Article:

**Explaining differences in decision-relevant educational knowledge between parents with and without immigrant background in Germany.**

## Content

**Table A1**. Sample items for surveying the parents' informativeness.

| Category | | Item | |
|---|---|---|---|
| | 1 | Different jobs or trainings require different vocational qualifications. I will now name different jobs. Please tell me about each job, which leaving qualification most people nowadays have who seize this job in Germany. If you don't know the answer, you can state 'don't know'. Which vocational qualification do most people in Germany have nowadays who take on the job of salesperson? | (1) no qualification, (2) completed vocational training, (3) course of study, |
| | 2 | And which vocational qualification do most people have nowadays who pursue the profession of a pharmacist in Germany? | |
| | 3 | And how about the profession of a banker? | |
| | 4 | And what about the profession of an optician? | |
| | 5 | And what about a tax consultant? | |
| Knowledge of vocational qualifications and options (returns) | 6 | There are different educational and vocational training systems in Germany. I have some questions related to this for you. Can you tell me what is meant by a 'dual vocational training system' in Germany? | (1) Having two vocational training qualifications, (2) The fact that someone does a vocational training program and studies at the same time, (3) The combination of school education in vocational schools and practical vocational training in the firm, (4) The separation between the first and second vocational training year |
| | 7 | And can you tell me what is meant by Fachhochschulreife [entry qualification for universities of applied sciences]? | (1) The completion of a master craftsman/craftswoman training, (2) a completed qualification at a university of applied sciences, (3) a qualification entitling to study at a university of applied sciences, (4) Another word for Abitur |

**Table A1 (continued)**. Sample items for surveying the parents' informativeness

| Category | | Item | |
|---|---|---|---|
| Knowledge of duration until school leaving certificate from the lower, intermediate and upper secondary school (cost) | 1 | Now I have some questions about the duration of the school attendance. Could you please tell me how many years one has to attend school in order to obtain the school-leaving qualification of a Hauptschule? Please include the time spent in elementary school. | Duration in years |
| | 2 | And can you tell me how many years one has to attend school in order to obtain the leaving certificate of the Realschule? | |
| | 3 | And how many years does one have to attend school in order to obtain the Abitur (higher education entrance qualification)? | |
| Knowledge of transition criteria (probability of sucess) | 1 | The issue education and especially the transition from the end of the elementary school period has many aspects that are not always known to the general public. I will now read some statements to you. Please indicate for each statement whether it is true, not true, or if you don't know. The child has to attend the school type that is recommended at the end of elementary school in every case. | (1) true, (2) not true |
| | 2 | In order to attend the Gymnasium, the child needs a grade average of at least 2 in the subjects Mathematics and German. | |
| | 2.1 | Why do you think this statement is not true? I will now read out different possible reasons. You can also give me more than of these reasons. 1: Because the grades have to better | (1) not specified (2) specified |

**Table A2.** OLS regression of parents' overall educational informativeness on immigrant background and the theoretically predicted determinants.

| | M1.1<br>Test (overall) | M1.2<br>Test (overall) | Difference<br>M1.1-M1.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.469*** | 0.142* | |
| | (0.074) | (0.066) | |
| | | | |
| Age#Age | -0.005*** | -0.002* | |
| | (0.001) | (0.001) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -3.542*** | -1.465*** | -2.077** |
| (Ref.: Germany) | (0.415) | (0.440) | |
| | | | |
| Former USSR | -2.220*** | -0.432 | -1.788** |
| | (0.198) | (0.290) | |
| | | | |
| Poland | -1.491*** | -0.374 | -1.117+ |
| | (0.328) | (0.327) | |
| | | | |
| Former SFRY | -3.340*** | -1.437** | -1.904** |
| | (0.545) | (0.556) | |
| | | | |
| Northern & Western EU | -1.933*** | -0.627 | -1.306+ |
| | (0.361) | (0.397) | |
| | | | |
| Southern, Central & Eastern EU | -1.549*** | -0.277 | -1.272+ |
| | (0.324) | (0.321) | |
| | | | |
| Middle East & Northern Africa | -3.149*** | -1.189* | -1.960** |
| | (0.546) | (0.514) | |
| | | | |
| Others | -2.106*** | -0.655* | -1.450* |
| | (0.304) | (0.314) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -1.969*** | |
| (Ref.: Tertiary education) | | (0.219) | |
| | | | |
| Intermediat secondary education | | -0.905*** | |
| | | (0.091) | |
| | | | |
| Academic secondary education | | -0.333*** | |
| | | (0.075) | |
| | | | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.554*** | |
| (Ref.: Service class) | | (0.123) | |

| | | |
|---|---|---|
| Mixed class | | -0.219* |
| | | (0.091) |
| **-Further social & cultural capital-** | | |
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | 0.178* |
| (Ref. None, or max. primary school) | | (0.076) |
| | | |
| Sibling(s) academic secondary school | | 0.281*** |
| | | (0.076) |
| | | |
| Degree from abroad (parent) | | -1.886*** |
| (Ref.: Degree from Germany) | | (0.213) |
| | | |
| *-Partner-* | | |
| Degree from abroad (partner) | | -0.108 |
| (Ref. No partner) | | (0.185) |
| | | |
| Degree from Germany (partner) | | 0.061 |
| | | (0.142) |
| | | |
| Share of non-immigrant academics | | 0.920*** |
| in the network | | (0.128) |
| | | |
| *-Number of books-* | | |
| 1-25 books | | -1.303*** |
| (Ref.: >500 books) | | (0.186) |
| | | |
| 26-100 books | | -0.649*** |
| | | (0.093) |
| | | |
| 101-200 books | | -0.381*** |
| | | (0.085) |
| | | |
| 201-500 books | | -0.158* |
| | | (0.070) |
| *-Acculturation-* | | |
| Subjective linguistic competence | | 0.065 |
| | | (0.161) |
| | | |
| Interaction language | | -1.807* |
| | | (0.757) |
| | | |
| Identification with Germany | | 0.037 |
| | | (0.121) |
| | | |
| Constant | -1.439 | 6.196*** |
| | (1.547) | (1.399) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.17 | 0.37 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^{*} p < 0.05, ^{**} p < 0.01, ^{***} p < 0.001$

**Table A2.1** Differences in parents' overall educational informativeness by immigrant background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 3,542*** | 2,220*** | 1,491*** | 3,340*** | 1,933*** | 1,549*** | 3,149*** | 2,106*** |
| Turkey | -3,542*** | 0 | -1,322** | -2,051*** | -0,202 | -1,609** | -1,993*** | -0,393 | -1,436** |
| F. USSR | -2,220*** | 1,322** | 0 | -0,729+ | 1,121+ | -0,286 | -0,670+ | 0,930 | -0,113 |
| Poland | -1,491*** | 2,051*** | 0,729+ | 0 | 1,849** | 0,442 | 0,058 | 1,658** | 0,615 |
| F. SFRY | -3,340*** | 0,202 | -1,121+ | -1,849** | 0 | -1,407* | -1,791** | -0,191 | -1,234* |
| NoWe EU | -1,933*** | 1,609** | 0,286 | -0,442 | 1,407* | 0 | -0,384 | 1,216+ | 0,173 |
| SC&E EU | -1,549*** | 1,993*** | 0,670+ | -0,058 | 1,791** | 0,384 | 0 | 1,560* | 0,557 |
| ME&NA EU | -3,149*** | 0,393 | -0,930 | -1,658** | 0,191 | -1,216+ | -1,560* | 0 | -1,043+ |
| Others | -2,106*** | 1,436** | 0,113 | -0,615 | 1,234* | -0,173 | -0,557 | 1,043+ | 0 |

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A3.** OLS regression of parents' informativeness about the vocational qualifications and options (returns) on immigrant background and the theoretically predicted determinants.

| | M2.1 Test (returns) | M2.2 Test (returns) | Difference M2.1-M2.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.310*** (0.054) | 0.100* (0.048) | |
| Age#Age | -0.003*** (0.001) | -0.001 (0.001) | |
| *-Country of origin-* | | | |
| Turkey (Ref.: Germany) | -2.335*** (0.290) | -1.158*** (0.296) | -1.176** |
| Former USSR | -1.344*** (0.136) | -0.427* (0.204) | -.917* |
| Poland | -0.710*** (0.213) | -0.197 (0.237) | -.512 |
| Former SFRY | -2.029*** (0.402) | -0.994* (0.402) | -1.035** |
| Northern & Western EU | -0.941*** (0.214) | -0.495 (0.260) | -.446 |
| Southern, Central & Eastern EU | -0.646** (0.196) | -0.111 (0.212) | -.535 |
| Middle East & Northern Africa | -1.697*** (0.398) | -0.741 (0.382) | -.957* |
| Others | -1.272*** (0.195) | -0.626** (0.221) | -.645 |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -1.334*** (0.164) | |
| Intermediat secondary education | | -0.712*** (0.066) | |
| Academic secondary education | | -0.274*** (0.054) | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.363*** | |

| | | |
|---|---|---|
| (Ref.: Service class) | | (0.090) |
| Mixed class | | -0.174[*] |
| | | (0.068) |

**-Further social & cultural capital-**
*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | -0.053 |
| (Ref. None, or max. primary school) | | (0.055) |
| Sibling(s) academic secondary school | | -0.011 |
| | | (0.057) |
| Degree from abroad (parent) | | -0.870[***] |
| (Ref.: Degree from Germany) | | (0.156) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | -0.199 |
| (Ref. No partner) | | (0.132) |
| Degree from Germany (partner) | | -0.088 |
| | | (0.099) |
| Share of non-immigrant academics in the network | | 0.597[***] |
| | | (0.094) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.809[***] |
| (Ref.: >500 books) | | (0.140) |
| 26-100 books | | -0.335[***] |
| | | (0.067) |
| 101-200 books | | -0.201[***] |
| | | (0.061) |
| 201-500 books | | -0.017 |
| | | (0.049) |

*-Acculturation-*

| | | |
|---|---|---|
| Subjective linguistic competence | | 0.073 |
| | | (0.108) |
| Interaction language | | -1.064[*] |
| | | (0.505) |
| Identification with Germany | | 0.068 |
| | | (0.086) |
| Constant | -1.564 | 3.543[***] |
| | (1.133) | (1.007) |
| *N (Number of cases)* | 3961 | 3961 |

| | | |
|---|---|---|
| Adjusted $R^2$ | 0.13 | 0.31 |

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^{*} p < 0.05,$ $^{**} p < 0.01,$ $^{***} p < 0.001$

**Table A3.1** Differences in parents' informativeness about the vocational qualifications and options (returns) by immigrant background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 2,335*** | 1,344*** | 0,710*** | 2,029*** | 0,941*** | 0,646** | 1,697*** | 1,272*** |
| Turkey | -2,335*** | 0 | -0,990** | -1,625*** | -0,306 | -1,394*** | -1,689*** | -0,637 | -1,063** |
| F. USSR | -1,344*** | 0,990** | 0 | -0,635* | 0,685 | -0,404 | -0,698** | 0,353 | -0,072 |
| Poland | -0,710*** | 1,625*** | 0,635* | 0 | 1,319** | 0,231 | -0,063 | 0,988* | 0,562+ |
| F. SFRY | -2,029*** | 0,306 | -0,685 | -1,319** | 0 | -1,089** | -1,383** | -0,332 | -0,757+ |
| NoWe EU | -0,941*** | 1,394*** | 0,404 | -0,231 | 1,089** | 0 | -0,295 | 0,757+ | 0,331 |
| SC&E EU | -0,646** | 1,689*** | 0,698** | 0,063 | 1,383** | 0,295 | 0 | 1,051** | 0,626* |
| ME&NA EU | -1,697*** | 0,637 | -0,353 | -0,988* | 0,332 | -0,757+ | -1,051** | 0 | -0,425 |
| Others | -1,272*** | 1,063** | 0,072 | -0,562+ | 0,757+ | -0,331 | -0,626* | 0,425 | 0 |

$^{*}$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A4.** OLS regression of parents' informativeness about the duration of schooling (costs, upper secondary degree) on immigrant background and the theoretically predicted determinants.

| | M3.1 Test (ass) | M3.2 Test (ass) | Difference M3.1-M3.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.039** (0.013) | 0.018 (0.013) | |
| Age#Age | -0.000** (0.000) | -0.000 (0.000) | |
| *-Country of origin-* | | | |
| Turkey (Ref.: Germany) | -0.113 (0.069) | 0.044 (0.085) | -.157* |
| Former USSR | -0.107*** (0.032) | 0.009 (0.050) | -.116+ |
| Poland | -0.040 (0.046) | 0.025 (0.052) | -.065 |
| Former SFRY | -0.078 (0.081) | 0.061 (0.092) | -.138* |
| Northern & Western EU | -0.127* (0.060) | -0.031 (0.080) | -.095 |
| Southern, Central & Eastern EU | -0.023 (0.048) | 0.059 (0.059) | -.082 |
| Middle East & Northern Africa | -0.017 (0.067) | 0.123 (0.083) | -.140* |
| Others | -0.020 (0.037) | 0.083 (0.055) | -.104+ |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -0.145** (0.049) | |
| Intermediat secondary education | | -0.044** (0.016) | |
| Academic secondary education | | -0.019 (0.014) | |

| | |
|---|---|
| *-Social class (EGP)-* | |
| Working class | -0.045 |
| (Ref.: Service class) | (0.024) |
| | |
| Mixed class | -0.006 |
| | (0.017) |

**-Further social & cultural capital-**

| | |
|---|---|
| *-Sibling(s)-* | |
| Sibling(s) non-academic secondary school | 0.027 |
| (Ref. None, or max. primary school) | (0.015) |
| | |
| Sibling(s) academic secondary school | 0.074*** |
| | (0.014) |
| | |
| Degree from abroad (parent) | -0.084* |
| (Ref.: Degree from Germany) | (0.037) |
| | |
| *-Partner-* | |
| Degree from abroad (partner) | 0.037 |
| (Ref. No partner) | (0.037) |
| | |
| Degree from Germany (partner) | 0.071* |
| | (0.030) |
| | |
| Share of non-immigrant academics | 0.021 |
| in the network | (0.024) |
| | |
| *-Number of books-* | |
| 1-25 books | -0.087* |
| (Ref.: >500 books) | (0.037) |
| | |
| 26-100 books | -0.013 |
| | (0.017) |
| | |
| 101-200 books | 0.013 |
| | (0.015) |
| | |
| 201-500 books | -0.000 |
| | (0.013) |
| | |
| *-Acculturation-* | |
| Subjective linguistic competence | -0.003 |
| | (0.031) |
| | |
| Interaction language | -0.162 |
| | (0.141) |
| | |
| Identification with Germany | -0.009 |

|  | | |
| --- | --- | --- |
|  | | (0.022) |
| Constant | 0.025 | 0.438 |
|  | (0.279) | (0.283) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.01 | 0.05 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); ass (academic secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A4.1** Differences in parents' informativeness about the duration of schooling (costs, upper secondary degree) by immigrant background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 0.113 | 0.107*** | 0.040 | 0.078 | 0.127* | 0.023 | 0.017 | 0.020 |
| Turkey | -0.113 | 0 | -0,006 | -0,074 | -0,036 | 0,014 | -0,090 | -0,096 | -0,093 |
| F. USSR | -0.107*** | 0,006 | 0 | -0,068 | -0,030 | 0,019 | -0,084 | -0,090 | -0,087 |
| Poland | -0.040 | 0,074 | 0,068 | 0 | 0,038 | 0,087 | -0,017 | -0,022 | -0,019 |
| F. SFRY | -0.078 | 0,036 | 0,030 | -0,038 | 0 | 0,049 | -0,055 | -0,060 | -0,057 |
| NoWe EU | -0.127* | -0,014 | -0,019 | -0,087 | -0,049 | 0 | -0,104 | -0,109 | -0,107 |
| SC&E EU | -0.023 | 0,090 | 0,084 | 0,017 | 0,055 | 0,104 | 0 | -0,006 | -0,003 |
| ME&NA EU | -0.017 | 0,096 | 0,090 | 0,022 | 0,060 | 0,109 | 0,006 | 0 | 0,002 |
| Others | -0.020 | 0,093 | 0,087 | 0,019 | 0,057 | 0,107 | 0,003 | -0,002 | 0 |

*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

**Table A5.** OLS regression of parents' informativeness about the duration of schooling (costs, intermediate secondary degree) on immigrant background and the theoretically predicted determinants.

| | M4.1 Test (iss) | M4.2 Test (iss) | Difference M4.1-M4.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.024 | 0.014 | |
| | (0.013) | (0.014) | |
| | | | |
| Age#Age | -0.000 | -0.000 | |
| | (0.000) | (0.000) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -0.360*** | -0.150 | -.211* |
| (Ref.: Germany) | (0.083) | (0.094) | |
| | | | |
| Former USSR | -0.254*** | -0.013 | -.241* |
| | (0.035) | (0.051) | |
| | | | |
| Poland | -0.230*** | -0.035 | -.196* |
| | (0.060) | (0.057) | |
| | | | |
| Former SFRY | -0.377*** | -0.159 | -.218* |
| | (0.107) | (0.101) | |
| | | | |
| Northern & Western EU | -0.438*** | -0.106 | -.332*** |
| | (0.072) | (0.086) | |
| | | | |
| Southern, Central & Eastern EU | -0.139* | 0.116 | -.255** |
| | (0.057) | (0.070) | |
| | | | |
| Middle East & Northern Africa | -0.402*** | -0.117 | -.285** |
| | (0.103) | (0.110) | |
| | | | |
| Others | -0.242*** | 0.012 | -.254** |
| | (0.052) | (0.062) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -0.099* | |
| (Ref.: Tertiary education) | | (0.043) | |
| | | | |
| Intermediat secondary education | | 0.017 | |
| | | (0.013) | |
| | | | |
| Academic secondary education | | -0.000 | |
| | | (0.011) | |

*-Social class (EGP)-*
| | |
|---|---|
| Working class | -0.046[*] |
| (Ref.: Service class) | (0.021) |
| | |
| Mixed class | -0.008 |
| | (0.013) |

**-Further social & cultural capital-**

*-Sibling(s)-*
| | |
|---|---|
| Sibling(s) non-academic secondary school | 0.031[**] |
| (Ref. None, or max. primary school) | (0.011) |
| | |
| Sibling(s) academic secondary school | 0.047[***] |
| | (0.011) |
| | |
| Degree from abroad (parent) | -0.354[***] |
| (Ref.: Degree from Germany) | (0.044) |

*-Partner-*
| | |
|---|---|
| Degree from abroad (partner) | -0.016 |
| (Ref. No partner) | (0.032) |
| | |
| Degree from Germany (partner) | 0.004 |
| | (0.022) |
| | |
| Share of non-immigrant academics | 0.063[**] |
| in the network | (0.021) |

*-Number of books-*
| | |
|---|---|
| 1-25 books | -0.034 |
| (Ref.: >500 books) | (0.031) |
| | |
| 26-100 books | -0.006 |
| | (0.014) |
| | |
| 101-200 books | 0.001 |
| | (0.013) |
| | |
| 201-500 books | 0.005 |
| | (0.011) |

*-Acculturation-*
| | |
|---|---|
| Subjective linguistic competence | -0.013 |
| | (0.034) |
| | |
| Interaction language | -0.059 |
| | (0.160) |
| | |
| Identification with Germany | -0.012 |

|  |  |  |
|---|---|---|
|  |  | (0.026) |
| Constant | 0.469 | 0.636[*] |
|  | (0.270) | (0.292) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.12 | 0.20 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); iss (intermediate secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table A5.1** Differences in parents' informativeness about the duration of schooling (costs, intermediate secondary degree) by immigrant background

(OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 0.360*** | 0.254*** | 0.230*** | 0.377*** | 0.438*** | 0.139* | 0.402*** | 0.242*** |
| Turkey | -0.360*** | 0 | -0,107 | -0,130 | 0,017 | 0,078 | -0,222* | 0,041 | -0,118 |
| F. USSR | -0.254*** | 0,107 | 0 | -0,024 | 0,123 | 0,184* | -0,115+ | 0,148 | -0,012 |
| Poland | -0.230*** | 0,130 | 0,024 | 0 | 0,147 | 0,208* | -0,091 | 0,172 | 0,012 |
| F. SFRY | -0.377*** | -0,017 | -0,123 | -0,147 | 0 | 0,061 | -0,238+ | 0,025 | -0,135 |
| NoWe EU | -0.438*** | -0,078 | -0,184* | -0,208* | -0,061 | 0 | -0,299** | -0,036 | -0,196* |
| SC&E EU | -0.139* | 0,222* | 0,115+ | 0,091 | 0,238+ | 0,299** | 0 | 0,263* | 0,104 |
| ME&NA EU | -0.402*** | -0,041 | -0,148 | -0,172 | -0,025 | 0,036 | -0,263* | 0 | -0,159 |
| Others | -0.242*** | 0,118 | 0,012 | -0,012 | 0,135 | 0,196* | -0,104 | 0,159 | 0 |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

**Table A6.** OLS regression of parents' informativeness about the duration of schooling (costs, lower secondary degree) on immigrant background and the theoretically predicted determinants.

| | M5.1<br>Test (gss) | M5.2<br>Test (gss) | Difference<br>M5.1-M5.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | -0.008<br>(0.013) | -0.015<br>(0.013) | |
| Age#Age | 0.000<br>(0.000) | 0.000<br>(0.000) | |
| *-Country of origin-* | | | |
| Turkey<br>(Ref.: Germany) | -0.093<br>(0.073) | 0.063<br>(0.090) | --.155 |
| Former USSR | -0.226***<br>(0.037) | 0.006<br>(0.055) | -.232* |
| Poland | -0.192**<br>(0.064) | 0.004<br>(0.071) | -.196* |
| Former SFRY | -0.223*<br>(0.106) | -0.018<br>(0.117) | -.205* |
| Northern & Western EU | -0.392***<br>(0.071) | -0.061<br>(0.089) | -.331*** |
| Southern, Central & Eastern EU | -0.299***<br>(0.072) | -0.044<br>(0.077) | -.255** |
| Middle East & Northern Africa | -0.218*<br>(0.099) | 0.050<br>(0.110) | -.268** |
| Others | -0.187***<br>(0.054) | 0.057<br>(0.065) | -.243* |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | 0.006<br>(0.048) | |
| Intermediat secondary education | | 0.033<br>(0.019) | |
| Academic secondary education | | 0.011<br>(0.017) | |

*-Social class (EGP)-*
| | |
|---|---|
| Working class | -0.019 |
| (Ref.: Service class) | (0.026) |
| | |
| Mixed class | 0.002 |
| | (0.019) |

**-Further social & cultural capital-**

*-Sibling(s)-*
| | |
|---|---|
| Sibling(s) non-academic secondary school | 0.031 |
| (Ref. None, or max. primary school) | (0.017) |
| | |
| Sibling(s) academic secondary school | 0.031 |
| | (0.018) |
| | |
| Degree from abroad (parent) | -0.380*** |
| (Ref.: Degree from Germany) | (0.046) |

*-Partner-*
| | |
|---|---|
| Degree from abroad (partner) | 0.093* |
| (Ref. No partner) | (0.043) |
| | |
| Degree from Germany (partner) | 0.097** |
| | (0.035) |
| | |
| Share of non-immigrant academics | 0.044 |
| in the network | (0.028) |

*-Number of books-*
| | |
|---|---|
| 1-25 books | -0.046 |
| (Ref.: >500 books) | (0.038) |
| | |
| 26-100 books | -0.048* |
| | (0.021) |
| | |
| 101-200 books | -0.041* |
| | (0.019) |
| | |
| 201-500 books | -0.042* |
| | (0.017) |

*-Acculturation-*
| | |
|---|---|
| Subjective linguistic competence | -0.002 |
| | (0.034) |
| | |
| Interaction language | -0.124 |
| | (0.165) |
| | |
| Identification with Germany | -0.014 |
| | (0.025) |

| | | |
|---|---|---|
| Constant | 1.002*** | 1.040*** |
| | (0.276) | (0.287) |
| N (Number of cases) | 3961 | 3961 |
| Adjusted $R^2$ | 0.04 | 0.08 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gss (general secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

**Table A6.1** Differences in parents' informativeness about the duration of schooling (costs, lower secondary degree) by immigrant background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 0.093 | 0.226*** | 0.192** | 0.223* | 0.392*** | 0.299*** | 0.218* | 0.187*** |
| Turkey | -0.093 | 0 | 0,133 | 0,099 | 0,130 | 0,299** | 0,206* | 0,125 | 0,094 |
| F. USSR | -0.226*** | -0,133 | 0 | -0,034 | -0,003 | 0,166* | 0,073 | -0,008 | -0,039 |
| Poland | -0.192** | -0,099 | 0,034 | 0 | 0,031 | 0,200* | 0,107 | 0,026 | -0,005 |
| F. SFRY | -0.223* | -0,130 | 0,003 | -0,031 | 0 | 0,169 | 0,076 | -0,005 | -0,036 |
| NoWe EU | -0.392*** | -0,299** | -0,166* | -0,200* | -0,169 | 0 | -0,093 | -0,174 | -0,205* |
| SC&E EU | -0.299*** | -0,206* | -0,073 | -0,107 | -0,076 | 0,093 | 0 | -0,081 | -0,112 |
| ME&NA EU | -0.218* | -0,125 | 0,008 | -0,026 | 0,005 | 0,174 | 0,081 | 0 | -0,031 |
| Others | -0.187*** | -0,094 | 0,039 | 0,005 | 0,036 | 0,205* | 0,112 | 0,031 | 0 |

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A7.** OLS regression of parents' informativeness about the transition criteria (probability of success, primary school recommendation) on immigrant background and the theoretically predicted determinants.

| | M6.1 Test (rec) | M6.2 Test (rec) | Difference M6.1-M6.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.050*** (0.015) | 0.021 (0.015) | |
| Age#Age | -0.001** (0.000) | -0.000 (0.000) | |
| *-Country of origin-* | | | |
| Turkey (Ref.: Germany) | -0.402*** (0.081) | -0.174 (0.109) | -.228** |
| Former USSR | -0.133*** (0.038) | 0.056 (0.062) | -.189* |
| Poland | -0.222*** (0.066) | -0.107 (0.071) | -.115 |
| Former SFRY | -0.402*** (0.102) | -0.234* (0.116) | -.168* |
| Northern & Western EU | -0.071 (0.064) | 0.055 (0.090) | -.126 |
| Southern, Central & Eastern EU | -0.298*** (0.072) | -0.168* (0.078) | --.130+ |
| Middle East & Northern Africa | -0.501*** (0.094) | -0.301** (0.112) | -.200* |
| Others | -0.284*** (0.057) | -0.129 (0.071) | -.155+ |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -0.159** (0.055) | |
| Intermediat secondary education | | -0.039 (0.021) | |
| Academic secondary education | | -0.005 (0.018) | |

*-Social class (EGP)-*
| | |
|---|---|
| Working class | -0.066$^{*}$ |
| (Ref.: Service class) | (0.029) |
| | |
| Mixed class | -0.026 |
| | (0.022) |

**-Further social & cultural capital-**

*-Sibling(s)-*
| | |
|---|---|
| Sibling(s) non-academic secondary school | 0.030 |
| (Ref. None, or max. primary school) | (0.017) |
| | |
| Sibling(s) academic secondary school | 0.021 |
| | (0.019) |
| | |
| Degree from abroad (parent) | -0.160$^{***}$ |
| (Ref.: Degree from Germany) | (0.047) |

*-Partner-*
| | |
|---|---|
| Degree from abroad (partner) | -0.070 |
| (Ref. No partner) | (0.041) |
| | |
| Degree from Germany (partner) | -0.070$^{*}$ |
| | (0.032) |
| | |
| Share of non-immigrant academics | 0.116$^{***}$ |
| in the network | (0.030) |

*-Number of books-*
| | |
|---|---|
| 1-25 books | -0.121$^{**}$ |
| (Ref.: >500 books) | (0.043) |
| | |
| 26-100 books | -0.099$^{***}$ |
| | (0.023) |
| | |
| 101-200 books | -0.062$^{**}$ |
| | (0.020) |
| | |
| 201-500 books | -0.034$^{*}$ |
| | (0.017) |

**-Acculturation-**
| | |
|---|---|
| Subjective linguistic competence | 0.009 |
| | (0.038) |
| | |
| Interaction language | -0.294 |
| | (0.172) |
| | |
| Identification with Germany | -0.006 |
| | (0.028) |

| | | |
|---|---|---|
| Constant | -0.341 | 0.376 |
| | (0.313) | (0.317) |
| N (Number of cases) | 3961 | 3961 |
| Adjusted $R^2$ | 0.05 | 0.09 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); rec (recommendation); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A7.1** Differences in parents' informativeness about the transition criteria (probability of success, primary school recommendation) by immigrant

background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 0.402*** | 0.133*** | 0.222*** | 0.402*** | 0.071 | 0.298*** | 0.501*** | 0.284*** |
| Turkey | -0.402*** | 0 | -0,269** | -0,179+ | 0,000 | -0,330** | -0,103 | 0,100 | -0,117 |
| F. USSR | -0.133*** | 0,269** | 0 | 0,089 | 0,269* | -0,062 | 0,166* | 0,368*** | 0,152* |
| Poland | -0.222*** | 0,179+ | -0,089 | 0 | 0,180 | -0,150+ | 0,076 | 0,279* | 0,062 |
| F. SFRY | -0.402*** | -0,000 | -0,269* | -0,180 | 0 | -0,331** | -0,104 | 0,099 | -0,117 |
| NoWe EU | -0.071 | 0,330** | 0,062 | 0,150+ | 0,331** | 0 | 0,227* | 0,430*** | 0,213* |
| SC&E EU | -0.298*** | 0,103 | -0,166* | -0,076 | 0,104 | -0,227* | 0 | 0,203+ | -0,014 |
| ME&NA EU | -0.501*** | -0,100 | -0,368*** | -0,279* | -0,099 | -0,430*** | -0,203+ | 0 | -0,217* |
| Others | -0.284*** | 0,117 | -0,152* | -0,062 | 0,117 | -0,213* | 0,014 | 0,217* | 0 |

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A8.** OLS regression of parents' informativeness about the transition criteria (probability of success, mark critera) on immigrant background and the theoretically predicted determinants.

| | M7.1 Test (marks) | M7.2 Test (marks) | Difference M7.1-M7.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.055*** (0.015) | 0.006 (0.015) | |
| Age#Age | -0.000** (0.000) | -0.000 (0.000) | |
| *-Country of origin-* | | | |
| Turkey (Ref.: Germany) | -0.240*** (0.053) | -0.090 (0.073) | -.149* |
| Former USSR | -0.156*** (0.028) | -0.063 (0.050) | -.092 |
| Poland | -0.098 (0.057) | -0.065 (0.066) | -.032 |
| Former SFRY | -0.232*** (0.063) | -0.092 (0.074) | -.140* |
| Northern & Western EU | 0.035 (0.071) | 0.010 (0.085) | .025 |
| Southern, Central & Eastern EU | -0.145* (0.059) | -0.130* (0.066) | -.014 |
| Middle East & Northern Africa | -0.315*** (0.043) | -0.203** (0.066) | -.111 |
| Others | -0.101 (0.053) | -0.053 (0.067) | -.048 |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -0.238*** (0.037) | |
| Intermediat secondary education | | -0.160*** (0.023) | |
| Academic secondary education | | -0.046* (0.021) | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.016 | |

| | | |
|---|---|---|
| (Ref.: Service class) | | (0.026) |
| Mixed class | | -0.008 |
| | | (0.022) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.113*** |
| (Ref. None, or max. primary school) | | (0.020) |
| Sibling(s) academic secondary school | | 0.120*** |
| | | (0.022) |
| Degree from abroad (parent) | | -0.037 |
| (Ref.: Degree from Germany) | | (0.041) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | 0.047 |
| (Ref. No partner) | | (0.042) |
| Degree from Germany (partner) | | 0.047 |
| | | (0.034) |
| Share of non-immigrant academics in the network | | 0.079* |
| | | (0.032) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.209*** |
| (Ref.: >500 books) | | (0.035) |
| 26-100 books | | -0.150*** |
| | | (0.026) |
| 101-200 books | | -0.093*** |
| | | (0.025) |
| 201-500 books | | -0.071** |
| | | (0.023) |

*-Acculturation-*

| | | |
|---|---|---|
| Subjective linguistic competence | | 0.002 |
| | | (0.030) |
| Interaction language | | -0.104 |
| | | (0.138) |
| Identification with Germany | | 0.010 |
| | | (0.022) |
| Constant | -1.039*** | 0.159 |

|  | | |
|---|---|---|
|  | (0.316) | (0.312) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.03 | 0.10 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gpa (grade point average); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table A8.1** Differences in parents' informativeness about the transition criteria (probability of success, mark criteria) by immigrant background (OLS Regressions)

| | Germany | Turkey | F. USSR | Poland | F.SFRY | NoWe EU | SC&E EU | ME&NA EU | Others |
|---|---|---|---|---|---|---|---|---|---|
| Germany | 0 | 0.240*** | 0.156*** | 0.098 | 0.232*** | -0.035 | 0.145* | 0.315*** | 0.101 |
| Turkey | -0.240*** | 0 | -0,084 | -0,142+ | -0,008 | -0,274** | -0,095 | 0,075 | -0,139+ |
| F. USSR | -0.156*** | 0,084 | 0 | -0,057 | 0,077 | -0,190* | -0,011 | 0,159** | -0,054 |
| Poland | -0.098 | 0,142+ | 0,057 | 0 | 0,134 | -0,133 | -0,047 | 0,216** | 0,003 |
| F. SFRY | -0.232*** | 0,008 | -0,077 | -0,134 | 0 | -0,267** | -0,088 | 0,082 | -0,131 |
| NoWe EU | 0.035 | 0,274** | 0,190* | 0,133 | 0,267** | 0 | 0,179+ | 0,349*** | 0,136 |
| SC&E EU | -0.145* | 0,095 | 0,011 | -0,047 | 0,088 | -0,179+ | 0 | 0,170* | -0,044 |
| ME&NA EU | -0.315*** | -0,075 | -0,159** | -0,216** | -0,082 | -0,349*** | -0,170* | 0 | -0,214** |
| Others | -0.101 | 0,139+ | 0,054 | -0,003 | 0,131 | -0,136 | 0,044 | 0,214** | 0 |

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Robustness checks**

In our study, we aimed to examine the differences in informativeness between parents without and with immigrant backgrounds from various countries and regions of origin. However, we acknowledge that some readers may be concerned that our results are influenced by certain assumptions regarding the linguistic competence of the interviewed parent in German, the interaction language in the household, and identification with Germany. To address this concern, we narrowed down our sample to only include immigrant parents (as shown in Table B2–B8). Interestingly, even in these additional models, we found that all three variables were not significant factors in explaining the differences in informativeness among parents with immigrant backgrounds from different countries and regions of origin. We also acknowledge that some readers may consider our models over-determined. To address this, we conducted a separate analysis without the variables that assess acculturation strategies (as shown in Table C2-C8). These models produced comparable results to our original models, but they explained, on average, fewer differences between parents with and without immigrant backgrounds.

**Table B2.** OLS regression of parents' overall educational informativeness on immigrant background and the theoretically predicted determinants.

| | M1.1<br>Test (overall) | M1.2<br>Test (overall) | Difference<br>M1.1-M1.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.347<br>(0.194) | 0.034<br>(0.187) | |
| Age#Age | -0.004<br>(0.002) | -0.000<br>(0.002) | |
| *-Country of origin-* | | | |
| Former USSR<br>(Ref. Turkey) | 1.170*<br>(0.465) | 1.132**<br>(0.409) | .038 |
| Poland | 2.072***<br>(0.532) | 1.272**<br>(0.477) | .800 |
| Former SFRY | 0.118<br>(0.698) | 0.232<br>(0.665) | -.114 |
| Northern & Western EU | 1.671**<br>(0.552) | 1.133*<br>(0.527) | .537 |
| Southern, Central & Eastern EU | 1.984***<br>(0.535) | 1.504**<br>(0.492) | .480 |
| Middle East & Northern Africa | 0.410<br>(0.682) | 0.418<br>(0.597) | -.008 |
| Others | 1.529**<br>(0.516) | 1.064*<br>(0.435) | .465 |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | -1.305*<br>(0.529) | |
| Intermediat secondary education | | -0.696<br>(0.357) | |
| Academic secondary education | | -0.299<br>(0.272) | |
| *-Social class (EGP)-* | | | |
| Working class<br>(Ref.: Service class) | | -0.455<br>(0.305) | |
| Mixed class | | -0.389<br>(0.313) | |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school<br>(Ref. None, or max. primary school) | | -0.157<br>(0.275) |
| Sibling(s) academic secondary school | | 0.401<br>(0.298) |
| Degree from abroad (parent)<br>(Ref.: Degree from Germany) | | -1.989***<br>(0.241) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner)<br>(Ref. No partner) | | -0.325<br>(0.508) |
| Degree from Germany (partner) | | -0.408<br>(0.494) |
| Share of non-immigrant academics<br>in the network | | 0.604<br>(0.386) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books<br>(Ref.: >500 books) | | -1.864***<br>(0.453) |
| 26-100 books | | -0.645<br>(0.363) |
| 101-200 books | | -0.465<br>(0.356) |
| 201-500 books | | -0.358<br>(0.356) |

*-Acculturation-*

| | | |
|---|---|---|
| Subjective linguistic competence | | 0.005<br>(0.168) |
| Interaction language | | -1.886*<br>(0.786) |
| Identification with Germany | | 0.059<br>(0.124) |
| Constant | -1.564<br>(3.937) | 7.189<br>(3.829) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.05 | 0.35 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table B3.** OLS regression of parents' informativeness about the vocational qualifications and options (returns) on immigrant background and the theoretically predicted determinants.

| | M2.1<br>Test (returns) | M2.2<br>Test (returns) | Difference<br>M2.1-M2.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.385** | 0.194 | |
| | (0.122) | (0.113) | |
| | | | |
| Age#Age | -0.005** | -0.002 | |
| | (0.001) | (0.001) | |
| | | | |
| *-Country of origin-* | | | |
| Former USSR | 0.868** | 0.698** | .170 |
| (Ref. Turkey) | (0.317) | (0.267) | |
| | | | |
| Poland | 1.603*** | 0.980** | .622 |
| | (0.355) | (0.325) | |
| | | | |
| Former SFRY | 0.225 | 0.284 | -.059 |
| | (0.497) | (0.470) | |
| | | | |
| Northern & Western EU | 1.405*** | 0.724* | .681 |
| | (0.357) | (0.343) | |
| | | | |
| Southern, Central & Eastern EU | 1.637*** | 1.083*** | .554 |
| | (0.351) | (0.323) | |
| | | | |
| Middle East & Northern Africa | 0.651 | 0.460 | .191 |
| | (0.488) | (0.437) | |
| | | | |
| Others | 1.098** | 0.557 | .541 |
| | (0.346) | (0.297) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -1.187** | |
| (Ref.: Tertiary education) | | (0.411) | |
| | | | |
| Intermediat secondary education | | -0.698** | |
| | | (0.249) | |
| | | | |
| Academic secondary education | | -0.184 | |
| | | (0.187) | |
| | | | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.297 | |
| (Ref.: Service class) | | (0.229) | |
| | | | |
| Mixed class | | -0.133 | |
| | | (0.218) | |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school (Ref. None, or max. primary school) | | -0.330 (0.194) |
| Sibling(s) academic secondary school | | -0.033 (0.205) |
| Degree from abroad (parent) (Ref.: Degree from Germany) | | -0.855*** (0.176) |
| *-Partner-* Degree from abroad (partner) (Ref. No partner) | | -0.194 (0.363) |
| Degree from Germany (partner) | | -0.062 (0.349) |
| Share of non-immigrant academics in the network | | 0.207 (0.290) |
| *-Number of books-* 1-25 books (Ref.: >500 books) | | -1.214*** (0.325) |
| 26-100 books | | -0.419 (0.249) |
| 101-200 books | | -0.320 (0.238) |
| 201-500 books | | -0.223 (0.233) |
| *-Acculturation-* Subjective linguistic competence | | 0.064 (0.114) |
| Interaction language | | -1.041 (0.540) |
| Identification with Germany | | 0.073 (0.088) |
| Constant | -4.736 (2.537) | 0.775 (2.386) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.08 | 0.29 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table B4.** OLS regression of parents' informativeness about the duration of schooling (costs, upper secondary degree) on immigrant background and the theoretically predicted determinants.

| | M3.1<br>Test (ass) | M3.2<br>Test (ass) | Difference<br>M3.1-M3.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.042<br>(0.039) | 0.018<br>(0.038) | |
| Age#Age | -0.000<br>(0.000) | -0.000<br>(0.000) | |
| *-Country of origin-* | | | |
| Former USSR<br>(Ref. Turkey) | 0.012<br>(0.079) | 0.023<br>(0.085) | -.011 |
| Poland | 0.073<br>(0.084) | 0.029<br>(0.092) | .044 |
| Former SFRY | 0.039<br>(0.107) | 0.102<br>(0.113) | -.063 |
| Northern & Western EU | -0.016<br>(0.092) | -0.028<br>(0.104) | .012 |
| Southern, Central & Eastern EU | 0.091<br>(0.085) | 0.071<br>(0.094) | .020 |
| Middle East & Northern Africa | 0.095<br>(0.097) | 0.137<br>(0.104) | -.042 |
| Others | 0.090<br>(0.078) | 0.079<br>(0.085) | .011 |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | -0.041<br>(0.106) | |
| Intermediat secondary education | | -0.096<br>(0.061) | |
| Academic secondary education | | -0.076<br>(0.045) | |
| *-Social class (EGP)-* | | | |
| Working class<br>(Ref.: Service class) | | 0.004<br>(0.058) | |

| | | |
|---|---|---|
| Mixed class | | -0.018 |
| | | (0.056) |

**-Further social & cultural capital-**

*-Sibling(s)-*
| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.035 |
| (Ref. None, or max. primary school) | | (0.050) |
| | | |
| Sibling(s) academic secondary school | | 0.132** |
| | | (0.047) |
| | | |
| Degree from abroad (parent) | | -0.101* |
| (Ref.: Degree from Germany) | | (0.042) |

*-Partner-*
| | | |
|---|---|---|
| Degree from abroad (partner) | | 0.072 |
| (Ref. No partner) | | (0.094) |
| | | |
| Degree from Germany (partner) | | 0.108 |
| | | (0.090) |
| | | |
| Share of non-immigrant academics | | -0.020 |
| in the network | | (0.069) |

*-Number of books-*
| | | |
|---|---|---|
| 1-25 books | | -0.191* |
| (Ref.: >500 books) | | (0.089) |
| | | |
| 26-100 books | | -0.041 |
| | | (0.059) |
| | | |
| 101-200 books | | -0.013 |
| | | (0.058) |
| | | |
| 201-500 books | | -0.068 |
| | | (0.055) |

*-Acculturation-*
| | | |
|---|---|---|
| Subjective linguistic competence | | -0.001 |
| | | (0.033) |
| | | |
| Interaction language | | -0.162 |
| | | (0.146) |
| | | |
| Identification with Germany | | -0.009 |
| | | (0.023) |

| | | |
|---|---|---|
| Constant | -0.196 | 0.401 |
| | (0.806) | (0.803) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.01 | 0.08 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); ass (academic secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^{*}$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table B5.** OLS regression of parents' informativeness about the duration of schooling (costs, intermediate secondary degree) on immigrant background and the theoretically predicted determinants.

| | M4.1<br>Test (iss) | M4.2<br>Test (iss) | Difference<br>M4.1-M4.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | -0.058 | -0.089[*] | |
| | (0.040) | (0.043) | |
| Age#Age | 0.001 | 0.001[*] | |
| | (0.000) | (0.001) | |
| *-Country of origin-* | | | |
| Former USSR | 0.105 | 0.145 | -.040 |
| (Ref. Turkey) | (0.091) | (0.095) | |
| Poland | 0.149 | 0.117 | .032 |
| | (0.103) | (0.105) | |
| Former SFRY | -0.011 | -0.010 | -.001 |
| | (0.140) | (0.136) | |
| Northern & Western EU | -0.059 | 0.064 | -.123 |
| | (0.110) | (0.116) | |
| Southern, Central & Eastern EU | 0.243[*] | 0.308[**] | -.065 |
| | (0.101) | (0.111) | |
| Middle East & Northern Africa | -0.041 | 0.032 | -.073 |
| | (0.130) | (0.133) | |
| Others | 0.138 | 0.196[*] | -.058 |
| | (0.099) | (0.099) | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -0.055 | |
| (Ref.: Tertiary education) | | (0.116) | |
| Intermediat secondary education | | 0.071 | |
| | | (0.069) | |
| Academic secondary education | | 0.006 | |
| | | (0.056) | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.071 | |
| (Ref.: Service class) | | (0.067) | |

| | | |
|---|---|---|
| Mixed class | | -0.016 |
| | | (0.062) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.090 |
| (Ref. None, or max. primary school) | | (0.055) |
| | | |
| Sibling(s) academic secondary school | | 0.177** |
| | | (0.054) |
| | | |
| Degree from abroad (parent) | | -0.372*** |
| (Ref.: Degree from Germany) | | (0.048) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | 0.022 |
| (Ref. No partner) | | (0.101) |
| | | |
| Degree from Germany (partner) | | -0.042 |
| | | (0.098) |
| | | |
| Share of non-immigrant academics | | 0.100 |
| in the network | | (0.077) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.073 |
| (Ref.: >500 books) | | (0.090) |
| | | |
| 26-100 books | | 0.015 |
| | | (0.071) |
| | | |
| 101-200 books | | 0.028 |
| | | (0.070) |
| | | |
| 201-500 books | | 0.034 |
| | | -0.073 |

**-Acculturation-**

| | | |
|---|---|---|
| Subjective linguistic competence | | -0.025 |
| | | (0.035) |
| | | |
| Interaction language | | -0.115 |
| | | (0.161) |
| | | |
| Identification with Germany | | -0.010 |
| | | (0.026) |
| | | |
| Constant | 1.814* | 2.485** |
| | (0.785) | (0.856) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.02 | 0.20 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); iss (intermediate secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

$^{*}$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table B6.** OLS regression of parents' informativeness about the duration of schooling (costs, lower secondary degree) on immigrant background and the theoretically predicted determinants.

| | M5.1<br>Test (gss) | M5.2<br>Test (gss) | Difference<br>M5.1-M5.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | -0.067<br>(0.040) | -0.077<br>(0.041) | |
| Age#Age | 0.001<br>(0.000) | 0.001<br>(0.001) | |
| *-Country of origin-* | | | |
| Former USSR<br>(Ref. Turkey) | -0.145<br>(0.084) | -0.055<br>(0.085) | -.089 |
| Poland | -0.086<br>(0.099) | -0.038<br>(0.103) | -.047 |
| Former SFRY | -0.133<br>(0.130) | -0.079<br>(0.140) | -.053 |
| Northern & Western EU | -0.283[**]<br>(0.103) | -0.085<br>(0.111) | -.198 |
| Southern, Central & Eastern EU | -0.194<br>(0.106) | -0.068<br>(0.108) | -.126 |
| Middle East & Northern Africa | -0.123<br>(0.122) | -0.007<br>(0.127) | -.116 |
| Others | -0.076<br>(0.092) | 0.037<br>(0.092) | -.113 |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | 0.046<br>(0.128) | |
| Intermediat secondary education | | 0.070<br>(0.074) | |
| Academic secondary education | | 0.012<br>(0.057) | |
| *-Social class (EGP)-* | | | |
| Working class<br>(Ref.: Service class) | | -0.001<br>(0.067) | |

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| | | |
|---|---|---|
| Mixed class | | -0.051 |
| | | (0.065) |
| **-Further social & cultural capital-** | | |
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | 0.030 |
| (Ref. None, or max. primary school) | | (0.060) |
| Sibling(s) academic secondary school | | 0.032 |
| | | (0.058) |
| Degree from abroad (parent) | | -0.398*** |
| (Ref.: Degree from Germany) | | (0.051) |
| *-Partner-* | | |
| Degree from abroad (partner) | | -0.055 |
| (Ref. No partner) | | (0.109) |
| Degree from Germany (partner) | | -0.125 |
| | | (0.105) |
| Share of non-immigrant academics | | 0.002 |
| in the network | | (0.084) |
| *-Number of books-* | | |
| 1-25 books | | -0.091 |
| (Ref.: >500 books) | | (0.100) |
| 26-100 books | | -0.025 |
| | | (0.076) |
| 101-200 books | | 0.009 |
| | | (0.072) |
| 201-500 books | | 0.000 |
| | | (0.071) |
| *-Acculturation-* | | |
| Subjective linguistic competence | | -0.015 |
| | | (0.036) |
| Interaction language | | -0.190 |
| | | (0.168) |
| Identification with Germany | | -0.014 |
| | | (0.026) |
| Constant | 2.192** | 2.459** |
| | (0.794) | (0.829) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.01 | 0.17 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gss (general secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table B7.** OLS regression of parents' informativeness about the transition criteria (probability of success, primary school recommendation) on immigrant background and the theoretically predicted determinants.

| | M6.1 Test (rec) | M6.2 Test (rec) | Difference M6.1-M6.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | -0.001 | -0.030 | |
| | (0.035) | (0.036) | |
| | | | |
| Age#Age | 0.000 | 0.000 | |
| | (0.000) | (0.000) | |
| | | | |
| *-Country of origin-* | | | |
| Former USSR | 0.264** | 0.289** | -.025 |
| (Ref. Turkey) | (0.090) | (0.103) | |
| | | | |
| Poland | 0.191 | 0.135 | .056 |
| | (0.105) | (0.116) | |
| | | | |
| Former SFRY | 0.001 | -0.059 | .060 |
| | (0.134) | (0.146) | |
| | | | |
| Northern & Western EU | 0.343** | 0.308* | .035 |
| | (0.104) | (0.126) | |
| | | | |
| Southern, Central & Eastern EU | 0.115 | 0.101 | .014 |
| | (0.110) | (0.124) | |
| | | | |
| Middle East & Northern Africa | -0.099 | -0.107 | .009 |
| | (0.123) | (0.134) | |
| | | | |
| Others | 0.131 | 0.119 | .012 |
| | (0.100) | (0.109) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | 0.037 | |
| (Ref.: Tertiary education) | | (0.140) | |
| | | | |
| Intermediat secondary education | | 0.021 | |
| | | (0.076) | |
| | | | |
| Academic secondary education | | -0.059 | |
| | | (0.061) | |
| | | | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.071 | |
| (Ref.: Service class) | | (0.069) | |

| | | |
|---|---|---|
| Mixed class | | -0.097 |
| | | (0.071) |
| **-Further social & cultural capital-** | | |
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | -0.019 |
| (Ref. None, or max. primary school) | | (0.062) |
| | | |
| Sibling(s) academic secondary school | | -0.036 |
| | | (0.064) |
| | | |
| Degree from abroad (parent) | | -0.181[***] |
| (Ref.: Degree from Germany) | | (0.053) |
| | | |
| *-Partner-* | | |
| Degree from abroad (partner) | | 0.016 |
| (Ref. No partner) | | (0.116) |
| | | |
| Degree from Germany (partner) | | -0.103 |
| | | (0.114) |
| | | |
| Share of non-immigrant academics | | 0.176[*] |
| in the network | | (0.086) |
| | | |
| *-Number of books-* | | |
| 1-25 books | | -0.129 |
| (Ref.: >500 books) | | (0.098) |
| | | |
| 26-100 books | | -0.043 |
| | | (0.078) |
| | | |
| 101-200 books | | -0.108 |
| | | (0.075) |
| | | |
| 201-500 books | | -0.054 |
| | | (0.075) |
| | | |
| *-Acculturation-* | | |
| Subjective linguistic competence | | -0.021 |
| | | (0.040) |
| | | |
| Interaction language | | -0.330 |
| | | (0.180) |
| | | |
| Identification with Germany | | 0.002 |
| | | (0.029) |
| | | |
| Constant | 0.330 | 1.103 |
| | (0.719) | (0.744) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.04 | 0.11 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); rec (recommendation); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table B8.** OLS regression of parents' informativeness about the transition criteria (probability of success, mark critera) on immigrant background and the theoretically predicted determinants.

| | M7.1 Test (marks) | M7.2 Test (marks) | Difference M7.1-M7.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.045 (0.025) | 0.019 (0.026) | |
| Age#Age | -0.000 (0.000) | -0.000 (0.000) | |
| *-Country of origin-* | | | |
| Former USSR (Ref. Turkey) | 0.066 (0.060) | 0.033 (0.066) | .033 |
| Poland | 0.143 (0.078) | 0.049 (0.085) | .094 |
| Former SFRY | -0.003 (0.082) | -0.005 (0.081) | .002 |
| Northern & Western EU | 0.281** (0.089) | 0.150 (0.099) | .131 |
| Southern, Central & Eastern EU | 0.093 (0.079) | 0.009 (0.085) | .084 |
| Middle East & Northern Africa | -0.073 (0.067) | -0.096 (0.075) | .023 |
| Others | 0.149* (0.075) | 0.076 (0.076) | .073 |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -0.106 (0.079) | |
| Intermediat secondary education | | -0.063 (0.061) | |
| Academic secondary education | | 0.002 (0.052) | |
| *-Social class (EGP)-* | | | |
| Working class (Ref.: Service class) | | -0.019 (0.048) | |
| Mixed class | | -0.073 (0.052) | |

**-Further social & cultural capital-**

*-Sibling(s)-*
| | |
|---|---|
| Sibling(s) non-academic secondary school (Ref. None, or max. primary school) | 0.038 (0.048) |
| Sibling(s) academic secondary school | 0.129* (0.055) |
| Degree from abroad (parent) (Ref.: Degree from Germany) | -0.082 (0.043) |

*-Partner-*
| | |
|---|---|
| Degree from abroad (partner) (Ref. No partner) | -0.186* (0.093) |
| Degree from Germany (partner) | -0.185 (0.095) |
| Share of non-immigrant academics in the network | 0.139 (0.076) |

*-Number of books-*
| | |
|---|---|
| 1-25 books (Ref.: >500 books) | -0.166* (0.069) |
| 26-100 books | -0.132 (0.068) |
| 101-200 books | -0.061 (0.073) |
| 201-500 books | -0.048 (0.074) |

*-Acculturation-*
| | |
|---|---|
| Subjective linguistic competence | 0.003 (0.031) |
| Interaction language | -0.047 (0.146) |
| Identification with Germany | 0.017 (0.023) |

| | | |
|---|---|---|
| Constant | -0.968 (0.518) | -0.033 (0.565) |
| *N (Number of cases)* | 493 | 493 |
| Adjusted $R^2$ | 0.04 | 0.11 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gpa (grade point average); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

$^{*}$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table C2.** OLS regression of parents' overall educational informativeness on immigrant background and the theoretically predicted determinants.

| | M1.1 Test (overall) | M1.2 Test (overall) | Difference M1.1-M1.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.469*** (0.074) | 0.152* (0.065) | |
| Age#Age | -0.005*** (0.001) | -0.002* (0.001) | |
| *-Country of origin-* | | | |
| Turkey (Ref.: Germany) | -3.542*** (0.415) | -1.537*** (0.345) | -2.005** |
| Former USSR | -2.220*** (0.198) | -0.496* (0.195) | -1.723** |
| Poland | -1.491*** (0.328) | -0.298 (0.284) | -1.192+ |
| Former SFRY | -3.340*** (0.545) | -1.477** (0.515) | -1.863** |
| Northern & Western EU | -1.933*** (0.361) | -0.462 (0.333) | -1.471* |
| Southern, Central & Eastern EU | -1.549*** (0.324) | -0.211 (0.287) | --1.338* |
| Middle East & Northern Africa | -3.149*** (0.546) | -1.215** (0.462) | -1.934** |
| Others | -2.106*** (0.304) | -0.675** (0.243) | -1.431* |
| *-Education (CASMIN)-* | | | |
| General secondary education (Ref.: Tertiary education) | | -1.969*** (0.218) | |
| Intermediat secondary education | | -0.905*** (0.091) | |
| Academic secondary education | | -0.335*** (0.076) | |
| *-Social class (EGP)-* | | | |
| Working class (Ref.: Service class) | | -0.577*** (0.123) | |

| | | |
|---|---|---|
| Mixed class | | -0.216[*] |
| | | (0.091) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.169[*] |
| (Ref. None, or max. primary school) | | (0.076) |
| | | |
| Sibling(s) academic secondary school | | 0.280[***] |
| | | (0.076) |
| | | |
| Degree from abroad (parent) | | -2.067[***] |
| (Ref.: Degree from Germany) | | (0.190) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | -0.115 |
| (Ref. No partner) | | (0.184) |
| | | |
| Degree from Germany (partner) | | 0.057 |
| | | (0.142) |
| | | |
| Share of non-immigrant academics | | 0.928[***] |
| in the network | | (0.128) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -1.310[***] |
| (Ref.: >500 books) | | (0.186) |
| | | |
| 26-100 books | | -0.648[***] |
| | | (0.093) |
| | | |
| 101-200 books | | -0.381[***] |
| | | (0.085) |
| | | |
| 201-500 books | | -0.160[*] |
| | | (0.071) |
| | | |
| Constant | -1.439 | 6.039[***] |
| | (1.547) | (1.380) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.17 | 0.37 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics);

SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative

Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero);

max. (maximum)

$^{*} p < 0.05$, $^{**} p < 0.01$, $^{***} p < 0.001$

**Table C3.** OLS regression of parents' informativeness about the vocational qualifications and options (returns) on immigrant background and the theoretically predicted determinants.

| | M2.1<br>Test (return) | M2.2<br>Test (return) | Difference<br>M2.1-M2.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.310*** | 0.105* | |
| | (0.054) | (0.048) | |
| | | | |
| Age#Age | -0.003*** | -0.001* | |
| | (0.001) | (0.001) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -2.335*** | -1.085*** | -1.249** |
| (Ref.: Germany) | (0.290) | (0.235) | |
| | | | |
| Former USSR | -1.344*** | -0.375** | -.969** |
| | (0.136) | (0.138) | |
| | | | |
| Poland | -0.710*** | -0.088 | -.621+ |
| | (0.213) | (0.207) | |
| | | | |
| Former SFRY | -2.029*** | -0.974* | -1.055** |
| | (0.402) | (0.379) | |
| | | | |
| Northern & Western EU | -0.941*** | -0.291 | -.649+ |
| | (0.214) | (0.209) | |
| | | | |
| Southern, Central & Eastern EU | -0.646** | -0.010 | -.636+ |
| | (0.196) | (0.188) | |
| | | | |
| Middle East & Northern Africa | -1.697*** | -0.668 | -1.029** |
| | (0.398) | (0.347) | |
| | | | |
| Others | -1.272*** | -0.549** | -.723* |
| | (0.195) | (0.177) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -1.337*** | |
| (Ref.: Tertiary education) | | (0.163) | |
| | | | |
| Intermediat secondary education | | -0.713*** | |
| | | (0.066) | |
| | | | |
| Academic secondary education | | -0.276*** | |
| | | (0.054) | |
| | | | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.375*** | |
| (Ref.: Service class) | | (0.090) | |

| | | |
|---|---|---|
| Mixed class | | -0.173[*] |
| | | (0.068) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | -0.059 |
| (Ref. None, or max. primary school) | | (0.055) |
| | | |
| Sibling(s) academic secondary school | | -0.012 |
| | | (0.057) |
| | | |
| Degree from abroad (parent) | | -0.950[***] |
| (Ref.: Degree from Germany) | | (0.136) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | -0.196 |
| (Ref. No partner) | | (0.131) |
| | | |
| Degree from Germany (partner) | | -0.091 |
| | | (0.099) |
| | | |
| Share of non-immigrant academics | | 0.598[***] |
| in the network | | (0.094) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.810[***] |
| (Ref.: >500 books) | | (0.140) |
| | | |
| 26-100 books | | -0.335[***] |
| | | (0.067) |
| | | |
| 101-200 books | | -0.201[***] |
| | | (0.061) |
| | | |
| 201-500 books | | -0.019 |
| | | (0.050) |
| | | |
| Constant | -1.564 | 3.406[***] |
| | (1.133) | (1.014) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.13 | 0.31 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); Ref. (Reference); USSR (Union of Soviet Socialist Republics);

SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative

Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero);

max. (maximum)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table C4.** OLS regression of parents' informativeness about the duration of schooling (costs, upper secondary degree) on immigrant background and the theoretically predicted determinants.

| | M3.1 Test (ass) | M3.2 Test (ass) | Difference M3.1-M3.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.039** | 0.019 | |
| | (0.013) | (0.013) | |
| | | | |
| Age#Age | -0.000** | -0.000 | |
| | (0.000) | (0.000) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -0.113 | 0.008 | -.121** |
| (Ref.: Germany) | (0.069) | (0.070) | |
| | | | |
| Former USSR | -0.107*** | -0.020 | -.087* |
| | (0.032) | (0.033) | |
| | | | |
| Poland | -0.040 | 0.015 | -.055 |
| | (0.046) | (0.044) | |
| | | | |
| Former SFRY | -0.078 | 0.046 | -.123** |
| | (0.081) | (0.084) | |
| | | | |
| Northern & Western EU | -0.127* | -0.045 | -.082+ |
| | (0.060) | (0.065) | |
| | | | |
| Southern, Central & Eastern EU | -0.023 | 0.049 | -.072 |
| | (0.048) | (0.051) | |
| | | | |
| Middle East & Northern Africa | -0.017 | 0.098 | -.115* |
| | (0.067) | (0.070) | |
| | | | |
| Others | -0.020 | 0.059 | -.079+ |
| | (0.037) | (0.037) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -0.144** | |
| (Ref.: Tertiary education) | | (0.049) | |
| | | | |
| Intermediat secondary education | | -0.044** | |
| | | (0.016) | |
| | | | |
| Academic secondary education | | -0.019 | |
| | | (0.014) | |

| | | |
|---|---|---|
| *-Social class (EGP)-* | | |
| Working class | | -0.047[*] |
| (Ref.: Service class) | | (0.024) |
| | | |
| Mixed class | | -0.005 |
| | | (0.017) |

**-Further social & cultural capital-**

| | | |
|---|---|---|
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | 0.026 |
| (Ref. None, or max. primary school) | | (0.015) |
| | | |
| Sibling(s) academic secondary school | | 0.074[***] |
| | | (0.014) |
| | | |
| Degree from abroad (parent) | | -0.107[**] |
| (Ref.: Degree from Germany) | | (0.034) |
| | | |
| *-Partner-* | | |
| Degree from abroad (partner) | | 0.035 |
| (Ref. No partner) | | (0.037) |
| | | |
| Degree from Germany (partner) | | 0.071[*] |
| | | (0.030) |
| | | |
| Share of non-immigrant academics | | 0.022 |
| in the network | | (0.024) |
| | | |
| *-Number of books-* | | |
| 1-25 books | | -0.089[*] |
| (Ref.: >500 books) | | (0.036) |
| | | |
| 26-100 books | | -0.013 |
| | | (0.017) |
| | | |
| 101-200 books | | 0.013 |
| | | (0.015) |
| | | |
| 201-500 books | | -0.000 |
| | | (0.013) |
| | | |
| Constant | 0.025 | 0.435 |
| | (0.279) | (0.280) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.01 | 0.05 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); ass (academic secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table C5.** OLS regression of parents' informativeness about the duration of schooling (costs, intermediate secondary degree) on immigrant background and the theoretically predicted determinants.

| | M4.1<br>Test (iss) | M4.2<br>Test (iss) | Difference<br>M4.1-M4.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.024<br>(0.013) | 0.014<br>(0.014) | |
| Age#Age | -0.000<br>(0.000) | -0.000<br>(0.000) | |
| *-Country of origin-* | | | |
| Turkey<br>(Ref.: Germany) | -0.360***<br>(0.083) | -0.194*<br>(0.081) | -.167+ |
| Former USSR | -0.254***<br>(0.035) | -0.047<br>(0.033) | -.207* |
| Poland | -0.230***<br>(0.060) | -0.055<br>(0.050) | -.175* |
| Former SFRY | -0.377***<br>(0.107) | -0.178<br>(0.096) | -.199* |
| Northern & Western EU | -0.438***<br>(0.072) | -0.138<br>(0.073) | -.300** |
| Southern, Central & Eastern EU | -0.139*<br>(0.057) | 0.096<br>(0.064) | -.234** |
| Middle East & Northern Africa | -0.402***<br>(0.103) | -0.151<br>(0.101) | -.251** |
| Others | -0.242***<br>(0.052) | -0.021<br>(0.045) | -.221* |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | -0.098*<br>(0.043) | |
| Intermediat secondary education | | 0.017<br>(0.013) | |
| Academic secondary education | | 0.000<br>(0.011) | |

| | | |
|---|---|---|
| *-Social class (EGP)-* | | |
| Working class | | -0.047[*] |
| (Ref.: Service class) | | (0.021) |
| | | |
| Mixed class | | -0.007 |
| | | (0.013) |

**-Further social & cultural capital-**

| | | |
|---|---|---|
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | 0.030[**] |
| (Ref. None, or max. primary school) | | (0.011) |
| | | |
| Sibling(s) academic secondary school | | 0.047[***] |
| | | (0.011) |
| | | |
| Degree from abroad (parent) | | -0.370[***] |
| (Ref.: Degree from Germany) | | (0.038) |
| | | |
| *-Partner-* | | |
| Degree from abroad (partner) | | -0.019 |
| (Ref. No partner) | | (0.032) |
| | | |
| Degree from Germany (partner) | | 0.005 |
| | | (0.022) |
| | | |
| Share of non-immigrant academics | | 0.064[**] |
| in the network | | (0.021) |
| | | |
| *-Number of books-* | | |
| 1-25 books | | -0.035 |
| (Ref.: >500 books) | | (0.031) |
| | | |
| 26-100 books | | -0.006 |
| | | (0.014) |
| | | |
| 101-200 books | | 0.002 |
| | | (0.013) |
| | | |
| 201-500 books | | 0.005 |
| | | (0.011) |
| | | |
| Constant | 0.469 | 0.647[*] |
| | (0.270) | (0.289) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.12 | 0.20 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); iss (intermediate secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table C6.** OLS regression of parents' informativeness about the duration of schooling (costs, lower secondary degree) on immigrant background and the theoretically predicted determinants.

| | M5.1<br>Test (gss) | M5.2<br>Test (gss) | Difference<br>M5.1-M5.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | -0.008<br>(0.013) | -0.014<br>(0.013) | |
| Age#Age | 0.000<br>(0.000) | 0.000<br>(0.000) | |
| *-Country of origin-* | | | |
| Turkey<br>(Ref.: Germany) | -0.093<br>(0.073) | 0.026<br>(0.072) | -.119 |
| Former USSR | -0.226***<br>(0.037) | -0.023<br>(0.037) | -.203* |
| Poland | -0.192**<br>(0.064) | -0.008<br>(0.063) | -.184* |
| Former SFRY | -0.223*<br>(0.106) | -0.031<br>(0.112) | -.192* |
| Northern & Western EU | -0.392***<br>(0.071) | -0.080<br>(0.074) | -.312** |
| Southern, Central & Eastern EU | -0.299***<br>(0.072) | -0.056<br>(0.070) | -.243** |
| Middle East & Northern Africa | -0.218*<br>(0.099) | 0.026<br>(0.097) | -.243** |
| Others | -0.187***<br>(0.054) | 0.031<br>(0.048) | -.218* |
| *-Education (CASMIN)-* | | | |
| General secondary education<br>(Ref.: Tertiary education) | | 0.007<br>(0.048) | |
| Intermediat secondary education | | 0.033<br>(0.019) | |
| Academic secondary education | | 0.011<br>(0.017) | |

*-Social class (EGP)-*

| | | |
|---|---|---|
| Working class | | -0.021 |
| (Ref.: Service class) | | (0.026) |
| | | |
| Mixed class | | 0.002 |
| | | (0.019) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.030 |
| (Ref. None, or max. primary school) | | (0.017) |
| | | |
| Sibling(s) academic secondary school | | 0.031 |
| | | (0.018) |
| | | |
| Degree from abroad (parent) | | -0.400*** |
| (Ref.: Degree from Germany) | | (0.041) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | 0.091* |
| (Ref. No partner) | | (0.043) |
| | | |
| Degree from Germany (partner) | | 0.097** |
| | | (0.035) |
| | | |
| Share of non-immigrant academics in the network | | 0.045 |
| | | (0.028) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.047 |
| (Ref.: >500 books) | | (0.039) |
| | | |
| 26-100 books | | -0.047* |
| | | (0.021) |
| | | |
| 101-200 books | | -0.041* |
| | | (0.019) |
| | | |
| 201-500 books | | -0.042* |
| | | (0.017) |
| | | |
| Constant | 1.002*** | 1.041*** |
| | (0.276) | (0.284) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.04 | 0.08 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gss (general secondary school); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximum)

[*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

**Table C7.** OLS regression of parents' informativeness about the transition criteria (probability of success, primary school recommendation) on immigrant background and the theoretically predicted determinants.

| | M6.1<br>Test (rec) | M6.2<br>Test (rec) | Difference<br>M6.1-M6.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.050*** | 0.023 | |
| | (0.015) | (0.015) | |
| | | | |
| Age#Age | -0.001** | -0.000 | |
| | (0.000) | (0.000) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -0.402*** | -0.204* | -.198** |
| (Ref.: Germany) | (0.081) | (0.089) | |
| | | | |
| Former USSR | -0.133*** | 0.031 | -.164** |
| | (0.038) | (0.042) | |
| | | | |
| Poland | -0.222*** | -0.105 | -.117+ |
| | (0.066) | (0.061) | |
| | | | |
| Former SFRY | -0.402*** | -0.244* | -.157* |
| | (0.102) | (0.110) | |
| | | | |
| Northern & Western EU | -0.071 | 0.064 | -.135* |
| | (0.064) | (0.071) | |
| | | | |
| Southern, Central & Eastern EU | -0.298*** | -0.167* | -.131* |
| | (0.072) | (0.072) | |
| | | | |
| Middle East & Northern Africa | -0.501*** | -0.318** | -.183** |
| | (0.094) | (0.100) | |
| | | | |
| Others | -0.284*** | -0.146** | -.139* |
| | (0.057) | (0.055) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -0.158** | |
| (Ref.: Tertiary education) | | (0.055) | |
| | | | |
| Intermediat secondary education | | -0.039 | |
| | | (0.021) | |
| | | | |
| Academic secondary education | | -0.005 | |
| | | (0.018) | |

| | | |
|---|---|---|
| *-Social class (EGP)-* | | |
| Working class | | -0.070[*] |
| (Ref.: Service class) | | (0.029) |
| | | |
| Mixed class | | -0.025 |
| | | (0.022) |

**-Further social & cultural capital-**

| | | |
|---|---|---|
| *-Sibling(s)-* | | |
| Sibling(s) non-academic secondary school | | 0.028 |
| (Ref. None, or max. primary school) | | (0.017) |
| | | |
| Sibling(s) academic secondary school | | 0.020 |
| | | (0.018) |
| | | |
| Degree from abroad (parent) | | -0.195[***] |
| (Ref.: Degree from Germany) | | (0.042) |
| | | |
| *-Partner-* | | |
| Degree from abroad (partner) | | -0.072 |
| (Ref. No partner) | | (0.041) |
| | | |
| Degree from Germany (partner) | | -0.071[*] |
| | | (0.032) |
| | | |
| Share of non-immigrant academics | | 0.118[***] |
| in the network | | (0.030) |
| | | |
| *-Number of books-* | | |
| 1-25 books | | -0.123[**] |
| (Ref.: >500 books) | | (0.043) |
| | | |
| 26-100 books | | -0.098[***] |
| | | (0.023) |
| | | |
| 101-200 books | | -0.062[**] |
| | | (0.020) |
| | | |
| 201-500 books | | -0.035[*] |
| | | (0.017) |
| | | |
| Constant | -0.341 | 0.358 |
| | (0.313) | (0.313) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.05 | 0.09 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); rec (recommendation); Ref. (Reference); USSR (Union of Soviet Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe); CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

$^*$ $p < 0.05$, $^{**}$ $p < 0.01$, $^{***}$ $p < 0.001$

**Table C8.** OLS regression of parents' informativeness about the transition criteria (probability of success, mark critera) on immigrant background and the theoretically predicted determinants.

| | M7.1 Test (marks) | M7.2 Test (marks) | Difference M7.1-M7.2 |
|---|---|---|---|
| *-Controls-* | | | |
| Age | 0.055*** | 0.006 | |
| | (0.015) | (0.015) | |
| | | | |
| Age#Age | -0.000** | -0.000 | |
| | (0.000) | (0.000) | |
| | | | |
| *-Country of origin-* | | | |
| Turkey | -0.240*** | -0.087 | -.152** |
| (Ref.: Germany) | (0.053) | (0.055) | |
| | | | |
| Former USSR | -0.156*** | -0.062 | -.094+ |
| | (0.028) | (0.036) | |
| | | | |
| Poland | -0.098 | -0.058 | -.041 |
| | (0.057) | (0.061) | |
| | | | |
| Former SFRY | -0.232*** | -0.095 | -.137* |
| | (0.063) | (0.067) | |
| | | | |
| Northern & Western EU | 0.035 | 0.026 | .008 |
| | (0.071) | (0.074) | |
| | | | |
| Southern, Central & Eastern EU | -0.145* | -0.123* | -.022 |
| | (0.059) | (0.061) | |
| | | | |
| Middle East & Northern Africa | -0.315*** | -0.202*** | -.113+ |
| | (0.043) | (0.051) | |
| | | | |
| Others | -0.101 | -0.050 | -.051 |
| | (0.053) | (0.055) | |
| | | | |
| *-Education (CASMIN)-* | | | |
| General secondary education | | -0.238*** | |
| (Ref.: Tertiary education) | | (0.037) | |
| | | | |
| Intermediat secondary education | | -0.160*** | |
| | | (0.023) | |
| | | | |
| Academic secondary education | | -0.046* | |
| | | (0.021) | |
| | | | |
| *-Social class (EGP)-* | | | |
| Working class | | -0.017 | |
| (Ref.: Service class) | | (0.026) | |

| | | |
|---|---|---|
| Mixed class | | -0.008 |
| | | (0.022) |

**-Further social & cultural capital-**

*-Sibling(s)-*

| | | |
|---|---|---|
| Sibling(s) non-academic secondary school | | 0.113*** |
| (Ref. None, or max. primary school) | | (0.020) |
| | | |
| Sibling(s) academic secondary school | | 0.119*** |
| | | (0.022) |
| | | |
| Degree from abroad (parent) | | -0.046 |
| (Ref.: Degree from Germany) | | (0.036) |

*-Partner-*

| | | |
|---|---|---|
| Degree from abroad (partner) | | 0.046 |
| (Ref. No partner) | | (0.042) |
| | | |
| Degree from Germany (partner) | | 0.047 |
| | | (0.034) |
| | | |
| Share of non-immigrant academics | | 0.079* |
| in the network | | (0.032) |

*-Number of books-*

| | | |
|---|---|---|
| 1-25 books | | -0.209*** |
| (Ref.: >500 books) | | (0.035) |
| | | |
| 26-100 books | | -0.150*** |
| | | (0.026) |
| | | |
| 101-200 books | | -0.093*** |
| | | (0.025) |
| | | |
| 201-500 books | | -0.071** |
| | | (0.023) |
| | | |
| Constant | -1.039*** | 0.147 |
| | (0.316) | (0.311) |
| *N (Number of cases)* | 3961 | 3961 |
| Adjusted $R^2$ | 0.03 | 0.10 |

Source: National Educational Panel Study (NEPS)

Robust standard errors in parentheses

Abbreviation: M (Model); gpa (grade point average); Ref. (Reference); USSR (Union of Soviet

Socialist Republics); SFRY (Socialist Federal Republic of Yugoslavia); EU (Europe);

CASMIN (Comparative Analysis of Social Mobility in Industrial Nations); EGP (Erikson, Goldthorpe & Portocarero); max. (maximim)

$^{*} p < 0.05, ^{**} p < 0.01, ^{***} p < 0.001$