**Good Practice on working with persons with visual impairments – collected by Ofensiva Tinerilor - Romania**

**I.**

**Title** - Local workshops to raise awareness towards persons with visual impairments

**Implementing organization** - Ofensiva Tinerilor through their European Voluntary Service Volunteers, for the last two years, implements the activity regularly in local schools from Arad, Romania.

For further information on this activity please use the organisations Facebook and their contact details that can be found on the page.

<https://www.facebook.com/OfensivaTinerilorArad/>

**Target group** - The workshops are usually organised by our EVS volunteers for pupils from 8 to 18 years old. The methods used during the workshops are adapted to the age of the participants.

**Short description, incl reliable theoretical background** - The workshops are usually organised by our volunteers in order to raise awareness towards persons with visual impairments from our community. Citizens are able to help, stand up for a cause and get involved as long as they are educated and informed toward the topic. This is why we decided to organise workshops with pupils, for them to be able to get to know and put themselves in the shoes of a person with visual impairments.

Our target group is pupils and youngsters who are between 8 and 18 years old.

At this time the workshops are organised in the schools of Arad county in Romania.

The workshops consist of 1 to 3 different one-hour activities with the participants (depending on how much time each class/teacher would like to invest in awareness training activities for their pupils).

During a maximum of three hour-long workshops the participants go through the following activities, guided by the volunteers:

* A very short “getting to know each other” game
* An energizer during which the participants are already introduced to the blindfold (this instrument will be used alternatively by the participants during the whole workshop). Usually the selected energizer is PULSE (the participants are divided in two equal groups, participants of each group are asked to stay in a line, holding hands, the two groups face each other. At one end of the line the facilitator is holding the hands of the first participant of each line. When the energizer is starting the facilitator will send a simultaneous impulse through the hands of the first participant of each line. The participants send the impulse further through their hands as fast as possible. When the impulse reached the last participant in line he is raising his free had. Several rounds of the game are played, competition style.)
* The exercise “the cards we are dealt with”: different cards are given to the participants, on the cards different impairments are listed (*Wheelchair user, Visually impaired with partial sight, Visually impaired with no sight, Deaf/hearing impaired, HIV positive, Person with mental disabilities, Person missing one arm*). Participants will than be asked to think how things might be different with their new identity. They will then form groups of three and will answer the following questions: List 5 specific ways in which you think your life will change/ What changes in your attitudes could occur/ Predict how others will respond to you: family, close friends, extended family, community in general/ Will you have trouble living in a neighborhood of your choice?/ As this new person, will you have more or less power in your class, the society, etc./ As this new person, what do you have to offer to society that you were unable to offer before?/ What will you need and/or expect from others that you may not have needed/expected before? After the group discussions ended participants will discuss with the facilitator following topics: What were your feelings when imagining this?/ Which, if any, questions made you feel uncomfortable?/ Were some Life cards more powerful than others?/ Could you catch a glimpse of the other person’s life?/ How can an activity like this help us understand the complex issues surrounding disability and diversity. After the debriefing it is advised to take a break and let the discussions sink in. Participants may be curious to exchange with their peers impressions during private conversations. Time for this should be given.
* For the next exercise participants will be blindfolded and will be asked to identify different products by smell/ taste or touch. It is especially fun and engaging for younger participants to organise the whole exercise as a competition. During the exercise breaks will be taken to explain to the participants how persons with visual impairments use their other senses to be more independent. In case it is possible to invite a person with visual impairments to assist to these specific exercises, it would be more enticing and interesting for the participants. The facilitator should provide the objects or jars full of different spices and such.
* Mobility and orienteering: one of the facilitators that was trained by the staff of Ofensiva Tinerilor in guiding techniques for persons with visual impairments usually leads this activity. Participants are shown basic guiding techniques that they can use outdoors if meeting a person with visual impairments that may need help. A white cane is presented and it is shown how it is used as a guiding tool. Again, if a person with visual impairment is available to assist to this workshop it would help the participants to better understand the techniques (if the a guiding dog can be brought to the workshop, it is even more interesting and helpful) so we always try to organise our workshops in such a way. Different guiding techniques as shown and exercised by the participants, with a blindfolded partner, indoors. After the participants feel confortable to guide and being guided indoors, the facilitator will take them outside, preferably to the street where they can face real life obstacles. Participants will exercise how to guide and being guided (the obstacles they should face should be: traffic noise, pedestrian cross on a busy intersection, stairs up and down, low branch trees, holes in the pavement, open windows or obstacles near the buildings, sitting on a chair, use public transport etc.). A group of 10 to 15 participants should be accompanied by at least 3 facilitators, they will have to pay attention on how participants are behaving and guiding so they can correct mistakes on the spot as well as make sure of the safety of the them.

To this exercises different others can be added to raise awareness for persons with visual impairment and decrease the stigma and discrimination in the society. Youngsters who participated to our workshops were more open towards diversity, understood the difficulties faced by persons with visual impairment and were more confident to get in touch or initiate contact to persons with visual impairments.

By putting young people in the shoes of someone who is visually impaired we help them understand the difficulties faced, inside the community, by persons with disabilities.

Up until now in Arad county around 300 youngsters participated to our workshops in the last year.

**Context** – In Romania, the environment is very little accessible for a person with visual impairment. Therefore they tend to stay inside, are mostly not independent and are more and more excluded. All this leads to discrimination which we try to fight by educating youngsters in how to be aware of the disability, how to be tolerant and helpful towards persons with impairments and how to rise their voice and stand up for making our city and accessible community.

Our awareness workshops are financed through local funding from the city or county hall (annual small grants for youth NGO’s), own resources of the association and Erasmus+ grants (through which we are able to host our EVS volunteers that organise the workshops).

Until now Ofensiva Tinerilor is the only association, as far as we know, that is organising such awareness and educational workshops in schools.

**Sustainability** – Almost two years ago, Ofensiva Tinerilor created the workshops, as an activity for one of our European Voluntary Service projects and as an addition to a strategic partnership project involving persons with visual impairment, which we coordinated at that time.

In terms of resources this activity does not need a lot. A constant number of 3 to 5 volunteers who are able to organise 1 to 3 hour-long workshops with youngsters of different ages. Every volunteer needs to be trained in advance in how to organise the workshops and how to prepare for them.

Partnerships with interested schools need to be established and a timeframe for organising the workshops needs to be discussed with the teachers. Materials need to be printed for each of the participants and the association should buy in advance some white canes, blind folds for each of the participants, as well as the jars and things used for the “smell, taste, touch” exercise.

**Methodology** – The methodology we use is based on non-formal education. Our team especially for this activity created almost all exercises. On some of them we stumbled upon during different other trainings and they were adapted for our workshop. Before starting the activities, we exercised all the methods on our own team and volunteers to be sure of their result and impact.

The organisation implementing this activity is Ofensiva Tinerilor, partners being mainly the schools where the activity takes place regularly.

The biggest challenge was to find activities by which we could make the participants put themselves in the shoes of persons with visual impairments. We managed to overcome this obstacle by involving in the creating and selection of the methods we use during the workshop, persons with visual impairments. They could give us a lot of insight and helped us create the best exercises and environment for the participants to learn as much as possible.

The key success factor for this whole activity the peer to peer approach used for the workshops.

**Innovative aspects** – As far as we know, there are no similar activities that are being organised in schools from Romania at this point. Having awareness workshops for the pupils and educating them on diversity issues using a non-formal peer to peer approach will help them be more open minded and inclusive toward persons with different impairments. Also, it is helping shape an inclusive and accessible community. A class that is going through such a workshop is more likely to make a pupil with impairments feel more included than a class of pupils without a diversity education. As the school system wants to get more inclusive the probability of a class to have one or more members that have impairments is raising, so a preparation in hindsight is crucial for the educational and personal development of children from a young age.

**Validation** – Regularly our organisation is conducting research on the topic of inclusion, diversity and discrimination in schools from Arad. We noticed a drop in number of cases of exclusion in the last year in schools where this and other diversity activities are organised.

**Impact** – Changes in attitude and also increase of local actions for persons with visual impairments are raising in our community.

**Potential for replication** – Youth workers or volunteers, previously trained to use the methods of the workshop, can multiply this activity in any other community or school. Upon request our Ofensiva Tinerilor can provide the necessary preparation and materials to replicate this activity.

**Ethics** – Due to a law, protecting the identity of minors, we cannot share at this point photos of our activities in schools without a written request and permission form the parents of the involved minors. A full description of the activity can be provided upon request from our association.

**II.**

**Title** – “Peers for Inclusion” – training methodology

**Implementing organization** – Ofensiva Tinerilor developed the “Peers for Inclusion” training course concept and methodology.

For further information on this activity please use the organisations Facebook and their contact details that can be found on the page.

<https://www.facebook.com/OfensivaTinerilorArad/>

**Target group** – Ofensiva Tinerilor is offering training to national and international youth workers and NGO’s, who would like to include in their Erasmus+ mobility projects persons with visual impairments.

**Short description, incl reliable theoretical background** – “Peers for Inclusion” is a training methodology developed by Ofensiva Tinerilor in order to provide youth workers and NGO’s with the necessary knowledge to be able to organise inclusive Erasmus+ international mobilities with persons with visual impairments. This means that the NGO’s are not organising activities specially for persons with visual impairments but, involve them together with persons without disabilities, into their usual activities. The scope of such a training is to give knowledge to youth workers and to raise the number of persons with visual impairments that can benefit from Erasmus + mobilities.

The training course is divided in three main parts:

1st mobility – Thematic Awareness Training. It is a 6 day long, usual residential mobilitiy, during which participants are made aware and learn how to adapt and organise their usual activities involving persons with visual impairments as well.

Local workshops – upon return from the 1st mobility, participants will have to organise local awareness workshops with a group of minimum 10 participants. During the workshops they will deliver, to their target group, a short awareness session of 3 to 4 hours, using methods and knowledge they gained in the previous mobility. A self assesment form will than be filled in by each participant in order for them to asses the competences they gained by organising the local workshops.

2nd mobility – Train the Trainer – It is a 6 day long, usual residential mobility, during which participants are trained to be trainers as well and are exercising how to deliver the “Peers for Inclusion” training to other NGO’s and youth workers.

**Context** – The “Peers for Inclusion” training course, uses the methodology created through the “Erasmus 4 VIP” strategic partnership project, coordinated by Ofensiva Tinerilor between 2015 and 2017. Up until the “Peers for Inclusion” methodology was created, there was little to no involvement of persons with visual impairments in inclusive Erasmus+ mobilities. The lack of knowledge, how to adapt the training the association delivers and the lack of training of youth workers, to include persons with visual impairments in their group created this situation. By the above-mentioned project we enabled youth workers to get the training necessary to be able to organise their regular activities including one or several persons with visual impairments.

**Sustainability** – The practice was developed starting 2015 when the 1st training course was organised in Romania. The development of the training methodology and a pilot training course with 5 partner organisations from around Europe were financed by the Erasmus+ program though a K2 strategic partnership project “Erasmus 4 VIP” coordinated by Ofensiva Tinerilor.

Now the “Peers for Inclusion” training modules are financed as mobility for youth workers by the Romanian National Agency of the Erasmus+ Program. It is the most effective way to train youth workers with a low financial investment from individuals.

Without a grant Ofensiva Tinerilor can provide the same residential training for around 60 Euro/day/pers for a 12 day training divided into two mobilities.

**Methodology** – The methodology is based on non-formal activities and is using a Peer to Peer approach. Ofensiva Tinerilor developed the methodology together with 5 international partners but is currently the only association who delivers the training. The main funder of the training activities is the Erasmus+ Program of the European Commission. The partners of our training courses are usually interested NGO;s who would like to train their staff on the topic of involving persons with visual impairments into Erasmus+ international mobilities.

During the development of the methodology it was quite challenging to find the best easiest and most efficient way to adapt and make a whole activity inclusive. We wanted to make it very easy on the NGO’s to involve persons with visual impairments into their work, so they would not shy away from the challenge. We managed in the end with the help of different experts, persons with visual impairment, independent living couches, special educators and teachers.

The success factor of this activity is that participants see how easy it is to involve persons with visual impairments into their activities. Once they see and experience this, they are not shying away from involving persons with different disabilities into their regular activities.

**Innovative aspects** – The Peer to Peer approach used in the whole training methodology, as well as the two part training cycle, are innovative. It offers trained participants the possibility, not only to use what they learned in their own work, but also they are able to be trainers themselves and deliver this training course to other NGO’s and youth workers. In this way we make sure that the training has a multiplying effect and a large number of NGOs and youth workers have the possibility to get the necessary training so they can involve persons with visual impairments in their Erasmus+ mobilities.

**Validation** – Since the methodology was created around 100 national and international participants were trained. This means that around 40 NGO’s from Europe have now youth workers that are able to prepare their Erasmus+ mobilities in such a way, that participants with visual impairments can also take part.

**Impact** – The NGO’s involved in creating the methodology, as well as the trained youth workers and their sending NGO’s, are very satisfied by the activity and all of them are confident they can now organise inclusive activities with persons with visual impairments. Since Ofensiva Tinerilor started working on this methodology and sending persons with imapirments to Erasmus+ international mobilities, over 25 persons with visual impairments were sent. This number is a huge increase, as up until 2015 almost no persons with visual impairments from Arad were able to benefit from an Erasmus+ international mobility.

**Potential for replication** – Any certified peer trainer (youth worker whom was trained in both modules of this course) can replicate the whole training course using as baseline the “Peers for Inclusion” printable materials from our website. Ofensiva Tinerilor is organising at least one “Peers for Inclusion” training course every year. Associations who would like to get trained can become partners of the next project by contacting the association. As of 2018 the “Peers for Inclusion” methodology is also part of the European Peer Training Organisation - EPTO training offer. The EPTO international network will also deliver more national and international trainings on this topic in the future.

**Ethics** – The “Peers for Inclusion” training methodology can be found on the “Erasmus 4 VIP’s” project website <http://www.inclusion.ofetin.ro/index.php/en/resources>

In order to be able to download the whole methodology you will need to register on our website.

The materials are accessible free of charge. The website and materials are adapted for the use of persons with visual impairments who use different soft ware to read and use the computer. Photos from our activities and “Peers for Inclusion” training courses that were organised in the past are available on the same website under the gallery button.

**III.**

**Title** - „Applied theatre in support of visually impaired children and young people”

Contract number: BG05M9OP001-4.001-0010-C01. Supported by the EU and the ESF through the operational programme “Human resources development” and action “Transnational and Danube partnerships employment and growth“ <https://www.appliedtheatre-cubufoundation.eu>

**Implementing organization** - Leader and main implementing organization - Foundation for development of the cultural and business potential of civil society (FDCBPCS) [www.cubufoundation.com](http://www.cubufoundation.com)

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Partner organizations: School for visually impaired children “Louis Braille”, Sofia / School for visually impaired children “Prof. d-r Ivan Shishmanov”, Varna / Association of parents of visually impaired children, Sofia / UCAN Productions, Cardiff, Wales

**Target group -** The participants in our project are students from the two schools for visually impaired children in the country – those in Sofia and in Varna. The students are aged between 14 and 18 years and have various sight impairment conditions – from complete blindness to some useful vision, all considered disabled.

**Short description, incl reliable theoretical background -** Confidence and the ability to express ourselves are fundamentally connected with our skills to make decisions and to interact with the others without fear and concerns. In addition to that, they are also connected with curiosity and being open to new opportunities and alternatives. It is connected with the feeling that we have the right to express our ideas, feelings and emotions and grow. These qualities and skills require considerable efforts from contemporary children and young people. Acquiring them is even more complex when we speak of visually impaired children and young people. The fragile confidence and

the lack of faith in their own abilities, often lead these children and youths into isolation, which they often impose on themselves, in order not to undertake risks and responsibilities, which they consider themselves unprepared for. All this, combined with low expectations on behalf of the parents and a society, which is inadequately informed about neither the specific limitations of a particular condition, nor the operative abilities of people with that condition, ultimately leads to more than 90% unemployment among persons with visual impairments at working age.

In order to break the above depicted vicious circle and to change the attitudes, expectations, tempo of integration, adequacy of guaranteeing equal opportunities and finally – employability of people with impaired vision, we decided to continue our previous cooperation with the Welsh partner, integrating as many visually impaired children and young people as possible, and to adopt and make sustainable in Bulgaria the following experiences:

- in organizing and conducting drama workshops for children and young people with impaired vision for the purpose of developing their verbal and physical expressive confidence

- in increasing the so called visual awareness concerning the needs and possibilities of children and young people with impaired vision, both among the specialists caring about them and supporting the process of their development, as well as among parents.

The present activity we are running is a logical continuation of a previous project – “V.I.S.I.ON: Visual Impairment Social Inclusion ON” – which set the beginning of the drama workshops and carried out a scientific research on visual impairment conditions and their influence on the personal development through the perspective of tiflopedagogy, psychology and theatre. The excellent results obtained from VISION and the need to keep working with society in general for the purpose of defeating the wrong concepts concerning visual impairments and creating an informed awareness, led us to the “Applied theatre” project.

**Context** - The practice takes place in Bulgaria, at the two schools for visually impaired children in the country – in Varna and in Sofia – with the support of the EU and the ESF via the operational programme “Human resources development”.

With unemployment rate of more than 90% the visually impaired community is one of the least integrated in the social and economic community life. The majority of those approximately 10% who do work, are employed at enterprises specifically created for the purpose of serving this need.

The future, which most of our children foresee, is one of dependencies, lack of opportunities and possibilities to grow, learn and lead a self-fulfilling and satisfactory life.

We use theatre to change the way they consider themselves, to give them new skills for expression and communication, confidence when presenting them. We use theatre and the contemplation that surrounds theatre, to make them study and appreciate who they really are and to find the strength to state themselves and to take chances.

The political situation in the country can be considered supportive, when it comes to the efforts of organizations such as ours, which however might be due to the gravity of the situation, in which the majority of people with visual impairments are and have been living for quite a while.

**Sustainability** - Including the previous initiative – VISION and now the “Applied theatre” – the practice of using drama for increasing vocal and physical confidence of children with visual impairment and young people has been going since 2014. The practice of “visual awareness” training started at the beginning of this year (2018).

The Foundation has successfully applied with a request for licensing the “drama workshops” by the State agency for child protection and has obtained a 3-year license for implementing the activity at both Sofia and Varna schools.

In addition to that, the Foundation leader developed a project for setting up a service center (all types of consultations, cultural activities, sports activities, support for family members, etc.) for persons with visual impairments and their families on the Sofia school premises and the project has just been awarded a grant, which secures activities – including drama and visual awareness raising – by the end of 2020.

**Methodology** - The drama workshops involve at least one expert facilitator that decides upon the agenda and the exercises in each separate workshop session. The leading facilitator is accompanied by at least 2 co-facilitators, whose task is to support, monitor, take notes, make suggestions and take care of participants who need some aid. The number of participants in one workshop session varies between 8 and 15, but, speaking from experience, 10 is by far the biggest group size that guarantees optimal efficiency. Each workshop session last between 1:30 – 2:00 hours, with or without a break, depending on the intensity of the exercises and the condition in which the participants are.

Sustainable and visible changes among the participants with visual impairment require a minimum of 20 workshop sessions. The best case scenario has them involved in drama workshops once per week over the whole school year.

The partner schools in this initiative provide the locations – the venues of the workshops are the two schools – and the participants. Special educators from the schools are involved in the workshops either as observers or as co-facilitators in order to gain as much experience as possible and be able to maintain the activity in the future, in which there will be no external facilitators.

As far as the “visual awareness” is concerned, our team has gone through a thorough training on how to work with, how to lead, how to make the environment safe, how to evaluate risks and how to support the process of creating opportunities for the persons with visual impairments and we are now ready to spread the knowledge further, preparing our children also as ambassadors, because they are the real experts in their situation and with the new confidence they gain, they should be able to present themselves, their conditions, capabilities, skills and talents, as well as to ask for the support they need. The two schools and the parents association are supporting us in setting up this activity in Bulgaria.

UCAN Productions from Wales are fundamental, because they are sharing their invaluable experiences and good practices in more than 14 years of work with and for the visually impaired community in Wales and England.

At this point our main challenge is to get out of the school boundaries and create a service for the entire community of visually impaired, offered at a more central location in the capital city or even traveling throughout the country. This is an objective, which is yet to be reached. The first steps – creating a great practice and defending it before the respective educational bodies and responsible authorities – have been made.

We have no problems with the children, their teachers, caregivers or parents.

**Innovative aspects** - The use of drama with children who have visual impairment and young people, by professionals, but not with the aim of producing actors, is innovative in its use of a visually expressive art for developing confidence and communication/presentation skills among participants with little or no vision at all.

Traditional theatre is for the audience and it does not involve the audience in anything else, but appreciation and awe. Applied theatre is theatre for self-development, which is beneficial to those practicing it.

Traditional approaches of teaching students with visual impairment in school focus mainly on sciences and practicalities, but often omit the human interaction side of life – making and staying friends, making a good impression in a natural way, being able to formulate clear statements and defend one’s position.

Applied theatre comes in to fill in that gap and to load the children’s lives with experiences, through the various improvisations they have to make, of situations or faiths, which they may otherwise never go through. This actually perfectly applies to all and any of us – theatre offers opportunities for experiencing thousands of different scenarios, within the limits of the one short life we are given.

**Validation** - Our final outputs are yet to come, but are almost shaped up.

The first one is a training programme for drama workshops, using the VISION one as a basis, but being further evaluated and complemented by a number of new useful exercises. The validation comes from the feedback and evaluations of the exercises and the number of workshop sessions implemented (so far 9 altogether since the beginning in December 2017).

The second output will be “visual awareness” training programme, which is also shaped up already – with special guidance on how to support, without limiting and how to keep safe without destroying opportunities.

Both products will be finalized by the end of June and made available on the project web-site.

**Impact** - We have young people who now have a voice. They feel confident to share their dreams and together with us to outline the steps they need to make towards those dreams. They can present themselves honestly and appreciate each other in a fashion, which up until a couple of years ago, was hardly possible.

The teachers report to us that those who attend the workshops are much better listeners, improve their learning and grades and communicate at a much higher level.

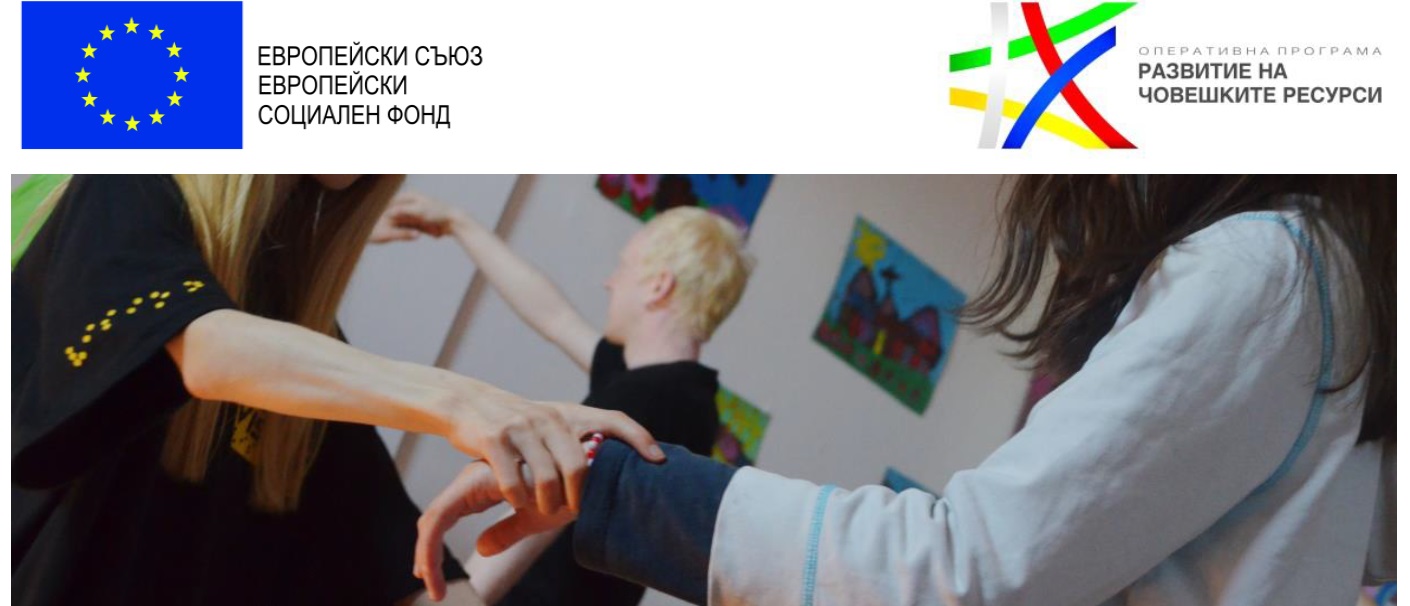
The “visual awareness” trainings we are about to conduct with the help of our young people will hopefully also bring the needed change in social attitudes and conceptualizations.

**Potential for replication** - Very easily. The drama programme will be packed with useful exercises with clear instructions for the facilitators, who want to use drama with participants who have visual impairments, while the “visual awareness” programme will provide the knowledge about the different conditions of visual impairment, the chances they give, the problems they cause and the ways we can be supportive for the people living with them.

**Ethics** - The activities we implement ensure possibility for involvement for all interested – both boys and girls equally. The different visual impairment conditions require different attention and intervention – our approach towards our participants can be no other but clearly focused on each participant’s individual needs. We do our best to make all our participants as comfortable and hence productive as possible and give to each of them the time for expression and presentation.

**Please provide a photo/link to materials -**

<https://www.appliedtheatre-cubufoundation.eu>



**IV**

**Title** - Accessible school books for the blind

**Implementing organization** –

Fundația Cartea Călătoare (Travelling Book Foundation)

[www.fcc.ro](http://www.fcc.ro)

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**Target group** - Our project targets the 6th grade blind students, but it is useful to all young blind people studying mathematics, physics and chemistry, now and in the future.

Future generations of blind pupils who will study these subjects and those who are preparing for admission to high school. More than 600 blind students.

**Short description, incl reliable theoretical background** - For the past 25 years, blind students haven’t had accessible books for the study of mathematics, physics and chemistry. They can access mathematical formulas through the Braille alphabet. But this is only useful for the first graders because textbooks do not exceed 100 printed pages. A book in Braille is 20 times higher in volume than its original print copy. For these reasons, exact sciences, including mathematical formulas, were inaccessible to blind students.

To eliminate this discrimination we have invented a new code for writing math formulas using any simple text editor. The code is called Matematicus and blind people can read formulas written by it with a computer or on any mobile with a synthetic voice.

Until last year, we worked on simpler books like literature, history, geography, biology, but, we want to make accessible mathematics, physics, chemistry and technological education.

We made accessible six 6th grade school books, equivalent to 800 printed pages. The textbooks are provided free of charge to all students and teachers interested.

**Context** – Telus International funded the project, but at this time we were financing from our own resources the creation of manuals in the Matematicus code.

**Sustainability** – We have begun to make accessible the 6th grade textbooks since July 1st , last year.

We have 2 accessibility specialists working on these manuals and the required financial resources for one month are about 4000 euros.

**Methodology** – Our project partners are special schools for blind people, the main beneficiaries being blind students.

**Innovative aspects** – The code is very intuitive for normal people. Matematicus allows you to transcribe any formula from simple ones to those used in the university environment. A mathematical school book in Braille has 12-16 large volumes that would fill up a entire bookshelf, but the same manual written in Matematicus can be put on a memory stick or copied to a mobile phone.

 Blind students will have the following benefits:

- Will have access to mathematics, physics and chemistry textbooks like their sighted colleagues;

- Will be able to solve mathematical exercises with the Matematicus code, using a simple text editor;

- Will have opportunities to continue studying and to be hired in places where math is needed, for example in computer programming, where blinds have proven to be very effective;

- The extensive use of the Matematicus code on the web will support distance learning;

- In the future, student courses written in Latex will be automatically converted into the Matematicus code;

- Will be able to use Matematicus code for exact sciences studies, from primary to college levels.

**Validation** – Those who have used these materials have been very excited about their usefulness, but, since we are still at the beginning, we still have no measurable results.

**Potential for replication** – The Matematicus code is very easy to use, so anyone who wants to make accessible textbooks or other materials can use it without problems. The code will be provided by the Foundation to all those who wish to do so.

**Ethics** - By using this code, we offer equal opportunities for learning to blind learners and facilitate their access to the labor market.

<http://www.carteacalatoare.ro/>

