

LENGTH OF THE STUDIES IN FAMILY FORMATION IN MEXICO & SPAIN

INTRODUCTION

Currently, women in developed countries, as well as in some developing countries, form their families increasingly late. The educational expansion and the time they spend studying have been mentioned as the main factors that explain these changes in the calendar of events related to the family formation.

MAIN

We analyze how the length of studies explains an important part of the postponement of the first union and the first motherhood in Mexico and Spain.

DATA

National Survey of Dynamics Population conducted in the year 2009 in Mexico, and Fertility, Family and Values Survey of the year 2006 in Spain.

METHODS

First analysis: Logistic Regression, stratification by educational level. We estimate a bell-shaped model for both the rates by age and by duration.

Variables:

- **Age:** AgePlus = ln (maximum age – age) and AgeMinus = ln (age – minimum age)

- **Educational level:** (age of end of studies) < 16 years old, 16-18 years old and > 18 years old

- **Duration from end of education to the event:** DurPlus = ln (maximum duration – duration) and DurMinus = ln (duration – minimum duration)

Second analysis: Logistic Regression. We combine two scales (age of the woman and time passed since end of studies) to form the overall risk of the event, by educational level (this variable is constructed as a categorical variable with four levels: < 16 years old, 16-18 years old and > 18 years old and “in education).

CONCLUSIONS

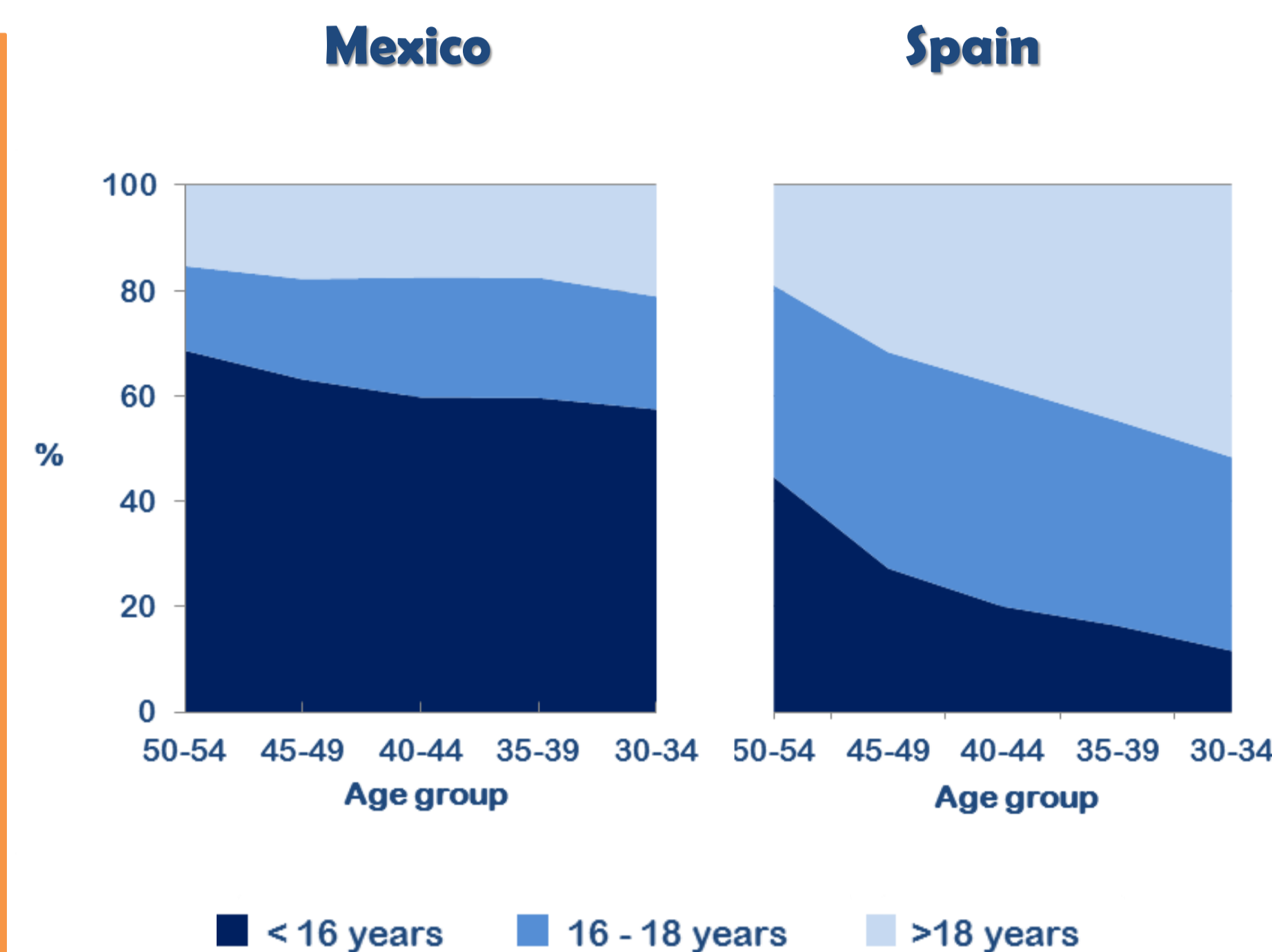
The first results show that the impact that duration since completion of education has on family formation patterns is greater in Mexico than in Spain given that, as we have been able to confirm, Mexican women go through a smaller interval of wait between the completion of their studies and the occurrence of the first union and first maternity than Spanish women.

REFERENCES

Ní Bhrolcháin, Máire, y Beaujouan, Éva. (2012), “Fertility postponement is largely due to rising educational enrolment”, in *Population Studies*, England, Vol 66, Nº 3.

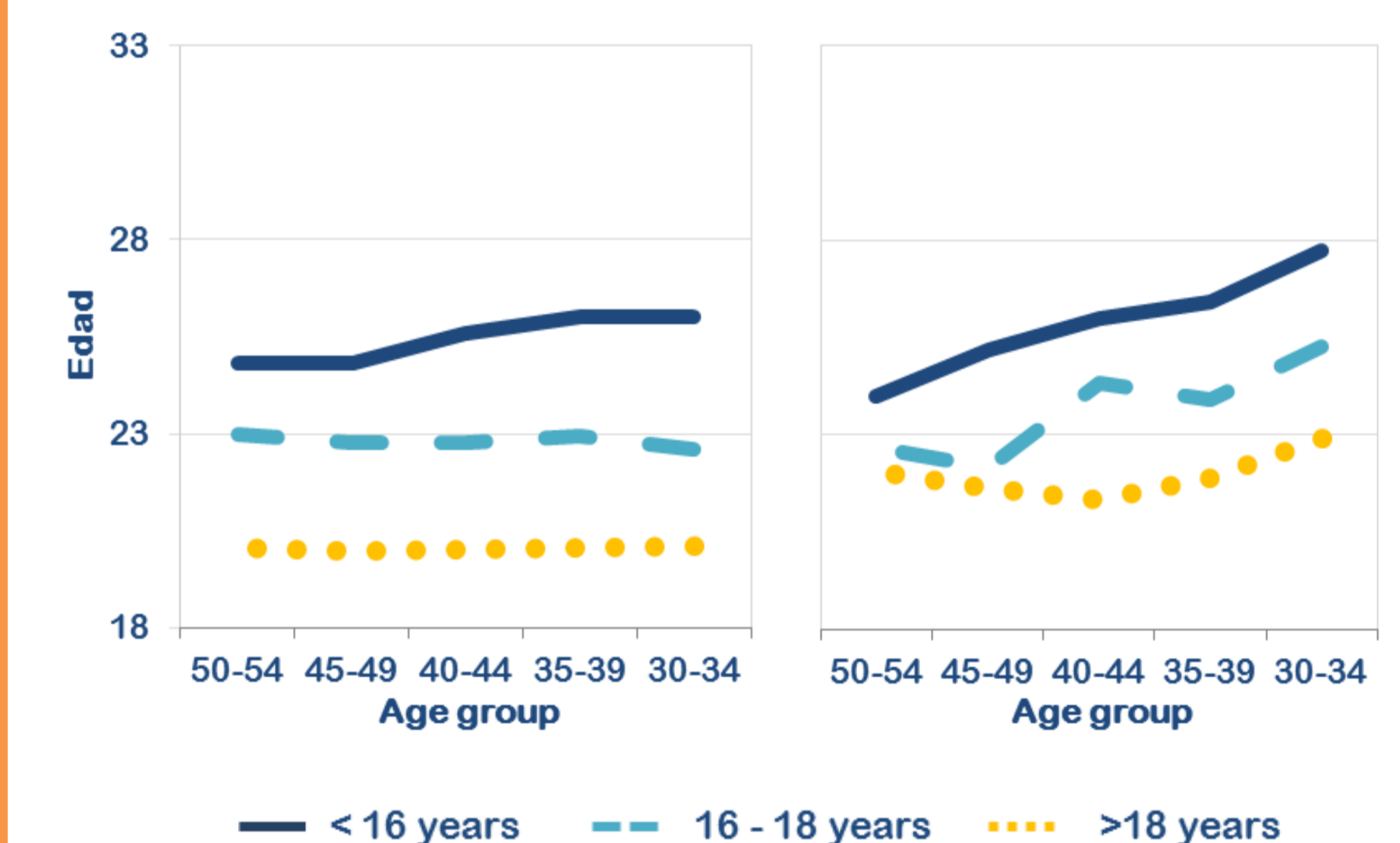
BACKGROUND

Educational level by age at the end of the studies



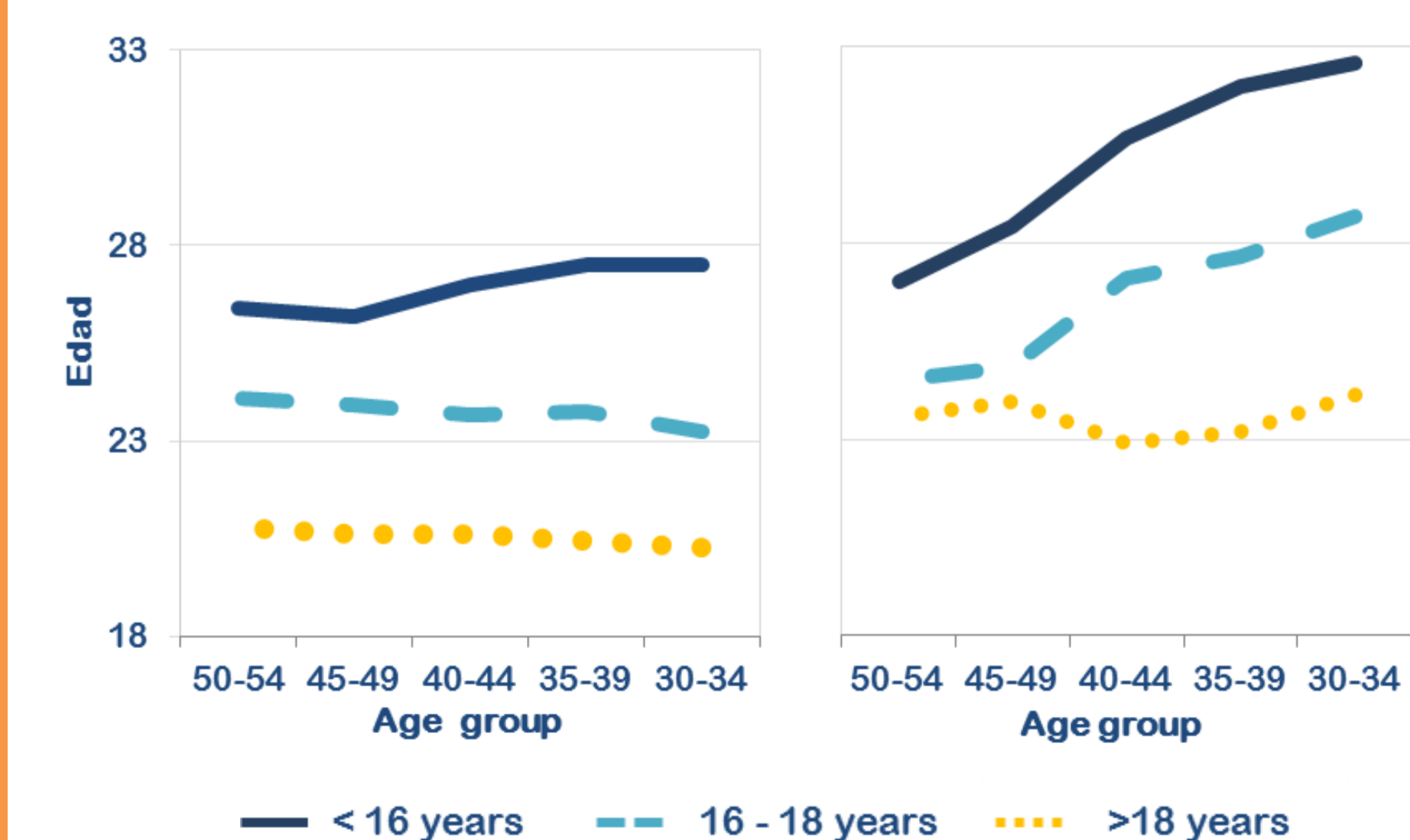
Visibly, Spain has increased the educational level of women born since 1950. Different is the reality in Mexico, recently basic education has given way to secondary education.

Median age at first union



In those countries, the timing of first union is different, while in Mexico a clear stability of middle age is observed, in Spain the postponement of this event is evident.

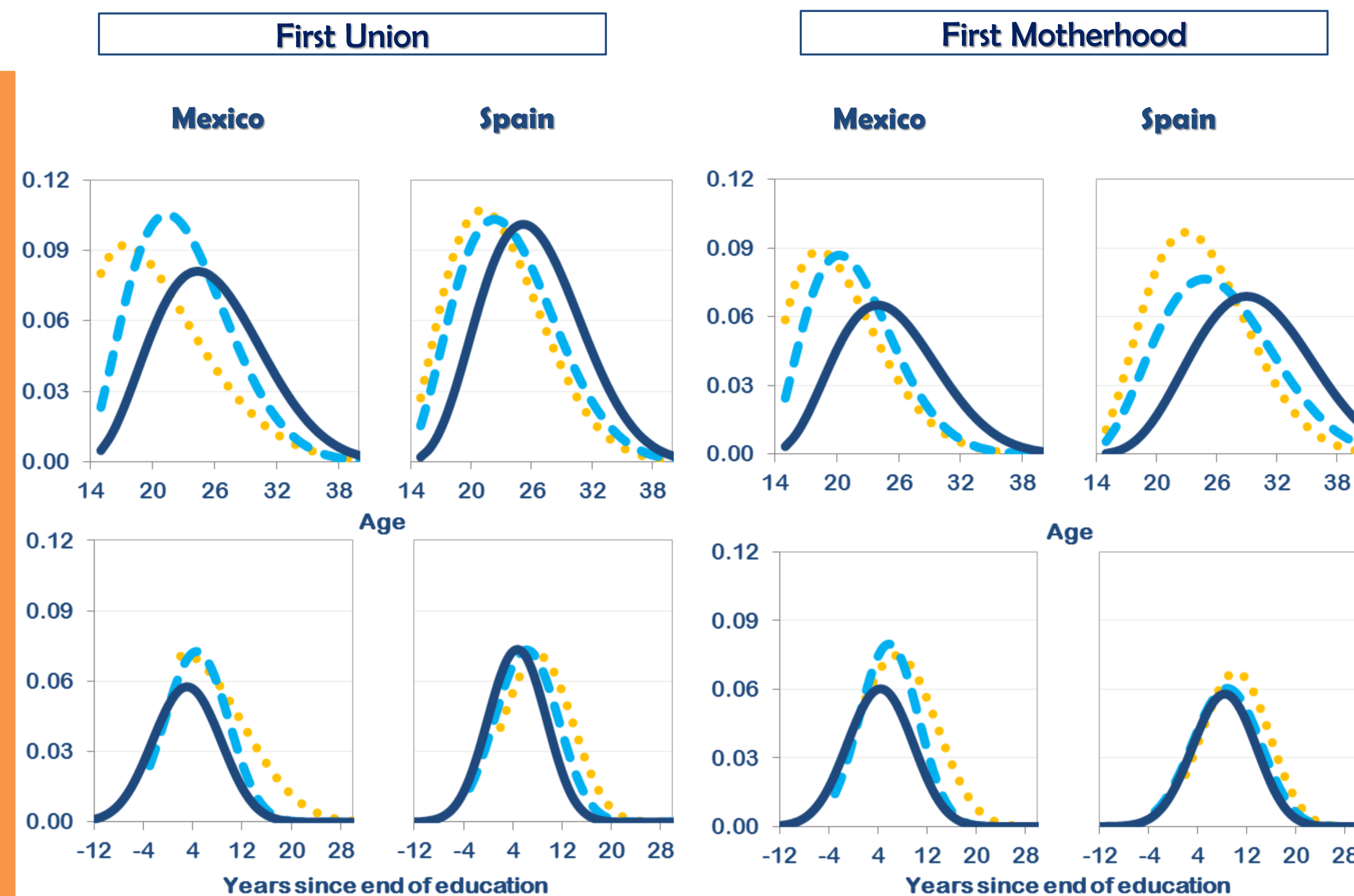
Median age at first motherhood



The timing of the first motherhood in Mexico shows how more young women and best educated are those that have delayed the motherhood, while in Spain the delay is for all women.

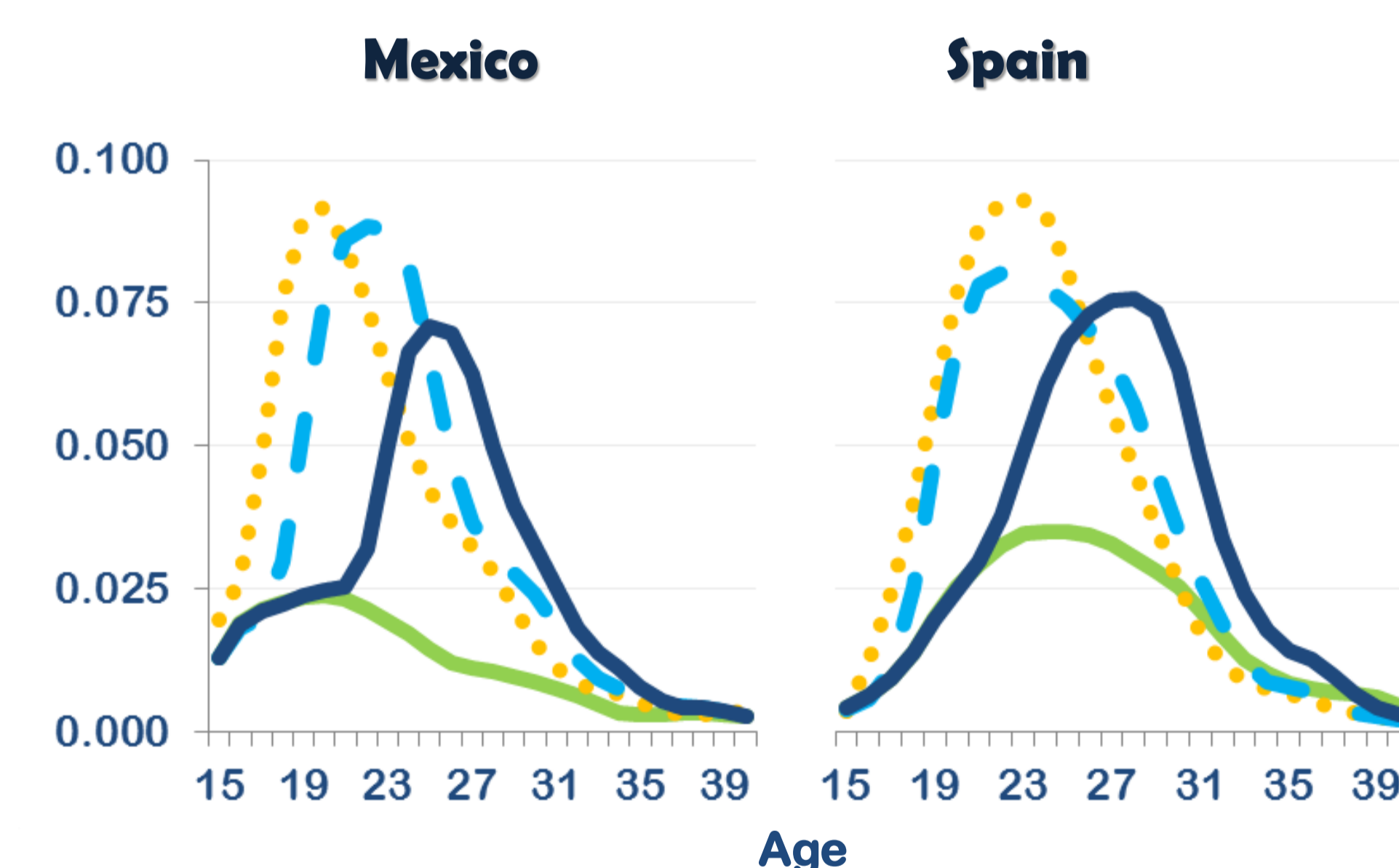
RESULTS

Age-specific rates and rates by duration since the end of education

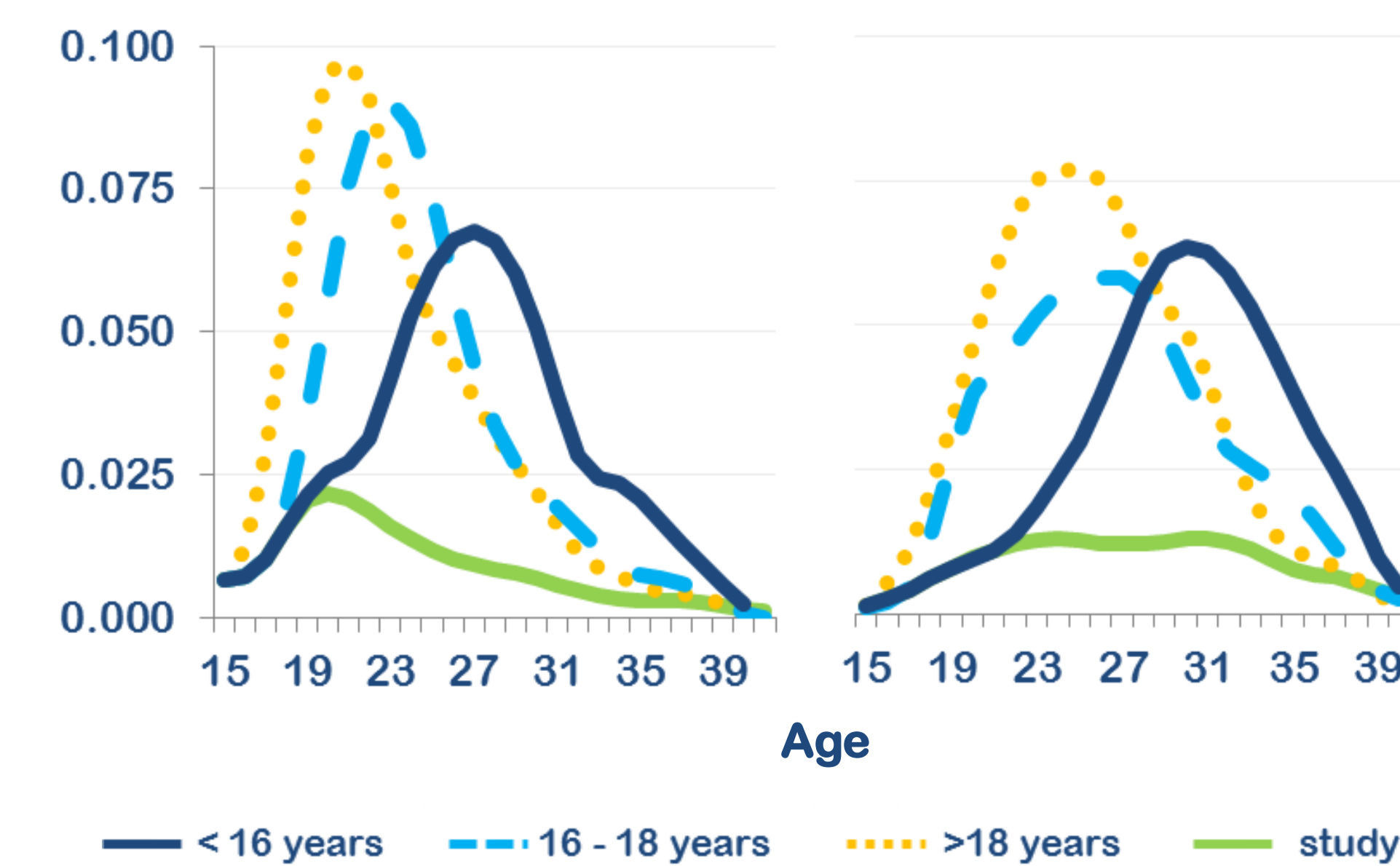


Those Charts show that the timing of union and motherhood is in fact quite comparable across educational groups if we start the clock at the end of education rather than if we measure it in terms of age. So we can see the importance of the age at completing education, as distinct from educational attainment, for the timing of the first union and first birth.

Transition to union: effects of time elapsed since end of education by educational level



Transition to motherhood: effects of time elapsed since end of education by educational level



Education completion was strongly perceived as beginning of the family formation period, regardless of the level achieved. But, after age 30 there are no more differences in birth risk by level of education. This may be the result of societal norms on early entry into union and motherhood, strong at that time. As much as a woman spend more time enrolled in order to obtain a higher educational level, as less time remains for her to enter into union and motherhood before age 30.