

Human capital development at school and work

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Propositions
accompanying the dissertation

Human Capital Development at School and Work

by Maria Ferreira-Sequeda

1. Grade retention in secondary school exhibits decreasing marginal returns to school performance (Chapter 2).
2. Grade retention significantly increases secondary school dropout (Chapter 3).
3. The extent of uncertainty attached to temporary employment determines both the level of human capital investments on the job and its returns (Chapter 4).
4. The extension of the skill-multiplier concept (Cunha and Heckman, 2007) to lifelong learning can explain the interaction between the utilisation of workers' skills and human capital development on the job (Chapter 5).
5. The impact of retention on school dropout and peers' performance outbalances the direct gains of a higher retention policy.
6. *Precariousness* is a better concept to understand and measure the labour market insecurities in developing countries than the notion of informality (Ferreira, 2016).
7. Nature and nurture are a scientifically intriguing combination of powers that make understanding human behaviour a rocky-lovely-limitless journey.
8. Whereas *economic man* maximises, selects the best alternative from among all those available to him, his cousin, *administrative man*, satisfices, looks for a course of action that is satisfactory or 'good enough' (Simon, 1947).
9. With proper incentives, the impact of migration on the size and skill structure of the labour force across countries can become mutually beneficial.
10. Economic development, advancing social mobility, saving our planet and pursuing happiness should be one and the same societal enterprise.