RAISE Enniskillen

Strategic Area Plan



RAISE
ASPIRATIONS & ACHIEVEMENT

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RAISE Enniskillen

Strategic Area Plan

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RAISE Enniskillen Strategic Area Plan

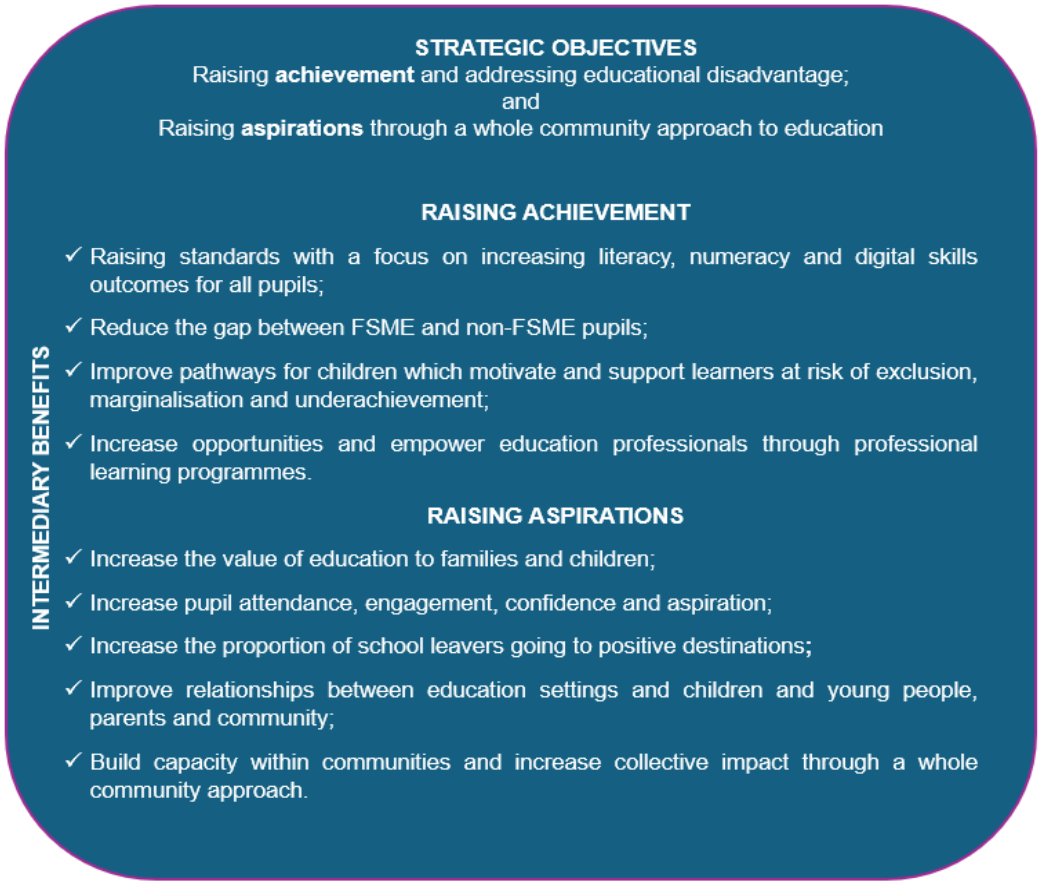
What is the RAISE Programme?

The RAISE Programme is a whole community and place-based approach to tackling educational disadvantage in 18 localities[1] across Northern Ireland, supporting the Department of Education's vision that "every child and young person is happy, learning and succeeding".

TransformED NI, a Strategy for Educational Excellence in Northern Ireland, outlines the Minister of Education's priorities in a comprehensive strategy for the transformation of teaching and learning in Northern Ireland. The RAISE Programme is the signature approach to tackling educational disadvantage in this regard and will complement existing school-based programmes.

The RAISE Programme's Strategic Objectives are:

- Raising achievement and addressing educational disadvantage; and
- Raising aspirations through a whole community approach to education.



[1] Belfast has been sub divided into four areas.

The RAISE Programme helps to deliver on the mission set by the 'A Fair Start' report to ensure all children and young people regardless of background are given the best start in life. It aims to raise educational achievement and aspirations using a combination of Locality-Led Projects and Cross-Cutting Initiatives.

A series of Locality-Led Projects will be identified through an open call to deliver against the objectives and needs set out in the Strategic Area Plan for each RAISE locality. Cross-Cutting Initiatives will complement locality led projects by responding in a strategic way to priorities common to several localities and bringing additional opportunities to communities around key themes.

This bespoke Strategic Area Plan sets out the context for West Belfast and identifies the key issues that underpin educational disadvantage in the area, highlights potential proposals on how to address the identified gaps in provision and support the educational achievement of children and young people in the locality.

This Plan has been developed through a co-design process involving public engagement and creative approaches to give voice to organisations, children and young people and parents in the locality. The Department of Education recognises the commitment of local stakeholders and the Locality Reference Group to this co-design process. The Locality Reference Group has played a critical role in informing, shaping and developing this Strategic Area Plan on behalf of the locality. It was produced in accordance with the guidance on the development of a Strategic Area Plan which can be found on the DE website[2]. This Plan is owned by the locality and the Locality Reference Group.

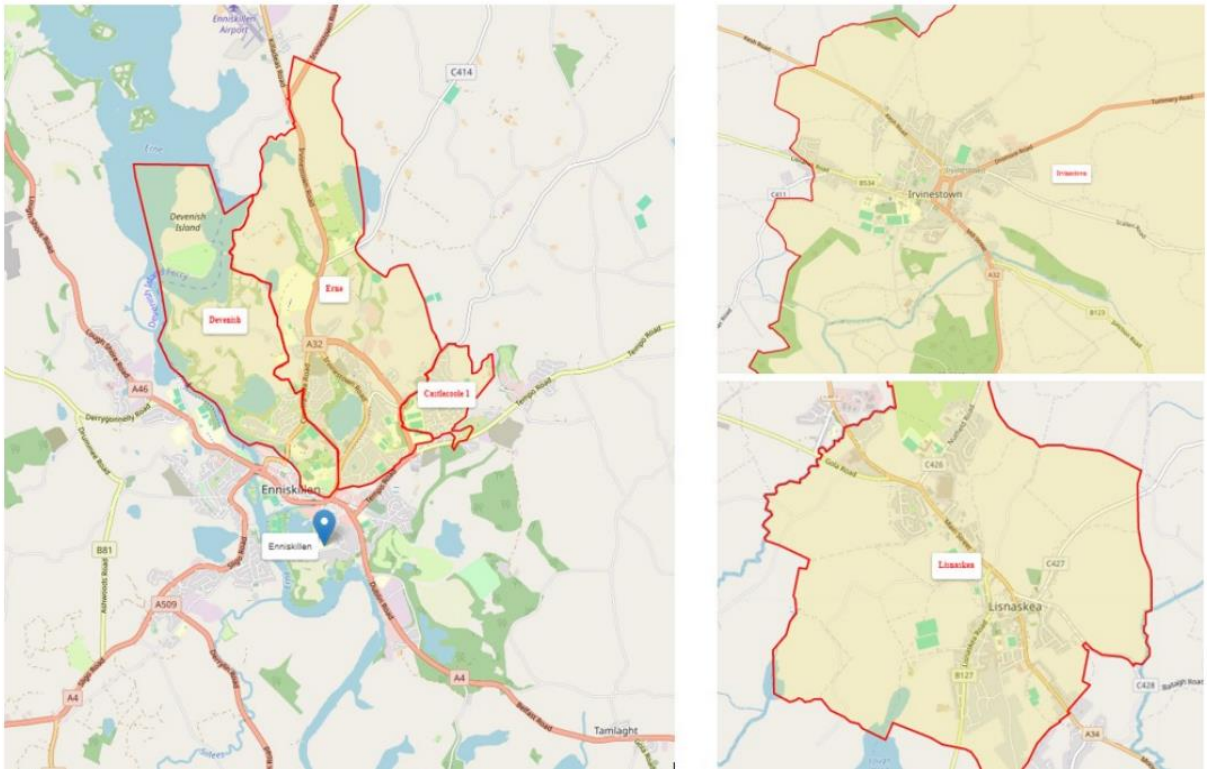
[2] Developing a Locality Strategic Area Plan, Department of Education

Introducing the RAISE Enniskillen Locality

The RAISE locality in Enniskillen falls within Fermanagh and Omagh District Council, Northern Ireland's most rural council area. The geography is defined by small towns, large distances between settlements, and a dispersed population. Enniskillen, as the primary town, serves as the central services hub, yet communities in surrounding areas, including Lisnaskea and Irvinestown, often face barriers in accessing services due to limited transport infrastructure.

The area is characterised by a strong sense of community identity but also a long-standing perception of under-investment in youth services, education, and infrastructure.

- **Enniskillen**: Total estimated population of 18,000+, with significant youth representation and growth in housing developments on the town's periphery.
- **Lisnaskea & Irvinestown**: Smaller towns, each serving as focal points for dispersed rural populations. Connectivity to central Enniskillen is limited impacting on engagement with services.



RAISE Super Output Areas

The identified Super Output Areas (SOAs) for the RAISE Enniskillen locality are:

- **Devenish**: Population - Total:1,637, Population 0-15 years: 331
- **Erne:** Population – Total 2,476, Population 0–15 years: 497
- **Castlecoole 1**: Population - Total: 2,043, Population 0–15 years: 476
- **Irvinestown**: Population – Total: 2,571, Population 0–15 years: 595

- **Lisnaskea**: Population – Total: 2,612, Population 0–15 years: 622

Source: Population Estimates for Super Output Areas (SOAs) and former Electoral Wards, Northern Ireland - Super Output Areas (SOAs) by gender and broad age bands (mid-2001 to mid-2020) - Open Data NI

Based on the Northern Ireland Multiple Deprivation Measures (NIMDM) 2017, the Super Output Areas included in the RAISE Enniskillen locality are within the top 30% of deprived areas in Northern Ireland across all three of the following key domains: -

- **Education, Skills, and Training**: Devenish and Irvinestown are ranked among the most deprived areas in Northern Ireland in this domain, reflecting persistent educational under-achievement and limited higher/further education opportunities.
- **Employment**: Unemployment and underemployment are pressing concerns across the locality, with the Erne East region (including Lisnaskea) showing long-term patterns of economic inactivity.
- **Health and Disability**: Irvinestown, Devenish and parts of Lisnaskea fall within the most deprived bands for health outcomes, with high instances of chronic illness, poor mental health, and low access to preventative healthcare.

Key Statistics - Why is the RAISE Programme needed in Enniskillen?

The vision for RAISE Enniskillen is:

Enniskillen will be a nurturing and inclusive community where children and young people are empowered to grow and learn with confidence, resilience, and a strong sense of identity. We will foster high aspirations, celebrate achievement, and provide rich, supportive learning environments that enable every child to thrive academically, socially, and emotionally.

Enniskillen, the largest town in Fermanagh, presents a unique blend of rural isolation and urban challenge. Data from the Northern Ireland Multiple Deprivation Measure (NIMDM) 2017 indicates that several Super Output Areas (SOAs) in and around Enniskillen rank among the top 30% most deprived in Northern Ireland, particularly in relation to education, income, and health and disability.

Based on the Department of Education's School Census for 20245/25, the pupil profile data across Enniskillen sets out the context for the need for RAISE in this locality.

• **Total pupils:** 2,199
• **Free School Meal Entitlement (FSME):** 676 pupils (31.31%) — well above the NI average of 25.9%
• **Pupils with Statements of Special Educational Needs:** 254 pupils (11.55%) — significantly above the NI average of 8.55%
• **SEN Categories 1 & 2:** 332 pupils (15.10%) — higher than the NI average of 11.54%
• **Minority Ethnic Pupils:** 226 pupils (10.27%) — above the NI average of 7.65%
• **Children Looked After:** 19 pupils (0.86%) — close to the NI average of 0.92%
• **Traveller Pupils:** 33 pupils (1.50%) — nearly three times the NI average of 0.55%
• **Roma Pupils:** Fewer than 5
• **Percentage of school leavers not achieving 5+ GCSEs A-C including English and Maths (2017/18–2021/22)**: * 27.32% — above the NI average of 25.25%

These figures illustrate both the scale and depth of need across the Enniskillen locality.

Stakeholders have consistently reinforced that these figures point to an urgent requirement for a locally tailored, well-resourced RAISE programme, designed to tackle persistent educational disadvantage, strengthen systems of support, and ultimately improve educational outcomes for children and young people in the area.

Key stakeholders report that Enniskillen faces challenges: distance from centralised services, inconsistent access to support, and a lack of long-term investment in children and young people's development. Educational outcomes, particularly in terms of GCSE achievement

including English and Maths, remain a concern with local voices pointing to wider barriers to learning.

Extensive engagement with schools, parents and community organisations highlights challenges that impact on academic attainment. These include limited early years provision, inconsistent support for children with additional needs, and difficulties accessing mental health and family support services. Many professionals and families express frustration at the sense of being overlooked, with fewer tailored programmes reaching the area compared to more densely populated regions.

Through a series of consultation sessions supported by Stranmillis University College, Parenting Focus, and the Locality Coordinator, young people and parents clearly articulated the need for targeted, place-based support that reflects the lived experience of families in Enniskillen.

RAISE is welcomed in the area for offering a focused, responsive framework to address these issues, one that recognises the distinct needs of the area and helps build the right conditions for children and young people to thrive educationally, socially and emotionally.

Attendance remains a persistent concern in the area, with the current absence rate at 9.3%. This indicates a substantial number of pupils regularly missing school. According to school leaders and local stakeholders, the issue spans all year groups, making it difficult to identify a clear pattern or single cause.

Educational attainment data, particularly the proportion of school leavers achieving five or more GCSEs at grades A*-C including English and Maths, continues to highlight areas of concern. However, ongoing engagement with local schools, community partners, statutory agencies, and families points to wider systemic issues affecting outcome, such as persistent barriers to early intervention, insufficient capacity within services, and a need for more cohesive multi-agency working.

Currently, 27.32% of school leavers do not attain five or more GCSEs including English and Maths, highlighting a considerable portion of young people who may require extra academic or pastoral support as they transition from school.

Upon leaving school, the largest proportion of young people (51%) move into Further Education. Higher Education attracts 30% of school leavers, while 9% enter the workforce directly. A further 7% progress into training opportunities, and the remaining 3% either become unemployed or pursue alternative pathways.

Stakeholders across the locality report that while some progress has been made in recent years, this has been uneven and difficult to sustain. Short-term or fragmented funding streams have limited the ability of services to deliver meaningful, long-term impact. Several voices have also raised concerns about regional disparities in investment and programme access, leaving areas like Enniskillen at risk of being overlooked in wider strategic planning. It has been agreed at Locality Reference Group meetings that a comprehensive and long-term approach is needed

to provide targeted support for those pupils most at risk of underachievement along with, provision to raise aspirations, improve access, and build local capacity across the system in Enniskillen.

Existing Collaboration and Complementary Investment

The Enniskillen area benefits from a network of collaborative relationships across education, statutory, and voluntary sectors, underpinned by a shared commitment to improving outcomes for children and young people. These partnerships provide a foundation for joint working, strategic planning, and integrated service delivery. However, stakeholders have also highlighted the need to strengthen local infrastructure and build greater capacity in the community sector to ensure more consistent and equitable support for children, young people and families across the locality.

Neighbourhood Renewal Partnership

Enniskillen is designated as a Neighbourhood Renewal Area, with an established Neighbourhood Renewal Partnership, managed by Council. It brings together statutory services, schools, community organisations, and local residents to address disadvantage and improve outcomes in the town's most deprived communities. The Neighbourhood Renewal Partnership acts as a key mechanism for coordinated planning and delivery, with a strong focus on children, young people and families.

Council Community Planning and Local Networks

As part of the Fermanagh and Omagh District Council area, Enniskillen is aligned with wider community planning structures. Local voluntary and statutory stakeholders work in partnership to deliver on shared outcomes within the Community Plan, with youth and family wellbeing identified as a cross-cutting priority.

Fermanagh-and-Omagh-Community-Plan-2030.pdf – Fermanagh Omagh Council Community Plan – Outcome 5

Fermanagh & Omagh Community Action Plan 2024-2028 has several action points relevant to RAISE:

- Action 2: Obesity & Nutrition – Best Idea 2.2 & 2.5
- Action 3: Mental Health and Wellbeing – Best Idea 3.3
- Action 6: Childcare Provision – All Best Ideas
- Action 7: Supporting Carers – All Best Ideas
- Action 8: Accessible & Inclusive Place – Best Idea 8.1
- Action 11: Empowered Communities – Best Idea 11.1
- Action 12: Early Years Development – All Best Ideas
- Action 14: Investment Plan – Best Idea 14.1
- Action 17: Co-Production – Best Idea17.2

Fermanagh Area Learning Community (ALC)

The Fermanagh Area Learning Community brings together post-primary schools from across the area to collaborate on curriculum planning, share best practice, and expand learning opportunities, particularly at post-16 level.

The ALC plays a strategic role in fostering collaboration between school leaders and informing local planning around educational inclusion and pupil support services. The ALC provides a platform for school leaders to collaborate on curriculum delivery, share resource and sharing of best practice and enhance learning opportunities for pupils, particularly at post-16 level utilising the Entitlement Framework. Entitlement Framework | Department of Education.

CYPSP Locality Planning

The Locality Planning Group, part of the Children and Young People's Strategic Partnership (CYPSP), facilitates integrated working between education, health, social care, and community organisations to meet local needs. The Family Support Hub provides vital coordination of early help services for families across the locality.

Fermanagh Locality Planning Group – Children and Young People's Strategic Partnership (CYPSP)

Developing Community Infrastructure and Building Capacity

While there are strong examples of collaboration and leadership across education and statutory services, many areas in and around Enniskillen face challenges related to limited community sector capacity and infrastructure. Rurality, coupled with centralisation of services in Enniskillen, has contributed to gaps in access and delivery in some parts of the locality.

Nevertheless, promising models of place-based collaboration are emerging. In Irvinestown and Lisnaskea, local community partnerships have demonstrated how coordinated, grassroots efforts can support families, engage young people, and enhance local service provision. Locality Reference Group (LRG) members have clearly stated that these examples underscore the importance of investing in community-led approaches and ensuring that local voices are central to planning and delivery.

Stakeholders across the Enniskillen area have expressed a clear desire to build on these strengths by expanding community-based provision, strengthening multi-agency working, and developing a more resilient support infrastructure. The RAISE programme represents a timely opportunity to support this development, resourcing capacity building, enabling stronger partnerships, and creating sustainable, place-based responses that improve educational outcomes for all children and young people across the locality.

There is investment in education and in tackling educational disadvantage in Enniskillen. This includes the investment in youth services, Neighbourhood Renewal programmes, PeacePlus investment in youth entrepreneurship alongside significant investment in Sure Start, Nurture, Extended Schools, the Pathway Fund and Toybox.

Other government departments, including Department of Health and The Executive Office also invest in Enniskillen. Programmes include Planned Interventions Programme, T-BUC Camps Programme and a range of programmes aimed at those from minority ethnic backgrounds.

Needs Analysis

Views of Children and Young People

On behalf of the RAISE Programme, Stranmillis University College were commissioned to conduct consultations with children and young people across all RAISE localities. A recent consultation with school-aged children and young people from Enniskillen, facilitated by Devenish Partnership Forum, revealed a strong sense of ambition and community spirit. Participants shared aspirations in education, sports, the arts, and entrepreneurship, and credited trusted adults outside the formal school system, such as youth workers and coaches, for nurturing their confidence and emotional wellbeing. They expressed a clear preference for interactive, creative, and sensory-rich learning experiences, valuing movement and hands-on engagement in education. The consultation process was guided by the Lundy Model of Participation, which ensured that young people's voices were meaningfully heard, given space, and acted upon in shaping the findings and recommendations. The Lundy Model: Article 12 in Practice - Rights Respecting Schools Award.

Despite this positivity, several challenges were identified. Young people reported feeling disconnected from rigid teaching styles, stressed by early start times and heavy workloads, and concerned about perceived unfairness in teacher-student relationships. They called for greater agency in school decision-making, improved school meals and more safe spaces to discuss emotions. Their priorities for change included more flexible and inclusive teaching methods, a restructured school day to support wellbeing, stronger emotional support systems, and enhanced pupil voice in shaping school policies and environments. The consultation highlighted the importance of embedding youth-led perspectives in educational reform and ensuring that schools are responsive to the diverse needs and aspirations of their pupils.

Views of Parents and Carers

Parenting Focus were commissioned by the Department of Education to carry out consultations with parents and carers across all RAISE localities. A focus group with parents from Enniskillen, Irvinestown, and Lisnaskea revealed a strong commitment to their children's education, alongside frustrations with how schools engage families, especially those dealing with additional needs or complex circumstances. Parents praised early intervention services like Sure Start and family hubs and expressed enthusiasm for co-designing future services and improving school–home collaboration. However, concerns were raised about delays in SEN diagnoses, lack of school-based support, and poor communication. Digital tools were often seen as impersonal or inaccessible, and the lack of affordable childcare posed significant challenges for working families.

Parenting Focus also distributed a parent survey for parents across all RAISE localities. The survey was completed by 160 respondents from Enniskillen. The results showed that other parents shared similar concerns with communication with school.,

A notable proportion cited issues with their child or young person's school-related anxiety and avoidance. Barriers to learning included low confidence, emotional distress, and additional learning needs. Parents strongly supported holistic, targeted interventions, such as small group learning and creative in-school approaches. Emotional and behavioural support were key priorities, particularly in the primary years. Improved communication with schools and access to parenting programmes were also highlighted, alongside academic support needs in core subjects. The high prevalence of neurodiverse and SEN-identified children underscored the urgent need for inclusive, accessible services.

Gaps in provision

Several gaps and emerging priorities have been identified in the Enniskillen locality through multi-stakeholder engagement. This includes consultations with young people facilitated by Devenish Partnership Forum, parental engagement carried out by Parenting Focus, and input from a wide range of stakeholders through individual meetings and collaborative forums. While there is a strong foundation of support across the area, stakeholders consistently highlighted ongoing pressures affecting children, young people, families, and professionals, particularly around inclusive education, emotional wellbeing, and meaningful engagement with learning.

Insights gathered through participatory models such as the Lundy Model of Participation have helped surface key areas where current provision is either insufficient or requires enhancement. These findings have been further validated through local data and research, reinforcing the need for targeted action under the RAISE Programme. The priorities identified reflect a shared commitment to improving educational experiences, strengthening emotional support systems, and fostering deeper collaboration between schools, families and community services.

- **Early Intervention**
- **Pathway Opportunities**
- **Improved Transitions**
- **Professional Learning**
- **Parent and Family Support**
- **Capacity Building in Communities**
- **School–Community Partnership**

Emerging Priorities

Emerging Priority – Early Intervention – Improved Transitions

Young people, particularly those with additional needs, often lack the continuity and relational support needed to navigate key milestones in their educational journey. Professionals have identified rurality, limited staff capacity, and the absence of standardised approaches as key barriers to effective transition planning. Strengthening transitions as an enabler to learning must involve earlier preparation, multi-agency collaboration, and flexible pathways tailored to individual needs.

Stakeholder engagement has also revealed a shortfall in early-stage support for emotional wellbeing, speech and language development and learning needs. Long waiting lists and inconsistent service provision mean that issues often escalate before targeted help is available. Young people have called for earlier, more relational support, while professionals advocate for embedded emotional wellbeing provision within schools.

The *Learning Mentor* model delivered in Enniskillen and other areas has shown positive outcomes in post-primary settings, including improved attendance, reduced anxiety-related non-attendance, and positive feedback from mentors and school staff. Building on this success, a seamless extension of the model into primary education is proposed by the Locality Reference Group to ensure continuity of support and smoother transitions. This initiative would focus on early identification of needs and proactive intervention, particularly during critical transition points such as nursery to primary, primary to post-primary, and post-16. Analysis from Locality Planning Groups and RAISE data highlights persistent concerns around early literacy, delayed language development, and low pupil confidence. By embedding mentors within primary school settings, the programme aims to secure year-on-year improvements in pupil achievement, tailored to individual ability and engagement levels. Key performance indicators will include attendance at targeted sessions, measurable gains in literacy and numeracy, and enhanced participation and wellbeing across educational stages.

Emerging Priority – Pathways Opportunities

Extensive engagement with youth providers, schools, and young people across Enniskillen has highlighted the urgent need for meaningful, practical, and accredited learning opportunities for those at risk of disengaging from school or at risk of exclusion, particularly in Key Stages 3 and 4.

Young people disengaging from mainstream education often face complex challenges such as poor mental health, family adversity, and socioeconomic disadvantage, with some at increased risk of involvement with the justice system. Young people expressed views about the need for an engaging curriculum and teacher understanding. Schools can work to support this in their school ethos, pastoral care and teacher professional learning. Stakeholders have voiced concerns about the lack of progression routes for these young people and called for more vocational, training, and employment-linked opportunities that are relevant and accessible. This programme will support 14–16 year-olds identified as not achieving, offering flexible, learning pathways through one-to-one, small group, and whole-class approaches utilising various methods including youth hubs and outdoor settings, however will be primarily based in school to encourage school attendance.

Young people themselves have expressed a desire for more diverse and meaningful routes into employment, training, and further education. However, access to careers guidance is inconsistent across schools, and real-world exposure to vocational or creative pathways remains limited for some young people. Engagement findings point to the need for structured, earlier aspiration-building, co-delivered with employers, youth services, and further/higher education providers. By schools and community/voluntary organisations working together and collaborating with statutory services additional opportunities can align with young people's interests and potential aiming to close the attainment gap, raise aspirations, and ensure that all young people, regardless of background, can see and pursue a future that reflects their strengths and ambitions.

Emerging Priority –Parent/Family Support

Parents in Enniskillen and surrounding rural areas have expressed a strong desire to be active partners in their children's education, yet many feel their involvement is limited or undervalued. Communication with schools is often one-way, and digital platforms are not universally accessible, creating barriers to engagement. Opportunities for informal interaction are rare, and the lack of affordable childcare and family learning options further restricts participation, particularly in rural communities. Parents and frontline workers have also identified significant gaps in access to parenting support, especially for families experiencing isolation or disadvantage. There is a clear call for locally delivered, non-judgemental, and ongoing programmes that build parental confidence and resilience, supported by practical wraparound provision that enables meaningful engagement.

Consultations carried out by Parenting Focus and the recommendations of the report '*A Fair Start*', have reinforced the need for whole-community approaches to tackle educational underachievement. Families, carers, and school staff consistently advocate for more joined-up solutions that bring together schools, families, and community partners. Programmes like the Family Liaison initiative in Enniskillen reflect this shift, aiming to strengthen parental engagement and raise aspirations. Persistent gaps in family engagement, particularly around key educational transitions, from nursery to primary and primary to post-primary, highlight the need for early intervention and support. Declines in attendance and wellbeing during the transition to Year 8 underscore the importance of bridging home, school, and community environments. Through targeted workshops, home-based support, and community-led events, these initiatives aim to empower parents, foster positive relationships, and improve outcomes for children during critical stages of their educational journey.

Emerging Priority – Capacity Building in Communities

Locality consultations across Enniskillen have highlighted a strong dependence on volunteer-led youth services, particularly in rural areas where geographic isolation and limited infrastructure pose significant challenges. These groups, often faith-based, sports-oriented, or community-run, play a vital role in engaging young people, especially those at risk of educational disadvantage. However, many lack access to accredited training, structured development pathways, and opportunities to participate in strategic planning forums. This limits their ability to deliver consistent, high-impact support and contributes to a fragmented service landscape. Stakeholders report that short-term funding cycles and the absence of sustainable workforce development further exacerbate these issues, leaving many organisations stretched and unable to plan long-term.

School-based youth work has emerged as a good model between formal education and informal support, particularly effective in reconnecting young people who have disengaged from learning. Community-based organisations, despite their deep local knowledge and trusted relationships with families, often operate in silos and face barriers to collaboration due to time constraints and limited access to decision-making forums. The shortage of professionally qualified youth workers, especially those trained in trauma-informed practice and school-based methodologies, limits the sector's ability to respond to complex needs. To build sustainable capacity and improve educational outcomes, targeted investment is needed in leadership development, youth work competencies, and integrated delivery models. Expanding the pool of trained professionals and embedding youth work expertise within schools and community settings will help ensure equitable access to support services and strengthen the locality's ability to meet the needs of children and young people across Enniskillen and its surrounding rural areas.

Capacity challenges continue to impact sustainability, particularly due to limited progression routes for young people and volunteers. This creates a recurring cycle where there are not enough qualified staff to deliver programmes and interventions effectively. At the same time, there is a lack of accessible, community-level training to develop a locally skilled workforce including progression routes for young people directly. Strengthening these pathways is essential, not only to raise aspirations and increase employment opportunities, but also to ensure the long-term sustainability of programmes that improve educational outcomes for children and young people.

Summary of Key Needs Identified

The table below provides a summary of the key needs identified in Enniskillen. Further detail is provided in the RAISE Enniskillen Strategic Area Plan Strategic Objectives section.

Priority Ranking	Objective
1.	To improve the attendance and attainment of Key Stage 2 pupils through a learning mentor programme, with the provision of one-to-one or small group mentoring for pupils at risk of disengagement from learning.
2.	To support young people aged 14–16 who are at risk of disengaging from education going to positive destinations (education, employment or training) by delivering targeted, youth work–based programmes.
3.	To raise pupil aspirations and improve educational outcomes by supporting parental engagement in learning through key transition points and strengthen relationships between schools, parents, and the wider community.
4.	To build capacity and sustainability across Enniskillen, Lisnaskea and Irvinestown by delivering accredited youth work training to local young people, volunteers, youth providers, and community leaders.

Next Steps

To deliver against the objectives and identified needs set out in this Strategic Area Plan a series of Locality-Led Projects will be identified through an open call for projects. Project proposals are invited from a wide range of organisations. Further information is available in guidance notes on the DE website[3].

Organisations will submit a Locality-Led Project Identification Template for consideration by an Assessment Panel against agreed assessment criteria. Decisions on the range of projects to be supported in each Locality will be taken by the RAISE Programme Board.

[3] RAISE Locality-Led Projects

RAISE Enniskillen Strategic Area Plan Objectives						
Objective	**Rationale**	**Measures**	**Who will benefit?**	**Scale of Support**	**Potential Solutions**	**Priority / Ranking**
OBJECTIVE 1: ATTENDANCE						
To improve the attendance and attainment of Key Stage 2 pupils through a learning mentor programme, with the provision of one-to-one or small group mentoring for pupils at risk of disengagement from learning. **Lead RAISE Intermediary Benefit** Increase pupil attendance, engagement, confidence and aspiration	Analysis derived from Locality Planning Group and RAISE data has highlighted persistent concerns among parents and practitioners regarding early literacy challenges, delayed language development, and deficiencies in home learning environments at primary stage. Furthermore, feedback from young people and schools has revealed low levels of pupil confidence and inconsistent access to structured academic support. The 'Learning Mentor' model within post-primary education in Enniskillen has demonstrated promising outcomes, including improved attendance rates among targeted pupils, reductions in school non-attendance linked to anxiety, and positive qualitative feedback from mentors and school staff. Considering these findings, it is proposed that a comparable model be implemented within primary education to ensure a seamless transition and sustained support for learners. The initiative will aim to secure year-on-year improvements in pupil achievement and skill development within relevant curriculum areas, tailored to each child or young person's individual ability and level of engagement. Key performance indicators will include the number of children attending targeted sessions, measurable improvements in literacy and numeracy assessments, and enhanced attendance and participation rates.	**Improved Attendance:** Monitor percentage increases in attendance among targeted pupil cohorts, with particular attention to reductions in school non-attendance attributed to anxiety-related factors. **Qualitative Feedback:** Gather and analyse narrative reports from Learning Mentors and school staff to assess pupil progress, engagement, and the impact of support interventions. **Curriculum-Based Progression:** Ensure year-on-year improvement in pupil achievement and skill development within relevant curriculum areas, tailored to individual ability levels and degree of participation. **Session Participation:** Numbers of children attending targeted support sessions and engagement rates. **Assessment Outcomes:** Track improvements in literacy and numeracy assessment scores to measure academic progress.	Key Stage 2 pupils residing within the designated Super Output Areas (SOAs) of Enniskillen. There are approximately 460 Key Stage 2 pupils. Based on Northern Ireland–wide averages, it is estimated that 25.6% of these pupils fall within the 'At Risk Absence' tier and 13.4% within the 'Chronic Absence' tier, as defined by school attendance data. The selected pupils represent those most in need of structured support to address persistent absenteeism and its associated barriers to learning.	The proposed intervention will support approximately 50–60 Key Stage 2 pupils across four schools serving pupils within the designated Super Output Areas (SOAs) of Enniskillen, over the duration of the funding period. This targeted group is drawn from a broader cohort of approximately 460 pupils residing in these areas. Based on Northern Ireland–wide attendance data, it is estimated that 25.6% of the wider cohort fall within the 'At Risk' tier and 13.4% within the 'Chronic Absence' tier.	One example of how this objective could be delivered, would be the Learning Mentor model, currently supported through Neighbourhood Renewal funding in post-primary schools within Enniskillen, Irvinestown, and Lisnaskea, delivers targeted one-to-one support for pupils experiencing barriers to education, including poor attendance, low self-esteem, and emotional wellbeing challenges. Through the development of trusted relationships, mentors foster both personal growth and academic progress, helping pupils to re-engage meaningfully with their learning journey. It is anticipated that extending this or a similar model into primary schools, specifically targeting Key Stage 2 pupils in areas of significant need, could facilitate earlier intervention using a well-established and effective framework. This proactive approach is designed to enhance attendance, increase engagement, and improve long-term educational outcomes for children residing in the most disadvantaged Super Output Areas (SOAs) across these communities. Another evidence based approach may also be appropriate to deliver the objective.	1 (High)

OBJECTIVE 2: POSITIVE DESTINATIONS						
To support young people aged 14–16 who are at risk of disengaging from education going to positive destinations (education, employment or training) by delivering targeted, youth work–based programmes. **Lead RAISE Intermediary Benefit** Improve pathways for children which motivate and support learners at risk of exclusion, marginalisation and underachievement	This objective emerges from extensive engagement with youth providers, schools, and young people across the area, alongside insights from recent research and consultation processes such as the Northern Ireland Youth Assembly's Education Committee Report and the Youth Wellbeing Survey2. These sources consistently highlight the importance of meaningful, practical, and accredited alternatives for young people at risk of exclusion, particularly those in Key Stage 3 and 4. Young people disengaging from mainstream education face complex challenges including poor mental health, family adversity, and socioeconomic disadvantage and, in some cases, increased risk of involvement with the justice system. This programme will support 14–16-year-olds identified as at risk of not achieving and as a result whose opportunities for further or higher education are significantly reduced. This initiative aims to close that gap by offering flexible, community-based learning pathways delivered through one-to-one, small group, and whole-class approaches in community settings such as youth hubs and outdoor spaces	Impact could be assessed through a robust combination of qualitative and quantitative methods, grounded in youth work principles and informed by youth sector-recognised frameworks, such as Youth Star or EA Youth Work Outcome Framework. Feedback from facilitators, schools, and young people will be gathered to measure improvements in in engagement, confidence, and motivation Structured baseline and follow-up assessments should be used to monitor progress in literacy, numeracy, and personal development. Attendance data will provide clear evidence of increased participation among targeted pupils.	Young people in Key Stage 4 identified by schools and other agencies as being at risk of exclusion or already disengaged from education, with a particular focus on those residing in RAISE-designated Super Output Areas (SOAs) within Enniskillen. Participant recruitment will be carried out through a multi-agency approach, combining referrals from post-primary schools, justice sector partners, and youth organisations alongside parents to ensure parental consent is obtained for involvement in this programme. This collaborative model ensures that the programme reaches those most in need of support to engage, particularly young people experiencing chronic attendance issues or at risk of exclusion.	Of the approximately 326 young people in this age group from RAISE SOAs, an estimated 22.2%, around 72 individuals, experience chronic attendance issues, based on post-primary trends across Northern Ireland. This programme seeks to engage approximately 25–30% of this high-need group, equating to 18 to 22 young people, through flexible, community-based learning pathways delivered in collaboration with schools and local organisations. The initiative will deliver two project-based learning programmes annually for 8-10 young people identified as being at risk of exclusion or disengagement. Each programme will run for a minimum duration of 20 weeks and offer structured, community-based learning experiences tailored to the needs and interests of participants.	Any initiative designed should deliver community & youth-led, progression-focused programmes that prioritise skills development, aspirations-building, and access to accredited learning opportunities. Each programme will be co-designed with young people to reflect their lived experiences and the specific barriers they face in education and employment. The programme should link with existing programmes in the area such as Education Welfare Service, Youth Action NI, working with 16–24-year-olds, EA Youth Service and PeacePlus programmes. Another evidence based approach may also be appropriate to deliver the objective.	2 (High)

OBJECTIVE 3: PARENTAL ENGAGEMENT IN LEARNING						
To raise pupil aspirations and improve educational outcomes by supporting parental engagement in learning through key transition points and strengthen relationships between schools, parents, and the wider community. **Lead RAISE Intermediary Benefit** Improve relationships between education settings and children and young people, parents and community	This programme responds directly to calls from parents and community stakeholders for stronger collaboration between schools and the wider community. Stakeholders report persistent gaps in family engagement, with schools reporting limited use of facilities outside core teaching hours as a potential opportunity for community-led learning, family support, and inclusive engagement. Local consultations with families, school staff, and children identify issues with transition from nursery to primary, primary to post-primary education, particularly for pupils in rural areas and those with additional needs. The transition to Year 8 is marked by a decline in attendance and wellbeing, as evidenced by SAP data, indicating a need for early intervention and wraparound support that bridges home, school, and community environments. Through targeted workshops, home-based support, and community-led events, the initiative will empower parents as active partners in their children's education, strengthen pupil aspirations, and improve outcomes during critical transition periods.	Pre- and post-intervention assessments will help track improvements in children's transitions. Numbers of parents completing programmes will be recorded to assess reach and engagement. Measures such as Outcomes Star will involve parents in their engagement in their children's learning. Involvement in school-based activities or other programmes could be tracked. Practitioner and parent feedback will provide valuable qualitative insights into the programme's effectiveness, relevance, and areas for improvement.	Parents and carers of pre-school and primary age pupils living in RAISE-designated Super Output Areas (SOAs), particularly those outside SureStart catchment zones. Parents with low literacy levels, limited confidence, or reduced access to services. Families in rural areas are impacted by geographic isolation and poor transport infrastructure, which limit their ability to engage with schools and attend programmes. Outreach engagement is necessary to and build relationships that promote school readiness and sustained parental involvement.	Engage approximately 20–30 families through a mix of school-based, community-based, and home outreach programmes. 6 parent-focused workshops (e.g. school readiness, behaviour support, learning through play) 5 pilot schools offering community access for adult learning and wraparound services 8–10 families per group, ensuring manageable delivery and meaningful engagement.	The family engagement model should work closely with Family Support Hubs to co-ordinate referrals from schools. For those in geographically isolated communities, transport and food supports should be considered within programme delivery. A possible approach to supporting parental engagement could be a team of 2-3 practitioners such as parent engagement workers/early years practitioners could deliver parent workshops on topics such as school readiness, early learning through play, transition to post-primary schools and carry out home visits to support engagement in programmes. This work should focus on trauma-informed and inclusive practice. This would be done in consultation with Southwest College to ensure it is complementary to their adult learning provision. Another evidence based approach may also be appropriate to deliver the objective.	3 (High)

OBJECTIVE 4: BUILD CAPACITY FOR SUSTAINABILITY						
To build capacity and sustainability across Enniskillen, Lisnaskea and Irvinestown by delivering accredited youth work training to local young people, volunteers, youth providers, and community leaders. **Lead RAISE Intermediary Benefit** **Build capacity within communities and increase collective impact through a whole community approach** Increase opportunities and empower education professionals through professional learning programmes	Locality consultations have identified a high reliance on volunteer-led youth services across Enniskillen. These groups, often faith-based, sports-oriented, or community-run, play a vital role in engaging young people, particularly those at risk of educational disadvantage. Many of these organisations lack access to accredited training, structured development pathways, and access to strategic planning forums. This limits their ability to deliver consistent, high-impact support, especially in rural settings where geographic isolation, limited transport infrastructure, and stretched resources compound barriers to participation. The Northern Ireland Youth Service Volunteer Strategy (2023–2029) highlights that over 95% of youth work is delivered by volunteers, yet the sector faces a significant decline in trained practitioners and succession planning challenges. In Enniskillen, this is further exacerbated by short-term funding cycles and the absence of sustainable workforce development. The Strategic Area Plan calls for targeted investment in leadership training, youth work competencies, and trauma-informed practice to build a resilient, skilled local workforce. By equipping volunteers with accredited training and embedding youth work expertise within schools and community settings, the locality can strengthen its capacity to respond to complex needs of young people and ensure equitable access to support services across rural areas. This objective is key to securing sustainability of programmes and interventions in the future. This will have a positive impact for 5-10 years	To measure the impact of capacity-building efforts for volunteer-led youth services in Enniskillen and surrounding rural areas, a combination of practical and locally responsive indicators will be used. These will focus on both the development of individual skills and the sustainability of community-led delivery. Key metrics will include: • Number of volunteers completing accredited training and continuing to engage in youth programmes • Delivery of youth-led initiatives, such as mentoring, outreach, and school-based engagement, tracked through participation and feedback • Volunteer and youth feedback, capturing confidence, relevance, and perceived impact of training and support	Beneficiaries of this capacity-building initiative will include local volunteers and youth providers across Enniskillen and surrounding rural areas, particularly those operating in RAISE-designated Super Output Areas. These individuals will gain accredited training and practical skills to deliver inclusive, youth-led programmes. Children and young people, especially those at risk of disengagement or living in isolated communities, will benefit from improved access to mentoring, outreach, and school-based support. Families will also see indirect benefits through strengthened local infrastructure, more responsive youth services, and increased opportunities for engagement and aspiration-building.	Given the rural context and limited capacity of volunteer-led youth services in Enniskillen and surrounding areas, a realistic scale of support would focus on a small, targeted cohort to ensure depth and sustainability. The programme could initially engage up to 20 local volunteers or youth providers from priority Super Output Areas such as Devenish, Erne, Castlecoole 1, Irvinestown, and Lisnaskea. Accredited training would be delivered through community-based sessions, with flexible scheduling and transport support to accommodate rural access barriers. This focused approach allows for meaningful development of leadership and youth engagement skills, while laying the groundwork for wider community impact through peer mentoring and sustained involvement.	A targeted solution to build community capacity in Enniskillen and surrounding rural areas could involve delivering accredited training to up to 20 local volunteers and youth providers, equipping them with skills in youth engagement, mentoring, and educational development. Training should be delivered through community-based sessions, supported by transport and food provision to reduce rural access barriers. Costs associated with rural delivery, such as venue hire in dispersed locations, travel reimbursements, and outreach coordination are expected to add a 20–30% premium compared to urban delivery models. Facilitators could be contracted to deliver training modules, with additional budget allocated for materials, accreditation fees, and follow-up mentoring. This approach ensures high-impact, place-based support without requiring permanent staff hires, while directly addressing the capacity gaps identified in the Strategic Area Plan. A potential model for consideration maybe 'Linking Youth to New Careers' (LYNC) programme. This initiative provides young people aged 18 to 21 years valuable employment and training opportunities in the field of youth work and beyond. Another evidence based approach may also be appropriate to deliver the objective.	4 (High)

	and longer if the model is adopted and used in future years.					



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