

FOREWORD

Before writing this editorial, we read similar texts in other scientific magazines, which for the most part helped to justify or value the discourses presented in the scientific publications; in others, we found that the writing had the objective of motivating and orienting the reader. This editorial is a “*pre-text*”, an excuse to initiate a debate with the authors and the readers of the articles about some emergent but essential issues, which arise explicitly and implicitly in the writings that appear in this pages of the *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud* (Latin-American Magazine of Social Sciences, Childhood and Youth).

The first approach to the articles allows us to demonstrate that in the discourses on research practices in social sciences, there is not univocality; we just have plural statements, which evidence the paradigms, approaches, strategies and the techniques that are used, which just goes to show that there are different interests, concerns, emotions and motivations that form and support the multiple ways of thinking and expressing the descriptions, explanations and understandings about the reality studied. It is clear that there is not only one but several paths in the construction of knowledge, which allows debate about the pertinence of the options that weave the sense plots among the different research processes and the texts that derive from them, announcing not only the results, but how they position themselves in the context of a social reality that demands every day more humanized, planet-friendly and dignifying knowledge.

The magazine, on presenting this multiplicity of socio/investigative ways, approaches and proposals, invites to develop a critical, dialogic and recursive recognition of three fundamental fields: the epistemic, the theoretical and the methodological ones, understood as spaces in which the options, criteria and research actions are disputed establishing from their conjunctions and tensions models of appropriation made up, among other things, of conceptual structures and social/ political conditions, from which the knowledge generated is learned and socialized.

The options that the research assume in the epistemic, theoretical and methodological fields move knowledge and lead to dialoguing and debating the discourses that are recreated or created as regards the different ways of putting forward objects of study in social sciences. These debates, which open the articles and remain unresolved among men and women readers, men and women researchers, are more than necessary for two evident reasons; one has to do with the appearance or emergence of discourses that, with differentiated densities - options, interests, assurances - settle on the social sciences and the other one, because we cannot reduce the investigative processes and the generation of knowledge about society to simple instruments that may or may not be used, instruments that possess or lack history within some discipline and which only point at recounting, in a superficial and contingent manner, problems that affect us as subjects and societies.

The contents of the articles presented by the *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, arise from concerns that motivate knowledge from an “epistemic curiosity”, not from an ingenuous one; that is why the research works dealt with approach the topic of the subject, of political subjectivity, shaped up in contexts marked by experiences, actions, elections, senses, significances and representations generated and determined by objective contexts marked by institutional dynamics, intergenerational relations, exclusions, violence that can even generate vulnerabilities, psychological and social anomie.

As we had pointed out, a key topic of study present in the texts contained in this issue of the magazine is that of the subject and political subjectivity, recognizing in it the distinctions and the

diversities existing in the processes, in the senses of socialization and in the practices of political formation; all of it in direct relation with the cultural contexts that it inhabits, the socio-cultural influences generated in the interactions and the institutions along which the subject goes.

Some of the studies presented in this issue take as a starting point the biographical and collective narratives where the “young subjects” narrate their experiences, some of them alternative, which shape and give sense to reflection, deliberation, decisions, comprehensions and action - political participation-, that way some tendencies are described before the processes of socialization and political education of the young people in Colombia. In this same direction the studies raise alerts before the role and responsibility of the school which requires, with some degree of urgency, to modify the means that it uses in the identity construction to form citizens with a sense of belonging and national commitment in a globalized world. This is due to the fact that it is detected that although the teenagers and young people acquire a sense of belonging to the nation, they do not become aware enough of the country’s economic, political and social aspects in their educational institutions nor do they discover the sense of participation in the State institutions and when this happens, the young and teenage subjects break the fragile bonds with the institutions - of socialization, surrogate - and they become secret beings, only visible in violent scenes, breaking the law, with antisocial behavior; labeled by the mass media, in such a way that they make it impossible to read different situations of vulnerability, ways of perceiving, of acting and of participating by the young people, before the systematic practices of exclusion that operate and they are naturalized in their everyday life.

The above allows us to tackle another reading and debate key present in the articles, which relates results and reflections derived from the research conducted; the subject matters under study reveal the intimate relation among configuration of political subjectivities and social vulnerability, neglect, loss of confidence in the institutions - especially the educational ones - and the family, which have stopped being referential, symbolic entities of identification and of search for alternatives. Social reality becomes ever more complex and relevant before the multiple risks that can result into or generate social uprootedness, disaffiliation of ever wider children and youth sectors.

Hence the importance that the studies, reflections and debates that derive from reading these articles assume the social-historical and political events against which the subjects and the political subjectivities have been mobilizing, the motives that incite to link to socio-cultural movements capable of recognizing their experiences and histories as a condition of visibilization and sociopolitical presence.

We then need research and serious, critical proposals that contribute to the re-foundation and re-conceptualization of the contexts in which the educator, the family, the educational institutions and the State are recognized and involved; to that end it is necessary to explore how *“culture behaves in terms of social relations and communicative networks. It presupposes the conjunction of different elements that shape a vision of the world, of the environment and of the others. It results inseparable from the recognition or the denial of the potentialities of its own. It is a matrix that generates behaviors, attitudes, values, language codes and habits”* (Núñez-Hurtado, 1999). In order to recreate the bonds that promote participating subjectivities, it is necessary to develop new capacities such as: *“to feel, to intuit, to vibrate emotionally; to imagine, to invent, to create and recreate, to relate and interconnect, to self-organize, to inform oneself; to communicate; to express, to locate, to process and use the enormous amount of information from the global village; to look for causes and foresee consequences; to criticize, to evaluate, to systematize and make decisions ...”* (Gadotti, 2003).

Social research is essentially a political/relational practice that leads to knowledge in the subjects’ interaction and by means of the recognition of its expressions that belong to cultures of which we sometimes do not have the referents to understand them, which implies placing us as researchers from a humble viewpoint, creating ambiances of confidence and putting forward projects oriented by problematic questions that guide quests for new ways about which we have no certainties. To that end we need to train ourselves permanently since we have to act in a reality that is not neutral and that appears before us ever more complex. The debate remains open.

On this issue of the magazine, the Third Section informs about environmental topics in the notes that appear in the document "The Climate Change and Your Health Initiative".

There is also an invitation to participate in the Call to the Third International Conference "Por el equilibrio del mundo" that will be held in Havana, from January 28 to January 30, 2013 on the occasion of the 160th anniversary of José Martí's birthday.

In Santiago de Chile on the 5th, 6th, 7th and 8th, November 2012 the Third *Latin-American Congress of Anthropology "Anthropologies in Movement"* will be held and in this Symposium N° 38 it proposes the topic "Childhood and adolescence: Anthropological perspectives on human rights, social intervention dynamics and daily practices".

In Washington, D.C, U.S., the 9th Latin-America and the Caribbean Congress on Information on Health Sciences will be held as well as the 6th BVS Meeting on Regional Coordination (CRICS9/BVS6), from October 20th to 24th, 2012.

Finally, on this third section we present the indexes by topic and authors updated up to Volume 10 N° 1, January - June 1, 2012.

The Fourth Section publishes the second part of the interview made by Isabel Orofino to Professor Moacir Gadotti, the director of the Paulo Freire Institute in Sao Paulo, Brazil.

In addition, we publish the paper "*Posición asumida por el estado hacia los problemas de la niñez en la Cuba neocolonial (1902-1958)*" written by the Cuban researcher Aurea Verónica Rodríguez Rodríguez, which is a historical sketch on Cuba's childhood in during the neocolonial period.

As we had announced in the previous issue of the magazine about the negotiations that they were under way to gain access to Category A2 of the Colciencias Publindex in Colombia, we are pleased inform that this goal has been fulfilled, and we now aim at locating our publication on Category A1; to that end, we are going to enter the Colciencias call at the end of this year and that forces us to redouble our efforts in the magazine's qualification to that end with the fulfillment of the most demanding parameters on an international scale, which will allow us to have access to more important bibliographical indexes for the visibilization of the magazine's knowledge as ISI and Scopus. In the achievement of this objective we are applying all the tools required, from a system of online publishing management (Open Journal System), up to the implementation of the magazine's webpage (<<http://revistaumanizales.cinde.org.co>>) that is on trial; therefore, we request that you go to it and make any recommendations concerning its operation. These actions will allow for an optimal visibilization and world impact of the magazine so that the dialogue of knowledge produced in Latin America and the Caribbean with the traditional knowledge production centers may occur in a horizontal manner and without exclusions.

In May of this year the magazine was index-linked in Cape, Brazil, which is this country's most important bibliographical index; moreover, the category on which we were located is B 1, which is only granted to publications of high academic and publishing level.

We see that the good news continues to accompany us this year in the magazine's 10th anniversary, it has been ten years that motivate us to stimulate evermore our users (researchers, scholars, authors, publishers, readers and evaluators) in a process of permanent, enriching interaction; that is why we are looking forward to your pertinent comments so that the process is participative, so that it allows to increase our communication on a daily basis, and accentuate the discussions and the contributions to the knowledge on our countries' childhood and youth and this way improve their economic, social, cultural and political conditions.

Cibergrafics References

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