Table A1. Description of data sets

	Data set used	Year	Population covered	Working sample size		
				Male	Female	Total
Walsh and Whelan (1976)	Redundancy Survey	1972	Redundant Workers			504
Barrett, Callan and Nolan (1999)	Living in Ireland Survey (LIIS)	1994	All			
Breen, Hannan and O'Leary (1995)	School Leavers Survey (SLS)	1988-1991	School Leavers	901	1030	
Callan and Wren (1994)	Survey of Income Distribution, Poverty and Usage of State Services	1987	All	1215	1030	
Callan and Harmon (1998)	Survey of Income Distribution, Poverty and Usage of State Services	1987	All	1,144		
Denny and Harmon (1998)	School Leavers Survey (SLS)	1990-1995	School Leavers	1436	1550	
Denny and Harmon (1998)	Living in Ireland Survey (LIIS)	1994	All	1808	1340	
Denny, Harmon and Redmond (1998)	International Adult Literacy Survey (IALS)	1995	All	581		
Hannan, McCabe and McCoy (1998)	Follow up Survey from 85/86 School Leavers Survey	1992	School Leavers			650

Table A2.   Wage equation: variables included*

	Walsh and Whelan (1976)	Denny and Harmon (1998)	Callan and Wren (1994)	Callan and Harmon (1998)	Barrett et al. (1999)[1] spec. 1	Barrett et al. (1999)[2] spec. 3	Barrett et al. (1999)[3] spec. 4	Breen et al. (1995)	Hannan et al. (1998)
Age	✔				✔				
Age squared	✔				✔				
Experience			✔	✔		✔	✔		
Experience squared			✔	✔		✔	✔		
Years of education	✔			✔					
Levels of education		✔	✔	✔	✔	✔	✔	✔	✔
Years not worked			✔	✔		✔	✔	✔	
Years not worked squared			✔	✔		✔	✔		
Dublin	✔	✔	✔	✔					✔
Urban	✔	✔	✔	✔				✔	✔
Activity of firm	✔							✔	
Married	✔		✔	✔	✔	✔	✔		✔
Union	✔			✔					
Ill Health	✔								
Occupation	✔								✔
Training						✔	✔		
Employment situation of mother/father								✔	
Father's social class								✔	✔
Mother's educational level									✔
Selection Bias (λ)		✔							

Notes: * All studies except Walsh and Whelan (1976) use the log of gross hourly wage as the dependent variable. Walsh and Whelan use the log of gross weekly wage.
[1] Marital status has been interacted with sex i.e. single men, married women.
[2] Specification equation 2 is the same as specification 1, but with an interaction term for levels of education and the three age bands (15-32,33-49,50-64).
[3] Specification equation 5 is the same as specification 4, but with an interaction term for levels of education and the above age bands.