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**The Overview of Childhood in your country should cover: major developments in theoretical approaches to childhood and childhood studies; methodology; and discussion of the diversity of research in the field. Please address the following topics, emphasise areas of particular importance to your country and explain the reasons.**

**1. Theoretical approaches to childhood and childhood studies: This section should cover Theoretical approaches to childhood and childhood studies in your country. Regarding theory in the area there has been a movement away from traditional socialization and deterministic approaches which focused on children as becomings who must be socialized and trained to fit into society and culture. New approaches include constructivist, interpretive, structural, and generational which all stress the agency and uniqueness of children as worthy of study in their own right. These approaches vary in nuance and emphasis but are mutually complementary.**

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**2. Methodology: This section should cover methodology used to explore childhood in your country. Methodologically there is a growing agreement that children can be studied using the same methods as those to study adults (ethnography or direct observation, micro involving discourse and conversational analysis, interview, survey both large and small scale, demographic, historical, participatory, and quasi-experimental and experimental). However, there is a new emphasis on studies with rather than on children with children or childhood as the basic unit of analysis as opposed to other groups such as the family or someone speaking for children such as parents, teachers or other adults.**

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**3. Diversity of research: This section should cover diversity of research in the field from your specific country perspective. Finally, there has been a growing diversity of research topics related to children and childhood which cover the broad range of their lives both across cultures and historically over time.**

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