Plan Ceibal - Uruguay

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4° Designs for learning conference

Stockholm, Sweden. May 6-9, 2014

NORTH AMERICA
Atlantic Ocean
Pacific Ocean
Caribbean Sea
PRIME MERIDIAN
AFRICA
©GraphicMaps.
EQUATOR
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SOUTH AMERICA
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Uruguay
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Quick facts:

- **Population: 3.500.000**
- **Area: 176.215 km2**
- **Per capita GDP: US$ 15.700**
- **Literacy rate: 98%**
- **Economy:** Livestock, agriculture, services,
  - embrionary: software

7 years after the first laptop was delivered
Plan Ceibal is just beginning…

“We all learn” project

Aprendertod@s

Plan Ceibal

Objetives of Aprender Tod@s

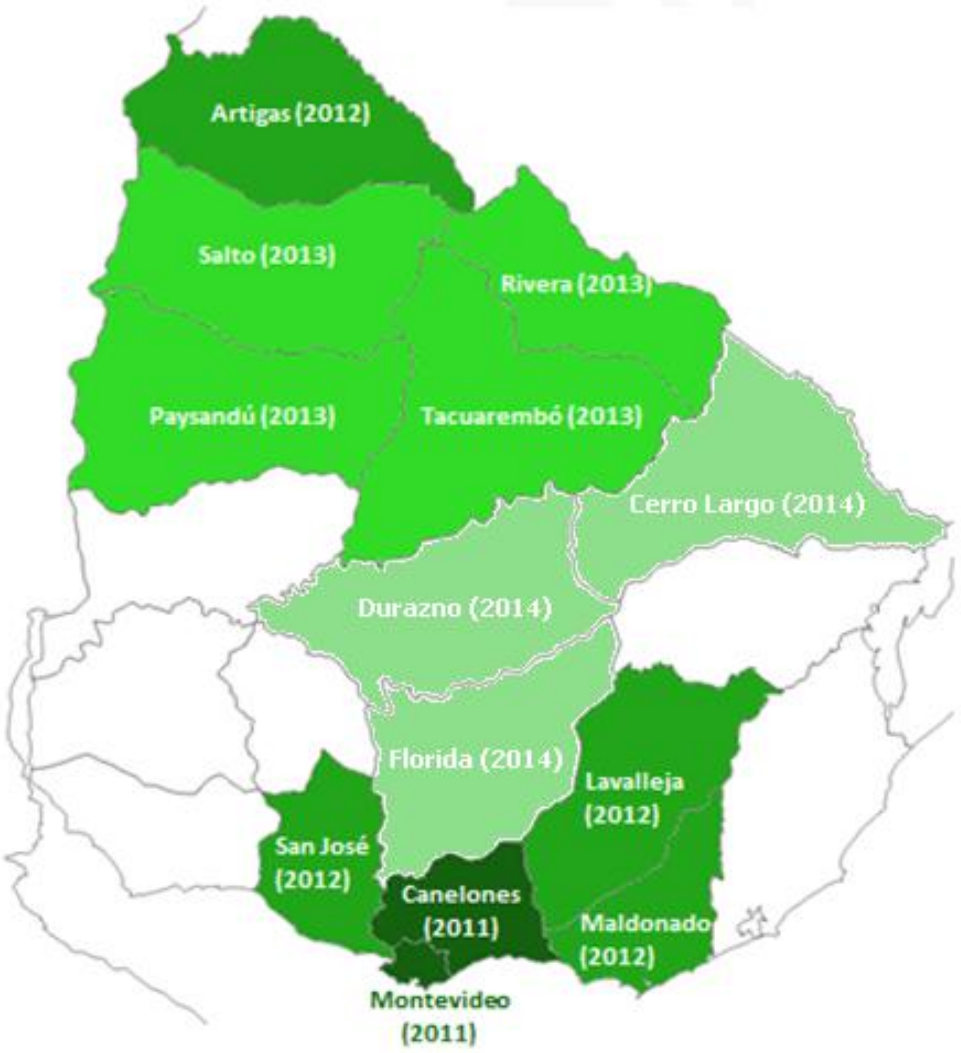
- Enchancing **learning and increasing social inclusion via the** meaningful ICT use by **teachers, students and families.**

- **Strenghening the educational community so that it becomes more participatory.**

- Strenghening the **“pedagogical alliance”:** teachers and families.

300 participating schools

- Urban
- Rural
- Schools attending children with disabilities
- Middle schools



How do we do it?

- Promoting the creation of **digital inclusion projects** tailored to the needs of each school

- Training and empowering **teachers** and parents.

- **Promoting team-working** among teachers, principals, student teachers and parents.

- **With a multi-disciplinary approach,** where in field-support is carried out by Social Scientists and Psychologists

How do we do it?

- Promoting and supporting building a network: school, NGOs and other organizations acting in the community

- Promoting the participation of families in the school life

- **Facilitating scaffolding in different directions:**
  - Student to student
  - Parent to parent
  - Parent to student, and viceversa
  - Teacher to parent, and viceversa

- Promoting **student leaders groups** and **parent reference** groups

Who participate?

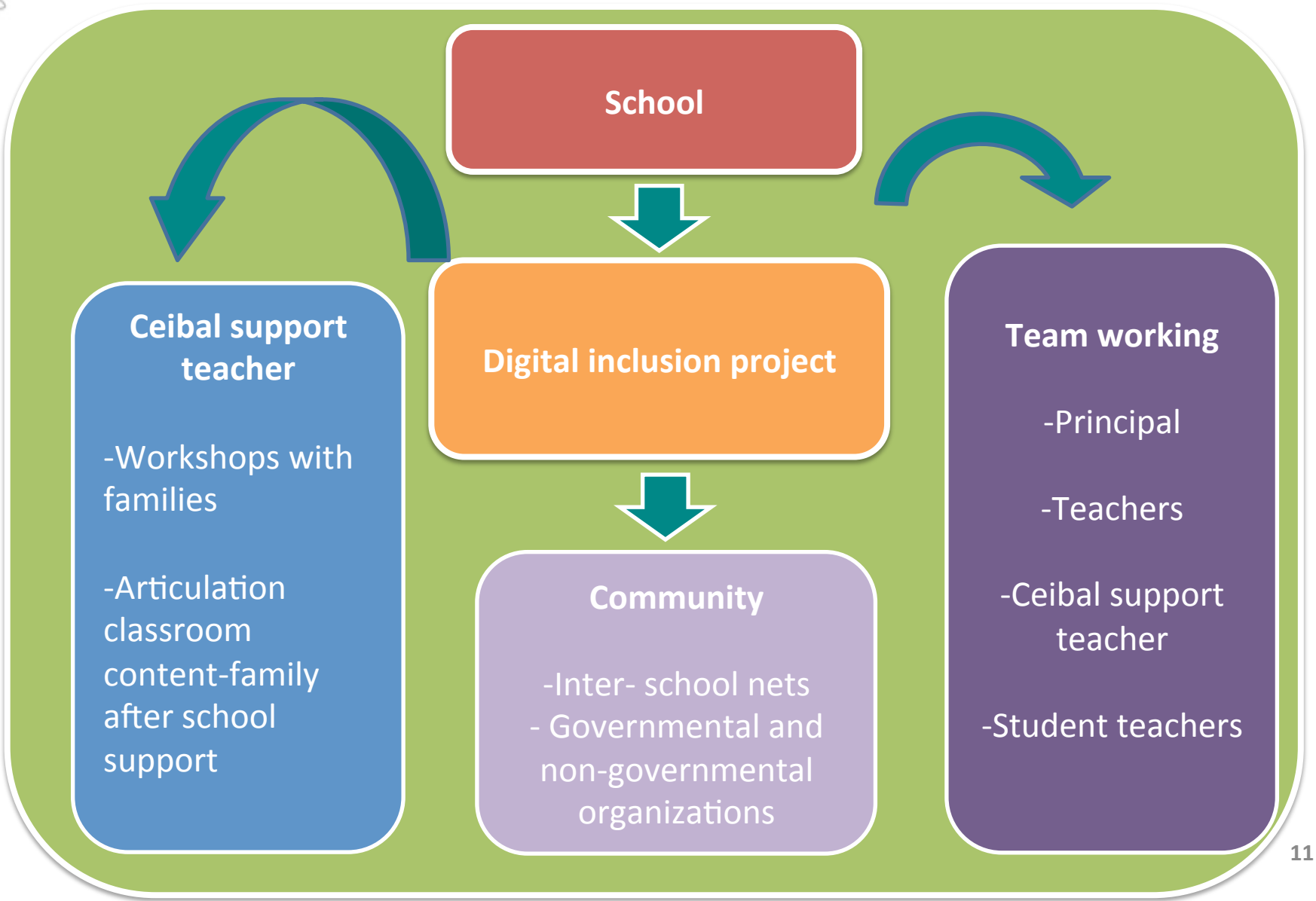
Teachers and principals,
Who design together the digital inclusion project of the school

Families,
Who participate in workshops aimed at digital literacy but most of all, aimed at empowering them in order to learn and support their children´s learning.

Student teachers,
In service training that yields credits for their participation in the project.

Students,
Engage in the project, learning , teach and performing basic laptop mainteinance.

Facilitating cooperation



Sustainable innovation at schools entails creating new roles and providing in-field support

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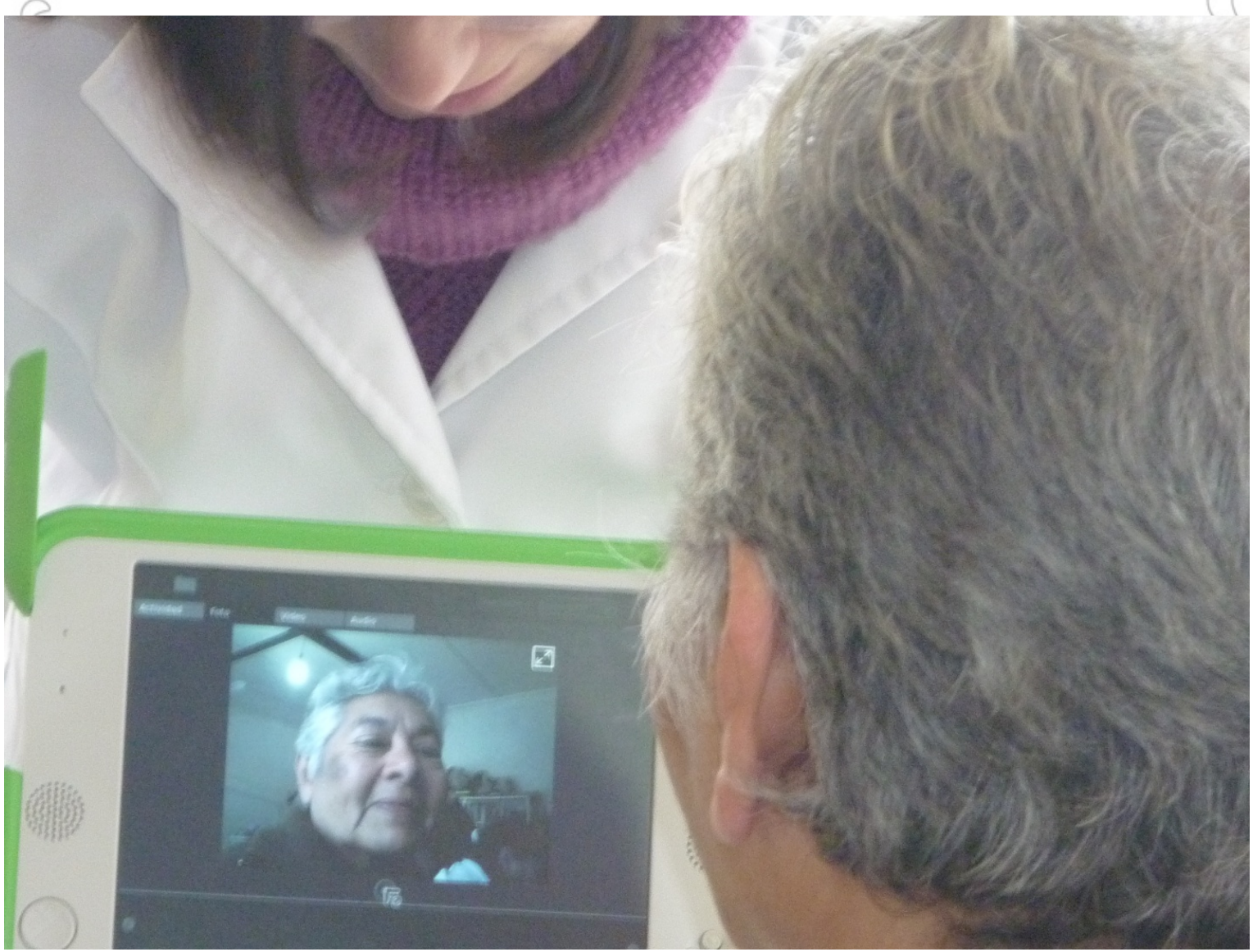
Main changes observed at the schools:

- ✓ **Enhanced relationship between families and the school**
- ✓ **Greater commitment to the school by different** community agents
- ✓ Improvements in the use of ICT resources available
- ✓ Teamworking among teachers

Main changes observed in the families

- ✓ **Resemantization of the laptops:** from a gaming device of the child to a learning resource of the family
- ✓ Greater involvement in the **learning process of their children**
- ✓ Re- discovery of their own **ability to learn** and increased eagerness to engage in learning processes.
- ✓ Active **participation** in groups for teaching others and sharing knowledge.
- ✓ Enhanced **self-steem**

"When there is a rapport among parents/community, teachers/school and the student, learning occurs. (…) Effective schools use their internal collaborative strength to seek out relationships with the community. They see parents as part of the solution more than part of the problem". Michael Fullan, The three stories of educational reform: inside; insier/out; outside/in.



Thank you! Muchas gracias!