

## Propositions

attached to the thesis

### **A Time to Enrol, a Time to Stop....**

#### **Policies, Perceptions and Practices Influencing the Right to Basic Education in Yemen**

by

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1. Education development agencies tend to work with uniform strategies on basic education without taking into consideration the specific context of the situation at hand (chapter 2).
2. While children, their parents and their teachers are convinced that in most cases children themselves make the decision not to complete their basic schooling, this is often not the case (chapter 3).
3. Differences with regard to gender, class or other structural factors alone cannot fully explain inequalities of educational outcomes. A comprehensive understanding has to take individual differences into account (chapter 3).
4. Parents see costs of schooling as an obstacle to education when it comes to children of others – not when they explain the fact that their own children have stopped going to school (chapter 2).
5. In rural Yemen, schooling is not seen as a mechanism through which gender roles and identities are reproduced (chapter 2).
6. Contrary to the assumptions of most educationists and economists all over the world, in rural Yemen an increased number of years in school does not lead to a better economic situation in later life.
7. The right to education is Eurocentric as its main focus is on basic schooling.
8. Sitting still in crowded classrooms for several hours every day can obstruct a child's normal development.
9. In rural Yemen, children learn more useful skills when they work in the street than when they spend their days in school.
10. No child should be forced to attend schooling that is not supporting the child's development.
11. The right to compulsory basic schooling is a contradiction in terms.