

Welsh Language Project in Chubut

Annual Report 2017-18



(Dyffryn Camwy Development Officers 2017 – Anne Jones, left and Jenny Jones, right)

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OVERVIEW

The Welsh Language Project has been promoting and developing the Welsh language in the province of Chubut, Patagonia, Argentina, since 1997.

Each year, three Language Development Officers from Wales spend a period of nine months – between March and December – working in Patagonia. They develop the language in Welsh-speaking communities through formal teaching in classes for young people and adults, in the three bilingual schools, in a Spanish-medium Secondary School and via informal social activities.

A permanent Teaching Co-ordinator from Wales, responsible for the quality of the teaching, is also based in Patagonia.

Another aspect of the project is a network of Welsh-speaking tutors who are based in the region. A number of these local tutors have come to work for the Project after they themselves attended Welsh classes during the last few years. By visiting Wales, attending Welsh courses and taking part in school observation visits, we help to maintain teaching standards and the latest methodologies used in Patagonia.

The Patagonia Welsh Language Project is a grant agreement managed by British Council, through the International Education Programme, in collaboration with a Welsh Language Committee whose members come from the Welsh Government, British Council Cymru, the Wales-Argentina Society, Urdd Gobaith Cymru, Cardiff University School of Welsh and the National Centre for Learning Welsh.

We are also pleased to acknowledge the valuable contribution of Bangor University School of Welsh and Aberystwyth University Learn Welsh for their support with adapting courses, training and providing opportunities for students from Patagonia on the Summer Courses.

Method and syllabus

We work in three regions: the Andes, Gaiman and Trelew. The Project offers a wide range of courses from beginner level to language improvement for fluent Welsh speakers. We offer these courses in the nursery, primary, secondary and adult sectors.

The Welsh Language Development Officers teach a range of courses including Taster, Wlpan, Further, Advanced and Mastery. At present, courses developed by Cardiff University Welsh for Adults are used, adapted for use in Spanish/Welsh contexts. During the next few years, the Project will have use of the new courses being developed and prepared for adults in Wales by the National Centre for Learning Welsh.

Funding

This project is part of the Welsh Government's International Education Programme and is funded by the Welsh Government, British Council Cymru and the Wales-Argentina Society. The Government of Chubut and other organisations in Patagonia also contribute funding to support the teaching of Welsh and the Welsh language community more widely.

History

In 2015, we celebrated 150 years since the first settlers from Wales arrived in Patagonia. Wales and Patagonia are united by tradition, history and language. The permanent settlers began to arrive in Chubut and the surrounding areas on 28 July 1865.

Around 153 settlers from Wales came over on that well-known first ship, the *Mimosa*.

No reliable figures are available for the number of Welsh speakers in the Wladfa, but at the beginning of the 21st century, it is estimated that around 50,000 Patagonian people have Welsh ancestry.

2017 Observation Visit

This is the visit in which the Monitor tests and observes the teaching and has discussions with staff, tutors and the wider community in order to get a full picture of the situation at grassroots level. Due to a lack of funding, it was not possible for the Academic Monitor to make an Observation Visit to

the Wladfa this year. The figures and a number of the comments appearing in this report have therefore been received in writing from the Project's officers and tutors.

KEY SUCCESSES

1) Three Development Officers were sent to Patagonia.

One person to the Andes, 75% teaching and 25% work for Menter Patagonia

Two people to Dyffryn Camwy, both of them teaching for 75% of their time and spending 25% each on Menter Patagonia work.

2) A total of **1126** people on Welsh language courses.

3) A **53%** increase in the number of children in the Nursery learning Welsh in Dyffryn Camwy and the Andes

4) Growth at Ysgol y Cwm, Trevelin, Ysgol Gymraeg y Gaiman and Ysgol yr Hendre Trelew, as well as an expansion in their buildings.

5) Scholarships worth **£2000** each, funded by the National Centre for Learning Welsh, to enable students from Patagonia to study on Welsh courses in Cardiff or Aberystwyth.

6) Urdd Gobaith Cymru Work Experience Scholarships so that young people between 18 and 25 from the Wladfa have the opportunity to spend seven weeks on work experience through the medium of Welsh.

7) Teaching resources worth **£5000** were secured to be shared between the education sectors across the province of Chubut.

8) Contributed to a large number of events held by various groups and organisations e.g. the Urdd, the chapels of Dyffryn Camwy and the Andes.

2017 TARGETS

1) Send three Development Officers to teach and arrange Menter Patagonia language socialisation activities.

In Dyffryn Camwy, one tutor was appointed who would specialise in developing primary sector education, and the second tutor was appointed to work with the teenage and adult sectors. In the Andes, a tutor was appointed to work with the primary, teenage and adult stages.

2) Employ one full-time Teaching Co-ordinator in the Wladfa.

3) Support students from the Wladfa to attend the Summer Course at Cardiff University or Aberystwyth University

4) Maintain and increase the number of learners in Welsh lessons

5) Begin discussions about adapting the National Centre for Learning Welsh's new courses for adults so they can be used in Patagonia

6) Begin a discussion about a structured scheme to train the Wladfa's tutors

The majority of these targets were met, but a small reduction was seen in the number of learners this year.

IMPACT OF THE PROJECT

STATISTICS

1 Teaching Co-ordinator – Clare Vaughan (the Andes)

1 Administrative Co-ordinator – Luned Gonzalez (Dyffryn Camwy)

3 Teachers/Patagonia Development Officers (2 in Dyffryn Camwy and 1 in the Andes):

Nia Jones (the Andes) (75% teaching and 25% Menter Patagonia)

Anne Jones (Dyffryn Camwy) (75% teaching and 25% Menter Patagonia)

Jenny Jones (Dyffryn Camwy) (75% teaching and 25% Menter Patagonia)

32 local teachers/tutors

Number of classes

There are **90 (91)** classes in 2017

Gaiman (including Dolavon)	Trelew (including Porth Madryn and Comodoro) + Hendre	The Andes (including Esquel and Trevelin)
54 (46)	14 (22)	22 (23)

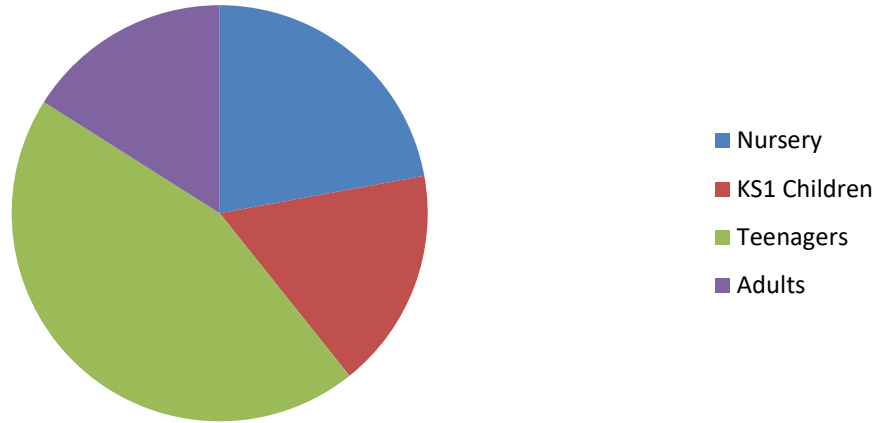
Number of learners:

	Gaiman (including Dolavon)	Trelew (including Porth Madryn, Comodoro)	The Andes	TOTAL
2017	758	165	203	1126
2016	873	185	212	1270
2015	739	200	281	1220
2014	722	251	201	1174
2013	657	171	157	985
2012	607	145	225	977
2011	582	133	131	846
2010	527	85	150	762
2009	474	76	153	703

Numbers by age band and region:

	Nursery	Primary Children (KS1) (Post-nursery)	Primary children (KS2)	Teenagers	Adults	
Gaiman	110 (60)	116 (141)	102 (224)	386 (390)	44 (58)	758 (873)
Trelew	0 <i>+ Hendre 34</i> <i>(24 Hendre)</i>	0 <i>+ Hendre 46</i> (69)	10 <i>+ Hendre 25</i> (29)	4 (0)	46 (63)	165 <i>60</i> <i>+ 105</i> <i>Hendre</i> (185)
The Andes	52 (44)	13 (11)	80 (84)	10 (11)	48 (62)	203 (212)
Total	196 <i>162 +</i> <i>Hendre 34</i> (128)	175 <i>129 +</i> <i>Hendre 46</i> (221)	217 <i>192 +</i> <i>Hendre 25</i> (337)	400 (401)	138 (183)	1126 <i>1001 +</i> <i>Hendre</i> <i>105</i> (1270)

Numbers by age (including the numbers at Ysgol yr Hendre)



Comments:

The encouraging numbers in the teenage sector reflects the good work being done once again by the two secondary schools in the Gaiman area: Colegio Camwy and Escuela Aliwen.

The Welsh language is offered in years 1 to 3 at both schools (Years 7, 8 and 9 in Wales) and at Colegio Camwy, there is also the option to continue with Welsh in years 4, 5 and 6.

The total number of learners this year is **1126**.

Although there has been a reduction of nearly 13% since last year, there has been an increase of over 2% since the three-year cycle (2013-2016) began (987 people in 2013).

There were 573 people learning in 1997, the first official year of the project. This means there has been a 93.2% increase in the numbers since the first year.

Numbers by language level – Adults

	Pre-Entry	Entry (Wlpan 1)	Foundation (Wlpan 2)	Intermediate (Further)	Advanced and Mastery	Proficiency (Welsh Improvement)	Total
Gaiman	3 (0)	10 (29)	5 (9)	12 (8)	5 (0)	9 (12)	44 (58)
Trelew	0 (0)	12 (30)	11 (28)	11 (0)	4 (0)	0 (5)	38 (63)
The Andes	7 (0)	14 (29)	15 (8)	8 (8)	0 (7)	15 (10)	59 (62)
Total	10 (0)	36 (88)	31 (45)	31 (16)	9 (7)	24 (27)	141 (183)

Although there has been a slight reduction this year, this should be seen in light of the progress made over five years, and the fact that only 72 adults were learning the language back in 2009.

2011 - 114
2012 - 137
2013 - 174
2014 - 268
2015 - 280

There has been a further increased emphasis on working in the primary and secondary sectors across Chubut.

Being able to offer additional support to the two relatively new bilingual schools – Ysgol y Cwm, Trevelin and Ysgol Gymraeg y Gaiman – while they are growing is incredibly important. The children at these schools – along with Ysgol yr Hendre – are our hope for the future. These children will of course be the parents of future generations, and the hope is that they will send their own children through the Wladfa’s bilingual education system. In investing like this in future generations, we hope that we will see the fruits of our labour in future years.

The Nursery sector now represents nearly **18%** of learners in the Wladfa, whilst the Primary sector (KS1 and KS2) represents **33.6%** of the learners.

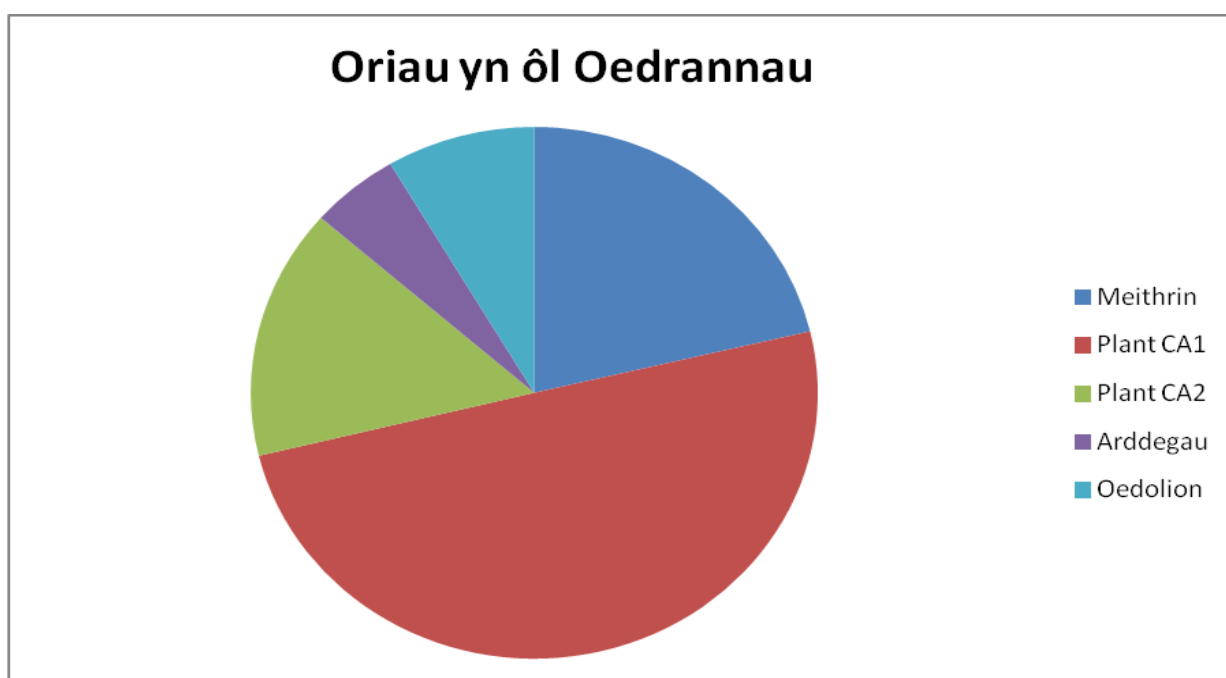
For comparison, when the Project started in 1997, there were 279 adults learning. However, we should remember that the Project was brand new at the time, with adults being the main focus of the work, representing 49% of all learners.

Adults now account for **13.2%** of all learners in the Wladfa.



Hours by region

	Gaiman (including Dolavon)	Trelew (including Madryn)	The Andes (Esquel and Trevelin)	Total
Nursery (age 3 – 5)	64.5 <i>(2 hrs in Province school + 62.5 at Ysgol Gymraeg y Gaiman)</i>	[52.5] <i>(17 hrs 30 min x 2 = 35 hours)</i>	41 hours	105.5 <i>(+ 35 Hendre = 140.5)</i>
Post-nursery (KS1)	55.83 <i>(3.33 in Province school 52.5 at Ysgol Gymraeg y Gaiman)</i>	7.5 Children <i>extra-curricular + [255 Ysgol yr Hendre]</i>	11.15 hours	74.5 <i>(+ 255 Hendre = 329.5 hours)</i>
Primary age (KS2)	54.66	3 Children <i>extracurricular + [(130 Hendre)]</i>	13 hours	70.66 <i>(+ 130 Hendre = 100.66 hours)</i>
Teenagers	28	2 hours	3.5 hours	33.5 hours
Adults	11 hours	24 hours	21 hours	56 hours
TOTAL	214 hours	36.5 hours <i>[474 hours including Hendre]</i>	89.66 hours	340.16 hours



Comments:

As already mentioned, it is only in the Gaiman region that there is a great deal of activities with teenagers. The reason for this is that Welsh is mandatory at Colegio Camwy (Secondary) from Years 1 to 3 (equivalent to years 7, 8 and 9 in Wales) and is optional for Years 4 to 6 (years 10 to 12). The secondary school Escuela Aliwen also teaches Welsh to children from Years 1 to 3.

In the other regions, formal Welsh lessons are not provided in Province schools; there is only informal, extra-curricular activity. The teenage years are of course a difficult period to attract young people to study another language in their spare time.

The Project only contributes towards the hours at Ysgol yr Hendre. Their hours are included in the table above as an example of their provision and to show the important activities they undertake.

The numbers at KS1 include the provision of the province schools who usually teach Welsh in a workshop format – e.g. Escuela Bryn Gwyn, Dyffryn Camwy, Escuela 24 Esquel in the Andes.

The funding is not sufficient to fund all the Welsh teaching hours in Chubut. Nevertheless, the Project's Development Officers are available to motivate, support and contribute towards the work of both the schools and the communities. Both schools at Dyffryn Camwy – Ysgol yr Hendre in Trelew and Ysgol Gymraeg y Gaiman – employ teachers from Wales each year and fund projects and hours themselves. Ysgol y Cwm in Trevelin also has plans to employ a teacher from Wales during 2018. This is clearly excellent news and bodes well for the future. This is funded through the generosity of individuals and communities in the Wladfa and in Wales.

We have seen a regular increase in the number of weekly teaching hours over a period of five years, amounting to 93 hours 30 minutes or 38.7% since 2012.

340 hours 35 minutes in 2016
323 hours 45 minutes in 2015
301 hours 30 minutes in 2014
310 hours 40 minutes in 2013
245 hours in 2012

PATAGONIA'S EDUCATIONAL INSTITUTIONS

Colegio Camwy (secondary school) in the Gaiman.

Colegio Camwy offers Welsh in every class. Since the School admits pupils who have attended the bilingual schools and the Welsh classes for children, provision is offered at two levels. There are beginners classes provided by Caren Jones and Gabriel Restucha, and classes for more fluent speakers provided by Esyllt Nest Roberts. During 2017, one of the Welsh Language Project's Officers, Anne Jones, provided a great deal of support in the classes and made an invaluable contribution. It is a source of great pride for the Coleg that one of its pupils – Ricardo Javier Evans – has won the Tom Gravell scholarship to attend Llandovery College for a term.



Caren Jones and Gabriel Restucha teaching Welsh at Colegio Camwy

THE WLADFA'S BILINGUAL SCHOOLS

The primary schools that provide bilingual Welsh/Spanish education do excellent work in Trelew, Gaiman and Trevelin. They provide good quality education and the staff are enthusiastic and hard-working in quite limited economic circumstances. The growth has been such in the last few years that the premises need additional provision. The three institutions are currently building new classrooms. This requires a considerable effort, since a great deal of fundraising is needed locally to complete the initiative.

(Report by Luned Gonzalez, the Gaiman)

Ysgol Gymraeg y Gaiman



The nursery school, Ysgol Feithrin y Gaiman, was opened in 1993. The increase in the demand over the years was so high that a school, Ysgol Gymraeg y Gaiman, was opened in 2013. There are now 90 children receiving bilingual education in the town, and Welsh Language Project Development Officers help with this work each year. The Officer in 2017 was Jenny Jones.

Since pupil numbers are still growing, the school, with financial support from the Gaiman Town Council, is building two new classrooms for the Nursery classes that will be ready for the 2018 academic year.



Building two new classrooms at Ysgol Gymraeg y Gaiman

Ysgol yr Hendre

Ysgol yr Hendre was opened in Trelew with 22 pupils on 6 March 2006. It now has 104 pupils, and they receive three and a half hours of education through the medium of Welsh every day in two buildings in the town.

Due to consistent growth, the school is in the process of building two additional classrooms which will mean that, for the first time, every age group across the school will have their own classroom.



The building work for the new classrooms at Ysgol yr Hendre

Ysgol y Cwm, Trevelin. Nursery – number: 1475. Primary – number: 1038

History of the school

The school was a project to celebrate the 150th anniversary of the arrival of the first Welsh people at Argentina to establish the Wladfa. It opened its doors for the first time on 9 March 2016 with 50 Nursery pupils, in a new building at Trevelin.

The project was promoted by the Welsh Language Society at Trevelin as a living tribute to those who came so far to keep the language and traditions and to live in peace and freedom.

It is a Welsh-Spanish bilingual school, but so far, we have not received a single penny from the Government of Chubut towards the costs of furnishing the school or to pay the salary of the teachers, even though the previous Government had promised to contribute.

Staff

In 2016, the school had the following staff:

Headteacher – who has been working for free

Three classroom teachers – trained under the Argentinian system

Three classroom assistants – receiving some payment from the Welsh Language Teaching Project and a further contribution from the school.

There were also a music teacher and a physical education teacher being paid by the school. The secretary worked for free as well as a part-time cleaner. Also, a grandmother came in to teach the harp as a volunteer, meaning a total of 13 people working to provide a broad bilingual education. By the 2017 academic year, a Nursery headteacher has been loaned by her school who is paid by her own school and therefore has a salary. The secretary is now paid by the school. The cleaner now works every afternoon, and Nursery and Primary teachers are employed by the school with Welsh language assistants receiving most of their pay from the school, while the Welsh Language Teaching Project contributes towards their hours.

Responsibility	Teacher name	Paid by
Headteacher of the Nursery School	Erica Hammond	Loaned by the school where she worked, so her salary is paid by the Government, but there is no guarantee from year to year whether this will be renewed.
Secretary	Margarita Jones	Ysgol y Cwm
Teacher of children aged 3	Daniela Limache	Ysgol y Cwm
Teacher of children aged 4	Jessica Hopkins	Ysgol y Cwm
Teacher of children aged 5	Evangelina Davies	Ysgol y Cwm
Year 1 Teacher	Claudia Mazziotti	Ysgol y Cwm
Language Assistant for children aged 3	Jessica Jones	14 hours paid for by the Government with Ysgol y Cwm paying the remaining hours.
Language Assistant for children	Ximea Roberts	Ysgol y Cwm

aged 4		
Language Assistant for children aged 5	Nia Jones	Welsh Language Teaching Project
Music Teacher	Maria de Oro	Ysgol y Cwm
Physical Education Teacher	Camila Gomez Itxassa	Ysgol y Cwm
Folk Dancing Teacher	Jessica Jones	Ysgol y Cwm
Cleaner	Silvia Roa	Ysgol y Cwm
Harp Teacher	Marilyn Jones	Unpaid

As there have been two salary increases for province teachers during the year, it was also necessary to increase the fee for parents, as well as holding events each month to fundraise. A dinner was held after the Trevelin Eisteddfod Cymanfa, a food fair, chicken sale and home pasta sale, a mate bingo, and a host of other activities in order to ensure enough funding so the school could undertake its day-to-day work.

The total for the year was 80,000 pesos (around £3000 in Welsh money – January 2018 rate) which means the salary of one teacher for 9 months, more or less. Without this assistance and the support of the Project Officer, the school would not be able to continue with its incredible work.

On a more positive note, one of the classroom assistants at Ysgol y Cwm, Jessica Jones, was the winner of the 'Learner of the Year' award at Eisteddfod y Wladfa 2017. Jessica was one of the first to win a scholarship through the Welsh Language Teaching Project to attend an intensive course in Wales, and after returning to the Wladfa, she started helping with the nursery classes. She is now considering training as a teacher under the Argentinian education system, a positive step that is the result of her experiences in the various aspects of the Welsh Language Teaching Project.

PUPILS

Pupil numbers have increased from 35 in the first year to 58 in 2017, and for 2018 there is over 100 children between 3 and 7 years old enrolled already. This shows there is an interest in this type of education, and that the parents are happy with what their children are receiving.

Due to the numbers and the fact that the school building has not yet been completed, the children have to be separated. The Primary pupils have been attending in the morning from 8.00 until 13.00, while the Nursery children begin at 14.00 and finish at 17.30. Every day begins with circle time, raising the flags and singing in Welsh and Spanish.

Whilst the Nursery work focuses on teaching through play so that skills and the language are integrated, there is a more formal approach in Primary level work with an increasing focus on reading and writing skills. This can be challenging within the Province's education system, since it does not acknowledge bilingual education as an educational approach! The idea is that the two languages sit together naturally within the school, and that the teachers who can speak Welsh do so regularly with the children.



Some of Ysgol y Cwm's pupils and teachers

One of the school's attributes is that it promotes the town's culture and that children are encouraged to represent the school in public events. The Christmas concert this year was testament to the children's development as performers and in terms of the language they are able to use. The children's attendance and success at Trevelin Eisteddfod, the 30 April Vote Concert, Gŵyl y Glaniad/Landings Festival, Puerta del Sol Schools Eisteddfod, Music Day, 25 November Concert and procession, were commendable. We also celebrated some important dates in the history of the country and Wales, such as 25 May, 9 July, Shwmae/Su'mae Day, and there was a ceremony at the end of the year to reflect the language and culture of the school.

THE FUTURE

It has been a difficult year in the politics of the country and the Province, and 2018 is likely to be just as challenging. That means having to work harder to continue with the excellent work that has already been done. We are so glad that two of our classroom assistants have decided to follow a teacher training course under the Argentinian education system, and the other two who are studying Welsh in the Adult classes are also considering becoming teachers. A team of teachers and employees has been established, and we hope that this will remain stable over the next few years.

Nia Jones from Wales, who worked as part of the Welsh Language Project for some years, will stay as a full-time Welsh language teacher at the school, and this will be vital to the children's language development. We hope that the Welsh Language Project's new Development Officer will also be able to contribute to the work. There will be a new class teacher for Year 2 – who speaks Welsh well, fortunately – so she will need guidance on how to make the most of the language during her day-to-day work.

We will continue to seek funding from the Chubut Government to pay for the Spanish side of the provision, and without the support of the Welsh Language Project, we could not offer half as much Welsh language provision as we manage to do. We will also continue to seek more support and funding from Wales.

We need to expand the work of the language assistants, we need a full-time language co-ordinator, we need to train Argentinian primary teachers to become bilingual teachers, and we need more training on young children methodology for the language assistants.

WELSH IN SPANISH-MEDIUM SCHOOLS.

The Welsh language is supported and taught in several Spanish-medium schools across the province of Chubut. One of them is Escuela 24 in Esquel. Here, Diana Jenkins and Noelia Sanchez-Jenkins share the work of offering Welsh language workshops for groups of children two days a week. Nia Jones, Project Development Officer, also assists with the sessions in the school. The workshops include elements of language learning, cultural themes and folk dancing.



Diana Jenkins holding a Welsh language workshop at Escuela 24, Esquel

At Dyffryn Camwy, Escuela Aliwen offers Welsh language classes to years 1, 2 and 3 (Years 7, 8 and 9 in Wales) with Gabriel Restucha and Caren Jones.

This year, Celeste Filiponi was responsible for the Welsh language provision at Escuela Bryn Gwyn.

WELSH LANGUAGE CLASSES AT PORTH MADRYN

There is regular provision of Welsh language classes at Porth Madryn led by Lorena Peralta. The classes are held several times a week, and Project Development Officers support with learning and activities each month.



Lorena Peralta with a regular Welsh language class at Canolfan Toshcke Porth Madryn

After receiving a supply of new educational resources this year, funded by the Welsh Language Project, Lorena arranged a series of Welsh language workshops at the Landings Museum at Madryn during the summer holidays. The intention was to try to attract new students by offering Taster sessions, and to offer students at the usual classes an opportunity to continue to practise their Welsh during the long summer holidays by testing the new resources. It is clear that the reading, conversation and game-playing sessions have been a great success.

These are the views of some of the workshop attendees:

Claudia Hume: We enjoy practising reading, vocabulary and learning new words.
We can speak Welsh all the time.
We had a very good time.
Thank you for sending the books in the scrabble.

Erica Jaime: The meeting helps me learn many new words, and try to read a story and understand what is being said. I like to pass the time with the group and play games in Welsh.

Eduardo Marinho: I love continuing to learn Welsh in the summer with the class group. The games and reading are very important for me, so I can improve my Welsh. I always enjoy the meetings – they are educational and funny. It's nice to meet in the Landings Museum, because that's where the first settlers landed, so it's a wonderful experience.

CELEBRATING 20 YEARS OF THE PATAGONIA WELSH LANGUAGE PROJECT



2017 was a notable year in the history of the Welsh Language Project as it reaches a special milestone – 20 years of existence. Despite the limited funding the Project has, its influence has been broad and far-reaching.

Practically and psychologically, the Welsh language and Welsh culture have seen significant benefits in the Province of Chubut, and a large number of exciting projects have been established and put in place in light of the establishment of the Welsh Language Project back in 1997.

Increasing the number of partners on the Project's committee during the last twenty years has extended its influence and increased its reach. Last year, the National Centre for Learning Welsh joined the Project committee. The Centre now funds three annual scholarships to enable students from the Wladfa to study on Welsh language courses in Wales. Similarly, the Urdd, another partner, now funds a work experience scholarship in order to enable young people from Chubut to have an experience in a Welsh language workplace. We are confident that the list of partnerships will expand and thus enrich the provision in future years.

One of the greatest sources of pride since the Project began twenty years ago is the establishment of three bilingual schools in the province of Chubut. The existence of Ysgol yr Hendre, Ysgol Gymraeg y Gaiman and Ysgol y Cwm are proof of the new confidence and determination of the local communities and is a lasting positive outcome of the tireless work of the Project during the last twenty years.

A huge variety of events were held across Chubut to celebrate the Project's birthday, and many of the events and activities were delivered in the name of Menter Patagonia.

Menter **PATAGONIA**

The work done by the local tutors and Project Development Officers in the classrooms is vitally important. This is of course where the linguistic foundations are laid, and the first steps taken on the journey towards fluency in Welsh. The language is, after all, a medium of communication, which means people need a context for its use and opportunities to speak it. The work of the Project Officers in socialising the language in the communities is hugely important, and it could be argued that, in reality, it is every bit as important as the classroom work.

Although Menter Patagonia now exists in name only, the spirit and vision of the Menter is alive and well. Events and activities are held monthly by the Officers in order to create opportunities for learners to acquire the language. With this ambition in mind, in 2009 the objectives of Menter Patagonia were agreed as follows:

Real efforts are needed to normalise use of the language in a cross-section of social situations – extend its social use.

The aim should be a wide range of situations, events and activities for using the Welsh language. Activities could be suggested as follows:

Activities for nursery children and their parents. This could be an opportunity to inspire interest among the parents and get them into Welsh classes – at least one session a week.

Activities for primary school children – sports, crafts, painting and handicraft, games, nature and the environment, folk dancing, singing/acting group, playgroups on Saturday mornings, holiday clubs, hobbies and so on (two age groups meeting twice a week).

Activities for secondary school age children – Aelwyd yr Urdd, sports, outdoor activities, cultural activities, social activities (two sessions a week if possible).

Regular social activities for adults – quizzes, fashion shows, cookery, food tasting, debating or discussion groups, conversational groups, various hobby groups, computing lessons for beginners, walking clubs, cycling, mountaineering, skiing, dinner clubs, entertainment evenings, talks and lectures, folk dancing, picnics, trips, film nights etc.

Work closely with local Welsh language organisations to inspire them – such as the eisteddfod, competitive meetings, the chapels.

Try to increase prominent use of the Welsh language locally – the radio, the museums etc.

The Project has funding to part-employ someone for Menter Patagonia activities. In order to ensure some presence by the Menter, there is only a 0.75 post between the two regions in reality.

25% of the time of Anne Jones and Jenny Jones was spent on the Menter's work in Dyffryn Camwy, and 25% of Nia Jones' time in the Andes.

Menter Patagonia work in the Communities

The Gaiman – Jenny Jones' report

A number of social activities were arranged by Project Officers throughout the year. The intention of these was to promote the Welsh language and its use in situations outside the classroom. There was a variety of activities throughout the year. We held curry nights, exercise sessions, cookery evenings, meetups and discussions with visitors from Wales as well as evenings to share experiences, to name but a few. The numbers attending these evenings varied – certainly when there was an event involving food, the numbers tended to be higher. The evenings went very well, and the language used in the group was Welsh. I saw early on in the year how important it was to connect and create connections with members of the Welsh Language Society in order to be able to invite everyone who was part of the Welsh language or wanted to give it a go.

Menter Patagonia Events in Dyffryn Camwy

March 12 = Welcome Tea in the Old Chapel Bethel

March 17 = Welcome Food in Ysgol yr Hendre, Trelew

March 21 = Food to welcome Fflur, Lleucu and Anest / Celebrating Mirain's birthday / Classes committee = Gwalia Lân

March 31 = Urdd Club in Trelew

March 31 = First Meeting of Clwb Gwawr Gaiman – Empanadas at Tŷ Camwy

April 2 = Thanksgiving Meeting, Bethel Chapel

April 6 = Entertainment evening with Tecwyn and Rhiannon Ifan

April 8 = Agricultural Show – Making Tea with the Choir and helping Ysgol Gymraeg y Gaiman

April 9 = Bethel Chapel Welsh Language Service with a sermon by Tecwyn Ifan

April 21 = Curry Night – First meeting of the Trelew Women's Club (Everyone welcome)

May 14 = Bethel Chapel Welsh Language Service

May 19 = Clwb Gwawr Gaiman Exercise Evening

June 2 = Learning at Porth Madryn and twmpath dance

June 3 = Silly Eisteddfod hosted by Mirain Dafydd

June 8-11 = Book fair with stall to celebrate 20 years of the Welsh Language Project

June 9 = WJEC Entry level Welsh exam at Colegio Camwy (Anne Jones examining)

June 13 = Presentation by Eysyllt and Eirian at the Gaiman (Santander students)

June 18 = Bethel Chapel Welsh Language Service

June 20 = Social at Trelew – welcoming Santander students and Cardiff Met students

June 23 = Evening of entertainment in the Music School with Santander students

July 1 = Bethel Mini-Eisteddfod (Jenny Jones adjudicating and the two officers preparing for the literature and recital competitions.)

July 2 = Chubut Eisteddfod Welsh Language Tea at St David's Hall, Trelew

July 28 = Landings Festival at La Mercante, Dolavon

July 29 = St David's Society Cymanfa Ganu at Bethel Chapel

August 5 = Mimosas Eisteddfod, Porth Madryn

August 10 = 'Where I live' project with Ysgol Gymraeg y Gaiman

August 11 = Ysgol Gymraeg y Gaiman Tea to celebrate the Landings Festival

August 12 = Tea and Choir Concert

August 13 = Service at Bethel and tea to welcome Huw Davies, Bronwen Morgan and Rob Mansel from Wales

August 21 = Gaiman Day Procession

August 25 = Clwb Gwawr Gaiman Evening at Tŷ Camwy – chatting and welcoming two nurses from Wales who work at Trelew hospital

August 31 = Santander students and Nurses welcoming evening, Trelew

September 1 = Teaching at Porth Madryn (JJ – AJ having tooth extracted)

September 2 = Social to welcome Santander students and the Gaiman's new teacher at the Mochyn Du, Gaiman

September 5, 6, 7 = Youth Eisteddfod Prelims (officers preparing and AJ adjudicating the folk dancing competitions)

September 7 = Social to welcome Santander students at Trelew

September 8 and 9 = Youth Eisteddfod

September 20 = AJ teaching at Porth Madryn

September 30 = Clwb Gwawr Gaiman Evening – Eryllt talking about her time in Wales

October 15 = Celebrating "Shwmae/Su'mae" Day with Welsh language clubs

October 20 = AJ and JJ teaching at Madryn

October 23 = Urdd visit week

October 24 = Meeting Colegio Camwy pupils and concert at Dolavon

October 25 = Visit to Punta Tombo and Porth Madryn (meeting the Madryn Welsh Language Society)

October 26 = The three Menter officers accepted to the Wladfa's Gorsedd

October 27/28 = AJ and JJ competing at Eisteddfod y Wladfa

November 10 = Clwb Gwawr Gaiman Evening – Folk-dancing fit with Siân Thomas

November 25 = AJ and JJ singing at the centenary celebration of St David's Church, Maesteg

November 29 = Gaiman Welsh Language Classes entertainment evening

December 3 = Welsh Language Classes Christmas Service, Bethel

December 5 = Trelew Welsh Language Classes Celebration Evening



Menter Patagonia Activities at the Andes

MARCH	31.03.17	TREVELIN	Entertainment evening with Tecwyn Ifan	30 people	
APRIL	01.04.17	ESQUEL	Tecwyn Ifan concert, followed by dinner at the centre	40 people	
	21.04.17	ESQUEL	Hannah Sams talk about plays in Wales	10 people	
MAY	05.05.17	TREVELIN	Pizza night to celebrate the success of Eisteddfod Trevelin	10 people	
JUNE	03.06.17	ESQUEL	Quiz and singing night at the centre	25 people	
JULY	29.07.17	TREVELIN	Silly Eisteddfod at the Landings Festival Dinner	100 people	
AUGUST	25.08.17	TREVELIN	Curry and karaoke with Santander Scholarship volunteers, Cardiff University.	20 people	
AUGUST	27.08.17	ESQUEL	Social night with Santander Scholarships volunteers, Cardiff University. Dinner and games.	15 people	
SEPTEMBER					
OCTOBER	30.10.17	TREVELIN	Concert, Dinner and karaoke night with the Urdd group.	40 people	
OCTOBER	31.10.17	ESQUEL	Welsh tea and concert with the Urdd group.	40 people	
DECEMBER	01.12.17	TREVELIN	Dinner to celebrate 20 years of the Welsh language teaching project.	80 people	



An evening with Welsh folk singer Tecwyn Ifan in the Andes

OTHER ANDES EVENTS

MARCH	01.03.17	Trevelin Welsh Language Society's Welsh tea to welcome visitors from Wales	30 people	
	03.03.17	Esquel Welsh Language Society Concert and dinner. Plu at the chapel.	60 people	
	4 & 5.03.17	Ysgol Gymraeg yr Andes and Ysgol y Cwm stall at Patagonia Celtica festival. Providing Welsh language classes.	100 people (chatting only)	
	28 & 29.04.17	Trevelin Eisteddfod. Singing with Trevelin Choir, Recital Party, training children to recite.	150 people	
	30.04.17	Dinner at Ysgol y Cwm	80 people	
		18 School Vote Ceremony	100 people	
		Trevelin Concert	100 people	
	06.05.17	Esquel Welsh Language Society Welsh Tea	60 people	
	20.05.17	Esquel Welsh Language Society Talk (Isaias Grandis discussing the history of the Celts) followed by social evening.	10 people	
	21.05.17	Welsh Tea at Ysgol y Cwm to fundraise	70 people	
	25.06.17	Matebingo at Ysgol y Cwm to fundraise	80 people	
	15.07.17	Dinner in the centre at Esquel to say goodbye to Noe Jenkins before she goes away to Wales to study.	15 people	
	27.07.17	Landings Festival Ceremony at Ysgol y Cwm	50 people	

	28.07.17	Landings Festival Ceremony, Trevelin. Welsh Tea at Ysgol y Cwm Landings Festival Concert, Trevelin	200 people 70 people 100 people	
		Puerta del Sol Schools Eisteddfod. Training the children of Ysgol y Cwm, Ysgol Gymraeg yr Andes and Escuela 24, Esquel.	100 people	
	29.07.17	Landings Festival Ceremony, Esquel. Carrying the flag.		
	07.10.17	Dinner at the centre in Esquel to welcome Noe Jenkins back from Wales.	15 people	
	22.11.17	Dinner with the Esquel Welsh Language Society and visitors from Wales. Evening of Song.	30 people	
	25.11.17	Trevelin birthday ceremony. Carrying the flag. Trevelin birthday concert – writing an action song for Côr Trevelin	1000 people 120 people	
	31.11.17	End of year ceremony at Esquel.	30 people	
	23.12.17	Plygain carol concert at Trevelin. Small group from Ysgol Gymraeg yr Andes coming together to sing.		



Nia Jones, Project Development Officer in the Andes

HIGHLIGHTS FROM DEVELOPMENT OFFICER REPORTS 2017

1 Jenny Jones, Dyffryn Camwy

Year 1 Class Ysgol Gymraeg y Gaiman

There is no doubt that the pupils in this class have developed their Welsh language skills and confidence. They always try to communicate in Welsh, and do their best to improve every day, asking regularly 'What is... in Welsh?'

The thematic scheme for the year continued, and lessons were given on Welsh traditions, the workplace, traditional games and animals. The lessons continued to use songs, and often the children can be heard singing quietly to themselves as they go about their work! Consistency was ensured at the beginning of each lesson with greetings, discussing the calendar and the weather. This has meant that, by August, the children had mastered the important questions (How's the weather today? What day is it? What month is it?) and were leading this part of the lesson almost completely independently (and naturally) in Welsh, without any support from the teacher.

We followed the Tric a Chlic scheme up to the end of the year, and although we didn't reach the end of Stage 1, I am confident that strong foundations have been laid and we can build on these skills next year. Only two members of the class still have difficulties with breaking down words and putting them back together. Six of them are reading simple books that follow language patterns, and the one other member is reading words introduced in the Tric a Chlic programme. The Sam a Non reading programme was also used in class. We received a positive response to the book, with development in the children's reading levels arising from the friendly characters, strong language patterns and soft toys associated with the books.



The children responded very well to the award system in class – being given a star on their chart when they made an effort to speak Welsh, when they finished their work within good time, when they were a good friend, etc. They understood how the system worked, and even the weakest members of the class understood the Welsh terminology associated with the chart – colli, ennill, seren [losing, winning, star].

Ysgol yr Hendre, Trelew

There was a short break in the provision of literature lessons soon after our return from winter holidays. Due to the school's staffing situation, I was asked to teach the choir lessons up until the youth eisteddfod. We focused on enunciation and diction in the sessions.

After the eisteddfod, I returned to teaching legends to school classes. We started with Branwen and then Culhwch ac Olwen, and building on their Cantre'r Gwaelod work from the first half of the year. Images were used to facilitate understanding and to make the lessons more appealing. We had a number of activities based on the legends: public speaking, discussing important vocabulary, re-creating a part of the story, finishing sentences, and using language patterns (in the school's early years). Once again, Pie Corbett's methods were used to facilitate the learning and to remember the language patterns in the story. This was very successful, with the children not only remembering the order of the story, but vocabulary and expressions from them too.



Trevelin Teenagers.

The group of Trevelin Teenagers have the opportunity to attend a number of classes each week. Three of them come to my class every Saturday afternoon. All three are incredible (but not because of my classes!). We spend a great deal of time preparing for written competitions e.g. eisteddfodau, and this year, there were three applicants for a Llandovery College scholarship, and one of my personal highlights this year was hearing their Skype interviews. A thrilling experience for me, and each one of them were thrilled too when they realised they had spoken with adults at the other end of the world, and had understood the questions, and had given extensive responses, that those listening had understood them and had even laughed at their jokes.

Escuela 24, Esquel

Preparing a report and recital for Puerta del Sol Schools Eisteddfod Trevelin. A lovely school that truly appreciates the fact that teachers and visitors from Wales visit them. One of the highlights of the year was the success many of them had in the recital competitions at the Puerta del Sol Schools Eisteddfod. There were several reports about them in the local newspapers. Another highlight was

the Urdd group visit. Around fifty children came to the folk dancing workshops and the group sang to the whole school. The schoolchildren and their parents have supported many activities in the Centre in Esquel this year. There is great potential here for those going on to secondary school to begin real Welsh lessons in Esquel.

Year 1 Ysgol y Cwm.

Improving oral skills, literacy and numeracy. I was concerned at the beginning of the year that the children had forgotten basic habits like using numbers and colours and asking for simple things in Welsh. However, there has been great progress here this year. They have a great understanding of directions and general conversations. The parents say their numeracy skills are stronger in Welsh than in Spanish. Their listening comprehension is excellent – they have been watching 10 minutes of ‘Fflic a Fflac’ every day and understand everything. There is an award scheme in place for using Welsh, and everyone is responding well. We will need to increase the conversations in the new year. They need to speak more. The other (Spanish) class teacher attended Welsh lessons, and by the end of the year, she was very confident – I would often hear her using Welsh vocabulary with the children.

Children aged 4 & 5 at Ysgol y Cwm

Improving oral skills, literacy and numeracy through play. This is a good group. They understand a great deal, and a few of them are making a special effort to use the Welsh language in class. The other class teacher – although she doesn’t speak much Welsh – makes a special effort to use Welsh terminology in class, so the children often use the Welsh language to discuss basic things such as numbers and colours etc.



Ysgol y Cwm

3 Anne Jones, Dyffryn Camwy

Tuesday Evenings Talking Sessions

The five who took part attended regularly throughout the year. The conversations each week varied in topic, but the lesson was very informal, and the topic of conversation would depend how I began. Of course, elements of learning continued as vocabulary or the structures of sentences were explained, but the five of them are very fluent and can hold a conversation in Welsh. They are a great group and work well together, responding well to each other.

Colegio Camwy – Every day

Colegio Camwy is a Secondary School, and the pupils have mandatory Welsh lessons across the equivalent of key stage 3. Years 1, 2 and 3 (Years 7, 8 and 9 in Wales) receive two 40-minute lessons in the mornings, and years 4, 5 and 6 receive their two-hour lessons one afternoon a week. In year 4 the pupils choose whether they will continue with Welsh up to Year 6, but the numbers are always good.

The ability of the pupils varies, according to how much Welsh they have had in primary school, and whether they've heard Welsh being spoken at home. The pupils are now trying to communicate in Welsh and they must be encouraged. Perhaps they are not always correct, but they must be praised for their efforts, and seeing them attempting Welsh is very encouraging. Most of the lessons have been taught by Gabriel Restucha, but Caren Jones also teaches year 1 classes. Eryllt Nest Roberts also teaches in the school, taking advanced classes in Years 1, 2 and 3.

Year 6 – Monday 13:30 – 15:30 There were 14 girls in the class, and they include a variety of abilities. In reality, the year was divided into two groups. The first group consisted of six girls focusing on revising for the Entry exam while the other group continued to follow a course with Gabriel Restucha.

The six were very good, but unfortunately, we had terrible water problems and the college had to close for a month, so they missed out on four lessons, and only two of them sat the exam, Gwenda Williams and Shannon Brunt, both of them passing. Then, after the exam I took the other group and worked through the course, focusing on the oral element by using flashcards and language games, so the focus of the lessons was to increase confidence to talk. The group had a good understanding, and generally I felt that these sessions had been beneficial in terms of conversational skills.

Year 2 Advanced – Tuesday 11:05 – 11:45 and Thursday 12:30 – 13:10

There were five pupils in this lesson: Heledd, Maite, Valentina, Marco and Iestyn. These are an excellent group, very willing to try anything you give them. Again, we followed a variety of themes based on Eisteddfod topics that came up. They were very happy to recite in the Bethel Eisteddfod and (along with others from the year) they recited at the opening ceremony of the Youth Eisteddfod.

Trelew Adult Classes

Trelew classes are taught at Ysgol yr Hendre, Moreno. Some classes are shared with Ana Chiabrande Rees.

Intermediate: Wednesday 18:00 – 21:00 (Ysgol yr Hendre, Moreno):

We started with five in the class, and by the middle of May they had increased to nine. Generally, their understanding of the language was very good, but there is certainly a lack of confidence in communicating. In the lessons, I used language games to practice and also gave them discussion topics. I had seen early in the year that they needed more conversation practice, so we decided to add an hour to the Wednesday night that would be for conversation only. I would take flashcards to inspire a discussion, or sometimes we would chat naturally about current affairs. They all have good vocabulary, but they need to continue to practise using the language naturally. I would recommend continuing with the hour of conversation and the two hours of lessons in order to continue to practise.



Urdd Visit 2017

Report by Anne Jones, Gaiman

Twenty-five young people from Wales and three members of staff representing the Urdd this year landed at Trelew Airport on 23 October.

They had a very busy week ahead, and were all keen to meet the children and people of Dyffryn Camwy. After arriving on the Monday afternoon, we went straight to their accommodation on Maes Rhyddid farm in the Gaiman, where we were welcomed by a traditional Argentinian asado. They then had an early night as they had a full day on Tuesday where they met young people from Colegio Camwy and had lunch with the sixth form in the school.

They had a great experience, dancing and practising Welsh with the college's pupils. They then went on a trip around the Gaiman with some pupils from the third, fifth and sixth years, who took them around and gave them the history of some of the Gaiman's buildings. That evening, the residents of Dolavon were entertained at the Commercial Centre with a variety of spoken and musical items.

On Wednesday, they had a rest as everyone travelled to Punta Tombo to visit the penguins with children from year 4 at Ysgol yr Hendre. Then, they had an opportunity to travel to Porth Madryn to visit the Welsh Museum, and we had wonderful singing at the grave of Cathrin Davies, in her memory.

It was then time for food, as the Madryn Welsh Language Society welcomed us at Tŷ Toschke. Again, they took part in the singing and the dancing.



On Thursday morning, the group had the privilege of visiting the Gorsedd y Beirdd ceremony at the Gaiman before travelling to Trelew to visit the city and do a little gift shopping.



Visiting the Gorsedd ceremony

On Friday, the group split up and visited Ysgol Gymraeg y Gaiman, Ysgol yr Hendre Moreno and Ysgol yr Hendre Rivadavia. There, they had an opportunity to take part in the lessons, chat and communicate, and play with the children of course.

They came back together and had lunch at the Touring in Trelew, and everyone was ready for the opening night of Eisteddfod y Wladfa at St David's Hall. It was great to see the group competing so much in singing and recitals.



Saturday morning was incredibly busy with everyone packing and saying goodbye before leaving the Gaiman and travelling to Trelew for the second day of the Eisteddfod. They had prepared for the choir competition, and again we saw a few duets and solo singers. Before the competing had finished on the Saturday night, we had to say goodbye to the group, so they could catch the overnight bus to the Andes to make the most of the little time they had left of their visit. It was a busy but unforgettable week for the young group I'm sure, and it was a great pleasure to have them in Dyffryn Camwy.



THE WLADFA'S COMMUNITY NEWSPAPERS

Llais yr Andes



This is a community newspaper (papur bro) that has been produced regularly as part of the work of Menter Patagonia in the Andes area for some years. It is printed in high quality colour.

Nia Jones, the Andes Development Officer, has been responsible for gathering the material, designing and editing the paper.

It is widely read in the Wladfa, as in Wales. It is a very effective way of spreading news and stories about the Andes among neighbours and friends, and supporters of Patagonia across the world.

Llais yr Andes also publishes videos on the **Llais yr Andes Youtube** account and on twitter **@LlaisyrAndes**

It was most pleasing to see the community paper of Dyffryn Camwy, **CLECS CAMWY**, re-appearing in 2017. Contributions were seen from a large number of people in the community and the editor was one of the area's Development Officers, Jenny Jones

Clecs Camwy

Papur Bro Dyffryn Camwy

Hydref 2017

Croeso i griw yr Urdd 2017!

Daniel Rees Owain Ash Elen Evans Mared Davies Gwenno Hughes

Joanna Zajac

Celyn Williams

Elen Iorwerth

Alwen Morris

Rebeca Ellis

Manon Williams

Ethan Williams

Twm Ebbsworth

Lois Ellis



Gruffydd Williams

Ifan Roberts

Osian Evans

Gwion Lloyd

Dafydd Orritt

Robat Lloyd

Lloyd Davies

Daniel Rowbotham

Hannah Wright

Marged Williams Lois Green Cadi Edwards Mared Edwards Elen Roach

Colegio Camwy 2017

There has been a huge amount of events at the Coleg this year, and too many to fit into one page, so we will focus on a few events that have taken place with the Welsh language classes!

For the Book Fair, the sixth form class prepared a sketch, 'Y Tri Mochyn Bach' [The Three Little Pigs]. They had written it, created the puppets and painted the theatre that they took around with them. Originally, they were only going to perform during the Book Fair, but in light of the great success they had with it, they have visited the area's nursery and primary schools and have also held activities to coincide with the story. They also performed at Ysgol y Cwm, Trevelin, during their recent visit there! Well done girls!

At the beginning of August, under the leadership of Gabriel Restucha, Eisteddfod Fach Camwy was held at the Gym in the Gaiman. All the college's pupils were divided into five houses, and the pupils spent weeks preparing for a number of competitions, from Welsh folk dancing and Argentinian traditional dancing, to singing, reciting, comedy duets and gargling choirs. It was wonderful to see so many pupils taking part and enjoying competing and being on stage. Congratulations to Gabriel and the college staff on this great success.



Following the success of the Eisteddfod Fach, it was great to see so many pupils competing in the Youth Eisteddfod. A Welsh language recital group was seen taking part in the Opening Ceremony, as well as competing in the Recital Party being led by Anne Jones and Esyllt Nest Roberts. Congratulations to Graciela Colasante for preparing the folk dancers and for their success at the Eisteddfod. Well done everyone!

We now look forward to welcoming the Urdd Group, and on Tuesday there will be a lunch at the school when a small group from the Sixth and Fifth years will take them around the Gaiman and talk about the town's history.

Best wishes to everyone at Eisteddfod y Wladfa and good wishes to the college with everything during the academic year.

Highlights from the 2017 Co-ordinator's report

Officers from Wales

Having an experienced language teacher like Nia (Jones) at Ysgol y Cwm Trevelin, the Andes, has been hugely beneficial for the school community, and it was great that local tutors were available to support Nia and that they were also able to observe her teaching.

Anne (Jones) had arrived at Dyffryn Camwy mainly to be responsible for adults and teenagers, and since it was not possible for Jenny (Jones), Dyffryn Camwy's second officer, to arrive until a month later, Anne undertook many elements of the work in addition to her main role.

The biggest challenge for Dyffryn Camwy's officers was the fact that terrible floods caused difficulties in the water provision at the beginning of the year, meaning that the schools were closed for about a month. Thanks to Jenny and Anne's willingness to work together, they spent this time planning and preparing for the various classes they were going to be teaching.

In the Andes, we had a long winter, and some activities had to be postponed due to the bad weather. However, this was not a problem for Nia, who used the time to create an edition of the community paper 'Llais yr Andes'.

Jenny's contribution to the children's work has been very effective, since she is a primary school teacher back in Wales. Her contribution during the absence of Ana Chiabrando and Eysyllt Roberts was also valuable with Trelew adult courses and Ysgol y Gaiman children. Anne also worked with more groups at Colegio Camwy in Eysyllt's absence, and she made quite an impression in her work with teenagers. She could teach small groups and encourage them to speak Welsh and practise the subject in a way that would not be possible if she were teaching the whole group (up to 35 young people!).

The three of them have been willing to attend many extra-curricular activities that are not just about the language but are important to attract learners – events like the gymanfa ganu, chapel, tea and so on. The three of them have trained people for eisteddfodau, whether school eisteddfodau or local eisteddfodau, and they have competed with dancing and recital groups at Chubut Eisteddfod. Once again, the tension between teaching and arranging Menter activities has been apparent, since the three of them have undertaken more classes because they felt the need for them. Anne has been giving conversational lessons to people at Further level in the Gaiman, so that they develop as independent Welsh speakers. The Trevelin speakers' class has also been resurrected because the local community had missed such a class, and Nia was happy to give more time to lead them.

The role of the officers has been vital. They have worked wonderfully with the communities and responded well to their needs. The three of them have contributed well beyond the hours in their work schedule. They have not only been very willing to learn, but also to arrange regular social activities and to join in community activities such as choir singing, folk dancing, recitals, adjudicating in eisteddfodau, assisting in events organised by others, and being available for local teachers and tutors to ask them about various matters.

WJEC Exams 2017

This year, 24 candidates sat WJEC exams in the Wladfa: 5 at Advanced level, 3 at Foundation level and 16 at Entry level. Two had enrolled on the Intermediate level, but they didn't manage to submit audio coursework on time, meaning they could not sit the exam in June. It is difficult to plan for that, since classes don't begin until very close to the deadline for submitting recorded work.

The exam offer has given the language a status within the society, and it certainly creates a motivation to study. Studying an international exam is important to people studying other languages in Argentina, and it puts Welsh on the same footing as English, for example. Receiving a certificate is

also a boost to the learners, who are making an effort to learn Welsh so far from its homeland. We are very grateful to WJEC, and Emyr Davies especially, for making this possible, with the additional burden it creates for him and his team.

The biggest disappointment this year was that two of the three who sat the Foundation exam failed. I believe the main reason for this was that both candidates were unfamiliar with sitting such exams, but it has certainly emphasised the importance of having professional tutors who understand that teaching Wlpan is not a matter of completing the course units, but rather learning to *use* the language. Of course, this emphasises the need for new courses where the skills are integrated and where there are many opportunities to read and listen, skills that are always more challenging for students outside the context where Welsh is heard naturally.

Level	Candidates	Failed	Passed	Distinction
ENTRY	16	1	15	Not available
FOUNDATION	3	2	1	0
INTERMEDIATE	0	0	0	0
ADVANCED	5	0	2	3
Total	24	3	18	3

Teaching Classes

Dyffryn Camwy: Since there are two teachers at Dyffryn Camwy, dividing the work between them has been very effective, with Anne and Jenny using their respective specialist talents. Jenny has contributed towards the Welsh of pupils at Ysgol yr Hendre, using her time there to expand their language abilities and encouraging them to talk. At Ysgol y Gaiman, she has been responsible for a class, and since she is a primary school teacher, her contribution was a valuable one that has influenced local school teachers. Having the input of professional teachers in the bilingual schools is so important, since educational expectations in the Wladfa are so different to the expectations of bilingual education as we know it in Wales. Anne is a secondary school teacher, and has contributed to several areas, but she has without a doubt had an impact on the pupils of Colegio Camwy, working with the older years teacher in order to focus on oral skills that will prepare them for the exams. It would be great if this could continue with the Officer we will have in the Gaiman in 2018.

The Andes: the challenge in the Andes is greater, since the Development Officer from Wales is expected to be an expert at all ages and language levels and to be responsible for arranging social events too. This demanded a great deal from Nia in 2017. She has taught all ages and at all levels, but the Officer does not have enough time to do everything, so there is great pressure on the local tutors. There is a need to be completely flexible!

Teaching materials

The materials used with children and adults have to come from Wales, and there are cost and transport implications meaning that a lack of resources can be a challenge for teachers who are used to the overflowing schools in Wales! Materials for adults, especially the courses, are also a challenge but there is hope since the National Centre for Learning Welsh has new courses on the way very soon. The additional funding received in order to buy teaching resources was very welcome, and every penny was spent. Thank you to everyone who made this possible.

Eisteddfodau

Due to the financial situation in the Province – and the country – the eisteddfodau were on a reduced scale in 2017 compared to previous years, since people had to work more in light of the financial difficulties. There was also a significantly reduced level of support from the government and external organisations in terms of funding etc. There was no funding to assist people from Dyffryn Camwy to travel to the Andes for Eisteddfod Trevelin, or for Andes people to travel to Eisteddfod y Wladfa. Nevertheless, there was plenty of Welsh language competition in all the eisteddfodau, something that has grown in the last few years, and grown not only in quantity but also in quality.

Project Officers have contributed culturally not only by singing in choirs, dancing, reciting but also by adjudicating and helping to prepare pupils for the competitions. This is a role that is of course outlined in the job description, but the officers this year had gone beyond the requirement in several eisteddfodau.

Urdd Visit

As in the last ten years, an Urdd group came out on a visit this year.

Everyone agrees that this is an important experience for young people (and for those of us who are not so young!) in the Wladfa, since they meet peers from a totally different, distant country who speak Welsh, and it certainly gives Eisteddfod y Wladfa a boost to see the performance standard of some of the young people. In terms of exchange, it would be lovely if there was a way for a group from the Wladfa to travel over to Wales as a group.

Luned Gonzalez

Luned's role in the Project and her contribution over the years has been invaluable, and I have again benefitted personally from her wisdom and knowledge during the year. We have worked together regularly, and often been available at the other end of the phone/Skype to arrange things as they arise every day. The winter was long in Dyffryn Camwy and in the Andes, but Luned has been present and a point of contact for officers at Dyffryn Camwy in a way that wasn't possible for me due to the distance across the province.

With apps such as WhatsApp and Skype, the three officers have been in contact more than ever, with each other and with me, but some things only happen because Luned prompts them, and so we are extremely grateful for her dedication to the cause once again this year.

To close

In celebrating 20 years since the project began, there is no doubt that the project continues to be relevant, and it is worth remembering that the people who benefitted from the opportunity to learn Welsh with the Project in the early years are now back working with the Project to ensure future growth. Recently, the fact that the focus has moved from the adult sector to the young people shows the evolution of the provision, a clear sign that the project is still alive and kicking!

It is difficult to fathom the amount of work being done with exactly the same funding that we have had for years, and this shows that the project belongs now to the people of the Wladfa. This would not have been possible without the original investment from Wales, and in order to see all this growing into something more permanent, the financial support and the human support from Wales

will need to continue for some years. However, there are still plenty of reasons to celebrate this year.

Clare Vaughan December 2017

CASE STUDIES

Ricardo Javier Evans – The Gaiman, Chubut.



Hello. My name is Ricardo. I was born in the Gaiman in the year 2000. It is a nice little village in Dyffryn Camwy, and I still live here, 17 years later! I study at Colegio Camwy and I am in my fifth year. My favourite lessons are Welsh and History. I like translating old newspapers such as “Y Drafod” in the History Museum at the Old Train Station here at the Gaiman. I am very interested in the history of Wales and the Welsh people who came to Patagonia back in 1865. I am very interested in learning about the histories of Patagonian families, since I myself come from a Welsh family. I like visiting the farms of families from Wales, because my grandparents are farmers here. And the work in Wales is not like Chubut, I don’t think so anyway! I also help Luned Roberts Gonzalez with her radio

programme “Amser Cymraeg” on Friday afternoons. I choose the radio programme’s music. When I have time, I like cycling in the hills (an area called Bryn Gwyn) and there is an interesting anthropological park there.

This year, I decided to apply for a Tom Gravell Scholarship at Llandoverly College, and I was successful.

One of the reasons for applying was that it is a great opportunity to travel and to get to know the land of my dreams, an opportunity to make friends, an opportunity for those who don’t have much money to travel. I believe going to Wales will be an enriching experience, and I don’t have enough money to make this trip without support, unfortunately. My parents work, but the trip would be very costly for them. I also look forward to learning Welsh in the “Old Country”. The Welsh language is very important to me, since my great-grandmother came here from Wales around 1880. Also, the language is good to have when working with people who come from Wales in order to understand what they are saying.

I would like to make the most of the opportunity to get to know Wales and its people, and I look forward to studying, meeting new people and experiencing a Welsh Winter!

Learning Welsh

I am Alcira. I live in Trelew, and I work as a teacher at Ysgol yr Hendre. It is a bilingual school. I teach Welsh here, to children in years 2 and 3.

I went to school in Trelew. When I finished school, I went to Buenos Aires to study at university. I lived there for six years. I studied Communication, and when I finished, I came back to Trelew.

I started learning Welsh in 2007. I did the Wlpan 1 course. My teachers at the time were Ana Chia and Romina Herrera.

In 2012, I started working as a teacher in the school, and I was still studying Welsh with Ana.

I went to Wales in 2014 to observe in schools. It was a great experience to see how teachers teach in Wales, and to get new ideas. I was at two schools, in Cardiff and in Llanrwst in the north, for two months.

I speak Welsh every day in school and when I go to Welsh language social events, which I enjoy.

In summer 2017, I had the opportunity to go to Wales for a period after winning a scholarship to undertake a Welsh language course at Aberystwyth University.

Every day, I attended the University from 9am to 5pm. The course I was studying was Mastering the Welsh Language, group 2. After the teaching sessions ended each day, a variety of Welsh language-based activities were held.

One day, there was a walk around the Aberystwyth area, and another time there was a Celtic evening. There were also pub nights and dancing evenings. These were activities that the University had organised, to promote the Welsh language and give students an opportunity to learn the language.

I wanted to attend this course in Wales in order to improve my Welsh – my speaking skills and my language. Before going, I hoped this period would enable me to improve my language fluency with spoken Welsh as well as improving my written skills.

I hope the course has enabled me to be a more effective teacher in the school, because with improved language skills I can further support and develop the pupils with their own language skills.

By Alcira Williams



**Alcira (second from the right) with the other winners of the Summer Course Scholarship 2017
Also in the picture (on the right) is Efa Gruffudd from the National Centre for Learning Welsh**

Personal testimony about the impact of the Welsh Language Project in Patagonia



Grisel Roberts working as a Welsh language tutor in the Andes

Grisel Roberts is one of the big successes of the Welsh language teaching project in the Wladfa. She began learning Welsh with Hazel Charles Evans in Esquel. She travelled many times to Wales for further study, and she is now completely fluent in Welsh. In 2017, Grisel was successful in an essay-writing competition at the National Eisteddfod in Meifod. This is a competition organised annually by the Wales-Argentina Society for natives of Patagonia.

“20 years of the Welsh Language Project in Chubut – success?”

Highlights from Grisel Roberts’ winning essay.

This extract is included with permission from the National Eisteddfod of Wales.

(...) I began learning Welsh in 1998, a year after the project began in Esquel. I was fourteen years old. My grandmother used to say that my grandfather could understand every word, but could not speak. My family on my father’s side were descended from the first Welsh settlers, but in our Spanish lives, this meant little more than tea at five o’clock, short stories about the first settlers before bedtime, and the occasional word like “nain” and “taid”.

My grandfather died when I was twelve years old. When he died, we lost many things, but one of the things we (father, sisters, aunt, uncle, cousins) lost was our connection with the language. My grandfather felt Welsh, and he was a true Welshman, so they said. He had a Welsh character, a Welsh face, a Welsh way of walking and a Welsh way of speaking Spanish, so they said. I hadn’t met anyone from Wales, so I wouldn’t know. But I knew that he could understand Welsh but wasn’t able to speak it. I was certain that he would have liked me to have done what he couldn’t do. So, I decided to enrol in Welsh class to try to help the longing, and to keep him with me and make him proud. From that moment, the Welsh language followed me around like a ghost.

I learned for four years before I had to move to La Plata, near Buenos Aires, to go to university.

At La Plata, I didn’t have any teachers or courses, but I did many things to keep in touch with the Welsh language.

I had the opportunity to find other people from Chubut, and I began teaching them Welsh. I managed to keep up the standard of my Welsh throughout the years I was living away from Esquel, in a place where nobody spoke Welsh. Then I went to live in Australia for a year, and I took part in many activities with the aim of promoting the Welsh language and culture.

I moved back to Esquel two years ago, and I joined a Welsh class once again. In 2016, I began working as a teacher, I sat the Intermediate exam and won a scholarship (the Welsh Language Project, administered by British Council Cymru) to go to Cardiff to study Welsh in an Advanced course.

I still study Welsh as a student and I still teach Welsh as a teacher. Since I began studying Welsh, nineteen years ago, I have not stopped studying Welsh and doing things to promote it. I won’t stop, because I have found that this is my way of feeling closer to my ancestors.

The Welsh language has been a hugely important part of my life. However, that was not the original plan: before 1997, I was given no opportunity at all to learn or speak Welsh.

I understand, speak, read and write in Welsh because of this project. This project taught me my first Welsh word and made me the first person in my family to speak Welsh again. From my grandfather on, the Welsh language jumped a generation and found me. By learning and speaking Welsh, I think I am honouring my ancestors. (...)

I don’t know what exactly the situation of the Welsh language was before the project began. But I have witnessed many people beginning Welsh lessons and beginning to speak Welsh with their great-grandparents. I have witnessed bilingual schools opening their doors. I have witnessed buildings being built where ‘nid cerrig ond cariad yw’r meini’ [the foundations are made of love]. I

have witnessed the chapels opening their doors once again and I have heard services and hymn-singing in Welsh.

I have witnessed people from Argentina going to Wales to learn Welsh for the first time, I have seen them studying hard. I have witnessed teachers from Wales working long hours with us. I have seen people from Wales coming here to teach, to help, to meet us like brothers. I have witnessed the reinforcements created from the links between us. I have witnessed the celebrations for the 150 years since the Welsh arrived here, and I have witnessed the people of Chubut singing 'Yma o Hyd' and the national anthem with the same zeal as the Welsh themselves.

I have witnessed Welsh language awareness developing inside all of us. I have witnessed the unparalleled exchanges between the two countries, both countries becoming increasingly aware of the other's existence. Since I first started learning Welsh, I have witnessed both cultures coming closer together.

We are Argentinian, that is true. We are not Welsh. But we feel Welsh, and we feel Welsh when it comes to the language. Here, people are making efforts to teach and learn Welsh. People invest time and money, their health and their lives to learn Welsh, to teach Welsh, to pass the culture on.

In Argentina, teaching and learning Welsh will not get you a better job. It will not give you more money. It will not give you better prospects, or look great on your CV.

It is not encouraged by the Government. It is not even used outside our province (the rest of the country don't even know where Wales is).

You won't get an opportunity to use or listen to Welsh every day, and not many people speak it in the world. Each one of us chooses to study Welsh with our hearts, not our minds. How can we measure the success of the Welsh language project in Chubut? By quantity? By quality? By statistics?

I measure the success of the language project in the way it has changed my life. The project has developed the language and passion towards the language, but not just the language.

The project has made us feel part of Wales, it has developed Welsh culture in Patagonia and a deep awareness of our identity.

In terms of the future, I foresee even more development of the Welsh language and culture in Chubut; there may not be many of us, but we are determined.

Your fight for the Welsh language and culture is our fight too. We know we are not alone: you are on the other side of the Atlantic, and the project helps strengthen the bond.

If I can write this and if you can read this, it's because of the Welsh language teaching project, the teachers and the scholarships I had. This piece is the proof of the Welsh language project in Patagonia; perhaps there are mistakes, and it's written in simple language. But it is proof that we've learned Welsh and we're still learning because we want to improve.

The language is still going strong, even among the younger generation. I feel like a daughter of the project, and many of us are. I feel a part of it, one of the people who are working hard for it on this side of the Atlantic and on the other side, and I'm grateful for the resources and funds we receive each year.

I hope many more people can have the same opportunities that I had, in order to enable your language, our language, to be spoken in Patagonia for many years to come. After twenty years, I am celebrating my rebirth, the birth of my Welsh identity. I'm one of those who have learned Welsh from nothing. I'm truly one of the project's generation.



Recommendations for 2016: Progress Report

1 The Project will celebrate 20 years in 2017.

This will be a good opportunity to look afresh at what we are trying to achieve and how. We will therefore undertake a review of the Project's work and structure during the first part of next year, with the intention of completing the work by July.

Since no Observation Visit was undertaken this year, it was not possible to discuss the Welsh Language Project's structure and reach in any depth with our stakeholders in Patagonia. We hope to come back to this in the 2018 Observation Visit.

2 Funding. Several annual reports have mentioned the fragile financial situation. Thus far, unfortunately, nothing has changed. For about 10 years, the Project has received similar levels of funding, and since inflation in Argentina is around 30%, the value of that funding shrinks each year. The Project has achieved so much with very little money over the years, and it is extraordinary that the figures have continued to improve.

This progress cannot continue unless the level of funding improves, in order to provide fair pay to the Development Officers from Wales and the local tutors. It is also not possible to offer comprehensive provision in areas like Comodoro and Porth Madryn.

It is only by employing more Officers that we can improve and develop. For a relatively small sum of money, it would be possible to make such a difference to the provision in the Wladfa.

There was no change in the financial situation during 2017. The Patagonia Welsh Language Project comes under the Welsh Government's International Education Programme, and most of the projects under this programme saw cuts in their funding during 2017. Since the Patagonia Welsh Language Project receives a relatively small amount, we are actually grateful that our funding was kept at the same level as last year.

The fragile position of the Funding – and the reduction in real terms due to the high inflation in Argentina (30%) – is partly responsible for a reduction in the number of classes and the number of learners this year. One of the reasons for this is that we cannot pay the local tutors a fair wage for

teaching. Considering the current exchange rate (Pound/Peso – January 2018), we pay the local tutors the equivalent of £2.50 an hour.

We will not be able to recruit new tutors or maintain the current ones if we continue to offer this level of pay.

Another factor that affected our funding this year was the change in the type of work visas needed for our three Development Officer. A substantial chunk of the Project's core funding for this year (around 20%) had to be used to pay for administration and work visas.

The Project would also benefit greatly on several levels if it were possible to return to a three-year funding round. This would not only offer an element of assurance, it would also allow us to plan much more effectively for the long term.

3 The increase in the numbers from year to year is something to celebrate. While figures will continue to be important, the greatest emphasis in 2017 will be on Quality. We will therefore need to expand the Tutor and Teacher Training Scheme to achieve the aim of improving quality.

We did not manage to increase the number of learners during 2017.

In terms of training, some training sessions were held by the Project's Teaching Co-ordinator in Argentina, Clare Vaughan. While this met the short-term needs of the tutors, structured and sustainable investment in a tutor training scheme is needed for the long term. This can only be achieved with an injection of additional funding, since such a scheme could not be funded from the current funding.

Until this is done, little can be done in terms of improving the quality of the teaching.

4 Improving and increasing the number of Adult classes, focusing on the Advanced classes.

It was not possible to increase the total number of Adult classes across Chubut this year. However, the aim of increasing the number of post-Wlpan courses was achieved.

In terms of the Intermediate and Advanced courses across the province, we are happy to report that a 93.7% increase was seen in Intermediate numbers, and a 28.5% increase on the Advanced courses. This shows clearly that those who studied on Wlpan and Intermediate courses during the last two years felt confident enough in continuing their learning to go on to higher level courses. The only increase in the number of Proficiency level classes this year was in the Andes – a 50% increase. Very good news.

5 Planning and implementing a new marketing scheme across the province in order to attract more parents of children attending bilingual schools to adult classes.

The Project does not have enough funding or human resources to plan or implement a comprehensive marketing programme. Nevertheless, the Project's staff do make a great deal of use of local press and mass media to spread the message about Welsh for Adults provision.

There is now substantial use of social media, such as Facebook, Instagram and Twitter to engage directly with the public. They have proven to be effective tools for spreading the message about classes. Having said that, we need to continue to target the parents of children in the bilingual schools in every possible way in order to persuade them to learn Welsh. Having specific Menter officer(s) to work in the Wladfa would go some way to improving awareness of Welsh language classes.

6 Maintaining and strengthening the Primary sector whilst continuing to support the three bilingual primary schools

The Project has been supporting the bilingual schools regularly since 2006, when the first bilingual school, Ysgol yr Hendre, was established. We do this by paying a contribution towards the cost of staff hours at the schools and by ensuring that the Project's Development Officers spend time working directly in the schools. In the annual process of recruiting Development Officers, we try to ensure that we employ specialist tutors and teachers – Primary/Secondary, for example – so that they can contribute to the important work of the bilingual schools.

The time of Development Officers has been gradually moving towards working more with and in the bilingual schools, but we must also be vigilant that we are not depriving the other sectors by dedicating all our energy and funding to one sector.

The schools are important – there is no doubt about that – but since the Project only has a small budget, it is important that it is spread carefully across all sectors.

We have a duty to continue to offer a range of provision across the sectors, including semi-fluent speakers, complete beginners and advanced level, the parents of children at the bilingual schools and teenagers. There is no Welsh-medium provision at Secondary or Higher education level in Argentina – except a few secondary schools in Dyffryn Camwy – so until that situation changes, only the Project has the ability to meet the needs of the post-primary sector. As the bilingual schools begin employing teachers directly from Wales themselves, we will be able to focus more on other sectors such as the Adults.

7 Collaborating with the National Centre for Learning Welsh in Wales to adapt new adult courses for the Wladfa by 2018.

Thanks to the generosity of the National Centre for Learning Welsh, the new courses they are developing for Adults in Wales will be available for us to use in Patagonia, and the process of adapting and translating them is already underway. This will be a long-term plan, beginning with the Entry level course. The other courses will be adapted – in collaboration with Bangor University – as they become available for us over the next few years.

8 Beginning to use the new classrooms at Canolfan Esquel.

It is encouraging to note that the work on building the extension to Canolfan Esquel went well, and the classrooms will be available for use in 2018. The building work will continue with the intention of completing the library and living rooms for the Development Officers from Wales during the year.

9 Creating new strategic partnerships – University of Wales Trinity Saint David, the Urdd and the National Centre for Learning Welsh, in order to enrich the Project.

The Urdd is already a member of the Patagonia Welsh Language Project partnership, and as a sign of their commitment to the Project, they have established an annual Work Experience Scholarship for young people from the Wladfa to spend seven weeks in Welsh language workplaces. Eiry Miles now represents the National Centre for Learning Welsh on the Project's Committee, and is responsible for offering three Scholarships for students from Patagonia to study for a month on Summer Courses in Wales. We are still in discussions with the University of Wales Trinity Saint David and Bangor University about their individual contributions to the Project, with the intention of completing these during 2018.

10 Working to maintain more informal Welsh language activities in order to strengthen the work of socialising the language in the community.

The extra-curricular work of socialising the language is vitally important to the development of Welsh at Chubut. A variety of events are arranged regularly by the Development Officers and the local community across the province, and their contribution enriches the experience of learners and speakers alike.

Only 25% of the time of Development Officers is allocated to this work, and securing additional funding to employ specialist officer(s) for Menter work in the Wladfa's communities would make a big difference.

Recommendations for 2017

1 Review of the Welsh Language Project.

Since a review could not be completed during 2017, the intention is to discuss with the Project's stakeholders – in Wales and in Patagonia during the 2018 Observation Visit – with the intention of making recommendations by the end of 2018.

2 Welsh for Adult Classes.

It is important that we continue to develop and strengthen this sector. During 2018, with the intention of increasing the provision in each community, including a regular offer of Taster courses in order to attract students for the usual courses – Entry, Foundation, Intermediate and Advanced.

3 Supporting the Bilingual Schools

Continue to support the Bilingual Schools with practical and financial support so that they continue to grow and thrive.

4 Funding

Since our funding level has not changed much over recent years, we hope to see an increase in our core funding so that we can not only strengthen what we are already doing, but also plan and implement specific additional projects.

5 Training and quality

We will continue the discussions with Bangor University and the University of Wales Trinity Saint David in order to establish a programme to adapt new courses and plan a timetable of structured training for the local tutors by the end of this year.

The main purpose of this would be to improve the quality of the teaching.

6 Menter Patagonia Work

Emphasise the importance of continuing to develop and strengthen this important provision in every community as part of the process of normalising the language in the province of Chubut.