

Propositions

attached to the thesis

Changing Childhoods, Places and Work: the everyday politics of learning-by-doing in the urban weaving economy in Ethiopia

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1. In urban Ethiopia, working children's everyday activities in the weaving economy are better characterized as a learning-by-doing practice instead of child labour exploitation (*this thesis*).
2. Age, gender, generational position, and ethnicity serve as important structuring factors of childhood learning-by-doing practices in the weaving economy (*this thesis*).
3. An effort to eliminate child labour from the weaving economy does not only change childhoods; it can potentially eliminate the traditional weaving economy itself (*this thesis*).
4. Working children have exercised agency through children's economies (buying, selling and saving among peers) and through their decisions on how to spend their money (*this thesis*).
5. Extra school work in the form of tutorials exposes working children to time poverty creating busy childhoods (*this thesis*).
6. The relationship between children's work and schooling is much less dichotomous than is often assumed; the two can be complementary.
7. In the making and unmaking of gendered identities, children's consumption patterns are equally important as their roles in production.
8. Children's everyday places are important in (re)shaping childhoods and (re)constructing children's identities.
9. Working children play an active role in shaping their own individual development whilst also contributing to the reproduction of societal values and cultural practices.
10. Generating a well-grounded understanding of children's work requires an analysis of the historical, social, cultural and economic conditions that influence the lives, capacities, individual motives and self-image of children as collective groups.
11. "The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking" -Albert Einstein.