 23 stakeholders, 16 of whom were interviewed to map out the experiences of the inclusiveness of a social enterprise.

Findings – The report finds that there are contributing as well as challenging aspects of inclusion, based on the experiences of all interviewed participants. Further, the social enterprise faces various dilemmas, regarding transition-to-work programme, paid work, ableism and care or work culture.

Conclusions: With a focus on the sense of belonging, the social enterprise is very inclusive, as employees feel good and it has become a safe environment for them. However, if we look at the place that the social enterprise occupies in society from a social perspective, we notice that a parallel labour market is being created.

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Introduction

In recent literature and policy decision making a lot of attention went to full participation of minority groups. The main focus now is to include persons who experience a distance to the regular labour market. Persons with a distance to the regular labour market are vulnerable groups and include persons with a work disability, migrants with a low education, people with a long-term unemployment, elderly persons, people with a chronic illness or people who want to reintegrate after recovery of an illness (de Lange, et al., 2018). This study takes a closer look at the largest group: people with an occupational disability. In 2013 14% of the Dutch persons employed had an occupational disability (CBS, 2015). The government as well as individual employers offer possibilities to help persons with an occupational disability to find a (permanent) job in a regular work environment, since the unemployment rate for people with an occupational disability (15.8%) is twice as high compared to people without an occupational disability (7.6%) (CBS, 2015).

In the last decade many initiatives have been taken by employers to reach people with a work disability. Nowadays, the labour market includes social enterprises and the diversity policy is a topic that is gaining in importance. However, its proportion is still limited. A recent survey conducted by the SCP has shown that although 70% of employers feel 'somewhat' responsible for hiring people with disabilities, only 17% have actually done so in recent years (van Echtelt, Putman & Voogd-Hamelink, 2019a; SCP, 2017).

The government has played a major role to the positive developments towards a more proactive labour market policy. The Participation Act has been active since 2015 and has had a big impact on policy level to reintegrate people into the regular work market (Rijksoverheid, n.b.). However, there is a big gap between the policy and the practice. Still a lot of challenges that ask for improvement can be noticed. Firstly, there are physical modifications needed, which consist of adaptation in the work place, schedule and materials. Secondly, there are social modifications needed. Colleagues and employers still can be sceptical or have prejudices. Finally, there are systematic accommodations needed. This means challenging the current system of profit-focused work. This can be a barrier towards work participation for people with a disability. In policy and individual initiatives, the emphasis seems to be on the first type of modification; making physical adjustments. However, according to the study of Sanne van Gerrevink (2018), this is unjustified, as the representation of people with disabilities seems to be a much bigger issue.

Another hurdle in the practice of an inclusive workplace is that people with disabilities may be hired (temporarily) or receive benefits, but this does not necessarily lead to the feeling of belonging. Being physically present and receiving the same means therefore does not ensure inclusion. Inclusion is not only about physical presence, but also about the subjective feeling of belonging to a group and having valued social contacts. Throughout this research the latter definition of inclusion will be used.

New studies about an inclusive labour market are published every day. Recently, these often concern the low percentage of people with an occupational disability, as it is partly due to the

limited work choice. At the moment the inclusive labour market has three different types of employment: sheltered and open employment and social enterprises (Parmenter, 2011). The latter gets a lot of attention, given that it combines the benefits of open and sheltered employment (Meltzer, Kayess & Bates, 2018). Social enterprises can take place in many different contexts, such as a coffee tent, a farm, a landscaping business, a craft store, a plant nursery, a computer service, a nursing home, a school, etc. (Meltzer, Kayess & Bates, 2018; Sharpen, 2006)

Further, very few of these studies approach the inclusive labour market from the perspective of belonging. Most studies focus on human resources or effectiveness of certain programs (e.g. Wehman, 2003; Zijlstra, Mulders & Nijhuis, 2012; Zijlstra, van Ruitenbeek & Mulder, 2016; de Lange, et al., 2018). So far, little research was conducted on how persons in an inclusive workplace experience this sense of belonging/ sense of inclusiveness. Therefore, this research aims to answer the research question: “How do employers, employees and volunteers experience the inclusiveness within a social enterprise?”. Insight into these experiences will help improving inclusiveness in social enterprises.

Theoretical background

Right to inclusion in the labour market

The government has played a major role in the positive developments towards an inclusive labour market. The United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) was adopted in December 2006 and ratified in March 2007 by the Netherlands. The UNCRPD predicates that individuals with disability have the right to full participation in the community, including education and work as well as independent living. Article 27 (UNCRPD) 'Work and employment' states that:

‘States Parties recognise the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realisation of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation’ (United Nation, 2006)

Furthermore, article 27 (UNCRPD) declares that participatory parties will safeguard the prohibition of discrimination, fair and full access to employment opportunities as well as guidance programmes, placement services and training and accommodations in workplace. (United Nation, 2006)

The UNCRPD is reinforced by the Participation Act in the Netherlands. The Participation Act was introduced in January 2015 and merges the Work and Social Assistance Act, the Social Work Facilities Act and part of the Wajong Act (Rijksoverheid, 2016). With the Participation Act, the government wants to safeguard that as many people as possible participate in society, more specifically reintegrate people with an occupational disability or a distance to the formal labour market (Rijksoverheid, 2016; Vuuren, 2017). The Participation Act consequentially effects the abolition of the law on social employment (Wet van Sociale Werkvoorziening-Wsw). Various sheltered employment enable greater employment chances for persons with an occupational disability. These chances will diminish and social enterprises will not yet be able to compensate for these lost work places. The responsibility for assuring these workplaces is passed on to the municipalities and cities. (Sadiraj, Hoff, & Versantvoort, 2018; Reinders, Mascini, Van der Veen, 2020)

The Quotum act was reinforced together with the Participation Act. The Quotum Act states that every year a certain number of persons with an occupational disability should be hired by both the government and organisations in the public and private sector. In the private sector, companies with more than 25 employees are assigned to employ persons with an occupational disability. The employers in the private sector can choose freely the number of persons with an occupational disability they hire. In total of the private sector each year there is a fixed estimate of said jobs that has to be met. Additionally, in the public sector there is target number of jobs that is expected to be met each year. As well as the private sector the government has to meet a fixed number of jobs for people with an occupational disability.

However, in the organisations in the public sector the number of jobs that need to be foreseen, is calculated by the quorum charge. Each organisation can calculate the amount of people with an occupational disability they have to employ for how many hours a week with an online tool 'Quotumcalculator'(Ministerie van Sociale Zaken en Werkgelegenheden, n.b.). If the yearly goal is not met by the government or public organisations, they are fined 5,000 euros for each unfilled job (Rijksoverheid, 2018).

Inclusion in the labour market

In scientific literature various authors attempt to describe the definition of the term (social) inclusion and inclusiveness (e.g. Department of Health, 2001; Abbott & McConkey, 2007; Hall, 2009, Talmage & Knopf, 2017). Inclusion is often described as the process, while inclusiveness is described as the outcome of a community: "The process of inclusion of those diverse resources can create communities that demonstrate inclusiveness" (Talmage & Knopf, 2017). Throughout this paper 'inclusion' refers to the inclusion of people with disabilities in the labour market. 'Inclusiveness' still indicates the ultimate goal: inclusiveness of the labour market and includes the appearance of an enterprise, organisation or community.

There was no consensus of the definition of social inclusion amongst various authors (e.g. Schippers, Bakker & Peters, 2018). Cobigo et al. (2012) distinguished some key components. The three key component found by Cobigo et al. (2012) are the following:

- (1) full and fair access to community-based resources and activities
- (2) having relationships with family, friends and acquaintances
- (3) having a sense of belonging to the group

Social inclusion for persons with a disability is regarded as a right, as well as a general obligation and a general principle (Cobigo, et al, 2012). These considerations are recorded in laws and conventions. Policy has made great progress to include persons with a disability. Having a permanent occupation or daily activity fits in with all three key components. In the first place it ensures persons with an occupational disability are able to access community-based activities, such as work and hobbies. Secondly, a job or daily activity brings you into contact with new people. It encourages having relationships with colleagues and/or supervisors. And lastly working includes one in a certain work environment.

Physical presence within a society does not ensure inclusion, because taking part in activities and using communal facilities does not necessarily result in meaningful social contacts or reciprocal connections with others (Ager et al., 2001). Hence, inclusion is not only about physical presence but is also about the subjective feeling of belonging to a group (Hall, 2009).

Based on the model of Farell, it is argued that inclusion is based on four conditions, namely: presence, acceptance, participation and achievement (Figure I). This model was originally introduced in the context of school education. Presence is about the physical attendance at school or workplace. Acceptance covers the degree to which other stakeholders from the organisation or school accept all individuals as full and active members. The extent to which individuals contribute actively in activities translates to participation. Achievement refers to the extent to which people learn to put oneself in a positive light.

Similarly to Franssen (2019), there is a shared preference to replace category achievement with belonging (Figure I). Achievement solely refers to the degree to which individuals learn and develop positive views of themselves, whilst belonging is seen as a key component for inclusion (Cobigo, et al., 2012; Hall, 2009). The first three categories (presence, acceptance and participation) influence the fourth, namely belonging. It covers the basic needs of people to feel welcome, to belong to others and to naturally take their own place in society (Kool, J. in Dedding & Slager, 2013). Belonging in this model is the extent to which individuals feel like they belong to a group, feel welcome and have a place of their own (in society or in the workplace).

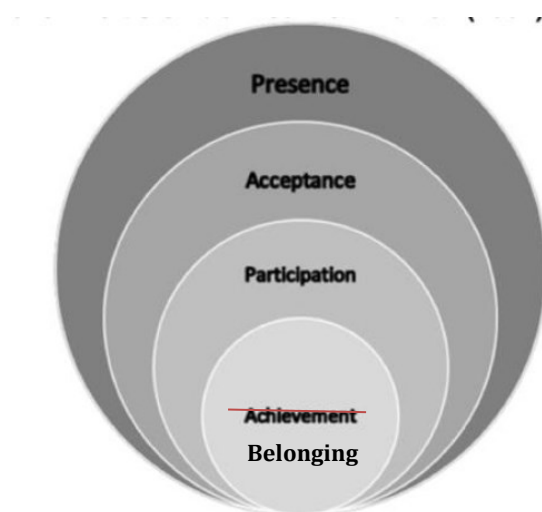


Figure I. Interrelated categories of inclusion. (Farrell, 2004)

Barriers to inclusion in labour market

A disability can generally hinder people from finding and performing work. The unemployment rate for people with an occupational disability (15.8%) is twice as high compared to people without an occupational disability (7.6%) in 2013 (CBS, 2015). The same pattern of the unemployment rate keeps returning in 2015 until 2017 (table I). The unemployment rate for persons without an occupational disability reduces about 1% every year. Contrarily, the unemployment rate for persons with disability does not reduce yearly. Since 2015 there was a reduction of 3.5% in the unemployment rate. However, a slight increase (0.4%) occurred in 2016, exclusively for persons with a disability. Hence, people with an occupational disability, who are employed, encounter an additional challenge, namely managing to retain their work. The increase in the unemployment rate in 2017 for people with a work disability is most likely due to the new initiatives and emerging legislation.

Unemployment rate persons with occupational disability				Unemployment rate for persons without occupational disability			
2013	2015	2016	2017	2013	2015	2016	2017
15.8%	13.1%	13.5%	9.6%	7.6%	6.4%	5.5%	4.5%

Table I. Unemployment rate in the Netherlands from 2013 and 2015-2017. (CBS, 2015; CBS, 2018)

In recent years the labour market has been expanded with several new enterprises. Different initiatives have been developed over the last decade. These initiatives vary widely and include for example social enterprises that facilitate work-learning trajectories (such as greenery learning and catering work learning trajectories), job engineering initiatives used by companies where new jobs are created for people with disabilities and centres of expertise that coach individuals in certain aspects of an application procedure and help find their interests and talents. These different initiatives are encouraged by the government and European Commission (EC, n.b.). The government has the ambition to enable every person to full participation of the society (de Lange, 2018). They stimulate organisations to employ more individuals with an occupational disability via labour policy and legislation.

Notwithstanding there is still a noticeable gap among the policy and the scientific literature versus the day-to-day practice. The success of the participation act is depending on the willingness of the employers (van Echtelt, et al., 2019b). 17 per cent of employers have signed on persons with an occupational disability in their company. Only two third of the employers feels somewhat responsible to hire persons with disabilities. Which means a third of the employers doesn't see this as their responsibility. Employers claim that the main reason for not hiring people with disabilities is the burden of physical adjustments. About 45% of employers who do not have the intention to hire persons with disabilities give the reason that there are no suitable job positions available. A second reason is that there is no need for new employees (20%). Another argument is that some employers have too little capacity to provide fitting guidance and support (17%). Less frequently mentioned reasons were that employers tend to look more to quality, rather than the disability (10%), low productivity rate from persons with disabilities (0.9%), administration load (0.5%) and unfamiliarity on how to recruit this group (0.2%) (van Echtelt, Putman & Voogd-Hamelink, 2019b; SCP, 2017). All reasons above suggest that reasons not to employ persons with an occupational disability involve physical burden. Yet, this is unjustified according to the study of van Gerrevink in which it emerges that the stigmatisation of people with disabilities is primarily an issue. There are still a lot of social barriers due to the prejudices of the employers. The social expectations of society and employers are often low, which consequently means that persons with occupational disabilities are inadequately challenged in their employment and to find paid work (Schoorman, 2002). Nevertheless, there are certain material barriers to hiring persons with a disability, which may exist within the person with a disability.

The predetermined expectations imposed by society are possibly due to ableism. Ableism defines as: *“the contemporary ideals on which the able, autonomous, productive citizen is modelled”*(Goodley, 2014). The concept ableism is often accompanied by the concept disablism, described as: *“the social, political, cultural and psycho-emotional exclusion of people with physical, sensory and/or cognitive impairments”*(Goodley, 2014). Ableism and disablism go hand in hand. Their co-construction is described by Campbell (2009) as: ‘stalking ableism while contesting disablism’

Ableism and disablism force us, as it were, to shape us to the standard. People tend to camouflage and compensate for their disability. The purpose of inclusion, however, is not to bring everyone to the same standard, but to ensure that each individual finds himself a place in society and feels safe in it without compensation.

What’s in a name: inclusive labour market

This paper aims to address the inclusiveness of a social enterprise and how this can contribute to an inclusive labour market. The definition of an inclusive workplace according to Barak (2008) is the following:

The inclusive workplace is defined as one that (1) values and utilises individual and intergroup differences within its workforce; (2) cooperates with and contributes to its surrounding community; (3) alleviates the needs of disadvantaged groups in its wider environment and (4) collaborates with individuals, groups and organisations across national and cultural boundaries (p. 92-93)

Additionally the definition of Zijlstra, Van Ruitenbeek & Mulders (2016) focuses exclusively on the second characteristic, namely: an inclusive workplace should optimise its diversity of capacities and skills of employers and employees. Which means that all functions in the workplace should be adapted to fit the divergent working potential and skills of the (socially vulnerable) employees, which is significant to the production results of the company. Added to this definition, in an inclusive workplace the focus lays on the competencies and strengths of each individual (de Lange, et al., 2018). These key concepts can be useful to take into account when measuring inclusion and inclusivity in a work setting.

There are three types of employment for persons with an occupational disability: sheltered and open employment and social enterprises (Parmenter, 2011). *Sheltered employment* presents a segregated workplace, where solely people with intellectual disability are employed and commonly production-line labour is executed. The criticism this work type receives is mainly about the low income and the separation of people with disabilities from the rest of society. On the other hand open employment does support the rights of persons with a disability, with an eye for quality of life of employees, equal treatment and meaningful work. *Open employment* offers people with disabilities a place on the regular labour market with equal pay and conditions in the work setting. Despite the better conditions of open employment a substantial amount of the employees is excluded, because this work type is not suited for them. In addition, an enrollment in open employment is difficult to achieve and

even more to maintain. The two early types of employment (sheltered and open employment) defined the labour market for persons with a disability for a long time. Currently the social enterprise is introduced, which combines the benefits of the previous enrolment types.

Social enterprises are defined as businesses that meet social, societal and other challenges. The most common way to refer to a social enterprise that addresses the gap in the labour market for people with disabilities is a social firm. A social firm is characterised as following according to Social Traders (2009): a social firm has a non-for-profit legal status and generates most of its income through commercial activity. There are employees with and without a disability (25-50% with disability) and all are paid at productivity-based rates. Social firms create an accessible and modified work setting, with an eye for equal opportunities and rights as well as obligations.

Critics express concern that some social enterprises offer low wages. Moreover, since all workers get a productivity-based wage, there is more discussion about payment than open or sheltered employment (Meltzer, Kayess & Bates, 2018). In addition, it only provides limited social inclusion for people with disabilities (Forrester-Jones et al., 2010). In the following paragraph some benefits of the social enterprise are identified.

Added value of an inclusive labour market

Value of social enterprise

In recent literature researchers describe individual benefits for people with a wide range of disabilities. These benefits include well-being, improved working skills and social inclusion in communities. First off, there is the improved well-being of employees beyond those with a disability (Farmer, et al., 2016). Well-being concerns a sense of independence, better mental health and high job satisfaction (Social Traders, 2009; Forrester-Jones, et al., 2010). Besides contributing to a sense of purpose in the work setting, it also improves employment skills (Social Traders, 2009). Lastly, a social firm increases the improved connectedness and integration and shows the balance between workers with and without a disability (Hall and Wilton, 2011).

The sense of belonging may be achieved by work participation in different contexts, as social enterprises can take place in many different contexts, such as electronic based companies, as well as catering business or greenery oriented companies, etc. (Meltzer, Kayess & Bates, 2018; Sharpen, 2006) The last setting, namely a nature based setting has some benefits for wellbeing and cognition. According to a study in 2018, contact with nature, especially walking in nature, can relieve stress as it lowers cortisol levels and improve your mood (Olafsdottir, 2020). Those who are in nature have less anxiety and distress. Moreover, there are some benefits for cognition, as it helps with complex working memory span task. (Bratman, et al., 2015) One of the first examples of nature benefits for persons with a disability must be Decroly's 'L'école pour la vie, par la vie' (for children with an intellectual disability). Ovide Decroly claimed that:

People know that nature is the true educator of all people. It is well known that only the continual influence of a well-chosen milieu can move the child and make its

true and social development of its personality possible (Decroly & Buyse, 1923, p. 56 in van Gorp, 2006).

Value of employment for persons with disabilities

The aim of inclusion is to contribute to quality of life of each individual. The eight domains of Quality of Life (QoL), that Schalock and Verdugo (2002) put forward, are (1) emotional well-being, (2) material well-being, (3) physical well-being, (4) interpersonal relationships, (5) personal development, (6) self-determination, (7) social inclusion and (8) rights (Wehmeyer & Schalock, 2001). Interrogating these domains is measuring subjective experience of someone's QoL. Each of these domains can contribute to improving or reducing the quality of life of an individual care user.

Inclusion is an important domain of Quality of Life and means that every citizen can participate in all facets of society in his or her own way (Schalock & Verdugo, 2002). Quality of Life is inextricably associated to participation in society, social participation, maintaining relationships, citizenship and inclusion (Kröber, 2008). Thus inevitably inclusion will always respond with the dimensions of QoL. Maintaining relationship responds to the dimension of interpersonal relationships; citizenship with rights and social inclusion with its dimension.

A lot of care organisations strive for a better quality of life of each care user. In attempt to ensure this for every care user, researchers set up a set of guidelines. O'Brein (1987) introduced the five service accomplishments that give guidance to staff members who work with people with disabilities. The five accomplishments are the following: (1) the ability to make your own choices, (2) to be treated with respect, (3) opportunities are offered to develop skills, (4) to have and maintain social relationships and (5) to have the opportunity to participate and contribute to society.

As stated above, persons with an occupational disability may benefit from labour participation and challenging themselves to strive to employment and even paid work. Nevertheless paid work should not (be) a goal in itself. The goal is to experience participation in the society and self-direction and self-determination (Kool, Dedding & Slager, 2013). The increase of Quality of Life can be ensured through work participation. Further, there are other dimensions of QoL effected by labour participation: the most obvious dimension is social inclusion, but the dimension of rights is also met. The interpersonal relationship you build with colleagues, directors, coaches, etc. contributes to quality of life, as well as personal development.

Different aspects have a contribution to labour participation Van Lierop (2002) investigated the relation between attitude and labour participation. Her finding is that the positive approach towards work from employers as well as family and professionals are of great importance for continued successful work participation. In addition, obtaining and retaining work appears not only to have a positive influence on the economic circumstances of the person, but also on the experienced autonomy, self-confidence and personal well-being, factors which also increase your quality of life.

Value of hiring persons with a disability

Currently, the participants of the labour market are slimming down due to an ageing population. While the potential labour force will considerably shrink in the coming years, the group 'minorities in the Netherlands' is growing. In order to compensate for this current trend personnel recruitment will have to change. Thus, the first challenge consists of ensuring the continuity of the prosperous labour market. The second one may combat social exclusion within the labour market. Diversity in the workplace may namely lead to a better bond and trust between co-workers, as well as a better understanding for an occupational disability. (Hooft & Organisatiepsychologie, 2005; de Lange, 2018)

Methods

Research design

The overall design of the study was a case study approach. The research question was assessed on the basis of the learning-work programme Campus Woudhuis and allowed to delve deeper into how inclusiveness is experienced in social enterprises or learning-work paths. Case studies are popular with practitioners as a tool for evaluation and organisational learning (Baskarada, 2014). Gerring (2004) defined case study as an “intensive study of a single unit for the purpose of understanding a larger class of (similar) units [...] observed at a single point in time or over some delimited period of time” (p. 342). The case study will on the one hand be used in a form of evaluation for the inner workings of the social enterprise Campus Woudhuis. On the other hand it will be employed as an example for a wider understanding for similar social enterprises, where inclusiveness in a work environment is strived for and what is needed to attain an inclusive work environment.

In this study the narrative of all stakeholders involved is centralised, since the objective is to use the experiences of all stakeholders. Therefore the choice for qualitative research was not farfetched. There are different methods at hand for the data collection for qualitative research. There is e.g. observational methods, focus group discussions, interviews and document analysis. For the data collection two different kinds of methods within qualitative research were used: observational participation and (informal and semi-structured) interviews.

Participants

This study wanted to include all stakeholders at Campus Woudhuis. This means that all stakeholders were observed and fieldnotes were collected. All stakeholders at Campus Woudhuis were approached for interviews and if they were open to it, an interview was planned. For a visual overview of all stakeholders, see figure III (the organisational chart) in the results paragraph.

The board

We consider the board of Campus Woudhuis for employers at Campus Woudhuis. The board consists of one person, an entrepreneur. Throughout the paper this entrepreneur/ director will be referred to as the board. The entrepreneur was assisted at the start-up by the landscape cooperation of Campus Woudhuis, consisting of different institutions, such as ‘De Onderwijsspecialisten’, ‘IVN’, care centre ‘s Heeren Loo and ‘Natuurmonumenten’.

Employees

The employees at Campus Woudhuis are all clients at ‘s Heeren Loo. They have an occupational disability. Most of the employees have an intellectual disability or a disability on the autism spectrum. The employees are all male and the age differs widely between 21 and 50.

Volunteers

The volunteers at Campus Woudhuis come at least once a week and on fixed days, so employers and employees know when to expect them.

Supervisors

The supervisors at Campus Woudhuis are supervisors from 's Heeren Loo and get paid by 's Heeren Loo.

directors at 's Heeren Loo

The director and care manager were involved from the very start-up and development of the Campus. 's Heeren Loo provides the employees and supervisors working at Campus Woudhuis.

Other stakeholders

Both college and university students and students in secondary schools (special education or regular education) have the opportunity to do an internship at Campus Woudhuis. This can be arranged via Campus Woudhuis itself or from an organisation or school. In addition, the members of the living lab and the coordinator of living lab regularly visit the campus for a meeting or a workshop. Finally, visitors are also welcome on the campus.

Enterprises in Apeldoorn

The idea of Campus Woudhuis consists of a three year learning work programme, after which the employees would flow through to another work place or sheltered employment. Some companies in Apeldoorn are open to hiring employees with a working disability and explore cooperation with Campus Woudhuis. Therefore, they were also included as stakeholders and interviewed.

Data collection

Firstly, a literature study was used to support the findings in the fieldnotes and transcripts of interviews. Furthermore, the literature study was beneficial to find where the focus should be in the observation and in the interviews.

Secondly, data were collected through an observational method in this case study. In this study the first researcher went to Campus Woudhuis once a week for a period of three months. Every Tuesday the researcher was present and participated at Campus Woudhuis and during special events, such as the congress or a Christmas party. Especially, during lunch and breaks there was a lot of interaction, which the researcher could observe. Breaks were about 20 minutes each and the lunchbreak was about an hour. To keep track of all these data the researcher compiled the findings in fieldnotes according to a certain structure. The data consisted of the ordinary course of the day, the content of the conversations between supervisors, volunteers and employees, the moments of inclusive interaction, informal conversations as well as more particular interactions, such as team meetings, an introductory congress and visitors on the campus.

Third, the data collection was complemented with semi-structured interviews with all stakeholders whom were open to it. The stakeholders in this research were the board, the employees, the volunteers, the supervisors from 's Heeren Loo, the care manager of 's Heeren Loo and two companies that were open to hiring people with a working disability. The interviews were semi-structured, so the researcher had a topic list at hand throughout the interviews, but was still room to focus on emerging topics. There is a different topic list for volunteers, the board, supervisors, employees, care manager of 's Heeren Loo and extern companies. All interviews lasted between 35 to 60 minutes.

All participants signed an informed consent before the interview, stating that participants were informed of the objective of the research and notified that they could drop out of the study whenever they wanted to without having to provide a reason for their decision. Likewise they were informed that the results of the study would be published (appendix B). Every participant was given the choice if and how they wanted to participate. Furthermore, they could choose the means of participation (interview in group, in duo or individually; by photo-voice, drawing, text, etc.). Participants age range between 21 and 66. The majority of the participants opted for an interview in duo or individually. One employer chose to write a text on the basis of some typed out questions.

Number participant	Sex	Interviewed?	Role in WH
participant 1	man	yes	Head of board
participant 2	woman	yes	Volunteer + administration
participant 3	man	yes	Supervisor
participant 4	man	yes	Supervisor
participant 5	man	yes	Employee
participant 6	man	yes	Supervisor / one of the individual supervisor
participant 7	man	yes	Employee
participant 8	man	no	Employee
participant 9	man	no	Employee
participant 10	man	no	Employee
participant 11	man	yes	Employee
participant 12	man	yes	Employee
participant 13	man	yes	Employee
participant 14	man	no	Employee
participant 15	woman	no	Intern
participant 16	woman	no	Intern
participant 17	man	no	Intern
participant 18	man	yes	Volunteer
participant 19	man	yes	Volunteer
participant 20	man	yes	Responsible for living lab and the estate development
participant 21	woman	yes	Manager of a care institution
participant 22	man	yes	Company
participant 23	man	yes	Company

Table II– Overview participants

Data analysis

The first researcher was responsible for collecting and analysing the data. The outcomes hereof were supervised by the second researcher. The data collection for participatory observation was conducted by the first researcher and gathered in fieldnotes. The fieldnotes were written down according to a certain structure and accommodated with details such as date, time and names in the first stage. In the second stage, the fieldnotes were coded openly by the first researcher. Later, the codes were merged according to overarching themes (Van Hove, 2014).

The first researcher who interviewed the stakeholders, transcribed the tape-recordings of the interviews. The interviews were openly coded and dependent on the question the codes were later analysed and merged to summarising themes for the first three interviews. These merged codes were used as the basis for the rest of the interviews, which were coded in MAXQDA. The selection of the current themes in the results were first selected by the first researcher and revised by the second researcher.

Quality procedures

In qualitative research, it is recommended to correct for bias and subjectivity. Devers (1999) differentiates four strategies to enhance the validity of the findings of the research. Researchers can use strategies to correct on four different criteria. The following criteria are credibility, transferability, dependability and confirmability. The strategies Devers proposes are the following: (1) triangulation, (2) search for deviant or disconfirming evidence, (3) subject review, (4) detailed description of context, (5) data archiving, (6) sceptical peer review, (7) reflective journal kept by the researchers.

In this case study as many strategies as possible were implied.

- (1) Triangulation: More than one method (e.g fieldnotes and interviews) was used over a range of different stakeholders (data and perspective triangulation). Furthermore, the analysis was conducted by more than one researcher (researcher triangulation).
- (2) Search for deviant or disconfirming evidence: All relevant deviant cases have been identified in various paragraphs.
- (3) Subject review and proofreading were conducted by the second researcher and head of board of Campus Woudhuis.
- (4) Detailed description of context: due to the detailed fieldnotes and transparency, there is a lot of information available.
- (5) Data archiving: interviews were recorded and fully transcribed. Both researchers are in possession of the anonymised transcripts.
- (6) There is no skeptical peer review in this research.
- (7) Reflective journal kept by the researchers: in the fieldnotes you can retrieve reflections of the first researcher.

Results

In this chapter, the themes that have been derived from the data analysis are described. First, a description to the case is given, including a better understanding of the working of the organisation, the day-to-day activities and what makes Campus Woudhuis so attractive to volunteers, supervisors and employees. The introduction to the case is followed by an insight in the inclusiveness of the campus to provide an answer to the research question. Complemented with an overview of the most recurrent dilemmas throughout the interviews.

Introduction to Campus Woudhuis



Figure II – goals tree for Campus Woudhuis

Organisation

To understand the outcome of this case study, it is necessary to comprehend the organisation of Campus Woudhuis. Campus Woudhuis only has a recent start-off in late year 2015. In March 2019 the first employees were hired. Campus Woudhuis is best introduced based on its own 'goals tree' (Figure II). Campus Woudhuis is a 'recreational area' as well as a work learning programme and a living lab. Firstly, we find on the 'goals tree' that the campus wants to include the close neighbourhood and environment. Further, they want to create a public place at Campus Woudhuis, where visitors can meet and find peace. In the future, they want to establish a coffee shop and/ or boutique.

Secondly, Campus Woudhuis offers work in the form of a greenery learning programme, with an extra effort for individuals with a disability. A work learning programme is intended for individuals with a disability that are hired to learn a certain profession and simultaneously are working at the site. At Campus Woudhuis they focus on persons with disabilities with an

interest in to work outside in nature. The current two branches are ‘working in nature’ and ‘working with wood’. In the future, they want to expand more branches, for instance jobs concerning catering, a web shop, nature education, facility management and work in construction. Since the start-off the focus has been on this goal: the work learning programme with wood and in nature. Thus all employees with occupational disability are currently at work in these specific work learning trajectories.

Lastly, the campus is used as a living lab or living laboratory. It is a research concept that can be defined as an ecosystem that often embeds immediate surroundings and integrate concurrent research (van der Lugt, 2019). Campus Woudhuis presents itself as a platform of knowledge for inclusive employment in a green environment. In this study we focus on the second aspect of Campus Woudhuis, as the focus of this study is on how people experience inclusiveness in their work in a social enterprise such as Campus Woudhuis.

All stakeholders of Campus Woudhuis, who are shown in the organisation chart below (figure III), have a direct effect on Campus Woudhuis: on its vision, its functioning and its continuity. However, in the data analysis a distinction is made between who is involved daily and internally at Campus Woudhuis and stakeholders that are at policy level are less present on the Campus. The intern stakeholders are the employees, the board (director), the team supervisors and the volunteers. The more distant stakeholders include the estate cooperation, entrepreneurs and employers (outside the Campus), external job training and visitors of the landscape. Up to now, the employees in this case study are exclusively people coming from the care centre ‘s Heeren Loo. However, one of the volunteers started from a position to reintegrate into the regular labour market. It is of added value that the Campus hires people with a work disability, but that there is also room for other people with a distance to the labour market or people with an reintegration programme.

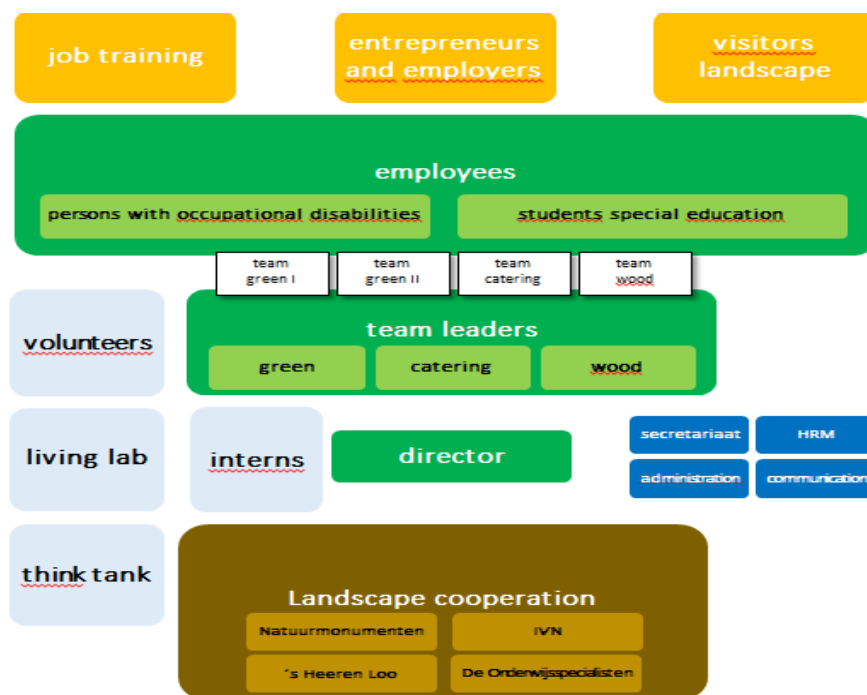


Figure III – Organisation chart of Campus Woudhuis

Day-to-day activities

Campus Woudhuis follows a working day from about 9 am (arrival) to 3.30 pm (departure). On Campus Woudhuis they have a relatively fixed structure of the daily schedule. Every working day starts at the care centre 's Heeren Loo, where they collectively cycle to the campus. At arrival, the working day begins with a cup of coffee and the distribution of the work. The periods of working are about one hour and are followed by coffee or lunch breaks. The coffee breaks last about 15-20 minutes, but it wasn't uncommon that these would last up to 30 minutes. Lunch break took about an hour.

Time frame	Activity
15-20 minutes	arrival with a cup of coffee assignment of chores
about an hour	period of working
15-30 minutes	coffee break
about an hour	period of working
about an hour	lunch break
about an hour	period of working
15-30 minutes	coffee break
about an hour	period of working

Table III - Daily working scheldule

There are no strict time frames for the daily schedule (table III), but this fixed schedule is sufficient to provide a good structure for the employees.

“And that is clear enough for the employees [...] to have a scheduled day. You also have people who need scheduling from hour to hour. This is not necessary because of this fixed rhythm. The fixed rhythm gives enough structure to the day to vary within it.” (participant 3)

The labour division is in hands of the supervisors. The day starts with an overview of the tasks for that day. Employees who have a certificate in greenery are first assigned their task. Then other employees choose an assignment they want to do that day, but can switch during breaks for some variation. Volunteers and supervisors assist the employees and they all work together. To get an impression of the division of the tasks on the Campus Woudhuis, see box 1.

Box 1:

It are the supervisors who take care of the labour division. The day starts with determining what can be done that workday in terms of division of labour. During coffee the various tasks were assigned to the employees and volunteers present. Employees who have a sawing certificate or who are handy with other machines are first assigned their task. They never start working alone, but are assisted by a supervisor or a volunteer. Then the other tasks are divided, such as cleaning the forest, weeding, raking, painting benches, making bird houses, chopping wood, sanding wood boards, working in the vegetable garden (e.g. harvesting vegetables) or household tasks, such as cleaning the toilets, sweeping and making coffee. Every employer and volunteer can indicate what he would like to do that day. They also choose if they would like to work alone, in duo or small groups. Often with duos or small groups, a volunteer or supervisor joins them. If an employee indicates that he does not feel like working today, then they try to give a small task or they are given space to be alone for a moment to relax or to write in the upstairs room. After lunch break they re-assign tasks in the

same manner. Some employees switch tasks during breaks, if they want some variation. The board does not have to take care of the daily planning: *“the supervisors work completely independently, so I don't really have to worry about that, but, yes, we have to be talking to each other to keep the direction”*. Further, supervisors are assisted in the supervision by a volunteer. All volunteers, employees and supervisors present at the campus have to get to work in the garden, vegetable garden, forest or household chores. This is in line with the vision that Campus Woudhuis puts forward: 'work for everyone': *“What I also find important is that everyone rolls up their sleeves. So a supervisor from 's Heeren Loo is not someone who looks at how the employees work while he has his hands in his pockets, but who cooperates himself.”*

Source: Fieldnotes from observations (2019 September- December) and interviews with participant 1.

Apart from the employees, their supervisors and volunteers, there are also college or university interns who conduct research or carry out internships as part of their bachelor's or master's thesis. Secondary students can also do a short internship as a first introduction to the greenery. They learn to work in the forest, in the vegetable garden and learn various tricks of the trade.

Attractiveness of Campus Woudhuis

The interviewed employees at Campus Woudhuis have experience with working in greenery settings, as internship or workplace and had prior training to working at Campus Woudhuis. Also one of the volunteers and one supervisor had prior experience in greenery work. Campus Woudhuis becomes attractive to them in the first place, given that they can continue to work close to their interests and continue to flourish. Above all they like working outdoors in nature.

“Even in winter it was already itching to go outside again”. (participant 12)

R: *“What do you like to do outside?”*

P: *“splitting wood and ... then I can put on some strength. (P6: with the axe? With the axe?); with the axe.”* (Participant 5)

“ In the vegetable garden I especially like to see how the food actually grows”. (Participant 12)

The quiet surrounding at Campus Woudhuis is also appreciated by the employees.

R: *What attracted you to work here the first time you came here?*

P: *Uhm, [It is] nice outside that the area is pretty quiet and that there is relatively little traffic at work.* (Participant 12)

Furthermore, most participants indicate that Campus Woudhuis is a beautiful estate. Almost all first impressions were positive, not only about the beautiful estate, but also about the idea of what Campus Woudhuis would represent, namely 'an inclusive setting' (participant 3)

However, one participant also indicated that she did not experience much atmosphere during the first visit:

“Well, I have been involved before it [Campus Woudhuis] was realised. At that time there was nothing yet. So I was not thrilled or anything, because I was involved myself [in the start -off].” (participant 21)

Inclusiveness on Campus Woudhuis

Inclusiveness in a social enterprise or a work setting can be obtained when everyone in the work place guarantees a vision of inclusion. This is noticeable through the definitions that the participants put forward during the interviews. A vision is put forward in Campus Woudhuis, which is about "involving everyone". A distinction is no longer made between "we" and "they".

“In principle, inclusion is simply everyone participating and no one being left out. And we are all part of society together. Because inclusion is just getting you involved. And if we just want to be a city park for everyone and if we, as a campus, want to be open to everyone, I also mean everyone. Just because you are human. Because you want to be part of society”. (participant 3)

“Inclusion becomes the norm rather than the exception now” (participant 2)

“Well, I define inclusion also in the fact we drink coffee together. I see it as inclusion that we select together the menu of what we are going to eat in December with the entire company [at the Christmas party] ”. (participant 1)

Aspects contributing to inclusiveness

The participants described different aspects that contribute to feelings of inclusion for them. First of all, the employer strives for a welcoming environment, that makes people feel safe and comfortable at their workplace.

“As I said, it is very important that clients feel comfortable. Like you and I are also looking for work that suits us. We like that and we gain energy there. And that applies to them [the employees] just as much” (participant 21).

Most employees also indicated that they look for quietness and have the opportunity to isolate themselves from a busy group, when they have a need for it.

“Indeed, you sometimes need quietness, don't you? (P5: Yes) Then you just sit somewhere else (P5: Yes) And that is also allowed here. That's what makes it nice. (P5: yes).” (Participant 6)

Apart from the physical workplace, the circumstances created to execute their work were also appointed by several employees. During the workday, employees have the space to be who they are and to yield to their personal needs. Specifically the opportunity to have an 'off day' or to take a rest when this is needed, without it being frowned upon, makes the campus a very pleasant workplace and contributes to feelings of inclusion.

“If you have bad day at work, there is no pressure to make full production. Not like in a print shop, because then it must be ready and then the customer will come to collect it.”
(participant 12)

There is a relaxed atmosphere and a quiet environment, which many participants appreciate. During the breaks there is time to catch up, to make jokes or just have a nice coffee or smoke a cigarette. The interactions are very friendly, with respect for each other and openness to visitors and newcomers, as the researcher herself experienced since day one. (Fieldnotes September – December 2019)

Employees also find full participation at the workplace important. They strive to have the opportunity to make choices and to have a voice at work. Employees who have difficulty communicating also get the chance to make their own choices every day. This is done informally throughout the day; this often happens during breaks or lunch, when everyone is together. In addition, some employees prefer to share their concerns in a more formal way by using the work meeting. See box 2 to get an idea of how work consultation with employees takes shape.

Box 2:

Work meetings were organised for the first time at Campus Woudhuis. This work meeting would continue with all campus stakeholders every third Tuesday of the month. The work meeting is scheduled after the first coffee break in the morning and would take half an hour. The purpose of the work meeting is allowing everyone to share their opinion and ideas. Participant 2 initiates the work meeting. Everyone has a random place in the circle depending on where you sat during the break. There was one round where everyone could have their say one by one. However, not everyone was present and not everyone stayed. Some went to the toilet or went outside to smoke.

A lot of different issues arose during the work meetings. These issues concern small matters, such as clarifying minor disagreements (e.g. reminding to put the tools into their assigned places) or sharing personal experiences, but also larger ideas that require more consultation (e.g. the purchase of work clothing and the use of a white board to write down the tasks). During this round of ideas, participant 2 wrote down everything to get started in the coming week(s) and to delegate tasks further accordingly. For example, two persons were elected as responsible for the white board, which were a supervisor and an employee.

During the meetings, there was also the opportunity to tell something in the group that you would like to share. At the first work meeting it was remarkable that only one of the employees wanted to share something, while in the second work meeting all employees shared something. Possibly through the assignment in the second work meeting: if you had nothing to say, you had to indicate what you like to do. This lowered the threshold for some workers, as many more now shared concerns. In addition, the first work meeting was a kind of introduction, where they already feel more at ease. However, the work meeting lasted a full hour. After 45 minutes, it was noticeable that this was taking too long for some participants and were interrupting others, who did not yet get a turn to speak.

Source: Fieldnotes from observations (2019, October 15 and November 19)

Another key component for inclusiveness is the relationships with colleagues and visitors and the interaction that takes place with all stakeholders. Throughout the day there is constant communication between employees, supervisors, volunteers, interns and the board, during breaks and while working together. Consequently, there is a continuous interaction between people with disabilities and people without disabilities present on the Campus, which doesn't change when speaking to people with disabilities or with a person without disabilities. As Campus Woudhuis deliberately deals with the role of the disability of the employees, attention is paid to it where necessary. However, if no attention has to be paid to the disability, this is not done either.

"We don't pretend to be a care institution, but a company where people happen to be at a distance from the labour market. So I don't have to know what this or that employee has. Sure, as long as there is something you need to know about uh, to make sure someone else is not completely freaking out (laughs) But further, yes, let's all discover who you are and how we enjoy each other." (participant 2)

Supervisors play an important role in assuring to look further than the disability. They safeguard the inclusive vision and include it in their daily work. Supervisors first and foremost ensure that the employees have sufficient work and can get to work properly. In doing so, they take into account that employees learn things about working in nature, but also develop work-related skills, such as sticking to commitments, arriving on time, etc. In addition, they make time to pay attention to the general well-being of the employees on and off Campus Woudhuis.

"My role as a supervisor is to ensure that the employees have a good day, in this case that they have some work to do, and to observe how their day goes. Uh, look at how the men - in this case, because there are no women - uh, get through the day, but also in what state they arrive [at the Campus]. And if necessary act on something that is going on. Let them know that I hear and see them and pay attention to [them]. That's kind of my part in that". (participant 4)

Considering Campus Woudhuis pursues an inclusive vision, they reflect upon the use of an inclusive language. Everyone on the Campus is encouraged to speak about "employees" rather than "clients". The word "clients" tends to refer to a very commercialised context, which is not consistent with an inclusive organisation. The supervisors are used to speak about 'clients' at the care institution 's Heeren Loo, but everyone already has the habit of talking about 'employees' on the Campus.

"The supervisors of 's Heeren Loo tend to call our employees 'clients'. And that word should not be used here. People are employees, not clients. I don't know where they are clients, but not here. And I think they are actually not a client in a house where they live, they are residents there". (Participant1)

All the above mentioned aspects contribute to the outcome of inclusion by and for everyone present at Campus Woudhuis. The outcome of inclusion is when a sense of belonging is achieved. Belonging generates that a safe place has been created, where you can feel at home

and there is room for self-development. Employees had the opportunity to choose a work environment that suited their interests. Further, as many opportunities as possible are created for everyone to participate on the Campus, with an emphasis on further development.

“It is a place where clients like to be and where they can develop, if they want to and are able to.” (participant 21)

“I was so happy to be able to come here because I’m so excited. [...] I always come here because I’m always looking forward to it.” (participant 5)

Challenges for inclusiveness

Although the Campus aims to be a fully inclusive workplace, some challenges were mentioned by several participants. First of all the board did indicate that the participation of employees is occasionally limited at policy level of the enterprise. There is a conscious acknowledgement that this forms a challenge for inclusive employers.

R: “Have you also encountered obstacles for working inclusively?”

P: “An obstacle within myself: organising and arranging things without input from the employees or to think of things without the input of experience experts. Then I think to myself: you thought of it at your desk, but what do people think about it?” (Participant 1)

Secondly, it appears that inclusion is highly prioritised for the work within the greenery branch, but less for the other branches of the social enterprise. The living lab, for example, focuses on research. And although specific research projects try to have an inclusive design, the research group itself is not inclusive. This means that the meetings of the living lab hardly ever include people with a disability. And the times that employees were present, no specific attempt was made to make the meeting inclusive.

“I get over-stimulated very quickly, so I have to avoid that. Tomorrow there is a platform meeting of the living lab, [...] I was there a few times, but I –phew-, -really-, you can scrape me off the floor.” (participant 2)

As the importance of good supervisors is mandatory, as described in the contributing aspects regarding inclusion, it can also have a negative effect on inclusion. When supervisors are absent or do not have an attentive attitude towards employees, this can lead to the exclusion of one employee or a part of the employees. See box 3 for an example.

Box 3:

All supervisors on the campus are employed and paid by the care institution’s Heeren Loo. They are all experienced in the care and supervision of people with a disability. For some supervisors this is a first experience working in a greenery. Further they are already well acquainted with each other and they respond well to each other. A certain employee has an individual supervisor, because of his higher care indication. This employee is used to having someone with him for support. He leans on this person and tends to turn to him for help. He has several individual supervisors who alternately are on duty and come to the campus with him. However, one supervisor is not the other. This became very clear with this specific individual supervisor.

However, the employee didn't have the opportunity for the close interaction as usual with this supervisor. During the coffee breaks the supervisor stands a distance away to smoke. Even when the supervisor reconnects with the group, he isn't close to the employee and is busy with his mobile. The employee is still looking for his attention and keeps talking to his supervisor, yet there is little response. As a result, the employee becomes more isolated and walks around more often during the breaks. This creates that the employee also distances himself from the group more than usual. It is hereby noted that for the employee to be able to participate in the group, he needs stimulation from a supervisor.

Source: Fieldnotes from observations (2019, September 12)

Dilemmas for Campus Woudhuis

Multiple dilemmas regarding the theme of inclusion were addressed in different interviews with respondents. These dilemmas have to do with questions such as the balance between the commercial and social aspect of the enterprise, who to include with an eye on transitioning to the regular labour market and (dis)ableism extern of Campus Woudhuis. They are interesting to reflect upon, as they show where it grinds to the limits of inclusion. Four dilemmas are presented below; we call them care or work culture, paid work, transition-to-work programme, and (dis)ableism.

Care or work culture

Being a social enterprise, there is sometimes friction between the 'social' part and the 'enterprise' part. For an enterprise, a certain economic focus is needed. In our current western society, this asks for a focus on efficiency. This collides with the 'social' aspect, where the Campus wants to be inclusive, as being inclusive means that there has to be time and opportunity for employees with a disability to work at their own pace. This possibility would decrease if performance is needed and orders have to be completed on time.

Currently, the Campus has put a focus on the care culture of the social enterprise, as it has a societal contribution as an inclusive workplace for people with an occupational disability and not yet generates an income. On the other hand, the Campus discusses the need of paid assignments if they want to generate a financial income. This would also contribute to the continuity and independence of Camps Woudhuis.

"The Campus is a real success for me when we get the business model going. [...] So paid assignments from the market, also business agreements with care institutions and also with educational institutions. Because now we do it all with closed grants and the province is actually the main financier. That's temporary, that's three years and that's a very nice starting position, but you're not going to keep the company going with this. So if we really get that [the business model]done, then you are no longer dependent." (Participant 2)

However, this raises some questions for the employers and supervisors involved how this has to be organised accordingly to care culture:

“How long are we going to take a break? What requirements are you going to impose on employees? How important are the results employees get? [...], and I think that is all very important.” (Participant 1)

Paid work

Currently employees are not paid at Campus Woudhuis for the work they perform. However, this was a concrete objective regarding wages during the preparatory brainstorming that preceded the start of Campus Woudhuis. Due to the lack of income from the campus, this was delayed. This is a future goal of the board of the Campus. So currently employees are not paid, but this is certainly a future goal. ‘To an honest day's pay’ is a vision that most participants support, ‘but has not yet taken shape in practice’ (participant 1). However, no one explicitly expresses that they need a salary or that they are disappointed that they are not yet receiving a salary.

R: At your previous job, -because you've already had various [jobs]-, at the landscaping company, were you paid?

P: yes.

R: Yes? And you are not paid here?

P: No.

R: Do you mind?

P: No. [...]

R: Would you like to have a wage?

P: Yes. [...] That it is still paid work.

R: Do you think it is important that work is paid?

P: Yes.

R: Why?

P: Everyone should have their salary and make a living of his own. (Participant 13)

It was noted by the researcher that no one was really uncomfortable with this subject, but it was never discussed further. Furthermore, the researcher also noted during the observations that the topic "wages" or "payment" were never discussed during breaks or lunch. Thus, the question then arises whether people really don't mind not being paid yet or don't dare to express this.

Transition-to-work programme

Campus Woudhuis aims to become an transition-to-work programme. This means that employees follow a three-year programme in greenery and then transfer to a work setting. A transition to an open employment in the regular labour market would be preferred. Merely those who would not be able or do not want this could flow through to sheltered employment or another apprenticeship programme. The board is in contact with different companies (in open employment as well as sheltered employment) to ensure continuity in employment for the employees.

Within the campus different opinions on this issue, regarding advantages and challenges on the matter. One participant opted to continue to move on so that there is no large contrast between the level of the employees. Some of the employees would continue to perform the

same tasks and get stuck in a kind of routine, while other employees would keep switching with new employees.

“What I find important is that people don't work here for more than three years. Because otherwise [...] then only people with the least working ability remain [...]. That is not good. The diversity also comes with the challenge to develop yourself or to take someone else as an example. Think: he can, maybe I can.” (participant 1)

However, another participant claimed that imposing a transition-to-work on the participants was not fully inclusive, as it excludes people with less occupational and developmental skills from the Campus, while they have fewer opportunities to flow through.

“I am in favour of job counselling as well as labour-related daytime activities, also for people who do not meet the targets in three years' time for job counselling. I want to create a kind of group for this that also benefits this place so much. And I think it goes perfectly together.” (participant 4)

(Dis)Ableism

The plan of action regarding the transition-to-work programme calls for cooperation with construction and greenery companies or catering businesses external of Campus Woudhuis. Employees would have the opportunity to transfer to one of these companies (in open employment or sheltered employment). In addition, there will be cooperation with external companies around the restoration of the farm on the estate, with opportunities for employees to work with the other businesses regarding these renovations.

However, the vision of external partners clashes with the vision of Campus Woudhuis. Campus Woudhuis' vision departs from an inclusive work setting, which promotes ‘everyone participates’. Moreover, sense of belonging is a primary objective. The campus doesn't focus on the labels or disabilities, but on strengths, talents and quality of life.

The vision of external companies however is more concentrated on efficiency, productivity and profit margin. These contrasting interests create friction, which Campus Woudhuis has to be in relation to. Profitable companies are keen on departing from a standard view of a capable person and still have many prejudices about persons with an occupational disability.

“No, there are examples of people who have been in WW [unemployment benefit] for a little longer, who have started to enjoy that life so much (laughs), that they are very difficult to reintegrate, because they are no longer motivated and that, yes, you shouldn't have that.” (participant 22)

Often this leads to the fact that they are not hired or only hired temporarily, when it suits the company.

“Usually we are inclined to look for work. So this is a non-existent job and you create a job for someone like that [person with a disability], then you create a job for someone. You can - if it is necessary, you do that, but then you are no longer talking about permanent employability, because that is usually a temporary situation.” (participant 22)

Discussion

This chapter will comment on the results of this qualitative research. The first paragraph elaborates on the outcome of inclusion to answer the research question: “How do employers, employees and volunteers experience the inclusiveness within a social enterprise?”. In the next paragraph, the key components in the results section will be discussed and compared to other literature. Lastly, the limitations of this study are considered.

The outcome of inclusion

The aim of this study was to gain insight into the experienced inclusiveness by different stakeholders of a social enterprise, in this case Campus Woudhuis. We learned that a high level of inclusiveness was experienced. Aspects contributing to this feeling were firstly, the welcoming and peaceful environment, where employees felt safe and comfortable and where they had the opportunity to determine their work rhythm, without pressure of production. Secondly, employees had a voice to participate in the decision-making and shared their opinion throughout the day or during work meetings. Thirdly, there was a continuous interaction and cooperation between people with and without a work disability. Another aspect that contributed to inclusiveness is the attentive supervisors who safeguard an inclusive setting. This was partly done by right the choice of words used at Campus Woudhuis. On Campus Woudhuis people were encouraged not to call the employees ‘clients’, which responds with their inclusive vision. Some challenging aspects for inclusive entrepreneurs or employers were also discussed. One of the challenges was ensuring that the voice of employees was heard and represented at policy level, as well as in all branches of the organisation. Finally, we also see that the role of the supervisors was very important, as this role could also limit inclusion.

The results of our study show that certain aspects for being inclusive contribute to a workplace. These aspects are much in line with the four conditions that Farell (2004) puts forward: presence, acceptance, participation and achievement, or belonging –as described in the theoretical background. Presence is the measure in which employees are at work, take part in meetings or related activities (such as a congress or Christmas party). All of the employees had the opportunity to consider how many days they would work there, as well as the employers. The acceptance is the extent to which other stakeholders from Campus Woudhuis accept all individuals as full and active members. Supervisors bare an inclusive vision in mind and they strive ‘to make inclusion the norm instead of the exception’. The third condition is participation, which refers to the degree in which individuals contribute actively in activities, work meetings and at policy level. This is one of the main goals of the board and keeps pursuing this, as this is not always evident to achieve. The first three conditions contribute to the last condition belonging. The condition belonging is met, since every participant who is present at the Campus almost daily, expresses a feeling of belonging in this safe and quiet setting.

Key findings

It became evident throughout this case study that the input of employees is estimated to be of great value at Campus Woudhuis. Equality is often not explicitly mentioned in the results

section, but it is reflected in the inclusive vision that is put forward. An inclusive vision is always about equality, as Fredman (2005) states: "instead of requiring disabled people to conform to existing norms, the aim is to develop a concept of equality which requires adaptation and change." (p. 203). As some participants indicated, we always try to look beyond the label, as a person with a label is primarily a person. Equality contributes majorly to the inclusiveness of an inclusive work setting. Employees on the Campus are encouraged to fully participate. The participation ladder is as follows: from informing - consulting - involving - collaborating - to empowering (Arnstein, 1969). According to this construction, this would mean that informing is the lowest step of the participation ladder and empowering has the highest contribution to participation. When we talk about equality, it is mainly about collaborating and empowering. On the Campus, attention is paid to working with the employees as much as possible and additionally opportunities are created to encourage the employees to influence the working and outcomes of the Campus. Throughout the day their opinion is always asked and work meetings are organised to share their opinion. In addition, the sense of equality is strengthened, since they always have the choice in their own hands, such as the choice to work at Campus Woudhuis, if it was in their interest, the choice for the work they perform, etc. A potential barrier for achieving equality for people with a disability are the negative attitudes towards disability (Zheng et al., 2016; van Gerrevinck, 2018). To ensure equality for people with disabilities in the workplace, the government should foresee policies that address ableism, as they have the ability to remove obstacles we come across regarding equality (Sen, 1992; Scott, 2016).

This study shows that employees have the opportunity to work at their own pace, without a focus on productivity. This is one of the main reasons why the Campus is so inclusive, because employees can rest when they feel the need. However, we know that this is against the vision of commercializing companies, which focus mainly on production and profit. Several authors also indicate that employers are afraid to employ people with an occupational disability because they cannot meet the productivity standard (eg Chan et al., 2010; van Echtelt, Putman & Voogd-Hamelink, 2019a). This hinders the transition to the regular labour market for people with disabilities. This is a challenge at the social level, as it cannot be easily solved by individual companies. However, assuring sufficient support may 'limit the impact of one's disability on productivity' (Caldwell, Harris & Renko, 2019). Aside from employers' reluctance to employ people with disabilities, employees may avert the possibility of open employment in the regular labour market. The high production rate also deters employees, because there is no room for "an off-day" and they value flexibility highly (Meltzer, Kayess & Bates, 2018; Vedeler & Anvik, 2019). Persons with a disability are less likely to look for work in the regular job market. Nevertheless, it raises the question of how we organise and value work and labour productivity.

The inclusiveness of a social enterprise can be measured in different ways. Firstly, with a focus on the sense of belonging, as described above. In this respect, we can say that Campus Woudhuis is a successfully inclusive workplace for people with disabilities. However, by adapting towards being inclusive, the work has been shifted in such a way that it is no longer "regular work". In addition, the organisation consists of employees with a disability and

supervisors, volunteers, interns, living lab participants and the board without a disability. (With the exception that the campus also offers employment to people with a reintegration trajectory.) Unintentionally, this creates a division. If we would situate Campus Woudhuis in the broader societal context and look at it from a more critical perspective, we notice that a parallel labour market is being created. We may wonder whether an organisation is inclusive if it tries to bridge the gap between people with disabilities and the regular labour market as a separated solution. Or will this create a parallel labour market, where the distinction between 'we' and 'they' is still present? According to Ton Wiltthagen, the parallel labour market can offer a solution for people who cannot work in the regular labour market (van Heijningen, 2019). The concept of the parallel labour market takes shape as non-regular work, which has no added economical value, but does have societal value. The parallel labour market offers opportunities for employees with disabilities, but must ensure that it still safeguards the ambition of the inclusive labour market (Cohen, 2019). The goal of "Disability Studies" is to create an inclusive society, which is not self-evident (Monen, 2015). However, this is encouraging to achieve inclusion in settings where it is not yet possible. The ideal inclusive society is still a long way off due to hesitation from other sectors to embrace inclusion and trends of exclusion in societies (Monen, 2015). Initiatives such as Campus Woudhuis are a first step in the right direction and reveal dilemmas and exclusive mechanisms for inclusion (e.g. productivity in the work place).

Limitations

As a researcher it was the first time to conduct this amount of interviews with many different perspectives. However, quite a few similar semi-structured interviews had already been conducted throughout the master's programme. The study was supervised by another researcher. There was a close cooperation in the data collection (e.g. drawing up the topic list) and further analysis was supervised.

A first limitation is the limited transferability. The research was a case study, which solely analyses one case. The generalisability of the research is limited and could result in a decreased transferability. Nevertheless, this is an in-depth research with an extensive description of the experiences regarding inclusion and inclusiveness of all stakeholders at the social enterprise, which could increase the transferability to other social enterprises or organisations.

A second limitation to this research could be the translation. All interviewees were native Dutch speakers and all interviews were conducted in Dutch. All citations were translated, since the report is written in English, while maintaining the meaning of the original quote. These citations were proofread by another researcher (van Nes, et al., 2010).

Lastly, a limitation could be that some participants wanted an interview as a duo or as a group. There may be some limit to this when going into sensitive subjects or some biased responses. However, interviewing in duos made it more comfortable for some participants during the interview and the transcripts gave no reason to suggest that perspectives or experiences were withheld; the respondents answered all questions and later, in informal settings, some issues were reignited.

Conclusion and recommendations

Conclusion

This study began with the premise that this case study will gain insight into the experiences of inclusion from all stakeholders at a social enterprise, since most research regarding inclusive employment doesn't voice employees with a disability. This research focused on the experiences of a sense of belonging for all stakeholders at Campus Woudhuis. The research question was answered with an emphasis on the contributing and challenging aspects that the employees, supervisors, volunteers and the board encountered at Campus Woudhuis. These insights will help improving inclusiveness and learn what is needed for an inclusive work setting in other social enterprises or (inclusive) companies.

The research highlights various contributing aspects that the employees, supervisors, volunteers and the board put forward. Also various challenging aspects were discussed which deserve special attention from the inclusive employer in order to achieve true inclusivity. These findings were in line with the researcher's fieldnotes.

In conclusion, the inclusiveness of a social enterprise can be measured in different ways. With a focus on the sense of belonging, employees have to feel comfortable and need a safe environment where they have opportunities to learn, make mistakes and develop. In this respect, we can say Campus Woudhuis is a successful inclusive setting, since all stakeholders interviewed confirmed this finding as well as the researchers fieldnotes. However, the aspects that make the enterprise inclusive diminishes the representation of the social enterprise as a work place in the regular labour market.

Recommendations for further research

As mentioned before, several lessons can be drawn from this inclusive social enterprise as best practice for other start-up social enterprises. These results have implications for further studies. A similar study case can be obtained from Campus Woudhuis in a few years. The phase they are currently in is a start-up phase, in which many dilemmas are still taking shape. It would be interesting to conduct the same research at a later stage, from which they have already learned. Interviewing employees who have moved on to regular work or other daytime activities can also provide interesting research. Given that the researcher has only seen employees in one setting, it can also provide new insights into what kind of changes an inclusive learning work programme can bring about in employees across different settings. In addition, similar study cases can be conducted at different social enterprises, which increases the transferability of the results. In line with the transition-to-work programme, a study could be conducted that contacts various companies near Campus Woudhuis to question and investigate the inclusive mindset there.

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Appendix A – Interview guide

Topic list Begeleiders

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Opleiding en andere werkplaatsen

- Welke studies heeft u gedaan?
- Hoe kwam u in aanraking met Campus Woudhuis?
- Vanwaar de keuze om begeleider te worden bij Campus Woudhuis?
- Heeft u hiervoor nog gewerkt als begeleider of werkt u nog ergens anders als begeleider? Zo ja, waar was dit dan?
- Hoe zou jij jouw rol hier omschrijven?

Begeleider bij Campus Woudhuis

- Hoelang bent u hier al begeleider?
- wanneer komt u naar Campus Woudhuis?
- Hoe ziet uw week eruit van maandag tot vrijdag?
- Hoe zou je je rol hier omschrijven?

Verwachtingen Campus Woudhuis

- Wat waren je verwachtingen van Campus Woudhuis?
- Wat dacht u toen je hier voor het eerst kwam?
- Welke karaktereigenschappen zijn er volgens u nodig om begeleider te zijn bij Campus Woudhuis?

Inclusie

- Vindt u dat er geluisterd wordt naar welke aanbevelingen je voorstelt of je ideeën en wat je nodig hebt?
- Wat ziet u als de missie van Campus Woudhuis?
- Wat is de visie van Campus Woudhuis?
- Campus Woudhuis gaat veel over Campus Woudhuis gaat veel over inclusie?
 - Wat begrijpt u onder inclusie?
 - Heeft u al obstakels voor inclusie ervaren?
 - Welke?
 - Welke zijn bevorderende factoren?
- Merkt u nog spanningsvelden op?
 - welke zijn dit?
 - wat loopt net goed volgens u?

Toekomst van het Woudhuis

- Welke toekomst wil je voor Campus Woudhuis?
- Wil je nog verandering zien voor /bij Campus Woudhuis?

Afsluiter: Wat vond je van het gesprek?

Topic list werknemers

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Verwachtingen van het Campus Woudhuis

- Kan je je nog herinneren wanneer je voor het eerst hoorde dat je naar Campus Woudhuis kon komen?
- Wat dacht je toen over Campus Woudhuis?
- Wat stelde je voor dat Campus Woudhuis zou zijn?
- Wat stelde je voor dat je zou kunnen/ mogen doen op Campus Woudhuis?
- Wou je graag naar Campus Woudhuis komen?
- Wat leek je dan zo leuk aan Campus Woudhuis?
- Weet je nog de eerste dag dat je op Campus Woudhuis was?
- Wat dacht je toen je hier voor het eerst kwam?

Andere werkervaringen en opleiding

- Heb je nog ergens anders gewerkt hier voor of werk je momenteel nog ergens anders?
- Hoe kwam je daar terecht?
- Deed je het werk graag?
- Wat leek je dan zo leuk/ niet leuk?
- Waarom ben je gestopt ? Zou je het graag nog doen?
- Is er een verschil met werken daar of bij Campus Woudhuis?
- Welke opleiding heb je gevolgd?
- Waarom heb je deze opleiding gevolgd?
- Welke certificaten heb je zoal? Waar ben je het meest trots op?

Beschrijving van de werkweek

- Hoe ziet jou week eruit? Wat doe je van maandag tot vrijdag?
- Hoeveel dagen kom je naar het Woudhuis?
- Kan je eens beschrijven hoe een dag op het Woudhuis eruit ziet voor jou?
 - Hoe kom je naar Campus Woudhuis? Ze komen je ophalen met de fiets? Hoe laat moet je klaarstaan?
 - Waarmee start je als je hier komt?
 - Wat doe je allemaal op Campus Woudhuis?
 - Welke taakjes doe je graag? / Wat doe je graag op Campus Woudhuis?
 - Vind je dat je genoeg pauzes krijgt? of vind je dat je net teveel pauze krijgt?

- Wanneer vertrek je weer naar huis?
- Wat doe je nog als je thuiskomt?
- Kan je op 's Heeren Loo over Campus Woudhuis/ over je werkdag vertellen?

Toekomst voor Campus Woudhuis: Positieve zaken en verbeteringen?

- Werk je graag buiten?
- Werk je graag in de tuin? In het groen? Ook als het regent of koud is?
- Wat doe je nogal graag?
- Wat heb je al geleerd op Campus Woudhuis?
- Wat hoop je hier nog te leren op Campus Woudhuis?
- Vind je dat er naar jullie geluisterd wordt op Campus Woudhuis?
- Vind je dat je hier alles kan zeggen aan je collega's? Ook als je iets niets leuk vindt?
- Wat vind je van de sfeer op Campus Woudhuis?
- Kan je goed op weg met jou collega's?
- Weet je nog een heel leuk moment op Campus Woudhuis?
- Herinner je nog een minder leuk moment hier?
- Wat zou jij veranderen aan Campus Woudhuis?
- Wat zou je nog graag bij willen zien komen op Campus Woudhuis?
- Wat zou jij veranderen aan Campus Woudhuis als jij de directeur was?

Topic list bestuur

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Voorstellen

- Welke jobs heeft u nog gedaan hiervoor?
- Hoe ziet uw werkweek eruit van maandag tot vrijdag?
- Hoe vaak komt u naar Campus Woudhuis?
- Hoe zou je je rol hier omschrijven?

Opstart Campus Woudhuis

- Vanwaar het idee om de campus op te starten?
- Was dit het originele idee? Waar zitten de veranderingen dan?

Verwachtingen Campus Woudhuis

- Wat waren je verwachtingen van Campus Woudhuis?
- Wat dacht u toen je hier voor het eerst kwam?
- Welke karaktereigenschappen zijn er volgens u nodig om vrijwilliger of begeleider te zijn bij Campus Woudhuis?
- De bedrijven voor doorstroming welke visie moeten zij voor ogen hebben, om samen met hen in zee te gaan?

Inclusie

- Wat ziet u als de missie van Campus Woudhuis?
- Wat is de visie van Campus Woudhuis?
- Campus Woudhuis gaat veel over inclusie?
 - Wat begrijpt u onder inclusie?
 - Heeft u al obstakels voor inclusie ervaren? Welke zijn dit?
 - Welke zijn bevorderende factoren?
- Merkt u nog spanningsvelden op?
 - welke zijn dit?
 - wat loopt net goed volgens u?

Toekomst van het Woudhuis

- Welke toekomst wil je voor Campus Woudhuis?
- Wil je nog verandering zien voor /bij Campus Woudhuis?

Afsluiter: Wat vond je van het gesprek?

Topic list vrijwilliger

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Keuze als vrijwilliger

- Vanwaar de keuze om vrijwilliger te worden?
- Vanwaar de keuze om vrijwilliger te worden bij Campus Woudhuis?
- Heeft u hiervoor nog gewerkt als vrijwilliger of werkt u nog ergens anders als vrijwilliger? Zo ja, waar was dit dan?
- Wat was/ is uw beroep?

Vrijwilliger bij Campus Woudhuis

- Hoe kwam u in aanraking met Campus Woudhuis?
- Hoelang bent u hier al vrijwilliger?
- wanneer komt u naar Campus Woudhuis?
- Hoe ziet uw werkweek eruit van maandag tot vrijdag?
- Hoe zou je je rol hier omschrijven?

Verwachtingen Campus Woudhuis

- Wat waren je verwachtingen van Campus Woudhuis?
- Wat dacht u toen je hier voor het eerst kwam?
- Welke karaktereigenschappen zijn er volgens u nodig om vrijwilliger te zijn bij Campus Woudhuis?

Inclusie

- Vindt u dat er geluisterd wordt naar welke aanbevelingen je voorstelt of je ideeën en wat je nodig hebt?
- Wat ziet u als de missie van Campus Woudhuis?
- Wat is de visie van Campus Woudhuis?
- Campus Woudhuis gaat veel over inclusie?
 - Wat begrijpt u onder inclusie?
 - Heeft u al obstakels voor inclusie ervaren? Welke zijn dit?
 - Welke zijn bevorderende factoren?
- Merkt u nog spanningsvelden op?
 - welke zijn dit?
 - wat loopt net goed volgens u?

Toekomst van het Woudhuis

- Welke toekomst wil je voor Campus Woudhuis?

- Wil je nog verandering zien voor /bij Campus Woudhuis?

Afsluiter: Wat vond je van het gesprek?

Topic list directie/ manager Zorg, Werken en Leren 's Heeren Loo

Hoofdvraag: Gaat het echt om participatie/ inclusie?

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Voorstellen

- Hoe zou u uw rol hier op 's Heeren Loo beschrijven?
- Hoe lang zit uw al in deze positie
- Heeft u nog andere beroepen gehad?
 - Zo ja, dewelke en wat was uw rol daar?

Indruk Campus Woudhuis

- Bent u al op Campus Woudhuis geweest?
 - Wat was uw eerste indruk
- Hoe was de eerste kennismaking?
- Waarom hebt u Campus Woudhuis betrokken als partner?
- Wat wordt er concreet verwacht vanuit Campus Woudhuis?

Verwachtingen Campus Woudhuis

- Wat betekent 'werken' voor personen met een beperking voor u?
- Werken jullie samen met meerdere werkplaatsen of sociale ondernemingen als partner om iedereen hier op 's Heeren Loo een werkplaats aan te bieden?
- Wat betekent Campus Woudhuis voor jullie ?
- Hoe loopt de communicatie met Campus Woudhuis?
 - Wordt u op de hoogte gehouden van wat hier gebeurt? Recente veranderingen of evenementen?

Inclusie

- Wat ziet u als de missie van Campus Woudhuis?
- Wat is de visie van Campus Woudhuis?
- Campus Woudhuis gaat veel over Campus Woudhuis gaat veel over inclusie?
 - Wat begrijpt u onder inclusie?
 - Heeft u al obstakels voor inclusie ervaren? Welke zijn dit?
 - Welke zijn bevorderende factoren?
- Merkt u nog spanningsvelden op?
 - welke zijn dit?
 - wat loopt net goed volgens u?

Toekomst Campus Woudhuis?

- Wat verwacht voor de toekomst?
- Zou je nodig dingen willen anders zien?

Afsluiter: Wat vond je van het gesprek?

Topic list bedrijven

Introductie

- Voorstellen
- Doel van het onderzoek
- Opnemen interview
- Informed consent
- Vragen vooraf respondent

Bedrijf zelf

- Wie zijn jullie?
- wat doet uw bedrijf?
- Wat is de taak van uw werknemers?

Openstaan voor werknemers met een beperking

- U staat open om werknemers met een beperking aan te nemen?
- Welke taken zou u voorzien voor werknemers met een beperking?
- Voorziet u een vast contract en een loon voor de werknemers met beperking?
- Wat verwacht u concreet van de werknemers met een beperking?

Inclusie

- Wat verstaat u onder het begrip inclusie?
- Wat vindt u dat de voorwaarde voor inclusie zijn binnen uw bedrijf?

Verwachtingen werknemers

- Wat ziet u als meerwaarde van personen met beperking aan te nemen?
- Wat ziet u als uitdaging van personen met beperking aan te nemen?

Afsluiter: Wat vond je van het gesprek?

Appendix B – Informed consent

Informed consent

Geïnformeerde toestemming – Informed consent Deelname aan onderzoek

Toelichting

U werd gecontacteerd voor een gesprek in het kader van een onderzoek over Campus Woudhuis van Disability Studies in Nederland. Bij dit onderzoek willen vanuit verschillende perspectieven een correct beeld vormen van de werking en inclusiviteit op het Woudhuis. U bent bereid deel te nemen aan dit interview.

Deelname

Uw deelname is geheel vrijwillig en u heeft het recht om deelname te weigeren of op eender welk moment te stoppen, zelfs nadat u uw toestemming voor deelname heeft gegeven. Indien u er geen bezwaar tegen maakt, zal het interview worden opgenomen (audio-opname).

Vertrouwelijk gegevens

Persoonlijke gegevens zoals naam, woonplaats, leeftijd, etc., worden geanonimiseerd. Alles wat besproken wordt zal vertrouwelijk worden behandeld en enkel worden gebruikt in het kader van de masterstage en onderzoek voor Disability Studies in Nederland. De onderzoeker zal hun geanonimiseerde data individueel analyseren en verwerken.

Toegang tot resultaten

Wanneer het interview getranscribeerd is kunt u, indien gewenst, de tekst inkijken en in overleg met de onderzoeker aan te passen. Hierover maken u en de onderzoeker onderling een afspraak.

Indien u vragen of opmerkingen heeft, neemt u in eerste instantie contact op met de onderzoeker die u benaderde voor het interview (adeline.lefebvre@ugent.be).

Ik (ondergetekende),

..... (volledige naam in drukletters a.u.b.) ga akkoord met de volgende voorwaarden:

- (1) Ik heb voldoende informatie gekregen omtrent het doel van het onderzoek;
- (2) Ik heb elke vraag in verband met het onderzoek kunnen stellen;
- (3) Ik geef de toestemming aan de onderzoeker om de resultaten op een vertrouwelijke en anonieme wijze te bewaren, te verwerken en te rapporteren;

(5) Ik begrijp dat alle gegevens in het kader van dit gesprek verstrekt, geheel vertrouwelijk en anoniem zullen worden verwerkt en enkel in functie van onderzoek zullen worden gebruikt;

(6) Ik ben op de hoogte van de mogelijkheid om mijn deelname aan het onderzoek op ieder moment stop te zetten en dit zonder opgave van reden;

(7) ik ben ervan op de hoogte dat ik op aanvraag een samenvatting van de onderzoeksbevindingen kan krijgen;

(8) Ik geef mijn toestemming om de geanonimiseerde interviewdata te laten analyseren in het kader van toekomstig wetenschappelijk onderzoek en eventuele publicaties vanuit de organisatie Disability Studies in Nederland.

Voor akkoord,

Plaats en datum en Naam + handtekening van de participant

..... /...../.....

Plaats en datum en Naam + handtekening van de onderzoeker

..... /...../.....

Appendix C – Detailed recommendations

A great deal of preparatory thinking and networking preceded the start of Campus Woudhuis in March 2019. There was a starting plan, but no means available and reigniting questions and dilemmas. That is why several ideas are still being pursued and are taking shape within an active enterprise. They are made visible here.

The employees were allowed to start working. Some of them had received training. Others simply had experiences with working in the green. Most employees indicated that they learn by doing.

Various things the employees already learned:

- Sensing their boundaries; to take a break when necessary (participant 12)
- Recognising and differentiating plants and trees (participant 12)
- Learning to ride a bike (participant 5)
- Learning to work with various persons; “This took me some getting used to, but now I'm used to it” (participant 11)

Somethings the employees still want to learn:

- Further learning and deepening knowledge about trees and plants; for example where different fauna and flora live and how to recover this natural diversity (partly as a lesson, but also additional information in the process) (participant 12)
- Further growing in green work and work in the vegetable garden (participant 12)
- Further learning to work with a brush cutter (participant 11)
- Learning to cut (small) upright trees (small cut) (participant 11)
- Others don't have specific goals, but claim ‘it will come naturally’ (participant 5)

The collected recommendations below are desired by all stakeholders at Campus Woudhuis: volunteers, board, supervisors and employees. Recommendations for a successful future for Campus Woudhuis:

- Learning work programme has to take shape within the apprenticeships and learning tracks (participant 1)
- Notoriety of the campus (participant 1) due to publicity in the city (participant 6)
Yes, it is mainly publicity. No, also just appearance. It should also invite you to just enter here. (participant 3)
- Create an economic foundation of how we get those different budgets together such as education, services and products to have an initiative that can run for at least ten years, so it ensures continuity of the social enterprise. (participant 1)
- Implementing plans as previously defined, with a local shop, terrace and coffee shop (participant 12 and participant 13), as well as catering establishments with meeting facilities (participant 20)

- Creating more accessible grounds (participant 12)
Normally, it is made wheelchair accessible here and it is also safer here. (participant 3 and 5) Also make forest paths more accessible, as some paths can no longer be walked on (participant 6)
- Combining work and sports at the Campus (participant 4)
- Creating a recreational area where all three goals from the goal tree are successfully reached (participant 20):
 1. there is an active exchange;
 2. people do a nice job;
 3. people enjoy the beautiful surroundings.
- Building a vantage point for birdwatching (participant 12)
- Renovating the farm and estate as a project for inclusive work (participant 2)

Finally, some recommendations that were discussed in the conference on September 20th within the workshop 'Experts by experience as the key to success in participation';

- Working with visualisations when explaining, planning, etc.
- Not only offer a certificate at the end of the programme, but giving an intermediate certificate to motivate the employees
- Time and patience for employees
- Honest payment for employees
- Not working with labels or divisions when working with people with a disability
- Departing from talents and strengths from the employees and create a job for them (job-crafting)
- Working with experts in experience to guide your inclusive workplace and pay them for their services
- Experiencing together (as employer and employee) what works in the work setting
- Using technologies in the work setting

Appendix D – Findings of the workshop

For an additional assignment for the course "Orthopedagogical coaching", a workshop was organised regarding my research internship at Campus Woudhuis. The interactive workshop included a number of dilemmas, some of which were also discussed in the results section. Some interesting insights emerged, which are explained below for each **question**. Some of these insights are very similar, while others are contradictory. Everyone often has an opinion on a dilemma based on their own experiences and personality. There is no right or wrong answer, but it does give us the opportunity to map out as many perspectives as possible to take into account.

(1) ‘Do we want to participate at what/ any price? We want to be inclusive, but at the same time we make demands on work and development ability. What do you think: may we select on labour capacity and allow ‘the best’ or should we give everyone a chance to work on the campus?’

- “As discussed by Adeline, the enterprise is rather a place where "belonging" is central at the moment. Based on the "belonging" principle, I think it is important that employees who have less developmental skills should also be admitted. Certainly because the daily schedule is placed entirely with the employees and they can participate whenever they want.”
- “I find this very difficult to answer. On the one hand, the pursuit of the goal is important: moving on to the regular market. If you allow people for whom you know this will not be possible, you no longer fully pursue the goal of your enterprise. They then work on the farm estate and learn things, but in the end they will not get a chance in society (which is a great pity). On the other hand, everyone should have a fair chance and I think it is a great initiative to let those people do something useful, they feel welcome and like to come, which is in itself a great goal to achieve.”
- “In my opinion, everyone should be given the opportunity to work on campus because otherwise you cannot speak of inclusion. However, it will be important here to determine which work the client can handle physically and mentally. Here is an opportunity to search together with the client and to develop a bond from this stage. It is important to be flexible and let the client perform multiple tasks, for example, to determine what he / she prefers to do. In addition, there must also be rules for what is possible and what is not possible on the work floor, because this is also the case in the regular work field.”

(2) In healthcare, supervisors are trained to be experts in the disability that someone has. How do we achieve a mindset that focuses on the possibilities and strengths that someone has as an employee to contribute to the company.

- “What I mainly learned from my internship with children with autism spectrum disorder (in special education) was that I briefly put the diagnosis aside. I looked for ways to bond with the children and I was consciously present at the playground so that I not only had the role of “helping teacher” in the class, but

I could also listen to and play or talk with them. The conversations were not about their “disability”, but about their interests etc.”

- “I think it is very important to start from a neutral mindset, so that prejudice is limited. Perhaps it is possible to collect "essential" information from an employee, but otherwise discover everything during the stay on the Campus. I also like the theoretical model of Quality of Life to map out the strengths. This must be questioned / observed by an expert.”
- “ How I experienced this several times during my internship: you can start without knowing anything about the person. Not asking for information from colleagues, nor looking at his or her file. It sounds a bit against your nature but it works. Of course there are people you should know a few things about before you start. But start with knowing as little as possible about a person and get started with a strength-weakness analysis.”

(3) ‘To an honest day's pay ’ is a nice rule. As soon as someone has energy and contributes, someone earns a wage for the work one executes. But on the Campus there is a lot of work and little money to pay wages. How do we solve that?

- “Another question may be whether the people who are allowed to learn and work on the Campus ask this wage. My experience tells me that people with a disability are often very content to be allowed to work and especially to be given a responsibility about something, even if it is something small. If one can live on the benefits they receive, then leave it like that?”
- “I personally find the aspect of wages a difficult dilemma. When looking at the regular labour market, wages also differ according to the work one does. With this principle in mind, I would suggest to determine wages according to the work one does. However, it is difficult because the employees in the Campus determine their own daily schedule.”
- “If there is a person who can do little but does his very best and really gives his all (full capacity), I think that that person can earn the same as another person who has more possibilities and can do more things, but also his full capacity. Ultimately, I believe that everyone should be given the same according to his / her effort.”

(4) People who work on the Campus all fall within a social benefit (sickness law, compulsory education, youth care, WMO, WLZ, P-law). These arrangements all create advantages, but also impediments. We want to put the interests of the individual first on the Campus, but we will see the system requirements afterwards. Do you think this approach is sustainable?

- “If there is enough staff and they are all willing [to work]. Put 1 or 2 employees under the responsibility of a supervisor. The task of an individual supervisor can then be to follow up the employees and their situation regarding their social benefit/settlement. But the chance that this already exists will be high. If this has already been applied in the Campus, this certainly seems tenable.”

- “I think the Campus' position in this area is very good, but unfortunately I think that this may cause problems later. Society is constantly developing towards professionalisation and online working methods, rules that must be followed to gain access to certain matters in view of the long queues, etc. The importance of the focus on the individual should, in my opinion, also be more addressed within this system requirements because that way I think we can make our society less restrictive for certain people.”

(5) Don't we all have disabilities? That's a popular approach when thinking about inclusion or inclusiveness. But does that do justice to the burden that someone experiences from a disability (a "stupid disability" one could say)? What room do you give to the restriction?

- “I am convinced that this is different for every person, so I do not want to generalise things. Some people with disabilities see their disability as a nuisance and need time to give the disability a place to accept it. For others it is rather something that is not seen as a nuisance. I think that especially as a social worker we should go along with the story of the person we have in front of us, while being aware of the fact that the disability is present and that it is not likely to go away. We should therefore always be attentive to the impact and experience of the disability in the individual and also keep it open for discussion.”
- “I don't think we should say that everyone has a disability. That would be unfair to people who really carry a burden [disability]. It is true that everyone is unique and valuable in their own way. Everyone is different and has strengths and weaknesses and that goes for people with or without disabilities, and it is important to recognise that people with disabilities are equal. It is partly necessary to pay attention to a disability in order to offer the appropriate support, but it is especially necessary to pay attention to the person: what does the person like to do (because everyone has talents), what is the person good at, ... A person is more than his/her disability. It is above all a person with his/her own talents and dreams.”

(6) Organisations are at a distance from people: what does it require from the workplace to give people with a disability a job in your organisation? (Also take a look at the HARRIE training: You can find more information at ikbenharrie.nl. HARRIE is actually the ideal colleague employee who provides guidance in the workplace to employees with an occupational disability. Harrie stands for: Helpful; Alert; Realistic; Quiet; Instructing and Honest.)

- “I think that it is mainly a concern that employers think that the same quality cannot be achieved by people with an occupational disability [than people without a disability]. Of course, companies want to function well and make a profit, but this can also be achieved with some adjustments. For example: for someone who suffers from ASD, the company can provide sound-blocking headphones, arrange a low-stimulus desk, provide a “zen space” where the person can eat during the breaks if he / she wants to, etc. These measures would also have a positive effect on workers without disabilities. You can also

work with flexibility in hours, etc. It is important to me that you want to listen to what is needed from the employee's point of view and what adjustments can be arranged from the employer's point of view. As discussed in the HARRIE method, one must always remain honest and realistic towards one other, but with good adjustments I think that quality work can certainly be achieved.”

- “What I think is especially important, is that everyone is convinced enough within the company to want to take this step. I think that many companies still see employees with disabilities as a challenge. Many think that they work slower and perform less well, which can cause a financial problem.”
- “I think it is certainly very nice to give people with a disability a chance in your company. You also get support from the government, so money should not play a role. I think this can give a very nice image to the outside world. As a company you mainly have to be adjusted to the same mindset. Everyone has to be open and should get to know various persons with disabilities, so that they are not only labeled as ‘that person with a disability’.”

(7) The workplace benefits from clear communication and structure: "Just flat out say it". You can also think in a solution-oriented way and think about growth language: "you can already ... [do this] now ...[pay attention to this a little more]". You can call things that are difficult you call "not easy", you can call bad things "not nice". Which communication style is appropriate in an inclusive work setting?

- “Set an individual approach, get the team work well together and occasionally organise meetings where you discuss the more challenging employees. You learn a lot from your colleagues and their experiences. Include these experiences and apply them to clients as much as possible.”
- “I think it is important as an employee within the company to know your colleagues well. Nowadays, there are many tools to communicate with each other: this can be done via online material, oral communication, icons, white boards, schedules, etc. I think it would be useful for everyone within the organisation to know what is expected of them, so this can be communicated to the employees in various ways. What we already know from developmental psychological and educational lessons is that visual communication is a very good form of communication. As a result, I would certainly use this method as an employer and certainly leave the possibility open for additional explanation or other adjustments in communication if this should prove necessary. I think it is always important to remain respectful towards others.”
- “To answer this, you must first get to know the client. Regardless of their limitation, you don't know how to "deal" with a person, if you don't know that person. Of course, the professional must also remain professional and not address everyone as a friend, because a certain distance must still be maintained. But suppose that two people with ASD work within the campus, it's not guaranteed they benefit from the same communication style, because they are two different people. You can, however, try to respond better to their

needs through background information (e.g. explaining things clearly and to the point).”

Samenvatting Nederlands

Introductie

Personen met een arbeidsbeperking hebben een lage werkgelegenheidsgraad in Nederland en internationaal. Hun lage graad tot werkgelegenheid vindt plaats binnen een context van beperkte mogelijkheden tot werk. Vaak gaat het om sociale werkplaatsen of werkplaatsen binnen de reguliere arbeidsmarkt. Een recente fenomeen is de opkomst van sociale ondernemingen als werkgelegenheid. Deze worden opgezet door ondernemers met een maatschappelijk doel voor ogen. Sociale ondernemingen worden sterk aangemoedigd vanuit de overheid, gezien deze gunstig kunnen bijdragen tot de huidige sociale en maatschappelijke spanningsvelden in de samenleving, zoals bijvoorbeeld werkgelegenheid voor personen met een beperking. Deze recente opstroom zorgt voor recent onderzoek naar sociale ondernemingen. De meeste onderzoeken leggen dan de focus bij ‘*human resources*’ of de effectiviteit van verschillende werkgelegenheden. Echter is er slechts weinig onderzoek die de ervaringen van de werknemers blootlegt. Bijgevolg is de onderzoeksvraag van dit report: “Hoe ervaren werkgevers, werknemers en vrijwilligers de inclusiviteit binnen een sociale onderneming?”.

Achtergrond

Er zijn verschillende wetten vastgelegd, die verzekeren dat zoveel mogelijk personen met een beperking in de samenleving kunnen deelnemen. Op internationaal niveau is dit het artikel 27 van de United Nation Convention on the Rights of Persons with Disabilities (UNCRPD, 2006). Artikel 27 (UNCRPD) legt het recht op volledige participatie in de samenleving, inclusief onderwijs, werk en zelfstandig wonen, vast. Op nationaal niveau zijn het de Participatiewet, die in 2015 in Nederland werd geïntroduceerd, en de Quotumwet, die dit recht vastleggen.

Het wordt als een recht gezien voor personen met een beperking om deel te nemen aan de samenleving, dus een recht voor sociale inclusie. Er is geen eenduidige consensus over het begrip sociale inclusie, maar Cobigo, et al. (2012) beschrijft wel enkele sleutelcomponenten van inclusie:

- 1) volledige en eerlijke toegang tot gemeenschappelijke middelen en activiteiten hebben
- 2) relaties hebben met familie, vrienden en kennissen
- 3) een gevoel van ‘*belonging*’ hebben (erbij horen)

Bij de eerste component gaat het om het verzekeren van een plaats op de arbeidsmarkt. Ook personen met een beperking hebben toegang tot de arbeidsmarkt of tot dagbesteding. De tweede gaat over het contact op je werk met de collega’s en begeleiders. De laatste component gaat dan weer om het gevoel van bij je werkplaats te horen. Hierbij is het dus niet voldoende om uitsluitend aanwezig te zijn op een werkplaats, maar dat er bijzondere aandacht is voor acceptatie, participatie en ‘*belonging*’ van personen met een arbeidsbeperking op de werkplaats.

Er zijn echter nog veel hindernissen voor personen met een beperking om, vooraleer ze deel uit kunnen maken van de arbeidsmarkt. Het werkloosheidspercentage van de personen met een beperking ligt bijna twee keer zo hoog als voor personen zonder beperking. Dit is voornamelijk te wijten aan de bereidwilligheid van werkgevers. Werkgevers geven voornamelijk praktische redenen voor het niet aannemen van personen met een beperking. Deze meest voorkomende redenen gaan bijvoorbeeld over het feit dat er geen passende jobs zijn voor personen met een beperking, dat er geen nood is aan nieuwe werknemers, dat er onvoldoende draagkracht is om goede ondersteuning te voorzien. Andere redenen die werkgevers opgaven waren: de lage productiviteit van personen met een beperking, de administratie die er komt bij kijken of de onduidelijkheid over hoe men personen met een beperking moet rekruteren. Echter beschrijft het onderzoek van van Gerrevink (2018) dat het niet deze praktische redenen zijn, die zorgen dat werkgevers personen met een beperking niet snel aannemen, maar de stigmatisatie van deze doelgroep. Er heerst nog een sociale barrière door de vooroordelen die onder de bevolking leven.

Personen met een beperking kunnen bijgevolg niet gemakkelijk deelnemen aan de reguliere arbeidsmarkt. Er zijn voor personen met een arbeidsbeperking drie grote types van werkgelegenheid (Parmenter, 2011):

- Werk in de regulier arbeidsmarkt ('*open employment*'), mits ondersteuning.
- Sociale werkplaatsen (Nederland) of beschutte werkplaatsen (Vlaanderen) ('*sheltered employment*').
- sociale ondernemingen ('*social enterprises*'), zoals Campus Woudhuis.

In onderstaande tabel zijn de kenmerken van elk type weergegeven, net als de kritieken erop.

Type	Kenmerken	Kritiek
Werk in de regulier arbeidsmarkt (mits ondersteuning)	<ul style="list-style-type: none"> - Ondersteunt de rechten van de mens (met beperking). - Oog voor kwaliteit van leven van de werknemer. - Gelijkwaardige behandeling onder alle werknemers (met en zonder beperking). - Nuttig/ betekenisvol werk. 	<ul style="list-style-type: none"> - Veel personen met een beperking zijn uitgesloten, doordat het werk voor hen niet mogelijk of passend is. - Moeilijk om dit werk te bereiken en te behouden.
Sociale werkplaatsen	<ul style="list-style-type: none"> - Werkplaats met uitsluitend personen met een arbeidsbeperking - Het werk is vaak aan de lopende band en niet uitdagend. 	<ul style="list-style-type: none"> - Laag inkomen. - Afscheiding van personen met een beperking van de rest van de samenleving.
Sociale ondernemingen	<ul style="list-style-type: none"> - Commercieel, maar niet winstgevend activiteiten. - Personen met en zonder beperking werken er (25-50% van de werknemers heeft een beperking). - Betaald volgens productiviteitsgraad. 	<ul style="list-style-type: none"> - Laag inkomen. - Inkomen is volgens productiviteitsgraad, dus zorgt voor meer discussie.

	<ul style="list-style-type: none"> -Toegankelijke en aangepaste werksetting. - Gelijkwaardigheid in mogelijkheden en werk. - Ondersteunt de rechten van de mens. 	
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Types werkgelegenheid voor personen met een arbeidsbeperking (Parmenter, 2011)

Sociale ondernemingen zouden de positieve kenmerken van zowel regulier werk als sociale werkvoorzieningen combineren. Daarnaast zijn nog heel wat positieve gevolgen van sociale ondernemingen. Sociale ondernemingen zijn van grote meerwaarde, aangezien ze zorgen voor sociale inclusie in de samenleving en de werkvaardigheden van de persoon in kwestie verbeteren. Daarnaast verhoogt ook het welbevinden van de persoon met een beperking, gezien ze een hoge werktevredenheid ervaren, betere mentale gezondheid hebben en een gevoel van onafhankelijkheid ondervinden.

De sociale onderneming draagt bij aan de Kwaliteit van Leven door de persoon met beperking ervaren (Schalock & Verdugo, 2002). Het Kwaliteit van Leven telt acht domeinen en meten de subjectieve ervaring van iemand welbevinden. De acht domeinen zijn de volgende: (1) emotioneel welbevinden, (2) materieel welbevinden, (3) fysiek welbevinden, (4) interpersoonlijke relaties, (5) persoonlijke ontwikkeling, (6) zelfdeterminatie, (7) sociale inclusie en (8) rechten. Door werkparticipatie en positieve werkervaringen kunnen de volgende domeinen van Kwaliteit van Leven verhogen: sociale inclusie, rechten, interpersoonlijke relaties met collega's, persoonlijke welbevinden en tot slot persoonlijke ontwikkeling. Indirect kunnen ook andere domeinen positief beïnvloed worden.

Aanvullend kunnen ook werkgevers een toegevoegde waarde ondervinden aan het aannemen van personen met een arbeidsbeperking. Ten eerste kan het aannemen van personen met een beperking een oplossing bieden voor het krimpende aantal personen in de arbeidsmarkt. Daarnaast kan diversiteit op de werkvloer leiden tot een betere band tussen medewerkers en een beter begrip voor een arbeidsbeperking.

Methodologie

Het onderzoeksdesign van dit report is een case study-benadering bij het groen leerwerkbedrijf Campus Woudhuis. Aan de ene kant zal de case study als een vorm van evaluatie worden gebruikt voor de Campus om de werking ervan bloot te leggen en eventuele verbeteringen aan te brengen. Aan de andere kant kan dit report een voorbeeld zijn voor andere sociale ondernemingen en voor de manier waarop inclusie in een werkplaats kan bereikt worden.

De data collectie van dit onderzoek was drievoudig. Ten eerste werd een literatuurstudie gedaan, die de bevindingen uit de transcripten van de interviews en de veldnotities zou ondersteunen. Ten tweede werd er actieve observatie gedaan op de Campus. Dit gebeurde wekelijks, voor drie maanden lang. Tot slot, werden gedurende diezelfde periode semigestructureerd interviews afgenomen bij verschillende participanten op de Campus. De participanten varieerden van het bestuur (de oprichtende ondernemer/ directeur van Campus

Woudhuis) tot de werknemers, begeleiders en vrijwilligers en gaven uiteen liggende perspectieven. De participanten werden aangeboden om te kiezen of ze wilden deelnemen aan het onderzoek en op welke manier ze wilden deelnemen. Participanten konden gebruik maken van photo-voice, een tekstje schrijven of een tekening maken. De meeste participanten kozen uiteindelijk toch voor een interview. Daarnaast liet de onderzoeker de participanten ook de keuze om het interview alleen, per twee of in groep te doen. Het overzicht van de deelnemende participanten is terug te vinden in tabel II. De analyse van de verworven data werd zorgvuldige geanalyseerd door de eerste onderzoeker onder supervisie van de tweede onderzoeker. Daarnaast werd ook rekening gehouden met de kwaliteitsprocedures binnen kwalitatief onderzoek vooropgesteld door Devers (1999).

Resultaten

Introductie van Campus Woudhuis

Campus Woudhuis kent nog maar een recente start, namelijk in 2015. Vanaf maart 2019 werden de eerste werknemers toegelaten om de Campus. Campus Woudhuis stelde concrete doelen voorop, die weergegeven zijn in de doelboom (Figure II):

- (1) Campus Woudhuis is een levendig stadslandgoed.
- (2) Campus Woudhuis biedt werk voor iedereen.
- (3) Campus Woudhuis is een Living Lab voor inclusief ondernemen.

Het eerste doel gaat is om van Campus Woudhuis een levendig stadgoed te maken, waar iedereen welkom is en waar er altijd iets te beleven valt. Het tweede doel neemt de vorm aan van de inclusieve sociale onderneming, waarbij ook personen met een beperking kunnen werken. Het derde en laatste doel is het platform voor onderzoek dat de Campus wil bieden. In dit report zal de focus voornamelijk op het tweede doel liggen, aangezien vanuit de ervaringen van de werknemers, begeleiders en vrijwilligers de inclusiviteit zal worden zichtbaar gemaakt.

Het dagelijkse verloop op de Campus is niet met de klok vastgelegd, maar er is wel een vaste structuur waaraan wordt vastgehouden. Elke periode van werken duurt ongeveer een uur en wordt gevolgd door een koffiepauze of door de lunchpauze. Dit biedt de structuur waar de werknemers nood aan hebben. De werkverdeling van de dag ligt voornamelijk bij de begeleiders. Eerst worden de grotere taken toegedeeld aan de werknemers die reeds een zaagcertificaat in handen hebben of dergelijke. Daarna worden de overige taken verdeeld. Elke werknemer krijgt de mogelijkheid om zijn eigen taak te kiezen en na de pauze weer een nieuwe taak kiezen. Enkele voorbeelden van taken op Campus Woudhuis, die voornamelijk bestaan uit groenwerk en huishoudelijke taken: kruien, snoeien, rakelen, bankjes schilderen, plankjes schuren, vogelhuisjes maken, vegen, koffie zetten, etc. De vrijwilligers en begeleiders op de Campus steken ook allemaal de handen uit te mouwen.

In de eerste plaats vindt men de Campus zo aantrekkelijk, omdat het groenwerk dat er wordt geboden aansluit bij hun interesse om in de natuur, in het bos of gewoon buiten te werken. Dit is zo bij alle geïnterviewde werknemers die vooraf een opleiding of stage deden in het groenwerk. Ook is dit een interesse van een begeleider en een vrijwilliger, die reeds ervaring

hadden in het groenwerk. Daarnaast is Campus Woudhuis een mooi en rustig landgoed, waarnaar vele werknemers naar op zoek zijn.

Inclusiviteit op Campus Woudhuis

Campus Woudhuis wil met zijn sociale onderneming inclusiviteit bereiken. Dit is verbonden aan de inclusieve visie die ze voorop zetten: ‘inclusie wordt de norm, eerder dan de uitzondering’ en ‘iedereen betrekken’. Vanuit deze visie wordt er geen onderscheid tussen ‘wij’ en ‘zij’ meer gemaakt.

Er zijn verschillende aspecten die bijdragen tot inclusie door de participanten aangehaald tijdens de interviews.

Ten eerste wordt er gestreefd naar een verwelkomende omgeving, waar werknemers zich veilig en comfortabel voelen. De meeste van de participanten gaven ook aan op zoek te zijn naar een rustige werkplek, wat de Campus ook biedt.

Daarnaast zijn de werknemers ook tevreden over de omstandigheden waaronder ze werken. Zij krijgen namelijk heel veel vrijheid en kunnen het rustiger aandoen als ze eens een off-day hebben.

Ten derde is de participatie van de werknemers op de werkplaats van belang. Werknemers krijgen een stem, delen hun mening en krijgen dagelijks de mogelijkheid om hun eigen keuze te maken. Het meest concrete voorbeeld waar er mogelijkheid gecreëerd wordt voor de werknemers om hun mening te delen zijn de werkoverleggen die maandelijks georganiseerd worden. Iedereen krijgt hier dan de kans om hun kleine en grote zorgen te delen.

Verder zijn ook interacties met collega's een bijdragende factor tot inclusiviteit. Er is een continue interactie en samenwerking tussen alle aanwezigen op de Campus. Bijgevolg is er een voortdurende wisselwerking tussen personen met een beperking en zonder een beperking. Er wordt bij deze interacties weinig aandacht besteed aan de beperking van iemand, als hier niet om gevraagd wordt. Echter, wordt er wel rekening mee gehouden als de situatie ernaar vraagt.

Ten vijfde spelen de begeleiders een belangrijke rol in het verzekeren van het verder kijken dan de beperking, die de inclusieve visie vooropstelt. Ze betrekken dit in hun dagelijkse werk, waarbij ze nagaan of de werknemers voldoende werk voorhanden hebben en zich goed voelen op en buiten de Campus.

Ten slotte, draagt het inclusieve taalgebruik op de Campus ook bij tot de inclusieve visie, die ze vooropstelt. Op de Campus mag namelijk niet over ‘cliënten’ gesproken worden, maar over ‘werknemers’ of ‘medewerkers’.

Al deze bovengenoemde aspecten dragen bij tot de uitkomst van inclusie, namelijk het gevoel van ‘*belonging*’. ‘*Belonging*’ zorgt ervoor dat de werknemers zich goed en veilig voelen op de

werkplaats en zo kan er ruimte gemaakt worden voor zelfontwikkeling. Niettegenstaande zijn er ook enkele aspecten die uitdagingen vormen voor inclusieve werkgevers.

Ten eerste werd door het bestuur aangehaald dat het een uitdaging blijft om de werknemers ook te betrekken op beleidsniveau of ten minste ook hun mening te vragen over beslissingen die op beleidsniveau gebeuren.

Ten tweede is een aansluitende uitdaging dat inclusie voornamelijk binnen de tak van greenwork wordt benadrukt. De onderzoeksgroep van het living lab dat voornamelijk onderzoek poogt te doen met een inclusief design, is zelf niet inclusief. Er nemen dus geen personen met een beperking of ervaringsdeskundigen deel aan de workshops van living lab.

Tot slot, werd het belang van begeleiders reeds aangehaald, aangezien zij van grote meerwaarde zijn bij het bijdragen tot inclusiviteit. Echter moet ook worden benadrukt dat begeleiders die geen inclusieve of attentieve houding aannemen ook kunnen zorgen voor een limitatie tot inclusie. Het kan ervoor zorgen dat verschillende werknemers buitengesloten worden.

Dilemma's binnen Campus Woudhuis

Gezien de Campus nog in een opstartende fase zit, waarbij nog niet alle ideeën vaststaan, is er nog ruimte voor discussies, die de volgende dilemma's met zich mee brengen.

Een eerste dilemma gaat over de zorg- en werkcultuur. Een sociale onderneming ondervindt soms frictie tussen het 'sociale' onderdeel en het 'ondernemings-' onderdeel. Als onderneming wordt de focus op het business model gelegd. Enkele van de participanten gaven aan dat de focus hierop nodig is om een inkomen te genereren. Dit inkomen zorgt dat de Campus niet langer afhankelijk is van subsidies, wat zorgt voor meer onafhankelijkheid en de continuïteit verzekert. Echter komt de zorgcultuur waar nu de nadruk op ligt, daarmee in het gedrang en komen enkele vragen naar voor zoals: hoe lang mogen pauzes duren, welke eisen gaan we aan werknemers stellen, etc.

Een tweede dilemma betreft betaald werk. Momenteel worden de werknemers op de Campus nog niet betaald, gezien er ook nog geen inkomen wordt gegenereerd. 'Loon naar werken' vindt men op de Campus wel een mooie visie gevonden en hier wordt naartoe gestreefd. De participanten gaven steeds aan dat ze het niet erg vonden dat ze nog niet betaald werden. Tijdens de interviews gaf iedereen antwoord op de vraag, maar werd er nooit dieper op ingegaan. Ook tijdens pauzes kwam het onderwerp loon of inkomen nooit aan bod.

Doorstromen naar regulier werk is het volgende dilemma. Campus Woudhuis heeft voor ogen dat na het driejarig leerwerktraject dat alle werknemers op de Campus doorstromen naar ofwel regulier werk, ofwel sociale werkplaats of dagbesteding. Echter is er een deel van de werknemers op de Campus met lagere ontwikkelingsvaardigheden. Mogelijks zouden deze werknemers minder mogelijkheden hebben om door te stromen. Daarom pleit een deel van de participanten ervoor om ook voor hen een plaats op de Campus te voorzien, indien de Campus echt inclusief wilt zijn. Maar er wordt door andere participanten aangegeven dat er een groter contrast ontstaat tussen de werknemers die doorstromen en werknemers die blijven.

Het laatste spanningsveld dat aan bod komt is ‘(dis)ableism’. Om de continuïteit voor de werknemers te verzekeren, heeft het bestuur reeds contact met enkele bedrijven waarnaar werknemers zouden kunnen doorstromen. Er komt een soort samenwerking tussen Campus Woudhuis en externe bedrijven. Echter komt de visie die Campus Woudhuis vooropzet, vaak niet overeen met de visie van de externe bedrijven. Externe bedrijven zijn vaak commerciële, winstgevendende bedrijven, die vaak nog wat vooroordelen over beperkingen hebben. Dit zorgt ervoor dat werknemers vaak niet of slechts tijdelijk worden aangenomen.

Discussie

In deze case study werd duidelijk dat de inbreng van medewerkers op Campus Woudhuis van grote waarde wordt geacht. Gelijkwaardigheid wordt vaak niet expliciet genoemd in de resultatenparagraaf, maar wordt weerspiegeld in de inclusieve visie die naar voren wordt geschoven. De participatieladder loopt van informeren - raadplegen - betrekken - samenwerken - tot empoweren (Arnstein, 1969). Als we het hebben over gelijkwaardigheid, gaat het vooral om samenwerken en empoweren. Op de Campus worden medewerkers aangemoedigd om aan volledige participatie te doen en hiertoe worden ook kansen gecreëerd.

De werknemers op de Campus krijgen de mogelijkheid om op hun eigen tempo te werken, zonder druk om te presenteren of te produceren. Dit is een van de belangrijkste redenen waarom de Campus zo inclusief is, omdat werknemers kunnen rusten, wanneer ze hier nood aan hebben. Dit is echter in strijd met commerciële bedrijven, waarbij de focus op winst en productie maken ligt. Voor werkgevers vormt dit een barrière om personen met een arbeidsbeperking aan te nemen, omdat ze niet zouden kunnen voldoen aan de mate van productiviteit. Maar dit vormt ook voor de werknemers een barrière: ze zijn minder geneigd om werk te kiezen in de reguliere arbeidsmarkt, omdat de hoge druk van productie hen afschrikt.

De inclusiviteit van een sociale onderneming kan op verschillende manieren worden gemeten. Ten eerste kan je dit meten aan de hand van het gevoel van ‘*belonging*’, zoals reeds beschreven. In dit opzicht kunnen we zeggen dat Campus Woudhuis een succesvol inclusieve werkplek is. Door zich echter aan te passen om inclusief te zijn, is het werk niet langer "regulier". Daarnaast bestaat de organisatie uit medewerkers met een beperking en begeleiders, vrijwilligers, stagiaires, living lab-deelnemers en het bestuur zonder beperking. Als we Campus Woudhuis nu vanuit een maatschappelijk perspectief bekijken, merken we dat er een parallelle arbeidsmarkt ontstaat. Volgens Ton Wilthagen biedt de parallelle arbeidsmarkt kansen voor werknemers met een beperking, maar moet men er wel voor zorgen dat deze de ambitie van de inclusieve arbeidsmarkt borgt. Het creëren van een inclusieve samenleving is niet vanzelfsprekend, maar initiatieven zoals Campus Woudhuis zetten een eerste stap in de goede richting en brengen uitdagende factoren naar voor (bijvoorbeeld productiviteit).

Daarnaast werden ook nog enkele limitaties van het onderzoek besproken, waarbij steeds werd aangegeven hoe er voor deze limitaties werd gecorrigeerd.

Conclusie

Deze studie begon met het uitgangspunt dat deze case study inzicht zou geven in de ervaringen van alle belanghebbenden omtrent inclusie. Dit onderzoek richtte zich op de ervaringen van een gevoel van ‘*belonging*’ voor alle belanghebbenden op Campus Woudhuis. De onderzoeksvraag werd beantwoord met de nadruk op de bijdragende en uitdagende aspecten die de medewerkers, leidinggevenden, vrijwilligers en het bestuur op Campus Woudhuis tegenkwamen. Deze inzichten zullen helpen om inclusiviteit te verbeteren en te leren wat nodig is voor een inclusieve werkomgeving in andere sociale ondernemingen of (inclusieve) bedrijven.

Zoals eerder vermeld, kunnen uit deze inclusieve sociale onderneming verschillende lessen worden getrokken als beste praktijk voor andere startende sociale ondernemingen. Deze resultaten hebben gevolgen voor verdere studies. Hierbij werden nog enkele aanbevelingen gedaan voor toekomstig onderzoek.

De bronnen zijn terug te vinden bij ‘references’. De quotes doorheen de interviews zijn terug te vinden in de paragraaf ‘results’. De figuren en tabbelen kan je opzoeken in de ‘list of figures’ en de ‘list of tables’, waar de juiste paginanummer staat.