



UNIVERSITÀ
DEGLI STUDI
FIRENZE

SOCIAL REPORT 2026

MSC ECONOMIA ISTITUZIONI SOSTENIBILITÀ /
ECONOMICS INSTITUTIONS SUSTAINABILITY

SOCIAL REPORT 2026

MSC ECONOMIA ISTITUZIONI SOSTENIBILITÀ / ECONOMICS INSTITUTIONS SUSTAINABILITY

© 2026 MSc in Economics institutions sustainability
Department of Scienze per l'Economia e l'Impresa
University of Florence
Via delle Pandette, 32
50127, Florence, Italy
Internet: www.eis.unifi.it
Email: scienze.economia@economia.unifi.it

This work is a collaborative effort between the staff and students of the MSc in Economics institutions sustainability, specifically as a supervised project for the Sustainability Accounting & Accountability course. It also incorporates contributions from external sources. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of the University of Florence or the Department of Scienze per l'economia e l'impresa.

The MSc in Economics institutions sustainability does not guarantee the accuracy of the data included in this work. The images, colors, denominations, and other information presented in this work do not imply any judgment, strategy, behavior, or policy.

Rights and Permissions

The material in this work is subject to copyright. As the MSc in Economics institutions sustainability encourages the dissemination of its knowledge, this work may be reproduced, in whole or in part, for noncommercial purposes, provided full attribution is given.

Any queries regarding rights and licenses, including subsidiary rights, should be addressed to the Program Coordinator, Prof. Annalisa Caloffi, MSc in Economics institutions sustainability, Via delle Pandette 9, 50137, Florence, Italy; e-mail: scienze.economia@economia.unifi.it

The images in this document depict professors and students who have given their consent to the publication for reporting and communication purposes, in full compliance with privacy regulations (GDPR).

TABLE OF CONTENTS

Table of Contents	3
1. Message from the President of the Master Program	5
2. About this Report	6
3. Team of Preparers	7
4. The Master Program	9
General Overview	9
Structure	9
5. Stakeholder Analysis	14
Identification and Engagement Strategies	14
Interest/Influence Map	16
Materiality Analysis	17
6. Governance and Transparency	19
General Framework	19
Roles and Responsibilities	19
7. Educational Quality and Innovation	21
Teaching Quality Assurance	21
Innovation	22
Digitalisation	22
Students' Academic Progression	23
Teaching Staff Availability to Students	24
Student Satisfaction	25
8. Employability and Economic Impact	27
Career and Employability Support	27
Partnerships and External Relations	28
Importance of Career Prospects in Enrollment Decisions	29
Placement Rates	30

9. Social Impact and Well-being	31
Policies and Services	31
Age Distribution	32
Gender Analysis	33
Geographical Diversity	36
Internationalization	37
Study Workload	38
Perceived Well-being Support	39
Social and Environmental Responsibility	40
10. SWOT Analysis	41
11. Future Perspectives	43
12. Contribution to SDGs	44
13. Methodology Note	46
14. References	48
15. GRI Content Index	49
16. Tables and Figures	50

1. MESSAGE FROM THE PRESIDENT OF THE MASTER PROGRAM

Dear readers and stakeholders,

I am pleased to introduce the second edition of the Social Report of the MSc in Economics Institutions Sustainability (EIS) at the University of Florence.

This report provides an overview of the programme's main activities, results, and areas for improvement. It is intended not only as a transparency and accountability tool, but also as an opportunity to reflect on the impact of our educational mission and to strengthen dialogue with our stakeholders.

The academic year covered by this report has been particularly important for EIS. Following the recent curricular reform, the programme has consolidated its renewed identity through two complementary curricula, with a stronger focus on sustainability, interdisciplinarity, and internationalisation. Although it is still too early to fully assess the effects of these changes, the report offers some initial evidence on the opportunities and challenges associated with this transition.

The findings highlight several positive aspects, including high levels of student satisfaction, strong faculty support, and encouraging employability outcomes. At the same time, they point to areas that deserve further attention, such as students' academic progression, programme visibility, and engagement with external stakeholders.

I would like to thank all those who contributed to the preparation of this report, especially the students who developed it within the Sustainability Accounting & Accountability course and Professor Marco Bellucci for his guidance and support. I am also grateful to the faculty members, administrative staff, and external stakeholders who provided information and feedback throughout the process.

I hope this report will be useful to current and prospective students, academic staff, institutional partners, and all those interested in the future development of the EIS programme.

Annalisa Caloffi
Programme Coordinator
MSc in Economics Institutions Sustainability (EIS)
University of Florence

2. ABOUT THIS REPORT

A social report is designed to articulate an organization's responsibilities, behaviors, and social, environmental, and economic results. Its primary purpose is to provide stakeholders with structured and timely information that cannot be obtained from financial statements alone. In the contemporary organizational context, the publication of such a report is a strategic necessity, reflecting a proactive commitment to transparency and institutional accountability. It facilitates communication with stakeholders and allows the organization to monitor, report, and enhance its social, economic, and environmental performance indicators.

This document represents the second edition of the Social Report for the MSc in *Economia Istituzioni Sostenibilità / Economics Institutions Sustainability* (formerly *Scienze dell'Economia*) at the University of Florence. The analysis aims to provide a comprehensive overview of the program, examining its structure, strategic goals, and stakeholder engagement. By identifying current strengths and weaknesses, this report highlights potential areas for institutional development and serves as an analytical resource for all parties currently involved in or interested in the future trajectory of the program.

It is important to note that the report primarily refers to the 2024/2025 academic year and is therefore based on data relating to the program structure in place prior to the most recent curricular reform. As a result, some of the findings should be interpreted in light of this previous configuration, while the effects of the updated program are expected to emerge in future reporting cycles.

3. TEAM OF PREPARERS



ANNALISA CALOFFI

Associate Professor of Applied Economics and Program Coordinator of the MSc in Economics Institutions Sustainability

Her research interests include economy of innovation, analysis and evaluation of innovation policies, industrial and local development policies.

She supervises the Economics of Innovation course of the Master program.



MARCO BELLUCCI

Associate Professor of Accounting

His research interests include social and environmental accounting, sustainability reporting, dialogic accounting, stakeholder engagement, new technologies for accounting practice and research, non-profit and social entrepreneurship, and accounting history.

He supervises the Sustainability Accounting & Accountability course, with this social report being the result of one of the students' project work assignments.

DILETTA OSHADI ELUWAWALAGE



Student

She is a student in the *Environment and Territory* curriculum of the EIS Master degree. She contributed to this report as part of a group assignment for the *Sustainability Accounting & Accountability* course.

ALESSIA PAPINI



Student

She is a student in the *Environment and Territory* curriculum of the EIS Master degree. She contributed to this report as part of a group assignment for the *Sustainability Accounting & Accountability* course.

DAVIDE SALAMONE



Student

He is a student in the *Environment and Territory* curriculum of the EIS Master degree. He contributed to this report as part of a group assignment for the *Sustainability Accounting & Accountability* course.

4. THE MASTER PROGRAM

GENERAL OVERVIEW

The Master degree course in *Economia Istituzioni Sostenibilità / Economics Institutions Sustainability (EIS)* trains experts in the analysis of complex economic systems and in the decision-making processes that influence them, with a focus on the issues of economic, environmental and social sustainability. The course integrates economic, business, legal and statistical-mathematical approaches, offering advanced skills in economic analysis applied to the analysis of territorial development processes and the evaluation of public policies. The course prepares for careers in business, including non-profit, in public administration, in consultancy to companies and PAs, in research and in teaching.

STRUCTURE

As anticipated in the previous sections, the EIS Master program has updated its curricular structure for the current academic year. The program has maintained its dual-track model but has transitioned from the previous curricula (*Economia, Istituzioni, Imprese* and *Sistemi produttivi, Territorio, Sostenibilità*) to the updated tracks *Imprese e Istituzioni*, in Italian, and *Environment and Territory*, in English. Both curricula favor a multidisciplinary approach and a strong focus on the territorial dimension. The training includes workshops, internships and a wide range of choices of courses in both languages. The following tables present both the previous and the updated curricula, allowing for a direct comparison between the two structures and highlighting the main changes introduced by the reform (Table 1 and 2; Figure 1).

Table 1: EIS study plan 2025/2026 (curriculum: Environment and Territory)

FIRST YEAR		
Title	Credits	Sector
<i>Compulsory courses</i>		
ANALYTICS FOR ENVIRONMENTAL ECONOMICS	6	SECS-S/06
URBAN AND ENVIRONMENTAL HISTORY	6	SECS-P/12
<i>Choice of 9 credits from:</i>		
STATISTICS FOR SUSTAINABILITY IN ECONOMICS	9	SECS-S/03
POLICY EVALUATION METHODS	9	SECS-S/01
<i>Choice of 6 credits from:</i>		
ENVIRONMENTAL ECONOMICS AND POLICY	6	SECS-P/02
ECOLOGICAL MACROECONOMICS	6	SECS-P/01
<i>Choice of 9 credits from:</i>		
DIRITTO DELL'AMBIENTE	9	IUS/10
BLOCKCHAIN AND ECONOMIC LAW OF DIGITAL ASSETS	9	IUS/05
<i>Choice of 6 credits from:</i>		
POLITICA DELL'AMBIENTE	6	M-GGR/02
GEOGRAPHIC INFORMATION SYSTEMS FOR SOCIO-ECONOMIC ANALYSIS	6	M-GGR/02
<i>Choice of 6 credits from:</i>		
ISTITUZIONI E AMBIENTE	6	SECS-P/06
ECONOMICS OF INNOVATION	6	SECS-P/06
<i>Choice of 6 credits from:</i>		
ECONOMIA DELL'ORGANIZZAZIONE	6	SECS-P/01
LOCAL AND INDUSTRIAL DEVELOPMENT	6	SECS-P/06
<i>Choice of 6 credits from:</i>		
POLITICA AGRARIA E AGROALIMENTARE	6	AGR/01
ECONOMICS AND MANAGEMENT OF AGRITOURISM	6	AGR/01

SECOND YEAR		
Title	Credits	Sector
<i>Compulsory courses</i>		
REGULATION AND DIGITAL MARKETS	6	SECS-P/03
MANAGEMENT AND SUSTAINABILITY ACCOUNTING	12	SECS-P/07 - SECS-P/ 08
PROVA FINALE	21	PROFIN-S
<i>Choice of 6 credits from:</i>		
ECONOMICS LAB	6	SECS-P/01
LABORATORIO DI LINGUA INGLESE (MAGISTRALE)	6	L-LIN/12
LABORATORIO DI METODOLOGIE DI RICERCA PER LA STORIA ECONOMICA	6	SECS-P/12
CULTURA, CREATIVITÀ E SVILUPPO LOCALE	6	SECS-P/08
SEMINARIO TEMATICO	3	NN
STATA LAB	3	NN
<i>Free electives (15 credits)</i>		

Table 2: EIS study plan 2025/2026 (curriculum: Imprese e Istituzioni)

FIRST YEAR		
Title	Credits	Sector
<i>Compulsory courses</i>		
INTRODUZIONE ALLA TEORIA DEL RISCHIO	6	SECS-S/06
STORIA ECONOMICA DELLA MONETA E DELLA BANCA	6	SECS-P/12
METODI STATISTICI PER L'ANALISI ECONOMICA	9	SECS-S/03
DIRITTO INDUSTRIALE - MOD. A	6	IUS/04

<i>Choice of 6 credits from:</i>		
POLITICA DELL'AMBIENTE	6	M-GGR/02
GEOGRAPHIC INFORMATION SYSTEMS FOR SOCIO-ECONOMIC ANALYSIS	6	M-GGR/02
<i>Choice of 6 credits from:</i>		
ISTITUZIONI E AMBIENTE	6	SECS-P/06
ECONOMICS OF INNOVATION	6	SECS-P/06
<i>Choice of 6 credits from:</i>		
ECONOMIA DELL'ORGANIZZAZIONE	6	SECS-P/01
LOCAL AND INDUSTRIAL DEVELOPMENT	6	SECS-P/06
<i>Choice of 9 credits from:</i>		
DIRITTO DELLA CRISI E DELL'INSOLVENZA	9	IUS/04
DIRITTO DELLE PUBBLICHE AMMINISTRAZIONI	9	IUS/10
<i>Choice of 6 credits from:</i>		
POLITICA AGRARIA E AGROALIMENTARE	6	AGR/01
ECONOMICS AND MANAGEMENT OF AGRITOURISM	6	AGR/01
SECOND YEAR		
Title	Credits	Sector
<i>Compulsory courses</i>		
ECONOMIA DELLA LEGGE E DEI SERVIZI PUBBLICI	6	SECS-P/03
MERCATI E ISTITUZIONI FINANZIARIE	12	SECS-P/11
PROVA FINALE	21	PROFIN-S
<i>Choice of 6 credits from:</i>		
ECONOMICS LAB	6	SECS-P/01
LABORATORIO DI LINGUA INGLESE (MAGISTRALE)	6	L-LIN/12
LABORATORIO DI METODOLOGIE DI RICERCA PER LA STORIA ECONOMICA	6	SECS-P/12

CULTURA, CREATIVITÀ E SVILUPPO LOCALE	6	SECS-P/08
SEMINARIO TEMATICO	3	NN
STATA LAB	3	NN
<i>Free electives (15 credits)</i>		

Figure 1: Scienze dell'Economia study plan 2024/2025 (both curricula)

Curriculum Economia Istituzioni	Curriculum Sistemi Produttivi
<p>Imprese</p> <p>Primo anno</p> <ul style="list-style-type: none"> un insegnamento a scelta tra <ul style="list-style-type: none"> - Economia dell'organizzazione - Economics of innovation - International Trade Storia economica della moneta e della banca Economia e politica industriale Metodi quantitativi per le analisi economiche Politica dell'ambiente un insegnamento a scelta tra <ul style="list-style-type: none"> - Diritto della crisi e dell'insolvenza - mod. A - Diritto industriale - mod. A - Lavoro e impresa un insegnamento a scelta tra <ul style="list-style-type: none"> - Diritto della crisi e dell'insolvenza - Diritto industriale un insegnamento a scelta tra <ul style="list-style-type: none"> - Agricoltura, istituzioni e ambiente - Politica agraria e agroalimentare <p>Secondo anno</p> <ul style="list-style-type: none"> Economia pubblica un insegnamento a scelta tra <ul style="list-style-type: none"> - Economia e gestione dei settori e dei sistemi locali - Mercati e istituzioni finanziarie Un Laboratorio a scelta tra quelli attivati* Insegnamenti a libera scelta dello studente Prova finale *Laboratori attivati Economics Lab Stata lab I: software Laboratorio di Lingua inglese (magistrale) Laboratorio di metodologie di ricerca per la storia economica Laboratorio GIS 	<p>Territorio Sostenibilità</p> <p>Primo anno</p> <ul style="list-style-type: none"> Economia dell'ambiente Storia urbana e ambientale Local and industrial development Metodi quantitativi per le analisi economiche Politica dell'ambiente Diritto pubblico dell'economia Diritto dell'ambiente un insegnamento a scelta tra <ul style="list-style-type: none"> - Agricoltura, istituzioni e ambiente - Politica agraria e agroalimentare <p>Secondo anno</p> <ul style="list-style-type: none"> Economia della legge e dei servizi pubblici un insegnamento a scelta tra <ul style="list-style-type: none"> - Economia e gestione dei settori e dei sistemi locali - Mercati e istituzioni finanziarie Un Laboratorio a scelta tra quelli attivati* Insegnamenti a libera scelta dello studente Prova finale *Laboratori attivati Stata lab I: software Laboratorio di Lingua inglese (magistrale) Laboratorio GIS Laboratorio di bilanci ambientali e sociali

5. STAKEHOLDER ANALYSIS

IDENTIFICATION AND ENGAGEMENT STRATEGIES

The identification and engagement of stakeholders is a key step in ensuring that the Social Report accurately reflects the context in which the Master program operates. This process involves defining who the relevant stakeholders are and how they are actively involved in the program's activities, governance, and development. The objective is to ensure a meaningful interaction with all parties that contribute to or are affected by the program.

The selection of stakeholders has been inspired by the most recent *Social and Sustainability Report* of the University of Florence (2024), and adapted to the specific context of the Master program, in order to identify the actors that are most directly involved in its educational, institutional, and social activities.

Stakeholders have been identified according to their level of engagement, their influence on the program, and the type of relationship established with the Master. Particular attention has been given to students and their families, professors and researchers, administrative staff, partner universities, businesses and third sector organizations, public institutions, and local communities. These actors contribute in different ways to the academic quality, internationalization, employability opportunities, institutional recognition, and social impact of the program.

Engagement strategies vary depending on the characteristics and relevance of each stakeholder group. For example, students and families are involved through tutoring activities, feedback surveys, and digital communication channels, ensuring that their needs and expectations are considered in the development of the program.

The stakeholder analysis presented in the Table 3 summarizes the main categories of stakeholders, their role, level of engagement, impact on the

Master program, and the main forms of interaction established with each group.

Table 3: Stakeholder identification and engagement strategies

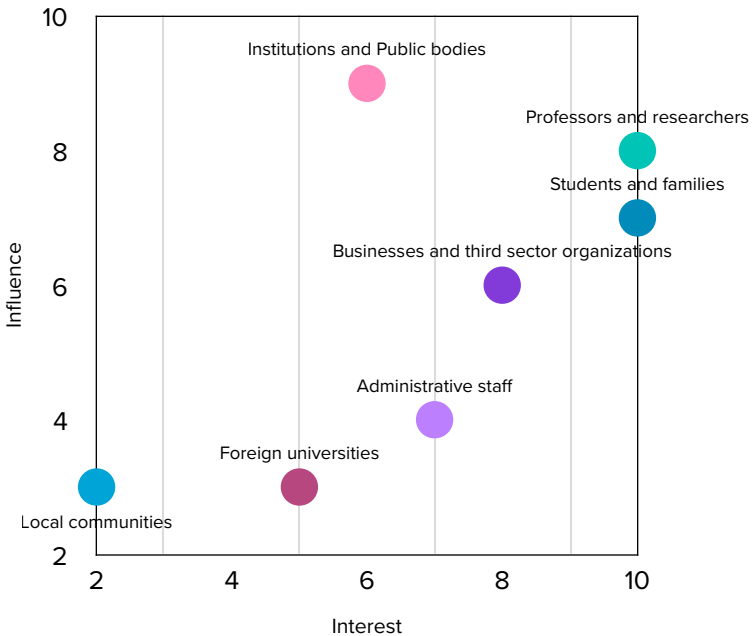
STAKEHOLDERS	Role	Level of engagement	Impact on the course	Type of interaction
Students and families	Main beneficiaries	High	Strategic and central to the success of the Master	Lectures, tutoring, feedback surveys, digital communication channels
Professors and researchers	Teaching, scientific coordination and academic supervision	High	Essential for educational quality and reputation	Teaching activities, program design, workshops
Administrative staff	Administrative and organizational management	Medium	Essential for operational efficiency and student support	Secretarial management and institutional communication
Foreign universities	Academic partnerships and international cooperation	Medium	Important for internationalization and mobility opportunities	Exchange programs, guest lectures, joint research
Businesses and third sector organizations	Professional networking and employability support	Medium	Relevant for career opportunities and practical learning	Internships, career days, guest speakers
Institutions and Public bodies	Institutional support, accreditation and funding	Medium	Significant for recognition and strategic development	Policy collaboration, partnerships, public calls
Local communities	Social and territorial stakeholders	Low	Indirect but positive for social impact and local networking	Community projects, public events
Others	External actors not directly involved in but occasionally contributing to specific activities	Low	Marginal and occasional but complementary	Sporadic collaborations, participation in events or seminars

INTEREST/INFLUENCE MAP

The Interest/Influence Map is a key tool in stakeholder analysis, as it allows us to visualize stakeholders based on their level of interest in the Master program and their ability to influence its outcomes.

For this analysis, each stakeholder was assigned a value from 1 to 10 for both influence and interest (Figure 2). For instance, institutions and public bodies received a high influence score (9) because they play a key role in accrediting the program and supporting funding decisions, while their interest is moderate (6) as they are less involved in day-to-day activities. On the other hand, students and families have very high interest (10) because the program directly affects their learning experience and career prospects, but their influence is lower (7) since they have limited decision-making power over program policies.

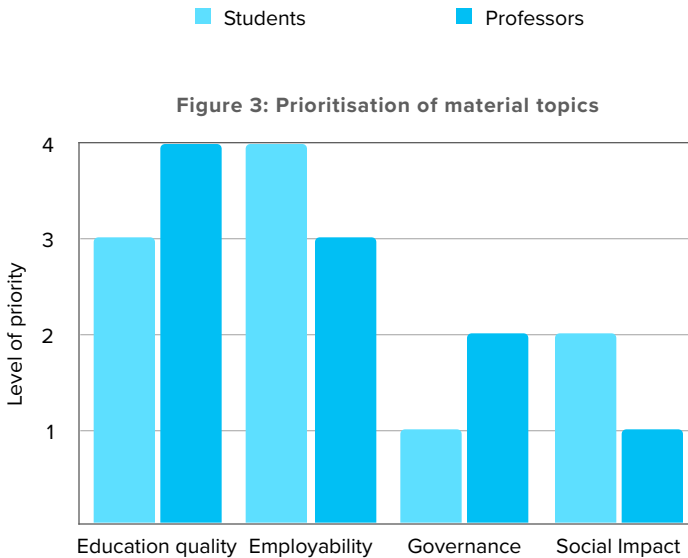
Figure 2: Interest/influence map



MATERIALITY ANALYSIS

A core component of developing a transparent and comprehensive Social Report is the Materiality Analysis. This stakeholder engagement tool is designed to identify, prioritize, and assess the topics that matter most to both the organization and its key stakeholders. By defining which issues are "material," the analysis ensures that the report focuses strictly on the areas where the degree program has the most significant impact and where stakeholders have the highest expectations.

For this report, the consultation targeted our two main stakeholder groups: students and professors. Participants were asked to evaluate and rank four core pre-selected topics in order of priority: *Governance and Transparency*, *Educational Quality and Innovation*, *Employability and Economic Impact*, and *Social Impact and Well-being*. These four pillars serve as the structural foundation for the subsequent sections of this report.



The comparative results reveal a certain level of alignment between the two groups (Figure 3): although the specific internal hierarchies differ slightly - with students prioritizing immediate professional outcomes (Employability) as their top choice, and professors placing the core academic framework (Educational Quality) first - their macro-priorities are perfectly consistent. Both groups selected the exact same top two priorities (Employability and Educational Quality) and bottom two priorities (Social Impact and Governance). Ultimately, despite these minor variations in the exact ordering, all four dimensions are universally recognized as highly material aspects for the degree program by both faculty and students, fully validating their in-depth analysis across the next four sections.

6. GOVERNANCE AND TRANSPARENCY

GENERAL FRAMEWORK

The governance of the Master program is embedded within the broader institutional context of the University of Florence and adheres to its official regulations and quality assurance system, including the University Statute and other regulatory acts. This framework, grounded in principles of transparency, accountability, and administrative integrity, provides the basis for defining and distributing roles and responsibilities, while ensuring that all components of the academic community, including students, have the right to elected representation in central and decentralized academic bodies, thus promoting participation in decision-making and oversight of institutional missions and services through University's system of delegations.

ROLES AND RESPONSIBILITIES

President

Annalisa Caloffi

Vice President

Angela Orlandi

Master Degree Program Board

It is composed of the President, the permanent and fixed-term professors and researchers who are assigned teaching duties in the course itself, the collaborators and linguistic experts and exchange lecturers and a student representative.

Teaching Committee

Annalisa Caloffi, Francesco Ammannati, Giovanni Belletti, Francesco Dini, Lapo Filistrucchi, Gianluca Iannucci, Angela Orlandi, Manfredi Fuochi.

Self-Assessment Group

Annalisa Caloffi, Francesco Ammannati, Giovanni Belletti, Stefano Clò, Angela Orlandi, Irene Sanesi (representing potential employers), Manfredi Fuochi (representing students), Manuela Tasselli (admin).

Academic Advisor for Study Plans

Francesco Ammannati, Giovanni Belletti

Curriculum Contacts

Istituzioni e Imprese: Angela Orlandi, Giovanni Belletti

Environment and Territory: Stefano Clò

Academic Advisory for Internships

Lapo Filistrucchi

Administrative Advisory for Internships

Serena Bianchi

Academic Advisory for the Erasmus Program

Lapo Filistrucchi

Academic Advisory for the Course Timetable

Francesco Guidi

Academic Advisory for the Website

Gianluca Stefani

Academic Advisory for Job Placement

Gianluca Iannucci

Complaints Coordinator

Annalisa Caloffi

7. EDUCATIONAL QUALITY AND INNOVATION

TEACHING QUALITY ASSURANCE

The Master Program is supported by a dedicated Review Group (*Gruppo di Riesame – GdR*), which is responsible for monitoring and enhancing the quality of the degree program. The Group regularly analyses the outcomes of the educational process in order to identify potential critical issues and define improvement actions. Particular attention is devoted to the attractiveness and internationalization of the program, students' academic progression, and the effectiveness of the degree in relation to the labor market and graduate employability.

The quality assurance process is also supported by the *Commissione Paritetica Docenti-Studenti (CPDS)* at School level, which monitors teaching quality, students' feedback, and the overall effectiveness of educational activities. In addition, the *Comitato di Indirizzo* contributes to the continuous improvement of the program through consultation with representatives of the labor market and external stakeholders, ensuring that the educational offer remains aligned with professional and societal needs.

Students and graduates are also periodically invited to complete online questionnaires aimed at evaluating different aspects of the program. In particular, surveys are carried out regarding students' opinions on teaching activities, graduates' evaluations of the educational process, and graduates' employment outcomes after obtaining the degree. Teaching evaluation by students is conducted entirely online and applies to all courses offered within the program. The results of these surveys represent an important indicator for assessing both the effectiveness of teaching activities and the organizational efficiency of the program.

INNOVATION

As already mentioned, the program underwent a significant reform, transitioning from *Scienze dell'Economia* to *Economia Istituzioni Sostenibilità / Economics Institutions Sustainability (EIS)*. While the Program maintained its traditional structure based on two curricula, the reform introduced a major innovation by redesigning one of the tracks in English.

Compared to the previous structure of *Scienze dell'economia*, the new EIS program shows a stronger integration of sustainability, territorial analysis and interdisciplinary perspectives across both curricula. The former curricula were mainly centered on traditional economic analysis and institutional studies, whereas the new study plans expand the educational offer with courses focused on environmental economics, ecological macroeconomics, digital assets, innovation economics, policy evaluation methods and geographic information systems. The introduction of the English-taught curriculum *Environment and Territory* also represents an important step towards internationalization, increasing the attractiveness of the program for international students and preparing graduates for increasingly global professional environments.

DIGITALISATION

The Master program provides students with a wide range of digital skills through both theoretical and practical activities integrated into different courses. Throughout the program, students gain experience with several digital tools and software commonly used in research, data analysis, policy evaluation, and project management, including Excel, GIS, MATLAB, Vensim PLE, R, and Stata.

In addition, most courses involve the preparation and presentation of individual or group projects, allowing students to continuously strengthen their communication and presentation abilities through the regular use of PowerPoint and other digital presentation tools.

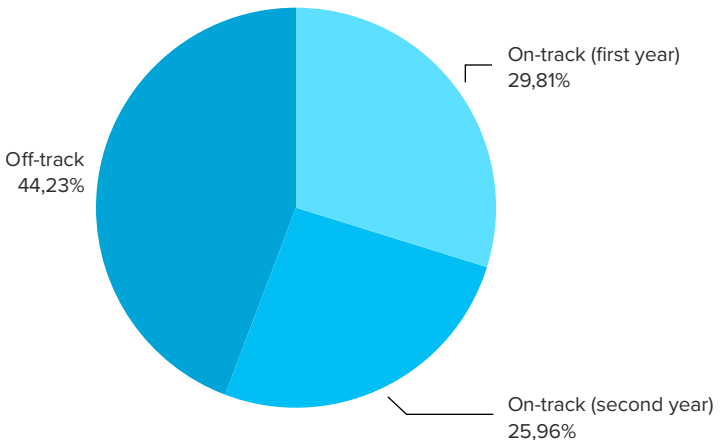
STUDENTS' ACADEMIC PROGRESSION

Monitoring students' academic progression is a key indicator of educational quality, as it reflects how effectively a program enables students to advance and complete their studies within the expected timeframe. Progression rates are closely linked to key dimensions of program design, including workload distribution and the effectiveness of academic support systems.

Rather than being interpreted in isolation, progression patterns provide valuable insights into how students interact with the program over time. They help identify critical stages in the study path and potential misalignments between expected and actual student workload.

Within the social report, this indicator is particularly relevant as it connects the quality of the educational offer with measurable academic outcomes, supporting transparency and enabling evidence-based improvements.

Figure 4: Distribution of students by academic progress (AY 2024/2025)

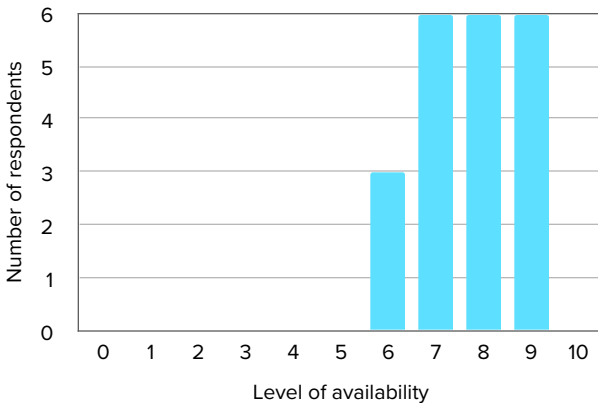


The data show that 44,23% of students are off-track. While this figure is not uncommon in Italian higher education, it highlights the importance of monitoring progression patterns and exploring potential factors associated with delayed completion (Figure 4).

TEACHING STAFF AVAILABILITY TO STUDENTS

Educational quality extends beyond formal lectures and structural curricula; it is deeply rooted in the accessibility and responsiveness of the faculty. Measuring teaching staff availability is a crucial indicator for the program, as it directly impacts the overall student experience and academic performance of the student body. High availability fosters a supportive and collaborative learning environment, ensuring that students receive timely guidance and clarification on complex topics.

Figure 5: Teaching staff availability to students (2026)



To evaluate this dimension, students were surveyed and asked to rate the availability and willingness of professors to support them on a scale from 0 to 10 (with 0 representing complete unavailability and 10 representing maximum support).

The empirical findings demonstrate positive results (Figure 5): there are zero responses falling into the lower or middle halves of the scale (scores from 0 to 5), indicating a complete absence of dissatisfaction regarding faculty accessibility. Instead, the data is heavily concentrated at the top end of the spectrum: a minority scored the availability at 6, while the vast majority of responses are perfectly distributed across the highest tiers, with scores of 7, 8, and 9 receiving the same frequencies.

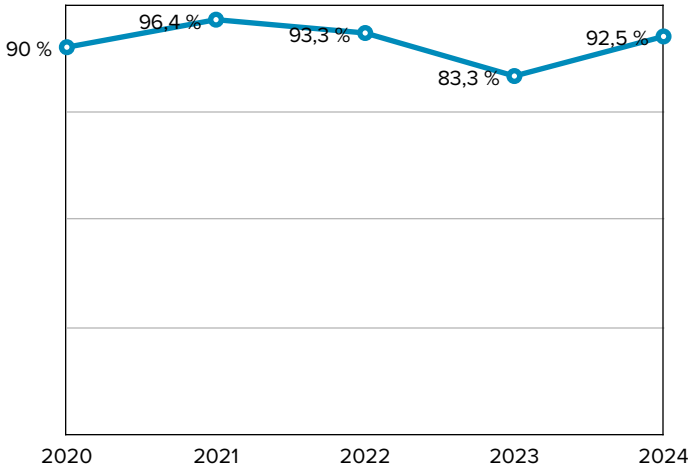
This distribution highlights that, among the respondents, teaching staff is generally perceived highly approachable and proactively dedicated to student success. Such strong results validate the program's commitment to continuous student support, reinforcing a strong academic community where communication channels between faculty and students remain consistently open and effective.

STUDENT SATISFACTION

The overall satisfaction of graduating students is a key indicator for evaluating the quality and effectiveness of the degree program, because it reflects students' perceptions of their academic experience, including the quality of teaching and the relevance of course content. Monitoring this indicator over time is essential to assess the program's capacity to continuously improve and respond to students' needs.

After a decline recorded in 2023 (83,3%), the level of overall student satisfaction showed a significant improvement in 2024, reaching 92,5% (Figure 6). This result highlights the positive impact of the actions implemented to strengthen the student experience and confirms the program's commitment to maintaining high academic and organizational standards. Furthermore, the 2024 satisfaction rate is substantially higher than the overall University average, equal to 86,2%, demonstrating the strong appreciation expressed by students for the Master program.

Figure 6: Percentage of graduating students overall satisfied with the degree program (2020-2024)



8. EMPLOYABILITY AND ECONOMIC IMPACT

CAREER AND EMPLOYABILITY SUPPORT

The initiatives aimed at supporting employability and facilitating students' transition into the labor market are developed within the broader framework promoted by the University of Florence through its Career Service, which provides students and graduates with information, guidance, and practical tools designed to support a more informed and conscious entry into the world of work.

Among its main activities, the Career Service organizes Career Days, Career Labs, orientation initiatives, and training activities focused on employability, professional development, and job placement. These initiatives aim to strengthen students' awareness of labor market dynamics and to support the development of professional and transversal skills required in contemporary working environments.

Within this institutional framework, the School and the Master program work in close collaboration with the Career Service in order to reinforce students' employability and strengthen the relationship between academic training and professional opportunities. Particular attention is devoted to career education activities, including workshops, laboratories, seminars, and practical initiatives aimed at enhancing transversal competences such as communication, teamwork, problem-solving, and project management.

The program also promotes the development of students' entrepreneurial mindset and intrapreneurial abilities through networking opportunities, meetings with professionals and entrepreneurs, thematic seminars, and interactions with external stakeholders. In some cases, these activities are carried out directly within local organizations and institutions, allowing students to engage more closely with the professional environment and gain direct exposure to real-world contexts

and practices. Guest speakers, company representatives, and sector experts regularly contribute to the educational experience, fostering dialogue between academia and the labor market and supporting students in building professional networks and career perspectives.

Within this context, the following sections analyse the employability outcomes and economic impact of the Master program focusing on aspects related to partnerships and external relations, perceived career alignment, placement rates, graduate employment by sector, skills utilisation, and the adequacy of academic training in relation to professional requirements.

PARTNERSHIPS AND EXTERNAL RELATIONS

The Master program has recently established a Steering Committee (*Comitato di indirizzo*), composed of the Program Coordinator, and representatives from Confindustria Firenze, the Tuscany Region, Concooperative, Cesvot, Consorzio Zenit, and Sistema Moda. The board meets formally at least once a year, while maintaining continuous engagement through additional ad hoc meetings and ongoing dialogue.

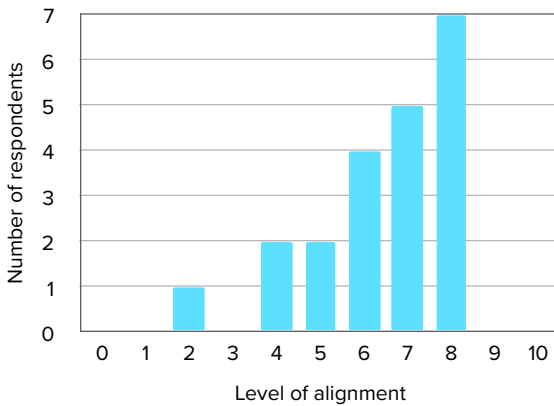
The Board was actively involved in the curriculum reform process through consultation activities, validating the proposed changes and providing valuable feedback that was subsequently incorporated into the updated program design. As a result of these consultations with external stakeholders, new internship agreements have been signed with a range of organizations, further strengthening students' access to practical training opportunities. In addition, dedicated open meetings have been organised for students to present the skills currently in demand in the labor market, particularly in the field of sustainability, as identified by companies and other external organizations.

IMPORTANCE OF CAREER PROSPECTS IN ENROLLMENT DECISIONS

Understanding the factors that drive students to enroll in a Master degree is essential for evaluating its perceived employability value. Prospective students increasingly view higher education as a strategic investment in their professional future; therefore, analyzing the extent to which future career opportunities influence their choice of program provides key insights into the market reputation and perceived utility of the Program.

To assess this dimension, students were asked to rate how heavily future employment prospects influenced their decision to enroll in the Program, using a scale from 0 (no influence at all) to 10 (maximum influence).

Figure 7: Perceived career alignment (2026)



The results outline an upward trend towards the higher end of the spectrum, proving that future employability is a primary driver for enrollment (Figure 7). While a single outlier is present at the lower end (score of 2) and a modest number of students indicated a moderate influence (scores of 4 and 5), the overall distribution shows a substantial concentration from a score of 6 and above. The data grows progressively,

culminating in a prominent peak at a score of 8, which represents the single highest frequency in the dataset. This strong concentration in the 6–8 range demonstrates that for the vast majority of participants, the program's perceived capacity to open professional doors and guarantee career alignment was a decisive factor in their academic choice.

PLACEMENT RATES

The analysis of placement rates represents an important indicator for evaluating the effectiveness of the Master program in supporting graduates' transition into the labor market. The data analysed, provided by Almalaurea, adopt a definition of employed graduates that includes individuals engaged in either paid employment or remunerated training activities. Examining employment outcomes over time makes it possible to assess both the immediate and medium-term professional impact of the program.

The available data show a significant improvement in employment outcomes between 2023 and 2024. One year after graduation, the employment rate increased from 66,7% in 2023 to 88% in 2024, indicating a stronger capacity of graduates to access professional opportunities shortly after completing the program.

A positive trend also emerges in relation to longer-term employability. Three years after graduation, the proportion of employed graduates rose from 83,3% in 2023 to 89,5% in 2024. These results suggest not only favourable short-term placement outcomes, but also a sustained alignment between the competencies developed within the program and labor market demands over time.

9. SOCIAL IMPACT AND WELL-BEING

POLICIES AND SERVICES

The policies and practices adopted within the Master program concerning inclusion, equal opportunities, accessibility, and student well-being are developed within the broader institutional framework promoted by the University of Florence. In particular, these actions are aligned with the objectives of the *UNIFI Include* program, through which the University coordinates initiatives aimed at fostering an inclusive, accessible, and supportive academic environment.

UNIFI Include promotes policies and services related to accessibility, psychological well-being, tutoring, counselling, and the reduction of barriers that may limit participation in higher education. Particular attention is devoted to supporting students with disabilities or Specific Learning Disorders (DSA), international students, and individuals experiencing situations of social or economic vulnerability. Through these initiatives, the University aims to strengthen a culture based on inclusion, diversity, and equal participation in university life.

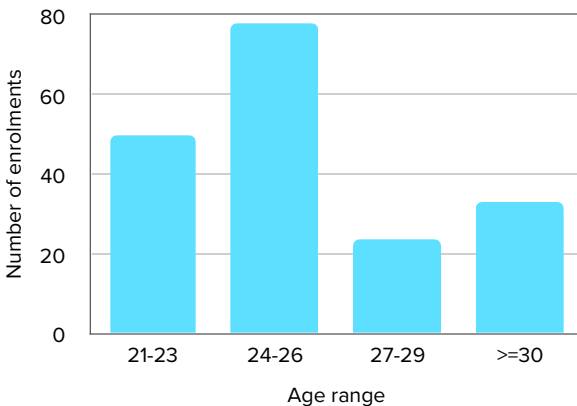
Within this institutional context, the Master program contributes to promoting a learning environment that values diversity, international openness, and students' well-being. The following sections therefore analyse several dimensions related to the composition of the community and the quality of the educational experience, including age distribution, gender balance among students and professors, geographical diversity, internationalization, study workload, the perception of the educational environment, and environmental responsibility.

AGE DISTRIBUTION

Understanding the age profile of students is important for assessing the program’s social impact and overall wellbeing. Age diversity can influence learning dynamics, classroom interaction, and the range of perspectives shared. It also helps the program tailor support services, career guidance, and teaching approaches to better meet the needs of students at different life and professional stages.

Figure 8 shows that the student population is concentrated in the 24-26 age group, which represents the largest share of enrollments. A significant number of students also fall within the 21-23 range, indicating a strong presence of recent graduates entering the program. Participation decreases among older age groups, with fewer students aged 27-29 and a moderate number of students aged 30 and above. Overall, the distribution suggests that the program primarily attracts early-career individuals, while still maintaining a level of age diversity that can contribute positively to the overall student experience and wellbeing.

Figure 8: Number of enrolments by age group (AY 2024/2025)



GENDER ANALYSIS

A gender analysis provides insights into whether the program promotes equal opportunities in access to education, participation, representation, and career development.

For students, analyzing gender composition can highlight potential imbalances in enrollment, participation, academic performance, or access to opportunities. Monitoring these aspects helps identify barriers that may affect underrepresented groups and supports the development of a more inclusive learning environment. Gender diversity among students also enriches perspectives in classroom discussions, teamwork, and problem-solving processes.

For professors and teaching staff, gender analysis is equally important because representation among faculty members influences role modeling, mentorship opportunities, and perceptions of inclusiveness within the academic environment. A balanced representation can contribute to reducing stereotypes, promoting diverse viewpoints in teaching and research, and fostering a culture of equality and respect.

More broadly, gender analysis allows the program to align with international principles related to diversity, equity, and inclusion, while also contributing to broader social goals such as gender equality and equal access to education and professional opportunities.

The data regarding the gender distribution of students enrolled in the program show that last year male students numbered 90, while female students accounted for 77, indicating a relatively balanced composition (Figure 9).

In the current year, the total number of enrolled students has increased, with 113 male students and 74 female students. While the distribution remains broadly comparable, a slightly wider gap between male and female students can be observed (Figure 10).

Overall, the program continues to attract students of both genders, with a composition that, although not perfectly balanced, reflects a consistent presence of both groups across the two years considered.

Figure 9: Number of students by gender (AY 2023/2024)

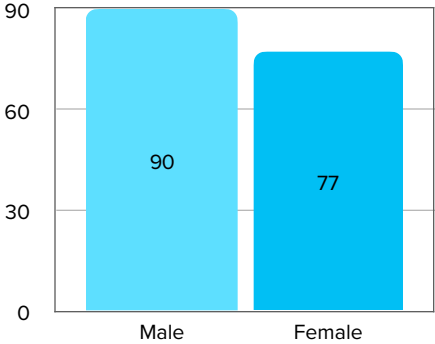
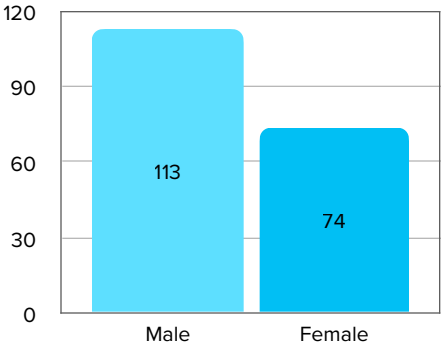


Figure 10: Number of students by gender (AY 2024/2025)



The gender distribution among professors also shows a predominance of male faculty members across the two academic years considered. In Academic Year 2023/2024, the teaching staff included 23 male professors and 10 female professors (Figure 11).

The updated data for Academic Year 2025/2026 indicate a slight increase in the overall number of professors, with 24 male professors and 12 female professors. Although the gender gap remains evident, the

increase in female representation suggests a modest improvement in the balance of the teaching body (Figure 12).

Overall, the composition of the academic staff reflects the broader gender dynamics often observed in economics and related academic fields, while also indicating gradual progress toward a more inclusive representation within the faculty.

Figure 11: Number of professors by gender (AY 2023/2024)

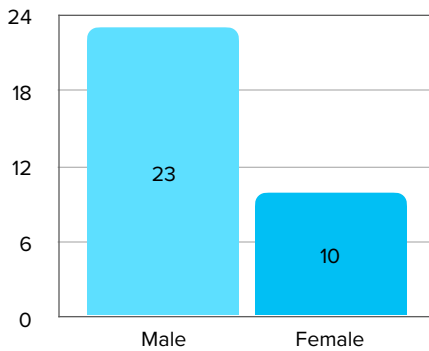
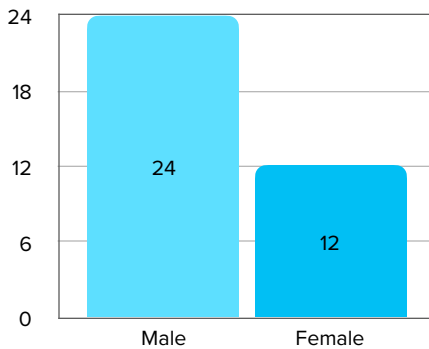


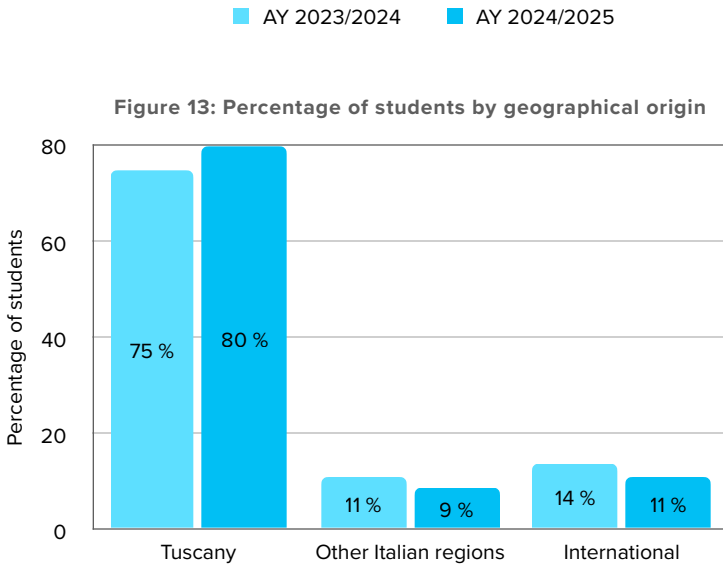
Figure 12: Number of professors by gender (AY 2025/2026)



GEOGRAPHICAL DIVERSITY

Geographical diversity indicates the ability of the program to attract students from different regions, countries, and socio-economic contexts, fostering intercultural exchange and the development of global perspectives. This diversity enriches classroom discussions, collaborative work, and peer learning, helping students build cross-cultural communication and cooperation skills that are increasingly important in international professional environments. Moreover, the geographical composition of students can reflect the program’s accessibility and attractiveness beyond the local context, showing its capacity to generate impact at national and international levels.

Figure 13 illustrates the distribution of students by geographical origin in two different academic years. A comparison of the two charts highlights slight changes in the share of international and non-local students, while the majority continues to come from Tuscany.



INTERNATIONALIZATION

The Master program benefits from the strong international dimension of the School of Economics and Management, offering students several opportunities for academic mobility and international exchange. Students can participate in Erasmus+ study and traineeship programs, extra-European mobility schemes, and international exchange initiatives developed through partnerships with universities worldwide.

Starting from the current academic year, the Master program has further strengthened its international profile through the introduction of a dedicated English-taught curriculum. This new track aims to increase the attractiveness of the program for international students, foster a more multicultural learning environment, and enhance students' ability to operate in international academic and professional contexts.

The School is also involved in international cooperation projects, allowing students to experience different academic environments and strengthen their intercultural competencies. International initiatives, such as Erasmus Days, Welcome Days for incoming students, and International Staff Week activities, contribute to creating an international learning environment and encourage interaction between local and international students and staff.

These opportunities support students in developing global perspectives, adaptability, and cross-cultural communication skills, enriching both their academic and professional experience.

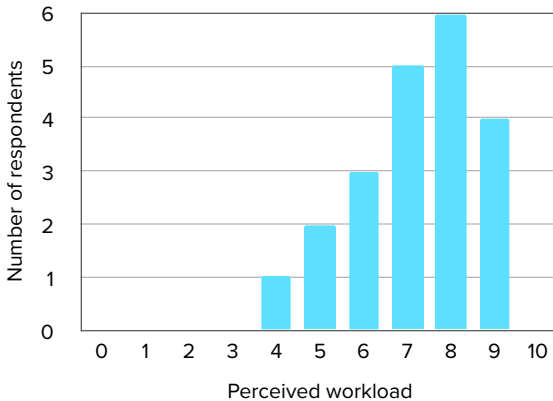
STUDY WORKLOAD

Monitoring the academic workload is essential to guarantee a sustainable, inclusive, and healthy learning environment. An excessive workload can lead to high stress levels, academic burnout, and a decline in quality of life. Therefore, evaluating how students perceive the balance between teaching hours, individual study, and exam sessions is a key metric to assess the Program's capacity to safeguard student well-being.

To explore this aspect, students were asked to evaluate the sustainability of their study workload on a scale from 0 to 10, where 0 represents completely unsustainable and 10 represents perfectly sustainable.

The empirical data illustrated in Figure 14 highlights a positive trend, showing a strong concentration of responses in the high sustainability range. This distribution demonstrates that for the vast majority of participants (with the bulk of responses falling between 7 and 9), the workload is perceived as highly manageable and well-calibrated. These findings validate the Program's structural design, confirming that it successfully maintains rigorous academic standards while effectively protecting the personal well-being and life-study balance of its students.

Figure 14: Study workload (2026)



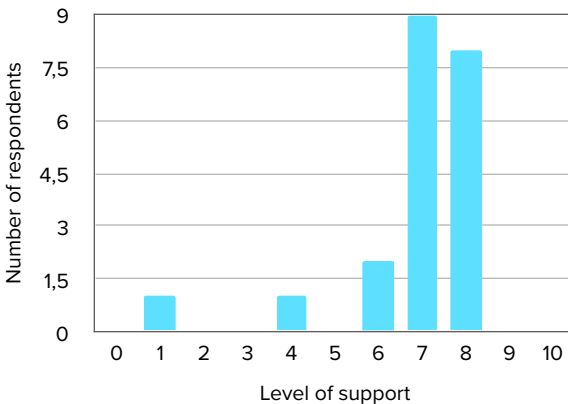
PERCEIVED WELL-BEING SUPPORT

Assessing the perceived support for personal and academic well-being is vital, as it highlights whether the Program succeeds in treating students as individuals rather than just academic metrics. When students feel structurally supported, it enhances their resilience, fosters a sense of community, and creates a positive social impact that extends beyond the classroom.

To evaluate this dimension, students were interviewed and asked to rate the extent to which they feel the Program supports their personal and academic well-being on a scale from 0 (no support at all) to 10 (maximum support).

The empirical data shown in Figure 15 reveals a positive perception, characterized by a greater concentration at the higher end of the scale. This demonstrates that the Program is perceived as a supportive environment by the clear majority of the student body.

Figure 15: Perceived well-being support (2026)



SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

Social and environmental sustainability represents one of the main focuses of the Master program and is therefore integrated across all courses and learning activities. Through a multidisciplinary approach, students are encouraged to develop awareness of both environmental and social challenges from different perspectives, including economic, social, managerial, and policy-related dimensions.

The Program promotes critical thinking on these issues and fosters an understanding of the interconnected nature of sustainability, equipping students with the knowledge and awareness needed to address complex societal and ecological challenges in both academic and professional contexts.

While the entire educational path touches upon sustainability themes, specific course offerings target these dimensions directly. For instance, environmental sustainability is deeply integrated through dedicated foundational and specialized courses such as Analytics for Environmental Economics, Urban and Environmental History, Statistics for Sustainability in Economics, Environmental Economics and Policy, Ecological Macroeconomics, Environmental law (*Diritto dell'Ambiente*), Environmental policy (*Politica dell'Ambiente*), and Institutions and environment (Istituzioni e Ambiente).

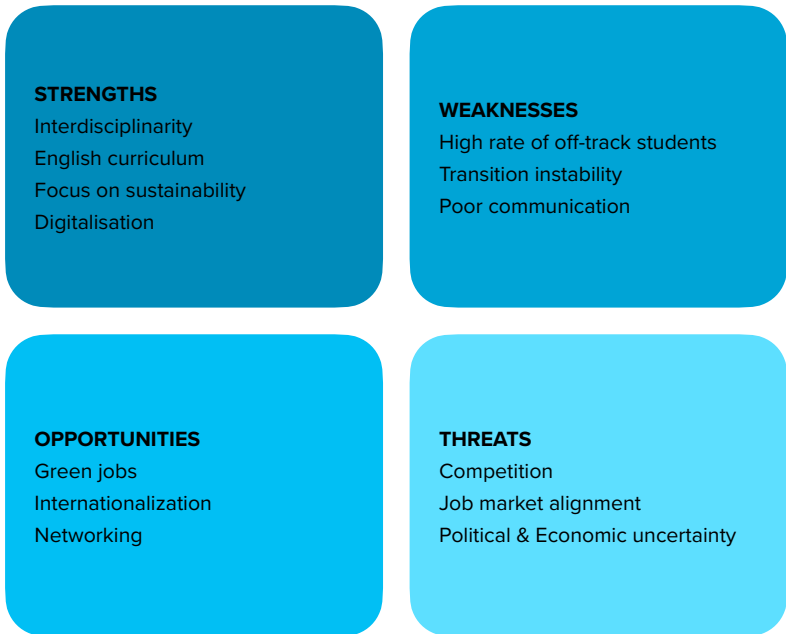
On the other hand, the social dimension of sustainability is heavily supported by courses focused on local ecosystems, public welfare, and territorial dynamics, including Geographic Information Systems for Socio-Economic Analysis, Local and Industrial Development, Culture, Creativity and Local Development (*Cultura, Creatività e Sviluppo Locale*), and Economics of Law and Public Services (*Economia della Legge e dei Servizi Pubblici*), ensuring that students develop a well-rounded expertise in both societal impact and environmental stewardship.

10. SWOT ANALYSIS

A SWOT Analysis is a foundational strategic planning framework useful to identify and evaluate the internal and external factors impacting an organization. It is divided into four distinct dimensions:

- Strengths: positive internal attributes, capabilities, and competitive advantages native to the program;
- Weaknesses: internal areas of friction, resource constraints, or operational deficiencies requiring mitigation;
- Opportunities: external trends, market shifts, and macro-environmental dynamics that the program can proactively exploit;
- Threats: external risks, competitive forces, or systemic hurdles that could challenge the program's success.

Figure 16: SWOT analysis



The SWOT analysis highlights the main internal and external factors influencing the EIS Master program. Among its key strengths are the interdisciplinary structure of the curriculum, the introduction of an English-taught track, the strong focus on sustainability, and the integration of digital skills and innovative learning tools.

At the same time, the analysis identifies some weaknesses. These include the high percentage of off-track students, the transitional instability connected to the recent curricular reform, and limited communication and promotion activities, which may reduce the visibility of the program among prospective students.

Regarding external factors, the program can benefit from important opportunities such as the growing demand for green jobs and sustainability-related competences, the increasing relevance of internationalization, and the possibility to strengthen networking activities with companies, institutions, and third-sector organizations.

However, the analysis also highlights threats such as competition due to the presence of similar Master programs offered by universities in other Italian cities which may attract potential students. In addition, the current political and economic context may create uncertainty for a degree program strongly focused on sustainability, as public and economic priorities increasingly appear to emphasize competitiveness and economic growth over environmental transition policies. This shift could potentially discourage future enrolments and reduce interest in sustainability-oriented academic paths.

11. FUTURE PERSPECTIVES

Reflecting on the recommendations from the previous reporting cycle, the program has already shown significant positive evolution. The recent transition from the former *Scienze dell'Economia* framework to the current EIS structure successfully aligns the program with global demands for environmental, economic, and social sustainability. In addition, the development of active partnerships with businesses and institutions are now clear points of strength. To maintain this positive trend, the following actions could be implemented in the future:

- **International Relationships and Double Degrees:** Following the successful introduction of the English-taught *Environment and Territory* track, the program could now consider expanding its international relationships with foreign universities. Specifically, it could benefit from exploring the possibility of offering a double degree, which would further enhance the program's global appeal and opportunities for students.
- **Academic Progression:** While general student satisfaction remains high and the overall workload appears to be manageable and fair, the program could investigate the underlying causes behind the percentage of off-track students. Understanding these reasons could help implement more targeted support actions to ensure a smoother academic path.
- **Communication:** Additional investments in promotional and communication strategies could effectively help the program reach a wider and more diverse audience.

In conclusion, this report provides a baseline for evidence-based decision-making. By embracing these recommendations, the EIS program can foster continuous growth and better equip future leaders to build sustainable institutions and businesses.

12. CONTRIBUTION TO SDGS



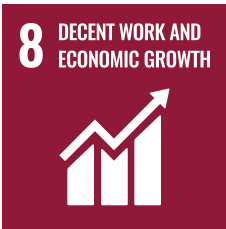
SDG 4: Quality Education

The program provides high-quality and interdisciplinary education. It equips students with critical tools and professional skills necessary to address complex sustainability challenges in public and private sectors (see §7, pp. 21-25).



SDG 5: Gender Equality

The program promotes equal opportunities and inclusivity, as reflected in its balanced student enrollment and active monitoring of gender distribution among both students and faculty (see §9, pp. 33-35).



SDG 8: Decent Work and Economic Growth

The program bridges academic knowledge with the labor market by offering employment prospects, internships, and specialized competencies in sustainable management, helping organizations transition toward green and decent work practices (§8, pp. 27-30).



SDG 10: Reduced Inequalities

The courses offered by the program explore policies, institutional designs, and economic mechanisms aimed at reducing socio-economic disparities, preparing students to formulate fair policies and promote social inclusion (§9, pp. 31-36).



SDG 13: Climate Action

Through courses such as environmental economics and policy, the program offers students the necessary skills to design effective mitigation and adaptation strategies for climate change (§9, pp. 40).



SDG 16: Peace, Justice and Strong Institutions

The program analyzes the fundamental role of institutional quality, transparent governance, and legal frameworks, preparing graduates to manage sustainable organizations and strengthen public trust and equity (§6, pp. 19-21).

13. METHODOLOGY NOTE

This Social Report has been prepared with the aim of providing a clear, transparent, and accessible overview of the MSc in Economia Istituzioni Sostenibilità / Economics Institutions Sustainability (EIS). In accordance with the principle of clarity, particular attention has been devoted to explaining data, concepts, methodologies, and interpretations in a comprehensible manner, allowing stakeholders to easily understand both the contents of the report and the context in which the information should be interpreted.

The report primarily refers to Academic Year 2024/2025 and is mainly based on institutional and official data related to that period. In addition, selected data referring to Academic Year 2023/2024 were included in order to provide a comparative perspective and identify possible trends or changes over time. These comparative elements were mainly drawn from the previous edition of the Social Report and were used to strengthen the analysis of the program's evolution across different dimensions.

Alongside institutional data, the report also incorporates qualitative information collected during Academic Year 2025/2026 through interviews and consultations involving 6 professors and 21 students. These interviews were included in order to capture at least some of the initial perceptions and early effects associated with the curricular reform introduced in the current academic year. Since the reform has only recently been implemented, its overall impact cannot yet be fully assessed; therefore, a more comprehensive evaluation of the changes introduced by the new curricula will only be possible in future reporting cycles.

For this reason, careful attention should be paid to the academic year associated with each dataset or indicator, which is specified throughout the report whenever relevant. Some findings, particularly those based on

quantitative institutional data, reflect the structure of the program prior to the recent reform, while interview-based insights may partially reflect the ongoing transition.

The preparation process was also guided, as far as possible, by the principles of inclusiveness and materiality. Stakeholder perspectives - especially those of students and professors - were considered through engagement activities and qualitative consultations aimed at identifying the topics perceived as most relevant for the Master program.

In line with the multidisciplinary and sustainability-oriented nature of the EIS program, the report attempts to address economic, social, and environmental dimensions whenever possible. Particular attention has been devoted to themes such as educational quality, employability, governance, inclusion, well-being, internationalization, and environmental responsibility. The report also includes an analysis of the Master contribution to the United Nations Sustainable Development Goals (SDGs) and draws inspiration from selected principles and guidelines of the Global Reporting Initiative (GRI) Standards, adapted to the specific context of a university Master degree program. However, future editions could further strengthen alignment by adopting a 'in reference to' approach rather than an 'inspired by' framework, in order to ensure greater comparability and standardization.

Finally, it is important to acknowledge some limitations of the present report. The analysis was conducted within limited time and resource constraints, and interviews were conducted on a restricted sample of students and professors, which inevitably influenced the depth and scope of certain sections. Moreover, the recent implementation of the curricular reform limits the possibility of fully evaluating its long-term academic, social, and professional impacts at this stage. Future editions of the Social Report could therefore expand the analysis by incorporating broader stakeholder engagement activities, additional indicators related to sustainability performance, and a more detailed assessment of the outcomes generated by the new curricula and internationalization strategy.

14. REFERENCES

University of Florence, Master of Science in Economics Institutions Sustainability (EIS), (2025), *Scheda SUA-CdS*, <https://www.eis.unifi.it/upload/sub/SUA.pdf>

University of Florence, Master of Science in Economics Institutions Sustainability (EIS), (2024), *Gruppo di Riesame*, <https://www.eis.unifi.it/vp-109-gruppo-dii-riesame.html>

University of Florence, Master of Science in Economics Institutions Sustainability (EIS), (2024), *Valutazione della Didattica*, <https://www.eis.unifi.it/vp-90-valutazione-della-didattica.html>

University of Florence, Master of Science in Economics Institutions Sustainability (EIS), (2024), *Accreditamento del Corso di Studio*, <https://www.eis.unifi.it/vp-111-accreditamento.html>

University of Florence, (2025), *Scheda di monitoraggio annuale*.

University of Florence, Master of Science in Economics Institutions Sustainability (EIS), (2025), *MSc in Scienze dell'Economia - Social Report 2025*, <https://www.eis.unifi.it/vp-103-qualita-del-corso.html>

Global Reporting Initiative, (2016), *GRI 203: Indirect Economic Impacts*, <https://www.globalreporting.org/pdf.ashx?id=12390&page=1>

Global Reporting Initiative, (2016), *GRI 405: Diversity and Equal Opportunity*, <https://www.globalreporting.org/publications/documents/english/gri-405-diversity-and-equal-opportunity-2016/>

Global Reporting Initiative, (2021), *GRI 1: Foundation 2021*, <https://globalreporting.org/pdf.ashx?id=1233>

Global Reporting Initiative, (2021), *GRI 2: General Disclosures 2021*, <https://www.globalreporting.org/publications/documents/english/gri-2-general-disclosures-2021/>

Global Reporting Initiative, (2021), *GRI 3: Material Topics 2021*, <https://globalreporting.org/pdf.ashx?id=12453>

15. GRI CONTENT INDEX

The MSc in Economia Istituzioni Sostenibilità / Economics Institutions Sustainability (EIS) has reported the information cited in this GRI content index for the period 2024/2025 inspired by the following standards of the Global Reporting Initiative (GRI) 2021.

Table 4: GRI content index-1

GRI Standard	Disclosure	Page
GRI 2: General Disclosures 2021	2-1 Organizational details	2
	2-2 Entities included in the organization's sustainability reporting	2
	2-3 Reporting period, frequency and contact point	2
	2-9 Governance structure and composition	19-20
	2-11 Chair of the highest governance body	7, 19
	2-29 Approach to stakeholder engagement	14-15
GRI 3: Material Topics 2021	3-1 Process to determine material topics	17-18
	3-2 List of material topics	17-18
GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	27-30
GRI 405: Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and employees	34-35

16. TABLES AND FIGURES

Table 1	EIS study plan 2025/2026 (curriculum: Environment and Territory)	10
Table 2	EIS study plan 2025/2026 (curriculum: Imprese e Istituzioni)	11
Figure 1	Scienze dell'Economia study plan 2024/2025 (both curricula)	13
Table 3	Stakeholder identification and engagement strategies	15
Figure 2	Interest/influence map	16
Figure 3	Prioritisation of material topics	17
Figure 4	Distribution of students by academic progress (AY 2024/2025)	23
Figure 5	Teaching staff availability to students (2026)	24
Figure 6	Percentage of graduating students overall satisfied with the degree program (2020-2024)	26
Figure 7	Perceived career alignment (2026)	29
Figure 8	Number of enrolments by age group (AY 2024/2025)	32
Figure 9	Number of students by gender (AY 2023/2024)	34
Figure 10	Number of students by gender (AY 2024/2025)	34
Figure 11	Number of professors by gender (AY 2023/2024)	35
Figure 12	Number of professors by gender (AY 2025/2026)	35
Figure 13	Percentage of students by geographical origin	36
Figure 14	Study workload (2026)	38
Figure 15	Perceived well-being support (2026)	39
Figure 16	SWOT analysis	41
Table 4	GRI content index	49



UNIVERSITÀ
DEGLI STUDI
FIRENZE

Da un secolo, oltre.



© 2026 MSc in Economics institutions sustainability
Department of Scienze per l'Economia e l'Impresa
University of Florence
Via delle Pandette, 32
50127, Florence, Italy
Internet: www.eis.unifi.it
Email: scienze.economia@economia.unifi.it