



Lions Clubs International
FOUNDATION



Lions Quest: A Life Skills Program for Youth Core 4 Grant - Application Form

Instructions:

- Please read the Core 4 Grant Criteria and Regulations for Lions Quest before initiating a grant proposal.
- A grant proposal should follow the format below, making reference to the numbered sections as shown below.
- Submit application to the LCIF Humanitarian Programs Department **at least 60 days** before a Lions Quest Advisory Committee meeting.
- Send completed grant application, **including the approval signature page**, and supporting documentation to:

Lions Clubs International Foundation
Attn: Humanitarian Programs Department
300W. 22nd Street
Oak Brook, Illinois 60523-8842

Grant Application

1. Date prepared: **11.05.2020**
2. Project title: **Development of Lions Quest program**
Single District: **District Lions 124 Romania**

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4. Amount of funds requested: **US\$ 100 000**

* Note: for two or more sub-districts, one district must be identified as the lead applicant district of record

Needs Assessment/Current Situation:

5. Please elaborate on critical issues facing youth in the region to be served, emphasizing issues which cut across all communities as well as concerns of particular communities that have high numbers of at-risk youth (local and state/provincial governmental agencies often have reports and statistics on youth development issues on their web sites).

Description of the main risk factors for the young people of Romania, as identified in national and international studies:

A. Assessment and monitoring of risk behaviour for education and health

The assessment and monitoring of risk behavior for education and health as far as students from Romania are concerned, is a strategic priority for Ministry of Health, Ministry of National Education and Ministry of Internal Affairs. Research conducted between 2016 and 2019 had a few central points: a thorough scrutiny of all the behaviors that define the lifestyle risks, focalization on adolescence, period with the highest potential risk, the use for the first time in Romania and Eastern Europe of a research tool devised by CDC, USA to monitor the risk behavior of young people, Youth Risk Behavior Surveillance System. The reasons behind this research are manifold. The lifestyle is a strategic choice of any given individual which will guide their choices, actions and way of leading their lives, and, in this case, the risk is self-assumed, being the result of normative values of each individual. There is a hexagonal pattern of the lifestyle risk: tobacco, drug and alcohol use, aggressiveness – suicide attempts, sexual risk behavior, sedentariness, dietary behavior risk. Irrespective of the source of the information, health is tributary to human behavior.

National Institute of Public Health, National Centre for Evaluation and Promotion of Population Health and Well-being, Study – *Identification, quantification and monitoring of health risk behavior for students (tobacco, alcohol and drug use, dietary behavior, sexual behavior, physical activity, physical aggressiveness)*.

A. Tobacco Use/Smoking

World Health Organization views tobacco use as the most important risk factor for the precarious population health of the member countries. The prevention of tobacco products use is, according to WHO, the most important public health strategy, that can result in a better health for more than 870 million people living in the WHO regions. Globally, every year, more than 4 million people die due to tobacco associated illnesses.

National estimates show that 41.2% of the 13-15-year-old Romanian students have used tobacco products at least once, and 13.5 % are current smokers. Different national representative surveys estimate that 5-10% of the Romanian teenagers smoke on a daily basis. The national and international research projects addressing the tobacco use tackled several areas of research: • smoking in schools and high schools; • children and institutionalized children smoking; • pregnant women smoking; • medicine students smoking; • economic-financial analysis of tobacco use; • monitoring of the pollution caused by the tobacco smoke in universities and public institutions.

Conclusions:

- Approximately 23 in 100 high school Romanian students are current smokers.
- Although the percent of students who smoke was lower in 2018 compared to 2016, the decrease is minor (1.27%).
- There is an upward evolution of tobacco use in direct connection with the level of education.
- The upward tendency to currently and occasionally smoke demands early prevention, accompanied by harsher, legal coercive measures.

B. Alcohol use

Epidemiological data: • At a global level there are 3 million deaths cause by alcohol, 5.3% of the total number of deaths. • The harmful effects of alcohol use can cause more than 200 illnesses and morbid conditions. • More than 5.1% of the global illnesses are caused by the alcohol use, measured in DALYs – disability-adjusted life years. • Alcohol use cause premature deaths and illnesses; for the age group 20-39, approximately 13.5 % of the causes of death are attributed to alcohol use. • There is a cause-effect relationship between alcohol use and mental illnesses or behavior disorders. • Recent studies have shown a connection between excessive alcohol use and infectious diseases, such as tuberculosis and HIV/AIDS. • Moreover, beside the harmful consequences on people's health, excessive alcohol use causes financial loss and serious social damage. • Out of the many diseases and morbid conditions caused by alcohol use, there are several conditions that have increased in number lately: intentional and unintentional injuries, traffic accidents, violence and suicide. World Health Organization released in 2010 the *Global strategy to reduce the harmful use of alcohol*, an initiative negotiated and approved by the Member States, whose aim is to reduce the burden of diseases caused by excessive alcohol use and to improve the life quality at a personal, as well as a social level. Some of the measures taken are: increasing taxes for alcohol selling, adopting restrictions for alcohol commercials and checking their implementation. In Romania the percentage of 16-year-old people who drank alcohol at some point in their lives was 77.9, lower than the previous surveys, and lower than the ESPAD average which is 80.3%.

Conclusions:

- More than 2 in 100 Romanian high school students (2.51%) used alcohol frequently (20-30 times) in the month before the survey.
- In what the public health is concerned, the almost daily use of alcohol brings up the issue of addiction.
- At a national level, there is an upward trend in the occasional alcohol use from 9th graders to 12th graders, trend that was visible during the previous years, too.

- Although the most alcohol users are boys, there are cases of girls who use alcohol, too. The students used alcohol on the school grounds, too.
- The students who frequently use alcohol are mostly senior boys.
- There is a descending trend in the student's alcohol use.
- The occasional alcohol use for teenagers is mostly connected with experimenting. The older the students are, the more they experiment with using alcohol.
- More than 3 in 10 students (33.96%) used alcohol experimentally in the previous 30 days before the survey.

C. Drug use

According to the latest data from the *European Monitoring Centre for Drugs and Drug Addiction* drug use has become a widespread social phenomenon, a serious health issue in Western Europe and an increasing occurrence in Eastern Europe. The drug use situation in Europe is a very dynamic one, all data pointing to the easy access to drugs, with a growing trend in some areas. This situation creates new major impediments for the national and European strategies for fighting drug use and associated issues.

Measures to be taken into consideration:

Instilling attitudes and practices in the school population, through school programs and programs dedicated to free time activities, having in view a healthy life-style, free of tobacco, alcohol and drugs.

Increasing the influence of the protective factors at early ages for avoiding or, at least, postponing the use of tobacco, alcohol or drugs.

Raising awareness and educating the school population in order to avoid the occasional drug use and transform it in a regular use.

Raising awareness and motivating parents to get actively and objectively engaged and correlate this engagement with other preventive measures.

Offering prevention programs to parents to help them become active members of drug prevention in their families.

Developing training programs for parents to help increase the influence of the protective factors and to decrease the risk factors in what the drug use is concerned.

- In Romania, the most frequently used drug by high school students was marijuana.
- 5 in 100 high school students used marijuana experimentally (once or twice in their life).
- Almost 2 in 100 high school students used cocaine experimentally (once or twice in their life).
- The experimental use of other drugs (ecstasy, methamphetamine, and heroin) was lower than the use of marijuana and cocaine (less than 1%).
- The experimental drug use is higher for senior students (once or twice in their life).
- The drug used more frequently was marijuana, followed by cocaine. For the other drugs: ecstasy, methamphetamine, heroin the frequent use was lower.
- There were cases of drug use on the school grounds.
- The drug availability in school has decrease by almost a half, from 13.38% to 7.26%, 7 in 100 students confirming being offered or buying drugs in school.
- The rate of users of injectable drugs is lower by 0.85% compared to 2016.
- The rate of users of steroid products decreased from 0.81% in 2016 to 0.31% in 2018. The use rate of ethnobotanical drugs is 2.68 lower.

D. Sexual behavior

Getting involved in romantic relationships is common for adolescents and, usually, the first sexual experience takes place during teenage years. It is well known that an early initiation in sexual life has different implications, from self-perception, well-being, social status, to risk behavior, including sexual risk behavior. An early beginning of the sexual life is often associated with alcohol and drug use and with unprotected sex. Most young people consider the first sexual experience as being a positive one, but there are negative experiences, too, mostly the ones that take place due to the partner pressure. In many countries the attitudes towards sexuality during teenage years and pre-marital sex, show that young people have not benefited from an adequate sexual education. Studies show that sexually transmitted diseases are increasing in teenage population, in many European countries.

- Compared to 2016, the number of sexually active high school students dropped by 1% (from 32.66% to 31.67%).
- The number of sexually active high school students grows from one level of education to the next one, being three times higher for 12th graders compared to 9th graders.
- Only 25.1% of the sexually active high school teenagers used contraceptive methods.
- From the sexually active high school teenagers who used contraceptive methods, 21.86% used the condom as a contraceptive method.
- Most students who used contraceptive methods are senior students, their number being three times higher than the 9th graders.
- The highest number of unwanted pregnancies was registered for senior girls, 1.64%. This figure was 3.65% lower than in 2016.
- Approximately one fourth of sexually active high school students had sexual relationships with 1-2 partners.
- There is a quite high number of high school students, especially boys, who had sexual relationships with more than 3 partners, their number being three times higher for 12th graders compared to 9th graders.
- The trend for the students who began their sexual life at 15 and older is descending for 2010-2016.
- The percent of STD diagnosed high school students is 1.68%. There was a slight decrease in the number of students who used alcohol and drugs before having sexual interactions, 1.02% lower than in 2016.

E. Aggressive behavior – Violence among adolescents

- Globally, for the 10-29 age interval, there are 200,000 homicides, each year, which represents 43% of the total homicides.
- Homicides represent the fourth mortality cause for the 10-29 age interval, 83% of these having as victims male persons. Between 2000 and 2012 the juvenile criminality rate decreased in all regions, especially in economically developed countries.
- Juvenile violence has, in the long term, serious consequences at a physical, psychical, and social level; it increases the expenses for health services, the judiciary and forensic expenses, it diminishes the labor productivity.
- Sexual violence affects a large number of young people, thus, in the study *WHO multi-country study on women's health and domestic violence*, 24% of women declared that their first sexual experience was a coerced one.
- Fights and bullying are other violent aspects among young people. A WHO study conducted in 40 countries shows that 42% of the boys, and 37% of the girls were victims of bullying.

In Romania:

- The number of students who committed violent acts is higher by 0.16% compared to 2016.
- More than 8 in 100 students had a fight on the school grounds.
- 5 in 100 students carried different attack or self-protection weapons.
- 2 in 100 students carried different attack or self-protection weapons on the school grounds.

- The physical aggression tends to decrease towards the end of high school years, for both genders.
- The physical aggression was present both with boys and with girls, and the girls/boys ratio is almost 1/2.25.
- The number of teenagers showing aggressive tendencies for the 2007-2018 period is increasing.
- Universal programs for aggression prevention are needed in schools, students and teachers alike should be informed about the phenomenon of violence in schools, by discussing the changes young people consider necessary to counteract this type of behavior, and by helping young people to acquire useful skills in solving arguments in a peaceful manner.
- Family programs are meant to develop family and family relationship skills, by offering support for learning communication, problem solving, behavior self-management and behavior monitoring skills.
- Early education and childcare, and especially a qualitative support for underprivileged children are essential in building a strong foundation for a healthy development in the future.

F. Suicidal behavior

At a global level:

- In 2016 approximately 62,000 adolescents committed suicide. Suicide is the third cause of death for 15 to 19-year-old teenagers.
- Suicide attempts are often impulsive acts, frequently associated with excessive use of alcohol accompanied by feelings of helplessness, lack of hope and loneliness.
- The risk factors for suicide are multifold, usually associated with childhood abuse, stigma, parental neglect and poverty.

World Health Organization considers suicide a high-priority public health issue. In 2014 WHO published a report called *Preventing suicide – a global imperative*. Moreover, there is a *Mental Health Action Plan* unfolding for 2013-2020, devised by WHO, whose main purpose is to reduce suicide rate by 10% by 2020.

In Romania:

- Around 10 in 100 high school students had suicidal thoughts.
- Most students who had suicidal thoughts were girls.
- The suicidal thoughts in girls tend to decrease by the end of high school years.
- At a national level, around 7 in 100 students have a suicide plan and 4.02% of these have had a suicide attempt.
- At a national level, from the students who had a suicide attempt, 2.79% needed medical care. Compared to 2016, the figure is up by 0.27 %.
- The suicide attempts which needed medical care were reported to be more frequent among 11th grade girls.
- The number of high school students who needed medical care is slightly higher for the period 2006-2018.

G. Physical activity

Physical activity influences, in a positive way, children's and teenagers' physical, psychological, cognitive and social development, it prevents them from becoming overweight or obese, it prevents Type 2 diabetes from becoming a common disease among them and it prevents them from adopting high risk behaviors, such as smoking, alcohol and drug abuse. Last but not least, physical activity in adolescence represents an important predictor of the level of physical activity in adulthood, so, active teenagers are more likely to become active adults whereas sedentary teenagers are more likely to become sedentary adults. Although all these benefits of physical activity are known and unanimously accepted, 1 in 4 adults worldwide is not active enough from a physical point of view and 80% of the teenage population does not reach the levels of physical activity recommended by WHO. Globally, it is estimated that physical inactivity

causes 6% of the total cases of coronary disease, 7% of the cases of Type 2 diabetes, 10% of the cases of breast and colon cancer. Besides the negative effects it has on morbidity and mortality worldwide, physical inactivity is responsible for a substantial economic burden, generating costs in healthcare systems of 53.8 billion dollars globally and contributing to losses of 13.7 billion dollars due to lack of productivity in the workplace.

As far as physical activity among teenagers is concerned, Romania ranks 22nd in descending order according to the rate at which 15 year-old students engage in moderate to vigorous physical activity for at least one hour every day, which was registered in 41 states. Regarding the difference between genders, in Romania a significant difference can be noticed between boys who engage in moderate to vigorous physical activity for at least an hour every day, almost twice the percentage, 21%, and girls, compared to 11%.

In Romania:

- Based on the results of EUROBAROMETERS concerning physical activity, there is a continuous rise in the proportion of people in Romania who admit that they never engage in sports or physical activity, from 49% in 2010, to 60% in 2014 and 63% in 2018.
- In Romania, more than 1 in 10 high school students do not participate in the physical education class. Over half (58,94%) of high school students, 1,3% more than in 2016, participate in 1-2 physical education classes per week, but they admit that the physical activity they engage in during these classes cannot be always qualified as vigorous.
- Taking into consideration the students who participate in 2-3 physical education classes at school, based on the gender ratio (of girls to boys), the results were the following: approximately 1 to 1,2 for students in the 9th grade and 1 to 1,4 for students in the 10th grade at national level. The ratio of girls to boys has been recorded 1 to 2.5 in the literature. Approximately 3 in 10 high school students engage in physical activity 4-7 days/week, at least 60 minutes/day, besides the physical education classes in the school curriculum.
- The frequency of students who do not participate in the physical education classes has declined from 18,03% in 2016 to 15,29% in 2018.
- A decrease in the frequency of high school students who spend 4 hours or more watching TV programs has been noticed, from 12,69 in 2016 to 9,32 in 2018, which can be explained by the fact that students prefer other types of media to spend their free time on, such as mobile phone or tablet.

H. Eating behavior

Romania has adopted international policies which promote healthy eating among children and young people, supporting a series of measures which have different goals, to regulate, coordinate and finance the projects that are carried out in this field. A good example is “The pilot program which provides food assistance for preschool students and students in some pre-university public schools, which are economically disadvantaged.” For the school year 2018-2019 the budget for the pilot program has risen from 30.7 million lei to 46.7 million lei, which allowed an increase in the value of the food supply of approximately 40%: from 7 lei, according to previous norms, to 10 lei/day/beneficiary.

- At national level, food screening has revealed the maintenance of a big deficit in milk consumption, only 6 in 10 students saying that they had drunk milk the week before the interview.
- As far as the consumption of fresh vegetables is concerned, consumer frequency has constantly decreased, from 90,7% in 2014, to 89,53% in 2016 and 88,39% in 2018 (the week before the interview).
- On average, 8 in 10 students had eaten fresh vegetables every day the week before the interview.
- At national level, fast-food consumption has not changed since 2016; however, in some regions, Transilvania and Muntenia, fast-food consumption has increased, and it has decreased in other regions, Banat and Moldova.
- The frequency of fruit consumption has remained steady since 2016.
- It is necessary to intensify the activities which promote healthy eating through various means of communication and at different levels (family, school, community).

Conclusions: ROMANIA IN A EUROPEAN CONTEXT

- In Romania, in 2016, the prevalence of current cigarette smoking among 15-year-old teenagers was 22,23%. In European* countries the proportion of current cigarette smoking among 15-year-old teenagers was 9%. In Romania a prevalence of approximately 16% was registered at that moment.
- In 2018, in Romania, occasional alcohol consumption was 33,96%. In EU** countries occasional alcohol consumption was 13% among 15-year-old teenagers (in 2013) and in Romania, in 2016, it was 20%.
- In 2018, in Romania, the prevalence of aggressive behavior among 15-year-old teenagers was 11% for girls and 24,77% for boys, which places our country below the European average. In Europe* the prevalence of aggressive behavior among 15-year-old teenagers (in a period of 12 months) was approximately 42% in 2009.
- Cannabis consumption among 15-year-old teenagers was 15% in EU countries in 2013. In the same year in Romania the proportion was 8% and it decreased in 2018, to 5,11%.
- Cocaine consumption in 2008, in EU** countries, was 4,5 % for the 15-24 age group. In Romania, in 2018, self-reported consumption among teenagers in the 15-18 age group was 1,46 %.
- Ecstasy consumption was 5,5% in EU* countries for the 15-34 age group, in 2008, and in Romania it was 0,5%. In 2018, in Romania, ecstasy consumption was 0,79%.
- Amphetamines were consumed on average by 5,1 % people in the 15-34 age group in EU countries in 2008. In 2008 the prevalence of amphetamine consumption was 0,5 %. In 2018 the prevalence of injection drug users among students was 0,65 % .
- There is a new category of users of possibly addictive substances, particularly ethnobotanicals, with a prevalence of consumption of 0,74% in 2018.
- In EU* countries, in 2009, the prevalence of 15-year-old students who had sexual intercourse was 26 %. In 2009, in Romania, their prevalence was around 31%, 5% higher than the European average. In 2018 the proportion of sexually active high school students reached 31,67 %.
- In EU* countries, in 2009, the prevalence of sexually active students who use a condom as a contraceptive method was 78 %. In Romania, in the same period, the proportion was 70%. In 2018, the prevalence of condom use, as a contraceptive method, was 21,86%.
- In 2007*, according to the Report made by WHO for 28 countries in the EU, the prevalence of unplanned pregnancies for students in the 15-19 age group, was the lowest in Switzerland, 7%, and the highest in Bulgaria, approximately 59%. Romania came after Bulgaria, with a proportion of 58% (5,8%). In 2018 the prevalence of unplanned pregnancies for high school students was 1,64 % for the 12th grade and 0,39% for the 9th grade.

B. Analysis of the situation of children outside the education system in Romania

The situation of children who are outside the education system is often the result of several types of factors: social, cultural, economic, educational. Children's schooling is influenced by the sum of measures taken by the school, their family and the representative institutions within the community and those ruled by the public authorities. Whenever one of these factors does not function in a satisfactory way, the risk that some children may be left outside the educational system increases and this results in all the social and economic implications that such a situation can cause. Quite frequently, in the Romanian context, the causes of non-schooling are mainly related to poverty and unfavourable social and economic conditions which characterise the categories that are mostly affected from this point of view: children coming from Roma ethnic communities, children who live in the countryside, children coming from a poor environment, children with special educational needs.

Roma children and teenagers

Romania is home to the highest concentration of Roma in the European Union. The official numbers available are the ones collected in the last official census, when only 535,140 people (representing 2,47% of the total resident population) declared to be Roma. However, according to the Research Institute for the Quality of Life in Romania, the number of Roma is 1,5 million (representing 6.7% of the total resident population). This is the assessment that is most frequently cited and which closely reflects the real situation, even if other national or international organisations (for example Amnesty International) mention the number of approximately 2 million Roma or almost 10% of the population. The Roma are equally distributed throughout the country. The disadvantageous situation from an

educational point of view is indicated by the high proportion of Roma who can be described as functionally illiterate (over a quarter of the total Roma population), by the increased number of children and young people who do not go to school or who prematurely drop out of school. Thus, according to current estimates, over 80% of the children who do not go to school are Roma and at least 18% of Roma children do not complete compulsory education. Moreover, recent studies show the fact that only 81% of Roma children go to primary school and only 61% go to middle school. Furthermore, as far as teenagers are concerned, the disadvantageous situation is notable, since 33% of the Roma in the 15-18 age group go to school, compared to 79% in the case of other young people.

Some Roma communities still observe the cultural customs related to child marriages. This kind of traditions makes Roma parents postpone their girls' school registration or keep them at home after a few school years. Sometimes they never send their girls to school. At the same time, pursuing further studies seems to be a problem for Roma boys who complete compulsory education because that would mean that they do not respect the custom according to which teenage boys need to start working and become financially independent as soon as possible.

Dropping out of school during the school year or coming back to the country / school during the school year is frequent in certain communities and this fact increases dropout risks, in a context in which the flexibility of the Romanian educational system is reduced as far as a child's school registration during the school year is concerned.

Another obstacle which prevents Roma children from having access to education is the lack of identity documents (birth certificates, identity cards). This situation has been significantly improved in the last decade due to the results of some programs which were supported by the government. There are various causes which could explain a situation like this: lack of interest, lack of information concerning the procedure which should be followed to obtain the documents, lack of financial resources for this kind of effort, lack of counselling services for this kind of situations, which could be offered by the local administration, etc. The lack of identity documents acts as a barrier and impedes access to education and health services, in the first place.

The language they speak in their family is often an obstacle and might limit their access to education or might prevent them from being successful at school. As a result of the policies that promote Romani in the school curriculum, this situation has improved in the last decade, but not knowing Romanian still acts as an impediment and as a risk factor as far as school dropout is concerned, at least in the first school years.

Another barrier, associated with both the demand-side and the supply-side perspective, is related to discrimination. Geographically, we can talk about a residential segregation: compact Roma communities often live on the outskirts of towns and villages, in substandard conditions concerning infrastructure, in poverty, far away from schools. In Romania, although the lowest level of discrimination against Roma people has been registered, the perception of the majority of people of this ethnic group continues to focus on stereotypes related to crime, violence, lack of interest in school or work. According to some surveys, one in three respondents think that most Roma people break the law and that they are more violent than the members of other ethnic groups.

Children with disabilities / special educational needs (SEN)

For children with special educational needs, the difficulties which are related to the socio-cultural dimension refer to a series of specific aspects:

- The first barrier, which is present in the demand and supply area, as far as children with special needs are concerned, is a barrier which acts at a general level: the inadequate development of a culture of inclusion – both at school and outside of it. Integration of children with special needs (SEN) in mainstream education in Romania was an educational policy which was implemented abruptly, without sufficient preparation for the educational system, in terms of resources (human, material, financial), without being fully aware of the importance of inclusion and without having developed a correlated educational ethos.
- Discriminatory attitudes towards children with special educational needs (SEN) exist at social level and they are often accompanied by the feeling of shame that parents experience. Social labelling sometimes has a negative impact on these children's parents, who might no longer be willing to get involved and find solutions to their school problems (getting a SEN certificate which entitles them to receive various types of school support, including a shadow teacher).

All these aspects which have been mentioned above and which are present at school level often act as risk factors. Whereas the right to education that every child has is generally promoted, when confronted with the actual inclusion

of children with special needs in the mainstream classroom, the other participants are sometimes reluctant: some teachers think that these children cannot have very good school results; some parents do not want children with special educational needs (SEN) to be included in the same class with their children, because they think that this would affect the quality of education for “normal” children and it would be a factor which would prevent their children from developing.

Sources: National Institute of Statistics - www.insse.ro, National Anti-drug Agency - www.ana.gov.ro, the Ministry of National Education - www.edu.ro, the organisation Save the Children - www.salvaticopiii.ro, UNICEF Romania - www.unicef.ro.

6. Provide data on the number of children, by age group, in the applicant district.

Level of education/Age group		School year 2017-2018	School year 2018-2019
Total	Total	3 578 561	3 547 301
	Urban	2 556 054	2 553 118
	Rural	1 022 507	994 183
Preschool (3-6 years)	Total	521 161	524 411
	Urban	297 244	304 483
	Rural	223 917	220 928
Elementary school (6-11 years)	Total	947 931	931 419
	Urban	531 729	527 168
	Rural	416 202	404 251
Middle school (12 -15 years)	Total	730 037	722 269
	Urban	406 313	410 856
	Rural	323 724	311 413
High school (16- 19 years)	Total	727 911	720 206
	Urban	671 917	665 373
	Rural	55 994	54 833
Technical/ Vocational school (16-18 years)	Total	90 205	90 451
Post- secondary school (19- 23 years)	Total	91 889	92 375

7. If Lions Quest programs are active in the multiple district or single district, please elaborate on the number schools using the program and include a brief analysis of the present strengths and constraints in relation to ongoing efforts of Lions Quest implementation in local schools.

Strong points	Weak points
• 103 Lions Quest <i>Skills for Adolescence</i>, <i>Skills for Growing</i> and <i>Skills for Action</i> workshops have taken place (1); • More than 3,000 teachers have been trained in order to teach elementary, middle and high school students using social and emotional learning approach (SEL); • According to the results of the questionnaires applied and the information received from Lions Clubs (workshop organizers) across the country, approximately 1,900 teachers use Lions Quest <i>Skills for Adolescence</i> and 100 teachers use Lions Quest <i>Skills for Growing</i> in the classroom as a counseling program or as part of other subjects such as: literature, physical education, English, etc.; • <i>Florian Porcius</i> Technical School (Rodna, Bistrița Năsăud county) introduced Lions Quest <i>Skills for Adolescence</i> in their school-based curriculum for middle school. • District 124 Romania has human resources and materials needed to organize and to carry out efficient Lions Quest training workshops; • Three Lions Quest briefing sessions have been organized for the Lions Quest members that are part of District 124 Romania management; • There are five Lions Quest trainers, one of whom is an LQ – TOT trainer, who have proven great professionalism; • All the materials of the three Lions Quest modules - <i>Skills for Adolescence</i>, <i>Skills for Growing</i> and <i>Skills for Action</i> (Teacher's Guides, digital resources, <i>Families as Partners</i> included) have been translated into Romanian; • The school curriculum for <i>Skills for Adolescence</i> - school-based curriculum has been created (the Romanian version) and adapted to the national educational requirements by a team of teachers and professors ;	• Small number of briefing sessions for teachers and parents regarding the Lions Quest program; • Lions Clubs presidents and members of the District management have little information about the Lions Quest program; • The Lions Quest program has been presented in few Romanian academic meetings: symposiums, conferences, congresses; • Lack of Lions Quest activities/workshops related to prevention of drug abuse, alcohol and tobacco consumption among teenagers; • Lack of partnership agreements with National Anti-Drug Agency and non-governmental organisations and foundations that deal with children and teenagers' protection, education and counselling; • Few Lions Quest workshops have been organised for teachers that work in schools for children with special needs/disabilities, foster homes, re-education centers or juvenile detention centers; • The evaluation of the Lions Quest program has not been made using coherent, scientific methods; • There are regions in the country where no Lions Quest workshops have been organized; • There are some pages on www.lionsquest.ro website that are still under construction.

• The Lions Quest program has been acknowledged by the Ministry of National Education by approving the school-based curriculum <i>Skills for Adolescence</i>; • Partnership agreements with some Romanian universities in order to promote the Lions Quest program (workshops for university students who are preparing to become teachers); • Evaluation questionnaires for the Lions Quest program (pre-workshop and post-workshop) have been translated into Romanian and are now available on the Lions Quest Romania webpage; • The Lions Quest Romania webpage, www.lionsquest.ro , provides information about the Lions Quest program and the workshops. The webpage is now available to visually impaired people. • District 124 Romania is the only provider of the Lions Quest social and emotional approach workshops (focused on students' needs and training) in Romania; • District 124 Romania, the Lions Quest District Committee, Lions Quest certified trainers and professors of universities provide expert advice for teachers who implement the Lions Quest program in the classroom; • The Lions Quest District Committee and Lions Clubs have made partnership agreements with County School Inspectorates and Teaching Staff Resource Centers that have led to Lions Quest workshop organization; • <i>Skills for Adolescence</i> workshops have been adapted for teachers who work with students that have visual or hearing impairments and students that have committed different offences and are institutionalized in Re-education Centers belonging to the Ministry of Internal Affairs; • There is a long-term strategic partnership with Special Olympics Romania.	
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Goals and Objectives:

8. Please outline the goals and objectives for the applicant district's plan for expansion of Lions Quest. This should include a description of what is to be accomplished over the life of the grant (two to three years), and also specific targets for the number of teachers to be trained and schools to receive the program.

The goal: Improving the national educational system and professional training by increasing the quality and the number of activities of educational and professional training programs with the help of the Lions Quest program – social and emotional learning and prevention of teenagers' harmful behaviours.

Objectives:

Objective 1. Further implementation of the Lions Quest program by organizing *Skills for Adolescence*, *Skills for Growing* and *Skills for Action* workshops;

Objective 2. Adaptation of the Lions Quest program to the national curriculum, more precisely to the national learning standards and particularities of the Romanian multicultural space, by creating school curriculums for *Skills for Growing* and *Skills for Action* – school-based curriculum, and their approval by the Ministry of National Education, more exactly the national accreditation of the entire Lions Quest program;

Objective 3. Lions Quest certification of schools and establishment of Lions Quest Clubs;

Objective 4. Evaluation of the Lions Quest program.

Plan of expansion

Objectives	1st year	2nd year
O1. Further implementation of the Lions Quest program by organizing <i>Skills for Adolescence</i> , <i>Skills for Growing</i> and <i>Skills for Action</i> workshops.	Lions Quest briefing sessions for Lions Clubs, teachers and school administration, parents (minimum 6 briefing sessions - minimum 250 teachers and school administration staff, parents and representatives of the local community); Lions Quest <i>Skills for Adolescence</i> workshops (minimum 10 workshops - minimum 300 teachers, minimum 9,000 students); Lions Quest <i>Skills for Growing</i> workshops (minimum 30 workshops - minimum 900 teachers, minimum 27,000 students); Lions Quest <i>Skills for Action</i> workshops (minimum 30 workshops - minimum 900 teachers, minimum 27,000 students); Minimum 2,100 teachers, minimum 70 schools, minimum 63,000 students – beneficiaries of the Lions Quest program.	Lions Quest briefing sessions for Lions Clubs, teachers and school administration, parents, representatives of the local community (minimum 10 briefing sessions - minimum 250 teachers and school administration staff, parents and representatives of the local community); Lions Quest <i>Skills for Adolescence</i> workshops (minimum 10 workshops - minimum 300 teachers, minimum 9,000 students); Lions Quest <i>Skills for Growing</i> workshops (minimum 30 workshops - minimum 900 teachers, minimum 27,000 students); Lions Quest <i>Skills for Action</i> workshops (minimum 30 workshops - minimum 900 teachers, minimum 27,000 students); Minimum 2,100 teachers, minimum 70 schools, minimum 63,000 students – beneficiaries of the Lions Quest program.

O2. Adaptation of the Lions Quest program to the national curriculum, more precisely to the national learning standards and particularities of the Romanian multicultural space, by creating school curriculums for <i>Skills for Growing</i> and <i>Skills for Action</i> – school-based curriculum, and their approval by the Ministry of National Education, more exactly the national accreditation of the entire Lions Quest program.	Creation of school curriculums for <i>Skills for Growing</i> – school-based curriculum and their approval/national accreditation by the Ministry of National Education.	Creation of school curriculums for <i>Skills for Action</i> – school-based curriculum and their approval/national accreditation by the Ministry of National Education.
O3. Lions Quest certification of schools and establishment of Lions Quest Clubs	Establishing Lions Quest Clubs (minimum 3 clubs); establishing their goals and mission. Development of standards for Lions Quest school certification.	Establishing Lions Quest Clubs (minimum 3 clubs). Implementation of standards for Lions Quest school certification. Lions Quest certification of schools.
O4. Evaluation of the Lions Quest program	Development of procedures, questionnaires and a webpage for the evaluation of the Lions Quest program.	Evaluation of the program with the help of procedures and questionnaires, collection of information and presentation of the evaluation report on the evaluation webpage of the Lions Quest program.

- Lions Quest schools are schools that have endorsed the Lions Quest program and implement it during the teaching process focusing on engaging students, parents, the school and members of the community in a learning environment based on empathy relationships, high expectations and significant involvement, opportunities for students to develop social and emotional skills that are needed for a productive and healthy lifestyle;
- Lions Quest Clubs are the binding agent for teachers, parents, Lions members and representatives of the local community who support the Lions Quest program implementation in schools and in the community, its progress and development, and the evaluation of results.

9. Review action steps and strategies to reach the goals and targets stated above. Please be sure to include information on the following:

- Pilot implementation plan in first year (if envisioned)

Month	O1. Further implementation of the Lions Quest program by organizing <i>Skills for Adolescence</i> , <i>Skills for Growing</i> and <i>Skills for Action</i> workshops.	O2. Adaptation of the Lions Quest program to the national curriculum, more precisely to the national learning standards and particularities of the Romanian multicultural space, by creating school curriculums for <i>Skills for Growing</i> and <i>Skills for Action</i> – school-based curriculum, and their approval by the Ministry of National Education, more exactly the national accreditation of the entire Lions Quest program.	O3. Lions Quest certification of schools and establishment of Lions Quest Clubs.	O4. Evaluation of the Lions Quest program
Month 1	Lions Quest <i>Skills for Growing</i> – 4 workshops. Lions Quest <i>Skills for Action</i> – 4 workshops.	Assembling the workteam for the creation of <i>Skills for Growing</i> school curriculum for; assigning the team manager.	Establishment of a Lions Quest Club.	
Month 2	A Lions Quest briefing session for Lions Clubs members, teachers and school administration staff, parents. Lions Quest <i>Skills for Adolescence</i> – 1 workshop.	Assigning the scientific experts to the creation of <i>Skills for Growing</i> school curriculum.	Identifying school partners and human resources in order to develop the necessary standards for Lions Quest school certification.	Creating the evaluation procedures for the Lions Quest program.

	Lions Quest <i>Skills for Growing</i> – 4 workshops. Lions Quest <i>Skills for Action</i> – 4 workshops.			
Month 3	Lions Quest <i>Skills for Growing</i> – 2 workshops. Lions Quest <i>Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Identifying school partners and human resources in order to develop the necessary standards for Lions Quest school certification. Creating the standards for Lions Quest school certification.	
Month 4	Lions Quest briefing session for Lions Clubs members, teachers and school administration staff, parents. Lions Quest <i>Skills for Adolescence</i> – 1 workshop. Lions Quest <i>Skills for Growing</i> – 4 workshops. Lions Quest <i>Skills for Action</i> – 4 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Briefing session for school principals regarding the development of standards for Lions Quest school certification.	Creating the evaluation questionnaires for the Lions Quest program.
Month 5	Lions Quest <i>Skills for Adolescence</i> – 1 workshop. Lions Quest <i>Skills for Growing</i> – 2 workshops. Lions Quest <i>Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Briefing session for school principals regarding the development of standards for Lions Quest school certification.	Creating the Lions Quest program evaluation webpage.
Month 6	Lions Quest briefing session for Lions Clubs members, teachers and	Creating <i>Skills for Growing</i> the school curriculum by the	Creating the standards for Lions Quest school	Creating the Lions Quest program evaluation webpage.

	school administration staff, parents. <i>Lions Quest Skills for Adolescence</i> – 1 workshop. <i>Lions Quest Skills for Growing</i> – 2 workshops. <i>Lions Quest Skills for Action</i> – 2 workshops.	workteam previously assembled.	cetification.	
Month 7	<i>Lions Quest Skills for Adolescence</i> – 1 workshop. <i>Lions Quest Skills for Growing</i> – 2 workshops. <i>Lions Quest Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Briefing session for school principals regarding the development of standards for Lions Quest school certification.	Creating the Lions Quest program evaluation webpage.
Month 8	Lions Quest briefing session for Lions Clubs members, teachers and school administration staff, parents. <i>Lions Quest Skills for Adolescence</i> – 1 workshop. <i>Lions Quest Skills for Growing</i> – 2 workshops. <i>Lions Quest Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Creating the standards for Lions Quest school certification.	Creating the Lions Quest program evaluation webpage.
Month 9	<i>Lions Quest Skills for Adolescence</i> – 1 workshop. <i>Lions Quest Skills for Growing</i> – 2 workshops. <i>Lions Quest Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	Creating the standards for Lions Quest school certification; their approval.	Creating the Lions Quest program evaluation webpage.

Month 10	Lions Quest briefing sessions for Lions Clubs members, teachers and school administration staff, parents. Lions Quest <i>Skills for Adolescence</i> – 1 workshop. Lions Quest <i>Skills for Growing</i> – 2 workshops. Lions Quest <i>Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	2 Briefing sessions and/or workshops to promote Lions Quest school certification standards.	Approval of procedures and evaluation questionnaires for the Lions Quest program. Creating the Lions Quest program evaluation webpage.
Month 11	Lions Quest <i>Skills for Adolescence</i> – 1 workshop. Lions Quest <i>Skills for Growing</i> – 2 workshops. Lions Quest <i>Skills for Action</i> – 2 workshops.	Creating <i>Skills for Growing</i> school curriculum by the workteam previously assembled.	2 briefing sessions and/or workshops to promote Lions Quest school certification standards.	Testing the Lions Quest evaluation webpage.
Month 12	Lions Quest briefing session for Lions Clubs members, teachers and school administration staff, parents. Lions Quest <i>Skills for Adolescence</i> – 1 workshop. Lions Quest <i>Skills for Growing</i> – 2 workshops. Lions Quest <i>Skills for Action</i> – 2 workshops.	The approval/national accreditation of <i>Skills for Growing</i> school curriculum – school-based curriculum, by the Ministry of National Education.	Establishment of some Lions Quest Clubs.	Testing the Lions Quest evaluation webpage.

• Strategies for cultivating interest of schools in Lions Quest

- Organising Lions Quest briefing sessions for teachers and school administration staff, parents and representatives of the local community in all areas of the country;
- Printing Lions Quest informational materials and making them available in schools with the help of Lions Clubs, County School Inspectorates, Teaching Staff Resource Centers; developing the webpage of the program, www.lionsquest.ro, creating the Lions Quest program evaluation webpage ;
- The continuous updating of the Lions Quest program Romania website;

- Creating a Facebook and Twitter page that promotes and offers information about the Lions Quest program;
 - Distribution/Popularization of *Skills for Adolescence*, *Skills for Growing and Skills for Action* school curriculums in all schools of Romania with the support of the Ministry of National Education and Lions Clubs;
 - Publication of *Skills for Adolescence*, *Skills for Growing and Skills for Action* school curriculums, examples of good practices and updates regarding the development of the program in Romania and around the world on Lions Quest Romania website www.lionsquest.ro;
 - Creation of an interactive digital platform of social and emotional learning based on Lions Quest program, accessible to students, teachers, parents, local community;
 - Promoting the Lions Quest program through mass – media (television channels, newspapers and radio);
 - Sending news letters to all the teachers that have attended Lions Quest workshops regarding the Lions Quest activity in the District and providing them with the latest news about the program;
 - School participation in establishing Lions Quest Clubs and offering them support for their activities;
 - Involving the schools in the development of standards for Lions Quest schools;
 - Lions Quest school certification;
 - Awarding the teachers and the schools that successfully implement the Lions Quest program;
- Strategies and action plan for communicating with local Lions clubs
 - Organising Lions Quest briefing sessions for Lions Clubs members in all areas of the country;
 - Organising briefing sessions and / or workshops for the members of the District Committee;
 - Lions Clubs participation in establishing Lions Quest Clubs and offering them support for their activities ;
 - Involving Lions Clubs in the development of standards for Lions Quest schools;
 - Promoting the Lions Quest program and its activities on District 124 Romania website;
 - Presenting the Lions Quest program and its activities in *Lions* magazine of District 124 Romania;
 - Sending news letters to all Lions members regarding the Lions Quest activity in the District;
 - Awarding the Lions Clubs and Lions members that successfully implement the Lions Quest program;
- Plans for reaching out to areas of need
 - Organising Lions Quest briefing sessions for schools and Lions Clubs located in areas of need;
 - Organising Lions Quest workshops for teachers that work in schools for children with special needs/disabilities, foster homes, re-education centers, juvenile detention centers, or work with Roma children and young people;
 - Partnership agreements with National Anti-Drug Agency, Special Olympic Romania, Ministry of Justice and non-governmental organisations and foundations that deal with children and teenagers’ protection, education and counselling;

There is a collaboration partnership between the Ministry of Justice, which manages the Re-education Centers within Romanian Detention Centers, and District Lions 124, regarding the implementation of the Lions Quest program. There are around 600 youngsters, aged 12-21, who have committed offences, learning in this centers. Lions Quest activities will be adapted so that they will correspond to the following objectives targeted at these young people: understanding of the seriousness of the committed offences, achievement of values, principles and skills that allows them to make correct and honest choices in life, acquiring the feeling of personal value and learning peaceful ways of expressing themselves and of conflict resolutions. *Skills for Adolescence* and *Skills for Action* workshops will take place in each Re-education Center and will be attended by teachers/educators/tutors, who work with middle and high school students/young people. *LQ Families as Partners* workshops will be held in each center and will be attended by the parents of these institutionalized youngsters. There will be a minimum of 12 Lions Quest *Skills for Adolescence* and *Skills for Action* workshops and a minimum of 6 Lions Quest *Families as Partners* workshops. The LQ activities that will take place in these centers will be monitored by LQ trainers. A detailed plan of intervention will be created.

The Lions Quest program is well-known by the network of schools for children/young people having different disabilities since it was presented during a meeting organized by the Ministry of National Education. We are proposing a Lions Quest workshop to take place in each school for children/young people with different disabilities (visually impaired, hearing impaired, movement impaired) – a minimum of 15 LQ workshops. The adaptation of the workshops will be made according to the beneficiaries' disabilities and taking into consideration their age. A minimum of 15 LQ *Families as Partners* workshops will also be organized and will be attended by the parents of these children. In partnership with IT specialists, we will finalize the access to the LQ program (*Skills for Growing* and *Skills for Action*) for visually impaired children/young people. For hearing impaired children/young people we will make video material of socio-emotional learning activities by using sign language – at least 4 activities for each Lions Quest module. A detailed plan of intervention will be created.

• Criteria for club and school participation (how clubs and schools will be selected for involvement in the expansion effort)

- Promoting the Lions Quest activities and the development strategy of the program within Lions Clubs, at Lions zone/regional meetings, Lions cabinet meetings and Lions national conventions, and encouraging Lions members to offer their services for the implementation of the program;
- Organising Lions Quest workshops with the help of local Lions Clubs in schools located in areas of need;
- Involving Lions Clubs and schools in the development of standards for Lions Quest schools;
- Selecting the clubs that can financially and logistically support (partially or totally) Lions Quest workshops.

• A list of any schools and/or Lions clubs which have agreed to participate (if schools have chosen a particular Lions Quest curriculum, please indicate). These schools, especially if they are not paying any matching funds, should sign an agreement to implement the program if their teachers are trained.

1. Colegiul Național de Informatică *Tudor Vianu* (*Tudor Vianu National College of Computer Science*), Bucharest;
2. Colegiul Național *Grigore Moisil* (*Grigore Moisil National College*), Bucharest;
3. Liceul Pedagogic *Anastasia Popescu* (*Anastasia Popescu Teachers College*), Bucharest;
4. Colegiul Național *Gheorghe Lazăr* (*Gheorghe Lazăr National College*), Bucharest;
5. Școala Gimnazială nr. 79 (Elementary and Middle School no. 79), Bucharest
6. Colegiul Național *Spiru Haret* (*Spiru Haret National College*), Bucharest;
7. Școala Gimnazială *Ioan Heliade Rădulescu* (*Ioan Heliade Rădulescu Elementary and Middle School*), Bucharest;
8. Colegiul Național *Emil Racoviță* (*Emil Racoviță National College*), Iași;
9. Colegiul Național (National College), Iași;
10. Colegiul Național *Emanuil Gojdu* (*Emanuil Gojdu National College*), Bihor;
11. Liceul Teoretic *Ovidius* (*Ovidius Theoretical High School*), Constanța;
12. Colegiul Național *Al. Ioan Cuza* (*Al. Ioan Cuza National College*), Focșani, Vrancea county;
13. Liceul Teoretic *Grigore Moisil* (*Grigore Moisil Theoretical High School*), Timișoara;
14. Școala Gimnazială *Mircea Eliade* (*Mircea Eliade Elementary and Middle School*), Craiova, Dolj county;
15. Școala Gimnazială *Gheorghe Țițeica* (*Gheorghe Țițeica Elementary and Middle School*), Craiova, Dolj county;
16. Colegiul Național *Mihai Eminescu* (*Mihai Eminescu National College*), Botoșani;
17. Colegiul Național *Andrei Șaguna* (*Andrei Șaguna National College*), Brașov;
18. Liceul Teoretic *Nicolae Bălcescu* (*Nicolae Bălcescu Theoretical High School*), Cluj-Napoca;
19. Colegiul Național *Gheorghe Lazăr* (*Gheorghe Lazăr National College*), Sibiu;
20. Colegiul Național *Emil Racoviță* (*Emil Racoviță National College*), Cluj-Napoca;
21. Colegiul Național *Costache Negruzzi* (*Costache Negruzzi National College*), Iași;
22. Colegiul Național *Gheorghe Șincai* (*Gheorghe Șincai National College*), Baia Mare, Maramureș county;
23. Școala Gimnazială nr. 24 (Elementary and Middle School no. 24), Timișoara;
24. Centrul Școlar de Educație Inclusivă (School Centre for Inclusive Education), Brașov;

- 25. Liceul Special pentru Deficienți de Vedere (Special High School for Visually Impaired), Cluj-Napoca;
- 26. Special Olympics Romania;
- 27. Timișoara Polytechnic University.

• Strategies and action plan for retention of schools In addition to the above, the action plan should include a time table and schedule for the various action steps.

- Organising Lions Quest program evaluation workshops in the schools involved;
- Applying the Lions Quest pre and post evaluation questionnaires and analyzing the results;
- Organising *Skills for Growing*, *Skills for Action* and *Skills for Adolescence* workshops in this schools;
- Creating a discussion forum on the Lions Quest program Romania webpage for teachers and schools involved in the program in order for them to share their experiences ;
- Sending news letters periodically (regarding the progress and the implementation of the program) to all schools and teachers involved in the program.
- Making presentations of *Skills for Growing* and *Skills for Action* school curriculums in the schools involved in the Lions Quest program. Schools will be encouraged to make these curriculums part of the school-based curriculum.
- The schools that are involved in the program will be encouraged to implement the Lions Quest school standards.
- Evaluating the Lions Quest program in schools. Evaluation procedures and questionnaires for students, teachers, parents, school management, and community members will be created and applied. Students, teachers, parents, members of community, and the school management will be interviewed. These procedures will be achieved with the support of Universitatea de Vest Timișoara (West University of Timișoara) and Institute of Education Sciences of Romania based on a collaboration partnership. We will evaluate the Lions Quest program by using subjects – students, teachers, parents, school management, and members of community – from a minimum of 5 schools where LQ workshops took place (from different geographical areas, having different numbers of students) by comparing them with a minimum of 5 control groups (control schools) where the LQ program has not yet been implemented. We will also use, as a research method, the Focus Group Technique. Focus Group, as a qualitative research technique, consists of a group of people (between 6 and 12) having a moderate discussion about a certain subject (discussion focused on the objectives of the Lions Quest program), taking into consideration the uniformity of opinions, the age of the participants, the socio-demographic or status characteristics, etc. The discussion may take place online, on an Internet evaluation platform. The selection of the participants will be made based on a recruitment questionnaire by using the web evaluation platform that ensures the uniformity of the discussion group and filters, at the same time, the participants according to the desired socio-demographic characteristics. The results of the Lions Quest evaluation will be made public during the Lions cabinet meetings and conventions, conferences, symposiums, publications, etc.

10. Steering committee: Review the composition and responsibilities of the Lions' project steering committee (also include information on any committee structures at the club and sub-district level). List names and titles of all members. Consider Lions and non-Lion members.

Grant Administrator: **Dănuț ȘAIN** – Governor 2019-2020, District 124 Romania;

Project Chairperson: **Marin Florin ILIES** - Director of Lions Quest program,
District 124 Romania;

Members:

- **Radu CRISTEA** – PDG - LC Cluj-Napoca Transilvania, responsible for monitoring the financial process of the program; (Contact details: email: radu@pcdoctor.ro, tel. 0040759-029529)
- **Ion Antonio TACHE** – PDG – responsible for monitoring the program's implementation;
(Contact details: email: antonio.tache@lionsploiesti.ro, tel. 0040-723-696945);
- **Gabriel ILIEȘ** – LC Deva Sarmizegetusa, certified LQ Trainer, responsible for the program's institutional development; Contact details: email: iliesgabriel@yahoo.com, tel. 0040-722-740831)
- **Elena LUPSA** - Colegiul Național *Decebal* (*Decebal* National College) Deva, responsible for the Lions Quest school curriculum development;
(Contact details: email: elenalupsa@yahoo.com, tel. 0040722736474)

- **Olimpiu COCIAN** – LC Bistrița, responsible for institutional partnerships with NGOs.
(Contact details: email: olimpiucocian@gmail.com, tel. 0040-744-598760)
- **Elena Manuela DAVID** – LC Suceava, responsible for program evaluation.
(Contact details: email: elenamanueladavid@gmail.com, tel. 40-741-633445)
- **Marin POPESCU** – general school inspector - ISJ Timiș, , responsible for institutional partnerships in education; (Contact details: email: marin.popescu@e-uvr.ro, telefon: 0040755240201)

Financial Requirements:

11. Expenses: Please review and explain the cost estimates for teacher training and any budgeted items for project promotion, administration and follow up.

12. Income: Provide an overview of local sources of funding, including funds anticipated or currently available from Lions clubs, as well as possible non-Lions funding sources (e.g., schools and other institutions).

13. Attach project budget. Be sure to list individually all separate sources of funding for the project (i.e., clubs, district, community, other organizations, etc.) Also indicate the status of the various funding sources, such as collected, pledged or anticipated amounts (or portions thereof).

Income	Year 1	Year 2	Total		Expenses	Year 1	Year 2	Total
District 124 România	9750	9000	18750		Workshops Logistics (1)	2500	2000	4500
School contribution	3250	3000	6250		Materiale (2)	2000	2000	4000
LCIF	37000	38000	75000		Trainer Expenses (3)	24000	24000	48000
					Adaptation/Translation (4)	2500	2500	5000
					Printare (5)	2000	8000	10000
					Special seminars/meeting (6)	8000	4500	12500
					Program research and evaluation (7)	4000	4000	8000
					Administration (8)	5000	3000	8000
					Other (9)			
TOTAL	50000	50000	100000		TOTAL	50000	50000	100000

1. Expenses for room rental, equipment, supplies and stationery needed for workshops, food, coffee, water for minimum 70 workshops planned.

2. Materials for workshop trainees: USBs containing LQ digital resources (*Skills for Adolescence*, *Skills for Growing* and *Skills for Action*) – minimum 2,000 pieces, promotional materials, presentation materials, LQ bags, pens, notebooks, etc.

3. Trainers' expenses (70 workshops) – around US\$685/workshop (trainer's fee US\$400, US\$125 – meals/workshop, US\$160 – lodging (2 nights) and transport /one workshop session). In case of force majeure the Director of Lions Quest Romania and the Governor of District 124 may approve three nights of lodging for the trainer.

4. Correction/Adaptation of LQ educational resources (500 sets of LQ *Skills for Adolescence*, *Skills for Growing* and *Skills for Action*) – US\$15, 000 (printing - US\$10,500, translation - US\$4,000, correction/adaptation - US\$500).

5. Printing/Reprinting of LQ set of books, Students Journal, the Families as Partners Guide – approximately 700 sets.
6. There will be 20 parent workshops and briefing sessions for Lions members, school principals and school inspectors. *Families as Partners* curriculum will be used for the parent workshops (10 workshops) and the workshops will take place in the schools where the Lions Quest program has been implemented. There will attend a minimum of 25 parents/workshop. The briefing sessions for Lions members (10 meetings) will take place in each area of our district and during each Lions zonal/regional/cabinet meeting or national Lions convention. There will be minimum 25 Lions members and members of the education community/meeting. Total beneficiaries: minimum 500.
7. The evaluation of the program – evaluation questionnaires, an evaluation web page, expenses for briefing sessions for teachers and students – flyers, brochures, briefing sessions, training them on the process of the questionnaires and the collection of the information. All these will be done by the universities and the institutions under the Ministry of National Education which our district has partnerships with and commercial institutions specialized in developing educational platforms. 10 evaluation workshops – re-quest workshops will be organized.
8. Expenses of Lions Quest Program Director – Romania and other members of Lions Quest Steering Committee: expenses related to Lions Quest workshop organization in the district, transportation to places where the workshops take place and lodging, briefing sessions, conference attendance, symposiums where the Lions Quest program and its implementation results will be presented (transportation, lodging, meals, and post costs), evaluation visits and visits whose purpose is Lions Quest certification for schools and/or establishment of Lions Quest Clubs.

Application Endorsement and Approval Signatures:

14. Application endorsement: Multiple/single or sub-districts must receive the endorsement of their respective multiple district council or district cabinet.

This must be shown by a copy of the minutes of the multiple district council or district cabinet meeting at which the decision to apply for a grant was certified. For two or more sub-districts applying jointly, each sub-district must provide minutes from its respective cabinet meeting. The council chairperson or single/sub-district governor at the time of grant approval serves as grant administrator.

Statement by Council Chairperson or District Governor:

To the best of my knowledge, the information submitted is accurate and the need for the program exists as indicated. I endorse this proposal and will do everything in my power to ensure proper and efficient administration of any funds granted, proper accounting and regular reporting to the Lions Clubs International Foundation.

Council Chairperson/Governor/or Governor of record* (print name)
District Number

DG Dumitru Dănuț ȘAIN
DISTRICT 124 ROMANIA

Signature _____

Print address: **România, județul Argeș, localitatea Câmpulung, strada Crețșoara nr.4**
Telephone, fax and e-mail information: **0040744592151, dan.sain@famiro.ro**

Project Chairperson (print name)

Marin Florin ILIEȘ

Signature _____ 

Print address: **România, județul Hunedoara, localitatea Deva, str. Viilor nr.16**
Telephone, fax and e-mail information: **0040723375399, florin_ilies@smart.com.ro**