

Executive Summary

Review of the Fermanagh Trust Shared Education Programme



year one

2009-2010



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Foreword

Challenging times require forward thinking, innovation and hard work.

The Fermanagh Trust recognises that communities in Fermanagh became increasingly segregated during the Troubles and have remained so. Schools are at the centre of these communities. A major challenge is how to support vibrant sustainable communities and sustainable approaches to children and young people interacting and learning on a cross sectoral basis. The Fermanagh Shared Education Programme was designed to make a major contribution to meeting this challenge.

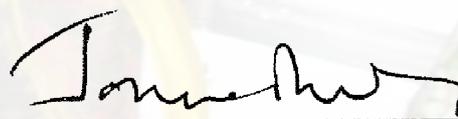
This independent report commissioned by the Trust and the funders is an important milestone in examining how the Shared Education Programme has developed.

The work to date clearly suggests that Shared Education can make a major contribution to both building good relations and developing sustainable cohesive communities. The Trustees believe those with a responsibility and an interest in children and young people - in good relations and sustainable and cohesive communities - can learn from the work that has taken place in schools in Fermanagh over the last year.

The positive outcomes are largely due to the hard work of the brilliant educators, the principals, teachers, support staff and Boards of Governors from schools throughout Fermanagh with the support of parents. Collaborations and new ways of working are very challenging - Fermanagh schools have responded to this challenge with drive and enthusiasm. We greatly appreciate the endeavours of all of the schools involved.

A special word of thanks to Catherine and Una in the Fermanagh Trust who have worked tremendously hard in making the Programme a success and all those who have supported them in their work including the programme advisory committees, Western Education Library Board and the Department of Education.

The support of the International Fund for Ireland and Atlantic Philanthropies provided us with the tools to implement this ambitious County wide programme across primary and post primary schools. We thank the funders for their support.



Joanna McVey
Chairperson
The Fermanagh Trust

Introduction

This is the Executive Summary of an external Review of Year One of the Fermanagh Trust Shared Education Programme (FSEP) for the academic year 2009 - 2010. The Review was completed by Anna Clarke of Learning for Change Consultancy. A copy of the full report is available on the Fermanagh Trust website (www.fermanaghtrust.org).

The Fermanagh Trust

The Fermanagh Trust is a county-wide community foundation, with independent grant making and community support functions. Extensive independent research in 2008, which included detailed consultations with parents, educators and community representatives, found that there was strong support for schools in Fermanagh to collaborate on a cross-community basis, so that pupils would have the opportunity to learn and interact with others of a different religion / community background. Based upon these findings, the Fermanagh Trust developed the Fermanagh Shared Education Programme (FSEP) and it was awarded a total of £2.1m from the International Fund for Ireland (IFI) and the Atlantic Philanthropies to implement the Programme over a three-year period (2009 – 2012). The IFI funding for the FSEP is administered by the Department of Education, under the Sharing in Education Programme.

Rationale

Fermanagh, a border county, suffered its share of the Troubles in Northern Ireland and the legacy of the troubled past remains. Division, segregation and mistrust still prevail (both subtly and overtly) and the building of good community relations is an ongoing challenge. Approximately 95% of children in Fermanagh are educated in predominantly single identity schools. The Fermanagh Shared Education Programme was designed to provide pupils with the opportunity to learn and interact with other pupils of a different religion / community background. The Programme seeks to remove the 'Us and Them' mindset and to help build positive relations between young people from different traditions and between the school communities.

In addition, current educational policies (e.g. the entitlement framework and the sustainable schools policy) are likely to have greater impact in Fermanagh than other areas, given the disproportionate number of small schools in the County. Therefore, within this context, the FSEP set out to explore how models of sharing and collaboration across the educational sectors could help meet these challenges in a way that contributes to interdependent, cohesive and sustainable communities.

Design of the Programme

In designing the Fermanagh Shared Education Programme it was critical that the shared education would focus on the delivery of the curriculum so that it would not be seen as an 'add-on' or something additional. This was important to ensure that shared education would be part of the mainstream activity of the school and in experiencing the benefits of shared education, schools would wish to sustain the cross-community linkage.

Secondly, it was essential that the Programme would ensure that pupils have regular cross-community contact over a sustained period of time (e.g. half a day per week of shared classes throughout the academic year). This enables pupils to interact in a meaningful manner and to develop cross-community friendships. It also necessitates quite extensive planning on the part of the principals and teachers and thereby facilitates the development of strong collaborative working relations between schools from different community backgrounds. Furthermore, it is more likely that the shared education would

become embedded in the school time-table and become part of the normal school programme.

Thirdly, the Programme would encourage schools to form partnerships with their nearest neighbouring school of a different tradition, so that pupils would get to know local children of a different religion. It would also allow the spirit of co-operation shown by the schools, to have a ripple impact in the local community.



St. Columban's PS, Belcoo & Ballinamallard PS



Aghadrumsee PS, Corraney PS & Cornagague PS



Lisbellaw PS & Tattygar PS

Fermanagh Shared Education Programme

The Fermanagh Shared Education Programme is a strategic intervention across the entire county of Fermanagh. It seeks to encourage sharing and collaboration between schools of different traditions, contributing to better community relations in Fermanagh.

Programme Aims

The aims of the Fermanagh Shared Education Programme are:

1. To provide opportunities for schools in Fermanagh to bring Protestant and Catholic pupils together for joint classes, with the aim of bringing about increased understanding and mutual respect between our two main communities.
2. To break down barriers and develop trust between schools (and their respective management structures) on a cross sectoral / cross-community basis, with the aim of establishing productive and sustainable linkages.
3. To help build more integrative and sustainable communities in Fermanagh through cross sectoral / cross-community school collaborations.

School Ethos & Identity

The Shared Education Programme is not about eroding the ethos or identity of individual

schools. It aims to demonstrate that there are models of collaborative education which generate many educational and community relations benefits, whilst respecting the identities and ethos of the schools involved. By reducing fear of the 'other', dispelling negative perceptions and gaining a better understanding of different communities, the Programme wishes to enable pupils to celebrate diversity and develop a sense of pride in their own culture and identity.

Programme Implementation

The FSEP provides small grants to schools to deliver elements of the curriculum jointly with a partner school from a different sector. Effectively, pupils from different community backgrounds are taught in shared / joint classes on a regular basis throughout the academic year.



St Paul's PS, Irvinestown & Irvinestown PS

The first year of the Programme demonstrates excellent participation rates, with 40 primary schools across County Fermanagh (i.e. over 90% of the primary schools), and a further 3 schools in the Republic of Ireland, delivering shared education, involving over 1,600 pupils (i.e. 30% primary pupils in Fermanagh). In addition, a cluster of 5 post-primary schools in Enniskillen has delivered a weekly shared Enrichment Programme for over 200 sixth form students, throughout the year.

The Programme is supported by two Advisory Committees (a primary and post-primary school Committee), which include representation from both the Catholic Council for Maintained Schools (CCMS) and the Western Education Library Board.

This Independent Review of the first year of the FSEP is based upon extensive engagement with school staff, pupils and other stakeholders. A summary of the findings are provided in this paper.



Holy Trinity PS, Enniskillen & Lisbellaw PS



Newtownbutler PS, St Mary's PS, Newtownbutler & St Joseph's PS, Donagh



Holy Trinity PS, Lisbellaw PS, Jones Memorial PS & Enniskillen Integrated PS

Primary Schools' Shared Education Programme

Primary schools across the County were invited to submit joint partnership applications. Proposals spanned the breadth of the curriculum and focused on shared classroom activities, workshops and educational visits. Schools were strongly encouraged to partner with their nearest school (on a cross-community

basis) thereby fostering local relationships and enhancing potential sustainability of shared education. In addition, schools were encouraged to work towards 60 hours of shared education classes in the year, which broadly equates to half a day a week.

The table below lists the Shared Education partnerships at primary school level.

Primary School Cross-Community Partnerships 2009/10		
P'ships	Catholic Maintained Schools	Other Sectors
1	St Mary's PS, Tempo	Tempo CPS
2	Tattygar PS, Lisbellaw	Lisbellaw CPS
3	St Paul's PS, Irvinestown	Irvinestown CPS
4	St Ronan's PS, Lisnaskea	Moat CPS, Lisnaskea
5	St Mary's PS, Maguiresbridge	Maguiresbridge CPS
6	St Eugene's PS, Knocks St Mary's PS, Brookeborough	Brookeborough CPS
7	St Mary's PS, Newtownbutler St Joseph's PS, Donagh	Newtownbutler CPS
8	Cornagague PS & Corranry PS	Aghadrumsee CPS
9	St John the Baptist PS, Roscor	Belleek CPS
10	St Patrick's PS, Derygonnelly	Florencecourt CPS
11	St Joseph's PS, Ederney	Lack CPS
12	St Davog's PS, Belleek	Kesh CPS
13	Killyhommon PS, Boho	Derygonnelly CPS
14	Holy Trinity PS, Enniskillen	Lisbellaw CPS Enniskillen Integrated PS Jones Memorial CPS,
15	St Columban's PS, Belcoo	Ballinamallard CPS
16	St Mary's PS, Mullymesker	Florencecourt CPS
17	St Patrick's PS, Mullanaskea	Enniskillen Model CPS
Cross Border Partnerships		
	Catholic Maintained Schools	Church of Ireland Schools
18	St Mary's PS, Teemore	Fairgreen National School, Belturbet, Co Cavan
19	St Martin's PS, Garrison	Kilbarron National School, Ballyshannon, Co Donegal
20	St Ninnidh's PS, Derrylin	Ballyconnell National School, Co Cavan

Overall, progress within the Primary Schools' Programme has been extremely encouraging. The FSEP has been embraced by staff, governors, pupils and their parents. Although only at the end of Year 1, the FSEP has already made an impact in terms of promoting cross-community and cross-sector relationships, the sharing of skills and resources and supporting new collaborative thinking and working practices.

Findings - Shared Education at Primary Level

Over 90% of primary schools in Fermanagh (i.e. 40 schools) participated in the FSEP this year. This is almost double the target for Year 1 and it is mainly due to the benefit of a county-wide approach, which gave the Programme a geographic focus. **Cross-community contact has increased** for almost all schools from once/twice a term to weekly. Cross-border relationships have also been established with the inclusion of 3 Church of Ireland schools in the Republic of Ireland. All of the schools reported significant **new opportunities for inter sector sharing and collaboration**, and through meeting weekly or fortnightly, the schools have largely achieved in the region of 60 hours of shared classes through the year.

Staff reported significant progress to **breaking down barriers** (96% of respondents), **increasing trust and improving relationships between different sectors** (100% of respondents). Previously staff had little contact with colleagues in other school

sectors, despite being only short distances apart. In addition to developing productive professional relationships, genuine friendships have been established between staff from the different schools.

A total of 1,658 primary school pupils (i.e. circa 30% of primary pupils in Fermanagh) participated in the FSEP this year leading to **increased relationships and friendships between pupils from partner schools**. There was also increased contact between pupils outside of the school day.



St Columban's PS, Belcoo & Ballinamallard PS

80% of the respondents reported that the FSEP had made 'Excellent' or 'Good' progress in helping to **reduce fear, suspicion and mistrust of the "other" community**, primarily because pupils are able to learn together and focus on what they have in common. The frequency of shared classes has helped staff and children work together on an on-going, rather than a sporadic basis. Within the context of a largely segregated educational system, the FSEP has provided a model for building genuine cross-community relations at a local level.

Greater understanding of and respect for cultural diversity has been facilitated naturally through the FSEP emphasis on delivering the school curriculum from a shared perspective. 81% of respondents reported either 'Excellent' or 'Good' progress in this area. Much of the curriculum lends itself to promoting understanding and respect through the exploration of society, history and the world around us. By conferring power and ownership over design and delivery of the programme to the schools, the development of relationships and the exploration of religious and cultural traditions have progressed at a natural, organic pace.

The activities and achievements of the FSEP within the schools have done much to **increase awareness of the benefits of shared education** locally within communities. 88% of respondents reported 'Excellent' or 'Good' progress on this aspect. Several schools embarked upon ambitious drama/arts/sports productions, exhibitions and events which have been performed to public audiences. Schools have produced newsletters and DVDs featuring details of their shared education programmes, and the FSEP activities also now feature on a number of the schools' websites. This has helped showcase the excellent work taking place through Shared Education. And, not least, it all points to the extent to which, within a few months, the concept of sharing and collaboration has become mainstream thinking for many of the schools. Importantly, the FSEP has gained strong parental support at primary level and some have become directly involved as volunteers.



Lisbellaw PS & Tattygar PS

These achievements all contribute to the longer term objective of **advocating the educational and economic benefits of shared education and its contribution to promoting reconciliation**. The Fermanagh Trust has been pro-active in this regard, at county and regional level. The FSEP is attracting interest and praise from local and national politicians and policy makers across a number of Government Departments.

Significantly, there is a strong belief among school staff that the FSEP model has strengthened curriculum delivery, enhanced educational opportunities for pupils, and contributed to improving educational outcomes. Over 90% of the principals expressed commitment to continue with shared and collaboration working practices beyond the life of the programme.

Post-Primary Schools' Shared Education Programme

The post-primary programme has been smaller in scale than the primary schools programme and focused on the development of a shared Enrichment Programme for 6th Form students from each of the following five schools

Post-Primary Schools Cross-community Partnership	
Catholic Maintained Sector	Other Sectors
St Fanchea's College, Enniskillen	Devenish College, Enniskillen
St Joseph's College, Enniskillen	Collegiate Grammar, Enniskillen
	Erne Integrated College, Enniskillen

The Programme comprised of a menu of 17 different personal development / enrichment classes (e.g. Duke of Edinburgh / President's Award, Life Saving, First Aid, Cooking on a Budget, etc). The classes were delivered in 2 blocks of approximately 12 weeks each, in the 5 schools and in other venues in Enniskillen.

Good progress has been made and pupils have responded favourably to the new opportunities offered through the FSEP and the chance to learn new skills, in different settings with other young people from different backgrounds to themselves. As with the primary sector, there is a significant amount of support for the FSEP among the principals of the five post-primary schools from the Enniskillen Cluster, that have participated in the Programme.

Findings - Shared Education at Post-primary Level

Over 200 6th form students from five post-primary schools have jointly participated in the

Shared Enrichment Programme. This meant that pupils attended another school, which was hosting the class and took part in that activity with pupils from one or more of the 5 other schools.

Provision of the classes has required the schools to synchronise their timetables in order to free Friday afternoons for the programme. This is a major significant achievement impacting on a whole school basis. This exercise alone has created **greater opportunities for inter-sector sharing and collaboration**. FSEP funding has been used to provide external tutors and to transport pupils to the various venues used to run the classes.

Where timetabling has permitted, teaching staff have been involved in delivering certain classes, making use of equipment and resources in each others' schools to do so. The Cluster comprises a mix of school type and pupils come from a wide range of backgrounds. Working together to realise the Shared Enrichment Programme

has helped to **break down barriers, increase trust and improve relationships between the school principals and staff from different sectors** and it has enabled pupils from different backgrounds to learn together, many for the first time.

Pupils reported an **increase in the number of relationships and friendships established with pupils of a different religion** as a result of participating in the FSEP. A valuable benefit of the FSEP has been the opportunity for wider social interaction between students from very different social and economic backgrounds, not just of a different religion. In practical terms, the FSEP has facilitated the crossing of many boundaries; boys going into girls' schools and vice versa, young people turned down from Grammar school at the age of 11 now being made welcome, as well as Catholics students going into Controlled schools and Protestant students going into Catholic schools.

Interestingly (and positively) a number of the post-primary pupils commented that they already have friends from different community backgrounds. Nonetheless pupils do believe the FSEP has contributed to increasing contact with pupils of another religion outside of the school day and provided a common experience to talk about.

Principals observed how quickly seeing pupils in different uniforms coming and going in each others' schools became normal practice. Furthermore, they believe the frequency of contact on a weekly basis has helped to

change attitudes and behaviour and **reduce fear, suspicion and mistrust of the 'other' community.**



Post Primary- Enniskillen Cluster

Post-primary pupils responded very positively to the opportunity to mix with young people from different backgrounds and religions to themselves and it has helped to bring about better relationships between them. Importantly, the FSEP has brought their experience of cross-community contact into the realm of education, which for most of the pupils had been a largely segregated experience.

The FSEP has also helped to promote **understanding and respect for diversity** although different pupils have experienced this in different ways, depending on the class, mix of pupils and experience of the tutor. The first year of the FSEP has highlighted the importance of setting appropriate ground rules in the context the FSEP aims, and the need for a consistent approach.

Principals strongly believe that the mixing, sharing and collaboration generated through the FSEP can become 'the norm' in terms of

thinking and practice, replacing the isolation or silo mentality which has existed within education sectors. The FSEP has shown the **benefits of sharing and collaborating** and that it can work. In a climate and context where there is significant rationalisation of schools' estates, the FSEP has offered a model that enables schools to retain their own identity while sharing resources and facilities.

The FSEP has also given students the opportunity to experience teaching styles associated with an adult learning context and develop a positive attitude to the concept of lifelong learning. Learning from the FSEP can inform decisions about delivering education in the future and it can also contribute to the wider sustainability of schools by increasing usage within the community.

As with the primary sector, the role of strong and natural leaders driving the FSEP model and process has been an important factor in **advocating for shared education**. Effective leadership and commitment to the FSEP have engendered enthusiasm and an excitement that has motivated others. Additionally, Boards of Governors have been supportive and taken a strong and positive approach to the programme.

The FSEP has also been received well by parents. Principals recognise the importance of communicating details of the Programme well in advance and strongly believe that if parents can see and recognise the value and benefits of the FSEP for their children they will support it.

Pupils too, clearly recognised the benefits of the FSEP in terms of enhancing their educational and career prospects, personal development and confidence and the acquisition of new skills and knowledge.

The FSEP has enabled the concept of shared education to become established within the post-primary cluster in Enniskillen and has embedded collaborative practices in working life within the schools. The schools are now working together and sharing resources and buildings – utilising a model for a way forward that goes beyond separate sectors. There is recognition among principals that continued shared education and collaboration will be an expectation and that the thinking on how to make this possible beyond the FSEP needs to start now.



Post Primary- Enniskillen Cluster

Challenges

The majority of challenges experienced in both primary and post-primary sectors were practical in nature. In several instances these were addressed within year 1 and have been taken on board well in advance of planning for year 2.

Time – planning and organising: planning and implementing a programme of this kind is time consuming, logistical in nature and in most cases taken on by already very busy principals and teachers. The extent to which this has been addressed demonstrates the commitment to the programme from all schools involved.

Recruiting and managing tutors: A number of the partnerships at both primary and post-primary level availed of external tutors with specialised skills to help facilitate some of the classes and to help build capacity within the schools. As well as the challenges of finding the right tutors, schools quickly recognised that experience, styles and approaches varied, particularly in relation to matters such as managing behaviour and promoting understanding of cultural diversity. A more consistent approach is planned for Years 2 and 3.

Accommodation: At primary level some schools experienced difficulties managing increased numbers of pupils within their own small schools without causing disruption to other classes. In a number of instances other venues in the

neighbourhood were used, which worked well and it displayed the spirit of co-operation adopted by the schools, to the local community.

Co-ordinating Transport: A significant part of the programme funding was used to cover transport costs, which is inevitable in a rural county. At post-primary level this worked quite well as the bookings were for regular weekly repeat trips. Transport proved more of a challenge for the primary schools, as journeys varied and providers were not always available.

Achieving a balance in terms of community background: This was a challenge for the Post-Primary Enrichment Programme as the size and community mix of the schools meant somewhat more Protestant than Catholic pupils were taking part. Principals took a common sense approach to this, given that the programme had to start with the 5 schools participating. The likely inclusion of 2 other schools in Year 2 will help to address this particular challenge.

Additional Administration: Completion of the monthly monitoring returns and the financial administration associated with shared education has placed a considerable additional workload on schools. The demands of this vary depending upon the capacity within schools and the complexity of the project. However, it is acknowledged that appropriate processes are necessary for due accountability.

Learning from Year One

There has been considerable learning gained through the experience of delivering Year 1 of the FSEP. This learning has informed ongoing delivery and has been incorporated into the planning process for Years 2 and 3. The themes below, which were considered good practice by the principals and teachers, are already helping to ensure that shared and collaborative education is embedded and sustained within the cross-community school partnerships in Fermanagh.

- The integration of the FSEP into school development plans and general school life, whereby it becomes part of the normal school programme;
- The fact that the FSEP activities are integral to the school curriculum, thereby they add value to curriculum delivery;
- The localisation of shared education, where the schools worked with their nearest neighbouring school of a different background (regardless of differences in school size / pupil enrolments), proved to be very successful. This helped create a sense of a more integrative community and it demonstrated an effective model of cross-community co-operation which was noted within the locality, including areas where there are community tensions. A further advantage of the



Newtownbutler PS, St Mary's PS, Newtownbutler & St Joseph's PS, Donagh

- localised school partnerships was the tremendous benefits derived by the smaller schools, with pupils from the minority community, despite what would appear an 'unbalanced' partnership, (i.e. linking with a much larger school).
- Maximising use of ICT in facilitating shared education and collaboration;
- Capitalising on the staff development opportunities created by collaboration in education;
- Enhancing parental support; and
- Enhancing and refining the enrichment programme offer (post-primary).

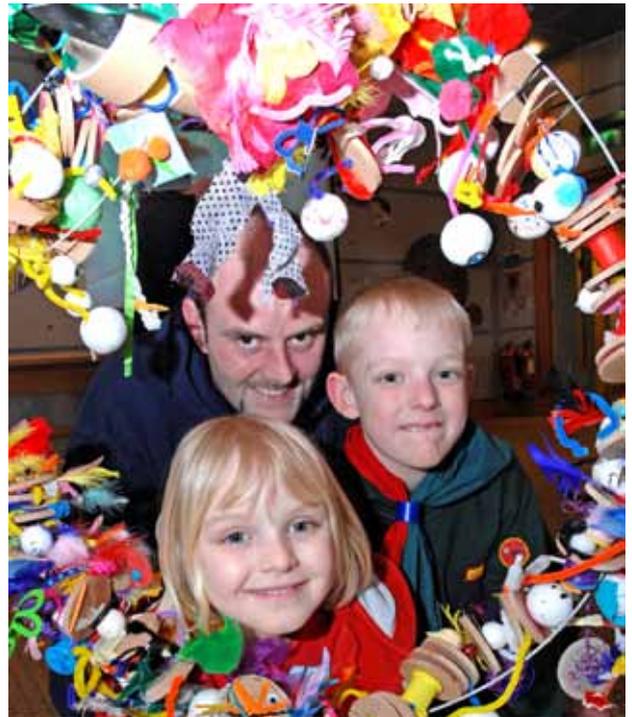
It is noted that Year 2 of the FSEP will include Partnership Building activities, which will provide more opportunities for parents and members of the Boards of Governors from the respective schools to meet. This shows progression of the Shared Education and it should help to consolidate the partnerships, which is a positive feature.

Furthermore, a comprehensive evaluation has been commissioned jointly with Queen's University Belfast and the North Eastern Education and Library Board (which both also manage shared education programmes). This evaluation will develop indicators and measure the impact of the shared education over the next 2 years, in terms of educational, societal and economic benefits.

In summary, the FSEP has provided schools across County Fermanagh with an opportunity to enhance the delivery of the curriculum by bringing young people together in the classroom and learning environment. In the First year of the programme schools in the County have used this opportunity to provide real opportunities for meaningful engagement between schools, involving principals, teachers, pupils, boards of governors and communities, building better community relations particularly between the 2 main traditions.



St Martin's PS, Garrison & Kilbarron NS, Ballyshannon



Holy Trinity PS, Jones Memorial PS, Enniskillen Integrated PS & Lisbellaw PS

Photo courtesy of Fermanagh Herald



St Mary's PS, Tempo & Tempo PS



St John the Baptist PS & Belleek PS

Conclusions and Recommendations

Significant success has already been achieved through delivery of the Fermanagh Shared Education Programme within both the primary and post-primary sectors in Year 1 alone. Extensive, sustained cross-community contact leading to shared learning has been established across a range of sectors.

The Programme has fostered and supported innovative and creative approaches to sharing and collaboration in flexible and non-prescriptive ways. The level of commitment, enthusiasm and ownership over the Programme demonstrates that school staff not only have a strong determination to see it succeed but also to continue shared education and collaborative practices beyond the life of the current FSEP funding.

The following recommendations are suggested to help enhance the success of the Programme in the following 2 years and beyond if possible:

1. Support the partnerships to establish a common set of principles/ground rules for pupils upon which the FSEP will be promoted and delivered across all schools.
2. Develop a database for dissemination to the partnerships, of external tutors that have been involved in shared education and local education facilities that were used by the various partnerships. This is to help continue building capacity within the schools.



St John the Baptist PS & Belleek PS

3. Provide guidance to schools to develop a short Induction Programme for external tutors to build greater awareness of the purpose of the FSEP.
4. Facilitate schools to further develop collaborative arrangements so that shared education may be embedded further within school life.
5. Schedule 1-2 networking/sharing good practice events for school staff through the year.
6. Encourage and facilitate the involvement of other post-primary schools in the FSEP to widen the mix of pupils.
7. Encourage schools to develop staff (including non-teaching staff, e.g. classroom assistants) and utilise existing skills to support and deliver shared education.
8. Explore opportunities for the accreditation of a greater number of the post-primary shared education classes to increase tangible benefits for pupils.

9. Encourage schools to explore mechanisms to support voluntary parental involvement in the FSEP within their child's school.
10. Review the monitoring and financial procedures, with a view to minimising the impact on schools (if possible), while continuing to meet funders' requirements.
11. Investigate opportunities for increasing cross-community contact for children and young people outside of the school day that will complement and strengthen the relationships developed through the Shared Education Programme.
12. Continue to promote the shared education activities taking place and advocate for continued sharing and collaboration within education.



St. Columban's PS, Belcoo & Ballinamallard PS



Charlie & Chocolate Factory: St Joseph's PS, Donagh, Newtownbutler PS & St Mary's PS, Newtownbutler

Photo courtesy of Fermanagh Herald



Tempo PS & St Mary's PS, Tempo

Evaluator's Concluding Remarks

The findings of this Review demonstrate without any doubt, that the Fermanagh Shared Education Programme has already achieved significant success.

The FSEP is more than simply another resourced programme for schools to deliver. During the process of conducting this Review, the commitment, drive and enthusiasm of those involved was clearly evident. Principals talked at length about how staff and pupils had benefitted from the FSEP and of their will and determination to build the cross-community partnerships and relationships and make them work.

Many of the principals articulated their appreciation for the funders and in particular for the Fermanagh Trust, both in terms of its strategic vision that led to the creation of the FSEP, and for the ongoing, flexible support that it has provided throughout the first year of delivery.

The vision of the FSEP has been genuinely embraced by principals and staff across the sectors and there is a palpable sense of determination to collectively realise it. There is now a strong body of ardent advocates for shared education in Fermanagh.



Wizard of Oz: Brookeborough PS, St Mary's PS, Brookeborough & St Eugene's PS, Knocks



Wizard of Oz: Brookeborough PS, St Mary's PS, Brookeborough & St Eugene's PS, Knocks

Funded By



Report prepared by Anna Clarke
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The Fermanagh Trust

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