
Dr. Roxana Elena Cziker

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HIGHER EDUCATION

- 2011 - 2013** **MSc** in Management, counselling and psycho-pedagogic assistance in inclusive institutions. “Babes-Bolyai” University of Cluj-Napoca (RO), Faculty of Psychology and Educational Sciences.
- 2011 - 2012** **Post-university course** in Educational management. University of Pitesti (RO), “Muntenia” Continuous Training Centre.
- 2005 - 2010** **PhD** in Medical study (PHY/PSY/NEUR/OPH)¹. University of Medicine and Pharmacy “Iuliu Hatieganu”, Cluj-Napoca (RO), Department of Physiology.
- Thesis title: *Relation between brain damages and visual motor-sensorial, neurocognitive and perceptive functions in pediatric pathology.*
- 2003 - 2007** **PhD** in Psychology. “Babes-Bolyai” University of Cluj-Napoca (RO), Faculty of Psychology and Educational Sciences, Department of Psycho-pedagogy.
- Thesis title: *Training of visual behaviour in children with vision impairment. Multidisciplinary approach.*
- 1992 - 1996** **BA** in Psycho-pedagogy for people with disabilities. “Babes-Bolyai” University of Cluj-Napoca (RO), Faculty of History and Philosophy.

DETAILED EMPLOYMENT HISTORY

- 2019 -** **City of Reykjavík (Reykjavíkurborg), Iceland** – Division of Services and Innovation and City Development Team (Borgarþróunarteymi) of the Office of the Mayor and CEO. *Expert and project manager.* Key projects:
- ***PaCE – Populism and Civic Engagement Horizon 2020 research and innovation program.*** (H2020-EU3.6. – SOCIETAL CHALLENGES 822337) (2019-2022) <https://popandce.eu/>. PaCE aims to understand and address the negative tendencies associated with populist politics, to build upon the lessons of positive examples, and hence play a part in constructing a firmer democratic and institutional foundation for the citizens in Europe. Project manager: Manchester Metropolitan University, United Kingdom. (*Grant total: 3.003.308,75 EUR*). *Research project manager.*

¹ **PHY** = Physiology
PSY = Psychology
NEUR = Neurology
OPH = Ophthalmology

- **NET4Age-Friendly** (CA19136) (2020-2024) <https://www.net4age.eu/> NET4Age-Friendly aims to establish an international and interdisciplinary network of researchers from all sectors to foster awareness, and to support creation and implementation of smart, healthy indoor and outdoor environments for present and future generations. Further aims to overcome fragmentation and critical gaps at both conceptual and pragmatic innovation levels on responsive, age-friendly and sustainable environments, in order to address the future requirements of research policy in Europe. The project is based on the World Health Organisation's concept of age friendly city. Action chair: SHINE 2Europe, Portugal. *Research project manager and co-leader WG1 – User-centred design.*
- 2020 - 2020** **Evaluator for the European Commission of 2020 Marie Skłodowska-Curie Individual Fellowship (IF), AS01-H2020-MSCA-IF-2020.** Tasks and responsibilities:
- Preparation and training
 - Drafting the individual evaluation report, finalization and adoption of a consensus report.
- 2019 - 2021** **National Institute for Blind, Visually Impaired and People with Deaf blindness, Reykjavik, Iceland** ([þjónustu- og þekkingarmiðstöð fyrir blinda, sjónskerta og einstaklinga með sambætta sjón- og heyrnarskerðingu](#)). *Expert in neuro-visual (cerebral visual impairment) assessment (children, teenagers and adults).* Self-employment through **Vision2Brain Ltd** <https://www.vision2brain.com/> Key actions:
- Design and implementation of assessment protocol: functional status of visual system and visual efficiency in execution of daily life activities.
 - Assessment report and recommendations.
- 2015 - 2019** **National Institute for Blind, Visually Impaired and people with deaf blindness, Reykjavik, Iceland.** *Expert in neuro-visual (cerebral visual impairment) assessment (children, teenagers and adults).* Key projects:
- **Print3D** (2017-2019) <http://www.erasmusprint3d.eu/about-us/> Print3D facilitates the access of blind people to the outside world and promotes inclusion through educational 3D-Printing, including service-learning methodologies that promote awareness of the needs of this group and the educational development of 3D printing skills. Project coordinator: Conselleria d'Éducació, Investigació, Cultura i Esport, Spain. *Responsible for project from 2018 to 2019 for the National Institute for Blind and Visually Impaired Children, Reykjavík.* The main responsibilities were to create the design and produce the teaching guidelines and the final report.
 - **iExpress myself II** ([Erasmus+ 2018-1-NL01-KA201-038955](#)) (2018-2021) <https://www.iexpressmyself.com/> iExpress myself II aims to create design, develop and validate a (digital) screening tool for the use of assistive technologies for blind and visually impaired children with multiple disabilities (MDVI) in order to improve communication and to empower them in accessing a multisensory experience. Project coordinator: Royal Dutch Vision, the Netherlands. *Responsible of project from 2018 to*

2019 from the National Institute for Blind and Visually Impaired Children, Reykjavík. (Grant total: 236,179.5 EUR).

- **TEACH CVI** ([Erasmus+ 2015-1-IS01-KA201-013160](https://www.teachcvi.net/)) (2015-2017) <https://www.teachcvi.net/> Teach CVI aims to create collaborative assessment tools, guidelines and teaching resources to support teachers and health care professionals working with children with cerebral visual impairment. Project coordinator: National Institute for the Blind and Visually Impaired, Reykjavík, Iceland. *Member of the project, responsible for guidelines, teaching materials and final report.* (Grant total: 185,643.5 EUR).

2014 – 2015 **RoNeuro Institute – Centre of Research and Diagnostic of Neurological Diseases Cluj-Napoca, Romania.** *Expert in the assessment of children and teenagers with disabilities and special needs.* Main responsibilities: assessment of developmental level, visual-cognitive and visual-perceptive abilities.

1996 – 2015 **The High School for Visually Impaired Children Cluj-Napoca, Romania.** Key responsibilities and projects:

2012 – 2015 *School Principal*

2006 – 2015 *Project manager of European and International projects*

- **[STEP-IVI - Standard Training and Education for professionals concerning ICF and Visual Impairment.](#)** (Lifelong Learning Programme, DE/12/LLP-LdV/TOI/147504). (2012-2014). The project aims to develop a modular “International Classification of Functioning, Disability and Health (ICF) e-learning course for experts working in education centers for visually impaired people. Project coordinator: BFW Dueren, Germany – *Project manager for the High School for Visually Impaired Children in Romania.*
- **[JOBS MDVI - „Training for Professionals working with individuals with multiple disabilities and visual impairment on finding jobs and opportunities that benefit society”.](#)** (LLP-LdV/PAR/2011/RO/012) (2011-2013). JOBS MDVI aims to create a transnational collaboration among European institutions for people with vision impairment to explore and identify issues for the training of professionals to develop methodologies addressing lifelong learning and work-related issues in the development of people with multiple disabilities and visual impairment. The main target group are people with vision impairment and multiple disabilities facing difficulties in accessing the formal vocational training system and the traditional employment market in their member states. Project coordinator: National Institute for the Blind and Visually Impaired, Reykjavík, Iceland. *Project manager for the High School for Visually Impaired Children in Romania.*
- ***Comenius Mobility – In Service Training – Montessori mobility training*** at the GRUF – Gruppo per la Ricerca a livello Universitario di Firenze, Italy. (18th to 26th of March 2012). *Individual training mobility.* The main competences acquired: Foundations,

constraints and heuristic aspects of the ethology – Montessori method and neuroscientific research. Theory of attachment and its descriptive development. Construction of the self in the child from the ethological and Montessori point of view. The child construction of self and the scientific research.

- [*EIVIWAC - European Initiative of Visually Impaired Women Against breast Cancer.*](#) (2010-2012). (LLP-LdV/PAR/2010/RO/049). EIVIWAC aims to improve the employment opportunities for blind women, by promoting a new occupation in the field of healthcare. This occupation, called ‘Clinical Breast Examiner (CBE) was successfully developed and implemented in Germany under the brand name ‘discovering hands’. Project coordinator: BFW Dueren, Germany. *Project manager for the High School for Visually Impaired Children in Romania.*
- [*ICFProVIP – International Classification of Functioning, Disability and Health for Visually Impaired People.*](#) (2009 – 2011). (LLP-LdV/PAR/2009/RO/009). ICFProVIP aims to build the body of knowledge about how to implement ICF as a tool in (re)habilitation of people with vision impairment. Project coordinator: Institute for the Blind and Partially Sighted (IBOS), Copenhagen, Denmark. *Project manager for the High School for Visually Impaired Children in Romania.*
- ***Body expression for social integration of visually impaired children*** (Comenius Multilateral School project, 09-PM-316-CJ-FR). (2009-2011). The project aims to design educational programs for the inclusion of children with vision impairment and associated disabilities through the stimulation of body expression and awareness of body image. Project coordinator: Monteclair Institute, Angers, France. *Project manager for the High School for Visually Impaired Children in Romania.*
- ***Art for all*** (European in collaboration with France, Germany, Greece, Italy, Estonia and Austria, GD/EAC 46/06). (2006 – 2007). Project coordinator: *Project manager for the High School for Visually Impaired Children in Romania.*
- ***The support for integration of disabled children aged between 0 and 6 years old into the mainstream structures.*** (Leonardo da Vinci Mobility, RO/2006/97042/EX) (2006 – 2007). The project aims to development assessment and intervention programs to support the early integration of children with vision impairment, enabling the educational and social integration. Project coordinator: Monteclair Institute, Angers, France. *Project manager for the High School for Visually Impaired Children in Romania.*
- ***The Globe.*** (Leonardo da Vinci Pilot Project, FR/05/B/P/PP-152048) (2006-2007). Project manager: Institute Monteclair, Angers, France. *Project manager for the High School for Visually Impaired Children in Romania.*
- ***Equal chances*** (Socrates Project Grundvig 2 – Education of Adults, 05-G2-5-CJ-DE and 06-G2-88-CJ-DE-R) (2005-2007). *Project manager for the High School for Visually Impaired Children in Romania.*

2009 – 2012

Specialist in design and implementation of assessment and rehabilitation protocols of functional vision and visual perception in children and teenagers with visual impairment, additional disabilities, and cerebral visual impairment.

1998 – 2009 *Early intervention specialist* in evaluation and rehabilitation of children with brain damages and visual impairment from birth to 6 years of age.

- **MATRA project in the field of early intervention for vision impaired multiple disabled children - coordinated by the Sensis International, the Netherlands, nowadays Royal Dutch Vision and Ministry of Foreign Affairs in the Netherlands.** (1998 – 2001) (RO 011301/DEU/043/2001). The main responsibilities were to develop the methodology to monitor children with visual impairment, to develop the multidisciplinary team composed by medical staff, psychologists, psycho-pedagogues specialists and implement the assessment and rehabilitation programs for children. *Project manager for the High School for Visually Impaired Children in Romania.*

1996 – 1998 *Special education teachers for blind children.*

EXPERIENCE AS SENIOR LECTURER AND TRAINER

9th to 10th of May 2017 Child Vision, Dublin, Ireland

- *Training of teachers and professionals* in Iceland, Ireland, Scotland and Belgium working with children with visual impairment and cerebral visual impairment – Training organized in the frame of Erasmus plus project TeachCVI. The content of the training: basic visual functions; visual perception; dorsal and ventral stream dysfunctions; educational implications; ideas and strategies for communication and visual stimulation; [Resources and information to support assessment of the child's vision.](#)

October 2016 and March 2017 National Institute for Blind and Visual Impaired people, Reykjavík, Iceland (Þjónustu- og þekkingarmiðstöð fyrir blinda, sjónskerta og sambætta sjón- og heyrnarskerðingu)

- *Training of teachers* in Iceland working with children with visual impairment and cerebral visual impairment – Training organized in the frame of Erasmus plus project TeachCVI. Content of the training course: definition; mechanisms and neurobiology of visual system; causes; manifestations and characteristics of cerebral visual impairment; visual functioning and visual behaviours in CVI; assessment and rehabilitation resources.

From October 2012 to July 2013 “Babes-Bolyai” University, Faculty of Psychology and Educational Sciences, Department of Psycho-pedagogy, Cluj-Napoca, Romania

- *Senior lecturer* - Assessment of visual functions and functional vision – Theoretical and practical approach.

From October 2011 to July 2012 “Babes-Bolyai” University, Faculty of Psychology and Educational Sciences, Department of Psycho-pedagogy, Cluj-Napoca, Romania

- *Senior lecturer* - Assessment of visual functions and functional vision – Theoretical and practical approach

11th and 12th of March 2011 Resource Centre of Educational Support, Timisoara, Romania

- *Lecturer and trainer* – Content of the training course: assessment of visual functions and functional vision in children with vision impairment and associated disorders; assessment strategies for basic and high visual functions in children with visual dysfunctions and brain damages; theoretical and practical approach.

From September to October 2010 Catharsis Association – Daycare Centre for Blind Children, Brasov, Romania

- *Lecturer and trainer* – Content of the training course: methodology of visual impairment; evaluation and rehabilitation programs for children with visual impairment and associated disabilities; braille reading and writing system; orientation and mobility; particularities of visual perception and tactile-kinesthetic functions in blind and visually impaired people.

15th to 18th of June 2010 “Babes-Bolyai” University, Faculty of Psychology and Educational Science, Department of Psycho-pedagogy, Cluj-Napoca, Romania

- *Trainer at the Summer School* – Content of training: communication in the frame of multiple disabilities; visual functioning in the context of communication; multidisciplinary assessment and rehabilitation of functional vision.

MANAGEMENT AND ADMINISTRATION

- 2019 - Research project manager and shared coordination** Horizon 2020 research and innovation programme (PaCE project) at the City of Reykjavík (IS), Division of Services and Innovation (Pon) and City Development Team (Borgarþróunarteymi) at the Office of the Mayor and CEO.
- 2020 – 2022 Coordinator of Civic engagement** – Local Democracy Labs in six European countries for the PaCE project, Horizon 2020 research and innovation programme.
- 2018 – 2019 Project manager** Erasmus plus at the National Institute for Blind, Visually Impaired People and Deaf-blindness Reykjavík (IS).
- 2014 – 2015 Initiator and Coordinator** of Vocational Training School of Massage for people with Blindness and Vision Impairment, Cluj-Napoca, Romania. Accredited by the Ministry of Education.
- 2012 – 2015 High School Principal** at the High School for Visually Impaired Children, Cluj-Napoca (RO).
- 2012 - 2015 Initiator and Coordinator** of the Pre-professionalization Workshop for children and teenagers with multi-sensory disabilities at the High School for Blind and Visually Impaired Children, Cluj-Napoca (RO) with the financial and logistic support of the Rotary Club.
- 2008 – 2015 Initiator and Coordinator** of Day Care Centre for Assessment, and Rehabilitation of Children with Vision Impairment and Associated Disabilities, Cluj-Napoca (RO). The Day Care Centre offers adapted assessment and rehabilitation services for children with visual impairment and multiple disabilities across Romania.

2006 – 2015 **Project manager** of Comenius, Grundvig, Leonardo da Vinci, Lifelong Learning and Erasmus plus at the High School for Visually Impaired Children, Cluj-Napoca (RO).

POSTUNIVERSITY COURSES AND PROFESSIONAL DEVELOPMENT

- 2018** **Centre of Innovation Iceland (Nýsköpunarmiðstöð Iceland).** Brautargengi training course encouraging and supporting the development and implementation ideas of women in Iceland. My business plan proposed the setting up of an international company called [Vision2Brain](#), that offers educational services and guidebooks for practicing visual perception in children and teenagers with neuro-visual disorders/cerebral visual impairment, visual impairment, ADHD / ADD, learning disability.
- 2018** **Öryggismiðstöð Iceland.** Communicator5-Tobii Dynavox – Software for provision of alternative communication resources for children with multiple disabilities and deficit of verbal communication.
- 2018** **Computer Centre, Iceland (Tölvumiðstöð).** Training course providing digital solution ideas for creation of images and adaptation of visual information. (iPad apps).
- 2015** **Emerald Education System England.** Cerebral Visual Impairment (CVI) in Children: A Practical Approach. The course was provided by Dr. Gordon Dutton, specialists in cerebral visual impairment, Scotland. The course content:
- Visual Pathways.
 - Visual processing – Dorsal and ventral streams.
 - Difficulties in processing simultaneous information.
 - Difficulties in recognizing faces and objects.
 - Assessment tools.
- 2011 - 2012** **“Polytechnical” University of Bucharest, Romania. Faculty of Mechanical Engineering and Mechatronics.**
- *Optometry I* – Bases of Physiological Optics – 114 hours postgraduate studies.
 - *Optometry II* – Optometry and Technology of Compensation – 150 hours postgraduate studies.
- 2008** **SPSM (Specialpedagogiska skolmyndigheten), Orebro, Sweden.** Seminar/Workshop for Physiotherapist, Occupational Therapist and Speech and Language Therapist.
- 2007** **SPSM (Specialpedagogiska skolmyndigheten), Orebro, Sweden.** Seminar / workshop: “How to assess visual ability in a child with multiple disabilities.
- 2007** **Jyvaskyla School in Finland.** Course in the field of visual functions and functional vision assessment. The course was provided by the [Dr. Lea Hyvarinen](#), an ophthalmologist doctor from Finland, specialist in assessment of visual functions in people children with cerebral visual impairment. The main content of the course:
- Assessment of oculomotor and sensorial functions.
 - Assessment of visual-cognitive and visual-perceptive functions.

1998 and 2001 Sensis International Institute, Grave, the Netherlands (now Royal Dutch Visio).

Training course in the field of early intervention for children with vision impairment and associated disabilities from birth to six years of age.

IMPACT: ARTICLES AND OTHER PUBLICATIONS, PRESENTATIONS AND EVENTS ORGANIZATION***Papers published in national and international reviews, conferences and seminars:***

- 14 articles and papers at the international and national conferences, symposiums, seminar, workshops some of them with officially registered with ISBN and ISSN.
- 3 peer-reviewed articles as first author.
- 2 books as first author and 3 books as co-author and contributor to some chapters (all are available only in Romanian language).

Works in progress

Cziker R.E. & Gunnarsdóttir K. (2022). Policy innovation, strategies and trust in times of crisis: Covid-19, the great disrupter. *Article in preparation (Critical Policy Studies)*.

Cziker R.E. & Gunnarsdóttir K. (2022). Report on Policy innovation days: How do we create an open society for all? as a part of the Participatory Action Research of the PaCE project Gerðuberg–public library conference and meeting centre, Reykjavík. *Report in progress*.

Boland P, Cziker R.E. et al (2022). Evaluation of the international Age-Friendly guidelines: Canada, Ireland, UK, Norway, New Zealand and Hong Cong. The work is a part of the NET4Age-Friendly COST Action network.

Commissioned (public) reports

Cziker R.E., Zietek A., Eftimova D., Lazarova I., Molnár Á., Rodi B., Gunn.órsson F.Þ. Leonczuk K. & Nuez M.T.(February 2022). Report published online on the PaCE website: [Report on a two-day democracy event. European Democracy Lab](#). The report is released as a part of the PaCE project, task T5.7 European Democracy Lab – WP5 – Dissemination and exploitation of results.

Hall M., Jósefsson M.Y & Cziker R.E. (February 2022). Report published online on the PaCE website: [Case studies on social movement](#). as a part of the extensive report D1.1. Historical and political development of populism in Europe. The report is released as a part of the PaCE project WP1 – Historical and comparative analysis.

Cziker R.E., Zietek A. & Kiesouw S. (December 2021). Report published online on the PaCE website: [Synthesis report outlining the key findings from Local Democracy Labs](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Willeke van Staalduien, Dantas C., Cziker R.E et all. (November 2021). Contributor to the [Report on SHAFE policies, strategies and funding](#). ECON Papers, Economics at your fingertips. <https://www.econstor.eu/bitstream/10419/248475/1/Report-on-SHAFE-policies-strategies-and-funding.pdf>

Dobrena P. & Cziker R.E. (September 2021). Report published online on the PaCE website: [Report containing the outcomes of the PaCE Local Democracy Lab in Bulgaria](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Cziker R.E., Zietek A. & Kiesouw S. (June 2021). Report published online on the PaCE website: [Report containing the outcomes of the PaCE Local Democracy Lab in Scotland](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Cziker R.E., Molnar A., Csere A., Zietek A. & Kiesouw S. (June 2021). Report published online on the PaCE website: [Report containing the outcomes of the PaCE Local Democracy Lab in Hungary](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Cziker R.E., Leonczuk K., Konopko P. & Zietek A. (June 2021). Report published online on the PaCE website: [Report containing the outcomes of the PaCE Local Democracy Lab in Poland](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Cziker R.E., Gunnarsson K., Pappas T., Barnard-Will D. & Stevens M. (January 2021). Report published online on the PaCE website: [Report containing the outcomes of the PaCE Local Democracy Lab in Iceland](#). The report is released as a part of the PaCE project, task T5.5 Local Democracy Lab – WP5 – Dissemination and exploitation of results.

Peer-reviewed articles

Cziker R.E., Joanta A.E., Miclăuș V., Seceleanu A., Decea N., Herman A., Modovan R. & Mureșan A. (2010). Efectual acidului α -lipoic asupra leziunilor provocate de hipoxia intrauterină la nivelul analizatorului vizual al descendenților. (the English abstract available online) English translation: [The effect of \$\alpha\$ -lipoid acid on brain damages related with the intrauterine hypoxia on the visual cortex in offspring rats](#). Published in: *Clujul Medical*, vol. 83 (2): 256-262.

Cziker R.E., Guttman T., Delorme B., Seceleanu A., Joantă A. & Mureșan A. (2009). [Cerebral visual impairment and dysgenesis of corpus callosum in multidisabled children aged 1 to 9 years old](#). Published in: *Applied Medical Informatics*, vol. 25(3-4):26-36.

Cziker R.E., Seceleanu A., Guttman T. & Joantă A. (2008). Relația dintre vederea funcțională, dezvoltarea neuropsihologică, rezonanța magnetică nucleară și potențialul vizual evocat în deficiența vizuală cerebrală. (the English abstract available online) English translation: [Relation between visual functions, neuropsychological development, magnetic resonance imaging \(MRI\) and visual evoked potential \(VEP\) in cerebral visual impairment](#). Published in: *Revista Oftalmologia*, vol. LII(52:4):67-76.

Presentations at the conferences & symposiums & workshops

Cziker R.E. (2021). Light spots through the cracking wall. From crisis to policy innovation for transformative change. Presentation at the online seminar, as a part of the PaCE project

- conference . The lecturer together with the presentation are available online on the Youtube channel: <https://www.youtube.com/watch?v=Gx01fUDE3gw>
- Cziker R.E., J. Cederhad & G. Torege. (April 2018). Teach CV- Strategies and practical ideas to support children's access to literacy. Nordisk Congress í Synpedagogik. Runö Hallen, Sweden.
- Björnsson E.D. & Cziker R.E. (June 2017). [Overview of the Icelandic MDVI population from birth to 67 years of age presented in the Workshop panel entitled Participation and Health of persons with Multiple Disabilities and Visual Impairment](#) coordinated by Waninge A., from the University of Groningen, The Netherlands. Conference Vision 2017 – Low Vision: A global right, Haag, the Netherlands. *Presenter of the workshop panel.*
- Cziker R.E. [Teach CVI Erasmus plus Evrópuverkefni; samtarf um matstæki og kenssluefni og börn með CVI á Íslandi.](#) (October 2019). English translation: TeachCVI Earsmus plus project, multidisciplinary collaboration for assessment protocols and teaching materials. <https://slidetodoc.com/teach-cvi-kynning-10-oktober-2019-estella-d/> *Guest speaker.*
- Ortibus E., Sigurðardóttir S. & Cziker R.E. [TEACH CVI: building a bridge between teachers / educators and health care professionals.](#) (May 2017). 29th EACD (European Academy of Childhood Disability) Conference, Amsterdam, the Netherlands. *Presenter of the workshop panel.*
- Hermansdóttir E. & Cziker R.E. Teach CVI project. (November 2015). Presentation at the annual general meeting of the ENVITER network – European Network for Vision Impaired Training, Education and Research, Lisbon, Portugal. <https://www.enviter.eu/news/enviter-meeting-in-lisbon-2015>
- Cziker R.E. (May 2011). [Cerebral visual impairment in children with brain damages. Multidisciplinary research, assessment and rehabilitation within the frame of ICF – International Classification of Functioning, Disability and Health.](#) ICEVI Conference Teacher Training, in Visual Profile, the application of International Classification of Functioning, Disability and Health in rehabilitation and education of people with visually impairment. Graz, Austria. *Guest speaker* <http://www.icevi-europe.org/newsletter/issue46.html#a4>
- Cziker R.E., Joanta A.E., Sarlea S.V. & Guttman T. (March 2008). Transdisciplinary assessment of multiple disabled visually impaired children aged 0-6 years old with cortical visual processing disorders. *ICEVI European Conference on Psychology and Visual Impairment.* Huizen, the Netherlands.
- Sarlea-Merca S.V., Joanta A.E., Cziker R.E. & Moldovan R. (March 2008). Prediction methods of disorders evolution in children from 0 to 6 years old affected by cortical visual impairments. *ICEVI European Conference on Psychology and Visual Impairment.* Huizen, The Netherlands.
- A.E., Joanta A.E., Sarlea S.V., Cziker R.E. & R., Moldovan. (March 2008). The involvement of intrauterine conditions in visual function of the offspring-experimental study. *ICEVI European Conference on Psychology and Visual Impairment.* Huizen, The Netherlands.
- Cziker R.E. [The exploration of tactile images. Pre-Braille guide for young blind children.](#) (July 2007). A 12-a ICEVI International Conference – International Council for Education of

Visually Impaired People, Kuala Lumpur, Malaysia. Citation in Dunst C.J. & Gorman E. (2011). [Tactile and object exploration among young children with visual impairment](#). *Center for Early Intervention Reviews*. Volume 4, number 2.

PhD thesis in Medical Science

Cziker R.E. (2010). Relation between brain damages and visual motor-sensorial, neurocognitive and perceptive functions in pediatric pathology. Published online on the archive of the University of Medicine and Pharmacy "Iuliu Hatieganu", Cluj-Napoca (Ro).
<https://pdfslide.net/documents/relatia-dintre-leziunile-cerebrale-si-functiile-senzorial-motorii.html>

Books published in Romania (Romanian language)

Cziker R.E. (2014). Original title of the book in Romanian language: [Calitatea serviciilor oferite persoanelor cu deficient senzoriale multiple / dizabilitati multiple. Cercetare-actiune de tip participative](#). The English translation: *The quality of services addressed people with multiple sensorial impairment. Participatory action research*. (2014). Printing House: Editura Mica Valahie, Romania, Bucharest. ISBN: 978-606-8304-87-8. The book presents the outcomes of research conducted in the MSc research. The applied methodology was Participatory Action Research, using two qualitative research methods: *focus group* and *expert panel*. The research aimed the design of qualitative analysis and diagnosis of services addressed children/people with multiple disabilities and sensory impairments and provide recommendations for improvement of the quality of services. As the proposed recommendations I would like to highlight the evaluation and qualitative analysis action plan for educational and vocational workshops existing in the North-West region of Romania, Cluj-Napoca.

Hathazi A. Original title of the book in Romanian language: *Comunicarea in contextul deficientei multiple* (2012). The English translation: *Communication in the context of multiple disability*. My contribution in Chapter 7: English translation: *Vision and visual impairment in the context of communication. Multidisciplinary assessment and rehabilitation*, p. 111 to 131. Printing house: Presa Universitară Clujeană. ISBN 978-973-595-444-4. The chapter introduces the definition of communication in the context of vision and visual functioning, development of communication in children, characteristics of communication in children with sensory impairments, visual functions in the context of communication and a case study presenting a model of communication strategy applied for a child with vision impairment and additional disability.

Cziker R.E. & Vanda S. Original title of the practical tactile manual for Braille learning: *Explorarea tactil-kinestezică a imaginilor tactile. Îndrumător pre-braille*. (2005). English translation: *Tactile and kinesthetic exploration of tactile images. Pre-braille manual for blind children*. The manual contains 12 volumes and has been edited at the Braille printer of the High School for Visually Impaired Children Cluj-Napoca, Romania. It was registered with ISBN at the Printing House „Casa Cărții de Știință”. The manual was awarded by the Ministry of Education in Romania as a manual to be used by all schools for the blind in Romania.

Preda V. & Cziker R.E.. (2004). [Original title of the book in Romania language: Explorarea tactil-kinestzica in perceperea obiectelor, a imaginilor tactile si in lectura Braille](#). The English translation: *The tactil exploration of objects, tactile images and in Braille reading*. Printing House: Presa Universitara Clujana, Romania. ISBN: 973-610-249-1. The book presents the particularities of tactile and kinesthetic exploration in blind people, spatial relationships, characteristics of objects fir tactile perception, strategies of tactile stimulation. At the end of the book is presented an overview of the tactile graphics designed for blind children to learn Braille.

Vasile Preda V., Sendrea L. & Roxana E. Cziker. (2002). [Original title of the book in Romanian language: Psihopedagogia interventiei timpurii la copiii cu deficiente de vedere](#). The English translation: *Psycho-pedagogy of early intervention for children with visual impairment*. Contribution to the book from p.77-89. Printing House: Presa Universitara Clujana, Romania. ISBN 973-610-080-4 The books presents the psychogenetic particularities of visual perception and tactile sensitivity,a comparative analysis; particularities of psychomotor development in blind children and its role in the early intervention strategies applied in education and rehabilitation; assessment strategies and methods of assessment of visual functions and functional vision in children with visual impairment; rehabilitation strategies and programs for visual stimulation and training for children from birth to 6 years of age.

Selection of events organisation

- November 2021** **Member of the Committee Organization of the Populism and Civic Engagement Hybrid Conference.** The framework, agenda and participants to the conference are available on the PaCE conference website <https://pace-conference.b2match.io/>
- Expert roundtables on residence Palace, Brussels (15th of November). [Available agenda](#).
 - Online seminars (17th and 18th of November). [Available agenda](#).
- October 2021** **Initiator and organizer of the Policy Innovation Days conference and workshop in Public Library Gerđubergi.** (26th and 27th of October 2021). The presentation of conference is available on the [PaCE website](#). [The live presentations and discussion panels from the conference are available on the Facebook](#).
- February 2021** **Organization committee of the Online Tri-lateral Research Panel. Populism '21.** – PaCE, [POPREBEL](#) and [FATIGUE](#) and [DEMOS](#) H2020 research and innovation projects. The report containing the panel's framework, agenda and abstract of presentation is published online on the [PACE project's website](#).
- January 2021** **Organization committee of the Online PaCE Local Democracy Lab in Iceland.** Presentation of the event, the agenda and reports are available on the [Google Site created for this event](#).
- April 2015** **Coordinator of organization committee of the** National Academic Competition of Blind and Visually Impaired Children organized by the High School for Blind and Visually Impaired Children, Cuj-Napoca (RO), under the umbrella of the Ministry of Education

June 2012 **Member of the Scientific Committee and Organization Committee** of the 6th Balkan ICEVI Conference in cooperation with “Babes-Bolyai” University of Cluj-Napoca (RO), Faculty of Psychology and Educational Sciences.

Assessment and educational resources for cerebral visual impairment

2016 Educational resources on the online platform Path to Literacy – [CVI \(Cerebral Visual Impairment\) in Practice: Strategies to Develop Visual-Spatial Skills for Writing Letters.](#)

2017 Educational and professional resources for assessment and rehabilitation of vision impairment due to brain injuries, as part of the Erasmus plus project TeachCVI – **“TEACH CVI materials for training of teachers.”** – [Chapter I](#), [Chapter II](#), [Chapter III](#) and [Chapter IV](#).

AWARDS AND STUDENTSHIPS

2008 – 2009 *PhD Erasmus fellowship - University of Medicine in Angers, university hospital dept. of Pediatric Neurology, France – Study on premature children with brain damages and risk of cerebral visual impairment. Grant total: 7,000 EUR. During the fellowship, I completed eight-months practical stage at the Department of Imagery at the University Hospital of Angers, France.*

2007 – 2009 *Research project CNCSIS National Plan for research, Development and innovation PN II, Idea. Project title: **The implications of cortical visual impairment on the general development of children aged 0 to 6 years of age. Clinical and experimental study.** No of project 473. The project was awarded by the National Council of Scientific Research in Higher Education at the Ministry of Education, Romania. Project coordinator: University of Medicine and Pharmacy “Iuliu Hatieganu”, Cluj-Napoca, Department of Physiology.*

2002 – 2006 [Research fellowship for young PhD students from Ministry of Education in Romania, National Council of Scientific Research in Higher Education.](#) Research funds for implementation of the PhD study in Psychology.

2006 – 2009 [Research fellowship for young PhD students from Ministry of Education in Romania, National Council of Scientific Research in Higher Education.](#) Research funds for implementation of the PhD study in Medical Science.

METHODOLOGICAL TRAINING AND SKILLS

The basic elements of psychological methodology and data analysis have been introduced in the first and second year of the BA university degree (two semesters) where I acquired the key strategies in methods of research and design of experiments (explanation of behaviour, research methods and practical application of scientific methods); sources of scientific research, formulation of bibliographic sources, using of reference magazines and articles; techniques of writing research reports; psychological experiments; main feature of experimental methods;

formulation and testing of hypothesis; experimental strategies; statistical methods and data analysis; descriptive statistic; database and computer-based statistical data analysis; measures of variability; correlations; sampling, estimation, inference and comparison.

In 2013 I was awarded a Master of Science degree in *Psychology – Management, counselling and psycho-pedagogic intervention in inclusive institutions* from “Babes-Bolyai” University of Cluj-Napoca which prepared me to apply many qualitative methods such as: *focus groups, structure and semi-structured interview, expert panel, records, observation protocols, cognitive behavioral coaching, case study*

In 2010 I was awarded with PhD in Medical Science - *Relation between brain damages and visual motor-sensorial, neurocognitive and perceptive functions in pediatric pathology* where I have followed the Doctoral School (2005-2006) studying the methodology of scientific research and statistical analysis of quantitative data (SPSS), research ethics, European legislation in scientific research, scientific evidence, project management and lecturers (60 ECTS). In my PhD research I have used the following statistical analysis methods: *Non-parametric test for two independent samples Mann-Whitney; Comparative analysis with Chi Square Pearson Statistic Test and Fisher Exact Test; Correlation statistic with Kendal tau-b test and test “t” student for two independent samples.*

Prior to that, I acquired hands-on experience with project development, project management and team leadership which I have since put to use in academic research work. I was involved in action research, convening focus groups, deliberative and interactive facilitation methods, and expert consultations structured around practical work-based aims and objectives. In addition to this, I have participating in writing funding proposals, book proposals and managing research projects.

COMPUTER SKILLS

- **Basic computer skills** – Microsoft Office 365 Assessment Framework include Internet and email
- **Basic computer skills in SPSS** – Statistic computer program- Statistical Analysis Software related with basic statistical data analysis for research data
- **Advanced computer skills** word processing, graphics and multimedia, Power Point, Excel
- **Online interactive software and graphic design:** Miro, Google Jamboard
- **Project management software:** Microsoft teams, Trello
- **Website software:** WordPress, Wix

COMPETENCIES OF FOREIGN LANGUAGES

- Native language: Romanian
- English: Very good reading, writing, talking skills
- French: Very good reading, writing and verbal communication skills
- Icelandic: Good reading, writing and verbal communication skills

RIGHTS OF PROFESSIONAL PRACTICING

- 2019** Rights of practicing teaching in secondary school in Iceland provided by the Ministry of Education in Iceland.
- 2008** International rights of practicing psychology (psycho-pedagogy) provided by the Association of Psychologists in Romania.

AFFILIATION OF INTERNATIONAL ORGANISATION

- February 2022** Neuroscience Academy (<https://drsarahmckay.com/theneuroscienceacademy/>)
- October 2020** Association of Women in Business in Iceland (FKA) (<https://fka.is/>)
- February 2018** American Educational Research Association (AERA, United States of America) (<https://www.aera.net/>)
- 2007 – 2015** European Network of Vision Impairment, Training, Education and Research (ENVITER) (<http://www.sensage.eu/home>)