

Models of Training And Strategies for Accreditation

By
Rape Crisis Network Europe

October 2003



Rape Crisis Network Europe

www.rcne.com

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Acknowledgements

The RCNE would like to acknowledge the support of the European Commission DAPHNE programme, which made its development possible.

The author would also like to thank all the RCNE member organizations that took part in this research project for their time, cooperation and encouragement.

For further information on the RCNE, please visit our website at:

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For further information on the DAPHNE programme, please visit:

europa.eu.int/comm/justice_home/funding/daphne/funding_daphne_en.htm

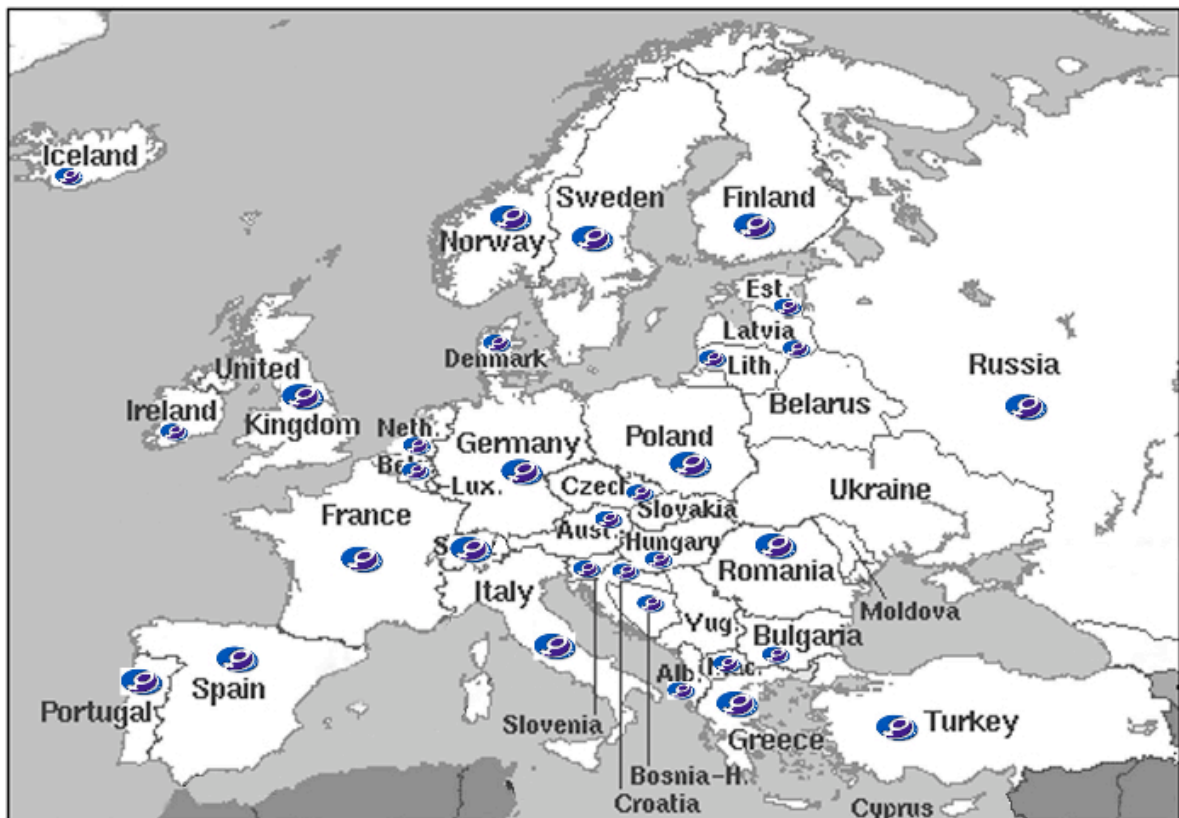


Figure 1 The Rape Crisis Network Europe

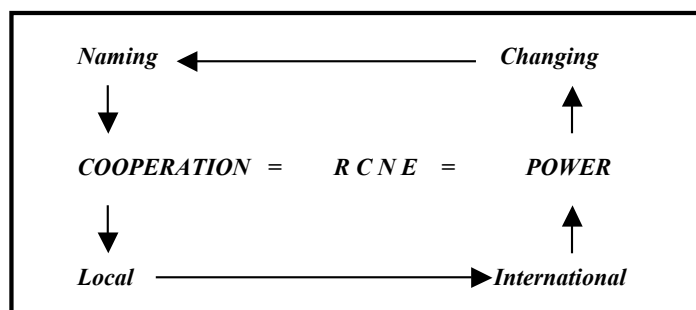
Foreword

The Rape Crisis Network Europe is a coalition of voluntary organizations providing services to survivors/victims of sexual violence and lobbying for change in relation to societal attitudes to this issue. It comprises voluntary organizations from thirty-two European countries¹ and is run in a collaborative, non-hierarchical way. The Rape Crisis Network Ireland acts as a central co-coordinator of the project, and manages it along with the Rape Crisis Federation Wales and England, the Child and Women Abuse Studies Unit in London Metropolitan University, and the Centre for Victims of Maltreatment and Exclusion, Greece.

The aim of the Rape Crisis Network Europe is to support members and women through campaigning, education and research and development work to eliminate sexual violence against women. This goal will be achieved through the sharing of information, experiences and best practice, by conducting research, developing policies, education strategies and delivering training in order to ensure that women who are sexually assaulted get an immediate and supportive response wherever they live in Europe.

The RCNE will work, as the diagram below illustrates, to ensure that rape is named, behaviours are changed and local and international responses are effective from a woman's perspective.

RCNE Transformation Challenge



The **objectives** of RCNE are to:

1. Provide **information** through recording facts, exchanging experiences, disseminating results, awareness raising, educating, informing the development of

¹ For a full list, please see Appendix I.

- support service and acting as a point of contact for survivors/victims and organisations;
2. Conduct **research** on EU-wide activities, on women's experiences, making international comparisons and exposing deficiencies and injustices;
 3. Influence **education** services through educators, policy makers and improving the curriculum;
 4. Provide **training** for volunteers, workers and professionals and improve delivery through networking to establish models of delivery, exchanging practices and materials, mentoring and developing guidelines;
 5. Operate **international linking** between groups for action through support and pressure, strategies to include all women, developing international best practice and informing and making an impact on EU policy; and
 6. **Lobby for change** in legal provisions, service coverage and standards, funding and resources for groups and organisations that work with victims/survivors and organising campaigns as necessary.

The following approaches are used in the work of the RCNE:

- Inclusiveness: we will ensure that practice is developed to include women from diverse ethnic origins, as well as disabled women, lesbian women, etc;
- Twinning, i.e. members will be teamed up to assist each other with specific projects, tasks etc;
- Working groups will be formed to progress specific areas of work;
- Mentoring will be organized to ensure that where specific expertise is gained, it is shared among the members;
- Members will work to keep survivor/victim-informed services the focus of all of their work;
- Review, monitor and evaluating tools will be utilised throughout; and
- Sustainability will be sought through securing resources, including the possibility of acquiring an office and staff.

The RCNE will work to influence European policy-making and seek to generate standards of service delivery, policy implementation and legislation through national RCNE member state governments, NGOs and the Human Rights agenda.

Introduction

The Rape Crisis Network Europe is an umbrella organisation comprising voluntary NGOs in thirty-two European countries. Member organisations provide services to survivors/victims of sexual violence and work against sexual violence in the broader society. All the organizations represented by RCNE are voluntary, and they are in the vast majority run by women following a feminist ethos.

This report deals specifically with the methods and approaches to counselling training observed within this network, with the aim to inform further developments and collaborations. This analysis is informed by the increased pressure experienced by voluntary agencies to seek professional accreditation in relation to the delivery of counselling services. This pressure is the result of a number of different processes taking place concurrently, including:

- Increased demands from the public
- Increased accountability to funders
- Expansion of EU legislation on recognition of qualifications²

This study looks at the effect of this increased pressure on the delivery of counselling services by voluntary organizations and attempts to put forward suggestions for future accreditation strategies³. The analysis is based on data collated from questionnaires received from eighteen organisations within sixteen member countries⁴.

Their training approaches vary considerably among member organisations, ranging from a ‘professionals only’ to a ‘survivors only’ approach. Hence, any new accreditation model will have to take into consideration the organizational, social and political frameworks within which these organisations operate.

² For more information on EU legislation in relation to qualification recognition, please see Appendix IV.

³ While all the processes mentioned above are undoubtedly occurring in many European countries, it is by no means realistic to say that professional accreditation has become a live issue in all of them. In fact, not all European governments are at the same stage regarding accreditation frameworks, recognition of the importance of certification or with regard to funding policies linked to professional training.

⁴ For full questionnaire, please see appendix III.

Analysis and Discussion

As mentioned earlier, the approaches and methods of training within the RCNE member organisations vary considerably, ranging from a ‘professionals only’ to a ‘survivors only’ approach, and everything in between. However, for the purpose of this report, they have been subdivided into three categories⁵:

1. Organisations where only professionally accredited specialists⁶ provide counselling to clients and no further training is provided within the organizational setting.
2. Organisations where only professionally accredited specialists provide counselling to clients, but where further training is also provided within the organization.
3. Organisations where counsellors do not need to be professionally accredited and receive specialised training within the organization.

What follows is a more detailed discussion of the above categories:

Group 1 – External accreditation with no further internal training

Clearly, agencies belonging to Group 1 are not subject to any immediate pressure in relation to accreditation. All their counsellors, paid and voluntary, already have an academic and/or professional qualification, hence their official status and expertise is not and will not be subject to any outside scrutiny. Moreover, in conjunction with EU legislation, their training will be recognised throughout all EU member states through the implementation of the First General Directive (89/48/EEC). However, while Group 1 counsellors are widely recognised as fully-trained professionals and do not face any accreditation issues, this framework does hinder their ability to build training accreditation alliances with non-professionally recognised service providers.

Group 2 – External accreditation with further internal training

Just like Group 1 agencies, Group 2 ones are not faced with any challenges to their professional status, as all their counsellors are professionally accredited prior to joining the organization through their university education. Group 2 agencies, though, do provide further internal specialized training that does not receive official recognition. So it is in this

⁵ For a full table of results, please see Appendix II.

⁶ By this term we mean psychologists, psychiatrists, social workers, and anybody whose qualifications are accredited by a higher education and/or professional institution.

realm that Group 2 organisations might be interested in pursuing further recognition for the training they deliver internally, and establish accreditation partnerships with Group 3 organisations.

Group 3 – Internal training only required

Group 3 organisations do not require their counsellors to be professionally accredited prior to joining, and provide their own specialized training. Some of them would actually claim that generic professional training is at best not sufficient, and at worst, explicitly oppositional to the theoretical and epistemological beliefs behind their own counselling paradigm. This contrast can be best illustrated by the medical versus non-medical approaches to addressing trauma and psychological and emotional distress. One Group 3 organisation would go as far as claiming that only women who have experienced sexual violence have the necessary skills and knowledge to support other women positively and effectively. Amongst Group 3 agencies, two are actively seeking to have their training recognised by external professional accrediting bodies⁷. Two have already been successful in gaining such recognition, while three other agencies, two of which are run by survivors, are not pursuing this route at all.

From the brief overview above, the first straightforward conclusion is that until organizations helping survivors/victims of sexual violence will continue to show such huge variation in their approach to the training and professional status of their counsellors, a true pan-European system of accreditation for rape crisis counsellors is not viable. However, the establishment of a number of accreditation sub-groups could still be pursued.

Group 1 and Group 2 organisations are not going to be faced with the challenges of pursuing professional accreditation, as their counsellors already benefit from this status. Moreover, by employing only fully professionally accredited counselors, Group 1 and Group 2 organisations also do not face the scrutiny of funders and the public alike, when it comes to their expertise and ‘professionality’. However, all Group 1 organisations could benefit by explicitly recognising each others’ training. This practice has an EU-wide legal precedent through the Qualification Recognition Directives within a wider European arena as mentioned earlier⁸.

⁷ While Germany belongs to Group 1, they also have expressed the desire to develop their own internal training and gain accreditation for it.

⁸ For a complete list of agencies dealing with National Qualification Recognition, please see Appendix V.

On the other hand, Group 3 organisations, and those in Group 1 and 2 that would like to see their own internal training gaining professional or further recognition, will have to contend with a changed environment that calls for more accountability from voluntary organizations even in the realm of training. As we have seen, the pressure for professional accreditation is increasing. In addition, even though pursuing the accreditation route is by no means free from dangers and challenges to the structure and ethos of the organization, it is something that many non-professionally accredited counselling training organizations need to grapple with and reach a final decision on.

- In the current competitive climate for access to government funds, having a well thought-out accreditation strategy is likely to prove crucial to successful fundraising.
- Even in those cases where an organization rejects the professional accreditation route, the process involved with reaching a decision would prove highly beneficial in relation to the articulation of their ethos and identity.
- Those organisations that want to see their own training recognised, could start with recognising each others' training, learning from each others' expertise and collectively compile an accreditation implementation plan.

This report aims to support all these organization by proposing what may be considered an initial blueprint for all organizations wishing to pursue national level accreditation for their training courses. And, as pointed out earlier, this might by no means be an impending need for many countries; it is nevertheless a potential development that all training organizations need to be aware.

In the following section, a brief overview of the debate over the benefits and drawbacks of accreditation will be explored, followed by an illustration of the issues involved in the process, based on a project carried out by the Rape Crisis Network Ireland, and presented as a case study.

Accreditation

To accredit means “to give official recognition, to sanction, authorise, to certify or to guarantee required standards” implying a level “of recognised authority, competence or excellence” (Collins English Dictionary). Accreditation is really the final result of a two-part process, involving first assessment and then certification. Assessment deals with measuring a person’s achievements against agreed standards. Certification provides the recognition that these standards have been met (Volunteer Development Agency, 2000). The purpose of accreditation is to standardise training and professional skills in order to ensure consistency within a specific desired level of service.

➤ Despite all the different uses and purposes of accreditation outlined above, it is still an issue fraught with tensions and disagreements, with as many advocates as critics.

What follows is a brief discussion of both the positive contributions and negative repercussions that achieving professional accreditation for counsellors within the voluntary sector would entail.

It is now well documented that the provision of accreditation for training courses undertaken by volunteers is of great help in sustaining their motivation and loyalty to the organisation (Kelly, 1995; NCV, 2002; VDA, 2002), and that “the vast majority of volunteers want and would value some formal recognition” (Spinks, 1997: 38). However, volunteers are motivated by very diverse reasons. In other words, not all volunteers would be willing or interested in investing the sort of time and commitment that achieving professional accreditation would require (Unique Perspective, 2002). Moreover, the insistence on professional accreditation could further result in the disappearance of the volunteer counsellors and associated ethos, in favour of paid counsellors. Volunteers would thus find themselves in a marginalized position (Musgrave, 1998; NCV, 2002). Finally, the presence within the same organisation of both professionally accredited and non-accredited volunteers is likely to result in internal friction, because of the non-hierarchical ethos of many of these organisations.

The one clear benefit in achieving professional accreditation for voluntary organisations delivering a counselling service to the public is that government agencies look very

favourably upon accreditation when allocating funding. In the eyes of the government, accreditation serves the perceived role of protecting the public and ensuring accountability. In this context, the voluntary sector's over-reliance on government funds has been widely criticised as indicative of loss of independence. Once the government becomes the main financial supporter of a voluntary organisation, it is usually able to wield considerable power on the decision-making processes within the organisation.

Pursuing and achieving professional accreditation can greatly benefit an organisation by motivating its volunteers and ensuring high standards of training and service delivery. In turn, these standards are perceived favourably by the public, who are more likely to access or recommend the services by accredited organisations. In addition, the government will be more willing to grant funds, safe in the knowledge that the counselling provided is of a professionally recognised standard. On the other hand, achieving the required training standards can also drain an organisation. Such are the administrative and financial demands of reaching this objective, that the whole organisational apparatus could easily become overwhelmed by the task, as excessive resources might be diverted away from direct service delivery.

Finally, different counselling theoreticians and practitioners have also questioned the value of professional accreditation within a discipline that is based on an intensely personal therapeutic process entailing delicate dynamics. Feltham has claimed that such process cannot be externally regulated and that attempts to do so "will damage or seriously distort what is most creative and unique about it" (2000: 693). Furthermore, the increased professionalisation of the field would also inevitably lead to a decrease in the number of women, in general, but most specifically those coming from a socially or economically disadvantaged background, who would choose counselling as a career (Russell, 1996). This exclusion would have a powerful effect on the practice of counselling in the community in the long run.

➤ An increase in control over the access and practice of counselling would restrict it to those who have the time and financial means to achieve the accredited level of training (Baron, 1996).

Moreover, a woman who chooses to volunteer on the basis that her life experience will also be given credit or recognition might not choose, even if she has the time and money, to

participate in a training process that might not recognise her personal experience, or places her on a different level than that of clients walking through the door.

Therefore, the issues involved in the choice of professional counselling accreditation for voluntary organisation training are indeed complex, and would affect not only operational but also ethical aspects of the organisation.

➤ Voluntary organisations need to examine the role that they want to occupy in society, and what they consider to be their underlying ethos prior to determining their accreditation strategy.

Delivering professionally accredited training might not be the most effective and efficient method to invest their limited resources (Unique Perspectives, 2002). Moreover, the majority of small/medium organisations in the voluntary sector does not have the resources to do so even if they wanted to (NCV, 2002). A brief overview of the advantages and disadvantages of pursuing accreditation from a volunteer and organisational perspective is presented in Table 1.

Potential Benefits of Accreditation	Potential Difficulties of Accreditation
<p>Organisational Level</p> <ul style="list-style-type: none"> • Standardised accreditation can contribute to ensuring a quality service. • Accredited training can increase the consistency in approach and contribute to greater continuity over time. • The provision and awarding of accredited training can increase the profile of a group and give them more leverage and voice with regards to lobbying and policy development. 	<p>Organisational Level</p> <ul style="list-style-type: none"> • Additional administrative resources required. • Significant resources (time, financial, etc.) involved in developing courses. • Modules required by accrediting bodies may not be relevant to local needs. • Challenges to existing working ethos and organisational values.
<p>Volunteer Level</p> <ul style="list-style-type: none"> • Recognition provided for volunteers in terms of training undertaken. • Volunteers can benefit from the currency value associated with training (i.e. can consider progression courses). • Can increase confidence and motivation of volunteers. 	<p>Volunteer Level</p> <ul style="list-style-type: none"> • Can lead to competition among participants. • Time requirement may be excessive vis-à-vis the certification received. • Shorter courses, not meeting accreditation requirements, maybe be considered more appropriate to the needs of the groups and individual volunteers,

Table 1. Potential Benefits and Difficulties of Accreditation

The voluntary sector requires a considered and balanced approach that will allow organisations to continue to provide a most valuable service to the community with high

professional standards and without unduly diluting the ethos of voluntarism, equality and independence. Creativity will play a major role in dealing with the challenges of accreditation and reaching a compromise that is acceptable to both the voluntary sector and the government bodies that fund it, given the array of strategies that can be investigated and pursued in order to satisfy the needs and wants of all of those involved.

At one end of the spectrum, voluntary organisations that choose minimum involvement with professional accreditation can recruit experts and consultants on an *ad hoc* basis, as when representing the organisation in a court of law. At the same time, volunteers in NGOs can obtain credits for their counselling training through the national further and vocational education institutions by becoming involved in the delivery of adult education. This modular approach is perceived to be the most user-friendly for volunteers, as they progress through different course levels without unrealistic time and energy commitments (VDA, 2002). Alternatively, organisations could benefit from the accreditation status of a small pool of professionally accredited counsellors, employed to supervise a larger number of volunteers. Moreover, those volunteers that choose not to pursue professional accreditation could be given the option of accessing training in areas such as research, fundraising, advocacy, etc. This would serve the dual objective of retaining dedicated volunteer and avoid marginalizing them on the basis of their non-professional status.

➤ It is important to remind ourselves that the survival of voluntary organisations that deliver counselling is of paramount importance.

A recent Irish study has noted that “as presently organised, neither the mental health services nor the health services in general are in a position to offer women support to cope with the crises which arise in their lives and which threaten their mental health” (Batt et al., 2002: 13). Hence, it will be crucial for voluntary organisations to reconcile their accreditation strategy with the available resources, in order to face the challenge of increased professionalisation not only in the voluntary sector, but also in the field of counselling. Voluntary organisations will increasingly be forced to interact with professional accreditation issues according to their specific circumstances, taking into account their position within society as well as the national government policy in their regard.

- “It [is] also clear...that the diverse nature and level of volunteer roles [means] that no one route to accreditation could meet all needs” (VDA, 2000: 2), and that creativity will have to play a crucial role in their response.

The Irish Case Study: The Rape Crisis Network Ireland

The Rape Crisis Network Ireland has been experiencing increased professional and statutory pressures in relation to the rape crisis counselling course that it delivers to all its volunteers and which it internally accredits⁹. Because of increased pressure and scrutiny, especially from funding organisations, an internal accreditation project was initiated, in order to investigate possible accreditation strategies for the Network.

The organisational group which deals specifically with training issues explored two options between November 2002 and February 2003: accreditation through the national adult education agency and professional accreditation. The main findings of this investigation are shown in Table 2.

	Advantages	Disadvantages
Adult Education	<ul style="list-style-type: none">• Recognition for all volunteers• Organisation willing to help• Cost-effective• Ownership of content	<ul style="list-style-type: none">• Less prestige• Less recognition• No professional expertise from recognising body
Professional Accreditation	<ul style="list-style-type: none">• Prestigious• Recognised by public and private funders• Welcomed by clients	<ul style="list-style-type: none">• Hierarchical• Organisation not willing to help• Expensive• No ownership of general content

Table 2. Advantages and disadvantages of adult education and professional accreditation.

In March 2003 it was decided that attaining recognition through adult education or vocational training course would recognise the volunteers' work and dedication. However, this approach did not solve the scrutiny issue. Hence, all efforts were directed towards finding ways to gain professional recognition from the Irish Association of Counselling and Psychotherapy (from now on referred to as IACP¹⁰), which is one of the professional accrediting bodies in Ireland.

The main findings of this investigation are outlined below, as well as in the following tables.

⁹ The Irish Association for Counselling and Psychotherapy (IACP) are actively lobbying for increased professionalisation of counselling and the establishment of professional registration with the government. Increased professional harmonisation at the European level through labour market directives together with the imminent establishment of registration in the UK are making this possibility much more likely in Ireland than ever before.

¹⁰ The Irish Association for Counselling and Psychotherapy (IACP) is only one of a number of professional accreditation bodies in Ireland at the moment, but it was chosen as being the one whose standards the RCNI might most easily achieve.

Option 1. RCNI pursues individual accreditation for all its counsellors through IACP by developing and delivering its own IACP-recognised course.

Advantages	Disadvantages
Funding – public and private Professional Recognition Status - police, courts, clients Recognition for volunteers Ownership of course content and delivery	Expensive to develop and deliver Extra time pressure/workload on staff and volunteers Poor allocation of skills and resources

Option 2. RCNI pursues individual accreditation for all its counsellors through developing an IACP-recognised course in co-operation with existing universities and colleges

Advantages	Disadvantages
Funding – public and private Professional Recognition Status - police, courts, clients Recognition for volunteers Academic qualification	Partial ownership of course content and delivery Delivery logistics Financially discriminating

Option 3. RCNI pursues individual accreditation through existing courses only for those counsellors that can afford to pay (maybe offering some financial help).

Advantages	Disadvantages
Funding – public and private Professional Recognition Status - police, courts, clients Recognition for volunteers Diversification of skills Stepping stone for further training	Non-ownership of course content and delivery Poor consistency of training Financially discriminating Volunteer hierarchy

Option 2 turned out to be the preferred choice for RCNI. This would allow the organisation to gain professional recognition, without having to invest the time and resources demanded by option 1. In addition, this approach would ensure that a degree of coherence and continuity in content and delivery of training be maintained, in direct contrast to option 3. The training would be delivered in a series of modules, a number of which would adhere to the national professional requirements. One of the training modules would deal specifically

with rape crisis counselling and would be delivered by the Rape Crisis Network Ireland itself.

RCNI identified a university that was willing to co-operate on this challenging project, based on their previous experience in developing specialised and tailor-made professionally accredited counselling training courses. RCNI is now investigating the organisational and financial feasibility of pursuing this option to its final completion. The main obstacle to delivery is cost and the Network is finding it difficult to raise enough money to enable a sufficient number of counsellors to take part in this project. However, option 2 could deliver the desired status of professional accreditation for counsellors without having to relinquish the ownership of the highly specialised internal training, and the feminist tenets that underpin it. In the interim, DCU is willing to examine the 150 hour training course with a view to possible certification. All of this information will be presented to the RCNI AGM in September 2003.

Before concluding this section, it is worth pointing out that two of the organisations in Group 3, the South Essex Rape and Incest Crisis Centre and NANE, Hungarian Association for Women's Rights, have already succeeded in establishing accreditation partnerships. The former organisation has gained professional accreditation for their counsellors by partnering with a university for the delivery of a professionally accredited course. The latter organisation has entered into an accreditation agreement with the National Institute of Family and Social Policy.

The internal process of research, networking and decision-making involved in the accreditation project for RCNI certainly absorbed lot of energy and resources. It has been very time-consuming and, at times, draining for those involved, particularly when decisions and minds kept changing. However, the need for self-analysis and development required in order to progress and reach a final strategy has been very beneficial to RCNI. It focused the organisation on the importance of its feminist training ethos and its high standards of delivery. In addition, it also forced its members to consider the new challenges that confront NGOs in this era of increased competition for funding and of increased scrutiny for voluntary organisations, helping the organisation to regroup around its fundamental principles of egalitarian, feminist training and service delivery.

Conclusions

This research project set out to explore the different training models coexisting within the Rape Crisis Network Europe in the attempt to propose an integrated accreditation strategy for its members. What transpired after the research was completed was that a number of different and, at times, contrasting, training and accreditation models were being utilised. Some organisations only employed university-trained and accredited professionals, whereas others only used ‘survivors’ in the delivery of counselling and support services to their clients.

The three main groups of organisations identified in relation to their training model are listed below:

- Group 1 External accreditation with no further internal training
- Group 2 External accreditation with further internal training
- Group 3 Internal training only

From the analysis of the categories above, and in light of the great diversity of educational and training frameworks currently employed throughout Europe, a pan-European system of accreditation may not be viable at the moment. However, a number of accrediting subgroups could be developed with further work. Namely, Group 1 and Group 2 organisations could accredit each others’ counsellors based on their equivalence of qualification. Similarly, Group 2 and Group 3 organisations could strive to achieve professional accreditation for their own internal training as a strategy to enhance their standing in relation to public and private funders, as well as the professional community and their clients.

In order to further investigate the latter strategy, a brief overview of the advantages and disadvantages of pursuing professional accreditation within the voluntary sector was presented, followed by the experiences of one of the member organisations, presented as a research case study on the issue.

- From the case study results, it transpired that pursuing accreditation is a long and energy-consuming process for any organisation, but especially for those based on a voluntaristic approach and relying on external funding.

This self-analysis process highlighted the challenges involved in having to make tough choices in relation to who gets the training, how the training is delivered and who benefits from the achievement of professional accredited status.

The Rape Crisis Network Ireland has now decided to investigate further the possibility of professional accreditation by joining forces with a university to develop a tailor-made programme. This approach to accreditation will enable RCNI to fulfil the professional accreditation requirements without having to relinquish its own specialised internal training course. However, it is paramount to point out that accreditation is a very context-specific issue and needs to be dealt with by keeping in mind the national, social, and political circumstances of the organisation, as these are crucial to the delivery of the services and therefore for any discussion on accreditation. Not all the RCNE member organisations are experiencing the same level of scrutiny and pressure to pursue the accreditation avenue. As a consequence, any decision by voluntary organisations on pursuing accreditation should be based on a thorough and contextual analysis of the real benefits to be derived from it.

As far as more long-term development plans are concerned for the Rape Crisis Network Europe, this study leads to a number of recommendations for the future. All member organisations are encouraged to:

1. familiarise themselves with their own status in relation to professional accreditation in their national setting.
2. familiarise themselves with the relevant European directives and make contact with their national 'qualification recognition' office (details provided in Appendix V).
3. investigate strategies to incorporate their training within the existing national institutions linked to both counselling and/or adult education.
4. network with other organisations working within a similar and comparable framework in order to develop a compatible accreditation scheme.

An increased awareness of the needs and wants of RCNE member organisations as training institutions will allow the Rape Crisis Network Europe members to develop a stronger national and international voice in relation to services delivered. Greater cooperation will promote the work of voluntary organisations as valid and necessary in light of the ever-increasing need for support services to survivors/victims of sexual violence. In addition, this will strengthen their ability to lobby and advocate for increased financial and political support in relation to the training needs of professionals and non-professionals working in the voluntary sector.

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Appendix I**THE RAPE CRISIS NETWORK EUROPE**

Organisation Name	Country
Qendra e Kehsillimit – Counselling Centre for Women and Girls	Albania
Frauennotruf Salzburg	Austria
SOS VIOL	Belgium
Vive Zene – Therapy Centre for Women and Children	Bosnia & Herzegovina
Zene Zenama – Women to Women	Bosnia & Herzegovina
Animus Association Foundation	Bulgaria
Autonomous Women’s House Zagreb	Croatia
Centre for Women War Victims / ROSA	Croatia
Elektra – Support Centre for Child Sexual Abuse Woman Survivors	Czech Republic
Randers Krisecenter	Denmark
South Essex Rape and Incest Crisis Centre	England
Rape Crisis Federation	England & Wales
NPO Women’s Shelter	Estonia
Rape Crisis Centre Tukinainen	Finland
Paris Aide Aux Victimes	France
Collectif Feminist contre le Viol	France
Bundesverband Autonomer Frauennotrufe e.v. (BaF e.v.)	Germany
Centre for Victims of Maltreatment and Social Exclusion (CVME)	Greece
NANE – Association for Women’s Rights	Hungary
Stigamot – Information and Support Centre for survivors of sexual abuse	Iceland
Rape Crisis Network Ireland	Ireland
Associazione Nazionale Telefono Rosa	Italy
Latvian Gender Problem Centre	Latvia
Lithuanian Association of Telephone Emergency Services	Lithuania
Association for Emancipation, Solidarity and Equality of Women	Republic of Macedonia
Union of Women’s Organisations of Republic of Macedonia	Republic of Macedonia
Regionaal Steunpunt Seksueel Geweld	The Netherlands
NORA – crisis center / incest crisis center	Norway
Women’s Rights Centre (Centrum Praw Kobiet)	Poland
Associação de Mulheres Contra a Violência	Portugal
Artemis Counselling Centre Against Sexual Abuse	Romania
Institute of Non-discriminative gender interrelations (INGI) – Crisis Centre for Women	Russia
Rape Crisis Scotland	Scotland
Association SOS Helpline for Women and Children Victims of Violence	Slovenia
Asociación de Asistencia a Mujeres Violadas	Spain
Stödcentrum BEDA	Sweden
Viol-Secours	Switzerland
Kadin 2000 – Women’s Human Rights Information Centre	Turkey
Child and Women Abuse Studies Unit, London Metropolitan University	UK

Appendix II

TRAINING AND ACCREDITATION QUESTIONNAIRE

GENERAL DETAILS

1. Name of Organisation:	_____			
2. Type of Organisation	Co-ordination	—	Rape Crisis Centre	—
	Other	—		
Please explain:	_____ _____			
3. Number of staff:	<input type="text"/>			
	Number of paid employees	<input type="text"/>		
	Number of volunteers	<input type="text"/>		
4. Services offered:	Information	—	Refuge	—
Please tick as many as appropriate	Counselling	—	Advocacy	—
	Training	—	Lobbying	—
	Other	—	Support	—
Please explain:	_____ _____			
5. Organisational ethos (for example, feminist):	_____ _____ _____			

COUNSELLING DETAILS

6. Type of counselling services offered:	One-to-one	—	Helpline	—
	Other	—	Group therapy	—
Please explain:	_____ _____			
7. Are your counsellors:	Volunteers	—		
	Paid staff	—		
	Both	—		
8. Are your counsellors fully trained before they can start working for you?	Yes	—	No	—
If you answered Yes, please go to question 12.				

9. If they are not, are they receiving training?

Yes

No

10. Where are they being trained?

Your organisation

College or university

Other

Please explain: _____

11. How many hours training will they receive?

Number of hours of theoretical training
Number of hours of working with clients
Number of hours of supervision
Number of hours of personal therapy
Other

Please explain: _____

12. Is the training of your counsellors officially recognised / accredited by a national counselling organisation?

Yes

No

If you answered No, please go to question 15

13. What are the national criteria for official recognition / accreditation of counselling training?

Number of hours of theoretical training
Number of hours of working with clients
Number of hours of supervision
Number of hours of personal work (personal therapy)
Other

Please explain: _____

14. What is the name and contact details of this national organisation?

15. If your counsellors and their training are not officially recognised / accredited, why not?

There is no national counselling organisation

Our training does not meet their criteria

Other

Please explain: _____

Any other comment or useful information about your organisation's training:

If any questions or words are not clear, please write to me and I will explain them to you.

If you prefer this questionnaire to be sent to you in Italian or Spanish, please write to me and I will send you a new translated version.

If everything is clear and you have answered all the questions relevant to your organisation, please send the completed questionnaire to the address below or fax it to the number below.

Please return this questionnaire to me as soon as possible.

Thank you so much for your help and I look forward to hearing from you,

Alessandra Fantini

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Currently there are seven Sectoral Directives regarding doctors, dentists, veterinarians, pharmacists, nurses, midwives and architects. For other professions regulated in the member states there exists a General System consisting of two directives outlined below. These directives have all been approved by the European Commission and accepted by the member states, however, few of the member states are actively implementing them at a national level.

- **First General Directive (89/48/EEC)**
Council Directive of 21 December 1988 on a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration.
This directive applies to regulated professions requiring at least three years of higher education.
- **Second General Directive (92/51/EEC)**
Council Directive of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC.
This directive applies to regulated professions requiring less than three years but more than one year of higher education.
- Final Directive (COM(2002) 119 final) to replace the above under proposal.

Counsellors and psychotherapists with a prior university or equivalent degree in psychology are considered part of a regulated profession by virtue of their university education. However, those that have no prior university level psychology training are not regulated under EU law. Hence, the EU has set up National Academic Recognition Information Centres (NARIC Centres) in all member states in order to help the assessment of equivalence within non- regulated professions. Nevertheless, counselling does not fall within their remit and national professional accreditation bodies are responsible to ascertain equivalence of training and skills in this discipline.

As a result of increased co-operation and labour movements within European States, the European Association for Counselling was set up in 1993. They have compiled a set of criteria for European accreditation. These are:

- 450 hours of theoretical training
- 450 hours of client work
- 50 hours of personal therapy
- Adoption of professional code of ethics
- Commitment to continued professional development
- Ongoing counselling supervision
- Provision of professional liability insurance

Other RCNE reports available:

1. Research report on forensic examinations – carried out by Prof. Liz Kelly and Linda Regan of the Child and Woman Abuse Studies Unit, London Metropolitan University.
2. Research report on rape cases attrition rates across Europe - carried out by Prof. Liz Kelly and Linda Regan of the Child and Woman Abuse Studies Unit, London Metropolitan University.
3. Best Practice Guidelines for NGOs supporting women who have experience sexual violence – carried out by the RNCE and based on data from our European partners.
4. Country Reports from a number of members, namely: Czech Republic, Denmark, England and Wales, Finland, Germany, Greece, Hungary, Iceland, Ireland, Italy, Scotland, Sweden, Turkey.
5. Proceedings from the conference ‘Sexual Violence: Issues and Responses across Europe, 3rd October 2003, Dublin, Ireland.

For further information please contact:

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