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The Fermanagh Trust
Shared Education Programme

Sustaining / Mainstreaming Shared Education
in Fermanagh

Final Report

June 2015



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I EXECUTIVE SUMMARY

Background

The Fermanagh Shared Education Programme (FSEP), funded by the Atlantic Philanthropies and the International Fund for Ireland, commenced in 2009. The Programme was developed and managed by the Fermanagh Trust, based upon the findings of extensive research and a widespread independent community consultation exercise commissioned by the Trust. The research and consultations showed that there was very positive support for shared education across the County and it was something that school communities wished to pilot.

One of the main aims of the Programme was the building of more integrative and sustainable communities in Fermanagh through cross sectoral / cross community school collaborations. The first phase of the Programme (2009 – 2013) saw the school partnerships develop, expand and embed shared education, while the focus of the last two years (2013 – 2015) was on supporting the partnerships to sustain and mainstream their collaborative linkages.

Phase One (2009 – 2013) Achievements

In the space of just four years, the Programme was successful in enabling school partnerships, starting from a baseline of little or no cross-sectoral sharing, to a situation where the entire school communities are involved in sharing, from pupils and parents to governors and teachers. The Programme successfully supported shared classes; joint curriculum planning; joint public performances; shared facilities/resources; joint staff development; joint training and events for parents and governors; as well as a very successful teacher exchange scheme. Almost 5,000 pupils from 58 schools participated in weekly shared classes. Independent evaluation reports have documented the educational benefits for pupils; societal benefits in terms of improved community relations; and economic benefits gained by sharing resources.

Shared education has received overwhelming support from school communities in Fermanagh, as a means of promoting collaborative working whilst allowing schools from various sectors to maintain their own identities and to celebrate diversity. Fermanagh schools are now leading the way in terms of working together, demonstrating leadership, drive and commitment for collaborating on a cross-sectoral basis.

“The Fermanagh Trust has been instrumental in developing ground-breaking models of sharing across and between sectors and has brought real educational benefits to thousands of pupils. We commend Fermanagh Trust on its commitment to shared education and recognise the important difference it is making.” **Paddy Harte, the International Fund for Ireland Board Member** (10th June 2015, Fermanagh Shared Education Celebration Event)

Key strengths of the FSEP

Considering the significant achievements of the Programme, it was important to identify the key success factors which could help inform and provide learning for other similar shared education programmes / initiatives. The following are some of the main factors which were identified as having contributed to the success of the FSEP:

- **Independent status of the Fermanagh Trust** – As a community development organisation, the Fermanagh Trust is not aligned to a particular sector, which meant that it could work across and

gain the trust of all schools. In addition, it did not have any preconceived or restricted vision regarding how shared education should be developed or implemented, which enabled the exploration and piloting of new models of working. In effect, the Trust adopted and instilled a 'can do' attitude right from the start, thereby encouraging and facilitating innovative and creative shared practices, which enhanced the educational provision for the partnership as a whole.

- The **focus in one geographic area** (i.e. County Fermanagh) created a community wide movement in support of shared education, where almost all schools were involved in collaborative activities. There was valuable networking between school communities (both organised and informal) creating opportunities for sharing of learning and exchange of information.
- Delivery of **curricular subjects** on a cross-sectoral basis, during the school day, in a sustained manner – created a more sustainable model for sharing.
- Partnerships were encouraged to **incrementally progress sharing** year on year – leading to a positive cumulative effect in the level of collaboration.
- The adoption of a **funding formula aligned to the level of sharing** ensured transparency and fairness to all those involved (i.e. a funding premium).
- The **autonomy** given to principals to make decisions – **empowered** principals to take **ownership** of the programme delivery and to progress shared education activities. This developed their expertise, ensuring the capacity existed within the partnership to continue their shared education journey.
- A **strong network of support** for shared education was developed in the community among church leaders, politicians and civic organisations. This allowed principals to take risks and push boundaries to progress collaboration and gave them the confidence to pilot new ways of cross-sectoral sharing in their school community, comfortable in the knowledge that there was support for what they were trying to achieve.
- A **bottom-up** community development approach embraced by the Fermanagh Trust and Fermanagh primary school partnerships, helped to inform and engage the local community.
- Active listening by the Fermanagh Trust to the school leaders and providing **dedicated, facilitative support** based upon their individual needs.

From the beginning, the Fermanagh Trust was keen that the FSEP would not be simply another time-bound project. In addition to a strong, coherent delivery model, it recognised that it was important to also influence the policy and legislative arena, in order to create sustainable change and a lasting legacy of the programme. To that end, the Fermanagh Trust implemented a very active advocacy strategy.

Advocacy Activities

The advocacy work focused on two levels – firstly, it aimed to raise awareness of and inform a range of stakeholders about the benefits of shared education and gain their support; and secondly, it worked at a strategic level to effect policy and legislative change in support of shared education. In relation to the former, the Fermanagh Trust, was consistent in its endeavours and through a series of initiatives, information sessions, presentations, networking and communications was successful in getting strong endorsement for shared education from church leaders, political party representatives, teacher unions and civic society organisations. This support was a critical factor in the development of shared education in Fermanagh. It also provided a strong evidence base for the second advocacy strand at the strategic level.

In relation to the second strand, the Fermanagh Trust was persistent and successful in identifying opportunities to inform key influencers. It liaised closely with and continually updated relevant stakeholders both within the educational organisations and those in the political arena, pressing for the necessary changes and policy initiatives to ensure shared education became the norm in the delivery of the curriculum.

The resultant evidence has proven that the Fermanagh Trust personnel are skilled in carrying out advocacy activities and have been instrumental in informing and influencing policy change in shared education – with the adoption and mainstreaming of shared education as part of the Delivering Social Change Shared Education Signature Project (SESP), Shared Campus Programme, and the draft Shared Education Policy and Bill - a significant achievement considering that the concept was only initiated in 2007.

“The work that you have been doing in Fermanagh has been truly pathfinder work and it has greatly influenced policy formulation. As administrative head of the Department I can confirm to you that the work you have been doing at a local level has been innovative and has greatly assisted the Department of Education in terms of our thinking.” **Paul Sweeney, Permanent Secretary of the Department of Education** (10 June 2015, Fermanagh Shared Education Celebration Event)

Sustaining / Mainstreaming Shared Education (2013 – 2015)

As noted above, it was a key priority for the Fermanagh Trust that the work of the partnerships would be sustained. In addition to developing the capacity of the school leaders to continue shared education, the two main methods of mainstreaming their work was through (a) area planning and (b) receipt of funding from the Shared Education Signature Project.

The positive experience of the FSEP has equipped school leaders with the relevant skills, expertise and confidence to explore and develop shared education models in the future. As a testament to their commitment to shared education, all 14 Fermanagh partnerships (in Phase 2) submitted substantial proposals in response to WELB's Draft Strategic Area Plan which outlined their desire to not only sustain their existing shared education activities but to uplift the level of collaboration to achieve their vision for sharing within their partnership.

An examination of the proposals submitted to the area planning process shows realistic and ambitious plans for moving forward within their partnerships. Principals reported that they did not feel restricted within the confines of a programme, when considering their long-term visions and aspirations in the development of the area plan proposals. Indeed, principals felt energised and enthusiastic about putting forward their ideas for shared education to secure the future of education provision in their area. However, in comparison to their SESP applications, the area plan proposals are more progressive in some aspects. For example, partnerships aspired to develop cross-sectoral confederation models and share existing teachers in their area plan proposals, whereas these options were restricted under the SESP. The SESP has huge potential to drive forward shared education within the statutory system and it is important that Area Planning and the SESP are complementary, as funding for shared education activities under the SESP will offer significant opportunities to create a network of sustainable schools and address the issues of area planning.

Barriers to Sustaining / Mainstreaming Shared Education

Consultation with the schools very strongly highlighted that, despite the two main channels for mainstreaming shared education, they are encountering challenges and barriers in their efforts. These include the following:

- Lengthy delays by managing authorities in advancing the proposals submitted in June 2013, by the partnerships, to the area planning process.
- Lack of information and guidance on the potential range of cross-sectoral models available to schools.
- The onerous administration burden surrounding the SESP application and lack of clarity and support relating to this.
- The inclusion of Key Stage Assessments as a criterion for measuring shared education outcomes under the SESP, when there has been an on-going boycott of these assessments by teaching unions for some time. Schools are prepared to submit other relevant evidence of educational achievements related to their shared education.
- The disconnect between Area Planning and the Shared Education Signature Project, by the education authorities.
- Moving into the future, the partnerships are concerned about the absence of support for a 'bottom-up' community consultation approach to identifying area based solutions for their school / partnership. There is a need for creative community consultations to fully engage local stakeholders. School leaders need help to facilitate sensitive discussions between school communities.
- There is lack of support for cross-border school partnerships via the area planning process and / or the signature project.

Addressing the Gaps – Recommendations

Keeping the mainstreaming of the Fermanagh partnerships as the goal, a number of recommendations are outlined below:

- It is recommended that the managing authorities work with the school partnerships to advance their proposals that were submitted to the area planning process (as outlined in the WELB Final Area Plan 2014). Schools experiencing sustainability issues and which are seeking a shared solution may be at risk of closure, if prompt action is not taken. (Note: Participation on the Shared Education Signature Project is not broad-ranging enough to address this).
- It is recommended that the Department of Education issues the guidance on a range of shared models (as promised by the Minister of Education in 2013). On publication of the guidance, it is important that the information is disseminated and schools are supported and facilitated in the process of developing shared models.
- For the Shared Education Signature Project to be successful, it is recommended that the application process is revised to be more user-friendly and that clear information and support is provided to partnerships. It is also recommended that there is greater overlap and synergy between the SESP and area planning and other DE policies, e.g. the scope of the SESP should be widened to include the exploration of shared models. Otherwise there is a risk that the SESP will become another fixed term project, without a lasting legacy.
- Of immediate concern, it is recommended that the Department of Education review the mandatory condition to comply with KS assessments, before schools can receive SESP funding, as this is proving to be a major impasse for schools.

- It is recommended that school partnerships are provided with facilitation and support from the managing authorities to explore and develop shared models. It would be ideal if that support comes from the managing authorities, but there appears to be a reluctance from the managing authorities to take on this role.
- It is recommended that there is a funding stream for existing cross-border partnerships to continue their shared education. They are not eligible for the SESP funding and given that they are existing partnerships, they may not be eligible for Peace IV funding either and consequently 'fall between two stools'.

The Fermanagh Trust - The Rural Centre for Shared Education

Although the Fermanagh Trust at the outset had planned to pilot shared education in Fermanagh and if successful, strive to get it mainstreamed and then exit from its role in shared education. While mainstreaming has been achieved in theory, the Fermanagh Trust has noted that in practice, there are many challenges and risks, as outlined above. Consequently after careful consideration, it has decided that it would be premature to exit from its work in advancing shared education. There is a risk that the advances that have been made could be lost if there is not a body to continue to advocate for the advancement and effective mainstreaming of shared education. Consequently, the Fermanagh Trust has made a strategic decision to establish a 'Rural Centre for Shared Education'. Launched in June 2015, the aim of the centre is to support initiatives that develop linkages between schools; work to identify and develop local solutions to meet local needs; and contribute to more cohesive and sustainable communities.

The Centre can help to address many of the barriers outlined above by challenging the relevant stakeholders and it can provide a support mechanism for schools across Fermanagh and on a regional basis. It is envisaged that the centre will provide a 'rural hub' to explore and develop sustainable shared models (e.g. cross-sectoral federations, confederations, jointly managed schools, joint faith schools, shared campuses and other shared schools), which can then be incorporated into the area planning process. For more information, visit www.sharededucationcentre.org

Concluding Comments

The development of shared education in Fermanagh has been an exceptional journey for school partnerships, the funders and the Fermanagh Trust. Considering that the programme was a pilot in 2009, it is a significant achievement and testament to the commitment of those involved that the programme has now been mainstreamed – highlighting the effectiveness of the programme delivery and educational, societal and economic outcomes generated.

Although mainstreaming shared education was the ultimate aim of the Fermanagh Trust to sustain shared education in the County, the Trustees still believe there is more work than can be done to build on and sustain the momentum for shared education in Fermanagh and beyond. It is the evaluator's view that there is a role for the Fermanagh Trust going forward, particularly given the barriers identified by partnerships to achieve their future plans. The recently launched 'Rural Centre for Shared Education' is welcomed and will provide a channel for the skills and expertise within the Fermanagh Trust to be retained and will support schools to advance sustainable share education models as innovative solutions to Area Planning – leading to enhanced educational provision.

1 INTRODUCTION & APPROACH

1.1 Introduction

The Fermanagh Trust's Shared Education Programme (FSEP) is funded by the International Fund for Ireland and the Atlantic Philanthropies.

The initial four years (2009/10 – 2012/13) of the programme involved the successful pilot of shared education across the County of Fermanagh, whereby schools engaged in significant, sustained and 'normalised' collaborative contact by delivering part of the curriculum jointly with a neighbouring school from a different sector. The programme resulted in the formation of substantive relationships between peers and school communities across traditional community divides.

In the last two years (2013/14 – 2014/2015) a particular aim of the programme was to help 14 Fermanagh primary school partnerships (37 schools) work towards sustaining / mainstreaming their collaborative linkages.

The purpose of this report is to provide a comprehensive review of:

- The progress that each of the 14 Fermanagh primary school partnerships have made in terms of cross-sectoral sharing.
- The key learning points and success factors that could inform other shared education initiatives.
- The advocacy role undertaken by the Fermanagh Trust in relation to informing and influencing policy change in shared education.
- The partnerships' potential for sustaining sharing into the future and their long-term plans / vision for their partnership.
- The barriers to progress and what support is needed to help partnerships achieve their future plans.

1.2 Approach

The evaluators conducted one half day visit to each of the 14 primary school partnerships to meet with the school principals to assess the progress the partnerships have made and the extent of collaboration as a direct result of participating on the programme.

Key stakeholder consultations were also carried out with representatives from the following organisations: Funders – Atlantic Philanthropies and the International Fund for Ireland; The Department of Education; Adviser to Education Committee on Area Planning; Shared Education Learning Forum; Special European Union Programmes Body (SEUPB); Fermanagh & Omagh District Council; Fermanagh Rural Community Network and The Fermanagh Trust.

An extensive desk research exercise was also carried out to include a review of the following documentation: joint submissions to the area planning consultation made by each of the 14 partnerships; the Shared Education Signature Project self-evaluation assessments and action plans - as prepared by each school to reflect their shared education baseline position and plans for the future; all relevant background material relating to the Fermanagh Trust's shared education advocacy work; identification of support available to schools for shared activities from other programmes; and all relevant policy documents relating to shared education.

The remainder of this report is set out as follows:

- Section 2:** Development of Shared Education in Fermanagh
- Section 3:** Key Strengths of the FSEP Model
- Section 4:** Sustaining and Mainstreaming Shared Education
- Section 5:** Support required to sustain Shared Education

2 DEVELOPMENT OF SHARED EDUCATION IN FERMANAGH

2.1 Introduction

This section reflects on the pioneering journey undertaken by the Fermanagh Trust and the schools across County Fermanagh to advance shared education – a significant achievement considering that the concept was initiated in 2007 and in a relatively short period of time has been adopted by government and is now being mainstreamed across Northern Ireland by the Department of Education.

This section also provides a summary of the significant progress that each of the 14 Fermanagh primary school partnerships have made in terms of cross-sectoral sharing. Appendix I provides a two-page overview for each partnership, detailing the substantial uplift in sharing and collaboration as a result of the FSEP (i.e. 2009/10 to June 2014), when compared to no/limited sharing prior to the programme (i.e. pre 2009).

2.2 Background

The Fermanagh Trust is a community development organisation, with independent grant making capabilities to support social and community initiatives. The Trustees continually monitor the environment to identify opportunities in which to improve the conditions of life for the people in County Fermanagh and immediate hinterland. One such area related to the Trust's investment in the development of the cross community pre-school / playgroup sector in Fermanagh.

Conceptualisation of shared education in Fermanagh

Remaining on the theme of education, in 2007, the Trustee's attention moved towards the primary and post-primary school sector. Attention was triggered by the launch of two reports: the Northern Ireland Commission for Catholic Education (NICCE) review of the Maintained education sector; and The Western Education and Library Board's (WELB) review on the future of Controlled/Voluntary Post-Primary Education in County Fermanagh. Analysis of the public consultation responses highlighted that the WELB and NICCE were working in parallel and it was evident that a joint-up approach was lacking; the Trustees identified the need to generate conversations in school communities in both the Maintained and Controlled/Voluntary sectors and to provide the opportunity to explore cross-sectoral options to improve and secure the future provision of education throughout the County.

The above reviews were the precursor to the current Primary and Post-Primary Strategic Area Plans, which have the potential to significantly impact the education landscape in Fermanagh and across Northern Ireland in terms of the rationalisation of the school estate. In particular, the impact in rural areas would be felt much greater due to the profile of rural schools - as often small villages have separate schools for the maintained and controlled education sectors, and using the enrolment criteria (as per the Department of Education Policy for Sustainable Schools), they would be considered unsustainable. Furthermore, rural areas often have minority communities and if schools which support these communities are closed it would lead to further outmigration and depopulation of rural villages, negatively impacting cultural diversity.

As such, the Trustees sought ways in which to widen the parameters of education provision by firstly engaging in an extensive 'bottom-up' community consultation exercise to gain feedback on the potential for 'shared education' in Fermanagh as a cross-sectoral collaborative model to help support vibrant sustainable communities and schools.

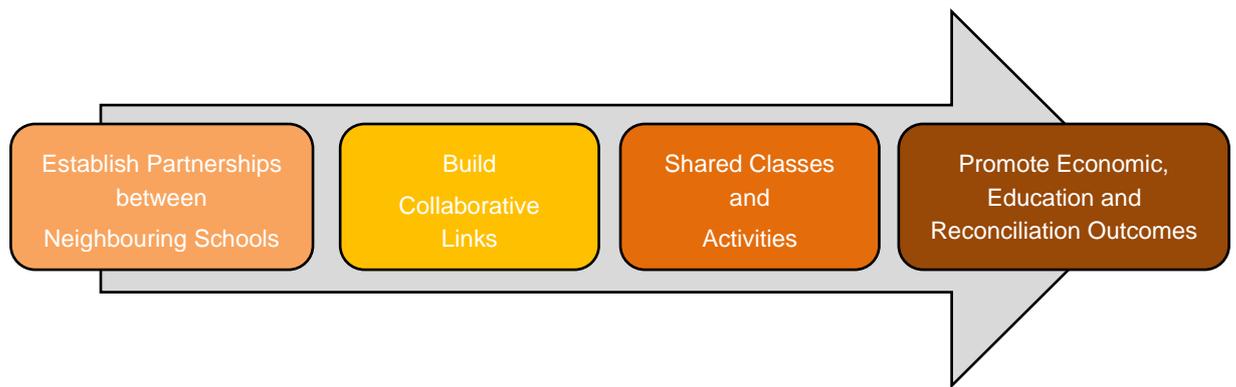
Views were captured by independent research, consisting of three strands:

- **Strand 1:** Telephone interviews with a random sample of 400 parents in County Fermanagh. Key findings include:
 - 91% said they would like to see enhanced opportunities for children to participate in shared education.
 - 88% confirmed they believed that shared education would help to promote mutual respect and understanding between children from different religious backgrounds.
 - 83% would support teachers travelling to neighbouring schools in order to teach subjects not available in a school.
 - 81% would support sharing campuses.
 - 65% would agree with the joint management of schools between WELB and church schools.
- **Strand 2:** Focus group meetings were carried out with 150 community representatives, 95% agreed that would like to see enhanced opportunities for shared education in Fermanagh.
- **Strand 3:** Consultation with primary and post primary school principals highlighted support for shared education due to the strong benefits to be gained in community relations; educational opportunities; and sustainability of small rural schools.

Pilot Programme Implementation and Mainstreaming

Based on the positive cross-sectoral and cross-community support for shared education across the community, the Fermanagh Trust submitted proposals for grant aid to Atlantic Philanthropies and the International Fund for Ireland to pilot the FSEP. Funding of £2.1million was secured for a four-year programme, with the overall aim “to promote and enhance the quality of cross-sectoral collaboration and sharing between schools in Fermanagh”. The delivery model involved the following four stages:

Figure 2.1: Shared Education Programme Delivery Model



Overall, the FSEP was a very successful model for encouraging cross-sectoral collaborations and sharing in education, with 58 schools involved and 4,850 pupils participating in regular curriculum based shared classes (each year partnerships engaged in the region of 30 to 60 hours of sharing per pupil / per year group). The programme also supported joint curriculum planning; joint public performances; shared facilities /resources; joint staff development; joint training and events for parents and governors; as well as a shared teachers /teacher exchange scheme. A county-wide movement in support of shared education was consequently created, with schools benefiting from strong collaborative links and enhanced educational and societal outcomes. As a result of the Fermanagh Trust’s advocacy activities, strong endorsement for shared education was quickly forthcoming from church leaders, political party representatives, teacher unions and civic society organisations. Significant advocacy work undertaken by the Fermanagh Trust and other key contributors such as members from the Shared Education Learning Forum (SELF) resulted in the inclusion of Shared

Education in the Programme for Government - which led to the establishment of a Ministerial Advisory Group on Advancing Shared Education; and the announcement from the Department of Education that Shared Education will be mainstreamed, with the recent launch of the Shared Education Signature Project – mainstreaming shared education was the ultimate aim of the Fermanagh Trust to sustain shared education in the county.

2.3 Overview of Progress Achieved as a result of FSEP

The table below lists the 14 primary school partnerships supported by the Fermanagh Trust in the last two years under phase two of the FSEP – with the aim of helping them work towards sustaining and mainstreaming collaborative linkages established in the first phase of the programme.

Table 2.1: Shared Education Partnership supported by the Fermanagh Trust (2013-15)

	Partnership Name	School
1	Brookeborough Shared Learning Partnership	Brookeborough CPS St Mary's MPS, Brookeborough
2	Claddagh Glen Schools Together	Florencecourt CPS St Mary's MPS, Killesher St Mary's MPS, Mullymesker St Naile's MPS, Kinawley
3	North Fermanagh Learning Together	Kesh CPS Lack CPS St Joseph's MPS, Ederney
4	West Erne Link	Fairgreen National School St Mary's MPS, Teemore
5	Derrygonnelly & Boho Learning Partnership	Derrygonnelly CPS Killyhommon MPS St Patrick's MPS, Derrygonnelly
6	Lisbellaw Learning Together	Lisbellaw CPS Tattygar MPS, Lisbellaw
7	Erne West Learning Community	Belleek CPS St Davog's MPS, Belleek St John the Baptist MPS, Roscor St Martin's MPS, Garrison
8	Tempo Shared Education Partnership	St Mary's PS, Tempo Tempo CPS
9	Newtownbutler & Donagh Shared Learning Partnership	Newtownbutler CPS St Joseph's MPS, Donagh St Mary's MPS, Newtownbutler
10	Maguiresbridge Learning Community	Maguiresbridge CPS St Mary's MPS, Maguiresbridge
11	Crossing the Finn Partnership	Aghadrumsee CPS St Macartan's MPS, St Tierney's MPS, Roslea
12	Mullanaska & Model Shared Partnership	Enniskillen Model CPS St Patrick's MPS, Mullanaska
13	Irvinestown & Ballinamallard Shared Partnership	Ballinamallard CPS Irvinestown CPS St Paul's MPS, Irvinestown
14	The Moat & St Ronan's Shared Education Partnership	Moat CPS St Ronan's MPS, Lisnaskea

Appendix I provides a two-page overview for each partnership, which highlights on the substantial uplift in sharing and collaboration as a result of the FSEP (i.e. 2009/10 to June 2014), when compared to no/limited sharing prior to the programme (i.e. pre 2009).

Prior to participation on the FSEP, the majority of schools did not collaborate and for those that did, contact was limited to pupils meeting 3-4 times a year under the following programmes: Education for Mutual Understanding (EMU); Schools Community Relations Programme (SCRP); and the Connecting

People, Places and Heritage Programme. The shared activities that took place were rarely classroom based but involved pupils taking part in ad-hoc historical/heritage trips, residentials and one-off sporting activities and community events. In terms of teacher contact, again this was limited, where informal contact was made at infrequent training days organised by the WELB.

Based on the above baseline position, in the last six years primary school partnerships have engaged in significant levels of cross-sectoral sharing and collaboration as a direct result of their participation on the FSEP. The progress and innovation derived from the programme are categorised under three key strands of activities: Shared Classes; Partnership Building Activities; and Shared Teacher / Teacher Exchange Scheme.

Strand 1: Shared Classes

Participation on the FSEP has resulted in considerable advancements being made in establishing sustained cross-community contact between pupils (i.e. in the region of 30 to 60 hours of sharing per pupil / per year group, per annum). One of the key strengths of the programme was that shared classes focused on core curricular subjects that took place on a weekly basis – where contact became ‘normalised’ and embedded into the school timetable. Shared classes involved a full range of curricular subjects to include: Personal Development and Mutual Understanding (PDMU); World Around Us (WAU); Citizenship; Music/ Dance /Drama; ICT; Art and Design; Sport; Literacy and Numeracy; and the Respecting Differences Programme¹.

Facilitating shared classes has created opportunities for schools to share classrooms, facilities and resources to deliver an enhanced curriculum offering. Pupils not only benefited in educational terms but also contributed to increased confidence and social skills as a result of experiencing new learning environments and meeting a wider range of peers and teaching staff. Pupils’ experiences were further enhanced through joint performances, such as assemblies, concerts, joint choirs and local community events. Meaningful and sustained contact contributed to the development of cross-community friendships.

To engage in shared classes involved a firm commitment from principals and teachers in terms of joint working and action planning. As the programme progressed, all partnership reported having engaged in joint curriculum planning, providing teachers with the opportunity to meet and share their skills and expertise in the development of an enriched curriculum across the partnership. In fact, a number of partnerships have gone a step further and have created synergies in operational policies and in some cases have developed joint policies e.g. STEM strategy, Literacy and Numeracy support, joint working rules; joint shared education policy. Common areas of need and how these can be addressed through shared education are now integral to the schools planning and incorporated into the School Development Plans (SDPs).

“(Shared Education)...maximised the potential of staff through shared expertise. One helping another, sharing practice, planning together supporting one another. It released the potential of school leaders to undertake aspects of the school improvement cycle together. It unlocked the potential of individuals for the mutual benefit of all. It filled a generation of children with the potential of developing friendships which will last into the future” Alan Williamson, Principal of Florencecourt PS, member of Claddagh Glen Learning Community (10th

¹ The Respecting Differences Programme uses a range of play and educational resources to enable children to understand the meaning of acceptance and respect for others. The FSEP provided training for teachers to deliver the RDP and to deliver workshop to parents – to help promote community links and cross-community friendships.

June 2015, Fermanagh Shared Education Celebration Event), See Appendix III for text of full speech.

Strand 2: Partnership Building

All partnerships have developed a joint partnership name (Ref Table 2.1, page 5) and a joint vision for shared education. This has created a strong identity for the schools to promote the partnership in the future and as a permanent legacy to the FSEP. A number of partnerships also designed a partnership logo and brand as a positive statement of their interdependence and commitment to collaborative working.

Support for enhanced partnership building activities was provided for under the FSEP, to include joint staff development and joint training/workshops, social events and meetings for Board of Governors and parents. The FSEP allowed schools to share their existing teaching expertise across the partnership. Collaborating has enabled teachers to encounter different teaching styles and other children's learning styles and to draw similarities and learning from both.

Teaching staff also benefited from observing specialist external tutors (where relevant) resulting in teachers gaining increased confidence to deliver elements of the programme and cover new topics to sustain activities in the future. A wide range of opportunities were also provided for joint staff development, enabling teaching and non-teaching staff to enhance their professional relationships, as well as their skills through sharing best practice and attending training workshops, for instance training included: thematic planning; ICT Training; Internet Safety; and Dyslexia Awareness/Action Training; and training to enable teachers to deliver parental workshops on the Respecting Difference Programme. To facilitate joint staff working involved the coordination of school calendars and school development days.

A support network has also been established for partnerships, where the Fermanagh Trust has organised events for all partnerships to come together to share best practice. The extent of collaboration among staff represented a marked uplift when compared to no/limited contact prior to the schools involvement in the FSEP.

In terms of contact between Board of Governors in partner schools, there was no/little evidence of any contact prior to the FSEP, despite the fact that schools are situated within close proximity in the same rural village. This is a stark contrast to the position in which schools find themselves now as a result of participating in shared education. For instance, all Boards of Governors are now actively involved in the design and development of shared activities, attend joint social events and a number of partnerships have held joint Boards of Governors meetings and training sessions. The level of interest and commitment to continued sharing is evident in the fact that governors attended workshops and seminars on cross-sectoral models with CCMS and WELB to explore options for future sharing. In addition, Board of Governors and teaching staff had the opportunity to visit shared schools in England and Scotland to observe examples of best practice.

In response to the WELB Draft Strategic Plan 2013, most significant is the fact that 11 of the 14 partnerships stated their intention to explore and implement a cross-sectoral confederation model (i.e. joint sub-committee of Governors with delegated powers that will share expertise, facilities and resources for the benefit of all three schools). Considering the baseline position of no contact, this level of commitment is significant and a testament to the success of the FSEP and the leadership and drive demonstrated by the schools to advance shared education in Fermanagh.

The FSEP also extended to parents and the wider community through providing opportunities for cross-community parent workshops/training, to include Literacy and Numeracy support, ICT, Awareness of Cyber Bullying, and the Respecting Differences Programme.

Joint social events were also organised for parents in the form of: concerts, parents evenings, showcasing pupil's work, drama performances; concerts and choir recitals, as well as school and community fundraising events. Parents and the wider community are kept informed of shared education activities via school communications e.g. letters, notice board displays, school websites, individual school newsletters, community newsletters and widespread local press coverage.

Shared education has encouraged the wider community to share local facilities/halls for events which were traditionally used by one section of the community. Most significant is the uplift in usage of community facilities for school fundraising and sporting events rather than using separate venues, associated with their respective communities and consequently this has led to greater tolerance, respect and mutual understanding for each other's culture and traditions.

Strand 3: Shared Teacher | Teacher Exchange Scheme

The Fermanagh Trust pioneered a new pilot scheme, where the emphasis was on partnerships sharing existing staff to meet the needs of the respective partner schools. In some cases, schools recruited an external teacher to provide additional skills/expertise across the partnership.

Six partnerships (involving 17 schools) availed of funding from the Fermanagh Trust for the 2012/13 academic year to support a Shared Teacher | Teacher Exchange. Overall 14 teachers provided support on a cross-sectoral basis. Based upon the identified need of each school partnership, the subject focus included: ICT, SEN support; Music, Sport/PE, Irish, Literacy and Numeracy, World Around Us (i.e. Geography, History and Science).

The evaluation of the shared teacher scheme concluded that: teaching and learning has been enhanced; there are improvements in the children's standards and achievements; the shared teachers have benefitted from significant professional development; class teachers are up-skilled in areas of the curriculum where previously they felt less secure; at a whole school level important areas of the curriculum are better organised, resourced and delivered; the good relationships at all levels that have been developed through shared classes, as part of the SEP, are further strengthened.

The Teacher Exchange Scheme has shown that, through collaborations, small schools can deliver all of the requirements of the Northern Ireland Curriculum and provide equality of opportunity to all learners. The experience of sharing existing teachers will be retained as a legacy of the Programme, providing schools with the confidence to continue such practices in the future.

2.4 Conclusion

The FSEP has resulted in extensive cross-sectoral sharing and collaboration across schools in Fermanagh, which is a significant achievement given that cross-community links were very limited at the outset. Schools in Fermanagh are now leading the way in terms of working together, demonstrating leadership, drive and commitment for collaborating on a cross-sectoral basis. In fact, one partnership's journey has led to the development of a proposal for a shared education campus as a local solution to cross-sectoral working.

Shared education has received overwhelming support and endorsement from school communities including parents, pupils, teachers and governors as a means of promoting collaborative working whilst

allowing schools from various sectors to maintain their own identities and to celebrate diversity. The programme has derived the following benefits: educational benefits (e.g. enriching and broadening the curriculum offering, enhanced professional development and access to a wider pool of expertise across the partnership); societal benefits (e.g. breaking down cultural barriers; cross-community friendships; and enhanced mutual understanding and tolerance); and economic benefits (e.g. sharing existing facilities, resources and equipment, sharing existing teachers, training costs; accessing specialist tutors).

A summary table highlighting the extent of sharing per partnership is provided below. It is evident that partnerships want to build on this experience and continue their cross-sectoral links as well as wishing to explore future models of collaboration to aid the sustainability of rural schools.

Table 2.2: Summary of Sharing (as of June 2014) - As a result of FSEP

	1	2	3	4	5	6	7
	Brookeborough Shared Learning Partnership	Claddagh Glen Schools Together	North Fermanagh Learning Together	West Erne Link	Derrygonnelly & Boho Learning Partnership	Lisbellaw Learning Together	Erne West Learning Community
Partnership Identity /Name	√	√	√	√	√	√	√
Shared Education in SDP	√	√	√	√	√	√	√
Joint Curriculum Planning	√	√	√	√	√	√	√
Regular Shared Classes	√	√	√	√	√	√	√
Joint public performances	√	√	√	√	√	√	√
Shared facilities /resources	√	√	√	√	√	√	√
Joint staff development	√	√	√	√	√	√	√
Teacher Exchange Scheme	√			√	√		√
Joint training/ workshops for parents	√	√	√	√	√	√	√
Joint events for parents	√	√	√	√	√	√	√
Joint Shared Education newsletters etc.	√						√
Joint meetings, info sessions, events for governors	√	√	√	√	√	√	√

	8	9	10	11	12	13	14
	Tempo Shared Education Partnership	Newtownbutler & Donagh Shared Learning Partnership	Maguiresbridge Learning Community	Crossing the Finn Partnership	Mullanaskea & Model Shared Partnership	Irvinestown & Ballinamallard Shared Partnership	The Moat & St Ronan's Shared Education Partnership
Partnership Identity /Name	√	√	√	√	√	√	√
Shared Education in SDP	√	√	√	√	√	√	√
Joint Curriculum Planning	√	√	√	√	√	√	√
Regular Shared Classes	√	√	√	√	√	√	√
Joint public performances	√	√	√	√	√	√	√
Shared facilities /resources	√	√	√	√	√	√	√
Joint staff development	√	√		√	√	√	√
Teacher Exchange Scheme		√		√			
Joint training/ workshops for parents		√	√	√		√	√
Joint events for parents	√	√	√	√	√	√	√
Joint Shared Education newsletters etc.			√				
Joint meetings, info sessions, events for governors	√	√	√	√	√	√	√

3 KEY STRENGTHS OF FSEP MODEL

3.1 Introduction

This section highlights the key strengths of the FSEP model and advocacy activities undertaken by the Fermanagh Trust to promote shared education.

3.2 Key Strengths of Model

A number of strengths are outlined below which have contributed to the progression of shared education in Fermanagh.

Independent status of The Fermanagh Trust

Feedback from principals and key stakeholders highlighted the overwhelming support and acknowledged the significant role that the Fermanagh Trust played to advance shared education in the County.

The Fermanagh Trust is not an education body but is a community development organisation, working to improve the conditions of life for the people in County Fermanagh and immediate hinterland. The Fermanagh Trust's position outside of the formal statutory education systems means that they do not have any preconceived or restricted vision regarding how shared education should be developed or implemented, and can therefore explore and pilot new models of working. This status also allowed the Fermanagh Trust more freedom to carry out advocacy work and to challenge statutory systems to seek ways to advance shared education in Fermanagh and beyond. Furthermore, as the Fermanagh Trust is not aligned to a particular sector, personnel can offer an independent perspective and impartial advice to help support schools in their shared education journey.

Local Geographic / County Focus

A key strength of the programme model was the focus in one geographic area, where Fermanagh was the main constituency progressing shared education. This focused approach created a community wide movement in support of shared education, where almost all schools were involved in collaborative activities. The extensive local press coverage of shared events also generated considerable awareness across the County and encouraged positive support for cross-sectoral collaborations and sharing in education.

Principals also reported that a key strength was the Fermanagh Trust's localised knowledge in terms of understanding the pressures faced by small rural schools and the time taken to understand the individual baselines of each school, which allowed support to be tailored to the needs of the partnership.

Curriculum Focus

Another important factor in the FSEP model was its focus on the delivery of curricular subjects on a cross-sectoral basis, during the school day, in a sustained manner. The weekly classes ensured that shared classes were embedded into the school timetable and resulted in contact becoming 'normalised', where pupils and staff intermingled at ease across their partnership. If the programme focused on additional extra-curricular activities and/or as part of an extended school day, it would have greatly limited the impact and sustainability of the model.

Partnerships encouraged to progress sharing

Principals acknowledged that the Fermanagh Trust provided a supporting role and gave them the confidence to incrementally progress sharing year on year – leading to a positive cumulative effect in the level of collaboration.

On reflection, principals are surprised at how far they have come, with many starting from no cross-sectoral contact to a situation where school partners are sharing existing teachers to jointly deliver the curriculum and engaging in joint board of governor meetings – a level of sharing that schools would not have thought possible or permissible prior to their involvement in the FSEP.

Principals agreed that the Fermanagh Trust was instrumental in helping them take risks and to trail new ways of working to advance shared education. They also appreciated the fact that the Fermanagh Trust's personnel were 'responsive' to their queries and 'approachable', as well as having a single point of contact with immediate decision making powers to allow them to progress.

Application of Funding Formula - 'Shared Education Premium'

Schools were encouraged to deliver in the region of 30 to 60 hours of sharing per pupil / per year group, per annum and to promote partnership building activities. The funding allocated was directly related to the level of sharing delivered. Partnerships were satisfied that the funding approach adopted by the FSEP was fair and applied equally across all school partnerships.

A funding formula aligned to the level of sharing is regarded as a key strength of the programme as it ensures transparency and fairness to all those involved and incentivised greater sharing.

Empowered Schools

Principals reported that the Fermanagh Trust allowed them to adapt the programme according to their needs, where the individual baseline positions were taken into account to facilitate the gradual and organic evolution of sharing and collaboration to suit the school community. Therefore, a key strength has been the autonomy given to principals to make decisions regarding what is best for their school – this approach empowered principals to take ownership of the programme delivery and to progress shared education.

The enhanced skills and capacity building has resulted in a 'can do' attitude, where Principals and staff now have the confidence to organise collaborative activities and joint staff development. The Fermanagh Trust encouraged this approach as it will ultimately lead to a more sustainable model of collaboration and as a legacy of the programme.

Support Network Created

Each year as the programme progressed, support for shared education became increasingly widespread. This created a strong network of support for shared education which allowed principals to take risks and push boundaries to progress collaboration and the confidence to pilot new ways of cross-sectoral sharing in their school community - safe in the knowledge that there was a blanket of support from the Fermanagh Trust, Church Leaders, Politicians, the local press; and importantly peers from other partnerships who were also advocating shared education.

Engagement of Wider Community

A bottom-up approach has been embraced from the outset of the FSEP design, with a widespread community consultation exercise undertaken to gauge support for the concept of shared education (Ref Section 2.2).

As the schools led the way in terms of sharing, this undoubtedly raised the profile and visibility of sharing in the community. There is evidence of increasing numbers of parents taking part in training/workshops and attending joint social events. Furthermore, there has been increased usage of local facilities for events which were traditionally used by one section of the community (e.g. Church Halls, Orange Halls, GAA venues).

Gaining buy-in of parents and the community can result in a positive ripple effect, where sharing can positively influence community relations and greater respect and mutual understanding across traditional divides.

Peace & Reconciliation

The impact of the FSEP in bringing the two main communities together to work towards a common goal was noted. In doing so, it had a tremendously positive effect on community relations. It helped bring about greater integration of the communities and created a better understanding of and respect for each other.

“...The Fermanagh Rural Community Network is fully supportive of Fermanagh Trust’s Shared Education Programme as through our contact with communities throughout the county feedback on the programme has been very positive and evident through: community relations being improved particularly in areas where communities have been polarized through the effects of past history and minority communities being very small in number; the wide range of activities operated by the programme not being confined to just school children but many are attended by parents and other relations, thus communities are brought together, fostering cross-community linkages and building of trust and relationships; sharing of resources and community facilities for activities of the Shared Education Programme such as Church halls, Orange halls, GAA facilities which have always been viewed as mainly single identify, thus reducing polarisation and segregation within communities; communities being supportive of the programme as it is bring about benefits that are meaningful and having a positive impact on people’s lives...” **Barry Boyle, Fermanagh Rural Community Network** (June 2013)

The South West Peace Cluster (comprised of representatives of 5 district council areas) was so impressed with the peace impacts of the FSEP that it allocated funding to replicate the model on a smaller scale, in the other council areas. Below the Peace III Programme Manager for the SW Peace Cluster, highlights the positive contribution that the FSEP has made to reconciliation:

“...I would like to confirm that all feedback to the Peace III Partnership from social partners, councilors and schools recognise the success and the peace building outcomes delivered by the Fermanagh Shared Education Programme as model of good practice and trying to encourage schools in other council areas to follow the Fermanagh Trust model...” **Chris McCarney, Peace III Programme Manager** for the South West Peace Cluster (June 2013)

3.3 Advocacy Role of the Fermanagh Trust

Feedback from principals and key stakeholders highlighted the strong and influential role that the Fermanagh Trust has played to progress shared education, not just in Fermanagh, but also regionally. Respondents agreed that the personnel within the Fermanagh Trust have demonstrated 'passion' and 'belief' in shared education and as 'skilled advocates' have positively influenced change within the education system to embrace shared education.

As stated in Section 3.2, the Fermanagh Trust is not an education body and is not restricted within any statutory systems, which facilitates greater freedom to engage in advocacy work and to seek and promote new ways of working. The Fermanagh Trust is not aligned to any one community or education sector and can offer an independent perspective to advocate for change.

The Fermanagh Trust has worked closely with local and regional press/newspapers to help promote shared activities and events taking place across all partnerships to raise awareness and promote the key successes of the programme.

Partnerships supported under the FSEP have provided an evidence base and learning in which to promote the benefits of sharing in practice. Feedback from principals indicated that they appreciated the opportunities created by the Fermanagh Trust to present their shared education projects to government officials and other key stakeholders. Principals also welcomed being kept informed by the Fermanagh Trust of policy developments in shared education and area planning.

The Fermanagh Trust also benefits from having an extensive political and community network, which has greatly assisted in effective advocacy for shared education. The Fermanagh Trust has gained endorsements from:

- Across the religious spectrum with church leaders openly supporting the programme.

Bishops Liam MacDaid and John MacDowell

"We have been impressed by many of the Shared Education Projects in County Fermanagh with which we have gained some familiarity. Any process which has as its purpose to protect the ethos and worthy cultural tradition of participants while at the same time encouraging mutual respect, co-operation and sharing of resources is to be warmly welcomed."

Rev. Trevor Gribben, Education Secretary of the Presbyterian Church in Ireland

"Educational opportunities which enable young people from across the different school sectors to join together through contact, collaboration and sharing are to be welcomed. The Shared Education Projects in County Fermanagh are great role models on how this can actually happen on the ground and as such are to be both commended and encouraged."

Rev. Ken Lindsay, Methodist President

"Shared Education is to be welcomed by all. It is great way of encouraging children and young people to get to know one another and barriers which might otherwise arise can be eliminated while children are young. This is quite apart from the fact that Shared Education, in many cases, allows education to stay in local smaller communities which might not otherwise be able to sustain a school due to small numbers of children."

- All the main political parties (Sinn Fein, DUP, UUP, SDLP and Alliance) and Fermanagh District Council representatives.

Michelle Gildernew MP (2001 – 2015), Sinn Fein

“Given the current economic situation and budget cuts across departments, the future sustainability of rural schools is an issue which concerns us all. The Shared Education Programme brings schools together enabling them to work collaboratively to enhance curriculum delivery. Shared Education also provides schools with the potential opportunity to explore future models for educational delivery.”

Arlene Foster MLA, DUP

“The Shared education Programme in Fermanagh is an exemplary model of how children can learn together, how people can work together and how communities can be brought together for two main purposes: 1. To share resources; and 2. To further reconciliation and good community relations. In terms of education, the programme provides a model for the future.”

Tom Elliot, MLA, UUP

“I am pleased to have witnessed at first hand the project of shared education in Fermanagh that is funded through Fermanagh Trust and delivered by the schools involved. In the absence of having a system that is acceptable to many to have our children educated together, this project provides opportunities for the children of Fermanagh to work, develop, share and receive some education together. This project provides the basis for education bodies to work together without any dilution of their religious ethos in schools.”

Frank Britton, SDLP Fermanagh District Cllr

“The Fermanagh Shared Education Programme is a huge success here in Fermanagh and it is definitely the way forward in creating more peaceful communities here. All those who have been involved are to be commended. There is clearly a desire for this sort of programme within the education sector. By educating children in a shared way local educational resources can be used more efficiently and effectively.”

Trevor Lunn, MLA, Alliance Education Spokesperson

“The Alliance Party supports shared education given its potential to achieve savings to the education budget. For many years we have been advocating against the duplication of services. The Fermanagh Trust’s Shared Education Programme has another benefit in that it offers reconciliation, and community as well as economic benefits. The Alliance Party proposed an Assembly motion supporting shared education and we wish Fermanagh Trust every continued success....”

- Civil society organisations including Ulster Farmers Union and the Fermanagh Rural Community Network.
- Teachers Unions - including the Irish National Teachers Organisations and the Ulster Teachers Union, both of which have passed motions supporting shared education.

The advocacy activities carried out by the Fermanagh Trust, and other key contributors such as members from the Shared Education Learning Forum, has significantly contributed to progressing government's position on shared education and led to the:

- Inclusion of Shared Education in the Programme for Government 2011-2015 i.e. Under Priority 4 'Building a Strong Shared Community'.
- Establishment of a Ministerial Advisory Group on Advancing Shared Education.
- Launch of draft 'Sharing Works: A Policy for Shared Education' and draft Shared Education Bill.
- Announcement from the Department of Education that Shared Education will be mainstreamed – with the recent launch of the Shared Education Signature Project – this was the ultimate aim of the Fermanagh Trust to sustain shared education in the county and for those working to drive forward shared education.

The Fermanagh Trust has also provided support to the Special European Union's Programme Body (SEUPB) on the drafting of the Peace IV Programme. It is envisaged that the Peace IV, with the proposed funding allocation of €45m, will target schools that have not yet engaged in Shared Education, as well as across pre-school and youth work settings, in a way that will complement the Department of Education's SESP. SEUPB officials welcomed the guidance and advice provided by Fermanagh Trust, commending them on their skills, expertise and experience of the Fermanagh Trust's personnel.

4 SUSTAINING & MAINSTREAMING SHARED EDUCATION

4.1 Introduction

The following section describes the two main methods in which schools can sustain shared education i.e. Area Planning and the Shared Education Signature Programme. The vision/long-term plans of the Fermanagh partnerships, under each of these methods, are also outlined.

4.2 Strategic Area Planning for Primary Schools

The area planning process has an important role to play in the mainstreaming of shared education and this is evidenced in the Minister for Education's Statement on Advancing Shared Education in October 2013:

"The fourth set of recommendations deal with area planning, which will be central to the delivery of shared education. I will make it a priority for my Department to bring forward:

- *Guidance on a range of sharing options that schools and communities may wish to explore;*
- *Clear, practical advice on how to bring forward a development proposal for sharing; and*
- *Guidelines on the development of area plans to ensure that shared education is encouraged"*

Minister for Education (October 2013) in Statement to NI Assembly

The sequence of events in the development and roll-out of the WELB Strategic Area Plan for Primary Schools are described below i.e.

- Draft WELB Strategic Area Plan (March 2013).
- Response to Public Consultation on the Draft WELB Area Plan (March - June 2013).
- Final WELB Strategic Area Plan (June 2014).

4.2.1 Draft WELB Strategic Area Plan for Primary Schools (March 2013)

The main focus of the area planning process is to develop a planned network of viable and sustainable schools capable of delivering high quality education to meet the needs of all children and young people.

The Terms of Reference for Area Planning was developed, which tasked the Education and Library Boards (ELBs), working closely with the Council for Catholic Maintained Schools (CCMS) and other sectors, to prepare Strategic Area Plans for Primary Education in their area. The Fermanagh Trust liaised closely with the Department of Education to include sharing options in the Terms of Reference. As a result the Terms of Reference included the following:

- To identify realistic, innovative and creative solutions to address need, including opportunities for shared schooling on a cross-sectoral basis.
- To maximise the use and sharing of the existing schools estate.

To inform the area planning process, a viability audit (now referred to as annual area profiles) of all schools was carried out to assess the financial viability of schools; enrolment trends; and educational outcomes. The results of the viability audits were published in March 2012.

Following the publication of the viability audits, and anticipating the development of the draft area plan for primary schools, the Fermanagh Trust urged the WELB to engage with the schools in advance, so that they could have an input. Consequently the WELB, on behalf of the WELB Putting Pupils First: Shaping our Future Working Group (composed of representatives of WELB, CCMS, CnaG, GBA, and NICIE) issued a questionnaire to schools in April 2012 seeking feedback on all of the parameters of the area planning process relating to their school, but startlingly, with the exception of the above two points in the terms of reference. Following intervention by the Fermanagh Trust, the above two parameters were included in a revised questionnaire, which was re-issued by the WELB.

Subsequently, in March 2013 the document 'Putting Pupils First: Shaping Our Future - Draft WELB Strategic Area Plan for Primary Schools' was published, for consultation. The following table shows the recommended proposals and actions for each of the schools in the Fermanagh partnerships.

Table 4.1: The Proposals & Actions in Draft Area Plan for Primary Schools in Fermanagh Partnerships (March 2013)

Nr.	Partnership Name	School Name	No change proposed at present	Local area / parish solution to be explored
1	Brookeborough Shared Learning Partnership	Brookeborough CPS St Mary's MPS, Brookeborough		√ √
2	Claddagh Glen Schools Together	Florencecourt CPS St Mary's MPS, Killesher St Mary's MPS, Mullymesker St Naile's MPS, Kinawley	√	√ √ √
3	North Fermanagh Learning Together	Kesh CPS Lack CPS St Joseph's MPS, Ederney	√ √	√
4	West Erne Link	Fairgreen National School (Col) St Mary's MPS, Teemore	-	- √
5	Derrygonnelly & Boho Learning Partnership	Derrygonnelly CPS Killyhommon MPS St Patrick's MPS, Derrygonnelly		√ √ √
6	Lisbellaw Learning Together	Lisbellaw CPS Tattygar MPS, Lisbellaw	√	√
7	Erne West Learning Community	Belleek CPS St Davog's MPS, Belleek St John the Baptist MPS, Roscor St Martin's MPS, Garrison		√ √ √ √
8	Tempo Shared Education Partnership	St Mary's MPS, Tempo Tempo CPS	√	√
9	Newtownbutler & Donagh Shared Learning Partnership	Newtownbutler CPS St Joseph's MPS, Donagh St Mary's MPS, Newtownbutler	√	√ √
10	Maguiresbridge Learning Community	Maguiresbridge CPS St Mary's MPS, Maguiresbridge		√ √
11	Crossing the Finn Partnership	Aghadrumsee CPS St Macartan's MPS St Tierney's MPS, Roslea	√	√ √
12	Mullanaska & Model Shared Partnership	Enniskillen Model CPS St Patrick's MPS, Mullanaska	√ √	
13	Irvinestown & Ballinamallard Shared Partnership	Ballinamallard CPS Irvinestown CPS St Paul's MPS, Irvinestown	√ √ √	
14	The Moat & St Ronan's Shared Ed Partnership	Moat CPS St Ronan's MPS, Lisnaskea	√ √	

It can be seen from the table above that the Draft Area Plan identified 22 of the 36 schools as experiencing at least one viability stress and are subject to the exploration of 'a local area / parish solution'.

A public consultation exercise was launched from 19 March 2013 to 30 June 2013 with the aim of obtaining views on the Draft WELB Strategic Area Plan for Primary Schools.

4.2.2 *Joint Submissions for Exploration of a Shared Model*

The Fermanagh Trust was awarded funding from the International Fund for Ireland and the Atlantic Philanthropies (as Phase II of the FSEP) to work with the 14 partnerships to sustain shared education and to help them prepare a joint response to the Draft WELB Area Plan public consultation to include proposals for shared education models.

The Fermanagh Trust:

- Worked with partnerships to define the extent of potential sharing long-term.
- Assisted partnerships in consulting and informing parents and local communities on area planning and the need to consider local area solutions e.g.
 - Provided schools with relevant background information for public meetings and parent meetings to help them facilitate conversations with their school community.
 - Facilitated information sessions for parents and governors to help build relationships and increase understanding of shared education.
 - Chaired and/or gave input to joint governor meetings and information sessions. The Fermanagh Trust encouraged school leaders to take this facilitator role forward themselves once they felt confident to do so.
 - Provided advice and support to schools to conduct surveys – to help schools gain feedback on what shared education models should be explored by the partnership going forward.
- Assisted each partnership in drawing up and submitting a 'shared options' paper to WELB.

All 14 partnerships made substantial submissions (June 2013) in response to WELB's public consultation on the draft area plan, outlining their vision and long-term proposals for cross-sectoral sharing – partnerships engaged in extensive consultation and meetings between Boards of Governors, parents and the wider school communities to ensure widespread support for their proposals for sustaining and progressing shared education. The proposals were agreed and approved by the principals and Board of Governors of each of the partner schools, demonstrating the commitment by school leaders.

Most significant is the fact that 11 of the 14 partnerships stated their intention to explore and implement a cross-sectoral confederation model (i.e. joint sub-committee of Governors with delegated powers that will share expertise, facilities and resources for the benefit of all schools in the partnership) and 11 partnerships stated their desire to share existing teachers between schools (Appendix II provides a summary of shared activities proposed).

NB. Schools within 8 of these 11 partnerships are categorised as '*local area solution to be explored*' within the Area Plan. The other 3 partnerships are categorised as '*No change proposed at present*', yet they remain committed to progressing shared education models - highlighting the educational benefits of collaboration beyond the need to identify a local area solution.

Considering the baseline position of no/limited contact, this level of commitment is significant and a testament to the success of the FSEP and the leadership and drive demonstrated by the schools to advance shared education in Fermanagh. This has been recognised and acknowledged by a number of stakeholders.

The Chief Executive of CCMS identified support for the FSEP and for continued shared education as a local area solution to area planning:

“CCMS acknowledges the contribution which the Fermanagh Shared Education Programme has made to developing school partnerships and enhancing outreach to the community. The cross-sectoral linkages have helped to unlock the potential of schools to work together at a curricular, pastoral and community level but have also challenged perceptions in the wider community and diminished long-held misgivings. It is encouraging that the Shared Education Programme cherishes diversity and respects others in what it does. The Council, like the WELB, believes that it [The Fermanagh Trust] has the potential to play a role in facilitating new arrangements for the provision of education under any proposals emerging from Area Based Planning.” **Jim Clarke, CCMS**

The Chief Executive of Fermanagh District Council is also supportive of the Fermanagh Trust and its role in advancing shared education for sustainability of schools in Fermanagh:

“The Fermanagh Shared Education Programme has been operating since 2009 following extensive research by the Fermanagh Trust indicating a strong desire among parents, educators and community representatives for increased opportunities for collaboration on a cross community basis between schools, so that pupils would have the opportunity to learn and interact with others of a different religion/community background. In this time the programme has had a widespread impact in local communities, including extended families, governors, clergy and community representatives. The programme encourages improved relationships at a local level; however, oftentimes in areas where there is hurt and division involvement in the programme can challenge communities. The Council is very concerned regarding the sustainability of schools across Fermanagh and Members are of the opinion that Shared Education should be given due and proper consideration by the Department of Education when considering sustainability”. **Brendan Hegarty, Fermanagh District Council**

4.2.3 **WELB Strategic Area Plan for Primary Schools**

In June 2014, the WELB Strategic Area Plan for Primary Schools was published following the public consultation exercise (which concluded at the end of June 2013). The document acknowledges the significant levels of sharing and collaboration taking place in Fermanagh and the desire and willingness for this to continue:

“The excellent collaboration within schools was identified with some schools, especially in the Fermanagh District Council area, identifying an expression of interest in Shared Education”. **WELB Strategic Area Plan for Primary Schools** (June 2014)

Reference to the submissions made by Fermanagh school partnerships was also made in the document and that the Managing Authority will work with the school exploring options for shared education:

“A large number of individual school responses outlined the good practices within the school under Shared Education. In acknowledgement of the responses received from schools, the WELB and CCMS will work with the schools to encourage and promote the sharing which is currently happening in the school communities...The Fermanagh Trust, through funding, encouraged schools to share resources and time. The WELB and CCMS will build upon this to provide sustainable sharing in the schools”. WELB Strategic Area Plan for Primary Schools (June 2014)

The following table shows the revised proposals in the final area plan (June 2014) as a result of the submissions made by the partnerships.

Table 4.2: The revised Proposals in Area Plan for Primary Schools in Fermanagh Partnerships (June 2014)

	Partnership Name	School Name	The MA will work with the school to explore options for Shared Education, as per joint submission from Board of Governors	The Managing Authority will keep school under review
1	Brookeborough Shared Learning Partnership	Brookeborough CPS St Mary's MPS, Brookeborough	√ √	√ √
2	Claddagh Glen Schools Together	Florencecourt CPS St Mary's MPS, Killesher St Mary's MPS, Mullymesker St Naile's MPS, Kinawley	√ √ √ √	√ √ √ √
3	North Fermanagh Learning Together	Kesh CPS Lack CPS St Joseph's MPS, Ederney	√ √ √	√
4	West Erne Link	Fairgreen National School (Col) St Mary's MPS, Teemore	√ √	- √
5	Derrygonnelly & Boho Learning Partnership	Derrygonnelly CPS Killyhommon MPS St Patrick's MPS, Derrygonnelly	√ √ √	√ √ √
6	Lisbellaw Learning Together	Lisbellaw CPS Tattygar MPS, Lisbellaw	√ √	√
7	Erne West Learning Community	Belleek CPS St Davog's MPS, Belleek St John the Baptist MPS, Roscor St Martin's MPS, Garrison	√ √ √ √	√ √ √ √
8	Tempo Shared Education Partnership	St Mary's MPS, Tempo Tempo CPS	√ √	√
9	Newtownbutler & Donagh Shared Learning Partnership	Newtownbutler CPS St Joseph's MPS, Donagh St Mary's MPS, Newtownbutler	√ √ √	√ √
10	Maguiresbridge Learning Community	Maguiresbridge CPS St Mary's MPS, Maguiresbridge	√ √	√ √
11	Crossing the Finn Partnership	Aghadrumsee CPS St Macartan's MPS St Tierney's MPS, Roslea	√ √ √	√ √
12	Mullanaska & Model Shared Partnership	Enniskillen Model CPS St Patrick's MPS, Mullanaska	√ √	
13	Irvinestown & Ballinamallard Shared Partnership	Ballinamallard CPS Irvinestown CPS St Paul's MPS, Irvinestown	√ √ √	
14	The Moat & St Ronan's Shared Ed Partnership	Moat CPS St Ronan's MPS, Lisnaskea	√ √	

While the partnerships have been successful in getting the voice of their school communities reflected in the area plan, the schools are experiencing a number of challenges in progressing their aspirations for their partnership, as outlined in Section 5.2 later in this report.

4.3 Shared Education Signature Project

4.3.1 Background

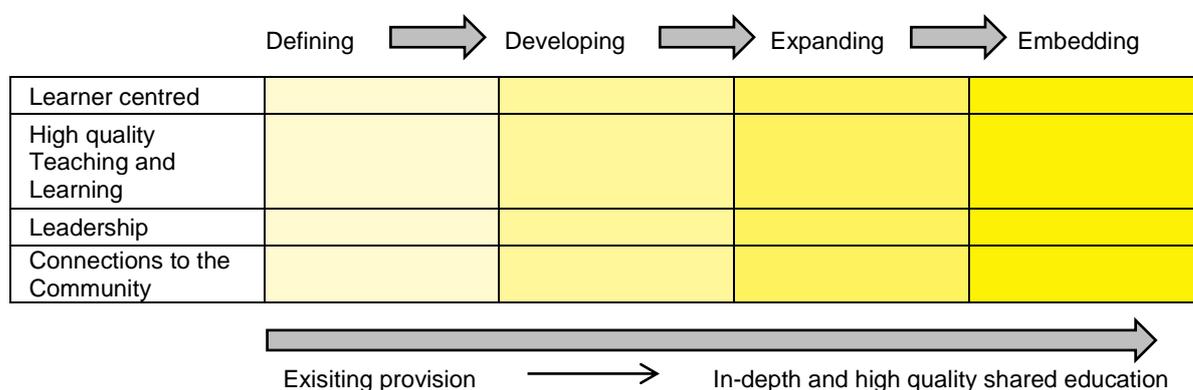
The Shared Education Signature Project (SESP) represents another route to sustaining shared education and is targeted at schools that have already engaged in shared education work. The launch of the SESP represented a significant achievement for the beginning of mainstreaming shared education.

The SESP has been created under the Northern Ireland Executive's Delivering Social Change (DSC) framework which aims to tackle poverty and social exclusion. The SESP receives funding from the Office of First and Deputy First Minister (£10m), Atlantic Philanthropies (£10m) and the Department of Education (£5m) over a 4 year period.

The vision is for “*vibrant, self-improving Shared Education partnerships delivering social change through educational benefits to pupils; promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion; and encouraging the efficient and effective use of resources*”.

The SESP application process required schools to use a self-evaluation framework, developed by the Education and Training Inspectorate (ETI) entitled ‘*Developing Shared Education: A Framework for School Partnerships*’. This framework allows schools to assess their baseline position in relation to each of the four key characteristics of effective schools i.e. Learners; High Quality Teaching and Learning; Leadership; Connections to the Community. In each of these key areas there are four main stages of progress on the journey to effective, high quality and embedded Shared Education - Defining, Developing, Expanding and Embedding (Figure 4.1).

Figure 4.1: Self-evaluation - Shared Education Continuum



4.3.3 *Fermanagh School Partnerships – Application to SESP*

The launch of the SESP is very much welcomed by the Fermanagh Trust as it represents a firm commitment by the statutory authorities to mainstream shared education. This was the ultimate aim of those working to promote and advocate for shared education.

The Fermanagh Trust's funding of partnerships came to an end in June 2014 and from this period the focus was on the transition to the SESP. Based on the extensive level of sharing and collaboration and the commitment shown by the Fermanagh partnerships, the Fermanagh Trust hoped that all partnerships which they had supported would be successful in gaining funding to sustain shared education under the mainstream programme.

The first call for applications to the SESP (Cohort 1) was made in December 2014 – this was the pilot application phase. Despite the short application deadline (i.e. 2 weeks prior to the Christmas holiday period) a total of 9 of the 14 Fermanagh school partnerships applied for funding. Principals agreed that deadline was very challenging, given the short notice and existing commitments at the end of term. *NB. One partnership discovered they were ineligible for funding as their partnership comprised of one school in Northern Ireland and the second located in the Republic of Ireland.*

All applications submitted in December by schools across Northern Ireland were asked to re-submit by the Department of Education due to shortcomings in the application process and the need to re-issue further guidance to schools. The following clarifications and support have since been provided:

- Clarity on the eligibility criteria.
- Clarity regarding the duration of the programme and the timeframes to be applied.
- Clarity surrounding the threshold of programme costs.
- Clarity on areas where funding can be sought.
- The Department of Education facilitated additional workshops / 'support Clinic' to provide further support and guidance on ETI's self-evaluation process.
- Technical issues were rectified on the application forms.
- Additional input from schools was also requested – to include a one page narrative outlining proposals and further evidence to support schools self-evaluation scorings.

The schools were asked to re-submit their application by February 2015 to take account of the above and to reflect on the Department of Education's initial feedback on their application.

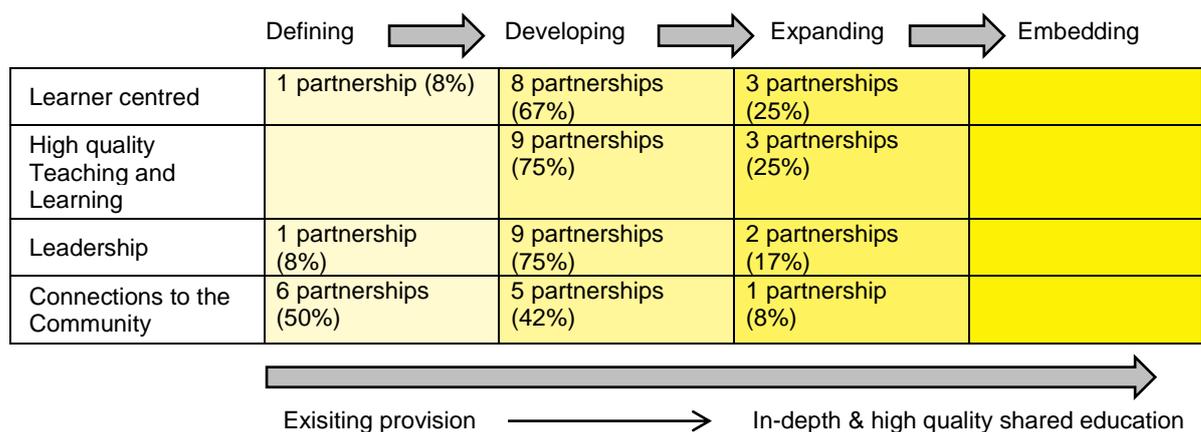
Of the 9 partnerships that submitted applications under the Cohort 1 pilot phase, 7 decided to re-submit their application in February. The remaining 2 partnerships decided to delay their application to the second call. The second call for applications to the SESP (Cohort 2) was made in May 2015. Based on learning from the first cohort, the application format was improved for Cohort 2 (format changed from excel to a more user-friendly word document) and updated application guidance provided. 5 partnerships have applied for funding under Cohort 2.

Overall 12 of the 13 eligible Fermanagh primary school partnerships have applied for funding to sustain shared education activities under the SESP (Table 4.1).

Table 4.3: Applications made by Fermanagh Partnerships to the Shared Education Signature Project

Partnership Name	Cohort 1				Cohort 2	
	Cohort 1 Submission (Dec 2014)	Cohort 1 Result	Cohort 1 Re-submission (Feb 2015)	Cohort 1 Result	Cohort 2 Submission (May 2015)	Cohort 2 Result
1 Brookeborough Shared Learning Partnership	Yes	request to re-submit	Yes	Successful		
2 Claddagh Glen Schools Together					Yes	Pending
3 North Fermanagh Learning Together	Yes	request to re-submit	Yes	Successful		
4 West Erne Link			Not eligible			
5 Derrygonnelly & Boho Learning Partnership			Did not apply			
6 Lisbellaw Learning Together	Yes	request to re-submit			Yes	Pending
7 Erne West Learning Community	Yes	request to re-submit	Yes	Successful		
8 Tempo Shared Education Partnership	Yes	request to re-submit	Yes	Successful		
9 Newtownbutler & Donagh Shared Learning Partnership	Yes	request to re-submit			Yes	Pending
10 Maguiresbridge Learning Community	Yes	request to re-submit	Yes	Successful		
11 Crossing the Finn Partnership					Yes	Pending
12 Mullanaskea & Model Shared Partnership	Yes	request to re-submit	Yes	Successful		
13 Irvinestown & Ballinamallard Shared Partnership					Yes	Pending
14 The Moat & St Ronan's Shared Education Partnership	Yes	request to re-submit	Yes	Successful		

The 12 Fermanagh primary school partnerships that submitted a response to the SESP undertook a self-evaluation of their shared education activities, using ETI's framework. A summary of the number of partnerships per baseline category is provided in Figure 4.2 below. Partnerships demonstrated that they are at the 'Developing' stage or above in three of the four key areas. For each category, the partnerships vision for shared education is to advance along this shared education continuum for each area defined.

Figure 4.2: Self-evaluation Baseline Position of Fermanagh Primary School Partnerships


4.5 Conclusion

The Fermanagh partnerships have the potential to sustain sharing into the future. Based on consultation feedback, principals emphasised their desire and willingness to progress shared education with their partner/s – recognising the significant educational and societal benefits to the whole school community. Principals also agreed that their positive experience of the FSEP has equipped them with the relevant skills, expertise and confidence to explore and develop shared education models in the future.

As a testament to their commitment to shared education, all 14 Fermanagh partnerships submitted substantial proposals in response to WELB's Draft Strategic Area Plan which outlined their desire to not only sustain their existing shared education activities but to uplift the level of collaboration by formalising joint leadership structures i.e. 11 partnerships outlined their long-term plan to explore/develop a cross-sectoral confederation model and 11 partnerships proposed sharing existing teachers. These proposals were not developed in isolation by principals, instead extensive consultations were carried out jointly with the Board of Governors and consultations undertaken with parents and the wider school community – bottom-up/community wide engagement was paramount to gain buy-in to the proposed sustainable shared education models.

Principals reported that they did not feel restricted (within the confines of a programme) when considering their long-term visions and aspirations in the development of the area plan proposals. Indeed, principals felt energised and enthusiastic about putting forward their ideas for shared education to secure the future of education provision in their area. This resulted in some aspects of their shared education models being more progressed in their area planning response than what was outlined in their application to the SESP i.e. partnerships aspired to develop cross-sectoral confederation models and share existing teachers in their area plan proposals, whereas these options were restricted under the SESP.

Issues surrounding the SESP application process also dampened the partnerships enthusiasm, however the vast majority of Fermanagh partnerships have persevered with the process and 12 of the 13 eligible partnerships have submitted an application for funding. One partnership has decided not to apply for funding under the SESP – not because of their lack of commitment to shared education but as a result of the timing and administration surrounding the application process.

The SESP has huge potential to drive forward shared education within the statutory system and it is important that Area Planning and the SESP are not disconnected, as funding for shared education activities under the SESP will offer significant opportunities to create a network of sustainable schools and address the issues of area planning.

Overall, there is a need to drive forward shared education with respect to area planning, address the administrative issues related to the SESP, and ensure that both routes to mainstreaming shared education are complementary.

5 SUPPORT REQUIRED TO SUSTAIN SHARED EDUCATION

5.1 Introduction

Based on consultations with principals and key stakeholders and a review of desk-based information, the following section outlines the key barriers to the progression of shared education, as well as recommendations to help partnerships achieve their future plans.

5.2 Barriers to Progress & Support Required

A number of barriers are identified along with associated recommendations to overcome barriers in order to facilitate the advancement of shared education.

1. Lengthy delays in providing support to advance proposals: The Fermanagh partnerships outlined their proposals for progressing shared education in response to the WELB Strategic Area Plan public consultation in June 2013 (having engaged in widespread consultations with their school community). However despite the Minister of Education emphasising the importance of the area planning process in driving forward shared education in October 2013 and the statements in the WELB Primary School Area Plan in June 2014 how the Managing Authorities will explore shared education options with the schools, as reported earlier in this report, there has been little follow through from the relevant management authority to support these proposals, with the exception of one partnership from which an Expression of Interest for a Shared Campus has been submitted. This delay means that opportunities have been missed to progress the development of area based solutions in a timely manner. And more importantly, it is placing small schools which have sustainability challenges at greater risk of closure, when a shared solution could save the school.

- **Recommendation:** There is a need for the managing authorities to provide schools with timely support to advance shared education proposals, as outlined in their response to the public consultation on area planning.

2. Lack of information, guidance and support on cross-sectoral models: It was reported earlier that the Minister for Education said in October 2013, that he was tasking the Department to produce guidance on a range of sharing options, along with advice on bringing forward development proposals for sharing and guidelines on the development of area plans to encourage shared education.

However, there is much evidence of frustration at the absence of this guidance and information.

Two years on and this is still a major barrier, as reported in the Education Committee's Position Paper on Area Planning (**June 2015**), where it states:

"[The Department of Education] should do much more to facilitate cooperation between communities, parents, governors, and schools etc. through e.g. Area Learning Communities and should provide much clearer guidance on sharing and innovative solutions to Area Planning problems including other school management options".

It is important to note that the Department of Education has recently (April 2015) issued a circular providing guidance on one model i.e. guide to establishing 'jointly managed schools'. However, no such guidance is currently available for other cross-sectoral options.

- **Recommendation:** There is an immediate need for guidance to be developed for a range of cross-sectoral options to allow partnerships to make an informed decision on which shared model (if any) to adopt.
 - **Recommendation:** To provide partnerships with adequate support, there is a need for the relevant managing authority and/or another body to widely promote and disseminate guidance through circulars and information sessions on the wide range of cross-sectoral models available to schools.
 - **Recommendation:** There is a need for the relevant managing authority and/or another body to support the implementation of the range of cross-sectoral models that schools wish to progress.
- 3. The administration burden surrounding the SESP application:** Partnerships reported a number of technical and administration issues associated with the SESP application process and some felt that guidance was limited on how to use ETI's self-evaluation framework. As reported in Section 4.3.2, all applications submitted in December 2014 were asked to re-submit by the Department of Education due to shortcomings in the application process and the need re-issue further guidance to schools.
- **Recommendation:** The technical and administration issues have largely been rectified by the Department of Education. It is important that this is monitored and learning used to improve the process going forward.
 - **Recommendation:** It is evident that some experienced partnerships had difficulty with the application and self-evaluation process, therefore a need exists for additional support to be provided (e.g. tailored support, sample application forms) and thereby help existing partnerships with the transition to a mainstream programme – to ensure that their experience and expertise are nurtured and that momentum is sustained for sharing.
- 4. Inclusion of Key Stage Assessments as a criterion for measuring shared education outcomes under the SESP:** End of Key Stage Assessments (KSAs) are teacher-based formal assessments to measure Literacy and Numeracy targets and are carried out in primary schools at the end of Year 4 (KS1) and Year 7 (KS2). However, the majority of primary schools do not submit KS data to the Department of Education due to ongoing industrial action where teacher unions have instructed their members not to be a part of these assessments.
- A requirement of funding under the SESP is to provide this KSA data as one of the measures of success / outcomes of shared education, which poses a barrier to progressing shared education under the SESP. Principals also noted that this requirement was not referenced within the SESP application or guidance notes and was only introduced at the SESP letter of offer stage. It is important to note that principals are more than willing to provide other outcomes as evidence for shared education.
- **Recommendation:** It is recommended that the Department of Education, teaching unions and schools work to resolve this issue as soon as possible, as it is a major impediment to progressing and sustaining shared education.
- 5. Disconnect between Area Planning and the SESP:** The focus of Area Planning on the rationalisation of the school estate to include infrastructure changes such as amalgamations/mergers

and expansion of schools limits the potential options. Shared education offers another viable option to retain high quality education in the local area. For example, cross-sectoral federations and jointly managed schools should be explored as viable local area solutions, where appropriate.

In terms of the SESP, there is a strong focus on school collaboration activities, to include shared classes and joint staff development. As stated in Section 4.5, the SESP has huge potential to drive forward shared education within the statutory system. Therefore, innovative models of sharing should also be promoted as part of the SESP, but that does not appear to be the case.

The disconnect between the function of area planning and the management of shared education within the statutory education system was evident at a recent briefing to the Education Committee by the Education and Library Boards (February 2015) to the Inquiry into Shared and Integrated Education. Despite the WELB Strategic Area Plan outlining the Fermanagh partnerships' proposals for shared education as a local solution, there is a lack of awareness among key WELB personnel regarding the proposals submitted and a lack of appreciation regarding the advanced level of cross-sectoral collaboration in Fermanagh.

It is highly unlikely that shared solutions are proposed if schools are not engaged in shared education, therefore the both functions, roles and responsibilities in the education statutory sector should be cross-cutting.

- **Recommendation:** The two routes to sustaining shared education available through Area Planning and SESP should not be disconnected. Both channels should have a combined focus to support school collaboration as well as more innovative models of sharing, such as cross-sectoral federations and jointly managed schools – in order to create a network of viable and sustainable schools capable of delivering high quality education.

- 6. Absence of a 'bottom-up' approach to identifying area based solutions:** It is imperative that the wider school community is informed and empowered to take decisions regarding the future provision of education in their local area and that ideas emanate from the community as a result of widespread consultation, which will ultimately lead to greater sustainability of models.

Professor Tony Gallagher, Adviser to Education Committee on Area Planning (2014) highlighted that if its left to the managing authorities alone (i.e. a top-down approach), shared solutions are less likely to be proposed:

"...if it's a top-down process driven by each of the sectors separately, there is no particular encouragement or facilitation for that so proposals don't emerge".

Professor Gallagher also reflects on the positive work of the Fermanagh Trust in terms of widely engaging with school and local communities through a bottom-up consultative approach, resulting in greater drive and enthusiasm for taking forward shared solutions:

"The Western Board describes in fairly profuse terms the work of the Fermanagh Trust. Virtually every school in Fermanagh is involved in some shared educational proposal, but there are no proposals for shared education in any other County in the WELB area. That suggests to me that where there are people working on the ground with the schools, there is a lot of enthusiasm and a lot of ideas. But when it is a top-down process run by the sectors, the same energy and commitment doesn't seem to be there."

The Fermanagh Trust can attest to the importance of investing time and resources in a bottom-up approach, which has proven successful in the roll out of the FSEP.

Given the evidence and the widespread acknowledgement that a 'bottom-up approach' is favourable, and indeed 'strong community links' is highlighted in a number of the Department of Education's policies, namely Every School a Good School; Schools Sustainable Policy and within ETI's framework for Shared Education; It is surprising that there is no specific reference to key actions which support community engagement in the Sharing Works Policy. There is a need to emphasise the importance of the community dimension in advancing proposals/solutions to area based planning.

This gap in support is most likely to be a major contributory factor to the issue which was identified during the Department of Education's assessment of SESP applications. It was noted that 'Community Connections' is an area where schools are not as well advanced. Faustina Graham, Department of Education - Director of Collaborative Education & Practice (May 2015) stated that:

"One of the key aspects of the shared education programme is the role of the school in the community... given the bids that came in under the DSC programme, it has probably been the weakest part of the existing action plans". Although, half of the Fermanagh school partnership's recorded their baseline position for 'connections to the community' as either Developing or Expanding"

- **Recommendation:** It is recommended that support is provided for school communities to explore 'bottom-up' shared solutions to area planning. This will not happen in the absence of that support. To date the statutory sectors have been reluctant to undertake this role.

7. Need for support in undertaking community consultations to fully engage local stakeholders:

Before a school partnership can consider a shared model, there is a need to carry out more effective consultation arrangements with the wider community, to include creative means of gaining feedback in order to garner trust and to ensure buy-in from all relevant stakeholders regarding shared solutions proposed.

It is noteworthy that the Fermanagh Partnerships engaged in extensive consultations with their local community in developing their response to the draft WELB Strategic Area Plan public consultation and as such resulted in innovative models for sharing being agreed and proposed in response to area planning. Principals reported that they are fully committed to gaining feedback from the wider school community to explore local solutions and to seek views on shared education models as a possible option to secure the provision of education in the local area.

However, partnerships often lack skills to facilitate sensitive discussions between school communities. Based on the experience of the Fermanagh Trust, school partnerships often request support to chair joint governor meetings and / or parent and community information events to discuss shared education options and to address any concerns by parents/wider community regarding future possible threat of closure.

This need has been identified at a regional level, for example, the minutes from one of the Education Committee briefing events with area planning stakeholders (February 2015) reported that:

"participants highlighted the absence of local independent facilitation for sharing between schools and cross-sectoral solutions"

This was also confirmed by the Chief Executive of WELB, who supports the need for independent facilitation, asserting that:

“The Fermanagh Trust can play a valuable role as an external broker to help facilitate discussions between schools about potential cross-sectoral models where that may be appropriate...” **Barry Mulholland, CEO, WELB**

- **Recommendation:** It is recommended that the Department of Education and / or the managing authorities undertake themselves, or commission or alternatively fund partnerships to commission experienced facilitators to conduct meaningful community consultation to provide independent and impartial results.

8. Lack of support for cross-border partnerships: One of the objectives for primary school area planning included the need to ‘*explore opportunities for cross-border planning*’; however there is little evidence that these options have been considered.

The Department of Education’s SESP does not include support for cross-border partnerships, despite the fact that counties such as Fermanagh have schools which are within a short distance of a school in the Republic of Ireland. A unique feature of the FSEP intervention model was that it is open to schools in the Republic of Ireland who are encouraged to partner with schools in Fermanagh, therefore generating cross-border linkages.

It is envisaged that support will become available for cross-border partners through the Peace IV Programme – although the focus is on partnerships with no previous experience of shared education. A gap is evident in terms of cross-border partnerships with experience of cross-sectoral sharing.

- **Recommendation:** There is a need for cross-border shared education projects to be supported, to include those partnerships not eligible for funding under existing initiatives. For example, one of the 14 Fermanagh partnerships is not eligible for funding under the SESP, despite the leadership and commitment they have demonstrated to advance cross-sectoral sharing. The absence in funding will result in the momentum for sharing being greatly reduced. There is a need to continue to support partnerships such as this.

5.3 Fermanagh Trust’s Commitment to Shared Education going forward

This section reflects the commitment from the Fermanagh Trust’s Trustees to continue their role in shared education in the development of a ‘**Rural Centre for Shared Education**’ - as announced at the recent ‘Celebration Event’ in June 2015. (Speeches delivered by two principals at the event are enclosed in Appendix III).

Concerned about the challenges facing partnerships in Fermanagh and regionally, in advancing their visions for shared education, the Fermanagh Trust has taken a strategic decision to establish the rural Centre, which could provide the means to help address some of these obstacles.

5.3.1 ‘Rural Centre for Shared Education’

The Fermanagh Trust hosted a ‘Celebration Event’ at the Lough Erne Resort on 10 June 2015, to celebrate the success of Shared Education in Fermanagh and the pioneering work of school partnerships across the County. All 14 Fermanagh primary schools partnerships were represented to include principals, teachers and governors. The event was also supported by the funders, managing

authorities, elected representatives and church leaders – all wanting to congratulate the schools on their successes and contribution to advancing shared education.

The guest speakers all endorsed the work of the Fermanagh Trust and recognition was given to the drive and leadership shown by the Fermanagh primary school partnerships to engage in pioneering work and to positively influence government decision-makers in the advancement of shared education as a viable option to sustain schools capable of delivering high quality education.

Paul Sweeney, Permanent Secretary of the Department of Education said during the event:

“On behalf of the Minister thank you so much for the work you do. In all the evaluations that have been carried out you have more than achieved, you have very often exceeded all the aims and objectives. You’re doing terrific work and long may it continue.” “The work that you have been doing in Fermanagh has been truly pathfinder work and it has greatly influenced policy formulation. As administrative head of the Department I can confirm to you that the work you have been doing at a local level has been innovative and has greatly assisted the Department of Education in terms of our thinking.”

Paddy Harte, the International Fund for Ireland Board Member said:

“The Fund is proud of the significant investment we have made through Fermanagh Trust and others to support the advancement of shared education. The models established here have outlined practical and achievable ways for schools to retain identities, break down barriers and provide new opportunities for young people to learn together and reach the highest possible standards of educational achievement. Sharing can and must be a central part of all educational delivery in Northern Ireland. Fermanagh Trust has been instrumental in developing ground-breaking models of sharing across and between sectors and has brought real educational benefits to thousands of pupils. We commend Fermanagh Trust on its commitment to shared education and recognise the important difference it is making.”

Representing the Fermanagh School partnerships, Marie O’Shea, Principal of St John the Baptist PS, recognised the significant contribution and support provided by the Fermanagh Trust, stating:

“I take this opportunity, on behalf of all our colleagues in the county, to thank the Fermanagh Trust team for believing in all of us and the work we do in the Fermanagh Schools. Thank you for being advocates for the children of Fermanagh and encouraging funders to continue to invest in this worthwhile work. In conclusion for the ‘Erne West Learning Community’ the future is bright... For the schools of Fermanagh the future is Shared!”

Based on the significant achievements and benefits gained by participating schools and changes in government policy, the Trustees are fully committed to a future role in shared education. David Bolton, Vice Chairman of the Fermanagh Trust said:

“Shared Education has been an integral part of education in Fermanagh for the last six years. It is important that we acknowledge the journey and celebrate the exemplary work that has taken place across Fermanagh’s schools in pioneering

shared education, which has drawn praise from all sections of the community and all political parties. The significant steps in terms of government policy is the culmination of many years of hard work, with schools in Fermanagh at the forefront of the initiative”.

As part of the Trustees future strategy, David Bolton announced that the Fermanagh Trust has launched the initiative ‘**Rural Centre for Shared Education**’ (www.sharededucationcentre.org), with the aim of developing linkages between schools; working to identify and develop local solutions to meet local needs; and contribute to more cohesive and sustainable communities. The centre will provide a ‘rural hub’ to explore and develop sustainable shared models (e.g. cross-sectoral federations, confederations, jointly managed schools, joint faith schools, shared campuses and other shared schools), which can then be incorporated into the area planning process to enhance educational provision.

The ‘Rural Centre for Shared Education’ can help to address some of the needs identified in Section 5.2, and its work may include the following:

- Provide support to schools in developing local shared education solutions/models, to include those wishing to bring forward more innovative and advanced models, such as cross-sectoral federation models.
- Challenge statutory bodies to bring forward guidance to allow schools to make an informed decision on which shared model (if any) to adopt.
- Continue to support the 14 Fermanagh partnerships in their transition to the SESP.
- Promote and disseminate guidance through circulars and information sessions on the wide range of cross-sectoral models available to schools.
- Support the implementation of the range of cross-sectoral models that schools wish to progress.
- Act as an advocate for schools when liaising with educational and other relevant authorities i.e. relate concerns from an independent perspective.
- Promote and facilitate more effective consultation arrangements and surveys and provide independent and impartial results.
- Act as an independent broker to facilitate discussions between school communities on the most appropriate shared model for them.
- Support cross-border shared education projects, to include those not eligible for funding under existing initiatives.

5.5 Concluding Comments

The development of shared education in Fermanagh has been an exceptional journey for the funders, the Fermanagh school partnerships and the Fermanagh Trust. Considering that the programme was a pilot in 2009, it is a significant achievement and testament to the commitment of those involved that the programme has now been mainstreamed – highlighting the effectiveness of the programme delivery and educational, societal and economic outcomes generated.

Although mainstreaming shared education was the ultimate aim of the Fermanagh Trust to sustain shared education in the county, the Trustees still believe there is more work than can be done to build on and sustain the momentum for shared education in Fermanagh and beyond. It is the evaluator's view that there is a role for the Fermanagh Trust going forward, particularly given the barriers identified by partnerships to achieve their future plans. The proposed 'Rural Centre for Shared Education' is welcomed and will provide a channel for the skills and expertise within the Fermanagh Trust to be retained and will support schools to advance sustainable share education models as innovative solutions to Area Planning – leading to enhanced and sustainable educational provision, especially in rural areas.

I. APPENDIX I – PARTNERSHIP PROFILES

Partnership 1

Brookeborough Shared Learning Partnership		
Brookeborough CPS and St Mary's MPS Brookeborough		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Brookeborough CPS and St Mary's PS have a long history of cross-sectoral co-operation, spanning over 45 years (from 1969).</p> <p>Schools participated in initiatives such as: Education for Mutual Understanding (EMU) Programme; the Schools Community Relations Programme (SCRIP); Riverbrooke Cross-Border / Cross-Community Project with schools in County Sligo; and Speedwell Trust project.</p>	<ul style="list-style-type: none"> The level of co-operation between both schools has increased significantly over the last 6 years due to participation in the FSEP. As a result, the schools have gained confidence and have laid the foundations to explore a shared education model. In 2014, the schools (in collaboration with WELB and CCMS) submitted an expression of interest to DE for a 'Shared Education Campus' in the village of Brookeborough. The Fermanagh Trust facilitated a community survey in March 2014, which was distributed to parents, staff, Churches and members of the wider community, and the outcome was overwhelming, with 93% of the community supporting a shared campus as a means of providing enhanced and sustainable educational provision. The campus has the support of all political parties on Fermanagh District Council, and, at a recent meeting in February 2015 with the First Minister, the deputy First Minister and Arlene Foster, the principals received a positive and enthusiastic response to the proposal for the shared campus. The deputy First Minister described the Brookeborough initiative and its leadership as inspirational.
Partnership identity / name	No.	<ul style="list-style-type: none"> The two schools are now collectively known as – 'Brookeborough Shared Learning Partnership'.
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared Education activities are reflected in individual School Development Plans, to include detailed action plans for sustained contact between pupils and capacity building for teaching and non-teaching staff. Shared pastoral care policies have been developed.
Joint Curriculum Planning	Limited to ad-hoc cluster meetings with other schools in area.	<ul style="list-style-type: none"> As a result of regular sharing, teachers from both schools plan the curriculum together. Curriculum planning and development has proved to be beneficial and teachers continue to work together to plan each school year.
Regular Shared Classes	<p>No.</p> <p>Previous cross-community contact schemes involved pupils working together mainly on trips away from the school e.g. included residential in Magilligan Field Centre and the Ulster Folk and Transport Museum.</p>	<ul style="list-style-type: none"> During the FSEP, all pupils enjoyed regular, weekly shared activities and classes (e.g. Art, Drama, ICT, Outdoor Play and Gymnastics, Respecting Differences Programme). The FSEP allowed the schools to de-composite classes and provide age appropriate lessons for pupils (NB. Each school has three teachers and both have composite classes involving 3 year groups). Planning day takes place at the start of the school year to agree structure and format of shared activities. This involves participation from teachers, classroom assistants, secretaries and tutors.
Number of Classes involved	None.	<ul style="list-style-type: none"> All pupils in both schools have engaged in regular and sustained curricular shared classes for the past 6 years as part of the FSEP.
Joint public performances	No.	<ul style="list-style-type: none"> Informal joint performances took place in both schools on a regular basis as part of shared drama classes. Performed at Fermanagh Feis competition – winning first prize. End of Year Celebration events. Pupils performed a self-penned drama for the community called 'Racism Ruins Lives'. Pupils performed Scottish and Irish dancing at St Patrick's Day parades in Enniskillen.
Shared facilities /resources	No.	<ul style="list-style-type: none"> Shared teaching/educational resources and materials. Use classrooms of both schools for joint classes. Share specialist tutors and advisors (drama, dance and literacy). Each school now has access to the skills of six teachers (three from each school).

Brookeborough Shared Learning Partnership		
Brookeborough CPS and St Mary's MPS Brookeborough		
	Before FSEP (2009 /2010)	As a result of FSEP
Joint staff development	No.	<ul style="list-style-type: none"> • Joint training in good practice, partnership-building; the Rural Respecting Difference programme; Drama & Movement; Delivery of ICT accreditation for pupils; Outdoor Play and Gymnastics. • Share specialist tutors and advisors (drama, dance and literacy) to help professional development and capacity of teachers. • Continuing Professional Development provided by 'Learnsark' in the area of Mutual Understanding.
FT Shared teachers /teacher exchange scheme	N/A.	<ul style="list-style-type: none"> • Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme. • In 2014, the schools exchanged teachers for ½ day per week to deliver STEM and PDMU. This has proven to be a success and has helped to de-composite combined classes.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Joint workshops and training for parents are common between the two schools e.g. ICT, Internet Safety; Reading Strategies; Respecting Differences workshops. • The parent teacher associations of both schools have worked together on fund raising events for local charities and have recently organised an event in the village to plant bulbs to improve the environment – this event was attended by parents, grandparents and children across the village.
Joint events for parents (e.g. social events)	Limited to invites to attend end of year concerts.	<ul style="list-style-type: none"> • Joint performances and exhibitions for parents. • End of Year Celebration events. • With the support of the Fermanagh Trust, extensive consultation was carried with parents via surveys, parent meetings and public meetings to gain their views to inform future direction on shared education. The feedback showed that parents are highly supportive of the proposed Brookeborough Shared Education Campus.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • Parents are regularly informed about shared education through joint and individual school newsletters. • School websites promote shared education activities.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • From 2013, the board of governors of both schools had several joint meetings to discuss area plans. They then formed a joint subcommittee which has met several times. • A series of meetings was held with parents and governors, initially separately and then jointly to discuss Shared School Models. • Representatives from the Board of Governors and teaching staff from both schools visited a shared school in Liverpool to observe examples of best practice elsewhere. • Findings from the community consultation were presented a joint Board of Governors meeting. • Brookeborough Governors and staff have met with officials from DE, WELB and CCMS to discuss the Shared Education Campus.

Partnership 2

Claddagh Glen Schools Together		
Florencecourt CPS; St Mary's MPS, Killesher; St Mary's MPS, Mullymesker; and St Naile's MPS, Kinawley		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Prior to the FSEP, the four schools engaged in limited cross-community collaboration.</p> <p>Florencecourt CPS and St Mary's, Mullymesker participated in the EMU programme and SCRIP. Florencecourt PS also participated in the 'Community Connections' Programme – a cross-border programme focusing on joint activities related to art and sport.</p> <p>Contact was not regular – limiting opportunities for lasting relationships to be developed between pupils, parents and staff.</p>	<ul style="list-style-type: none"> From 2009, the four schools have been involved in the design and implementation of a series of shared activities supported through the FSEP. NB. Florencecourt CPS was involved in nine partnerships within the FSEP, however in 2011-12 the school streamlined activities by focusing on developing collaborative links with one partnership. Shared education is fully supported by teaching and non-teaching staff and is endorsed by the respective Board of Governors of each school and the partnership is regarded as an effective working model for the future.
Partnership identity / name	No.	<ul style="list-style-type: none"> The four schools are now collectively known as – 'Claddagh Glen Schools Together'. On 10 June 2014, the four schools officially come together to launch their Claddagh Glen Learning Community partnership. The children from all four schools were asked to design a logo for the Claddagh Glen Learning Community. A committee made up of representatives from the schools chose the winning Logo from each school which were then used as inspiration by a graphic designer who designed the new logo for the Learning Community. The four winners were presented their prizes during the launch event. The logo symbolises their community and the bridge building taking place amongst the four schools.
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared Education activities are now reflected in individual SDPs. It is intended that staff from all schools will align the four SDPs where possible so that staff collaboration and frequent contact will become the norm.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> Teachers worked together to plan and deliver shared lessons. WAU Thematic Planners developed for each year group. A Literacy policy has been developed for the four schools and a Writing Scheme for Literacy is being rolled out across all four schools. Teachers have also jointly produced a Shared Numeracy support document for staff.
Regular Shared Classes	No.	<ul style="list-style-type: none"> Weekly shared classes focusing on curricular subjects e.g. Drama, Dance, Music, Sport, Art, ICT. Year 1 and 2 pupils participated on the Respecting Differences Programme. Pupils took part in the Battle, Bricks and Bridges project which allowed them to explore their local history, heritage and culture.
Number of Classes involved	None.	<ul style="list-style-type: none"> In the first year of the FSEP (2009) two year groups participated in shared classes (Years 6 and 7) increasing to all year groups by 2014.
Joint public performances	No.	<ul style="list-style-type: none"> The Year 2 and Year 3 dance programme culminated in joint performance in Florencecourt CPS. The Year 4 and Year 5 dance programme culminated in joint performance in the Millennium Hall, Arney.
Shared facilities /resources	No.	<ul style="list-style-type: none"> Software purchased on a joint basis to support pupils with dyslexic tendencies/ specific learning difficulties. Sharing of ICT resources and equipment. The four schools jointly access community facilities e.g. Millennium Hall; GAA pitch and the local High School. Joint use of local facilities e.g. Kinawley Community Hall, Share Centre, Florencecourt House, Gortatole, Margaret's Cottage.

Claddagh Glen Schools Together		
Florencecourt CPS; St Mary's MPS, Killesher; St Mary's MPS, Mullymesker; and St Naile's MPS, Kinawley		
	Before FSEP (2009 /2010)	As a result of FSEP
Joint staff development	No.	<ul style="list-style-type: none"> • Four staff professional development groups were formed in Literacy, SEN, Early Years and ICT – areas identified as priorities in each of the schools individual development plans. • Whole Staff training day on the theme of Dyslexia Friendly Schools – Teachers have jointly produced a parental information leaflet on Dyslexia. • Special Educational Needs Coordinators have met on 6 days to develop a joint approach to SEN policy, procedures and record keeping – this information has subsequently been disseminated through shared staff and parent sessions. • Early Years collaborative working focused on developing innovative approach for the planning and delivery of quality foundation stage. • ICT training and the sharing of knowledge and expertise between teachers in the use of ICT and new technologies. • Joint training in Thematic Planning. • Joint training in First Aid. • Joint staff meetings in areas of common interest were also held and a cluster group for planning evolved from this.
FT Shared teachers /teacher exchange scheme	N/A	<ul style="list-style-type: none"> • Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme. • Going forward, the partnership would like to explore opportunities for a shared teacher to reduce composite classes and raise standards.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Parents given opportunities to meet and interact through various workshops, including: Internet Safety; Cyberbullying; Respecting Differences Programme workshops; Dyslexia Friendly information session for parents on strategies to support their children's learning.
Joint events for parents (e.g. social events)	No.	<ul style="list-style-type: none"> • Attendance at joint performances resulting from the shared classes in dance. • Community launch of the Claddagh Glen learning community – which brought together local clergy, politicians, community groups and Parents/ Children and Board of Governors.
Joint Shared Education newsletters etc.	No	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter, however shared education is promoted through individual school newsletters, school websites and the local press.
Joint meetings, info sessions, events for governors	No	<ul style="list-style-type: none"> • From the outset of the FSEP, the Boards of Governors were actively involved in the design and direction of shared education activities, providing ongoing support to principals. • The Boards of Governors of each school are supportive of shared education and the work of the collective partnership. • The Boards of Governors endorsed the collaborative work of the partnership in the consultation response to WELB's strategic area plan for primary schools. • Representatives from Board of Governors attended all events and the formal launch of the Claddagh Glen Learning Community on 10 June 2014.

Partnership 3

North Fermanagh Learning Together		
Lack CPS, St Joseph's MPS and Kesh CPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Prior to 2009/10 collaboration between the three schools was limited to ad-hoc events.</p> <p>Schools had tentative links under the EMU and Community Relations Equality and Diversity (CRED) programmes.</p>	<p>Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents – all of whom are supportive of shared education and evidence of cross-community relationships being built and sustained.</p> <p>NB. <i>St Joseph's PS and Lack PS</i> involved in FSEP from 2009/2010. <i>Kesh PS</i> engaged in 2011/2012 and after gap year re-engaged in FSEP in 2013/14 and continue to be actively involved in the partnership.</p>
Partnership identity / name	No.	The four schools are now collectively known as – ' North Fermanagh Learning Together '. A joint logo has been created for the partnership, which was recently promoted at a joint information evening for all parents.
Shared Education in SDP	No. The SDP referenced participation on EMU and the CRED programme.	<ul style="list-style-type: none"> Shared education detailed within the SDP. A shared education policy planning meeting took place to provide strategic direction with regard to future SEP.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> They worked collaboratively to align the subjects delivered under the FSEP to the requirements of the NI curriculum.
Regular Shared Classes	No.	<ul style="list-style-type: none"> The three partner schools engaged in weekly shared classes which focused on curricular areas e.g. Creative Dance; STEM; Talking and Listening; Art and Poetry; History; ICT; PDMU; and the Respecting Differences Programme.
Number of Classes involved	None.	<ul style="list-style-type: none"> All classes in Lack PS and St Joseph's PS participate in shared education classes. Shared Education helps de-composite year groups in Lack CPS and ensure that pupils have a wide range of teaching expertise and resources within the partnership. Two year groups in Kesh PS participate in shared classes with St Joseph's. St Joseph's PS and Lack PS have had greater pupil involvement than Kesh PS. The relative size of the different schools involved has had implications on the degree of engagement e.g. composite classes working with 'single' year groups.
Joint public performances		<ul style="list-style-type: none"> The creative dance classes led to various presentations in front of parents and family for different year groups participating in dance. A range of shared performances, dance, singing has given pupils the opportunities to share their experience with the wider community.
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> Teacher and pupil resources are created and shared between the three schools e.g. books, floor robots, technology equipment, files of moderated writing; play and sporting equipment; video conferencing hardware; and shared thematic planning for all key stages. Lack CPS and Kesh CPS avail of St Joseph's ICT suite. Schools have shared specialised tutors.
Joint staff development	No.	<ul style="list-style-type: none"> To make organising staff development days (SDDs) possible, the schools agreed a shared calendar for Baker Days, SDDs and school closures. Joint staff development days (at least one day per term) promoted to include training in ICT, Creative writing, STEM activities, Using Maths, Talking and Listening, Dance, First Aid, ASD, thematic planning, Staff trained to deliver workshops under the Respecting Differences Programme. The three schools participated in WELB's 'Dyslexic Friendly Schools' training which involved dissemination of good practice. Staff benefitted from specialised dance tutor support, observing classes which led to them being able to facilitate classes themselves. Staff have linked dance activities to other aspects of the curriculum, in particular World Around Us (WAU), Thinking Skills & Personal Capabilities (TS&PC), Music and Drama. Staff training is held on a rotational basis in all three schools.
FT Shared teachers	N/A.	<ul style="list-style-type: none"> Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme.

<u>North Fermanagh Learning Together</u>		
Lack CPS, St Joseph's MPS and Kesh CPS		
	Before FSEP (2009 /2010)	As a result of FSEP
/teacher exchange scheme		<ul style="list-style-type: none"> • Going forward, the schools would like to explore options of a Teacher Exchange to address underachievement in literacy and numeracy. The schools would also like a part-time shared teacher to provide expertise in the delivery of STEM subjects.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Joint training for parents included: Internet safety, parent reading and numeracy; Respecting Differences Programme workshops.
Joint events for parents (e.g. social events)		<ul style="list-style-type: none"> • Parents attend various events and showcasing of pupil's work and experiences. • Parents attend joint performances which have emerged from the shared classes in Dance.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter, however shared Education is a regular feature of individual school's newsletters, keeping parents informed of shared activities. • Each school has a shared education display board promoting joint activities.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • Shared education features regularly on Board of Governor meetings within all three schools. • Representatives from the Board of Governors have observed shared classes in each school. • The Boards of Governors endorsed the collaborative work of the partnership in the consultation response to WELB's strategic area plan for primary schools.

Partnership 4

West Erne Link		
Fairgreen National School and St Mary's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Fairgreen NS is located in Co. Cavan and St Mary's PS resides in CO. Fermanagh, yet the schools are located a mere five miles apart.</p> <p>Prior to FSEP, some collaborative links were established through a cross-border partnership entitled 'Connecting People, Places and Heritage Programme', a two-year initiative funded under the Peace Programme (2006/7 – 2007/08). This initiative represented the first and only formal contact the schools had before their collaboration under FSEP.</p>	<p>Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents – all of whom are supportive of shared education and evidence of cross-community relationships being built and sustained.</p> <p>The strength of the partnership is also evident through the schools willingness to pilot a shared teacher model, funded under the FSEP, which proved to be a success.</p>
Partnership identity / name	No.	The two schools are now collectively known as – ' West Erne Link '.
Shared Education in SDP	No.	<ul style="list-style-type: none"> • Areas of development are identified within each schools development plan which has been met as a result of participating in shared education activities.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> • Teaching staff engage in regular meetings to pre-plan shared classes and ensure that activities are aligned to meeting the schools respective curriculum areas i.e. St Mary's PS is based on the NI curriculum and Fairgreen NS based on the Irish curricular – with overlap evident.
Regular Shared Classes	No. Contact was limited to ad-hoc school trips organised as part of the Peace-funded 'Connecting People, Places and Heritage Programme'	<ul style="list-style-type: none"> • Weekly shared classes focused on the following curricular areas: Music, Dance, Theatre, ICT, Creative Writing, Arts and Sports. • The Principal from Fairgreen NS provided Irish-language classes to children attending St Mary's, Teemore.
Number of Classes involved	None.	<ul style="list-style-type: none"> • Two year groups participated on the programme in the first year of the programme, increasing to four year groups from 2010/11 onwards. • The two schools have composite classes, therefore the shared classes involves pupils from a range of year groups. By collaborating, the schools can de-composite classes and shared class activities can be rotated by age-group, offering enhanced educational benefits for pupils.
Joint public performances	No.	<ul style="list-style-type: none"> • SEP evenings and productions • End of Term Celebration
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> • Joint investment in educational equipment and materials e.g. cameras, printers, interactive whiteboards, musical instruments, art resources. • St Marys PS share their outdoor pitches with Fairgreen NS as their outdoor space is limited. • Joint access to specialist tutors for creative writing, art and sport – skills have been transferred to teaching staff who can now take forward new skills themselves. • St Mary's Hall used by both schools for joint performances.
Joint staff development	No.	<ul style="list-style-type: none"> • Teaching staff benefited from joint training in the following areas: Thematic Planning; STEM Development; KS1/2 Processes/Investigative Mathematics; Monitoring and Evaluation methods; ICT; Whiteboard Training; Internet Safety; Sharing Good Practice; First Aid Skills; Health and Safety. • Staff trained to deliver workshops under the Respecting Differences Programme • Continuing Professional Development provided by 'Learnspark' in the area of Mutual Understanding. • Teacher Exchange Scheme (see below) provided opportunities for professional development of each host school's staff through a programme of team-teaching, observations and discussions.

<u>West Erne Link</u>		
Fairgreen National School and St Mary's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
FT Shared teachers /teacher exchange scheme (2012/2013 academic year)	N/A.	<ul style="list-style-type: none"> • Both schools in Partnership 4 (i.e. Fairgreen National School and St Mary's MPS), took part in the Teacher Exchange Scheme. • The schools identified areas of work that required further development, specifically the teaching of Irish in St Mary's and ICT and Physical Education in Fairgreen NS. • From within each school a teacher was identified with the expertise to support the other – this exchange involved the Principal from Fairgreen NS providing one day's input each week to St Mary's MPS to teach Irish and a teacher from St Mary's MPS providing one day's input to Fairgreen NS for ICT and PE. • This focused on class contact, including working alongside the host school's teacher, which provided opportunities to increase the knowledge and skills of the teachers of the host school
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Joint training for parents included: Internet Safety; Digital photography; and First Aid
Joint events for parents (e.g. social events)	No.	<ul style="list-style-type: none"> • SEP evenings and productions e.g. Cross-community Christmas concert, Joint dance production in St Mary's Hall, Teemore. • End of Term Celebration
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter, however shared activities are communicated to parents through letters, local press, individual school newsletters and word of mouth.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • Governors took part in ICT and Internet Safety training workshops. • A joint-school meal was organised with members of the Board of Governors of both schools and staff invited to attend. • Governors attended end of term celebration events which showcased pupils shared education activities.

Partnership 5

<u>Derrygonnelly-Boho Shared Learning Partnership</u>		
Derrygonnelly CPS, Killyhommon MPS and St Patrick's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Within the last ten years both schools have been involved in the following initiatives:</p> <ul style="list-style-type: none"> • EMU Programme • SCRCP • School Swimming Programme (Killyhommon PS and Derrygonnelly PS) • Fermanagh District Council shared cultural activities e.g. shared heritage trips to Tullycastle and local quizzes (St Patrick's PS and Derrygonnelly PS) <p>Prior to SEP, collaboration between the schools was limited to ad hoc events; consequently children and staff had little opportunity to interact with one another on a regular basis.</p>	<p>Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents – all of whom are supportive of shared education and evidence of cross-community relationships being built and sustained.</p> <p>The strength of the partnership is also evident through the schools willingness to pilot a shared teacher model, funded under the FSEP, which proved to be a success.</p>
Partnership identity / name	No.	The three schools are now collectively known as – ' <i>Derrygonnelly-Boho Shared Learning Partnership</i> '.
Shared Education in SDP	No.	<ul style="list-style-type: none"> • Shared education activities are reflective in each SDP.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> • Regular joint staff meetings are held to develop and co-ordinate shared education activities to ensure that they aligned to the requirements of the NI curriculum.
Regular Shared Classes	School Swimming Programme (once a term) – involving Killyhommon PS and Derrygonnelly CPS.	<ul style="list-style-type: none"> • Weekly shared classes focusing on curricular subjects e.g. ICT, Music and Dance, Art, Geography, Environment, Sport, Healthy Lifestyles, Film Making, PE, and the Respecting Differences Programme. • The end of year joint schools Sports Day is now established as an annual event in the calendars of Derrygonnelly CPS and Killyhommon PS.
Number of Classes involved	Swimming classes take place one a term for Years 3 to 7.	<ul style="list-style-type: none"> • All classes involved from Derrygonnelly CPS and Killyhommon PS link across each strand of shared class activity (Year 1 – Year 7 pupils), St Patrick's links for one strand (i.e. involving Year 1 pupils).
Joint public performances	1-2 year per year e.g. annual switching on of Christmas lights	<ul style="list-style-type: none"> • Derrygonnelly PS and Killyhommon PS have formed a shared education choir. Both schools worked together on a choir for Fermanagh Feis and won 1st place in their competition for two consecutive years (i.e. 2011/12 and 2012/13). It was an opportunity for the schools to participate at a county level, and showcase the work of Shared Education. This is a considerable achievement, given that Killyhommon PS did not have a music teacher prior to the Shared Education Teacher Exchange Scheme (see below).
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> • Partnership working has enabled both schools to share resources e.g. books, play equipment, sporting equipment, ICT equipment. • Joint access to specialist tutors for Music and Coaches for Sporting activities. • The local Gaelic Pitch is now used by the Derrygonnelly CPS as a shared resource. • Joint use of Derrygonnelly Community Centre's multi use games area (MUGA), which is located beside St Patrick's PS.
Joint staff development	No.	<ul style="list-style-type: none"> • The three schools link for joint staff development, to include: Thematic Planning; ICT, Internet Safety; Film Animation; Dyslexic Action Training; Methods to support children with Autism. • Staff trained to deliver workshops under the Respecting Differences Programme. • Continuing Professional Development provided by 'Learnspark' in the area of Mutual Understanding.

<u>Derrygonnelly-Boho Shared Learning Partnership</u>		
Derrygonnelly CPS, Killyhommon MPS and St Patrick's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
		<ul style="list-style-type: none"> Staff development opportunities gained from the sharing of expertise between the schools as a result of the Shared Teacher Exchange Scheme (see below)
FT Shared teachers /teacher exchange scheme (2012/13 academic year)	N/A.	<ul style="list-style-type: none"> Two of the three schools in Partnership 5 (i.e. Derrygonnelly CPS and Killyhommon MPS) took part in the Teacher Exchange Scheme. The schools identified aspects of their respective provision that required further development i.e. Music in Killyhommon and ICT in Derrygonnelly. From within each school a teacher was identified with the expertise required to support the other. A teacher from each school exchanged classes for one day each week to deliver their respective subjects. The ICT teacher from Killyhommon guided classes through the ICT accreditations at Key Stages 1 and 2 at Derrygonnelly, and the Music teacher from Derrygonnelly provided general music classes, instrumental tuition and produce seasonal musical events at Killyhommon.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> A Parenting Programme was introduced in 2012/13 as a new initiative for all three schools. It follows on from the very successful engaging of all three schools in the parent component of the Respecting Differences Programme in the 2011/2012 year. Parents took part in joint Internet Safety Training.
Joint events for parents (e.g. social events)	Ad-hoc, community events	<ul style="list-style-type: none"> Parents have attended various shared events e.g. Shared Education Choir and Dance; Parents Information Evening and Joint Sports Day. Parents attended a joint community dance performance in Boho Local Community Centre as part of the Year 3-4 modern dance element of the programme. Good representation from parents at the various events demonstrates the support for shared education in the area.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> The partnership does not have a joint shared education newsletter, however shared class activities are promoted via letters, events and word of mouth.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> Shared Education is on the agenda at all Board of Governors meetings. A joint Board of Governors meeting between Derrygonnelly PS and Killyhommon PS was held in May 2012. This is a significant undertaking as this was the first time in three years that both Boards have met together. In June 2013, the Board of Governors from all three schools met for the first time. The joint meetings have offered the opportunity to draw upon the success of the programme, to discuss the area planning process and to investigate future models of sharing between the schools. Representatives from the Board of Governors have also availed of Internet Safety Training and attended various shared events e.g. Shared Education Choir and Dance; Parents Information Evening and Joint Sports Day.

Partnership 6

<u>Lisbellaw Learning Together</u>		
Lisbellaw CPS and Tattygar MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Prior to 2009/10, there was limited collaboration between the two schools despite their close proximity.</p> <p>Both schools were involved various cross-community Programmes with other schools, Tattygar PS was partnered with Newtownbutler CPS. Lisbellaw CPS participated in the EMU programme.</p>	<ul style="list-style-type: none"> • Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents – all of whom are supportive of shared education and evidence of cross-community relationships being built and sustained.
Partnership identity / name	No.	<ul style="list-style-type: none"> • The three schools are now collectively known as – 'Lisbellaw Learning Together'
Shared Education in SDP	No.	<ul style="list-style-type: none"> • Teachers/coordinators from both schools worked closely together in the planning stage to ensure the teaching and learning taking place was more closely linked to both school's SDP. • Schools have shared their respective SDPs to ensure synergies are created.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> • Teachers jointly plan and prepare shared classes at the start of each year, with the development of detailed action plans which highlight how the shared activities link with the NI Curriculum. • Both schools are working together to implement a Shared Action Plan in the curricular area of the World Around Us. • Teachers collaborate to plan lessons and prepare programmes which specifically suit children with Special Educational Needs and those who are on Individual Education Plans. • In specific curricular areas, Teachers collaborate to baseline all of the pupils involved in shared classes and plan the lessons and outcomes accordingly.
Regular Shared Classes	No.	<ul style="list-style-type: none"> • All year groups are engaged in weekly shared classes which focus on the following curricular areas: ICT Accreditation; Dance; Music; Drama; Art; Sport; Outdoor Play and the Respecting Differences Programme. • In 2013, pupils took part in an end of year celebratory Fun Day at the Lakeland Forum.
Number of Classes involved	No.	<ul style="list-style-type: none"> • All year groups are involved in weekly shared classes each term (NB. In the first year of the programme three year groups participated, increasing to five year groups in Year 2 and subsequently to all year groups thereafter). • NB. 70% of Tattygar pupils and 30% of Lisbellaw pupils involved in shared classes on a weekly basis (increase from 40% and 13% respectively from the start of the programme).
Joint public performances	Collaboration was limited to an annual two hour Christmas event	<ul style="list-style-type: none"> • Performing Arts Drama and Joint Choir for the Feis. • Production of 'The Boat Factory' performed for parents. • Shared movie production. • Summer Fete of both schools held together.
Shared facilities /resources		<ul style="list-style-type: none"> • Pupils alternate between schools to ensure best learning environment e.g. Tattygar CPS has a large outdoor playing field – used by both schools. The children of Tattygar PS now have access to a larger gym/hall facility at Lisbellaw CPS – to play sport, perform drama • Schools share facilities and resources on a regular basis, including 16 iPads; sports equipment, as well as occasionally sharing school Nativity costumes. • Both schools jointly access the Digital Imaging Hub in South West College.
Joint staff development	No.	<ul style="list-style-type: none"> • Staff have benefitted from opportunities to share best practice and joint planning.

<u>Lisbellaw Learning Together</u>		
Lisbellaw CPS and Tattygar MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
		<ul style="list-style-type: none"> • Shared staff development days used to develop action plans for shared classes. • Literacy co-ordinators of both schools have recently completed CPD, SEN Literacy courses facilitated by QUB programme. • Joint staff training in the curricular area of World Around Us. • Training in the use of Ipads and how best they can be used to support children's learning. • Year 1 teachers had been trained to deliver the 'Respecting Differences Programme'. • Teaching staff have engaged in training relating to Thematic Planning.
FT Shared teachers /teacher exchange scheme (2012/13 academic year)	N/A.	<ul style="list-style-type: none"> • Lisbellaw CPS collaborated with three other schools as part of the FT's Shared Teacher Exchange Scheme i.e. Enniskillen Integrated Primary School, Holy Trinity MPS and Jones Memorial CPS. This involved the external appointment of a teacher to provide numeracy support to all four schools. In addition, a teacher from Lisbellaw CPS was identified to support Holy Trinity in the area of WAU (i.e. Geography, History, Science and Technology). • Although Tattygar MPS is not involved in the Teacher Exchange Scheme, Tattygar MPS and Lisbellaw sourced and shared the cost of drama expertise, external to both schools. In addition, Tattygar PS has taken to areas of sport and ICT and taught the children of both schools, whilst Lisbellaw CPS has taught children from both schools in Art and Craft and ICT.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Joint training for parents included: Internet Safety; A Dyslexia Friendly information event; and Respecting Differences Programme workshop. • Activities were rotated between the two schools to give parents an opportunity to visit each school.
Joint events for parents (e.g. social events)		<ul style="list-style-type: none"> • Shared parent nights and community celebrations e.g. Summer Fete at the end of each year; showcasing of pupils work. • Performing Arts Drama and Choir for parents
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter, however parents are informed on shared classes through each schools individual monthly newsletter and photographs of shared activities promoted on the school website.
Joint meetings, info sessions, events for governors	No. NB. Lisbellaw Community Nursery is overseen by a management committee made up of representatives from the Boards of Governors from Lisbellaw CPS and Tattygar PS, as well as community, parent and teacher representatives – therefore individuals have a history of collaborating.	<ul style="list-style-type: none"> • Governors are consulted annually about aspects of Shared Education and feedback is sought to improve the provision • Through the recent area planning submission (2013), a sub-committee of governors made up of a selection of governors from both schools was elected to take responsibility at board of management level to advance. However they have not met yet.

Partnership 7

<u>Erne West Learning Community</u>		
Belleek CPS, St John the Baptist MPS, St Martin's MPS and St Davog's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	Belleek CPS and St John the Baptist PS have worked together in excess of 15 years, having previously been involved in the following initiatives/activities: <ul style="list-style-type: none"> • EMU Programme • SCRIP • A Joint Choir and Musical project • Eco-Schools Programme – including an Organic Gardening project. • Both schools also collaborated within their 'Area Learning Partnership'. This partnership involved small primary schools within the local area working together on the revised curriculum. 	<ul style="list-style-type: none"> • Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents. • The schools have all been involved in the FSEP in different and/or as part of smaller partnership arrangements – 2013 was the first year that all four schools have clustered together to deliver shared education. NB. Belleek CPS, St John the Baptist PS and St Martin's PS collaborate as part of the teacher exchange scheme and pupil collaboration. St Davog's PS collaborates with the other three schools as part of a separate shared teacher arrangement. • Belleek CPS and St John the Baptist's Board of Governors have submitted a request to the WELB area planning team for consideration to explore alternative shared education models. • The principals have shared best practice with others by actively engaging in discussions regarding shared education models. Discussions have taken place between our principals and key stakeholders in the sector e.g. Mervyn Storey, chairman of the education committee; and Lord Salisbury (regarding the development of a common funding formula) and Vernon Coaker, Shadow Secretary of State for Northern Ireland.
Partnership identity / name	No.	<ul style="list-style-type: none"> • The four schools are now collectively known as – 'Erne West Learning Community'. • Joint Logo designed for the partnership.
Shared Education in SDP	No.	<ul style="list-style-type: none"> • Each school is committed to creating synergies across each school's School Development Plan to enhance the curriculum delivery and educational outcomes for the children across the partnership area. • Principals and coordinators meet termly to work on the School Development Plan and subject area action plans.
Joint Curriculum Planning	Belleek CPS and St John the Baptist engaged in some meetings relating to curriculum planning.	<ul style="list-style-type: none"> • Teaching staff meet monthly in order to develop collaborative arrangements, planning for school improvement and curriculum development. • The partnership established joint working rules for all staff and pupils during programme. • Joint School Development Cluster Days took place once a term, to include Good Relations & Ethos Policy Development which informed all teaching and non-teaching staff about the priorities in school.
Regular Shared Classes	No. Belleek CPS and St John the Baptist participated on one-off trips/residentials.	<ul style="list-style-type: none"> • All year groups are engaged in weekly shared classes which focus on the following curricular areas: Play based learning; WAU programmes; Environment; Outdoor Education (Maths Trails set up jointly at both schools); Progress in Maths (PIM) activities; Sports; Music; Citizenship; Respecting Differences Programme. • ICT accreditation classes with shared teacher 2012/13. • School and Eco-councils established within the schools - each council made up of pupils with decision making and input to school life.
Number of Classes involved	N/A.	<ul style="list-style-type: none"> • In 2009/10, the partnership consisted of two schools - Belleek CPS and St John the Baptist PS where only the more senior primary school pupils were exposed to inter-group contact (i.e. Year 6 and Year 7). From 2010/11 onwards sharing activities extended throughout the whole school • In 2013, St Martin's PS and St Davog's PS joined the partnership. All of the pupils from St Martin's participate in shared classes.
Joint public performances	Pupils from Belleek CPS and St John the Baptist would collaborate once a year at Christmas./switching on of lights	<ul style="list-style-type: none"> • Pupils have engaged in joint performance for the following events: Open Day; Summer Fete; Christmas concerts/Carol Services; and joint fundraising events. • Pupils from each of the four schools, as part of the 'Erne West Learning Community Shared Education choir' performed for over 200 delegates at the Irish National Teacher Organisation's (INTO) Northern Conference.
Shared facilities /resources	Informal sharing of books and educational resources/materials.	<ul style="list-style-type: none"> • Sharing of resources takes place throughout the year (e.g. books, play equipment, sporting equipment, music activities/downloads etc.)

<u>Erne West Learning Community</u>		
Belleek CPS, St John the Baptist MPS, St Martin's MPS and St Davog's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
		<ul style="list-style-type: none"> • Music resources have also been shared e.g. the music teacher downloaded all class related activities onto a shared hard drive so all schools could access resources. • Rotating venues for shared classes and staff training give access to all available school spaces • Access to other school facilities to support the work of the partnership e.g. St Mary's HS, ICT suite. • The end of year joint schools Sports Day is now established as an annual event in the calendars of Belleek CPS and St John the Baptist PS for and is held at the local Gaelic Pitch, which is now used as a shared resource.
Joint staff development	No.	<ul style="list-style-type: none"> • The Principal from St John the Baptist attained a MSc in Collaborative Leadership in Schools. The MSc has two specialist modules entitled 'Collaborative School Leadership' and 'Effective Collaboration for School Improvement'. • Principals and representatives from the Board of Governors from Belleek CPS and St John the Baptist's have undertaken a study visit to Liverpool to explore best practice in sharing • Dyslexia Friendly School Strategies shared within partnership, including staff training • All staff included in school development training and sharing good practice. • Continuing Professional Development provided by 'Learnspark' in the area of Mutual Understanding.
FT Shared teachers /teacher exchange scheme (2012/13 academic year)	N/A.	<ul style="list-style-type: none"> • All four schools in Partnership 7 (i.e. St John's the Baptist MPS, St Martin's MPS, Belleek CPS and St Davog's MPS) took part in the Teacher Exchange Scheme. • This involved: <ul style="list-style-type: none"> - Using a Belleek teacher, joint classes from St John's and Belleek received ICT support in the computer suite of the local secondary school St Mary's College, Brollagh. - This teacher also provided ICT support to classes in St Martin's PS. - A St Martin's teacher provided music support at St John's and Belleek. (NB. Music was reviewed by the schools as being an area of weakness in curriculum provision and a priority on the SDP, which was addressed by the shared teacher) - The four schools also secured funding to employ a Shared Teacher to address an identified need within each of the schools i.e. Special Needs Support (SEN) for both literacy and numeracy. One day per week was allocated to each school and the fifth day was split between providing additional support on rotation between schools as well as on administration, planning and preparation shared between the four schools. - The Teacher Exchange Scheme has enabled the four schools to have access to a much wider range of professional skills.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Parents have joint access to workshops e.g. DELTA Parent Programme; Progress In Maths parenting programme; Reading Partnerships, Internet Safety, Outdoor Play Curriculum, ICT Skills; Computer Based Assessment Awareness Information Session; and Respecting Difference Programme workshops; • Parents information evening – Learnspark - Parental survey carried out.
Joint events for parents (e.g. social events)	Parents from Belleek CPS and St John the Baptist attended annual Christmas./switching on of lights	<ul style="list-style-type: none"> • On-going joint meetings, consultations and presentations for parents relating to school activities throughout the year. • Community events; Open Day; Summer Fete; Christmas Concerts/ Carol Services; Joint fundraising and celebration events.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter; however, individual school newsletters, wall displays, and websites are updated regularly to reflect the work. • Learning NI message boards used to share work and add comments. • Regular newspaper press releases to showcase good work.
Joint meetings, info	No.	<ul style="list-style-type: none"> • Shared education is on agenda for all Board of Governor.

<u>Erne West Learning Community</u>		
Belleek CPS, St John the Baptist MPS, St Martin's MPS and St Davog's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
sessions, events for governors		<ul style="list-style-type: none"> • Governors from three of the schools worked together to agree the approach to the teacher exchange scheme. To select and recruit the shared teacher, a jointly appointed group from all member schools was established, including representatives from the Board of Governors, who met twice to oversee this process. • Vision for Shared education agreed by Governors as part of Area Planning submission. • Meetings took place with stakeholders (parents, governors) in June 2014 to identify what worked well and next steps in provision. • Belleek CPS and St John the Baptist BoG have met five times in two years to discuss alternative shared education models. The Principals and representatives of the Board of Governors undertook a study visit to Liverpool to explore best practice in sharing by the Emmaus Church of England and Catholic Primary School.

Partnership 8

Tempo Shared Learning Partnership		
St Mary's MPS and Tempo CPS		
Before FSEP (2009 /2010)		As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	Prior to the 2009/10 school year the level of sharing and collaboration between St Mary's Primary School and Tempo Primary School was minimal – The schools participated on EMU and SCRIP.	<ul style="list-style-type: none"> Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents.
Partnership identity / name	No.	The two schools are now collectively known as – 'Tempo Shared Learning Partnership'
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared Education is included in the SDP of both schools. Common elements such a thematic planning, SEN-CPD, Read, Write, Inc. Phonics programme, Accelerated Reader are embedded in individual school development plans. A joint shared education policy has been developed between the schools and joint staff meetings are held each term to develop and co-ordinate SEP activities.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> Teachers collaborated for curriculum planning on a regular basis. All lessons are connected to thematic units jointly developed and embedded in the normal school curriculum.
Regular Shared Classes	No. Pupils from both schools mixed occasionally at EMU organised school trips	<ul style="list-style-type: none"> Pupils engaged in weekly shared interaction (every Wednesday morning) with a variety of educational experiences which would change each six weeks. Initially the joint classes were facilitator led but progressed to exclusively teacher led to meet the requirements of the NI curriculum. Increased collaborative participation in many areas of community life e.g. football teams, brass band, community seasonal events, youth groups.
Number of Classes involved	None.	<ul style="list-style-type: none"> All pupils from Year 1 to Year 7 were involved in shared learning (an increase from two year groups in Year 1 of the FSEP) to include a range of subjects, all of which are linked directly to the NI Curriculum i.e. 'Personal Development and Mutual Understanding (PDMU)' and the 'World Around Us' (WAU). Shared classes also focused on: ICT accreditation. Art, Sport, ICT, Music, Practical Maths through Outdoor Play, Structured Play, Drama, Dance, Phonics, and Numeracy and Literacy.
Joint public performances	No.	<ul style="list-style-type: none"> Pupils from Tempo CPS and St. Mary's Tempo playing in a joint brass band started as a spin off from SEP. The integration of the local brass bands is considered a key societal benefit within the village, as prior to SEP local Christmas Events would have involved alternate bands playing each year from both communities. SEP has encouraged the local bands to communicate with each other, as well as co-ordinate joint performances. As a result of the programme, a joint concert was held by choirs from both schools which attracted 400 people from both sides of the community to the local Community Hall. The joint brass band has also played at several Shared Education events and evidence of the successful collaboration between both schools.
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> Resources and accommodation purchased are used freely and without reservation by both schools when required. Computers and expertise were shared and classes were delivered by teachers from both schools. The programme has allowed the schools to gain resources, for example: the "Read Write Inc...." Phonic scheme – a full scheme of reading books, writing, spelling and comprehension material. The schools invested in a shared poly tunnel and garden which are located at St Mary's PS for use of both schools. Shared brass musical instruments.

<u>Tempo Shared Learning Partnership</u>		
<u>St Mary's MPS and Tempo CPS</u>		
	Before FSEP (2009 /2010)	As a result of FSEP
		<ul style="list-style-type: none"> Participation on the FSEP has encouraged the wider community to share local facilities/halls for events. SEP has contributed towards changing the perception of Tempo Community Hall and now both communities feel more comfortable utilising the hall for fundraising events rather than using separate venues, associated with their respective communities. The Gaelic Pitch Hall has also been used for cross-community events due to connections made through SEP, where previously would not have been the case. Tempo CPS have utilised the local Gaelic Pitch for Rugby and Sports Day. The local football team ('Orchard Farm'), which traditionally had an intake from Tempo CPS, has now seen an increase in the number of pupils from St Mary's PS who would have previously only played Gaelic Football in the past.
Joint staff development	<p>No.</p> <p>Staff only meeting occasionally i.e. at WELB training days and primary school cluster meetings where the two schools joined together with other schools in the area.</p>	<ul style="list-style-type: none"> All staff from both schools have attended CPD in shared education which was funded by the Fermanagh Trust's programme. This training has included areas of reconciliation such as the Respecting Difference Programme and other programmes promoting reconciliation. Staff development days in both schools have been coordinated and held jointly in areas such as: Literacy (phonics), Numeracy (early intervention), thematic planning, Child Protection, First Aid and fire awareness. Shared classes have developed from being facilitator led to being exclusively teacher driven.
FT Shared teachers /teacher exchange scheme	N/A.	<ul style="list-style-type: none"> Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme. In 2014, a shared SEN teacher was also employed for two days a week to work between both schools to ensure that children falling below attainment were able to reach their potential.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> No.
Joint events for parents (e.g. social events)	Limited to 1-2 invites between schools for social events.	<ul style="list-style-type: none"> Joint events for parents include: showcasing of pupils work; unveiling of art sculptures; school plays/concerts; carol service, craft fair; shared sports day; cross-community brass band events that are organised throughout the year and the annual school fair.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> The partnership does not have a joint shared education newsletter. Shared education is promoted in individual school newsletters.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> Shared education is on the agenda at all Board of Governor meetings. Both Boards of Governors have adopted and embraced a shared education policy, jointly created by staff from both schools. A joint Board of Governors meeting was held for the first time in June 2011 and a follow-up meeting in June 2012. In 2013, Governors agreed a vision for shared education as part of Area Planning submission.

Partnership 9

<u>Netownbutler-Donagh Shared Learning Partnership</u>		
Newtownbutler CPS, St Mary's MPS and St Joseph's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	Prior to SEP, pupils from St Joseph's PS and St Mary's PS would have collaborated with one another for events relating to the Year 7's Confirmation. However, no other formal links were established between each school within the partnership	<ul style="list-style-type: none"> Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents.
Partnership identity / name	No.	The three schools are now collectively known as – ' Newtownbutler-Donagh Shared Learning Partnership '.
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared education is referred to in the SDPs of all three schools.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> The principals and teachers jointly approach teaching and learning and curriculum development.
Regular Shared Classes	No.	<ul style="list-style-type: none"> Pupils engaged in weekly shared interaction to include a range of subjects, all of which are linked directly to the NI Curriculum i.e. the subjects support pupil development in the Areas of Learning for Key Stage 1 and 2 (including Play, Music/Movement, Literacy, Healthy Living and PE) and have provided new and diverse ways of learning in different subject areas.
Number of Classes involved	None.	<ul style="list-style-type: none"> Progression of contact (from four year groups in 2009/2010 to all year groups this year) and shared class subjects within the last four years. Shared education will also help de-composite year groups in Newtownbutler PS and St Joseph's PS and ensure that pupils have access to a wide range of teaching expertise and resources within the partnership. The inclusion of St Mary's PS strengthens the partnership further by providing increased opportunities for pupil contact and staff development.
Joint public performances	No.	<ul style="list-style-type: none"> In 2010, pupils were involved in a large-scale stage production of Charlie and the Chocolate Factory which they performed in the local theatre.
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> Partnership working has enabled the schools to share resources (e.g. books, play equipment, sporting equipment etc.). Classrooms across the three schools and a computer suite are considered abs used as shared resources for SEP classes. The example of sharing between the schools has encouraged the wider community to share local facilities/halls for events which were traditionally used by one section of the community.
Joint staff development	No.	<ul style="list-style-type: none"> All three schools actively link for joint staff development, including: Foundation Stage and Key Stage 1 Good Practice; STEM Development, Cross-curricular skill of processes in Mathematical, ICT (e.g. Scratch, Podcasting, Apple iLife, Digital Storytelling), Video Conferencing; White Board Training. Teaching and non-teaching staff participated on an Emergency Care – How to Save Life Programme and upon completion staff received a Health & Safety Executive NI (HSENI) recognised and approved certificate. Teachers also collaborated for training as part of the Respecting Differences Programme. Joint staff development in thematic planning and developing mathematical thinking. Most recent (Oct 2014) all teachers participated in joint training from the National Children's Bureau Pupil Participation Service – to identify ways to give pupils a say.
FT Shared teachers /teacher	N/A.	<ul style="list-style-type: none"> All three schools in Partnership 9 (i.e. Newtownbutler CPS, St Joseph's MPS and St Mary's MPS) took part in the Teacher Exchange Scheme. This involved: sharing existing staff to meet the needs of the respective partner schools to include sharing specialisms in ICT, enhancing the

<u>Netownbutler-Donagh Shared Learning Partnership</u>		
 Newtownbutler CPS, St Mary's MPS and St Joseph's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
exchange scheme (2012/13 academic year)		<p>provision of Music, and raising standards in literacy and numeracy. The exchange was facilitated by recruiting a newly-appointed teacher split between covering for the three shared teachers within the partnership and providing SEN support across the schools.</p> <ul style="list-style-type: none"> • A team teaching model was devised to ensure that all teachers would have the opportunity for to observe good practice.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Parent workshops have been delivered as part of the Respecting Differences Programme; 'Parents Involved in Numeracy' and ipad training.
Joint events for parents (e.g. social events)	No.	<ul style="list-style-type: none"> • Performances - carol service and a theatrical production – have been well attended by parents.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter. • Shared education is promoted in individual school newsletters.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • The governors of the three schools have agreed to the implementation of the SEP partnership. • Social gatherings have been organised for governors and staff with guest speakers, including a joint meal for all Board of Governors and staff from each school. • Training on difference and reconciliation has been offered to governors and teachers. • In 2013, Governors submitted a joint response to the Area Planning consultation.

Partnership 10

<u>Maguiresbridge Learning Community</u>		
Maguiresbridge CPS and St Mary's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	Prior to FSEP, the principals of both school has a history of collaborating through informal links. More structured and formal links were created through the schools involvement in the SCRCP and the EMU Programme.	<ul style="list-style-type: none"> • Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents.
Partnership identity / name	No.	The two schools are now collectively known as – <i>'Maguiresbridge Learning Community'</i> .
Shared Education in SDP	No.	<ul style="list-style-type: none"> • The principals set priorities for shared education with their respective SDPs. • All members of staff have been actively involved in planning for shared education classes, which takes into account the school's SDPs.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> • Extensive joint working has resulted in a collaborative culture now existing between the schools and as such staff support each other in curriculum planning. • The principals also jointly reviewed school policies, such as Positive Behaviour, Attendance, SEN and Pastoral Care.
Regular Shared Classes	No. Contact was limited to ad hoc events/trips.	<ul style="list-style-type: none"> • Pupils engaged in weekly shared interaction to include a range of subjects, all of which are linked directly to the NI Curriculum i.e. ICT, Drama, Music, Sport, Art & Craft, Gardening, Dance, World Around Us, Respecting Differences Programme. • Pupils have also benefitted from visits/information workshops from local community services, such as Fire Service, Ambulance and Police, as well as local sports coaches and young enterprise representatives.
Number of Classes involved	None.	<ul style="list-style-type: none"> • All year groups in both schools engaged in shared classes (progressing from two year groups in the first year of FSEP).
Joint public performances	No.	<ul style="list-style-type: none"> • The schools have supported local events e.g. switching on of the Christmas lights - both schools perform a short drama, sing and sell items that they made in shared education classes. • Pupils also performed at end of year celebration events and school fairs.
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> • Willingness to share resources, policies, planning and ideas etc.
Joint staff development	No.	<ul style="list-style-type: none"> • No. • Intend to move forward with joint CPD. • Teaching staff engaged in regular planning meetings and worked with a range of external tutors which led to the development of expertise. • Principals and staff have had opportunities to share good practice with other partnerships and develop learning communities. • The FSEP empowered staff to continue their own CPD – for example, three members of staff took part in a Master's in Education Leadership.
FT Shared teachers /teacher exchange scheme	N/A.	<ul style="list-style-type: none"> • Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Joint workshops for parents included: training in phonics and maths.
Joint events for parents (e.g. social events)		<ul style="list-style-type: none"> • Joint charity/fundraising events; sporting events, end of year SEP celebration events • Schools host annual Christmas Fair
Joint Shared Education	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter.

<u>Maguiresbridge Learning Community</u>		
Maguiresbridge CPS and St Mary's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
newsletters etc.		<ul style="list-style-type: none"> • Shared education is promoted in individual school newsletters circulated on a monthly basis. Also, each term classes printed a newsletter with photographs and information relating to shared activities, which they gave to parents. • Both schools take it in turns to write shared education articles for the Local Village Newsletter.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • In 2013, Governors submitted a joint response to the Area Planning consultation.

Partnership 11

<u>Crossing the Finn Partnership</u>		
Aghadrumsee CPS, St Macartan's MPS and St Tierney's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Tenuous and sporadic links between the schools prior to FSEP – for example contact occurred approximately once a year as part of the EMU and CRED interventions and Extended Schools Programme.</p> <p>Prior to 2009 and up to 2011 Aghadrumsee, Corranry, Cornagague and St. Tierney's worked alongside each other in an extended schools cluster (along with additional neighbouring schools).</p>	<p>Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents.</p> <p>NB. Aghadrumsee is a small controlled school and St Macartan's and St Tierney's are large maintained schools</p>
Partnership identity / name	None	<p>Aghadrumsee Controlled PS, St Macartan's Catholic Maintained PS*, and St Tierney's Catholic Maintained PS became a partnership as a result of FSEP and are now collectively known as – 'Crossing the Finn Partnership'.</p> <p>NB. Aghadrumsee CPS and St Macartan's involved in FSEP from 2009/2010. St Tierney's PS joined the partnership in 2012/13.</p> <p><i>*St Macartan's was formerly Corranry PS and Cornagague PS – amalgamated in April 2012.</i></p>
Shared Education in SDP	Shared education was not a feature within the SDP. Other programmes such as EMU and the CRED programme were referenced in the SDP.	<ul style="list-style-type: none"> Schools engaged in joint strategic approach to school development planning and shared education has been detailed within the SDPs since 2009.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> From September 2013 the partnership has undertaken actions to participate in joint school curriculum and development planning- focus on all areas of the curriculum (including literacy and thematic planning). <ul style="list-style-type: none"> - 2013/2014 – literacy - 2014/2015 – thematic planning and all the other curricular areas except numeracy - 2015/16 – plan to include numeracy – intend to collaborate planning across all curricular areas
Regular Shared Classes	<p>No.</p> <p>Joint activities took place after school as part of the Extended Schools Programme i.e. Pupils in Year 5-7 in Aghadrumsee, Corranry, Cornagague and St. Tierney's engaged in music and dance activities.</p>	<ul style="list-style-type: none"> The three partner schools engaged in weekly shared classes which focused on curricular areas e.g. Music, Movement and Dance, Art, ICT, Science and Technology. Pupils engaged in a STEM project titled 'Building Bridges'.
Number of Classes involved	None.	<ul style="list-style-type: none"> Aghadrumsee Controlled PS – all children involved in shared classes. St Macartan's Catholic Maintained PS – Year 3 -7. St Tierney's Catholic Maintained PS – Year 4 -7

<u>Crossing the Finn Partnership</u>		
Aghadrumsee CPS, St Macartan's MPS and St Tierney's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Joint public performances	Aghadrumsee CPS, St Macartan's PS and St Tierney's received funding under the Extended Schools Programme as a cluster, where the children took part in one joint public performance in 2007/2008 – not successful for the one controlled school (amongst three other maintained schools) in terms of parents not willing to allow their children to attend and for those children that did take part later dropped out of the joint performance, therefore the numbers of children and parents from one school was minimal.	<ul style="list-style-type: none"> In 2012/13 with a shared teacher across two of the three schools audited, identified, planned and implemented a joint choir as an extra-curricular activity. The choir performed at various community venues and gained support of all school communities. This choir intends to continue as a legacy to the FSEP.
Shared facilities /resources	Aghadrumsee CPS and Corranry PS (now amalgamated with Cornagogue PS) sharing was limited to books and learning resources.	<ul style="list-style-type: none"> Partnership share resources, including buildings, musical equipment and teaching aids. During various projects, there was total integration in the classroom, dining hall and playground. Jointly access ICT facilities in local College (St Eugene's College in Roslea)
Joint staff development	No.	<ul style="list-style-type: none"> Three out of five staff development days are carried out on a shared basis, to include thematic planning, ICT and playground partnerships. Literacy co-ordinators worked together and began composing a writing scheme. Staff training on the requirements of ICT accreditations. A specialist ICT tutor was employed which provided opportunities for team teaching and capacity building for teachers, particularly in ICT. Staff upskilled on how to utilise circle time activities in the classroom. In Literacy, co-ordinators worked together to collaborate, plan and deliver professional development to develop staff confidence and competence in the six-step approach to writing, as well as the writing scheme.
FT Shared teachers /teacher exchange scheme (2012/13 academic year)	N/A.	<ul style="list-style-type: none"> Two of the three schools in Partnership 11 (i.e. Aghadrumsee CPS and St Macartan's MPS) took part in the Teacher Exchange Scheme. This involved a full-time temporary appointment being made to provide SEN support at Aghadrumsee each morning and Music at the two schools in the afternoons – areas identified as needing further development in both schools. Sessions of team teaching provided further capacity building for non-specialist teachers.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> In 2014, Aghadrumsee CPS and St Tierney's PS developed a 12 week parent programme, which was facilitated by principals of both schools and in some cases guest speakers facilitated workshops. Areas covered included: Speech & Language, Education Psychology, Metal Health, Phonics and Numeracy.
Joint events for parents (e.g. social events)	Aghadrumsee Primary organised line dancing for the wider community through Extended schools.	<ul style="list-style-type: none"> Significant progress has been made in terms of community events and support for shared education as a result of the FSEP, especially considering that parental apprehensions were evident about embarking in shared education. Joint Celebration Day for pupils and parents. Event 'Planting in the Community'. Joint choir undertook a number of public performances which parents supported. St Tierney's hosted an event for the partnership to celebrate the STEM project titled 'Building Bridges' Aghadrumsee CPS 75th anniversary of the school – celebration event was supported by pupils and parent of pupils from St Macartan's PS and St Tierney's PS.

<u>Crossing the Finn Partnership</u>		
Aghadrumsee CPS, St Macartan's MPS and St Tierney's MPS		
Before FSEP (2009 /2010)		As a result of FSEP
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter. • Shared education is promoted in individual school newsletters.
Joint meetings, info sessions, events for governors	No joint meetings took place between the governors of partner schools	<ul style="list-style-type: none"> • Boards of Governors have approved and are supportive of shared education in their respective schools, from an initial position of apprehension. • Governors have been consulted by individual school leaders as to the vision, agreed benefits, review and evaluation of individual programmes. Through this, a joint response to the consultation document on the strategic area plan was submitted

Partnership 12

<u>Mullanaskea & Model Shared Partnership</u>		
Enniskillen Model CPS and St Patrick's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	<p>Prior to FSEP, the schools had a long term partnership (over 15 years) via the EMU programme and SCRCP.</p> <p>NB. Enniskillen Model CPS enrolment consists of a very mixed range of children coming from different religions and cultures and this has effected constructive shared education for many years internally.</p>	<p>Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents.</p> <p>The partnership has been maintained consistently including periods where there was no available funding.</p>
Partnership identity / name	No.	The two schools are now collectively known as – ' <i>Mullanaskea & Model Shared Partnership</i> '.
Shared Education in SDP	No.	<ul style="list-style-type: none"> Both schools include Shared Education in their SDPs.
Joint Curriculum Planning	No. Joint planning related to EMU and SCRCP activities / trips.	<ul style="list-style-type: none"> Teachers engage in regular planning throughout the year to formulate the shared education programme to ensure links across curricular areas.
Regular Shared Classes	No. Contact was limited to joint school trips and events.	<ul style="list-style-type: none"> The two partner schools engaged in weekly shared classes which were designed to complement and enhance the delivery of the NI curriculum e.g. PDMU, World Around Us, ICT, Drama, Talking and Listening, Spanish, Sport, Musical Pathways, Play and the Respecting Differences Programme. A useful spin-off with timetabling has been to ensure that the children have joint play time outside thus creating opportunities to embed friendships.
Number of Classes involved	None.	<ul style="list-style-type: none"> Years 3, 4 and 7 have been involved in shared classes. NB. Due to the disparity in the relative size of the schools (the Model CPS has double classes for single year groups), only half of each participating year group in the Model CPS are included in the programme – but this is switched between Year 3 and Year 4 to enable all pupils to avail of the educational opportunities provided under FSEP.
Joint public performances		<ul style="list-style-type: none"> The schools have organised activities that involve children from both communities e.g. Shared assemblies, Feis
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> Use both schools regularly for shared classes. Pupils from St Patrick's PS use the ICT suite in the Model PS. Shared pool of camera, music and media equipment. Jointly access local community facilities e.g. Nerve Centre, Museum, Folk Park, Argory etc.
Joint staff development	No.	<ul style="list-style-type: none"> Joint staff (teaching and non-teaching) development in the areas of drama, ICT, local cultural heritage. Under the FSEP, the teachers received training from facilitators for Respecting Differences - then delivered the programme themselves as a direct result of this training. Teachers share ideas and best practice.
FT Shared teachers /teacher exchange scheme	N/A.	<ul style="list-style-type: none"> Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme.
Joint training/ workshops for parents	No.	No.
Joint events for parents (e.g. social events)	No.	<ul style="list-style-type: none"> Parents have attended joint shared education events e.g. assemblies, SEP evenings

<u>Mullanaskea & Model Shared Partnership</u>		
Enniskillen Model CPS and St Patrick's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
		<ul style="list-style-type: none"> • Parents attend community organised activities that involve children from both communities e.g. Feis, sporting tournaments etc.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter. • Shared education is promoted in individual school newsletters
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • Boards of Governors are supportive of shared education. • In 2013, Governors submitted a joint response to the Area Planning consultation.

Partnership 13

<u>Irvinestown & Ballinamallard Shared Partnership</u>		
St Paul's MPS, Irvinestown CPS and Ballinamallard CPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	Prior to FSEP, Irvinestown PS and St Paul's PS collaborated on the EMU programme, which involved termly interactions between pupils. St Paul's PS and Irvinestown PS also hosted joint sports days.	Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents. St Paul's PS and Irvinestown PS have partner from the outset of the FSEP (2009/10). Ballinamallard joined the partnership in 2011. <i>NB. Ballinamallard was previously linked with St Columban's Belcoo as part of the FSEP.</i>
Partnership identity / name	No.	The three schools are collectively known as – ' Irvinestown & Ballinamallard Shared Partnership '.
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared Education has been integral to all three school's SDP.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> Teachers engage in regular planning throughout the year to formulate the shared education programme to ensure links across curricular areas.
Regular Shared Classes	No. Pupils from St Paul's PS and Irvinestown took part in one-two joint visits per term as part of the EMU programme.	<ul style="list-style-type: none"> The three partner schools engaged in weekly shared classes which focused on curricular areas e.g. PDMU, PE, Drama, Music, ICT, Sport, Art, Language, Local Geography, Educational Walks and Environmental activities and trips.
Number of Classes involved	None.	<ul style="list-style-type: none"> In the 4 years of the FSEP two class groups, Year 6 and Year 5 from St Paul's and 5/6 & 4/5 from Irvinestown schools met weekly. Ballinamallard and St Paul's met approximately 7 times per term during the final two years. On average 30% of the school populations had their educational experience enhanced and fostered deeper relationships through these shared class activities. <i>NB. In the final year there were 37.5% St Paul's PS were involved in SEP, 35.9% of IPS and 15.3% of Ballinamallard PS.</i>
Joint public performances	<ul style="list-style-type: none"> Joint choir performance 	<ul style="list-style-type: none"> Shared assembly Performances at joint celebration events at the end of various shared education projects.
Shared facilities /resources	History of sharing resources for learning support between Ballinamallard PS and Irvinestown PS.	<ul style="list-style-type: none"> Sharing school estate and resources became the norm throughout the FSEP. FSEP has facilitated greater use of school facilities e.g. Computer room in St Paul's PS and large hall in Irvinestown PS. Teaching staff were able to access educational resources and share specialist tutors.
Joint staff development	No.	<ul style="list-style-type: none"> FSEP has fostered teacher-to-teacher collaboration and staff development. Professional networking and collaboration to improve and diversify the range of skills and approaches taken to teaching in the partnership schools. Team teaching and observing other tutors/specialist teachers e.g. ICT, Music and Drama – has developed the teacher's confidence to deliver particular elements of the programme in the future. Teachers from St Paul's PS and Irvinestown PS took part in training to deliver the Respecting Differences Programme.
FT Shared teachers /teacher exchange scheme	N/A.	<ul style="list-style-type: none"> Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme.
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> Parents from St Paul's PS and Irvinestown PS took part in workshops relating to the Respecting Differences Programme.
Joint events for parents	<ul style="list-style-type: none"> Limited to annual Christmas event 	<ul style="list-style-type: none"> SEP evenings and productions – using local community centre (Bawnacre Centre).

<u>Irvinestown & Ballinamallard Shared Partnership</u>		
St Paul's MPS, Irvinestown CPS and Ballinamallard CPS		
	Before FSEP (2009 /2010)	As a result of FSEP
(e.g. social events)		<ul style="list-style-type: none"> • Joint celebration events at the end of various shared education projects.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter. • Shared education is promoted in individual school newsletters/bulletin, parental letters, school displays, website, parents evening, homework diaries and local press.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • Boards of Governors have regularly been kept informed and have contributed to the overall vision of the FSEP. • The schools worked collaboratively to produce a joint response to the WELB Strategic Area Plan for Primary Schools.

Partnership 14

<u>The Moat and St Ronan's Shared Education Partnership</u>		
The Moat CPS and St Ronan's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
Progress achieved by partnership between 2009 and June 2014	The Moat and St Ronan's Primary Schools in Lisnaskea have a history of working together through the EMU programme.	Significant uplift in terms of the quality and quantity of contact as a result of FSEP to include pupils, teachers and parents. Strong positive working together relationship between schools over past 5 years (particularly through FSEP).
Partnership identity / name	No.	The two schools are collectively known as – <i>'The Moat and St Ronan's Shared Education Partnership'</i>
Shared Education in SDP	No.	<ul style="list-style-type: none"> Shared Education firmly embedded in whole school planning and referenced in SDP.
Joint Curriculum Planning	No.	<ul style="list-style-type: none"> Schools have collaborated in planning for shared education, to include classroom based and outdoor activities. Staff worked together in year groups e.g. to develop World Around Us.
Regular Shared Classes	No.	<ul style="list-style-type: none"> The two partner schools engaged in weekly shared classes which focused on curricular areas e.g. Literacy, Numeracy, Science, Sport, Drama, ICT with some focus on aspects of healthy eating, physical development and well-being through sport. Both school grounds mapped for orienteering-used by senior pupils jointly. All foundation pupils participated in the Respecting Difference Programme.
Number of Classes involved	None.	<ul style="list-style-type: none"> Five years of providing shared education starting with only one class (2009) to include all classes (2011-14).
Joint public performances		<ul style="list-style-type: none"> Joint social and community activities and performances Schools produce an Old Tyme Fair in partnership with Lisnaskea Historical Society and perform for their local community annually e.g. Scottish and Irish dancing; traditional music/singing.
Shared facilities /resources	Sharing limited to books and learning resources	<ul style="list-style-type: none"> In 2012-13 the schools jointly purchased a range of resources to support practical maths with large groups of Years 1-7 children e.g. outdoor weatherproof mathematical wall and table boards, quality measuring implements (weights/capacity/distance), large scale geometrical instruments, trail posts and tables with mathematical games, trail furniture, mounted number bonds/facts, boxes for large equipment, outdoor number trails and large scale weatherproof solid 3-D shapes. Both schools have been used by the wider community, in particular for evening classes; sports classes; ICT Parent classes and ICT e-safety programmes.
Joint staff development	No.	<ul style="list-style-type: none"> Combined staff CPD to include: <ul style="list-style-type: none"> 2010-11: Digital Image/sound-produce multimedia products, Animation Training-storyboarding, Training on using school grounds to enhance learning-orienteering. 2011-12: Maths and Dyscalculia, Sports Coaching, Positive Play Experience. 2012-2013: Develop Maths trail in school grounds, Active Maths, Maths Processes, ICT – garageband training, Social, Emotional and Behavioural Difficulties (SEBD) training, CEA Assessment Moderation. 2013-14: Ipad training, Learnspark, WAU Themes – shared thematic approach. Staff took part in Identity training to help them better lead/manage shared learning identity, flags and emblems) Teachers share ideas and classroom practice. Staff upskilled through participation in the programmes and whilst working with external partners.
FT Shared teachers /teacher	N/A.	<ul style="list-style-type: none"> Not involved in the Fermanagh Trust's Shared Teacher Exchange Scheme.

<u>The Moat and St Ronan's Shared Education Partnership</u>		
The Moat CPS and St Ronan's MPS		
	Before FSEP (2009 /2010)	As a result of FSEP
exchange scheme		
Joint training/ workshops for parents	No.	<ul style="list-style-type: none"> • Parent programmes included: ICT for parents/grandparents and ICT e-safety programmes; PSNI Community Internet Safety programme; Arthritis Care. • Joint parent workshops relating to the Respecting Differences Programme
Joint events for parents (e.g. social events)		<ul style="list-style-type: none"> • Joint social and community activities and performances e.g joint celebration events at the end of various shared education projects, Carol singing, turning on Christmas lights, Annual Old Tyme Fair Day, 3K walk for parents and pupils, Festival Parade.
Joint Shared Education newsletters etc.	No.	<ul style="list-style-type: none"> • The partnership does not have a joint shared education newsletter. • Shared education is promoted through individual school newsletters, website, display photographs/work for parents/ community. • Articles are included in local newspapers.
Joint meetings, info sessions, events for governors	No.	<ul style="list-style-type: none"> • Fully supported by Board of Governors • Governors aware of aims and purposes of shared education and receive regular updates in relation to programmes. • In 2013, Governors submitted a joint response to the Area Planning consultation.

II. APPENDIX II – SUMMARY OF AREA PLAN PROPOSALS

Table II.1: Summary of shared activities proposed by the Fermanagh Partnerships in the response to the Draft Strategic Area Plan consultation

	1	2	3	4	5	6	7
	Brookeborough Shared Learning Partnership	Claddagh Glen Schools Together	North Fermanagh Learning Together	West Erne Link	Derrygonnelly & Boho Learning Partnership	Lisbellaw Learning Together	Erne West Learning Community
School Estate:							
Shared Campus to be explored	Yes						
Pupils:							
Regular (weekly) Shared Classes	√	√	√	√	√	√	√
Teachers:							
Joint teacher training / staff capacity building	√	√	√	√	√	√	√
Shared Teacher Teacher Exchange	√	√	√		√		√
Board of Governors							
Cross-Sectoral Confederation model	√		√	√	√	√	√
Parents / Community:							
Structured training/workshops		√	√		√	√	
Informal Meetings / Social Events			√		√	√	√

	8	9	10	11	12	13	14
	Tempo Shared Education Partnership	Newtownbutler & Donagh Shared Learning Partnership	Maguiresbridge Learning Community	Crossing the Finn Partnership	Mullanaska & Model Shared Partnership	Investown & Ballinamallard Shared Partnership	The Moat & St Ronan's Shared Education Partnership
Pupils:							
Regular (weekly) Shared Classes	√	√	√	√	√	√	√
Teachers:							
Joint teacher training / staff capacity building	√	√	√	√	√	√	√
Shared Teacher Teacher Exchange	√	√	√	√	√		√
Board of Governors							
Cross-Sectoral Confederation model*	√		√		√	√	√
Parents / Community:							
Structured training/workshops	√	√	√				√
Informal Meetings / Social Events		√	√	√			√

III. APPENDIX III – SPEECHES DELIVERED BY TWO PRINCIPALS AT CELEBRATION EVENT

Speeches delivered by two principals at the 'Celebration Event' in June 2015



Alan Williamson, Principal, Florencecourt PS, Co Fermanagh

Shared Education Presentation – 10th June 2015, Lough Erne Resort Enniskillen

Well it's a little like Deja vu to be standing here in the Lough Erne again speaking about Shared Education amongst our friends and colleagues here in Fermanagh. Last time, I was one of the Fermanagh Chuckle Brother as Principal at Tempo Primary sharing with my colleague Mr McCann. Today I am one of the four stooges which form the Claddagh Glen Learning Community which represents the four schools from Florencecourt, Mullymesker, Killesher and Kinawley. As I reflect on the past five years of Shared Education, I struggled to encapsulate our experiences into a short space of time. Like all good sermons I finally settled on three points which for me described what shared education has achieved in the areas in which I have been involved.

The first is that Shared Education has opened doors.

It opened the doors of our school to pupils, parents and the community from across the areas our schools serve. – Classes, parents' nights, community events – coming together around shared learning, common issues and community development. - Finding common ground on which to build relationships. I know this seems simple but our schools became places of learning for both children through shared classes and for teachers through shared staff development. Through shared classes it opened doors to a variety of buildings, places and sporting facilities. In Northern Ireland an inanimate object like a hall or a playing field has an undeniable religious or political association. The effects of the troubles cemented and polarised these opinions. Yet here we were in Halls and pitches associated with "the other side," doing what kids do – learning together.

One of the comments that has stuck with me from one of the principals involved in our current partnership whilst working with a P1 play related project was "the P1's see a teacher as a teacher, and in whatever group they worked that day the grown up was that teacher it didn't matter what school the teacher came from but for that time that person was their teacher. The openness of doors, the willingness to invite and the freedom for people to walk through them for me was obvious last weekend at Florencecourt PS school fair when on Saturday morning we saw children and staff from all of our Claddagh Glens school attending

and taking part in our fair. It seems simple, but the only reason that most of the people who were there on Saturday, from our 3 partner schools, would have had to be in Florencecourt Primary School 5 years ago, might have been to vote in an election.

Certainly not to spend time socially together.

The second theme that shared education in my experience developed was that of opening minds.

As the doors opened and schools became normalised the challenge to start to open minds began. The one incident that I lost the most sleep about in my involvement in shared education happened early on after the first years of involvement in Tempo. The children had been using the excellent facilities of the local GAA Clubs pitches located between the two schools in the village for a variety of sports over the previous year.

At Tempo primary we had fantastic hard play facilities but were sadly lacking in grass for our sports day. Common sense would say use the dry, well maintained pitches the kids had used all year for Shared Education.

The reality of my concerns was would our entire parent body follow us, when it wasn't Shared PE class and was in fact the controlled school using a place with a strong cultural association which they may not have felt comfortable with in the village.

The question was we had opened the doors for the kids but had we opened the mind-set of the parents to make this work. On the morning in question I arrived in school smiling outside but worrying inside, we were to meet in school and all head to the pitches together. Children took parents by the hand and off we went. Our sports day was the best ever, no skinned knees from falling on tarmac. Shelter and seats to watch the events in the stands.

And the anticipated aftermath – Not a word - but wasn't it a great day, should have done it years ago, what an unbelievable set up there that we didn't even know was there. Simple things, common sense but a door and minds opened and led by the children.

Finally Shared Education opened up potential.

It made the most of Principals and teachers, rooted in their own contexts, able to lead and drive shared education to maximise its own potential in their schools. It allowed leaders to lead, it resourced opportunities for the children, opportunities which could be as adventurous as we could dream and yet most importantly had the permission to fail, and reimagine if we at any time overstretched.

It wound and bound the schools involved in the partnerships I have known. It maximised the potential of staff through shared expertise. One helping another, sharing practice, planning together supporting one another. It released the potential of school leaders to undertake aspects of the school improvement cycle together. It unlocked the potential of individuals for the mutual benefit of all. It filled a generation of children with the potential of developing friendships which will last into the future as they transfer to post primary and the shared opportunities that exist there.

Finally it has left Fermanagh as an area and a community of learners who are filled with potential in the words of some politicians of a previous generation a generation for whom a lot has been done, a lot more to do in the future.

Thank You
Alan Williamson, Principal, Florencecourt PS



Marie O'Shea, Principal, St John the Baptist PS, Roscor, Belleek

The Future is bright...the future is Shared!

'Sharing' is a life skill we encourage in our children from an early age. We advocate the positive outcomes of working with others against going it alone.

Yet for generations schools have stood alone, content to protect their own individuality and in an era of 'open enrolment', often in clear competition with each other, for the ever precious pupil numbers.

The key success in the Fermanagh area of the shared education programme was to try and break these 'silos' apart and create a network of collaborative working relationships between schools on a cross sectoral and/or a cross border basis. The programme though funded by Atlantic Philanthropies and the International Fund for Ireland was led for the most part in Fermanagh by a community based group, Fermanagh Trust. Lauri, Catherine and the team became advocates for us in the wider education community.

In the Belleek area, for us, an initial partnership was developed with Belleek Controlled Primary School, Corry and St John the Baptist PS, Roscor. This was by no means a new arrangement as for many years previously the schools had enjoyed a strong working relationship through the EMU and Schools Community Relations programme. Over the course of the four years of the programme though, our partnership grew to take in St Martin's PS, Garrison and St Davog's PS, Belleek and to become the 'Erne West Learning Community'. I pay tribute to my colleagues Esdille, Brian and Marie for their various roles within this work.

From the outset though this programme was different. The Staff were fully involved from the beginning in the planning of the programme to meet their schools' particular needs. The 'shared hours' commitment meant that unlike previous links the need was created to bring the pupils together on a more regular basis often creating a weekly session in which pupils would work together at each other's schools. This was our 'norm'. Each school open and welcoming to pupils, staff, parents and Governors.

We felt that as small rural schools **we** needed to develop the programme further. We started working in the **first year with just the KS2 P6/7** pupils but as the year progressed we felt it was important to start the process at the beginning levels of school and build friendships from Foundation Stage right the way through school. This could significantly impact on the curricular provision within both schools. So our work began on an Outdoor Play programme for KS1 and a Shared History and Culture project for KS2.

We make a point of **using all community facilities** available to us, this includes the use of the local GAA playing fields and Centre for Sports Day, something which would have been unthinkable in the past for Belleek PS. The local post primary at St Mary's Brollagh is used for ICT and is now considered an option for children from Belleek PS instead of the travel to Enniskillen.

As the programme evolved all pupils from all classes across each school became involved. Given that the schools range from 1 mile to 5 miles apart the **logistics** of moving the children around became one of the main areas for coordination within the programme. We managed it...if there's one thing primary teachers are good at its problem solving and creative thinking, and that's what we needed.

The key difference for us was the **allocation of time for teachers to get together** on a professional basis to plan and support each other through the process. We created a professional network for ourselves which encourages teachers to be in contact with each other to gain advice, support, share resources, share good practice and experience openly amongst this bigger school community.

Or to put in that emergency phone call to Mr Beattie, the ICT Whizz at Belleek PS, when the computer just won't connect to the whiteboard on the morning of the inspection!

We included time for monthly **staff meetings** and governor briefings as part of our partnership building. The Staff regularly coordinates **School Development dates** for shared training and opportunities for coordinators in key school areas to work together on areas of School Development plan action plans. Personally participating in the Masters programme at Queens University in Collaborative Leadership brought me valuable knowledge and skills which I have used throughout my work with other schools.

To **include families and the wider community** we organised a range of joint parental workshops to support the various programmes and a series of celebration events that everyone was welcome to attend. All of these elements have strengthened the idea and ethos behind 'Shared education' within our schools.

As a local person it became the 'norm' for me to be stopped by children, parents, grandparents, community members, from any school, and have a chat about what was going on between the schools, grandparents in particular were especially keen to see the work develop a more positive future for the children within our communities.

We have joint choirs for carols at Christmas, open invitations to all school events and shared awards at Leavers Assembly.

In the programme we have released teachers from within the partner schools as '**Shared Teachers**' to work across a wider cluster of schools to share expertise and quality specialist teaching through ICT, SEN support and Music. We **know** and **acknowledge** the **expertise** existing within our own schools and the need to share good practice amongst a greater number of school communities.

The climate for change has increased the pace of work we are following now. As a result of the Sustainable Schools Policy, Common Formula Funding Review, the Area Planning Process and the Ministerial Advisory Groups recommendations on Shared education our school community found itself seriously considering a shared model of education for the future. Members of the partnership have visited a joint faith school in Liverpool supported by Fermanagh Trust to explore this model of school organisation and governance. We continue to look for opportunities to explore options in this area.

With the guidance of Fermanagh Trust, we had opportunities to present to a wider stage at conferences at Queens University Belfast, make representation to the Department of Education and discuss our progress with the Education Committee. We feel we have contributed to the development of the policies which are currently at place within DE.

- Mainstreaming of Shared Education – making it the ‘norm’ for all
- Drafting of a Shared Education Policy/Bill
- Inclusion of Shared Education in the Peace 4 Programme
- Piloting of new innovative models/shared schools.

The pathfinders are here in Fermanagh....let us show you what we can do!

So for us a local area solution lies in developing a shared school structure, we are currently working to produce an application to the Signature Project for Shared Education. We hope the focus here too will be the collaboration and shared learning opportunities and not caught up in endless paper trails or the ticking of boxes.

We need the Area Planning process to move forward to meet our needs.

For us Shared education is much more than fitting into a box somewhere, it is the ‘norm’ by which our school operates. When not engaged with this work we feel something is missing, it is not an add on to us....it’s the way we want to work and we welcome the support and opportunity to do so.

So I take this opportunity on behalf of all our colleagues in the county to thank you Lauri, Catherina and the Fermanagh Trust team for believing in all of us and the work we do in the Fermanagh Schools.

Thank you for being advocates for the children of Fermanagh and encouraging funders to continue to invest in this worthwhile work.

In conclusion for the ‘Erne West Learning Community’ the future is bright... For the schools of Fermanagh the future is Shared!

Marie O’Shea

Principal

St John the Baptist PS

Roscorr

Belleek

Co Fermanagh

End.