# Exploring Educational Expectations of 9th Graders and their Parents *

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**Abstract**

Education shapes life outcomes, influencing earnings, health, and well-being. Besides individual preferences and capabilities, educational outcomes are shaped by parental background and (educational) expectations. Using data from Dutch 9th graders and their parents, we explore these expectations. We document robust patterns where students' expectations align with common educational trajectories, while parents' expectations are more conservative. Two-thirds of students share the attainment expectation of their parents, 27% expect to complete a more selective level relative to the level that their parents expect, and 3% expect a less selective level. Alignment in the educational expectations is less frequent among families without higher-educated parents, while also both students and parents expect less selective education levels more often. These findings suggest that educational expectations may reproduce intergenerational inequalities, highlighting the need for policies that address the role of both students' and parents' expectations in shaping educational outcomes.

**JEL CODES:** D84, I23, I24 & J24

**KEYWORDS:** Expectations, Parents, Students, Beliefs, Inequality

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# 1 Introduction

Education is a significant factor in shaping individuals' life outcomes, where the completion of higher-education is associated with increased earnings, reduced mortality risk, lower likelihood of engaging in risky behavior, and improved subjective well-being.[1] At the societal level, education fosters economic growth and reduces inequality.[2] Despite its importance, educational choices often fail to align with individuals' preferences and potential. This misalignment may stem from a disconnect between students' educational expectations and their preferences and capabilities.[3] Another reason might be their parents, whose influences have been shown to affect children's educational choices, affecting the intergenerational reproduction of educational choices, enhancing inequality by parental education.[4] Misalignment between the educational plans of students and parents can create friction in the decision-making process, for instance by causing students to doubt their own expectations. The channels shaping these expectations, particularly those tied to parental background, are not well understood.

This paper explores the educational expectations of secondary-school students and their parents. Furthermore, we study the potential alignment in their educational expectations. Additionally, we assess the role of parental education in shaping both these expectations and their alignment.

The data used in this analysis are unique, focusing on both 9th graders and their parents in the Dutch province of Limburg. Both groups were surveyed about, among others, their educational expectations, which encompass short-term (i.e., school-track) and long-term (i.e., attainment) expectations. The Dutch education system, with its pre-defined pathways and an ordinal ranking to the available options, allows us to study alignment in expectations and draw additional conclusions about the potential consequences.[5]

We document that students' expectations generally align with the educational trajectories and attainment patterns of previous cohorts. In contrast, parents tend to expect that their child will attain less selective forms instead. Their short-term expectations imply that they often view the track placement as final, disregarding the option that students can switch or complete additional tracks as they progress. Additionally, two-thirds of students share the attainment expectation of their parents, while 27 percent expect to complete a more selective level than their parents' expectation, and 3 percent expect a less selective level. These patterns are also evident in their school-track expectations and persist even when students expect an education level typically associated with their current secondary-school track.

[1] An overview of the literature investigating these patterns can be found in Heckman et al. (2018), Buckles et al. (2016), and Oreopoulos & Salvanes (2011).

[2] See, for example, Piketty (2014) and Barro (2001), respectively.

[3] Literature documenting this relationship can be found in Sewell et al. (1969); Jacob & Wilder (2010).

[4] Patterns of the intergenerational reproduction of educational choices have been found in different contexts and take place at various educational crossroads. For an international perspective see, e.g., Blanden et al. (2023) or OECD (2014), while a Dutch perspective can be found in e.g., Centraal Planbureau (2019), Van den Broek et al. (2018) and Atav et al. (2023).

[5] The secondary-school tracks increase in selectivity to enter, with regard to the primary school exit-test score performance, while the further education options also require a certain secondary-school level. Section 2.1 will illustrate that the secondary-school tracks have an associated further education level.

We test for heterogeneity in our results with respect to parental education. Herein we control for factors such as the students' self-efficacy belief and parental income while making use of school and year fixed effects. We find that both students' and parents' expectations shift towards more selective forms of education, when at least one parent completed higher-education. This is associated with an increase in the share of alignment between students' and parents' expectations in the high-track and reduction in the low-track.

Our paper contributes to the literature on the determinants of educational choices by examining the educational expectations of both students and their parents, as well as their alignment. Students' expectations have been identified as a strong predictor for educational choices.[6] However, the realization of these expectations is not guaranteed.[7] It depends, among others, on the support provided by parents, who have their own beliefs about what their child can and should do. Accordingly, by studying the alignment in educational expectations, we aim to get a better understanding of the interplay between students and parents which shapes the educational choices.

Understanding how educational choices arise is also relevant for the discourse on the intergenerational transmission of educational outcomes. Parents influence their child's educational journey in various ways, which often depend on their own education level. For instance, they determine their childs' ability level, foster their child with social and cultural capital, support their learning process and help to overcome (pecuniary) barriers.[8] Moreover, they shape the educational expectations of their child with their own expectations, which are also associated with realized academic achievement (Bozick et al., 2010; Yamamoto & Holloway, 2010). These expectations vary by their own education level and the associated beliefs.[9] Therefore, parental expectations, particularly in relation with those of their child, are likely to perpetuate educational inequalities.

These influences are not limited to just the period prior to the enrollment decision, but are present throughout the school career of students. Parents shape the achievement and educational expectations at various stages, such as their school-track expectations. These short-term expectations tend to be predictive of long-term expectations, which Belfield et al. (2020) demonstrates for students, and facilitate the success of educational transitions Bozick et al. (2010). Accordingly, short-term expectations provide insight into potential differences in expected educational pathways between students, in particular by parental education.

We are the first to document both short- and long-term expectations of parents. We build on the work of Belfield et al. (2020), which focuses on students, by collecting multiple waves of data in the Dutch context, where educational transitions are highly stratified. Having multiple waves over an eight-year period sets us apart from existing literature on student expectations (Giustinelli, 2023) and parental expectations (Müller,

[6]Literature documenting this is extensive, with Sewell et al. (1969), Jacob & Wilder (2010) and Belfield et al. (2020) supporting these claims. Giustinelli (2023) provides a more general review on the literature on students' educational expectations

[7]Specifically, Castleman et al. (2014) and Blanden et al. (2023) document, across various Anglo-American settings and Germany, that more students expect to attend a university than those who enroll.

[8]Providing support in various stages in the application process for universities and financial support are factors that have been illustrated in recent reviews papers by Dynarski et al. (2023a, 2023b).

[9]Papers documenting these include, e.g., Need & de Jong (2001) & Smyth (2020). The works of Bleemer & Zafar (2018) & Lergetporer et al. (2021) delve into the difference in beliefs by parental education. Recently, Müller (2024) also reported difference in knowledge among parents about the college-going plans of their child by parental background.

2024; Smyth, 2020), highlighting the persistent associations between parental education and the expectations of both students and parents.

Additionally, our work offers a critical insight by focusing on 9th graders, and their parents, capturing a pivotal moment in their educational journey. Specifically, at this age, Dutch students must make their major choice in secondary school. Therefore, contrary to the sample in Smyth (2020), the children in our sample are aware of their educational opportunities. Nonetheless, their expectations are more malleable relative to samples in studies such as, Peter & Zambre (2017) and Hoxby & Turner (2015), where students are examined close to the decision deadline, implying that no changes with long-term consequences can be made.[10]

Furthermore, the Dutch education system is defined by a clear progression between the secondary school tracks and the further education level. This reduces potential ambiguity in the educational pathways, ensuring that students' expectations are more in-line with the rates of educational transition, relative to Anglo-American contexts (Blanden et al., 2023). In turn, this provides an explicit reference point for assessing the alignment between students' and parents' expectations, which narrows down the potential consequences of a misalignment in expectations, which is contrary to the works of Smyth (2020) and Wang & Benner (2014). Accordingly, the structured nature of the Dutch education system provides additional strength to these analyses and to their broader contributions.

Section 2 provides a description of the Dutch education system and the data. The method is described in section 3. Section 4 presents our findings, for both the individual expectations and their alignment, in a descriptive analysis. Additionally, we test for differences by parental background and include further analyses, such as heterogeneity analyses and robustness checks. Section 5 concludes the paper.

# 2 Dutch Education System & Data

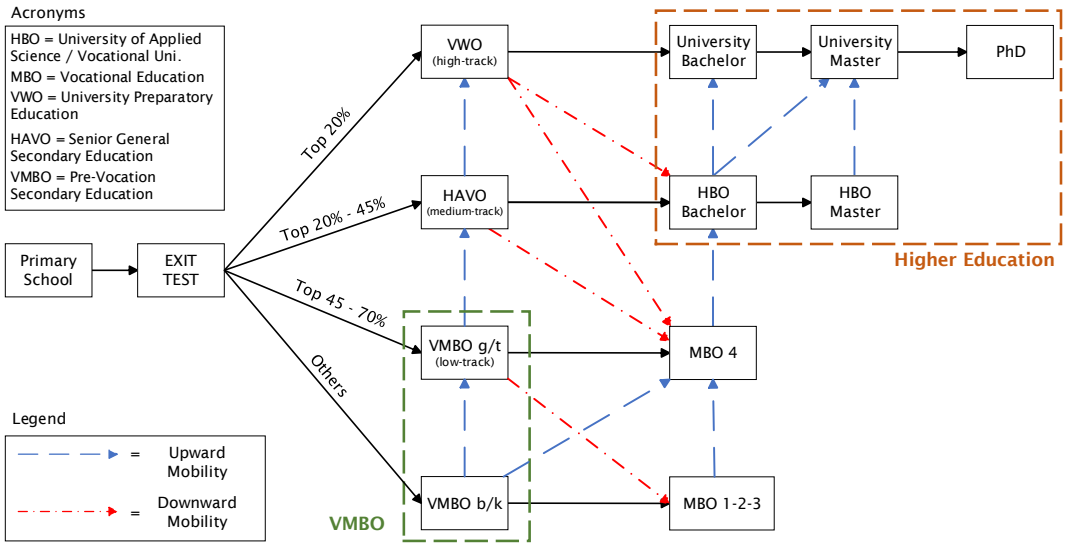
## 2.1 Dutch Education System

The Dutch education system is characterized by a high degree of stratification following primary school, which covers ages 4 to 12 (equivalent to $6^{\text{th}}$ grade).[11] Upon completing primary school, students advance to, broadly speaking, one of three secondary-school tracks. These tracks largely shape their future educational and career opportunities. This selection is based on an advice given by the primary school-teacher, following the performance on a centralized exit-test. An overview of the education system is presented in Figure 1.

[10] Swart & Wolbers (2024) also study Dutch 9th graders. However, that paper only covers one time-period, misses the students' short-run expectations and covers a more selective set of students.

[11] This period includes kindergarten. Although education is only mandatory from age 5 onwards, over 95% of children start school at the age of 4.

Figure 1: Dutch Education System




Note: For a detailed review of the educational system, see appendix section B.1. This figure slightly simplifies the possible educational transitions by omitting the pathways from VWO and HAVO to MBO 1-2-3, as these transitions only occur rarely (0.6% HAVO, 0.04% VWO), as shown in Table B2. A graphical overview of these rates, for the year 2022, can be found in Appendix Figure B.1. University education is abbreviated to "WO" in the analysis, representing the Dutch abbreviation (Wetenschappelijk Onderwijs).

The most selective secondary-school track is VWO, which we refer to as the "high-track".[12] This track provides access to all future educational pathways, which include WO (academic university), HBO (vocational university) and MBO (vocational training).[13,14]

In terms of economic returns, the starting wage of a WO graduate is, on average, 20% higher than that of an HBO graduate, who earns 25% more than an MBO graduate (SEO Economic Research, 2020). Graduates from the higher-education options (HBO & WO) also report higher levels of savings compared to MBO graduates and enjoy various non-pecuniary benefits, such as greater job, life and health satisfaction (Centraal Bureau voor de Statistiek, 2022b). Moreover, more selective degrees are required for various job positions and promotions, resulting in higher earnings growth and social status.

Despite disparities in income and career prospects, the costs of these educational pathways are relatively similar, due to standardized and low tuition fees. Additionally, enrollment rates in further education are high. This is fostered by free public transport, accessible institutes and availability of government subsidies and loans. A detailed discussion on these factors can be found in Appendix section B.1.

Among students in the high-track, 88% proceed to WO, 11.7% opt for HBO, and 0.14% for MBO (Dienst Uitvoering Onderwijs, 2022). The second most selective secondary-school track is HAVO, which we label as the "medium-track." This track does not provide direct access to WO. However, students can enroll in WO after completing the high-track or HBO. Of these students, 87.4% enroll in HBO, 3.9% in MBO and

[12]This track is equivalent to the ISCED 3A classification, aligning with the International Baccalaureate, UK's A-levels and the German Arbitur.

[13]HBO education is also known as a University of Applied Science, comparable to the Haute Ecole (France), Polytechnic (Commonwealth countries) and the Fachhochschule (Germany).

[14]MBO corresponds to an ISCED 3 or 4 depending on the chosen level.

8.7% transition to the high-track. Notably, 15% of medium-track students eventually obtain a WO degree, demonstrating mobility despite initial barriers (Ministerie van Onderwijs, Cultuur & Wetenschap, 2017).

The least selective secondary-school track is VMBO, which is divided into four sub-tracks characterized by focus. "VMBO-K" and "VMBO-B" are practically oriented, preparing students for an apprenticeship-type study (MBO 1-2-3). In contrast, "VMBO-G" and "VMBO-T" are more academically oriented, allowing entry into the medium-track or entry into MBO-4, which is a prerequisite for transitioning to HBO. The data show a stark contrast in educational outcomes: with only 6% of students from the practical tracks reaching higher-education, compared to 25% from the theoretical tracks (Centraal Bureau voor de Statistiek, 2016). Given the limited transitions for practical students, we exclude them from our analysis and refer to the two theoretical subtracts as the "low-track."[15]

## 2.2 Data

We use data from a biannual survey among 9th graders and their parents in the Dutch province of Limburg. These data are collected by the "Onderwijsmonitor Limburg," which tracks students throughout primary and secondary education.[16,17] This dataset consists of a student survey, a parental questionnaire and school registry information. An overview of the variables used in the paper is presented in Tables A1-A3. For our analysis, we utilize data from the 2014, 2016, 2018, 2020 and 2022 waves. Descriptive statistics are available in Tables C1-C4, for all the secondary-school tracks combined and for each track separately.

In addition, we restrict the sample to child-parent pairs for which we have both sets of educational expectations, coming from the student survey and parental questionnaire, respectively. This facilitates the comparison of both sets of educational expectations. Since, at a later stage we, control for further parental variables, such as their income and parenting style, this restriction reduces the sample by about 3%.

We elicit two types of expectations. First, students are asked which level of further education they expect to complete, i.e., we ask for their expected level of educational attainment. Similarly, parents are asked which level they expect their child to complete.[18] The response options include: "MBO1,2 / MBO3,4 / HBO / WO BSc / WO Master" or to abstain from answering.[19] We condense these options into three categories: "MBO," "HBO" or "WO" to reflect the main educational outcomes.[20]

[15] Further clarification about these sub-tracks can be found in Appendix section B.1. Additionally, we show that pooling these sub-tracks does not affect our results.

[16] The data collection is approved by the ethical committee of Maastricht University (ERCIC-092-12-07-2018).

[17] More information can be found at: `https://www.educatieveagendalimburg.nl/onderwijsmonitor-p/english`.

[18] One parent was requested to fill in the questionnaire. In our data, 80% of the responses were from the mother, just under 20% from the father, and less than 1% from caregivers. The survey asked about the education level of both (biological) parents.

[19] We did not allow students, or parents, to select one of the secondary-school tracks as their level of educational attainment. This is a reasonable request given that over 90% of students enroll in further education, and mandatory for low-track students.

[20] Although mostly done for practical reasons, we argue these categories capture the main educational trade-offs faced by students and their parents. For instance, pooling MBO 1,2 with the other options is done as choosing MBO 1 or 2 are only chosen irregularly, as indicated in section B.1. Similarly, distinguishing between a WO Bachelor and WO Master both captures the expectation of enrolling into university.

Second, we ask students and parents about the expected secondary-school level. We follow the setting of the three main secondary-school tracks. Therefore, we can identify whether the student expects, or the parent expects the child, to make a downward transition (relative to staying in their current-track), an upward transition (if possible), or to finish the current secondary-school track.[21]

Given that both the secondary-school track and educational attainment options can be ranked ordinally in the Dutch system,[22] it facilitates the comparison of educational expectations between students and parents. For both the secondary-school track and educational attainment expectations, we can classify the combination of students' and parents' expectations into three categories.

First, whether the student expects to complete a more selective level than what the parent expects their child to complete. For instance, in terms of educational attainment, this type of misalignment would occur if the student expects to complete WO while the parent expects HBO. [23,24] Second, whether the student and parent expect the same level of education, i.e. alignment in their expectations. Third, whether the student expects to complete a less selective level than the parent.

Previous research indicates that alignment in the educational expectations of students and parents can foster the learning process. Therefore, any misalignment in the educational expectations might be disadvantageous. Specifically, we hypothesize that the direction of this misalignment has various (economic) consequences. For instance, if a student expects to complete a more selective education level than their parent expects them to complete, it may signal a lack of parental support, influencing the students' motivation and parental engagement early in the decision-making process. Conversely, if the student expects to complete a less selective education level instead, it might signal high levels of parental pressure, which may induce stress and negatively impact academic performance.[25] Alternatively, it could be that the student underestimates their own capabilities or holds different (economic) preferences regarding their educational outcome.

We determine the level of parental education from the parental questionnaire. In our dataset, 63% of families (i.e. child-parent pairs) have, at least, one parent who completed higher-education (HBO or WO), closely matching the Dutch average of 65% (Van den Broek et al., 2018). This proportion varies by school track: 46% in the low-track, 61% in the medium-track, and 76% of families in the high-track have at least one higher-educated parent. The proportion increases with the selectivity of the secondary-school track, driven by two factors: children of higher-educated parent perform better on exit exams (Kloosterman et al., 2009), and teachers are more likely to recommend selective tracks for these students (Centraal Planbureau, 2019).

As part of the set of control variables, we have the student's age, gender and school-track from the school-registry, which also provides a proxy for ability, using the primary school-exit scores. To account for the

[21] Students in the low-track cannot make a downward transition. Students in the high-track cannot make an upward transition.

[22] As described in section 2.1 WO is the most selective level to enter and, on average, leads to the highest returns to education, followed by HBO and then MBO.

[23] The full set of student and parent combinations in this example would be: (WO,HBO), (WO,MBO) & (HBO,MBO).

[24] Using the secondary-school track expectations instead, student and parent combinations of this misalignment include: (upward,equal) & (equal,downward).

[25] A more extensive overview of the role of parental expectations can be found in, e.g., Yamamoto & Holloway (2010).

different exit-tests used by schools, we normalize each test score distribution and aggregate the results.[26] The student survey includes questions about the respondent's self-efficacy belief, a crucial determinant of educational outcomes (Lent et al., 1994). The items used in the principal-component-analysis (PCA) of this construct are shown in Tables A4 and A5, corresponding to the years up to 2020 and 2022, respectively, when one question was omitted. Cronbach's alpha values of 0.857 and 0.836 confirm the internal consistency of the construct. We normalize both the exit-test score and the student's self-efficacy belief by school track.

The parental questionnaire collects information on parental income, employment status and some proxies of parental involvement. We classify income into five categories, four income quartiles and one for item non-response,[27] and we classify maternal employment into 'not-working', 'part-time', and 'full-time employment'. Lastly, we have information on the level of homework support provided and the frequency of discussions about school matters at home, both measured using a 5-point Likert scale. Our sample consists of 6751 students and their parents, with 1844 in the low-track, 2300 in the medium-track and 2607 in the high-track.

# 3 Method

## 3.1 Descriptive

The first step in our analysis is a descriptive analysis on the educational attainment expectations held by students and their parents separately. We follow the characterization of the three further education levels (MBO, HBO & WO), reflecting the key educational pathways. Next, we examine the potential alignment between student and parental expectations, using the aforementioned categories: alignment (both expect the same level), upward misalignment (student expects a more selective level than the parent) and downward misalignment (student expects a less selective level than the parent).

To further narrow down the underlying mechanisms, we repeat the alignment analysis conditioning on the student's attainment expectation. For instance, if a high-track student expect to complete WO, a transition which occurs in 85% of cases (see Table D1), but the parent expects their child to complete MBO instead (constituting 0.16% of the transitions), it is unlikely that the student lacks the ability to pursue a more selective education level than MBO, instead pointing towards a lack of parental support or different preferences. Similarly, if a low-track student expects to complete WO, historically attained by less than 2% of low-track students, an upward misalignment points towards either an overestimation of the students' own capabilities or a lack of communication and information of parents. Conversely, if a low-track student expects to complete MBO, while the parents expect their child to complete WO, it might be more indicative of excessive parental pressure. Therefore, the Dutch education system, with clear and pre-defined educational pathways, helps to put the potential alignment into perspective and suggest potential mechanisms.

[26] All tests yield similar results regarding the most appropriate school track based on student performance (Centraal Planbureau, 2019). While minor differences exist, a perfect measurement for comparing tests has not been established. Figure B2 provides an overview of each test's distribution.

[27] The "Missing" category is only assigned when the parent(s) filled in the other elements of the survey, including their education, involvement and educational expectations.

Lastly, we repeat these steps on the students' and parents' school-track expectations. These expectations are predictive of their attainment expectations, with Tables I1 and I2 showing, e.g., that students and parents who expect an upward transition are also more likely to anticipate more selective education levels.[28,29] Additionally, they provide insights into the expected educational pathways. Therefore, they are related to the persistence of educational inequalities by parental education. For instance, Belfield et al. (2020) argue that students with higher-educated parents are more likely to expect (and transition) to A-levels and consequently university. Within the Dutch context, Van den Broek et al. (2018) finds that medium-track students with higher-educated parents who reach WO are more likely to do so via the high-track, rather than HBO, which is the more common pathway for their peers without a higher-educated parent.

## 3.2 Regression Analysis

In addition to the descriptive investigation, we test for the association between parental education and the educational expectations of both students and parents. Following this, we perform the same analysis on the alignment of their educational expectation. To facilitate interpretation, we estimate multiple linear probability models instead of using multiple categories in a multinomial logistic model.[30]

For the analysis of the educational attainment expectations, we split the three categories (MBO, HBO, WO) into two outcome variables. First, we estimate the likelihood that a student expects, or the parent expects their child, to complete MBO rather than higher-education (HBO or WO). Second, we estimate the likelihood of expecting HBO over WO, conditional on expecting higher-education. These variables match the main educational trade-offs faced by students and their parents.

For the alignment between student and parental expectations, we estimate the likelihood of being in one of the alignment categories. Specifically, we first estimate the probability that the student expects to complete a more selective education level than their parent, compared to expecting an identical or less selective level.[31] Similarly, we estimate the reverse, where the student expects to complete a less selective education level than their parent. The regression equation for all these analyses is given by:

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

The dependent variable is any of the six (two for students, two for parents and two misalignment outcomes) discussed previously. The index $i$ refers to a student-parent pair, $t$ to the collection wave, and $s$ to the student's secondary-school identifier. These indices form the basis for the year (bi-annual), and school-specific fixed effects, which we include as controls. Year fixed effects account for cohort-specific circumstances,

[28] For example, low-track students who expect to transition to a more selective secondary-school track are more likely to expect to complete HBO. Similarly, parents of medium-track students expecting their child to transition to the high-track are less likely to expect that their child will complete MBO, opting for a more selective level.

[29] Tables I6 and I7 perform an alternative analysis to validate this claim. Specifically, herein we add the school-track expectations as an explanatory variable for the attainment expectations of students and parents.

[30] Multinomial logistic models, and other variants, are included in the robustness checks.

[31] This estimates the proportion of student-parent pairs where the student expects to complete a more selective education level than the parent. Robustness checks will consider alternative specifications.

such as changes in social norms and economic fluctuations. School fixed effects control for school-specific factors that may influence both the cognitive and non-cognitive development of students, as well as specific college-linking networks present.

The parameter $\beta$ captures the association between parental education, measured by whether at least one parent completed higher education ($HE$), and our outcome variables. The matrix X includes control variables such as 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. We do not control for the students' school track directly. Instead, we repeat all analyses for each track separately, due to the disparities in educational opportunities between tracks, as discussed in section 2.1.[32]

Following the discussion in Abadie et al. (2017), we cluster the errors at the secondary-school level and correct them for heteroskedasticity. The correction for heteroskedasticity addresses concerns related to binary variables. Clustering at the secondary-school level accounts for common factors among students, such as the influence of a teacher acting as a role model, which would contribute to heterogeneity within student groups.

# 4 Results

This section presents the results of our analyses. Following the discussion in section 3, we begin with a descriptive analysis of the educational attainment expectations of students and parents, followed by the alignment in their expectations. Additionally, we investigate the alignment in expectations conditional on the students' expectation. Besides, we investigate the school-track expectations. After this, we explore and test the association between parental education and these patterns.

## 4.1 Descriptive Approach

### 4.1.1 Individual Expectations

The first step is to examine the educational attainment expectations of both students and parents separately. Table 1 presents an overview of these expectations, broken down by school track, alongside available data on educational transitions and attainment, providing context to these patterns. A more detailed discussion of these patterns can be found in Appendix section D.

For students in the high-track, we observe that the share of students expecting to complete MBO aligns with the share of students that make this transition. These students expect to complete HBO at a higher rate than the transition data. However, we lack attainment data for high-track students, in which it is likely that some of the students who transition to WO end up at HBO. Among medium-track students, the share expecting to complete WO and MBO both align with the attainment data.[33] In the low-track, students

[32] Adding dummy variables for each track could obscure the heterogeneity in how secondary-school track relates to other covariates, including parental education, exit scores and self-efficacy.

[33] Drawing inference on their HBO expectation is rather ambiguous, as we did not allow students to select a secondary-school track as their attainment level, nor does the transition data incorporate that HBO students could move to WO after their studies.

tend to expect more selective education levels at a slightly elevated rate compared to attainment data. This discrepancy could be attributed to the fact that the attainment data reflects cohorts that completed high school between 2004 and 2007, a period when fewer students transitioned to more selective education levels. Overall, students' expectations generally align with observed rates of educational transitions and attainment.

Table 1: Comparison of Educational Expectations

| | | Flows Graduation | | OCW Data | Expectations | |
|---|---|---|---|---|---|---|
| School-track | Future | NL | Limburg | NL | Students | Parents |
| High-Track | WO | 87.618 | 84.923 | | 79.095 | 55.313 |
| High-Track | HBO | 12.222 | 14.915 | | 20.560 | 42.731 |
| High-Track | MBO | 0.161 | 0.161 | | 0.345 | 1.956 |
| Medium-Track | WO | | | 14.7 | 15.478 | 3.522 |
| Medium-Track | HBO | 88.090 | 91.132 | 57.0 | 79.522 | 80.000 |
| Medium-Track | High-Track | 7.685 | 4.959 | 0.9 | | |
| Medium-Track | Medium-Track | | | 21.9 | | |
| Medium-Track | MBO | 4.225 | 3.909 | 5.5 | 5.000 | 16.478 |
| Low-Track | WO | | | 1.9 | 3.471 | 0.651 |
| Low-Track | HBO | | | 26.8 | 35.954 | 15.781 |
| Low-Track | Medium-Track | 15.822 | 12.351 | 5.4 | | |
| Low-Track | MBO | 84.178 | 87.649 | 53.3 | 60.575 | 83.568 |
| Low-Track | Low-track | | | 12.4 | | |

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

"High-Track" = VWO; "Medium-Track" = HAVO; "Low-Track" = VMBO GT.

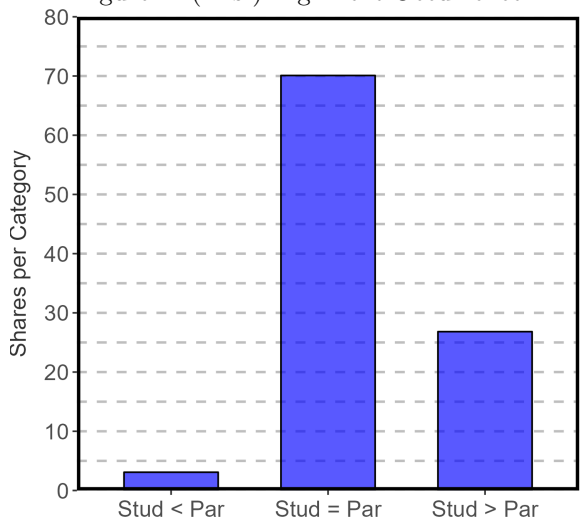
Educational flows are an average of the years 2020, 2021, 2022 & 2023. Attainment data reflect the attainment of students who finished their first secondary-school degree between 2004 and 2007, measured in 2016. Our data consists of students from 2014, 2016, 2018, 2020 and 2022.

In contrast, parents educational expectations tend to be more conservative. For example, 2% of parents with a high-track students expects their child to complete MBO, which is five times larger than the share of students expecting this level and ten times the rate of transition. Similarly, 3.5% of parents from medium-track students expect their child to complete WO, while the attainment rate is 14.7%. In the low-track, 15% of parents expect their child to complete HBO, although 27% of students historically attained it and 36% of current students expect to do so. Reflecting upon their school-track expectations, parents expect upward transition at a lower rate than students and the transition rate. Therefore, parents might not (fully) account for the possibility of multiple educational transitions, such as moving from the low-track to the medium-track to acquire access to HBO, in the formation of their expectations. The complexity of the Dutch education system might influences these patterns, as it influences outcomes (Forster & van de Werfhorst, 2019).

### 4.1.2 Alignment

The previously observed patterns, where parents are more conservative in their educational expectations than students, is also reflected upon in the (mis-)alignment between these expectations. Figure 2 provides an overview of the frequency of (mis-)alignment in the educational attainment expectations of students and parents. Appendix Figure E1 breaks this down by secondary-school track.

Figure 2: (Mis-)Alignment Occurrence




Note: This Figure shows the share of student-parent pairs in each of the three outcome categories: the student expecting a less selective education level than their parents, alignment in educational expectations, and the student expecting to complete a more selective education level than their parent. Detailed numbers are available in Appendix Table E5.

The figure shows that, on average, there is alignment in the educational attainment expectations of students and parents in over two-thirds of cases. Additionally, 26.8% of students expect to complete a more selective education level than what their parents expect them to complete, while 3% expects a less selective one. Although relatively consistent across secondary-school tracks, both forms of misalignment are more common in the low-track. Specifically, 28% of students expect to complete a more selective education level than their parents, with 4.7% of students expecting a less selective level instead.

Our findings contrast with other studies documenting alignment in educational expectations. For instance, Smyth (2020) reports similar rates of alignment, although one-third of parents hold a higher expectation than their children, mirroring our results. Similarly, Wang & Benner (2014) find that in the US only 48% of families have alignment in expectations, with 29% of parents holding higher expectations and 23% of students expecting higher educational levels. Accordingly, our results highlight the substantial variation in educational expectation alignment across different education systems and student age groups.

### 4.1.3 Alignment by Students' Expectations

Next, we condition on the students' expectation to get a deeper insight into the possible mechanisms behind the (mis-)alignment in educational expectations. As explained previously, the consequences of the misalignment depend on its likelihood to occur, e.g., a high-track student expecting WO, but its parent expecting MBO is unlikely to stem from the students' capabilities. To identify such patterns, Figures J1 - J3 present the frequency of (mis-)alignment in educational attainment expectations, categorized by the students' own

expectations, for low-track, medium-track, and high-track students, respectively.

In the low-track, when a student expects to complete MBO (expected by 60%; attained by 53%), 93% of parents hold the same expectation, with the remaining 7% of parents expecting a more selective education level. If a student expects to complete HBO (expected by 36%; attained by 27%), 29% of parents share this expectation, while 69% of parents expect a less selective education level. Lastly, when WO is expected (expected by 4%; attained by 2%), 97% of parents expect a less selective level.

In the medium-track, when a student expects to complete MBO (expected by 5%; attained by 5.5%), one-third of parents expect a more selective education level. Given a student's expectation of completing HBO (expected by 79%; attained by 57%), 83% of parents share this, 1.3% expect a more selective level (WO) and 15.4% expect a less selective level (MBO) instead. Students expecting WO (expected by 15%; attained by 14.7%) have parents who hold the same expectation in 15% of cases.

In the high-track, there are too few students who expect MBO for an analysis. When a student expects to complete HBO (expected by 20%, transition rate: 14.5%), 85% of parents share this expectation, 10% expect a more selective education level (WO) and 5% expect a less selective level (MBO). Lastly, expecting to complete WO (expected by 79%; transition rate: 85%) is also found among two-thirds of their parents, with the remaining one-third, by definition, consisting of parents expecting a less selective education level.

#### 4.1.4 Short-run Expectations

Lastly, to get a better understanding of the expected educational pathways, we also study the school-track expectations of students and parents, and its alignment. As discussed in section 3, these do not only inform us about the expected educational pathways but are also predictive of the attainment expectations. Table I3 presents an overview of these expectations. Unfortunately, there are no complete data on movements between secondary-school tracks, with Table 1 only reflecting cases where students complete their current track.

Starting in the high-track, we find that 91% of students expect to complete their current secondary-school track. Among their parents, this share is equal to 84%. Conversely, it implies that 8.8% of high-track students expect to move to the medium-track, a figure that doubles to 16.3% for their parents. In the medium-track, 4% of students expect a downward transition, which is doubled for parents. Among these students, 7.6% expect to transition to the high-track, aligning with the Dutch average of 7.5%, yet only 2.6% of parents expect their child to make this transition. In the low-track, 19% of students expect to transition to the medium-track, expected by 11% of parents, compared to a transition rate of 15.8%.

The patterns, akin to before, influence the rate of alignment between students and parents. Table I1 indicates that 10% of students expect to complete a more selective secondary school-track than their parents expect them to do, with 3% expecting a less selective track instead. The rate of alignment, at 87%, is higher than before, but expected as transitions between school-track are less frequent (and structured) than transitions into further education. These patterns remain consistent across secondary-school tracks, as illustrated in Figure I2 and detailed in Table I9.

## 4.2 Results by Parental Background

### 4.2.1 Individual Expectations

Next, we investigate heterogeneity by parental education in the educational attainment expectations of students. Descriptive statistics, based on the classification employed in the regression analysis, are presented in Figures 3 and 4, showing the expectation to complete MBO over higher-education, and HBO over WO, respectively. The corresponding regression results, based on model 1, are shown in Panel A of Table 2.

Figure 3: Share MBO over Higher Education

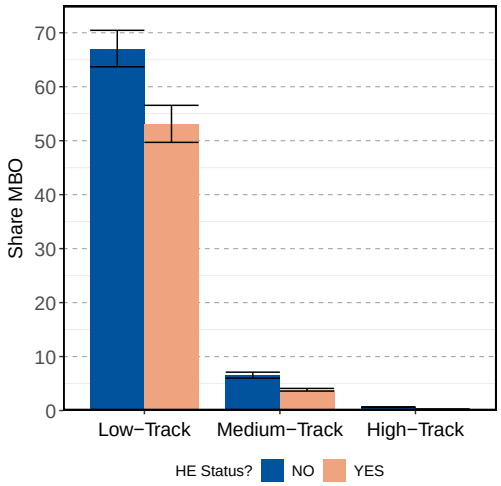
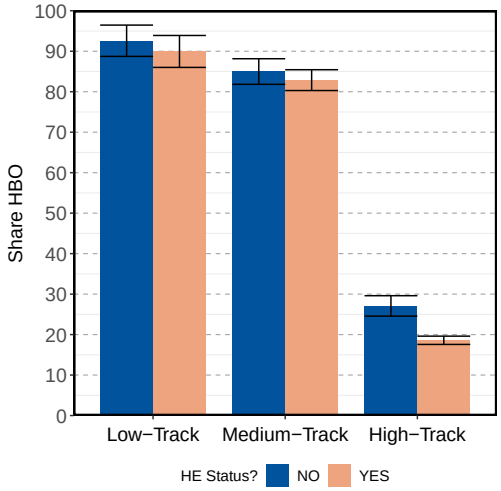



Figure 4: Share HBO over WO




Note: Figure 3 shows the share of students, by parental education, i.e. whether at least one of the parents completed higher education (HBO or WO), that expects to complete MBO over higher education. Figure 4 repeats this for the expectation of completing HBO over WO, conditional on expecting to complete higher education. Tables E1 and E2 provide the data used to create these figures. The confidence intervals depicted in both figures are at the 95% level.

Figure 3 indicates that low- and medium-track students with at least one higher-educated parent are less likely to expect to complete MBO, signaling their intent to complete higher education. Our regression results confirm the negative association between parental education and the likelihood of expecting to complete MBO among these students. Specifically, the proportion of low-track students expecting to complete MBO decreases by, ceteris paribus, 11 percentage points if they have a higher-educated parent. This is a reduction of 17% in predicted probabilities.[34] In the medium track this association is equal to 2.9 percentage points, constituting a 45% reduction.

This relationship is comparable to a three-standard-deviation increase in exit-test score performance.[35] Comparing the pre-normalized distribution of exit-test scores in Figure B3, we observe that this increase is enough for a student to qualify for a more selective secondary-school track. Additionally, it is equivalent to a one-standard deviation increase in self-efficacy for low-track students and 0.7 standard-deviation for medium-track students, which is one of the most significant predictors for educational outcomes.

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

[35] Appendix Table F1 presents an overview of other control variables affecting students' educational expectations. Dividing the coefficient of parental education by that of students' exit-score, $\frac{-0.1127}{-0.0321} = 3.5$ for low-track students and $\frac{-0.031}{-0.0097} = 3.2$ for medium-track students, gives the number of standard deviation increases in exit-test scores required to overcome the absence of a higher-educated parent.

Table 2: Results by Parental Background

| | Coeff.HE | Se.HE | Pred.HE=0 | Pred.HE=1 | Adj-$R^2$ |
|---|---|---|---|---|---|
| *Panel A: Students' Expectation* | | | | | |
| *i) outcome: Expects to complete MBO* | | | | | |
| Low-Track | −0.1137*** | 0.0227 | 0.6584 | 0.5446 | 0.1687 |
| Medium-Track | −0.0296** | 0.0140 | 0.0681 | 0.0385 | 0.0818 |
| High-Track | −0.0018 | 0.0041 | 0.0048 | 0.0030 | 0.0162 |
| *ii) outcome: Expects to complete HBO* | | | | | |
| Low-Track | −0.0134 | 0.0312 | 0.9194 | 0.9059 | 0.1105 |
| Medium-Track | −0.0290* | 0.0165 | 0.8550 | 0.8260 | 0.0842 |
| High-Track | −0.0482** | 0.0223 | 0.2428 | 0.1945 | 0.1724 |
| *Panel B: Parents' Expectation* | | | | | |
| *i) outcome: Expects child to complete MBO* | | | | | |
| Low-Track | −0.0907*** | 0.0193 | 0.8777 | 0.7869 | 0.1040 |
| Medium-Track | −0.0634*** | 0.0151 | 0.2037 | 0.1403 | 0.0960 |
| High-Track | −0.0164** | 0.0078 | 0.0320 | 0.0155 | 0.0731 |
| *ii) outcome: Expects child to complete HBO* | | | | | |
| Low-Track | 0.0415 | 0.0277 | 0.9344 | 0.9760 | 0.2086 |
| Medium-Track | −0.0151 | 0.0107 | 0.9674 | 0.9522 | 0.0462 |
| High-Track | −0.1043*** | 0.0255 | 0.5152 | 0.4109 | 0.1801 |
| *Panel C: (Mis-)Alignment* | | | | | |
| *i) outcome: Student > Parent* | | | | | |
| Low-Track | 0.0536** | 0.0241 | 0.2593 | 0.3129 | 0.0971 |
| Medium-Track | −0.0185 | 0.0191 | 0.2657 | 0.2471 | 0.0430 |
| High-Track | −0.0570*** | 0.0192 | 0.3120 | 0.2550 | 0.0610 |
| *ii) outcome: Student < Parent* | | | | | |
| Low-Track | 0.0204* | 0.0113 | 0.0371 | 0.0575 | 0.0467 |
| Medium-Track | 0.0000 | 0.0097 | 0.0269 | 0.0269 | 0.0369 |
| High-Track | 0.0098 | 0.0083 | 0.0159 | 0.0258 | 0.0240 |

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

All analyses are linear probability models. Coefficient of interest ("Coeff.HE") refers to the higher-education status in the family, i.e. whether at least one of the parents completed higher education (HBO & WO). Predicted probabilities ("Pred.HE") reflect the predicted value of the dependent variable based upon this parental education status.

Complete results can be found in F1, F2 & F3, which present the expectations of students, the expectations of parents, and the alignment between them, respectively.

Panel A.I: Dummy indicating that the student expects to complete an MBO over Higher Education (MBO & WO).

Panel A.II: Dummy indicating that the student expects to complete an HBO over WO, conditionally on expecting higher education.

Panel B.I: Dummy indicating that the parent expects their child to complete an MBO over Higher Education.

Panel B.II: Dummy indicating that the parent expects their child to complete an HBO over WO, conditionally on expecting higher education.

Panel C.I : "Stud >Par": Dummy indicating that the student expects to complete a more selective education level compared to their parent.

Panel C.II: "Stud <Par": Dummy indicating that the student expects to complete a less selective education level compared to their parent.

For the expectation of completing HBO over WO, Figure 4 shows that having a higher-educated parent is associated with a reduction in the share of high-track students expecting to complete HBO. Specifically, high-track students with a higher-educated parent are 4.8 percentage points less likely to expect to complete HBO over WO, equating to a 20% reduction. Although the figure does not indicate a significant association for medium-track students, regression results indicate that they are 2.9 percentage points less likely to expect HBO over WO when they have a higher-educated parent, representing a 3.5% reduction.[36]

Similarly, Figures 5 and 6 shows patterns of parental expectations by their education level, with regression results presented in panel B of Table 2. Parents who completed higher-education, or whose partner did, are 9 percentage points less likely to expect that their low-track child will complete MBO, instead expecting higher-education, representing an 11.4% reduction. Similarly, among higher-educated parents of medium-track students the share expecting their child to complete MBO over higher-education drops by 6.3 percentage points, a 31% reduction. These associations are again comparable to a three-standard-deviation increase in exit-test scores or a one-standard-deviation rise in self-efficacy beliefs.

Figure 5: Share MBO over Higher Education

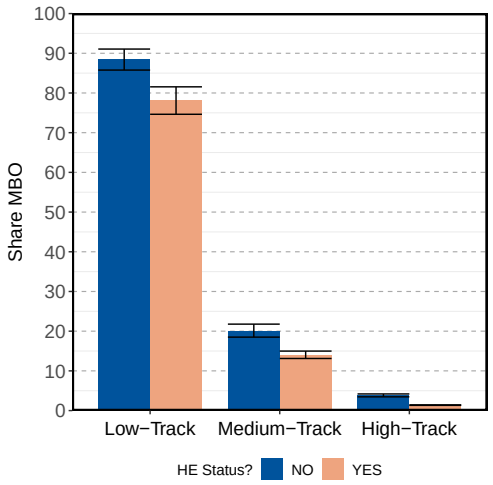
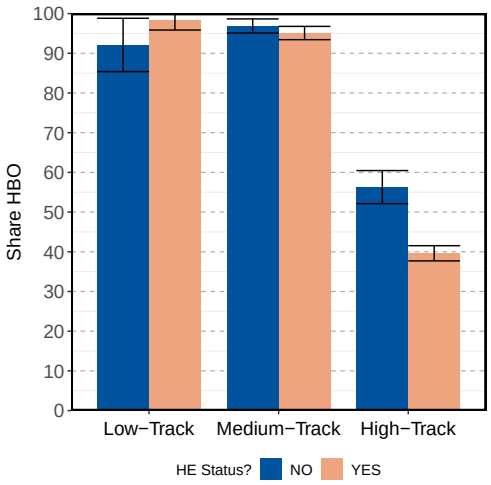



Figure 6: Share HBO over WO




Note: Figure 5 shows the share of parents, by whether they (or their partner) completed higher education (HBO or WO), that expects their child to complete MBO over higher education. Figure 6 repeats this for the expectation of completing HBO over WO, conditionally on expecting higher education. Tables E3 and E4 provide the data used to create these figures. The confidence intervals depicted in both figures are at the 95% level.

[36]This pattern is only found at the 10% significance level. The discrepancy may be due to variations in self-efficacy and exit-test scores by parental education, not accounted for in the descriptive analysis. Table C7 shows that these students have lower exit-test scores and self-efficacy beliefs, which influence educational expectations, as seen in Table F1.

Contrary to students' expectations, we also find a negative association between parental education and the share of parents expecting their high-track child to complete MBO over higher-education. Specifically, the share of parents reduces by 1.5 percentage points (50% reduction). This result likely stems from the general conservatism in parental expectations relative, allowing for more heterogeneity.

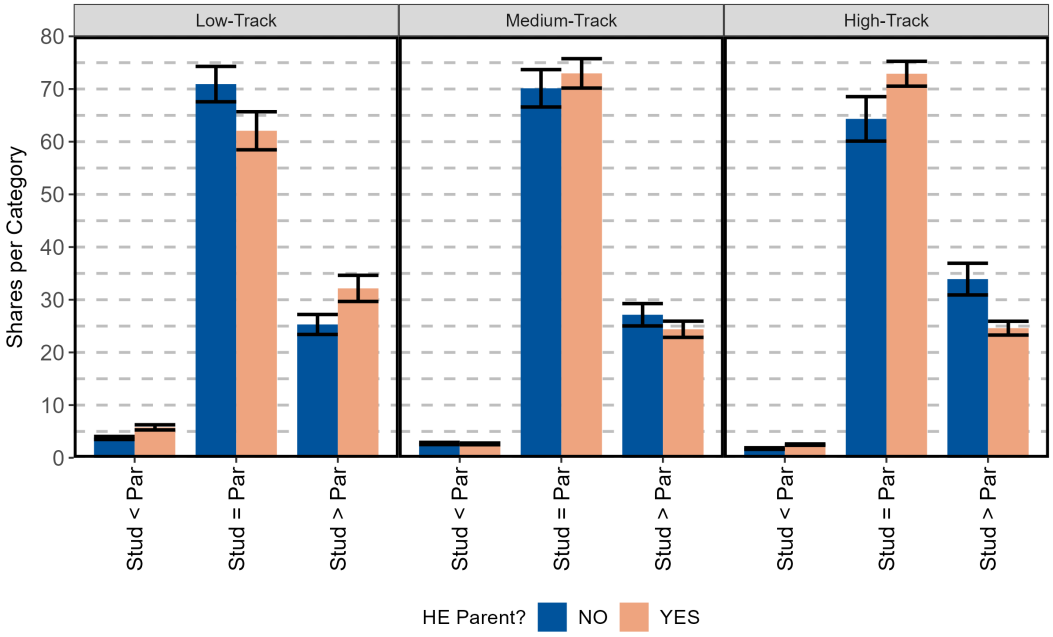
Moreover, the previous (negative) association between parental education and medium-track students expectation to complete HBO over WO is not found among their parents. Nonetheless, for their high-track children, higher-educated parents are 10.8 percentage points less likely to expect them to complete HBO over WO, a 21% reduction. This association is twice as large as for students, but similar in relative terms due to the higher baseline probability among parents.

With regards to the other covariates, we document that frequent discussions about school matters is associated with a shift in parental expectations towards more selective education levels. [37] Although we find that parental education is associated with a shift of parental expectations upwards closer to the rates of transition and attainment, higher-educated parents are still conservative in their expectations, as shown in Table D2.

### 4.2.2 Alignment

Next, we examine whether parental education influences the potential alignment in the educational attainment expectations of students and parents. Figure 7 provides a descriptive overview, while the corresponding regression results are presented in panel C of Table 2.

Figure 7: (Mis-)Alignment Frequency by Parental Education & School-Track




Note: This figure shows the share of student-parent pairs that fall within each of the outcome categories, i.e. the student expecting to complete a less selective education level than their parent, alignment in their expectations, or the students expecting a more selective education level instead, by the secondary-school track of the student and whether, at least, one parent completed higher-education. The confidence interval depicts the 95% level. Detailed numbers are available in Appendix Table Table E7.

[37] See Table F2, which shows that across all tracks, the share of parents expecting their child to complete MBO decreases. Similarly, for medium- and high-track students, parents are less likely to expect their child to complete HBO, instead expecting WO, when there are frequent discussions about home matters.

In the medium-track, we find no association between parental education and the alignment in educational expectations. Previously, we showed that parental education shapes students' and parents' expectations, shifting them towards more selective education levels when, at least, one of the parents completed higher-education. Nonetheless, the magnitudes hereof are similar, implying no change in the alignment.

However, in the high-track we find that the likelihood of the student expecting to complete a more selective education level than their parents drops by 5.4 percentage points (20%), when at least of the parents completed higher-education. Given that we find no association of parental education with the other misalignment category, it implies that the rate of alignment in educational attainment expectations of students and parents is higher in the presence of a higher educated parent. The aforementioned decrease can likely be attributed to the parents, with the share of parents expecting their child to complete HBO over WO decreasing by 10.8 percentage points relative to 4.9 percentage points found among their children.

On the contrary, in the low-track we find a reduction in the share of alignment in educational expectations in the presence of a higher-educated parent. Specifically, both forms of misalignment become more prevalent. When a parents has completed higher-education, it becomes 2 percentage points (50%) more likely that the student expects to complete a less selective education level than the parent, and 5.3 percentage points (20%) more likely to expect a more selective education level. The previous 2 percentage points is reflected in the individual expectations, with higher-educated parents becoming 11 percentage points less likely to expect their child to complete MBO, while for students this reduced by 9 percentage points.

Investigating the other covariates, shown in Appendix Table F3, indicates that the rate of alignment in the low and high-tracks increased when the student was female. A higher self-efficacy belief of students increased the rate at which low- and medium-track students expect a more selective education level than their parents, while also reducing the share of medium- and high-track students that expect to complete a less selective education level instead. We predominantly find that a higher self-efficacy belief shifts low- and medium-track students expectations towards more selective levels. We find that frequent discussions at home regarding school matters reduces the rate at which students expect to complete a more selective education level than their parents,[38] driven by parental expectations shifting towards more selective education levels.

#### 4.2.3 Alignment by Students' Expectations

We repeat the analysis conditioning on the students' attainment expectation in Tabpes J7-J9.[39] The previous finding, in which the share of students expecting to complete a less selective education level then their parents increases in the presence of a higher-educated, is found predominantly among students expecting to complete MBO. In particular, we document that higher-educated parents are twice as likely to expect their low-track child to complete higher-education over MBO, relative to non-higher educated parents. Additionally, when the low-track student expects to complete HBO, the share of parents holding the same expectation increases when, at least, one parent completed higher-education (34% vs 23%).

[38]These patterns are also reflected in the descriptive statistics in Appendix Tables C9-C12, which highlight the averages of these variables by (mis-)alignment outcome.

[39]Descriptive evidence can be found in Figures J4-J6.

While we found no association between parental education and the (mis-)alignment outcomes in the medium-track, this analysis indicates that the medium-track students who expect to complete HBO are 35% less likely to be expecting a more selective education level than the parent whenever one of the parents completed higher education [40] A similar result is found among high-track students expecting to complete WO, where the share reduced by 34%.[41] Moreover, when a high-track student expects to complete HBO, higher-educated parents are twice as likely to expect a more selective education level for their child (WO).[42]

#### 4.2.4 Short-run Expectations

Heterogeneity by parental education is also found in the school-track expectations. Results for students' and parents' secondary-school track expectations can be found in Tables I12 and I13, respectively. We find that low-track students with a higher-educated parents are 10 percentage points more likely to expect to transition to a more selective secondary-school track (70% increase), which is 4.17 percentage points among students in the medium-track (86%), relative to their peers without a higher-educated parent. Lastly, high-track students with a higher-educated parent are 2.9 percentage points less likely to expect to make a downward transition, a reduction of 22%.

We document similar patterns among parents, where higher-educated parents of low-track students are 5.7 percentage points more likely to expect an upward transition (71%), which is 2.5 percentage points (250%) among parents of medium-track students, relative to parents who did not complete higher-education. No further associations between parental education and the parents' school-track expectations are found.

Regarding the alignment of their school-track expectations, Table I11 suggests that the rate at which low- and medium-track students expect to complete a more selective secondary-school track than their parents goes up when they have a higher-educated parent. Reflecting on the individual expectations indicates that students' expectations were affected to a larger extent than those of parents, driving these results.

Although section 4.2.6 goes over the heterogeneity analysis in more details, we would like to highlight heterogeneity by the exact level of tertiary education within this discussion. Specifically, WO-educated parents are more likely to have gone through the high-track relative to a HBO-educated parent. Accordingly, they may be more familiar with the possible educational transitions and the skills required to tackle a more selective secondary-school track, facilitating the transition and providing guidance. We find that low- and medium-track students become more likely to expect an upward educational transition as the level of parental education becomes more selective (WO, HBO, MBO), as highlighted in Table I18. This pattern is also found in their parents' expectations, shown in Table I19. Table I17 indicates that the rate at which low- and medium-track students expect to complete a more selective secondary school level than their parents increases with the level of parental education.

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

[41] Akin to before, we can calculate the odds-ratio: $1 - \exp^{-0.4123} = 0.337$. Descriptive patterns are as follows: 43.6% among cases where there is a higher-educated parent involved and 29.5% without.

[42] Regression coefficient of 0.9661 in multinomial logit specification, descriptive statistics: 5.29% without higher educated parent and 12.02% with higher-educated parent.

#### 4.2.5 Robustness

Next, we present several robustness checks. Table 3 outlines the rationale for each analysis, provides a summary of the findings, and includes references for where a detailed discussion can be found. First, various alternative model specifications, including logistic and multinomial models, confirm previous findings. The multinomial model also indicates an association between parental education and the expectation to complete HBO over WO among low- and medium-track students. According to an alternative (mis-)alignment specification, our results regarding the (mis-)alignment of expectations might be underestimated.

Second, we find minor variability over time in some of the patterns. Particularly, medium and high-track students became more likely to expect to complete HBO over higher-education in 2020. Therefore, they share their expectation with parents more often, increasing the rate of alignment.[43] Students' expectations appear more structured by their math-test performance, while parents consider both math and language scores. Having an older sibling does not appear to influence educational expectations.

Lastly, we implement Oster (2019) method to quantify the potential threat of omitted variable bias. For students most results remain robust at an $R^2$-max of 2 times the original $R^2$, with the exception of the high-track students expectations with regards to parental education, which is only robust at an $R^2$ of 1.3 times the original $R^2$, with the delta of 0.976 close to 1 for the 2 times condition. The findings for the parental expectations and the alignment are all robust at an $R^2$-max of 1.3 and 2. In conclusion, the various robustness checks suggest that our findings are robust and conservative in their stated associations.

#### 4.2.6 Heterogeneity

Similar to the robustness analysis, the heterogeneity analyses are summarized in Table 4. First, parents tend to expect more selective education levels when their child is female. This is accompanied by an increase in the rate of alignment within this group. However, these patterns are not found when, at least, one parent completed higher-education.

Second, we find that having two-higher educated parents more strongly influences students' expectation. In the high-track, misaligned expectations are predominantly found in families where both parents completed higher-education. In the low-track, an increase in the share of students expecting to complete a more selective education is mainly seen when the mother completed higher-education.

Third, besides the aforementioned heterogeneity in school-track expectations by the selectivity of the level of parental education, it also shapes the attainment expectations. For both students and parents, their expectations to complete MBO over higher-education do not differ by the the level of higher-education completed, both HBO and WO completion is associated with a reduction in the share of students and parents holding this expectation. Conversely, the completion of HBO is not association with a reduction in the share of parents, and their children, in expecting to complete HBO over WO. The presence of a WO-educated parent appears to be a necessity to influence these expectations. Accordingly, the (mis-)alignment patterns also structured by the selectivity of the parental education level. Lastly, high-track students with a higher exit test score are less likely to expect to complete HBO over WO, an outcome shared with their parents. No significant interaction terms were found.

[43] The COVID-19 pandemic and the associated uncertainty may contribute to these patterns.

Table 3: Robustness Analysis: Overview

| Robustness Analysis | Reason for Implementation | Overview of Results | Further Information | |
|---|---|---|---|---|
| **Model Specification** | | | | |
| Logit | Fitted Values | Students & Parents: - | Section: | G.1 |
| | Binary Data | Mismatch: - | Tables: | G3-G2 |
| Multinomial- | Imposed Data Structure | Students & Mismatch: - | Section: | G.2 |
| Logit | Sample Size Estimation | Parents: HE → low-track: 'HBO' ↑ & medium-track: 'HBO' ↓ ($\alpha = 0.1$) | Tables: | G8-G6 |
| Mismatch- | Over/Under- | Low-track: HE → 'Stud > Par' ↑↑ & Stud <Par' ↑↑ | Section: | G.3 |
| Specification[a] | Estimation | Medium & High-Track: - | Table: | G9 |
| **Control Variables** | | | | |
| Year Dummies | Economic Fluctuations | Students: Medium & High-Track → 'HBO' ↑ 2020 & 2022 | Section: | G.4 |
| | Labor Market Conditions | Mismatch: 'Stud > Par' ↓ 2020 & 2022 (Medium-Track)/ ↓ 2020 (High-Track) | Tables: | F6-F5 |
| | Social Norms | Mismatch: Medium-Track → 'Stud < Par' ↓ 2020 | Desc: | Figure G3 |
| $9^{th}$ Grade Tests[b] | Recent Ability Proxies | Students: Mathscore → 'HBO' Low-track ↑ & Medium/High-track 'HBO' ↓ | Section: | G.5 |
| | Identify different domains | Parents: Mathschore → 'MBO' Low-Track ↓ & 'HBO' High-track ↓ | Tables: | G12-G11 |
| | | Parents: Language → 'HBO' High-track ↓ | | |
| Older Sibling | Role-model | Parents: older-sibling → Medium-track 'MBO' ↓ ($\alpha = 0.1$) | Section: | G.6 |
| | Belief-updating | Mismatch: Findings insignificant due to sample size | Tables: | G18-G17 |
| | Parental Knowledge | Mismatch: older-sibling & HE → Medium-Track 'Stud > Par' ↓ ($\alpha = 0.1$) | | |
| **Other Checks:** | | | | |
| Oster Analysis | Potential of | Students: High-track HBO only at 1.3 ($\delta = 0.976$), rest at 1.3 & 2 times | Section: | G.7 |
| | Omitted Variables Bias | Mismatch & Parents: Robust at 1.3 & 2 times original $R^2$ | Tables: | G24-G23 |

*Reading guide:* Students: refers to the attainment expectations of the student; with MBO indicating the expectation to complete MBO over higher education (HBO or WO), and HBO indicating the expectation to complete HBO over WO. Parents: refers to their attainment expectations for their child, constructed identically to the students' expectations. Mismatch: refers to the mismatch outcome analysis. A horizontal bar (−) highlights no change in findings compared to before, with single arrows (↑ & ↓) denoting additional findings and their directions, while double arrows (↑↑ & ↓↓) indicate an increase in their association.

*Note*[a]: Previously we compared students who, for example, expect to complete a more selective education level than their parents to those who hold an identical or less selective expectation. The approach taken here excludes the opposing mismatch outcomes, which using the prior example, is the group of students expecting to complete a less selective education level than their parents.

*Note*[b]: This includes a mathematics and language test. Data hereof are not available for all students, leading to a reduced sample size. Tables Tables G13-G15 repeat the original analysis on this sample.

Table 4: Heterogeneity Analysis: Overview

| Robustness Analysis | Reason for Implementation | Overview of Results | Further Information | |
|---|---|---|---|---|
| **Gender** | | | | |
| Gender | Existence of a | Students: - | Section: | H.1 |
| | Gender Gap | Parents: Medium-track → MBO ↓ & High-track → MBO and HBO ↓ | Tables: | F6-F5 |
| | | Mismatch: Low-track → 'Stud < Par' ↓ & High-track 'Stud > Par' ↓ | | |
| Gender & HE | Role-Model | Students: High-track → Female: MBO ↓ & Female*HE: MBO ↑ | Section: | H.1 |
| Interaction | Gender-norms | Parents: Medium-track → HBO Female: HBO ↓ & Female*HE: HBO ↑ | Tables: | H3-H2 |
| | | Mismatch: - | | |
| **Cultural Capital** | | | | |
| Number of HE | Role-Models | Students: stronger shifts with 2 HE-parents, often one still positive result | Section: | H.3 |
| Educated Parent | Assortative-Mating | Parents: MBO → either & HBO need 2 HE-parents | Tables: | H8 -H7 |
| and Whom | Transmission of Capital | Mismatch: Low-track → 'Stud > Par' only with HE-mother | | |
| | | Mismatch: High-track → 'Stud > Par' only with 2 HE-parents | | |
| Exact level of | Information Sets | Students: MBO → both & HBO → only WO | Section: | H.4 |
| tertiary education | Cultural Capital | Parents: MBO → both & HBO → only WO | Tables: | H16 - H15 |
| completed | Social Norms | Mismatch: Low-track & Medium-track → WO > HBO > 0 | Desc: | H13 - H12 |
| **Belief Updating** | | | | |
| Previous Performance[a] | Belief Updating | Students & Parents: High-Track HBO ↓ & Exit-score × HE → − | Section: | H.5.1 |
| | Signaling Ability | Mismatch: Low-track 'Stud > Par' ↑ & 'Stud < Par' ↓; Exit-score × HE − | Tables: | H19 - H18 |
| Track Changes[b] | Demonstrated Ability | Students & Parents: − | Section: | H.5.2 |
| | Belief Updating | Mismatch: Upward → medium-track 'Stud < Par' ↓ | Tables: | H22-H21 |

*Reading guide:* Students: refers to the attainment expectations of the student; with MBO indicating the expectation to complete MBO over higher education (HBO or WO), and HBO indicating the expectation to complete HBO over WO. Parents: refers to their attainment expectations for their child, constructed identically to the students' expectations. Mismatch: refers to the mismatch outcome analysis. A horizontal bar (−) highlights no change in findings compared to before, with single arrows (↑ & ↓) denoting additional findings and their directions, while double arrows (↑↑ & ↓↓) indicate an increase in their association.

[a]: As measured with the exit-test score obtained in $6^{th}$ grade.

[b]: Herein we compare the current secondary-school track of the student with the school-track advice received at the end of $6^{th}$ grade.

# 5 Conclusion

In this paper, we investigated the educational expectations of students and their parents, studying their alignment and factors shaping these outcomes. We illustrate that students' expectation often align with rates of educational transitions and attainment. However, parents tend to expect a less selective education level for their child, relative to the rates of educational transitions and their child. This is also reflected in the alignment between students' and parents' educational expectations. While over two-third of students share the attainment expectation of their parents, 27% of students expect to complete a more selective education level than their parents expect them to do, and 3% expect a less selective level.

These patterns are already found in their school-track expectations, which are indicative of their expected educational pathways and attainment level. Therefore, they highlight the early divergence in expected educational pathways. Furthermore, we document that the misalignment in educational expectations are also present when students expect an education level typically associated with their secondary-school track, hinting at the underlying mechanisms. Notable, patterns remain consistent across cohorts, underscoring the persistence of these phenomena in influencing educational outcomes.

We find heterogeneity in the educational expectations of students and parents, as well as in their alignment, by the level of parental education. Accordingly, it relates to patterns of intergenerational inequality in educational outcomes by parental background. Specifically, we find that students and parents expect both a more selective attainment level, and secondary-school track, when at least one parent completed higher-education. Nonetheless, even higher-educated parents tend to expect the less selective forms of education at a higher rate than available statistics on transitions and attainment, suggesting a lack of information about the available educational pathways and their occurrence. Additionally, the influence of parental education is heterogeneous across secondary-school tracks, with the share of alignment increasing in the high-track and decreasing in the low-track.

These findings emphasize the need for more research on the formation of educational expectations, particularly within families and how they facilitate educational transitions. Accordingly, it could help students make choices that align with their preferences and capabilities, thereby improving their labor market outcomes. Additionally, understanding and uncovering these patterns can help policymakers and schools identify students at risk of not reaching their educational potential. Specifically, this relates to the aforementioned intergenerational inequality concerns, in which students without higher-educated parents enroll in less selective education forms and have worse labor market outcomes compared to their peers.

Our results suggest that targeted interventions aimed at parents, as an alternative and complementary to current studies and interventions regarding students' pecuniary and non-pecuniary beliefs, would be a valuable addition to the literature. In particular, providing information about the potential educational pathways and their frequency could help bridge the gap between students' and parents' expectations. Lastly, the persistence of parental conservatism, even among higher-educated parents, makes it crucial to address the role parents have in shaping their children's educational trajectories, directly and indirectly via their achievement, choices and outcomes.

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# 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 an 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 an 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 student expects to complete a more selective form of further education than the parent: 1 = if higher, 0 = if identical / parent higher |
| amb_parent | Discrete {0,1} | Dummy indicating whether the student expect to complete a less selective form of further education than the parent: 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, at least, 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 exact level of tertiary education completed by the parent(s) that completed the most selective form of education. Options include MBO (and ISCED alternatives such as a secondary-school degree), HBO (vocational university) and 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 female, 0 for male. |
| 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 secondary-school track |
| Exit-Score | Continuous | Aggregated index of the normalized outcome for each of the different primary school exit-test, i.e. CITO-test, IEP & ROute-8. This is normalized per secondary-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<br>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<br>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,[44] followed by six years of primary education. This is concluded with a centralized exit test, most frequently the Cito-exit test,[45] but route8 and IEP are also widely implemented in recent years. This early stratification, at $6^{\text{th}}$ 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 secondary-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, this distinction is irrelevant in our setting, as all other courses, i.e. besides Greek & Latin, are thought at the same difficulty levels, where both groups of students take the same classes and exams. Duration of this track is six years, from $7^{\text{th}}$ grade till $12^{\text{th}}$ grade. Orientation towards tertiary education starts at $9^{\text{th}}$ 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.[46] 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.[47]

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 secondary-school students deciding upon their next educational option. Therefore, we do not consider the role of associate degrees within our setting.

[44] Education is compulsory between the age of 5 till 16 (conditional on acquiring a minimum level of education set by the government); however, over 95% of students start at the age of four.

[45] Named after the test institute that is responsible for designing the test.

[46] 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%).

[47] ISCED 3 or 4 depending on the course taken by students.

One more distinction between HBO and WO education are differences in their aims and 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 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 $9^{\text{th}}$ grade. This education level only takes five years to complete, up to and including $11^{\text{th}}$ 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 fastest 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 $11^{\text{th}}$ grade of HAVO to the $11^{\text{th}}$ 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.

Similar to many other Continental European countries, tertiary education is not associated with significant financial challenger. In the Netherlands, all institutes of higher education (HBO & WO) charge the maximum institutionalized tuition fee of 2000 euros per academic year. This amount is only half for students in their first year, enabling them to switch courses when the current study is not to their liking. The fee is lower for studying at MBO, set at 1357 instead. Accordingly, the tuition fee represents only 19% of the direct costs of education (Sá et al., 2004). Moreover, public transport is free for students, and most institutes are accessible by public transport, i.e. there is an institute nearby that teaches at either MBO, HBO or WO level. [48] This has been available since the 1990s, and do structure the total direct costs of education, where students living at home spent, on average, 577 euro a month (6294 a year, almost 25% spent on tuition fees), while those living outside spent 1082 a month (12984 a year, 15% spent on tuition fees) (van der Werf et al., 2017). Besides this, 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 secondary 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 selectivity of the chosen career path and the wage profile during the life cycle (Mazza & Hartog, 2011). Besides, a field

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

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).

These characteristics are very different from other settings, particularly to the Anglo-American perspective, in which high-tuition fees are commonplace. Moreover, in these settings they find that providing students information about expected college-returns increases the enrollment of students, particularly for students from lower socio-economic backgrounds (Bleemer & Zafar, 2018). The role of pecuniary matters have been further investigates of works from Lergetporer et al. (2021), Peter & Zambre (2017) and Peter et al. (2021) (Germany) and Boneva et al. (2022) (UK). However, the extent to which providing additional information and aid might solve these disparities is disputed (Dynarski et al., 2023a). Moreover, contrary to the setting of the US, the returns to college education by parental education do not vary in the Netherlands (Forster et al., 2021). Additionally, students tend to be aware of the returns to higher education (Mazza & Hartog, 2011). Besides, even when the costs of college and access to resources are equalized, non-financial barriers related to parental education continue to sustain inequalities (Dynarski et al., 2023b). Accordingly, the extent to which non-pecuniary factors determine patterns of educational inequality by parental education within our setting is disputed.

The last secondary-school track is VMBO, which is accessible for all students irrespective of their exit-test score. Figure B3 provides an overview of the standardized exit-test score of student by their current secondary-school track, which suggests that students in this track do have lower exit-test scores compared to their peers. This track only takes four years to complete. In practice, this track is further subdivided into four separate secondary-school tracks. Flexibility among these is possible within the first two years of secondary-school, whereas a final choice (or by advice of the school) is made at the end of $8^{\text{th}}$ grade.

This choice further determines the educational options available to the students. The two practically oriented tracks, "vmbo-b" & "vmbo-k", prepares students for an apprenticeship of sorts (MBO 1-2-3). On the contrary, the theoretically oriented tracks, "vmbo-g" & "vmbo-t", with "vmbo-g" having a mixture of practical & theoretical courses and "vmbo-t" students having a theoretical curriculum, enable different educational pathways.

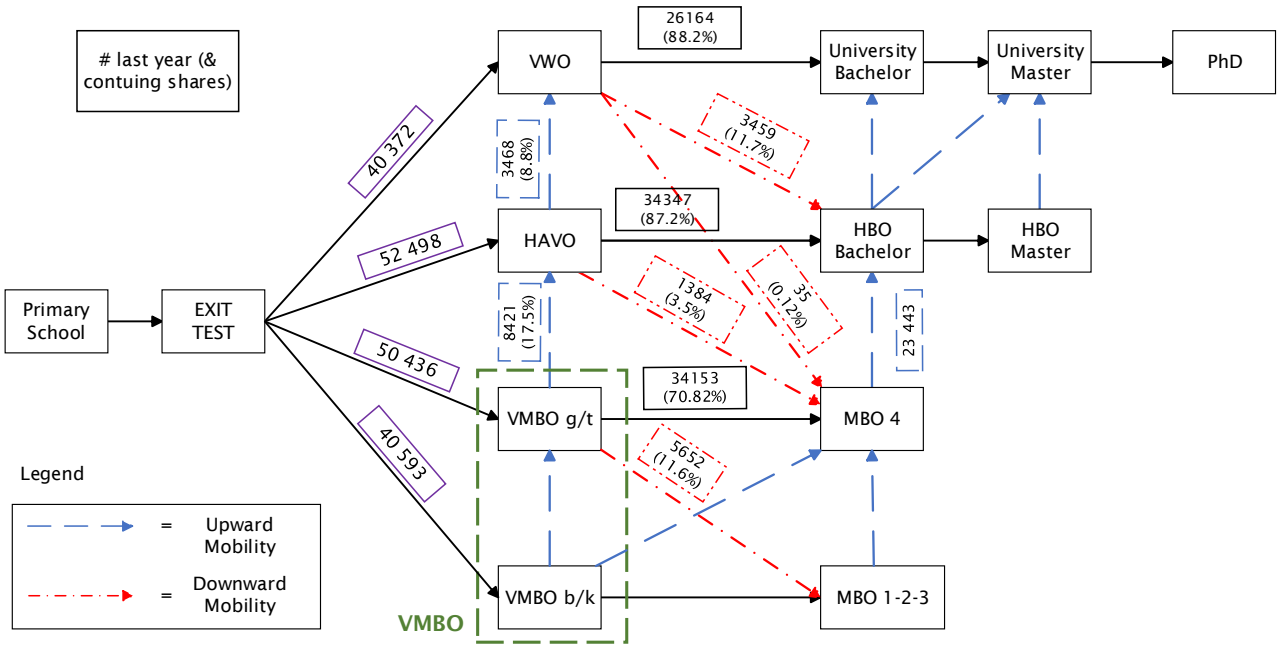
Namely, the practically oriented students lack access to the "medium-track" of secondary school, nor does their continuation level (MBO 1-2-3) provide access to HBO (vocational training). The theoretically schooled students do have access to the medium-track after their secondary-school spell and MBO-4 courses,[49] 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 educated peers Centraal Bureau voor de Statistiek (2016).

[49] "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.

Therefore, in our analysis we do not consider the practically educated VMBO students, as their educational options are limited. Besides, 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.

## B.2 Educational Flows

Figure B1: Educational Flows: Netherlands

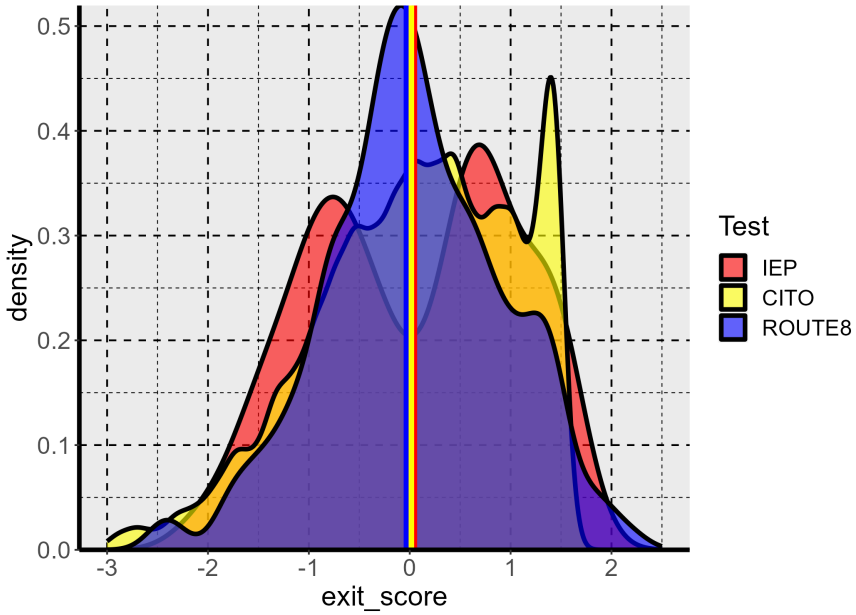



Source: Dienst Uitvoering Onderwijs (2022)

Note: The purple boxes refer to the number of graduates for each of the secondary-school tracks in the year of 2022. All flows, except the "MBO 4 - HBO Bachelor" flow correspond to the patterns of where graduated secondary-school students enrolled into in the year 2022, see also Table B2. The "MBO 4 - HBO Bachelor" flow comes from the enrollment into higher education, by previous education, document of DUO, which allows us to mark the students with a MBO background from the other inflows. Further data on movements within higher education is not publicly available, or does not make a distinction by previous education or nationality. In general, information on flows by parental education are not publicly available, nonetheless, Van den Broek et al. (2018) provides evidence of some of these flows.

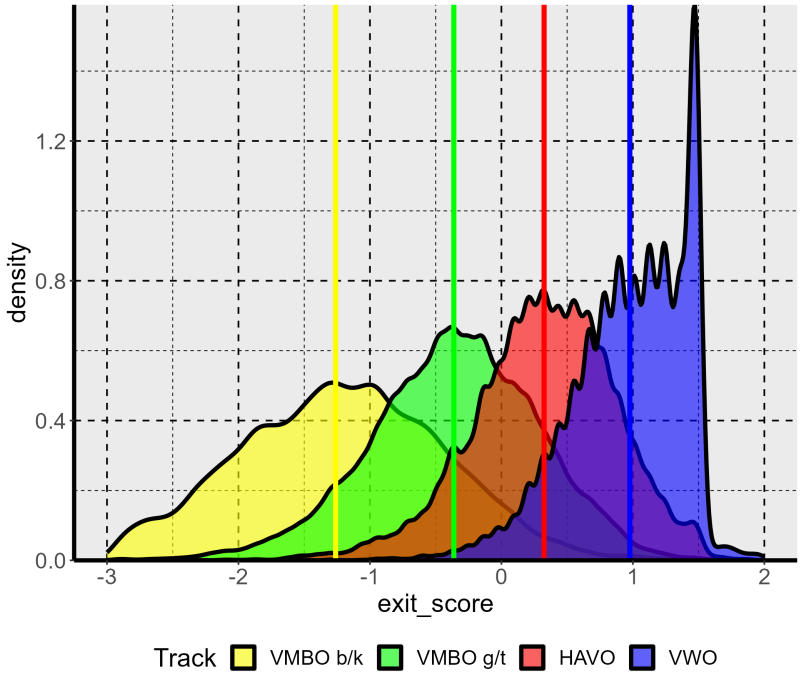
## B.3 Further Information

Figure B2: Comparing Exit-Test Tests




Note: 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 as illustrated around the 1.5 mark, which depicts the maximum score attainable at that test of 550.

Figure B3: Comparing Exit-Test Scores




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

Table B1: Crosstable Educ-PFGS

| | no-HE | HE | Total |
|---|---|---|---|
| Low-Track | 990 (53.69%) | 854 (46.31%) | 1844 (27.31%) |
| Medium-Track | 888 (38.61%) | 1412 (61.39%) | 2300 (34.07%) |
| High-Track | 635 (24.36%) | 1972 (75.64%) | 2607 (38.62%) |
| Total | 2513 (37.22%) | 4238 (62.78%) | 6751 (100.00%) |

## 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 secondary-school graduates, per 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 |

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 | −0.0961** | −0.1106*** | −0.1094*** | 0.0180 | −0.0182 | −0.0106 |
| | (0.0398) | (0.0276) | (0.0228) | (0.0572) | (0.0266) | (0.0235) |
| Age | 0.0327 | 0.0333 | 0.0338* | −0.0063 | 0.0002 | 0.0023 |
| | (0.0356) | (0.0242) | (0.0201) | (0.0500) | (0.0224) | (0.0201) |
| Female | −0.0014 | −0.0342 | −0.0266 | 0.0133 | 0.0369 | 0.0292 |
| | (0.0389) | (0.0258) | (0.0216) | (0.0561) | (0.0242) | (0.0217) |
| Exit-Score | −0.0024 | −0.0623*** | −0.0470*** | −0.0120 | 0.0385* | 0.0278 |
| | (0.0309) | (0.0211) | (0.0176) | (0.0433) | (0.0201) | (0.0178) |
| Self-Efficacy | −0.1102*** | −0.1332*** | −0.1296*** | 0.0181 | −0.0133 | −0.0078 |
| | (0.0212) | (0.0145) | (0.0120) | (0.0317) | (0.0143) | (0.0128) |
| Help-Homework | 0.0022 | 0.0204 | 0.0143 | −0.0159 | −0.0016 | −0.0054 |
| | (0.0176) | (0.0126) | (0.0103) | (0.0237) | (0.0116) | (0.0103) |
| Talks about School | 0.0578*** | −0.0167 | 0.0053 | −0.0048 | 0.0055 | 0.0053 |
| | (0.0214) | (0.0154) | (0.0126) | (0.0282) | (0.0141) | (0.0122) |
| Constant | 0.2163 | 0.4244 | 0.3747 | 0.9271 | 0.9737** | 0.9423*** |
| | (0.5756) | (0.3971) | (0.3328) | (0.8205) | (0.3903) | (0.3570) |
| Pred.HE=0 | 0.7653 | 0.6068 | 0.6513 | 0.9083 | 0.9175 | 0.9153 |
| Pred.HE=1 | 0.6692 | 0.4962 | 0.5419 | 0.9263 | 0.8993 | 0.9047 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 532 | 1,411 | 1,943 | 146 | 628 | 774 |
| Adjusted $R^2$ | 0.1544 | 0.1229 | 0.1402 | −0.0267 | 0.0406 | 0.0383 |

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

All analyses are linear probability models. Coefficient of interest ("Coeff.HE") depicted here is whether, at least, one of the parents completed higher education (HBO & WO).

Income and maternal employment are included in the regression, but not shown for readability.

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

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

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 | −0.0302 | −0.1139*** | −0.0876*** | 0.0019 | 0.0150 | 0.0341 |
| | (0.0308) | (0.0220) | (0.0180) | (0.0842) | (0.0304) | (0.0278) |
| Age | 0.0737*** | 0.0120 | 0.0289* | −0.0903 | 0.0065 | −0.0066 |
| | (0.0277) | (0.0197) | (0.0161) | (0.0655) | (0.0272) | (0.0252) |
| Female | −0.0130 | −0.0053 | −0.0055 | 0.0013 | −0.0463* | −0.0395* |
| | (0.0302) | (0.0206) | (0.0171) | (0.0654) | (0.0258) | (0.0238) |
| Exit-Score | 0.0348 | 0.0303* | 0.0298** | 0.1160** | −0.0065 | 0.0187 |
| | (0.0240) | (0.0169) | (0.0139) | (0.0528) | (0.0217) | (0.0199) |
| Self-Efficacy | −0.0536*** | −0.0667*** | −0.0644*** | −0.0302 | 0.0307** | 0.0262* |
| | (0.0165) | (0.0116) | (0.0095) | (0.0393) | (0.0150) | (0.0137) |
| Help-Homework | 0.0091 | −0.0002 | 0.0031 | 0.0994*** | 0.0027 | 0.0205* |
| | (0.0137) | (0.0101) | (0.0082) | (0.0307) | (0.0118) | (0.0111) |
| Talks about School | 0.0072 | −0.0387*** | −0.0249** | −0.0067 | −0.0050 | −0.0136 |
| | (0.0167) | (0.0124) | (0.0100) | (0.0382) | (0.0170) | (0.0151) |
| Constant | −0.3361 | 0.8848*** | 0.5560** | 2.2962** | 0.9471** | 1.1528*** |
| | (0.4495) | (0.3220) | (0.2661) | (1.0161) | (0.4324) | (0.4011) |
| Pred.HE=0 | 0.8869 | 0.8761 | 0.8773 | 0.9411 | 0.9532 | 0.9372 |
| Pred.HE=1 | 0.8567 | 0.7622 | 0.7897 | 0.943 | 0.9682 | 0.9713 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 548 | 1,364 | 1,912 | 69 | 243 | 312 |
| Adjusted $R^2$ | 0.0503 | 0.0839 | 0.0715 | 0.1123 | 0.0509 | 0.0474 |

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

All analyses are linear probability models. Coefficient of interest ("Coeff.HE") depicted here is whether, at least, one of the parents completed higher education (HBO & WO).

Income and maternal employment are included in the regression, but not shown for readability.

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

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table B6: VMBO Comparisons Mismatch

| | Student > Parent | | | Student < Parent | | |
|---|---|---|---|---|---|---|
| | VMBO-G | VMBO-T | Low-Track | VMBO-G | VMBO-T | Low-Track |
| HE | 0.1110*** | 0.0255 | 0.0536** | 0.0364 | 0.0120 | 0.0204* |
| | (0.0376) | (0.0275) | (0.0224) | (0.0224) | (0.0123) | (0.0108) |
| Age | 0.0176 | −0.0269 | −0.0167 | −0.0008 | 0.0083 | 0.0040 |
| | (0.0337) | (0.0243) | (0.0199) | (0.0201) | (0.0109) | (0.0096) |
| Female | −0.0390 | 0.0072 | −0.0023 | −0.0296 | −0.0162 | −0.0203** |
| | (0.0368) | (0.0257) | (0.0213) | (0.0219) | (0.0115) | (0.0102) |
| Exit-Score | 0.0337 | 0.0796*** | 0.0657*** | −0.0234 | −0.0099 | −0.0146* |
| | (0.0292) | (0.0210) | (0.0173) | (0.0174) | (0.0094) | (0.0083) |
| Self-Efficacy | 0.0497** | 0.0717*** | 0.0679*** | 0.0017 | −0.0021 | −0.0014 |
| | (0.0201) | (0.0145) | (0.0119) | (0.0120) | (0.0065) | (0.0057) |
| Help-Homework | 0.0004 | −0.0026 | 0.0006 | −0.0130 | 0.0177*** | 0.0081* |
| | (0.0166) | (0.0126) | (0.0102) | (0.0099) | (0.0056) | (0.0049) |
| Talks about School | −0.0481** | −0.0147 | −0.0253** | 0.0056 | 0.0115* | 0.0098* |
| | (0.0203) | (0.0154) | (0.0124) | (0.0121) | (0.0069) | (0.0060) |
| Constant | −0.1437 | 0.5718 | 0.4190 | 0.0704 | −0.1772 | −0.0482 |
| | (0.5457) | (0.3985) | (0.3301) | (0.3251) | (0.1788) | (0.1586) |
| Pred.HE=0 | 0.1537 | 0.3035 | 0.2593 | 0.0396 | 0.0376 | 0.0372 |
| Pred.HE=1 | 0.2647 | 0.329 | 0.313 | 0.0761 | 0.0497 | 0.0576 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 507 | 1,337 | 1,844 | 507 | 1,337 | 1,844 |
| Adjusted $R^2$ | 0.1043 | 0.0583 | 0.0657 | 0.0211 | 0.0131 | 0.0136 |

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 the parents completed higher education (HBO & WO).

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Income and maternal employment are included in the regression, but not shown for readability.

"Student > Parent": Dummy indicating that the student expects to complete a more selective educational institute compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational institute compared to their parent.

# C Descriptive

## C.1 Descriptive

Table C1: Descriptive Statistics: All

| | mean | sd | min | median | max | N | lower95 | upper95 |
|---|---|---|---|---|---|---|---|---|
| HE | 0.628 | 0.483 | 0 | 1 | 1 | 6751 | 0.616 | 0.639 |
| Student_MBO | 0.184 | 0.387 | 0 | 0 | 1 | 6751 | 0.175 | 0.193 |
| Student_HBO | 0.550 | 0.498 | 0 | 1 | 1 | 5510 | 0.536 | 0.563 |
| Parent_MBO | 0.292 | 0.455 | 0 | 0 | 1 | 6751 | 0.281 | 0.303 |
| Parent_HBO | 0.679 | 0.467 | 0 | 1 | 1 | 4780 | 0.666 | 0.692 |
| Amb_Student | 0.268 | 0.443 | 0 | 0 | 1 | 6751 | 0.258 | 0.279 |
| Amb_Parent | 0.031 | 0.173 | 0 | 0 | 1 | 6751 | 0.027 | 0.035 |
| Age | 15.134 | 0.484 | 13.514 | 15.098 | 18.189 | 6751 | 15.123 | 15.146 |
| Female | 0.528 | 0.499 | 0 | 1 | 1 | 6751 | 0.516 | 0.540 |
| Exit-Score | 0 | 1 | -6.468 | 0.053 | 3.548 | 6751 | -0.024 | 0.024 |
| Self-Efficacy | 0 | 1 | -4.116 | 0.056 | 2.291 | 6751 | -0.024 | 0.024 |
| Income | 2.753 | 1.062 | 1 | 3 | 4 | 5183 | 2.725 | 2.782 |
| Maternal-Emp | 1.192 | 0.645 | 0 | 1 | 2 | 6751 | 1.176 | 1.207 |
| Help-Homework | 2.522 | 1.088 | 1 | 3 | 5 | 6751 | 2.496 | 2.547 |
| Talks about School | 3.822 | 0.868 | 1 | 4 | 5 | 6751 | 3.802 | 3.843 |

Table C2: Descriptive Statistics: Low-Track

| | mean | sd | min | median | max | N | lower95 | upper95 |
|---|---|---|---|---|---|---|---|---|
| HE | 0.463 | 0.499 | 0 | 0 | 1 | 1844 | 0.440 | 0.486 |
| Student_MBO | 0.606 | 0.489 | 0 | 1 | 1 | 1844 | 0.583 | 0.628 |
| Student_HBO | 0.912 | 0.284 | 0 | 1 | 1 | 727 | 0.891 | 0.933 |
| Parent_MBO | 0.836 | 0.371 | 0 | 1 | 1 | 1844 | 0.819 | 0.853 |
| Parent_HBO | 0.960 | 0.195 | 0 | 1 | 1 | 303 | 0.938 | 0.982 |
| Amb_Student | 0.284 | 0.451 | 0 | 0 | 1 | 1844 | 0.264 | 0.305 |
| Amb_Parent | 0.047 | 0.211 | 0 | 0 | 1 | 1844 | 0.037 | 0.056 |
| Age | 15.275 | 0.536 | 13.847 | 15.175 | 18.189 | 1844 | 15.251 | 15.299 |
| Female | 0.507 | 0.500 | 0 | 1 | 1 | 1844 | 0.484 | 0.530 |
| Exit-Score | 0 | 1 | -4.248 | -0.008 | 2.756 | 1844 | -0.046 | 0.046 |
| Self-Efficacy | -0 | 1 | -3.925 | 0.041 | 2.250 | 1844 | -0.046 | 0.046 |
| Income | 2.456 | 1.052 | 1 | 2 | 4 | 1401 | 2.401 | 2.511 |
| Maternal-Emp | 1.210 | 0.670 | 0 | 1 | 2 | 1844 | 1.180 | 1.241 |
| Help-Homework | 2.642 | 1.085 | 1 | 3 | 5 | 1844 | 2.592 | 2.691 |
| Talks about School | 3.826 | 0.881 | 1 | 4 | 5 | 1844 | 3.786 | 3.866 |

Table C3: Descriptive Statistics: Medium-Track

| | mean | sd | min | median | max | N | lower95 | upper95 |
|---|---|---|---|---|---|---|---|---|
| HE | 0.614 | 0.487 | 0 | 1 | 1 | 2300 | 0.594 | 0.634 |
| Student_MBO | 0.050 | 0.218 | 0 | 0 | 1 | 2300 | 0.041 | 0.059 |
| Student_HBO | 0.837 | 0.369 | 0 | 1 | 1 | 2185 | 0.822 | 0.853 |
| Parent_MBO | 0.165 | 0.371 | 0 | 0 | 1 | 2300 | 0.150 | 0.180 |
| Parent_HBO | 0.958 | 0.201 | 0 | 1 | 1 | 1921 | 0.949 | 0.967 |
| Amb_Student | 0.254 | 0.436 | 0 | 0 | 1 | 2300 | 0.237 | 0.272 |
| Amb_Parent | 0.027 | 0.162 | 0 | 0 | 1 | 2300 | 0.020 | 0.034 |
| Age | 15.150 | 0.483 | 13.716 | 15.098 | 17.675 | 2300 | 15.131 | 15.170 |
| Female | 0.533 | 0.499 | 0 | 1 | 1 | 2300 | 0.513 | 0.553 |
| Exit-Score | -0 | 1 | -4.896 | 0.018 | 2.598 | 2300 | -0.041 | 0.041 |
| Self-Efficacy | 0 | 1 | -3.839 | 0.085 | 2.291 | 2300 | -0.041 | 0.041 |
| Income | 2.703 | 1.057 | 1 | 3 | 4 | 1747 | 2.653 | 2.752 |
| Maternal-Emp | 1.194 | 0.632 | 0 | 1 | 2 | 2300 | 1.168 | 1.220 |
| Help-Homework | 2.622 | 1.094 | 1 | 3 | 5 | 2300 | 2.577 | 2.666 |
| Talks about School | 3.832 | 0.853 | 1 | 4 | 5 | 2300 | 3.797 | 3.867 |

Table C4: Descriptive Statistics: High-Track

| | mean | sd | min | median | max | N | lower95 | upper95 |
|---|---|---|---|---|---|---|---|---|
| HE | 0.756 | 0.429 | 0 | 1 | 1 | 2607 | 0.740 | 0.773 |
| Student_MBO | 0.003 | 0.059 | 0 | 0 | 1 | 2607 | 0.001 | 0.006 |
| Student_HBO | 0.206 | 0.405 | 0 | 0 | 1 | 2598 | 0.191 | 0.222 |
| Parent_MBO | 0.020 | 0.139 | 0 | 0 | 1 | 2607 | 0.014 | 0.025 |
| Parent_HBO | 0.436 | 0.496 | 0 | 0 | 1 | 2556 | 0.417 | 0.455 |
| Amb_Student | 0.269 | 0.443 | 0 | 0 | 1 | 2607 | 0.252 | 0.286 |
| Amb_Parent | 0.023 | 0.151 | 0 | 0 | 1 | 2607 | 0.018 | 0.029 |
| Age | 15.020 | 0.414 | 13.514 | 15.014 | 17.169 | 2607 | 15.004 | 15.036 |
| Female | 0.539 | 0.499 | 0 | 1 | 1 | 2607 | 0.520 | 0.558 |
| Exit-Score | 0 | 1 | -6.468 | 0.053 | 3.548 | 2607 | -0.038 | 0.038 |
| Self-Efficacy | 0 | 1 | -4.116 | 0.077 | 2.134 | 2607 | -0.038 | 0.038 |
| Income | 3.001 | 1.014 | 1 | 3 | 4 | 2035 | 2.957 | 3.046 |
| Maternal-Emp | 1.176 | 0.637 | 0 | 1 | 2 | 2607 | 1.152 | 1.201 |
| Help-Homework | 2.348 | 1.061 | 1 | 2 | 5 | 2607 | 2.308 | 2.389 |
| Talks about School | 3.811 | 0.873 | 1 | 4 | 5 | 2607 | 3.778 | 3.845 |

## C.2 Balance

Table C5: Descriptive Statistics: Balance All

| | no-HE (N=2513) | | | HE (N=4238) | | | | |
|---|---|---|---|---|---|---|---|---|
| | mean | sd | n | mean | sd | n | diff_mean | pvalue |
| Student_MBO | 0.289 | 0.454 | 2513 | 0.121 | 0.326 | 4238 | -0.168 | 0 |
| Student_HBO | 0.659 | 0.474 | 1786 | 0.497 | 0.500 | 3724 | -0.162 | 0 |
| Parent_MBO | 0.430 | 0.495 | 2513 | 0.210 | 0.408 | 4238 | -0.220 | 0 |
| Parent_HBO | 0.791 | 0.407 | 1433 | 0.631 | 0.483 | 3347 | -0.160 | 0 |
| Amb_Student | 0.281 | 0.450 | 2513 | 0.260 | 0.439 | 4238 | -0.021 | 0.060 |
| Amb_Parent | 0.029 | 0.168 | 2513 | 0.032 | 0.176 | 4238 | 0.003 | 0.480 |
| Age | 15.200 | 0.500 | 2513 | 15.095 | 0.471 | 4238 | -0.104 | 0 |
| Female | 0.526 | 0.499 | 2513 | 0.529 | 0.499 | 4238 | 0.003 | 0.824 |
| Exit-Score | 0.024 | 0.968 | 2513 | -0.014 | 1.018 | 4238 | -0.038 | 0.127 |
| Self-Efficacy | -0.027 | 0.983 | 2513 | 0.016 | 1.010 | 4238 | 0.044 | 0.081 |
| Income | 2.172 | 0.952 | 1861 | 3.079 | 0.978 | 3322 | 0.907 | 0 |
| Maternal-Emp | 1.153 | 0.681 | 2513 | 1.214 | 0.622 | 4238 | 0.061 | 0 |
| Help-Homework | 2.419 | 1.070 | 2513 | 2.582 | 1.094 | 4238 | 0.163 | 0 |
| Talks about School | 3.818 | 0.902 | 2513 | 3.825 | 0.847 | 4238 | 0.007 | 0.769 |

Table C6: Descriptive Statistics: Balance Low-Track

| | no-HE (N=990) | | | HE (N=854) | | | | |
|---|---|---|---|---|---|---|---|---|
| | mean | sd | n | mean | sd | n | diff_mean | pvalue |
| Student_MBO | 0.672 | 0.470 | 990 | 0.529 | 0.499 | 854 | -0.142 | 0 |
| Student_HBO | 0.926 | 0.262 | 325 | 0.900 | 0.300 | 402 | -0.026 | 0.219 |
| Parent_MBO | 0.885 | 0.319 | 990 | 0.779 | 0.415 | 854 | -0.106 | 0 |
| Parent_HBO | 0.921 | 0.271 | 114 | 0.984 | 0.125 | 189 | 0.063 | 0.021 |
| Amb_Student | 0.253 | 0.435 | 990 | 0.321 | 0.467 | 854 | 0.068 | 0.001 |
| Amb_Parent | 0.037 | 0.190 | 990 | 0.057 | 0.233 | 854 | 0.020 | 0.046 |
| Age | 15.293 | 0.538 | 990 | 15.254 | 0.534 | 854 | -0.039 | 0.120 |
| Female | 0.522 | 0.500 | 990 | 0.489 | 0.500 | 854 | -0.033 | 0.161 |
| Exit-Score | 0.028 | 0.982 | 990 | -0.033 | 1.020 | 854 | -0.061 | 0.194 |
| Self-Efficacy | -0.024 | 0.982 | 990 | 0.028 | 1.021 | 854 | 0.053 | 0.259 |
| Income | 2.059 | 0.947 | 750 | 2.914 | 0.979 | 651 | 0.855 | 0 |
| Maternal-Emp | 1.163 | 0.704 | 990 | 1.266 | 0.624 | 854 | 0.103 | 0.001 |
| Help-Homework | 2.533 | 1.083 | 990 | 2.767 | 1.073 | 854 | 0.234 | 0 |
| Talks about School | 3.812 | 0.925 | 990 | 3.842 | 0.826 | 854 | 0.030 | 0.465 |

Table C7: Descriptive Statistics: Balance Medium-Track

| | no-HE (N=888) | | | HE (N=1412) | | | | |
|---|---|---|---|---|---|---|---|---|
| | mean | sd | n | mean | sd | n | diff_mean | pvalue |
| Student_MBO | 0.065 | 0.247 | 888 | 0.040 | 0.197 | 1412 | -0.025 | 0.011 |
| Student_HBO | 0.851 | 0.357 | 830 | 0.829 | 0.377 | 1355 | -0.022 | 0.175 |
| Parent_MBO | 0.203 | 0.402 | 888 | 0.141 | 0.348 | 1412 | -0.062 | 0 |
| Parent_HBO | 0.969 | 0.174 | 708 | 0.951 | 0.215 | 1213 | -0.018 | 0.051 |
| Amb_Student | 0.273 | 0.446 | 888 | 0.243 | 0.429 | 1412 | -0.030 | 0.116 |
| Amb_Parent | 0.027 | 0.162 | 888 | 0.027 | 0.162 | 1412 | -0 | 0.987 |
| Age | 15.177 | 0.500 | 888 | 15.134 | 0.471 | 1412 | -0.043 | 0.038 |
| Female | 0.534 | 0.499 | 888 | 0.533 | 0.499 | 1412 | -0.001 | 0.955 |
| Exit-Score | 0.074 | 0.945 | 888 | -0.047 | 1.031 | 1412 | -0.121 | 0.004 |
| Self-Efficacy | 0.014 | 0.970 | 888 | -0.009 | 1.019 | 1412 | -0.022 | 0.600 |
| Income | 2.177 | 0.931 | 645 | 3.011 | 1.004 | 1102 | 0.834 | 0 |
| Maternal-Emp | 1.161 | 0.665 | 888 | 1.215 | 0.611 | 1412 | 0.054 | 0.053 |
| Help-Homework | 2.445 | 1.078 | 888 | 2.733 | 1.090 | 1412 | 0.288 | 0 |
| Talks about School | 3.839 | 0.879 | 888 | 3.827 | 0.836 | 1412 | -0.012 | 0.750 |

Table C8: Descriptive Statistics: Balance High-Track

| | no-HE (N=635) | | | HE (N=1972) | | | | |
|---|---|---|---|---|---|---|---|---|
| | mean | sd | n | mean | sd | n | diff_mean | pvalue |
| Student_MBO | 0.006 | 0.079 | 635 | 0.003 | 0.050 | 1972 | -0.004 | 0.260 |
| Student_HBO | 0.269 | 0.444 | 631 | 0.186 | 0.389 | 1967 | -0.083 | 0 |
| Parent_MBO | 0.038 | 0.191 | 635 | 0.014 | 0.116 | 1972 | -0.024 | 0.003 |
| Parent_HBO | 0.560 | 0.497 | 611 | 0.397 | 0.489 | 1945 | -0.163 | 0 |
| Amb_Student | 0.339 | 0.474 | 635 | 0.246 | 0.431 | 1972 | -0.092 | 0 |
| Amb_Parent | 0.019 | 0.136 | 635 | 0.025 | 0.156 | 1972 | 0.006 | 0.356 |
| Age | 15.086 | 0.405 | 635 | 14.999 | 0.415 | 1972 | -0.087 | 0 |
| Female | 0.523 | 0.500 | 635 | 0.544 | 0.498 | 1972 | 0.021 | 0.351 |
| Exit-Score | -0.053 | 0.973 | 635 | 0.017 | 1.008 | 1972 | 0.071 | 0.115 |
| Self-Efficacy | -0.089 | 1.001 | 635 | 0.029 | 0.998 | 1972 | 0.118 | 0.010 |
| Income | 2.348 | 0.966 | 466 | 3.196 | 0.945 | 1569 | 0.848 | 0 |
| Maternal-Emp | 1.128 | 0.665 | 635 | 1.192 | 0.627 | 1972 | 0.064 | 0.032 |
| Help-Homework | 2.206 | 1.006 | 635 | 2.394 | 1.075 | 1972 | 0.188 | 0 |
| Talks about School | 3.798 | 0.897 | 635 | 3.815 | 0.865 | 1972 | 0.017 | 0.676 |

## C.3 Balance by Mismatch Outcome:

Table C9: Differences between Groups

| | Stud < Par n = 209 | | | Identical n = 4732 | | | Stud > Par n = 1810 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Variable | mean | sd | n | mean | sd | n | mean | sd | n | pvaluem0-1 | pvalue2-1 |
| HE | 0.651 | 0.478 | 209 | 0.634 | 0.482 | 4732 | 0.609 | 0.488 | 1810 | 0.616 | 0.070 |
| student_mbo | 0.593 | 0.492 | 209 | 0.236 | 0.425 | 4732 | 0 | 0 | 1810 | 0 | 0 |
| student_hbo | 1 | 0 | 85 | 0.601 | 0.490 | 3615 | 0.427 | 0.495 | 1810 | 0 | 0 |
| parent_mbo | 0 | 0 | 209 | 0.236 | 0.425 | 4732 | 0.472 | 0.499 | 1810 | 0 | 0 |
| parent_hbo | 0.565 | 0.497 | 209 | 0.601 | 0.490 | 3615 | 1 | 0 | 956 | 0.309 | 0 |
| female | 0.478 | 0.501 | 209 | 0.546 | 0.498 | 4732 | 0.487 | 0.500 | 1810 | 0.056 | 0 |
| exit_score | -0.161 | 1.018 | 209 | 0.010 | 0.999 | 4732 | -0.008 | 0.998 | 1810 | 0.017 | 0.514 |
| selfefficacy | -0.298 | 1.153 | 209 | -0.019 | 0.994 | 4732 | 0.084 | 0.987 | 1810 | 0.001 | 0 |
| income | 2.721 | 1.102 | 209 | 2.777 | 1.065 | 4732 | 2.697 | 1.047 | 1810 | 0.475 | 0.006 |
| help_homework | 2.761 | 1.181 | 209 | 2.526 | 1.095 | 4732 | 2.482 | 1.053 | 1810 | 0.005 | 0.138 |
| talk_school | 4.010 | 0.849 | 209 | 3.852 | 0.857 | 4732 | 3.724 | 0.891 | 1810 | 0.009 | 0 |

Table C10: Differences between Groups: Low-Track

| | Stud < Par n = 86 | | | Identical n = 1234 | | | Stud > Par n = 524 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Variable | mean | sd | n | mean | sd | n | mean | sd | n | pvaluem0-1 | pvalue2-1 |
| HE | 0.570 | 0.498 | 86 | 0.430 | 0.495 | 1234 | 0.523 | 0.500 | 524 | 0.012 | 0 |
| student_mbo | 0.919 | 0.275 | 86 | 0.841 | 0.366 | 1234 | 0 | 0 | 524 | 0.014 | 0 |
| student_hbo | 1 | 0 | 7 | 0.990 | 0.101 | 196 | 0.882 | 0.323 | 524 | 0.159 | 0 |
| parent_mbo | 0 | 0 | 86 | 0.841 | 0.366 | 1234 | 0.960 | 0.196 | 524 | 0 | 0 |
| parent_hbo | 0.884 | 0.322 | 86 | 0.990 | 0.101 | 196 | 1 | 0 | 21 | 0.003 | 0.159 |
| female | 0.419 | 0.496 | 86 | 0.527 | 0.499 | 1234 | 0.475 | 0.500 | 524 | 0.051 | 0.048 |
| exit_score | -0.171 | 1.023 | 86 | -0.054 | 0.997 | 1234 | 0.155 | 0.987 | 524 | 0.302 | 0 |
| selfefficacy | 0.033 | 1.078 | 86 | -0.099 | 0.993 | 1234 | 0.228 | 0.966 | 524 | 0.268 | 0 |
| income | 2.517 | 1.128 | 86 | 2.422 | 1.035 | 1234 | 2.525 | 1.078 | 524 | 0.444 | 0.062 |
| help_homework | 2.942 | 1.162 | 86 | 2.643 | 1.090 | 1234 | 2.588 | 1.052 | 524 | 0.021 | 0.316 |
| talk_school | 4.081 | 0.843 | 86 | 3.835 | 0.868 | 1234 | 3.761 | 0.908 | 524 | 0.009 | 0.113 |

Table C11: Differences between Groups: Medium-Track

| | Stud < Par n = 62 | | | Identical n = 1653 | | | Stud > Par n = 585 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Variable | mean | sd | n | mean | sd | n | mean | sd | n | pvaluem0-1 | pvalue2-1 |
| HE | 0.613 | 0.491 | 62 | 0.624 | 0.485 | 1653 | 0.586 | 0.493 | 585 | 0.865 | 0.114 |
| student_mbo | 0.597 | 0.495 | 62 | 0.047 | 0.212 | 1653 | 0 | 0 | 585 | 0 | 0 |
| student_hbo | 1 | 0 | 25 | 0.966 | 0.182 | 1575 | 0.484 | 0.500 | 585 | 0 | 0 |
| parent_mbo | 0 | 0 | 62 | 0.047 | 0.212 | 1653 | 0.515 | 0.500 | 585 | 0 | 0 |
| parent_hbo | 0.565 | 0.500 | 62 | 0.966 | 0.182 | 1575 | 1 | 0 | 284 | 0 | 0 |
| female | 0.548 | 0.502 | 62 | 0.543 | 0.498 | 1653 | 0.503 | 0.500 | 585 | 0.937 | 0.091 |
| exit_score | -0.177 | 1.042 | 62 | 0.005 | 0.997 | 1653 | 0.006 | 1.003 | 585 | 0.178 | 0.980 |
| selfefficacy | -0.472 | 1.355 | 62 | -0.031 | 0.972 | 1653 | 0.139 | 1.012 | 585 | 0.011 | 0 |
| income | 2.731 | 1.087 | 62 | 2.715 | 1.060 | 1653 | 2.665 | 1.045 | 585 | 0.910 | 0.325 |
| help_homework | 2.694 | 1.275 | 62 | 2.640 | 1.091 | 1653 | 2.562 | 1.082 | 585 | 0.745 | 0.137 |
| talk_school | 4.097 | 0.863 | 62 | 3.854 | 0.841 | 1653 | 3.742 | 0.876 | 585 | 0.029 | 0.007 |

Table C12: Differences between Groups: High-Track

| | Stud < Par n = 61 | | | Identical n = 1845 | | | Stud > Par n = 701 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Variable | mean | sd | n | mean | sd | n | mean | sd | n | pvaluem0-1 | pvalue2-1 |
| HE | 0.803 | 0.401 | 61 | 0.779 | 0.415 | 1845 | 0.693 | 0.461 | 701 | 0.640 | 0 |
| student_mbo | 0.131 | 0.340 | 61 | 0.001 | 0.023 | 1845 | 0 | 0 | 701 | 0.003 | 0.318 |
| student_hbo | 1 | 0 | 53 | 0.247 | 0.432 | 1844 | 0.039 | 0.193 | 701 | 0 | 0 |
| parent_mbo | 0 | 0 | 61 | 0.001 | 0.023 | 1845 | 0.071 | 0.258 | 701 | 0.318 | 0 |
| parent_hbo | 0.115 | 0.321 | 61 | 0.247 | 0.432 | 1844 | 1 | 0 | 651 | 0.002 | 0 |
| female | 0.492 | 0.504 | 61 | 0.562 | 0.496 | 1845 | 0.484 | 0.500 | 701 | 0.288 | 0 |
| exit_score | -0.130 | 1.001 | 61 | 0.058 | 1.001 | 1845 | -0.141 | 0.984 | 701 | 0.150 | 0 |
| selfefficacy | -0.587 | 0.909 | 61 | 0.046 | 1.010 | 1845 | -0.069 | 0.961 | 701 | 0 | 0.008 |
| income | 2.927 | 1.069 | 61 | 3.061 | 1.011 | 1845 | 2.851 | 1.003 | 701 | 0.335 | 0 |
| help_homework | 2.574 | 1.087 | 61 | 2.345 | 1.078 | 1845 | 2.337 | 1.013 | 701 | 0.107 | 0.851 |
| talk_school | 3.820 | 0.827 | 61 | 3.861 | 0.863 | 1845 | 3.680 | 0.890 | 701 | 0.703 | 0 |

# D Consistency

To give insight into whether the expectations of both students and parents are representative of educational outcomes, and thus represent a form of status quo for educational transitions & ambitions, we compare these expectations to available statistics on educational transitions and attainment. These numbers are presented in Table D1.

Table D1: Consistency

| | | Flows Graduation | | OCW Data | Expectations | |
|---|---|---|---|---|---|---|
| School-track | Future | NL | Limburg | NL | Students | Parents |
| High-Track | WO | 87.618 | 84.923 | | 79.095 | 55.313 |
| High-Track | HBO | 12.222 | 14.915 | | 20.560 | 42.731 |
| High-Track | MBO | 0.161 | 0.161 | | 0.345 | 1.956 |
| Medium-Track | WO | | | 14.700 | 15.478 | 3.522 |
| Medium-Track | HBO | 88.090 | 91.132 | 57.000 | 79.522 | 80.000 |
| Medium-Track | High-Track | 7.685 | 4.959 | 0.900 | | |
| Medium-Track | Medium-Track | | | 21.900 | | |
| Medium-Track | MBO | 4.225 | 3.909 | 5.500 | 5.000 | 16.478 |
| Low-Track | WO | | | 1.900 | 3.471 | 0.651 |
| Low-Track | HBO | | | 26.800 | 35.954 | 15.781 |
| Low-Track | Medium-Track | 15.822 | 12.351 | 5.400 | | |
| Low-Track | MBO | 84.178 | 87.649 | 53.300 | 60.575 | 83.568 |
| 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 indicates the current secondary-school track in which the student is enrolled. The second column highlights outlines the possible educational transitions (/attainment level) that could be made (/achieved) by the student, either directly or indirectly, after their secondary-school period. The third and fourth columns illustrate the percentage of students, by secondary-school track, who enroll into the various educational options in the years 2020, 2021, 2022 & 2023 (Dienst Uitvoering Onderwijs, 2022). It is important to note that empty cells signify educational trajectories that may not be directly possible, but are feasible and commonplace, such as low-track students completing an HBO degree, which requires the completion of the medium-track or MBO (vocational training). The difference between the third and fourth column lies in their data source: the third column offers a perspective on the case of the Netherlands, while the fourth column presents the same information for all municipalities covered in our data collection.

Differences exist in the educational flows between the Netherlands and our data. For instance, high-track students in our data are slightly more likely to choose HBO over WO. Similarly, medium-track students do not transition to the high-track as often. Nonetheless, patterns are relatively alike. For instance, the share

of students attending MBO after their secondary-school spell is comparable for all secondary-school tracks.

The fifth column presents the attainment numbers of previous secondary-school graduates from between 2004 & 2007 that were tracked till 2016 (Ministerie van Onderwijs, Cultuur & Wetenschap, 2017). However, the focus of this government report was on so-called "bergbeklimmers", which are students who must make multiple educational transitions to arrive at the more selective forms of (higher) education. Consequently, high-track students, who have access to all forms of further education and thus do not face these challenges, were left out of their analysis. Additionally, it is important to note that the data may not accurately represent what the current generation of students should be able to achieve, as different social norms and labor market conditions were presents for older cohorts, influencing enrollment decisions. Unfortunately, similar data by parental background is not available; suggestive patterns hereof are shown in (Van den Broek et al., 2018). Specifically, high-track students with a higher-educated parent transition to a university more often (90% vs 85%), in the medium-track they transition more often to the high-track (8% vs 4%) and they are more likely to go to a vocational university after a vocational training spell (55% vs 45%).

The final two columns represent the educational attainment expectations of students and parents, respectively. In answering the question we only allowed students, and parents, to consider one of the further education options available. Hence, we did not allow them to select one of the secondary-school tracks as their level of educational attainment. The data indicates that a majority of medium and high-track students pursue higher education or vocational training after completing secondary-school, while low-track students are legally mandated to complete some form of vocational training.[50] Accordingly, this simplification still allows us to capture the educational trade-offs (decisions) made by students. This restriction also explains the empty cells in the educational expectations. The numbers in the fifth column do suggest that students at times drop out from either HBO or WO. Nonetheless, this is less of a concern as more students currently enroll in higher education and are more likely to complete these levels after secondary-school compared to 10-15 years ago.

First, we examine the students' expectations. In the high-track, we observe that the proportion of students expecting to complete MBO aligns closely with the actual enrollment at that level. There is a slight increase in the share of students that expects to complete HBO (vocational university) compared to the observed educational flows. However, this difference is minor, with only a small percentage point gap. Additionally, the presence of peer effects and the ongoing process of orientation towards tertiary education, which involves visiting multiple schools, are likely to increase the students' self-efficacy belief and consequently their expectations regarding WO education.

In the medium-track, the percentage of students expecting to complete WO (academic university) is only slightly higher than the attainment rate of previous cohorts. The share of students expecting to complete HBO is higher than suggested by the attainment data but aligns with the educational flows. This implies that dropouts may influence the attainment process, yet students indicate their desire to complete HBO at

[50]The medium-track, and thus by extension the high-track, also satisfy the minimum education requirement set by the government.

a similar rate to previous cohorts. Similarly, the share of students expecting to complete MBO corresponds to the rate of educational transition and attainment.

For the low-track, a comparable share of students expects to complete MBO, aligning with the attainment numbers. The proportion of students that expects to complete WO is doubled compared to the attainment pattern of old cohorts. Similarly, the share of students expecting to complete HBO is slightly higher, but not unreasonable so, considering the rate of educational transitions. Notably, approximately one-third of MBO students continue at a vocational university ($0.3 \times 86 = 25.8$).[51] Additionally, most low-track students who progressed to the medium-track enroll at MBO ($0.75 \times 14 = 10.5$). Therefore, extrapolating this data entails that 36.3% of low-track students might enroll at HBO, which closely aligns with the share of students expecting to complete this level.

Parental expectations show a different pattern compared to what we found for students. In general, across the secondary-school tracks it appears that on average they expect their child to complete a less selective education level compared to the educational flows or attainment numbers. Consequently, parents more frequently expect their child to complete a less selective education level than what the student expects to complete themselves.

When the child is in the high-track, parents are four times more likely to expect their child to complete MBO compared to students, which is nearly 10 times higher than what the educational flows suggest. Moreover, parents indicate that they expect their child to complete HBO twice as often as students, who were conservative in their own expectation relative to the educational flows. These patterns are reflected in the WO expectation, which 55% of parents expect their high-track student to complete, compared to 79% of students themselves, while the actual enrollment rate is at 85%.

Similar patterns emerge in the expectations of parents whose child is in the medium-track. For instance, parents are four times more likely to expect their child to complete MBO, and four times less likely to expect their child to complete WO, compared to what the students expect to complete and the attainment numbers indicate. These findings highlight that parents are not only conservative in forming their expectations, in which they expect the least selective education level more frequently, but also (partly) disregard the possibility of multiple educational transitions.

This is recurring in the expectations of parents with a child in the low-track. Herein the share of parents expecting to their child to complete WO is 0.6%, whereas students expect this at a rate of 3.5%, and the attainment number show it at 1.9%. The percentage of parents that expect their child to complete HBO is 15%. Although this share is significant lower than the share of students that expects this level (36%) or the attainment number (16.8%), it does reflect upon the flow of low-track students transitioning to the medium-track. Accordingly, parents might not consider the possible transition from MBO to HBO. The share of parents expecting MBO for their child is akin to the educational flows.

[51] 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, setting the rate of transition between these options at 30% is a reasonable approximation.

Next, we also investigate these patterns by parental education, as shown in Table D2. In both the case of students and parents, higher education status,[52] shifts the expectation share toward more selective forms of education. One notable exception is that parents who did not complete higher education are more likely to expect their low-track student to complete WO compared to higher-educated parents. Two more patterns emerge from this table. First, higher educated parents appear to be more conservative in their educational expectations compared to students without higher educated parents. Second, the extent to which parental education impacts educational expectations differs. For instance, in the high-track it appears that differences by parental background are more pronounced among parents, resonating with Lergetporer et al. (2021). In the low-track the reverse appear, in which students expectation appears to be affected more by parental education.

[52]Higher education status for the case of parents implies that the parent, or partner thereof, completed higher education. In the case of students it entails that one of the parents completed higher education.

Table D2: Consistency.he

| | | Flows Graduation | | OCW Data | Student Exp. | | | | Parent Exp. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School-track | Future | NL | Limburg | NL | All | no-HE | HE | Diff | All | no-HE | HE | Diff |
| High-Track | WO | 87.618 | 84.923 | | 79.095 | 72.598 | 81.187 | 8.588 | 55.313 | 42.362 | 59.483 | 17.121 |
| High-Track | HBO | 12.222 | 14.915 | | 20.560 | 26.772 | 18.560 | 8.212 | 42.731 | 53.858 | 39.148 | 14.710 |
| High-Track | MBO | 0.161 | 0.161 | | 0.345 | 0.630 | 0.254 | 0.376 | 1.956 | 3.780 | 1.369 | 2.410 |
| Medium-Track | WO | | | 14.700 | 15.478 | 13.964 | 16.431 | 2.467 | 3.522 | 2.477 | 4.178 | 1.701 |
| Medium-Track | HBO | 88.090 | 91.132 | 57.000 | 79.522 | 79.505 | 79.533 | 0.028 | 80.000 | 77.252 | 81.728 | 4.476 |
| Medium-Track | High-Track | 7.685 | 4.959 | 0.900 | | | | | | | | |
| Medium-Track | Medium-Track | | | 21.900 | | | | | | | | |
| Medium-Track | MBO | 4.225 | 3.909 | 5.500 | 5.000 | 6.532 | 4.037 | 2.495 | 16.478 | 20.270 | 14.093 | 6.177 |
| Low-Track | WO | | | 1.900 | 3.471 | 2.424 | 4.684 | 2.260 | 0.651 | 0.909 | 0.351 | 0.558 |
| Low-Track | HBO | | | 26.800 | 35.954 | 30.404 | 42.389 | 11.985 | 15.781 | 10.606 | 21.780 | 11.174 |
| Low-Track | Medium-Track | 15.822 | 12.351 | 5.400 | | | | | | | | |
| Low-Track | MBO | 84.178 | 87.649 | 53.300 | 60.575 | 67.172 | 52.927 | 14.244 | 83.568 | 88.485 | 77.869 | 10.616 |
| 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

# E Expectations

## E.1 Individual Expectations

Table E1: Student Expectations: MBO vs HE

| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | Higher Education | 325 | 990 | 32.828% | 402 | 854 | 47.073% | 0.000 |
| Low-Track | MBO | 665 | 990 | 67.172% | 452 | 854 | 52.927% | 0.000 |
| Medium-Track | Higher Education | 830 | 888 | 93.468% | 1355 | 1412 | 95.963% | 0.178 |
| Medium-Track | MBO | 58 | 888 | 6.532% | 57 | 1412 | 4.037% | 0.000 |
| High-Track | Higher Education | 631 | 635 | 99.37% | 1967 | 1972 | 99.746% | 0.531 |
| High-Track | MBO | 4 | 635 | 0.63% | 5 | 1972 | 0.254% | 0.000 |

Table E2: Student Expectations: HBO vs WO

| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | WO | 24 | 325 | 7.385% | 40 | 402 | 9.95% | 0.027 |
| Low-Track | HBO | 301 | 325 | 92.615% | 362 | 402 | 90.05% | 0.518 |
| Medium-Track | WO | 124 | 830 | 14.94% | 232 | 1355 | 17.122% | 0.078 |
| Medium-Track | HBO | 706 | 830 | 85.06% | 1123 | 1355 | 82.878% | 0.454 |
| High-Track | WO | 461 | 631 | 73.059% | 1601 | 1967 | 81.393% | 0.010 |
| High-Track | HBO | 170 | 631 | 26.941% | 366 | 1967 | 18.607% | 0.000 |

Table E3: Parent Expectations: MBO vs HE

| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | Higher Education | 114 | 990 | 11.515% | 189 | 854 | 22.131% | 0.000 |
| Low-Track | MBO | 876 | 990 | 88.485% | 665 | 854 | 77.869% | 0.001 |
| Medium-Track | Higher Education | 708 | 888 | 79.73% | 1213 | 1412 | 85.907% | 0.033 |
| Medium-Track | MBO | 180 | 888 | 20.27% | 199 | 1412 | 14.093% | 0.000 |
| High-Track | Higher Education | 611 | 635 | 96.22% | 1945 | 1972 | 98.631% | 0.088 |
| High-Track | MBO | 24 | 635 | 3.78% | 27 | 1972 | 1.369% | 0.000 |

Table E4: Parent Expectations: HBO vs WO

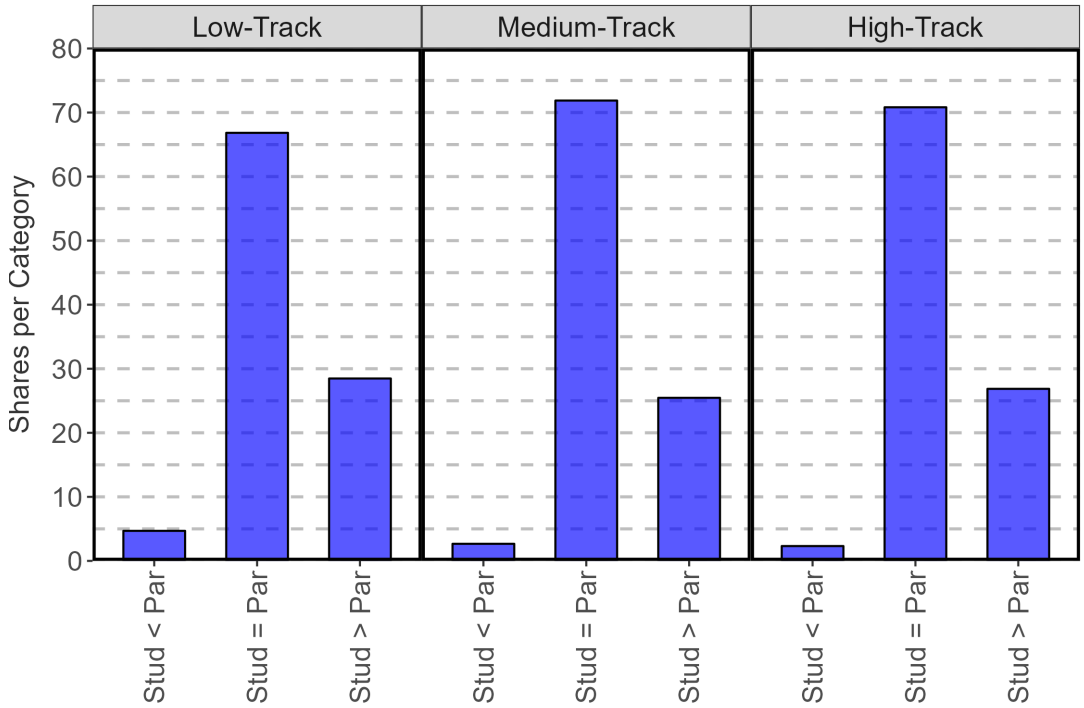
| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | WO | 9 | 114 | 7.895% | 3 | 189 | 1.587% | 0.000 |
| Low-Track | HBO | 105 | 114 | 92.105% | 186 | 189 | 98.413% | 0.181 |
| Medium-Track | WO | 22 | 708 | 3.107% | 59 | 1213 | 4.864% | 0.000 |
| Medium-Track | HBO | 686 | 708 | 96.893% | 1154 | 1213 | 95.136% | 0.316 |
| High-Track | WO | 269 | 611 | 44.026% | 1173 | 1945 | 60.308% | 0.000 |
| High-Track | HBO | 342 | 611 | 55.974% | 772 | 1945 | 39.692% | 0.000 |

## E.2 Mismatch

Table E5: Students vs Parents: Mismatch

| Mismatch? | Number | Total | Share of Total |
|---|---|---|---|
| Student < Parent | 209 | 6751 | 3.096 |
| Student = Parent | 4732 | 6751 | 70.093 |
| Student > Parent | 1810 | 6751 | 26.811 |

Figure E1: Mismatch Frequency by School-Track




Note: This figure presents the share of families, i.e. students and parents, that can be characterized into one of the three outcome categories. Namely, the student expecting to complete a less selective education level than the parent(s), there being congruence in educational expectations and the students expecting to complete a more selective education compared to the parent(s). Numbers behind this figure are available in Appendix Table E6.

Table E6: Students vs Parents: Mismatch by Track

| School-Track | Mismatch? | Number | Total | Share of Total |
|---|---|---|---|---|
| High-Track | Student > Parent | 701 | 2607 | 26.889 |
| High-Track | Student = Parent | 1845 | 2607 | 70.771 |
| High-Track | Student < Parent | 61 | 2607 | 2.340 |
| Medium-Track | Student > Parent | 585 | 2300 | 25.435 |
| Medium-Track | Student = Parent | 1653 | 2300 | 71.870 |
| Medium-Track | Student < Parent | 62 | 2300 | 2.696 |
| Low-Track | Student > Parent | 524 | 1844 | 28.416 |
| Low-Track | Student = Parent | 1234 | 1844 | 66.920 |
| Low-Track | Student < Parent | 86 | 1844 | 4.664 |

Table E7: 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 | 215 | 635 | 33.858 | 486 | 1972 | 24.645 | 0 |
| High-Track | Stud = Par | 408 | 635 | 64.252 | 1437 | 1972 | 72.870 | 0.010 |
| High-Track | Stud < Par | 12 | 635 | 1.890 | 49 | 1972 | 2.485 | 0 |
| Medium-Track | Stud > Par | 242 | 888 | 27.252 | 343 | 1412 | 24.292 | 0.112 |
| Medium-Track | Stud = Par | 622 | 888 | 70.045 | 1031 | 1412 | 73.017 | 0.357 |
| Medium-Track | Stud < Par | 24 | 888 | 2.703 | 38 | 1412 | 2.691 | 0.952 |
| Low-Track | Stud > Par | 250 | 990 | 25.253 | 274 | 854 | 32.084 | 0.002 |
| Low-Track | Stud = Par | 703 | 990 | 71.010 | 531 | 854 | 62.178 | 0.013 |
| Low-Track | Stud < Par | 37 | 990 | 3.737 | 49 | 854 | 5.738 | 0 |

# F Results

## F.1 Main Results

Table F1: Student Expectations

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1137*** | −0.0296** | −0.0019 | −0.0135 | −0.0291* | −0.0483** |
| | (0.0228) | (0.0141) | (0.0042) | (0.0313) | (0.0166) | (0.0223) |
| Age | 0.0368** | 0.0332*** | 0.0019 | 0.0131 | −0.0128 | −0.0027 |
| | (0.0155) | (0.0118) | (0.0030) | (0.0279) | (0.0163) | (0.0239) |
| Female | −0.0273 | −0.0107 | −0.0032 | 0.0311 | −0.0054 | −0.0186 |
| | (0.0196) | (0.0089) | (0.0021) | (0.0229) | (0.0209) | (0.0158) |
| Exit-Score | −0.0326** | −0.0095* | −0.0011 | 0.0184 | −0.0139** | −0.0353*** |
| | (0.0134) | (0.0050) | (0.0012) | (0.0189) | (0.0065) | (0.0077) |
| Self-Efficacy | −0.1139*** | −0.0413*** | −0.0012 | −0.0095 | −0.0746*** | −0.1252*** |
| | (0.0115) | (0.0058) | (0.0015) | (0.0124) | (0.0062) | (0.0081) |
| Help-Homework | 0.0124 | 0.0074 | 0.0013 | −0.0064 | 0.0145** | 0.0232*** |
| | (0.0078) | (0.0056) | (0.0012) | (0.0106) | (0.0072) | (0.0090) |
| Talks about School | 0.0074 | −0.0039 | −0.0023 | 0.0047 | −0.0292*** | −0.0059 |
| | (0.0171) | (0.0071) | (0.0019) | (0.0131) | (0.0085) | (0.0083) |
| Constant | 0.3353 | −0.4198** | −0.0020 | 0.7611* | 1.0064*** | 0.1685 |
| | (0.2356) | (0.1907) | (0.0443) | (0.4612) | (0.2639) | (0.3728) |
| Pred.HE=0 | 0.6584 | 0.0682 | 0.0049 | 0.9194 | 0.8551 | 0.2429 |
| Pred.HE=1 | 0.5447 | 0.0386 | 0.003 | 0.9059 | 0.826 | 0.1946 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Adjusted $R^2$ | 0.1399 | 0.0618 | −0.0030 | 0.0333 | 0.0637 | 0.1562 |

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. An overview of these coefficients can be found in Table F4.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household. A graphical representation is available in appendix figures F1 & F2 for the MBO (over higher education) and HBO (over WO) expectations respectively.

Table F2: Parent Expectations

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0908*** | −0.0634*** | −0.0165** | 0.0416 | −0.0152 | −0.1043*** |
| | (0.0194) | (0.0152) | (0.0079) | (0.0277) | (0.0108) | (0.0256) |
| Age | 0.0256 | 0.0490*** | −0.0040 | −0.0048 | −0.0017 | 0.0003 |
| | (0.0173) | (0.0134) | (0.0064) | (0.0229) | (0.0111) | (0.0283) |
| Female | −0.0061 | −0.0341** | −0.0120*** | −0.0334 | 0.0016 | −0.0675*** |
| | (0.0137) | (0.0147) | (0.0045) | (0.0258) | (0.0094) | (0.0153) |
| Exit-Score | 0.0197*** | −0.0227*** | −0.0036 | 0.0159 | 0.0016 | −0.0692*** |
| | (0.0063) | (0.0061) | (0.0040) | (0.0148) | (0.0053) | (0.0116) |
| Self-Efficacy | −0.0580*** | −0.0491*** | −0.0106*** | 0.0149 | −0.0172*** | −0.1074*** |
| | (0.0090) | (0.0081) | (0.0037) | (0.0117) | (0.0057) | (0.0109) |
| Help-Homework | 0.0049 | 0.0201*** | −0.0026 | 0.0171 | 0.0011 | 0.0349*** |
| | (0.0099) | (0.0075) | (0.0031) | (0.0161) | (0.0051) | (0.0087) |
| Talks about School | −0.0280** | −0.0476*** | −0.0164*** | −0.0139 | −0.0277*** | −0.0404*** |
| | (0.0123) | (0.0086) | (0.0044) | (0.0159) | (0.0052) | (0.0120) |
| Constant | 0.6028** | −0.4206** | 0.1379 | 1.1303*** | 0.9935*** | 0.5683 |
| | (0.2991) | (0.1855) | (0.1013) | (0.3354) | (0.1907) | (0.4259) |
| Pred.HE=0 | 0.8777 | 0.2037 | 0.032 | 0.9345 | 0.9674 | 0.5152 |
| Pred.HE=1 | 0.7869 | 0.1403 | 0.0155 | 0.976 | 0.9522 | 0.4109 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Adjusted $R^2$ | 0.0729 | 0.0763 | 0.0550 | 0.0363 | 0.0218 | 0.1638 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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. An overview of these coefficients can be found in Table F5.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household. A graphical representation is available in appendix figures F3 & F4 for the MBO (over higher education) and HBO (over WO) expectations respectively.

Table F3: Mismatched Expectations

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0536** | 0.0204* | −0.0185 | 0.0001 | −0.0570*** | 0.0099 |
| | (0.0241) | (0.0114) | (0.0191) | (0.0098) | (0.0193) | (0.0083) |
| Age | −0.0167 | 0.0040 | 0.0389* | 0.0198** | −0.0024 | 0.0077 |
| | (0.0198) | (0.0108) | (0.0209) | (0.0094) | (0.0213) | (0.0093) |
| Female | −0.0023 | −0.0203** | −0.0172 | −0.0010 | −0.0655*** | −0.0098* |
| | (0.0164) | (0.0089) | (0.0152) | (0.0081) | (0.0156) | (0.0051) |
| Exit-Score | 0.0410*** | −0.0091* | −0.0009 | −0.0034 | −0.0340*** | 0.0001 |
| | (0.0131) | (0.0055) | (0.0076) | (0.0039) | (0.0070) | (0.0028) |
| Self-Efficacy | 0.0605*** | −0.0012 | 0.0334*** | −0.0139*** | −0.0078 | −0.0147*** |
| | (0.0101) | (0.0056) | (0.0083) | (0.0052) | (0.0087) | (0.0033) |
| Help-Homework | 0.0006 | 0.0081 | −0.0011 | −0.0023 | 0.0086 | 0.0024 |
| | (0.0097) | (0.0054) | (0.0077) | (0.0032) | (0.0094) | (0.0040) |
| Talks about School | −0.0253* | 0.0098 | −0.0298*** | 0.0102* | −0.0435*** | 0.0015 |
| | (0.0134) | (0.0064) | (0.0100) | (0.0054) | (0.0103) | (0.0038) |
| Constant | 0.3966 | −0.0429 | −0.1807 | −0.2700* | 0.5277* | −0.0883 |
| | (0.3069) | (0.1733) | (0.3161) | (0.1533) | (0.3161) | (0.1439) |
| Pred.HE=0 | 0.2593 | 0.0372 | 0.2657 | 0.0269 | 0.312 | 0.0159 |
| Pred.HE=1 | 0.313 | 0.0576 | 0.2472 | 0.027 | 0.255 | 0.0258 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Adjusted $R^2$ | 0.0657 | 0.0136 | 0.0222 | 0.0159 | 0.0427 | 0.0050 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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

Income and maternal employment are omitted for the sake of readability, but are included in the regression. An overview of these coefficients can be found in Table F6.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

## F.2 Additional Coefficients

Table F4: Student Expectations: Missing Coefficients

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| Income=2 | 0.0428 | 0.0024 | −0.0104 | 0.0214 | 0.0306 | 0.0271 |
| | (0.0325) | (0.0169) | (0.0073) | (0.0444) | (0.0297) | (0.0267) |
| Income=3 | −0.0080 | 0.0122 | −0.0075 | 0.0363 | 0.0100 | 0.0344 |
| | (0.0387) | (0.0171) | (0.0098) | (0.0380) | (0.0306) | (0.0341) |
| Income=4 | −0.0605* | 0.0050 | −0.0108 | −0.0065 | −0.0259 | −0.0564** |
| | (0.0341) | (0.0138) | (0.0090) | (0.0508) | (0.0252) | (0.0242) |
| Income=Missing | 0.0470 | 0.0122 | −0.0105 | −0.0029 | −0.0094 | −0.0216 |
| | (0.0357) | (0.0125) | (0.0087) | (0.0348) | (0.0225) | (0.0294) |
| Maternal-Emp=1 | −0.0039 | −0.0121 | 0.0006 | 0.0731 | 0.0355 | 0.0205 |
| | (0.0265) | (0.0183) | (0.0037) | (0.0455) | (0.0341) | (0.0171) |
| Maternal-Emp=2 | 0.0222 | −0.0029 | 0.0031 | 0.0141 | 0.0107 | 0.0176 |
| | (0.0290) | (0.0180) | (0.0044) | (0.0354) | (0.0281) | (0.0186) |
| Year=2016 | −0.0545 | −0.0199 | −0.0022 | 0.0045 | 0.0973*** | 0.0860*** |
| | (0.0385) | (0.0135) | (0.0043) | (0.0438) | (0.0284) | (0.0214) |
| Year=2018 | −0.0800 | 0.0100 | −0.0022 | −0.0369 | 0.0792*** | 0.1020*** |
| | (0.0525) | (0.0119) | (0.0041) | (0.0639) | (0.0292) | (0.0174) |
| Year=2020 | −0.0885* | −0.0214 | −0.0049 | 0.0027 | 0.1367*** | 0.1451*** |
| | (0.0468) | (0.0170) | (0.0034) | (0.0476) | (0.0380) | (0.0284) |
| Year=2022 | 0.0970 | 0.0510* | −0.0045 | −0.0929 | 0.1213*** | 0.1256*** |
| | (0.0708) | (0.0284) | (0.0036) | (0.0829) | (0.0345) | (0.0394) |
| Pred.HE=0 | 0.6584 | 0.0682 | 0.0049 | 0.9194 | 0.8551 | 0.2429 |
| Pred.HE=1 | 0.5447 | 0.0386 | 0.003 | 0.9059 | 0.826 | 0.1946 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Adjusted $R^2$ | 0.1399 | 0.0618 | −0.0030 | 0.0333 | 0.0637 | 0.1562 |

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

Baseline categories are: lowest income quartile for income, the mother not working for maternal employment and the year 2014 for the year fixed effects.

School fixed effects are still included in the regression, but not shown due to the sheer number of schools, and thus coefficients, in the data.

Table F5: parent Expectations: Missing Coefficients

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| Income=2 | 0.0110 | 0.0394 | −0.0057 | 0.0076 | 0.0166 | 0.0502 |
| | (0.0389) | (0.0294) | (0.0131) | (0.0532) | (0.0138) | (0.0336) |
| Income=3 | −0.0056 | 0.0229 | −0.0098 | −0.0104 | 0.0146 | 0.0355 |
| | (0.0289) | (0.0318) | (0.0114) | (0.0494) | (0.0114) | (0.0395) |
| Income=4 | −0.0420 | 0.0175 | −0.0175 | 0.0253 | −0.0105 | −0.0961** |
| | (0.0379) | (0.0298) | (0.0115) | (0.0362) | (0.0136) | (0.0441) |
| Income=Missing | −0.0164 | 0.0394 | −0.0154 | 0.0059 | 0.0141 | −0.0228 |
| | (0.0296) | (0.0338) | (0.0122) | (0.0466) | (0.0122) | (0.0360) |
| Maternal-Emp=1 | 0.1218*** | −0.0139 | −0.0045 | 0.0012 | 0.0374** | 0.1210*** |
| | (0.0309) | (0.0239) | (0.0088) | (0.0313) | (0.0173) | (0.0304) |
| Maternal-Emp=2 | 0.0776** | −0.0160 | 0.0105 | −0.0402 | 0.0367** | 0.0789** |
| | (0.0311) | (0.0244) | (0.0094) | (0.0409) | (0.0170) | (0.0372) |
| Year=2016 | 0.0246 | −0.0156 | 0.0169** | −0.0240 | 0.0204 | 0.0396 |
| | (0.0242) | (0.0184) | (0.0072) | (0.0353) | (0.0137) | (0.0293) |
| Year=2018 | 0.0278 | 0.1227*** | 0.0636*** | 0.0082 | −0.0051 | 0.0031 |
| | (0.0295) | (0.0232) | (0.0100) | (0.0347) | (0.0189) | (0.0295) |
| Year=2020 | −0.0264 | 0.0203 | 0.0142 | −0.0674 | 0.0196 | 0.0227 |
| | (0.0553) | (0.0306) | (0.0088) | (0.0589) | (0.0249) | (0.0457) |
| Year=2022 | 0.0289 | 0.0076 | 0.0147** | −0.0414 | −0.0020 | 0.1152** |
| | (0.0363) | (0.0309) | (0.0060) | (0.1202) | (0.0288) | (0.0472) |
| Pred.HE=0 | 0.8777 | 0.2037 | 0.032 | 0.9345 | 0.9674 | 0.5152 |
| Pred.HE=1 | 0.7869 | 0.1403 | 0.0155 | 0.976 | 0.9522 | 0.4109 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Adjusted $R^2$ | 0.0729 | 0.0763 | 0.0550 | 0.0363 | 0.0218 | 0.1638 |

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

Baseline categories are: lowest income quartile for income, the mother not working for maternal employment and the year 2014 for the year fixed effects.

School fixed effects are still included in the regression, but not shown due to the sheer number of schools, and thus coefficients, in the data.

Table F6: Mismatched Expectations: Missing Coefficients

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| Income=2 | −0.0442 | −0.0005 | 0.0048 | −0.0146 | 0.0309 | −0.0111 |
| | (0.0314) | (0.0200) | (0.0366) | (0.0130) | (0.0350) | (0.0124) |
| Income=3 | −0.0072 | −0.0045 | 0.0206 | 0.0018 | 0.0028 | −0.0044 |
| | (0.0339) | (0.0146) | (0.0408) | (0.0151) | (0.0412) | (0.0155) |
| Income=4 | 0.0217 | 0.0042 | 0.0233 | −0.0064 | −0.0467 | −0.0108 |
| | (0.0416) | (0.0191) | (0.0382) | (0.0135) | (0.0429) | (0.0136) |
| Income=Missing | −0.0529 | 0.0173 | 0.0361 | −0.0168 | −0.0123 | −0.0235** |
| | (0.0363) | (0.0133) | (0.0344) | (0.0116) | (0.0388) | (0.0119) |
| Maternal-Emp=1 | 0.0365 | −0.0651*** | −0.0035 | −0.0006 | 0.0679*** | −0.0233* |
| | (0.0275) | (0.0216) | (0.0333) | (0.0128) | (0.0256) | (0.0121) |
| Maternal-Emp=2 | 0.0068 | −0.0307 | 0.0172 | 0.0091 | 0.0475** | −0.0152 |
| | (0.0279) | (0.0230) | (0.0342) | (0.0122) | (0.0239) | (0.0120) |
| Year=2016 | 0.0564* | −0.0175 | −0.0860*** | −0.0192 | −0.0276 | −0.0018 |
| | (0.0313) | (0.0177) | (0.0278) | (0.0117) | (0.0259) | (0.0095) |
| Year=2018 | 0.0805** | −0.0246 | 0.0172 | −0.0079 | −0.0264 | 0.0075 |
| | (0.0321) | (0.0236) | (0.0309) | (0.0118) | (0.0257) | (0.0121) |
| Year=2020 | 0.0575 | −0.0041 | −0.1079*** | −0.0347** | −0.0927** | 0.0051 |
| | (0.0633) | (0.0223) | (0.0335) | (0.0152) | (0.0384) | (0.0118) |
| Year=2022 | −0.0850 | 0.0010 | −0.1661*** | 0.0031 | 0.0151 | 0.0047 |
| | (0.0677) | (0.0325) | (0.0392) | (0.0152) | (0.0351) | (0.0101) |
| Pred.HE=0 | 0.2593 | 0.2657 | 0.312 | 0.0372 | 0.0269 | 0.0159 |
| Pred.HE=1 | 0.313 | 0.2472 | 0.255 | 0.0576 | 0.027 | 0.0258 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Adjusted $R^2$ | 0.0657 | 0.0136 | 0.0222 | 0.0159 | 0.0427 | 0.0050 |

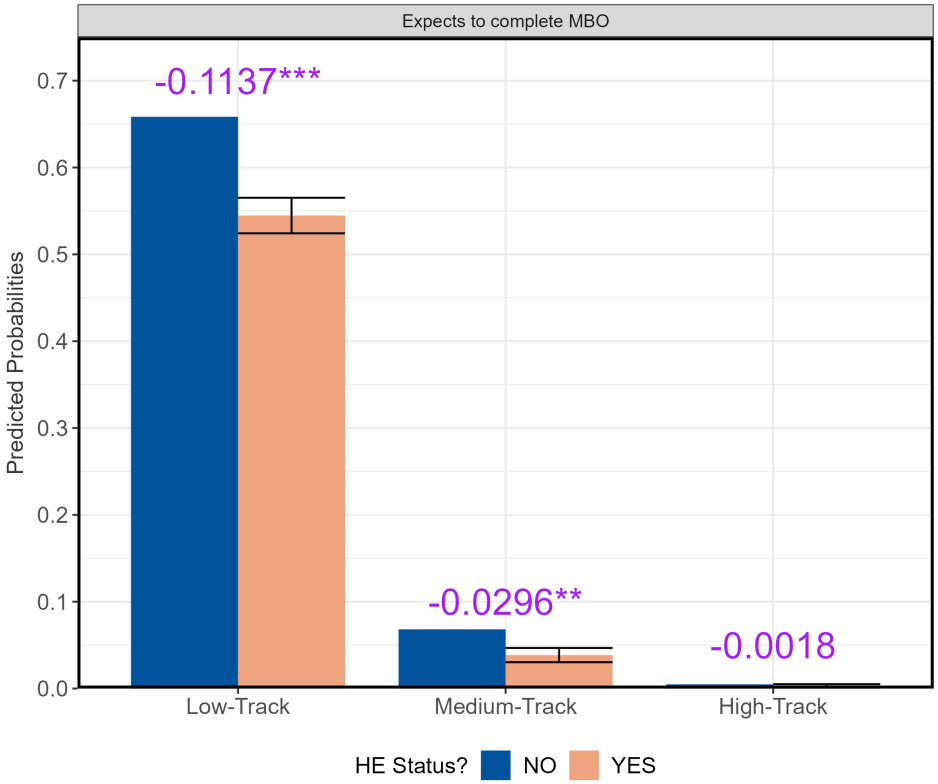
Significance levels: *p<0.1; **p<0.05; ***p<0.01

Baseline categories are: lowest income quartile for income, the mother not working for maternal employment and the year 2014 for the year fixed effects.

School fixed effects are still included in the regression, but not shown due to the sheer number of schools, and thus coefficients, in the data.

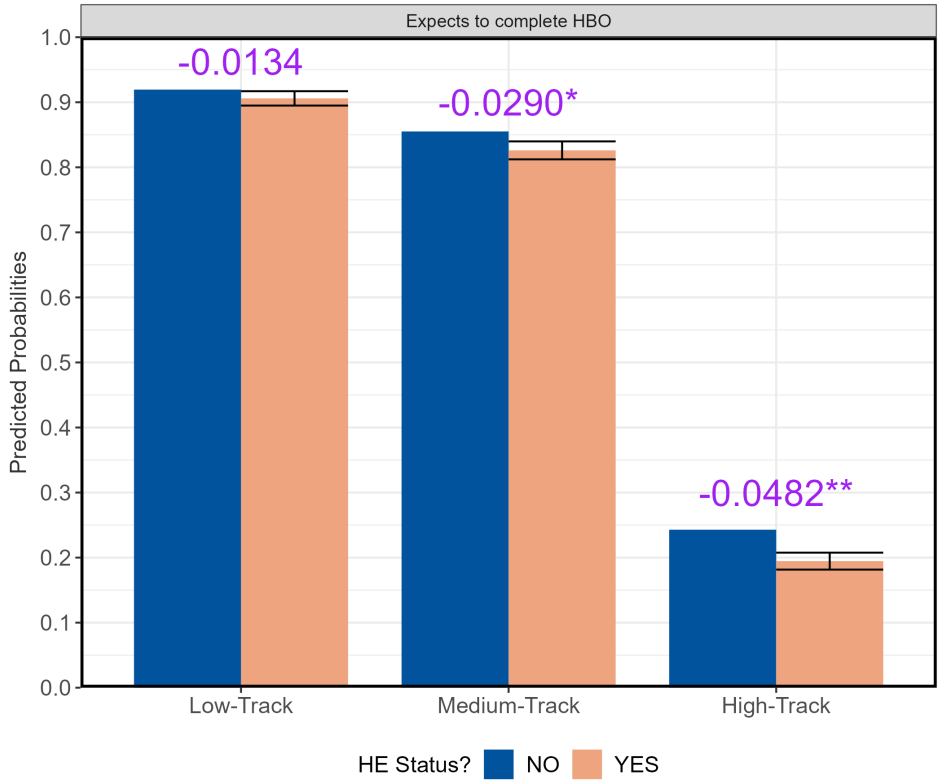
## F.3 Predicted Probability

Figure F1: Student: MBO over HE



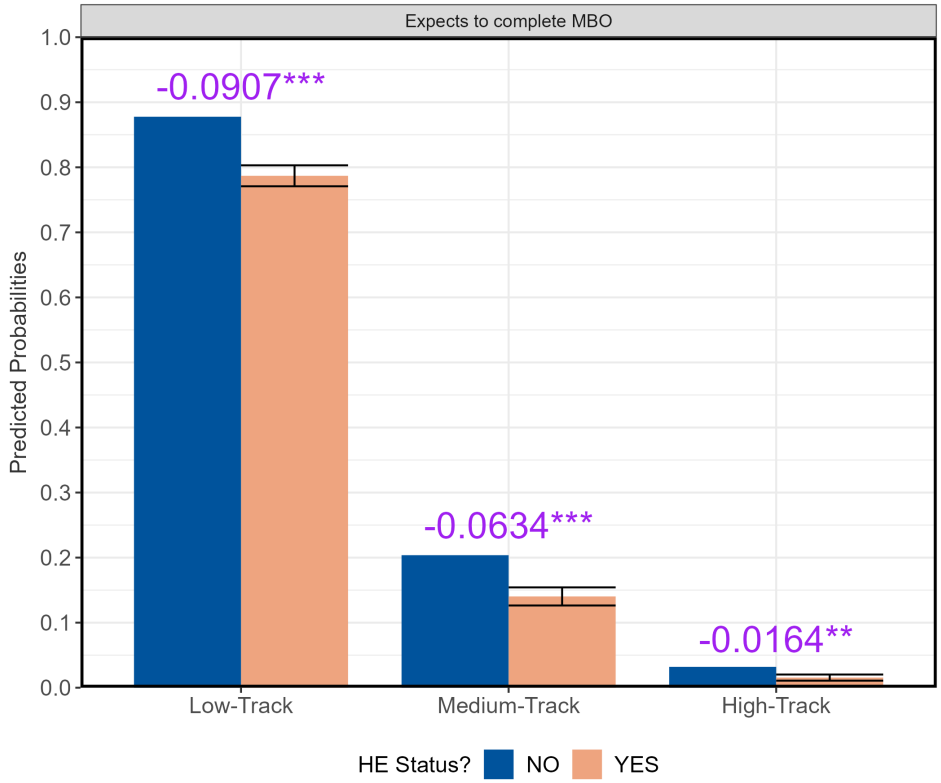

Note: This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the students' whether a MBO degree will be their educational attainment compared to Higher Education. The brown column presents the outcome for the group of students who have at least one parent that completed higher education. Conversely, the blue column indicates the outcome for the group of students that do not have a higher education parent. The coefficient represents the regression coefficient (including significance level) from the regressions performed in Table F1. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table F1.

Figure F2: Student: HBO over WO



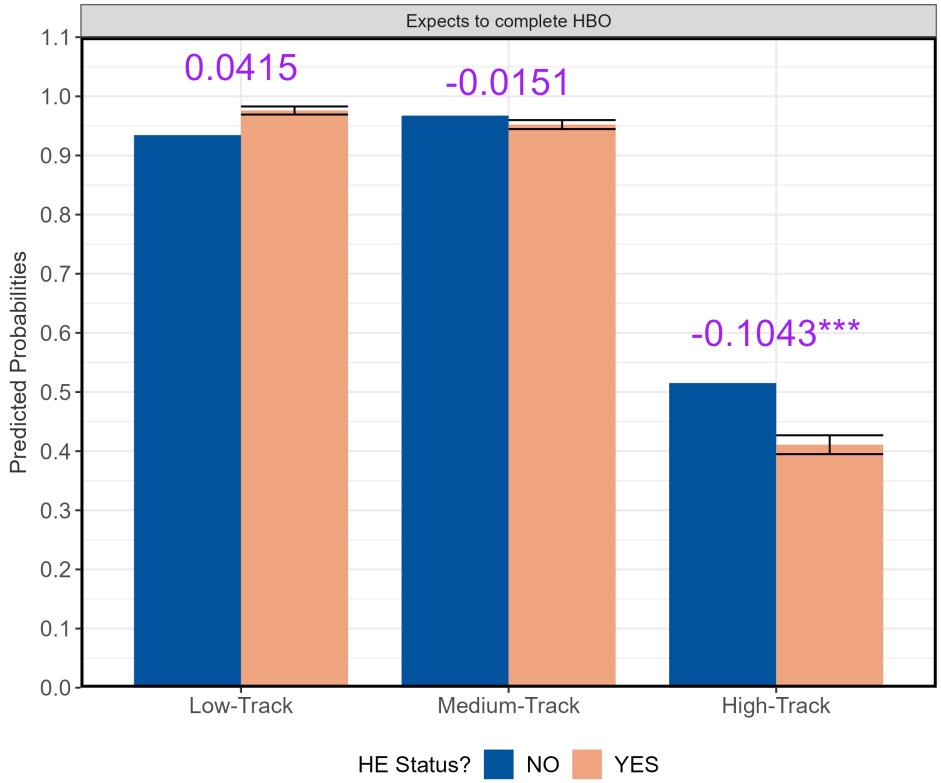

Note: This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectations of the students' whether a HBO degree will be their educational attainment rather than an a WO degree (University), when they expect to complete either of these forms (Higher Education). The growth column presents the outcome for the group of students who have at least one parent that completed higher education. Conversely, the blue 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 F1. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table F1.

Figure F3: Parent: MBO over HE




Note: This graph illustrates the predicted probability from a linear regression model of parental education, and the other covariates mentioned in equation 1, on the expectation of the parents' whether they expect their child to complete a MBO degree over Higher Education (HBO & WO). The brown column presents the outcome for the group of parents of which at least one parent in the household completed higher education. Conversely, the blue 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 F2. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table F2.

Figure F4: 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 brown column presents the outcome for the group of parents of which at least one parent in the household completed higher education. Conversely, the blue 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 F2. The error bars indicate the 95% confidence interval around these estimates, again utilizing the standard errors from Table F2.

# G Robustness

## G.1 Logit

Our current approach to modeling the educational attainment expectations of students and their parents, as well as their alignment, rely on linear probability models. Accordingly, the predicted probabilities obtained from these analyses could be outside of the probabilities range (0,1). Besides, linear probability models might be biased in the presence of extreme probabilities, e.g. below 20 percent or above 80 percent, which occurs within our setting, in particular with the individual expectations. Therefore, we repeat the initial analysis using logistic regression models. These analyses, as shown below (Tables G1-G3), reconfirm our previous findings.

Table G1: 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 | −0.5527*** | −0.6939** | −0.4092 | −0.1845 | −0.2459* | −0.3473** |
| | (0.1139) | (0.3196) | (0.8939) | (0.4723) | (0.1366) | (0.1458) |
| Age | 0.1933** | 0.6813*** | 0.3085 | 0.1832 | −0.0885 | 0.0309 |
| | (0.0782) | (0.2615) | (0.6715) | (0.3911) | (0.1243) | (0.1798) |
| Female | −0.1271 | −0.2442 | −1.1644** | 0.4340 | −0.0556 | −0.1114 |
| | (0.1003) | (0.2041) | (0.5778) | (0.2917) | (0.1718) | (0.1189) |
| Exit-Score | −0.1587** | −0.2288** | −0.6532** | 0.2344 | −0.1194** | −0.2605*** |
| | (0.0633) | (0.1069) | (0.2838) | (0.2694) | (0.0558) | (0.0564) |
| Self-Efficacy | −0.5764*** | −0.8426*** | −0.4136 | −0.1253 | −0.6083*** | −0.9163*** |
| | (0.0596) | (0.0982) | (0.3429) | (0.1592) | (0.0583) | (0.0368) |
| Help-Homework | 0.0606 | 0.2531* | 0.6163 | −0.0865 | 0.1057* | 0.1969*** |
| | (0.0399) | (0.1332) | (0.4751) | (0.1339) | (0.0569) | (0.0642) |
| Talks about School | 0.0336 | −0.1551 | −0.9774* | 0.0327 | −0.2203*** | −0.0718 |
| | (0.0851) | (0.1608) | (0.5468) | (0.1810) | (0.0677) | (0.0639) |
| Constant | −0.7882 | −13.0053*** | −5.4659 | 16.5200*** | 2.9282 | −2.7380 |
| | (1.1673) | (4.2641) | (9.7639) | (6.3784) | (2.0122) | (2.8131) |
| Pred.HE=0 | 0.6578 | 0.0693 | 0.0044 | 0.9195 | 0.8554 | 0.2412 |
| Pred.HE=1 | 0.5467 | 0.0387 | 0.003 | 0.9067 | 0.8255 | 0.1938 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Log Likelihood | −1,061.1430 | −374.4894 | −38.2708 | −176.9350 | −874.7134 | −1,074.3580 |
| Akaike Inf. Crit. | 2,248.2860 | 848.9788 | 178.5416 | 471.8701 | 1,847.4270 | 2,250.7160 |

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household. Predicted probabilities are calculated at the mean.

Table G2: 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 | −0.7529*** | −0.4955*** | −0.8943*** | 1.3697 | −0.4714 | −0.4993*** |
| | (0.1536) | (0.1086) | (0.3106) | (1.4667) | (0.3318) | (0.1198) |
| Age | 0.2266 | 0.4070*** | −0.4164 | 1.2953 | 0.0012 | −0.0055 |
| | (0.1548) | (0.1001) | (0.3545) | (1.3146) | (0.2721) | (0.1400) |
| Female | −0.0448 | −0.2822** | −0.7487** | −0.8400 | 0.0635 | −0.3405*** |
| | (0.1137) | (0.1193) | (0.3445) | (1.1195) | (0.2437) | (0.0733) |
| Exit-Score | 0.1567*** | −0.1780*** | −0.2409 | 0.7024 | 0.0206 | −0.3386*** |
| | (0.0471) | (0.0458) | (0.2015) | (0.5343) | (0.1321) | (0.0597) |
| Self-Efficacy | −0.4789*** | −0.3741*** | −0.5694*** | 0.7775 | −0.4934*** | −0.5424*** |
| | (0.0662) | (0.0589) | (0.1649) | (0.6234) | (0.1534) | (0.0524) |
| Help-Homework | 0.0393 | 0.1802*** | −0.1641 | 0.8946** | 0.0483 | 0.1755*** |
| | (0.0771) | (0.0605) | (0.2408) | (0.4384) | (0.1273) | (0.0424) |
| Talks about School | −0.2380** | −0.3970*** | −0.8432*** | −0.7654 | −0.8842*** | −0.2088*** |
| | (0.1080) | (0.0605) | (0.2154) | (0.5727) | (0.1822) | (0.0579) |
| Constant | 14.3234*** | −6.6613*** | 2.8311 | 4.2634 | 4.8738 | 0.4585 |
| | (2.8064) | (1.4012) | (5.4555) | (18.8273) | (4.7017) | (2.0997) |
| Pred.HE=0 | 0.8799 | 0.2035 | 0.0305 | 0.9456 | 0.9685 | 0.5129 |
| Pred.HE=1 | 0.7876 | 0.1405 | 0.0149 | 0.9769 | 0.9518 | 0.4106 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Log Likelihood | −719.9614 | −916.0468 | −158.5505 | −23.6039 | −287.5930 | −1,494.5900 |
| Akaike Inf. Crit. | 1,565.9230 | 1,932.0940 | 419.1010 | 157.2078 | 673.1860 | 3,091.1800 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household. Predicted probabilities are calculated at the mean.

Table G3: Mismatched Expectations: Logit Specification

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.2902** | 0.4780* | −0.1043 | 0.0264 | −0.2829*** | 0.4861 |
| | (0.1291) | (0.2703) | (0.1030) | (0.4215) | (0.0965) | (0.4521) |
| Age | −0.0901 | 0.1215 | 0.2101* | 0.5711** | −0.0061 | 0.2900 |
| | (0.1080) | (0.2522) | (0.1105) | (0.2739) | (0.1165) | (0.3798) |
| Female | −0.0146 | −0.4932** | −0.0955 | −0.0852 | −0.3573*** | −0.3746* |
| | (0.0897) | (0.2065) | (0.0827) | (0.3275) | (0.0783) | (0.2153) |
| Exit-Score | 0.2205*** | −0.1915 | −0.0050 | −0.1499 | −0.1784*** | −0.0201 |
| | (0.0681) | (0.1252) | (0.0436) | (0.1599) | (0.0358) | (0.1181) |
| Self-Efficacy | 0.3282*** | −0.0467 | 0.1847*** | −0.4952*** | −0.0424 | −0.6073*** |
| | (0.0557) | (0.1320) | (0.0462) | (0.1469) | (0.0467) | (0.0943) |
| Help-Homework | 0.0019 | 0.1671 | −0.0033 | −0.0577 | 0.0496 | 0.0808 |
| | (0.0534) | (0.1176) | (0.0435) | (0.1202) | (0.0517) | (0.1701) |
| Talks about School | −0.1323* | 0.2879 | −0.1627*** | 0.4231 | −0.2317*** | 0.0581 |
| | (0.0722) | (0.1869) | (0.0524) | (0.2887) | (0.0548) | (0.1722) |
| Constant | −0.4972 | −20.4082*** | −3.4715** | −12.6128*** | 0.2143 | −8.5216 |
| | (1.6611) | (4.2908) | (1.6845) | (4.6569) | (1.7250) | (5.8626) |
| Pred.HE=0 | 0.2589 | 0.0373 | 0.2659 | 0.0266 | 0.3088 | 0.0165 |
| Pred.HE=1 | 0.3122 | 0.0574 | 0.2469 | 0.0272 | 0.255 | 0.0261 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Log Likelihood | −999.8062 | −303.9346 | −1,251.9600 | −243.9452 | −1,435.5910 | −255.4169 |
| Akaike Inf. Crit. | 2,125.6120 | 733.8693 | 2,603.9200 | 587.8903 | 2,973.1820 | 612.8337 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational institute compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational institute compared to their parent.

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

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

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household. Predicted probabilities are calculated at the mean.

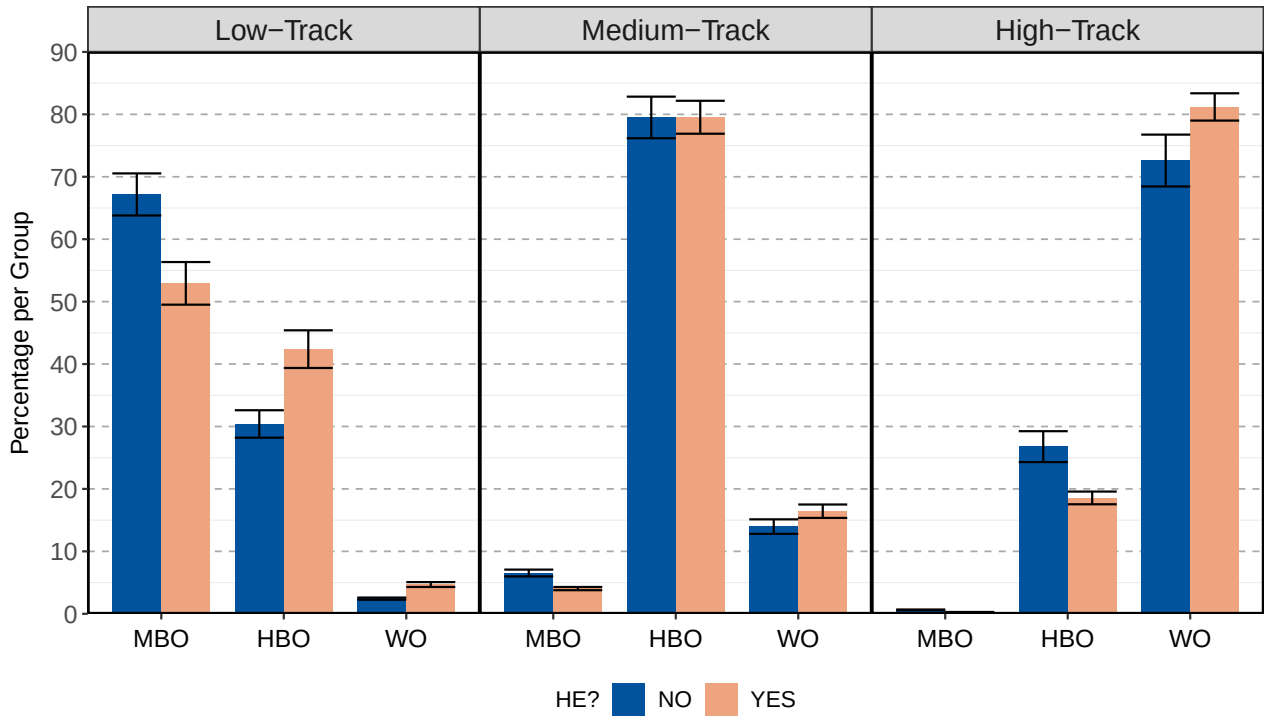
## G.2 Multinomial Logit

A similar concern to the aforementioned logit specification is that we impose structure on the models by restricting the variables. For instance, for the individual expectations we compare the expectation of completing HBO compared to higher-education, and within higher-education whether HBO is expected or WO. Although this structure matches the decision making process, it might bias the estimate by selecting the sample. Accordingly, to mitigate such concerns we also perform multinomial logistic regressions. For the educational attainment expectations of students and parents we take HBO as the reference category, such that the logic remains similar to before, with MBO indicating an expectation of not enrolling and completing higher-education, and WO indicating a trade-off between the higher-education options. For the analysis on alignment, the case of congruence in their educational expectations acts as the baseline.

These results, shown in Tables G5, G6 & G8, re-affirm our previous findings. Furthermore, it also suggests that higher-educated parents who have a child in the low-track are less likely to expect that their child will complete WO, and more likely to expect WO for their medium-track child. Although, these potential associations are only valid at the 10% significance level.[53]

### G.2.1 Students

Figure G1: Students Expectations




Note: This figure presents the share of students, by parental background and secondary-school track, that expects to complete one of the future education options. The numbers behind the figure are available in Appendix Table G4. The confidence intervals depict the 95% confidence interval.

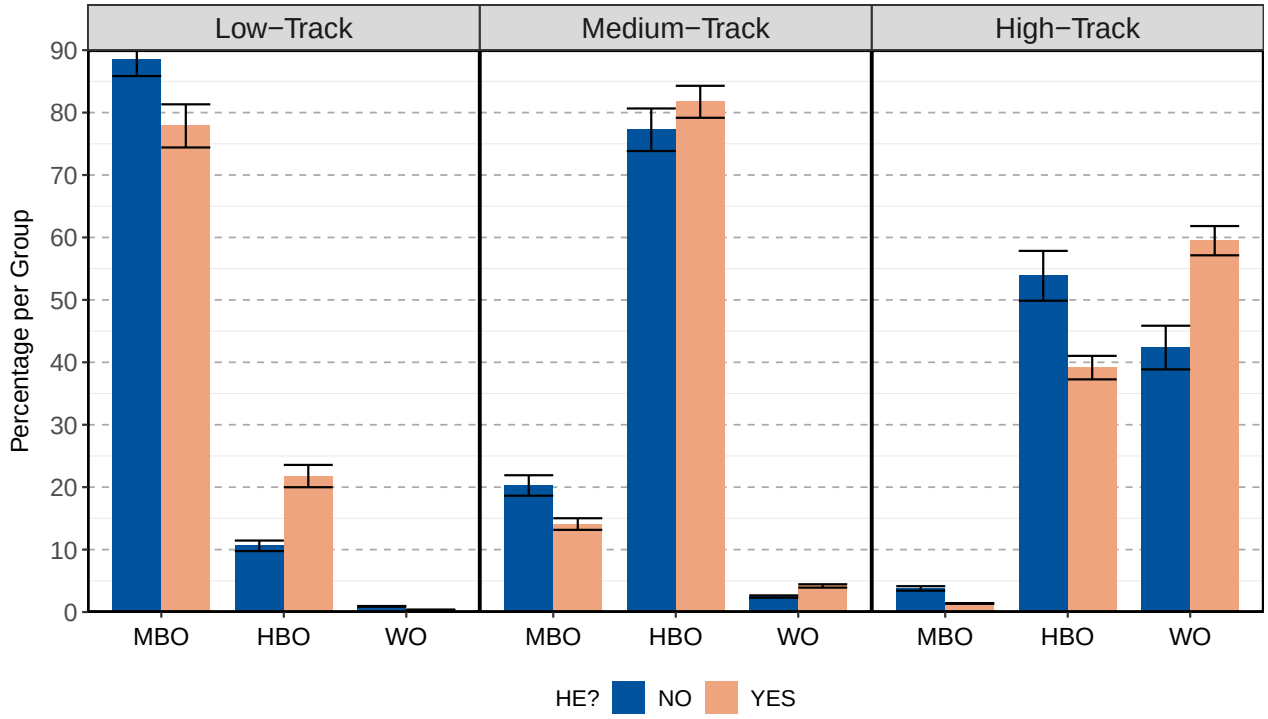
[53]Occurrence of these expectations is also relatively scarce, with 12 parents of low-track students expecting WO education and 71 medium-track parents.

Table G4: Students Expectations by Parental Education

| | | No-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| High-Track | WO | 461 | 635 | 72.598% | 1601 | 1972 | 81.187% | 0.008 |
| High-Track | HBO | 170 | 635 | 26.772% | 366 | 1972 | 18.56% | 0.000 |
| High-Track | MBO | 4 | 635 | 0.63% | 5 | 1972 | 0.254% | 0.000 |
| Medium-Track | WO | 124 | 888 | 13.964% | 232 | 1412 | 16.431% | 0.031 |
| Medium-Track | HBO | 706 | 888 | 79.505% | 1123 | 1412 | 79.533% | 0.993 |
| Medium-Track | MBO | 58 | 888 | 6.532% | 57 | 1412 | 4.037% | 0.000 |
| Low-Track | WO | 24 | 990 | 2.424% | 40 | 854 | 4.684% | 0.000 |
| Low-Track | HBO | 301 | 990 | 30.404% | 362 | 854 | 42.389% | 0.000 |
| Low-Track | MBO | 665 | 990 | 67.172% | 452 | 854 | 52.927% | 0.000 |

### G.2.2 Parents

Figure G2: Parents Expectations




This figure presents the share of parents, by their education level (higher education or not) and secondary-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 G7. The confidence intervals depict the 95% confidence interval.

Table G5: Student Expectations: Multinomial

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | MBO | WO | MBO | WO | MBO | WO |
| HE | −0.5283*** | 0.2697 | −0.6636*** | 0.2431* | −0.1927 | 0.3458*** |
| | (0.1181) | (0.3173) | (0.2254) | (0.1384) | (0.7756) | (0.1279) |
| Age | 0.1796* | −0.1770 | 0.6923*** | 0.0893 | 0.2581 | −0.0374 |
| | (0.1055) | (0.2665) | (0.2092) | (0.1274) | (0.8448) | (0.1372) |
| Female | −0.1596 | −0.3950 | −0.2389 | 0.0581 | −1.1210 | 0.1082 |
| | (0.1120) | (0.2904) | (0.2133) | (0.1271) | (0.7790) | (0.1116) |
| Exit-Score | −0.1790*** | −0.2363 | −0.2134** | 0.1278* | −0.4679 | 0.2603*** |
| | (0.0578) | (0.1476) | (0.1018) | (0.0661) | (0.3991) | (0.0546) |
| Self-Efficacy | −0.5635*** | 0.1490 | −0.7772*** | 0.6021*** | 0.1828 | 0.9152*** |
| | (0.0598) | (0.1461) | (0.0996) | (0.0695) | (0.3822) | (0.0622) |
| Help-Homework | 0.0691 | 0.0914 | 0.2392** | −0.1087* | 0.4755 | −0.1939*** |
| | (0.0539) | (0.1348) | (0.1031) | (0.0600) | (0.4063) | (0.0554) |
| Talks about School | 0.0306 | −0.0299 | −0.1284 | 0.2213*** | −0.9309** | 0.0690 |
| | (0.0649) | (0.1674) | (0.1316) | (0.0768) | (0.4539) | (0.0667) |
| Constant | −0.5203 | −10.6262*** | −12.9644*** | −2.9332 | −2.3455 | 2.8429 |
| | (1.7821) | (3.9745) | (3.3200) | (2.0112) | (12.9938) | (2.1498) |
| Pred.PFGS=0 | 0.6577 | 0.0263 | 0.0692 | 0.1356 | 0.0044 | 0.7557 |
| Pred.PFGS=1 | 0.5471 | 0.0434 | 0.0387 | 0.1672 | 0.003 | 0.8037 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | YES |
| Observations | 1844 | 1844 | 2300 | 2300 | 2607 | 2607 |

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.

Table G6: Parent Expectations: Multinomial

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | MBO | WO | MBO | WO | MBO | WO |
| HE | −0.8119*** | −1.3207* | −0.4822*** | 0.4746* | −0.6965** | 0.4949*** |
| | (0.1548) | (0.7822) | (0.1307) | (0.2851) | (0.3515) | (0.1087) |
| Age | 0.2426* | 0.1864 | 0.4066*** | −0.0337 | −0.4178 | 0.0096 |
| | (0.1352) | (0.6694) | (0.1259) | (0.2435) | (0.3756) | (0.1112) |
| Female | −0.0016 | 1.1975 | −0.2822** | −0.0806 | −0.5940* | 0.3411*** |
| | (0.1434) | (0.7929) | (0.1238) | (0.2451) | (0.3363) | (0.0913) |
| Exit-Score | 0.1431** | −0.2608 | −0.1788*** | −0.0039 | −0.0997 | 0.3396*** |
| | (0.0720) | (0.3152) | (0.0605) | (0.1242) | (0.1589) | (0.0471) |
| Self-Efficacy | −0.4894*** | −0.2490 | −0.3604*** | 0.4694*** | −0.3670** | 0.5403*** |
| | (0.0748) | (0.3456) | (0.0607) | (0.1300) | (0.1489) | (0.0499) |
| Help-Homework | 0.0270 | −0.4137 | 0.1787*** | −0.0568 | −0.2543 | −0.1757*** |
| | (0.0671) | (0.3036) | (0.0612) | (0.1076) | (0.1870) | (0.0447) |
| Talks about School | −0.2300*** | 0.3061 | −0.3732*** | 0.9019*** | −0.7468*** | 0.2102*** |
| | (0.0860) | (0.3977) | (0.0739) | (0.1803) | (0.1866) | (0.0538) |
| Constant | 12.3135*** | −19.1246* | −6.6192*** | −4.4978 | 3.3839 | −0.5411 |
| | (2.0692) | (9.7661) | (1.9915) | (3.8347) | (5.9926) | (1.7339) |
| Pred.PFGS=0 | 0.8806 | 0.0079 | 0.2036 | 0.0253 | 0.0308 | 0.4735 |
| Pred.PFGS=1 | 0.7879 | 0.0043 | 0.1405 | 0.0412 | 0.0149 | 0.5798 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | YES |
| Observations | 1844 | 1844 | 2300 | 2300 | 2607 | 2607 |

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 parent 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 G7: Parents Expectations by Parental Education

| | | No-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| High-Track | WO | 269 | 635 | 42.362% | 1173 | 1972 | 59.483% | 0.000 |
| High-Track | HBO | 342 | 635 | 53.858% | 772 | 1972 | 39.148% | 0.000 |
| High-Track | MBO | 24 | 635 | 3.78% | 27 | 1972 | 1.369% | 0.000 |
| Medium-Track | WO | 22 | 888 | 2.477% | 59 | 1412 | 4.178% | 0.000 |
| Medium-Track | HBO | 686 | 888 | 77.252% | 1154 | 1412 | 81.728% | 0.142 |
| Medium-Track | MBO | 180 | 888 | 20.27% | 199 | 1412 | 14.093% | 0.000 |
| Low-Track | WO | 9 | 990 | 0.909% | 3 | 854 | 0.351% | 0.000 |
| Low-Track | HBO | 105 | 990 | 10.606% | 186 | 854 | 21.78% | 0.000 |
| Low-Track | MBO | 876 | 990 | 88.485% | 665 | 854 | 77.869% | 0.001 |

### G.2.3 Mismatch

Table G8: Mismatch in Expectations: Multinomial

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par |
| HE | 0.5583** | 0.3217*** | 0.0015 | −0.1048 | 0.3960 | −0.2711** |
| | (0.2559) | (0.1215) | (0.2982) | (0.1088) | (0.3615) | (0.1096) |
| Age | 0.1043 | −0.0829 | 0.6278** | 0.2377** | 0.2873 | 0.0054 |
| | (0.2215) | (0.1076) | (0.2573) | (0.1047) | (0.3114) | (0.1153) |
| Female | −0.5000** | −0.0445 | −0.1072 | −0.0976 | −0.4810* | −0.3770*** |
| | (0.2472) | (0.1149) | (0.2793) | (0.1022) | (0.2720) | (0.0940) |
| Exit-Score | −0.1325 | 0.2111*** | −0.1524 | −0.0094 | −0.0721 | −0.1799*** |
| | (0.1206) | (0.0597) | (0.1395) | (0.0518) | (0.1360) | (0.0471) |
| Self-Efficacy | 0.0421 | 0.3312*** | −0.4542*** | 0.1679*** | −0.6276*** | −0.0668 |
| | (0.1213) | (0.0584) | (0.1258) | (0.0519) | (0.1281) | (0.0485) |
| Help-Homework | −1.3433*** | 0.1117 | −0.0944 | −0.0111 | −0.8327** | 0.3383** |
| | (0.3319) | (0.1777) | (0.4581) | (0.1602) | (0.3756) | (0.1524) |
| Talks about School | −0.4937 | −0.0111 | 0.3227 | 0.1081 | −0.4156 | 0.2339 |
| | (0.3040) | (0.1846) | (0.4674) | (0.1677) | (0.3924) | (0.1640) |
| Constant | 0.1710 | 0.0131 | −0.0608 | −0.0061 | 0.0943 | 0.0536 |
| | (0.1118) | (0.0556) | (0.1260) | (0.0495) | (0.1340) | (0.0467) |
| talk_school | 0.2553 | −0.1194* | 0.3848** | −0.1506** | −0.0089 | −0.2317*** |
| | (0.1561) | (0.0663) | (0.1838) | (0.0605) | (0.1669) | (0.0546) |
| Constant | −11.9394*** | −0.5725 | −12.9441*** | −3.8404** | −7.7931 | 0.0974 |
| | (3.4084) | (1.8138) | (4.0599) | (1.6549) | (4.8960) | (1.7990) |
| Pred.PFGS=0 | 0.0374 | 0.259 | 0.0266 | 0.2659 | 0.0166 | 0.3088 |
| Pred.PFGS=1 | 0.0573 | 0.312 | 0.0272 | 0.2468 | 0.0261 | 0.2549 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | YES |
| Observations | 1844 | 1844 | 2300 | 2300 | 2607 | 2607 |

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 equations, with the base category being equal to students and parents expecting the same level of further education. 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.

## G.3 Dependent Variable

Akin to the multinomial logistic model, there is another approach we can take to highlight some of the underlying assumption made in the analysis. Specifically, in the (mis-)match analyses we compared, for instance, students who expect to complete a more selective education level to students who expect an identical or a less selective education level than the parent. In this approach, we were able to interpret the size of the coefficient as a change in the total share of observations belonging to that category (i.e. Stud >Par or Stud <Par). Nonetheless, this might over, or under, state the (potential) association between parental education and the occurrence of (mis-)matches. For instance, if parental education both reduces the share of observations belonging to 'Stud >Par' and increases it of 'Stud <Par'. Therefore, in another robustness check, shown in Table G9, we remove the alternative mismatch outcome in the creation of the (mis-)match variable. Accordingly, to re-use the previous example, now we will compare students who expect to complete a more selective education to students who expect the same education level as their parent. Results indicate that the previously obtained results remain valid. Besides, it indicates that the results in the low-track, where higher-educated parents were associated with more instances of both forms of mismatch, are potentially under-estimated.

Table G9: Mismatched Expectations: Outcome Change

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0629** | 0.0314** | −0.0184 | −0.0009 | −0.0563*** | 0.0131 |
| | (0.0257) | (0.0158) | (0.0194) | (0.0130) | (0.0205) | (0.0126) |
| Age | −0.0155 | 0.0071 | 0.0439** | 0.0281** | −0.0020 | 0.0090 |
| | (0.0199) | (0.0158) | (0.0213) | (0.0126) | (0.0209) | (0.0115) |
| Female | −0.0068 | −0.0297** | −0.0176 | −0.0030 | −0.0708*** | −0.0150** |
| | (0.0170) | (0.0118) | (0.0162) | (0.0109) | (0.0159) | (0.0068) |
| Exit-Score | 0.0404*** | −0.0100 | −0.0020 | −0.0043 | −0.0352*** | −0.0011 |
| | (0.0136) | (0.0075) | (0.0078) | (0.0053) | (0.0072) | (0.0039) |
| Self-Efficacy | 0.0623*** | 0.0046 | 0.0318*** | −0.0169** | −0.0120 | −0.0201*** |
| | (0.0108) | (0.0078) | (0.0087) | (0.0070) | (0.0091) | (0.0048) |
| Help-Homework | 0.0034 | 0.0099 | −0.0021 | −0.0031 | 0.0096 | 0.0029 |
| | (0.0098) | (0.0073) | (0.0083) | (0.0044) | (0.0099) | (0.0055) |
| Talks about School | −0.0235* | 0.0112 | −0.0281*** | 0.0114 | −0.0441*** | 0.0001 |
| | (0.0137) | (0.0087) | (0.0100) | (0.0075) | (0.0104) | (0.0053) |
| Constant | 0.3825 | −0.0823 | −0.2459 | −0.3746* | 0.5373* | −0.0910 |
| | (0.3038) | (0.2478) | (0.3207) | (0.2040) | (0.3093) | (0.1797) |
| Pred.HE=0 | 0.2693 | 0.0513 | 0.2727 | 0.0367 | 0.3178 | 0.0218 |
| Pred.HE=1 | 0.3322 | 0.0828 | 0.2543 | 0.0358 | 0.2616 | 0.0349 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,758 | 1,320 | 2,238 | 1,715 | 2,546 | 1,906 |
| Adjusted $R^2$ | 0.0647 | 0.0137 | 0.0217 | 0.0174 | 0.0451 | 0.0086 |

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

Outcome variable: "Stud <Par": Dummy indicating that the student expects to complete a less selective education level than the parent, compared to all students who hold identical expectation to their parents; "Stud >Par": Dummy indicating that the student expects to complete a more selective education level than the parent, compared to all students who hold 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

## G.4 Year

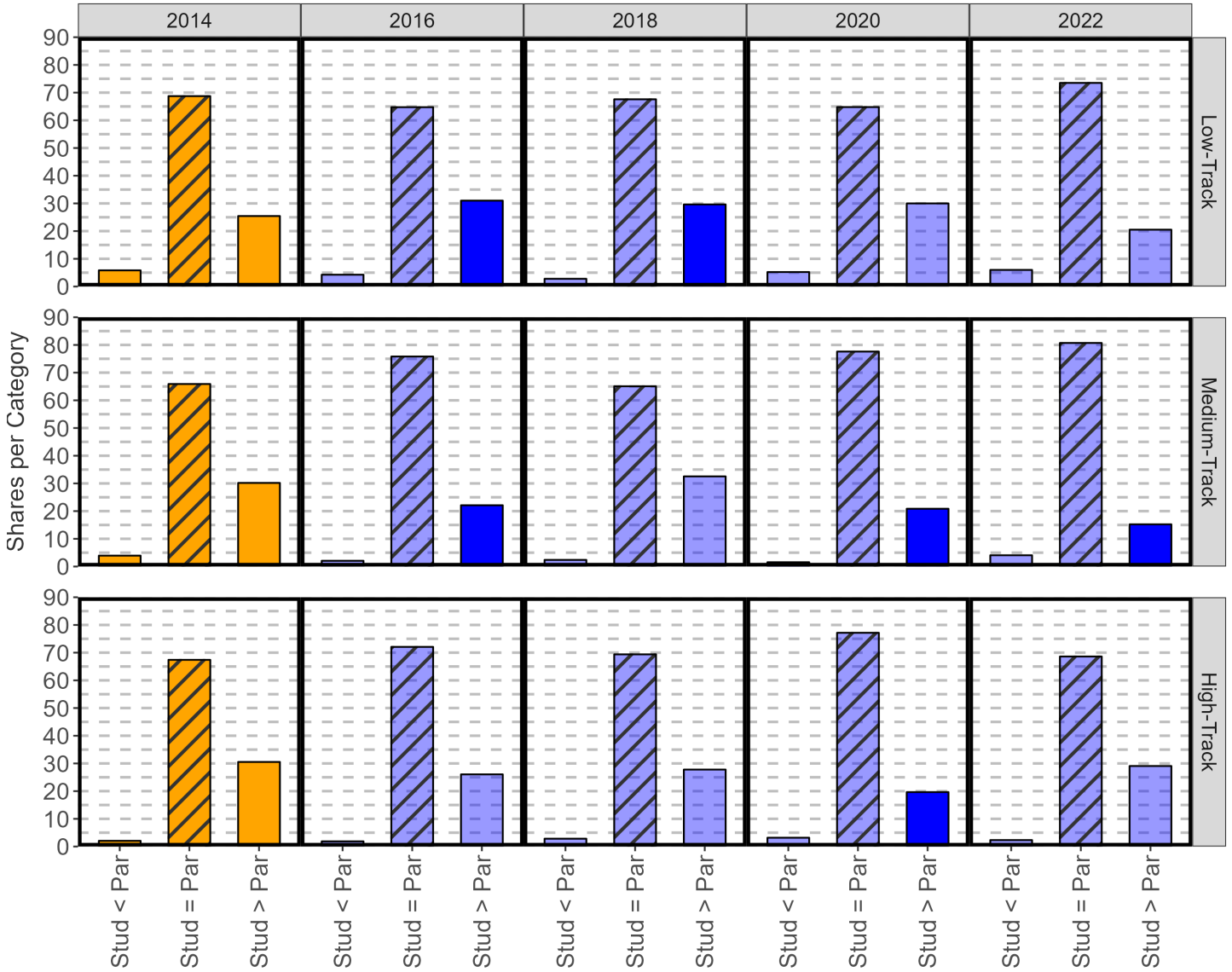
One advantage of our data is the availability of data across a variety of years, from 2014 to 2022 to be specific. Accordingly, expectation across the years might differ for a variety of reasons. For instance, economic fluctuations and the associated labor market conditions can change the economic benefits in favor of a different form of tertiary education. Similarly, social norms vary over time, with a lot of students moving up to the medium-track after their low-track, just to satisfy the stigma otherwise faced by family.

Therefore, we investigate the variability in educational expectations and the alignment of the expectations between students and parents in another robustness check, although we did already control for them in our baseline analysis. Students expectations, shown in Table F4 suggests that medium and high-track students were less inclined to expect HBO over WO in 2014 relative to the other years in our data. On the contrary, the probability to expect HBO increases in 2020 (the COVID-19 pandemic). For the parental attainment expectations, presented in Table F5, such variation is not present, although parents of high-track students in 2022 became more inclined to expect HBO over WO.

Similarly, Table F6 documents these coefficients for the alignment analysis, whereas Figure G3 provides a graphical perspective hereof. Our findings indicate that in the medium and high-track the rate at which students expect to complete a more selective education level than their parents decreased after the COVID-19 pandemic. This finding might be attributable to the increase in the share of these students expecting HBO over WO.[54] Nonetheless, this relationship seems to diminish for high-track students in 2022, potentially due to their parents also expecting HBO more often.

[54] Accordingly, the expectations of students became aligned with parents, who expect, their child, to complete HBO at a higher rate than students, as discussed in appendix section D.

Figure G3: Mismatch by School-Track & Cohort




Note: This figure represents descriptive statistics on the prevalence of (mis-)match in the educational attainment expectation between students and parents on a per school-track and year basis. The yellow bars indicate the base-year for the regression analysis, which were presented in Tables F6. The stripped bars indicate the baseline category for this analysis, indicating that no tests were performed on this outcome category. Dark colored bars reflect the significant associations from the aforementioned table.

## G.5 9th Grade Test

Besides, we hypothesize that more recent, although low-stakes, ability tests might provide a different perspective on the educational expectations of student and parents, as well as their alignment. Therefore, in the next analysis we replace the $6^{th}$ grade high-stakes exit-test score with recent low-stakes $9^{th}$ grade mathematics and language test scores.

An overview hereof is presented in regression Tables G10-G12. However, this information is not available for all students. Accordingly, their introduction is accompanied with a reduction in the sample size for the original analysis. Therefore, Tables G13-G15 indicates what happens to the original coefficients, including the high-stake $6^{th}$ grade exit-test, under this sample restriction. Our results indicate that students' expectations are more sensitive to their performance in the mathematics test. Specifically, we find that higher performance on this test is associated with an increase in the share of low-track students expecting to complete HBO; and a reduction in the share of medium & high-track students expecting to complete HBO, expecting WO instead. The share of parents expecting their low-track child to complete MBO reduces when their child has demonstrated a high performance on the mathematics test; so does the share of parents expecting HBO for their high-track child. Besides, a high-performance on the language test is also associated with a reduction of parents from high-track students expecting their child to complete HBO.

Table G10: 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 | −0.1268*** | −0.0298* | −0.0099 | −0.0321 | −0.0405 | −0.0406 |
| | (0.0464) | (0.0165) | (0.0067) | (0.0537) | (0.0291) | (0.0334) |
| Age | 0.0439 | 0.0122 | 0.0077 | 0.0215 | −0.0071 | −0.0268 |
| | (0.0293) | (0.0193) | (0.0069) | (0.0453) | (0.0211) | (0.0302) |
| Female | −0.0760* | 0.0003 | −0.0049 | 0.0667** | 0.0052 | −0.0302 |
| | (0.0457) | (0.0141) | (0.0034) | (0.0335) | (0.0344) | (0.0217) |
| Mathscore | −0.0608 | 0.0003 | −0.0012 | 0.0502** | −0.0517** | −0.0624*** |
| | (0.0373) | (0.0120) | (0.0028) | (0.0239) | (0.0219) | (0.0191) |
| Language | 0.0332 | −0.0062 | 0.0009 | −0.0030 | 0.0178 | −0.0182 |
| | (0.0457) | (0.0167) | (0.0006) | (0.0271) | (0.0261) | (0.0151) |
| Self-Efficacy | −0.1013*** | −0.0290*** | 0.0008 | −0.0131 | −0.0722*** | −0.1164*** |
| | (0.0179) | (0.0067) | (0.0007) | (0.0220) | (0.0102) | (0.0143) |
| Help-Homework | 0.0150 | −0.0011 | −0.00004 | 0.0043 | −0.0120 | −0.0008 |
| | (0.0188) | (0.0074) | (0.0010) | (0.0159) | (0.0125) | (0.0110) |
| Talks about School | −0.0111 | −0.0009 | −0.0037 | 0.0304 | 0.0091 | 0.0152 |
| | (0.0302) | (0.0092) | (0.0028) | (0.0310) | (0.0169) | (0.0161) |
| Constant | 0.2376 | −0.0396 | −0.0920 | 0.5541 | 1.0407*** | 0.5237 |
| | (0.5003) | (0.3101) | (0.0844) | (0.7555) | (0.3481) | (0.4568) |
| Pred.HE=0 | 0.638 | 0.0531 | 0.01 | 0.9362 | 0.8799 | 0.2115 |
| Pred.HE=1 | 0.5112 | 0.0233 | 0.0001 | 0.9041 | 0.8394 | 0.1709 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 754 | 817 | 249 | 728 | 815 |
| Adjusted $R^2$ | 0.1086 | 0.0453 | −0.0087 | 0.1027 | 0.0503 | 0.1474 |

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G11: 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 | −0.1223*** | −0.0520** | −0.0213 | 0.0332 | −0.0048 | −0.0679*** |
| | (0.0360) | (0.0237) | (0.0138) | (0.0421) | (0.0154) | (0.0263) |
| Age | 0.0062 | 0.0687** | −0.0173 | 0.0450 | 0.0007 | −0.0588* |
| | (0.0262) | (0.0324) | (0.0131) | (0.0570) | (0.0177) | (0.0355) |
| Female | 0.0004 | 0.0250 | −0.0278*** | 0.0024 | −0.0015 | −0.0897*** |
| | (0.0260) | (0.0302) | (0.0102) | (0.0122) | (0.0135) | (0.0337) |
| Mathscore | −0.0513** | 0.0005 | 0.0079 | 0.0118 | −0.0174 | −0.0501* |
| | (0.0258) | (0.0222) | (0.0099) | (0.0172) | (0.0106) | (0.0268) |
| Language | −0.0025 | −0.0303 | −0.0018 | 0.0075 | −0.0009 | −0.0558** |
| | (0.0245) | (0.0186) | (0.0069) | (0.0131) | (0.0066) | (0.0228) |
| Self-Efficacy | −0.0347** | −0.0577*** | −0.0185*** | −0.0258 | −0.0166** | −0.1044*** |
| | (0.0154) | (0.0165) | (0.0059) | (0.0311) | (0.0080) | (0.0182) |
| Help-Homework | −0.0067 | 0.0274 | −0.0041 | −0.0126 | −0.0035 | 0.0358*** |
| | (0.0201) | (0.0185) | (0.0060) | (0.0154) | (0.0088) | (0.0131) |
| Talks about School | −0.0136 | −0.0688*** | −0.0171** | −0.0030 | −0.0115 | −0.0527** |
| | (0.0165) | (0.0206) | (0.0082) | (0.0099) | (0.0104) | (0.0236) |
| Constant | 0.7812* | −0.7448 | 0.3465* | 0.3218 | 0.9731*** | 1.5491*** |
| | (0.4151) | (0.4895) | (0.2074) | (0.8772) | (0.3030) | (0.5196) |
| Pred.HE=0 | 0.8999 | 0.2049 | 0.0383 | 0.9689 | 0.9758 | 0.4741 |
| Pred.HE=1 | 0.7775 | 0.1529 | 0.017 | 1.0021 | 0.9711 | 0.4062 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 754 | 817 | 92 | 624 | 799 |
| Adjusted $R^2$ | 0.0447 | 0.0807 | 0.0625 | 0.2206 | 0.0199 | 0.1446 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G12: Mismatch: Mathscore & Language

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0195 | −0.0033 | −0.0161 | −0.0122* | −0.0535 | −0.0203 |
| | (0.0390) | (0.0170) | (0.0275) | (0.0070) | (0.0387) | (0.0169) |
| Age | −0.0407 | 0.0006 | 0.0684* | 0.0005 | −0.0488 | 0.0200** |
| | (0.0354) | (0.0153) | (0.0387) | (0.0141) | (0.0358) | (0.0097) |
| Female | 0.0615 | −0.0116 | 0.0191 | 0.0065 | −0.0995*** | −0.0164* |
| | (0.0462) | (0.0204) | (0.0414) | (0.0092) | (0.0289) | (0.0099) |
| Mathscore | 0.0219 | 0.0204 | 0.0258 | −0.0050 | 0.0115 | −0.0116** |
| | (0.0300) | (0.0149) | (0.0215) | (0.0074) | (0.0368) | (0.0059) |
| Language | −0.0412 | −0.0052 | −0.0345 | 0.0030 | −0.0311 | 0.0074 |
| | (0.0423) | (0.0083) | (0.0268) | (0.0118) | (0.0242) | (0.0046) |
| Self-Efficacy | 0.0631*** | −0.0122 | 0.0165 | −0.0038 | −0.0224* | −0.0094* |
| | (0.0192) | (0.0103) | (0.0158) | (0.0051) | (0.0124) | (0.0054) |
| Help-Homework | −0.0107 | 0.0167** | 0.0308* | −0.0062 | 0.0276 | −0.0023 |
| | (0.0198) | (0.0083) | (0.0163) | (0.0050) | (0.0168) | (0.0048) |
| Talks about School | −0.0079 | −0.0019 | −0.0704*** | 0.0106 | −0.0648*** | 0.0106** |
| | (0.0240) | (0.0119) | (0.0187) | (0.0076) | (0.0194) | (0.0051) |
| Constant | 0.6606 | −0.0069 | −0.7685 | 0.0645 | 1.3127** | −0.3122** |
| | (0.6105) | (0.2306) | (0.6042) | (0.2382) | (0.5510) | (0.1461) |
| Pred.HE=0 | 0.3056 | 0.0385 | 0.274 | 0.0235 | 0.3237 | 0.0327 |
| Pred.HE=1 | 0.3251 | 0.0351 | 0.2579 | 0.0113 | 0.2702 | 0.0124 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 595 | 754 | 754 | 817 | 817 |
| Adjusted $R^2$ | 0.0443 | 0.0121 | 0.0411 | 0.0262 | 0.0361 | −0.0017 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G13: 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 | −0.1296*** | −0.0310* | −0.0099 | −0.0345 | −0.0385 | −0.0421 |
| | (0.0463) | (0.0163) | (0.0067) | (0.0528) | (0.0298) | (0.0337) |
| Age | 0.0383 | 0.0120 | 0.0073 | 0.0122 | −0.0097 | −0.0292 |
| | (0.0259) | (0.0193) | (0.0072) | (0.0453) | (0.0213) | (0.0321) |
| Female | −0.0841* | −0.0048 | −0.0046 | 0.0550* | 0.0088 | −0.0360 |
| | (0.0445) | (0.0139) | (0.0032) | (0.0297) | (0.0311) | (0.0223) |
| Exit-Score | −0.0512** | −0.0154** | −0.0011 | −0.0162 | −0.0004 | −0.0171 |
| | (0.0252) | (0.0077) | (0.0027) | (0.0274) | (0.0091) | (0.0121) |
| Self-Efficacy | −0.1004*** | −0.0288*** | 0.0008 | −0.0086 | −0.0764*** | −0.1237*** |
| | (0.0165) | (0.0068) | (0.0007) | (0.0209) | (0.0100) | (0.0140) |
| Help-Homework | 0.0142 | −0.0038 | −0.0003 | 0.0054 | −0.0088 | −0.0002 |
| | (0.0186) | (0.0071) | (0.0014) | (0.0165) | (0.0118) | (0.0112) |
| Talks about School | −0.0147 | −0.0011 | −0.0037 | 0.0305 | 0.0099 | 0.0120 |
| | (0.0276) | (0.0091) | (0.0028) | (0.0320) | (0.0174) | (0.0170) |
| Constant | 0.3531 | −0.0212 | −0.0849 | 0.6701 | 1.0639*** | 0.5009 |
| | (0.4425) | (0.3107) | (0.0897) | (0.7425) | (0.3555) | (0.4910) |
| Pred.HE=0 | 0.6392 | 0.0538 | 0.0101 | 0.9374 | 0.8786 | 0.2127 |
| Pred.HE=1 | 0.5096 | 0.0229 | 0.0001 | 0.9029 | 0.8401 | 0.1705 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 754 | 817 | 249 | 728 | 815 |
| Adjusted $R^2$ | 0.1128 | 0.0534 | −0.0073 | 0.0932 | 0.0433 | 0.1380 |

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G14: 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 | −0.1198*** | −0.0520** | −0.0211 | 0.0330 | −0.0037 | −0.0697*** |
| | (0.0358) | (0.0240) | (0.0135) | (0.0420) | (0.0148) | (0.0248) |
| Age | 0.0137 | 0.0670** | −0.0156 | 0.0463 | −0.0010 | −0.0665* |
| | (0.0259) | (0.0335) | (0.0131) | (0.0575) | (0.0173) | (0.0352) |
| Female | −0.0022 | 0.0115 | −0.0284*** | 0.0049 | −0.0009 | −0.1037*** |
| | (0.0253) | (0.0278) | (0.0103) | (0.0126) | (0.0138) | (0.0330) |
| Exit-Score | 0.0054 | −0.0199 | 0.0047 | 0.0081 | 0.0048 | −0.0423* |
| | (0.0157) | (0.0124) | (0.0043) | (0.0118) | (0.0048) | (0.0255) |
| Self-Efficacy | −0.0422*** | −0.0592*** | −0.0183*** | −0.0223 | −0.0187** | −0.1109*** |
| | (0.0148) | (0.0164) | (0.0063) | (0.0272) | (0.0081) | (0.0188) |
| Help-Homework | −0.0061 | 0.0244 | −0.0032 | −0.0088 | −0.0012 | 0.0364*** |
| | (0.0204) | (0.0189) | (0.0056) | (0.0115) | (0.0088) | (0.0139) |
| Talks about School | −0.0144 | −0.0691*** | −0.0167** | −0.0077 | −0.0115 | −0.0561** |
| | (0.0159) | (0.0206) | (0.0080) | (0.0122) | (0.0104) | (0.0238) |
| Constant | 0.6804 | −0.6944 | 0.3239 | 0.3090 | 0.9928*** | 1.5971*** |
| | (0.4199) | (0.5056) | (0.2025) | (0.8719) | (0.2987) | (0.5178) |
| Pred.HE=0 | 0.8987 | 0.2049 | 0.0382 | 0.969 | 0.9751 | 0.4755 |
| Pred.HE=1 | 0.7789 | 0.1529 | 0.0171 | 1.0021 | 0.9714 | 0.4058 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 754 | 817 | 92 | 624 | 799 |
| Adjusted $R^2$ | 0.0366 | 0.0820 | 0.0637 | 0.2272 | 0.0168 | 0.1402 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G15: Mismatch: Sample Mathscore & Language

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0249 | −0.0038 | −0.0149 | −0.0125* | −0.0541 | −0.0205 |
| | (0.0402) | (0.0170) | (0.0272) | (0.0068) | (0.0381) | (0.0171) |
| Age | −0.0288 | −0.0013 | 0.0676* | 0.0005 | −0.0530 | 0.0189** |
| | (0.0319) | (0.0162) | (0.0399) | (0.0139) | (0.0359) | (0.0091) |
| Female | 0.0644 | −0.0129 | 0.0085 | 0.0066 | −0.1070*** | −0.0146 |
| | (0.0454) | (0.0215) | (0.0378) | (0.0089) | (0.0264) | (0.0096) |
| Exit-Score | 0.0512** | −0.0035 | −0.0029 | −0.0032 | −0.0188 | −0.0020 |
| | (0.0246) | (0.0120) | (0.0136) | (0.0052) | (0.0208) | (0.0042) |
| Self-Efficacy | 0.0560*** | −0.0100 | 0.0165 | −0.0039 | −0.0228* | −0.0096* |
| | (0.0176) | (0.0106) | (0.0153) | (0.0048) | (0.0130) | (0.0055) |
| Help-Homework | −0.0096 | 0.0164** | 0.0292* | −0.0065 | 0.0278* | −0.0033 |
| | (0.0195) | (0.0082) | (0.0172) | (0.0046) | (0.0168) | (0.0056) |
| Talks about School | −0.0048 | −0.0015 | −0.0711*** | 0.0107 | −0.0650*** | 0.0101** |
| | (0.0217) | (0.0120) | (0.0190) | (0.0077) | (0.0195) | (0.0050) |
| Constant | 0.4622 | 0.0199 | −0.7409 | 0.0664 | 1.3672** | −0.2975** |
| | (0.5610) | (0.2408) | (0.6241) | (0.2372) | (0.5475) | (0.1361) |
| Pred.HE=0 | 0.3032 | 0.0386 | 0.2732 | 0.0237 | 0.3242 | 0.0328 |
| Pred.HE=1 | 0.3281 | 0.0349 | 0.2583 | 0.0112 | 0.27 | 0.0123 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 595 | 595 | 754 | 754 | 817 | 817 |
| Adjusted $R^2$ | 0.0520 | 0.0096 | 0.0399 | 0.0276 | 0.0368 | −0.0036 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

## G.6 Sibling:

An often mentioned argument for why students do not enroll in higher-education lies in the difficulty in navigating the (bureaucratic) hurdles to apply. In spirit of these type of arguments, we also trial whether the existence of an older sibling might mitigate these concerns. Specifically, an older sibling might figure as a role-model for current students or could indicate that parents have more knowledge and experience with regard to the possible educational transitions and required steps. Akin to before, we only have this information for a subset of the data, herein for the years of 2014 & 2016. Accordingly, the results are shown in Tables G16-G18, with Tables G19-G21 presenting what would have happened in the original regression with this data. In general, there are no significant findings at the 5% level, partly as the sample size is reduced too severely as illustrated by the original regressions. At the 10% significance level, results indicate that having an older-sibling reduces the chance that parents expect MBO for their medium-track child.

Table G16: 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 | −0.0380*** | 0.0044 | −0.0044* | −0.0088 | −0.0113 | −0.0289** |
| | (0.0134) | (0.0067) | (0.0023) | (0.0159) | (0.0100) | (0.0123) |
| Self-Efficacy | −0.1216*** | −0.0416*** | 0.0008 | −0.0137 | −0.0657*** | −0.1134*** |
| | (0.0144) | (0.0060) | (0.0008) | (0.0137) | (0.0116) | (0.0149) |
| 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 | −0.0743 | −0.4625*** | 0.0634 | 0.4050 | 1.5231*** | 0.2913 |
| | (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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G17: 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** | 0.0048 | 0.0238 | 0.0028 | −0.0658*** |
| | (0.0113) | (0.0079) | (0.0047) | (0.0201) | (0.0074) | (0.0193) |
| Self-Efficacy | −0.0606*** | −0.0526*** | −0.0097** | 0.0222 | −0.0101 | −0.1244*** |
| | (0.0114) | (0.0125) | (0.0043) | (0.0194) | (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 | −0.1871 | 0.0875 | 1.3368* | 1.0288*** | 0.2459 |
| | (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 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G18: 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 | 0.0631*** | −0.0127* | −0.0043 | 0.0035 | −0.0255 | −0.0016 |
| | (0.0152) | (0.0069) | (0.0121) | (0.0048) | (0.0166) | (0.0049) |
| Self-Efficacy | 0.0663*** | −0.0042 | 0.0210 | −0.0202** | −0.0338** | −0.0128** |
| | (0.0142) | (0.0060) | (0.0142) | (0.0079) | (0.0136) | (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 | 0.7323** | 0.0862 | −0.4620 | −0.3314* | 0.0051 | 0.0250 |
| | (0.3722) | (0.2389) | (0.4471) | (0.1994) | (0.4943) | (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: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G19: 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 | −0.0362*** | 0.0044 | −0.0043* | −0.0073 | −0.0114 | −0.0297** |
| | (0.0138) | (0.0067) | (0.0023) | (0.0154) | (0.0099) | (0.0122) |
| Self-Efficacy | −0.1218*** | −0.0415*** | 0.0008 | −0.0141 | −0.0660*** | −0.1127*** |
| | (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 | −0.0686 | −0.4448** | 0.0615 | 0.4779 | 1.5062*** | 0.2604 |
| | (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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G20: 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** | 0.0045 | 0.0233 | 0.0029 | −0.0667*** |
| | (0.0113) | (0.0080) | (0.0048) | (0.0204) | (0.0074) | (0.0193) |
| Self-Efficacy | −0.0606*** | −0.0530*** | −0.0095** | 0.0222 | −0.0099 | −0.1237*** |
| | (0.0114) | (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 | −0.2369 | 0.0791 | 1.2750** | 1.0571*** | 0.2497 |
| | (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 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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table G21: 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 | 0.0623*** | −0.0119* | −0.0034 | 0.0035 | −0.0260 | −0.0014 |
| | (0.0152) | (0.0067) | (0.0121) | (0.0048) | (0.0166) | (0.0049) |
| Self-Efficacy | 0.0664*** | −0.0043 | 0.0208 | −0.0202** | −0.0335** | −0.0129*** |
| | (0.0143) | (0.0062) | (0.0141) | (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 | 0.7250** | 0.0946 | −0.4875 | −0.3305* | 0.0325 | 0.0280 |
| | (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: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

## G.7 Oster

lastly, all and any analysis are vulnerable to omitted variable bias. To assess the potential influence of this phenomenon, we implement the approach introduced by Oster (2019). This method compares the movement in the coefficient of interest to changes in the R-squared in response to the addition of additional control variable to the model. Consequently, it can extrapolate what would happen to our coefficient of interest if more control variables were available, denoted with $\beta^*$. Another approach is to argue how significant the association between the unobserved variables and the outcomes relative to the observed variables to invalidate the results, indicated with $\delta^*$.

Most of the results for students, as shown in Table G22, are robust at 1.3 and 2 times the original R-squared. The finding that high-track students with higher-educated parents are less likely to expect to complete HBO is barely not statistically significant at 2 times the original, with the delta of 0.976 below the criteria of one. The results for parental expectations, shown in Table G23, and of the alignment analysis, highlighted in Table G24, are robust at an R-squared max of 1.3 and 2 times of the original. Therefore, these findings indicate that we can reject the possibility of omitted variable bias invalidating our results.

Table G22: 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 | -0.031 | -0.001 | -0.009 | -0.032 | -0.035 |
| Inter | 1.300 | (-0.139,-0.063) | (-0.048,-0.015) | (-0.006,0.004) | (-0.048,0.031) | (-0.06,-0.004) | (-0.065,-0.005) |
| delta* | 1.300 | 4.907 | -264.872 | 2.369 | 2.495 | -26.639 | 3.159 |
| beta* | 2.000 | -0.062 | -0.037 | 0.001 | 0.006 | -0.04 | 0.001 |
| Inter | 2.000 | (-0.1,-0.024) | (-0.053,-0.021) | (-0.004,0.006) | (-0.034,0.045) | (-0.068,-0.011) | (-0.029,0.031) |
| delta* | 2.000 | 1.684 | -87.542 | 0.727 | 0.756 | -8.264 | 0.976 |
| beta* | 3.000 | 0.032 | -0.048 | 0.005 | 0.038 | -0.056 | 0.072 |
| Inter | 3.000 | (-0.006,0.071) | (-0.064,-0.031) | (0,0.009) | (-0.001,0.077) | (-0.084,-0.027) | (0.042,0.102) |
| delta* | 3.000 | 0.869 | -44.746 | 0.365 | 0.379 | -4.163 | 0.491 |

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 F1, 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 secondary-school track separation.

Table G23: 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 | -0.064 | -0.014 | 0.032 | -0.014 | -0.081 |
| Inter | 1.300 | (-0.113,-0.053) | (-0.091,-0.037) | (-0.024,-0.003) | (-0.013,0.078) | (-0.031,0.003) | (-0.118,-0.044) |
| delta* | 1.300 | 5.027 | 17.878 | 4.239 | 3.319 | 8.322 | 3.518 |
| beta* | 2.000 | -0.06 | -0.066 | -0.005 | 0.005 | -0.012 | -0.016 |
| Inter | 2.000 | (-0.09,-0.03) | (-0.093,-0.039) | (-0.016,0.006) | (-0.041,0.05) | (-0.028,0.005) | (-0.053,0.021) |
| delta* | 2.000 | 1.88 | 6.087 | 1.361 | 1.095 | 2.638 | 1.148 |
| beta* | 3.000 | 0.001 | -0.07 | 0.011 | -0.056 | -0.006 | 0.107 |
| Inter | 3.000 | (-0.029,0.032) | (-0.097,-0.043) | (0,0.022) | (-0.102,-0.011) | (-0.023,0.011) | (0.07,0.144) |
| delta* | 3.000 | 0.992 | 3.134 | 0.691 | 0.559 | 1.335 | 0.585 |

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 F2, 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 the parent whether their child will complete MBO instead of higher education, as well as the expectation of HBO over WO (conditionally on expecting higher education), with secondary-school track separation.

Table G24: 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 | 0.011 | -0.014 | 0 | -0.043 | 0.021 |
| Inter | 1.300 | (0.011,0.084) | (-0.001,0.023) | (-0.047,0.019) | (-0.012,0.012) | (-0.078,-0.008) | (0.003,0.038) |
| delta* | 1.300 | 5.379 | -9.726 | 3.654 | -1.136 | 3.205 | 14.836 |
| beta* | 2.000 | 0.029 | 0.015 | -0.002 | 0 | -0.004 | 0.021 |
| Inter | 2.000 | (-0.007,0.066) | (0.003,0.027) | (-0.035,0.03) | (-0.012,0.013) | (-0.038,0.031) | (0.003,0.039) |
| delta* | 2.000 | 1.723 | -3.105 | 1.118 | -0.341 | 1.054 | 4.86 |
| beta* | 3.000 | -0.014 | 0.023 | 0.022 | 0.001 | 0.07 | 0.022 |
| Inter | 3.000 | (-0.051,0.023) | (0.011,0.035) | (-0.011,0.055) | (-0.011,0.013) | (0.035,0.104) | (0.005,0.04) |
| delta* | 3.000 | 0.874 | -1.574 | 0.561 | -0.17 | 0.538 | 2.479 |

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 F3, 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., whether the student expects to complete a more (or less) selective education level than the parent, with secondary-school track separation.

# H Heterogeneity

## H.1 Gender

We expect heterogeneous effects for a variety of reasons. First, we examine the role of gender. Considerable literature has examined the existence of a gender gap in the educational attainment between men and women. For instance, in the US women are less likely to attend elite universities compared to men (Edwards et al., 2022). On the contrary, in the UK women are more likely to pursue A-levels and enroll at university (Belfield et al., 2020). In the Netherlands, women have, on average, more years of education than men since the 1970s (Onderwijsraad, 2020).

Exploring the expectations of students, presented in F4, indicates that there is no significant association between a students gender and their educational expectations. Parental expectations, Table F5, do vary by the gender of their child. Namely, the proportions of parents expecting their medium-track child to complete HBO, over higher-education, decreases when the child is female. The same association can be found for parents of high-track students and their expectation of MBO (over HBO) and HBO (over WO). These patterns might be related to the educational attainment patterns of women in the Netherlands, which we argued before has been higher than those of men since the 1990s.

Investigating the occurrence of mismatch, shown in Table F3, indicates that the frequency at which low-track students expect a less selective education level than the parent decreases when the student is female. Similarly, the rate at which high-track female students expect a more selective education level than the parent is lower than those of similar male students. Reflecting back to the parental expectations being shifted towards more selective forms of education could explain these patterns. Another results that we can draw from these findings is that, in general, the expectations of female students are more in line with those of their parents than those of male students.

However, we did not consider whether this further differs by parental education. Specifically, different gender-norms might be prevalent in families with a higher-educated parent compared to families without a higher-educated parent. A similar argument can be made for the existence of a (female) role model within the family. Regression results including an interaction between gender and parental education are presented in Tables H1-H3. We document that female students with a higher-educated parent are more likely to expect to complete MBO, although the effect is minor.Similarly, higher-educated parents of a female medium-track students are more likely to expect that their child will complete HBO. It should be noted herein that higher-educated parents still expect HBO at a lower rate instead, while they also expect HBO at a lower rate when their child is female. For the alignment analysis, we do not find a further interaction effect between gender and parental education.

Table H1: Heterogeneity: Students' Expectations Gender

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1206*** | −0.0278* | −0.0095 | −0.0233 | −0.0176 | −0.0319 |
| | (0.0367) | (0.0148) | (0.0069) | (0.0357) | (0.0264) | (0.0204) |
| Age | 0.0370** | 0.0332*** | 0.0021 | 0.0132 | −0.0130 | −0.0031 |
| | (0.0155) | (0.0118) | (0.0030) | (0.0280) | (0.0164) | (0.0237) |
| Female | −0.0337 | −0.0086 | −0.0141** | 0.0202 | 0.0079 | 0.0046 |
| | (0.0319) | (0.0170) | (0.0059) | (0.0308) | (0.0318) | (0.0234) |
| Exit-Score | −0.0328** | −0.0095* | −0.0011 | 0.0180 | −0.0138** | −0.0353*** |
| | (0.0133) | (0.0050) | (0.0012) | (0.0188) | (0.0065) | (0.0077) |
| Self-Efficacy | −0.1139*** | −0.0413*** | −0.0013 | −0.0093 | −0.0746*** | −0.1251*** |
| | (0.0115) | (0.0058) | (0.0015) | (0.0125) | (0.0062) | (0.0081) |
| Help-Homework | 0.0125 | 0.0074 | 0.0013 | −0.0061 | 0.0144** | 0.0232*** |
| | (0.0079) | (0.0056) | (0.0012) | (0.0107) | (0.0072) | (0.0090) |
| Talks about School | 0.0072 | −0.0038 | −0.0023 | 0.0043 | −0.0288*** | −0.0057 |
| | (0.0172) | (0.0073) | (0.0019) | (0.0131) | (0.0084) | (0.0083) |
| HE:Female | 0.0137 | −0.0035 | 0.0144** | 0.0196 | −0.0215 | −0.0307 |
| | (0.0516) | (0.0222) | (0.0062) | (0.0323) | (0.0403) | (0.0262) |
| Constant | 0.3361 | −0.4209** | 0.0016 | 0.7664* | 1.0013*** | 0.1612 |
| | (0.2360) | (0.1904) | (0.0430) | (0.4640) | (0.2628) | (0.3744) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Adjusted $R^2$ | 0.1394 | 0.0614 | −0.0006 | 0.0322 | 0.0634 | 0.1562 |

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 the parents completed higher education (HBO & WO).

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

Table H2: Heterogeneity: Parents' Expectations Gender

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0917*** | −0.0738*** | −0.0181 | 0.0152 | −0.0408*** | −0.1036*** |
| | (0.0265) | (0.0235) | (0.0138) | (0.0399) | (0.0146) | (0.0314) |
| Age | 0.0256 | 0.0490*** | −0.0040 | −0.0041 | −0.0013 | 0.0003 |
| | (0.0174) | (0.0134) | (0.0065) | (0.0229) | (0.0113) | (0.0284) |
| Female | −0.0069 | −0.0461* | −0.0143 | −0.0679 | −0.0286* | −0.0665* |
| | (0.0197) | (0.0272) | (0.0126) | (0.0554) | (0.0150) | (0.0354) |
| Exit-Score | 0.0196*** | −0.0228*** | −0.0036 | 0.0148 | 0.0015 | −0.0692*** |
| | (0.0064) | (0.0060) | (0.0040) | (0.0149) | (0.0053) | (0.0116) |
| Self-Efficacy | −0.0580*** | −0.0490*** | −0.0106*** | 0.0158 | −0.0175*** | −0.1074*** |
| | (0.0090) | (0.0080) | (0.0037) | (0.0120) | (0.0057) | (0.0109) |
| Help-Homework | 0.0049 | 0.0202*** | −0.0026 | 0.0181 | 0.0013 | 0.0349*** |
| | (0.0099) | (0.0075) | (0.0031) | (0.0159) | (0.0050) | (0.0087) |
| Talks about School | −0.0280** | −0.0479*** | −0.0164*** | −0.0157 | −0.0284*** | −0.0404*** |
| | (0.0122) | (0.0084) | (0.0044) | (0.0159) | (0.0054) | (0.0119) |
| HE:Female | 0.0017 | 0.0195 | 0.0030 | 0.0555 | 0.0477** | −0.0013 |
| | (0.0376) | (0.0349) | (0.0147) | (0.0606) | (0.0237) | (0.0405) |
| Constant | 0.6029** | −0.4144** | 0.1386 | 1.1407*** | 1.0046*** | 0.5681 |
| | (0.2987) | (0.1852) | (0.0997) | (0.3381) | (0.1932) | (0.4256) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Adjusted $R^2$ | 0.0724 | 0.0761 | 0.0546 | 0.0372 | 0.0246 | 0.1634 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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 the parents completed higher education (HBO & WO). Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Table H3: Heterogeneity: Mismatch Gender

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0549 | 0.0200 | −0.0471* | 0.0094 | −0.0717** | 0.0021 |
| | (0.0349) | (0.0143) | (0.0272) | (0.0093) | (0.0280) | (0.0121) |
| Age | −0.0167 | 0.0040 | 0.0389* | 0.0198** | −0.0021 | 0.0078 |
| | (0.0199) | (0.0108) | (0.0210) | (0.0094) | (0.0214) | (0.0093) |
| Female | −0.0011 | −0.0206* | −0.0502 | 0.0098 | −0.0864*** | −0.0209*** |
| | (0.0254) | (0.0124) | (0.0323) | (0.0120) | (0.0278) | (0.0077) |
| Exit-Score | 0.0410*** | −0.0092* | −0.0011 | −0.0033 | −0.0340*** | 0.0002 |
| | (0.0130) | (0.0054) | (0.0077) | (0.0040) | (0.0070) | (0.0028) |
| Self-Efficacy | 0.0605*** | −0.0012 | 0.0335*** | −0.0139*** | −0.0079 | −0.0148*** |
| | (0.0101) | (0.0056) | (0.0082) | (0.0052) | (0.0087) | (0.0033) |
| Help-Homework | 0.0006 | 0.0081 | −0.0010 | −0.0023 | 0.0086 | 0.0024 |
| | (0.0098) | (0.0053) | (0.0077) | (0.0032) | (0.0094) | (0.0040) |
| Talks about School | −0.0253* | 0.0098 | −0.0306*** | 0.0105* | −0.0437*** | 0.0014 |
| | (0.0136) | (0.0064) | (0.0098) | (0.0054) | (0.0103) | (0.0038) |
| HE:Female | −0.0024 | 0.0007 | 0.0538 | −0.0176 | 0.0276 | 0.0146 |
| | (0.0444) | (0.0204) | (0.0453) | (0.0148) | (0.0319) | (0.0099) |
| Constant | 0.3964 | −0.0429 | −0.1634 | −0.2757* | 0.5346* | −0.0847 |
| | (0.3070) | (0.1732) | (0.3184) | (0.1534) | (0.3173) | (0.1446) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Adjusted $R^2$ | 0.0652 | 0.0130 | 0.0227 | 0.0162 | 0.0425 | 0.0050 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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

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

## H.2 Who Filled it?

Table H4: Parent Expectations: Mothers Responses

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0852*** | −0.0615*** | −0.0137 | 0.0842** | −0.0156 | −0.0998*** |
| | (0.0206) | (0.0159) | (0.0089) | (0.0344) | (0.0126) | (0.0285) |
| Age | 0.0132 | 0.0464*** | −0.0032 | −0.0171 | −0.0065 | 0.0271 |
| | (0.0203) | (0.0148) | (0.0080) | (0.0257) | (0.0118) | (0.0306) |
| Female | −0.0099 | −0.0256 | −0.0140*** | −0.0369 | 0.0013 | −0.0606*** |
| | (0.0165) | (0.0158) | (0.0049) | (0.0305) | (0.0093) | (0.0189) |
| Exit-Score | 0.0213** | −0.0204*** | −0.0047 | 0.0192 | −0.0007 | −0.0684*** |
| | (0.0084) | (0.0077) | (0.0045) | (0.0182) | (0.0060) | (0.0134) |
| Self-Efficacy | −0.0574*** | −0.0475*** | −0.0098** | 0.0181 | −0.0180*** | −0.1010*** |
| | (0.0109) | (0.0104) | (0.0041) | (0.0155) | (0.0069) | (0.0119) |
| Help-Homework | 0.0075 | 0.0161* | −0.0017 | 0.0151 | −0.0022 | 0.0383*** |
| | (0.0099) | (0.0092) | (0.0036) | (0.0182) | (0.0051) | (0.0103) |
| Talks about School | −0.0149 | −0.0490*** | −0.0185*** | −0.0051 | −0.0241*** | −0.0474*** |
| | (0.0117) | (0.0090) | (0.0059) | (0.0182) | (0.0053) | (0.0143) |
| Constant | 0.7447** | −0.4063* | 0.1268 | 1.2950*** | 1.0826*** | 0.1564 |
| | (0.3594) | (0.2188) | (0.1302) | (0.3750) | (0.1931) | (0.4549) |
| Pred.HE=0 | 0.8849 | 0.2018 | 0.0324 | 0.9054 | 0.9709 | 0.5207 |
| Pred.HE=1 | 0.7997 | 0.1403 | 0.0187 | 0.9896 | 0.9553 | 0.4209 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,512 | 1,818 | 2,034 | 232 | 1,519 | 1,989 |
| Adjusted $R^2$ | 0.0708 | 0.0854 | 0.0638 | 0.0915 | 0.0137 | 0.1634 |

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 H5: Parent Expectations: Fathers Responses

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1179** | −0.0673 | −0.0367* | −0.0808 | −0.0209 | −0.1127* |
| | (0.0524) | (0.0519) | (0.0204) | (0.0938) | (0.0309) | (0.0640) |
| Age | 0.0746 | 0.0499 | −0.0068 | 0.0137 | 0.0094 | −0.0932* |
| | (0.0531) | (0.0412) | (0.0074) | (0.0527) | (0.0409) | (0.0545) |
| Female | −0.0132 | −0.0611 | −0.0016 | 0.0266 | 0.0119 | −0.1021** |
| | (0.0405) | (0.0449) | (0.0071) | (0.0509) | (0.0308) | (0.0446) |
| Exit-Score | 0.0152 | −0.0256 | −0.0013 | −0.0084 | 0.0085 | −0.0757*** |
| | (0.0200) | (0.0172) | (0.0070) | (0.0345) | (0.0169) | (0.0192) |
| Self-Efficacy | −0.0686*** | −0.0514** | −0.0139** | 0.0093 | −0.0143 | −0.1315*** |
| | (0.0249) | (0.0215) | (0.0069) | (0.0285) | (0.0089) | (0.0215) |
| Help-Homework | −0.0272 | 0.0379** | −0.0056 | 0.0031 | 0.0135 | 0.0308** |
| | (0.0313) | (0.0152) | (0.0035) | (0.0235) | (0.0176) | (0.0136) |
| Talks about School | −0.1078*** | −0.0357 | −0.0119* | −0.0191 | −0.0406** | −0.0228 |
| | (0.0413) | (0.0218) | (0.0067) | (0.0380) | (0.0171) | (0.0307) |
| Constant | 0.3293 | −0.3381 | 0.2022 | 0.9646 | 0.7505 | 2.0053** |
| | (0.7935) | (0.6520) | (0.1233) | (0.9063) | (0.6587) | (0.9515) |
| Pred.HE=0 | 0.8409 | 0.2074 | 0.0393 | 1.0245 | 0.9577 | 0.4878 |
| Pred.HE=1 | 0.723 | 0.1401 | 0.0026 | 0.9437 | 0.9368 | 0.3751 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 317 | 469 | 565 | 70 | 392 | 559 |
| Adjusted $R^2$ | 0.0967 | 0.0157 | 0.0369 | 0.4285 | 0.0202 | 0.1471 |

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.

## H.3 Who completed HE?

The influence of gender might also be related to the presence, or lack thereof, of a role-model. Accordingly, we also analyses maternal and parental education level separately.

As a matter of clarification, this does not entail that we investigate the expectations by which parent filled in the questionnaire. Although this is possible, and shown in Tables H5 and H4 above, direction of the association between parental education (either of the individual filling in the survey or the fact that their partner completed higher-education) and expectation is similar and 80% of observations in our data are characterized by the mother filling in the questionnaire.

A potential concern with such an analysis is the presence of assortative-mating, which refers to the tendency of individuals to select partners with similar educational backgrounds. This phenomenon itself contributes to the persistence in educational attainment by parental background Becker (1973); Bingley et al. (2022). One channel thereof relates to the transmission of cultural capital and the acquisition of social norms (Dohmen et al., 2011). Accordingly, we distinguish between four categories: there is no higher-educated parent in the household (our baseline), there is a higher-educated father, a higher-educated mother or both completed higher-education.

Results of this analysis are presented in Tables H6-H7. For low-track MBO students, the presence of any higher-educated parent reduces their chance to expect to complete MBO over high-education compared to their peers without higher-educated parent. Nonetheless, the association between parental education and educational expectations is largest when both parents completed higher-education. Medium-track students are only less likely to expect to complete MBO over higher-educated when both parents completed higher-education. Similarly, having two-higher educated parents is also a pre-requisite for the negative association between parental education and high-track students HBO, over WO, expectation. On the contrary, medium-track students expect to complete HBO at a lower rate if any parent completed higher-education (so either only one parent or both parents).

Parents become less likely to expect MBO for their medium-track student if any parent completed higher education. This association becomes stronger when both parents completed higher-education for low-track students. The previous finding that HE parents are less likely to expect to complete HBO for their high-track child is driven by families in which both parents completed higher-education.

Lastly, The finding that low-track students are more likely to expect to complete a more selective education level than the parent, when the parent completed higher-education, appears to be driven by families in which only the mother completed higher-education. The reduction in the share of high-track students expecting a more selective education level than the parent is only found among families in which both parents completed higher-education.

Table H6: Heterogeneity: Students' Expectations, Which Parent completed HE

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE_Both | −0.1387*** | −0.0439*** | −0.0006 | −0.0127 | −0.0404** | −0.0666*** |
| | (0.0376) | (0.0159) | (0.0040) | (0.0466) | (0.0201) | (0.0246) |
| HE_Fat | −0.0826** | −0.0149 | 0.0011 | −0.0042 | −0.0394** | −0.0352 |
| | (0.0330) | (0.0166) | (0.0051) | (0.0358) | (0.0185) | (0.0239) |
| HE_Mot | −0.0981*** | −0.0259* | −0.0018 | −0.0403 | 0.0168 | −0.0366 |
| | (0.0338) | (0.0152) | (0.0040) | (0.0318) | (0.0238) | (0.0301) |
| Age | 0.0408** | 0.0305*** | 0.0014 | 0.0152 | −0.0167 | −0.0062 |
| | (0.0161) | (0.0116) | (0.0031) | (0.0291) | (0.0163) | (0.0242) |
| Female | −0.0295 | −0.0119 | −0.0024 | 0.0383 | −0.0079 | −0.0164 |
| | (0.0209) | (0.0089) | (0.0020) | (0.0235) | (0.0215) | (0.0158) |
| Exit-Score | −0.0305** | −0.0096* | −0.0004 | 0.0202 | −0.0160** | −0.0347*** |
| | (0.0135) | (0.0050) | (0.0010) | (0.0192) | (0.0067) | (0.0078) |
| Self-Efficacy | −0.1135*** | −0.0411*** | −0.0015 | −0.0091 | −0.0758*** | −0.1241*** |
| | (0.0119) | (0.0057) | (0.0014) | (0.0132) | (0.0063) | (0.0079) |
| Help-Homework | 0.0135* | 0.0074 | 0.0018 | −0.0042 | 0.0122* | 0.0230*** |
| | (0.0081) | (0.0057) | (0.0012) | (0.0107) | (0.0071) | (0.0089) |
| Talks about School | 0.0017 | −0.0040 | −0.0019 | 0.0041 | −0.0279*** | −0.0060 |
| | (0.0164) | (0.0073) | (0.0019) | (0.0135) | (0.0087) | (0.0085) |
| Constant | 0.2940 | −0.3783** | 0.0046 | 0.7071 | 1.0598*** | 0.2264 |
| | (0.2487) | (0.1859) | (0.0458) | (0.4818) | (0.2648) | (0.3780) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,796 | 2,260 | 2,584 | 710 | 2,147 | 2,576 |
| Adjusted $R^2$ | 0.1395 | 0.0606 | −0.0014 | 0.0368 | 0.0655 | 0.1569 |

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.

Table H7: Heterogeneity: Parents' Expectations, Which Parent completed HE

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE_Both | −0.1313*** | −0.0640*** | −0.0213** | 0.0309 | −0.0156 | −0.1470*** |
| | (0.0259) | (0.0175) | (0.0093) | (0.0297) | (0.0141) | (0.0278) |
| HE_Fat | −0.0751*** | −0.0468*** | −0.0171** | 0.0416 | −0.0071 | −0.0563* |
| | (0.0283) | (0.0179) | (0.0078) | (0.0352) | (0.0129) | (0.0316) |
| HE_Mot | −0.0615** | −0.0630*** | −0.0118 | 0.0625** | −0.0199 | −0.0603 |
| | (0.0259) | (0.0211) | (0.0117) | (0.0257) | (0.0138) | (0.0411) |
| Age | 0.0241 | 0.0459*** | −0.0042 | −0.0084 | −0.0027 | −0.0031 |
| | (0.0184) | (0.0117) | (0.0065) | (0.0245) | (0.0113) | (0.0283) |
| Female | −0.0097 | −0.0331** | −0.0119*** | −0.0343 | 0.0003 | −0.0642*** |
| | (0.0152) | (0.0149) | (0.0046) | (0.0278) | (0.0091) | (0.0161) |
| Exit-Score | 0.0226*** | −0.0227*** | −0.0036 | 0.0131 | 0.0015 | −0.0677*** |
| | (0.0064) | (0.0059) | (0.0040) | (0.0150) | (0.0054) | (0.0117) |
| Self-Efficacy | −0.0577*** | −0.0488*** | −0.0103*** | 0.0149 | −0.0177*** | −0.1050*** |
| | (0.0089) | (0.0082) | (0.0037) | (0.0120) | (0.0057) | (0.0105) |
| Help-Homework | 0.0028 | 0.0198** | −0.0026 | 0.0198 | 0.0005 | 0.0351*** |
| | (0.0102) | (0.0077) | (0.0031) | (0.0170) | (0.0051) | (0.0083) |
| Talks about School | −0.0265** | −0.0461*** | −0.0166*** | −0.0170 | −0.0272*** | −0.0390*** |
| | (0.0123) | (0.0090) | (0.0044) | (0.0181) | (0.0056) | (0.0120) |
| Constant | 0.6313** | −0.3824** | 0.1429 | 1.1951*** | 1.0068*** | 0.6239 |
| | (0.3196) | (0.1633) | (0.1032) | (0.3641) | (0.1907) | (0.4246) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,796 | 2,260 | 2,584 | 295 | 1,886 | 2,533 |
| Adjusted $R^2$ | 0.0749 | 0.0738 | 0.0558 | 0.0400 | 0.0211 | 0.1681 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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.

Table H8: Heterogeneity: Mismatch, Which Parent completed HE

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE_Both | 0.0421 | 0.0264 | 0.0009 | −0.0082 | −0.0828*** | 0.0147 |
| | (0.0381) | (0.0194) | (0.0244) | (0.0113) | (0.0190) | (0.0111) |
| HE_Fat | 0.0333 | 0.0193 | −0.0038 | −0.0030 | −0.0325 | 0.0080 |
| | (0.0393) | (0.0136) | (0.0196) | (0.0125) | (0.0277) | (0.0101) |
| HE_Mot | 0.0796*** | 0.0209 | −0.0656** | 0.0068 | −0.0233 | 0.0057 |
| | (0.0301) | (0.0217) | (0.0274) | (0.0127) | (0.0390) | (0.0111) |
| Age | −0.0230 | 0.0035 | 0.0396* | 0.0182** | −0.0017 | 0.0077 |
| | (0.0223) | (0.0110) | (0.0206) | (0.0091) | (0.0213) | (0.0094) |
| Female | −0.0044 | −0.0210** | −0.0151 | −0.0022 | −0.0651*** | −0.0091* |
| | (0.0172) | (0.0094) | (0.0158) | (0.0081) | (0.0163) | (0.0053) |
| Exit-Score | 0.0402*** | −0.0107* | 0.0011 | −0.0034 | −0.0335*** | 0.0008 |
| | (0.0131) | (0.0057) | (0.0075) | (0.0039) | (0.0073) | (0.0030) |
| Self-Efficacy | 0.0606*** | −0.0008 | 0.0346*** | −0.0133** | −0.0063 | −0.0152*** |
| | (0.0107) | (0.0057) | (0.0084) | (0.0052) | (0.0091) | (0.0033) |
| Help-Homework | −0.0006 | 0.0098* | 0.0006 | −0.0019 | 0.0088 | 0.0027 |
| | (0.0101) | (0.0054) | (0.0080) | (0.0033) | (0.0095) | (0.0039) |
| Talks about School | −0.0206 | 0.0074 | −0.0289*** | 0.0103* | −0.0421*** | 0.0019 |
| | (0.0135) | (0.0066) | (0.0106) | (0.0054) | (0.0101) | (0.0038) |
| Constant | 0.4796 | −0.0334 | −0.1937 | −0.2435 | 0.5196 | −0.0894 |
| | (0.3454) | (0.1772) | (0.3131) | (0.1481) | (0.3179) | (0.1449) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,796 | 1,796 | 2,260 | 2,260 | 2,584 | 2,584 |
| Adjusted $R^2$ | 0.0654 | 0.0113 | 0.0250 | 0.0124 | 0.0434 | 0.0059 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

All analyses are linear probability models.

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

## H.4 Exact Level Tertiary Education

As mentioned before, social norms, cultural capital and the information sets of parents are crucial elements for the educational attainment of students. In our setting, with multiple forms of tertiary education, we expect that all of these factors depend on the exact level of tertiary education. To give an example, a HBO educated individual might not be aware of the prevalent social norms at WO, or be acquainted with the benefits associated with such a degree. Such concerns are isomorphic to the role that associate degrees have in the US (Toutkoushian et al., 2021). Moreover, parents typically express a preference for their child(ren) to acquire a position at least as advantageous as their own, suggesting that parents with a WO degree might not approve of their child completing HBO (Breen & Goldthorpe, 1997). Therefore, we also examine the relationship between the exact level of parental education and the educational expectations and by extension the (mis-)match in educational plans.

Descriptive statistics are available in Tables H9-H13, with regression results presented in Tables H14 - H16. Examining the students' expectations reveals that both levels of higher-education completed by the parent are associated with a reduction in the share of low and medium-track students expecting to complete MBO. For the students expectation to complete HBO over WO, we do not find evidence that a HBO educated parent decreases the share of students expecting this level relative to non-higher educated parent(s), whereas a WO educated parent is associated with such a pattern.

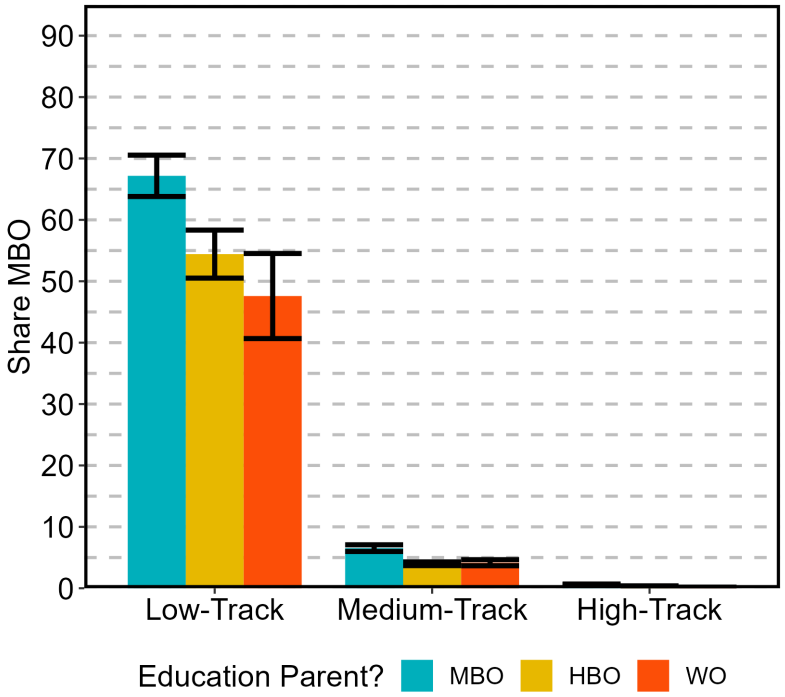
In the setting of parental expectations, the share of parents expecting MBO for their child is lower when the parent completed higher education, the exact level does not completed does not cause further (statistical) differences in these patterns. The relationship between parental education and the parents expectation whether their child will complete HBO over WO is most pronounced among WO educated parents, providing evidence of the relative risk aversion hypothesis. Nonetheless, we still find that the a reduction in the share of parents expecting their child to complete HBO when they completed HBO among high-track students.

In the alignment analysis, the previous finding, in which low or high-track students are more likely to expect to complete a more selective education level than parents remains valid in the presence of a higher-educated parent, although the association is more pronounced when the parent completed WO. Low-track students expecting a less selective education level instead is only found at the 10% significance level among HBO schooled parents.

The previous finding in which low-track students expect to complete a less selective education level than parents more often and high-track students less often than parents in the presence of a higher-educated parent are still valid when the parent completed HBO, although the association is more pronounced when the parent completed WO. [55]

[55] At the 10% level we also find that the frequency at which low and high-track students expect to complete a more selective education level than the parent increases when the parent completed HBO, but not when the parent completed WO.

Figure H1: Student MBO by Level of Parental Tertiary Education

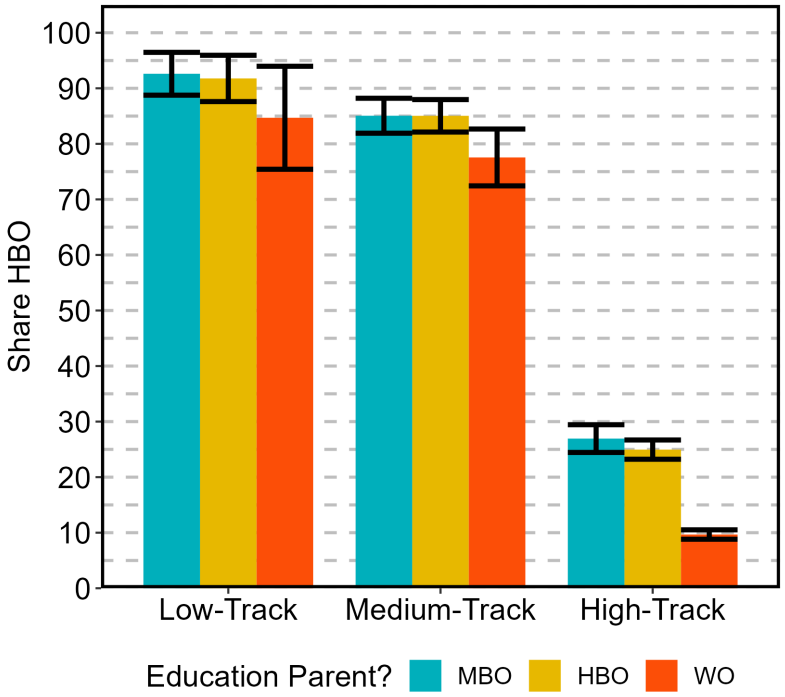



This figure presents, per secondary-school track, the share of students that expects to complete MBO by the level of parental tertiary education. The numbers are available in Appendix Table H9 The confidence interval depicts the 95% level.

Table H9: Students Expectation: MBO

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School-Track | Future | Number | Total | Share | Number | Total | Share | Number | Total | Share |
| Low-Track | Higher Education | 325 | 990 | 32.828 | 304 | 667 | 45.577 | 98 | 187 | 52.406 |
| Low-Track | MBO | 665 | 990 | 67.172 | 363 | 667 | 54.423 | 89 | 187 | 47.594 |
| Medium-Track | Higher Education | 830 | 888 | 93.468 | 963 | 1003 | 96.012 | 392 | 409 | 95.844 |
| Medium-Track | MBO | 58 | 888 | 6.532 | 40 | 1003 | 3.988 | 17 | 409 | 4.156 |
| High-Track | Higher Education | 631 | 635 | 99.370 | 1150 | 1154 | 99.653 | 817 | 818 | 99.878 |
| High-Track | MBO | 4 | 635 | 0.630 | 4 | 1154 | 0.347 | 1 | 818 | 0.122 |

Figure H2: Student HBO by Level of Parental Tertiary Education

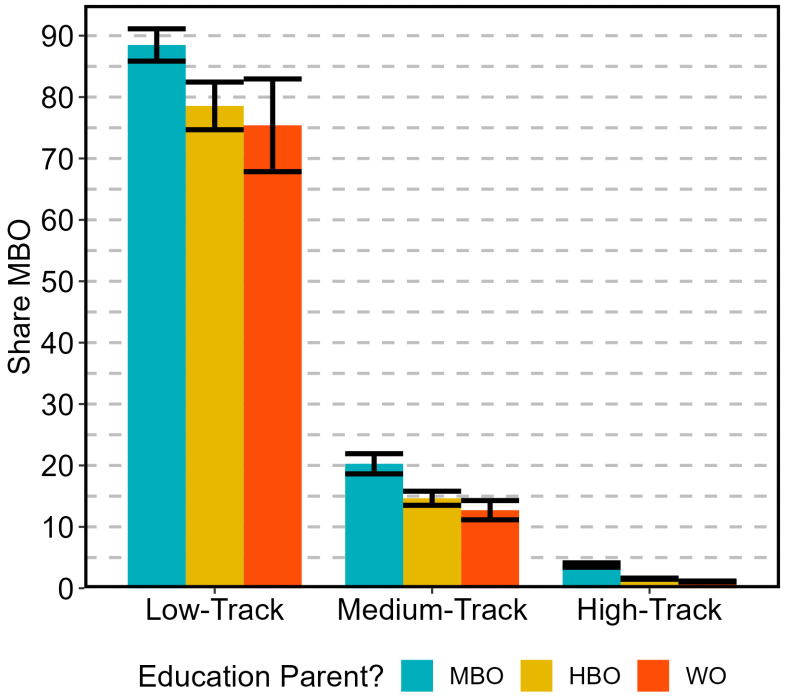



This figure presents, per secondary-school track, the share of students that expects to complete HBO, over WO, by the level of parental tertiary education. The numbers are available in Appendix Table H10 The confidence interval depicts the 95% level.

Table H10: Students Expectation: HBO

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School-Track | Future | Number | Total | Share | Number | Total | Share | Number | Total | Share |
| Low-Track | WO | 24 | 325 | 7.385 | 25 | 304 | 8.224 | 15 | 98 | 15.306 |
| Low-Track | HBO | 301 | 325 | 92.615 | 279 | 304 | 91.776 | 83 | 98 | 84.694 |
| Medium-Track | WO | 124 | 830 | 14.940 | 144 | 963 | 14.953 | 88 | 392 | 22.449 |
| Medium-Track | HBO | 706 | 830 | 85.060 | 819 | 963 | 85.047 | 304 | 392 | 77.551 |
| High-Track | WO | 461 | 631 | 73.059 | 863 | 1150 | 75.043 | 738 | 817 | 90.330 |
| High-Track | HBO | 170 | 631 | 26.941 | 287 | 1150 | 24.957 | 79 | 817 | 9.670 |

Figure H3: Parent MBO by Level of Tertiary Education

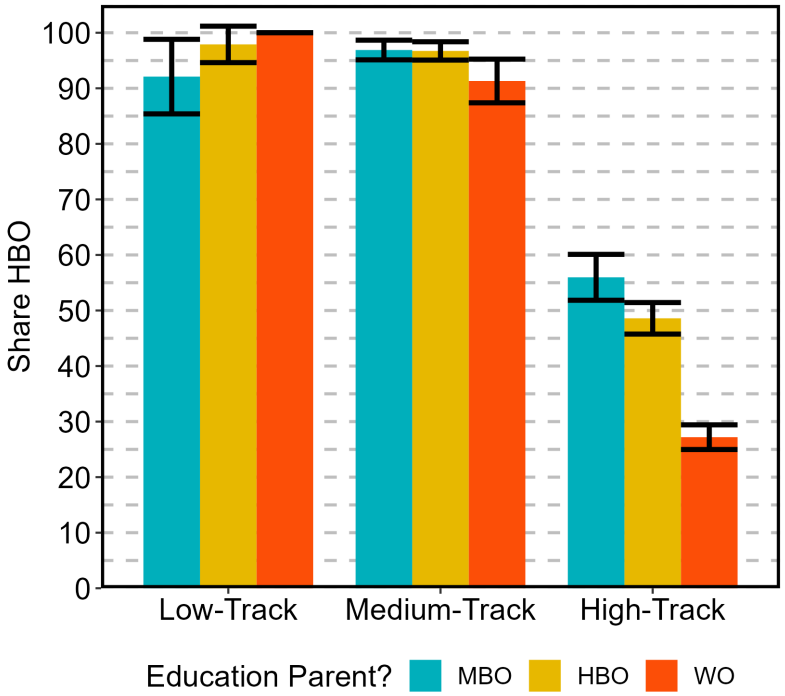



This figure presents, per secondary-school track of the student, the share of parents that expects their child to complete MBO by their own level of tertiary education. The numbers are available in Appendix Table H11 The confidence interval depicts the 95% level.

Table H11: Parents Expectation: MBO

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School-Track | Future | Number | Total | Share | Number | Total | Share | Number | Total | Share |
| Low-Track | Higher Education | 114 | 990 | 11.515 | 143 | 667 | 21.439 | 46 | 187 | 24.599 |
| Low-Track | MBO | 876 | 990 | 88.485 | 524 | 667 | 78.561 | 141 | 187 | 75.401 |
| Medium-Track | Higher Education | 708 | 888 | 79.730 | 856 | 1003 | 85.344 | 357 | 409 | 87.286 |
| Medium-Track | MBO | 180 | 888 | 20.270 | 147 | 1003 | 14.656 | 52 | 409 | 12.714 |
| High-Track | Higher Education | 611 | 635 | 96.220 | 1136 | 1154 | 98.440 | 809 | 818 | 98.900 |
| High-Track | MBO | 24 | 635 | 3.780 | 18 | 1154 | 1.560 | 9 | 818 | 1.100 |

Figure H4: Parent HBO by Level of Parental Tertiary Education

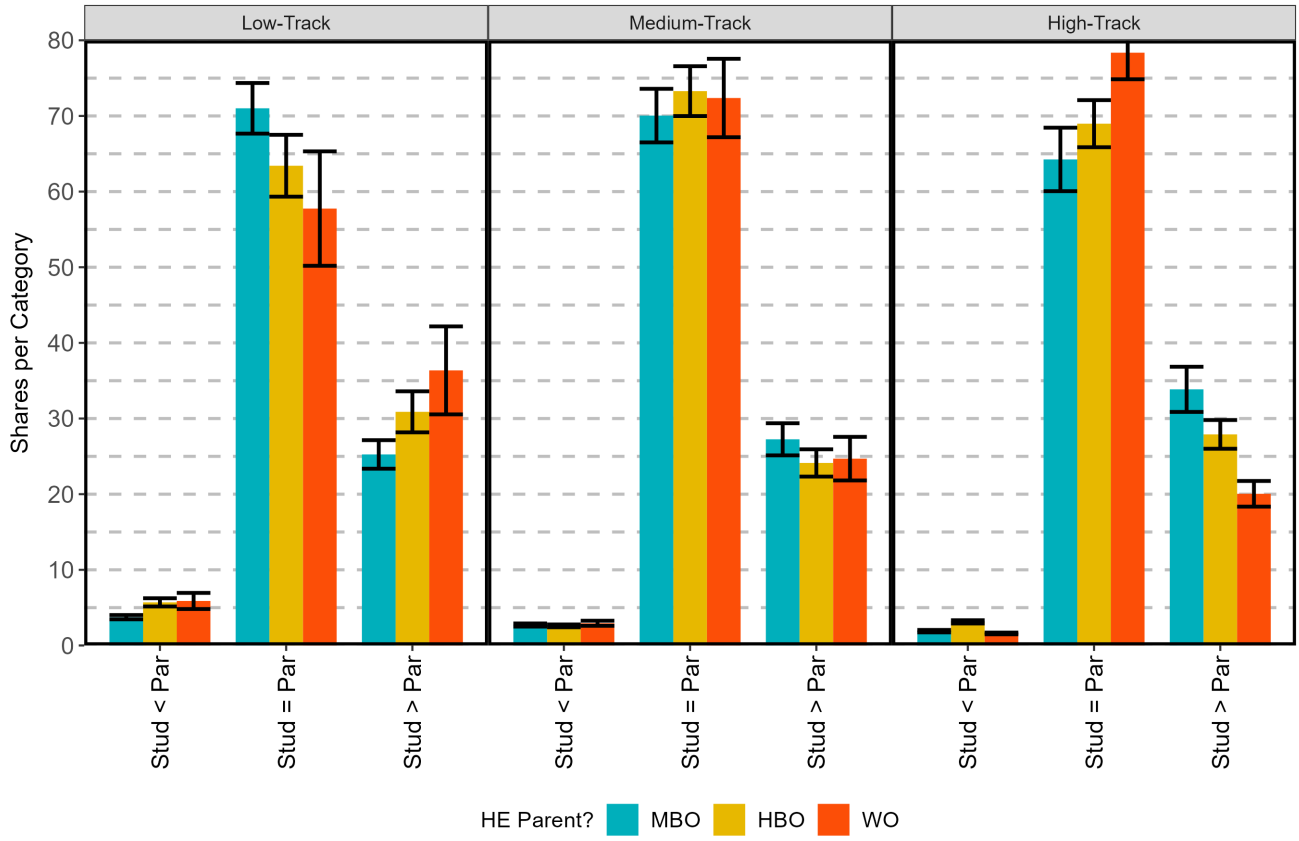



This figure presents, per secondary-school track of the student, the share of parents that expects their child to complete HBO (over WO) by their own level of tertiary education. The numbers are available in Appendix Table H12 The confidence interval depicts the 95% level.

Table H12: 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 | 143 | 2.098 | | | |
| Low-Track | HBO | 105 | 114 | 92.105 | 140 | 143 | 97.902 | 46 | 46 | 100.000 |
| Medium-Track | WO | 22 | 708 | 3.107 | 28 | 856 | 3.271 | 31 | 357 | 8.683 |
| Medium-Track | HBO | 686 | 708 | 96.893 | 828 | 856 | 96.729 | 326 | 357 | 91.317 |
| High-Track | WO | 269 | 611 | 44.026 | 584 | 1136 | 51.408 | 589 | 809 | 72.806 |
| High-Track | HBO | 342 | 611 | 55.974 | 552 | 1136 | 48.592 | 220 | 809 | 27.194 |

Figure H5: Mismatch Frequency by Level of Tertiary Education




This figure presents, per secondary-school track, the share of (mis-)matches by the level of parental tertiary education. The numbers are available in Appendix Table H13 The confidence interval depicts the 95% level.

Table H13: Mismatch

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School-Track | Future | Number | Total | Share | Number | Total | Share | Number | Total | Share |
| High-Track | Stud > Par | 215 | 635 | 33.858 | 322 | 1154 | 27.903 | 164 | 818 | 20.049 |
| High-Track | Stud = Par | 408 | 635 | 64.252 | 796 | 1154 | 68.977 | 641 | 818 | 78.362 |
| High-Track | Stud < Par | 12 | 635 | 1.890 | 36 | 1154 | 3.120 | 13 | 818 | 1.589 |
| Medium-Track | Stud > Par | 242 | 888 | 27.252 | 242 | 1003 | 24.128 | 101 | 409 | 24.694 |
| Medium-Track | Stud = Par | 622 | 888 | 70.045 | 735 | 1003 | 73.280 | 296 | 409 | 72.372 |
| Medium-Track | Stud < Par | 24 | 888 | 2.703 | 26 | 1003 | 2.592 | 12 | 409 | 2.934 |
| Low-Track | Stud > Par | 250 | 990 | 25.253 | 206 | 667 | 30.885 | 68 | 187 | 36.364 |
| Low-Track | Stud = Par | 703 | 990 | 71.010 | 423 | 667 | 63.418 | 108 | 187 | 57.754 |
| Low-Track | Stud < Par | 37 | 990 | 3.737 | 38 | 667 | 5.697 | 11 | 187 | 5.882 |

Table H14: Heterogeneity: Students' Expectations, Exact Level of Education

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE=HBO | −0.1075*** | −0.0294** | −0.0018 | −0.0047 | −0.0125 | −0.0131 |
| | (0.0251) | (0.0146) | (0.0045) | (0.0319) | (0.0189) | (0.0212) |
| HE=WO | −0.1399*** | −0.0305* | −0.0020 | −0.0546 | −0.0834*** | −0.1222*** |
| | (0.0311) | (0.0156) | (0.0038) | (0.0394) | (0.0197) | (0.0293) |
| Age | 0.0370** | 0.0332*** | 0.0019 | 0.0119 | −0.0134 | −0.0043 |
| | (0.0155) | (0.0118) | (0.0031) | (0.0275) | (0.0163) | (0.0244) |
| Female | −0.0276 | −0.0107 | −0.0032 | 0.0299 | −0.0061 | −0.0177 |
| | (0.0196) | (0.0089) | (0.0021) | (0.0232) | (0.0206) | (0.0158) |
| Exit-Score | −0.0326** | −0.0096* | −0.0011 | 0.0184 | −0.0161** | −0.0352*** |
| | (0.0134) | (0.0050) | (0.0012) | (0.0188) | (0.0067) | (0.0080) |
| Self-Efficacy | −0.1134*** | −0.0413*** | −0.0012 | −0.0080 | −0.0741*** | −0.1218*** |
| | (0.0116) | (0.0057) | (0.0015) | (0.0121) | (0.0063) | (0.0077) |
| Help-Homework | 0.0125 | 0.0074 | 0.0013 | −0.0056 | 0.0157** | 0.0238*** |
| | (0.0078) | (0.0056) | (0.0012) | (0.0105) | (0.0072) | (0.0091) |
| Talks about School | 0.0072 | −0.0039 | −0.0023 | 0.0041 | −0.0302*** | −0.0083 |
| | (0.0171) | (0.0071) | (0.0019) | (0.0131) | (0.0085) | (0.0081) |
| Constant | 0.3310 | −0.4195** | −0.0019 | 0.7714* | 1.0254*** | 0.1998 |
| | (0.2364) | (0.1908) | (0.0443) | (0.4577) | (0.2630) | (0.3817) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Adjusted $R^2$ | 0.1397 | 0.0614 | −0.0034 | 0.0349 | 0.0675 | 0.1678 |

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.

Table H15: Heterogeneity: Parents' Expectations, Exact Level of Education

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE=HBO | −0.0917*** | −0.0581*** | −0.0163** | 0.0411 | −0.0051 | −0.0600** |
| | (0.0219) | (0.0171) | (0.0074) | (0.0297) | (0.0107) | (0.0256) |
| HE=WO | −0.0871*** | −0.0805*** | −0.0169* | 0.0434* | −0.0474*** | −0.1970*** |
| | (0.0309) | (0.0169) | (0.0102) | (0.0262) | (0.0169) | (0.0317) |
| Age | 0.0256 | 0.0488*** | −0.0041 | −0.0047 | −0.0020 | −0.0023 |
| | (0.0173) | (0.0134) | (0.0064) | (0.0232) | (0.0110) | (0.0294) |
| Female | −0.0060 | −0.0344** | −0.0120*** | −0.0335 | 0.0012 | −0.0661*** |
| | (0.0138) | (0.0147) | (0.0045) | (0.0258) | (0.0091) | (0.0157) |
| Exit-Score | 0.0197*** | −0.0234*** | −0.0036 | 0.0159 | 0.00001 | −0.0691*** |
| | (0.0063) | (0.0060) | (0.0040) | (0.0148) | (0.0054) | (0.0116) |
| Self-Efficacy | −0.0580*** | −0.0489*** | −0.0106*** | 0.0148 | −0.0169*** | −0.1030*** |
| | (0.0091) | (0.0081) | (0.0037) | (0.0123) | (0.0056) | (0.0104) |
| Help-Homework | 0.0049 | 0.0205*** | −0.0026 | 0.0171 | 0.0018 | 0.0355*** |
| | (0.0099) | (0.0075) | (0.0031) | (0.0161) | (0.0051) | (0.0086) |
| Talks about School | −0.0280** | −0.0479*** | −0.0164*** | −0.0139 | −0.0280*** | −0.0436*** |
| | (0.0123) | (0.0086) | (0.0045) | (0.0158) | (0.0052) | (0.0117) |
| Constant | 0.6034** | −0.4144** | 0.1380 | 1.1283*** | 1.0040*** | 0.6159 |
| | (0.2998) | (0.1859) | (0.1016) | (0.3403) | (0.1889) | (0.4404) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Adjusted $R^2$ | 0.0724 | 0.0763 | 0.0546 | 0.0324 | 0.0266 | 0.1760 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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.

Table H16: Heterogeneity: Mismatch, Exact Level of Education

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE=HBO | 0.0454* | 0.0217* | −0.0215 | −0.0010 | −0.0436** | 0.0141 |
| | (0.0265) | (0.0121) | (0.0202) | (0.0108) | (0.0212) | (0.0090) |
| HE=WO | 0.0882** | 0.0151 | −0.0088 | 0.0034 | −0.0854*** | 0.0009 |
| | (0.0403) | (0.0218) | (0.0252) | (0.0103) | (0.0213) | (0.0094) |
| Age | −0.0169 | 0.0040 | 0.0390* | 0.0198** | −0.0030 | 0.0075 |
| | (0.0199) | (0.0108) | (0.0209) | (0.0094) | (0.0214) | (0.0093) |
| Female | −0.0019 | −0.0203** | −0.0170 | −0.0010 | −0.0651*** | −0.0097* |
| | (0.0165) | (0.0089) | (0.0153) | (0.0081) | (0.0157) | (0.0051) |
| Exit-Score | 0.0411*** | −0.0092* | −0.0005 | −0.0032 | −0.0340*** | 0.0002 |
| | (0.0130) | (0.0055) | (0.0077) | (0.0039) | (0.0070) | (0.0028) |
| Self-Efficacy | 0.0598*** | −0.0011 | 0.0333*** | −0.0139*** | −0.0065 | −0.0143*** |
| | (0.0102) | (0.0057) | (0.0084) | (0.0052) | (0.0086) | (0.0034) |
| Help-Homework | 0.0004 | 0.0081 | −0.0013 | −0.0023 | 0.0088 | 0.0024 |
| | (0.0097) | (0.0054) | (0.0077) | (0.0032) | (0.0093) | (0.0039) |
| Talks about School | −0.0251* | 0.0098 | −0.0296*** | 0.0103* | −0.0445*** | 0.0012 |
| | (0.0134) | (0.0064) | (0.0100) | (0.0053) | (0.0104) | (0.0038) |
| Constant | 0.4023 | −0.0438 | −0.1842 | −0.2712* | 0.5394* | −0.0846 |
| | (0.3093) | (0.1734) | (0.3172) | (0.1544) | (0.3173) | (0.1447) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Adjusted $R^2$ | 0.0659 | 0.0131 | 0.0219 | 0.0156 | 0.0438 | 0.0058 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

All analyses are linear probability models.

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

## H.5 Belief Updating

### H.5.1 Exit-Test Score

An important part in the formation of expectations is whether one beliefs that succeed at the proposed action is feasible. Educational expectations are no exception to this. Models proposed by Sewell et al. (1969) and Breen & Goldthorpe (1997) explicitly model these channels. These beliefs are conditional on the past performance of students. Yamamoto & Holloway (2010) highlight, in their review paper, that the influence of previous performance on the educational expectations of parents depend on a variety of factors, which correlate with parental education. These factors include a low self-efficacy belief in supporting their child, mistrust of feedback from the school and the belief that effort rather than ability affects performance.

Accordingly, we investigate the role of previous performance, interacted with parental education, on the educational expectations of students and parents. Results hereof are shown in Tables H17-H19. We do not find a significant interaction term between parental education and exit-test scores for students and parental expectations. In general, a high-exit test score reduces the share of high-track students expecting to complete HBO, expecting WO instead. This result is also found among their parents. Higher-exit test scores are also associated with an increase in the share of low-track students expecting a more selective education level than the parent, and a reduction in the share of low-track students expecting a less selective education level than the parent.

Table H17: Heterogeneity: Students' Expectations Exit-Test

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1135*** | −0.0296** | −0.0018 | −0.0131 | −0.0287* | −0.0475** |
| | (0.0226) | (0.0142) | (0.0041) | (0.0306) | (0.0167) | (0.0222) |
| Age | 0.0367** | 0.0332*** | 0.0019 | 0.0130 | −0.0130 | −0.0027 |
| | (0.0156) | (0.0117) | (0.0031) | (0.0276) | (0.0164) | (0.0239) |
| Exit-Score | −0.0280 | −0.0082 | −0.0019 | 0.0197 | −0.0101 | −0.0533*** |
| | (0.0200) | (0.0088) | (0.0032) | (0.0209) | (0.0138) | (0.0184) |
| Female | −0.0269 | −0.0107 | −0.0032 | 0.0312 | −0.0053 | −0.0185 |
| | (0.0196) | (0.0090) | (0.0021) | (0.0224) | (0.0209) | (0.0159) |
| Self-Efficacy | −0.1139*** | −0.0414*** | −0.0012 | −0.0096 | −0.0746*** | −0.1253*** |
| | (0.0115) | (0.0058) | (0.0015) | (0.0128) | (0.0062) | (0.0082) |
| Help-Homework | 0.0124 | 0.0074 | 0.0013 | −0.0064 | 0.0144** | 0.0232*** |
| | (0.0079) | (0.0056) | (0.0012) | (0.0105) | (0.0073) | (0.0090) |
| Talks about School | 0.0074 | −0.0039 | −0.0023 | 0.0048 | −0.0292*** | −0.0060 |
| | (0.0171) | (0.0071) | (0.0019) | (0.0130) | (0.0085) | (0.0083) |
| HE:Exit-Score | −0.0095 | −0.0021 | 0.0010 | −0.0023 | −0.0057 | 0.0232 |
| | (0.0252) | (0.0093) | (0.0033) | (0.0235) | (0.0165) | (0.0228) |
| Constant | 0.3365 | −0.4193** | −0.0020 | 0.7613* | 1.0079*** | 0.1686 |
| | (0.2372) | (0.1904) | (0.0443) | (0.4605) | (0.2648) | (0.3722) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 727 | 2,185 | 2,598 |
| Adjusted $R^2$ | 0.1395 | 0.0614 | −0.0033 | 0.0319 | 0.0633 | 0.1565 |

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 the parents completed higher education (HBO & WO).

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

Table H18: Heterogeneity: Parents' Expectations Exit-Test

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0907*** | −0.0629*** | −0.0167** | 0.0451 | −0.0151 | −0.1041*** |
| | (0.0194) | (0.0155) | (0.0080) | (0.0279) | (0.0109) | (0.0256) |
| Age | 0.0255 | 0.0487*** | −0.0041 | −0.0037 | −0.0018 | 0.0002 |
| | (0.0172) | (0.0135) | (0.0063) | (0.0230) | (0.0111) | (0.0283) |
| Exit-Score | 0.0219* | −0.0152 | 0.0017 | 0.0530 | 0.0026 | −0.0744*** |
| | (0.0126) | (0.0126) | (0.0076) | (0.0349) | (0.0054) | (0.0208) |
| Female | −0.0058 | −0.0340** | −0.0121*** | −0.0275 | 0.0016 | −0.0674*** |
| | (0.0142) | (0.0147) | (0.0044) | (0.0240) | (0.0095) | (0.0153) |
| Self-Efficacy | −0.0580*** | −0.0492*** | −0.0105*** | 0.0136 | −0.0173*** | −0.1074*** |
| | (0.0090) | (0.0081) | (0.0037) | (0.0113) | (0.0057) | (0.0109) |
| Help-Homework | 0.0049 | 0.0200*** | −0.0026 | 0.0188 | 0.0011 | 0.0349*** |
| | (0.0099) | (0.0075) | (0.0031) | (0.0160) | (0.0051) | (0.0087) |
| Talks about School | −0.0280** | −0.0476*** | −0.0163*** | −0.0142 | −0.0277*** | −0.0404*** |
| | (0.0123) | (0.0086) | (0.0044) | (0.0158) | (0.0052) | (0.0120) |
| HE:Exit-Score | −0.0047 | −0.0116 | −0.0069 | −0.0583* | −0.0015 | 0.0066 |
| | (0.0233) | (0.0140) | (0.0066) | (0.0346) | (0.0069) | (0.0198) |
| Constant | 0.6034** | −0.4179** | 0.1379 | 1.1126*** | 0.9941*** | 0.5694 |
| | (0.2983) | (0.1866) | (0.1008) | (0.3334) | (0.1902) | (0.4254) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 2,300 | 2,607 | 303 | 1,921 | 2,556 |
| Adjusted $R^2$ | 0.0724 | 0.0761 | 0.0550 | 0.0501 | 0.0213 | 0.1635 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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 the parents completed higher education (HBO & WO). Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Table H19: Heterogeneity: Mismatch Exit-Test

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0534** | 0.0201* | −0.0183 | 0.0004 | −0.0580*** | 0.0101 |
| | (0.0240) | (0.0115) | (0.0196) | (0.0097) | (0.0199) | (0.0083) |
| Age | −0.0166 | 0.0041 | 0.0388* | 0.0196** | −0.0024 | 0.0077 |
| | (0.0198) | (0.0107) | (0.0210) | (0.0093) | (0.0214) | (0.0093) |
| Exit-Score | 0.0369** | −0.0138** | 0.0021 | 0.0020 | −0.0127 | −0.0034 |
| | (0.0179) | (0.0054) | (0.0176) | (0.0051) | (0.0147) | (0.0047) |
| Female | −0.0027 | −0.0207** | −0.0171 | −0.0009 | −0.0657*** | −0.0098* |
| | (0.0165) | (0.0088) | (0.0153) | (0.0081) | (0.0156) | (0.0051) |
| Self-Efficacy | 0.0605*** | −0.0012 | 0.0334*** | −0.0139*** | −0.0077 | −0.0148*** |
| | (0.0101) | (0.0056) | (0.0083) | (0.0053) | (0.0088) | (0.0033) |
| Help-Homework | 0.0006 | 0.0081 | −0.0011 | −0.0024 | 0.0087 | 0.0023 |
| | (0.0097) | (0.0054) | (0.0078) | (0.0032) | (0.0094) | (0.0040) |
| Talks about School | −0.0254* | 0.0098 | −0.0298*** | 0.0102* | −0.0434*** | 0.0015 |
| | (0.0134) | (0.0064) | (0.0099) | (0.0054) | (0.0104) | (0.0038) |
| HE:Exit-Score | 0.0085 | 0.0096 | −0.0047 | −0.0083 | −0.0275* | 0.0046 |
| | (0.0181) | (0.0102) | (0.0204) | (0.0073) | (0.0162) | (0.0066) |
| Constant | 0.3956 | −0.0441 | −0.1796 | −0.2680* | 0.5279* | −0.0883 |
| | (0.3073) | (0.1723) | (0.3169) | (0.1532) | (0.3179) | (0.1436) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,844 | 1,844 | 2,300 | 2,300 | 2,607 | 2,607 |
| Adjusted $R^2$ | 0.0653 | 0.0135 | 0.0218 | 0.0161 | 0.0430 | 0.0047 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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

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

### H.5.2 Track Changes

Another approach rather than exit-test scores is comparing the current secondary-school track of the student with the school-track advice received at the end of $6^{th}$ grade. Deviations herein can indicate that the student demonstrated a greater (or lower) level of ability compared to shown previously.[56] Akin to the mismatch outcome, we create a new variable, *trackvsadvice*, which compares the current secondary-school track to the advice, and assigns whether this is an upward or downward movement in terms of the selectivity of the secondary-school track.[57] As this information is only available for a sub-sample of our data, we repeat the original analysis on this sample in Tables H23-H25, with Tables H20-H22 presenting the analysis using track changes on the expectations and alignment patterns. The student and parental expectation appear to be unaffected by these patterns, with no significant coefficients at the 5% level. Being enrolled in a more selective secondary-school track then the school-advice is associated with a reduction in the share of medium-track students expecting to complete a less selective secondary-school track than the parent. At the 10% significance level, we find that this effect is less prevalent when the parent completed higher education. Similarly, it also reduces the share of high-track students expecting a more selective education level than the parent, unless the parent completed higher education.

[56]This is a frequent occurrence in our context. For instance, one third of low and medium-track students are current enrolled in another secondary-school track compared to their school advice.

[57]For instance, a HAVO student with either a "VMBO/HAVO","HAVO" or "HAVO/VWO" advice is assigned a value of 0 ("none"). An advice of "VWO" is then classified as -1 ("down"), while an advice of any form of "VMBO", except "VMBO/HAVO" is classified as a 1 ("up").

Table H20: Heterogeneity: Students' Expectations Track Advice

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1054*** | −0.0307 | −0.0001 | −0.0009 | −0.0456* | −0.0327 |
| | (0.0306) | (0.0207) | (0.0042) | (0.0345) | (0.0244) | (0.0237) |
| Age | 0.0216 | 0.0227 | 0.0016 | 0.0017 | −0.0099 | 0.0061 |
| | (0.0209) | (0.0145) | (0.0038) | (0.0330) | (0.0245) | (0.0232) |
| Exit-Score | −0.0272* | −0.0065 | −0.0024 | 0.0294 | −0.0175* | −0.0215* |
| | (0.0155) | (0.0061) | (0.0019) | (0.0228) | (0.0101) | (0.0119) |
| Female | −0.0185 | −0.0090 | −0.0012 | 0.0147 | −0.0018 | −0.0300 |
| | (0.0221) | (0.0134) | (0.0027) | (0.0286) | (0.0266) | (0.0183) |
| Self-Efficacy | −0.1157*** | −0.0368*** | −0.0018 | −0.0168 | −0.0814*** | −0.1160*** |
| | (0.0106) | (0.0095) | (0.0016) | (0.0147) | (0.0084) | (0.0086) |
| Help-Homework | 0.0129 | 0.0093 | 0.0012 | −0.0138 | 0.0074 | 0.0195* |
| | (0.0091) | (0.0065) | (0.0016) | (0.0101) | (0.0077) | (0.0102) |
| Talks about School | 0.0161 | −0.0038 | −0.0025 | 0.0070 | −0.0217** | −0.0019 |
| | (0.0175) | (0.0077) | (0.0023) | (0.0135) | (0.0096) | (0.0093) |
| trackvsadvice=down | −0.0122 | −0.0146 | | −0.0896* | 0.0542* | |
| | (0.0488) | (0.0293) | | (0.0536) | (0.0290) | |
| trackvsadvice=up | −0.0005 | −0.0044 | 0.0064 | −0.0307 | −0.0160 | 0.0489 |
| | (0.0435) | (0.0349) | (0.0171) | (0.0755) | (0.0459) | (0.0700) |
| HE:trackvsadvice=down | −0.0073 | 0.0001 | | 0.0401 | −0.0361 | |
| | (0.0721) | (0.0296) | | (0.0616) | (0.0435) | |
| HE:trackvsadvice=up | 0.0822 | −0.0052 | −0.0120 | −0.0158 | 0.0341 | 0.0113 |
| | (0.0758) | (0.0386) | (0.0160) | (0.1178) | (0.0486) | (0.0630) |
| Constant | 0.5380* | −0.2395 | 0.0091 | 1.0534* | 0.9256** | 0.0327 |
| | (0.2905) | (0.2410) | (0.0541) | (0.5528) | (0.3821) | (0.3621) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,491 | 2,048 | 578 | 1,420 | 2,041 |
| Adjusted $R^2$ | 0.1374 | 0.0294 | −0.0028 | 0.0364 | 0.0724 | 0.1411 |

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 the parents completed higher education (HBO & WO).

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

Table H21: Heterogeneity: Parents' Expectations Track Advice

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0841*** | −0.0803*** | −0.0115 | 0.0632 | −0.0168 | −0.0910*** |
| | (0.0221) | (0.0241) | (0.0088) | (0.0478) | (0.0187) | (0.0309) |
| Age | 0.0256 | 0.0354* | −0.0043 | 0.0012 | −0.00004 | 0.0025 |
| | (0.0172) | (0.0194) | (0.0071) | (0.0299) | (0.0130) | (0.0332) |
| Exit-Score | 0.0276*** | −0.0156 | −0.0016 | 0.0214 | −0.0063 | −0.0619*** |
| | (0.0097) | (0.0116) | (0.0043) | (0.0160) | (0.0086) | (0.0132) |
| Female | −0.0007 | −0.0380* | −0.0089* | −0.0136 | 0.0140 | −0.0832*** |
| | (0.0175) | (0.0196) | (0.0047) | (0.0244) | (0.0117) | (0.0165) |
| Self-Efficacy | −0.0639*** | −0.0531*** | −0.0115*** | 0.0104 | −0.0174** | −0.1013*** |
| | (0.0104) | (0.0090) | (0.0045) | (0.0151) | (0.0079) | (0.0112) |
| Help-Homework | −0.0001 | 0.0049 | −0.0042 | 0.0098 | 0.0030 | 0.0301*** |
| | (0.0111) | (0.0077) | (0.0027) | (0.0176) | (0.0067) | (0.0085) |
| Talks about School | −0.0198 | −0.0482*** | −0.0147*** | −0.0155 | −0.0337*** | −0.0423*** |
| | (0.0138) | (0.0111) | (0.0045) | (0.0160) | (0.0071) | (0.0114) |
| trackvsadvice=down | −0.0362 | −0.0188 | | 0.0785 | 0.0050 | |
| | (0.0302) | (0.0510) | | (0.0490) | (0.0250) | |
| trackvsadvice=up | 0.0023 | 0.0089 | 0.0181 | 0.0836 | −0.0325 | −0.0682 |
| | (0.0360) | (0.0571) | (0.0285) | (0.0920) | (0.0390) | (0.0825) |
| HE:trackvsadvice=down | −0.0340 | 0.0333 | | −0.0794 | 0.0034 | |
| | (0.0386) | (0.0552) | | (0.0516) | (0.0268) | |
| HE:trackvsadvice=up | 0.0532 | 0.0855 | −0.0277 | −0.0782 | 0.0106 | 0.1399* |
| | (0.0541) | (0.0598) | (0.0312) | (0.0935) | (0.0502) | (0.0796) |
| Constant | 0.5820* | −0.1726 | 0.1526 | 1.0660** | 0.9985*** | 0.5454 |
| | (0.3010) | (0.2641) | (0.1143) | (0.4374) | (0.2233) | (0.5013) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,491 | 2,048 | 249 | 1,248 | 2,010 |
| Adjusted $R^2$ | 0.0739 | 0.0709 | 0.0512 | 0.0814 | 0.0236 | 0.1641 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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 the parents completed higher education (HBO & WO). Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Table H22: Heterogeneity: Mismatch Track Advice

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0398 | 0.0124 | −0.0322 | −0.0101 | −0.0568** | 0.0091 |
| | (0.0337) | (0.0115) | (0.0278) | (0.0184) | (0.0248) | (0.0088) |
| Age | −0.0070 | −0.0003 | 0.0310 | 0.0136 | −0.0117 | 0.0044 |
| | (0.0223) | (0.0118) | (0.0245) | (0.0117) | (0.0227) | (0.0108) |
| Exit-Score | 0.0422** | −0.0114* | 0.00002 | −0.0038 | −0.0393*** | −0.0032 |
| | (0.0167) | (0.0065) | (0.0138) | (0.0060) | (0.0078) | (0.0044) |
| Female | −0.0050 | −0.0236** | −0.0138 | 0.0029 | −0.0696*** | −0.0090* |
| | (0.0176) | (0.0096) | (0.0234) | (0.0108) | (0.0166) | (0.0051) |
| Self-Efficacy | 0.0567*** | 0.0005 | 0.0309*** | −0.0131** | −0.0144 | −0.0176*** |
| | (0.0101) | (0.0070) | (0.0104) | (0.0062) | (0.0089) | (0.0046) |
| Help-Homework | −0.0047 | 0.0078 | −0.0106 | −0.0046 | 0.0060 | 0.0017 |
| | (0.0095) | (0.0058) | (0.0117) | (0.0042) | (0.0101) | (0.0047) |
| Talks about School | −0.0255* | 0.0133* | −0.0374*** | 0.0130* | −0.0450*** | 0.0039 |
| | (0.0138) | (0.0074) | (0.0119) | (0.0077) | (0.0111) | (0.0048) |
| trackvsadvice=down | 0.0015 | 0.0121 | −0.0529 | −0.0058 | | |
| | (0.0554) | (0.0226) | (0.0508) | (0.0189) | | |
| trackvsadvice=up | −0.0014 | 0.0032 | −0.0443 | −0.0500*** | −0.0973* | −0.0033 |
| | (0.0416) | (0.0324) | (0.0577) | (0.0156) | (0.0569) | (0.0237) |
| HE:trackvsadvice=down | 0.0038 | 0.0313 | 0.0687 | −0.0082 | | |
| | (0.0591) | (0.0261) | (0.0596) | (0.0252) | | |
| HE:trackvsadvice=up | 0.0179 | 0.0280 | 0.1127 | 0.0352* | 0.0987* | −0.0085 |
| | (0.0668) | (0.0501) | (0.0737) | (0.0191) | (0.0521) | (0.0293) |
| Constant | 0.2507 | 0.0141 | 0.0062 | −0.1745 | 0.6679** | −0.0505 |
| | (0.3323) | (0.1778) | (0.3687) | (0.1888) | (0.3325) | (0.1650) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,520 | 1,491 | 1,491 | 2,048 | 2,048 |
| Adjusted $R^2$ | 0.0597 | 0.0123 | 0.0276 | 0.0067 | 0.0506 | 0.0060 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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

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

Table H23: Heterogeneity: Students' Expectations Sample Track Advice

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.1025*** | −0.0325* | −0.0017 | 0.0078 | −0.0445** | −0.0324 |
| | (0.0227) | (0.0177) | (0.0042) | (0.0311) | (0.0197) | (0.0219) |
| Age | 0.0209 | 0.0215 | 0.0014 | −0.0012 | −0.0063 | 0.0067 |
| | (0.0212) | (0.0140) | (0.0038) | (0.0318) | (0.0248) | (0.0235) |
| Exit-Score | −0.0328** | −0.0080 | −0.0020 | 0.0154 | −0.0133 | −0.0303*** |
| | (0.0143) | (0.0062) | (0.0017) | (0.0208) | (0.0095) | (0.0074) |
| Female | −0.0168 | −0.0090 | −0.0014 | 0.0155 | −0.0026 | −0.0278 |
| | (0.0218) | (0.0131) | (0.0027) | (0.0284) | (0.0263) | (0.0182) |
| Self-Efficacy | −0.1157*** | −0.0367*** | −0.0017 | −0.0181 | −0.0816*** | −0.1164*** |
| | (0.0106) | (0.0095) | (0.0016) | (0.0147) | (0.0085) | (0.0086) |
| Help-Homework | 0.0134 | 0.0093 | 0.0011 | −0.0135 | 0.0076 | 0.0204** |
| | (0.0090) | (0.0065) | (0.0015) | (0.0101) | (0.0077) | (0.0102) |
| Talks about School | 0.0154 | −0.0036 | −0.0024 | 0.0081 | −0.0221** | −0.0023 |
| | (0.0172) | (0.0076) | (0.0023) | (0.0135) | (0.0094) | (0.0093) |
| Constant | 0.5479* | −0.2266 | 0.0126 | 1.0514** | 0.8805** | 0.0255 |
| | (0.2965) | (0.2369) | (0.0537) | (0.5285) | (0.3845) | (0.3666) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,491 | 2,048 | 578 | 1,420 | 2,041 |
| Adjusted $R^2$ | 0.1388 | 0.0314 | −0.0028 | 0.0338 | 0.0737 | 0.1403 |

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 the parents completed higher education (HBO & WO).

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

Table H24: Heterogeneity: Parents' Expectations Sample Track Advice

| | Expects to complete MBO | | | Expects to complete HBO | | |
|---|---|---|---|---|---|---|
| | Low-Track | Medium-Track | High-Track | Low-Track | Medium-Track | High-Track |
| HE | −0.0910*** | −0.0624*** | −0.0153* | 0.0354 | −0.0137 | −0.0727*** |
| | (0.0209) | (0.0184) | (0.0089) | (0.0342) | (0.0137) | (0.0271) |
| Age | 0.0236 | 0.0363* | −0.0046 | −0.0007 | −0.0003 | 0.0038 |
| | (0.0169) | (0.0190) | (0.0072) | (0.0275) | (0.0127) | (0.0334) |
| Exit-Score | 0.0151** | −0.0239*** | −0.0014 | 0.0268* | −0.0016 | −0.0672*** |
| | (0.0068) | (0.0078) | (0.0041) | (0.0159) | (0.0066) | (0.0125) |
| Female | 0.0022 | −0.0364* | −0.0094* | −0.0078 | 0.0135 | −0.0798*** |
| | (0.0172) | (0.0193) | (0.0049) | (0.0257) | (0.0117) | (0.0158) |
| Self-Efficacy | −0.0638*** | −0.0533*** | −0.0115*** | 0.0063 | −0.0179** | −0.1015*** |
| | (0.0104) | (0.0090) | (0.0044) | (0.0145) | (0.0081) | (0.0111) |
| Help-Homework | 0.0009 | 0.0055 | −0.0043 | 0.0091 | 0.0026 | 0.0311*** |
| | (0.0111) | (0.0079) | (0.0027) | (0.0174) | (0.0066) | (0.0087) |
| Talks about School | −0.0204 | −0.0482*** | −0.0146*** | −0.0154 | −0.0337*** | −0.0427*** |
| | (0.0136) | (0.0114) | (0.0045) | (0.0157) | (0.0070) | (0.0115) |
| Constant | 0.6097** | −0.1890 | 0.1605 | 1.1235*** | 0.9994*** | 0.5124 |
| | (0.2994) | (0.2620) | (0.1170) | (0.4001) | (0.2185) | (0.5038) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,491 | 2,048 | 249 | 1,248 | 2,010 |
| Adjusted $R^2$ | 0.0728 | 0.0691 | 0.0512 | 0.0851 | 0.0252 | 0.1629 |

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

Outcome variable: "Expects to complete MBO" = dummy whether the parent expects 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 the parents completed higher education (HBO & WO). Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Table H25: Heterogeneity: Mismatch Sample Track Advice

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0420 | 0.0226** | −0.0048 | −0.0066 | −0.0425** | 0.0081 |
| | (0.0298) | (0.0109) | (0.0221) | (0.0142) | (0.0214) | (0.0099) |
| Age | −0.0069 | 0.0007 | 0.0302 | 0.0130 | −0.0109 | 0.0042 |
| | (0.0223) | (0.0117) | (0.0242) | (0.0117) | (0.0227) | (0.0109) |
| Exit-Score | 0.0424*** | −0.0069 | −0.0053 | −0.0022 | −0.0352*** | −0.0018 |
| | (0.0142) | (0.0058) | (0.0111) | (0.0050) | (0.0075) | (0.0036) |
| Female | −0.0049 | −0.0243** | −0.0125 | 0.0023 | −0.0690*** | −0.0094* |
| | (0.0176) | (0.0096) | (0.0227) | (0.0107) | (0.0163) | (0.0053) |
| Self-Efficacy | 0.0568*** | 0.0004 | 0.0305*** | −0.0132** | −0.0142 | −0.0176*** |
| | (0.0101) | (0.0069) | (0.0104) | (0.0063) | (0.0089) | (0.0046) |
| Help-Homework | −0.0047 | 0.0075 | −0.0107 | −0.0049 | 0.0059 | 0.0015 |
| | (0.0094) | (0.0057) | (0.0116) | (0.0042) | (0.0101) | (0.0048) |
| Talks about School | −0.0256* | 0.0132* | −0.0371*** | 0.0131* | −0.0451*** | 0.0040 |
| | (0.0137) | (0.0074) | (0.0120) | (0.0076) | (0.0111) | (0.0048) |
| Constant | 0.2491 | −0.0013 | 0.0023 | −0.1762 | 0.6429* | −0.0472 |
| | (0.3311) | (0.1764) | (0.3660) | (0.1900) | (0.3331) | (0.1667) |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,520 | 1,520 | 1,491 | 1,491 | 2,048 | 2,048 |
| Adjusted $R^2$ | 0.0623 | 0.0116 | 0.0276 | 0.0045 | 0.0503 | 0.0067 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective educational level compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational level compared to their parent.

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

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

# I Short-run Expectation?

## I.1 Descriptive

Table I1: Attainment Expectation by School-Track Expectation: Students

| School_Track | Category | Freq | MBO | HBO | WO | Share_MBO | Share_HBO | Share_WO |
|---|---|---|---|---|---|---|---|---|
| *High-Track* | | | | | | | | |
| | All | 2493 | 9 | 518 | 1966 | 0.4% | 20.8% | 78.9% |
| | equal | 2272 | 5 | 340 | 1927 | 0.2% | 15% | 84.8% |
| | downward | 221 | 4 | 178 | 39 | 1.8% | 80.5% | 17.6% |
| *Medium-Track* | | | | | | | | |
| | All | 2190 | 107 | 1746 | 337 | 4.9% | 79.7% | 15.4% |
| | upward | 166 | 0 | 34 | 132 | 0% | 20.5% | 79.5% |
| | equal | 1934 | 53 | 1678 | 203 | 2.7% | 86.8% | 10.5% |
| | downward | 90 | 54 | 34 | 2 | 60% | 37.8% | 2.2% |
| *Low-Track* | | | | | | | | |
| | All | 1679 | 1005 | 616 | 58 | 59.9% | 36.7% | 3.5% |
| | upward | 331 | 33 | 268 | 30 | 10% | 81% | 9.1% |
| | equal | 1348 | 972 | 348 | 28 | 72.1% | 25.8% | 2.1% |

Table I2: Attainment Expectation by School-Track Expectation: Parents

| School_Track | Category | Freq | MBO | HBO | WO | Share_MBO | Share_HBO | Share_WO |
|---|---|---|---|---|---|---|---|---|
| *High-Track* | | | | | | | | |
| | All | 2493 | 50 | 1067 | 1376 | 2% | 42.8% | 55.2% |
| | equal | 2084 | 5 | 746 | 1333 | 0.2% | 35.8% | 64% |
| | downward | 409 | 45 | 321 | 43 | 11% | 78.5% | 10.5% |
| *Medium-Track* | | | | | | | | |
| | All | 2190 | 365 | 1750 | 75 | 16.7% | 79.9% | 3.4% |
| | upward | 58 | 1 | 19 | 38 | 1.7% | 32.8% | 65.5% |
| | equal | 1951 | 196 | 1718 | 37 | 10% | 88.1% | 1.9% |
| | downward | 181 | 168 | 13 | 0 | 92.8% | 7.2% | 0% |
| *Low-Track* | | | | | | | | |
| | All | 1679 | 1412 | 258 | 9 | 84.1% | 15.4% | 0.5% |
| | upward | 187 | 36 | 146 | 5 | 19.3% | 78.1% | 2.7% |
| | equal | 1492 | 1376 | 112 | 4 | 92.2% | 7.5% | 0.3% |

Table I3: School-Track Expectation

| | | Students | | | Parents | | |
|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage |
| Low-Track | Low-Track | 1348 | 1679 | 80.286 | 1492 | 1679 | 88.862 |
| Low-Track | Medium-Track | 313 | 1679 | 18.642 | 184 | 1679 | 10.959 |
| Low-Track | High-Track | 18 | 1679 | 1.072 | 3 | 1679 | 0.179 |
| Medium-Track | Low-Track | 90 | 2190 | 4.110 | 181 | 2190 | 8.265 |
| Medium-Track | Medium-Track | 1934 | 2190 | 88.311 | 1951 | 2190 | 89.087 |
| Medium-Track | High-Track | 166 | 2190 | 7.580 | 58 | 2190 | 2.648 |
| High-Track | Low-Track | 2 | 2493 | 0.080 | 14 | 2493 | 0.562 |
| High-Track | Medium-Track | 219 | 2493 | 8.785 | 395 | 2493 | 15.844 |
| High-Track | High-Track | 2272 | 2493 | 91.135 | 2084 | 2493 | 83.594 |

Table I4: School Track Expectation: Students

| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | Equal | 772 | 900 | 85.778% | 576 | 779 | 73.941% | 0.001 |
| Low-Track | Upward | 128 | 900 | 14.222% | 203 | 779 | 26.059% | 0.000 |
| Medium-Track | Downward | 38 | 847 | 4.486% | 52 | 1343 | 3.872% | 0.055 |
| Medium-Track | Equal | 768 | 847 | 90.673% | 1166 | 1343 | 86.821% | 0.131 |
| Medium-Track | Upward | 41 | 847 | 4.841% | 125 | 1343 | 9.308% | 0.000 |
| High-Track | Downward | 79 | 609 | 12.972% | 142 | 1884 | 7.537% | 0.000 |
| High-Track | Equal | 530 | 609 | 87.028% | 1742 | 1884 | 92.463% | 0.038 |

Table I5: School Track Expectation: parents

| | | no-HE | | | HE | | | |
|---|---|---|---|---|---|---|---|---|
| School-Track | Expectation | Number | Size | Percentage | Number | Size | Percentage | Pvalue |
| Low-Track | Equal | 828 | 900 | 92% | 664 | 779 | 85.237% | 0.019 |
| Low-Track | Upward | 72 | 900 | 8% | 115 | 779 | 14.763% | 0.000 |
| Medium-Track | Downward | 63 | 847 | 7.438% | 118 | 1343 | 8.786% | 0.033 |
| Medium-Track | Equal | 776 | 847 | 91.617% | 1175 | 1343 | 87.491% | 0.095 |
| Medium-Track | Upward | 8 | 847 | 0.945% | 50 | 1343 | 3.723% | 0.000 |
| High-Track | Downward | 127 | 609 | 20.854% | 282 | 1884 | 14.968% | 0.000 |
| High-Track | Equal | 482 | 609 | 79.146% | 1602 | 1884 | 85.032% | 0.060 |

Table I6: Students: Difference by Track Expectation

| | Coeff.HE | Se.HE | Pred.HE=0 | Pred.HE=1 | $R^2$ | N |
|---|---|---|---|---|---|---|
| *Panel A: Low-Track* | | | | | | |
| *i) outcome: Expects to complete MBO* | | | | | | |
| Equal | −0.0654*** | 0.0237 | 0.7574 | 0.6919 | 0.1116 | 1475 |
| Upward | −0.0282 | 0.0378 | 0.1227 | 0.0944 | 0.1455 | 360 |
| *ii) outcome: Expects to complete HBO* | | | | | | |
| Equal | 0.0210 | 0.0348 | 0.9168 | 0.9378 | 0.1595 | 399 |
| Upward | −0.0472 | 0.0412 | 0.9237 | 0.8765 | 0.2261 | 322 |
| *Panel B: Medium-Track* | | | | | | |
| *i) outcome: Expects to complete MBO* | | | | | | |
| Downward | −0.3857** | 0.1538 | 0.8345 | 0.4487 | 0.4633 | 94 |
| Equal | −0.0085 | 0.0119 | 0.0333 | 0.0248 | 0.0354 | 2022 |
| Upward | | | | | | 173 |
| *ii) outcome: Expects to complete HBO* | | | | | | |
| Downward | 0.8365 | 0.3200 | 0.3402 | 1.1768 | 0.9989 | 36 |
| Equal | −0.0097 | 0.0155 | 0.8964 | 0.8867 | 0.0819 | 1965 |
| Upward | 0.0445 | 0.0833 | 0.1751 | 0.2196 | 0.2613 | 173 |
| *Panel C: High-Track* | | | | | | |
| *i) outcome: Expects to complete MBO* | | | | | | |
| Downward | −0.0034 | 0.0287 | 0.0195 | 0.0160 | 0.1713 | 231 |
| Equal | −0.0006 | 0.0033 | 0.0026 | 0.0019 | 0.0123 | 2366 |
| *ii) outcome: Expects to complete HBO* | | | | | | |
| Downward | 0.0496 | 0.0549 | 0.7872 | 0.8368 | 0.3344 | 227 |
| Equal | −0.0438* | 0.0232 | 0.1810 | 0.1371 | 0.1063 | 2361 |

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

All analyses are linear probability models. Coefficient of interest ("Coeff.HE") depicted here is whether, at least, one of the parents completed higher education (HBO & WO).

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table I7: parents: Difference by Track Expectation

| | Coeff.HE | Se.HE | Pred.HE=0 | Pred.HE=1 | $R^2$ | N |
|---|---|---|---|---|---|---|
| *Panel A: Low-Track* | | | | | | |
| *i) outcome: Expects child complete MBO* | | | | | | |
| Equal | −0.0364** | 0.0170 | 0.9382 | 0.9017 | 0.0875 | 1500 |
| Upward | −0.2398*** | 0.0875 | 0.3429 | 0.1031 | 0.3207 | 189 |
| *ii) outcome: Expects child complete HBO* | | | | | | |
| Equal | 0.0288 | 0.0371 | 0.9490 | 0.9778 | 0.6450 | 117 |
| Upward | 0.0147 | 0.0446 | 0.9570 | 0.9717 | 0.2952 | 152 |
| *Panel B: Medium-Track* | | | | | | |
| *i) outcome: Expects child complete MBO* | | | | | | |
| Downward | −0.0108 | 0.0709 | 0.9301 | 0.9193 | 0.2466 | 182 |
| Equal | −0.0670*** | 0.0118 | 0.1408 | 0.0737 | 0.0621 | 1963 |
| Upward | −0.1955 | 0.1462 | 0.1858 | −0.0097 | 0.6659 | 58 |
| *ii) outcome: Expects child complete HBO* | | | | | | |
| Downward | | | | | | 14 |
| Equal | 0.0050 | 0.0097 | 0.9759 | 0.9809 | 0.0333 | 1766 |
| Upward | 0.4227 | 0.3346 | −0.0375 | 0.3852 | 0.6049 | 57 |
| *Panel C: High-Track* | | | | | | |
| *i) outcome: Expects child complete MBO* | | | | | | |
| Downward | −0.0522 | 0.0382 | 0.1458 | 0.0935 | 0.2148 | 410 |
| Equal | −0.0063 | 0.0048 | 0.0073 | 0.0009 | 0.0395 | 2093 |
| *ii) outcome: Expects child complete HBO* | | | | | | |
| Downward | −0.0486** | 0.0231 | 0.9164 | 0.8677 | 0.3950 | 365 |
| Equal | −0.1000*** | 0.0273 | 0.4372 | 0.3372 | 0.1318 | 2088 |

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

All analyses are linear probability models. Coefficient of interest ("Coeff.HE") depicted here is whether, at least, one of the parents completed higher education (HBO & WO).

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Figure I1: Mismatch Occurrence

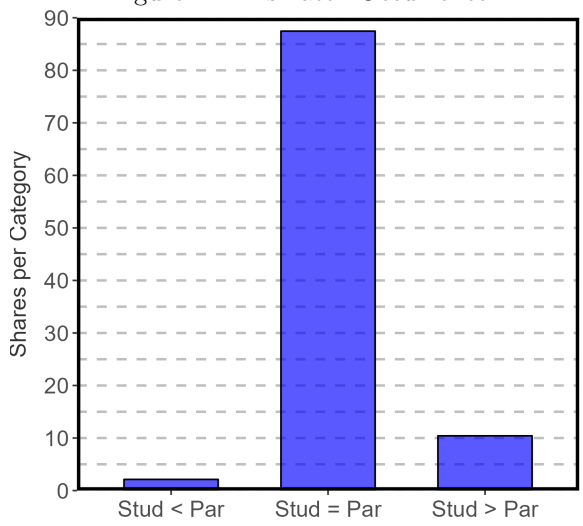



Table I8: Students vs Parents: Mismatch School Track

| Mismatch? | Number | Total | Share of Total |
|---|---|---|---|
| Student < Parent | 135 | 6362 | 2.122 |
| Student = Parent | 5564 | 6362 | 87.457 |
| Student > Parent | 663 | 6362 | 10.421 |

Figure I2: Mismatch Occurrence by Track

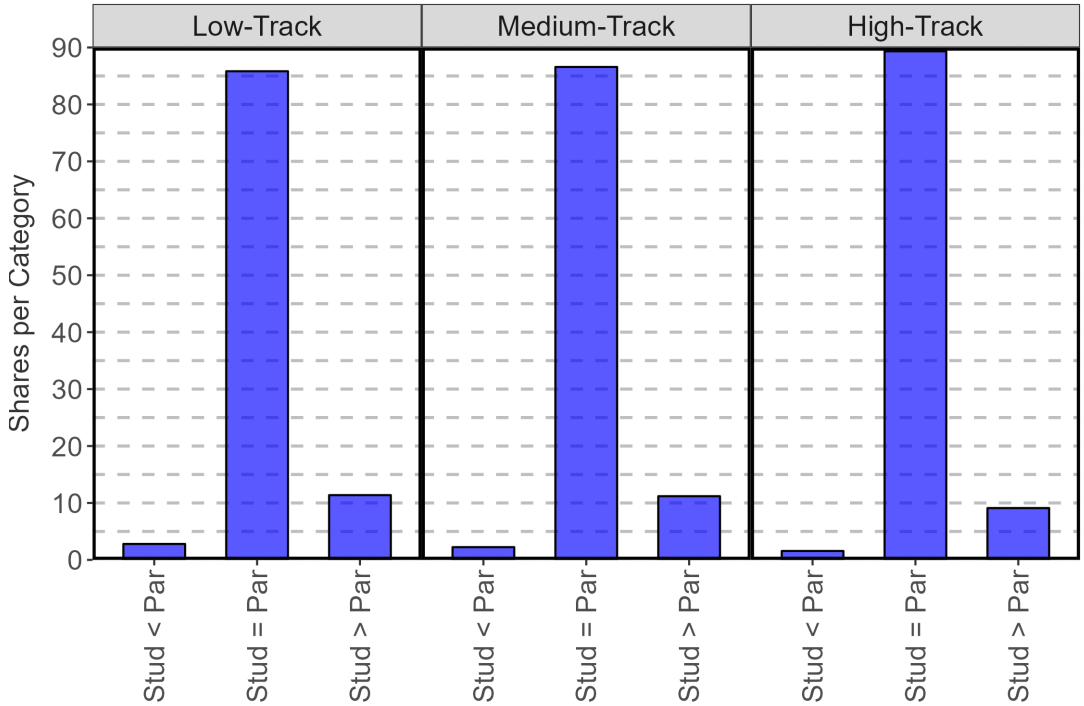


Table I9: Students vs Parents: Mismatch School Track by Track

| School-Track | Mismatch? | Number | Total | Share of Total |
|---|---|---|---|---|
| High-Track | Student > Parent | 227 | 2493 | 9.105 |
| High-Track | Student = Parent | 2227 | 2493 | 89.330 |
| High-Track | Student < Parent | 39 | 2493 | 1.564 |
| Medium-Track | Student > Parent | 245 | 2190 | 11.187 |
| Medium-Track | Student = Parent | 1896 | 2190 | 86.575 |
| Medium-Track | Student < Parent | 49 | 2190 | 2.237 |
| Low-Track | Student > Parent | 191 | 1679 | 11.376 |
| Low-Track | Student = Parent | 1441 | 1679 | 85.825 |
| Low-Track | Student < Parent | 47 | 1679 | 2.799 |

Figure I3: Mismatch Occurrence by Track & Parental Education

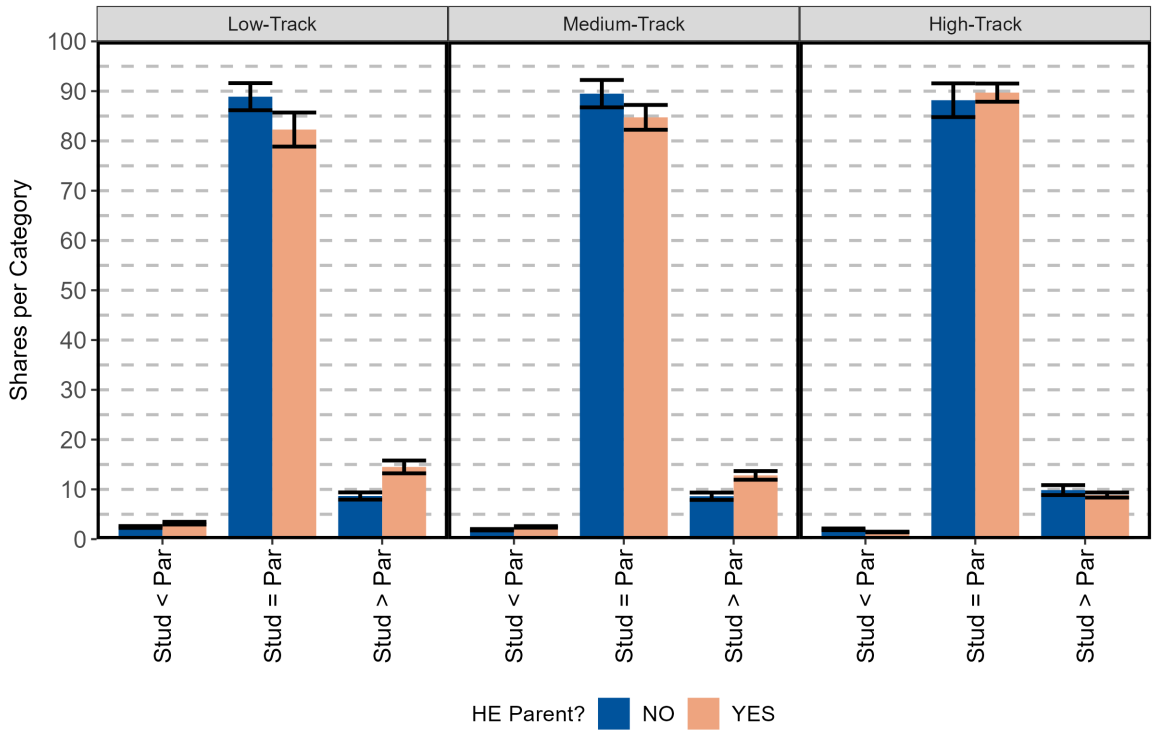


Table I10: Students vs Parents: Mismatch in School Track Expectation by Parental Education

| | | no higher education | | | higher education | | | |
|---|---|---|---|---|---|---|---|---|
| Mismatch? | School-Track | Number | Total | Share | Number | Total | Share | P-value |
| High-Track | Stud > Par | 60 | 609 | 9.852 | 167 | 1884 | 8.864 | 0.200 |
| High-Track | Stud = Par | 537 | 609 | 88.177 | 1690 | 1884 | 89.703 | 0.567 |
| High-Track | Stud < Par | 12 | 609 | 1.970 | 27 | 1884 | 1.433 | 0.000 |
| Medium-Track | Stud > Par | 73 | 847 | 8.619 | 172 | 1343 | 12.807 | 0.000 |
| Medium-Track | Stud = Par | 758 | 847 | 89.492 | 1138 | 1343 | 84.736 | 0.075 |
| Medium-Track | Stud < Par | 16 | 847 | 1.889 | 33 | 1343 | 2.457 | 0.000 |
| Low-Track | Stud > Par | 78 | 900 | 8.667 | 113 | 779 | 14.506 | 0.000 |
| Low-Track | Stud = Par | 800 | 900 | 88.889 | 641 | 779 | 82.285 | 0.035 |
| Low-Track | Stud < Par | 22 | 900 | 2.444 | 25 | 779 | 3.209 | 0.001 |

## I.2 HE Exact

Table I11: Mismatched School Track Expectations

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE | 0.0551*** | 0.0049 | 0.0455*** | 0.0064 | −0.0048 | −0.0012 |
| | (0.0162) | (0.0093) | (0.0149) | (0.0071) | (0.0176) | (0.0072) |
| Age | −0.0134 | −0.0047 | 0.0037 | 0.0091 | 0.0008 | 0.0063 |
| | (0.0168) | (0.0070) | (0.0158) | (0.0092) | (0.0125) | (0.0048) |
| Female | 0.0012 | 0.0035 | −0.0014 | −0.0141** | −0.0294*** | −0.0034 |
| | (0.0180) | (0.0069) | (0.0119) | (0.0068) | (0.0106) | (0.0039) |
| Exit-Score | 0.0050 | 0.0018 | −0.0074 | −0.0021 | −0.0210*** | 0.0020 |
| | (0.0081) | (0.0043) | (0.0063) | (0.0032) | (0.0068) | (0.0022) |
| Self-Efficacy | 0.0399*** | 0.0038 | 0.0171** | −0.0124** | −0.0131*** | −0.0129*** |
| | (0.0090) | (0.0041) | (0.0081) | (0.0052) | (0.0051) | (0.0026) |
| Help-Homework | 0.0002 | −0.0055 | −0.0105** | −0.0037 | 0.0043 | 0.0040 |
| | (0.0080) | (0.0041) | (0.0049) | (0.0037) | (0.0061) | (0.0024) |
| Talks about School | −0.0184 | 0.0026 | −0.0105 | 0.0034 | −0.0427*** | 0.0029 |
| | (0.0112) | (0.0053) | (0.0094) | (0.0043) | (0.0084) | (0.0027) |
| Constant | 0.2833 | 0.0964 | 0.0481 | −0.1101 | 0.1948 | −0.0817 |
| | (0.2480) | (0.1282) | (0.2350) | (0.1420) | (0.2048) | (0.0809) |
| Pred.HE=0 | 0.0882 | 0.0257 | 0.084 | 0.0185 | 0.0947 | 0.0165 |
| Pred.HE=1 | 0.1433 | 0.0306 | 0.1295 | 0.0248 | 0.0899 | 0.0154 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 1,679 | 2,190 | 2,190 | 2,493 | 2,493 |
| Adjusted $R^2$ | 0.0541 | −0.0116 | 0.0311 | 0.0121 | 0.0701 | 0.0129 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective secondary-school track compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational secondary-school track compared to their parent.

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

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

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table I12: School Track Expectation: Students'

| | Low-Track | Medium-Track | | High-Track |
|---|---|---|---|---|
| | Upward | Downward | Upward | Downward |
| HE | 0.1073*** | −0.0146* | 0.0417*** | −0.0286** |
| | (0.0222) | (0.0084) | (0.0102) | (0.0130) |
| Age | −0.0309* | 0.0251*** | −0.0245* | 0.0271* |
| | (0.0166) | (0.0093) | (0.0127) | (0.0154) |
| Female | 0.0301 | −0.0229** | 0.0112 | −0.0245** |
| | (0.0210) | (0.0095) | (0.0114) | (0.0118) |
| Exit-Score | 0.0058 | −0.0064* | 0.0090* | −0.0208*** |
| | (0.0081) | (0.0034) | (0.0046) | (0.0063) |
| Self-Efficacy | 0.0842*** | −0.0381*** | 0.0447*** | −0.0841*** |
| | (0.0107) | (0.0064) | (0.0051) | (0.0076) |
| Help-Homework | −0.0028 | 0.0112*** | −0.0085 | 0.0050 |
| | (0.0098) | (0.0041) | (0.0054) | (0.0050) |
| Talks about School | −0.0096 | −0.0095** | 0.0252*** | 0.0019 |
| | (0.0164) | (0.0046) | (0.0084) | (0.0061) |
| Constant | 0.5452** | −0.2777* | 0.3227* | −0.3304 |
| | (0.2547) | (0.1525) | (0.1900) | (0.2221) |
| Pred.HE=0 | 0.1474 | 0.05 | 0.0503 | 0.1102 |
| Pred.HE=1 | 0.2546 | 0.0355 | 0.0919 | 0.0817 |
| School Dummies | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 2,190 | 2,190 | 2,493 |
| Adjusted $R^2$ | 0.1258 | 0.0718 | 0.0460 | 0.1172 |

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

Outcome variable: "Downward" = dummy whether the student expects to complete a less selective secondary-school track then the one of current enrollment;

"Upward" = dummy whether the student expects to complete a more selective secondary-school track then the one of current enrollment;

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table I13: School Track Expectation: Parents'

| | Low-Track | Medium-Track | | High-Track |
|---|---|---|---|---|
| | Upward | Downward | Upward | Downward |
| HE | 0.0572*** | 0.0080 | 0.0253*** | −0.0322 |
| | (0.0153) | (0.0119) | (0.0061) | (0.0197) |
| Age | −0.0222 | 0.0347*** | −0.0094 | 0.0216 |
| | (0.0172) | (0.0110) | (0.0074) | (0.0174) |
| Female | 0.0324*** | −0.0220* | −0.0011 | −0.0504*** |
| | (0.0122) | (0.0130) | (0.0082) | (0.0145) |
| Exit-Score | 0.0027 | −0.0164*** | 0.0037 | −0.0438*** |
| | (0.0068) | (0.0062) | (0.0038) | (0.0071) |
| Self-Efficacy | 0.0481*** | −0.0393*** | 0.0136*** | −0.0843*** |
| | (0.0111) | (0.0068) | (0.0040) | (0.0073) |
| Help-Homework | −0.0086 | 0.0078* | −0.0056 | 0.0054 |
| | (0.0074) | (0.0046) | (0.0038) | (0.0071) |
| Talks about School | 0.0115 | −0.0364*** | 0.0142*** | −0.0437*** |
| | (0.0107) | (0.0077) | (0.0050) | (0.0107) |
| Constant | 0.3582 | −0.2987* | 0.1368 | −0.0539 |
| | (0.2810) | (0.1577) | (0.1198) | (0.2735) |
| Pred.HE=0 | 0.0849 | 0.0778 | 0.0109 | 0.1884 |
| Pred.HE=1 | 0.142 | 0.0857 | 0.0363 | 0.1562 |
| School Dummies | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 2,190 | 2,190 | 2,493 |
| Adjusted $R^2$ | 0.0630 | 0.0890 | 0.0345 | 0.1354 |

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

Outcome variable: "Downward" = dummy whether the parent expects their child to complete a less selective secondary-school track then the one of current enrollment;

"Upward" = dummy whether the parent expects their child to complete a more selective secondary-school track then the one of current enrollment;

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.

Pred.HE implies the predicted value of the dependent variable by HE status, in which a value of 0 indicates that there is no parent who completed higher education in the household, whereas 1 indicates at least one higher educated parent in the household.

Table I14: Parent School-Track Expectation

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| studie2_vo3ad | Studexp? | Freq | Total | Share | Freq | Total | Share | Freq | Total | Share |
| Low-Track | Equal | 828 | 900 | 92.000 | 531 | 612 | 86.765 | 133 | 167 | 79.641 |
| Low-Track | Upward | 72 | 900 | 8.000 | 81 | 612 | 13.235 | 34 | 167 | 20.359 |
| Medium-Track | Downward | 63 | 847 | 7.438 | 81 | 955 | 8.482 | 37 | 388 | 9.536 |
| Medium-Track | Equal | 776 | 847 | 91.617 | 847 | 955 | 88.691 | 328 | 388 | 84.536 |
| Medium-Track | Upward | 8 | 847 | 0.945 | 27 | 955 | 2.827 | 23 | 388 | 5.928 |
| High-Track | Downward | 127 | 609 | 20.854 | 190 | 1108 | 17.148 | 92 | 776 | 11.856 |
| High-Track | Equal | 482 | 609 | 79.146 | 918 | 1108 | 82.852 | 684 | 776 | 88.144 |

Table I15: Student School-Track Expectation

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| studie2_vo3ad | Parexp | Freq | Total | Share | Freq | Total | Share | Freq | Total | Share |
| Low-Track | Equal | 772 | 900 | 85.778 | 465 | 612 | 75.980 | 111 | 167 | 66.467 |
| Low-Track | Upward | 128 | 900 | 14.222 | 147 | 612 | 24.020 | 56 | 167 | 33.533 |
| Medium-Track | Downward | 38 | 847 | 4.486 | 35 | 955 | 3.665 | 17 | 388 | 4.381 |
| Medium-Track | Equal | 768 | 847 | 90.673 | 844 | 955 | 88.377 | 322 | 388 | 82.990 |
| Medium-Track | Upward | 41 | 847 | 4.841 | 76 | 955 | 7.958 | 49 | 388 | 12.629 |
| High-Track | Downward | 79 | 609 | 12.972 | 116 | 1108 | 10.469 | 26 | 776 | 3.351 |
| High-Track | Equal | 530 | 609 | 87.028 | 992 | 1108 | 89.531 | 750 | 776 | 96.649 |

Table I16: Mismatch School-Track Expectation

| | | MBO | | | HBO | | | WO | | |
|---|---|---|---|---|---|---|---|---|---|---|
| studie2_vo3ad | (mis-)match? | Freq | Total | Share | Freq | Total | Share | Freq | Total | Share |
| Low-Track | Stud < Par | 22 | 900 | 2.444 | 17 | 612 | 2.778 | 8 | 167 | 4.790 |
| Low-Track | Stud = Par | 800 | 900 | 88.889 | 512 | 612 | 83.660 | 129 | 167 | 77.246 |
| Low-Track | Stud > Par | 78 | 900 | 8.667 | 83 | 612 | 13.562 | 30 | 167 | 17.964 |
| Medium-Track | Stud < Par | 16 | 847 | 1.889 | 22 | 955 | 2.304 | 11 | 388 | 2.835 |
| Medium-Track | Stud = Par | 758 | 847 | 89.492 | 817 | 955 | 85.550 | 321 | 388 | 82.732 |
| Medium-Track | Stud > Par | 73 | 847 | 8.619 | 116 | 955 | 12.147 | 56 | 388 | 14.433 |
| High-Track | Stud < Par | 12 | 609 | 1.970 | 23 | 1108 | 2.076 | 4 | 776 | 0.515 |
| High-Track | Stud = Par | 537 | 609 | 88.177 | 988 | 1108 | 89.170 | 702 | 776 | 90.464 |
| High-Track | Stud > Par | 60 | 609 | 9.852 | 97 | 1108 | 8.755 | 70 | 776 | 9.021 |

Figure I4: Mismatch Occurrence by Track & Exact Parental Education

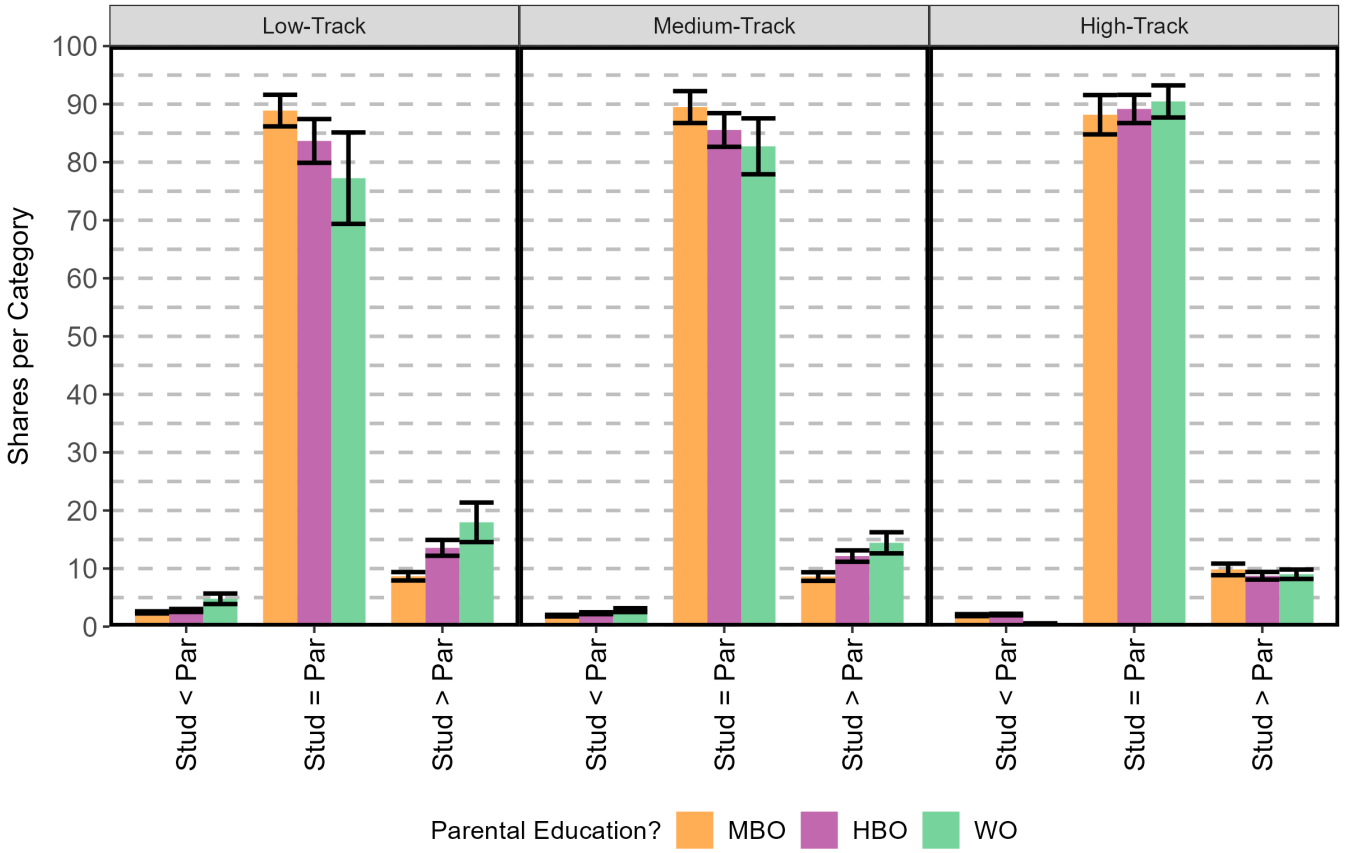


Table I17: Mismatched School Track Expectations: Exact Level Parental Education

| | Low-Track | | Medium-Track | | High-Track | |
|---|---|---|---|---|---|---|
| | Stud >Par | Stud <Par | Stud >Par | Stud <Par | Stud >Par | Stud <Par |
| HE=HBO | 0.0477*** | 0.0022 | 0.0387** | 0.0059 | −0.0070 | 0.0017 |
| | (0.0174) | (0.0090) | (0.0174) | (0.0077) | (0.0173) | (0.0078) |
| HE=WO | 0.0872*** | 0.0171 | 0.0678*** | 0.0079 | −0.0001 | −0.0071 |
| | (0.0316) | (0.0158) | (0.0194) | (0.0090) | (0.0210) | (0.0070) |
| Age | −0.0137 | −0.0049 | 0.0038 | 0.0091 | 0.0009 | 0.0062 |
| | (0.0168) | (0.0069) | (0.0160) | (0.0092) | (0.0125) | (0.0048) |
| Female | 0.0016 | 0.0036 | −0.0011 | −0.0140** | −0.0294*** | −0.0033 |
| | (0.0180) | (0.0069) | (0.0118) | (0.0068) | (0.0106) | (0.0039) |
| Exit-Score | 0.0051 | 0.0019 | −0.0065 | −0.0021 | −0.0211*** | 0.0020 |
| | (0.0081) | (0.0043) | (0.0061) | (0.0030) | (0.0068) | (0.0022) |
| Self-Efficacy | 0.0393*** | 0.0036 | 0.0169** | −0.0125** | −0.0133*** | −0.0127*** |
| | (0.0090) | (0.0041) | (0.0082) | (0.0052) | (0.0050) | (0.0026) |
| Help-Homework | −0.0002 | −0.0056 | −0.0110** | −0.0038 | 0.0043 | 0.0040 |
| | (0.0081) | (0.0041) | (0.0047) | (0.0037) | (0.0061) | (0.0024) |
| Talks about School | −0.0182 | 0.0027 | −0.0100 | 0.0034 | −0.0426*** | 0.0027 |
| | (0.0112) | (0.0052) | (0.0094) | (0.0043) | (0.0083) | (0.0027) |
| Constant | 0.2915 | 0.0995 | 0.0417 | −0.1105 | 0.1930 | −0.0795 |
| | (0.2486) | (0.1279) | (0.2384) | (0.1424) | (0.2047) | (0.0810) |
| Pred.HE=MBO | 0.0877 | 0.0255 | 0.083 | 0.0184 | 0.0942 | 0.0171 |
| Pred.HE=HBO | 0.1354 | 0.0277 | 0.1217 | 0.0243 | 0.0872 | 0.0188 |
| Pred.HE=WO | 0.1748 | 0.0426 | 0.1508 | 0.0263 | 0.0941 | 0.01 |
| School Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 1,679 | 2,190 | 2,190 | 2,493 | 2,493 |
| Adjusted $R^2$ | 0.0547 | −0.0117 | 0.0317 | 0.0117 | 0.0698 | 0.0133 |

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

Outcome variable: "Student > Parent": Dummy indicating that the student expects to complete a more selective secondary-school track compared to their parent.

"Student < Parent": Dummy indicating that the student expects to complete a less selective educational secondary-school track compared to their parent.

All analyses are linear probability models. Coefficient of interest is the exact level of education completed.

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

Pred.HE implies the predicted value of the dependent variable by parental education

Table I18: School Track Expectation: Students' : Exact Level Parental Education'

| | Low-Track | Medium-Track | | High-Track |
|---|---|---|---|---|
| | Upward | Downward | Upward | Downward |
| HE=HBO | 0.0929*** | −0.0130 | 0.0320** | −0.0158 |
| | (0.0224) | (0.0087) | (0.0129) | (0.0130) |
| HE=WO | 0.1704*** | −0.0196* | 0.0736*** | −0.0557*** |
| | (0.0394) | (0.0112) | (0.0129) | (0.0178) |
| Age | −0.0315* | 0.0251*** | −0.0243* | 0.0266* |
| | (0.0162) | (0.0093) | (0.0131) | (0.0154) |
| Female | 0.0309 | −0.0230** | 0.0117 | −0.0241** |
| | (0.0213) | (0.0094) | (0.0114) | (0.0118) |
| Exit-Score | 0.0060 | −0.0066* | 0.0102** | −0.0208*** |
| | (0.0081) | (0.0034) | (0.0047) | (0.0063) |
| Self-Efficacy | 0.0829*** | −0.0381*** | 0.0443*** | −0.0829*** |
| | (0.0107) | (0.0064) | (0.0051) | (0.0075) |
| Help-Homework | −0.0036 | 0.0113*** | −0.0093* | 0.0052 |
| | (0.0100) | (0.0041) | (0.0051) | (0.0051) |
| Talks about School | −0.0092 | −0.0096** | 0.0259*** | 0.0010 |
| | (0.0165) | (0.0045) | (0.0082) | (0.0060) |
| Constant | 0.5612** | −0.2762* | 0.3136 | −0.3203 |
| | (0.2489) | (0.1526) | (0.1956) | (0.2229) |
| Pred.HE=MBO | 0.1463 | 0.0503 | 0.0488 | 0.113 |
| Pred.HE=HBO | 0.2392 | 0.0372 | 0.0808 | 0.0972 |
| Pred.HE=WO | 0.3167 | 0.0306 | 0.1224 | 0.0573 |
| School Dummies | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 2,190 | 2,190 | 2,493 |
| Adjusted $R^2$ | 0.1282 | 0.0715 | 0.0484 | 0.1200 |

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

Outcome variable: "Downward" = dummy whether the student expects to complete a less selective secondary-school track then the one of current enrollment;

"Upward" = dummy whether the student expects to complete a more selective secondary-school track then the one of current enrollment;

All analyses are linear probability models. Coefficient of interest is the exact level of parental education.

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

Pred.HE implies the predicted value of the dependent variable by parental education

Table I19: School Track Expectation: Parents' : Exact Level Parental Education

| | Low-Track | Medium-Track | | High-Track |
|---|---|---|---|---|
| | Upward | Downward | Upward | Downward |
| HE=HBO | 0.0473*** | 0.0071 | 0.0198*** | −0.0244 |
| | (0.0168) | (0.0133) | (0.0069) | (0.0168) |
| HE=WO | 0.1003*** | 0.0108 | 0.0438*** | −0.0486 |
| | (0.0234) | (0.0143) | (0.0090) | (0.0298) |
| Age | −0.0227 | 0.0348*** | −0.0092 | 0.0213 |
| | (0.0171) | (0.0110) | (0.0074) | (0.0174) |
| Female | 0.0329*** | −0.0219* | −0.0009 | −0.0502*** |
| | (0.0123) | (0.0130) | (0.0081) | (0.0144) |
| Exit-Score | 0.0028 | −0.0163*** | 0.0043 | −0.0438*** |
| | (0.0068) | (0.0062) | (0.0038) | (0.0071) |
| Self-Efficacy | 0.0472*** | −0.0393*** | 0.0134*** | −0.0836*** |
| | (0.0112) | (0.0068) | (0.0039) | (0.0070) |
| Help-Homework | −0.0091 | 0.0077* | −0.0060 | 0.0055 |
| | (0.0073) | (0.0046) | (0.0038) | (0.0072) |
| Talks about School | 0.0117 | −0.0363*** | 0.0146*** | −0.0443*** |
| | (0.0107) | (0.0077) | (0.0050) | (0.0106) |
| Constant | 0.3692 | −0.2996* | 0.1316 | −0.0478 |
| | (0.2778) | (0.1570) | (0.1202) | (0.2734) |
| Pred.HE=MBO | 0.0842 | 0.0776 | 0.0101 | 0.19 |
| Pred.HE=HBO | 0.1315 | 0.0847 | 0.0299 | 0.1656 |
| Pred.HE=WO | 0.1844 | 0.0885 | 0.0539 | 0.1414 |
| School Dummies | Yes | Yes | Yes | Yes |
| Year Dummies | Yes | Yes | Yes | Yes |
| Observations | 1,679 | 2,190 | 2,190 | 2,493 |
| Adjusted $R^2$ | 0.0646 | 0.0885 | 0.0366 | 0.1357 |

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

Outcome variable: "Downward" = dummy whether the parent expects their child to complete a less selective secondary-school track then the one of current enrollment;

"Upward" = dummy whether the parent expects their child to complete a more selective secondary-school track then the one of current enrollment;

All analyses are linear probability models. Coefficient of interest is the exact level of parental education completed.

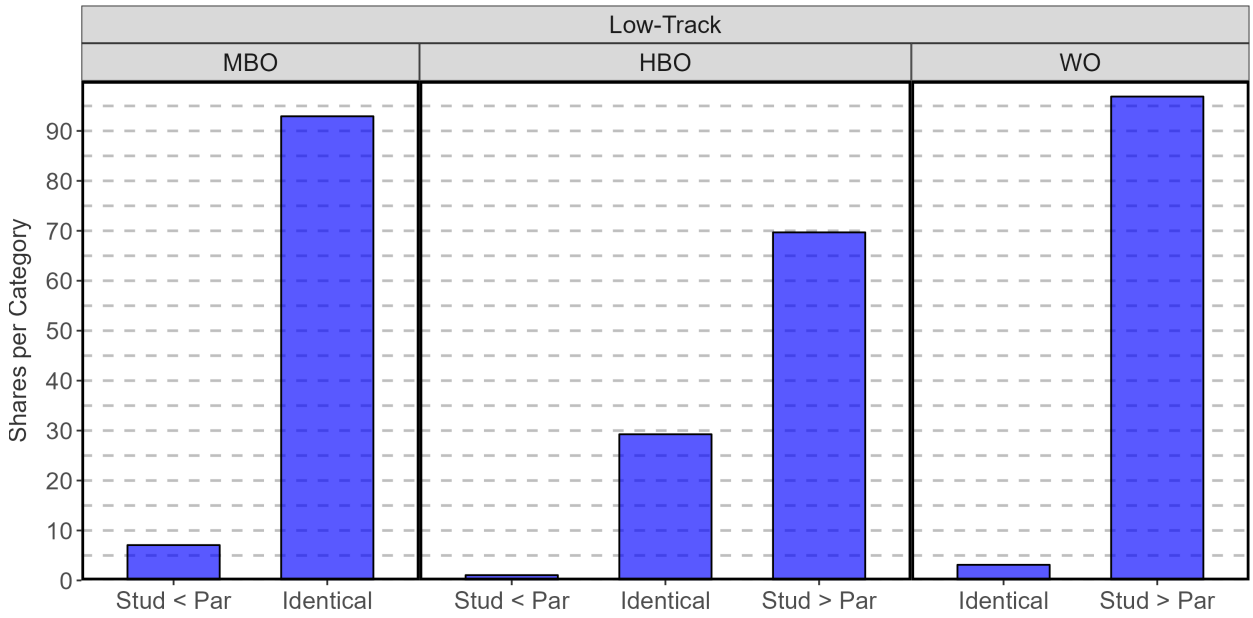
Income and maternal employment are omitted for the sake of readability, but are included in the regression.

Pred.HE implies the predicted value of the dependent variable by parental education.

# J Mismatch by Student Expectation

## J.1 General

Figure J1: Mismatch Frequency of Low-Track students by their Expectation

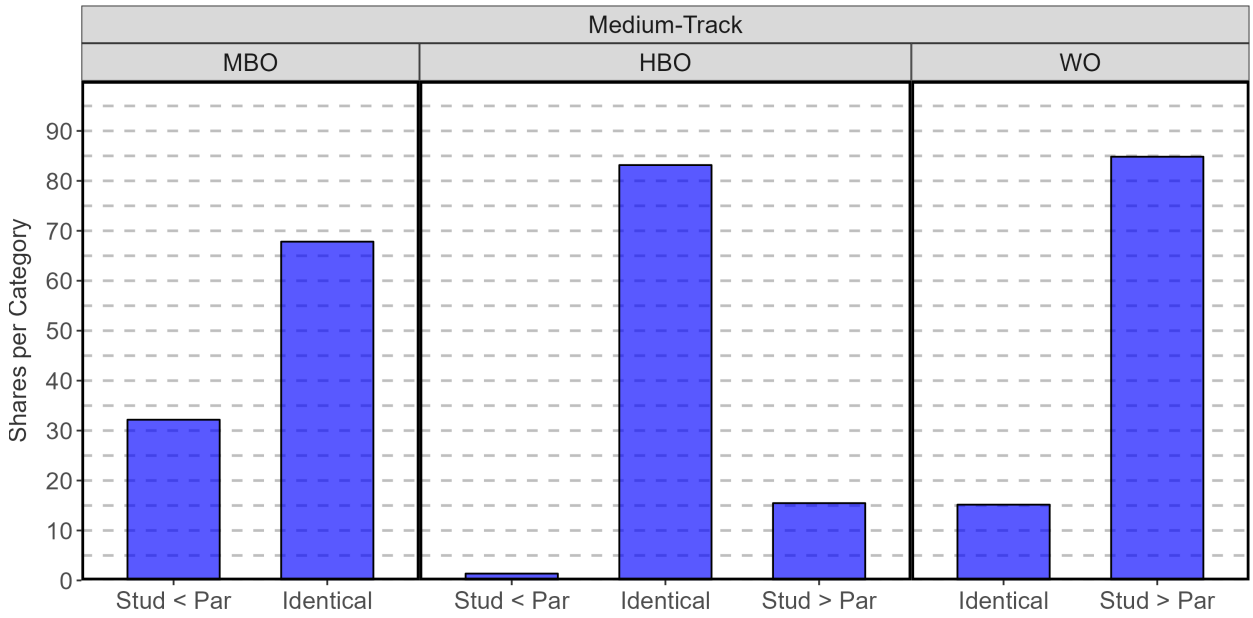



This figure presents, for the Low-Track (VMBO gt) students, and their parents, the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table J1.

Table J1: Mismatch by Student Expectation: Low-Track

| School-Track | Student Expect. | Mismatch | Frequency | Total_studexp | Total | Share |
|---|---|---|---|---|---|---|
| Low-Track | MBO | Stud < Par | 79 | 1117 | 1844 | 7.073 |
| Low-Track | MBO | Identical | 1038 | 1117 | 1844 | 92.927 |
| Low-Track | HBO | Stud < Par | 7 | 663 | 1844 | 1.056 |
| Low-Track | HBO | Identical | 194 | 663 | 1844 | 29.261 |
| Low-Track | HBO | Stud > Par | 462 | 663 | 1844 | 69.683 |
| Low-Track | WO | Identical | 2 | 64 | 1844 | 3.125 |
| Low-Track | WO | Stud > Par | 62 | 64 | 1844 | 96.875 |

Figure J2: Mismatch Frequency of Medium-Track students by their Expectation

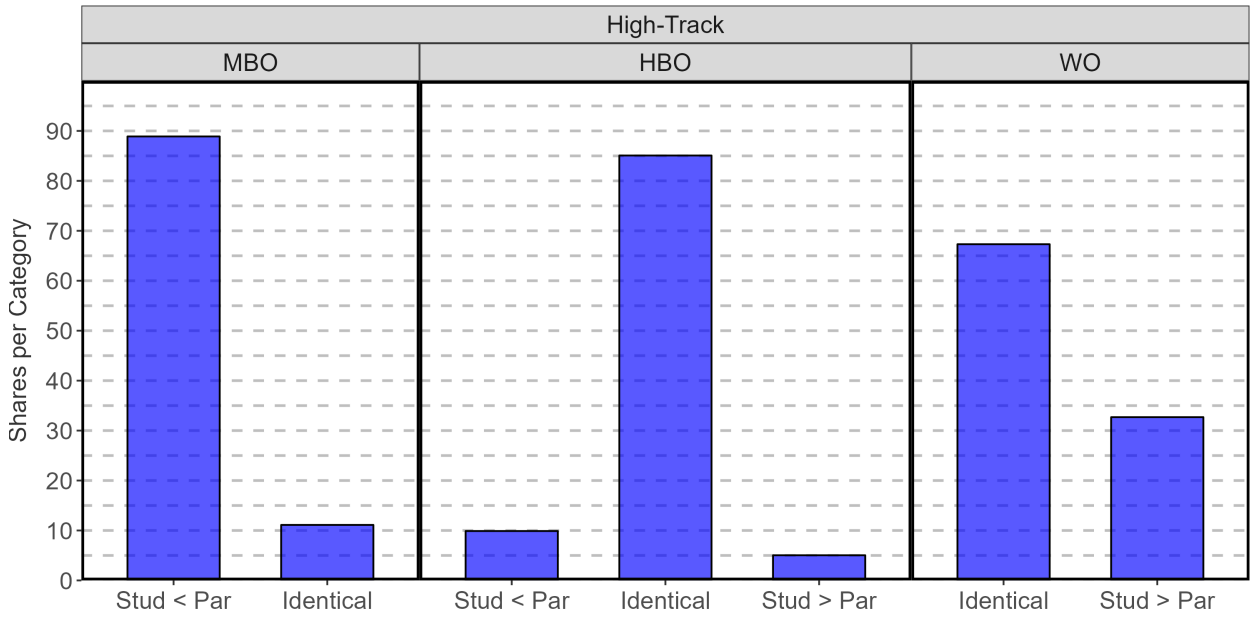



This figure presents, for the Medium-Track (HAVO) students and their parents, the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table J2.

Table J2: Mismatch by Student Expectation: Medium-Track

| School-Track | Student Expect. | Mismatch | Frequency | Total_studexp | Total | Share |
|---|---|---|---|---|---|---|
| Medium-Track | MBO | Stud < Par | 37 | 115 | 2300 | 32.174 |
| Medium-Track | MBO | Identical | 78 | 115 | 2300 | 67.826 |
| Medium-Track | HBO | Stud < Par | 25 | 1829 | 2300 | 1.367 |
| Medium-Track | HBO | Identical | 1521 | 1829 | 2300 | 83.160 |
| Medium-Track | HBO | Stud > Par | 283 | 1829 | 2300 | 15.473 |
| Medium-Track | WO | Identical | 54 | 356 | 2300 | 15.169 |
| Medium-Track | WO | Stud > Par | 302 | 356 | 2300 | 84.831 |

Figure J3: Mismatch Frequency of High-Track students by their Expectation



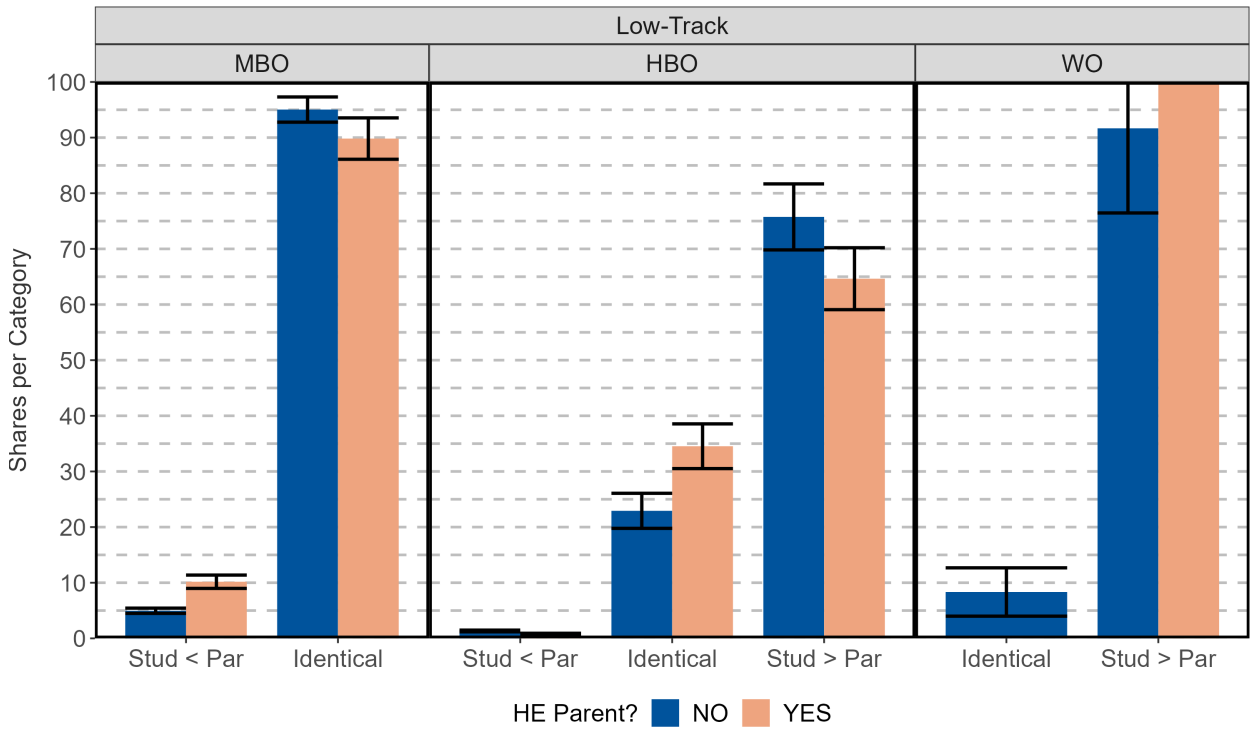

This figure presents, for the High-Track (VWO) students and their parents, the share of mismatches by the educational expectation of the student. The numbers are available in Appendix Table J3.

Table J3: Mismatch by Student Expectation: High-Track

| School-Track | Student Expect. | Mismatch | Frequency | Total_studexp | Total | Share |
|---|---|---|---|---|---|---|
| High-Track | MBO | Stud < Par | 8 | 9 | 2607 | 88.889 |
| High-Track | MBO | Identical | 1 | 9 | 2607 | 11.111 |
| High-Track | HBO | Stud < Par | 53 | 536 | 2607 | 9.888 |
| High-Track | HBO | Identical | 456 | 536 | 2607 | 85.075 |
| High-Track | HBO | Stud > Par | 27 | 536 | 2607 | 5.037 |
| High-Track | WO | Identical | 1388 | 2062 | 2607 | 67.313 |
| High-Track | WO | Stud > Par | 674 | 2062 | 2607 | 32.687 |

## J.2 By Parental Education

Figure J4: Mismatch Frequency of Low-Track students by their Expectation and Parental Education

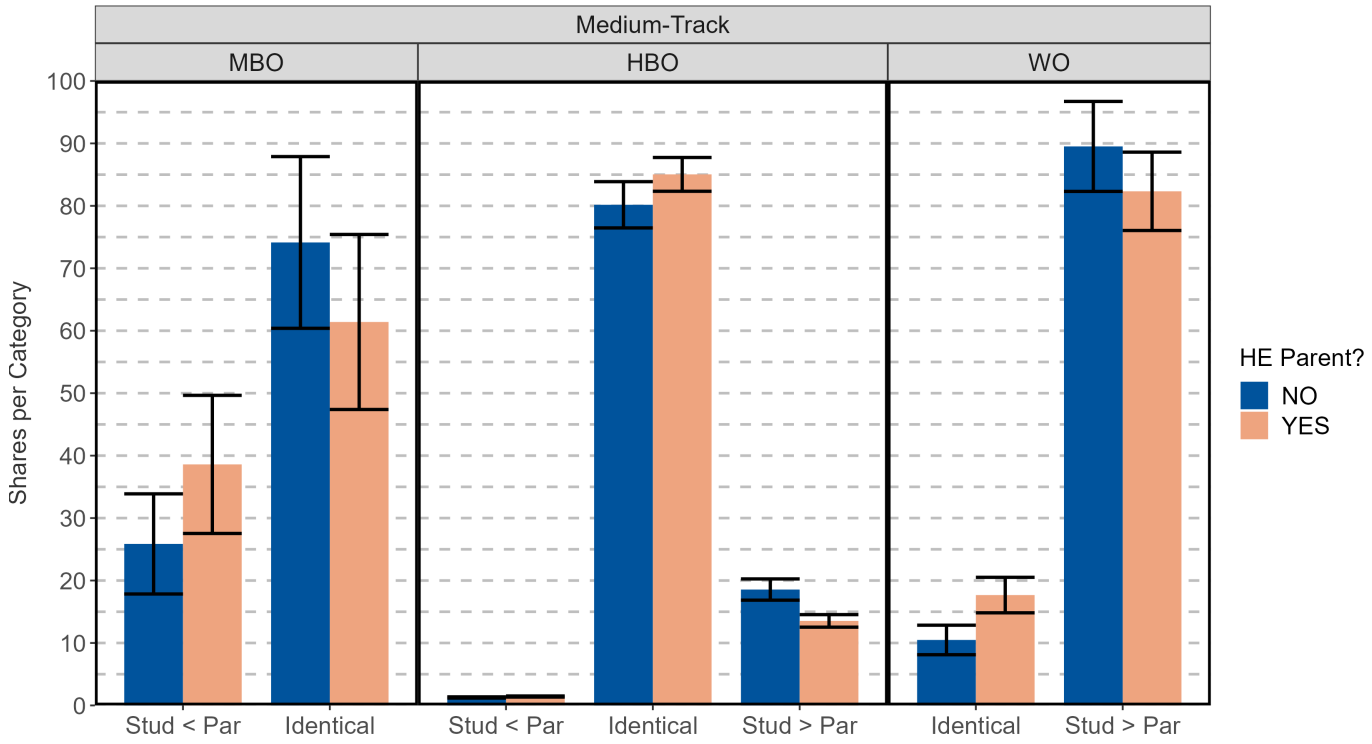



This figure presents, for the Low-Track students and their parents, the share of mismatched conditional on the educational expectation of the student and the level of parental education. The numbers are available in Appendix Table J4 The confidence interval depicts the 95% level.

Table J4: 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 | 301 | 1.33% | 3 | 362 | 0.83% | 0.000 |
| Low-Track | Stud < Par | MBO | 33 | 665 | 4.96% | 46 | 452 | 10.18% | 0.000 |
| Low-Track | Identical | HBO | 69 | 301 | 22.92% | 125 | 362 | 34.53% | 0.002 |
| Low-Track | Identical | MBO | 632 | 665 | 95.04% | 406 | 452 | 89.82% | 0.088 |
| Low-Track | Identical | WO | 2 | 24 | 8.33% | | | NA% | |
| Low-Track | Stud > Par | HBO | 228 | 301 | 75.75% | 234 | 362 | 64.64% | 0.059 |
| Low-Track | Stud > Par | WO | 22 | 24 | 91.67% | 40 | 40 | 100% | 0.291 |

Figure J5: Mismatch Frequency of Medium-Track students by their Expectation and Parental Education

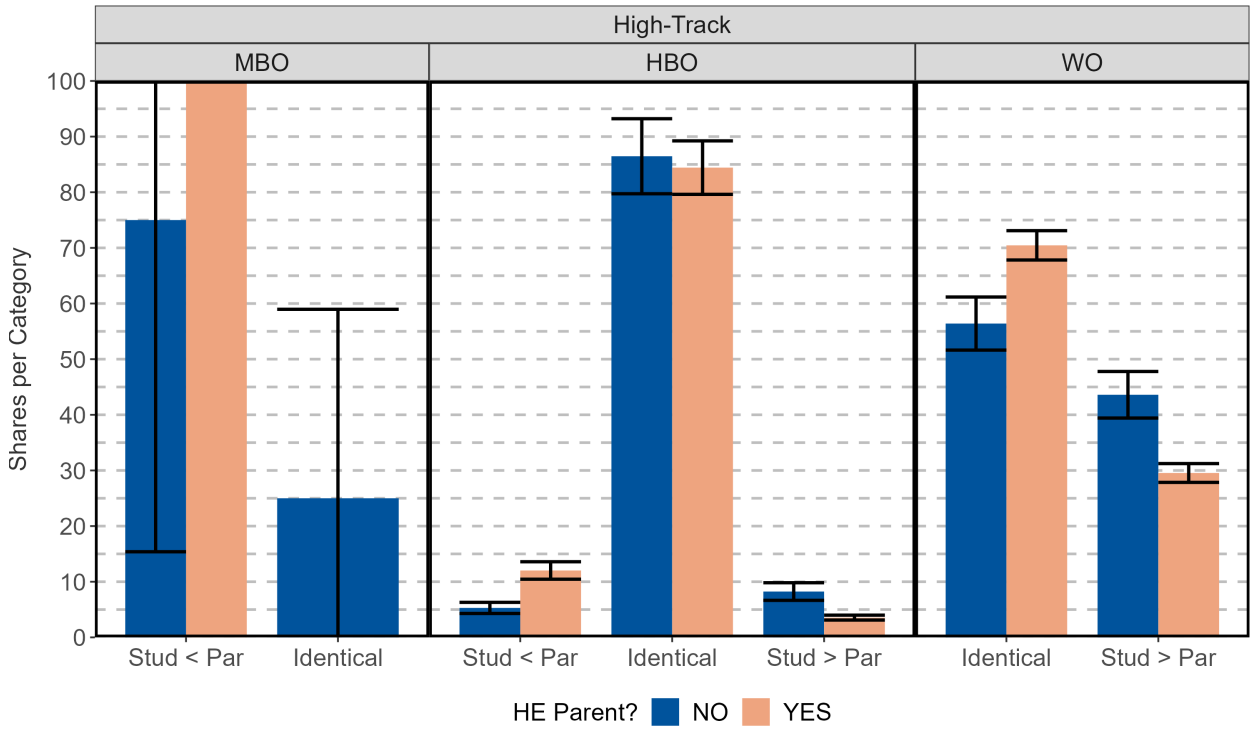



This figure presents, for the Medium-Track students (and their parents), the share of mismatched conditional on the educational expectation of the student and the level of parental education. The numbers are available in Appendix Table J5 The confidence interval depicts the 95% level.

Table J5: 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 | 706 | 1.27% | 16 | 1123 | 1.42% | 0.107 |
| Medium-Track | Stud < Par | MBO | 15 | 58 | 25.86% | 22 | 57 | 38.6% | 0.196 |
| Medium-Track | Identical | HBO | 566 | 706 | 80.17% | 955 | 1123 | 85.04% | 0.137 |
| Medium-Track | Identical | MBO | 43 | 58 | 74.14% | 35 | 57 | 61.4% | 0.372 |
| Medium-Track | Identical | WO | 13 | 124 | 10.48% | 41 | 232 | 17.67% | 0.007 |
| Medium-Track | Stud > Par | HBO | 131 | 706 | 18.56% | 152 | 1123 | 13.54% | 0.000 |
| Medium-Track | Stud > Par | WO | 111 | 124 | 89.52% | 191 | 232 | 82.33% | 0.297 |

Figure J6: 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 J6 The confidence interval depicts the 95% level.

Table J6: 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 | 9 | 170 | 5.29% | 44 | 366 | 12.02% | 0.000 |
| High-Track | Stud < Par | MBO | 3 | 4 | 75% | 5 | 5 | 100% | 0.452 |
| High-Track | Identical | HBO | 147 | 170 | 86.47% | 309 | 366 | 84.43% | 0.729 |
| High-Track | Identical | MBO | 1 | 4 | 25% | | | NA% | |
| High-Track | Identical | WO | 260 | 461 | 56.4% | 1128 | 1601 | 70.46% | 0.000 |
| High-Track | Stud > Par | HBO | 14 | 170 | 8.24% | 13 | 366 | 3.55% | 0.000 |
| High-Track | Stud > Par | WO | 201 | 461 | 43.6% | 473 | 1601 | 29.54% | 0.000 |

## J.3 Regressions

Table J7: Mismatch by Student Expectation & Parental Education: Low-Track

| | Low-Track | | | |
|---|---|---|---|---|
| | MBO | HBO | | WO |
| | Stud <Par | Stud <Par | Stud >Par | Stud >Par |
| HE | 0.7253*** | −1.1130 | −0.6297*** | 30.8893 |
| | (0.2708) | (1.5536) | (0.2233) | (73.6241) |
| Age | 0.0320 | 0.1883 | 0.2868 | −1.7202 |
| | (0.2400) | (1.2377) | (0.1923) | (24.1304) |
| Female | −0.6880** | 4.5425* | −0.2254 | −0.8990 |
| | (0.2694) | (2.6603) | (0.2017) | (69.5598) |
| Exit-Score | −0.1240 | 0.8111 | 0.2981*** | 14.0522 |
| | (0.1339) | (0.8516) | (0.1097) | (21.9583) |
| Self-Efficacy | 0.1748 | −0.5057 | −0.4616*** | −8.3522 |
| | (0.1324) | (0.7100) | (0.1106) | (33.6244) |
| Income=2 | −0.2238 | 0.1687 | −0.2197 | 4.4869 |
| | (0.4338) | (2.5473) | (0.3491) | (71.7904) |
| Income=3 | −0.2064 | 0.3165 | −0.2577 | −7.6381 |
| | (0.4600) | (2.7479) | (0.3517) | (25.4015) |
| Income=4 | 0.1954 | 1.1100 | −0.4189 | 9.3145*** |
| | (0.4791) | (2.8982) | (0.3791) | (0.0000) |
| Income=Missing | 0.2273 | −0.6028 | −0.4556 | 12.4024*** |
| | (0.3966) | (2.4970) | (0.3336) | (0.0000) |
| Mat_Emp=Part-Time | −1.4497*** | −1.7633 | 0.7407** | −7.1607 |
| | (0.3534) | (2.0479) | (0.3119) | (90.3736) |
| Mat_Emp=Full-Time | −0.5508* | −0.6787 | 0.4957 | −26.0553 |
| | (0.3289) | (1.9868) | (0.3255) | (33.5844) |
| Help-Homework | 0.2009 | −0.8797 | 0.0645 | 4.7968 |
| | (0.1267) | (0.7337) | (0.0950) | (69.6481) |
| Talks about School | 0.2347 | 1.6212 | −0.2528** | 16.9893 |
| | (0.1745) | (0.9862) | (0.1139) | (55.8575) |
| Constant | −15.7492*** | −23.3666 | 4.2225 | −1.7867 |
| | (3.6574) | (16.4094) | (2.9319) | (2.4037) |
| n | 1117 | 663 | 663 | 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 running multinomial logistic regression models, in which the base category is set to the case of students and parents expecting the same level of further education.

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

The different columns highlight the students' educational expectation and the mismatch outcome.

Table J8: Mismatch by Student Expectation & Parental Education: Medium-Track

| | Medium-Track | | | |
|---|---|---|---|---|
| | MBO | HBO | | WO |
| | Stud <Par | Stud <Par | Stud >Par | Stud >Par |
| HE | 0.9592 | 0.1629 | −0.4512*** | −0.6120 |
| | (0.7697) | (0.4887) | (0.1486) | (0.4517) |
| Age | −0.9064 | 0.5593 | 0.3119** | 0.5616 |
| | (0.7529) | (0.4113) | (0.1452) | (0.3782) |
| Female | −0.3168 | 0.4496 | −0.3175** | 0.4345 |
| | (0.7437) | (0.4597) | (0.1412) | (0.3930) |
| Exit-Score | 0.1855 | −0.3341 | −0.1323* | −0.2475 |
| | (0.3504) | (0.2150) | (0.0696) | (0.2031) |
| Self-Efficacy | −0.3072 | 0.2265 | −0.2340*** | −0.2131 |
| | (0.3208) | (0.2445) | (0.0735) | (0.2103) |
| Income=2 | −0.8493 | −1.5803* | 0.2640 | −0.0386 |
| | (1.4941) | (0.8784) | (0.2529) | (0.7178) |
| Income=3 | −0.2046 | −0.5059 | 0.2022 | 0.5295 |
| | (1.3600) | (0.6852) | (0.2587) | (0.7103) |
| Income=4 | −0.7013 | −0.4251 | 0.1654 | −0.4737 |
| | (1.4157) | (0.6740) | (0.2749) | (0.6753) |
| Income=Missing | −1.8933 | −0.6225 | 0.2259 | 0.2665 |
| | (1.3213) | (0.6791) | (0.2509) | (0.6550) |
| Mat_Emp=Part-Time | −0.6716 | −0.3966 | −0.0871 | 1.2373** |
| | (1.2551) | (0.6483) | (0.2251) | (0.5172) |
| Mat_Emp=Full-Time | −0.6845 | −0.1494 | −0.0734 | 1.4138*** |
| | (1.4401) | (0.6835) | (0.2388) | (0.5320) |
| Help-Homework | −0.4003 | −0.2218 | 0.1558** | −0.1600 |
| | (0.3654) | (0.1981) | (0.0719) | (0.1631) |
| Talks about School | 0.6564 | 1.0324*** | −0.4335*** | −0.7167*** |
| | (0.5286) | (0.3222) | (0.0842) | (0.2649) |
| Constant | 13.0341 | −14.0524** | −5.0923** | −4.4095 |
| | (11.1677) | (6.5512) | (2.2999) | (5.9983) |
| n | 115 | 1829 | 1829 | 356 |
| 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 running multinomial logistic regression models, in which the base category is set to the case of students and parents expecting the same level of further education.

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

The different columns highlight the students' educational expectation and the mismatch outcome.

Table J9: Mismatch by Student Expectation & Parental Education: High-Track

| | High-Track | | |
|---|---|---|---|
| | HBO | | WO |
| | Stud <Par | Stud >Par | Stud >Par |
| HE | 0.9661** | −0.4936 | −0.4123*** |
| | (0.4506) | (0.5278) | (0.1244) |
| Age | 0.3307 | −0.7629 | 0.0014 |
| | (0.4168) | (0.6663) | (0.1265) |
| Female | −0.4305 | −1.0218* | −0.4640*** |
| | (0.3392) | (0.5537) | (0.1047) |
| Exit-Score | 0.3027* | 0.1404 | −0.3049*** |
| | (0.1734) | (0.2707) | (0.0528) |
| Self-Efficacy | −0.0174 | −0.4290* | −0.3551*** |
| | (0.1669) | (0.2330) | (0.0586) |
| Income=2 | −0.1568 | −0.4157 | 0.1624 |
| | (0.6574) | (1.0558) | (0.2161) |
| Income=3 | −0.1541 | −0.8800 | 0.0826 |
| | (0.6239) | (1.0969) | (0.2110) |
| Income=4 | 0.3189 | −1.6556 | −0.4722** |
| | (0.6376) | (1.2013) | (0.2094) |
| Income=Missing | −0.9968 | −0.6487 | −0.2019 |
| | (0.7171) | (1.0573) | (0.2078) |
| Mat_Emp=Part-Time | −1.4830*** | 0.5941 | 0.4790*** |
| | (0.4645) | (1.1533) | (0.1657) |
| Mat_Emp=Full-Time | −1.0406** | 1.7146 | 0.2688 |
| | (0.5063) | (1.2185) | (0.1774) |
| Help-Homework | −0.1595 | −0.1851 | 0.1306** |
| | (0.1586) | (0.3107) | (0.0520) |
| Talks about School | 0.2497 | −0.7647** | −0.2551*** |
| | (0.2168) | (0.3358) | (0.0601) |
| Constant | −7.5336 | −40.4341*** | 0.5160 |
| | (6.4880) | (7.5572) | (1.9785) |
| n | 536 | 536 | 2062 |
| 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 running multinomial logistic regression models, in which the base category is set to the case of students and parents expecting the same level of further education.

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

The different columns highlight the students' educational expectation and the mismatch outcome.