Exploring Mismatched Expectations of Educational Attainment Between 9th Graders and Their Parents *

Brian Korthout[1], Bart Golsteyn[1], Giulia Piccillo[1], and Trudie Schils[1]

[1]School of Business and Economics, Maastricht University, Maastricht, The Netherlands

Abstract

Education is pivotal in shaping life outcomes. Nonetheless, even though students share educational pathways and demonstrate similar levels of achievement, parental education plays a decisive role in determining their future educational choices and outcomes. Expectations shape these decisions. Drawing on data from Dutch 9th graders, and their parents, this study investigates how parental education shapes the expectations of both students and parents. Additionally, we explore (mis-) matches in these expectations, which drive academic preparation and orientation. Our findings indicate that over two-third of families are characterized by sharing identical expectations, 3% have a parents who expect higher than the child, and 27% consist of students holding higher expectations instead. Notably, parental higher education status increases congruence in the high-track, primarily due to parental expectations rising proportionally more than those of students. However, in the low-track, both forms of mismatch become more pronounced in the presence of a higher-educated parent, with both groups of students and parents expecting a higher attainment level.

*We are thankful for the valuable comments received from seminar participants at Maastricht University and at LESE (Lisbon) 2024.

1 Introduction

Education plays a pivotal role in shaping individuals' lives. Therefore, it is crucial that individuals choose their education based upon personal preferences and capabilities. Despite students sharing educational pathways, such as taking academic preparatory classes, students without higher-educated parents are less likely to follow up on them. These patterns are common in many developed countries and happen at a variety of educational crossroads. Notable, students' educational expectations emerge as a crucial predictor of these outcomes. Parental background plays an important role in shaping expectations. Nonetheless, investigating how their expectations are determined has received less attention in recent literature. Moreover, the literature does not consider differences in educational expectations between students and parents, which is pivotal in the various processes leading up to educational career choices. Examples include a lack of parental support, academic preparation and orientation.

This paper examines the role of parental education in the educational attainment expectation of students and parents, as well as influencing discrepancies between them.

This study uses biannual data collected from 9^{th} graders and their parents in the Dutch province of Limburg. The data are unique for our analysis, providing detailed information on both students' expectations of their educational attainment and parents' expectations for their child's completion.

We employ linear probability models to investigate whether parental education structures the mismatch between students' and parents' expectations. Moreover, we also focus on students' and parents' expectation separately, which drives the aforementioned mismatch. Specifically, we focus on whether expectations lean towards MBO (vocational training) over higher education (HBO & WO), and, within higher education, whether HBO (vocational training) is expected over WO (academic university). All of the analysis will be repeated for each high-school track, controlling for background characteristics, students' self-efficacy belief, a proxy for ability, parental income, employment status and parenting styles.

We observe that in two-thirds of families (i.e., student and parent pairs), there is congruence in expectations regarding the educational attainment of the child. Besides, 27% of families involve students holding higher expectations than their parents, while the remaining 3% involve parents holding higher expectations than their child. Parental education influences this process.

This is especially pronounced in the low and high-tracks of secondary school. When the child is in the high-track, the presence of a higher educated parent increases congruence in expectations by decreasing the proportion of parents holding a lower expectation than the student. This result appears to be driven by the strong association between parental education and the expectation of HBO. Specifically, being higher-educated reduces the probability of expecting HBO, expecting WO instead, by 10 percentage points. This constitutes a reduction by 20%, mirroring the effect found for students, albeit larger in absolute terms due to the baseline pessimistic nature of parental expectations.

On the contrary, when the student is in the low-track, parental education increases the prevalence of mismatches, with more parents holding higher expectations than students (doubled), and also more students

holding a higher expectation. The latter might be driven by low-track students who are significantly more likely to expect higher education. Specifically, having a higher-educated parent reduces the share of students expecting MBO, over higher education, by 11.27% (18% reduction). In the medium-track, parental education does not significantly affect the frequency of mismatches however, it still strongly shapes the MBO expectations of students and parents, reducing the probability by over 30%.

We contribute to the discourse on social mobility by investigating the underlying mechanisms that shape educational plans and enrollment/application behavior. This includes an exploration of students' expectations, parents' expectations, and the mismatches between them, thereby addressing a broader spectrum of potential mechanisms.

A plethora of studies have confirmed that parental education plays a crucial role in the educational attainment of children. This is not limited to a subset of countries, but commonplace in most developed countries (OECD, 2014). Most of this research has been confined to the context of the US (Sewell et al., 1969; McCarron & Inkelas, 2006). Not only in whether to enroll in higher education, but also into the selectivity of the college they attend (Hoxby & Turner, 2015; Dynarski et al., 2021). Recent additions hereof have considered the context of the UK (Belfield et al., 2020) and Germany (Lergetporer et al., 2021; Peter & Zambre, 2017; Peter et al., 2021). These studies have also addressed the selectivity of the universities, with Campbell et al. (2021) finding that students in the UK under-match in terms of course-quality and earnings potential depending on parental background.

The issue of educational disparities is also found within the Dutch context. Firstly, selection into high-school tracks exhibits bias by the level of parental education, even after controlling for ability, teachers are more likely to suggest a lower high-school track than the capability of the student when the parent did not complete higher-education (Timmermans et al., 2018; Centraal Planbureau, 2019). Secondly, transitions into further education are also contingent on parental education (Van den Broek et al., 2018). For instance, among high-track students without higher-educated parents, 15% opt for HBO or MBO instead of WO education, whereas for those with higher-educated parents, this drops to 10%, representing a one-third reduction. Similarly, medium-track students with higher-educated parents are almost twice as likely (4% vs 7%) to enroll in the high-track (and thus prepare for WO). Even after the high-school spell differences arise, with 45% of MBO students without higher-educated parents enrolling in HBO, compared to 55% for their counterparts.

Research has identified that educational expectations play an important role in the attainment process (Sewell et al., 1969). These expectations are shaped by a variety of factors, such as family and school-based socialization processes, but also (potential) financial constraints and the information available to the student. Accordingly, they tend to be dependent on parental education level and thus mediate the relationship between parental background and educational outcomes, such as attainment and field of study (Sewell et al., 1969; Jacob & Wilder, 2010; Schoon & Parsons, 2002). Holding a high expectation is, however, not sufficient, as the stability of expectations over time has been shown to impact educational enrollment (Bozick et al., 2010), as well as uncertainty within them impacting academic preparation via achievement (Gutman et al.,

2011). Moreover, even given high educational expectations of students, and thus an intent to pursue further education, many students fail to apply at a university, or do so at less selective institutes (Castleman et al., 2014; Hoxby & Turner, 2015).

Most of this literature has focused on the role that pecuniary matters, and knowledge about them, play in the formation of educational plans. Examples hereof include Bleemer & Zafar (2018) (for the US), the works of Lergetporer et al. (2021) and Peter & Zambre (2017) (for Germany) and Boneva et al. (2022) (UK). These papers argue, and find, that knowledge about financial returns differ based upon parental education and is a significant mediator for educational expectations. Others investigate the non-pecuniary benefits of higher education. For instance, Belfield et al. (2020) found that the consumption value predicts educational expectations above pecuniary matters. Although there is much more literature available, we kindly refer to Giustinelli (2023) which has a review on this literature. Compared to other papers investigating educational expectations, our focus on 9^{th} graders, who are choosing their major specialization, is most similar to Belfield et al. (2020), other papers, such as Smyth (2020) and Peter et al. (2021) focus on even younger (6^{th} graders) or older sets of students (just prior to enrollment choice).

However, this literature has focused mostly on increasing the educational expectations of students. However, parental expectations are a significant determinant for the expectations of students (Bozick et al., 2010; Wang & Benner, 2014). Nonetheless, parental expectations are crucial to facilitate successful educational journeys and preventing dropout (Ma & Shea, 2019). Mismatches in educational expectations exposure potential dangers to this success but also in process of deciding upon the next education level. For instance, parents holding excessively high educational expectations could exert stress of students, reducing academic performance in the years between 9^{th} grade and their enrollment decision (Trinidad, 2019; Yamamoto & Holloway, 2010).[1] However, some (perceived) mismatch might also increase performance (Zhang et al., 2011). Besides exerting stress, it might impact the self-efficacy belief of the student and the willingness to learn (de Boer & van der Werf, 2015). On the contrary, parents holding lower expectations might indicate a lack of parental support, which could also be detrimental to the self-efficacy of the student. Moreover, it could lead to a reduced level of academic preparation, which either leads to the aforementioned lower levels of college application, but could also impact their success when in higher-education (Ishitani & Kamer, 2022). Lastly, mismatches are likely to lead to revisions in educational plans, impacting enrollment (Zhang et al., 2011; Bozick et al., 2010).

Section 2 provides a description of the Dutch educational system and the data. The empirical strategy is described in section 3. Section 4 delves into the mismatch in educational expectations. Next, section 5 presents the findings for the students' and parents' expectations separately. After, section 6 covers the various robustness checks. In section 8 we highlights the number of mismatches by which level the student expects, further exposing possible mechanisms. Section 9 concludes the paper.

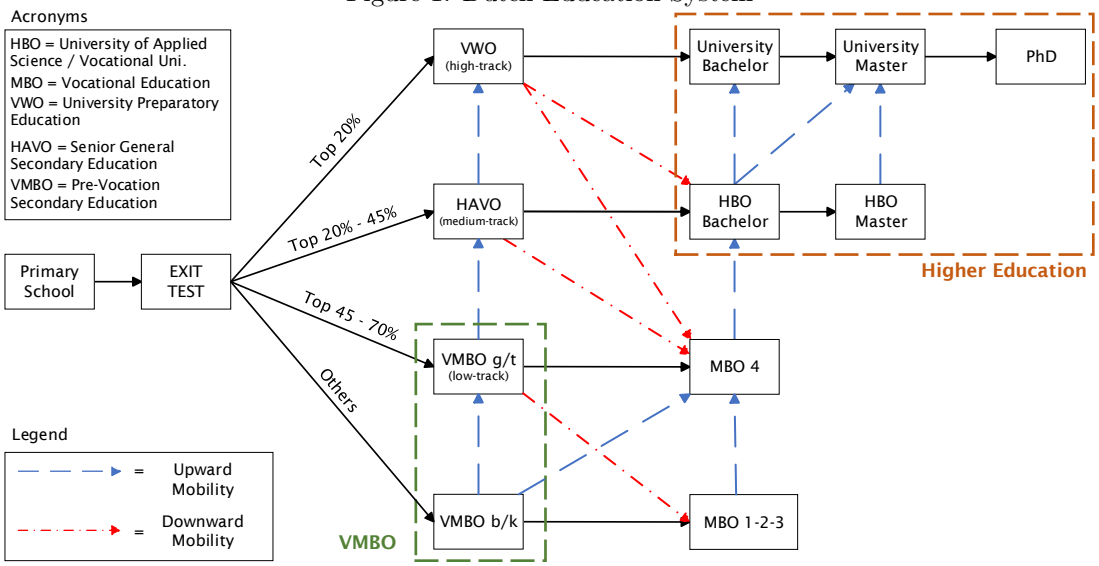
[1] This is one year for low-track students, two years for the medium-track and three years for the high-track.

2 Dutch Education System & Data

2.1 Dutch Education System

The Dutch education system is characterized by a strong degree of stratification after primary school, which lasts from age 4 to 12 (6^{th} grade).[2] Subsequently, students enter one of three high-school tracks available. These tracks define the majority of the educational career and the educational opportunities available to the student. This selection happens based on an exit-test score and advice given by the teacher. An overview of the education system is presented in Figure 1.

Figure 1: Dutch Education System



A more extensive overview of the educational system can be found in appendix section B.1. Appendix Figure B1 provides an overview of the educational flows using data from the year 2022.
University education will be abbreviated to "WO", which is the dutch abbreviation for this level (Wetenschappelijk Onderwijs), where the others will be referred to as HBO (University of applied science) and MBO (Vocational Training).
This figure is a slight simplification, as HAVO (medium-track) and VWO (high-track) students are eligible to choose a MBO 1-2-3 study after their high-school spell. Nonetheless, as highlighted in Table B2, only a negligible share of students take this option (0.023% VWO - 0.5% HAVO). Therefore, they are omitted for readability.

The most selective track is VWO, which we will refer to as the "high-track".[3] Accordingly, this track gives access to all future educational options. This includes WO (academic university), HBO (vocational universities) and MBO (vocational training).[4][5] Differences in (monetary) outcomes differ substantially between these forms of education.

For instance, the starting wage of an HBO graduate is, on average, 25% higher than that of an MBO graduate, whereas a WO graduate earns an additional 20% more than a HBO graduate (SEO Economic Research, 2020).[6] Graduates from higher education (HBO & WO) also report feeling healthier, being more

[2]This includes kindergarten. Education is mandatory from age 5 onward, but over 95% of children start at the age of 4.

[3]International classification would be ISCED 3A, which entails equivalence to the International Baccaluareate, UK's A-levels and the German Arbitur.

[4]HBO is also known as Universities of Applied Science, Heute Ecole (France), Polytechnic (commonwealth) and Fachhochschule (Germany).

[5]MBO is equivalent to ISCED 3 or ISCED 4 depending on the course selected.

[6]Gross starting wages: MBO: 2050, HBO = 2550, WO = 3050.

content with their work and life and are more likely to do volunteering work compared to MBO (Centraal Bureau voor de Statistiek, 2022b). Besides the monetary difference between the higher education graduates, HBO and WO, a WO degree is required for a variety of (job) positions and sometimes required for promotions, leading to higher earnings and social status. Accordingly, although both HBO and WO are higher education and classified as such, there are substantial pecuniary and non-pecuniary benefits associated with a WO degree over an HBO degree.

Of the "high-track" students, 88.1% enroll into a WO course, 11.7% at a HBO course and 0.14% at MBO. The second most selective high-school track is HAVO, which we will label as the "medium-track". This track does not give direct access to WO. However, enrollment is possible after completing the high-track or HBO. Among these students, 87.4% enroll at HBO, 8.7% continues to the high-track and a further 3.9% enrolls at MBO (Dienst Uitvoering Onderwijs, 2022). Upward mobility into WO education is not uncommon, with 15% of medium-track students completing WO (Ministerie van Onderwijs, Cultuur & Wetenschap, 2017).

Importantly, financial challenges have been mitigated to a large extent. Namely, similar to many other continental European countries, the cost of education is fairly low, with free public transport and income-contingent grants available. Data support this, with over 90% of medium and high-track students continuing into tertiary education after high-school. Similarly, a recent reform in the funding system did not lead to a change in enrollment, independent of parental income (Bolhaar et al., 2023).[7]

The last high-school track, and least selective, is VMBO. Within VMBO there are four sub-tracks, which can be classified into two categories. On one hand, "vmbo-k" & "vmbo-b" are practically orientated, preparing students for an apprenticeship type of study (MBO 1-2-3). Whereas, "vmbo-g" & "vmbo-t" are theoretical in nature, not only giving them access to the "medium-track" after their high-school spell, but also advanced vocational training (MBO-4), which enables them to attend HBO after MBO. In practice, this entails that the practical VMBO-students have to make multiple upward educational transitions to enroll in higher education, which only 6% of these students do, compared to 35% of the theoretical students (Centraal Bureau voor de Statistiek, 2016). Accordingly, as educational transitions are limited for the practical students, we omit them from the analysis and label the two theoretical tracks as the "low-track" in our analysis.

2.2 Data

We use data from a biannual survey among 9^{th} graders, and their parents, in the Dutch province of Limburg. These data are collected by the "Onderwijsmonitor Limburg" (OML), which is part of the "Educatieve Agenda Limburg" (EAL),[8], in which students are tracked through primary and secondary education. [9] For the purpose of our analysis we use the 2014, 2016, 2018, 2020 & 2022 waves of the data.

The data come from a student survey, a parental questionnaire and the school registry. An overview of the variables used in the paper is presented in Tables A1 - A3. The corresponding descriptive statistics are shown in Table C3 for all students and Tables C4, C5 & C6 for the low, medium and high-track respectively.

[7] Appendix section B.1 contains a more comprehensive discussion on the costs of education and students' perception thereof.
[8] More information can be found at:`https://www.educatieveagendalimburg.nl/onderwijsmonitor-p/english`.
[9] The data collection is approved by the local ethical committee (ERCIC-092-12-07-2018).

First, we consider the educational expectations of students and parents. The students are asked which tertiary education level they expect to complete. Whereas the parents are asked which level they expect their child to end up completing.[10] The possibilities are: "MBO1,2 / MBO3,4 / HBO / WO BSc / WO Master" or to abstain from answering.[11] We narrow this down into three categories: "MBO", "HBO" & "WO". As one of our main contribution pertains to the (mis-)match in educational expectations, we restrict our sample to observations, i.e. child and parent pairs, for which we have both outcomes.[12]

The options are ordinal, with MBO being the least selective, followed by HBO and WO, accordingly they can be compared between students and parents. We use this to construct three outcome categories for our analysis. First, whether the student expects a higher attainment level than their parent.[13] Second, the student and parent hold the same expectation, i.e. congruence. Third, the parent expects a higher level than their child. Hence, rather than investigating the phenomenon as a discrete variable, either a match in expectations or not, we explicitly determine the direction of a mismatch. This is required to capture the underlying mechanisms. For instance, parents holding excessively high expectations could exert stress on students, reducing academic performance (Trinidad, 2019; Yamamoto & Holloway, 2010). Moreover, it might also impact the self-efficacy and the willingness to learn of the student (de Boer & van der Werf, 2015). On the contrary, parents holding lower expectations might indicate a lack of parental support, which might be unfounded and detrimental to the self-efficacy belief of the student. Additionally, it also introduces uncertainty in the educational plans of students, reducing enrollment (Bozick et al., 2010).

Moving to the independent variables, we obtain the level of parental education from the parental survey. The focus herein is whether, at least, one of the parents completed a higher education degree (HBO & WO). Descriptive statistics indicate that this is the case for 46% of families with a low-track student, 61% for medium-track and 76% in high-track. On average, 63% of families have a parent that did complete higher education, which is close to the dutch average of 65% (Van den Broek et al., 2018). The proportion increases by high-school track, not only due to the higher ability of students with higher educated parents, so primary effects, but also the existence of a teacher recommendation bias, which leads students without higher educated parents to be placed at a lower school track given the same exit-test scores (Timmermans et al., 2018; Centraal Planbureau, 2019).[14] Accordingly, we only investigate the outcomes on a per-track basis, as pooling them would capture already this social inequality.

[10] One parent was requested to fill in the parental questionnaire. In our data, 80% of the observations for which we have full information were answered by the mother, a bit less than 20% by the father and less than 1% by caregivers. The survey asked for the education level of both parents.

[11] We did not allow students, or parents, to answer one of the high-school tracks as the final level of educational attainment, which is valid given that over 90% of students enroll in tertiary education.

[12] Later we also condition on having information on parental income and parenting styles. Accordingly, having information on parental expectations does not reduce the sample size dramatically (¡5%).

[13] Examples hereof would be one of the following student and parent combinations: (WO,HBO), (WO, MBO) & (HBO,MBO).

[14] Balance Tables (C7,C9,C10) indicate that low and medium-track students without higher educated parents have higher test-scores than their counterpart with higher educated parents. This is to be expected, as the high scoring students are assigned to these tracks rather than the more selective track due to the teacher recommendation bias.

We further have age, gender and school-track from the school registry. This also provides us with a measure of ability, the primary school-exit test score. To account for the different exit-test used, we normalize each of the these test-scores distributions and add them.[15] In our analysis we again normalize these values on a per-track basis, which allows us to estimate the effect of ability differences within the track. Besides, the survey also contains questions regarding the self-efficacy belief of the student, which is a crucial determinant of educational outcomes in social-cognitive-career theory (Lent et al., 1994). Appendix Tables A4 & A5 present the questions used in this construct for the years till 2020 and 2022 respectively. The internal consistency, as indicated by the cronbach-alpha's, are 0.857 and 0.836, validating the constructs. Similarly, we normalize these outcomes on a per high-school track basis.

From the parental survey we get information on parental income, maternal employment status and parenting styles. Income we classify into four quartiles,[16] while maternal employment we have "not working", "part-time" and "full-time" as the outcomes. For parenting styles we have two measurements. First, the level of homework support provided by parents. Second, the frequency at which parents engaging in discussions about school matters with their child. Both aspects are measured using a (ascending) Likert-scale (1-5). Accounting for missing responses leaves us with a sample of 6710 students, 1833 in the low-track, 2286 in the medium-track and 2591 in the high-track.

3 Empirical Method

We construct our dependent variables from the aforementioned categories to estimate linear probability models on the educational expectations and mismatch outcomes. Alternative specifications, including multinomial logistic regressions, are considered in the robustness checks. For the mismatch, we first estimate the chance that the student holds a higher expectation than their parent, relative to holding identical or lower expectations. Hence, herein we estimate a fraction of the total number of students holding a higher expectation, robustness checks also consider other forms. Second, we estimate the reverse, in which students hold lower expectations instead. For students' and parents' expectations we create two separate outcomes. First, the expectation of completing MBO over HBO or WO, i.e. higher education. Second, conditionally on expecting higher education, whether to expect HBO over WO. These variables better capture the decision making process of students and parents. The regression equation is given by:

$$y_{ist} = \beta \cdot \ parental_education_i + \gamma \cdot \ X_i + \sum_{t=2014}^{2022} \zeta_t \cdot year_t + \sum \mu_s \cdot school_s + \epsilon_s \tag{1}$$

[15] The different test all lead to a similar school-advice structure (Centraal Planbureau, 2019). Minor differences might exit, but a perfect measurement of comparing the tests has not been established as of writing. Figure B2 provides an overview of the distribution per test.

[16] Actually 5 categories, in which we assign a value of "Missing" to parents who did not fill in this question, but who did fill in the other elements of the parental survey, including the parenting style questions and educational expectations.

The dependent variable is either of the six dependent variables mentioned prior. The index i refers to a family, i.e. student or parent, with the index t representing the collection wave to which the family belongs. The index s refers to the high-school location of the student. These indices form the basis for the year (bi-annually) and school-specific dummies which are added as control variables. The former is to control for cohort-specific events, such as recessions and differing social norms. The latter serves to control for school circumstances that could play a role in not only the cognitive and non-cognitive development of students, but also the specific college-linking networks present.

The primary variable of interest is the level of parental education. We measure this using a dummy variable, which is equal to one if at least one parent completed higher education. The matrix X contain the remaining control variables, including age, gender (*female*), self-efficacy, exit-test score, income quartiles, maternal employment status, homework assistance and the frequency of talks about what happens at school.

Following the discussion in Abadie et al. (2017), we cluster the errors at the high-school level and correct them for heteroskedasticity. The latter is due to heteroskedasticity concerns associated with binary variables. The former is as we need to account for factors which create commonality among students, and thus heterogeneity between groups of students, which could e.g., be the existence of a teacher who functions as a role-model.

3.1 Robustness

Our current approach, with linear probability models, entails that the predicted probabilities could be outside of the probabilistic range (0,1). Therefore, as a robustness check we also use logistic regression models. Besides, for the mismatch we are comparing, for instance, students who hold higher expectations than their parents to those with identical or lower expectations. This benefits us in interpreting the effects as a share of the total simple. Although, this might over or understate the coefficient. Therefore, we also try an alternative specification where we only make comparisons to families where there is congruence in expectations. Similarly, we also imposed a structure on the expectations of students and parents by having two outcome variables. Even-though this captures the decision making process, we reduce the sample size when investigating the higher education decision. Accordingly, for all analyses we also estimate multinomial logistic models to prevent imposing a structure on the outcomes.

Besides the dependent variables, we also trial some other independent variables and channels. First, we replace the 6^{th} grade exit-test score with a more recent 9^{th} mathematics and language test score. Second, we test for the sample of which we have information, 2014 & 2016, whether the findings still hold when there is an older sibling in the family. This person could figure as a role-model for students and represent whether the parents have already gone through (or about to) the educational transition process.

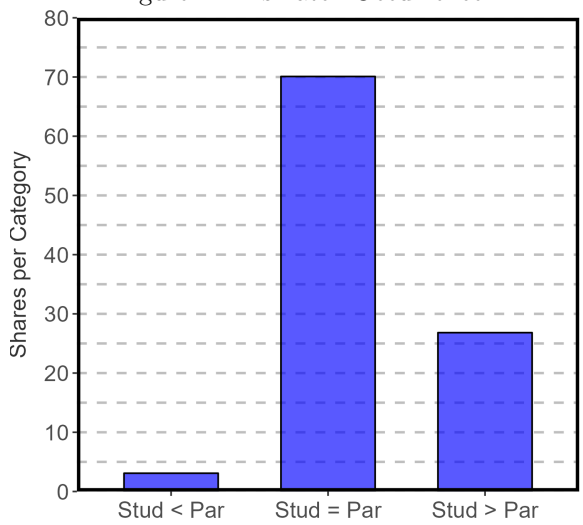
As all analyses are vulnerable to omitted variable bias, we analyze this threat using the approach introduced by (Oster, 2019). This method compares the movement in the coefficient of interest to the changes in R-squared when control variables are added to the model. Another approach is to argue how relevant these unobserved variables should be relative to the observed variables to invalidate the results (denoted as δ^*). We perform both exercises in this paper.

4 Educational Mismatch

4.1 Occurance

First, we want to know how frequent mismatches in educational expectations between students and parents are in the case of the Netherlands. Accordingly, figure 2 provides an overview of the frequency of mismatches. Figure D1 provides this overview per high-school track.

Figure 2: Mismatch Occurrence



This figure presents the share of students and parents expectations that fall into one of the categories. Namely, the student holding a lower expectation than the parent, the student holding an identical expectation or the parent holding a higher expectation than the student. The numbers are available in Appendix Table D5.

This indicates that, on average, there is congruence in expectations between students and parents in over two-third of families. Besides, 26.8% of families are characterized by the student holding a higher expectation than their parent. Lastly, 3% of families have parents that expect a higher education level than the student. These patterns generalize well for the medium and high-track. However, for the low-track it appears that mismatches are a more common occurrence. Herein the share of parents holding higher expectations is 4.7% rather than 2.7%, while also students hold higher expectations in 28.5% of the cases rather than 26%.

These patterns are in contrast to, for instance, Smyth (2020). She finds, for the case of Ireland, that mothers typically hold higher expectations than children. Our data indicates that these cases are a minority. Other research, such as Wang & Benner (2014), which covers the US, documents a wider variety in the educational expectations of students and parents, with congruence in expectations in 53% of families, 25% of parents holding higher expectations and 21% of students holding higher expectation instead.

Both of these papers indicate a substantial fraction of parents that hold higher expectations than their child. However, this is not the case in our data. These patterns might be driven by either students who do not expect higher levels of education or parents that, on average, hold high expectations for their child.

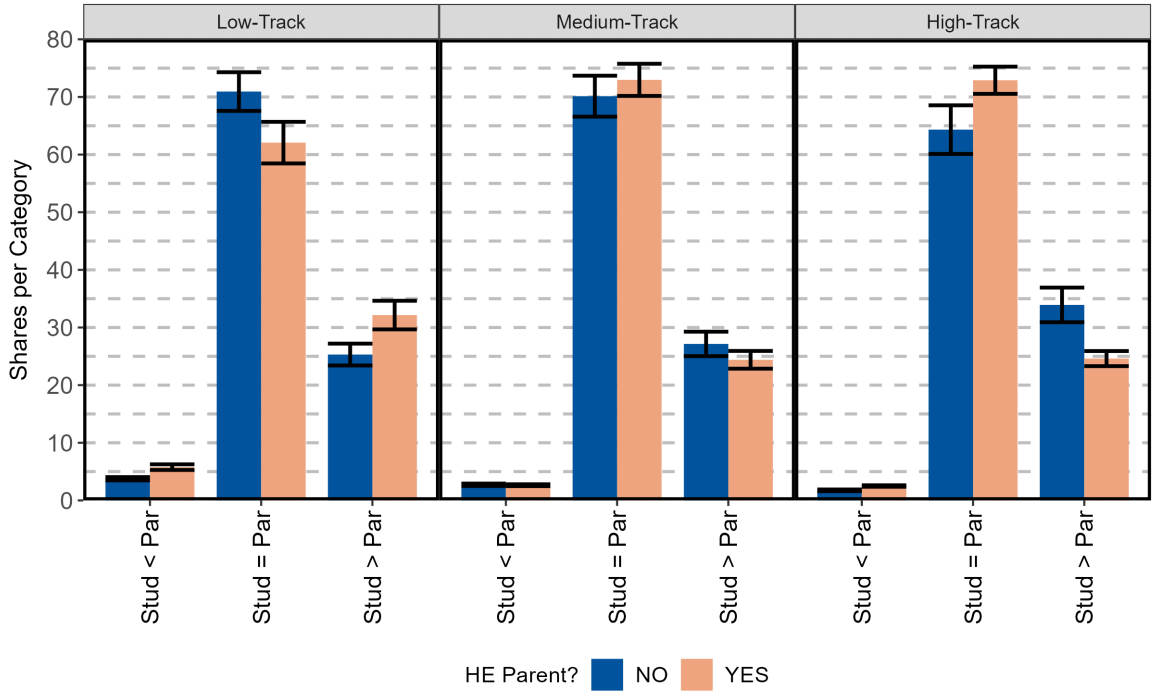
Therefore, to understand more about the educational expectations of students and parents we compare the average/aggregate expectations, per high-school track, to available data regarding educational transitions and attainment data. Appendix Table C1 presents an overview of these statistics, with an extensive discussion in section C.1.

Summarized, students' expectations, albeit slightly conservative, follow the educational flows and attainment patterns closely. Contrary, parents are, on average, less realistic and more pessimistic about the educational attainment of their child. Although this is the case across the high-school tracks, it is especially pronounced when their child is in the low and medium-tracks.[17] Herein they expect MBO much more often than students or the attainment numbers, while they also disregard the various upward mobility possibilities available for their child. This is indicative of the complexity of the Dutch education, whereas students are more likely to be aware of the what is expected of them due to the stratified nature of the high-school system.

4.2 By Parental Education

To investigate whether mismatch depends on parental education, we document the share of mismatch cases, by parental education and school track of the student, in Figure 3. Regression results are presented in table 1. When the child is in the medium-track, there is no impact of parental education on the occurrence of mismatch. On the contrary, higher educated status does structure the mismatch frequency when the child is in the low or high-track. Interestingly, the impact is not symmetric.

Figure 3: Mismatch Frequency by Parental Education & School-Track



This figure presents the share of students and parents expectations, by high-school track of the student and the level of parental education (higher education or not), that fall into one of the categories. Namely, the student holding a lower expectation than the parent, the student holding an identical expectation or the parent holding a higher expectation than the student. The numbers are available in Appendix Table D7. The confidence intervals depict the 95% level.

When the child is in the high-track, having a higher educated parent entails a reduction in probability of students holding higher expectations than the parent by 5.9 percentage points (19% reduction). As there is

[17] In these tracks there are also relatively more students without higher-educated parents. However, as shown in section C.1, these patterns are also apparent among higher educated parents of low and medium-track students.

Table 1: Mismatched Expectations

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0537**	0.0203*	−0.0156	−0.0002	−0.0588***	0.0116
	(0.0242)	(0.0113)	(0.0187)	(0.0099)	(0.0195)	(0.0084)
Age	−0.0217	0.0036	0.0403*	0.0178**	−0.0013	0.0072
	(0.0213)	(0.0109)	(0.0208)	(0.0089)	(0.0216)	(0.0094)
Female	−0.0052	−0.0209**	−0.0182	−0.0017	−0.0658***	−0.0088*
	(0.0163)	(0.0089)	(0.0157)	(0.0081)	(0.0158)	(0.0052)
Exit-Score	0.0408***	−0.0091*	−0.0001	−0.0033	−0.0328***	0.0001
	(0.0131)	(0.0054)	(0.0078)	(0.0039)	(0.0067)	(0.0028)
Self-Efficacy	0.0601***	−0.0013	0.0341***	−0.0132**	−0.0078	−0.0144***
	(0.0102)	(0.0056)	(0.0083)	(0.0052)	(0.0086)	(0.0034)
Help-Homework	0.0008	0.0082	−0.0013	−0.0021	0.0087	0.0018
	(0.0099)	(0.0054)	(0.0080)	(0.0032)	(0.0094)	(0.0039)
Talks about School	−0.0249*	0.0101	−0.0275***	0.0103*	−0.0414***	0.0011
	(0.0135)	(0.0065)	(0.0099)	(0.0055)	(0.0102)	(0.0038)
Constant	0.4752	−0.0388	−0.2093	−0.2396	0.5040	−0.0799
	(0.3311)	(0.1755)	(0.3140)	(0.1466)	(0.3202)	(0.1449)
Pred.HE=0	0.2599	0.0375	0.2642	0.0268	0.3132	0.0144
Pred.HE=1	0.3136	0.0578	0.2486	0.0266	0.2544	0.026
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	1,833	2,286	2,286	2,591	2,591
Adjusted R^2	0.0662	0.0140	0.0227	0.0120	0.0416	0.0054

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression. Appendix Table E3 provides an overview of these coefficients.

Predicted probabilities are calculated at the mean.

no impact on the number of parents holding higher expectations than the students, it is associated with an increase in congruence of expectations.

On the contrary, congruence in expectations reduces in likelihood when the child is in the low-track and their parent completed higher education. If the parent completed higher-education, it is 2 percentage points more likely for parents to hold higher expectations than their child, which constitutes a 50% increase. Similarly, students are also 5.3 percentage points (20%) more probable to hold higher expectations than the parent.

Mismatches in educational expectations are less common when the student is female, albeit only in the low and high-tracks. A higher self-efficacy belief of the students increases the chance of parents holding higher expectations and reduces the chance of students holding higher expectations than the parent. Lastly, frequent talks about school matters reduce the chance that parents hold higher expectations than the student, across all high-school tracks. These patterns are also apparent in the descriptive statistics, in which table C11-C14 highlight averages of the independent variables by mismatch outcome. In section 5.3 we will compare the role of these variables on students and parents to suggest where these findings might originate from.

5 Individual Expectations

5.1 Students

Next, we investigate the expectations of students. Figures 4 & 5 present descriptive statistics for the two outcome expectations, expecting MBO over higher education, and HBO over WO. These figures indicate that both low and medium-track students who have higher-educated parents are less likely to expect MBO, indicating their intend to complete higher education. Regression results, shown in Table 2, confirms this.

Figure 4: Share MBO over Higher Education

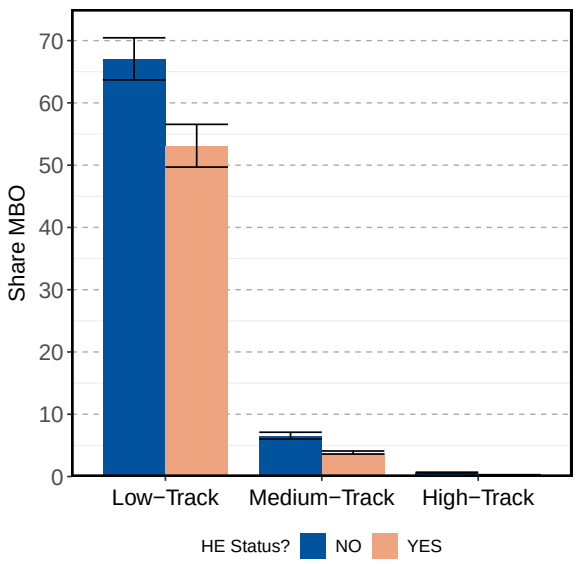


Figure 5: Share HBO over WO

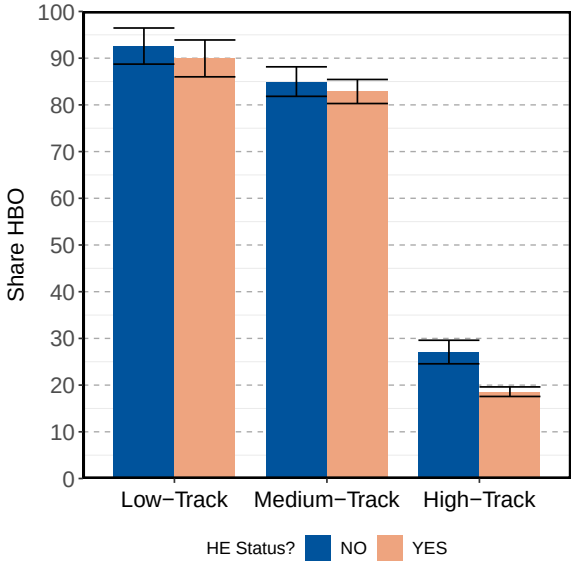


Figure 4 presents the share of students, by parental background, i.e. whether at least one of the parents completed higher education (HBO & WO), that expects to complete MBO (vocational training) over higher education. The numbers behind this figure are available in table D1. Figure 5 presents the share of parents, again by higher education status of parents, that expects to complete HBO (vocational university) over WO (academic university), conditionally on expecting higher education . Table D2 presents the underlying numbers. The confidence interval in both figures depicts the 95% level.

Ceteris paribus, low-track students with higher educated parents are 11.2 percentage points less likely to expect MBO. This entails a reduction of 17% in predicted probabilities. [18] For medium-track students, there is a 3.1 percentage points reduction in the chance of expecting MBO over higher education, which entails a reduction by 45%. These effects are substantial. For instance, it is equivalent to three standard deviations in exit-test scores,[19] exceeding the role of ability in the formation of expectations. Additionally, comparing this effect to the distribution of exit-scores, shown in Figure B3, highlights it transcends borders into higher school-tracks, accordingly, it also invalidates the range of exit-scores which determines track placement. Additionally, it is equal to either 1 or 0.7 standard deviation in self-efficacy belief for low and medium-track students respectively, which is traditionally one of the biggest drivers of educational outcomes.

For the expectation of completing HBO over WO, the figure illustrates a substantial effect for high-track students. Having a higher educated parent reduces their chance of expecting HBO by 4.9 percentage points, equating to a 20 percent reduction. For medium-track students, the figure did not illustrate a statistically significant finding. However, the regression indicates that they are 3 percentage points less likely to expect HBO, a reduction by 3.5%. This differences likely arose from not controlling for self-efficacy & test-scores, which are lower for this group compared to their peers without higher-educated parents, see Table C9, while they are significant predictors of their expectations.

5.2 Parents

Lastly, for parental expectations we observe similar patterns, as indicated in Figures 6 & 7, as well as regression Table 3. Parents who are higher educated are 8.9 percentage points less likely to expect MBO for their low-track child. This entails a reduction by 11.4%, which is smaller than the impact that higher-educated parents had on the students due to the higher baseline probability of parents to expect this level. Similarly, they are 6.2 percentage points less likely to expect MBO for their medium-track child, implying a reduction by 31%. Comparably, these effects are more substantial than 3 standard deviations in exit-test scores or one standard deviation in self-efficacy belief of the students.

Contrary to before, parental education also reduces the share of parents expecting MBO for their high-track students by 1.67 percentage points, which implies a reduction by 50%. This is likely a consequence of a higher share of parents expecting MBO for their child compared to students and educational transition data. Parental education does not play an impact in the expectation of HBO over WO when the child is in the medium-track. Again, this is related to the high baseline probability of expecting this outcome by parents. This is contrary to the students expectations, in which a minor effect (3.5%) was found. For when the child is in the high-track we find a reduction by 10.8 percentage points, indicating a reduction by 21 percent. This effect is similar to what we found for students in relative terms, but twice as large in absolute terms due to the raised baseline probability. Finally, it stands out that having frequent talks about what happens at schools is a significant predictor for parental expectations compared to students. Nonetheless, their impact is smaller than that of parental education.

[18] Dividing a reduction of 11.27 by the original likelihood of 65.8 percentage point yields a reduction of 17%.

[19] Dividing the coefficient of parental education by the coefficient of self-efficacy, $\frac{-0.1127}{-0.0321} = 3.5$ for low-track; $\frac{-0.031}{-0.0097} = 3.2$ for medium-track; gives the number of increases in standard deviation to compensate for the lack of higher-educated parents.

Table 2: Student Expectations

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1127***	−0.0310**	−0.0019	−0.0135	−0.0297*	−0.0490**
	(0.0224)	(0.0142)	(0.0042)	(0.0313)	(0.0166)	(0.0223)
Age	0.0397**	0.0315***	0.0020	0.0125	−0.0131	−0.0028
	(0.0159)	(0.0112)	(0.0031)	(0.0286)	(0.0164)	(0.0241)
Female	−0.0273	−0.0113	−0.0032	0.0322	−0.0063	−0.0187
	(0.0198)	(0.0091)	(0.0021)	(0.0234)	(0.0211)	(0.0162)
Exit-Score	−0.0321**	−0.0097*	−0.0011	0.0183	−0.0141**	−0.0348***
	(0.0133)	(0.0050)	(0.0012)	(0.0189)	(0.0065)	(0.0078)
Self-Efficacy	−0.1136***	−0.0405***	−0.0012	−0.0092	−0.0756***	−0.1250***
	(0.0115)	(0.0059)	(0.0015)	(0.0126)	(0.0061)	(0.0081)
Help-Homework	0.0116	0.0068	0.0013	−0.0056	0.0144**	0.0227**
	(0.0079)	(0.0056)	(0.0012)	(0.0107)	(0.0072)	(0.0090)
Talks about School	0.0086	−0.0041	−0.0023	0.0033	−0.0301***	−0.0062
	(0.0171)	(0.0072)	(0.0019)	(0.0128)	(0.0083)	(0.0085)
Constant	0.2864	−0.3886**	−0.0022	0.7714	1.0141***	0.1730
	(0.2431)	(0.1829)	(0.0444)	(0.4731)	(0.2656)	(0.3771)
Pred.HE=0	0.6583	0.068	0.0049	0.9188	0.8551	0.2436
Pred.HE=1	0.5456	0.037	0.003	0.9053	0.8254	0.1946
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	722	2,174	2,582
Adjusted R^2	0.1392	0.0598	−0.0026	0.0356	0.0645	0.1554

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression. Appendix Table E1 provides an overview of these coefficients.

Predicted probabilities are calculated at the mean. A graphical representation is available in appendix figures E1 & E2 for the MBO (over higher education) and HBO (over WO) expectations respectively.

Table 3: Parent Expectations

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.0897***	−0.0620***	−0.0167**	0.0417	−0.0155	−0.1085***
	(0.0194)	(0.0159)	(0.0079)	(0.0278)	(0.0108)	(0.0262)
Age	0.0240	0.0509***	−0.0041	−0.0046	−0.0022	0.0019
	(0.0179)	(0.0129)	(0.0064)	(0.0232)	(0.0112)	(0.0285)
Female	−0.0081	−0.0358**	−0.0121***	−0.0331	0.0015	−0.0689***
	(0.0143)	(0.0146)	(0.0045)	(0.0254)	(0.0095)	(0.0154)
Exit-Score	0.0199***	−0.0223***	−0.0036	0.0157	0.0014	−0.0676***
	(0.0063)	(0.0061)	(0.0040)	(0.0149)	(0.0053)	(0.0112)
Self-Efficacy	−0.0580***	−0.0491***	−0.0106***	0.0153	−0.0174***	−0.1075***
	(0.0091)	(0.0081)	(0.0037)	(0.0121)	(0.0057)	(0.0109)
Help-Homework	0.0042	0.0191***	−0.0026	0.0167	0.0009	0.0351***
	(0.0099)	(0.0072)	(0.0031)	(0.0163)	(0.0051)	(0.0087)
Talks about School	−0.0267**	−0.0464***	−0.0165***	−0.0140	−0.0275***	−0.0380***
	(0.0122)	(0.0082)	(0.0045)	(0.0165)	(0.0052)	(0.0120)
Constant	0.6254**	−0.4479**	0.1392	1.1295***	1.0014***	0.5382
	(0.3102)	(0.1769)	(0.1019)	(0.3372)	(0.1916)	(0.4272)
Pred.HE=0	0.8779	0.2021	0.0324	0.9341	0.9674	0.5185
Pred.HE=1	0.7882	0.1401	0.0156	0.9758	0.9519	0.41
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	300	1,911	2,540
Adjusted R^2	0.0727	0.0760	0.0554	0.0347	0.0223	0.1636

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression. Appendix Table E2 provides an overview of these coefficients.

Predicted probabilities are calculated at the mean. A graphical representation is available in appendix figures E3 & E4 for the MBO (over higher education) and HBO (over WO) expectations respectively.

Figure 6: Share MBO over Higher Education

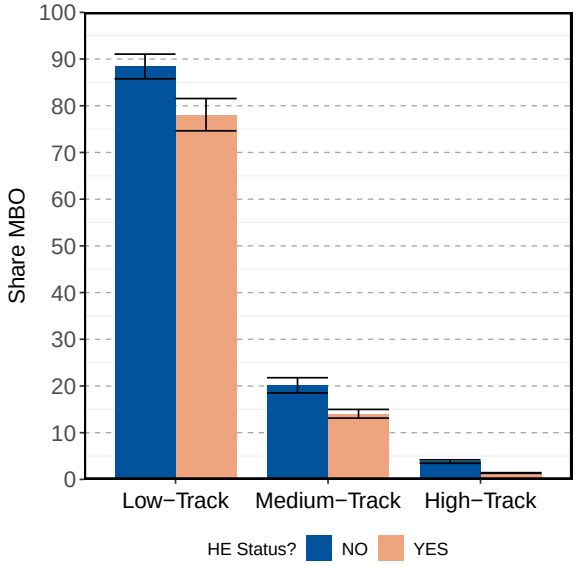


Figure 7: Share HBO over WO

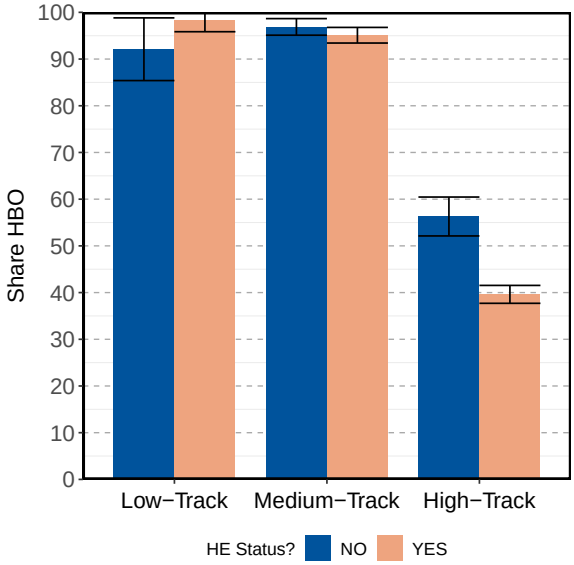


Figure 6 presents the share of parents, by whether they completed higher education (HBO & WO), that expects their child to complete MBO (vocational training) over higher education. The numbers behind this figure are available in table D3. Figure 7 presents the share of parents, again by education, that expects their child to complete HBO (vocational university) over WO (academic university), conditionally on expecting higher education . Table D2 presents the underlying numbers. The confidence interval in both figures depicts the 95% level.

5.3 Comparisons

As indicated previously, the change in the relative occurrence in mismatches by parental education might be driven by a strong correlation of parental education on either the expectations of students or of parents. Accordingly, in this section we compare the obtained coefficients to provide suggestions about which actor drove some of the prior findings.

Firstly, in the high-track, we observed that having a higher-educated parent is associated with a reduction in the share students expecting higher than the parent. This result can be attributed to parents, in which being higher-educated reduced the share of parents expecting HBO over WO by 10.85 percentage points, which was only 4.9 percentage points for students.

Secondly, in the low-track we found that higher-education is accompanied by an increase in mismatches in both directions. Although we cannot identify one actor as being solely responsible for parents holding higher expectations, the data suggests that students holding higher expectations than parents is due to the strong relationship between parental education and student expectations. Specifically, low-track students with higher-educated parents are 11.27 percentage points less likely to expect MBO, expecting higher education instead, which is only a 9% reduction for their parents.

Thirdly, the role of gender in mismatches appears to be driven by increased parental expectations when their child is female. This could be related to the statistic that women in the Netherlands are more likely to enroll in higher education, and have been since the 1990s (Onderwijsraad, 2020). Frequent talks about schools, which proxies parental involvement, reduced the probability of parents holding higher expectations than the student, is driven by increased parental expectations.

6 Robustness

This section covers the various robustness checks. First, we introduce recent 9^{th} grade mathematics and language test scores. For that purpose, we must first limit our sample to those for which we have such information, shown in Tables F13-F15, which reduces our sample too much to draw conclusions about the mismatch in educational expectations. Results including mathematics and language tests are shown in Tables F16-F18. Students expectations appear to be sensitive to performance in mathematics tests. Parents expectations show a similar pattern, although language performance also decreases their HBO expectation when the student is in the high-track. For having an older sibling we follow the same procedure, shown in Tables F19-F21. The presence of an older sibling does not have a statistically significant impact on expectations at the 5% level. At the 10% level having a older sibling reduces the MBO expectation (more higher education) of parents when their child is in the medium-track.

Changing the mismatch outcome, shown in Table F12, does not change the previous findings. Moreover, they become larger instead. Most likely, parental education decreased both forms of mismatch, therefore understating the total effect in the previous specification. Besides, logit specifications, presented in Tables F6-F8 confirm previous findings. Multinomial models, shown in Tables F3-F1 also highlight the same findings. Additionally, for the parental expectations, it also indicates that being a higher educated parent reduces the WO expectation when the child is in the low-track, and increases when the child is in the medium-track. However, sample sizes herein are really limited (12 low-track, 71 medium-track), questioning the additional findings of this robustness check.

Lastly, applying oster's method shows that the mismatch findings, highlighted in Table F11, are robust an an R-squared max of 1.3 and 2 of the original model. The same holds for the expectations of parents, shown in Table F10. Lastly, for students, most results, except the HBO expectation of high-track students, are robust again at 1.3 and 2 times the original, as illustrated in Table F9. The former result is barely not significant at 2 times the original, with a delta of 0.968 barely below the criteria of 1. Nonetheless, these numbers are strong enough to reject the possibility that omitted variable bias would invalidate our results.

7 Heterogeneity

We expect heterogeneous effects for a variety of reasons. The availability and transmission of, for instance, cultural capital and social norms, form a crucial aspect herein. Accordingly, not only the presence of a higher educated parent, but also whether both parents completed this level can be a crucial determinant for educational expectations. This, however, might hide the availability of a potential role model for children and not consider that assortative mating is responsible for having two higher educated parents. Therefore, in our analysis we have four categories: not having a higher-educated parent as the baseline category, having a higher-educated mother, a higher-educated parent or both as outcomes.

These results are presented in Tables G1-G3. The aforementioned increase in parents expecting more than the student, when the child is in the low-track, appears to be driven by the presence of a higher educated

mothers in particular. When in the high-track, the reduction in students that expect less than parents is mostly present in families where both parents completed higher education. Student expectation indeed increase the most when both parents completed higher education. Nonetheless, having "only" a higher educated mother also improves the MBO expectation of medium-track students, similarly for having a higher educated parent for when the child is in the low-track. For parental expectations we see a similar pattern, in which one higher-educated parent raises expectations for all our previous findings, but the relationship appears stronger when both parents completed higher education.

Naturally, the exact level of tertiary education completed also plays a significant role. Specifically in the Dutch context, wherein there are different forms of tertiary education with major differences in (life) outcomes. Additionally, the different forms of higher education are not (perfect) substitutes. For instance, a HBO educated parent might not be aware of the social norms present at WO, nor about the benefits associated with such a degree. Accordingly, both its own perceptions about WO education could be unrealistic as well as the information transmitted to their child(ren). These information aspects play a crucial role in educational outcomes in the Netherlands (Forster & van de Werfhorst, 2019), but also in other contexts such as 2-years vs 4-years college degrees on college enrollment of the next generation (Toutkoushian et al., 2021).

Regression results are presented in Tables G9-G11, with descriptive available in Tables & Figures G1-G8. Parents holding higher expectations than students, when the student is in the low-track, do become more frequent the higher the level of parental education. Similarly, when their child is in the high-track, they are monotonically less likely to expect higher than the student. There are no other significant findings at the 5% level. Investigating student expectations, both levels of tertiary education reduce the chance of expecting MBO for low and medium-track students. For the high-track students expectation of HBO over WO, having a HBO educated parent does not reduce their chance of HBO (in favor of WO) a WO educated parents is required herefore. In the case of parental expectations, the MBO expectation is reduced by having completed higher education, but the exact level does not statistically significant differ. The relationship with expecting HBO appears to be primarily driven by parents who completed WO education, although also HBO educated parents with high-track students are slightly less likely to expect their child to complete HBO.

8 Mismatch Valid?

The previous analysis did not explicitly highlight whether the student or the parent is responsible for the mismatch in expectations. This also raises the argument whether the mismatch could be justified or whether it is likely to be harmful for academic achievement, preparation and orientation of the student. For instance, if a high-track student expects MBO, which represents fewer than 0.5% of educational transitions, then it might be reasonable for a parent to expect a higher education level than the student if its focus is on improving educational mobility. Besides, if the student expects to make an upward transition, it could happen more often that the parent does not expect this level, likely leading to a lack of parental support. Similarly, if the student expects to follow the status quo, so high-track $\rightarrow$ WO, medium-track $\rightarrow$ HBO & low-track $\rightarrow$ MBO, a non reciprocating parent could be detrimental for their educational self-efficacy.

To give insight into these potential mechanisms, Figures D2, D3 & D4 present an overview of the frequency of mismatches by the students expectation for low-track, medium-track and high-track students respectively. This analysis is repeated by parental education in Figures D5-D7 and regression Tables D14-D16.[20]

First for the low-track, when the student expects MBO (expected by 60%; attained by 53%), 93% of parents share this expectation, with 7% of parents expecting a higher level. When the student expects HBO (expected by 36%; attained by 27%), only 29% of their parents share this belief, with 69% of them expecting a lower level instead. Lastly, when they expect WO, albeit uncommon with only 4% of students, 97% of parents do not reciprocate. Higher-educated parents are almost twice as likely to expect higher than the MBO expecting student. Moreover, they are also more likely to reciprocate the HBO expectation of students.

For the medium-track, when the student expects a downward transition to MBO (expect 5%; attain 5.5%), one-third of parents do expect them to attend a higher level. Parental education does not statistically increase this share, although the figure does seem to indicate such a pattern. Given a HBO expectation, most parents (83%) tend to agree, although 15% of parents expect less than students. This share is significantly reduced, by 35%,[21] when the parent completed higher education. Upward transition to WO (expected by 15%; attained by 14.7%) are reciprocated by 15% of parents. Descriptive statistics seem to suggest an increase in this share by parental education, but regression results do not support such a claim.

Lastly, in the high-track a larger downward transition to MBO is too uncommon to draw inference from. One downward transition, to HBO (expected by 20%, educational flows 14.5%), leads to 10% of parents holding a higher expectation, 85% agreeing and 5% of student holding a higher expectation than their parent. Parental education more than doubles the chance of the parent holding a higher expectation. [22] Lastly, expecting WO education is reciprocated by two-third of parents. The remaining one-third, by construct, consists of students holding a higher expectation than the parent. This share is reduced by 34% when the parent obtained a higher education degree.[23]

9 Conclusion

In this paper, we considered the role that parental education plays in the educational expectations of students and parents. Additionally, we investigated the presence of (mis-)matched expectations. We found that parental education has a strong impact on all of these factors. For instance, low-track students with higher educated parents are 11.2 percentage points less likely to expect MBO, entailing a reduction by 17%. Similarly, for medium-track students there is a reduction by 3.1 percentage points (45%). These students are also slightly less likely to opt for HBO. High-track students with higher educated parents are 4.9 less likely to expect HBO (20%). For parents we found similar effects, in which their own education reduced the

[20] These regressions, compared to previous analysis, will use multinomial logistic models as splitting the sample reduces the sample too much for linear models.

[21] Calculation of this odds ratio yields: $1 - \exp^{-0.4276} = 0.347$.

[22] Regression coefficient of 1.1352 in multinomial logit specification, descriptive statistics: 3.57% without higher educated parent and 8.3% with higher-educated parent.

[23] Calculation of this odds ratio yields: $1 - \exp^{-0.4226} = 0.344$. Descriptive: 43.7% when no higher-educated parent and 29.5% with.

chance of expecting MBO for their low-track child by 8.9 percentage points (11.4%), 6.2 percent when in the medium-track (31%) and 1.67 for the high-track (50%). Besides, they are also 10.8 percentage points (21%) less likely to expect HBO, expecting WO instead, when their child is in the high-track.

These findings also lead to differing patterns of educational mismatches by parental education. In general, in two-thirds of families (i.e. students and parents) there is congruence in expectations, with a further 27% of students holding higher expectations and 3% of parents holding higher expectations. Mismatch is less likely to occur among families with a higher-educated parent and a high-track student, particularly students are less likely to hold higher expectations than their parents. On the contrary, when the student is in the low-track, the presence of a higher-educated parent increases the number of mismatch cases, both in terms of parents expecting more than their children (50% increase) and students expecting more (20% increase).

Mismatches can also be viewed as a proxy of parental support. For instance, when a low-track student expects HBO, albeit very common, only 29% of parents reciprocate this expectation. This share is higher when the parent completed higher education (34% vs 23%), but still remarkably low. A similar striking finding is that only two-third of parents from high-track students agree with the WO expectation of the student, although 85% of these level students enroll at WO.

Our results strongly encourage policymakers to direct effort at students and parents educational plans prior to their next educational transition. This is in contrast to most interventions, in the Netherlands, which focus on reducing dropout rates of students after making an educational transition. However, part of the determinants hereof are already shaped by earlier divergence in educational expectations of students and parents. Therefore, interventions should aim at providing information to both students and parents. This would not only foster upward mobility movements, but also makes them more likely to succeed.

Information interventions are specifically encouraged. One effective strategy could involve offering information about the career paths of previous students. Firstly, it could bolster the self-efficacy belief of students and encourage them to consider upward mobility transitions. Secondly, it could inform parents what are, on average, the trends of previous cohorts of students. Our results indicated that parents were, on average, expecting higher forms of education at a lower rate than students and the educational attainment patterns. These findings could be due to their own memory of when they were in high-school and saw where their peers or friends ended up. These statistics used to be lower in the past then they are now. Accordingly, such an intervention might make parents re-evaluate what is a normal educational pathway for students, especially with multiple upward educational transitions.

References

Abadie, A., Athey, S., Imbens, G. W., & Wooldridge, J. (2017). When Should You Adjust Standard Errors for Clustering? *National Bureau of Economic Research (Working Paper No. 24003)*. Retrieved from http://www.nber.org/papers/w24003

Belfield, C., Boneva, T., Rauh, C., & Shaw, J. (2020). What drives enrolment gaps in further education? the role of beliefs in sequential schooling decisions. *Economica*, *87*(346), 490-529. doi: 10.1111/ecca.12307

Bleemer, Z., & Zafar, B. (2018). Intended college attendance: Evidence from an experiment on college returns and costs. *Journal of Public Economics*, *157*, 184-211. doi: 10.1016/j.jpubeco.2017.11.002

Bolhaar, J., Kuijpers, S., Webbink, D., & Zumbuehl, M. (2023). *Does replacing grants by income-contingent loans harm enrolment? new evidence from a reform in dutch higher education* (CPB Discussion Paper No. 451). CPB Netherlands Bureau for Economic Policy Analysis. Retrieved from https://EconPapers.repec.org/RePEc:cpb:discus:451

Boneva, T., Golin, M., & Rauh, C. (2022). Can perceived returns explain enrollment gaps in postgraduate education? *Labour Economics*, *77*, 101998. doi: 10.1016/j.labeco.2021.101998

Booij, A. S., Leuven, E., & Oosterbeek, H. (2012). The role of information in the take-up of student loans. *Economics of Education Review*, *31*(1), 33-44. doi: 10.1016/j.econedurev.2011.08.009

Bozick, R., Alexander, K., Entwisle, D., Dauber, S., & Kerr, K. (2010). Framing the Future: Revisiting the Place of Educational Expectations in Status Attainment. *Social Forces*, *88*(5), 2027-2052. doi: 10.1353/sof.2010.0033

Campbell, S., Macmillan, L., Murphy, R., & Wyness, G. (2021). *Matching in the dark? inequalities in student to degree match* (Working Paper No. 29215). National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w29215 doi: 10.3386/w29215

Castleman, B. L., Page, L. C., & Schooley, K. (2014). The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending, low-income high school graduates? *Journal of Policy Analysis and Management*, *33*(2), 320-344. doi: 10.1002/pam.21743

Centraal Bureau voor de Statistiek. (2016). *Jaarrapport 2016 landelijke jeugdmonitor.* Retrieved from https://www.cbs.nl/nl-nl/publicatie/2016/48/jaarrapport-2016-landelijke-jeugdmonitor

Centraal Bureau voor de Statistiek. (2022a). *Hoger onderwijs; eerste- en ouderejaarsstudenten, studierichting.* Retrieved from https://www.cbs.nl/nl-nl/cijfers/detail/83538NED

Centraal Bureau voor de Statistiek. (2022b). *Verdeling van brede welvaart.* Retrieved from https://longreads.cbs.nl/monitor-brede-welvaart-en-sdgs-2022/verdeling-van-brede-welvaart/

Centraal Planbureau. (2019). *De waarde van eindtoetsen in het primair onderwijs.* Retrieved from https://www.cpb.nl/sites/default/files/omnidownload/CPB-policy-brief-2019-03-de-waarde-van-eindtoetsen_0.pdf

de Boer, H., & van der Werf, M. P. C. (2015). Influence of misaligned parents' aspirations on long-term student academic performance. *Educational Research and Evaluation*, *21*(3). doi: 10.1080/13803611.2015.1039548

Dienst Uitvoering Onderwijs. (2022). *Leerlingen en studentenstromen - Onderwijs Algemeen - duo open onderwijsdata.* Retrieved from `https://duo.nl/open_onderwijsdata/onderwijs-algemeen/leerlingen-en-studentenstromen/leerlingen-en-studentenstromen.jsp`

Dynarski, S., Libassi, C., Michelmore, K., & Owen, S. (2021, June). Closing the gap: The effect of reducing complexity and uncertainty in college pricing on the choices of low-income students. *American Economic Review*, *111*(6), 1721-56. doi: 10.1257/aer.20200451

Forster, A. G., & van de Werfhorst, H. G. (2019). Navigating Institutions: Parents' Knowledge of the Educational System and Students' Success in Education. *European Sociological Review*, *36*(1), 48-64. doi: 10.1093/esr/jcz049

Giustinelli, P. (2023). Chapter 7 - expectations in education. In R. Bachmann, G. Topa, & W. van der Klaauw (Eds.), *Handbook of economic expectations* (p. 193-224). Academic Press. doi: 10.1016/B978-0-12-822927-9.00014-8

Gutman, L. M., Schoon, I., & Sabates, R. (2011). Uncertain aspirations for continuing in education: antecedents and associated outcomes. *Dev Psychol*, *48*(6), 1707–1718.

Hoxby, C. M., & Turner, S. (2015, May). What high-achieving low-income students know about college. *American Economic Review*, *105*(5), 514-17. doi: 10.1257/aer.p20151027

Ishitani, T. T., & Kamer, J. A. (2022). Exploring First-Generation Students' Collegiate Outcomes: Longitudinal Comparison of Dropout and Transfer Behaviors. *Journal of College Student Retention: Research, Theory & Practice*. doi: 10.1177/15210251221127934

Jacob, B., & Wilder, T. (2010). Educational Expectations and Attainment. *National Bureau of Economic Research (Working Paper No. 15683)*. Retrieved from `https://www.nber.org/papers/w15683`

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance. *Journal of Vocational Behavior*, *45*(1), 79-122. doi: 10.1006/jvbe.1994.1027

Lergetporer, P., Werner, K., & Woessmann, L. (2021). Does Ignorance of Economic Returns and Costs Explain the Educational Aspiration Gap? Representative Evidence from Adults and Adolescents. *Economica*, *88*(351), 624–670. doi: 10.1111/ecca.12371

Ma, P.-W. W., & Shea, M. (2019). First-Generation College Students' Perceived Barriers and Career Outcome Expectations: Exploring Contextual and Cognitive Factors. *Journal of Career Development*, 91-104. doi: 10.1177/0894845319827650

Mazza, J., & Hartog, J. (2011, May). *Do They Understand the Benefits from Education? Evidence on Dutch High School Students' Earnings Expectations* (IZA Discussion Papers No. 5714). Institute of Labor Economics (IZA). Retrieved from https://ideas.repec.org/p/iza/izadps/dp5714.html

McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development*, *47*(5). doi: 10.1353/csd.2006.0059

Ministerie van Onderwijs, Cultuur & Wetenschap. (2017). *Hoeveel bergbeklimmers zijn er en uit welke onderwijsniveaus komen ze?* Retrieved from https://www.ocwincijfers.nl/themas/schoolloopbanen-en-onderwijsduur/bergbeklimmers-in-het-onderwijs/hoeveel-bergbeklimmers-zijn-er-en-uit-welke-onderwijsniveaus-komen-ze

OECD. (2014). Indicator a4 :to what extent does parents' education influence participation in tertiary education? *Education at a Glance 2014: OECD Indicators*. doi: 10.1787/888933115521

Onderwijsraad. (2020). *Verkenning van sekseverschillen in het onderwijs.* Retrieved from https://www.onderwijsraad.nl/binaries/onderwijsraad/documenten/adviezen/2020/10/07/verkenning-sekseverschillen-onderwijs/Verkenning+van+sekseverschillen+in+het+onderwijs.pdf

Oster, E. (2019). Unobservable Selection and Coefficient Stability: Theory and Evidence. *Journal of Business & Economic Statistics*, *37*(2), 187-204. doi: 10.1080/07350015.2016.1227711

Peter, F., Spiess, C. K., & Zambre, V. (2021). Informing students about college: Increasing enrollment using a behavioral intervention? *Journal of Economic Behavior & Organization*, *190*, 524-549. doi: https://doi.org/10.1016/j.jebo.2021.07.032

Peter, F., & Zambre, V. (2017). Intended college enrollment and educational inequality: Do students lack information? *Economics of Education Review*, *60*, 125-141. doi: https://doi.org/10.1016/j.econedurev.2017.08.002

Schoon, I., & Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behavior*, *60*(2), 262-288. doi: 10.1006/jvbe.2001.1867

SEO Economic Research. (2020). *Studie & werk 2020: De arbeidsmarkpositie van hbo- en wo-alumni.* Retrieved from https://www.seo.nl/wp-content/uploads/2020/07/2020-46-Studie-Werk-2020.pdf

Sewell, W. H., Haller, A. O., & Portes, A. (1969). The educational and early occupational attainment process. *American Sociological Review*, *34*(1), 82–92. doi: doi.org/10.2307/2092789

Smyth, E. (2020). Shaping educational expectations: the perspectives of 13-year-olds and their parents. *Educational Review*, *72*(2), 173-195. doi: 10.1080/00131911.2018.1492518

Timmermans, A. C., de Boer, H., Amsing, H. T. A., & van der Werf, M. P. C. (2018). Track recommendation bias: Gender, migration background and SES bias over a 20-year period in the Dutch context. *British Educational Research Journal*, *44*(5), 847-874. doi: 10.1002/berj.3470

Toutkoushian, R. K., May-Trifiletti, J. A., & Clayton, A. B. (2021). From "First in Family" to "First to Finish": Does College Graduation Vary by How First-Generation College Status Is Defined? *Educational Policy*, *35*(3), 481-521. doi: 10.1177/0895904818823753

Trinidad, J. E. (2019). Understanding when parental aspirations negatively affect student outcomes: The case of aspiration-expectation inconsistency. *Studies in Educational Evaluation*, *60*, 179-188. doi: 10.1016/j.stueduc.2019.01.004

Van den Broek, A., de Korte, K., Cuppen, J., Wartenbergh, F., Bendig-Jacobs, J., Mulder, J., & Hellegers, A. (2018). *Monitor beleidsmaatregelen 2017-2018.* Retrieved from `https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2018/06/29/monitor-beleidsmaatregelen-2017-2018/monitor-beleidsmaatregelen-2017-2018.pdf`

Wang, Y., & Benner, A. D. (2014). Parent–child discrepancies in educational expectations: Differential effects of actual versus perceived discrepancies. *Child Development*, *85*(3), 891-900. Retrieved 2023-12-16, from `http://www.jstor.org/stable/24031898`

Yamamoto, Y., & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review*, *22*(3), 189–214. doi: 10.1007/s10648-010-9121-z

Zhang, Y., Haddad, E., Torres, B., & Chen, C. (2011, 01). The reciprocal relationships among parents' expectations, adolescents' expectations, and adolescents' achievement: A two-wave longitudinal analysis of the nels data. *Journal of Youth and Adolescence*, *40*(4), 479-489. doi: 10.1007/s10964-010-9568-8

A Variables

Table A1: Description of Dependent Variables

Variable name	Variable Type	Description
Studexp	Categorical	Categorical variable used in the graphs / analysis pertaining to the educational attainment expectation of the student. The categories include: MBO (vocational training), HBO (vocational university) & WO (academic university)
Parexp	Categorical	Categorical variable used in the graphs / analysis pertaining to the educational attainment expectation of the parent for their child. The categories include: MBO (vocational training), HBO (vocational university) & WO (academic university)
Ambitious	Categorical	Categorical variable used in the graphs / analysis, which described whether the parent and child have identical expectations or whether either the student or the parent holds a higher expectation.
Student_MBO	Discrete {0,1}	Dummy indicating whether the student expects to complete MBO as their final educational attainment level, contrary to higher education, which include HBO (vocational university) and WO (academic university)
student_HBO	Discrete {0,1}	Dummy indicating whether the student expects to complete a HBO degree (Vocational University) rather than WO (Academic University) when expecting to obtain a higher education degree (HBO & WO).
Parent_MBO	Discrete {0,1}	Dummy indicating whether the parent expects their child to complete MBO as final educational attainment level, contrary to higher education, which include HBO (vocational university) and WO (academic university)
student_HBO	Discrete {0,1}	Dummy indicating whether the parent expects their child to complete a HBO degree (Vocational University) rather than WO (Academic University) when expecting to obtain a higher education degree (HBO & WO).
amb_student	Discrete {0,1}	Dummy indicating whether the students has a higher expectation of his/her final educational attainment than his/her parents, 1 = if higher, 0 = if identical / parent higher
amb_parent	Discrete {0,1}	Dummy indicating whether the students has a lower expectation of his/her final educational attainment than his/her parents, 1 = if lower, 0 = if identical / parent lower

Table A2: Description of Variable of Interest

Variable name	Variable Type	Description
HE	Discrete{0,1}	Dummy indicating whether one of the parents completed higher education (WO& HBO)
HE_FAT	Discrete {0,1}	Dummy indicating whether the father of the student completed higher education (WO & HBO)
HE_MOT	Discrete {0,1}	Dummy indicating whether the mother of the student completed higher education (WO & HBO)
HE_012	Discrete {0,1,2}	Variable indicating the number of parents in the household that completed higher education, 0 = neither, 1 = one of the parents & 2 = both parents completed higher education
HE_exact	Categorical	Variable indicating the highest education level completed by the parents, consisting of MBO (and ISCED alternatives such as a high-school degree), HBO (vocational university) & WO (academic university)

Table A3: Description of Control Variables

Variable name	Variable Type	Description
Age	Continuous (13.59-17.42)	Age of the student in years + fractions for number of days
Female	Discrete {0,1}	Dummy equal to 1 if the student is a female
Self-Efficacy	Continuous	Factor analysis (PCA) on the variables that relate to perceived school-abilities of the student, which are described in tables A4 & A5, normalized by high-school track
Exit-Score	Continuous	Exit-test score normalized by the different primary school tests, i.e. CITO-test, IEP & ROute-8. This is normalized per high-school track
Income	Categorical {1,2,3,4}	Categorical variable indicating the income quartile of the child's parents, with an additional category for if they filled in the survey but did not provide their income bracket
Maternal_emp	Categorical {0,1,2}	0 = does not work, 1 = part-time work & 2 = full time work
Help-Homework	Likert {1-5}	Me/My partner help our child with homework 1 = never, 2 = seldom, 3 = neutral, 4 = regularly, 5 = heaps
Talks about School	Likert {1-5}	Me/My partner talk with our child about what happens at school 1 = never, 2 = seldom, 3 = neutral, 4 = regularly, 5 = heaps
year_vo3ad	Categorical	Categorical variable indicating the collection wave to which the student belongs (2014-16-18-20-22)
Locid_vo3ad	Categorical	Identification code for the (high) school of the student

Table A4: Description of the Variables included in Self-Efficacy: Till 2020

Variable name	Variable Type	Description
schoolvertr1_vo3lv	Likert 1-5	I am sure that this year all goes well in school
schoolvertr2_vo3lv	Likert 1-5	Even the hardest assignments in school I can do, when I try my best
schoolvertr3_vo3lv	Likert 1-5	I can do all schoolwork if I have enough time
schoolvertr4_vo3lv	Likert 1-5	I can do almost anything in school, as long as I keep trying
schoolvertr5_vo3lv	Likert 1-5	I can also master difficult things in school
schoolvertr6_vo3lv	Likert 1-5	I am sure that I succeed at even the hardest tasks in school
Cronbach-Alpha:	0.857	

Table A5: Description of the Variables included in Self-Efficacy: 2022

Variable name	Variable Type	Description
schoolvertr2_vo3lv	Likert 1-5	Even the hardest assignments in school I can do, when I try my best
schoolvertr3_vo3lv	Likert 1-5	I can do all schoolwork if I have enough time
schoolvertr4_vo3lv	Likert 1-5	I can do almost anything in school, as long as I keep trying
schoolvertr5_vo3lv	Likert 1-5	I can also master difficult things in school
schoolvertr6_vo3lv	Likert 1-5	I am sure that I succeed at even the hardest tasks in school
Cronbach-Alpha:	0.836	

B Education System

B.1 Explanation

Education in the Dutch education system starts at the age of four with two years of kindergarten,[24] followed by six years of primary education. This is concluded with a centralized exit test, most frequently the Cito-exit test,[25] but route8 and IEP are also used widely. This early stratification, at 6^{th} grade (age 12) is a defining characteristic of the Dutch educational system. Figure 1 presents an overview of the system.

VWO is the most selective among the three available high-school tracks, reserved for the top 20% of students. This could be further subdivided into a more classic Gymnasium, which teaches Greek & Latin, as well as Atheneum. However, all other courses are the same difficulty, the same exams, and often taken together by these students. Duration of this track is six years, from 7^{th} grade till 12^{th} grade. Orientation towards tertiary education starts at 9^{th} grade (age 15). Namely, students must choose a specialization track, either focused on science or humanities. Similar to other educational system, this choice determines whether one satisfies the entry requirement for certain bachelor studies. Accordingly, this choice directly relates to one's future educational opportunities.[26] Therefore, a process of orientation, together with the school and parents precedes this choice.

After completion of VWO, most students continue at WO, which is an academic university. More precisely, this is chosen by 88.1% of students (Dienst Uitvoering Onderwijs, 2022). Alternatively, they can attend HBO, a vocational university, which is the preferred choice of 11.7% of students. Both of these constitute forms of higher education and are classified the same in the ISCED list. However, as explained in section 2.1, the pecuniary and non-pecuniary consequences differ substantially between them. Lastly, a small fraction, 0.14% enrolls in MBO, which is equivalent to vocational training.[27]

Associate degrees, although relevant in certain contexts and having a potential influence on the role that the parents play in higher education (see e.g., Toutkoushian et al., 2021), are not (yet) popular in the Netherlands, accounting for less than 5% of all tertiary education enrollments (Centraal Bureau voor de Statistiek, 2022a). Additionally, this choice is often made by individuals who are already employed in the workforce, not by high-school students deciding upon their next educational option. Therefore, the role of associate degrees in the current setting is negligible.

One more distinction between HBO and WO education are differences in their aims & teaching styles, which makes a HBO degree a potential option for students deciding between HBO and WO. Namely, HBO education has a more hands-on approach in teaching, combining theoretical concepts and practice with mandatory internships as part of the degree. Accordingly, they set one up for a specific (set of) job(s) to be

[24] Education is compulsory between the age of 5 till 16; however, over 95% of students start at the age of four.

[25] Named after the institutes that design these tests.

[26] The major choice, i.e., either humanities or science, is also related to the educational flows. For instance, medium-track science students, on average, transfer to the high-track at a rate of 11.9%, while this is only 6.5% for their humanities counterparts. Therefore, it is suggests a trend towards WO over HBO. Similarly, high-track science students are more likely to choose WO compared to their humanities colleagues (89.2% vs. 86.5%).

[27] ISCED 3 or 4 depending on the course.

taken. On the contrary, WO education teaches a wider variety of skills, with less individual guidance and feedback compared to HBO. Therefore, the students' aim and mentality (/personality) might be a better fit for either of the two educational options.

HAVO is less restrictive in terms of exit test scores. In general, students that belong to the top 45%, but not the top 20%, are meant to attend this level. Akin to VWO, students choose a specialization track in 9^{th} grade. This education level only takes five years to complete, up to and including 11^{th} grade. Accordingly, students lack certain skills and knowledge. Consequently, direct access to WO education is not possible for these students. Instead, 87.4% of HAVO students enter HBO.

Access to WO, although indirectly, is possible for HAVO students. The quickest method is to obtain what is called a "HBO-propadeuse", which is a one-year HBO spell which grants students direct access to WO studies relating to the field of HBO studies performed. Similarly, certain WO bachelor & master courses are accessible with a HBO degree, with or without the need for a pre-master. Alternatively, one can transition from the 11^{th} grade of HAVO to the 11^{th} grade of VWO. This option is exercised by 8.7% of the students. Lastly, a minority of 4% decide to enroll in MBO, leaving higher education.

Important is that, similar to many other Continental European countries, tertiary education is not associated with significant financial barriers. All institutes, regardless of their level, charge the maximum institutionalized tuition fee of 2000 euros per academic year. Besides, public transport is free for students, and most institutes are accessible by public transport.[28] Moreover, children whose parents are not well-off receive unconditional government grants to subsidize for living expenses. Lastly, the government offers long-maturity loans with a low-interest rate.

The data also supports this claim. Firstly, over 90% of HAVO & VWO students continue into tertiary education within two years after completing high-school. Secondly, a recent change in the funding structure, which eliminated part of the universal government grants in favor of a more adaptive system based upon parental income, did not lead to a change in enrollment, independent of parental income (Bolhaar et al., 2023). Interestingly, Dutch students are aware that the financial returns increase along the difficulty of the chosen career path and the wage profile during the life cycle (Mazza & Hartog, 2011). Besides, a field experiment providing Dutch students with information about the financial aid possibilities has shown that uptake of financial aid is not due to a lack of information on the side of students (Booij et al., 2012).

Therefore, the role of the knowledge about the monetary costs, benefits and aid possibilities associated with education is unlikely to be a (major) concern within the Dutch setting of the paper. This is similar to the findings of Lergetporer et al. (2021), which finds that providing information does not close the expectation gap by parental education.[29] However, it suggests that these channels of educational inequality are not as substantial in the Netherlands, contradicting a variety of literature from the Anglo-American perspective (Hoxby & Turner, 2015; Dynarski et al., 2021; Bleemer & Zafar, 2018; Boneva et al., 2022).

[28] Public transport is free, however, only under the condition that students pass / finish their degree.

[29] The results for the case of Germany are somewhat ubiquitous, as other studies using a smaller-scale panel around Berlin did find a significant impact (Peter & Zambre, 2017; Peter et al., 2021).

The last high-school track is VMBO, which is accessible to all irrespective of exit-test score. Figure B3 provides an overview of the standardised exit-test scores of students and the current high-school track, which suggests that these students do have the lowest exit-test score among the bunch. This track only takes four years to complete. This track actually consists of four separate high-school tracks. Flexibility among them is possible within the first two-years, where a final choice / judgment is made at the end of 8^{th} grade.

This determines the future educational options available to the student. Namely, the two practical tracks, "vmbo-b" & "vmbo-k" mainly prepare one for an apprenticeship of sorts (MBO 1-2-3). On the contrary, the theoretically oriented tracks, "vmbo-g" & "vmbo-t" include a varying degree of theoretical courses to students, with "vmbo-g" having a mixture of practical & theoretical courses and "vmbo-t" students having a theoretical curriculum. This leads to differing educational pathways.

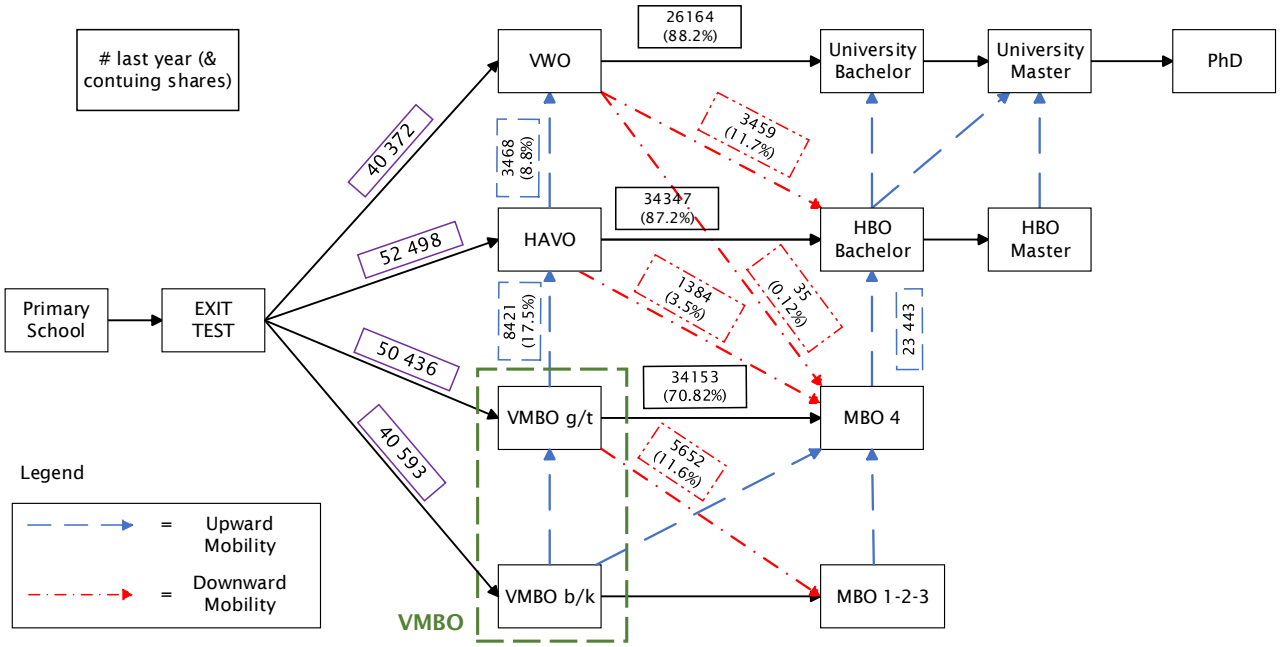
Namely, the practically oriented students lack access to the "medium-track" of secondary school, nor does their continuation level (MBO 1-2-3) provide access to HBO (vocational training). The theoretically students do have access to the medium-track after their high-school spell and MBO-4 courses,[30] which has an overlap in skills to HBO, paving their way to continue at that level. Attainment data confirms this, with only 6% of practically schooled VMBO students making it to higher education, which is 35% for their theoretical schooled peers Centraal Bureau voor de Statistiek (2016).

Therefore, in the analysis we do not consider the practically educated VMBO students. Although "VMBO-G" and "VMBO-T" are slightly different, in the official government statistics they are considered as one entity. Accordingly, we cannot determine whether the educational flows or attainment patterns differ between them. What we do know is that their expectations are slightly different, see Table B3, however, these differences are not as big as the gaps between "vmbo-k" & "vmbo-g/t" and "havo" & "vmbo-g/t". Nonetheless, results presented in Tables B4, B5 & B6, indicate that this distinction does matter for the expectations of parents and consequently the mismatch.

[30] "VMBO-K" students have some limited access to MBO-4 courses, see Table B2 for their flows. However, this is often constrained by the courses that they have taken. Neither do many of these continue into higher education after their MBO-4 degree.

B.2 Educational Flows

Figure B1: Educational Flows: Netherlands

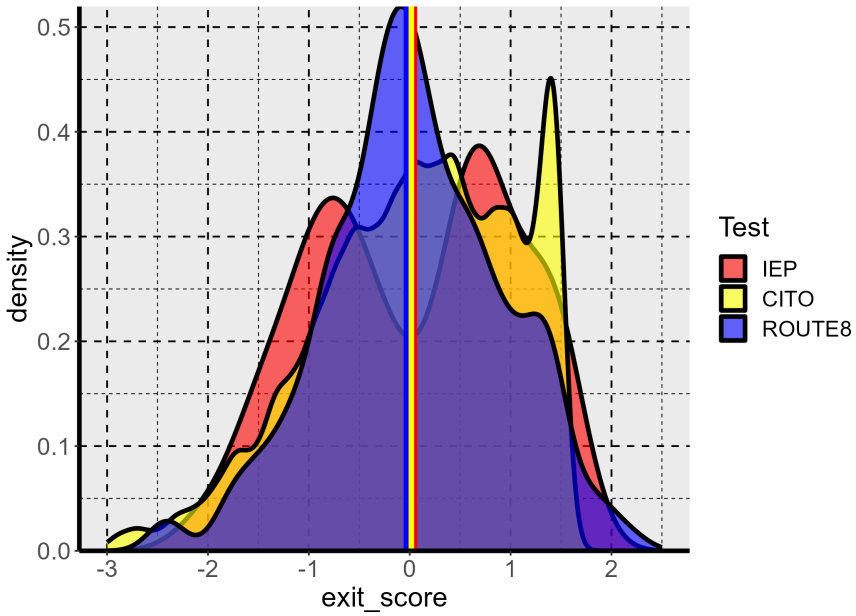


Source: Dienst Uitvoering Onderwijs (2022)

The purple boxes refer to the current (year = 2022) numbers of students within each of the educational tracks in the Netherlands. After, all flows bar the "MBO 4 - HBO Bachelor" numbers are patterns of where graduated high-school students enrolled at in the academic year 2020-2021, see also table B2. The "MBO 4 - HBO Bachelor" number comes from the reverse document, in which they document the prehistory of all enrollments into higher education within the Netherlands. Further data on movements within higher education is not publicly available, or includes foreign students.

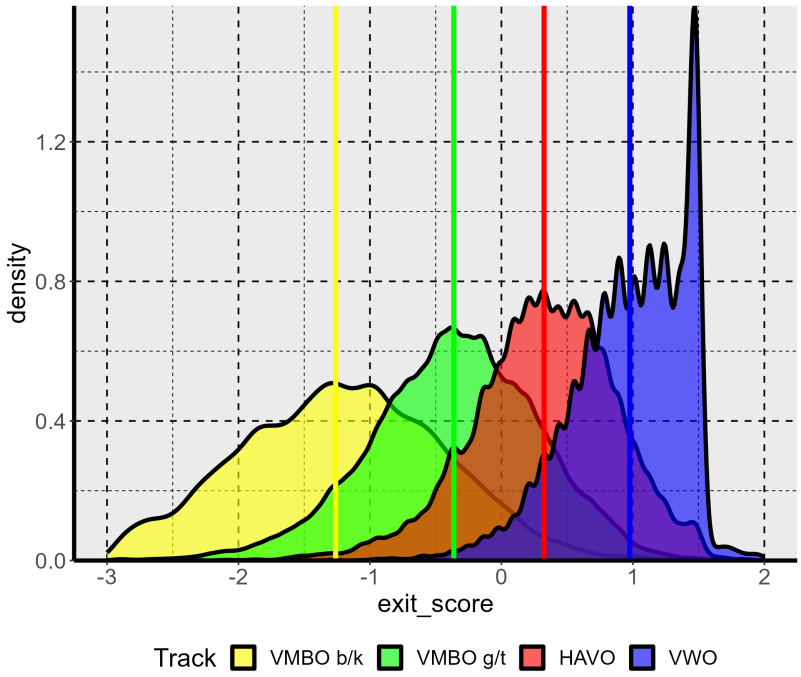
B.3 Further Information

Figure B2: Comparing Exit-Test Tests



This figure compares the value of the exit-test variable per underlying test used in the construction of this variable. The vertical lines illustrate the mean per test, which is 0 due to the normalization of each exit test score, which is required to harmonize the different grading scales. The distribution of the tests are quite comparable in shape allowing for comparisons. The CITO test, which is made most often, shows a peak illustrated around the 1.5 mark, which depicts the maximum score attainable at that test of 550.

Figure B3: Comparing Exit-Test Scores



This figure compares the distribution of the exit-test scores of current 9^{th} graders by high-school track that they are currently in. The vertical lines indicate the averages per group. The average-test score increases per high-school track, from one-standard-deviation from vmbo bk to vmbo gt and then 0.7 standard deviation afterwards between tracks. This matches well with the proportion of students per high-school track.

Table B1: Crosstable Educ-PFGS

	no-HE	HE	Total
Low-Track	984 (53.68%)	849 (46.32%)	1833 (27.32%)
Medium-Track	884 (38.67%)	1402 (61.33%)	2286 (34.07%)
High-Track	628 (24.24%)	1963 (75.76%)	2591 (38.61%)
Total	2496 (37.20%)	4214 (62.80%)	6710 (100.00%)

This table compares the share of students with higher educated parents per track. Herein we observe that out of all 1833 low-track students a majority of 984 (so 54%) have parents that did not complete higher education. This proportion decreases when moving up to the medium and high-track. This is indicative of both the effect that parental education has on exit-scores in general, but also to the effect it has on track recommendation as described in section B.1. This is especially pronounced when considering that 40% of all students without higher educated parents (2496) is situated in the low-track (984), which is only 20% for those with higher educated parents.

B.4 Comparing VMBO's

Table B2: Educational Flows

School-Track	Next Educ.Level	Count	Total Track	Share
VMBO-B	MBO2	13733	14120	97.259%
VMBO-B	MBO3	337	14120	2.387%
VMBO-B	MBO4	50	14120	0.354%
VMBO-K	HAVO	3	25235	0.012%
VMBO-K	MBO2	2378	25235	9.423%
VMBO-K	MBO3	9062	25235	35.91%
VMBO-K	MBO4	13792	25235	54.654%
VMBO-GT	HAVO	8421	48226	17.462%
VMBO-GT	MBO2	1242	48226	2.575%
VMBO-GT	MBO3	4410	48226	9.144%
VMBO-GT	MBO4	34153	48226	70.819%
HAVO	HBO	34347	39405	87.164%
HAVO	MBO2	58	39405	0.147%
HAVO	MBO3	148	39405	0.376%
HAVO	MBO4	1384	39405	3.512%
HAVO	VWO	3468	39405	8.801%
VWO	HBO	3459	29665	11.66%
VWO	MBO2	1	29665	0.003%
VWO	MBO3	6	29665	0.02%
VWO	MBO4	35	29665	0.118%
VWO	WO	26164	29665	88.198%

Sources: educational flows: Dienst Uitvoering Onderwijs (2022);
It depicts an overview of the educational transitions of high-school graduates, per high-school track in the year 2021-2022, to their next education level.

Table B3: All Educ: Expectations

		Students			Parents		
School-Track	Future	Number	Total	Share	Number	Total	Share
VMBO-B	HBO	69	1786	3.863	16	744	2.151
VMBO-B	MBO	1642	1786	91.937	723	744	97.177
VMBO-B	WO	75	1786	4.199	5	744	0.672
VMBO-K	HBO	352	3254	10.817	59	1924	3.067
VMBO-K	MBO	2795	3254	85.894	1853	1924	96.310
VMBO-K	WO	107	3254	3.288	12	1924	0.624
VMBO-G	HBO	522	1989	26.244	158	1531	10.320
VMBO-G	MBO	1384	1989	69.583	1362	1531	88.961
VMBO-G	WO	83	1989	4.173	11	1531	0.718
VMBO-T	HBO	1826	4667	39.126	486	2837	17.131
VMBO-T	MBO	2622	4667	56.182	2326	2837	81.988
VMBO-T	WO	219	4667	4.693	25	2837	0.881
VMBO-GT	HBO	2348	6656	35.276	644	4368	14.744
VMBO-GT	MBO	4006	6656	60.186	3688	4368	84.432
VMBO-GT	WO	302	6656	4.537	36	4368	0.824
HAVO	HBO	5316	6906	76.977	3792	4860	78.025
HAVO	MBO	421	6906	6.096	825	4860	16.975
HAVO	WO	1169	6906	16.927	243	4860	5.000

C Descriptive

Table B4: VMBO Comparisons Student Expectation

	Expects to complete MBO			Expects to complete HBO		
	VMBO-G	VMBO-T	Low-Track	VMBO-G	VMBO-T	Low-Track
HE	−0.0964**	−0.1095***	−0.1083***	0.0179	−0.0181	−0.0103
	(0.0401)	(0.0276)	(0.0228)	(0.0572)	(0.0267)	(0.0236)
Age	0.0328	0.0364	0.0363*	−0.0062	−0.0005	0.0017
	(0.0358)	(0.0244)	(0.0202)	(0.0500)	(0.0228)	(0.0204)
Female	−0.0023	−0.0337	−0.0264	0.0131	0.0379	0.0300
	(0.0391)	(0.0259)	(0.0216)	(0.0561)	(0.0244)	(0.0218)
Exit-Score	−0.0030	−0.0613***	−0.0463***	−0.0125	0.0386*	0.0277
	(0.0310)	(0.0212)	(0.0176)	(0.0433)	(0.0202)	(0.0179)
Self-Efficacy	−0.1106***	−0.1323***	−0.1290***	0.0181	−0.0130	−0.0077
	(0.0213)	(0.0145)	(0.0121)	(0.0317)	(0.0144)	(0.0128)
Income=2	−0.0058	0.0684	0.0438	−0.0210	0.0144	0.0116
	(0.0587)	(0.0422)	(0.0346)	(0.0924)	(0.0398)	(0.0361)
Income=3	−0.1235**	0.0368	−0.0092	0.0172	0.0172	0.0196
	(0.0620)	(0.0441)	(0.0361)	(0.0901)	(0.0412)	(0.0368)
Income=4	−0.1740**	−0.0157	−0.0650	−0.0346	−0.0148	−0.0178
	(0.0740)	(0.0484)	(0.0405)	(0.1034)	(0.0437)	(0.0393)
Income=Missing	−0.1191**	0.1064***	0.0448	−0.0328	−0.0257	−0.0243
	(0.0595)	(0.0407)	(0.0337)	(0.0848)	(0.0388)	(0.0347)
Mat_Emp=Part-Time	0.0482	−0.0008	0.0090	0.0737	0.0877**	0.0862***
	(0.0580)	(0.0392)	(0.0326)	(0.0736)	(0.0381)	(0.0331)
Mat_Emp=Full-Time	0.0843	0.0215	0.0346	0.0347	0.0316	0.0341
	(0.0589)	(0.0406)	(0.0335)	(0.0764)	(0.0397)	(0.0344)
Help-Homework	0.0036	0.0190	0.0138	−0.0159	−0.0007	−0.0047
	(0.0178)	(0.0127)	(0.0104)	(0.0237)	(0.0116)	(0.0103)
Talks about School	0.0566***	−0.0149	0.0063	−0.0049	0.0039	0.0041
	(0.0217)	(0.0154)	(0.0127)	(0.0282)	(0.0142)	(0.0123)
Constant	0.2104	0.3713	0.3310	0.9269	0.9884**	0.9542***
	(0.5797)	(0.3996)	(0.3346)	(0.8205)	(0.3968)	(0.3616)
Pred.HE=0	0.7636	0.6075	0.6511	0.9083	0.9167	0.9145
Pred.HE=1	0.6673	0.498	0.5428	0.9263	0.8986	0.9042
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	528	1,404	1,932	146	623	769
Adjusted R^2	0.1526	0.1227	0.1395	−0.0267	0.0427	0.0398

Significance levels: *p<0.1; **p<0.05; ***p<0.01

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Predicted probabilities are calculated at the mean.

Table B5: VMBO Comparisons Parent Expectation

	Expects to complete MBO			Expects to complete HBO		
	VMBO-G	VMBO-T	Low-Track	VMBO-G	VMBO-T	Low-Track
HE	−0.0305	−0.1127***	−0.0866***	0.0019	0.0149	0.0342
	(0.0311)	(0.0220)	(0.0180)	(0.0842)	(0.0306)	(0.0280)
Age	0.0744***	0.0092	0.0274*	−0.0903	0.0067	−0.0065
	(0.0279)	(0.0197)	(0.0161)	(0.0655)	(0.0274)	(0.0253)
Female	−0.0134	−0.0079	−0.0075	0.0013	−0.0460*	−0.0392
	(0.0304)	(0.0207)	(0.0171)	(0.0654)	(0.0260)	(0.0239)
Exit-Score	0.0351	0.0309*	0.0302**	0.1160**	−0.0071	0.0183
	(0.0241)	(0.0168)	(0.0139)	(0.0528)	(0.0219)	(0.0200)
Self-Efficacy	−0.0534***	−0.0667***	−0.0643***	−0.0302	0.0314**	0.0266*
	(0.0166)	(0.0116)	(0.0095)	(0.0393)	(0.0152)	(0.0139)
Income=2	−0.0374	0.0250	0.0068	−0.0030	0.0213	0.0054
	(0.0457)	(0.0339)	(0.0274)	(0.1124)	(0.0486)	(0.0449)
Income=3	−0.0480	0.0048	−0.0137	−0.1279	0.0302	−0.0094
	(0.0484)	(0.0352)	(0.0286)	(0.1161)	(0.0468)	(0.0440)
Income=4	−0.0904	−0.0208	−0.0467	−0.0134	0.0282	0.0135
	(0.0579)	(0.0390)	(0.0323)	(0.1286)	(0.0504)	(0.0468)
Income=Missing	−0.0481	−0.0105	−0.0226	0.0155	0.0223	0.0095
	(0.0464)	(0.0330)	(0.0270)	(0.1045)	(0.0444)	(0.0406)
Mat_Emp=Part-Time	0.0859*	0.1499***	0.1298***	0.0161	0.0045	0.0068
	(0.0455)	(0.0319)	(0.0262)	(0.0905)	(0.0386)	(0.0352)
Mat_Emp=Full-Time	0.0327	0.1082***	0.0856***	0.0191	−0.0509	−0.0422
	(0.0463)	(0.0330)	(0.0269)	(0.0956)	(0.0385)	(0.0355)
Help-Homework	0.0087	−0.0012	0.0022	0.0994***	0.0019	0.0201*
	(0.0139)	(0.0101)	(0.0082)	(0.0307)	(0.0120)	(0.0112)
Talks about School	0.0074	−0.0371***	−0.0236**	−0.0067	−0.0051	−0.0136
	(0.0169)	(0.0124)	(0.0100)	(0.0382)	(0.0172)	(0.0153)
Constant	−0.3515	0.9254***	0.5765**	2.2962**	0.9459**	1.1527***
	(0.4530)	(0.3233)	(0.2671)	(1.0161)	(0.4352)	(0.4033)
Pred.HE=0	0.8862	0.8767	0.8774	0.9411	0.9529	0.9369
Pred.HE=1	0.8557	0.764	0.7909	0.943	0.9678	0.9711
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	544	1,357	1,901	69	240	309
Adjusted R^2	0.0491	0.0839	0.0713	0.1123	0.0506	0.0459

Significance levels: *p<0.1; **p<0.05; ***p<0.01

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Predicted probabilities are calculated at the mean.

Table B6: VMBO Comparisons Mismatch

	Student >Parent			Student <Parent		
	VMBO-G	VMBO-T	Low-Track	VMBO-G	VMBO-T	Low-Track
HE	0.1106***	0.0262	0.0537**	0.0358	0.0125	0.0203*
	(0.0379)	(0.0275)	(0.0225)	(0.0226)	(0.0124)	(0.0108)
Age	0.0174	−0.0339	−0.0217	−0.0009	0.0081	0.0036
	(0.0339)	(0.0245)	(0.0201)	(0.0202)	(0.0110)	(0.0097)
Female	−0.0387	0.0031	−0.0052	−0.0300	−0.0168	−0.0209**
	(0.0371)	(0.0258)	(0.0213)	(0.0221)	(0.0116)	(0.0103)
Exit-Score	0.0348	0.0787***	0.0652***	−0.0231	−0.0099	−0.0145*
	(0.0293)	(0.0210)	(0.0173)	(0.0175)	(0.0095)	(0.0083)
Self-Efficacy	0.0500**	0.0709***	0.0673***	0.0016	−0.0021	−0.0015
	(0.0202)	(0.0145)	(0.0119)	(0.0120)	(0.0065)	(0.0057)
Income=2	−0.0608	−0.0478	−0.0464	−0.0160	0.0082	−0.0004
	(0.0565)	(0.0421)	(0.0343)	(0.0336)	(0.0189)	(0.0165)
Income=3	0.0464	−0.0273	−0.0064	−0.0408	0.0144	−0.0044
	(0.0590)	(0.0439)	(0.0357)	(0.0351)	(0.0198)	(0.0172)
Income=4	0.0685	0.0077	0.0252	−0.0220	0.0180	0.0036
	(0.0700)	(0.0485)	(0.0401)	(0.0417)	(0.0218)	(0.0193)
Income=Missing	0.1023*	−0.1126***	−0.0554	0.0042	0.0254	0.0174
	(0.0570)	(0.0411)	(0.0337)	(0.0340)	(0.0185)	(0.0162)
Mat_Emp=Part-Time	−0.0362	0.0609	0.0345	−0.0910***	−0.0550***	−0.0656***
	(0.0552)	(0.0397)	(0.0326)	(0.0329)	(0.0178)	(0.0157)
Mat_Emp=Full-Time	−0.0855	0.0370	0.0050	−0.0207	−0.0373**	−0.0313*
	(0.0561)	(0.0411)	(0.0336)	(0.0334)	(0.0185)	(0.0162)
Help-Homework	−0.0009	−0.0019	0.0008	−0.0131	0.0178***	0.0082*
	(0.0168)	(0.0126)	(0.0102)	(0.0100)	(0.0057)	(0.0049)
Talks about School	−0.0467**	−0.0148	−0.0249**	0.0058	0.0121*	0.0101*
	(0.0205)	(0.0154)	(0.0125)	(0.0122)	(0.0069)	(0.0060)
Constant	−0.1383	0.6828*	0.4975	0.0724	−0.1748	−0.0441
	(0.5499)	(0.4010)	(0.3320)	(0.3277)	(0.1804)	(0.1599)
Pred.HE=0	0.1551	0.3033	0.2599	0.0402	0.0377	0.0375
Pred.HE=1	0.2657	0.3295	0.3136	0.076	0.0502	0.0578
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	503	1,330	1,833	503	1,330	1,833
Adjusted R^2	0.1030	0.0596	0.0662	0.0203	0.0138	0.0140

Significance levels: *p<0.1; **p<0.05; ***p<0.01

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Predicted probabilities are calculated at the mean.

C.1 Consistency

To give insight into whether the expectations of both students and parents are realistic, we compare them to different data sources that highlight educational patterns. This is presented in table C1.

Table C1: Consistency

		Flows Graduation		OCW Data	Expectations	
School-track	Future	NL	Limburg	NL	Students	Parents
High-Track	WO	88.139	85.246		79.081	55.307
High-Track	HBO	11.720	14.578		20.571	42.725
High-Track	MBO	0.141	0.176		0.347	1.968
Medium-Track	WO			14.700	15.529	3.543
Medium-Track	HBO	87.281	90.541	57.000	79.571	80.052
Medium-Track	High-Track	8.721	5.586	0.900		
Medium-Track	Medium-Track			21.900		
Medium-Track	MBO	3.998	3.874	5.500	4.899	16.404
Low-Track	WO			1.900	3.492	0.655
Low-Track	HBO			26.800	35.897	15.712
Low-Track	Medium-Track	17.462	13.354	5.400		
Low-Track	MBO	82.538	86.646	53.300	60.611	83.633
Low-Track	Low-track			12.400		

Sources: educational flows: Dienst Uitvoering Onderwijs (2022); attainment data: Ministerie van Onderwijs, Cultuur & Wetenschap (2017), Expectations: OML
Back to the dutch abbreviations: "High-Track" = VWO; "Medium-Track" = HAVO; "Low-Track" = VMBO GT

The first column represents the current high-school track the student is currently enrolled at. The second column highlights all the educational transitions that they could make, either directly or indirectly. The third and fourth column presents the share of students, per high-school track, that continues into one of the educational options available (Dienst Uitvoering Onderwijs, 2022). The third column provides the perspective of the Netherlands, while the fourth column presents this information for all municipalities of the province of Limburg that is covered with our data collection. The empty cells herein indicate educational trajectories which are not directly possible, such as low-track students attending HBO, which requires a medium-track spell or vocational training degree first.

Only minor differences exist in the educational flows of the Netherlands compared to Limburg. For instance, limburgish high-track students are slightly more likely to choose HBO over WO, while for medium-track students they do not transition to the high-track as often. However, the flows of students attending MBO (vocational training) are comparable. For low-track students we also observe a slight reduction in the share of students continuing in the medium-track.

The fifth column presents the attainment patterns of high-school graduates between 2004 & 2007 that were tracked till 2016 (Ministerie van Onderwijs, Cultuur & Wetenschap, 2017). However, as their focus was on the so-called "bergbeklimmers", which entails they wanted to know whether students would make upward mobility transitions to arrive at higher forms of (tertiary) education, they did leave out high-track students, which did not face these challenges. However, this data is somewhat older, which entails that different social norms and labor market conditions were present, which might have influenced the students' decision to enroll. Accordingly, it might not be the most accurate source of information. Unfortunately, similar data by parental background is not available; suggestive patterns are shown in (Van den Broek et al., 2018) and indicated in the introduction of this paper.

The final two columns represent the educational attainment expectation of students and parents, respectively. In the phrasing of our question we only allowed students, or parents, to consider one of the future education options. Hence, we did not allow them to select one of the high-school tracks as their level of educational attainment. Therefore, there are empty cells in the data. The numbers in the fifth column do suggest that students end up dropping out from either HBO or WO. Nonetheless, this is less of a concern as more students enroll in education after high-school and they are more likely to complete these levels currently compared to 10-15 years ago.

First, we investigate the students' expectations. Looking at high-track students, they indicate similar shares to the educational flows. There is a minor increase in the share of students that expects to complete HBO. However, it is not major and a plethora of factors, such as peer effects and school visits, are likely to increase the university expectation and university going self-efficacy belief of students. More importantly, there is no significant increase in the share expecting MBO.

For medium-track students, the share of students expecting to complete WO is only slightly higher than what the old-cohorts attainment seems to indicate. Similarly, the MBO share is between the attainment number and educational flows. The HBO share is larger than what the attainment data suggests, but in-line with the educational flows. This indicates that dropouts might have played a role in the attainment process, but that students still indicate to, at least, complete HBO at a similar rate.

For the low-track, we see that a comparable share of students expects to complete MBO to the attainment numbers. The share that expects to complete WO is doubled compared to the attainment pattern of old cohorts. Similarly, the HBO share is slightly higher, but not unreasonable so if the medium-track graduates would have joined. Besides, if we consider that almost-one third of the MBO students continue at a vocational university (0.3×86),[31] and a substantial share of those progressing to the medium-track end up enrolling (0.75×14), it yields a share of 36.3% of the original low-track students, which matches the expectation share.

[31] Figure B1 highlights the educational flows within the Netherlands. Herein we observe that on a yearly basis 22000 individuals with a MBO background enroll in HBO, which is substantial given that on a yearly basis 50000 students graduate vocational training. Therefore, the share of 30% continuing is conservative.

Investigating the expectations of parents highlights a stark contrast. Namely, across the high-school track it appears that they, on average, are mostly pessimistic about the attainment of their child compared to the educational flows or the attainment numbers.

When their child is in the high-track, they are four times as likely to expect MBO compared to students, which is 16 times as much as what the educational flows indicate. Moreover, they are twice as likely to expect HBO compared to students, who themselves were already conservative in their expectation compared to the educational flows. This is also reflected in the share of those parents that do expect WO education, which is only 55% of parents, while 85% of high-track students enroll at that level.

Similar patterns also appear when their child is in the medium-track. Parents are 4 times as likely to expect MBO education compared to students. This is also almost 3 times as much as what the attainment patterns indicate. The share of parents expecting HBO education however is in line with students. The share of parents expecting WO is below 4%, with only 77 out of 2283 parents expect this for their child. This highlights the status quo and downward expectation of parents.

Lastly, for parents of low-track students there is again a shockingly low fraction that expects their child to end up at WO. A share of 15% of parents expect their child to finish a HBO degree. Although this is significantly lower than what both students indicate and the attainment numbers suggest, it is somewhat identical to the flow of students moving up from the low to the medium-track. Accordingly, parents are not considering that their child might make an upward transition from MBO to WO based upon these numbers. This summarizes the tendencies quite well, in which parents are too conservative about the attainment of their child and somewhat ignorant of the myriad of educational transitions possible.

Investigating these patterns by parental education, as shown in Table C2, highlights that there are substantial differences by parental education. However, even in that case higher educated parents are pessimistic in their expectations relative to the educational flows and attainment patterns. They also, on average, expect the higher education levels than students without higher educated parents. This indicates that there will be a mismatch in expectations for all groups of students.

Table C2: Consistency.he

		Flows Graduation		OCW Data	Student Exp.			Parent Exp.		
School-track	Future	NL	Limburg	NL	All	no-HE	HE	All	no-HE	HE
High-Track	WO	88.139	85.246		79.081	72.452	81.202	55.307	42.038	59.552
High-Track	HBO	11.720	14.578		20.571	26.911	18.543	42.725	54.140	39.073
High-Track	MBO	0.141	0.176		0.347	0.637	0.255	1.968	3.822	1.375
Medium-Track	WO			14.700	15.529	14.027	16.476	3.543	2.489	4.208
Medium-Track	HBO	87.281	90.541	57.000	79.571	79.412	79.672	80.052	77.376	81.740
Medium-Track	High-Track	8.721	5.586	0.900						
Medium-Track	Medium-Track			21.900						
Medium-Track	MBO	3.998	3.874	5.500	4.899	6.561	3.852	16.404	20.136	14.051
Low-Track	WO			1.900	3.492	2.439	4.711	0.655	0.915	0.353
Low-Track	HBO			26.800	35.897	30.488	42.167	15.712	10.671	21.555
Low-Track	Medium-Track	17.462	13.354	5.400						
Low-Track	MBO	82.538	86.646	53.300	60.611	67.073	53.121	83.633	88.415	78.092
Low-Track	Low-track			12.400						

Sources: educational flows: Dienst Uitvoering Onderwijs (2022); attainment data: Ministerie van Onderwijs, Cultuur & Wetenschap (2017), Expectations: OML

Back to the dutch abbreviations: “High-Track“ = VWO; “Medium-Track“ = HAVO; “Low-Track“ = VMBO GT

C.2 Descriptive

Table C3: Descriptive Statistics: All

	mean	sd	min	median	max	N	lower95	upper95
HE	0.628	0.483	0	1	1	6710	0.616	0.640
Student_MBO	0.184	0.387	0	0	1	6710	0.174	0.193
Student_HBO	0.549	0.498	0	1	1	5478	0.536	0.563
Parent_MBO	0.292	0.455	0	0	1	6710	0.281	0.303
Parent_HBO	0.679	0.467	0	1	1	4751	0.666	0.692
Amb_Student	0.268	0.443	0	0	1	6710	0.258	0.279
Amb_Parent	0.031	0.173	0	0	1	6710	0.027	0.035
Age	15.134	0.484	13.514	15.098	18.189	6710	15.123	15.146
Female	0.529	0.499	0	1	1	6710	0.517	0.541
Exit-Score	-0	1	-6.476	0.056	3.557	6710	-0.024	0.024
Self-Efficacy	0	1	-4.110	0.057	2.290	6710	-0.024	0.024
Income	2.750	1.062	1	3	4	5148	2.721	2.779
Maternal-Emp	1.192	0.646	0	1	2	6710	1.177	1.208
Help-Homework	2.520	1.087	1	3	5	6710	2.494	2.546
Talks about School	3.821	0.867	1	4	5	6710	3.800	3.842

Table C4: Descriptive Statistics: Low-Track

	mean	sd	min	median	max	N	lower95	upper95
HE	0.463	0.499	0	0	1	1833	0.440	0.486
Student_MBO	0.606	0.489	0	1	1	1833	0.584	0.628
Student_HBO	0.911	0.284	0	1	1	722	0.891	0.932
Parent_MBO	0.836	0.370	0	1	1	1833	0.819	0.853
Parent_HBO	0.960	0.196	0	1	1	300	0.938	0.982
Amb_Student	0.285	0.451	0	0	1	1833	0.264	0.305
Amb_Parent	0.047	0.212	0	0	1	1833	0.037	0.057
Age	15.275	0.535	13.847	15.175	18.189	1833	15.251	15.300
Female	0.509	0.500	0	1	1	1833	0.486	0.532
Exit-Score	-0	1	-4.240	-0.008	2.752	1833	-0.046	0.046
Self-Efficacy	0	1	-3.917	0.043	2.246	1833	-0.046	0.046
Income	2.454	1.052	1	2	4	1392	2.399	2.509
Maternal-Emp	1.212	0.671	0	1	2	1833	1.181	1.242
Help-Homework	2.643	1.082	1	3	5	1833	2.594	2.693
Talks about School	3.822	0.880	1	4	5	1833	3.781	3.862

Table C5: Descriptive Statistics: Medium-Track

	mean	sd	min	median	max	N	lower95	upper95
HE	0.613	0.487	0	1	1	2286	0.593	0.633
Student_MBO	0.049	0.216	0	0	1	2286	0.040	0.058
Student_HBO	0.837	0.370	0	1	1	2174	0.821	0.852
Parent_MBO	0.164	0.370	0	0	1	2286	0.149	0.179
Parent_HBO	0.958	0.202	0	1	1	1911	0.949	0.967
Amb_Student	0.255	0.436	0	0	1	2286	0.237	0.272
Amb_Parent	0.027	0.161	0	0	1	2286	0.020	0.033
Age	15.150	0.483	13.716	15.098	17.675	2286	15.130	15.170
Female	0.533	0.499	0	1	1	2286	0.513	0.554
Exit-Score	0	1	-4.897	0.022	2.604	2286	-0.041	0.041
Self-Efficacy	-0	1	-3.836	0.086	2.290	2286	-0.041	0.041
Income	2.700	1.057	1	3	4	1736	2.650	2.750
Maternal-Emp	1.195	0.633	0	1	2	2286	1.169	1.221
Help-Homework	2.618	1.095	1	3	5	2286	2.573	2.663
Talks about School	3.834	0.852	1	4	5	2286	3.799	3.869

Table C6: Descriptive Statistics: High-Track

	mean	sd	min	median	max	N	lower95	upper95
HE	0.758	0.429	0	1	1	2591	0.741	0.774
Student_MBO	0.003	0.059	0	0	1	2591	0.001	0.006
Student_HBO	0.206	0.405	0	0	1	2582	0.191	0.222
Parent_MBO	0.020	0.139	0	0	1	2591	0.014	0.025
Parent_HBO	0.436	0.496	0	0	1	2540	0.417	0.455
Amb_Student	0.269	0.443	0	0	1	2591	0.252	0.286
Amb_Parent	0.023	0.150	0	0	1	2591	0.017	0.029
Age	15.021	0.415	13.514	15.014	17.169	2591	15.005	15.037
Female	0.539	0.499	0	1	1	2591	0.520	0.558
Exit-Score	-0	1	-6.476	0.056	3.557	2591	-0.039	0.039
Self-Efficacy	0	1	-4.110	0.078	2.134	2591	-0.039	0.039
Income	2.998	1.014	1	3	4	2020	2.953	3.042
Maternal-Emp	1.177	0.638	0	1	2	2591	1.152	1.201
Help-Homework	2.348	1.062	1	2	5	2591	2.307	2.389
Talks about School	3.810	0.872	1	4	5	2591	3.776	3.843

C.3 Balance

Table C7: Descriptive Statistics: Balance All

	no-HE (N=2496)			HE (N=4214)				
	mean	sd	n	mean	sd	n	diff_mean	pvalue
Student_MBO	0.289	0.454	2496	0.121	0.326	4214	-0.168	0
Student_HBO	0.660	0.474	1774	0.496	0.500	3704	-0.164	0
Parent_MBO	0.429	0.495	2496	0.210	0.408	4214	-0.219	0
Parent_HBO	0.793	0.405	1424	0.630	0.483	3327	-0.163	0
Amb_Student	0.281	0.450	2496	0.261	0.439	4214	-0.021	0.066
Amb_Parent	0.029	0.167	2496	0.032	0.176	4214	0.003	0.459
Age	15.200	0.499	2496	15.095	0.471	4214	-0.105	0
Female	0.527	0.499	2496	0.530	0.499	4214	0.003	0.794
Exit-Score	0.022	0.966	2496	-0.013	1.019	4214	-0.036	0.151
Self-Efficacy	-0.028	0.983	2496	0.016	1.009	4214	0.044	0.080
Income	2.168	0.951	1849	3.076	0.978	3299	0.908	0
Maternal-Emp	1.153	0.681	2496	1.215	0.622	4214	0.062	0
Help-Homework	2.418	1.069	2496	2.581	1.094	4214	0.163	0
Talks about School	3.816	0.899	2496	3.824	0.848	4214	0.009	0.696

Table C8: Descriptive Statistics: Balance Low-Track

	no-HE (N=984)			HE (N=849)				
	mean	sd	n	mean	sd	n	diff_mean	pvalue
Student_MBO	0.671	0.470	984	0.531	0.499	849	-0.140	0
Student_HBO	0.926	0.262	324	0.899	0.301	398	-0.026	0.209
Parent_MBO	0.884	0.320	984	0.781	0.414	849	-0.103	0
Parent_HBO	0.921	0.271	114	0.984	0.126	186	0.063	0.021
Amb_Student	0.253	0.435	984	0.322	0.467	849	0.069	0.001
Amb_Parent	0.038	0.190	984	0.058	0.233	849	0.020	0.046
Age	15.293	0.535	984	15.255	0.535	849	-0.037	0.139
Female	0.523	0.500	984	0.492	0.500	849	-0.031	0.186
Exit-Score	0.028	0.982	984	-0.032	1.020	849	-0.060	0.202
Self-Efficacy	-0.024	0.982	984	0.027	1.021	849	0.051	0.277
Income	2.058	0.946	746	2.912	0.980	646	0.854	0
Maternal-Emp	1.163	0.706	984	1.269	0.625	849	0.106	0.001
Help-Homework	2.537	1.082	984	2.767	1.071	849	0.230	0
Talks about School	3.808	0.925	984	3.837	0.825	849	0.030	0.470

Table C9: Descriptive Statistics: Balance Medium-Track

	no-HE (N=884)			HE (N=1402)				
	mean	sd	n	mean	sd	n	diff_mean	pvalue
Student_MBO	0.066	0.248	884	0.039	0.193	1402	-0.027	0.006
Student_HBO	0.850	0.357	826	0.829	0.377	1348	-0.021	0.188
Parent_MBO	0.201	0.401	884	0.141	0.348	1402	-0.061	0
Parent_HBO	0.969	0.174	706	0.951	0.216	1205	-0.018	0.049
Amb_Student	0.271	0.445	884	0.244	0.430	1402	-0.028	0.144
Amb_Parent	0.027	0.163	884	0.026	0.160	1402	-0.001	0.913
Age	15.178	0.500	884	15.132	0.471	1402	-0.045	0.031
Female	0.533	0.499	884	0.534	0.499	1402	0.001	0.973
Exit-Score	0.076	0.945	884	-0.048	1.030	1402	-0.124	0.003
Self-Efficacy	0.016	0.971	884	-0.010	1.018	1402	-0.026	0.537
Income	2.174	0.931	643	3.009	1.004	1093	0.835	0
Maternal-Emp	1.162	0.666	884	1.215	0.611	1402	0.054	0.053
Help-Homework	2.440	1.077	884	2.730	1.091	1402	0.290	0
Talks about School	3.840	0.875	884	3.830	0.836	1402	-0.011	0.767

Table C10: Descriptive Statistics: Balance High-Track

	no-HE (N=628)			HE (N=1963)				
	mean	sd	n	mean	sd	n	diff_mean	pvalue
Student_MBO	0.006	0.080	628	0.003	0.050	1963	-0.004	0.258
Student_HBO	0.271	0.445	624	0.186	0.389	1958	-0.085	0
Parent_MBO	0.038	0.192	628	0.014	0.116	1963	-0.024	0.003
Parent_HBO	0.563	0.496	604	0.396	0.489	1936	-0.167	0
Amb_Student	0.339	0.474	628	0.246	0.431	1963	-0.093	0
Amb_Parent	0.018	0.131	628	0.025	0.156	1963	0.007	0.238
Age	15.088	0.405	628	14.999	0.416	1963	-0.089	0
Female	0.524	0.500	628	0.544	0.498	1963	0.020	0.378
Exit-Score	-0.061	0.967	628	0.019	1.010	1963	0.080	0.073
Self-Efficacy	-0.095	1	628	0.030	0.998	1963	0.125	0.006
Income	2.339	0.962	460	3.192	0.945	1560	0.853	0
Maternal-Emp	1.127	0.663	628	1.193	0.629	1963	0.065	0.030
Help-Homework	2.202	1.003	628	2.394	1.076	1963	0.192	0
Talks about School	3.793	0.892	628	3.815	0.865	1963	0.022	0.587

C.4 Difference by Mismatch

Table C11: Differences between Groups

	par > stud n = 207			Identical n = 4703			Stud > Par n = 1800				
Variable	mean	sd	n	mean	sd	n	mean	sd	n	pvaluem0-1	pvalue2-1
HE	0.652	0.477	207	0.634	0.482	4703	0.610	0.488	1800	0.589	0.077
student_mbo	0.594	0.492	207	0.236	0.425	4703	0.000	0.000	1800	0.000	0.000
student_hbo	1.000	0.000	84	0.600	0.490	3594	0.427	0.495	1800	0.000	0.000
parent_mbo	0.000	0.000	207	0.236	0.425	4703	0.472	0.499	1800	0.000	0.000
parent_hbo	0.565	0.497	207	0.600	0.490	3594	1.000	0.000	950	0.321	0.000
female	0.478	0.501	207	0.547	0.498	4703	0.487	0.500	1800	0.053	0.000
exit_score	-0.157	1.023	207	0.010	1.000	4703	-0.008	0.996	1800	0.022	0.517
selfefficacy	-0.287	1.153	207	-0.020	0.994	4703	0.085	0.987	1800	0.001	0.000
income	2.712	1.104	207	2.774	1.066	4703	2.693	1.046	1800	0.427	0.006
help_homework	2.754	1.183	207	2.525	1.094	4703	2.482	1.054	1800	0.006	0.150
talk_school	4.005	0.850	207	3.849	0.857	4703	3.727	0.887	1800	0.010	0.000

Table C12: Differences between Groups: Low-Track

	par > stud n = 86			Identical n = 1225			Stud > Par n = 522				
Variable	mean	sd	n	mean	sd	n	mean	sd	n	pvaluem0-1	pvalue2-1
HE	0.570	0.498	86	0.430	0.495	1225	0.523	0.500	522	0.012	0.000
student_mbo	0.919	0.275	86	0.842	0.364	1225	0.000	0.000	522	0.016	0.000
student_hbo	1.000	0.000	7	0.990	0.102	193	0.881	0.324	522	0.159	0.000
parent_mbo	0.000	0.000	86	0.842	0.364	1225	0.960	0.197	522	0.000	0.000
parent_hbo	0.884	0.322	86	0.990	0.102	193	1.000	0.000	21	0.003	0.159
female	0.419	0.496	86	0.530	0.499	1225	0.475	0.500	522	0.045	0.037
exit_score	-0.170	1.022	86	-0.053	0.998	1225	0.153	0.986	522	0.308	0.000
selfefficacy	0.034	1.076	86	-0.099	0.994	1225	0.226	0.965	522	0.267	0.000
income	2.517	1.128	86	2.418	1.034	1225	2.527	1.079	522	0.426	0.050
help_homework	2.942	1.162	86	2.644	1.087	1225	2.592	1.052	522	0.021	0.348
talk_school	4.081	0.843	86	3.830	0.867	1225	3.759	0.908	522	0.008	0.127

Table C13: Differences between Groups: Medium-Track

	par > stud n = 61			Identical n = 1643			Stud > Par n = 582				
Variable	mean	sd	n	mean	sd	n	mean	sd	n	pvaluem0-1	pvalue2-1
HE	0.607	0.493	61	0.623	0.485	1643	0.588	0.493	582	0.802	0.139
student_mbo	0.590	0.496	61	0.046	0.210	1643	0.000	0.000	582	0.000	0.000
student_hbo	1.000	0.000	25	0.966	0.182	1567	0.483	0.500	582	0.000	0.000
parent_mbo	0.000	0.000	61	0.046	0.210	1643	0.514	0.500	582	0.000	0.000
parent_hbo	0.557	0.501	61	0.966	0.182	1567	1.000	0.000	283	0.000	0.000
female	0.541	0.502	61	0.544	0.498	1643	0.502	0.500	582	0.962	0.079
exit_score	-0.169	1.052	61	0.003	0.997	1643	0.008	1.004	582	0.207	0.928
selfefficacy	-0.450	1.355	61	-0.034	0.972	1643	0.143	1.013	582	0.018	0.000
income	2.706	1.082	61	2.713	1.061	1643	2.661	1.045	582	0.960	0.307
help_homework	2.689	1.285	61	2.635	1.090	1643	2.560	1.085	582	0.750	0.151
talk_school	4.098	0.870	61	3.854	0.842	1643	3.749	0.868	582	0.031	0.012

Table C14: Differences between Groups: High-Track

	par > stud n = 60			Identical n = 1835			Stud > Par n = 696				
Variable	mean	sd	n	mean	sd	n	mean	sd	n	pvaluem0-1	pvalue2-1
HE	0.817	0.390	60	0.780	0.414	1835	0.694	0.461	696	0.473	0.000
student_mbo	0.133	0.343	60	0.001	0.023	1835	0.000	0.000	696	0.003	0.318
student_hbo	1.000	0.000	52	0.248	0.432	1834	0.039	0.193	696	0.000	0.000
parent_mbo	0.000	0.000	60	0.001	0.023	1835	0.072	0.258	696	0.318	0.000
parent_hbo	0.117	0.324	60	0.248	0.432	1834	1.000	0.000	646	0.002	0.000
female	0.500	0.504	60	0.561	0.496	1835	0.484	0.500	696	0.354	0.001
exit_score	-0.126	1.011	60	0.058	1.002	1835	-0.142	0.979	696	0.167	0.000
selfefficacy	-0.582	0.915	60	0.045	1.010	1835	-0.069	0.962	696	0.000	0.009
income	2.926	1.079	60	3.058	1.012	1835	2.846	0.999	696	0.352	0.000
help_homework	2.550	1.080	60	2.346	1.079	1835	2.335	1.013	696	0.150	0.806
talk_school	3.800	0.819	60	3.858	0.863	1835	3.684	0.887	696	0.592	0.000

D Expectations

D.1 Individual Expectations

Table D1: Student Expectations: MBO vs HE

		no-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
Low-Track	Higher Education	324	984	32.927%	398	849	46.879%	0.000
Low-Track	MBO	660	984	67.073%	451	849	53.121%	0.000
Medium-Track	Higher Education	826	884	93.439%	1348	1402	96.148%	0.142
Medium-Track	MBO	58	884	6.561%	54	1402	3.852%	0.000
High-Track	Higher Education	624	628	99.363%	1958	1963	99.745%	0.528
High-Track	MBO	4	628	0.637%	5	1963	0.255%	0.000

Table D2: Student Expectations: HBO vs WO

		no-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
Low-Track	WO	24	324	7.407%	40	398	10.05%	0.024
Low-Track	HBO	300	324	92.593%	358	398	89.95%	0.508
Medium-Track	WO	124	826	15.012%	231	1348	17.136%	0.088
Medium-Track	HBO	702	826	84.988%	1117	1348	82.864%	0.468
High-Track	WO	455	624	72.917%	1594	1958	81.41%	0.009
High-Track	HBO	169	624	27.083%	364	1958	18.59%	0.000

Table D3: Parent Expectations: MBO vs HE

		no-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
Low-Track	Higher Education	114	984	11.585%	186	849	21.908%	0.000
Low-Track	MBO	870	984	88.415%	663	849	78.092%	0.001
Medium-Track	Higher Education	706	884	79.864%	1205	1402	85.949%	0.036
Medium-Track	MBO	178	884	20.136%	197	1402	14.051%	0.000
High-Track	Higher Education	604	628	96.178%	1936	1963	98.625%	0.086
High-Track	MBO	24	628	3.822%	27	1963	1.375%	0.000

Table D4: Parent Expectations: HBO vs WO

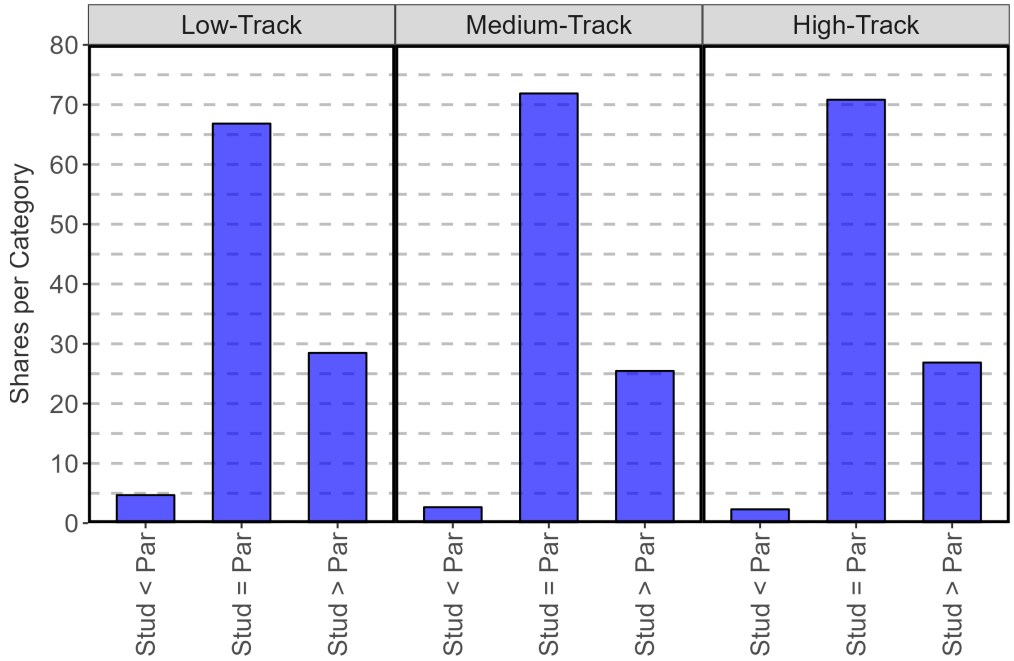
		no-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
Low-Track	WO	9	114	7.895%	3	186	1.613%	0.000
Low-Track	HBO	105	114	92.105%	183	186	98.387%	0.185
Medium-Track	WO	22	706	3.116%	59	1205	4.896%	0.000
Medium-Track	HBO	684	706	96.884%	1146	1205	95.104%	0.312
High-Track	WO	264	604	43.709%	1169	1936	60.382%	0.000
High-Track	HBO	340	604	56.291%	767	1936	39.618%	0.000

D.2 Mismatch

Table D5: Students vs Parents: Mismatch

Mismatch?	Number	Total	Share of Total
Student < Parent	207	6710	3.085
Student = Parent	4703	6710	70.089
Student > Parent	1800	6710	26.826

Figure D1: Mismatch Frequency by School-Track



This figure presents the share of students and parents expectations, by high-school track of the student, that fall into one of the categories. Namely, the student holding a lower expectation than the parent, the student holding an identical expectation or the parent holding a higher expectation than the student. The numbers are available in Appendix Table D6.

Table D6: Students vs Parents: Mismatch by Track

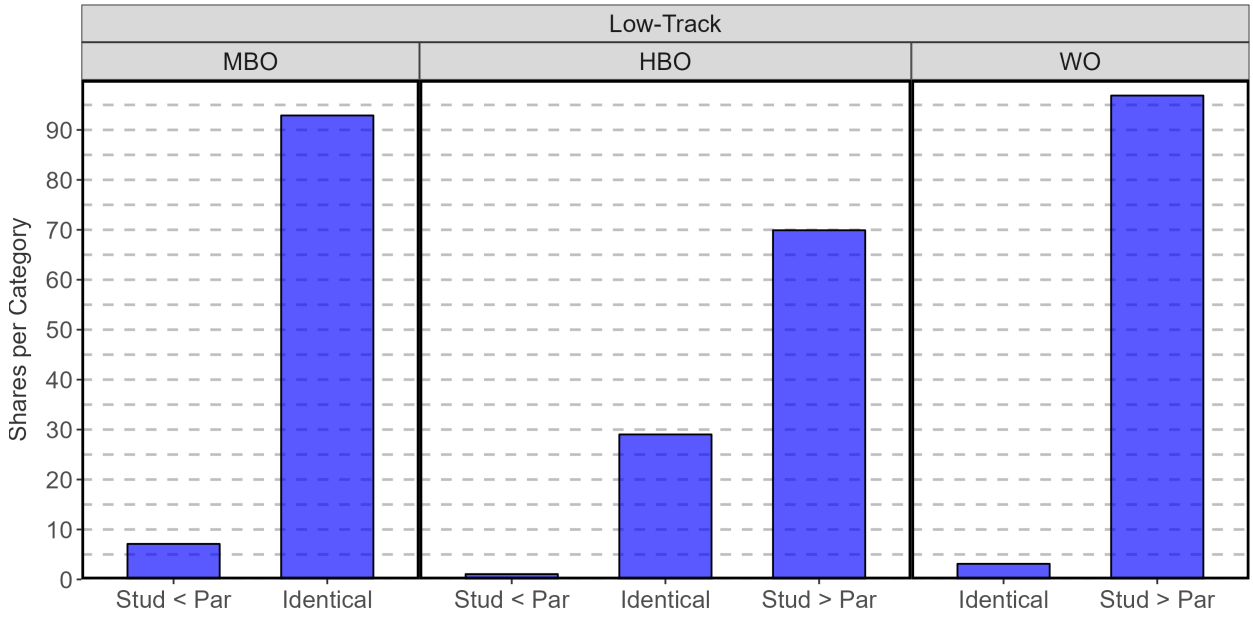
School-Track	Mismatch?	Number	Total	Share of Total
High-Track	Student > Parent	696	2591	26.862
High-Track	Student = Parent	1835	2591	70.822
High-Track	Student < Parent	60	2591	2.316
Medium-Track	Student > Parent	582	2286	25.459
Medium-Track	Student = Parent	1643	2286	71.872
Medium-Track	Student < Parent	61	2286	2.668
Low-Track	Student > Parent	522	1833	28.478
Low-Track	Student = Parent	1225	1833	66.830
Low-Track	Student < Parent	86	1833	4.692

Table D7: Students vs Parents: Mismatch by Parental Education

		no higher education			higher education			
Mismatch?	School-Track	Number	Total	Share	Number	Total	Share	P-value
High-Track	Stud > Par	213	628	33.917	483	1963	24.605	0.000
High-Track	Stud = Par	404	628	64.331	1431	1963	72.899	0.011
High-Track	Stud < Par	11	628	1.752	49	1963	2.496	0.000
Medium-Track	Stud > Par	240	884	27.149	342	1402	24.394	0.140
Medium-Track	Stud = Par	620	884	70.136	1023	1402	72.967	0.382
Medium-Track	Stud < Par	24	884	2.715	37	1402	2.639	0.687
Low-Track	Stud > Par	249	984	25.305	273	849	32.155	0.002
Low-Track	Stud = Par	698	984	70.935	527	849	62.073	0.013
Low-Track	Stud < Par	37	984	3.760	49	849	5.771	0.000

D.3 Mismatch by Student Expectations

Figure D2: Mismatch Frequency of Low-Track students by their Expectation

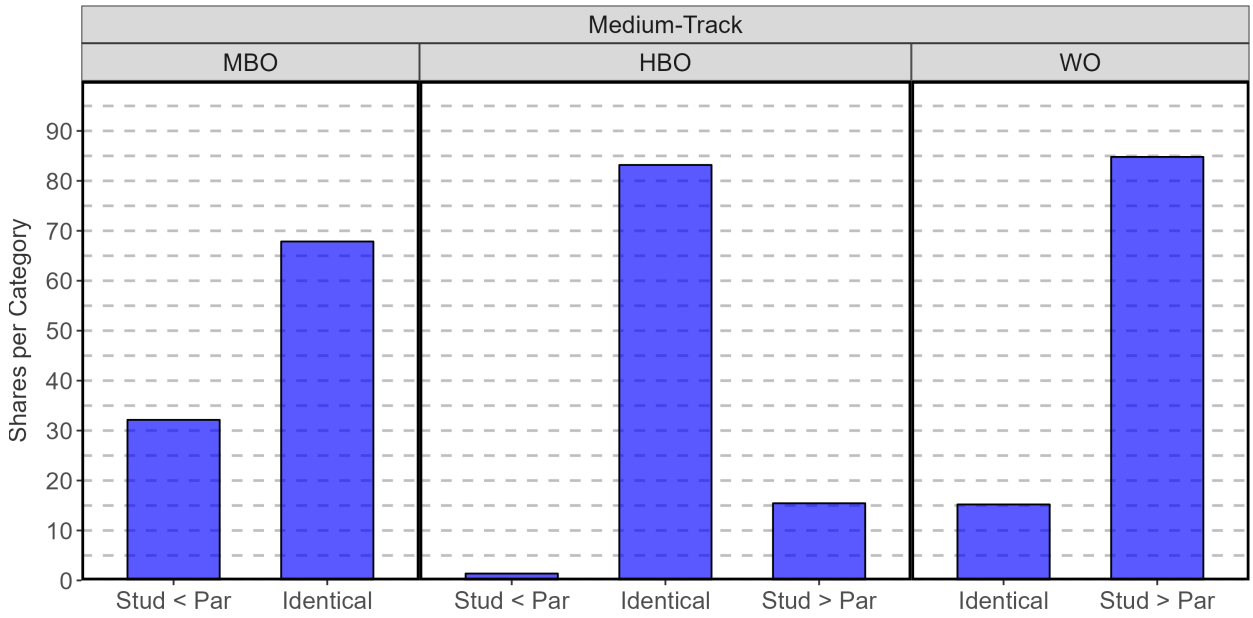


This figure presents for the Low-Track (VMBO gt) students (and their parents) the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table D8.

Table D8: Mismatch by Student Expectation: Low-Track

School-Track	Student Expect.	Mismatch	Frequency	Total_studexp	Total	Share
Low-Track	MBO	Stud < Par	79	1111	1833	7.111
Low-Track	MBO	Identical	1032	1111	1833	92.889
Low-Track	HBO	Stud < Par	7	658	1833	1.064
Low-Track	HBO	Identical	191	658	1833	29.027
Low-Track	HBO	Stud > Par	460	658	1833	69.909
Low-Track	WO	Identical	2	64	1833	3.125
Low-Track	WO	Stud > Par	62	64	1833	96.875

Figure D3: Mismatch Frequency of Medium-Track students by their Expectation

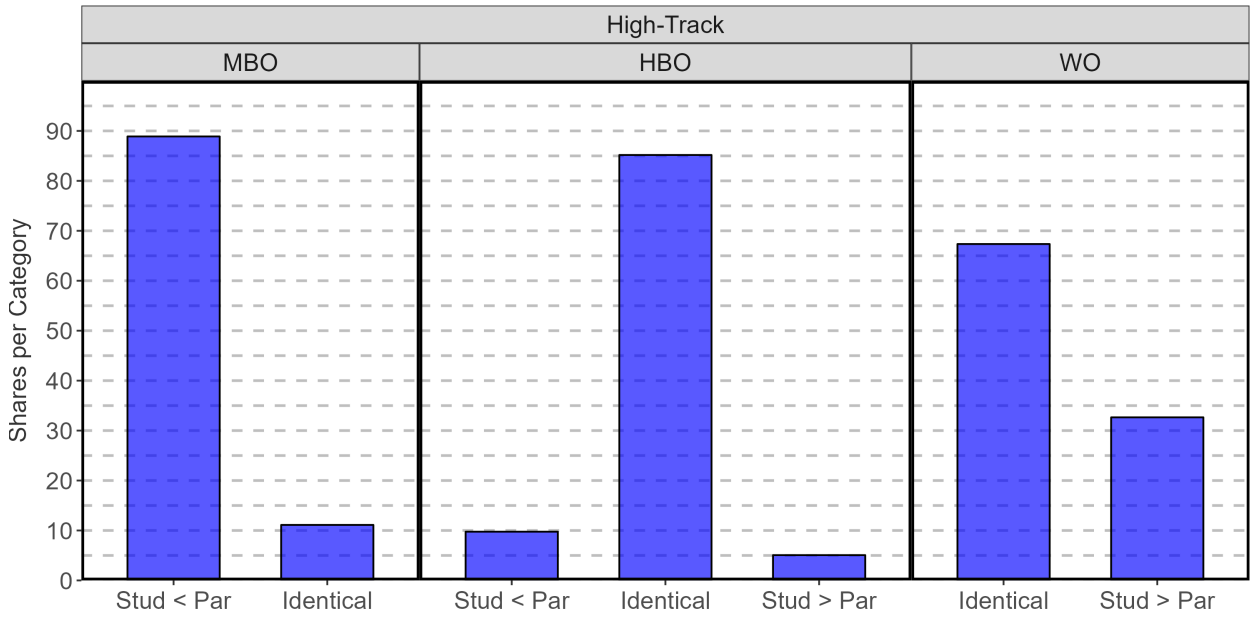


This figure presents for the Medium-Track (HAVO) students (and their parents) the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table D9.

Table D9: Mismatch by Student Expectation: Medium-Track

School-Track	Student Expect.	Mismatch	Frequency	Total_studexp	Total	Share
Medium-Track	MBO	Stud < Par	36	112	2286	32.143
Medium-Track	MBO	Identical	76	112	2286	67.857
Medium-Track	HBO	Stud < Par	25	1819	2286	1.374
Medium-Track	HBO	Identical	1513	1819	2286	83.178
Medium-Track	HBO	Stud > Par	281	1819	2286	15.448
Medium-Track	WO	Identical	54	355	2286	15.211
Medium-Track	WO	Stud > Par	301	355	2286	84.789

Figure D4: Mismatch Frequency of High-Track students by their Expectation



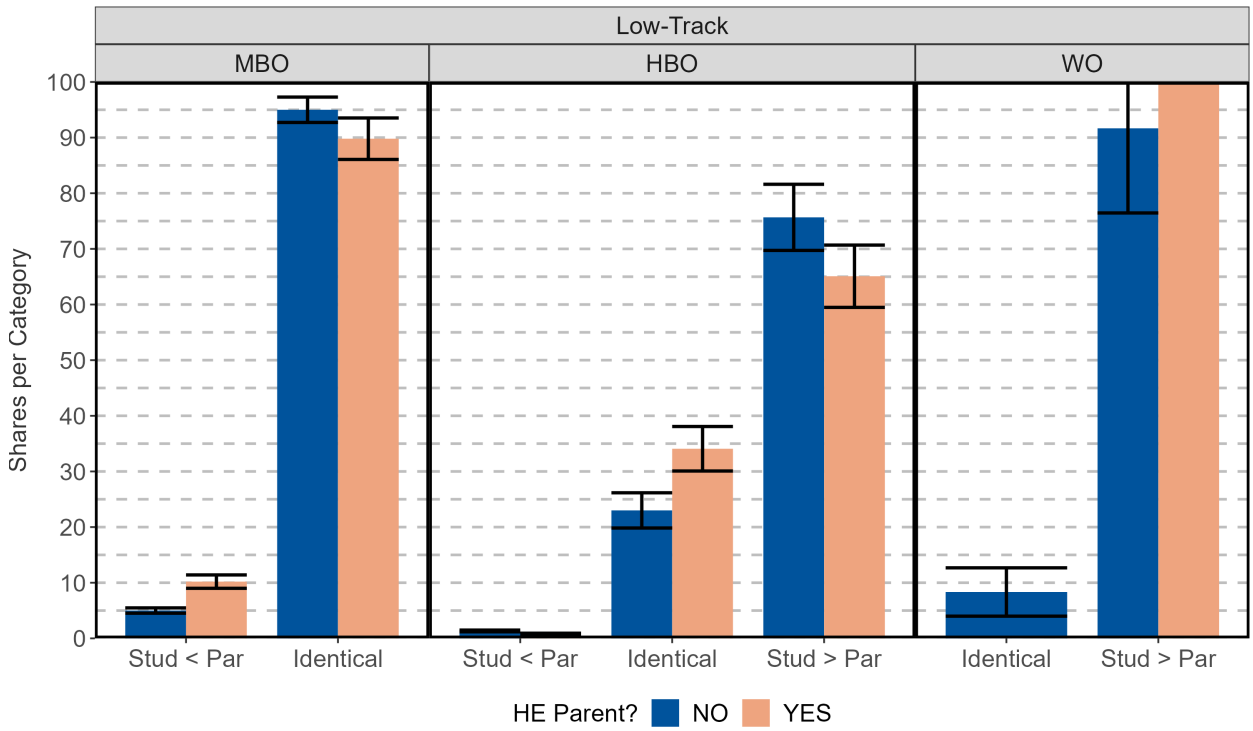
This figure presents for the High-Track (VWO) students (and their parents) the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table D10.

Table D10: Mismatch by Student Expectation: High-Track

School-Track	Student Expect.	Mismatch	Frequency	Total_studexp	Total	Share
High-Track	MBO	Stud < Par	8	9	2591	88.889
High-Track	MBO	Identical	1	9	2591	11.111
High-Track	HBO	Stud < Par	52	533	2591	9.756
High-Track	HBO	Identical	454	533	2591	85.178
High-Track	HBO	Stud > Par	27	533	2591	5.066
High-Track	WO	Identical	1380	2049	2591	67.350
High-Track	WO	Stud > Par	669	2049	2591	32.650

D.4 Mismatch by Student Expectation by Parental Education

Figure D5: Mismatch Frequency of Low-Track students by their Expectation and Parental Education

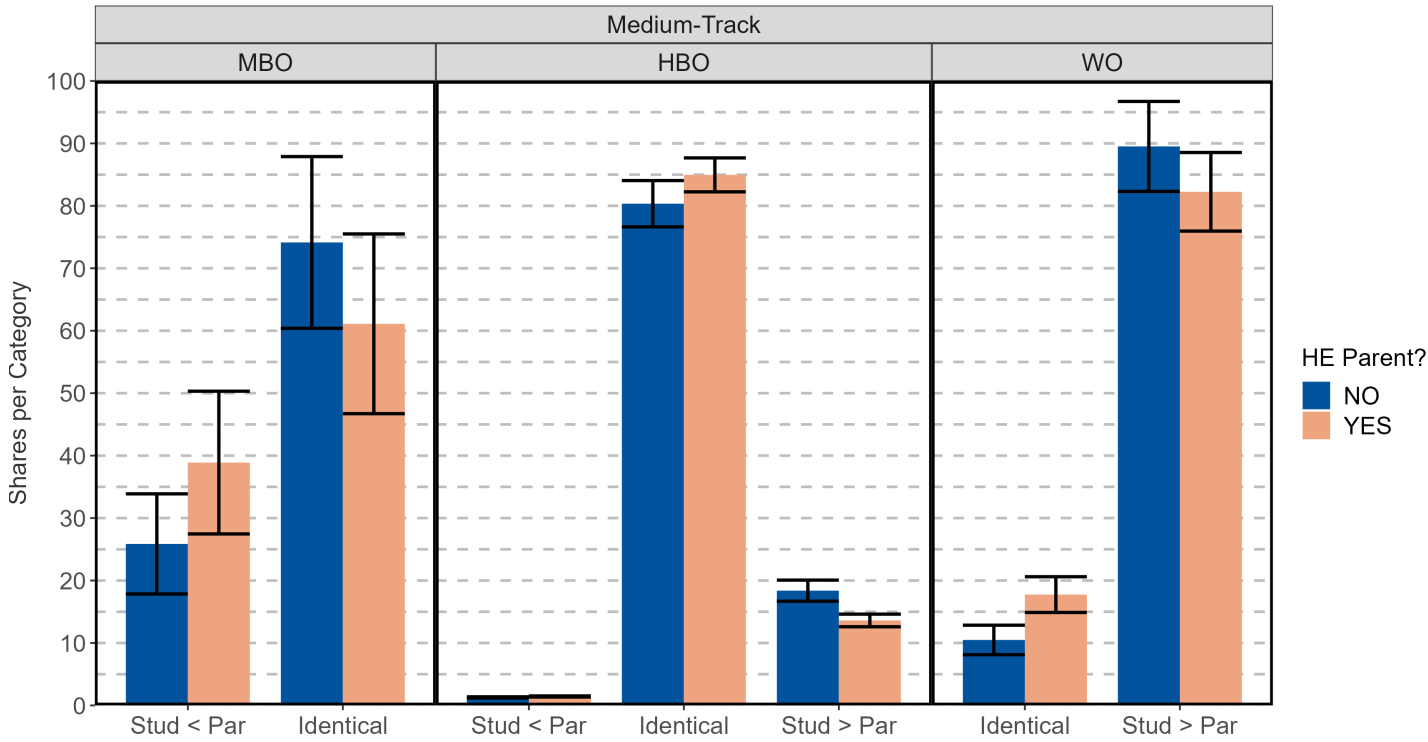


This figure presents for the Low-Track students (and their parents), the share of mismatched conditional on the educational expectation of the student and the level of parental education. The numbers are available in Appendix Table D11 The confidence interval depicts the 95% level.

Table D11: Mismatch by Student Expectation and Parental Education: Low-Track

			No-HE			HE			
School-Track	Mismatch?	Studexp	Count	Total	Share	Count	Total	Share	Pvalue
Low-Track	Stud < Par	HBO	4	300	1.33%	3	358	0.84%	0.000
Low-Track	Stud < Par	MBO	33	660	5%	46	451	10.2%	0.000
Low-Track	Identical	HBO	69	300	23%	122	358	34.08%	0.003
Low-Track	Identical	MBO	627	660	95%	405	451	89.8%	0.090
Low-Track	Identical	WO	2	24	8.33%			NA%	
Low-Track	Stud > Par	HBO	227	300	75.67%	233	358	65.08%	0.073
Low-Track	Stud > Par	WO	22	24	91.67%	40	40	100%	0.291

Figure D6: Mismatch Frequency of Medium-Track students by their Expectation and Parental Education

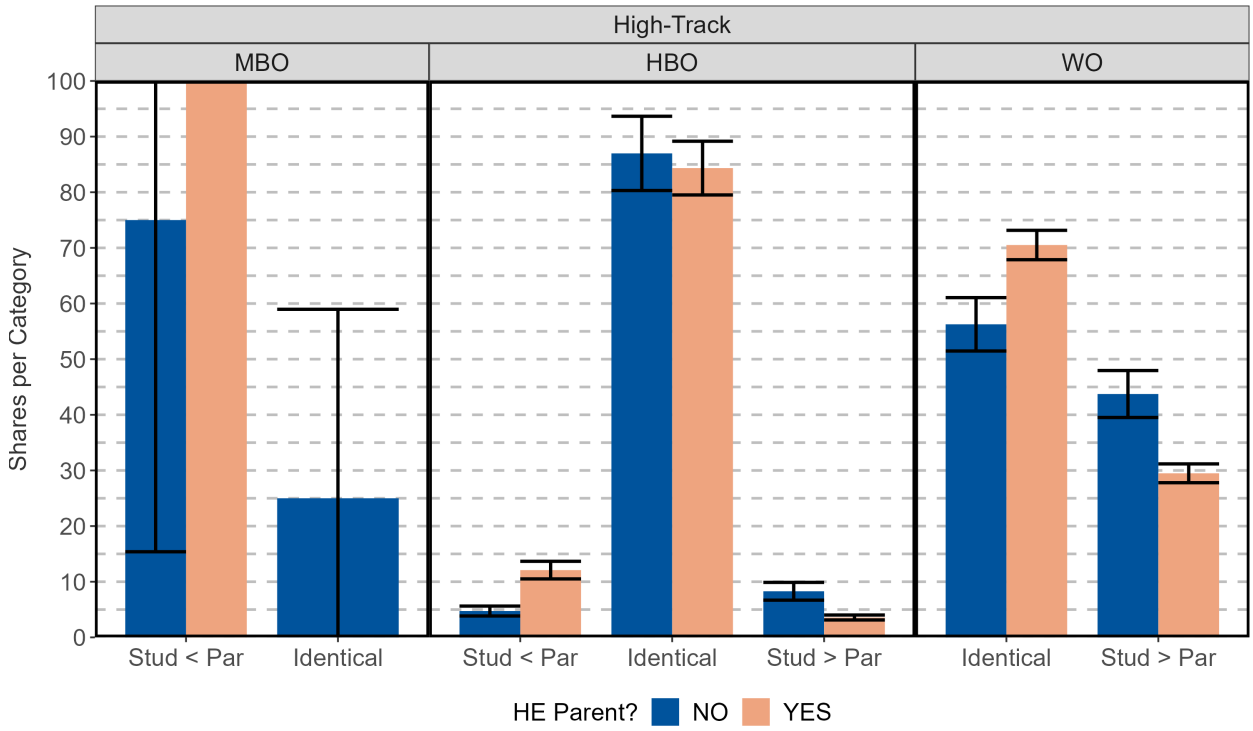


This figure presents for the Medium-Track students (and their parents), the share of mismatched conditional on the educational expectation of the student and the level of parental education. The numbers are available in Appendix Table D12 The confidence interval depicts the 95% level.

Table D12: Mismatch by Student Expectation and Parental Education: Medium-Track

			No-HE			HE			
School-Track	Mismatch?	Studexp	Count	Total	Share	Count	Total	Share	Pvalue
Medium-Track	Stud < Par	HBO	9	702	1.28%	16	1117	1.43%	0.109
Medium-Track	Stud < Par	MBO	15	58	25.86%	21	54	38.89%	0.195
Medium-Track	Identical	HBO	564	702	80.34%	949	1117	84.96%	0.159
Medium-Track	Identical	MBO	43	58	74.14%	33	54	61.11%	0.368
Medium-Track	Identical	WO	13	124	10.48%	41	231	17.75%	0.007
Medium-Track	Stud > Par	HBO	129	702	18.38%	152	1117	13.61%	0.001
Medium-Track	Stud > Par	WO	111	124	89.52%	190	231	82.25%	0.293

Figure D7: Mismatch Frequency of High-Track students by their Expectation and Parental Education



This figure presents for the High-Track students (and their parents), the share of mismatched conditional on the educational expectation of the student and the level of parental education. The numbers are available in Appendix Table D13 The confidence interval depicts the 95% level.

Table D13: Mismatch by Student Expectation and Parental Education: High-Track

			No-HE			HE			
School-Track	Mismatch?	Studexp	Count	Total	Share	Count	Total	Share	Pvalue
High-Track	Stud < Par	HBO	8	169	4.73%	44	364	12.09%	0.000
High-Track	Stud < Par	MBO	3	4	75%	5	5	100%	0.452
High-Track	Identical	HBO	147	169	86.98%	307	364	84.34%	0.653
High-Track	Identical	MBO	1	4	25%			NA%	
High-Track	Identical	WO	256	455	56.26%	1124	1594	70.51%	0.000
High-Track	Stud > Par	HBO	14	169	8.28%	13	364	3.57%	0.000
High-Track	Stud > Par	WO	199	455	43.74%	470	1594	29.49%	0.000

E Results Full

Table D14: Mismatch by Student Expectation & Parental Education: Low-Track

	Low-Track			
	MBO	HBO		WO
	Stud <Par	Stud <Par	Stud >Par	Stud >Par
HE	0.7184***	−1.1288	−0.6209***	34.7324
	(0.2710)	(1.5610)	(0.2241)	(116.4279)
Age	0.0211	0.1689	0.2478	−2.0563
	(0.2405)	(1.2433)	(0.1961)	(38.2944)
Female	−0.6964***	4.6178*	−0.2708	−0.7202
	(0.2694)	(2.7029)	(0.2034)	(112.2434)
Exit-Score	−0.1238	0.8593	0.2947***	15.9080
	(0.1344)	(0.8640)	(0.1104)	(28.3623)
Self-Efficacy	0.1732	−0.4998	−0.4732***	−9.6903
	(0.1325)	(0.7157)	(0.1114)	(45.8249)
Income=2	−0.2224	0.1270	−0.2385	4.9435
	(0.4341)	(2.5449)	(0.3493)	(115.6812)
Income=3	−0.1902	0.3205	−0.2569	−8.3917
	(0.4603)	(2.7429)	(0.3525)	(40.8365)
Income=4	0.1916	1.1546	−0.4003	10.4344***
	(0.4796)	(2.8916)	(0.3816)	(0.0000)
Income=Missing	0.2325	−0.6686	−0.4906	14.0162***
	(0.3974)	(2.4887)	(0.3341)	(0.0000)
Mat_Emp=Part-Time	−1.4573***	−1.8054	0.7212**	−7.7024
	(0.3543)	(2.0611)	(0.3126)	(149.6210)
Mat_Emp=Full-Time	−0.5606*	−0.6910	0.4757	−29.7000
	(0.3291)	(1.9959)	(0.3257)	(46.0724)
Help-Homework	0.2046	−0.9023	0.0689	5.0617
	(0.1267)	(0.7453)	(0.0960)	(81.6740)
Talks about School	0.2366	1.6458*	−0.2423**	19.5801
	(0.1744)	(0.9956)	(0.1144)	(90.7980)
Constant	−15.7172***	−23.5404	4.9558*	−2.0232
	(3.6633)	(16.4736)	(2.9963)	(3.5732)
n	1111	658	658	64
School Dummies	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes

Significance levels: *p<0.1; **p<0.05; ***p<0.01

The analysis consists of multinomial logistic regression models, with the base category being equal to students and parents holding identical expectations.

In this table the different columns present the student expectation and mismatch case. Coefficient of interest is the level of parental education.

Table D15: Mismatch by Student Expectation & Parental Education: Medium-Track

	Medium-Track			
	MBO	HBO		WO
	Stud <Par	Stud <Par	Stud >Par	Stud >Par
HE	0.9573	0.1618	−0.4276***	−0.6119
	(0.7614)	(0.4890)	(0.1494)	(0.4517)
Age	−1.1850	0.5594	0.3233**	0.5615
	(0.8143)	(0.4111)	(0.1454)	(0.3782)
Female	−0.3351	0.4491	−0.3376**	0.4350
	(0.7494)	(0.4601)	(0.1417)	(0.3930)
Exit-Score	0.2370	−0.3324	−0.1259*	−0.2462
	(0.3606)	(0.2148)	(0.0697)	(0.2029)
Self-Efficacy	−0.2145	0.2294	−0.2344***	−0.2130
	(0.3299)	(0.2447)	(0.0736)	(0.2104)
Income=2	−0.4095	−1.5779*	0.2680	−0.0387
	(1.5226)	(0.8781)	(0.2530)	(0.7177)
Income=3	0.2055	−0.5093	0.1894	0.5292
	(1.4037)	(0.6851)	(0.2594)	(0.7103)
Income=4	−0.5540	−0.4269	0.1747	−0.4734
	(1.4209)	(0.6737)	(0.2753)	(0.6752)
Income=Missing	−1.6078	−0.6247	0.2185	0.2664
	(1.3222)	(0.6790)	(0.2515)	(0.6550)
Mat_Emp=Part-Time	−0.6213	−0.3932	−0.1069	1.2365**
	(1.2592)	(0.6481)	(0.2255)	(0.5171)
Mat_Emp=Full-Time	−0.8301	−0.1479	−0.0885	1.4137***
	(1.4476)	(0.6834)	(0.2388)	(0.5320)
Help-Homework	−0.3871	−0.2189	0.1518**	−0.1601
	(0.3665)	(0.1984)	(0.0721)	(0.1631)
Talks about School	0.7851	1.0279***	−0.4209***	−0.7165***
	(0.5528)	(0.3229)	(0.0849)	(0.2649)
Constant	16.2725	−14.0432**	−5.2847**	−4.4082
	(11.7874)	(6.5470)	(2.3036)	(5.9983)
n	112	1819	1819	355
School Dummies	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes

Significance levels: *p<0.1; **p<0.05; ***p<0.01

The analysis consists of multinomial logistic regression models, with the base category being equal to students and parents holding identical expectations.

In this table the different columns present the student expectation and mismatch case. Coefficient of interest is the level of parental education.

Table D16: Mismatch by Student Expectation & Parental Education: High-Track

	High-Track		
	HBO		WO
	Stud <Par	Stud >Par	Stud >Par
HE	1.1352**	−0.4836	−0.4226***
	(0.4726)	(0.5276)	(0.1249)
Age	0.2956	−0.7706	0.0076
	(0.4239)	(0.6672)	(0.1266)
Female	−0.3477	−1.0129*	−0.4643***
	(0.3443)	(0.5535)	(0.1049)
Exit-Score	0.2973*	0.1441	−0.2955***
	(0.1759)	(0.2704)	(0.0528)
Self-Efficacy	−0.0127	−0.4311*	−0.3524***
	(0.1680)	(0.2334)	(0.0587)
Income=2	−0.1933	−0.4214	0.1609
	(0.6572)	(1.0561)	(0.2160)
Income=3	−0.2507	−0.8872	0.0933
	(0.6282)	(1.0969)	(0.2110)
Income=4	0.2751	−1.6552	−0.4703**
	(0.6371)	(1.2014)	(0.2095)
Income=Missing	−1.0242	−0.6512	−0.2007
	(0.7200)	(1.0576)	(0.2077)
Mat_Emp=Part-Time	−1.5592***	0.5945	0.4760***
	(0.4687)	(1.1553)	(0.1658)
Mat_Emp=Full-Time	−1.0588**	1.7227	0.2728
	(0.5072)	(1.2204)	(0.1775)
Help-Homework	−0.1920	−0.1878	0.1287**
	(0.1607)	(0.3109)	(0.0521)
Talks about School	0.2186	−0.7674**	−0.2434***
	(0.2181)	(0.3361)	(0.0603)
Constant	−6.8513	−41.7080***	0.3928
	(6.5963)	(7.5648)	(1.9795)
n	533	533	2049
School Dummies	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes

Significance levels: *p<0.1; **p<0.05; ***p<0.01

The analysis consists of multinomial logistic regression models, with the base category being equal to students and parents holding identical expectations.

In this table the different columns present the student expectation and mismatch case. Coefficient of interest is the level of parental education.

Table E1: Student Expectations: All Variables

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1127***	−0.0310**	−0.0019	−0.0135	−0.0297*	−0.0490**
	(0.0224)	(0.0142)	(0.0042)	(0.0313)	(0.0166)	(0.0223)
Age	0.0397**	0.0315***	0.0020	0.0125	−0.0131	−0.0028
	(0.0159)	(0.0112)	(0.0031)	(0.0286)	(0.0164)	(0.0241)
Female	−0.0273	−0.0113	−0.0032	0.0322	−0.0063	−0.0187
	(0.0198)	(0.0091)	(0.0021)	(0.0234)	(0.0211)	(0.0162)
Exit-Score	−0.0321**	−0.0097*	−0.0011	0.0183	−0.0141**	−0.0348***
	(0.0133)	(0.0050)	(0.0012)	(0.0189)	(0.0065)	(0.0078)
Self-Efficacy	−0.1136***	−0.0405***	−0.0012	−0.0092	−0.0756***	−0.1250***
	(0.0115)	(0.0059)	(0.0015)	(0.0126)	(0.0061)	(0.0081)
Income=2	0.0443	0.0012	−0.0104	0.0214	0.0300	0.0272
	(0.0328)	(0.0170)	(0.0073)	(0.0444)	(0.0296)	(0.0268)
Income=3	−0.0085	0.0089	−0.0075	0.0355	0.0098	0.0332
	(0.0390)	(0.0172)	(0.0098)	(0.0375)	(0.0305)	(0.0342)
Income=4	−0.0615*	0.0058	−0.0108	−0.0087	−0.0243	−0.0552**
	(0.0343)	(0.0137)	(0.0090)	(0.0497)	(0.0253)	(0.0243)
Income=Missing	0.0478	0.0122	−0.0105	−0.0019	−0.0095	−0.0216
	(0.0362)	(0.0126)	(0.0087)	(0.0349)	(0.0226)	(0.0295)
Maternal-Emp=1	−0.0013	−0.0123	0.0007	0.0724	0.0368	0.0202
	(0.0261)	(0.0183)	(0.0037)	(0.0459)	(0.0343)	(0.0170)
Maternal-Emp=2	0.0233	−0.0045	0.0032	0.0142	0.0109	0.0185
	(0.0288)	(0.0179)	(0.0045)	(0.0357)	(0.0284)	(0.0187)
Help-Homework	0.0116	0.0068	0.0013	−0.0056	0.0144**	0.0227**
	(0.0079)	(0.0056)	(0.0012)	(0.0107)	(0.0072)	(0.0090)
Talks about School	0.0086	−0.0041	−0.0023	0.0033	−0.0301***	−0.0062
	(0.0171)	(0.0072)	(0.0019)	(0.0128)	(0.0083)	(0.0085)
Constant	0.2864	−0.3886**	−0.0022	0.7714	1.0141***	0.1730
	(0.2431)	(0.1829)	(0.0444)	(0.4731)	(0.2656)	(0.3771)
Pred.HE=0	0.6583	0.068	0.0049	0.9188	0.8551	0.2436
Pred.HE=1	0.5456	0.037	0.003	0.9053	0.8254	0.1946
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	722	2,174	2,582
Adjusted R^2	0.1392	0.0598	−0.0026	0.0356	0.0645	0.1554

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Table E2: parent Expectations: All Variables

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.0897***	−0.0620***	−0.0167**	0.0417	−0.0155	−0.1085***
	(0.0194)	(0.0159)	(0.0079)	(0.0278)	(0.0108)	(0.0262)
Age	0.0240	0.0509***	−0.0041	−0.0046	−0.0022	0.0019
	(0.0179)	(0.0129)	(0.0064)	(0.0232)	(0.0112)	(0.0285)
Female	−0.0081	−0.0358**	−0.0121***	−0.0331	0.0015	−0.0689***
	(0.0143)	(0.0146)	(0.0045)	(0.0254)	(0.0095)	(0.0154)
Exit-Score	0.0199***	−0.0223***	−0.0036	0.0157	0.0014	−0.0676***
	(0.0063)	(0.0061)	(0.0040)	(0.0149)	(0.0053)	(0.0112)
Self-Efficacy	−0.0580***	−0.0491***	−0.0106***	0.0153	−0.0174***	−0.1075***
	(0.0091)	(0.0081)	(0.0037)	(0.0121)	(0.0057)	(0.0109)
Income=2	0.0102	0.0395	−0.0057	0.0080	0.0164	0.0502
	(0.0392)	(0.0296)	(0.0132)	(0.0533)	(0.0137)	(0.0337)
Income=3	−0.0056	0.0184	−0.0098	−0.0101	0.0150	0.0386
	(0.0290)	(0.0322)	(0.0114)	(0.0505)	(0.0116)	(0.0402)
Income=4	−0.0392	0.0207	−0.0172	0.0254	−0.0103	−0.0954**
	(0.0380)	(0.0302)	(0.0115)	(0.0365)	(0.0136)	(0.0442)
Income=Missing	−0.0181	0.0390	−0.0154	0.0071	0.0142	−0.0226
	(0.0303)	(0.0340)	(0.0123)	(0.0474)	(0.0121)	(0.0360)
Maternal-Emp=1	0.1231***	−0.0156	−0.0044	0.0002	0.0374**	0.1210***
	(0.0313)	(0.0240)	(0.0088)	(0.0312)	(0.0172)	(0.0306)
Maternal-Emp=2	0.0777**	−0.0188	0.0106	−0.0402	0.0368**	0.0798**
	(0.0314)	(0.0242)	(0.0095)	(0.0410)	(0.0170)	(0.0377)
Help-Homework	0.0042	0.0191***	−0.0026	0.0167	0.0009	0.0351***
	(0.0099)	(0.0072)	(0.0031)	(0.0163)	(0.0051)	(0.0087)
Talks about School	−0.0267**	−0.0464***	−0.0165***	−0.0140	−0.0275***	−0.0380***
	(0.0122)	(0.0082)	(0.0045)	(0.0165)	(0.0052)	(0.0120)
Constant	0.6254**	−0.4479**	0.1392	1.1295***	1.0014***	0.5382
	(0.3102)	(0.1769)	(0.1019)	(0.3372)	(0.1916)	(0.4272)
Pred.HE=0	0.8779	0.2021	0.0324	0.9341	0.9674	0.5185
Pred.HE=1	0.7882	0.1401	0.0156	0.9758	0.9519	0.41
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	300	1,911	2,540
Adjusted R^2	0.0727	0.0760	0.0554	0.0347	0.0223	0.1636

Significance levels: *p<0.1; **p<0.05; ***p<0.01

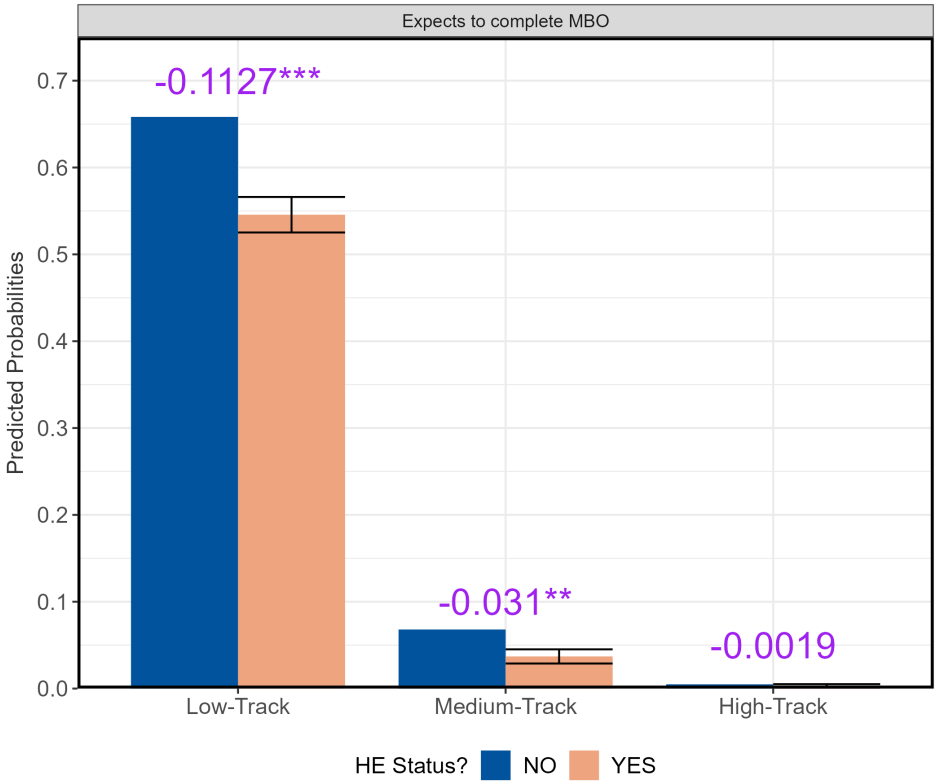
Table E3: Mismatched Expectations: All Coefficients

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0537**	0.0203*	−0.0156	−0.0002	−0.0588***	0.0116
	(0.0242)	(0.0113)	(0.0187)	(0.0099)	(0.0195)	(0.0084)
Age	−0.0217	0.0036	0.0403*	0.0178**	−0.0013	0.0072
	(0.0213)	(0.0109)	(0.0208)	(0.0089)	(0.0216)	(0.0094)
Female	−0.0052	−0.0209**	−0.0182	−0.0017	−0.0658***	−0.0088*
	(0.0163)	(0.0089)	(0.0157)	(0.0081)	(0.0158)	(0.0052)
Exit-Score	0.0408***	−0.0091*	−0.0001	−0.0033	−0.0328***	0.0001
	(0.0131)	(0.0054)	(0.0078)	(0.0039)	(0.0067)	(0.0028)
Self-Efficacy	0.0601***	−0.0013	0.0341***	−0.0132**	−0.0078	−0.0144***
	(0.0102)	(0.0056)	(0.0083)	(0.0052)	(0.0086)	(0.0034)
Income=2	−0.0464	−0.0004	0.0059	−0.0151	0.0309	−0.0112
	(0.0318)	(0.0200)	(0.0367)	(0.0130)	(0.0351)	(0.0124)
Income=3	−0.0064	−0.0044	0.0204	0.0022	0.0054	−0.0061
	(0.0343)	(0.0147)	(0.0410)	(0.0152)	(0.0416)	(0.0153)
Income=4	0.0252	0.0036	0.0228	−0.0078	−0.0472	−0.0110
	(0.0415)	(0.0192)	(0.0385)	(0.0132)	(0.0431)	(0.0136)
Income=Missing	−0.0554	0.0174	0.0357	−0.0171	−0.0121	−0.0235**
	(0.0375)	(0.0133)	(0.0349)	(0.0116)	(0.0388)	(0.0119)
Maternal-Emp=1	0.0345	−0.0656***	−0.0061	−0.0008	0.0679***	−0.0236*
	(0.0271)	(0.0218)	(0.0332)	(0.0128)	(0.0258)	(0.0121)
Maternal-Emp=2	0.0050	−0.0313	0.0165	0.0092	0.0475**	−0.0152
	(0.0275)	(0.0231)	(0.0342)	(0.0123)	(0.0242)	(0.0120)
Help-Homework	0.0008	0.0082	−0.0013	−0.0021	0.0087	0.0018
	(0.0099)	(0.0054)	(0.0080)	(0.0032)	(0.0094)	(0.0039)
Talks about School	−0.0249*	0.0101	−0.0275***	0.0103*	−0.0414***	0.0011
	(0.0135)	(0.0065)	(0.0099)	(0.0055)	(0.0102)	(0.0038)
Constant	0.4752	−0.0388	−0.2093	−0.2396	0.5040	−0.0799
	(0.3311)	(0.1755)	(0.3140)	(0.1466)	(0.3202)	(0.1449)
Pred.HE=0	0.2599	0.0375	0.2642	0.0268	0.3132	0.0144
Pred.HE=1	0.3136	0.0578	0.2486	0.0266	0.2544	0.026
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	1,833	2,286	2,286	2,591	2,591
Adjusted R^2	0.0662	0.0140	0.0227	0.0120	0.0416	0.0054

Significance levels: *p<0.1; **p<0.05; ***p<0.01

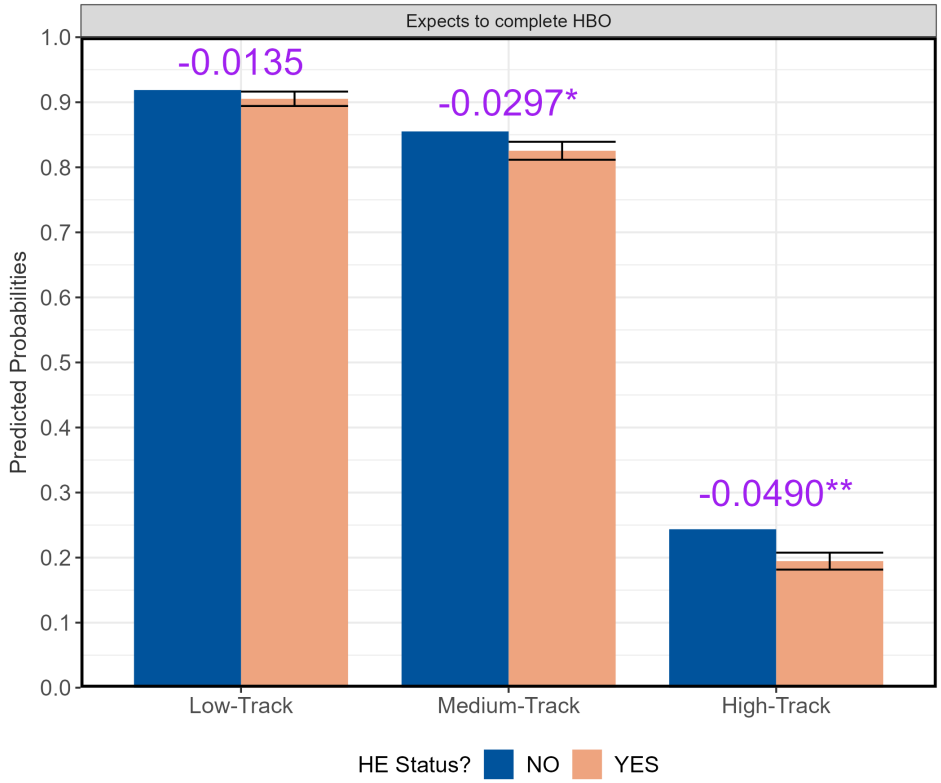
E.1 Predicted Probability Figures

Figure E1: Student: MBO over HE



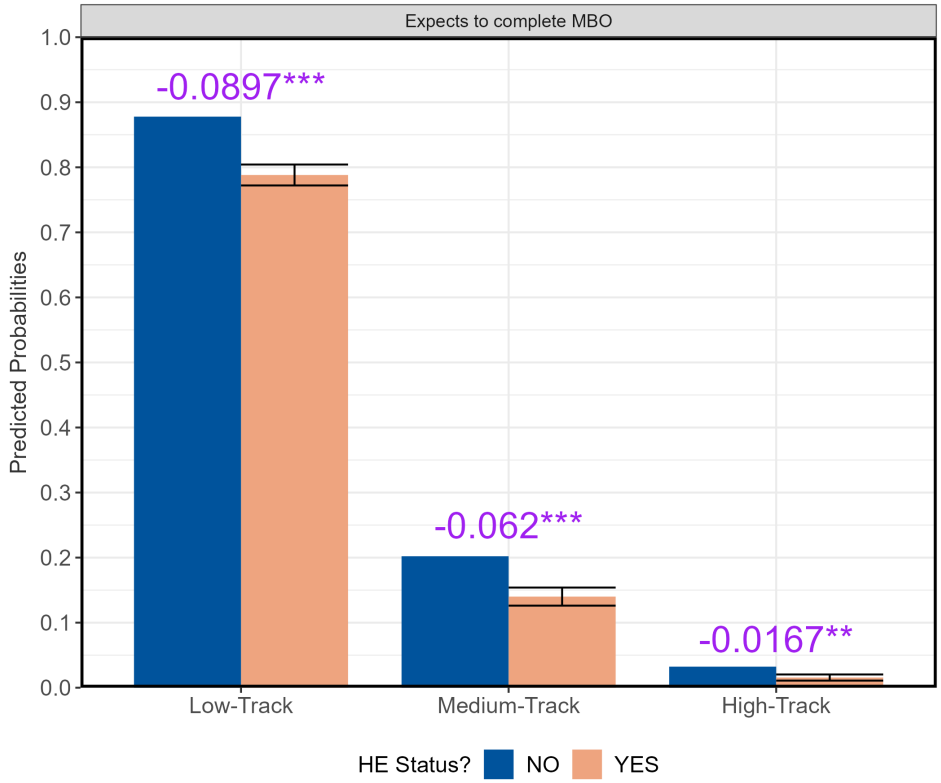
This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the students' whether a MBO degree will be their educational attainment rather than Higher Education. The blue column presents the outcome for the group of students who have at least one parent that completed higher education. Conversely, the brown column indicates the outcome for the group of students that do not have a higher education parents. The coefficient represents the regression coefficient (including significance level) from the regressions performed in Table 2. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table 2.

Figure E2: Student: HBO over WO



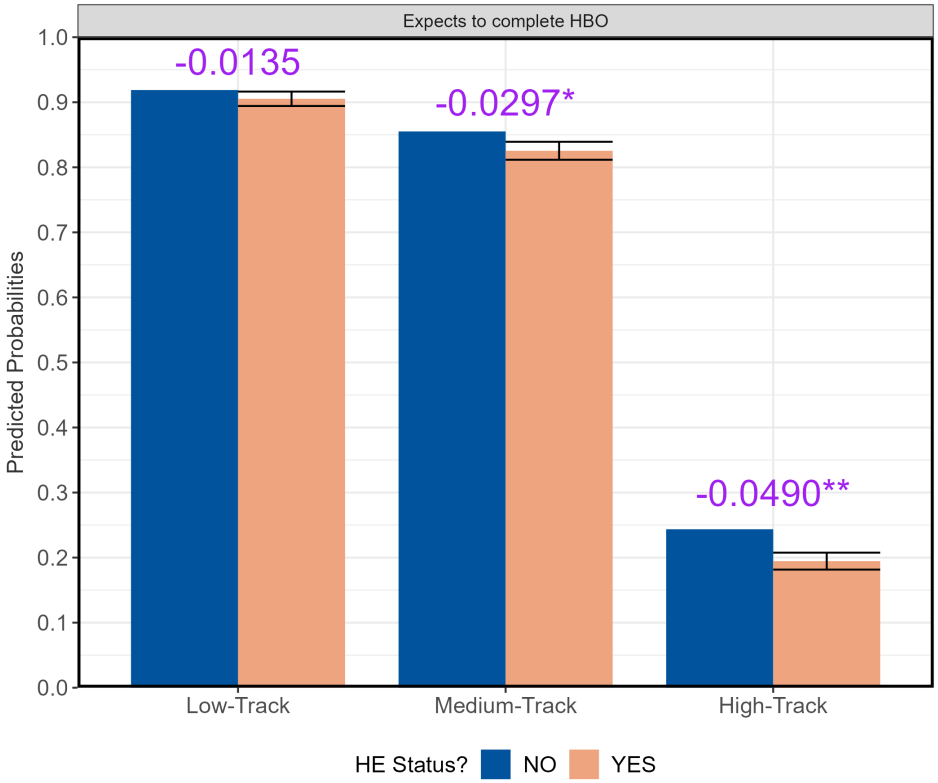
This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the students' whether a HBO degree will be their educational attainment rather than an a WO degree (University), when they expect to complete either of these forms (Higher Education). The blue column presents the outcome for the group of students who have at least one parent that completed higher education. Conversely, the brown column indicates the outcome for the group of students that do not have a higher education parents. The coefficient represents the regression coefficient (including significance level) from the regressions performed in Table 2. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table 2.

Figure E3: Parent: MBO over HE



This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the parent whether their child would complete a MBO degree rather than Higher Education. The blue column presents the outcome for the group of parents of which at least one parent completed higher education. Conversely, the brown column indicates the outcome for the group of parents that did not complete higher education. The coefficient represents the regression coefficient (including significance level) from the regressions performed in Table 3. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table 3.

Figure E4: Parent: HBO over WO



This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the parent whether their child will end up completing a HBO degree rather than a WO degree, when they do expect a form of higher education. The blue column presents the outcome for the group of parents of which at least one parent completed higher education. Conversely, the brown column indicates the outcome for the group of parents that did not complete higher education. The coefficient represents the regression coefficient (including significance level) from the regressions performed in Table 3. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table 3.

F Robustness

F.1 Multinomial Logit

F.1.1 Mismatch

Table F1: Mismatch in Expectations: Multinomial

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.5523**	0.3210***	−0.0010	−0.0890	0.4912	−0.2769**
	(0.2559)	(0.1217)	(0.2985)	(0.1092)	(0.3735)	(0.1100)
Age	0.0897	−0.1115	0.5831**	0.2439**	0.2714	0.0105
	(0.2221)	(0.1083)	(0.2609)	(0.1048)	(0.3131)	(0.1154)
Female	−0.5120**	−0.0616	−0.1248	−0.1039	−0.4346	−0.3764***
	(0.2472)	(0.1151)	(0.2802)	(0.1026)	(0.2739)	(0.0942)
Exit-Score	−0.1299	0.2100***	−0.1492	−0.0052	−0.0679	−0.1736***
	(0.1209)	(0.0599)	(0.1397)	(0.0519)	(0.1372)	(0.0471)
Self-Efficacy	0.0417	0.3291***	−0.4363***	0.1718***	−0.6189***	−0.0656
	(0.1213)	(0.0586)	(0.1269)	(0.0520)	(0.1291)	(0.0486)
Help-Homework	−1.3506***	0.0988	−0.1118	−0.0256	−0.8632**	0.3375**
	(0.3328)	(0.1781)	(0.4576)	(0.1605)	(0.3774)	(0.1525)
Talks about School	−0.5064*	−0.0229	0.3230	0.1045	−0.4258	0.2346
	(0.3044)	(0.1848)	(0.4662)	(0.1680)	(0.3924)	(0.1641)
Constant	0.1734	0.0145	−0.0581	−0.0076	0.0684	0.0528
	(0.1120)	(0.0559)	(0.1264)	(0.0497)	(0.1354)	(0.0468)
talk_school	0.2612*	−0.1175*	0.3957**	−0.1377**	−0.0317	−0.2208***
	(0.1561)	(0.0667)	(0.1850)	(0.0608)	(0.1671)	(0.0548)
Constant	−11.2305***	−0.1217	−12.2903***	−3.9735**	−7.4636	−0.0116
	(3.4157)	(1.8238)	(4.1096)	(1.6572)	(4.9207)	(1.8014)
Pred.PFGS=0	0.0377	0.2596	0.0264	0.2644	0.0152	0.3098
Pred.PFGS=1	0.0575	0.3126	0.0269	0.2482	0.0263	0.2542
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	YES
Observations	1833	1833	2286	2286	2591	2591

Significance levels: *p<0.1; **p<0.05; ***p<0.01

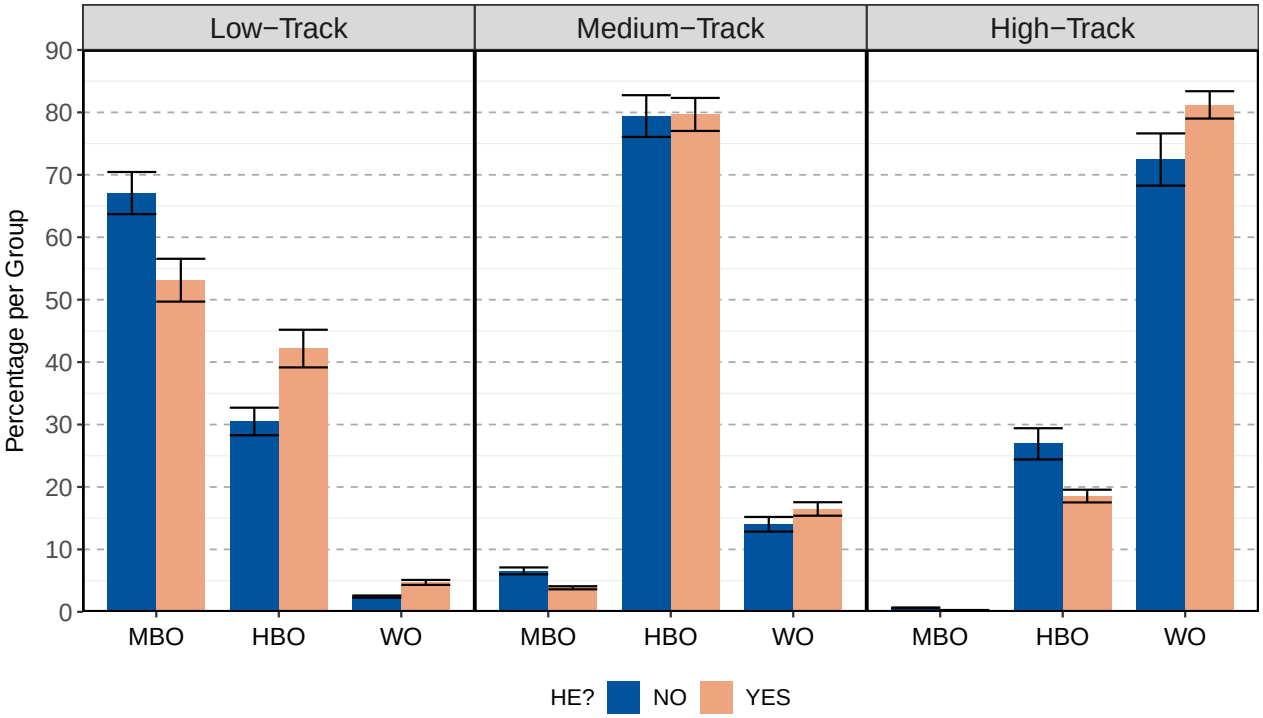
Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

The analyses consists of multinomial logistic regression equation, with the base category being equal to students and parents holding the same expectation. Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities shown above are calculated at the mean.

F.1.2 Students

Figure F1: Students Expectations



This figure presents the share of students, by parental background and high-school track, that expects to complete one of the future education options. The numbers behind the figure are available in Appendix Table F2. The confidence intervals depict the 95% confidence interval.

Table F2: Students Expectations by Parental Education

		No-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
High-Track	WO	455	628	72.452%	1594	1963	81.202%	0.007
High-Track	HBO	169	628	26.911%	364	1963	18.543%	0.000
High-Track	MBO	4	628	0.637%	5	1963	0.255%	0.000
Medium-Track	WO	124	884	14.027%	231	1402	16.476%	0.033
Medium-Track	HBO	702	884	79.412%	1117	1402	79.672%	0.932
Medium-Track	MBO	58	884	6.561%	54	1402	3.852%	0.000
Low-Track	WO	24	984	2.439%	40	849	4.711%	0.000
Low-Track	HBO	300	984	30.488%	358	849	42.167%	0.000
Low-Track	MBO	660	984	67.073%	451	849	53.121%	0.000

Table F3: Student Expectations: Multinomial

	Low-Track		Medium-Track		High-Track	
	MBO	WO	MBO	WO	MBO	WO
HE	−0.5218***	0.2670	−0.6918***	0.2466*	−0.1863	0.3501***
	(0.1184)	(0.3172)	(0.2276)	(0.1387)	(0.7758)	(0.1282)
Age	0.1954*	−0.1738	0.6913***	0.0894	0.2628	−0.0356
	(0.1063)	(0.2665)	(0.2134)	(0.1275)	(0.8440)	(0.1373)
Female	−0.1597	−0.4119	−0.2490	0.0656	−1.1220	0.1101
	(0.1124)	(0.2904)	(0.2156)	(0.1274)	(0.7793)	(0.1118)
Exit-Score	−0.1761***	−0.2312	−0.2198**	0.1289*	−0.4744	0.2566***
	(0.0580)	(0.1479)	(0.1025)	(0.0662)	(0.3991)	(0.0546)
Self-Efficacy	−0.5612***	0.1483	−0.7678***	0.6106***	0.1810	0.9124***
	(0.0600)	(0.1460)	(0.1002)	(0.0698)	(0.3825)	(0.0623)
Help-Homework	0.0619	0.0704	0.2184**	−0.1076*	0.4787	−0.1902***
	(0.0542)	(0.1365)	(0.1045)	(0.0601)	(0.4064)	(0.0555)
Talks about School	0.0405	0.0117	−0.1240	0.2289***	−0.9301**	0.0704
	(0.0651)	(0.1708)	(0.1336)	(0.0772)	(0.4541)	(0.0669)
Constant	−0.7915	−8.1839**	−12.8527***	−2.9688	−2.4388	2.7936
	(1.7946)	(3.9705)	(3.3805)	(2.0122)	(12.9831)	(2.1520)
Pred.PFGS=0	0.6573	0.0266	0.0685	0.1358	0.0044	0.755
Pred.PFGS=1	0.5481	0.0435	0.0372	0.1679	0.003	0.8037
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	YES
Observations	1833	1833	2286	2286	2591	2591

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

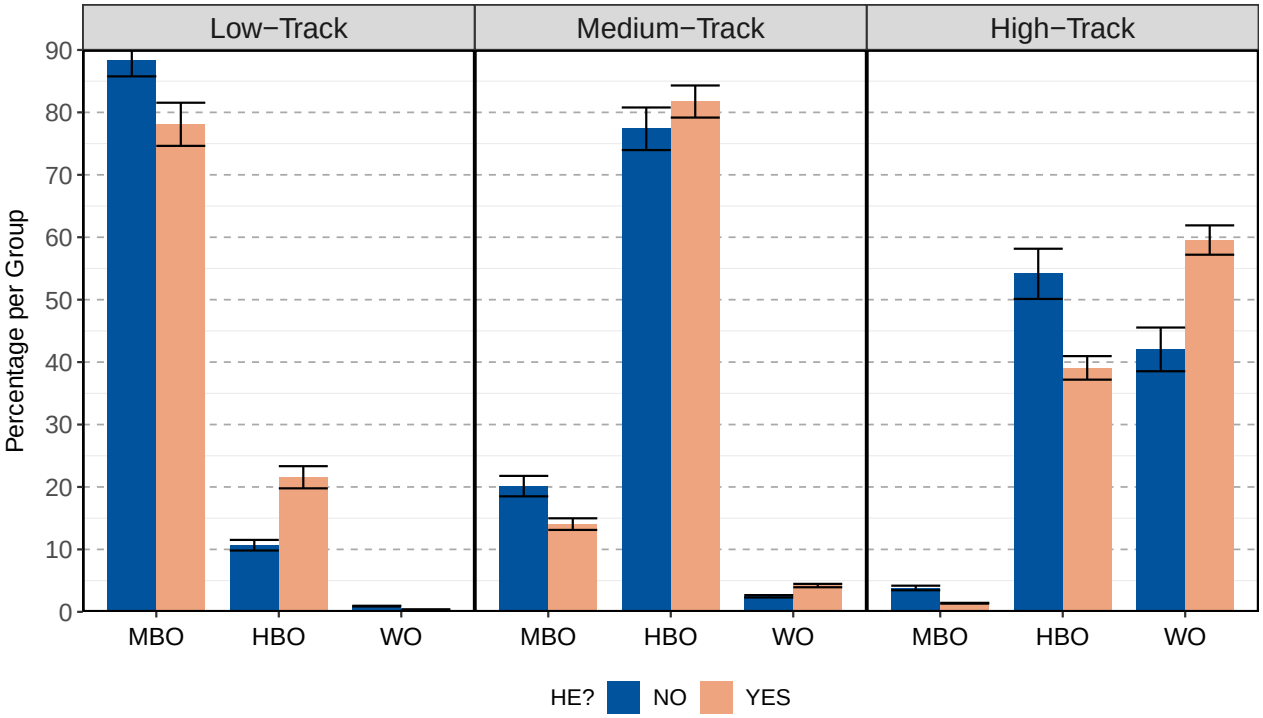
The analyses consists of multinomial logistic regression models, with the base category being equal to a expecting to complete HBO (Vocational University).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities shown above are calculated at the mean.

F.1.3 Parents

Figure F2: Parents Expectations



This figure presents the share of parents, by their education level (higher education or not) and high-school track of their student, that expects their child to complete one of the future education options. The numbers behind the figure are available in Appendix Table F4. The confidence intervals depict the 95% confidence interval.

Table F4: Parents Expectations by Parental Education

		No-HE			HE			
School-Track	Expectation	Number	Size	Percentage	Number	Size	Percentage	Pvalue
High-Track	WO	264	628	42.038%	1169	1963	59.552%	0.000
High-Track	HBO	340	628	54.14%	767	1963	39.073%	0.000
High-Track	MBO	24	628	3.822%	27	1963	1.375%	0.000
Medium-Track	WO	22	884	2.489%	59	1402	4.208%	0.000
Medium-Track	HBO	684	884	77.376%	1146	1402	81.74%	0.153
Medium-Track	MBO	178	884	20.136%	197	1402	14.051%	0.000
Low-Track	WO	9	984	0.915%	3	849	0.353%	0.000
Low-Track	HBO	105	984	10.671%	183	849	21.555%	0.000
Low-Track	MBO	870	984	88.415%	663	849	78.092%	0.001

F.2 Logit

Table F5: Parent Expectations: Multinomial

	Low-Track		Medium-Track		High-Track	
	MBO	WO	MBO	WO	MBO	WO
HE	−0.8072***	−1.3206*	−0.4724***	0.4801*	−0.6888*	0.5144***
	(0.1554)	(0.7817)	(0.1315)	(0.2853)	(0.3514)	(0.1093)
Age	0.2302*	0.1558	0.4226***	−0.0280	−0.4197	0.0027
	(0.1361)	(0.6714)	(0.1263)	(0.2437)	(0.3756)	(0.1114)
Female	−0.0155	1.1943	−0.2971**	−0.0817	−0.5898*	0.3475***
	(0.1442)	(0.7916)	(0.1244)	(0.2454)	(0.3363)	(0.0915)
Exit-Score	0.1478**	−0.2514	−0.1762***	0.0003	−0.1006	0.3318***
	(0.0724)	(0.3148)	(0.0607)	(0.1241)	(0.1586)	(0.0471)
Self-Efficacy	−0.4909***	−0.2492	−0.3606***	0.4710***	−0.3673**	0.5404***
	(0.0753)	(0.3454)	(0.0608)	(0.1304)	(0.1491)	(0.0501)
Help-Homework	0.0220	−0.4274	0.1701***	−0.0543	−0.2543	−0.1762***
	(0.0676)	(0.3056)	(0.0615)	(0.1076)	(0.1869)	(0.0448)
Talks about School	−0.2182**	0.3085	−0.3648***	0.8949***	−0.7518***	0.1985***
	(0.0864)	(0.3941)	(0.0745)	(0.1801)	(0.1865)	(0.0541)
Constant	12.9190***	−19.2807**	−6.8419***	−4.5660	3.4250	−0.4073
	(2.0841)	(9.8167)	(1.9993)	(3.8361)	(5.9934)	(1.7365)
Pred.PFGS=0	0.8806	0.0079	0.2019	0.0254	0.031	0.4702
Pred.PFGS=1	0.7888	0.0043	0.1403	0.0416	0.015	0.5807
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	YES
Observations	1833	1833	2286	2286	2591	2591

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

The analyses consists of multinomial logistic regression models, with the base category being equal to the parenting expecting their child to complete HBO (Vocational University).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities shown above are calculated at the mean.

Table F6: Student Expectations: Logit Specification

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.5453***	−0.7228**	−0.4064	−0.1829	−0.2502*	−0.3516**
	(0.1116)	(0.3265)	(0.8936)	(0.4670)	(0.1370)	(0.1448)
Age	0.2091***	0.6806***	0.3125	0.1765	−0.0895	0.0290
	(0.0800)	(0.2602)	(0.6689)	(0.3937)	(0.1251)	(0.1820)
Female	−0.1256	−0.2550	−1.1673**	0.4405	−0.0644	−0.1134
	(0.1013)	(0.2095)	(0.5790)	(0.2931)	(0.1738)	(0.1218)
Exit-Score	−0.1564**	−0.2352**	−0.6576**	0.2289	−0.1202**	−0.2569***
	(0.0631)	(0.1083)	(0.2812)	(0.2668)	(0.0555)	(0.0569)
Self-Efficacy	−0.5742***	−0.8339***	−0.4145	−0.1227	−0.6174***	−0.9135***
	(0.0593)	(0.1018)	(0.3440)	(0.1601)	(0.0577)	(0.0359)
Help-Homework	0.0561	0.2325*	0.6173	−0.0740	0.1045*	0.1932***
	(0.0404)	(0.1359)	(0.4759)	(0.1354)	(0.0564)	(0.0640)
Talks about School	0.0400	−0.1521	−0.9777*	0.0060	−0.2279***	−0.0732
	(0.0853)	(0.1664)	(0.5477)	(0.1809)	(0.0649)	(0.0651)
Constant	−1.0561	−12.8935***	−5.5318	16.7033***	2.9778	−2.6886
	(1.1975)	(4.2329)	(9.7253)	(6.4195)	(2.0249)	(2.8458)
Pred.HE=0	0.6574	0.0686	0.0044	0.9188	0.8553	0.2419
Pred.HE=1	0.5478	0.0372	0.003	0.9061	0.8249	0.1938
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	722	2,174	2,582
Log Likelihood	−1,055.1410	−368.3322	−38.2524	−176.0228	−870.4844	−1,069.8070
Akaike Inf. Crit.	2,236.2810	836.6643	176.5049	470.0455	1,838.9690	2,239.6130

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are logistic regression models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table F7: Parent Expectations: Logit Specification

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.7479***	−0.4860***	−0.8942***	1.3651	−0.4770	−0.5191***
	(0.1548)	(0.1157)	(0.3106)	(1.4600)	(0.3329)	(0.1225)
Age	0.2143	0.4226***	−0.4158	1.2734	−0.0052	0.0015
	(0.1597)	(0.0957)	(0.3545)	(1.3101)	(0.2737)	(0.1405)
Female	−0.0593	−0.2970**	−0.7484**	−0.8411	0.0632	−0.3468***
	(0.1190)	(0.1186)	(0.3446)	(1.1195)	(0.2437)	(0.0736)
Exit-Score	0.1607***	−0.1757***	−0.2386	0.6873	0.0163	−0.3308***
	(0.0473)	(0.0460)	(0.2014)	(0.5322)	(0.1315)	(0.0578)
Self-Efficacy	−0.4804***	−0.3744***	−0.5701***	0.7734	−0.4967***	−0.5425***
	(0.0680)	(0.0589)	(0.1651)	(0.6236)	(0.1541)	(0.0523)
Help-Homework	0.0350	0.1715***	−0.1640	0.8878**	0.0440	0.1761***
	(0.0776)	(0.0588)	(0.2409)	(0.4397)	(0.1272)	(0.0426)
Talks about School	−0.2269**	−0.3887***	−0.8431***	−0.7606	−0.8755***	−0.1972***
	(0.1067)	(0.0581)	(0.2154)	(0.5709)	(0.1812)	(0.0581)
Constant	14.4796***	−6.8789***	2.8220	4.5849	4.9501	0.3235
	(2.8851)	(1.3289)	(5.4575)	(18.8013)	(4.7182)	(2.1053)
Pred.HE=0	0.8799	0.2018	0.0307	0.9451	0.9684	0.5162
Pred.HE=1	0.7885	0.1403	0.015	0.9767	0.9514	0.4097
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	300	1,911	2,540
Log Likelihood	−713.7758	−908.1301	−158.5685	−23.6295	−287.0248	−1,485.9870
Akaike Inf. Crit.	1,553.5520	1,916.2600	417.1370	157.2589	672.0496	3,071.9740

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are logistic regression models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table F8: Mismatched Expectations: Logit Specification

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.2892**	0.4716*	−0.0884	0.0201	−0.2915***	0.5824
	(0.1293)	(0.2686)	(0.1006)	(0.4225)	(0.0971)	(0.4820)
Age	−0.1176	0.1142	0.2181**	0.5249*	−0.0004	0.2720
	(0.1162)	(0.2538)	(0.1097)	(0.2763)	(0.1182)	(0.3873)
Female	−0.0306	−0.5011**	−0.1011	−0.1005	−0.3585***	−0.3293
	(0.0896)	(0.2063)	(0.0853)	(0.3294)	(0.0798)	(0.2238)
Exit-Score	0.2194***	−0.1890	−0.0009	−0.1477	−0.1722***	−0.0183
	(0.0686)	(0.1248)	(0.0447)	(0.1595)	(0.0339)	(0.1196)
Self-Efficacy	0.3262***	−0.0469	0.1879***	−0.4787***	−0.0421	−0.5991***
	(0.0559)	(0.1317)	(0.0462)	(0.1489)	(0.0462)	(0.0958)
Help-Homework	0.0031	0.1683	−0.0050	−0.0545	0.0497	0.0553
	(0.0547)	(0.1180)	(0.0448)	(0.1214)	(0.0516)	(0.1716)
Talks about School	−0.1308*	0.2928	−0.1500***	0.4308	−0.2203***	0.0313
	(0.0729)	(0.1870)	(0.0521)	(0.2927)	(0.0544)	(0.1739)
Constant	−0.0628	−20.3152***	−3.6306**	−11.9270**	0.0937	−8.1484
	(1.7920)	(4.3168)	(1.6652)	(4.6716)	(1.7468)	(5.9804)
Pred.HE=0	0.2596	0.0377	0.2643	0.0264	0.3099	0.0151
Pred.HE=1	0.3128	0.0575	0.2482	0.0269	0.2543	0.0263
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	1,833	2,286	2,286	2,591	2,591
Log Likelihood	−994.3755	−303.3166	−1,244.2380	−242.7536	−1,427.8370	−251.2921
Akaike Inf. Crit.	2,114.7510	732.6333	2,588.4770	585.5073	2,955.6740	602.5842

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are logistic regression models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

F.3 Oster

Table F9: Oster: Student Expectations

		Expects to complete MBO			Expects to complete HBO		
Type	Factor	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
beta*	1.300	-0.101	-0.033	-0.001	-0.008	-0.033	-0.035
Inter	1.300	(-0.139,-0.062)	(-0.049,-0.017)	(-0.006,0.004)	(-0.048,0.031)	(-0.061,-0.005)	(-0.066,-0.005)
delta*	1.300	5.116	94.576	2.351	2.374	-19.675	3.129
beta*	2.000	-0.065	-0.037	0.001	0.007	-0.042	0.002
Inter	2.000	(-0.103,-0.026)	(-0.053,-0.021)	(-0.004,0.006)	(-0.033,0.046)	(-0.07,-0.014)	(-0.028,0.032)
delta*	2.000	1.753	31.646	0.722	0.719	-6.11	0.968
beta*	3.000	0.022	-0.046	0.005	0.041	-0.061	0.074
Inter	3.000	(-0.016,0.061)	(-0.062,-0.03)	(0,0.009)	(0.001,0.08)	(-0.089,-0.033)	(0.044,0.104)
delta*	3.000	0.904	16.224	0.363	0.36	-3.078	0.487

The beta* refers to the HE-estimate after Oster's Method has been implemented. Accordingly, it calculated what would have happened to the HE estimate if more (similar) control variables would have been available to enter into the model, given how the previous control variables impacted the estimate. Accordingly, the sign of the estimate indicates whether, and how, the results would have been affected. An identical sign indicates that the result obtained prior would be robust to omitted variable bias. Similarly, the delta* indicates how substantial the effect of these unobserved variables should be relative to the observed variables to invalidate the results. A value above 1 is considered sufficient to prevent against omitted variable bias. Lastly, we calculate an Oster bound, which takes the obtained beta* and uses the standard errors obtained in prior analysis, table 2, to calculate a 95% confidence interval around these estimates. The different factors refer to the maximum R-squared taken as the input. Hence, this refers to how much predictive power of the model is left on the table due to not having the necessary variables available to the researcher. The three criteria taken, 1.3, 2 & 3 follow the suggestions by Oster (2019). The differing columns represents all the analysis, i.e., the expectation of completing a MBO degree over Higher Education, as well as the preference of HBO over WO, conditionally on expecting Higher Education, with high-school track separation.

Table F10: Oster: Parent Expectations

		Expects to complete MBO			Expects to complete HBO		
Type	Factor	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
beta*	1.300	-0.083	-0.063	-0.014	0.033	-0.015	-0.085
Inter	1.300	(-0.113,-0.053)	(-0.09,-0.035)	(-0.025,-0.003)	(-0.013,0.078)	(-0.031,0.002)	(-0.122,-0.048)
delta*	1.300	5.387	16.954	4.23	3.383	8.522	3.598
beta*	2.000	-0.063	-0.064	-0.005	0.006	-0.012	-0.02
Inter	2.000	(-0.093,-0.033)	(-0.091,-0.037)	(-0.016,0.006)	(-0.04,0.051)	(-0.029,0.005)	(-0.057,0.017)
delta*	2.000	2.008	5.747	1.359	1.115	2.705	1.181
beta*	3.000	-0.01	-0.067	0.011	-0.054	-0.007	0.103
Inter	3.000	(-0.04,0.02)	(-0.094,-0.04)	(0,0.022)	(-0.099,-0.008)	(-0.023,0.01)	(0.066,0.141)
delta*	3.000	1.059	2.956	0.69	0.57	1.369	0.603

The beta* refers to the HE-estimate after Oster's Method has been implemented. Accordingly, it calculated what would have happened to the HE-estimate if more (similar) control variables would have been available to enter into the model, given how the previous control variables impacted the estimate. Accordingly, the sign of the estimate indicates whether, and how, the results would have been affected. An identical sign indicates that the result obtained prior would be robust to omitted variable bias. Similarly, the delta* indicates how substantial the effect of these unobserved variables should be relative to the observed variables to invalidate the results. A value above 1 is considered sufficient to prevent against omitted variable bias. Lastly, we calculate an Oster bound, which takes the obtained beta* and uses the standard errors obtained in prior analysis, table 3, to calculate a 95% confidence interval around these estimates. The different factors refer to the maximum R-squared taken as the input. Hence, this refers to how much predictive power of the model is left on the table due to not having the necessary variables available to the researcher. The three criteria taken, 1.3, 2 & 3 follow the suggestions by Oster (2019). The differing columns represents all the analysis, i.e., the expectation of completing a MBO degree over Higher Education, as well as the preference of HBO over WO, conditionally on expecting Higher Education, with high-school track separation.

Table F11: Oster: Mismatch Expectations

		Low-Track		Medium-Track		High-Track	
Type	Factor	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
beta*	1.300	0.048	0.013	-0.011	0	-0.045	0.02
Inter	1.300	(0.011,0.085)	(0.001,0.025)	(-0.044,0.022)	(-0.012,0.012)	(-0.08,-0.01)	(0.003,0.038)
delta*	1.300	5.395	-11.163	3.012	0.717	3.307	14.243
beta*	2.000	0.029	0.017	0.002	0.001	-0.006	0.021
Inter	2.000	(-0.007,0.066)	(0.005,0.029)	(-0.031,0.035)	(-0.012,0.013)	(-0.041,0.029)	(0.003,0.038)
delta*	2.000	1.727	-3.64	0.916	0.215	1.096	4.657
beta*	3.000	-0.014	0.025	0.028	0.002	0.066	0.021
Inter	3.000	(-0.05,0.023)	(0.013,0.037)	(-0.005,0.061)	(-0.01,0.014)	(0.031,0.101)	(0.004,0.039)
delta*	3.000	0.876	-1.855	0.459	0.108	0.56	2.374

The beta* refers to the HE-estimate after Oster's Method has been implemented. Accordingly, it calculated what would have happened to the HE-estimate if more (similar) control variables would have been available to enter into the model, given how the previous control variables impacted the estimate. Accordingly, the sign of the estimate indicates whether, and how, the results would have been affected. An identical sign indicates that the result obtained prior would be robust to omitted variable bias. Similarly, the delta* indicates how substantial the effect of these unobserved variables should be relative to the observed variables to invalidate the results. A value above 1 is considered sufficient to prevent against omitted variable bias. Lastly, we calculate an Oster bound, which takes the obtained beta* and uses the standard errors obtained in prior analysis, table 1, to calculate a 95% confidence interval around these estimates. The different factors refer to the maximum R-squared taken as the input. Hence, this refers to how much predictive power of the model is left on the table due to not having the necessary variables available to the researcher. The three criteria taken, 1.3, 2 & 3 follow the suggestions by Oster (2019). The differing columns represents all the analysis, i.e., the expectation of completing a MBO degree over Higher Education, as well as the preference of HBO over WO, conditionally on expecting Higher Education, with high-school track separation.

F.4 Others

F.4.1 Specification

Table F12: Mismatched Expectations: Outcome Change

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0630**	0.0313**	−0.0154	−0.0011	−0.0573***	0.0155
	(0.0258)	(0.0157)	(0.0189)	(0.0131)	(0.0208)	(0.0127)
Age	−0.0208	0.0063	0.0454**	0.0255**	−0.0011	0.0085
	(0.0213)	(0.0159)	(0.0211)	(0.0121)	(0.0212)	(0.0116)
Female	−0.0100	−0.0308***	−0.0187	−0.0040	−0.0706***	−0.0135*
	(0.0169)	(0.0117)	(0.0167)	(0.0109)	(0.0161)	(0.0070)
Exit-Score	0.0403***	−0.0100	−0.0012	−0.0041	−0.0340***	−0.0011
	(0.0137)	(0.0075)	(0.0080)	(0.0053)	(0.0068)	(0.0039)
Self-Efficacy	0.0619***	0.0046	0.0325***	−0.0160**	−0.0117	−0.0198***
	(0.0109)	(0.0079)	(0.0087)	(0.0069)	(0.0090)	(0.0049)
Help-Homework	0.0037	0.0102	−0.0023	−0.0029	0.0093	0.0021
	(0.0100)	(0.0075)	(0.0085)	(0.0044)	(0.0099)	(0.0054)
Talks about School	−0.0230*	0.0116	−0.0257**	0.0115	−0.0422***	−0.0004
	(0.0138)	(0.0087)	(0.0101)	(0.0076)	(0.0104)	(0.0053)
Constant	0.4662	−0.0711	−0.2755	−0.3348*	0.5173*	−0.0819
	(0.3253)	(0.2485)	(0.3166)	(0.1967)	(0.3130)	(0.1806)
Pred.HE=0	0.27	0.0518	0.271	0.0365	0.3183	0.0195
Pred.HE=1	0.3329	0.0832	0.2556	0.0354	0.261	0.0351
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,747	1,311	2,225	1,704	2,531	1,895
Adjusted R^2	0.0652	0.0140	0.0224	0.0132	0.0437	0.0086

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, compared to all student who have identical expectation to their parents; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, compared to all student who have identical expectation to their parents;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table F13: Student Expectations: Sample Mathscore & Language

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1278***	−0.0323*	−0.0105	−0.0385	−0.0391	−0.0423
	(0.0465)	(0.0166)	(0.0070)	(0.0538)	(0.0298)	(0.0341)
Age	0.0442	0.0136	0.0075	0.0216	−0.0116	−0.0313
	(0.0279)	(0.0187)	(0.0074)	(0.0478)	(0.0214)	(0.0323)
Female	−0.0830*	−0.0054	−0.0049	0.0624**	0.0069	−0.0330
	(0.0441)	(0.0140)	(0.0034)	(0.0286)	(0.0313)	(0.0232)
Exit-Score	−0.0499**	−0.0150**	−0.0010	−0.0151	0.0003	−0.0179
	(0.0251)	(0.0076)	(0.0027)	(0.0274)	(0.0090)	(0.0124)
Self-Efficacy	−0.1014***	−0.0280***	0.0008	−0.0077	−0.0777***	−0.1233***
	(0.0159)	(0.0069)	(0.0007)	(0.0209)	(0.0096)	(0.0141)
Help-Homework	0.0088	−0.0041	−0.0002	0.0073	−0.0083	−0.0014
	(0.0185)	(0.0072)	(0.0014)	(0.0164)	(0.0116)	(0.0112)
Talks about School	−0.0088	−0.0022	−0.0038	0.0294	0.0085	0.0104
	(0.0276)	(0.0094)	(0.0028)	(0.0315)	(0.0175)	(0.0171)
Constant	0.2496	−0.0395	−0.0870	0.5181	1.0971***	0.5395
	(0.4637)	(0.3015)	(0.0921)	(0.7816)	(0.3561)	(0.4932)
Pred.HE=0	0.6412	0.0537	0.0105	0.9384	0.879	0.2132
Pred.HE=1	0.5135	0.0214	0	0.8999	0.8399	0.171
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	746	810	246	721	808
Adjusted R^2	0.1153	0.0513	−0.0050	0.0982	0.0413	0.1371

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F14: Parent Expectations: Sample Mathscore & Language

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1143***	−0.0453*	−0.0223	0.0389	−0.0038	−0.0791***
	(0.0350)	(0.0247)	(0.0142)	(0.0495)	(0.0149)	(0.0254)
Age	0.0092	0.0711**	−0.0153	0.0514	−0.0014	−0.0628*
	(0.0265)	(0.0331)	(0.0133)	(0.0635)	(0.0175)	(0.0352)
Female	−0.0082	0.0066	−0.0288***	0.0063	−0.0008	−0.1075***
	(0.0248)	(0.0274)	(0.0102)	(0.0148)	(0.0139)	(0.0322)
Exit-Score	0.0063	−0.0186	0.0049	0.0102	0.0047	−0.0387
	(0.0157)	(0.0124)	(0.0044)	(0.0141)	(0.0049)	(0.0243)
Self-Efficacy	−0.0436***	−0.0589***	−0.0184***	−0.0248	−0.0188**	−0.1115***
	(0.0151)	(0.0169)	(0.0063)	(0.0301)	(0.0081)	(0.0189)
Help-Homework	−0.0102	0.0223	−0.0030	−0.0096	−0.0013	0.0387***
	(0.0197)	(0.0183)	(0.0058)	(0.0124)	(0.0089)	(0.0139)
Talks about School	−0.0098	−0.0667***	−0.0169**	−0.0093	−0.0113	−0.0529**
	(0.0155)	(0.0210)	(0.0082)	(0.0141)	(0.0105)	(0.0245)
Constant	0.7504*	−0.7528	0.3214	0.2348	0.9978***	1.5316***
	(0.4302)	(0.5010)	(0.2042)	(0.9606)	(0.3003)	(0.5170)
Pred.HE=0	0.8987	0.1986	0.0393	0.9655	0.9749	0.4829
Pred.HE=1	0.7845	0.1532	0.0171	1.0044	0.9712	0.4038
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	746	810	90	619	792
Adjusted R^2	0.0372	0.0837	0.0644	0.2254	0.0162	0.1402

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F15: Mismatch: Sample Mathscore & Language

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0291	−0.0038	−0.0066	−0.0128*	−0.0586	−0.0156
	(0.0419)	(0.0170)	(0.0253)	(0.0069)	(0.0398)	(0.0172)
Age	−0.0407	−0.0018	0.0717*	0.0005	−0.0495	0.0170*
	(0.0374)	(0.0161)	(0.0397)	(0.0140)	(0.0359)	(0.0093)
Female	0.0565	−0.0131	0.0062	0.0068	−0.1108***	−0.0113
	(0.0427)	(0.0216)	(0.0378)	(0.0090)	(0.0258)	(0.0098)
Exit-Score	0.0507**	−0.0036	−0.0030	−0.0034	−0.0146	−0.0021
	(0.0247)	(0.0120)	(0.0137)	(0.0052)	(0.0195)	(0.0042)
Self-Efficacy	0.0557***	−0.0100	0.0171	−0.0039	−0.0225*	−0.0082
	(0.0178)	(0.0107)	(0.0156)	(0.0048)	(0.0131)	(0.0054)
Help-Homework	−0.0084	0.0167**	0.0269	−0.0064	0.0295*	−0.0050
	(0.0203)	(0.0084)	(0.0165)	(0.0046)	(0.0170)	(0.0052)
Talks about School	−0.0058	−0.0018	−0.0656***	0.0108	−0.0616***	0.0087*
	(0.0222)	(0.0121)	(0.0194)	(0.0080)	(0.0200)	(0.0049)
Constant	0.6608	0.0287	−0.8118	0.0650	1.3017**	−0.2658*
	(0.6362)	(0.2401)	(0.6205)	(0.2380)	(0.5450)	(0.1394)
Pred.HE=0	0.3013	0.0388	0.2669	0.0241	0.3264	0.028
Pred.HE=1	0.3304	0.0351	0.2602	0.0113	0.2679	0.0124
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	592	746	746	810	810
Adjusted R^2	0.0528	0.0091	0.0427	0.0272	0.0352	−0.0073

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F16: Student Expectations: Mathscore & Language

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1249***	−0.0313*	−0.0105	−0.0358	−0.0413	−0.0408
	(0.0466)	(0.0169)	(0.0070)	(0.0547)	(0.0290)	(0.0337)
Age	0.0513	0.0140	0.0079	0.0297	−0.0092	−0.0285
	(0.0316)	(0.0188)	(0.0070)	(0.0481)	(0.0212)	(0.0303)
Female	−0.0757*	−0.0004	−0.0053	0.0721**	0.0022	−0.0277
	(0.0452)	(0.0142)	(0.0036)	(0.0327)	(0.0349)	(0.0223)
Mathscore	−0.0620	−0.0034	−0.0013	0.0464**	−0.0576***	−0.0619***
	(0.0377)	(0.0123)	(0.0028)	(0.0232)	(0.0222)	(0.0193)
Language	0.0365	−0.0062	0.0011	−0.0013	0.0196	−0.0188
	(0.0464)	(0.0170)	(0.0008)	(0.0266)	(0.0261)	(0.0155)
Self-Efficacy	−0.1025***	−0.0278***	0.0007	−0.0122	−0.0732***	−0.1160***
	(0.0175)	(0.0069)	(0.0007)	(0.0222)	(0.0100)	(0.0143)
Help-Homework	0.0093	−0.0018	0.0001	0.0059	−0.0122	−0.0017
	(0.0188)	(0.0075)	(0.0010)	(0.0157)	(0.0123)	(0.0109)
Talks about School	−0.0050	−0.0021	−0.0037	0.0297	0.0075	0.0137
	(0.0304)	(0.0095)	(0.0029)	(0.0308)	(0.0168)	(0.0162)
Constant	0.1107	−0.0586	−0.0939	0.4213	1.0800***	0.5561
	(0.5243)	(0.3003)	(0.0864)	(0.7975)	(0.3481)	(0.4565)
Pred.HE=0	0.64	0.053	0.0105	0.9371	0.8804	0.2121
Pred.HE=1	0.515	0.0218	0	0.9012	0.8391	0.1713
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	746	810	246	721	808
Adjusted R^2	0.1119	0.0438	−0.0063	0.1059	0.0502	0.1462

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F17: Parent Expectations: Mathscore & Language

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1169***	−0.0454*	−0.0224	0.0374	−0.0047	−0.0778***
	(0.0350)	(0.0245)	(0.0144)	(0.0481)	(0.0154)	(0.0269)
Age	0.0026	0.0727**	−0.0170	0.0473	0.0001	−0.0563
	(0.0267)	(0.0321)	(0.0132)	(0.0606)	(0.0178)	(0.0359)
Female	−0.0060	0.0196	−0.0282***	0.0035	−0.0017	−0.0937***
	(0.0254)	(0.0298)	(0.0101)	(0.0135)	(0.0135)	(0.0332)
Mathscore	−0.0487*	−0.0025	0.0078	0.0119	−0.0181*	−0.0465*
	(0.0262)	(0.0218)	(0.0101)	(0.0176)	(0.0108)	(0.0280)
Language	−0.0013	−0.0290	−0.0016	0.0047	−0.0009	−0.0565**
	(0.0246)	(0.0189)	(0.0070)	(0.0119)	(0.0066)	(0.0234)
Self-Efficacy	−0.0365**	−0.0572***	−0.0186***	−0.0271	−0.0167**	−0.1049***
	(0.0157)	(0.0170)	(0.0060)	(0.0329)	(0.0081)	(0.0184)
Help-Homework	−0.0107	0.0248	−0.0039	−0.0127	−0.0037	0.0375***
	(0.0195)	(0.0180)	(0.0062)	(0.0156)	(0.0088)	(0.0133)
Talks about School	−0.0091	−0.0665***	−0.0173**	−0.0044	−0.0113	−0.0493**
	(0.0161)	(0.0210)	(0.0084)	(0.0107)	(0.0105)	(0.0244)
Constant	0.8370**	−0.8003	0.3452*	0.2868	0.9807***	1.5010***
	(0.4230)	(0.4875)	(0.2081)	(0.9349)	(0.3037)	(0.5263)
Pred.HE=0	0.8999	0.1986	0.0395	0.9665	0.9756	0.4819
Pred.HE=1	0.783	0.1532	0.017	1.0038	0.9708	0.4041
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	746	810	90	619	792
Adjusted R^2	0.0442	0.0827	0.0632	0.2119	0.0196	0.1451

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F18: Mismatch: Mathscore & Language

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0238	−0.0033	−0.0077	−0.0124*	−0.0584	−0.0154
	(0.0408)	(0.0169)	(0.0256)	(0.0071)	(0.0406)	(0.0169)
Age	−0.0533	−0.0002	0.0723*	0.0005	−0.0468	0.0184*
	(0.0408)	(0.0151)	(0.0387)	(0.0142)	(0.0362)	(0.0101)
Female	0.0539	−0.0119	0.0174	0.0066	−0.1033***	−0.0138
	(0.0433)	(0.0204)	(0.0414)	(0.0093)	(0.0286)	(0.0102)
Mathscore	0.0263	0.0205	0.0316	−0.0047	0.0149	−0.0113*
	(0.0303)	(0.0149)	(0.0217)	(0.0075)	(0.0384)	(0.0058)
Language	−0.0437	−0.0054	−0.0351	0.0029	−0.0302	0.0086**
	(0.0426)	(0.0084)	(0.0269)	(0.0119)	(0.0249)	(0.0041)
Self-Efficacy	0.0625***	−0.0122	0.0166	−0.0038	−0.0221*	−0.0082
	(0.0194)	(0.0104)	(0.0161)	(0.0051)	(0.0126)	(0.0054)
Help-Homework	−0.0092	0.0170**	0.0290*	−0.0061	0.0288*	−0.0038
	(0.0208)	(0.0084)	(0.0158)	(0.0051)	(0.0170)	(0.0045)
Talks about School	−0.0092	−0.0022	−0.0649***	0.0107	−0.0615***	0.0091*
	(0.0246)	(0.0120)	(0.0190)	(0.0079)	(0.0198)	(0.0049)
Constant	0.8706	0.0063	−0.8396	0.0639	1.2667**	−0.2855*
	(0.6846)	(0.2273)	(0.6048)	(0.2389)	(0.5552)	(0.1511)
Pred.HE=0	0.3036	0.0386	0.2675	0.0239	0.3263	0.0279
Pred.HE=1	0.3274	0.0353	0.2598	0.0114	0.2679	0.0125
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	592	592	746	746	810	810
Adjusted R^2	0.0458	0.0116	0.0444	0.0257	0.0351	−0.0050

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F19: Student Expectations: Sample Sibling?

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1316***	−0.0126	0.0005	−0.0602	−0.0674***	−0.0408
	(0.0261)	(0.0181)	(0.0043)	(0.0421)	(0.0245)	(0.0298)
Age	0.0245	0.0308***	−0.0019	0.0282	−0.0404*	−0.0096
	(0.0193)	(0.0115)	(0.0033)	(0.0326)	(0.0238)	(0.0289)
Female	−0.0484	0.0039	0.0008	0.0248	−0.0175	−0.0494*
	(0.0355)	(0.0140)	(0.0029)	(0.0302)	(0.0294)	(0.0264)
Exit-Score	−0.0363***	0.0044	−0.0042*	−0.0073	−0.0114	−0.0297**
	(0.0138)	(0.0067)	(0.0023)	(0.0154)	(0.0099)	(0.0122)
Self-Efficacy	−0.1220***	−0.0415***	0.0008	−0.0141	−0.0660***	−0.1128***
	(0.0148)	(0.0060)	(0.0009)	(0.0140)	(0.0117)	(0.0152)
Help-Homework	0.0105	0.0040	−0.0011	0.0104	0.0127	0.0202
	(0.0115)	(0.0046)	(0.0014)	(0.0135)	(0.0096)	(0.0133)
Talks about School	0.0023	−0.0022	−0.0018	0.0032	−0.0256	0.0070
	(0.0244)	(0.0070)	(0.0026)	(0.0142)	(0.0164)	(0.0131)
Constant	−0.0685	−0.4448**	0.0615	0.4779	1.5063***	0.2606
	(0.2876)	(0.1757)	(0.0598)	(0.5472)	(0.3842)	(0.4416)
Pred.HE=0	0.6322	0.0404	0.0022	0.9564	0.8832	0.2232
Pred.HE=1	0.5006	0.0278	0.0027	0.8963	0.8157	0.1824
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,067	1,149	437	1,032	1,146
Adjusted R^2	0.1100	0.0521	−0.0088	0.0441	0.0604	0.1534

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F20: Parent Expectations: Sample Sibling?

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.0948***	−0.0568**	−0.0146	0.0715	−0.0011	−0.0575*
	(0.0275)	(0.0228)	(0.0093)	(0.0470)	(0.0125)	(0.0300)
Age	0.0331	0.0376**	−0.0033	−0.0212	−0.0076	0.0213
	(0.0270)	(0.0178)	(0.0045)	(0.0410)	(0.0180)	(0.0187)
Female	0.0081	−0.0580***	−0.0085*	−0.0070	0.0063	−0.0753***
	(0.0229)	(0.0196)	(0.0051)	(0.0382)	(0.0125)	(0.0219)
Exit-Score	0.0361***	−0.0185**	0.0044	0.0233	0.0029	−0.0665***
	(0.0114)	(0.0080)	(0.0047)	(0.0204)	(0.0074)	(0.0192)
Self-Efficacy	−0.0607***	−0.0530***	−0.0095**	0.0223	−0.0099	−0.1238***
	(0.0115)	(0.0124)	(0.0042)	(0.0194)	(0.0099)	(0.0151)
Help-Homework	−0.0025	0.0161*	0.0009	0.0443	−0.0006	0.0187**
	(0.0125)	(0.0092)	(0.0022)	(0.0279)	(0.0065)	(0.0079)
Talks about School	−0.0073	−0.0383***	−0.0048	0.0005	−0.0236***	−0.0237*
	(0.0181)	(0.0100)	(0.0034)	(0.0245)	(0.0082)	(0.0143)
Constant	0.3457	−0.2368	0.0791	1.2750**	1.0571***	0.2501
	(0.4251)	(0.2682)	(0.0714)	(0.6124)	(0.2860)	(0.2796)
Pred.HE=0	0.8732	0.1581	0.0196	0.9116	0.9643	0.4697
Pred.HE=1	0.7784	0.1014	0.005	0.9831	0.9632	0.4122
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,067	1,149	173	935	1,139
Adjusted R^2	0.0691	0.0635	0.0344	0.0591	0.0146	0.1895

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F21: Mismatch: Sample Sibling?

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0735**	0.0152	0.0165	−0.0045	−0.0198	0.0100
	(0.0306)	(0.0133)	(0.0232)	(0.0158)	(0.0258)	(0.0106)
Age	−0.0087	−0.0036	0.0579**	0.0228*	0.0301	0.0024
	(0.0219)	(0.0147)	(0.0289)	(0.0118)	(0.0319)	(0.0070)
Female	0.0287	−0.0237*	−0.0274	0.0107	−0.0492***	−0.0127*
	(0.0267)	(0.0130)	(0.0260)	(0.0110)	(0.0163)	(0.0071)
Exit-Score	0.0625***	−0.0119*	−0.0034	0.0035	−0.0259	−0.0014
	(0.0152)	(0.0067)	(0.0121)	(0.0048)	(0.0166)	(0.0049)
Self-Efficacy	0.0665***	−0.0043	0.0208	−0.0202**	−0.0335**	−0.0129***
	(0.0143)	(0.0062)	(0.0142)	(0.0079)	(0.0134)	(0.0050)
Help-Homework	0.0003	0.0127	0.0020	0.0022	0.0037	0.0034
	(0.0118)	(0.0078)	(0.0128)	(0.0067)	(0.0133)	(0.0051)
Talks about School	−0.0042	0.0009	−0.0271*	0.0082	−0.0245	0.0039
	(0.0194)	(0.0085)	(0.0158)	(0.0080)	(0.0165)	(0.0054)
Constant	0.7249**	0.0946	−0.4875	−0.3305*	0.0326	0.0281
	(0.3579)	(0.2368)	(0.4363)	(0.1978)	(0.4866)	(0.1155)
Pred.HE=0	0.2755	0.0352	0.2215	0.0261	0.2749	0.0117
Pred.HE=1	0.3491	0.0504	0.238	0.0217	0.2552	0.0217
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,026	1,067	1,067	1,149	1,149
Adjusted R^2	0.0549	0.0215	0.0118	0.0148	0.0352	0.0091

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F22: Student Expectations: Sibling?

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1690***	−0.0179	−0.0046	−0.0413	−0.0584**	−0.0420
	(0.0380)	(0.0189)	(0.0058)	(0.0423)	(0.0259)	(0.0429)
Age	0.0243	0.0317***	−0.0019	0.0319	−0.0414*	−0.0105
	(0.0196)	(0.0114)	(0.0031)	(0.0346)	(0.0236)	(0.0294)
Female	−0.0504	0.0039	0.0008	0.0242	−0.0173	−0.0496*
	(0.0364)	(0.0138)	(0.0029)	(0.0295)	(0.0294)	(0.0263)
Exit-Score	−0.0381***	0.0044	−0.0044*	−0.0088	−0.0113	−0.0289**
	(0.0135)	(0.0067)	(0.0023)	(0.0159)	(0.0100)	(0.0123)
Self-Efficacy	−0.1218***	−0.0416***	0.0008	−0.0137	−0.0657***	−0.1135***
	(0.0145)	(0.0060)	(0.0008)	(0.0137)	(0.0116)	(0.0150)
Help-Homework	0.0124	0.0047	−0.0010	0.0116	0.0119	0.0199
	(0.0110)	(0.0044)	(0.0014)	(0.0131)	(0.0102)	(0.0132)
Talks about School	0.0013	−0.0024	−0.0019	0.0027	−0.0253	0.0065
	(0.0241)	(0.0070)	(0.0026)	(0.0143)	(0.0164)	(0.0131)
Oldersibling	0.0378	0.0080	−0.0060	0.0378	−0.0058	−0.0243
	(0.0393)	(0.0171)	(0.0052)	(0.0330)	(0.0246)	(0.0578)
Oldersibling*HE	0.0663	0.0097	0.0108*	−0.0391	−0.0172	0.0044
	(0.0583)	(0.0232)	(0.0059)	(0.0447)	(0.0310)	(0.0547)
Constant	−0.0742	−0.4624***	0.0634	0.4051	1.5232***	0.2915
	(0.2988)	(0.1727)	(0.0560)	(0.5854)	(0.3752)	(0.4613)
Pred.HE=0	0.6334	0.0406	0.0021	0.9562	0.8831	0.2225
Pred.HE=1	0.4977	0.0277	0.0027	0.8965	0.8159	0.1826
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,067	1,149	437	1,032	1,146
Adjusted R^2	0.1139	0.0519	−0.0081	0.0417	0.0591	0.1526

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F23: Parent Expectations: Sibling?

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE	−0.1122***	−0.0785***	−0.0117	0.0506	−0.0100	−0.0230
	(0.0317)	(0.0239)	(0.0100)	(0.0749)	(0.0171)	(0.0445)
Age	0.0326	0.0360*	−0.0036	−0.0244	−0.0061	0.0209
	(0.0270)	(0.0184)	(0.0045)	(0.0453)	(0.0177)	(0.0198)
Female	0.0077	−0.0583***	−0.0086*	−0.0081	0.0066	−0.0759***
	(0.0229)	(0.0199)	(0.0052)	(0.0383)	(0.0127)	(0.0217)
Exit-Score	0.0360***	−0.0194**	0.0047	0.0238	0.0028	−0.0656***
	(0.0113)	(0.0078)	(0.0047)	(0.0201)	(0.0074)	(0.0192)
Self-Efficacy	−0.0607***	−0.0526***	−0.0098**	0.0222	−0.0101	−0.1246***
	(0.0115)	(0.0125)	(0.0043)	(0.0195)	(0.0099)	(0.0151)
Help-Homework	−0.0020	0.0149	0.0007	0.0448	0.0003	0.0182**
	(0.0126)	(0.0091)	(0.0022)	(0.0274)	(0.0063)	(0.0078)
Talks about School	−0.0076	−0.0381***	−0.0049	0.0015	−0.0238***	−0.0233*
	(0.0180)	(0.0096)	(0.0033)	(0.0266)	(0.0082)	(0.0140)
Oldersibling	−0.0034	−0.0558*	−0.0035	−0.0255	0.0098	0.0342
	(0.0219)	(0.0321)	(0.0184)	(0.0788)	(0.0121)	(0.0777)
Oldersibling*HE	0.0328	0.0434	−0.0057	0.0383	0.0165	−0.0729
	(0.0421)	(0.0412)	(0.0177)	(0.1002)	(0.0181)	(0.0678)
Constant	0.3581	−0.1870	0.0875	1.3368*	1.0288***	0.2463
	(0.4265)	(0.2861)	(0.0723)	(0.6886)	(0.2801)	(0.3214)
Pred.HE=0	0.8734	0.1575	0.0195	0.9129	0.9644	0.4708
Pred.HE=1	0.7777	0.1014	0.0051	0.9825	0.9631	0.4127
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,067	1,149	173	935	1,139
Adjusted R^2	0.0679	0.0647	0.0346	0.0469	0.0157	0.1895

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

Table F24: Mismatch: Sibling?

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE	0.0828*	0.0031	−0.0110	−0.0059	0.0172	0.0057
	(0.0446)	(0.0169)	(0.0384)	(0.0196)	(0.0280)	(0.0138)
Age	−0.0088	−0.0034	0.0574*	0.0228*	0.0303	0.0025
	(0.0223)	(0.0148)	(0.0295)	(0.0119)	(0.0321)	(0.0070)
Female	0.0294	−0.0246*	−0.0278	0.0107	−0.0497***	−0.0126*
	(0.0266)	(0.0132)	(0.0257)	(0.0110)	(0.0166)	(0.0071)
Exit-Score	0.0632***	−0.0127*	−0.0043	0.0035	−0.0255	−0.0016
	(0.0152)	(0.0069)	(0.0121)	(0.0048)	(0.0166)	(0.0049)
Self-Efficacy	0.0664***	−0.0042	0.0210	−0.0202**	−0.0338**	−0.0128**
	(0.0142)	(0.0060)	(0.0142)	(0.0079)	(0.0137)	(0.0050)
Help-Homework	−0.0003	0.0134*	0.0016	0.0023	0.0033	0.0035
	(0.0113)	(0.0076)	(0.0130)	(0.0067)	(0.0134)	(0.0051)
Talks about School	−0.0039	0.0005	−0.0272*	0.0082	−0.0237	0.0039
	(0.0192)	(0.0087)	(0.0160)	(0.0080)	(0.0163)	(0.0056)
Oldersibling	−0.0175	0.0212	−0.0434	−0.0006	0.0533	−0.0017
	(0.0400)	(0.0156)	(0.0426)	(0.0098)	(0.0401)	(0.0151)
Oldersibling*HE	−0.0156	0.0204	0.0538	0.0027	−0.0795*	0.0090
	(0.0649)	(0.0268)	(0.0566)	(0.0161)	(0.0475)	(0.0166)
Constant	0.7322**	0.0862	−0.4620	−0.3314*	0.0053	0.0251
	(0.3722)	(0.2390)	(0.4471)	(0.1994)	(0.4944)	(0.1207)
Pred.HE=0	0.275	0.0358	0.221	0.0261	0.2765	0.0117
Pred.HE=1	0.35	0.0492	0.2378	0.0216	0.2556	0.0216
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,026	1,026	1,067	1,067	1,149	1,149
Adjusted R^2	0.0538	0.0258	0.0110	0.0129	0.0350	0.0078

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models. Coefficient of interest is whether (at least) one parent completed higher education (HBO & WO).

Income and maternal employment are omitted for the sake of readability.

Predicted probabilities are calculated at the mean.

F.4.2 Mathematics & Language

F.4.3 Older Sibling

G Heterogeneity

G.1 Number of Parents

Table G1: Heterogeneity by which parent completed HE: Mismatch

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE_Both	0.0434	0.0267	0.0032	−0.0083	−0.0846***	0.0165
	(0.0379)	(0.0197)	(0.0242)	(0.0114)	(0.0193)	(0.0111)
HE_Fat	0.0326	0.0189	−0.0012	−0.0030	−0.0358	0.0099
	(0.0392)	(0.0136)	(0.0196)	(0.0126)	(0.0279)	(0.0103)
HE_MOT	0.0808***	0.0207	−0.0619**	0.0071	−0.0257	0.0074
	(0.0304)	(0.0217)	(0.0266)	(0.0127)	(0.0387)	(0.0109)
Age	−0.0238	0.0031	0.0413**	0.0183**	−0.0007	0.0072
	(0.0223)	(0.0110)	(0.0205)	(0.0091)	(0.0214)	(0.0094)
Female	−0.0057	−0.0216**	−0.0163	−0.0022	−0.0649***	−0.0080
	(0.0173)	(0.0093)	(0.0162)	(0.0081)	(0.0165)	(0.0054)
Exit-Score	0.0403***	−0.0107*	0.0017	−0.0034	−0.0325***	0.0008
	(0.0132)	(0.0057)	(0.0077)	(0.0039)	(0.0070)	(0.0030)
Self-Efficacy	0.0608***	−0.0010	0.0351***	−0.0133**	−0.0064	−0.0149***
	(0.0108)	(0.0057)	(0.0084)	(0.0053)	(0.0090)	(0.0034)
Help-Homework	−0.0011	0.0100*	0.0001	−0.0018	0.0089	0.0022
	(0.0103)	(0.0054)	(0.0082)	(0.0033)	(0.0096)	(0.0039)
Talks about School	−0.0193	0.0078	−0.0264**	0.0103*	−0.0407***	0.0015
	(0.0135)	(0.0066)	(0.0106)	(0.0055)	(0.0100)	(0.0039)
Constant	0.4905	−0.0276	−0.2264	−0.2446*	0.4994	−0.0808
	(0.3441)	(0.1771)	(0.3097)	(0.1484)	(0.3188)	(0.1457)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,790	1,790	2,249	2,249	2,572	2,572
Adjusted R^2	0.0655	0.0118	0.0258	0.0125	0.0433	0.0061

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table G2: Heterogeneity by which parent completed HE: Student Expectation

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE_Both	−0.1370***	−0.0432***	−0.0006	−0.0123	−0.0400**	−0.0671***
	(0.0380)	(0.0158)	(0.0041)	(0.0459)	(0.0202)	(0.0247)
HE_Fat	−0.0831**	−0.0147	0.0010	−0.0031	−0.0395**	−0.0345
	(0.0331)	(0.0166)	(0.0052)	(0.0352)	(0.0188)	(0.0240)
HE_MOT	−0.0976***	−0.0306**	−0.0018	−0.0413	0.0164	−0.0361
	(0.0340)	(0.0155)	(0.0040)	(0.0324)	(0.0237)	(0.0301)
Age	0.0403**	0.0308***	0.0014	0.0149	−0.0174	−0.0065
	(0.0163)	(0.0114)	(0.0032)	(0.0291)	(0.0164)	(0.0245)
Female	−0.0303	−0.0117	−0.0024	0.0397*	−0.0087	−0.0165
	(0.0210)	(0.0090)	(0.0020)	(0.0239)	(0.0217)	(0.0161)
Exit-Score	−0.0302**	−0.0098*	−0.0004	0.0202	−0.0160**	−0.0342***
	(0.0135)	(0.0050)	(0.0010)	(0.0192)	(0.0067)	(0.0079)
Self-Efficacy	−0.1136***	−0.0409***	−0.0015	−0.0090	−0.0765***	−0.1239***
	(0.0119)	(0.0057)	(0.0015)	(0.0134)	(0.0062)	(0.0079)
Help-Homework	0.0129	0.0067	0.0018	−0.0033	0.0123*	0.0228**
	(0.0081)	(0.0058)	(0.0012)	(0.0108)	(0.0071)	(0.0089)
Talks about School	0.0025	−0.0042	−0.0019	0.0024	−0.0288***	−0.0064
	(0.0163)	(0.0074)	(0.0019)	(0.0132)	(0.0085)	(0.0086)
Constant	0.2999	−0.3798**	0.0047	0.7140	1.0727***	0.2341
	(0.2516)	(0.1835)	(0.0460)	(0.4816)	(0.2669)	(0.3824)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,790	2,249	2,572	707	2,138	2,564
Adjusted R^2	0.1384	0.0603	−0.0014	0.0400	0.0662	0.1559

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table G3: Heterogeneity by which parent completed HE: Parent Expectation

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE_Both	−0.1287***	−0.0604***	−0.0216**	0.0296	−0.0156	−0.1511***
	(0.0252)	(0.0176)	(0.0094)	(0.0302)	(0.0142)	(0.0287)
HE_Fat	−0.0758***	−0.0443**	−0.0172**	0.0412	−0.0069	−0.0608*
	(0.0282)	(0.0185)	(0.0078)	(0.0355)	(0.0130)	(0.0321)
HE_MOT	−0.0598**	−0.0648***	−0.0120	0.0642**	−0.0200	−0.0639
	(0.0260)	(0.0220)	(0.0117)	(0.0261)	(0.0139)	(0.0413)
Age	0.0232	0.0476***	−0.0043	−0.0081	−0.0030	−0.0019
	(0.0185)	(0.0111)	(0.0065)	(0.0249)	(0.0112)	(0.0284)
Female	−0.0112	−0.0348**	−0.0120***	−0.0338	0.0003	−0.0652***
	(0.0157)	(0.0148)	(0.0046)	(0.0273)	(0.0091)	(0.0163)
Exit-Score	0.0230***	−0.0223***	−0.0036	0.0128	0.0013	−0.0661***
	(0.0064)	(0.0059)	(0.0041)	(0.0151)	(0.0054)	(0.0113)
Self-Efficacy	−0.0576***	−0.0488***	−0.0103***	0.0154	−0.0178***	−0.1052***
	(0.0089)	(0.0082)	(0.0037)	(0.0124)	(0.0057)	(0.0106)
Help-Homework	0.0016	0.0186**	−0.0025	0.0192	0.0003	0.0355***
	(0.0101)	(0.0074)	(0.0031)	(0.0171)	(0.0051)	(0.0084)
Talks about School	−0.0249**	−0.0448***	−0.0167***	−0.0175	−0.0271***	−0.0374***
	(0.0122)	(0.0087)	(0.0045)	(0.0189)	(0.0056)	(0.0121)
Constant	0.6423**	−0.4070***	0.1442	1.1962***	1.0114***	0.6007
	(0.3207)	(0.1529)	(0.1035)	(0.3659)	(0.1903)	(0.4256)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,790	2,249	2,572	292	1,879	2,521
Adjusted R^2	0.0751	0.0737	0.0559	0.0400	0.0213	0.1684

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

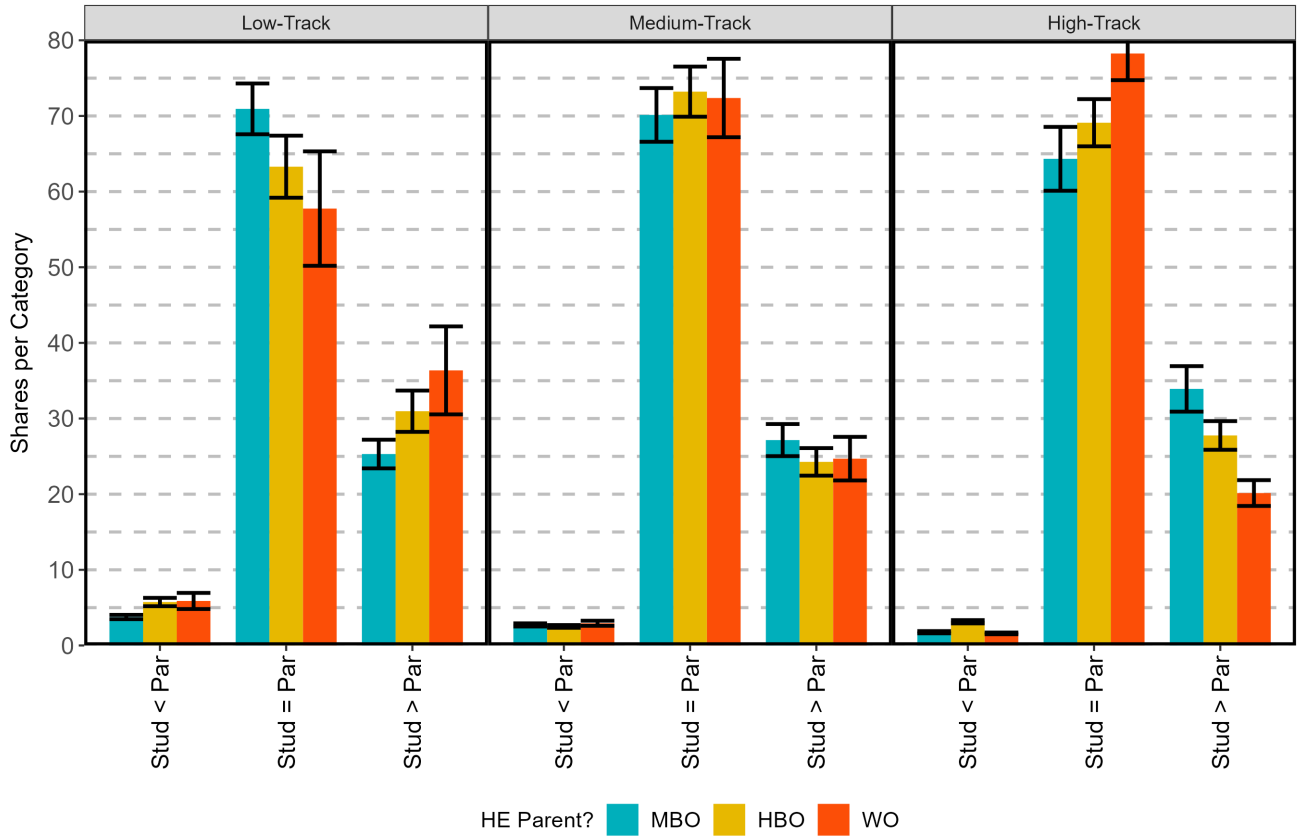
All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

G.2 Level of Tertiary Education

Figure G1: Mismatch Frequency by Level of Tertiary Education



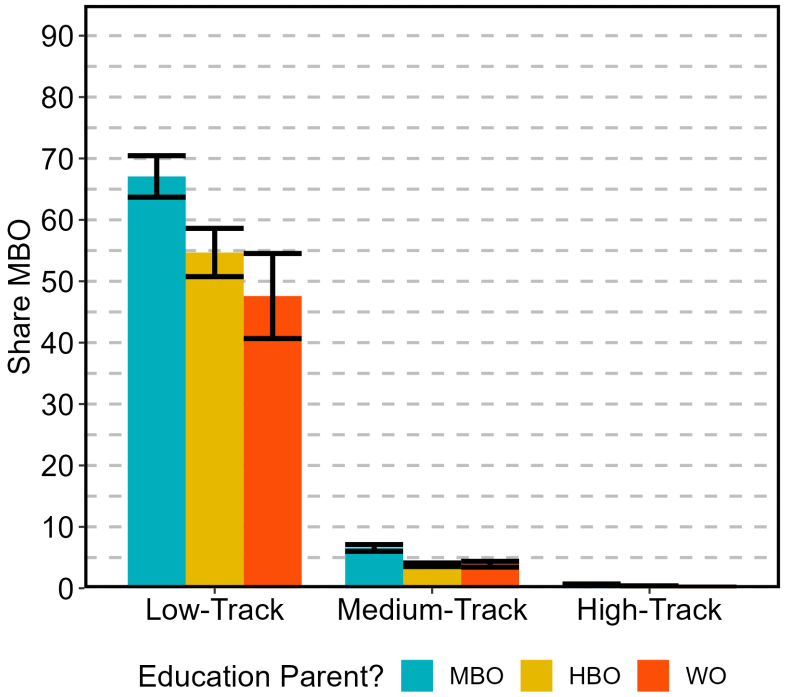
This figure presents, per high-school track, the share of (mis-)matches by the level of parental tertiary education.

The numbers are available in Appendix Table G4 The confidence interval depicts the 95% level.

Table G4: Mismatch

		MBO			HBO			WO		
School-Track	Future	Number	Total	Share	Number	Total	Share	Number	Total	Share
High-Track	Stud > Par	213	628	33.917	319	1149	27.763	164	814	20.147
High-Track	Stud = Par	404	628	64.331	794	1149	69.104	637	814	78.256
High-Track	Stud < Par	11	628	1.752	36	1149	3.133	13	814	1.597
Medium-Track	Stud > Par	240	884	27.149	241	993	24.270	101	409	24.694
Medium-Track	Stud = Par	620	884	70.136	727	993	73.212	296	409	72.372
Medium-Track	Stud < Par	24	884	2.715	25	993	2.518	12	409	2.934
Low-Track	Stud > Par	249	984	25.305	205	662	30.967	68	187	36.364
Low-Track	Stud = Par	698	984	70.935	419	662	63.293	108	187	57.754
Low-Track	Stud < Par	37	984	3.760	38	662	5.740	11	187	5.882

Figure G2: Student MBO by Level of Parental Tertiary Education

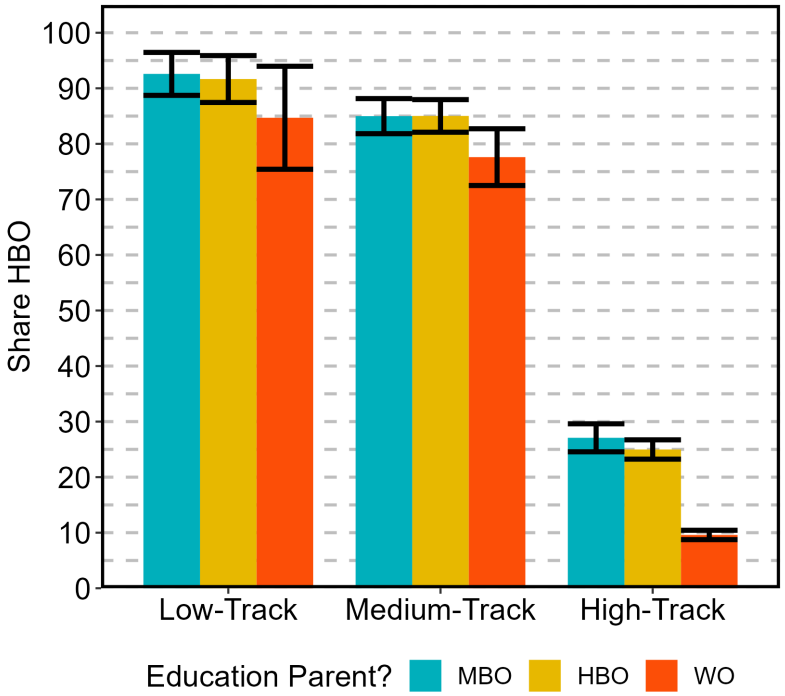


This figure presents, per high-school track, the share of students that expects to complete MBO by the level of parental tertiary education. The numbers are available in Appendix Table G5 The confidence interval depicts the 95% level.

Table G5: Students Expectation: MBO

		MBO			HBO			WO		
School-Track	Future	Number	Total	Share	Number	Total	Share	Number	Total	Share
Low-Track	Higher Education	324	984	32.927	300	662	45.317	98	187	52.406
Low-Track	MBO	660	984	67.073	362	662	54.683	89	187	47.594
Medium-Track	Higher Education	826	884	93.439	955	993	96.173	393	409	96.088
Medium-Track	MBO	58	884	6.561	38	993	3.827	16	409	3.912
High-Track	Higher Education	624	628	99.363	1145	1149	99.652	813	814	99.877
High-Track	MBO	4	628	0.637	4	1149	0.348	1	814	0.123

Figure G3: Student HBO by Level of Parental Tertiary Education

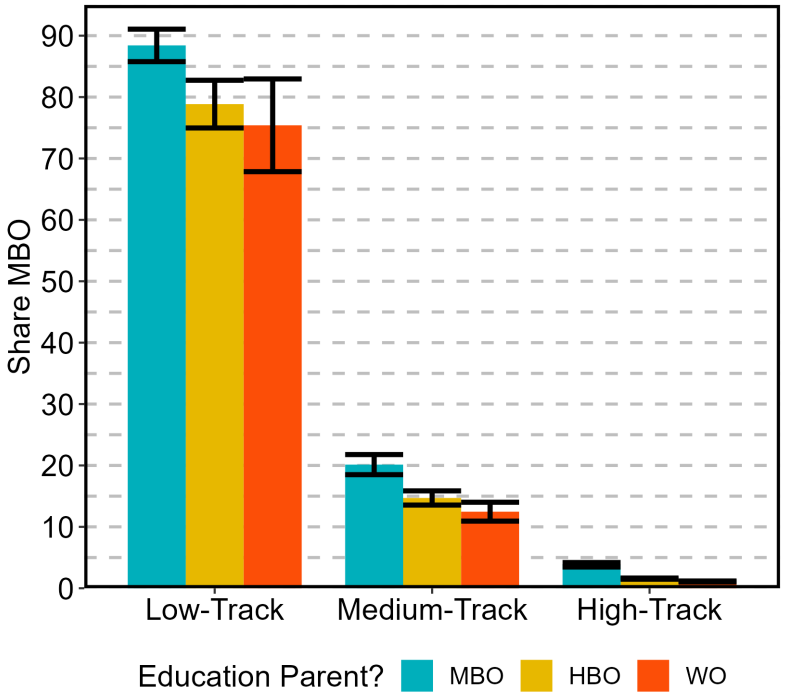


This figure presents, per high-school track, the share of students that expects to complete HBO, over WO, by the level of parental tertiary education. The numbers are available in Appendix Table G6 The confidence interval depicts the 95% level.

Table G6: Students Expectation: HBO

		MBO			HBO			WO		
School-Track	Future	Number	Total	Share	Number	Total	Share	Number	Total	Share
Low-Track	WO	24	324	7.407	25	300	8.333	15	98	15.306
Low-Track	HBO	300	324	92.593	275	300	91.667	83	98	84.694
Medium-Track	WO	124	826	15.012	143	955	14.974	88	393	22.392
Medium-Track	HBO	702	826	84.988	812	955	85.026	305	393	77.608
High-Track	WO	455	624	72.917	859	1145	75.022	735	813	90.406
High-Track	HBO	169	624	27.083	286	1145	24.978	78	813	9.594

Figure G4: Parent MBO by Level of Tertiary Education

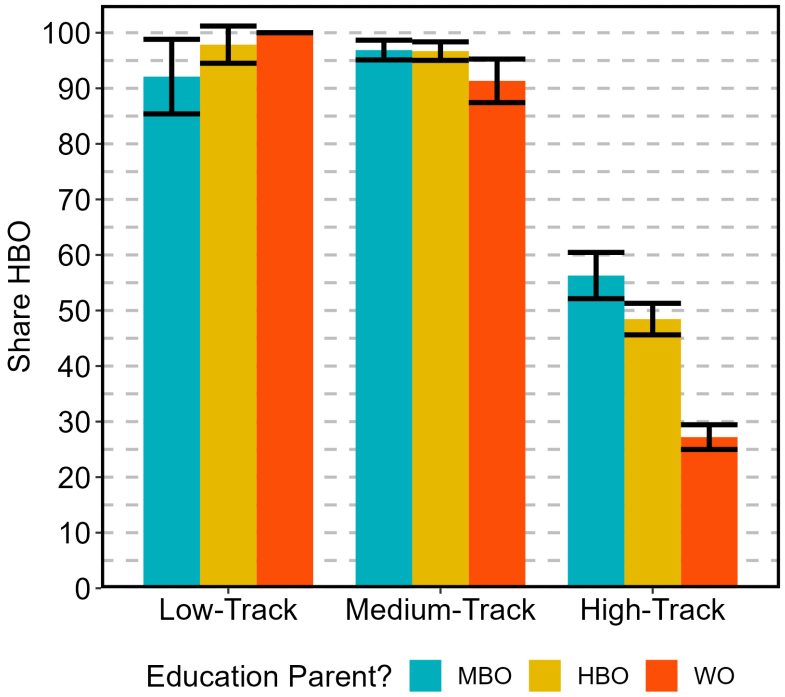


This figure presents, per high-school track of the student, the share of parents that expects their child to complete MBO by their own level of tertiary education. The numbers are available in Appendix Table G7 The confidence interval depicts the 95% level.

Table G7: Parents Expectation: MBO

		MBO			HBO			WO		
School-Track	Future	Number	Total	Share	Number	Total	Share	Number	Total	Share
Low-Track	Higher Education	114	984	11.585	140	662	21.148	46	187	24.599
Low-Track	MBO	870	984	88.415	522	662	78.852	141	187	75.401
Medium-Track	Higher Education	706	884	79.864	847	993	85.297	358	409	87.531
Medium-Track	MBO	178	884	20.136	146	993	14.703	51	409	12.469
High-Track	Higher Education	604	628	96.178	1131	1149	98.433	805	814	98.894
High-Track	MBO	24	628	3.822	18	1149	1.567	9	814	1.106

Figure G5: Parent HBO by Level of Parental Tertiary Education



This figure presents, per high-school track of the student, the share of parents that expects their child to complete HBO (over WO) by their own level of tertiary education. The numbers are available in Appendix Table G8 The confidence interval depicts the 95% level.

Table G8: Parents Expectation: HBO

		MBO			HBO			WO		
School-Track	Future	Number	Total	Share	Number	Total	Share	Number	Total	Share
Low-Track	WO	9	114	7.895	3	140	2.143			
Low-Track	HBO	105	114	92.105	137	140	97.857	46	46	100.000
Medium-Track	WO	22	706	3.116	28	847	3.306	31	358	8.659
Medium-Track	HBO	684	706	96.884	819	847	96.694	327	358	91.341
High-Track	WO	264	604	43.709	583	1131	51.547	586	805	72.795
High-Track	HBO	340	604	56.291	548	1131	48.453	219	805	27.205

Table G9: Heterogeneity by Level of HE: Mismatch

	Low-Track		Medium-Track		High-Track	
	Stud <Par	Stud >Par	Stud <Par	Stud >Par	Stud <Par	Stud >Par
HE=HBO	0.0457*	0.0218*	−0.0185	−0.0015	−0.0463**	0.0159*
	(0.0268)	(0.0121)	(0.0197)	(0.0110)	(0.0215)	(0.0090)
HE=WO	0.0874**	0.0144	−0.0063	0.0042	−0.0856***	0.0023
	(0.0399)	(0.0218)	(0.0250)	(0.0103)	(0.0214)	(0.0094)
Age	−0.0219	0.0037	0.0404*	0.0178**	−0.0019	0.0070
	(0.0214)	(0.0109)	(0.0208)	(0.0090)	(0.0217)	(0.0094)
Female	−0.0047	−0.0210**	−0.0181	−0.0016	−0.0654***	−0.0087*
	(0.0164)	(0.0089)	(0.0158)	(0.0081)	(0.0159)	(0.0052)
Exit-Score	0.0408***	−0.0091*	0.0003	−0.0031	−0.0328***	0.0001
	(0.0131)	(0.0054)	(0.0079)	(0.0038)	(0.0066)	(0.0028)
Self-Efficacy	0.0595***	−0.0012	0.0340***	−0.0132**	−0.0066	−0.0140***
	(0.0102)	(0.0057)	(0.0084)	(0.0052)	(0.0085)	(0.0034)
Help-Homework	0.0005	0.0083	−0.0015	−0.0022	0.0088	0.0019
	(0.0099)	(0.0054)	(0.0080)	(0.0033)	(0.0093)	(0.0039)
Talks about School	−0.0247*	0.0101	−0.0272***	0.0104*	−0.0423***	0.0007
	(0.0135)	(0.0064)	(0.0099)	(0.0054)	(0.0103)	(0.0038)
Constant	0.4806	−0.0397	−0.2125	−0.2411	0.5162	−0.0756
	(0.3340)	(0.1757)	(0.3152)	(0.1479)	(0.3213)	(0.1458)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	1,833	2,286	2,286	2,591	2,591
Adjusted R^2	0.0664	0.0136	0.0223	0.0117	0.0425	0.0063

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Stud <Par": Dummy indicating that the student has a lower educational expectation than his/her parents, i.e. we compare against all other options, such as identical & higher expectations; "Stud >Par": Dummy indicating that the student has a higher educational expectation than his/her parents, i.e. we compare against all other options, such as identical & lower expectations;

All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table G10: Heterogeneity by level of tertiary education: Student Expectation

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE=HBO	−0.1056***	−0.0304**	−0.0018	−0.0054	−0.0132	−0.0134
	(0.0245)	(0.0147)	(0.0045)	(0.0320)	(0.0189)	(0.0211)
HE=WO	−0.1423***	−0.0330**	−0.0021	−0.0513	−0.0833***	−0.1242***
	(0.0307)	(0.0158)	(0.0038)	(0.0392)	(0.0197)	(0.0297)
Age	0.0399**	0.0315***	0.0020	0.0115	−0.0136	−0.0046
	(0.0160)	(0.0112)	(0.0031)	(0.0283)	(0.0164)	(0.0248)
Female	−0.0277	−0.0113	−0.0032	0.0310	−0.0072	−0.0177
	(0.0198)	(0.0091)	(0.0021)	(0.0237)	(0.0209)	(0.0163)
Exit-Score	−0.0322**	−0.0097*	−0.0011	0.0183	−0.0163**	−0.0348***
	(0.0133)	(0.0050)	(0.0012)	(0.0188)	(0.0066)	(0.0081)
Self-Efficacy	−0.1130***	−0.0405***	−0.0012	−0.0078	−0.0752***	−0.1216***
	(0.0116)	(0.0059)	(0.0015)	(0.0123)	(0.0062)	(0.0077)
Help-Homework	0.0119	0.0068	0.0013	−0.0048	0.0156**	0.0233**
	(0.0080)	(0.0056)	(0.0013)	(0.0106)	(0.0072)	(0.0091)
Talks about School	0.0084	−0.0041	−0.0023	0.0028	−0.0313***	−0.0089
	(0.0171)	(0.0072)	(0.0019)	(0.0129)	(0.0083)	(0.0082)
Constant	0.2817	−0.3880**	−0.0021	0.7804*	1.0324***	0.2083
	(0.2440)	(0.1829)	(0.0445)	(0.4697)	(0.2647)	(0.3867)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	722	2,174	2,582
Adjusted R^2	0.1392	0.0594	−0.0030	0.0367	0.0683	0.1674

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the student expects to complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the student to complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.

Table G11: Heterogeneity by level of tertiary education: Parent Expectation

	Expects to complete MBO			Expects to complete HBO		
	Low-Track	Medium-Track	High-Track	Low-Track	Medium-Track	High-Track
HE=HBO	−0.0897***	−0.0558***	−0.0165**	0.0411	−0.0055	−0.0648**
	(0.0218)	(0.0175)	(0.0074)	(0.0299)	(0.0107)	(0.0263)
HE=WO	−0.0896***	−0.0820***	−0.0173*	0.0440	−0.0472***	−0.2004***
	(0.0306)	(0.0177)	(0.0103)	(0.0271)	(0.0169)	(0.0323)
Age	0.0240	0.0507***	−0.0041	−0.0045	−0.0024	−0.0008
	(0.0180)	(0.0130)	(0.0064)	(0.0236)	(0.0111)	(0.0295)
Female	−0.0081	−0.0361**	−0.0121***	−0.0332	0.0011	−0.0674***
	(0.0145)	(0.0146)	(0.0045)	(0.0254)	(0.0091)	(0.0158)
Exit-Score	0.0199***	−0.0231***	−0.0036	0.0156	−0.0001	−0.0675***
	(0.0063)	(0.0060)	(0.0040)	(0.0149)	(0.0054)	(0.0112)
Self-Efficacy	−0.0580***	−0.0489***	−0.0106***	0.0151	−0.0171***	−0.1032***
	(0.0092)	(0.0081)	(0.0037)	(0.0126)	(0.0056)	(0.0103)
Help-Homework	0.0042	0.0195***	−0.0026	0.0166	0.0016	0.0356***
	(0.0099)	(0.0072)	(0.0031)	(0.0163)	(0.0051)	(0.0086)
Talks about School	−0.0267**	−0.0469***	−0.0166***	−0.0140	−0.0280***	−0.0414***
	(0.0122)	(0.0082)	(0.0045)	(0.0164)	(0.0052)	(0.0119)
Constant	0.6254**	−0.4409**	0.1395	1.1270***	1.0103***	0.5895
	(0.3105)	(0.1776)	(0.1022)	(0.3426)	(0.1898)	(0.4423)
School Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Year Dummies	Yes	Yes	Yes	Yes	Yes	Yes
Observations	1,833	2,286	2,591	300	1,911	2,540
Adjusted R^2	0.0722	0.0762	0.0550	0.0308	0.0269	0.1756

Significance levels: *p<0.1; **p<0.05; ***p<0.01

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects to their child complete a MBO course over going to Higher Education (HBO & WO); "Expects to complete HBO" = dummy indicating the expectation of the parent whether their child will complete a HBO degree over a WO (University) degree, conditionally on expecting Higher Education.

All analyses are linear probability models.

Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Predicted probabilities are calculated at the mean.