

Journal of Social Intervention: Theory and Practice –
2009 – Volume 18, Issue 3, pp. 1–3
URN:NBN:NL:UI:10-1-100136

ISSN: 1876-8830

URL: <http://www.journalsi.org>

Publisher: Igitur, Utrecht Publishing & Archiving
Services in cooperation with Utrecht University of
Applied Sciences, Faculty of Society and Law

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SABRINA KEINEMANS EDITORIAL

With this third issue for 2009, the *Journal of Social Intervention: Theory and Practice* announces a change in the composition of our editorial board. Our highly appreciated editor-in-chief Professor Andries Baart has resigned as a member of the editorial board. During his membership of the board, he made major efforts to guarantee the continuing publication of the *Journal of Social Intervention*, and to offer our readers interesting and influential articles. The editors of the journal wish to acknowledge these contributions with great appreciation.

Although we regret the resignation of Andries Baart, we also welcome Nol Reverda with great pleasure as the new editor-in-chief of the journal. Nol Reverda is director of the Master's Programme in Comparative European Social Studies and is Professor of Comparative European Social Research and Theory at Zuyd University in the Netherlands. His specific areas of expertise – including European developments in higher education in general and social work in particular – relates very well to the focus and scope of the journal. Given his background, we expect Nol Reverda to be an excellent editor, who will contribute to the quality of our journal.

In this current issue, a diverse range of social intervention theories and practices is discussed. We start with the first part of a diptych written by Janneke van Mens-Verhulst and Lorraine Radtke. Intersectionality is a well-known concept to scholars and social workers in the field of diversity and social inclusion. The intersectionality approach is influential in the rethinking of the issues of

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gender, ethnicity and questions of diversity in the United States as well as Europe. As such, the concept seems very useful for interventions that support the inclusion of minorities in society. Janneke van Mens-Verhulst and Lorraine Radtke however, critically examine the usefulness of intersectionality in social intervention practices. At the micro level, the intersectionality approach may seem to be an Egg of Columbus, as will be explained by the authors in the first part of the diptych. However, in the second part – which will be published in the next volume – the authors argue that the intersectionality approach may also be a Trojan Horse.

The article by Peter Raeymaeckers presents the results of qualitative research on the role of organizational culture in determining the everyday practices of social workers. Raeymaeckers describes how social workers from three local centres attached to the Antwerp Public Social Welfare Centre (OCMW) define the “activation” of their clients and how these definitions are developed within the organizational culture of the three centres. Raeymaeckers reveals that the three centres are characterized by different organizational cultures and this difference has an impact on the way social workers deal with the activation of their clients.

Tourism provides an opportunity for relationship building, personal development and social integration and therefore it can be seen as a form of social intervention. This assumption underlies the article by Lynn Minnaert and Marianne Schapmans. In several countries of continental Europe, the public sector already supports initiatives for social tourism. The article by Minnaert and Schapmans outlines an initiative within social tourism provision in Flanders, Belgium, and gives an overview of quantitative research findings regarding social tourism as a form of social intervention.

Friedje Swart addresses a completely different topic. Children in primary schools and secondary schools today are frequently confronted with complex and multifaceted learning and behavioural problems. These problems at school can often be related to problems at home. To face these interwoven issues, schools need to collaborate with external professionals. Swart is interested in this interdisciplinary collaboration and presents the results of research into the alliances established in three schools, with regard to the organization of the alliance, the way professionals reach a consensus during consultation and the way they learn from each other. The author ends with recommendations for effective cooperation in situations where pupils need care.

This issue concludes with two articles on the theme of “Urban and Community Development”. Kees Fortuin and Erik van Marissing discuss the value of the Results-Based Accountability tool (RBA), based on their experiences with it in Katendrecht, a neighbourhood of Rotterdam which is

the subject of urban regeneration. The authors describe how the RBA tool was used in Katendrecht and discuss its merits and limitations. RBA focuses, for example, on interventions that stem from rationalist-based decisions and, as a consequence, the symbolic component of the life-world of residents of the regenerated area is overlooked. Fortuin and Van Marissing therefore plea for the development of a shared story for the neighbourhood, especially if it has to deal with complex problems.

In the previous issue of our journal, we published an article about the legitimacy of house calls as part of a “behind-the-front-door” approach, a strategy for neighbourhood regeneration and local service delivery. In this issue, Geralien Holsbrink presents an evaluation of these house calls. She compares the results of two pilot studies on house calls in the Dutch city of Enschede, listing the similarities and differences between the two studies. Holsbrink concludes with a reflection on the value of such house calls.

Of course, in this issue you will also find the book review section, with reviews by Gert Schout, *Gehandicaptenzorg, inclusie en organiseren* (Care of the Disabled, Inclusion and Organizing); Ben Boog, *Research in action. Theories and practices for innovation and social change*; and Henk Geertsema, *The Handbook of Community Practice*. Finally, in the “Higher Social Education News” column, Maarten van der Linden offers his account of a conference organized by the Canon Sociaal Werk on the history of Social Work and the positioning of this history in Social Work education.

Sabrina Keinemans, managing editor