Can Social Contact Reduce Prejudice and Discrimination? Evidence from a Field Experiment in Nigeria

— Online Appendix —

February 14, 2018

Alexandra Scacco
Research Scientist
WZB Berlin Social Science Center
Reichpietschufer 50
10785 Berlin, Germany
alex.scacco@wzb.eu

Shana S. Warren
Ph.D. Candidate
New York University
Department of Politics
19 West 4th Street, 2nd Floor
New York, NY 10012
shana.warren@nyu.edu

Table of Contents

A.1 Case Selection and Sampling

A.1.1 Case Selection: Conflict in Kaduna

The first and largest-scale Christian-Muslim riots in Kaduna city, Nigeria, took place in February 2000, when riots erupted in the wake of public debates about introducing Shari'a law into the Kaduna state criminal code. Although Shari'a provisions had long been incorporated into "personal" or domestic law for Muslims throughout northern Nigeria, the debate raised concerns that Shari'a would be imposed on Christian communities (Abdu and Umar 2002).[50] The riots began when an anti-Shari'a demonstration passed through the predominantly Muslim neighborhood that houses Kaduna's crowded central market. The February 2000 riots lasted four days, with fighting finally put to rest through military intervention. A state-led judicial commission of inquiry reported 1,295 deaths, though the true number may be far higher (Tertsakian 2003).[51] In addition to the death toll, dozens of churches and mosques were burned to the ground, and conservative estimates suggest that at least 125,000 people were temporarily displaced by the conflict (Angerbrandt 2011).[52] It is important to underline how widespread were the effects of the 2000 riots. Scacco (2016) estimates that approximately one percent of Kaduna's adult males directly participated in the conflict, and a vastly greater number were affected in other ways (for example, in suffering property damage or the loss of family members and friends due to the violence). While devastating in its immediate humanitarian impact, the sheer scale and destructiveness of the 2000 riots heightened tensions and ossified divisions between Christians and Muslims. Smaller Christian-Muslims riots took place in 2002 and 2011. Kaduna has also experienced Boko Haram attacks in 2012 and 2014. As such, it can be considered a site of ongoing conflict, in which residents can reasonably expect future episodes of violence.

Beyond the intrinsic interest and policy-relevance of events with such stark humanitarian consequences, these details suggest several reasons why Kaduna is a suitable context

[50] Abdu, Hussaini, and Lydia Umar, 2002, "Hope Betrayed: A Report on Impunity and State-Sponsored Violence in Nigeria," World Organization Against Torture and Center for Law Enforcement Education (OMCT Report) Lagos, Nigeria.

[51] Tertsakian, Carina, 2003, *Nigeria: the "Miss World Riots": Continued Impunity for Killings in Kaduna,* Human Rights Watch.

[52] Angerbrandt, Henrik, 2011, "Political Decentralisation and Conflict: The Sharia Crisis in Kaduna, Nigeria," *Journal of Contemporary African Studies* 29 (1): 15–31.

for a study of the effects of social contact in deeply divided societies. First, Kaduna is representative of the state of Christian-Muslim relations in Nigeria, in Africa and in many other multi-religious societies. Second, the large scale and repeated nature of violence has shaped intergroup relations in important ways, deepening the religious divide in the city and rendering it difficult to erase violence from collective memory and everyday interactions. Recurrent inter-religious communal violence has led reasonable citizens to anticipate future conflict. Third, due to extreme post-riot residential segregation, intergroup social contact does not typically occur independently. This is beneficial from a research standpoint, since it allows for a 'pure control' group of respondents with very little intergroup contact, and ensures that most intergroup contact that occurs during the study period is attributable to the experimental intervention. Finally, since religious and ethnic cleavages are largely coinciding in Kaduna, an experimental test of the contact hypothesis can focus on this single cleavage. In sum, Kaduna offers an excellent laboratory for testing the contact hypothesis under the most challenging circumstances where prejudice and discrimination are potentially the most destructive.

A.1.2 Sampling

Our sampling frame included all Kaduna neighborhoods that would allow UYVT students to travel to the course site within approximately one hour. This area encompassed parts of Kaduna North, Kaduna South and Chikun local government areas. We developed a list of all neighborhoods within the city and their approximate boundaries using data from Scacco (2016) and local NGO staff from our implementation partner, Community Action for Popular Participation (CAPP). We subdivided these neighborhoods into enumeration areas (EAs) of approximately equal area that could easily be traversed by an enumerator team in a single day.

We used the 2011 government road map of metropolitan Kaduna issued by Nigeria's Office of the Surveyor General of the Federation (OSGOF), combined with aerial views from Google Maps™ to measure road density and to estimate the extent of green cover (poorer neighborhoods in Kaduna have fewer trees). We then sent enumerators to neighborhoods to complete a short questionnaire. We then created a poverty index based on their field obser-

vations about the presence of Internet cafés, schools, police stations, health clinics, drainage ditches, standing water, trash, roaming livestock, piped water systems, and paved roads, the condition and quality of the main material used for roofing and walls, and the ability of tricycles to operate in the area. Next, we combined the aerial map data with the poverty index to generate a three-point poverty scale. We identified sixteen neighborhoods that contained one or more EAs that fell into our poorest category. We drew on local expert evaluations to ensure that sampled neighborhoods had experienced violent conflict in the past. Notably, on the advice of knowledgeable local contacts, we excluded six neighborhoods suspected of harboring active Boko Haram cells to avoid putting human subjects and enumerators at risk. These neighborhoods included all areas west of the Bypass highway as well as the neighborhood of Tudun Wada, just east of the Bypass. The remaining 16 neighborhoods and 46 EAs became our frame for sampling households and subjects within households. The project's full sampling protocol, including enumerator instructions for sampling households and respondents, is available from the authors upon request.

Figure A.1 below highlights the neighborhoods included in our sample. Kaduna city is divided into northern and southern halves by the Kaduna River. The UYVT course site is located just north of the river, in the city's religiously mixed commercial center. Neighborhoods north of the course site are overwhelmingly Muslim; neighborhoods to its south are overwhelmingly Christian. Three sampled neighborhoods—Barnawa, Kakuri and Kurmin Mashi—include small out-group enclaves.

Within our sampled neighborhoods we further restricted our sampling frame to men aged 18 to 25 at the time of the baseline survey. We acknowledge that it is desirable on normative grounds to include women in valuable education programs like UYVT. However, in addition to the fact that women are much less likely to participate in violent conflict, the inclusion of women in the UYVT program would have introduced changes in classroom dynamics that would have contaminated the treatment, necessitated a larger sample size, and posed complex logistical hurdles. Given the infrequency of romantic relationships across religious lines, gender dynamics would have affected religiously heterogeneous classes and pairs differently than homogeneous classes and pairs. With our pairs-based intervention, we would have needed a far larger sample to account for same-gender and opposite-gender pairs.

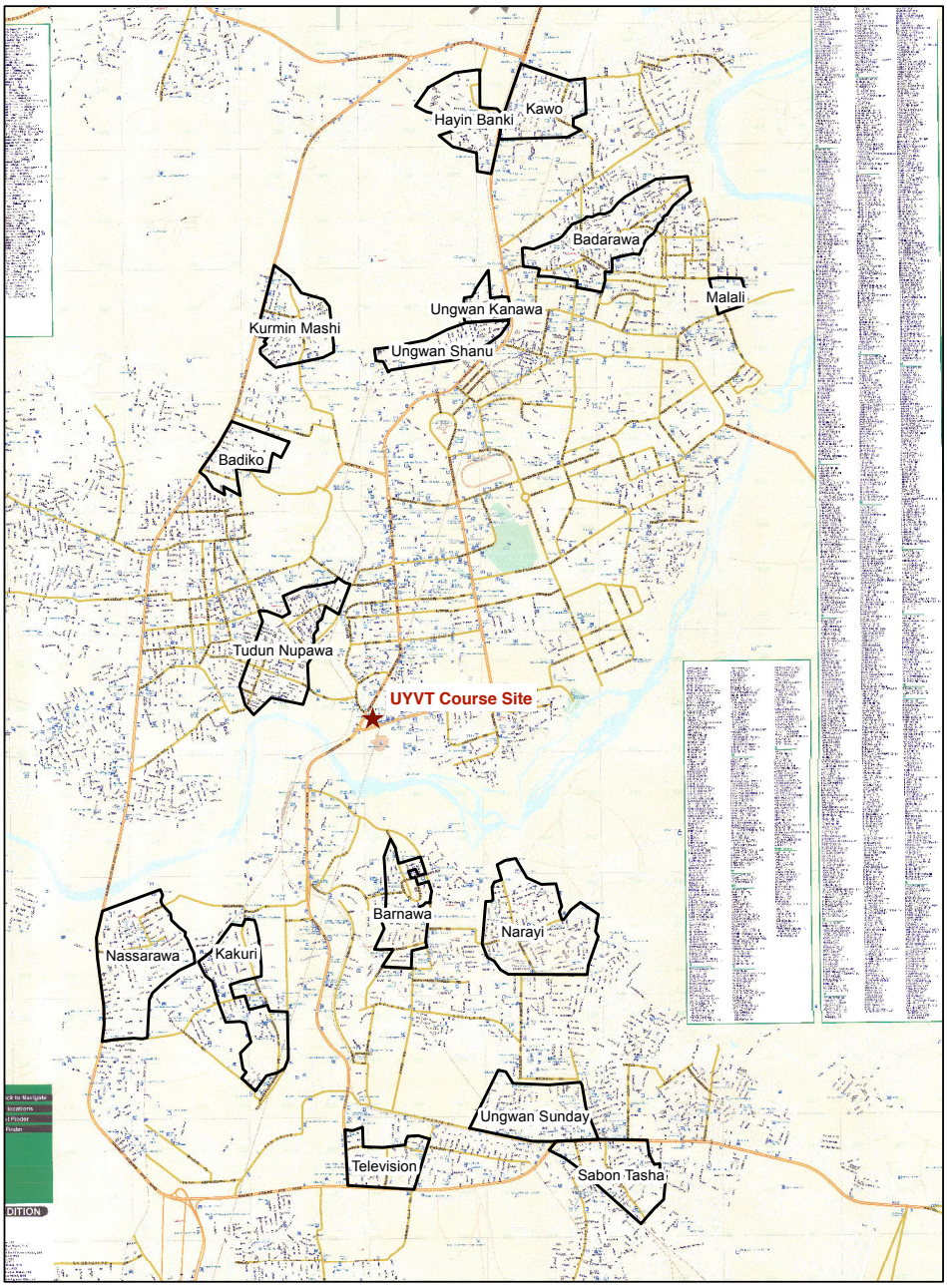

Figure A.1: UYVT Sampled Neighborhoods

Empirical evidence also indicates that there are gender differences in behavioral game play (e.g. Croson and Gneezy 2009).[53] Finally, many households in our sample would have been less likely to allow a daughter than a son to attend an unknown program with strangers away from home, introducing compliance and selection problems.

[53]Croson, Rachel, and Uri Gneezy, 2009, "Gender Differences in Preferences," *Journal of Economic Literature* 47 (2): 448–474.

A.2 Survey Questions

While we draw on well-cited studies set in non-Nigerian conflict environments (e.g., North Ireland,[54] Rwanda,[55] and South Africa[56]) as a basis for the format of our explicit prejudice questions, survey items were adjusted to be Nigeria-specific based on many years of qualitative research experience in Kaduna and Nigeria. In addition to qualitative research, we reviewed popular Nigerian news sources and online discussion fora such as http://www.nairaland.com for stereotyped content. We also implemented a pilot study, including interviews with 30 subjects that were randomly recruited in Kaduna in July 2014, to test these survey items.

Prejudice

All prejudice questions were answered by respondents on a separate answer sheet to address social desirability bias. Enumerators asked all questions, and response sheets for this section were placed in a separate envelope from the main body of the survey. Given low levels of literacy for some respondents, the response sheet only required respondents to mark numbered circles and squares using Likert scales.

Prejudice Negative and Positive Attributes Indices (interspersed)

"Now I'm going to ask you how well each of these words describes most Christians/Muslims [ask about the OTHER religious group]:

Arrogant, Dependable, Fanatical, Friendly, Good citizens, Honest in business dealings, Intelligent in school, Peaceful, Responsible, Ungrateful, Unreasonable"

Answer choices:

If it describes them extremely well, mark the *first* circle.
If it describes them very well, mark the *second* circle.
If it describes them moderately well, mark the *third* circle.
If it describes them only slightly well, mark the *fourth* circle.
If it describes them not well at all, mark the *fifth* circle.
If you don't know, mark the *first* box.
If you don't want to answer this question, mark the *second* box.

[54]Hewstone, Miles, Ed Cairns, Alberto Voci, Juergen Hamberger, and Ulrike Niens, 2006, "Intergroup Contact, Forgiveness, and Experience of 'The Troubles' in Northern Ireland," *Journal of Social Issues* 62 (1): 99–120.

[55]Paluck, Elizabeth Levy, 2009, "Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda," *Journal of Personality and Social Psychology* 96 (3): 574.

[56]Gibson, James L, and Christopher Claassen, 2010, "Racial Reconciliation in South Africa: Interracial Contact and Changes over Time," *Journal of Social Issues* 66 (2): 255–272.

Out-group Evaluation Index

- "Where would you place Christians/Muslims [ask about the OTHER religious group] on a scale from 1 to 5, where 1 is hardworking and 5 is lazy?"
- "Where would you place Christians/Muslims [ask about the OTHER religious group] on a scale from 1 to 5, where 1 is worldly and 5 is ignorant?"
- "Where would you place Christians/Muslims [ask about the OTHER religious group] on a scale from 1 to 5, where 1 is charitable and 5 is not generous?"

Answer choices:

Mark the numbered circle [from 1 to 5] that best describes your opinion. If you don't know, mark the *first* box. If you don't want to answer this question, mark the *second* box.

Additional Prejudice Measures

Knowledge

- "It is difficult for me to understand Christian/Muslim [ask about the OTHER religious group] customs and ways."
- "I have Christian/Muslim [ask about the OTHER religious group] friends who I know well enough to consider close friends."

Anxiety

- "If would feel comfortable working alongside a Christian/Muslim [ask about the OTHER religious group]."
- "I often feel anxious around Christians/Muslims [ask about the OTHER religious group]."
- "I would enjoy visiting the home of a Christians/Muslims [ask about the OTHER religious group]."

Empathy and perspective-taking

- "Christian/Muslim [ask about the OTHER religious group] young men have concerns and worries that are similar to young men of my faith."
- "Christian/Muslim [ask about the OTHER religious group] young men want similar things in life to young men of my faith."
- "I can understand why Christians/Muslims [ask about the OTHER religious group] want their children to learn about the Bugible/Koran."
- "I can see the good faith and devotion in the way Muslims pray/ Christians worship [ask about the OTHER religious group] ."

Desire for cross-group friendships

- "It is difficult for me to imagine ever being close friends with a Christian/Muslim [ask about the OTHER religious group]."
- "It can be rewarding to get to know people from other faiths."

Answer choices:

If you strongly agree, mark the *first* circle.
If you just agree, mark the *second* circle.
If you disagree, mark the *third* circle.
If you strongly disagree, mark the *fourth* circle.
If you don't know, mark the *first* box.
If you don't want to answer this question, mark the *second* box.

A.3 Behavioral Games

Discrimination

We measured discrimination through two behavioral games embedded in the survey. Enumerators explained each activity using the scripts below. For each round of each game enumerators primed respondents with the first name of another survey participant. These games took advantage of a convenient aspect of Nigerian first names in Kaduna: that they clearly and unambiguously signal religious affiliation. Among those assigned to a UYVT class, we also indicated whether the named individual was a UYVT classmate. For example, a prime could be "Abdullahi from your UYVT class" or simply "David," without further information. We do not believe this caused any confusion about whether a named individual was a classmate or merely another survey participant. First, 79% of UYVT-assigned respondents were primed with a non-classmate in the first round of the dictator and destruction games (and therefore did not hear the "from your UYVT class" prompt in the first round), limiting the number of individuals who could have subsequently assumed that all primed respondents were classmates. Second, classes were small, with a maximum of 16 students, and the likelihood of a non-classmate having a name that could be confused with a classmate within the ten rounds of play on the survey is relatively low. Only five names were repeated more than ten times within the 849 person sample. Finally, there is a large and statistically significant difference-of-means between dictator game play towards classmates versus strangers, indicating that the primes were understood correctly by respondents. We also undertake several robustness tests to confirm that our results are not driven by first-round or other round effects in Online Appendix Section A.10.

Response sheets for these activities were placed in a separate envelope from the main body of the survey. To address concerns about low levels of literacy, the response sheet only required respondents to circle or strike out images of local currency (Nigerian Naira). Note also that we did not use any deception in our experiment. All player names cited in the behavioral games were other survey participants and behavior by and towards these individuals was carefully recorded and actually used to calculate payouts. For those assigned to the UYVT program treatment, they were told the other player was a classmate if and only if this was true. We distributed payoffs for these activities once all surveys were completed.

Dictator game instructions:

"In this activity, we will ask how you would like to divide 100 Naira between yourself and one other person who is also taking this survey. Look at the first box on your response sheet for this activity. There are 100 Naira, in ten 10-Naira notes. We will now randomly match you with one other person who is also taking this survey, and we will tell you this person's first name. You then have to decide how many 10-Naira notes you would like to give to this person. You can give however many notes you would like to give. You can give all notes, or no notes, or any number in between. In order to give a 10-Naira note, you simply circle it. For example, if you wanted to give five notes, you would circle five 10-Naira notes; if you

wanted to give two notes, you would circle two notes; and if you did not want to give any notes to the other person, you wouldn't circle any notes."

"There are ten boxes, because we will do this activity ten times. Each time you will be randomly matched with another person taking this survey."

"Both you and other people taking this survey will receive money based on your decisions. For your payment, we will randomly select one of the ten boxes, and we will pay you the amount of money left in that box. For example, if the first box is randomly selected, and you circled five 10-Naira notes in that box, we would pay you 50 Naira. If you circled two notes, we would pay you 80 Naira. And if you didn't circle any 10-Naira notes, we would pay you 100 Naira. For other people taking this survey, we will randomly choose one of the cases in which they were the receiver and we will pay them the amount that was circled in that case. For example, if you circled two 10-Naira notes in the first box, and this box was randomly selected as the payout to the person you were matched with, then we would pay this person 20 Naira."

Dictator game question format:

Enumerators read a list of ten first names, one for each round of play, prompting respondents to make their decision. For respondents who had been randomly assigned to treatment, enumerators also indicated if that individual was in the respondent's UYVT class, e.g. "David from your UYVT class" vs. "David".

Figure A.2: Dictator game response sheet

Destruction game instructions:

"This is a new activity. It is completely separate from the last activity. In this activity, we will again randomly match you with another participant in this survey for each round. We will then assign either 50 Naira or 100 Naira to you and 50 or 100 Naira to the other person. Sometimes you will have the same amount as the person you are matched with, sometimes you will have more, and sometimes you will have less. For each round, the grey half of the box represents your money and the white half of the box represents the other person's money. You will have to *decide if you want to reduce the other person's money, and by how much*. For every 50 Naira you take away from the other person, you will receive 10 additional Naira."

"For example, suppose you have 50 Naira and you have been matched with another person who also has 50 Naira. You then have to decide by how much you want to reduce the other person's money. In order to reduce the other person's money, simply cross off the bills you would like to eliminate from the white half of the box. If you cross off the other person's 50 Naira bill he will receive nothing and you will receive 60 Naira. If you do NOT cross off anything you will both receive 50 Naira."

"There are ten boxes, because we will do this activity ten times. Each time you will be randomly matched with another person taking this survey."

"Both you and other people taking this survey will receive money based on your decisions. For your payment, we will randomly select one of the ten boxes, and we will pay you the amount of money left in that box plus 10 Naira for every 50 Naira note you take away from the person you have been matched with for this round. For the other people who were matched with you, we will pay them the amount that they were left with in that case."

Destruction game question format:

Enumerators read a list of ten first names, one for each round of play, prompting respondents to make their decision. Enumerators also indicated if that individual was in the respondent's UYVT class (for respondents who had been randomly assigned to treatment). In each round of play, the respondent had either 100 or 50 Naira and the other person had either 100 or 50 Naira.

Figure A.3: Destruction game response sheet

Demographic covariates

Age: "How old were you at your last birthday? "
Answer choices: Open-ended numerical response.

Religion: "What is your religion, if any? "
Answer choices: Muslim, Christian, Other.

Language: "Which Nigerian language is your home language?"
Answer choices: Open-ended response. (Enumerators matched responses to a list of local languages.)

Marital status: "What is your current marital status?"
Answer choices: Married, Divorced, Widowed, Never Married.

Education: "What is the highest grade-level of education you have completed¿"
Answer choices: Responses range from no formal schooling through 4 or more years post-secondary education.

Father's education: "What is the highest grade-level of education your father completed?"
Answer choices: Responses range from no formal schooling through 4 or more years post-secondary education.

Computer use: "How often do you use a computer?"
Answer choices: Every day, A few times a week, A few times a month, Less than once a month.

Internet use: "How often do you use the Internet?"
Answer choices: Every day, A few times a week, A few times a month, Less than once a month.

Mobile phone use: "Do you ever use a mobile phone? If so, who owns the mobile phone that you use most often?"
Answer choices: No, I never use a mobile phone; Yes, I use a mobile phone that I own; Yes, I use a mobile phone owned by someone else.

Relative wealth neighborhood: "How wealthy would you consider your household compared to other households in your neighborhood?"
Answer choices: Poor, Below average, Above average, Rich.

Relative wealth city: "How wealthy would you consider your household compared to other households in Kaduna?"
Answer choices: Poor, Below average, Above average, Rich.

Student: "Are you currently a student? [If yes:] Are you in school full-time or part-time?"
Answer choices: No; Yes, part-time; Yes, full-time.

Employment: "Do you currently have a job that pays a cash income? [If yes:] Is it full-time or part-time? [If no:] Are you currently looking for a job?"
Answer choices: No, not looking; No, looking; Yes, part-time; Yes, full-time.

Asset index: "Does the household or any member of the household own or have these items?Electricity, Refrigerator, Radio, Television,Mobile Phone, Non-mobile phone, Computer, Internet access, Satellite dish, Mattress, Bicycle, Motorcycle or scooter, Car or truck."
Answer choices: Yes, No (for each item).

Basic needs index: "In the past four months, how often, if ever, have you or anyone in your household:"

- "Gone without enough food to eat?"
- "Gone without enough clean water at home?"
- "Gone without medicines or medical treatment?"
- "Gone without enough kerosene to cook your food?"

Answer choices: Never, Once or twice, Several times, Many times, Always.

Sociability: "During the past week, how many times did you:"

- "Visit or go out with friends?"
- "Spend an evening at home?"
- "Take the lead in organizing an activity with friends? "

Answer choices: Open-ended numerical responses.

Central bus station: "How often do you go to Kaduna central bus station?"
Answer choices: Less than once per month, Once per month, Once per week, Several times per week, Every day.

Out-group invitations: "In the past four months, how many times did you invite a Christian/Muslim [ask about the OTHER religious group] into your home?"
Answer choices: Open-ended numerical response.

In-group invitations: "In the past four months, how many times did you invite a Christian/Muslim [ask about the SAME religious group], not including family members, into your home?"
Answer choices: Open-ended numerical response.

Network size: "Now I'm going to ask you a few questions about the first names of people you know, where knowing means you know them and they know you by name. How many people with each of the following first-names do you know: Sadiq, David, Rebecca, Binta, Aminu, Mary, Sadiya, Moses, Victoria, Lukman, Fa'izatu, Samson?"
Answer choices: Open-ended numerical response to each item in above list of names.

Risk aversion: "Now I'm going to ask you about a short scenario. Suppose you are given a choice between two options: You can either (1) accept one chicken and take it home with you, or (2) play a game. In the game, a person flips a coin. If you correctly predict which side the coin falls on, you will receive two chickens to take home. If you predict incorrectly, you will receive no chickens. Would you rather take the chicken or play the game?"
Answer choices: Take the chicken, Play the game.

A.4 Balance in UYVT vs. Control

Table A.1: Balance in UYVT vs. Control

	Min	Max	Mean UYVT	Mean Control	Diff	SE	Pval	Obs
Age	17	25	20.35	20.50	-.15	.16	.37	848
Native language hausa	0	1	.02		.04	.04	.32	821
Marital status	0	1	.03	.02	-.01	.01	.62	848
Number of children	0	1	.03	.02	.01	.01	.50	843
Religion (muslim, christian)	0	1	.53	.50	.03	.04	.43	849
Educational attainment	0	17	12.97	12.97	-.002	.13	.99	848
Educational attainment (father)	0	17	11.51	12.23	-.72	.45	.11	713
Prior computer use	1	3	2.34	2.26	.08	.05	.13	836
Frequency of internet use	1	5	2.34	2.42	-.07	.11	.51	844
Mobile phone ownership	0	2	1.03	1.02	.01	.02	.72	849
Relative wealth (neighborhood)	1	4	2.39	2.39	.004	.04	.92	827
Relative wealth (Kaduna)	1	4	2.28	2.32	-.04	.05	.38	840
Student (no, part-time, full-time)	1	3	1.79	1.85	-.07	.07	.33	824
Employment situation	1	4	2.37	2.34	.03	.08	.66	841
Asset index (factor analysis)	-3.61	1.64	-.03	.06	-.09	.06	.14	799
Asset index (additive)	.23	1	.64	.65	-.01	.01	.20	844
Basic needs index (additive)	0	16	.87	.79	.08	.13	.54	835
How often visit friends	0	7	3.63	3.74	-.11	.17	.52	847
How often stay home	0	7	5.23	5.09	.14	.17	.40	846
How often organize friends	0	7	1.60	1.48	.12	.16	.45	845
Central bus station frequency	1	4	2.56	2.65	-.09	.07	.17	837
Frequency other religion invited to home	0	20	3.08	3.34	-.26	.36	.47	844
Frequency own religion invited to home	0	20	8.46	8.24	.22	.49	.66	843
Ln(total network size)	0	5.51	3.06	3.12	-.06	.06	.29	849
Ln(co-religious network size)	0	5.38	2.81	2.84	-.03	.05	.55	845
Risk aversion, single chicken vs coin toss	0	1	.20	.15	.05	.03	.05	844
Personally affected by 2011 riot†	0	1	.71	.72	.005	.03	.88	843
Severely affected by 2011 riot	0	1	.21	.23	.02	.03	.41	843
Neighborhoods within Kaduna:								
Badarawa	0	1	.08	.07	.003	.02	.87	849
Badiko	0	1	.04	.04	-.001	.01	.92	849
Barnawa	0	1	.05	.05	.001	.02	.94	849
Hayin Banki	0	1	.05	.06	-.01	.02	.49	849
Kakuri	0	1	.10	.11	-.003	.02	.90	849
Kawo	0	1	.05	.04	.01	.01	.45	849
Kurmin Mashi	0	1	.07	.08	-.009	.02	.62	849
Malali	0	1	.02	.03	-.005	.01	.67	849
Narayi	0	1	.12	.18	-.06	.03	.02	849
Nassarawa	0	1	.05	.04	.01	.01	.45	849
Sabon Tasha	0	1	.09	.07	.02	.02	.24	849
Tudun Nupawa	0	1	.05	.05	.001	.02	.96	849
Ungwan Kanawa	0	1	.03	.03	.001	.01	.96	849
Ungwan Shanu	0	1	.05	.05	.001	.02	.95	849
Ungwan Sunday	0	1	.07	.05	.02	.02	.35	849
Ungwan Television	0	1	.09	.06	.02	.02	.23	849

† Respondents were coded as having been personally affected by communal riots if they had experienced (1) physical injury, (2) property damage, (3) family members or friends suffer physical injury or death, (4) displacement, (5) separation from family or friends, (6) intimidation, (7) loss of friendships or jobs, or (8) inability to attend school due to the riots. They were coded as severely affected if they experienced any of (1)–(4).

A.5 Descriptive Statistics and Histograms

Table A.2: Descriptive statistics

	Min	Max	Mean	Std	Obs
Outcome variables:					
Prejudice Index, Negative attributes	1	5	2.74	.04	742
Prejudice Index, Positive attributes	1.14	5	3.92	.03	780
Prejudice Index, Out-group Evaluation	1	5	4.30	.03	762
Dictator game (bills given)	0	10	2.76	2.10	7,920
Dictator game, out-group play	0	1	.48	.50	7,920
Dictator game, UYVT classmate play	0	1	.22	.41	7,920
Destruction game (bills destroyed)	0	2	.66	.66	7,920
Destruction game, out-group play	0	1	.48	.50	7,920
Destruction game, UYVT classmate play	0	1	.22	.41	7,920
Demographic variables:					
Religion (Muslim, Christian)	0	1	.50	.02	795
Age	17	25	20.37	.08	795
Frequency of computer use	1	5	3.52	.05	782
Central bus station	1	5	3.02	.05	784
Risk aversion	0	1	.19	.01	792
Neighborhoods within Kaduna:					
Badarawa	0	1	.08	.01	795
Badiko	0	1	.05	.007	795
Barnawa	0	1	.05	.008	795
Hayin Banki	0	1	.05	.008	795
Kakuri	0	1	.10	.01	795
Kawo	0	1	.05	.007	795
Kurmin Mashi	0	1	.07	.009	795
Malali	0	1	.03	.006	795
Narayi	0	1	.13	.01	795
Nassarawa	0	1	.04	.007	795
Sabon Tasha	0	1	.09	.01	795
Tudun Nupawa	0	1	.05	.008	795
Ungwan Kanawa	0	1	.03	.006	795
Ungwan Shanu	0	1	.05	.008	795
Ungwan Sunday	0	1	.06	.008	795
Ungwan Television	0	1	.07	.009	795

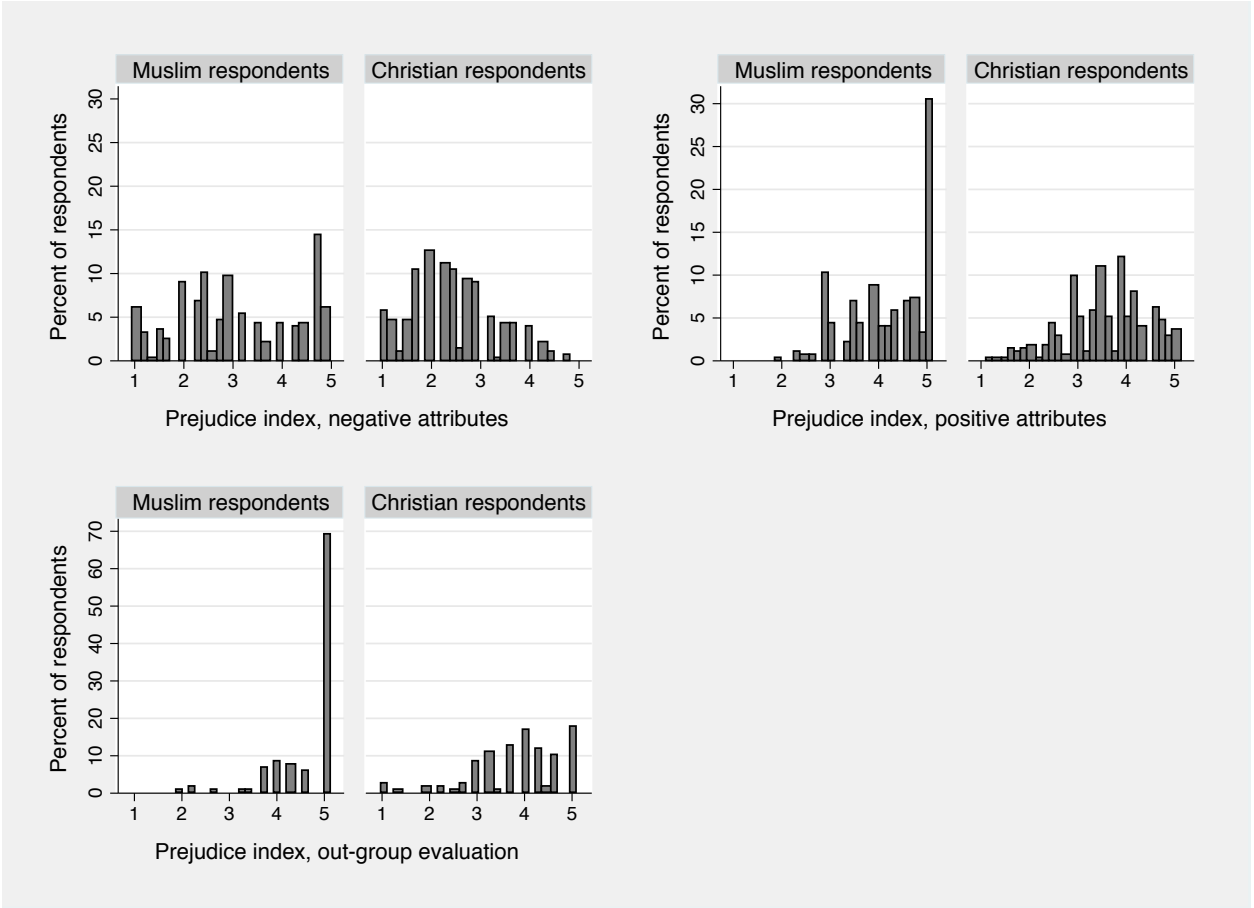

Figure A.4: Prejudice Indices Responses

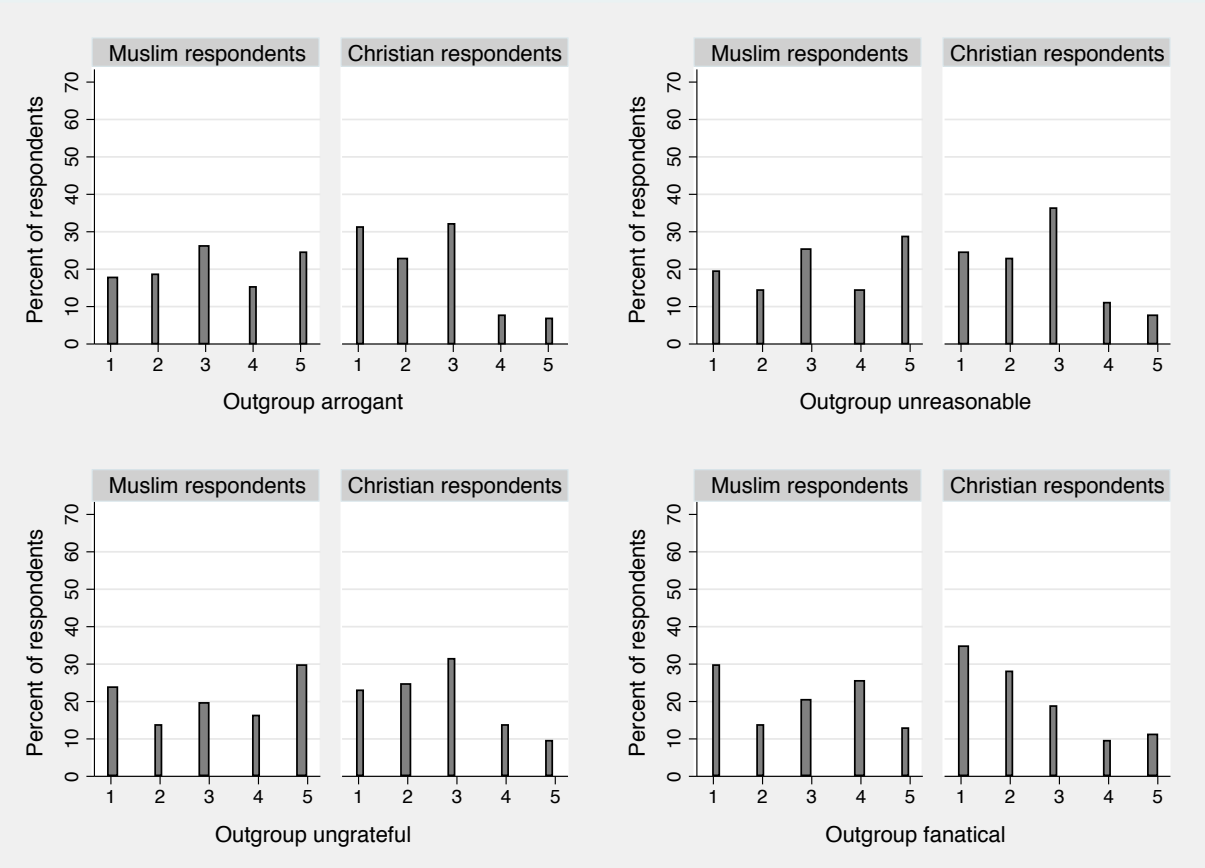

Figure A.5: Prejudice Index, Negative Attributes Component Responses

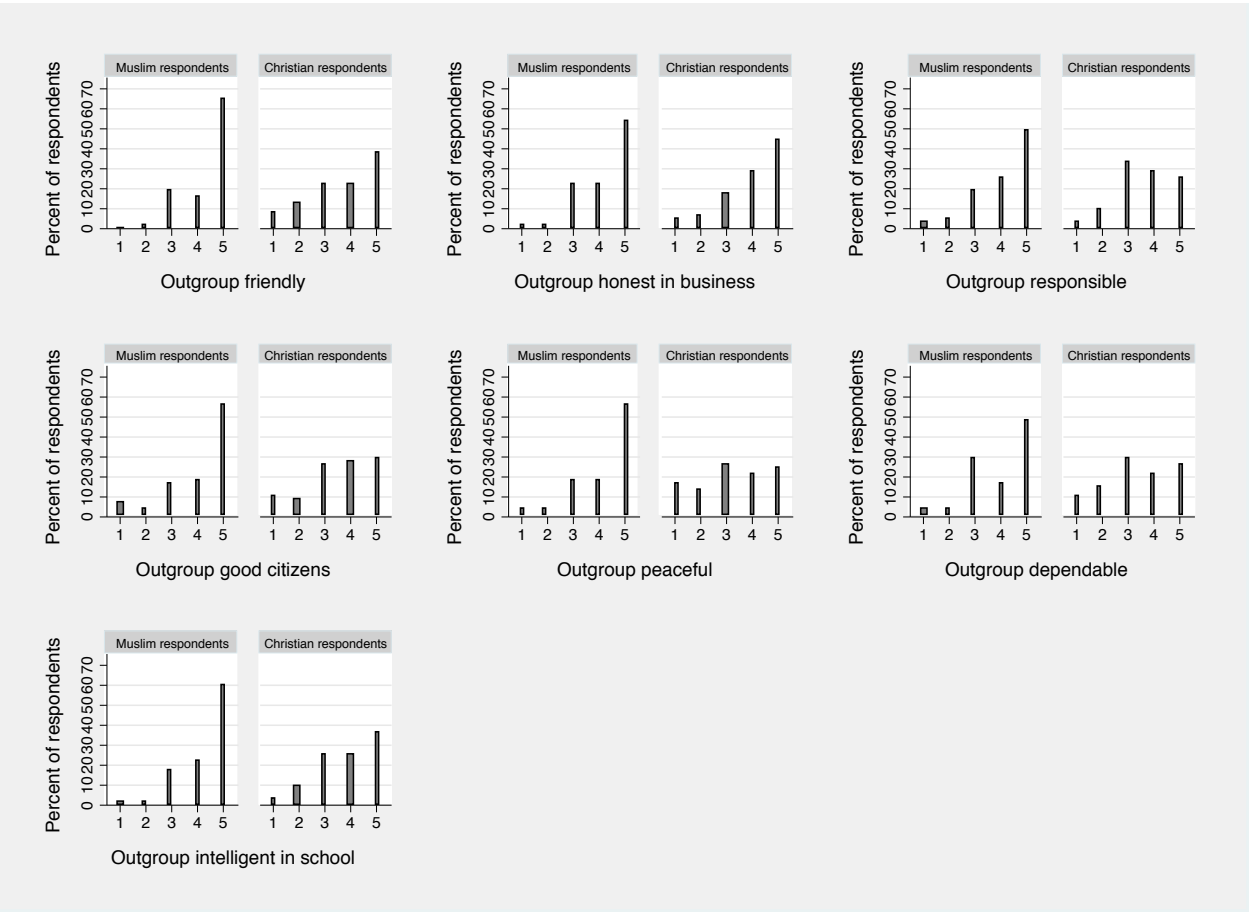

Figure A.6: Prejudice Index, Positive Attributes Component Responses

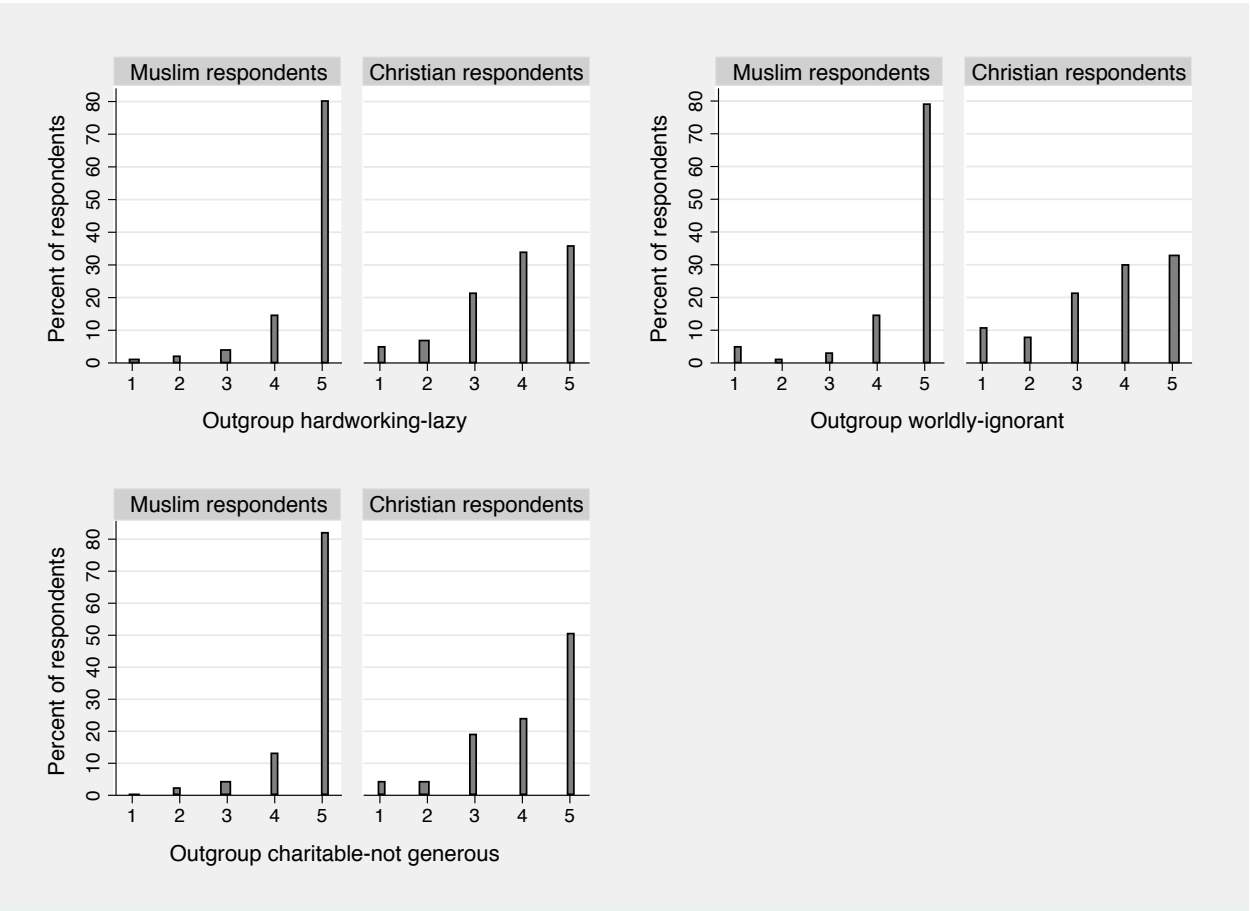

Figure A.7: Prejudice Index, Out-group Evaluation Component Responses

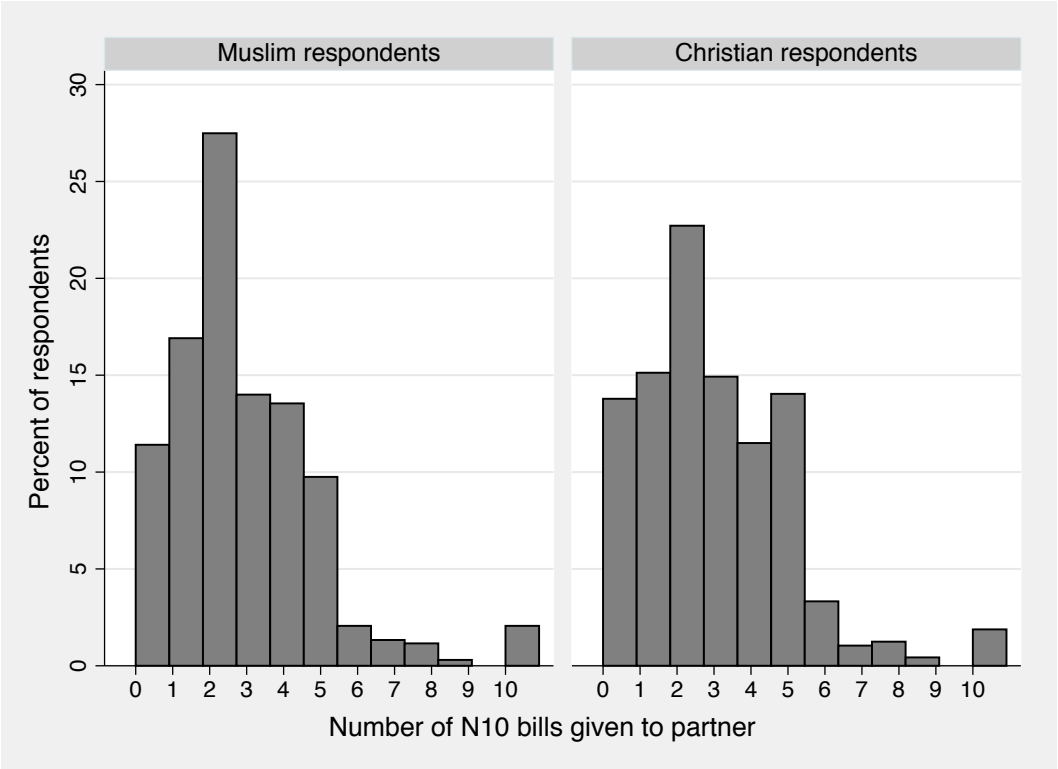

Figure A.8: Dictator Game Responses

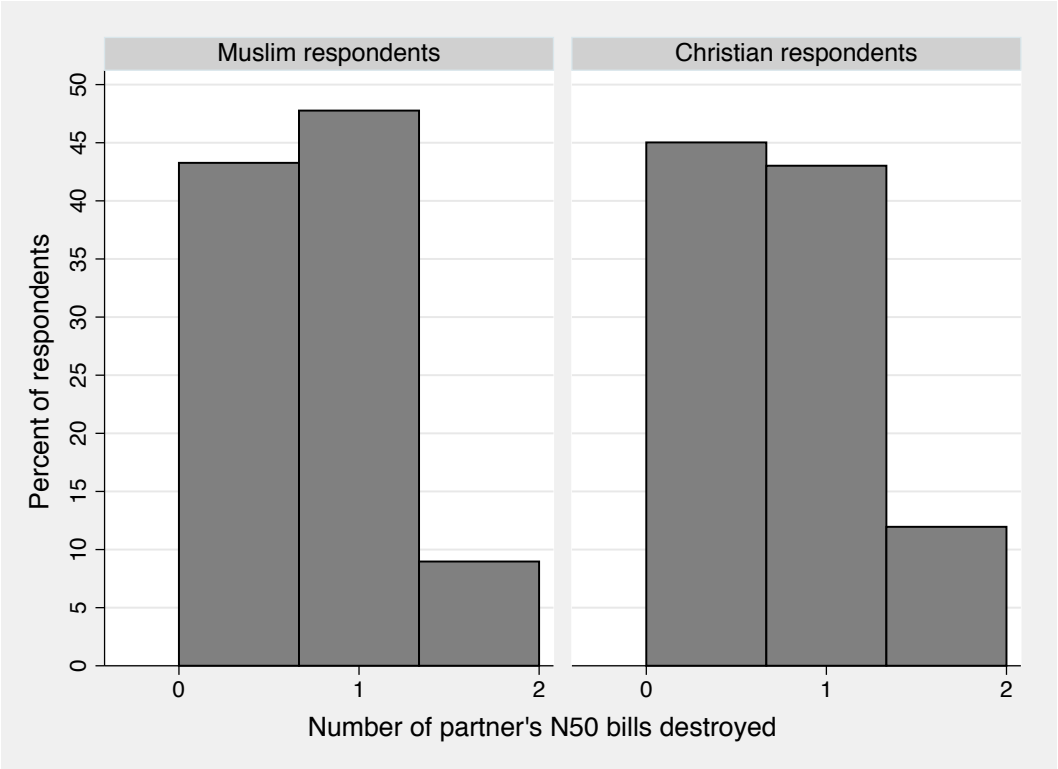

Figure A.9: Destruction Game Responses

A.5.1 Possible Ceiling Effects

As indicated in Section "Prejudice and Discrimination Measures" of the main text, we now consider the possibility that the null results for prejudice represent a ceiling effect (perhaps due to social desirability bias, although note that survey items related to prejudice were self-administered precisely to minimize this kind of reporting bias). Overall, the evidence discussed below suggests to us that the essentially complete absence of prejudice-related effects is not driven by ceiling effects.

Histograms of the Negative Attributes components, disaggregated by religion and shown in Figure A.5, demonstrate that none of the components suffers from limited variation. Within both religious subgroups, there was wide variation in response to the four negative attributes (arrogant, unreasonable, ungrateful, fanatical). Among the Christian subsample, no single response on the 5-point scale to any component was given by more than 40% of respondents, and the mean value of the Negative Attributes Index is 2.46. Among Muslims, no single response to any component was given by more than 30% of respondents, and the mean value was only slightly higher at 3.11. The mid-scale means (scale mid-point 3.0) combined with high variation make clear that null results for the Negative Attributes Index cannot be attributed to ceiling effects.

Turning to the Positive Attributes and Out-group Evaluation indices (Figure A.6 and A.7), we observe that most components exhibit good variation among Christian respondents. Further, the mean index value of 3.62 on a scale ranging from 1 to 5 is not far from the scale's midpoint (3.0). Similarly, the mean Outgroup Evaluation Index is 3.89 among Christian respondents. Ceiling effects may be more of a concern when considering the Positive Attributes and Out-group Evaluation indices among Muslims respondents. The mean index values are 4.22 for the Positive Attributes index and 4.69 for the Out-group Evaluation index.

In sum, it is possible that ceiling effects are contributing to our null findings concerning prejudice reduction in the Positive Attributes and Out-group Evaluation indices within the Muslim subsample. However, if our broader null findings really were driven by ceiling effects, we would expect to see non-zero coefficients for the subset of indices and components that

do not appear to suffer from ceiling effects. This is not the case. There is, for example, substantial variation in the Negative Attributes index, and among Christian respondents for the Positive Attributes Index. In spite of this, the social contact treatments had no significant effect on prejudice, as shown in Columns (6) and (9) of Tables 2 (Negative Attributes) and 3 (Positive Attributes). Similarly, there are no significant changes in the Negative Attributes Index due to the social contact treatments among Muslim respondents, despite the fact that this index does not appear to suffer from ceiling effects. Finally, it is also reassuring that we obtain similar null results across eleven prejudice reduction mechanism measures, as shown in Online Appendix Section A.8.8.

A.6 Psychometric Testing of Prejudice Indices

We tested the dimensionality of our prejudice scales by conducting an exploratory factor analysis in four steps, following best practice techniques (Furr and Bacharach 2013):[57]

1. counting the number of principal axis factor eigenvalues greater than one;
2. examining the differences between eigenvalues to identify a point of "diminishing returns" on a scree plot; and
3. extracting the identified number of factors and using an oblique rotation procedure and confirming that item-factor associations yield a simple structure in which each item is linked to only one factor.

For the eleven negative and positive attributes measures, psychometric testing made clear that the scale is two-dimensional, and that the two-dimensions of the scale group negative attributes and positive attributes separately. These results are robust to using principal component analysis (PCA) in lieu of principal axis factoring (PAF). Notably, we find no evidence that the two dimensions of prejudice we identify fall into the warmth and competence construct identified by Fiske et al. (2002).[58]

First, we observe that there are two eigenvalues greater than one, a "rule-of-thumb" approach to determining the number of factors. Second, a scree plot of the 11-item index eigenvalues very clearly flattens at the third eigenvalue, indicating a two-dimensional structure to the 11-item scale, as shown in Figure A.10.

Third, we extract two factors using an oblique (Promax) rotation. The rotated factor loadings show that the four negative attributes are linked to a single factor and the remaining seven positive attributes are strongly linked to a second factor, as shown in Table A.3. The factor loadings for the negative attributes range from .60 to .76 (mean .71), while those for the positive attributes range from .58 to .71 (mean .65). These loadings are well above the

[57] Furr, R Michael, and Verne R Bacharach, 2013, *Psychometrics: An Introduction*, Sage.

[58] Fiske, Susan T, Amy JC Cuddy, Peter Glick, and Jun Xu, 2002, "A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow from Perceived Status and Competition," *Journal of Personality and Social Psychology* 82 (6): 878. We categorize the following five items as measures of warmth: friendly, arrogant, good citizen, ungrateful, peaceful. We categorize the following five items as measures of competence: responsible, unreasonable, dependable, fanatical, intelligent-in-school. We exclude "honest in business dealings" which could measure a combination of both warmth and competence.

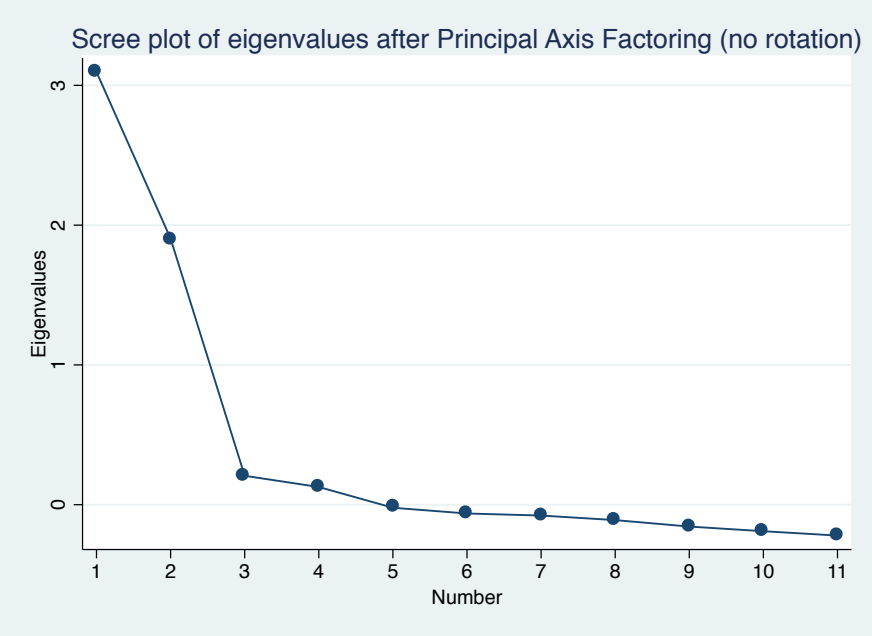

Figure A.10: Prejudice Measures: Negative and Positive Attributes

the .30 to .40 cited as "reasonably strong" and near or above the .70 to .80 cited as "very strong" (see Furr and Bacharach 2013).[59] No items from either dimension load onto the other (the magnitude of the highest factor loading across factors is .07), making the factor structure clear and simple.

Table A.3: Negative and Positive Attributes Components: Principal Axis Factor Loading, Oblique Rotation

		Rotated Factor Loadings	
		Factor 1	Factor 2
Negative Attributes	Arrogant	.05	**.74**
	Fanatical	.03	**.60**
	Unreasonable	-.03	**.76**
	Ungrateful	-.04	**.74**
Positive Attributes	Friendly	**.71**	-.07
	Honest in business dealings	**.61**	-.01
	Responsible	**.66**	.06
	Good citizens	**.68**	.04
	Peaceful	**.69**	.06
	Dependable	**.60**	-.07
	Intelligent in school	**.58**	-.05

[59]Furr, R Michael, and Verne R Bacharach, 2013, *Psychometrics: An Introduction*, Sage.

Further, Cronbach's alpha coefficients are .81 for the Negative Attributes and .85 for the Positive Attributes. These coefficients fall well within the .70 to .90 range typically considered desirable for research (Cortina 1993; Bland and Altman 1997).[60] We are therefore confident that by maintaining separation between the positive and negative attributes we have indices that include only components that are measuring single latent constructs.

In addition, for the three component measures of Out-group Evaluation, psychometric testing made clear that the scale is uni-dimensional. A scree plot of the three-item index very clearly flattens at the second eigenvalue, indicating a uni-dimensional structure. A Cronbach's alpha coefficient of .72 for this index further supports that the three components belong in the same index.

Repeating the procedure adding the three Out-group Evaluation questions measures further demonstrates that the three indices each measure a single latent construct and can stand as independent indices. Since the scree plot was ambiguous for the number of factors we undertook two factor rotations. A clear and simple structure was observed in the three factor extraction, presented in Table A.4. While there is one item—the positive attribute of being "intelligent in school" that loads as high as .20 onto a second factor, this loading is not high enough to need to remove the item from the Positive Attributes Index.

[60]Cortina, Jose M, 1993, "What is Coefficient alpha? An Examination of Theory and Applications," *Journal of Applied Psychology* 78 (1): 98. Bland, J Martin, and Douglas G Altman, 1997, "Statistics Notes: Cronbach's alpha," *BMJ* 314 (7080): 572.

Table A.4: Negative Attributes, Positive Attributes, Out-group Evaluation Components: Principal Axis Factor Loading, Oblique Rotation

		Rotated Factor Loadings		
		Factor 1	Factor 2	Factor 3
Negative Attributes	Arrogant	.04	**.72**	.05
	Fanatical	.07	**.64**	-.06
	Unreasonable	-.10	**.71**	.11
	Ungrateful	-.01	**.75**	-.04
Positive Attributes	Friendly	**.66**	-.14	.16
	Honest in business dealings	**.64**	-.01	-.07
	Responsible	**.72**	.10	-.09
	Good citizens	**.71**	.07	-.08
	Peaceful	**.69**	.07	.01
	Dependable	**.56**	-.09	.07
	Intelligent in school	**.48**	-.13	.20
Out-group Evaluation	Hardworking - Lazy	.01	.06	**.65**
	Wordly - Ignorant	.09	.17	**.47**
	Charitable - Not generous	-.00	-.01	**.69**

A.7 Balance in Compliance

Non-compliance, as defined by not attending any UYVT classes if assigned to the UYVT treatment, is predicted ($p < .05$) by two main covariates: religion and social network size. Crucially, non-compliance is *not* correlated with the class or pair type treatment assignment. Christians are significantly less likely to have participated in UYVT. Similarly, since 81% of Muslims but less than 5% of Christians are ethnic Hausas, Hausas are more likely to have complied with assignment to UYVT. Residence in the largest and farthest homogeneous Christian neighborhood (Narayi) is, by extension, also correlated with non-compliance.

Baseline social network size—co-religious and non-co-religious—are also both predictive of non-compliance ($p < .01$). Respondents with larger social networks of both types were more likely to participate in UYVT if assigned. The share of non-co-religious individuals in a respondent's social network was not significantly related to treatment assignment ($p = .15$). Similarly, the only robustly significant predictor of the number of classes attended among those who attended at least a single class was religion. Christians assigned to UYVT attended on average 21 of the 29 UYVT sessions; Muslims assigned to UYVT attended on average 23 of the 29 UYVT sessions. Finally, no one from the control group attended any UYVT classes.

Table A.5: Balance in Compliance

Covariate	Mean Non-compliers	Mean Compliers	Difference	p-value
Class type assignment (heterogeneous, homogeneous)	0.69	0.67	0.01	0.83
Pair type assignment (heterogeneous, homogeneous)	0.43	0.45	-0.02	0.93
Age	20.31	20.36	-0.04	0.65
Hausa	0.22	0.47	-0.24	0.00
Married	0.00	0.03	-0.03	0.20
Number of children	0.01	0.03	-0.02	0.46
Religion	0.71	0.49	0.21	0.00
Educational attainment	12.80	13.00	-0.21	0.56
Educational attainment, father	13.05	11.27	1.78	0.02
Prior computer use	2.41	2.32	0.09	0.15
Frequency of internet use	2.47	2.32	0.16	0.54
Mobile phone ownership	1.02	1.03	-0.00	0.93
Relative wealth (neighborhood)	2.38	2.40	-0.01	0.98
Relative wealth (Kaduna)	2.31	2.28	0.03	0.63
Student status (no, part-time, full-time)	1.70	1.80	-0.10	0.39
Asset index (factor analysis)	0.02	-0.04	0.07	0.26
Basic needs index (additive)	0.26	0.21	0.05	0.54
How often visit friends	3.38	3.68	-0.30	0.46
How often stay home	4.89	5.29	-0.41	0.22
How often organize friends	1.51	1.62	-0.11	0.69
Central bus station frequency	2.55	2.56	-0.01	0.40
Frequency other religion invited to home	1.93	3.30	-1.37	0.04
Frequency own religion invited to home	7.25	8.69	-1.44	0.17
out-group share of invitations to home	0.19	0.22	-0.03	0.21
Ln(total network size)	5.30	5.76	-0.46	0.00
Ln(other religion network size)	3.36	4.03	-0.67	0.00
out-group network share	0.21	0.22	-0.01	0.15
Risk aversion	1.24	1.20	0.04	0.11
Personally affected by 2011 riot	0.64	0.73	-0.09	0.23
Seriously affected by 2011 riot	0.20	0.21	-0.01	0.70
Neighborhoods within Kaduna:				
Badarawa	0.03	0.08	-0.05	0.24
Badiko	0.01	0.05	-0.04	0.29
Barnawa	0.06	0.05	0.00	0.99
Hayin Banki	0.01	0.05	-0.04	0.21
Kakuri	0.12	0.10	0.02	0.80
Kawo	0.06	0.05	0.01	0.69
Kurmin Mashi	0.06	0.07	-0.01	0.80
Malali	0.01	0.02	-0.01	0.70
Narayi	0.13	0.12	0.02	0.05
Nassarawa	0.06	0.05	0.01	0.69
Sabon Tasha	0.18	0.08	0.10	0.00
Tudun Nupawa	0.00	0.06	-0.06	0.07
Ungwan Kanawa	0.02	0.03	-0.01	0.95
Ungwan Shanu 49.0000	0.01	0.06	-0.05	0.17
Ungwan Sunday	0.11	0.06	0.05	0.13
Ungwan Television	0.12	0.08	0.05	0.18
Observations	89	460	549	

Compliance is defined as attending at least one UYVT session if assigned to UYVT.

A.8 Robustness: Prejudice

A.8.1 Combined Attributes Index, Table A.6

Table A.6: Combined Prejudice Index, Negative and Positive Attributes

	(1) All	(2) Muslims	(3) Christians	(4) All in UYVT	(5) Muslims in UYVT	(6) Christians in UYVT	(7) All in heterog. class	(8) Muslims in heterog. class	(9) Christians in heterog. class
UYVT	-0.04	0.05	-0.06						
	(0.05)	(0.07)	(0.05)						
Heterog. class				0.01	0.02	0.00			
				(0.06)	(0.09)	(0.06)			
Heterog. pair							-0.06	-0.11	0.01
							(0.08)	(0.11)	(0.08)
Constant	3.55**	3.81**	3.25**	3.51**	3.85**	3.19**	3.58**	3.93**	3.21**
	(0.04)	(0.05)	(0.04)	(0.05)	(0.08)	(0.05)	(0.05)	(0.07)	(0.06)
Observations	780	396	384	510	251	259	301	154	147
Treatment	*516*	*252*	*264*	*346*	*171*	*175*	*134*	*68*	*66*
Control	*264*	*144*	*120*	*164*	*80*	*84*	*167*	*86*	*81*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.2 Prejudice Indices: Treatment Group Means, Table A.7

Table A.7: Prejudice Indices, Treatment Group Means

		Full Sample			**Muslims**			**Christians**		
		Negative Attributes	Positive Attributes	Out-group Evaluation	Negative Attributes	Positive Attributes	Out-group Evaluation	Negative Attributes	Positive Attributes	Out-group Evaluation
Control	Mean	2.73	4.00	4.38	3.11	4.21	4.68	2.32	3.75	4.02
	SE	(0.07)	(0.05)	(0.05)	(0.11)	(0.06)	(0.05)	(0.08)	(0.08)	(0.07)
	N	236	265	261	121	145	142	115	120	119
UYVT	Mean	2.79	3.89	4.26	3.10	4.23	4.70	2.53	3.56	3.83
	SE	(0.05)	(0.04)	(0.04)	(0.08)	(0.05)	(0.04)	(0.05)	(0.05)	(0.06)
	N	480	515	501	222	251	249	258	264	252
Homog. class	Mean	2.81	3.87	4.31	3.08	4.21	4.75	2.58	3.53	3.88
	SE	(0.09)	(0.07)	(0.07)	(0.15)	(0.09)	(0.06)	(0.09)	(0.09)	(0.11)
	N	152	163	158	69	80	78	83	83	80
Heterog. class	Mean	2.80	3.90	4.25	3.13	4.23	4.67	2.51	3.57	3.83
	SE	(0.06)	(0.05)	(0.05)	(0.10)	(0.06)	(0.04)	(0.07)	(0.06)	(0.07)
	N	322	346	338	152	170	170	170	176	168
Homog. pair,	Mean	2.87	3.96	4.35	3.30	4.25	4.70	2.46	3.65	3.96
Heterog. class	SE	(0.09)	(0.07)	(0.07)	(0.14)	(0.08)	(0.06)	(0.11)	(0.09)	(0.11)
	N	155	167	162	76	86	86	79	81	76
Heterog. pair,	Mean	2.74	3.91	4.26	3.01	4.21	4.70	2.49	3.61	3.80
Heterog. class	SE	(0.10)	(0.08)	(0.07)	(0.17)	(0.10)	(0.06)	(0.11)	(0.10)	(0.09)
	N	122	134	132	59	67	67	63	67	65

A.8.3 Main Analyses With Pre-Analysis Plan Controls

A.8.3.1 Negative Attributes, Table A.8

Table A.8: Prejudice Index, Negative Attributes
With Pre-Analysis Plan Controls

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.05	0.05	0.10						
	(0.08)	(0.12)	(0.11)						
Heterog. class				-0.01	0.08	-0.27^{+}			
				(0.10)	(0.15)	(0.15)			
Heterog. pair							-0.12	-0.35^{+}	0.16
							(0.13)	(0.18)	(0.18)
Constant	4.34**	4.36**	2.78**	4.85**	4.70**	2.89*	4.43**	3.97**	3.67^{+}
	(0.51)	(0.76)	(0.73)	(0.78)	(1.20)	(1.36)	(0.77)	(1.02)	(1.87)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	557	295	262	372	195	177	235	127	108
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced between classroom types: age, computer experience and central bus station use. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.8.3.2 Positive Attributes, Table A.9

Table A.9: Prejudice Index, Positive Attributes
With Pre-Analysis Plan Controls

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06	0.01	-0.10						
	(0.06)	(0.07)	(0.11)						
Heterog. class				0.04	0.00	0.04			
				(0.08)	(0.09)	(0.15)			
Heterog. pair							-0.09	-0.02	-0.06
							(0.10)	(0.12)	(0.16)
Constant	3.40**	3.51**	2.53**	2.71**	3.18**	1.97	3.19**	2.78**	3.47+
	(0.41)	(0.43)	(0.85)	(0.58)	(0.57)	(1.36)	(0.66)	(0.71)	(1.95)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	610	343	267	400	220	180	254	142	112
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced between classroom types: age, computer experience and central bus station use. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.3.3 Out-group Evaluation, Table A.10

Table A.10: Prejudice Index, Out-group Evaluation
With Pre-Analysis Plan Controls

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.09	-0.00	-0.20						
	(0.06)	(0.06)	(0.13)						
Heterog. class				-0.06	-0.03	-0.20			
				(0.07)	(0.07)	(0.16)			
Heterog. pair							-0.09	-0.08	-0.07
							(0.09)	(0.09)	(0.18)
Constant	5.25**	4.74**	5.45**	4.40**	4.08**	3.84*	5.06**	4.56**	6.37**
	(0.31)	(0.31)	(0.82)	(0.52)	(0.52)	(1.48)	(0.51)	(0.52)	(1.81)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	596	338	258	391	218	173	249	142	107
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced between classroom types: age, computer experience and central bus station use. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.4 Main Analyses with Standard Errors Clustered by Class Assignment

A.8.4.1 Negative Attributes, Table A.11

Table A.11: Prejudice Index, Negative Attributes (SEs clustered by class)

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.00	0.06	-0.07			
	(1.00)	(.75)	(.54)			
Heterog. pair				-0.13	-0.29	0.03
				(.37)	(.24)	(.82)
Constant	2.81**	3.08**	2.58**	2.87**	3.30**	2.46**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	473	220	253	277	135	142
Treatment	*321*	*151*	*170*	*122*	*59*	*63*
Control	*152*	*69*	*83*	*155*	*76*	*79*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.4.2 Positive Attributes, Table A.12

Table A.12: Prejudice Index, Positive Attributes (SEs clustered by class)

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.03	0.02	0.03			
	(.87)	(.89)	(.83)			
Heterog. pair				-0.05	-0.04	-0.04
				(.58)	(.70)	(.79)
Constant	3.87**	4.21**	3.53**	3.96**	4.25**	3.65**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	508	249	259	301	153	148
Treatment	*345*	*169*	*176*	*134*	*67*	*67*
Control	*163*	*80*	*83*	*167*	*86*	*81*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.4.3 Out-group Evaluation, Table A.13

Table A.13: Prejudice Index, Out-group Evaluation (SEs clustered by class)

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.06	-0.08	-0.06			
	(.69)	(.36)	(.72)			
Heterog. pair				-0.10	0.00	-0.16
				(.13)	(1.00)	(.15)
Constant	4.31**	4.75**	3.88**	4.35**	4.70**	3.96**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	495	247	248	294	153	141
Treatment	*337*	*169*	*168*	*132*	*67*	*65*
Control	*158*	*78*	*80*	*162*	*86*	*76*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.5 Main Analyses with Pre-Analysis Plan Controls, Imbalanced Covariates, Std. Err. Clustered by Class Assignment

A.8.5.1 Negative Attributes, Table A.14

Table A.14: Prejudice Index, Negative Attributes (SEs clustered by class)
With Pre-Analysis Plan Controls

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.01	0.08	-0.27^{+}			
	(.92)	(.65)	(.08)			
Heterog. pair				-0.12	-0.35^{+}	0.16
				(.41)	(.07)	(.31)
Constant	3.48**	2.88**	3.53*	3.61**	2.45*	4.65^{+}
	(.00)	(.01)	(.02)	(.00)	(.01)	(.08)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	371	194	177	235	127	108
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. control, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.5$, $^{+}$ $p < 0.10$

A.8.5.2 Positive Attributes, Table A.15

Table A.15: Prejudice Index, Positive Attributes (SEs clustered by class)
With Pre-Analysis Plan Controls

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.04	-0.00	0.04			
	(.62)	(.97)	(.77)			
Heterog. pair				-0.09	-0.02	-0.06
				(.43)	(.86)	(.74)
Constant	2.75**	3.33**	1.88	2.96	3.25**	3.42
	(.00)	(.00)	(.12)	(.00)	(.00)	(.22)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	399	219	180	254	142	112
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. control, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.5$, $^{+}$ $p < 0.10$

A.8.5.3 Out-group Evaluation, Table A.16

Table A.16: Prejudice Index, Out-group Evaluation (SEs clustered by class)
With Pre-Analysis Plan Controls

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.06	-0.03	-0.20			
	(.33)	(.65)	(.27)			
Heterog. pair				-0.09	-0.08	-0.07
				(.31)	(.50)	(.70)
Constant	3.75**	3.44**	4.30**	4.35**	4.32**	5.96**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	390	217	173	249	142	107
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. control, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Wild bootstrapped standard errors clustered by class assignment with 1,000 replications (implemented by 'cgmwildboot'). p-values in parentheses. ** $p < 0.01$, * $p < 0.5$, $^{+}$ $p < 0.10$

A.8.6 Main Analyses with Class Assignment Fixed Effects, Table A.17

Table A.17: Prejudice Indices, With Class Fixed Effects

	Negative Attributes			*Positive Attributes*			*Out-group Evaluation*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Heterog. pair	-0.03	-0.18	0.07	-0.07	-0.02	-0.09	-0.07	0.05	-0.16
	(0.14)	(0.22)	(0.15)	(0.11)	(0.13)	(0.14)	(0.10)	(0.10)	(0.15)
Constant	2.83**	3.25**	2.44**	3.97**	4.24**	3.67**	4.34**	4.68**	3.96**
	(0.09)	(0.14)	(0.10)	(0.07)	(0.08)	(0.09)	(0.07)	(0.07)	(0.11)
Sample	Heterogeneous Classrooms			Heterogeneous Classrooms			Heterogeneous Classrooms		
	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	277	135	142	301	153	148	294	153	141
Class fixed effects	yes	yes	yes	yes	yes	yes	yes	yes	yes

All specifications are OLS regressions in which the treatment indicator variable represents assignment to a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms. Class assignment fixed effects included in all specifications. Robust standard errors in parentheses.** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.7 Main Analyses with Teacher Religion Fixed Effects, Table A.18

The UYVT program involved three teachers, one Muslim and two Christian. Each of the three teachers taught both homogeneous and heterogeneous class types. Homogeneous classes were always taught by co-religious teachers. As a consequence, we cannot control for teacher effects in the class type comparison due to collinearity with classroom type for Muslim students assigned to homogeneous classes. Within the 20 heterogeneous classrooms, five had a Muslim teacher and fifteen had one of the two Christian teachers. Though controls for teacher religion were feasible in these analyses we have omitted them from the main body of the paper to ensure that all three primary comparisons (program effect, social contact effect and social contact dosage effect) follow the same parsimonious model. Results for our social contact dosage (pairs-level) analyses including a fixed effect for teacher religion are presented here and in Tables A.39 and A.48. As previously, there are no significant effects of higher dosages of social contact in comparison to lower ones using any of our three prejudice measures for the full sample, among Muslims and among Christians. The inclusion of the teacher religion control also does not alter the sign, significance or magnitude of any of our social contact dosage (pair level) effects in either of the behavioral games.

Table A.18: Prejudice Indices, With Teacher Religion Fixed Effects

	Negative Attributes			*Positive Attributes*			*Out-group Evaluation*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Heterog. pair	-0.12	-0.27	0.04	-0.05	-0.06	-0.04	-0.10	0.01	-0.16
	(0.14)	(0.22)	(0.15)	(0.10)	(0.13)	(0.14)	(0.09)	(0.09)	(0.14)
Constant	3.02**	3.47**	2.50**	3.91**	4.03**	3.77**	4.36**	4.74**	3.84**
	(0.15)	(0.22)	(0.17)	(0.10)	(0.13)	(0.14)	(0.12)	(0.09)	(0.20)
Sample	Heterogeneous Classrooms			Heterogeneous Classrooms			Heterogeneous Classrooms		
	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	277	135	142	301	153	148	294	153	141
Teacher religion fixed effects	yes	yes	yes	yes	yes	yes	yes	yes	yes

All specifications are OLS regressions in which the treatment indicator variable represents assignment to a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms. Teacher religion fixed effects included in all specifications. Robust standard errors in parentheses.** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.8.8 Additional Prejudice Measures

A.8.8.1 Additional Prejudice Measures Questions, Table A.19

Table A.19: Additional Prejudice Measures

Knowledge about the out-group
It is difficult for me to understand Christian/Muslim customs and ways.
I have Christian/Muslim friends who I know well enough to consider close friends.
Anxiety about out-group encounters
I often feel anxious around Christians/Muslims.
I would feel comfortable working alongside a Christian/Muslim.
I would enjoy visiting the home of a Christian/Muslim.
Empathy and perspective-taking
Christian/Muslim young men have concerns and worries that are similar to young men of my faith.
Christian/Muslim young men want similar things in life to young men of my faith.
I can understand why Christians/Muslims want their children to learn about the Bible/Koran.
I can see the good faith and devotion in the way Christians worship/Muslims pray.
Desire for Cross-Group Friendships
It is difficult for me to imagine ever being close friends with a Christian/Muslim.
It can be rewarding to get to know people from other faiths.

Respondents asked to "strongly agree," "agree," "disagree" or "strongly disagree." Measures are coded from 1 to 4, with higher values indicating desirable affects of intergroup contact: agreement with positive and disagreement with negative statements.

A.8.8.2 Additional Prejudice Measures Histograms, Figures A.11–A.14

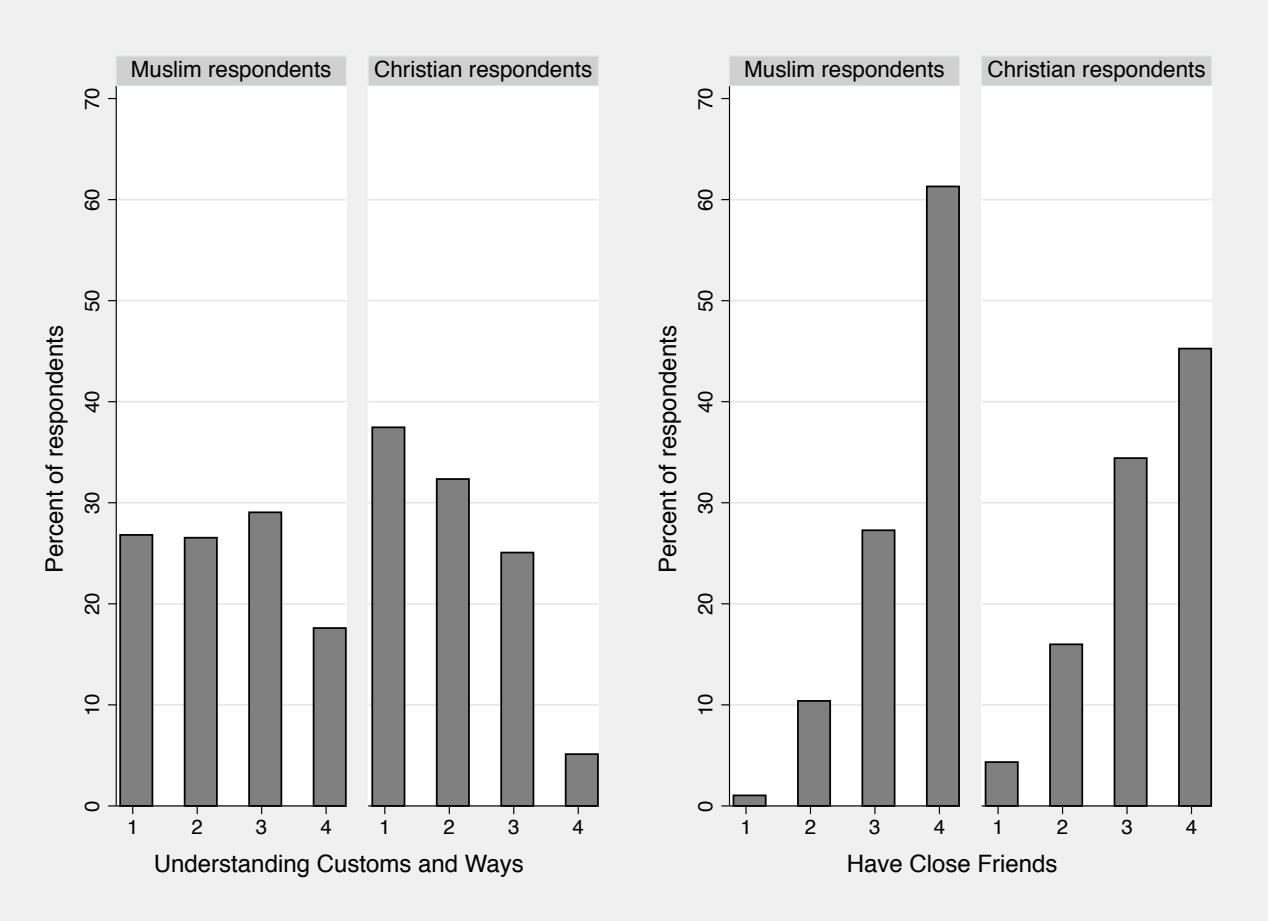

Figure A.11: Prejudice Knowledge Measures

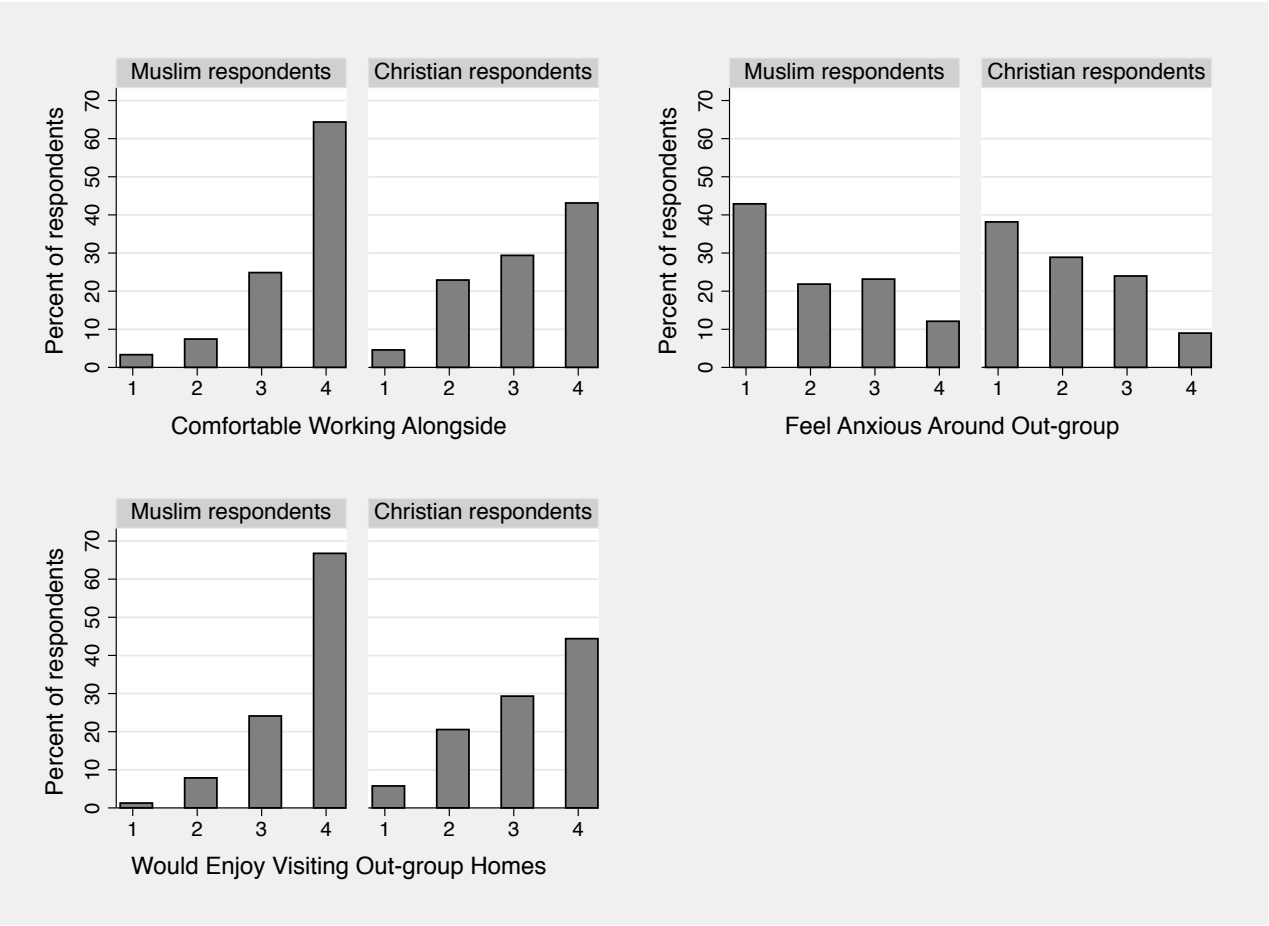

Figure A.12: Prejudice Anxiety Measures

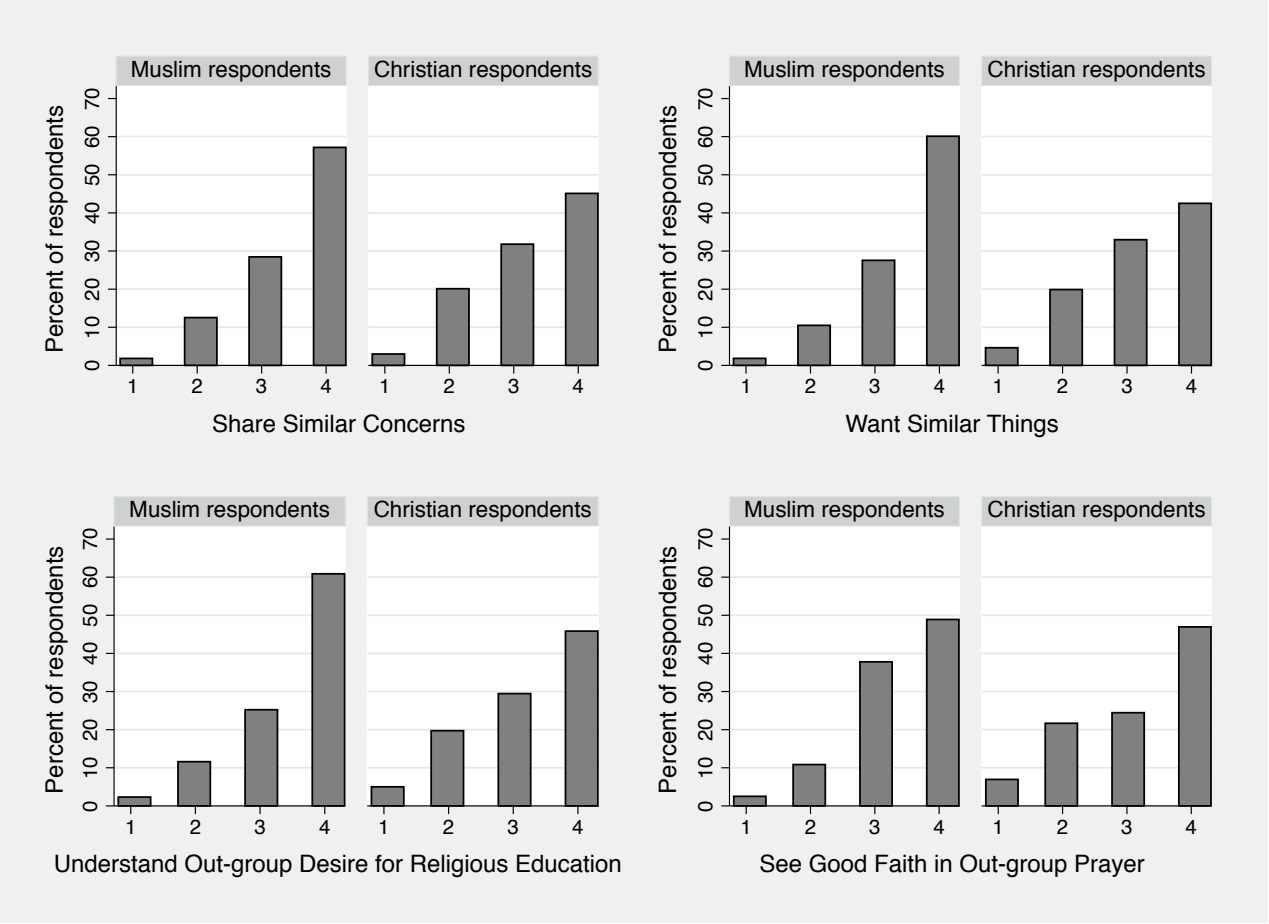

Figure A.13: Prejudice Empathy Measures

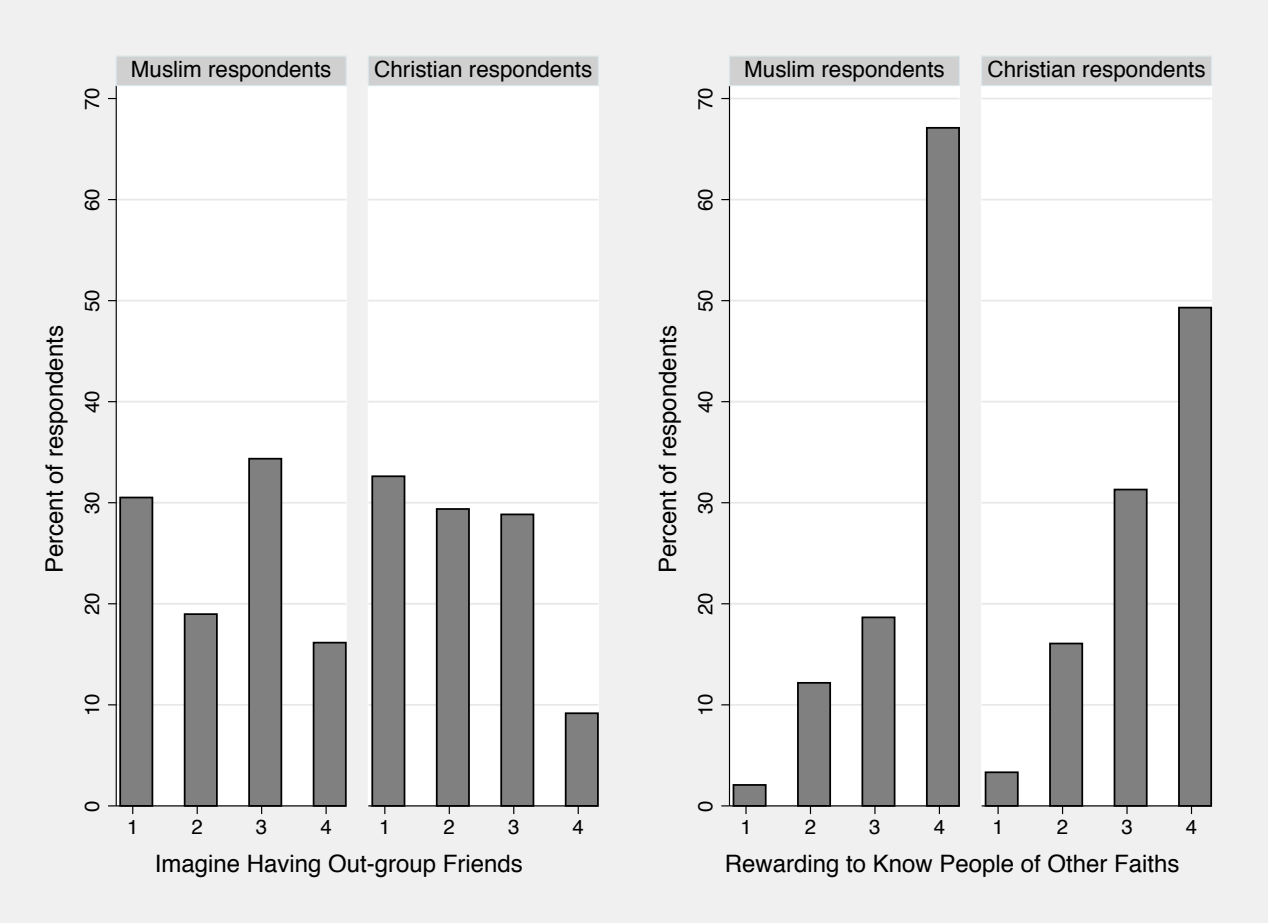

Figure A.14: Prejudice Desire Cross-Group Friendship Measures

A.8.8.3 Additional Prejudice Measures Analyses, Tables A.20–A.30

Table A.20: Knowledge of Out-group, Understanding Customs and Ways
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.03	0.04	-0.07						
	(0.08)	(0.11)	(0.10)						
Heterog. class				-0.04	-0.00	-0.08			
				(0.10)	(0.15)	(0.12)			
Heterog. pair							-0.06	-0.19	0.09
							(0.12)	(0.19)	(0.15)
Constant	2.20**	2.35**	2.03**	2.19**	2.40**	2.01**	2.19**	2.46**	1.91**
	(0.06)	(0.09)	(0.09)	(0.08)	(0.12)	(0.10)	(0.09)	(0.13)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	729	358	371	478	228	250	280	139	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.21: Knowledge of Out-group, Have Close Friends
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06	0.17*	-0.29**						
	(0.06)	(0.08)	(0.09)						
Heterog. class				0.02	0.17	-0.14			
				(0.08)	(0.10)	(0.12)			
Heterog. pair							-0.10	-0.02	-0.21
							(0.10)	(0.11)	(0.15)
Constant	3.39**	3.38**	3.40**	3.32**	3.44**	3.21**	3.39**	3.61**	3.16**
	(0.05)	(0.06)	(0.07)	(0.07)	(0.09)	(0.09)	(0.07)	(0.07)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	754	385	369	489	244	245	287	150	137

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.22: Anxiety About Out-group Encounters, Feel Anxious
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.03	-0.06	0.13						
	(0.08)	(0.11)	(0.11)						
Heterog. class				-0.07	-0.08	-0.06			
				(0.10)	(0.15)	(0.13)			
Heterog. pair							-0.30*	-0.37*	-0.24
							(0.12)	(0.18)	(0.17)
Constant	2.02**	2.09**	1.95**	2.10**	2.08**	2.13**	2.18**	2.17**	2.19**
	(0.06)	(0.09)	(0.09)	(0.08)	(0.12)	(0.11)	(0.09)	(0.13)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	747	380	367	483	239	244	284	147	137

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.23: Anxiety About Out-group Encounters, Comfortable Working Alongside
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.10	0.03	-0.21*						
	(0.07)	(0.08)	(0.10)						
Heterog. class				-0.03	0.05	-0.13			
				(0.08)	(0.11)	(0.12)			
Heterog. pair							-0.02	-0.00	-0.06
							(0.10)	(0.12)	(0.15)
Constant	3.38**	3.49**	3.25**	3.29**	3.47**	3.11**	3.30**	3.56**	3.03**
	(0.05)	(0.07)	(0.08)	(0.07)	(0.10)	(0.10)	(0.07)	(0.07)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	761	390	371	491	247	244	289	152	137

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.24: Anxiety About Out-group Encounters, Would Enjoy Visiting Out-group Homes
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.07	0.02	-0.13						
	(0.06)	(0.07)	(0.11)						
Heterog. class				0.12	0.15	0.07			
				(0.08)	(0.10)	(0.13)			
Heterog. pair							0.02	-0.02	0.06
							(0.10)	(0.10)	(0.15)
Constant	3.40**	3.55**	3.21**	3.25**	3.47**	3.02**	3.36**	3.64**	3.05**
	(0.05)	(0.06)	(0.09)	(0.07)	(0.09)	(0.10)	(0.07)	(0.07)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	759	394	365	491	249	242	289	153	136

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.25: Empathy and Perspective-taking, Share Similar Concerns
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.01	0.00	-0.00						
	(0.06)	(0.08)	(0.10)						
Heterog. class				-0.02	-0.06	0.00			
				(0.08)	(0.12)	(0.11)			
Heterog. pair							-0.12	-0.07	-0.18
							(0.10)	(0.13)	(0.14)
Constant	3.31**	3.41**	3.19**	3.31**	3.45**	3.19**	3.34**	3.43**	3.24**
	(0.05)	(0.06)	(0.08)	(0.07)	(0.10)	(0.09)	(0.06)	(0.08)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	751	383	368	490	247	243	290	153	137

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.26: Empathy and Perspective-taking, Want Similar Things
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.09	-0.00	-0.15						
	(0.06)	(0.08)	(0.10)						
Heterog. class				-0.02	-0.07	0.03			
				(0.08)	(0.10)	(0.12)			
Heterog. pair							-0.12	-0.07	-0.17
							(0.10)	(0.14)	(0.15)
Constant	3.36**	3.46**	3.23**	3.28**	3.51**	3.06**	3.31**	3.46**	3.16**
	(0.05)	(0.06)	(0.08)	(0.07)	(0.08)	(0.10)	(0.07)	(0.08)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	748	381	367	488	243	245	288	150	138

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.27: Empathy and Perspective-taking, Understand Out-group Desire for Religious Education
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	0.01	-0.10						
	(0.07)	(0.09)	(0.10)						
Heterog. class				0.11	0.11	0.11			
				(0.09)	(0.11)	(0.14)			
Heterog. pair							0.01	0.12	-0.07
							(0.10)	(0.12)	(0.15)
Constant	3.33**	3.44**	3.23**	3.21**	3.38**	3.05**	3.32**	3.44**	3.19**
	(0.06)	(0.08)	(0.08)	(0.08)	(0.09)	(0.12)	(0.07)	(0.08)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	705	345	360	464	225	239	269	134	135

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.28: Empathy and Perspective-taking, See Good Faith in Out-group Prayer
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.18**	-0.09	-0.26*						
	(0.07)	(0.08)	(0.11)						
Heterog. class				0.01	0.02	-0.00			
				(0.09)	(0.12)	(0.13)			
Heterog. pair							-0.10	0.01	-0.20
							(0.11)	(0.14)	(0.17)
Constant	3.34**	3.39**	3.29**	3.15**	3.28**	3.02**	3.19**	3.30**	3.07**
	(0.05)	(0.06)	(0.09)	(0.07)	(0.10)	(0.11)	(0.07)	(0.09)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	720	360	360	471	230	241	276	139	137

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.29: Desire for Cross-group Friendships, Imagine Having Out-group Friends
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.13	0.08	0.19^{+}						
	(0.08)	(0.11)	(0.11)						
Heterog. class				0.10	0.15	0.04			
				(0.10)	(0.15)	(0.13)			
Heterog. pair							-0.25*	-0.31^{+}	-0.18
							(0.12)	(0.18)	(0.17)
Constant	2.17**	2.31**	2.02**	2.25**	2.29**	2.21**	2.45**	2.62**	2.26**
	(0.06)	(0.09)	(0.08)	(0.08)	(0.12)	(0.11)	(0.08)	(0.12)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	761	390	371	491	248	243	291	152	139

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.30: Desire for Cross-group Friendships, Rewarding to Know People of Other Faiths
(scale ranges from 1 to 4, larger values indicate more positive assessment)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.02	-0.00	-0.02						
	(0.06)	(0.08)	(0.10)						
Heterog. class				0.05	0.02	0.08			
				(0.08)	(0.11)	(0.12)			
Heterog. pair							-0.12	-0.16	-0.07
							(0.10)	(0.13)	(0.14)
Constant	3.41**	3.51**	3.28**	3.35**	3.49**	3.21**	3.48**	3.60**	3.36**
	(0.05)	(0.07)	(0.08)	(0.07)	(0.09)	(0.10)	(0.06)	(0.09)	(0.09)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	747	386	361	482	244	238	283	150	133

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9 Robustness: Discrimination

A.9.1 Dictator Game

A.9.1.1 Treatment Group Means, Table A.31

Table A.31: Mean Number of Bills Given in Dictator Game, by Treatment Assignment

		Full Sample			**Muslims**			**Christians**		
		In-group	Out-group		In-group	Out-group		In-group	Out-group	
		Mean	Mean	Diff	Mean	Mean	Diff	Mean	Mean	Diff
Control	Mean	2.57	2.38	0.19	2.59	2.25	0.33	2.56	2.53	0.02
	SE	(0.06)	(0.05)	(0.08)	(0.08)	(0.07)	(0.11)	(0.08)	(0.08)	(0.11)
	N	1,348	1,352	2,700	718	732	1,450	630	620	1,250
All UYVT	Mean	3.04	2.76	0.28	3.07	2.66	0.41	3.02	2.85	0.16
	SE	(0.04)	(0.04)	(0.06)	(0.06)	(0.06)	(0.08)	(0.06)	(0.06)	(0.08)
	N	2,755	2,465	5,220	1,330	1,200	2,530	1,425	1,265	2,690
Homog. Class	Mean	3.16	2.62	0.54	3.15	2.57	0.58	3.16	2.66	0.51
	SE	(0.07)	(0.07)	(0.10)	(0.10)	(0.09)	(0.14)	(0.09)	(0.11)	(0.15)
	N	978	692	1,670	473	337	810	505	355	860
Heterog. Class	Mean	2.99	2.83	0.17	3.04	2.71	0.34	2.95	2.94	0.00
	SE	(0.05)	(0.05)	(0.07)	(0.07)	(0.07)	(0.10)	(0.08)	(0.07)	(0.11)
	N	1,743	1,737	3,480	852	858	1,710	891	879	1,770
Homog. Pair,	Mean	2.90	2.71	0.19	3.04	2.72	0.32	2.75	2.71	0.04
Heterog.Ċlass	SE	(0.07)	(0.07)	(0.10)	(0.11)	(0.10)	(0.15)	(0.10)	(0.10)	(0.15)
	N	845	845	1,690	428	432	860	417	413	830
Heterog.Ṗair,	Mean	3.29	3.09	0.19	3.15	2.80	0.35	3.42	3.39	0.03
Heterog. Class	SE	(0.09)	(0.09)	(0.12)	(0.12)	(0.11)	(0.16)	(0.14)	(0.13)	(0.19)
	N	677	673	1,350	339	341	680	338	332	670

A.9.1.2 Main Analyses with Standard Errors Clustered by Class Assignment and Respondent, Table A.32

Table A.32: Number of Bills Given in Dictator Game, Wild Bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.17	-0.11	-0.23			
	(0.23)	(0.61)	(0.27)			
Heterog. class ×	0.39**	0.25	0.52*			
Play out-group	(0.00)	(0.12)	(0.02)			
Heterog. pair				0.39	0.12	0.67+
				(0.11)	(0.64)	(0.08)
Heterog. pair ×				-0.01	-0.03	-0.00
Play out-group				(0.92)	(0.84)	(0.98)
Play out-group	-0.55**	-0.58+	-0.51*	-0.18*	-0.32**	-0.01
	(0.00)	(0.05)	(0.03)	(0.02)	(0.00)	(0.92)
Constant	3.35**	3.04**	3.19**	2.74**	2.97**	2.49**
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	5140	2510	2630	3040	1540	1500
Treatment	*3470*	*1700*	*1770*	*1350*	*860*	*830*
Control	*1670*	*810*	*860*	*1690*	*680*	*670*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.3 Analyses Excluding Rounds of Play with Classmates

A.9.1.3.a Main Analyses Excluding Rounds of Play with Classmates, Table A.33

Table A.33: Number of Bills Given in Dictator Game, Without UYVT Classmate Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.27*	0.26	0.27						
	(0.13)	(0.17)	(0.19)						
UYVT ×	0.01	0.03	-0.03						
Play out-group	(0.07)	(0.11)	(0.09)						
Heterog. class				-0.04	0.08	-0.16			
				(0.16)	(0.20)	(0.25)			
Heterog. class ×				0.12	-0.12	0.36**			
Play out-group				(0.09)	(0.14)	(0.12)			
Heterog. pair							0.26	-0.05	0.59+
							(0.22)	(0.30)	(0.34)
Heterog. pair ×							0.10	0.08	0.08
Play out-group							(0.14)	(0.21)	(0.19)
Play out-group	-0.19**	-0.33**	-0.02	-0.25**	-0.23*	-0.27**	-0.19*	-0.39*	0.03
	(0.06)	(0.08)	(0.07)	(0.06)	(0.10)	(0.09)	(0.10)	(0.16)	(0.12)
Constant	2.57**	2.58**	2.55**	2.87**	2.80**	2.94**	2.78**	2.93**	2.61**
	(0.10)	(0.14)	(0.15)	(0.13)	(0.15)	(0.21)	(0.14)	(0.22)	(0.19)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6202	3116	3086	3438	1659	1779	1846	929	917

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Excludes rounds in which the survey respondent was assigned to the same UYVT class as the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.3.b Analyses Excluding Rounds of Play with Classmates, with Standard Errors Clustered by Class Assignment and Respondent, Table A.34

Table A.34: Number of Bills Given in Dictator Game, Without UYVT Classmate Play, Wild Bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.04	0.09	-0.16			
	(.78)	(.61)	(.43)			
Heterog. class ×	0.13	-0.12	0.36*			
Play out-group	(.12)	(.28)	(.04)			
Heterog. pair				0.26	-0.05	0.59
				(.20)	(.85)	(.12)
Heterog. pair ×				0.10	0.08	0.08
Play out-group				(.38)	(.59)	(.67)
Play out-group	-0.25*	-0.23*	-0.27+	-0.19*	-0.39**	0.03
	(.01)	(.03)	(.09)	(.01)	(.01)	(.75)
Constant	2.86**	2.93**	2.89**	2.83**	2.90**	2.74**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	3428	1649	1779	1846	929	917

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Excludes rounds in which the survey respondent was assigned to the same UYVT class as the recipient. Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses.
** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.3.c Treatment Group Means Excluding Rounds of Play with Classmates, Table A.35

Table A.35: Mean Number of Bills Given in Dictator Game Without Classmate Play, by Treatment Assignment

		Full Sample			**Muslims**			**Christians**		
		In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff
Control	Mean	2.57	2.38	0.19	2.59	2.25	0.33	2.56	2.53	0.02
	SE	(0.06)	(0.05)	(0.08)	(0.08)	(0.07)	(0.11)	(0.08)	(0.08)	(0.11)
	N	1,348	1,352	2,700	718	732	1,450	630	620	1,250
All UYVT	Mean	2.84	2.66	0.18	2.84	2.54	0.31	2.83	2.77	0.06
	SE	(0.05)	(0.05)	(0.07)	(0.07)	(0.06)	(0.09)	(0.07)	(0.07)	(0.10)
	N	1,673	1,829	3,502	789	877	1,666	884	952	1,836
Homog. Class	Mean	2.87	2.62	0.25	2.80	2.57	0.23	2.94	2.67	0.27
	SE	(0.09)	(0.07)	(0.11)	(0.11)	(0.09)	(0.14)	(0.13)	(0.11)	(0.17)
	N	527	676	1,203	253	327	580	274	349	623
Heterog. Class	Mean	2.83	2.69	0.14	2.88	2.53	0.35	2.79	2.85	-0.06
	SE	(0.06)	(0.06)	(0.09)	(0.09)	(0.08)	(0.12)	(0.09)	(0.09)	(0.13)
	N	1,114	1,121	2,235	533	546	1,079	581	575	1,156
Homog. Pair,	Mean	2.78	2.58	0.20	2.93	2.54	0.40	2.63	2.62	0.01
Heterog. Class	SE	(0.10)	(0.09)	(0.13)	(0.14)	(0.11)	(0.18)	(0.13)	(0.13)	(0.19)
	N	512	514	1,026	256	264	520	256	250	506
Heterog. Pair,	Mean	3.05	2.94	0.10	2.87	2.59	0.28	3.22	3.3	-0.08
Heterog. Class	SE	(0.11)	(0.10)	(0.15)	(0.14)	(0.13)	(0.18)	(0.17)	(0.16)	(0.24)
	N	408	412	820	202	207	409	206	205	411

A.9.1.4 Main Analyses with Pre-Analysis Plan Controls

A.9.1.4.a Main Analyses with Pre-Analysis Plan Controls, Table A.36

Table A.36: Number of Bills Given in Dictator Game, With Controls

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.40**	0.48**	0.23						
	(0.13)	(0.17)	(0.21)						
UYVT ×	-0.08	-0.11	-0.08						
Play out-group	(0.08)	(0.11)	(0.11)						
Heterog. class				-0.16	-0.21	-0.34			
				(0.17)	(0.19)	(0.28)			
Heterog. class ×				0.47**	0.36*	0.60**			
Play out-group				(0.11)	(0.16)	(0.15)			
Heterog. pair							0.27	-0.16	0.86*
							(0.23)	(0.26)	(0.37)
Heterog. pair ×							-0.06	-0.03	-0.12
Play out-group							(0.13)	(0.18)	(0.19)
Play out-group	-0.19**	-0.30**	-0.02	-0.60**	-0.66**	-0.52**	-0.15	-0.32*	0.08
	(0.06)	(0.08)	(0.08)	(0.09)	(0.13)	(0.13)	(0.09)	(0.13)	(0.13)
Constant	2.26**	2.33*	-1.54	3.05*	3.45*	0.28	0.90	0.73	4.77+
	(0.81)	(0.91)	(1.44)	(1.33)	(1.54)	(2.47)	(1.41)	(1.60)	(2.80)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6200	3450	2750	4060	2220	1840	2560	1430	1130

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.4.b Main Analyses with Pre-Analysis Plan Controls and Standard Errors Clustered by Class Assignment and Respondent, Table A.37

Table A.37: Number of Bills Given in Dictator Game, With Controls, Wild Bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	-0.16	-0.21	-0.34			
	(.17)	(.27)	(.13)			
Heterog. class ×	0.47**	0.36+	0.60**			
Play out-group	(.00)	(.09)	(.01)			
Heterog. pair				0.27	-0.16	0.86+
				(.25)	(.55)	(.07)
Heterog. pair ×				-0.06	-0.03	-0.12
Play out-group				(.63)	(.84)	(.65)
Play out-group	-0.60**	-0.66*	-0.52*	-0.15+	-0.32**	0.08
	(.00)	(.03)	(.03)	(.08)	(.00)	(.56)
Constant	4.22**	6.50**	3.34	2.54+	4.17**	4.71+
	(.00)	(.00)	(.10)	(.06)	(.01)	(.07)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	4050	2210	1840	2560	1430	1130
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms.Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.5 Main Analyses with Treatment and Religion Interacted, Table A.38

Table A.38: Number of Bills Given in Dictator Game, Treatment Interacted with Religion

	Program effect (1)	*Contact effect* (2)	*Contact dosage effect* (3)
UYVT	0.49**		
	(0.18)		
Play out-group	-0.33**	-0.58**	-0.32**
	(0.08)	(0.13)	(0.12)
UYVT × Play out-group	-0.08		
	(0.11)		
Christian	-0.03	0.01	-0.30
	(0.20)	(0.26)	(0.27)
UYVT × Christian	-0.03		
	(0.26)		
Play out-group × Christian	0.30**	0.07	0.30+
	(0.11)	(0.16)	(0.16)
UYVT × Play out-group × Christian	-0.06		
	(0.14)		
Heterog. class		-0.11	
		(0.23)	
Heterog. class × Play out-group		0.25+	
		(0.15)	
Heterog. class × Christian		-0.11	
		(0.33)	
Heterog. class × Play out-group × Christian		0.27	
		(0.19)	
Heterog. pair			0.11
			(0.29)
Heterog. pair × Play out-group			-0.02
			(0.17)
Heterog. pair × Christian			0.56
			(0.44)
Heterog. pair × Play out-group × Christian			0.03
			(0.23)
Constant	2.58**	3.15**	3.04**
	(0.14)	(0.19)	(0.20)
Sample	All	All in UYVT	All in Heterog. class
Observations	7920	5150	3040

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.1.6 Main Analyses with Class Assignment and Teacher Religion Fixed Effects, Table A.39

Table A.39: Number of Bills Given in Dictator Game, With Class and Teacher Religion Fixed Effects

	Number of Bills Given					
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. pair	0.41^{+}	0.14	0.75*	0.40^{+}	0.15	0.67*
	(0.22)	(0.29)	(0.33)	(0.22)	(0.28)	(0.33)
Heterog. pair ×	-0.01	-0.01	-0.02	-0.01	-0.02	-0.00
Play out-group	(0.12)	(0.17)	(0.16)	(0.12)	(0.17)	(0.16)
Play out-group	-0.18*	-0.34**	-0.00	-0.18*	-0.33**	-0.01
	(0.08)	(0.13)	(0.11)	(0.08)	(0.12)	(0.11)
Sample	Heterogeneous Classrooms					
	All	Muslims	Christians	All	Muslims	Christians
Observations	3040	1540	1500	3040	1540	1500
Class FEs	yes	yes	yes	no	no	no
Teacher religion FEs	no	no	no	yes	yes	yes
Round-of-play FEs	yes	yes	yes	yes	yes	yes

All specifications are OLS regressions in which the treatment indicator variable represents assignment to a indicator variable represents assignment to a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms. Constant term not shown. Robust standard errors clustered by respondent in parentheses.** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2 Destruction Game

A.9.2.1 Treatment Group Means, Table A.40

Table A.40: Mean Number of Bills Destroyed in Destruction Game, by Treatment Assignment

		Full Sample			**Muslims**			**Christians**		
		In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff
Control	Mean	0.69	0.71	-0.02	0.65	0.69	-0.05	0.74	0.73	0.01
	SE	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)
	N	1,349	1,351	2,700	716	734	1,450	633	617	1,250
All UYVT	Mean	0.63	0.66	-0.02	0.64	0.67	-0.03	0.63	0.65	-0.01
	SE	(0.01)	(0.01)	(0.02)	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)
	N	2,766	2,454	5,220	1,337	1,193	2,530	1,429	1,261	2,690
Homog. Class	Mean	0.60	0.68	-0.08	0.62	0.67	-0.05	0.58	0.69	-0.10
	SE	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.05)
	N	988	682	1,670	478	332	810	510	350	860
Heterog. Class	Mean	0.66	0.65	0.01	0.65	0.67	-0.02	0.67	0.63	0.03
	SE	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)
	N	1,743	1,737	3,480	853	857	1,710	890	880	1,770
Homog. Pair,	Mean	0.65	0.67	-0.03	0.68	0.70	-0.01	0.61	0.65	-0.04
Heterog. Class	SE	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.03)	(0.05)
	N	844	846	1,690	428	432	860	416	414	830
Heterog. Pair,	Mean	0.66	0.61	0.06	0.61	0.61	-0.00	0.72	0.60	0.12
Heterog. Class	SE	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.05)	(0.04)	(0.04)	(0.05)
	N	679	671	1,350	340	340	680	339	331	670

A.9.2.2 Main Analyses with Standard Errors Clustered by Class Assignment and Respondent, Table A.41

Table A.41: Number of Bills Destroyed in Destruction Game, wild bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.04	0.03	0.06			
	(.34)	(.51)	(.47)			
Heterog. class ×	-0.05^{+}	-0.02	-0.08^{+}			
Play out-group	(.08)	(.58)	(.06)			
Heterog. pair				0.01	-0.07	0.08
				(.88)	(.39)	(.26)
Heterog. pair ×				-0.07*	-0.02	-0.10*
Playout-group				(.03)	(.60)	(.04)
Play out-group	0.06**	0.04	0.08*	0.03	0.03	0.04
	(.00)	(.17)	(.04)	(.19)	(.35)	(.32)
Constant	0.77**	0.80**	0.91**	0.99**	0.83**	0.77**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	5140	2510	2630	3040	1540	1500
Treatment	*3470*	*1700*	*1770*	*1350*	*680*	*670*
Control	*1670*	*810*	*860*	*1690*	*860*	*830*

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2.3 Analyses Excluding Rounds of Play with Classmates

A.9.2.3.a Main Analyses Excluding Rounds of Play with Classmates, Table A.42

Table A.42: Number of Bills Destroyed in Destruction Game, Without UYVT Classmate Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06^{+}	-0.02	-0.11*						
	(0.03)	(0.04)	(0.05)						
UYVT ×	0.02	0.00	0.04						
Play out-group	(0.02)	(0.03)	(0.04)						
Heterog. class				0.00	-0.03	0.03			
				(0.04)	(0.05)	(0.06)			
Heterog. class ×				-0.01	0.05	-0.07			
Play out-group				(0.03)	(0.04)	(0.05)			
Heterog. pair							-0.02	-0.13^{+}	0.08
							(0.06)	(0.07)	(0.09)
Heterog. pair ×							-0.05	0.01	-0.11^{+}
Play out-group							(0.04)	(0.06)	(0.06)
Play out-group	0.00	0.03	-0.02	0.03	-0.00	0.05	0.04	0.05	0.02
	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)
Constant	0.70**	0.66**	0.75**	0.64**	0.66**	0.62**	0.65**	0.68**	0.63**
	(0.02)	(0.03)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6202	3116	3086	3438	1659	1779	1846	929	917

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Excludes rounds in which the survey respondent was assigned to the same UYVT class as the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2.3.b Analyses Excluding Rounds of Play with Classmates, with Standard Errors Clustered by Class Assignment and Respondent, Table A.43

Table A.43: Number of Bills Destroyed in Destruction Game, Without UYVT Classmate Play, Wild Bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.00	-0.03	0.03			
	(.98)	(.46)	(.75)			
Heterog. class x Play out-group	-0.01	0.05	-0.07			
	(.85)	(.27)	(.10)			
Heterog. pair				-0.02	-0.13	0.08
				(.61)	(.11)	(.38)
Heterog. pair x Play out-group				-0.05	0.01	-0.11
				(.28)	(.86)	(.12)
Play out-group	0.03	-0.00	0.05*	0.04	0.05	0.02
	(.28)	(.99)	(.03)	(.25)	(.18)	(.76)
Constant	0.30**	0.36**	0.38**	0.34**	0.42**	0.42**
	(.00)	(.00)	(.00)	(.00)	(.00)	(.00)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	3428	1649	1779	1846	929	917

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. Excludes rounds in which the survey respondent was assigned to the same UYVT class as the recipient. Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses.
** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.9.2.3.c Treatment Group Means Excluding Rounds of Play with Classmates, Table A.44

Table A.44: Mean Number of Bills Destroyed in Destruction Game Without Classmate Play, by Treatment Assignment

		Full Sample			**Muslims**			**Christians**		
		In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff	In-group Mean	Out-group Mean	Diff
Control	Mean	0.69	0.71	-0.02	0.65	0.69	-0.05	0.74	0.73	0.01
	SE	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)
	N	1,349	1,351	2,700	716	734	1,450	633	617	1,250
All UYVT	Mean	0.64	0.66	-0.02	0.63	0.68	-0.05	0.66	0.64	0.01
	SE	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)
	N	1,678	1,824	3,502	793	873	1,666	885	951	1,836
Homog. Class	Mean	0.62	0.68	-0.06	0.64	0.67	-0.03	0.60	0.69	-0.08
	SE	(0.03)	(0.02)	(0.04)	(0.04)	(0.03)	(0.05)	(0.04)	(0.04)	(0.05)
	N	532	671	1,203	253	327	580	279	344	623
Heterog. Class	Mean	0.66	0.65	0.01	0.62	0.69	-0.06	0.69	0.62	0.07
	SE	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.03)	(0.04)
	N	1,114	1,121	2,235	537	542	1,079	577	579	1,156
Homog. Pair,	Mean	0.66	0.68	-0.02	0.68	0.72	-0.05	0.65	0.63	0.01
Heterog. Class	SE	(0.03)	(0.03)	(0.04)	(0.04)	(0.04)	(0.06)	(0.04)	(0.04)	(0.06)
	N	513	513	1,026	259	261	520	254	252	506
Heterog. Pair,	Mean	0.65	0.60	0.05	0.55	0.63	-0.07	0.74	0.57	0.17
Heterog. Class	SE	(0.03)	(0.03)	(0.04)	(0.04)	(0.04)	(0.06)	(0.05)	(0.04)	(0.06)
	N	409	411	820	203	206	409	206	205	411

A.9.2.4 Main Analyses with Pre-Analysis Plan Controls

A.9.2.4.a Main Analyses with Pre-Analysis Plan Controls, Table A.45

Table A.45: Number of Bills Destroyed in Destruction Game, With Controls

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	-0.03	-0.10^{+}						
	(0.03)	(0.04)	(0.05)						
UYVT ×	0.01	0.00	0.02						
Play out-group	(0.03)	(0.03)	(0.04)						
Heterog. class				0.06	0.04	0.10			
				(0.04)	(0.05)	(0.06)			
Heterog. class ×				-0.05	-0.03	-0.08^{+}			
Play out-group				(0.03)	(0.04)	(0.05)			
Heterog. pair							-0.01	-0.07	0.06
							(0.05)	(0.06)	(0.08)
Heterog. pair ×							-0.08*	-0.04	-0.13*
Playout-group							(0.04)	(0.05)	(0.05)
Play out-group	0.02	0.02	0.01	0.06*	0.04	0.08^{+}	0.04	0.03	0.05
	(0.02)	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)
Constant	0.84**	0.60*	1.26**	0.75*	0.50	1.75**	0.67*	0.84*	1.33^{+}
	(0.21)	(0.24)	(0.33)	(0.32)	(0.35)	(0.56)	(0.32)	(0.37)	(0.71)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6200	3450	2750	4060	2220	1840	2560	1430	1130

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2.4.b Main Analyses with Pre-Analysis Plan Controls and Standard Errors Clustered by Class Assignment and Respondent, Table A.46

Table A.46: Number of Bills Destroyed in Destruction Game, With Controls, Wild Bootstrapped SEs

	Contact effect			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. class	0.06	0.03	0.10			
	(.17)	(.43)	(.21)			
Heterog. class ×	-0.05	-0.03	-0.08			
Play out-group	(.14)	(.49)	(.16)			
Heterog. pair				-0.01	-0.07	0.06
				(.70)	(.32)	(.50)
Heterog. pair ×				-0.08**	-0.04	-0.13*
Playout-group				(.004)	(.43)	(.01)
Play out-group	0.06^{+}	0.04	0.08	0.04	0.03	0.05
	(.05)	(.24)	(.17)	(.17)	(.33)	(.31)
Constant	0.68	0.53	1.43*	-0.05	0.73^{+}	1.56*
	(.10)	(.23)	(.02)	(.80)	(.09)	(.04)
Sample	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	4050	2210	1840	2560	1430	1130
Pre-Analysis Plan Controls	yes	yes	yes	yes	yes	yes
Imbalanced Covariates	yes	yes	yes	n/a	n/a	n/a

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Round-of-play fixed effects included in all specifications. All specifications include Pre-Analysis Plan specified covariates: education, father's education, relative wealth, asset and lived poverty indices, crime victimization measures, social network size and neighborhood fixed effects. Columns (1)-(3) include one covariate that was imbalanced between treatment and control: risk aversion. Columns (4)-(6) include covariates that were imbalanced across treatment classroom types arms: age and baseline computer experience. No additional covariates were imbalanced across partner types within heterogeneous classrooms.Wild bootstrapped standard errors implemented by 'cgmwildboot' clustered by class assignment and respondent with 1,000 replications. p-values in parentheses. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2.5 Main Analyses with Treatment and Religion Interacted, Table A.47

Table A.47: Number of Bills Given in Destruction Game, Treatment Interacted with Religion

	Program effect (1)	*Contact effect* (2)	*Contact dosage effect* (3)
UYVT	-0.02		
	(0.04)		
Play out-group	0.03	0.04	0.03
	(0.02)	(0.03)	(0.03)
UYVT × Play out-group	-0.01		
	(0.03)		
Christian	0.09^{+}	-0.03	-0.07
	(0.05)	(0.06)	(0.07)
UYVT × Christian	-0.10^{+}		
	(0.06)		
Play out-group × Christian	-0.06	0.04	0.02
	(0.04)	(0.05)	(0.05)
UYVT × Play out-group × Christian	0.06		
	(0.04)		
Heterog. class		0.03	
		(0.05)	
Heterog. class × Play out-group		-0.02	
		(0.04)	
Heterog. class × Christian		0.03	
		(0.07)	
Heterog. class × Play out-group × Christian		-0.06	
		(0.06)	
Heterog. pair			-0.07
			(0.07)
Heterog. pair × Play out-group			-0.03
			(0.05)
Heterog. pair × Christian			0.15
			(0.10)
Heterog. pair × Play out-group × Christian			-0.08
			(0.07)
Constant	0.66**	0.62**	0.68**
	(0.03)	(0.04)	(0.05)
Sample	All	All in UYVT	All in Heterog. class
Observations	7920	5150	3040

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.9.2.6 Main Analyses with Class Assignment and Teacher Religion Fixed Effects, Table A.48

Table A.48: Number of Bills Destroyed in Destruction Games, With Class and Teacher Religion Fixed Effects

	Number of Bills Destroyed					
	(1)	(2)	(3)	(4)	(5)	(6)
Heterog. pair	0.01	-0.09	0.09	0.00	-0.08	0.08
	(0.05)	(0.07)	(0.08)	(0.05)	(0.06)	(0.08)
Heterog. pair ×	-0.06^{+}	-0.03	-0.10*	-0.07^{+}	-0.02	-0.10*
Play out-group	(0.03)	(0.05)	(0.05)	(0.03)	(0.05)	(0.05)
Play out-group	0.03	0.02	0.04	0.03	0.03	0.04
	(0.02)	(0.04)	(0.04)	(0.02)	(0.03)	(0.03)
Sample	Heterogeneous Classrooms					
	All	Muslims	Christians	All	Muslims	Christians
Observations	3040	1540	1500	3040	1540	1500
Class FEs	yes	yes	yes	no	no	no
Teacher religion FEs	no	no	no	yes	yes	yes
Round-of-play FEs	yes	yes	yes	yes	yes	yes

All specifications are OLS regressions in which the treatment indicator variable represents assignment to a indicator variable represents assignment to a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms. Constant term not shown. Robust standard errors clustered by respondent in parentheses.** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.10 Round-of-Play Effects in Dictator and Destruction Games

Behavior varies slightly across rounds of experimental play. In the dictator game, the mean level of generosity (number of bills given) across all rounds was 2.76. Mean levels of generosity are statistically significantly different in two of the ten rounds of play: the first round (mean 2.90) and the seventh round (mean 2.60). A multivariate test-of-means fails to reject the null hypothesis of equal means across all other rounds. By random chance, the seventh round had the lowest share of UYVT classmates of all dictator game rounds (18%, with mean 21.5% and next lowest 20%). This suggests that behavior was different in the first round, as would be anticipated.

In the main analysis, we control for these differences using round-of-play fixed effects. In addition, we show below results from two robustness tests for each game to examine whether first-round play could be driving our behavioral findings. First, we rerun our main games analyses by excluding first round play. Second, we exclude all respondents who received a classmate prompt (e.g. "David from your UYVT class") in the first round, which could theoretically have contaminated subsequent rounds (by causing respondents to believe that all subsequent rounds were UYVT classmates or participants). Results excluding the first round of play are of nearly identical magnitude and retain the same significance level for our main social contact effect (class type) comparison in both the dictator and destruction game, as shown in Tables A.49 and A.50. Excluding all respondents who received a classmate prompt in the first round of play, our results in the dictator game are again consistent with those from the full sample, and in fact the magnitude of the discriminatory reduction effect of social contact is larger in this analysis (though the pairs type effect on overall generosity is neither significant nor of similar magnitude), as shown in Table A.51. In the destruction game, we observe that the effect of the deeper social contact of assignment to an out-group partner (vs. assignment to a heterogeneous class with an in-group partner) increases in both magnitude and significance, as shown in Table A.52. The marginally significant reduction in discriminatory behavior ($p < .1$) due to assignment to the social contact treatment from the main analysis falls away.

A.10.1 Main Analyses Excluding First Round of Play, Tables A.49 and A.50

Table A.49: Number of Bills Given in Dictator Game, Excluding First Round of Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.46**	0.47**	0.45*						
	(0.13)	(0.18)	(0.19)						
UYVT ×	-0.10	-0.09	-0.14						
Play out-group	(0.08)	(0.12)	(0.10)						
Heterog. class				-0.18	-0.13	-0.23			
				(0.17)	(0.24)	(0.24)			
Heterog. class ×				0.39**	0.28+	0.49**			
Play out-group				(0.10)	(0.16)	(0.13)			
Heterog. pair							0.36	0.11	0.61+
							(0.23)	(0.30)	(0.34)
Heterog. pair ×							0.03	-0.03	0.10
Play out-group							(0.13)	(0.18)	(0.19)
Play out-group	-0.18**	-0.31**	-0.03	-0.54**	-0.59**	-0.49**	-0.19*	-0.29*	-0.08
	(0.06)	(0.09)	(0.08)	(0.09)	(0.14)	(0.10)	(0.09)	(0.13)	(0.12)
Constant	2.56**	2.59**	2.53**	3.14**	3.15**	3.14**	2.88**	3.02**	2.74**
	(0.10)	(0.14)	(0.15)	(0.13)	(0.19)	(0.19)	(0.14)	(0.21)	(0.20)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7128	3582	3546	4635	2268	2367	2736	1386	1350

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses). ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.50: Number of Bills Destroyed in Destruction Game, Excluding First Round of Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.07*	-0.02	-0.13**						
	0.03	-0.00	0.06						
UYVT ×	-0.10	-0.09	-0.14						
Play out-group	(0.02)	(0.03)	(0.04)						
Heterog. class				0.04	0.03	0.06			
				(0.04)	(0.05)	(0.06)			
Heterog. class ×				-0.06+	-0.03	-0.09+			
Play out-group				(0.03)	(0.04)	(0.05)			
Heterog. pair							0.01	-0.07	0.09
							(0.05)	(0.07)	(0.08)
Heterog. pair ×							-0.08*	-0.04	-0.11*
Play out-group							(0.04)	(0.05)	(0.05)
Play out-group	0.01	0.03	-0.02	0.07**	0.05	0.10*	0.04+	0.03	0.05
	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)
Constant	0.73**	0.69**	0.77**	0.63**	0.65**	0.61**	0.67**	0.71**	0.63**
	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.05)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7128	3582	3546	4635	2268	2367	2736	1386	1350

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses). ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.10.2 Main Analyses Excl. Respondents with Classmate Prime in the First Round of Play, Tables A.51 and A.52

Table A.51: Number of Bills Given in Dictator Game, Excl. Respondents Playing Classmates in First Round of Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.41**	0.39*	0.42*						
	(0.14)	(0.19)	(0.20)						
UYVT ×	-0.12	-0.11	-0.16						
Play out-group	(0.08)	(0.12)	(0.10)						
Heterog. class				-0.29	-0.25	-0.32			
				(0.20)	(0.28)	(0.28)			
Heterog. class ×				0.47**	0.35+	0.60**			
Play out-group				(0.12)	(0.19)	(0.14)			
Heterog. pair							0.10	-0.07	0.32
							(0.27)	(0.35)	(0.42)
Heterog. pair ×							0.20	0.14	0.22
Play out-group							(0.14)	(0.19)	(0.20)
Play out-group	-0.19**	-0.33**	-0.02	-0.60**	-0.67**	-0.54**	-0.25*	-0.37*	-0.09
	(0.06)	(0.08)	(0.07)	(0.10)	(0.16)	(0.11)	(0.12)	(0.17)	(0.16)
Constant	2.57**	2.58**	2.55**	3.16**	3.14**	3.18**	2.92**	2.96**	2.86**
	(0.10)	(0.14)	(0.15)	(0.16)	(0.23)	(0.22)	(0.18)	(0.25)	(0.27)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6260	3240	3020	3510	1790	1720	1860	1020	840

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses). ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.52: Number of Bills Destroyed in Destruction Game, Excl. Respondents Playing Classmates in First Round of Play

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06^{+}	-0.00	-0.12*						
	(0.03)	(0.04)	(0.05)						
UYVT ×	0.03	-0.00	0.06^{+}						
Play out-group	(0.02)	(0.03)	(0.04)						
Heterog. class				0.01	-0.01	0.03			
				(0.05)	(0.06)	(0.07)			
Heterog. class ×				-0.03	0.02	-0.07			
Play out-group				(0.03)	(0.04)	(0.05)			
Heterog. pair							-0.00	-0.06	0.06
							(0.07)	(0.09)	(0.10)
Heterog. pair ×							-0.12**	-0.04	-0.19**
Play out-group							(0.05)	(0.06)	(0.06)
Play out-group	0.00	0.03	-0.03	0.05^{+}	0.01	0.07^{+}	0.07*	0.05	0.08^{+}
	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.05)	(0.05)
Constant	0.70**	0.66**	0.75**	0.63**	0.66**	0.61**	0.65**	0.68**	0.61**
	(0.02)	(0.03)	(0.04)	(0.04)	(0.05)	(0.05)	(0.05)	(0.06)	(0.07)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	6250	3170	3080	3490	1710	1780	1840	940	900

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses). ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.11 'Pure control:' UYVT Treatment Groups vs. No Course Assignment

Table A.53: Prejudice Index, Negative Attributes (5-Point Scale, Larger Values Indicate More Positive Assessment)
All UYVT-Assigned Treatment Groups vs. No Course Assignment ('Pure Control')

	Homog. class			*Heterog. class*			*Homog. pair, Heterog. class*			*Heterog. pair, Heterog. class*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Treatment	0.08	-0.03	0.26*	0.08	0.02	0.19+	0.14	0.18	0.14	0.02	-0.11	0.17
	(0.11)	(0.18)	(0.12)	(0.09)	(0.15)	(0.10)	(0.12)	(0.18)	(0.13)	(0.12)	(0.20)	(0.13)
Constant	2.73**	3.11**	2.32**	2.73**	3.11**	2.32**	2.73**	3.11**	2.32**	2.73**	3.11**	2.32**
	(0.07)	(0.11)	(0.08)	(0.07)	(0.11)	(0.08)	(0.07)	(0.11)	(0.08)	(0.07)	(0.11)	(0.08)
Sample	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	388	190	198	558	273	285	391	197	194	358	180	178

All specifications are OLS regressions in which the treatment indicator variables represent assignment to one treatment arm of the UYVT course vs. no course assignment (the 'pure control' group). Columns (1)–(3) examine treatment effects of assignment to homogeneous classes; columns (4)-(6) heterogeneous classes; columns (7)–(9) homogeneous pairs within heterogeneous classrooms; and columns (9)–(12) heterogeneous pairs within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.54: Prejudice Index, Positive Attributes (5-Point Scale, Larger Values Indicate More Positive Assessment)
All UYVT-Assigned Treatment Groups vs. No Course Assignment ('Pure Control')

	Homog. class			*Heterog. class*			*Homog. pair, Heterog. class*			*Heterog. pair, Heterog. class*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Treatment	-0.13	0.00	-0.22^{+}	-0.10	0.03	-0.18^{+}	-0.04	0.04	-0.10	-0.09	0.00	-0.14
	(0.08)	(0.11)	(0.11)	(0.07)	(0.09)	(0.10)	(0.08)	(0.11)	(0.12)	(0.09)	(0.12)	(0.12)
Constant	4.00**	4.21**	3.75**	4.00**	4.21**	3.75**	4.00**	4.21**	3.75**	4.00**	4.21**	3.75**
	(0.05)	(0.06)	(0.07)	(0.05)	(0.06)	(0.07)	(0.05)	(0.06)	(0.07)	(0.05)	(0.06)	(0.07)
Sample	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	428	225	203	611	315	296	432	231	201	399	212	187

All specifications are OLS regressions in which the treatment indicator variables represent assignment to one treatment arm of the UYVT course vs. no course assignment (the 'pure control' group). Columns (1)–(3) examine treatment effects of assignment to homogeneous classes; columns (4)-(6) heterogeneous classes; columns (7)–(9) homogeneous pairs within heterogeneous classrooms; and columns (9)–(12) heterogeneous pairs within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.55: Prejudice Index, Out-group Evaluation (5-Point Scale, Larger Values Indicate More Positive Assessment)
All UYVT-Assigned Treatment Groups vs. No Course Assignment ('Pure Control')

	Homog. class			*Heterog. class*			*Homog. pair, Heterog. class*			*Heterog. pair, Heterog. class*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Treatment	-0.07	0.07	-0.14	-0.13^{+}	-0.01	-0.19^{+}	-0.03	0.02	-0.06	-0.12	0.02	-0.22^{+}
	(0.08)	(0.08)	(0.13)	(0.07)	(0.06)	(0.10)	(0.08)	(0.08)	(0.13)	(0.08)	(0.07)	(0.12)
Constant	4.38**	4.68**	4.02**	4.38**	4.68**	4.02**	4.38**	4.68**	4.02**	4.38**	4.68**	4.02**
	(0.05)	(0.05)	(0.07)	(0.05)	(0.05)	(0.07)	(0.05)	(0.05)	(0.07)	(0.05)	(0.05)	(0.08)
Sample	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	419	220	199	599	312	287	423	228	195	393	209	184

All specifications are OLS regressions in which the treatment indicator variables represent assignment to one treatment arm of the UYVT course vs. no course assignment (the 'pure control' group). Columns (1)–(3) examine treatment effects of assignment to homogeneous classes; columns (4)-(6) heterogeneous classes; columns (7)–(9) homogeneous pairs within heterogeneous classrooms; and columns (9)–(12) heterogeneous pairs within heterogeneous classrooms. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.56: Number of Bills Given in Dictator Game
All UYVT-Assigned Treatment Groups vs. No Course Assignment ('Pure Control')

	Homog. class			*Heterog. class*			*Homog. pair, Heterog. class*			*Heterog. pair, Heterog. class*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Treatment	0.59**	0.57*	0.61*	0.42**	0.45*	0.39+	0.33+	0.45+	0.19	0.71**	0.56*	0.86**
	(0.17)	(0.23)	(0.24)	(0.14)	(0.19)	(0.21)	(0.17)	(0.24)	(0.24)	(0.10)	(0.14)	(0.14)
Treatment ×	-0.35**	-0.25+	-0.49**	0.03	0.00	0.03	0.01	0.01	-0.01	-0.00	-0.01	-0.00
Play out-group	(0.10)	(0.15)	(0.12)	(0.08)	(0.11)	(0.10)	(0.10)	(0.15)	(0.13)	(0.10)	(0.14)	(0.14)
Play out-group	-0.19**	-0.33**	-0.02	-0.19**	-0.33**	-0.02	-0.19**	-0.33**	-0.02	-0.19**	-0.34**	-0.02
	(0.06)	(0.08)	(0.07)	(0.06)	(0.08)	(0.07)	(0.06)	(0.08)	(0.07)	(0.06)	(0.08)	(0.07)
Constant	2.57**	2.59**	2.55**	2.57**	2.59**	2.55**	2.57**	2.59**	2.55**	2.57**	2.59**	2.55**
	(0.10)	(0.14)	(0.15)	(0.10)	(0.14)	(0.15)	(0.10)	(0.14)	(0.15)	(0.10)	(0.14)	(0.15)
Sample	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	4370	2260	2110	6180	3160	3020	4390	2310	2080	4050	2130	1920

All specifications are OLS regressions in which the treatment indicator variables represent assignment to one treatment arm of the UYVT course vs. no course assignment (the 'pure control' group). Columns (1)–(3) examine treatment effects of assignment to homogeneous classes; columns (4)-(6) heterogeneous classes; columns (7)–(9) homogeneous pairs within heterogeneous classrooms; and columns (9)–(12) heterogeneous pairs within heterogeneous classrooms. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors clustered by respondent (in parentheses). ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.57: Number of Bills Taken in Destruction Game
All UYVT-Assigned Treatment Groups vs. No Course Assignment ('Pure Control')

	Homog. class			*Heterog. class*			*Homog. pair, Heterog. class*			*Heterog. pair, Heterog. class*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Treatment	-0.09*	-0.03	-0.15**	-0.05	-0.01	-0.10+	-0.05	0.02	-0.14*	-0.05	-0.05	-0.05
	(0.04)	(0.05)	(0.06)	(0.03)	(0.05)	(0.05)	(0.04)	(0.06)	(0.06)	(0.04)	(0.06)	(0.07)
Treatment ×	0.06+	0.01	0.11*	0.01	-0.01	0.03	0.03	-0.00	0.07	-0.03	-0.03	-0.03
Play out-group	(0.03)	(0.04)	(0.04)	(0.02)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group	0.00	0.03	-0.03	0.00	0.03	-0.02	0.00	0.03	-0.03	0.00	0.03	-0.02
	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.03)
Constant	0.70**	0.66**	0.75**	0.70**	0.65**	0.74**	0.70**	0.66**	0.75**	0.70**	0.66**	0.75**
	(0.02)	(0.03)	(0.04)	(0.02)	(0.03)	(0.04)	(0.02)	(0.03)	(0.04)	(0.02)	(0.03)	(0.04)
Sample	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians	All	Muslims	Christians
Observations	4370	2260	2110	6180	3160	3020	4390	2310	2080	4050	2130	1920

All specifications are OLS regressions in which the treatment indicator variables represent assignment to one treatment arm of the UYVT course vs. no course assignment (the 'pure control' group). Columns (1)–(3) examine treatment effects of assignment to homogeneous classes; columns (4)-(6) heterogeneous classes; columns (7)–(9) homogeneous pairs within heterogeneous classrooms; and columns (9)–(12) heterogeneous pairs within heterogeneous classrooms. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors clustered by respondent (in parentheses). ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.12 Heterogeneous Effects

In the following, we explore the possibility of heterogeneous treatment effects across some of the covariates gathered in the baseline survey. By design, the UYVT study honed in on a narrow, policy-relevant sample of young men, and the sample size was designed to test the effects of intergroup contact on prejudice and discrimination within this sampling frame. Our study population was sampled from broadly similar poor, conflict-prone neighborhoods close to central Kaduna. Within our sample, respondents therefore share similar socio-economic status and other demographic characteristics by design. All respondents were between 17 and 25 years of age at the time of the baseline survey. This narrow age range drives many other covariates in the sample. Less than 3% of our sampled men were married at the time of the baseline survey. Approximately 70% had obtained a high school diploma, while 15% had completed fewer years of education and 15% more.[61] Over 86% of those who had not completed their secondary education were enrolled as full-time students. Similarly, whether a respondent was employed or seeking employment related to his academic enrollment. Thus heterogeneous effects by marital status, educational attainment, current student status, and employment are not particularly compelling covariates to use to examine heterogeneous effects within our sample.

We did, however, wish to explore heterogeneous effects across three classes of substantive variables as explained in our registered Pre-Analysis Plan: prior out-group exposure, conflict exposure, and sociability. Given extensive evidence on the role of intergroup inequality and individual level poverty in intergroup relations and conflict, e.g. Humphreys & Weinstein (2008), Ostby (2008), and Scacco (2016), we decided to include respondent perceptions of their relative economic positions in our tests as well. We also include a dummy for being under 21 years old since age correlates strongly with demographic covariates such as education and employment. We therefore undertook an exploratory heterogeneous effects analysis across the following fifteen baseline covariates: whether respondents ever invited out-group members invited to their homes, five measures of recent conflict exposure, political radio news listenership (a proxy for conflict exposure), three measures of sociability, risk

[61] Only 5% of those over 21 had not obtained their diplomas, demonstrating that most educational differences in our sample were due to age.

aversion, and two measures of perceived relative economic position.

Results from our heterogeneous effects analyses are shown below and demonstrate that there are no notable sub-groups that reacted significantly differently to the UYVT program, class type or pairs type treatments in terms of reductions (or increases) in prejudice. Across the three prejudice indices, nine treatment comparisons and fifteen potential heterogeneous effects covariates (a total of 405 analyses), the interaction between the treatment indicator and the heterogeneous effects indicator was significant at the $p < .05$ level in 5.4% of the regressions, a finding that we would expect by chance. Turning to our behavioral results, we found statistically significant heterogeneous effects for 6.7% of the dictator game regressions and 9.6% of the destruction game regressions. However, given that this was an exploratory exercise subject to multiple testing, a Bonferroni correction (a simple division of the conventionally 'significant' p-value of .05 by the number of tests) eliminates statistical significance for all these findings. These null findings are not surprising given that our research design targeted a narrow, but policy-relevant sample of young men living in the most conflict-prone neighborhoods.

A.12.1 Prejudice Index, Negative Attributes, Tables A.58–A.72

Table A.58: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to neighborhood (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.07	-0.01	0.31*						
	(0.12)	(0.17)	(0.13)						
UYVT ×	0.10	0.20	-0.19						
Relative wealth neighborhood	(0.18)	(0.30)	(0.19)						
Heterog. class				-0.09	-0.13	-0.13			
				(0.14)	(0.24)	(0.16)			
Heterog. class ×				0.19	0.35	0.17			
Relative wealth neighborhood				(0.22)	(0.38)	(0.23)			
Heterog. pair							-0.13	-0.48+	0.28
							(0.19)	(0.27)	(0.22)
Heterog. pair ×							0.08	0.48	-0.41
Relative wealth neighborhood							(0.28)	(0.46)	(0.31)
Relative wealth neighborhood	-0.08	-0.07	0.23	-0.12	-0.13	-0.07	0.06	-0.00	0.32
	(0.14)	(0.24)	(0.15)	(0.18)	(0.31)	(0.19)	(0.19)	(0.31)	(0.21)
Constant	2.73**	3.08**	2.20**	2.87**	3.18**	2.60**	2.84**	3.30**	2.30**
	(0.10)	(0.13)	(0.11)	(0.12)	(0.20)	(0.12)	(0.12)	(0.17)	(0.14)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	695	334	361	461	217	244	271	135	136

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.59: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to Kaduna (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.07	0.05	0.25*						
	(0.11)	(0.17)	(0.12)						
UYVT ×	-0.00	-0.17	-0.04						
Relative wealth Kaduna	(0.18)	(0.29)	(0.19)						
Heterog. class				-0.19	-0.19	-0.26+			
				(0.13)	(0.23)	(0.14)			
Heterog. class ×				0.48*	0.52	0.55*			
Relative wealth Kaduna				(0.22)	(0.36)	(0.24)			
Heterog. pair							-0.22	-0.39	0.03
							(0.17)	(0.27)	(0.18)
Heterog. pair ×							0.17	0.28	-0.06
Relative wealth Kaduna							(0.29)	(0.48)	(0.33)
Relative wealth Kaduna	-0.07	-0.15	0.18	-0.40*	-0.68*	-0.22	0.05	-0.23	0.40+
	(0.15)	(0.23)	(0.16)	(0.17)	(0.29)	(0.20)	(0.20)	(0.33)	(0.24)
Constant	2.74**	3.15**	2.22**	2.95**	3.36**	2.65**	2.86**	3.35**	2.33**
	(0.09)	(0.13)	(0.10)	(0.11)	(0.19)	(0.11)	(0.11)	(0.17)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	708	339	369	471	219	252	275	134	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.60: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over frequency of respondent visiting friends (dummy for more than 4 visits per week)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.04	0.08	0.03						
	(0.13)	(0.20)	(0.14)						
UYVT ×	0.21	-0.16	0.34^{+}						
How often visit friends	(0.17)	(0.27)	(0.19)						
Heterog. class				-0.08	-0.01	-0.10			
				(0.15)	(0.25)	(0.16)			
Heterog. class ×				0.15	0.09	0.10			
How often visit friends				(0.21)	(0.36)	(0.23)			
Heterog. pair							-0.11	-0.39	0.10
							(0.19)	(0.33)	(0.19)
Heterog. pair ×							-0.04	0.20	-0.17
How often visit friends							(0.28)	(0.44)	(0.32)
How often visit friends	-0.26^{+}	-0.18	-0.28^{+}	-0.13	-0.38	0.01	0.04	-0.39	0.23
	(0.14)	(0.21)	(0.15)	(0.17)	(0.29)	(0.18)	(0.19)	(0.28)	(0.22)
Constant	2.86**	3.20**	2.47**	2.88**	3.29**	2.57**	2.85**	3.50**	2.37**
	(0.11)	(0.16)	(0.12)	(0.12)	(0.20)	(0.13)	(0.13)	(0.21)	(0.13)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	715	342	373	473	220	253	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.61: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over staying home every evening

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.00	-0.14	0.15						
	(0.12)	(0.20)	(0.13)						
UYVT ×	0.08	0.25	0.06						
Stay home in the evening	(0.17)	(0.27)	(0.18)						
Heterog. class				-0.07	-0.21	0.01			
				(0.15)	(0.26)	(0.15)			
Heterog. class ×				0.09	0.48	-0.15			
Stay home in the evening				(0.21)	(0.36)	(0.22)			
Heterog. pair							-0.02	-0.06	0.05
							(0.20)	(0.31)	(0.23)
Heterog. pair ×							-0.16	-0.39	-0.01
Stay home in the evening							(0.27)	(0.43)	(0.30)
Stay home in the evening	0.28*	0.33	0.20	0.32+	0.27	0.38*	0.52**	0.94**	0.32
	(0.14)	(0.21)	(0.15)	(0.17)	(0.30)	(0.17)	(0.19)	(0.27)	(0.21)
Constant	2.59**	2.95**	2.22**	2.64**	2.95**	2.36**	2.56**	2.80**	2.25**
	(0.10)	(0.15)	(0.10)	(0.12)	(0.22)	(0.11)	(0.14)	(0.21)	(0.16)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	715	342	373	473	220	253	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.62: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever organizes getting friends together

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.22^{+}	0.16	0.29*						
	(0.12)	(0.20)	(0.14)						
UYVT ×	-0.29^{+}	-0.31	-0.16						
Ever organize friends	(0.17)	(0.27)	(0.19)						
Heterog. class				-0.08	-0.07	-0.14			
				(0.16)	(0.26)	(0.17)			
Heterog. class ×				0.13	0.19	0.11			
Ever organize friends				(0.21)	(0.36)	(0.23)			
Heterog. pair							0.06	-0.11	0.21
							(0.21)	(0.32)	(0.24)
Heterog. pair ×							-0.34	-0.32	-0.31
Ever organize friends							(0.28)	(0.44)	(0.31)
Ever organize friends	0.30*	0.39^{+}	0.13	-0.09	-0.07	-0.10	0.17	0.27	0.11
	(0.14)	(0.21)	(0.15)	(0.17)	(0.30)	(0.18)	(0.19)	(0.28)	(0.22)
Constant	2.58**	2.91**	2.26**	2.86**	3.13**	2.64**	2.77**	3.14**	2.39**
	(0.10)	(0.15)	(0.11)	(0.12)	(0.21)	(0.14)	(0.14)	(0.21)	(0.16)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	713	341	372	471	219	252	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.63: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent listens to the news daily

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.23*	0.07	0.35**						
	(0.11)	(0.18)	(0.12)						
UYVT ×	-0.37*	-0.18	-0.36+						
Daily radio news listener	(0.18)	(0.28)	(0.20)						
Heterog. class				-0.07	-0.09	-0.07			
				(0.14)	(0.22)	(0.15)			
Heterog. class ×				0.13	0.29	-0.00			
Daily radio news listener				(0.22)	(0.38)	(0.23)			
Heterog. pair							-0.27	-0.49+	0.08
							(0.18)	(0.28)	(0.21)
Heterog. pair ×							0.22	0.29	-0.16
Daily radio news listener							(0.28)	(0.46)	(0.31)
Daily radio news listener	0.21	0.04	0.22	-0.23	-0.31	-0.14	-0.22	-0.09	-0.05
	(0.15)	(0.22)	(0.16)	(0.18)	(0.31)	(0.19)	(0.19)	(0.31)	(0.22)
Constant	2.63**	3.08**	2.23**	2.91**	3.22**	2.63**	2.97**	3.36**	2.47**
	(0.09)	(0.15)	(0.09)	(0.11)	(0.18)	(0.12)	(0.13)	(0.17)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	697	333	364	462	215	247	270	130	140

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.64: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether there was violence in the respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.04	0.09	0.09						
	(0.10)	(0.16)	(0.11)						
UYVT ×	0.08	-0.37	0.38^{+}						
Neighborhood violence 2011 riots	(0.20)	(0.30)	(0.21)						
Heterog. class				0.10	0.24	-0.06			
				(0.13)	(0.23)	(0.14)			
Heterog. class ×				-0.35	-0.63	-0.03			
Neighborhood violence 2011 riots				(0.23)	(0.38)	(0.25)			
Heterog. pair							-0.05	-0.22	0.16
							(0.16)	(0.26)	(0.18)
Heterog. pair ×							-0.23	-0.21	-0.37
Neighborhood violence 2011 riots							(0.31)	(0.48)	(0.35)
Neighborhood violence 2011 riots	-0.05	0.38	-0.41*	0.26	0.42	0.00	0.03	-0.07	0.12
	(0.17)	(0.23)	(0.17)	(0.19)	(0.30)	(0.20)	(0.20)	(0.32)	(0.22)
Constant	2.74**	3.00**	2.44**	2.73**	2.94**	2.58**	2.85**	3.31**	2.41**
	(0.08)	(0.13)	(0.09)	(0.10)	(0.19)	(0.11)	(0.11)	(0.17)	(0.13)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	701	336	365	466	216	250	272	132	140

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.65: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether buildings were damaged in respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.12	0.17	0.19^{+}						
	(0.10)	(0.16)	(0.10)						
UYVT ×	-0.25	-0.63*	0.12						
Neighb. buildings damaged 2011 riots	(0.21)	(0.30)	(0.25)						
Heterog. class				0.03	0.12	-0.08			
				(0.12)	(0.23)	(0.13)			
Heterog. class ×				-0.19	-0.35	0.02			
Neighb. buildings damaged 2011 riots				(0.24)	(0.38)	(0.28)			
Heterog. pair							-0.06	-0.16	0.13
							(0.16)	(0.26)	(0.17)
Heterog. pair ×							-0.35	-0.19	-0.69
Neighb. buildings damaged 2011 riots							(0.33)	(0.47)	(0.42)
Neighb. buildings damaged 2011 riots	0.24	0.30	0.01	0.09	-0.11	0.10	0.09	-0.39	0.49
	(0.18)	(0.24)	(0.21)	(0.19)	(0.30)	(0.21)	(0.22)	(0.31)	(0.30)
Constant	2.67**	3.04**	2.32**	2.79**	3.13**	2.57**	2.85**	3.38**	2.40**
	(0.08)	(0.13)	(0.08)	(0.10)	(0.20)	(0.10)	(0.11)	(0.16)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	709	338	371	470	218	252	275	133	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.66: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent knew anyone harmed in 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.06	0.08	0.10						
	(0.10)	(0.16)	(0.11)						
UYVT ×	0.04	-0.40	0.44*						
Know anyone harmed 2011 riots	(0.21)	(0.30)	(0.21)						
Heterog. class				0.00	0.13	-0.15			
				(0.12)	(0.21)	(0.13)			
Heterog. class ×				-0.05	-0.36	0.35			
Know anyone harmed 2011 riots				(0.26)	(0.41)	(0.27)			
Heterog. pair							-0.17	-0.37	0.10
							(0.16)	(0.26)	(0.18)
Heterog. pair ×							0.23	0.43	-0.26
Know anyone harmed 2011 riots							(0.32)	(0.50)	(0.41)
Know anyone harmed 2011 riots	0.02	0.41+	-0.39*	0.09	0.25	-0.19	-0.08	-0.35	0.25
	(0.18)	(0.23)	(0.17)	(0.22)	(0.34)	(0.22)	(0.20)	(0.36)	(0.22)
Constant	2.72**	3.01**	2.41**	2.78**	3.02**	2.62**	2.88**	3.35**	2.39**
	(0.08)	(0.12)	(0.09)	(0.09)	(0.17)	(0.10)	(0.11)	(0.16)	(0.13)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	709	339	370	471	219	252	275	134	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.67: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was personally affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06	-0.21	0.07						
	(0.16)	(0.31)	(0.14)						
UYVT ×	0.17	0.26	0.21						
Personally affected 2011 riots	(0.19)	(0.35)	(0.19)						
Heterog. class				0.33^{+}	0.76^{+}	0.14			
				(0.18)	(0.41)	(0.17)			
Heterog. class ×				-0.46*	-0.87^{+}	-0.30			
Personally affected 2011 riots				(0.22)	(0.46)	(0.23)			
Heterog. pair							-0.28	0.40	-0.24
							(0.29)	(0.52)	(0.28)
Heterog. pair ×							0.22	-0.67	0.42
Personally affected 2011 riots							(0.33)	(0.57)	(0.33)
Personally affected 2011 riots	-0.19	-0.68**	-0.25^{+}	0.28	0.15	0.16	-0.36^{+}	-0.74*	-0.45*
	(0.15)	(0.26)	(0.15)	(0.17)	(0.37)	(0.18)	(0.21)	(0.36)	(0.22)
Constant	2.86**	3.67**	2.47**	2.61**	2.97**	2.46**	3.13**	3.90**	2.75**
	(0.13)	(0.24)	(0.11)	(0.13)	(0.33)	(0.12)	(0.18)	(0.32)	(0.18)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	712	341	371	472	220	252	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.68: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was severely affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.11	0.10	0.19^{+}						
	(0.10)	(0.16)	(0.11)						
UYVT ×	-0.19	-0.43	0.01						
Seriously affected 2011 riots	(0.21)	(0.30)	(0.22)						
Heterog. class				0.03	-0.02	0.03			
				(0.12)	(0.22)	(0.12)			
Heterog. class ×				-0.11	0.23	-0.43			
Seriously affected 2011 riots				(0.26)	(0.40)	(0.29)			
Heterog. pair							-0.13	-0.34	0.06
							(0.15)	(0.26)	(0.16)
Heterog. pair ×							0.04	0.24	-0.19
Seriously affected 2011 riots							(0.37)	(0.50)	(0.40)
Seriously affected 2011 riots	0.17	0.36	-0.15	0.06	-0.18	0.14	-0.11	-0.15	-0.41^{+}
	(0.17)	(0.24)	(0.17)	(0.21)	(0.32)	(0.24)	(0.23)	(0.31)	(0.23)
Constant	2.69**	3.02**	2.36**	2.78**	3.14**	2.53**	2.89**	3.33**	2.51**
	(0.08)	(0.13)	(0.09)	(0.10)	(0.18)	(0.10)	(0.11)	(0.17)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	712	341	371	472	220	252	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.69: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent is risk averse

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.41^{+}	0.36	0.37^{+}						
	(0.21)	(0.47)	(0.19)						
UYVT ×	-0.42^{+}	-0.45	-0.22						
Risk aversion	(0.23)	(0.49)	(0.22)						
Heterog. class				0.26	-0.11	0.18			
				(0.22)	(0.40)	(0.22)			
Heterog. class ×				-0.32	0.14	-0.33			
Risk aversion				(0.25)	(0.44)	(0.26)			
Heterog. pair							-0.19	-0.66	-0.34
							(0.31)	(0.43)	(0.34)
Heterog. pair ×							0.08	0.36	0.50
Risk aversion							(0.35)	(0.49)	(0.38)
Risk aversion	0.17	-0.20	0.05	-0.02	-0.75*	0.05	-0.35	-0.83**	-0.43^{+}
	(0.20)	(0.44)	(0.18)	(0.20)	(0.37)	(0.20)	(0.23)	(0.30)	(0.25)
Constant	2.58**	3.30**	2.28**	2.81**	3.75**	2.54**	3.15**	4.03**	2.77**
	(0.19)	(0.43)	(0.16)	(0.18)	(0.34)	(0.17)	(0.20)	(0.25)	(0.22)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	713	340	373	472	219	253	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.70: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent's neighborhood is religiously heterogeneous

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.14	0.06	0.25*						
	(0.11)	(0.18)	(0.10)						
UYVT ×	-0.23	-0.18	-0.19						
Heterogeneous neighborhood	(0.18)	(0.26)	(0.23)						
Heterog. class				0.00	0.03	0.04			
				(0.13)	(0.24)	(0.13)			
Heterog. class ×				0.00	0.07	-0.31			
Heterogeneous neighborhood				(0.21)	(0.33)	(0.27)			
Heterog. pair							-0.07	-0.22	0.00
							(0.17)	(0.29)	(0.17)
Heterog. pair ×							-0.18	-0.27	0.22
Heterogeneous neighborhood							(0.30)	(0.44)	(0.38)
Heterogeneous neighborhood	0.37**	0.12	0.38*	0.13	-0.12	0.36+	0.19	0.00	-0.03
	(0.14)	(0.21)	(0.18)	(0.17)	(0.26)	(0.20)	(0.19)	(0.27)	(0.25)
Constant	2.61**	3.07**	2.24**	2.77**	3.12**	2.46**	2.81**	3.30**	2.46**
	(0.09)	(0.15)	(0.08)	(0.11)	(0.19)	(0.10)	(0.12)	(0.21)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	716	343	373	474	221	253	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.71: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever invites out-group members to his home

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.17	0.17	0.27*						
	(0.13)	(0.24)	(0.13)						
UYVT ×	-0.23	-0.26	-0.24						
Ever invite out-group	(0.18)	(0.29)	(0.20)						
Heterog. class				0.02	-0.09	0.08			
				(0.16)	(0.32)	(0.15)			
Heterog. class ×				-0.07	0.15	-0.36			
Ever invite out-group				(0.22)	(0.39)	(0.25)			
Heterog. pair							0.04	0.46	0.05
							(0.21)	(0.43)	(0.20)
Heterog. pair ×							-0.32	-0.88+	-0.22
Ever invite out-group							(0.29)	(0.50)	(0.32)
Ever invite out-group	0.17	-0.44+	0.16	-0.02	-0.79*	0.14	0.12	-0.29	-0.09
	(0.15)	(0.23)	(0.16)	(0.18)	(0.32)	(0.20)	(0.19)	(0.31)	(0.22)
Constant	2.66**	3.48**	2.27**	2.83**	3.71**	2.49**	2.80**	3.51**	2.49**
	(0.11)	(0.19)	(0.10)	(0.13)	(0.26)	(0.11)	(0.14)	(0.26)	(0.14)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	668	324	344	439	207	232	259	127	132

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.72: Prejudice Index, Negative Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over age

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.03	0.02	0.06						
	(0.14)	(0.23)	(0.16)						
UYVT ×	0.06	-0.06	0.24						
Under 21	(0.18)	(0.28)	(0.19)						
Heterog. class				-0.20	-0.26	-0.14			
				(0.17)	(0.28)	(0.18)			
Heterog. class ×				0.33	0.54	0.11			
Under 21				(0.22)	(0.36)	(0.23)			
Heterog. pair							-0.08	-0.46	0.29
							(0.23)	(0.36)	(0.22)
Heterog. pair ×							-0.06	0.28	-0.38
Under 21							(0.29)	(0.45)	(0.30)
Under 21	-0.01	-0.05	-0.04	-0.18	-0.51^{+}	0.13	0.11	-0.19	0.42*
	(0.15)	(0.22)	(0.16)	(0.18)	(0.29)	(0.19)	(0.20)	(0.30)	(0.21)
Constant	2.73**	3.15**	2.34**	2.91**	3.37**	2.50**	2.80**	3.42**	2.18**
	(0.12)	(0.18)	(0.13)	(0.14)	(0.22)	(0.15)	(0.16)	(0.23)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	716	343	373	474	221	253	277	135	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

A.12.2 Prejudice Index, Positive Attributes, Tables A.73–A.87

Table A.73: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to neighborhood (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.14^{+}	0.07	-0.29*						
	(0.08)	(0.10)	(0.13)						
UYVT ×	0.07	-0.16	0.23						
Relative wealth neighborhood	(0.13)	(0.17)	(0.18)						
Heterog. class				0.12	0.05	0.11			
				(0.11)	(0.13)	(0.16)			
Heterog. class ×				-0.17	-0.02	-0.21			
Relative wealth neighborhood				(0.16)	(0.22)	(0.22)			
Heterog. pair							0.00	0.05	-0.11
							(0.13)	(0.15)	(0.21)
Heterog. pair ×							-0.08	-0.22	0.10
Relative wealth neighborhood							(0.20)	(0.28)	(0.28)
Relative wealth neighborhood	-0.21*	-0.15	-0.04	-0.04	-0.29^{+}	0.29	-0.24^{+}	-0.27	-0.06
	(0.10)	(0.13)	(0.15)	(0.13)	(0.18)	(0.18)	(0.13)	(0.19)	(0.19)
Constant	4.09**	4.26**	3.77**	3.88**	4.29**	3.43**	4.06**	4.33**	3.69**
	(0.07)	(0.08)	(0.11)	(0.09)	(0.11)	(0.12)	(0.08)	(0.10)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	759	387	372	496	246	250	295	153	142

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.74: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to Kaduna (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.12	0.07	-0.19						
	(0.08)	(0.10)	(0.12)						
UYVT ×	0.01	-0.12	0.03						
Relative wealth Kaduna	(0.13)	(0.17)	(0.18)						
Heterog. class				0.15	0.08	0.17			
				(0.11)	(0.13)	(0.14)			
Heterog. class ×				-0.35*	-0.25	-0.37+			
Relative wealth Kaduna				(0.16)	(0.21)	(0.22)			
Heterog. pair							0.05	0.04	0.11
							(0.12)	(0.14)	(0.17)
Heterog. pair ×							-0.17	0.01	-0.40
Relative wealth Kaduna							(0.21)	(0.30)	(0.28)
Relative wealth Kaduna	-0.16	-0.27*	0.10	0.07	-0.23	0.34+	-0.24+	-0.60**	0.19
	(0.10)	(0.13)	(0.15)	(0.13)	(0.16)	(0.18)	(0.14)	(0.21)	(0.18)
Constant	4.06**	4.28**	3.71**	3.84**	4.29**	3.42**	4.02**	4.38**	3.59**
	(0.06)	(0.08)	(0.10)	(0.09)	(0.11)	(0.11)	(0.08)	(0.09)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	772	392	380	506	248	258	299	152	147

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.75: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over frequency of respondent visiting friends (dummy for more than 4 visits per week)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.04	0.11	-0.01						
	(0.09)	(0.11)	(0.13)						
UYVT ×	-0.17	-0.17	-0.41*						
How often visit friends	(0.13)	(0.16)	(0.18)						
Heterog. class				-0.09	0.02	-0.14			
				(0.10)	(0.13)	(0.13)			
Heterog. class ×				0.27+	0.02	0.40+			
How often visit friends				(0.16)	(0.21)	(0.22)			
Heterog. pair							-0.06	-0.10	0.01
							(0.14)	(0.18)	(0.18)
Heterog. pair ×							0.03	0.12	-0.12
How often visit friends							(0.20)	(0.26)	(0.28)
How often visit friends	-0.01	-0.11	0.18	-0.37**	-0.31+	-0.48**	-0.11	-0.35*	0.04
	(0.10)	(0.12)	(0.15)	(0.13)	(0.17)	(0.17)	(0.13)	(0.17)	(0.19)
Constant	4.01**	4.26**	3.65**	4.03**	4.35**	3.74**	4.00**	4.41**	3.63**
	(0.08)	(0.09)	(0.11)	(0.08)	(0.10)	(0.10)	(0.09)	(0.11)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	779	395	384	508	249	259	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.76: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over staying home every evening

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.15^{+}	-0.08	-0.25*						
	(0.09)	(0.11)	(0.13)						
UYVT ×	0.10	0.21	0.12						
Stay home in the evening	(0.13)	(0.16)	(0.18)						
Heterog. class				0.20	0.14	0.18			
				(0.12)	(0.15)	(0.17)			
Heterog. class ×				-0.30^{+}	-0.24	-0.25			
Stay home in the evening				(0.16)	(0.21)	(0.22)			
Heterog. pair							-0.21	-0.18	-0.22
							(0.14)	(0.19)	(0.19)
Heterog. pair ×							0.27	0.28	0.27
Stay home in the evening							(0.20)	(0.26)	(0.27)
Stay home in the evening	-0.23*	-0.26*	-0.16	0.07	0.11	0.12	-0.40**	-0.28^{+}	-0.34*
	(0.10)	(0.13)	(0.15)	(0.14)	(0.17)	(0.18)	(0.13)	(0.17)	(0.17)
Constant	4.11**	4.33**	3.83**	3.82**	4.15**	3.46**	4.18**	4.38**	3.87**
	(0.07)	(0.08)	(0.10)	(0.10)	(0.13)	(0.14)	(0.09)	(0.11)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	778	394	384	508	249	259	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.77: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever organizes getting friends together

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.13	-0.00	-0.23^{+}						
	(0.09)	(0.12)	(0.13)						
UYVT ×	0.02	0.06	0.09						
Ever organize friends	(0.13)	(0.16)	(0.18)						
Heterog. class				0.05	0.08	0.01			
				(0.12)	(0.16)	(0.15)			
Heterog. class ×				-0.06	-0.11	0.02			
Ever organize friends				(0.16)	(0.21)	(0.22)			
Heterog. pair							0.06	0.08	0.02
							(0.15)	(0.19)	(0.20)
Heterog. pair ×							-0.19	-0.22	-0.10
Ever organize friends							(0.20)	(0.26)	(0.28)
Ever organize friends	0.03	0.06	-0.05	0.07	0.20	-0.01	0.14	0.24	0.08
	(0.10)	(0.13)	(0.14)	(0.13)	(0.17)	(0.18)	(0.13)	(0.17)	(0.18)
Constant	3.99**	4.17**	3.78**	3.83**	4.11**	3.55**	3.88**	4.11**	3.60**
	(0.07)	(0.09)	(0.11)	(0.09)	(0.13)	(0.12)	(0.10)	(0.13)	(0.14)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	777	394	383	506	248	258	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.78: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent listens to the news daily

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.20*	-0.12	-0.27*						
	(0.08)	(0.11)	(0.12)						
UYVT ×	0.18	0.26	0.22						
Daily radio news listener	(0.13)	(0.16)	(0.18)						
Heterog. class				0.00	0.03	-0.03			
				(0.10)	(0.14)	(0.14)			
Heterog. class ×				0.02	-0.06	0.13			
Daily radio news listener				(0.17)	(0.21)	(0.23)			
Heterog. pair							-0.18	-0.15	-0.10
							(0.13)	(0.17)	(0.18)
Heterog. pair ×							0.32	0.28	0.17
Daily radio news listener							(0.21)	(0.28)	(0.27)
Daily radio news listener	-0.20*	-0.28*	-0.21	-0.06	0.01	-0.11	-0.19	-0.13	-0.03
	(0.10)	(0.13)	(0.14)	(0.14)	(0.17)	(0.19)	(0.14)	(0.19)	(0.19)
Constant	4.09**	4.34**	3.83**	3.90**	4.21**	3.60**	4.02**	4.27**	3.66**
	(0.07)	(0.08)	(0.09)	(0.08)	(0.12)	(0.11)	(0.08)	(0.10)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	761	386	375	497	244	253	294	148	146

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.79: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether there was violence in the respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.14^{+}	0.05	-0.20^{+}						
	(0.08)	(0.10)	(0.11)						
UYVT ×	0.09	-0.04	0.08						
Neighb. violence 2011 riots	(0.13)	(0.17)	(0.19)						
Heterog. class				0.10	0.07	0.09			
				(0.11)	(0.13)	(0.14)			
Heterog. class ×				-0.17	-0.12	-0.16			
Neighb. violence 2011 riots				(0.16)	(0.21)	(0.21)			
Heterog. pair							-0.12	-0.10	-0.06
							(0.13)	(0.17)	(0.17)
Heterog. pair ×							0.23	0.14	0.14
Neighb. violence 2011 riots							(0.20)	(0.27)	(0.29)
Neighb. violence 2011 riots	0.07	0.01	0.19	0.26*	0.06	0.34*	-0.01	-0.11	0.10
	(0.11)	(0.14)	(0.16)	(0.13)	(0.17)	(0.17)	(0.14)	(0.18)	(0.19)
Constant	3.99**	4.21**	3.69**	3.78**	4.21**	3.43**	3.97**	4.31**	3.62**
	(0.06)	(0.08)	(0.09)	(0.09)	(0.11)	(0.11)	(0.08)	(0.10)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	765	389	376	501	245	256	296	150	146

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.80: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether buildings were damaged in respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.13^{+}	0.07	-0.22*						
	(0.07)	(0.10)	(0.10)						
UYVT × Neighb. buildings damaged in 2011 riots	0.11	-0.09	0.16						
	(0.15)	(0.18)	(0.22)						
Heterog. class				0.07	0.05	0.06			
				(0.10)	(0.13)	(0.13)			
Heterog. class × Neighb. buildings damaged in 2011 riots				-0.10	-0.12	-0.02			
				(0.17)	(0.21)	(0.24)			
Heterog. pair							-0.13	-0.18	0.01
							(0.12)	(0.17)	(0.15)
Heterog. pair × Neighb. buildings damaged in 2011 riots							0.37	0.68*	-0.36
							(0.23)	(0.29)	(0.37)
Neighb. buildings damaged in 2011 riots	-0.02	-0.00	-0.13	0.15	-0.01	0.05	-0.14	-0.49*	0.20
	(0.12)	(0.15)	(0.19)	(0.13)	(0.17)	(0.17)	(0.16)	(0.21)	(0.25)
Constant	4.00**	4.21**	3.77**	3.82**	4.23**	3.51**	3.98**	4.35**	3.62**
	(0.06)	(0.07)	(0.08)	(0.08)	(0.11)	(0.11)	(0.07)	(0.09)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	773	391	382	505	247	258	299	151	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.81: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent knew anyone harmed in 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.10	0.03	-0.15						
	(0.07)	(0.09)	(0.10)						
UYVT ×	-0.06	-0.10	-0.08						
Know anyone harmed 2011 riots	(0.15)	(0.17)	(0.22)						
Heterog. class				0.15	0.01	0.25*			
				(0.10)	(0.13)	(0.12)			
Heterog. class ×				-0.48**	0.01	-0.91**			
Know anyone harmed 2011 riots				(0.17)	(0.22)	(0.22)			
Heterog. pair							-0.04	0.02	-0.02
							(0.11)	(0.16)	(0.14)
Heterog. pair ×							0.10	-0.22	-0.04
Know anyone harmed 2011 riots							(0.24)	(0.27)	(0.39)
Know anyone harmed 2011 riots	0.13	0.16	0.10	0.40**	0.06	0.64**	-0.09	0.23	-0.28
	(0.12)	(0.14)	(0.19)	(0.13)	(0.19)	(0.16)	(0.16)	(0.17)	(0.21)
Constant	3.97**	4.18**	3.72**	3.77**	4.20**	3.40**	3.97**	4.19**	3.73**
	(0.06)	(0.07)	(0.08)	(0.08)	(0.10)	(0.10)	(0.08)	(0.10)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	771	391	380	504	247	257	298	152	146

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.82: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was personally affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	0.41^{+}	-0.23^{+}						
	(0.12)	(0.21)	(0.14)						
UYVT ×	-0.08	-0.45*	0.08						
Personally affected 2011 riots	(0.14)	(0.23)	(0.18)						
Heterog. class				-0.15	-0.08	-0.17			
				(0.15)	(0.24)	(0.18)			
Heterog. class ×				0.22	0.11	0.33			
Personally affected 2011 riots				(0.18)	(0.26)	(0.23)			
Heterog. pair							-0.07	-0.66	0.23
							(0.22)	(0.40)	(0.25)
Heterog. pair ×							-0.01	0.68	-0.44
Personally affected 2011 riots							(0.24)	(0.43)	(0.29)
Personally affected 2011 riots	0.34**	0.51**	0.01	0.12	-0.01	-0.12	0.44**	-0.00	0.51**
	(0.11)	(0.19)	(0.15)	(0.14)	(0.20)	(0.18)	(0.16)	(0.23)	(0.19)
Constant	3.75**	3.78**	3.74**	3.80**	4.24**	3.61**	3.63**	4.25**	3.33**
	(0.09)	(0.17)	(0.11)	(0.11)	(0.17)	(0.13)	(0.14)	(0.21)	(0.16)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	776	394	382	507	249	258	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.83: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was severely affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.18*	-0.00	-0.27**						
	(0.07)	(0.10)	(0.10)						
UYVT ×	0.33*	0.12	0.43+						
Seriously affected 2011 riots	(0.15)	(0.17)	(0.23)						
Heterog. class				0.06	0.02	0.08			
				(0.10)	(0.13)	(0.12)			
Heterog. class ×				-0.15	-0.02	-0.28			
Seriously affected 2011 riots				(0.17)	(0.20)	(0.26)			
Heterog. pair							-0.05	-0.03	-0.05
							(0.11)	(0.16)	(0.15)
Heterog. pair ×							0.00	-0.04	0.07
Seriously affected 2011 riots							(0.23)	(0.27)	(0.42)
Seriously affected 2011 riots	-0.06	0.02	-0.18	0.36**	0.14	0.41*	0.31*	0.19	0.21
	(0.12)	(0.14)	(0.19)	(0.13)	(0.16)	(0.20)	(0.15)	(0.18)	(0.27)
Constant	4.01**	4.20**	3.79**	3.80**	4.19**	3.47**	3.90**	4.20**	3.62**
	(0.06)	(0.08)	(0.08)	(0.08)	(0.11)	(0.10)	(0.07)	(0.10)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	776	394	382	507	249	258	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.84: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent is risk averse

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.01	0.13	-0.09						
	(0.15)	(0.25)	(0.18)						
UYVT ×	-0.12	-0.12	-0.14						
Risk aversion	(0.17)	(0.27)	(0.21)						
Heterog. class				0.02	-0.19	-0.06			
				(0.20)	(0.43)	(0.22)			
Heterog. class ×				0.01	0.22	0.13			
Risk aversion				(0.22)	(0.44)	(0.25)			
Heterog. pair							0.08	-0.22	0.10
							(0.22)	(0.30)	(0.30)
Heterog. pair ×							-0.16	0.21	-0.17
Risk aversion							(0.25)	(0.34)	(0.33)
Risk aversion	0.20	0.04	0.10	0.08	-0.25	-0.10	0.10	-0.17	0.02
	(0.14)	(0.23)	(0.17)	(0.19)	(0.41)	(0.20)	(0.18)	(0.26)	(0.22)
Constant	3.83**	4.17**	3.67**	3.80**	4.45**	3.61**	3.88**	4.39**	3.63**
	(0.13)	(0.22)	(0.14)	(0.17)	(0.40)	(0.17)	(0.16)	(0.24)	(0.19)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	777	393	384	507	248	259	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.85: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent's neighborhood is religiously heterogeneous

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.20**	-0.10	-0.26*						
	(0.08)	(0.10)	(0.10)						
UYVT ×	0.32*	0.36*	0.29						
Heterogeneous neighborhood	(0.13)	(0.16)	(0.21)						
Heterog. class				-0.03	-0.06	0.07			
				(0.10)	(0.13)	(0.13)			
Heterog. class ×				0.27	0.25	-0.09			
Heterogeneous neighborhood				(0.17)	(0.21)	(0.25)			
Heterog. pair							-0.02	-0.06	0.02
							(0.12)	(0.17)	(0.15)
Heterog. pair ×							-0.01	0.15	-0.27
Heterogeneous neighborhood							(0.21)	(0.24)	(0.32)
Heterogeneous neighborhood	-0.06	-0.14	-0.17	0.08	0.05	0.16	0.37**	0.27+	0.23
	(0.11)	(0.13)	(0.17)	(0.14)	(0.18)	(0.19)	(0.13)	(0.16)	(0.23)
Constant	4.02**	4.26**	3.79**	3.84**	4.20**	3.48**	3.85**	4.14**	3.60**
	(0.06)	(0.08)	(0.08)	(0.08)	(0.10)	(0.11)	(0.08)	(0.12)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	780	396	384	509	250	259	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.86: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever invites out-group members to his home

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.26**	0.01	-0.31**						
	(0.10)	(0.15)	(0.12)						
UYVT ×	0.28*	0.02	0.35+						
Ever invite out-group	(0.13)	(0.18)	(0.19)						
Heterog. class				-0.01	-0.02	0.01			
				(0.13)	(0.21)	(0.15)			
Heterog. class ×				0.03	-0.00	0.04			
Ever invite out-group				(0.17)	(0.24)	(0.24)			
Heterog. pair							-0.04	-0.08	0.08
							(0.16)	(0.32)	(0.18)
Heterog. pair ×							0.02	0.08	-0.24
Ever invite out-group							(0.21)	(0.35)	(0.30)
Ever invite out-group	0.03	-0.09	-0.19	0.28+	-0.07	0.12	0.30*	-0.10	0.30
	(0.10)	(0.14)	(0.15)	(0.14)	(0.20)	(0.19)	(0.13)	(0.18)	(0.19)
Constant	4.00**	4.29**	3.84**	3.75**	4.31**	3.52**	3.78**	4.31**	3.53**
	(0.08)	(0.12)	(0.10)	(0.11)	(0.17)	(0.12)	(0.10)	(0.14)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	731	376	355	474	236	238	283	145	138

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.87: Prejudice Index, Positive Attributes (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over age

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.11	0.00	-0.18						
	(0.10)	(0.13)	(0.14)						
UYVT ×	-0.01	0.04	-0.01						
Under 21	(0.13)	(0.17)	(0.18)						
Heterog. class				-0.06	0.07	-0.18			
				(0.12)	(0.16)	(0.17)			
Heterog. class ×				0.16	-0.09	0.36			
Under 21				(0.16)	(0.21)	(0.22)			
Heterog. pair							-0.18	-0.20	-0.10
							(0.16)	(0.20)	(0.22)
Heterog. pair ×							0.22	0.26	0.10
Under 21							(0.21)	(0.27)	(0.28)
Under 21	0.01	0.08	-0.11	-0.11	0.19	-0.37*	-0.06	-0.01	-0.08
	(0.10)	(0.13)	(0.15)	(0.13)	(0.17)	(0.17)	(0.14)	(0.18)	(0.19)
Constant	3.99**	4.15**	3.82**	3.93**	4.10**	3.76**	4.00**	4.25**	3.70**
	(0.08)	(0.11)	(0.11)	(0.09)	(0.13)	(0.13)	(0.11)	(0.14)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	780	396	384	509	250	259	301	153	148

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.12.3 Prejudice Index, Out-group Evaluation, Tables A.88–A.102

Table A.88: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to neighborhood (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.16*	0.04	-0.30*						
	(0.08)	(0.07)	(0.14)						
UYVT ×	0.13	-0.04	0.21						
Relative wealth neighborhood	(0.13)	(0.13)	(0.19)						
Heterog. class				0.01	-0.15+	0.07			
				(0.11)	(0.09)	(0.18)			
Heterog. class ×				-0.14	0.20	-0.30			
Relative wealth neighborhood				(0.17)	(0.17)	(0.26)			
Heterog. pair							-0.04	0.02	-0.16
							(0.12)	(0.10)	(0.19)
Heterog. pair ×							-0.15	-0.04	-0.16
Relative wealth neighborhood							(0.20)	(0.20)	(0.29)
Relative wealth neighborhood	-0.27**	-0.05	-0.17	-0.05	-0.23	0.23	-0.14	-0.05	-0.00
	(0.10)	(0.10)	(0.15)	(0.14)	(0.14)	(0.21)	(0.14)	(0.15)	(0.22)
Constant	2.73**	3.08**	2.20**	2.87**	3.18**	2.60**	2.84**	3.30**	2.30**
	(0.10)	(0.13)	(0.11)	(0.12)	(0.20)	(0.12)	(0.12)	(0.17)	(0.14)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	742	382	360	483	244	239	288	153	135

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.89: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over respondent's perceived wealth relative to Kaduna (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.13	0.02	-0.16						
	(0.08)	(0.07)	(0.13)						
UYVT ×	0.01	-0.01	-0.07						
Relative wealth Kaduna	(0.13)	(0.13)	(0.20)						
Heterog. class				0.03	-0.09	0.08			
				(0.11)	(0.10)	(0.16)			
Heterog. class ×				-0.27	0.01	-0.38			
Relative wealth Kaduna				(0.17)	(0.15)	(0.27)			
Heterog. pair							-0.04	0.01	-0.00
							(0.11)	(0.10)	(0.17)
Heterog. pair ×							-0.14	0.01	-0.44
Relative wealth Kaduna							(0.21)	(0.22)	(0.30)
Relative wealth Kaduna	-0.11	-0.07	0.04	0.09	-0.09	0.23	-0.10	-0.14	0.10
	(0.10)	(0.10)	(0.15)	(0.14)	(0.12)	(0.22)	(0.15)	(0.18)	(0.22)
Constant	4.42**	4.70**	4.00**	4.28**	4.78**	3.81**	4.38**	4.73**	3.93**
	(0.06)	(0.06)	(0.10)	(0.09)	(0.08)	(0.13)	(0.08)	(0.07)	(0.14)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	755	387	368	493	246	247	292	152	140

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.90: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over frequency of respondent visiting friends (dummy for more than 4 visits per week)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.10	0.09	-0.09						
	(0.09)	(0.08)	(0.13)						
UYVT ×	-0.04	-0.15	-0.20						
How often visit friends	(0.12)	(0.12)	(0.20)						
Heterog. class				0.04	0.04	0.06			
				(0.12)	(0.10)	(0.16)			
Heterog. class ×				-0.23	-0.25	-0.29			
How often visit friends				(0.17)	(0.15)	(0.26)			
Heterog. pair							-0.09	0.04	-0.16
							(0.12)	(0.09)	(0.16)
Heterog. pair ×							-0.01	-0.08	-0.01
How often visit friends							(0.20)	(0.17)	(0.32)
How often visit friends	0.01	-0.01	0.14	0.14	0.01	0.18	-0.05	-0.18	-0.06
	(0.09)	(0.09)	(0.15)	(0.14)	(0.13)	(0.21)	(0.14)	(0.13)	(0.24)
Constant	4.37**	4.68**	3.94**	4.24**	4.74**	3.81**	4.37**	4.78**	3.98**
	(0.07)	(0.07)	(0.11)	(0.10)	(0.09)	(0.14)	(0.08)	(0.06)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	761	390	371	495	247	248	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.91: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over staying home every evening

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.16^{+}	-0.04	-0.33*						
	(0.09)	(0.08)	(0.15)						
UYVT ×	0.10	0.14	0.24						
Stay home in the evening	(0.12)	(0.12)	(0.20)						
Heterog. class				-0.07	-0.12	-0.14			
				(0.13)	(0.09)	(0.21)			
Heterog. class ×				0.02	0.09	0.12			
Stay home in the evening				(0.17)	(0.15)	(0.26)			
Heterog. pair							0.01	0.04	0.03
							(0.15)	(0.13)	(0.26)
Heterog. pair ×							-0.21	-0.09	-0.29
Stay home in the evening							(0.19)	(0.17)	(0.31)
Stay home in the evening	-0.12	-0.17^{+}	-0.03	-0.02	-0.09	0.15	0.05	0.02	0.35
	(0.09)	(0.10)	(0.15)	(0.14)	(0.12)	(0.22)	(0.14)	(0.13)	(0.24)
Constant	4.43**	4.75**	4.03**	4.32**	4.79**	3.80**	4.32**	4.69**	3.73**
	(0.07)	(0.06)	(0.11)	(0.11)	(0.07)	(0.17)	(0.12)	(0.10)	(0.21)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	760	389	371	495	247	248	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.92: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever organizes getting friends together

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.13	0.00	-0.27^{+}						
	(0.09)	(0.10)	(0.15)						
UYVT ×	0.02	0.03	0.15						
Ever organize friends	(0.12)	(0.12)	(0.19)						
Heterog. class				-0.05	-0.23*	0.09			
				(0.12)	(0.10)	(0.19)			
Heterog. class ×				0.00	0.31^{+}	-0.27			
Ever organize friends				(0.17)	(0.16)	(0.25)			
Heterog. pair							-0.19	0.03	-0.45*
							(0.14)	(0.15)	(0.21)
Heterog. pair ×							0.17	-0.03	0.48^{+}
Ever organize friends							(0.19)	(0.18)	(0.28)
Ever organize friends	0.05	0.09	-0.05	0.06	-0.08	0.25	-0.05	0.23^{+}	-0.28
	(0.09)	(0.10)	(0.15)	(0.14)	(0.13)	(0.21)	(0.13)	(0.13)	(0.21)
Constant	4.35**	4.63**	4.04**	4.27**	4.78**	3.74**	4.38**	4.57**	4.13**
	(0.07)	(0.08)	(0.11)	(0.10)	(0.06)	(0.16)	(0.09)	(0.11)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	759	389	370	493	246	247	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.93: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent listens to the news daily

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.11	-0.07	-0.14						
	(0.08)	(0.07)	(0.13)						
UYVT ×	-0.05	0.15	-0.11						
Daily radio news listener	(0.13)	(0.12)	(0.20)						
Heterog. class				-0.08	-0.16^{+}	-0.03			
				(0.11)	(0.09)	(0.18)			
Heterog. class ×				0.05	0.19	-0.04			
Daily radio news listener				(0.17)	(0.17)	(0.26)			
Heterog. pair							-0.22^{+}	-0.01	-0.30
							(0.12)	(0.10)	(0.19)
Heterog. pair ×							0.29	0.01	0.31
Daily radio news listener							(0.20)	(0.21)	(0.29)
Daily radio news listener	-0.01	-0.20*	0.08	-0.10	-0.18	-0.00	-0.23	0.01	-0.22
	(0.10)	(0.10)	(0.16)	(0.14)	(0.14)	(0.21)	(0.15)	(0.16)	(0.22)
Constant	4.38**	4.78**	3.98**	4.35**	4.82**	3.88**	4.43**	4.69**	4.07**
	(0.07)	(0.06)	(0.10)	(0.09)	(0.07)	(0.15)	(0.08)	(0.07)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	742	381	361	484	242	242	287	148	139

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * p < 0.05, $^{+}$ p < 0.10

Table A.94: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether there was violence in the respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.17*	0.05	-0.28*						
	(0.08)	(0.08)	(0.12)						
UYVT ×	0.14	-0.14	0.26						
Neighb. violence 2011 riots	(0.14)	(0.12)	(0.21)						
Heterog. class				-0.06	-0.07	-0.08			
				(0.11)	(0.10)	(0.16)			
Heterog. class ×				-0.01	-0.02	0.05			
Neighb. violence 2011 riots				(0.17)	(0.15)	(0.26)			
Heterog. pair							-0.17	-0.04	-0.18
							(0.11)	(0.11)	(0.16)
Heterog. pair ×							0.21	0.13	0.01
Neighb. violence 2011 riots							(0.22)	(0.21)	(0.34)
Neighb. violence 2011 riots	-0.05	0.15+	-0.20	0.10	0.02	0.03	-0.04	-0.05	-0.08
	(0.11)	(0.09)	(0.17)	(0.14)	(0.12)	(0.20)	(0.17)	(0.17)	(0.27)
Constant	4.40**	4.64**	4.08**	4.27**	4.74**	3.87**	4.36**	4.70**	3.98**
	(0.06)	(0.06)	(0.09)	(0.09)	(0.09)	(0.14)	(0.08)	(0.07)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	748	385	363	489	244	245	289	150	139

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.95: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether buildings were damaged in respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.18*	0.06	-0.30**						
	(0.07)	(0.07)	(0.10)						
UYVT ×	0.26+	-0.17	0.61*						
Neighb. buildings damaged 2011 riots	(0.15)	(0.11)	(0.25)						
Heterog. class				-0.04	-0.11	-0.04			
				(0.11)	(0.10)	(0.15)			
Heterog. class ×				-0.05	0.10	-0.17			
Neighb. buildings damaged 2011 riots				(0.17)	(0.16)	(0.29)			
Heterog. pair							-0.14	0.02	-0.15
							(0.11)	(0.11)	(0.15)
Heterog. pair ×							0.07	-0.09	-0.10
Neighb. buildings damaged 2011 riots							(0.24)	(0.20)	(0.45)
Neighb. buildings damaged 2011 riots	-0.05	0.18*	-0.45*	0.24+	-0.06	0.25	0.16	0.08	0.08
	(0.13)	(0.08)	(0.21)	(0.13)	(0.12)	(0.21)	(0.19)	(0.17)	(0.36)
Constant	4.39**	4.64**	4.11**	4.25**	4.77**	3.85**	4.32**	4.68**	3.95**
	(0.05)	(0.06)	(0.08)	(0.09)	(0.09)	(0.12)	(0.07)	(0.07)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	755	386	369	492	245	247	292	151	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.96: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent knew anyone harmed in 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.14*	0.01	-0.21*						
	(0.07)	(0.07)	(0.11)						
UYVT ×	0.11	0.03	0.11						
Know anyone harmed 2011 riots	(0.15)	(0.12)	(0.23)						
Heterog. class				0.01	-0.09	0.04			
				(0.10)	(0.10)	(0.14)			
Heterog. class ×				-0.23	0.04	-0.38			
Know anyone harmed 2011 riots				(0.19)	(0.15)	(0.31)			
Heterog. pair							-0.12	0.07	-0.20
							(0.11)	(0.11)	(0.16)
Heterog. pair ×							0.15	-0.30+	0.04
Know anyone harmed 2011 riots							(0.24)	(0.16)	(0.35)
Know anyone harmed 2011 riots	-0.09	0.07	-0.24	0.16	0.07	0.10	-0.12	0.28**	-0.41
	(0.12)	(0.10)	(0.19)	(0.16)	(0.12)	(0.26)	(0.18)	(0.10)	(0.26)
Constant	4.40**	4.66**	4.08**	4.26**	4.72**	3.86**	4.38**	4.63**	4.07**
	(0.05)	(0.06)	(0.08)	(0.08)	(0.08)	(0.12)	(0.07)	(0.08)	(0.12)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	753	386	367	491	245	246	291	152	139

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.97: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was personally affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	0.34*	-0.22						
	(0.12)	(0.17)	(0.14)						
UYVT ×	-0.10	-0.39*	0.04						
Personally affected 2011 riots	(0.14)	(0.18)	(0.19)						
Heterog. class				0.03	-0.07	0.08			
				(0.17)	(0.09)	(0.22)			
Heterog. class ×				-0.14	0.00	-0.23			
Personally affected 2011 riots				(0.20)	(0.13)	(0.27)			
Heterog. pair							-0.14	0.08	-0.03
							(0.20)	(0.09)	(0.23)
Heterog. pair ×							0.05	-0.07	-0.19
Personally affected 2011 riots							(0.23)	(0.13)	(0.29)
Personally affected 2011 riots	0.22*	0.19	-0.07	0.22	-0.20*	0.14	0.13	-0.21*	0.09
	(0.11)	(0.17)	(0.15)	(0.17)	(0.10)	(0.23)	(0.14)	(0.10)	(0.20)
Constant	4.22**	4.52**	4.07**	4.16**	4.91**	3.81**	4.26**	4.87**	3.90**
	(0.09)	(0.16)	(0.11)	(0.15)	(0.06)	(0.19)	(0.11)	(0.07)	(0.13)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	758	389	369	494	247	247	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.98: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent was severely affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.14*	0.01	-0.20+						
	(0.07)	(0.07)	(0.11)						
UYVT ×	0.10	0.01	-0.01						
Seriously affected 2011 riots	(0.14)	(0.11)	(0.24)						
Heterog. class				-0.02	-0.11	0.03			
				(0.10)	(0.10)	(0.14)			
Heterog. class ×				-0.18	0.16	-0.56+			
Seriously affected 2011 riots				(0.18)	(0.14)	(0.29)			
Heterog. pair							-0.10	-0.01	-0.15
							(0.10)	(0.11)	(0.15)
Heterog. pair ×							-0.01	0.02	-0.09
Seriously affected 2011 riots							(0.26)	(0.16)	(0.47)
Seriously affected 2011 riots	0.05	0.12	-0.07	0.25+	0.02	0.28	0.07	0.15	-0.45
	(0.11)	(0.09)	(0.19)	(0.14)	(0.12)	(0.22)	(0.19)	(0.12)	(0.43)
Constant	4.37**	4.65**	4.04**	4.26**	4.74**	3.84**	4.34**	4.66**	4.02**
	(0.05)	(0.06)	(0.08)	(0.09)	(0.08)	(0.12)	(0.07)	(0.08)	(0.11)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	758	389	369	494	247	247	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.99: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent is risk averse

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06	-0.01	-0.11						
	(0.16)	(0.16)	(0.19)						
UYVT ×	-0.06	0.03	-0.10						
Risk aversion	(0.17)	(0.17)	(0.22)						
Heterog. class				0.14	-0.19	0.06			
				(0.20)	(0.11)	(0.23)			
Heterog. class ×				-0.22	0.12	-0.15			
Risk aversion				(0.22)	(0.14)	(0.28)			
Heterog. pair							-0.12	-0.32*	-0.33
							(0.20)	(0.16)	(0.25)
Heterog. pair ×							0.03	0.38*	0.21
Risk aversion							(0.23)	(0.18)	(0.30)
Risk aversion	0.24+	-0.07	0.16	0.33+	-0.16+	0.17	0.09	-0.28**	0.01
	(0.14)	(0.15)	(0.17)	(0.19)	(0.09)	(0.23)	(0.16)	(0.09)	(0.22)
Constant	4.18**	4.74**	3.89**	4.03**	4.89**	3.75**	4.28**	4.94**	3.95**
	(0.13)	(0.14)	(0.15)	(0.17)	(0.06)	(0.19)	(0.14)	(0.06)	(0.17)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	759	388	371	494	246	248	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.100: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent's neighborhood is religiously heterogeneous

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.19*	-0.03	-0.29*						
	(0.08)	(0.06)	(0.11)						
UYVT ×	0.25+	0.12	0.46*						
Heterogeneous neighborhood	(0.13)	(0.13)	(0.20)						
Heterog. class				-0.16	-0.16*	-0.04			
				(0.11)	(0.07)	(0.17)			
Heterog. class ×				0.34*	0.27	0.11			
Heterogeneous neighborhood				(0.16)	(0.19)	(0.24)			
Heterog. pair							-0.09	-0.12	-0.04
							(0.12)	(0.11)	(0.17)
Heterog. pair ×							0.06	0.33+	-0.47+
Heterogeneous neighborhood							(0.18)	(0.17)	(0.28)
Heterogeneous neighborhood	-0.08	-0.29**	-0.11	-0.07	-0.36*	0.27	0.25*	-0.21	0.63**
	(0.10)	(0.10)	(0.16)	(0.14)	(0.17)	(0.19)	(0.12)	(0.13)	(0.18)
Constant	4.40**	4.79**	4.04**	4.33**	4.86**	3.79**	4.27**	4.78**	3.82**
	(0.06)	(0.05)	(0.09)	(0.09)	(0.05)	(0.14)	(0.09)	(0.08)	(0.13)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	762	391	371	496	248	248	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.101: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over whether respondent ever invites out-group members to his home

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.26**	0.03	-0.34**						
	(0.10)	(0.12)	(0.12)						
UYVT ×	0.28*	-0.01	0.40+						
Ever invite out-group	(0.13)	(0.13)	(0.21)						
Heterog. class				-0.11	0.03	-0.16			
				(0.15)	(0.18)	(0.18)			
Heterog. class ×				0.10	-0.16	0.28			
Ever invite out-group				(0.18)	(0.20)	(0.26)			
Heterog. pair							-0.10	0.24	-0.07
							(0.16)	(0.17)	(0.18)
Heterog. pair ×							0.01	-0.28	-0.23
Ever invite out-group							(0.20)	(0.19)	(0.33)
Ever invite out-group	0.15	0.04	-0.21	0.35*	0.14	-0.02	0.43**	0.09	0.32
	(0.10)	(0.10)	(0.16)	(0.15)	(0.17)	(0.21)	(0.14)	(0.16)	(0.22)
Constant	4.29**	4.66**	4.11**	4.13**	4.67**	3.90**	4.11**	4.64**	3.84**
	(0.07)	(0.09)	(0.09)	(0.13)	(0.16)	(0.16)	(0.12)	(0.14)	(0.15)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	715	372	343	463	235	228	276	145	131

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.102: Prejudice Index, Out-group Evaluation (5-point scale, larger values indicate more positive assessment)
Heterogeneous effect over age

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.09	0.06	-0.22						
	(0.10)	(0.09)	(0.16)						
UYVT ×	-0.04	-0.07	0.05						
Under 21	(0.13)	(0.12)	(0.20)						
Heterog. class				-0.09	-0.07	-0.10			
				(0.13)	(0.10)	(0.20)			
Heterog. class ×				0.04	-0.02	0.06			
Under 21				(0.17)	(0.15)	(0.26)			
Heterog. pair							-0.14	-0.06	-0.14
							(0.16)	(0.12)	(0.24)
Heterog. pair ×							0.08	0.09	-0.01
Under 21							(0.20)	(0.17)	(0.30)
Under 21	0.08	0.01	0.09	0.01	-0.04	0.08	-0.00	-0.11	0.15
	(0.10)	(0.10)	(0.15)	(0.14)	(0.12)	(0.21)	(0.14)	(0.12)	(0.23)
Constant	4.33**	4.67**	3.96**	4.30**	4.77**	3.83**	4.35**	4.76**	3.86**
	(0.08)	(0.07)	(0.12)	(0.11)	(0.08)	(0.16)	(0.11)	(0.07)	(0.19)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	762	391	371	496	248	248	294	153	141

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Robust standard errors in parentheses. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

A.12.4 Dictator Game, Tables A.103–A.117

Table A.103: Number of Bills Given in Dictator Game
Heterogeneous effect over respondent's perceived wealth relative to neighborhood (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.44**	0.31	0.64*						
	(0.17)	(0.22)	(0.25)						
UYVT × Play out-group	-0.08	-0.00	-0.23+						
	(0.09)	(0.12)	(0.14)						
UYVT ×	0.04	0.65+	-0.48						
Relative wealth neighborhood	(0.26)	(0.36)	(0.37)						
UYVT × Play out-group ×	-0.06	-0.29	0.21						
Relative wealth neighborhood	(0.15)	(0.24)	(0.19)						
Heterog. class				-0.11	-0.06	-0.15			
				(0.20)	(0.28)	(0.30)			
Heterog. class × Play out-group				0.25*	0.04	0.52**			
				(0.12)	(0.17)	(0.17)			
Heterog. class ×				-0.18	-0.22	-0.12			
Relative wealth neighborhood				(0.34)	(0.49)	(0.46)			
Heterog. class × Play out-group ×				0.34+	0.67+	-0.05			
Relative wealth neighborhood				(0.20)	(0.34)	(0.24)			
Heterog. pair							0.41	0.10	0.87+
							(0.27)	(0.34)	(0.46)
Heterog. pair × Play out-group							-0.00	0.15	-0.20
							(0.14)	(0.16)	(0.24)
Heterog. pair ×							-0.15	-0.05	-0.45
Relative wealth neighborhood							(0.45)	(0.63)	(0.66)
Heterog. pair × Play out-group ×							-0.02	-0.54	0.42
Relative wealth neighborhood							(0.25)	(0.43)	(0.33)
Relative wealth neighborhood	0.23	-0.00	0.48	0.37	0.77+	0.05	0.28	0.69	0.03
	(0.20)	(0.28)	(0.30)	(0.27)	(0.40)	(0.36)	(0.28)	(0.44)	(0.37)
Play out-group	-0.17*	-0.31**	0.08	-0.41**	-0.35*	-0.48**	-0.19*	-0.37**	0.08
	(0.07)	(0.10)	(0.11)	(0.10)	(0.15)	(0.13)	(0.09)	(0.12)	(0.15)
Play out-group ×	-0.02	0.01	-0.19	-0.33*	-0.73*	0.00	0.03	0.16	-0.19
Relative wealth neighborhood	(0.11)	(0.17)	(0.15)	(0.17)	(0.28)	(0.19)	(0.18)	(0.33)	(0.21)
Constant	2.46**	2.55**	2.31**	2.99**	2.92**	3.07**	2.77**	2.83**	2.68**
	(0.13)	(0.17)	(0.21)	(0.16)	(0.23)	(0.22)	(0.17)	(0.23)	(0.25)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7710	3890	3820	5020	2480	2540	2980	1540	1440

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.104: Number of Bills Given in Dictator Game
Heterogeneous effect over respondent's perceived wealth relative to Kaduna (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.47**	0.31	0.70**						
	(0.16)	(0.22)	(0.22)						
UYVT × Play out-group	-0.00	0.12	-0.20						
	(0.09)	(0.13)	(0.12)						
UYVT ×	-0.04	0.52	-0.57						
Relative wealth Kaduna	(0.27)	(0.35)	(0.39)						
UYVT × Play out-group ×	-0.25+	-0.60**	0.13						
Relative wealth Kaduna	(0.15)	(0.22)	(0.19)						
Heterog. class				-0.11	-0.10	-0.12			
				(0.19)	(0.28)	(0.28)			
Heterog. class × Play out-group				0.32**	0.22	0.43**			
				(0.11)	(0.17)	(0.14)			
Heterog. class ×				-0.21	-0.06	-0.30			
Relative wealth Kaduna				(0.35)	(0.49)	(0.51)			
Heterog. class × Play out-group ×				0.23	0.10	0.26			
Relative wealth Kaduna				(0.20)	(0.33)	(0.25)			
Heterog. pair							0.41	-0.10	0.96*
							(0.26)	(0.33)	(0.40)
Heterog. pair × Play out-group							0.05	0.19	-0.13
							(0.13)	(0.17)	(0.20)
Heterog. pair ×							-0.12	0.43	-0.76
Relative wealth Kaduna							(0.49)	(0.63)	(0.73)
Heterog. pair × Play out-group ×							-0.18	-0.66	0.33
Relative wealth Kaduna							(0.28)	(0.46)	(0.34)
Relative wealth Kaduna	0.31	-0.09	0.72*	0.38	0.44	0.33	0.30	0.31	0.36
	(0.21)	(0.26)	(0.31)	(0.28)	(0.39)	(0.41)	(0.30)	(0.43)	(0.41)
Play out-group	-0.22**	-0.40**	0.05	-0.44**	-0.44**	-0.44**	-0.16+	-0.31*	0.04
	(0.08)	(0.11)	(0.11)	(0.09)	(0.15)	(0.11)	(0.09)	(0.12)	(0.13)
Play out-group ×	0.09	0.23	-0.14	-0.32+	-0.41	-0.21	-0.06	-0.02	-0.17
Relative wealth Kaduna	(0.10)	(0.15)	(0.14)	(0.16)	(0.26)	(0.20)	(0.20)	(0.37)	(0.22)
Constant	2.47**	2.61**	2.27**	3.03**	3.00**	3.06**	2.81**	2.97**	2.62**
	(0.13)	(0.18)	(0.18)	(0.15)	(0.23)	(0.21)	(0.16)	(0.23)	(0.22)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7840	3940	3900	5120	2500	2620	3020	1530	1490

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.105: Number of Bills Given in Dictator Game
Heterogeneous effect over frequency of respondent visiting friends (dummy for more than 4 visits per week)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.55**	0.55*	0.50+						
	(0.18)	(0.24)	(0.28)						
UYVT × Play out-group	-0.01	-0.08	0.01						
	(0.10)	(0.15)	(0.12)						
UYVT ×	-0.19	-0.18	-0.18						
How often visit friends	(0.26)	(0.35)	(0.38)						
UYVT × Play out-group ×	-0.18	0.04	-0.33+						
How often visit friends	(0.14)	(0.21)	(0.18)						
Heterog. class				-0.17	-0.28	-0.09			
				(0.22)	(0.32)	(0.31)			
Heterog. class × Play out-group				0.52**	0.33	0.66**			
				(0.13)	(0.22)	(0.15)			
Heterog. class ×				0.05	0.45	-0.39			
How often visit friends				(0.33)	(0.45)	(0.47)			
Heterog. class × Play out-group ×				-0.34+	-0.24	-0.36			
How often visit friends				(0.19)	(0.29)	(0.24)			
Heterog. pair							0.54+	0.26	0.78+
							(0.29)	(0.39)	(0.43)
Heterog. pair × Play out-group							0.02	-0.08	0.07
							(0.15)	(0.22)	(0.20)
Heterog. pair ×							-0.37	-0.32	-0.30
How often visit friends							(0.44)	(0.58)	(0.67)
Heterog. pair × Play out-group ×							-0.06	0.11	-0.21
How often visit friends							(0.24)	(0.33)	(0.33)
How often visit friends	0.08	0.30	-0.16	-0.13	-0.15	-0.10	0.15	0.52	-0.31
	(0.20)	(0.28)	(0.31)	(0.26)	(0.36)	(0.37)	(0.28)	(0.40)	(0.40)
Play out-group	-0.21**	-0.30**	-0.09	-0.58**	-0.59**	-0.56**	-0.08	-0.20	0.05
	(0.08)	(0.11)	(0.09)	(0.10)	(0.18)	(0.11)	(0.11)	(0.17)	(0.14)
Play out-group ×	0.04	-0.07	0.12	0.12	0.09	0.12	-0.23	-0.25	-0.18
How often visit friends	(0.11)	(0.16)	(0.14)	(0.15)	(0.25)	(0.20)	(0.16)	(0.24)	(0.21)
Constant	2.53**	2.45**	2.64**	3.19**	3.17**	3.21**	2.83**	2.79**	2.85**
	(0.15)	(0.19)	(0.24)	(0.18)	(0.25)	(0.25)	(0.17)	(0.26)	(0.22)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7910	3970	3940	5140	2510	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.106: Number of Bills Given in Dictator Game
Heterogeneous effect over staying home every evening

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.36^{+}	0.37	0.35						
	(0.19)	(0.26)	(0.29)						
UYVT × Play out-group	-0.07	-0.06	-0.08						
	(0.10)	(0.14)	(0.13)						
UYVT ×	0.13	0.15	0.13						
Stay home in the evening	(0.25)	(0.35)	(0.37)						
UYVT × Play out-group ×	-0.03	0.00	-0.09						
Stay home in the evening	(0.14)	(0.22)	(0.18)						
Heterog. class				-0.27	0.03	-0.62^{+}			
				(0.23)	(0.31)	(0.33)			
Heterog. class × Play out-group				0.30*	0.22	0.43**			
				(0.12)	(0.18)	(0.16)			
Heterog. class × y				0.21	-0.16	0.63			
Stay home in the evening				(0.32)	(0.45)	(0.46)			
Heterog. class × Play out-group ×				0.14	-0.00	0.18			
Stay home in the evening				(0.19)	(0.30)	(0.23)			
Heterog. pair							0.64*	0.35	1.08*
							(0.31)	(0.43)	(0.41)
Heterog. pair × Play out-group							-0.12	-0.15	-0.11
							(0.17)	(0.22)	(0.25)
Heterog. pair ×							-0.45	-0.48	-0.64
Stay home in the evening							(0.44)	(0.58)	(0.62)
Heterog. pair × Play out-group ×							0.20	0.23	0.18
Stay home in the evening							(0.23)	(0.33)	(0.32)
Stay home in the evening	0.26	0.28	0.25	0.28	0.56	0.01	0.63*	0.53	0.87*
	(0.20)	(0.28)	(0.30)	(0.25)	(0.36)	(0.36)	(0.28)	(0.40)	(0.36)
Play out-group	-0.17*	-0.33**	0.01	-0.43**	-0.55**	-0.31**	-0.10	-0.29^{+}	0.19
	(0.07)	(0.10)	(0.10)	(0.10)	(0.14)	(0.11)	(0.12)	(0.16)	(0.19)
Play out-group ×	-0.03	-0.01	-0.06	-0.18	-0.01	-0.35*	-0.14	-0.06	-0.32
Stay home in the evening	(0.11)	(0.17)	(0.14)	(0.15)	(0.25)	(0.18)	(0.16)	(0.24)	(0.22)
Constant	2.45**	2.47**	2.43**	2.98**	2.82**	3.16**	2.54**	2.78**	2.18**
	(0.16)	(0.20)	(0.24)	(0.17)	(0.23)	(0.26)	(0.22)	(0.31)	(0.27)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7900	3960	3940	5140	2510	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.107: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent ever organizes getting friends together

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.44*	0.44+	0.44						
	(0.18)	(0.24)	(0.28)						
UYVT × Play out-group	-0.01	0.06	-0.09						
	(0.09)	(0.15)	(0.11)						
UYVT ×	0.02	0.04	0.02						
Ever organize friends	(0.26)	(0.35)	(0.37)						
UYVT × Play out-group ×	-0.15	-0.23	-0.10						
Ever organize friends	(0.14)	(0.22)	(0.19)						
Heterog. class				-0.14	-0.05	-0.23			
				(0.22)	(0.28)	(0.34)			
Heterog. class × Play out-group				0.38**	0.24	0.52**			
				(0.13)	(0.19)	(0.17)			
Heterog. class ×				-0.01	0.01	-0.00			
Ever organize friends				(0.33)	(0.45)	(0.47)			
Heterog. class × Play out-group ×				0.00	-0.04	0.01			
Ever organize friends				(0.19)	(0.29)	(0.24)			
Heterog. pair							0.44	0.26	0.67
							(0.32)	(0.37)	(0.55)
Heterog. pair × Play out-group							0.06	-0.08	0.23
							(0.15)	(0.21)	(0.21)
Heterog. pair ×							-0.08	-0.22	0.02
Ever organize friends							(0.44)	(0.57)	(0.69)
Heterog. pair × Play out-group ×							-0.13	0.07	-0.39
Ever organize friends							(0.23)	(0.34)	(0.32)
Ever organize friends	0.19	0.25	0.13	0.20	0.27	0.13	0.30	0.52	0.10
	(0.20)	(0.28)	(0.30)	(0.26)	(0.37)	(0.37)	(0.26)	(0.38)	(0.36)
Play out-group	-0.24**	-0.39**	-0.08	-0.50**	-0.51**	-0.49**	-0.17	-0.20	-0.13
	(0.07)	(0.11)	(0.08)	(0.10)	(0.16)	(0.14)	(0.11)	(0.17)	(0.16)
Play out-group ×	0.11	0.12	0.13	-0.07	-0.09	-0.04	-0.01	-0.23	0.20
Ever organize friends	(0.11)	(0.16)	(0.15)	(0.16)	(0.25)	(0.19)	(0.16)	(0.24)	(0.21)
Constant	2.48**	2.46**	2.49**	3.03**	2.95**	3.10**	2.72**	2.75**	2.68**
	(0.15)	(0.19)	(0.23)	(0.17)	(0.22)	(0.25)	(0.16)	(0.22)	(0.24)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7890	3960	3930	5120	2500	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.108: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent listens to the news daily

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.57**	0.55*	0.59*						
	(0.16)	(0.23)	(0.23)						
UYVT × Play out-group	-0.16+	-0.07	-0.25*						
	(0.09)	(0.14)	(0.12)						
UYVT ×	-0.25	-0.12	-0.41						
Daily radio news listener	(0.27)	(0.36)	(0.41)						
UYVT × Play out-group ×	0.15	-0.05	0.29						
Daily radio news listener	(0.14)	(0.21)	(0.19)						
Heterog. class				0.08	-0.08	0.22			
				(0.22)	(0.29)	(0.32)			
Heterog. class × Play out-group				0.44**	0.27	0.61**			
				(0.12)	(0.20)	(0.14)			
Heterog. class ×				-0.60+	0.04	-1.17*			
Daily radio news listener				(0.33)	(0.47)	(0.46)			
Heterog. class × Play out-group ×				-0.19	-0.18	-0.26			
Daily radio news listener				(0.19)	(0.29)	(0.25)			
Heterog. pair							0.61*	0.15	1.11*
							(0.29)	(0.35)	(0.45)
Heterog. pair × Play out-group							-0.08	-0.05	-0.13
							(0.15)	(0.20)	(0.21)
Heterog. pair ×							-0.61	-0.09	-1.23*
Daily radio news listener							(0.45)	(0.67)	(0.62)
Heterog. pair × Play out-group ×							0.10	-0.11	0.39
Daily radio news listener							(0.25)	(0.35)	(0.33)
Daily radio news listener	0.28	0.16	0.42	0.41	0.05	0.74*	0.10	0.21	0.13
	(0.21)	(0.28)	(0.34)	(0.26)	(0.36)	(0.36)	(0.30)	(0.48)	(0.39)
Play out-group	-0.13+	-0.30**	0.02	-0.61**	-0.56**	-0.66**	-0.15	-0.24+	-0.00
	(0.07)	(0.10)	(0.09)	(0.10)	(0.17)	(0.11)	(0.10)	(0.14)	(0.15)
Play out-group ×	-0.09	-0.02	-0.11	0.24	0.04	0.43*	-0.04	-0.19	-0.01
Daily radio news listener	(0.11)	(0.16)	(0.15)	(0.16)	(0.24)	(0.20)	(0.17)	(0.28)	(0.21)
Constant	2.45**	2.49**	2.42**	2.98**	3.08**	2.88**	2.85**	2.97**	2.67**
	(0.13)	(0.19)	(0.17)	(0.17)	(0.24)	(0.25)	(0.17)	(0.23)	(0.25)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7720	3880	3840	5030	2460	2570	2970	1490	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.109: Number of Bills Given in Dictator Game
Heterogeneous effect over whether there was violence in the respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.59**	0.51*	0.67**						
	(0.15)	(0.21)	(0.23)						
UYVT × Play out-group	-0.12	-0.14	-0.16						
	(0.08)	(0.12)	(0.11)						
UYVT ×	-0.52+	-0.29	-0.78+						
Neighborhood violence 2011 riots	(0.28)	(0.39)	(0.41)						
UYVT × Play out-group ×	0.18	0.32	0.08						
Neighborhood violence 2011 riots	(0.17)	(0.26)	(0.20)						
Heterog. class				-0.14	-0.15	-0.13			
				(0.20)	(0.29)	(0.29)			
Heterog. class × Play out-group				0.41**	0.25	0.56**			
				(0.12)	(0.18)	(0.15)			
Heterog. class ×				0.02	0.37	-0.38			
Neighborhood violence 2011 riots				(0.34)	(0.47)	(0.50)			
Heterog. class × Play out-group ×				-0.15	-0.13	-0.14			
Neighborhood violence 2011 riots				(0.19)	(0.30)	(0.25)			
Heterog. pair							0.29	-0.04	0.58
							(0.26)	(0.34)	(0.39)
Heterog. pair × Play out-group							0.02	0.03	-0.05
							(0.14)	(0.20)	(0.19)
Heterog. pair ×							0.23	0.30	0.17
Neighborhood violence 2011 riots							(0.50)	(0.67)	(0.76)
Heterog. pair × Play out-group ×							-0.08	-0.28	0.24
Neighborhood violence 2011 riots							(0.25)	(0.35)	(0.36)
Neighborhood violence 2011 riots	0.67**	0.65*	0.71*	0.12	0.11	0.15	0.03	0.34	-0.29
	(0.22)	(0.31)	(0.33)	(0.26)	(0.36)	(0.38)	(0.33)	(0.51)	(0.41)
Play out-group	-0.16**	-0.28**	-0.01	-0.57**	-0.61**	-0.54**	-0.18+	-0.36*	0.02
	(0.06)	(0.08)	(0.09)	(0.09)	(0.15)	(0.12)	(0.11)	(0.16)	(0.13)
Play out-group ×	-0.13	-0.21	-0.07	0.15	0.20	0.11	0.02	0.18	-0.13
Neighborhood violence 2011 riots	(0.14)	(0.22)	(0.16)	(0.16)	(0.24)	(0.20)	(0.16)	(0.24)	(0.21)
Constant	2.39**	2.42**	2.36**	3.09**	3.04**	3.12**	2.90**	2.95**	2.84**
	(0.12)	(0.16)	(0.19)	(0.16)	(0.24)	(0.23)	(0.15)	(0.22)	(0.23)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7770	3910	3860	5070	2470	2600	2990	1510	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.110: Number of Bills Given in Dictator Game
Heterogeneous effect over whether buildings were damaged in respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.60**	0.60**	0.61**						
	(0.15)	(0.20)	(0.21)						
UYVT × Play out-group	-0.12	-0.07	-0.23*						
	(0.08)	(0.12)	(0.11)						
UYVT ×	-0.69*	-0.54	-0.94*						
Neighb. building damaged 2011 riots	(0.31)	(0.41)	(0.47)						
UYVT × Play out-group ×	0.18	-0.03	0.54**						
Neighb. building damaged 2011 riots	(0.17)	(0.25)	(0.19)						
Heterog. class				-0.23	-0.17	-0.27			
				(0.19)	(0.28)	(0.26)			
Heterog. class × Play out-group				0.50**	0.38*	0.60**			
				(0.11)	(0.17)	(0.14)			
Heterog. class ×				0.31	0.22	0.44			
Neighb. building damaged 2011 riots				(0.38)	(0.50)	(0.57)			
Heterog. class × Play out-group ×				-0.40+	-0.39	-0.35			
Neighb. building damaged 2011 riots				(0.23)	(0.34)	(0.24)			
Heterog. pair							0.21	-0.23	0.57
							(0.25)	(0.33)	(0.36)
Heterog. pair × Play out-group							0.05	0.04	0.01
							(0.13)	(0.17)	(0.18)
Heterog. pair ×							0.73	1.04	0.65
Neighb. building damaged 2011 riots							(0.54)	(0.66)	(0.99)
Heterog. pair × Play out-group ×							-0.24	-0.26	-0.11
Neighb. building damaged 2011 riots							(0.30)	(0.38)	(0.44)
Neighb. building damaged 2011 riots	0.75**	0.69*	0.84*	-0.15	-0.01	-0.38	-0.23	-0.32	-0.20
	(0.25)	(0.33)	(0.37)	(0.28)	(0.39)	(0.38)	(0.37)	(0.49)	(0.59)
Play out-group	-0.17*	-0.35**	0.04	-0.64**	-0.71**	-0.59**	-0.19*	-0.33*	-0.03
	(0.06)	(0.09)	(0.08)	(0.09)	(0.14)	(0.11)	(0.09)	(0.14)	(0.11)
Play out-group ×	-0.13	0.09	-0.38**	0.33+	0.33	0.40*	0.05	0.07	0.15
Neighb. building damaged 2011 riots	(0.13)	(0.19)	(0.15)	(0.18)	(0.28)	(0.16)	(0.20)	(0.27)	(0.31)
Constant	2.42**	2.42**	2.41**	3.18**	3.15**	3.20**	2.93**	3.11**	2.77**
	(0.11)	(0.16)	(0.17)	(0.16)	(0.24)	(0.21)	(0.15)	(0.22)	(0.20)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7850	3930	3920	5110	2490	2620	3020	1520	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.111: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent knew anyone harmed in 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.47**	0.36+	0.57*						
	(0.15)	(0.20)	(0.22)						
UYVT × Play out-group	-0.09	-0.06	-0.17						
	(0.08)	(0.11)	(0.11)						
UYVT ×	-0.00	0.50	-0.51						
Know anyone harmed 2011 riots	(0.29)	(0.42)	(0.41)						
UYVT × Play out-group ×	0.03	-0.05	0.16						
Know anyone harmed 2011 riots	(0.18)	(0.29)	(0.21)						
Heterog. class				-0.19	-0.14	-0.21			
				(0.19)	(0.26)	(0.28)			
Heterog. class × Play out-group				0.42**	0.25	0.58**			
				(0.11)	(0.16)	(0.14)			
Heterog. class ×				0.08	0.21	0.02			
Know anyone harmed 2011 riots				(0.38)	(0.56)	(0.49)			
Heterog. class × Play out-group ×				-0.14	-0.03	-0.23			
Know anyone harmed 2011 riots				(0.24)	(0.39)	(0.24)			
Heterog. pair							0.23	-0.27	0.68+
							(0.25)	(0.29)	(0.39)
Heterog. pair × Play out-group							0.11	0.22	-0.04
							(0.12)	(0.16)	(0.19)
Heterog. pair ×							0.62	1.09	-0.32
Know anyone harmed 2011 riots							(0.53)	(0.71)	(0.78)
Heterog. pair × Play out-group ×							-0.52+	-0.96*	0.14
Know anyone harmed 2011 riots							(0.31)	(0.48)	(0.40)
Know anyone harmed 2011 riots	0.17	0.21	0.12	0.10	0.55	-0.43	-0.03	0.37	-0.34
	(0.23)	(0.32)	(0.33)	(0.30)	(0.44)	(0.37)	(0.33)	(0.53)	(0.42)
Play out-group	-0.17**	-0.33**	0.01	-0.55**	-0.56**	-0.53**	-0.20*	-0.40**	0.04
	(0.06)	(0.09)	(0.08)	(0.09)	(0.14)	(0.11)	(0.09)	(0.12)	(0.13)
Play out-group ×	-0.07	-0.02	-0.15	0.04	-0.04	0.12	0.07	0.35	-0.18
Know anyone harmed 2011 riots	(0.14)	(0.21)	(0.17)	(0.20)	(0.32)	(0.18)	(0.21)	(0.40)	(0.21)
Constant	2.53**	2.53**	2.53**	3.14**	2.99**	3.25**	2.91**	2.98**	2.84**
	(0.12)	(0.16)	(0.18)	(0.15)	(0.21)	(0.22)	(0.15)	(0.22)	(0.22)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7830	3930	3900	5100	2490	2610	3010	1530	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.112: Number of Bills Given in Dictator Game)
Heterogeneous effect over whether respondent was personally affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.34	0.43	0.30						
	(0.27)	(0.38)	(0.35)						
UYVT × Play out-group	-0.26^{+}	-0.36	-0.25						
	(0.14)	(0.24)	(0.17)						
UYVT ×	0.17	0.07	0.23						
Personally affected 2011 riot	(0.31)	(0.43)	(0.41)						
UYVT × Play out-group ×	0.23	0.35	0.17						
Personally affected 2011 riot	(0.16)	(0.27)	(0.20)						
Heterog. class				-0.20	-0.04	-0.27			
				(0.34)	(0.60)	(0.40)			
Heterog. class × Play out-group				0.43*	-0.16	0.69**			
				(0.18)	(0.40)	(0.19)			
Heterog. class ×				0.06	-0.09	0.13			
Personally affected 2011 riot				(0.38)	(0.65)	(0.49)			
Heterog. class × Play out-group ×				-0.04	0.49	-0.25			
Personally affected 2011 riot				(0.21)	(0.43)	(0.24)			
Heterog. pair							0.35	-1.26*	0.88
							(0.55)	(0.63)	(0.67)
Heterog. pair × Play out-group							0.34	0.94*	0.01
							(0.25)	(0.42)	(0.29)
Heterog. pair ×							0.04	1.53*	-0.31
Personally affected 2011 riot							(0.60)	(0.70)	(0.76)
Heterog. pair × Play out-group ×							-0.45	-1.13*	-0.02
Personally affected 2011 riot							(0.28)	(0.46)	(0.34)
Personally affected 2011 riot	-0.11	0.12	-0.27	0.03	0.26	-0.11	0.07	-0.26	0.16
	(0.24)	(0.29)	(0.34)	(0.29)	(0.51)	(0.37)	(0.36)	(0.65)	(0.43)
Play out-group	-0.01	-0.17	0.08	-0.56**	-0.43	-0.62**	-0.23	-0.83*	0.07
	(0.11)	(0.14)	(0.14)	(0.14)	(0.30)	(0.15)	(0.19)	(0.37)	(0.20)
Play out-group ×	-0.25*	-0.20	-0.17	0.00	-0.19	0.16	0.08	0.62	-0.13
Personally affected 2011 riot	(0.12)	(0.17)	(0.16)	(0.17)	(0.33)	(0.19)	(0.21)	(0.39)	(0.23)
Constant	2.65**	2.49**	2.72**	3.12**	2.94**	3.20**	2.84**	3.26**	2.64**
	(0.21)	(0.24)	(0.29)	(0.25)	(0.47)	(0.29)	(0.32)	(0.61)	(0.38)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7880	3960	3920	5130	2510	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.113: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent was severely affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.54**	0.57**	0.50*						
	(0.15)	(0.20)	(0.22)						
UYVT × Play out-group	-0.10	-0.08	-0.18+						
	(0.08)	(0.12)	(0.11)						
UYVT ×	-0.32	-0.40	-0.25						
Seriously affected 2011 riots	(0.29)	(0.42)	(0.39)						
UYVT × Play out-group ×	0.08	0.01	0.21						
Seriously affected 2011 riots	(0.19)	(0.28)	(0.22)						
Heterog. class				-0.09	0.05	-0.20			
				(0.18)	(0.25)	(0.26)			
Heterog. class × Play out-group				0.34**	0.11	0.55**			
				(0.11)	(0.17)	(0.13)			
Heterog. class ×				-0.28	-0.52	0.04			
Seriously affected 2011 riots				(0.40)	(0.56)	(0.52)			
Heterog. class × Play out-group ×				0.28	0.57	-0.03			
Seriously affected 2011 riots				(0.24)	(0.36)	(0.28)			
Heterog. pair							0.38	-0.01	0.72+
							(0.25)	(0.32)	(0.37)
Heterog. pair × Play out-group							-0.03	-0.05	-0.04
							(0.13)	(0.20)	(0.17)
Heterog. pair ×							0.04	0.48	-0.40
Seriously affected 2011 riots							(0.54)	(0.70)	(0.84)
Heterog. pair × Play out-group ×							0.11	0.01	0.30
Seriously affected 2011 riots							(0.27)	(0.34)	(0.47)
Seriously affected 2011 riots	0.51*	0.80*	0.18	0.37	0.76+	-0.16	0.10	0.04	0.06
	(0.22)	(0.33)	(0.29)	(0.32)	(0.45)	(0.40)	(0.36)	(0.47)	(0.61)
Play out-group	-0.19**	-0.37**	0.01	-0.54**	-0.53**	-0.54**	-0.19*	-0.41**	0.03
	(0.06)	(0.08)	(0.08)	(0.09)	(0.14)	(0.11)	(0.09)	(0.15)	(0.11)
Play out-group ×	0.01	0.14	-0.13	-0.09	-0.20	0.08	0.05	0.37	-0.30
Seriously affected 2011 riots	(0.14)	(0.23)	(0.16)	(0.21)	(0.32)	(0.20)	(0.18)	(0.22)	(0.32)
Constant	2.45**	2.39**	2.51**	3.06**	2.93**	3.16**	2.88**	3.03**	2.73**
	(0.12)	(0.16)	(0.19)	(0.15)	(0.20)	(0.21)	(0.15)	(0.23)	(0.20)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7880	3960	3920	5130	2510	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.114: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent is risk averse

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.14	0.38	0.02						
	(0.31)	(0.54)	(0.38)						
UYVT × Play out-group	-0.15	-0.17	-0.14						
	(0.21)	(0.37)	(0.24)						
UYVT ×	0.40	0.10	0.59						
Risk aversion	(0.34)	(0.57)	(0.43)						
UYVT × Play out-group ×	0.06	0.12	-0.01						
Risk aversion	(0.22)	(0.39)	(0.26)						
Heterog. class				-0.72^{+}	-1.10*	-0.69			
				(0.39)	(0.48)	(0.48)			
Heterog. class × Play out-group				0.56**	0.09	0.82**			
				(0.19)	(0.32)	(0.22)			
Heterog. class ×				0.70	1.13*	0.64			
Risk aversion				(0.43)	(0.54)	(0.55)			
Heterog. class × Play out-group ×				-0.24	0.14	-0.41			
Risk aversion				(0.22)	(0.36)	(0.26)			
Heterog. pair							-0.03	-0.85	0.45
							(0.44)	(0.70)	(0.60)
Heterog. pair × Play out-group							-0.17	0.40	-0.39
							(0.23)	(0.45)	(0.27)
Heterog. pair ×							0.52	1.18	0.22
Risk aversion							(0.51)	(0.77)	(0.72)
Heterog. pair × Play out-group ×							0.20	-0.51	0.53
Risk aversion							(0.27)	(0.49)	(0.33)
Risk aversion	-0.13	-0.11	-0.16	-0.22	-0.90*	0.01	0.26	-0.37	0.52
	(0.28)	(0.49)	(0.36)	(0.37)	(0.41)	(0.46)	(0.33)	(0.59)	(0.39)
Play out-group	0.02	-0.25	0.16	-0.51**	-0.46^{+}	-0.52**	0.01	-0.68	0.36*
	(0.18)	(0.34)	(0.20)	(0.16)	(0.27)	(0.18)	(0.19)	(0.43)	(0.17)
Play out-group ×	-0.24	-0.09	-0.23	-0.03	-0.10	0.02	-0.24	0.41	-0.52*
Risk aversion	(0.19)	(0.35)	(0.22)	(0.18)	(0.30)	(0.21)	(0.21)	(0.45)	(0.21)
Constant	2.68**	2.68**	2.68**	3.33**	3.96**	3.16**	2.69**	3.36**	2.36**
	(0.26)	(0.47)	(0.31)	(0.34)	(0.36)	(0.42)	(0.29)	(0.55)	(0.32)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7890	3950	3940	5130	2500	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.115: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent's neighborhood is religiously heterogeneous

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.45**	0.35	0.54**						
	(0.15)	(0.23)	(0.20)						
UYVT × Play out-group	-0.12	-0.05	-0.18+						
	(0.09)	(0.15)	(0.09)						
UYVT ×	0.07	0.32	-0.41						
Heterogeneous neighborhood	(0.29)	(0.35)	(0.53)						
UYVT × Play out-group ×	0.07	-0.06	0.21						
Heterogeneous neighborhood	(0.15)	(0.20)	(0.27)						
Heterog. class				-0.30	-0.12	-0.45			
				(0.20)	(0.30)	(0.28)			
Heterog. class × Play out-group				0.44**	0.33+	0.52**			
				(0.12)	(0.20)	(0.14)			
Heterog. class ×				0.45	0.03	0.98+			
Heterogeneous neighborhood				(0.34)	(0.43)	(0.57)			
Heterog. class × Play out-group ×				-0.19	-0.24	0.06			
Heterogeneous neighborhood				(0.19)	(0.28)	(0.29)			
Heterog. pair							0.68**	0.55	0.80*
							(0.25)	(0.37)	(0.34)
Heterog. pair × Play out-group							-0.23+	-0.31	-0.19
							(0.13)	(0.22)	(0.16)
Heterog. pair ×							-1.11*	-1.35*	-0.48
Heterogeneous neighborhood							(0.52)	(0.56)	(1.08)
Heterog. pair × Play out-group ×							0.84**	0.76*	1.13*
Heterogeneous neighborhood							(0.26)	(0.31)	(0.46)
Heterogeneous neighborhood	0.00	-0.42	0.67	-0.24	-0.13	-0.35	0.69*	0.50	0.89+
	(0.23)	(0.27)	(0.45)	(0.26)	(0.34)	(0.38)	(0.30)	(0.40)	(0.50)
Play out-group	-0.13*	-0.31**	0.02	-0.55**	-0.59**	-0.51**	-0.02	-0.11	0.06
	(0.06)	(0.11)	(0.07)	(0.10)	(0.16)	(0.12)	(0.09)	(0.16)	(0.10)
Play out-group ×	-0.19	-0.07	-0.20	0.00	0.03	-0.02	-0.53**	-0.56*	-0.36
Heterogeneous neighborhood	(0.12)	(0.16)	(0.23)	(0.15)	(0.23)	(0.19)	(0.18)	(0.24)	(0.32)
Constant	2.57**	2.75**	2.41**	3.23**	3.19**	3.28**	2.69**	2.85**	2.55**
	(0.12)	(0.18)	(0.15)	(0.17)	(0.24)	(0.23)	(0.16)	(0.26)	(0.20)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7920	3980	3940	5150	2520	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.116: Number of Bills Given in Dictator Game
Heterogeneous effect over whether respondent ever invites out-group members to his home

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.58**	0.54	0.62*						
	(0.22)	(0.38)	(0.26)						
UYVT × Play out-group	0.09	0.35	-0.08						
	(0.12)	(0.26)	(0.12)						
UYVT ×	-0.31	-0.27	-0.38						
Ever invite out-group	(0.27)	(0.43)	(0.40)						
UYVT × Play out-group ×	-0.24	-0.47+	-0.14						
Ever invite out-group	(0.15)	(0.28)	(0.20)						
Heterog. class				-0.22	0.09	-0.33			
				(0.26)	(0.42)	(0.32)			
Heterog. class × Play out-group				0.53**	0.20	0.66**			
				(0.15)	(0.32)	(0.17)			
Heterog. class ×				0.12	-0.22	0.29			
Ever invite out-group				(0.34)	(0.50)	(0.51)			
Heterog. class × Play out-group ×				-0.38*	-0.04	-0.49*			
Ever invite out-group				(0.19)	(0.36)	(0.25)			
Heterog. pair							0.25	-0.65	0.60
							(0.36)	(0.63)	(0.42)
Heterog. pair × Play out-group							0.14	0.54	-0.06
							(0.18)	(0.43)	(0.20)
Heterog. pair ×							0.11	0.80	0.28
Ever invite out-group							(0.46)	(0.70)	(0.74)
Heterog. pair × Play out-group ×							-0.16	-0.57	0.03
Ever invite out-group							(0.24)	(0.46)	(0.37)
Ever invite out-group	0.18	-0.10	0.42	-0.23	-0.22	-0.20	-0.19	-0.70	-0.01
	(0.22)	(0.35)	(0.31)	(0.27)	(0.36)	(0.40)	(0.29)	(0.53)	(0.40)
Play out-group	-0.29**	-0.79**	-0.04	-0.57**	-0.59*	-0.56**	-0.06	-0.47	0.14
	(0.10)	(0.21)	(0.09)	(0.13)	(0.24)	(0.14)	(0.14)	(0.29)	(0.14)
Play out-group ×	0.17	0.60**	0.05	0.19	0.17	0.23	-0.22	0.20	-0.40+
Ever invite out-group	(0.12)	(0.22)	(0.16)	(0.16)	(0.28)	(0.19)	(0.17)	(0.32)	(0.22)
Constant	2.47**	2.70**	2.36**	3.22**	3.19**	3.23**	2.98**	3.52**	2.72**
	(0.18)	(0.31)	(0.22)	(0.20)	(0.29)	(0.26)	(0.23)	(0.49)	(0.24)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7430	3780	3650	4800	2380	2420	2860	1460	1400

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.117: Number of Bills Given in Dictator Game
Heterogeneous effect over age

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.41*	0.50*	0.32						
	(0.20)	(0.24)	(0.31)						
UYVT × Play out-group	-0.10	-0.02	-0.21						
	(0.11)	(0.17)	(0.15)						
UYVT ×	0.10	-0.02	0.24						
Under 21	(0.26)	(0.34)	(0.39)						
UYVT × Play out-group ×	0.02	-0.09	0.13						
Under 21	(0.15)	(0.22)	(0.19)						
Heterog. class				-0.02	-0.29	0.24			
				(0.24)	(0.32)	(0.37)			
Heterog. class × Play out-group				0.40**	0.20	0.60**			
				(0.14)	(0.22)	(0.18)			
Heterog. class ×				-0.26	0.28	-0.76			
Under 21				(0.33)	(0.45)	(0.48)			
Heterog. class × Play out-group ×				-0.01	0.10	-0.11			
Under 21				(0.19)	(0.30)	(0.24)			
Heterog. pair							0.45	0.45	0.43
							(0.37)	(0.42)	(0.60)
Heterog. pair × Play out-group							-0.07	-0.11	-0.07
							(0.18)	(0.23)	(0.28)
Heterog. pair ×							-0.12	-0.51	0.33
Under 21							(0.46)	(0.57)	(0.72)
Heterog. pair × Play out-group ×							0.09	0.10	0.11
Under 21							(0.24)	(0.33)	(0.34)
Under 21	-0.06	0.19	-0.34	0.19	-0.03	0.39	0.01	0.55	-0.57
	(0.21)	(0.27)	(0.31)	(0.25)	(0.36)	(0.35)	(0.30)	(0.41)	(0.43)
Play out-group	-0.13	-0.27*	0.03	-0.51**	-0.43*	-0.61**	-0.11	-0.19	-0.01
	(0.09)	(0.13)	(0.12)	(0.12)	(0.19)	(0.14)	(0.13)	(0.19)	(0.19)
Play out-group × Under 21	-0.09	-0.09	-0.08	-0.07	-0.27	0.15	-0.10	-0.19	0.00
	(0.11)	(0.17)	(0.15)	(0.16)	(0.25)	(0.19)	(0.17)	(0.24)	(0.22)
Constant	2.61**	2.47**	2.75**	3.05**	3.17**	2.93**	2.89**	2.68**	3.11**
	(0.16)	(0.18)	(0.25)	(0.17)	(0.24)	(0.25)	(0.25)	(0.32)	(0.39)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7920	3980	3940	5150	2520	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

A.12.5 Destruction Game, Tables A.118–A.132

Table A.118: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over respondent's perceived wealth relative to neighborhood (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.08^{+}	0.01	-0.21**						
	(0.04)	(0.05)	(0.06)						
UYVT × Play out-group	-0.01	-0.06^{+}	0.08						
	(0.03)	(0.04)	(0.05)						
UYVT ×	0.02	-0.13	0.19*						
Relative wealth neighborhood	(0.06)	(0.09)	(0.09)						
UYVT × Play out-group ×	0.09*	0.21**	-0.03						
Relative wealth neighborhood	(0.05)	(0.06)	(0.07)						
Heterog. class				0.08	0.06	0.09			
				(0.05)	(0.06)	(0.08)			
Heterog. class × Play out-group				-0.00	0.00	-0.01			
				(0.03)	(0.05)	(0.05)			
Heterog. class ×				-0.04	-0.03	-0.05			
Relative wealth neighborhood				(0.08)	(0.09)	(0.11)			
Heterog. class × Play out-group ×				-0.14*	-0.08	-0.18*			
Relative wealth neighborhood				(0.06)	(0.08)	(0.09)			
Heterog. pair							-0.03	-0.12	0.09
							(0.07)	(0.08)	(0.11)
Heterog. pair × Play out-group							-0.08^{+}	-0.03	-0.15*
							(0.05)	(0.06)	(0.07)
Heterog. pair ×							0.08	0.18	-0.05
Relative wealth neighborhood							(0.10)	(0.14)	(0.15)
Heterog. pair × Play out-group ×							0.04	0.01	0.10
Relative wealth neighborhood							(0.07)	(0.10)	(0.10)
Relative wealth neighborhood	-0.04	0.01	-0.13^{+}	-0.01	-0.11	0.08	-0.05	-0.21*	0.10
	(0.05)	(0.07)	(0.07)	(0.06)	(0.07)	(0.09)	(0.07)	(0.10)	(0.10)
Play out-group	0.02	0.07*	-0.06	0.00	-0.00	0.01	0.03	0.00	0.05
	(0.02)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.05)
Play out-group ×	-0.04	-0.13**	0.07	0.16**	0.13*	0.18*	0.02	0.07	-0.03
Relative wealth neighborhood	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.08)	(0.07)
Constant	0.72**	0.66**	0.81**	0.59**	0.63**	0.55**	0.67**	0.74**	0.57**
	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7710	3890	3820	5020	2480	2540	2980	1540	1440

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.119: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over respondent's perceived wealth relative to Kaduna (dummy for above average)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.08*	0.00	-0.19**						
	(0.04)	(0.05)	(0.06)						
UYVT × Play out-group	-0.00	-0.05	0.07						
	(0.03)	(0.04)	(0.04)						
UYVT ×	0.06	-0.05	0.19+						
Relative wealth Kaduna	(0.06)	(0.09)	(0.09)						
UYVT × Play out-group ×	0.07	0.15**	-0.03						
Relative wealth Kaduna	(0.05)	(0.06)	(0.07)						
Heterog. class				0.11*	0.07	0.15*			
				(0.05)	(0.06)	(0.07)			
Heterog. class × Play out-group				-0.04	0.00	-0.08			
				(0.03)	(0.04)	(0.05)			
Heterog. class ×				-0.21**	-0.13	-0.28*			
Relative wealth Kaduna				(0.08)	(0.10)	(0.12)			
Heterog. class × Play out-group ×				-0.05	-0.08	-0.03			
Relative wealth Kaduna				(0.06)	(0.08)	(0.09)			
Heterog. pair							0.04	-0.05	0.13
							(0.06)	(0.08)	(0.09)
Heterog. pair × Play out-group							-0.06	-0.01	-0.11+
							(0.04)	(0.06)	(0.06)
Heterog. pair ×							-0.07	-0.02	-0.13
Relative wealth Kaduna							(0.11)	(0.14)	(0.17)
Heterog. pair × Play out-group ×							-0.01	-0.05	0.03
Relative wealth Kaduna							(0.08)	(0.11)	(0.10)
Relative wealth Kaduna	-0.10+	-0.06	-0.15*	0.09	-0.04	0.20*	-0.06	-0.14	0.02
	(0.05)	(0.07)	(0.08)	(0.06)	(0.08)	(0.09)	(0.08)	(0.11)	(0.11)
Play out-group	0.01	0.06*	-0.06	0.03	0.00	0.05	0.02	0.01	0.02
	(0.02)	(0.03)	(0.04)	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group ×	-0.02	-0.11**	0.09	0.10*	0.10+	0.10	0.05	0.06	0.06
Relative wealth Kaduna	(0.04)	(0.04)	(0.06)	(0.05)	(0.06)	(0.07)	(0.06)	(0.09)	(0.08)
Constant	0.73**	0.68**	0.80**	0.58**	0.63**	0.53**	0.66**	0.71**	0.61**
	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.05)	(0.04)	(0.05)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7840	3940	3900	5120	2500	2620	3020	1530	1490

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.120: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over frequency of respondent visiting friends (dummy for more than 4 visits per week)

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	-0.06	-0.05						
	(0.04)	(0.05)	(0.07)						
UYVT × Play out-group	-0.01	-0.06	0.04						
	(0.03)	(0.04)	(0.05)						
UYVT ×	-0.04	0.08	-0.15						
How often visit friends	(0.06)	(0.08)	(0.09)						
UYVT × Play out-group ×	0.08^{+}	0.11^{+}	0.03						
How often visit friends	(0.04)	(0.06)	(0.07)						
Heterog. class				0.07	0.05	0.08			
				(0.05)	(0.06)	(0.07)			
Heterog. class × Play out-group				-0.07^{+}	-0.05	-0.08			
				(0.04)	(0.06)	(0.05)			
Heterog. class ×				-0.05	-0.05	-0.07			
How often visit friends				(0.08)	(0.10)	(0.11)			
Heterog. class × Play out-group ×				0.03	0.06	-0.01			
How often visit friends				(0.06)	(0.07)	(0.09)			
Heterog. pair							0.02	-0.10	0.11
							(0.07)	(0.08)	(0.10)
Heterog. pair × Play out-group							-0.08	-0.00	-0.13*
							(0.05)	(0.07)	(0.06)
Heterog. pair ×							-0.03	0.06	-0.08
How often visit friends							(0.10)	(0.13)	(0.15)
Heterog. pair × Play out-group ×							0.03	-0.04	0.08
How often visit friends							(0.07)	(0.09)	(0.10)
How often visit friends	0.02	-0.03	0.06	0.03	0.09	-0.04	-0.03	0.02	-0.10
	(0.05)	(0.06)	(0.08)	(0.06)	(0.08)	(0.09)	(0.07)	(0.09)	(0.10)
Play out-group	0.03	0.06^{+}	-0.01	0.06*	0.04	0.08^{+}	0.02	-0.02	0.06
	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.04)	(0.03)	(0.05)	(0.04)
Play out-group ×	-0.06	-0.07^{+}	-0.02	-0.00	-0.01	0.01	0.02	0.10	-0.05
How often visit friends	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Constant	0.69**	0.67**	0.71**	0.60**	0.58**	0.61**	0.66**	0.67**	0.65**
	(0.03)	(0.04)	(0.06)	(0.04)	(0.05)	(0.06)	(0.05)	(0.07)	(0.07)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7910	3970	3940	5140	2510	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.121: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over staying home every evening

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.09^{+}	-0.05	-0.12^{+}						
	(0.04)	(0.06)	(0.07)						
UYVT × Play out-group	-0.01	-0.05	0.03						
	(0.03)	(0.04)	(0.05)						
UYVT ×	0.04	0.09	-0.00						
Stay home in the evening	(0.06)	(0.08)	(0.10)						
UYVT × Play out-group ×	0.07	0.10	0.04						
Stay home in the evening	(0.04)	(0.06)	(0.07)						
Heterog. class				0.09	0.04	0.15^{+}			
				(0.06)	(0.07)	(0.09)			
Heterog. class × Play out-group				-0.05	-0.03	-0.07			
				(0.04)	(0.05)	(0.06)			
Heterog. class ×				-0.09	-0.02	-0.16			
Stay home in the evening				(0.08)	(0.10)	(0.12)			
Heterog. class × Play out-group ×				-0.01	0.02	-0.02			
Stay home in the evening				(0.06)	(0.07)	(0.08)			
Heterog. pair							0.05	-0.01	0.13
							(0.07)	(0.09)	(0.12)
Heterog. pair × Play out-group							-0.04	-0.00	-0.08
							(0.05)	(0.07)	(0.08)
Heterog. pair ×							-0.07	-0.12	-0.07
Stay home in the evening							(0.10)	(0.13)	(0.16)
Heterog. pair × Play out-group ×							-0.05	-0.04	-0.03
Stay home in the evening							(0.07)	(0.10)	(0.10)
Stay home in the evening	-0.01	-0.02	0.01	0.10^{+}	0.08	0.12	0.06	0.13	0.01
	(0.05)	(0.06)	(0.08)	(0.06)	(0.08)	(0.09)	(0.07)	(0.09)	(0.10)
Play out-group	0.00	0.03	-0.03	0.02	0.00	0.04	-0.02	-0.02	-0.02
	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.05)
Play out-group ×	0.00	-0.00	0.01	0.08^{+}	0.07	0.08	0.09^{+}	0.10	0.09
Stay home in the evening	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Constant	0.70**	0.66**	0.74**	0.56**	0.58**	0.53**	0.61**	0.62**	0.61**
	(0.03)	(0.05)	(0.05)	(0.04)	(0.05)	(0.07)	(0.05)	(0.07)	(0.08)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7900	3960	3940	5140	2510	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.122: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent ever organizes getting friends together

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.05	-0.01	-0.09						
	(0.04)	(0.06)	(0.07)						
UYVT × Play out-group	-0.00	-0.01	0.01						
	(0.03)	(0.05)	(0.05)						
UYVT ×	-0.03	-0.01	-0.07						
Ever organize friends	(0.06)	(0.08)	(0.09)						
UYVT × Play out-group ×	0.05	0.02	0.09						
Ever organize friends	(0.04)	(0.06)	(0.07)						
Heterog. class				0.05	0.06	0.05			
				(0.05)	(0.07)	(0.08)			
Heterog. class × Play out-group				-0.07^{+}	-0.07	-0.08			
				(0.04)	(0.06)	(0.06)			
Heterog. class ×				-0.03	-0.06	-0.00			
Ever organize friends				(0.08)	(0.10)	(0.11)			
Heterog. class × Play out-group ×				0.04	0.10	-0.00			
Ever organize friends				(0.06)	(0.07)	(0.09)			
Heterog. pair							-0.02	-0.09	0.05
							(0.07)	(0.09)	(0.11)
Heterog. pair × Play out-group							-0.04	-0.02	-0.06
							(0.05)	(0.07)	(0.08)
Heterog. pair ×							0.05	0.02	0.05
Ever organize friends							(0.10)	(0.13)	(0.15)
Heterog. pair × Play out-group ×							-0.04	0.00	-0.08
Ever organize friends							(0.07)	(0.10)	(0.10)
Ever organize friends	0.03	-0.05	0.14^{+}	0.02	-0.02	0.06	-0.04	-0.08	0.00
	(0.05)	(0.06)	(0.08)	(0.06)	(0.08)	(0.09)	(0.07)	(0.09)	(0.10)
Play out-group	0.03	0.04	0.01	0.07*	0.08^{+}	0.07	0.01	0.01	-0.01
	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.06)
Play out-group ×	-0.05	-0.03	-0.07	-0.02	-0.08	0.03	0.05	0.02	0.07
Ever organize friends	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Constant	0.68**	0.68**	0.68**	0.60**	0.64**	0.57**	0.67**	0.72**	0.61**
	(0.04)	(0.05)	(0.05)	(0.04)	(0.06)	(0.06)	(0.05)	(0.07)	(0.07)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7890	3960	3930	5120	2500	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.123: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent listens to the news daily

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.06	-0.00	-0.12^{+}						
	(0.04)	(0.06)	(0.06)						
UYVT × Play out-group	0.01	-0.03	0.05						
	(0.03)	(0.04)	(0.04)						
UYVT ×	-0.02	-0.08	0.01						
Daily radio news listener	(0.06)	(0.08)	(0.10)						
UYVT × Play out-group ×	0.03	0.09	0.00						
Daily radio news listener	(0.05)	(0.06)	(0.07)						
Heterog. class				0.02	-0.04	0.07			
				(0.05)	(0.07)	(0.07)			
Heterog. class × Play out-group				-0.06^{+}	0.01	-0.12*			
				(0.04)	(0.04)	(0.06)			
Heterog. class ×				0.06	0.16^{+}	-0.02			
Daily radio news listener				(0.08)	(0.10)	(0.12)			
Heterog. class × Play out-group ×				0.01	-0.09	0.10			
Daily radio news listener				(0.06)	(0.08)	(0.09)			
Heterog. pair							-0.04	-0.09	0.01
							(0.07)	(0.08)	(0.11)
Heterog. pair × Play out-group							-0.08^{+}	-0.02	-0.15*
							(0.04)	(0.06)	(0.07)
Heterog. pair ×							0.12	0.04	0.17
Daily radio news listener							(0.11)	(0.16)	(0.15)
Heterog. pair × Play out-group ×							0.04	-0.03	0.11
Daily radio news listener							(0.07)	(0.11)	(0.10)
Daily radio news listener	-0.03	-0.03	-0.02	-0.10	-0.20**	-0.00	-0.07	-0.02	-0.08
	(0.05)	(0.07)	(0.08)	(0.06)	(0.07)	(0.09)	(0.07)	(0.11)	(0.10)
Play out-group	0.00	0.02	-0.01	0.05^{+}	-0.01	0.12*	0.03	-0.00	0.07
	(0.02)	(0.03)	(0.03)	(0.03)	(0.03)	(0.05)	(0.03)	(0.04)	(0.05)
Play out-group ×	-0.01	-0.00	-0.03	0.01	0.13*	-0.09	-0.00	0.07	-0.07
Daily radio news listener	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.08)	(0.07)
Constant	0.72**	0.68**	0.75**	0.65**	0.70**	0.60**	0.67**	0.69**	0.66**
	(0.03)	(0.05)	(0.05)	(0.04)	(0.05)	(0.05)	(0.05)	(0.06)	(0.08)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7720	3880	3840	5030	2460	2570	2970	1490	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.124: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether there was violence in the respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.09*	-0.03	-0.16**						
	(0.04)	(0.05)	(0.06)						
UYVT × Play out-group	0.05+	0.00	0.11**						
	(0.03)	(0.04)	(0.04)						
UYVT ×	0.10	0.06	0.14						
Neighborhood violence 2011 riots	(0.07)	(0.09)	(0.10)						
UYVT × Play out-group ×	-0.11*	-0.03	-0.20**						
Neighborhood violence 2011 riots	(0.05)	(0.06)	(0.07)						
Heterog. class				0.03	-0.01	0.07			
				(0.05)	(0.06)	(0.07)			
Heterog. class × Play out-group				-0.03	0.02	-0.08+			
				(0.03)	(0.05)	(0.05)			
Heterog. class ×				0.01	0.06	-0.04			
Neighborhood violence 2011 riots				(0.08)	(0.10)	(0.12)			
Heterog. class × Play out-group ×				-0.05	-0.12	0.01			
Neighborhood violence 2011 riots				(0.06)	(0.08)	(0.10)			
Heterog. pair							0.03	-0.05	0.10
							(0.06)	(0.08)	(0.09)
Heterog. pair × Play out-group							-0.06	-0.04	-0.07
							(0.04)	(0.06)	(0.06)
Heterog. pair ×							-0.07	-0.09	-0.01
Neighborhood violence 2011 riots							(0.10)	(0.14)	(0.16)
Heterog. pair × Play out-group ×							-0.03	0.07	-0.17+
Neighborhood violence 2011 riots							(0.08)	(0.11)	(0.10)
Neighborhood violence 2011 riots	-0.04	-0.02	-0.08	0.04	-0.00	0.08	0.08	0.09	0.07
	(0.05)	(0.07)	(0.09)	(0.06)	(0.08)	(0.09)	(0.07)	(0.10)	(0.10)
Play out-group	-0.02	0.03	-0.08*	0.05+	0.01	0.08*	0.04	0.05	0.02
	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group ×	0.09**	0.01	0.20**	0.02	0.05	-0.00	-0.01	-0.09	0.08
Neighborhood violence 2011 riots	(0.03)	(0.04)	(0.05)	(0.05)	(0.06)	(0.08)	(0.06)	(0.08)	(0.08)
Constant	0.71**	0.66**	0.77**	0.60**	0.63**	0.57**	0.62**	0.65**	0.59**
	(0.03)	(0.04)	(0.05)	(0.04)	(0.05)	(0.05)	(0.04)	(0.06)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7770	3910	3860	5070	2470	2600	2990	1510	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.125: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether buildings were damaged in respondent's neighborhood during the 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.08*	-0.01	-0.15**						
	(0.04)	(0.05)	(0.05)						
UYVT × Play out-group	0.05+	0.00	0.09*						
	(0.03)	(0.04)	(0.04)						
UYVT ×	0.07	-0.02	0.18						
Neighb. building damaged 2011 riots	(0.07)	(0.09)	(0.12)						
UYVT × Play out-group ×	-0.12**	-0.05	-0.21**						
Neighb. building damaged 2011 riots	(0.05)	(0.06)	(0.08)						
Heterog. class				0.05	0.03	0.07			
				(0.04)	(0.06)	(0.06)			
Heterog. class × Play out-group				-0.05	-0.02	-0.09+			
				(0.03)	(0.05)	(0.05)			
Heterog. class ×				-0.03	-0.00	-0.05			
Neighb. building damaged 2011 riots				(0.08)	(0.10)	(0.14)			
Heterog. class × Play out-group ×				0.00	-0.02	0.01			
Neighb. building damaged 2011 riots				(0.06)	(0.08)	(0.11)			
Heterog. pair							0.04	-0.02	0.08
							(0.06)	(0.08)	(0.08)
Heterog. pair × Play out-group							-0.09*	-0.05	-0.12*
							(0.04)	(0.05)	(0.05)
Heterog. pair ×							-0.14	-0.18	-0.00
Neighb. building damaged 2011 riots							(0.12)	(0.14)	(0.22)
Heterog. pair × Play out-group ×							0.11	0.06	0.15
Neighb. building damaged 2011 riots							(0.09)	(0.11)	(0.12)
Neighb. building damaged 2011 riots	-0.03	0.07	-0.15	0.06	0.04	0.07	0.11	0.15	0.04
	(0.06)	(0.07)	(0.09)	(0.06)	(0.08)	(0.11)	(0.08)	(0.10)	(0.14)
Play out-group	-0.01	0.03	-0.05+	0.07*	0.04	0.09*	0.05+	0.04	0.06
	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group ×	0.09*	0.02	0.17**	-0.04	-0.01	-0.05	-0.09	-0.04	-0.15+
Neighb. building damaged 2011 riots	(0.04)	(0.04)	(0.06)	(0.05)	(0.05)	(0.09)	(0.06)	(0.09)	(0.09)
Constant	0.70**	0.64**	0.77**	0.59**	0.61**	0.58**	0.62**	0.65**	0.61**
	(0.03)	(0.04)	(0.04)	(0.04)	(0.05)	(0.05)	(0.04)	(0.05)	(0.05)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7850	3930	3920	5110	2490	2620	3020	1520	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.126: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent knew anyone harmed in 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.03	0.01	-0.08						
	(0.04)	(0.05)	(0.05)						
UYVT × Play out-group	0.03	-0.00	0.06						
	(0.03)	(0.03)	(0.04)						
UYVT ×	-0.13^{+}	-0.09	-0.18						
Know anyone harmed 2011 riots	(0.08)	(0.10)	(0.11)						
UYVT × Play out-group ×	-0.02	-0.01	-0.04						
Know anyone harmed 2011 riots	(0.05)	(0.07)	(0.08)						
Heterog. class				0.05	0.04	0.06			
				(0.04)	(0.06)	(0.07)			
Heterog. class × Play out-group				-0.04	-0.00	-0.08			
				(0.03)	(0.05)	(0.05)			
Heterog. class ×				-0.04	-0.06	-0.00			
Know anyone harmed 2011 riots				(0.08)	(0.11)	(0.12)			
Heterog. class × Play out-group ×				-0.05	-0.05	-0.06			
Know anyone harmed 2011 riots				(0.06)	(0.08)	(0.09)			
Heterog. pair							0.01	-0.06	0.09
							(0.06)	(0.08)	(0.09)
Heterog. pair × Play out-group							-0.08*	-0.03	-0.13*
							(0.04)	(0.06)	(0.06)
Heterog. pair ×							-0.06	-0.02	-0.06
Know anyone harmed 2011 riots							(0.12)	(0.15)	(0.19)
Heterog. pair × Play out-group ×							0.05	0.02	0.05
Know anyone harmed 2011 riots							(0.08)	(0.11)	(0.12)
Know anyone harmed 2011 riots	0.05	0.01	0.08	-0.06	-0.04	-0.10	-0.05	-0.09	-0.01
	(0.06)	(0.08)	(0.10)	(0.07)	(0.09)	(0.09)	(0.08)	(0.11)	(0.11)
Play out-group	0.00	0.03	-0.03	0.05	0.03	0.06	0.04	0.03	0.05
	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group ×	0.02	-0.01	0.06	0.05	0.02	0.08	-0.04	-0.02	-0.05
Know anyone harmed 2011 riots	(0.04)	(0.05)	(0.07)	(0.05)	(0.06)	(0.08)	(0.05)	(0.08)	(0.07)
Constant	0.69**	0.66**	0.73**	0.63**	0.64**	0.61**	0.66**	0.71**	0.61**
	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.06)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7830	3930	3900	5100	2490	2610	3010	1530	1480

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.127: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent was personally affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.01	0.13	-0.07						
	(0.06)	(0.10)	(0.08)						
UYVT × Play out-group	0.07^{+}	-0.03	0.12*						
	(0.04)	(0.05)	(0.05)						
UYVT ×	-0.08	-0.17	-0.08						
Personally affected 2011 riots	(0.07)	(0.11)	(0.10)						
UYVT × Play out-group ×	-0.07	0.03	-0.11						
Personally affected 2011 riots	(0.05)	(0.06)	(0.07)						
Heterog. class				0.08	0.22^{+}	0.02			
				(0.08)	(0.12)	(0.09)			
Heterog. class × Play out-group				-0.11^{+}	0.07	-0.19**			
				(0.06)	(0.07)	(0.07)			
Heterog. class ×				-0.04	-0.25^{+}	0.10			
Personally affected 2011 riots				(0.09)	(0.13)	(0.11)			
Heterog. class × Play out-group ×				0.08	-0.10	0.16^{+}			
Personally affected 2011 riots				(0.06)	(0.08)	(0.09)			
Heterog. pair							0.06	0.06	0.07
							(0.11)	(0.18)	(0.13)
Heterog. pair × Play out-group							-0.05	-0.07	-0.03
							(0.06)	(0.13)	(0.08)
Heterog. pair ×							-0.06	-0.14	0.03
Personally affected 2011 riots							(0.12)	(0.19)	(0.16)
Heterog. pair × Play out-group ×							-0.03	0.05	-0.11
Personally affected 2011 riots							(0.07)	(0.14)	(0.10)
Personally affected 2011 riots	0.03	0.22**	-0.05	-0.04	0.19*	-0.20*	-0.10	-0.10	-0.13
	(0.06)	(0.08)	(0.08)	(0.07)	(0.09)	(0.09)	(0.08)	(0.16)	(0.10)
Play out-group	-0.03	0.07*	-0.08^{+}	0.11*	-0.03	0.17**	0.02	0.03	0.01
	(0.03)	(0.03)	(0.04)	(0.04)	(0.05)	(0.06)	(0.04)	(0.07)	(0.06)
Play out-group ×	0.05	-0.05	0.10^{+}	-0.07	0.08	-0.14*	0.02	-0.00	0.04
Personally affected 2011 riots	(0.04)	(0.04)	(0.06)	(0.05)	(0.06)	(0.07)	(0.05)	(0.08)	(0.07)
Constant	0.68**	0.47**	0.77**	0.63**	0.47**	0.70**	0.72**	0.76**	0.69**
	(0.05)	(0.07)	(0.06)	(0.06)	(0.08)	(0.07)	(0.07)	(0.15)	(0.08)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7880	3960	3920	5130	2510	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.128: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent was severely affected by 2011 riots

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.07^{+}	-0.02	-0.12*						
	(0.04)	(0.05)	(0.05)						
UYVT × Play out-group	0.02	-0.01	0.06						
	(0.03)	(0.04)	(0.04)						
UYVT ×	-0.00	-0.01	-0.00						
Seriously affected 2011 riots	(0.07)	(0.09)	(0.11)						
UYVT × Play out-group ×	-0.01	0.01	-0.02						
Seriously affected 2011 riots	(0.05)	(0.06)	(0.09)						
Heterog. class				0.01	0.01	0.02			
				(0.04)	(0.06)	(0.06)			
Heterog. class × Play out-group				-0.04	0.02	-0.09^{+}			
				(0.03)	(0.04)	(0.05)			
Heterog. class ×				0.14^{+}	0.06	0.28*			
Seriously affected 2011 riots				(0.08)	(0.10)	(0.13)			
Heterog. class × Play out-group ×				-0.05	-0.14^{+}	0.03			
Seriously affected 2011 riots				(0.06)	(0.08)	(0.10)			
Heterog. pair							0.03	-0.08	0.11
							(0.06)	(0.08)	(0.08)
Heterog. pair × Play out-group							-0.04	0.01	-0.08
							(0.04)	(0.05)	(0.05)
Heterog. pair ×							-0.11	0.01	-0.22
Seriously affected 2011 riots							(0.12)	(0.14)	(0.22)
Heterog. pair × Play out-group ×							-0.10	-0.13	-0.13
Seriously affected 2011 riots							(0.08)	(0.11)	(0.15)
Seriously affected 2011 riots	0.02	0.01	0.04	-0.07	-0.03	-0.15	0.16^{+}	0.05	0.32*
	(0.06)	(0.07)	(0.09)	(0.06)	(0.08)	(0.10)	(0.08)	(0.10)	(0.15)
Play out-group	0.01	0.04	-0.03	0.06*	0.02	0.09*	0.04	0.03	0.04
	(0.02)	(0.03)	(0.03)	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.04)
Play out-group ×	-0.01	-0.03	0.02	0.01	0.07	-0.04	-0.01	-0.02	0.01
Seriously affected 2011 riots	(0.04)	(0.04)	(0.07)	(0.05)	(0.06)	(0.08)	(0.06)	(0.07)	(0.12)
Constant	0.69**	0.65**	0.73**	0.62**	0.63**	0.61**	0.61**	0.67**	0.57**
	(0.03)	(0.04)	(0.04)	(0.03)	(0.05)	(0.05)	(0.04)	(0.06)	(0.05)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7880	3960	3920	5130	2510	2620	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.129: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent is risk averse

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.06	0.01	0.08						
	(0.07)	(0.13)	(0.09)						
UYVT × Play out-group	-0.03	-0.01	-0.04						
	(0.05)	(0.10)	(0.06)						
UYVT ×	-0.15^{+}	-0.03	-0.26*						
Risk aversion	(0.08)	(0.13)	(0.11)						
UYVT × Play out-group ×	0.07	0.00	0.12^{+}						
Risk aversion	(0.06)	(0.10)	(0.07)						
Heterog. class				-0.03	-0.00	-0.06			
				(0.08)	(0.14)	(0.10)			
Heterog. class × Play out-group				-0.04	0.11	-0.12			
				(0.07)	(0.11)	(0.08)			
Heterog. class ×				0.09	0.03	0.16			
Risk aversion				(0.09)	(0.15)	(0.12)			
Heterog. class × Play out-group ×				-0.01	-0.16	0.05			
Risk aversion				(0.08)	(0.11)	(0.10)			
Heterog. pair							-0.06	0.00	-0.17
							(0.11)	(0.19)	(0.13)
Heterog. pair × Play out-group							0.06	-0.10	0.14^{+}
							(0.07)	(0.14)	(0.08)
Heterog. pair ×							0.08	-0.10	0.31*
Risk aversion							(0.12)	(0.21)	(0.16)
Heterog. pair × Play out-group ×							-0.15^{+}	0.08	-0.31**
Risk aversion							(0.08)	(0.15)	(0.10)
Risk aversion	0.15*	-0.02	0.29**	-0.05	-0.07	-0.06	0.03	-0.03	0.03
	(0.07)	(0.11)	(0.09)	(0.08)	(0.12)	(0.10)	(0.09)	(0.18)	(0.11)
Play out-group	0.08*	0.10	0.06	0.08	-0.01	0.11	0.03	0.17	-0.04
	(0.04)	(0.08)	(0.04)	(0.06)	(0.09)	(0.07)	(0.05)	(0.12)	(0.05)
Play out-group ×	-0.09*	-0.08	-0.11*	-0.02	0.05	-0.04	0.01	-0.17	0.12^{+}
Risk aversion	(0.04)	(0.09)	(0.05)	(0.07)	(0.09)	(0.08)	(0.06)	(0.12)	(0.07)
Constant	0.57**	0.68**	0.52**	0.65**	0.69**	0.64**	0.62**	0.70**	0.59**
	(0.06)	(0.10)	(0.08)	(0.07)	(0.11)	(0.08)	(0.08)	(0.17)	(0.09)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7890	3950	3940	5130	2500	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, $^{+}$ $p < 0.10$

Table A.130: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent's neighborhood is religiously heterogeneous

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.08*	-0.02	-0.13*						
	(0.04)	(0.05)	(0.05)						
UYVT × Play out-group	0.04	0.02	0.06+						
	(0.03)	(0.04)	(0.04)						
UYVT ×	0.04	-0.01	0.07						
Heterogeneous neighborhood	(0.07)	(0.08)	(0.12)						
UYVT × Play out-group ×	-0.06	-0.06	-0.03						
Heterogeneous neighborhood	(0.05)	(0.06)	(0.09)						
Heterog. class				0.07	0.07	0.07			
				(0.04)	(0.06)	(0.07)			
Heterog. class × Play out-group				-0.04	-0.02	-0.07			
				(0.03)	(0.05)	(0.05)			
Heterog. class ×				-0.10	-0.13	-0.06			
Heterogeneous neighborhood				(0.08)	(0.11)	(0.14)			
Heterog. class × Play out-group ×				-0.03	-0.00	-0.06			
Heterogeneous neighborhood				(0.06)	(0.07)	(0.10)			
Heterog. pair							-0.04	-0.16*	0.06
							(0.06)	(0.08)	(0.08)
Heterog. pair × Play out-group							-0.05	-0.01	-0.08
							(0.04)	(0.06)	(0.05)
Heterog. pair ×							0.14	0.24+	0.11
Heterogeneous neighborhood							(0.12)	(0.14)	(0.21)
Heterog. pair × Play out-group ×							-0.05	-0.05	-0.12
Heterogeneous neighborhood							(0.08)	(0.10)	(0.13)
Heterogeneous neighborhood	-0.10+	-0.07	-0.10	-0.00	-0.00	0.00	-0.14+	-0.24*	-0.05
	(0.05)	(0.07)	(0.09)	(0.06)	(0.08)	(0.10)	(0.08)	(0.10)	(0.13)
Play out-group	-0.01	0.01	-0.03	0.05+	0.04	0.07	0.03	0.02	0.04
	(0.02)	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)	(0.05)	(0.04)
Play out-group ×	0.05	0.04	0.05	0.02	-0.01	0.03	0.01	0.03	0.00
Heterogeneous neighborhood	(0.04)	(0.05)	(0.08)	(0.05)	(0.06)	(0.07)	(0.05)	(0.07)	(0.11)
Constant	0.73**	0.68**	0.77**	0.61**	0.62**	0.59**	0.69**	0.77**	0.62**
	(0.03)	(0.04)	(0.04)	(0.03)	(0.04)	(0.05)	(0.04)	(0.06)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7920	3980	3940	5150	2520	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.131: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over whether respondent ever invites out-group members to his home

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	-0.14**	-0.08	-0.17*						
	(0.05)	(0.09)	(0.06)						
UYVT × Play out-group	0.06	-0.03	0.10*						
	(0.04)	(0.07)	(0.05)						
UYVT ×	0.13*	0.12	0.07						
Ever invite out-group	(0.07)	(0.10)	(0.10)						
UYVT × Play out-group ×	-0.06	0.02	-0.11						
Ever invite out-group	(0.05)	(0.08)	(0.07)						
Heterog. class				0.01	-0.05	0.04			
				(0.06)	(0.10)	(0.08)			
Heterog. class × Play out-group				-0.06	-0.06	-0.07			
				(0.05)	(0.09)	(0.06)			
Heterog. class ×				0.05	0.08	0.07			
Ever invite out-group				(0.08)	(0.11)	(0.12)			
Heterog. class × Play out-group ×				0.02	0.04	-0.03			
Ever invite out-group				(0.06)	(0.10)	(0.09)			
Heterog. pair							0.14	0.11	0.14
							(0.08)	(0.12)	(0.10)
Heterog. pair × Play out-group							-0.13*	-0.01	-0.17*
							(0.06)	(0.12)	(0.06)
Heterog. pair ×							-0.23*	-0.19	-0.28+
Ever invite out-group							(0.11)	(0.14)	(0.16)
Heterog. pair × Play out-group ×							0.13+	-0.02	0.24*
Ever invite out-group							(0.07)	(0.13)	(0.10)
Ever invite out-group	-0.11*	-0.09	-0.08	-0.02	-0.02	-0.06	0.12+	0.11	0.14
	(0.05)	(0.08)	(0.08)	(0.06)	(0.09)	(0.10)	(0.07)	(0.11)	(0.10)
Play out-group	-0.02	0.09+	-0.08*	0.08+	0.11	0.07	0.06	0.04	0.08
	(0.03)	(0.05)	(0.04)	(0.04)	(0.07)	(0.05)	(0.04)	(0.08)	(0.05)
Play out-group ×	0.04	-0.07	0.11+	-0.03	-0.09	0.02	-0.07	-0.02	-0.12+
Ever invite out-group	(0.04)	(0.06)	(0.06)	(0.05)	(0.08)	(0.07)	(0.05)	(0.09)	(0.07)
Constant	0.77**	0.71**	0.79**	0.62**	0.66**	0.61**	0.59**	0.59**	0.59**
	(0.04)	(0.08)	(0.05)	(0.05)	(0.07)	(0.06)	(0.05)	(0.09)	(0.06)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7430	3780	3650	4800	2380	2420	2860	1460	1400

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$

Table A.132: Number of Bills Destroyed in Destruction Game
Heterogeneous effect over age

	Program effect			*Contact effect*			*Contact dosage effect*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
UYVT	0.00	0.05	-0.05						
	(0.05)	(0.06)	(0.07)						
UYVT × Play out-group	0.05	-0.01	0.11*						
	(0.04)	(0.04)	(0.05)						
UYVT ×	-0.11+	-0.10	-0.12						
Under 21	(0.06)	(0.08)	(0.09)						
UYVT × Play out-group ×	-0.04	0.02	-0.09						
Under 21	(0.05)	(0.06)	(0.07)						
Heterog. class				0.15*	0.12	0.17+			
				(0.06)	(0.08)	(0.09)			
Heterog. class × Play out-group				-0.14**	-0.14*	-0.14*			
				(0.04)	(0.06)	(0.06)			
Heterog. class ×				-0.17*	-0.15	-0.19+			
Under 21				(0.08)	(0.10)	(0.12)			
Heterog. class × Play out-group ×				0.15**	0.19**	0.10			
Under 21				(0.06)	(0.07)	(0.08)			
Heterog. pair							-0.03	-0.02	-0.05
							(0.09)	(0.11)	(0.13)
Heterog. pair × Play out-group							-0.09+	-0.07	-0.11+
							(0.05)	(0.07)	(0.07)
Heterog. pair ×							0.06	-0.08	0.20
Under 21							(0.11)	(0.14)	(0.16)
Heterog. pair × Play out-group ×							0.04	0.08	0.01
Under 21							(0.07)	(0.09)	(0.09)
Under 21	0.08+	0.09	0.08	0.08	0.07	0.08	-0.11	-0.01	-0.21+
	(0.05)	(0.06)	(0.08)	(0.06)	(0.08)	(0.09)	(0.08)	(0.10)	(0.11)
Play out-group	0.00	0.04	-0.04	0.13**	0.11*	0.15**	0.04	0.02	0.07
	(0.03)	(0.04)	(0.05)	(0.03)	(0.05)	(0.05)	(0.04)	(0.05)	(0.05)
Play out-group × Under 21	0.00	-0.01	0.02	-0.12**	-0.12*	-0.12+	-0.01	0.02	-0.05
	(0.04)	(0.05)	(0.06)	(0.04)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Constant	0.65**	0.60**	0.70**	0.56**	0.58**	0.55**	0.72**	0.68**	0.75**
	(0.04)	(0.05)	(0.06)	(0.05)	(0.06)	(0.07)	(0.06)	(0.09)	(0.10)
Sample	All	Muslims	Christians	All in UYVT	Muslims in UYVT	Christians in UYVT	All in Heterog. class	Muslims in Heterog. class	Christians in Heterog. class
Observations	7920	3980	3940	5150	2520	2630	3040	1540	1500

All specifications are OLS regressions in which the treatment indicator variables represent assignment to the UYVT course (*UYVT*) vs. no course assignment, a heterogeneous classroom (*Heterog. class*) vs. a homogeneous classroom, or a non-co-religious course partner (*Heterog. pair*) vs. a co-religious partner within heterogeneous classrooms, respectively. Round-of-play fixed effects included in all specifications. *Play out-group* indicates rounds of play in which the survey respondent was from a different religion than the recipient. Robust standard errors (in parentheses) clustered by respondent. ** $p < 0.01$, * $p < 0.05$, + $p < 0.10$