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EDITORIAL

This issue of the *Journal of Social Intervention: Theory and Practice* includes four academic articles on theory, research and practice. Each contribution is assessed according to its category and separate assessment forms for articles are used. The Journal promises not only a diverse range of subjects, since the subjects featured in the Journal are not restricted to any specific domain of intervention, there is also diversity in the type of analysis of a social intervention. It might contain a reflection on practice, or a discussion of a research project or a theoretical analysis of a particular intervention. If you would like to know more about the specific requirements that an article must meet in a particular category, you can find more information on our website www.journalsi.org. While you are visiting our website, we would also like to invite you to subscribe to our notification service, which will remind you when each time our new quarterly issue is published online.

Gaby Jacobs, Professor at Fontys University of Applied Sciences (Eindhoven and Tilburg) and Assistant Professor in Education at the University of Humanistic Studies in Utrecht, the Netherlands, wrote the first article in this issue (see for her other publication in this Journal issue 4/2005). In her article Jacobs introduces a dialogical approach to improving our understanding of the educational goals of professionals in higher education. This approach is based on Bohm's dialogic approach, and Burbules and Smaling's call for critical dialogue. Furthermore, Jacobs discusses a dialogic research and development project in a teacher education department for special educational needs,

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entitled “Professional Values in Critical Dialogue”, which was set up at the Department of Special and Inclusive Education at Fontys University of Applied Sciences in the Netherlands.

The second article is written by Gürkan Çelik, Associate Professor at Windesheim University of Applied Sciences (Chair of International Business & Chair of Social Innovation and Diversity) and is about success factors among Turkish-Dutch innovative entrepreneurs. It is not the first time that Çelik has written on this specific ethnic group. In 2012 (issue 1), together with the adult education specialist and theologian Ton Notten, he published an article about the push and pull factors in remigration among highly educated Turkish-Dutch people. In this issue, Çelik provides an overview of his insight into the critical success factors for Turkish-Dutch innovative entrepreneurs in the Netherlands. In addition to a literature search and document analyses, he interviewed 25 Turkish-Dutch entrepreneurs that were nominated as the “Top 25 innovative entrepreneurs”. One of the most important conclusions of this article is that Turkish-Dutch entrepreneurs are found to be excellent in linking innovation opportunities to their own strengths. This article formulates a number of suggestions for the government, industry and educational institutions to stimulate innovation.

Gert Schout, Professor in Public Mental Healthcare at the School of Nursing and Gideon De Jong, researcher at the School of Social Studies, both at Hanze University of Applied Sciences, Groningen, are well-known authors for the *Journal of Social Intervention*. Together, they have contributed articles in 2013 (issue 1), 2012 (issue 3) and 2011 (issue 4). Schout and De Jong's previous publications related mainly to (failed) family group conferences, and their second contribution in this issue is a clear example of their expertise on this subject. However, their expertise extends further and in this article the authors focus on the merits of Public Mental Healthcare (PMHC). They provide a description of the mission and structure of PMHC as a service, because, as they explain, a description of the mission and structure of PMHC as a service is missing. They suggest that this description must reflect the dynamic between PMHC and Primary Healthcare, Community Mental Healthcare, and the support the civil society can provide. This article draws on a literature review and on reflections informed by theory and practice.

Nathalie Groot, a sociology graduate from the University of Amsterdam, has written an article about Family Group Conferences (FGCs) in cooperation with Schout and De Jong. The basic goal of a FGC is to stimulate social relationships in communities by giving members responsibility over their own social networks in the community. However, as Groot *et al.* state, little is known about what the most effective composition is for participants in a FGC. Using a study of 47 cases of FGCs

in Amsterdam, the authors argue that there are five types of social networks within FGCs: family networks, friend networks, household networks, mixed networks and professional networks. These networks have unique characteristics, but mixed networks appear to be the most effective. Using Granovetter's theory on "strong ties" and "weak ties", Groot *et al.* suggest that mixed networks offers the best chance of achieving social capital.

We conclude this issue with two book reviews and the News from Higher Social Education section.

First, Henk Geertsema discusses the dissertation *Leren dat maatschappelijk werkt. Het versterken van de beroepsidentiteit van de maatschappelijk werker door middel van leerprocessen op en rond de werkplek* [Learning that social work works. Strengthening the professional identity of the social worker through learning processes in and around the workplace], by Lies Schilder. According to Geertsema, the dissertation is important because it reflects the need to professionalize social work so that on the one hand it meets scientific requirements and on the other hand the individuality of the profession is retained.

The second book review is by Frits Meijering, who has written several book reviews in this Journal in the past (2013/1; 2012/1; 2010/2; 2009/4). Meijering discusses *Dynamiek en diagnose. Diagnostisch kijken in het sociaal werk* [Dynamics and diagnosis. A diagnostic view of social work], by Henk Geertsema and Gerbrand Kloppenburg. The authors introduce a relatively new approach to social work in the Netherlands: the dynamic systems theory. By writing this book, Geertsema and Kloppenburg make the dynamic systems theory accessible to (future) professionals in social work.

In the News from Higher Social Education section, Willem Blok (see also 2012/4; 2012/3; 2012/2) and Mark Garavan (see also 2013/1) discuss an educational module designed to enable social work students and teachers to work with their peers in other countries and show them the different national circumstances in which social work is done.

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