

## Introduction

This report looks at the overall impact from the project. It looks at the impact on the pupils involved, both those taking on the role of Interpreters and those being supported, the involvement of the teachers and the methodology adopted.

In order to compile this report, each partner has completed an evaluation questionnaire, gathered feedback from both pupils, teachers, teaching assistants and in some incidents parents. It has gathered feedback on the various strands of the project and also suggestions on how to further improve the system that has been developed. The report also includes some case studies from each partner.

This report is based on the final evaluation. Some changes were made to the scheme based on an interim evaluation part that went through the trials. These were mainly concerned with the alignment of points to the three different levels.

## Numbers involved in the scheme.

The numbers involved have varied from one country to another, due to the different approaches taken by different partners, staff changes and the impact of Covid, which led to a single set of trials rather than two. The scale of the challenges was more substantial than initially planned and the trials therefore involved fewer pupils spending longer on them. It is also important to note that the scheme was also dependent on being able to match an interpreter with a migrant pupil and this often proved challenging if pupils were in different classes, or there were other barriers such as speaking different languages. The numbers from one country to another are therefore not directly comparable. The numbers reached overall, however, massively exceeded the initial targets.

|   | Targets  | Overall numbers achieved |
|---|----------|--------------------------|
| Numbers of pupils accredited as young interpreters    | 20       | <b>110</b>               |
| Numbers of pupils supported                           | 120      | <b>398</b>               |
| Languages Covered                                     | Up to 10 | <b>19</b>                |
| Numbers of teachers/teaching assistants were involved | 20       | <b>92</b>                |



The numbers involved by country were are follows:

|   | Greece   | Spain   | Italy   | Turkey                          | UK   |
|---|--|---|---|---------------------------------|--|
| Numbers of pupils accredited as young interpreters    | 6  | 25  | 12  | 30                              | 37   |
| Numbers of pupils supported                           | 8  | 115   | 20  | 30                              | 225  |
| Numbers of awards made (Bronze/Silver/Gold)           | 6 Bronze<br>5 Silver<br>5 Gold                     | 10 Bronze   | 3 silver<br>9 Gold  | 9 Bronze<br>9 Silver<br>12 Gold | 18 Bronze<br>7 Silver<br>12 Gold   |
| Languages Covered                                     | Greek<br>Arabic<br>Albanian<br>Romanian<br>Turkish | Catalan<br>English<br>Mandarin<br>Ukrainian<br>Arabic | Italian<br>Bangla<br>Tamil<br>French<br>English<br>Portuguese | Turkish<br>Arabic<br>Pashto     | English<br>Punjabi<br>Arabic<br>Bengali<br>Russian<br>Mandarin<br>Kurdish<br>Spanish<br>Pashto |
| Numbers of teachers/teaching assistants were involved | 6  | 10  | 8   | 21                              | 47   |

## Preparatory Training

Partners were asked to evaluate the preparatory training. Overall partner responses were as follows:

| <b>Preparatory Training. To what extent did the training...</b> | <b>A lot</b> | <b>A little</b> | <b>No difference</b> | <b>Not a lot</b> | <b>Not at all</b> |
|---|--------------|-----------------|----------------------|------------------|-------------------|
| Help teachers/assistants understand the benefits of the scheme  | xxxxx        |                 |                      |                  |                   |
| Identify suitable candidates for the scheme                     | xxxx         | x               |                      |                  |                   |
| Prepare pupils to take part in the scheme                       | xxx          | xx              |                      |                  |                   |
| Make it easy to assess and award recognition                    | xxxx         | x               |                      |                  |                   |

Partners provided the following additional comments:

- Gave a structure but also gave schools the opportunity to be flexible and determine ourselves the best way of making 'young interpreters' relevant for our settings.
- It would be better to simplify the assessment scheme.
- Training and feedback should be longer because it is essential. Designed activities and extra original material, notes, examples would benefit the teachers involved.
- The training is very important to get the teachers involved



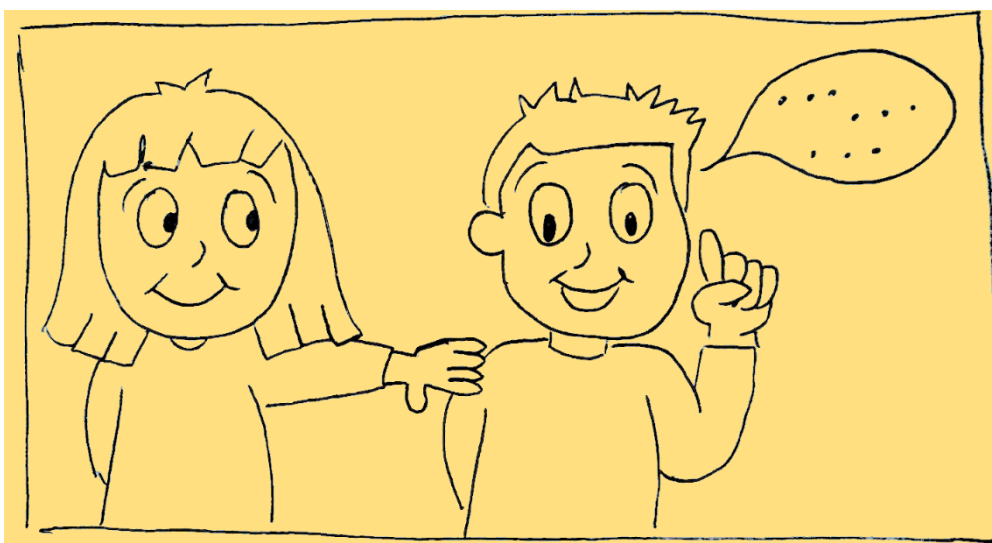
## Structure of the Scheme

Partners were asked to evaluate the scheme structure. Overall partner responses were as follows

| Structure of the Scheme. Give your views on the scheme structure   | Very Good | Good | Ok | Needed to be improved | Poor |
|--|-----------|------|----|-----------------------|------|
| The number and categories of Challenges (in the classroom, out of the classroom, personal support, in the community) | xxx       | x    |    | x                     |      |
| The balance between understanding/communication  | xxxx      |      | x  |                       |      |
| The three tiers (bronze/silver/gold)   | xxxx      |      | x  |                       |      |
| The ease and clarity of the assessment scheme  | xx        | xx   |    | x                     |      |
| The accreditation (certificated/badges)  | xxxx      |      | x  |                       |      |

Partners provided the following additional comments:

- Flexibility should be present in all parts of the structure scheme and more importantly in the accreditation part, so that the Young Interpreter receives positive feedback and accreditation.
- The scheme structure can be a little more flexible to the needs and the profile of the students participating the young interpreters program
- It needs being simplified in its sections. The challenges are too many both for the Young Interpreters and the Newcomers. It should be shorter and easier to accomplish. Simplifying the number and categories of Challenges will make the way/scheme of assessment more effective.
- All the teachers were very enthusiastic about the scheme. They said that the balance between the different categories of challenges was very adequate. They had no further comments or suggestions.
- Although the scheme was very thorough and detailed there was many opportunities for us to allow our pupils to interpret in many different contexts. This flexibility gave the pupils the opportunity to support others and aim for different levels of badges.





## Impact on the Young Interpreters and the Supported Pupils

Partners were asked to evaluate the impact on the Skills and Competences of both the Young Interpreter and the pupils who were being supported. The results are as follows.

| <b>Competences and Social Skills of Interpreter: To what extent do you think the work has improved the pupil's....</b> | <b>A lot</b> | <b>A little</b> | <b>No difference</b> | <b>Not a lot</b> | <b>Not at all</b> |
|--|--------------|-----------------|----------------------|------------------|-------------------|
| Literacy and Language development  | xxx          | xx              |                      |                  |                   |
| Motivation and engagement  | xxxxx        |                 |                      |                  |                   |
| Critical Thinking  | xx           | xxx             |                      |                  |                   |
| Initiative   | xxxxx        |                 |                      |                  |                   |
| Leadership   | xxxxx        |                 |                      |                  |                   |
| Cultural Understanding   | xxx          | xx              |                      |                  |                   |
| Creativity   | xxxxx        |                 |                      |                  |                   |
| Confidence and Self-esteem   | xxxxx        |                 |                      |                  |                   |

| <b>Competences and Skills of the Supported Pupil: To what extent do you think the work has improved the pupil's....</b> | <b>A lot</b> | <b>A little</b> | <b>No difference</b> | <b>Not a lot</b> | <b>Not at all</b> |
|---|--------------|-----------------|----------------------|------------------|-------------------|
| Language development  | xxxxx        |                 |                      |                  |                   |
| Confidence and Self-esteem  | xxxxx        |                 |                      |                  |                   |
| Motivation and engagement   | xxxx         | x               |                      |                  |                   |
| Ability to build positive relationships   | xxxxx        |                 |                      |                  |                   |
| Cultural understanding  | xxx          | xx              |                      |                  |                   |
| Integration   | xxx          | xx              |                      |                  |                   |

Partners provided the following additional comments:

- Young interpreters were given the opportunity to find an area for self-confidence, leadership and self-realization in a different country, among their social skills.
- In particular, we would like to comment on the creativity, initiative and leadership opportunities which have arisen out of this scheme. Pupils found different ways to support peers, and were able



to use their initiative and 'Leadership at all levels' which is enshrined into our school culture has been further developed too.

- For Pupils, the young interpreters project not only contributed greatly to their language development, but also helped them integrate into school and peers more quickly, because young interpreters saw the difficulties and problems they faced during the integration process as priority problems for pupils and helped them more diligently.
- The most relevant thing that the teacher commented was that the scheme had a positive impact in both, the young interpreter, and the newcomer. The young interpreter felt more important and took his/her tasks with a lot of responsibility. The newcomer felt more confident and integrated in the classroom. Meaning that from the beginning the newcomer had at least one person to rely on and that could help him/her.
- Teachers commented that other native students looked up on them with more respect, as they realised that they were able to speak another language.
- The supported pupils have risen to the challenge, having their peers be proactive in relation to explaining the learning has resulted in them developing their own language capability. Alongside this the ability to build positive and coherent relationships with their peers has resulted in much improved outcomes. The project has given rise to another 'bow' for some children. It is about catching the children 'in' and doing the right thing enabling them to become citizens of the world.
- Teachers agree that by integrating the supported pupils into the class, we are helping them, and their families integrate into the community.

## Methodology

Given the different systems and the different levels of autonomy in the partner countries, partners had to adopt a methodology which best suited their purposes and fitted into their curriculum and timetables.

In **Greece**, it was recognised that it is in the best interest of the scheme that both the Young Interpreter and the supported pupil are in the same class, so that any difficulties may be overcome and the teacher involved may have an overall understanding, educational procedure and strategy towards both students. However, this was not always possible as there it was not always the case that a pupil spoke the same language in that class or had the skills to offer support. The teachers were very flexible and managed the situation by using differentiated instruction and creating a safe space in and out of the class for both the Young interpreter and the supported pupil. There is an example of this in the case study where Karim was released from his religion class to support Mobina.

Another example was using the reception class which is attended by mixed age students. In this class they modified the timetable to enable have both the Young Interpreter and the supported pupil to attend.

In **Turkey** the young interpreters and pupils who wanted to participate in the project initially did not know how to match and integrate among themselves. In order to achieve this, teachers created common spaces and times for them. Often, the young interpreters were older and the supported pupils younger. This was challenging as students in different classes had less time to spend together. However, the teachers prepared the environment for integration lessons and for them to come together at appropriate lesson times. Since asylum seeker and refugee mobilities in Turkey has been reduced recently, as the peak was a couple of years ago, so some pupils have been in the country for a while, some challenges has already been completed. The teachers made their evaluations by taking this situation into consideration.

In **Italy**, teachers aimed to enhance the mother tongue in the 'formal' school context. The starting point was the 'potential' that exists within the different educational communities represented by the presence of bi- and multilingual pupils, recognizing their skills and facilitating peer learning. Through peer tutoring newcomers had the opportunity to acquire self-esteem and self-confidence to a greater extent whereas the 'Young Interpreters' became protagonists of a different training process that made them aware of the fact



that 'well-being' can be reached together, but only when you feel part of a shared path. Therefore the applied teaching techniques were: Research/Action, Peer tutoring, Cooperative learning and Problem solving. The Young Interpreters were from different classes and of mixed ages as were the newcomers.

In **Spain**, the number of foreign pupils from Morocco is very high in public schools. Some of them have been born in Catalonia, so they speak fluent Catalan and Spanish. In Catalonia there are 2 official languages, but education is mainly in Catalan, so this is the language newcomers usually learn first. In this case, both the young interpreter and the supported pupil were in the same class. The newcomer went to special language support classes 1 hour every day, but the rest of the time they were together and there was no need to modify the timetable. In the case of the Ukrainian children, several children began attending the school after the war started and there were no Ukrainian students in the school. The language was taught in special classes, organised by the school, and delivered by volunteers. Open Europe also organised activities for the Ukrainian children, that involved language support. The young interpreters were mainly native children that helped them to integrate into the classroom. To communicate with each other they used some flash cards provided by the school.

The approach taken by the UK was somewhat different. In the Early years and Key stage 1 the focus has been on raising outcomes for these groups of pupils. The 'young interpreters' have essentially been the GDS pupils, i.e. those working at greater depth, who fulfil the criteria in terms of wanting the roles but also the pupils who have the skill set to support their peers. They have interpreted the learning in a range of subjects and have aided the teachers and teaching assistants to support other groups of pupils in their understanding in many subject areas. This has been academic help but alongside this social development too. This has had a definite improvement in terms of results in these key stages but also supported the interpreter in their own conceptual understanding, dealing appropriately with their own misconceptions and improving their thought processes. In Key stage 2 the pupils who have been elected onto the school council have been interpreting positive actions in school, but, alongside this, a further impact outside school. They have looked at whole school issues and translated these for the wider school community. In 2021/22 the school council looked at mental well-being, particularly in light of Covid and this year the focus was on improving the road network outside school and the surrounding area.

## **Impact on teachers and school**

Feedback from the schools in Greece indicated that the teachers involved used different teaching strategies to cover the needs of all the targeted groups. Their perceptions about ways to approach the students were broadened. Also their motivation and confidence were obvious as they saw the students' engagement.

In Turkey, in addition to helping teachers better understand the newcomers work in school, the project also opened new horizons for teachers to improve students' language skills and accelerate the integration process at the same time. In addition, families of young interpreters and newly arrived students met each other during the project and allowed their children to spend time outside of school. Young interpreters have facilitated the relations of families with the school, especially during the covid period.

In the UK, teachers and teaching assistants worked closely with the young interpreters in relation to being creative and finding different ways of exploring the learning for other groups of pupils. The positive relations between all stakeholders at Parkinson Lane continues to be a strength and this further enhanced it.

In Italy, the peer learning/teaching has led to improved attitudes and to a more personalized and collaborative experience, all of which has led to higher achievement. For the teachers, the experience has deepened their understanding of the importance of building confidence as well as knowledge. Parents have overcome the initial hesitation about the involvement of their children in the programme. They have ended up wanting the activities to be carried out.



In Spain, the scheme had a great impact in general in the school but was especially useful for the integration of the Ukrainian children. In this case, the number of new students who needed support was high and they arrived when the course had already begun, which made integration more difficult. The positive thing was that the Ukrainian students were well accepted in the class and the rest of the students felt motivated to help them integrate.

**When asked which parts of the scheme teachers felt were most successful, they identified:**

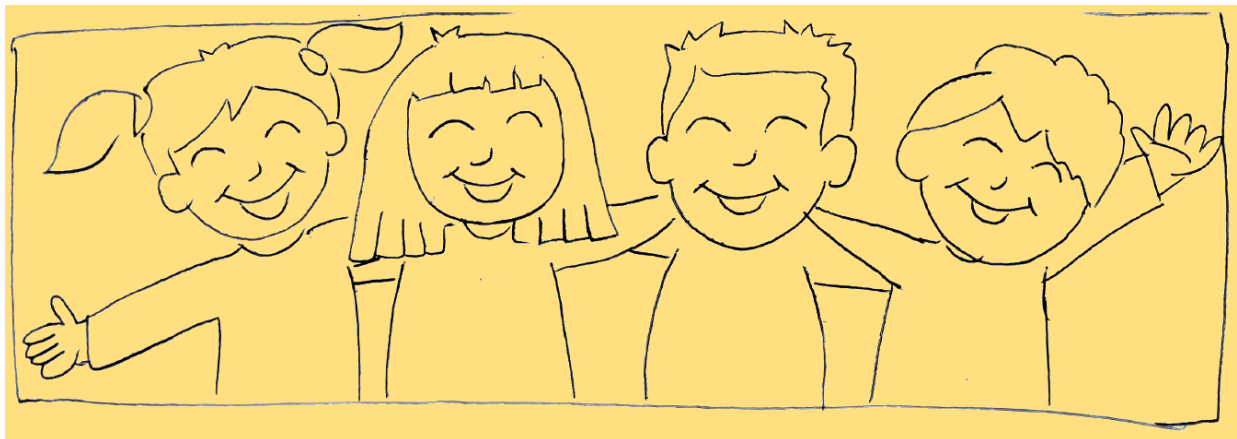
- interactive meetings with the Young Interpreters
- increased confidence and self-esteem when the Young Interpreter realised how much they helped
- better integration of the Young Interpreters with their environment in school and daily life
- providing an example for other teachers to improve motivation
- improvement of linguistic and soft skills and dealing with daily problems
- pupil improvements in critical thinking, leadership and showing high levels of initiative
- teachers felt that the model was very easy to implement and made their lives easier.

**When asked which parts of the scheme they found most challenging, teachers responded:**

- changing strategy when the Young Interpreters faced difficulties.
- the constraints by having a limited number of newcomers
- adapting the scheme to fit in with school priorities
- the community challenges because of the restrictions imposed by the Coronavirus disease.

**When asked if they had anything further to add, teachers responded:**

- the scheme has to be continued until the newcomer no longer needs the Young Interpreter
- it was challenging, offered opportunities to take the initiative, be inventive, flexible and engage in problem solving assisting students to integrate into the school but also support the cultural understanding and soft skills
- the more significant final product can be found in the commitment, the joyful way of learning/teaching, the supportive and fruitful participation of our children who have 'grown' sharing an innovative and rewarding experience they won't ever forget
- it is a very interesting and well-developed model. It was very easy to understand for the teachers and it was very easy to engage children in it.





## Case Studies

Here are a selection of Case Studies from each partner country, which highlight the wide range of approaches and pupils involved.

### Greece

#### 1st Primary School of Neapolis, Thessaloniki, Greece



Karim is 11 years old and comes from Egypt. He has been living in Greece for 7 years and speaks fluently both his native language and Greek. He came to our school in 2021 to attend the 5th grade and is an excellent student. Mobina is 6 years old and comes from Afghanistan. She came to our school in 2021, she attends the 1st grade, she does not speak Greek at all and her native language is Pashto.

There were two major difficulties. First the Young Interpreter and the newcomer shared few common words in their native languages, since Karim spoke Arabic and Mobina Pashto. The second was that they were in different grades. The solution to the second drawback was that since Karim is a Muslim, he was exempted from attending a religion as school subject, so for one hour each week he was able to be at Mobina's class as her interpreter and aid.

During the first month, the hour that Karim had religion as school subject Mobina had a physical education class. During that hour he was able to help her oral understanding and communication with both her gym teacher and her classmates.

In the beginning Mobina was reserved towards Karim because he was a boy, and older than her and spoke a similar language to hers but little by little Karim's good manners, patience, determination and respect for her, helped her to open up and really look forward to his help and support.





After the first month Karim's teacher, Mrs. Eleni Gotsi, changed her class's timetable and moved the religion as a school subject to an hour that Mobina had Greek language as a subject, so that Karim could assist Mobina in her classroom. She also provided Karim with all the needed material (flash cards etc.) for him to help Mobina. On the other hand Mobina's teacher, Mrs. Marina Savvoglou, welcomed Karim in the class and supported him while he was helping Mobina with her classwork.

What impressed us all was that Karim used his creativity and imagination to show and explain to Mobina what her teacher said and the innovative ways he used to guide her through the language lessons' classwork and homework. He was also assisting her in her interaction with her classmates.

As far as her language skills, Karim helped Mobina improve her speaking in Greek and that was most obvious during the school breaks. He had her in his mind and although they did not share a break together, he was asking if he could go to see how she was coping and if she needed any help. Her listening skills were also enhanced, she was seen happily playing with her classmates during the breaks and buying food from the school canteen. (The school teachers and staff were informed and supported the new comer also). Mobina's teacher had noted progress as far as the girl's reading and writing skills.

Karim's soft skills have greatly improved. He is confident, understanding, creative and responsible. He has shown leadership skills. He feels he is valued and respected for his ideas and initiatives in problem solving supporting Mobina. Mobina on the other hand is more confident in her using the language and has greatly enjoyed her collaboration with Karim.





## 3rd Primary School of Efkarpia, Thessaloniki



Our young interpreter's name is Paraskevi, she is 12 years old, and she is studying in the 6th grade and belongs to the Roma tribe. Milver Hatzi Hassan, who is 12 years old and belongs to another Roma tribe of Turkish origin, was enrolled in our school, in 6<sup>th</sup> grade.

Although she understood very little of Milver's Turkish dialect, Paraskevi, immediately took the initiative to help her both acclimate and understand the workings of the classroom. She explained the school rules and the daily school schedule as well as the teacher's instructions because Milver had difficulty in understanding. She also helped her with some class activities making sure she understood. In addition, she told us that she sat with her in the ICT computer class and they worked together.

They discussed what Milver does outside home and her siblings and Paraskevi had taught her some unknown words (activity vocabulary). Paraskevi always explained to Milver the notes and documents that are given by the school for parents.

As Milver is quite closed and hesitant, especially when it comes to communicating with other children, Paraskevi invited her to play games in some free time in the yard, but Milver did not respond. Then Paraskevi trying to motivate her she explained to her some game rules, but although Milver showed that she wanted to play and that she understood, she continued to hesitate. Eventually however, after Paraskevi tried again to invite her to join a group game in the yard, Milver and her classmates were more receptive to this effort.

Paraskevi mentioned to us the two students discussed the different customs of the Turkish Roma tribe to which Milver belongs, as opposed to Paraskevi's tribe which is Christian and also about some of Milver's habits that may show some differences from those of the rest of the school children.

The motivation of the badge encouraged Paraskevi. She tried to convince Milver, no matter how hard it is because she is so far behind in class, to follow the class as much as she can, constantly showing her what page they are on, explaining what they are doing. Another area Paraskevi dealt with was to discuss with Milver any problems she was having and try to counsel her. Gradually they began to discuss the issues that troubled Milver with Paraskevi standing by her side. Finally, Paraskevi also talked to us about some family problems that troubled Milver, such as the financial hardship faced by Milver's family.

17/3/2022



Progress was made in the area of inclusion where Paraskevi helped Milver describe a game she likes to play that the children at this school do not know. She helped her with the description and rules and promised to play it soon.

In addition, Paraskevi mentioned that they talked about what they do after school and she suggested some parks and games that she plays with her brothers, thus managing to gain some points from the support in the local community. So Paraskevi managed to collect 60 points and become a deserved owner of the bronze badge.

The principal of the 3rd Primary School of Efkarpia awarded the bronze badge to the Young Interpreter and Paraskevi now wears her badge at school!

In addition, Paraskevi helped Milver volunteer to “do a lesson” during Reception teacher as the teacher allowed her to. And she may not have earned any points from this particular act, but it was obvious how much she had gained from her successful participation in the Young Interpreters program.

So we closed the school year having won much more than 66 points!





## Turkey

### Konya Metropolitan Municipality- Osman Gazi Primary School

This Young Interpreter, Lamar, is from Syria just like most of the refugee students in the school. He is 7 and in the 2nd grade. Despite his young age, he is a role model for his friends and all the school for teaching the language to the newcomers. He wants to join the classes of his newcomer friend. When he is in his free time and after school, he goes on the way of his friend's house with him to spend more time and teach more. With his imaginative skills of playing and teaching the language to the newcomers and the students who knows Turkish less than him, he is inspiring. He first started to teach everything they see around at school, in the playground. He taught words like they are playing games with his friends. Also, he is the student who always asked questions about what couldn't be understood and about the words they just learned and forgot. He was chosen as a Young Interpreter by the other students, since he taught the subjects they couldn't understand and gave them a chance to practice selflessly.





## Konya Metropolitan Municipality Osman Gazi Primary School

Muhammed is 9 years old and is in 4th grade. He is from Syria.

He was very eager and determined to participate in the Young Interpreters project. During the implementation of the project, most of the young translators introduced their families and other friends, and as an important output, the families of the students started to get acquainted with each other.

He is so helpful and devoted that he helped one of his newcomer friend's family to apply for the services of sewerage and water supply for their house! Basically, they held hands and accompanied his friend's mother and go directly to the municipality water supply service to apply for the registration of their house to the system. He helped them as an interpreter for the communication between the mother and the officer. He managed to get the water brought to his friend's house.





## Spain

### Escola Teresa Miquel i Pàmies Reus

#### CASE STUDY 1

Asraf is an 11-years-old child from Morocco, who came with his family looking for a better life 5 year ago. He began the school in Reus, so he is fluent in Catalan and Spanish and speaks Moroccan at home with his parents. He is a good student and has always had a positive attitude in school.

Asraf is a very responsible boy that from the beginning was willing to help his classmate Youssef, who was a newcomer and did not speak any Catalan or Spanish. They began communicating in Moroccan and used some French words, as both knew a bit French too.

Youssef's French knowledge helped him to learn Catalan (the language used in school in Catalonia) faster, as Catalan and French have common origins.

Asraf felt very proud because he was able to help Youssef. He gained self-confidence and the respect of his classmates. Asraf not only helped with the language problems, for example explaining basic instructions or school regulations, but also helped Youssef with the integration in the school. Now they are very good friends, and the families also help each other.

#### CASE STUDY 2

When the Ukrainian children came to the school, many children empathised with them and were willing to help. María is 9 years old and became the young interpreter of Iryna, a 10-years-old girl that came with her mother and aunt to Reus just after the beginning of the war.

Iryna was very scared because she had to leave the Ukrainian school and her friends suddenly and it was difficult for her to get used to the new situation. She was also very scared as her father had to stay in Ukraine.

María helped her using pictograms for communication and showing her the school, introducing her to the rest of the classmates. It was very important for Iryna to have a reference person in the school, specially at the beginning. The relationship between both girls helped Iryna to overcome her fear and to normalise her situation.

Iryna's progress was very fast, thanks to María's help. Now she is able to communicate with simple sentences and knows a lot of words in Catalan, so she can help her family with easy tasks, such as going shopping.



## Italy

### Instituto Comprensivo Statale Rita Atria



Rehid comes from Bangladesh and attends the fourth grade of the primary school. During the school years, he has shown an increasing interest but, due to serious health problems and a frequent hospitalization, he hasn't been at school for long periods. The numerous absences have made the school programming fragmentary, thus affecting the results he could achieve.

From the beginning Rehid has showed determination and strength about the new experience; he has managed to empathize with the sense of disorientation showed by his classmate Tajim. He has supported not only Tajim but also the entire class group and the teachers by means of his operational and concrete suggestions.

Rehid has been a point of reference, especially for Tajim, about language and relational skills, but also as a model of educational success. Although he comes from a migrant family with the difficulties connected with a different socio-cultural-linguistic context, Rehid has acquired self-esteem and awareness of his abilities, while showing a more conscious interest in all subjects and attending more assiduously so as to play his role of tutor daily.

Rehid has gained the golden badge because he has been able to develop and transfer a sense of trust and self-confidence.



David comes from Cape Verde and, being the 'older' pupil in the class group too, he has been a positive and supportive leader. The acquired awareness of the linguistic difficulties of the newcomers and the related trouble in the daily life has been useful for him to appreciate the importance of creating positive relationships, to be careful and helpful about the needs of the others, to interact positively on a mutual educational path. He has improved his self-esteem and well-being for sure.

David attends a class for Special Needs pupils requiring additional support. The involvement in the activities of mediation has helped him to understand the positive actions he himself would have been able to apply. David has recovered a sense of belonging to the school/social community which he had thought as an unreliable and tough.







## United Kingdom

### Parkinson Lane Primary School



Umaymah Hussain is 5 years old and in Reception class. Her home languages are Punjabi and English. She was a role model who has interpreted the learning for other groups of pupils. She modelled verbally and by using apparatus. As a result she developed high levels of confidence and self-esteem.

The overall impact was :

- Confidence and self esteem
- Creativity and 'thinking outside the box'
- Personal, social and emotional skills developed
- Leadership at all levels
- Language and literacy improved
- Thinking critically; Imagination skills



Jinxuan Chen is 7 years old and in Year 2. Her home languages and Chinese, Mandarin and she has acted as an interpreter for mum in relation to school. This has had a positive impact in relation to integration for both herself and mum and social development. Jinxuan has achieved a bronze award.

The overall impact was :

- Language and literacy improved.
- The ability to think critically.
- Initiative.
- Leadership at all levels.
- Creativity.
- Confidence and self esteem.