Case Studies in Extending the School Day in Latin America

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Jornada Escolar Completa
Started in 1997

Context: Chilean schooling system

Most of the Chilean schools are funded through Government subsidy (voucher). This subsidy is monthly assigned, calculated as the product between a student per-capita and the students’ attendance.

There are three kinds of schools in Chile:

- **Municipal schools**: The former fiscal schools were transferred to municipalities since 1980. Funded through the voucher plan. Tuition-free.
- **Subsidized private schools**: Privately managed and publicly funded. Funded through the voucher plan. There are tuition-free and tuition charging schools, although the system incentivizes these schools to charge tuition.
- **Non-voucher private schools**: Privately managed and privately funded. Tuition-charging.

In 1997, the Chilean schooling system had 3.3 million students and more than 10,000 schools. In 2010, it reached 3.5 million students and more than 11,500 schools.¹

Scope

Schools selected
- Mandatory for all publicly funded schools (i.e. municipal and private subsidized schools)³³

Grades selected
- Since 1997, 3rd to 12th grade (3º básico to 4º medio)⁴ was established as mandatory
- Pre-Kinder, Kinder, 1st and 2nd grades were included later, not mandatory

Roll out

Timeline⁵
- Started in 1997 in those schools with available infrastructure.
- 2004 was the initial deadline for all the schools.
- Deadline extended to 2007 for municipal schools and 2010 for private subsidized schools.

Prioritization

The Chilean Government decided each year which schools include in the program based on criteria such as

- Technical viability and cost of school expansion
- Socioeconomic vulnerability of the student population
- Pre-existing deficit in infrastructure
- Equitable geographical distribution

Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools (%)</th>
<th>Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997⁸⁸</td>
<td>3157 (31%)</td>
<td>n/a</td>
</tr>
<tr>
<td>1998</td>
<td>3820 (36%)</td>
<td>n/a</td>
</tr>
<tr>
<td>1999</td>
<td>4155 (39%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2000</td>
<td>4682 (44%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2001¹⁰</td>
<td>5261 (55%)</td>
<td>963,937 (36%)</td>
</tr>
</tbody>
</table>

Program objectives

- Provide enough time for teachers’ activities according to the new requirements established by the comprehensive Education Reform launched in 1996, and for collaboration.
- Provide time for recess and complementary activities, as well as guided study, homework, laboratories and workshops.
- Protect those students in hostile environments by keeping them more time in the school.
- Support working mothers.
### Curricular framework

This program was part of a comprehensive educational reform started in the early nineties. It was launched along with the Curricular Reform, which started in 1996.

The Curricular Reform aimed to updating and upgrading the subjects, switching from contents to competencies and better connecting the educational experience with the students’ life.

Therefore, the Full Day School program was instrumental to the Curricular Reform, providing the required time to properly implement it.

### Additional time allocation

The program increased the instructional time:
- 1st to 6th grades and pre-school:
  - From 22.5 to 28.5 hours/week (+27%)
- 7th and 10th grades:
  - From 24.75 to 28.5 hours/week (+15%)
- 11th to 12th grades:
  - From 28.5 to 31.5 hours/week (+10%)

The instructional time is transformed to pedagogical hours, which last 45 minutes each. Each pedagogical hour adds 5 minutes of break time.

Besides the additional instructional time, the program included 45 minutes/day for lunch.

Total time in school would be:
- 1st to 10th grades and pre-school:
  - 35 hours and 25 minutes per week
- 11th to 12th grades:
  - 38 hours and 45 minutes per week

### Additional time allocation decision-making

- There are guidelines for the additional time allocation
- But every participating school was allowed to decide how to allocate the extra time, determining the subjects, academic and extra-curricular activities.

### Community and stakeholders

- The School Council is an institution that should exist in every Chilean school. It includes teachers, parents and guardians, students and non-teaching workers.
- The School Council, among other functions, must be consulted with the School Council and its members.

### Costs

#### Kick-off cost

- The Government provides the required funding for infrastructure and equipment investment to all the municipal and private subsidized schools
- The Government defined the maximum funding available:

<table>
<thead>
<tr>
<th>Type of project</th>
<th>Maximum subsidy per student* (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>1,857</td>
</tr>
<tr>
<td>Enlargement</td>
<td>1,309</td>
</tr>
<tr>
<td>Modification</td>
<td>298</td>
</tr>
<tr>
<td>Renovation</td>
<td>150</td>
</tr>
<tr>
<td>Equipment</td>
<td>77</td>
</tr>
</tbody>
</table>

* For a base school with 330 students.
• Kick-off cost estimation was US$ 1,500 million dollars \(^{xvii}\)

**Recurrent costs**

• Resources provided by the central government to the municipal and private subsidized schools were increased in 40%, through an increase in the educational voucher \(^{xviii}\)
• Initial annual cost estimation was US$300 million dollars (1999) \(^{xix}\)
• School lunch programs cost is US$430 million (2011) \(^{xx}\)

**Teachers**

• The teachers should allocate two hours per week for collaborative work \(^{xxi}\)
• Teachers in Full Day schools benefited from a wage reform that covered all the teachers. Wages increased 160% between 1990 and 2002. \(^{xxii}\)
• If the schools needed additional personnel, they could contract additional hours from their teachers or external monitors. \(^{xxiii}\)
• Most of the Chilean teachers received training focused on the newly implemented Curricular Reform. \(^{xxiv}\)

**Support systems**

**Educational resources**

• The school administrators should address this issue autonomously using the additional financial resources provided by the central government.

**School nutrition**

• Through the JUNAEB program, the Government has progressively expanded a school lunch program for social vulnerable students \(^{xxv}\)

**Infrastructure**

• The program defined that the Government should fund the new infrastructure for both municipal and private subsidized schools

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1 Households with income below the poverty line. “The poverty line defined here is based on the cost of a nutritionally adequate diet measured as a minimum bundle, the composition of which is given by the Economic

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**Evaluation**

Does lengthening the school day increase students' academic achievement? Bellei, C., 2009, Economics of Education Review

• Positive and significant impact. 0.05-0.07 SD for language and 0.07 for mathematics (2-year exposure).
• Equivalent to a difference of about 12 years in mother’s education.


• Over a three-year exposure.
• Municipal schools: Positive and significant impact for language (3.7 points). No significant impact for mathematics.
• Public subsidized schools: Positive and significant impact for language (6.7 points) Positive and significant impact for mathematics (4 points)


• Reduced the probability of becoming an adolescent mother among poor families in urban areas
• An increase of 20% in full day schools coverage reduces adolescent motherhood by 3% (1/8 of the total decline) Poor adolescents are 29% more likely to be mothers
• Full day schools availability reduces motherhood rates by 5.4% in poor adolescents.
• Reduced crime rates. An increase of 20% in full day schools coverage reduces: Total crime rates by 19% (23.6 crimes per 100,000 population), Property crime rates by 24% (19.3), Violent crime rates by 11% (1.8)

The effects of lengthening the school day on female labor supply: Evidence from a quasi-experiment in Chile. Contreras, D., Sepulveda, P., Cabrera, S. 2010 Documentos de Trabajo, Departamento de Economia, Universidad de Chile
• Positive impact on female labor participation and employment in Chile for all age groups
• 1% increase in FDS generates 5% increase in the likelihood that the woman would participate in the labor market and 3% increase in the likelihood that the woman would be employed.

vi Bellei, “Does Lengthening the School Day Increase Students’ Academic Achievement? Results from a Natural Experiment in Chile.”
vi Pires and Urzúa, “Longer School Days, Better Outcomes?”.
xii DESUC, “Evaluación Jornada Escolar Completa” (Pontificia Universidad Católica de Chile, 2005).
Argentina, Río Negro

Regional program

Jornada Escolar Extendida

Started in 2006

Context: Río Negro schooling system

In 2006, the public education system of Río Negro served more than 146,000 students through 658 schools, including 102 pre-schools and 315 primary education schools.

The private sector served more than 29,000 students through 149 schools.

Program objectives

Improve primary public education equality by democratizing access to knowledge and diminishing grade repetition and over-age rates.

Specific objectives included:

- Increase and improve schooling opportunities, by building new schools or renewing the existing ones
- Extend the school day from four to eight hours in those schools with socially vulnerable populations.
- Train the teaching teams.
- Strengthen the Río Negro Ministry of Education.

A specific goal of the program was to reach 30% program coverage by 2010, aligned with the goal set by the federal legislation Ley de Financiamiento Educativo.

Scope

Schools selected

- Focused on socially vulnerable populations: rural and suburban public schools with high grade repetition and drop-out rates.
- Voluntary program: the schools should voluntarily accept the program.

Grades selected

- Primary education (1st to 7th grades).

Roll out

Timeline

- Pilot program started in 2006 with ten schools
- IDB loan was approved in 2007, allowing the program expansion.
- In 2011 the extended school day program was complemented by the “One more hour” program (Una hora más).

Prioritization

- Social, economic and educative vulnerability.
- Intervention costs.

Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools with extended school day</th>
<th>Schools with Una hora más</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>10 (3%)</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>30 (10%)</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>67 (21%)</td>
<td>18 (6%)</td>
</tr>
</tbody>
</table>

The program aims to cover 88 schools (28%), serving 20,720 students (27%).

Curricular framework

Through the additional time, the schools could offer new and innovative experiences to their students. However, the program also aimed to strengthen the core curriculum learning through practical experiences, addressing learning gaps of socially vulnerable students.

Additional time

The program added four additional hours to the school day.

- Before the program, the students stayed in the school 4 hours per day.
- The program added one hour for lunch, plus three hours for instructional activities during the afternoon.
- Two additional hours per week for collaboration between teachers were also considered.
**Additional time allocation**

The three additional instructional hours can be used for the following subject areas: 
- English
- Information technologies
- Activities designed by the schools for articulating core contents and practical skills

The students also have breakfast, lunch and dinner at the schools.

Regarding the teachers, two hours per week are allocated to a collaborative work.

**Governance**

**Additional time allocation decision-making**
- There are guidelines regarding the subject areas for allocating the additional time, but the schools can develop their own projects.

**Community and stakeholders**
- The program included a communication campaign for teachers, parents and guardians, and students addressing possible resistance to change.

**Costs**
- The Minister of Education had already begun conversations in 2005 with the IDB to fund the project, before the Ley de Financiamiento Educativo came to existence.
- Program begins in 2006 with 10 schools, later expanded to 30 in 2007, locally funded.
- IDB loan is approved in 2008. The goal is to intervene 88 schools and offer extended school day to 27% of the students (20,720) in five years.

Total cost of the program funded through the agreement between the IDB and Río Negro is US$65 million, and its main components are split in the following way (million dollars):

<table>
<thead>
<tr>
<th>Type of project</th>
<th>IDB</th>
<th>Río Negro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td>53.7</td>
<td>5.4</td>
</tr>
<tr>
<td>Training</td>
<td>1.2</td>
<td>0.1</td>
</tr>
</tbody>
</table>

- Infrastructure cost per student: US$252
- Training cost per person: US$415, for a total of 3,300 teachers, principals, teaching assistants and supervisors.

Operational costs, such as teachers’ remunerations, are not included in the agreement and the information is not available.

**Teachers**

Despite wages were not modified, teachers in Extended Day schools were entitled to higher salaries because they worked additional hours.

Four year in the field training program for supervisors, principals, teachers, extra-curricular teachers and teaching assistants involved in the program. Included the following areas:
- Extended day schools’ management.
- Curricular update, including ICTs and English.
- Extracurricular activities organization.
- Sports and games.
- Health.
- Evaluation. The program includes training in the classroom.

**Support systems**

**Educational resources**
- The school equipment, such as blackboards, libraries, desktops, chairs, etc., was provided through the program’s infrastructure budget.

**School nutrition**
- The Río Negro Ministry of Education is responsible for the service.
- The program includes breakfast, lunch and afternoon snacks.
- Local level organizations, such as municipalities, implement the program.

**Infrastructure**
- The program developed with the IDB aimed to upgrade 70 schools, and build 18 new schools.
- 30% of the schools would receive satellite Internet connection.


xxx Río Negro, “Documento Conceptual Del Proyecto, Programa De Jornada Escolar Extendida De La Provincia De Río Negro.”


xxx CIPPEC, “Estudio Para La Implementacion De Una Política Nacional De Extension De La Jornada Escolar a Diez Años.”


xxxii CIPPEC, “Estudio Para La Implementacion De Una Política Nacional De Extension De La Jornada Escolar a Diez Años.”

xxxiii CIPPEC, “Estudio Para La Implementacion De Una Política Nacional De Extension De La Jornada Escolar a Diez Años.”

xxxiv Ibid.

xxxvii Ibid.


Brazil, São Paulo
Regional program
Escola de Tempo Integral
Started in 2006

Context: São Paulo schooling system
In 2006, the São Paulo public education system (Federal, estadual and municipal) served 5,195,428 primary education students (ensino fundamental) through 10,442 schools. The state system (estadual) for this level served 2,945,985 students, with 5,274 schools.

The private sector served than 818,781 students through 3,604 schools.

Since 2006, Brazilian primary education comprises 1st to 9th grades. The roll out of this policy was gradual.

Program objectives and curricular framework
The program name is connected with the integral education concept. Time is identified a relevant variable, but it is not enough to guarantee integral education.

This is the reason why this program aims to comprehensively address educational needs of the students, through:

- Educate and protect children’s positive self-image development, considering social and academic aspects.
- Address diverse educational needs, especially learning gaps.
- Promote students’ involvement and participation in their communities, connecting the learning experiences with their lives.
- Promote self-respect, solidarity and dialogue.

Scope
Schools selected
- State public schools.

Grades selected
- Primary education (1st to 8th or 9th grades).

Roll out
Timeline
- Program started in 2006 with 514 schools.

Prioritization
- Available space in the schools.

Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools (%)*</th>
<th>Students (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>514 (10%)</td>
<td>110,000 (4%)</td>
</tr>
<tr>
<td>2009</td>
<td>399 (8%)</td>
<td>76,381 (3%)</td>
</tr>
<tr>
<td>2011</td>
<td>309 (6%)</td>
<td></td>
</tr>
</tbody>
</table>

(*) Over state primary schools
According to the São Paulo State Educational Plan, there were schools where the program was never fully implemented, which finally quit. These schools faced resistance from the school community or unfeasibility obstacles. Other schools were transferred from the state to the municipal level, leaving the state network.

Additional time
In 2006, the school day length for primary education was 4 hours. In Sao Paulo, most of the students stayed in the school between 4 and 5 hours.

The program increased school day length to nine hours. Since 2009, the school day length is flexible between six and nine hours per day.

Additional time allocation
The total time (9 hours and 10 minutes), starting at 7:00am and finishing at 4:10pm, included:

- Two breaks (20 minutes each one)
- Lunch (one hour)
- Instructional time (6 hours 30 minutes)

The additional instructional time was allocated to afternoon workshops (oficinas curriculares) that should offer innovative and practical experiences to the students:

- Reading hour: Promote reading habits, leveraging resources available in the school libraries.
- Math experiences: Application of already learned contents to practical experiences.
• Foreign Language: English for lower grades, Spanish between 5th and 8th grades.
• Educational Technology: Provide access to technology, developing students’ skills.
• Artistic and Sport Activities: Promote emotional development, also aiming to keep students away from individualism and violence.
• Social Participation Activities.

Governance

Additional time allocation decision-making
n/a

Community and stakeholders
n/a

Support systems

Educational resources
n/a

School nutrition

• The food service aims to cover 50% of the students’ daily needs, including morning snack, lunch and afternoon snack.
• Service is either outsourced or self-managed by local governments.

Infrastructure

• None of the initial 514 schools were subject to infrastructure modifications prior to Year 1 (2006).

Teachers

• Teachers used to work in several schools, sometimes from different municipalities. This program did not cause a longer work day for them, but allowed them to consolidate their working hours.
• In Year 1 the workshops were assigned to the available teachers based on academic degrees and experience.
• The recruiting process was later improved. Besides proving academic degrees and experience, teachers applying for a curricular workshop should provide a work plan. The school management team interviews the applicants and make the final selection.

Costs
n/a

Governance

Additional time allocation decision-making
n/a

Community and stakeholders
n/a

Support systems

Educational resources
n/a

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Costs
n/a
Uruguay National program
Escuelas de Tiempo Completo
Started in 1996

Context: Uruguay schooling system
Uruguayan primary education comprises 1st to 6th grades.
Uruguay served 311,000 primary education students through public schools when the program started (1998).
Uruguay’s population has diminished, as well as the total enrollment. In 2011, the public primary education system served 255,896 students through 2,060 urban schools and 16,761 students through 1,132 rural schools. The private primary schools served approximately 50,000 students.
While some Full Day Schools were created in the early nineties, the program was structured later and started in 1998.
The World Bank has supported the development of the Full Day Schools program, both technically and financially.

Program objectives
The program is conceived as an affirmative action initiative, aiming to mitigate contextual disadvantages faced by socially vulnerable children.
- Ensure socially vulnerable students receive as good education as the rest of the students.
- Improve educational equity.
- Protect children from risk factors and guide them in a socialization process.
- Deliver food programs; connect students with health services and social services.

Scope
The program aimed to reach the most socially vulnerable students building 300 schools.

Admission decisions for Full Day Schools are defined based on geographic location (radius rather than by social vulnerability.

Schools selected
- Schools serving socially vulnerable students
- Schools located in high population growth zones

Grades selected
- Primary education (1st to 6th grades) and pre-school.

Roll out
Timeline
- The first Full Day Schools were created during the early nineties, but there was not a comprehensive program in place. The traditional schooling system remained the same.
- In 1995 the model is reviewed, leading to the Pedagogical Guidelines for the Full Day Schools (Propuesta Pedagógica para las Escuelas de Tiempo Completo) document, released in 1998.

Prioritization
- Available space in the schools.
- Available land.
- Presence of other Full Day Schools in the zone.

Coverage (*)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>92 (9%)</td>
<td>17,589 (6%)</td>
</tr>
<tr>
<td>2005</td>
<td>104 (11%)</td>
<td>20,844 (7%)</td>
</tr>
<tr>
<td>2008</td>
<td>115 (13%)</td>
<td>23,924 (9%)</td>
</tr>
<tr>
<td>2011</td>
<td>157 (17%)</td>
<td>28,778 (11%)</td>
</tr>
<tr>
<td>2012</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>2016F</td>
<td>300</td>
<td>47,000 (20%)**</td>
</tr>
</tbody>
</table>

* Percentages over public urban primary education figures
** 2016 figure expressed in students places
Curricular framework

Full Day Schools should not only offer additional time, but a whole educational approach adapted to the socially vulnerable students educational needs.  

Additional time

Students stay 4 hours per day in traditional urban primary schools. They start at 8:30 am and finish at 12:30, including a 30 minutes break, completing 20 hours per week.  

Full Day Schools increased school day to 7:30 hours, between 8:30 am and 4:00 pm, completing 37.5 hours per week.  

Each school defines its educational process and the school day organization within the following guidelines:  
- 75% for instructional time (either classes or workshops), and 25% for lunch and breaks  
- Mornings should focus on Core Curriculum, and afternoons on workshops.  

Regarding the teachers, two and a half hours per week are allocated to a planning meeting.  

Additional time allocation

Following the aforementioned guidelines, a Full Day School schedule example would be:  
- 8:30 Breakfast  
- 8:45 First module  
- 10:30 Break  
- 10:45 Second module  
- 12:15 Lunch  
- 13:30 Third module (workshops)  
- 15:30 Afternoon snacks  
- 16:00 End of the school day  

Afternoon workshops can include:  
- Foreign language learning  
- School-defined workshops, including extracurricular activities  
- Cultural activities  

Governance

There is a broad political consensus in support of the Full Day Schools program and its future expansion.  

Additional time allocation decision-making

- Within the guidelines for allocating the additional time, the schools have high levels of autonomy.  

Community and stakeholders

- Since 1998, the program includes a program to improve the relationship between the families and the schools and increase their participation.  

Costs

- The program next step will be to open 40 new Full Day Schools  
- Estimation includes upgrades and new schools.  
  - 30 Buildings repaired  
  - 10 New buildings  
  - 40 New Full Day Schools  
  - 7,808 New Students in Full Day Schools  
- Total  
  - US$ 54.3 million Infrastructure (over 5 years)  
  - US$ 2.0 million Training (over 5 years)  
- Per student  
  - US$ 6,954 Infrastructure (over 5 years)  
  - US$ 2,400 Recurrent costs  
- Annual cost per student is ~70% higher in Full Day Schools.  

Teachers

- While teachers in traditional schools work 20 hours, in Full Day Schools they work 40 hours.  
- Wages for teachers in Full Day Schools approximately double wages in traditional schools.  
- A continuing education program started in 1998. Three b-learning courses are offered annually for teachers and principals working at Full Day Schools:  
  - Class I: Supporting the Pedagogical Guidelines in Full Day Schools, 150 hours.  
  - Class 2: Implementing Language, Social Sciences and Natural Sciences projects, 140 hours.
o Class 3: Mathematics, 140 hours.

**Support systems**

**School nutrition**
- The food program PAE offers breakfast, lunch and afternoon snacks for all the Full Day Schools.
- Two possible options: service managed by the school or outsourcing.
- Lunch as a pedagogical experience: teachers should have lunch with the students whenever is possible, exercising good hygienic habits and pro-social behaviors.

**Infrastructure**
- Two architectural programs defined: schools with 8 and 16 classrooms, serving one group per grade from 4-year olds to 6th grade.
- The original program defined guidelines for the spaces required for an effective implementation. These guidelines were later reviewed by a joint team of architects and education experts, which developed a comprehensive framework for the new schools development.
- Infrastructure program interventions included: upgrades to schools transformed to FDS without infrastructure revisions, transformation of traditional schools into FDS, and construction of new schools.

**Results**
- According to Cerdan-Infantes and Vermeersch research in 2007, there is a statistically significant impact on language and mathematics results:
  - Methodology: Propensity score matching.
  - Panel data 1996 (baseline) - 2002.
  - Impact size:
    - 0.06 SD per year of participation in mathematics (0.38 in 6 years)
    - 0.04 SD per year of participation in language (0.26 in 6 years)

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3 Programa de Alimentación Escolar
Ibid.
Ibid.

Uruguay. ANEP, “Propuesta Pedagógica Para Las Escuelas De Tiempo Completo” (ANEP/BIRF, November 1997).


Uruguay. ANEP, “Propuesta Pedagógica Para Las Escuelas De Tiempo Completo.”

PAEPU, “Escuelas De Tiempo Completo En Uruguay.”

Ibid.

Context: Mendoza schooling system

In 2000, Mendoza State had 710 public primary schools serving 179,524 students. Similarly, in 2010 Mendoza reached 725 schools and 155,892 students, while the private sector served 31,680 students through 124 schools.

Program objectives and curricular framework

Program objectives include:
- Improve learning outcomes.
- Support socially vulnerable students in closing the achievement gap.
- Develop innovative educational approaches.

The program is designed as an intervention focused on socially vulnerable students.

Scope

Schools selected
- The State Schools Agency asked for Full Day School projects. The projects approved by the School Supervisors were later assessed by the Evaluation and Research Department considering projects quality, students’ social vulnerability and infrastructure availability.
- The Mendoza State Government, through their State Schools Agency, defined in 2004 the goal of Full Day Schooling gradual universalization.

Grades selected
- Primary Education (1st to 6th grades) and Secondary Education (7th to 9th grades), depending on the schools.
- The compulsory nature of the program for the students changed in time, being a distinctive characteristic of this program:
  - Between 2000 and 2003, the school could focus the program on specific courses, a group of courses or a group of students. Families could choose whether or not to send the students to every afternoon shift.
  - Since 2004, the schools no longer can focus the program on specific groups, but only on grades or grades groups. The program is compulsory for the students enrolled in the chosen grades, but the families can still request a waiver.

Roll out

Timeline
- In 1999, the National Ministry of Education asks the state educational departments for proposals to improve educational achievement.
- Program started in 2000 as a pilot program with 30 schools, reaching 64 schools by 2003.

Prioritization
- Full Day School project quality.
- Social vulnerability.
- Available infrastructure.

Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools (%)*</th>
<th>Students (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>30 (4%)</td>
<td>9981 (6%)</td>
</tr>
<tr>
<td>2003</td>
<td>64 (9%)</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>132 (19%)</td>
<td>17178 (10%)</td>
</tr>
<tr>
<td>2005</td>
<td>150 (21%)</td>
<td>17950 (10%)</td>
</tr>
<tr>
<td>2007</td>
<td>178 (25%)</td>
<td>18286 (11%)</td>
</tr>
<tr>
<td>2009</td>
<td>249 (35%)</td>
<td>38053 (24%)</td>
</tr>
<tr>
<td>2012</td>
<td>311 (43%)</td>
<td></td>
</tr>
</tbody>
</table>

(*) Over state primary schools

Additional time

The program added four additional hours to the school day:
- Before the program, the students stayed in the school 4 hours per day.
- The program adds one hour for lunch, plus three hours (minimum) for instructional activities during the afternoon for the selected

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4 EGB 1 and 2, 1st to 6th grades
grades and days. For instance: 7th grade Monday, Wednesday and Friday; 6th grade Tuesday and Thursday.

### Additional time allocation

An extended school day includes:

- 8:00 – 12:00 Core curriculum instructional time (4 hours)
- 12:00 – 13:00 Lunch
- 13:00 – 16:00 Afternoon instructional time.

Core curriculum and extra-curricular activities. 60% of the time must be connected with core curriculum content.

### Governance

#### Additional time allocation decision-making

- The schools’ principals must define the afternoon activities, following the lines defined by the school’s institutional documents.
- In 2004 the State Schools Agency defined that at least 60% of the afternoon activities should be focused on core curriculum contents.

### Community and stakeholders

n/a

### Costs

- The program first phase (2000-2003) was funded by the National Government.
- The first year (2000) the National Government provided AR$2.5 million (~US$2.5 million in 2000) for teachers’ salaries. The State Government funded infrastructure and educational resources.
- Since 2004, the program is managed and funded by the Mendoza State.

### Teachers

- Between 2000 and 2003, the afternoon teachers were hired on a per-hour basis, and no social security taxes.
- Since 2004, afternoon teachers are paid similarly to traditional teachers.
- Since 2004, afternoon teachers must either be registered in the Teachers Registry or have credentials proving expertise for the class to be taught.

### Support systems

#### Educational resources

- The flexibility the program gave to the schools to choose their afternoon activities made difficult to appropriately support them with curricular guidelines and educational resources.
- These difficulties are being addressed, for instance, by providing guidelines for the afternoon activities and additional resources.

#### School nutrition

- School nutrition is managed by the Mendoza Nutrition Program and the State Schools Agency.
- The students receive breakfast, lunch and afternoon snacks.
- The operation is outsourced to external suppliers. The Mendoza Nutrition Program worked with more than 200 suppliers in 2009, supporting local businesses and avoiding concentration.
- The school nutrition program is mostly funded by the Mendoza State (80%) and partially supported by the National Government (20%).

#### Infrastructure

- While schools with available infrastructure were prioritized, many of the schools already in the Full Day School program did not have optimal infrastructure conditions.
- For instance, in Full Day Schools with no dining hall the students have lunch in their classrooms.

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*5* Junta Calificadora de Mérito
Calidad Educativa, n.d.,


Ibid.


Dirección General de Escuelas, “Reseña Histórica - Programa Doble Escolaridad.”

“Comenzó La Doble Escolaridad,” Noticiero 9 (Canal 9 Mendoza, April 20, 2012),
http://www.youtube.com/watch?v=q6wEUY5umc0.

Consejo Federal de Inversiones, “Implicancias e Incidencia De La Doble Escolaridad En La Provincia De Mendoza.”

Manoni and Bruno, “Doble Escolaridad: Muchas Carencias y Pocos Contenidos.”

Diario Los Andes, “Con Éxito Dispar Comenzó La Doble Escolaridad,” Diario Los Andes (Mendoza, Argentina, n.d.), sec. Sociedad,
El Salvador
National program
Escuela Inclusiva de Tiempo Pleno
Inclusive Full Time School (IFTS)
Started in 2011

Context: El Salvador schooling system
El Salvador served 1,502,292 (87%) students in 2011 through approximately 5,200 public schools. 227,749 (13%) were enrolled in approximately 1,000 private schools. In 2009, the newly elected Government sanctioned through the MINED the Social Educational Plan 2009-2014 “Let’s go to the School”. This plan is focused on education universalization and equity, and included the IFTS component.

The IFTS initiative started as a pilot program in 2011, reaching 22 schools. The next phase was launched in 2012, technically and financially supported by the World Bank. 201 additional IFTS schools will be created.

Program objectives and curricular framework
The IFTS initiative is framed within the inclusive education approach, which aims to guarantee access to school and to overcome social, gender, language, and skills gaps.

The model involves a pedagogical reform, including new academic and extra-curricular activities, and the extension of the school day.

Program objectives include improving access, retention and graduation rates in IFTS public schools.

Scope

Schools selected
- Public schools.
  - The pilot program was developed in 22 schools.
  - The next phase will be developed in 29 municipalities.

- The schools will be grouped in clusters, increasing financial resources efficiency and improving the program management.

Grades selected
- The IFTS model defines four different modalities:
  1. Classic Full Time: All grades, whole week.
  2. Full Time Modules: All grades, but only on specific days of the week.
  3. Full Time per Grades: Specific grades, whole week.
  4. After school: Specific groups accompanied by non-teacher monitors.

- The pilot schools operated in different modalities.
- In the next implementation phase, the program will be focused on Lower and Upper Secondary Education (grades 7th to 11th).

Roll out

Timeline
- The Inclusive Full Time School model begun as a pilot program in 22 primary schools in 2011.
- The next step is a phased implementation of 201 secondary schools in 29 municipalities over five years, including the 14 Departments and 1 indigenous area.
- Later, the program would be scaled up nationally.

Prioritization
- For the phase beginning in 2012, the 29 selected municipalities were prioritized based on the following criteria:
  - Feasibility
    - Number of schools serving only one shift
    - Average class size < 20 students
    - Schools with more than 8 classes
    - Schools with empty classrooms
    - Classrooms in good/fair condition
    - Availability of infrastructure (kitchen, cafeteria, etc.)
  - Needs
    - Overage rates for grades 7-9
    - Repetition rates for grades 7-11
    - Drop-out rates for grades 7-11

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6 Department of Education (Ministerio de Educación)  
7 Plan Social Educativo 2009-2014 “Vamos a la Escuela”  
8 Núcleos
### Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools (%)*</th>
<th>Students (Lower Secondary Education) (%)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2012F</td>
<td>35 (1%)</td>
<td>6,249 (2%)</td>
</tr>
<tr>
<td>2003F</td>
<td>95 (3%)</td>
<td>13,455 (4%)</td>
</tr>
<tr>
<td>2004F</td>
<td>141 (5%)</td>
<td>24,163 (7%)</td>
</tr>
<tr>
<td>2005F</td>
<td>176 (6%)</td>
<td>29,796 (9%)</td>
</tr>
<tr>
<td>2007F</td>
<td>201 (7%)</td>
<td>34,017 (10%)</td>
</tr>
</tbody>
</table>

* Over public primary schools offering 7th to 11th grades  
** Over students in public schools in grades 7-9

### Additional time

- No-IFTS schools complete 25 hours per week, 5 hours per school day.
- The IFTS program extends the school week to 40 hours, 8 hours per day.

### Additional time allocation

Traditional schools offer 22.5 hours (30 modules) per week of instructional time, while IFTS schools offer 30 hours (40 modules) per week plus additional breaks and lunch time. After lunch, afternoon activities include painting, dance, music, art, sports and English workshops, besides core curriculum work.

### Governance

#### Additional time allocation decision-making
- n/a

#### Community and stakeholders
- The Government has assigned key responsibilities to the communities through the Community Partnerships for Education and the School Councils in mainstream public schools.

### Support systems

#### School nutrition
- Most of the El Salvador schools receive morning snacks through the PASE program.
- The IFTS model also includes school lunch, which is usually provided by small associations

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9 Asociaciones Comunales para la Educación (ACEs)  
10 Consejos Directivos Escolares (CDEs)

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11 Escuela Superior de Maestros (ESMA)  
12 Programa de Alimentación y Salud Escolar
of mothers who receive economic compensation for their services.\textsuperscript{clxvi}

**Educational resources and infrastructure**

- The program next phase involves:\textsuperscript{clxvii}
- Classrooms renovations in selected 201 schools, including educational material and equipment.
- Construction of 723 new classrooms, including furniture and equipment.

\textsuperscript{clxix} Susana Peñate, “Escuelas Inclusivas Recibirían Fondos,” 
\textsuperscript{clxx} World Bank, “El Salvador - Education Quality Improvement Project PAD” (World Bank, November 21, 2011).
\textsuperscript{clxxii} World Bank, “El Salvador - Education Quality Improvement Project PAD.”
\textsuperscript{clxxiii} Ibid.
\textsuperscript{clxxiv} Ibid.
\textsuperscript{clxxv} Ibid.
\textsuperscript{clxxvi} MINED, “Escuela Inclusiva De Tiempo Pleno ‘Hacia Una Nueva Escuela Salvadoreña...’ (Versión De Trabajo).”
\textsuperscript{clxxvii} MINED, El Salvador, “El Salvador: Recorrido Por La Escuela Inclusiva De Tiempo Pleno,” 
\textsuperscript{clxxviii} World Bank, “El Salvador - Education Quality Improvement Project PAD.”
\textsuperscript{clxxix} Ibid.
\textsuperscript{clxxx} Ibid.
\textsuperscript{clxxxi} Ibid.
\textsuperscript{clxxii} Ibid.
\textsuperscript{clxxiii} Ibid.
\textsuperscript{clxxiv} Ibid.
\textsuperscript{clxxv} Ibid.
\textsuperscript{clxxvi} World Bank, “El Salvador - Education Quality Improvement Project PAD.”
Mexico
National program
Escuelas de Tiempo Completo (PETC)
Started in 2007

Context: Mexico schooling system
At the beginning of the 2008-2009 school year, the Mexican public schooling system served 23 million students Basic Education\textsuperscript{13} through 194 thousand schools supported by 996 thousand teachers; the private system served roughly 2 million students.

The 23 million public education students included 3,951,853 in pre-school, 13,586,883 in primary education and 5,681,892 in secondary education.

Program objectives
Create educational environments, fostering learning opportunities and students’ skills development.

- Integrate six curricular Lines of Work to the educational activities.
- Foster parents’ involvement.
- Provide additional opportunities to teachers for collaborative work.
- Strengthen coordination mechanisms between public and private institutions.

Curricular framework
The PETC schools should follow six Lines of Work when planning afternoon activities. The lines of work are based on the national curriculum and are connected with the core subjects, offering an innovative and distinct approach. Schools are free to choose and prioritize within them:

1. Strengthen core curriculum learnings.
2. Use of Information Technologies.
3. Foreign language learning.
4. Arts and culture
5. Healthy lifestyle
6. Recreation and physical development

Scope

Schools selected
- PETC aims to reduce the achievement gap caused by socio-economic background differences.
- PETC targets public basic education schools\textsuperscript{13}, preferentially:
  - Those serving socially vulnerable students in marginal-urban contexts, from indigenous background or immigrants.
  - Those with low academic achievement.

Grades selected
- Basic Education\textsuperscript{13}.

Roll out
Timeline
- The Sectorial Education Program 2007-2012 states a six-year goal of 5,500 schools, which is defined as the potential population.\textsuperscript{13xii}
- Later in 2011, the potential population is increased to 62,470 schools, all the schools that match the following criteria:\textsuperscript{13xiii}
  - Have at least one teacher per group.
  - Work in only one turn (either in the morning or the afternoon).
  - The building is not used by another educational program during the other turn.
- In April 2012, the Mexican Congress passed a bill universalizing full time schooling for Basic Education.\textsuperscript{13xiv}

Prioritization
- Within the potential schools under the national criteria, the state level education department defines which schools invite to the program. Then, the schools can voluntarily either accept or reject the invitation.\textsuperscript{13xv}

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\textsuperscript{13} Mexican Basic Education comprises pre-school, primary education (grades 1\textsuperscript{st} to 6\textsuperscript{th}) and secondary education (grades 7\textsuperscript{th} to 9\textsuperscript{th})
**Coverage**

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools (%)</th>
<th>Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>500 (&lt;1%)</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>953 (&lt;1%)</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>2,000 (1%)</td>
<td>365,269 (2%)</td>
</tr>
<tr>
<td>2010</td>
<td>2,273 (1%)</td>
<td>428,726 (2%)</td>
</tr>
<tr>
<td>2011</td>
<td>4,783 (2%)</td>
<td>919,143 (4%)</td>
</tr>
</tbody>
</table>

* Over 199,000 public Basic Education schools (2008-2009)
** Over 23 million public Basic Education students (2008-2009)

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**Additional time allocation**

- Traditional schools complete 22.5 hours per week, 4.5 hours per school day, completing 800 instructional time hours per year.
- Full Time Schools extend the school week to 40 hours, 8 hours per day, completing 1,200 instructional time hours per year.
  - Additionally, teachers have between 3 and 5 hours per week for planning and evaluation activities, for working either individually or collectively.

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**Governance**

**Additional time allocation decision-making**
- Within the six Lines of Work, the principal are responsible for organizing their schools’ afternoon activities.

**Community and stakeholders**
- The diverse members of the school community participate in the Social Participation School Councils. These councils involve the school director, teachers, parents, students and community members.
- The School Councils aim to inform the community and open a collaboration space between the members of the school community. Specifically, the Council is expected to be involved in supporting special programs, such as the PNETC.

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**Costs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget (million)</th>
<th>Students</th>
<th>Cost / Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>412.6</td>
<td>365,269</td>
<td>1,129</td>
</tr>
<tr>
<td>2010</td>
<td>504.3</td>
<td>428,726</td>
<td>1,176</td>
</tr>
<tr>
<td>2011</td>
<td>1602</td>
<td>919,143</td>
<td>1,742</td>
</tr>
<tr>
<td>2012</td>
<td>2579.2</td>
<td>1,158,500</td>
<td>2,226</td>
</tr>
</tbody>
</table>

* Mexican pesos (MXN$)

The estimated annual cost for reaching the 62,470 schools defined in 2011 was MXN$28,000 million, including 9.6 million students (MXN$2,934 per student).

The estimated annual cost for full time schooling universalization is MXN$36,275 million, reaching 21.6 million students (MXN$1,679 per student).

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**Teachers**

- The 40-hours B-learning course “Basic Management and Educational Development in Full Time Schools” provides training for principals and supervisors participating in program. 1,900 school directors had attended the course by 2010.

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*14 Consejos Escolares de Participación Social*

*15 Curso Básico en Gestión y Desarrollo Educativo en las Escuelas de Tiempo Completo*
• Teachers participating in PETC receive a 33% additional salary.\textsuperscript{clxxxviii}

Support systems

School nutrition
• By 2010, 85% of the ETC schools offered school nutrition services:\textsuperscript{clxxxix}
  ○ 80% of the schools had kitchen
  ○ 72% of the schools had dining hall
  ○ 60% of the students ate at their schools
• There are national guidelines regarding the menu and the food the students should eat, but the delivery is decentralized. For instance, there are schools where organized parents make the food.\textsuperscript{cxv}

Educational resources and infrastructure
• The PETC National Department proposes the general infrastructure and equipment framework required by PETC schools.\textsuperscript{cxvi}

- The PETC State Department defines the criteria for standardization and allocates the resources through agreements with the municipalities.\textsuperscript{cxvii}
- There is not a structured national infrastructure program for PETC schools. For instance, funding for schools upgrades and modifications comes from instruments that are not exclusive for the PETC schools, such as the “Better education spaces”\textsuperscript{16} program.\textsuperscript{cxviii cxix}

Information system
The PETC platform\textsuperscript{17} has basic information from the ETC schools, such as:
• # of schools with School Councils
• # of schools with multimedia classroom
• # of schools with Internet
• # of schools teaching English
• # of schools developing physical activities
• # of schools offering school nutrition services

\textsuperscript{16} Alejandro Rodríguez, Cristina Ramírez, and Hilda Gómez, “Organización Del Trabajo En Las Escuelas De Tiempo Completo” (Secretaría de Educación Pública, México, 2009).
\textsuperscript{17} World Bank, “El Salvador - Education Quality Improvement Project PAD.”

\textsuperscript{clxxxviii} María del Carmen Huacuja Medina García et al., “Estrategias Para El Funcionamiento y Organización De Las Mejores Espacios Educativos

\textsuperscript{cxv} Alejandra Rodríguez, Cristina Ramírez, and Hilda Gómez, “Organización Del Trabajo En Las Escuelas De Tiempo Completo” (Secretaría de Educación Pública, México, 2009).
\textsuperscript{cxvi} Rodrigo Vázquez Herrera, ed., “Orientaciones Para Activar La Participación Social En Las Escuelas De Educación Básica” (Programa Escuelas de Calidad, México, 2010).
\textsuperscript{cxvii} World Bank, “El Salvador - Education Quality Improvement Project PAD.”

\textsuperscript{cx} Alejandra Rodríguez, Ramírez, and Gómez, “Organización Del Trabajo En Las Escuelas De Tiempo Completo.”
\textsuperscript{cxii} Evangelina Vázquez Herrera, ed., “Orientaciones Para Activar La Participación Social En Las Escuelas De Educación Básica” (Programa Escuelas de Calidad, México, 2010).
\textsuperscript{cxii} Santander, “Programa Escuelas De Tiempo Completo.”

\textsuperscript{cx} Alejandra Rodríguez, Cristina Ramírez, and Hilda Gómez, “Organización Del Trabajo En Las Escuelas De Tiempo Completo.”
\textsuperscript{cx} Santander, “Programa Escuelas De Tiempo Completo.”
\textsuperscript{cx} World Bank, “El Salvador - Education Quality Improvement Project PAD.”
\textsuperscript{cx} SEP, México, “Programa Escuelas De Tiempo Completo,”
\textsuperscript{cx} SEP, México, “Programa Escuelas De Tiempo Completo,”
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\textsuperscript{cx} SEP, México, “Programa Escuelas De Tiempo Completo.”
\textsuperscript{cx} SEP, México, “Programa Escuelas De Tiempo Completo.”

16 Mejores Espacios Educativos

17 Sistema de Información y Seguimiento del PETC
Escuelas De Tiempo Completo En Distintos Niveles y Tipos De Servicio Educativo” (Secretaría de Educación Pública, México, 2009).

Ibid.


SEB, “Estrategias Para La Implementación y Operación Del PETC En Las Entidades De Nueva Incorporación” (Subsecretaría de Educación Básica, México, n/a).