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EDITORIAL

We would like to begin this first issue of 2015 by announcing a change to our editorial board. Meindert Slagter has indicated that his work for the book review section will finish by the end of 2014. Meindert has served as a dedicated editor of this section for many years and we would like to thank him for his excellent work. The editorial board has decided that in the future, the book review section will be edited by one of the members of the board.

Another piece of news is that we have changed the name of our regular “News from Higher Social Education” section. For the time being, this section will be called *Innovaties in Onderwijs en Werkveld* (Innovations in Education and Social Practice), since it reports not only on developments in higher social education, but also on developments and changes in the wider field of social intervention.

Meanwhile, this issue opens with an article by Mayke Kromhout, Raymond Kloppenburg, and Lia van Doorn, who all work at the *Kenniscentrum Sociale Innovatie* (Social Innovation Research Centre) at HU Utrecht University of Applied Sciences. The authors report on the findings of a study among 29 “illegal” or undocumented children (6–19 years old), living in four Dutch cities. The children, whose asylum application was either rejected or who never applied for asylum, mention

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similar problems to those experienced by other children in the Netherlands, especially those who grow up in poverty. But despite these similarities, the problems experienced by undocumented children seem to have a more severe impact. What is more, the children experience intense psychological pressure, live in a constant state of fear that they could be detained by the police, experience trust issues and are worried about their uncertain futures.

The second article is by Annelore van der Eecken, Tineke van de Walle, and Lieve Bradt, all of whom work at the Department of Social Agogics at Ghent University, Belgium. They address the subject of non-participation – or different forms of participation – in leisure activities among children of Turkish and Moroccan descent. The article presents the findings of a study that examines the role that the parents of these children play in determining how they spend their free time. Based on interviews with Turkish and Moroccan mothers from Lokeren, Sint-Niklaas and Ghent, the authors explain how ethnic and religious factors as well as gender attitudes and living conditions influence the approaches taken by these mothers and their ways of dealing with this topic. The results seem to throw doubt on the role of Turkish and Moroccan parents in their children's social participation, which is often construed as problematic.

The third contribution to this edition of the Journal is by Gerda Scholtens, an autonomous professional in social welfare. Earlier, the theme of Communities of Practice (CoP) was addressed by Gert Schout (2005/1), who explored the usefulness of the CoP concept for learning trajectories directed at cooperation among welfare professionals from various backgrounds. This contribution addresses the ways in which Communities of Practice can be useful in the partnership between experienced (former) clients and welfare professionals from a practical perspective.

This issue also continues our regular book review section. Firstly, Saskia van Dorp and Harrie van Haaster, who both work for the *Instituut voor Gebruikersparticipatie en Beleid* (Institute for User Participation and Policy) discuss *Verlossing van schuld en boete. Onorthodoxe oplossingen voor onbetaalde rekeningen* (Salvation from debts and fines. Unorthodox solutions for unpaid bills), a volume edited by Stijn Verhagen, Lilian Linders and Marcel Ham. Secondly, Marc Hoijtink discusses *De vooruitgeschoven middenvelder. De innovatiekracht van middenmanagers van welzijnsorganisaties met het oog op actief burgerschap* (The advanced midfielder. The innovative power of middle managers in welfare organizations, with particular regard to active citizenship), a PhD dissertation written by Vincent de Waal.

Finally, Toby Witte contributes to the new section entitled Innovations in Education and Social Practice. He explains that current transformations in the social domain require different competencies from social professionals than previously, and he explores how social education needs to adapt to these developments.

Nol Reverda, editor-in-chief

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