

ERASMUS+ · TRAINING COURSE · IAȘI · 2026

VISION

A youth worker's guide to including **blind & visually impaired** young people

The VISION training course, workshop by workshop — technology, sport, culture and methods tested by youth workers from six countries.

Hosted by **Asociația Clubul Sportiv Forza Junior Costuleni**



Co-funded by the European Union

01

START HERE

The VISION project

VISION was an Erasmus+ training course hosted by Asociația Clubul Sportiv Forza Junior Costuleni in Iași, Romania. For seven days, youth workers from six organisations that work with blind and visually impaired people **discussed, tested and built — together with and around blind people themselves** — methods and processes that actually work: exchanging knowledge, comparing national practices and pressure-testing every idea for real-life applicability. Sport, culture, technology and everyday activities were all put through the same question: *does this genuinely include a blind young person?* This guide follows that journey, workshop by workshop.



The international team at the VISION training course, Iași.

An accessible document

This PDF is tagged for screen readers, with described images and a logical reading order — so it works for the very people it is about. Please keep these features if you edit or re-export it.

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The partners

Six organisations, six realities, one shared question: how do we make youth work genuinely open to blind and visually impaired young people?

Asociația Clubul Sportiv Forza Junior Costuleni – host

- Sports club & youth NGO from Iași county running inclusive Erasmus+ projects.
- Partner in F.E.I.B. (para-fencing, p.12) and creator of Eyes Shut Theater (p.14).

Osvěta z.s.

- Works with visually impaired people; runs FilmSight — filmmaking with and for VI creators (p.18).
- Organises camps and weekend events for blind children.

PATOS Youth Theatre

- Community theatre from Smederevo; developed the “Eyes Shut” sensorial performance guidebook with ACSFJC.
- Close to the local Association of the Blind (p.4).

SENSE

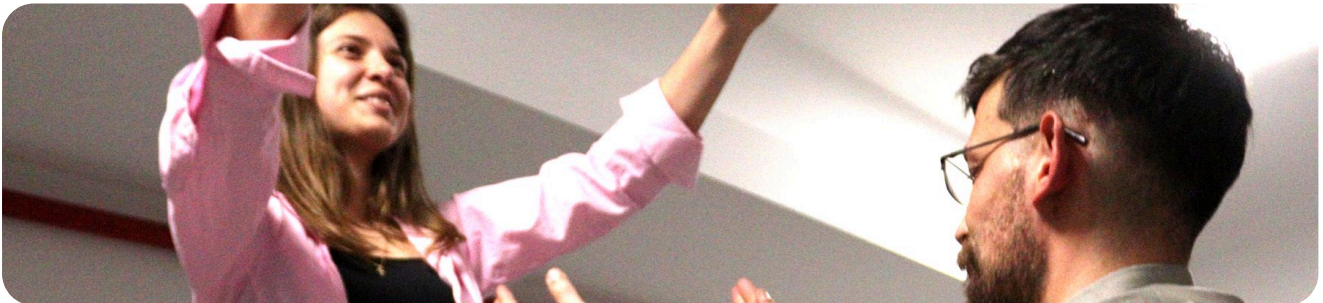
- Founded by and around a person who lost his eyesight (p.5); supports mobility, orientation and independent living in Moldova.

Mariani

- Youth organisation connecting VI young people with education and Erasmus+ opportunities in Georgia.

White Cane

- Works with the Armenian Society of the Blind and the Children of Armenia Fund on inclusion.



Culture connects — dance at the evening programmes.

Around the partnership

The course also drew on the people building the field in Romania: **Jumen** (p.10), **Tactile Images** (p.9), the F.E.I.B. consortium (p.12) and the “Moldova” Special High School — the school for visually impaired students the group worked with for a full day (p.16).

03

WHERE WE START FROM

Country situations

Before building methods, every team presented how blind and visually impaired people actually live in their country. The picture differs, but the pattern is shared: **services exist on paper, independence is won in practice.**



Braille literacy at the “Moldova” Special High School.

“Disability is not defined by individual limitation, but by lack of access to adapted environments.”

Cătălina-Maria Astanei — teacher at the “Moldova” Special High School since 2004, presenting *The Architecture of Autonomy*.

Romania

- **80,000+ people** live with visual impairments, many in rural areas where services are scarce or absent; employment sits **below 10%** — employers often prefer paying compensatory taxes to adapting workplaces.
- Mainstream “inclusion” is often a functional illusion: schools lack Braille equipment, adapted content and trained teachers — so special schools still do the real work.
- At the “Moldova” High School the first weeks start with the body, not textbooks: orientation, tactile recognition, the white cane as a mapping tool. Braille is treated as the neurological foundation of literacy.
- Boarding school builds real independence; the risk is regression at home — so teachers also work with families, and go find the “invisible” children in villages.

Serbia

- The team interviewed **Miloš Pržić** of the Association of the Blind in Smederevo. His conclusion: things are improving, “maybe even too slowly” — **society itself is still the main barrier**, with blind adults routinely spoken to as if they were children.
- Infrastructure is the bright spot: blind people are now considered in big projects — the new Belgrade bus station has clear, well-made tactile paving, found in smaller towns too. Bus stop announcements exist, but work only if the driver switches them on.
- **Employment is the biggest issue:** no adaptations are needed, yet interviews end in pretexts — “we’ll call you” — regardless of demonstrated skill.

From the interview

- Access is ambivalent: libraries provide digital copies for students and researchers, and a paid Serbian speech synthesiser is covered by insurance — but Braille displays still are not.
- Community life is rich: blind sports thrive, public TV audio-describes popular films and series, Air Serbia carries a **Braille safety manual on every flight**, and PATOS works with the union of the blind locally and nationally.

“With artificial intelligence and everything it brings, I am sure that we are finally going to make a gigantic step towards being equal.”

Miloš Pržić — closing the VISION interview.



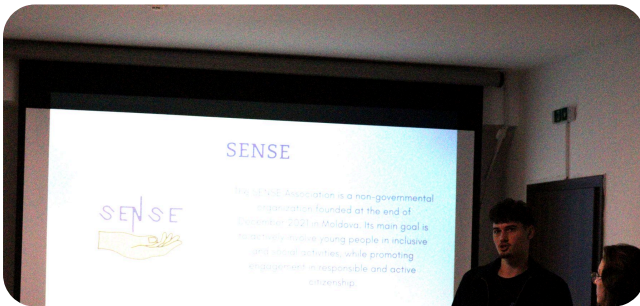
Six presentations, six systems — one shared goal.



Osvěta z.s. presenting Czechia.

Czechia

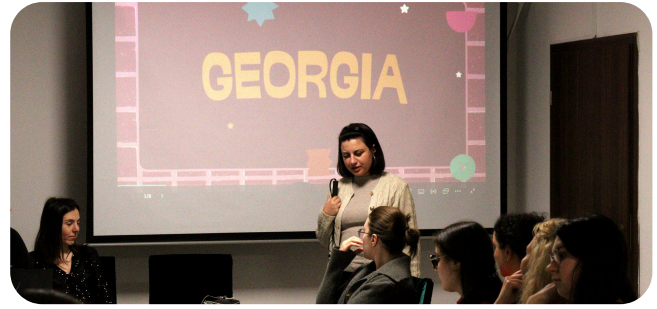
- A service chain that covers the whole life: **Raná péče** (early intervention) supports families from birth; school goes special or mainstream with an assistant; Special Educational Support Centres add orientation & mobility and tech training; universities have their own support centres.
- For adults, rehab NGOs (Tyfloservis, SONS) teach Braille, technology and independent living; ŽTJ runs summer camps for blind children.
- Good practices: a tactile book library, Světluška lending sports gear (tandem bikes), free printed tactile maps from Mapy.com, and Okamžik's volunteer centre for guiding and free-time assistance.
- The state ID card makes it concrete: a guide travels free, the VI person pays 25% of the fare, and assistive tech is subsidised.



SENSE presenting Moldova.

Moldova

- **SENSE** was founded in late 2021 with a deeply personal origin: one of the founders lost his eyesight completely and built, with friends, an organisation where empathy is action, not vocabulary.
- The name plays in two languages: the five senses, the Romanian “bun simț”, and “I sense / mă simt valoros”.
- Around **20 approved Erasmus+ projects** in four years — in a country where services are scarce, international mobility is often the practical route to skills and confidence.



Mariani presenting Georgia.

Georgia

- ~3.7 million people; the Georgian Blind Union counts ~2,700 members — and there are **no official statistics**.
- Inclusive education is legal at every level, yet there is one special school (boarding) in Tbilisi — the oldest in the South Caucasus — and no specialised kindergarten.
- Personal assistance exists: 60–120 h/month through municipalities, set by expert evaluation.
- Marrakesh Treaty signed and a web-accessibility amendment in law — but no guide-dog law, no employment quotas, no tax breaks for social enterprises.



White Cane presenting Armenia.

Armenia

- Reliable national statistics are missing — a gap the NGOs name openly.
- **White Cane** works with the Armenian Society of the Blind and the Children of Armenia Fund to reach VI children and specialists beyond the capital.
- Everyday independence leans on a rich low-tech toolkit — talking devices, Braille displays, tactile tags (p.8) — and the next step is workshops for children 13+ on Erasmus+ opportunities and soft skills.

Understanding VI & everyday etiquette

“Visual impairment” covers a spectrum — most people on it are not totally blind. Sight loss ranges from **low vision** to **total blindness**, congenital or acquired — which shapes how a person navigates, reads and learns. Two people with the “same” diagnosis may need completely different support: **always ask what works**.



Practising white-cane orientation and guiding.

Saying it right

- **Use:** “blind”, “visually impaired”, “low vision”.
- **Ask first:** identity-first vs person-first differs by person.
- **Avoid:** “suffers from”, pity framing.
- Everyday words are fine: “see you later”.

In group activities

- Go round and say names before starting; say your name when you speak.
- Read aloud anything written on a board, slide or handout.
- Give verbal, step-by-step instructions — don’t rely on “watch me”.
- Keep the room layout consistent and walkways clear.

The youth worker's mindset

Your job is not to do things *for* a young person, but to remove barriers so they can do things *themselves*. Offer help; let them accept or decline. Throughout this guide, sighted participants completed the activities blindfolded — done respectfully, it is the fastest way to learn what truly helps.

Do

- Say who you are when you arrive — and when you leave.
- Speak directly to the person, not their companion.
- Offer your arm for guiding; describe the space.
- Hand objects directly and say what they are.

Don't

- Grab, push or steer a person from behind.
- Move belongings or a cane without asking.
- Shout — sight loss is not hearing loss.
- Assume the level of help needed — ask.

Accessibility & mobility

A debate and hands-on exploration turned abstract “accessibility” into very concrete do's, barriers and tools — indoors, in the city and in your own materials.



Auditing the built environment — the accessibility session.

Good practices that help

Tactile paving and consistent kerbs · audible pedestrian signals · clear, uncluttered pavements · reliable spoken transport announcements · high-contrast, large signage · step-free, predictable routes.

Typical barriers (spotted in the field)

Cars parked on pavements · broken or uneven sidewalks · unexpected roadworks with no warning · failing transport announcements · low-contrast or visual-only information.

Make your own materials accessible

- **Contrast & size:** dark on light; never rely on colour alone; allow zoom.
- **Alt text:** describe every meaningful image; label buttons and links.
- **Structure:** real headings, readable fonts, captions/transcripts for video.

Test with a screen reader (VoiceOver, NVDA, TalkBack); see guidance at [webaim.org](https://www.webaim.org).



The sighted-guide basics work everywhere: offer your elbow, walk half a step ahead at their pace, announce steps and narrow gaps — and swap roles blindfolded to feel what good guiding is like. (Shared by the Moldova team.)

06

WORKSHOP · DIGITAL

Digital tools & assistive apps

Each team brought the apps their community actually uses — a cross-country toolkit, grouped by what the young person needs to do. Most are free; availability varies by country and platform.

Navigation & orientation

Lazarillo Romania Czechia
GPS navigation with spoken cues and points of interest.

BlindSquare Moldova
GPS for blind users; announces intersections.

Moovit Romania Moldova Georgia
Public-transport routes & real-time arrivals.

WeWalk Czechia
Smart white cane + app: obstacles & navigation.

NaviLens Czechia
Reads high-contrast codes on signage aloud.

Recognition (AI vision) & money

Be My Eyes All teams
Live video link to a sighted volunteer — or AI assistant.

Seeing AI Czechia
Narrates text, people, currency and scenes.

TapTapSee / SuperSense Romania
Identify objects and money from a photo.

CashReader Czechia Moldova
Identifies banknotes, including lei.

Screen readers, speech & AI

VoiceOver / TalkBack Moldova Georgia Armenia
Built-in screen readers on iOS & Android.

NVDA Georgia Armenia
Free, open-source Windows screen reader.

JAWS Armenia
Professional Windows screen reader.

Alfanum “Danica” Serbia
Serbian text-to-speech for VI users.

ChatGPT · Claude · Gemini Romania Moldova
Describe, summarise and explain on demand.

Low-tech matters just as much

Braille display & note-taker, Daisy player, talking watch / thermometer / scale, water-level & blood-sugar detectors, sound ball, pill organiser, tactile tags — and the **white cane**, still the most reliable tool of all.



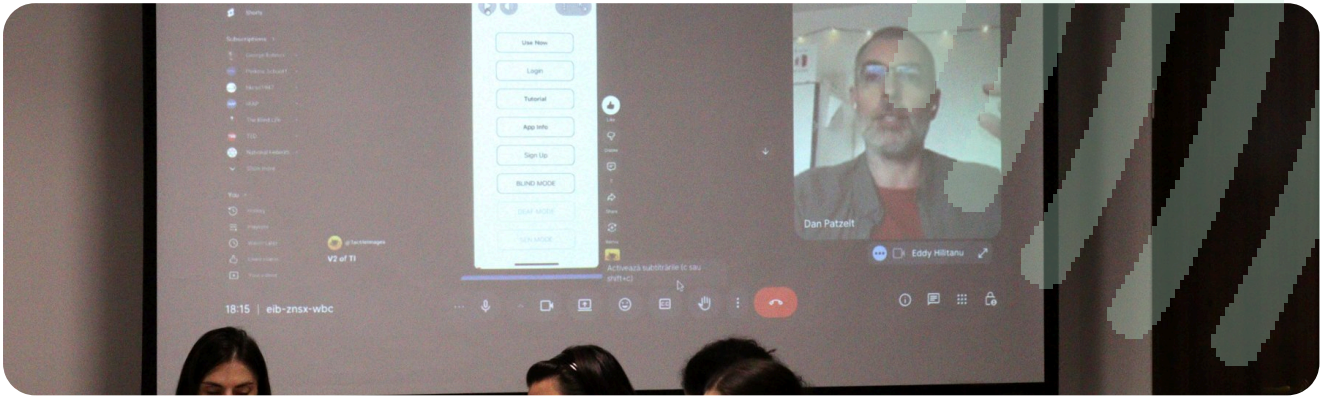
Don't teach apps — teach the task. Pick one real goal (get to the youth centre, read the menu, split the bill) and let the young person choose which tool fits.

07

WORKSHOP · TACTILE

Tactile Images – technology that gives context

Dan Patzelt (Tactile Images) joined the course online and reframed what assistive technology is really for: not replacing a blind person's perception, but supplying the **context** that sight would normally provide.



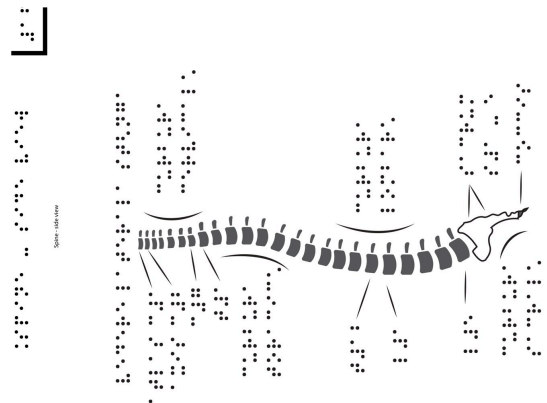
Dan Patzelt, live from the Tactile Images studio — app, Blind Mode and all.

The core idea

A photo, a painting, a chart or a street carries meaning that is invisible without sight. Good technology **translates that meaning** into touch and sound — so a blind person can explore an image and form their own impression, on their own terms.

What the platform offers

- **Image Creator** — drag-and-drop editor for interactive drawings with audio descriptions.
- **Library** — 800+ tactile plates: maps, objects, portraits, science.
- **Reader app** (iOS) — explore tactile boards independently.
- **DIY tactile printer** + a manual for raised-line drawings with a syringe and wood glue.



A plate from the Tactile Images catalogue — the spine, readable by touch. Source: tactileimages.org

RECREATE IT CHEAPLY — TACTILE IMAGES CREATION

1. Choose an image or theme; rebuild it as a raised, textured “tactile painting” from papers, string, glue and found objects.
2. Layer materials so shapes, edges and textures carry meaning.
3. Create a **tactile moodboard narration** — tell the story by guiding hands across the artwork.
4. Present to the group; everyone reads the piece with their fingers.

08

TECHNOLOGY

.lumen – glasses that replace the guide dog's eyes

.lumen is a Romanian deep-tech company from Cluj-Napoca — over 50 researchers, engineers and designers building glasses that **replicate the main features of a guide dog**: understanding the environment and guiding the wearer safely through it.



The .lumen session during the training course.

How it works

Cameras and AI — “pedestrian autonomous driving”, as the team calls it — map the surroundings in real time, find a safe path and steer the wearer along it with **haptic cues on the head**, the way a guide-dog harness gently pulls. Sound feedback adds context.

Why it matters

Guide dogs are life-changing but scarce and expensive — there are far more blind people than dogs will ever exist for. Technology that scales can close that gap.

338M

visually impaired people worldwide

50+

researchers, engineers & designers on the team

100%

of VISION participants tested the glasses

Recognition

Red Dot “Best of the Best” design award · backed by the European Innovation Council and Horizon Europe · partnerships from Microsoft to NVIDIA. — dotlumen.com

.LUMEN

Tested by the VISION group



Demo: navigating a real street with the glasses.

Everyone got to test the glasses — with or without a disability. Throughout the week, during the breaks, .Lumen's representative and assistants from the Romanian team ran continuous hands-on testing, so that by the end of the training course every single participant had walked with the glasses, learned how the system works and debated its advantages and limits.

What the group took away

- Assistive tech is judged by **trust**, not features — users must feel safe.
- No single tool replaces training: cane skills and orientation remain the base.
- The best sessions let VI users teach the room, not the other way round.

Bring it to your youth work

- Invite a local assistive-tech company or distributor to demo for your group.
- Pair every demo with a hands-on blindfold walk — tech makes sense in context.
- Use the breaks, like VISION did: informal testing reaches everyone without eating programme time.
- Follow @dotlumen for videos you can show in a session.



Advantages, limits, honest questions — the debrief after testing.



A demo is a method: 20 minutes of technology + 20 minutes of blindfolded practice + 20 minutes of discussion makes a complete, powerful workshop for any group.

09

PARTNER PROJECT

F.E.I.B. – fencing breaks barriers

F.E.I.B. – Fencing: Equity, Inclusion and Belonging is an EU co-funded project developing social inclusion through sport, in which Asociația Clubul Sportiv Forza Junior Costuleni is a partner. Fencing becomes the vehicle: disabled and able-bodied people training together, on equal terms.



“Inclusion through action. That's the power of fencing.”

The partnership

Accademia Scherma Milano (IT) · Esgrima Pontevedra / CEHEPO (ES) · ASBE · Phoenix · Asociația Clubul Sportiv Forza Junior Costuleni (RO).

What it produces

The **V.A.P.E.P. training methodology** · the online course **“Opening Fencing to Everyone”** · FEIB Open Days bringing mixed groups onto the piste. — feib-erasmus.eu

A sport in the making

Fencing for blind athletes is genuinely **new territory** — a discipline still being explored and codified, with the community's declared ambition of reaching the **next Paralympic Games**. The people fencing in these photos are not recreating an established para-sport; they are helping invent one.

Why fencing?

Fencing is one-on-one, structured and sensory: distance, timing and touch matter more than sight. With an oriented piste and sound-based coaching, blind and sighted fencers meet as equals — the sport itself does the inclusion. And it carries a message: a sport long seen as **elite** opened its doors to a group with fewer opportunities — a rare, powerful experience for every participant who picked up a foil.



Bring it home: FEIB Open Days welcome mixed groups onto the piste, and the “Opening Fencing to Everyone” online course walks any coach or youth worker through the method — start at feib-erasmus.eu.

F.E.I.B.

Para-fencing – how to run it



Working the blade — para-fencing practice at the school in Iași.

Objective Adaptive fencing for VI athletes

Duration 45–60 min

Group Pairs + coach

Materials Masks, foils, rope/tape piste, helmets

HOW IT RUNS

1. Orient players to the piste using a tactile strip, rope or tape lines.
2. Coach by sound and touch — cue distance, guard and lunge verbally.
3. Start static (find the blade, find distance), then add controlled movement.
4. Safety first: fixed boundaries, a clear stop command, constant supervision.



Mixed bouts — every fencer blindfolded or VI, all on equal terms.

What it did to the group

Youth workers described it as the week's sharpest lesson in **controlled risk and trust** — and during the visit to the “Moldova” Special High School, the group tested it together **with the students themselves**, fencing blindfolded side by side with VI teenagers.

Voices from the piste

“

I had never held a foil in my life — and the first time I did, I couldn't see it. Somehow that made it easier: everyone on the piste was a beginner.

YOUTH WORKER · ARMENIA

“

You listen for the blade instead of watching it. Ten minutes in, I forgot fencing was supposed to be a visual sport.

YOUTH WORKER · CZECHIA

“

At the school, the students fenced with us — and beat us, fair and square. That was the real lesson.

YOUTH WORKER · ROMANIA



Even a 10-minute taster works as an energiser — focus, reflex, safe risk. As a follow-up, ACSFJC brings para-fencing to Iași high schools.

10 CULTURE Eyes Shut Theater

Sensorial Theater for Adults with Visual Disability — “EyesShut” is an Erasmus+ small-scale partnership (2024-1-RO01-KA210-ADU-000255243) created by Asociația Clubul Sportiv Forza Junior Costuleni with partners in **Serbia and Cyprus**: immersive, non-visual performances experienced with eyes shut — by blind and sighted audiences on exactly equal terms.



Rehearsing a scene — the theatre workshop at VISION.

What it left behind

A **guidebook for creating an Eyes Shut performance** — step-by-step instructions, sensorial awareness exercises and adaptable scripts, available in **English, Romanian, Serbian and Greek**. Presented and walked through at the VISION course.

On real stages

The method premiered with “**Ziua Magică**” — performed twice in Iași (November 2025) and at UNATC Bucharest (December 2025), with trained actors and hundreds of spectators.



The audience of the Eyes Shut show — everyone blindfolded.

The show, lived blindfolded

At VISION, the Serbian team **performed an Eyes Shut piece for the whole group**: every youth worker put on an eyeshade and experienced the show exactly as a blind spectator would — **equal participation**, made real. The room came out impressed, many describing the feeling of being part of something bigger than a workshop.

From the audience

“A unique experience; you feel vulnerable. It develops other senses as well, and you become much more receptive to emotion.” — full materials at eyes-shut.forzajuniorcostuleni.ro



EYES SHUT THEATER

Create an Eyes Shut performance



Front row, eyes shut — the story arrives by sound.

Objective Sensorial theatre for & with VI people

Group Ensemble + audience



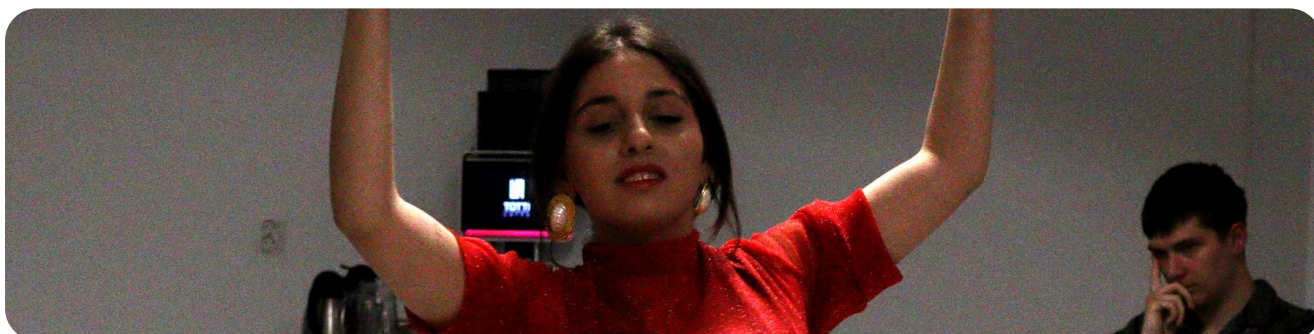
A whole room listening — the show performed by the Serbian team.

Duration Workshop series → show

Materials Sound, scent, textures; the guidebook

HOW IT RUNS

1. The audience experiences the play with eyes shut — sound, touch, smell and movement carry the story.
2. Build scenes around non-visual senses; rehearse spatial and audio cues precisely.
3. Involve VI performers as co-creators from day one, not as guests.
4. Use the Eyes Shut **guidebook** as your blueprint, scene by scene.



Movement carries the story — the evening performance.

“

Sitting in the dark with the whole room, you stop being a spectator — you are inside the story, all of us together.

YOUTH WORKER · GEORGIA

“

I understood “equal participation” within the first five minutes: nobody in that room had more of the show than I did.

YOUTH WORKER · MOLDOVA



Start tiny: a 5-minute eyes-shut scene reveals how much theatre lives in sound and presence, not just sight. PATOS folded this into a ready-made 3-hour inclusive workshop combining guiding, sport and film.

**USE IT
WITH ANY
GROUP**

Sensory storytelling lands with any audience — schools, museums, team-building — and resets how sighted people experience performance.

11

WORKSHOP · SPORT

Sports for the blind

A full day at the high school for visually impaired students in Târgu Frumos put the group inside four blind sports — playing them blindfolded, coached by the people who run them.



Showdown

2 PLAYERS + REFEREE · AUDIBLE BALL · EYESHADES

Fast “table tennis by sound”: serve and rally an audible ball across a tactile table with side walls and goal pockets at each end. Everyone wears eyeshades, so blind and sighted compete as equals.

- Learn the table by touch first; keep the free hand on the rim.
- Score as in table tennis; rotate players in a mini-tournament.



Adaptive climbing

1 BELAYER/GUIDE PER CLIMBER · WALL & HARNESS

Climbing by touch and voice: the belayer guides — “next hold, up-right, arm’s length” — while the climber maps the wall with their hands.

- Brief the route by touch at the wall base; then guide by clear voice only.
- Sighted participants climb blindfolded to feel the tactile reliance involved.

SPORTS FOR THE BLIND

Blind football & goalball**Blind football (5-a-side)**

5 V 5 · SOUND BALL · BOARDS · IBSA RULES

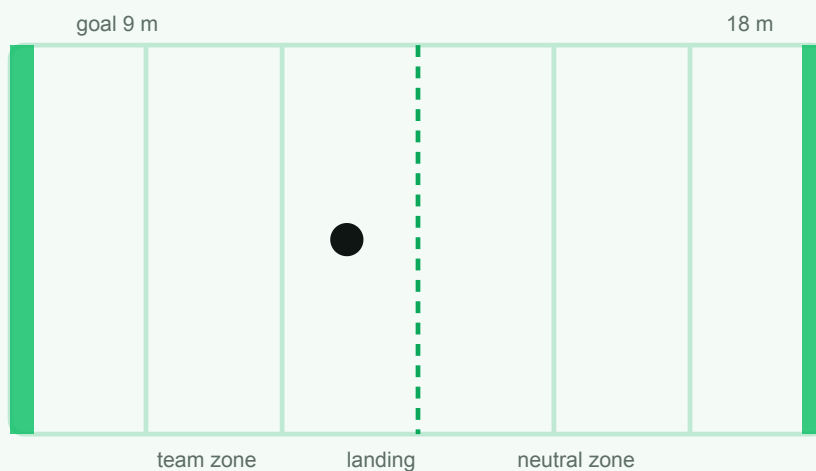
Futsal adapted for blind players: a ball with rattles, boards along the pitch for orientation, sighted goalkeepers and one off-field guide per team.

- Everyone except the keeper wears eyeshades — equal terms by design.
- Players call “**voy!**” when going for the ball, to avoid collisions.
- Start with dribbling by sound, as the VISION group did, before any match.

Goalball

3 V 3 · 1.25 KG BELL BALL · 18x9 M COURT · IBSA

The classic blind team sport, played in 112 countries: teams defend a 9-metre goal with their whole bodies and attack by rolling a heavy ball with bells inside. Raised, tactile court lines let players locate themselves by touch.



- All players wear eyeshades; total silence during play, so the ball can be heard.
- Two 12-minute halves; defend lying, attack by rolling — no throwing above the hip.
- Improvise it with any bell ball, tape-and-string tactile lines and two mats as goals.



Eyeshades for everyone are the great equaliser — sighted staff stop “helping” and start really listening. Any of these four sports works as a one-off inclusion taster with zero VI participants in the room.

Film workshop & Dinner in the Dark



Planning the short film — sighted and VI roles together.

Filmmaking & photography in pairs

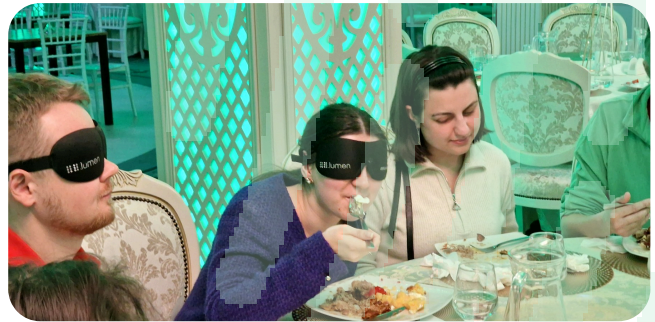
PAIRS · PHONES · 60–90 MIN · OSVĚTA Z.S. (CZ)

One VI or blindfolded person and one sighted partner plan and shoot a short video story together — both shape the idea, framing and sound. Screen all films; evaluate together. During the course the group also experienced **photography under blindfold**, shooting the city by sound and description.



VI creators behind the camera.

- Assistive phones make VI creators independent — a real, in-demand skill.
- The “describer + doer” pairing is itself the lesson in collaboration.



Dinner in the Dark — the evening at VISION.

Dinner in the Dark

WHOLE GROUP · ONE MEAL · BLINDFOLDS OR DARKNESS

A shared meal eaten entirely without sight — the classic equal-terms social event, run at VISION as an evening experience. Conversation replaces eye contact; describing, serving and helping become everyone's job, not the “helpers”.

- Describe the plate like a clock face (“potatoes at six o'clock”).
- Keep portions simple, glasses half-full, and the layout consistent.
- Debrief over dessert — with light: what changed in how you talked?
- Works as a fundraiser or community event with VI co-hosts leading.



One table, no sight — the whole group at dinner.

“

Our film was ninety seconds long and we argued about every frame — my blindfolded partner kept hearing things I had never noticed.

YOUTH WORKER · SERBIA

“

I talked more with my neighbour over one dinner than in three days of workshops. You listen differently when you can't see faces.

YOUTH WORKER · ARMENIA



Both formats end the same way: the sighted participants stop performing help and start experiencing the competence of their VI peers. That shift is the whole point.

Resources & links

Organisations & partners

- .lumen — AI navigation glasses (dotlumen.com)
- F.E.I.B. — fencing & inclusion (feib-erasmus.eu)
- Tactile Images — tactile graphics & encyclopedia
- Osvěta z.s. / FilmSight (CZ) (filmsight.org)
- PATOS Youth Theatre (RS) — Eyes Shut guidebook
- Tyfloservis & Život trochu jinak (CZ)
- SENSE (MD) · Mariani (GE) · White Cane (AM)
- Association of the Blind, Smederevo (RS)
- IBSA — International Blind Sports Federation (ibsasport.org)
- HandiLifeSport — equipment for blind sports

Manuals & toolkits

- WebAIM — web accessibility (webaim.org)
- Eyes Shut performance guidebook (ACSFJC/PATOS)
- IBSA Goalball & Blind Football rulebooks
- Compasito — human-rights education for children
- 101 Classroom Games · Energisers 2011
- Facilitation step-by-step (MitOst)
- Tolerance training for adolescents
- Tactile Images Encyclopedia (online flipbook)

Demos worth showing

- .lumen glasses demo videos (@dotlumen)
- AI airport navigation for blind travellers
- Sightwalks — tactile pavement signage

Make your workshop accessible – the 6-point check

- Send materials in advance, in accessible formats (structured text, not scans).
- Describe the room and keep the layout fixed; say names before speaking.
- Read every slide, flipchart and handout aloud.
- Replace “watch me” with step-by-step verbal instructions.
- Offer guiding, never impose it; plan pairs in advance.
- Debrief accessibly — a talking circle beats sticky notes.

Two energizers that need no sight – and no materials

- **“Count to ten”:** blindfolded, the group counts to ten aloud — if two people speak at once, start over. Listening and group awareness, in five minutes.
- **Circle of emotions:** close every session in a circle; each person shares one feeling or takeaway. Simple, accessible, honest evaluation — VISION ended every day with it.

A living document

Apps, devices and links change fast. Treat this directory as a starting point — and add your own community's favourites each time you run a workshop.

VISION

Created from the shared work of the VISION training course — the workshops, technology and methods developed together by youth workers from six countries.

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