

Dear Readers,

This is another special edition that ETD - Digital Thematic Education –launches for your appreciation!

This time, the contribution comes from Sobral, Ceará State. The topic addressed is "*Youth, Culture, Diversity and Subjectivity*", dossier organized by the professor and researcher **Andrea Abreu Astigarraga** from State University of Acaraú Valley (UVA). It brings 3 (three) articles, (3) three researches and 1 (one) experience report.

The special issue addresses the young people who are individuals with unique needs and demands in relation to other age groups, with regard to culture, diversity and subjectivity. In the last three years the debate on the need to propose public policies for youth gained ground and was intensified. Although Brazil has little more than 500 years of history and is still considered a young country, it only began to have more consistent public policies for youth from 1997 on. In addition, each new government interrupts the projects in progress, besides the fact that actions in this subject are very recent.

Approaching the multiple aspects of the construction of youth subjectivity in various educational spaces: family, school, university and institutions with educational measures and social movements, this issue presents researches and methodological procedures - qualitative and quantitative - in which young people are considered subjects of social construction of their own subjectivities and are active in their formation processes.

The first paper, "Strategies of access to the higher education among young college students with work experience in childhood", written by **Andrea Abreu Astigarraga**, deals with the modus operandi of young graduates of higher education, native from the rural area, with work experience in their childhood, and that had access to the best courses at Acaraú Valley University, Sobral, Ceará, Brazil. The discussed autobiographical research was relevant bearing in mind that, in their life history, the personal and familiar strategies predominated over the context of poverty, subsistence since the childhood, elementary school, adolescence and high school, to the youth at the university.

In the second paper, "Youth, place of human formation and ways of life", **Celecina de Maria Veras Sales**, discusses about the rural youth, who have different insertions in

society. Considering these differences, the author intends to get to know their training spaces (school, family, social movements), learning the peculiarities, variations and multiplicities of the practices of these young people.

“Street and its different representations, according to the perception of youth in street situation”, is the third article, written by **Dorian Monica Arpini, Alberto Manuel Quintana** and dos **Camilla dos Santos Gonçalves**. This article approaches the theme of youth, focusing on the experiences of young people living on the street. The authors characterize this work as a qualitative study, conducted in two schools in one country city of Rio Grande do Sul State, where it was tried to identify the representations of young people regarding the street. Semi-structured interviews and focal groups with 40 youth were carried out.

Fulvio Holanda Rocha and **Erica Atem** present the fourth article: “Youth and technical education in IF-CE: contemporary dilemmas in the process of occupational choice”, where they address the process of career choice of students who enroll in the integrated technical courses of the Institute of Federal Education, Science and Technology of Ceará (IF-CE). This issue appears as one of the new challenges of current institutional reality and arises from listening to young people and departments of the institution by the Educational Psychology Service. In student discourse, it was outlined the relations between the complaints, which was accompanied by psychological distress, and the necessary career choice at time of entry.

As for the fifth article, **Jaileila de Araújo Menezes, Monica Rodrigues Costa** and **Danielle de Farias Tavares Ferreira**, with the work “Education and the hip hop movement: the field of educative possibilities for the youth”, bring the result of a case study and aims to understand how there has been dialogue between the public school and hip hop movement, considering the challenges to building meaningful educational practices for youth. The text deals with the educational nature of the movement, from the dimensions of the construction of citizenship, political culture, configuration of sociopolitical and economic scenario, subjectivity and political organization.

Maria de Fatima Vasconcelos da Costa, in the sixth paper, "Playing in the autobiographical narratives: an intergenerational study", reports a survey that sought, from autobiographical narratives of young people in the process of education to be teachers in order to make a comparative study of the conditions where ludic practices of three generations have

developed: pedagogy students of the Federal University of Ceará, their parents and grandparents. In addition, the research rests on two sets of concerns: the question about the role of ludic practices in the constitution of childhood, and therefore, in the educational practices; and also, the role of the autobiographical discourse in teacher education.

Finally, the seventh article, "Youth cultures, media and consumption: educational interventions", **Maria do Carmo Alves do Bomfim** and **Luzineide dos Santos Conceição** outline the issues involving young people, starting from the research being conducted with young people of Teresina, in the Observatory of Youth, Culture of Peace and Violence in Schools (OBJUVE), of Piauí Federal University Center for Science Education, and from other research centers of UFPI. In this paper, the authors discuss specifically the OBJUVE research results, conducted from 2004 to 2006: "Youth and Identity: Cultural Practices of Urban Youth identities construction" and from 2007 to 2009: "Youth, Media and Violence". In the presentation of the last research, they choose to focus on aspects related to media and consumption, trying to identify how they influence the construction of identities and youth cultures.

Enjoy your reading!

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