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The Impact of Work-Based Education on Non-Cognitive Skills

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Abstract

A growing literature establishes that non-cognitive skills substantially affect life outcomes. However, little is known about the impact of education on non-cognitive skills. Hence, this paper analyzes how work-based upper secondary education compared to school-based upper secondary education affects coping strategies, namely task-centered, emotion-centered and avoidance-centered coping. Exploiting longitudinal data in addition to historical differences in the relative weight of school- and work-based education across cantons in 1980, we find that work-based upper secondary education permanently decreases emotion-centered coping. While avoidance-centered coping also decreases in the long run, we find little evidence that work-based education affects task-centered coping.

JEL No. C26, D01, I20, I21, J16, J24

Keywords: Work-based education, VET, non-cognitive skills, IV, emotion-centered coping, coping strategies

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