



Outline

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Background



EDER responds to a necessity of information

- ◎ In June 2016, Colmex presented to INEGI a proposal for to carry out a biographical module of life histories to:
 - Complement the available **transversal information** with **longitudinal information**.
 - Jointly address socioeconomic and demographic **processes**.
 - Observe **interrelations** between life trajectories and the **change** between cohorts.

Retrospective Demographic Survey

- ⊙ Biographical surveys are a type of retrospective projects that combines the observation of different trajectories such as professional, residential, and family, throughout the life of individuals.
- ⊙ Mexico's NSO (INEGI by its Spanish acronym), has conducted three biographical surveys called **Retrospective Demographic Survey (EDER)** 1998, 2011 and 2017 .
- ⊙ All of them, recollect life history of women and men nationwide in terms of **migration**, education, work, family, nupciality, fertility, contraception, and, the most recent edition investigates also the trajectory of disability.



Interinstitutional cooperation

In 2017, INEGI assumed all stages of the information generation process of the EDER, with the collaboration of the Center for Demographic, Urban and Environmental Studies of El Colegio de México , A.C (Colmex), in the stage of conceptual design and training.



Methodological aspects



EDER 2017 is a biographical module nested to the National Household Survey (ENH).

Collect longitudinal information that summarizes the **life history** from the cohort born from 1962 to 1997; as well as **contextual information** on current life conditions, and characteristics when informants was 14 years of age; as well as current satisfaction and in different periods of life.

Unit observation	The private housing unit selected.
Sampling scheme	Probabilistic, stratified, and clustered.
Population under the study	Household and Population aged 20 to 54.
Selected informant	One person, member of the household, aged 20 to 54, randomly selected.
Sample size	32,000 housing units.
Date of uprising	From July 3 to December 31, 2017, conducted through the NHS, 3 and 4 quarters.
Geographic coverage	<ul style="list-style-type: none"> • National. • Urban and rural areas.

Conceptual design



Life course perspective

- ◎ The EDER Survey is based on the theoretical approach of the **life course**
- ◎ The Research interest is responding “how a familiar, economic or another type of event, that an individual faces, will modify the likelihood of another event occurs in their existence”¹

Principles of life course perspective



Life-Span
development



Time and
place



Timing



Linked Lives



Agency

Principles of life course perspective²

- ⊙ **Life-Span development:** The life course is a cumulative process and should therefore be studied as a whole.
- ⊙ **Time and place:** individuals and birth cohorts are influenced strongly by historical context and specific location.
- ⊙ **Timing:** The impact of individual experiences and historical events on the subsequent life course depends to a large extent on their synchronization. At what specific time (historical, age or stage) a particular transition occurs has causes and consequences.

Principles of life course perspective²

- ◎ **Linked Lives:** Human lives are interdependent, and the family is the primary arena for experiencing and interpreting wider historical, cultural, and social phenomena.
- ◎ **Agency:** The individual life course is constructed by the choices and actions individuals take within the opportunities and constraints of history and social circumstances.

Basic concepts

- ◎ **Cohort:** group of persons who were born at the same historical time and who experience particular social changes within a given culture in the same sequence and at the same age.
- ◎ **Transition:** change in roles and statuses that represents a distinct departure from prior roles and conditions.

Basic concepts

- ◎ **Trajectory:** long-term pattern of stability and change, which usually involves multiple transitions.
- ◎ **Life Event:** significant occurrence involving a relatively abrupt change that may produce severe and long-lasting effects.
- ◎ **Turning Point:** life event that produces a lasting shift in the life-course trajectory.

The methodological strategy for the collection of information...

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- ◎ ...consists of the design of a matrix-based biographical questionnaire
 - lines are constituted by the calendar years in the life of the individuals and their age throughout of this calendar from its birth (age zero)
 - columns define the different events or states in the lifetime of the people interviewed.
- ◎ This design allows relating all the events of a person through a shared calendar.

A longitudinal approach for the analysis of the migrant population

- ◎ EDER makes possible to...
 - ...identify each of migratory population movements from the place of birth and place of residence, and **record each of the places where people have lived** for at least one full year continuously, or migration events lasting less than one year.
 - ...establish a longitudinal approach that allows analyzing the migrant population, such as the timing of first transition, the length of stay, or their sociodemographic outputs, such as their educational achievement.

Migration events cover in EDER 2017 questionnaire

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- ◎ 2.5. Could you tell me all the **(states or countries, municipalities or localities) where you have lived** after (place of birth) for at least one year continuously, and the age you had or the year when you arrived at these places?
- ◎ 12.2. Could you tell me all the states, countries, and municipalities where you have **lived for short seasons** in a year, which year, or the age that you had, and the number of months you lived in each place?

Other thematic coverage according to the structure of the 2017 questionnaire

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- ⊙ 3.2 Tell me all periods of at least one year during which you **attended school**.
 - 3.3 For each year of attendance, this school was public or private?
- ⊙ 4.2 In what year (or how old were you when) **began your (first / next) job** in which it lasted at least one year?
 - 4.11... **period of domestic or care work?**
 - 4.12a ...period as the **main economic support** of the household?

Thematic coverage according to the structure of the 2017 questionnaire

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- ⊙ 5.1a ¿Could you tell me if your **father...**
 - 5.2a ...your **mother is still alive?**
Tell me in what year or how old were you **when he/she died**
- ⊙ 5.1b Tell me the periods of at least one year during which you and your **father ...**
 - 5.2b ... and your **mother ...**
 - 5.4 and some of your **siblings...**
 - 5.5 and some **other person from your family of origin lived together**

Thematic coverage according to the structure of the 2017 questionnaire

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- ⊙ 6.3 At what age or in what year did you join with (NAME)? And (**type**) ...
 - 6.4 At some point of your union with (NAME) **did you married**...
 - 6.5 Are you **still married or in conjugal union**...
 - 6.6 ...Could you tell me the periods of at least one year in which you and (NAME) **DID NOT live together**?
- ⊙ 6.7 Tell me the periods of at least one year during which you and your **father-in-law** ...
 - (6.8) and your **mother-in-law lived together**

Thematic coverage according to the structure of the 2017 questionnaire

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- ⊙ 7.3 In what year or how old were you **when (name) was born**?
 - 7.4 When (NAME) was born, the **childbirth** was (**type**)...
 - 7.5 **Where** the childbirth was attending?
 - 7.6 (NAME) **is still alive**?
 - 7.7 Could you tell me all the periods, of at least one year, during you and (NAME) **lived together**?
 - 7.8 During the periods when you and (NAME) DID NOT live together, **did (NAME) resides in the United States**?
- ⊙ 8.2 Could you tell me all the periods and **contraceptive methods** that you or your partner has use? 14.1 Finally, I will ask you a personal question you may or may not answer. In what year or how old were you when you had your **first sexual intercourse**?

Thematic coverage according to the structure of the 2017 questionnaire

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- ◎ 9.2 Tell me all the periods of at least one year during which you had **difficulty** (TYPE OF DISABILITY).
- 9.3. In this period, **how much difficulty** did you have for ... (TYPE OF DISABILITY)?
- ◎ 13.2 In what year (or how old were you when) did you start your (first / next) **job period for less than a year**, and the number of months you worked in each?

Thematic coverage according to the structure of the 2017 questionnaire

◎ 10. Family Background

- In what place (state or country, municipality or delegation, and locality) was born...
- When was your father/mother born?
- what was your father/mother educational attainment?
- what was your father/mother main tasks and duties are undertaken in his/her job when you were 14 years old? What was the job title?
- Did they speak an indigenous language or dialect?

Thematic coverage according to the structure of the 2017 questionnaire

⊙ Mother's background

- ⊙ 10.10 Could you tell me **how many live births** your mother had?
- ⊙ 10.11 How many of these live-born children were **born before** you?
- ⊙ 10.12 When you grew up, that is, between the ages of 5 and 14, who was your **main economic support**?
- ⊙ 10.13 When you were around 14 years old, did you have the following **goods and services** in your home??

Thematic coverage according to the structure of the 2017 questionnaire

- ⊙ 11.1 Do you **speak** any dialect or indigenous language?
- 11.2 Do you **belong** to an indigenous people?
- 11.3 Could you tell me if in this house you have ... (**goods**)?
- 11.4 What is the main reason why you did not follow studying?
- ⊙ 11.5 Considering all the aspects throughout your life, could you tell me on a scale from 00 to 10, how currently are you satisfied with your life?
- ⊙ 11.6 Locating in each of the stages of your life course, could you tell me on a scale from 00 to 10, how satisfied were you with your life as a child? (0-9 years) ... teenager? (10-19 years) ... young? (20-29 years) ... adult? (30 years and over)

Sampling design



- The sampling frame for the EDER was formed by all the listings of private housing with a habitual resident population of 20 to 54 years of age, detected by the NHS; integrated into the National Housing Framework.
- The selection of dwellings is carried out in two stages
 - First stage: the primary sampling units (UPM) are chosen, which are geographical areas with identifiable limits in the field, which group a set of dwellings, whose number depends on the size of the localities
 - Second stage: For each UPM selected in the first stage, the dwellings object of an interview of each survey are selected.

Use of longitudinal data for migration



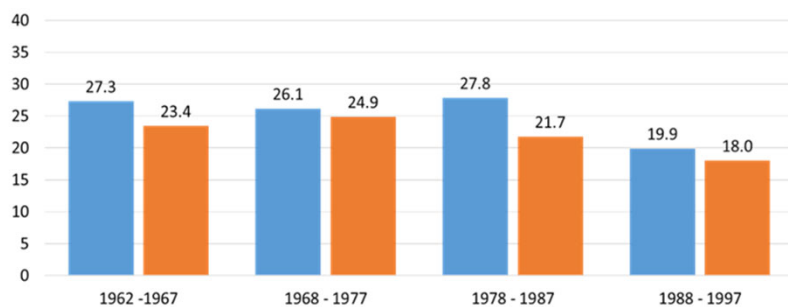
Strategy of analysis

- ◎ It is considered the moment in which the **first migration** takes place
 - The event must last at least one year and present at the retrospective age 20 years or less, so that the different generations share a collective experience regarding the exposure time.
 - For the comparative analysis, four cohorts are presented based on the following years of birth (age at the date of the interview):
 - 1962-1967 (Adults 50 to 54 years old)
 - 1968-1977 (Adults 40 to 49 years old)
 - 1978-1987 (Adults 30 to 39 years old)
 - 1988-1997 (Young people from 20 to 29 years old)

- Migrations in Mexico reflect a long history linked to the socioeconomic transformations of the country. The Mexican population is mainly urban; its history is marked by the existence of varied social, economic, and migratory trajectories. The experience of migration to the United States occurs much more frequently among men than among women.
- **EDER shows that in Mexico, the intensity of migration has recently decreased.**

The intensity of migration has decreased between cohorts, as an event that happens in the first 20 years old.

Proportion of Mexicans born who emigrated being under 20 aged, by cohort and sex



The proportion of Mexicans who emigrate to the USA is small, but presented an increase in the cohort 1978-1987.

For all cohorts, the proportion of migrants under 20 years of age is higher among those who, by the date of the survey, had achieved less education.

Proportion of Mexican born, who emigrated to the USA being under 20 aged, by educational achievement* and cohort

Highest level of education completed	Total	Cohort		
		1968-1977	1978-1987	1988-1997
Total	2.3	2.3	3.5	1.6
Below secondary	3.0	3.0	5.3	1.7
Below upper-secondary	3.0	2.5	4.8	2.1
Upper secondary	1.7	2.3	1.8	1.3
Tertiary education	1.1	0.9	1.1	1.4

Source: INEGI. Encuesta Demográfica Retrospectiva, EDER 2017.



*Educational achievement at the date of the survey

The proportion of Mexican born, who emigrated to another place than the USA, including **internal migration**, being under 20 years old, is higher than the movements to the USA. This proportion, however, has decreased among the youngest cohort.

For the youngest, the **educational achievement had a negative relation to migration** during his school age.

Mexican born, who emigrated to other states or countries, being under 20 aged, by educational achievement* and cohort.

Highest level of education completed	Total	Cohort		
		1968-1977	1978-1987	1988-1997
Total	20.7	23.1	20.9	17.2
Below secondary	20.5	22.2	17.1	18.0
Below upper-secondary	20.9	24.5	21.0	18.0
Upper secondary	20.1	21.3	21.1	17.2
Tertiary education	20.9	23.5	24.0	16.3

Source: INEGI. Encuesta Demográfica Retrospectiva, EDER 2017.

Excludes Mexican born who emigrated to USA being under 20 aged.



*Educational achievement at the date of the survey

Final considerations



Through a preliminary analysis...

- ⊙ The EDER allows to observe when the transitions to adulthood happen and how has between and within generations.
- ⊙ Besides, it allows us to see how differences in social origin configure different trajectories.
- ⊙ Users are invited to analyze the sequences and synchrony between the events that set the trajectories of the place of residence, schooling, work, domestic work and care, economic support, the family of origin; political family; daughters and sons; contraception; and disability
- ⊙ **The longitudinal approach allows to differentiates cohorts of individuals from one another, comparison of their life trajectories becomes a way to study social change³**

Thank you!

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