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OVERVIEW

The aim of the Project is to promote and develop the Welsh language in the Chubut region of Patagonia, Argentina.

Since the Project was established in 1997, it has recruited teachers and, more recently, Menter Iaith Patagonia Officers, to teach and organise language socialization activities.

The Project has also provided training and guidance to a team of local tutors and teachers. The language is taught to an extremely wide age range - from nursery children to adults.

As well as funding from the Welsh Government, the Project also receives financial contributions from the Wales Argentine Society and British Council Wales which administers the programme as part of the International Education Project.

The Project is managed by the Welsh Language Committee, including members from Welsh Government, the Wales Argentine Society, Menter Patagonia and the Welsh for Adults Centre, School of Welsh, Cardiff University.

TARGETS FOR 2013

1) Send three individuals to teach and organise Menter Patagonia's language socialization activities. In the Valley, the aim was to recruit one experienced Welsh for Adults tutor and another teacher specialising in children's work who would concentrate on developing nursery and primary education in Gaiman.

2) Employ one Learning Co-ordinator in Patagonia.

3) Nine hundred learners in Welsh lessons.

4) Three tutors/teachers to observe in educational institutions in Wales.

5) Four individuals from Patagonia to receive language training on an intensive summer course at the Welsh for Adults Centre, School of Welsh, Cardiff University.

6) Ensure that tutors make greater use of technology so that the most up-to-date resources are used in lessons.

7) Establish specific courses for adults e.g. courses for parents and workplace courses.

8) Establish three partnerships through Connecting Classrooms
KEY SUCCESSES

1) Three individuals were sent to Patagonia. One teacher was sent to the Andes - 50% teaching and 50% Menter Patagonia work. Two individuals were sent to the Valley. One concentrating on children’s education and the other concentrating on Welsh for adults. A quarter of their time was spent organising Menter Patagonia activities.

2) The contract of the Learning Co-ordinator who came to Wales to observe a number of different educational sectors and update information on educational developments in Wales was renewed. See Annex 1.

3) A total of 985 people undertook Welsh courses. (977 was the total number in 2012).

   An increase in the number of classes - 83 in 2013 compared with 79 in 2012

4) Three teachers came to Wales to observe for a period of six weeks. One in Welsh-medium primary schools, namely Ysgol y Berllan Deg, Cardiff, and Ysgol Gynradd Llanrug; one spent a fortnight at Cardiff University's Welsh for Adults Centre and a month at Ysgol Uwchradd Penweddig in Aberystwyth, and one spent the whole time at Cardiff University's Welsh for Adults Centre.

5) Due to the number of high quality applications received to attend an intensive Welsh course at Cardiff University’s Welsh for Adults Centre, five people were chosen to attend the course instead of four. Two on an 8 week course (Intermediate and Advanced 1) and three on five week courses (Advanced 2 and Gloywi/Proficiency).

6) There was evidence during the Annual Inspection's observation period of an increase in the use of information technology e.g. the use of computers in lessons, watching and understanding work ac so on.
7) A number of specific courses were held e.g. Gaiman Tourist Office, Gaiman Hospital and two Tea Houses in Trevelin. See Appendix 2 - Gaiman Tourist Office Course

8) Ysgol Feithrin Gaiman has been officially recognised by the Chubut education authority which means that a full primary school can be established, as has already happened with Ysgol Yr Hendre in Trelew.

9) Fifteen adults sat WJEC Welsh for Adult examinations and everyone passed. See page 18.

10) The Urdd's trip. See page 27.

11) There are plans to establish radio programmes which will help normalize the use of the Welsh language in Patagonia. See page 28.

Patricia Ramos (on the right) with Year 7 pupils from Ysgol Gyfun Penweddig, Aberystwyth, where she observed for three weeks following a period of observation at Cardiff University's Welsh for Adults Centre. On the left are the class registration teacher and the school's Head of History.
THE IMPACT OF THE PROJECT

STATISTICS

1 Learning Co-ordinator - Clare Vaughan

http://www.britishcouncil.org/cy/wales-welsh-language-project-clare-whitehouse.htm

1 Administrative Co-ordinator – Luned Gonzalez

Three Teachers and Menter Patagonia Officers

Eluned Evans (The Andes)

Rhisiart Arwel (The Valley)

Sandra de Pol (The Valley)

Twenty four local teachers/tutors

Number of classes:

83 classes in 2013 (79 in 2012)

<table>
<thead>
<tr>
<th></th>
<th>Gaiman</th>
<th>Trelew</th>
<th>The Andes</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>657</td>
<td>171</td>
<td>157</td>
<td>985</td>
</tr>
<tr>
<td>2012</td>
<td>607</td>
<td>145</td>
<td>225</td>
<td>977</td>
</tr>
<tr>
<td>2011</td>
<td>582</td>
<td>133</td>
<td>131</td>
<td>846</td>
</tr>
<tr>
<td>2010</td>
<td>527</td>
<td>85</td>
<td>150</td>
<td>762</td>
</tr>
<tr>
<td>2009</td>
<td>474</td>
<td>76</td>
<td>153</td>
<td>703</td>
</tr>
<tr>
<td>2008</td>
<td>378</td>
<td>97</td>
<td>112</td>
<td>587</td>
</tr>
</tbody>
</table>

Number of learners:

A number of short courses are expected to be held before the end of the academic year. It is possible, therefore, that the eventual total will be higher than the figure below.
Numbers according to catchment area age levels:

<table>
<thead>
<tr>
<th></th>
<th>Nursery</th>
<th>Post-nursery</th>
<th>Primary school children</th>
<th>Teenagers</th>
<th>Adults</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaiman</td>
<td>61</td>
<td>33</td>
<td>193</td>
<td>300</td>
<td>70</td>
<td>657</td>
</tr>
<tr>
<td>Trelew</td>
<td>21</td>
<td>12</td>
<td>82</td>
<td>0</td>
<td>56</td>
<td>171</td>
</tr>
<tr>
<td>The Andes</td>
<td>21</td>
<td>0</td>
<td>74</td>
<td>14</td>
<td>48</td>
<td>157</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>45</strong></td>
<td><strong>349</strong></td>
<td><strong>314</strong></td>
<td><strong>174</strong></td>
<td><strong>985</strong></td>
</tr>
</tbody>
</table>

Hours according to catchment areas

<table>
<thead>
<tr>
<th></th>
<th>Nursery</th>
<th>Post-nursery</th>
<th>Primary school children</th>
<th>Teenagers</th>
<th>Adults</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaiman</td>
<td>46 hours 20 mins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trelew</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Andes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91 hours 20 mins</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

245.16 was the total number of hours in 2012

Numbers according to language levels - Adults

<table>
<thead>
<tr>
<th></th>
<th>Pre-Entry</th>
<th>Entry (Wlpan 1)</th>
<th>Foundation (Wlpan 2)</th>
<th>Intermediate (Further)</th>
<th>Advanced and Mastering</th>
<th>Proficiency (Refresher)</th>
<th>Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaiman</td>
<td>11(0)</td>
<td>18 (8)</td>
<td>15 (13)</td>
<td>0 (6)</td>
<td>6 (2)</td>
<td>20 (14)</td>
<td>70 (43)</td>
</tr>
<tr>
<td>Trelew</td>
<td>0 (0)</td>
<td>31 (18)</td>
<td>8 (0)</td>
<td>8 (2)</td>
<td>0 (2)</td>
<td>9 (8)</td>
<td>56 (30)</td>
</tr>
<tr>
<td>The Andes</td>
<td>6 (0)</td>
<td>12 (12)</td>
<td>6 (17)</td>
<td>8(9)</td>
<td>9 (10)</td>
<td>7 (16)</td>
<td>48 (64)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17 (0)</strong></td>
<td><strong>61 (38)</strong></td>
<td><strong>29 (30)</strong></td>
<td><strong>16 (17)</strong></td>
<td><strong>15 (14)</strong></td>
<td><strong>36 (38)</strong></td>
<td><strong>174 (137)</strong></td>
</tr>
</tbody>
</table>
Nursery and Primary School Children (Welsh-medium)

Visits were made to Ysgol Feithrin Gaiman and Ysgol Yr Hendre during the observation period and useful meetings were held with the Headteachers at both schools.

The Project's teacher from Wales, Sandra de Pol, spent time in both schools, concentrating on developing nursery and primary education in Gaiman.

**YSGOL FEITHRIN GAIMAN**

We were informed during the inspection that Chubut Province education authority had given Ysgol Feithrin Gaiman official status. The request was made back in 2009, therefore this is a huge step forward in the campaign to establish a bilingual primary school (Welsh/Spanish) in Gaiman, the largest 'Welsh' town in Patagonia. They have had plans from an architect for a building that would house a whole primary school with over 200 children.

Ysgol Feithrin Gaiman was established 20 years ago in 1993 and won the 'Seal of Excellence' during an inspection by a Mudiad Ysgolion Meithrin inspector in 2010.

The nursery school provides a varied curriculum which includes reading stories with Esyllt Nest Roberts de Lewis (one of the Project's former teachers, who has since married and settled in Gaiman and is raising two sons through the medium of Welsh and Spanish there),
cookery, folk dancing, music and physical exercise. As part of the celebrations in 2015, they hope to publish a Welsh language book about Gaiman and Welsh history that would be an extremely useful resource for schools in Wales.

It should be noted that seven of the 12 members of staff have either taught or observed under the Project and they all still work there with Cinthia Zamareño attending a Welsh Language Summer Course at Cardiff University’s Welsh for Adults Centre this year. Although the Project contributes to the salary of some members of staff, it should be noted that the children’s parents pay the majority of staffing costs through a monthly payment of $225 (pesos). This shows how that Project has stimulated local ownership of organisations such as the nursery school, and it bodes well in terms of ensuring that these developments are self-sufficient in the long term.

Currently, classes are held on three levels;

<table>
<thead>
<tr>
<th>Level</th>
<th>Age Range</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cylch Ti a Fi</td>
<td>3-4 years</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5-6 years</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>7-8 years</td>
<td>9</td>
</tr>
</tbody>
</table>

The table above shows the potential for establishing a bilingual primary school, considering the numbers on the waiting list. Although such a situation, where there is too much demand and a limited number of places is, unfortunately, far too familiar to us in Wales, it should be welcomed in this case. We are talking about a community on the other side of the world where the Welsh language does not have official status. Such amazing support should be celebrated, and we should strive to facilitate the process of establishing a bilingual primary school in Gaiman.

**NURSERY WORK IN THE ANDES**

Observation sessions were undertaken at Ysgol Feithrin Trevelin with two groups, namely three year olds and children between the ages of four and five.

The two lessons were taught by Jessica Jones and Sara Borda Green who had just returned to Trevelin after getting funding from the Project to attend Cardiff University’s five week intensive summer course (Advanced 2 and Gloywi/Proficiency) in July and August. The two teachers tried to use Welsh as much as possible with the children and it is interesting to note sometimes how children learn a language very quickly when they want something! (e.g. Gaf i fisgedi? / Can I have some biscuits?) The session with the group of younger children was very good and included a great deal of variety, including watching and understanding work. It was clear that the lesson had been planned very carefully to ensure that linguistic items were learnt and reinforced whilst having fun. There were four children in the session for children between four and five years old and five in the session for three
year olds. Relatively small numbers but the teachers must be praised for their professionalism and careful planning. Indeed, this emphasises the need for the Project to support the local committee's efforts to establish a primary school in Trevelin. Near the nursery school is the modern building which houses the Spanish-medium school and this underlines the need to build a purpose-built school with modern facilities that will attract more children to receive bilingual education. According to the local committee, there is no shortage of people who would be happy to send their children to such a school, therefore we must support their efforts to realise a dream that would transform the fate of the language in the Trevelin area.

YSGOL YR HENDRE-TRELEW 2013 REPORT

Ysgol yr Hendre Trelew is, currently, the only bilingual Welsh and Spanish school in the world. The school was opened in March 2006.

Ninety five children are attending Ysgol yr Hendre this year, 34 in the nursery school and 61 in the primary school. Last year, the first five children finished their primary education there.

The School has two buildings; one, the original institution, is on Moreno Street in the town centre, and the other is on Rivadavia and Moriah Street, near Moriah Chapel. Monthly costs have increased significantly since May 2012 when the new building was opened.

Since the start of the year, following positive discussions with the Project’s Learning Coordinator, the school has decided to separate the two languages. As a result, Years 1 and 2 have Welsh-medium classes in the morning and Spanish-medium classes in the afternoon in
the building on Moreno Street. Years 3, 4, 5 and 6 have Welsh-medium lessons in the afternoon and Spanish-medium classes in the morning in the building on Rivadavia Street.

Twenty four people work at the school, including teachers, special subject teachers, caretakers, two secretaries and a Headteacher. They would like to have more staff, especially Welsh speakers. However, once again, due to the financial situation, this is currently impossible.

The Chubut Government contributes by seconding three teachers to the school and paying three teachers.

The Learning Welsh in Patagonia Project contributes by paying the salary of a teacher who teaches one group of children, namely the class of three and four year olds in the afternoon. By doing so, the project contributes 1% of the school's costs.

#1 This year, the Project's teachers/Menter Patagonia officers are contributing as follows;

**Wednesday**

09.00-11.00 Two hours of support in the nursery class (Ysgol Yr Hendre Moriah) Menter Patagonia

17.30-19.00 Post-Nursery Trelew Ysgol Yr Hendre Moreno

**Friday**

12.30-14.00 An hour of play for the younger children (Ysgol Yr Hendre Moriah) Menter Patagonia

13.30-15.00 Helping with a Choir (Menter Patagonia)

17.30-19.00 Post-Nursery Trelew Ysgol yr Hendre Moreno.

For the last three years, following a suggestion by the Project, Cylch Cymraeg Trelew has employed a teacher from Wales to teach through the medium of Welsh. All her costs are paid, including travel from Wales to Trelew and back, insurance, accommodation and salary.

Amongst the staff, Judith Jones, Romina Herrera and Alcira Williams teach through the medium of Welsh. All three have travelled to Wales in recent years to improve their Welsh, thanks to the Project. Shirley James, who has also travelled to Wales with funding from the Project, is not currently teaching in the classroom due to a problem with her voice. However, she works as a secretary at the school. Norma Price, one of the school caretakers, also travelled to Wales this year to undertake observation, thanks to the Project. However, due to the school's financial problems, she has not officially started her new work in the
classroom, although she contributes when possible. Supporting Norma's work was important as she speaks to the children in Welsh during playtime and lunchtime, something which doesn't happen in many Welsh-medium schools in Wales.

Post-Nursery and Children's Work

In Trelew, Ysgol Yr Hendre takes care of the older children and the Project's teachers hold a number of other sessions during the week. See #1 above.

The situation is different in Gaiman. A number of children have received nursery education through the medium of Welsh or use Welsh at home. As there is currently no Welsh-medium primary education in Gaiman, these children attend Spanish-medium schools and, as a result, there is a risk that they will lose the language unless they attend these sessions. I observed excellent sessions for children between the ages of seven and 11 with Sandra de Pol. Despite clear difficulties in terms of age, ability and so on, she succeeded in holding excellent sessions that included a great deal of variety and use of activities and technology. Speaking, Reading, Listening/Watching and Understanding and Writing skills were tested. Without doubt, this work is vital at present and underlines the need to appoint an experienced specialist at nursery/primary levels during 2014. Only an individual who has experience in these fields would be able to hold sessions that would meet the linguistic needs of individuals who have such varied needs and backgrounds.

Another group is held in Dolavon (Coleg William Morris) every Monday between 18.00 and 19.30 with 12 children between the ages of two and 11. Once again, even though the teacher had to differentiate on the basis of age, background (there were no children from Welsh families) and ability, she succeeded in holding excellent sessions with specific educational aims using different techniques and technology e.g. online activities (Sali Mali) using a laptop as such equipment is not available at the College.

There was emphasis on pronunciation and important sounds were highlighted by circling them within words on the white board e.g. circle around ch in the word 'Mercher' - highlighting ll and w. Pronunciation needed to be taught at several levels and to a range of ages and this is something we should emphasise when preparing new teachers in the future.

In the Andes, lessons for children between the ages of eight and 11 were observed, along with another for younger children.

In the session for younger children, the teacher from Wales taught an excellent lesson that was full of variety. Cards, a powerpoint presentation, audio files and so on were used in a very creative and interesting way.
Once again, as in Dolavon (see above), there was a need to ensure that the influence of the Spanish language did not affect the children's pronunciation of Welsh words e.g. pronouncing 'll' as 'sh' in Castellano.

Jessica Jones taught the session for 11 year olds. All but one had attended the Welsh-medium nursery school and, of course, they all receive Spanish-medium education. Despite this, their standard of Welsh was very good and everyday skills were practised in a meaningful way e.g. discovering where everyone lived and finding different locations using a map of Trevelin.

**Classes in the local schools including teenagers**

Welsh is taught in several Spanish-medium schools e.g. Coleg Camwy, Escuela Bryn Gwyn, Escuela Aliwen, Escuela 24, Escuela 166.

Lessons were observed in Ysgol Bryn Gwyn, Coleg Camwy and Ysgol 166. It was not possible to observe lessons at Ysgol 24 due to public holidays nor at Ysgol Aliwen, because the teacher was ill. At Ysgol Aliwen, we have seen an increase in contact hours this year which is very encouraging.

Those observed included Damaris Vasquez at Ysgol Bryn Gwyn, Ana Chiabrando, Rebeca Henry and Sandra de Pol at Coleg Camwy, and Eluned Evans and Jessica Jones at Ysgol 166.

Damaris is a young, promising teacher who is currently training to become a licensed teacher. In her classes with Years 2 and 3, she tried to engage the children by varying her methods and through careful preparation. The children certainly enjoyed the lessons and were very happy to communicate with the observer in Welsh. When developing this work, there is a need to ensure that progress is made each year and that the children's oral skills are improved and extended.

At Coleg Camwy, Ana Chiabrando was taking Year 1, 2 and 3 groups in place of Caren Jones, Aliwen groups' usual teacher, who was on sick leave. Years 1 to 3 equate to Key Stage 3 in Wales, as Coleg Camwy is a secondary school. Despite the fact that Ana is not a secondary teacher, she has very effectively transferred what she learnt during her Welsh for Adults training sessions and observation period at Cardiff University's Welsh for Adults Centre, both funded by the Project, and her lessons were just as good as some second language classes in Wales.

Rebeca Henry teaches Year 4, 5 and 6 groups at Coleg Camwy. This equates to key stage 4 in Wales, namely Years 10-12. All children at Coleg Camwy receive Welsh lessons during Years 1, 2 and 3 (Key Stage 3 in Wales) with the option to continue studying Welsh during years 10-12. Last year, 16 chose to study Welsh in Year 10 and, this year, there was a significant
increase to 34. Fourteen study Welsh in Year 11 and 16 in Year 12. A course book which combines elements of a second language course from Wales, namely 'Taith Iaith', with elements of the Wlpan Course in Patagonia, namely an adaptation of Cardiff University's Wlpan Course (Welsh for Adults) is used. Adapting the techniques and materials in such a way means that the lessons are interesting, challenging and succeed in improving the young people’s language skills. The sessions I observed certainly merited 'Excellent' grades and were testament to the teacher's ability.

Sandra de Pol teaches another group called 'The Teenage Group' at Coleg Camwy.

There are 10 children between the ages of 12 and 16. These children have been educated at Ysgol Yr Hendre, and two have recently visited Wales with Ysgol Yr Hendre's trip, organised by the Urdd. This class is for young people with a significant Welsh background.

Sandra has adapted materials from Key Stage 2 and Key Stage 3 and a Foundation Welsh for Adults Course to ensure that the language and themes are relevant to the pupils and that they make linguistic progress.

e.g. the themes included recycling, writing a post card (a meaningful exercise for those who travelled to Wales), traditional stories from Wales, food, reading work and practising for the Urdd Eisteddfod's writing competition on the subject 'My favourite music'.

**YSGOL 166**

Sessions were observed at Ysgol 166 in Trevelin, The Andes with Eluned Evans, the teacher from Wales in that area, and Jessica Jones, a local teacher who has travelled to Wales, under the Project, to take part in language courses and observation. Sessions with children between the ages of six and eight and eight and 11 were observed. Different resources including flash cards, the picture dictionary 'Y Geiriadur Lliwgar' and handouts were used to ensure that the lessons were interesting for the children. They practised greetings, colours, expressing preferences, counting and writing skills. Although there are similar elements in both lessons, there is a Scheme of Work for every year and evidence of this was seen as the teachers introduced the subject 'The Clothes Shop' with the older group.

For someone who is accustomed to the standards of behaviour of children in Wales, seeing the behaviour of children in a classroom context in Argentina is quite an eye-opener, although they are quite happy to contribute and answer questions very enthusiastically.

A lack of classroom control, along with sparse teaching rooms with little in the way of interesting visual materials, create a challenging situation for teachers in Spanish-medium schools. However, it seems that, as a result of the methods used by Welsh teachers, the standard and achievements of Welsh-medium classes are higher than English classes. This is
seen in Gaiman where the standard of the children's Welsh is better than their English despite the fact that they have far more contact hours in the latter.

One session in the Andes which deserves a special mention is Gladys Jones' course at Ysgol Gymraeg yr Andes in Esquel. Lessons are held twice weekly on Wednesday and Friday evenings between 18.30 and 20.00. Three young boys between the ages of 13 and 15 attend this course and their understanding of the Welsh language is very good. One of the boys is, effectively, almost fluent.

Cardiff University's Wlpan Course, a course for adults, was used in a way which appealed to these young people. This proves the value of using local tutors like Gladys who is a very experienced teacher. Traditional Wlpan methods including remembering dialogues (which is easier for young people than most adults on the evidence of this lesson) were used and adapted in a professional and effective way.

What is more remarkable is that these young people are happy to attend twice a week, in their own time, in order to learn Welsh. Would such a thing happen in Wales I wonder?

Jessica Jones' Welsh Class at Ysgol 166 Trevelin
Adults and Examinations

ADULTS

We were fortunate this year to be able to appoint an experienced Welsh for adults tutor to work in the Valley. For many years, the Project's annual reports have emphasised the need to provide a stimulus for work with adults in that area. Rhisiart Arwel and Sandra de Pol were appointed to work in the Valley, with Rhisiart concentrating on working with adults and Sandra on working with children. However, both are experienced Welsh for Adults tutors and Sandra has also taught several groups and contributed towards demonstrable progress in the area. A total of 126 adults in the Valley are learning the language compared with 73 in 2012, and there are more courses at Advanced 2 (Mastering) and Proficiency levels. In 2012, there were 43 adults learning the language in Gaiman and this year there are 70. In 2012, there were 30 adults learning the language in Trelew and this year there are 56. This represents a significant increase in numbers.

The fact that one experienced Welsh for Adults tutor, with the support of another experienced tutor, has undertaken this important work has made a notable difference, not only in terms of numbers, but also in terms of the standard of teaching.
Although there has been a fall in numbers in the Andes from 64 learners to 48 learners this year, an increase has been seen throughout Patagonia with 174 learners compared with 137 in 2012.

Sessions were observed at different levels, namely Pre-entry, Entry, Foundation, Intermediate, Advanced and Proficiency.

The standard of teaching in sessions held by the two tutors from Wales were either Good or Excellent at each one of the levels above.

The Wlpan (Entry and Foundation) and Pellach (Intermediate) courses were taught very effectively using a variety of methods, with a significant emphasis on correct pronunciation. The standard of teaching on the Advanced/Proficiency courses was also excellent, with the tutors often creating their own materials. The fact that the two are fluent Spanish speakers has undoubtedly been of great assistance to them in this respect.

Highly original and very interesting sessions were held with the Dolavon and Gaiman discussion groups and we see, once again, during these sessions the importance of the Project to the continuation of the Welsh language, even for fluent speakers, as it keeps the language alive and relevant to them.

The highlight of the observation was lessons for 8 members of staff at Gaiman Tourist Office. Before they left Wales, I asked the teachers to be proactive and look for opportunities to hold courses in workplaces. They did this with the course above and the course at Gaiman Hospital.

The two tutors taught jointly and, in my professional opinion, this was one of the best classes I have ever observed in Patagonia or in Wales. Rhisiart and Sandra have adapted and tailored current courses, introduced new items and succeeded in creating an original and effective Welsh/Spanish course which allows the office workers to learn and practice meaningful and relevant skills. See Appendix 2 of the Gaiman Tourist Office Course.

There is no doubt that the course has been a success. It was, originally, a short course. However, it proved so popular amongst the group of young workers that the tutors were asked to continue with their work. During the week before the observation, a Welsh speaking couple from Wales apparently visited the Tourist Office and the staff spoke to them in Welsh. As in Wales, proving the economic value of the language is an extremely important marketing tool.

Amongst the lessons observed were those taught by a number of local tutors e.g. Juan Davies in Gaiman and Patricia Ramos in Dolavon. Juan visited Wales to observe at Cardiff University's Welsh for Adults Centre in 2012 and Patricia visited in 2013.
Patricia's lesson was of a very high standard and it was great to see that she had learnt a great deal during her time in Wales. Once again, this lesson was just as good as anything an observer would expect to see in Wales.

The standard of learners in Patagonia is also high and very often better than people at the same level in Wales. On the whole, they are willing to contribute in an appropriate and positive way. As a result of excellent missionary and development work by Rhisiart Arwel, it seems that many will be sitting the WJEC Welsh for Adults examinations in 2014 with more than one, hopefully, sitting the Higher Level Examination. The thorough and detailed preparation work seen in sessions at several levels should come to fruition next year. Several Distinctions and Grade 'A's are expected if the entrants perform as they did during the observations. Indeed, the ability of some individuals to discuss literature was far better than learners at the same level in Wales.

Several sessions for adults were observed in the Andes, including Wlpan 1 (Entry), Wlpan 2 (Foundation), Advanced 1 and Advanced 2 (Mastering).

Once again, the value of employing experienced teachers from Wales was seen during Eluned Evans' Wlpan and Advanced Level lessons. Both lessons were very good, especially the Advanced 1 session. In my opinion, only qualified teachers would be able to hold sessions of this quality and it is extremely important that we, as a Project, keep to our policy of appointing professional educators where possible, even in the current situation where officers are having to share their time between teaching and language socialization work for Menter Patagonia.

It was also great to see the very positive development of Liliana Melnik, a local tutor who travelled to Wales at the start of 2013 to observe at the Cardiff and Vale of Glamorgan Welsh for Adults Centre at Cardiff University. Once again, as with Patricia Ramos in Dolavon, it was clear that Liliana had listened and learnt a great deal during her observation period in Wales. This undoubtedly emphasises the importance of offering such opportunities to teachers in Patagonia and hopefully this will be able to continue in the future.

Lastly, I believe that the lesson taught by the Learning Co-ordinator, Clare Vaughan needs to be mentioned. She taught an Advanced 2 session (Mastering) during the observation period. Like many organisers in Wales, she doesn't have much time to teach due to her co-ordination work commitments. However, I believe that it is vital that such a person demands the professional respect of his/her fellow tutors and leads by example. The session I observed would have most certainly merited an 'Excellent' grade in Wales due to the variety of methods used (including inventive watching and understanding work), the range of content, the fact that a coherent conversation had been held on several themes.
throughout the lesson in a completely effortless way, and so on. The tutors in Patagonia are fortunate to receive advice and guidance from such an able and effective teacher.

Rhisiart Arwel and Sandra de Pol (from the right) with learners from Gaiman Tourist Office

EXAMINATIONS: Results and Report by the Learning Co-ordinator

RESULTS FOR PATAGONIA
WJEC Examinations 2013

<table>
<thead>
<tr>
<th>FOUNDATION</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Surname</strong></td>
</tr>
<tr>
<td>Liliana</td>
<td>Evans</td>
</tr>
<tr>
<td>Grisel</td>
<td>Roberts</td>
</tr>
<tr>
<td>Julio Cesar</td>
<td>Urria</td>
</tr>
</tbody>
</table>

*(it is possible to gain Distinction or a Pass in this examination)*

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Surname</strong></th>
<th><strong>Location</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Griselda</td>
<td>Agesta Jones</td>
<td>Comodoro Rivadavia</td>
<td>Pass</td>
</tr>
<tr>
<td>Julieta</td>
<td>Cruz</td>
<td>Comdoro Rivadavia</td>
<td>Pass</td>
</tr>
<tr>
<td>Jorge</td>
<td>Davies</td>
<td>La Plata</td>
<td>Pass</td>
</tr>
<tr>
<td>Camila</td>
<td>Freeman</td>
<td>La Plata</td>
<td>Pass</td>
</tr>
<tr>
<td>Sabine</td>
<td>Herfert</td>
<td>Mendoza</td>
<td>Pass</td>
</tr>
<tr>
<td>-------------</td>
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<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>Monica Mariel</td>
<td>Jones</td>
<td>Trelew</td>
<td>Pass</td>
</tr>
<tr>
<td>Ivana Mariel</td>
<td>Mansilla</td>
<td>Trevelin</td>
<td>Pass</td>
</tr>
<tr>
<td>Carina</td>
<td>Medina</td>
<td>Trelew</td>
<td>Pass</td>
</tr>
<tr>
<td>Vilma</td>
<td>Thomas</td>
<td>Mendoza</td>
<td>Pass</td>
</tr>
<tr>
<td>Dario</td>
<td>Trombotto</td>
<td>Mendoza</td>
<td>Pass</td>
</tr>
<tr>
<td>Nelida Alicia</td>
<td>Woodley</td>
<td>Comodoro Rivadavia</td>
<td>Pass</td>
</tr>
<tr>
<td>Beatriz Maria</td>
<td>Palomino</td>
<td>Trevelin</td>
<td>Pass</td>
</tr>
</tbody>
</table>

*(No grades are given for this examination, only Pass or Fail)*

Students in Wales sometimes complain if they have to travel half an hour to sit an examination - well, Argentinean students are stronger! Twelve individuals came to the Centre in Esquel to sit the ENTRY examination (for individuals who have finished Units 1-30 of the Wlpan course) and another three to Ysgol Gerdd y Gaiman to sit the FOUNDATION examination (for individuals who have finished Units 1-60 of the Wlpan course). The amazing thing is that some had travelled from Trelew - which is far enough - some from Comodoro Rivadavia, some from Mendoza and some had even come from La Plata (not forgetting the two who came all the way from Trevelin!) A total of around 366 hours of travel to sit a Welsh examination! If you read 'Llais yr Andes' at home in Wales then you will have to look at a map of Argentina to see how far they travelled.

Argentina is a very large country, spanning a length of 5,000 kilometres from north to south. Chubut Province, where the Welsh first settled, is more than three times the area of Wales! Firstly, Dario Trombotto from Mendoza got in contact to see whether it would be possible for himself, his wife, who is originally from Germany, and another friend to register. They live in Mendoza, 1,500km from Esquel and at least 17 hours in a car! Then, Grisel Roberts from La Plata near Buenos Aires got in contact to say that her students wanted to sit an exam! La Plata is 1,875km from Esquel, about 21 hours in a car - and the students don't have a car so they came by bus! When Luis Owen from Comodoro Rivadavia (575km from Esquel) got in touch with the Trelew girls (603km) it was no surprise!

The Comodoro girls had travelled overnight by bus, arrived at 6 o'clock in the morning, had breakfast and then sat the exam before waiting for the 9.00pm bus to head back to Comodoro that night. How many learners from Wales would have been willing to do that I wonder?

This was an example of students from Patagonia showing how enthusiastic they are about learning the Welsh language, the language of Wales. It was a delightful experience for the Centre organiser who works on behalf of the Learning Welsh Project in Patagonia. Congratulations to everyone on their hard work. Thanks to the tutors for their preparation work and hopefully the examiners will agree that you all deserve to pass!

*Clare Vaughan, Learning Co-ordinator*
MENTER PATAGONIA

The following objectives were set for Menter Patagonia in 2009:

1. Strenuous efforts must be made to make speaking Welsh the norm in a cross-section of social situations – to extend its use socially.

2. A range of situations, events and activities where Welsh can be spoken quite naturally must be planned – between 10 and 13 hours each week in each location – between 20 and 26 hours a week in the Camwy Valley and similarly in the Andes foothills. The following are some suggestions.

3. Activities for nursery children and their parents. This could be instrumental in engendering interest in the parents which could in turn lead to attendance at Welsh classes – at least one session per week.

4. Activities for primary school children – games, crafts, painting and handicraft, games, nature and the environment, folk dancing, singing/drama groups, Saturday morning playgroups, holiday clubs, hobbies etc.( two age levels meeting twice a week).

5. Activities for secondary school children – Aelwyd yr Urdd, sports, outdoor activities, cultural activities, social events. (two sessions each week if possible).
6. Regular social events for adults. - quizzes, fashion shows, cookery, food tasting, discussion or debating groups, conversational groups, different hobby groups, computer classes for beginners, walking clubs, cycling, mountaineering, skiing, luncheon club, entertainment evenings, talks and lectures, folk dancing, picnics, excursions, film shows etc.

7. Cooperating with local Welsh societies to inspire them - such as the eisteddfod, *competition gatherings, the chapels.*

8. Endeavouring to extend the visual use of the Welsh language locally. - the radio, museums etc.

The Project has enough funds to employ one person for Menter Patagonia activities. Therefore, in order to ensure the presence of the Menter in both areas, half posts have been designated in both catchment areas.

Eluned Evans spends half her time working for the Menter in the Andes. Rhisiart Arwel and Sandra de Pol spend 25% of their time working for the Menter in the Valley.

**Progress Report on the Work of Menter Patagonia in the Valley (to August 2013)**

**April**

5th: Sandra and Rhisiart talk about the project and classes on Tegai’s programme on Radio Chubut.

6th: Agricultural Fair, in the Gimnasio in Gaiman. Talk to stallholders and the public in Welsh about the classes all day.

13th: St David’s Supper in Trelew - opportunity to market the Welsh classes amongst residents in Trelew.

20th: St David’s monthly Singing Festival at Carmel Chapel, Dolavon. Take part in the service and talk to the congregation about Welsh classes.

30th: Menter Patagonia Social Event at Plas y Coed, Gaiman. Curry tasting night - cooking, chatting, games and congregational singing - around 45 were present.

**May**

11th: St David’s monthly Singing Festival at Nazareth Chapel, Drofa Dulong, the Valley. Socialising, and chatting in Welsh.
18th: Ysgol Camwy Micro Eisteddfod in the Hall of Ysgol 100, Judging in the Eisteddfod and socialising all day.

25th: Ceremony to celebrate May 25th in the Gimnasio, Gaiman.

25th: Tea to celebrate May 25th, along with celebration to mark the Mimosa leaving Liverpool in 1865. Socialising in Welsh.


June

7th: Attended a choral concert in Theatr Verdi, Trelew - Sandra presented in Welsh, socialising in Welsh.

15th: St David’s monthly Singing Festival at Nazareth Chapel, Drofa Dulog, the Valley. Socialising and chatting in Welsh.

15th: Attended a Concert at Theatr El Arbol, Trelew - socialising in Welsh.

25th: Welsh language Social Evening at Tŷ Camwy to say farewell to Cinthia and Virginia before they travelled to Wales.

28th: Menter Patagonia Soup and Song Evening in the hall at Ysgol yr Hendre, Moriah. Cooking, singing and socialising in Welsh. Around 50 were present.

29th: Dolavon Mini Eisteddfod. Attended and judged competitions throughout the day - socialising in Welsh.

30th: Monthly prayer meeting at Bethel Chapel, Gaiman. Responsible for organising the service, the contributors and taking part.

July

6th: Bethel Mini Eisteddfod, Bethel Chapel, Gaiman. Attended and judged competitions throughout the day. Socialising in Welsh.

23rd: Welsh language Social Evening at Tŷ Camwy to welcome two medical students to the Valley for a period of work experience - Gwion and Tomos Williams.

27th: Tea to mark the Landings Festival at Bethel Chapel - Socialising and Rhisiart performed in a concert to celebrate the event in the new Chapel.
28th: Tea to mark the Landings Festival at Ysgol yr Hendre, Moriah. Socialising with the parents of children at the School and Rhisiart led the School choir in the concert held after the tea.

August

3rd Mimosa Eisteddfod, Porth Madryn. Attended and judged competitions throughout the day - socialising in Welsh.

10th: Tea - Ysgol Gerdd y Gaiman Choir. Helped with practical arrangements, performed with the choir and Rhisiart played the guitar in the concert.

15th: Games and fun evening at Gwalia Lân Restaurant, Gaiman. Social evening to encourage people to speak Welsh - played word games to improve knowledge and held a singing session. Opportunity to welcome Gareth Kiff (Project Director) along with Lucy Trotter (Aberystwyth) and Cinthia Zamarreno.

In addition/occasionally:

Help with Ysgol yr Hendre choir with children from the School every Friday morning, and on Wednesdays as required. Play activities with the younger children on Wednesday mornings and with the older children Friday lunchtimes.

Attend Ysgol Gerdd y Gaiman Choir practices every Monday evening at the Ysgol Gerdd. Socialising and speaking Welsh. Rhisiart attends 'Bwthyn Bach' evenings once a month - Asado evenings for men - socialising and speaking Welsh and encouraging people to attend Welsh-medium activities in their area.

Visit older Welsh speakers in their homes (Eluned Evans and Isaias Grandis)
### Progress Report on the Work of Menter Patagonia in the Andes (to August 2013)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Numbers</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Service at Bethel Chapel, Trevelin</td>
<td>Sunday, March 10th</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>April</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy Dolben (volunteer) arrives and stays for a month</td>
<td>Thursday, April 4th</td>
<td></td>
<td>Amy was a great help and started to organise the huge library of videos in the Centre - they are now ready to be transferred to DVD</td>
</tr>
<tr>
<td>Esquel Thanksgiving Service</td>
<td>Sunday, April 7th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sbot Sadwrn Esquel</td>
<td>Saturday evening, April 13th</td>
<td>18</td>
<td>Silly games played in teams followed by supper together</td>
</tr>
<tr>
<td>Sushi Evening, Trevelin</td>
<td>Friday evening, April 19th</td>
<td>11</td>
<td>Eating sushi, making origami and singing</td>
</tr>
<tr>
<td>Month</td>
<td>Event Description</td>
<td>Date</td>
<td>Number</td>
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</tr>
<tr>
<td>May</td>
<td>'Noson Lawen' in the Town Hall, Trevelin</td>
<td>Saturday evening, May 5th</td>
<td>Full house</td>
</tr>
<tr>
<td></td>
<td>Service at Bethel Chapel, Trevelin</td>
<td>Sunday, May 19th</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Service at Seion Chapel, Esquel</td>
<td>Sunday, May 26th</td>
<td>9</td>
</tr>
<tr>
<td>June</td>
<td>Siôn a Siân Esquel</td>
<td>Saturday evening, June 8th</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Pizzas and quiz, Trevelin</td>
<td>Wednesday evening, June 19th</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Service at Bethel Chapel, Trevelin</td>
<td>Sunday, June 30th</td>
<td>12</td>
</tr>
<tr>
<td>July</td>
<td>Catrin Thomas (volunteer) arrived</td>
<td></td>
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</tbody>
</table>
August | 'Sbort Sadwrn' for Children – The Centre, Esquel | Saturday morning, August 10th | 20 (15 children) | Opportunity for children from Esquel and Trevelin to meet each other for the first time and take part in a number of fun activities. In the spring, we will be meeting in Trevelin

| Service at Seion Chapel, Esquel and tea | Sunday, August 18th | |

In addition, I have done the following:

- Published two editions of 'Llais yr Andes'.
- Visited elderly people in the area - seven so far.
- Translated a menu and a leaflet for Clwb Adar (I intend to translate several other menus from now until the end of the academic year).
- Edited the programme for the 2013 Trevelin Eisteddfod.
- Was a judge at the Eisteddfod at Escolar Puerta del Sol and the Eisteddfod in Porth Madryd and took part in the Chairing ceremony.
- Helped with Diana Jenkins' Welsh lessons at Ysgol 24 each week, held a weekly Children's Club in Trevelin and Esquel, helped Jessica Jones at Ysgol 166 every week, attended weekly Côr Seion Esquel choir practices, attended the weekly folk dancing class in Trevelin.
- Jointly led the funeral service for the father of one of the school's teachers with Isaías Grandis.
- Attended meetings of the Bro Hydref Society Committee/Ysgol Gymraeg Trevelin/150 Year Celebration Committee.
• Attended Haydn Hughes' course during the Easter holiday.

• Spoke on Radio Fm del Valle Trevelin with Sara Borda Green to advertise courses and any events.

• Supported community events - Encuentro Céltica, Esquel and Trevelin St David's Day Suppers, Hogia'r Wilber Concert, Tea at the Centre, clog dancing workshop etc.

• Took part in special ceremonies - for example, April 30th and July 28th.

• Organised accommodation/activities for the Urdd's Trip.

• Wlpan students in Esquel (teenagers) spoke to pupils from Ysgol Gyfun y Strade, Llanelli on Skype.

Imanol and Jere from the Wlpan 1 class in Esquel had the opportunity to chat with a group of boys from Ysgol Gyfun y Strade, Llanelli recently via Skype. Eluned was Jacob Morris, Luke Thomas and Cory Owens' French and Spanish teacher at Ysgol y Strade last year and therefore this was a fantastic opportunity for the boys from Esquel to practice their Welsh, and for the boys from Llanelli to practice their Spanish.
The annual Urdd trip is organised with the help of Menter Patagonia teachers/officers from Wales, under the leadership of the Learning Co-ordinator. The trip was held in October/November and it is undoubtedly an excellent opportunity for young people from both countries to meet each other and create links and friendship between Wales and Argentina through the medium of Welsh.

Menter Patagonia held a social evening at Gwalia Lân restaurant in Gaiman during the inspection period. A number of activities were organised and around 35 people attended, including some who have not yet been to classes and others who are able to speak a considerable amount of Welsh but who do not usually use the language. Here are some of the comments from people who came to the evening;

'A fun evening and tasty food. Interesting games. I've enjoyed and I remember my father singing 'Gee Geffyl Bach' with his grandchildren.'

'I had a great time tonight'

'We're happy to be here. I hope that we can come again.'

'It's been very interesting !!! Excellent !!!'

'It's a pleasure to spend time with friends and listen and chat in Welsh and meet friends from Wales'.

'It's great to spend time relaxing in a Welsh language environment. Delicious food, good company, playing games in the company of family and friends.'

We've enjoyed !!!! Thank you very much !!!!
RADIO PROGRAMMES

One of the most exciting developments in terms of the work carried out by Menter Patagonia has been the planning of bilingual radio programmes in Patagonia on the local FM radio station. In Trevelin, Eluned Evans and Sara Borda Green (who travelled to Wales to undertake Mastering and Refresher courses over the summer) have planned three programmes which will begin in March 2014.

One programme will discuss issues relating to Ysgol Gymraeg Trevelin e.g. course content, clips from soap operas, interviews.

There will be another programme called 'Jam Llaeth' - a magazine programme with items on fashion, historical stuff etc.

The name of the third programme will be 'Mawl a Chân'. The programme, which will be broadcast on a Sunday, will have a more academic feel with hymns and traditional songs.

The programmes will be presented by Eluned and Sara and it will be great to hear people with local accents discussing matters in Welsh.

The intention is to create a blog that will include soap opera scripts, sentence of the week etc. There will also be a link to the programme so that people from across the world can listen to the programmes.

Initially, the programmes will be pre-recorded but the intention is to start broadcasting live as well. This could be a very important development as people will be able to phone in and discuss and talk either in Welsh or Spanish.

There is a similar development in the Valley with school children once again taking to the airwaves on the local radio station. It is hoped that this will happen during the next academic year.
As a result of the work of Menter Patagonia teachers and officers, the Welsh language has more commercial value than before, especially in terms of attracting tourists from Wales.

CASE STUDY

My name in Soraya. I have lived in Esquel throughout my life.

I had a lovely childhood and had a lot of fun. I remember, when I was young, asking a lot about my grandfather who was in a photograph. My mum said that he used to speak Welsh...and my question was always the same: Do you speak Welsh? What kind of language is Welsh? And the answer was always the same: no I don't, I don't speak Welsh...but it sounds strange...

When I was around 20, a teacher from Wales called Hazel Charles Evans came over and I was invited to learn the language. Of course, I went to the class and felt as if I was in a peculiar dream. Since then, I have studied the language and I try to keep it as something
precious. That is why I have been working as a tutor for some years.

As well as languages, I like reading, dancing, singing etc. My favourite books are historical novels, for example: The Eagle and the Raven by Pauline Gedge or The Bonesetter’s daughter by Amy Tan.

I like listening to all kinds of music from rock to ethnic music. I am also studying Spanish dancing as I would like to teach it sometime, and I love it.

I will be celebrating my fourth wedding anniversary to Luis this year and my young son, Rhys, will be three years old. He means everything to me. He represents everything that is good in the world. Yes, Luis and myself are happy to be parents. We both have big hopes for him, as children are the future of our culture and language.

**CATRIN THOMAS – Volunteer August 2013**

For years, I have marvelled at the idea that there are people in Patagonia who can speak Welsh and, since I had not done much travelling, the idea of visiting Patagonia filled me with excitement! I wanted to do more than just visit ‘Welsh’ villages and was eager to work with the community in order to get a true taste of how the Welsh language is used. I was surprised at how well the adults and children can speak Welsh, especially when there is not much Welsh at home. But, more than that, there is a strong desire to learn Welsh in Patagonia and they work hard each week in their lessons. They always take advantage of the opportunity to speak the language and to take part in social activities such as folk dancing, despite leading busy lives between school and work.

It is clear that a close community has developed here in Esquel and Trevelin. It was also nice to see children from Esquel and Trevelin being given the opportunity to meet on a Saturday to play games and socialise. I really have enjoyed my experience here and I would like to thank everyone for their welcome, especially Eluned who has given me so many opportunities to help and to Liliana and her family for giving me a place to stay.

The Welsh society here is obviously very important to them and it would be great for children and adults in Esquel and Trevelin to be given even more opportunities to meet up and enjoy the Welsh language! Thank you very much.

Virginia Steinkemp, Sara Borda Green and Cinthia Zamarreño all won scholarships to study on a five week Advanced 2 (Mastering) Course and Ivana Mansilla and Estela Jones won scholarships to study on Intermediate and Advanced 1 courses during July and August 2013 at the Cardiff and Vale of Glamorgan Welsh for Adults Centre at Cardiff University.
Sara Borda Green, Ivana Mansilla, Virginia Steinkemp, Cinthia Zamarreño, Estela Jones

The impact of the Project is significant enough to maintain the number of Welsh speakers and learners in the area. The classes help the Welsh culture to grow and flourish and the language is used for a variety of activities such as eisteddfod competitions, Menter Patagonia events, the Landings Festival, St David's Day etc. It appears that the number of Welsh learners has grown because of Welsh classes, lessons in school and lessons for adults, which help to ensure that more people recognise the language and culture year on year.

I started working with the project last year as a teacher at Ysgol 61 in the Bryn Gwyn area of Gaiman. However, in July, I came to Cardiff to study at the University. Following my return, I helped out with the youngest children - 18 months to three years old - at the nursery school in Gaiman. I enjoyed working there until the end of the year. This year, I am hoping to start working in the nursery class at Ysgol yr Hendre as well as helping with all the activities in Trelew and the surrounding area.

I started learning Welsh when I was 12 years old in a class organised by the Language Project in Patagonia at Neuadd Dewi Sant in Trelew. I am so grateful to the project because I have succeeded in learning the language, but as a result, I feel that I have developed in lots of other ways and that is why I am persisting and supporting the idea of keeping the language alive in Patagonia and in Wales.

I think that many people will agree with me when I say that the language project in Patagonia is something very important which helps and supports everyone in Patagonia. That is why many
people, like me, are grateful for the opportunity to come here, or for the successful work undertaken out there that helps to develop the language a little more each day.

Regards

Virginia Steinkamp

The Project is very important to me for a number of reasons. To start, it would have been difficult to learn the language in a country where everyone speaks Spanish.

And, of course, I believe that learning a language has opened up a whole new world to me: people, life, history, literature, music etc.

I am so glad that I persisted with the language and didn’t lose it during the time I spent away from Patagonia, and that the Project has done the same thing over so many years.

I have now moved back to Trevelin and am working in the Welsh-medium School as a nursery teacher. I am also a member of the Eisteddfod Committee and help organise all kinds of activities.

In my opinion, the media - particularly the internet - enables successful interaction between Wales and Patagonia. I studied Media in Buenos Aires and perhaps this is why I intend to work to strengthen the presence of the project in the community so that more people can have the special experience that I have had since my childhood.

Now that we are nearing a century and a half since the Mimosa landed in Patagonia, I believe that this provides the Project with a special opportunity to celebrate its work over the years and to continue with its work for the language in the future.

Sara Borda Green

My name is Cinthia Zamarreño. I am a music teacher and work at the Welsh-medium nursery school in Gaiman, Patagonia.

Thanks to the Project, I was given the opportunity to learn Welsh in Gaiman (over ten years ago) and in Wales (in 2009, I undertook Further and Advanced 1 Courses and this year I am undertaking Advanced 2 and Refresher Courses).

I started learning Welsh when I was ten years old and I have continued to attend different classes since then.

I believe that the Welsh Language Project undertakes very important work in Patagonia.

As a student, I have studied with teachers who have travelled to Patagonia thanks to the Project which has paid for their work; and as a teacher at the Welsh-medium nursery school in Gaiman, I am very grateful to the Project for all the help and funding it has given us for our work.

I started working at the nursery school in 2008 as a classroom assistant and Welsh folk dancing teacher.
In 2009, I won a scholarship to come to Wales to undertake Further and Advanced Courses at Cardiff University. I then worked as a teacher.

I am currently teaching Welsh music and folk dancing at the Welsh-medium nursery school through the medium of Welsh. We don't speak Spanish with the children, only Welsh is spoken at the School.

There are around 50 children at the School this year (from 18 months to five years old). The majority of the children are not of Welsh descent but they learn the language very quickly because we always emphasise the importance of talking about EVERYTHING in Welsh in every class.

There are many people working for the Welsh language in Patagonia and most of us have been to Wales on courses or observed in different schools, thanks to the Project. Cinthia Zamarreño

Gaiman, MAY 6TH, 2013

Performance Report - Cinthia Zamarreño

She started working at the nursery school in 2008 as a classroom assistant.

She worked in this post for two years and performed according to expectations.

Since 2010, she has worked as a teacher. She always works responsibly and professionally.

This year (2013), she is teaching Welsh dancing and music to three classes at Ysgol Feithrin y Gaiman.

She is open and willing to accept suggestions on how she can improve her work.

She contributes to all extracurricular activities.

She also takes an active part in every eisteddfod through music, literature and recitation and she succeeds in getting good results for her students.

This report has been prepared at the request of the person in question to be presented appropriately.

Liliana Evans

Headteacher, YGYG
On Tuesday afternoon, 2nd July, in heavy rain, we enjoyed the Children's Eisteddfod in Trevelin. The Spanish and English recitation preliminaries started at eight o'clock on the Monday morning and finished at five in the afternoon, alternating between the three competing schools. There were more than 150 children in the 'Quien' recitation! It was fun to see one or two turning buttons and hiding their hands in their pockets...

We started by singing the national anthem and, following words of welcome from María Esther, the headteacher, the competition began.

Children from Ysgol Gymraeg Esquel competed in a light hearted song under Glenda's leadership and pupils from Ysgol Trevelin, who were trained by Jessica, took part in recitation and folk dancing competitions.

When it was time to chair the bard, one under 12 and the other under 20, it was lovely to see Lara Green being escorted to the stage first of all followed by Maite Jaeger Ingram, descendants of two friends who lived on nearby farms, Vera and Irene!

A fantastic end to two busy days, but an opportunity to meet up with lots of friends. Looking forward now to seeing these little ones competing in the Trevelin Eisteddfod next November!!

Alwen Green
RECOMMENDATIONS

1) Increasing the salary of local tutors if possible. They are currently paid $35 an hour compared with a salary of around $60 an hour paid to teachers in the province. Due to inflation in Argentina and the weak pound, our money is worth far less than in the past. Paying $35 an hour is the equivalent of paying between £4 and £5 an hour in Wales. As a result, we cannot retain a number of our native teachers who would be able to teach the language. Similarly, the salary we pay to the Co-ordinator and teachers from Wales is no longer sufficient and their salaries have decreased significantly in real terms during the last two or three years.

2) Appointing specialists to teach children and adults in the Valley. This is important to maintain the progress made in terms of the numbers of adults and, of course, to help with the process of establishing bilingual primary education in Gaiman.

3) A scheme to restore numbers needs to be implemented in the Andes. In contrast to the situation in the Valley, there was a reduction in numbers from 225 in 2012 to 157 in 2013 with less adults and children learning the language. There are plans to extend contact hours at the nursery school in Trevelin and some developments, such as workplace courses, have attracted new people. However, it should be possible for us to increase the numbers there considering that half our full-time workforce operates in the area.

4) Continue to provide specific courses e.g. Welsh in the Workplace, Welsh for Parents. This should be a way of reaching new audiences.

5) Short courses, such as taster courses and preparation courses, should be held during the first fortnight of the new academic year as a way of retaining current learners and attracting new people.

6) More effective and comprehensive marketing campaigns need to be co-ordinated locally before the start of the new academic year.

7) Restore numbers in Spanish-medium schools in the Andes through Connecting Classrooms, basing projects on the 2015 celebrations.
8) There is a need to ensure that the Project's targets are SMART. Setting a target of three schools in a year is difficult if not impossible to achieve considering the relatively small number of schools in Patagonia that teach Welsh.

9) The Project should work alongside the 2015 Celebrations Committee and try to influence it in order to ensure that all events organised have a lasting impact.

10) Tighten internal procedures, ensuring that returning teachers/officers have more input into the process of preparing work programmes for the following year.

APPENDICES

1) The Learning Co-ordinator's Report on her visit to Wales

2) Gaiman Tourist Office Workplace Course

3) Llais Yr Andes (December 2013)