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

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