

January 2001

Prepared as part of the TSER project:

Comparative Analysis of Transitions from Education to Work in Europe

Relative Labour Market Disadvantage among the Least Qualified in Ireland, the Netherlands and Scotland, 1979 - 1997

Selina McCoy

Economic and Social Research Institute (ESRI)
4 Burlington Road
Dublin 4
Ireland
E-mail: selina.mccoy@esri.ie

WORKING PAPERS

1. BACKGROUND/CONTEXT

An earlier paper (McCoy, 1999) examined the nature of labour market access problems and the employment quality experienced by the least qualified at a single (recent) point in time (1996/97): this failed to take account of the influence of cyclical or business cycle effects on the employment experiences of these young people. It was also not possible to examine the extent to which the employment experiences of the least qualified changed as their absolute numbers changed (with rising educational participation and retention) and with wider technological and structural changes in the economy. This paper attempts to examine these issues in three of the countries for which time-series data is available: Ireland, the Netherlands and Scotland.

2 RESEARCH QUESTIONS

- How has the relative size of least qualified cohorts changed across time in Ireland, the Netherlands and Scotland?
- How does the absolute size of these groups relate to their labour market experience?
- How have the labour market access and integration experiences of the least qualified changed across time?
- How has the quality of employment secured by the least qualified changed over time?
- How has the representation of the least qualified in traditional employment spheres such as skilled/semi- and unskilled manual work changed over time?
- How do economic climate and business cycle circumstances influence both the absolute proportions leaving school poorly and unqualified and their relative LM experiences?

3 DATA AND METHODS

3.1 SLS Time-Series Database

The paper draws on data from school leavers' surveys conducted in three of the countries over the past 2 decades. The following surveys are used:

- Ireland (1980, 1985, 1989, 1993, and 1997);
- The Netherlands (1989, 1993 and 1997);
- Scotland (1979, 1985, 1989, 1993 and 1995).

While school leavers' survey data in Ireland and Scotland is available from the start of the 1980s, data in the Netherlands is of a shorter time-span because such surveys were initiated at a later time point in this country.

The analyses are based on the following sample numbers:

Year	Ireland	Netherlands	Scotland
1979/80	3,482	-	5,948
1985	2,066	-	5,572
1989	1,988	16,237	4,753
1993	2,193	17,729	5,328
1995/97	2,708	11,545	4,864
Total	12,437	45,511	26,465

3.2 Defining the Least Qualified

Two definitions of the least qualified are employed in these analyses, with some analyses employing the complete VTLMT-based educational attainment measure. The two measures are those who depart without passing lower second level ('dropouts')¹ and those who departed prior to (attempting) upper second level (lower level leavers, hereafter referred to as LLLs). Two educational cut-off points are employed to examine the extent to which exclusionary processes are confined to the unqualified leavers or whether poorly qualified groups are also highly disadvantaged. In essence, this allows the testing of differences in the labour market experiences of unqualified versus poorly qualified young people. These measures are confined to initial educational attainment levels and do not incorporate participation in alternative educational/ training participation across countries, which have been shown to display important institutional variation (see paper by Martin and Raffe, VTLMT Report 1998).

The extent to which labour market experiences vary according to LLL or dropout status is examined both within and across countries. A multidimensional view of labour market disadvantage is taken: variation in both the incidence and experience of unemployment and the quality of employment attained is examined. Employment

¹ It is not possible to distinguish the least qualified dropout group for Ireland in 1980.

quality is examined across a range of measures: social class position, occupational type, occupational segment and earnings.

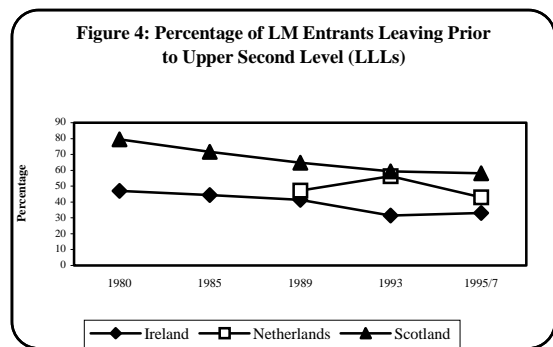
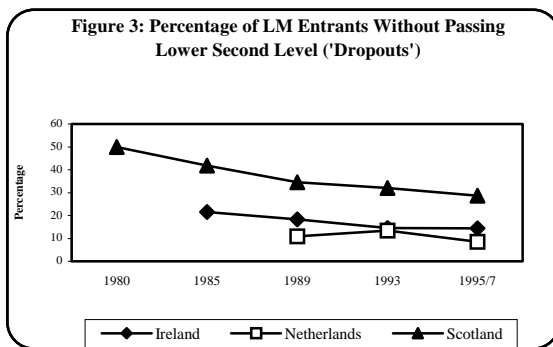
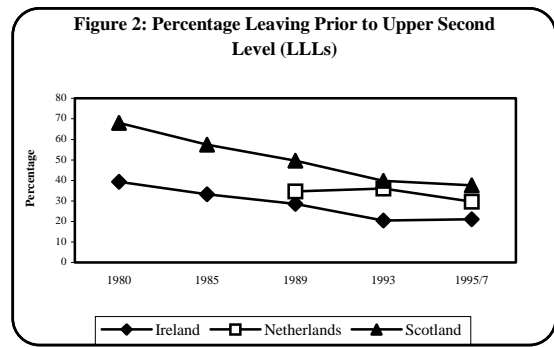
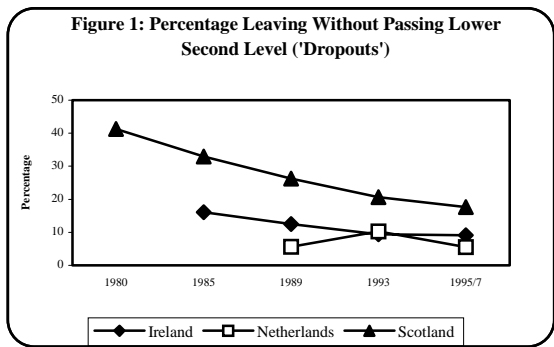
4 DESCRIPTIVE RESULTS

4.1 Prominence of Educationally Least Qualified across Time

Over the 1979/80 to 1995/97 period the relative size of least qualified cohorts has declined successively in both Ireland and Scotland with rising educational participation, retention and ultimately attainment: proportions leaving prior to upper second-level (LLs) have declined from 47 to 33 per cent in Ireland, while the decline in Scotland has been from almost 70 to 58 per cent (Figures 1 and 2). Similarly, the prominence of unqualified leavers (dropouts) leaving prior to passing lower second level fell: declining from 22 to 15 per cent in Ireland and from 50 to 29 per cent in Scotland. The situation in the Netherlands is less clear: proportions leaving prior to upper second level grew over the 1989-1997 period and while the least qualified group rose between 1989 and 1993, they subsequently declined again in 1997. As noted earlier, because the Dutch survey was initiated at a later time point it is not possible to examine a time frame comparable to Scotland and Ireland.

Prominence of Least Qualified among LM Entrants

Similar patterns of growing educational attainment are evident among labour market entrants with a gradual decline in the representation of the least qualified in both Ireland and Scotland (Figures 3 and 4). The representation of LLs has grown in the Netherlands, while the size of the least qualified dropout group remained largely unchanged between 1989 and 1997.

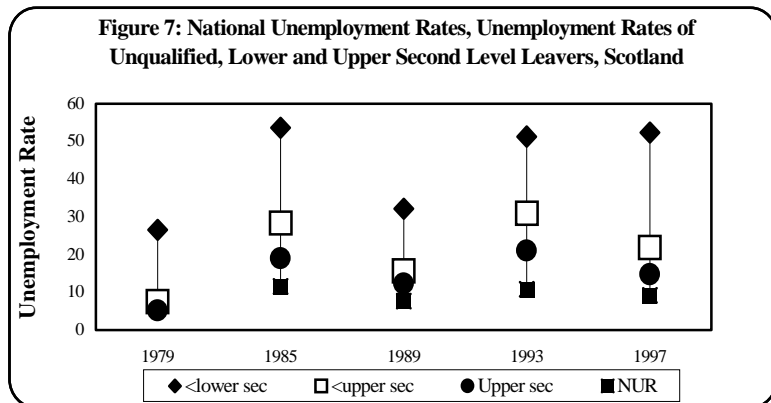
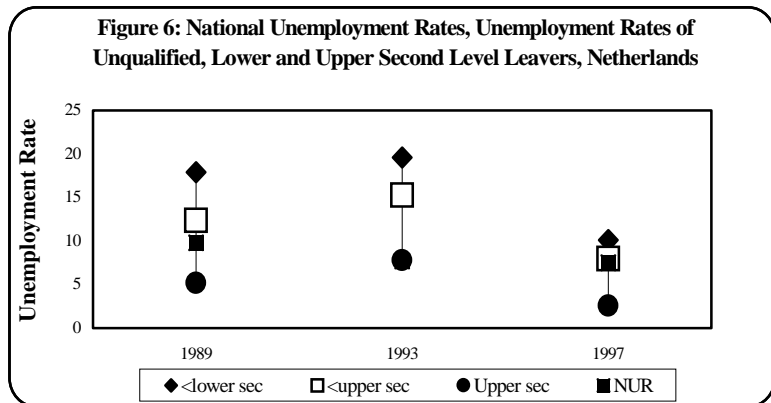
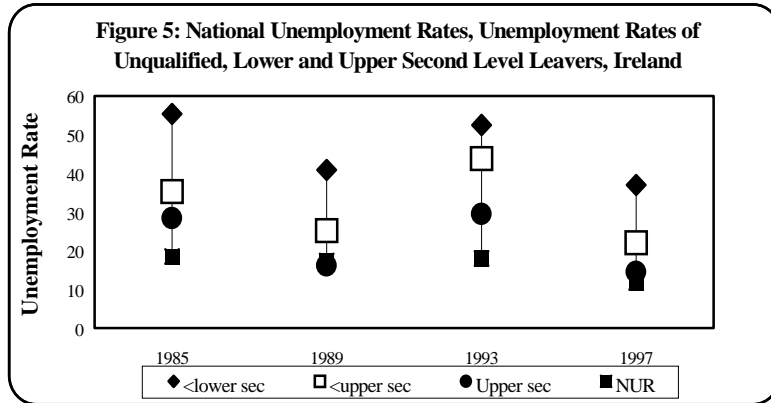


4.2 Labour Market Disadvantage

4.2.1 Labour Market Integration: Unemployment

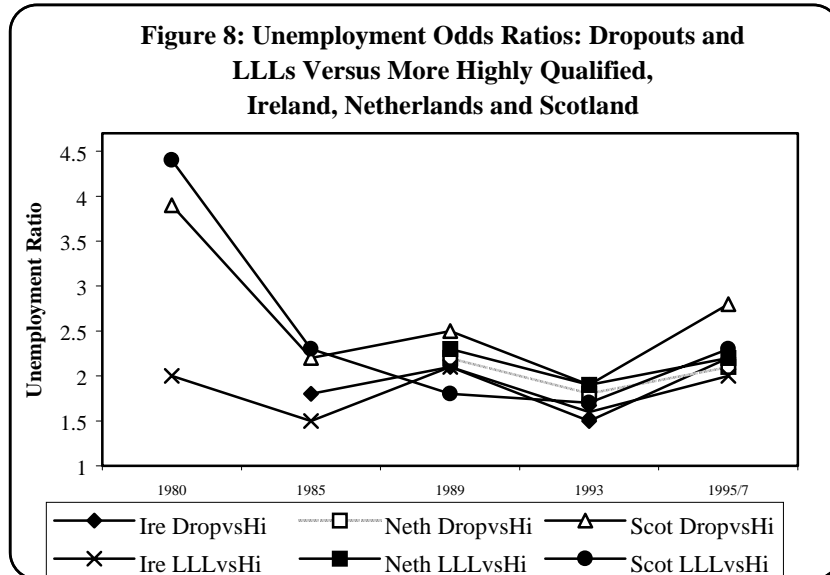
This section examines the extent to which educational differentials in labour market access mirror the wider economic climate and whether they vary according to the measure of educational disadvantage adopted. In Ireland unemployment ratios between the least qualified dropout group and those more qualified reflect cyclical influences, but differentials (odds ratios) between poorly qualified LLLs and those more qualified do not vary over the period. In the Netherlands highest unemployment levels in 1989 coincide with wide educational differentials: unemployment ratios of 3.4 for dropouts relative to those who secured upper second-level qualifications and 2.4 between LLLs and those more qualified. While unemployment rates are largely similar in 1993 and 1997, the extent of educational differentiation increases over the period: to illustrate, an unemployment odds ratio of 2.5 between dropouts and those who achieved upper second level qualifications in 1993, rises to 3.9 in 1997.

In Scotland ratios for the dropout versus more qualified groups are highest in 1979 and 1997 (times of lower unemployment), although if viewed in terms of percentage point differentials the gap is greater during periods of economic growth (1985, 1993). Again ratios for pre-upper second level versus upper second level are relatively constant over time, although percentage point differentials are highest during low unemployment periods.



Note: NUR refers to Total National Unemployment Rates from LFS data

Overall, when viewed in terms of odds ratios, periods of economic growth such as the late 1980s and late 1990s witness the greatest educational differentials as large-scale hiring allows employers to select most qualified jobs applicants. In contrast periods of high unemployment allow the more qualified less opportunity to edge out their less qualified competitors.



4.2.2 Employment Quality

(i) Skilled Manual Jobs

Regarding the nature of the jobs secured by differentially qualified school leavers, Figures 9 to 14 illustrate the rate of entry into skilled manual positions, while Figures 15 to 20 examine semi- and unskilled manual employment.

In Ireland the representation of the least qualified dropout group in skilled manual jobs declined over the 1980s (with a growing representation of those more qualified in such jobs – dropouts were actually outnumbered by the more qualified in 1989). The 1990s have witnessed a rising participation of all groups in skilled manual positions, this increase being particularly strong among dropouts. LLLs are more likely to enter skilled manual jobs throughout the period (this differential being largely constant): the representation of both groups in skilled manual jobs declined over the 1985 – 1993

period, but has subsequently risen quite strongly, again particularly among the less qualified (Figures 9 and 10).

Educational differentiation is apparent in the entry into skilled manual jobs in the Netherlands. LLLs are more likely to enter such jobs, with little change across time; while dropouts have similar levels of participation to those more qualified in 1989, their representation in such jobs expands greatly in 1993 and, most notably, 1997 (Figures 11 and 12).

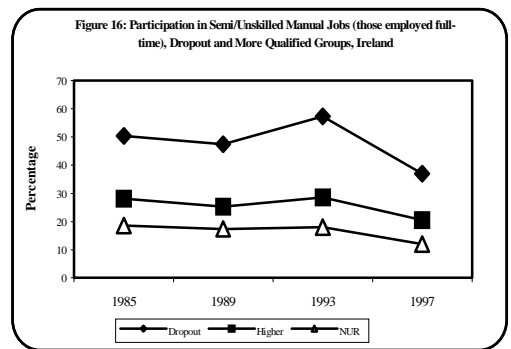
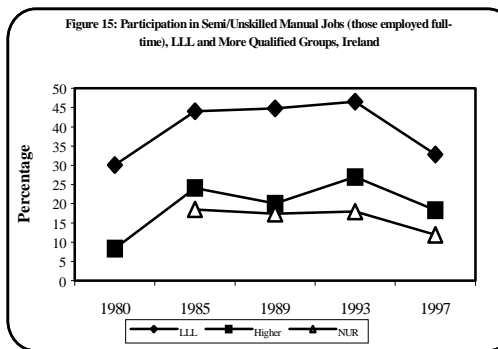
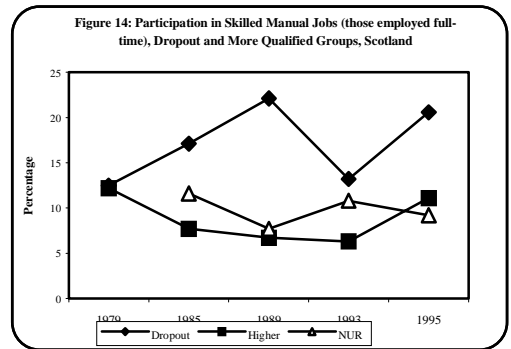
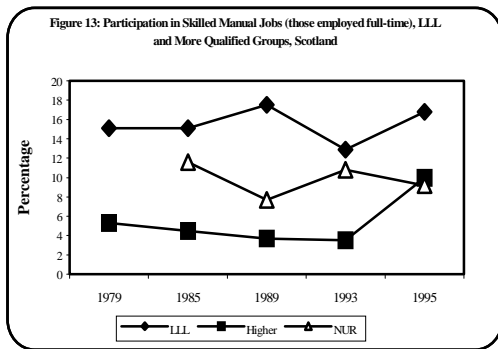
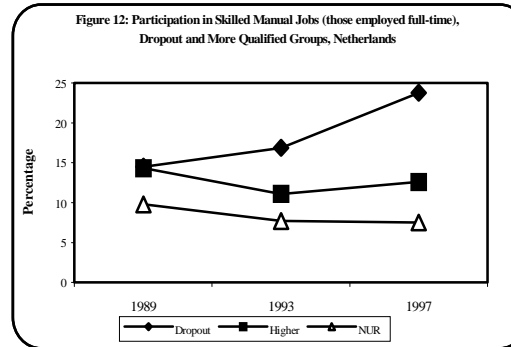
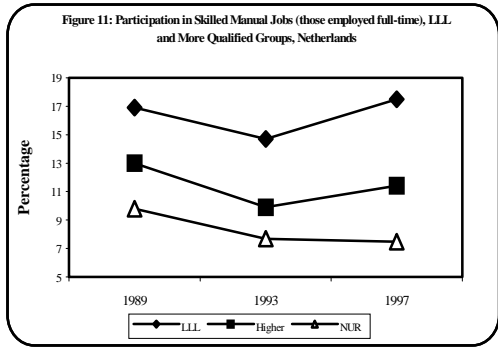
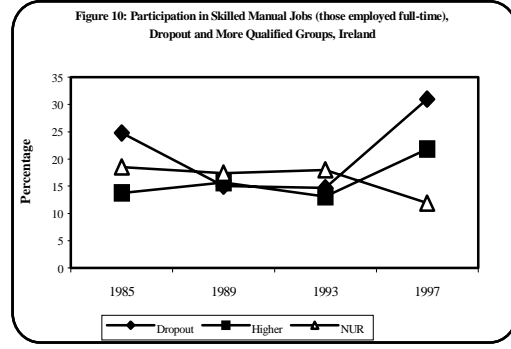
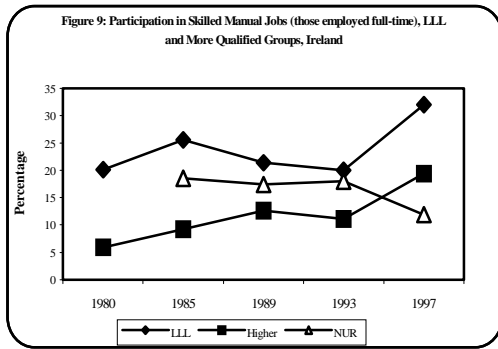
In Scotland, interestingly, in times of low unemployment the rate of entry into skilled manual jobs rises dramatically for the least qualified (both LLL and dropout groups); the latest unemployment fall captured in 1995 was also matched by a rise in the entry of more qualified youth into skilled manual jobs. While clear differentials are evident in the educational qualifications of those entering skilled manual positions, these differentials appear reduced for the most recent years (1995) (Figures 13 and 14).

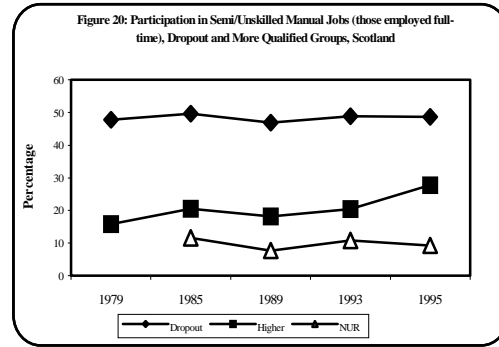
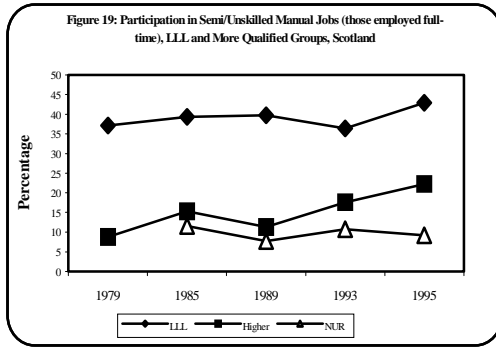
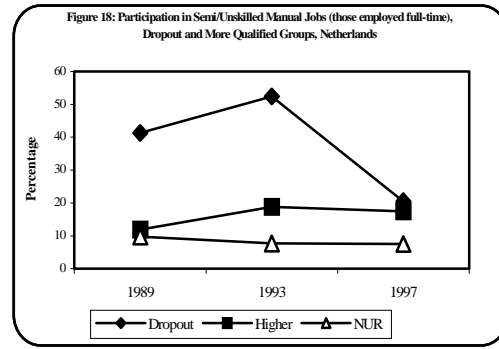
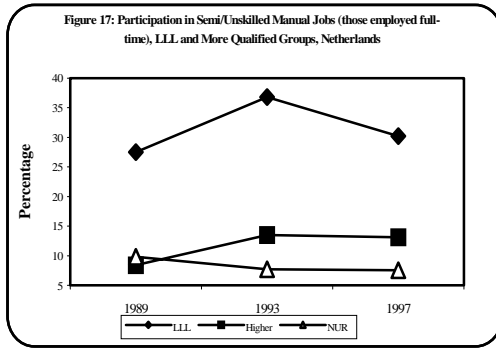
(ii) Semi- and Unskilled Manual Jobs

The period has seen growing participation in semi- and unskilled manual jobs among LLLs and those more qualified in the early 1980s in Ireland and declining participation in the 1990s this decline being particularly rapid among dropout and LLL groups (corresponding with declining unemployment) (Figures 15 and 16). Differentials between least qualified and more qualified groups are noteworthy and remain largely constant over time, although some narrowing appears for the most recent cohort.

There has been a declining entry into semi- and unskilled manual jobs among the less qualified over the 1989 – 1997 period in the Netherlands (Figures 17 and 18): the declining differential is particularly evident among the dropout group – while they were 3.5 times more likely to enter semi-/unskilled manual jobs in 1989, this declined to 2.8 in 1993 and 1.1 in 1997.

Finally, there are significant educational differentials in the entry into these jobs in Scotland. Some growth in the proportion of upper second level leavers entering such jobs is evident, corresponding with declining unemployment (Figures 19 and 20).





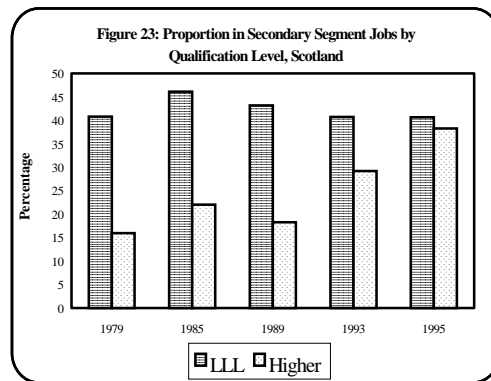
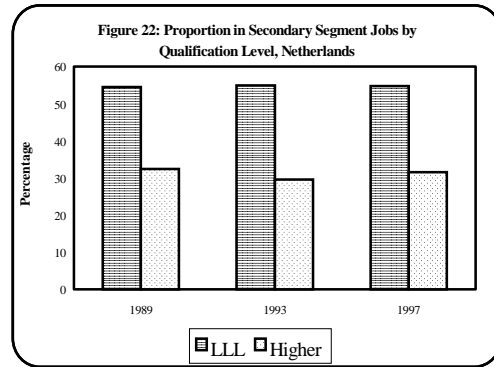
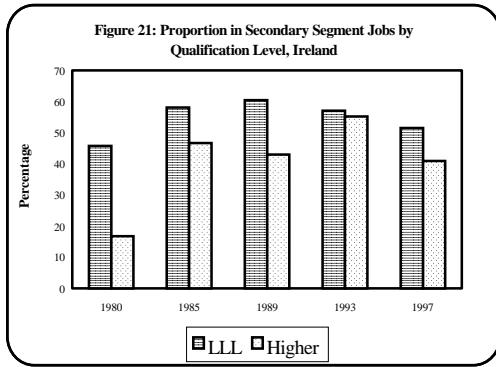
(iii) Gordon Segment – Secondary Sector Employment

There has been a growth in the representation of upper second level leavers in secondary segment jobs in Ireland over the 1980 – 1993 period: in 1993 LLLs were no longer over-represented in such jobs. Economic growth up to 1997 led to a decline in the rate of entry into secondary sector jobs, and to the re-emergence of a small educational differential between LLLs and more qualified youth. Further analysis of these results is necessary – particularly, the types of jobs which constitute the secondary segment (the results may relate to the growth of service type jobs, particularly among those more highly qualified).

In the context of a declining unemployment rate, the rate of entry of upper and pre-upper second level leavers into secondary sector jobs has remained constant in the Netherlands, along with stable differentials between higher second level leavers and those less qualified.

In common with Ireland, the representation of more qualified upper second level leavers in secondary jobs has grown over the last decades in Scotland: a small decline in the rate of entry of LLLs into secondary sector jobs has been paralleled by rising

participation of more qualified youth. As a result, in 1995 there is no longer a significant difference in the rate of entry of LLLs and their more qualified peers into such jobs.



5 EMPLOYMENT ACCESS AND EMPLOYMENT QUALITY MODELLING

5.1 Employment Access/Exclusion: Unemployment Odds

The results show clear differentials in unemployment odds between educational attainment groups: pre-lower second level leavers have the highest unemployment, those who passed lower second level are relatively less at risk of unemployment than those who failed upper second level; while those who successfully passed upper second level have lowest levels of unemployment. In addition, LLLs in the Netherlands are relatively less at risk of unemployment while dropouts in Scotland are at greater risk. Hence the overall level of disadvantage, in terms of labour market access, experienced by the least qualified is highest in Scotland and lowest in the Netherlands.

The extent to which the experiences of the least qualified vary over time is the main concern here. In Scotland dropouts are less disadvantaged in 1985, 1989 and 1993 relative to 1980; 1997 is not significantly different to 1980. Hence, educational differentiation declines between 1980 and 1993. In the Netherlands dropouts have lower relative unemployment risk in 1997 relative to 1989 - again, the level of educational structuring declines over the period. In Ireland the relative experience of dropouts improves in 1993, relative to 1985.

Hence, these results suggest declining relative disadvantage over time (in terms of labour market access) among the least qualified in both Scotland and the Netherlands. In addition, the extent of differentiation does not appear to vary consistently according to the wider economic climate – in Scotland, for example, the unemployment differentials fall in both 1989 and 1993, times of economic growth and decline, respectively. Some narrowing in the differentials between the least and more highly qualified groups is also apparent between 1985 and 1993 in Ireland – however, rapid economic growth in the period to 1997 does not produce a significant change in the nature of educational disadvantage, contrary to expectations.

5.2 Employment Quality

(i) Manual Employment Odds

Entry into manual employment is, as expected, higher among males and those in Ireland, while such occupations are least dominant among school leavers in the

Netherlands. Changes in the rate of entry into such jobs varies over time across countries: in Scotland entry into these jobs declines between 1989/1993 and 1980; in the Netherlands such occupations increase in importance for school leavers between 1989 and 1993; conversely in Ireland some fall in the entry into such jobs is apparent in 1997. Educational effects are largely as expected with success in examinations and higher educational attainment reducing the rate of entry into manual positions.

Effects of least qualified status also show cross-institutional variation: in Scotland dropouts and LLLs have higher manual job odds, while in the Netherlands dropouts have higher odds, relative to Ireland. The employment experiences of the least qualified exhibit some important changes over time: in Scotland dropouts' risk of entry into manual work declines between 1980 and 1997; in the Netherlands there is also declining differentiation between 1989 and 1997; however, there is no change over time in Ireland.

(ii) Skilled Manual Employment Odds

Participation in skilled manual jobs is lower among females and among Scottish leavers relative to Ireland. Across time entry into skilled manual jobs declines in Scotland and the Netherlands, while skilled manual employment rises in 1997 in Ireland relative to 1985. As expected, higher skilled manual employment arises among lower second level leavers and those who depart pre-lower second level. In addition, the least qualified groups in Scotland have higher relative skilled manual odds, while poorly qualified LLLs in the Netherlands have lower relative skilled manual odds.

An examination of the extent of educational differentiation over time reveals some interesting findings. In Scotland dropouts' relative entry into skilled manual jobs rises between 1980, 1985 and 1989, although there is no significant change thereafter. Similar results occur for the Netherlands: a rise in the relative entry into skilled manual jobs among dropouts occurs between 1989, 1993 and 1997. In contrast there are no significant changes over the period in the relative representation of the least qualified in skilled manual jobs in Ireland.

(iii) Secondary Segment Employment Odds

School leavers' entry into secondary segment jobs displays similar gender and educational differentiation. Females have lower entry into secondary jobs, while participation in such jobs is also significantly lower in Scotland and the Netherlands. Over time secondary segment risk in Scotland declines in 1989 and rises in 1997, while entry into such jobs declines in Ireland in 1997, in line with economic growth. There are no significant changes in the overall rate of entry into these jobs in the Netherlands.

Least qualified groups are, as expected, over-represented among secondary segment employees. In addition, the levels of secondary segment employment among poorly and unqualified leavers are relatively higher in both Scotland and the Netherlands, compared to Ireland. The extent of educational differentiation changes over time in both Scotland and Ireland: in Scotland there is a higher risk of secondary segment employment among the least qualified in 1980, with significant declines in 1993 and 1997; similarly there are declines in the representation of the less qualified in secondary jobs in Ireland in 1993, relative to 1985.

(iv) Social Class and Industrial Sector

Tables 5a and 5b display the social class position of school leavers during this initial period of labour market entry. The representation of the least qualified in *service class* positions does not vary significantly cross-nationally. Trends over time in service class employment show some cross-national differences: the poorly qualified have greater representation in 1997, and most notably 1993, relative to 1980 in Scotland; LLL and dropouts' representation falls in 1993 and rises in 1997 relative to 1989 in the Netherlands.

The level of entry of LLLs into *routine non-manual* rather than semi- and unskilled manual positions is lower in both Scotland and the Netherlands than Ireland – the least qualified are most disadvantaged in Ireland. Over time LLLs taking up routine non-manual jobs rises in Scotland (between 1980 and 1985, 1993 and 1997) and also rises between 1989 and 1993 in the Netherlands.

The representation of the least qualified in *self-employment* does not vary cross-nationally or across time (with the exception of lower rates of entry among dropouts in the Netherlands).

Entry into *skilled manual* (as opposed to semi- or unskilled manual positions) is lower among LLLs and dropouts in the Netherlands. The extent of differentiation declines over time in Scotland, particularly for dropouts whose entry into skilled manual positions increases over the 1980 to 1997 period. Similarly the representation of LLLs and dropouts among skilled manual employees rises between 1989 and 1993/1997 in the Netherlands. With the exception of reduced entry of LLLs in 1989 (relative to 1985), the relative rate of entry into skilled manual positions does not change significantly over time in Ireland.

Tables 6a and 6b display models of educational differentiation in the industrial sector in which school leavers work. In general, there has been declining entry into *finance/public administration* and *professional service* positions over time, with entry into these sectors strongly differentiated according to educational attainment, as expected. Educational structuring has declined over time in Scotland and the Netherlands – with increasing rates of entry among LLL and dropouts groups in Scotland and the Netherlands; there has also been an increasing entry of the dropout group into finance/public administration in Ireland (particularly in 1993). Entry of the least qualified into *agricultural* sectors (relative to manufacturing/construction) has declined in the Netherlands. Significant increases in the levels of professional service and finance/public administration employment among the least qualified in Scotland are apparent, particularly for the most recent time-point. Finally, entry into *other services sectors* rose among the least qualified in Scotland in 1985; among LLLs in the Netherlands in 1997 and among dropouts in Ireland in 1989.

(v) Occupational Status

Table 7 shows little variation in the occupational status of the least qualified groups cross-nationally, with the exception of higher relative status among LLLs in the Netherlands. Over time dropouts experience rising relative occupational status in the Netherlands (but there is no change over time in the experiences of LLLs – not

shown); there is no change over time in Scotland; and dropouts have higher status in 1993 (relative to 1985) in Ireland.

6 Curriculum Type Effects: Ireland and the Netherlands

Finally, a brief examination of the role and effects of vocational curriculum participation: to what extent does this type of curriculum promote the attainment of relevant skills for the less academically motivated and, consequently, promote successful labour market integration and the avoidance of unskilled manual positions? To what extent has the influence of curriculum type on labour market integration and employment quality changed over time in Ireland and the Netherlands?

6.1 Unemployment Risk

The results indicate greater unemployment disadvantage for the least qualified in the Netherlands in 1997 relative to 1989; similarly in Ireland greater educational differentials emerge in 1989 compared to 1985. Overall, the effects of vocational curriculum participation on unemployment risk does not vary across time in the Netherlands; in Ireland vocational curriculum participation reduces relative unemployment risk in 1997 compared to 1985. In examining the relative experiences of the least qualified, the unemployment risk of LLLs increases in 1997 in the Netherlands, while the relative risk for least qualified who participate in such courses is greater in 1989 and 1997 in Ireland, relative to 1985.

However, there could be a selection effect operating in Ireland. While there was rising participation in vocational courses over the period 1989 to 1993; with the abolition of vocational courses for leavers at the Junior Certificate level in the mid 1990s, participation rates declined and the balance of intake to vocational courses shifted towards more qualified leavers. Hence, the least qualified who participate in these courses for the latest time point are a smaller group (just 8 per cent, compared to 34% in 1993) and are more likely to be a more negatively selected group. However, this does not explain the greater disadvantage experienced by LLLs in 1989 – a time when a large proportion of this group (over one-third) participated in such courses. Rather the deterioration in the relative experiences of LLLs who participate in vocational courses may relate to changes in the operation and organisation of these courses.

The proportion participating in a vocational curriculum in the Netherlands does not change over the period (approximately two-thirds participate).

6.2 Skilled Manual Employment

Participation in skilled manual employment is relatively lower in 1993 and 1997 in the Netherlands compared to 1989 while the proportion engaging in such jobs is higher in Ireland in 1997 compared to 1985. Entry into these jobs is also higher among lower second level leavers and those who left prior to lower secondary, respectively. The proportion of LLLs entering these jobs declines over time in Ireland.

Relative to 1985 in Ireland, skilled manual employment is higher among vocational course participants in the Netherlands in 1997, 1993 and, most notably, 1989; there is also higher entry into such jobs among vocational course participants in Ireland in 1997 compared to 1985. The effects of vocational course participation according to educational attainment do not vary over time in the Netherlands; in Ireland LLLs who participated in a vocational curriculum have reduced skilled manual employment in 1993 and 1997 compared to the mid-1980s.

6.3 Secondary Segment Employment

Secondary segment employment is higher in the Netherlands and declines over the 1989-1993/97 period in the Netherlands; secondary segment employment higher in 1993 than 1985 in Ireland. Least qualified in the Netherlands have higher secondary segment odds than in Ireland; with rising secondary segment risk over time for the least qualified in the Netherlands.

Again with a reference category of 1985 in Ireland, vocational curriculum participants have higher relative secondary segment employment in 1989 in the Netherlands, while entry into such jobs is significantly lower in 1993 and 1997. Entry into secondary jobs among vocational curriculum participants in Ireland declines in 1993. LLLs participating in a vocational curriculum have significantly higher secondary segment employment in the Netherlands in 1993 compared to Ireland; such employment is also higher among LLLs who participate in vocational courses in

Ireland in 1993 compared to 1985. This suggests some deterioration in the relative position of poorly qualified leavers in the two countries.

7 Summary and Conclusions

7.1 Summary

To summarise the main trends over time in the relative disadvantage of the least qualified. Firstly, in terms of *labour market access*, the least qualified in Scotland experience greater employment access difficulties, while the poorly qualified in the Netherlands are less disadvantaged, relative to Ireland. Inequalities in terms of employment access appear to have declined over the period – this decline being most evident in Scotland and the Netherlands. Hence, the degree of disadvantage experienced by the least qualified appears to have *declined* over time, particularly in Scotland and the Netherlands.

With regard to *employment quality*, trends vary depending on whether social class, occupational segment or other measures are used. In terms of manual employment, for example, the extent of educational differentiation is greater in Scotland and the Netherlands, relative to Ireland. Over time, the level of educational differentiation in the entry into such jobs declines in both Scotland and the Netherlands. Conversely, skilled manual employment (relative to any other type of employment) shows a relative rise in the representation of the least qualified in both Scotland and the Netherlands, relative to Ireland. Hence, falling manual employment by less qualified groups in Scotland and the Netherlands is largely capturing a decline in their entry into unskilled manual positions, with a rise in their representation in skilled manual jobs in these countries compared to Ireland. While there is no significant variation across countries in the representation of the least qualified in service class jobs, again declining educational differentiation emerges in Scotland and the Netherlands (1997 only) with rising representation of the least qualified. Similarly, the relative of entry of least qualified into routine non-manual jobs rises over time in Scotland and the Netherlands.

Overall, there is a greater representation of the poorly qualified in secondary segment jobs in Scotland and the Netherlands, relative to Ireland. However, the risk of secondary segment employment has declined for least qualified in Scotland; although

for this measure there is also declining differentiation in Ireland and there is no significant change over time in the Netherlands.

Similar findings concerning industrial sector emerge: finance/public administration and professional services show an increase in the relative entry of the least qualified in Scotland and the Netherlands over time. Occupational status also shows rising occupational status among dropouts in the Netherlands over the period and higher status among dropouts in 1993 relative to 1985 in Ireland.

Finally, the analysis of curriculum type effects – particularly the influence of vocational curriculum participation on protecting against semi- and unskilled manual employment, by promoting entry into skilled manual jobs (Ireland and the Netherlands only). Firstly, in Ireland participation in a vocational curriculum has the effect of reducing relative unemployment risk between 1985 and 1997 – however, it is noted that this may arise due to a selection effect with increasing representation of Leaving Certificate pupils among vocational course participants over time. Overall, entry into skilled manual jobs among ‘vocational’ leavers appears to have increased over the period in both countries, although the less qualified who participate in such courses in Ireland have reduced entry into skilled manual jobs. Finally, in terms of participation in secondary segment jobs, some deterioration in the relative position of poorly qualified leavers who participate in vocational courses emerges over the period.

Table 1: Log Odds of Unemployment Vs Employment
(for those in the Labour Market)

Variable	M1	M2	M3	M4
Constant	-0.91***	-1.35***	-1.29***	-1.33***
Female	0.01	0.10***	-0.09**	0.09**
<i>Country:</i>				
Scotland	-1.17***	-1.50***	-1.64***	-1.95***
Netherlands	-1.83***	-1.68***	-1.74***	-1.73***
<i>Country by Time:</i>				
Scotland 1985	0.75***	0.85***	0.86***	1.21***
Scotland 1989	-0.17*	-0.03	-0.01	0.47***
Scotland 1993	0.62***	0.80***	0.83***	1.33***
Scotland 1997	0.40***	0.61***	0.64***	0.86***
Netherlands 1993	0.21***	0.18**	0.18***	0.22***
Netherlands 1997	-0.42***	-0.39***	-0.39***	-0.33***
Ireland 1989	-0.50***	-0.47***	-0.47***	-0.48***
Ireland 1993	0.13	0.24**	0.22**	0.30**
Ireland 1997	-0.76***	-0.68***	-0.69***	-0.64***
<i>Educational Level:</i>				
< lower sec	-	1.17***	1.01***	1.14***
Passed Lower Sec	-	0.32***	0.24***	0.25***
Failed Upper Sec	-	0.35***	0.37***	0.36***
<i>Country by Least Qualified:</i>				
Scotland LLL	-	-0.06	-	-
Netherlands LLL	-	-0.17*	-	-
Scotland Dropout	-	-	0.22*	0.57***
Netherlands Dropout	-	-	-0.17	-0.14
<i>Country*Dropout*Time:</i>				
Scotland Dropout 1985	-	-	-	-0.47***
Scotland Dropout 1989	-	-	-	-0.75***
Scotland Dropout 1993	-	-	-	-0.84***
Scotland Dropout 1997	-	-	-	-0.20
Netherlands Dropout 1993	-	-	-	-0.19
Netherlands Dropout 1997	-	-	-	-0.39*
Ireland Dropout 1989	-	-	-	0.02
Ireland Dropout 1993	-	-	-	-0.38*
Ireland Dropout 1997	-	-	-	-0.19

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 2: Log Odds of Manual Job Vs Other
(for those whose principal activity is employment)

Variable	M1	M2	M3	M4
Constant	0.78***	0.27**	0.27**	0.23*
Female	-1.53***	-1.53***	-1.53***	-1.53***
<i>Country:</i>				
Scotland	-0.23*	-1.23***	-1.04**	-1.02***
Netherlands	-0.88***	-0.89***	-0.93***	-0.88***
<i>Country by Time:</i>				
Scotland 1985	-0.08	0.20*	0.19**	0.20*
Scotland 1989	-0.42***	0.04	0.01	-0.06
Scotland 1993	-0.41***	0.05	0.02	0.11
Scotland 1997	0.02	0.57***	0.53***	0.65***
Netherlands 1993	0.34***	0.29***	0.28***	0.24***
Netherlands 1997	-0.03	0.14**	0.15**	0.16**
Ireland 1989	-0.17	-0.14	-0.13	-0.08
Ireland 1993	-0.13	0.04	0.04	0.09
Ireland 1997	-0.23*	-0.09	-0.09	-0.03
<i>Educational Level:</i>				
< lower sec	-	1.63***	1.30***	1.60***
Passed Lower Sec	-	0.91***	1.11***	1.12***
Failed Upper Sec	-	0.47***	0.44***	0.44***
<i>Country by Least Qualified:</i>				
Scotland LLL	-	0.61***	-	-
Netherlands LLL	-	0.08	-	-
Scotland Dropout	-	-	0.82***	0.58*
Netherlands Dropout	-	-	0.44**	0.07
<i>Country*Dropout*Time:</i>				
Scotland Dropout 1985	-	-	-	-0.02
Scotland Dropout 1989	-	-	-	0.30
Scotland Dropout 1993	-	-	-	-0.31
Scotland Dropout 1997	-	-	-	-0.60**
Netherlands Dropout 1993	-	-	-	0.33*
Netherlands Dropout 1997	-	-	-	-0.63**
Ireland Dropout 1989	-	-	-	-0.35
Ireland Dropout 1993	-	-	-	-0.35
Ireland Dropout 1997	-	-	-	-0.49

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 3: Log Odds of Skilled Manual Vs Other Job
(for those whose principal activity is employment)

Variable	M1	M2	M3	M4
Constant	-0.97***	-1.25***	-1.20***	-1.27***
Female	-1.59***	-1.56***	-1.55***	-1.55***
<i>Country:</i>				
Scotland	-0.26*	-0.95***	-0.53***	-0.27
Netherlands	-0.10	0.04	0.08	0.02
<i>Country by Time:</i>				
Scotland 1985	-0.18	-0.08	-0.11	-0.42**
Scotland 1989	-0.31*	-0.10	-0.18	-0.66***
Scotland 1993	-0.59***	-0.38**	-0.46**	-0.67***
Scotland 1997	-0.07	0.16	0.07	-0.11
Netherlands 1993	-0.19**	-0.21**	-0.23***	-0.27***
Netherlands 1997	-0.21**	-0.19**	-0.18**	-0.25***
Ireland 1989	-0.03	0.01	-0.01	0.10
Ireland 1993	-0.23	-0.14	-0.15	-0.03
Ireland 1997	0.39**	0.47**	0.45**	0.51**
<i>Educational Level:</i>				
< lower sec	-	0.43***	0.26**	0.59*
Passed Lower Sec	-	0.58***	0.53***	0.52***
Failed Upper Sec	-	0.16*	0.10	0.10
<i>Country by Least Qualified:</i>				
Scotland LLL	-	0.71***	-	-
Netherlands LLL	-	-0.26*	-	-
Scotland Dropout	-	-	0.43**	-0.31
Netherlands Dropout	-	-	0.05	-0.56*
<i>Dropout*Country*Time:</i>				
Scotland Dropout 1985	-	-	-	0.68**
Scotland Dropout 1989	-	-	-	1.20***
Scotland Dropout 1993	-	-	-	0.50
Scotland Dropout 1997	-	-	-	0.41
Netherlands Dropout 1993	-	-	-	0.38*
Netherlands Dropout 1997	-	-	-	0.97***
Ireland Dropout 1989	-	-	-	-0.56
Ireland Dropout 1993	-	-	-	-0.70
Ireland Dropout 1997	-	-	-	-0.24

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 4: Log Odds of Secondary Segment Employment
(for those whose principal activity is employment)

Variable	M1	M2	M3	M4
Constant	0.10	-0.24**	-0.38***	-0.40***
Female	-0.09***	0.03	0.03	0.03
<i>Country:</i>				
Scotland	-0.71***	-1.36***	-1.31***	-1.43***
Netherlands	-0.45***	-0.64***	-0.47***	-0.45***
<i>Country by Time:</i>				
Scotland 1985	0.08	0.25***	0.27***	0.40***
Scotland 1989	-0.19*	0.08	0.11	0.18
Scotland 1993	0.03	0.31***	0.35***	0.56***
Scotland 1997	0.23**	0.52***	0.56***	0.90***
Netherlands 1993	0.01	-0.06	-0.05	-0.04
Netherlands 1997	-0.03	-0.01	-0.01	-0.01
Ireland 1989	-0.09	-0.07	-0.05	-0.08
Ireland 1993	0.19	0.27*	0.33**	0.40**
Ireland 1997	-0.30**	-0.24*	-0.20*	-0.18
<i>Educational Level:</i>				
< lower sec	-	0.87***	0.97***	1.06***
Passed Lower Sec	-	0.31***	0.85***	0.86***
Failed Upper Sec	-	0.60***	0.60***	0.60***
<i>Least Qualified by Country:</i>				
Scotland LLL	-	0.51***	-	-
Netherlands LLL	-	0.62***	-	-
Scotland Dropout	-	-	0.57***	0.74**
Netherlands Dropout	-	-	0.39**	0.32
<i>Country*Dropout*Time:</i>				
Scotland Dropout 1985	-	-	-	-0.26
Scotland Dropout 1989	-	-	-	-0.05
Scotland Dropout 1993	-	-	-	-0.59**
Scotland Dropout 1997	-	-	-	-1.18***
Netherlands Dropout 1993	-	-	-	-0.06
Netherlands Dropout 1997	-	-	-	0.02
Ireland Dropout 1989	-	-	-	0.22
Ireland Dropout 1993	-	-	-	-0.67*
Ireland Dropout 1997	-	-	-	-0.11

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 5a: Multinomial Logit Model of Social Class of Entry.
(for those whose principal activity is employment)

Variable	Service classes	Routine non-manual classes	Petty bourgeoisie	Skilled manual class
Constant	-0.85***	-0.13	-1.99***	-0.59**
Female	0.76***	1.42***	-0.44**	-0.67***
<i>Country:</i>				
Scotland	1.20***	1.68***	-0.51	0.35
Netherlands	1.35***	1.42***	-0.98*	1.31***
<i>Country by Time:</i>				
Scotland 1985	-1.01***	-0.71***	-1.04	-0.65*
Scotland 1989	-0.51*	-0.18	-0.75	-0.58
Scotland 1993	-2.16***	-0.66***	-1.07	-1.06**
Scotland 1997	-1.70***	-1.09***	-1.24	-0.27
Netherlands 1993	-0.74***	-0.59***	-2.14**	-0.72***
Netherlands 1997	-0.37***	-0.58***	1.80***	-0.63***
Ireland 1989	-0.06	0.39*	-1.18*	0.43
Ireland 1993	-0.80***	0.01	-0.72	0.06
Ireland 1997	-0.26	0.45**	-0.47	0.94***
<i>Educational Level:</i>				
< Lower Sec	-4.14***	-1.51***	-2.18**	-0.03
Passed Lower Sec	-3.03***	-0.67***	-1.76*	0.49*
Failed Upper Sec	-1.06***	-0.49***	-0.11	-0.29**
<i>Country by LLL:</i>				
Scotland LLL	-0.03	-1.10***	-0.24	-0.54
Netherlands LLL	-1.30	-0.62**	1.02	-1.30***
<i>Country*LLL*Time</i>				
Scotland LLL 1985	0.56	0.61**	0.99	0.52
Scotland LLL 1989	-0.41	0.06	1.09	0.55
Scotland LLL 1993	2.46***	0.76***	1.62	0.80*
Scotland LLL 1997	1.17*	0.79***	2.51*	0.07
Netherlands LLL 1993	-1.13***	0.28*	0.22	0.28*
Netherlands LLL 1997	0.49**	0.21	-0.54	0.42**
Ireland LLL 1989	0.05	-0.33	1.73	-0.64*
Ireland LLL 1993	1.12	0.07	1.45	-0.32
Ireland LLL 1997	1.33	0.02	2.36*	-0.51

Base Category: Semi/Unskilled Manual Class, Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 5b: Multinomial Logit Model of Social Class of Entry.
(for those whose principal activity is employment)

Variable	Service classes	Routine non-manual classes	Petty bourgeoisie	Skilled manual class
Constant	-0.77***	-0.09	-2.33***	-0.30*
Female	0.75***	1.41***	-0.44**	-0.67***
<i>Country:</i>				
Scotland	0.87***	1.31***	-0.75	0.02
Netherlands	1.29***	1.26***	-0.46	0.98***
<i>Country by Time:</i>				
Scotland 1985	-0.65***	-0.32**	-0.40	-0.55***
Scotland 1989	-0.47*	-0.09	-0.24	-0.60***
Scotland 1993	-1.48***	-0.25*	-0.26	-0.73***
Scotland 1997	-1.37***	-0.79***	-0.20	-0.47**
Netherlands 1993	-0.85***	-0.49***	-2.20***	-0.67***
Netherlands 1997	-0.37***	-0.56***	1.59***	-0.58***
Ireland 1989	-0.25	0.13	-0.76	0.02
Ireland 1993	-0.85***	-0.08	-0.39	-0.24
Ireland 1997	-0.33	0.32**	0.16	0.56***
<i>Educational Level:</i>				
< Lower Sec	-4.44***	-1.87***	-1.00*	-0.78***
Passed Lower Sec	-2.69***	-0.86***	-0.28	0.15*
Failed Upper Sec	-1.06***	-0.49***	-0.13	-0.29***
<i>Country by Dropout:</i>				
Scotland Dropout	0.31	-0.49***	-0.68	0.08
Netherlands Dropout	0.91*	-0.25*	-0.90*	-0.76***
<i>Country*Dropout*Time</i>				
Scotland Dropout 1985	-0.36	0.14	0.08	0.70***
Scotland Dropout 1989	-0.54	-0.07	0.48	1.03***
Scotland Dropout 1993	2.33***	0.31	0.60	0.58*
Scotland Dropout 1997	0.68	0.73**	1.56	0.74**
Netherlands Dropout 1993	-1.48*	0.07	1.26	0.58***
Netherlands Dropout 1997	3.20***	0.92**	0.95	1.83***
Ireland Dropout 1989	1.03	0.64	0.30	0.12
Ireland Dropout 1993	2.04*	0.59	0.34	0.10
Ireland Dropout 1997	2.23*	0.70*	0.70	0.49

Base Category: Semi/Unskilled Manual Class, Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 6a: Multinomial Logit Model of Industrial Sector
(for those whose principal activity is employment)

	Agric- culture	Distribution	Finance/ public admin	Prof Services	Other services
Constant	-0.99***	-0.15	-0.91***	-1.03***	-0.64***
Female	-0.82***	0.95***	0.74***	1.83***	0.88***
<i>Country:</i>					
Scotland	-0.38	-0.68**	1.78***	0.13	-0.27
Netherlands	-0.56*	-0.26	0.39*	0.71***	0.14
<i>Country by Time:</i>					
Scotland 1985	-0.60	0.33	-0.42*	-0.58**	0.17
Scotland 1989	-0.60	0.07	0.04	-0.51*	0.01
Scotland 1993	0.41	0.87***	-0.08	-0.70*	1.11***
Scotland 1997	0.23	0.57**	-0.70***	-1.07***	0.47*
Netherlands 1993	0.23	0.11	-0.35***	-0.37***	-0.02
Netherlands 1997	0.84***	0.20**	-0.43***	-0.36***	-0.06
Ireland 1989	-0.72*	-0.30	-0.43	-0.64**	-0.05
Ireland 1993	-0.84*	-0.12	-1.17***	-0.57**	0.32
Ireland 1997	-1.03**	-0.45*	-0.97***	-0.91***	-0.36
<i>Educational Level:</i>					
< Lower Sec	-0.31	-0.83***	-2.85***	-3.43***	-0.72**
Passed Lower Sec	-0.06	-0.57**	-1.48***	-2.75***	-0.27
Failed Upper Sec	-0.20	0.08	-0.63***	-0.68***	0.03
<i>Country by LLL:</i>					
Scotland LLL	-0.84*	0.31	-0.79	0.44	-0.45
Netherlands LLL	0.17	0.89***	0.38	0.83	-0.26
<i>Country*LLL*Time</i>					
Scotland LLL 1985	1.04*	-0.19	0.81***	0.27	0.68**
Scotland LLL 1989	1.25*	0.05	0.84***	0.21	0.30
Scotland LLL 1993	0.10	-0.22	0.49	1.07*	-0.02
Scotland LLL 1997	0.86*	-0.65*	1.29***	1.58***	0.33
Netherlands LLL 1993	-1.02***	-0.23*	0.25	0.25	0.15
Netherlands LLL 1997	-0.45*	-0.09	0.76***	1.04***	0.40**
Ireland LLL 1989	0.53	0.45	-0.48	1.22*	0.13
Ireland LLL 1993	1.06*	0.13	0.98	1.13	-0.35
Ireland LLL 1997	0.06	0.39	0.83	0.63	0.38

Base Category: Manufacturing/ Construction, Male, the Netherlands, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 6b: Multinomial Logit Model of Industrial Sector
(for those whose principal activity is employment)

	Agric- ulture	Distrib- ution	Finance/ public admin	Prof Services	Other services
Constant	-1.25***	-0.24*	-0.95***	-1.10***	-0.62***
Female	-0.82***	0.95***	0.73***	1.82***	0.88***
<i>Country:</i>					
Scotland	-0.64*	-0.44**	1.66***	0.08	-0.36*
Netherlands	-0.25	-0.14	0.36*	0.73***	0.05
<i>Country by Time:</i>					
Scotland 1985	0.21	0.23	-0.17	-0.40**	0.40**
Scotland 1989	0.16	0.09	0.30*	-0.33	0.08
Scotland 1993	0.82***	0.60***	-0.02	-0.63**	1.03***
Scotland 1997	0.95***	0.23	-0.40**	-0.68***	0.55***
Netherlands 1993	0.10	0.05	-0.27***	-0.35***	0.05
Netherlands 1997	0.83***	0.16*	-0.27***	-0.19**	0.12
Ireland 1989	-0.32	-0.18	-0.45*	-0.53**	-0.09
Ireland 1993	-0.35	-0.05	-1.12***	-0.47*	0.27
Ireland 1997	-0.84**	-0.33*	-0.88***	-0.83***	-0.35*
<i>Educational Level:</i>					
< Lower Sec	0.42	-0.61***	-3.42***	-3.37***	-0.93***
Passed Lower Sec	0.08	-0.40***	-1.41***	-2.10***	-0.30*
Failed Upper Sec	-0.21	0.08	-0.63***	-0.68***	0.03
<i>Country by Dropout:</i>					
Scotland Dropout	-0.74**	-0.08	-0.35	0.27	-0.23
Netherlands Dropout	-0.30	0.65***	0.65*	0.60*	0.05
<i>Country*Dropout*Time</i>					
Scotland Dropout 1985	0.05	-0.13	1.07***	-0.08	0.66**
Scotland Dropout 1989	0.48	0.19	0.83**	-0.51	0.46
Scotland Dropout 1993	-0.56	0.29	1.05*	1.83***	0.27
Scotland Dropout 1997	-0.03	-0.04	1.67***	1.46**	0.46
Netherlands Dropout 1993	-4.12***	-0.34**	-0.30	0.77**	-0.14
Netherlands Dropout 1997	-2.97***	-0.02	1.86***	1.15***	0.14
Ireland Dropout 1989	-0.23	0.41	0.87	1.25	0.75*
Ireland Dropout 1993	0.30	-0.04	2.68***	1.12	-0.41
Ireland Dropout 1997	-0.35	0.28	2.04**	1.04	0.96

Base Category: Manufacturing/ Construction, Male, the Netherlands, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 7: Regression: Occupational Status
(for those whose principal activity is employment)

Variable	M1	M2	M3	M4
Constant	33.40***	36.28***	36.02***	36.27***
Female	3.99***	3.36***	3.37***	3.37***
<i>Country:</i>				
Scotland	1.39**	3.14***	3.40***	3.20***
Netherlands	4.74***	4.04***	4.33***	4.22***
<i>Country by Time:</i>				
Scotland 1985	-0.41	-1.30***	-1.30***	-1.40**
Scotland 1989	0.75*	-0.74*	-0.74*	-0.83
Scotland 1993	1.28**	-0.24	-0.23	-0.24
Scotland 1997	0.02	-1.51***	-1.50***	-1.63**
Netherlands 1993	-0.33	-0.05	-0.04	-0.22
Netherlands 1997	-1.74***	-1.91***	-1.91***	-2.16***
Ireland 1989	0.68	0.40	0.43	0.32
Ireland 1993	-0.45	-1.31*	-1.22*	-1.71**
Ireland 1997	1.27*	0.47	0.55	0.19
<i>Educational Level:</i>				
< lower sec	-	-7.89***	-7.43***	-9.01***
Passed Lower Sec	-	-4.81***	-4.03***	-4.03***
Failed Upper Sec	-	-1.60***	-1.60***	-1.61***
<i>Country* Least Qualified:</i>				
Scotland LLL	-	0.87	-	-
Netherlands LLL	-	0.87*	-	-
Scotland Dropout	-	-	0.46	1.90
Netherlands Dropout	-	-	0.24	0.46
<i>Dropout*Country*Time:</i>				
Scotland Dropout 1985	-	-	-	0.28
Scotland Dropout 1989	-	-	-	0.30
Scotland Dropout 1993	-	-	-	-0.08
Scotland Dropout 1997	-	-	-	0.50
Netherlands Dropout 1993	-	-	-	1.67**
Netherlands Dropout 1997	-	-	-	3.18***
Ireland Dropout 1989	-	-	-	0.57
Ireland Dropout 1993	-	-	-	3.84*
Ireland Dropout 1997	-	-	-	2.72

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Curricular Type Effects: Vocational Curriculum Beneficial for Least Qualified?

*Table 8: Log Odds of Unemployment Vs Employment
(for those in the Labour Market), Ireland and the Netherlands*

Variable	M1	M2	M3	M4
Constant	-1.72***	-2.23***	-2.16***	-2.17***
Female	-0.05	0.03	0.03	0.03
<i>Country:</i>				
Netherlands	-1.22***	-0.86***	-0.93***	-1.18***
<i>Country by Time:</i>				
Netherlands 1993	0.25***	0.27***	0.31***	0.52
Netherlands 1997	-0.55***	-0.53***	-0.68***	-0.09
Ireland 1989	0.23**	0.50***	0.30*	0.39**
Ireland 1993	0.93***	1.23***	1.10***	1.07***
Ireland 1997	0.22**	0.32***	0.16	0.38*
<i>Educational Level:</i>				
< lower sec	-	0.99***	0.89***	0.89***
Passed Lower Sec	-	0.20***	0.09	0.09
Failed Upper Sec	-	0.21**	0.19**	0.19**
<i>Country by Least Qualified:</i>				
Netherlands LLL	-	0.01	0.10	0.38
<i>Country*LLL*Time:</i>				
Netherlands LLL 1993	-	-	-0.15	-0.18
Netherlands LLL 1997	-	-	0.47**	-1.94
Ireland LLL 1989	-	-	0.40*	0.08
Ireland LLL 1993	-	-	0.28	0.19
Ireland LLL 1997	-	-	0.24	-0.03
<i>Country*VocationalCurr*Time:</i>				
Netherlands Vocational 1989	-	-	-	0.26
Netherlands Vocational 1993	-	-	-	0.05
Netherlands Vocational 1997	-	-	-	-0.36
Ireland Vocational 1989	-	-	-	-0.41
Ireland Vocational 1993	-	-	-	0.07
Ireland Vocational 1997	-	-	-	-0.51*
<i>Country*LLL*Vocational*Time:</i>				
Netherlands LLL Vocational 1989	-	-	-	-0.29
Netherlands LLL Vocational 1993	-	-	-	-0.28
Netherlands LLL Vocational 1997	-	-	-	2.23*
Ireland LLL Vocational 1989	-	-	-	0.77*
Ireland LLL Vocational 1993	-	-	-	0.14
Ireland LLL Vocational 1997	-	-	-	0.63*

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

Table 9: Log Odds of Skilled Manual Job versus All Others
(for those whose principal status is employment), Ireland and the Netherlands

Variable	M1	M2	M3	M4
Constant	-0.94***	-1.22***	-1.45***	-1.45***
Female	-1.80***	-1.76***	-1.76***	-1.77***
<i>Country:</i>				
Netherlands	0.09	0.25	0.48**	-1.02*
<i>Country by Time:</i>				
Netherlands 1993	-0.35***	-0.32***	-0.32***	0.28
Netherlands 1997	-0.42***	-0.37***	-0.36***	0.51
Ireland 1989	0.04	0.06	0.22	0.08
Ireland 1993	-0.14	-0.07	0.23	0.20
Ireland 1997	0.46**	0.38**	0.73***	0.49*
<i>Educational Level:</i>				
< lower sec	-	0.51***	0.99***	1.00***
Passed Lower Sec	-	0.62***	1.08***	1.08***
Failed Upper Sec	-	0.19	0.19	0.19
<i>Country by Least Qualified:</i>				
Netherlands LLL	-	-0.26	-0.72**	-0.43
<i>Country*LLL*Time:</i>				
Netherlands LLL 1993	-	-	-0.01	-0.45
Netherlands LLL 1997	-	-	-0.02	-0.13
Ireland LLL 1989	-	-	-0.31	-0.27
Ireland LLL 1993	-	-	-0.71*	-0.12
Ireland LLL 1997	-	-	-0.67*	-0.23
<i>Country*VocationalCurr*Time:</i>				
Netherlands Vocational 1989	-	-	-	1.53***
Netherlands Vocational 1993	-	-	-	0.92*
Netherlands Vocational 1997	-	-	-	0.64*
Ireland Vocational 1989	-	-	-	0.56
Ireland Vocational 1993	-	-	-	0.09
Ireland Vocational 1997	-	-	-	0.48*
<i>Country*LLL*Vocational*Time:</i>				
Netherlands LLL Vocational 1989	-	-	-	-0.25
Netherlands LLL Vocational 1993	-	-	-	0.23
Netherlands LLL Vocational 1997	-	-	-	-0.17
Ireland LLL Vocational 1989	-	-	-	-0.41
Ireland LLL Vocational 1993	-	-	-	-1.04*
Ireland LLL Vocational 1997	-	-	-	-0.88**

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05

**Table 10: Log Odds of Secondary Segment Job versus All Other Segments
(for those whose principal status is employment), Ireland and the Netherlands**

Variable	M1	M2	M3	M4
Constant	-0.01	-0.27**	-0.26**	-0.26**
Female	-0.01	0.11***	0.11**	0.11***
<i>Country:</i>				
Netherlands	-0.41***	-0.47***	-0.43***	-1.04***
<i>Country by Time:</i>				
Netherlands 1993	-0.48***	-0.41***	-0.48***	1.28***
Netherlands 1997	-0.36***	-0.30***	-0.39***	0.51*
Ireland 1989	-0.08	-0.07	-0.12	-0.07
Ireland 1993	0.27*	0.30**	0.37**	0.52**
Ireland 1997	-0.16	-0.23*	-0.26*	-0.09
<i>Educational Level:</i>				
< lower sec	-	0.66***	0.63***	0.63***
Passed Lower Sec	-	0.34***	0.32	0.32
Failed Upper Sec	-	0.55***	0.54***	0.53***
<i>Country by Least Qualified:</i>				
Netherlands LLL	-	0.64***	0.43*	0.90**
<i>Country*LLL*Time:</i>				
Netherlands LLL 1993	-	-	0.36***	-1.11**
Netherlands LLL 1997	-	-	0.47***	-0.02
Ireland LLL 1989	-	-	0.17	-0.09
Ireland LLL 1993	-	-	-0.31	-0.88**
Ireland LLL 1997	-	-	0.08	-0.07
<i>Country*VocationalCurr*Time:</i>				
Netherlands Vocational 1989	-	-	-	0.62**
Netherlands Vocational 1993	-	-	-	-1.18***
Netherlands Vocational 1997	-	-	-	-0.31*
Ireland Vocational 1989	-	-	-	-0.21
Ireland Vocational 1993	-	-	-	-0.38*
Ireland Vocational 1997	-	-	-	-0.34
<i>Country*LLL*Vocational*Time:</i>				
Netherlands LLL Vocational 1989	-	-	-	-0.47
Netherlands LLL Vocational 1993	-	-	-	1.02***
Netherlands LLL Vocational 1997	-	-	-	0.02
Ireland LLL Vocational 1989	-	-	-	0.55
Ireland LLL Vocational 1993	-	-	-	1.14**
Ireland LLL Vocational 1997	-	-	-	0.31

Base Category: Male, Ireland 1985, Pass upper secondary education

***p<.001, **p<.01, *p<.05