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**ESC 3.0:**

**TO  
MAKE  
THINGS  
BETTER**

Guidance for a **peer-to-peer** audit between **hosting** and **support/sending organisations** within the framework of the **European Solidarity Corps (ESC)** programme

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# INTRODUCTION

**"ESC 3.0: to make things better"** is the name of the Strategic Partnership which *Lava Legato* from the Netherlands, *Associazione Porta Nuova Europa* from Italy and *Taller d'Art, Cultura i Creació* from Spain and has been realised from September 2020 until September 2021.

The main project objective was to share and exchange the different approaches of each individual organisation, learning from each other and coming to a better and innovative system to work with ESC volunteers and generally with youth in the future.

This manual is aimed to explain how to execute a peer to peer audit that can be used by all youth organisations active in the field of the European Solidarity Corps programme.

The forms and the whole peer to peer audit process have been tested through audits between the Strategic Partnership partners during the project period.

When developing the structure of the peer audit process, several decisions were made by the project partners. The partners, for instance, have decided to focus the peer audits on the process of ESC and not on the activity program, such as the quality of the project activities. This decision was made because the partnership believes that covering all elements of the ESC process will automatically lead to conclusions about the quality of, for instance, the activities that the volunteers execute.

The focus of the activities is on sending and hosting ESC volunteers. Most coordinating activities are also covered, but this was not the focus and objective of the project.



## PART 1 – PEER AUDITS

### 1.1 WHAT IS A PEER AUDIT?

A peer audit is a method that aims to improve the quality of activities by collaboration and interaction of at least two parties: an auditor and an auditee. It is done by equal partners: both the auditor and the auditee are organisations (or colleagues) working in the same field and having experience on an operational level.

Ideally, also an observer is involved in the process of peer auditing. An observer monitors the overall process of an audit. This for instance means that the observer ensures that the conditions (described below) are met. The observer might (but does not necessarily) have additional questions that are asked during the peer audit or possibly adds recommendations and results to the auditor report form, a tool that is used and described under 'Forms'. An observer can be a representative of a third organisation, but can also represent either the auditee or the auditor, depending on the agreements that were made on forehand by the organisations involved.

A peer audit can be executed in a wide variety of areas.

The peer audits that are described in this manual are related to the European Solidarity Corps (ESC) program. ESC aims to foster solidarity in European society, engaging young people and organisations in accessible and high-quality solidarity activities. It is a way for organisations to address societal challenges and to give young people the opportunity to learn and develop their potential.

Both ESC supporting (sending) and hosting organisations can take part in an ESC peer audit.

Although the work and the process are evaluated, it is not a formal audit: the sole purpose is to learn and to improve quality of services. The idea is that both the auditor and the auditee are facilitated to learn. The role of the auditor is not of evaluating the auditee nor judging what the auditee does as part of the management of ESC projects. The auditor's role is to formulate questions and to stimulate the auditee to reflect on one's own working methods and strategies. As a result, the auditee can adjust strategies or maybe feels even more confident about one's own strategy and will keep it as it is: both results are equally desirable.





## 1.2 REASONS TO PARTICIPATE IN A PEER AUDIT

Although the overall objective of a peer audit is to learn from each other, the specific reason why an organisation wants to participate in a peer audit can be diverse, for instance an organisation aims

- to increase the satisfaction of the ESC project for the volunteers.
- to increase the satisfaction of local partners.
- to get insight in “the kitchen” of peer organisations and share new ideas.
- to motivate staff by gaining more quality of work.
- to rethink about the procedures carried out when hosting and/or supporting ESC volunteers.
- to implement a quality evaluation procedure.
- to develop procedures and protocols to support the ESC process or to downsize paper work and bureaucracy as part of the ESC activities.

## PRECONDITIONS

In order to achieve the goal of mutual learning, the following elements should be kept in mind when executing a peer audit.

1. Ensure a good match of organisations that work together for the audit. Both should experience the collaboration as beneficial. The level of experience, the number of volunteers that are hosted, the type of activities that are executed by the organisation, but also the mission statement of the organisation, are relevant characteristics of the organisation to take into account when matching organisations for the execution of peer audits.
2. Factual knowledge of the ESC program is required to act as auditor. This is especially relevant when formulating recommendations. Recommendations should always be in line with the actual ESC framework.
3. Experience in “doing” ESC is essential; ideally, only ‘experience experts’ are involved. For instance, a policy worker who is maybe very familiar with the content of the program (criteria 2) but does not work with supporting volunteers on a regular basis is not the ideal candidate to be part of peer audits.
4. Cultural differences can affect the way the ESC process is ideally designed for an organisation. Northern countries are maybe inclined to focus more on independency as essential development element for volunteers throughout the ESC program, while Southern European countries possibly put more emphasis on the level of support that the volunteers experience. Learning about such differences can help organisations to improve one’s own quality.
5. The length of the projects can affect the procedures and the ESC process, and therefore some steps might not be covered. Therefore, some questions that are formulated on the forms, might not be relevant. For instance, in short-term volunteering projects there is no need for volunteers to open a bank account when they start the project.



## 1.3 GENERAL QUALITY INDICATOR PRINCIPLES

Irrespective of the content of peer audits, there are general characteristics that are relevant to analyse work processes. Possible indicators that can be used to analyse work processes are summarized below:

**Transferability:** to what extent are activities transferable? In other words, to what extent can a colleague take over or can activities be executed under different circumstances?

**Quality:** is it clear for the organisation what its quality indicators are? How are these quality indicators communicated to all relevant partners and stakeholders? Do the activities currently have the desired quality? Are needs and wishes of all involved taken into account? Can the chosen partners provide the required quality? How is this guaranteed? Do activities show an equal, non-discriminative approach? Is more than one professional involved to monitor quality?

**Consistency:** are the activities always executed in the same manner? How is consistency guaranteed and who is responsible for this consistency? How is a new process being developed and implemented? Who is responsible for monitoring this?

**Flexibility:** do the activities allow flexibility of activities? Is it for instance possible to change procedures if the situation requires this? What is the policy? Who monitors the desired level of flexibility?

**Collaboration:** are the activities characterized by the necessary collaboration with others (external partners and colleagues)? How are partners selected? What are the selection criteria?

**Communication:** are the activities communicated with the necessary partners (external partners and colleagues)? What communication channels are used for what? How is formal communication structured, how is informal communication facilitated? How often is communication established?

**Registration/administration:** what is registered and administered? Where is information gathered? Do privacy regulations apply? Who can access the information? Is there a right balance between collecting enough information and not collection too much information? How is it avoided that the system becomes too bureaucratic? How is it avoided that the protocols and procedures become more important than the aim for which these protocols and procedures are used?

**Quality evaluation:** to what extent is there a quality assurance system that evaluates the whole process of activities? Who is involved? Who formulates quality indicators? Is quality evaluated on all levels?



## PART 2 – PHASES OF HOSTING AND SENDING ESC PROCESSES

### 2.1 DIFFERENT PHASES OF THE ESC HOSTING PROCESS

The complete ESC hosting process - from recruiting a volunteer to finalizing a project - is a complex process consisting of several phases:

- **PHASE A:** Recruitment and selection of volunteers
- **PHASE B:** Preparation for arrival
- **PHASE C:** Arrival & first month after arrival
- **PHASE D:** Midterm
- **PHASE E:** One month prior to departure & departure
- **PHASE F:** Ending the project

The peer audits can be set up in such a way that it covers this complete process, but it is also possible to focus only on one phase or to select different phases or themes that are relevant at the moment in time for the organization that is audited.

Another option is to agree to cover all phases in a certain period of time, for instance in two or three years time.

How the audits cover the phases that are discussed during the peer audit is totally up to the auditee and, to a lesser extent, to the auditor.

The auditee organisation needs to reflect on one's own organisation and to decide for which areas further analysis is needed and what is the most practical strategy.

Besides the different phases of ESC hosting, several important elements of the ESC process are added as theme and described under G to K in the overview below. These special themes can also be selected as separate topics for peer audits:

- **SPECIAL THEME G:** Special circumstances: conflict situations
- **SPECIAL THEME H:** Emergency situations & safety
- **SPECIAL THEME I:** Mentoring
- **SPECIAL THEME J:** Youth pass
- **SPECIAL THEME K:** The organisation



## 2.2 DIFFERENT PHASES OF THE ESC SUPPORTING/SENDING PROCESS

The ESC supporting/sending process can be divided into the following phases:

- **PHASE A:** Getting to know the hosting projects & promoting the projects
- **PHASE B:** Matching of the volunteers
- **PHASE C:** Predeparture Activities
- **PHASE D:** Monitoring activities & mid-term evaluation
- **PHASE E:** Ending the project, final evaluation and follow-up

Likewise for the hosting process:

- the peer audits can cover the complete support process or can focus only on one phase or on different selected phases or themes that are relevant at the moment for the organization that is audited.
- It is possible to agree to cover all phases in a certain period of time, for instance in two or three years time.

The auditee organisation needs to reflect on one's own organisation and to decide for which areas further analysis is needed and what is the most practical strategy.

Likewise for the hosting process, besides the different phases of the support/ sending process, some important elements are added as specific theme which can be part of the complete peer audit or be selected as separate topics to be audited. These themes are described under F to H in the overview below:

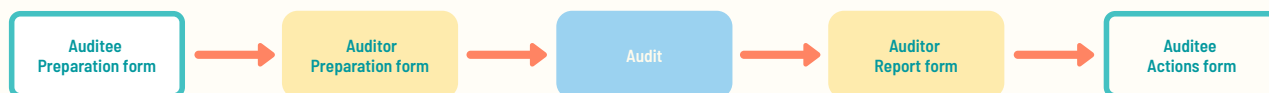
- **SPECIAL THEME F:** Special circumstances: conflict situations
- **SPECIAL THEME G:** The volunteer's referent in the supporting/sending organisation
- **SPECIAL THEME H:** The organisation



## PART 3 – FORMS AND AUDIT PROCESS

Each audit follows a fixed sequence of steps and each step is supported by forms. For each phase or special theme four forms are developed. There are two documents developed for the auditor, and two for the auditee:

- Auditee Preparation document
- Auditor Preparation document
- Auditor Report (results and recommendations)
- Auditee Actions



The forms of each phase or special theme can be distinguished by a pallet of colours that is used. The documents with white background are the forms that are filled in by the auditee, the documents with the beige background are the forms that are filled in by the auditor.

### Auditee Preparation form

PREPARATION AUDITEE	A. recruitment & selection	page 1 of 2
audit number:	date:	filled in by:
Current situation: describe all the activities that your organisation undertakes for each step. Please consult the info sheet for this step for relevant questions.		
step 1: recruitment process, including the publication of vacancies		
step 2: selection process		
step 3: administration		
extra info		
attachments		

Reference in XX document xx page

### Auditor Preparation form

PREPARATION AUDITOR	A. recruitment & selection	page 1 of 2
audit number:	date:	filled in by:
Formulate questions for different steps:		
step 1: recruitment process, including the publication of vacancies		
step 2: selection process		
step 3: administration		

Reference in XX document xx page

## Auditor Report form

REPORT AUDITOR	A. recruitment & selection	page 1 of 2
audit number:	date:	filled in by:
results of the audit:		
recommendations:		

REPORT AUDITOR	A. recruitment & selection	page 2 of 2
audit number:	date:	filled in by:
follow up:		
Were actions implemented? (Answer this question two months after the audit took place)		

Reference in XX document xx page

## Auditee Actions form

ACTIONS AUDITEE	A. recruitment & selection	page 1 of 2
audit number:	date:	filled in by:
Actions: describe the actions that the organisation will undertake for each step, based on the audit report. Add relevant info and documentation if needed.		
step 1: recruitment process, including the publication of vacancies		
step 2: selection process		
step 3: administration		

ACTIONS AUDITEE	A. recruitment & selection	page 2 of 2
audit number:	date:	filled in by:
Actions: describe the actions that the organisation will undertake for each step, based on the audit report. Add relevant info and documentation if needed.		
step 4: collaboration & organisation with partners		
step 5: other forms of preparation related to recruitment & selection		
extra info		
attachments		

Reference in XX document xx page

## Info sheets:

For each phase has been developed an Info Sheet, this document has a grey background.

The info sheets are created to support the audit, and they contain a description of the different sub steps and special themes and have relevant questions for each sub step. These questions do not all need to be covered; they merely serve as inspiration for both the auditor and the auditee.

## Info sheet

A. recruitment & selection to host volunteers
INFO SHEET
how to use this form?
<p>This form is about the recruitment and selection (R&amp;S) to host ESC volunteers. The idea is that you describe all the activities that your organisation executes to R&amp;S volunteers. You are asked not only to describe your activities, but also to attach all relevant documents that you use as part of your R&amp;S procedures. You can think of questionnaires that you use for interviews, questionnaires that applicants need to fill in, and the promotional text that you use to recruit volunteers. Describe who is doing what, when and how for each step.</p> <p>We identified five different steps that are summarised below:</p> <ol style="list-style-type: none"> <li>1. Recruitment process, including the publication of vacancies: how do you promote your vacancy? (How) do you use social media and the ESC database? Who writes the promotional text? Who is the contact person and how does the first contact take place? When do you start recruiting? Is there a supporting coordinating organization? What is its role? Do you recruit volunteers who face obstacles and/or volunteers with special needs?</li> <li>2. Selection process: how do you select your volunteers? Do you identify different steps in the selection process? Who is involved? What are the criteria that are used to make the selection? How do you inform the volunteers that you reject? How do you make sure that you recruit the needed number of volunteers? How do you work on selecting the volunteers that are motivated and match them with the opportunities that you are able to offer?</li> <li>3. Administration: what administrative tasks do you execute in order to finalize the recruitment activities? Who is doing what?</li> <li>4. Collaboration &amp; organisation with partners: When are partners involved in the recruitment process? How do you for instance collaborate with the sending organisation? Who is doing what and how do you divide tasks?</li> <li>5. Other forms of preparation that is related to recruitment and selection: What else do you do to finalize recruitment and selection? Who is involved and what do you do? Do you for instance make use of a Certificate of Good Conduct?</li> </ol>
how?
what?
who?
when?



The process for a peer audit is as follows:

<b>PLANNING of audit ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. The involved organisations (auditor and auditee, plus possible observer organisation) decide who from their team will take part in the peer to peer audit.</li> <li>2. The auditor and the auditee agree what phases will be covered in the audit.</li> <li>3. The auditor and the auditee agree the audit objectives and duration and a calendar for the different peer to peer audit phases/ activities. This is an informal agreement that the organisations decide on together.</li> </ol>
<b>PREPARATION of audit ACTIVITIES</b>	<ol style="list-style-type: none"> <li>4. The auditee fills in the Auditee Preparation xxx Form document for all the phases that will be part of the audit.</li> <li>5. The auditee sends the documents (forms + annexes) to the auditor.</li> <li>6. The auditor fills in Auditor Preparation xxx Form(s) for all the phases that are covered. This document is not sent to the auditee.</li> </ol>
<b>IMPLEMENTATION of audit ACTIVITIES</b>	<ol style="list-style-type: none"> <li>7. The audit takes place, based on the Auditor Preparation xxx Form questions / topics.</li> <li>8. After the audit, according to the calendar, the auditor fills in the Auditor Report xxx Form(s) and s/he sends it to the auditee.</li> <li>9. The auditee fills in the Auditee Action xxx Form(s) and s/he sends it to the auditor.</li> </ol>
<b>FOLLOW-UP of audit ACTIVITIES</b>	<p>A follow up meeting will take place two months (or according to the calendar) after the audit to discuss to what extent actions have been implemented. Results of the follow up are registered on the Auditor Report xxx Form.*</p>

\*“xxx” refers to phases and the special themes that are covered.

AUDIT NUMBERS		AUDIT NUMBERS	
audit number:	auditor (name organisation & country):	auditee (name organisation & country):	date of audit:
001			
002			
003			
004			
005			
006			
007			
008			
009			
010			
011			
012			
013			
014			
015			
016			
017			



### 3.1 HOSTING PROCESS PEER AUDIT

#### COMPLETE LIST OF THE AVAILABLE FORMS AND INFO SHEETS HOSTING PROCESS

<b>PHASE A: Recruitment and selection of volunteers</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Recruitment and Selection</li> <li>• AUDITOR REPORT HO Recruitment and Selection</li> <li>• AUDITEE PREP HO Recruitment and Selection</li> <li>• AUDITEE ACTIONS HO Recruitment and Selection</li> <li>• INFOSHEET HO Recruitment and Selection</li> </ul>
<b>PHASE B: Preparation for arrival</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Preparation for arrival</li> <li>• AUDITOR REPORT HO Preparation for arrival</li> <li>• AUDITEE PREP HO Preparation for arrival</li> <li>• AUDITEE ACTIONS HO Preparation for arrival</li> <li>• INFOSHEET HO Preparation for arrival</li> </ul>
<b>PHASE C: Arrival &amp; first month after arrival</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Arrival and first month</li> <li>• AUDITOR REPORT HO Arrival and first month</li> <li>• AUDITEE PREP HO Arrival and first month</li> <li>• AUDITEE ACTIONS HO Arrival and first month</li> <li>• INFOSHEET HO Arrival and first month</li> </ul>
<b>PHASE D: Midterm</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Midterm</li> <li>• AUDITOR REPORT HO Midterm</li> <li>• AUDITEE PREP HO Midterm</li> <li>• AUDITEE ACTIONS HO Midterm</li> <li>• INFOSHEET HO Midterm</li> </ul>
<b>PHASE E: One month prior to departure &amp; departure</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Departure</li> <li>• AUDITOR REPORT HO Departure</li> <li>• AUDITEE PREP HO Departure</li> <li>• AUDITEE ACTIONS HO Departure</li> <li>• INFOSHEET HO Departure</li> </ul>
<b>PHASE F: Ending the project</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Ending the project</li> <li>• AUDITOR REPORT HO Ending the project</li> <li>• AUDITEE PREP HO Ending the project</li> <li>• AUDITEE ACTIONS HO Ending the project</li> <li>• INFOSHEET HO Ending the project</li> </ul>
<b>SPECIAL THEME G: Special circumstances: conflict situations</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Conflict situations</li> <li>• AUDITOR REPORT HO Conflict situations</li> <li>• AUDITEE PREP HO Conflict situations</li> <li>• AUDITEE ACTIONS HO Conflict situations</li> <li>• INFOSHEET HO Conflict situations</li> </ul>
<b>SPECIAL THEME H: Emergency situations &amp; safety</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Emergency and Safety</li> <li>• AUDITOR REPORT HO Emergency and Safety</li> <li>• AUDITEE PREP HO Emergency and Safety</li> <li>• AUDITEE ACTIONS HO Emergency and Safety</li> <li>• INFOSHEET HO Emergency and Safety</li> </ul>
<b>SPECIAL THEME I: Mentoring</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Mentoring</li> <li>• AUDITOR REPORT HO Mentoring</li> <li>• AUDITEE PREP HO Mentoring</li> <li>• AUDITEE ACTIONS HO Mentoring</li> <li>• INFOSHEET HO Mentoring</li> </ul>
<b>SPECIAL THEME J: Youth pass</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO Youth pass</li> <li>• AUDITOR REPORT HO Youth pass</li> <li>• AUDITEE PREP HO Youth pass</li> <li>• AUDITEE ACTIONS HO Youth pass</li> </ul>
<b>SPECIAL THEME K: the organisation</b>	<ul style="list-style-type: none"> <li>• AUDITOR PREP HO the organisation</li> <li>• AUDITOR REPORT HO the organisation</li> <li>• AUDITEE PREP HO the organisation</li> <li>• AUDITEE ACTIONS HO the organisation</li> <li>• INFOSHEET HO the organisation</li> </ul>

## COMPLETE LIST OF THE AVAILABLE FORMS AND INFO SHEETS SUPPORTING/SENDING PROCESS

<p><b>PHASE A:</b> <b>Getting to know the hosting projects &amp; promoting the projects</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU knowing and promoting hosting projects</li> <li>• AUDITOR REPORT SU knowing and promoting hosting projects</li> <li>• AUDITEE PREP SU knowing and promoting hosting projects</li> <li>• AUDITEE ACTIONS SU knowing and promoting hosting projects</li> <li>• INFOSHEET SU knowing and promoting hosting projects</li> </ul>
<p><b>PHASE B:</b> <b>Matching of the volunteers</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU matching volunteers</li> <li>• AUDITOR REPORT SU matching volunteers</li> <li>• AUDITEE PREP SU matching volunteers</li> <li>• AUDITEE ACTIONS SU matching volunteers</li> <li>• INFOSHEET SU matching volunteers</li> </ul>
<p><b>PHASE C:</b> <b>Predeparture Activities</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU predeparture activities</li> <li>• AUDITOR REPORT SU predeparture activities</li> <li>• AUDITEE PREP SU predeparture activities</li> <li>• AUDITEE ACTIONS SU predeparture activities</li> <li>• INFOSHEET SU predeparture activities</li> </ul>
<p><b>PHASE D:</b> <b>Monitoring activities &amp; mid-term evaluation</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU monitoring and midterm evaluation</li> <li>• AUDITOR REPORT SU monitoring and midterm evaluation</li> <li>• AUDITEE PREP SU monitoring and midterm evaluation</li> <li>• AUDITEE ACTIONS SU monitoring and midterm evaluation</li> <li>• INFOSHEET SU monitoring and midterm evaluation</li> </ul>
<p><b>PHASE E:</b> <b>Ending the project, final evaluation and follow-up</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU ending and follow up</li> <li>• AUDITOR REPORT SU ending and follow up</li> <li>• AUDITEE PREP SU ending and follow up</li> <li>• AUDITEE ACTIONS SU ending and follow up</li> <li>• INFOSHEET SU ending and follow up</li> </ul>
<p><b>SPECIAL THEME F:</b> <b>Special circumstances: conflict situations</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU conflict situations</li> <li>• AUDITOR REPORT SU conflict situations</li> <li>• AUDITEE PREP SU conflict situations</li> <li>• AUDITEE ACTIONS SU conflict situations</li> <li>• INFOSHEET SU ending and follow up</li> </ul>
<p><b>SPECIAL THEME G:</b> <b>The volunteer's referent in the supporting/sending organisation</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU the volunteer referent</li> <li>• AUDITOR REPORT SU the volunteer referent</li> <li>• AUDITEE PREP SU the volunteer referent</li> <li>• AUDITEE ACTIONS SU the volunteer referent</li> <li>• INFOSHEET SU the volunteer referent</li> </ul>
<p><b>SPECIAL THEME H:</b> <b>The organisation</b></p>	<ul style="list-style-type: none"> <li>• AUDITOR PREP SU the organisation</li> <li>• AUDITOR REPORT SU the organisation</li> <li>• AUDITEE PREP SU the organisation</li> <li>• AUDITEE ACTIONS SU the organisation</li> <li>• INFOSHEET SU the organisation</li> </ul>

## PART 4 – TIPS & TRICKS

### The results and recommendations form

After the audit, the auditor fills in the results and recommendation in the 'audit report form' for the auditor. This is the most delicate part of the peer audit, because it contains advice and suggestions for the auditee. To ensure that this is done in the right way, it is important to keep the following suggestions in mind:

- Do not give recommendations that reflect **a view or opinion** on how things should occur.
- **Stay positive.**
- Make sure that recommendations match with the **ESC framework** and do not contradict with the framework.
- Formulate recommendations that suggest **exploration or broadening one's horizon**.
- When making a recommendation, consider the typology of ESC projects that the auditee works with and which actions can be implemented.
- An exception to this rule, is the following: ensure that procedures and activities that are executed by the auditee and that contradict with the ESC framework are mentioned explicitly (so called "red flags").

In a pilot phase of this project, all forms have been used and all themes have been covered in audit meetings. Based on these experiences, the following tips and tricks are formulated.

1. Make a clear plan, agree upon the time you want / are able to dedicate. Make a calendar and describe this (eventually) in an informal agreement. This calendar can be adjusted to the length of the ESC projects, so that the different steps of the project can be covered and the new improvements derived from the recommendations can be implemented with the next volunteers.
2. Make the work manageable and do not 'overdo' it. The idea of peer audits is that they are repeatedly executed. When being too ambitious, there is the risk that the organisation cannot keep up with the repetitive idea of the concept.
3. Remain respectful for the work of others. It might happen that the approach of an organisation is different from yours. Always try to learn from such an experience.
4. As auditee, make sure to read the action documents 6 months after it is written. Are the actions implemented and do they work as desired?
5. Be open to receive feedback, the questions / reports of the auditor are not supposed to be critics, but constructive comments to learn from.
6. Audit results should be shared with other staff members. Together can be decided if and which of the actions could and should be carried out. This can mean that not all suggestions are implemented. An organisation might have valid reasons not to implement a suggested change or action. It is also possible that an organisation is not able to implement all suggestion at once. In that case, the organisation might need to prioritise those changes that are suggested.
7. To allow the auditor to have a complete and general overview of the organisation (its core business, nr. of staff, nr. of volunteers, financing...), starting the audits with the specific Theme K "The Organisation" could be an asset.

## HOW TO FIND A PEER AUDIT PARTNER?

The peer audit project has just finished its first pilot. As a result, very few organisations know about the concept. Three partners have been involved in the pilots, and they are described below. Getting in touch with one of these organisations, might be helpful in your first step to execute a peer audit.

**Lava Legato foundation**  
**The Netherlands**  
[info@lava-group.com](mailto:info@lava-group.com)

**Taller d'Art, Cultura i Creació**  
**Spain**  
[internationalprojects@taccbcn.com](mailto:internationalprojects@taccbcn.com)

**Associazione Porta Nuova Europa**  
**Italy**  
[info@portanuovaeuropa.it](mailto:info@portanuovaeuropa.it)



## PART 5 - LET'S START!

The best way to learn about how a peer audit works, is to do it.

As described earlier, a peer audit can start in an easy straight forward way, for instance between two colleagues from the same organisation. One colleague can have the role of auditor, the other one can be the auditee. This set up can also work when training a new colleague to get acquainted with the ESC working strategy and procedures.

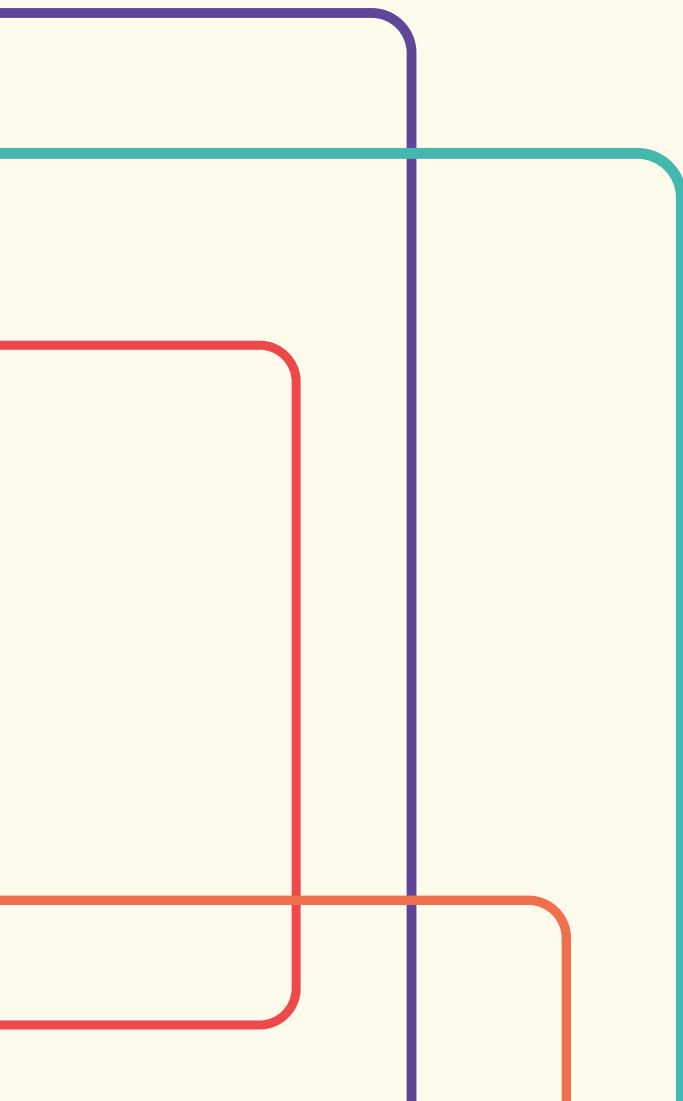
To optimize the learning experience, it is advisable to collaborate with different partners.

Different organisations most likely adopt different working methods and approaches. This awareness helps to see one's own strategy from a different perspective.





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