




The effects of extending the school day in Latin America: a literature review

Efectos de ampliar la jornada escolar en América Latina: una revisión bibliográfica

Efeitos da ampliação da jornada escolar na América Latina: uma revisão de literatura

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KEYWORDS

school benefit, basic education, program effectiveness.

ABSTRACT. A literature review is presented on the effects of school day extension programs implemented in various Latin American countries. According to their objects of interest, the studies are grouped into four types of impacts: a) school performance, b) academic and career paths, c) labor, and d) school organization and culture. A predominance of quantitative evaluations that analyzed the results in Mathematics and Language were identified, thus it was considered pertinent to broaden the knowledge search proposed from the programs. Other studies identified positive impacts on students' trajectories and their household economy; however, these results still need to be strengthened through similar studies in other contexts, which also inquire about the factors that explain these causes. Lastly, future studies should consider the particularities of each program in the search for their effects.

PALABRAS CLAVE

aprovechamiento escolar, educación básica, efectividad de programas.

RESUMEN. Se presenta una revisión bibliográfica sobre los efectos de los programas de ampliación de la jornada escolar implementados en siete países de América Latina. En función de sus objetos de interés, los trabajos se agrupan en cuatro tipos de impactos: a) rendimiento escolar, b) trayectorias académicas y profesionales, c) laborales, d) organización y cultura escolar. Se identificó un predominio de evaluaciones cuantitativas que analizaron los resultados en Matemáticas y Lengua, por lo que se considera pertinente ampliar la búsqueda a los saberes propuestos desde los programas. Otros trabajos identificaron impactos positivos en las trayectorias de los alumnos y en la economía de sus hogares. Sin embargo, estos resultados aún deben fortalecerse mediante estudios similares en otros contextos, que además indaguen acerca de los factores que expliquen sus causas. Finalmente, próximos estudios deberían de considerar las particularidades de cada uno de los programas con uno de los referentes para a partir de los cuales buscar sus efectos.

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PALAVRAS-CHAVE

aprovação escolar, educação básica, eficácia de programas.

RESUMO. É apresentada uma revisão de literatura sobre os efeitos dos programas de extensão da jornada escolar implementados em sete países da América Latina. De acordo com seus objetos de interesse, os trabalhos são agrupados em quatro tipos de impactos: a) desempenho escolar, b) trajetórias acadêmicas e profissionais, c) trabalho, d) organização e cultura escolar. Identificou-se a predominância de avaliações quantitativas que analisaram os resultados em Matemática e Linguagem, por isso considera-se pertinente estender a busca aos conhecimentos propostos a partir dos programas. Outros trabalhos identificaram impactos positivos nas trajetórias dos alunos e na economia de suas casas. No entanto, esses resultados ainda precisam ser fortalecidos por estudos semelhantes em outros contextos, que também investiguem os fatores que explicam suas causas. Por fim, estudos futuros devem considerar as particularidades de cada um dos programas com uma das referências para buscar seus efeitos.

1. INTRODUCTION

Time is one of the structural elements of school organization (Escolano, 1992; Viñao, 2006). Its regulation has fulfilled the function of approving and controlling educational systems and curriculum (Tenti et al., 2010). In this sense, discussions related to the ideal configuration of school schedules and calendars respond to the need to determine the most suitable conditions for the development of school processes.

Proposals regarding the distribution and use of time in a school day date back to the nineteenth century since the graded school system was created and continue to be a focus of permanent debate (Viñao, 2006). At present, it is possible to identify two positions regarding the distribution of daily working hours. According to a comparative study by Benabot (2004) daily school hours decreased in South-East Asia and Europe, while in Latin America, the Caribbean, Arab States, and in some parts of Africa have increased.

This trend has developed considerably in Latin American countries during the last 30 years (Table 1). Many different programs to extend the school day have been constantly implemented.

Table 1

Extended school hours in Latin America.

Historical development of the school hour programs in AL		
Country	Program	Implementation year
Chile	Jornada Escolar Completa Diurna	1997
Uruguay	Escuelas de Tiempo Completo	1998
Venezuela	Simoncito y Escuelas Bolivarianas	1999
Cuba	Extensión de la jornada	2003
México	Programa Escuelas de Tiempo Completo	2007
Brazil	Programa Mais Educação	2008
Argentina	Política Nacional para la Ampliación de la Jornada Escolar en el Nivel Primario	2011
Colombia	Programa Nacional de Día Escolar Completo	2014
Perú	Jornada Escolar Completa	2015

Source: Compilation based from *Ministerio de Educación (1997)*; *Ministerio de Educación, Cultura y Deporte de la República Bolivariana de Venezuela (2007)*; *Uruguay-Administración Nacional de Educación Pública,(2009)*; *Subsecretaría de Educación Básica (2009)*; *Veleda (2013)*, *Hincapie (2016)*; *Agüero (2016)*.

The way in which the school day has been extended in each of the Latin American countries differs in terms of the intended scope, the target population, the length of the school day and the uses proposed for the extended time. However, most of them were initiated with the following justification: the low scores achieved in different national and international standardized tests. In addition, other similar objectives have been proposed, such as; the achievement of quality education, to attend conditions of insecurity, poverty, and poor nutrition, present in numerous population sectors (Martinic, 2015; Veleda, 2013).

School day extension has been a widely adopted policy by Latin American governments as a mechanism to improve academic performance, despite the limited evidence available to support that fact. Therefore, it is not surprising that several studies carried out in the region, question how the extension of school hours has a significant impact on the results achieved by students in the different evaluations. Other questions have arisen with regards to the pedagogical and assistance objectives for which most of these programs were designed, and have questioned the impact derived from their implementation.

In this context, the present article aims to take stock of those investigations which have studied the different effects of the school day expansion programs, with the purpose to understand the main current results of the school day extension policies, identify those topics that have not been addressed, as well as those areas of research that need to be strengthened.

Holland et al. (2015) identified 15 quantitative Latin American studies which identified some results in student performance in various standardized tests and some variables associated with them, such as rates of completion, reprobation, desertion, among others. The purpose of this study is to update and expand this review by integrating subsequent work which analyzes programs in Mexico and Peru that were not contemplated in the document, as well as those carried out from other analytical and methodological perspectives; qualitative or mixed.

2. METHOD

The literature review was based on a methodology for the search, organization, and documentation analysis based on the effects of the school day extension (Gómez et al., 2014). Information was collected on studies with a focus of analysis on the results or impact of this type of proposals. The search was based on specialized databases such as Google Scholar, EBSCO and in the catalogues of indexed journals: Scopus, Scielo, Redalyc and Dialnet. Search terms used were: extended school day, full-time school, extended school time, full-time school, extended-day school. Working documents and evaluation reports for the programs identified in the text of the documents were also used.

The studies were selected based on the following criteria: a) research reports on empirical work, b) working documents or evaluation reports to programs carried out by multilateral agencies, government institutions or national banks, c) those written in Spanish, English or Portuguese, d) dating from 2006 to present, e) in which

the focus was on the results, effects or impact of school day extension policies. As a result, documents were excluded that referenced time in school in a general way or associated with other objects of study, those that addressed the expansion of school schedules and calendars from a theoretical approach, and those that did not provide information on the results or impact of programs promoting the extension of the school day.

As a result of the research 29 studies were identified; of which 22 are quantitative, six were based on different qualitative approaches, and one used a mixed approach. In Argentina and Mexico, five of six qualitative studies have been carried out. In Chile, where most studies have been developed on the expansion of the school day, almost all of them are quantitative. The number and types of documents are shown below:

Table 2

List of works analyzed

Distribution of research studies on extending the school day		
Type of document	Amount	Authors
Reports and working papers	14	Silveyra et al. (2018), Dominguez y Ruffini, (2018), ANEP (2017), Batista y Terra (2016), Hincapie (2016), Agüero (2016), Arzola (2011), Bonilla (2011), Contreras et al. (2010), Kruger y Berthelon (2009), Cerdan y Vermeersch (2007) y García (2006).
Graduate thesis	4	Andrade (2014), Cabrera (2014), Xerxenevsky (2012) y Toledo (2008)
Papers	9	Padilla y Cabrera (2018), Sánchez y Corte (2017), Vercellino (2016), Martinic y Villalta (2015), Bertelon y Kruger (2011), Bellei (2009), Lach et al. (2009), Martinic et al. (2008)
Books	1	Scheerens et al. (2014)
Presentations	1	Gutiérrez (2018)

The studies were grouped into four general lines of inquiry in accordance to type of the desired effect. The first group consists of studies focused on identifying the effects school day expansion has on the student academic performance; measured through the results of various standardized tests and some variables associated with them. The second one groups those studies aimed to identify the impact school day expansion has on student school and professional paths. The third is composed of those studies directed to understand the effects school day expansion has on working conditions and labor market. The final group, is made up of those investigations that studied the changes school day expansion had on school culture and organization.

3. FINDINGS

3.1. School performance



This line consists entirely of quantitative studies whose analysis was based on various statistical tools. Its object of study is overall student achievement the school performance of students measured through standardized assessments. Some of the studies have used this data to analyze certain variables associated with performance; such as, lag, dropout, and failure, to mention a few examples. Most of them rely on current assessment systems put in place by each of the national education systems. Some use international benchmarking results, such as the International Student Assessment Program (PISA) and the Third Regional Comparative and Explanatory Study (TERCE), which have been legitimized as the most widely accepted mechanisms for evaluating the overall student achievement on a large scale, and have come to serve as inputs for the design of new educational policies (Rizo, 2018).

These works are theoretically based on the Carrol model (1963) according to the learning degree, they are related to the time in which a task is done compared to the one that really needs to be done. In this way, having enough hours to develop the learning activities could predict their success. Under this logic, many of the studies start from the hypothesis that a longer working day would have a positive impact on student's learning, and would be reflected in the evaluation reports.

This type of studies is framed within evaluation or working documents promoted by global organizations, such as the World Bank or the Inter-American Development Bank. As well as others implemented by national entities, namely central banks or education ministries. As a result, and in the interest of understanding the impact of the programs, value is added to the policy in terms of its cost-benefit.

The most extensive studies consisted of international comparisons of PISA results; specifically, the 34 member countries of the Organization for Economic Cooperation and Development (OECD), which includes Mexico and Chile. The first of these studies, implemented by Baker et al. (2004), concluded that no significant relationship between the performance tests scores and the amount of teaching time could be found. According to them the difference in test scores between students receiving five hours of mathematical instruction per week to those countries with two hours of weekly instruction, was 491-485 respectively.

In subsequent research based on the same benchmark, Scheerens et al. (2014) identified a positive relationship, although not statistically significant, between school time and student performance and even came to identify some negative trends in certain countries.

Studies at a national level with different approaches, also show heterogeneity in the results of school day extension programs. In Chile, two studies reflect this; the first was performed by Toledo (2008) through a longitudinal study in which he compared the results of students who transferred from Full School Day (FSD) schools to others where this modality was not available, and vice versa. The author found that those who went from a regular school to one with FSD presented positive results in their evaluations, while those who went from a FSD school to a regular school presented a decrease in their results. The evidence found by Arzola (2011) contrasts with the aforementioned. Through a study in which he analyzed the evolution of educational scores over four years from one group with FSD and another without it, he identified a minimal difference of just one point between both groups in mathematics, while language was not statistically significant.

In Uruguay, the National Public Education Administration (ANEP, 2017) conducted a program evaluation as part of the funding that it had obtained from the World Bank for its implementation, where they found better writing

performances for students in 3rd and 6th grade in full-time schools. While in mathematics and reading, no statistically significant differences were identified in any of the grades. Contrary to the case of Colombia, where Bonilla (2011) through the results of the Saber test, found that single-day students presented better scores in all subjects and that the difference was more pronounced when compared to evening shift students. The latter is the only work that takes as a reference to all subjects of the curriculum, and not only national language and mathematics.

In a study conducted in Brazil and promoted from the International Policies for Inclusive Growth Center, which was supported by the International Development Department of the United Kingdom, Batista and Terra (2018) did not find significant learning in the Portuguese language or in mathematics, neither as well in other performance rates such as dropout, passing and failing. Data contrast with what was found by Xerxenevsky (2012) in the same context, who analyzed the scores obtained by fourth and eighth grade students when applying a treatment of differences in differences along with a pairing by propensity scores. From this, he found a positive impact on the performance of 4th graders in the Portuguese language, although negative in mathematics, while in 8th he did not identify any effect.

As we have seen, further expanded studies do not find any type of effect, while the national ones present contrasting results. So, we cannot yet state that there is a significant relation between the time school increase and an improvement in the results of the test that evaluate learning in that context.

However, it is possible to identify those positive results, in many of the cases, are focused on contexts of vulnerability and on the performance of students Math assessments. In Mexico, an evaluation sponsored by the World Bank, (Silveyra et al., 2018) found that reduction of students who were at the lowest level of achievement was twice in mathematics than in language. On the other hand, Agüero (2016) analyzed the scores on the second grade of secondary school Peruvian students in a census evaluation by means of a discontinuous regression, from which he observed an increase in academic performance between 14% and 23% of a standard deviation, in which it is specified that the results in mathematics were the most robust, while in communication they were also positive, but inferior and less stable.

Similarly, in a study carried out in Colombia with students who changed from regular school days to full school days, Hincapie (2016) identified an improvement in the results of students attending longer days compared to those enrolled in regular day schools and added a wider impact in mathematics than in language. Results like those found by Cerdan and Vermeersch (2007) who, through an evaluation commissioned by the World Bank to the Full-Time Schools program in Uruguay, identified a positive impact for mathematics, but not statistically different from zero in language.

On the other hand, when schools in different contexts belonging to the extension day programs are compared, it has been found that areas with greater social vulnerability are more likely to show better results from extending their schedules. In this regard, Silveyra et al. (2018) found that Mexican schools with high levels of marginality showed greater reductions in the proportion of students with the lowest achievement level. In Colombia, Hincapie (2016) placed the highest positive results of the program in schools belonging to high poverty contexts, as well as in rural areas. In Peru, Agüero (2016) identified that the greatest increase in performance had occurred in schools belonging to the poorest quintile. In Mexico, Cabrera (2014) analyzed the scores obtained by schools

belonging to the PETC and identified positive effects in establishments belonging to the program, which were more significant in high marginality areas.

In Chile, Bellei (2009) compared the scores of schools that expanded their school day with those that did not and found that the program had greater positive effects on rural students and those who attended public schools. It should be noted that Chile is the only case in which subsidized private schools are part of a program to extend the working day. Which explains why Arzola (2011) has compared the schools results according to their sustainability and has found that public municipal schools obtained better results compared to the subsidized private schools, which had no impact. Nevertheless, this contrasts with the results of Toledo (2008), which observed a significant positive effect in subsidized private establishments on municipal ones, and in urban on rural ones. Results like those found by García (2006) who compared the results of the SIMCE tests between 1999 and 2002 by treatment of differences in differences, which identified a wider impact on subsidized establishments over municipal, since for the first ones, the estimated results correspond to 4 in language and 6.7 in mathematics, while in the second ones to 1.3 and 3.7 respectively.

Another topic of interest in this workline has been the duration effects of school day extension programs over time. In this regard, Silveyra et al. (2018) observed that positive results found were presented from the first year of participation of schools in the program and remained consistent during 7 consecutive years. Bellei (2009) also identifies that the positive results he observed, remained constant in the period in which he performed his analysis. Xerxenevsky (2012) identified that positive performance in mathematics, increased according to the time of school's exposure to the program. Similarly, Cabrera (2014) and Andrade (2014) find cumulative positive results depending on the number of years the school remains in the PETC. These results allow us to think about a process of work maturation that is strengthened over time, and the expansion of school day, impact on the members of the school community work, and this, on academic results.

About educational lagging, understood as the proportion of students with three years or more, than they normally attend primary education, there are positive data from the only study that was interested in this aspect. Silveyra et al. (2018) found that, in 10 years, schools that were part of the PETC achieved a reduction of 8.8% compared to the severe school backlog during the period 2006-2016. In addition, as previously mentioned, the authors identified that the most significant effects were found in contexts of high marginality.

In general, most of the implemented studies are comparisons between different countries, or between schools with different workdays in the same educational system, and some others are longitudinal studies that analyze results over time from schools after entering the program, or from groups of students who change schools with different working days.

Studies that have been implemented at an international level, have compared the results of the same policy, extending the school day. However, it has been designed and proceeded in a very differentiated manner in each of the countries, which results could be more inclined to the way the programs were structured than the time extension itself. In this sense, it is considered relevant to establish common elements of comparison between the different cases analyzed. Similarly, national research could take up some specific features of the programs to carry out their analyses.

On the other hand, using only the results of standardized tests could be seen as a constraint, as they, in most cases, provide information on the results in mathematics and national language only. In this way, the identification of the effects of the extension of the day is limited to the available information, and not necessarily to that one related to the pedagogical objectives of the implemented programs. This becomes more relevant if it takes into consideration that, most of the proposals for extending the school day, propose to use the additional time for the teaching of extracurricular knowledge such as arts, a second language, technologies, or sports. None of the studies provided information on this type of knowledge, so it is considered an opportunity for future research.

Two questions can be rescued from the results found by this compendium studies, the first of them consists in knowing the factors that explain the considerable differentiation between the results found in mathematics and in language. Secondly, the reasons why the impact on vulnerable areas is way more evident than in other contexts.

Finally, it should be highlighted that many of these studies are evaluations implemented, or promoted by different international agencies or economic institutions, which may condition the type of work carried out and its scope. In this sense, it is considered necessary to strengthen this work line through the development of investigations carried out independently and submitted to peer evaluations to ensure their thoroughness.

3.2. Academic and professional pathways

This group of research and working documents have been interested in the effects that extension of the time spent in school has been having on the behaviors students and the results they achieve once they get graduated from educational institutions. In this sense, its study subjects are students and graduates. These are quantitative studies based on socio-economic indicators from national surveys and censuses, as well as administrative data from different government departments, which are analyzed through various statistical treatments.

One of the first interest points was the effect of the provision of longer hours of schooling on the academic and personal students' life. In Chile, Kruger and Berthelon (2009) analyzed the population and the Ministry of Education socioeconomic data and found that an increase in the availability of JEC schools reduced the possibility of Chilean adolescents becoming mothers. The authors describe the decrease as "discrete", since a 20% increase in the availability of JEC schools, decreased the probability of teenage motherhood by 5%. Dominguez and Ruffini (2018) also offer evidence of a delay in student maternity in schools with extended working days, finding that each year of full-time schooling, delayed births by approximately two months. According to the authors, this was a slightly higher tendency for women with low socio-economic conditions.

Berthelon and Kruger (2011) focused on the criminal incidence of young Chileans enrolled in secondary schools. Through an analysis of juvenile crime rates, they found evidence that a 20-percentage point increase of schools with extended hours, reduced the total crime rate by 19%, against property crime by 24%, and violent by 11%.

Other research has focused on the academic and professional trajectories of school graduates with extended days. Dominguez and Ruffini (2018) conducted a longitudinal study in which they followed a cohort of Chilean students 14 years after their graduation. The results showed that those who had studied in schools under any extended school day program were more likely to work in better-qualified occupations or to have access to



higher-paid jobs, compared to those who had attended a regular school. In addition, they pointed out that these results were more significant in low-income students. For the case of Argentina, Llach et al. (2009) followed a cohort of students from Buenos Aires, 30 years after having graduated from establishments that worked, under a provincial model of day extension, and found that those who had left double shift schools, these ones had 21% higher completion rates than single-shift primary schools. Nevertheless, these last ones, were not accompanied by a difference in access to better employment or entry to a postgraduate course.

One of the limitations of this group of studies is that they do not offer explanations of actions or factors that promote this type of impact. In this sense, it would be worth asking about what other factors may intervene in the correlations found, considering that, aspects such as juvenile delinquency, adolescent motherhood, or school trajectories are not only due to school processes.

3.3. Labor

The object of interest in this group of documents and research was the transformations in the labor market since the programs of the school day extension were launched. The study subjects were the student's mothers who attended schools under this modality and the teachers who worked in these schools. The methodological resources used have been different: on the one hand, quantitative studies use statistical analyses of population censuses and surveys data, and on the other, qualitative works have sought to gather the testimonies of those involved through interviews.

In Chile, Cabrera et al. (2010) cross-referenced socio-economic survey data with administrative information from the Ministry of Education and found that during the period 1990-2006 there was a positive and significant effect on the participation of women of all ages in the labor market, but a negative effect on the worked hours number. In other words, more women entered into the productive sector, but only by part-time or through half workdays. The study estimated that a 1% expansion in schools with JEC, increased the probability of a woman entering into the labor market by 5%.

In Mexico, Padilla and Cabrera (2018) used population statistics to analyze the participation of mothers with children enrolled in PETC schools in the labor market, finding that their insertion increased by five percentage points, and the number of hours worked by 1.8. In addition, they report that these increases are accompanied by an increase in monthly earnings of 9% and 0.45 hours in weekly working hours.

In this study it was also possible to identify that the impact was greater in contexts of social vulnerability, finding that mothers with fewer years of schooling and those who were living in high poverty locations, showed a stronger labor market response to the availability of schools with wider school days.

In another sense, two qualitative works applied in Mexico, focused on teachers working conditions. In the first one, Sánchez; and Corte (2017) interviewed professors from the state of Tlaxcala and identified that the bonuses that compensated for the additional time they worked, were not incorporated into their base salary and were not paid during vacation periods. On the other hand, Gutiérrez (2018) interviewed professors from the state of Chihuahua, who also pointed out in real terms, a differentiation in the remuneration received for additional working hours, in addition to the fact that their payment was out of payroll, so it was minor and did not impact on labor benefits, or considered for retirement. This last paper was presented at a conference, so it would be



desirable to develop extensive and in-depth studies about the conditions in which teachers are integrated into the expansion of school day programs.

In general, the results of these few studies, show two perspectives of the same phenomenon. The positive impact, which seems to be clearer, on family economy of students who belong to full-time school and, on the other hand, an increase in teachers working time that has occurred under precarious working conditions. Both elements are important, and further studies would be needed in order to account for the influence that school day extension can have on work access of mothers and the family economy, as well as the teacher's working conditions in other regions, in greater depth.

3.4. Changes in school culture and organization

These investigations have focused on exploring the increased time effects on different daily life aspects in schools. For the most part, they are qualitative estimations that seek to approach experiences, expectations, and school community members working ways, mainly teachers, although are also interested in organization forms at the establishments from which they extend their workdays.

These studies theoretically start from the idea that the modification of one of the structuring school elements, such as time, ends up impacting the rest of the institutional structures of the curriculum (Ibarrolla, 2012). what can change the ways of being and doing within institutions.

A concern in these studies has been the consequences of increased daily working hours for teachers. In Mexico, two studies ask about this phenomenon. In the first one, Sánchez and Corte (2017) interviewed professors from the state of Tlaxcala and identified some exhaustion and stress manifestations because of the long working days. Similar results to those identified by Gutiérrez (2018) who recorded dissatisfaction on the part of teachers with the increased responsibilities involved in attending to students for a longer period of time, as they saw in the safeguarding actions, such as feeding and extended care, an attack on their professional investiture.

In another study carried out in Chile, Martinic et al. (2008) wondered about teacher expectations in terms of the conditions in which they carry out their work, mainly the availability of more time at school. To this end, they used data from a survey of teachers in schools that belonged to the extended school day program carried out by the Ministry of Education in 2005, in which they found that the teachers attributed to the extended school day program a compensatory effect to the unfavorable contexts in which some of the schools were located, so that the more negative was the reality of the schools, the better the programs chances of having a positive impact on academic aspects.

Other investigation study that was interested in teachers use of classroom time, Martinic and Villalta (2015) analyzed videos of three consecutive classes of 13 mathematics and language teachers in public and private schools that were part of the JEC and found that teachers with more than eight years in the program and with high SIMCE test scores, presented better teaching practices. As examples, they identified that they gave more instructions on procedures, were exposed more frequently to the instructional content of the class, and spent less time disciplining students. The author concludes that the years of JEC implementation have a positive effect on a class organization, results similar to studies that have posited that there are cumulative effects according to the years in which schools participated in any of the different programs (Silveyra et al. 2018; Cabrera, 2014;

Andrade, 2014; Xerxenevsky, 2012; Bellei, 2009). If so, it reaffirms the idea that there is a maturation of work in schools that allows for a progressive improvement in academic performance, although it remains to explore how and why this process occurs and to confirm whether it is generalized.

Finally, Vercellino (2016) wondered about the possibilities of extending the school day to modify the classic components of the school format and those resistances faced. Through a case study in two elementary schools in Argentina, she identified that the implementation of the program in both contexts enabled work in alternate spaces to the classroom (laboratories and multi-purpose workshops) "with other physical and object configurations that, in their materiality, would provide for the revitalization of teaching and learning strategies" (Vercellino, 2016, p 1013). He also observed that under this modality of work there was a different configuration of knowledge in which other types of knowledge not always hierarchical in schools, such as artistic, technological and everyday life knowledge were prioritized in addition to the fact that a rupture of the organization of students by age cycles was taking place. However, he identified among the resistance, that the administration of time was centralized by the ministry's guidelines, and that in the workshops there was a low valuation of the knowledge taught because it was not part of the curriculum and was not formally accredited.

According to the findings of this group studies, it is possible to identify that the increase in school time produces a reordering in many of institutional structures of the curriculum and in the way in which the subjects inhabit the school as a living and working space. One of the advantages offered by this type of work relies in its analytical-descriptive nature, which may favor the understanding of the processes associated with the effects identified.

In accordance with the above, it is considered necessary to carry out more studies from qualitative approaches that ask about how time transforms the school experience of members of the school community. Specifically, modifications in teaching and learning practices, dynamics of coexistence alternations, adaptations in the school organization and the meanings that community members construct about school and education.

4. CONCLUSIONS

This article inquired about multiple studies based on the effects of extending the school day in seven Latin American countries. Studies reviewed show that the interest in this phenomenon has focused on the impact on school performance, which explains the considerable number of quantitative evaluations carried out. Despite this, the relation found between extending school hours and improving standardized test scores has been weak and insignificant. Although results in mathematics and those found in social vulnerability contexts where improvement is clearer should be pointed out as exceptions.

In addition, it should be mentioned that reports of standardized assessments, particularly mathematics and language results, have been the main referents for analysis in a considerable number of studies, despite the fact that almost none of the programs contemplated allocating additional time to address this knowledge. In this sense, future studies that investigate the effects of school day extension should establish the particularities of different program design and implementation as one of their points of reference, since these could explain many of the results that, so far, are attributed only to the extended time. Similarly, studies that analyze more than one program could establish some common elements of comparison, in order to not limit themselves to an analysis of sessions duration and the results in standardized tests such as PISA.

However, although to a lesser extent, another group of studies has sought to broaden the analysis to see how the school day extension modified some of the experiences of members in school communities and have found benefits on mothers' entry into the labor market, a decrease in student risk behaviors, as well as undesirable effects such as the precariousness of teaching jobs, due to the way in which they are hired. Although, these are still considered indications that need to be investigated in greater depth and in other contexts to know if are generalized results or isolated cases.

In addition, we still need to know what happens with the school experiences that accompany the extended school day and, specifically, with the extracurricular knowledge that is taught during the extended time. On the other hand, there is no sufficient information on the uses that individuals make of the additional time they have, and the results of specific action lines proposed by each of the implemented programs.

Regarding these latter aspects, there is an incipient interest that has been reflected in a group of qualitative studies implemented in educational contexts, which results show the extension of school time as a performative phenomenon that goes beyond the simple accumulation of hours that subjects remain in school. Alterations in the school day, according to what was found, can have an impact on the ways in which learning is conceived, in which tasks are carried out, and in how the school is organized.

In general terms, the balance of studies indicates the convenience of expanding them on school day extension and not limiting them only to the research for correlations between time and achievement. The proposal is to carry out approaches to the phenomenon that conceive learning as an integral process that is not reduced to what is evidenced in standardized tests. This does not represent a total renunciation of this type of input, but a complementary use in which, for example, they can be used to analyze the factors associated with school performance.

Finally, it would be necessary to carry out an in-depth review on the bases that support the different school day expansion programs in Latin America, which implementation in most cases, has been justified on the basis of low results in national and international evaluation reports. Knowing what their real and potential effects are, would allow the policy to be fed back in a general way according to real possibilities that time can offer to teach and learning processes.

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