

The full-time school program in Mexico

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Abstract

The Full-time Schools Program in Mexico (*Programa Escuelas de Tiempo Completo*, PETC), began in the 2007-2008 school year with the aim of improving the learning opportunities of basic education students by extending the school day to eight hours a day, in order to offer an innovative and flexible pedagogical proposal that includes six work lines to achieve a holistic education and to develop lifelong competences.

When the Program began, 500 schools located in 15 Mexican States were enrolled in it; by the 2012-2013 school year there were already 6,715 FTS in all the 32 Mexican federal entities. As the number of schools has increased, PETC has also improved the schools infrastructure and the results on the National Assessment of Academic Achievement have shown progress in educational attainment. The National PETC Office, in collaboration with the States' Offices, has carried out updating and training actions about the Methodological Guides in the Program's Tool Box, as well as courses on School Management for teachers, principals, and supervisors. In 2012, the Congress promoted the initiative to reform the National Educational Act, so the full-time mode could be implemented in elementary schools nationwide.

The Program's development sets out new challenges besides strengthening the pedagogical proposal: a holistic education requires addressing other issues such as gender equity, domestic economy, and prevention of risky behavior. Contributing to improve the quality and equity of education involves linking the PETC to other institutions, so that from their areas of expertise they can strengthen this program.

Keywords: Full-time Schools Program, Mexican school system, holistic education, educational equity.

INTRODUCTION

According to Mexico's Constitution and the National Educational Act, in order to achieve a greater educational equity it is needed to design social policies that reduce the gaps and lags of economically and socially disadvantaged groups (INEE, 2007a). With this in mind, the Full-time School Program was created in Mexico with the aim of contributing to the improvement of basic public school students' learning opportunities by extending the school day (SEP, 2012a). Its implementation started during the 2007-2008 school year, when the participating schools increased to 1,200 class-hours distributed in 200 days, considering a five days school week (DOF, 2008a). Since its inception, Full-time Schools have had the objective of improving academic achievement, through an innovative and flexible pedagogical proposal that strengthens the curricular learning and develops the competences required for a holistic education (SEP-UNESCO, 2009).

MEXICO 2007: EDUCATIONAL CONTEXT AND ALLIANCES FOR THE EDUCATIONAL QUALITY

By promoting policies that enhance personal economic and social wellbeing around the world, the Organization for Economic and Co-operation Development (OECD) compares between different countries the way in which educational systems prepare their youth for modern life and academic performance (OCDE, 2011). To do so, every three years the OECD applies the PISA test (Program for International Student Assessment) in order to obtain reliable data on a regular basis about teenage students' knowledge and skills (INEE, 2007b). The test focuses in Reading, Mathematics, and Sciences, with the objective of assessing the aptitudes and competences that students are going to need throughout life. To facilitate the interpretation of the evaluated students' results, PISA has established for each evaluation field or domain, several levels of performance that start at Level 1 and may reach up to Levels 5 or 6, depending on the field of knowledge. The higher levels denote that the student does have the necessary potential to accomplish highly complex cognitive and scientific activities.

In 2006, the application of the PISA test revealed that in Sciences and Reading, Mexico was slightly over the limit of Level 2, the minimum needed to function in contemporary society (INEE, 2007b). On Mathematics, the country reached Level 1, considered as insufficient to access higher education and develop the activities that a knowledge society demands (INEE, 2007b). From these evaluations, OECD identified several factors that can contribute to the poor performance of young Mexican students, emphasizing: the quality of teaching and learning of basic education; work conditions and the teachers' practices; participation of all stakeholders; the level of local or school autonomy; funding of the educational system; mechanisms of accountability; regional, gender, and socioeconomic disparities (OCDE, 2007).

In 2007, the basic education system contemplated that all children in Mexico should study at least two years of preschool to promote early stimulation of the small children; six years of elementary school to encourage the development of essential skills like math, reading, writing, sciences and art; and three of middle school to provide more advanced knowledge to enable them to continue their studies to high school or join the work force. During the 2007-2008 school year, the basic educational system registered more than 25 million students and 90% of the country's school offer was public schools (INEE, 2008). During this term, the elementary school calendar included 800 hours for instruction while middle school did 1,047 hours (OCDE, 2007).

Strategies to advance in the social transformation of Mexico were established through the 2007-2012 National Plan for Development (NPD) with solid, realistic, and responsible bases. The Sectorial Program of Education 2007-2012, aiming to promote educational improvement to provide children and teenagers with a solid education in different aspects of life, including good performance at work, full political participation, and the value of self-realization, served as framework for the Secretariat of Public Education to initiate a set of programs oriented to improve the results of basic education students and maximize the management abilities in their schools (SEP-UNESCO, 2009). These programs sought to raise education quality in order to improve educational achievement, reduce disparities between social groups by broadening educational opportunities, encourage the use of information and communication technologies within the educational system, offer a holistic education that includes values of citizenship and competences development, and to foster a school management style that reinforces school's participation in decision making (DOF, 2008b).

Educational Programs for School Day Extension

International organizations as UNESCO and OECD recognize that the *school time* is one of the key factors to improve learning and education's quality (UNESCO, 2008). This has led to pay attention to the mandatory school years, the yearly number of school days, and the amount of hours the students stay in school each day. They studied the cases of Finland and France, which are of particular interest in relation to school time. According to OCDE, Finland shows high educational standards from infancy to adulthood and it stands out as the country that devotes the least amount of hours to teaching. Finland considers the Full-time School as a chance to offer extracurricular evening activities under adult supervision, hoping to cover a need for affection and prevent children to be home alone, get depressed, use drugs, etc. Meanwhile, France is the country that dedicated the most time to the compulsory education between 6 and 16 years olds. Since they got low achievement grades in PISA, France reduced study hours from 26 to 24 a week; six hours a day, four days a week, in order to offer two hours for personal academic advice during the week; in this context, the reduction of school time appeared as an option for better quality time (IPE-UNESCO, 2010a).

In Latin America, countries like Chile, Argentina, Uruguay, and Venezuela, implement different Full-time School Programs aiming to raise the quality of education by bringing opportunities to the less privileged (IPE-UNESCO, 2010a). The case of Chile is remarkable, where its program started as a national policy that benefited demographics vulnerable to risks such as drug abuse or child exploitation (Concha, 2009). Uruguay, proposed an extended school day to reduce repetition and drop out levels, upgrade teacher training, and improve school governance. It is important to note that the program needed to strengthen the infrastructure by building cafeterias and showers inside the school's premises; also, new training centers were built to update Full-time School teachers (IPE-UNESCO, 2010a).

Still in the 70's, there were public and private schools in Mexico where the children took classes in the morning and came back in the afternoon to participate in workshops (ITESM, 2010). Despite of the evidence showing that these type of schools achieved better academic results, according to the Secretariat of Public Education's evaluations at that time (Torres, 1984), the need to address a growing population led the education system to propose double-shift schools, in order to avoid the increasing need to build more schools at that time (Cárdenas, 2011).

An Alliance for the Quality of Education in Mexico

Mexico's Third Constitutional Article states that every person has the right to education. It states that public education should harmonically develop all human faculties and breed patriotism and international solidarity, as well as freedom and justice. To achieve this, the whole Nation, States and Municipalities, must impart free and compulsory preschool, elementary and middle school education. To fully comply with this, the Federal Government determines the national programs and curriculum for basic education and Teacher's College throughout the country, considering the views of local authorities and other educational stakeholders.

Considering it as urgent to push for a transformation of the National Education System's quality, the Federal Government and the National Union of Education Workers (SNTE) signed an Alliance for Quality Education. As a State Policy, this agreement aims for Mexico's educational transformation to focus in justice, equity, lifelong opportunities, and the holistic development of Mexicans. Among the top 10 processes of the Alliance for Quality Education, the one regarding the modernization of schools, specifically about school management and social participation, recognizes the commitment to extend the school day to contribute to the improvement of quality education for Mexican children and teenagers, based in the principles of equity, better resource distribution, and a greater participation and shared responsibility among the Federation, families, and society to take care of the disadvantaged student population as a priority (SEP-FLACSO, 2009). It also aims to modernize schools, professionalize teachers and educational authorities, offer wellbeing and holistic education to children, and to create a national system of evaluation (SNTE, 2008).

In this perspective the Full-time School Program (PETC) was created in Mexico, with the purpose of contributing to improve the learning opportunities of public basic education students by the extension of the school day. Its implementation began on the 2007-2008 school year, when the participating schools devoted 1,200 hours in 200 days, with a 5 day school week (DOF, 2008a). From that school year on, the Full-time Schools (FTS) operated with the aim of improving academic achievement through original and interesting activities for the students to supplement their curriculum and develop abilities and knowledge; also, it has focused on their care and diet, and on ensuring the retention of students in school (SEP-UNESCO, 2009).

During the implementation process of PETC in 2012, The Chamber of Deputies of the Congress of the Union promoted the initiative to reform the National Education Act, with the purpose of implementing the Full-time mode in elementary schools nationwide, with a schedule from 08:00 to 17:00 hours. This reform was turned over to the Public Education and Educational Services Commission.

FULL-TIME SCHOOL PROGRAM

Full-time Schools promote new conditions to facilitate and implement the children's right to receive useful learning in healthy, equitable, and quality environments (SEP, 2012a). Such call aligns to the Strategic Educational Management Model for continuous development, in order to raise the quality standards of each school. It takes into account the principles of flexibility, equity, relevance, pertinence, and efficiency associated to quality education, as well as the concepts of team work, flexible graduate training or school placement, strategic planning, evaluation for improvement, responsible social participation, accountability, freedom in decision

making, and collaborative leadership (DGDGIE, 2009). This way, the competencies development is strengthened along with the basic education curriculum and the learning opportunities are broaden within the extended schedule, mainly for children and teenagers that live in vulnerable and marginal contexts (DGDGIE, 2011).

Full-time Schools offer an extended educational service schedule of eight hours, in which learning and teaching strategies are incorporated to six work lines with pedagogical activities that enrich and strengthen the student's knowledge, abilities, values, and attitudes (IIPE-UNESCO, 2010b). The work lines represent priority fields of knowledge to be addressed in a flexible and contextualized way: a) fostering learning of curricular contents; b) didactic use of ICT; c) learning additional languages; d) art and culture; e) healthy life; f) recreation and physical development.

By extending the school day, teachers have more time to consolidate learning: reading, writing, oral expression, critical thinking and analysis for scientific and mathematical thinking; use of ITC as learning tools; teach a second language; approach art and culture to develop the student's sensibility and senses; practice habits for a healthy life through a cafeteria service and activities that promote nutrition and hygiene; as well as to recognize the importance of protecting the body through recreation and physical development, and that games and group interaction are also important (IIPE-UNESCO, 2010b).

Operating Rules and State Contracts

The federal spirit that supports the Full-time School Program requires an efficient coordination among the federal, state, and municipal governments. Because the resources have a federal funding, implementation and exercise of the funds is subject to federal regulations, applicable to justification, verification, registration, control, accountability, transparency, monitoring and evaluation (DOF, 2012). For the administration of federal public resources to be made based on criteria of legality, honesty, efficiency, effectiveness, economy, rationality, austerity, transparency, control, accountability and equity, the Chamber of Deputies indicate the program's Operating Rules (ROP), as well as the general criteria applicable to them, in the Expenditure Budget. These rules are updated annually and published in the Federal Official Journal, which shows a good coordination between the three government levels for the planning, investigation, evaluation, construction, maintenance and equipment, scholarships and compensatory aids, material production, social participation, administration, and finances. In brief, the ROP specify the following criteria (DOF, 2012):

- Coverage. It is a national program where the states who wish to join may do so.
- Target population. Basic education public schools of all levels and modalities, preferably with one shift and a teacher for each grade, schools operating in urban and marginal contexts that present poor educational results in rural, indigenous or migrant contexts.
- Types of support. The economic resources may be used in the following areas: a) Training for the principal, teachers, and staff; b) Monitoring, supporting, and counseling for Full-time Schools; c) Didactic material and computers for educational purposes; d) Services and supplies to feed students and teachers; e) Support staff for the extender schedule; f) Conditioning and equipping school spaces, g) Strengthening of the State's Office for the Full-time Schools Program.
- Beneficiaries. The States and their participant Full-time Schools.
- Evaluation. Data from the Indicators and Results Matrix is reviewed every year.

In order to operate the PETC, the States sign a contract with the National Office for the Full-time Schools Program, which establishes the coordination bases between the institutions regarding their own responsibilities and the assigned economic and human resources (IPE-UNESCO, 2010b). This contract represents the legal instrument by which the Public Education Secretariat (SEP) transfers the resources according to the ROP to the State's Offices and clarifies their rights and obligations. In this manner, the compliance of the goals and the right application of the resources are promoted by the integration of Social Accountability Committees that contribute to having an honest administration. For this, the PETC's state coordinators profiles must show the experience and knowledge acquired throughout their careers. It is important to point out that by 2012, the 32 States had already signed a participation contract with the PETC.

MÉXICO 2012: FULL-TIME SCHOOL PROGRAM ACHIEVEMENTS

During its first school year 2007-2008, PETC started operations in 15 States of the country; it had 500 elementary schools participating and more than 130,000 students were benefited. In the 2008-2009 school year, 953 beneficiary schools took part, serving 192,834 students in 30 States; Oaxaca and Michoacán did not join during this year or the following. The participating schools of 2009-2010 were 2,000, with 365,269 students, again in 30 out of the 32 States. The State of Oaxaca joined the PETC in the 2010-2011 school year, adding up to 2,273 schools and 427,988 students. Next, in the 2011-2012 cycle, 4,751 schools among preschool, elementary, and middle grades took part in the Program, serving 935,000 students. Although Michoacán agreed to join the Program, some school management issues inside the State made it impossible until the 2012-2013 school year. This is how by 2012-2013 the goal to reach 5,000 schools established in the Sectorial Education Program 2007-2012 was exceeded, since 6,715 schools distributed among the 32 Mexican States joined PETC with 1,385,179 students (see figure 2).

More than half of FTS principals reported that after the PETC launch, admission's demand to their schools has increased.

Quality Education and Academic Achievement Improvement

The general ENLACE results by grade in 2008 show that the schools where PETC was implemented registered 25% and 21.3% of students in Spanish and Mathematics respectively, in the "Good" Level of the test; 48.3% of students were placed in the "Basic" Level, and 3% in "Excellent". According to the 2011 results, the total of students placed in the "Excellent" was 8.1% in Spanish and 10.4% in Mathematics for Full-time Schools; "Good" grew to 28.5% in Spanish and 24.8% in Math; meanwhile 44.8% of students in Spanish and 45.5% in Math reached to a "Basic" Level. Based on these results, there has been a positive progression in academic achievement of PETC schools (see figure 3).

An Innovative Pedagogical Proposal

On pedagogical terms, Full-time Schools share the same educational purposes of the schools that do not implement the extended schedule: both support active and meaningful learning, a transversal view of the School's Project, teacher's collegiality, and the inclusion of the whole educational community. However, the pedagogical proposal that PETC offers is an innovative learning strategy because it radically changes the traditional practice (Shmelkes,

1994) by promoting the planning of activities based on the student's needs, optimizes the learning time, and fosters adequate learning environments. A study about "Good Educational Practices in FTS" (SEP, 2009), reveals that this innovation encourages a transversal curriculum by allowing students to become the main actors of school investigations or projects, and work collaboratively on the six work lines.

The bases of the pedagogical proposal are openness, flexibility, and the integration of didactic strategies that meet the needs of students and schools. There is indeed a common framework for education, however each school can and should tailor it depending on its particular needs. To achieve this, schools have a "Tool Box", booklets that give practical examples of what to do and how to organize time, space, activities, materials, and evaluations.

When working with the pedagogical proposal, the FTS may adopt various didactic methods like shops, projects, clubs, interdisciplinary units, conferences, and debates, among others. In order to define the afternoon activities, the availability of teachers and support staff that would take care of them is taken into consideration. Often, principals recognize that the Program favors the building of a true learning community. It is suggested for principals to stay at least three years in the same school affiliated to PETC for the sake of an efficient implementation of the pedagogical proposal.

Upgrade and Training Actions for Teachers

To support the teacher's pedagogical work, the Program's National Office, in cooperation with the State Offices, has elaborated and disseminated some manuals and educational documents containing orientations for the pedagogical proposal implementation. All teachers have a "Tool Box" that contains 9 guides; didactic resources that strengthen the teacher's practice and expand the student's learning opportunities and competences development in ludic environments full of social interaction, characteristic of the extended schedule. They are flexible and practical booklets that adapt to the diverse styles and ways of the teachers, and they also offer alternatives to address different issues on the work lines, that can be improved by dialog among principals and teachers in order to design new didactic strategies from the students' needs and interests.

In relation to school management, the Program's National Office had given courses on "School Management and Educational Development for FTS" in order to strengthen the managerial professional competences of principals and supervisors regarding task operations and participation agreements. The course "Full-time Schools for Better Learning Environments" was created for state and academic coordinators, as well as for PETC consultants; it offers operational, theoretical, and practical elements to adapt the Program's proposal to each State, with the intention of strengthening the professional competences of school principals, teachers, and supervision teams.

Towards a Holistic Education

When implementing the pedagogical proposal, the didactic activities that are carried out through the six work lines offer new possibilities to develop the competencies defined by UNESCO as the pillars of knowledge, essential for a holistic education: learning to know, learning to do, learning to be, and learning to live together. Although the principals of FTS admit that the "Learning Reinforcement" work line is the most popular, they also report that the

extended schedule has fostered the development of other abilities like the use of ITCs or learning English.

The opinion survey carried out to the heads of families in 2011 by PETC, showed that the Program, besides taking care of the basic needs of children, contributes to keep them away from the street's dangers and risky behaviors such as eating disorders, irresponsible sexuality, drug abuse, or joining gangs. In 2012, a project began to coordinate and support Basic Education in focalized areas, to benefit schools in zones with high delinquency or at risk. For example, in the State of Chihuahua, primarily in Juarez City, families have pointed out that PETC contributes to keep their children safe inside schools. In Nuevo León, there are FTS in disadvantaged neighborhoods known for their gangs and safety issues.

FTS principals reveal that the extension of the school day has contributed to raising the quality of a holistic education thanks to its principles of equity and a better distribution of resources, especially for less privileged children that would not be able to have access to English, Computer, Art, Music, or Sports classes.

Infrastructure Investment in FTS

Since its implementation in 2007-2008 until 2012-2013 school year, the Federal Government has invested \$5,520,900,000 in the program, serving 6,715 schools in Mexico. In accordance with PETC's Operation Rules, the federal budget assigned annually to the Program has enabled the reconditioning and equipment of schools with: media room, roofed patio, laboratories and its equipment, computers, classroom and school libraries, kitchen, dining hall and toilets. The budget also covers the training and monetary aids for principals, teachers, and support staff members; monitoring, support, and advice for the Full-time School; didactic material; meal's services and supplies; and State Office's expenses.

CHALLENGES FOR THE FUTURE OF FULL-TIME SCHOOLS

At the beginning of its operations, PETC had an investment of \$100 million pesos that benefited 500 schools with a population of 130,000 students in 15 States. Ever since, the funds transferred to the States have progressively become larger and have made possible to increase the coverage of the benefited schools. During the 2011-2012 school year, \$1,602 million pesos were spent to benefit 4,751 schools with more than 935,000 students. The following cycle, in 2012-2013, the established goal was exceeded when 6,715 schools that had 1,385,179 students of the three levels of Basic Education nationwide were reached, that is approximately 3% of all public and private schools in Mexico. To achieve this, there was a budget of \$3,002 million pesos, equivalent in average to \$450,000 pesos per FTS.

This numbers demonstrate the progress both in coverage and in financing made by the PETC, however, they also lay out important challenges for its future operation. In that regard, the project promoted by the Organization of Ibero-American States for Education, Science, and Culture (OEI) "Educational Goals 2021: the education we want for the generation of the bicentenaries" considers that by 2015, at least 10% of public schools should be Full-time, and that by 2020 they should sum up from 20 to 50% of schools. Mexico's Federal Government also confirms that by the presidential term 2012-2018, there will be at least 40,000 Basic Education Full-time Schools. In order to move from a part-time school to a full-time one, it is priority to ensure that all afternoon-shift schools settle in buildings of their own. Therefore, it is essential to

keep and increase the assigned budget to achieve the incorporation and participation of more public schools of Basic Education to the Program. These goals are stated in the Act 592 for the Basic Education Coordination and represents 80% of the national student population of a universe of 62,000 schools able to extend their schedule.

Innovations for Education within the Pedagogical Proposal and Teacher Training

By implementing PETC, México accepted the challenge to offer a quality educational system that enables achieving lifelong wellbeing for the youth and to make their insertion to the workforce easier. Among the essential conditions to assure these objectives, relevant social themes as gender equity, education for peace, risky behavior prevention, and intercultural education, should be integrated into a curriculum focused on the student. Some other challenges that the Program might face would be: improve educational practices to favor students, strengthen the interaction among parties, reflection on education, promote innovations that tend to the students' needs, attain the families' co-responsibility, and encourage collaboration of public and private institutions. To confront such challenges requires PETC's National Office and State Offices to work as a team, synergistically (IIFE-UNESCO, 2010b).

The evaluation results made by the National Evaluation Council for Social Development Policy (CONEVAL) emphasize that one of the main challenges for PETC is to prevent the extra hours of the extended schedule to become mere babysitting hours while parents are working (CONEVAL, 2012). Even though the PETC has had improvements in ENLACE results, as shown in figure 3, the test also indicates that the "Insufficient" Levels have increased both in Math and Spanish, and the "Good" ones have decreased, building up a larger "Basic" Level. Given this, it is necessary for schools to focus their efforts on improving the teaching practice for the good of students. It is therefore important to provide teachers with materials and resources to update, deepen and enrich their knowledge on diverse and flexible methods of teaching. Also, teaching skills should be strengthened for the effective use of the extended time with an educational sense, invest in generating strategic models by region and level of education, implement monitoring and evaluation schemes and reproducing and transferring the best practices.

In relation to the processes of school management and leadership role of the principal, the principals report a gap in training for the challenges of extending the school day, such as the adaptation of the infrastructure to the diversification of educative activities and the use of resources in the FTS. While they mention that the training received was relevant and provided with elements to develop their work, which are available on the program's website, most of them requested to include a training program for the FTS principals on issues related to school management, since the information provided by the documents received for the operation of the school is inadequate. Some principals point out they have never been visited by the state's officials, making them feel short of advice and support.

Other challenges the Program faces are: the lack of economic incentives for principals, teachers and support staff working in the program, the management of space and time for collegial work, planning, reflection and evaluation of students, the suitability of a place to offer healthy eating, as well as the unmet need for specialized support personnel like teachers of dance, music, sports and English.

Gender equity, family economy and prevention of risk behaviors

A basic premise of the FTS is to ensure the right to quality education with equity to enable a better future for the children; the work lines promote values and forms of relationships based on equality and solidarity. With a holistic approach, schools and students are not the only beneficiaries, as the Program has a positive effect in all members of an educative community. In order to meet the changes in family structure, the Program supports mothers that work full-time and the children of single-parent families or where both parents work. It also promotes the active participation of parents in school and 85% of the FTS offer food services. These new opportunities offered by the PETC to increase revenue and address some of the basic household needs should be analyzed by social development institutions in order to trigger productive processes for the benefit of children and their families.

In a FTS, children should enjoy greater social equity and reduce gender violence from the education sector through training and prevention strategies. In accordance with the National Development Plan 2007-2012, the PETC must provide the teacher with training strategies for the design and implementation of teaching strategies for gender equity, contributing to expanding educational opportunities and reduce inequalities between social groups, close gaps and boost equity in education. Although there is evidence that some state coordinators have shared guidelines for strengthening school management and invite to "Learn from experience" about gender equality, it is necessary that the state educational authorities and schools' principals accept the challenge of promoting these programs. It is also necessary for students and the educational community, to participate enthusiastically in this awareness.

Regarding risk behaviors, PECT provides an opportunity to implement teaching strategies through the "Healthy life" work line. With an integrated and participatory approach to education, teachers receive information that enables them to work health issues associated with the curriculum in the classroom, which are necessary to promote a culture of self-care and preservation of health in students. However, information alone does not guarantee the prevention of drug abuse, eating disorders, diseases or any other action that threatens the full development of the student. As education professionals, the skills of teachers focus on basic education curriculum content and the design of instructional strategies for the work lines. To adequately address the risk behaviors, is it necessary for experienced professionals to guide students about the support mechanisms in situations of risk and measures to prevent addiction.

Interagency linking

During the operation of PETC, it was clear that to improve the learning opportunities of children is not a task for the school or the education system alone. Its successful implementation requires a shared responsibility with other institutions, such as educational entities, government and non-government systems, and federal, state and municipal programs. To do this, it would be necessary for the National Offices of the PETC, along with State Offices, to study and analyze their regulations in order to propose mechanisms for interagency coordination that will strengthen the operation of the FTS.

This coordination involves linking all institutions that directly or indirectly contribute to the overall development of a child: the Secretariat of Social Development, to review the resources to support families; the Secretariat of Health, which guarantees access to essential health services for the entire population; the Secretariat of Public Works, to design the necessary

facilities to provide food and areas for educational activities of the various work lines of the pedagogical proposal; authorities from the state and municipal services from the Integral Development for the Family (DIF); and other government and nongovernment institutions. Achieving this interagency linking represents major challenges for educational authorities.

CONCLUSION

In this case study, we have shown that the PETC is based on pedagogical and didactic foundations, which contribute to the achievement of its objectives and the objectives set by the Alliance for Quality Education, SEP, and NPD. In order to contribute to improving the learning opportunities of students in the public schools of basic education by extending the school day, it boosts the educational performance of students in different areas to strengthen their comprehensive training. These goals are closely linked with the Millennium Development Goal proposed by the UN: "Achieve universal primary education" (United Nations, 2010).

However, the PETC's improvement areas pose major challenges related to coverage, even though the amount of resources allocated to each school has increased, bringing on more full-time schools requires a bigger investment. It is also necessary to update continuously the pedagogical proposal, to add into the curriculum other socially relevant issues such as gender equality and prevention of risk behaviors, as well as to strengthen the a shared responsibility with the families. As the PETC expand its coverage, it will also be relevant to design mechanisms to investigate, evaluate and document the implementation phases and its impact on the quality of education in a Full-time School.

In a society that poses the holistic education of a person as a main goal, the PETC shall be able to consolidate the conditions that promote changes in both the school and classrooms, meet the student's social and education needs, by partnerships with public and private institutions. This goal can only be achieved by a joint effort of all stakeholders. Although this goal represents major challenges for educational authorities, the children, the teachers and directors of the Full-time Schools and Mexico as a country, deserve it.

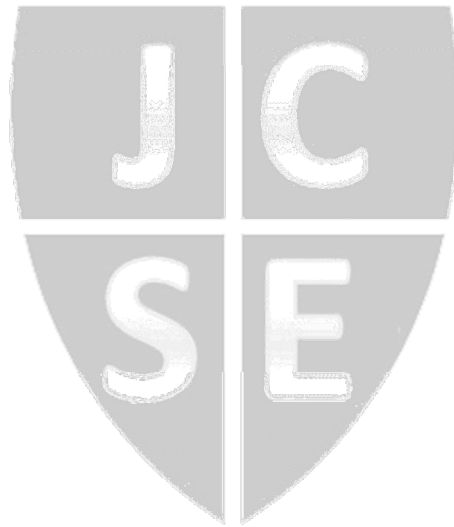
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Appendix



Figure 1. Full-time School (SEP, 2012b).

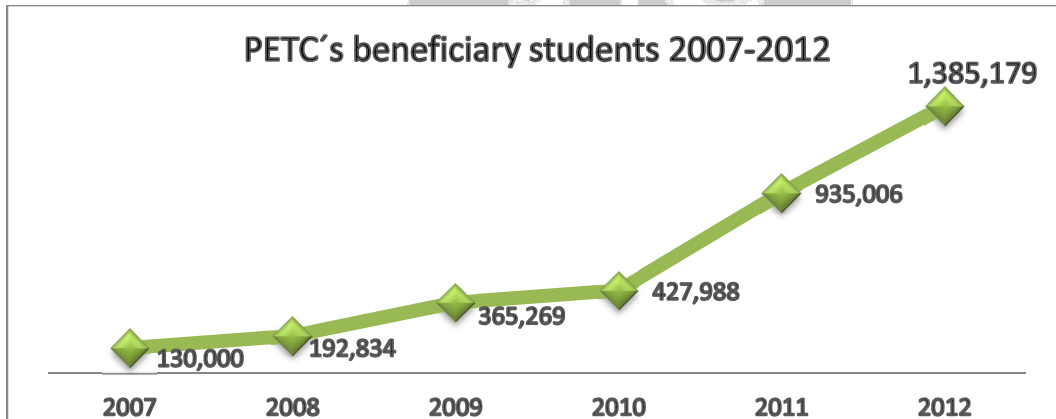


Figure 2. Students benefited by PETC 2007-2012 (SEP, 2012b).

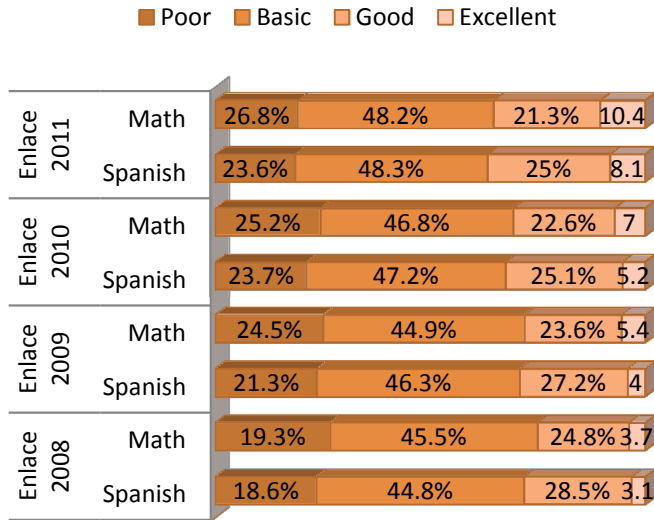


Figure 3. FTS achievement in ENLACE test (SEP, 2012b).



Figure 4. Source: Education Research Centre, Graduate School of Education (2011).