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“Eliminating Social Exclusion” (EliSE)  
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## **EIISE – IO1 Guidelines**

### **IO1 Objectives**

IO1 aims at modeling the various aspects which characterize travels of families with children affected by behavioral disturbs (months 1-6).

The main result of this IO is a descriptive model for Fair Traveling that represents the main features of:

- the typical behaviors of these families;
- their objective and subjective issues;
- the possible solutions (with the underlying theoretic references as well as best practices, constraints, and barriers).

### **Desk research (Deadline January 2020)**

Partners must identify the components of the model and their interactions (deadline January 10). Each partner prepare a list of subjects that, usually, interact in a travel distinguishing between travel preparation (e.g. travel agencies) and travel activity (e.g., transportations, accommodations, etc.). Partners also prepare a list of the critical points for families with children affected by behavioral disturbs when they are traveling. These two lists will be sent to the partner leading this IO.

Partner perform a desk research in their countries collecting various available online and offline sources (such as scientific literature, reports, statistics, recommendations) checking for their reliability. The result of the desk research is a collection of theoretical references as well as best practices, constraints, and barriers related to the mobility of people affected by behavioral disturbs.

Partners should collect data to answer the following key questions:

1. **What are the main traveling issues?** Indeed, the changes in routine, unpredictability, crowds, new noises and sights can all make the experience difficult for people on the spectrum and their families.
2. **What are the policies of subjects involved in traveling services?**
3. **What are the public and volunteers' support?**

Partners will realize a report (20 pages) having the following structure:

1. Issues in traveling for families with children affected by behavioral disturbs, reporting the studies, investigations, etc. that have been realized in their countries in the last 10 years.
2. Regulations available to support the travel needs of these families;
3. Recommendation and advice available for these families;
4. Good practices, illustrating initiatives that have been realized to sustain these families;
5. Needs, identifying the primary and secondary needs for these families;
6. Stakeholders, identifying the key stakeholders and their role in supporting these families.

NOTE: Statistic data will be collected only by official sources and scientific surveys.

### **Model definition (Deadline February 10)**

Partners, working together, will define a model that includes:

1. Travel issues corresponding to the different types of children behavioral disturbs;
2. Needs of families with children affected by behavioral disturbs when they travel;
3. Educational supports that can facilitate the travels of these families.

Partners identify issues, needs, and educational supports sending these data to the partner leading this IO by February 5).

Ecoistituto will assemble the model using the contribution of partners and prepare a document illustrating the model.

Ecoistituto will prepare a list of questions that will be submitted to panels created by partners.

### **Model discussion (Deadline February 29)**

Partners will present and discuss the model in their country with a panel formed of four parents (two females and two males) and three educators.

Partners analyze the results and refine the model.

RTA performs the data analysis.

### **IO report (Deadline March)**

Ecoistituto prepares a report in English that partners translate into their country languages.

The model for Fair Traveling will be used to design the training module (IO3) as well as the toolkit (IO4) since it represents the behavior of the subjects involved in the different contexts of traveling (families, children, educators, social services, travel service companies).

**Division of work:**

All partners carry out the following tasks:

1. collecting data;
2. collaborating in the model implementation;
3. creating a panel of parents and educators to evaluate the model;
4. interviewing the panel components;
5. realizing a short report;
6. collaborating to accomplish the final report.