**Civic capital and educational achievement in a urban context**

Social capital is considered beneficial for many different aspects of society, not least educational outcomes. For example, Coleman (1988) investigates the relationship between social capital and human capital, focusing on the effects of the former on high school dropout. In particular, he argues that the combination of social capital in the family and in the community aids in the formation of human capital reducing the probability of dropout. More recently, Dufur, Parcel and Troutman (2013) examine the different effects of social capital created at home and at school on students’ academic achievements. Similarly, Behtoui and Neergaard (2016) look at the impact of social capital on the educational outcomes of young people in Sweden, with a focus on the extra-familial aspects of social capital, finding that they positively influence the educational performance of pupils. In line with this literature, in this paper we investigate the effects of civic values on educational achievement. In order to perform this investigation, we exploit an extensive survey, conducted in cooperation with the local school authorities and involving a large cohort of students enrolled in the second year of secondary schools in the Southern Italian city of Palermo. In the empirical analysis, we use multilevel models to evaluate the relative impact of parental involvement, peers and spatial effects on education achievement. Our results seem to indicate that the influence of parental values boosts the probability of success of children, but, at the same time, this probability remains characterized by a significant degree of spatial heterogeneity.

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