

Social Reporting Framework

Framework for the production of social reports based on recommended guidelines and best practices



Social reporting framework

VAR 4 Fair Play - Enhancing the experience of fair-play in football

Project nr. 101185192

Deliverable D3.3.

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Introduction

This document serves as a basic and hands-on introduction to social reporting, mainly for organisations working in the area of sport for development (SDP).

It helps the organisations to structure their social reporting and makes clear what is needed to easily show what has been done and what the impacts are. It provides explanations, examples and templates of different topics that are covered in social reporting.

What is social reporting?

Social reporting is a way for NGOs to tell their story in a clear and structured format. It helps organisations explain what they do, why they do it, and what difference they are making in people's lives. Instead of long, complicated reports, social reporting gives a simple framework that makes it easier to show results and impact.

This approach is useful because it helps to build trust with donors, partners, and communities. It shows that the organisation is transparent, focused on its goals, and able to measure change. It also helps NGOs learn from their own work, inspire one another, and improve how they plan and deliver activities.

Structure of the social reporting framework

Social reporting includes key sections that present the organisation, its activities, and its impacts. This part of the document introduces each section of the report.

Each section follows a clear structure:

- Theoretical overview – explaining its purpose and principles.
- Practical examples – showing real applications.

Then, in the 2nd part of this document, there are proposals of different templates in line with the previously described theoretical overview and practical examples – providing a ready-to-use format.

This structure helps organisations understand the reporting process and simplifies preparing their own reports.

Templates for the different issues required for the social reporting

- Organisation profile
- Mission, vision, problem solution
- Monitoring and evaluation
- Case studies from the field
- Network of the partners

1/ Organisation profile

1.1 Theoretical overview

This section provides a concise snapshot of the organisation and its core work. It should include the most essential information that allows readers to quickly understand who the organisation is, what it does, and why it exists. The aim is to present a clear and structured overview, ideally in the form of a list for easy readability.

The template proposed below can be changed according to the needs of the organisation.

- Name, founded, legal forms, contact details
- Staff (number of workers - full time/part time; volunteers); gender; roles – Map of the organisation team - organisational structure
- Finances (financial audit) - income (grants, donors, subsidies...), costs (events, staff, organisation operations...) - some organisations might want to add it here, others put it in their annual report (as it might be required by the national legislation)
- Membership in associations, international organisations...

1.2 Organisation profile - practical examples

Organisation and Team

Organisation Profile

Name

Kicken ohne Grenzen – Verein zur Förderung von benachteiligten Jugendlichen

Head Office

Kranzgasse 18/8, 1150 Vienna, Austria

Founded

2015

Legal Status

Non-Profit Organisation

Contact Details

Kicken ohne Grenzen, Kranzgasse 18/8, A 1150 Vienna, Austria

E-Mail: kontakt@kicken-ohne-grenzen.at

www.kicken-ohne-grenzen.at

Statutes in German

<http://www.kicken-ohne-grenzen.at/files/KoG-Statuten.pdf>

Register of Associations

Since Dec, 5th 2015 Kicken ohne Grenzen is registered in the Austrian Register of Associations under the number 278042669.



Fairplay and Fairtrade

Environmental and Social Profile

In addition to our social engagement, it is also very important to us that we make environmentally sound decisions in our work. Therefore, we not only seek to use our services to influence the future paths of our young people, but in doing so also take account of our impact on the environment.

In our offices, we use exclusively eco-electricity from renewable energy sources. We also pay close attention to avoiding the use of packaging in everyday office life. Our footballs carry the FAIRTRADE mark (www.balasport.co.uk). All our merchandise is produced sustainably using organic materials and is GOTS-certified (www.stanley-stella.com). At our events, we avoid using throwaway products, such as plastic cups or paper plates.

Source: Kicken ohne Grenzen, Social Report 2019 - <https://www.kicken-ohne-grenzen.at/files/Social-Report-Kicken-ohne-Grenzen-2019-SRS-Eng.pdf> (p.36)

2/ Mission, vision, problem statement

2.1 Mission, vision, problem statement – theoretical overview

This section provides an overview of the organisation's mission, its main objectives, and the cultural environment in which it operates. The key point is to depict the social challenge or social problem your organisation wants to solve or to contribute to. You may also highlight sources of the challenges and their consequences to better situate your organisation and its activities.

A mission statement explains what the organisation does, for whom, and how. It reflects the organisation's purpose, core activities, and approach. When describing your mission, your aim is to answer the following questions:

- What is the problem or need your organization address? What is the social/cultural context?
- Who are our target groups?
- How do we work to address the problem? (methods, activities)

A vision statement describes the ideal future the organisation wants to help create. It should be aspirational, future-oriented, motivational and aligned with long-term impact.

When describing your vision, your aim is to answer the following questions:

- What long-term change do we want to see?
- How will the world/community look if we succeed?

A problem statement is a brief, factual description of the core issue your organisation aims to solve. It explains what the problem is, who is affected, and why the problem matters, without yet describing solutions. A good problem statement helps everyone understand why your work is needed by grounding your mission and vision in real evidence and community realities.

When preparing your problem statement, your aim is to answer the following questions:

- Who is affected?
- What is the core problem?
- Why does this problem exist?
- What are the consequences?
- Why does the problem matter?

It is also common for organisations to connect their work with the United Nations Sustainable Development Goals (UN SDGs), emphasising what they exactly focus on and highlighting the alignment with global objectives.



2.2 Mission, vision, problem statement – practical examples

Magic Bus

Mission: “To equip vulnerable young people with the life skills that enable them to thrive in the transition to adulthood.”

Vision: “A world where young people break out of poverty to lead fulfilling, rewarding lives and contribute positively to their communities.”

Fair play point

Mission: “We support the social development of young people who lack the means to realise their full potential.”

Our Vision: “We strive for a more cohesive, fair, and supportive society.”

Problem statement: “A certain percentage of youth in the Czech Republic experience social isolation, limited access to positive role models, and a lack of opportunities for healthy socialization and physical activity outside of school environment. This can contribute to feelings of exclusion, reinforce biases, and hinder their development of key values and life skills, making it harder for them to thrive socially and economically.”

Kicken ohne Grenzen

Mission: “Giving youth a sporting chance to be leaders, heroes and role models on and off the field.”

Vision: “Our mission is to use the unifying power of football to help young people from disadvantaged communities integrate sustainably and equitably into society.”

Football is here seen as tool as well as a common language that can be used to transfer the imparted content to everyday life and apply it directly in practice."

Problem statement: "Every fifth child in Austria is at risk of poverty and exclusion. What does it mean to grow up in poverty? It means, among other things, that these children are disadvantaged in their age-appropriate development, that it is harder for them to socialise and that they have poorer educational opportunities - that they are burdened with poverty."

3/ Monitoring and evaluation

3.1 Monitoring and evaluation – theoretical overview

Monitoring, Evaluation and Learning (MEL, previously only M&E) is a core part of social reporting. It enables organisations to understand whether their programmes are achieving the intended aims, how they are implemented, and what can be improved.

Monitoring focuses on the regular collection of information about activities, participation and short-term aims, while evaluation examines deeper changes and impacts that programmes produce. The learning dimension of MEL is essential as organisations should routinely analyse their findings to reflect on what works, what doesn't, and how programmes can be adapted. Good MEL systems rely on clear programme aims, measurable indicators, and a logic model or theory of change linking resources, activities and intended outcomes.

Theory of Change (ToC) is a simple explanation of how and why a programme is expected to create change. It shows the logical path from what the organisation does (activities) to what it hopes to achieve (outcomes and long-term impact). A good ToC makes assumptions explicit - why you believe your activities will work - and helps everyone involved understand the purpose and expected results of the programme. ToC tells the story of how your programme creates change. Preparing it involves clarifying your goals, mapping the steps needed to get there, and making assumptions visible. It becomes the foundation for planning, monitoring, evaluation, and learning - and ensures your team and partners have a shared understanding of your mission and vision. The theory of change shall also guide the organisations in their data collection activities.

To prepare the MEL system effectively, NGOs must plan early so that data collection methods, baseline information, and responsibilities are clearly defined. MEL works best when integrated into everyday practice and when staff at all levels are involved, trained, and understand why reliable data matters. It is necessary to identify the types and sources of data ensuring data quality, and selecting meaningful indicators linked to programme goals.

For MEL, the organisation needs to collect the data regularly. This data can be collected through different sources and forms:

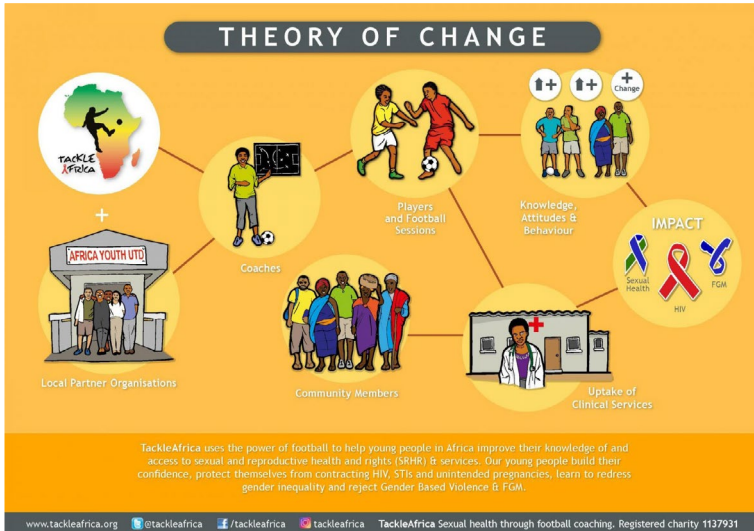
- Attendance sheets from the activities/workshops/sessions
- Session observation forms
- Coach logs
- Pre/post tests concerning the skills that are developed
- Photos/activity documentation
- Focus groups discussions
- Interviews
- Surveys
- Case studies/storytelling
- Observation
- Partner feedback
- Others

3.2 Monitoring and evaluation - practical examples

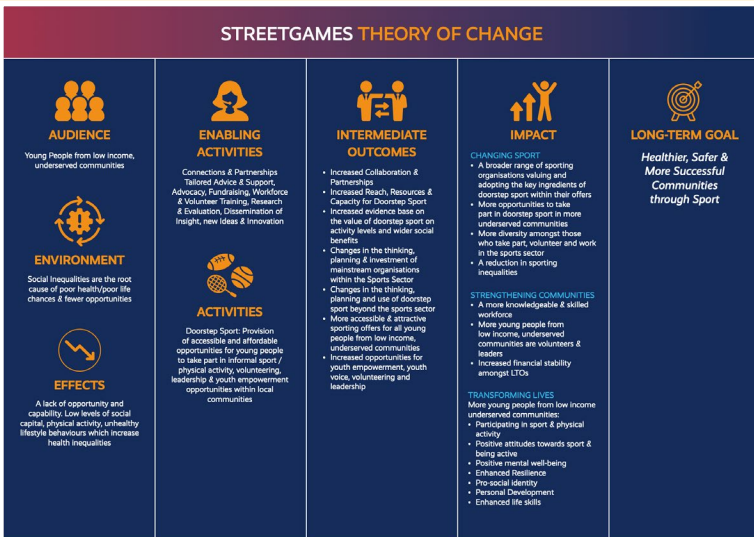
Here are several ideas about the possibilities of data collection for MEL. Each organisation has to develop its own system that mirrors its needs and intended impacts.

What to collect	Why to collect	When to collect	How to collect
PARTICIPANT LEVEL			
Number of participants (age, gender, location)	To understand who you are reaching and assess inclusivity	At registration and updated regularly (monthly/each cycle)	Registration forms, digital signup forms
Attendance per session	To measure engagement, programme reach, and consistency of participation	Every session (monitoring)	Attendance sheets, coach logs
Drop-out/retention rates	To identify barriers & improve the programme	Mid-term + end-term	Attendance analysis, exit interviews
ACTIVITIES/OUTPUTS LEVEL			
Number/type of sessions delivered	To confirm programme delivery as planned (outputs).	Weekly / monthly	Coach/activity reports, digital tracking tools
Participation in events/workshops	To measure reach and relevance	Each event	Sign-in sheets, photos, and observation
Resources used (e.g., equipment, staff hours)	For accountability, budgeting and planning.	Monthly or quarterly	Inventory sheets, staff reports
OUTCOMES LEVEL (CHANGE HAPPENING)			
Pre-post knowledge or skills tests	To measure learning and skill gains	Beginning + end	Surveys/tests (paper or digital)
Behaviour change indicators (confidence, teamwork, gender attitudes, communication)	To assess deeper social outcomes	Mid-term + end-term	Observation tools, participant self-assessments, and interviews
Participant feedback	To improve programme design and responsiveness	Mid-term + end-term	Focus groups, interviews, and feedback forms
LONGER-TERM IMPACT			
Follow-up data (school attendance, employment, health behaviours, ongoing sports participation)	To measure sustained impact—recommended in M&E guides for development programmes.	3–6 months after programme completion	Follow-up surveys, phone calls, partner reports

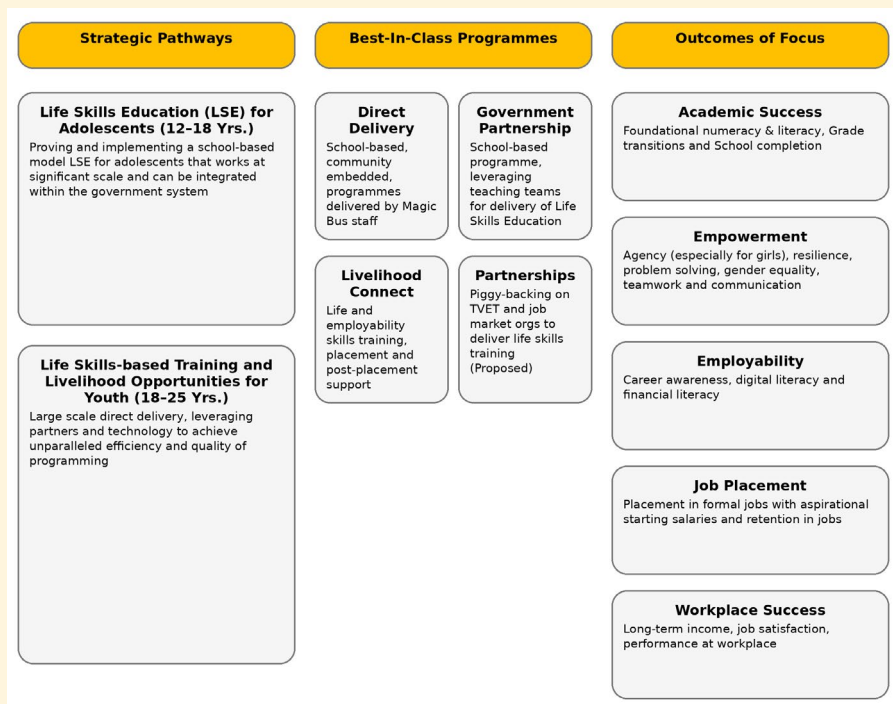
Theory of change - practical examples



Tackle Africa, Theory of Change 2026 - <https://www.tackleafrica.org/latest-news/our-new-theory-of-change-is-here/>



Streetgames, Theory of Change 2025 - <https://www.streetgames.org/wp-content/uploads/2025/11/SG-2023-Theory-of-Change.pdf>



Source: Magic Bus, Impact report 2023/2024 - <https://www.magicbus.org/assets/images/uploads/Magic-Bus-Annual-Impact-Report-2023-24.pdf>

4/ Case studies from the field

4.1 Case studies from the field

– theoretical overview

Keeping specific case studies from the field is valuable in social reporting because they bring your programme’s impact to life in a way that numbers alone cannot. While monitoring data shows scale

and trends, case studies offer human stories that reveal how and why change happens. They help stakeholders understand the lived experiences of participants, the barriers they face, and the meaningful shifts that activities create in their daily lives. Case studies also highlight nuances that traditional MEL tools may miss, such as unexpected outcomes, personal transformations, or contextual challenges. These stories make reports more engaging, credible, and emotionally resonant, strengthening advocacy and accountability.

To prepare strong case studies, NGOs should select real participants whose experiences represent important aspects of their programmes and gather information ethically through conversations, observation, and follow-up. A good case study focuses on the individual's background, the problem they faced, their journey through the programme, and the changes they experienced as a result. It should include direct quotes, concrete examples, and, when appropriate, photos (with consent). Staff should document stories continuously, so they capture fresh, authentic details.

The case studies can be in the form of an interview, an article or a video.

Case studies from the field - practical examples

- ISF Cambodia - Annual Report 2024 - https://isfcambodia.org/wp-content/uploads/ISF-Annual-Report-2024_compressed.pdf (p. 10)
- Kicking ohne Grenzen - Social Report 2019 - <https://www.kicken-ohne-grenzen.at/files/Social-Report-Kicken-ohne-Grenzen-2019-SRS-Eng.pdf> (p.37) 5.

KANHA'S STORY

Kicking Down Barriers Through Education and Football

Kanha, a 20-year-old ISF football coach, is a **powerful example of girls' empowerment in Cambodia's football community**. Coming from a disadvantaged background, she moved from a rural province to Phnom Penh in 2015 in search of better educational opportunities.

That same year, she joined ISF's Education Programme, and in 2016, she was introduced to ISF's Football Programme.

After years of playing and learning with ISF, Kanha took her first step into **coaching in 2022. She quickly discovered her love for the role**, embracing the opportunity to develop leadership skills and inspire young players.

Beyond coaching, Kanha has taken on multiple roles at ISF. She worked as a librarian in ISF's libraries, where **she supported students in their learning journey, helping them develop literacy skills and fostering a love for reading**. These experiences further strengthened her ability to mentor and support young learners, equipping her with valuable skills in education, organization, and leadership.

As a coach, **Kanha has taken on greater responsibilities, growing both personally and professionally**. Coaching has helped her improve her **public speaking skills, build confidence, and achieve financial independence**, enabling her to support herself and her family.

“

ISF gave me a job opportunity, allowing me to earn money to support myself and my brother.

At the same time, Kanha is attending **university** and begun her first year studying **Business Management**—a field she deliberately chose to prepare for her future.

"I really appreciate being a university student as I always gain new positive experiences and learn so many new things."

With **10 years of ISF's holistic support**, Kanha has thrived in multiple areas of her life, **turning her passion for football into a career while continuing to pursue higher education**. She is not only building her own future but also paving the way for other young girls to follow their dreams in sports and beyond.

Case Story



Player, Team Birkenwiese

Khadija, 20

Khadija, 20: »Our world has got bigger.«

At the first match we played with the men, some of the guys were still saying that we should stay at home. We talked to them and tried to show them that we belong here. Football doesn't belong to men alone. It's not a man thing. We can play it too if we want. A week later, the guys apologised. That was a good thing. Women can also play football well, just that men have been playing it for longer. I never thought about playing football in Afghanistan and Iran. When I was there, I also still believed that it was a man thing. That is what we were always told.

I came to Austria at the end of 2015. A year later, I heard from a supervisor in the youth accommodation where I was staying that there was an opportunity here for women to play football. This is how I came to the team. In the training sessions, we were all able to boost our self-confidence, including through the workshops and further training opportunities. I learnt a lot at Kicken ohne Grenzen's BeASkillCoach Academy, for example how to introduce and present oneself correctly. One woman told us how to act and how to ensure that we are noticed. In the courses, I was also able to learn what being a referee is all about. I have since refereed a few games. When there are disputes, it's a big challenge to keep the teams under control. Sometimes you also have to be strict. The same is true at the children's training sessions where I help

out. Communicating with children is completely different. You learn how precisely you have to explain the exercises so that everyone understands.

I've seen a lot of Vienna thanks to football. We've been to districts I'd never been to before and we've been able to get to know the city better. And now, with the travelling, our world has got bigger. We fly. We travel. We now want to play football around the world. We've already been to Cologne and Copenhagen.

The thing that's changed over all these years is that only a few team members still wear a headscarf. I barely wear the hijab any more, either. But that's only partly to do with football. I simply wanted to integrate. I want to look like who I am and not be seen differently just because of a scarf. I got the feeling that if you wear a headscarf then you're judged straight away. It should actually be a personal decision but it doesn't work that way in society. If I have an interview and wear the hijab, they'll say "no" straight away. It was difficult for me to take a decision. I'd been used to wearing the hijab my whole life. And I always heard that if you don't wear the hijab you go to hell. But now I feel free.

5/ Network of the partners

5.1 Network of the partners – theoretical overview

Preparing a list or map of partners is another important element of social reporting. It shows who contributes to your impact and how your organisation is positioned within the wider ecosystem. To prepare a partner list or map, an NGO can start by listing all its current partners (local NGOs, schools, clubs, municipal bodies, donors, community groups, etc.) and explaining basic information about each one (their role, expertise, and type of collaboration). Having a list of partners with their roles/expertise is the first step in making the partnerships visible and showing the whole network and connections of your organisation.

The second step can be to prepare a mind map where you make everything even more clear. Tools used in partnership mapping recommend visually representing partners as nodes and drawing connections that show how each organisation interacts with your organisation, which highlights synergies and opportunities. Organisations can expand the map by identifying which partners are central (primary stakeholders) and which are indirectly involved (secondary stakeholders), a process recommended in partnership-mapping exercises that helps clarify influence, responsibilities, and resource flows within a programme's ecosystem. The final partner map becomes a clear, communicable visual showing the network behind your programme - essential for donors, beneficiaries, and staff to understand how collaboration

Social reporting is stronger when it demonstrates not only outputs but also the strategic relationships that make impact possible, especially in fields where multisector collaboration is essential for achieving sustainable change. Relationship mapping also reveals key actors, information flows, and hidden strengths in the network, helping organisations optimize communication and cooperation across the system.

Templates

Organisation profile - template(s)

Name of the organisation	
Foundation date	
Legal form	
Location of the organisation (legally)	
Places (countries) of operations	
Contact details (address, website, social media, email, telephone)	
Number of workers (full-time, part-time, volunteers)	
Number of workers (females, males, others)	
Membership in associations (date)	
Membership in international organisations (date)	

Mission, vision, problem statement - template(s)

1/ Mission

[Organisation] works to [what you do] for [who you serve] by [how you do it].

OR

Our mission is to...

- [describe problem addressed]
- [identify target groups]
- [state method/approach]

2/ Vision

A world/community where [long-term desired change].

OR

Our vision is...

- [describe desired future state]
- [describe transformative impact]

3/ Problem statement

- Our organisation works with...
[age group, gender, community, location].
- This group experiences... [short description of situation].
- They face the problem of...
[describe the issue clearly and objectively].
- This problem exists because...
[systemic barriers, social conditions, lack of services, etc.].
- As a result, young people/communities experience...
[negative effects: exclusion, limited opportunities, inequality, etc.].
- This problem matters because...
[link to social impact, rights, community wellbeing, etc.]

Monitoring and evaluation - template(s)

Data collection template:

Participant Data

What to collect?	Why collect it?	When?	How? (methods/tools)
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>Add cells if needed</i>			
<i>Add cells if needed</i>			

Activities & Outputs

What data to collect?	Why collect it?	When?	How? (methods/tools)
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>Add cells if needed</i>			
<i>Add cells if needed</i>			

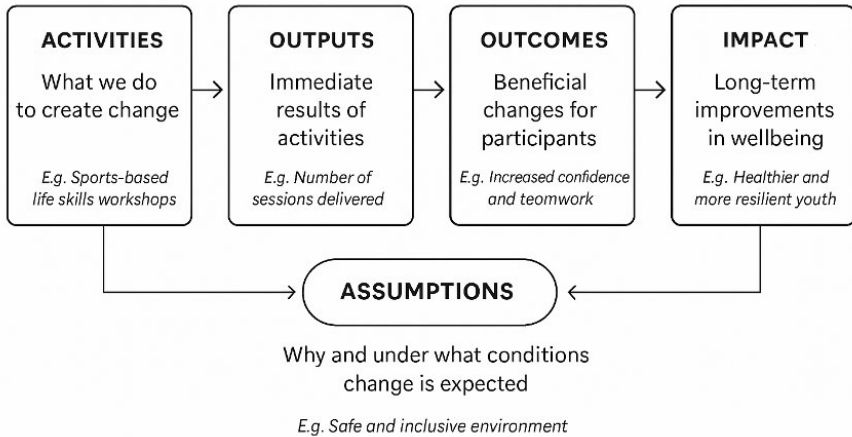
Outcomes (Short & Medium Term)

What data to collect?	Why collect it?	When?	How? (methods/tools)
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>Add cells if needed</i>			
<i>Add cells if needed</i>			

Long-term Impact

What data to collect?	Why collect it?	When?	How? (methods/tools)
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>	<i>[Type here]</i>
<i>Add cells if needed</i>			
<i>Add cells if needed</i>			

THEORY OF CHANGE



Source: document authors

Case studies from the field - template(s)

1/ Case Study Template

You can complete the fields below. Keep stories factual, concise (1–2 pages), and obtain informed consent for any quotes or photos.

2/ Basic Information

Programme / Project:

Location (city/country):

Date(s):

3/ Participant & Consent

Participant (initials or pseudonym):

Age/gender (if relevant and appropriate):

Consent obtained for story: Yes No (If photos/audio/video used:

Yes No)

4/ Context & Challenge (Before)

Briefly describe the participant's situation before engaging with the programme (key challenges/barriers).

5/ Intervention (What We Did)

Describe the specific activities/support provided (sessions, coaching, referrals, resources).

6/ Results / Change (After)

What changed for the participant? Include concrete examples, behaviours, skills, confidence, relationships, education/employment/ health, etc.

7/ Evidence & Quotes

Add short quotes and simple data that support the change (attendance, pre/post scores, observations).

Network of the partners - template(s)

It can have different forms:

1/ Overview with division of the roles in form of a list

- Financial partners
- Project partners
- Institutional partners
- Corporate partners
- Government partners
- Clubs and associations
- Others ...

2/ Mind map showing more details about the partnership



Source: document authors

Colour legend logic:

Red = Financing / in-kind resources

Green = Facilities/logistics

Blue = Referrals/services

Orange = People flow (participants/volunteers)

References and other useful links for further information:

Common Goal. 2025. Common Goal Community Report. Retrieved from: <https://www.common-goal.org/Stories/Common-Goal-Community-Report2025-09-30> (16. 1. 2026)

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Tackle Africa. 2020. Our new Theory of Change is here! Retrieved from: <https://www.tackleafrica.org/latest-news/our-new-theory-of-change-is-here/> (20. 1. 2026)

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