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By Lee E. Stanish

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For the degree of Master of Science

Is approved by the final examining committee:

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PERCEIVED BENEFITS OF POLISH 4-H IN THE SWIETOKRZYSKIE VOIVODSHIP OF POLAND

A Thesis

Submitted to the Faculty

of

Purdue University

by

Lee E. Stanish

In Partial Fulfillment of the

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of

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PREFACE

Prior to this project, the researcher had experience with both American 4-H, and the country of Poland. From 1989 to 1999 the researcher was an active 4-H member in his home state of Pennsylvania. Later, as an undergraduate student in agriculture, the researcher began a journey interacting with the people and country of Poland. This journey would continue through present day, spanning nearly a decade. It enabled seeing Poland from various vantage points. These included:

- living in Krakow, Poland in 2000 as an undergraduate student for 4 months
- visiting Poland as a tourist in 2003 for one week
- traveling to Poland as a 4-H volunteer in 2006 for two weeks
- leading Indiana 4-H youth on a two week exchange to Poland in 2008.

The researcher's Poland and 4-H background supports the climate for completing this project. "Extended engagement" with a project can produce a higher quality end result (Hatch, 2002, p. 12). Creswell (2007) added that extensive field time breaks barriers of access and rapport which can lead to gaining an "insider" perspective.

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ABSTRACT

Stanish, Lee Edward. M.S., Purdue University, December 2009. Perceived Benefits of Polish 4-H in the Swietokrzyskie Voivodship of Poland. Major Professor: Jerry L. Peters.

The purpose of this study was to collect data from various Polish 4-H audiences to better understand the Polish 4-H system, and determine its benefits. The objectives included: 1) To describe basic characteristics of Polish 4-H; 2) To describe the interaction between Polish 4-H and the Polish public school system; and 3) To explore the perceived benefits of the 4-H program in the Swietokrzyskie Voivodship as viewed by school administrators, 4-H Leaders, parents, 4-H members, and 4-H alumni. A mixed methods approach was used to obtain data for analysis. The target population for this study included 234 participants residing in the Swietokrzyskie Voivodship. Findings were that a majority of participants surveyed were female. Participants perceived 4-H as useful for individual development, as a teaching method, and as a tool for local community development. Approximately 83% of respondents reported that 4-H participation improves students' grades in school. Of the 234 respondents, 28 were able to travel on an international exchange through 4-H. Many youth noted how 4-H had improved their self-confidence, organized their leisure time, developed their passions, and positively influenced their chosen lines of study.

CHAPTER 1 INTRODUCTION

4-H emerged as an American idea in the early 1900's. Geared as a nonformal approach to educating American youth, it was primarily driven by two factors: A concern for adequate and relevant education in rural areas, and promotion of improved agricultural technology (www.4-H.org). Rural country life was a trial of personal strength. 4-H promoted methods of hands on learning and practical education for rural youth to achieve success (Reck, 1951).

American 4-H matured as an organization. It found an operating base in each state, via the United States land-grant college system. American 4-H also grew to be defined by science-based, non-formal educational activities that were family and community-based (Wessel & Wessel, 1982). By 1950 the American 4-H movement, represented by its four-leaf clover symbol, would be described as "an important social and educational development that is a part of the nation's cultural growth" (Reck, 1951, p. vii). Researchers continue to study the 4-H organization and its programs, seeking to quantify its benefits to individuals and society (Ladewig & Thomas, 1987; Pigg & Meyers, 1980).

Today over 6 million American youth participate in 4-H programs nationwide. In contrast to the early years of 4-H, a wide range of youth development curriculum now attract youth from diverse geographic backgrounds. For a summary of the reach and geographic residence of U.S. 4-H youth see Appendix A.

Just as ideas migrate into America and adapt, the 4-H non-formal education idea migrated and adapted outside U.S. borders. This mobilization occurred as a result of foreign partnerships with U.S. land grant colleges (Cooperative State Research Education and Extension Service, 2008), foreign visitors to the United States (Staude, 2002), and national and international organizations (Cooperative State Research Education and Extension Service, 2008; FAO - Research, 1995). However, when entering new countries, 4-H assembled amidst the needs and forces of those countries. Brennan (1997) noted this relationship between a nonformal education system and a population. Brennan remarked that though non-formal education systems sometimes appear with universal traits, they often reflect nation and culture. As such, between 1920 and 2002, 37 non-U.S. countries (Appendix B) emerged with their version of the 4-H idea. This included organizations named 4-H, 4-I, 4-K, 4-C, 4-S, 4-F, and 4-A (Cooperative State Research Education and Extension Service, 2008). The Cooperative State Research Education and Extension Service (known as CSREES) website indicated that not all country 4-H programs listed were current or verified. Additionally, 4-H has also migrated a third time beyond U.S. borders. In a pay it forward concept, both Finland and Norway have also passed the idea on, aiding the mobilization 4-H activity in

Gambia, Ghana, and Namibia (Cooperative State Research Education and Extension Service, 2008).

Background of the Study

Poland began a complex and protracted decentralization away from Soviet rule during the early 1980's. A key group, the Polish Solidarity Movement, united Polish workers, intellectual dissidents, and the Catholic Church with a common mission to repress and rescind Soviet control of Poland (Glenn, 1995). The speed of this movement surged in Poland as communism fell in 1989. Poland continued a process of transition, which it had already begun, to a new economy. But legacies of the past were hard to conquer. Poles often held attitudes such as "a mindset to speak little about the future, little about the present, and a lot about the past" (C. Nowak, personal communication, February 17, 2000). (Kochan, 2006, p. 40) described this notion of Polish behavior, categorizing Poles as "rigid adjusters" rather than "risk takers". Inconsistent visions from politicians and experts also slowed the forward momentum of the Polish economy (Glenn, 1995). Still, market-oriented thinking held broad appeal to the post-Soviet architects of decentralization (Tomiak, 2000). Some theorists suggest this occurred because it was the correct solution for Poland (Sachs, 2005). However Glenn (1995) noted that the market-oriented economy idea simply offered an optimistic alternative; one which did not look like communism. Regardless of reason, Poland would begin a journey of reform leading to European Union membership, which occurred in 2004.

The post-communist changes of the early 1990's had a great impact on the formation and implementation of education in Central and Eastern Europe (Mitter, 2003). Polish education faced a chaos of opinions, nationally and internationally, about what it should look like. Additionally, it faced challenges of defining its administrative role, a lack of funding, and low order in national priority (Tomiak, 2000). These issues perpetuated a slow macro-level movement of national educational policy in Poland (Mitter, 2003). Poles felt distressed with a standardized education system, and did not want to accept stagnation of the system that would educate their children (Glenn, 1995). 4-H became one educational tool available on a local level to the Polish education system in the early 1990's.

Geographically, Poland is divided into three tiers of "territories" for political governance (Kowalczyk, 2000). The primary tier is the voivodship, of which there are 16 in Poland. Each voivodship is divided into smaller powiats, or counties. Finally each county is further divided into gminas, or small municipalities. For detailed information on the administrative responsibilities of each of the three tiers see Appendix C.

One specific voivodship in southern Poland is the Swietokrzyskie Voivodship. See Appendix D. The Swietokrzyskie Voivodship, one of Poland's smallest, amounts to 11,708 sq km (4,521 sq miles), which is 3.7% of the country's total area (Office, 2009). The region is inhabited by 1,285,000 people. As a comparison, Tippecanoe County Indiana, the home of Purdue University, is 500 square miles in size (http://www.stats.indiana.edu/profiles/pr18157.html). Therefore the Swietokrzyskie

Voivodship is approximately 9 times larger in land mass than Tippecanoe County. The voivodship comprises 13 administrative powiats (Office, 2009). Of the Swietokrzyskie voivodship's population, 198,200 youth are attending primary and secondary schools. The voivodship is comprised of 13 powiats. 4-H enrollment in the Swietokrzyskie Voivodship translates into 1.5% of the youth in the public school system. While as a comparison, 4-H enrollment in Indiana translates into 21% of the youth in the public school system (Education, 2009; Extension, 2008).

Purpose of the Study

The purpose of this study is to explore the benefits of Polish 4-H within the Swietokrzyskie Voivodship. As such, this research project will capture perspectives from School administrators, 4-H leaders, 4-H members, 4-H alumni, and parents of 4-H members – about their perceived benefits of 4-H. Specifically, this study will address the following research questions:

1. What are some basic characteristics of Polish 4-H. (Participants, programs, objectives)?
2. What is the interaction between Polish 4-H and the Polish public school system?
3. What are the perceived benefits of the 4-H program in the Swietokrzyskie Voivodship as viewed by school administrators, 4-H Leaders, parents, 4-H members, and 4-H alumni?

Rationale

In European Extension systems, Extension advisory services provided by the Ministry of Agriculture do not include a youth clientele component (Lindley, 1993). The researcher confirmed Lindley's remarks through attendance of the 2008 European Society of Extension Education Conference (*European Seminar on Extension Education*, 2008). In Poland, Extension policy dictates that individual Extension offices can choose to engage in, but are not structured with, a youth component. Rather their organizational structure contains staff responsible for a classification known as "rural development". Sometimes, depending on the direction of the office and its leadership, this rural development position includes 4-H as part of its services. Kasia Boczek, Polish 4-H Foundation President, noted that this frames 4-H youth work in an unstable position within the Osrodek Doradztwa Rolniczego (ODR, Polish Extension System), because there is not a natural organizational hiring replacement in each ODR office for someone who is responsible for 4-H youth programming. For an organizational chart of the Polish Extension system see Appendix E. Polish Extension Professor and key Extension leader Jozef Kania noted that the Polish Extension structure is focused primarily on adult education, therefore the system can leave the 4-H youth component in an atmosphere of fragmented funding (J. Kania, personal communication, June 19, 2008).

In a conversation with the national Polish 4-H Foundation President, Kasia Boczek, she indicated that no research exists to evaluate the benefits of Polish 4-H (K. Boczek, personal communication, June 29, 2008). Polish Agricultural Professor Dr. Kazimierz

Wiek noted that this research gap perpetuates a lack of understanding and awareness of Polish 4-H to administrators and the general public (K. Wiek, personal communication, June 19, 2008). Russell builds on Wiek's thoughts by stating "research and evaluation have been an important foundation of the 4-H program, and play a crucial role in public accountability" (Russell, 2001, p. 8) American Foreign Agricultural Services diplomat in Poland, Eric Wenberg, also seeks description and clarity of the benefits of the Polish 4-H system. Wenberg stated he "supports Polish 4-H and wants to see it grow" (E. Wenberg, personal communication, June 25, 2008).

Capturing a snapshot of 4-H, as an infant organization in Poland, is worth researching to document the pioneer years of the Polish 4-H system. In 1951 Franklin Reck wrote the following about his reasoning for studying the early history of 4-H in the United States:

> "A characteristic of almost any history is that the formative years are more exciting than the later ones. The early years produce the experimenters, the valiant pioneers groping in a wilderness, the missionaries of a new process. Throughout this book the author has attempted to meet this challenge by frequently focusing the scene down to a boy, a girl, an agent, a single club, or a single region. Their purpose is to help the lay reader understand the significance of 4-H by seeing people in action in a specific setting" (Reck, 1951, p. vii).

The Polish 4-H Foundation, Polish Agricultural Universities, the Polish Extension System, and USDA Foreign Agricultural Services all hold a common desire – to better understand and document the benefits of 4-H in Poland. United Nations Senior Officer for Agricultural Education noted "In every country where youth programs (4-H) have been introduced, there has been a positive effect on the lives of thousands of young

men and women" (Lindley, 1993, p. 8). With some 7,000 members participating in Polish 4-H today (Foundation, 2008), research is warranted to give tangible evidence of these educational effects for Poland - to aid in Extension policy, 4-H funding, 4-H awareness, and diplomacy.

Assumptions

Human behavior, and therefore social science research contains many complexities (Ary, Jacobs, Razavieh, & Sorenson, 2006). Measuring such biological "intangibles", as perceptions, attitudes, and opinions, is the most challenging type of survey research (Ary et al., 2006, p. 402). To complete the task for this research project, it was assumed that the choice of random clusters of participants imparted objectivity. The research survey instrument was developed in English and translated into Polish, noting both content and cultural characteristics during translation. It was therefore assumed that the Polish participants were able to read and understand the survey. It was also assumed that participants answered honestly. Lastly, it was assumed that the survey administrator, Dr. Czeslaw Nowak, administered the survey and data collection in a complete and objective way.

Definition of Terms

Clients: Individuals who Extension serves through the educational process. May include 4-H and other youth, adult volunteer leaders, and adult learners (Seevers, Graham, Gamon, & Conklin, 1997).

Cooperative State Research, Education, Extension Service (CSREES): National level of USDA organization for research and Extension established in 1994 under the Government Reorganization Act. Formerly Extension was a separate unit within USDA referred to as Extension Service – United States Department of Agriculture (Seevers et al., 1997).

Cooperative Extension Service: In the U.S., a public-funded, nonformal, educational system that links the education and research resources of the U.S. Department of Agriculture, land-grant universities, and county administrative units. The basic mission of this system is to help people improve their lives through an educational process that uses scientific knowledge focused on issues and needs (Seevers et al., 1997).

Extension Educators: In the U.S., professional employees of the state Extension service of the land-grant institutions and the Extension Service USDA. May include county staff (agents, program assistants, EFNEP educators), District Staff (agents, program specialists), and State Staff (administrators, program specialists) (Seevers et al., 1997).

Formal Education: An education associated with schools (Etling, 1993). Additionally (Coombs, 1973, p. 11) adds “the hierarchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training”.

4-H: In the United States, a youth organization administered by the Cooperative State Research, Education, and Extension Service of the United States Department of Agriculture, with the mission of "engaging youth to reach their fullest potential while advancing the field of youth development." The name represents four personal development areas of focus for the organization: head, heart, hands, and health. The organization serves over 6.5 million members in the United States, from ages five to nineteen in approximately 90,000 clubs. Clubs and related organizations now exist in many other countries as well; the organization and administration varies from country to country (Wikipedia, 2009).

Gmina: A small geographical and political subdivided unit within a Powiat in Poland (Kowalczyk, 2000).

Land-grant Philosophy: Education outreach with emphasis on practical and useful knowledge, linkage to research, and the use of hands-on approach, and programming in a nonformal or non-school setting (Seevers et al., 1997).

Nonformal Education (NFE): Etling as defined by Kleis, 1973, p. 6 states, “Any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (i.e. taking roll, enforcing discipline, writing reports, supervising study hall, etc.)” (Etling, 1993).

Osrodek Doradztwa Rolniczego : The Polish Agricultural Extension Service System commonly referred to as “ODR”. The ODR functions under the direction of the provincial branch of the Polish Ministry of Agriculture and Food Economy. The ODR covers all aspects of agriculture including production technology, marketing, and household (Programme, 2009).

Powiat: A secondary and medium sized geographic and political subdivided unit within a voivodship in Poland (Kowalczyk, 2000).

Voivodship: The primary and largest geographic and political subdivided unit of the country of Poland (Kowalczyk, 2000).

CHAPTER 2 REVIEW OF LITERATURE

4-H Becomes an Educational Method That Fit for Rural America

At the turn of the 20th century in America, there was a distinct interest in the education of rural Americans. Reck (1951) captures a quote from Cornell scholar of the times, L.H. Bailey, who set the tone of this early 1900's era. In a USDA boys and girls club circulation, Bailey remarked that "School training may unfit the child to live in its normal and natural (rural) environment" (Reck, 1951, p. 7). This sentiment suggested that rural schools were failing to train students for rural life (Reck, 1951). Bailey was not alone. The American social climate of the early 1900's offered an environment conducive to actively improving its rural education problems. These included:

- A growing sentiment for practical education
- A feeling that rural schools are inadequate
- Urging of agricultural colleges and farmers' institutes to pass new techniques to rural communities
- Theodore Roosevelt and the Country Life Movement to improve the lives of rural America (Reck, 1951)

As a result, experimentation of new practical teaching methods occurred in the rural classroom. U.S. farm youth became the center of attention (Reck, 1951). Examples of such methods included corn clubs, canning clubs, and L.H. Bailey's nature pamphlets in New York (Reck, 1951). All provided pragmatic and experiential learning avenues for rural youth to be unashamed, successful, and "accept the challenge of life around them" (Reck, 1951, p. 10). This would come to embody the 4-H idea.

Rural public formal education became aided by 4-H non-formal education. Sometimes termed "school enrichment", 4-H utilized "clubs, camps, group meetings, sporting or arts activities, or youth-led events to carry out educational work" (Russell, 2001, pp. 2, 5). In this way, schools provided easier access to a greater diversity of youth (Russell, 2001). Brennan captured the interaction between an nonformal education system and the formal school system by dividing nonformal education systems into 3 categories (Brennan, 1997). These included "complemental " which delivered education to a particular group of people for which formal education was designed but had not been able to achieve (such as school dropouts), "alternative" which delivered education by rediscovering indigenous or traditional educational practices, and "supplemental" which delivered education with quick response time based upon social and economic needs of a country.

4-H: Does it Make a Difference?

4-H was created for both the educational development of youth, and as a means for engaging their talents and energy for constructive public benefit (Peters, 1999). In 1926 George Farrell produced a study of the first 10 years of 4-H in America. Peters (1999) quotes Farrell that 4-H advantages included a "new and interesting partnership with their parents and neighbors", and "valuable experience in giving up some immediate interest for the larger one of trying to make the general home life of the community in which they live as fine as possible" (Peters, 1999, p. 18). Measurements of these outcomes, however, have been sought from the various stakeholders of the 4-H organization throughout history.

From the individual local taxpayer (Peters, 1999), to state and local agencies, to national agencies as Federal Government, stakeholders have sought tangible outcomes from 4-H. Studies commandeered by the U.S. federal government entitled "Recommended Policies Governing 4-H Club Work" (Peters, 1999, p. 18) completed in 1935, and the "Social and Economic Consequences of the 4-H Program" (Pigg & Meyers, 1980) completed in 1980. Additionally, state and local agencies have completed studies (Kress, Undated) and will be further addressed. Unfortunately, evaluative research of 4-H benefits to youth, families, and communities has been "frustratingly small" considering its 100 year history in the U.S. land grant college system (Russell, 2001).

Research on 4-H has been segregated into various themes in the attempt to study the organization and its complex outcomes. Russell (2001) suggested that 4-H studies are generally divided into those of youth involved in 4-H, and those focusing on various adults' perceptions of 4-H. Stated in a slightly different way, Peters (1999) made a similar distinction by calling 4-H impact "personal" and/or "public" (p. 22). In a more detailed fashion, national 4-H taskforces have developed a series of Professional Research, Knowledge, and Competency foundations (Coleman et al., 2004). Commonly referred to as "4-H PRK", this system thematically divides 4-H for evaluation and development of the organization. Primary themes include youth development, volunteerism, access, partnerships, and organizational systems. Lastly, (Yin, 2003) took a slightly different approach in Extension program evaluation by focusing on a set of concrete and abstract units of analysis. This approach includes considering the educational program as it pertains to one or more of the following: individuals, organizations, schools, partnerships, communities, relationships, decisions, and projects. In summation, evaluation of 4-H becomes a complex analysis based upon the researchers' interests and the various populations who are being asked about 4-H.

Just as the federal government was interested in the measurement of 4-H outcomes, local and state agencies have evaluated 4-H through populations of 4-H alumni, 4-H leaders, and 4-H youth. In 1987 a systems approach to studying 4-H benefits called "Does 4-H Make a Difference: The 4-H Alumni Study" was published (Ladewig & Thomas, 1987). Here Ladewig and Thomas researched 4-H benefits by a

national telephone survey of 710 randomly chosen 4-H alumni. The survey also included 743 former members of other youth organizations, and 309 nonparticipants in youth organizations. Impact was measured by life skills learned. Respondents noted gained communication and cooperation skills, opportunities to develop their skills, making contributions to their program/organization, and desire to seek future leadership opportunities as some such benefits. Other findings included that though 4-H alumni were more involved in community activities than their non-4-H alumni peers, many of their youth program experiences were not translated into corresponding levels of adult activity. The researchers further found that the life skill benefits of 4-H revolved around the years of participation in 4-H, age of entry into 4-H, and the gender of the respondent. Finally factors discovered by the survey for potential improvement of 4-H programming included: enhancing the visibility of 4-H, recognizing different needs for older youth, and coupling leadership skills and leadership opportunities.

4-H alumni were highlighted again in a 2003 Nebraska study of life skill development through 4-H clubs (Fox, Schroeder, & Lodl, 2003). Here the researchers used a descriptive mixed methods paper survey developed by a focus group of 4-H leaders, volunteers, alumni, and Extension staff. The survey was given to 264 purposefully sampled alumni (representing a range of involvement, years of membership, and project interests) in Nebraska. Participants completed quantitative and qualitative questions pertaining to their perceived life skills and rank because of 4-H club experiences. Results concluded that 4-H club experiences do affect the

development of life skills in youth. These included benefits in the areas of technical skills, communication skills, personal and social skills, and leadership skills. The study also noted that many 4-H alumni had been shaped in their philosophy of competition by 4-H. Also noted was understanding winning, losing, and being proud of what you have done either way.

In 1997 a study by Taylor-Powell, Hutchins, and Reed, 566 groups of Wisconsin 4-H leaders were surveyed across 48 counties in Wisconsin. This study particularly focused on the community service benefit aspect of participating in 4-H. County Extension agents distributed and collected the survey, which was adapted from a Search Institute survey called "Beyond Leaf Raking: Learning to Serve/Serving to Learn". Results showed that 4-H benefits included: positive promotion of agriculture, community beautification, civic involvement, intergenerational activity, social skills, technical educational benefits, environmental benefits, economic benefits, and seeing youth as assets for the community (Taylor-Powell, Hutchins, & Reed, 1997).

In 1999 a major study of 4-H clubs in New York was completed (Rodriguez, Hirschl, Mead, & Goggin, 1999). The study included several phases. First, 12 focus groups were held to represent geographic and rural/urban regions of the state. These groups totaled approximately 120 people, and contained 4-H Extension staff, club leaders, program assistants, volunteers, 4-H club members, and 4-H parents. Data collected were analyzed into themes. These included an examination of youth

development programming in 4-H, suggestions for program improvement, and to inform the construction of a later "Members Only" survey.

Next was a 4-H Club Profile Survey. Designed to collect information on demographics, programming, and staffing, the survey was administered to all 58 counties of New York. Then an electronic survey was produced specifically for 4-H educators and administered statewide. Both the club profile survey and the educator survey were analyzed to garner programming suggestions, support future grant funding statistics, and used to construct the centerpiece of the entire study, the "Members Only" survey. The survey drew from developmental asset scales of the Search Institute. Additionally, items from the above surveys were incorporated. The survey was sent to 14,000 eligible youth in 5^{th}-12^{th} grade. 3198 completed surveys were returned. "Qualitative data provided a wealth of rich data upon which to draw conclusions about the difference 4-H Club membership makes in a young person's life" (Rodriguez et al., 1999, p. 59). Conclusions found that 4-H youth had gains in the areas of public speaking, problem solving, goal setting, leadership skills, planning skills, self-confidence, citizenship, communication skills, understanding diversity, money management, improved performance at school, expanded horizons, organizational skills, respect for others, patience, loyalty, tolerance, real-world experience from hands on projects, and a desire to make a difference in their communities.

Evaluating Non-U.S. 4-H Systems

Though it is a known fact that 4-H systems exist outside of the United States, no data base exists that is fully comprehensive of 4-H movements internationally (R. William "Bill" Seiders, personal communication, August 26, 2008). This makes the study and creation of evaluations for international 4-H systems somewhat fragmented. As previously discussed, evaluation in most cases comes as a requirement of stakeholders such as administrators, financial supporters, and development agencies of 4-H which desire to know if it is making a difference. The United States use of the land-grant college as a common-thread base of 4-H administration promotes a more singular database of evaluation. However non-U.S. countries utilize various state and local entities to administer 4-H (Thompson, 1985). While these administrative systems might be considered unique and operationally successful to a specific country, they also add a lack of continuity to international 4-H system research and evaluation. Additionally, lack of comprehensive international youth research has been attested in part to lack of accessibility due to linguistic differences (Bois-Reymond & Chisholm, 2006).

Crusaders of the 4-H idea have developed the program around the world. Coming from the U.S. to other countries, from NGO's to non-U.S. countries, and within non-U.S. countries, sometimes these crusaders leave a paper trail. In a conversation about 4-H, United Nations Senior Rural Youth Development Officer from 1993-2004 Bill Seiders offered a timeline to piece together international 4-H developments (R. William "Bill" Seiders, personal communication, August 26, 2008). Seiders timeline suggested

that most international 4-H developments occurred within three periods of time. These included Pre-WW II, Post WW II, and during the U.S. Aid land grant movement of the 1960's. This timeline suggested by Seiders has been reflected in Appendix B. In this timeline of scattered 4-H developments, agencies encouraging 4-H in specific countries have been tracked in published and unpublished reports. For example, documents exist tracking the long term effort to encourage and develop 4-H in Botswana during the early 1970's (Thompson, Undated). Crusaders also tend to track the (direct or indirectly intended) educational value of participating in 4-H development and exchange on individuals. Such reports can be found in "4-H International Programs Studies: 1952-1971" (Thompson, 1985). Later studies with this similar focus included (Place, 1998) (Boyd et al., 2001); (Singletary, Smith, & Evans, 2005); (Roper, 1993); (Etling, Kalangi, & Waites, 1990); (Etling, 1994); (Torretta, 2007); (Radhakrishna & Ingram, 2004); (Arnold, 2004); (Odell, Williams, Lawrence, Gartin, & Smith, 2002); and (Stitsworth, 1988).

Cultural differences between countries also fragment international 4-H system research. In 2002 U.S. researcher Staude completed an ethnographic study comparing the Wisconsin 4-H and Finnish 4-H systems (Staude, 2002). Staude noted that though 4-H of various countries share the motto "learn by doing", the outcomes produced by 4-H are very different. "In the United States projects focus on life skill development" while 4-H in Finland produced an outcome in "some type of income for the members" (Staude, 2002, p. 62). This example shows that researching a non-U.S. 4-H system requires specific attention in evaluation. To use a highly ranked 4-H measurement tool

from the U.S. to measure 4-H in Denmark would be ethno-centric without proper adjustment.

In a further attempt to locate examples of 4-H evaluations in non-U.S. settings, the researcher sent an email communication on 8/29/2008 to the current liaisons of six European 4-H systems (Denmark, Finland, Norway, Latvia, Estonia, and Sweden), only one noted a known research study in their country on 4-H. This country, Denmark, had completed two 4-H research studies in the area of surveying its 4-H members in 1989 and looking at 4-H as one of several voluntary organizations in 1996 (K. Madsen, personal communication, September 1, 2008). Yet these documents only exist in the native language.

Polish 4-H

"The cardinal principle governing the adaptation of 4-H Club work in other lands is the recognition of local needs and the importance of taking all the necessary steps to adjust the new system to meet these needs" (Federal Extension Service, 1958, p. 44).

"Reforming education involves questioning national priorities" (Kochan, 2006, p. 15). The time and space of national priority and educational challenges in early 1900's America carry certain parallels to the post-Soviet educational challenges of Poland during the 1990's. Common among Poles during this time was a stigma of inequality in access to education (Kochan, 2006). In a conversation with local political leader Bogan Sobon, he noted that this inequality of access is particularly true when comparing the

strong funding of urban schools to those which reside in rural areas (B. Soban, personal communication, June 23, 2008). Consequently, the smallest local villages are often left behind. Additionally, like Americans of 100 years ago, Poles offered enthusiastic support for improving local education (Mitter, 2003). Glenn (1995) goes so far as to note that groups of Polish parents and teachers began to serve and recreate education with an aggression superseding initiatives taken in the United States. Contemplations included: What choices do educators have to improve the education of youth when the current structure is deemed inadequate? How can action be taken at a rural or community level? How can resources already available be used in new ways? Non-formal 4-H education in both American and Polish instances satisfied particular needs in educating their respective populations. Yet measurement of the benefits of Polish 4-H continues to be elusive and unresearched. Senior Agricultural University of Krakow Extension Professor, Dr. Czeslaw Nowak, noted a barrier to 4-H measurement being "There are no youth in Poland who have made it through school without a reform of some kind, so it is difficult to know what is working and what is not" (C. Nowak, personal communication, June 29, 2008).

4-H began in Poland in 1925, but then fell dormant until 1991 (Cook, 1995). During this interim 4-H club work morphed into Young Farmers' Professional Preparation courses (Foundation, 2008). After the fall of communism in 1989, cooperation between U.S. Land Grants and sister institutions in Poland revived the Polish 4-H movement (Foundation, 2008; Gelzleichter, 1997; Place, 1998). This

reintroduction of 4-H was largely due to the Polish/American Extension project. The first post-Soviet Polish 4-H club was then initiated in 1991 (Foundation, 2008). Later in 1993, the Polish 4-H Foundation was officially started to help raise funds and offer national leadership for Polish 4-H (Foundation, 2008). One form of assistance from the Polish 4-H Foundation, was to emphasize outstanding local leadership who significantly contributed to Polish 4-H in some way, through recognition. This recognition program, known as the "Crystal Clover" award, is annually bestowed by the Polish 4-H Foundation to three individuals in Poland who have most significantly moved the 4-H idea forward in their club or town (Stanish, 2008). Local teachers and government officials often become recipients of the award, which comes with financial benefit to the recipient.

Many centrally planned economies were not required to be responsive to public need (Brennan, 1997). Bodine quoted Kruszewski 1994 that "Polish schools had never served the particular interests of local community or family" (Bodine, 2005, p. 93). The schools had historically been centralized and hierarchical (Bodine, 2005). As a result, particularly evident in rural areas, the Polish school functioned in complete isolation from the local and cultural background of youth (McLaren & Giroux, 1990). Brennan added that certain nonformal education systems are particularly useful in periods where rapid and significant changes are required in an education system. In a conversation with Modliszewice Osrodek Doradztwa Roiniczego (ODR) Deputy Director, Jaroslaw Mostowski "Polish 4-H brings educational help to local communities and local people (J. Mostowski, personal communication, June 21, 2008). Mostowski continued that while

some educational programs in Poland yield standard curriculum across the voivodship or country, 4-H can specialize to offer local youth skills they can use in today's society". Here Brennan's definition of a complemental nonformal education system arises, in that 4-H had assisted a particular population of Poles in which the formal education system was designed for but was unable to achieve success (Brennan, 1997). Brennan continues that this lack of success for remote rural citizens can include insufficient schools, insufficient teachers, or a shortcoming of resources to expand the formal school system as needed.

Polish 4-H programs voluntarily operate within the formal Polish school system (J. Mostowski personal communication, June 21, 2008). The Polish school system contains a pre-school, 6 years of primary school, 3 years of middle school, and 3 years of high school or technical school. See Appendix F. Students pursuing the academic preparatory path can choose profile specializations such as Humanistic, Biologic, or Mathematic (C. Nowak personal communication, October 1, 2009).

Participation in 4-H programs is most popular at the primary school and middle school levels (S. Rogoz, personal communication, July 3, 2008). Individual school 4-H clubs commonly document their activities through a main club scrapbook, and through ongoing monthly Extension publications by the Polish ODR (Z. Dybala, personal communication, July 3, 2008). As described by a recently retired headmaster of a Polish school: "U.S. 4-H clubs prepare youth to practically live in society", while Polish 4-H today focuses on "helping youth explore artistic skills, Polish traditions, ecology and

environment, and business enterprises (S. Rogoz, personal communication, July 3, 2008). This coincides with Cook's 1995 description of Polish 4-H being associated with small enterprise and environmental stewardship education (Cook, 1995). In this sense Polish 4-H supplements the Polish formal educational system, perhaps because formal education was slow in national response to perceived local curriculum needs and knowledge after the fall of communism (Brennan, 1997). Though Cook 1995 noted that 4-H nonformal education can sometimes conflict with standard school curriculum, Polish biology teacher and 4-H leader Jola Stepien indicated that the 4-H environmental curriculum supplements her classroom with new methods to educate her students (J. Stepien, personal communication, June 26, 2008).

Other goals of Polish 4-H have included working with orphaned or handicapped youth (Cook, 1995; Foundation, 2008; Stanish, 2008). Iza Andruszkiwicz and Barbara Stasik, teachers and 4-H leaders at a school for handicapped youth in Busko, indicated "4-H gives us both a curriculum and a method to engage youth in various ways in the community so that they might have a more normal social life" (I. Andruszkiwicz and B. Stasik, personal communication, June 30, 2008). In this way Polish 4-H served as a complement to formal Polish school system, reaching a population the formal school structure had been unable to fully deliver its educational intent (Brennan, 1997; Mitter, 2003). However, 4-H's curricular content could also be described in this setting as a supplement to formal education (Brennan, 1997).

Though no formal research of Polish 4-H had been done to date, Malgorzata Muzol, the superintendant of public schools for the Swietokrzyskie Voivodship, offered perceptions of 4-H benefits to Poland. Ms. Muzol noted that 4-H methodology of experiential education is a welcomed addition to older Polish teaching methods (M. Muzol, personal communication, June 28, 2008). Muzol also noted that 4-H encourages both youth and their communities to become involved with education.

Polish 4-H contains a wide range of stakeholders. Locally in the Swietokrzyskie Voivodship agribusiness leaders like Ludwig Olczyk of the Tartak Olczyk sawmill company and Henryk Kapusta of Sambor fruit company put forth direct financial support to local 4-H. Local stakeholders, regional Polish ODR staff, and National 4-H and Polish Ministry of Education agencies, all hold interest in tangible benefits of Polish 4-H.

CHAPTER 3 METHODOLOGY

International Research

Site Selection and Timeline

Considerations of an international site for the intention of research include personal interest, future marketability of the research project, timing, and feasibility (Barrett & Cason, 1997). The researcher has had a long standing personal interest in Poland, the Polish people, and post-Soviet change in Eastern Europe. The researcher has lived in and traveled to Poland four times since 2000. The trips, though in hindsight, also offered reflections on what types of research might be marketable and needed within the Polish post-Soviet context. The specific Swietokrzyskie Voivodship of Poland additionally contains approximately 50% of the 4-H activity of the entire country. Since the 4-H program is not evenly distributed across the country, this significant volume of activity represents a unique region. As such, the 4-H program in the Swietokrzyskie Voidvodship was the primary geographical unit of analysis.

This project included a significant number of youth and teacher participants. Since Polish 4-H activities also track the Polish School calendar, the preferred timing for this study was during the Polish School year. The Polish school year operates for 200

days annually, from the first week in September to the third week in June (S. Rogoz, personal communication, July 3, 2008). Holidays, cultural events, and administrative calendars are important to respect when doing international research (Barrett & Cason, 1997). The researcher wanted to avoid the major Catholic holidays of Christmas and Easter, and the bad travel weather of the winter months. To leave sufficient preparation time for the project, it was decided that the best time for the research to take place was during the spring of 2009.

Lastly, researching Polish 4-H was feasible due to several reasons. First, the Polish voivodship structures broke down country-wide 4-H activities into smaller regions for study. Secondly, personal relationships of the researcher with individuals and institutions in Poland would supplement the researchers' barriers in language and culture.

Language and Cultural Barriers

"Administratively and intellectually, it is often advantageous to have a host country collaborator" (Barrett & Cason, 1997, p. 9). The researcher has a survival comprehension level of the Polish language but is by no means fluent. This meant that all intellectual and instrumental developments occurred in English, and "subsequently faced the complexity of translation" through an interpreter (Seidman, 2006, p. 104). In "Interviewing in a Multicultural/Mutilingual Setting", Goldstein (1995) continued with a discussion of the challenges of research in a multilingual setting further. Goldstein

noted that the interpreter becomes not only a linguistic interpreter, but also a "cultural interpreter" both during the research and in the "appropriateness and clarity" of preparing research questions (Goldstein, 1995, p. 588). Working with such an interpreter provides "sociocultural, sociolinguistic background necessary for understanding" (Goldstein, 1995, p. 589). The researcher added this capacity to the research project by adding Dr. Czeslaw Nowak to the research team. Dr. Nowak is a native Pole, an experienced interpreter, and tenured Professor of Agriculture in Poland at the Agricultural University of Krakow. Dr. Nowak translated all research instruments both linguistically and culturally.

Pre-Research Exploratory Trip

When conducting overseas research, an exploratory research trip can be a crucial part of the research procedure and planning process (Barrett & Cason, 1997). Such a trip can bear dividends to the future research project by establishing or building contacts with collaborators, institutions, and context of the site (Barrett & Cason, 1997). The exploratory trip can potentially break barriers of being classified as a "pontificating foreign expert" with "suspicious motives" upon future return to complete the project (Barrett & Cason, 1997, p. 15). Additionally, qualitative research can be used as either a cornerstone or initial exploration method of a topic, to guide further research on that topic (Rodriguez et al., 1999).

The researcher used a 4-H exchange trip to Poland on June 18 – July 4, 2008 as such an exploratory trip. This trip preceded the research project by approximately nine months. During the trip the researcher kept a journal of over 100 pages of direct observations, personal reflections, and personal communications (Stanish, 2008). This information has been used throughout to support the review of literature and shaping of the research project.

Research Clearance

Institutional Review Board (IRB) preparation, application, review, and acceptance for this project took a total of approximately 12 weeks. This process included submitting a letter of intent of research to the Governor of the Swietokrzyskie Voivodship in early January of 2009 by the researcher. The Governor replied by mailed letter on February 12, 2009 openly allowing the research to occur. Exemption was granted for the research project on March 4, 2009 by the IRB Board. However, an additional condition also included a formal request and waiver acceptance for Dr. Nowak to participate in the research process as a tenured professor without obtaining CITI Certification. This waiver and final research clearance was completed on April 3, 2009.

Methodology

The conceptualization of this research is primarily an exploratory study to investigate the benefits of Polish 4-H. However, supporting descriptive data of Polish

4-H were also uncovered during this process through personal communications and documents. Both qualitative and quantitative methods were utilized. Use of mixed methods can be further classified by the primary and secondary level of use each method offers during the research process. This research project therefore follows a dominant-less dominant design (Tashakkori & Teddlie, 1998). The dominant structure of the design was a quantitative 27 question researcher developed survey instrument. Survey instruments utilize drawn samples to assess characteristics such as "facts, opinions, and attitudes" of whole populations (Kerlinger, 1964, p. 411). The survey additionally included a clearinghouse final question about Polish 4-H which was qualitative in nature. This was a researcher attempt to improve the survey, knowing that survey research does not always "penetrate very deeply below the surface" (Kerlinger, 1964, p. 422). Lastly, the pre-research exploratory trip added qualitative personal communications to support the quantitative survey.

Development of the Instrument

In the United States, successful models have been produced to capture and categorize a range of outcomes that 4-H produces (See Appendix G). Polish 4-H contains no representative parallel model. Nor has an instrument to measure the benefits of Polish 4-H existed prior to this study. Therefore, the survey instrument used to collect data was developed by the researcher, see Appendix H. The survey instrument was adapted primarily from the 1999 New York study of 4-H by Rodriquez, Hirschl, Mead, and Goggin (1999). The New York Study survey questions were reduced in number and

modified by the researcher with a focus on exploring benefits of the Polish 4-H system. Finally, the survey questions were reviewed by all members of the graduate committee. Dr. Nowak also supplied both cultural and linguistic integrity to translate the survey from English to Polish for ease of respondent participation.

Research of a specific program can be complex based upon varying perceptions of the program by different actors (Yin, 2003). Therefore, in the first part of the survey, the instrument categorized participants into five categories: 4-H member, 4-H alumni, Parent of a 4-H member, 4-H leader, School Headmaster (administrator). The use of multiple populations aided the researcher to triangulate the benefits of 4-H in these audiences. Additional questions described the participant's gender, age, educational level, length of 4-H involvement, and 4-H activity.

In the second part of the survey, the instrument gathered data about the participants' 4-H club. This included information about where and when their club meets, focus of club activities, and projects their club completes. Additionally, participants described who their 4-H leader was for their club.

In the final portion of the survey, participants indicated their personal perceptions of 4-H benefits in 13 subject areas and activities. These areas were chosen by the researcher by a combination of utilizing Polish 4-H appropriate subjects that had been included in the New York 4-H study, and adding the remaining subject areas based upon personal communications during the researcher's 2008 visit to Poland. The areas

chosen included ecology, improving English communication skills, improving English writing skills, solving problems, Polish traditions, communicating ideas, working as a team, leadership, Polish art, activity in community service, hands-on projects, making friends, and becoming leaders in their local community. Participants used a 5-point Likert scale to respond. The scale was A = Strongly Agree, B = Agree, C = Not Sure, D = Disagree, E = Strongly Disagree.

Sample Selection and Pilot Testing

4-H in the Swietokrzyskie Voivodship has 76 clubs containing a total membership of approximately 3,000 members on record per the ODR Extension Center for the Voivodship (B. Bubien, personal communication, January 5, 2009). It was determined that these Swietokrzyskie 4-H clubs were categorized in three main age groups: seven-nine years old (containing 990 members), 10-16 years old (containing 1260 members), and 16-19 years old (containing 630 members). An additional 120 young leaders, usually university students who are 4-H alumni, also participate in selected programs. Average club size, estimated by ODR staff members, is 30-35 individuals.

The researcher sought to "find central themes that are shared by a variety of participants"(Hatch, 2002, p. 50). This concept has been previously used in Extension research for the purpose of gathering various perceptions about an Extension program (Boyd et al., 2001; Place, 1998; Rodriguez et al., 1999). In 2001 a pre-test/post-test instrument was given in a study entitled "Does Study Abroad Make a Difference? An

Impact Assessment of the International 4-H Youth Exchange Program" (Boyd et al., 2001). This study sought to determine the impact of an international travel program on the alumni of the program. Multiple populations were utilized as samples which included program alumni, two people personally close to the alumni, a county Extension agent, and a program director of the accompanying state relative to the program alumni. Using this multiple population sample, the researchers were able to compile multiple perspectives on the program of study to triangulate data beyond the direct participant.

Additionally, Place (1998) completed a dissertation case study of "Domestic Implications of the Polish-American Extension Project". In this study, Place utilized a mixed-method sequential case study design. This design collected initial survey data on the 70 program participants in the program, but added an in-depth follow up interview with eight of the program participants, including eight-ten near associates of the eight participants. Near associates were close acquaintances of the program participant, in this case supervisors, department chairs, program leaders, peers, community representatives, and family members. Hatch (2002) noted that when studying a particular phenomenon, "data from a variety of sources can be very powerful" p. 133. In this way Place was able to capture rich survey and interview data from various populations about a specific program.

This research project approached Polish 4-H by utilizing a cluster sample method. Units within a cluster are known as "elements"(Cochran, 1963, p. 234). For this

research these elements were various Polish 4-H populations such as members, leaders, parents, alumni, and school administrators of a given number of 4-H clubs. In many countries no reliable, complete, and up-to-date lists of "elements" exist (Cochran, 1963, p. 234). Therefore cluster sampling allows research on such elements without prohibitive costs that would be incurred in creating such lists (Cochran, 1963).

By this method, each of the 74 clubs became a "cluster". Twelve of the 13 Powiats in the Swietokrzyskie Voivodship contained 4-H clubs. See Appendix I. By the number of clubs, 4-H activity in each Powiat varied in membership volume. However no themes were determined in 4-H at the Powiat level, therefore the cluster sample was drawn at random, regardless of club location.

Of the 74 clusters, nine clusters were purposefully chosen by the Osrodek Doradztwa Rolniczego (ODR, or Polish Extension System) for a pilot test. These included Stadnicka Wola, Modliszewice, Konieczno, Beczkow, Nowy Korczyn, Slupcza, Samborzec gimnazjum, Samborzec, and Chmielow clubs. These nine clusters included one Mala Koniczynka or "clover bud" seven – nine age group club. All other were 10-19 age group clubs. The pilot survey occurred in late April 2009, and 97 participants engaged in the survey.

Pilot survey data revealed that some older participants were concerned about revealing their age. As such, the instrument's question #4 pertaining to age was revised from eight age category choices, to three category choices for teens and then a 25 and older selection. Additionally, it was decided that the youngest 4-H club age group

seven-nine would be excluded from the main survey based upon reading comprehension level. One advantage to survey research is the ability to check the validity of the data (Kerlinger, 1964). The reliability of the pilot survey instrument was determined by using a Cronbach's alpha, and resulted in a value of 0.81.

To draw the sample for the main survey, the nine pilot clubs and four additional Mala Koniczynka clubs were withdrawn from the original 74 clubs, leaving 61 clubs or "clusters". Ten clubs were chosen from these 61 clubs at random. They included Krasocin klub szkolny, Krasocin klub srodowiskowy, Sobkow, Grabownica, Lopuszno, Nowiny, Zbludowice, Jadowniki, Skotniki, Bogoria. These 10 clubs included an estimated 4-H population of 300 members, 10 leaders, 600 Parents, 20 active alumni, and 10 school headmasters. However, Kish (1965) noted that in most clustered samples, the clusters contain unequal numbers of elements creating a sample size which is not truly fixed.

Data Collection and Recording

The survey instrument, translated from English into Polish by Dr. Nowak, was physically distributed by Dr. Nowak to each chosen 4-H club cluster. Though surveys are commonly administered through mail venues, responses can be reportedly low and of poor quality (Dillman, 1978; Kerlinger, 1964). Surveys are also commonly administered through telephone (Dillman, 1978). However, due to barriers of cost and language, the researcher chose the physically distributed design. Dillman (1978) noted that three points should be considered in order to maximize survey response rates, which he

considers a "Total Design Method (Dillman, 1978, p. 12). These considerations include minimizing the costs of response, maximizing rewards, and establishing trust that rewards will be delivered (Dillman, 1978, p. 12). Since no financial reward was feasible to offer participants, the researcher's choice of physically distributing surveys minimized cost of response by allowing participants to take the survey during a regularly scheduled 4-H meeting, therefore not requiring additional time be extracted from their week to take or return the survey.

To additionally improve response rate with all five target populations, clubs were made aware of the survey in advance by Dr. Nowak. The main survey was administered in late May and early June 2009. Surveys were collected by Dr. Nowak. Dr. Nowak then transcribed the quantitative answers from the paper survey into excel, and translated all qualitative written answers to question #27 back into English.

Data Analysis

Data analysis is a "systematic search for meaning", and a way to communicate what has been learned to others (Hatch, 2002, p. 148). Strategies chosen for analysis can be affected by what the researcher considers correct for a particular paradigm of thought (Hatch, 2002).

The researcher used a mixed methods survey for this research. Therefore data collected included both qualitative and quantitative data. The quantitative data in Excel from Poland had to be re-formatted through the use of SAS. Then the data were transferred

from the re-formatted excel file to the Statistical Package for the Social Sciences (SPSS) for additional analysis. Descriptive statistics used to analyze the data included: means, standard deviations, and frequencies.

The qualitative data from Poland were analyzed through the data spiral method suggested by Creswell (Creswell, 2007, p. 151). To accomplish this, the data was first read in entirety. Memos in the margin were added by the researcher to note key concepts and ideas (Creswell, 2007). The researcher then continued with an inductive analysis to code, seek patterns, and categorize the data. Emergent themes included attributes of 4-H, and 4-H benefits in terms of subjects and activities. Hatch suggested that the time to "stop" analysis is when the project has fulfilled its contract to thoroughly answer the research questions (Hatch, 2002, p. 150).

CHAPTER 4 RESULTS

Respondent Demographics

As part of the survey, demographic data were collected. Six questions included demographic variables in the instrument. Results were compiled in the following tables.

Participants were first asked to describe themselves in terms of their 4-H affiliation (Table 1). By completing this question, the researcher was able to later separate respondents' perceptions of Polish 4-H by group (4-H member, 4-H alumni, 4-H parent, 4-H leader, and school headmaster). The survey was given to ten clubs. Of the total survey participants (N=234), respondents were primarily (71.4%) 4-H members. This was anticipated, re-affirming that youth members are the core of the 4-H club program.

Table 1

4-H Affiliation of Participants

	Frequency	Percent
4-H Member	167	71.4
4-H Alumni	23	9.8
4-H Parent	18	7.7
4-H Leader	12	5.1
School Headmaster	6	2.6
Other	4	1.7
Sub-Total	230	98.3
Missing	4	1.7
Total	234	100.0

Respondents were asked to indicate, if they were a 4-H member, the numbers of years they had been a member (Table 2). Previous research has indicated that the longer youth are involved in 4-H, their perceptions of the 4-H program can change and mature (Rodriguez et al., 1999). Most of the Polish population surveyed, 79.5%, indicated 1-4 years of 4-H membership. This infant participation rate could be due to youth beginning in the 4-H program as a younger member, and then ceasing participation with age when other activities become more attractive. There is also potential that some of the clubs surveyed were younger clubs in terms of their existence, which could note for this resulting short participation rate. It could also simply mean that more tenured 4-H members were not represented in this survey.

Table 2

Length of 4-H Membership (Years)

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total Sample Population	
	#	%	#	%	#	%	#	%	#	%	#	%
1-2	111	66.5	7	30.4	5	27.8	1	8.3			124	53
3-4	48	28.7	12	52.2	1	5.6	1	8.3			62	26.5
5-6	5	3	1	4.3	1	5.6	3	25			10	4.3
7-8	2	1.2	2	8.7			1	8.3			5	2.1
9-10			1	4.3					1	16.7	2	.9
More than 10							1	8.3			1	.4
Never in 4-H	1	.6			7	38.9	1	8.3	4	66.7	16	6.8

Participants noted their age in one of four categories (Table 3). This data reflected the largest number of youth 4-H members taking the survey (59%) were youth ages 10-14 years old. These data confirm that 4-H youth respondents of this survey were largely upper class primary students and gymnasium school students. Since a statistically random sample of clubs was chosen for this survey, it might also be suggested that 4-H youth of the Swietokrzyskie Voivodship are commonly primary school and gymnasium school students. Further quantitative review of Polish 4-H membership reports by age level could confirm or deny this.

Table 3

Age of Participants (Years)

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total Sample Population	
	#	%	#	%	#	%	#	%	#	%	#	%
10-15	126	75.4	11	47.8							138	59
16-19	39	23.4	8	34.8							47	20.1
20-24			3	13							4	1.7
25 +	1	.6	1	4.3	18	100	12	100	6	100	40	17.1

Participants indicated their gender (Table 4). The results showed that a large number of survey participants in each population category (member, leader, alumni, parent, headmaster) were female. Gender expectations of the results of this survey were not anticipated to be skewed as heavily female as they were. The Kielce, Poland Statistical Office, responsible for Swietokrzyskie Voivodship statistics, reports that the Voivodship contains 105 females per 100 males in the general population http://www.stat.gov.pl/kielce/index_ENG_HTML.htm.

Official statistics on pupil gender within the Polish public schools were unavailable by the local Kielce Statistical Office, and the National Polish Ministry of Education. Further quantitative public school gender data will be needed to determine if 4-H is largely composed of female participants, or if 4-H male members were underrepresented in this study when compared to average Polish public school gender percentages. The results additionally suggest the consideration of overall gender of teachers in the public school system. The survey shows that many 4-H leaders are teachers. If they are female teacher/leaders, there may be indirect gender -bias influencing incoming 4-H club members.

Table 4

Gender of Participants

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total Sample Population	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	38	22.8	10	43.5	3	16.7	1	8.3			55	23.5
Female	129	77.2	13	56.6	15	83.3	11	91.7	6	100	175	74.8

Survey participants were asked to note their highest level of education (Table 5). Most adult leaders (91.7%) had graduated college. Approximately 56% of parents had completed high school. The majority of the 4-H members, approximately 57%, were in the Gymnasium level of school.

Table 5

Educational Level of Participants

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total Sample Population	
	#	%	#	%	#	%	#	%	#	%	#	%
Primary School	47	28.1	5	21.7							52	22.2
Gymnasium	95	56.9	8	34.8							104	44.4
In High School	24	14.4	4	17.4							28	12
Graduated High School			2	8.7	10	55.6					13	5.6
In University			3	13	1	5.6					5	2.1
Graduated University	1	.6	1	4.3	6	33.3	11	91.7	6	100	26	11.1

Participants from the ten randomly selected clubs were asked about their place of residence (Table 6). Six categorical choices were possible to choose from to answer this question. The top responses were living on a farm or living in the country which made up 89.7% of the population. Further study could include a stratified sample of both urban and rural 4-H youth, to determine if perceived benefits of 4-H differ between these two groups. The researcher did not choose to stratify the sample for this survey. This was an attempt to see which group, rural or urban, more commonly utilized the 4-H program in the Swietokrzyskie Voivodship. In the case of this survey, results suggest that rural Polish youth of the Swietokrzyskie Voivodship held a strong presence in 4-H club membership of the Voivodship.

Table 6

Residence of Participants

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
On a farm	53	31.7	7	30.4	11	61.1	2	16.7			74	31.6
In the country, but not on a farm	99	59.3	14	60.9	7	38.9	9	75	4	66.7	136	58.1
Small town under 2,500 people	7	4.2	2	8.7					1	16.7	10	4.3
Town of 2,500-9,900	2	1.2									2	.9
Small City 10,000-49,000	2	1.2									2	.9
Medium City 50,000-250,000	4	2.4					1	8.3	1	16.7	6	2.6

Characteristics of Polish 4-H Clubs

Data describing the participant's 4-H club were also collected as part of this survey. There were six questions which related to these club characteristics. Details of these questions are below.

Participants were asked to report the number of hours that they participate in 4-H activities or projects on a weekly basis. As noted in Table 7, 67.5% of the respondents noted that they participated in 4-H for 1-2 hours per week.

Table 7

Number of Weekly Hours Spent on 4-H Activities or Projects (hours)

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
0	2	1.2	2	8.7	5	27.8			1	16.7	14	6
1-2	122	73.1	18	78.3	5	27.8	9	75	4	66.7	158	67.5
3-5	42	25.1	2	8.7	3	16.7	2	16.7	1	16.7	50	21.4
6-10							1	8.3			1	.4
11 +			1	4.3	1	5.6					2	.9

Participants were asked their opinion of whether or not they enjoy 4-H (Table 8). Almost all of the participants surveyed, 94.4%, indicated that they liked it a lot, or it is ok. To further this data, comparison studies could include youth who have dropped out of 4-H.

Table 8

Do You Enjoy 4-H?

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes, I like it a lot	121	72.5	10	43.5	7	38.9	8	66.7	3	50	150	64.1
I am not sure	1	.6	1	4.3							3	1.3
It is ok	45	26.9	12	52.2	6	33.3	4	33.3	3	50	71	30.3
No, I do not like it											1	.4

Participants indicated the location and time that their 4-H meetings typically take place (Table 9). With participants able to choose more than one answer, 90.2% of the population said that their club meets at their school, after school hours. This data shows the location of the school to be very important to the meeting activity of Polish 4-H.

Table 9

4-H Meeting Location (Could choose multiple locations)

	Frequency	
	#	%
In school, during school hours	110	47
In school, after school hours	211	90.2
In a 4-H leader's home	9	3.8
Some other community location	39	16.7

Participants were asked about the project focus of their club (Table 10). The concept of this question was to reflect whether Polish 4-H clubs focused around a singular project, or had projects available in multiple subjects or topics. This question showed that most (94.0%) of participants noted that their 4-H club has multiple projects.

Table 10

Focus of 4-H Club

	Frequency	
	#	%
Different Projects	220	94
Only one single project	5	2.1

Participants were asked to indicate the types of projects their 4-H club completes (Table 11). The participants (4-H members, 4-H alumni, 4-H leaders, 4-H parents, and school headmasters) could choose multiple answers. Popular projects reported by all participants pooled together included: Polish Arts and Traditions (74.4%) of the participants, and Environment and Ecology, (79.5%) of the participants. These results were similar to those on the Polish 4-H Foundation website, in portrayal of Polish 4-H project focus. The results also note how a non-U.S. 4-H system can utilize the "learn by doing" motto, but focus on skill sets which are popular or relevant to the youth population of a specific country.

Table 11

Types of 4-H Projects

	Frequency	
	#	%
Polish Arts and Traditions	174	74.4
Environment and Ecology	186	79.5
Agriculture	94	40.2
Business Skills	102	43.6
Other	27	10.9

Participants were asked to describe who their club leader was (Table 12). Approximately 51% said that their 4-H club leader was a teacher in their school. This result reaffirms the importance of the teacher/leader in the Polish 4-H system. As a young 4-H system, Polish 4-H lacks a cultivated group of citizen volunteer 4-H leaders as in the United States. However, by school teachers being leaders, future study might compare the ability of Polish 4-H teacher/leaders to improve their classroom learning and pedagogy over Polish teachers who are not 4-H leaders.

Finally, teachers in the Polish school system who are 4-H leaders do not receive a direct salary increase for participating in 4-H. However, the obligatory time a Polish school teacher is expected to work is 18 hours per week (C. Nowak, personal communication, October 21, 2009). Being a 4-H club leader entitles the teacher a "credit" of one hour toward these 18

weekly obligatory hours as of September of 2009. As of September of 2010, this factor is expected to increase to two hours toward the 18 weekly obligatory hours.

Table 12

Who is the 4-H Club Leader?

	Frequency	
	#	%
Teacher in my school	119	50.9
Student in our school	87	37.2
Other local Citizen	16	6.8

Benefits of the Polish 4-H Program

Participants were asked to indicate their opinions concerning the benefits of Polish 4-H. As previously noted, the Polish 4-H foundation confirmed that no study of Polish 4-H benefits had been completed prior to this study. Therefore these survey questions in many ways become a baseline for understanding the perceived and real benefits of Polish 4-H. There were four questions in this area of benefits which pertained to grades, subjects, activities, and international exchange.

Participants noted their opinion of 4-H improving students' grades (Table 13). All six school headmasters (100%), and 82.6% of the general population of respondents said that 4-H participation improves students' grades in school. To fully confirm this

perception, future study should include quantitative comparison of the grades of youth who are in 4-H to the grades of youth who are not in 4-H.

Table 13

Does 4-H Participation Improve Students' Grades In School?

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
I agree	137	82	18	78.3	15	83.3	11	91.7	6	100	190	82.6
I do not know	25	15	4	17.4	3	16.7	1	8.3			34	14.5
I disagree	5	3	1	4.3							6	2.6

Participants were asked to indicate if they have ever been a part of an international 4-H exchange, and if so, where the destination of the exchange was (Table 16). As noted below, 28 participants or 11.2% of the population surveyed had been on an international 4-H exchange.

Table 14

Involvement in a 4-H International Exchange

	4-H Member		4-H Alumni		4-H Parent		4-H Leader		Headmaster		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
With Michigan State University	2	1.2	1	4.3	2	11.1					5	2.1
With Purdue University	7	4.2	5	21.7	4	22.2	4	33.3	3	50	23	9.8
Other U.S. State or University											-	-
I have not Participated in a 4-H Exchange	129	77.2	15	65.2	8	44.4	4	33.3	2	33.3	189	80.8

Participants indicated how strongly they felt 4-H participation improved or taught them various subjects (Table 15). By response on a likert scale, participants rated each listed subject. For the purpose of this table, and to highlight the perceived subjects by popularity, the means of each subject in this likert scale were pooled to include all populations (4-H youth, 4-H alumni, 4-H leaders, 4-H parents, and headmasters). These means were then ranked from highest to lowest below. Ecology was the top subject learned through 4-H, with a mean of 1.01.

Table 15

Descriptive Statistics of 4-H Subjects' Benefits

	Rank	N	Mean	Std. Dev.
Ecology	1	228	1.01	.148
Working as a Team	2	223	1.22	.433
Polish Traditions	3	224	1.42	.630
Communicating Ideas	4	222	1.43	.603
Polish Art	5	222	1.64	.689
Solving Problems	6	221	1.68	.708
Leadership	7	218	2.06	.872
Improving English Communications Skills	8	202	2.5	1.116
Improving English Writing Skills	9	186	2.68	1.091

1 – Strongly Agree, 2 – Agree, 3 – Not Sure, 4 – Disagree, 5 – Strongly Disagree

Participants reported how strongly they felt 4-H participation gave them the opportunity to do certain activities. By response on a likert scale, participants rated each activity. For the purpose of this table, the means of each activity in this likert scale question were pooled to include all populations (4-H youth, 4-H alumni, 4-H leaders, 4-H parents, and headmasters), and then ranked from highest to lowest to highlight activities by level of perceived importance. Completing hands-on projects and making friends were reported as the top two beneficial activities.

Table 16

Descriptive Statistics of 4-H Activities' Benefits

	Rank	N	Mean	Std. Dev.
Do Hands-On Projects	1	226	1.25	.445
Make Friends	2	226	1.38	.547
Become Active in Community Service	3	226	1.47	.612
Become Leaders in Their Communities	4	225	2.15	.824

1 – Strongly Agree, 2 – Agree, 3 – Not Sure, 4 – Disagree, 5 – Strongly Disagree

ANOVA and LSD Tests for Between Group Significance of 4-H Benefits

The statistical methodology to determine if the means of more than two populations of data are significant is known as analysis of variance, or ANOVA (Moore & McCabe, 2006). In this research project, the ANOVA procedure was used to determine if statistically significant differences occurred in the means of 4-H benefits as described by the study's random cluster sample of 4-H members, 4-H alumni, 4-H leaders, 4-H parents, and school headmasters. Specifically, the ANOVA process analyzed the means of the likert scale questions pertaining to subjects and activities of Polish 4-H.

The ANOVA calculation was conducted using SPSS computer analysis. The analysis confirmed a significance factor of .014 for the 4-H subjects, confirming a between group difference at the .05 level. However, SPSS found the significance factor for the 4-H activities to be .075, confirming that there was no significant difference between groups at the .05 level for 4-H activities.

Since the ANOVA analysis confirmed a statistical difference in the means of 4-H subjects between the 4-H members, 4-H alumni, 4-H parents, 4-H leaders, and school headmasters, further analysis was needed to draw conclusions about which of the population means differed. For this analysis procedure, the least-significant differences method or LSD test was used. The results of the LSD analysis (Table 17) reported that the population means of 4-H members and 4-H alumni differed in statistical significance from 4-H headmasters.

Table 17

LSD Test of Between Group Significance of 4-H Subjects' Benefits

	Mean Difference	P Value
Member-Headmaster	.43536	.016
Alumni - Headmaster	.41934	.036
Parent - Other	-.54812	.025
Leader - Other	-.61273	.015
Headmaster - Other	-.79514	.005

*Significant at a .05 level

Qualitative Data Analysis

Qualitative data from respondents were gathered from an open-ended question asking participants how they felt they had benefited from 4-H. The question specifically read, "What do you feel you have gained from being involved with 4-H in the Swietokrzyskie Voivodship?" This question qualitatively supported research objective three, "What are the perceived benefits of the 4-H program in the Swietokrzyskie Voivodship?" Data from this question were noted for frequency, analyzed, and classified into three main categories of knowledge. The first two categories, content and life skills, were actual gains from participation in the 4-H program. The third category, attributes of Polish 4-H, were not necessarily gains of 4-H. However these attributes provided added descriptors of Polish 4-H, lending support to research objective one (What are some basic characteristics of Polish 4-H?). Each category and its data are described in detail below.

Benefits of Polish 4-H

Category One: Content

Respondents noted the primary 4-H content benefits to be local Polish Culture, History, and Traditions (N =92), and ecology and the environment (N=67). As one participant reported, "Thanks to 4-H I have improved my school grades, for example in art and history, because I know better our culture and traditions of the region." Another participant reported, "I extended my knowledge on ecology, the Swietokrzyskie province, its traditions, and its folk songs." A cross check resulting data from this question, and prior questions in the survey, confirmed that local Polish Culture, History, and Traditions and Ecology and the Environment occurred both in the qualitative and quantitative data. Though grades were mentioned strongly in the quantitative data, the relationship between 4-H and grades was only noted twice in the qualitative data.

Secondary 4-H content benefits mentioned in the qualitative data included first aid (N=7), improving English skills (N=5), and being introduced to entrepreneurship (N=3). Improving English skills was also noted in the quantitative data. Because the N of improving English skills is so small, it is possible that this report was relayed by youth or adults who had been travelers on an international exchange to the United States.

Category Two: Life Skills

Respondents noted the primary life skill benefits of 4-H as making friends (N=92), participation in educational excursions (N=52), and working in a group (N=38). One participant reported, "The excursions organized by our club were very educational."

Another participant noted, “I gained new friends participating in many national and local 4-H meetings.” By cross-checking both the quantitative and qualitative portions of the survey, the research found that working in a group and making friends were confirmed in both data areas. However, participation in educational excursions was a strong benefit which was only discovered in the qualitative data.

Secondary life skill benefits of 4-H mentioned included managing problems (N=4), making good decisions (N=5), developing passions (N=2), thinking independently (N=3), and engaging in local social issues (N=3). Participants also noted that 4-H helped them to better focus and organize their leisure time. Some of these skills overlapped in data related to the creation of a nature “Educational Path” and accompanying guidebook in a specific community. This educational path mentioned can be linked with prior reports of Polish 4-H cooperating as an organization with other non-profit organizations. In this case, Heifer International partnered with Polish 4-H to create educational nature paths for the benefit of youth and their communities (B. Bubien, personal communication, June 25, 2008).

Polish 4-H Characteristics

Category Three: Attributes of Polish 4-H

Respondents reported data that contributed to better describing their overall feelings and descriptions of Polish 4-H. Though each remark was singular in frequency, the following data add a sense of additional context to the prior qualitative categories.

- Builds local pride
- Meetings are “cool”
- Is a “wonderful experience”
- Is a “real adventure” for youth
- Clubs are “very popular”
- Clubs have “positive influence on young people”
- Extended my knowledge
- Gave me “good memories”
- Develops skills useful for adult life
- Provided the opportunity for professional development
- Provided the opportunity to “cooperate with teens and with the local community”
- Allowed me to “discover my hidden talents”

CHAPTER 5 LIMITATIONS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The limitations, conclusions, implications, and recommendations of this study are organized by research objective. Conclusions are linked to the region of the random sample population, which represents the Swietokrzyskie Voivodship of Poland. The specific objectives of this study included:

1. What are some basic characteristics of Polish 4-H. (Participants, programs, objectives)?
2. What is the interaction between Polish 4-H and the Polish public school system?
3. What are the perceived benefits of the 4-H program in the Swietokrzyskie Voivodship as viewed by school administrators, 4-H Leaders, parents, 4-H members, and 4-H alumni?

Limitations

Survey research "permits the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some cause" (Ary et al., 2006, p. 31). However, survey research does not typically make causal inferences (Ary et al., 2006). Accordingly, the researcher has not proved

an instance of cause and effect in this study. Rather, the researcher sought to document the perceptions' of various groups of individuals closely related to the 4-H program in Poland.

Survey research also utilizes carefully drawn samples from an entire population to make inferences or strong "associations" about the entire population (Ary et al., 2006; Moore & McCabe, 2006, p. 176). The sample of this research project was drawn from the Swietokrzyskie Voivodship, and is therefore limited in generalization to that population, and not to a sample drawn from the entire country. Therefore data stemming from the survey instrument reflected 4-H as it is perceived in the Swietokrzyskie Voivodship.

Cluster sampling of the 4-H clubs made it possible to survey a variety of audiences, both youth and adult, within each 4-H club. However, records did not exist to exhibit a total count of the number of 4-H members, 4-H leaders, 4-H alumni, 4-H parents, and school headmasters in each of these clubs or clusters. This factor was limiting to the study in that it was impossible to calculate an accurate rate of response. The random choice of the 4-H club clusters also limited the potential urban perceptions of 4-H benefits. Over 90% of respondents to this survey indicated that they were from a farm or rural residence.

This study did not include research with participants who either dropped out of 4-H, or students who were not 4-H members. The lack of such a comparative factor

potentially limits the research to those audiences who have experienced a positive benefit from Polish 4-H. Other lacking comparative factors included quantitative data on student's grades. Though the survey largely suggested that youth in 4-H have better grades, quantitative school grades data were not analyzed to confirm.

Securing needed data can be difficult when someone other than the researcher is administering the instrument, its collection, and basic initial data analysis. In this research there were several results which were very strongly represented in the data. These included the number of females taking the survey, and the number of participants who felt 4-H improved their grades. In cases such as this where data are heavily skewed, a researcher who is also carrying out the research process in the field can make secondary in country follow up. Such further instantaneous exploration did not occur in this research.

Basic Characteristics of Polish 4-H

4-H programs function in many countries. While these country programs have similar traits, 4-H in Poland reflects Polish culture by focusing its primary 4-H projects and activities on ecology and Polish traditions. Specifically in the Swietokrzyskie Voivodship, there are 76 4-H clubs including 3,000 4-H members. This is approximately 43% of the 4-H membership of the entire country, and means that 1.5% of youth in school in the Swietokrzyskie Voivodship are 4-H members.

Polish 4-H membership is divided into three age groups between the ages of seven and nineteen. These include seven-nine year old "Little Clover" members, ten-sixteen year old "School Club" members, and sixteen-nineteen year old "Local Club" members. The common meeting place of Polish 4-H clubs is the local school, and leaders are primarily teachers in the school (50.9%) or young adult leaders (37.7%).

In this sample of randomly chosen 4-H clubs of the Swietokrzyskie Voivodship, most Polish 4-H youth were female (77.2%), reside in a rural or farm residence (91%), spend an average of 2.24 hours per week on projects, and 72.5% say that they really enjoy participating in 4-H.

Polish 4-H clubs typically focus on multiple project programs. Two of the most popular projects or activities are Polish Arts and Traditions (74.4%) and Environment and Ecology (79.5%). These programs have been described by youth and adults as providing meaningful educational experiences, popular with youth, and providing the opportunities to develop their passions and hobbies. Additionally, qualitative data suggested that Polish 4-H has connected youth and adult populations in local communities. A primary example included a local walking "nature path" which was constructed by youth, and then donated to their local community for education and leisure purpose.

Interaction Between Polish 4-H and Polish Public Schools

Polish schools are an active and important center of 4-H activities. The school is the primary meeting location of 4-H clubs. The school also serves as a location to hold 4-H displays and 4-H competitions. In the mature American 4-H model, volunteers play a significant role in combination with Extension staff to provide 4-H programs. Polish 4-H, in a much younger stage of development, currently utilizes teachers and upper class students (88.6%) as 4-H leaders. Polish teachers of primary, middle school, and high school generally lack significant differentiation in salary, with exception of length of service (Development, 2006). Polish teachers voluntarily provide 4-H activities. However, they receive a one-hour "credit" toward their 18 weekly obligatory hours sanctioned by the Polish school system if they participate in leading a 4-H club.

Polish 4-H acts as a strong nonformal education system for the Swietokrzyskie Voivodship. Revisiting Brennan (1997), Polish 4-H can be further described by Brennan's nonformal education system classifications. Brennan noted that nonformal education systems can be supplementary (occurring in response to slow movement of national policy due to post-Soviet transitions), complementary (reaching or serving populations in which the public system has fallen short to reach a certain group or educational obligation), or alternative (utilizing a different educational method altogether) in the way they interact with a public school system(Brennan, 1997). When considering that most youth in this sample served by 4-H (91%) are rural, one might describe Polish 4-H as a complementary nonformal education system. Complementary in the sense that

4-H is reaching a rural population that formal schooling is meant to reach, but has by certain opinions fallen short of its results to do so (C. Nowak, personal communication, February 17, 2009). Next, Polish 4-H could be viewed as a supplementary nonformal education system. "The education system in Poland has not been static…but has evolved enormously since 1990" (Development, 2006, p. 92). However, 4-H has been supplementary to the formal classroom in the sense that slow national developments of educational policy in the post-Soviet era encouraged swift local actions to bring the formal school system to a desired level of education. In either situation, 82% of respondents reported that participating in 4-H improves students' grades in the formal education system.

Perceived Benefits of the Polish 4-H Program

This research attempted to triangulate the benefits of Polish 4-H by asking various populations the same questions. 4-H youth, 4-H leaders, 4-H parents, 4-H alumni, and school headmasters all had an opportunity to share their perceptions and ideas of the benefits of Polish 4-H. The research has also discovered that by a random sample of a region in Poland, the population 4-H served was largely rural. Specific subjects rising to the top in terms of Polish 4-H benefits included ecology, Polish traditions, and Polish Art. Though these subjects are different than their American counterpart's focal subjects, the number one activity Poles used to describe 4-H was more universal, to learn by doing (participation in hands-on projects). This provides

evidence to suggest that the 4-H model can use its foundational principles to be successful in the culture and climate of the Swietokrzyskie Voivodship of Poland.

Implications

Today in Poland the 4-H program operates on an opportunistic basis amongst Extension offices nationwide. Major post-Soviet changes in the Polish economy and society mean that the Polish education system operates in a world very different than before 1989 (Development, 2006). Various champions in the Polish Extension system, such as Mrs. Barbara Bubien, lead and empower 4-H to positively affect communities. But as champions retire, new ones must systematically take their place. This research therefore has implications for further decisions about how Extension policy might more formally accept 4-H as a youth development tool.

Other implications include the use of this research as support for funding sources of currently operating 4-H clubs in Poland. It portrays to donors the key elements of Polish 4-H, and the key outcomes.

Additionally, USDA Foreign Agricultural Services in Warsaw have long been supporters of Polish 4-H, anecdotally aware of its benefits for Poles and Polish communities. This research now offers some academic support to that idea.

Finally, this research implies that many of the 4-H members and their leaders are female. This has potential implications for both the Polish 4-H system and the Polish formal school system. Since records are not currently available of the gender of youth

in the Polish public school system, this research has identified this as an area of needed future study.

Recommendations

It is recommended that the Polish Extension system and Ministry of Agriculture consider this research and continue to build on the Polish 4-H system. It is also recommended for further study, that 4-H research be reapplied to other Polish voivodships, to analyze 4-H in other regions of the country.

Specific factors to be addressed in future research include female gender bias in Polish 4-H clubs, rural-urban bias of 4-H members, and comparing quantitative school grade data to 4-H and non-4-H youth. This study found that nearly 75% of the population was female. Further study could research the gender of members in 4-H clubs, and the willingness of 4-H males to take surveys in an attempt to understand this bias. Further study could additionally stratify samples of 4-H clubs to be equal in rural and urban counterparts. This study found that most participants were rural or from a farm, however the clubs samples were drawn at random. Stratifying clubs in this way could develop how or if rural and urban clubs differ in their benefits. Lastly a comparative study confirming the grades of youth who are in 4-H to those who are not in 4-H would give quantitative triangulation to the idea that 4-H youth do in fact get better grades in school. Finally, continuing this research by turning it into an in-depth case study could further the description of both the Polish 4-H system, and its benefits.

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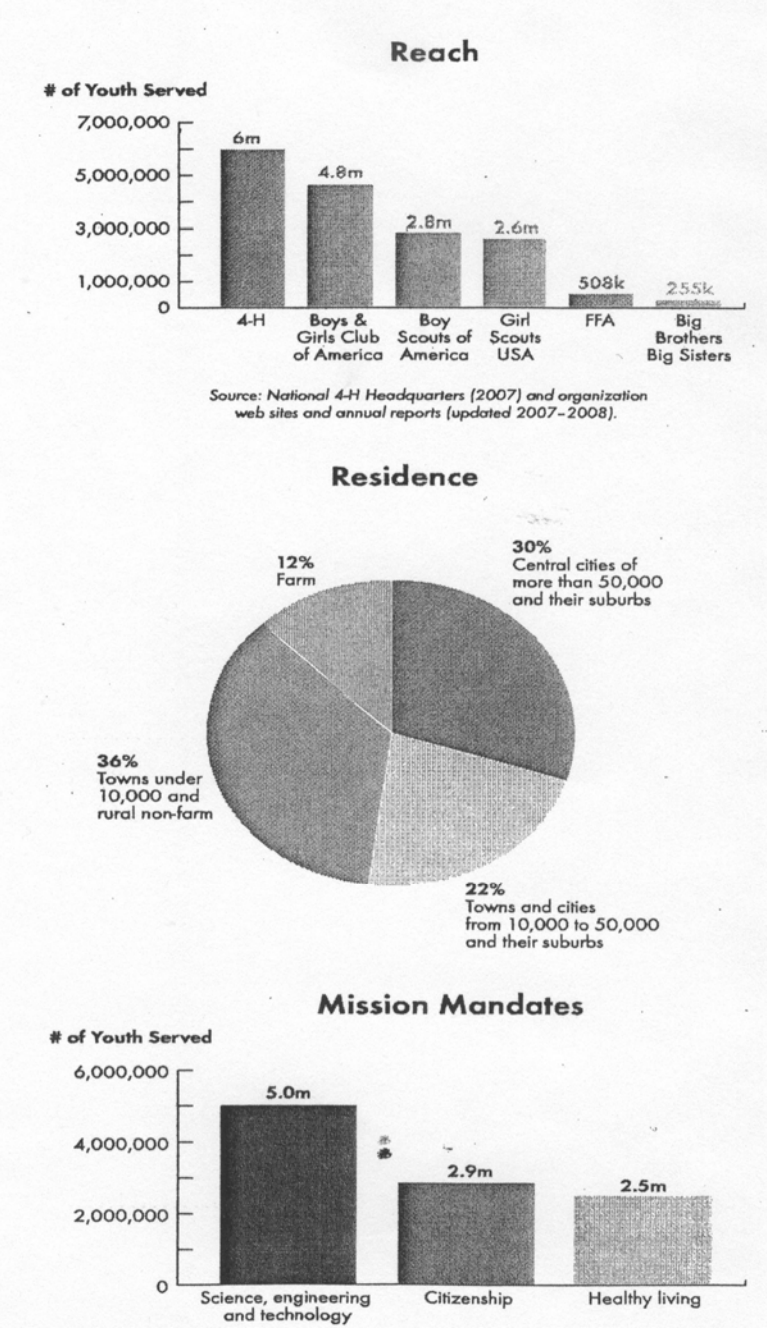
APPENDICES

Appendix A: Reach and Residence of American 4-H



(http://oklahoma4h.okstate.edu/resources/promo06/statistics/factsheet_statistics.pdf)

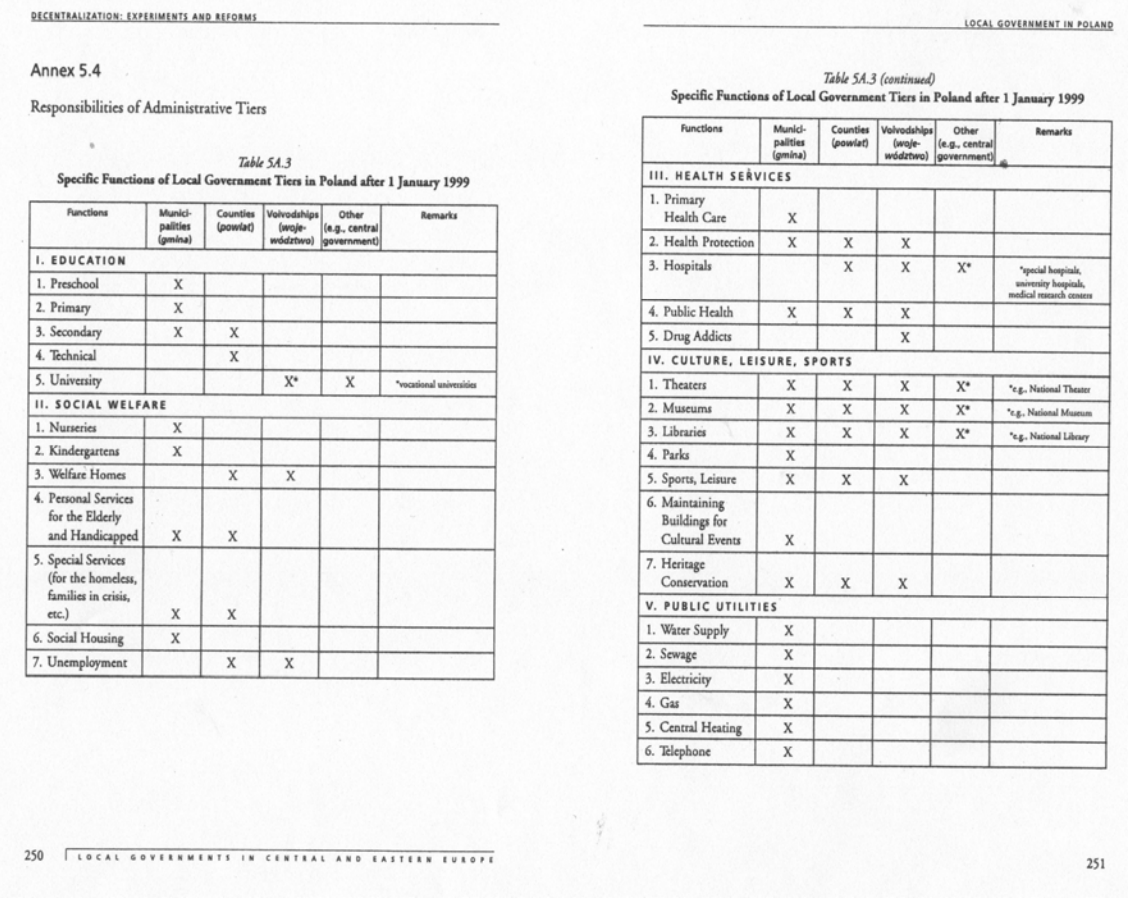
Appendix B: Non-U.S. 4-H Systems

Non-U.S. 4-H Organizations

Sweden	4-H	1920	Pre- WW II
Denmark	4-H	1924	
Finland	4-H	1928	
Canada	4-H	1933	
Norway	4-H	1936	
Jamaica	4-H	1940	Post WW II
Philippines	4-H	1952	
South Korea	4-H	1954	
Argentina	4-A	1956	
Thailand	4-H	1957	
Grenada	4-H	1959	
St. Kitts	4-H	1959	
Costa Rica	4-S	1960	60's land grant
Taiwan	4-H	1960	movement
Barbados	4-H	1962	
Botswana	4-H	1968	
Dominica	4-H	1976	
Estonia	4-H	1991	Post-1989
Poland	4-H	1991	
Tanzania	4-H	1993	
Gambia	4-H	1994	
Bahamas	4-H	1995	
Columbia	Canjurac, San Andres 4-H	1995, 2002	
Haiti	4-H	1996	
Romania	4-I	1997	
Zambia	4-H	1998	
Ghana	4-H	2000	
Namibia	4-H	2000	
Ukraine	4-H	2002	
Cameroon	4-H	2005	
St. Lucia	4-H	2005	
Ecuador	4-F	undated	
Kenya	4-K	undated	
Liberia	4-H	undated	
Paraguay	4-C	undated	
Russia	4-H	undated	
Tobago	4-H	undated	

(http://www.national4hheadquarters.gov/about/4h_atlas.htm

Appendix C: Administrative Tiers of Polish Government



Annex 5.4

Responsibilities of Administrative Tiers

Table 5A.3
Specific Functions of Local Government Tiers in Poland after 1 January 1999

Functions	Municipalities (gmina)	Counties (powiat)	Voivodships (województwo)	Other (e.g., central government)	Remarks
I. EDUCATION					
1. Preschool	X				
2. Primary	X				
3. Secondary	X	X			
4. Technical		X			
5. University			X*	X	*vocational universities
II. SOCIAL WELFARE					
1. Nurseries	X				
2. Kindergartens	X				
3. Welfare Homes		X	X		
4. Personal Services for the Elderly and Handicapped	X	X			
5. Special Services (for the homeless, families in crisis, etc.)	X	X			
6. Social Housing	X				
7. Unemployment		X	X		

Table 5A.3 (continued)
Specific Functions of Local Government Tiers in Poland after 1 January 1999

Functions	Municipalities (gmina)	Counties (powiat)	Voivodships (województwo)	Other (e.g., central government)	Remarks
III. HEALTH SERVICES					
1. Primary Health Care	X				
2. Health Protection	X	X	X		
3. Hospitals		X	X	X*	*special hospitals, university hospitals, medical research centers
4. Public Health	X	X	X		
5. Drug Addicts			X		
IV. CULTURE, LEISURE, SPORTS					
1. Theaters	X	X	X	X*	*e.g., National Theater
2. Museums	X	X	X	X*	*e.g., National Museum
3. Libraries	X	X	X	X*	*e.g., National Library
4. Parks	X				
5. Sports, Leisure	X	X	X		
6. Maintaining Buildings for Cultural Events	X				
7. Heritage Conservation	X	X	X		
V. PUBLIC UTILITIES					
1. Water Supply	X				
2. Sewage	X				
3. Electricity	X				
4. Gas	X				
5. Central Heating	X				
6. Telephone	X				

(http://lgi.osi.hu/publications/2000/25/Chapter_5.PDF)

Appendix C

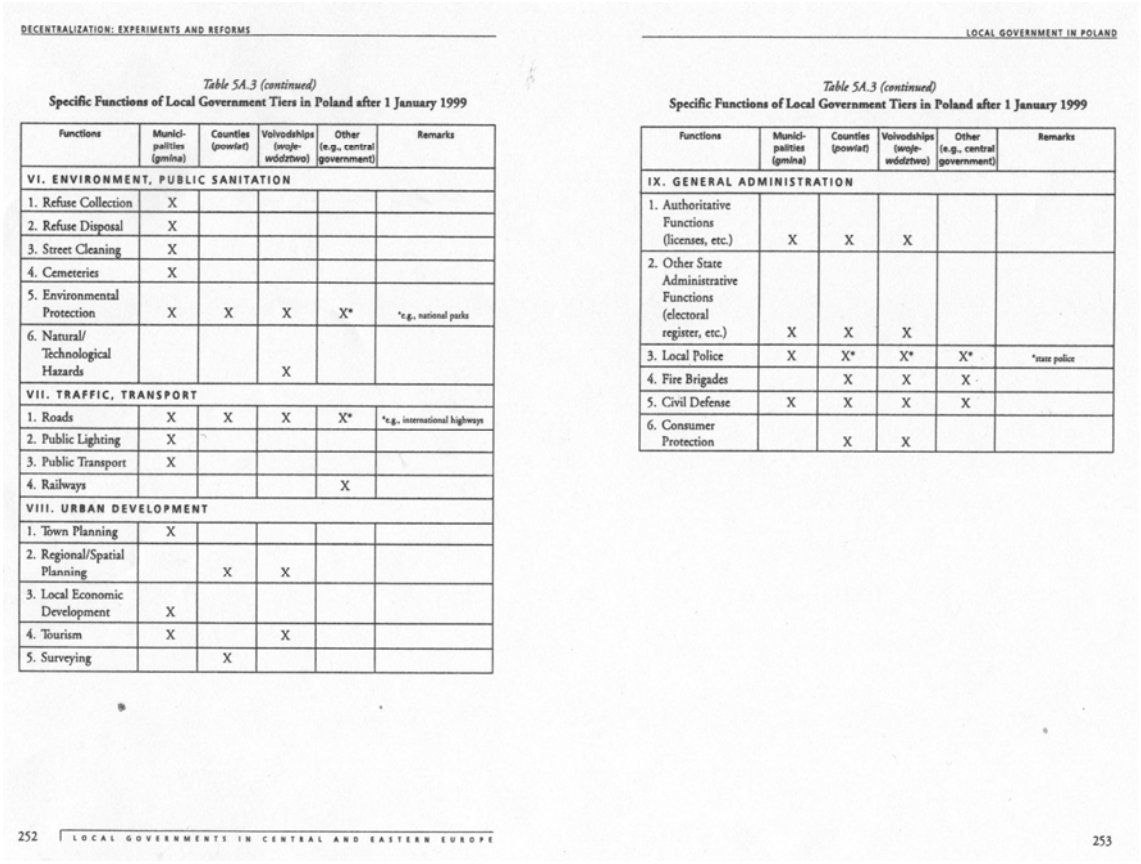


Table 5A.3 (continued)
Specific Functions of Local Government Tiers in Poland after 1 January 1999

Functions	Municipalities (gmina)	Counties (powiat)	Voivodships (województwo)	Other (e.g., central government)	Remarks
VI. ENVIRONMENT, PUBLIC SANITATION					
1. Refuse Collection	X				
2. Refuse Disposal	X				
3. Street Cleaning	X				
4. Cemeteries	X				
5. Environmental Protection	X	X	X	X*	*e.g., national parks
6. Natural/ Technological Hazards			X		
VII. TRAFFIC, TRANSPORT					
1. Roads	X	X	X	X*	*e.g., international highways
2. Public Lighting	X				
3. Public Transport	X				
4. Railways				X	
VIII. URBAN DEVELOPMENT					
1. Town Planning	X				
2. Regional/Spatial Planning		X	X		
3. Local Economic Development	X				
4. Tourism	X		X		
5. Surveying		X			

Table 5A.3 (continued)
Specific Functions of Local Government Tiers in Poland after 1 January 1999

Functions	Municipalities (gmina)	Counties (powiat)	Voivodships (województwo)	Other (e.g., central government)	Remarks
IX. GENERAL ADMINISTRATION					
1. Authoritative Functions (licenses, etc.)	X	X	X		
2. Other State Administrative Functions (electoral register, etc.)	X	X	X		
3. Local Police	X	X*	X*	X*	*state police
4. Fire Brigades		X	X	X	
5. Civil Defense	X	X	X	X	
6. Consumer Protection		X	X		

(http://lgi.osi.hu/publications/2000/25/Chapter_5.PDF)

Appendix D: The Swietokrzyskie Voivodship's Location in Poland

Distance from Kielce to the largest polish cities		Distance from Kielce to most important border crossings	
Kraków	114 km	Slovakia	195
Łódź	140 km	Czech Republic	196
Katowice	156 km	Ukraine	250
Warszawa	181 km	Russia	440
Wrocław	300 km	Germany	457
Poznań	354 km		

(Lubawski, Wojciech. "Welcome to Kielce." *Kielce: Yesterday, Today, Tomorrow* Spring 2008: 1-31. Print.)

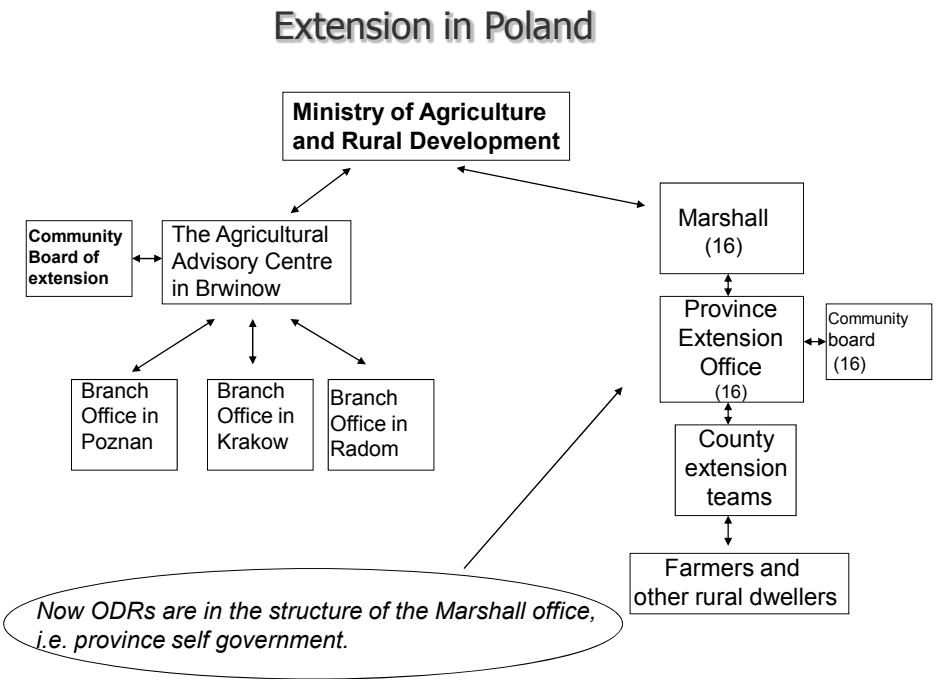
Appendix E: The Polish Extension System

The major tasks of the Agricultural Advisory Centre include:

1. prepare and implement the uniform policies of the agricultural advisory centres within the scope of their tasks;
2. prepare and distribute the training materials to the advisory centres;
3. elaborate the analysis and prognosis within the scope of advisory centres.
4. organize the training courses for advisory centres staff;
5. introduce the training courses for agricultural school teachers within the scope of rural sustainable development;
6. establish and administer the information system and data bases for the agricultural advisory centres;
7. organize the training courses, presentations, seminars, conferences and other projects within the scope of agricultural and rural development and organic farming.
8. coordinate the tasks performed by the advisory centres within the scope of organic farming;
9. disseminate the scientific research results into agricultural practice.

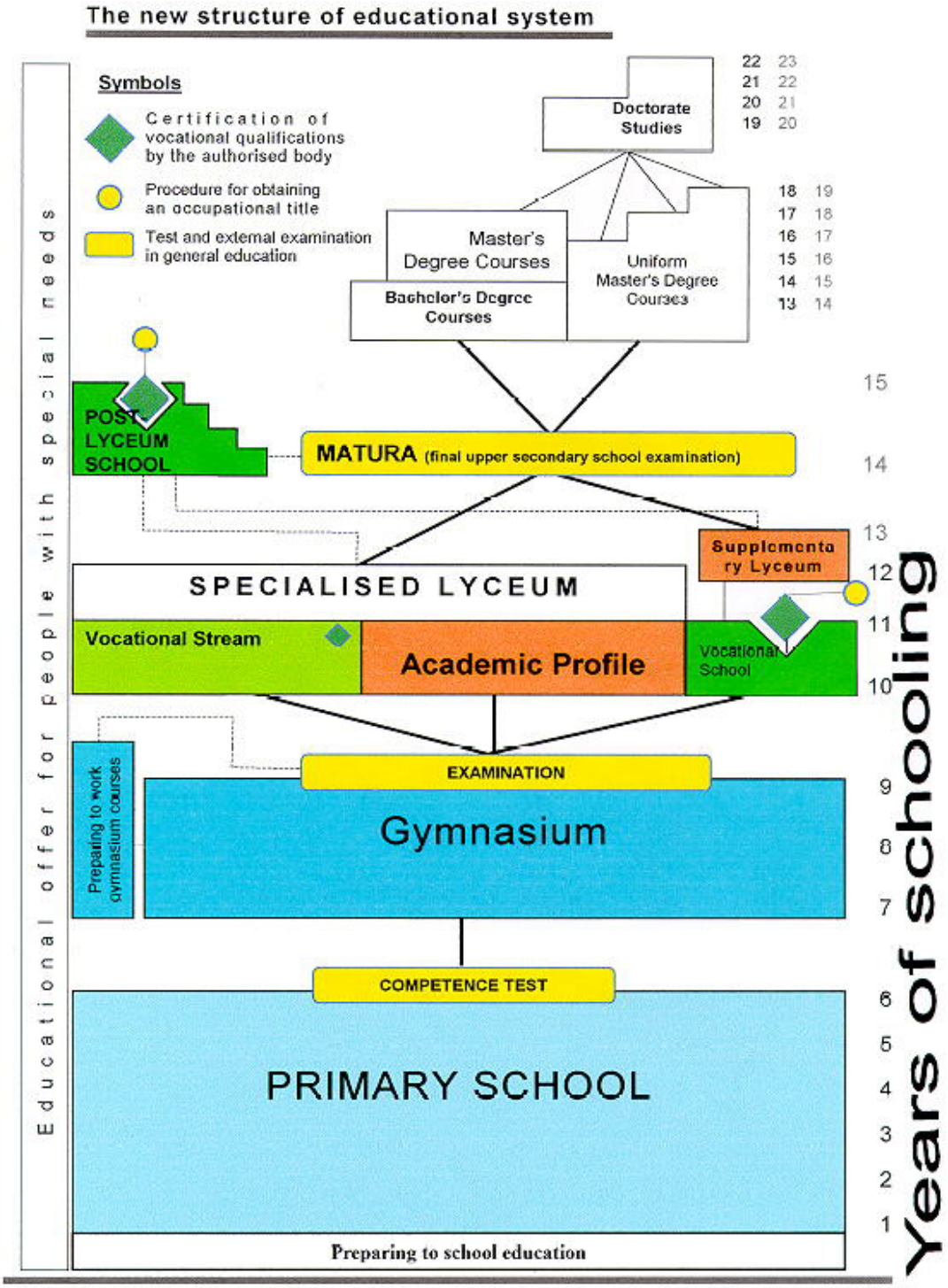
(http://www.cdr.gov.pl/eng/)

Appendix E



(C. Nowak, personal communication, October 1, 2009)

Appendix F: The Polish School System



(http://www.cke.edu.pl/index.php?option=content&task=view&id=291&Itemid=163)

Appendix G: U.S. 4-H Life Skills Model

(http://www.extension.iastate.edu/4H/lifeskills/previewwheel.html)

Appendix H: The Polish 4-H Benefits Survey Questionnaire (English Version)

Instructions

Please do not put your name anywhere on this booklet or on the answer sheet. Read each question carefully. Circle all of your answers on the answer sheet using a dark pencil. Circle only one answer for each question, unless the directions state otherwise. Choose the answer that best describes or matches you. If you need to change an answer, erase the incorrect mark completely before recording your new response. Please do not fold this form in any way.

Example:

1. What is your sex?
   A. Male
   B. Female

If your sex is **male**,
your form would look like this:

4. What is your sex?

(A) Male

If your sex is **female,**
your form would look like this:

(B) Female

This survey is completely anonymous. No one will be able to identify you or your answers, so please answer each question as honestly as you can. Your participation in this survey is voluntary. Thank you for participating!

Mr. Lee Stanish
615 W. State Street Room 26
West Lafayette, Indiana 47907-2053 USA
Email: lstanish@purdue.edu

1. How would you describe yourself?

   A. 4-H Member
   B. 4-H Alumni
   C. Parent of a 4-H Member
   D. 4-H Leader
   E. School Headmaster
   F. Other

2. If you are a 4-H member or 4-H alumni, how long have you been a member of 4-H?

   A. 1-2 years
   B. 3-4 years
   C. 5-6 years
   D. 7-8 years
   E. 9-10 years
   F. More than 10 years
   G. I have never been a 4-H member

3. What is your age?

   A. 10-15
   B. 16-19
   C. 20-24
   D. 25 or older

4. What is your sex?

   A. Male
   B. Female

5. Which education level describes you best?

   A. I am in primary school
   B. I am in gymnasium
   C. I am in high school
   D. I have graduated high school
   E. I am in university
   F. I have completed a university degree

6. Where do you currently live?

   A. On a farm
   B. In the country, not on a farm
   C. Small town under 2,500 people
   D. In a town of 2,500 to 9,999
   E. In a small city (10,000 to 49, 000)
   F. In a medium size city (50,000 to 250,000)

7. During an average week, how many hours do you spend in 4-H activities or projects?

   A. 0 hours
   B. 1-2 hours
   C. 3-5 hours
   D. 6-10 hours
   E. 11 hours or more

8. Do you enjoy participating in 4-H activities or projects?

   A. Yes, I like it a lot
   B. I am not sure
   C. It is ok
   D. No, I do not like it

9. Student involvement in 4-H in the Sweitokryzyskie Voivodship has a positive influence on students' grades in school:

   A. I agree
   B. I do not know
   C. I disagree

10. Our 4-H club meets: (Mark all that apply)

   A. In our school, during school hours
   B. In our school, after school hours
   C. In the home of the 4-H leader
   D. In some other community location

11. Our 4-H club focuses on:

   A. Different kinds of 4-H projects and activities
   B. Only one type of 4-H project (Such as Art, Polish Culture, Ecology, Business skills)

12. I would describe our 4-H club leader as a:

A. Teacher in our school
B. Student in our school
C. Other local citizen

Which of the following subject areas do you think your 4-H club helps youth learn about?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
13. Ecology	A	B	C	D	E
14. Improving English communication skills	A	B	C	D	E
15. Improving English writing skills	A	B	C	D	E
16. Solving problems	A	B	C	D	E
17. Polish Traditions	A	B	C	D	E
18. Communicating Ideas	A	B	C	D	E
19. Working as a team	A	B	C	D	E
20. Leadership	A	B	C	D	E
21. Polish Art	A	B	C	D	E
Because of 4-H, Members:	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
22. Become active in community service	A	B	C	D	E
23. Do hands-on projects	A	B	C	D	E
24. Make friends	A	B	C	D	E
25. Become leaders in their local community	A	B	C	D	E

26. If you have participated in a 4-H Exchange program with the United States, which program was it? (Mark all that apply)

    A. Michigan - Michigan State University
    B. Indiana – Purdue University
    C. Other U.S. State or University
    D. I have not participated in a 4-H Exchange

27. Earlier in the survey we asked you some questions about your 4-H Club. Here is another question about your club. What projects does your 4-H club do? (Circle all that apply)

    A. Polish Arts and traditions
    B. Environment / Ecology
    C. Agriculture
    D. Business Skills
    E. Other (If other, please specify by writing your answer on the lines below)

_____

_____

_____

28. What do you feel you have gained from being involved with 4-H in the Swietokrzyskie Voivodship? (Please neatly write your answer below or on the space provided on the extra sheet of paper)

_____

_____

_____

_____

Appendix I: 4-H Clubs in the Swietokrzyskie Voivodship

	76 Total Clubs	Pilot Survey Clubs (Purposefully Chosen)
1	**PILCZYCA -** Szkoła Podstawowa	**STADNICKA WOLA** - Szkoła Podstawowa
2	**KAZANÓW** – Szkoła Podstawowa	**MODLISZEWICE** – Szkoła Podstawowa
3	**RUDA MALENIECKA** – Szkoła Podstawowa	**KONIECZNO –** świetlica wiejska (klub środowiskowy)
4	**RUDA MALENIECKA** -Publiczne Gimnazjum	**BĘCZKÓW** – Szkoła Podstawowa
5	**KRASNA** – Szkoła Podstawowa	**NOWY KORCZYN** – Szkoła Podst.
6	**ODROWĄŻ** – Szkoła Podstawowa	**SŁUPCZA–** Szkoła Podstwowa
7	**STĄPORKÓW** – Gimnazjum Publiczne	**SAMBORZEC** (klub gimnazjalno-środowiskowy)
8	**NIEKŁAŃ –** Zespół Szkół Publicznych w Niekłaniu Wielskim	**SAMBORZEC**
9	**STĄPORKÓW -** PUBLICZNA SZKOŁA PODSTAWOWA	**CHMIELÓW**- Szkoła Podstawowa (szkolno-gimnazjalny)
10	**RADOSZYCE** – Gimnazjum Publiczne	
11	**GRODZISKO –** Szkoła Podstawowa w Grodzisku	"Little Clovers" Mala Koniczynka*
12	**FAŁKÓW** - Gimnazjum Publiczne	
13	**CZOSTKÓW** – Szkoła Podstawowa (klub szkolny)	**STĄPORKÓW -** PUBLICZNA SZKOŁA
14	**CZOSTKÓW** – Szkoła Podstawowa (klub środowiskowy)	**SZUMSKO** - Szkoła Podstawowa
15	**BUKOWA** – Szkoła Podstawowa (klub szkolny)	**BRZOSTKÓW** – Szkoła Podstawowa
16	**BUKOWA** – Szkoła Podstawowa (gimnazjalno-środowiskowy)	**JADOWNIKI** – Szkoła Podstawowa
17	**MIECZYN –** szkoła podst.	***Excluded from main survey**
18	**SOBKÓW** – Gimnazjum Publiczne (gimnazjalny)	
19	**SOBKÓW** – Gimnazjum Publiczne (gimnazjalno-środowisk)	Main Survey Clubs
20	**GÓZD**– klub szkolny – Sz. P.	(Randomly Chosen)
21	**ŁĄCZNA** – Szkoła Podstawowa	
22	**ZALEZIANKA** – Gimnazjum Publiczne	**KRASOCIN** - Publiczne Gimnazjum (szkolno- gimnazjalny)
23	**GRABOWNICA** – Szkoła Podstawowa (klub środowiskowy)	**KRASOCIN** - Publiczne Gimnazjum (środowiskowy)
24	**LASOCIN** – Szkoła Podstawowa (klub środowiskowy)	**SOBKÓW –** Gimnazjum Publiczne (gimnazjalny)
25	**Łopuszno –** Szkoła Podstawowa	**GRABOWNICA** – Szkoła Podstawowa (klub szkolny)
26	**SARBICE** – Szkoła Podstawowa	**ŁOPUSZNO –** Zespół Szkół
27	**NOWINY** – Szkoła Podstawowa	**NOWINY** – Zespół Szkół
28	**GRZYMAŁKÓW**– Zespół Szkół w Grzymałkowie	**ZBLUDOWICE** – (gimnazjalno-środowiskowy)
29	**Brzezinki –** Szkoła Podstawowa w Brzezinkach	**JADOWNIKI** – Szkoła Podstawowa (klub szkolny)
30	**WZDÓŁ RZĄDOWY** –(klub szkolno-środowiskowy)	**Grzymalkow –** Mniow
31	**PSARY** – Szkoła Podstawowa	**Bogoria –** Szkoła Podstawowa, ul. Staszowska
32	**BRZECHÓW** – Szkoła Podstawowa	

33 **SZCZECNO**– Szkoła Podstawowa (szkolno-gimnazjalny)
34 **BELNO** - Szkoła Podstawowa
35 **BRZEZINY** Zespół Szkół im. Jana Pawła II
36 **KIELCE –** Zespół Szkół Ponadgimnazjalnych
SZARBKÓW Filia Biblioteczna Szarbków (środowiskowy)
37 Appendix I (continued)
38 **GARTATOWICE – Szkoła Podstawowa**
39 **WŁOSZCZOWICE** – Szkoła Podstawowa
40 **BUSKO ZDRÓJ** – Zespół Szkół Techniczno
41 **BUSKO ZDRÓJ-** Secjalny Ośrodek Szkolno (Ewa)
42 **BUSKO ZDRÓJ-** Secjalny Ośrodek Szkolno - (Barbara)
43 **NOWY KORCZYN** – (klub gimnazjalno-środowiskowy)
44 **RZEPIN** – Zespół Szkół (klub gimnazjalny)
45 **KLIMONTÓW** – (klub gimnazjalno-środowiskowy)
46 **STARY GARBÓW** – Szkoła Podstawowa,
47 **JURKOWICE** – Publiczna Szkoła
48 **STRZEGOM** – Szkoła Podstawowa
49 **Zespół Szkół w Połańcu**
50 **BRZEZIE** – Szkoła Podstawowa
51 **BODZECHÓW** – Publiczna Szkoła Podstawowa
52 **SZEWNA**- ZESPÓŁ SZKÓ PUBLICZNYCH W SZEWNIE
53 **Ruda Kościelna** (klub środowiskowy)

(B. Bubien, personal communication, November 22, 2008)

Appendix J: The Polish 4-H Benefits Survey Questionnaire (Polish Version)

Kluby 4-H w województwie świętokrzyskim
maj - czerwiec 2009

Dzień dobry Państwu!

Nazywam się Lee Stanish i jestem absolwentem kierunku edukacja rolnicza i programy edukacyjne dla młodzieży, Uniwersytetu Purdue w Stanie Indiana w USA. Z powodu moich polskich korzeni oraz wieloletniego zainteresowania 4-H obecnie zajmuję się klubami 4-H w Polsce. Szczególnie chciałbym poznać funkcjonowanie tych klubów w województwie świętokrzyskim oraz poznać ich współdziałanie w polskim systemem edukacji.

Państwo jesteście częścią społeczności tych klubów, jako członkowie lub jako liderzy, rodzice klubowicza, pomoc administracyjna lub w innej formie. Właśnie z powodu Waszej znajomości 4-H proszę o pomoc w przeprowadzeniu tych badań. Proszę – zanim przystąpicie Państwo do zaznaczania odpowiedzi – o przeczytanie instrukcji na następnej stronie.

Z ukłonami

Mr. Lee Stanish

Instrukcja

Proszę nigdzie nie podawać ani swojego imienia ani nazwiska. Proszę uważnie przeczytać każde pytanie, a następnie zaznaczyć czarnym ołówkiem tylko jedną odpowiedź, chyba że w pytaniu jest inna wskazówka. Zaznaczyć proszę tę odpowiedź, która najlepiej oddaje opinię. Zakreślić należy całe pole kwadratu – nie wystarcza znak V lub X.

Jeśli chcesz zmienić odpowiedź wymaż gumką złą odpowiedź i zaznacz nową. Proszę nie zginać, nie składać kartki w żaden sposób.

Przykład:

4. Twoja płeć?
A. mężczyzna B. kobieta

Jeśli jesteś płci męskiej,
Twoja odpowiedź zaznaczona jest tak:

(A.) mężczyzna (B.) kobieta

Jeśli jesteś płci żeńskiej,
Twoja odpowiedź zaznaczona jest tak:

Odpowiedzi są całkowicie anonimowe. Nikt nie będzie mógł zidentyfikować ani Ciebie, ani Twoich odpowiedzi. Proszę więc o odpowiedzi szczere, uczciwe. Uczestnictwo w tym badaniu jest dobrowolne.

Dziękuję.

Jeśli masz pytania, na które nie może odpowiedzieć lider 4-H, proszę skontaktować się ze mną.

Mr. Lee Stanish
615 W. State Street Room 26
West Lafayette, Indiana 47907-2053 USA
Email – lstanish@purdue.edu

1. Jakbyś siebie określił?
   - A. Członek klubu 4-H
   - B. Absolwent 4-H
   - C. Rodzic członka klubu 4-H
   - D. Lider 4-H
   - E. nauczyciel, instruktor szkolny
   - F. inaczej

2. Jeśli jesteś członkiem lub absolwentem klubu 4-H, jak długo byłeś/ jesteś w klubie?
   - A. 1-2 lata
   - B. 3-4 lata
   - C. 5-6 lat
   - D. 7-8 lat
   - E. 9-10 lat
   - F. więcej niż 10
   - G. nigdy nie byłem członkiem klubu 4-H

3.Ile masz lat?
   - A. 10-15
   - B. 16-19
   - C. 20-24
   - D. 25 lub więcej

4. Twoja płeć?
   - A. mężczyzna
   - B. kobieta

5. Na jakim jesteś poziomie edukacji?
   - A. W szkole podstawowej
   - B. Jestem uczniem gimnazjum
   - C. Jestem uczniem szkoły ponadgimnazjalnej
   - D. ukończyłem szkołę ponadgimnazjalną
   - E. jestem na studiach
   - F. ukończyłem studia

6. Gdzie obecnie mieszkasz?
   - A. W gospodarstwie
   - B. Na wsi, ale nie w gospodarstwie
   - C. W miasteczku poniżej 2,5 tys. mieszkańców
   - D. w mieście od 2,5 tys. do 9,9 tys.
   - E. w mieście (10 tys. – 49 tys.)
   - F. w mieście (50 tys. - 250 tys.)

7. Ile godzin tygodniowo przeciętnie spędzasz w klubie 4-H lub uczestnicząc w działaniach, projektach klubu?

A. 0 godz.
B. 1-2 godz.
C. 3-5 godz.
D. 6-10 godz.
E. 11 godz. lub więcej

8. Czy lubisz uczestniczyć w pracach klubu, w projektach 4-H?

A. tak, bardzo
B. nie jestem pewien
C. są dobre (OK.)
D. nie, nie lubię

9. Uczestnictwo w klubie 4-H w województwie świętokrzyskim ma pozytywny wpływ na oceny ucznia w szkole:

A. zgadzam się
B. nie wiem
C. nie zgadzam się

10. Nasz klub 4-H spotyka się: (zaznacz wszystkie miejsca, w których się spotykacie)

A. w szkole, podczas zajęć
B. w szkole po zajęciach
C. w domu lidera 4-H szkolnych
D. w miejscu należącym do innej lokalnej instytucji

11. Nasz klub 4-H koncentruje się na:

A. różnych projektach i działaniach
B. tylko jednym typie projektów (np. sztuka, polska kultura, ekologia, przedsiębiorczość)

12. Lider naszego klubu 4-H to:

A. nauczyciel w naszej szkole C. inna osoba z lokalnej społeczności

B. uczeń naszej szkoły

Jakie zagadnienia poznałeś lepiej dzięki uczestnictwu w programach realizowanych w Twoim klubie 4-H?

	W pełni się zgadzam	Zgadzam się	Nie jestem pewien	Nie zgadzam się	Zupełnie się nie zgadzam
13. Ekologia Poprawiam mój angielski	A	B	C	D	E
14. - ustny	A	B	C	D	E
15. - pisemny	A	B	C	D	E
16. Rozwiązywanie problemów	A	B	C	D	E
17. Polskie tradycje	A	B	C	D	E
18. Formułowanie pomysłów	A	B	C	D	E
19. Praca w zespole	A	B	C	D	E
20. Przywództwo	A	B	C	D	E
21. Polska sztuka	A	B	C	D	E
Dzięki 4-H, członkowie:	W pełni się zgadzam	Zgadzam się	Nie jestem pewien	Nie zgadzam się	Zupełnie się nie zgadzam
22. Są zaangażowani w sprawy społeczne	A	B	C	D	E
23. nabywają nowe umiejętności	A	B	C	D	E
24. Zdobywają przyjaciół	A	B	C	D	E
25. stają się liderami lokalnych społeczności	A	B	C	D	E

26. Jeśli uczestniczyłeś w programie wymiany z USA, jaki to był program? (zaznacz te, w których uczestniczyłeś)

A. Michigan – Michigan State University
B. Indiana – Purdue University
C. Z innym stanem lub uczelnią USA
D. Nie uczestniczyłem w wymianie 4-H

27. Poprzednio pytaliśmy Cię o Twój klub. Teraz inne pytanie z tym związane. Jakie projekty realizowane są w Twoim klubie (*można zaznaczyć wszystkie realizowane*)

A. polska sztuka i tradycja
B. środowisko / ekologia
C. rolnictwo
D. przedsiębiorczość
E. inne (*jeśli zaznaczasz tę odpowiedź, proszę napisać poniżej jakie*)

_____

_____

_____

28. Co zyskałeś dzięki programowi 4-H w województwie świętokrzyskim?

Proszę o odpowiedź poniżej lub na drugiej stronie kartki.