Welsh Language Project in Chubut

2016 Annual Report

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Academic Monitor and Chair of Patagonia's Welsh Language Project
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OVERVIEW

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

Every year, three Language Development Officers from Wales spend nine months - from March to December - working in Patagonia. They develop the language in Welsh speaking communities via formal learning in the classroom at the three bilingual schools and via informal social activities.

There is also a permanent Learning Coordinator from Wales based in Patagonia who is responsible for the quality of teaching.

Another aspect of the project is a network of Welsh language tutors in the region. By visiting Wales, attending Welsh language courses and participating in school observation visits, we help maintain the teaching standards and latest methodology being implemented in Patagonia.

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

The project which consists of reciprocal visits, teaching and training has achieved recognition and success at an international level.
Approach and syllabus

We work in three catchment areas: the Andes, Gaiman and Trelew. The Project offers a wide range of courses from beginner level to refresher courses for fluent speakers. We hold these in the nursery, primary, secondary and adults sectors.

Welsh Language Development Officers teach a range of courses including Taster, Wlpan, Further, Advanced and Mastering. Courses created by Welsh for Adults, Cardiff University, adapted for Spanish and Welsh contexts, are used.

Funding

The Welsh Government, the Wales Argentina Society and British Council Wales fund this project, which is part of the International Education Programme. The Chubut government and other bodies also provide funding to support the teaching of Welsh and the wider Welsh community.

History

Last year marked 150 years since the first Welsh settlers arrived in Patagonia.

Wales and Patagonia are bound by tradition, history and language. The permanent settlement of Chubut and the surrounding areas began on 28 July 1865.

Around 153 Welsh settlers arrived aboard the Mimosa.

Now, at the start of the 21st century, it is estimated that around 50,000 Patagonians are of Welsh descent.
TARGETS FOR 2016

1) Send three Development Officers to teach and organise Menter Patagonia’s language-based social activities.

Within the Valley, one tutor was appointed to specialise in developing nursery and primary education, and another tutor was appointed to work with teenagers and adults. In the Andes, a tutor was appointed to work with primary aged children and teenagers.

2) Employ one Learning Coordinator in Y Wladfa (Welsh Patagonia).

3) Support students from Y Wladfa to attend Cardiff University's Summer Course

4) 1270 learners in Welsh lessons

5) Improve the number of learners in the Nursery and Primary sector (KS1 and KS2) and amongst teenagers

All of the above targets were met
Margarita Jones with an adult learner class in Trevelin, the Andes

KEY SUCCESSES

1) Three officers were sent to Patagonia. One to the Andes to undertake 75% teaching and 25% Menter Patagonia work.

Two were sent to the Valley, with both teaching for 75% of the time and spending 25% each on Menter Patagonia work.

2) A total of 1270 people undertook Welsh courses, the highest number on record for this Project.

This represents an increase of 4.1% this year.

3) An increase in the number of Primary Children (KS1) (202%) and Teenagers (14.5%) was achieved
4) Ysgol y Cwm was founded in Trevelin in the Andes, in a brand new building

5) Celebrated 10 years since establishing Ysgol yr Hendre Trelew

6) Ysgol Gymraeg y Gaiman experienced growth

7) Contributed to a large number of events held by different organisations and groups e.g. yr Urdd, Valley and Andes' Chapels

**IMPACT OF THE PROJECT**

**STATISTICS**

1 Learning Coordinator – Clare Vaughan (the Andes)

1 Administrative Coordinator – Luned Gonzalez (The Valley)

3 Teachers/Menter Patagonia Officers (2 in the Valley and 1 in the Andes)

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

Eluned Jones (The Valley) (75% teaching and 25% Menter Patagonia)

Jessica Andrews (The Valley) (75% teaching and 25% Menter Patagonia)

32 local teachers/tutors
Number of classes (2015 figures in brackets)

91 (104) classes in 2016

Gaiman
(including Dolavon)
46 (52)

Trelew
(including Rawson, Porth Madryn and Comodoro)
22 (25)

The Andes
(Trevelin and Esquel)
23 (27)

<table>
<thead>
<tr>
<th>Year</th>
<th>Gaiman</th>
<th>Trelew</th>
<th>The Andes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>873</td>
<td>185</td>
<td>212</td>
<td>1270</td>
</tr>
<tr>
<td>2015</td>
<td>739</td>
<td>200</td>
<td>281</td>
<td>1220</td>
</tr>
<tr>
<td>2014</td>
<td>722</td>
<td>251</td>
<td>201</td>
<td>1174</td>
</tr>
<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>

The total of 1270 is the highest number in the history of the project.

This represents an increase of 4.1% this year and 29.9% since the start of the 3-year cycle (2012-2015). (977 people in 2012).

There was a total of 573 learners in 1997, when the Project officially started, which means that there has been a rise of 121.6%.
The steady rise in the Gaiman's numbers has been sustained and extended partly due to the establishment of Ysgol Gymraeg y Gaiman, the contribution made by Coleg Camwy secondary school as well as Welsh language lessons in three other Spanish medium schools in the Valley.

As the school celebrates its tenth anniversary, the success of Ysgol yr Hendre, Trelew is reflected in the good progress made with Primary (KS1) figures.

The Andes is the only catchment area this year to offer full provision in terms of Adult courses from Entry level to Proficiency level.

The impact of the success of the 150 celebrations

The energy and vigour of the 2015 celebrations were reflected in the Project's work. The level of interest was such that many additional adult classes were arranged throughout the year, many of them Taster classes, at Pre-entry level. This led to an increased number of learners, especially amongst the adult population.

Maintaining and repeating that success this year was very difficult.

Whilst the total number of classes fell somewhat, the good news is that the total number of learners across the sectors has increased.

### Numbers according to language levels – Adults

<table>
<thead>
<tr>
<th>Language Area</th>
<th>Taster</th>
<th>Entry</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Proficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaiman</td>
<td>0</td>
<td>29</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>12</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>(42)</td>
<td>(8)</td>
<td>(15)</td>
<td>(3)</td>
<td>(2)</td>
<td>(21)</td>
<td>(91)</td>
</tr>
<tr>
<td>Trelew</td>
<td>0</td>
<td>30</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>(20)</td>
<td>(41)</td>
<td>(16)</td>
<td>(0)</td>
<td>(0)</td>
<td>(11)</td>
<td>(100)</td>
</tr>
<tr>
<td>The Andes</td>
<td>0</td>
<td>29</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>(29)</td>
<td>(13)</td>
<td>(14)</td>
<td>(16)</td>
<td>(10)</td>
<td>(7)</td>
<td>(89)</td>
</tr>
<tr>
<td>Cyfanswm</td>
<td>0</td>
<td>88</td>
<td>45</td>
<td>16</td>
<td>7</td>
<td>27</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>(91)</td>
<td>(62)</td>
<td>(45)</td>
<td>(31)</td>
<td>(12)</td>
<td>(39)</td>
<td>(280)</td>
</tr>
</tbody>
</table>
The highest number of Adult learners on record was seen in 2015.
- There are several reasons for the reduction this year.
- Fewer Taster classes were held compared to last year.

Although pre-entry classes held last year attracted more learners to Entry classes this year - as shown by Entry level (Wlpan 1) figures - this did not have enough of a positive effect on the total number. It is hoped that this increase at Entry level this year will impact Foundation and Advanced levels over the coming years.

The fact that the Project attracts so many people after nearly 20 years is a clear indication that interest remains very strong amongst residents of Y Wladfa.

Despite the small decrease this year, this should be considered in light of the progress made over the course of five years and, of course, the fact that only 72 adults were learning the language back in 2009.

2011 - 114
2012 - 137
2013 - 174
2014 - 268
2015 - 280
There was more emphasis on primary and secondary work across Chubut this year.

Being able to offer additional support to the two new bilingual schools - Ysgol y Cwm, Trevelin and Ysgol Gymraeg y Gaiman - at the exact moment they are taking their first steps is crucial.

The children at these schools are the parents of the future. As we develop and support them through Welsh medium education, they will be more likely to send their own children to bilingual education in Y Wladfa. We will only see results in the coming years if we invest in the next generation now.

The Primary sector (KS1 and KS2) now represents 43.9% of learners in Y Wladfa.

In comparison, at the start of the Project in 1997, there were 279 adult learners. However, it must be remembered that the 'official' Project had just started and adults were the main focus of the work, representing nearly half (49%) of all learners.

Adults now account for approximately 14.4% of all learners in Y Wladfa.

Nia Jones, Andes Development Officer, (standing) with a Welsh class in Esquel
<table>
<thead>
<tr>
<th></th>
<th>Gaiman</th>
<th>Trelew</th>
<th>The Andes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>25 h</td>
<td>17 h 30 m</td>
<td>36 h</td>
<td>78 h 30 m</td>
</tr>
<tr>
<td>KS1</td>
<td>15 h 35 m</td>
<td>32 h 30 m</td>
<td>7 h</td>
<td>55 h 05 m</td>
</tr>
<tr>
<td>KS2</td>
<td>55 h 55 m</td>
<td>60 h 50 m</td>
<td>7 h 30 m</td>
<td>124 h 15 m</td>
</tr>
<tr>
<td>Teens</td>
<td>25 h 40 m</td>
<td>0 h</td>
<td>3 h</td>
<td>28 h 40 m</td>
</tr>
<tr>
<td>Adults</td>
<td>13 h 40 m</td>
<td>16 h</td>
<td>22 h</td>
<td>51 h 40 m</td>
</tr>
<tr>
<td></td>
<td>136 h 15 m</td>
<td>126 h 50 m</td>
<td>75 h 30 m</td>
<td>338 h 35 m</td>
</tr>
<tr>
<td></td>
<td>(92 h 25 m)</td>
<td>(160 h 40 m)</td>
<td>(70 h 40 m)</td>
<td>(323 h 45 m)</td>
</tr>
</tbody>
</table>

Comments:

There has been an increase in the number of teaching hours again this year. As shown, the number of Nursery hours has increased significantly in the Andes as a result of the additional work undertaken by Ysgol y Cwm, Trevelin (3 Nursery groups instead of 1). Similarly, the increase in KS2 work in Gaiman is partly due to the growth of Ysgol Gymraeg y Gaiman, and a new Welsh class (for a term) in School 100 in Gaiman by Santiago Palacios Zampini.

The good news is that the work of the three bilingual schools goes from strength to strength in Y Wladfa, and their success is something to be very proud of.

Again this year, a number of Chubut's hard-working and enthusiastic young people have left for colleges and universities in northern Argentina. The fact that these young people cannot participate in the activities, as well as the fact that not enough young people are taking their place, is reflected in the small reduction in teenage work across the Province this year.

As noted previously, many Communities have decided to focus on developing the bilingual schools this year. Whilst this is good news for the Primary sector, it has resulted in a reduction in Adult hours and numbers in general, as there are not enough resources available to serve all sectors fully.
Although the Project's Development Officers are stimulating, supporting and contributing towards the work of the schools and Communities, the Project does not have enough funding for all of the teaching hours.

Local schools - like Ysgol yr Hendre in Trelew - employ a teacher from Wales on an annual basis and fund their own projects and hours. Ysgol Gymraeg y Gaiman also has plans in place to employ a teacher from Wales in 2017. This is wonderful news.

We have seen a steady rise in the number of weekly hours over a period of five years, namely 75 hours 35 minutes or nearly 28.5% since 2011.

323 hours 45 minutes in 2015
301 hours 30 minutes in 2014
310 hours 40 minutes in 2013
245 hours in 2012
263 hours in 2011
One of the Adult classes in the Esquel Centre with Grisel Roberts
YSGOL YR HENDRE, TRELEW

Ysgol yr Hendre, Trelew is a bilingual school which teaches through the medium of Welsh and Spanish. It opened its doors in 2006 and this year celebrated its tenth anniversary. Nursery classes for 3-5 year olds and primary classes for 6-12 year olds are taught.

Part of the School's tenth anniversary celebrations this year

This year Ysgol yr Hendre, Trelew has 91 pupils divided as follows:

<table>
<thead>
<tr>
<th>Nursery</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year olds</td>
<td>8</td>
</tr>
<tr>
<td>4 year olds</td>
<td>13</td>
</tr>
<tr>
<td>Reception class</td>
<td>6</td>
</tr>
<tr>
<td>Nursery Total</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
</tr>
<tr>
<td>Year 2</td>
<td>14</td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
</tr>
<tr>
<td>Year 4</td>
<td>9</td>
</tr>
<tr>
<td>Year 5</td>
<td>3</td>
</tr>
<tr>
<td>Year 6</td>
<td>6</td>
</tr>
<tr>
<td>Primary Total</td>
<td>66</td>
</tr>
</tbody>
</table>

Total for Ysgol yr Hendre 91
Year 6 pupils will be leaving us at the end of the year (2016) and 12 new pupils have enrolled, so far, for next year bringing the total number of pupils to 97 for 2017.

**Schedule**

We teach years 1 and 2 through the medium of Welsh in the morning and then through the medium of Spanish in the afternoon, and years 3-6 through the medium of Spanish in the morning and through the medium of Welsh in the afternoon. Each class requires one specialist teacher for each language as well as a specialist subject teacher e.g. music, art, PE in Spanish (statutory) and choir practice, folk dancing, reciting and literature workshop in Welsh.

We have employed a teacher from Wales since 2011, paying for advertising, salary, accommodation and a ticket to Trelew ourselves.

The nursery has a slightly different schedule - classes are taught through the medium of Welsh but ensuring that the pupils can also undertake the same activities in Spanish too (again, this is statutory).

Romina and Mariel are our teachers with Norma and Elmercita our classroom assistants. As well as the class teachers we employ a head, secretary and language coordinator and the Welsh Language Project teacher in Patagonia contributes two 4 hour sessions of her working week to the school. The project also contributes 20% of Norma Price's salary.

The school was established ten years ago after seeing the results of 9 years of the Welsh Language Project in Patagonia and there are now three Welsh medium primary schools in Patagonia. A number of our teachers have visited Wales to improve their Welsh and to observe teaching practices there, including Shirley James (who will retire next year), Norma, Alcira and Romina.

We ask all of our teachers to learn Welsh and become accustomed to its sound and culture, everyone greets one another in Welsh in the school, but staff attainment does vary.

We wish to send three other teachers to Wales to improve their Welsh as soon as possible: Edith, Mariel and Silvia. We need more teachers in order to provide a Welsh medium education.

![Year 1 children from Hendre dancing Argentina's traditional dance during the '2016 Day of Tradition'.](image-url)
'Perthyn' Project

The 'Perthyn' Project uniting Caernarfon and Trelew was undertaken by Cefyn Burgess, an artist who works with wool. Ysgol yr Hendre, Trelew pupils created images representing their area in the Camwy Valley and joined them up like the farms in the valley surrounding the River Camwy. Thanks to Cefyn for his work inspiring the children.

Catrin Morris, Ysgol yr Hendre

Ysgol yr Hendre children practising their Welsh with some of Trelew's Welsh speakers
Firstly we would like to thank the Learning Welsh Scheme in Y Wladfa for all its support during 2016 via the Welsh teachers from Wales. Having these teachers at our school each year is an invaluable asset and we very much hope that this collaboration continues and gets stronger each year.

Background

Ysgol Feithrin y Gaiman was established in 1993 as a Welsh medium nursery school which offered unofficial Welsh 'workshops' to young children. In 2013 the school was awarded nursery school status by the provincial government and since then we have been able to provide official education to 4 and 5 year olds (statutory school age in Argentina) and to 1½-3 year olds. Since 2014 we have also been providing bilingual primary education.

Staff

The school has 19 teachers, namely the daily teachers and specialist teachers (music, PE, cookery, folk dancing and art). Having been awarded official status as noted above, we were required to appoint qualified nursery and primary teachers to teach at the school. As the only (qualified) bilingual nursery teacher at the school had gone to Wales (Judith Jones), we therefore had to appoint a Spanish qualified teacher to work with the Welsh development teachers in every class.
Eluned Jones, one of the Valley's Development Officers this year, with children from Ysgol Gymraeg y Gaiman
Here are the details for 2016 classes and numbers:

**Morning:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (aged 1½ - 2)</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>3 year old class</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>4 year old class</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>5 year old class</td>
<td>11</td>
<td>1 (and a Welsh teacher two mornings a week)</td>
</tr>
<tr>
<td>Year 1</td>
<td>8</td>
<td>Spanish teacher</td>
</tr>
<tr>
<td>Year 2</td>
<td>5</td>
<td>Spanish teacher</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

(Note that the specialist teachers conduct their lessons in Welsh only or bilingually in the morning).

**Afternoon:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 year olds</td>
<td>1 Welsh teacher</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>8</td>
<td>1 Welsh teacher</td>
</tr>
<tr>
<td>Year 2</td>
<td>5</td>
<td>1 Welsh teacher</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

The presence of teachers who only speak Spanish in the mornings does present a challenge, but we have been very fortunate to have supportive teachers eager to learn some Welsh to use in informal settings and to encourage children to use the language. Eluned Jones, one of the Project's Development Officers this year, has undertaken extremely valuable work teaching non-Welsh speaking teachers and ancillary staff (kitchen, cleaning) and she has prepared a file to ensure that the work continues in 2017. It would be wonderful if some of these dedicated teachers could get a scholarship to study an intensive course in Wales (Wlpan) in the future, as they have very little time to study here as they work in other schools during the afternoons after leaving YGYG.

Only Welsh medium education is offered to the three classes in the afternoon (5 year olds, Year 1 and Year 2). Despite only being given two hours, it is amazing how well the children respond. They know that they should only speak Welsh with the teachers as the teachers only use Welsh with them. It should be remembered that many of the primary aged children did not attend the school for their nursery education so they have learnt all of their Welsh in years 1 and 2. This shows how successful immersion can be.
General use of Welsh

Apart from the lessons themselves, we continually work to introduce the Welsh language on a visual level within the school by displaying posters and signs and vocabulary on the walls, e.g. a number of classes display 'word of the day/week' signs to expand vocabulary; 'sentence of the week' in the school hall etc. In informal situations we encourage the non-Welsh speaking teachers to use Welsh language resources only (CDs, DVDs, games and books) and to greet and lower the flag, report news etc in Welsh.

Similarly, we believe that it is extremely important to support activities in the local community, e.g. take part in eisteddfodau and concerts, march in official 'actos' (rituals), organise stalls in the book fair and agricultural fair and send and accept invitations to events jointly held with other local schools etc. making sure that the Welsh language is used extensively in all of these activities.

Staff training

As previously mentioned, it is essential that the good work undertaken by Eluned Jones to teach Welsh to non-Welsh speaking staff members continues. In terms of the development of existing Welsh-speaking staff, we strongly believe that training from language 'immersion' and second language learning specialists would be very beneficial. We were very glad of the link made earlier this year with Linda Davies from the University of Wales Trinity Saint David, although we have not yet received further details on that interesting scheme. We have also purchased the innovative Tric a Chlic scheme for the school. It would be valuable to receive training for specific resources of this kind too.

Like the two other bilingual schools in Chubut, we believe that it would be very beneficial if the Learning Welsh Scheme in Y Wladfa could send qualified Welsh-speaking primary
teachers to work specifically in our bilingual schools. The presence of non-Spanish teachers is key to the success of our schools, as we know from experience.

The Future - 2017:

In 2017 we intend to merge the 4-5 year old class as a 'mixed age class' and then divide the groups between the two Spanish and Welsh teachers - i.e. work separately and exchange groups rather than work in both languages at the same time. We trust that this experiment will be successful and will assist us in planning for the future.

Also, in 2017, subjects will be taught through the medium of Welsh to Year 3 in the afternoons (mathematics, science, history...), rather than just 'language lessons'.

Therefore, as you can see, we continue to work tirelessly to ensure the continuation of the Welsh language in Gaiman and are very grateful to the British Council, the Wales-Argentina Society, the Welsh Government and other friends for all their support in ensuring our success.

Yours sincerely,

Rebeca White (Head of Ysgol Gymraeg y Gaiman)

Esyllt Nest Roberts (Welsh Teacher at Ysgol Gymraeg y Gaiman)
YSGOL Y CWM, Trevelin

Flag ceremony at the start of Ysgol y Cwm's day

YSGOL Y CWM, TREVELIN. No: 1475

The school is a project celebrating 150 years since the first Welsh settlers arrived in Argentina to establish Y Wladfa. The project was driven by the Welsh Language Society in Trevelin as a living memorial to those who travelled so far to keep their language and traditions and live in peace freely.

The work actually began many years ago with the introduction of the Learning Welsh Scheme in 1997, in order to promote a language which was rapidly disappearing from the area. Of course, there were some before then who had been teaching in an informal way but the Scheme gave the project status and brought teachers from Wales to collaborate. It went from strength to strength. The feeling was that many of those who had won scholarships to travel to Wales to improve their Welsh had returned to work in the community and that they were willing to play a prominent role in teaching children.

Since 1997, child and adult classes had been offered in the old Chapel House led by tutors from Wales and local tutors, but given that everything at that time was extra-curricular, the learning was slow. Looking to the Valley and seeing the success of Ysgol yr Hendre Trelewen and Ysgol Feithrin y Gaiman, it was felt that the project would be supported by local parents.

In 2014, steps were taken to sell parcels of land belonging to the Welsh Society and the project started in earnest. By February 2015 the foundations were in place and we were showing the site to visitors from Wales. By February 2016 some walls were in place and we were showing the site to parents interested in sending their children to the school!

Although the building was only half finished, we opened our doors in March 2016. We worked in the face of difficulties, such as noise and dust created by the builders on the other
side of the temporary partition, no heating system and no toilet for the teachers! With the support of friends and the tireless work of the Society, today we have the first phase of a modern building - designed specifically for the needs of small children - ready and home to 35 children aged 3-5 as well as six extra-curricular classrooms for children and adults who also meet in the building.

Although the Chubut Government had not recognised the school officially at the start of the year, parents were so keen for their children to receive such an education that they decided to send their children anyway, without being able to receive the family allowance nor having the assurance that they would receive a school certificate at the end of the year.

Ysgol Y Cwm is a Welsh-Spanish bilingual school but as of yet we have not received a single cent from the Chubut Government towards the costs of furnishing the school nor paying teachers' wages, despite the previous Government's pledge to support us.

Ysgol y Cwm Trevelin's New Building

The School opened its doors for the first time in 2016

The school pays the wages from the fees paid by parents and the work of the Society - like Mate Bingo, charging an entrance fee for local events - in order to keep 10% of the ticket value, raffle etc.

Nursery aged children currently attend from 13.50 to 17.20 from Monday to Friday and they can stay on for a Welsh language club twice a week at the same time as the extra-curricular workshops.
During the afternoon, the children work on different activities and at 16.00 have tea, which provides an informal opportunity to practise their Welsh and is also a way of learning good practices such as washing hands, sitting quietly, eating at the table and washing the dishes. Ysgol y Cwm pays for the snack as well as the cleaning materials.

The idea is that both languages co-exist naturally but that those teachers who can speak Welsh do so continuously with the children, not only during the language sessions. If the greeting during circle time is in Welsh perhaps registration will be in Spanish, if registration is in Welsh then the farewell will be in Spanish but the cooking, folk dancing, art and music workshops take place through the medium of Welsh and Welsh is also used during tea time as well as other times during the school day.

The school has participated in all of the town's celebrations e.g. Trevelin Eisteddfod, the Vote Concert on 30 April, the Landing Festival, Puerto del Sol School's Eisteddfod, Book Fair, Music Day, Concert and march on 25 November as well as celebrating important dates in the history of the country and Wales such as 25 May, 9 July, the 'Shw mae Sut mae?' day, end of the year and Christmas concert.

How can we measure the school's success so far? Here are some facts which prove that we have started to undertake very important work:

- The first group of children will leave Nursery education to start Year 1 in February 2017 although our final number as an official school under Government rules has not arrived yet. That shows parents' confidence in the bilingual education we offer and their willingness to take the same risks as last year, namely losing their family allowance etc.
- The Chubut Government has recognised the importance of learning a language by recognising our work through giving us the number.
- The primary project has been accepted by the government under no. 5386/16
- The demand for school places outweighs capacity: 50 Nursery children and in Year 1, 15. In a year, we will have doubled the number of pupils.
- Teachers are very happy with the development of the children in both languages and can see that they have made progress during the year based on their age and ability.
• Parents have responded positively, and have confirmed that they are keen to be a part of the school family by taking part in all of the school's activities.
• Parents see that the values of the first Welsh settlers are being transferred to the next generation.
• The children's willingness to take part in Eisteddfodau and stand in front of an audience to recite and sing in Welsh and Spanish, either individually or as a group.

Clearly, to continue with the same work in 2017, we need more teachers and more funding. Next year we will work with year 1 in the morning and Nursery in the afternoon. Having a full time Welsh teacher within Trevelin school would be ideal. We need to extend the work of the language assistants, we need a full time language coordinator, we need to train primary teachers in Argentina to be bilingual teachers and we need to provide the language assistants with more young children methodology training.

Margarita Green, Ysgol y Cwm (supported by Clare Vaughan)

Jessica Jones with the 3 year old group in Ysgol y Cwm
Camwy Secondary School opened its doors in 1963 following the national curriculum sponsored by the Wladfa's Education and Culture Society who was responsible for the Intermediate School from 1906 to 1951.

Welsh did not form part of that curriculum. At the start of the 1990s a number of young boys from Gaiman were given the opportunity to attend an intensive course in Lampeter. After returning, one of the boys offered to provide Welsh lessons in the school. The authorities agreed and lessons are still taking place.

Today, two lessons a week (40 minutes each) are offered to Year 1 (7), Y.2 (8) and Y.3 (9): a total of 141 children. The lessons are led by Caren Jones and Gabriel Restucha, both having been trained in Wales thanks to the Welsh Language Project. These courses are for beginners.

In 2015, it was seen that arrangements needed to be improved as some children were attending school with prior knowledge of Welsh - children who have attended a bilingual school or hear Welsh at home. Esyllt Nest Roberts now teaches those children.

Pupils from years 4, 5 and 6 (namely 10, 11 and 12) are offered two lessons a week (an hour each) in the early afternoon. A total of 63 pupils have taken this option, the rest attend French classes. Gabriel Restucha is responsible for those Welsh lessons.

Welsh language teaching hours are paid for via a financial contribution from the Chubut Provincial Government as a special project.

As well as attending weekly lessons, the pupils are encouraged to take part in Menter Patagonia activities, visit Ysgol Gymraeg y Gaiman, welcome visitors from Wales, arrange...
activities with the Urdd, visit Gaiman cemetery to read Welsh tombstones, visit historical places involving Y Wladfa's history, compete in eisteddfodau, arrange the school eisteddfod, assist with the Gorsedd's annual ceremony at Maes yr Hen Wladfawyr, arrange a stall in the book fair etc.

It is hoped that we can arrange a trip to Wales for some of the pupils in the future. It is difficult to achieve this due to uncertainty surrounding our economy. It would also be ideal to offer time at Urdd centres in Wales to practise the language and gain work experience. After all, dozens of Urdd members have now had the unforgettable experience of visiting Y Wladfa. It's lovely to think that Wales could welcome a small group of youngsters from Y Wladfa one day as well?

Saskia Eleystein, a pupil from year 5, has won the Tom Gravell scholarship to attend Llandovery College for three months at the start of 2017. A number of our former pupils have enjoyed that valuable experience in the past.

This year two of our pupils passed WJEC Foundation exams after being prepared at the school. Mercedes Mezza White passed and Rocio Fernandez gained a Distinction. We hope this will become an annual occurrence from now on.

Gabriel Restucha giving a Welsh lesson to year 4 pupils in Coleg Camwy
<table>
<thead>
<tr>
<th>Year</th>
<th>Class</th>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I (7)</td>
<td>A 23</td>
<td></td>
<td>Caren Jones</td>
</tr>
<tr>
<td>Year I (7)</td>
<td>B 6</td>
<td></td>
<td>Esyllt Roberts</td>
</tr>
<tr>
<td>Year II (8)</td>
<td>A 19</td>
<td></td>
<td>Gabriel Restucha</td>
</tr>
<tr>
<td>Year II (8)</td>
<td>A 3</td>
<td></td>
<td>Esyllt Roberts</td>
</tr>
<tr>
<td>Year III (9)</td>
<td>20</td>
<td></td>
<td>Gabriel Restucha</td>
</tr>
<tr>
<td>Year III (9)</td>
<td>2</td>
<td></td>
<td>Esyllt Roberts</td>
</tr>
<tr>
<td>Year IV (10)</td>
<td>31</td>
<td>(French 19)</td>
<td>Gabriel Restucha</td>
</tr>
<tr>
<td>Year V (11)</td>
<td>16</td>
<td>(French 23)</td>
<td>Gabriel Restucha</td>
</tr>
<tr>
<td>Year VI (12)</td>
<td>16</td>
<td>(French 20)</td>
<td>Gabriel Restucha</td>
</tr>
</tbody>
</table>

Esyllt Roberts with some pupils from Coleg Camwy in an extended Welsh class

Luned Gonzalez, Gaiman
ALIWEN SECONDARY SCHOOL

Aliwen Secondary School was established in 2005 to offer vocational secondary education to young people in the area. The school uses a loaned building in Gaiman. As "tourism" forms part of the curriculum, it was decided to offer Welsh lessons in years 1, 2 and 3 as part of the course. Caren Jones, Santiago Palacios Zampini and Gabriel Restucha are responsible for the two 40 minute weekly lessons being offered. There is a total of 175 pupils in six classes. The teachers are paid via a financial contribution from the Provincial Government.

ALIWEN SECONDARY SCHOOL NUMBERS

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>B</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (7)</td>
<td>36</td>
<td>34</td>
<td>Caren Jones</td>
</tr>
<tr>
<td>II (8)</td>
<td>33</td>
<td>30</td>
<td>Santiago Palacios Z.</td>
</tr>
<tr>
<td>III (9)</td>
<td>19</td>
<td>23</td>
<td>Gabriel Restucha</td>
</tr>
</tbody>
</table>

Luned Gonzalez, Gaiman

BRYN GWYN SCHOOL

Damaris Vásquez (on the right) giving a Welsh lesson in Bryn Gwyn School (Spanish medium school) On the left, Jessica Andrews, one of the Valley's Development Officers this year
The following objectives were set for Menter Patagonia in 2009:

Real efforts must be made to normalise the use of Welsh in a range of social scenarios – to extend its use socially.

A wide range of situations, events and activities where Welsh can be spoken should 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 foothills of the Andes.

The following activities could be suggested:

Activities for nursery children and their parents.

This could be an opportunity to engender interest in parents which could in turn lead to attendance at Welsh classes – at least one session per week.

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

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

Regular social activities for adults - quizzes, fashion shows, cookery, food tasting, discussion or debating groups, conversational groups, different hobby groups, IT classes for beginners, rambler clubs, cycling, mountaineering, skiing, luncheon club, 'noson lawen' (variety evenings), talks and lectures, folk dancing, picnics, excursions, film nights etc.
Close working with local Welsh societies to inspire them - such as the eisteddfod, competition gatherings, the chapels.

Seeking to extend the visual use of Welsh locally - the radio, museums etc.

The Project has funding to partly employ one person for Menter Patagonia activities. Therefore, in order to ensure that Menter Patagonia has a presence in both areas, the post is actually three quarters (0.75) between both areas.

Eluned Jones and Jessica Andrews spent 25% of their time on Menter Patagonia's work in the Valley and Nia Jones spent 25% of her time in the Andes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.03.16</td>
<td>Esquel, The Centre</td>
<td>Cawl after Haydn Hughes' training course</td>
</tr>
<tr>
<td>15.05.16</td>
<td>Esquel, The Centre</td>
<td>Afternoon of cinema watching the first episode of Y Gwyl</td>
</tr>
<tr>
<td>30.06.16</td>
<td>Esquel, The Centre</td>
<td>Quiz and curry night</td>
</tr>
<tr>
<td>1.07.16</td>
<td>Trevelin, Ysgol Y Cwm</td>
<td>'Twmpath Dawns'</td>
</tr>
<tr>
<td>28.07.16</td>
<td>Trevelin, Dona Maria Restaurant</td>
<td>Silly Eisteddfod following the Welsh Society's dinner to celebrate the Landing Festival</td>
</tr>
<tr>
<td>12.08.16</td>
<td>Trevelin, Ysgol Y Cwm</td>
<td>Quiz and Cawl</td>
</tr>
<tr>
<td>30.09.16</td>
<td>Esquel, The Centre</td>
<td>Dinner and dance</td>
</tr>
<tr>
<td>01.10.16</td>
<td>Trevelin, Ysgol Y Cwm</td>
<td>Noson Lawen</td>
</tr>
<tr>
<td>21.10.16</td>
<td>Trevelin, La Estancia Hotel</td>
<td>An evening of chat for young people with the Urdd crew</td>
</tr>
<tr>
<td>22.10.16</td>
<td>Trevelin and Esquel, individuals' homes</td>
<td>The Urdd crew visiting the homes of local Welsh speakers.25</td>
</tr>
<tr>
<td>22.10.16</td>
<td>Esquel, The Centre</td>
<td>Concert and dinner with the Urdd crew</td>
</tr>
<tr>
<td>24.10.16</td>
<td>with the Urdd crew</td>
<td>Concert with the Urdd crew</td>
</tr>
<tr>
<td>03.11.16</td>
<td>Esquel, The Centre</td>
<td>Afternoon in the company of the winning bard in Eisteddfod y Wladfa.</td>
</tr>
</tbody>
</table>
Llais yr Andes.

This 'Papur Bro' is produced on a regular basis as part of the work undertaken by MENTER PATAGONIA in the Andes. It is produced in colour and to a high standard.

Nia Jones, Andes Development Officer, is responsible for designing, editing and collecting the material. It has a strong readership in Y Wladfa, as in Wales, and it is a very successful way of sharing news and stories from the Andes with its residents as well as friends and supporters of Patagonia across the world.

Llais yr Andes also posts videos on YouTube as Llais yr Andes and it has a Twitter account @LlaisyrAndes
Heb amheuaeth, un o uchaifwntiau cymuned Gymraeg yr Andes eleni yw agorad ysgol ddwyrainthog newydd yr Nhrevalin. Wedi blynyddoedd o gymiluo a threthu, gwrieddwyd breuddwyd cymuned Gymraeg Trevelin gydag agorad yr ysgol newydd.

Daeth plant, atrhawon, rhian a chefnogwyr at el gyfyll ddydd Mercher y nawfed o Fawrth i weld yr adeilad newydd. Cafwyd cyflie i gyfarfod yr atrhawon newydd ar ddisgyblion newydd. Daeth cryf felino o’r orsaif deledu lloil, a hefyd daeth unigolion o’r gorsafedd radio lloil a gohebwyr papurau newydd. Siaradodd y brifathrawes Erica Hammond am fan Teision addysg ddwyrainthog gan bwsyasio bod yr ysgol ar agor i holl drigolion y gymuned, nid yn unig y sawl sydd o dras Gymraeg. Ond pam ysgol ddwyrainthog? Er mewn darbyn oethogaeth gan y lywodraeth, roedd yr rhaid i’r ysgol fod yn ddwyrainthog yr hytrach nag uniaeth Gymraeg. Mae hyn

hefyd yn sicrhau bod yr ysgol ar agor i bawb o gymuned Trevelin yr hytrach nag i rînd ei hyn i’r medru talu i’w plant i fynd i ysgol brefftat yn unig.

Wedi penderfynu mai trosglwyddo’r laith Gymraeg i’r genhedlaeth nesaf oedd yr unig ffordd o gadw’r laith ym y fwy yn yr Andes, ac hynny ddyw agor ysgol newydd i’r gymuned gyfan, bu rhaid codi’r arlun i ochrau’r gwaith adeiladu. Gwerthwyd rhannau o wadol y seryddwr cynnaf, sef plotau o dir o gympan ardal Capel Bethel, Trevelin, ac aethwyd a’i ddisheirio codi’r adeilad newydd. Ond er holl ymroddiad a gwaith caled gan gefnogwyr yr ysgol, rhaid oedd goresgym sawl her.
Roedd Eisteddfod Trevelin yn lwyddiant mawr gyda Vilma Nanci Jones a lestyn Tyne (o Gymru) yn cipio'r prif wobrau.

DIOLOC I DAMEL HUGHES A MARCEO ROBERTS AM Y LLUNIAU.

YSGOL PUERTA DEL SOL

Cafwyd cyfle gwych arall i bawb i ymarfer eu sgiliau performatio yn Eisteddfod Ysgol Puerta Del Sol, Trevelin. Daeth hawli un o Ysgol Gymraeg Yr Andes, Esquel i gystadlu ac i fwythau diwedd ymyl siaradwyr Gymraeg ifanc eraill.

EISTEDDFOD Y BOBL IFANC

Mae criw o bobl ifanc o’r Andes ar hyn o bryd yn Y Gaiman yn cystadlu yn Eisteddfod Y Bobl Ifanc. Mae Hevin, Iriel, Milagros, Bennett, Fran, Nahaira, Dianne, Karin, Cristian a Marisol yn dawnsio dan arweiniad Jessica Jones ac hefyd yn adrodd yn unigol ac yn cydaddod. Pob hwyli iddyn nhw a diolch i bawb fu’n brysur yn gwneud y trefnadau i sicrhau eu bod nhw’n gallu teithio draw.

POB ENGLU A BAWB PUDOD YN CSTADLU YN EISTEDDFOD Y Wladfa.
Here is a summary of the main activities I participated in this year and in doing so used the Welsh language as a prominent medium. Everyone should be aware that many more activities are organised in the Camwy Valley by the Saint David's Society, the Music School, the Centre for Culture, Schools, Chapels and a number of other organizations. Thanks to everyone for showing continuous enthusiasm and making sure that there are so many different activities.

The school year began on 1 March. I took part in St David's Day celebrations in a Welsh atmosphere at Ysgol yr Hendre Trelew during the day and then a Noson Lawen in the Old Bethel Chapel, Gaiman. It was a social evening of a high standard and we were treated to some wonderful entertainment. Tinopolis presented funds to be shared between Ysgol y Cwm Trevelin, Ysgol yr Hendre Trelew and Ysgol Gymraeg y Gaiman. Emyr Penlan and Elin Fflur were thanked for ensuring that we were given a generous donation following their filming for "Heno" during the 150 celebrations. The evening provided us with an opportunity to wish Judith Jones well before departing for Wales and to welcome the teachers and tutors.

Cymanfaoedd Canu - Saint David's Society.
A Cymanfa Ganu is held every month. Here is a list of the Cymanfaoedd I attended this year:

5. 3. 2016 - Nazareth Chapel, Drofa Dulog.
16.4.2016 - St David's Church, Maesteg.
21.5.20 - Ebenezer Chapel, Dolavon.
11. 6. 2016 - Bethesda Chapel.
Glan Alaw's Cymanfa Ganu 16.7.2016 was postponed due to the weather.
20. 8. 2016 - Seion Chapel, Bryn Gwyn.
11. 9. 2016 - Cymanfa Ganu Youth Eisteddfod in Bethel Chapel, Gaiman.
15.10. 2016 - Bryn Crwn Chapel.
19.11.2016 Salem Chapel Lle Cul.

I feel that it is very important for the development officer to support Cymanfaoedd Canu. I work closely with local organizations and in doing so create awareness of our work, and we are also given the opportunity to appreciate people's contribution in the community.
Welsh Language Sunday Services.

Bethel Chapel, Gaiman.

I wish to thank members of Bethel Chapel, Gaiman for ensuring that a service is held in Welsh every month. I have been proud to be present and take part in the services. It’s pleasing to see so many youngsters in attendance and taking part every month.

Here is a list of the services I attended this year.

3. 4. 2016 - Diolch am y Cynhaeaf (Harvest Thanksgiving) - Led by Reverend Tegid and Nant Roberts.

15. 5. 2016 - Theme "Duw Llawenydd" (Rejoice the Lord) Gladys Thomas proclaiming the message.

26. 6. 2016 - Theme "Duw Ffyddlondeb" (Trust in God) Manon and Elin Arfon, Santander Scholarship Students from Cardiff University led this service.

28. 7. 2016 - Landing Festival Service.

28. 8. 2016 - A service of remembrance for John Caerenig Evans and his wife Hannah who served here in 1874.

13. 11. 2016 - Service arranged by Glenda Thomas. Message sent by Judith Jones from Wales to share.

11. 12. 22016 - Christmas Service (Welsh Classes)

Glan Alaw Chapel.

I arranged three services at Glan Alaw Chapel during the year. It was wonderful to join the faithful members, Eleri Jones and Aldwyn Brunt, who are keen to hold periodic Welsh language services. Eleri, who attends the Dolavon Speakers Class, said that she was very happy to see that services continue to be held in Glan Alaw in the original language of this special Chapel. Thanks to Ivonne Owen and Gladys Thomas for preparing such dignified messages. Thanks to everyone from the area for participating and being supportive.
19.3.2016 - St David's Society Annual Luncheon at School No. 61 Abraham Mathews Bryn Gwyn.

We were able to socialise through the medium of Welsh and make new friends. Arie Lloyd de Lewis and Orlando from Drofa Dulog were honoured for their tireless work over the years and Rebeca White was presented with a gift for all of her work for the Society.

11.4. 2016 - Ceremony to present y Wladfa Chair of 1965 at Gaiman Museum.

The late Archdruid Dic Jones won this chair and as was his wish this beautiful chair was returned to Y Wladfa. His widow, Siân Jones, and Emyr Penlan, "Heno" producer, were invited to the ceremony led by the Gorsedd president in Y Wladfa, Ivonne Owen.

We thank and recognise Tom Gravelle's family and Emyr for sponsoring.

15th and 16th. 4. 2016 - Tenth Anniversary celebrations of Ysgol yr Hendre, Trelewn.

An open-air ceremony took place on Friday afternoon and a Grand Dinner was then held in St David's Hall on the Saturday evening. All the very best for the future and may this education continue, also thinking of Ysgol Gymraeg y Gaiman and Ysgol y Cwm Trevelin.

Two CDs were launched during the year in Tŷ Gwyn, Gaiman. 12.3.2016 - Hogia’r Wilber. 19.11.2016 - Gaiman Mixed Choir.

"Eluned Morgan Library" lecture by Esyllt Nest Roberts.

Thanks to the Centre for Culture for organising this wonderful evening.

Activities were organised

A number of performances stand out this year.

20. 8. 2016 - Concert with Hogiau’r Wilber and local artists - with proceeds going towards the Youth Eisteddfod.

23.10 2016 - Gwenan Gibbard concert jointly held with Ysgol Gymraeg y Gaiman.
**Various activities.**

30.4.2016 - Curry Night at Plas Coed Tea Room. Everyone clearly enjoyed the cookery lesson as well as the tasting.

17.6.2016 - Quiz Night at Ysgol yr Hendre Moreno Street, Trelew. An evening to welcome Elin Arfon and Manon, Santander scholarship students, as well as to welcome Ana Chiabrando home after spending time in Wales.


Practical activities were organised involving the town alongside Ysgol Gymraeg y Gaiman. Florencia Zaldegui, the PE teacher, is learning to speak Welsh. Therefore, School 415, School 130, Kopos School and School 100 were invited to join in and have fun through the medium of Welsh and promote the use of the language in the local community.


Another day with the emphasis on health promotion alongside Ysgol Gymraeg y Gaiman and this time pupils from Bryn Gwyn School were invited.

It was clear that everyone had enjoyed each other's company and had benefited a great deal from the experience.

21.9.2016 - "Y Gwyll" Film Night at Gaiman's Centre for Culture. A social evening in the company of Rhisiart Arwel.

"Papel Mache" workshops led by Carina Medina 20th and 27th August at Ysgol yr Hendre, Moreno Street, Trelew.

Carina won a scholarship and attended a Welsh course at Cardiff University.


15.10.2016 - Different classes across the Valley celebrating Shw Mae / Sut Mae?

Visitors
Professor Haydn Hughes from Bangor University proved to be a huge asset to us in presenting a series of lessons, sessions and workshops for children, parents, adults, tutors and teachers in Madryn, Trelew, Gaiman and Dolavon.

Bob Puw from Cardiff was once again given a warm welcome during his visit with the "Leaving the Old Land" lecture which drew a significant crowd. One presentation in Gaiman's Centre for Culture and the other in St David's Hall.

Trelew and Dolavon speaker classes shared their experiences with Rhys Llewelyn and Wayne Morris. The two were here over the Easter holidays undertaking research on Y Wladfa.

Time was also spent in the company of Professor Iwan Wyn Rees, Lecturer at the School of Welsh, Cardiff University. He conducted interviews and received some interesting responses to very searching questions.

Elin Arfon and Manon Thomas, two students from Cardiff University who won the Santander Scholarship this year, were welcomed.

It was wonderful to enjoy the company of Nans Rowlands, former Development Officer in the Camwy Valley, and a familiar face to everyone, in end of summer term classes.

Thanks to a number of volunteers, such as Angharad Davies, for contributing to lessons and taking part in the local community.

Special fairs.

8th to 10th. 4.2016. Gaiman Agricultural Fair

Menter Patagonia has played a prominent role in the Agricultural Fair for many years and I believe that it is a good way of telling the public about the different Welsh classes early in the year. I joined Ysgol Gymraeg y Gaiman on the Saturday morning to march in the opening ceremony once again this year.


Three special days of fantastic activities. The Music School presented us with powerful renditions conducted by Gladys Thomas.
Numerous activities were organised on the Ysgol Gymraeg y Gaiman and Menter Patagonia stall. A large number of children from other schools were seen enjoying the company of Sali Mali and Jac y Jwc.

A presentation by Ysgol Gymraeg y Gaiman on the work of the author, Maria Elena Walsh. Thanks to all the staff for presenting the work fully bilingually.

I arranged a Menter Patagonia Talking session at "Salon Virginio Gonzalez". Nan Evans from Carmarthen had sent an information pack and we had an interesting time listening to Margarita from Gaiman speaking about her grandfather William Evans and their Welsh connections.

Eisteddfodau.

A key role is encouraging students to compete in Eisteddfodau. Fierce competition of a high standard was seen in every Eisteddfod. A large crowd came to Trevelin in May, Mini Bethel Gaiman in June and the Mimosa Eisteddfod Porth Madryn in August.

8th to 11th September, 2016. Youth Eisteddfod

Menter Patagonia's Stall was a huge success and it was lovely welcoming the children to take part in activities in their free time.

The Opening Show was amazing and the level of competition amongst the schools was very high.

It was a pleasure to see and hear so many young people from across the province competing.

I coached Gaiman Welsh Club's primary age recital party and they were thrilled to win first prize.
Youth Eisteddfod in Gaiman 2016

27th to 30th October 2016 - Eisteddfod y Wladfa
Terwyn Tomos winning the chair in Eisteddfod y Wladfa 2016

21st - 31st October 2016 - Urdd Trip

Urdd Crew 2016
This was a very exciting time welcoming many wonderful friends to the Camwy Valley, as well as Urdd 2016 youngsters having a taste of different activities in Y Wladfa on the eve of the Eisteddfod. My fellow Officer Jess Andrews in the Andes spent the first few days in their company before taking the night bus and crossing the prairie, reaching the Camwy Valley in the early hours of Wednesday 26th November. As officers, we are once again proud to work with the Urdd to ensure that arrangements ran relatively smoothly.

Here is a crew of talented and hard-working people and it was a pleasure to have their company performing and socialising with the local community. The schedule was jam-packed from that very first morning, so, without much sleep, they joined pupils from Year 4 Ysgol yr Hendre Trelewn and travelled to Punta Tombo to see thousands of Magallenic penguins in the middle of the world's largest continental reserve. After returning to Ysgol yr Hendre Trelew and leaving the pupils we went to Porth Madryn where it was wonderful to visit the museum, the grave of Catherine Davies, the caves and then the memorials to the Welsh and the Indians.

I think that singing Calon Lân and laying flowers at the graveside was a very emotional experience. We received a warm welcome at the wonderful Tŷ Toschke centre Porth Madryn. It was lovely to meet Lorena Peralta and Silvina Garzon and many enthusiastic and active learners who enjoyed singing traditional songs and taking part in a Twmpath Dawns outside on the patio. Thanks to the Society and friends who ensured that there was a cup of tea and delicious cakes awaiting us. A tiring but very enjoyable day. The following morning they had an opportunity to meet friends from near and far in the sunshine by Bethel Chapel, Gaiman and the Gorsedd Circle.

Following this ceremony on the Thursday morning, the young people met with pupils from Coleg Camwy. Naturally, the pupils enjoy and look forward to socialising with new friends from Wales every year and benefit a great deal from hearing Welsh being spoken around them. Gabriel Restucha organised a walk and the pupils had lots of fun showing them around Gaiman, before ending with a light lunch at the College.

By this point everyone was ready for some free time to wander around and visit different places of their choice such as Gaiman's Music School. To end the second day they enjoyed a delicious supper in Gwalia Lân.
On Friday morning the crew was divided into three groups to visit Ysgol Gymraeg y Gaiman, Ysgol yr Hendre Treleuw Moriah and the junior department of Ysgol yr Hendre, Moreno Street, Treleuw.

An interesting day full of different activities listening to and appreciating each other's talents. Later on, the talented individuals reconvened and we enjoyed a wealth of performances in St David's Hall to kick off the opening evening of Eisteddfod y Wladfa 2016.

Congratulations to everyone on their success in the Eisteddfod, be it performing or written work. Gwenan Gibbard, the music adjudicator, referred to the very high standard of performances and, similarly, Terwyn Tomos, the recital adjudicator, said that he was just as pleased and that their hard work was evident. On a personal note the Gaiman Friends' Recital party who performed 'Dwyn Afalau' was very pleased to win first prize and more than anything to win the main recital prize.

Before any further competition on the Saturday, the Urdd crew were guided around Treleuw town centre and visited the Dinosaur Museum and Moriah Chapel before a light lunch at the Touring. Thanks to the St David Society for arranging the tour.

The highlight of the Eisteddfod on the Saturday was the Chairing ceremony. Mererid Hopwood's adjudication was thrilling and it was with great pleasure and delight that Terwyn
Tomos was named the winner for a series of poems on the theme of "BELONGING". We also thank Terwyn for holding two workshops on cynganedd (harmony) during his visit. Both workshops were a huge success. Thanks to Giovanna Rechia for providing 'Un Amor Diferente' bookshop Gaiman as a location and it was lovely to join friends from the Andes at the Hazel Charles Evans Centre, Esquel.

A Cymanfa Ganu was held to close Eisteddfod y Wladfa 2016 on the Sunday morning in Tabernacl Chapel, Trelew. There was a large congregation as usual, with mixed feelings of both joy and sadness in saying farewell to a number of visitors. The rich contributions from the Urdd's youngsters echoed around the valley as they spent their last day in the Camwy Valley. We enjoyed a lovely day in their company, going straight from the Cymanfa on the local bus through the Valley to a warm welcome on Bod Iwan Farm with Waldo Williams and Fabiana Gonzalez and the family. Luned Gonzalez in the company of Waldo gave an interesting account of the history of the house which was then followed by a display of the water system.

We were treated to some al fresco eating in the beautiful spot. Thank you for preparing such delicious food. But the day was not over yet. A wonderful concert awaited us in the Old Bethel Chapel on the Sunday evening led by the talented youngsters there. Thanks to the leaders and youngsters this year on behalf of the friends of the Camwy Valley.
Patagonia's Learner of the Year Trophy.

I am very pleased to announce that Noe Jenkins has won Menter Patagonia's 2016 Learner of the Year prize. Ann Marie and Tito Lewis' adjudication was read by Ana Chiabrando. They praised Noe's contribution to the social and educational life of the Esquel community through the medium of Welsh. Thanks to Ann Marie and Tito for adjudicating as founders of the competition here. I had an opportunity to see Noe enjoying activities with the youngest pupils from Ysgol Gymraeg yr Andes Esquel whilst I was there recently.

In addition, a Learner of the Year Trophy is presented by Hazel Charles Evans to the winning pupil and then a medal to a pupil for outstanding effort in primary classes. The communities have already received the trophies and prize money given for the next four years.

The end of the Summer term was very busy organising and holding Welsh classes' Nosweithiau Llawen and presenting end-of-year certificates to everyone. It's also a pleasure coaching children from Gaiman Welsh Club in preparation for the Welsh Classes' Christmas Service held in Bethel Chapel, Gaiman. Full details of the activities are available on Menter Patagonia's Facebook page.

An important part of the work is uploading photos and messages on Menter Patagonia's Facebook page. It has also been a pleasure sending monthly news reports to Ceris Gruffydd, Wales-Argentina Society. Sending a monthly article to 'Clebran', the Frenni area paper.

It has been a busy but very enjoyable year.

Thanks to everyone for their continued support.

Eluned Jones

Welsh Language Development Officer in the Camwy Valley 2016.
2016 Coordinator Report - CLARE VAUGHAN

As we reach the end of another year and our 150 years' celebrations, it's appropriate to look back at the year's highlights and challenges from a personal standpoint.

Officers from Wales

We must congratulate the three on their work this year: it's not easy coming so far to work in completely different surroundings to Wales and no matter how much preparation work is undertaken and how much advice is given before leaving, the reality is always different.

Nia Jones was appointed for the Andes. She came with her partner, Gwion, which was a slight cause for concern within the community at the start, but we needn't have worried: we actually gained two officers 'for the price of one' more or less in Nia and Gwion. They are always willing to take part and contribute to every event and activity. With the official opening of Ysgol y Cwm, as well as building the Esquel Centre, and after the big celebrations of 2015, 2016 was not going to be easy. But Nia showed that she was willing to accept things as they were and to be flexible!

It is difficult to adhere to the contracted time allowance - 75% teaching and 25% Menter - as more teaching hours are definitely needed. It is very difficult to keep the 25% for Menter activities/work only, which means that every officer tends to work longer than their contracted hours.

Eluned Jones has had another successful year in the Valley where she has been able to dedicate herself to working with the children. Her contribution has been very important with the growth of Ysgol Gymraeg y Gaiman as well as daily work at Ysgol yr Hendre, Trelew. The hardest thing for Eluned was refusing more work, but it's fair to say that she has worked more than her contracted hours in order to meet the requirements of each school. She is always more than willing to help the young children with their work along with their teachers.

Jess Andrews has made an important contribution to work in the Valley, with both the schools and Adult classes. She has also worked diligently arranging several social events for Menter in the Valley this year.

Development Officer work visas

In 2017 we will mark 20 years since establishing the Project, and it appears that official work visas will be available for Development Officers coming out to work here in Argentina in 2017. We are very glad that work is now being undertaken to ensure that those officers coming out are able to show the necessary paperwork so that they can work in Patagonia unhindered.
Exams

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<td>FOUNDATION</td>
<td>5</td>
<td>2 - Pass 2 - Distinction</td>
<td>1</td>
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<tr>
<td>INTERMEDIATE</td>
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It's a shame that no-one felt ready to sit the Advanced level exam this year - that would have then meant two years in succession with candidates at all levels. Thanks to Emyr Davies from WJEC for being so willing for us to sit these exams as it really does give the work status and people enjoy being set a particular challenge, namely to sit exams. As a percentage of learners in Y Wladfa I would imagine that the number sitting exams is quite high, namely 6.7% of our learners!

We must work to seek to include examination exercises in lessons so that candidates feel confident to sit exams. As a rule I offer exam preparation sessions in the Valley and the Andes. It's interesting to note that 3 out of the 5 candidates at Foundation level and 2 out of the 2 at Intermediate level this year have sat an exam before, which shows their continued interest.

In 2017 examinations at all levels will be offered once again and there are plans in place already to meet over the summer holidays to prepare for the Advanced level. Names will need to be collected for enrolment in February, which is during the summer holidays here in Patagonia. Although term has not yet finished, 16 candidate names have been submitted for next year.

**Bilingualism Day**

Although a day was earmarked this year for a second time, for various reasons, the event did not take place, so we intend to make advanced preparations to hold the day in early 2017. It's an important day not only for bilingual schools but also for tutors and teachers who work in the area, as well as being an important message to convey to the Chubut Government that we are working together.

**Class Teaching**

I have always been a teacher and one of the things I enjoy the most is being in front of a class and in Esquel, which has the best distribution of classes in the Province, there are Advanced and Mastering level classes.

Since becoming a teacher in the catchment area, it is clear that students have enjoyed attending my classes, so as no specialist adult tutor has ever been appointed in the catchment area, I receive an invitation every year to teach these two groups. It's difficult to refuse as it has become something of a tradition by now, and because I enjoy it too of course!

The truth of the matter is that another officer is needed in the Andes, because when Eluned Jones was employed as a Development Officer with child expertise here last year, Iwan
Madog was also being employed - courtesy of a local individual - and specialised in teaching and Menter work.

Now, we have had another year under the 'old' regime of having one officer in the Andes, and this is a lot of work for one person! Gwion (Nia Jones' partner) has helped as much as possible but he is not an experienced teacher.

**Eisteddfodau**

The Eisteddfod is now a fundamental part of Welsh culture in Y Wladfa with several eisteddfodau taking place during the calendar year: the Trevelin Eisteddfod in May, the Porth Madryn Eisteddfod in August, the Andes' School Eisteddfod in August, the Chubut Youth Eisteddfod in September and Chubut's Grand Eisteddfod in October. Eisteddfodau involve competition, attendance and collaboration, so I have contributed to many eisteddfodau by setting pieces, adjudicating and even guiding proceedings on stage. This work is crucial and I also believe that officers who come over each year should understand how important their attendance is in different eisteddfodau, even though they may not attend eisteddfodau back home in Wales.

**Volunteers**

The number of enquiries from people interested in volunteering in Y Wladfa is rising year on year. After some difficult experiences, the decision was made to ask prospective volunteers to complete an application form in order to ensure that they have the skills to enrich the project's daily work.

In the case of students who have come out as part of the Santander scholarship scheme via Cardiff University, the process has become more formal each year since its inception but it still involves a lot of work for little input.

As in many cases, students are given a wonderful experience and are ready to contribute but the period is so short that we probably don't maximise their potential. As the plane fare is the most costly part of their journey, it's a shame that they're not able to come for longer.

**Relationship with the British Council in Buenos Aires**

The British Council in Buenos Aires now exists as an entity in the country and so, even though we - as coordinators and officers who come to work for a year - are under the care of the Cardiff office, it will be interesting to see how the relationship with the Buenos Aires office develops in the future.
The Urdd's Trip

Without doubt, one of the year's highlights for us as a community is the Urdd's trip. For young people in Y Wladfa, hearing young people from Wales speaking Welsh conveys a very important message and their presence here is very beneficial in terms of social life and the eisteddfod.

Similarly, this gives young people from Wales valuable experiences in Y Wladfa. It also allows us to develop strong links between the two countries, and to inspire Patagonia's young people to be more aware of the language and traditions.

When the trips began, there was a learning officer and Menter officer here as part of the Project, and so Menter officers could dedicate all of their time to arranging the programme and details of the trip.

By now, as the posts have been split 75% teaching and 25% Menter, it requires a great deal of work on the part of officers beforehand, and whilst the young people are here. It also requires collaboration with the community, as enough Spanish language skills are required to be able to book accommodation and buses etc.

There should be a system in place by now whereby officers from the Urdd and Project transfer the required information from one year to the next, so that the same old problems are not repeated every year. There needs to be a discussion as to whether the Project's Development Officers should accompany the Urdd trip throughout the stay. Things were easier when there were specific Menter officers here, who could spend all of their working schedule with the group. Now that only 25% of an Officer's time is dedicated to Menter work, that time has to be divided between the Urdd group and the classes. It is now a matter of cancelling lessons, which may incense the community. It's a question to consider.

The important thing is that those groups visiting us are given plenty of opportunity to mix with young learners in Y Wladfa as has happened every year since the trips began. I believe that the experiences they are given here in Y Wladfa are unforgettable and ones which can influence young people here too. I feel that the lesson should be taught to young people in the whole of Wales!

Local committees

The only committee which has met on a regular basis is the Trevelin class committee. The rest have met a few times, usually to coincide with one of my visits.

Although people here like to meet up and sit on committees, the idea of class committees has not caught people's imaginations in the same way. The truth is that it is very difficult to choose a time and day which is convenient for everyone. We need to think of a creative way of getting these people to come together more often so that they get the opportunity to discuss important matters together.

Tutor training

In the past, I have prepared units on teaching methodology such as communication activities, preparing suitable material, drilling, the importance of oral work, drilling etc. As we have already mentioned, it was quite a challenge getting professional teachers - those who
should understand the importance of attending training courses for their CV and promotion opportunities - to change and improve their teaching.

Local tutors undertake the work for their love of the language, not to gain status or become rich. Despite this, it is very difficult to persuade tutors that they need to improve their current practice.

At the beginning, tutors were willing to meet every Saturday morning for training but now, with everyone fulfilling so many duties and meeting different demands, they aren't so willing to give up their precious Saturdays on something which doesn't bring enough money in to put food on the table.

**Administrative Coordinator, Luned Gonzalez**

It has been a pleasure - and a great help since starting working as a learning coordinator - to work with Luned Gonzalez: as someone who has been around since the start of the project nobody knows the needs and concerns of local communities better than her. She can think clearly in difficult situations and she has been a support to me, both personally and professionally.

As we live at opposite ends of the Province we keep in touch on a regular basis and are aware of what those officers located close to one another geographically are doing. We discuss issues affecting tutors and officers and speak over Skype regularly, and we meet face to face every time I travel to the Valley. I cannot think of another person who undertakes their admin work with so much love towards the language and culture and so much care for the people working within the project. I am very glad to be a part of the team.

**Ysgol y Cwm**

Although it's not part of my work as a coordinator, it would have been impossible not to have contributed towards the challenge of creating a new bilingual school in the Andes. In addition, as someone who has always been involved in teaching a second language and who now lives in the community, it's a pleasure to work together to see the project becoming a success, even though I don't have children of my own and don't come from the area originally! It's fair to say that the project has taken more time and energy than anyone could have imagined at the start of the process, but the school is now becoming the focus of Welsh classes in Trevelin.

In the face of uncertainty at the start, we were inspired by the success of our friends in Ysgol yr Hendre and Ysgol Gymraeg y Gaiman, as they had been through similar experiences before. As coordinator, I would like to see a project bring the three schools together to work on a teacher training scheme, and as a small step in the process before the end of the year,
we intend to talk to the heads to see what is likely to work, and whether they see the same kind of needs.

**To conclude**

The project has undergone significant change since those early days which is something to celebrate in my opinion: if things had stayed the same, it would have become stagnant. Similarly, I have seen things which have improved a great deal since I started working with the Project back in 2005, and on the eve of the project's 20th anniversary - which was supposed to last only three years - I am certain that what has been achieved far exceeds what was envisaged originally. At the beginning, adults attended Welsh classes in order to start transferring the language to the next generation: now we have three bilingual schools which provide opportunities to create completely fluent generations of children by the time they turn 11 years old.

With new challenges, we must find creative ways of meeting them but unfortunately 'Money talks' as they say.

So much work is being done by dedicated people who love the language and its associations. It's a shame that there is not more financial support for a project which brings people together and makes connections in a world which increasingly highlights differences between countries and traditions, rather than celebrating their common features.

*Clare Vaughan, December 2016*
LUNED GONZÁLEZ'S REPORT, Administrative Coordinator

The Welsh Language Project has gone from strength to strength in 2016.

This year, the officers from Wales were Eluned Jones (here for her third year), Jessica Andrews and Nia Jones. Eluned lives in Tŷ Camwy in Gaiman but works in Dolavon, Trelew and Gaiman and is supported by her husband Euros on a regular basis. Nia is based in Trevelin and teaches in Esquel and Trevelin and is supported by her partner Gwion who has been a great asset.

Jessica shares a flat in Trelew with Katie Jones, a teacher, in Ysgol yr Hendre and teaches in Trelew, Gaiman and Rawson and visits Dolavon and Madryn from time to time.

Local tutors have also worked in all catchment areas. Their work is very important as they understand the communities where they teach and are willing to work for little money.

Camwy Society received payments which were in Banco Chubut in Buenos Aires, they were 2015 payments. Rules regarding the transfer of funds between countries have become complicated, so 2016 funds have not arrived yet.

Camwy Society have paid the local tutors every month and we trust that funds will arrive from Wales in due course. We know that staff within the British Council are doing their best in relation to this. The Department for Education within the Chubut Government has also paid for some hours too.

As there is no full-time Menter officer at present, arranging activities falls to the Development Officers. They have arranged many different activities over the year. This gives the Project publicity and brings the language to the community. The daily papers are always publishing pictures and reports on these events, especially El Chubut in the weekly supplement "El Zonal". In the Camwy Valley events are promoted in Radio Chubut's weekly programme, LU20, under the care of Luned.

As native Welsh speakers disappear one by one, the role played by the bilingual primary schools becomes crucial. Ysgol yr Hendre, Ysgol Gymraeg y Gaiman and Ysgol y Cwmach achieve excellent work under very difficult circumstances in financial terms. It is also difficult to get enough staff with teaching qualifications and an official certificate who can teach through the medium of Welsh. That is why the possibility of spending time in Wales on courses and observing practices in schools is so important. The experience is very valuable, and crucial in my opinion. Those people who have already shown dedication in schools must be chosen.

It is always lovely to welcome visitors from Wales. For some years, the Santander Scholarship has enabled two or three students to visit. Perhaps there should be more consultation BEFORE they buy the plane ticket so that they come at a time which is most convenient and advantageous to the community here. We always benefit from having them here and do our best to fill their time in schools, classes and Menter events.

Of course, the highlight of the visits is having young people from the Urdd here for the Chubut Eisteddfod. They made a significant contribution to the Eisteddfod. In terms of organization, the visit places a great deal of pressure on officers and local volunteers.
It might be worth considering asking one of the locals to accompany them at all times during their stay in the Camwy Valley, but it is difficult to find such a person who can communicate in Welsh. Everyone is so busy with the Eisteddfod or at work. I try and give these visitors every support.

To summarise, although we thought it might be a ‘flat’ year after all of the hype surrounding the 150 year celebrations, I feel that we have had a year of conscientious work on the part of teachers and pupils, and have achieved many things. I trust that the Project will continue to be supported and will continue to bring the language to life to many of those living in Patagonia.

Luned González

Gaiman

Luned Gonzalez, Gaiman
CASE STUDIES

Nahiara Bonillo, the Andes

Nahiara spent the Christmas holidays learning Welsh with a young local teacher, Grisel Roberts. Grisel had learnt Welsh from the project's first teacher in the Andes, namely Hazel Charles Evans, and she now teaches Welsh to others. Nahiara is a bright pupil so she has been able to learn Welsh very quickly and, by now, she is just as good as her friends who have been learning for years. She takes every opportunity to attend classes and to be part of Trevelin Welsh Society's activities. Between formal classes, folk dancing sessions and social evenings, she spends around 9 hours a week involved in Welsh activities in the Andes. This year, Nahiara competed in Urdd Eisteddfod homework competitions, recited as an individual and as part of a group in eisteddfodau in Y Wladfa and also took part in several folk dancing competitions. Nahiara is currently working on producing a calendar with her friends to raise money towards a trip to Wales to compete in the Urdd Eisteddfod 2018. She says that she loves learning Welsh and enjoys meeting people from Wales to practise speaking Welsh.

"I love learning Welsh and helping Esquel's Welsh Society. This year I began working with young children in Ysgol Gymraeg yr Andes, Esquel, teaching them Welsh every Monday and Wednesday evening. I also attend School 24, a local primary school, to teach Welsh folk dancing to the children there. I dance with the Ceirw'r Andes group and we have just started a scheme collecting second-hand dancing clogs from Wales. I work with the Welsh Society in Esquel helping to organise events e.g. cookery classes and exhibitions. In 2017, I look forward to continuing to work with the young children and School 24: an opportunity has arisen for me to work with Ysgol y Cwm in Trevelin and I hope to apply for a scholarship to study Welsh in Wales too".
Noe Jenkins, Esquel:

In the words of Noe herself:

“The Welsh language is important to me as my family comes from Wales originally, they came 151 years ago, on the Mimosa.

We live in a Spanish-speaking community and we have to "create" opportunities to speak Welsh. That is why classes which are held in the Centre and working with children provide an opportunity to practise Welsh. I like Welsh culture, that is why I help out with singing and folk dancing in Welsh language workshops in School 24. I also enjoy taking part in all things Welsh with the Society.

Winning "Learner of the Year" in Y Wladfa was very important to me as it recognised the years of study undertaken, and encouraged me to continue to learn Welsh.

One day I would like to visit Wales to improve my Welsh language skills and learn more about the country where my great great grandfather, Aaron Jenkins, was born".

Noe Jenkins assisting with extra-curricular activities in the Esquel Centre
Florencia Zaldegui, Gaiman

I'm Florencia. I'm 25 years old. I'm a PE teacher. I work in Ysgol Gymraeg y Gaiman and Coleg Camwy.

I was born in Rio Negro and studied there too. Then I moved to Gaiman.

I started to learn Welsh after hearing teachers say "Croeso" and not understanding them. To start with I learnt the words “helo”, “pêl” and “coch”.

I attended Eluned Jones' class with parents from Ysgol Gymraeg y Gaiman in 2014. I enjoy hearing and speaking Welsh with children and teachers. I work in two schools which teach Welsh and I feel that it's important for me to speak it too.

Sometimes it is difficult to understand a new language but I am very happy after succeeding. Traditions, culture and speaking with friends are good.

This year I am learning Welsh with Eluned Jones and Juan Davies. So I attend three classes a week. I am grateful for the opportunity to study here and look forward to doing my best next year.

Many thanks, Florencia Zaldegui.

Florencia in a Welsh class with Eluned Jones, one of the Project's Development Officers this year
My first memories of the Learning Welsh Scheme in Patagonia date back to the mid nineties in Trevelin, the Andes.

At that time a number of meetings were held with Professor Robert Owen Jones in order to raise awareness of the possibility of offering Welsh classes as a second language in the area. During 1996 my mother taught a group of teenagers voluntarily, and although I was only 8 years old, I remember sitting at the side of the class with my brother, half wanting her to finish so that we could go home, and half insisting on knowing why there wasn't a direct translation of the word "mae" into Spanish.

At that time I used to sing in Welsh with the Glesni children's choir as well as recite in Eisteddfodau, so the possibility of attending classes with children of my own age from 1997 brought a huge smile to my face.
One of the activities which was a lot of fun was the radio programme, “Jam Llaeth” with Azul De pol and Grisel Roberts during those early years. Rhian Jones and Nia Lewis, the teachers, did a lot of good work making us feel happy enough to speak Welsh in the small FM Alpina studio (“98.7”, I still remember the radio station's frequency!). For a couple of years, I took charge of the programme myself, until 2013, when I had the opportunity to visit Wales for the first time. That experience gave me the confidence to speak fluently and communicate with everyone.

During the final year of secondary school, I worked as an assistant to Clare Vaughan, the new teacher. I then moved to Buenos Aires for seven years to study Communication at University and to work in Argentina's busy capital. As the 150 year celebrations approached, I decided to return to Trevelin to take part in the activities. In 2013 I won a scholarship to attend a Welsh for Adults summer school at Cardiff University which helped me with my writing.

I thought it was important for the community to benefit from everything I acquired during my time on the Learning Welsh Scheme in Patagonia, and in terms of the public education I received in Buenos Aires University. As a result, I sat on the Andes Committee and worked with its members in order to confirm that teaching Welsh was the main way of remembering those early Settlers, and the best way of looking to the future. I helped build a Welsh/Spanish/English website for projects and events. In addition, I taught Welsh to Nursery children and Teenagers. It was also a pleasure preparing them for the Eisteddfodau, just as I had been coached years before.

During 2015, with Iwan Madog as colleague and friend, I returned to my old love: the 'Jam Llaeth' radio programme. Every Monday, in the late night slot, 10pm, we would go to the Pocas Nueces radio station (106.5 this time) for half an hour, or 40 minutes if we felt chatty. Our main aim was to introduce modern Welsh culture to the people of Argentina, without forgetting to share the Teenagers' work with the Welsh population, along with events in the
Andes, local history, etc. The programme continued this year, until July, when the time came for me to try new things.

This year I started a postgraduate course at Cardiff University, an MA in Welsh and Celtic Studies. I am currently working on the role of location and space in short story volumes published during the past ten years by three Welsh female authors. Unexpectedly, three other students on the course are also Welsh learners. Fortunately, staff within the School of Welsh along with other students who speak Welsh as a first language make sure that everyone feels confident and at ease.

To close, I believe that the MA course has given me an opportunity to combine what I learnt as a child with the Project in Trevelin and the academic education I received as an adult in Buenos Aires. It also provides an opportunity to talk a little about Patagonia with people in Cardiff during my time here and I hope, at the end of the year, to know more about the Welsh language and culture.

Sara with her 'teenage' friends in the 90s
Marina Cid, Esquel

Marina with some of the children from the Welsh class in the Esquel Centre

Hi there! I started learning Welsh in 1999, in Esquel with Sioned Huws. I did the Wlpan course with her. Then, in 2001, I started to work at Ysgol Feithrin Gymraeg Esquel and I am still there. In 2005, I was awarded a scholarship to attend a Summer School in Lampeter with five other people from Patagonia. I did an Wlpan course there.

I sat a Foundation exam at the Centre in 2012, and an Intermediate exam in 2014. I have also done an Advanced Course. My daughter, Victoria, also speaks Welsh. She is learning with me, at School and at home. My mother is also learning Welsh, so it's very important for me to continue with the language. I enjoy teaching the children, the future of the language.
Gladys Jones, Esquel

Gladys with her Welsh for Adults class at the Esquel Centre

I was raised in a Welsh home at the foot of the Andes, but I didn't speak Welsh. After retiring, when the Learning Welsh Scheme started in Patagonia in 1997, I started going to lessons.

I gained a scholarship to go to Lampeter in 1998 to a Summer School which I enjoyed immensely. After my return, I started to help the teachers who came from Wales, and I am still learning as a student. I sat Intermediate and Advanced level exams and gained an 'A'.

I am currently teaching adults and organising the timetable and course levels. Ysgol Gymraeg Esquel's Working Committee have managed to acquire every level, from Nursery to Mastering now. I am very happy!
Construction work to extend the Esquel Centre, October 2016 - new classrooms on the way

Magali, Trelew

Magali (pictured right) in one of Trelew's Welsh classes

I'm Magali, I'm 27 years old and have been learning Welsh on the Entry Level Course in Trelew since March of this year. Like the majority of us there, I have Welsh roots - my great Grandmother was Welsh and my Grandmother spoke Welsh. That is the main reason why I started to learn Welsh this year. In my opinion, it's incredible how the Welsh community continues to keep the Welsh language and traditions alive here in Patagonia. I love being part of the Welsh community now. The language is difficult to learn but I enjoy going to the
Welsh class. It's amazing having the opportunity to be taught by teachers from Wales as well as teachers from Patagonia. It makes the learning experience more rounded.

This has been an amazing year. I have learnt a lot and I'm able to understand and even speak some Welsh! The aim over the year to come is to continue to learn Welsh, pass the Entry level exams in June and some day, not too far away, I want to go to Wales and learn Welsh there.

(Magali's tutor is Jessica Andrews, one of the Development Officers from the 2016 Project)

A lively Welsh class in Trelew with Jess Andrews (on the right)

Diana Jenkins, the Andes

Diana Jenkins giving pupils in School 24, Esquel a Welsh lesson
"My name is Diana Mariel Jenkins and in 2008 I won a scholarship to Cardiff and when I returned to Esquel I started to offer Welsh classes in School 24, where I work as a teacher.

School 24 is a primary school belonging to the Government, and I work with children aged 9-11. Before working with them, I didn't know anything about the Welsh language and many thought that it was the same as English.

We work via workshops. They are held in turn with different groups of 20 pupils who have around 15 lessons, with Welsh introduced through games, songs and language lessons; also this year, we added a Folk Dancing class with the help of Pablo Cardenas and Noelia Sanchez Jenkins, my daughter.

We have to celebrate the way in which these workshops have developed the children's curiosity, which has in turn increased their interest and it is a challenge thinking of strategies to interest the children every year.

I must praise the unconditional support given by Esquel's Welsh Society and Ysgol Gymraeg yr Andes, who have always been included in the classes as I have had support from of the Officers from Wales in the classes in School 24, as well as visitors who want to see the school's work.

Everyone is welcome; everytime someone from Wales comes, the doors are open for them to attend a class, and to help in whatever way they can be it singing, dancing, chatting or drama.

The children are in their element and are happy to know that they attend the only school controlled by the Government in Esquel which offers Welsh lessons.

The number of classes available to able to teach Welsh are limited but I am happy in the knowledge that this is how we preserve the language and share the language of our ancestors who travelled across the Atlantic 151 years ago aboard the Mimosa"
1) **2015 - Children.** Support crucial primary developments in the Valley and the Andes. During 2016 there will be a primary expert in the Valley to assist Ysgol Gymraeg y Gaiman.

**2016 -** There was a good increase in Primary sector numbers this year, mainly following the strategic decision to support it specifically across the Province.

2) **2015 - Funding.** The recommendations found in the 2013 annual report referred to the funding crisis faced by the Scheme. This situation is ongoing. For 10 years or more, the Scheme has been in receipt of the same levels of funding to work in a country where inflation is around 30%. It is a miracle that numbers are being sustained so well, with that in mind, but this will not continue unless more funding is available in order to provide a living wage for officers from Wales to go over there and to pay a reasonable fee to all the local tutors.

**2016 -** Development Officers cannot currently serve communities such as Madryn and Comodoro Rivadavia sufficiently due to all the activities taking place in the Valley. The Project could grow and develop in these areas but another officer will be required. For a relatively small cost, this could make a big difference to the future of the Welsh language in Y Wladfa.

Unfortunately, there was no change in funding in 2016. As a result, it was not possible to extend provision during the year. A number of experienced tutors left this year having been offered more profitable work in other organisations. Despite all of the uncertainty - with the decision to leave the European Union being one of them - the ideal scenario in terms of the long-term planning of work in Patagonia would be a 3-year funding arrangement.

3) **2015 - Welsh for Adults.** Since targeting this important area at a strategic level numbers have risen significantly. All the celebrations in 2015 have attracted a new audience and have reminded old audiences of their roots. As a result of this and the Scheme's strategic efforts, there are more adult learners this year than ever before and, for the first time, learners sat WJEC examinations at all levels. However, we must not rest on our laurels. Steps must be taken to ensure that learners move from one level to the next, especially in 2016 between Pre-entry and Entry (Wlpan 1) and from Intermediate to Advanced.

**2016 -** Unfortunately, we were unable to sustain adult figures at the same level as last year. The 150 year celebrations were notable and successful on many counts. The 2015 taster courses succeeded in attracting healthy numbers of adults for entry.
level this year, but unfortunately this success was not replicated for other levels. There was less expertise in terms of Welsh for Adults amongst the Development Officers this year too.

4) **2015 - Observations and Learning Scholarships.** In 2016 one teacher will observe in primary schools in Wales and this work needs to continue. Funding must also be sought to send learners on intensive courses in Wales.

**2016** - It was very encouraging to be able to offer support to two students from Y Wladfa to attend the Welsh for Adults' Summer School at Cardiff University at Intermediate and Advanced level, but, due to the lack of funds, we were unable to send anyone to observe.

5) **2015 - Partnerships.** Educational expertise and resources are required within the primary sector in order to ensure the success of the new schools. This can only be achieved by creating strategic partnerships.

**2016** - Discussions took place with the University of Wales Trinity Saint David Carmarthen regarding educational expertise and Primary resources during 2015. Those discussions continued and developed in 2016. It is hoped that these exciting plans can be put into action during 2017. This year too, discussions started with the National Centre for Learning Welsh, the Urdd, the Coleg Cymraeg Cenedlaethol and Cardiff University. It is hoped that we can develop more strategic partnerships with these organisations for the benefit of the Welsh Scheme.

See also ‘Recommendations for 2016’.
**Recommendations for 2016**

1) The Scheme will celebrate its 20th anniversary in 2017. Therefore, this is a good opportunity to look afresh at what we are trying to achieve and how.

We will therefore conduct a survey on the Scheme's work and structure in early 2017 with the aim of completing the work by July.

2) Funding. Several annual reports have referred to the fragile funding situation. Unfortunately, nothing has changed yet. For around 10 years, the Scheme has been in receipt of a similar level of funding, and as inflation in Argentina is around 30%, that money is worth less and less every year. The Scheme has achieved so much with very little money over the years and it's astonishing that numbers have continued to improve.

This improvement cannot continue unless we receive more funding, so that the Development Officers from Wales and the local tutors can be paid what they deserve. We cannot either offer comprehensive provision in areas such as Comodoro and Porth Madryn.

It is only by employing more officers that we can improve and develop. For a relatively small cost, so much difference could be made to provision in Y Wladfa.

3) The rising numbers year-on-year is something to celebrate. Whilst numbers will continue to be important, the biggest emphasis in 2017 will be on Quality. So the Tutor and Teacher Training scheme will need to be expanded in order to achieve the aim of improving quality.

4) Improve and increase the number of Adult classes, focusing on Advanced level classes.

5) Plan and implement a new marketing scheme across the Province in order to attract more parents of children in bilingual schools to adult classes.

6) Maintain and strengthen the Primary sector through continued support for the three bilingual Primary Schools.
7) Work with the National Centre for Learning Welsh in Wales to modify new adult courses for Y Wladfa by 2018.

8) Start to use the new classrooms in the Esquel Centre.

9) Create new strategic partnerships - University of Wales Trinity Saint David, the Urdd and the National Centre for Learning Welsh in order to enrich the Scheme.

10) Work to hold more informal activities in Welsh in order to strengthen the work of socialising the language in the community.