

FAMILY AND EDUCATION IN MEXICO

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Summary

Based on the premise that most children are born and raised within a family, this paper attempts to examine the educational situation of Mexican children between the ages of six and twenty four considering some family characteristics. To do this, at least two main, complementary and interconnected family related stratification processes are acknowledged to affect the conditions for the children's education. The first is related to how the family inserts itself in the social structure and how this may lead to different educational opportunities for children of families belonging to different socioeconomic sectors. The second process analyses the family's internal dynamics and structure, which may lead to different educational opportunities among its members.

Using data from Mexico's Population and Household Enumeration Survey – carried out nationwide in 1995–, which considers children as individuals belonging to households, school attendance and school attainment are analyzed according to the children's age and gender. In addition, some sociodemographic characteristics of the households, such as per capita income level, economic activity, rural-urban residence and type of household, are also considered. The family relationship of the child and the coresident sibling size and composition are also examined, seeking to explore a

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method to understand the presence and frequency of gender inequality in educational attainment within the household.

In spite of the important expansion in the Mexican educational system over the last decades, the results show the persistence of important educational differences, not only between children from different socioeconomic backgrounds, but also between children living in specific types of households and having a different position within their household.