



**Review of the
Fermanagh Trust
Shared Education Programme
(Year One 2009-2010)**

Prepared by

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The
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1.0 SECTION ONE

1.1 Introduction

This Report will address learning from Year One (2009-2010) of the Fermanagh Shared Education Programme. The overall aim of this review is to capture the impact of the Programme and in so doing, help to inform its future direction, in order that it will enhance the achievement of the Programme's aims.

The review process and this Report have been completed by Anna Clarke, Learning for Change Consultancy. An electronic copy of this Report and the Executive Summary can be downloaded from the Fermanagh Trust website: www.fermanaghtrust.org

1.2 The Fermanagh Trust

The Fermanagh Trust is a county-wide community foundation, with independent grant making and community support functions. The Trust manages a number of funds and programmes dedicated to strengthening local communities and addressing community needs within Fermanagh. The Fermanagh Trust supports charitable endeavour, citizenship, peace building, sustainability, social responsibility, and partnership working.

1.3 Background to the Fermanagh Shared Education Programme

Research

Extensive independent research in 2008, which included detailed consultations with parents, educators and community representatives, found that there was strong support for schools in Fermanagh to collaborate on a cross-community basis, so that pupils would have the opportunity to learn and interact with others of a different religion / community background.

Market Research Consultants, Millward Brown were commissioned to undertake background research. Millward Brown undertook a random sample of 400 parents in Fermanagh and conducted a programme of telephone interviews. From this initial research they ascertained that:

1. 92% expressed the view that good relations could be fostered between Catholic and Protestant communities through more mixing of the two communities;
2. 91% said they would like to see enhanced opportunities for children to participate in shared education;
3. 88% confirmed they believed that shared education would help to promote mutual respect and understanding between children from different religious backgrounds;
4. In a situation where two local primary schools of different religions faced closure, 85% would favour either a merger or shared campus arrangements rather than both schools closing and pupils having to travel approximately 8 miles to other schools.

Fermanagh community based consultancy Greenhat were commissioned to facilitate focus group meetings with community representatives across the County. These were attended by 150 representatives, 66% of whom had pre-school or school age children. Feedback confirmed the Millward Brown findings and concluded that 95% of workshop participants would like to see enhanced opportunities for shared education in Fermanagh.

Peter Quinn Consultancy Services undertook the consultation with school principals (both primary and post primary). While acknowledging the potential logistical challenges of implementing shared education, principals supported the concept and felt that there were strong benefits to be gained in terms of:

- Community relations;
- Educational opportunities;
- Sustainability of small rural schools.

On the basis of this strong cross sectoral and cross community support for shared education, the Fermanagh Trust developed the Fermanagh Shared Education

Programme (FSEP) and submitted proposals for grant aid to the Atlantic Philanthropies and subsequently, the International Fund for Ireland (IFI).

Design and Implementation of the Programme

The Fermanagh Trust was awarded a total of £2.1 million by the Atlantic Philanthropies and the IFI, to implement a three year Shared Education Programme in County Fermanagh from 2009 to 2012. The IFI funding is administered by the Department of Education under the Sharing in Education Programme.

The Fermanagh Shared Education Programme (FSEP) has been designed with 3 key principles in mind:

1. Shared education projects developed by the schools are based on delivery of the school curriculum and are not ‘add-ons’.
2. Projects should be based on regular cross community contact to facilitate the ongoing development of relationships in a meaningful way. This was applicable to both staff and pupils.
3. Partnerships should be formed with the nearest neighbouring school of a different tradition thereby supporting the development of localised cross community relationships.

Through these principles the FSEP seeks to break down barriers arising from the conflict in Northern Ireland by providing young people with a range of opportunities to learn and work together. By enabling young people to participate in shared educational experiences the Programme helps facilitate reconciliation for a shared future.

Implementation of the FSEP began in January 2009 with the appointment of a Programme Manager and the Programme became operational from that date. Positive working relationships were established with both the Catholic Council for Maintained Schools (CCMS) and the Western Education Library Board, with representatives from each sitting on the Primary and the Post-Primary Advisory Committee of the FSEP. Both organisations are very supportive of the Programme.

To participate on the Programme, schools were asked to form cross-community partnerships and submit their shared education project proposals. These were assessed and approved and shared classes commenced in September 2009. Funding was available for joint classes, including pupil transport, resources and other necessary costs.

While some former cross sectoral relationships (developed through the Schools Community Relations Programme) were built upon, many new relationships began to be developed.

The partnerships funded in Year One are outlined in the following table:

Primary School Cross-Community Partnerships, Year One 2009/2010		
P'ships	Catholic Maintained Schools	Other Sectors
1	St Mary's PS, Tempo	Tempo CPS
2	Tattygar PS, Lisbellaw	Lisbellaw CPS
3	St Paul's PS, Irvinestown	Irvinestown CPS
4	St Ronan's PS, Lisnaskea	Moat CPS, Lisnaskea
5	St Mary's PS, Maguiresbridge	Maguiresbridge CPS
6	St Eugene's PS, Knocks St Mary's PS, Brookeborough	Brookeborough CPS
7	St Mary's PS, Newtownbutler St Joseph's PS, Donagh	Newtownbutler CPS
8	Cornagague PS Corranny PS	Aghadrumsee CPS
9	St John the Baptist PS, Roscorr	Belleek CPS
10	St Patrick's PS, Derrygonnelly	Florencecourt CPS
11	St Joseph's PS, Ederney	Lack CPS
12	St Davog's PS, Belleek	Kesh CPS
13	Killyhommon PS, Boho	Derrygonnelly CPS
14	Holy Trinity PS, Enniskillen	Lisbellaw CPS Enniskillen Integrated PS Jones Memorial CPS,
15	St Columban's PS, Belcoo	Ballinamallard CPS
16	St Mary's PS, Mullymesker	Florencecourt CPS
17	St Patrick's PS, Mullanaskea	Enniskillen Model CPS
Cross Border Partnerships		
	Catholic Maintained Schools	Church of Ireland Schools
18	St Mary's PS, Teemore	Fairgreen National School, Belturbet, Co Cavan
19	St Martin's PS, Garrison	Kilbarron National School, Ballyshannon, Co Donegal
20	St Ninnidh's PS, Derrylin	Ballyconnell National School, Co Cavan

Post Primary School Cross Community Partnership, Year One 2009/2010	
Catholic Maintained Schools	Other Sectors
St Fanchea's College, Enniskillen St Joseph's College, Enniskillen	Devenish College, Enniskillen Collegiate Grammar, Enniskillen Erne Integrated College, Enniskillen

Details of the projects/subjects developed by each of the school partnerships can be found in Appendix 4.

1.4 Aims

The Aims of the Fermanagh Shared Education Programme are:

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

1.5 Objectives

The Objectives of the Fermanagh Shared Education Programme are to:

1. Increase the number of schools involved in shared education.
2. Increase the number of pupils involved in shared education.
3. Help create more positive attitudes between our two main communities.
4. Demonstrate and raise awareness of the benefits from shared education in terms of integration and sustainability.

1.6 Short term Outcomes 2009 – 2012

1. Greater opportunities for inter sector sharing and collaboration.
2. Break down of barriers between school principals and staff from different sectors.
3. Increased number of pupil to pupil relationships established.
4. Friendships established with pupils of a different religion.
5. Increased trust and improved relationships between schools from different sectors.
6. Increased cross community interaction outside of school day.
7. Reduced fear, suspicion and mistrust of the “other” community.
8. Greater understanding of and respect for cultural diversity.
9. Improved communications on benefits of sharing and identification of best practice.
10. More effective advocacy on benefits of shared education (reconciliation, educational and economic).

1.7 Longer Term Outcomes

1. Institutional barriers to continued and / or expanded sharing and collaboration removed at school level and increased levels of sharing.
2. Reduction in community tensions; improved community relations; and increased integration between the two main communities.
3. Greater understanding of and greater respect for the “other” community.
4. Continued joint activities / education between schools from different sectors.
5. Cross sectoral options proposed and explored in planning for future educational provision in Fermanagh.
6. Cross sectoral options explored to help sustain rural schools.

Further details of the Logic Model developed for the Fermanagh Shared Education Programme can be found in Appendix 2.

1.8 Projected Target Outputs for the 3 Year Programme 2009 / 2012

Target No.	Primary Schools	Year 1	Year 2	Year 3	Total
1	No. Participating Primary Schools	22	35	40	40
2	No. Participating Pupils in regular joint classes	660	1,050	1,200	2,910
	Post Primary Schools	Yr1	Yr2	Yr3	Total
3	No. Schools Collaborating on a Cross-community basis	10	14	16	16
4	No. Pupils studying on a Cross Community Basis	184	500	657	1,341
5	No. Of Different Courses Delivered on Cross-community basis	7	10	10	10
6	No. Staff Trained	59	32	12	103

1.9 Policy Context and Impact in Fermanagh

This Section examines the key current policy drivers in education and their potential impact for schools and the provision of compulsory education in Fermanagh.

Census figures indicate that the community background of the Fermanagh population is approximately 59% Catholic and 40% Protestant. In 2009, just under 11,000 pupils were enrolled in schools in Fermanagh. 93% of these were educated on a segregated basis. Fermanagh has disproportionately more schools with small enrolments than other areas in Northern Ireland. See Appendix 1 for a breakdown of pupil enrolments per school for 2009/2010.

Overall, the current policy context for the education sector in Northern Ireland is complex, sensitive and rapidly changing. Current educational debates and developments will impact directly and specifically in Fermanagh and given its strong rural focus and geographical configuration these impacts are likely to have greater significance in the County than for many other areas.

The Bain Report

The Report of the Independent Strategic Review of Education - ***Schools for the Future: Funding, Strategy, Sharing 2006 (the Bain Report)***¹ highlighted the need for improved sharing and collaboration between schools and illustrated the significant contribution that the education sector could make to a shared society in the future. The Bain Report recommended the concept of **Area Based Planning**, essentially advocating sharing and collaborative approaches to meeting the educational needs within a geographical area with a view to sustaining effective and efficient educational provision and facilities. Area Based Planning formed the rationale for the establishment of the Fermanagh Learning Community (FLC), which brings together the post primary education providers (including the 14 post-primary schools and 2 special schools) in the County to jointly plan and deliver provision and meet the requirements of the Entitlement Framework.

¹ Independent Strategic Review of Education: Schools for the Future: Funding, Strategy, Sharing, 2006 (the Bain Report)

Development of the FLC is still at an early stage. A recent Education and Training Inspectorate (ETI) report² stated that ‘there remains limited collaboration between the schools’ and that ‘there are too few noteworthy benefits for learners, teachers or schools’.

A Policy for Sustainable Schools

Following on from the Bain Report, in 2009 the Department of Education issued a policy document on the future of schools in a period of demographic decline entitled ***Schools for the Future: A Policy for Sustainable Schools***³ which outlined six criteria and associated indicators of school long term viability and sustainability.

These are:-

1. Quality Educational Experience
2. Stable Enrolment Trends
3. Sound Financial Position
4. Strong Leadership and Management by Boards of Governors and Principals
5. Accessibility
6. Strong links with the Community

In Fermanagh, if the sustainability of schools were to be judged solely on the enrolment criteria, 25 of the 44 primary schools (i.e. 57% of primary schools in Fermanagh) could be considered to be unsustainable. At post-primary level, just 3 out of the 14 schools (i.e. excluding the special schools) are close to the enrolment thresholds. The remaining 11 schools could potentially be deemed unsustainable, based upon pupil enrolments.

The range and mix of factors are complex, but for Fermanagh, the closure of schools and/or amalgamations within sectors could well lead to further community division and rural depopulation.

There are a range of other policy developments that will impact upon education provision in Fermanagh, many of which promote the concepts of sharing and

² ETI, July 2009, An Evaluation of The Adequacy, Accessibility and Integration of Services to Support the Emotional Well-being and Health of Children and Young People in the Greater Enniskillen area of Fermanagh.

³ Department of Education, 2009 *Schools for the Future: A Policy for Sustainable Schools*

collaboration. Some of these policies also raise questions about the viability of small rural schools.

The Entitlement Framework

The Education (NI) Order 2006⁴ introduced the Curriculum Entitlement Framework which is intended to guarantee all pupils access to a minimum number and range of course choices (24 courses at Key Stage 4 and 27 courses at post-16). For most pupils the courses will be available in their own school but some pupils will also access courses in neighbouring schools, further education colleges or approved training organisations. Delivery of the Entitlement Framework will require schools to work in collaboration in order to offer the required range of courses to pupils. However, the ability to provide this range of curriculum offer is likely to pose particular challenges for smaller schools, or those in rural areas of Fermanagh.

Every School a Good School

Whilst primarily focussing on failing schools, the Department's policy for school improvement, *Every School a Good School* advocates merging of a poor school with a strong school, as one of a number of options.

Education Skills Authority

The proposed new Education and Skills Authority (ESA) which was due to become operational in January 2010 also presents important opportunities for sharing and collaboration. The ESA is intended to bring together under one agency the functions currently carried out by the five Education and Library Boards (ELBs); Council for the Curriculum Examinations and Assessment (CCEA); and the Regional Training Unit (RTU). In addition it is also intended to assume responsibility for the functions undertaken by the Council for Catholic Maintained Schools (CCMS); the Northern Ireland Council for Integrated Education (NICIE) and Comhairle na Gaelscolaíochta (CnaG), the representative body for Irish medium education in Northern Ireland.

⁴ The Education (NI) Order 2006

Revised Curriculum

The policy implications at primary school level within the Revised Northern Ireland Curriculum can be seen specifically in the compulsory area of Personal Development and Mutual Understanding (PDMU). This contains much of the cross curricular themes that had previously been included in the Education for Mutual Understanding (EMU) programme. The Mutual Understanding aspect of PDMU now requires specific classroom teaching time devoted to the themes and consequently may have a greater impact.

At post primary level, as part of the Key Stage 3 curriculum, Local and Global Citizenship is an element of the Learning for Life and Work area of learning. It includes the four strands of: diversity and inclusion; human rights and social responsibility; equality and social justice; and democracy and active participation.

This, combined with the experience of the Schools Community Relations Programme (SCRIP) provides the contextual backdrop, in terms of community relations, to the FSEP.

Post-Primary Reviews

In recent years both the Controlled/Voluntary sector and the Catholic education sector have undergone separate post primary reviews of provision.

The Northern Ireland Commission for Catholic Education (NICCE) has undertaken a significant review of the Catholic education sector and in March this year issued proposals for a number of 'projects' across Northern Ireland.

Proposals review the post-primary schools estate, demographics within each current school and are based upon the intention to end academic selection in its schools by 2012, in line with the Department of Education policy. Proposals impacting in the Fermanagh area are contained within the Clogher and Kilmore Project area and involve the following schools;

- Mount Lourdes Grammar School, Enniskillen
- St Aidan's High School, Derrylin

- St Comhghall's Secondary School, Lisnaskea
- St Eugene's College, Roslea
- St Fanchea's College, Enniskillen (SEP participating school)
- St Joseph's College, Enniskillen (SEP participating school)
- St Mary's High School, Brollagh
- St Mary's College, Irvinestown (supporting the primary school programme)
- St Michael's College, Enniskillen

The proposal is for a maximum of three 11-19 schools located in Enniskillen together with one new 11-19 school in rural South East Fermanagh. Each school would be expected to fully meet the requirements of the entitlement framework.

The consultation period for these proposals was extended to the end of June 2010. The outcome has yet to be made public.

In 2008, the WELB published a pre-consultation document on the future of Controlled/Voluntary Post-Primary Education in Co. Fermanagh. The document outlined options for the future of the Controlled/Voluntary sector post-primary provision. Undertaken against the backdrop of demographic change, falling pupil numbers, spare capacity within schools, ageing schools estates and significant change within the education policy arena, a working group was formed comprising 5 of the post-primary schools from the Controlled /Voluntary sector.

Five options for the future were outlined, 4 of which involved variations on the 5 schools coming together in different forms. None of the options outlined involved collaboration, merger or otherwise with post-primary schools from other sectors – e.g. the Catholic sector. Analysis of the public consultation responses, demonstrated that 12 out of 30 – some 40% of the additional comments, actually advocated suggestions for cross sectoral sharing and collaboration, including mergers with schools from the Catholic sector.

Community Relations, Equality and Diversity in Education (CRED)

In terms of promoting good relations, equality and social cohesion in particular within schools, there are currently two policies out for consultation which will have direct influence and the potential for significant positive impact on the promotion of shared education.

In recent months the Department of Education has reviewed the Schools' Community Relations Programme and is now consulting on a new **Community Relations, Equality and Diversity in Education Policy (CRED)**. The policy consultation document acknowledges that;

“The vast majority of our children and young people are educated in settings that reflect one or other of the two main religious communities. Such a system takes account of, and respects, parental choice but does not commonly give young people day to day sustained access to shared learning experiences with those from a different background. ...children and young people need opportunities to learn about themselves and their culture, and about others and the similarities and differences in their culture. They need to build positive relationships with young people from different backgrounds and to dispel negative perceptions and images about those who are different from them; the self-confidence to have pride in their own tradition; and the resilience to deal with intolerance or prejudice.”⁵

In seeking to promote and deliver community relations, equality and diversity in education within today's changing social and political context, the policy proposes a number of actions, all of which are congruent with the aims, purpose and approach of the Fermanagh Shared Education Programme. These include;

- Strengthening connections between current community relations policy and other education policies, so that community relations is not perceived as an 'add on' but rather as an integral part of education.

⁵ Consultation Document on Community Relations, Equality and Diversity in Education Policy, DE, Sept 2010, p 11

- Promote the practice of CRED and encourage greater sharing and collaboration across and between all educational settings on a cross community basis.
- Support sharing and collaboration aimed at enhancing the delivery of the formal curriculum.
- Support schools to integrate this work into their ethos and planning.
- Facilitate opportunities for young people to engage in meaningful interaction with other young people from different social, cultural or religious backgrounds.

Cohesion, Sharing and Integration (CSI)

It is intended that the Department of Education's CRED Policy is compatible with the recently published ***Draft Programme for Cohesion, Sharing and Integration.***⁶

The draft document highlights various themes for action, a number of which are compatible with the principles of the Fermanagh Shared Education Programme. These include:

- Emphasis on inclusion and interdependence;
- Build on shared values;
- Encourage dialogue and improved relations between and within all sections of the community, both north/south and east/west to the benefit of all;
- Promote a partnership ethos within communities which celebrates difference.

And in the longer term:

- Development of 'Shared Space' and encouraging shared neighbourhoods;
- Ensuring good relations considerations are embedded within all government policy making – which would include education policy;
- Reducing and eventually eliminating segregated services.

⁶ Programme for Cohesion, Sharing and Integration, OFMDFM, 2010

From a policy perspective, everything about the Fermanagh Shared Education Programme is compatible with current and emerging policy development and indeed the Programme is now in a position to offer models of practice that will inform the implementation of new Government policy going forward.

2.0 SECTION TWO

2.1 Terms of Reference and Methodology

The key objectives of this Year One review assignment were to:

1. Establish a baseline of where participating schools were in terms of cross community work prior to becoming involved with the Fermanagh Shared Education Programme;
2. Assess progress towards achieving the aims, objectives and outcomes set for the Programme;
3. Highlight successful models of sharing and examples of good practice that can be disseminated;
4. Identify the learning from the Programme to date which may inform the development of projects in Years 2 and 3;
5. Identify other models/opportunities for sharing beyond the classroom, that may contribute to achieving desired outcomes.

The approach for this review involved using a range of methodologies designed to engage all stakeholders in the consultation process. At all times the methodologies were informed by values that underpin community relations and peace building work and are in keeping with and seek to contribute to the aims and objectives of the Fermanagh Shared Education Programme. All review activity was structured around the key objectives and outcomes of the Fermanagh Shared Education Programme.

The methods used in this review included:

- Desk based research to review background to the programme, existing research undertaken with schools in the Fermanagh area, families, communities etc to establish a baseline upon which to measure future progress.

- Desk based research to review the range and breadth of monitoring data already captured – highlighting key findings and key questions for further consideration.
- Online surveys conducted with primary school principals and teachers with good response rates across all sectors. (See Appendix 7 for survey questions). 29 primary school principals (i.e. approximately 68% of participating primary schools) completed the online survey. 21 teachers (approximately 49% of participating primary schools) completed the survey. It is important to note here that in many of the primary schools principals are also teaching, and in relation to the FSEP they would only have been expected to respond to one survey.
- Online survey with post primary sessional tutors delivering the personal development classes. (See Appendix 9 for survey questions)
- Online survey with 6th form students in the 5 participating post primary schools. (See Appendix 8 for survey questions)
- Meetings with staff from Fermanagh Trust involved in managing and supporting delivery of the Programme.
- Meetings with members of the Advisory Committees to focus on reviewing progress and achievement in Year One. The intention being to get an overall sense of where energy and enthusiasm has focussed, how progress to date compares with the initial hopes and aspirations, and the extent to which the external context and potential challenges have impacted upon progress.
- Meetings with representative sample of school principals and staff who have had close involvement with the FSEP in terms of implementing practice. This included;
 - one to one interviews with 30 primary school principals and teachers, (See Appendix 5 and Appendix 6 for interview questions for principals and teachers);
 - a review workshop attended by 32 primary school principals and teachers;

- visits to 6 primary schools, 5 in Northern Ireland and 1 in Republic of Ireland;
- one to one meetings with each of the 5 post primary principals; and
- visits to all 5 post primary schools.
- Conversations with a small number of parents of children, who are participating in the Shared Education Programme, exploring their observations on the benefits of the Programme to date.
- Conversations and focus groups with pupils in 6 primary schools and the capturing of pupils thoughts and experiences through specific activities such as written reflections.
- Observation of post primary personal development classes and conversations with post primary pupils from all 5 participating schools.
- Discussion with other key stakeholders including – DE (IFI Liaison Branch), the Atlantic Philanthropies, the IFI and the WELB, etc.

The remaining sections of this report include the following:

- Section Three details the findings, conclusions and recommendations in relation to the **primary** sector FSEP provision. This represents the major part of the report as over 40 primary schools were involved, compared to 5 schools in the post primary programme.
- Section Four presents the findings, conclusions and recommendations in relation to the **post primary** programme delivered via the FSEP.

3.0 SECTION THREE

3.1 Findings - Primary Schools Programme

3.2 Introduction

Overall, the progress made towards achieving the targets for Year One, and towards achievement of the short term outcomes set for the Fermanagh Shared Education Programme in relation to the **primary schools sector** is extremely positive and encouraging. The FSEP has been warmly welcomed and embraced by the primary school principals, teachers, governors, pupils and their parents. There is clear and strong evidence of significant commitment to the FSEP from the primary schools, who have articulated much appreciation of the Fermanagh Trust in making the FSEP possible and for the supportive and flexible approach taken by Fermanagh Trust in promoting sharing and collaboration.

Undoubtedly the FSEP has already made an impact in terms of promoting cross community and cross sector relationships, the sharing of skills and resources and supporting new collaborative thinking and working practices. This augers very well for the overall achievement of outcomes over the life of the programme, which are already exceeding expectation in a number of areas.

3.3 Achievement against Targets for Year One

The following Table shows the progress towards achieving the Programme targets in relation to the primary schools sector for Year 1.

Targets For Year 1 (End of June 2010)	Achieved	Commentary	Targets By End of Project (August 2012)
1) No. Of Primary Schools Collaborating on a Cross Community Basis			
22 primary schools	43 (40 in Fermanagh & 3 in Rol)	Exceeded by 21 schools	40
2) No. Of Primary School Pupils Participating in Cross Community Education			
660 pupils	1,658	Exceeded by 998 pupils	2,910
3) No. Of Staff Trained in Delivery of Joint Education			
59 staff	59	Achieved	103

Information regarding the actual number of pupils participating in the FSEP from each Schools partnership can be found in Appendix 3.

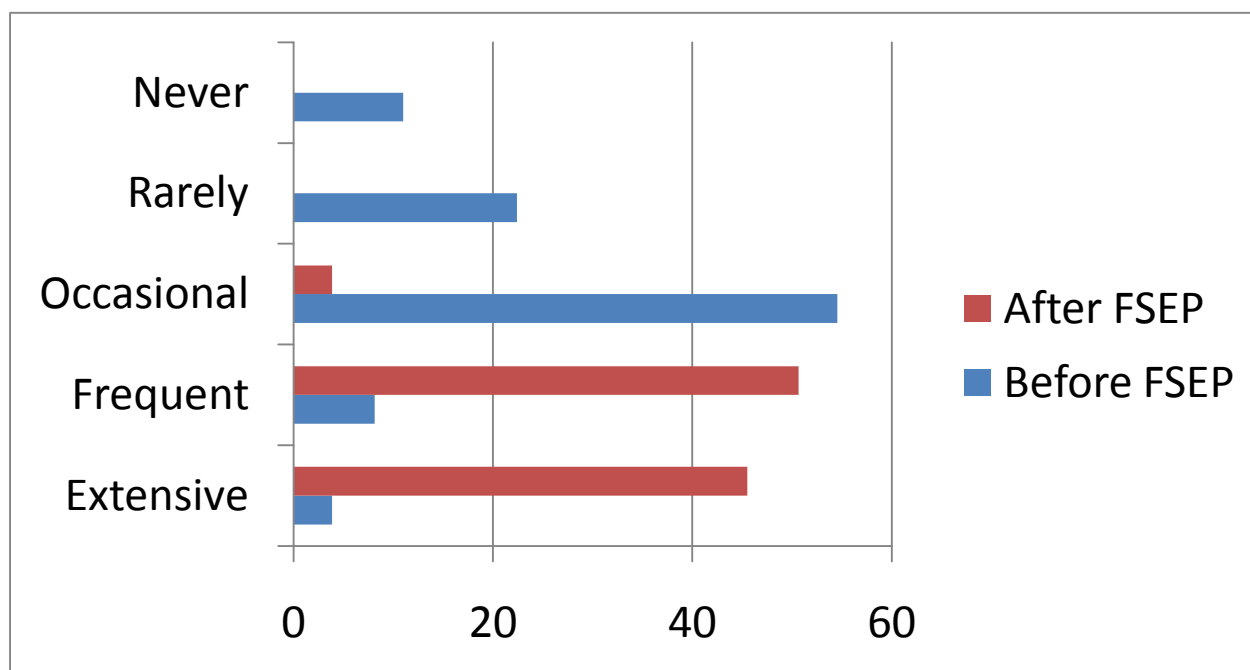
Already 40 primary schools across Fermanagh (i.e. over 90% of the primary schools in the County) and 3 primary schools in the Republic of Ireland have participated in shared education partnerships in year 1 of the Fermanagh Shared Education Programme, covering the period September 2009 to June 2010. This is almost double the target for Year 1, and exceeds the targets for Years 2 and 3.

Staff trained in delivery of joint education is 'off-the-job' training. One training day included partnership building between the schools and a second training day focused on building good relations between schools from different sectors.

3.4 Establishing Baseline

As part of the online survey, respondents (primary school principals and teachers) were asked to describe the extent of cross community involvement with other schools in the 3 year period prior to participating in the FSEP, and the extent of contact following participation in the FSEP.

The following Table shows the percentage response rate for cross community involvement before and after involvement with the FSEP:



Extensive = once/twice a week, Frequent = once/twice a month, Occasional = once/twice a term, Rarely = once/twice a year.

Prior to the FSEP commencing, most schools had cross community contact on an occasional basis – once or twice a term and for some it was rare – once or twice a year. However, in the past year, as a result of participating in the FSEP, the extent of cross community contact amongst the schools has risen to extensive – once or twice a week, or frequent – once or twice a month.

This dramatic increase in the extent of cross community contact is a significant outcome in itself, but also an important pre-requisite for the achievement of the remaining outcomes.

3.5 Descriptions of cross community contact prior to FSEP

Respondents were asked to describe the nature of the cross community contact they/their schools had prior to participating in the FSEP. The main focus for cross community contact came via the following named programmes;

1. Schools Community Relations Programme;
2. Education for Mutual Understanding (EMU);

3. Connecting People, Places and Heritage Programme (Museums Programme);
4. Extended Schools Cluster Programme.

Activities specified ranged from swimming, sports, summer fair, Christmas shows, production of a CD funded through the Integrated Education Fund and historical/heritage and science trips. Respondents indicated that contact was limited to 3 -4 times through the year, or over 1 term such as swimming.

“Children in years 1 and 2 often met for cross community activities.

There was also an EMU programme, which focused on looking at differences between the communities.”

Primary School Teacher

“....the children came together on two-three isolated events a year.

With the restrictions of time it was difficult to foster long term friendships.”

Primary School Principal

3.6 Hopes and Expectations of the FSEP

Respondents were asked to outline what they hoped to achieve by taking part in the FSEP. A wide variety of responses were elicited to the question, many of which were directly linked to the desired outcomes of the Programme.

- Building relationships between staff from different sectors;
- Capacity building for staff – particularly learning from experts with subject specialisms;
- Enhancing relationships between staff so that they extend beyond the FSEP;
- Building relationships and friendships between pupils from different backgrounds – including educational backgrounds;
- Better understanding and respect for other traditions and cultures;
- Increased educational and curriculum opportunities for pupils;

- Opportunities for children to work together on educational projects under 'normal' situations;
- Encouraging parental involvement.

It is clear from the responses to this question that principals and teachers had very high expectations of the Fermanagh Shared Education Programme. In their broadest terms it is apparent that those involved in the delivery of the FSEP valued the importance of promoting cross community contact for staff and pupils and for enhancing learning and curriculum opportunities through sharing and collaboration. The following quotes commonly summarise the nature of many of the responses;

“Through FSEP it was hoped that the children from neighbouring villages would become good friends. Building friendships would also lead to sharing ideas and working together to realise we all learn the same things, play the same games and live similar lives, even though we go to different schools. As a teacher, I hoped to liaise with someone teaching the same year group as me, plan together, share resources and ideas.”

Primary School Principal

“Developing friendships and understanding between children from two main cultures in Northern Ireland in a way that contributed to their education and also to benefit the school. It was very useful to be able to use the curriculum as a starting point rather than their differences as previously experienced on other programmes. This link also meant it was an integral part of this year’s work rather than an occasional diversion.”

Primary School Teacher

“We hoped to achieve and initiate a friendship between the children in both schools, which could be nurtured in forthcoming years. We exposed the children to differences in denomination and culture and encouraged respect and mutual understanding between pupils in both schools.

We guided them on how to work and be educated together and work as part of a team.”

Primary School Teacher

“Help to build up good working relationships between the staff and pupils of the two schools. To help the children understand that children from a ‘Saint’ school are just as normal as they are.”

Primary School Principal

Conversations with pupils in the six primary schools visited indicated a range of hopes and expectations around meeting and making new friends, learning about people from other local communities (geographical) and learning ‘new things’.

Many talked about being excited, happy and a bit nervous initially, but not anymore as they ‘are friends’.

3.7 Progress in Year 1, in Relation to Short Term Outcomes

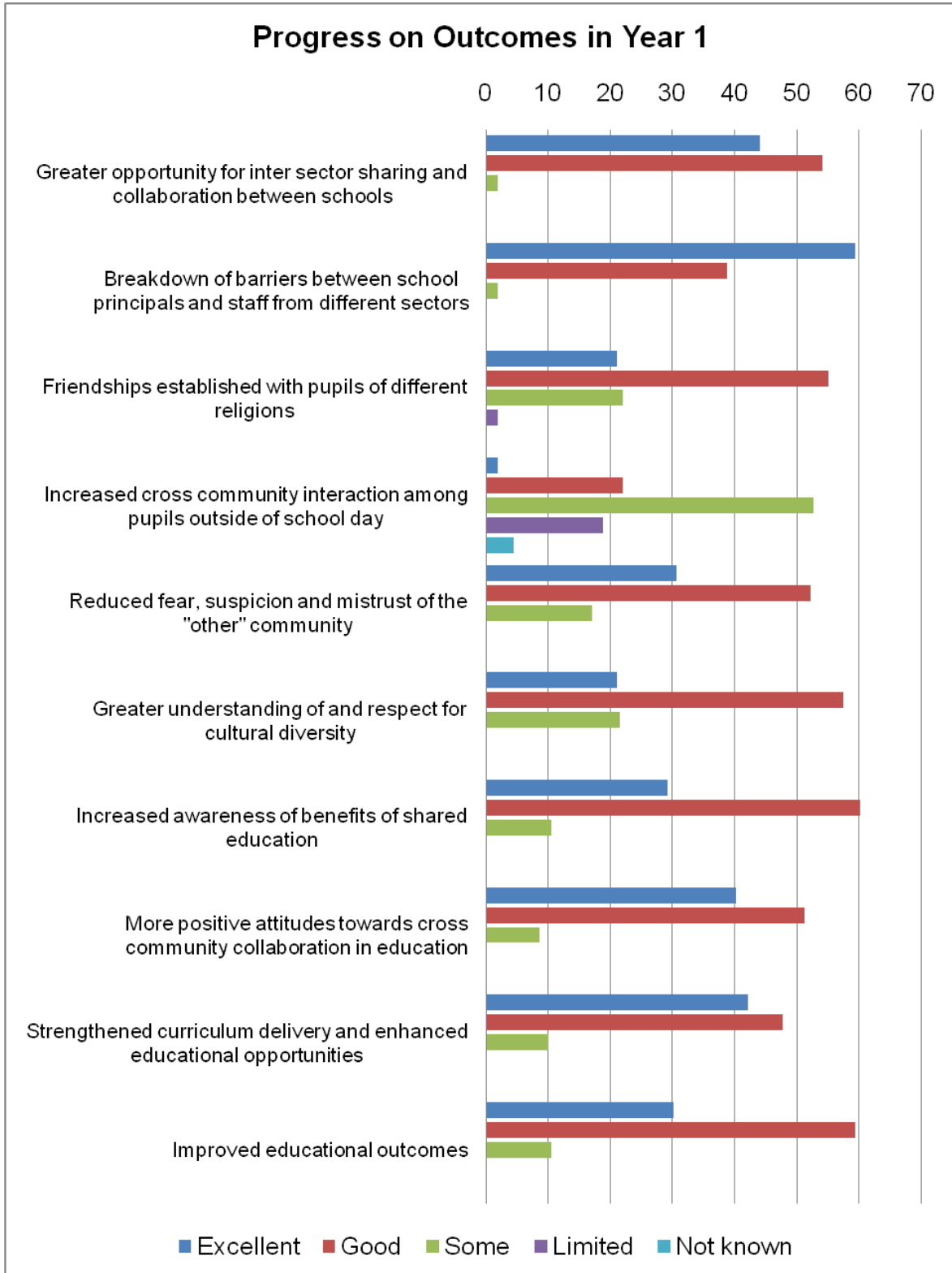
The short term (2009-2012) outcomes for the Fermanagh Shared Education Programme are;

1. Greater opportunities for inter sector sharing and collaboration.
2. Break down of barriers between school principals and staff from different sectors.
3. Increased number of pupil to pupil relationships established.
4. Friendships established with pupils of a different religion.
5. Increased cross community interaction outside of school day.
6. Reduced fear, suspicion and mistrust of the “other” community.
7. Greater understanding of and respect for cultural diversity.
8. Improved communications on benefits of sharing and identification of best practice.
9. More effective advocacy on benefits of shared education (reconciliation, educational and economic).

Progress in relation to the Fermanagh Shared Education Programme cannot be viewed simply in relation to outputs alone. It is important to explore how practice and attitudes have changed so far and how the FSEP has contributed to promoting cross community contact and reconciliation beyond what would already have been funded through other existing programmes and initiatives.

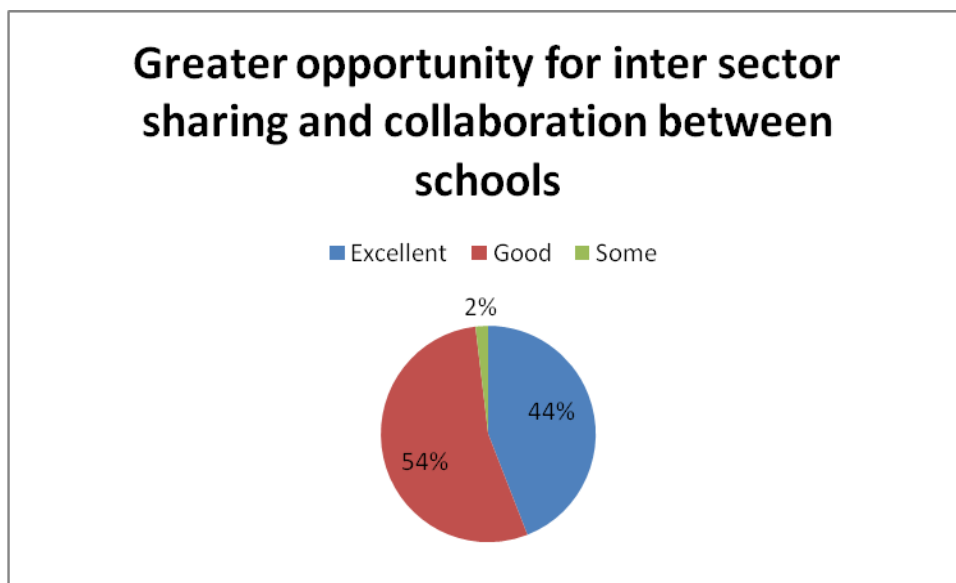
Respondents (principals and teachers) were asked via a number of questions, to indicate the extent to which they felt progress had been made towards achieving these outcomes. The chart below summarises responses in relation to progress.

Progress in Year 1, towards achieving the Short term outcomes



3.8 **Greater opportunities for inter sector sharing and collaboration**

The chart below illustrates the strength of response in relation to progress towards achieving this outcome.



This is a significant response given that the Programme is only reaching the end of Year 1.

The proximity of partner schools to each other and the frequency of shared education classes have contributed greatly to the progress achieved in relation to this outcome. Highlights for principals and teachers in relation to this outcome include:

“The working together of the 2 schools’ Principals and Class Teachers to bring about an opportunity for children to learn together in each others’ workplace which would have been taboo some years ago”.

Primary School Principal

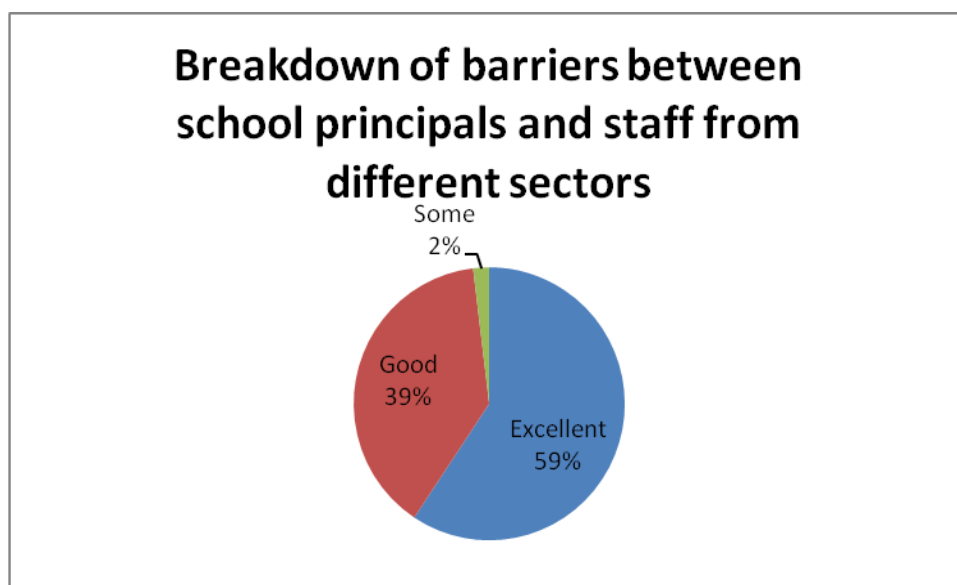
“Visiting each other’s schools and taking part in all aspects of school life from lessons to eating school dinners in another school. Having fun in different environments as well as learning new skills. Having a close working partnership with other teachers and classroom assistants.”

Primary School Teacher

The Fermanagh Trust recommended that the Partnerships provide 60 hours of shared education classes per pupil per year. In the vast majority of cases this has been achieved and in a number of instances exceeded by several partnerships. In addition, the shared education resulted in a number of other joint initiatives, i.e. spin-offs, which were not funded. For example, the establishment of a joint brass band, joint events, and the involvement of other classes.

3.9 Breakdown of barriers, increased trust and improved relationships

The chart below outlines respondents' views on progress towards breaking down barriers between principals and staff from different sectors. Again, these are extremely positive responses to progress in relation to this outcome. This makes very positive reading just one year into the programme.



These figures are therefore very significant given that in some instances respondents reported having little or no contact with colleagues in their partner school prior to the FSEP, despite the fact that their partner school may only be a short distance away. Furthermore, the quality of relationships achieved within the past year is by no means on a superficial level, as the following indicate:

“Greater collaboration between the staff of the two schools, for example C.P.S invited our staff down to their old school to see what resources we might want before they moved into their new school. Both principals have been recently appointed and provided a great opportunity to meet each other on a regular basis to develop a sound working relationship.”

Primary School Principal

“I feel the FSEP has strengthened links between the two schools. We now ring each other up for advice on many school issues – it’s always good to discuss things with someone who teaches the same

year group as yourself.”

Primary School Principal

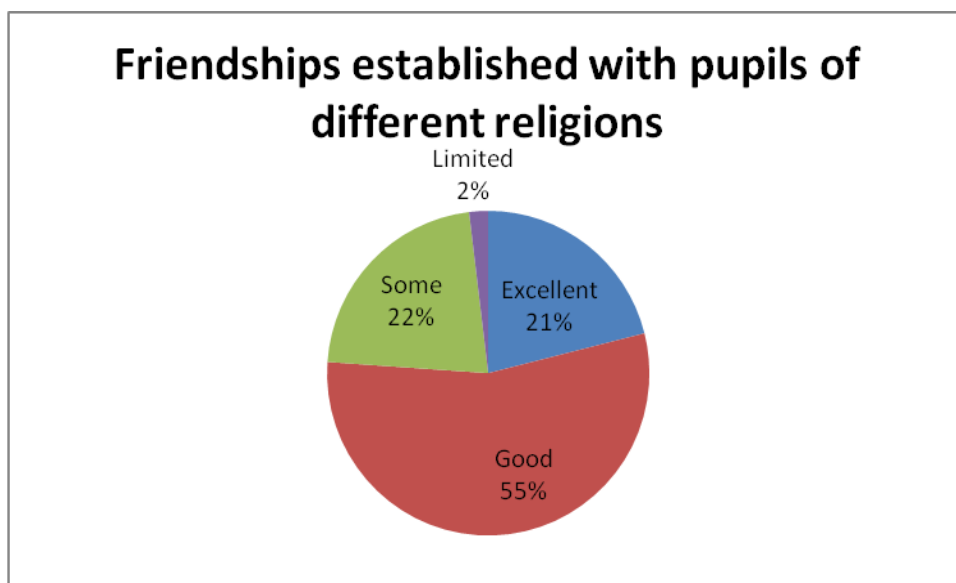
“My own personal highlight was working with other teachers from different Schools in our training programme for using Apple Mac computers.”

Primary School Principal

Relationships however, have extended beyond a purely professional capacity. One principal recalled attending another’s family funeral (relative of partner principal) while another remembered visiting a partner school colleague who was sick. Another example cited involved one primary school teacher inviting her partner school colleague to her wedding such was the nature of the relationship and friendship they had established.

3.10 *Increased number of pupil to pupil relationships*

All respondents reported increased relationships and friendships between pupils from partner schools. Given that in the first year of the programme 1,658 primary school pupils participated representing approximately 30% of primary school pupils in Fermanagh, this is again a significant achievement. The chart below shows the reported progress in relation to this outcome.



Many of the principals and teachers drew attention to the significance of the relationships between the pupils;

“The most significant outcomes have been the ease at which the two classes amalgamated and worked together without feeling any different to others in their group. Due to the frequency of the activities, the children began building close friendships with pupils from the neighbouring school. The work they produced showed a diversity of ideas yet the finished product illustrated teamwork and group input. The children were exposed; some for the first time, to a shared education programme and are aware that collaboration through education has lots of advantages for learning.”

Primary School Teacher

“Through our programme we noticed how easily the children mixed through a common interest activity. They began to relax around children

from the other school and developed friendships. Certainly when the programme was on a regular weekly basis, the children got to know each other better and felt confident in their surroundings.”

Primary School Teacher

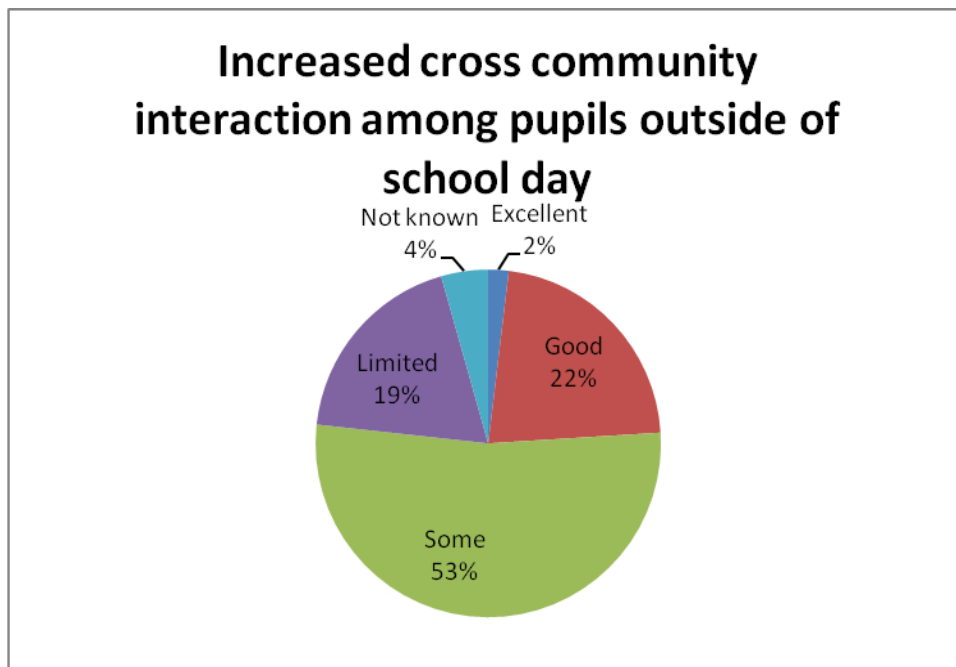
“Pupils from the two schools met regularly and this provided opportunities to establish relationships. They also got the opportunity to find out things about their town and different landmarks within it.”

Primary School Principal

Interviews with pupils from some of the participating schools indicated that they found the learning more enjoyable because the context was different from their normal learning environments. Several talked about enjoying the visits and educational trips but a number highlighted the enjoyment of learning in another school, working alongside their ‘new friends’.

3.11 *Increased cross community interaction outside of school day*

Responses in relation to this outcome (as illustrated on the chart below) show less impact, compared to the other outcomes.



It should be noted that of all the FSEP outcomes, this is the hardest one to measure in terms of progress. It is also the most difficult to influence. There are a number of reasons for this;

- This outcome relates to friendships outside of school, over which school staff have no influence or control and little by way of evidence to determine if it is taking place;
- Many of the schools are located in rural areas where opportunities for organised out of school activities are more limited;
- Primary school children are largely reliant on parents to transport them to various out of school activities;
- Also, pupils may live in largely single identity communities, where out of school activities are more likely to be linked to Church or cultural tradition. This is confirmed by a recent Education and Training Inspectorate Report in Fermanagh, which concluded;

“Most of the effective youth work is based on voluntary community commitment, for example, by church-based organisations or sporting bodies such as the Gaelic Athletic Association (GAA).”⁷

All of these factors will have a bearing on the ability to influence, identify and measure progress in relation to this outcome. However, despite these limitations there are a number of examples of increased cross community inter-action between pupils outside of school, as a result of the FSEP:

“The children would see each other in the park occasionally and would play together outside school.”

Primary School Principal

“Pupils knew each other to see from the bus but rarely conversed, this project is providing a common ground to talk about when the pupils meet each other now on the bus.”

Primary School Principal

“Children swapped phone numbers, which demonstrates that friendships were made and sustained outside of school. “

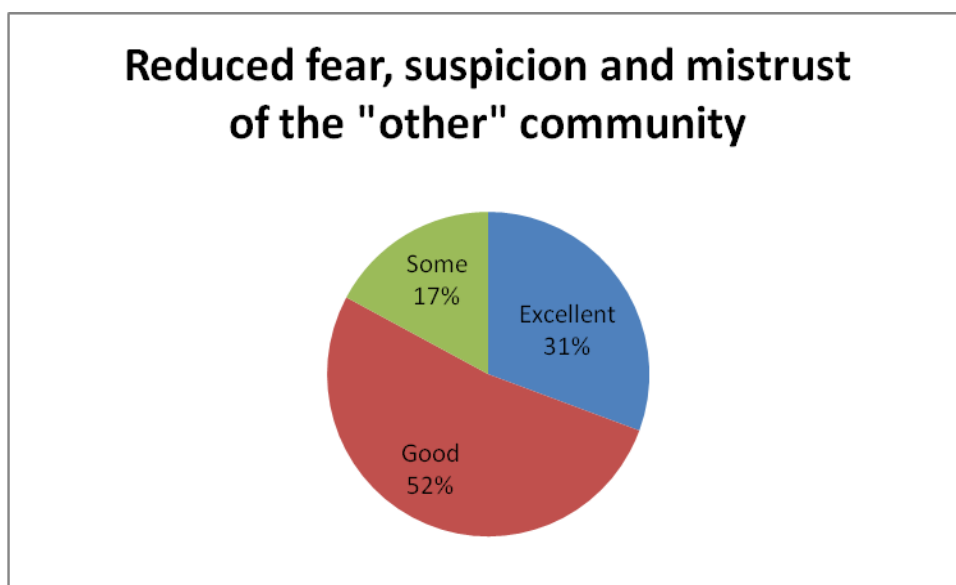
Primary School Teacher

The children too, highlighted numerous occasions when they had met up with pupils from their partner school within their own locality/community.

⁷ ETI, DE, July 2009, An Evaluation of The Adequacy, Accessibility and Integration of Services to Support the Emotional Well-being and Health of Children and Young People in the Greater Enniskillen area of Fermanagh

3.12 *Reduced fear, suspicion and mistrust of the “other” community*

With 40 out of the 44 primary schools in Fermanagh participating in the FSEP it is important to note that several of these are schools located within areas that have experienced long term community tensions and division. This is another outcome that has produced a very positive response from primary school staff in terms of progress towards achievement, as the chart below indicates.



“Children have made friends, suspicions have been eradicated, it has been enjoyable.”

Primary School Principal

“Pupils from the local parish are working, learning and playing together in each others’ schools. Realising they have a lot more in common and that left alone without the views and opinions of adults they just enjoy being children!”

Primary School Principal

This point was also made very strongly by the principals of two primary schools, within walking distance of each other in the same village. Previously, there had been absolutely no contact between staff of either school. Both schools had appointed new principals in recent years who had met to ‘explore what we had in common’. The FSEP came at just the right time. Both principals confessed to initial trepidation about how the programme would be received by their respective

parents and were really pleased by the fact that all parental feedback had been highly supportive and had gone a long way to breaking down fears locally about contact between the schools.

Other teachers highlighted the access to new opportunities as key to breaking down barriers.

“Pupils really enjoyed the sporting activities during term three when all barriers were broken and they were working in mixed school teams trying to compete with other mixed school teams! Also the opportunity for pupils from the controlled sector to learn skills in sports more common to the maintained sector i.e. Gaelic football and vice versa - rugby and cricket.”

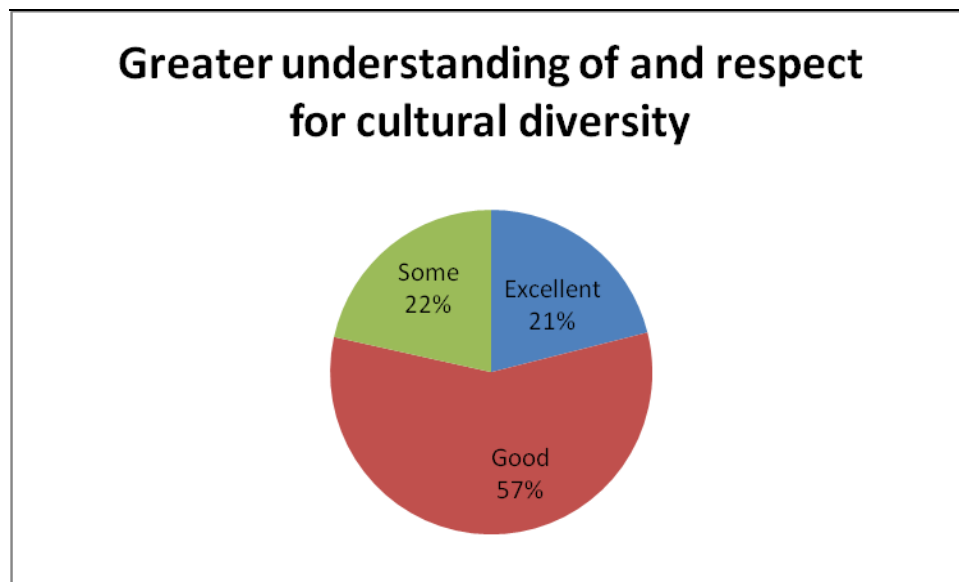
Primary School Teacher

“Pupils and staff from both schools have bonded and formed better working relationships. The children and staff have had the opportunity to find out about each other and the community in which they live through fun and practical activities.....and because of this interaction I would say the children have a more positive attitude towards their partner school reducing fear and suspicion.”

Primary School Teacher

3.13 *Greater understanding of and respect for cultural diversity*

The chart below outlines respondents' views on progress towards this outcome, which again demonstrates strong and positive achievement at this stage.



A number of principals and teachers commented on how the FSEP facilitated this process naturally because of the emphasis on delivering the curriculum from a shared perspective. Additionally, much of the curriculum lends itself to promoting understanding and respect through the exploration of society, history and the world around us as well as through the teaching of personal development and mutual understanding (PDMU.)

“Children have benefited greatly from this project in every aspect. Not only have they grown immensely in confidence and self-esteem, they have also made new friends and become more positive in their attitude to those from another community. They understand that everyone is the same and they have gained greater understanding and respect for cultural diversity.”

Primary School Teacher

In fact a recurring theme for teachers in particular was the fact that cultural differences were raised in a natural way and not what they felt as contrived. Children and teachers were able to positively explore what they had in common –

described above as ‘everyone being the same’ and observe and highlight what was different or unique about aspects of each others’ cultural identity. One example – given by one of the groups of children interviewed involved the saying of prayers at lunch. One group observed that the children from their partner school said their prayers in Irish, and so the prayer was translated for them and they noticed other differences. In another partnership involving a Catholic maintained school and a Church of Ireland school in the Republic of Ireland, the children were intrigued by the fact that the Protestant children learnt Irish and said prayers in Irish and the children in the Catholic school in Fermanagh did not. This led to further observations on aspects of identity between the children, which would not have been possible, had they not been together to experience this through the FSEP.

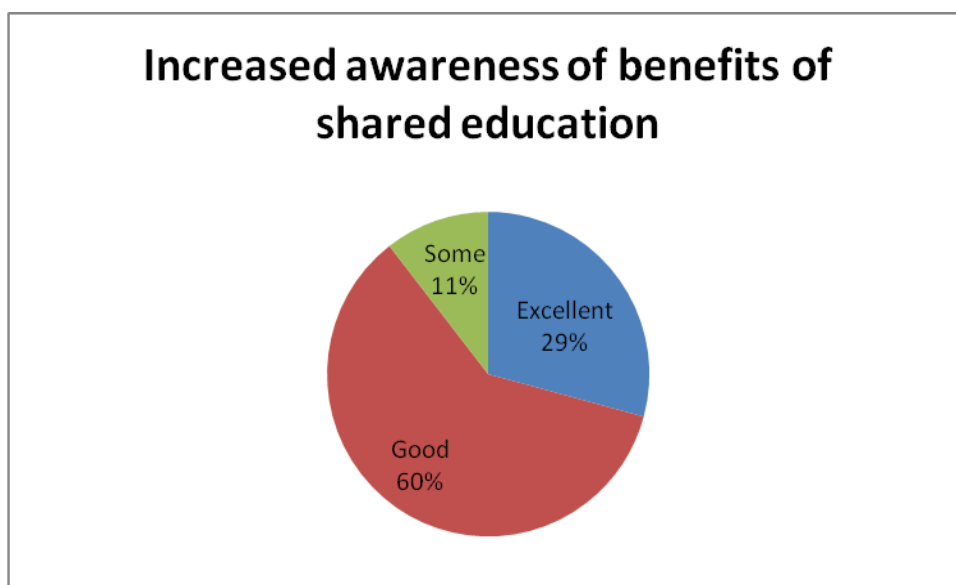
Many principals and teachers attributed the regular and frequent contact as a significant factor in the building of relationships leading to explorations of diversity.

“Due to the frequency of the activities, the children began building close friendships with pupils from the neighbouring school. The work they produced showed a diversity of ideas yet the finished product illustrated teamwork and group input.”

Primary School Teacher

3.14 *Improved communications on benefits of sharing and identification of best practice*

The chart below demonstrates the extent to which respondents believed awareness of the benefits of shared education had increased. This increase was based upon a range of communication methods utilised by both the schools and by the Fermanagh Trust.



Many of the schools have actively promoted their shared education projects using a variety of communication media to reach parents, the local and wider community and specific target audiences such as local councillors.

A number of the schools have produced their own Newsletters (in addition to circulating the Fermanagh Trust's own Shared Education Programme newsletter). The schools have also succeeded in securing widespread media coverage through local press, as the following table demonstrates:

Fermanagh Shared Education Programme – Press Coverage 2009/2010

Shared Education Partnership	Newspaper	Date
PRIMARY SCHOOLS		
St Columban's PS, Belcoo Ballinamallard CPS	Fermanagh Herald Impartial Reporter	11/11/09 01/07/10
St Paul's PS, Irvinestown Irvinestown CPS	Impartial Reporter	26/11/09
Florencecourt CPS St Mary's PS, Mullymesker	Impartial Reporter Impartial Reporter	07/01/10 10/06/10
St Mary's PS, Teemore Fairgreen NS, Belturbet	Impartial Reporter Impartial Reporter	29/10/09 10/12/09
St Joseph's PS, Donagh St Mary's PS, Newtownbutler Newtownbutler CPS	Fermanagh Herald Fermanagh Herald Impartial Reporter Fermanagh Herald Fermanagh Herald Impartial Reporter	16/12/09 20/01/10 01/12/09 21/04/10 28/04/10 06/05/10
Holy Trinity PS, Enniskillen Lisbellaw CPS Jones Memorial CPS Enniskillen Integrated PS	Impartial Reporter Fermanagh Herald Impartial Reporter Impartial Reporter	19/11/09 24/03/10 25/03/10 22/04/10
Belleek CPS St John the Baptist PS, Roscorr	Impartial Reporter Impartial Reporter Fermanagh Herald	03/12/09 10/12/09 16/12/09
St Patrick's PS, Derrygonnelly Florencecourt CPS	Impartial Reporter	11/03/10
St Mary's PS, Tempo Tempo CPS	Fermanagh Herald Fermanagh Herald Impartial Reporter Fermanagh Herald	16/03/10 30/06/10 01/07/10 14/07/10
St Mary's PS, Brookeborough Brookeborough CPS St Eugene's PS, Knocks	Fermanagh Herald Impartial Reporter Fermanagh Herald Impartial Reporter	28/04/10 29/04/10 05/05/10 01/07/10
Maguiresbridge CPS St Mary's PS, Maguiresbridge	Fermanagh Herald Lakeland Extra	02/06/10 /6/10
St Ninnidh's PS, Derrylin Ballyconnell Central	Fermanagh Herald	26/05/10
Killyhommon PS Derrygonnelly CPS	Fermanagh Herald	30/06/10

POST PRIMARY SCHOOLS

Devenish College St Fanchea's College Collegiate Grammar St Joseph's College Enniskillen Integrated	Fermanagh Herald	14/04/10
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FERMANAGH TRUST

Initial Press Release	Fermanagh Herald	16/09/09
	Belfast Telegraph	22/09/09
	Irish News	26/10/09
	Impartial Reporter	01/10/09

In addition to this, the schools have included Shared Education on websites (promoting the programme) and indeed many have jointly produced DVDs and CDs relating to their projects (which have been disseminated to families and their school communities).

**3.15 More effective advocacy on benefits of shared education
(Reconciliation, educational and economic)**

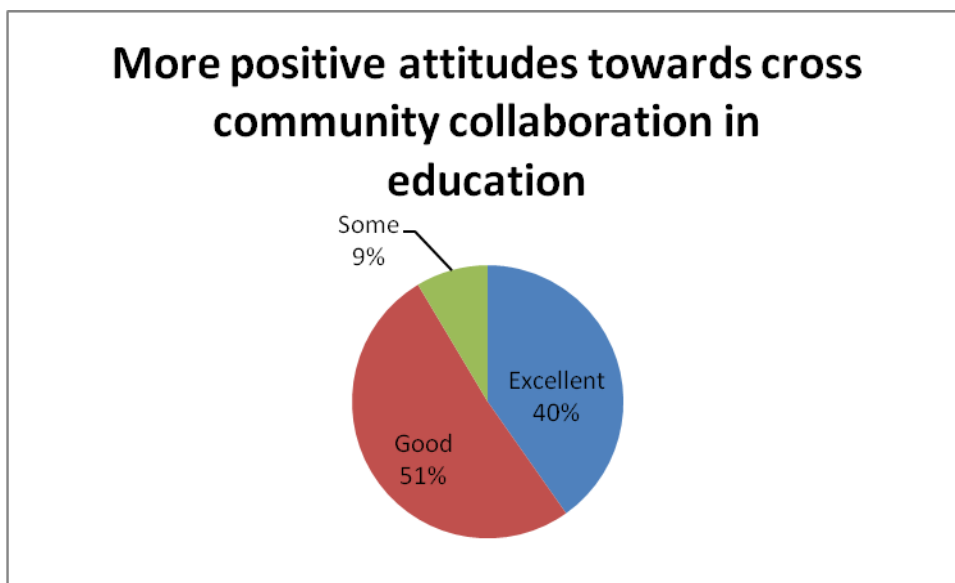
The Fermanagh Trust has been exceptionally pro-active in promoting and advocating the benefits of shared education, and has done so locally, county-wide and regionally. It has produced a very comprehensive, attractive and accessible Newsletter outlining the origins of the FSEP and initial progress on projects developed by participating schools. This has been circulated to schools and members of Boards of Governors. It has also been used as a communication tool with key stakeholders, including local politicians and government officials.

The Fermanagh Trust is also involved in a number of strategic forums focussed on education, learning and good relations and promotes both the Programme and the benefits of sharing and collaboration via these forums. Much patient work has been undertaken by the Fermanagh Trust seeking to meet with a range of stakeholders from local councillors to MLAs aimed at raising awareness of both the Programme and the benefits that the model has to offer in addressing reconciliation, educational and economic outcomes.

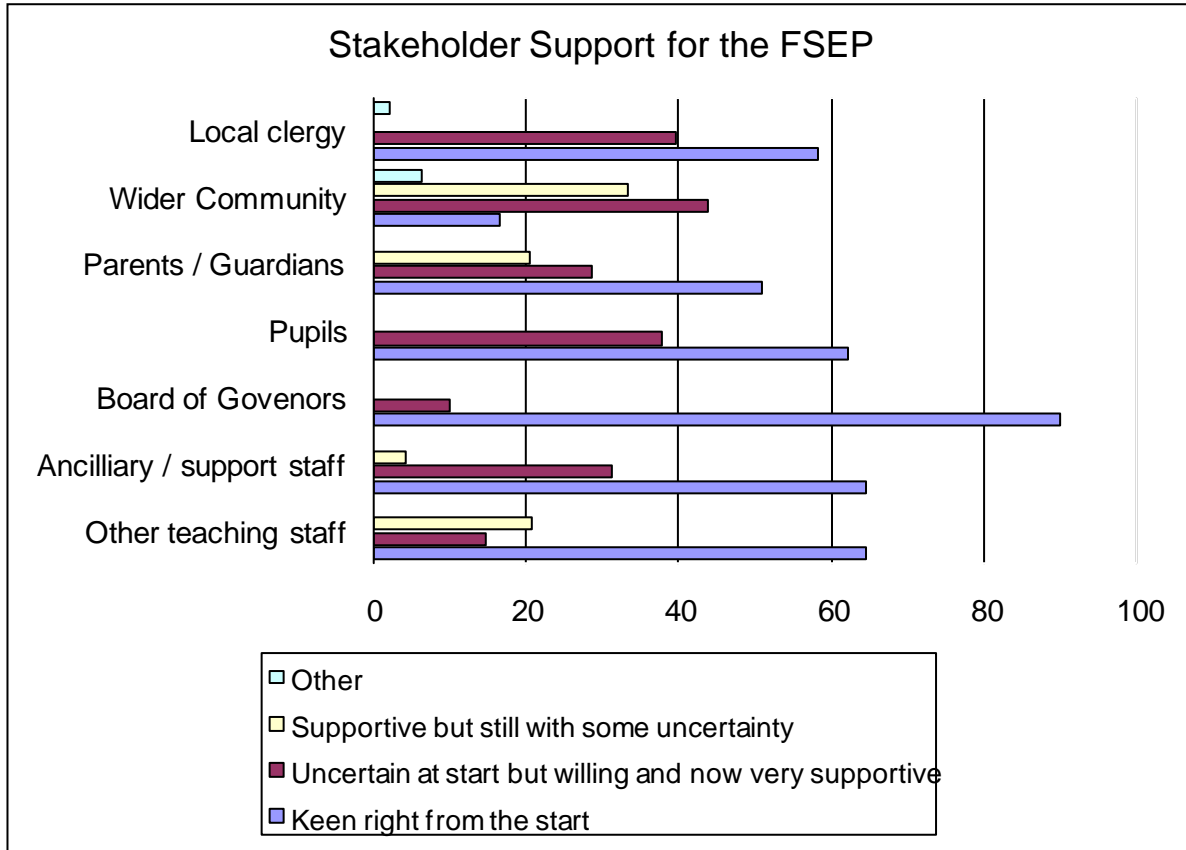
The Trust is now engaged in an ongoing programme of promotion and advocacy and will be delivering a presentation to Fermanagh District Council later this year. In addition to working closely with the other Sharing Education Programme delivery agents – Queens University Belfast and the North Eastern Education and Library Board, the funders The Atlantic Philanthropies and the IFI, and the DE, the Fermanagh Trust is also in close contact with other interested agencies and departments who have expressed a wish to be kept informed of the FSEP's progress and development. This includes the Department of Social Development (DSD) in Northern Ireland and the Department of Foreign Affairs in the Republic of Ireland.

However, the best advocates for shared education are those who have direct experience of the benefits it can bring. Belief is a critical requirement for effective advocacy and in the case of the FSEP a positive attitude towards cross community collaboration.

There is little doubt of the very strong support for the FSEP model from those who have participated in its first year as the chart below demonstrates.



Respondents were also asked to comment on the openness and willingness of others to support the FSEP. Responses (from principals and teachers) are shown in the following graph.



Principals and teachers have reported consistently high and positive levels of support from colleagues, and also boards of governors and parents. Many of the partnerships have developed programmes that worked well for promoting their own shared education programme and showcasing the children’s work. These opportunities have also contributed much in terms of advocating the benefits of the FSEP and indeed they have been welcomed.

“Participation in the Flower festival in Church of Ireland in Belleek. A joint choir of the children sang at the launch and worked together to develop displays of work and a t shirt design to wear on the day. Huge positive response from the wider community which has lasted as good-will since then.”

Primary School Principal

“The highlight of the year was our performance of Charlie and the Chocolate Factory in the Ardhowen Theatre and the immense positive feedback we have received from parents, children, Boards of Governors and all school staff.”

Primary School Principal

In addition to all the benefits of the FSEP for pupils and school staff, that have been highlighted in this report so far, the impact that the outputs of shared education can have on the local community are also of significance and should not be overlooked.

Other examples of projects/performances that brought together parents, boards of governors, clergy, and members of the community included;

- ‘Follow That Star’ Christmas Show held in St Marys Hall, Teemore
- Dance and drama performances in the Share Centre held for parents, governors, friends and other pupils
- Performances of the Wizard of Oz, held in Lisnaskea High School
- Art exhibition and gymnastic presentations in the Clinton Centre
- Launch of joint musical CD produced by pupils of Kilbarron NS and St Martin’s PS, Garrison
- Awards ceremony to present SEP Certificates of Achievement to pupils of Ballinamallard PS & St Columbans PS, Belcoo
- Unveiling of sculptures designed and created by pupils in Tempo
- Dance performance and exhibition of art by pupils in Lisbellaw
- Showcasing of SEP learning by pupils, including drama, presentations, and recitals by pupils from Ballyconnell and Derrylin
- Joint sports day for Killyhommon and Derrygonnelly CPS pupils

The above list is a sample and it is not intended to be an inclusive list of all the public events / performances.

Understandably projects that involve a performance or show of some kind lend themselves to raising public awareness. Not all the projects have been of this

nature. Nonetheless, many of the more ‘modest’ projects have also won wider interest and support;

“Parents have a great acceptance for this – which I was very worried about. Instead I have parents coming to me and saying can we do this and get the other two schools involved? This would never have happened two years ago.”

Primary School Principal

A small number of parents were interviewed as part of this Review and responses indicate that they too feel the FSEP is a very good programme and have welcomed the opportunity for their children to take part, meet children and adults from beyond their own community and have access to a range of new learning opportunities. One parent interviewed has been helping out as a volunteer and commented that for her, the FSEP presented the opportunity to meet people from the Protestant community and go into a controlled school for the first time in her life. She added, how much she was looking forward to Year 2!

“It was good this year to hear so many positive comments from parents – they did agree their children were getting a good educational experience in activities which they could only access through the FSEP”

Primary School Teacher

Principals are also conscious of the longer term impact and benefits that the Programme has the potential to bring. The very nature of the FSEP is about bridging division, something which is critical in a largely divided society.

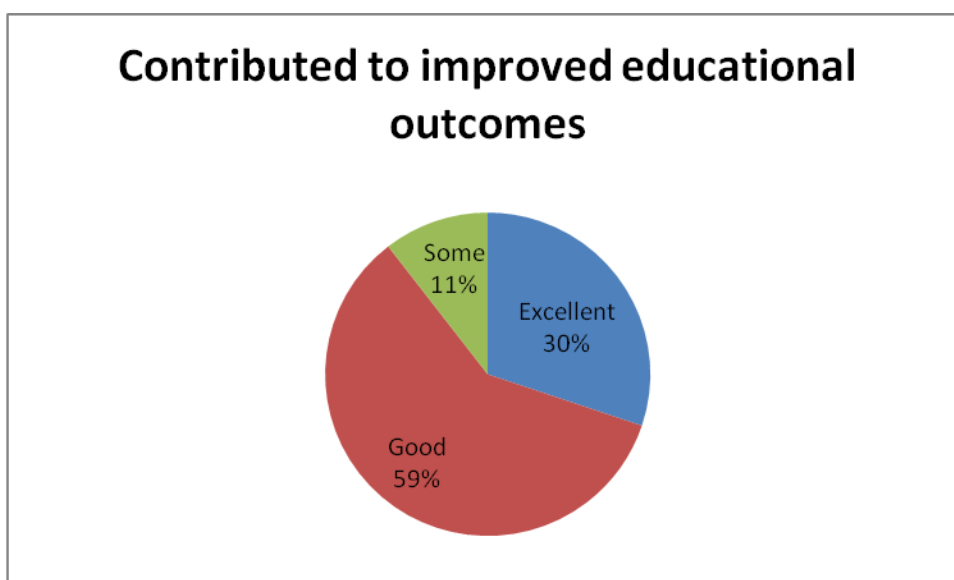
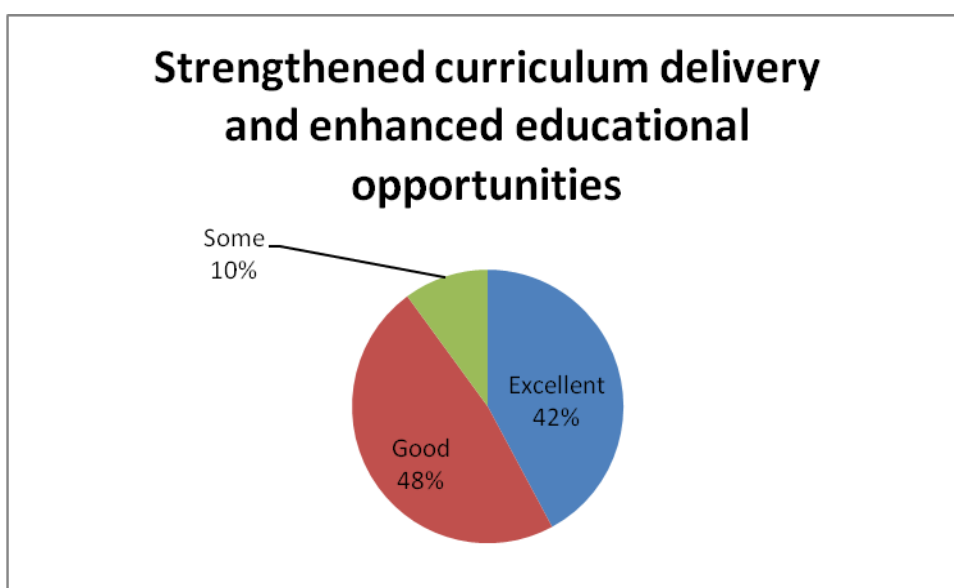
“This is a divided community and if it brings closer harmony and respect it will all be worthwhile. Of course this will not be noticeable until the children grow up and become young adults within the community.”

Primary School Principal

Respondents were also asked to indicate the extent to which the experience of the FSEP;

- strengthened curriculum delivery and enhanced educational opportunities, and
- contributed to improving educational outcomes (seen as a benefit of sharing and collaboration).

Responses to these are highlighted in the charts below;



The principals and teachers not only recognise and value the wider benefits in terms of sharing, collaboration, and promoting cross community contact, they also believe that it makes educational sense and enhances delivery of the curriculum.

“Key stage two Citizenship project which included visits to Fermanagh District Council and the NI Assembly. The children’s understanding of this has helped them take a more active role in the school council work and gain a better understanding of each other’s political viewpoints.”

Primary School Principal

“Children being given the opportunity to learn a totally new skill with other school children. The children enjoyed and learned to trust each other in the film making and had some good laughs. Children asking for help and guidance in the use of the ICT from other children from a different school but with the expertise to guide them.”

Primary School Principal

“For all activities the children have worked in mixed groups and thoroughly enjoyed visiting Belleek fire station, Kesh Police Station, Devenish Island, St John's Ambulance, and the lifeboat centre at Killadeas. All of these visits had super links with the curriculum and allowed for follow up activities to take place back in the classroom for example making fire fact files, using life boat website, heart start training.”

Primary School Teacher

3.16 *Sustaining the concept and practice of shared education at primary school level*

In acknowledging the benefits of shared and collaborative education, principals and teachers were asked to comment on what they felt was the potential and scope for sustaining the concept and practice of shared education beyond the life of the Programme and its funding. Over 90% of the principals surveyed commented that they felt there was strong potential and were committed to seeking to continue with collaboration and sharing beyond the life of the programme.

Most acknowledged that funding was important to this process and without continued funding the extent of the shared education may not be possible to continue in its current format. However, whilst some hoped that the funders might seek to continue to resource shared education, others had already begun the process of looking at how they could support continued collaboration and shared education within current budgets.

“It would be hoped that for schools who are natural partners, the practice of shared education would become the natural thing to do, regardless of the level of external funding. For those who are not naturally neighbours, to continue to develop without the extra funding, there is going to be a need to be a reliant on technology, for with proper development of this, all in the world can be our neighbours. The Fermanagh Shared Education Project, in our case, has given this vision an initial boost.”

Primary School Principal

“Due to the success of the programme tremendous momentum has been gained. This has been gained organically and will undoubtedly sustain itself for some time to come. The process of shared education is and will continue for the foreseeable future.”

Primary School Principal

The principals of at least two primary schools commented that the experience of the FSEP and the development of a strong working relationship between staff

involved, the extent to which the children had developed good friendships and the level of parental support had led them to question the continued value of having two separate schools. In this partnership, both principals had discussed and agreed there were strong benefits of a joint 'community' primary school but given the condition of at least one of the schools, and the size of the other this would probably necessitate a new build. None the less, the fact that the programme is leading principals to explore these discussions together, is a sign of significant progress in terms of building trust and respect.

In summary, the progress towards achieving the short-term outcomes for the FSEP at primary school level has been very good. This progress has been steady and consistent across the range of almost all of the outcomes. In the one instance where progress has been less than the rest, control has been outside the realm of those involved in delivery of the FSEP. The strong and positive endorsement of the programme from all those involved at primary school level is a clear indication of the level of support for it, belief in it and commitment to it.

The remaining elements of this Section explore the main challenges experienced, the learning from Year 1, conclusions and recommendations.

3.17 Challenges Experienced in implementing the FSEP at Primary Level

As a new programme, the Fermanagh Shared Education Programme is bringing new thinking, approaches and ways of working, it is not surprising that some challenges were experienced. Positively, very few of these were issues impacting on the Programme outcomes, but were in fact more of a practical and logistical nature.

Time – planning and organising

A common theme for principals and teachers was finding/building in the time needed to plan the shared programmes, undertake the necessary arrangements for each session – buying materials, arranging tutors, buses, venues, completing the necessary paperwork to comply with funders' requirements and the WELB finance procedures and providing regular monthly reports to the Fermanagh Trust.

In addition to the general demands of the FSEP, pressure was greater on some schools/principals because;

- Within each partnership, one school took the responsibility for managing the finances and this created additional pressure for that school.
- As the nature of the projects varied, some schools had more work to do while others were able to keep the planning and financial processes quite simple.
- Due to different regulations in each jurisdiction, principals and teachers based in the Republic of Ireland schools were unable to avail of the same level of sub cover as their colleagues in the Fermanagh schools, to help plan and implement the shared education.

Several principals and teachers undertook the additional requirements of ensuring efficient programme planning in their own time. This demonstrates the level of commitment many were willing to give to the FSEP.

Accommodation (venues and pupil numbers)

This posed quite a significant challenge for some of the schools as the shared classes often meant a doubling in pupil numbers. Many of the schools are very

small with no spare classroom or hall capacity throughout the school day. None-the-less schools worked around this and in numerous cases looked to the use of other community venues as an option. Local high schools were used in Lisnaskea and Irvinestown, (which brought other schools into contact with the FSEP), community centres, church halls and at least one orange hall. Principals acknowledged that the use of venues associated with one community tradition for cross community/shared education purposes would not have been possible a few years ago. Now, largely as a result of Shared Education, a number of local venues are being utilised on a cross-community basis.

Tutors

A number of the schools' projects made use of external tutors bringing specialist skills and knowledge. Principals and teachers greatly valued the opportunity to work with specialists and gain access to high levels of professional expertise. However, the experience of finding, contracting and working with different individuals did bring challenges.

- Finding individuals who were available when needed, with the right skills, proved time consuming.
- Negotiating payment, seeking invoices for fees etc also proved challenging and time consuming.
- Often the tutors were self employed and the time involved in processing payment through the WELB was lengthy and in some instances created difficulties.
- Differences in approach to teaching and behaviour management were highlighted and principals found they needed detailed and frequent communication with tutors to ensure they understood and appreciated the nuances of working with 'their' children.
- Some tutors would only work with quite small groups of 10-12 at a time. This sometimes meant a group of perhaps 40-45 children remaining while the tutor worked with the small group. In most cases at least one of the class teachers joined the tutor leaving the remaining teacher with a large group to manage.

Transport

This was a major resource requirement needed to transport the children from one school to another each week and also to transport the children from both schools when going out on visits/field trips etc. Although this took time and greater effort in terms of obtaining quotes and so on, no school reported any problems with the transport arrangements.

3.18 Learning from Year 1 at Primary Level

Principals and teachers were asked to reflect on the learning from the Year One and a wide range of themes emerged drawn directly from experience. Commonly, principals highlighted just how much had been achieved with a relatively modest amount of resourcing – which at the same time had enabled schools '*to do things we'd never have dreamed of otherwise*'.

Much of the learning has already been taken on board and has informed the planning process for Years 2 and 3 of the Programme.

Planning and Preparation

The FSEP is a substantial programme and the planning required to deliver it efficiently and effectively is considerably more than perhaps was initially expected. Principals and teachers have learnt from this and are now timetabling planning and preparation, ensuring all those involved in delivery are part of the planning process.

The importance of building in review time throughout the project was also recognised, to allow staff to reflect on progress towards learning intentions and FSEP outcomes.

Embedding the FSEP in School Life

Many principals and teachers agreed the FSEP worked best when a specific day each week was allocated for the Programme to take place. This assisted with planning and helped to embed the Programme in the life of the school.

Linked to this was the importance of schools' staff discussing, agreeing and implementing a joint approach to working with the children in all aspects of the FSEP, from introducing the programme to pupils, having shared ground rules and expectations to managing pupil behaviour when together.

Integrating FSEP into School Development Plans

This point is linked to the two above. Schools recognised that by integrating the FSEP into their Development Plan for the year, the processes of sharing and collaboration became part of ‘normal’ practice and was not seen as an ‘add on’. There was also widespread recognition of the need to keep FSEP project plans manageable and realistic.

Linking the FSEP activities to the school curriculum

For many school staff the strength of the FSEP was the ability to focus on the curriculum which was seen as a means of not only enhancing the educational experience for pupils but also firmly embedding sharing and collaboration in practice. This was also an important factor in securing parental support for the programme.

Developing shared education partnerships with neighbouring schools

The localisation of shared education, where the schools worked with their nearest neighbouring school of a different background (regardless of differences in school size / pupil enrolments), proved to be very successful. This helped create a sense of a more integrative community and it demonstrated an effective model of cross-community co-operation which was noted within the locality, including areas where there are community tensions. A further advantage of the localised school partnerships was the tremendous benefits derived by the smaller schools, with pupils from the minority community, despite what would appear an ‘unbalanced’ partnership, (i.e. linking with a much larger school).

Maximising the use of ICT in facilitating shared education and collaboration

Across the schools, the practical delivery of the FSEP took many forms and encouraged creative responses to certain challenges. The opportunities available through using ICT have become more apparent, particularly in terms of its potential to support the development of new skills and facilitate sharing and ongoing collaboration beyond FSEP contact time, for example; using web cams.

Capitalising on staff development opportunities

The FSEP has brought many staff development opportunities, some of which have been unexpected outcomes. Involvement with the FSEP has helped staff to grow in confidence and learn new skills sets such as managing budgets and following financial procedures etc. Teaching staff have identified ways to transfer the professional skills within one school to benefit the other and opportunities for staff training and development have enhanced the curriculum for each school.

Enhancing parental support

Keeping parents 'on board' has been recognised as critical – ensuring frequent communication about the FSEP with parents, keeping them informed of what is planned and giving them opportunities to feedback. Principals have been very pleased with the level of positive parental feedback and interest in the FSEP and are keen to develop this further.

3.19 Conclusions

Significant success and achievement has already been secured through delivery of the Fermanagh Shared Education Programme within the primary sector within Year 1 alone. The Programme has fostered and supported innovative and creative approaches to sharing and collaboration in flexible and non-prescriptive ways. Principals and teachers had high expectations of the FSEP and this in turn has undoubtedly contributed to its success. The level of commitment, enthusiasm and ownership over the Programme demonstrates that school staff not only have a strong determination to see it succeed but also to continue shared education and collaborative practices beyond the life of the current FSEP funding.

This review has identified major progress and achievement in relation to the Programme objectives and short term outcomes set for 2009-2012.

Sharing and collaboration leading to increased respect and mutual understanding between two main communities in Fermanagh

Participation in the FSEP has resulted in extensive and regular cross community contact between over 40 schools and in excess of 1,600 pupils. Most of this has taken place on a weekly or bi-monthly basis. This represents a major significant increase in the number of primary school pupils experiencing cross community contact in Fermanagh. Cross border relationships have also been developed as a result of the FSEP.

This level of regular contact has led to the development of new friendships between pupils from different communities. Some of this has developed beyond the classroom environment.

Parent, governor and stakeholder support for the FSEP has been very positive, with numerous expressions of praise, appreciation and a genuine delight in what the Programme has offered to pupils.

The FSEP has developed in an organic way, conferring power and ownership of design and delivery to the schools. This has allowed relationships to develop and the exploration of religious and cultural traditions to progress at a natural pace.

The development of strong and positive working relationships between local schools has also been significant in areas of community tension, where Shared Education may be the only community contact that exists within the locality. Within the context of a largely segregated educational system, the FSEP has provided a workable and attractive model for building genuine cross community relations within a community setting. And, it has achieved the support of some of the most divided rural communities in Northern Ireland.

Principals have demonstrated clear community leadership, advocating for a new and different approach to the delivery of primary education, and in very unassuming ways achieving what many others have been unable to do. They are reconciling communities who have refused or been too fearful of engaging with each other. They are bringing children together to share a common experience of learning, and they are bringing parents together on common ground – that of being a parent and wanting the best opportunities for their child.

Principals have recognised the importance of securing strong parental support for the FSEP and acknowledge the role of parents in facilitating opportunities for cross community contact outside of school.

Sharing and Collaboration leading to greater trust across educational sectors

The Review has highlighted many clear and unambiguous examples of how barriers have been broken down between teaching staff from different communities and school sectors. In the absence of previous barriers genuine trusting relationships and friendships have developed.

School staff are evidently comfortable and secure in their relationships with colleagues from their partner school, and in numerous instances now frequently contact their partner principal/teacher for advice, guidance or a listening ear, rather than another from within their own sector.

The benefits of shared education and working collaboratively have been communicated clearly and consistently by schools to parents and the wider community. Parents have witnessed, welcomed and valued these benefits and have been vocal in their support for the FSEP, and are keen to be involved in supporting the Programme directly.

Sharing and Collaboration leading to sustainability within the primary education sector

Having fostered positive relationships between schools in close proximity to each other many new opportunities for further contact have been created beyond the scope of the Programme. In numerous instances schools have extended their relationships and engaged in joint staff development, linked classes for educational trips and visits, hosted joint sports days (involving whole schools), established joint bands/choirs etc. In so doing opportunities to maximise resources and avoid duplication of costs have been achieved.

The Fermanagh Trust and the schools involved have publicly advocated the benefits of shared education at various levels. The commitment of school staff is evident and all are motivated by what they believe to be best for their pupils. These two factors have combined together to create a body of advocates for shared education simply (but not solely) because it makes sound educational and economic sense.

The most significant challenge has been the demands on time, especially on teaching principals in very small schools. However, staff have worked patiently and imaginatively to address logistical and other challenges particularly in relation to venues and managing larger numbers of pupils within school.

Participation in the FSEP is clearly perceived as worthwhile, rewarding and enjoyable from a professional point of view. Put very simply, the body of primary school staff in Fermanagh appear to really want to be involved in shared education. They have embraced the FSEP and within one year, have formed strong relationships with their partner schools and even now, are beginning to embed shared education and collaboration within their working practices.

Principals are talking about new directions that go way beyond the FSEP. New visions of schooling and education are beginning to emerge. And, importantly, these visions are moving beyond personal and sectoral boundaries, and focusing upon what is best for the pupils.

The FSEP has created the environment and space for these new visions to emerge.

3.20 Recommendations for Primary Programme

Expectation and Intentions

As part of the review principals and teachers were asked to share their hopes and expectations for the remaining 2 years of the Programme and reflect on what they saw as their own role and contribution to achieving these expectations. These are summarised below:

1. Build on and nurture the relationships that have been forged between staff;
2. Strengthen the curriculum focus and learning opportunities;
3. Increase FSEP activity with Key Stage 1;
4. Continue to develop awareness and understanding of other communities and appreciation of cultural diversity;
5. Facilitate an increased role for parents and the wider community in relation to the FSEP.

Consequently, the recommendations that are outlined below take cognisance of these expectations.

Recommendations

The following recommendations are based upon and informed by the findings and conclusions arising from the review. Additionally, they take into consideration the respective roles and responsibilities of the Fermanagh Trust and the schools involved in delivery of the FSEP.

Recommendations are as follows;

1. Schedule one or two networking/sharing good practice events for school staff through the academic year. These events could be managed on a cluster basis and could also be a mechanism for information sharing that could support other areas of curriculum development also.

2. Explore options for including professional development support for school staff. Particular suggestions included:
 - a. Acknowledging and enhancing the role, skills and contribution of Classroom Assistants to the FSEP.
 - b. Promoting an appreciation of cultural diversity and good relations.
3. Develop a database of external tutors, for dissemination to the school partnerships, to include details of:
 - a. external tutors who have been involved in the FSEP, with details of skills and other schools who have used them;
 - b. venues and local education facilities within the area that have been used by various school partnerships.
4. Provide guidance to schools to develop a short Induction Programme for external tutors to build awareness of the purpose of the FSEP, their role/contribution and agreed ground rules/expectations in terms of their role and input.
5. Review the monitoring and financial procedures, with a view to alleviating the burden on schools (if possible), while continuing to meet funders' requirements.
6. Encourage and support schools to develop partnership projects which facilitate the inclusion of Foundation and Key Stage 1 pupils in the FSEP.
7. Encourage schools to explore mechanisms to support voluntary parental involvement in the FSEP within their child's school, ensuring due regard to appropriate child protection procedures. For example, accompanying the children on educational visits, acting as voluntary classroom assistants, using specific skills to support the curriculum delivery such as music, dance, sport, craft, gardening and so on.

8. Investigate opportunities to encourage local cross community activities for children outside of the school day. This is to support and complement the impact of the FSEP within schools and to address the segregation in provision of activities in the County, which was highlighted.

9. Continue to promote the FSEP activities taking place and advocate for continued sharing and collaboration within education.

4.0 SECTION FOUR

4.1 Findings - Post Primary Schools Programme

4.2 Introduction

As with the Primary sector, there is a significant amount of support for the FSEP among the principals of the five post primary schools from the Enniskillen Cluster, participating in the Programme.

The post primary programme is smaller in scale and restricted in scope by certain factors including timetabling and the agreement to avoid collaborations being funded under the Entitlement Framework by the DE. The programme has to date focussed on the development of a Personal Development and Skills Programme for 6th Form students from each of the five schools.

Principals are clearly committed to the concept of sharing and collaboration and recognise the many benefits this accrues for them, their staff, school and importantly, their pupils. All are appreciative of the added value and opportunities enabled through the FSEP and the pro-activity and ongoing support of the Fermanagh Trust.

Good progress has been made towards achieving targets and towards the programme outcomes. Pupils have responded favourably to the new opportunities offered through the FSEP and the chance to learn new skills, in different settings with other young people from different backgrounds to themselves.

4.3 Achievement against Targets – Post Primary Schools Year One

The table below shows progress in Year 1 in relation to the targets set.

Targets For Year 1 (End of June 2010)	Achieved (End of June 2010)	Commentary	Targets By End of Project (August 2012)
1) No. Post Primary Schools Collaborating on Cross Community Basis			
10 schools	6	Shortfall of 4	16
2) No. Post Primary Pupils Studying on a Cross Community Basis			
184 pupils	202	Exceeded by 18 pupils	1,341
3) No. Of Post Primary Courses Delivered on a Cross Community Basis			
7 courses	17	Exceeded by 10 courses	10

Five post primary schools in Enniskillen came together as a cluster within the FSEP and synchronised their timetables as far as possible to free up Friday afternoons each week, thus enabling sixth form pupils to participate in a Personal Development and Skills Programme, operating in the five participating schools.

The five schools are:

- Devenish College
- St Franchea's College
- St Joseph's College
- Collegiate Grammer
- Erne Integrated School ⁸

A sixth post primary school St Mary's in Irvinestown has been providing classes for primary schools in the local area taking part in the FSEP.

All the targets set have been exceeded with the exception of one. The target of 10 post primary schools participating has not been achieved. However, a greater number of post primary schools will be involved in Year 2. Four additional schools have been approved in the South Fermanagh area to deliver a shared literacy programme for their pupils and further schools are likely to join the Enniskillen cluster. It is anticipated that almost 70% of the post-primary schools in Fermanagh will be involved in Shared Education during 2010 – 2011.

Having reviewed the targets the Fermanagh Trust believes that (in hindsight) the targets set for the post primary programme in Year 1 were unrealistic, given the various challenges for the schools. For example, an ETI report stated that 'The schools report that collaboration is difficult and complex; they cite several constraints, including the geography of the county and the implications for travel, the time and cost associated with meetings, communications issues and the differing priorities of the various partners. The Fermanagh Trust added that:

⁸ Erne Integrated College became involved in the Cluster later than the others after timetabling and planning had been undertaken. As a result their timetable was not free on a Friday and only a small number of students could take part. However, the school was able to offer accommodation for some of the Personal Development classes.

1. Involvement in Community Relations Programmes and EMU has been more limited among the post primary schools, consequently there is less of an ethos of cross community working, unlike the primary schools.
2. The criteria that the Fermanagh Trust established for the FSEP (i.e. in the region of 60 hours of shared classes per annum) is a significant challenge.
3. And finally, the application process necessitates schools to be equal partners (i.e. no lead partner). This effectively means that the schools need to have reached some level of common understanding, to be able to identify common needs and to share the work load associated with submitting an application; and have sufficient motivation, to be able to develop a joint proposal.

However, despite these challenges, the number of post-primary schools becoming involved in FSEP is increasing.

4.4 Details of the Personal Development and Skills Programme

Through the course of the academic year over 200 pupils from the five schools in the Enniskillen Cluster have participated in the programme. Each pupil was able to take 2 blocks of classes, over 2 semesters, each lasting approximately 12 weeks.

The range of classes available included the following:

Archery	Boxercise
Cooking on a Budget	Dance
Duke of Edinburgh Awards Scheme/President's Award	First Aid
Fitness Suite	Football
Golf	Guitar
Photography	Self Defence
Trampoline	Life Saving
Yoga / Pilates	Sign Language

Review of the post-primary Personal Development and Skills Programme involved:

- Interviews with all five post primary principals;
- Observation of personal development classes in St Fanchea's College;
- Interviews with a number of pupils from all five schools;
- Surveys completed by over 120 pupils;
- Surveys completed by 5 personal development tutors.

4.5 Hopes and Expectations of the FSEP

Post primary principals were asked to comment on their hopes and expectations for the Personal Development Programme and why they were keen for their school to take part.

During discussion with the post primary principals, a range of themes emerged, many closely aligned to the aims of the FSEP.

- Enhanced personal opportunities for students;
- Constructive opportunities for young people to meet in a beneficial learning context, that was not contrived;
- Access for pupils to a wider social mix of young people in terms of gender, religion, social background and educational sector;
- Opportunity to widen the enrichment offer, the scope of which would not have been possible without the FSEP resourcing or the collaborative approach;
- Development of stronger working links with other schools, which is expected by the Department of Education, and the FSEP provides practical implementation of this;
- Cement links between principals across the different sectors.

The FSEP is running in parallel to the formal shared curriculum blocks within the Fermanagh Learning Community, to which the SEP proposals were tabled prior to the applications being submitted to the FT.

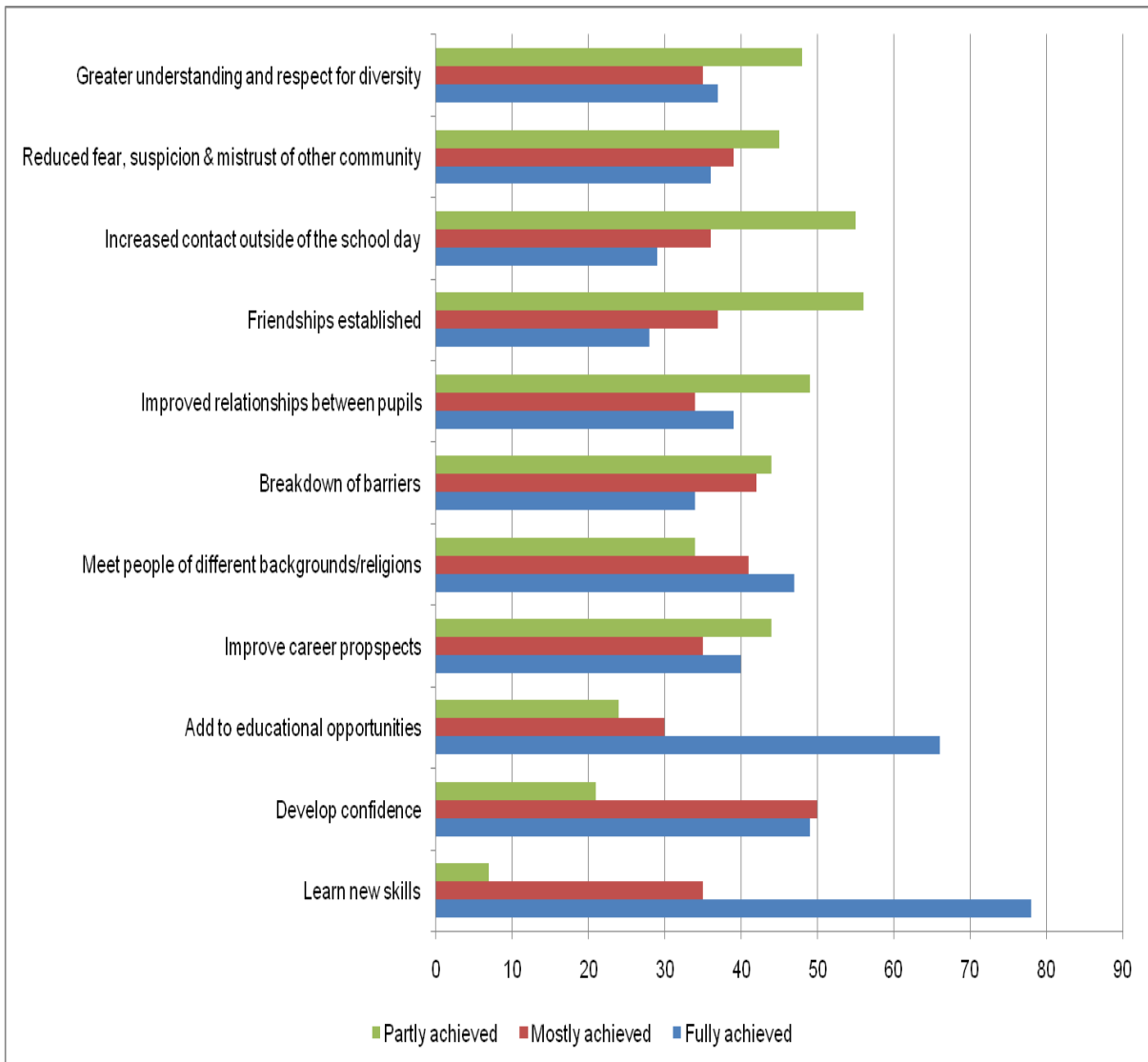
4.6 Progress in Year 1, in Relation to Short Term Outcomes

The short term (2009-2012) outcomes for the Shared Education Programme are the same for both primary and post primary sectors. The outcomes are;

1. Greater opportunities for inter sector sharing and collaboration.
2. Break down of barriers between school principals and staff from different sectors.
3. Increased number of pupil to pupil relationships established.
4. Friendships established with pupils of a different religion.
5. Increased trust and improved relationships between schools from different sectors.
6. Increased cross community interaction outside of school day.
7. Reduced fear, suspicion, and mistrust of the “other” community.
8. Greater understanding of and respect for cultural diversity.
9. Improved communications on benefits of sharing and identification of best practice.
10. More effective advocacy on benefits of shared education (reconciliation, educational and economic).

The chart below demonstrates post primary pupil opinion on progress towards achieving a range of benefits linked to the short term outcomes of the FSEP. (Responses are shown in percentages)

Pupil opinion in relation to achievement of short term outcomes (%)



4.7 Greater opportunities for inter sector sharing and collaboration

The most obvious example of this is the organising of 5 school timetables to free Friday afternoons – despite constraints already created by the blocks tied up for the Fermanagh Learning Community. The efforts required to do this should not be underestimated as timetabling is a whole school function that takes months each year to co-ordinate.

The FSEP has offered a small number of teaching staff new professional development opportunities and these opportunities to work in different schools with pupils from different backgrounds have been welcomed. Examples include;

- A teacher from the Collegiate Grammar is a qualified Trampoline Instructor but the school has no trampolines. The Teacher was able to go to St Josephs' on a Friday and run the class there using their trampoline.
- Another of Collegiate's teachers is a qualified Lifesaver and she delivered the Lifesaving class in the Lakeland Forum.

Principals have reported that other teachers are interested in being involved in delivery of the FSEP but that at present timetabling constraints mean that they cannot be freed from teaching commitments. Principals are keen to look at this to maximise professional development opportunities for staff and also help sustain the programme within existing budgets.

The commitment to the FSEP is such that principals are facilitating the programme to continue even when their school itself has been closed for staff training. Even though their own pupils have been off, the school facilities have been made available for the pupils from the other schools to attend for the FSEP Personal Development classes.

4.8 Break down of barriers, increased trust and improved relationships

All the post primary principals expressed the view that the Programme had worked well and achieved what they had hoped for in Year 1.

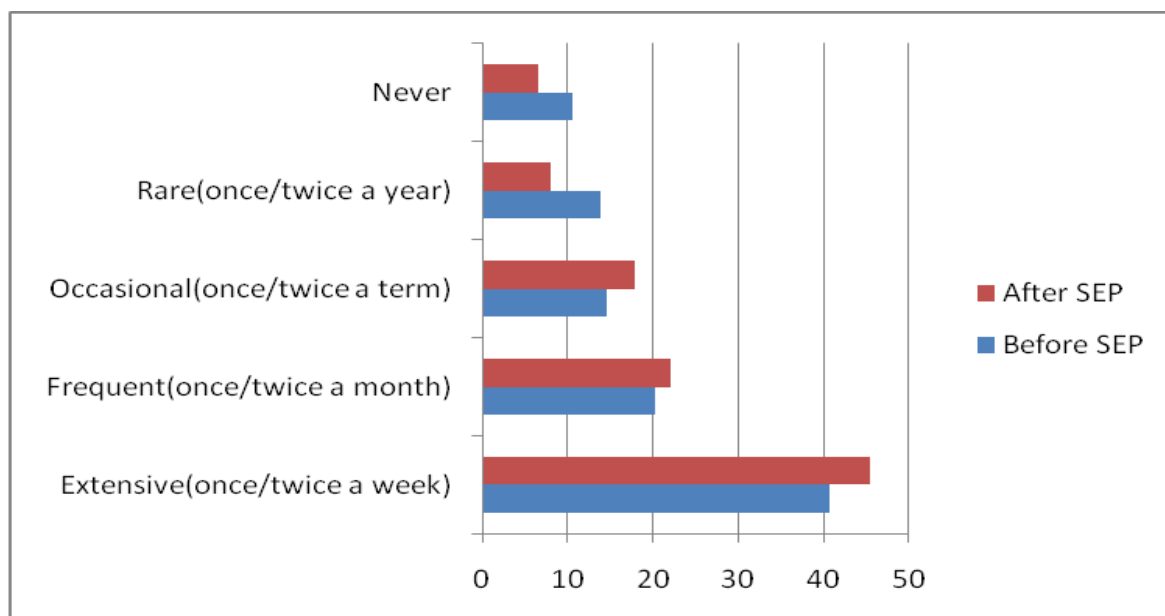
“Has helped to cement the relationship between the principals and brought a focus to discussions – all are behind the ethos of the FSEP.”

Post Primary Principal

One principal commented that in working more closely together through this Programme, they had become more aware of each others' school situation which previously may not have been the case across the sectors. This has also led to a more supportive working relationship between the principals.

4.9 Increased number of pupil to pupil relationships established

The post primary pupils survey asked them to describe the level of cross community contact they had before the FSEP and the level afterwards. The chart below shows the results. (Shown in percent of responses)



The level of contact has gone up although in each case the increase is quite small. The results would indicate that over 60% of the young people who completed the survey have regular and frequent contact with those of other backgrounds and traditions. However, pupils were also asked to give reasons where there was no real change and the responses to this were quite illuminating. Many respondents commented that they already have friends from other backgrounds/religions so their level of contact was unlikely to change significantly just through the FSEP.

Several students commented that they were not interested in a person's religion in terms of defining friendships. The following sentiment was commonly expressed;

“Religion is of no importance to me - I socialise with whoever I please regardless of religion. I have always been friendly with a lot of girls from Mt Lourdes as well as pupils from Devenish College.”

Post primary pupil

Some of the pupils did comment on the fact that in their activity there were few pupils of a different religion to themselves. This was due to there being less Catholic pupils taking part.

A significant plus factor identified by a number of the principals was the opportunity for wider social interaction between students from very different social and economic backgrounds, not just of a different religion.

In terms of educational context and sectors, the schools represent;

Collegiate College – Girls grammar school - selective

Devenish College – Controlled co-educational school – non-selective

Erne Integrated College – integrated, co-educational school – non-selective

St Fanchea’s College – Catholic girl’s school – non-selective

St Joseph’s College – Catholic boys’ school – non-selective

In practical terms, the Programme meant the crossing of many boundaries; boys going into girls’ schools and vice versa, young people who perhaps had been turned away from Grammar school at the age of 11 now being welcomed over the threshold, as well as Catholics students going into Controlled schools and Protestant students going into Catholic schools. As one principal put it;

“This is an opportunity to take them out of their comfort zones as well as give them access to a wider range of opportunities.”

Post Primary Principal

Other principals looked at it very much from an equalities perspective;

“This programme promotes equality among pupils from different schools sectors because of the way the funding works – for now they all have the same access and choice – in Enrichment at least.”

Post Primary Principal

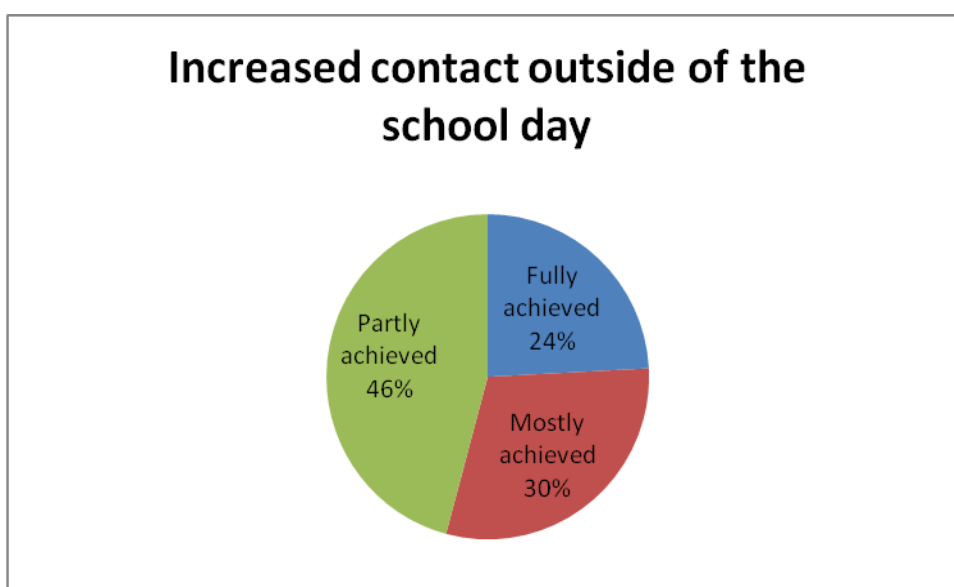
Although articulated in different ways, all the principals commented about the significant value of the programme in enabling a mix of class/social background. For one principal, the significance was summed up as follows:

“This Programme is allowing the movement of pupils from one school and sector to another as equals. Even my own pupils have articulated these views.”

Post Primary Principal

4.10 ***Increased cross community interaction outside of school day***

As previously stated, many of the pupils confirmed that they already have friends who are from different community backgrounds and they mix in a variety of cross community groups and activities as well as simply in a social context. None the less the chart below demonstrates that pupils do believe the FSEP has contributed to increasing contact with pupils of another religion outside of the school day.



The following pupil comments support these findings;

“It took a while for us to get to know the girls from the other schools however they were good fun when we got to know them.”

Post primary pupil

“I was glad we were being given the opportunity to meet new people we otherwise wouldn’t have known.”

Post primary pupil

Some comments showed that it will take time and that more needs to be done in helping to develop cross community relations:

“During the activities we interacted well with the girls from the other school but haven’t kept up contact with them. But if I see them again I will make an effort to have a chat.”

Post primary pupil

Principals believe that the FSEP offers students a common experience for them to talk about when they do meet outside of school and that this has helped to break down religious and class barriers.

4.11 *Reduced fear, suspicion and mistrust of the “other” community*

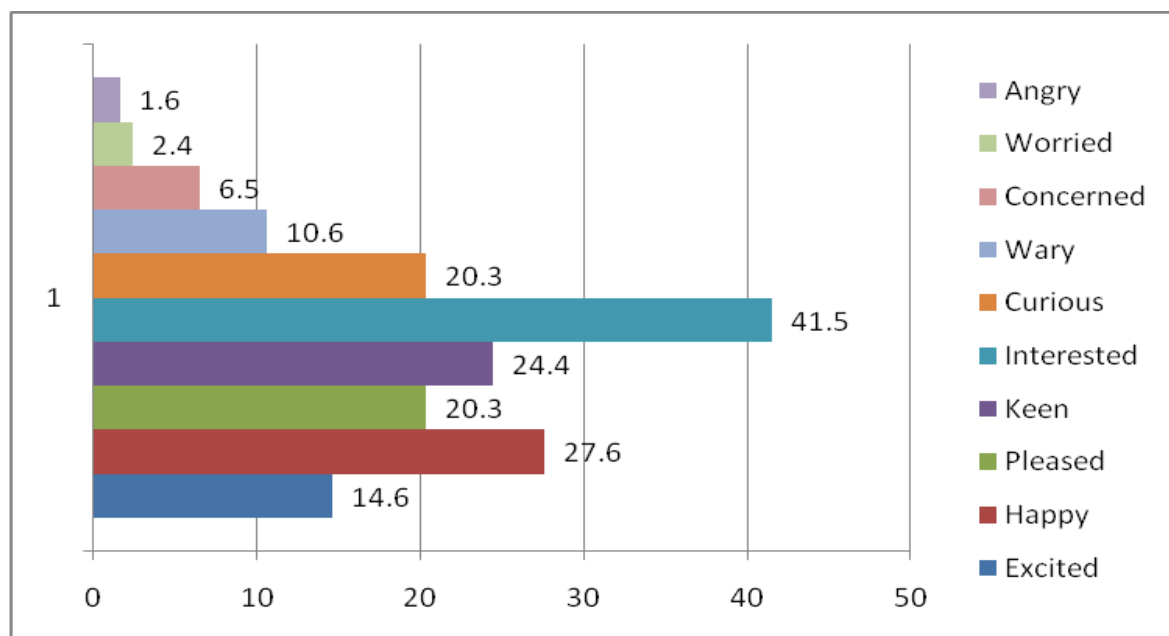
Principals observed the importance of seeing pupils wearing different uniforms going into each others’ schools, calmly knowing where to go, beginning to recognise faces etc. This practice has become the norm and other students who are not involved in the FSEP are also accepting that this is normal practice to see pupils from other schools learning in their school.

Principals were all of the opinion that at no time did the location of the activity influence the choice of activity. One principal commented that all his pupils picked activities outside their own school.

Principals also commented on the value that the frequency of this Programme affords, to changing attitudes and behaviour and the fact that unlike one-off events which in their opinion haven’t had much impact, the FSEP keeps contact and relationships going. The benefit of the FSEP in terms of reducing feelings of mistrust and fear of ‘the other community’ was also confirmed by pupils as the table below demonstrates.



Pupils were also asked to describe how they felt at the beginning of the school year when the Programme was introduced. The Chart below indicates that pupils overall, were keen and enthusiastic about the prospect. By and large shared education classes did not hold any fear or suspicion for them.



The following pupil comments indicate that the FSEP has been received as enjoyable and worthwhile;

“I really enjoyed doing the activities with students from different schools and I feel I have benefited from it.”

Post primary pupil

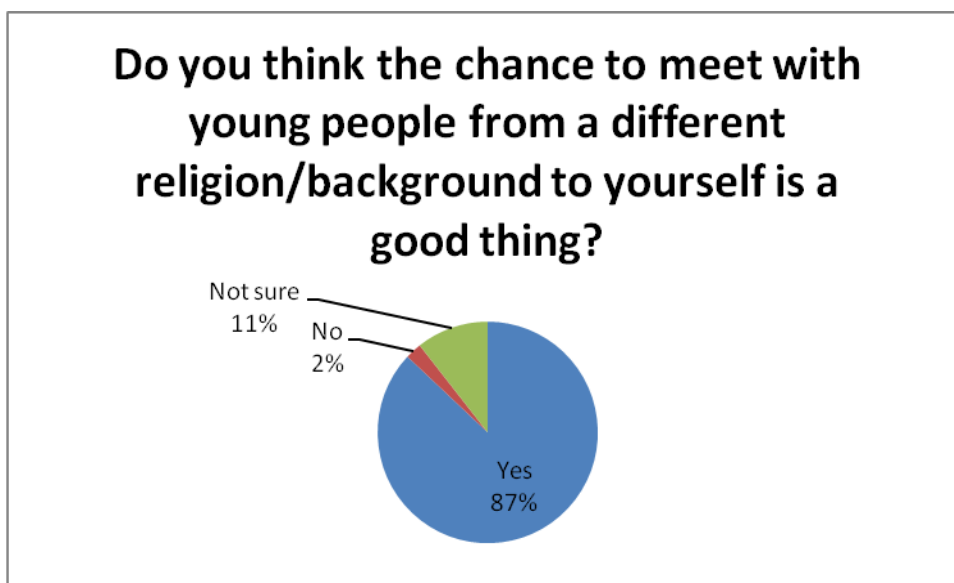
“I think there is a lot of suspicion between young people of different backgrounds and I think that this project has started to help reduce tensions which is very important. I think these backgrounds have been rooted from deep hatred because of events such as the Troubles and I think that these tensions need to be washed away.”

Post primary pupil

Some students did comment that they felt the nature of the activities made it hard to interact with other pupils. This is understandable as many of the activities had

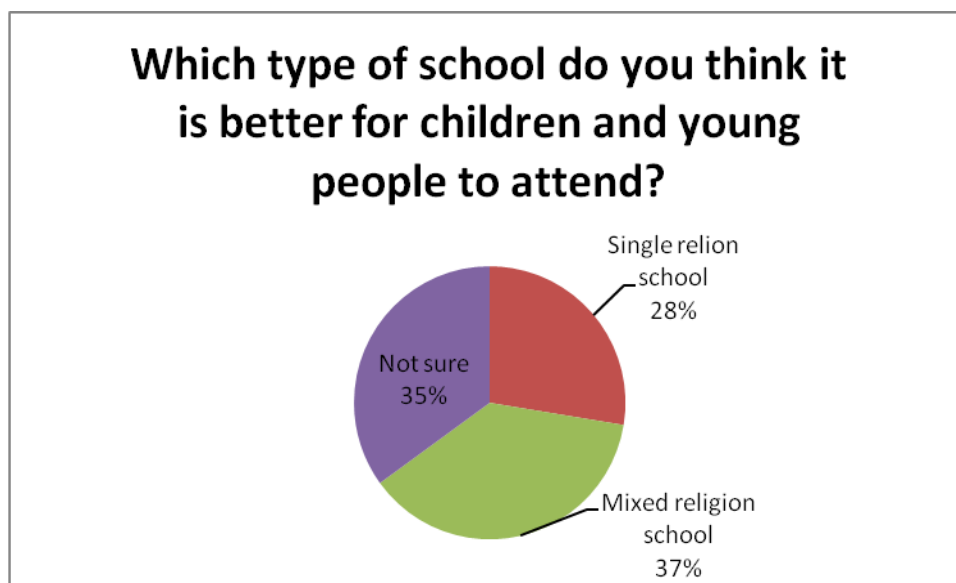
strong instruction elements and pupils would have limited opportunity for conversation, even on an informal level.

None the less students gave a very positive response to the opportunity to mix with young people from different backgrounds and religions to themselves as the chart below demonstrates.



75.4% of the students surveyed went on to confirm they felt that the opportunity to meet and mix with young people from a different religion and background to themselves helped to bring about better relationships between them. Furthermore, the FSEP has brought their experience of cross community contact into the realm of education which for most of the pupils will have been a segregated experience.

Pupils were also asked their views on mixed and single religion schools. Responses are shown in the following chart below.



The results showed that the most favoured response was for Mixed Religion Schools (37% of respondents).

Those pupils who favoured mixed religion schools commented that such schools could help remove divisions in society and improve relations. Their comments include the following:

“I feel that children of all religions should be mixed together as religion is not important. What is important is that all children mix as one and division is no longer important.”

Post-primary pupil

“I think there needs to be more relations built up with other religions through school as I think there is a lot of suspicion about other religions and because of this there are many barriers. I think that if there were more mixed religion schools then barriers would be broken down and there would be less tension”

Post-primary pupil

“History shows that segregation is a failed system and I feel that understanding of other people’s views will develop fastest through integration and interaction in a tolerant and open environment”

Post-primary pupil

“Because there is no difference and everyone should mix as a community. Also to stop people being afraid of other religions.”

Post-primary pupil

“So people can understand ‘other’ cultures etc and feel comfortable around them, as in the future people will have to work together from all backgrounds in certain jobs.”

Post primary pupil

“People should not be separated by religion, it is ridiculous”.

Post-primary pupil

Comments such as these indicate that many of the young people who took part in the post-primary programme are already strong advocates for shared education.

Although interestingly, more than a third (35%) were unsure. Many of those who responded ‘Not Sure’ or ‘Single Religion school’ added that they would have concerns about religious tensions within a mixed school setting; or queried how religion would be taught; or feared that other cultural traditions would be forced upon them. A sample of pupil comments illustrating this are provided below:

“There is still much division in Fermanagh and I don’t know if young people would be ready for a mixed school.”

Post-primary pupil

“It is good for people to be open minded about different religions and to realise that we are all young people together living in Fermanagh facing the same challenges. However, I would be concerned about how religious education would be taught in a mixed school.”

Post-primary pupil

“It (i.e. single religion schools) reduces the risk of tension between different religions which could end in violence. It is also easier to teach the one religion without offending individuals from another religion.”

Post-primary pupil

Depends—I would not like to go to a school where I’m forced to learn Irish etc.”

Post-primary pupil

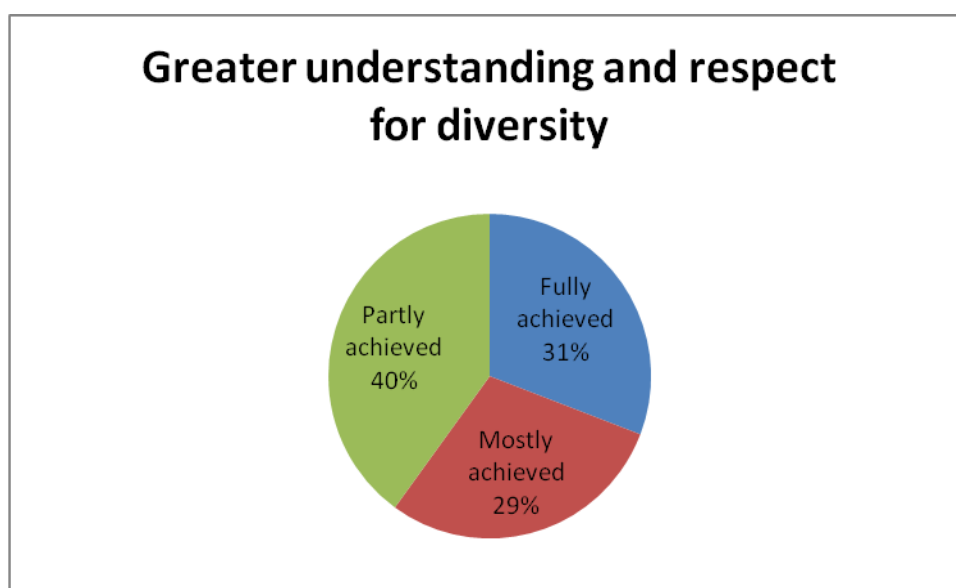
It is important to note that concerns such as these are not objections. Rather they indicate that young people are thinking about how a mixed school setting could work and the issues that they feel would need consideration to bring it about.

4.12 **Greater understanding of and respect for cultural diversity**

“We talk about a shared future – this Programme gives hope and shows what is possible. The FSEP helps prepare them for the world of work in a mixed environment. Retaining your own beliefs but also learning to respect others.”

Post Primary Principal

Many of the young people interviewed indicated that they already have and value relationships with other young people from different backgrounds and religions. None the less, the majority of pupils believe participation in the FSEP has helped to further progress understanding and respect for diversity. This is demonstrated by the results shown in the chart below;



Again, these responses are supported by comments such as:

“Helped me to accept others, no matter what religion they are.”

Post primary pupil

“I feel that Northern Ireland will never have its problems resolved if we continue to have religions separated in such an extensive way. If children

grow up mixing with people different to them, they will not grow up with the same prejudices that I have.”

Post primary pupil

There are some challenging questions to ponder in relation to promoting understanding and respect for cultural diversity within the context of Personal Development Programme. For example, pupils from one school raised the issue of pupils from another school wearing GAA tops. From a promoting reconciliation perspective, the following questions spring to mind:

- Should the Personal development classes be culturally ‘neutral’ because there are pupils from different cultural backgrounds taking part?
- Is the wearing of GAA or other sports tops seen as an act of intimidation or simply an expression of identity?
- How is the exploration of these issues with the pupils best considered?
- Who has responsibility for addressing these and similar issues as they may arise?
- What ultimately would be the most favourable position and how might this be reached?

Reflection on these types of questions will lead to appropriate ground rules in the context the FSEP aims, and who might have responsibility for this.

4.13 *Improved communications on benefits of sharing and identification of best practice*

While some of the principals did not see the FSEP having a major impact in relation to this outcome in the short term – it was felt that the mixing, sharing and collaboration can become part of the norm and that will become the ‘natural’ or logical way to think rather than in isolation or in silos.

One principal was very clear about the benefits of sharing and collaboration through this Programme;

“200 youngsters doing something together – pursuing a common objective every week. FSEP is not contrived. 17 year olds don’t want to sit down and talk about differences. The vast majority are educated separately, their social time tends to be separate. Separateness leads to misinformation. So bringing 200 17/18 year olds together to do things that interest them – is a good thing”

Post Primary Principal

The FSEP has shown that sharing and collaboration can work. In a climate and context where there is significant rationalisation of schools’ estates, it was felt that the programme has offered a model that enables schools to retain their own identity while sharing resources and facilities and that can inform decisions about delivering education in the future.

The FSEP has also given students access and opportunity to experience and appreciate more varied teaching styles associated with an adult learning context and the promotion of a positive attitude to lifelong learning well beyond compulsory school age.

One principal commented that through delivering the FSEP in their school it had helped them look at how the school could open its doors to the community.

“We have had the Ulster Orchestra, Inter-school musical, football, tennis and can offer facilities for functions. We are keen because we have the facilities but also the FSEP has been a positive experience for the Board of Governors and has encouraged more outward looking approaches.”

Post Primary Principal

Learning such as this will also contribute to the wider sustainability of schools by increasing usage within the community.

4.14 More effective advocacy on benefits of shared education (reconciliation, educational and economic)

Effective leadership was seen as an important factor in advocating for shared education. As with the primary sector, the role of a strong and natural leader driving the process was seen as an important success factor. This is an important point as leadership is still a critical element, even within the context of sharing and collaboration. In this case, the values underpinning the leadership style and the commitment to the programme served to engender enthusiasm and an excitement that motivated others.

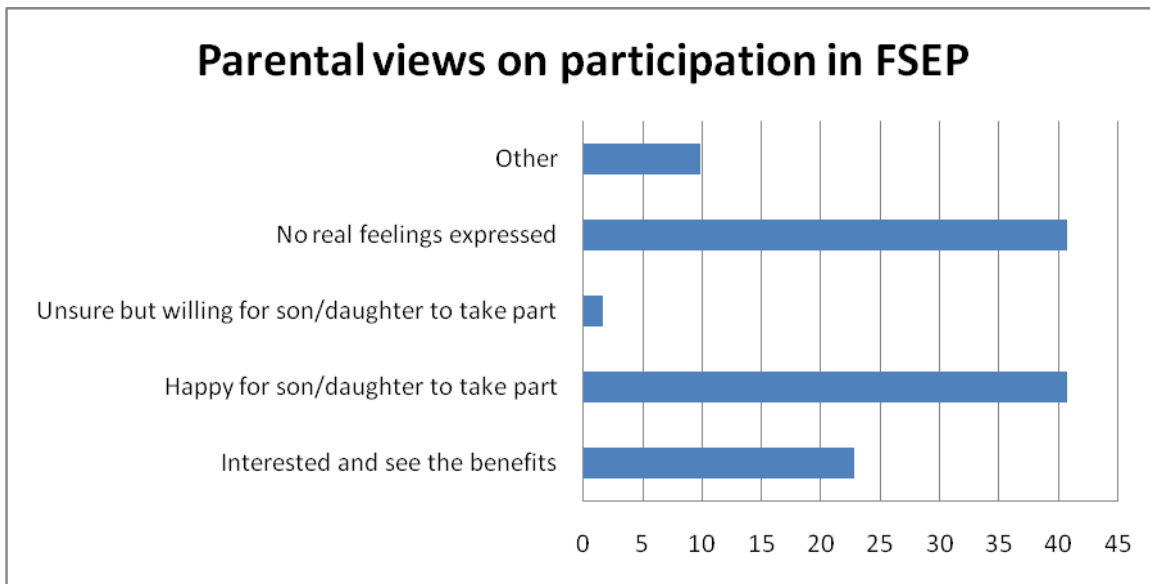
Principals reported interest and willingness to support engagement with the FSEP. It was reported that all boards of governors have been supportive and taken a positive approach. Principals have reported regularly at governors' meetings.

“Our Board of Governors were very supportive of the FSEP. It fits with our School Strategy and how we see ourselves.”

Post Primary Principal

The FSEP has also been received well by parents. Principals recognised the importance of communicating details of the Programme well in advance – the aims of the FSEP, how it will work and how pupils will benefit. Principals strongly believe that if parents can see and recognise the value and benefits of the FSEP for their children they wouldn't want to stop it.

The table below shows that over 40% of parents were happy for their son or daughter to take part. Interestingly, pupils reported that a further 40% had no real feelings either way. Comments from pupils indicated that parents simply saw it as part of school activity – an indication in fact, of general acceptance of shared education as 'normal' school life.



Principals also felt that the parental acceptance and indeed support was also a recognition that times have changed;

“It is also indicative of a changing mindset. Rural people live cheek by jowl – they know each other but now there is a greater openness and willingness to reach out.”

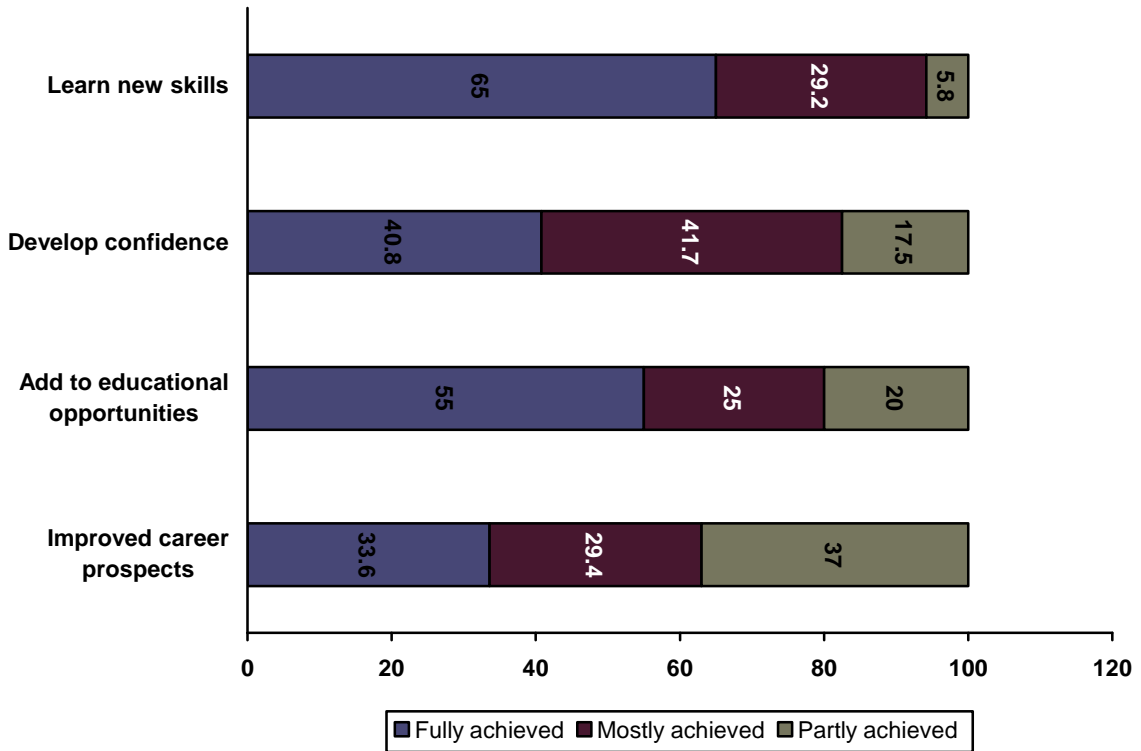
Post Primary Principal

“We talk about the FSEP at all school/parent events. It has become embedded in our school life. It is on our website and in our Prospectus. We can see and we promote the benefits it offers.”

Post Primary Principal

Pupils too, clearly recognised the multiple benefits of the FSEP in terms of enhancing their educational and career prospects. The following table demonstrates the extent to which participating pupils believe the FSEP has contributed to their own personal development and confidence, the acquisition of new skills and knowledge and enhanced future career prospects.

Pupil views on the benefits of the FSEP (shown in percentage response)



A number of students commented that they valued and appreciated the opportunity to gain additional experience and in some cases recognised qualifications which they felt would increase their chances of accessing a university place.

4.15 Sustaining the concept and practice of shared education

The funding for the FSEP has enabled the concept of shared education to become firmly established within the post primary cluster in Enniskillen and has embedded collaborative practices in day to day working life within the schools. It is anticipated that by the end of the 3 years principals will clearly know what works well, and what would be required to maintain the concept and practice beyond the funded programme.

There is recognition among principals that continued shared education and collaboration will be an expectation and that the thinking on how to make that possible beyond the FSEP needs to start now.

“I believe the concept of the FSEP is excellent and I would be loathe to lose it. The challenge is how to keep it going”

Post Primary Principal

Furthermore the process and experience of working more closely together, sharing and managing joint resources has created a different and more positive environment within which the principals can explore these and other common issues, challenges and new ideas.

Throughout the recent post primary review of schools’ estates, principals assert there has been little discussion between the sectors. Yet through FSEP the schools are now working together and sharing resources and buildings – utilising a model for a way forward that goes beyond separate sectors.

“There is more mileage in a shared approach than is being explored but there is not the will at policy level to look at sharing and collaboration across sectors. The rural communities of Fermanagh are different from Belfast and there are models that might work here but we are not being allowed to explore them.

Post Primary Principal

In summary, steady progress has been made in Year 1, towards achieving the short-term outcomes for the FSEP at post-primary level.

The number of schools and the number of participating pupils is considerably less than with the primary sector. However, the achievement of putting in place a joint Personal Development Programme offering 17 courses in multiple venues for over 200 participating students should not be underestimated, particularly given the constraints of accommodating the post primary curriculum requirements. The fact that the programme is up and running and collaborative practices embedded within the schools is a considerable achievement for Year 1.

Steady progress has been made across the range of outcomes. There has been positive endorsement of the programme from all those involved at post primary school level and there is a strong commitment from the principals to see the programme continue and develop over the next two years and beyond the life of the FSEP.

The remaining elements of this Section explore the main challenges experienced, the learning from Year 1, conclusions and recommendations.

4.16 Challenges Experienced in implementing the FSEP at Post Primary Level

Time for planning and organising

The logistics of planning the Programme and putting it into practice was a significant challenge, largely due to the time involved. Agreeing the programme of classes, deciding what to offer in each location, identifying and recruiting tutors, arranging transport for pupils from five schools to up to seventeen different activities each in a variety of different locations etc. Initially, this was undertaken by the schools (one of which has taken on the role of lead school). A temporary co-ordinator was appointed for the remainder of the first year to take on some of this responsibility. The principals all agree that the post is critical to the smooth and effective running of the programme and have agreed now to appoint someone to a 2 year part-time post.

None the less, the time demands for planning and organising are still considerable, particularly for the lead school.

Ensuring quality and consistency within the Personal Development Programme

This is a large programme which in the first year has had heavy reliance on external tutors, with limited input of teachers. The time involved in recruiting tutors with the required skills has already been highlighted. However the challenge of ensuring consistent quality and standards has also been recognised by the principals and reflected in some feedback from pupils.

Principals acknowledged that different tutors have different approaches, both in terms of teaching styles, personal attitude and ways of working. In one extreme case pupils reported they were unhappy with the attitude/approach of the tutor. This was promptly addressed and dealt with. Situations like this highlight the need to ensure classes achieve a standard of quality so that pupils gain maximum benefit from participating in the activities. While monitoring this is a role for the co-ordinator, the principals need to determine the standards to be met.

Achieving a balance in terms of community background

This has been a particular challenge in the first year. The combination of schools in the Enniskillen cluster meant that there were more Protestant pupils than Catholic pupils. While the Fermanagh Trust encouraged schools to ensure there was a mix of pupils from different schools and religions, in practice it wasn't possible to ensure a mix of all factors such as religion, gender, school etc. Principals sought a common sense approach, recognising that the Programme 'had to start somewhere' and what was critical was to get the programme up and running. These issues have been recognised and it is hoped that with the addition of another Catholic school in Year 2, the religious and community background mix will be more balanced.

Promoting understanding and appreciation of diversity through an activity based programme

Alongside managing some of the more practical challenges, it is in many respects more demanding to ensure the programme of personal development activities contribute to the FSEP aims and objectives, particularly in relation to reconciliation and appreciation of diversity. This has been, and will continue to be a challenge because;

1. The tutors used, are employed for their specialist skills and not specifically for knowledge and understanding in the peace building/community relations arena.
2. Principals were concerned about contriving and forcing 'reconciliation' through the personal development programme which they acknowledged some students of 17 and 18 years would not want to do.

There is a challenge with ensuring a balance between developing a Personal Development Programme for pupils that is enhanced and extended through shared and collaborative practice which, at the same time creates explicit opportunities for promoting understanding and appreciation of diversity.

"We want to create an environment where the mixing comes naturally, without it being seen as artificial or tokenistic."

Post Primary Principal

4.17 Identifying the Learning from Year 1 for the Post Primary Sector

There was widespread recognition that organising and running the Shared Personal Development Programme was demanding, far more so than was initially anticipated. The undertaking brought with it a significant amount of learning about the process in practice, what works, what doesn't and what could be done better.

Sharing and collaboration works

Probably the most significant aspect of learning from Year 1 for the principals has been that the concept of sharing and collaboration can and does work in practice. Principals have overcome significant logistical challenges in relation to timetabling (beyond that already tied up for shared blocks as part of the Fermanagh Learning Community) to free a whole afternoon for shared education classes. The fact that it has been done is, in itself, a lesson in what can be achieved when the will and the desire is there.

Planning and preparation

Implementing any new programme is a steep learning curve. Implementing one across 5 schools and using a host of other venues, involving other agencies and a team of external tutors would involve even steeper learning. Managing the finances for the Programme has also been significant.

Managing external tutors

Recruiting and managing external tutors was a new learning experience. School principals and senior managers are experienced in employing teachers, who have undergone common professional training. External tutors come from a wide range of backgrounds and bring a variety of skills and approaches to learning. The need for a consistent approach in relation to all tutors and the need for clear briefing and ground rules have emerged as a major area of learning from year 1. There was recognition of the need to seek a balance between what is expected of tutors and what they are skilled and confident to do.

Enhancing the Personal Development Programme offer

Experience of delivery of the programme in Year 1 has identified areas for development for Years 2 and 3. All principals believe communication and consultation with pupils around the shaping of the Programme is important. Based upon this there is recognition of the need to expand but refine the offer and incorporate genuine 'new' opportunities for pupils to access.

For example; the Duke of Edinburgh / President's Award programme was only offered at Gold level, requiring a full year to complete in addition to a lot of extra time. This limited the engagement of pupils. The 'refinement' of the offer would involve running the DoE / PA programme at Bronze or Silver levels to make it more attractive to other pupils.

There was also a common agreement that a semester is too long for each block of activities. This view was shared by principals and pupils. Following discussion it has now been agreed to end the first activity at Christmas and then Easter to coincide with pupils commencing study leave.

4.18 Conclusions

There has been good progress towards the achievement of Programme outcomes in relation to delivery of Year 1 of the Fermanagh Shared Education Programme within the post primary sector. Principals had clear expectations of what they wanted to achieve in terms of setting up the Shared Personal Development Programme and have worked hard to secure that. The five principals involved in delivery of the FSEP this year are clearly committed to the concept of shared education and collaborative working and to their credit have influenced time tabling on a whole school basis to facilitate the Programme and bring new opportunities to their pupils.

This Review has identified positive progress and achievement in relation to the Programme objectives and short term outcomes set for 2009-2012 for the post primary sector.

Sharing and collaboration leading to increased respect and mutual understanding between two main communities in Fermanagh

The starting point for building respect and mutual understanding is contact. The post primary Personal Development Programme has fostered extensive and regular cross community contact between 5 schools and over 200 pupils on a weekly basis for the past year. This has created opportunities for pupils to engage in **shared learning** in a cross community context, which for the majority of pupils will have been a completely new experience.

The practices of sharing and collaboration have strengthened understanding and respect for diversity among the pupils participating this year.

Principals have worked with unavoidable constraints of balance in terms of the mix of pupils from different schools and community backgrounds and endeavoured to ensure a mix of pupils from different backgrounds and religion in each class.

Principals have learnt from the experience of Year 1 and recognise the need for a clear and consistent approach to delivery of the Programme in order to maximise FSEP aims.

Sharing and Collaboration leading to greater trust across educational sectors

The coming together of 5 different schools within close geographical proximity, and working together on a joint initiative of this kind, benefiting over 200 pupils is no small feat. These principals have overcome many sectoral as well as other barriers to make this happen, and not so long ago, that would not have been possible or even considered desirable. However, as a result of their leadership, pupils, parents and others are expressing appreciation for the range of new experiences and skills development opportunities being made possible.

Through the practical implementation and delivery of the FSEP, the principals have fostered and strengthened positive working relationships between the five schools. This strong foundation for further sharing and collaboration has potential to go beyond simply the delivery of the FSEP and to inform development and progress of the Fermanagh Learning Community.

Sharing and Collaboration leading to sustainability within the post-primary education sector

The strong leadership role of principals is critical to sustaining shared and collaborative practice within schools and across the education sector in general. The principals have publicly advocated the benefits of shared education at numerous school events throughout the year, targeting existing families – such as at parents' evenings, and with prospective new pupils and their parents at Open Nights. This process will continue to normalise the concept of shared education within school and establish it as standard practice rather than 'different' practice.

The five principals are clearly committed to the concept of shared education and have sought to realise this within the Programme. It is unfortunate that timetabling constraints are limiting the scope for more members of teaching staff to be directly involved in delivery of shared classes. The ability to widen participation of school

staff would increase the sense of ownership over the Programme and potentially help to address some of the challenges that have been identified.

That said, the model of the FSEP at post primary level, has clearly begun to demonstrate alternative ways of working and delivering shared learning opportunities at local level and it is drawing schools out of working in isolation. The frustrations expressed at the structural barriers that reinforce segregation become even more justified when the FSEP experience is demonstrating what sharing and collaboration can offer.

4.19 Recommendations for the Post Primary Programme

These recommendations take into account the views and suggestions of the principals of the five post primary schools, the pupils and external tutors. Drawing on these and the findings from the Review, the following recommendations are made for the post primary programme. Note – a number of these are very similar to recommendations made for the primary schools sector.

1. Facilitate the post-primary schools to further investigate the issues involved in developing collaborative arrangements so that the concept and delivery of shared education can be embedded further within school life.
2. Ensure the FSEP Personal Development Programme is integrated into each school's calendar at the beginning of the academic year to avoid clashes with school holidays, planned staff training days or other whole school events.
3. Consider the provision of financial assistance to the lead school to assist with the financial management of the programme.
4. Encourage and facilitate the involvement of other post primary schools in the FSEP in order to:
 - a. widen experience of shared education;
 - b. involve more schools from different sectors;
 - c. enhance the mix of pupils from different religious and social/economic backgrounds.
5. Encourage schools to develop staff (including non-teaching staff where appropriate) and utilise skills to support and deliver shared education.
6. Support the post primary clusters to develop an induction programme for external tutors to build awareness of the purpose of the FSEP, their

role/contribution and agreed ground rules/expectations in terms of their role and input.

7. Establish a common set of principles/ground rules upon which the Programme will be promoted and delivered within and across the schools in relation to:
 - a. Clarity around how the aims of the Programme are communicated to pupils;
 - b. Ensuring pupils' expectations of the Programme are realistic and based upon an understanding of the aims of the Programme;
 - c. How the reconciliation aims of the Programme will be achieved within the context of the shared education classes;
 - d. The inclusion of one session at the beginning of each new block that encourages pupils to get to know each other and work together collaboratively.

8. Explore opportunities for the accreditation of the shared education classes (for those not already accredited) in order to increase the tangible benefits for students. This will also contribute to promoting the value of the FSEP from an educational perspective.

9. Bring the shared education programme to a close at the end of each block with an event to mark/celebrate it, where possible.

5.0 SECTION FIVE

5.1 Evaluator's Concluding Remarks

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

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

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

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

Appendices

Appendix 1 - Pupil School Enrolments in Co. Fermanagh 2009/2010

Primary School Name	Total Enrolment
Aghadrumsee Primary School	33
Ballinamallard Primary School	182
Belleek(2) Primary School	41
Brookeborough Primary School	63
Bunscoil an Traonaigh	36
Cornagague Primary School	50
Corranny Primary School	77
Derrygonnelly Primary School	37
Enniskillen Integrated Primary School	244
Enniskillen Model Primary School	435
Florencecourt Primary School	139
Holy Trinity Primary School	627
Irvinestown Primary School	142
Jones Memorial Primary School	190
Kesh Primary School	203
Killyhommon Primary School	60
Lack Primary School	52
Lisbellaw Primary School	216
Maguiresbridge Primary School	91
Moat Primary School	112
Newtownbutler(2) Primary School	55
St Columban's Primary School, Belcoo	114
St Davog's Primary School, Belleek	55
St Eugene's Primary School, Knocks	35
St John the Baptist Primary School	65
St Joseph's Primary School, Donagh	77
St Joseph's Primary School, Ederney	157
St Martin's Primary School, Garrison	101
St Mary's Primary School, Brookeborough	65
St Mary's Primary School, Killesher	71
St Mary's Primary School, Maguiresbridge	85
St Mary's Primary School, Mullymesker	113
St Mary's Primary School, Newtownbutler	141
St Mary's Primary School, Teemore	68
St Mary's Primary School, Tempo	100
St Naile's Primary School, Kinawley	90
St Ninnidh's Primary School, Derrylin	137
St Patrick's Primary School, Derrygonnelly	126
St Patrick's Primary School, Mullanaskea	193
St Paul's Primary School, Irvinestown	245
St Ronan's Primary School, Lisnaskea	276
St Tierney's Primary School, Roslea	85
Tattygar Primary School	50
Tempo Primary School	84
TOTAL	5618

Source: *Statistics & Research Branch, Department of Education*

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Post Primary School Name	Yr 8 - Yr 12	Yr 13 & Yr 14	Total Enrolment
Collegiate Grammar School	360	136	496
Devenish College	501	113	614
Elmbrook Special School	49	-	49
Erne Integrated College	336	81	417
Erne Special School	98	-	98
Lisnaskea High School	142	-	142
Mount Lourdes Grammar School	496	287	783
Portora Royal School	352	118	470
St Aidan's High School	167	-	167
St Comhghall's College	270	76	346
St Eugene's College	158	22	180
St Fanchea's College	298	33	331
St Joseph's College	228	15	243
St Mary's College, Irvinestown	164	-	164
St Mary's High School, Brollagh	136	1	137
St Michael's College	499	220	719
TOTAL	4,254	1,102	5356
<i>Source: Statistics & Research Branch, Department of Education</i>			

Appendix 2 – Fermanagh Shared Education Programme Logic Model

Inputs	Activities	Outputs	Short Term Outcomes 2008 - 2010	Long Term Outcomes 2010 and beyond
Grants to schools to implement cross community joint education	Delivering Shared Education	Increased number of pupils experiencing shared learning with partner schools from different community backgrounds	Greater opportunity for inter-sector sharing and collaboration	Institutional barriers to continued and/or expanded sharing and collaboration removed at school level
Funding for staff to promote and encourage collaborations	Supporting teacher development to deliver Shared Education	Increased number of shared classes that sustain pupil to pupil relations	Breakdown of barriers between school principals and staff from different sectors	Reduction in community tensions and improved community relations, increased integration between two main communities
Profile and credibility of Fermanagh Trust in peace building, community relations and sustaining communities	Ensuring organisational learning and inter-community collaboration amongst partner schools	Increased networking and sharing of practice through mentoring and joint events	Increased number of sustained pupil to pupil relationships established	Greater understanding of and greater respect for "other" community
Support for Steering Committee to guide and promote the Programme	Advocacy and communications to involve the active participation of school leaders, community representatives, parents and pupils	All teachers delivering shared classes have received appropriate training in advance	Pupils established friendships with pupils of a different religion	Continued joint activities/education between schools from different sectors
		Production of regular briefing materials and high quality policy and practice papers	Increased cross community interaction outside of school day	Cross sectoral options proposed and explored in planning for future education provision in Fermanagh
		Dissemination of survey and focus group findings arising from planning process	Reduced fear, suspicion and mistrust of the "other" community	Cross sectoral options explored to help sustain rural schools
		Additional teachers employed to facilitate work across schools And provide resources for joint activities	Greater understanding of and respect for cultural diversity	
			Improved communications on benefits of sharing and identification of best practice	
			More effective advocacy on benefits of shared education (educational, reconciliation and economy)	

Appendix 3 - Primary School Pupil Numbers participating in FSEP

Project A			
P'Ship	School	Class	Pupil Numbers
1	St Columban's PS Belcoo	P5	20
	Ballinamallard PS	P6	25
	Total		45
2	St Mary's Brookeborough	P4/ P5	22
	St Eugene's PS Knocks	P4/ P5	8
	Brookeborough CPS	P4/ P5	15
Total		45	
3	St Paul's Irvinestown	P5/ P6	31
	Irvinestown CPS	P5/ P6	29
	Total		60
4	St Ronan's Lisnaskea	P7	37
	Moat PS	P7	27
	Total		64
5	Florencecourt CPS	P6	22
	St Mary's Mullymesker	P6	17
	Total		39
6	St Patrick's PS Derrygonnelly	P4	20
	Florencecourt CPS	P5	17
	Total		37
7	St Joseph's Ederney	P7	16
	Lack CPS	P6/ P7	21
	Total		37
8	St Davog's PS Belleek	P6 / P7	18
	Kesh CPS	P7	25
	Total		43
9	St Mary's Teemore	P5/ P6/ P7	25
	Fairgreen NS Belturbet	5th, 6th, 7th	17
	Total		42
10	Killyhommon PS	P5/ P6/ P7	22
	Derrygonnelly PS	P5/ P6/ P7	20
	Total		42
11	Lisbellaw PS	P6	34
	Tattygar	P5/ P6/ P7	17
	Total		51
12	Holy Trinity	P7	84
	Lisbellaw PS	P7	32
	Jones Memorial	P7	27
	Enniskillen Integrated	P7	33
	Total		176

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13	Belleek CPS	P4/ P5	12
	St John the Baptist Roscorr	P4/ P5	23
	Total		35
14	St Martin's Garrison	P7	10
	Kilbarron NS Ballyshannon	3rd- 6th	10
	Total		20
15	Tempo PS		20
	St Mary's Tempo		22
	Total		42
16	St Joseph's Donagh	P5/ P6/ P7	37
	St Mary's Newtownbutler	P5/ P6/ P7	59
	Newtownbutler PS	P5/ P6/ P7	18
	Total		114
17	St Mary's PS Maguiresbridge	P5/ P6	21
	Maguiresbridge CPS	P5/ P6	26
	Total		47
18	Aghadrumsee CPS	P3/P4	11
	Cornagague PS	P3/P4	16
	Corranny PS		19
	Total		46
19	St Ninnidh's Derrylin	P7	15
	Ballyconnell Central	4th & 5th	10
			25
20	St Patrick's Mullanaska	P4	30
	Model PS, Enniskillen	P4	31
			61
Total Project A			1,071

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Project B			
P'Ship	School	Class	Pupil Numbers
2	St Eugene's PS Knocks	P3	6
	St Mary's PS Brookeborough	P3	11
	Brookeborough CPS	P3	12
	Total		29
3	St Paul's Irvinestown	P5	29
	Irvinestown CPS	P4/ P5	26
	Total		55
4	St Ronan's Lisnaskea	P5	26
	Moat PS	P5	26
	Total		52
5	Florencecourt CPS	P7	22
	St Mary's Mullymesker	P7	15
	Total		37
7	Lack PS	P3/4/ P5	20
	St Joseph's Ederney	P5	21
	Total		41
8	St Davog's PS Belleek	P4/ P5	14
	Kesh CPS	P5	28
	Total		42
12	Holy Trinity	P4	83
	Lisbellaw PS	P4	29
	Jones Memorial	P4	24
	Enniskillen Integrated	P4	30
	Total		166
13	St John the Baptist PS	P6/ P7	22
	Belleek PS	P5/ P6/ P7	17
	Total		39
16	St Mary's Newtownbutler	P3/ P4	40
	St Joseph's Donagh	P3/ P4	21
	Newtownbutler PS	P3/ P4	17
	Total		78
17	Maguiresbridge CPS	P3/ P4	25
	St Mary's PS Maguiresbridge	P3/ P4	23
	Total		48
Total Project B			587
Overall Total			1,658

Appendix 4 - Shared Education Partnership Projects / Subjects

Primary School Partnerships – Project A						
P'Ship	Lead School	Partner Schools			Year	
Project A	1	2	3	4		
1	St Columbans PS, Belcoo	Ballinamallard CPS			P5/6	Art, Environment, Heritage
2	St Mary's PS, B'borough	St Eugene's PS, Knocks	B'borough CPS		P4/5	Art, Drama
3	St Pauls, Irvinestown	Irvinestown CPS			P5/6	Art, Sport, Drama, Environment
4	St Ronan's, Lisnaskea	Moat PS			P7	Film Making, History, Literacy
5	Florencecourt CPS	St Marys, Mullymesker			P6	Environment
6	St Patricks PS, Derrygonnelly	Florencecourt CPS			P5	Environment, History, Art, Sport
7	St Josephs Ederney	Lack CPS			P6/7	History
8	St Davogs PS, Belleek	Kesh CPS			P6/7	History, Art, Sport
9	St Marys, Teemore	Fairgreen NS, Belturbet			P5/6/7	Art, Music, Film Making, Drama, Dance & Sport
10	Killyhommon PS	Derrygonnelly PS			P5/6/7	Drama, Music, ICT, Environment
11	Lisbellaw CPS	Tattygar PS			P5/6/7	Dance, Drama, Art, Gymnastics, Cookery, Sport
12	Holy Trinity	Jones Memorial CPS	Enniskillen Integrated	Lisbellaw CPS	P7	Dance, Sport
13	Belleek CPS	St John the Baptist PS, Roscorr			P4/5 (T3)	Art
14	St Martins, Garrison	Kilbarron NS, Ballyshannon			P6/7	Art, Storytelling/Music
15	Tempo PS	St Marys, Tempo			P6/7	Art
16	St Joseph's, Donagh	St Mary's, Newtownbutler	Newtown-butler PS		P5/6/7	ICT, Animation, Dance, Drama, Music
17	St Marys PS, M'Bridge	Maguiresbridge CPS			P5/6	ICT, History, Sport
18	Aghadrumsee PS	Corrany PS	Cornagague PS		P3/4	Movement, Music, Story-telling
19	St Ninnidh's Derrylin	Ballyconnell Central			P7	History, Art, Heritage
20	St Patrick's Mullanaska	Model PS Enniskillen			P4	World Around Us

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Primary School Partnerships – Project B						
P'Ship	Lead School	Partner Schools			Year	
Project B	1	2	3	4		
2	St Eugene's PS, Knocks	St Marys PS, B'borough	B'borough CPS		P3	Art, Drama
3	Irvinestown CPS	St Pauls, Irvinestown			P4/5	Dance & Movement, Science
4	Moat PS	St Ronan's, Lisnaskea			P5	Literacy
5	St Marys PS, Mullymesker	Florencecourt CPS			P7	Science, Technology, Environment
7	Lack CPS	St Josephs Ederney			P3/4/5	Community, History, Art, Science
8	Kesh CPS	St Davogs PS, Belleek			P4/5	Community, History, Science
12	Holy Trinity	Jones Memorial CPS	Enniskillen Integrated	LisbellawC PS	P4	Dance, Music, Sport, Art
13	St John the Baptist PS, Roscorr	Belleek CPS			P5/6/7	Citizenship, Environment
16	St Mary's, N'butler	St Joseph's, Donagh	Newtown-butler PS		P3/4	Art
17	Maguiresbridge CPS	St Marys PS, Maguires-bridge			P3/4	Drama, Music, Art, Outdoor Play

Post Primary School Partnerships					
Lead School	Partner Schools			Year Group	
Devenish College	St Fanchea's			Y13 & 14	Sign Language, First Aid, Photography, Dance, Archery, Self Defence, Trampoline, Yoga/Pilates, Life Saving, Duke of Ed / President's Award, Guitar, Boxercise, Keep Fit, Cookery, Football, Golf.
	St Joseph's				
	Erne Integrated				
	Collegiate				

Appendix 5 - Interview Questions for Primary School Principals

1. What did your school hope to achieve by taking part in the Shared Education Programme?
2. What do you feel has been achieved this Year? What are the significant benefits and highlights for you/your school?
3. How has the SEP contributed to educational attainment and benefit, particularly in relation to the NI Revised Curriculum?
4. What have been the cross community impacts of the SEP in terms of new relationships between pupils, parents, teachers, use of different venues/resources etc?
5. What do you feel have been the biggest challenges with implementing the Programme?
6. How has participating in the Programme impacted upon/influenced your working relationship with other schools? Are you working more effectively together?
7. In what ways do you feel the Programme has the potential to influence the education 'landscape' in Fermanagh?
8. In general, how has the Programme and participation in it, been received by your staff and pupils and their families and your Board of Governors?
9. Have you undertaken any evaluations with pupils or staff of the Programme so far?
10. What do you see as 'your role' in contributing to Shared Education in Fermanagh?
11. What are your hopes and expectations for the remaining 2 years of the Programme? What do you want to see from it?
12. Do you see any scope and potential for sustaining these links that have been made beyond the life of the Programme and its funding?
13. What has been the main learning for you from this year – how can that be used to enhance the remaining 2 years?
14. Do you have any suggestions for changes to the Programme that you feel would improve its impact?
15. What additional support do you feel you/your school would benefit from in order to get the most out of the Programme over the next 2 years?

Appendix 6 - Interview Questions for Post Primary School Principals

1. What did your school hope to achieve by taking part in the Shared Education Programme?
2. What do you feel has been achieved this Year? What are the significant highlights for you/your school?
3. What has been the added benefit to Enrichment classes beyond what you could have offered yourself?
4. How, in practice, has the process worked?
5. What do you feel have been the biggest challenges with implementing the Programme?
6. How has participating in the Programme impacted upon/influenced your working relationship with other schools?
7. In what ways do you feel the Programme has the potential to influence the education 'landscape' in Fermanagh?
8. In general, how has the Programme and participation in it, been received by your staff and pupils and their families and your Board of Governors?
9. Have you undertaken any evaluations with pupils or staff of the Programme so far?
10. How have your Key Stage 3 and Key Stage 4 pupils responded to students from other schools coming into their school every week?
11. What do you see as 'your role' in contributing to Shared Education in Fermanagh?
12. What are your hopes and expectations for the remaining 2 years of the Programme? What do you want to see from it?
13. Do you see any scope and potential for sustaining these links that have been made beyond the life of the Programme and its funding?
14. What has been the main learning for you from this year – how can that be used to enhance the remaining 2 years?
15. Do you have any suggestions for changes to the Programme that you feel would improve its impact?
16. What additional support do you feel you/your school would benefit from in order to get the most out of the Programme over the next 2 years?
17. Do you produce a school newsletter? Have you promoted the Shared Education Programme within it? Have you externally publicised the Programme through the local press?
18. Could the principals comment upon the impact of the SEP on pupils in terms of cross-community relations
19. Do you feel that the Post 16 Personal Development Programme has demonstrated the benefits of cross sectoral sharing and collaborating to the other post primary schools (not currently involved in SEP) in Fermanagh, and to the key education stakeholders? Has it helped to raise awareness of the benefits cross-sectoral sharing, and changed attitudes and perceptions to working across the community divide?

Appendix 7 - Survey Questions for Primary School Teachers

This survey is for Primary School Teachers from participating primary schools in Fermanagh, Co Cavan and Co Donegal, taking part in the Fermanagh Shared Education Programme.

1. Please indicate the most appropriate description for your school

- Catholic managed school
- Controlled school
- Integrated school

Please provide your name, school and partner school/s in the box below.

2. How would you describe the extent of cross community involvement in your TEACHING WORK (in the last 3 years) PRIOR to participation in the Fermanagh Shared Education Programme?

- Extensive – once / twice a week (approx)
- Frequent – once / twice a month
- Occasional – once / twice a term
- Rarely – once / twice a year
- Never

If you had some level of cross community contact prior to this Programme please describe it.

3. How would you describe the level of cross community contact in your TEACHING WORK now?

- Extensive – once / twice a week (approx)
- Frequent – once / twice a month
- Occasional – once / twice a term
- Rarely – once / twice a year
- Never

What did your school hope to achieve by taking part in the Shared Education Programme?

4. The anticipated short-term outcomes (2009-2012) for the Shared Education Programme are listed below. Please indicate the extent to which you feel progress has been made towards achieving these in Year One of the Programme.

	Excellent progress	Good steady progress	Some progress	Limited progress	No Progress
Greater opportunities for inter sector sharing and collaboration between schools					
Break down of barriers between school principals and staff from different sectors					
Increased trust and improved relationships between schools from different sectors					
Friendships established with pupils of different religions					
Increased cross community interaction among pupils outside of school day					
Strengthened curriculum delivery and enhanced educational opportunities					
Improved educational outcomes					
Reduced fear, suspicion and mistrust of the “other” community					
Greater understanding of and respect for cultural diversity					
Increased awareness of benefits of shared education					
More positive attitudes towards cross community collaboration in education					

Please give examples of what you would consider to be “highlights” from the year. What, for you, have been the most significant outcomes?

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5. What do you feel have been the biggest challenges with implementing the Programme this year? Please give details and explain how you and your partner school have sought to address these challenges.

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6. In your experience how open and willing have people been to supporting the Programme in your school community?

	Keen right from the start	Uncertain at start but willing and now really supportive	Supportive but still with some uncertainty	Unsupportive and unwilling	Other
Other teaching staff					
Ancillary / support staff					
Board of governors					
Pupils					
Parents / Guardians					
Wider community					
Local clergy					

If you said "other" please specify. Also, what are your hopes, plans and expectations for the remaining two years of the Programme? What do you want to see from it? What would you like to see as your role in making this happen?

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7. What have you learned this year that can be applied to enhance Years 2 and 3 of the Programme?

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8. What changes would you suggest (if any) that would help to improve the impact of the Shared Education Programme?

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9. What support do you feel you and your school would benefit from in order to get the maximum benefit from the Programme over the next 2 years? Please be specific and list the support you would benefit from.

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10. If you have any other comments you would like to add or highlight for further consideration please do so here.

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Appendix 8 - Survey Questions for Post Primary School Pupils

This survey is for pupils from the Post Primary Schools in Enniskillen participating in the Fermanagh Shared Education Programme.

1. Please indicate the school at which you are a pupil.

- Collegiate Grammar School
- Devenish College
- Erne Integrated College
- St Joseph's College
- St Fanchea's College

2. Please tick the activities you took part in between September – December 2009.

- Archery (Lakeland Forum)
- Self Defence (Lakeland Forum)
- Life Saving (Lakeland Forum)
- Yoga / Pilates (Lakeland Forum)
- Trampolining (St Joseph's)
- Sign Language (Devenish)
- DoE / President's Award (Erne IC)
- Dance (St Fanchea's)
- First Aid (Collegiate)

Please give your thoughts on this activity and venue location

3. Please tick the activities you took part in between January – April 2010.

- Archery (Lakeland Forum)
- Boxercise (Boxing Club)
- Cooking on a Budget (Collegiate)
- Cooking on a Budget (Integrated)
- Dance (St Fanchea's)
- DoE / President's Award (Integrated)
- First Aid (Collegiate)
- Fitness Suite (St Fanchea's)
- Football (Lakeland Forum)
- Golf (Ashwoods)
- Guitar (Devenish)
- Photography (St Joseph's)
- Self Defence (Lakeland Forum)
- Trampoline (St Joseph's)

Please give your thoughts on this activity and venue location

4. How would you describe the level of contact you had with young people of other religions BEFORE your school became involved in the Shared Education Programme that takes place on Friday afternoons?

- Extensive – once / twice a week (approx)
- Frequent – once / twice a month
- Occasional – once / twice a term
- Rarely – once / twice a year
- Never

5. How would you describe the level of contact you have with young people of the other background / religions now?

- Extensive – once / twice a week (approx)
- Frequent – once / twice a month
- Occasional – once / twice a term
- Rarely – once / twice a year
- Never

Of there has been no real change in the amount of cross community contact can you please explain why?

6. At the beginning of the school year, when the joint sessions were introduced, how did you feel about the idea of taking part in activities with pupils from other backgrounds and religions?

Please tick as many as applied to you.

- Excited
- Happy
- Pleased
- Keen
- Interested
- Curious
- Wary
- Concerned
- Worried
- Angry

Please explain how you felt in your own words and why you felt this way.

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7. How do you feel NOW about taking part in activities with pupils from other backgrounds and religions? Please tick as many as apply to you now.

- Excited
- Happy
- Pleased
- Keen
- Interested
- Curious
- Wary
- Concerned
- Worried

If your feelings have changed, please explain the reasons for this change.

8. Do you think the chance to mix with young people from a different background / religion to yourself

	Yes	No	Not Sure
Is a god thing?			
Helps to bring about better relationships between them?			

9. The goals of the Shared Education Programme are listed below. Please tick those you feel you have benefited from by taking part in the shared sessions on a Friday afternoon.

	Fully achieved	Mostly achieved	Partly achieved
Learn new skills			
Develop own confidence			
Add to educational opportunities			
Improve future career prospects			
Meet young people from different backgrounds / religions			
Breakdown barriers between pupils from different backgrounds / religions			
Improved relationships between pupils from different backgrounds / religions			
Friendships established with pupils of different backgrounds / religions			
Increased contact among pupils of different backgrounds / religions outside of the school day			
Reduced fear, suspicion and mistrust of the "other" community			
Greater understanding of and respect for different cultures, religions and traditions			

Please explain or add to any of the comments above.

10. Has the Shared Education Programme helped to reduce any tensions between young people from different backgrounds / religions outside of the school day?

- Yes
- No
- Not Sure

Can you give any examples?

11. Do you feel this is a worthwhile programme that should be continued?

- Yes
- No
- Not Sure

What changes would you suggest that would help improve it?

12. How have our parents / family responded to the opportunity for you to take part in shared activities with young people from other backgrounds / religions? Please tick all that apply.

- Interested and see benefits of it
- Happy for me to take part
- Unsure about it but OK about me taking part
- No real feelings either way
- Can't see the benefits
- Other

Other (please specify)

13. In your own opinion, do you think it is better for children and young people to attend

- a single religion school
- a mixed religion school
- not sure

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Please explain your reasons

14. If you have any other comments you would like to add please do so here.

Appendix 9 - Survey Questions for Post Primary School Tutors

This survey is for Teachers and Tutors (external to the school) who have been involved in the delivery of enrichment classes delivered as part of the Fermanagh Shared Education Programme.

1. Please indicate which description applies to you.
- Teacher from one of the participating schools
 - External tutor contracted to deliver enrichment class only
 - Other (please specify)

2. Please indicate which schools you have delivered enrichment classes in
- Collegiate Grammar School
 - Devenish College
 - Erne Integrated College
 - St Fanchea's College
 - St Joseph's College

Please indicate the subject area you have been running classes in.

3. The anticipated short-term outcomes (2009-2012) for the Shared Education Programme are listed below. Please indicate the extent to which you have seen progress towards achieving these in Year One of the Programme.

	Good progress	Some progress	Limited progress	No progress	No Comment
Greater opportunities for cross community sharing and collaboration between schools					
Break down of barriers between school principals and staff from different sectors					
Increased trust and improved relationships between schools from different sectors					
Friendships established with pupils of different religions					
Increased cross community interaction among pupils outside of school day					
Strengthened curriculum delivery and enhanced educational opportunities					
Improved educational outcomes					
Reduced fear, suspicion and mistrust of the "other" community					
Greater understanding of and respect for cultural diversity					
Increased awareness of benefits of shared education					
More positive attitudes towards cross community collaboration in education					

Please give examples of what you would consider to be "highlights" from the year. What, for you, have been the most significant outcomes?

4. What do you feel have been the biggest challenges with delivering your enrichment classes this year? Please give details and explain how you have sought to address these challenges.

5. Have you seen any positive changes or developments in relations between pupils from different backgrounds? If so, can you describe these please?

6. What changes would you suggest (if any) that would help to improve the shared enrichment classes for next year?

7. If you have any other comments you would like to add or highlight for further consideration please do so here.

Appendix 10 - Bibliography

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