

Annual Support Measure Report

Support Measure Name	Supporting Social Inclusion
Reporting Period	01.06.2024-31.12.2024
Report Number	I
Report Submission Date	31.03.2025
Partner State Support Measure Code (if any)	Šveits.1.01
Swiss Support Measure Code	7F-10699.01

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List of abbreviations

CHF	Swiss Franc
HARNO	Education and Youth Board
INSA	The Integration Foundation
MoC	Ministry of Culture
MoER	Ministry of Education and Research
Mol	Ministry of Interior
MoSA	Ministry of Social Affairs
NCU	National Coordination Unit
NFCS	National Foundation of Civil Society
PCO	Programme Component Operator
PO	Programme Operator
SDC	Swiss Agency for Development and Cooperation
SC	Steering Committee
SCO	Swiss Contribution Office
SM	Support Measure

1. Basic Support Measure information

Executing Agency type	Programme Operator	
Executing Agency name and address	Ministry of Culture Suur-Karja 23, 15076 Tallinn	
Name of contact person	Olga Gnezdovski	
E-Mail of contact person	olga.gnezdovski@kul.ee	
Phone of contact person	+372 555 28 081	
SM type	Programme	
Objective	Managing migration and supporting integration. Increasing public safety	
Thematic area	Providing support to migration management and promoting integration measures	
Duration according to SM Agreement	Start date: 01.06.2024	Completion date: 31.08.2028
Swiss Contribution to the SM CHF	18 600 000	

2. Report submission and approval

Executing Agency	Ministry of Culture	Signature	<i>digitally signed</i>		
Name	Heidy Purga				
Position	Minister				
E-Mail	min@kul.ee	Phone	+372 628 2250	Date	<i>digitally signed</i>

3. Overview of results achieved and steering implications

In 2024, the focus was primarily on organisational matters and the preparation of detailed implementation plans. While minimal progress can be reported in terms of indicator achievements, significant groundwork was laid for future outcomes and outputs. Personnel recruitment, stakeholder engagement, and the establishment of frameworks for the activities of each Programme Component were key actions during the year. Strong collaboration with stakeholders enabled effective mapping and planning to ensure the successful launch of thematic activities as soon as possible.

Key organisational milestones were achieved, laying a solid foundation for the implementation of the support measure. The agreements between relevant parties were signed, and national legislation entered into force. Additionally, the steering and monitoring structures, such as Steering Committee and Task Force, were established.

The collaboration with the Swiss partner started successfully and efficiently, contributing positively to the progress of the support measure and establishing a strong relationship.

The year 2025 will continue with mapping and analysing the current situation, followed by the preparation and implementation of the necessary procurements and actions to ensure progress towards achieving the indicators.

4. Support Measure progress

4.1 Achievement of Support Measure objectives

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
<u>Intermediate outcome 1:</u> People from different cultural and linguistic backgrounds are actively participating in Estonian society					
<u>OCIN 1.1</u> Percentage of participants who have claimed that after using the services they participate more in cultural life or their number of contacts with Estonians have increased or his/her position in the labour market has improved	0%	50%	0%		
<u>OCIN 1.2</u> Core Indicator MIGR_CI_1: Number of migrants and forcibly displaced persons participating in new or expanded measures for social and economic integration (disaggregated by gender and background (Estonian, migrant))	0 participations	20 000 participations	0		
<u>Immediate outcome 1a:</u> Established processes enable people from different cultural and linguistic backgrounds participate more actively in Estonian society					
<u>OCIM (a) 1.1</u> Processes (the first stage of service creation (methodologies, materials, surveys etc)) have been discussed with different partners and target group	0%	100% of services	0%		
<u>OCIM (a) 1.2</u> Services are created and available to the target group	0%	100% of services are created and available	0%		
<u>Immediate outcome 1b:</u> People from different cultural and linguistic backgrounds are empowered to participate in Estonian society more actively					
<u>OCIM (b) 1.1</u> Percentage of participants who have claimed that they are satisfied with the activities	0%	75%	0%		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
and that they have gained knowledge for more ac- tive participation in the Estonian society					
<u>OCIM (b) 1.2</u> Services are made available online	0	yes	0%		
Intermediate Outcome 2: Professionals in education and social sector offer services according to modernised and new curricula tailored also to work with people from different cultural and linguistic backgrounds					
<u>OCIN 2.1</u> Trained professionals using new skills and knowledge working also with people from dif- ferent cultural and linguistic backgrounds.	N/A (unknown)	70% of enrolled spe- cialists that have passed a training module	0%		
<u>OCIN 2.2</u> Post-training feedback (after 6 months) given whether the professionals are in fact using the skills and knowledge acquired in their every- day work	0	yes	No		
<u>OCIN 2.3</u> Post-training feedback (after 6 months) acquired from employers whether they see that service provision to people from different cultural and linguistic backgrounds has changed for the better	0	yes	No		
Immediate Outcome 2: Professionals in education and social sector have acquired new skills and knowledge and are ready to work with people from different cultural and linguistic backgrounds					
<u>OCIM 2.1</u> Trained professionals with new skills and knowledge ready to work also with people from different cultural and linguistic backgrounds	N/A (unknown)	80% of enrolled spe- cialists that have passed a training module	0%		
<u>OCIM 2.2</u> Professionals' expectations asked be- fore starting the complementary trainings	0	yes	No		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
<u>OCIM 2.3</u> Professionals' feedback acquired after having finished the training module on having new skills and knowledge to work with people from different cultural and linguistic backgrounds	0	yes	No		
Intermediate outcome 3: Communities, organisations and individuals successfully implement the new knowledge gained in social innovation methods to design solutions to better integrate and include people from different cultural and linguistic backgrounds in the Estonian society					
<u>OCIN 3.1</u> Percentage of participants who claim that they have implemented at least some of the knowledge gained on social innovation methods in their organisations or communities to design solutions to social inclusion issues in Estonia	0%	50% of respondents	0%		
<u>OCIN 3.2</u> Number of innovative ideas developed further at incubation programmes to help with solving social inclusion and integration problems	0	10	0%		
Immediate outcome 3: Communities, organisations and individuals have gained new knowledge in social innovation methods to design solutions to better integrate and include people from different cultural and linguistic backgrounds in the Estonian society					
<u>OCIM 3.1</u> Percentage of participants who claim (in end-of training evaluation) that they have gained new knowledge to implement social innovation methods	0%	75%	0%		
<u>OCIM 3.2</u> Percentage of participants at hackathons and incubation programmes who are from different cultural and linguistic backgrounds	N/A	25%	0%		
<u>OCIM 3.3</u> Number of innovative ideas proposed during hackathons to solve social inclusion and integration problems	N/A	15	0%		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
Output 1.1 Activities introducing the Estonian cultural space to people from different cultural and linguistic backgrounds are provided.					
(Activities introducing the Estonian cultural space)					
<u>OPI 1.1</u> Number of participations	0	10 000	0		
<u>OPI 1.2</u> Activities introducing the Estonian cultural space are designed	0	yes	no		
<u>OPI 1.3</u> Information about activities introducing the Estonian cultural space is available on the webpage of Integration Foundation and in social media networks	0	yes	no		
<u>OPI 1.4</u> Activities are available also outside Tallinn and Harjumaa county	0	yes	no		
Output 1.2 Counselling services are made available and used.					
(Activity: Provision of counselling services including in independent language learning)					
<u>OPI 1.5</u> Number of participations in the counselling sessions (at least 30 minutes)	0	8 000	0		
<u>OPI 1.6</u> A system of peer counselling is in place	0	yes	0		
<u>OPI 1.7</u> The counselling service has been upgraded and the capacity to provide the service has been created	0	yes	no		
<u>OPI 1.8 / Core Indicator CC CI 1</u> Counsellors receive regular training	0	Training at least once a year	0		
	0	30 trained counsellors	0		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
Output 1.3 Activities for parents, incl. from different cultural and linguistic backgrounds, are developed and provided.					
(Activity: Informing, consulting and supporting parents, incl. parents from different cultural and linguistic backgrounds)					
<u>OPI 1.9</u> Mapping of issues relevant to parents on multiculturalism has been carried out	0	3 (years 2024, 2025, 2026)	1	33%	33%
<u>OPI 1.10</u> Multicultural awareness-raising activities` programmes are developed and ready to use	0	yes	No	0%	0%
<u>OPI 1.11</u> Number of multicultural awareness-raising activities for parents, including from different cultural and linguistic backgrounds	0	30 (5 webinars, 5 workshops, 20 seminars for parents' councils)	0	0%	0%
Output 1.4 Media literacy programme launched.					
(Activity: Provision of media literacy training)					
<u>OPI 1.12</u> Number of material sets created	0	1	0		
<u>OPI 1.13</u> Number of libraries and community centres taking part in the programme	0	70	0		
<u>OPI 1.14</u> Number of participants in the programme	0	3000	0		
Output 1.5 Digital tools are developed, piloted and rolled-out.					
(Activity: Preparation of digital transformation in the field of integration)					
<u>OPI 1.15</u> Number of digital tools developed	0	3	0		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
<u>OP 1.16</u> Feedback of users of digital tools during pilot phase and roll-out phase	0	75% are satisfied and consider it useful	0%		
<u>OPI 1.17</u> Number of analyses conducted	0	1	0		

Output 2.1 Modernised curricula and new curricula for professionals in the fields of education and social welfare have been approved and are in force.

(Activities: Curricula and professional qualification modification)

<u>OPI 2.1</u> Curricula that will be modernised is identified	0	yes	No		
<u>OPI 2.2</u> Modernised and new curricula developed and approved	0	5 curricula updated in social welfare, 1 in education sector and 2 new curricula in education sector	0		
<u>OPI 2.3</u> 85% of approved curricula opened for enrolment of students	no	yes	No		
<u>OPI 2.4</u> Public awareness campaign highlighting new possibilities and positive changes in social care- and child protection studies and work environment carried out	no	yes	No		
<u>OPI 2.5</u> Target groups selected	no	yes	No		
<u>OPI 2.6</u> Campaign reach measured	no	yes	No		
<u>OPI 2.7</u> Campaign success evaluated	no	yes	No		

Output 2.2 Professionals in the fields of education and social welfare have received complementary training according to new curricula.

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
(Activities: Training and counselling system; In-service training for professionals in the education sector)					
<u>OPI 2.8</u> Complementary training modules developed	0	15 modules developed	0		
<u>OPI 2.9</u> In-service training modules that will be developed mapped	no	yes	No		
<u>OPI 2.10</u> Training modules developed	no	yes	No		
<u>OPI 2.11</u> Trainers trained on new modules	no	yes	No		
<u>OPI 2.12 / Core Indicator: CC CI 1</u> Professionals trained	0	10 000	0		
<u>OPI 2.13</u> Child welfare, social work and education sector training participants identified	no	yes	No		
<u>OPI 2.14</u> Regional and sector-based training plan and schedule with communication plan developed	no	yes	No		
<u>OPI 2.15</u> Feedback from course participants acquired	no	yes	No		
Output 2.3 A support/counselling system for social sector workers has been developed and is operational.					
(Activity: Training and counselling system)					
<u>OPI 2.16</u> Support / counselling system for social sector workers developed	no	yes	No		
<u>OPI 2.17</u> Needs of support / counselling services at local level mapped	no	yes	No		

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
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OPI 2.18 Local level support and networking structure envisaged

no

yes

No

OPI 2.19 Support / counselling system for social sector workers in local governments piloted.

no

yes

No

Output 3.1 Civil society competence building activities carried out.

(Activity: Building civil society competence, raising public awareness, and disseminating information on social innovation)

OPI 3.1 Action plan for civil society competence building activities, including target group mapping

no

yes

no

OPI 3.2 Number of civil society competence building activities carried out for communities, organisations, and individuals, including people from different cultural and linguistic backgrounds

0

14 (this number includes 2 social innovation hackathons, 2 social innovation incubation programmes, 2 training programmes, 2 workshops, 6 study visits for organisations, communities, and individuals)

0

OPI 3.3 Feedback by participants on the civil society competence building activities.

0

70% of respondents are satisfied with the activity they participated in

0

Output 3.2 A set of social innovation training and information materials created, published, and disseminated.

(Activity: Building civil society competence, raising public awareness, and disseminating information on social innovation)

Strategy of intervention	Key Indicators Baseline	Key Indicators Target	Achieved this period	Cumulatively achieved	Cumulatively achieved as per- centage of target
<u>OPI 3.4</u> Action plan for the preparation of social innovation training and information materials, including target group mapping	no	yes	no		
<u>OPI 3.5</u> Number of social innovation, training and information materials for organisations, communities and individuals, including people from different cultural and linguistic backgrounds	0	5 (Includes 1 podcast series, 1 broadcast series, 1 online training programme, 1 handbook on social innovation, 1 systematised collection of social innovation examples in Estonia	0		
<u>OPI 3.6</u> Expert opinion on the materials	0	2	0		
<u>OPI 3.7</u> Feedback on the materials	0	30% of NFCS newsletter subscribers have viewed/listened to the materials and are satisfied with the materials	0		

Output 3.3 Volunteers are trained.

(Activity: Inclusion of volunteers in the integration activities)

<u>OPI 3.8: / Core indicator CIV CI 3: Number of trained volunteers</u>	0	3000	0		
<u>OPI 3.9: / Core indicator CIV CI 3: Number of trained volunteer leaders</u>	0	100	0		

Strategy of intervention	Key Indicators		Achieved this period	Cumulatively achieved	Cumulatively achieved as percentage of target
	Baseline	Target			
<u>OPI 3.10:</u> Percentage of volunteers willing to continue volunteering in the future	0	40%	0		

The year 2024 was primarily focused on organisational matters, as well as the preparation and detailed planning of activities. Consequently, almost no indicator achievements can be reported for this period, except for OPI 1.9 (please see the information on component 3 below). During 2024, PCO-s started the development of the conditions for implementing programme component activities. These serve as a framework for achieving the outcomes and outputs of the support measure. For further details, please refer to section 5.1.

Programme component 1 “Cultural and linguistic integration”

In 2024, Component 1 focused on personnel recruitment, the elaboration of the conditions for implementing the component's activities, and the preparation of a detailed action plan and budget for 2025.

Within the media literacy activity (linked to Output 1.4), key activities included learning about the target audience (including secondary research based on Public opinion monitoring survey (EST “Avaliku arvamus seireuuring”) from December 2023 and March 2024 commissioned by the Government Office, conducting in-depth interviews with librarians and experts, who work with project target audience, as well as observing target audience during public events in Narva), forming partnerships, developing a librarian training programme, mapping existing literature and experts in the field, designing services and visuals for communicating the project.

Within the activity 1 “Preparation of digital transformation in the field of integration”, activity 2 “Inclusion of volunteers in the integration activities” and activity 4 “Activities introducing the Estonian cultural space” interviews and meetings with several stakeholders took place in order to map the needs, prioritizes and avoid overlapping activities. Different scenarios of activity planning were discussed. Preparation of public procurement procedures is ongoing. Within activity 3 “Development and implementation of a counselling and information system” preparation of activities will start at 2025 when project manager joins the team.

Programme component 2 “Strengthening the social-and child protection services”

In 2024, Component 2 focused on personnel recruitment, the elaboration of the conditions for the implementation of the activities of the component, and the elaboration of a detailed action plan and budget for 2025. Furthermore, the establishment of contacts with component partners was initiated, and discussions concerning the establishment of a unified qualification system were undertaken. Additionally, several meetings were held with organizations focused on the integration of migrants, in order to assess the needs for developing a programme to integrate migrants into the social sector workforce.

Programme component 3 “Increasing multicultural competence in the education sector”

In 2024 Component 3 concentrated on the elaboration of the conditions and partnership agreements for the implementation of the activities of the component, as well as on the elaboration of a detailed action plan and budget for 2025. In addition, in collaboration with partner universities, the formulation of principles arising from the programme's theme was undertaken: *culturally responsive teaching* (CRT) and *language-aware subject instruction*.

In component 3 an opening seminar was held on September 10, 2024. The seminar brought together representatives from the Ministry of Education and Research, Estonian Education and Youth Board, the Estonian Language Institute, University of Tartu, and Tallinn University to discuss on culturally sensitive and language-aware teaching principles in order to establish a unified approach.

In addition to the opening seminar, several meaningful online meetings took place from September to December between the Ministry of Education, programme implementer, and representatives of the University of Tartu and Tallinn University to discuss the activities and clarify the funding conditions.

Activity: Informing, consulting and supporting parents, incl. parents from different cultural and linguistic backgrounds (linked to output 1.3 and OPI 1.9)

To effectively plan activities aimed at supporting the integration of non-Estonian-speaking parents into Estonian society, a mapping of activities and studies previously carried out in Estonia by various stakeholders was initiated. The studies reviewed provided valuable insights into how to effectively assist non-Estonian-speaking parents in understanding and supporting their children's educational needs.

Over several months, the meetings were held with various stakeholders experienced in supporting non-Estonian-speaking parents. During these meetings, the main barriers of integration and social inclusion in Estonia today were analysed and answers were sought as to how we could facilitate this process. One of the primary concerns identified is the linguistic gap, where children have a better understanding of Estonian language than their parents. Additionally, the increasing number of Ukrainian war refugees has introduced further social tensions. The transition to Estonian-language education has further amplified the need for parental support.

The discussions revealed that parents need comprehensive information about school requirements, educational options, assessment principles, and support services. This knowledge helps parents better understand and support their children's development. Engaging parents and raising their awareness is one of the programme's main priorities to create a sense of security and confidence for parents in changing circumstances.

In summary, a strong foundation has been established for further planning and implementation of activities for parents, based on meaningful discussions, evidence-based approaches, and collaboration with stakeholders.

As a result a pilot awareness raising programme for parents will be conducted in Viimsi municipality at the beginning of 2025. Prior to this, a focus group interview titled *"Experiences and Needs of Non-Estonian Native Language Parents in the Viimsi Municipal Education System"* was carried out. By December 2024, a report titled *"Adaptation of Non-Native Language Children to Estonian Schools"* (Qualitative Focus Group Study) was completed. This mapped out parents' concerns, challenges and needs. It helps us design a more targeted and effective programme for parents.

As a result, developing a format for a parental development programme has begun. In collaboration with the University of Tartu's Narva College, a highly effective programme for parents, tailored exactly to their needs, is planned to be designed. Additionally, a feedback questionnaire will be developed as part of this effort.

Programme component 4 "Strengthening civil society through social innovation"

The primary focus of component 4 in 2024 was on personnel recruitment, the elaboration and enforcement of the conditions for the implementation of the activities of the component, and the elaboration of a detailed action plan and budget for 2025. Detailed processes of activities were prepared, including the mapping of relevant parties to be involved in various ways (including parties to be included in market research for procurements). The preparatory phase for the procurements of services has been initiated. Project personnel participated at national and international social innovation-related events. Action plan for civil

society competence building activities, including target group mapping, **OPI 3.1**, was created and currently reflects the initial mapping of the target groups, development needs, activities, competences to be developed and possible expected results of the sub-activities. The action plan will be supplemented on an ongoing basis with more detailed mappings and content of the sub-activities. The action plan for the preparation of social innovation training and information materials, including target group mapping, **OPI 3.4**, was created and currently reflects the initial mapping and will be updated on an ongoing basis with more detailed mapping and content of sub-activities.

4.2 Status of implementation

4.2.1 Update of implementation schedule

Has the detailed implementation schedule (as originally submitted with the SM Proposal) for the remaining SM duration been adjusted in the reporting period? Yes ☐ No ☒

If yes, the new, updated implementation schedule is in Annex:

4.2.2 Procurements

The updated procurement plan is attached (Annex 1).

4.2.3 Communication activities

The webpage of the Swiss contribution was created on the NCU's webpage (<https://rtk.ee/en/Swiss-Estonian-cooperation-programme#2022-2029-period>) and PO's webpage (<https://kul.ee/kultuuriline-mitmekesisus-ja-loimumine/loimumine/sveitsi-eesti-koostoopprogramm>). Information about the activities is also presented on the webpages PCOs, implementers and partners:

- <https://www.hm.ee/ministeerium-uudised-ja-kontakt/euroopa-liit-ja-rahvusvaheline-koostoo/regionaalne-koostoo>
- <https://www.siseministeerium.ee/sveitsi-eesti-koostoopprogramm-sotsiaalse-kaasatuse-toetamine>
- <https://harno.ee/stipendiumid-ja-toetused/muud-toetusmeetmed/mitmekultuurilises-klassiruumis-opetamine-ja-oppimine>
- <https://kysk.ee/taotlejale/vabauhenduste-arendamine/sveitsi-eesti-kysk/>
- <https://www.rara.ee/raamatukogudele/meedia-ja-digipadevuse-arendamine/>

The support measure opening event “Cohesive Estonian society – how do we create it together?” took place on 17 October 2024 in the Narva Town Hall. There were 75 participants from different organisations (ministries, academia, foundations and associations, local governments, etc.). At the opening event, the challenges and opportunities in the field of integration were discussed, experiences from Estonia and Switzerland were presented, and inspiring stories were shared. The opening remarks were given by the Minister of Culture, Ms Heidy Purga, the Ambassador of Swiss Confederation, Mr Martin Michelet, and the Mayor of Narva, Mr Jaan Toots. Prof. Dr. Eveline Ammann Dula, a representative of the Bern University of Applied Sciences, presented the Swiss experience and challenges in the field of social inclusion. Ms. Triin Vihalemm, a professor of communication research at the University of Tartu, spoke about the barriers and drivers of multicultural relationship building, giving examples based on the 2023 Integration Monitoring. In a panel discussion, Ms Dula and Ms Vihalemm,

together with writer Valdur Mikita and musician and music teacher Ruslan Trochynskyi, reflected on how to open the borders between parallel worlds. Inspiring stories were shared by Urve Aja, head of teacher training department at Narva College of the University of Tartu, Sigrid Solnik, head of Estonian programmes at the Estonian Refugee Council, Dan Prits, leader of the social enterprise Köömen, and Olesja Lagašina, editor-in-chief of the Russian-language business portal Delovõje Vedomosti.

The event was filmed <https://www.youtube.com/watch?v=OohK9aHPGsg&t=6246s> and a photo gallery produced <https://flickr.com/photos/kultuuriministeerium/albums/72177720321280347/>. Before and after the event, press releases were issued to the main media outlets and social media channels. Other events, such as the Steering Committee meeting, have been also covered through social media posts.

The article introducing the support measure was published on the blog of the Ministry of Culture called "Kuva" (<https://kul.ee/uudised/sveitsi-eesti-koostoopprogramm-koos-sidusama-uhiskonna-pooles>). The blog is publicly available on the Ministry's website, and the article was also sent to the press list and blog subscribers.

When a specific activity within the support measure is targeted at a particular, narrower target group, the communication efforts are also tailored accordingly. This means that information about the activity is shared primarily through channels and formats that effectively reach and engage the intended audience, ensuring that the message is relevant and accessible for those it is intended to benefit. For example, the National Library disseminates information about its activities through newsletters and journals aimed specifically at libraries.

Communication activities are embedded in annual institutional work plans, making them an integral part of the implementers' work, and in many cases there are dedicated staff responsible for this.

4.3 Beneficiaries

Programme component 1 "Cultural and linguistic integration"

No new information at this point.

Programme component 2 "Strengthening the social-and child protection services"

No new information at this point. The direct beneficiaries are current and future social sector workers. The indirect beneficiaries will be children and families living in Estonia, as well as adults in need of social welfare services.

Programme component 3 "Increasing multicultural competence in the education sector"

No new information at this point.

Programme component 4 "Strengthening civil society through social innovation"

No specific new information on beneficiaries became available during the reporting period.

4.4 Swiss Support Measure Partners

The Partnership Agreement between the Programme Operator, the Ministry of Culture, and Bern University of Applied Sciences was signed on 24 September 2024. The agreement, valued at EUR 399,980.00, aims to enhance cooperation and bilateral relations between partners through workshops, study trips, and other joint activities.

In 2024, kick-off meetings for joint planning and development took place in all components of the support measure. As a result, a comprehensive action plan for 2025 was developed. More than 12 online workshops are planned across three components in 2025, each tailored to specific themes connected to the goals of the support measure. This format enables a broad participation at a lower cost and enable exchange, in order to have a good basis for a more targeted study trips or expert exchange in the following years. Component 2 will have a study trip of Estonian experts to Switzerland. The action plan for 2024-2025 is attached (Annex 3).

The expert from the Bern University of Applied Sciences, Prof. Dr. Eveline Ammann Dula, contributed to the opening event of the support measure with a presentation on Switzerland's experiences and the challenges they face in enhancing social inclusion.

It is worth mentioning that the partnership already extends beyond the support measure, as partners actively exchange information on publications and events taking place outside the scope of the programme (for example <https://www.ifsw.org/book-launch-social-work-as-a-global-profession-online/>, <https://integration-conference.ee/en/>).

4.5 Products and services supplied by Swiss contractors

Short description of products/services/works supplied	Value of supplied products/ services/ works in the reporting period[CHF]	Name of the Swiss contractor involved
Programme component 1 "Cultural and linguistic integration"		
No such products and services		
Programme component 2 "Strengthening the social-and child protection services"		
No such products and services		
Programme component 3 "Increasing multicultural competence in the education sector"		
No such products and services		
Programme component 4 "Strengthening civil society through social innovation"		
No such products and services		

5. Support Measure management

5.1 Organisational level

The Support Measure Agreement between SDC and NCU was signed on 31 May 2024. An important organisational milestone followed with the entry into force of Estonian national legislation on 1 August 2024. This legislation defines the conditions, procedures and roles for using the support provided by the cooperation programme at the national level. The Support Measure Implementation Agreement between NCU and PO was signed on 19 November 2024. The next key step

is the adoption of conditions for the implementation of the activities of the programme components. These conditions include, among other things, a detailed description of the activities to be carried out and the indicators to be achieved, specified for each component and implementer. The first conditions were approved for Component 4 “Strengthening civil society through social innovation” by an agreement signed between the Minister of the Interior (PCO) and the implementer (NFCS).

Steering Committee was established on 10 October 2024 and consists of representatives from SCO, NCU, PO, and PCOs. Its role is to monitor the progress of the support measure's implementation, discuss challenges and possible solutions, and approve necessary modifications.

For ongoing monitoring and internal steering of the support measure the Task Force was formed on 27 November 2024. It consists of representatives from NCU, PO, PCOs and implementers. In 2024 a written procedure was conducted to formally approve the Swiss partner's action plan.

In addition to the formal meetings of the established committees, the NCU regularly leads informal meetings to exchange information and discuss issues related to the cooperation programme.

The year 2024 was dedicated to the recruitment and filling of programme, component and project managers positions. The information is presented below.

Programme Operator

On 29 April 2024, the new Programme Coordinator, Olga Gnezdovski, took up her post at the MoC

Programme component 1

Programme component operator (MoC): Keit Spiegel joined the MoC at the beginning of June 2024 as Head of the Department of Cultural Diversity, including responsibility for the role of the PCO.

Implementer (INSA): In August 2024 Käthlin Maruste started as the project manager for the activity 1 “Preparation of digital transformation in the field of integration”, in October 2024 Örne Liv Valberg started as the project manager for the activity 2 “Inclusion of volunteers in the integration activities”, in October 2024 Tiina Sergo started as the project manager for the activity 4 “Activities introducing the Estonian cultural space”. Other personnel will join in 2025.

Implementer (MoC) and partner (National Library of Estonia): On 4 April 2024, the new Project Manager, Anastassia Dratšova took up her post at the National Library of Estonia. She is supported by other employees of the library.

Programme component 2

Programme component operator (MoSA): Ülar Vaadumäe (Chief Specialist of External Resources).

Implementer (MoSA): In October 2024 Maarja Jõgioja (project manager at the Department of Social Welfare) and Liisa Otsak (project manager at the Department of Children and Families) joined the programme.

It was concluded that a partnership with the National Institute for Health Development and the Union of Child Welfare may not be the most feasible course of action at this time. For the creation of a complementary education/training system for child protection and social sector workers, training the specialists as well as providing a support/counselling system the MoSA will partner up with the Social Insurance Board and with Estonian Social Work Association. For curricula updates, the MoSA will engage universities and vocational schools as partners in a later phase of the activities (in the end of 2025 or at the beginning of 2026).

Programme component 3

Programme component operator (MoER): Taavi Kreitsmann (Chief Expert at MoER).

Implementer (HARNO): In May 2024 Marili Anso joined the programme (project manager at HARNO) and in November 2024 Kadi Hajetski joined the programme (project manager at HARNO)

Programme component 4

Programme component operator (Mol): Minna Harjo (adviser at the Citizenship Policy and Civil Society Department) and until 1 January 2025 Ave Osman (adviser at Foreign Financing Department).

Implementer (NFCS): Implementer (NFCS): Evelyn Valtin took up the position as Project Coordinator in June 2024. Sandra Paulus took up the position as Project Component Coordinator 1 in June. Elmo Puidet joined NFCS as Project Component Coordinator 2 in November. Maris Praats joined NFCS as Project Communication Specialist in December.

5.2 Steering Committees

The first SC meeting took place on 16 October 2024 in Narva, at the main office of the Integration Foundation. The key focus of the meeting was to decide on the minimum set of basic characteristics to be collected and the disaggregation to be done in indicators:

It was agreed that:

- I. In the outcome indicators where target group is people from different cultural and linguistic backgrounds and the measurement unit is percent or number of participants, the minimum package of basic characteristics to be collected and along which disaggregation should be done is as follows:
 - Mother tongue
 - New immigrants
 - Refugees, distinguishing Ukrainian refugees
 - Gender

In the context of the given Support Measure, people from different cultural and linguistic backgrounds are considered as a disadvantaged target group, as they need to integrate into Estonian society in order to become fully engaged and active members of it.

- II. In the outcome indicators where the target group is professionals and the measurement unit is the percentage of specialist or the number of participations, disaggregation will be done along the following sector:
 - Professionals in the field of child welfare
 - Professionals in the field of social work
 - Professionals in the field of education, with a further breakdown into specific groups such as teachers, support staff, youth workers, etc
 - Gender

In the context of the given Support Measure, professionals are considered as a non-disadvantaged target group.

- III. For indicators where measurement unit is yes/no or the disaggregation mentioned in I and II is not possible, qualitative information should be included in the Annual Reports according to the context (content-wise description and examples).

Also, it was agreed that in justified cases also ethnic Estonians and Estonian speakers are allowed to participate in trainings and services implemented in the frames of intermediate outcome 1 and immediate outcomes 1a and 1b.

After the SC meeting the participants were also introduced to the services of the Integration Foundation and visited Narva Estonian Gymnasium.

The next SC meeting is scheduled to take place in February 2025.

5.3 Audits

There were no audits carried out in 2024 in relation to the support measure.

5.4 Evaluation

There were no evaluations carried out in 2024 in relation to the support measure.

5.5 Monitoring

According to the Swiss Regulations and national legislation, the NCU is responsible for monitoring. Various tools are used for monitoring, and it is carried out in cooperation with the Programme Operator, Component Operators, and the SCO. At the Support Measure level, the activities of the components are monitored through the Task Force, Steering Committee meetings, and Reimbursement Requests, while the achievement of indicators is tracked through Steering Committee meetings and Annual Support Measure Reports. The NCU also conducts risk-based on-the-spot controls. In 2024, no on-the-spot controls took place as the core activities of the components had not yet started.

Information on the implementation of activities is also exchanged on an ongoing basis through informal meetings and continuous communication between the relevant parties.

6. Risk management

The State Shared Service Centre, that is the main managing, paying and coordinating authority for the most funds implemented in Estonia, conducts an annual risk assessment, which integrates most funds and involves all stakeholders. The risk assessment covers both management and control system risks as well as fraud risks. Based on the results of the risk assessment, additional mitigation measures are introduced for significant risks where possible, aiming to reduce the likelihood of their occurrence. These mitigation measures are linked to institutional work plans, making them a part of daily management. Twice a year, the institutions involved in the risk assessment provide the State Shared Service Centre with an update on the implementation of their mitigation measures, enabling timely responses and adjustments through additional actions.

The risks connected to the implementation of the cooperation programme have been assessed in the frames of the annual risk assessment mentioned above and also during the Task Force meeting held on 31 January 2025. Based on that the risk assessment provided in the SM proposal was updated. The updates are shown in colour in the table below and can be summarised as follows:

- The impact of the risk **“Risk that information about the SSIP activities does not reach intended target groups”** was assessed as one point higher. If information about the activities does not reach the target groups, it may hinder their participation, which in turn reduces the effectiveness of the measures. Therefore, the impact of this risk has been rated as **moderate** (3) rather than **low** (2).
- The impact of the risk **"Political risks"** was assessed as one point lower because agreements have already been reached on the objectives and outcomes, and the necessary agreements between countries have been signed. These agreements ensure that the support measure cannot radically change its direction, objectives, or outcomes. Therefore, the impact of this risk has been rated as **moderate** rather than **major**.
- The mitigation measures were also reviewed and supplemented with information on the status of implementation.

	Risk	Impact [1 – 5]	Likelihood [1 – 5]	Risk level	Mitigation measure(s) (including information on status of implementation and responsibilities)
1	Risk that the activities do not meet the needs of the target groups	4	2	Low-Medium	Mapping of the needs of target groups (on the basis of relevant recent studies, surveys etc). <u>One focus in 2024 was the mapping of activities and studies previously carried out in Estonia by various stakeholders. This will be continued in 2025.</u>
2	Risk that information about the SSIP activities does not reach intended target groups	<u>3</u>	2	<u>Low-Medium</u>	Designing of a comprehensive communication plan that takes into account the characteristics of different target groups. <u>Communication activities are planned as part of the annual institutional work plans and component action plans. Communication is an integral part of the implementers' work, and in many cases there are dedicated staff responsible for this.</u>
3	Lack of trained experts to provide trainings and services (updating curricula etc)	4	2	Low-Medium	Co-operation between experts and organisations, so that activities would not take place at the same time. <u>Engaging international experts when needed.</u>
4	Challenging time-frame of the support measure implementation	4	3	Medium-High	Consistent time-management, commitment of the support measure project team. <u>We aim to ensure that project teams have sufficient resources. In 2024, all involved actively contributed to this effort, so that the successful launch and implementation of thematic activities could start as soon as possible.</u>
5	Fiduciary risk	3	1	Low	Applying of the rules and procedures of State Shared Service Centre that have been audited. <u>All institutions involved—whether programme operators, component operators, or implementers— have their own procedures and rules (like procurement</u>

Risk	Impact [1 – 5]	Likelihood [1 – 5]	Risk level	Mitigation measure(s) (including information on status of implementation and responsibilities)
				rules, accounting regulations, administrative procedures etc.), which enable them to prevent fiduciary risk.
6 Financial risk (inflation, VAT rise, currency exchange fluctuation, irregularities in the use of funds)	3	3	Low-Medium	Operational financial monitoring, conservative financial planning, consultations with State Shared Service Centre.
7 Security risk (escalation of war in Ukraine, destabilisation of Russia, Russian hybrid aggression against Estonia)	3	3	Low-Medium	Consistent monitoring of the international situation.
8 Environmental risk	1	1	Low	The SSIP activities have no significant harm on the environment.
9 Management staff risk (not enough personnel, changes in staff or they are overloaded with other tasks)	3	3	Medium-Low	Honest communication with donors, quick response to needs that have occurred. Optimal planning of staff resources. We aim to ensure that project teams have sufficient resources. In 2024, all involved actively contributed to this effort, so that the successful launch and implementation of thematic activities could start as soon as possible. Institutions shall have procedures in place to ensure the smooth transfer of tasks and the proper storage of documents, thereby preserving institutional memory.
10 Procurement process complexity (donor involvement, donor approval process, irregularities in procurement procedures, failure of procurements)	3	4	Medium-High	Swift and good cooperation with donors, translating and providing them with materials as fast as possible; consultations with the procurement experts of the State Shared Service Centre. Conducting market research before issuing the procurement. Informing potential bidders in advance about the upcoming procurement.
11 Political risks (changes in political priorities due to changes in the coalition or elections).	3	1	Low	Consistent monitoring of the internal, political situation, clear communication about the terms and conditions of the SSIP.
12 Operational risks (SSIP will be implemented by 4 ministries)	3	3	Medium-Low	Close cooperation and communication between the 4 ministries and the NCU. For ongoing monitoring and internal steering of the support measure the Task Force was established. In addition to the formal meetings, the NCU regularly leads informal meetings to exchange information and discuss issues related to the cooperation programme.
Overall Risk Level SM		Medium-low		

Risk	Impact [1 – 5]	Likelihood [1 – 5]	Risk level	Mitigation measure(s) (including information on status of implementation and responsibilities)
Overall Risk Description		The overall risk level is medium-low. The highest score risks are related to time-frame constraints and procurements. The SSIP is quite complex, involving different ministries and partners, but they have close cooperation and good communication.		

Annexes

#	Annex
1	Updated procurement plan (excel file)
2	Updated overview of implementation locations
3	Action plan with the Swiss partner for 2024-2025
4	Updated list of all Programme Components and characteristics

Annex 2: Overview of Implementation locations

General (Programme Management)

Location name	Address
Ministry of Culture	Suur-Karja street 23, city of Tallinn
Opening event and steering committee meeting in Narva	Narva

Programme Component 1 “Cultural and linguistic integration”

Location name	Address
Ministry of Culture	Suur-Karja street 23, Tallinn, 15076
Integration Foundation	Linda 2, Narva 20309

Programme Component 2 "Strengthening the social-and child protection services"

Location name	Address
Ministry of Social Affairs	Suur-Ameerika street 1, city of Tallinn
Social Insurance Board	Paldiski road 80, city of Tallinn
Estonian Social Work Association	Paldiski road 48A, city of Tallinn

Programme Component 3 “Increasing multicultural competence in the education sector”

Location name	Address
Ministry of Education and Research	Munga 18, city of Tartu, 50088
Education and Youth Board	Lõõtsa 4, city of Tallinn, 11415

Programme Component 4 “Strengthening civil society through social innovation”

Location name	Address
Ministry of the Interior	Pikk street 61, city of Tallinn
National Foundation of Civil Society	Vabaduse square 2, city of Viljandi

Annex 3: Action plan with the Swiss partner for 2024-2025

SWISS – ESTONIAN
Cooperation Programme



Annual Action Plan

Programme Name:	Supporting Social Inclusion (SSIP)
Programme Operator:	Ministry of Culture
Swiss Support Measure Partner:	Bern University of Applied Sciences
Action Plan for the period:	The present Action Plan covers the period from the beginning of the Agreement until 31.12.2025.

Summary

Kick-off meetings for joint planning and development have taken place in all components.

These kick-off meetings have shown the need for a general introduction to transcultural competences as a common basis. Based on this, specific workshops are planned, tailored to the respective activities.

In all components, we will start with online workshops. This format enables a broad participation at a lower cost and enable exchange, in order to have a good basis for a more targeted exchange in more elaborate study trips or expert exchange in the following years.

Programme Component 1:	Cultural and linguistic integration
Programme Component Operator:	Ministry of Culture
Summary of the activities to be implemented during the period:	<p>The first activities of this component aim at facilitating the ongoing work of the Integration Foundation (IF) as well as the National Library (RaRa) in the domain of cultural and linguistic integration with online workshops on the specific topics identified together in the kick-off meeting.</p> <p>(1) The first workshop will provide a common frame for all stakeholders, providing theoretical insights, methods, and best practices on trans-cultural competencies.</p>

	<p>(2) The second workshop will feature experts of the National Library and its network as well as on Swiss libraries. They will focus on their experiences on integration and media literacy projects, especially targeting migrant adults, particularly those affected by misinformation and disinformation.</p> <p>(3) The third workshop focuses on digital tools in multicultural contexts, highlighting Swiss experiences and best practices. It will address challenges by exploring our experiences and evaluating them critically, providing valuable first-hand insights for the stakeholders at and around IF.</p> <p>(4) The fourth workshop aligns with one of IF's key priorities: establishing a voluntary system for integration, discussing best practices and challenges in a similar manner as in the second workshop.</p> <p>(5) The fifth workshop will establish a dialogue between IF and Swiss experts on peer-to-peer formats in (national) language learning.</p> <p>(6) IF outsources integration services throughout Estonia via tenders. Within the framework of the SSIP, they require insights on designing and tendering these services, understanding their life cycles, and exploring evaluation methods based on the experiences of Swiss partners, with a particular focus on best practices.</p>
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#	Activity	The general time frame of the activity	Start date and end date of the activity during the period	Remarks
1.1	Kick-off workshop with Swiss Partner and Estonian	1,5 hrs.	2 nd October 2024	Workshop preparation and development of Action Plan by Prof. Dr. Eveline Amman Dula and Aron Korozs
1.2	Trans-Cultural Competencies: Theoretical Insights and Best Practices	Approx. 2 hrs	Second Half of January 2025	Expertise of the Institute for Social and Cultural Diversity Prof. Dr. Eveline Ammann Dula & Aron Korozs
1.3	Integration, Libraries, Media Literacy: Experiences from Swiss Libraries	Approx. 2 hrs	February 2025	Workshop with experts from the field: Multimondo or Livrechange
1.4	Digital Tools for Integration for Multicultural Contexts: Swiss	Approx. 2 hrs	February 2025/March 2025	Workshop with experts from the field using digital tools for integration: Swiss Red Cross

	Experiences and Challenges			
1.5	Establishing and Managing a System of Volunteers : Best Practices and Challenges from a Swiss Perspective	Approx. 2 hrs	March 2025	Workshop with experts from the field, working with volunteers for facilitating integration: HEKS
1.6	Peer-to-Peer Language Learning : Insights from Swiss Experts	Approx. 2 hrs	April 2025	Workshop with experts from the field, using peer-to-peer learning (FemmesTisch/Männertisch or Primano)
1.7	Designing and Evaluating Social and Cultural Integration Services	Approx. 2 hrs	May 2025/June 2025	Workshop with experts in integration on a collective level (Prof. Simone Gäumann)
1.8	Online Planning Workshop for the Action Plan 2025-2026	Approx. 1,5 hrs.	September 2025	with Aron Korozs and Prof. Dr. Eveline Ammann Dula

Programme Component 2:	Strengthening the social- and child protection services
Programme Component Operator:	Ministry of Social Affairs
Summary of the activities to be implemented during the period:	<p>In this component, we foresee a study trip of Estonian experts to Switzerland focusing on six themes currently relevant in their work:</p> <ol style="list-style-type: none"> 1. Overall understanding of the child protection system in Switzerland. Specifically: <ol style="list-style-type: none"> a. What is the national, cantonal and local frameworks for the training, quality, and professional system of child protection workers (how is it regulated, what aspects are mandated by legislation, what is mandatory, what is voluntary, who is responsible, and what roles do institutions have at different levels—e.g., funding, ensuring training opportunities, etc.)? b. How is basic training (higher and vocational education) linked to further training and the professional system? How are competency models utilized? Is there a formal or informal career model for child protection workers?

2. Curriculum development with a special focus on **practical education of social and care workers** to ensure they are well-prepared for their respective fields. Another focus should be on **innovative educational tools and methods in practical training** (e.g. virtual reality, one-on-one coaching, supervision). This thematic block should extend beyond tertiary education (with students) to include the ongoing **professional further education** of practitioners (in the Swiss context “certificate, master or diploma of advanced studies – CAS, MAS, DAS”), particularly in the field of child protection. Additionally, harmonizing child protection legislation with the relevant training/CAS curricula should be a key focus here.
3. Developing curricula to equip students and practitioners with the skills needed to work effectively **with diverse user groups, particularly migrants**.
4. Improving **access of refugees and migrants** to vocational **training and jobs in the social sector** (social work, care work), with a special focus on **professional language immersion** (preparation classes, diploma recognition etc.)
5. **Social sector employers and Social Work Associations** and other organisations **providing support systems for social workers** (e.g. supervision, peer-led or other supportive measures) and maintaining as well as monitoring employee well-being.
6. **Self-care** in the social sector and its thematization at the workplace and within the framework of basic training (higher and vocational education) and further education (management training).

In alignment with these themes, the Bern University of Applied Sciences (BFH) will design a comprehensive program involving various educational and training institutions, practitioners, and professional associations for a duration of **3-4 days**.

#	Activity	The general time frame of the activity	Start date and end date of the activity during the period	Remarks
2.1	Kick-off workshop	1,5 hrs.	05.11.2024	Aron Korozs, Prof. Matthias von Bergen
2.2	Planning session study trip	1,5 hrs.	End of January 2025	Aron Korozs, Prof. Matthias von Bergen
2.3	Study Trip: Insights from Curriculum Development and Social	3-4 days	April/May 2025	6 experts from Estonia Responsibles:

	Workers' Associations in Switzerland			Aron Korozs, Prof. Matthias von Bergen
2.4	Retrospective and evaluation of study trip	1,5 hrs.	Shortly after study trip	Aron Korozs, Prof. Matthias von Bergen
2.5	Planning workshop 2026	2 hrs.	September 2025	Aron Korozs, Prof. Dr. Matthias von Bergen

Programme Component 3:	Increasing multicultural competence in the education sector
Programme Component Operator:	Ministry of Education and Research
Summary of the activities to be implemented during the period:	<p>In the first kick-off workshop in September 2024, five online workshops have been planned to take place between February and June 2025 with the aim of accompanying the start of the program and at the same time introducing stakeholders into the Swiss context. The following five priorities have been jointly identified:</p> <ol style="list-style-type: none"> 1) We will start the first online workshop with contextualization and introduction to the Swiss context, specifically focusing on multiculturalism and diversity within the education sector. In this session, we will identify and discuss key parallels and differences so that we can build on these in the following years of the SSIP. 2) Additionally, we will explore the so-called formal "10th grade" and "bridge" programmes (<i>Brückenangebote</i>), targeting students who have completed their compulsory education but have not yet secured a place in a vocational training or higher secondary school. For students who are new to Switzerland, these programs often include intensive language courses and other support. Within the framework of SSIP, we suggest focusing on programmes especially targeting migrantised students. 3) In the third workshop, we will focus on the practical implementation of diversity and multiculturalism as well as their challenges and opportunities in a focus school, an aligned day school and school social work. 4) We will subsequently delve into the formal education sector, first highlighting the role, concepts and practices of Universities of Teacher Education (PHs) regarding diversity in teacher education, further Training as well as research. 5) The final activity will offer an in-depth look at diversity education for university personnel. This segment is designed to showcase best practices and strategies for

	<p>equipping university staff with the skills and knowledge necessary to support a diverse student body effectively.</p> <p>The program, in close collaboration with the Institute of Social and Cultural Diversity, is designed to provide a comprehensive understanding of how multiculturalism and diversity are addressed across different educational levels in Switzerland. By starting and concluding with the Institute's expertise, we ensure a cohesive and well-rounded approach. The structure is thoughtfully crafted, beginning with essential contextualization and progressively delving into practical implications and programs.</p> <p>In September, the experiences from these workshops will be reflected upon and used develop the action plan for the following year.</p>
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#	Activity	The general time frame of the activity	Start date and end date of the activity during the period	Remarks
3.1	Kick-off workshop with Swiss Partner and Estonian	1,5 hrs.	25. September 2024	Workshop preparation and development of Action Plan by Dr. Luise Menzi and Aron Korózs
3.2	Introduction to Multiculturalism and Diversity in Switzerland	Approx. 2 hours	February 2025	Online workshop, experts: Prof. Dr. Eveline Ammann Dula, Aron Korózs, Institute of Social and Cultural Diversity, Bern University of Applied Science
3.3	Navigating Transition and Diversity in Switzerland	Approx. 2 hrs.	March 2025	Online workshop and exchange; practitioners from the "10 th grade" programme "BVS Praxis und Integration (BPI)" of BFF Bern and the <i>Brückenangebot</i> HEKS Kick Burgdorf
3.4	Diversity in Schools in Switzerland: Perspectives from	Approx. 2 hrs.	March 2025	Online workshop and exchange; representatives from a school, "day school" and from school social work

	Teachers and School Social Workers			
3.5	Diversity in Teacher Training: Education, Research, Further Training and Curriculum Development in Switzerland	Approx. 2 hrs.	April 2025	Online workshop and exchange; experts of the University of Teacher Education Berne and/or Northwestern University of Teacher Education (PH Bern and/or FHNW)
3.6	Best Practices in Diversity Education for University Personnel: Unlearning Racism at the BFH	Approx. 2 hrs.	Early June 2025	Online workshop, experts: Prof. Dr. Stefanie Duttweiler and Prof. Dr. Annina Tischhauser, Institute of Social and Cultural Diversity, Bern University of Applied Science
3.7	Online Planning Workshop for the Action Plan 2025-2026	Approx. 1,5 hrs.	September 2025	with Aron Korózs (BFH) and Dr. Luise Menzi (BFH)

Programme Component 4:	Strengthening civil society through social innovation
Programme Component Operator:	Ministry of the Interior of the Republic of Estonia
Summary of the activities to be implemented during the period:	<p>During the first of year, the programme should focus on developing a common understanding and definition of "social innovation", discussing key criteria of "socially innovative" practice especially within the context of Civil Society Organisations (CSOs) and setting up key criteria for the upcoming years with regard to possible project exchanges, study trips and the forthcoming manual of the National Foundation of Civil Society (NFCS). Another key focus of the NFCS is the organisation of Hackathons, which is thus also a focus topic of the First Action Plan of the present component. Therefore, we suggest two online workshops:</p> <p>1) The first workshop will involve an exchange on Swiss experiences in organising Hackathons with experts from the BFH.</p>

2) The second dialogue workshop will provide an overview of support mechanisms provided by state actors to civil society especially within the context of social innovation. Experts from both Estonia and Switzerland will discuss concepts, criteria, and impact measurement, and inductively establish a common working definition and criteria for selecting best practices in the upcoming SSIP years. This dialogue will already highlight projects that are considered innovative in both national contexts. A follow-up meeting could be organised in 2026.

Local partners of the NFCS will be involved in both events. It is recommended that the number of participants does not exceed 35.

#	Activity	The general time frame of the activity	Start date and end date of the activity during the period	Remarks
4.1	Kick-off workshop with Swiss Partner and Estonian	1,5 hrs.	30. September 2024	Workshop preparation and development of Action Plan by Dr. Claske Dijkema and Aron Korozs
4.2	Hackathons (4SocialGood): Experiences from the Swiss Perspective	Approx. 2 hrs	January 2025	Prof. Dr. Debra Hevenstone (BFH) and Prof. Dr. Oliver Hümberlin (BFH), project managers of the Hack4SocialGood
4.3	Expert Workshop “Social Innovation and Civil Society in Estonia and Switzerland”	Approx. 2 hrs	March 2025	experts tbd
4.4.	Online Planning Workshop for the Action Plan 2025-2026	Approx. 1,5 hrs.	September 2025	with Aron Korozs and Dr. Claske Dijkema

Annex 4: Updated list of all Programme Components and characteristics

Programme Characteristics									
To be filled in by Programme Operator									
No	Programme Component Name	Swiss Contribution CHF	Specific Objective	Thematic Area	(in-country) Geographic Focus	Name Programme Component Operator	Type of entity	Planned duration	
PSP/PA	maximum 40 characters	in CHF	according to Art. 2.2 Regulations	according to Art. 2.4 Regulations				Start	End
2	Programme Component 1 "Cultural and linguistic integration"	5 592 127,22	Migration / Public Safety	Migration & Integration	national coverage	Ministry of Culture	National administration	01.06.24	31.08.28
3	Programme Component 2 "Strengthening the social-and child protection services"	5 385 678,58	Migration / Public Safety	Migration & Integration	national coverage	Ministry of Social Affairs	National administration	01.06.24	31.08.28
4	Programme Component 3 "Increasing multicultural competence in the education sector"	5 358 753,18	Migration / Public Safety	Migration & Integration	national coverage	Ministry of Education and Research	National administration	01.06.24	31.08.28
5	Programme Component 4 "Strengthening civil society through social innovation."	997 624,10	Migration / Public Safety	Migration & Integration	national coverage	Ministry of Interior	National administration	01.06.24	31.08.28