

The Welsh Language Project in Chubut

Annual Report 2018



Rhisiart Arwel

**Academic Monitor and Chair of the Patagonia Welsh Language
Project Committee**

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OVERVIEW

The Welsh Language Project was established in 1997 with the purpose of promoting and developing the Welsh language in the province of Chubut, Patagonia, Argentina.

Each year, three Language Development Officers from Wales spend a period of ten 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 Spanish-language Primary and Secondary Schools 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 for Adult classes during the last few years. Through scholarship bids that give people opportunities to visit Wales to attend Welsh language courses, the Project helps maintain teaching standards and ensure that the latest methodologies are in place in Patagonia.

The Patagonia Welsh Language Project is a grant agreement managed by British Council Cymru in collaboration with a Welsh Language Committee. The Committee includes members 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

The Project works in three regions in the province of Chubut: 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 employed by the Project teach a range of courses including Taster, Wlpan (Entry and Foundation), Further (Intermediate), Advanced and Mastery. At present, the Project uses courses developed by Cardiff University Welsh for Adults, adapted for use in Spanish/Welsh contexts. This year, the Project will start using the new courses being prepared for the Welsh for Adults sector by the National Centre for Learning Welsh. In due course, all the courses will be translated and adapted for use in the Wladfa [the Welsh settlement in Patagonia]. The Project Committee acknowledges the generous and important contribution of the National Centre for Learning Welsh to the work of the Project in Patagonia.

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 Project is also supported by the National Centre for Learning Welsh; Bangor, Cardiff and Aberystwyth Universities; as well as Urdd Gobaith Cymru.

However, the Project's relatively limited budget cannot pay for every element of the work needed to support the Welsh language and culture in the Wladfa. The financial and practical contributions of our partners are therefore incredibly important in ensuring a wide range of Welsh language classes, services and activities in the province of Chubut.

The Patagonia Welsh Language Project pays for three Welsh Language Development Officers working in the Wladfa for ten months each year. In addition, around 22% of the Project's funding is used to pay for the services of the local tutors with adult classes and in the schools.

The government of the Province of Chubut pays for 100 hours of Welsh language teaching across the province, in the schools and with adults. The financial position of the three bilingual schools are, of course, very different, but they all pay from their own budgets for elements such as the cost of teachers, pensions, teaching materials etc. Some local councils – such as the Gaiman Council – also pay for Welsh language classes in a few Spanish-medium schools. Without these additional contributions, it would not be possible to undertake so many activities to support the Welsh language and culture in Patagonia.

History

In May 1865, around 153 passengers from Wales sailed on the *Mimosa* to South America to escape oppression and violence in their own country. Their hope was to create the new Wales on the extensive desert of Patagonia. The Welsh immigrants first arrived on the Argentine coast on 28 July 1865.

Today, the descendants of those who were on that first journey and the other passengers arriving in the late nineteenth century and early twentieth century, live in several communities across the Province of Chubut.

Wales and Patagonia are therefore united by tradition and history, and Welsh is heard in the Wladfa to this day. Similarly, many cultural traditions such as the *Gymanfa Ganu* and the *Eisteddfod* continue to be practised and enjoyed to this day.

There are no reliable figures for the number of Welsh speakers in the Wladfa, but at the beginning of the 21st century, it was estimated that around 50,000 Patagonian people were of Welsh descent.

2018 Observation Visit

The observation visit gives the Academic Monitor an opportunity to experience and observe the teaching at the Wladfa. It is also an important opportunity to discuss with staff, tutors, local committees and the wider community in order to gain a full picture of the situation at grassroots level.

Several meetings were held with partners and a number of local committees, and Welsh classes were observed at the Bilingual Primary Schools, the Secondary Schools (those offering Welsh as a subject) and a substantial number of Welsh for Adult classes.

KEY SUCCESSES IN 2018

1) Three Development Officers were sent to Patagonia; one to the Andes, 75% teaching and 25% working for Menter Patagonia

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

2) A total of **1236** people attended Welsh language courses, a **9.8% increase** on last year.

3) An **8.2%** increase in the number of Nursery Children (under 5 years old), an increase of **24.5%** in the number of KS1 children (6 to 8 years old) and an increase of **48.8%** in the number of children in KS2 (9-11 years old) across the province.

4) Growth at Ysgol y Cwm, Trevelin, Ysgol Gymraeg y Gaiman and Ysgol yr Hendre Trelew.

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 and/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 undertaking work experience through the medium of Welsh.

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.



2018 TARGETS

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

In Dyffryn Camwy, one tutor was appointed to specialise in the primary sector, and a second 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 sectors.

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) Continue the discussion with the National Centre for Learning Welsh on adapting and translating new Welsh for Adult courses for Patagonia

6) Continue with plans to develop a structured scheme of training for the Wladfa's tutors

All of the above targets were met in 2018



Siôn Dafis, a local tutor in Dyffryn Camwy with one of his Welsh language classes

IMPACT OF THE PROJECT

STATISTICS

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

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

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

Emyr Evans (the Andes) Children/Youth/Adults

Gwenno Rees (Dyffryn Camwy) Children/Youth/Adults

Glesni Edwards (Dyffryn Camwy) Children/Youth/Adults

34 teachers/tutors teaching Welsh

This figure does not include the teachers teaching through the medium of Spanish in the bilingual primary schools.

Number of classes: There were **115** (90) classes in 2018, an increase of **28%**

The figures for 2017 are included in brackets

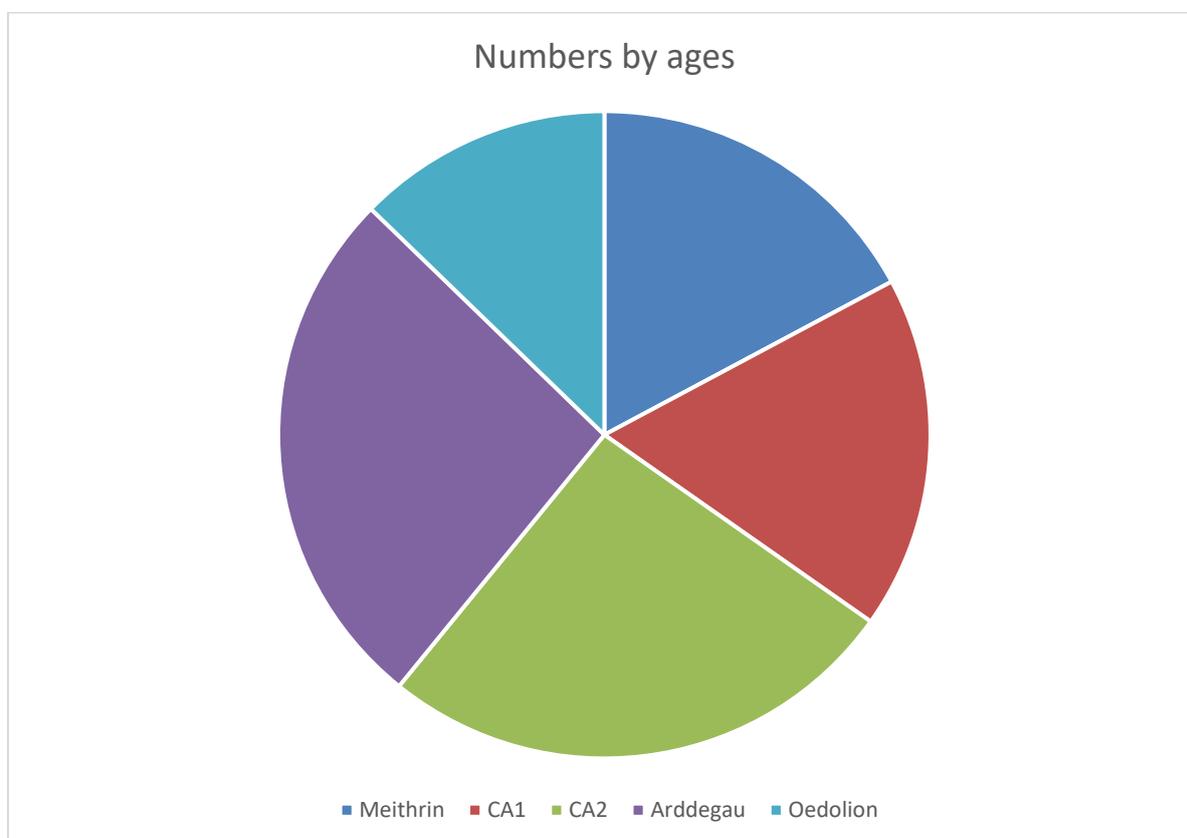
Gaiman (including Dolavon)	Trelew (including Porth Madryn and Comodoro)	The Andes (including Esquel and Trevelin)
63 (54)	30 (14)	22 (22)

Number of learners:

	Gaiman (including Dolavon)	Trelew (including Porth Madryn, Comodoro)	The Andes	TOTAL
2018	831	210	195	1236
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 bands and regions:

	Gaiman (including Dolavon)	Trelew (including Madryn)	The Andes (Esquel and Trevelin)	Total
Nursery (below age 5)	110 (110)	45 (34)	57 (52)	212 (196)
Post-nursery (KS1)	109 (116)	59 (946)	50 (13)	218 (175)
Primary age (KS2)	235 (102)	37 (35)	50 (80)	322 (217)
Teenagers	315 (386)	10 (4)	2 (10)	327 (400)
Adults	62 (44)	59 (46)	36 (48)	157 (138)
TOTAL	831 (758)	210 (165)	195 (203)	1236 (1126)



Comments:

It is very encouraging to announce that the figures for 2018 have not only been maintained but have seen an increase in a number of sectors during the year, despite the uncertain climate in Argentina, socially and economically.

The number of classes have increased nearly 30% this year. A number of factors have contributed to the growth; new Welsh language classes were funded in Escuela 100 Gaiman (a Spanish-language school) by the Arts department of Gaiman Council, and a number of additional classes were established to increase the language skills of pupils in the bilingual schools.

Compared to previous years, the total numbers of learners in 2018 have increased; numbers are up on last year, and second only to 2016. That year was a particularly good year, which benefitted from the success of the celebrations in 2015 to mark 150 years since the Wladfa was established. During the year of celebration, an incredible resurgence was seen; awareness about the language and culture was raised right across the province, with the result that a new cohort were encouraged to learn more about the culture and attend the Welsh language classes.

There has been little change in the Project's total budget over the years. To all intents and purposes, therefore, the budget has seen a reduction in real terms, year on year. Inflation in Argentina has played a big part in this decline in the value of the budget. The country experienced serious economic difficulties in 2018; following a financial crisis, inflation reached around 47%, the highest in South America apart from Venezuela. Argentina's currency – the Peso – also lost 50% of its value during the year, and the country is now officially in a depression.

Public sector workers held many strikes during 2018. This created chaos in the education system early in the year, and several schools in the province of Chubut were closed as the teachers held strikes for increased pay.

Considering all of this, it is even more incredible that 2018 was such a good year for the Project. That success can be attributed to the hard work of our Development Officers, the local tutors and teachers, the multitude of volunteers and our staff at grassroots level. Congratulations to everyone – miracles have been achieved.

As the figures demonstrate, the most prominent growth in 2018 was seen in the numbers of pupils at the three bilingual primary schools. In Key Stage 2 for example, there was a 48% increase. There was also very clear growth in Key Stage 1 (24.5%) and Nursery (8.2%).

This is very encouraging news.

It should come as no surprise that the primary sector is continuing to grow regularly. Consistent hard work by the schools themselves – as well as the important contribution of the Project’s Officers – have ensured continuous success and growth.

Very often, success begets success, and the good news about the bilingual schools has clearly filtered through to the awareness of the Spanish language community in the Province of Chubut. Proof of this is the increasing number of parents deciding, year on year, to send their children to the bilingual schools to receive their education.

The success and confidence of the schools themselves is now clear as they increase their numbers and start employing teachers from Wales themselves. This will certainly lead to improving and enriching pupil experience. It is pleasing to note that the number of teachers from Wales at the bilingual schools will increase once again in 2019.

It is also important to acknowledge the Spanish-medium schools – Escuela 24 in Esquel, Escuela 100 in the Gaiman, Escuela Bryn Gwyn and Escuela Aliwen in Dyffryn Camwy – for the important contribution they make by holding Welsh language workshops and classes. The contribution they make is incredibly important and has helped a great deal to increase understanding and improve attitudes. In due course, these contributions will support the normalisation of the language and culture in the Province of Chubut.

The Nursery sector now represents nearly **17%** of the Wladfa’s learners, while the Primary sector (KS1 and KS2) represents **43.7%** of the learners.

The teenage sector’s percentage is **26.5%**.

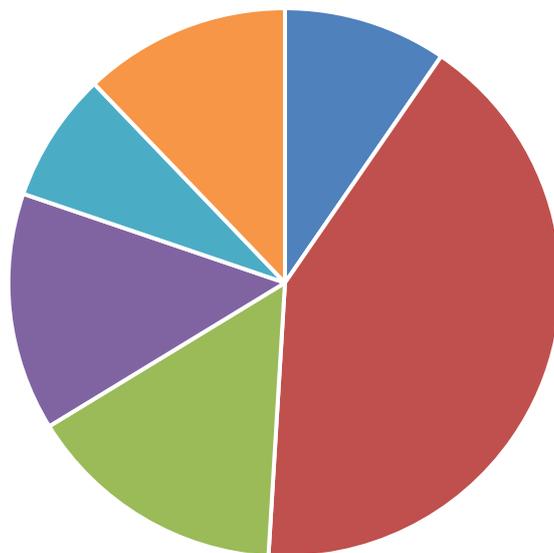
Back in 1997, when the Project began, there were 279 adults learning Welsh. Back then, adults were the priority and represented **49%** of all learners.

By now, Adults are only **12.7%** of all learners in the Wladfa.



Members of the ‘Ddraig Fach’ group in Trelew with their teacher Norma Price

Numbers of adult learners by language level



■ Cyn-mynediad ■ Mynediad ■ Sylfaen ■ Canolradd ■ Uwch/Meistroli ■ Hyfedredd



Gwenno Rees (on the left), one of the Dyffryn Camwy Officers for 2018 with a group of young people from the Ddraig Goch Rugby Club in the Gaiman

Numbers of adult learners by language level

	Pre-Entry	Entry (Wlpan 1)	Foundation (Wlpan 2)	Intermediate (Further)	Advanced + Mastery	Proficiency (Improvement)	Total
Gaiman	15 (3)	26 (10)	0 (5)	6 (12)	5 (5)	10 (9)	62 (44)
Trelew	0 (0)	27 (12)	15 (11)	10 (11)	1 (4)	6 (0)	59 (38)
The Andes	0 (7)	12 (14)	9 (15)	6 (8)	6 (0)	3 (15)	36 (59)
Total	15 (10)	65 (36)	24 (31)	22 (31)	12 (9)	19 (24)	157 (141)

The numbers attending adult classes are still holding up very well in Dyffryn Camwy.

In the Andes, another reduction was seen in the number of teenagers and adults. In the case of the adults, the decline can be partially attributed to the fragile economic situation and the relatively limited provision offered in terms of class times. Analysing and strengthening the provision by adding new classes, at various times and at the higher levels, will be one of the priorities for 2019.

As in Wales, the number of learners in the Wladfa moving up to the higher-level classes (from Intermediate level up) is disappointing. The healthy numbers at the Entry and Foundation levels are not seen progressing to Intermediate, Advanced and Mastery. Aiming to improve the problem of continuity and progression to create more Welsh speakers will be one of the Project's priorities over the next few years.

Gradually, the National Centre for Learning Welsh's new courses are being introduced to Chubut Welsh classes, and we hope that these colourful and appealing courses will attract more learners to the classes and encourage them to continue to study for longer periods.



Glesni Edwards, one of the Dyffryn Camwy Development Officers for 2018, with a Welsh class in the Gaiman

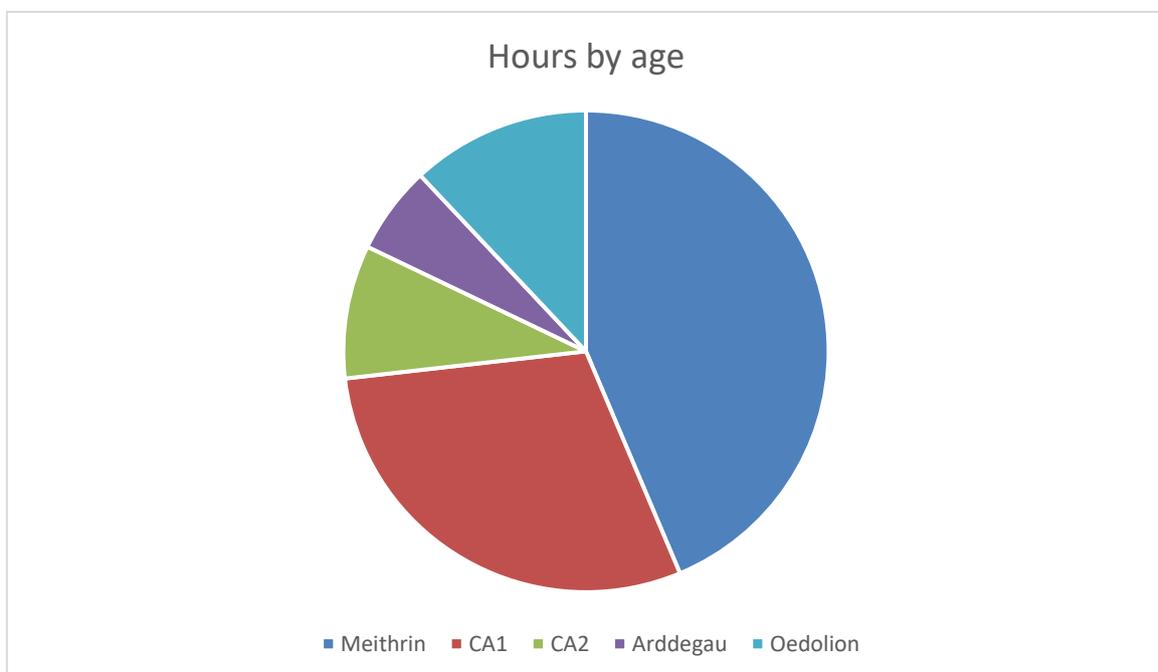
Number of Welsh language contact hours by level in the regions – 2017 figures in brackets

	Nursery (up to age 5)	CA1 (age 6-8)	CA2 (age 9- 11)	Teenagers	Adults	Total
Gaiman	93.08 93 hours 5 mins (64.5)	52.66 52 hours 40 mins (55.83)	10.24 10 hours 15 mins (54.66)	26.75 26 hours 45 mins (28)	17.66 17 hours 45 mins (11)	200.40 (214)
Trelew	75 (75)	72.48 72 hours 30 mins (72.48)	32 (32)	1.5 1 hour 30 mins (2)	25.75 20 hours 45 mins (20.75)	206.73 201 hours 45 mins (202.23)
The Andes	52.5 (41)	24 (11.15)	3 (13)	1.5 (3.5)	22 (21)	103 (89.65)
Total	220.58 220 hours 40 mins (180.5)	149.14 149 hours 10 mins (139.46)	45.24 45 hours 15 mins (99.66)	29.75 29 hours 45 mins (33.5)	65.41 60 hours 25 mins (6)	510.12 505 hours 10 mins (505.88)

The good work of the three Bilingual Schools can be seen clearly in the table above; the greatest number of hours can be seen in the Nursery and Key Stage 1 sectors. As the schools grow, the Key Stage 2 numbers will also increase so that each school has a full complement of classes – from Year 1 to Year 6.

The hours in the teenage sector are holding up well. This is partly thanks to Coleg Camwy and Escuela Aliwen (secondary) in Dyffryn Camwy, where Welsh is mandatory from Year 1 to Year 3. Once the three bilingual schools have reached full capacity, it is hoped that significant progress will be seen in this sector over the next few years.

It is encouraging to see that the Andes has the highest number of adult hours overall. Although numbers are low in classes in the area, provision is being offered at all levels. Many of the adults who learned Welsh in the early days of the Project are now contributing in many ways to the language and culture in their areas. A number of them also contribute as Welsh language tutors; they are more than happy to teach the lower levels (Entry and Foundation), but many lack the confidence to teach the higher levels. Discussions have begun on developing a structured training Scheme for local tutors in Patagonia. This long-term plan would be an ambitious project to ensure that the local tutors not only feel competent to teach the new courses but also have the appropriate teaching skills to teach the higher levels.



WJEC Exams

Learners in Welsh classes in the Wladfa are given the opportunity to sit WJEC's Welsh for Adults exams. This is an invaluable experience which provides a strong motivation to learn. The Welsh Joint Education Committee's efforts to facilitate the process for learners in the Wladfa is much appreciated.

Receiving an official certificate from an international body is a very important experience for Argentinian students which brings praise and respect, especially since WJEC's Welsh for Adults Exams are set within a European framework of learning languages.

Here are the figures for 2018. Only students from Dyffryn Camwy enrolled for the exams this year.

Level	Enrolled	Sat	Passed	Failed
ENTRY	10	10	8	2
FOUNDATION	7	7	7 (2 with merit)	0
INTERMEDIATE	2	0 (issues with coursework timing)	—	—



Glesni Edwards with an adult class in Trelew

Context by Clare Vaughan, Welsh Language Project Teaching Co-ordinator, Patagonia

Considering the Project's history since 1997, it is incredible how it has evolved over a 20-year period: before the Project began, volunteers would go to the Wladfa for relatively short periods to teach Welsh to people who yearned for an opportunity to create a connection with their forbears.

As a result, and following the work of Professor Robert Owen Jones in the 90s, there was a feeling that the Welsh Government (and the Welsh Office before it) could help build bridges by creating a Project that would send professional teachers over to the Wladfa to work for a year and encourage learners to become teachers and tutors themselves in the long run.

The teachers who came from Wales received the same salary as local teachers in Argentina, and local tutors were also remunerated for their work. The workload increased, and some started dreaming about extending the provision to encourage children to learn, since they would continue with the language and culture in future.

There was a misconception that learning a language was just playing, and what better way to give the language status than to include it in the education system of the country and the Province? Firstly, Ysgol yr Hendre was established in Trelew in 2006. Later, the Nursery provision in the Gaiman evolved into an official Primary School, and finally Ysgol y Cwm Trevelin opened its doors in 2016.

The schools would not exist were it not for the Welsh Language Teaching Project, and generations of children and young people would have been deprived of the opportunity to learn the language of their forefathers. Slowly, the Welsh communities in Chubut grew in confidence and developed a new identity. This was done by teaching the language in professional ways and offering opportunities for learners to travel to Wales to improve their language skills, as well as receiving visitors to the Wladfa and making new connections.

Unfortunately, everything comes down to money, and the funding for such a Project is vital to its success even though it may be a marginal issue to some. During the anniversary celebrations to mark 150 years since the first Welsh people arrived at Golfo Nuevo, many promises were made about support for the Welsh language communities and schools. Unfortunately, few of those promises have been honoured. It is one thing to create a park or build a monument, it is another thing to pay the teachers' salaries each month. The demand for Welsh lessons has increased, but the financial support from Wales through the Project is shrinking in real terms.

The Government of the Province of Chubut pays for 100 *catedra* hours (a period of 40 minutes) of Welsh lessons across the whole Province, and the Project provides 505 hours 15 minutes of Welsh lessons, or 758 *catedra* hours. This figure, by the way, does not include the contribution of the Provincial government to Welsh lessons in some of the Spanish-language schools, such as Escuela 24, Esquel and Escuela Aliwen, Dyffryn Camwy.

The Province pays professional teachers 528 pesos an hour, and as part of the salary, they receive a pension and healthcare. The local freelance tutor does not receive contributions towards a pension, holiday pay or healthcare.

The schools have now become motivators for people to learn Welsh in three towns, and communities like Esquel and Porth Madryn are open to everyone who want to learn Welsh.

We would welcome an increase in financial support, to support the teaching of Welsh to non-Welsh speaking teachers and the parents of children attending the bilingual schools as well as expanding the current provision for Adults.

More scholarships for young people from the Wladfa to travel to Wales would be welcome: the Gravell Scholarship for one young person from the Wladfa to attend Llandovery College is a great opportunity, but it does not focus primarily on language, and the chance to offer other possibilities would be very much appreciated. It would be great if a scholarship could be offered for teachers from Patagonia to go to Wales, not only to learn the language, but also to learn about good practice in teaching bilingual pupils, a concept that is quite new to many teachers in the Province of Chubut.

The communities have started making much bigger financial contributions than anyone had originally imagined, investing in education by building and maintaining their centres. Welsh language societies contribute to projects by paying for teaching hours or offering a space for the activities. Some local Councils pay for Welsh language hours in Spanish schools, and ordinary people pay for their children to attend bilingual schools. We face difficult times in Argentina and in Wales, but we must work creatively to survive the dark clouds in order to step forward confidently towards the Bicentenary.

Clare Vaughan, Trevelin 2018



Grisel Roberts with an adult class in Canolfan Esquel, the Andes

PATAGONIA'S EDUCATIONAL INSTITUTIONS

Coleg Camwy, Gaiman



Coleg Camwy, Gaiman

Coleg Camwy was established in 1906 as a 'Middle School', and it was the first secondary school in the Wladfa.

The institution now gives every class Welsh lessons.

The School receives children who have attended the bilingual schools in the Gaiman and Trelew, and offers provision at two levels. Beginners' classes are taken by Caren Jones and Gabriel Restucha, and classes for those more fluent in Welsh are taken by Esyllt Nest Roberts. During 2018, Glesni Edwards and Gwenno Rees, the Welsh Language Project Officers in Dyffryn Camwy, also helped with the language improvement classes.



Gabriel Restucha with one of the Welsh classes at Coleg Camwy, Gaiman



Esyllt Nest Roberts with advanced Welsh lessons at Coleg Camwy

At Coleg Camwy, Welsh is mandatory during Years 1, 2 and 3 and is optional in the final three years.



Caren Jones teaching one of the Welsh classes at Coleg Camwy

THE WLADFA'S BILINGUAL SCHOOLS

There are now three bilingual primary schools in Patagonia: Ysgol yr Hendre, Trelew; Ysgol Gymraeg y Gaiman and Ysgol y Cwm at Trevelin. The schools provide a high standard of education and the staff are enthusiastic and assiduous, working in challenging economic circumstances.

Ysgol Gymraeg y Gaiman



The nursery school, Ysgol Feithrin y Gaiman, was opened in 1993. The increase in demand over the years was so high that a school, Ysgol Gymraeg y Gaiman, was opened in 2013.



Sibil Hughes and Celeste Filiponi with the nursery children of Ysgol y Gaiman

Report by Rebeca White (Headteacher) and Eysyllt Nest Roberts (Welsh Teacher):

“Ysgol Gymraeg y Gaiman is going from strength to strength each year, and we all know by now that the contribution we make as a school, alongside the other two Welsh-medium schools, is vital to the future of the Welsh language and culture here in Patagonia.

This year, we had the privilege of welcoming two of the Welsh Language Project’s Development Officers – Gwenno Rees and Glesni Edwards – to join us at the school. Gwenno has devoted herself to teaching the Grŵp Estrys group (children aged 7-8) for two hours, four afternoons a week (with Glesni undertaking the role on the fifth day).

In the afternoons, only Welsh is taught here (Welsh and Spanish in the mornings), with the reception class led by Angelica Evans and the primary children divided into three sets by their level of Welsh led by Angharad Price (a teacher from Wales), Gwenno Rees and Glesni Edwards working together, and Eysyllt Nest Roberts. Because of Gwenno’s background in primary schools, she has been a huge asset, and has come to know the needs of her pupils like a full-time teacher would. She has been able to develop the children’s skills according to their individual needs. She has devoted herself to extra-curricular activities and has also been here one morning a week holding reading workshops with the younger pupils”.



Gwenno Rees with some of the pupils at Ysgol y Gaiman

“Glesni has also made a valuable contribution, developing reading sessions with Grŵp Estrys one afternoon a week and holding Welsh language classes for the staff. We have received positive feedback for these, and the staff remain enthusiastic and keen to use their Welsh outside the formal classes. This development of teaching the adults is every bit as important for our school”.



Glesni Edwards (on the right) with some of the support staff at Ysgol y Gaiman

“We as a school cannot over-emphasise the importance of the Development Officers’ contribution to the school’s teaching. As you know, there is a lack of qualified teachers to teach through the medium of Welsh here in Patagonia. As a result, having members of staff from Wales (often non-Spanish speaking) is essential, and this increases the need for children and adults to use their Welsh at all times. It also increases the enthusiasm of our second language staff and helps them build their confidence by working with first language staff”.



Angharad Price with pupils at Ysgol y Gaiman

“As a school, we now employ one teacher from Wales ourselves – Angharad Price – which has made a huge difference to our school. However, without the contribution of the Project’s Officers, it would be a huge challenge for us to be able to teach our children bilingually, so we would like to thank you for including our school in the officers’ timetable and giving us the chance to develop future Welsh speakers – both children and adults – at our school”.

Rebeca White (Headteacher) and Eysyllt Nest Roberts (Welsh Teacher)

Ysgol y Cwm, Trevelin



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

The school's background by Clare Vaughan

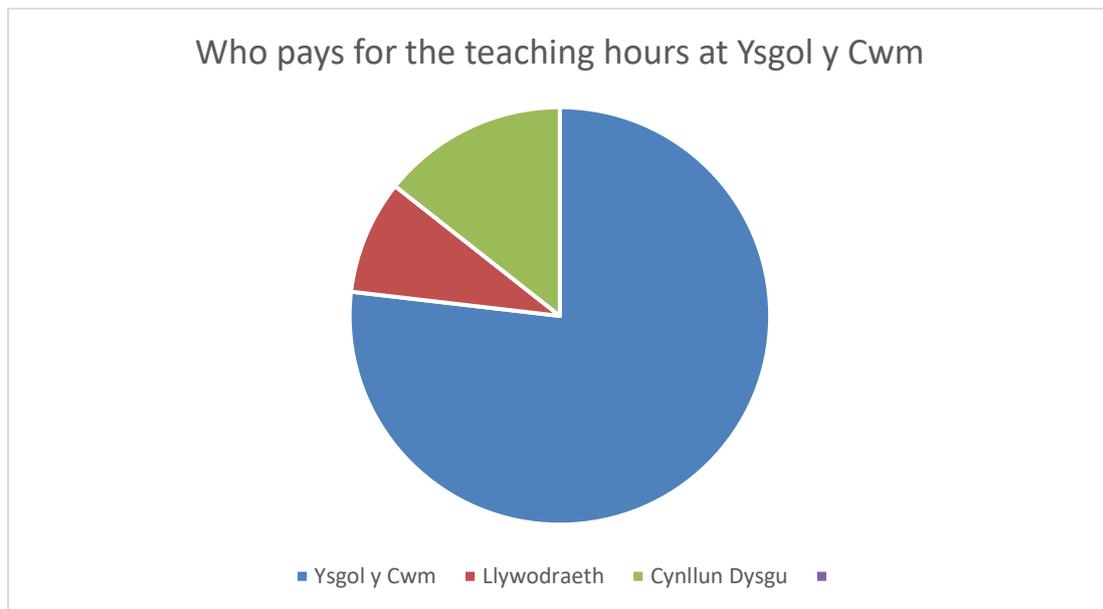
The community at Cwm Hyfryd started dreaming about establishing a school during the preparations for the celebrations to mark 150 years since the first Welsh people arrived on the shores of Porth Madryn. What could be better than a living monument where the language and traditions would be passed on to a new generation of the village's inhabitants? The Welsh language community started selling several plots of land in Trevelin, and the building work began in 2015. The school was opened formally on 9 March 2016, with 50 children between the ages of 3 and 6 attending the Nursery school. The School is now in its second building phase, with new rooms for the primary section being plastered and painted at the moment. In March 2019, there will be 120 children between the age of 3 and Year 3 attending a school that is brand new and full of light, with dedicated classrooms in which to do their work.



The expansion of Ysgol y Cwm during October 2018

This work is incredible when you consider the fact that the project has been paid for by the community, the Welsh Language Society and the School Association.

It was also the community and the committees who were responsible for paying the gas and electricity bills, the insurance, the cleaning, the purchase of furniture and materials, breakfast and tea for pupils as well as the completion of the building and the teachers' salaries, since the Government makes no contribution to the teachers' salaries. This means that an event must be held each month to fundraise enough to cover the costs, on top of the fees that parents pay. This was not the original intention; the hope had been to provide a bilingual education to everyone who was interested, but since no support was provided by the Government, the school had to be established as a private school with all the financial pressures that this brings.



2018 Events

The work of the Nursery section in the afternoon is integrated, with the language assistant in the class for the first few hours of the afternoon working jointly with the nursery teacher who has received training under the Argentinian system. Each learning day begins with Circle Time where the pupils raise the flags of Argentina and Wales and sing in both languages.

Years 1 and 2 now have an extended morning with 90 minutes of additional Welsh, and Music and Folk Dancing lessons are arranged as a way of getting more Welsh into the curriculum.



Singing session with pupils at Ysgol y Cwm

As the school becomes a popular option for the town's parents, this creates a new challenge for the school – what to do with the children who arrive at school if they did not attend the nursery school. This year, the school has held a class for 'latecomers' four times a week, led by Nia Jones, in an effort to bring the children's language skills up to the right level before they begin next year. This class is paid for by the parents themselves.



Emyr Evans, Andes Development Officer giving a Welsh lesson at Ysgol y Cwm



Ximena Roberts, one of the teachers at Ysgol y Cwm

Jessica Jones and Ximena Roberts from Argentina teach children aged 3 and 4, while Nia Jones (previously one of the Project's Development Officers) has stayed in the area and is now working with Year 1 in the mornings and with 5-year-olds in the afternoons. The efforts of Emyr Evans (the Project's Officer this year) have gone into the Year 1 class for the first half of the year, and Year 2 in the second part of the year. Emyr has been very active and raised money to ensure the piano given generously by the Williams family could be tuned.

The non-Welsh speaking teachers attend a Welsh course every week as a way of encouraging them to use the language they have and so they are aware of how to teach a second language.



**Clare Vaughan teaching Welsh to some of the Spanish-speaking teachers at Ysgol y Cwm
2019**

The school has realised that having the presence of someone from Wales every day is incredibly important to the school's development, so the school is hoping to employ a teacher to work specifically for Ysgol y Cwm in 2019. This entails a great cost, which includes not only the salary but also travel costs from Wales, accommodation, insurance and work permit. The school has therefore been working on a scheme to try to get 25 people to contribute regularly so that all the costs can be paid.

By 2019, there will be 120 children on the roll, so it is vital that the resources are available to provide a high-quality education in both languages, that will maintain the language and traditions of the first settlers for the future.



Jessica Jones with her class at Ysgol y Cwm



Nia Jones, one of the Project's former Officers, who is now a teacher at Ysgol y Cwm

Ysgol y Cwm Staff 2018

Name	Role	Paid by
Erica Hammond	Nursery School Headteacher	On unpaid sabbatical April – November 2018
Claudia Mazziotti	Primary Headteacher Temporary Nursery School Headteacher Spanish Teacher Year 1	100% Ysgol y Cwm
Margarita Green	Secretary	100% Ysgol y Cwm
Jessica Hopkins	Spanish Teacher for Children aged 3	100% Ysgol y Cwm
Jessica Jones	Welsh Teacher for Children aged 3	50% Government 25% Ysgol y Cwm 25% Project hours
Evangelina Davies	Teacher for Children aged 4	100% Ysgol y Cwm
Ximena Roberts	Welsh Teacher for Children aged 4	65% Government 35% Project
Daniela Limache	Spanish Teacher for Children aged 5	100% Ysgol y Cwm
Nia Jones	Welsh Teacher for Children aged 5	50% Ysgol y Cwm 50% Project
Judith Jones	Year 1 Spanish Teacher	100% Ysgol y Cwm
Nia Jones	Year 1 Welsh Teacher	50% Ysgol y Cwm 50% Project
Claudia Mazziotti	Year 2 Spanish Teacher	100% Ysgol y Cwm
Emyr Evans	Year 2 Welsh Teacher	100% Project
Maria de Oro	Music	100% Ysgol y Cwm
Camila Itxassa	Physical Education	100% Ysgol y Cwm



The raising of the flag at Ysgol y Cwm

Ysgol yr Hendre, Trelew

Ysgol yr Hendre was opened in Trelew with 22 pupils on 6 March 2006. It now has over a hundred pupils, who receive three and a half hours of education through the medium of Welsh each day.



Ysgol yr Hendre's original building in the Moreno area, Trelew



Ysgol yr Hendre building in the Rivadavia area



New classrooms completed at the back of Ysgol yr Hendre



Gwenno Rees, one of the 2018 Project officers, with a class at Ysgol yr Hendre

TEACHING WELSH IN SPANISH-MEDIUM SCHOOLS.

The Andes: Escuela 24, Esquel

The Welsh language is supported and taught in several Spanish-medium schools across the Province of Chubut.

Escuela 24 in Esquel is one such school. Here, the teacher Diana Jenkins, and Emyr Evans, the Andes Development Officer, undertake Welsh language workshops.

The workshops include elements of language learning, cultural themes and folk dancing.



Diana Jenkins in one of the Welsh language workshops at Escuela 24, Esquel

Dyffryn Camwy

At Dyffryn Camwy, the secondary school Escuela Aliwen provides Welsh lessons to years 1, 2 and 3 (years 7, 8 and 9 in Wales) led by Gabriel Restucha and Caren Jones.

Ysgol Bryn Gwyn



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



Celeste Filiponi with one of her Welsh classes at Escuela Bryn Gwyn

Escuela 100, Gaiman

Welsh classes have been held occasionally at the primary school Escuela 100 Gaiman over the last few years. During 2018, the Welsh lessons were resumed thanks to the generosity of the Culture section of the Gaiman Council. Victoria Steinkamp, who learned Welsh originally with the Welsh Language Project, has been responsible for teaching Welsh there, and has been doing so for approximately eight hours a week. The School itself is very supportive of the scheme and is keen for the scheme to continue in 2019.



Virginia Steinkamp's report.



“I started learning Welsh as a teenager, and I have had great pleasure from learning the language over the years. This year, I accepted the Gaiman Council culture committee’s offer to teach ten modules of 40-minute Welsh lessons to children in years 4, 5 and 6 at Escuela 100. After meeting the school’s headteacher, Claudia Ball, and the head of the Gaiman Council culture committee, Mary Zampini, we agreed that I would work Mondays and Wednesdays teaching Welsh to children in years 4 and 5 and teaching English to children in year 6 to prepare them for their first year at secondary school.

From the beginning of my period in Escuela 100, I was warmly welcomed by the teachers and pupils. The children looked very comfortable and accepted me. Although clearly some groups pose a challenge for us as teachers, I have learned how to teach and how to love everyone. I have nearly 200 pupils. I have been teaching 7 modules of 40 minutes each on Monday mornings and afternoons, and 3 modules of 40 minutes each on Wednesday mornings.

It has been particularly busy this year. Due to financial problems in Argentina, there were several strikes during the year. Nevertheless, I am happy that the children did at least get a taste of the language.

In my first lessons, I focused on pronunciation and the language’s sounds, by playing games and singing songs. I have also used many games and craft activities throughout the year. The contents of my programme (grammatical patterns and vocabulary) are the language’s sounds (and the alphabet), greetings, numbers, colours, personal questions, the weather, days of the week, months of the year, animals, possession, the history of Gŵyl y Glaniad [landings festival], the family, shapes, seasons, clothes, the body, food, likes, present tense verbs, time.

My aim is to support language transmission and plant seeds of knowledge, love and passion for the Welsh language. Language generally is an artistic expression to be appreciated. Appreciating language for all of its history, without judging it; learning a language, and transmitting it; this is the way to keep a language alive. Understanding its suffering and efforts and splendour. If we understand this, we will receive all the blessings that form the essence of languages, waiting to be found.”

PORTH MADRYN WELSH LANGUAGE CLASSES

Lorena Peralta is responsible for the Welsh lessons in Canolfan Toshcke, Porth Madryn.

The classes are held several times a week, and the pattern is that one of the Project's Development Officers support with the teaching and activities each month.



Lorena Peralta (in green) and Glesni Edwards with learners at Porth Madryn



Menter PATAGONIA

The work done by the local tutors and Project Development Officers in the classrooms is vitally important. Of course, this is 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 terms of language socialisation in the communities is hugely important, and it could well be argued that it is actually every bit as important as 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 the use of the language in a cross-section of social situations – extend its social use.

The aim should be to create a wide range of situations, events and activities for using the Welsh language.

Activities are 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 – the Urdd Aelwyd, 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, conversation 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; however, there is only a 0.75 post between the two regions in reality.

25% of Gwenno Rees and Glesni Edwards' time was spent on the Menter's work in Dyffryn Camwy, and 25% of Emyr Evans' time in the Andes.

Menter Patagonia Events in Dyffryn Camwy

Report by Gwenno Rees and Glesni Edwards

Many social activities were arranged during the year, and it was a pleasure to take part in some very interesting activities. The activities are an opportunity for people to socialise in Welsh outside the classroom and to see Welsh as an everyday language. A variety of evenings were arranged to ensure that there was something to everyone's taste – from Cawl a Chân [soup and song] nights, evenings with local people who had been to Wales on scholarships giving presentations, cake evenings, holding stalls at bookfairs, and more. The number of attendees varied from activity to activity depending on illness, holidays or pre-arranged family events. They were great evenings and an opportunity to socialise with people of all ages. We were a part of the social events from the beginning, and we saw very quickly how important it was that we attended every Welsh language activity organised, not just the activities we were responsible for organising ourselves.



<i>St David's Night in Bethel Old Chapel</i>	02/18
<i>Trelew adult group asado</i>	02/18
<i>Menter Patagonia stall, Dolavon book fair</i>	03/18
<i>Asado to celebrate the opening of Ysgol yr Hendre's new classrooms</i>	03/18
<i>Taking visitors from Wales around the Gaiman and Porth Madryn</i>	03/18, 04/18, 06/18, 10/18 11/18, 12/18
<i>Trevelin Eisteddfod – competing with the choir and joint recital</i>	04/18
<i>Curry night for the Tango Tours trip</i>	04/18
<i>Trevelin cymanfa ganu</i>	04/18
<i>St David's Evening at Tŷ Te Gwyn (St David's Society)</i>	04/18
<i>Esquel Religious Service</i>	04/18
<i>Cawl a Chân evening, Gaiman</i>	05/18
<i>Menter Patagonia stall, Gaiman book fair</i>	06/18
<i>Cawl a Chân evening, Trelew</i>	06/18
<i>Wales Argentina rugby match in the Mochyn Du</i>	06/18
<i>Dolavon cake evening</i>	06/18
<i>Filming of school children rapping to be shown on SAC's Cyw</i>	06/18
<i>Writing an article on behalf of the Welsh-medium schools for publication to promote Cyw</i>	06/18
<i>An evening of conversation with Emyr Wyn and Llinor (singer and actors on Pobol y Cwm) in the Gaiman</i>	06/18
<i>'Countries of the World' presentations at the Gaiman Book Fair</i>	06/18
<i>Noson Lawen for the rugby supporters</i>	06/18
<i>Bethel Mini Eisteddfod – competing with the choir, training the children to perform, written work with the children</i>	06/18
<i>Bethel Chapel Service</i>	once a month
<i>Porth Madryn cymanfa ganu</i>	06/18
<i>Ysgol yr Hendre Eisteddfod</i>	06/18

<i>Bethel Chapel Afternoon Tea – Gŵyl y Glaniad [landings festival]</i>	07/18
<i>Gŵyl y Glaniad celebrations at Porth Madryn</i>	07/18
<i>Leading Ysgol y Gaiman’s Acto San Martin</i>	08/18
<i>Gaiman Day Celebrations</i>	08/18
<i>Radio Cymru interview on the ‘Geraint Lloyd’ programme</i>	08/18
<i>Skype call with the director of the British Council in Buenos Aires</i>	08/18
<i>Mimosa Eisteddfod</i>	08/18
<i>Coleg Camwy Fun Eisteddfod</i>	08/18
<i>Film night, ‘Te yn y Grug’</i>	08/18
<i>Santander students presentation, Trelew</i>	08/18
<i>Santander students presentation, Gaiman</i>	08/18
<i>Dolavon cake evening</i>	09/18
<i>Asado with Trelew adults to welcome Santander and Cardiff Met students</i>	09/18
<i>Teachers’ Day Asado</i>	10/18
<i>Dolavon cake evening</i>	10/18
<i>Presentations by 2018 scholarship winners, Gaiman</i>	10/18
<i>Presentations by 2018 scholarship winners and guitar performance by Rhisiart Arwel, Trelew</i>	10/18
<i>Youth Eisteddfod</i>	10/18
<i>Dolavon Concert – Urdd</i>	10/18
<i>Trelew Concert – Urdd</i>	10/18
<i>Porth Madryn – Urdd</i>	10/18
<i>Social at the Ddraig Goch Rugby Club, Urdd</i>	10/18
<i>Gaiman Gwawr Dinner</i>	10/18
<i>Gaiman Conversation Group Asado</i>	11/18
<i>Dolavon cake evening</i>	11/18
<i>Trip to Dique Florentino with the Wlpan group</i>	11/18
<i>Publication of Clecs Camwy magazine</i>	11/18
<i>Afternoon Tea for Trelew conversation group</i>	11/18
<i>Noson Lawen to end Welsh classes, Gaiman</i>	11/18
<i>Noson Lawen to end Welsh classes, Trelew</i>	12/18
<i>Carol Service, Gaiman</i>	12/18
<i>Film night ‘Poncho Mamgu’ at Llain Las.</i>	12/18
<i>Dolavon cake evening</i>	12/18

Clecs Camwy

Papur Bro Dyffryn Camwy Tachwedd 2018





HIGHLIGHTS FROM THE 2018 DEVELOPMENT OFFICER REPORTS

Glesni Edwards

It has been a very busy year in the Wladfa this year, and it has been great to see so many people taking part in Welsh language activities as well as attending Welsh lessons.

Coleg Camwy

It has been a privilege to teach in the first Welsh-medium Secondary School in the world. The staff are incredibly friendly and the children are happy, enjoying their Welsh lessons and very keen to learn.

Early in the year, the strike affected the numbers attending lessons as well as lesson progression at Coleg Camwy. Nevertheless, we had success with the four pupils who sat the WJEC Welsh exam this year, since they all passed the exam with high marks. They have now started to prepare for the Foundation exam next year.

I have also had success with community projects with years 4, 5 and 6 under the title 'Olion Iaith' [traces of language]. The idea behind these projects is for the pupils to consider the history of the Welsh language in the area and consider how they as pupils can draw attention to the importance of the Welsh language roots of the Gaiman area.

Here are a few notes about the classes and the work that I have done with them.

The biggest project I undertook with year 6 was to get the pupils to draw and create 'Open' and 'Closed' signs in Welsh and Spanish. The pupils distributed the signs in shops of their choice around the Gaiman. The pupils also wrote a letter to the mayor asking him to support the project, and a letter with his signature was presented to business owners with their sign. Ricardo Evans said about the project:

"Year 6 students and I have enjoyed doing this project and we see the signs as an important way to maintain the language in the town. By doing little projects like this with the Welsh department, the language will continue forever."

For the community project Olion Iaith, some year 5 pupils decided it would be a good idea to recreate and translate signs in Tŷ Cyntaf Gaiman [Gaiman First House] so that visitors can understand a little bit more about the history and lifestyle of one of the first families to settle in the Gaiman. If you visit the House now, you will see new laminated signs that are translated into Spanish, Welsh and English.

Nia White said of the project: "We are very proud of this project. It has been something different to do in the Welsh classes, we enjoyed discussing it and doing it."

Here is Ramiro's view on the project: "I think it's important for young people to take part in projects like this, because it's an opportunity to maintain and learn about the culture and heritage of our town."



Adult Classes: Entry/Foundation Class. Monday - 7:00-9:00

Sonia Roberts, Cristina Rodriguez, Graciela Puente, Julieta Restuccia, Fernando Saldivia and Gladys Alcarraz, Daiana Mancilla

I have been sharing the class with Ana Chiabrando, and this year the class finished the Entry course and began the Foundation course. Four members of this class sat the Entry exam this year, with two of the four girls being successful and one failing by a whisker unfortunately, since she forgot to complete one of the answers in the exam.

So, the technique for answering questions in an exam paper is important to practise and revise with these learners, since they don't often take formal exams.

Class members demonstrate an enthusiasm for learning Welsh and enjoy their lessons and being part of Welsh culture.

Members of the class also attended social events arranged by Menter Patagonia in Trelew, and they said they enjoyed the experience and the Welsh vibe in these evenings. One of their favourite evenings was the Cawl a Chân evening since they enjoyed singing songs.



Foundation/Intermediate Class. Thursday - 7:00-9:00

Magali Yangüela, Maria Sylvia, Delia Williams, Daniel Pugh, Roberto Lewis, Tedy Lewis, Paola Dimol, Jorge Davies

With this class, Ana Chiabrando and I had been teaching the Foundation Course. The five who sat the Foundation exam this year passed, and all members of the class have now started the Intermediate class. I also tried playing language games at the beginning of the classes in order to build the confidence of group members who were having trouble pronouncing and speaking Welsh with others. I believe it's important to continue with such games next year. Magali, a very talented and enthusiastic member of this class, came back from a period in Wales on an Intermediate course, and she then started holding short story reading sessions with the class. Discussing the contents of the book was a great way to get everyone practising their spoken Welsh with others. Magali was also the winner of 'Welsh Learner of the Year' this year, which is an incredible achievement. Another member of this group is Tedy Lewis, a very talented boy in the field of languages, who has very good Welsh. Tedy applied for the Tom Gravell scholarship to go and study at Llandovery College. He was not successful this year, but it is very important that he continues to apply for the scholarship in 2019 with his obvious talent for Welsh.

This class is also very committed to the Wladfa's Welsh language social events. They attend the Gymanfa Ganu, Welsh language concerts and support any events to fundraise for the Eisteddfod. One of their favourite evenings this year was the evening of Welsh language presentations and music. It was a very successful evening with over 20 people present, and the presentations by Magali and Norma were interesting with the standard of Welsh being very high indeed.

Reading Class. Monday - 4:00-5:00

Marlin Ellis, Mabel Ellis, Loraine Ellis, Irma Roberts, Beatrice Jones, Nelly Jones, Ida Rosa, Mirta Mabel, Margarita Torres

In the reading class this year, we have managed to read 'Te yn y Grug' by Kate Roberts, 'Atgofion am y Wladfa' by Valmai Jones and various short stories from the book '20 Stori Fer' published by the Lolfa. We have had a lot of fun during the year, and managed to arrange two Menter events with club members.

Here is some information about the club.

I am originally from Denbighshire quite close to the town of Denbigh, so the books of Kate Roberts were a big part of my childhood. It has been great sharing my knowledge and passion for her literary work with the reading group.

Initially, we would read various short stories by Kate Roberts from the first volume of the book '20 Stori Fer' published by the Lolfa. The group enjoyed the short story 'Te yn y Grug' more than any other, so we decided to move on to read the book 'Te yn y Grug' by Kate Roberts.

In the lessons, we would read a chapter and discuss its contents, before going on to watch the chapter in the film 'Y Mynydd Grug'. The film is an adaptation of the book and was released in 1997. The class have enjoyed seeing Kate Roberts' descriptions of the book's characters coming alive in various scenes and seeing the Welsh landscape and nature which is woven so well into the film by the director Angela Roberts.

After the winter holidays, we finished 'Te yn y Grug', and someone had the idea of creating a film night for the Gwawr y Gaiman club so the reading group could watch the whole film and advertise the reading group to members of Gwawr y Gaiman. It was a lovely evening with 11 attendees, and we had a picnic with tea, red jelly and cakes to finish the evening, provided by the reading club girls.

Ysgol Gymraeg y Gaiman Thursday - 8:30-11:30 – Teaching school staff and teachers.
Friday - 12:45-3:00 – Teaching Year 2 and Year 3 pupils

I felt very privileged to be part of this close-knit little family, and I have thoroughly enjoyed being a part of the children's education, the school staff and being part of the important Ceremonies within the school such as 25 May, Flag Day, Children's Day, Reading Marathon to name just a few.

I also enjoyed helping the rest of the teachers prepare the children for each eisteddfod by helping with homework on the classroom floor and with performing in the hall. And after a successful year for the school at the eisteddfodau, it was a pleasure to present the work in the end-of-year concert and show all the children's talent to the public, parents and relatives.

At the school, I was teaching three groups of teachers and staff, and the sessions were also available to parents. This year, even though Rebecca White (the school headteacher) had mentioned the Welsh lessons at a few parents' evenings, no more than one parent came to the classes. For next year, it would be great to have a class of parents to learn Welsh with the new officer.

One event that was great to see at the end of the year was the staff and teachers taking part in a funny sketch I had written for them to be performed at the Noson Lawen.

It was great to see teachers and members of the dinner staff, who had no confidence to speak Welsh at the beginning of the year, standing on stage in front of the children, parents and relatives, having learned Welsh sentences. I would like to think that a funny sketch by

the school's Welsh learners could become an annual event at every end-of-year noson lawen from now on. As well as teaching the individuals, I also taught a mix of year two and three pupils each Friday afternoon. It was a lively and happy class who enjoyed playing language games, and they completed their classwork without much fuss.

During the year, there were often holidays and various activities on a Friday, and when I wasn't preparing for eisteddfodau, practising for a Ceremony or having a theme day with the pupils, I would do reading work with the class. I had time to undertake two reading projects with the pupils, one with the book 'Y Lindysyn Llwglyd' [The Very Hungry Caterpillar] by Eric Carle and the other with the book 'Syrpreis Handa' [Handa's Surprise] by Eileen Browne. The children loved these two books and they enjoyed taking part in all manner of reading, writing, comprehension and art activities on the contents of these books.



Gwenno Rees

Dolavon Conversation Session



Early in the year, there were some challenges in terms of health and members finding it difficult to walk into school to attend the group. We now have a general conversation group taking place each week, with around three attending, and an evening being arranged each month in Dolavon.

Usually, we arrange a cake evening in the house of a group member, and we sit for hours laughing and enjoying ourselves. These monthly evenings are very successful with six or seven people usually attending. The group are completely fluent speakers who enjoy discussing any news or family updates. The group enjoyed watching the Urdd Concert in Dolavon and the Concert by the Gaiman Choirs, Tir Halen and Porth Madryn who performed recently.

Dolavon Children's Group



The children have enjoyed folk dancing sessions, Mr Urdd dancing and learning about Welsh traditions – with activities like creating daffodils and making a story map of Gelert's story. The children have also enjoyed learning about the history of the Welsh language in the Wladfa and the importance of the Mimosa, and creating relevant art work. We play bingo every week, and the children's vocabulary has developed well since the beginning of the year. The children enjoy the sessions and are very enthusiastic about learning.

The Ddraig Goch Rugby Club



Back in September 2018, the Ddraig Goch asked me to start Welsh lessons every Wednesday night with the rugby and hockey players, with the young people ranging from 14 to 16 years old. Some were complete beginners, and others could remember some basics, but we started the 'Taith Iait'h' [language journey] course from the beginning. I would teach the group for an hour each Wednesday night and then Angélica Evans would revise and stretch the children / give additional support to those who needed it every Friday night. We have worked on several themes including introducing yourself, food, types of physical exercise, school subjects and likes / dislikes. There has been clear development in each of the young people, and they are very keen to develop their Welsh further so they can play rugby in Wales one day! About 10 young people would attend regularly, so we could see clear progression. They have completed Unit 1 of Taith Iait'h and have started to learn some elements of Unit 2, so they are ready to move on to more challenging work next year.

Gaiman Conversation Group



The Gaiman conversation group is a great opportunity to socialise in Welsh in a fun and relaxed environment. The four who attend come regularly and are completely fluent speakers. We usually discuss the week's news, an article they might have seen on Facebook or anything that's happened internationally that we think would be of interest to them.

A teacher from Ysgol Gymraeg y Gaiman and I run the conversation group together, and the conversation can be more in-depth with both of us contributing (and a combination of southern and northern dialects is important). It is also important to think of a topic for discussion in advance, although some weeks there is plenty to discuss without the need to present an article. The group has a lot of fun and I have really enjoyed every Tuesday night this year.

Year 1 Coleg Camwy



I teach at Coleg Camwy every Thursday morning, teaching years 1A and B. Caren Jones (Coleg Camwy teacher) and I agree on a topic for the next fortnight, and then I plan something suitable for them. We divide the class into two and I tend to teach the group in the library, unless I need to take the whole class. Some of the pupils have learned a little bit of Welsh in primary school, but most of them have no Welsh at all. The pupils responded well to the classes, and by now they can have a basic conversation in Welsh. During the year, I gave them several opportunities to get a taste of the Welsh language and culture outside the class. The group won the secondary competition for joint recital (reciting a piece called 'Colled') in the Eisteddfod, and we sang 'Nos da nawr' as a group in the Noson Lawen to mark the end of the Welsh classes. The children also enjoy listening to Welsh language pop music. It is important to be energetic when teaching these children and to try to think of fun ways of covering the subjects in the Taith Iaithe book (I look at the aim and then think of different ways of teaching the aim in a fun way).

Urdd Club, Trelew



We meet every Thursday night, and the numbers attending are generally good (varying between 5 and 9 children). The children chose some of the activities they wanted to do right at the beginning of the year, so we now choose different tasks every week (making sure we include the aim we want to achieve during the session). The activities have varied from cooking pizzas (after writing out the recipe), creating a treasure hunt for each other and making slime (following directions). It is a good idea to have a teacher from Ysgol yr Hendre to run the club jointly, and hopefully this will continue next year.

We have also tried to encourage the group to take part in some activities outside the club. During the Trelew 'Cawl a Chên' evening, the children came to help to set up the room and to help give out the food. The group sang "Ar hyd y nos" and helped to lead "Oes gafr eto?" with the rest of the audience joining in the song. The group also performed at the Ysgol yr Hendre Eisteddfod to represent the children who have now left the school. They have also competed in the Youth Eisteddfod – some in translation tasks and one reciting in the Youth Eisteddfod. The children wrote a page for Clecs Camwy, presenting their favourite Welsh jokes. It is important to find fun activities for the children since they are a very energetic group of teenagers!!

Grŵp Trysor – Ysgol Gymraeg y Gaiman



I love teaching this group every afternoon from Monday to Thursday. Their development is very clear, and I have managed to build a special relationship with the children. The primary children are divided into three groups based on their Welsh language level, so I teach a mix of children in years 2, 3 and 4.

The group is very lively, so it is important to make sure that the work engages them. They love singing and rapping, and ask us every day to rap Rapskaliwn and Dona Direidi. Every day when we change the calendar, the children sing songs about the days of the week, the months of the year and a song of the seasons.

I also try to give the children an opportunity to lead their own teaching, choosing which subjects they would like to learn, and then I arrange dedicated activities for them around the theme e.g. scorpions and penguins.

The three main themes this year was a general theme to start (the weather, food, likes etc), then we moved on to 'our local area' learning about local animals, and of course, the World Cup! The last theme was Hot and Cold, learning about countries all over the world and their animals and cultures.

We followed the Tric a Chlic scheme throughout the year as part of the lesson every day. Generally, I would do a 30-minute session of Tric a Chlic each day – including introducing the alphabet, constructing and deconstructing words, a spelling quiz and activities on focus letters. Every child is now confident using Tric a Chlic, although some are still having trouble with some of the double letters in Welsh.

There is the capacity for differentiation in the class, with some having finished Step 1 by now and some still practising the Pink Step. I have continued to introduce each step from time to time to ensure they don't forget any of the early elements.

The group love to read and I try to offer as many reading opportunities as I can. Everyone except one has finished the Sam a Non series (books 1-15) and are now reading the Sam a Non Comprehension series and other various books. The children love reading Sam a Non and are now very familiar with the series (and the characters!)

The eisteddfodau were a vital part of the year, and every child had the opportunity to sing and recite with us. During the year, we prepared the children for several concerts and eisteddfodau by teaching them the set pieces and supporting them at the Eisteddfod.

Ysgol Yr Hendre



Every Friday, I have been teaching years 1, 2, 3, 4, 5 and 6 at Ysgol yr Hendre. We concentrated on different elements that help them with writing – expressing opinions, rhyming, comparisons, writing descriptions, etc. The children responded well, and I feel I have developed a good relationship with them, even though I only work with them for 40 minutes a week.

During our lessons in September, the children took part in the Deian a Loli competition, creating a new character for S4C's Cyw programme. One of the year 6 pupils won the competition, which means his character will appear on the Deian a Loli programme after Christmas. The children have also loved learning different raps, including Rapsgaliwn and Dona Direidi, and Cyw showed a video of us rapping on their Facebook page.

Social Activities

Many social activities were arranged during the year, and it was a pleasure to take part in some very interesting activities.

The activities are an opportunity for people to socialise in Welsh outside the classroom and to see Welsh as an everyday language. A variety of evenings were arranged to ensure that there was something to everyone's taste – from Cawl a Chân nights, evenings with local people who had been to Wales on scholarships giving presentations, cake evenings, holding stalls at bookfairs, and more. The number of attendees varied from activity to activity depending on illness, holidays or pre-arranged family events. They were great evenings and an opportunity to socialise with people of all ages. I was a part of the social events from the beginning, and I saw very quickly how important it was that I attended every Welsh language activity organised, not just the activities I was responsible for organising myself. See the Menter Patagonia report for more information about 2018 social activities.

Urdd Trip 2018



Case Study

Lili Roberts, Trelew



“I have heard Welsh since I was born. We spoke Welsh every day in the home with Mam and my sisters and Nain [grandmother]. Nain couldn’t speak Spanish very well, only Welsh. We spoke Welsh with Nain and the whole family. And we spoke Welsh until we started going to the Spanish school. I haven’t written as much, but with Mam, we would learn to recite for the Eisteddfod, for concerts at Tir Halen chapel, I would read to learn these.

I was born and brought up in Tir Halen. At 20 years old, I came to live in Trelew to live and work and then I got married. I have started coming to the Welsh group with Gwenno this year because I have a granddaughter attending Ysgol yr Hendre, so I wanted to be able to speak better Welsh, because I have forgotten a lot after getting married and not speaking any Welsh for many years. And we have lost Mam and Nain, so I only have my sister and my granddaughter to speak Welsh with”.

Gwenno Rees’ comments:

Lily is a very special example of the way in which the success of the schools and increasing numbers of children learning Welsh can be an inspiration for adults to use their Welsh once again. Lily was very low in confidence back in March when she started in the group, but now she speaks completely naturally, and her fluency has come back as she has settled in the group. It is lovely to see Lily speaking Welsh with her 3-year-old granddaughter, and I’m excited to see Lily and her granddaughter continuing to communicate in Welsh. Well done Lily! Keep it up!

Aldo Gomez



Hi! I'm Aldo, or Piki as my friends call me. I'm 27 years old and I live in Porth Madryn. In my spare time, I like studying languages, cycling, playing football and listening to Welsh music in Ysgol Camwy with Siôn Davies and I enjoy very much.

I started studying Welsh in September 2017 because my friend had invited me to go to lessons with him. I travel to the Gaiman every Saturday to study. I also started going to Glesni Edwards' class on Thursdays, and she has been helping me translate language patterns from English to Welsh as I study at home.

Glesni has also been helping me to translate scripts for pictures I have been creating to remember and learn language patterns. I would very much like to create a cartoon for some of the scripts in the Wlpan course next year with the new Officer's help.

I was very happy this year since I passed my Entry Exam, and I am now revising in preparation for the Foundation exam next year.

I like studying Welsh very much because I like the language and culture, they are interesting and important. I am a member of the Jehovah's Witnesses and we are talking about discussing the Bible with people in Welsh. In the future, I would like to win a scholarship to go and improve my Welsh in Wales. O bydded i'r heniaith barhau! [O may the old language endure!]



2017 Recommendations: Progress Report

1 Review of the Welsh Language Project.

Since we did not manage to complete a review in 2017, the intention is to discuss with the Project's stakeholders – in Wales and in Patagonia and during the 2018 Observation Visit – with the intention of submitting recommendations by the end of 2018.

A number of discussions were held during the year with the Project's stakeholders in Wales and in Patagonia during the 2018 Observation Visit. A significant number of verbal responses were received about the structure and reach of the Project, but unfortunately very little formal written responses were received following the request for comments and ideas. Some stated that more of the Project's resources should be dedicated to the bilingual schools. Others are determined that keeping a balance between the sectors is the most effective approach. The Project has very little funding, and it is impossible to support every sector honourably. It is very important that we are seen to be supporting all sectors without exception to the extent that we can.

The Project has been supporting the bilingual schools in their work in several ways over the years. The excellent news is that the schools are starting to take the lead and funding a number of posts for teachers from Wales themselves. It is believed therefore that, until there is a substantial change in the Project's funding, the best way of supporting the Welsh language in the Wladfa is to support a wide range of activities.

It is incredibly important that a significant part of the Project's funding goes to support the Youth and Adult Classes alike. After all, a number of the adults attending the classes are parents of children attending the bilingual schools, and they are clearly keen to support their children's Welsh-medium education. Also, since the provision for the Secondary sector is insufficient in most of the province, it is vital that we continue to offer them the provision they deserve. Doing this is an important sign that we as a Project support the community more widely rather than one specific sector.

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 offering Taster courses regularly in order to attract students for the usual courses – Entry, Foundation, Intermediate and Advanced.

As seen in the tables, the numbers of adult classes have exceeded last year's numbers. The figures for Dyffryn Camwy are very encouraging, but the numbers in the Andes have seen a further decline unfortunately. Although the Andes have classes on all levels, the numbers attending each class are very low. The Project only has one Development Officer in the area, but there are several talented and active tutors in Trevelin and Esquel. It is important therefore that the local organisers consider alternative ways of marketing the provision more regularly. Offering taster/greeting courses during the year would help in trying to increase the numbers. Similarly, there is a need to expand the provision on the Advanced and Mastery levels in Dyffryn Camwy.

3 Supporting the Bilingual Schools

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

The Project has been supporting the teaching in the bilingual schools since they were established. This support will continue to the best of the Project's ability and while the demand is there. It is the newer schools – in the Gaiman and Trevelin – that have received most support recently, mainly due to demand. The nature of the Project's support to schools naturally varies from year to year according to the specific experience and expertise of our Development Officers.

As the three schools strengthen and grow further, there may come a time when the Project's support to these schools will evolve and become more specific.

4 Funding.

Since our level of funding has changed very little in the last few years, the hope is that we will see an increase in our core funding so we can not only strengthen what we already do, but also plan and implement additional specific projects.

In reality, the Project's funding level has not increased for a few years. However, additional funding has been available in recent years for specific projects, without any increase in the budget's core sum. Although there are signs that a small increase in the funding level will be possible in 2019, it is not foreseen that this will enable us to expand the provision. The hope is that any small increase will compensate for the real decline in the budget's value due to inflation. The Project is still operating financially on a year-to-year basis unfortunately, which makes it difficult to develop long term projects and ideas. We therefore continue to hope that we can move to working within a three-year funding cycle in the near future.

5 Training and quality.

We will continue the discussions with Bangor University and the University of Wales Trinity Saint David 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 intention will be to improve the quality of the teaching.

The discussions with Bangor University – through the National Centre for Learning Welsh – about a programme of training for the local tutors has continued during 2018.

We foresee that the programme will begin sometime in 2019.

Unfortunately, it proved impossible for the University of Wales Trinity Saint David to continue with a proposed programme to send students on teacher training courses to the Wladfa, due to operational and practical issues.

6 The Work of Menter Patagonia.

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.

Although Menter Patagonia exists in name only, the Development Officers have been very busy organising and implementing a programme of language socialisation social events in each area during the year. The Menter Patagonia pages on some social media sites such as Facebook are incredibly active and reflect the regular work being done in this important field. This good work was continued in 2018. We are still hopeful that additional funding will be available to enable us to employ specialist Menter staff to increase the number and quality of activities.

Recommendations for 2018

1 Welsh for Adults Classes.

We will try to increase the number and range of Adult classes in Dyffryn Camwy and try to increase the number attending classes in the Andes

2 Support the Bilingual Schools.

Continue to support the Bilingual School to the best of our ability with practical and financial support so that the schools continue to grow and thrive.

3 Funding.

Our funding levels have changed very little over the last few years, so we are still living in hope that our core budget will increase and that we will be more able to plan for the long term with a three-year funding cycle.

5 Training and quality.

We will continue the training programme and the scheme to adapt the new courses with Bangor University

6 Menter Patagonia work.

Continue to emphasise the importance of the work of giving the language a social context outside the classroom as part of the process of normalising the language in the province of Chubut.

