

Diversity in school and civic participation later in life

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This paper investigates how individuals' peer group heterogeneity in school influences their civic participation as young adults. We analyze the effect of a quasi-random variation in the racial and socioeconomic class composition of an individual's cohort on several measures of civic participation later in life. We find that racial diversity in school leads to a higher likelihood to vote and that socioeconomic class diversity increases the likelihood to volunteer.