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External Final Project Evaluation
Training Institute for
Professionals/Model Community Living Arrangements

(Prague, Czech Republic)

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Table of Contents

EXECUTIVE SUMMARY	iii
Introduction	1
Title	1
Background	1
Project Description	1
Purpose of Evaluation	2
Study Questions	3
Evaluation Methodology	4
Findings and Conclusions Related to Study Questions	6
Comparison of Accomplishments with Objectives	6
Establishment of State-of-the Art Training Institute	6
Potential of Technology	9
Integration of Training Programs into Existing Academic, Governmental, and Non-Governmental Programs and Facilities	9
Future Support for DGTI Activities	12
Establishment and Support of Model Community Living Arrangement (CLA) Sites	13
Assisting NGOs in Expanding and Strengthening Services	17
Incorporation of Useful Information and Training Techniques into Ongoing Programs	17
Improvement of the Quality of Life for People with Disabilities and their Families	18
Planning to Insure Continuation of Project Activities Beyond Funded Project	23
Replication of CLAs	25
Likely Multiplier Effects of Project	26
Cost Savings	28
Cost if Project Not Funded	30
Program Impact	30
On Participants in Core Training	31
On People with Disabilities and their Families	31
On Government Agencies and Policies	31
On Development of Nongovernmental Organizations	33
Recommendations	33
Regarding Training Efforts	34
Regarding Use of Technology	36
Regarding Governance Structure of DGTI	39

Regarding Future Role of DGTI	41
Regarding CLA Improvement and Maintenance	45
Summary and Final Conclusions	47
Appendix A	50
Appendix B	54
Appendix C	56

EXECUTIVE SUMMARY

This report is an external end-of-project evaluation of the JDC-AID funded " Training Institute for Professionals/Model Community Living Arrangements Project, Prague, Czech Republic " The primary objectives of this project were (a) to establish an institute offering state-of-the-art training in Western theory, methodologies, and services for people with disabilities, their family members, and the professionals who serve them, (b) to encourage the integration of training programs with existing academic, government, and non-governmental programs and facilities in order to ensure sustainability of the project beyond JDC's presence, and (c) to establish model Community Living Arrangements (CLAs) to provide housing with support services for individuals with severe disabilities in community settings and to provide treatment and support services to CLA residents A secondary goal was to assist Czech non-governmental organizations (such as DUHA and Prague Wheelchair Users Association) to expand services and strengthen management and self-sufficiency potential

The purpose of this end-of-project evaluation was to provide (a) a summative assessment of the extent to which activities have achieved project objectives, and (b) formative feedback and recommendations to assist project managers in framing activities during the remaining months of the project and to assist in the planning for continuity and sustainability beyond the funded period The organization of the report was guided by a series of study questions that probed the project's success in meeting its primary goals, the impact of the project on its target populations, the steps taken to ensure continuation of project activities beyond the funded period, the likely multiplier effects of project activities, and the potential cost savings of project activities In addition to reading relevant documents related to the project, the evaluators conducted telephone

interviews with expatriate instructors and in-person interviews with Czech Government officials, representatives of non-governmental organizations, members of the cohort groups of Czech and Slovak professionals who participated in the training activities, and faculty at Charles University

Based on the evidence gathered, it was concluded that the project has been very successful in designing and implementing an outstanding training program that provided state-of-the-art knowledge in Western theory and practice regarding care and service for people with disabilities. The establishment of the Desider Galsky Training Institute (DGTI) was a major accomplishment of the project. The expatriate instructors employed by DGTI were rated as outstanding in both their knowledge and instructional abilities. The evaluators explored the potential for incorporating Internet and The World-wide Web into future training activities and found that the necessary technology was indeed available in the Czech Republic at reasonable costs.

The anticipated integration of DGTI activities with Charles University has not been fully realized. However, a recent reorganization of the governance structure of DGTI has broadened the base of participation and positioned it well for sustaining its activities beyond the funding period. The new governing board includes BROD, an umbrella organization of nongovernmental organizations (NGOs) concerned with disabilities, the Government Disabilities Board, consisting of leading government ministers who advise the government on disabilities issues, the JOINT, consisting of graduates of the DGTI, and the Department of Rehabilitation Medicine of the First Medical Faculty at Charles University. While the evaluators encouraged a broader base of participation by faculties at Charles University, it was concluded that the composition of this new DGTI Board of Directors brings together key political, non-profit, and professional groups

concerned with people with disabilities. The connection with BROD includes the donated half-time position of a very well-qualified Institute Director and space for training in its new educational facility.

The goal of establishing and supporting model community living arrangements (CLAs) has been largely met under the leadership of the NGO "DUHA." In addition to the two project-supported CLAs, six additional DUHA CLA units have been established through alternative funding sources. The accomplishments of DUHA's director were applauded. In addition, a number of needs were identified to strengthen the model CLAs, including improving the counselor training and supervision programs and establishing better resident screening protocols.

The goal of strengthening the infrastructures of DUHA and the Prague Wheelchair Users Association (POV) has been successful and productive. The evaluators were impressed with the leadership and commitment of the Directors of these two NGOs and with the services they are providing to increase the independence and the quality of life of people with disabilities.

A number of concrete examples of project activities were described that document improvements in the quality of life for people with disabilities. These included projects implemented by DGTI graduates in various parts of the Czech Republic and Slovakia, CLA apartments, and services provided by POV's Center for Independent Living. Other examples of the project's impact included recognition of the influence of training information on government officials and on the newly created "National Plan to Reduce the Negative Impact of Disability" and the emergence and expansion of disabilities-related NGOs.

7

The evaluators concluded that the project has had and will continue to have an important impact on improving the lives of people with disabilities. Likely future results identified include expansion of the number of professionals, parents, and government officials trained in Western practices and models related to disabilities, and an increase in the incidence of integrating people with disabilities into mainstream Czech society. The difficulty in assessing the cost savings and cost analysis of the project were noted, including the complex relationships between the costs of institutionalization, the actual costs of CLAs and the savings resulting from residents' employment, and the value placed on human rights and dignity issues.

A series of recommendations was offered to provide project managers and participants with suggestions for framing project activities during the remaining months of funding and to assist in the planning for continuity and sustainability of project initiatives beyond the formal funding period. A cornerstone recommendation was that a sub-grant be awarded to DGTI from unexpended JDC-AID Project Funds to provide a bridge between the current funded project and DGTI fiscal autonomy. It was also recommended that efforts should be made to maintain the active involvement of expatriate instructors through a variety of communication channels, and that the use of Internet and World-wide Web be pursued as an inexpensive means of enriching the DGTI's interaction and communication with external resources.

Regarding the governance structure of DGTI, it was recommended that options be pursued to expand the participation of additional faculties at Charles University, and that the interest of other Czech universities in DGTI activities be explored. A series of recommendations related to future activities and roles of DGTI were also offered, including exploration of the possibility of the Institute offering accreditation in disabilities related areas not currently offered.

7

in the Czech Republic, providing continuing education in the latest disabilities information and practices to physicians, regular and special educators, and psychologists and social workers, exploration of funding possibilities from various government agencies to support training initiatives, and establishing operational training sites for CLAs and schools modeling inclusion. The final set of recommendations offered suggestions for improving CLAs by providing expatriate training during the closing months of the funded project to strengthen the counseling, supervision, and client screening processes. Those recommendations that related to short term, end-of-project activities were highlighted with asterisks.

A final conclusion offered was that the evaluation team was most impressed with the accomplishments of this project. Project activities have been addressed in a professional manner, and changes were made when necessary. Data analyzed indicated that the project has already had significant impact on the lives of people with disabilities, and that structures and processes are in place to enhance that impact greatly in the years ahead. The evaluation team concurred with the observation that when the history of people with disabilities in the Czech Republic is written, the JDC-AID Project will be viewed as a watershed event.

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EXTERNAL FINAL EVALUATION OF JDC PROJECT IN PRAGUE

Introduction

Title

Training Institute for Professionals/Model Community Living Arrangements, Prague,
Czech Republic

Background

This Project is funded under

Grant EUR-0032-A-1023-00

Grant period April 1, 1991-March 31, 1994, No-cost extension through
September 30, 1995

Grant recipient American Jewish Joint Distribution Committee (JDC)

Project Description

This project was designed to accomplish the following goals

- 1 Establish a training institute offering state of the art training in Western theory, methodologies, and service for persons with disabilities, their family members, and the professionals who serve them
- 2 In order to assure sustainability beyond the funded project, integrate the training institute into existing academic, governmental, and non-governmental programs and facilities

- 3 Establish model housing facilities (community living arrangements, or CLAs) and support services for individuals with mental retardation, allowing them to integrate into communities and lead active, productive lives. It was expected that these CLAs would become models for others, providing living examples of a viable alternative to institutionalization.
In addition, the following related objective was added when its need became apparent during the project
- 4 Assist Czech non-governmental organizations (such as DUHA and Prague Wheelchair Users Association) to expand services and strengthen their management and self-sufficiency potential

Purpose of Evaluation

The purpose of this end-of-project evaluation is to provide

- a summative assessment of the extent to which activities have achieved project objectives,
- formative feedback and recommendations to assist project managers in framing activities during the remaining months of the project and to assist in the planning for continuity and sustainability beyond the funded period

Study Questions

The following questions will serve as the framework for the evaluation

- 1 How do actual accomplishments compare with objectives?
- 2 Has the project succeeded in incorporating useful information and training techniques into ongoing programs of government, non-governmental organizations, and academia that will benefit people with disabilities, their families, and professionals who provide them services?
- 3 In what ways have innovations improved the quality of life for people with disabilities and their families?
- 4 Have sufficient steps been taken to ensure the continuation of project activities after the end of the funded period? What more should be done?
- 5 Has replication of CLAs taken place to date? If so, describe
- 6 What are the likely multiplier effects of accomplishments over five years? Ten years?
- 7 Will innovations result in cost savings or have the potential to result in cost savings for Czech entities serving people with disabilities?
- 8 What would be the cost to the Czech Government if the project had not been funded?

Evaluation Methodology

The evaluation team consisted of Professor Ralph Fessler, Director of the Division of Education at Johns Hopkins University, and Dr Marjorie Fessler, Supervisor of Special Education Evaluation at the Kennedy- Krieger Institute, a Johns Hopkins affiliated assessment, treatment, and rehabilitation center for children and adolescents with disabilities. Both evaluators are experienced researchers and program evaluators in various aspects of education, special education, and institutional change. Previous international projects include work in Israel and the former Czechoslovakia (Ralph and Marjorie), and Taiwan, Costa Rica, and Uruguay (Ralph).

The project evaluation was guided by the "scope of work" document provided by JDC staff (see Appendix A). The orientation of the evaluators was to gather and analyze data to provide an objective summative assessment of project strengths, weaknesses, and accomplishments related to stated goals, and to provide formative feedback and recommendations that could serve to strengthen existing project components during the final months of the funded period and assist in preparing for continuity of activities beyond the project's formal lifespan.

The evaluators began their preparation for the visit by reading various documents related to the project, including grant materials, quarterly reports, reports from expatriate trainers, the mid-project evaluation report, implementation plans, miscellaneous correspondence, and various partnership agreements between the American Jewish Joint Distribution Committee and Czech and Slovak Non-Governmental Organizations (NGOs).

In preparation for the visit, the evaluation team prepared interview protocols for (a) expatriate instructors, (b) Czech government officials, representatives of organizations, and Czech and Slovak professionals who were involved in the project, and (c) members of the cohort groups of Czech and Slovak professionals who participated in the training provided by the project (see Appendix B). The protocol questions focused on perceived strengths and weaknesses, documentation of accomplishments and innovations, the extent to which project goals were realized, and future plans for continuation beyond the term of project funding. In addition to the formal interview protocols, follow-up questions and informal discussions were used to obtain more in-depth information about the program's impact and future potential.

Telephone interviews were conducted with expatriate instructors to obtain their responses to the interview protocol. While in Prague, the evaluation team visited with officials from the Ministries of Health, Labor and Social Affairs, and Education, representatives from non-governmental organizations (NGOs) DUHA, BROD, and POV (Prague Wheelchair Users Association), Charles University faculty members in Medicine and Special Education, a representative of the US AID Office at the American Embassy, a group of DGTI Core training graduates, and additional miscellaneous friends of the project. In total, 47 individuals were interviewed either by telephone or in person to gain a broad base of perspectives of project strengths, weaknesses, accomplishments, and prospects for future development. A detailed list of the names and titles of those interviewed is summarized in Appendix C.

Findings and Conclusions Related to Study Questions

The findings of the evaluation team are based on the data sources outlined in the previous section. The reporting of these data is organized around the study questions outlined on page 3.

Comparison of Accomplishments with Objectives

The objectives that guided this project were (a) to establish a training institute offering state-of-the-art training in Western theory, methodologies, and services for people with disabilities, their family members, and the professionals who serve them, (b) to encourage the integration of training programs with existing academic, government, and non-governmental programs and facilities in order to ensure sustainability of the project beyond JDC's presence, (c) to establish model Community Living Arrangements (CLAs) to provide housing with support services for individuals with severe disabilities in community settings and to provide treatment and support services to CLA residents, and (d) to assist Czech non-governmental organizations (such as DUHA and Prague Wheelchair Users Association) to expand services and strengthen management and self-sufficiency potential. Following are the statements of **findings** related to actual accomplishments in each of these areas:

Establishment of State-of-the Art Training Institute

The establishment of the Desider Galsky Training Institute (DGTI) is a major accomplishment of this project. Named after the late President of the Jewish Religious Communities Council of the Czech Republic, the Institute has provided five cohort groups of 30

professionals and parents with training in Western theory and practices in the area of disabilities. The cadre of expatriate professionals who have provided instruction in the workshops and training sessions has done an excellent job of (a) providing state-of-the-art knowledge in Western theory and practice regarding care and service for people with disabilities, (b) using instructional methods that provide participants with opportunities to link theory and practice, (c) demonstrating respect for participants' knowledge, backgrounds, and experience, and (d) providing models and experiences from practice that were shared for consideration and never presented as dogma.

The content of the training and the methods of instruction used were cited by many participants as outstanding. Several stated that this new knowledge had changed their lives, both personally and professionally. They indicated that they felt an obligation to share their new knowledge with others and to continually work to change current practices and laws regarding people with disabilities in the Czech and Slovak Republics.

Several government and non-governmental organization (NGO) officials noted that, while many foreign visitors came to offer their assistance on disabilities issues, most were "tourists" who "promised gold and silver but then went away." The JDC-AID project was credited repeatedly with working hard to learn the system, bringing in outstanding expatriate experts who delivered state-of-the-art training, and staying with the effort over a prolonged period of time. Key officials credited these training efforts with changing the thinking about people with disabilities in government agencies and among human disabilities professionals. It was the consensus of this group that the continuation of this influx of ideas and experiences was essential if efforts to change current systems are to be sustained.

In addition, the personal commitment to the emerging changes in the Czech Republic was shared by the expatriate trainers. Most offered feelings of admiration and genuine affection for members of the training cohort groups, and virtually each and every trainer indicated that he/she would like to find ways to stay involved with and support continuing efforts in the Czech Republic to change practices and systems for people with disabilities. As a group, the trainers expressed the view that they participated in the birth of an important movement that had the potential for making significant differences in the lives of people with disabilities.

In order to expand the impact of training activities to a broader Eastern European population, the "International Symposium on Decentralization of Social Services" was held in Prague in April, 1995. There were a total of 25 participants, including teams from the Czech Republic, Slovakia, Bulgaria, Hungary, and Poland. Training and technical assistance was provided by experts from the United States, several Scandinavian countries, and Israel. Participants were asked to plan and implement decentralization strategies appropriate for their countries. Symposium experts are making follow-up visits during the summer of 1995 to assist in these efforts. Key aspects of the symposium included the involvement of **teams** (not isolated individuals) from participating countries, the emphasis placed on converting ideas into action, the flexibility of applying and modifying Western ideas to the specific conditions in the participating countries, the availability of post-symposium technical assistance, and the opportunity for participants to interact and learn from each other. These approaches reflected the best current thinking on how to effectively link training to practice. Individuals interviewed indicated that the conference expanded participants' awareness of what was possible and challenged them to apply these new ideas to their situations.

Potential of Technology The evaluators were pleased to learn that Internet and World-wide Web services are now available in the Czech Republic at a reasonable cost. The POV (Prague Wheelchair Users Association) has subscribed to the Czech Internet service, and several members of the First Medical Faculty are actively using Internet to communicate with colleagues in other countries.

The evaluators visited with Dr. Otakar Pinkas, Director of the National Medical Library at Charles University, who provided information about available Internet and World-Wide Web services in the Czech Republic. A "Home Page" exists and is managed by personnel from Liberec University, in the northern part of the country. The evaluators had an opportunity to view this page and existing entries from their computer in Baltimore. The Prague Technical Institute provides services and connections to the Internet for the very reasonable price of 1,400 Crowns per month (about \$56) for unlimited usage by non-profit organizations. The potential for applying this technology to the work of the DGTI is the focus of recommendations found on pages 36-39.

Integration of Training Programs into Existing Academic, Governmental, and Non-Governmental Programs and Facilities

One of the initial primary goals of this project has been to establish a partnership with an existing academic institution in order to provide stability and continuity to the Desider Galsky Training Institute (DGTI). A relationship has existed with the Department of Special Education at Charles University, with Dr. Marie Cerna serving as the liaison and project director. While this arrangement has resulted in a connection to Charles University and some cross fertilization of ideas and information, it does not appear that the full potential for a partnership with Charles University has been realized.

In response to lack of progress in institutionalizing the DGTI under the umbrella of the Department of Special Education at Charles University, a recent reorganization of the Institute's governance structure has occurred to broaden its base and increase the likelihood of sustainability beyond project funding. Membership of this reconstituted board of directors includes

- (a) BROD--an umbrella organization of 95 NGOs concerned with people with disabilities. Pavel Dusek, BROD's charismatic ideological leader, envisions the need for future legislation and support systems that provide people with disabilities with the rights and autonomy to live full and productive lives. Stana Makovcova, an extremely well organized and knowledgeable person, will be released 50% from her BROD responsibilities to serve as the director of DGTI. In addition, BROD will provide space for DGTI training efforts in its new facility in Prague 8.
- (b) The Government Disabilities Board (GDB), consisting of the Prime Minister and other Ministers and Assistant Ministers of the Czech Republic, advises the government on issues related to people with disabilities. Cross-membership between DGTI and the GDB will provide communication and coordination between the Training Institute and key governmental policy makers and funding sources.
- (c) The JOINT, consisting of graduates of the JDC-AID year-long training cohort groups. Membership includes disabilities professionals in medicine, education, social work, psychology, and

government agencies, as well as parents of people with disabilities. Dr. Monika Janikova serves as coordinator of this group (50% position), while Dr. Sona Holubkova coordinates activities of JOINT members in Slovakia. These highly motivated professionals and parents have been greatly affected by the training provided to date and are committed to continuing their own professional development and to spreading the new information and models to others.

- (d) The Department of Rehabilitation Medicine of the First Medical Faculty of Charles University. This department includes a number of dedicated medical professionals who have championed the cause of rehabilitative medicine in the Czech Republic, including Professor Pfeiffer, Professor Jiri Votova, and Dr. Olga Svestkova. The Department has provided the leadership for the Association for Cooperation in Rehabilitation of Disabilities (SPURP), a voluntary membership group that disseminates information about problems related to physical disabilities, and starts and supports self-help groups. Individual departmental members appear to have good relationships and linkages with other departments at Charles University, but no clear plan seems to be under consideration for involving other key faculty and departments in DGTI activities.

The composition of the new DGTI Board of Directors appears to represent key political, non-profit, and professional groups concerned with people with disabilities. The evaluators were particularly impressed with the access and involvement of key individuals from governmental agencies through the GDB, the charismatic leadership and vision of Pavel Dusek and excellent administrative skills of Stana Makovcova at BROD, the energetic and dedicated cadre of parents and professionals associated with JOINT, and the extremely professional and committed faculty and staff in the Department of Rehabilitation Medicine of the First Medical Faculty of Charles University. While this consortium should provide outstanding leadership for DGTI, broader university participation would strengthen the potential impact of training activities on future professionals concerned with people with disabilities. Recommendations to strengthen and stabilize this key group in the years ahead are offered on pages 39-41.

Future Support for DGTI Activities As the financial support from the JDC-AID project phases out, there will be a need to identify new sources of revenue to sustain the project's momentum. A sub-grant to DGTI from unexpended JDC-AID Project Funds will be an essential bridge between the funded project and DGTI autonomy (see Recommendation 1-page 34). As noted earlier, the need for continued training in state-of-the-art knowledge and practices related to people with disabilities was deemed essential by government officials, NGO representatives, and JOINT members. The same individuals agreed that while resources can be found to pay local expenses for training (such as local travel and expenses for participants, space, and payment for local trainers), it will be much more difficult to obtain funding from local sources to pay for expatriate trainers or to support travel for local professionals to travel abroad for

conferences or training. One possible exception may be the funding that will be available to support the recently approved "National Plan to Reduce the Negative Impact of Disability." Several government officials indicated these new funds might allow expenditures for expatriate consultants.

Establishment and Support of Model Community Living Arrangement (CLA) Sites

One of the primary goals of the JDC-AID project was to establish two model CLA sites in Prague to serve individuals with disabilities. It was envisioned that the CLAs would be located within neighborhood settings, thereby providing CLA residents with a more "normal" living environment and access to community services and activities. It was proposed that each CLA would house up to four adults of the same gender and be staffed by trained counselors, who would assist residents in activities of daily living, social interaction, behavior, and work and leisure skills.

Mrs. Michaela Frycova, current director of DUHA and a DGTI cohort graduate, has energetically and persistently pursued the goal of establishing CLA apartments. Her efforts, in concert with those of the JDC-AID team, have been extremely fruitful in that two CLA apartments have been established and are generally successful. Indeed, Ms. Frycova has opened an additional six CLAs, each of which houses from one to four individuals with disabilities, with funding from other sources. The latter six apartments are an outgrowth of the JDC-AID initiative and illustrate the impact of project activities on the lives of individuals with disabilities.

The JDC-AID project CLAs demonstrate that viable alternatives to institutionalization exist and that people with disabilities can be integrated into the community. All present CLA residents are involved in supported employment, sheltered workshops or regular jobs.

Project strengths which have facilitated the establishment of CLAs have included (a) the untiring and persistent efforts of Michaela Frycova in soliciting funding, locating apartments, and training counselors to staff them, (b) a commitment to serve individuals of varying ability levels, and (c) a desire to see the concept of CLAs spread and take root through establishment of multiple sites

Interviews were held with several individuals who have been instrumental in planning and establishing the CLAs. Concerns and issues emerged from these discussions, including the following

- (a) While DUHA should be applauded for championing the concept of CLAs, there is some concern that the two JDC CLAs have not yet reached the status of model training sites for others interested in this concept. For this to be accomplished, the operation and support systems operating in the CLAs should model best practices in counselor preparation and supervision, in screening and supporting residents, and in providing residents with exemplary support system sources. Their establishment as model demonstration sites, with well-trained and experienced personnel, would then provide opportunities for training professionals and both current and prospective CLA counselors. It is also uncertain if the financial infrastructure is in place to support 8 CLAs once JDC-AID funding has ceased.

- (b) Training of counselors for the CLAs is an ongoing problem. Applicants for these positions tend to be young and inexperienced, and they are uncertain of how to work with CLA residents. Provisions for training and on-going supervision are imperative to assure that counselors are adequately prepared to deal with issues such as behavior management, activities of daily living, sexuality, meal preparations, and how to obtain appropriate emergency medical care for residents. Adequate preparation of counselors may also reduce their high turnover rate, which is exacerbated by higher wages in the business sector and the generally low unemployment rate in the Czech Republic.
- (c) Access to more knowledgeable mental health professionals is needed. Counselors should be trained by mental health professionals to use rating scales and behavioral observations in documenting behavioral change. Moreover, the DUHA staff requires a strong, multidisciplinary group of professionals to screen potential CLA applicants. There have been problems with previous mental health professionals who have advocated the admission of individuals with severe mental illness rather than those with mental retardation. Available psychologists often have had little experience or expertise in working with individuals with mental retardation.

- (d) The counselors and DUHA staff have learned through hard experience how to persuade medical personnel to admit CLA residents to hospitals when necessary. Often, doctors are unwilling to deal with individuals with disabilities due to their communication difficulties and multiple medical problems. There is a need to identify and catalog available medical support systems for CLA residents. In addition, medical staff at selected sites might be targeted for training on the special needs of people with disabilities.
- (e) Counselors in the CLAs need to learn behavioral management techniques to work with the residents in establishing and consistently enforcing CLA rules. Efforts were made to have a behavioral psychologist assist in this endeavor three years ago, but there was opposition from many of the counselors, who believed that behavioral techniques might be punitive.

In summary, DUHA should be applauded for its accomplishments in establishing operating CLAs that demonstrate the viability of alternative living arrangements for people with disabilities. People living in DUHA's CLAs are all active, employed, and realizing various degrees of independence in their lives. In order to fully realize the project goal of establishing **model** CLAs that can serve as a framework for others to replicate, there appears to be a need to have better training, support, and supervision of counselors, and to have adequate professional help with screening of applicants and supporting CLA operations.

Assisting NGOs in Expanding and Strengthening Services

As this project progressed, it became apparent that future progress in addressing the needs of people with disabilities was dependent upon supporting existing infrastructures and individuals with the commitment and potential to sustain and expand change efforts. Support has been provided for DUHA ("Rainbow" in Czech) and its energetic leader, Mrs. Michaela Frycova, in the establishment of CLAs and in assisting in budget planning and management, fund raising, and public relations. In addition, support has been provided to the Prague Wheelchair Users Association (POV) and its director, Zdenka Hanakova, enabling this group to open its Center for Independent Living (CIL) in Prague 1. The CIL is a busy and energetic place, offering peer counseling and a variety of additional support systems to people with physical disabilities and their families. More details about the activities of DUHA and POV are presented in other sections of this report.

The decision to support DUHA and POV appears to be a wise investment in the future fulfillment of project objectives. Both organizations are headed by experienced and energetic individuals who are committed to the concepts of independent living and expanded rights for people with disabilities. Strengthening the infrastructures of these organizations will provide a solid foundation for sustaining and expanding the activities initiated by this project.

Incorporation of Useful Information and Training Techniques into Ongoing Programs

As noted earlier, the activities of the DGTI have provided state-of-the-art knowledge about Western theory and practice in care and service of people with disabilities (see pp. 6-8). While there has been only moderate impact of this new knowledge base on programs at Charles

University, it seems clear that training efforts have left their mark on government activities (see pp 31-32), and on NGO activities (see p 33) The decision to coordinate DGTI activities with BROD will insure a modern facility and sound infrastructure and leadership in providing continued training to human service professionals and government officials Specific recommendations about future DGTI training and governance activities are presented on pages 34-45

Improvement of the Quality of Life for People with Disabilities and their Families

The training received by graduates of the cohort training groups has been designed to provide information and support for improving the quality of lives of people with disabilities and their families While the full measure of this impact will evolve over time, the following specific outcomes can be documented now

- (a) Monika Janikova, director of the JOINT, is working with ~~Eta~~ ^{Yvoluna} ~~Smekalova~~ ^{Lucky}, a psychologist, to disseminate state-of-the-art information about the effectiveness of early intervention with individuals with disabilities They have targeted neonatologists, pediatricians, and nurses, who have initial contacts with parents after their children have been identified as having disabilities Their efforts have focused on convincing medical professionals and parents of infants and toddlers with disabilities that these children can be integrated into society and should not be institutionalized Drs Janikova and ~~Smekalova~~ ^{Lucky} have developed an information

pamphlet about inclusionary principles which will be distributed to physicians and nurses in clinics and hospitals and to parents of children with disabilities. They are also preparing to hold a conference at which these ideas can be more widely disseminated.

- (b) Mirka Litomiska, who works at a center for children with multiple disabilities, is coordinating the programs for an integrated summer camp which will serve children with and without disabilities. She has conducted training sessions for the counselors' assistants and is making final preparations for the operation of this innovative program.
- (c) Milena Johnova, who works part-time for POV (Prague Wheelchair Users Association), is charged with transition responsibilities for institutionalized individuals with mental and physical disabilities in Prague. She seeks agencies or businesses willing to employ people with disabilities and then provides job coaching to assure their success in these new environments. This task is especially challenging as some of her clients have had little experience in the world outside of the institution. Ms. Johnova has also translated Western materials about inclusion, which are used to inform potential employers about the contributions that individuals with disabilities can make in the workplace.

- (d) Lucie Laudova, a speech and language pathologist, has identified 12 children who are partially or completely nonverbal. Determining that they could benefit from Western techniques in augmentative communication, she has founded the Association for Augmentative and Alternative Communication. As an NGO, this organization can solicit funding from governmental and other sources. Ms. Laudova has raised sufficient monies for her project that she will be able to leave her present job to work full-time, for a year, in further developing this new organization and its goal of helping nonverbal youngsters to communicate.
- (e) Hana Dusova, a student in the Dept. of Special Education at Charles University, has initiated and coordinated a group of eight university students that works twice weekly at the PSARY Institution for individuals with mental and physical disabilities. The students have brought toys and used music to stimulate the children and adults, enhancing their senses and their awareness. Although some of the nurses have objected to these visits, complaining that the residents remain active after the students leave, the institution's directors are supportive of the group's activities, which will continue throughout the summer.

- (f) Milan Chab, director of an institution on the periphery of the Czech Republic, has been instrumental in establishing and funding a special school for individuals with disabilities. Moreover, his arrangement with the government allows him to provide additional payment to teachers in regular schools in the area who agree to accept children with disabilities in their programs. His efforts to integrate individuals with disabilities into the surrounding village have met with success, and he is currently working to extend these changes and convince other institution directors that such change is feasible and desirable. His institution has become a model for integration efforts, providing a tangible example of how community members and agencies can work together to achieve this goal.
- (g) Sona Holubkova, coordinator of DGTI programs in Slovakia, has supported a number of projects in her country, including a parent support group in Zilina in which parents who have children with disabilities work together and support each other in efforts to find places and provide support for their children, a program in Zubrohlva where 17 women with mental retardation have been integrated into services in their village, helping older people, and cleaning the church and cemetery, conducting a child-find survey to identify infants and young children with disabilities and use data

to work with parents in planning services, conducting a regional radio show to talk about issues faced by people with disabilities (will be adding a call-in feature), and conducting an annual international festival celebrating the skills and achievements of people with disabilities through music, crafts, cooking and baking, and performances in Zilina's town square. The entire community becomes involved in this event.

- (h) Michaela Frycova, core graduate who directs DUHA, has established eight CLA apartments, each providing independent living opportunities for 1-4 adults with disabilities. All residents are working outside their apartments in regular or supported employment or in sheltered workshops.
- (i) The project's support of the Center for Independent Living, under the leadership of Zdenka Hanakova, of the POV Prague Wheelchair Users Association, has already resulted in direct services to people with physical disabilities and their families. Examples include peer counseling, support in assistive employment, and information on public access for people in wheelchairs.

Planning to Insure Continuation of Project Activities Beyond Funded Project

A number of steps have been taken to insure continuation of project activities beyond the funding of this project, including

(a) Establishment of a Strengthened DGTI Board of Directors

As described earlier, the composition of the new DGTI Board of Directors brings together key political, non-profit, and professional groups concerned with people with disabilities. The composition of this group should provide the leadership, commitment and political connections to sustain and expand the efforts of the DGTI. Of particular note are the involvement of key individuals from governmental agencies through the Government Disabilities Board, the charismatic leadership and vision of Pavel Dusek and excellent administrative skills of Stana Makovcova at BROD, the energetic and dedicated cadre of parents and professionals associated with JOINT, and the extremely professional and committed faculty and staff in the Department of Rehabilitation Medicine of the First Medical Faculty of Charles University.

(b) Strengthening DUHA and POV

As indicated previously, resources have been directed toward strengthening the infrastructures of DUHA and POV. This investment will enable these two key NGOs and their committed and skilled leaders to carry on their work of promoting

independence for people with disabilities beyond the funded project. The JDC staff should be commended for recognizing the talent and commitment residing in these two organizations and modifying project goals and priorities to support their efforts.

(c) **Empowering and Supporting DGTI Cohort Graduates**

Perhaps the most important outcome of this project is the dedicated group of professionals and parents who participated in the DGTI cohort training. This is an outstanding group of individuals, many of whom have assumed the responsibility of sharing their newly acquired knowledge with other professionals and parents. The JDC staff has wisely recognized the strength and potential of this group. In addition to the initial training, continued support has included (a) the establishment of a newsletter, (b) supporting of periodic meetings of graduates to reinforce their activities, (c) establishment of mini-grants to enable them to implement small projects and to learn the process of grant writing for future projects, (d) encouragement and support of efforts to write grants to Czech government agencies to request funding for future activities, and (e) providing training to enhance their advocacy, fund raising and training skills. This valuable resource of knowledgeable and committed people has been nurtured and readied to assume future leadership in furthering the objectives of the project.

A number of suggestions for additional steps to support the continuation of project activities are noted in the Recommendations section of this report (see pp 33-47). Particular note may be taken of the suggestions to broaden the university involvement in DGTI training and governance activities (see pp 34-36, pp 39-41), to explore the use of technology to enhance DGTI communication and information flow (see pp 36-39), and to search for unique roles for future DGTI training initiatives (see pp 41-45).

Replication of CLAs

As noted previously, a total of eight DUHA CLAs are currently in operation, two supported by project funds and six funded by other sources (see pp 13-16). Mrs. Michaela Frycova has pursued the expansion of CLAs with vigor and enthusiasm. Additional CLAs are being replicated in various forms outside of Prague. For example, Milan Chab, who is the director of an institution for people with disabilities, has established a CLA for several former institutionalized residents.

A continuing concern is future funding for existing DUHA's CLAs. Ms. Frycova regularly meets with government officials and private funding sources to pursue funding options. She remains convinced that funding will be found to maintain the existing sites. No plans are in place to expand the number of DUHA CLAs until future support for current sites is stabilized.

Likely Multiplier Effects of Project

The consensus among those interviewed was that the JDC-AID Project has established a foundation for change in the way the Czech and Slovak Republics address the needs and rights of people with disabilities. The training by expatriate instructors was widely credited with exposing government and NGO officials and human service professionals to new knowledge, values, and concrete models of alternative support systems. As noted elsewhere, at least one government official credits the project with considerable influence in shaping the ideas in the new "National Policy to Reduce the Negative Impacts of Disability."

The inclusion and normalization orientation of the JDC-AID project will continue to meet opposition from more conservative elements who question the wisdom and appropriateness of moving toward a more inclusive society. In addition, financial constraints will continue to be a problem as the Czech Republic channels its scarce resources into economic development in a free market economy. Despite these constraints, there appears to be optimism that change in rights and services will continue to evolve in the years ahead. The following are examples of continuing changes that can be anticipated:

- (a) The activities of the DGTI will continue to expand the number of professionals, parents, and government officials who will learn about Western practices and models and will become advocates for change. Having operational models of CLAs and, possibly, of integrated schools will facilitate this development.

- (b) The linkage between the DGTI Board of Directors and the Government Disabilities Board will provide direct lines of communication regarding proposed laws, regulations, and funding for people with disabilities. Their expanded knowledge should be of great value in shaping new directions.
- (c) While it is always risky to make precise predictions, it seems reasonable to assume that the JDC-AID project has contributed to the initiation of a process that will support the evolution of the following developments over the next 5-10 years:
- increased incidence of parents of children with mental retardation and other disabilities choosing to keep their children at home. Over time, this will result in increased pressure for schools and other institutions to make accommodations.
 - increased opportunities for alternative living arrangements for people with disabilities that provide alternatives to institutionalization.
 - legislation that will provide people with disabilities with rights for increased autonomy and personal decision making.
 - increased sensitivity to issues of access in public places.

- increased integration of children with physical disabilities into regular schools and classrooms Integration of children with mental retardation and emotional problems will occur as well, but at a slower pace
- in general, it is likely that people with disabilities will become much more visible and integrated into Czech and Slovak societies

One of the interview questions frequently asked by the evaluators was the following "When a book is written about the history of people with disabilities in the Czech and Slovak Republics 20 years from now, how prominent will the JDC-AID project be?" The consensus was that this project will be viewed as a watershed event that created a new knowledge base and set of values which will dramatically change the way people with disabilities are viewed The "predictions" outlined above are potential outcomes of this process

Cost Savings

Any analysis of potential cost savings must be placed in the context of the project's primary goal--to expand the opportunities for people with disabilities to pursue as normal and productive lives as possible Moving toward this goal will carry initial and perhaps continuing cost increases over the status quo In addition, integration and normalization efforts will be in direct competition with other high priority societal needs for scarce economic resources Consequently, analyzing the financial implications of this project's activities is of great importance

Studies that have attempted to ascertain the cost benefits of CLAs vs institutionalization have been limited by the complexity of the issues inherent in such comparison. Some of the variables that are difficult to control include

- the variations in vocational training and opportunities available
- the nature and severity of the disabilities
- the availability and cost of transportation
- the cost of food (generally less in institutions)
- the cost and availability of medical services (generally less in CLAs)
- the economic impact of people with disabilities being productive employees capable of contributing to at least part of their living expenses

In general, large institutions are more cost efficient in providing food and custodial care. When educational, medical, counseling, and vocational support services are added to the equation, the economic advantages of large institutions are less clear. This is due to both the lack of availability of professional expertise on site, and the institutional resistance to changes in assumptions and practices inherent in "integration" support. A key factor in any cost analysis is the price a society is willing to pay to move toward the goal of expanding normalization opportunities for people with disabilities. If the point of comparison is simply custodial care, large institutions are clearly more cost efficient than CLAs. If, however, there is a commitment to educational and vocational support systems and personal independence, then CLAs are a more logical choice.

Mr Hruby of the Ministry of Labor and Social Affairs has expressed an interest in establishing an index of costs per person currently institutionalized. This sum of money could, he argues, follow the individual rather than being allocated directly to institutions. While some additional factors may have to be considered, this type of creative thinking could lead to more flexible allocations of funds to support alternative living arrangements.

Cost if Project Not Funded

As indicated above, this is a complex question that is difficult to answer in purely economic terms. Indeed, one could argue that the human rights interests inherent in the project goals come with a price tag. Perhaps the best way to answer this question is with a question: What is the cost in terms of human potential and dignity that would have been lost if this project were not funded?

Program Impact

The JDC-AID project has had an important impact at a number of levels. Many examples have been presented previously in this report. In this section, various aspects of the project's impact will be reviewed, with cross references back to other parts of the report where appropriate.

Impact on Participants in Core Training

A total of 90 individuals has participated in the three core training groups in the Czech Republic, as well as an additional 60 people in two groups established by core training graduate Sona Holubkova in Slovakia. In addition, over 1,000 people have participated in shorter workshops and training sessions. Participants have included physicians, educators, psychologists, social workers, government officials, and parents of people with disabilities. Those interviewed indicated that the training has had a major impact on their personal and professional lives. Various sections of this report have addressed the impact on training participants (see pp 6-8, pp 10-11, pp 24-25)

Impact on People with Disabilities and their Families

The impact of project activities on people with disabilities is summarized on pages 18-22. Included are pilot projects begun by DGTI Core Graduates that directly serve and impact people with disabilities and their families, the impact of DUHA's CLA activities, and the impact of direct services provided by the newly established Center for Independent Living.

Impact on Government Agencies and Policies

The training provided by the DGTI has helped raise the awareness of government officials about Western laws, support systems, and practices related to people with disabilities. While a number of practices and regulations continue to reflect a more conservative and restrictive view of normalization, there is evidence of change. Examples include

- Several key government officials with links to the JDC-AID project have advocated for the rights of people with disabilities and for their integration into mainstream society. Examples include Mr. Hruby in the Ministry of Labor and Social Affairs, Mr. Jung of the Ministry of Health, and Mrs. Vostrakova of the Ministry of Health.

- The creation of the "National Plan to Reduce the Negative Impact of Disability" reflects the government's sensitivity to the needs and rights of people with disabilities. At least one government official indicated that the training sessions provided by the JDC-AID project created the awareness for the need for a document of this type and that many of the ideas found in the national plan can be traced to the project.

- The creation of the Government Disabilities Board (GDB), composed of the Prime Minister and other Governmental Ministers and Assistant Ministers, is further evidence of the commitment of government to addressing the needs and rights of people with disabilities. The participation of GDB members on the DGTI Board of Directors will provide a key connection between the Institute and governmental leadership, enhancing the opportunity for increased information flow into governmental policy making.

Impact on Development of Nongovernmental Organizations

The rapid increase of NGOs in the Czech Republic over the past three years was facilitated by the JDC-AID project. Training sessions and technical support for establishing NGOs were provided by expatriate instructors, and the concept was embraced by core training participants. Particularly noteworthy is the fact that an umbrella organization of NGOs concerned with people with disabilities (BROD) will be a key member of the Board of Directors of the DGTI and will host many of the DGTI training activities in its new building. In addition, the DGTI itself is designated as an NGO. While the emergence of NGOs was occurring independently of JDC-AID, project personnel and activities have played, and continue to play, key roles in supporting and enhancing the growth and impact of these organizations.

Recommendations

The following recommendations are offered to assist project staff in planning activities for the final months of the funded project and in preparing to sustain project efforts after funding has ended. These recommendations relate directly to the issues documented in previous sections of this report. **Those items recommended for immediate consideration during the final months of the funded project are designated with an asterisk (*)**

Recommendations Regarding Training Efforts

The following recommendations are offered regarding future training activities

- *1 Key to many subsequent recommendations is the need for a sub-grant to DGTI from unexpended JDC-AID Project Funds. This allocation, which amounts to continuing a no-cost extension, will provide an invaluable bridge between the current funded project and DGTI fiscal autonomy. While a number of promising funding sources are identified in these recommendations, the bridge period will enable the Institute to help prepare for the challenge of establishing a sustaining funding base from primarily local funding sources.
- 2 An effort should be made to maintain the expatriate instructors as a cadre of professional consultants and trainers. These highly qualified and experienced professionals have become a first rate "faculty" for the DGTI, and their continued involvement should be pursued as a high priority. Some possible strategies for maintaining active involvement of this group include
 - (a) Establish an electronic mail (e-mail) discussion network among expatriate faculty and between these individuals and the Czech and Slovak graduates of the training institute (see section on technology, pp 36-39)

- * (b) During the final months of the funded project, bring together groups of expatriate instructors in the U S and in Israel to more formally share their experiences and to explore possibilities for further involvement, including opportunities for additional partnerships between U S or Israeli universities, organizations, or institutions and their counterparts in the Czech Republic
- (c) The graduates of the DGTI should continue their use of a newsletter to keep members informed of activities and to provide an outlet for expatriate "faculty" to share additional and new information about meeting the needs of individuals with disabilities The newsletter could be distributed in print and on the INTERNET (see pp 37-39)
- * (d) During the remaining months of JDC-AID funding, activities to support a "Trainer of Trainers" model should be pursued to

empower the rich pool of talent of local resources (in JOINT) to further disseminate new concepts in disabilities education to their professional colleagues

- (e) Alternative funding sources should be pursued to maintain a flow of expatriate instructors to DGTI. While the evaluators were repeatedly told that indigenous funds would not be used to support continued training by expatriate instructors, one promising exception **may be** the funds that will be available to support the recently approved "National Plan to Reduce the Negative Impact of Disability." Another possible source is the use of Fulbright Scholars to support training efforts.

Recommendations Regarding Use of Technology

- 1 Providing technology linkages between DGTI participants, BROD, and other Czech professionals working in the area of disabilities with the outside world could be an important and exciting development to facilitate the exchange of information and ideas. As

indicated on page 9, linking to Internet and the World Wide Web is both technically and economically practical. Serious consideration should be given to subscribing to this service, either as an independent DGTI initiative or as a partnership with the National Medical Library at Charles University. Specific applications of this technology to the DGTI needs could include

- (a) Obtaining information on current developments in the area of disabilities from existing databases and reference sources such as ERIC, Medline, and Psych Abstracts. This would greatly enrich the library and materials resources of DGTI, the JOINT, and POV.
- (b) Provide a vehicle for sharing information about DGTI, JOINT and other affiliated NGOs. By disseminating information about current activities and sending queries about issues and problems over Internet and World-Wide Web, opportunities for engaging professionals throughout the world in dialogue about projects and activities would become a reality.

- (c) A DGTI bulletin board could be established on Internet to facilitate interaction among expatriate instructors and DGTI participants, including members of JOINT, POV, and other Czech professionals
- (d) The World-wide Web could provide information about specific projects of interest and value to Czech professionals and the international disabilities community. For example, POV is in the process of developing a source book documenting the accessibility of buildings and facilities in Prague for people with physical disabilities. When completed, this document will provide an accessibility "map" for Prague residents and visitors needing access information. Current plans call for this document to be made available in print form. While this will be a valuable resource, its impact and visibility would be greatly enhanced by making it available electronically as part of the Czech Republic's Home Page on the World-wide Web. Additional projects by DGTI and Joint could be listed as well, perhaps as part of a DGTI Home Page (cross listed on the

Czech Republic's Home Page) Again, this arrangement would facilitate international dissemination, discussion, feedback, and suggestions

- *2 To implement these technology related recommendations, it will be necessary to provide training for a core group of DGTI, BROD, JOINT, and POV personnel It is further recommended, therefore, that an expatriate trainer be provided to deliver the necessary training and assist in establishing the protocols for a DGTI Home page on World-Wide Web Dr Pinkas, Director of the National Medical Library at Charles University, has indicated a willingness to work with a Western consultant to implement this recommendation

Recommendations Regarding Governance Structure of DGTI

- 1 Serious attention should be given to broadening the base of participation in DGTI activities at Charles University The Departments of Education, Special Education, Psychology, Social Work, and Theology all have overlapping interests in people with disabilities In addition, the faculties at the Second Medical Faculty, which has had an historical mission and continuing emphasis in pediatrics, and the Third Medical Faculty, with its

mission and expertise in public health issues, have a primary interest in preparing new physicians with expertise in and sensitivity to the needs and interests of people with disabilities. The potential impact of DGTI would be greatly enhanced if its flow of information and ideas could more deeply penetrate current university practices and the training of new professionals. Some actions that could facilitate a broader base of university involvement include

- (a) Solicit the involvement of non-university personnel in bringing together key individuals across faculties. Mr. Pavel Dusek of BROD and Dr. Yvonna Lucka, a DGTI graduate who has taught in several departments of the University, could assist in this process.
- (b) Charles University has recently formed a faculty committee to address the needs of students with disabilities. The University administration should be approached to determine if this group would like the assistance of the DGTI and its participating organizations in making its plans, and if there is interest in this faculty committee expanding its mission to link more closely with DGTI activities.

- *(c) Consideration might be given to defining the Charles University membership on the DGTI Board as broader than the Department of Rehabilitation Medicine. This key group might continue to hold one of the Charles University membership slots, with the other two perhaps rotated among interested faculties.
- 2. Consideration should be given to involving universities outside of Prague in DGTI governance and training activities. Universities in other parts of the country prepare physicians, teachers, special educators, psychologists, and social workers. Their involvement would facilitate the dissemination of DGTI efforts. The receptivity of these groups to DGTI involvement should be explored. Perhaps an invitational conference on selected topics of interest would be a good vehicle for assessing interest.

Recommendations Regarding Future Role of DGTI

The following options, derived from conversations with various officials and professionals during this evaluation, are suggested as potential unique roles for DGTI that would further its mission of bringing state-of-the-art information to parents and professionals concerned with people with disabilities.

- 1 The possibility of DGTI becoming the accreditation training program for selected areas that are not in competition with universities should be explored. Examples include rehabilitative counseling, sign language, Community Living Arrangement (CLA) counselors and teacher aides for schools with special education populations. The Ministry of Education should be queried about these possibilities, including the funding available to provide these services.
- 2 DGTI could play an important role in the continuing education of professionals working in the area of disabilities. Examples include
 - (a) Physicians could be provided with short courses and workshops that provide information and models of modern practices and support systems related to, for example, Down Syndrome, closed head injuries, and emotional disabilities. Contact should be made with the Czech Institute for Post-Graduate Training of Physicians and Pharmacists to determine the level of interest in contracting with DGTI to provide specialized training for physicians in the area of disabilities.

- (b) Regular and special education teachers could be furnished with training and support for providing educational opportunities for children with disabilities in the least restrictive environment possible. The Ministry of Education should be consulted about the possibility of financial support for these activities.
 - (c) Post-graduate training for psychologists and social workers could assist them in obtaining the most recent information and models of personal and community support systems for people with disabilities and their families. The Ministries of Labor and Social Affairs, Health, and Education should be approached to support these activities.
- 3 DGTI should continue to explore grants with various government agencies to support specific training efforts. This could take the form of requesting funds for specific training activities or, alternatively, contracting with ministries (for example Education, Health, or Labor and Social Affairs) to deliver training to professionals for a fee. Marcia Presky and the JDC staff should be commended for their efforts to encourage JOINT graduates to write well-organized grants requesting financial support for their

programs. These experiences will prove invaluable in future funding searches.

4. In order to promote changes in support systems and opportunities for people with disabilities, operational models of alternative approaches must be in place. It is one thing to hear about practices in Western countries, but is quite another to see them in operation in the Czech Republic, confronting all the barriers and problems that critics claim make them impractical. The establishment of working CLAs in this project exemplifies this strategy being operationalized. Consideration should be given to DGTI promoting and linking to the following projects:

- (a) Establishing a model CLA that would serve as a training site for professionals preparing to work in similar settings. This approach would build upon the fine start established in DUHA's CLAs to include a more formal model linked to DGTI for training psychologists/supervisors and on-site counselors.
- (b) Establishing a model inclusion school that would integrate children with a variety of disabilities with non-disabled children. This model would provide a training site for teachers, special educators, and

other professional personnel who desire to study and consider replicating the process. In addition, parents of regular and special education students would be able to assess the appropriateness of this model for their children.

Recommendations Regarding CLA Improvement and Maintenance

In addition to recommendation 4-a noted above, the following suggestions are offered for strengthening CLAs:

1. The need exists for high quality training for both present and prospective CLA counselors. To date, little ongoing training has been available to help counselors deal with psychological issues, daily programming, sexuality, and cooking for groups. This problem is due to the paucity of Czech experts in CLA management. It has been proposed that DGTI undertake this responsibility and look into the feasibility of granting certification for CLA counselors (see p. 42). The opportunity to obtain certification, which would encompass multiple areas of disability care, is likely to be perceived by potential counselor-candidates as a way of establishing their professionalism. Certification could also help to stem the rapid turnover in counselors, who may be discouraged by their inability to cope with residents' problems and subsequently be tempted by the higher wages available through employment in private industry. As indicated previously, this model training site should be linked to the DGTI.

- 2 Information derived from interviews with project participants revealed that the present CLA counselors have been uncertain of how to deal with medical professionals who are asked to care for individuals with disabilities. Often, problems arise when CLA residents require emergency medical care or hospitalization. Michaela Frycova, director of DUHA, noted that CLA counselors benefited greatly from hearing a lecture on seizure disorders as this is a problem that afflicts several CLA residents. Continued provision of lectures, discussions, and training in these areas, in combination with "awareness-raising" activities for the medical professionals involved in emergency care and hospital stays, should assure that counselors and members of the medical community feel more comfortable about handling issues that may arise with CLA residents (see also recommendation on continuing medical education page 42)
- 3 The behavior of some CLA residents has been problematic, especially if they manifest psychiatric disorders in addition to mental retardation. Although more thorough screening of potential CLA residents may alleviate the problem to some degree, it is imperative that the CLA counselors know how to establish rules and limits, follow through on those parameters consistently, and impose appropriate consequences when needed. Therefore, it is suggested that a behavioral psychologist provide ongoing training and supervision in the area of behavior management strategies.

- *4 Finally, during the final months of the funded project, the DGTI should provide expatriate instructors to (a) provide CLA counselor training, (b) assist in the development of plans for continuing counselor training and support, and (c) assist in the establishment of screening protocols for accepting residents into CLA apartments

Summary and Final Conclusions

The evaluation team was very impressed with the vision and leadership provided to this project by JDC professional staff Marcia Presky and Pesach Gitelman. Numerous examples are cited in the report where they assessed program activities and made necessary changes in objectives and priorities in order to keep the project moving toward its goals. Based on the evidence gathered, it is apparent to the evaluation team that this project has been extremely successful in designing and establishing, through the DGTI, a high quality training program for Czech and Slovak professionals that has brought them a new knowledge base and is making an impact on practices and policies affecting the lives of people with disabilities. The governance structure of the DGTI has been recently strengthened to include government, NGO, training graduates, and university involvement. This change should provide a broad base of participation by key groups who are in positions to provide both stability and opportunities for continued expansion of training activities. Additional efforts are needed to expand participation and involvement of Charles University Faculties. The project goal of establishing operational CLAs has also been largely met, although some concern has been raised about the extent to which

these are serving as exemplary models supporting training and replication. The fact that eight DUHA CLAs are currently operating and that others have been started outside of Prague is testimony to the viability of this alternative to institutional living. Finally, the project goal of strengthening the infrastructures of DUHA and the Prague Wheelchair Users Association has been addressed. Both of these NGOs have been bolstered by project support and are providing expanded opportunities for people with disabilities to live more independent and productive lives. The evaluators have concluded that targeting these two organizations for support was a wise investment in the future.

The project has had a significant impact on the core training graduates, other professionals working in the area of disabilities, government officials, NGOs, and people with disabilities and their families. Care has been taken to establish structures and support systems that will continue the project's impact in the future.

A series of recommendations has been offered to provide project managers and participants with suggestions for framing project activities during the remaining months of the funded project and to assist in the planning for continuity and sustainability of project initiatives beyond the formal funding period. Suggestions relate to training efforts, the use of technology to enhance DGTI's mission, strategies for further strengthening the DGTI governance structure, exploring expanded roles for DGTI activities, and ways to improve the CLAs as model sites for independent living. Those items that relate to short term end-of-project activities are highlighted with asterisks.

In summary, the evaluation team was most impressed with the accomplishments of this project. Project activities have been addressed in a professional manner, and changes were made when necessary. Data analyzed indicated that the project has already had significant impact on the lives of people with disabilities, and that structures and processes are in place to enhance that impact greatly in the years ahead. Several project participants and government officials indicated that when the history of people with disabilities in the Czech Republic is written, the JDC-AID Project will be viewed as a watershed event. Based on the data analyzed and reported in this document, the evaluation team concurs with that prediction.

Appendix A

"Training Institute/Model Community Living Arrangement Project, Prague" End-of-Project Evaluation Scope of Work

I Title "Training Institute for Professionals/Model Community Living Arrangements Project, Prague, Czech Republic"

II Background This project is funded under Grant EUR-0032-A-00-1-23-00 for the period, April 1, 1991-September 30, 1995

III The project addresses the following needs

1 Prior to this project, up-to-date curricula and modern training approaches for professionals who serve persons with disabilities were lacking in the Czech and Slovak Republics. The goal of this project is the establishment of a training institute offering state-of-the-art training in Western theory, methodologies, and services for persons with disabilities to individuals with disabilities, their family members, and the professionals who serve them.

2 The project encourages the integration of training programs into existing academic, government, and non-governmental programs and facilities. This helps to ensure sustainability beyond JDC's presence.

3 It establishes model housing facilities (community living arrangements, of CLAs) and support services for individuals with mental retardation, allowing them to remain in the community and lead active, productive lives. It is expected that these CLAs will become models for others, reducing the need for institutionalization and contributing to a better quality of life.

A related objective added after the formal project document was finalized follows

4 The project assists Czech non-governmental organizations (such as DUHA and Prague Wheelchair Users Association) to expand services and strengthen management and self-sufficiency potential.

IV Purpose of Evaluation

This evaluation is the final, end-of-project evaluation. It will make judgments about the success of project activities in achieving set objectives. These objectives have been stated in detail in the approved implementation plans which JDC had provided to you.

The end-of-project evaluation will

- Enable JDC and AID to assess the implementation of the project to date to determine how well objectives were met,

- Provide recommendations which will enable JDC to revise plans and systems to better achieve

the impact desired (as described in the current implementation plan) during the balance of the grant period and after JDC's presence, and

-Assess, to the degree possible, the cost savings or potential cost savings realized by Czech government and non-governmental agencies resulting from the innovations introduced by this project

V Statement of Work

-Review past communications and reports from project inception which detail changes in objectives, progress made forward reaching objectives as stated in the implementation plans, obstacles encountered and solutions found,

-Interview key project personnel for perceptions about project progress, innovations introduced by the project, ways in which it has been successful, how it could have been more successful, how the project will have lasting effects on their personal and professional lives

-Interview project beneficiaries for perceptions about ways in which the project has been successful, how it could have been more successful, and the lasting effects on their personal and professional lives,

-Identify strengths which facilitated the accomplishment of objectives,

-Identify weaknesses which inhibited the accomplishment of objectives,

-Review the sustainability efforts made by JDC's project partners, and assess effectiveness,

-Identify obstacles which must be overcome to ensure the continuation of project activities after the end of the grant period,

-Assess the impact to date, and potential for impact in the future, on the project's target audiences, which include

- persons with disabilities,
- family members of persons with disabilities,
- professionals who serve persons with disabilities,
- Czech government ministries with responsibility for serving persons with disabilities,
- non-governmental organizations comprised of persons with disabilities and/or serving persons with disabilities

-Assess the responsiveness of JDC to recommendations resulting from the Mid-Term Evaluation,

-Provide recommendations which can be implemented in the time remaining to strengthen project activities and the sustainability efforts of JDC's local partners

VI Key Questions

A How do actual accomplishments compare with objectives?

B Has the project succeeded in incorporating useful information and training techniques into the ongoing programs of government, non-governmental organizations, and academia that will benefit the audiences defined above?

C In what ways have innovations improved the quality of life of the audiences defined above?

D Haven sufficient steps been taken to ensure the continuation of project activities after the end of the project period? What more should be done?

E Has replication of project models (i.e., CLAs) taken place to date? If so, please describe

F What are the likely multiplier effects of accomplishments over five years? Ten years?

G Will innovations introduced result in a cost savings, or have the potential to result in a cost savings, for Czech entities serving persons with disabilities?

H What would have been the cost to the Czech Government of this project had not been implemented? (For example, what would have been the costs of continued institutionalization of CLA residents as opposed to their residing in CLAs funded with private resources, potential contributions to the economy of the Czech Republic through employment of persons with disabilities, etc)

VII Methodology

A Define those making up the evaluation team

B Review appropriate written materials (grant documents, proposal, reports, correspondence, implementation plans, etc)

C Develop the evaluation methodology, assignments, and interview protocols

D Conduct interviews with expatriate, Czech, and Slovak professionals who are implementing and have implemented the program, participants in training courses, and other individuals and representatives of organizations that contribute to, or benefit from, the program,

VIII Time Frame

The team leader will begin the evaluation with headquarters input and document review The in-country evaluation will begin on May 29, 1995 and continue through June 2, 1995 The draft evaluation report is due at JDC Headquarters by June 23, 1995

IX Reporting Requirements

A The report will include

- Executive Summary,
- Statement of Findings, Conclusions, and Recommendations which are practical, action-oriented, and prioritized along with an analysis and evidence to support findings, conclusions, and recommendations,
- Implementation and Level of Accomplishment of Activities Against Objectives,
- Program Impact To Date and Potential for the Future Have interventions made measurable positive or negative impact?
- Costs Savings Realized Through Project Innovations
- Lessons Learned
- Appendices, to include
 - Scope of Work
 - Description of Documents Analyzed
 - Bibliography of Documents Analyzed
 - List of agencies/individuals interviewed
 - List of sites visited

B Meetings and Debriefings

- Evaluator will meet/communicate with JDC Headquarters staff to finalize Scope of Work prior to departure for Prague,
- The JDC Project Field Coordinator will arrange a meeting on the first day of the in-country evaluation with AID representatives to make final revisions to the Scope of Work,
- The evaluator will hold an exit interview with AID representatives and JDC representatives prior to departure from Prague

C Submission of Report

The draft evaluation report is due at JDC Headquarters no later than 14 days after the last working day in Prague. It will be finalized and sent to AID no later than 30 days from the last working day in Prague.

X Logistics

The JDC project representatives in Prague will provide assistance to the evaluators in obtaining office space, access to a computer, secretarial help, transport, printing, and communication as appropriate.

XI Evaluation Budget \$6,500-\$7,000

Appendix B

Interview Protocol

Name _____

Project Involvement/Activities

-
- I What is your view of project progress
- a) In training professionals in the Western theory and practice of care for individuals with disabilities?
 - b) In encouraging the integration of training programs within existing academic programs and facilities?
 - c) In establishing Community Living Arrangements (CLAs)?
 - d) Providing comprehensive treatment and support services to CLA residents?
 - e) Other?
- II What, if any, innovations were introduced by this project?
- III In what ways do you believe the project has been successful?
- IV In what ways do you believe the project could be more successful?
- V Do you believe there will be lasting effects of the project?
--What could be done to sustain efforts after the JDC-AID project ends?
- VI Other comments/suggestions?

TRAINING INSTITUTE/
MODEL COMMUNITY LIVING ARRANGEMENT PROJECT
(Graduates of DGTI)

Project Evaluation

Your answers to these questions will provide valuable information to help evaluate and improve this project

- 1 What have been the major successes of this project?
- 2 How could this project have been more successful?
- 3 What are three or four new ideas/skills you learned about the care and support of people with disabilities?
- 4 What are the greatest barriers or problems that stand in the way of applying these new ideas/skills in your country?
- 5 What needs to be done to overcome these barriers and problems?
- 6 Do you believe you will be able to use these new ideas/skills in your work?
- 7 What effect has this project had on your personal and professional life?

Today--

What effect do you believe it will have five years from now?

- 8 Do you believe this project will change the way people with disabilities are cared for and supported in your country?

If yes -- how?

If no -- why not?

Appendix C

Individuals Interviewed

- I Expatriate Trainers
 - A John Agosta
Human Services Research Institute
Salem, OR
 - B Dr John Butterworth, Jr
Institute for Community Inclusion
Children's Hospital
Boston, MA
 - C Dr Alan Gartner
Graduate School and University Center of CUNY
New York, NY
 - D Dr Pesach Gitelman
JDC Project Co-Director
Jerusalem, Israel
 - E Dr William Kiernan
Children's Hospital
Training and Research Institute for People with Disabilities (University
Affiliated Program)
Boston, MA
 - F Dr Dorothy Lipsky
National Center on Educational Restructuring and Inclusion
Graduate School and University Center of CUNY
New York, NY
 - G Joe Marrone
Coordinator, Technical Assistance
Institute for Community Inclusion
Children's Hospital
Boston, MA
 - H Marcia Presky
JDC Program Officer
New York, NY

- I Mary Schuh
 Technology Partnership Project
 Institute on Disability (University Affiliated Program)
 Concord, NH

- J Madeleine Will
 Childlink International
 Chevy Chase, MD

- II Czech Republic Government Officials
 - A Ministry of Health
 - 1 Dipl Ing Tomas Jung
 Director, Department of Investments
 - 2 Ludmila Vostrakova
 Director, Department of Social Care Services

 - B Ministry of Labor and Social Affairs
 - 1 Dr Ingrid Kubinova
 - 2 Dr Eva Sikarova
 - 3 Ms Chroma

 - C Ministry of Education
 - 1 Martin Odehnal
 Director, Dept of Special Education

- III Agencies Comprising Board of Desider Galsky Training Institute (DGTI)
 - A Charles University - First Medical Faculty
 - 1 Dr Olga Svestkova
 Dept of Rehabilitation Medicine

2 Dr Jiri Votava
Director, Dept of Rehabilitation Medicine
National Secretary of Rehabilitation International
President of DGTI Board

3 Prof Pfeifer

4 Dr Marta Danesova
Psychologist
Dept of Rehabilitation Medicine

5 Dr Otakar Pinkas
Director of National Medical Library

B Board of Representatives from the Organizations of Disabled People (BROD)

1 Ing Pavel Dusek
President of BROD
Vice-Chair of Government Disability Board

2 Dr Stana Makovcova
Director of International Affairs for BROD

C Government Disability Board

1 Ing Jaroslav Hruby

2 Jaroslava Selicharova

D The JOINT

1 Monika Janikova
Psychologist
Director

2 Yvonna Lucka
Psychologist

3 Pavla Baxova

4 Jiri Blahovec

- 5 Milena Beranova
Psychologist
Founder of new day treatment and residential program for children with disabilities
- 6 Hana Dusova
Student in Dept of Special Education, Charles University
- 7 Sona Holubkova
Coordinator of DGTI programs in Slovakia
Regional Director, Social Care Service Center
- 8 Milan Chab
Director of institution for individuals with disabilities
- 9 Milena Johnova
Job specialist with POV, does job placement for institution for individuals with physical and mental disabilities in Prague
- 10 Zdena Karlasova
- 11 Eval Klipova
- 12 Lucie Laudova
Speech/language pathologist
Founder of center for augmentative and alternative communication
- 13 Mirka Litomiska
Works at center for children with multiple disabilities,
Coordinates programs at integrated summer camp for children with and without disabilities
- 14 Kveta Stankova
Daycare provider for children with disabilities (ages 6 to 22 years)
- 15 Etel Smekalova
Psychologist

IV Representatives of Agencies Affiliated with the Project

- A Ing Radka Soukupova
Vice Mayor of Prague 11

- B Dr Marie Cerna
Head of the Dept of Special Education at Charles University, President of the Association for Help to the Mentally Handicapped
- C Michaela Frykova
Director of DUHA
- D Dr Martin Bojar
Ex-Minister of Health, officer of the Barrier Free Foundation Board
Second Medical Faculty, Charles University
- E Zdenka Hanakova
Director of the POV Center for Independent Living (Prague Wheelchair Users Association)
- Milena Johnova
Job placement specialist, POV Center for Independent Living (Prague Wheelchair Users Association)
- F Jiri Chara
Samaritans Association of the Czech Republic
- V Representative of US AID-Prague
- Lucie Simova
JDC project manager for the U S Agency for International Development