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NOL REVERDA,
SUZAN DOORNWAARD **EDITORIAL**

The *Journal of Social Intervention: Theory and Practice* aims to disseminate insights, reflections, and discussions at the interface between social policy, organizational innovation, developing theory and methods, and professional practice. In doing this, it adopts a broad conceptualization of social intervention, targeting a wide range of topics and subjects. This wide scope is perfectly demonstrated by the current issue, which presents research and reflections on social initiatives in the domains of care for people with intellectual disabilities (in the form of collaboration with experience experts), young people (specifically, local youth councils), and neighbourhoods (in the form of citizen initiatives).

Despite their unique focus and domain, the contributions in this issue share one important element: each of them describes how the transformation of the welfare state has contributed to significant changes in the way these initiatives have developed, highlighting the impact of these developments in the field of social intervention. Recently, the WRR (Scientific Advisory Body for Governmental Policies)¹ has also reported critically on this development.

We start this issue with a contribution by Maaïke Hermsen, Mariëtte van Hees and Elske van Oostaijen, all of whom are researchers in care for people with intellectual disabilities at the HAN University of Applied Sciences. Their article focuses on increasing collaboration with experience

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experts in the care for people with intellectual disabilities. Experience experts with a mild intellectual disability are often supported by coaches in the workplace. Using a qualitative study, the authors examine which knowledge, skills and attitudes coaches need in order to support experience experts with an intellectual disability and help them achieve meaningful collaboration. Their findings reveal that the dominant principles of coaching are not sufficient to meet the specific nature of coaching experience experts with an intellectual disability, and that such coaching demands structural support and encouragement in the form of continuous cooperation between coach and experience expert.

The second contribution is by Jeannette Nijkamp, researcher and lecturer at the Research Centre Innovations in Care and the Research Centre Creating O10 at Rotterdam University of Applied Sciences, Jack Burgers, professor of Urban Studies at Erasmus University Rotterdam, and Chris Kuiper, professor of Participation at the Research Centre Innovations in Care at Rotterdam University of Applied Sciences. This practice-based article reflects on projects initiated by Freehouse, a foundation that aims to tackle deprivation in the Afrikaanderwijk area of Rotterdam by setting up citizen initiatives. The authors discuss the effects of the Freehouse projects on the economic position of residents in the Afrikaanderwijk, and link their insights to current local government policies that stress a more active role on the part of citizens. Their analysis reveals friction between these policies and existing regulations and requirements, which appears to obstruct rather than stimulate citizen initiatives.

The third article is by Dana Feringa, associate professor at Fontys University of Applied Sciences, and Evelien Tonkens, professor at the University for Humanistic Studies. The authors report on a multiple case qualitative study that aims to understand how young people participate in local youth councils and whether this contributes to wider civic engagement among young people. The findings of their study show that participation in local youth councils can be characterized as predominantly internally focused and emphasizing "responsibilization". This suggests that youth councils function as places where social ties are formed, rather than bodies that help young people more widely to participate in the democratic society or represent young people in the process of local decision-making.

The theme of young people continues in our Book Review section. The three books that are discussed each highlight this theme from a different perspective. Two doctoral dissertations explore the everyday life of young people and their interactions with peers. These can relate to romance and sexuality, as Wieke Dalenberg investigates in *A true love story. Young people's romantic and*

sexual development in the context of everyday life (reviewed by Henderien Steenbeek). However, they can also lead to – or prevent – criminal behaviour, as Maïke Kooijmans demonstrates in *Talent van de straat. Hoe je jongeren kunt verleiden uit de criminaliteit te blijven* [Talent of the street. How you can tempt young people to stay away from criminality], discussed by Stijn Sieckelinc. The manual *Jongereninformatie- en -advieswerk in Vlaanderen en Nederland* [Youth information and advice work in Flanders and the Netherlands], edited by Willy Faché and discussed by Herman Baert, places this theme in a broader context by providing an overview of the methods that have been developed to respond to young people's daily experiences.

This issue concludes with our regular Innovations in Social Practice and Education section. This time, Philip Marcel Karré discusses and criticizes three common assumptions in the debate about social innovation.

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1 www.wrr.nl.