



Training Handbook



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- UNIVERSITY OF PELOPONNESE, Greece
- UNIVERSITÉ PARIS 1 PANTHÉON-SORBONNE, France
- SVEUČILIŠTE U RIJECI EKONOMSKI FAKULTET, Croatia
- UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA, Italy
- DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, Austria
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- MOMENTUM MARKETING SERVICES LTD, Ireland
-

Authors

- SVEUČILIŠTE U RIJECI EKONOMSKI FAKULTET (EFRI), Croatia (WP3 Lead)

In coordination with:

- UNIVERSITY OF PELOPONNESE (UOP), Greece
- UNIVERSITÉ PARIS I PANTHÉON-SORBONNE (UP1), France
- UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (UNIMIB), Italy
- DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (dB), Austria

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Overview

Deliverable D3.3 (SIM Training Handbook) is coordinated by EFRI as part of WP3.

After completing the piloting of the SIM Education Programme, all partner institutions submitted the required documentation to EFRI, which then prepared the SIM Training Handbook.

The **SIM Training Handbook** was prepared based on the following **information/reports received from partners**:

- 01 Open Call Report
- 02 Report On Selection Process
- 03 Module Report
- 04 Hackathon Report
- 05 Final Participant Project Report
- 06 Evaluation Form
- 07 Partner Report



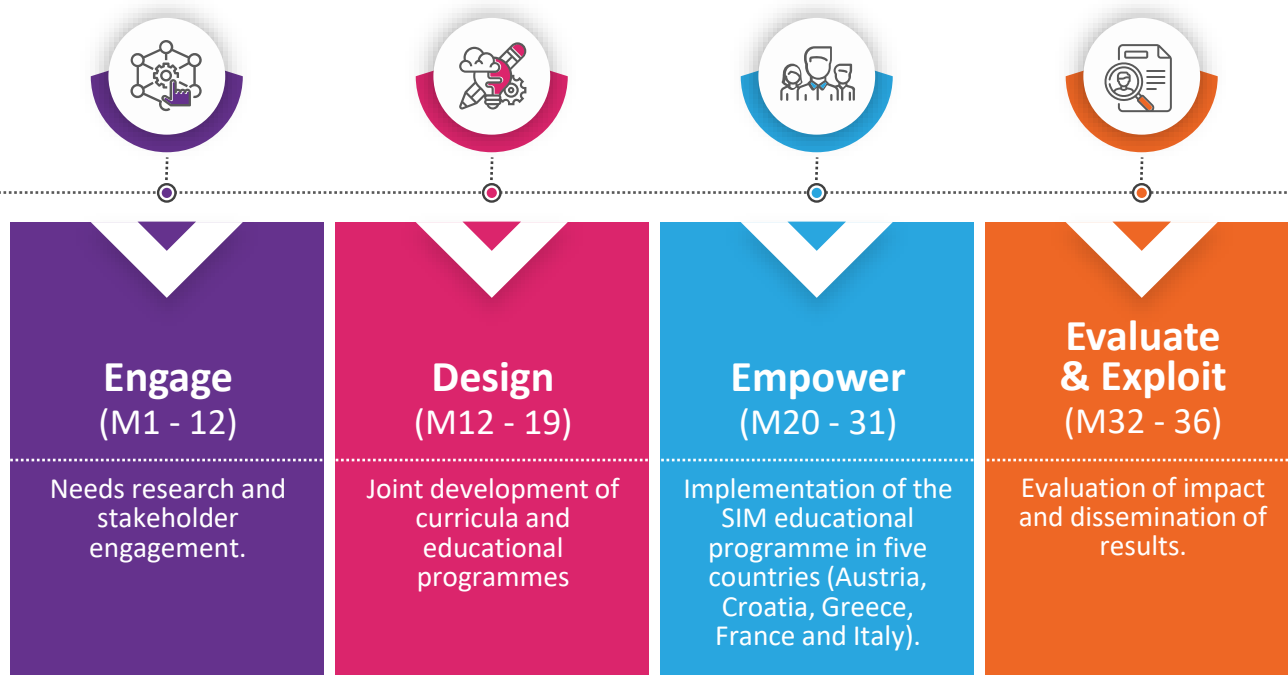
1.1 About the SIM project

This document represents deliverable D3.3 "SIM Training Handbook", which is produced as part of the Social Impact Manager (SIM) project, co-financed by the Erasmus+ programme (ERASMUS-EDU-2022-PI-ALL-INNO-EDU-ENTERP). The purpose of this document is to present the results of the implementation of the SIM educational programme and to provide insight into the methodology, content, and outcomes of the programme in five partner countries. The Handbook serves as reference material for future implementation and development of the programme.

The Social Impact Manager (SIM) project aims to create a new hybrid professional profile – the social impact manager – who possesses the multidisciplinary competencies required to strengthen corporate social responsibility and increase involvement in the development of local communities. Through the cooperation of higher education institutions, VET organisations and the business sector, the project develops and tests innovative educational models focused on ESG, CSR and social innovation. The increasing importance of social responsibility and sustainability in business

has created a need for professionals who understand the relationship between economic objectives and social development. EU policies – such as the Green Deal, Agenda 2030, and the EU CSR/ESG Directive – encourage companies to integrate social and environmental values into their strategies. The SIM project addresses this challenge by establishing an educational framework that links businesses, education, and communities, thereby promoting local development and community resilience.

The project is structured in four phases:



The project develops:

- 01** A SIM curriculum and educational programme comprising 30 hours of formal teaching plus practical activities.
- 02** Hackathon competition and small social projects that encourage collaboration between students and companies.
- 03** A transnational network of institutions and companies for social impact.

The goal is to establish a recognizable, sustainable European profile for Social Impact Managers who can connect business goals with social development and contribute to a sustainable and inclusive economy. Work Package 3 (WP3) represents the Empower phase, during which the SIM educational programme is implemented and tested in practice. WP3 uses the results of the previous phases – research and curriculum design (WP1 and WP2)— and transforms them into actual educational activities. The results and evaluations from WP3 form the basis for WP4, which focuses on the valorisation, sustainability, and expansion of the programme.

The consortium comprises 14 partners from 7 European countries, including universities, consulting firms, business associations, and civil society organisations. The key stakeholders in the implementation of the SIM educational programme are from the five countries involved in the pilot implementation: Greece, Italy, France, Croatia and Austria. Higher education institutions from above mentioned countries, partners in this project, jointly develop, implement, and evaluate the SIM educational programme, thus ensuring transnational applicability and quality of results.

1.2 Objectives of the SIM Training Handbook

- 01** Document the progress and results of the implementation of the SIM educational programme.
- 02** Provide a unified framework and standardize data from partner countries.
- 03** Present an overview of learning, challenges, evaluation results, and recommendations.
- 04** Serve as a guide for future implementations and opportunities for programme replication.

1.3 Structure and Methodology

The Training Handbook was developed according to the guidelines defined in the WP3 D3.3 template (prepared by EFRI). Each partner consortium submitted reports from SIM programme implementation. The final version represents the consolidated output of all partners and reflects the transnational implementation of the programme in Greece, Italy, France, Croatia, and Austria.

02

SIM Programme

The SIM programme is a 30-hour formal training course plus additional practical components: 30 hours of collaborative activities with the business sector, 15 hours of hackathons sessions, and 15 hours of work on small scale projects. The programme aims to develop competencies in social innovation, sustainability, and social impact management.



The **programme** is structured into **five modules**:

- 01 Corporate Governance and Strategy
- 02 Territorial Analysis
- 03 Stakeholder Engagement
- 04 Project Management
- 05 Impact Assessment and Reporting

The programme is delivered through a combination of lectures, case studies, interactive discussions, and teamwork. The approach is based on experiential learning and the active participation of students and experts from the business and civil sectors. The programme was jointly designed by the partners in the countries where the programme was implemented. Collaboration between participants and local organizations included guest lectures, workshops, company visits, and the joint development of ideas for socially beneficial projects.

Each partner institution organized a hackathon competition focused on local social challenges. Participants worked in interdisciplinary teams, supported by mentors from industry, community and academia. Participants developed small projects with measurable social impact, which were presented at final events and evaluated by a committee comprising representatives from industry, academia, and civil society.

03

Country Implementation



3.1

Croatia

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3.2

Italy

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3.3

France

42

3.4

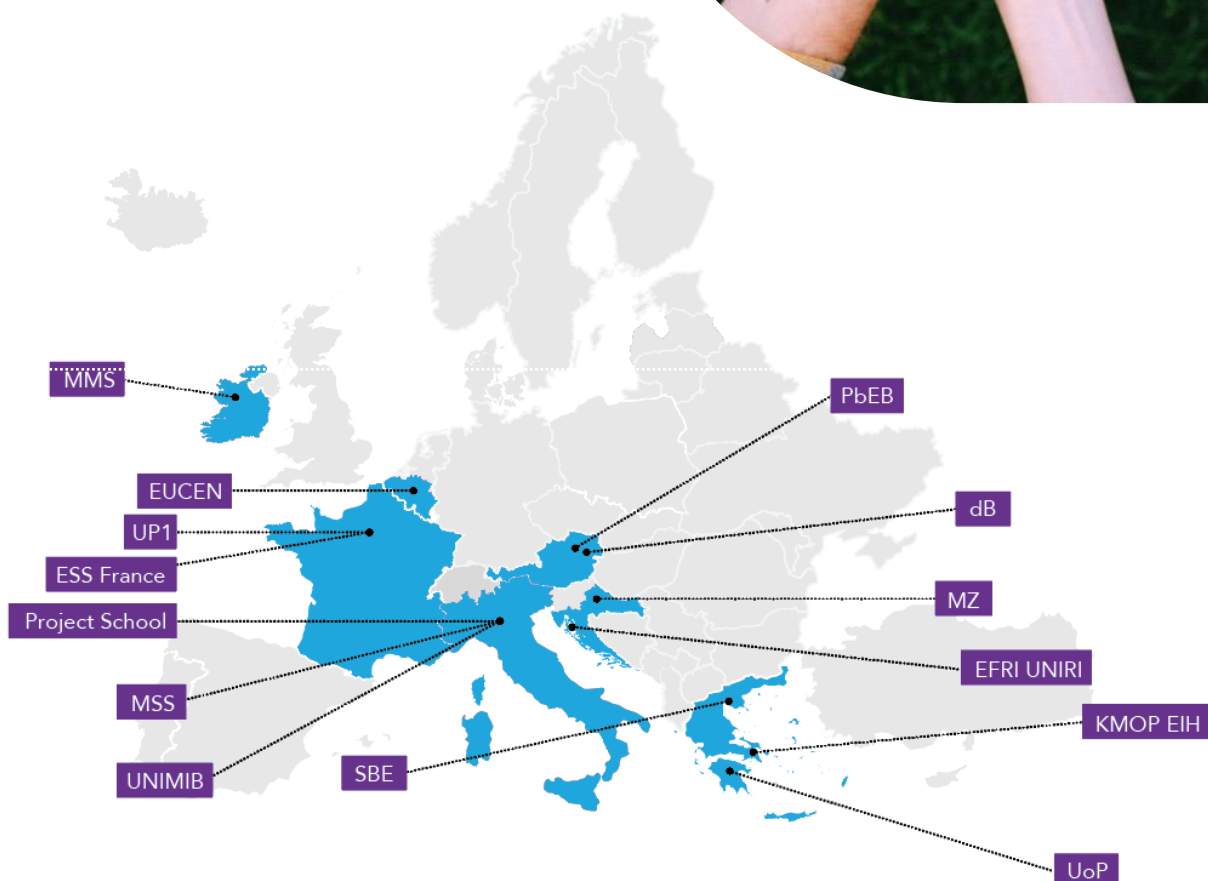
Greece

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3.5

Austria

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3.1 Croatia



In Croatia, the concept of social impact and corporate social responsibility (CSR) has gained increasing importance in recent years, particularly in the context of ESG standards and alignment with European sustainability policies. Although awareness of CSR is growing, many organizations still lack internal capacities for systematic planning, measurement, and reporting of social impact.

This is particularly significant for small and medium-sized enterprises (SMEs) as they represent the backbone of the Croatian economy yet often lack the resources and expertise needed to integrate sustainable and socially responsible practices. At the same time, civil society organizations and social enterprises continue to face challenges related to financial sustainability and the need for stronger cooperation with the private sector.

In this context, the SIM Programme in Croatia—implemented by the Faculty of Economics and Business (EFRI), University of Rijeka—plays a key role in connecting academia, business, and civil society. Its objective is to develop the competencies of future social impact managers and ensure the transfer of knowledge and practical tools needed for creating positive social change in the community. The programme strengthens collaboration between academia and business, supporting innovative and socially responsible practices across the region.

The SIM Programme in Croatia was implemented by EFRI in cooperation with:

- 01** The Association for Civil Society Development
- 02** The Society for Research and Development
- 03** Representatives of the private sector
- 04** External CSR consultants

CROATIA IMPLEMENTATION



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*Study visit to
private company
in Croatia*



Open Call

The open call for participation in the **Lifelong Learning Program** with the title **Social Impact Manager (SIM LLL)** at EFRI was open from March 28, 2025 to April 14, 2025

The open call was published on the official website of the Faculty (<https://www.efri.uniri.hr/>). The information about the open call was also sent to all EFRI alumni students via e-mail; to all partners/companies via the EFRI Career Center; and was posted on the Faculty Facebook and Instagram pages and in local newspapers. A special subpage with all information about the program was set up on the official EFRI website (https://www.efri.uniri.hr/hr/prijava_na_program/3701/468). Potential candidates applied via the Google Form <https://form.jotform.com/250832649504358>. Mandatory information about the potential participants was their surname, first name, date of birth, contact person, email address, gender, and employment status, the name of the company they come from and the motivation for participating in the LLL program. The program lasted from April 22, 2025 to June 17, 2025.



Report on Selection Process

After the submission deadline, the EFRI SIM Committee evaluated all applications and confirmed that all candidates met the programme criteria

Consequently, all 25 applicants were admitted and notified of their acceptance by email. The final cohort consisted of 25 participants, including EFRI students (17), a student from the Faculty of Law (1),

University of Rijeka staff members (3), NGO employees (1), and professionals from the private sector (3).



*Modules
implementation
in Croatia*



Module Implementation

The SIM Programme consisted of five modules delivered by EFRI faculty members in cooperation with partners from civil society organisations, socially responsible companies, and external CSR specialists.

Module 1 | Corporate Governance and Strategy

Module 1, Corporate Governance and Strategy, was held at EFRI on 22 and 25 April 2025. The lectures were delivered by an assistant professor and two full professors from EFRI. The module focused on integrating social impact into corporate strategies, emphasising its relevance for long-term success and sustainability. It examined the evolution of social impact—from early philanthropy and Corporate Social Responsibility (CSR) to contemporary approaches such as ESG (Environmental, Social, and Governance), shared value, and regenerative models.

The module highlighted the importance of aligning business objectives with societal well-being, drawing on frameworks such as the UN Sustainable Development Goals. A central theme was the broadening of value creation, underscoring that companies should generate value not only for shareholders but also for society by balancing profit with ethical and sustainable practices. Participants discussed the concept of value appropriation and how equitable distribution among stakeholders can strengthen resilience and organisational legitimacy.

Another key topic was the integration of ESG factors into business strategy, with reflections on how embedding ESG can improve resilience, innovation, and financial performance. Ethics in business was presented as a cornerstone of trust and sustainable value, influencing decision-making, stakeholder relationships, and organisational culture.

The module also examined the alignment of organisational culture with social impact, focusing on how purpose-driven cultures foster innovation, employee engagement, and stakeholder trust. Finally, it addressed the integration of sustainability into corporate strategy, demonstrating how this approach supports risk mitigation, stakeholder alignment, and competitive advantage.

Strategic planning processes were explored in detail, with practical steps and case studies illustrating how social impact goals can be embedded into business strategy and operations. By engaging with topics such as value creation, ESG integration, ethics, organisational culture, and sustainable strategy, participants gained a comprehensive framework for aligning business objectives with societal needs.

A total of 14 participants attended the lectures in Module 1

These learning outcomes are expected:

The findings and conclusions from Module 1 provide a foundation for participants to drive innovation, embed sustainability, and achieve broader project objectives through real-world application and ongoing organisational transformation.

01

Enhance participants' strategic thinking about social and environmental responsibility, equipping them to design and implement impactful strategies in their organizations.

02

Foster ethical leadership and a culture of accountability, which strengthens stakeholder trust and organizational resilience.

03

Encourage the use of measurable goals and KPIs for social impact, ensuring ongoing evaluation and continuous improvement.

04

Promote stakeholder engagement and cross-sector partnerships, amplifying the reach and credibility of social initiatives.

05

Follow-up actions, such as regular impact assessments and the integration of social impact into institutional strategies, will help sustain these effects.

Module 2 | Territorial Analysis

Module 2, Territorial Analysis, was held at EFRI on 29 April 2025, and was delivered by a full professor from EFRI. The module introduced territory as a multidimensional concept, stressing that geographical space should not be understood narrowly. Territory is also a social reality, shaped by the different perceptions and experiences of stakeholders.

For a household, for example, territory refers to its immediate residential area, while for a company it corresponds to the space in which its economic activity takes place (such as sales, procurement, and employment). However, studies show that many company managers have an unclear understanding of territorial dynamics, particularly regarding territorial subdivisions and the networks of actors associated with them.

The aim of this module is to develop an understanding of the local ecosystem in which a company operates. To achieve optimal results, it is necessary to identify all internal and external stakeholders who may be affected by, or engaged in, the company's activities. Stakeholders can be grouped into several categories: institutions (local authorities and public services), associations with social or environmental objectives, other companies, citizens (residents, civic communities, and informal leaders), and the company's employees. These groups may have differing and conflicting interests. Therefore, a key objective of the module is to identify the issues that matter to each stakeholder group in order to better

understand their needs, expectations, and patterns of interaction. By analysing territorial, economic, and administrative dimensions, the module establishes a basis for determining the degree of a company's connection with its environment. This connection may take different forms: passive anchoring, productive anchoring, contributing anchoring, and interdependent anchoring. Participants acquired the knowledge necessary to define a company's field of action. To achieve this, they analysed data from four key areas: economic (employment and unemployment, standard of living, economic development), social (poverty and social exclusion, housing, diversity and disability, demographics), societal (education, health, safety, mobility, digital access, culture and leisure), and environmental (pollution and energy transition).

The results of Module 2 make it clear that a clear definition of the action area is crucial to the success of the project and that the risks associated with a vague or incorrect understanding of the action area must be excluded. A total of 17 program participants attended lectures as part of Module 2.

Module 3 | Stakeholder Engagement

Module 3, "Stakeholder Engagement" took place at EFRI on May 6th and May 9th 2025. Lecturers at this module were associate professor at EFRI and civil society association representatives.

Module 3 and learning materials collectively cover the full cycle of partnership and stakeholder management, from initial analysis and strategic planning, through implementation and conflict resolution, to evaluation and continuous improvement. Tools presented included stakeholder mapping, the influence-interest matrix, participatory planning frameworks, and structured communication models.

The module emphasised that early-stage and well-organised stakeholder engagement, transparent communication, and clearly defined partner roles are critical to the sustainability and legitimacy of social impact projects. Participants acquired practical skills in conflict resolution, consensus building, and governance of cross-sector collaboration, which are expected to contribute to more inclusive and resilient project outcomes.

A total of 16 program participants attended lectures as part of Module 3.



**Modules
implementation
in Croatia**



Module 4 | Project Management

Module 4, "Project Management" took place at EFRI on May 13th and May 20 2025. Lecturers of this module were: private company representative and civil society association representative

This module addressed the fundamentals and application of project management methodologies in the context of sustainability and social responsibility. Through examples from an exporting pharmaceutical company and an organisation

dedicated to improving the position of persons with disabilities, participants examined organisational practices, project development cycles, and mechanisms for integrating sustainability goals into everyday operations.

Upon completion of the module, participants were able to:

- 01** Comprehend key concepts in sustainability, social responsibility, and project management;
- 02** Analyse the organisation and functioning of socially responsible enterprises and associations;
- 03** Differentiate between various models of integrating social responsibility into organisational activities;
- 04** Identify barriers, challenges, and opportunities in the implementation of socially responsible practices across sectors.

A total of 14 program participants attended lectures as part of Module 4.

Modules implementation in Croatia



Module 5 | Impact Assessment and Reporting

Module 5, "Impact Assessment and Reporting" took place at EFRI on May 16th and May 23rd 2025. Lecturers of this module were: CSR consultant, associate professor at EFRI and project manager at EFRI.

The final module focused on ESG and Social Impact (SI) reporting. Participants were presented with methodologies, tools, and techniques used in reporting processes, including strategies for

overcoming practical difficulties that organisations commonly encounter. Case studies from five companies and the application of gamification methods supported experiential learning.

Upon completion of the module, participants were able to:

01

Understand theoretical and practical foundations of ESG and SI reporting;

02

Assess and compare social responsibility projects and their reporting processes;

03

Identify major challenges and future directions in the development of ESG and SI reporting frameworks.

A total of 15 program participants attended lectures as part of Module 5.

Overall summary of module implementation in Croatia

The five modules of the SIM Programme in Croatia provided a comprehensive theoretical and practical foundation for the development of competencies in sustainability, corporate responsibility, stakeholder collaboration, project management, and impact reporting.

The interdisciplinary approach, combining academic expertise with contributions from the corporate sector and civil society, ensured high relevance for real-world application. Participants progressively expanded their knowledge base and practical skills, preparing them to act as emerging social impact professionals capable of linking business goals with broader societal development.



Hackathon

After completing all five modules of the SIM LLL programme, SIM LLL team organised a full-day hackathon competition on June 13, 2025. In addition to the SIM LLL programme participants, other interested participants who had applied to take part also took part in the hackathon competition

At the beginning of the day, the participants were divided into teams whose task was to work all day on solving a given social problem. Partner in the organisation of the competition was the StepRI association and two NGOs. STEPRI, who has many years of experience in organising this type of competition, guided the participants throughout the day through all the steps necessary to get from an idea to a solution and present it to the participants and the evaluation committee. The evaluation committee consisted of four members (two

representatives from EFRI and two representatives from NGOs). Members of the SIM team also mentored participants throughout the day. At the beginning of the day, NGO representatives presented case studies. Each association presented two (2) case studies, resulting in four (4) case studies being presented. The participants formed eight (8) teams and the teams drew the case studies on a sheet of paper.

The case studies were:

01

LudoLab – Creating a positive social impact through games?

02

Our Foundation – How to raise money for local initiatives?

03

How to **develop and sustain a culture of volunteering** in organisations?

04

NGO LAB - inclusive entrepreneurship, social impact business.



Hackathon in Croatia

Participants received a template for a pitch deck to help them prepare their presentations in a better and more structured way. The presentation of the solution lasted 3 minutes per team and included the name of the social challenge, an explanation of the social challenge and the group it affects

In addition, the objectives of the solution, an explanation of the innovative nature of the solution, the expected social impact, a list of important stakeholders and their influence, a description of the activities required to implement the solution and possible challenges that may arise during the implementation of the solution. At the end of the day, the teams presented their solutions to all participants and the evaluation committee, and the best solutions were announced.

In this one-day hackathon competition, the participants were confronted with real-life problems/challenges presented to them by our partners, the NGOs. The aim of the competition was for participants to work on solving actual, real-life problems faced by NGOs so that their solutions could potentially be accepted and implemented. In this way, the participants who are also participants in the SIM LLL Programme were able to apply the knowledge gained in the implementation of SIM LLL programme and learn about the role of the SIM manager in the NGOs, while the other participants were given a brief insight into the SIM LLL programme and clear instructions on how to work on solving presented challenges.

The Hackathon competition hosted 43 participants.



Cooperation Schemes & Final project

As part of the Social Impact Manager (SIM) project, one of the key goals was the development and implementation of a cooperation scheme facilitating collaboration between local companies and students.

This initiative was designed as a continuation of the project's educational and practical activities, aiming to foster social impact aligned with companies' Environmental, Social, and Governance (ESG) goals.

In the scheme, a locally operating, internationally present pharmaceutical company engaged with student teams by providing real-world case studies reflecting specific social impact challenges embedded within its ESG strategy. The company hosted student visits to its facilities, where students were introduced to its operations, organizational context, and key challenges.

Following the orientation, students worked collaboratively with company representatives on targeted social impact issues, applying academic knowledge to practical problems while gaining firsthand experience in corporate ESG efforts.

Building on the success of this cooperation during the SIM program, the pharmaceutical firm, currently expanding its ESG team, recognized the demand for a specialized Social Impact Manager profile within its organization. Consequently, the company initiated a recruitment process in partnership with the Faculty of Economics and Business (EFRI).

The selection procedure was structured as follows:

01

First round: Conducted at EFRI, where representatives from the company interviewed the three best student teams. Candidates discussed their approaches and solutions to the real challenges presented in the case studies.

02

Second round: Took place at the company premises on July 10, 2025, involving four candidates selected by the company based on their previous performance.

03

Third round: The company made a final selection of the most fitting candidate, progressing with formal recruitment stages.

*Final project
implementation
in Croatia*

Currently, the selected candidate is employed under a student contract with the company. The company's intention is to subsequently offer the candidate a permanent position within their ESG team, thereby embedding the Social Impact Manager role into their organizational structure.

This cooperation scheme not only provided practical learning and employment pathways for students but also effectively linked academic training with industry needs in social impact management, creating a replicable model of university-business collaboration within the SIM project framework. After cooperation schemes were finished, on the last day of SIM programme, on June 17, 2025, SIM participants presented their final projects. Students

had to design a part of the campaign related to the social impact approach to business. Keeping in mind that responsible business and community care are essential for any company's success, an ESG representative introduced students with a one-hand task. As a company, they recognize the value of investing in community health through projects aligned with its ESG (Environmental, Social, and Governance) strategy.

6 project were presented:

- 01 3AM TEAM
- 02 L.E.T.T. TEAM
- 03 DASHBOAR TEAM
- 04 ZAKLADNICI TEAM
- 05 HERO TEAM
- 06 MD NA KVADRAT TEAM

01 ● 3AM TEAM

Participants were assigned a real-world task to develop a social impact communication plan for the company's project offering free eye pressure measurements. The communication plan needed to communicate the company's dedication to community health, demonstrate the social value of the initiative, and encourage engagement from both users and partners.

It emphasized the company's tradition in ophthalmology innovation and citizen well-being, while clearly linking the project to the ESG framework by showing how free and accessible health services contribute to social sustainability.

A core element of the communication plan was raising awareness about the role of eye pressure monitoring in preventing glaucoma and potential blindness, promoting early detection as a key message, and supporting the project's goal of 100,000 free measurements by year-end. To drive participation, the communication plan defined targeted calls to action for users to visit the measurement stand and learn about eye health, and for partners to support the initiative and contribute to long-term community well-being. The project allowed students to step directly into

the role of Social Impact Managers. They were responsible for balancing community needs, stakeholder expectations, and sustainability principles while shaping a communication plan with measurable social outcomes. In doing so, they applied the program's theoretical foundations such as public health impact, strategic planning, and stakeholder engagement, to a real business context, demonstrating not only understanding but also execution of social value creation.

Participants delivered a concise and actionable social impact communication plan, successfully embedded ESG principles into project planning, and proved their ability to operate as Social Impact Managers in a real corporate environment.

02 L.E.T.T. TEAM

Participants took part in a project that challenged them to solve a real business task and to manage a socially impactful campaign. The assignment, presented by the ESG officer of a leading pharmaceutical company in Rijeka, required participants to understand how ethical business practices and community involvement shape organizational success.

At the core of the challenge was the company's long-term commitment to community health and its ESG values, expressed through its initiative offering free eye pressure measurements.

The project goal was to manage a campaign that clearly communicated the company's dedication to the initiative, explained its value to public health, and motivated users and partners to participate. The communication needed to highlight the benefits of accessible eye care, link the initiative to glaucoma prevention and the importance of early detection, and support the company's goal of completing 100,000 free measurements by the end of the year. It also required a compelling call to action, encouraging users to visit the stand for a free screening and inviting partners to join the effort, paired with strong and visually appealing content suitable for physical and digital channels. This assignment placed participants directly in the

role of Social Impact Managers. Participants were responsible for shaping communication that balances community needs, stakeholder engagement, and measurable social value. They applied principles learned in the program: public health promotion, ESG-based positioning, and sustainable business practices to a real corporate context, demonstrating the ability to communicate both societal and organizational benefits in a clear and responsible manner.

By completing this project, participants contributed to the company's mission of expanding access to eye health while gaining practical experience in social impact management. Their work showed an understanding of how free eye pressure screenings can reduce preventable blindness and align business success with community well-being, confirming their capacity to act as Social Impact Managers in practice.

03 DASHBOAR TEAM

Participants were given a final assignment that required them to manage a social impact project focused on visualizing the company's progress in the number of glaucoma screenings conducted.

Their task was to conceptualize and prototype a dashboard that would clearly communicate key metrics and demonstrate the development and reach of the initiative. Instead of merely displaying data, the dashboard needed to make the societal value of the project visible and understandable to both users and partners.

The dashboard was expected to show the total number of glaucoma screenings performed, the geographic distribution of all locations including international sites, and the number of detected cases with elevated eye pressure. It also needed to include a call-to-action element encouraging continued participation and partnership support. Participants presented a storyboard or prototype supported by a clear explanation of the dashboard's functionalities, using tools such as Figma or Tableau to demonstrate interactive features.

The project highlights transparency, trust, and measurable progress toward organizational commitments to social impact. This assignment placed participants directly in the role of Social Impact Managers, responsible for ensuring not only accurate reporting but also meaningful communication of results. They were challenged to think critically about how information design can strengthen stakeholder confidence, encourage engagement, and reinforce accountability in social impact initiatives.

In completing this assignment, participants demonstrated practical competence in leading social impact projects through designing tools that not only measure outcomes, but also inspire continued participation and reinforce the credibility of the initiative.



04 ZAKLADNICI TEAM

Participants were assigned to manage a social impact project aimed at expanding the company's glaucoma-screening initiative by forming partnerships with organizations, companies, and event hosts. Their task was to develop a persuasive pitch that explained who is involved, what the collaboration offers, how it would function in practice, and what impact could be expected.

The assignment placed participants directly in the role of Social Impact Managers. They had to think beyond communication and understand how partnership building, stakeholder alignment, and measurable community outcomes drive social impact. This required them to balance partner expectations, clearly articulate mutual value, and frame collaboration around transparent and quantifiable results.

Through the project, participants strengthened skills central to social impact management: stakeholder engagement, persuasive yet responsible communication, and demonstrating the societal

value of collaboration. They learned how to shape messages that activate partners, how to use clear projections to build trust, and how to communicate expected results in a way that supports accountability. Their final work showed a strong ability to design partnership concepts that are realistic, transparent, and impact-driven.

Participants gained practical experience in managing a partnership-based social impact project, developing the ability to communicate, measure, and scale social value, which are key competencies for operating as Social Impact Managers in real professional environments.

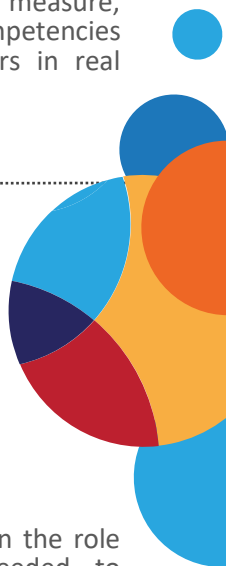
05 HERO TEAM

Participants were given a final assignment that required them to manage a social impact project focused on visualizing the company's progress in the number of glaucoma screenings conducted.

Participants worked on a real-world assignment centered on managing a social impact project related to the company's free eye pressure measurement campaign. An ESG officer introduced the task, which required participants to communicate the societal value of the initiative and activate both users and partners. The assignment encouraged a deeper understanding of how responsible business and community health engagement contribute to long-term sustainability. Participants were required to conceptualize communication that clearly explained the purpose of free screenings, their role in preventing glaucoma and blindness, and the value of early detection. They integrated key messages about accessibility, public health, and community well-being while presenting collaboration opportunities for partners. Instead of simply advertising the initiative, participants learned to design communication that builds trust, encourages participation, and reinforces the company's alignment with ESG values.

This project placed participants directly in the role of Social Impact Managers. They needed to approach the assignment from the perspective of stakeholder engagement rather than marketing. Their task was to translate complex health information into accessible messages, motivating community involvement, and framing the initiative within a measurable social impact context. The task strengthened their capacity to think critically about how communication can support public health outcomes and drive collaboration.

By completing this assignment, participants demonstrated the ability to manage a socially driven business initiative in practice. They gained experience in communicating societal value, activating stakeholders, and aligning messaging with ESG-based goals.



Participants were challenged with a real-world task which was to manage a social impact project focused on expanding the company's glaucoma-screening initiative through new partnerships. Their role was to act as a social impact manager and to design an approach for attracting and engaging potential collaborators and to prepare a concise pitch and two email templates aimed at launching mutually beneficial cooperation.

The project required participants to identify relevant organizations, businesses, nonprofits, and event hosts that could support or facilitate screening activities. They needed to clearly communicate how collaborations would work in practice: where screenings could be integrated, what support the company would provide, and how many screenings each partnership might generate. Participants were expected to frame the collaboration as a win-win proposition based on shared social value.

Acting as Social Impact Managers, participants focused on stakeholder engagement, alignment of interests, and transparent communication of measurable outcomes. They positioned

partnerships as opportunities for organizations to strengthen their CSR efforts, support public health, and gain positive visibility, while also helping the screening campaign reach more people and contribute to early detection of glaucoma.

The project demonstrated participants' ability to apply the SIM programme's core competencies in practice. They showed maturity in identifying relevant partners, tailoring messaging to their motivations, and communicating expected results in a way that builds trust and drives collaboration. Their final pitches and outreach materials clearly reflected an understanding of shared value creation, accountability, and the importance of measurable social outcomes.

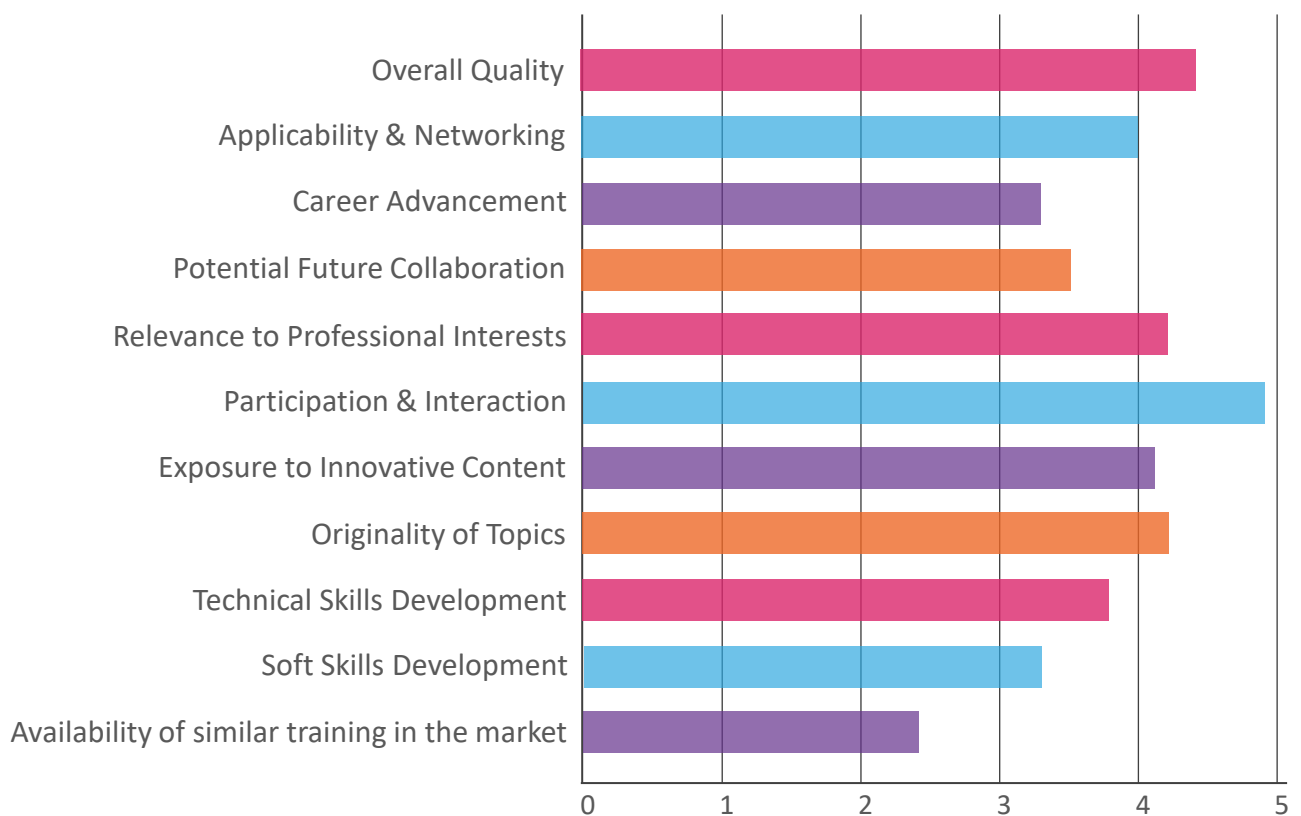


*Final project
implementation
in Croatia*



Student Evaluation Survey

After the end of the programme, participants received a survey by email to evaluate the quality of the SIM LLL Programme, its content, and the lecturers. Eighteen participants completed the end-of-course evaluation (evaluation range: 1 (low) –5 (high) scale):



Participants' Survey Results – Croatia

Country		
Austria	Croatia	France
Greece	Italy	

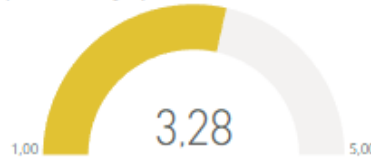
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Respondents

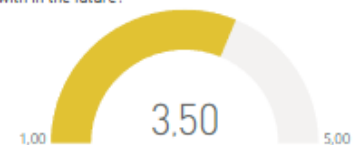
Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



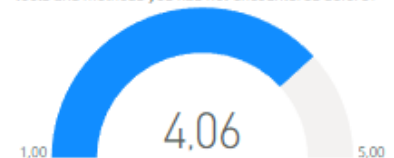
Was the content relevant to your professional development or interests?



Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



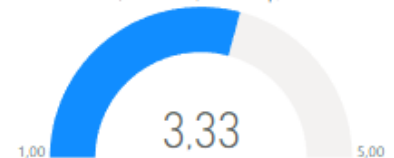
Did the course content address topics or perspectives that are rarely covered in similar educational programs?



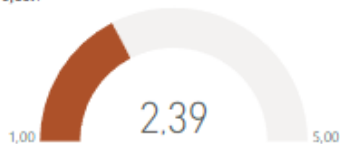
Did the program improve the technical skills relevant to your current or desired profession?



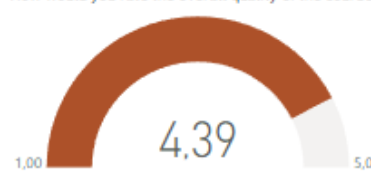
Did the program improve your soft skills (e.g., communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

All praise for the entire program!! From interesting lectures to study visits and competitions – everything was more than inspiring. I am a frequent participant and I am happy to respond to projects like this, but I must emphasize that NO PROJECT SO FAR has directed me like this, opened my eyes and pushed me in a completely new career direction. The project gave me an insight into what is really important (to me). What I want and aspire to be a part of I would like to refer to a few guidelines for the coming years of implementation. We could (together) design a model for less paper consumption. I know that documentation is extremely important and that the main word is always led by the project holders, so I mention this to encourage them to find a more

Overall, the Croatian rollout of the SIM LLL delivered strong results in both participation and impact. The open call attracted 25 applications, underscoring the programme's relevance in the national context. Following selection, 21 participants were admitted—a balanced mix of professionals, students, and non-profit sector staff. **Availability of similar training in the market** refers to the participant's assessment of the likelihood of

this form of learning if he had not attended the SIM Programme. In this case, a lower grade indicates that the participant believes he would not have had the opportunity to acquire the knowledge gained in the SIM Programme if he had not attended. At the end of the SIM Programme, participants developed six projects, and rated the programme 4.4 on a scale 1 to 5.



3.2 Italy



The Social Impact Manager Lifelong Learning Programme (SIM LLP) in Italy was developed under the coordination of the University of Milano-Bicocca, with the fundamental support of partners Project School and Manageritalia. The Social Impact Manager Lifelong Learning Programme (SIM LLP) was designed to strengthen the competencies of future professionals and practitioners in the field of social innovation, sustainability, and impact management.

The initiative responds to the growing need for qualified professionals capable of bridging business strategies with societal value creation, promoting collaboration among companies, public institutions, and the third sector. The Italian SIM LLP program included four in-person training days held in May 2025 at Manageritalia headquarters in Milan. The training was delivered through four intensive in-person days in Milan (May 2025), each lasting eight hours, complemented by online and asynchronous group project work. These sessions included five key theoretical modules. Participants (predominantly professionals from the third sector, private companies, and consultancy fields) worked on real initiatives connected to their professional contexts, developing solutions that addressed social inclusion, education, territorial regeneration, and financial

accessibility. The program emphasized active participation, interdisciplinary exchange, and peer learning, fostering a dynamic environment of professional collaboration and innovation. Central to Italian implementation was the active participation, experiential and peer learning, and co-design with stakeholders, combining theoretical modules with fieldwork and project collaboration. A distinctive feature of the Italian implementation was the strong involvement of corporate and non-profit partners, which enabled participants to engage directly with organizations such as Lendlease, EY Foundation, EPSON, and Humana People to People. This cross-sectoral dimension encouraged dialogue between academia and industry and provided practical settings for testing impact-driven strategies.

ITALY IMPLEMENTATION



● Open Call

30



● Report on Selection Process

30



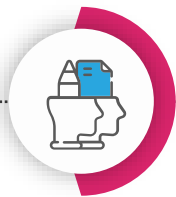
● Module Implementation

31



● Hackathon

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● Final project

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● Student Evaluation Survey

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Open Call

The open call for the SIM program was launched on March 31, closing on April 20, 2025. It attracted 52 applicants nationwide, with strong female representation (82%) and an average age of 34.5.

Candidates included professionals from the third sector (ETS), private sector employees, freelance professionals, students, and individuals seeking reorientation within the impact field. The process sought to balance motivation, diversity, academic background, professional experience, and

commitment to sustainability and social innovation. The final cohort consisted of 25 participants, predominantly female (76%), with a balanced mix of employment backgrounds and ages ranging from 22 to 50.



Report on Selection Process

Selection was conducted on the basis of organizational affiliation, personal demographics, employment status, professional characteristics, and declared motivations for joining the program.

The process prioritised candidates demonstrating strong interest and practical knowledge of sustainability and social impact. The final cohort included professionals from non-profit and private

sectors, students, job seekers, researchers, and self-employed workers.



Module Implementation

The Italian implementation of the SIM program's module phase comprised four in-person full training days in May 2025, held at the Manageritalia headquarters in Milan. Each day lasted approximately eight hours. The content was delivered through five core thematic modules designed to build participants' competencies progressively from strategic understanding to practical application in social impact management. The modules were combined with dynamic participative methods, including lectures, group exercises, case discussions, and peer learning.

Module 1 | Corporate Governance and Strategy

Introduction of social impact integration within corporate governance and strategic management.

Aim	Topics	Duration
To equip participants with the ability to embed sustainability and social impact into corporate strategy and understand the governance mechanisms that support these initiatives.	Value creation/appropriation, ESG principles, ethical business standards, organizational sustainability frameworks	Half day (May 9, 2025)

Module 2 | Territorial Analysis

Understanding the territorial context and companies' local ecosystem responsibilities.

Aim	Topics	Duration
To deepen awareness of the company's territorial impact and its role in fostering partnerships for local social innovation.	Social, economic, environmental local challenges, stakeholder mapping, strategic local partnerships	Half day (May 9, 2025)

Module 3 | Stakeholder Engagement

Effective communication and management of stakeholder relationships.

Aim	Topics	Duration
To prepare participants to develop and maintain productive stakeholder collaboration essential for project success; to build skills for effective stakeholder identification and management	Stakeholder typologies, engagement frameworks, negotiation, participatory planning, communication strategies	Full day (May 16, 2025)

Module 4 | Project Management

Fundamentals of managing social impact projects

Aim	Topics	Duration
To provide practical skills for successfully executing and managing projects aimed at creating social value.	Project planning, scheduling (GANTT, WBS, PERT), risk management, KPIs, adaptive management	Full day (May 22, 2025)

Module 5 | Impact Assessment and Reporting

Theories and frameworks for measuring and communicating social and environmental impact.

Aim	Topics	Duration
To develop participants' capabilities to design impact measurement systems and produce credible impact reports for diverse stakeholders.	Theory of Change, SROI, Cost-Benefit Analysis, GRI/CSRD reporting frameworks, KPIs, data monetization.	Full day (May 23, 2025)

Each module addressed theoretical and practical dimensions of sustainability, integrating ESG principles, stakeholder mapping, financial/operational project management, and data-driven impact assessment frameworks. Participants applied learned concepts to real-world or simulated cases throughout the course.

Regarding program implementation, the modules were delivered in intensive full-day sessions, ensuring comprehensive coverage of thematic areas. The approach emphasized active participation, through interactive discussions, case studies, and practical exercises. Participants applied module concepts to real or simulated local impact cases in group projects developed during and after the training days. Participation was consistently high, and the level of motivation and collaboration among participants exceeded expectations.

The involvement of corporate and non-profit partners enriched the process, offering participants direct exposure to real-world impact cases and diverse operational contexts. Overall, the program was implemented smoothly and successfully, with strong engagement and constructive interaction across all phases.

The program was further enriched by a Social Innovation Hackathon in June 2025 and ensuing Cooperation Schemes with companies, facilitating applied learning and stakeholder collaboration.

*Module
implementation
in Milan,
May 2025`*





*Hackathon
in Milan,
June 2025*



Hackathon

A Social Innovation Hackathon was held on June 24 2025, involving collaboration among students, companies and non-profit organizations.

Four working groups used the Social Impact Canvas methodology to co-design responses to company challenges, leading to the development of initial cooperation schemes—innovative social impact projects for subsequent refinement and potential

real-world implementation. Social Innovation Hackathon fostered cross-sector collaboration among participants, companies, and non-profit organizations.



Final project

During and after the training sessions in May, participants organized themselves into groups to work on six final project works inspired by their professional activities.

These projects were developed throughout May until the end of June 2025, involving both on-site meetings and online collaboration. Each group designed and developed project work inspired by their professional activities, targeting areas such as social inclusion (Inhabiting the Community), territorial regeneration (Dolomites Social Innovation College), financial inclusion (Pink Finance), community welfare (Casa della Carità), educational

innovation (Piscopia Corner), and local development (Ouonck Gardens). These projects utilized the full set of program modules and involved cross-sector partnerships, real case studies, and ongoing evaluation for practical outcomes and skills enhancement. Cooperation schemes with companies were further elaborated in follow-up work.

6 project were presented:

- 01** Strengthening the Productive Chain of the Ouonck Gardens
- 02** Future Classroom (Piscopia Corner)
- 03** Residential Hospitality (Casa della Carità) - Inhabiting the Community
- 04** Residential Hospitality (Casa della Carità)
- 05** Pink Finance - StartHER
- 06** Social Innovation College - Dolomites



01 Strengthening the Productive Chain of the Ouonck Gardens

Supported 258 young people and women in Senegal with agricultural training, entrepreneurship, and micro-credit; fostered international exchanges with Italy.

A local development initiative supporting 258 young people and women in the Ouonck area (Senegal) with agricultural training, entrepreneurship, and access to micro-credit. The project encourages

knowledge transfer through international cooperation with Italian municipalities, promoting sustainable rural productivity and women's empowerment.

02 Future Classroom (Piscopia Corner)

An experimental classroom in the MIND Milano Innovation District, integrating digital technologies, sustainability, and inclusivity with industry partners.

An experimental educational space designed within the MIND Milano Innovation District, integrating digital technologies, sustainability, and inclusivity. It collaborates with key private sector actors (such as

Wind Tre, Cisco, Schneider Electric) to innovate teaching models in Italian schools, fostering collaboration between education, research, and industry.

03 Inhabiting the Community

The project aims to promote individual growth and the transition toward independent living for people with disabilities, while supporting families throughout this process.

"Abitare la comunità" is a house-school where small groups develop daily autonomy outside the family environment, guided by educational and social care staff. Each participant follows personalised goals that are regularly monitored to give families a clear view of their progress. In 2015, the move to Casa Perego (donated to the Foundation by the Perego family) enabled the launch of "Vieni a vivere con noi," a co-housing initiative involving students and

young workers. By sharing spaces and daily routines with the house-school residents, they create an environment of mutual exchange that supports sustainable life paths. Today, the two initiatives form a single integrated project offering an inclusive living experience for both people with disabilities and young adults.



04

Residential Hospitality (Casa della Carità)

Provided housing and support for vulnerable groups in Milan; integrated social housing and education; managed 58 apartments for 130 people.

This project provides temporary housing and support for vulnerable groups in Milan, including single women, mothers with children, and families in transition. It combines social housing, educational

activities, and personalized care plans to promote autonomy and prevent marginalization. The initiative manages 58 apartments for around 130 individuals.

05

Pink Finance - StartHER

Promoted gender equality and financial inclusion for entrepreneurs, supporting women's access to credit.

A financial inclusion initiative promoting gender equality in entrepreneurship. The project supports women's access to credit through a dedicated

financial product, assessing its impact on women's well-being and employment opportunities.

06

Social Innovation College - Dolomites

Territorial regeneration in Val Zoldana, addressing depopulation and infrastructure abandonment.

A territorial regeneration project in Val Zoldana in the Belluno Dolomites. It addresses depopulation and abandonment of public infrastructure by repurposing disused school buildings into

multifunctional spaces for education, work, and tourism. The project aims to revitalize the local community by creating opportunities for entrepreneurship and local development.



The Cooperation Schemes with companies took place after the Six Main Project Works were developed by participants.

Following the Hackathon and project work, four Cooperation Schemes were implemented, where teams worked jointly with enterprises and community partners to co-create practical social impact initiatives. These Cooperation Schemes applied concepts learned from the training and projects into real-world settings. The Cooperation Schemes involved collaborations with companies such as Lendlease, EY Foundation, EPSON, and Humana People to People and extended the impact

of participants' projects by integrating corporate and community engagement. The Cooperation Schemes took place after the main project works, as a step to implement and translate participants' learning and project designs into collaborative, actionable initiatives with companies, following the May training and June Hackathon phase. The implementation span covers May through July 2025 for projects and subsequent cooperation.

Cooperation schemes with companies:

01 Lendlease

Website and strategy redesign for Programma 2121. The participant group collaborated on a strategic revision of the "Programma 2121" website, enhancing communication and visibility of the social impact initiatives connected with the project.

02 EY Foundation:

Training and employment model for vulnerable individuals. Developed an initiative aimed at facilitating training and employment inclusion for socially or economically vulnerable individuals, focused on practical pathways to job market integration.

03 EPSON:

Diversity and Inclusion (DI) awareness and engagement program. Designed an internal corporate awareness and engagement program on Diversity & Inclusion (D&I), aiming to enhance inclusion and engagement across all EPSON offices.

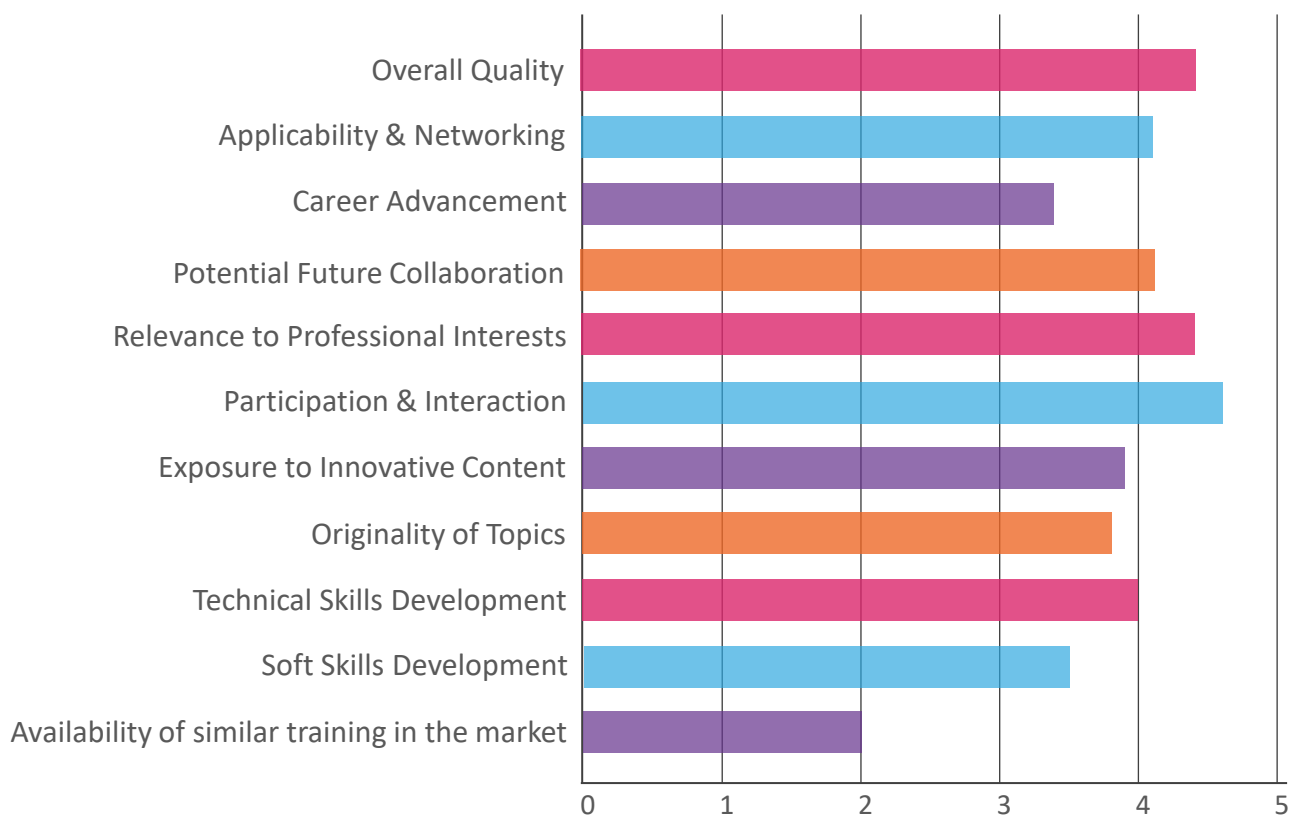
04 Humana People to People:

Strategies for better social impact communication. Worked on developing an impact assessment strategy to effectively communicate the social impact generated by Humana's various programs and actions, improving transparency and stakeholder engagement.



Student Evaluation Survey

After the end of the programme, participants received a survey by email to evaluate the quality of the SIM LLL Programme, its content, and the lecturers. A total of 25 participants completed the end-of-course evaluation (evaluation range: 1 (low) –5 (high) scale):



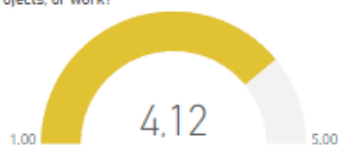
Participants' Survey Results – Italy

Country		
Austria	Croatia	France
Greece	Italy	

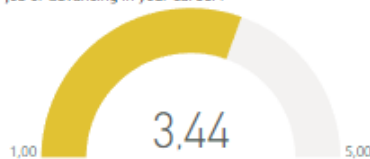
25

Respondents

Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



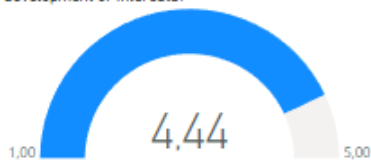
Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



Was the content relevant to your professional development or interests?



Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



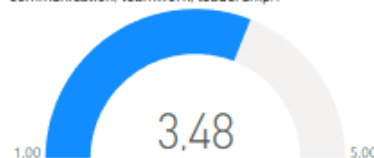
Did the course content address topics or perspectives that are rarely covered in similar educational programs?



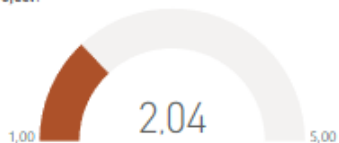
Did the program improve the technical skills relevant to your current or desired profession?



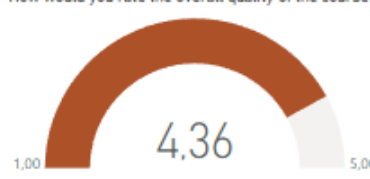
Did the program improve your soft skills (e.g. communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

4 prepared teachers who, with an extra day of training, could certainly have provided us with a lot of other useful information. I believe that the quality of the teachers was really high and the topics covered were really innovative and addressed with an extremely interesting approach. Unfortunately, 4 days were not enough to face everything with the necessary depth. You can probably find similar courses, but certainly not at no cost and certainly not all encompassing. I would like to deepen the social value and methods to quantify it. It was a practical 4 course despite the few hours available. Although only mentioned sometimes, we were offered many ideas and concrete tools.

Qualitative feedback praised balanced content and group diversity while recommending more time for exercises and discussions, especially on impact measurement and SROI. The learning environment

fostered high engagement, motivation, and the practical application of theory. The **overall quality of the programme was rated 4.4** on a scale from 1 to 5.

Overall, the Italian implementation of the SIM LLP achieved strong results both in terms of participation and impact. A total of 56 applicants responded to the open call, reflecting the high interest and relevance of the program within the national context. Following a rigorous selection process, 25 participants were admitted, representing a balanced mix of professionals, students, and non-profit sector workers.

Their engagement throughout the training was exceptionally high, as demonstrated by full attendance, active participation in all modules, and the quality of outputs produced. The group developed six project works, addressing areas such as social inclusion, education, financial accessibility, and territorial regeneration. Many of these initiatives continued beyond the training phase, confirming the practical value and sustainability of the program's approach.

Collaboration with four corporate and non-profit partners (Lendlease, EY Foundation, EPSON, and Humana People to People) was particularly

impactful. These partnerships provided real-world contexts for applied learning, enabling participants to co-design solutions that enhanced impact communication, diversity and inclusion strategies, and community engagement.

The experience confirmed the effectiveness of combining academic learning with experiential project design and stakeholder collaboration. Future editions could benefit from a slightly longer duration to deepen methodological components such as SROI and ESG integration, while maintaining the strong interdisciplinary and cross-sectoral dimension that has characterized this successful edition.





3.3 France



The SIM training programme was delivered in France from June 16 to July 20, 2025, starting with five core training modules (June 16–27), followed by a one-day hackathon on July 2, 2025, and supported work to finalize the six cooperation schemes developed during the hackathon.

It was adapted and implemented through an active partnership between Université Paris 1 Panthéon-Sorbonne and ESS France (national representative body for France's Social and Solidarity Economy). The French deployment was characterized by a clear division of roles: Université Paris 1, through its Formation Continue Panthéon-Sorbonne (FCPS) service, piloted the delivery of the five training modules, while ESS France coordinated the organization of the hackathon and led follow-up

activities focused on developing cooperation projects. This partnership highlighted the pivotal role of the Social and Solidarity Economy (SSE) in driving local economic dynamics, acting as a bridge between businesses, local authorities, and citizens. By showcasing its ability to root projects in local communities, foster cooperation, and reinvest profits in social utility, the SSE emerged as a key added value for developing impactful social project models.

Several notable challenges structured the implementation phase:

01

Cohort heterogeneity and time management:

Participants included university students, junior and mid-level professionals, and entrepreneurs. Adapting module content and instructional pacing to fit various backgrounds while maintaining group progress required frequent adjustments by instructors.

02

Sustaining engagement:

The programme's structure—five in-person modules and a hackathon in Paris, then several weeks of remote, group-based project work—required a high level of commitment, particularly from participants living outside the Paris area. This intensive format contributed to a gap between initial confirmations and actual participation: 50 confirmed, but only 25 joined the cohort, with 22 completing all modules and 21 taking part in the hackathon.

03

Contextual relevance and transferability:

Ensuring case studies, project frameworks, and evaluation methods reflected both business and territorial realities remained a priority. This required substantial involvement from local stakeholders and careful adaptation of training materials to the specific legal, economic, and social context in France, making it demanding to align programme content with participants' actual work environments and needs

04

Time constraints:

The demanding schedule, with back-to-back sessions over a short timeframe and ongoing remote collaboration, created significant workload pressure for both participants and trainers. Support systems such as mentoring and feedback helped address these constraints but did not entirely mitigate the challenge of completing all programme requirements within just over a month

Despite these obstacles, the implementation was highly effective thanks to the strong coordination between Paris 1 and ESS France. The programme adopted a modular, practice-oriented approach, alternating between lectures, workshops, and real-world case studies.

Continuous mentoring and feedback sessions ensured that the training remained relevant and applied. During the hackathon, six project teams developed concrete solutions addressing topics such as collaborative governance, participatory democracy, resource sharing, and inclusive business engagement. Three of these projects were later presented at the International SIM School, highlighting the quality and innovation of the French cohort.

The outcomes of the programme were substantial. Participants improved their skills in social impact assessment, project design, and stakeholder coordination. They developed practical tools such as impact dashboards, governance frameworks, and participatory evaluation methods that are applicable in local contexts. Feedback from participants and partners was positive, emphasizing the programme's practical orientation and relevance to real territorial needs. Suggestions for future improvement included strengthening modules on impact measurement,

extending mentoring support beyond the training period, and enhancing networking opportunities between participants and territorial actors.

In conclusion, the French implementation of the SIM Programme demonstrated the effectiveness of combining academic, professional, and territorial collaboration within a European learning framework. It strengthened participants' capacities for social innovation, generated models for collaborative governance, and fostered a new generation of professionals capable of leading impact-driven initiatives. For future iterations, the main recommendations are to expand the mentoring component, ensure better communication regarding expectations, and allocate more time to the practical application of impact measurement tools. Overall, the French experience confirms the SIM Programme as a relevant, scalable, and policy-oriented model for developing social impact leadership across Europe.



Hackathon implementation in France



FRANCE IMPLEMENTATION



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● Hackathon

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● Cooperation Schemes
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● Student Evaluation Survey

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Open Call

Communications regarding the call for applications began at the end of April 2025, with strategic promotion on digital platforms, notably LinkedIn, and the creation of a dedicated SIM programme webpage by Université Paris 1 Panthéon-Sorbonne.

The official launch took place in early May, marked by a targeted email campaign that reached approximately 1,000 students across the university network, followed by additional announcements on LinkedIn to broaden visibility beyond the academic sphere. Applications were managed through a Google Form, which facilitated efficient data collection and tracking. A total of 60 submissions were recorded by the deadline in early June. Data from the forms showed that email (just over one-third) and LinkedIn (just under one-third) were the main channels through which participants learned of the programme.

The applicant pool brought together individuals with diverse academic, professional, and personal backgrounds, all expressing an interest in contributing to local social impact. Gender statistics

showed a certain imbalance, with women representing 2/3 out of 60 applicants. The average age of applicants was 33, indicating the programme's appeal to both young professionals and mid-career job seekers. Nearly 70% of respondents were either students or actively seeking employment, confirming the programme's value for those looking to develop new skills for territorial transformation.

Applicants were primarily motivated by skill acquisition (70%), with career advancement (19%) and, to a lesser extent, retraining or certification as secondary motivations. Many held degrees in economics, aligning with the SIM curriculum's focus on sustainable business practices and social value creation. The variety of professional experience further enriched the cohort.



Report on Selection Process

Of the 60 initial applications, 10 were not pursued, leaving 50 approved candidates. However, due to the free registration model and time constraints, only half confirmed attendance in the week preceding the start on June 16, 2025

The final cohort comprised 25 learners and was composed of 9 students enrolled in academic pathway, 2 junior professionals (1–3 years), 1 mid-manager (3–5 years) and 13 executive managers (over 5 years). Of these, 21 participated in the hackathon. The four persons who did not continue beyond the course modules were all students. The SIM recruitment and selection process brought

together individuals with the potential to contribute to social innovation across academia, entrepreneurship, and the emerging professional landscape. The cohort's diversity and engagement laid the groundwork for a community of practice dedicated to developing both corporate and territorial responsibility.



Module Implementation

The instructional sequence consisted of five in-person modules held in Paris, 6 hours each, between June 16 and June 27, 2025. Sessions alternated between the FCPS facilities (Paris 5e) and the Maison des Sciences Economiques (MSE, Paris 13e). The modules were constructed around key learning objectives and delivered by a team of both academic experts and professional practitioners

Module 1 | Corporate Governance and Strategy

The first module of the SIM training took place on 17 June 2025 and was facilitated by Laurent Vidal, U. Paris 1 Panthéon-Sorbonne.

The session focused on the conceptual and regulatory foundations of Corporate Social Responsibility (CSR) and Environmental, Social, and Governance (ESG) principles. Participants explored the historical evolution of CSR, from voluntary corporate initiatives to the emergence of binding European and international reporting frameworks such as the UN Global Compact, OECD Guidelines, and Sustainable Development Goals (SDGs). Special attention was paid to emerging governance models such as *raison d'être* (corporate purpose) and *société à mission* (mission-driven company), which reflect a deeper integration of sustainability within corporate strategy.

The session covered the analysis of CSR reports, explained the principles behind ethical charters, and presented the methodology for designing monitoring plans that integrate governance and impact assessment. The module helped participants understand the essential role of transparency, accountability, and stakeholder inclusion in achieving sustainable performance. It also established a shared conceptual base for the modules that followed, providing a common language of sustainability and responsible management.



Module 2 | Territorial Responsibility and Local Anchoring

Held on 19 June 2025, this module was delivered by Claudine Gillot, PhD
– Specialist in Socio-technical Systems & Territorial Planning.

The training introduced the notion of Corporate Territorial Responsibility (CTR), emphasizing the importance of local engagement and co-responsibility between businesses and communities. Through group work and practical exercises, participants identified territorial stakeholders, mapped interdependencies, and analyzed local value chains. Tools such as SWOT analysis and stakeholder mapping were used to evaluate a company's anchoring within its ecosystem and its contribution to local resilience.

Discussions also focused on the governance of territorial partnerships and how companies can foster collective impact through collaboration with municipalities, NGOs, and local development agencies. The module highlighted the strategic dimension of territorial anchoring as a driver of legitimacy, innovation, and long-term social cohesion. Participants reported a better understanding of how sustainable business models can contribute to the socio-economic vitality of regions.

Module 3 | Stakeholder Engagement

The third module took place on 20 June 2025 and was led by Charles-Benoît Heidsieck and Yann Ulliac (Le Rameau).

This session focused on the strategic management of stakeholder relationships, a key component of sustainable and inclusive decision-making. Participants were introduced to stakeholder typologies, engagement frameworks, and analytical tools such as the salience model and influence-interest matrix. Through simulations and role-playing exercises, they practiced dialogue facilitation, negotiation, and conflict resolution in multi-stakeholder contexts.

The interactive format allowed participants to co-develop stakeholder engagement plans that outlined communication strategies, consultation mechanisms, and governance processes for various CSR initiatives. The module strengthened participants' capacity to design participatory approaches and integrate feedback loops into project implementation. As a result, participants demonstrated an increased awareness of how inclusive governance enhances both the legitimacy and effectiveness of sustainability strategies.



Module implementation in France

Module 4 | Project Management for Social Impact

Conducted on 26 June 2025, the fourth module was facilitated by Pivoine Houy (InCompliance Group).

The training was designed to enhance practical skills in managing social impact projects using classical, agile, and hybrid methodologies. Participants applied tools such as SMART objectives, GANTT charts, Work Breakdown Structures (WBS), and PERT diagrams to real-life case studies. The session combined theory with hands-on exercises, emphasizing teamwork, shared leadership, and adaptive management. Participants learned how to define project scopes, allocate resources, manage

timelines, and anticipate risks within dynamic environments. The discussions also addressed performance indicators, evaluation criteria, and mechanisms for impact monitoring. By the end of the module, participants were able to articulate comprehensive project frameworks linking social innovation to measurable outcomes. The experience helped them to design and lead complex sustainability projects within organizations or territorial ecosystems.

Module 5 | Impact Evaluation

The final teaching module was held on 27 June 2025, led by Anne-Laure Hernandez (Improve) & Maëla Valembois (UDES).

The session explored advanced techniques for measuring and evaluating social, environmental, and economic impact. Participants were introduced to conceptual models such as the Theory of Change and quantitative methods like Social Return on Investment (SROI) and Cost-Benefit Analysis (CBA). The training also examined key European and international frameworks, including the Corporate Sustainability Reporting Directive (CSRD), Global Reporting Initiative (GRI), and ESG-based metrics. Throughout the module, participants worked in

teams to design evaluation matrices and develop measurable indicators aligned with project objectives. The exercises encouraged critical reflection on how data and evidence support strategic decision-making and accountability. By integrating theoretical and methodological perspectives, the module equipped learners with a robust understanding of how to evaluate and communicate the societal value generated by sustainability initiatives.



Hackathon

The SIM Hackathon took place on 2 July 2025 and was facilitated by ESS France and Université Paris 1 Panthéon-Sorbonne with the support of Le RAMEAU.

This intensive one-day event marked the culmination of the SIM training cycle, offering participants the opportunity to apply the full range of competencies acquired throughout the modules. Organized around six real-world territorial challenges, the hackathon encouraged creative problem-solving and interdisciplinary collaboration. The territorial challenges were proposed by a local authority, a network of businesses, associations and municipalities, a business network and a citizens' association. They concern two territories within the Île-de-France region — Les Mureaux and Paris Est Marne et Bois (PEMB) — with the aim of strengthening social innovation, cross-sectoral cooperation, and territorial resilience.

Working in mixed teams, participants analyzed socio-economic contexts, mapped stakeholders, and developed innovative solutions for sustainable community development. They used project design and impact evaluation tools to ensure feasibility and relevance. Each team presented its proposal in a concise three-minute pitch before a jury composed of representatives from academia, the private

sector, and the social economy.

The jury provided feedback on innovation potential, scalability, and social value. The partners praised the relevance of the proposed projects, especially since the work scenarios were not purely conceptual but based on real and complex cases. This approach, deliberately grounded in the reality of the territories, limited the “creative” dimension in favor of direct engagement with operational constraints, requiring students to develop solutions that were practical, feasible, and aligned with local challenges. Beyond competition, the hackathon fostered collective learning and cross-sectoral exchange. It demonstrated that participants were capable of bridging theory and practice by producing actionable, community-oriented solutions aligned with the goals of the SIM programme.

Overall, the hackathon successfully validated the programme’s pedagogical model — integrating learning, collaboration, and real-world application — and confirmed participants’ readiness to act as agents of social impact and territorial transformation.



***Hackathon
implementation
in France***



Cooperation Schemes & Final Projects

Six projects emerged during the hackathon. Each group then developed its project with guidance from representatives of ESS France, Université Paris 1, and Le Rameau, along with partner support and fieldwork.

One group did not complete the process, resulting in five final projects. Each was presented and discussed during a 1.5-hour online session held before a jury.

Student Projects (July 2025)

- 01 PTCE “Vivre les Mureaux” & Local Community (15 July 2025)
- 02 VitaWin (16 July 2025)
- 03 The Shared Rocket (16 July 2025)
- 04 LMX Ambassadors (17 July 2025)
- 05 TE&IP (Territoire Engagé & Impact Positif) (18 July 2025)



01 PTCE “Vivre les Mureaux” & Local Community (15 July 2025)

The project explored funding mechanisms and coordination between local social initiatives and proposed the introduction of a Social Impact Manager (SIM) — a mediator between PTCE and the local authority responsible for coordinating actors and monitoring social outcomes.

The concept was praised for its strategic value in bridging the public and civic sectors, though evaluators noted that it lacked operational depth, particularly regarding selection criteria, funding mechanisms, and evaluation processes.

02 VitaWin (16 July 2025)

Vitawin is a territorial initiative designed to build lasting bridges between schools and businesses.

The initiative promotes a shared responsibility for youth development and helps align educational pathways with the real needs of the local economy — contributing to a more cohesive, inclusive, and resilient territory. The project presented by the students aims to improve coordination and funding among organizations. They outlined a partnership

model involving social enterprises, municipalities, and private actors. While the project was analytically strong and well-structured, the evaluators considered it somewhat theoretical, recommending more concrete plans to ensure its long-term sustainability.

03 The Shared Rocket (16 July 2025)

Designed as an “incubator of territorial cooperation,” this project aimed to foster collaboration among local businesses, citizens, and public bodies to

promote economic inclusion and local solidarity. While the students’ engagement was commendable, the evaluation noted that they focused more on designing the SIM function

conceptually than on implementing it in practice. Stronger alignment with existing initiatives such as Les Racines and the creation of a territorial funding mechanism were recommended.





04 LMX Ambassadors (17 July 2025)

This project proposed the creation of an ambassador network in Les Mureaux to promote professional integration, civic engagement, and territorial identity.

It introduced the idea of a “citizen label” for organizations and individuals with a proven social contribution. Evaluators considered this one of the most successful projects, noting its strong link

between the PTCE and local authorities and its emphasis on participatory governance and visibility of the social economy.

05 TE&IP (Territoire Engagé & Impact Positif) (18 July 2025)

The project aimed to develop the “Territoire Engagé & Impact Positif” (TE&IP) label for PEMB — a territorial certification recognizing socially responsible organizations.

Students outlined eligibility criteria, governance structures, and a communication strategy. Although still at an early stage, the project was recognized for its potential to institutionalize social responsibility at the regional level.

After discussion among the members of the different juries, projects 2, 4, and 5 were selected to be presented at the International School. Instructions were given to the students involved to revise their projects accordingly.

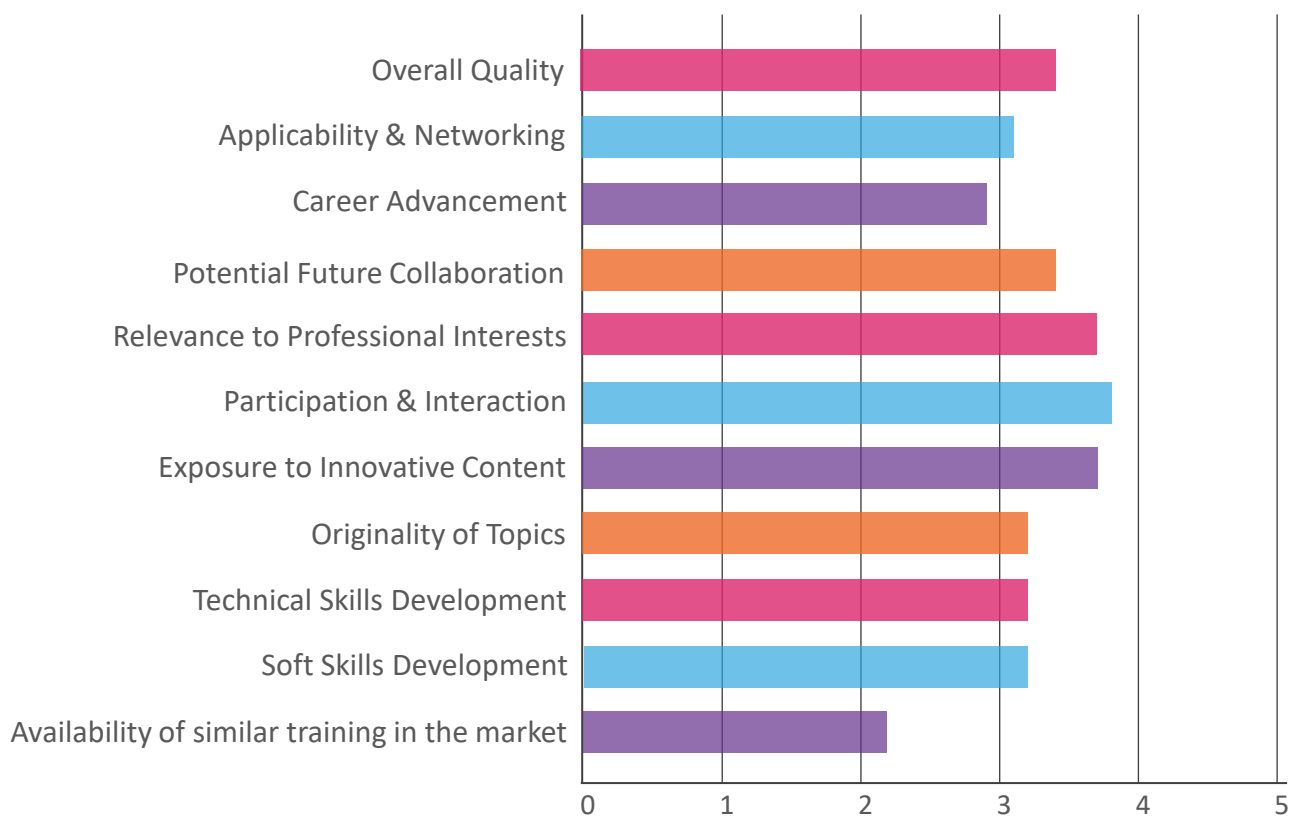
This two-stage programme — combining a hackathon to generate project ideas and a subsequent development phase — successfully demonstrated how collaboration between universities, local authorities, and civil society can generate new approaches to social innovation and territorial resilience. Students gained valuable experience in designing and evaluating social

projects, while local partners received actionable recommendations for enhancing cooperation frameworks. Although the practical feasibility of some proposals varied, all projects contributed to advancing co-creation practices, reinforcing local partnerships, and promoting the role of the social economy in territorial development.



Student Evaluation Survey

After the end of the programme, participants received a survey by email to evaluate the quality of the SIM Programme, its content, and the lecturers. A total of 9 participants completed the end-of-course evaluation (evaluation range: 1 (low) –5 (high) scale):



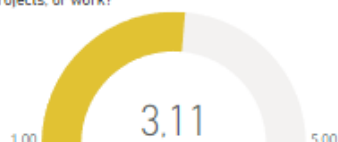
Participants' Survey Results – France

Country			
Austria	Croatia	France	
Greece	Italy		

9

Respondents

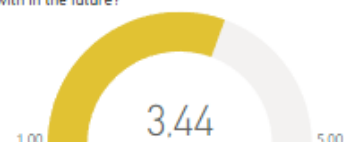
Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



Was the content relevant to your professional development or interests?



Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



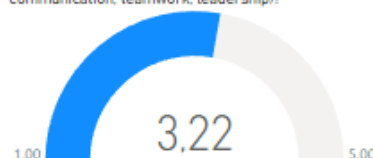
Did the course content address topics or perspectives that are rarely covered in similar educational programs?



Did the program improve the technical skills relevant to your current or desired profession?



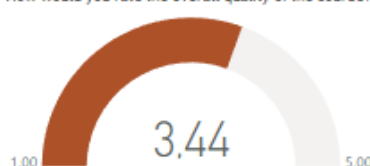
Did the program improve your soft skills (e.g. communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

Deals with a lot of subjects, but without going into depth so is not necessarily applicable in a professional context
I am happy with the format/learning experience but remained a little perplexed at the end of the device. I think that the pedagogical common thread could be made visible between all the courses and also the project. I would have liked to address the reflections/practices of cooperation which are central (by developing less theory on the Rameau side and by addressing + concrete situations - there was a lot of experience that could be mobilized in the people of the group). On the project side, it seems to me that our proposals did not lead to what was



The French implementation of the SIM programme demonstrates the practical challenges and initial successes of deploying a European curriculum for social impact management at the national level. The experience in France—marked by collaboration between Université Paris 1 Panthéon-Sorbonne and ESS France—offers several concrete lessons and areas for improvement for future editions.

Key Lessons from the French Implementation:

01

The collaborative delivery model

The collaborative delivery model, with Paris 1 leading core module organization and ESS France managing the hackathon and project follow-up, facilitated efficient mobilization of academic and professional expertise.

02

The modular structure,

combining in-person expert input with practical exercises, effectively introduced key concepts. However, participant feedback suggested that the cooperation projects, which were developed during the hackathon and refined afterwards, would have benefitted from earlier presentation and greater integration into the module content, so that students could apply these real cases throughout the learning process.

03

The hackathon and cooperation scheme phase

The hackathon and cooperation scheme phase encouraged active engagement with territorial actors. While three projects were selected for the International SIM School, supporting project implementation and networking opportunities beyond the training period remains a challenge.

The French SIM pilot confirms the relevance and utility of combining academic, professional, and local expertise in social impact management. The lessons learned here support adjustments to both programme design and execution that can strengthen future French editions, while contributing practical insights as the European partnership develops and consolidates the SIM profile.

GREECE IMPLEMENTATION



3.4 Greece

In Greece, the training programme was jointly delivered by UoP, SVE, and KMOP EIH. To ensure wide participation, all five training sessions were held online via Zoom, enabling participants from different regions to engage easily.



• **Open Call**

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• **Report on Selection Process**

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• **Module Implementation**

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• **Hackathon**

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• **Cooperation Schemes
& Final Projects**

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• **Student Evaluation Survey**

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Open Call

An open call was launched for students, young people, and professionals interested in developing skills to design and lead projects with positive social impact.

Applications were submitted online through a public registration form. The selection criteria and process were explained in the first introductory online meeting on the 29th April 2025, ensuring transparency and equal opportunities for all interested participants.

After the introductory online meeting, a final Google Form questionnaire was sent (<https://pedis.uop.gr/index.php/news/ekpaideytiko-programma-gine-social-impact-manager-diloseis-symmetohis>) for applicants to submit their final decision to participate.



Report on Selection Process

A total of 33 applications were received through the open call for the Social Impact Manager programme.

All applicants were invited to an introductory online meeting on the 29th April 2025 where the selection criteria and programme details were explained. After this meeting, participants confirmed their final interest through a follow-up Google Form. Based on this, 23 participants were finally selected to join the

programme, representing a mix of students, young professionals, and staff from universities, NGOs, and companies. The process ensured that the selected group reflects the diversity and motivation required to benefit from and contribute to the training.



Module Implementation

In Greece, the training programme was jointly delivered by UoP, SVE, and KMOP EIH. To ensure wide participation, all five training sessions were held online via Zoom, enabling participants from different regions to engage easily.

The training was structured into five modules delivered over two and a half weeks between 27th May and 10th June 2025. The format combined both synchronous and asynchronous learning. Each synchronous session focused on a specific module and included lectures by Dr. Antonis Klapsis, Assistant Professor at UoP, using presentations based on the SIM project content. In addition, guest speakers from partner companies contributed their expertise and presentations, connecting theoretical knowledge with practical, real-world applications. For the asynchronous part, a PDF study document was developed for each module, also based on the

SIM project material. All materials — including session recordings, presentations, and module PDFs — were uploaded to a shared online drive (Google Drive), allowing participants to access and study the content at their own pace and convenience. Participants were informed that, upon completion of the programme, they would submit an individual assignment: a project idea with a clear social impact, inspired by the phases of the programme (training and study visits). Individual assignments were chosen instead of group projects to avoid the complexity and potential challenges of coordinating group work in an online setting.

Module 1 | Corporate Governance and Strategy

Module 1 was focused on topics related to Corporate Governance and Strategy, Development of strategies for social and economic sustainability and Good practices from companies

All materials and sessions were directly based on the SIM project's intellectual outputs, ensuring alignment with the project's core deliverables. By covering Corporate Governance and Strategy, as well as the development of strategies for social and economic sustainability, the training was expected to strengthen participants' capacity to plan and

manage projects with long-term impact and responsible governance. The integration of good practices from companies helped bridge theory and practice, inspiring participants to adopt innovative and sustainable approaches.

Module 2 | Territorial Responsibility and Local Anchoring

The training also covered Territorial Analysis, the analysis of real data, and understanding community needs, along with good practices from companies (Module 2).

These topics were drawn directly from the SIM project's content development deliverables, ensuring that participants gained practical insights aligned with the project's planned outputs. By addressing Territorial Analysis, the analysis of real data, and understanding community needs, the

training equipped participants with practical tools to identify and assess local challenges. The inclusion of good practices from companies demonstrated how data-driven insights can inform effective social initiatives.

Module 3 | Stakeholder Engagement

Module 3 included Stakeholder Engagement, with a focus on creating and developing networks with the local community, as well as showcasing good practices from companies.

These topics were directly linked to the SIM project's content development outputs, ensuring consistency with the project's aims and deliverables. By focusing on Stakeholder Engagement and the creation and development of networks with the local community, the training strengthened

participants' capacity to build meaningful connections and foster collaboration among key actors. Good practices from companies illustrated how effective stakeholder relationships can support the success and sustainability of social impact initiatives.

Module 4 | Project Management

The training also addressed Project Management, focusing on designing projects with a measurable social impact and presenting good practices from companies (Module 4).

These areas were fully based on the SIM project's developed content, directly reflecting the project's deliverables and intended learning outcomes. By covering Project Management and the design of projects with a measurable social impact, the

training equipped participants with practical methods to plan, implement, and monitor effective social initiatives. The inclusion of good practices from companies provided real-world examples and inspiration for applying these skills.



*Study visit in
MASTER A.E.*

Module 5 | Impact Assessment and Reporting

The training concluded with Social Impact Measurement, including methods for assessing and documenting social impact, supported by good practices from companies (Module 5).

This content was directly developed from and aligned with the SIM project's intellectual outputs and deliverables. The training concluded with Impact Assessment and Reporting, covering practical methods for measuring, documenting, and communicating social impact, supported by good practices from companies. This content, aligned with the SIM project's outputs, equipped participants with tools to assess and report on their initiatives effectively. The knowledge and skills gained through

the sessions directly supported the project's future phases, as participants applied these principles when designing their own social impact project ideas and during the study visits. Moreover, the cooperation scheme between academia, the private sector, and social partners was incorporated into the Programme Delivery strategy from the very beginning, giving the participants the opportunity to combine theoretical and practical knowledge.



Hackathon

Hackathon was conducted on the 21st October 2025 and hosted two representatives from Alfa Plan Consultants following on the cooperation scheme of the previous phases. In the first part of the session, the two experts gave presentations on “How to Develop a Business Plan” and “Storytelling as a Marketing Tool.”

In the second part, seven participants from the SIM course presented their own projects and received constructive feedback from the experts. The session provided participants with valuable practical knowledge on business planning and marketing through storytelling, enhancing their entrepreneurial and communication skills. The feedback from the Alfa Plan Consultants experts

helped participants identify the strengths and areas for improvement in their project ideas. As a follow-up, participants are expected to refine their projects based on this input. The experience also strengthened collaboration between participants and external experts, setting the basis for future mentoring and partnership opportunities.



*Study visit in
TOTALCERT*



Cooperation Schemes

As part of the SIM Programme implementation in Greece, the cooperation scheme between academia, the private sector, and social partners played a central role in translating theoretical knowledge into applied practice. The Greek partners coordinated a structured series of company study visits and field-based learning activities between 4th and 13th of June 2025. These activities aimed to expose participants to real-world corporate practices in sustainability, social innovation, and impact management, reflecting the SIM programme's mission to foster collaboration between education and industry.

The Cooperation Scheme in Greece was designed with dual objectives:

01

Practical exposure

Connecting students with leading enterprises implementing ESG and CSR strategies in diverse sectors (consulting, certification, education, workforce development, and corporate training);

02

Collaborative Learning

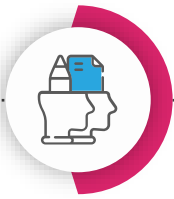
Encouraging participants to engage with business leaders and discuss how social responsibility can be embedded in organisational strategy and daily operations.

The study visits were integrated into the SIM modules ***“Stakeholder Engagement” and “Impact Assessment and Reporting”***, ensuring that classroom learning directly informed participants' field experience. Each visit combined on-site presentations, guided discussions, and Q&A sessions focused on sustainability goals, governance structures, and impact measurement.

Participating Companies and Visit Focus

	Focus of the Visit	Learning Outcomes
MASTER A.E.	A leading training and consulting organisation specialising in workforce development and vocational certification. Discussions centered on integrating ESG and social inclusion in corporate upskilling programmes and digital transition training.	Participants explored how continuous education contributes to social mobility and employment resilience, connecting labour market needs with sustainability goals.
TALIS Workforce Management	Provider of HR solutions and workforce analytics. The session focused on diversity management, fair employment practices, and the role of data-driven decision-making in enhancing social impact and transparency.	Students examined how digital workforce tools can improve gender equality, inclusiveness, and work-life balance, linking HR analytics with social responsibility.
CITY UNITY College	A higher education institution with a strong CSR and community engagement orientation. The visit addressed university–business cooperation, employability skills, and innovation in education.	Participants discussed how academic institutions act as intermediaries between students, employers, and society in promoting responsible education.
TOTALCERT	Certification body offering ISO and ESG compliance auditing services. The session provided insights into social impact reporting, ESG verification, and the new EU Corporate Sustainability Reporting Directive (CSRD).	Participants learned about impact assessment standards, the certification process, and the role of third-party auditors in ensuring corporate accountability.
TALENT A.E.	Consulting company specialised in leadership development and organisational change. The visit included presentations on ethical leadership, diversity, and sustainability-driven innovation.	Students analysed how corporate culture and leadership models shape responsible management and influence employee engagement.

Each visit was designed as an interactive learning session, with company representatives—including executives, CSR managers, and training officers—sharing case studies and data from their ongoing projects. Participants engaged in discussions linking field observations to theoretical concepts learned in Modules 3–5. They also had the opportunity to share their initial ideas about their projects and receive feedback from the experts.



Cooperation Schemes & Final Projects

Nine final projects were developed by the participants and submitted by the end of September 2025. The seven most promising projects are summarised below. Among these, three were selected to participate in the International SIM School in Paris (**Projects 2, 3, and 4**).

**A summary of those seven projects
are listed below:**

- 01** ONE DAY AT A TIME
- 02** Life Cycle – Cycle of Opportunities
- 03** Nationwide donation collection & distribution network via logistics partnerships
- 04** Sustainability of castle-towns and traditional settlements under climate crisis impacts in Laconia (SCS – Sustainable Castles & Settlements)
- 05** Community Recycling & Inclusion Pilot
- 06** ESG Scout for a Multinational Company
- 07** Integrated System for Sustainable Corporate Innovation through Employees and Artificial Intelligence (AI)





01 ONE DAY AT A TIME

The project proposes a same-day staffing and experience platform that matches employers who face unexpected shortages with young people seeking entry-level work to gain skills and paid experience.

Conceived as a “safety net” for workplaces, the service addresses last-minute gaps (e.g., illness, injury, peak hours) and offers flexible, legal, short-term engagements—not permanent jobs. Initial deployment is in Greece, with scope to expand to other European countries depending on results. Employers post the role, location, shift duration, and pay; interested youths accept and work the same day. Payment is hour-based; contracts are concluded through the app using e-signature, and

remuneration/legality is handled via work voucher. At the end of each engagement, both sides rate the collaboration, creating a transparent record that participants can add to their CVs. Expected benefits include immediate staffing for businesses, reduced pressure on permanent staff, practical experience for young workers, a potential reduction of undeclared work, and contribution to lowering structural unemployment.

02 Life Cycle – Cycle of Opportunities

A corporate social responsibility initiative that combines circular economy practices with youth empowerment and inclusive, accessible public infrastructure.

Industrial residues (wood, metal, plastic) are repurposed into community assets—ramps for persons with disabilities (PwD), benches, and playground elements—while young people (18–30), particularly from vulnerable groups, receive training in “green” skills and hands-on construction. Company employees act as mentors, strengthening intergenerational collaboration and internal engagement. The project reduces waste, equips

youth with marketable skills, and delivers tangible benefits to municipalities, schools, and NGOs. It also advances the company’s ESG performance, reputation, and innovation capacity, lowers waste-management costs, and opens pathways to funding and partnerships with local authorities. Overall, it models modern, responsible business action with shared value for society and the firm.

03 Nationwide donation collection & distribution network via logistics partnerships

The initiative proposes a permanent programme that collects and distributes essential goods by partnering with transport/logistics companies that have truck fleets and storage facilities.

A single online platform links three actors—individual donors, NGOs that register needs, and transport companies that handle free pick-up, loading, transport and temporary storage. Goods are then delivered, in cooperation with NGOs, to

people and communities in need. Two hubs (Athens and Thessaloniki) coordinate nationwide operations. The programme converts logistics know-how into social value, strengthening CSR and a culture of giving.

04 Sustainability of castle-towns and traditional settlements under climate crisis impacts in Laconia (SCS – Sustainable Castles & Settlements)

The project proposes a social-impact initiative to strengthen the climate resilience of emblematic medieval castle-towns (Mystras, Monemvasia) and traditional settlements in East Mani (e.g., Vatheia).

It tackles escalating risks—wildfires, floods, heatwaves, sea-level rise, seismic activity, and soil erosion—that threaten cultural heritage, nearby communities, and local livelihoods. Aligned with the UN SDGs and “creating shared value,” the concept envisions a corporate–community innovation partnership led by a technology company in collaboration with public authorities, academia, cultural bodies, businesses, and local groups. Indicative actions include environmental risk mapping (GIS), predictive monitoring (sensors/robotics/software), energy-efficiency upgrades for heritage buildings, and the creation of culture–eco clusters that link heritage protection

with sustainable agritourism and circular-economy practices. Expected outcomes are reduced environmental footprint; improved heritage management; diversified local economy; stronger social cohesion. A multi-year roadmap (2026–2031) includes participatory co-design with communities, stakeholder training and consultations, site mapping and vulnerability analysis, pilot cluster creation, and demonstration of sustainable tourism units. Monitoring will combine quantitative indicators (e.g., employment, demographic trends) and qualitative methods (interviews, focus groups, participatory observation), supported by a Theory of Change, SROI analysis, and KPI tracking.

05 Community Recycling & Inclusion Pilot

The project proposes a recycling and citizen-awareness programme that helps residents understand the importance of proper recycling and adopt it in daily life and neighbourhood routines.

It aims to reduce pollution by informing people how to recycle correctly, installing dedicated collection bins, and turning recycling into a community habit. A pilot will run in two small municipalities to surface challenges and threats before scaling to more areas.

A key inclusion element engages people with disabilities—often marginalised—to participate fully in the programme and upcycle a portion of collected items into reusable products, supporting socialisation and income opportunities.



06 ● ESG Scout for a Multinational Company

The project designs and launches a structured approach to embed ESG (Environmental, Social, Governance) criteria across a multinational's supplier network.

The company operates globally in minerals and materials (e.g., ceramic bodies for sanitaryware, graphite and carbon additives, wollastonite and talc for paints, fused minerals for abrasives, talc for cosmetics, perlite/diatomite for filtration). Given the brand's exposure, supplier transparency and compliance are mission-critical for reputation, legal conformity, and sustainability goals. The solution combines policy, assessment tools, supplier training, monitoring, and incentives to ensure a transparent,

ethical, and resilient supply chain. Key targets include: (1) develop and roll out supplier ESG policies and procedures within 12 months; (2) deliver education and awareness programmes for suppliers; and (3) achieve ≥80% supplier compliance through assessments and audits within 18 months. Expected outcomes: reduced ESG risk, improved stakeholder trust, measurable environmental and social performance, and strengthened governance across the chain.

07 ● Integrated System for Sustainable Corporate Innovation through Employees and Artificial Intelligence (AI)

The project proposes the development and implementation of a digital ecosystem that channels employees' ideas and augments them with AI-supported analysis to strengthen innovation, productivity, and sustainability inside the company

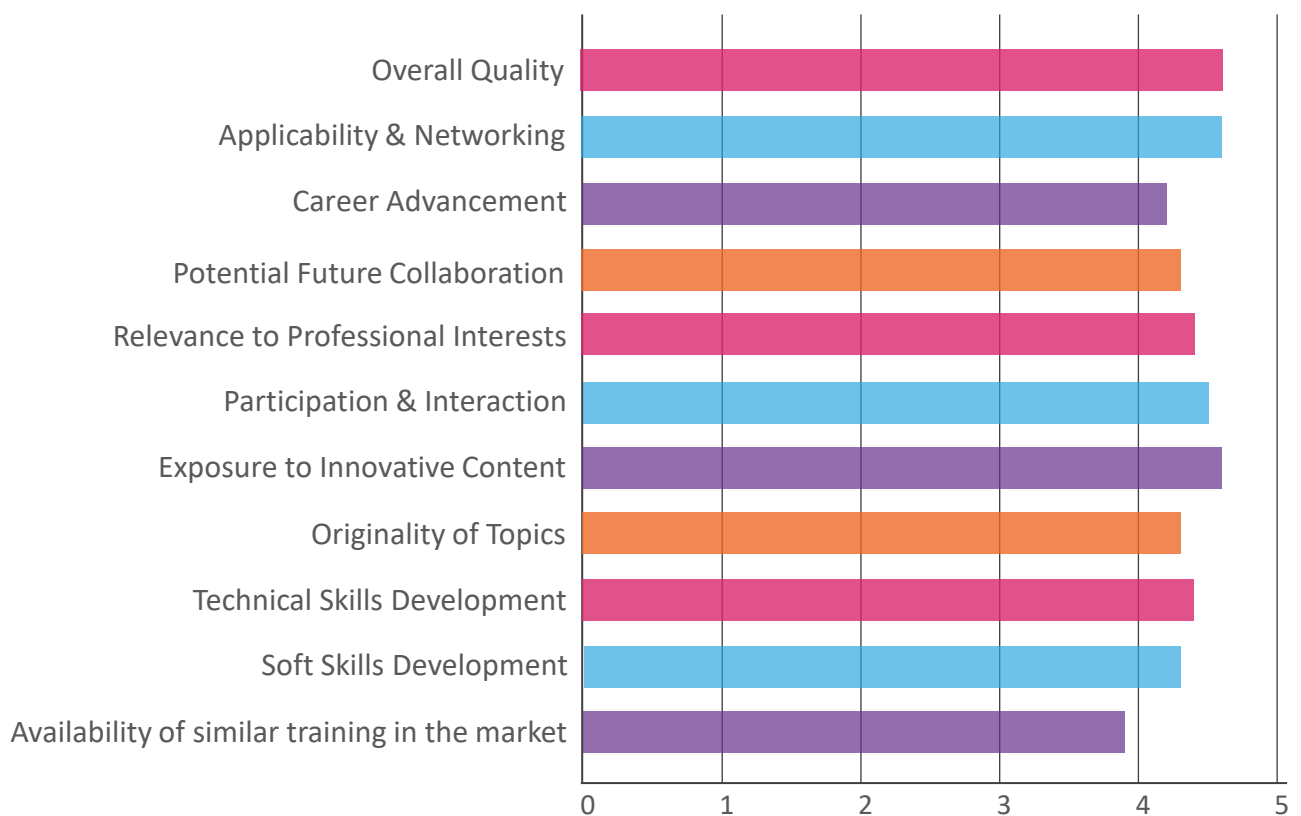
By establishing a transparent, engaging process, the system aims to cultivate a culture of continuous improvement and collaboration, while giving employees a more active role in corporate strategy and decision-making. The solution targets medium and large enterprises across sectors and covers ideas related to products, services, internal processes, and environmental sustainability. Expected company benefits include improved competitiveness, higher productivity, stronger employer brand, and progress on corporate responsibility goals. Core functions covered by the project are an idea-submission platform open to all employees; AI-based triage and clustering of ideas

by novelty, cost, environmental impact, and feasibility; transparent evaluation workflows; and a recognition/rewards scheme for the best proposals. Implementation combines Agile software development with participatory practices (interviews, focus groups, workshops) to raise engagement and ensure utility for end users. Headline targets are to launch the platform within 12 months; to increase employee participation in innovation by 40% in year one; and to move ≥5 ideas into pilot programmes within 18 months, including initiatives that advance environmental performance and CSR.

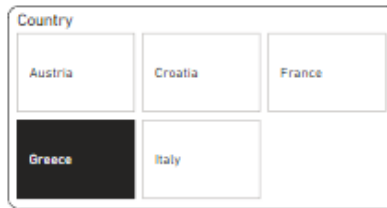


Student Evaluation Survey

After the end of the programme, participants received a survey by email to evaluate the quality of the SIM Programme, its content, and the lecturers. A total of 9 participants completed the end-of-course evaluation (evaluation range: 1 (low) –5 (high) scale):



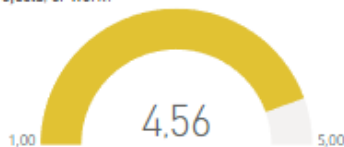
Participants' Survey Results – Greece



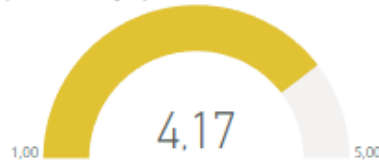
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Respondents

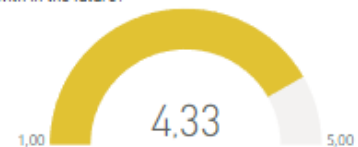
Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



Was the content relevant to your professional development or interests?



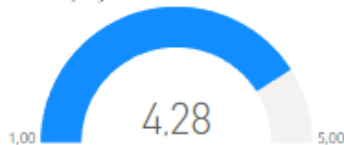
Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



Did the course content address topics or perspectives that are rarely covered in similar educational programs?



Did the program improve the technical skills relevant to your current or desired profession?



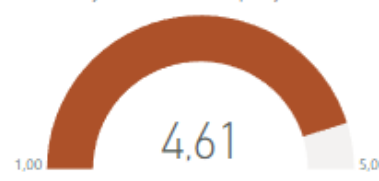
Did the program improve your soft skills (e.g., communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

An excellent initiative that connects theory with practice.
Very interesting program and up to date, Thank you
We look forward to the sequel

Overall, the Greece rollout of the SIM Programme delivered strong results in both participation and impact. The open call attracted 33 applications, underscoring the programme's relevance in the national context. Following selection, 23

participants were admitted—a balanced mix of professionals, students, and non-profit sector staff. The participants developed seven projects, and participants rated the programme 4.6 on a scale 1 to 5.



3.5 Austria



In Austria, discussions around social responsibility, sustainability, and social impact have gained growing significance in recent years. Public institutions, businesses, and non-profit organisations increasingly recognise the need to balance economic success with social and environmental accountability. Yet many actors-particularly small and medium-sized enterprises and organisations in the educational and social sectors-still face challenges in translating these ideas into coherent strategies and measurable results.

The SIM Programme in Austria was implemented by die Berater in cooperation with the Plattform für berufsbezogene Erwachsenenbildung. Building on their long experience in adult learning and professional development, the Austrian partners designed the programme specifically for people in employment who wanted to strengthen their capacity to manage and measure social impact within their organisations.

To accommodate this professional target group, the training was delivered in a hybrid format combining in-person meetings at die Berater with online sessions, coaching, and an interactive e-learning

platform. This flexible approach enabled full participation while maintaining high levels of exchange and collaboration.

Between August and September 2025, participants completed five modules, Corporate Governance, Territorial Analysis, Stakeholder Engagement, Project Management, and Impact Assessment, complemented by an introductory and a final session. The implementation concluded with a Hackathon in Vienna, where participants jointly developed solutions to real-life social challenges, applying the concepts and tools of the SIM framework in practice.

AUSTRIA IMPLEMENTATION



● Open Call

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● Report on Selection Process

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● Module Implementation

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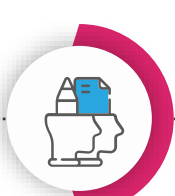
● Hackathon

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● Learning Outcomes
& Impact

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Open Call

The first outreach to potential participants was launched on 19 February 2025 in view of a planned programme start on 5 May 2025.

A second recruitment wave started on 1 July 2025, again leveraging the same channels. This time, the target was met: 24 individuals registered for the programme.

Two factors likely contributed to the improved result in July: The first wave had already built awareness, so the renewed invitation met a warmer, pre-informed audience, a longer lead time into summer gave candidates room to secure approvals and plan participation, and repeated, consistent messages across channels increased visibility and lowered decision friction.

The main recruiting message framed SIM as a bridge between CSR and community impact, inviting participants to “combine CSR with a community focus to tackle the issues of today and tomorrow.” The hybrid delivery model was a decisive enabler for fully employed professionals with limited time, which is reflected in the cohort composition.

Application method: Registration was handled via Google Forms. Required fields included: name, gender, date of birth, employment type (e.g., private sector, public sector, NGO, student, unemployed), company/organisation, motivation statement, and data-protection consent.



Report on Selection Process

By the end of the second call, 24 applications were received. Following a review by the Austrian SIM team, all 24 candidates met the programme criteria and were admitted. Candidates were notified by email, and all confirmed participation

Cohort profile. The group comprises 17 women and 7 men, with a marked share of experienced professionals. The largest segments are professionals (13) and NGO representatives (5); many participants are already engaged with education, community, and social issues, while only a minority come from the “hard-core” corporate environment (e.g., banks and insurances). This

profile aligns with the programme’s hybrid format and practice-oriented approach. The Austrian SIM team assessed applications against programme fit and motivation. Given the strong alignment with SIM objectives and the manageable cohort size, all eligible applicants were accepted to support diversity of perspectives and ensure sufficient peer learning dynamics.



Module Implementation

the revised recruitment strategy, the Austrian SIM Programme was redesigned and implemented in a hybrid learning format that balanced flexibility with interaction and collaboration. This adjustment was crucial for engaging the target group: professionals with established careers, often managing demanding schedules and multiple commitments. The structure therefore combined asynchronous, self-paced study with targeted synchronous learning and opportunities for exchange.

To address the initial recruitment challenges, the Austrian consortium, die Berater and the Plattform für berufsbezogene Erwachsenenbildung, developed a blended format that included several complementary components.

Austrian consortium's blended solution to early recruitment challenges:

01

In-Person Meeting

An in-person meeting, offering opportunities for networking and exchange;

02

Online Sessions

Two compulsory online sessions via Microsoft Teams, ensuring shared input and discussion across the cohort;

03

Online Meeting

Individual online meetings for tutoring, feedback, and coaching; and

04

An interactive online course

An interactive online course, hosted on the dedicated SIM learning platform (<https://sim.dieberater.com/>), designed to provide core content, case studies, and reflection exercises.



This structure minimized scheduling conflicts while ensuring sustained learning progress. It allowed participants to engage with the material flexibly, without sacrificing the interpersonal dimension that is essential to the SIM concept. Each learner could progress through the online materials at their own pace and use individual coaching sessions to clarify questions or explore the application of specific concepts to their own professional environment.

Importantly, the team deliberately integrated the participants' professional experience into the programme design. Once it became clear during recruitment that most applicants were seasoned professionals-many already active in education, social projects, or sustainability management-the curriculum was adjusted to include a strong reflective and practice-oriented component. New reflection prompts were added throughout the online modules, such as "What are my experiences from my company?" or "How could I implement this in my job?", encouraging participants to connect theory with practice.

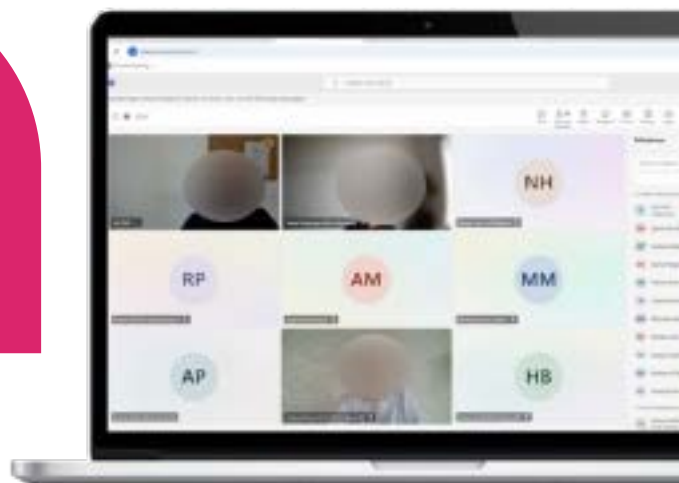
This adaptation ensured that the course went beyond knowledge transfer and fostered a peer-learning environment in which participants from diverse professional backgrounds could learn from each other's insights and experiences. The emphasis on professional exchange and applied learning also carried over into the hackathon, which served as a practical platform for collaboration and innovation among participants from different sectors.

An Introductory Module was delivered on 4th August 2025 by facilitators Peter Marckhgott and Daniel Noppinger. It provided an overview of the programme structure, learning outcomes, and certification options, and familiarised participants with the SIM learning platform and hybrid working methods. The session also served as a community-building moment, allowing participants to introduce themselves, share professional backgrounds, and express expectations for the training.

Special attention was given to clarifying how the modules, online components, and coaching sessions would interact to ensure maximum flexibility for adult learners. The facilitators outlined the purpose of the reflection exercises and explained how the course content could be continuously connected to each participant's professional experience. This introductory session thus set the stage for a collaborative, practice-oriented learning environment.



*Online Meeting
via Teams in
Austria*





Module 1 | Corporate Governance and Strategy

Delivery of Module 1 - Corporate Governance & Strategie (Corporate Governance and Strategy) began on 7th August, and the corresponding online module remained accessible until 10th September 2025

The module was facilitated by the Austrian SIM Team led by Peter Marckhgott and Daniel Noppinger and included seven chapters (Introduction, What is Corporate Governance, value creation and value extraction, ESG criteria, corporate ethics, strategic sustainability) as well as a final quiz. The first module introduced participants to the principles of corporate governance, ethics, and ESG integration as foundational elements of social impact management. It explored how value creation and appropriation intersect with sustainability, transparency, and long-term strategic success. Participants examined the evolution of corporate social responsibility (CSR) and the growing relevance of ESG frameworks such as the UN Sustainable Development Goals (SDGs). Through presentations,

online exercises, and guided reflections, learners analysed how business ethics and corporate culture influence responsible decision-making. The module also emphasised the role of leadership and strategic alignment in embedding sustainability across organisational functions. Participants were encouraged to relate these concepts directly to their own professional contexts, reflecting on how governance structures and ethical considerations shape their day-to-day practice. In order to link the contents of Module 1 to participants' experiences and expertise, reflective exercises e.g. (What social purpose does your organisation have? Which organisational culture dominates in your organisation - does it support your strategy?) were included.

Module 2 | Territorial Responsibility and Local Anchoring

Delivery of Module 2 – Territorial analyse (Territorial Analysis) began on 11th August and the corresponding online module remained accessible until 10th September 2025.

The module was facilitated by the Austrian SIM Team led by Peter Marckhgott and Daniel Noppinger and included four chapters (Introduction, what territory, profile of the SIM territory, stakeholder analysis) as well as a final quiz. This module focused on understanding the territorial dimension of social impact - how organisations are anchored in, and interact with, their local environments. Practical exercises involved defining the action area of the participants' organisations, assessing different types of data, and mapping stakeholders. The module highlighted how local partnerships can foster shared value creation and strengthen community resilience.

Case studies demonstrated the added legitimacy and innovation potential that territorial anchoring can bring to organisations seeking to achieve long-term sustainability. In order to link the contents of Module 2 to participants' experiences and expertise, reflective exercises (How would you describe the territorial involvement of your organisation? Do you think the territorial engagement of your organisation could be improved - how? What do you think are the potential and the limitations of implementing the SIM axes of action in your organisational environment?) were included.



Module 3 | Stakeholder Engagement

Delivery of Module 3 - Stakeholder management began on 11th August and the corresponding online module remained accessible until 10th September 2025.

The module was facilitated by the Austrian SIM Team led by Peter Marckhgott and Daniel Noppinger and included six chapters (Introduction, cooperation in a partnership, strategy and instruments for communication and engagement, stakeholder management, monitoring and evaluation, best practices) as well as a final quiz. This module addressed the strategic management of stakeholders and the development of sustainable partnerships. Participants examined engagement frameworks, typologies, and analytical models such as the stakeholder mapping, communication

strategies and conflict management. This module involved several best practice examples that showed how stakeholder management can work in real life examples. In order to link the contents of Module 3 to participants' experiences and expertise, reflective exercises (e.g. How does your organisation communicate with its stakeholders - which instruments and formats would you like to include into your practice? Which stakeholders are valued most in your organisation and how do you cultivate your relationship with them?) were included.

Module 4 | Project Management

Delivery of Module 4 – Project management (Project management) began on 14th August and the corresponding online module remained accessible until 10th September 2025

The module was facilitated by the Austrian SIM Team led by Peter Marckhgott and Daniel Noppinger and included five chapters (Introduction, Introduction to project management, project and time planning, financial aspects, project monitoring and evaluation) as well as a final quiz. Module 4 introduced participants to project management methodologies applied to social impact initiatives. Building on the preceding modules, it provided practical tools for translating ideas into structured projects and managing them effectively across all phases. Topics included SMART objectives, Gantt

charts, budgeting and monitoring, and impact-oriented evaluation frameworks. In order to link the contents of Module 4 to participants' experiences and expertise, reflective exercises (e.g. Where in your professional or personal life did you experience situations where good planning and risk management would be important? What options for assessing progress and reacting to deviations do you have in your practice - how can you improve your approach?) were included.

Module 5 | Impact Assessment and Reporting

Delivery of Module 5 - Impact assessment & Reporting began on 14th August and the corresponding online module remained accessible until 10th September 2025.

The module was facilitated by the Austrian SIM Team led by Peter Marckhgott and Daniel Noppinger and included six chapters (Introduction, impact theory, impact framework, social return on investment, sustainability strategy and reporting) as well as a final quiz. The fifth module concentrated on measuring, evaluating, and communicating social impact. Participants were introduced to key methodologies such as Theory of Change, Social Return on Investment (SROI), and impact metrics

derived from ESG frameworks. The training linked conceptual foundations to practical applications, encouraging participants to think critically about how data and evidence support strategic decision-making. In order to link the contents of Module 5 to participants' experiences and expertise, reflective exercises (e.g. Where in your professional or personal environment do you already see effects that go beyond financial results, and how could you systematically make these visible?) were included.

A final session delivered on 10th September concluded the Austrian SIM programme with a joint reflection on lessons learned and an exchange of experiences across modules.



Participants discussed the applicability of the acquired concepts in their respective organisations and identified first steps for implementing social impact strategies. The session also included a feedback round. Facilitators presented options for certification with TÜV Austria and shared

information about the SIM School in Paris, encouraging participants to remain connected to the transnational SIM community. The closing event fostered a strong sense of achievement and commitment to continue applying the programme's principles in practice.



Hackathon

The Austrian SIM Hackathon took place at die Berater's offices in Vienna on 28th August 2025 and united 15 participants, most of them experienced professionals. The Hackathon was implemented by die Berater and Plattform für berufsbezogene Erwachsenenbildung.

The Austrian hackathon was designed as an integrative and practice-oriented component of the training, giving participants the opportunity to apply the knowledge and tools acquired in the previous modules. Recognising that most participants were

established professionals with significant experience, the organisers deliberately shaped the event as a peer-learning format that encouraged knowledge exchange and collaboration across sectors.

The hackathon was structured in three phases:

01

Describe the organisation & its challenges

Participants introduced their professional context and identified a real issue related to social impact, sustainability, or stakeholder engagement.

02

Find the Idea

In mixed groups, participants brainstormed innovative and feasible solutions to the identified challenges.

03

Develop the Idea

Teams refined their concepts into actionable project outlines, including expected outcomes, key stakeholders, and possible implementation paths.



Throughout the day, facilitators supported the teams with coaching inputs and short methodological impulses drawn from the SIM modules on project management and stakeholder engagement. The event also included short presentations on the SIM School in Paris and the TÜV Austria certification option, connecting the national programme to the broader transnational SIM framework.

A large, semi-circular photograph showing a spacious room with wooden floors and high ceilings. Several people are seated at long wooden tables, working on laptops. There are large windows on the right side, and a few white balloons are visible. The room appears to be a modern workspace or a hackathon venue.

Austrian SIM Hackathon



Learning Outcomes & Impact

The hackathon fostered creativity, collaboration, and practical problem-solving skills, enabling participants to transform theoretical concepts into concrete project ideas.

It also strengthened professional networks among learners, highlighting the shared challenges and opportunities of applying social impact management in diverse organisational settings. Participants reported that the event helped them better understand how to adapt SIM tools to their workplaces and appreciated the open, collaborative atmosphere.

Participants particularly valued the peer-learning dimension of the event, noting that the combination of structured teamwork and informal exchange created a motivating environment for innovation. The hackathon thus served as both a culmination of the Austrian SIM programme and a bridge to real-world application and future collaboration among alumni.



Cooperation Schemes & Final Projects

Most Austrian programme participants have established careers and are well integrated within their organizations, demonstrating the capacity to drive change.

The Austrian approach to implementing cooperation schemes aligns with Austria's overarching strategy: connecting these initiatives to participants' current roles and leveraging their expertise. To maximize this, it was offered to participants the option to develop a cooperation scheme within their own organization. Rather than collaborating with an external company, such as through an internship, participants could instead identify opportunities within their organization to create social impact and explore ways to realize these ideas. For those for whom this approach was not feasible, or who preferred a different path, it was arranged partnerships with companies in the Plattform Erwachsenenbildung ecosystem. Ultimately, however, all participants who began their final projects chose to apply SIM within their own organizations. Support was provided in identifying suitable areas within each organization's

activities for SIM projects. Notable cooperations include: FEMMED, a Vienna-based organization offering accessible medical support, particularly for women; IP Center, a training provider operating at the intersection of diverse social groups; and a major Austrian insurance company.

After cooperation schemes, participants started to work on their final projects. From the beginning of the SIM training, participants were encouraged to think about potential projects that could apply the Social Impact Management approach in their own professional environments. They were invited either to focus on their own organisation or to develop a concept for another institution of their choice. In practice, all participants chose to design a project for their own organisation, ensuring immediate relevance and strong institutional ownership.

*Presentation of
the project at the
International SIM
School in Paris*

During the Hackathon, participants presented their initial project ideas, exchanged feedback, and explored possible collaboration and implementation strategies. After the Hackathon, these concepts were further refined through coaching and peer learning. Participants were offered two options for their final submission: either a brief project outline (Projektskizze) or a comprehensive project development plan.

The implementation phase was characterised by close cooperation between die Berater® and the participants' organisations to ensure that projects were both realistic and impactful. This collaborative approach resulted in four fully developed, in-depth project concepts, all of which are currently being implemented, as well as seven concise project outlines representing early-stage initiatives with high potential for future realisation.

4 project were presented:

- 01** **Strengthening Referrals to FEM Med:
Improving Access to Women's Health Services**
- 02** **Artificial Intelligence in Open Youth Work**
- 03** **World CleanUp Day: Youth Environmental
Action at ipcenter.at**
- 04** **Health Empowerment Lab: Strengthening
Women's Health and Agency (ABZ*Austria)**



01 Strengthening Referrals to FEM Med: Improving Access to Women's Health Services

The FEM Med Women's Health Centre at Reumannplatz in Vienna's 10th district is a low-threshold facility offering medical, psychological, and social counselling for women. Operated by the Institut für Frauen- und Männergesundheit, FEM Med promotes gender-sensitive health in line with WHO principles of physical, mental, and social wellbeing.

Its activities-individual advice, psycho-educational sessions, and workshops on issues such as reproductive health, obesity, and diabetes-serve a broad clientele including migrants and socially disadvantaged women.

The surrounding district of Favoriten is one of Vienna's most diverse areas. Many residents face linguistic and socio-economic barriers that complicate access to health services. Evaluations of the ongoing FEM Med pilot project showed that most clients learned about the centre through social or labour-market organisations, while referrals from general practitioners and the emergency ward of Klinik Favoriten were very limited. Yet these medical links were a key assumption of the original project concept.

The project "Gesteigertes Engagement der zuweisenden Stellen für FEM Med" set out to close this gap by creating a structured referral system between FEM Med and local medical providers. The

aim was to ensure that women with non-acute or complex social-medical issues could be referred directly to FEM Med for holistic counselling, thus strengthening prevention and easing pressure on hospital services.

To achieve this, a simple tick-box referral form was designed, allowing doctors to indicate reasons for referral such as help interpreting medical findings, medication guidance, or advice on legal entitlements. The form reduces time constraints and enables clear, documented communication between physicians and FEM Med staff. A dedicated employee from the FEM Med team presents the tool personally in local practices and maintains regular contact with the emergency department to keep the referral option visible. The initiative combines this practical tool with ongoing networking and feedback. Continuous data collection allows the team to measure both the quantity and quality of referrals and to adapt procedures quickly if needed.

SMART objectives

- 01 Increase referrals from doctors and Klinik Favoriten by 50 % by June 2026.
- 02 Reduce inappropriate emergency visits by 20 %, ensuring that more women access preventive care directly.
- 03 Improve clients' health literacy, with at least 60 % reporting greater knowledge of available services.



Key partners include general practitioners, outpatient clinics, and the emergency department of Klinik Favoriten. Their cooperation ensures that FEM Med becomes part of regular referral pathways. Clients themselves contribute feedback on accessibility and relevance. The FEM Med team coordinates development, data management, and communication with the Vienna Health Fund, which finances the pilot phase. The project strengthens health equity by helping women navigate the

healthcare system more confidently while relieving overburdened emergency units. It fosters collaboration between medical and social sectors, demonstrating how small structural innovations—such as a standardised referral form and systematic stakeholder engagement—can yield measurable impact. If successful, the model could be extended to other districts, providing a replicable example of applied social impact management in public health.

02 Artificial Intelligence in Open Youth Work

The project was developed within Zeit!Raum – Verein für soziokulturelle Arbeit, a long-established organisation implementing social projects for children, youth, and families in cooperation with the City of Vienna. Zeit!Raum offers accessible programmes in learning, creativity, and sports in several districts, focusing on inclusion and community cohesion.

In Vienna's 15th district (Rudolfshaus-Fünfhaus), where the project is based, socioeconomic inequality, high migration rates, and limited access to educational opportunities pose persistent challenges. Nearly half the residents have a migration background, and many children and young people live in crowded housing with scarce green or recreational spaces.

Within this context, digital exclusion has emerged as a new form of inequality. Many adolescents from low-income or migrant families lack access to technology and digital literacy. This not only limits educational prospects but also deepens social divides. Zeit!Raum's work therefore increasingly addresses the intersection of education, inclusion, and digital participation.

The initiative "Artificial Intelligence in Open Youth Work" (German: KI in der offenen Jugendarbeit) responds to the growing influence of digital technologies on young people's lives. It recognises that while AI systems shape social media,

education, and future employment, most young people have little understanding of how these systems work or how they affect their daily choices. The project introduces adolescents aged 14–21 to artificial intelligence through interactive, creative, and reflective activities. The dual goal is to make AI comprehensible and relevant while fostering critical thinking about its risks and ethical dimensions. Young participants explore questions such as: How does AI influence what we see online? How can algorithms create bias or discrimination? How can we use technology for social good?

A particular focus is placed on empowering youth from socially disadvantaged contexts to become active creators rather than passive users of technology. The project therefore combines digital education, social learning, and participatory project work, using methods familiar from open youth work—playful engagement, group discussions, and creative experimentation.



The project unfolds in four phases over seven months:

Throughout all phases, the approach remains open, flexible, and participatory, allowing youth to shape the content and pace of their learning.

01

Preparation (January–February 2026):

Zeit!Raum staff receive basic AI training and develop a pedagogical framework with external experts.

02

Introduction phase (March–April 2026):

Youth groups engage with introductory material-videos, examples of fake news, and interactive debates-to demystify AI and connect it to their daily lives, particularly social media. A motivational study visit to a company using AI for social purposes is planned.

03

Project development (April–June 2026):

Small groups design their own AI-based “social impact” micro-projects, supported by practitioners and industry mentors. Potential ideas include campaigns against online hate speech, creative AI art, or chatbots for youth counselling.

04

Presentation and reflection (July 2026):

Final results are presented publicly-through exhibitions, videos, or social media campaigns-followed by collective evaluation with all partners.

The project pursues three measurable goals:

01

Knowledge Building:

At least 100 young participants can define AI and use basic applications by the end of 2026.

02

Critical Reflection:

A majority can name at least three opportunities and risks of AI.

03

Project development (April–June 2026):

Creative application: three to four youth teams design and publicly present their own AI-based social projects.

The project addresses two fundamental challenges-educational inequality and digital exclusion-by integrating technology, creativity, and empowerment. It transforms abstract AI concepts into accessible, hands-on experiences that connect technology to social responsibility. By fostering digital skills and ethical reflection, the initiative enhances youth agency and participation in a rapidly changing digital society.

For Zeit!Raum, the project opens a new professional field within open youth work, strengthening its profile as a forward-looking organisation that connects social pedagogy with digital innovation. On a broader level, the initiative contributes to social cohesion and inclusion in Vienna, demonstrating how the principles of Social Impact Management can be applied to empower the next generation of socially conscious citizens.



World CleanUp Day: Youth Environmental Action at ipcenter.at

The World CleanUp Day is a global movement uniting citizens from more than 190 countries in collective environmental action. In this context, ipcenter.at, one of Vienna's largest providers of education and vocational training, launched a SIM project to actively contribute to sustainability, social engagement, and environmental awareness.

The initiative was designed to combine organisational precision with civic responsibility, offering young people a tangible way to take action for a cleaner, healthier, and more liveable city.

With over 30 years of experience and 258 employees, ipcenter.at delivers language training, career orientation, youth programmes, and apprenticeship initiatives in cooperation with the Public Employment Service (AMS Wien), the City of Vienna, and federal ministries. The project took place at two of its main training sites - Erlachgasse in the 10th district (Favoriten) and Breitenfurter Straße in the 12th district (Meidling). Both are densely populated urban areas marked by social diversity, limited green spaces, and recurring issues of littering and public pollution.

The initiative addressed three intertwined social concerns: environmental sustainability, social inclusion, and improved neighbourhood relations. In particular, the Erlachgasse site had received complaints from local residents about litter and behaviour in public areas, highlighting the need for visible, constructive engagement. The CleanUp project thus became an opportunity to connect environmental education with social responsibility, transforming an immediate local problem into a participatory learning process.

The overall aim was to empower participants in ipcenter's Youth College and Supra-company Apprenticeship Programme (ÜBA) to become active, responsible citizens while improving the quality of their immediate environment.

The project combined environmental, social, and pedagogical dimensions. It encouraged participants to perceive waste as both a symptom and a cause of environmental degradation, to develop practical recycling skills, and to reflect on personal and collective responsibility. Equally important was its social mission: strengthening team spirit, integration, and self-efficacy among a diverse group of young people, many of whom are migrants or come from socially disadvantaged backgrounds. The initiative also sought to improve community relations and local perception of the training sites. By visibly contributing to neighborhood cleanliness, participants could counter stereotypes and earn appreciation from residents. In this way, environmental education became a tool for mutual respect and civic dialogue.

Long-term, the project aims to establish sustained behavioral change, embedding ecological thinking and social participation into daily life. The CleanUp model can be replicated annually or expanded to other institutions, demonstrating the practical application of Social Impact Management in an educational setting.



The CleanUp project was structured in four main phases combining project-based learning, peer exchange, and creative participation.

01 Phase 1 - Preparation

Participants explored the causes and effects of pollution, discussed global and local sustainability challenges, and studied the role of the World CleanUp Day. Project groups were formed, each responsible for a specific aspect such as logistics, communications, or documentation.

02 Phase 2 - Planning:

Groups identified local “waste hotspots,” designed collection routes, and organised supplies such as gloves, bags, and grabbers. They created posters and social media materials to raise awareness and mobilize others.

03 Phase 3 - Action:

During the CleanUp event, youth teams collected waste in their districts, interacted with residents, and documented their experience through photos and interviews. The direct visibility of their work reinforced motivation and a sense of collective achievement.

04 Phase 4 - Reflection and presentation:

The teams analysed outcomes, discussed lessons learned, and presented their results in an exhibition and small celebration at ipcenter.at

The pedagogical framework relied on experiential learning, gamification, and reflection. Activities such as environmental mapping, CleanUp diaries, and feedback sessions promoted critical thinking. Materials were multilingual to ensure inclusion, and the partnership with Green Heroes Austria added expert input and external recognition.

A small budget (€1,500) covered materials, communication, and documentation, ensuring professional organisation and visibility. The event was promoted through ipcenter’s digital channels and a local hashtag campaign (#WorldCleanUpDay2025), increasing engagement beyond the immediate participants.

The project produced measurable and qualitative outcomes across several dimensions. Environmentally, it directly improved cleanliness around the participating sites, while instilling sustainable habits in young participants. Socially, it strengthened cooperation, empathy, and mutual respect - not only among participants but also

between the institution and the local community. Educationally, it integrated practical learning with civic values, helping students apply teamwork, planning, and communication skills in a real-world context. Feedback from participants highlighted a strong increase in motivation, awareness, and pride. Trainers observed notable improvements in responsibility, initiative, and group cohesion. Residents expressed appreciation for the effort, helping rebuild trust and a positive image of the institution in the neighbourhood.

Beyond the immediate event, ipcenter.at intends to institutionalise the CleanUp as an annual sustainability day and to incorporate environmental topics into regular training modules. A “CleanUp Team” is being established to coordinate follow-up actions, collect ideas, and mentor new participants. The project documentation allows for replication at other ipcenter sites or within schools and NGOs.



The World CleanUp Day Project by ipcenter.at exemplifies how environmental education can become a powerful vehicle for social inclusion and civic engagement. It bridges ecological awareness with integration, team learning, and local cooperation, embodying the essence of social impact management. Through structured planning, active participation, and visible results, the initiative

not only improved the urban environment but also strengthened the personal and professional development of its young participants. In doing so, it demonstrated that small-scale, community-based projects - when well-designed and participatory - can generate enduring change: a cleaner neighbourhood, empowered youth, and a shared sense of responsibility for the common good.

04 ● Health Empowerment Lab: Strengthening Women's Health and Agency (ABZ* Austria)

ABZAustria is a social-profit organisation with over 30 years of experience promoting gender equality in work, economy, and education. Operating across Vienna, Lower Austria, and Vorarlberg with around 150 staff, ABZ offers adult-learning, counselling, integration, and qualification programmes.

The headquarters at the Austria Campus (Praterstern, Vienna's 2nd district) sits within a dynamic ESG-oriented urban hub that brings together employers, educational institutions, and social organisations serving overlapping target groups. The Leopoldstadt district is economically vibrant, shaped by major institutions (e.g., university campus, trade fair, stadium), and socially diverse with strong in-migration of young people seeking education and work. Sustainability is embedded at district level (excellent bike infrastructure, large urban green spaces such as the Prater and Augarten) and at site level (energy efficiency, greening, resource-saving mobility).

Despite progress, gendered inequalities remain pronounced in Austria. Women shoulder a disproportionate share of unpaid care (Gender-Care Gap), show higher rates of part-time work, and face persistent Gender Pay and Pension Gaps, with cumulative effects on financial security and health over the life course. These inequalities intersect with sectoral segregation: many women work in physically and emotionally demanding occupations (care, retail, early education, cleaning), often in split shifts and at atypical hours. Migration and re-entry

phases (e.g., after parental leave or caregiving) compound these disadvantages, while mainstream information offers frequently remain theory-heavy and not life-world-oriented. There is a need for low-threshold, women-specific health promotion that strengthens agency, reduces stress loads ("mental load"), and supports sustainable employability.

The Health Empowerment Lab responds to this need through a holistic health-promotion and empowerment model for women. It creates safe, accessible learning spaces ("Health Labs") that combine knowledge (workshops on nutrition, movement, sleep, stress, and everyday coping), practice (try-outs in women-only gyms, self-defense/functional training, healthy cooking labs adapted to shift work and cultural/religious diets), and peer exchange. A distinctive feature is the development of a multiplying layer: the training of Health Ambassadors (multilingual "health interpreters") who disseminate health knowledge within their communities and act as trust-building bridges to services. The overall aim is to enable women to integrate health practices into everyday life, improve resilience and wellbeing, and thereby stabilise or enhance labour-market participation.



Target group
Women (18+) in
Vienna, with a
particular focus on:

01

women with migration or refugee experience;
women returning to work after caregiving phases;

02

women in physically/psychologically demanding
jobs (care, education, retail).

At individual level, the Lab increases health literacy, resilience, and self-efficacy, supporting labour-market readiness and retention. At community level, the Ambassador network extends reach into linguistically and culturally diverse settings, normalising conversations about women's health and creating supportive micro-environments for change.

Institutionally, ABZ*Austria strengthens partnerships with health and integration services, improving referral pathways and visibility of women-centred prevention. Societally, the project advances SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities) by tackling structural barriers that diminish women's economic independence and wellbeing.

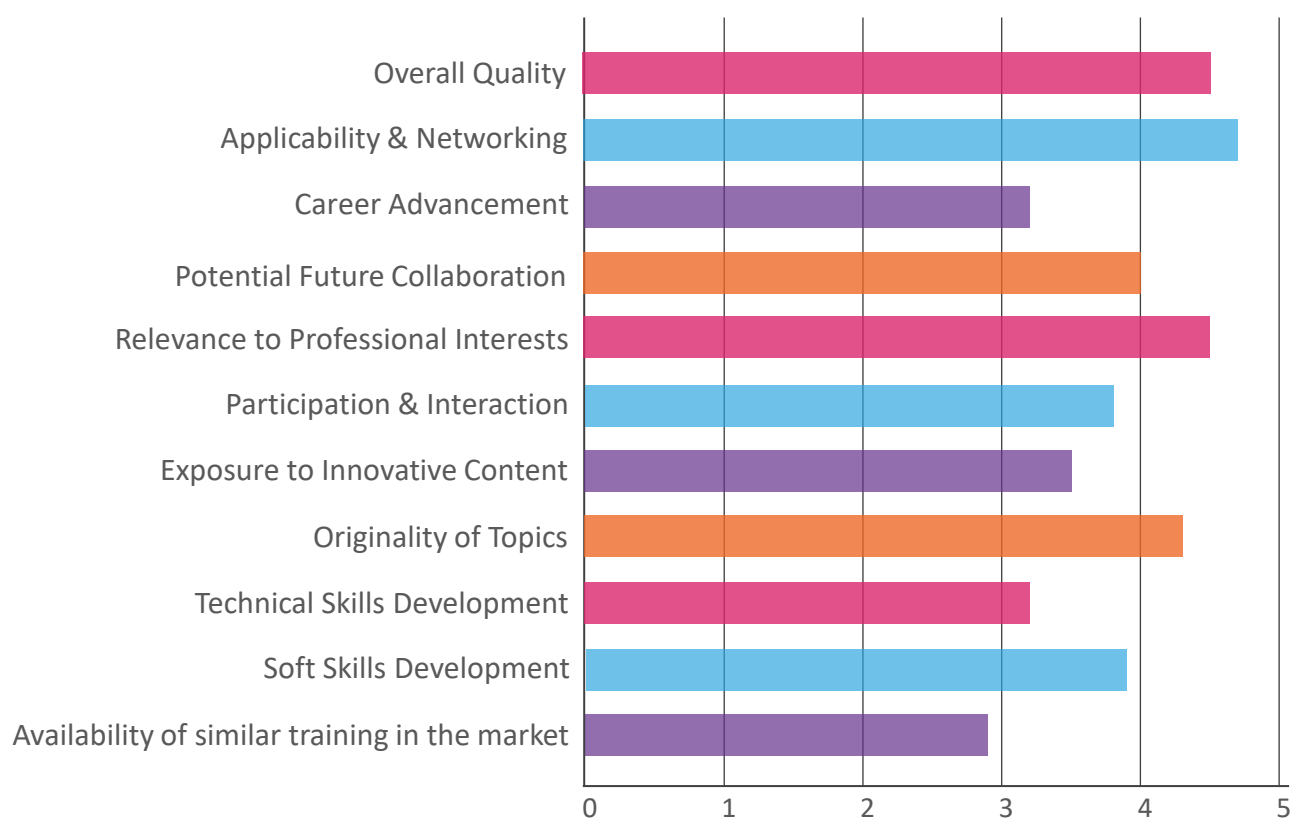
The model is scalable and replicable: modular Health Labs, a standardised but locally adaptable Ambassador curriculum, multilingual assets, and a lean MEL (monitoring, evaluation, learning) package allow transfer to additional ABZ* sites or allied organisations. Prioritising measures with long-term utility (e.g., the ambassador layer) supports sustainability beyond initial funding cycles.

The Health Empowerment Lab demonstrates how a women-centered, low-threshold, and practice-oriented approach can translate gender-equality goals into concrete health and labor-market outcomes. By combining accessible learning, lived-context practice, and a multiplier network, the project strengthens personal agency, builds community capacity, and lays the groundwork for structural change—from everyday habits to employer awareness and service coordination. It is a coherent, impact-oriented response to entrenched inequalities, firmly aligned with ABZ*Austria's mission and Austria's broader social sustainability agenda.



Student Evaluation Survey

After the end of the programme, participants received a survey by email to evaluate the quality of the SIM LLL Programme, its content, and the lecturers. A total of 25 participants completed the end-of-course evaluation (evaluation range: 1 (low) –5 (high) scale):





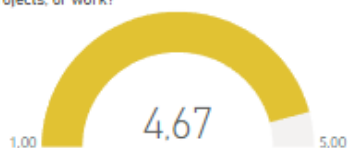
Participants' Survey Results – Austria

Country		
Austria	Croatia	France
Greece	Italy	

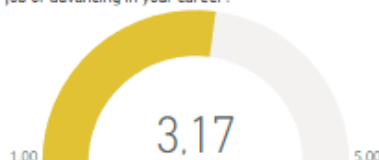
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Respondents

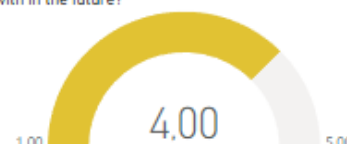
Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



Was the content relevant to your professional development or interests?



Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



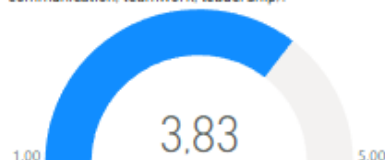
Did the course content address topics or perspectives that are rarely covered in similar educational programs?



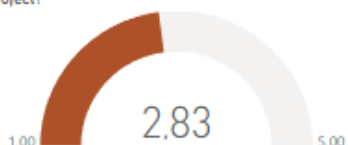
Did the program improve the technical skills relevant to your current or desired profession?



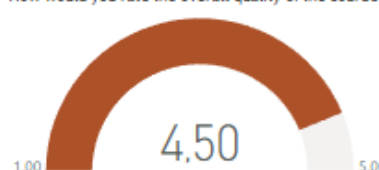
Did the program improve your soft skills (e.g. communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

04

SIM International School

The SIM International School represented the learning culmination of the SIM educational programme. Organised after the completion of the national SIM Programmes in all five partner countries, it was designed as an intensive three-day event hosted in Paris from 4th to 6th of November, 2025.

The School brought together selected participants, representatives of partner organisations, and corporate stakeholders to reinforce the international dimension of the programme and to create a shared learning and networking space for future Social Impact Managers.

The purpose of the SIM International School was to provide participants with the opportunity to deepen knowledge and competencies acquired during the national training programmes, to exchange good practices, and to collectively reflect on challenges and opportunities related to social impact management across European contexts.

The programme was designed in a mixed learning format, combining two masterclass lectures, peer-to-peer exchange sessions in which SIM participants presented 13 final projects developed during the SIM Programme, and a corporate visit. Thirty-two SIM participants were invited and attended the SIM International School. During the SIM International School, two roundtables were organised with the titles: Driving Business Innovation and Growth through Social Territorial Projects, and Strategic Partnerships and Channel Management: Enhancing Social Impact through Collaboration.

*Paris, France -
SIM International
School –
Masterclass
lecture*





*Paris, France - SIM
International School –
Roundtable Driving
Business Innovation and
Growth through Social
Territorial Projects*

This integrated format ensured that participants could further consolidate knowledge gained throughout the SIM Programme, while also critically reflecting on its real-world implications

Participants broadened their understanding of how social impact management practices differ across territories and sectors, and how solutions can be transferred or adapted across contexts. The International School played a strategic role in

programme sustainability. By connecting participants across countries, backgrounds, it initiated the development of a European network of future Social Impact Managers that can continue to collaborate beyond the duration of the SIM project.

*Paris, France - SIM
International School –
Roundtable Strategic
Partnerships and
Channel Management:
Enhancing Social
Impact through
Collaboration*



05

Results, Key Findings and Recommendations

● The SIM Programme was successfully implemented in:

5

COUNTRIES

- Croatia
- Italy
- France
- Greece
- Austria



185

POTENTIAL PARTICIPANTS

Responded to the open call in attending the SIM Programme.



124

PARTICIPANTS WERE ENROLLED

- 94 women
- 30 men



One of the key goals of the SIM project was to develop and implement a **cooperation schemes** that facilitated collaboration between local companies and students. This initiative continued the project's educational and practical activities, aiming to foster social impact aligned with companies' Environmental, Social, and Governance (ESG) goals. A total of 25 cooperation schemes were implemented during the SIM Programme.

A **Hackathon** was implemented in all participating countries as an element of the SIM Programme. Hackathons enabled participants to apply and integrate the competencies developed across the five learning modules in a realistic and time-constrained environment. The activity was designed to stimulate teamwork, creativity, and cross-sector thinking by exposing participants to real social challenges submitted by companies, NGOs, and local communities.

Across the partner countries, the Hackathon produced a wide variety of high-quality outputs. Overall, the Hackathon successfully validated the SIM pedagogical model by demonstrating that

structured learning, when combined with collaborative problem-solving and real-world exposure, significantly enhances the development of practical competencies and professional identity among future Social Impact Managers.

Following completion of the modules and Hackathons, participants worked in teams to develop **Final Projects**. This phase represented the culmination of the learning journey, allowing participants to translate theoretical knowledge and practical skills into fully developed, impact-oriented project concepts designed for real organisations and communities.

Each team/individual participant selected a social challenge, engaged with stakeholders where possible, collected relevant data, and applied learned methodologies. The goal was to design structured and feasible solutions that demonstrated clear alignment between organisational strategies and societal needs. Across partner countries, Final Projects demonstrated strong analytical and creative thinking. Many teams developed solutions directly

relevant to real organisational needs, including social-impact campaigns, models for inclusive employment, dashboards for ESG reporting, territorial-regeneration strategies, partnership frameworks, and community-development initiatives. In several cases, partner organisations expressed interest in piloting or integrating the proposed solutions, confirming the practical applicability of the SIM methodology.

In total, participants produced 37 final projects, with the best ones presented at the SIM International School in Paris.

Participants were able not only to understand the theoretical foundations of social-impact management, but also to transform them into structured, feasible, and socially valuable interventions.



After the programme concluded, an anonymous survey was distributed to all participants to assess its quality.

76 participants completed the survey:

Croatia	18
Italy	25
France	9
Greece	18
Austria	6

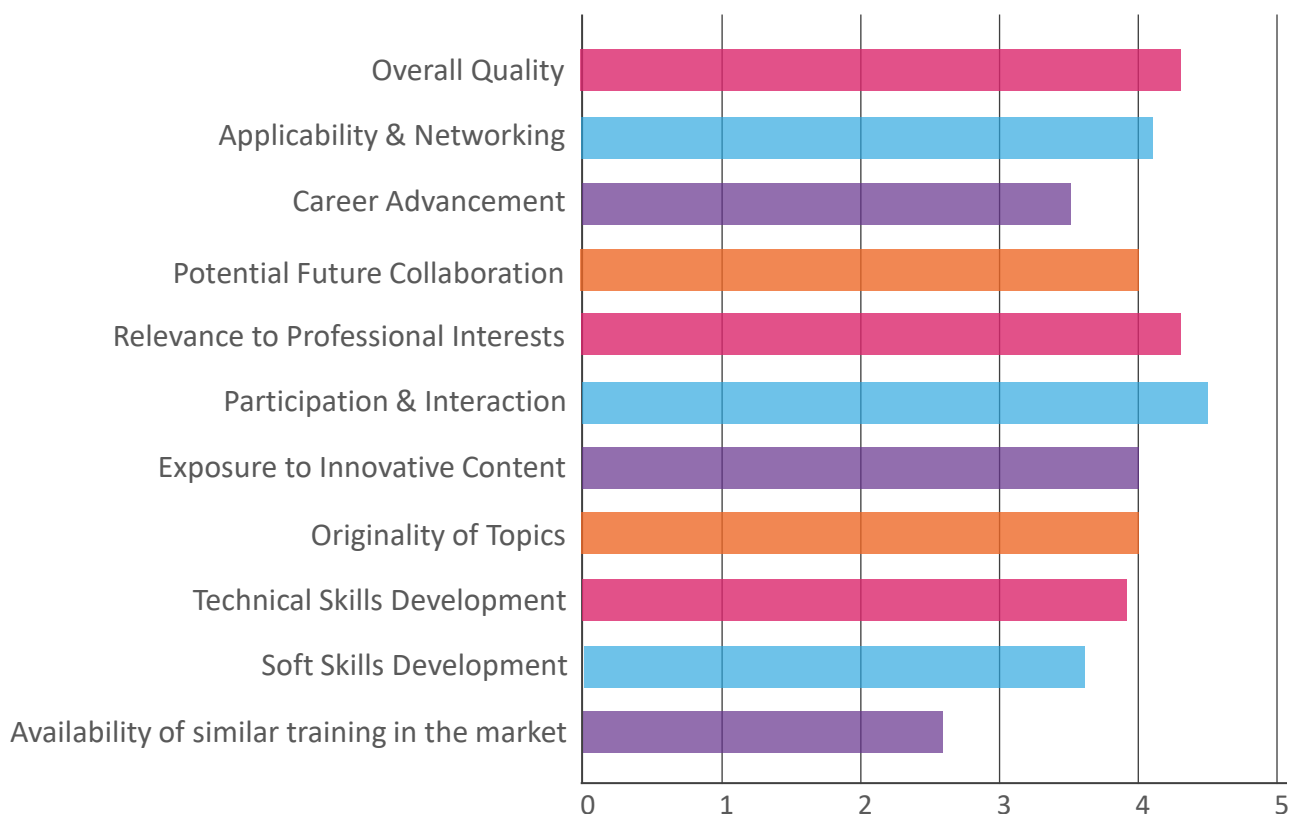


Student Evaluation Survey (Overall)

Participants rated the quality of the SIM Programme at 4.3 on a scale from 1 (low quality) to 5 (high quality).

The pilot implementation of the SIM Programme across five partner countries confirms that the combination of structured theoretical modules, practical experiential learning, and direct engagement with companies and community actors represents an effective approach for building the emerging professional profile of the Social Impact Manager. To sustain and further enhance this model, future editions of the programme should maintain the strong integration of multi-stakeholder collaboration, ensuring that learners continue to work on authentic challenges that mirror real organisational, territorial, and societal needs.

The SIM Programme combined theoretical learning with hands-on experience in real organisational settings. Through cooperation schemes, teamwork and project-based activities, learners develop job-ready skills in planning, managing and accessing social-impact initiatives while gaining a realistic understanding of stakeholder dynamics and organisational constraints. Working on authentic challenges provided by companies and NGOs strengthens participants' confidence and ability to solve complex problems collaboratively, while continuous interaction with practitioners and international peers expands their professional networks and awareness of emerging career opportunities in the field of social impact. Overall, this integrated approach ensures that the competences acquired throughout the programme are directly transferable to professional contexts.



Participants' Survey Results – Overall

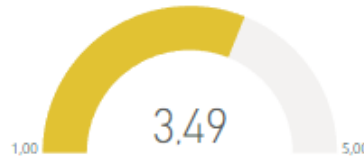
Country		
Austria	Croatia	France
Greece	Italy	

76
Respondents

Do you think the course provided you with useful skills that can be applied in your current activities, projects, or work?



Did the program improve your chances of finding a job or advancing in your career?



During the course, did you come into contact with people or organizations you would like to collaborate with in the future?



Was the content relevant to your professional development or interests?



Did the trainers encourage participation and interaction?



To what extent did this course introduce you to new tools and methods you had not encountered before?



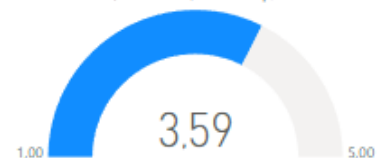
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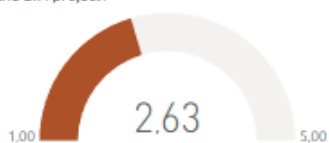
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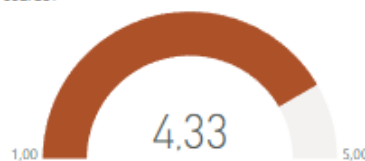
Did the program improve your soft skills (e.g. communication, teamwork, leadership)?



Would you have had access to the same learning opportunities if you had not participated in the SIM project?



How would you rate the overall quality of the course?



GF3 – If you wish, please share any comments or feedback.

4 prepared teachers who, with an extra day of training, could certainly have provided us with a lot of other useful information.
All praise for the entire program!! From interesting lecturers to study visits and competitions – everything was more than inspiring. I am a frequent participant and I am happy to respond to projects like this, but I must emphasize that NO PROJECT SO FAR has directed me like this, but I opened my eyes and pushed me in a completely new career direction. The project gave me an insight into what is really important (to me). What I want and aspire to be a part of! I would like to refer to a few guidelines for the coming years of implementation. We could (together) design a model for less paper consumption. I know that documentation is extremely important and that the main word is always led by the project holders, so I mention this to encourage them to find a more viable solution! Thank you a thousand times to our SIM team. Thank you



Follow our journey...
www.simproject.eu



Co-funded by
the European Union