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EDITORIAL

In this issue of the *Journal of Social Intervention: Theory and Practice*, we once again present articles on a wide variety of topics from across the field of social intervention. Two theoretical contributions on a social-participative approach to active citizenship and the concept of egoless care, respectively, are complemented by an article on research in the area of volunteer brokerage.

We open this issue with an article by Vincent de Waal, lecturer and senior researcher at HU Utrecht University of Applied Sciences. The theoretical article explores the literature on the social-participative approach to active citizenship. Starting from the work of scholars such as De Toqueville, Dewey, Putnam, Lichterman and Biesta, De Waal aims to emphasize citizenship as a practice, provide a detailed examination of the work of social professionals, and address the developments that frame the current promotion of active citizenship.

The second contribution is by Els van Gilst, René Schalk, Henk Garretsen and Ien van de Goor, all of whom work at Tranzo, Tilburg School of Social and Behavioral Sciences, Tilburg University. The article addresses research into potential improvements in volunteer brokerage. It is a continuation of the previously published work on brokerage as a solution for the shortage of

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volunteers (2011/2). This piece describes how the extensive network of volunteer centres in the Netherlands is not utilizing its brokerage capacity to the full. The research examines how successful aspects of brokerage can be implemented in the process of brokerage, and also considers current developments in the field of volunteer work due to changes in the care system.

We conclude this issue with a contribution by Gert Schout, a senior researcher at the Department of Medical Humanities, VU University Medical Center, Amsterdam. Combining a theoretical perspective and data collected during interviews with experts in the youth sector, Schout explores the concept of “egoless care” and its possible implications for youth care. The concept has been developed by Gerritsen and takes indirect makeability as its starting point: professionals encourage and support families and communities in the process of mobilization. Viewed in this way, egoless care provides new opportunities for the referral of children, young people and families into specialized care and for the reduction of medicalization in prevention practices. To be useful, however, the concept, which is currently oriented towards classical care practice, needs to be tailored to the preventive nature of youth care.

This issue concludes with our familiar book reviews and the Innovations in Social Practice and Education section. In the book review, Toby Witte discusses and compares two research reports, namely: *Gescheiden werelden? Een verkenning van sociaal-culturele tegenstellingen in Nederland* (Separate worlds? An exploration of socio-cultural contradictions in the Netherlands) edited by Mark Bovens, Paul Dekker and Will Tiemeijer, and *Vershil in Nederland. Sociaal en Cultureel Rapport 2014* (Difference in the Netherlands. Social and cultural report 2014) edited by Cok Vrooman, Mérove Gijssberts and Jeroen Boelhouwer.

In Innovations in Social Practice and Education, Yvon van der Pijl and Yke Eykemans discuss the societal and scientific developments that have contributed to the creation of the new Master's programme “Cultural Anthropology: Sustainable Citizenship” at Utrecht University. They also consider the question of how students are prepared for and can contribute to the social domain, outside the university.

Finally, we would like to announce another minor change to the name of what used to be known as the “News from Higher Social Education” section. To emphasize the importance of both innovations in education and, especially, developments and changes in the wider field of social

intervention, the editorial board has agreed on the name *Innovaties in Werkveld en Onderwijs* (Innovations in Social Practice and Education), instead of *Innovaties in Onderwijs en Werkveld* (Innovations in Education and Social Practice).

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