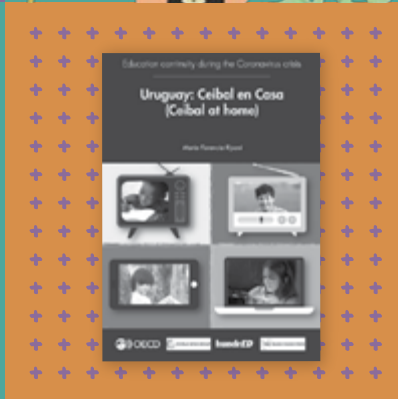
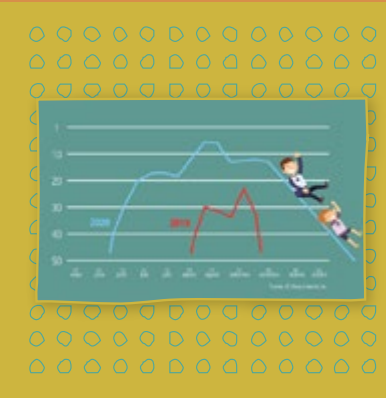


PLAN CEIBAL 2020: EDUCATION INNOVATION CHALLENGES IN URUGUAY



Plan Ceibal



Fundación **Ceibal**

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Introduction



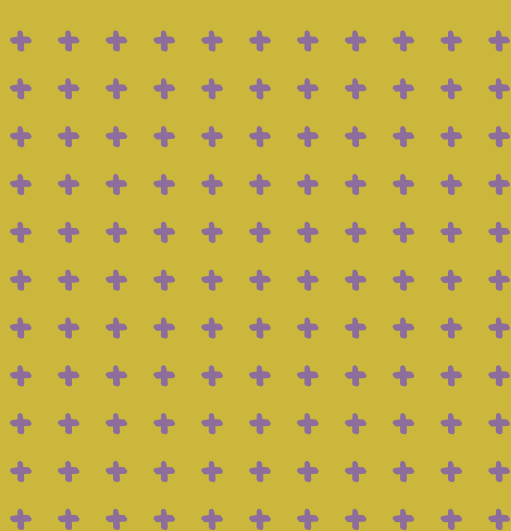
The year 2020 was marked by disruptions to society and education due to the COVID-19 pandemic. Uruguay implemented a national contingency plan to ensure education continued, earning it international recognition. In this context, and from different perspectives, the Fundación Ceibal presents in this publication an analysis of the challenges and the leading role that the Plan Ceibal played.

The presentation analyzes the change of scene that Uruguay experienced and the main implications for education in the country, as well as the *Ceibal en casa* (*Ceibal at home*) proposal, implemented by the Plan Ceibal, in coordination with the National Public Education Administration (ANEP, Administración Nacional de Educación Pública) to make it easier for education to continue. We analyze their work to broaden the availability of resources and digital systems and their trans-media strategy—including television programmes—to provide equitable and inclusive access to educational content.

The publication also emphasizes the impact achieved: Plan Ceibal educational resources were those most used by students and teachers in the public education system in Uruguay and its learning platform, CREA, was the fifth-most-visited website in the country. The exponential increase in the use of these resources made Plan Ceibal a leading space in the educational context of the country, constructed in collaboration with the whole educational community: teachers, students, and their families.

The presentation also includes coverage of the plan in national and international media, and testimonies and opinions from authorities and Plan Ceibal team leaders, who talk about the main challenges they faced, including strengthening infrastructure and producing new formats of educational content.

Lastly, there is a reflection on the projection of the Plan Ceibal and its future challenges as a fundamental part of the education system in Uruguay.





New scenario



The president of Plan Ceibal and Fundación Ceibal, along with leading national education authorities and figures, present their reflections on the change in scenario that Uruguay experienced and the main challenges faced by Uruguayan education.



Leandro Folgar

President - Plan Ceibal and Fundación Ceibal, Uruguay.



The Uruguayan education system faced a major challenge as a consequence of a timely and speedy reaction to contain the potential health crisis that COVID-19 could cause in a health system that was not expecting a historic pandemic. As soon as the first cases of coronavirus were confirmed in Uruguay, in-person classes were cancelled and the population was urged to quarantine voluntarily.

“This showed that what Ceibal brings and the spaces it occupies are a predominant aspect in the teaching and learning experience at all levels in the Uruguayan education system.”

This in turn generated a major challenge for the Plan Ceibal, which was addressed in coordination with the National Public Education Administration (Administración Nacional de Educación Pública, ANEP). The challenge was how to offer a service in the education system that would allow teachers and students to stay in contact immediately and on a national scale. By redoubling capacity for connectivity and the service of platforms accessible via the single Ceibal login,^[1] it was possible to offer an optimum channel to maintain contact and, thus, learning. This meant teachers had to make major adaptations to how they worked, students had to adapt their habits and families adjust the kind of support they had to provide.

This was how the Ceibal en Casa (*Ceibal at Home*) programme emerged, executed by the ANEP and Plan Ceibal, seeking to offer the greatest possible amount of support to sustain teacher-student ties and learning during the toughest time of isolation, while we prepared for a potential gradual return to some in-person classes, something which seemed very uncertain at first. The initial plan worked well in comparison with the region, but it was still necessary to generate additional systems to reach those students who remained disconnected to some degree. It was necessary to increase our server capacity and permanently monitor our platforms' performance. This allowed us to generate data for real-time decision-making, which alerted us to a certain

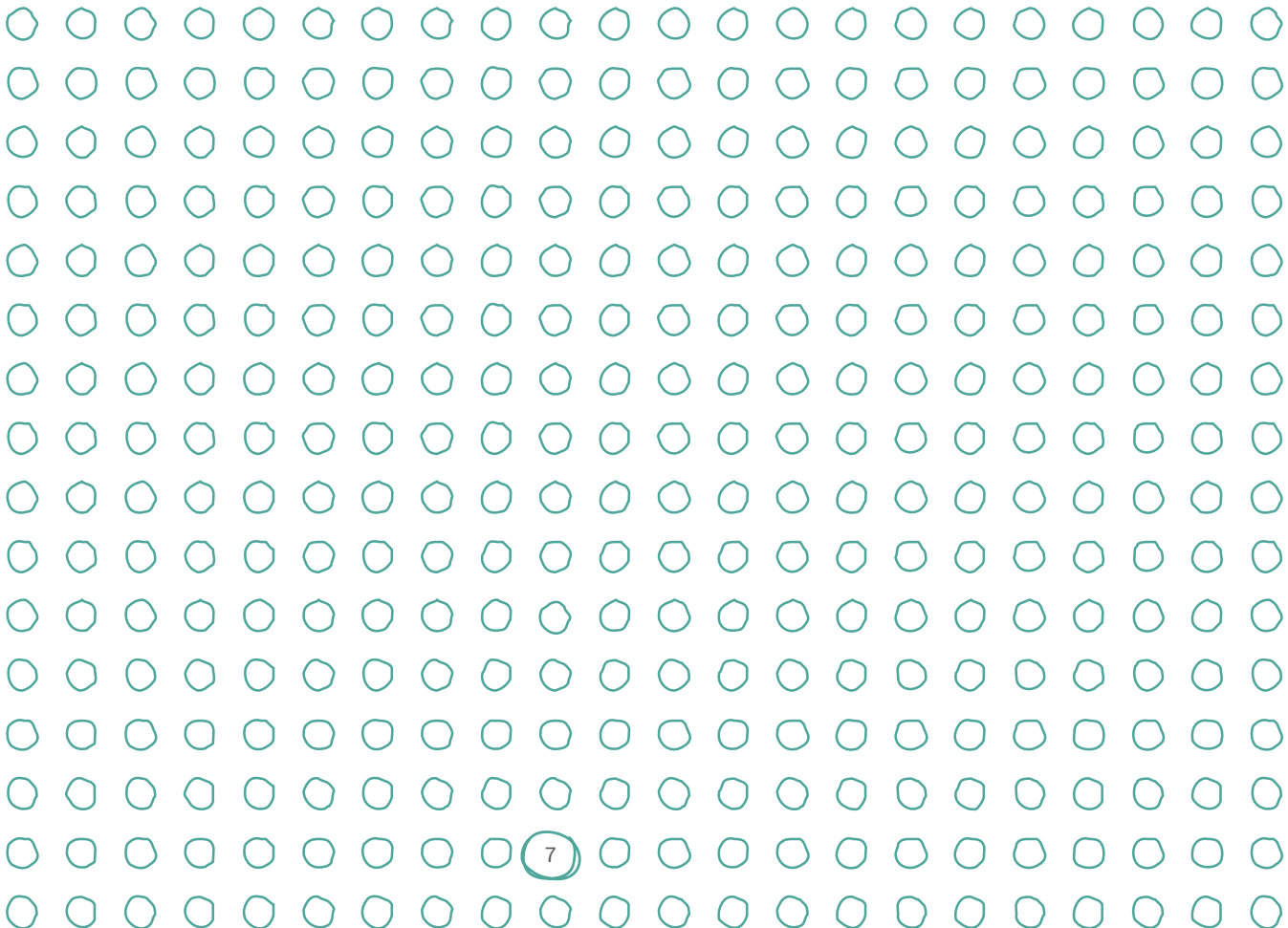
^[1] The single login makes the experience easier for users in the education system: with just one registration they have access to all Plan Ceibal services, facilitating the remote use of teaching and learning resources. It also makes it possible to gather usage information, which is vital for generating improvements.

degree of disconnection in some students. This led to the emergence of transmedia television formats, produced in collaboration with the ANEP and Uruguayan National Television, to further extend our reach and update programmes for teachers, which became mass programmes.

Of great importance was the availability of computers from the Plan Ceibal to access both the platforms and the videoconferences that were added to the CREA platform, as well as the development of software that would make it possible to get those devices to students even with education centres closed.

Once the first response stage had been overcome, we were able to move on to the combined Ceibal model, attending to a combined in-person and online system that was coming into being in Uruguay as a result of the gradual opening of education centres. This model brought a greater need for content and additional services from our teachers who came up with combinations of technology and in-person classes that did not previously exist.

Today Ceibal has grown a great deal thanks to the decentralized innovation of our teachers, students and families throughout the country. We have new challenges in terms of accompaniment, evaluation, support and continuous improvement as a result of that innovation. Although the crisis is not entirely over, we have a new experience of collaboration with our education system that gives us a clear horizon to continue towards.



Gonzalo Baroni

Director of education of the Ministry of Education and Culture, Uruguay.

Member of the Board of Directors of the Fundación Ceibal.



After over seven months of the pandemic, in which Uruguay shifted abruptly from in-person to online classes, the country has progressively returned to the classrooms, and at this moment is evaluating the many consequences of this situation.

Our country was the first country in the region to return to in-person classes, beginning on 22 April at rural schools and gradually over the following months throughout the education system.

At the same time, Uruguay was able to continue education online, as it had accumulated investment in the educational innovation agency, Plan Ceibal, and broadened its scope during the pandemic, increasing connectivity."

There are many reflections we can make. Firstly, access to technology is no guarantee of access to educational quality as it was not necessarily accompanied by the acquisition of technological skills. We are prepared to transit through digital educational environments. The development of digital abilities and skills was not at the centre of the teaching model in our country.

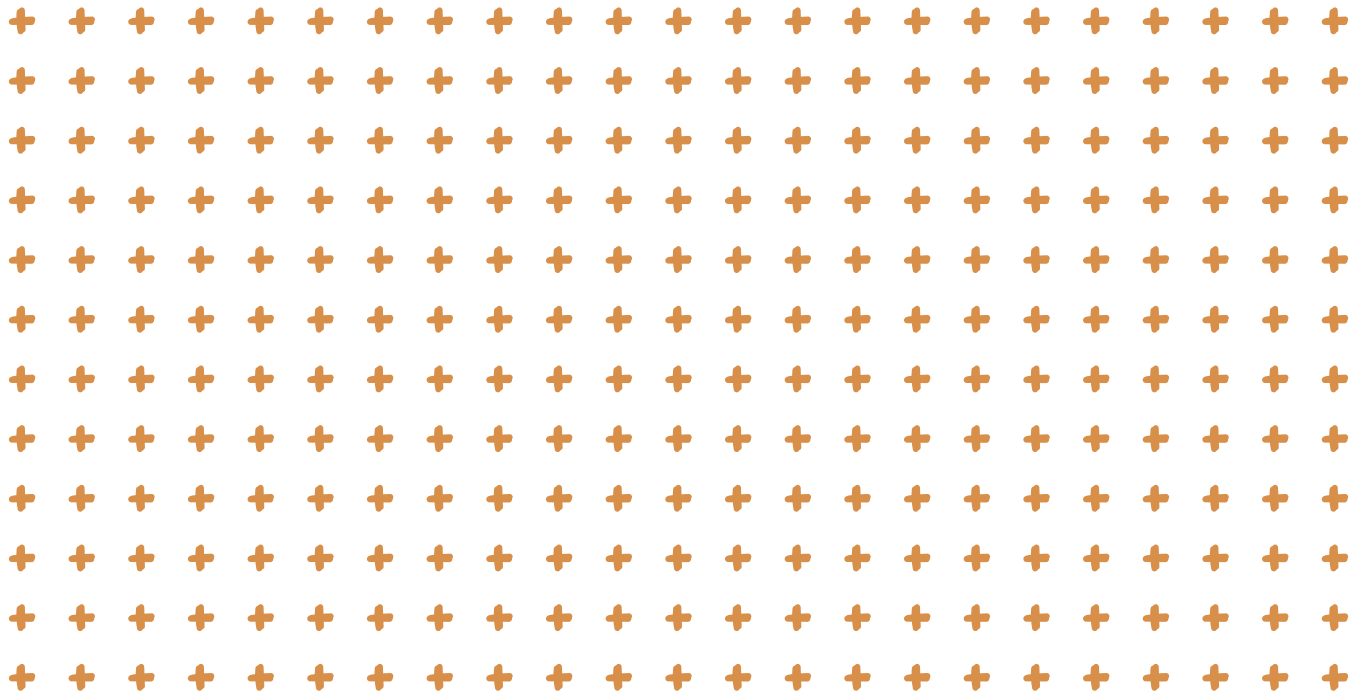
Uruguay has been able to respond to an atypical situation such as this health emergency, but nonetheless with an education system that does not allow the incorporation of digital skills into the curriculum. At the same time, the pandemic made it possible to see more clearly the pre-existing gaps, and that if these are not evaluated and attended to they will increase when this situation is over.

As for digital skills in teacher training, this dimension was not incorporated in the original curriculum and many teachers had to learn on the job.

Secondly, we imagine post-pandemic education as a balance between technology and in-person learning. The school must be conceived as a new scenario, where day by day we must explore where we will find the frontier with the environments for technology. This context has shown us that the binding aspect of the school is relevant, but also taking into account various aspects that were not addressed previously in the school environment: soft skills such as the development of creative thinking, ethics, production skills, recreation, socialization, among others. These aspects should be developed in school spaces that must be reinvented.

In short, Uruguay has configured itself as a country that has been quick to invest in innovation and technology, and that thanks to its handling of the pandemic schools were able to reopen, giving priority to social and educational vulnerabilities. It has done so gradually in its levels, segmented in its territory and with voluntary attendance. In turn, we must stress that we have had a great commitment from most of the educational community, and the role of the teacher continues to be irreplaceable.

We still face many challenges in a sea of global uncertainties. The regional spaces such as those we are developing encourage us to continue advancing.



Denise Vaillant

Academic Director of the Institute of Education
of the Universidad ORT Uruguay.
Member of the Board of Directors
of the Fundación Ceibal.



During the pandemic we lost everyday contact, looking people in the eye, the corridors, but we gained the opportunity to connect through technology

In these pandemic times we lost everyday contact, eye contact and life in the school corridors, but we gained the opportunity to connect through technologies. The school doors were closed and we saw up close the inequalities, whether social, technological or economic, that in turn lead to many other inequalities. What has happened to learning during this time? Technologies have allowed learning to continue but at a very unequal level. Even in countries like Uruguay, where there is high connectivity in education thanks to the existence of the Plan Ceibal, students and teachers do not always use technologies as expected.

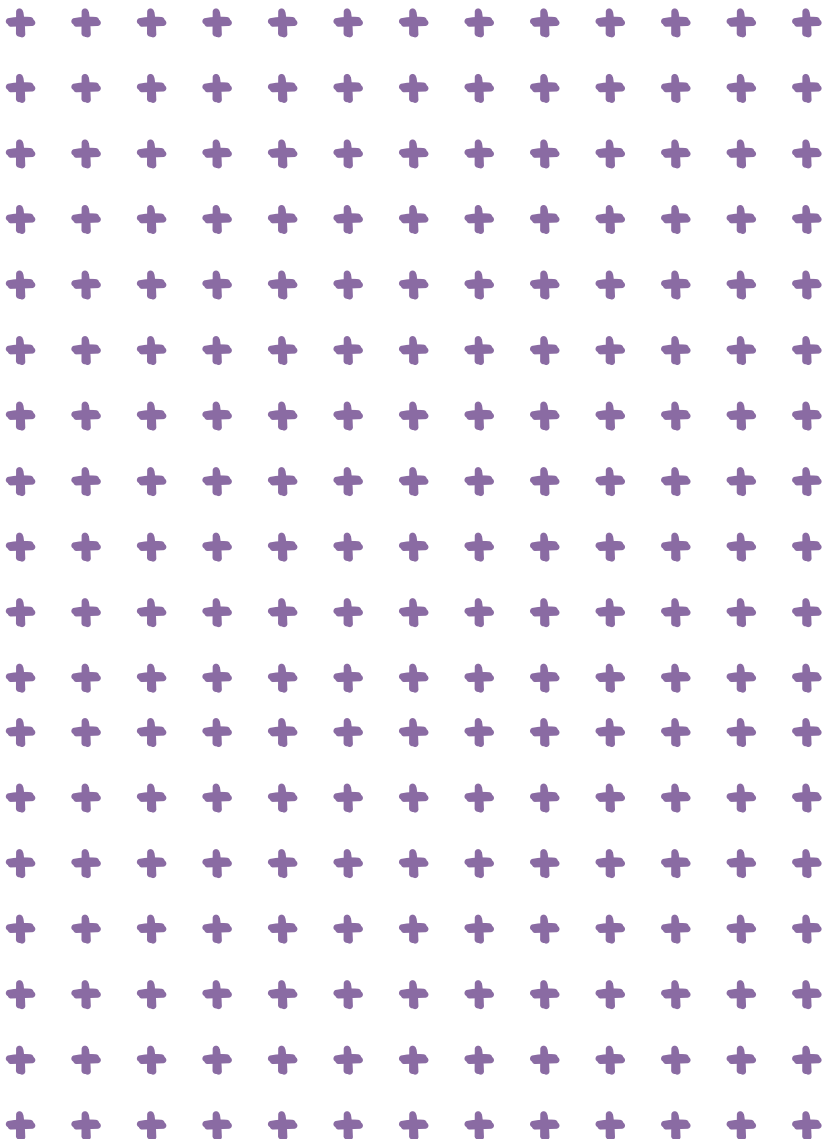
The new scenarios challenge us and perhaps allow us to see what kind of school we really want and what we have to change. The school we need is one that creates opportunities and offers possibilities for all children and young people. How can we advance? We have to place the emphasis on the potential of technologies for leaning with others, for collaborating and for generating open and flexible learning spaces.

Learning and teaching in hybrid in-person and online scenarios means making good decisions. What practices must always be in person? What practices can be done autonomously? What is it important to develop in person because it cannot be done the same way online? What activities can be done with distance learning? We must not lose the positive aspects of this emergency context we are going through. But we have to understand that the incorporation of technologies and of diverse platforms means much more than providing the centres with equipment and infrastructure. It means rethinking the curricular content, the role of teachers and students, and defining the organization of space and time itself.

The new educational scenarios should not be considered from a traditional model to which new things are added as they arise from technological advances; rather, it is necessary to rethink the model. We must have a teaching project that gives meaning, that legitimizes and allows us to decide when, how and why we use a given media or technology. It is not the resource, it is not the technology, it is not the platform that has teaching value by itself, but the uses that teachers and students come up with for them. The mere existence of a technological possibility is not enough for its educational use to become widespread.

Rethinking the meaning of education in the current context means bearing in mind the great social transformation of recent decades. If we are in a learning society, then we must go further and think about “learning to learn” and about “metacognition.” If we are moving from a stable or predictable society to an unpredictable one in transformation, then we must promote skills in students so that they can move in these changing environments.

The pandemic asks questions of us and must necessarily make us rethink the educational system and learning environments to address all the changes that we are going through and be able to thus navigate these rough seas of uncertainty.



Patricia Viera Duarte

Director General of the Education Training Board
(Consejo de Formación en Educación (CFE))
of the National Public Education Administration
(Administración Nacional Educación Pública, ANEP)
Member of the Board of Directors
of the Fundación Ceibal.



With the outbreak of the COVID-19 pandemic, the ANEP as a whole faced a challenge to optimize resources that already existed thanks to the Plan Ceibal but which—given that classes were cancelled—required new educational configurations for remote teaching during the pandemic situation.

With the emergence of the COVID-19 pandemic, the ANEP as a whole faced a challenge to optimize resources that already existed thanks to the Plan Ceibal, but which, with classes postponed, required new educational configurations for remote teaching in a contingency situation. This new scenario showed us a wide diversity of experiences as a result of teachers' commitment to continue teaching. Some attempted to replicate the format of in-person classes online, others used institutional support to optimize the use of online learning environments. But in general terms, there was a clear motivation among the teaching collective to explore further the multimodality of teaching, which represented a great opportunity and challenge in theorizing on practices and in the production of teaching knowledge.

It was notable that programmes that had been in a process of development over previous years took on a new side. "*Aprender Tod@s*" (AT) (Learning for All), which began in 2012 with the purpose of promoting the adaptation of ICTs and strengthening them with the diverse actors in educational communities, was adapted in 2020 into an online course that prepared Masters students for extramural activities and work with families, while it was also included in the curriculum of the Early Childhood Masters (MPI, Magisterio de Primera Infancia) degree through the recognition of 5 credits as an optional curricular unit.

At the Education Training Board, the Education Technology Academic Unit (Unidad Académica de Tecnología Educativa, UATE) has given teachers work materials, tutorials and support through the Digital Technologies Orientation Teacher (Docente Orientador en Tecnologías Digitales, DOT) at every education centre and institute. The *Salas Docentes* (teacher coordination meetings) have been organized to provide support, not only in the use of technology, but also in the conceptualization of what it means to teach with ICTs. Experiences have been exchanged and some working groups have systematized them. Stories have been published of the first graduates under

these circumstances, along with testimonies from various teachers, recounting their experiences and the significance they have had in carrying out their profession online. By way of example, this led to "Teacher Stories in Pandemic Times."^[2]

The "UAPA/UATE Training Space" was also created on the CREA platform to support online classes with tutorials on how to record videos and save them on the platform. The Academic Unit for Audiovisual Teaching (Unidad Académica de Pedagogía Audiovisual) supported school work that uses images, videos, presentations, as well as the teacher's image and voice. It also promoted the use of free access editing programmes for making animations. The platform prepared guidelines for editing video and playing and downloading videos online; guidelines for the use of music and free access audiovisual pieces (website bank) were created, along with a course, "Cinephile teachers: audiovisual culture in teacher training" with 150 participants throughout the country, over four modules, each one including, in addition to theory training in audiovisual teaching, an audiovisual toolbox for using audiovisual materials in online classes.

Lastly, every audiovisual coordinator supported teaching practices in the following ways: sharing *CINEDUCA* materials (film and shorts produced) with subjects to fit the courses; with audiovisual language courses suited to the needs of the centre; filming teacher practices in in-person/online teacher training classes; filming laboratory practices. Work was also done on the optional curricular unit "Introduction to audiovisual creation" of the Masters in Early Childhood online, on audiovisual recording and audiovisual production of short films in interdisciplinary projects.

With all this, it can be considered that today CFE has a good archive of empirical evidence from the whole process of teaching in an emergency situation. The challenge in the immediate future is to further the analysis and creation of new theory categories for teaching with ICTs, hybrid modalities, multi-referential environments, and digital learning ecosystems with a methodology that makes it possible to train future teachers for the permanent creation of new teaching and learning modalities with empirical and theoretical support. Initial and permanent teacher training has taken on the challenge of constructing new educational configurations arising from research, from the production of teaching-educational knowledge for new combined formats, as well as the diffusion of results and the creation of spaces of interactions of experiences to construct alternatives and move towards collaborative innovations, in academic networks at local, national and international level.

^[2] Script by Adriana Ferreira and Ariel Milstein, editing by Ariel Milstein and Fernando Harreguy with the collaboration of Laura Curbelo, MSc, and teachers Alejandra Morriel and Lorena Ardito. Available at: <http://cfe.edu.uy/index.php/informacion-institucional/organigrama/25-novedades/4009-relatos-docentes-en-tiempos-de-pandemia-parte-1>



Rodrigo Arim

Chancellor of the Universidad de la República
Member of the Board of Directors
of the Fundación Ceibal.



The date 13 March 2020 will be remembered for the confirmation of the first cases of COVID-19 and the start of a national quest to address a highly complex situation and diverse social aspects. Public policies and educational institutions were stretched to the limit, necessitating responses within a limited time frame, with partial information and without knowing substantial aspects that made up possible scenarios of how the epidemic would develop.

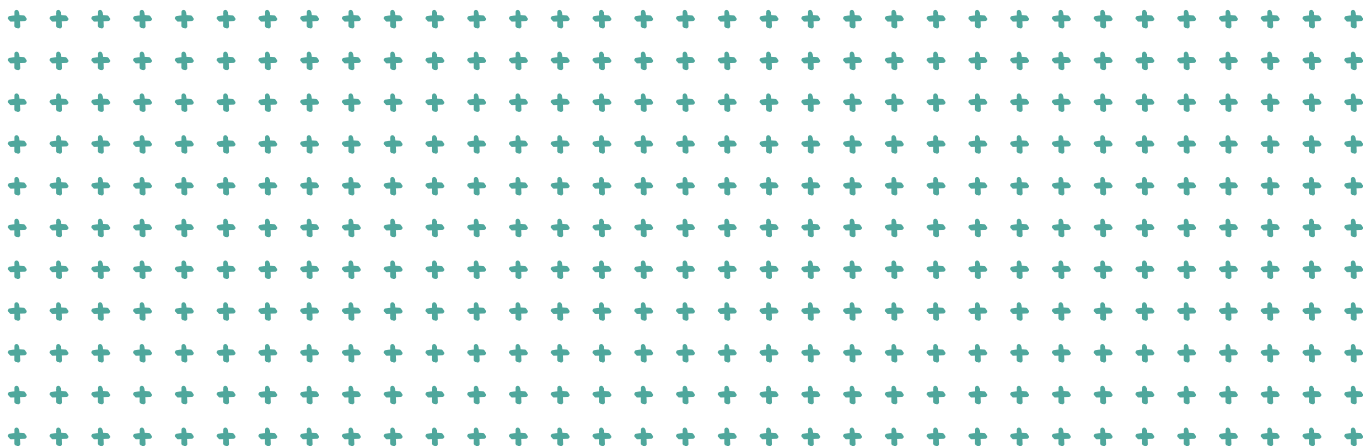
In the field of tertiary education, the Universidad de la República's 140,000 students and 16,000 staff distributed throughout the country had to swiftly migrate their roles online. There were evident risks. Unlike in other levels of teaching, higher education institutes concentrate people from different parts of the country, and national and international mobility is one of its distinctive aspects. It is no coincidence that with the threat of the epidemic, universities all over the world cancelled in-person activities in a higher proportion than other public and private institutions. Even in countries with more relaxed approaches to the limitation of in-person activities, universities suspended normal operations. One pragmatic case was Sweden, which at the centre of the epidemic kept all its institutions open to in-person work, except for education for students aged 16 or older. The risk of becoming a factor in the expansion of the epidemic is clear, as has been seen again in the circumstances that universities in the developed world are undergoing in this second half of 2020, with systematic outbreaks and the consolidation of new waves of the disease.

In higher education, social contact and permanent exchange are not decorative ingredients or accessories. In some areas—clinical or experimental formation, interaction with biological systems—they are essential. Part of these educational activities had to be postponed. But a central core of educational activities was formed on the basis of virtual platforms and the reconfiguration of educational practices. At the Universidad de la República, over 2700 courses migrated to this modality, while a little over 100 could not be implemented. Around 85 percent of the students registered in the first semester of the degree—from an intake of 18,500 students—remained active and connected to their courses. It is to be expected that the academic results will not be comparable to those obtained in “normal” years, but these efforts allowed the university community to remain active, in communication with each other and functioning, in particular in the educational dimension.

The new educational scenarios constitute responses to the emergency, but also processes of individual and institutional learning. While courses migrated online, the way of learning changed. Less protected by everyday life within the university, students had to develop more autonomy and capacity for following with a lesser degree of directed orientation. Teachers developed novel teaching strategies, with specially-designed materials and approaches that

did not resort necessarily to maintaining lecture-style classes in online contexts. The experience also generated inequalities. Those students with greater prior deficits of academic accumulation, from family backgrounds where the option of distance learning does not have a suitably developed environment, and with difficulties to adapt to more demanding modalities obtained less promising results. Social ties in in-person learning are by themselves important anchors for continued education.

It is from this perspective of heterogeneous and unequal results that we should consider the new instruments for a future that will not be a repeat of the past. Those instruments, in a context of suitable monitoring, are themselves a democratizing factor of advanced knowledge. By themselves, without the complement of teaching, they will not bear reasonable results. Changing the model in tertiary education will mean combining the best of in-person learning with the opportunities that online learning opens up.



Plan Ceibal: a key player in the reconfiguration of the education system

The Plan went from being a complement to in-person education to become the main learning environment for children and young people in Uruguay, as well as providing communication between teachers, students and their families.



María Florencia Ripani

Director of Fundación Ceibal, Uruguay.



The coronavirus caused one of the greatest social and educational disruptions in the last 100 years, and a definitive solution has yet to be found. Uruguay was the first country in Latin America to return to in-person classes, after implementing a national contingency plan that gained international recognition.

The reconfiguration of the education system to adapt to a reality in which physical proximity between people became a threat to life demanded the rapid and coordinated design of innovations, in which Plan Ceibal played a central role. It not only showed that it had one of the most robust infrastructures and availability of digital content in the region, but also showed its capacity for innovation and resilience for overcoming the challenges of the new context.

In coordination with the National Public Education Administration (Administración Nacional de Educación Pública, ANEP), the Plan Ceibal contingency plan *Ceibal en casa* (*Ceibal at home*) succeeded in sustaining and broadening the availability of educational resources. It developed emerging audiovisual formats, with multiplatform distribution strategies, via social media and television, through which it managed to extend the availability of content beyond digital systems. Its aim of reaching all the homes in the country equitably was also seen in the generation of agreements for the free provision of mobile data services to access educational platforms. It also broadened the functionality of its learning platform with a new videoconference service, and generated proposals adapted for teachers, students and their families, including socio-emotional support. Permanent monitoring and the use of data to adapt to the change of scenario were fundamental in generating flexible, efficient management and for making informed decisions.

This has been perhaps one of the most important challenges that Plan Ceibal has faced since its creation in 2007. After 13 years of experience, its working teams, its infrastructure of systems and content, along with the networks of teachers, students and education centres took on a huge commitment: the innovation of the education system to address an unpredictable reality. The disruptive scenario of the pandemic generated enormous challenges but also opportunities to resignify a digital plan that achieved systematized growth over time and which today has been strengthened with a high level of appropriation and valuation among the education community, in a context marked by the expansion and prevalence of the socio-technological ecosystem.

In this publication, Fundación Ceibal presents different perspectives and analyses of the transformation of the Plan Ceibal in a new scenario, one that remains dynamic, which is presented as an opportunity for innovation and strengthening in the integration of the Uruguayan education system.

Plan Ceibal 2020: education innovation challenges in Uruguay

In this animation, Fundación Ceibal shows how education in Uruguay went through three different learning modalities in the same year. Emphasis is placed on the Ceibal en casa (Ceibal at home) programme, the exponential increase in access to educational resources, the positive evaluation by teachers, and the repercussions that the programme had internationally.



▶ See video

Link: <https://youtu.be/7qoFFnsi5ks>

Ceibal en casa (Ceibal at home): main aspects

Plan Ceibal and the National Public Education Administration (Administración Nacional de Educación Pública, ANEP) in Uruguay worked together to transform an in-person learning-based programme into a distance learning solution to guarantee continuity in education.



Ceibal *en casa* was based mainly on digital mediation and was implemented immediately after the announcement of the school closures, thanks to the fact that it could use the range of pre-existing digital resources in the Plan Ceibal. Created in 2007, this plan provides a personal computer and internet access at education centres to all students and teachers in public education, both at primary level and basic cycle secondary level, while also offering a broad range of educational resources and teaching services and programmes.

The plan offered a solid provision of digital platforms and services, as well as support and orientation for teachers, students and students' families to guarantee distance learning in public primary and secondary schools, with coverage close to 88% of students and 90% of teachers in the public education system in Uruguay.^[3]

The plan had the support of the Learning Management System, CREA, as a main input for transferring online a large number of the activities that had been done in person. CREA already had communication tools, digital learning platforms and over 173,000 educational resources such as adaptive solutions and gamification solutions, to which were added new functions such as videoconferencing. This was possible thanks to the high level of penetration of internet in homes, 88% in general and 93% in homes with children aged 14 or less, and because access to computers is over 76%, thanks to a great extent to the devices provided by Plan Ceibal.^[4]

High level of penetration of internet in homes



To carry out this initiative, Ceibal worked on a process of transformation and adapting to the new scenario, switching from being a programme intended to complement and improve in-person classes to become a wholly digital distance learning solution. This process addressed technical and educational aspects, from facilitating access to educational resources without data consumption costs to training teachers and orienting parents.

Furthermore, specific audiovisual content was developed, in emerging formats, with multiplatform distribution both on social networks and television channels, in order to reach those students with no internet connection at home.

^[3] Internal Report Plan Ceibal: "Narrativa Ceibal en Casa" ("Ceibal At Home Narrative"), review period from 03/16/2020 to 06/30/2020.

^[4] This information comes from the collation of various sources including: EUTIC 2019; Agesic, 2020; and the Department of Monitoring and Evaluation of Plan Ceibal based on ECH-INE 2018.

The integral design of the activity, aimed at teachers, students and their families, was carried out in a context of major implementation challenges, which it was possible to address to a great extent thanks to the versatility of the management and working teams in the Plan Ceibal and the ANEP, and the collaboration of the whole education community in Uruguay.

The experience gained attention in the press, with an impact both in international organizations' specialist publications and global media.



Technology- mediated learning

With in-person classes impossible, digital platforms became indispensable in coordinating interactions between students, families and teachers, guaranteeing the continuity of the education process in Uruguay.



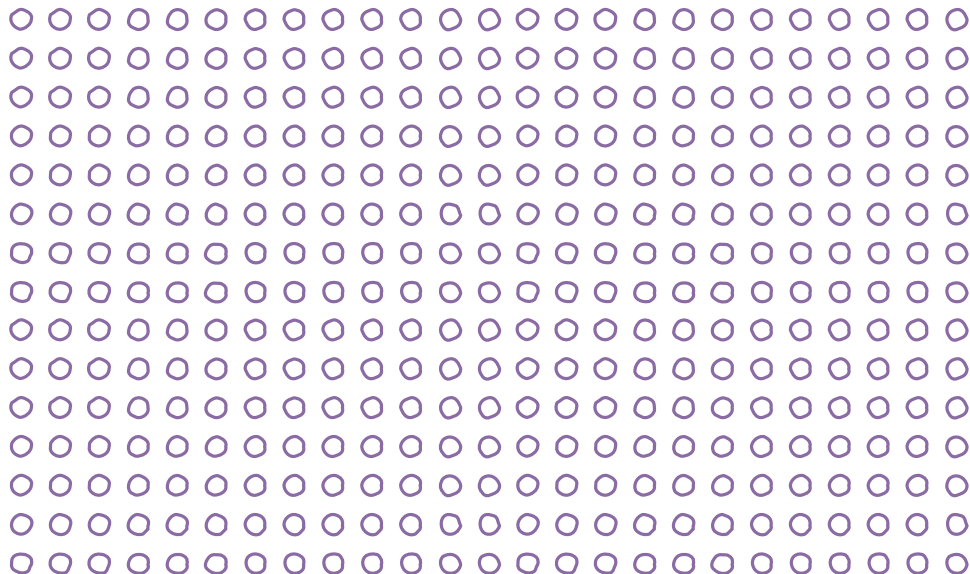
The internet and other media became practically the only places where a safe proximity could be constructed. This in turn demonstrated the importance of having educational resources and infrastructure to offer student-focused, online education. This was feasible in Uruguay because the country had implemented the Plan Ceibal at national level, with universal coverage in the public education system at primary level and the first years of secondary school, including the provision of personal computers and access to education resources for all students.

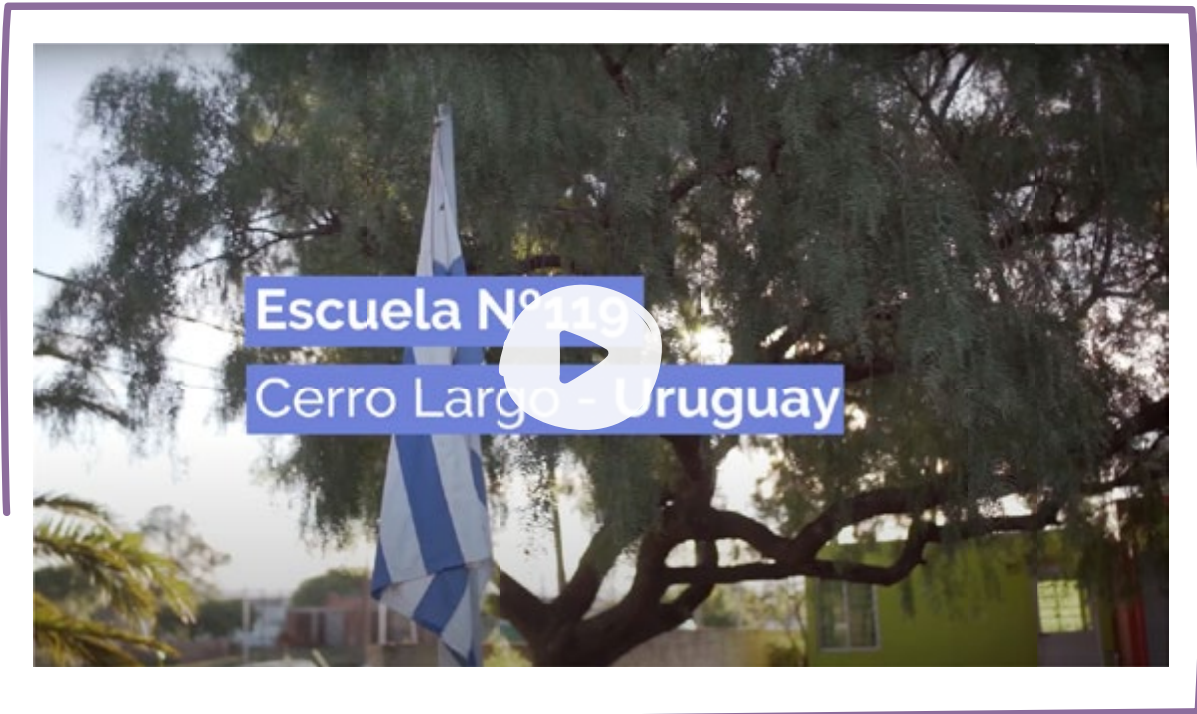
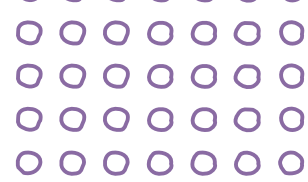


Ceibal en casa (Ceibal at home) offered two learning modalities:

1. Systematized paths
2. Self-assisted experiences

For the implementation of *Ceibal en casa* the support and efforts of the whole teacher collective was essential, working in every education community, using, transforming and giving new meaning to the educational resources provided, as well as applying creativity to develop their own content and ideas. Teachers played a fundamental role as facilitators and creators of learning experiences encouraging students and their families to mobilize, which strengthened ties between all those involved and consolidated the school as a learning community.



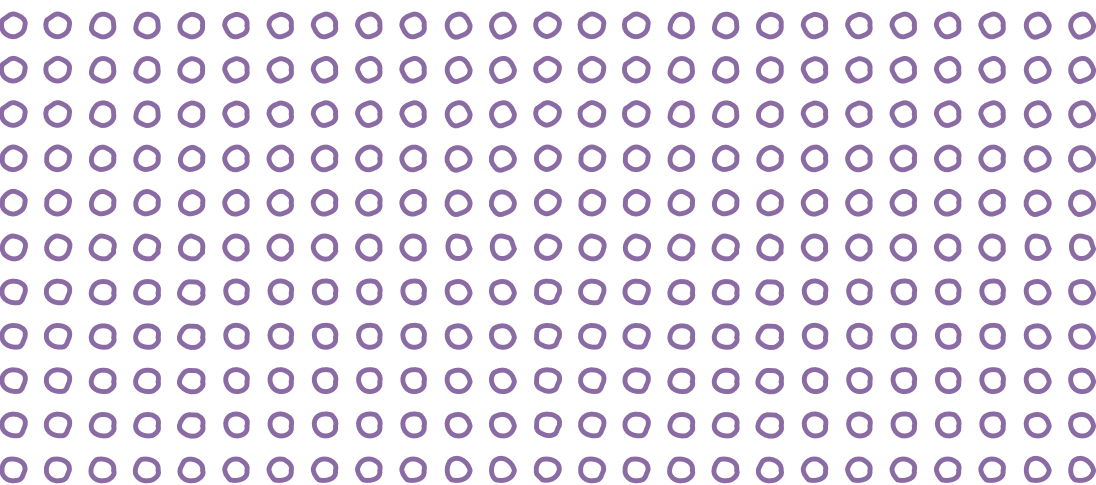


▶ See video

Link: <https://www.youtube.com/watch?v=SQ5QAZroxLY>

Plan Ceibal resources to mediate learning

At the outset of the pandemic, Plan Ceibal consisted of an ecosystem of content and platforms offering over 173,000 educational resources. This includes the Learning Management System CREA, gamification platforms, adaptive mathematics for primary and secondary education, a digital library with over 8000 books—accessible to all the inhabitants of the country—free school texts for students and a collection of 1500 open educational resources, one of the most complete and robust in Latin America.



New resources were also introduced that focused on improving digital interaction between students and teachers, and the participation of families as key facilitators in the teaching and learning process. Videoconference functions were added to CREA to take advantage of synchronous activities and to allow audiovisual group interaction between teachers and students. Although Plan Ceibal had incorporated the mass use of videoconferences in 2013 for English language distance learning in schools, this was the first time that this method was fully integrated into the CREA platform, becoming completely available for all teachers and students in public primary and secondary education.

173,000 Educational resources



**Over 8000 books in the digital library
+ 1.500 open education resources**

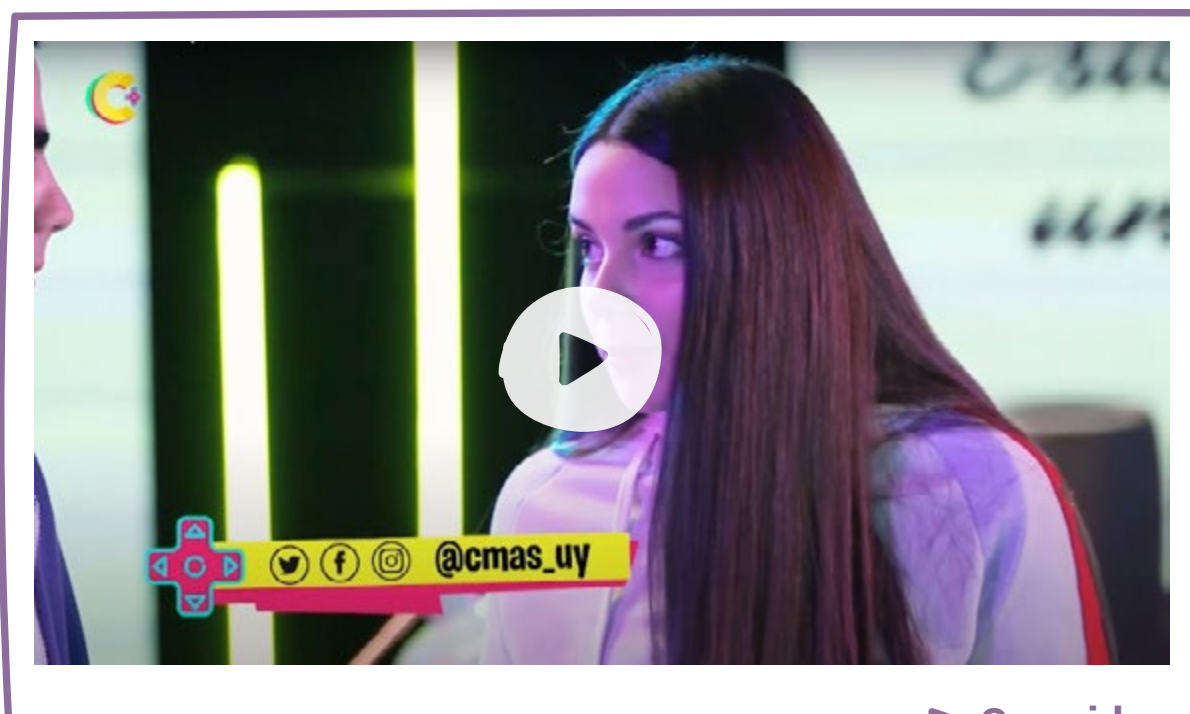
To facilitate the learning experience, *Ceibal en casa* designed and made available support and orientation resources for the main figures participating in the continued education programme: teachers, students, and families. Teaching strategies were shared, facilitated by specific communication actions, via the Plan Ceibal website and social media, with a view to involving every one of the relevant groups in the virtual learning environments proposed. For example, students were offered diverse games and creative activities to suit the curriculum. Teachers had access not only to teaching resources but also to consultation services, exchange forums, tutorials, virtual training and directions for distance learning. Lastly, families were given daily tips on how to orient their children with recommended content for different knowledge areas and to provide social and emotional support.

Ceibal en casa also incorporated educational content developed in multiplatform, transmedia formats, which included traditional media, social networks, Plan Ceibal platforms, as well as in-person interactions in education centres and alternative spaces, including students' homes.

Transmedia strategy

Plan Ceibal and the National Public Education Administration (Administración Nacional de Educación Pública, ANEP) developed a new setting for learning based on multiplatform content distributed over multiple media—including Uruguayan National Television (Televisión Nacional Uruguay, TNU)—to guarantee access to education resources for students throughout the country, especially those with restricted internet access.





▶ See video

Link: <https://youtu.be/j81pDLuCAE>

The pandemic generated a space for exploring new education ideas and finding different media with which to continue student-teacher relations. *Ceibal en casa* (*Ceibal at home*) focused on creating an education ecosystem with the capacity to adapt to diverse contexts, spaces and actors, integrating informal ways of learning associated with communication practices related to students' cultural consumption and the emerging socio-technological ecosystem.

This initiative included three options for students from different education levels with formats that included an educational magazine programme (TA, Tiempo de Aprender) (Time To Learn), a series presented by young influencers (C+) which introduced educational content through the plot of its fictional story, and a participative space (Tu Corto) (Your Short), in which young people were invited to create and share their own productions. A cycle was also created for teachers (ENLACEvivo) (Live Link), showing interviews with specialists to rethink and orient teaching strategies in the new scenario.

It was necessary to design modalities for feedback and the integration of traditional media, social media and Plan Ceibal platforms to guarantee that all the educational community was reached, as well as in-person interactions in education centres and alternative spaces, including students' homes, in support of the gradual return to in-person classes.

TA, Tiempo de Aprender (Time to Learn)

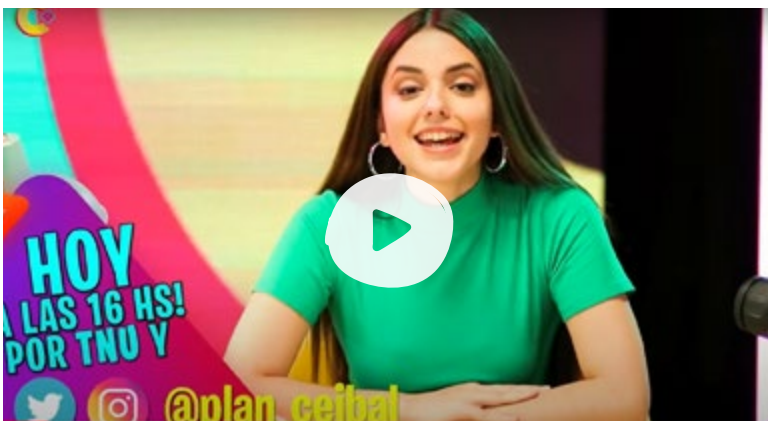


▶ See the episodes

Link: https://youtube.com/playlist?list=PLA_SjgCHKBoGrYrobLUMX58lxtWcql6j

This magazine programme brought into students' homes playful activities, technological spaces and interviews with the aim of putting educational ideas at the disposal of families, especially primary-level children. The content addressed each week was previously announced on social media so as to improve coordination with teachers' planning. It was broadcast daily from 8 June to 11 December and the episodes are available on YouTube.

C+

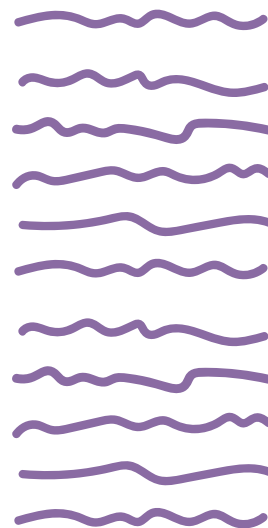


▶ See the episodes

Link: <https://www.cmas.edu.uy/>

This transmedia contest sought to bring to high school students learning experiences in a gamer environment. It rewarded curiosity for learning and boosted the exchange in a combined educational context. This programme was presented by Alaska (a YouTuber) and MadRaider (a gamer). Every day in this 15-minute show they introduced stories and challenges which, after the broadcast of the programme on television, continued on social media, especially Instagram.

Tu Corto (Your Short)



This was a segment dedicated to broadcasting short films made by secondary school and technical tertiary students. The programme sought to encourage the participation of young people and teens, while opening up the television screen to the creation of new content made wholly by this audience. The education students of the Technical Professional Education Council (UTU) stood out with their high degree of participation.

ENLACEvivo (Live Link)

▶ See the episodes

Link: <https://youtu.be/gXpbz2Bfy2M>

A space for live interviews with specialists and the presentation of educational experiences related to the new scenario, devised to converse and debate about issues of interest and to offer teachers useful advice to address the new challenges. This form of exchange was broadcast over YouTube and Instagram Live Stories. Thirty-seven episodes plus a special were made, with a total of 64,298 views.

→ 37 episodes + 1 special

64.298 views

▶ 23.016 on YouTube + ◉ 41.282 on Instagram live stories

Monitoring and evaluation

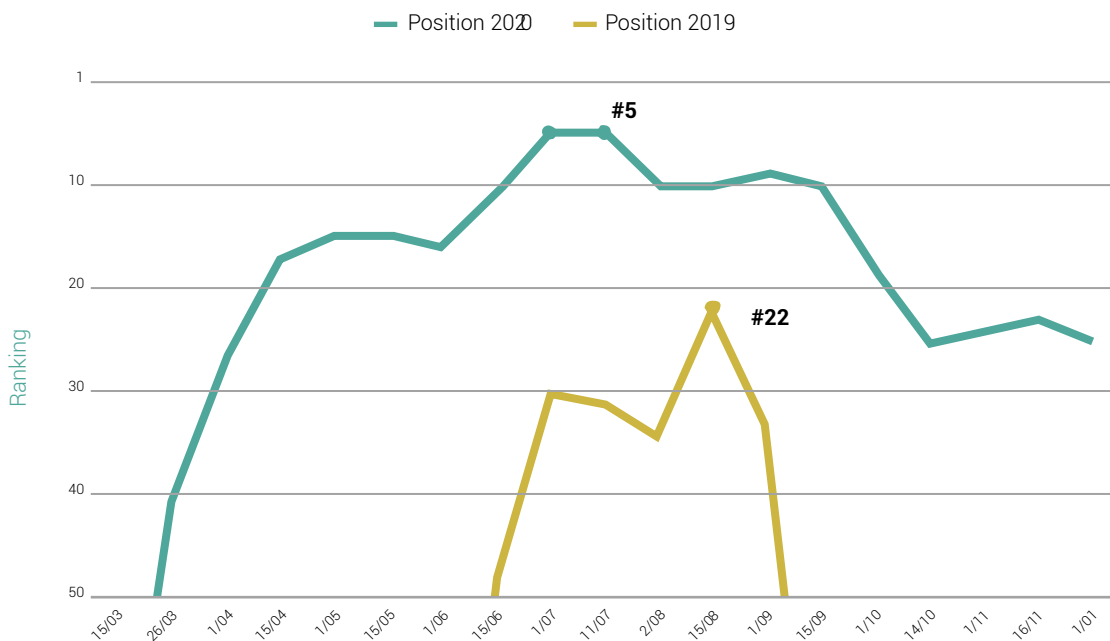
Permanent monitoring and evaluation actions provided feedback for improving the provision of the education service, and understanding the changes that the new scenario brought about. Plan Ceibal educational resources were those most used by teachers in Uruguay and its learning platform CREA was the fifth most-visited website in the country, reaching 88 percent of students and 90 percent of teachers in the national public education system.



Teachers felt more confident using the platforms, lost their fear of technology, and perceived that families considered it positive that their children had the chance to play and learn at the same time in an online environment, as can be seen from qualitative studies made by teachers on the use of Ceibal maths learning platforms. While classes were suspended, these platforms registered a 53 percent increase in primary school users, a 124 percent increase in secondary school users, and a 165 percent increase in tertiary technical education students. ^{[5][6]}



Growth of CREA among the 50 most-viewed websites in Uruguay



Source: © Alexa Internet, Inc

By mid-2020 CREA was the fifth most-visited website in Uruguay, according to Alexa rankings for Uruguay, higher than all the world's most popular banking, media, streaming and videoconference websites.

^[5] Primary corresponds to the Initial and Primary Education Board (Consejo de Educación Inicial y Primaria, CEIP), secondary to the Secondary Education Board (Consejo de Educación Secundaria, CES) and technical tertiary corresponds to the Technical-Professional Education Board (Consejo de Educación Técnica Profesional – UTU).

^[6] Internal Report Plan Ceibal: “Narrativa Ceibal en Casa” (“Ceibal At Home Narrative”), November 2020.

Testimonies from teachers taken from the qualitative study made by Plan Ceibal^[7] :

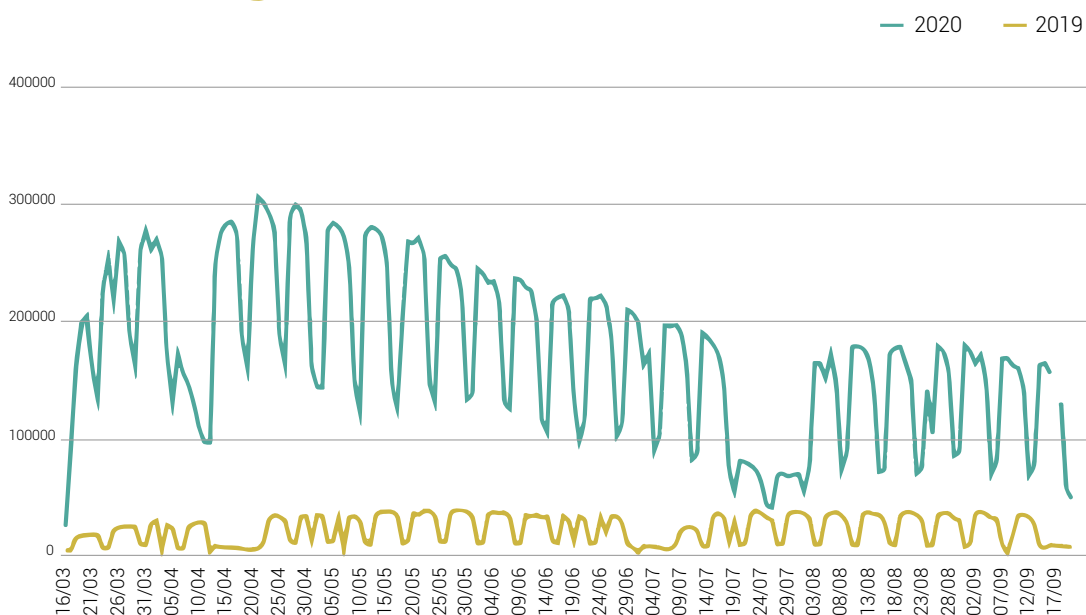
“The platforms were an excellent resource, I've now incorporated them in and I'm never going to let go of them.”

“As a teacher I learned a lot from the children and their families. The pandemic brought us closer together. Now there are parents who are co-educators.”

“The minute we realized that the tool doesn't compete with you and that it's a tool that improves your work, that was what mitigated the idea of not wanting to use it.”

As well as the exponential increase in the use of Plan Ceibal online learning spaces, according to the access data of hundreds of thousands of users changes were observed in habits, with users logging on later in the day and at the weekend, a trend that remained, although to a lesser degree, even after the return to in-person classes.

Logins to CREA per day



^[7] Internal Report Plan Ceibal: “Use of PAM and MATIFIC Mathematics Platforms among teachers nationwide. Context COVID-19 2020.

During the closure of school buildings—from 16 March to 30 June 2020—access to CREA among the students and teachers of the public education system was 88 percent and 90 percent respectively. In comparison with 2019, there was an increase of 109 percent among primary school users, 247 percent among secondary school users, and 345 percent among tertiary technical education users. The peak for most logins in 2020 came on 21 April when 307,022 users accessed the system, which represented an increase of 688 percent compared to the day with the most logins in 2019, on 28 May. ^[8]

Teacher perspective

Plan Ceibal carried out a national survey with a representative sample, consisting of 1245 primary and secondary school teachers. The main results were that its resources were the most used (93 percent) to support teaching activities in public education and that 92 percent of teachers were satisfied or very satisfied with the training activities provided by Ceibal^[9].



In addition, the survey provided data on the online interaction between teachers and their students: 98 percent of public school teachers sent homework to their students, 90 percent received activities carried out by them, and 87 percent of teachers gave feedback.

Through the focus group studies of teachers on the use of *Ceibal en casa* (Ceibal at home)^[10] maths platforms, it was shown that the teachers felt more confident about using them and had a sense of urgency in doing so due to school closures. In addition, many understood that the technology did not replace them, but rather supported them with specific, motivating resources that they couldn't generate any other way. They also positively evaluated the autonomy that students achieved with activities adapted to their level, and their own better time management thanks to the management resources on the platforms.

Another change that was registered was the adoption of the videoconferences service to communicate among teachers and students. *Ceibal en casa* ^[8] incorporated a videoconference service in CREA to enable audiovisual interaction, through which a total of 141,000 videoconferences were held between 14 April and 26 October. The subsystem that most used this resource was primary school (62 percent), followed by secondary (28 percent), technical tertiary education (8 percent) and others (2 percent.)

^[8] Internal Report Plan Ceibal: "Narrativa Ceibal en Casa" ("Ceibal At Home Narrative"), November 2020.

^[9] The survey was conducted among 1,245 teachers. 636 answered the survey by phone, whereas the remaining were reached by e-mail and responded to the same questions on the SurveyMonkey platform. The results were processed by the Monitoring and Evaluation Department of Plan Ceibal.

^[10] Internal Report Plan Ceibal: "Use of PAM and MATIFIC Mathematics Platforms among teachers nationwide. Context COVID-19 2020.

Implementation challenges

The main challenges that Ceibal en casa (Ceibal at home) faced were related to the equitable supply and adaptation of infrastructure and teaching resources, and attending to the socio-emotional impact caused by social isolation.



Most of the difficulties were resolved through contingency plans, which included cooperation between various areas of government and, in some cases, with the private sector. For example, *Ceibal en casa* reached an agreement with ANTEL, the state internet provider company and market leader, and with the private telecommunications company Claro, so that the mobile data consumed in accessing educational resources and platforms was free of charge or offered at a reduced rate. This was fundamental in guaranteeing equal opportunities.



In addition, a special contingency procedure was designed and implemented to deliver computers to students, maintaining physical distancing at all times. This was vital in reaching students in rural areas and disadvantaged communities. Processes and protocols were also quickly created to sustain and broaden services with the majority of staff—95 percent—working remotely, and just a small proportion—5 percent—working in-person, to cover essential tasks, such as computer repair. This was possible thanks to the virtual systems adopted previously by Plan Ceibal and its working teams' capacity for management and adaptation.

Technological infrastructure capacity increased

400%

It was essential to increase the capacity of the technological infrastructure fourfold and redesign the architecture to increase concurrent use functions. Maintenance work was carried out at night to avoid interrupting the service during the times when there was the most traffic. In addition, to deal with the growing customer service demand, *Ceibal en casa* implemented an automated tool for end users that included account configuration functions and password resets.

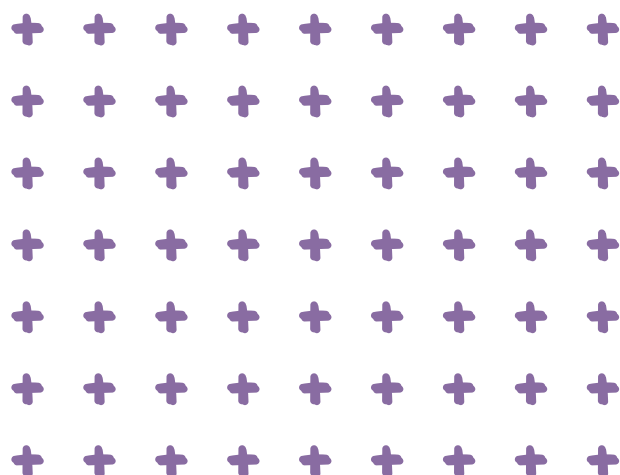
In terms of teaching, the implementation of *Ceibal en casa* also required training teachers and broadening the content on offer, through various communication channels. Specific training was offered to improve interaction with students over digital platforms, as well as communication campaigns and strategies for distributing educational resources presented in a way that was visible, accessible and easy to use.

Work was also done on the socio-emotional impact caused by social isolation. *Ceibal en casa* focused on providing support and relevant information for wellbeing during the pandemic. The target audience of these activities was made up of teachers, students and their families, who were reached mainly through digital communication channels—including Plan Ceibal websites and social media—with specific messages according to their needs. Work was also done with strategic partners, such as ANEP—National Public Education Administration (Administración Nacional de Educación Pública)—and UNICEF, to draw up the guidelines “Psycho-emotional support for families during coronavirus lockdown,” which offered orientation for getting through the quarantine period with a focus on social wellbeing.



See guide:
Psycho-emotional support for families during coronavirus lockdown.

Link: <https://www.unicef.org/uruguay/media/2761/file/Apoyo%20psicoemocional%20para%20las%20familias%20durante%20la%20cuarentena%20por%20el%20coronavirus.pdf>



Management challenges: the voice of the protagonists

Plan Ceibal authorities and team leaders talk about the main challenges they faced: making resources available, greater infrastructure, distribution protocols, and new educational formats, among others.



That it was possible to put forward a robust contingency plan was due to a great extent to the leadership and mobilization of Plan Ceibal management teams, who in coordination with the National Public Education Administration (Administración Nacional de Educación Pública, ANEP) sought innovative solutions for the challenges posed by the pandemic.

Leandro Folgar

President – Plan Ceibal
and Fundación Ceibal



See video



Link: https://youtu.be/Nm5hW_7RcI

“We had to be creative and implement in a very short time frame, with no time to test prototypes, and in that respect we had to rely a great deal on teams. Fortunately, the teams rose to the occasion. Ideas were few, clear and powerful and that made it possible to provide the service and the great response that we were able to give.”

Fiorella Haim

General Manager – Plan Ceibal



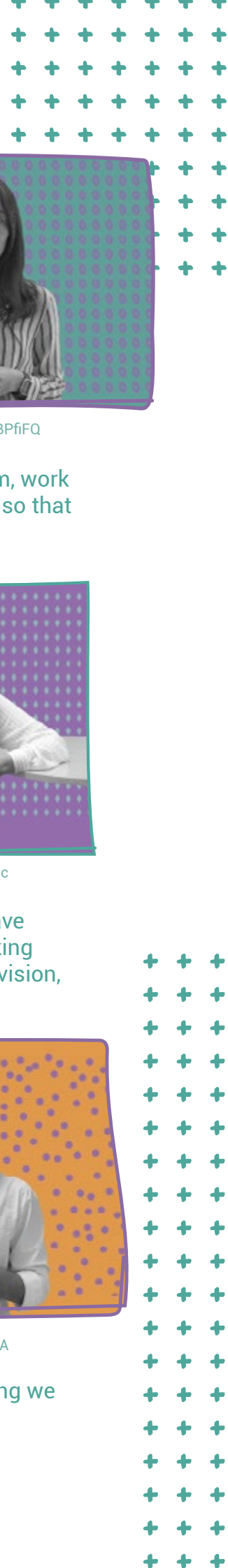
See video



Link: <https://youtu.be/O7LGxIUNjHM>

“Delivering computers was a major challenge this year. It was vital to get the laptops to the children when they were working from home, and in three months we managed to deliver 100,000 computers.”





Irene Gonzalez

Education Manager – Plan Ceibal



See video

“From the first days we were focused on creating the Ceibal en casa (Ceibal at home) proposal which meant preparing teachers to use the technology so that they could reach the students, connect with them, work with them, sustain education online, and also connect with the families so that they could accompany and support their children.”



Link: <https://youtu.be/VUDZqBPfFQ>

Claudia Brovetto

Red Global de Aprendizajes and Ceibal en inglés Manager – Plan Ceibal



See video

“We asked ourselves how we could support and reach the children and teenagers who, for various reasons, don't have access to technology. That was how the possibility came about of working with multiplatform or transmedia ideas and reaching them through television, with television as an excuse, as a starting point.”



Link: https://youtu.be/RmZ_dAFuCdc

Enrique Lev

Head of R&D+i – Plan Ceibal



See video

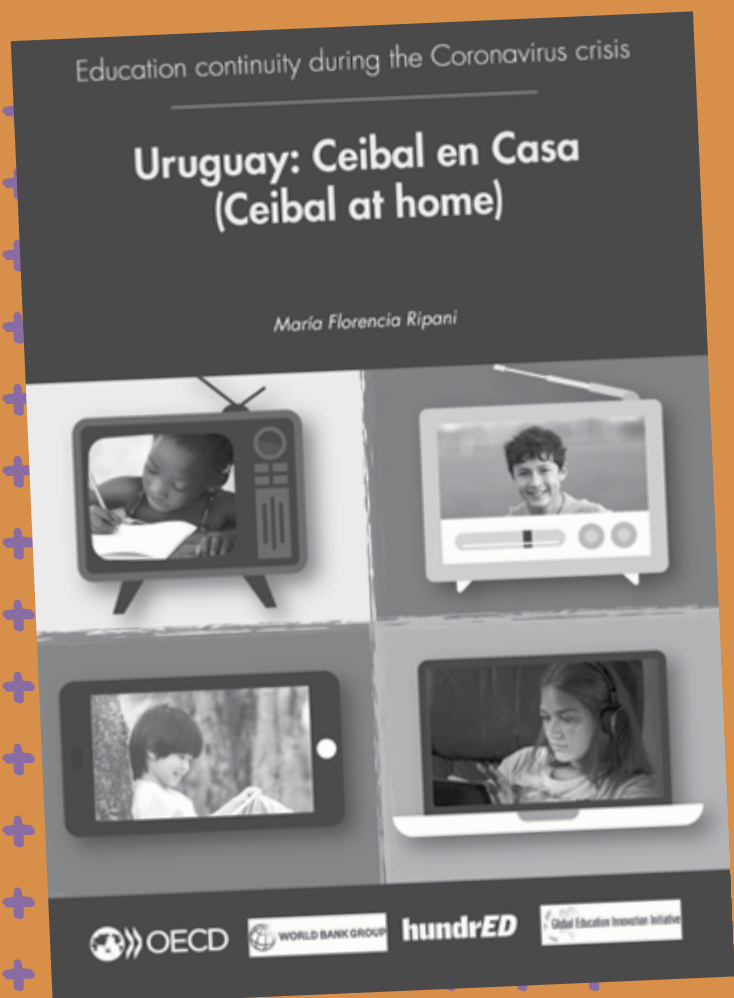
“We had to quadruple the infrastructure in a situation where we didn't know how many students or users were going to be contacted the next day. The only thing we knew was that we had to be able to meet that demand.”



Link: <https://youtu.be/t2qQ-QLHRFA>

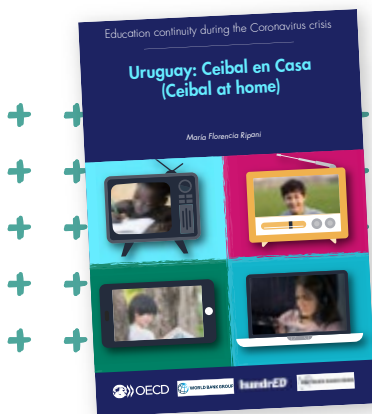
Publications and international impact

Fundación Ceibal, organizations and specialist forums analyzed Plan Ceibal's response to the education crisis, which received positive coverage internationally. The experience was picked up by publications of the Organization for Economic Cooperation and Development (OECD), the World Bank (WB), the Inter-American Development Bank (IDB), the Broadband Commission, the Finnish organization HundrED, dedicated to investigating innovations in the field of world education.



The Fundación Ceibal played a fundamental role in the systemization of *Ceibal en casa* (*Ceibal at home*), the analysis of monitoring and evaluation information produced by Plan Ceibal teams, and the international divulgation of innovations developed in Uruguay. One of the results of this work is the article *Uruguay: Ceibal en Casa (Ceibal at home)*; Ripani, 2020^[11]), published by the OECD as part of the *Continuity Stories* series, in a joint work with the WB, HundrED and the University of Harvard to report on the experiences of countries that, using technology and with support for teachers, students and families, succeeded in providing educational continuity during the crisis caused by the coronavirus pandemic. This article had a major impact in the national and international press and served as the basis for other articles by third parties and Ceibal itself, including the present publication.

Written by Fundación Ceibal Director María Florencia Ripani, the article includes recommendations of the adaptation of *Ceibal en casa* in other countries, an analysis that was also addressed and shared in exchanges with public policy makers in the region, in the context of the Alliance for the Digitalization of Education in Latin America (Alianza para la Digitalización de la Educación en América Latina, ADELA), coordinated by the Fundación and funded by IDRC Canada.



+ + Ceibal en casa:
 + + Fundación Ceibal
 + + showcases Uruguay's
 + + experience to the rest
 + + of the world

→ See the publication

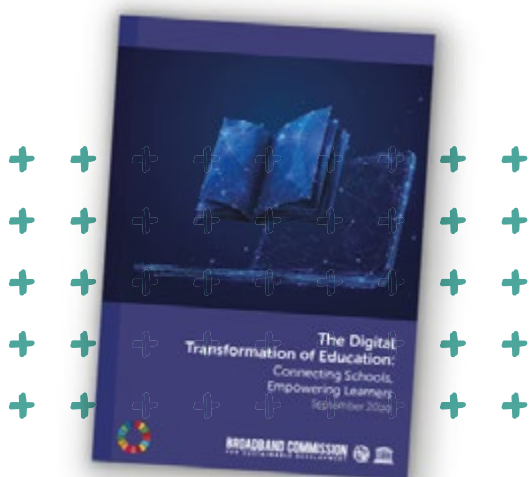
Link: <https://oecdeditoday.com/wp-content/uploads/2020/07/Uruguay-Ceibal-en-casa.pdf>

Fundación Ceibal also presented *Ceibal en casa* in the context of its participation as an expert institution in the Broadband Commission Working Group on School Connectivity, organized by UNESCO, UNICEF and the International Telecommunications Union (ITU) through the Broadband Commission for Sustainable Development, a consultant and key advocacy group for the implementation of projects related to digital education all over the world, run by the three UN organizations.

[11] Ripani. M. (2020), *Uruguay: Ceibal en Casa (Ceibal at home)*, Education continuity stories series, OECD Publishing, Paris.



As a result, the final report of this group, "The Digital Transformation of Education: Connecting Schools, Empowering Learners,"^[12] takes the Plan Ceibal experience as a successful case of connectivity programmes that generate inclusion and empowerment among children, young people and the community as whole. The publication highlights the policy of constant monitoring, updating educational resources and improvements in the systems used by Ceibal, highlighting as an example *Ceibal en casa* and some of its innovations, such as the introduction of the video-conference service on the CREA platform.



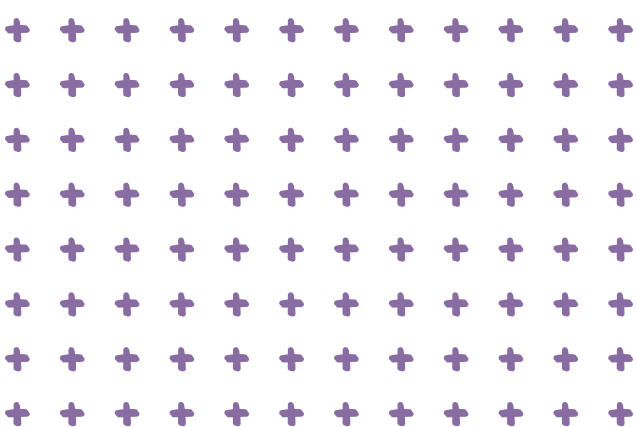
Plan Ceibal experience as a successful case of connectivity programmes that generate inclusion and empowerment

➔ **See the publication**

Link: https://www.broadbandcommission.org/Documents/working-groups/SchoolConnectivity_report.pdf

There follows below a selection of other specialist publications that mention the Plan Ceibal experience in 2020.

^[12] International Telecommunication Union, United Nations Educational, Scientific and Cultural Organization, and United Nations Children's Fund (2020), The Digital Transformation of Education: Connecting Schools, Empowering Learners, Ginebra.



La educación en tiempos del coronavirus: Los sistemas educativos de América Latina y el Caribe ante COVID-19 (Education in times of coronavirus: Education systems in Latin America and the Caribbean during COVID-19)

This IDB document presents the actions taken by the countries in the region in terms of the continuity of the education system during school closures caused by COVID-19. It analyzes the base conditions that the countries started out from to provide distance learning.

In Uruguay's case, the report mentions that the base was taken as the technological infrastructure developed through the Plan Ceibal, and that it is the only country in the region that has an integrated platform to administer student learning, which was a key resource in transitioning from in-person classes to online classes immediately.^[13]

Ceibal, highlighting as an example *Ceibal en casa* and some of its innovations, such as the introduction of the videoconference service on the CREA platform.

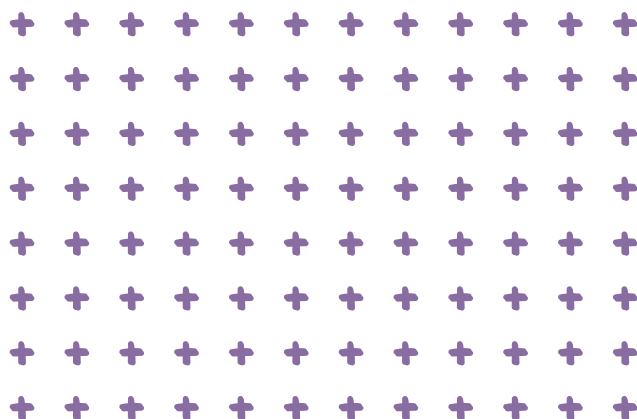


Education in times of coronavirus: Education systems in Latin America and the Caribbean during COVID-19

➔ See the publication

Link: <https://publications.iadb.org/publications/spanish/document/La-educacion-en-tiempos-del-coronavirus-Los-sistemas-educativos-de-America-Latina-y-el-Caribe-ante-COVID-19.pdf>

^[13] Horacio Álvarez Marinelli, Elena Arias Ortiz, Andrea Bergamaschi, Ángela López Sánchez, Alessandra Noli, Marcela Ortiz Guerrero, Marcelo Pérez-Alfaro, Sabine Rieble-Aubourg, María Camila Rivera, Rodolfo Scannone, Madiery Vásquez and Adriana Viteri, Inter-American Development Bank (2020), La educación en tiempos del coronavirus: Los sistemas educativos de América Latina y el Caribe ante COVID-19 (Education in times of coronavirus: The education systems of Latin America and the Caribbean during COVID-19.)



De la educación a distancia a la híbrida: 4 elementos clave para hacerla realidad. (From distance education to hybrid education: 4 key elements to make it a reality.)

The Plan Ceibal experience is given as an example of good practices in the report by the Education Division of the Inter-American Development Bank (IDB): "De la educación a distancia a la híbrida: 4 elementos clave para hacerla realidad". ("From distance education to hybrid education: 4 key elements to make it a reality.")^[14]

The document suggests that Uruguay was better prepared than other countries in the region for distance learning and that it was able to mitigate the effects of school closures with the implementation of the *Ceibal en casa* programme, which in addition to providing content, initiated actions to support students, teachers and families. The report highlights that Uruguay was the only country in Latin America and the Caribbean that had high enough basic digital conditions for distance learning online.



From distance education to hybrid education: 4 key elements to make it a reality

→ See the publication

Link: <https://publications.iadb.org/publications/spanish/document/Hablemos-de-politica-educativa-en-America-Latina-y-el-Caribe-2-De-la-educacion-a-distancia-a-la-hibrida-4-elementos-clave-para-hacerla-realidad.pdf>

Un nuevo escenario educativo: los desafíos del COVID-19 y la transición hacia una educación combinada. (A new education scenario: the challenges of COVID-19 and the transition towards a combined education.)

The journal *+Aprendizajes*^[15] of the Fundación Ceibal addressed the new educational scenario as a central theme in its 2020 edition. It covers over various articles the contingency strategy implemented by the Plan Ceibal in Uruguay, and the perspective of teachers, students and families towards the cancellation of in-person classes.



A new education scenario: the challenges of COVID-19 and the transition towards a combined education

→ See the publication

Link: <https://digital.fundacionceibal.edu.uy/jspui/handle/123456789/45>

^[14] Elena Arias Ortiz, Miguel Brechner, Marcelo Pérez Alfaro and Madiery Vásquez, Inter-American Development Bank (2020), De la educación a distancia a la híbrida: 4 elementos clave para hacerla realidad (From distance education to hybrid education: 4 key elements to make it a reality.)

^[15] Fundación Ceibal (2020, November). Un nuevo escenario educativo: los desafíos del COVID-19 y la transición hacia una educación combinada (A new education scenario: the challenges of COVID-19 and the transition to a combined education.) +Aprendizajes. 2 (4)

“Enfoque Educación”, Blog de la División de Educación del BID. (“Education Focus,” IDB Education Division blog.

The *Ceibal en casa* experience was covered and highlighted in various articles published in the blog “Enfoque Educación” (“Education Focus”), a space where IDB specialists and guest authors share their reflections, experiences and knowledge to encourage debate on education issues among policy makers, experts, teachers and parents.

Cierre de escuelas: el desafío que el COVID-19 impuso a los sistemas educativos de ALC. (School closures: the COVID-19 challenge for education systems in Latin America and the Caribbean.)

→ **See article** [Link: https://blogs.iadb.org/educacion/es/cierredeescuelas/](https://blogs.iadb.org/educacion/es/cierredeescuelas/)

Uruguay: el primer país de Latinoamérica en reabrir su sistema educativo (Uruguay: the first country in Latin America to reopen its education system.)

→ **See article** [Link: https://blogs.iadb.org/educacion/es/uruguayreapertura/](https://blogs.iadb.org/educacion/es/uruguayreapertura/)

Una estrategia multimedia en nuevos contextos educativos: La experiencia de Plan Ceibal. (A multimedia strategy in new education contexts: the Plan Ceibal experience.)

→ **See article** [Link: https://blogs.iadb.org/educacion/es/experienciaplanceibal/](https://blogs.iadb.org/educacion/es/experienciaplanceibal/)

Tecnología: Lo que puede y no puede hacer por la educación. (Technology: What it can and can’t do for education.)

→ **See article** [Link: https://blogs.iadb.org/educacion/es/tecnologiayeducacion-2/](https://blogs.iadb.org/educacion/es/tecnologiayeducacion-2/)

COVID-19 y la gran apuesta del aprendizaje desde casa: ¿funcionará para todos? (COVID-19 and the move towards learning from home: will it work for everyone?)

→ **See article** [Link: https://blogs.iadb.org/educacion/es/aprendizajedesdecasa/](https://blogs.iadb.org/educacion/es/aprendizajedesdecasa/)



Media impact

The Ceibal Plan educational proposal to guarantee continued teaching during the pandemic in Uruguay had a major impact in national and international media.



Leading global press organizations, such as the BBC in London, the Associated French Press, the Spanish EFE agency and the Chinese Xinhua agency, among others, held up the Ceibal Plan as one of the international examples of successful distance learning strategies. They emphasized its broad availability in terms of infrastructure and educational resources, and its innovations. In addition to the broad response from other media outlets that published the reports by major international agencies and media outlets, regional news sites also reported on the story, including *Infobae* and *NTN24*, as well as Uruguayan media such as the newspapers *El País*, *El Observador*, and *La Diaria*.

There follows a compilation of some of the articles published:



International Media



BBC

Coronavirus: Four countries in Latin America that managed to apply successful distance learning strategies in the pandemic.

See more +

Link: <https://www.bbc.com/mundo/noticias-america-latina-52375867>

COVID-19 and back to school: what we can learn from the return to classes in Uruguay, the first country in Latin America to restart school since the coronavirus pandemic began

See more +

Link: <https://www.bbc.com/mundo/noticias-america-latina-53579960>



EFE

Uruguayan plan "Ceibal at home" attracts interest with virtual classes in the pandemic

See more +

Link: <https://www.efe.com/efe/america/sociedad/plan-uruguayo-ceibal-en-casa-gana-interes-con-cursos-virtuales-pandemia/20000013-4303735>

France 24 (AFP)

Uruguay strengthens distance learning but favours in-person learning

See more +

Link: <https://www.france24.com/es/20200813-uruguay-fortalece-educaci%C3%B3n-a-distancia-pero-apuesta-a-la-presencialidad>



INFOBAE

The successful case of Uruguay: how it managed to sustain education with the schools closed

See more +

Link: <https://www.infobae.com/educacion/2020/07/19/el-exitoso-caso-de-uruguay-como-logro-sostener-la-educacion-con-las-escuelas-cerradas/>

NTN24 - "Cuestión de Poder" programme

Education and COVID-19: The successful case of Uruguay

See more +

Link: <https://www.ntn24.com/programas/cuestion-de-poder/educacion-y-covid-19-el-caso-de-exito-de-uruguay-124221>

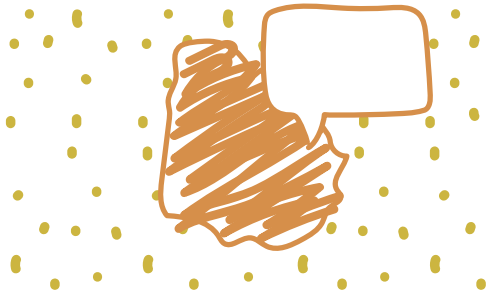


Xinhua

SPECIAL: Ceibal Plan, Uruguay's strength to educate during the pandemic

See more +

Link: http://spanish.xinhuanet.com/2020-07/25/c_139238602.htm



Uruguayan media

Búsqueda

The Plan Ceibal takes advantage of the “combined” teaching model to guarantee more school hours during the pandemic

See more +

Link: <https://www.búsqueda.com.uy/Secciones/El-Plan-Ceibal-explota-el-modelo-de-ensenanza-combinado-para-garantizar-un-mayor-horario-escolar-ante-la-pandemia-uc1018>



“Desayunos Informales” programme

Distance education: visits to Plan Ceibal educational platforms have increased elevenfold

See more +

Link: <https://www.youtube.com/watch?v=-vH60oe-Ac0>

El Observador

Record use of most Plan Ceibal services

See more +

Link: <https://www.elobservador.com.uy/nota/record-de-uso-de-la-mayoria-de-los-servicios-del-plan-ceibal-2020320181332>



Plan Ceibal mathematics platforms no longer consume data with Antel and Claro

See more +

Link: <https://www.elobservador.com.uy/nota/las-plataformas-de-matematicas-del-plan-ceibal-ya-no-consumen-datos-en-antel-y-claro-2020529162539>

The Plan Ceibal's CREA educational programme one of the leading trending topics on Google

See more +

Link: <https://www.elobservador.com.uy/nota/la-plataforma-educativa-crea-del-plan-ceibal-en-el-top-de-las-tendencias-de-google-2020720154933>

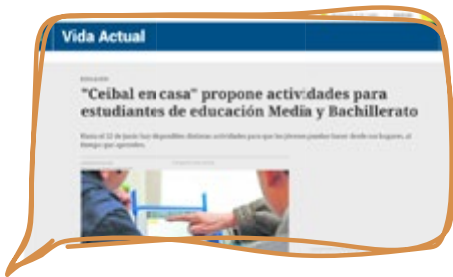


El País

Classes at home: due to coronavirus, visits to the Plan Ceibal platform increase elevenfold

See more +

Link: <https://www.elpais.com.uy/informacion/educacion/clases-casa-coronavirus-plan-ceibal-multiplifico-visitas-plataforma.html>



"Ceibal en casa" offers activities for primary and secondary students

See more +

Link: <https://www.elpais.com.uy/vida-actual/ceibal-casa-propone-actividades-estudiantes-educacion-media-bachillerato.html>

Two programmes for learning at home and complementing the curriculum

See more +

Link: <https://www.elpais.com.uy/vida-actual/programas-aprender-casa-complementar-programa-educativo.html>



La Diaria

Leandro Folgar, Ceibal president: "We are not seeing major cuts, not in the slightest"

See more +

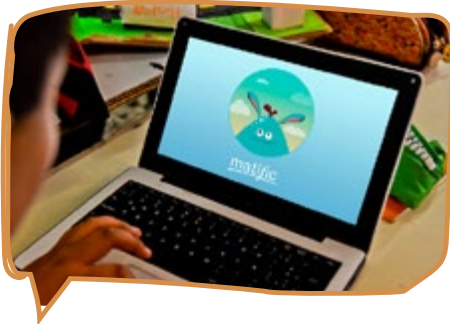
Link: <https://ladiaria.com.uy/educacion/articulo/2020/8/leandro-folgar-presidente-de-ceibal-no-estamos-visualizando-grandes-recortes-ni-mucho-menos/>

LaRed21

"ANEP and Ceibal rose to the occasion," claims Plan Ceibal president

See more +

Link: <https://www.lr21.com.uy/comunidad/1432428-tanto-anep-como-ceibal-estuvieron-a-la-altura-de-las-circunstancias-aseguro-el-presidente-del-plan-ceibal>



Montevideo Portal

Plan Ceibal resources and the arrival of coronavirus in Uruguay

See more +

Link: <https://www.montevideo.com.uy/Tiempo-libre/Los-recursos-de-Plan-Ceibal-ante-la-llegada-del-coronavirus-a-Uruguay-uc747990>



Plan Ceibal and "digital culture," Uruguay's advantage in times of coronavirus

See more +

Link: <https://www.montevideo.com.uy/Noticias/Plan-Ceibal-y-cultura-digital--las-ventajas-de-Uruguay-en-tiempos-de-coronavirus-uc749345>

RADIO URUGUAY "Codo a Codo" programme

The Plan Ceibal plan for the pandemic

See more +

Link: <http://radiouruguay.uy/el-plan-del-plan-ceibal-en-la-pandemia/>



Blended learning and Ceibal in perspective

As Uruguay was the first country in the region to return to in-person classes in 2020, in one year education went through three stages with different learning modalities: in-person, distance and blended, placing Plan Ceibal centre stage with a future perspective of an even more strategic role.



Ceibal president Leandro Folgar reflected on the projection of the plan and the need to rethink what it is and how we conceptualize technology in education. He stressed the importance of generating synergies and agreements that lead to new projects and services, always with a focus on innovation for education and the leveraging of technologies to benefit the service that Plan Ceibal offers.



▶ **See video**

Link: <https://youtu.be/WGou5Gw1UXk>

“After this, it became clear that Ceibal is a fundamental part of the education system, and what it brings and the spaces it occupies are a prevalent aspect in the teaching and learning experience at all levels.”

Plan Ceibal leadership and teams stressed the need to work to consolidate a more flexible, resilient education model, with strategic interdependences, that makes it possible to sustain learning and understand teachers as designers of experiences and content, with capacity for interaction from different media platforms.

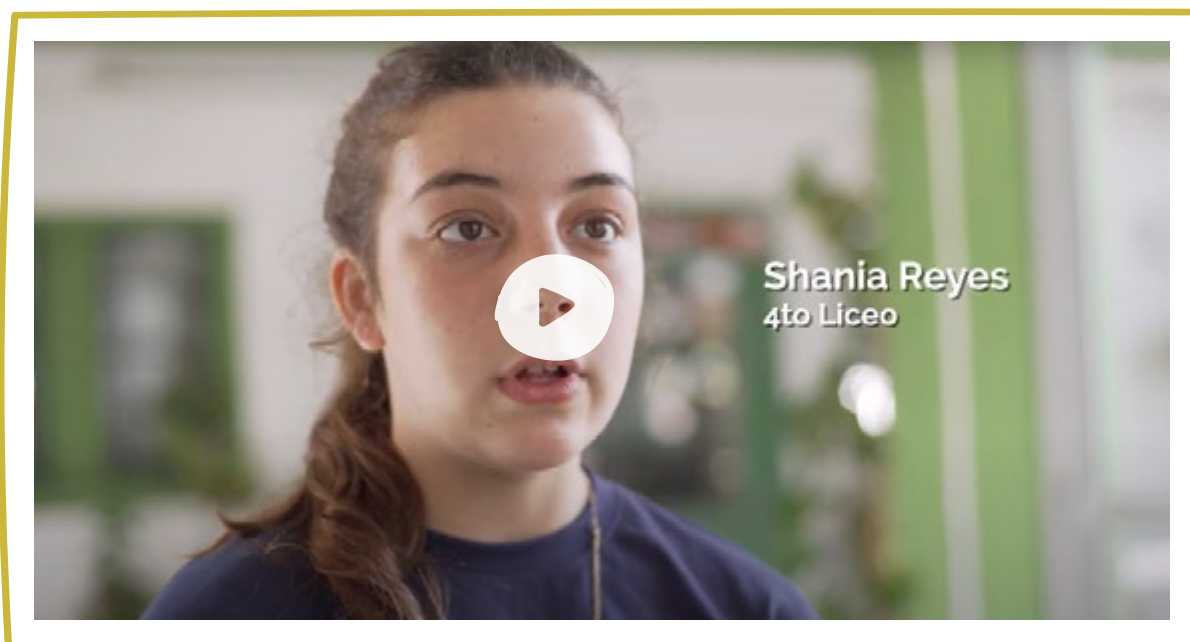
Resilient innovative projects

In line with the Plan Ceibal strategy, education projects were identified that adapted to changes in learning environments, with participative proposals designed by students to address relevant issues for the education community, which benefited from the significant appropriation of Plan Ceibal resources.

This is the case of the Liceo Capilla del Sauce, where thanks to guidance in Plan Ceibal workshops for making applications, students worked on the development of a solution to investigate why young people drop out when they switch to secondary school, in collaboration with fellow students at Escuela N°28 about to finish primary school.

The experience proved very motivating for students, who adopted the roles of researchers and developers, working in a highly-committed team to give continuity to the project, despite the challenges. According to the testimony of Alexis Nuñez, one of the teachers responsible for coordinating the activity, "the pandemic took us by surprise but in the case of our new project it wasn't a difficulty... quite the contrary, because we were able to improve our handling of different digital communication tools, such as for the work in this project."

Teachers' and students' testimonies from this initiative show one effect of the pandemic: the mobilization of all educational figures, resulting in the school becoming closer to its community.



Link: <https://youtu.be/fUd1RAMI7UU>

▶ See video





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