

Leave No One Behind: A Qualitative Study about Malta Girl  
Guides' Mission and its incorporation of the Sustainable  
Development Goals.

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## Abstract

This qualitative study investigated Malta Girl Guides' mission to be "a relevant movement where each girl and woman is valued, empowered and given a voice" (Malta Girl Guides, 2020), in relation to the non-formal education programme and the United Nations' Sustainable Development Goals. The study was conducted through triangulation of data, by having one-to-one interviews and focus groups with three different stakeholders within the association. This gave rise to the study's epistemological stance of interpretivism. The data was analysed using Braun and Clarke's (2006) thematic analysis, and four main themes emerged. The themes explored participants' views on the relationship between the Sustainable Development Goals and Malta Girl Guides' mission and programme. This was connected with Malta Girl Guides being on the driver's seat of social change, which was discussed in the second theme. This social change wouldn't be possible without the implementation of the non-formal educational programme, which was explored through the third theme. The fourth theme highlighted how all of these come together by, first and foremost, giving value to the girl and empowering her to make her voice heard. This study has highlighted that different stakeholders within Malta Girl Guides believe that the SDGs are implicitly imbedded within the non-formal educational programme, and that there is no such thing as irrelevant SDGs, for the fact that we are all global citizens. Moreover, participants closely related the association's mission and vision with creating social change through participation and the skills of being a responsible citizen.

*Keywords:* Guiding, Sustainable Development Goals, World Association for Girl Guides and Girl Scouts, Malta Girl Guides, Non-formal Educational Programme

## **Dedication**

To my good friend, Tatiana. Thank you for introducing eight-year-old me to the

Guiding family.

## **Acknowledgements**

I would like to show my sincere gratitude towards my supervisor Ms. Lara Tonna Grima. Her constant support, constructive feedback, explanations and never-ending patience were vital to this whole process.

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## List of Acronyms

EU-SILC	European Statistics on Income and Living Conditions
FGM	Female Genital Mutilation
FREC	Faculty Research Ethics Committee
MDGs	Millennium Development Goals
MGG	Malta Girl Guides
MO	Member Organisation
NGOs	Non-Governmental Organisations
PSCD	Personal, Social and Career Development
SDGs	Sustainable Development Goals
SRA	Social Research Association
STEM	Science, Technology, Engineering and Mathematics
STV	Stop the Violence
TA	Thematic Analysis
UN	United Nations
UREC	University Research Ethics Committee
WAGGGS	World Association for Girl Guides and Girl Scouts
WIT	Warrant Induction Training

# Chapter 1 - Introduction

## 1.1 Malta Girl Guides and the United Nations Sustainable Development Goals

*Leave no one behind* is the motto that the United Nations (UN) adopted for the seventeen Sustainable Development Goals (SDGs) that are at the core of the 2030 Agenda for Sustainable Development (United Nations, 2018). The SDGs are a blueprint “for peace and prosperity for people and the planet, now and into the future” (United Nations, 2015). The phrase *leave no one behind* refers to three core values within the SDGs: to end all forms of extreme poverty, to reduce inequalities and to address discriminatory barriers of any kind, be it geographical or of social identity (Stuart & Samman, 2017).

The World Association for Girl Guides and Girl Scouts (WAGGGS) is the largest girls and young women’s movement in the world. It aims to enable its members “to develop their fullest potential as responsible citizens of the world” (WAGGGS, 2015a). Moreover, WAGGGS’ vision is for all girls to take action towards change in the world (WAGGGS, 2015a). In fact, social change can be found at the heart of WAGGGS through community action, advocacy and social entrepreneurship (Gonçalves, 2019). WAGGGS enables girls to practice leadership, confidence and life skills through the path that members themselves choose (Cardona & Verhoeven, 2018). The latter skills are in fact prominent as well in the non-formal education programme of Malta Girl Guides (MGG), which is a WAGGGS member organization (MO), and the largest association for girls and women in Malta and Gozo (Malta Girl Guides, 2020a). MGG aims to be a relevant movement whilst making its members

feel valued, empowered and given a voice. In line with WAGGGS' vision, MGG also highlights that it aids members in developing their "potential whilst making a positive difference in their community" (Malta Girl Guides, 2020b).

Building on the mission and vision of both WAGGGS and MGG, the SDGs present the optimal opportunity for girls and young women to bring about transformative change (WAGGGS, 2019a). MOs such as MGG, can contribute towards the SDGs through the programmes they deliver. In fact, certain issues identified within the different SDG goals are already part of the educational programmes offered by the one hundred and fifty-two MOs within WAGGGS, such as body confidence and well-being, gender-based violence, environmental sustainability, and access to a healthy and nutritious diet (WAGGGS, 2019a).

## **1.2 Inspiration of the Study**

I have been an MGG member since I was eight years old and henceforth, I have always been amazed by all the work being done by adult volunteers on a voluntary basis. I have been in the role of a leader within the Guide section (10- to 14-year-olds) for seven years, whilst working on diversity and inclusion on a national level, alongside other Adult Volunteers. On the onset of this project, I started researching about the impact of Guiding and Scouting on members' leadership skills. However, through discussions with my supervisor, I decided that I wanted to carry out a study that is more relevant to contemporary issues. WAGGGS issued a position paper as a reaction to the 70<sup>th</sup> UN General Assembly (WAGGGS, 2015a). Here, it was highlighted that the SDGs present the opportunity for transformative change to the lives of girls and women (WAGGGS, 2019a). WAGGGS especially

welcomed the fact that gender equality is being recognised to be relevant to all goals and that there is also a stand-alone goal about this issue. Apart from this, WAGGGS also particularly endorsed the targets of education for sustainable development and lifelong learning opportunities (WAGGGS, 2019a). This was a good fit to look into the impact that MGG is having on the community, both in terms of current issues and the SDGs.

### **1.3 Background to the Study**

Education for Sustainable Development is a recurring cross-curricular theme within the Personal, Social and Career Development (PSCD) Learning Outcomes Framework (Directorate for Quality and Standards in Education, 2015). I became aware of the importance being given to Education for Sustainable Development within the Maltese Education sector, as a Master of Teaching and Learning in PSCD student. This area is of particular interest to me as it is something I truly believe in and work on, especially within MGG itself. Upon further research, I found various initiatives that Malta has been taking to raise awareness on the topic. For example, Nature Trust runs several programmes on Education for Sustainable Development (Nature Trust, 2019), along with courses at the University of Malta (L-Università ta' Malta, 2020), together with the initiative of EcoSkola which is supported by the National Curriculum Framework (Ministry of Education and Employment, 2012). When looking at the Sustainable Development Report Index, Malta placed 32nd out of 193 countries (Sachs, Schmidt-Traub, Kroll, Lafortune, Fuller & Woelm, 2020). Indeed, Malta has yet to improve on several issues, such as climate action, responsible consumption and production, and life below water (Sustainable Development Report, 2020).

Another topic which is close to heart is gender equality. This is highlighted within different SDGs, most specifically the fifth goal, titled Gender Equality. Being a woman in Malta has its challenges. In fact, the majority of women agree that Malta is still very much a boy's world (Azzopardi, 2017). MGG has helped me voice out my concerns in this area through different points within the programme, such as the Stop the Violence Campaign, and various badges that focus on Science, Technology, Engineering and Mathematics (STEM). Although the number of women in the field of STEM has increased globally, the gap between genders still remains, and this applies to Malta as well. In fact, it was reported that women keep on experiencing obstacles in their career within this field (University of Malta, 2020).

When looking at the EU Gender Equality Index 2020, Malta placed 15<sup>th</sup> out of 28 countries. The index is calculated on seven different domains: work, money, knowledge, time, power, health and violence (European Institute for Gender Equality, 2020). The lowest score in this Index is the domain of power which is mostly concerned with gender equality in decision-making positions. It also highlights the gap when it comes to the representation of women and men in the government and national parliaments (European Institute for Gender Equality, 2020). Tharenou (2012) and the European Commission (2017) argue that one of the reasons for the latter is that people have the mentality that women are homemakers and not decision makers. To try and increase the score within the power domain, the gender quotas bill was introduced, thus increasing the female representation in the parliament (Calleja, 2021). This bill was met with controversy, as some understand the need to have more representation in decision-making positions, whilst others

oppose the idea of women being in the parliament without deserving the position (Calleja, 2021).

#### **1.4 Main Aims and Research Questions**

MGG's mission is to empower and give value to girls and women whilst giving them a voice (Malta Girl Guides, 2020b). The main aim of this study is to investigate MGG's mission and how the United Nation's SDGs are implemented within the non-formal education programme carried out with the young members.

Research questions are the heart of the research study as literature, data collection and data analysis are all drawn from research questions (White, 2009). This study's research questions are:

1. How does Malta Girl Guides, as a non-formal education provider, prepare girls and young women to become responsible citizens through its vision and mission?
2. How does Malta Girl Guides incorporate relevant Sustainable Development Goals within its non-formal educational programme?
3. How do different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Development Goals?

#### **1.5 Research Approach**

Over the past few decades, qualitative research was the best suitor to address the rich insight that is contained within the human experience (Rahman, 2017). For this reason, the research questions will be answered using a qualitative



design which will allow me to explore and have a greater understanding of “participants’ feelings, opinions, and experiences” (Rahman, 2017, pg. 104).

## **1.6 The Structure of the Study**

This study is divided in five chapters. Chapter one gave an overview of the study’s inspiration, background, main aim and research questions, and research approach. The second chapter will look into relevant existing literature about the topic. The Methodology chapter will outline all aspects that have to do with the ontology and epistemology of the study, research approach, data collection and data analysis, and ethical considerations. The fourth chapter will include all the themes that emerged from data analysis alongside literature, and quotes from the interviews and focus groups. The final chapter will look into this study’s main findings, limitations and strengths, recommendations presented by participants and suggestions for further research.

## **Chapter 2 - Literature Review**

### **2.1 Introduction**

In this chapter, I will look into the relevant literature about this study's research questions. I will first discuss what the SDGs are and their significance to our planet. Secondly, I will be giving an overview of WAGGGS and its vision in creating social change, especially through advocacy. The implementation of the programme will then be discussed alongside some examples of the said programme. This will be followed by a review of what MGG is. The last section of this chapter will look into the relationship between Guiding and the SDGs.

### **2.2 The Sustainable Development Goals**

“The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet” (Neshovski, 2018). The SDGs were created to follow up on the Millennium Development Goals (MDGs) after their deadline in 2015 (Griggs, 2013). Attaining the SDGs means that one needs to review what occurred during the 15 years of the MDGs.

The MDGs consisted of eight goals: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combatting HIV/AIDS, Malaria and other diseases, ensuring environmental sustainability, and having global partnership for development (Mallon, Valenzuela, Salway, Shoenberger & Swadron 2017). In these eight MDG goals, health was one of the dominant roles. More specifically, it occupied three out of eight goals (Murray, 2015). Murray (2015)

argued that the world has indeed improved since the launch of the MDGs; more availability of HIV medication and more resource allocation to improve maternal and child health. However, there is progress to be made in thinking long term, and not just the short-term solutions that would just appeal to the public (Murray, 2015). The SDGs were drawn from the MDGs but there are also added proposals to make sure that they leave no one behind (Sharma & Sobti, 2018). The SDGs structure the efforts that need to be made to create a more equitable world (WAGGGS, 2015a).

### **2.2.1 Leaving no one behind**

*Leave no one behind* is the motto that the United Nations (2015) adopted for the Goals. The phrase refers to three core values within the SDGs: to end all forms of extreme poverty, to reduce inequalities and to address discriminatory barriers of any kind, be it geographical or of social identity (Stuart & Samman, 2017). Through these core values, the SDGs are correcting what their predecessor, the MDGs, lacked: the comprehension of the fact that averages of results do not mean that problems are solved, for the reason that progress can be, and usually is, unevenly distributed. For example, when analysing 64 countries' health status between 1990 and 2011, it was found that the poorest 40% regressed after just three months of being given help (Wagstaff, Bredenkamp & Buisman, 2014). This can also be seen locally. According to the European Statistics on Income and Living Conditions (EU-SILC, 2020), approximately 20% of the Maltese population was classified in the 'at risk' category, whilst almost 10% was found to be materially or socially deprived. In 2018, the Director of Caritas Malta, Anthony Gatt, explained that the gap between the rich and the poor is constantly increasing, leaving many homeless (Carabott, 2018). Progressive Universalism refers to the situation where groups that are worst-

off are put first. Agendas like the UN's SDGs can help reduce the aforementioned gap between the rich and the poor (Stuart & Samman, 2017). In fact, the document of the SDG's outcomes lists that everyone, including children, "persons with disabilities (of whom more than 80% live in poverty), people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants" are included (United Nations General Assembly Resolution, 2015).

To further strengthen the motto of *leaving no one behind*, the SDGs are based on the 5Ps: people, planet, prosperity, peace and partnership (Murray, 2015). These Ps are interdependent, and progress on one of them, must support and balance the progress of another (Brown & Rasmussen, 2019). The following list gives a description of each P.

- The SDGs focus on **people** and their basic needs. This encompasses all SDGs, especially those focusing on health, education, nutrition, sanitation and electricity (Brown & Rasmussen, 2019).
- The SDGs aim to protect the **planet** so that the needs of the current and future generation are met. This is greatly connected with climate change (Brown & Rasmussen, 2019).
- **Prosperity** highlights that the SDGs aim to make sure that all individuals can have fulfilling and prosperous lives. Moreover, it emphasises that technological, economic and social progress should happen in concord with nature (Brown & Rasmussen, 2019).
- **Peace** is the element which encourages peaceful, inclusive and just communities. Justice is an underpinning element of all SDGs, and this goes hand in hand with creating peaceful communities (Brown & Rasmussen, 2019).

- **Partnership** emphasizes that the SDGs cannot be achieved if people do not work together. This encompasses global solidarity and the importance of having different players in the same playing field (Brown & Rasmussen, 2019).

### 2.2.2 The Seventeen Goals

The SDGs are split into seventeen, interlinked goals (United Nations, 2017).

Figure 2.1 presents a summary of these goals (Martin, 2018). The figure is then followed by a brief description of each goal.



Figure 2.1 The Seventeen SDGs (adapted from Martin, 2018)

### Goal 1: No Poverty

This goal focuses on eliminating issues that keep millions of people living in poverty and in conditions that no human being deserves (Sharma & Sobti, 2018).

Some of the actions mentioned are creating jobs for people to have an income, giving education to girls instead of being forced to marry at a young age, and providing clean water and sanitation (Sharma & Sobti, 2018).

### Goal 2: Zero Hunger

The world has enough resources for everyone, however, their access and distribution (or rather, lack thereof), results in individuals being malnourished and/or undernourished (Sharma & Sobti, 2018). This aim pushes, amongst other things, access to nutrition, urban farming, children's education to earn an income required for a healthy lifestyle, and awareness about contraceptives and family planning (Sharma & Sobti, 2018).

### Goal 3: Good Health and Wellbeing

This goal is to prevent easily preventable illnesses through healthy living and the promotion of measures which help the maintenance of staying healthy (Sharma & Sobti, 2018). The goal's targets mainly focus on raising awareness about ways in which people can fight communicable diseases, reducing the use of tobacco and substance abuse, diminishing illnesses which result from pollution and chemicals,

decreasing non-communicable diseases' mortality rate, and creating awareness of global health risks (Sharma & Sobti, 2018).

#### Goal 4: Quality Education

This goal aims at making sure that everybody, irrelevant to their socio-economic background, ethnicity, nationality or religion, has access to good quality education (Sharma & Sobti, 2018). The targets include, but are not limited to, giving equal educational opportunities to both girls and boys, increasing the number of qualified teachers so as to deliver high quality lessons, encouraging students to appreciate gender equality, cultural diversity and sustainable development, and enabling youth and adults to achieve good vocational and technical skills that would in turn help them in having a good income (Sharma & Sobti, 2018).

#### Goal 5: Gender Equality

This SDG focuses on equality between women and men, for both sexes to be able to reach their fullest potential without any obstacles, such as stereotypes, gender roles and prejudices. Amongst other things, the targets focus on learning to say 'no' to discrimination, ceasing forced marriages, creating equal leadership opportunities and equal rights when it comes to property and economic resources, and ending violence and exploitation towards women (Sharma & Sobti, 2018).

## Goal 6: Clean Water and Sanitation

Poor sanitation results in poor health, and in certain circumstances, death (Sharma & Sobti, 2018). This goal is composed of targets which, amongst others, focus on the access of affordable and safe drinking water all around the world, the reduction of pollution and the dumping of hazardous chemicals, which in turn leads to better quality of water, and eradicating the issues of water scarcity and quality (Sharma & Sobti, 2018).

## Goal 7: Affordable and clean Energy

This SDG aims at having clean energy in order to reduce smog, conserve natural resources, and produce electricity without an adverse impact on the environment. This goal encompasses, amongst others, the action that needs to be taken so that developing countries have access to energy services, the whole world has access to clean, modern energy, and for effective research and development about this subject to take place (Sharma & Sobti, 2018).

## Goal 8: Decent Work and Economic Growth

This goal aims at creating jobs for everyone without having an impact on the environment whilst protecting the rights of workers. This in turn would benefit economic growth, increase Gross Domestic Product and improve quality of life (Sharma & Sobti, 2018).



## Goal 9: Industry, Innovation and Infrastructure

This goal focuses on the investment of innovation and technology in order to increase economic growth. Moreover, the goal enhances technological progress in relation to environmental challenges. This will in turn enhance job opportunities and thus, the economy. Amongst other targets, this goal aims to encourage sustainable industrialisation, develop access to financial services, and for information and technology to be accessible globally (Sharma & Sobti, 2018).

## Goal 10: Reduced Inequalities

This goal emphasises the inequality of income in numerous countries. This SDG targets to remove laws, policies and practices that result in discrimination, monitor and regulate institutions and financial markets, and create safe migration facilities (Sharma & Sobti, 2018).

## Goal 11: Sustainable Cities and Communities

This goal aims at creating inclusive, safe and sustainable settlements. This can make life easier for everybody in cities and communities through, for example, having an efficient transport system (Sharma & Sobti, 2018). The targets revolve around having adequate housing facilities, protecting Earth's natural heritage, having accessible and safe means of transport, overcoming loss, which was created by natural disasters, and lessening the impact on the city's environment (Sharma & Sobti, 2018).

## Goal 12: Responsible Consumption and Production

This goal emphasises that we should take care of our natural resources, given that they will not last forever. This is of significant importance because natural resources provide technology, economic development and the development of countries (Sharma & Sobti, 2018).

## Goal 13: Climate Action

This SDG encompasses the reason why Earth has been facing adverse climate conditions (Sharma & Sobti, 2018). This aim motivates individuals to start being aware and have a role in decreasing such harmful climatic conditions. This can be done through the planning of national policies and strategies, and educating through empowering and encouraging people to save the planet (Sharma & Sobti, 2018).

## Goal 14: Life below Water

Given that more than half the Earth is covered by water, this goal's objective is to protect life below water by decreasing the pollution of water bodies and the overexploitation of fish (Sharma & Sobti, 2018). The targets focus on decreasing marine pollution, fishing in a sustainable manner, protecting coastal and marine areas, reducing sea acidification, and to grow the body of scientific knowledge about this topic (Sharma & Sobti, 2018).

## Goal 15: Life on Land

This SDG focuses on the promotion, protection and restoration of terrestrial ecosystems and management of forests. The targets highlight the protection of natural habitats and forest management (Sharma & Sobti, 2018).

## Goal 16: Peace, Justice and Strong Institutions

Compassion, justice and humanity ought to be the main pillars of any society, in which individuals feel safe and happy. This SDG can be reached through the development of policies and practices which focus on crime, putting child exploitation, violence and trafficking to a stop, implementing proper laws that promote equal justice, and having relevant national institutions that can help prevent crime and combat terrorism (Sharma & Sobti, 2018).

## Goal 17: Partnerships for the Goals

The last and seventeenth goal glues all the goals together, through the encouragement of global partnerships. Moreover, this aim emphasises that we need every single individual to take action and participate in achieving the SDGs (Sharma & Sobti, 2018). Having partnerships in every country can deliver results towards the achievement of the SDGs (Stibbe & Prescott, 2020). For example, WAGGGS encourages MOs in different countries to contribute to these goals in however way they can, and in a way which deems relevant to their country (WAGGGS, n.d.).

### **2.3 WAGGGS: A worldwide Movement for Girls and young Women**

WAGGGS' mission is to allow girls and young women to develop their full potential as responsible citizens of the globe. The vision is for girls and women to be valued and to be able to voice themselves and take action in the world (WAGGGS, n.d.-a). For WAGGGS, being a responsible citizen takes the form of a take-action approach meaning that members are involved in the community in which their organisation is found and take action by taking part in projects, voicing their opinions in campaigns and attend/ organise activities to raise awareness (WAGGGS, 2014a). Through these experiences, Guides obtain skills that can distinguish them as responsible citizens in their society (WAGGGS, 2014b).

A way of creating change is by making your voice heard in the decision-making process by being an activist, which according to WAGGGS (2014a), is someone who tries to change opinions of people in government and decision makers. Being an activist means that one has to take actions that are directly related to the social, economic, environmental and/ or political change. Some methods which are used by activists to push such issues are by sending the message through different means, such as protesting, boycotting and also building cooperatives WAGGGS (2014a). Different MOs within WAGGGS have protested and voiced their concerns all over the world, such as when Girl Guides Association of Malaysia petitioned against the loopholes that enable older men to marry young girls (WAGGGS, 2018). Another example is the pivotal moment when a group of girls decided to publicly and physically express their dismay in the face of the incongruity of gender bias back in 1909. A group of girls, calling themselves Girl Scouts, gate-crashed a Boy Scout rally demanding a space for girls (WAGGGS, 2019b);

WAGGGS, 2010). Right after this, Lord Robert Baden-Powell decided that there should be a separate movement for girls (WAGGGS, 2010; Vallory, 2013).

### ***2.3.1 A brief History of the Girl Guiding and Scouting Movement***

After the rally, Lord Robert Baden-Powell's sister, Agnes-Baden Powell, became the leader of the officially established Girl Guide Association in the United Kingdom (WAGGGS, 2010). By 1912, there were also some other groups across Europe. In the same year, Juliette Low started Girl Scouting in the United States of America (WAGGGS, 2010).

The first event where representatives of Girl Guiding and Scouting could share and exchange ideas was in 1920 at the very first World Conference in England. This created an experience which brought the aspect of international Guiding and Scouting to the Association. In fact, the first World Camp was organised in 1924 in Fox lease, UK, where 1100 girls and young women came together from forty different countries around the world (WAGGGS, 2010).

The idea of forming a world Association was introduced during the fourth World Conference in 1926, due to the reason that country representatives needed something more solid and binding (WAGGGS, 2010). Lord Robert Baden-Powell then started seeking opinions of Girl Guide and Girl Scout organisations and requested to consider the proposition. WAGGGS was formed in Hungary at the fifth International Conference in 1928 (WAGGGS, 2010; Vallory, 2013). It was decided that the world Association is to hold elections in order to determine a world committee, and it was decided that international conferences (which nowadays are

referred to as World Conferences) are to be held once every three years. To this day, World Conferences remain a platform for MOs' policies and decision making (WAGGGS, 2010).

By 1931, the Association reached one million members (WAGGGS, 2010), and in 1932, the first world centre was opened. The scope of the world centres is to offer training programmes, activities and lodging for members and their leaders from across the globe (WAGGGS, 2010). Table 2.1 lists the five world centres, their opening date and their locations.

1932	Our Chalet, Switzerland
1957	Our Cabaña, Mexico
1966	Sangam, India
1991	Pax Lodge, London
2011	Kusafiri, across the African Region

Table 2.1 WAGGGS World Centres (WAGGGS, n.d.-b)

In 1940, WAGGGS saw the formation of the first region (WAGGGS, 2010). Table 2.2 lists all the WAGGGS regions, some example countries within that region and the date of formation.

<b>Date Formed</b>	<b>Region</b>	<b>Examples of countries within the Region</b>
1940	Western Hemisphere Region	Jamaica, Mexico, Haiti, Guatemala and Argentina.
1969	Asia Pacific Region	Australia, Maldives, Thailand and Cambodia.
1971	Europe Region	Malta, Georgia, San Marino and Ukraine.
1975	Africa Region	Benin, Namibia, Uganda and Zambia.
1999	Arab Region	Egypt, United Arab Emirates, Yamen and Oman

Table 2.2 WAGGGS Regions (WAGGGS, n.d.-b)

In 1941, the founder of the Association, Lord Robert Baden-Powell, passed away and his wife Olave Baden-Powell became the Chief Guide and carried on leading the movement (WAGGGS, 2010).

In 1996, the Big 6 Youth Organization alliance was formed. This includes the six largest youth organizations of the globe, namely WAGGGS, World Alliance of Young Men's Christian Associations, World Young Women's Christian Association, World Organization of the Scout Movement, the International Federation of Red Cross and Red Crescent Societies, and The Duke of Edinburgh's International Award Foundation. All six organisations involve approximately 250 million young people around the world (YMCA, DoE, WOSM, WAGGGS, YWMA, & IFRC, 2019).

Over the last century, these six organisations have influenced the education of more than a billion individuals (YMCA, et al., 2019).

Presently, WAGGGS welcomes more than 10 million girls and women from 152 countries (WAGGGS, n.d.-b). The World Board is WAGGGS' governance body and includes active members from around the globe. There are five regional chairs which are elected every three years through the regional conferences. Moreover, Committees are appointed by the World Board, along with working groups, task groups and ad hoc groups (WAGGGS, n.d.-c).

WAGGGS has different types of country memberships. An Associate Membership is where countries have fulfilled the membership criteria but require development in specific areas (WAGGGS, n.d.-d). Countries that are able to work with a common criteria and method that are in line with the WAGGGS' constitution are called MOs. Members who have been approved full memberships are able to vote at the World Conference. Such votes are needed to elect volunteers who are part of the World Board (WAGGGS, n.d.-d).

In the past ninety-five years, WAGGGS has worked on a number of programmes that promote high quality non-formal education and international opportunities (WAGGGS, n.d.-e). These programmes are designed to give girls and young women training in life skills, leadership and citizenship (WAGGGS, n.d.-e). Moreover, the said programmes focus on the vision that all girls and young women are valued, and take action to change the world (WAGGGS, n.d.-e). In the following



section, I will be describing the method through which WAGGGS creates social change.

## 2.4 WAGGGS' Programme and Implementation System

WAGGGS takes the stance of non-formal education to implement its programme. Non-formal education is planned learning, but involves activities which are based on participatory methods and promotes the individual's development towards their own personal targets (WAGGGS, 2014b). WAGGGS' value-based, non-formal educational programme aims to develop life and leadership skills of its members which in turn empowers them to become responsible and active citizens who make their voices heard and create the change they want to see (WAGGGS, 2014b). Figure 2.1 (adapted from WAGGGS, 2014b, pg. 14) summarises the way that non-formal education takes shape during sessions conducted by WAGGGS' MOs.

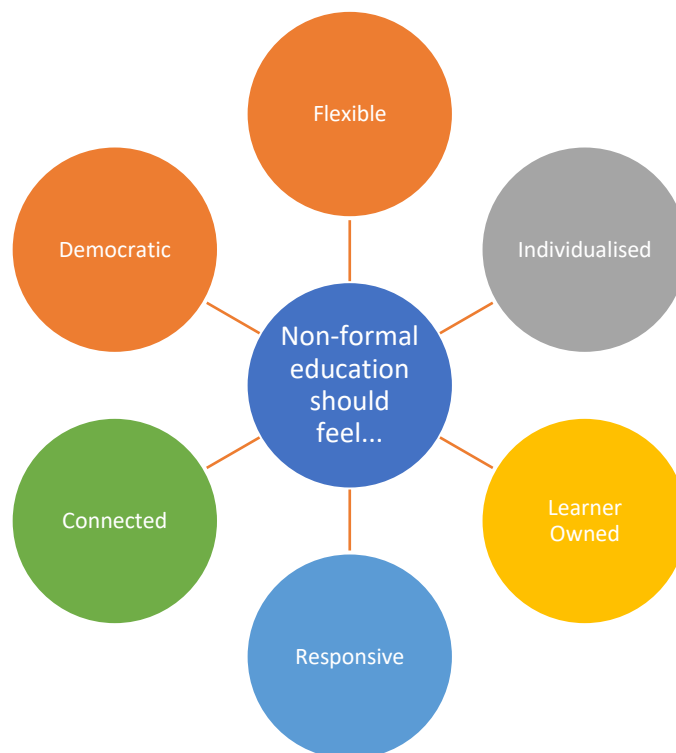


Figure 2.2 Non-formal education (WAGGGS, 2014b, pg. 14)

One of the advantages of the non-formal educational Guiding programme is that through the concept of enjoyment, members learn. Through the fun activities that are incorporated in the programme, Guides learn in an implicit manner, in the sense that they are not even aware that learning is taking place (Vallory, 2013). Another related advantage is what Lord Robert Baden-Powell talked about during his speech at the 3rd International Congress of Moral Education in 1922 (Vallory, 2013). He stated that through adventure, such as camping, knowledge is not per se put into the members, but rather, members acquire knowledge through desire and the intrinsic motivation to succeed in doing that particular activity (Vallory, 2013). For example, through a simple cookout, Guides learn skills such as teamwork, time management, and organisational skills, but they also learn how to light a fire with just match sticks and wood, and fire safety, all whilst protecting, preserving and appreciating the environment around them.

WAGGGS's non-formal education programme is split into three aspects: the activities (the what), the educational method (the how) and the purpose (the why). The activities and the purpose change according to what the respective MO is planning to do with its members. The educational method implemented is called *The Guiding and Scouting Method* (WAGGGS, 2014b). All this together creates a self-directed learning space where members are empowered to guide their own learning (WAGGGS, 2014b).

### **2.4.1 The Guiding and Scouting Method**

The Guiding and Scouting method, which MGG follows and is based on the WAGGGS' model (Malta Girl Guides, 2018; WAGGGS, 2014b), is composed of the following elements:

1. Learning in small groups,
2. Learning by doing,
3. My Path, My Pace,
4. Connecting with Others, and
5. Connecting with my World.

#### *2.4.1.1 Learning in small groups*

This element is based on the fact that peers play a strong role in one's values and decisions (Albert, Chein & Steinberg, 2013). In Guiding, this is used to create a positive sense of belonging by supporting each other, making decisions together, solve problems, negotiate and make democratic decisions in a small group. In fact, learning in small groups gives rise to the phenomenon of *collaborative working* where knowledge is constructed by giving complex problems, and each individual contributes to a discussion and arrive at a joint solution (Roschelle & Teasley, 1995). MGG implements this through the patrol system, where members are split into smaller groups during weekly meetings. These remain the same for the whole Guiding year (Malta Girl Guides, 2020c).

#### *2.4.1.2 Learning by doing*

The process by which members learn is by doing; through real experiences, engaging in the making of things and discovering the world (Bruce & Bloch, 2012).

This enables members to connect what is being done in the activity with their everyday life activities, empowering them to make learning relevant and self-direct their learning (WAGGGS, 2014b). This gives rise to the concept of *experiential learning* which was discussed by John Dewey (1938) and more recently by David Kolb (1984). Experiential learning is described as the engagement of learners in practice by applying theoretical knowledge. It is an umbrella term for a myriad of learning designs which are all incorporated in the Guiding programme: problem-based learning, project-based learning, cooperative learning and also, inquiry-based learning (Bates, 2019), all of which make the learner her own agent of learning.

#### 2.4.1.3 *My Path, My Pace*

This element emphasises the concept that each individual learns in different ways. Activities take the shape of different learning styles and members are not pressured to reach a certain standard or level (WAGGGS, 2014b). Every individual has their own learning preferences and styles with which they learn best (Wong, 2009; Medhanie, 2019). Amongst other theories of different learning styles, Wong (2009) highlighted that learners usually have auditory, visual and/ or kinaesthetic preferences. One learner can have a mix of learning styles, for example, visual-auditory learner. Another theory is Gardner's (2000) multiple intelligences theory, which highlights a number of different intelligences which individuals can possess. This theory highlights that an individual can have more than one intelligence and gives rise to the different ways that educators can develop activities in which everyone is included and engaged (Armstrong, 2009). Through this element, members' styles are not only taken into consideration, but their individual pace is as

well. Guides are able to celebrate their own personal development over time by being given age-appropriate goals and the autonomy of taking risks, making mistakes and discovering their journey at their own pace (WAGGGS, 2014b).

#### *2.4.1.4 Connecting with Others*

MGG members are challenged to connect with others, those of different ages, races, religions, ethnicities and cultures. This element emphasises that “learning doesn’t happen in a vacuum” (WAGGGS, 2014b, pg. 21). Apart from their peers, Guides are connecting and working with Adult Volunteers. This in turn encourages positive relationships with their leaders. Although regular meetings are done in their sections with other children of their own age, joint activities introduce other ages and sometimes other Units from different localities, cultures, ethnicities, and religions. This diversity enables them to connect with members of different cultures and learn to acknowledge and appreciate diversity (WAGGGS, 2014b).

#### *2.4.1.5 Connecting with my World*

The girls and young women in the Association exist in a world full of diverse individuals. This element highlights what it means for a Guide to be a citizen of the world; a global citizen. This occurs by undertaking community projects and being able to voice one’s concerns on issues that are valuable to them. This is also linked with the protection of the environment and creating a good, long-lasting relationship between the Guides themselves and the outdoors through adventure (WAGGGS, 2014b).

## 2.5 Malta Girl Guides

MGG, the local Association, is an MO of the WAGGGS European Region (WAGGGS, n.d.-b). It is an all-girls Association that welcomes anybody who identifies herself as a girl or woman (Malta Girl Guides Bye-Laws, n.d.).

MGG's mission is "to be a relevant movement where each girl and woman is valued, empowered and given a voice" (Malta Girl Guides, 2020b). The Association's vision complements the latter statement as MGG aims "to provide[] challenging opportunities that promote leadership in girls and women. Through fun and adventure, members discover and develop their potential whilst making a positive difference in their community" (Malta Girl Guides, 2020b).

The Association has its own core values which help in shaping the Association's culture and beliefs, and support the mission and vision (Malta Girl Guides, 2018a). The core values are empowerment, relevance, responsibility, respect, inclusivity, collaboration and integrity.

- The core value of **empowerment** promotes the responsibility and self-determination that enable girls' and young women's potential. This reflects that MGG is instilling a sense of agency in the girls, whilst acquiring new skills and capabilities, and making a positive change around them (Malta Girl Guides, 2018a).
- MGG aims to be an innovative Association where the programme is connected to the ever-changing society and to members' needs, whilst

providing opportunities to all members to reach their fullest potential in order to remain **relevant** (Malta Girl Guides, 2018a).

- The core value of **responsibility** represents MGG's commitment to the Girl Guide promise and laws, where members keep the fundamental value of being of service to the community and those around them. A sense of responsibility is instilled in members' lives by being reliable and going through their commitments (Malta Girl Guides, 2018a).
- **Respect** is shown by giving value to everyone's contributions, being aware of others' feelings, holding oneself to high ethical standards and knowing one's self-worth (Malta Girl Guides, 2018a).
- MGG values **inclusivity** and diversity. It promotes and protects the dignity of all its members, understands and respects them, and encourages participation (Malta Girl Guides, 2018a).
- **Collaboration** promotes the working relationships amongst members that are based on respect and are also effective. This in turn creates new relationships and partnerships for networking (Malta Girl Guides, 2018a).
- **Integrity** incorporates the concept of doing what is right, being honest and trustworthy. Apart from this, being accountable and working transparently and democratically are also incorporated in this value (Malta Girl Guides, 2018a).

The main goals of the Association are to offer space for girls and young women to have a strong sense of citizenship and love for one's own country (Malta Girl Guides Statute, 2020). Moreover, MGG supports international goodwill and promotes the respect towards cultural diversity. Another MGG goal is to give girls and young women the opportunity for character development based on the human,

spiritual and moral values. These are in line with the Promise and Laws which were laid down by the founder Lord Baden Powell (Malta Girl Guides Statute, 2020).

### ***2.5.1 Fundamental Principles and Symbols***

The Promise and Laws are considered to be the Association's fundamental principles and are in line with the Girl Guides and Girl Scout Movements (Malta Girl Guides Statute, 2020). The wording of the original Promise and Laws, as laid down by the founder Lord Baden-Powell, have been slightly changed and adapted by each MO (Attard, 2014). All MOs' Promises are three-fold, which means that they are based on the three core values: integrity, citizenship and spirituality (WAGGGS, n.d.-f). MGG has slightly different promises for different sections. However, the one that is mainly used is the following:

“I promise to do my best  
To do my duty to God  
Serve my Country  
Help other people  
And keep the guide law.”

Malta Girl Guides Statute, 2020



The Guide Law refers to the list of laws that members must try their best to follow in anything that they do:

*A Guide*  
*Is loyal and can be trusted*  
*Is polite and respectful*  
*Is helpful and considerate*  
*Is friendly, cheerful and shares in the sisterhood of Guiding*  
*Makes good use of her time and her abilities*  
*Protects the environment and respects all living creatures.*

Malta Girl Guides Statute, 2020

MGG also has different symbols, some of which are aligned with WAGGGS'. The trefoil that can be seen in MGG's logo (Figure 2.3) represents the three-fold Promise as discussed earlier in this section (WAGGGS, n.d.-f). The trefoil in MGG's logo also incorporates the Maltese Cross (Malta Girl Guides Statute, 2020).



Figure 2.3 MGG Logo (Malta Girl Guides, 2020a)

MGG is a uniformed Association and members have two sets of uniforms: a formal and an informal/ camp uniform (Malta Girl Guides, 2020d). The latter consists

of different attire for all seasons for different weekly sessions. The formal uniform is worn in formal settings such as the local annual Guides and Scouts rally. The scarf is part of both uniforms. The Unit scarf gives a sense of belonging to the individual's Unit, whilst the National Scarf is to be worn when one is representing MGG (Malta Girl Guides, 2020d). On the formal uniform, MGG members wear different badges which represent different things. For example, one can find the world badge (Figure 2.4) as issued by WAGGGS, which features the gold World Trefoil on a blue background. The blue and yellow colours were meticulously chosen to represent the sun shining in the blue sky. Moreover, the base of the stalk of the trefoil represents the flame of the love of humanity, the two stars represent the Promise and Law, and the vein pointing upwards through the centre is the compass needle pointing the way (WAGGGS, n.d.-f).



WAGGGS' motto is "Be Prepared". It encompasses Baden-Powell's initials and is a reminder of the educational purposes of Guiding (WAGGGS, n.d.-f). Although MGG uses the same motto for the Guide/ Ranger and Adult sections, the Brownies motto is "Lend a Hand", and the Dolphins' motto is "Friendly and Helpful" (Malta Girl Guides Statute, 2020).

Another symbol within the Association is the left handshake. WAGGGS (n.d.-f) explains that Lord Baden-Powell had suggested the left handshake in order for individuals to recognise others within the same Movement. It also represents trust and friendship.

The salute is also based on the three core values of the Promise. Guides raise three fingers with the right hand whilst the thumb holds the little finger down (WAGGGS, n.d.-f). This gesture is used as a sign of respectful recognition. In fact, MGG commonly uses this symbol during the annual Guides and Scouts Rally when marching by the President of Malta.

### **2.5.2 MGG Structure**

MGG members are organised in five sections: Dolphins (5-7 years), Brownies (7-10 years), Guides (10-13 years), Rangers (14-16 years), Senior Rangers (16-22 years) and ultimately one becomes an Adult Volunteer (18+) (Malta Girl Guides, 2020a).

The term Adult Volunteer is an umbrella term which houses different roles and positions within the Association. Adult Volunteers always work on a voluntary basis and are very often driven by wanting to enrich the girls' lives and to help them speak out about issues that matter to them (Girlguiding, 2021). In the Adult Volunteer section, one can find Young Leaders who are Rangers and Senior Rangers that are currently undergoing the Warrant Induction Training (WIT) which leads to getting a warrant to be a leader with the younger members and thus, getting warranted (Malta Girl Guides, 2020e). The WIT training is coordinated by the training team and a pool

of trainers (Malta Girl Guides Bye-Laws, n.d.) and consists of different modules. These modules are listed in table 2.3. Once the warrant has been achieved, leaders are to keep on developing their skills through continuous trainings done by MGG itself (Malta Girl Guides, 2020e).

Module 1 Finding the Leader in Me	WAGGGS and MGG Knowledge
	Finding the Leader in Me
	Fundamentals of Girl Guiding
Module 2 MGG Educational Programme	Sectional Training
	Pedagogy
	Diversity Seminar
Module 3 Administration	Finance Organisation
	Administration and Portal
	Child Protection Policy
	General Policies and Guidelines
Module 4 Continued Progressive Self Development	Four District Meetings
	National Convention
	National Guiders' Training Camp
	Food Handling Course
	First Aid Course
Module 5 Meeting the Challenges	Plan three indoor meetings
	Plan three outdoor meetings
	Take more responsibility in the running of the section
	Help organize a district/ national event
	Completion of Logbook
	Visit during delivery of meeting by District Commissioner or Assistant District Commissioner

Table 2.3 List of WIT Modules (MGG Training Commissioner, personal communication, 2021)

The term Adult Volunteer also includes Unit helpers, who are women that work alongside other volunteers to support the unit, MGG Supporters, who are individuals that cannot commit to weekly meetings but still give a helping hand when available, and appointed leaders. The latter are members who have completed Module 1 of the WIT (Malta Girl Guides, 2020e).

The MGG Council is considered to be the governing body and is chaired by the MGG President. It determines values and policies within the Association (Malta Girl Guides Statute, 2020). The council consists of non-voting members, such as the legal consultant and financial consultant, and voting members, for example the Council Secretary and District Representatives. The District Representatives are two warranted leaders who are elected by each district. Moreover, each district also has a Commissioner and Deputy Commissioner who are both non-voting members of the Council (Malta Girl Guides Statute, 2020). Table 2.4 highlights the units found in each district (Malta Girl Guides, 2020f).

<b>District</b>	<b>Units</b>
North	Sliema St. Joseph, Pembroke, San Ġwann, Swieqi, Qawra, Rabat-Gozo.
Central	Rabat, Ħamrun, Santa Venera, Attard, Dingli, Mosta, Qormi.
South	Paola, Cospicua, Birżebbuġa, Santa Lucia, Fgura, Luqa, Marsaskala, Żejtun.

Table 2.4 List of MGG Districts and Units (Malta Girl Guides, 2020f)

The National Board also sits at Council and this body is considered to be the administrative body. The National Board is chaired by the Chief Commissioner and other roles include, the Programme Commissioner, International Commissioner and Training Commissioner. The role of this Board is to make sure that there is a smooth running of the Association. National Board members have the role to create, oversee and implement what is known as the strategic plan (Malta Girl Guides Bye-laws, n.d.).

### **2.5.3 The Strategic Plan**

The MGG Strategic plan is a three-year action plan which aims to reach the Association's "goals through efficient and effective resource maximisation as well as building as many partnerships as possible to leave a bigger mark on the world around us" (Malta Girl Guides, 2018a).

The strategic plans' five focus areas are:

- Growth,
- Strengthening the brand,
- Sustainable finances,
- Leadership development, and
- Quality programme.

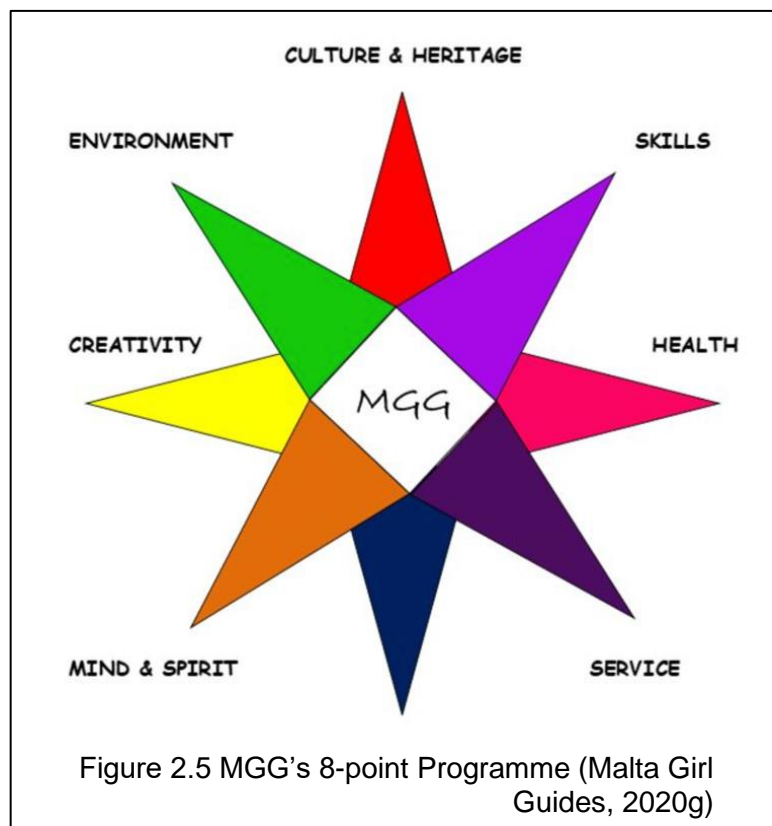
The goal of growth is to see an overall increase of members and volunteers at Unit level. 'Strengthening our brand' focuses on setting a standardized image throughout the Association whilst 'sustainable finances' emphasises the need of having stable finances that are sustainable. 'Leadership development' encompasses

the goal of creating a leadership action plan that is more flexible and wide-ranging. The quality programme focus area aims at having an overall high-quality programme across MGG Units, (Malta Girl Guides, 2018a).

### **2.5.4 MGG's Non-formal Educational Programme**

Being an MO of WAGGGS, MGG follows the WAGGGS programme as portrayed in section 2.4. Nevertheless, MGG also has distinct characteristics within its programme. Locally, the latter is split into eight areas and is thus called the 8-point programme (Figure 2.5) (Malta Girl Guides, 2020g). The rationale behind this is to make sure that all aspects of Guiding are being incorporated. In fact, the programme also incorporates six areas of personal development (Malta Girl Guides, 2020g):

1. Emotional
2. Intellectual
3. Spiritual
4. Moral
5. Social
6. Physical



When talking about MGG's mission and its incorporation within the programme, Lara Tonna, then the Chief Commissioner, being the lead volunteer of MGG, highlighted that the movement remains relevant by making a positive contribution in issues that matter the most and those which girls all over the globe are dealing with on a daily basis (The Malta Independent, 2009). This can be the result of many possibilities, one of which is participation. Participation can take the form of the individual's way of life, taking into consideration relationships and practicing democracy in the family, workplace and in other situations (Gravina, 2003). For instance, when MGG participates in different local voluntary work initiatives such as the Puttinu Football Marathon (Attard, 2014).

Another way of participating and being a responsible citizen of the world is by fighting for the enforcement of decisions within the decision-making process (Gravina, 2003). In MGG, this is mostly done through WAGGGS' take-action approach which was previously described in section 2.3. Some examples of taking action are through protesting and boycotting (WAGGGS, 2014a). Here, one ought to be reminded of the local scenario of which MGG is a part of. MGG is a self-governing and non-political Association (Malta Girl Guides Statute, 2020) and thus, moves away from being labelled to be in favour of one political Maltese party or another. In Malta, many Non-Governmental Organisations (NGOs) and entities expressed the fear of speaking up about certain issues for the latter reason (Debono, 2020; The Malta Independent, 2012). However, this has not held MGG back to protest and lobby in the past, such as the silent protest held in 2016 to eliminate violence against women (Malta Girl Guides, 2016).



## **2.6 Guiding and the SDGs**

The movement of Guiding is built on advocacy, ever since girls demanded “something for them” 100 years ago during a boy scout rally (Verhoeven & Nuga, 2014, pg. 13). In this section, I will be looking into how WAGGGS and MGG tackle the SDGs through specifically adapted programmes which bring about social change.

The SDGs present the perfect opportunity for transformative change to the lives of girls and women (WAGGGS, 2019a). WAGGGS worked with its members to understand which areas MOs would like to focus on. Through the process, WAGGGS created a plan on how the SDGs can be incorporated within its programme (Figure 2.6). WAGGGS grouped the seventeen SDGs into five main areas. These areas seek to make sure that every girl is healthy and thriving, is safe and respected, can develop skills and have opportunities, can enjoy and inherit a liveable planet, and can raise her voice and be heard (Verhoeven & Nuga, 2014). Through these five areas, one can point out different programmes offered by WAGGGS which work towards the achievement of the SDGs. The implementation (which can be seen in the middle section of Figure 2.6) should take the form of non-formal education, leadership development and advocacy.

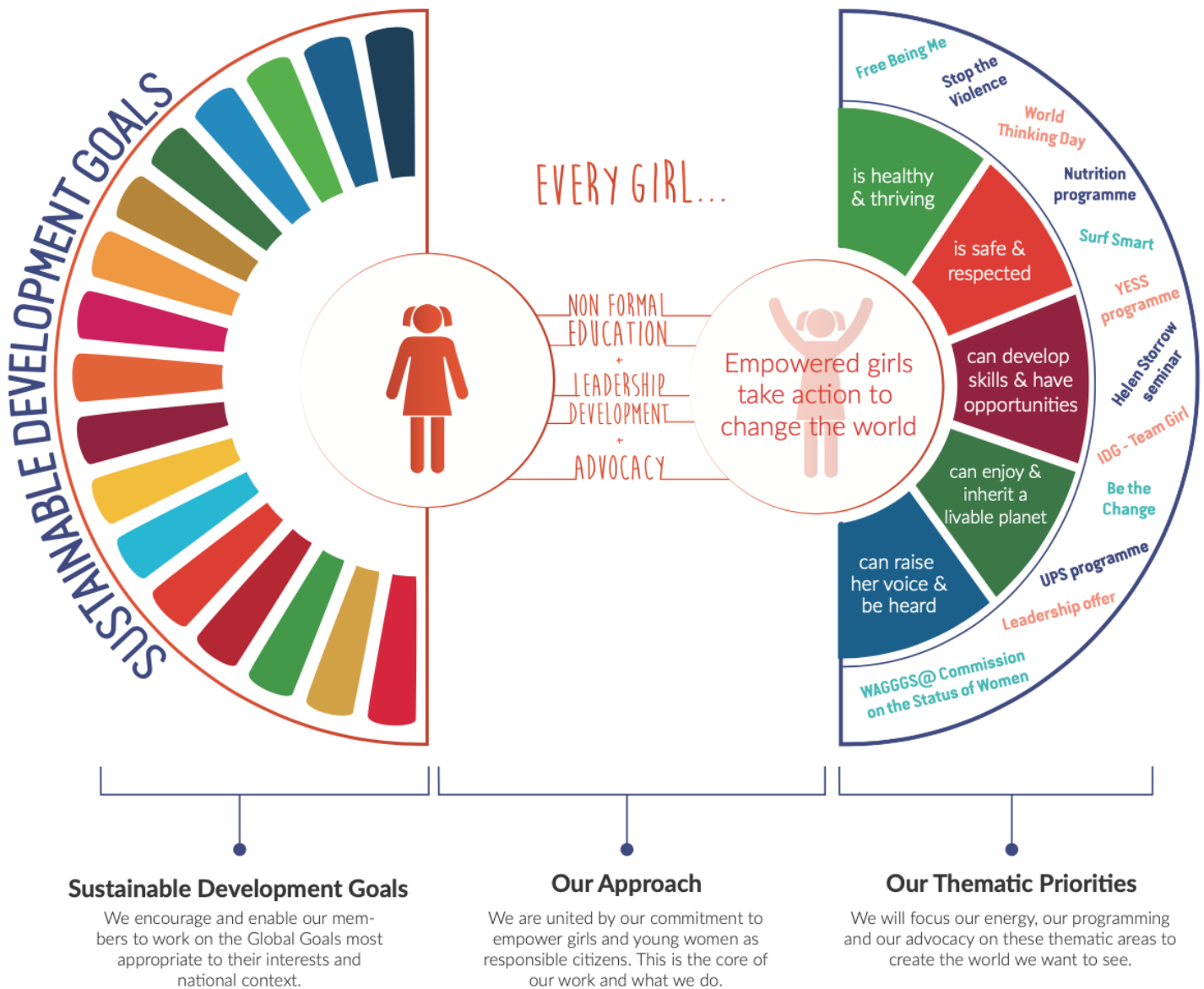


Figure 2.6 WAGGGS' plan in implementing the SDGs within its programme (Verhoeven & Nuga, 2014)

WAGGGS also compiled a pack titled *Social Change Project* (Verhoeven & Nuga, 2018). The aim of the aforementioned pack is to help MOs plan and deliver their own social change projects which can also contribute to the achievement of the SDGs. The projects' objectives would depend on the country and what change each MO would like to see. One route of doing this social change can be through community action where the girls start doing the change themselves and influencing the ones around them to do the same. One example is, starting to recycle at school

and encouraging their friends to do the same. Another route is advocacy where the girls can create a campaign which addresses the concerns and lobby the local government to change policies, for example, by banning plastic bags to reduce plastic waste (Verhoeven & Nuga, 2018).

Some programmes that WAGGGS worked/ is still working on which contribute to the SDGs are *Free Being Me*, *World Thinking Day*, *Surf Smart 2.0* and *Stop the Violence* (STV). The *Free Being Me* campaign focuses on body confidence and reached more than 3.5 million young women across 123 countries (Verhoeven & Nuga, 2018). The aim of this campaign is to help girls be healthy and thrive, thus contributing to the achievement of the third SDG: Good health and well-being. Another campaign is STV which has been ongoing since 2011 (WAGGGS, n.d.-g) and aims at ensuring that every girl is safe and respected. Through this campaign, young women have been able to take action in their schools and local and national communities in trying to eliminate all forms of violence against women (Verhoeven & Nuga, 2018) and gain confidence in order to speak about their and others' rights (WAGGGS, 2014a). The latter campaign substantially contributes to the fifth SDG which focuses on gender equality, amongst other SDGs' targets. *Surf Smart 2.0* is a badge curriculum which enables members to learn how to connect safely online and become responsible digital citizens (WAGGGS, 2021). The latter badge curriculum specifically contributes towards SDG nine: Industry, Innovation and Infrastructure. World Thinking Day is celebrated each year on Lord Baden-Powell's date of birth where awareness on different themes is raised. For example, 2020's World Thinking Day's theme was about diversity, equity and inclusion (WAGGGS, 2019). It is interesting to note that although at first glance, the latter theme seems to have

contributed to the fifth and tenth SDGs only (Gender Equality and Reduced Inequalities), contributions to other SDGs were also present, for example the fourth SDG (Quality Education) where one ensures that everyone has access to education, irrelevant of their background, ethnicity and gender.

### **2.6.1 MGG's Contribution towards the SDGs**

There are no documents that explicitly show work that is being done by MGG on the SDGs. However, MGG also delivers the programmes launched by WAGGGS, previously mentioned in section 2.6, which contribute towards the achievement of the Goals. Apart from these programmes, MGG also works on other local programmes and social change initiatives that work towards multiple SDGs.

One example is the Marvellous Minds badge curriculum which was eventually turned into a campaign. This immensely contributes to SDG 3: Good Health and Wellbeing. The aim of the Marvellous Minds campaign is to increase awareness and address the stigma that surrounds the topic of mental health, whilst promoting positive mental health wellbeing. Moreover, it aims for members to be able to identify signs and symptoms of mental illnesses, seek professional help, and promote inclusion by providing support to those who need it (Malta Girl Guides, 2018b).

The Association is also working towards the achievement of SDG 4: Quality Education. MGG is the largest Association for girls and women in Malta and Gozo which provides a non-formal educational programme to its members through its trained and experienced leaders (Malta Girl Guides, 2020e). Apart from this, MGG also works on the fourth SDG's target of lifelong learning, as it provides ongoing

training to its Adult Volunteers along with opportunities to expand personally and professionally (Malta Girl Guides, 2020e). Moreover, leaders within MGG can apply for the *Guiding for All* funds when parents cannot afford to pay membership, uniform and/or activities (Malta Girl Guides, 2020k). This initiative does not only ensure that everyone has access to Guiding and MGG's quality non-formal educational programme, but also brings about justice highlighted in the sixteenth SDG.

SDG 5: Gender Equality is at the heart of MGG's mission and vision. MGG gives space for women and girls to be leaders in their own way and to make their voices heard (Malta Girl Guides, 2020a). Additionally, MGG has voiced its concerns multiple times, such as in a press release urging the government not to rush decisions when it comes to laws that protect against human trafficking and exploitation (Malta Girl Guides, 2020h). MGG also built on the previously mentioned WAGGGS STV campaign (Verhoeven & Nuga, 2018). The Association has been working on this campaign since the very start in 2011 and has organised numerous training sessions to its leaders, protested about violent relationships and collaborated with different partners on several different projects (MGG STV Coordinator, personal communication, 2020). One of the most recent partnerships to raise awareness and assist people in identifying various forms of violence, reporting and seeking help, is the campaign entitled Lights Violence Action. This was launched in 2019 in collaboration with the Scout Association of Malta and the Ministry for European Affairs and Equality (Lights Violence Action, 2019).

MGG also has a good number of badge programmes which focus on different environmental issues. Some examples of these badges include: the Zero Waste

badge, the Go Green badge and the Gardening badge. Apart from this, MGG often partners up with different entities to contribute towards different environmental issues. For example, during World Environment Day 2020, MGG partnered up with the Ministry for the Environment, Climate Change and Planning to do several tasks such as creating a do-it-yourself compost bin and making an eco-plan for members' households (Malta Girl Guides, 2020i). MGG also collaborated with BirdLife Malta and developed a programme which presents members with opportunity to engage in nature, explore environment conservation, and raise awareness on species that inhabit protected areas (The Malta Independent, 2017).

The seventeenth and last SDG emphasises the importance of partnering up and doing our share to contribute to the achievement of all SDGs (Sharma & Sobti, 2018). As mentioned earlier in the latter paragraph, MGG partners up with different entities not only when it comes to the environment, but also when it comes to other topics which often feature in different SDGs. For example, in 2019, MGG partnered up with the University of Malta's Faculty for Social Wellbeing to organise a seminar about the importance of talking about mental health as part of their Marvellous Minds campaign (Malta Girl Guides, 2019). Another ongoing partnership is with The Duke of Edinburgh's International Award Foundation where MGG encourages several of its members to participate in this challenging award (Malta Girl Guides, 2020j).

## **2.7 Summary**

In this chapter, the importance of the SDGs and a list of these goals were presented. This was followed by information related to WAGGGS, its significance to today's world and the Guiding and Scouting Method as a way of delivering its non-formal educational programme. MGG, one of WAGGGS' MOs, and its programme was then discussed. This chapter's last section highlighted the relationship between Guiding and the SDGs. In the following chapter, I will be looking into this study's methodology.

## **Chapter 3 - Methodology**

### **3.1 Introduction**

In the following chapter, I will be discussing the study's ontology and epistemology, the research approach, data collection, ethical considerations and data analysis.

### **3.2 The Study's Ontology and Epistemology**

This study took the ontological approach of constructivism which encompasses the phenomenon that anything is social and the meanings that these social phenomena bring are done by social actors (Bryman, 2012). Waring (2017) explains that ontological positions have corresponding epistemological views. A constructivist position naturally takes the epistemological stance of interpretivism (Waring, 2017). Interpretivism helped me in grasping perceptions of situations which were mentioned by the participants during the interviews and focus groups (Wellington, 2006). In fact, interpretative "researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments" (Myers, 2008, p. 38). Thus, it was important for me to understand "the standpoint of individuals [in this case, different MGG stakeholders] who are part of the ongoing action being investigated" (Cohen, Manion & Morrison, 2000, p.19). Furthermore, interpretivism was influenced by the Hermeneutic philosophical school. The latter focuses on the need to gather individuals' opinions, thoughts and feelings (Mack, 2010; Cohen, Văn Trào Nguyễn, Manion, & Morrison, 2007). Through this, I was able to understand, explain and clarify social realities and perceptions presented by the participants.



### **3.3 Research Approach**

In attempt to answer the research questions, this study was approached through an interpretative demeanour, thus taking a qualitative stance. Qualitative research is the best suitor to answer the ‘why’ and ‘how’ of the study as opposed to quantitative research which tests out pre-determined hypotheses that produce generalisable results (Mack, Woodsong, MacQueen, Gest, & Namey, 2005). Furthermore, this approach allowed me to have a greater understanding of “participants’ feelings, opinions, and experiences; and interpret[] the meanings of their actions” (Rahman, 2017, pg. 104; Patton, 2002). To substantiate this choice of research approach, data collection for this study was done through eight one-to-one interviews and two focus groups (discussed in more detail in Section 3.5).

Nevertheless, this research design does pose a number of issues. One of these is that the background and beliefs of the researcher has a direct influence on the interpretation of data (Denscombe, 2010). The latter issue will be discussed later in section 3.6.3 entitled ‘Reflexivity’. Another issue which was argued by Denscombe (2010), is that due to the small sample size, the research would not be a good suitor to represent the whole population.

### **3.4 Sampling and Participants of the Study**

A qualitative researcher should focus on answering the research questions rather than generalising by using a larger than needed sample size (Marshall, 1996). A sample should neither be too small nor too large. For example, for certain studies, a sample size of ten might be too little to understand a complex phenomenon or to develop a theory altogether (Sandelowski, 1995). The number and which individuals

to select is determined by the study's aim and the population's characteristics (such as the size and diversity) (Mack et al., 2005). After discussions with my supervisor and reviewing MGG's population size, it was decided that the sample size is that of 20 participants: four were council members, a further four were grass-root leaders, one from each section (Dolphins, Brownies, Guides and Rangers), and twelve Rangers (14-18 years old). Tables 3.1 and 3.2 illustrate a list of all the participants.

Apart from the sample size, the researcher needs to make sure that individuals partaking in the sampling of a qualitative research, should have personal knowledge of what is being questioned (Sandelowski, 1995). Thus, purposive sampling was chosen to recruit individuals who were able to provide in-depth, rich data for the study, which more often than not was gained through their first-hand experience on the topic (Bryman, 2012; Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). Council members and warranted, grass-root leaders received the recruitment letter (found in Appendices F and G respectively) for one-to-one interviews through MGG. Rangers received two separate recruitment letters, one addressing them, and another addressing their parents/ guardians (found in Appendices I and H respectively). Given that the availability and willingness for participants to participate in the study is also essential (Bernard, 2002; Spradley, 1979), it was up to the participants to volunteer their time to be part of the focus group interview or one-to-one interview.

<b>Pseudonym</b>	<b>Role in the Association</b>	<b>Age</b>	<b>Number of years active in MGG</b>
Doris	Dolphin leader	24	16
Joanna	Brownie leader	51	44
Annie	Guides and Rangers leader	27	20
Bernice	Guides and Rangers leader	67	31
Bella	Council Member	24	19
Amanda	Council Member	30	25
Abigail	Council Member	48	42
Maria	Council Member	24	19

Table 3.1 List of one-to-one interview participants

<b>Pseudonym</b>	<b>Focus Group number</b>	<b>Age</b>	<b>Number of years active in MGG</b>
Ella	1	16	3
Caroline	1	15	3
Emily	1	16	8
Naomi	1	15	2
Louise	1	14	3
Ariana	1	15	3
Mia	2	14	3
Yoanna	2	14	2
Eva	2	13	2
Britney	2	14	3
Marika	2	13	3
Alex	2	15	10

Table 3.2 List of focus groups' participants

### **3.5 Data Collection**

It was decided that this study will entail eight one-to-one semi-structured interviews, four with council members and another four interviews with four grass-root leaders, and two focus groups containing six rangers each. The following section will discuss the rationale behind this choice and present details about the implementation.

#### **3.5.1 *Single one-to-one Interviews***

Interviews are defined as a way of comprehending the perceptions of interviewees; to get an insight of their thought processes (Stuckey, 2013). The style chosen for this study's one-to-one interviews was semi-structured. Semi-structured interviews helped me keep an open mind about the discussion and identify new perceptions and understandings that would not have crossed my mind otherwise (Bryman, 2012; Stuckey, 2013). Additionally, having open-ended questions, as opposed to closed-ended questions, gave the participants the opportunity to answer in their own words, giving the answers a meaningful aspect, which is personal to them (Mack et al., 2005). I, then, further probed the interviewees on what was said in order to understand the how and why of their answer (Stuckey, 2013).

The interview guide, also known as interview schedule, aids the researcher to take the right direction during the interview (Lyons & Coyle, 2008). Although extensive literature research was done to construct these questions, the participants were really and truly "the active agent[s] in shaping how the interview goes" (Lyons & Coyle, 2008, pg. 42; Stuckey, 2013). Apart from the content of the questions, I made sure that the language used in the interviews was as unpretentious as possible to

assure that communication was flowing easily. Both one-to-one interview guides (found in Appendices A and B), were split into four parts to make sure that all the research questions were addressed:

1. General information about the participant,
2. MGG being a non-formal education provider,
3. MGG and the SDGs, and
4. MGG's educational programme and the SDGs.

#### *3.5.1.1 One-to-one Pilot Interview*

Piloting an interview schedule is a significant step in any researcher's study (Bryman, 2012). Apart from checking whether the questions are easily understood, confusing or poorly worded, it also provides the researcher with some practice and experience for the actual interviews/ focus groups later on (Bryman, 2012). The former helps the researcher to avoid missing data during collection. Moreover, it is also suggested that the pilot interviews are not done with the members of the sample that the researcher needs to recruit. This might result in having recruitment issues such as not having enough participants to participate in the actual data collection (Bryman, 2012). The ideal set of respondents would be very similar or close to the actual sample. In this case, I conducted a pilot interview with a grass-root leader, given that there are numerous grass-root leaders within MGG and would thus, pose no limitation on sampling for the research.

After carrying out the pilot interview, I also asked for feedback from the grass-root leader. The changes made from the original interview guide were mostly concerned with jargon terms used without being explained, for example, when

asking about MGG's strategic plan. This was then rectified for the official interviews by breaking it down and explaining what the MGG strategic plan was, should they not have known. The same can be said for the term Sustainable Development Goals. In cases where they did not have any knowledge of what the SDGs are, it was then decided to introduce the diagram of the SDGs' summary (Figure 2.1) in order to help me explain what these are.

#### *3.5.1.2 Carrying out the one-to-one interviews*

All eight one-to-one semi-structured interviews were done over the time span of five weeks and were on average 50 minutes long. The questions were in English; however, I always asked the participants whether they preferred to speak in Maltese or English, and when they answered that they favoured Maltese, the questions were asked in both English and Maltese. The one-to-one interviews were all done online due to the Covid-19 guidelines issued by the Maltese Health Department at the time. Moreover, they were all audio-recorded and ready to be transcribed. Annie's transcript can be found in Appendix M as an example.

#### **3.5.2 Focus Groups**

Focus groups are a type of interview which occurs in a group, and thus, saves the researcher time from interviewing participants individually (Kitzinger, 1995; Mack et al., 2005). However, this was not the reason why I opted for focus groups. Focus groups are also a good way to see the interaction between the participants in the group (Mack et al., 2005).

In the focus groups, Rangers were encouraged to engage in discussion, to answer one another, give their opinion on the subject being discussed, and whether they agree with the other participants or not (Kitzinger, 1995; Mack et al., 2005). This allowed them to explore and take a stand in what they truly believe in and what their viewpoint is on this particular topic. This kind of information might not be as easily accessible in one-to-one interviews (Kitzinger, 1995). Moreover, such focus groups are extremely useful for studies, such as this one, which focus on the exploration of people's experiences and knowledge (Basch, 1987).

Through these focus groups, I was able to explore the why and how of what is said as well (Kitzinger, 1995). Forms of communication, for example jokes, arguments and anecdotes, that are used in a day-to-day basis tells a lot about the group and even the individual. This gave me an insight in the group dynamics and subcultural norms and values (Kitzinger, 1995; Mack et al., 2005), which are really and truly, implicit parts of Guiding.

Just like the one-to-one interview guides, the focus group interview guide was also split into four parts to make sure that all the research questions were addressed:

1. General information about the participant,
2. MGG being a non-formal education provider,
3. MGG and the SDGs, and
4. MGG's educational programme and the SDGs.

Although council members and leaders' interview guides were similar with the Ranger's, the strategic plan was not mentioned with the groups of Rangers. The reason for this is that they are still too young to be involved in the strategic part of MGG. Apart from this, I also made sure that concepts such as responsible citizenship were broken down, in case I was not able to elicit the meaning and examples from the group. The focus group guide can be found in Appendix C.

#### *3.5.2.1 Pilot Focus Group Interview*

A focus group pilot interview was carried out with six other Rangers. They were also asked for feedback after the interview and all of them found it easy to grasp the questions. They also commented about the fact that difficult concepts were broken down in ways which were understandable. For this reason, the interview guide did not change from before to after the pilot focus group interview.

#### *3.5.2.2 Carrying out the Focus Groups*

Both focus groups were done over the time span of one week and were each approximately 45 minutes long. The questions were in English; however, I always asked the participants whether they preferred to speak in Maltese or English, and when they answered that they rather speak in Maltese, the questions were asked in both English and Maltese. The focus groups were all done online due to the Covid-19 guidelines issued by the Maltese Health Department at the time. Moreover, they were all audio-recorded and ready to be transcribed. One should note that in Appendix N, only an excerpt was provided from Focus Group 1's transcript for the reason that more often than not, participants were giving personal information which would disclose who the individuals are or which Unit they belonged to.



### **3.6 Enhancing the Quality of the Study**

Having a good quality research is what elevates the study's findings over any opinions or speculations that one encounters on a day-to-day basis (Langdrige & Gareth Hagger-Johnson, 2009). In the following section, I will be looking at methods which improved the quality of this study, such as the choice of participants, triangulation of data, reflexivity and the ethical considerations taken.

#### **3.6.1 Choice of Participants**

Different participants with distinct roles brought about different levels of experiences within MGG. Through purposive sampling, recruited individuals were able to provide in-depth, rich data for the study, which was gained through their first-hand experience on the topic (Bryman, 2012; Palinkas et al., 2015).

#### **3.6.2 Triangulation of Data**

Triangulation of data is when data from different sources, times and people is drawn (Flick et al., 2004). In this case, data was collected from council members which are at the strategic level of MGG, grass-root leaders from different sections and Units, and Rangers. The strategy behind triangulation in a qualitative study is validation (Denzin, 1978). For example, if the council members say that one of the aspects highlighted in the educational programme is the value of 'friendship', this can be cross-checked with the Rangers' attitude towards each other, and the discourse used. Moreover, cross-verging themes emerged from different cohorts of participants (Flick et al., 2004). Having said that, critics argued that putting the picture together is more difficult than one might imagine (Silverman, 1985; Fielding & Fielding, 1986). In fact, I found it somewhat challenging and was very careful and reflective to

understand every side of the “triangle” in its own term before putting all the pieces together. Fielding and Fielding (1986) argued that, as per above example, data collected from different sources might be contradictory. When this occurred, different perspectives on the same subject were shown (Fielding and Fielding, 1986).

### **3.6.3 Reflexivity**

In order to have a well carried-out analysis, reflexivity about one’s own research, especially when analysing data, is imperative (Gough and Finlay, 2003). In fact, it is argued that the report of values and biases is essential in enhancing the reflexivity of the study (Creswell, 2003). A bias which might be of an issue in this study is the fact that I have been and, am still, a member of MGG for 15 years and thus, it was somewhat challenging for me to view the data from a non-biased perspective. The concept of the *epoche* suggests that assumptions and biases can be bracketed so that they can be viewed from a blank slate (Husserl, 1931; Moustakas, 1994). For this reason, I tried to avoid “obvious, conscious and systematic biases and be as neutral as possible” by reflecting on any sources of partiality and the practices applied (Ormston, Spencer, Bernard & Snape, 2003, pg. 22). On the other hand, being an MGG member has its advantages as well as I was familiar with jargon that participants used, especially when talking about badge work and details of the non-formal educational programme and strategic plan.

### **3.6.4 Ethical Considerations**

Clearance from the Faculty Research Ethics Committee (FREC) and from the University Research Ethics Committee (UREC) was sought and given before starting this research (See Appendix D). Along with the FREC and UREC form, a detailed

description of the research, a thorough assessment, a copy of all the required documents, including institutional access permission (Appendix E), and the interview guides were submitted. Ethical considerations also include getting informed consent from the participants as well as ensuring confidentiality and anonymity.

#### *3.6.4.1 Informed Consent*

All participants were given an information and recruitment letter both in Maltese and English via MGG. These invited individuals to voluntarily participate in the study accompanied by the aims of the study, information about the interview/ focus group, and the purpose of audio-recording the interview. Following this letter, Council Members and grass-root leaders had to sign a consent form (Appendix K). In case of Rangers, an information and recruitment sheet was given to both the parents/ guardians and the Rangers themselves. The information and recruitment letter was then also followed by a parental consent form (Appendix J) which highlighted that the Rangers' parents understood the recruitment and information sheet, that they had time to ask any questions to the researcher, that the interview was going to be audio-recorded, and that the participants were not to record the interviews. A similar assent form (Appendix L) was also signed by the under-18 participants. The assent form was a way through which the participants expressed their willingness to be a part of the focus groups. Rangers are old enough to understand the research in general and the activities requested, but are too young to give consent (FREC, 2019).

#### *3.6.4.2 Maintaining Confidentiality and Anonymity*

The term confidentiality is often seen as akin of privacy (Oliver, 2003; Gregory, 2003). Ensuring the participants of confidentiality is giving the guarantee that anything they say will not be quoted or repeated, at least without permission. Therefore, really and truly, confidential research cannot be conducted for the reason that the researcher has to use, refer and quote what was said during the interview/ focus group in the data analysis and discussion of the results (Wiles, Crow, Heath & Charles, 2006). Having said that, in this study's consent forms and assent form, it was explicitly stated that confidentiality of data and records will be kept in the sense that information gathered will be in a safe place, making sure that no one has access to it other than the researcher and examiner (Wiles et al., 2006). Moreover, in the case of focus groups, participants were also aware that they were not to record or quote other members outside of the focus groups in order to safeguard confidentiality.

Most textbooks concerning research highlight the importance of anonymizing the participants and making them non-identifiable (Bryman, 2012; Denzin & Lincoln, 2013; Silverman, 2014). In fact, anonymity through pseudonyms is nowadays considered to be the norm (SRA, 2003; Corden & Sainsbury, 2006). All participants and MGG Units in this study were given pseudonyms. However, the Social Research Association (SRA, 2003) guidelines state that the researcher needs to be careful with the changing of identities. Some changes might have an impact on the results of the study and might reduce credibility. Some ways of doing so are through grouping "data in such a way as to disguise identities ... or to employ a variety of available measures that seek to impede the detection of identities without inflicting very

serious damage to the aggregate dataset” (SRA, 2003, p. 39). Some researchers might also decide to omit certain characteristics, dramatic or extreme situations where the participant would be identifiable (Corden & Sainsbury, 2006). Even though latter cannot be applied to this study, data gathered from participants was carefully quoted to make sure that roles were not identifiable. Moreover, Rangers also often mentioned details which would enclose their Unit or identity and thus, this information was omitted, such as in the case of the transcript excerpt found in Appendix N.

### **3.7 Data Analysis**

The main aim of data analysis in a qualitative study is to try and make sense of the data by classifying the perceptions of individuals in a given situation (Cohen et al., 2007). One should first manage the raw data. This was done by audio-recording the interviews and focus groups, which gave me the ability to listen to them repeatedly in order to truly understand and interpret the data.

This was then transcribed by me as the researcher and not by a third-party transcriber (Bryman, 2012). Through this, I gained familiarity which facilitated realisations and ideas that came up during analysis (Bailey, 2008). Transcriptions sometimes are used solely for accuracy and convenience (Hammersley, 2010). However, they should not merely minimise the discourse to what is written down and then used as data. Some researchers do not transcribe every single word. They deem what is important and what is not, which in turn interferes with the analysing of data (Hammersley, 2010). In the case of this research, the interviews and focus groups were fully transcribed, including the tone of voice and facial reactions. Bailey

(2008) highlights that such features are crucial for interpreting data (Bailey, 2008). Moreover, I believe that this plays a critical role in the stance that I took for this study, which is an interpretivist one. Once the raw data was transcribed, it was then analysed using Thematic Analysis (TA).

### **3.7.1 Thematic Analysis**

For qualitative research to be credible, trustworthy and yield meaningful results, the researcher must analyse the data in a precise and consistent manner (Nowell, Norris, White & Moules, 2017; Attride-Stirling, 2001). When conducting a study, the researcher becomes the instrument for analysis. That means that they are the ones who make judgements about the coding and themes (Starks & Trinidad, 2007).

For this study, TA was used to analyse the data gathered. Through this method, I was able to identify, analyse, organise, describe and report themes found within the data (Braun & Clarke, 2006). One advantage of TA is that it provides a detailed and rich account of data (King, 2004). It also enables the participants to show their perspectives, and highlights differences and similarities found in the latter (Braun & Clarke, 2006). This can be associated with the interpretative endeavour that this research is taking, where the participants' perceptions, feelings, discourse and social interchange are all assets. TA enabled me to produce a clear and organised report of the key features mentioned in the focus group and interviews (King, 2004). I used Braun and Clarke (2006)'s six phases of TA to analyse this study's research, which was a reliable and useful guideline (Braun & Clarke, 2006; 2013).

The first phase is called Familiarisation with the data. Here, I familiarised myself with the data by transcribing, re-reading and re-listening to the interviews whilst taking notes (Braun & Clarke, 2006). This led me to the second phase of coding where I used the transcripts to generate labels that are relevant to the research questions. One can see an example of the aforementioned labels in Annie's transcript which can be found in Appendix M. These labels amounted to 99 codes (Figure 3.1) which were then grouped into 27 codes in the third phase called Searching for Themes (Braun & Clarke, 2006; 2013). From the 27 codes, the four themes and seven subthemes emerged (highlighted in Table 3.3). During the fourth phase called Reviewing the Themes, I reflected on whether the themes answer this study's research questions and the relationship between one another (Braun & Clarke, 2006; 2013). After this, I started defining and naming the themes by looking at the essence of each theme and trying to come up with a concise and informative name for each one (Braun & Clarke, 2013). The last and sixth stage was the write up, which in this case, will be presented in the next chapter. Here, I had to make sure that the emerging data from the themes was interwoven with existing literature (Braun & Clarke, 2013). Appendix O contains all the quotes from a single theme as an example.

<b>Code 1</b>	Guiding as a way of life	<b>Code 50</b>	Guiding and Scouting Method to achieve the mission
<b>Code 2</b>	Guiding as part of my identity	<b>Code 51</b>	Supporting different units
<b>Code 3</b>	Giving and receiving	<b>Code 52</b>	Sense of uniformity
<b>Code 5</b>	Nurturing of skills	<b>Code 53</b>	Same person, different roles within the organisation
<b>Code 6</b>	Sense of Satisfaction	<b>Code 54</b>	Supporting leaders
<b>Code 7</b>	Comparison with Scouts	<b>Code 55</b>	Leaders' autonomy over the programme
<b>Code 8</b>	MGG visibility	<b>Code 56</b>	Responsible citizenship
<b>Code 9</b>	Finding own path	<b>Code 58</b>	MGG and Politics
<b>Code 10</b>	Personal Growth	<b>Code 59</b>	Relevance of SDGs to MGG
<b>Code 11</b>	Personal Development	<b>Code 60</b>	SDGs that MGG is not working on
<b>Code 12</b>	Ever-changing society	<b>Code 61</b>	MGG and Gender Equality
<b>Code 13</b>	Time relevant	<b>Code 62</b>	SDG 9 - Industry, Innovation and Infrastructure
<b>Code 14</b>	Covid drawbacks	<b>Code 63</b>	Poverty
<b>Code 15</b>	Inhouse experts	<b>Code 64</b>	Scaffolding learning
<b>Code 16</b>	Marketing	<b>Code 65</b>	Uniqueness of same-sex organisation
<b>Code 17</b>	Quality training	<b>Code 66</b>	Opportunities to learn from others
<b>Code 18</b>	Tolerance	<b>Code 67</b>	Leadership in MGG
<b>Code 19</b>	Inclusion and Diversity	<b>Code 68</b>	Teamwork in MGG
<b>Code 20</b>	Leading by example	<b>Code 69</b>	Learning by experimenting
<b>Code 21</b>	The 8 point programme	<b>Code 70</b>	Safe space
<b>Code 22</b>	Learning through fun	<b>Code 71</b>	New and different opportunities
<b>Code 23</b>	Learning by doing	<b>Code 72</b>	Independence from a very young age
<b>Code 24</b>	International aspect	<b>Code 73</b>	Members' value
<b>Code 25</b>	Adventure	<b>Code 74</b>	Representative Democracy
<b>Code 26</b>	Being prepared	<b>Code 75</b>	Not all SDGs are relevant to Malta
<b>Code 27</b>	Opportunity to meet people	<b>Code 76</b>	Second Family
<b>Code 28</b>	Sustainable Education	<b>Code 77</b>	Self-Confidence
<b>Code 29</b>	Working in small groups	<b>Code 78</b>	Empathy
<b>Code 30</b>	Ripple effect of positive change	<b>Code 79</b>	Justice in MGG
<b>Code 31</b>	The environment	<b>Code 80</b>	Guides' and Rangers' say in the programme
<b>Code 32</b>	Relevance to group age	<b>Code 81</b>	Guiders guiding members
<b>Code 33</b>	Guides' own interests	<b>Code 82</b>	Needs over wants
<b>Code 34</b>	Making voices heard	<b>Code 83</b>	Space for improvement
<b>Code 35</b>	Gender Equality in Malta	<b>Code 84</b>	Working on what you believe in
<b>Code 36</b>	Lifelong Learning	<b>Code 85</b>	Work for the change you want to see
<b>Code 37</b>	MGG empowering girls and young women	<b>Code 86</b>	Trained Volunteers
<b>Code 38</b>	Current Issues	<b>Code 87</b>	Programme relevant to local scene
<b>Code 39</b>	Skills are needed for both sexes	<b>Code 89</b>	Theoretical background + learning by doing
<b>Code 40</b>	Public speaking skills	<b>Code 90</b>	Health and Wellbeing
<b>Code 41</b>	Professional Development	<b>Code 91</b>	MGG partnerships
<b>Code 42</b>	Responsibility from a young age	<b>Code 92</b>	Time Management Skills
<b>Code 43</b>	Sense of leadership from a very young age	<b>Code 93</b>	National Board member's responsibilities
<b>Code 44</b>	Creating positive difference in community	<b>Code 94</b>	Taking a different perspective of MGG from one role to another
<b>Code 45</b>	MGG as education provider	<b>Code 95</b>	Inexplicitly working on SDGs
<b>Code 46</b>	Attitudes	<b>Code 96</b>	SDG 16 Peace, justice and strong institutions
<b>Code 47</b>	Learning through experiences	<b>Code 97</b>	Leaders' Responsibilities
<b>Code 48</b>	Girls developing their full potential	<b>Code 98</b>	Experiential Cycle in MGG programme
<b>Code 49</b>	Own pace	<b>Code 99</b>	Some SDGs seen as too difficult to be covered by young members

Figure 3.1 List of codes which emerged during the second phase of TA



	<b>Theme name</b>	<b>Subthemes</b>
1	Malta Girl Guides and the Sustainable Development Goals	
2	A Movement that drives Social Change	<ol style="list-style-type: none"> <li>1. Making Voices Heard</li> <li>2. Nurturing Responsible Citizens by making a positive Contribution to Society</li> </ol>
3	The Non-formal Educational Programme	<ol style="list-style-type: none"> <li>1. Using the Guiding and Scouting Method</li> <li>2. Leadership Development</li> </ol>
4	Giving Value and Empowering the Girl	<ol style="list-style-type: none"> <li>1. Skill Development</li> <li>2. A Relevant Association</li> <li>3. The importance of a Single-Sex Association</li> </ol>

Table 3.3 Emerging Themes

### 3.8 Conclusion

In this chapter, this study's ontology and epistemology, the research approach, data collection, ethical considerations and data analysis were discussed. In the following chapter, the emerging themes will be reviewed alongside existing literature in an attempt to answer the study's research questions.

## **Chapter 4 - Findings and Discussion**

### **4.1 Introduction**

The themes that emerged from the data analysis process are being presented and discussed in this chapter. Findings from the interviews and focus groups will be merged with existing literature in order to answer the research questions (outlined in Section 1.4).

The emergent themes (outlined in Table 3.3) are intertwined and heavily dependent on each other. The first theme will explore participants' views and the relationship between the SDGs and MGG's mission and programme. This is substantially linked with creating social change, which will be discussed in the second theme. This social change would not be possible without the implementation of the non-formal educational programme, which will be explored through the third theme. The fourth and final theme will highlight how all of these come together by, first and foremost, giving value to the girl and empowering her in every decision she might take in her life.

### **4.2 Malta Girl Guides and the Sustainable Development Goals**

WAGGGS celebrates the SDGs and supports any action taken by MOs to leave an impact everywhere around the world (Verhoeven & Nuga, 2018). The World Organisation has worked with its MOs to understand the areas which they should focus on.

Findings show that MGG is working on the SDGs in an indirect manner. Most council members, namely Bella, Amanda and Abigail, stated that although the SDGs are relevant to the Association and go hand in hand with the mission, the way these are marketed with the Association's leaders and young members needs to be appealing. The participants expressed that the term is a mouthful, and most leaders and members would not be interested in learning more about them, simply because of their title. However, all stakeholders acknowledged that the SDGs are indeed vital and need to be targeted in the programme, albeit inexplicitly. Amanda gave a practical example of what can, and is being done within MGG:

*I think it's easier... when you pass on the value of equality, when you pass on the value of reducing waste, of taking care of the environment, of being accessible to all... I think it's easier to advocate those values with our members, without... pushing the, the title [...] it's a mouthful.*

Apart from the badges and campaigns mentioned earlier in Section 2.6, such as STV (WAGGGS, 2014a) which contributes to SDG 5 Gender Equality, and Marvellous Minds (Malta Girl Guides, 2018b) which relates to SDG 3 Good Health and Wellbeing, members mentioned many other activities within the programme that target different SDGs. Such activities include the First Aid badge and badges related to women in STEM. Moreover, all of them mentioned activities such as clean ups in their communities, helping the disadvantaged by collecting foodstuffs, and volunteering in, for example, I-iStrina and Puttinu Cares.

All participants, especially Rangers, focused on the role MGG has on the Goals that are directly related to the environment, namely SDG 7 Affordable and clean Energy, SDG 13 Climate Action, SDG 14 Life below Water and SDG 15 Life on Land. The following is an excerpt from a conversation that occurred in Focus Group 1, which shows the Rangers reflecting on their contribution towards the environment.

*Ella: Das-Sajf konna morna  
biex niġbru l-plastic [...]*

*[Ella: This Summer, we  
collected plastic [...]*

*Louise: Naħseb li importanti.  
Eżempju jekk tagħmel ix-xita, l-  
plastik li jkun fuq l-art jista'  
jispiċċa ġol-baħar.*

*Louise: I think it's important. For  
example, if it rains, the plastic  
that's on the ground would end  
up in the sea.*

*Ariana: Eħe, we've definitely  
worked a lot on climate action.  
We've brought a lot of  
awareness to it and we have  
done... a lot of events in [...]  
for example, to show us  
awareness on climate action  
especially since there are a lot  
of lives in danger.*

*Ariana: Yes, we've definitely  
worked a lot on climate action.  
We've brought a lot of  
awareness to it and we have  
done... a lot of events in [...] for  
example, to show us  
awareness on climate action  
especially since there are a lot  
of lives in danger.]*

Another example which involves the Ranger section was given by the council member Abigail, who is also a Ranger leader. The Rangers in her Unit saw the need to voice their concern about an issue that had to do with the environment and were empowered to do so through means provided by MGG. Abigail explained that:

*they applied for a project, they applied for funding, to do a campaign about the environment, including a debate league [...] the project is called 'There is No Planet B'. So, from the girls' voice, from what is important to our girls, an initiative was taken by the Youth Council.*

On the topic of the environment, Abigail gave another example which concerned the SDG related to life under water, where they worked on a badge about water, and automatically raised awareness about this issue. Abigail noted that

*there is a water badge [...] we did it over a weekend [...] camping [...] because we were living together, we could sort of, say "how are we going to save water during these three days?" [...] We managed to have a very practical implementation of the badge.*

Apart from the environment, MGG is also working on other SDGs, namely the third goal focusing on good health and wellbeing. This was mostly discussed in terms of practices within MGG and in relation to badge work. In relation to mental health, Amanda, a council member, mentioned the training that was carried out with leaders with regards mental health during the Covid19 pandemic (this will be discussed further in section 4.4.2). Other practices within the Association that are

contributing to the third goal include the promotion of exercise and healthy eating.

For instance, Amanda, gave an example within her Unit:

*It's really one of the main things that we try and do indirectly, even... in our weekly programmes you know... or in our sleepovers and camps, we try and get girls to eat healthy and do some activity on it.*

Maria talks about the importance of WAGGGS' *Free Being Me* campaign, which emphasises vital issues such as body image and self-confidence (Verhoeven & Nuga, 2018). She connected this campaign with empowering girls to take big roles in their communities by believing in themselves.

*The Free Being Me campaign, which is a WAGGGS body confidence campaign.... It is proven that a lot of girls' low self-confidence leads to them thinking they are not able to take certain big roles in their communities.*

When it comes to SDG 4 Quality Education's target on lifelong learning, which WAGGGS (2015) endorses, most participants talked about the lifelong learning that takes place through training at work and/or part-time/ night-time courses provided by the government. However, not everyone agreed that there is enough work being done in this sector. Whilst Bella, a council member, stated that courses provided by the government are "not flexible enough" to accommodate everyone, Doris, a grass-root leader, stated that it's very easy for somebody to learn more about something they are passionate about. Bella also explained that the ongoing training sessions for

leaders within MGG also contribute to lifelong learning. In light of the latter, Maria, a council member, explained that MGG gives ongoing training about “pedagogy and anything that is relevant to working with children”.

WAGGGS (2015) also recognises the importance of education for sustainable development, which is a target found within the goal relating to quality education. (Sharma & Sobti, 2018). Malta provides many programmes and initiatives to raise awareness on the topic. For example, Nature Trust runs several programmes on the topic (Nature Trust, 2019), along with courses at the University of Malta (L-Università ta’ Malta, 2020) and the initiative of EcoSkola which is supported by the National Curriculum Framework (2012). When looking at the Sustainable Development Report Index, Malta placed 32nd place out of 193 countries (Sachs et al., 2020). When looking into more detail as to what Malta has yet to improve on, climate action, responsible consumption and production, and life below water are the most three aspects that seem to be in the red zone (Sustainable Development Report, 2020). When asked about education for sustainable development, participants noted that Malta has a long way to go when it comes to recognising the vitality of this matter. For example, Bella talked about the issue of infrastructure:

<i>Malta għadna lura... anke' meta</i>	<i>[Malta's still behind... even when</i>
<i>tħares lejn is-siġar u l-ambjent</i>	<i>you look at trees and the</i>
<i>ta' madwarna, għan-nies ta'</i>	<i>environment around us, for the</i>
<i>warajna, vera qed inkunu egoisti</i>	<i>people who are going to inherit it</i>
<i>naħseb jien. Li like inqdejt jien,</i>	<i>after us, we are being very</i>
<i>tellajt binja, imma ta' warajja</i>	<i>selfish. It's like, I needed to build</i>

<p><i>ġejn naqa u nqum... iġifieri mhux se jkollhom għalihom x'jieħdu waraja.</i></p>	<p><i>a building, I don't care about the others as long as I get what I want... they're not going to inherit anything.]</i></p>
---	---

Doris also made the same argument that, if education for sustainable development were really that important and effective, people would not

*continue, for example, building on the green areas that are already very limited, but we still build... on them. We are reducing what's already very limited, and our, the future generation, like our children and children of our children, they will not experience the greenery that we have right now.*

Another goal which WAGGGS (2015) endorses is the stand alone goal about Gender Equality. All members bridged the link between gender equality and the work that MGG is doing. Rangers, such as Mia and Yoanna (both in focus group 2) explained that MGG helps them in acknowledging that women are capable of doing anything that they dream and work on doing. Mia explained that sometimes, they have sessions where these capabilities are highlighted and encouraged:

<p><i>Ġieli jkollna sessions li jgħidulna aħna n-nisa, x'kapaċi aħna x' nistgħu nagħmlu</i></p>	<p><i>[Sometimes we have sessions where they tell us what us women are capable of doing.]</i></p>
---	---



All the SDGs are incorporated within the last SDG (Partnerships for the Goals), which focuses on achieving the goals through partnerships and by working together (Sharma & Sobti, 2018). All stakeholders mentioned that MGG collaborates with different entities, such as Bird Life, Sharklab and Aġenzija Żgħażaġħ. Maria gave an example of how such partnerships help in contributing towards the SDGs, albeit indirectly:

*For example, the Gozo group went to Ramla bay where there was a turtle hatching eggs... they got someone who was an expert to show them. They tested the temperature of the sand to see how it effects the hatching of the eggs of the turtle... and saw the turtles' eggs up front.*

Another reason for outsourcing, according to Bella, Bernice and Maria, is to avoid getting incorrect information across. When talking about the STV badge, Bernice expressed this quite vividly:

<i>Nemmen li, li leader jekk mhijjex</i>	<i>[I believe that if a leader is not</i>
<i>kapaċi biex tgħati session fuq ċertu</i>	<i>capable of giving a session</i>
<i>punti... ma tkunx daqshekk</i>	<i>about certain points herself...</i>
<i>ambizjuża li tagħmilha hi xorta,</i>	<i>she shouldn't be too ambitious</i>
<i>għax kemm nistgħu nagħmlu ġid,</i>	<i>and does it anyway, because it</i>
<i>nagħmlu ħsara.</i>	<i>can do more harm than good.]</i>

There were controversial answers when it came to whether or not all SDGs are relevant to Malta as a country and to MGG. Abigail, Annie, Bella and Maria

argued that all SDGs are indeed relevant to every individual for the reason that everybody is a global citizen, and thus, what one might not think affects her/him, might still be very relevant to every individual. In fact, in an interview with Lara Tonna, then the Chief Commissioner (The Malta independent, 2009), it was highlighted that the Association remains relevant by making a positive contribution to issues that matter the most and those which girls all over the globe are dealing with on a daily basis (The Malta Independent, 2009). Abigail explained this by giving the example on birth mortality:

*Our birth mortality is low, because of the health care system we have available and accessible to all [...] I think it's a global village, so I think it's even part of quality education for our girls to be aware of what is happening around her, to be global citizens, because we are a part of a global Association.*

One of the SDGs which participants had opposing thoughts about was the first Goal: No Poverty. Amanda and Doris think that some of the SDGs are not applicable nor relevant, simply because they think that Malta does not need to work on them. For example, Doris, a grass-root leader, thinks that this issue is something that MGG doesn't really need to work on:

*We have poverty in Malta, but I think it's not like the poverty we'd find in other countries, so I think that's not something that Malta Girl Guides would implement, but something that WAGGGS would.*

Contrastingly, both Ariana, a Ranger in Focus Group 1, and Abigail, a Council Member, argued that poverty in Malta does indeed exist, but many are not aware of it or do not recognise this fact. In fact, in 2018, the Director of Caritas Malta, Anthony Gatt, explained that the gap between the rich and the poor is constantly increasing and is leaving many homeless (Carabott, 2018). Moreover, according to the European Statistics on Income and Living Conditions (EU-SILC, 2020), approximately 20% of the Maltese population were classified in the 'at risk' category, whilst almost 10% were found to be materially or socially deprived.

Another interesting contrasting point made by participants was the relevance of SDG 9: Industry, Innovation and Infrastructure to MGG. Amanda, a council member, argued MGG does not really work on anything that has to do with industry, innovation and infrastructure, whilst Annie, a grass-root leader, noted that we do indeed work on this as well, especially when working on topics around STEM, given that women keep on experiencing obstacles when it comes to this field (University of Malta, 2020).

*We have some badges that are related to STEM and I think that really helps in having [...] more people who actually work in industry and innovation. Right now, we have, half of the population is basically being excluded on this aspect, so I think having more girls and women working in innovation is something that's quite important (Annie)*

Inclusivity, one of MGG's core values which promotes and encourages diversity within the Association (Malta Girl Guides, 2018a), was mentioned by all

participants multiple times by giving multiple examples. Council members referred to the statute which states that the Association is open to girls and women of every class, race, religion and nationality (Malta Girl Guides Statute, 2020). This was heavily linked with SDG 1 No Poverty, and SDG 10 Reduced Inequalities. Amanda explained this in relation to the first Goal:

*Rather than pushing for no poverty, I think we try and give an... equal platform and an equal opportunity to anyone who wants to join our Association [...] it is open for all, with different cultures, with different languages... coming from different... social backgrounds, so that is the way we try and, and help.*

Maria, another council member, gave a similar example about reduced inequalities and how this is targeted in MGG. She stated that:

*[...] we are open for everyone basically, everyone who identifies as a girl or a woman, but that can include a variety of sexual orientations... but not necessarily being biologically female [...] we are open and quite accessible to most disabilities (Maria).*

The Rangers gave an example of how this is applied within the organisation. For instance, Mia from Focus Group 2, gave an example when it came to people with different religious faiths:

*... they actually teach us how to be tolerant and accept and respect everyone, rather than just giving a lesson “you have to accept them”, they show it. For instance, MGG accepts everyone... you can’t say “you can’t come because you’re a Muslim”, it’s not acceptable [...] we had multiple girls which weren’t roman catholic, and the way they treat them wasn’t any different than us.*

In this first theme, we looked at how MGG contributes to the SDGs by being on the driver’s seat for change. The following theme will discuss in more detail how MGG strives to create this social change and how girls are given a voice.

## **4.2 A Movement that drives Social Change**

The mission of MGG is “to be a relevant movement where each girl and woman is valued, empowered and given a voice” (Malta Girl Guides, 2020b). The below subthemes show an insight on why MGG is a driver for social change and how different stakeholders within the Association perceive the last part of the mission.

The subthemes in this section are:

1. Making Voices Heard
2. Nurturing Responsible Citizens by Making a Positive Contribution to Society

### **4.2.1 Making Voices Heard**

The part of MGG’s mission which states that girls are “given a voice” (Malta Girl Guides, 2020b) can be seen in different stakeholders’ attitudes. None of the participants were afraid to talk about what they thought about any given subject, and

were comfortable with saying what they believe in, even though they might be talking about a controversial issue. For example, Ariana, one of the Rangers in focus group 1, expressed, without any issues, the injustices in the world, and in turn, Emily talked about her participation in the National Youth Parliament (NYP) and her decision to voice her concern about illegal immigration.

*They're using immigrants because they pay them less, and I know this fact for sure [...] I took part in NYP and it was... and I chose irregular immigration, and they really pay low... salaries, and it's... not worth it because if a Maltese person was there, they wouldn't pay him like that because he knows his rights (Emily).*

Another example of how MGG members are not afraid to speak up was given by the grass-root leader, Bernice, who was very proud to say that although she's "just" a leader, she's not afraid to voice her concerns about decisions taken within the Association.

*Nemmen ukoll, jekk...  
pereżempju saret xi ħaġa u forsi  
għandi points li forsi, għandi  
query fuqhom, mela eħe  
navviċina lil min għandi  
navviċina, u nkun nista' ngħaddi  
I-views tiegħi u forsi jispjegawli...  
għandi mnejn jkollli raġun imma*

*[I believe that if, for example,  
something was done and I have  
some points, or queries about  
them, then yes, I approach the  
person that I need to approach,  
I express my views and maybe  
they explain... I might be right,  
but maybe I'm the one in the*

<i>jista' jkun li l-ħsieb tiegħi huwa</i>	<i>wrong. So, help me understand</i>
<i>ħazin. Mela allura fhemni</i>	<i>why, so that we'll be on the</i>
<i>għaliex, u nkunu kollha fuq l-</i>	<i>same page.]</i>
<i>istess paġna.</i>	

This kind of attitude could also be seen when Council Members were asked about the reason for which they are volunteering at council level. All of them, namely Bella, Amanda, Abigail and Maria expressed that the main motivation is for them to be able to pursue what they believe in. One could argue that this reflected the individuals' agendas for MGG, all of which were in line with the mission, vision and strategic plan. Bella gives us a clear picture of this:

<i>Għax xtaqt li nagħmel...</i>	<i>[I wanted... to make a difference</i>
<i>differenza u nbiddel ċertu</i>	<i>and change certain aspects... for</i>
<i>aspetti li jiġu ikar accessible u</i>	<i>them to become more accessible</i>
<i>jiġu iktar reachable. Xtaqt li</i>	<i>and reachable. I wanted to see</i>
<i>dak id-distrakk bejn council</i>	<i>the distinction between council</i>
<i>member, national board</i>	<i>member, national board member</i>
<i>member u unit [...].] anyone can</i>	<i>and unit to [...].] anyone can be a</i>
<i>be a council member or a</i>	<i>council member or national</i>
<i>national board member iġifieri</i>	<i>board member. You just have to</i>
<i>just irid ikollok vision ta'</i>	<i>have a vision of what you want</i>
<i>x'tixtieq u ta' x'jinteressak, u</i>	<i>and what interests you and you</i>
<i>tista' tasal.</i>	<i>can make it.]</i>

Leaders and council members alike stated that members are given the opportunities to voice their concerns about current issues which they are passionate about. This is done via the non-formal educational programme and with the help of the Adult Volunteers' facilitation. Abigail gave a clear example of how this is done, similar to what WAGGGS (2014a) encourages; to make girls and young women's voices heard.

*We did the survey about the perception of people about domestic violence and that ended up being discussed within the parliament committee for social issues. I think that was a life-changing experience for me and even more for the six girls, at the time they were eighteen, who were defending [...] our cause with six [Members of Parliament] MPs who were practically beating them all the time and giving them one question after the other [...] That was one of the most meaningful moments in, in Guiding to me, seeing these young people defending their cause, something that they were believing in [...]*  
(Abigail).

This is connected to the next subtheme, where leaders related the part of the mission, where members have their voices heard, with being a responsible citizen.



#### **4.2.2 Nurturing Responsible Citizens by Making a Positive Contribution to Society**

WAGGGS' value-based, non-formal educational programme aims at developing the life and leadership skills of its members which in turn empowers them to become responsible and active citizens who make their voices heard and create the change they want to see (WAGGGS, 2012).

The stance that most of the participants took when discussing responsible citizenship is in line with WAGGGS', that it occurs through voicing your concerns and participating in the community. Annie, one of the grass-root leaders in fact noted that skills gained through the non-formal educational programme push young members to participate in society which in turn helps them to become responsible citizens (Gravina, 2003).

*Learning how to advocate [...] learning how to make an impact in society [...] having skills that would actually help you contribute towards society [...] it's about being responsible towards society, it reflects that you actually try to change things and having the skills to change [...] creating the change. (Annie)*

“Learning how to advocate” (Annie) consists of making one's voice heard thus exercising the skills of a responsible citizen. In fact, Doris, another grass-root leader, noted that being a responsible citizen is about

*voicing your opinion. For example, if I don't agree with something, it's irrelevant to be angry and... don't do anything about it [...] you do something about it. Like you propose something that you can make something else better.*

Apart from the example already given in section 2.6.1, where MGG issued a press release urging the government not to rush decisions when it comes to laws that protect against human trafficking and exploitation (Malta Girl Guides, 2020h), participants also mentioned other instances where MGG had an influence on decision makers. Abigail gave some examples such as:

*... the [Female Genital Mutilation] FGM law, because we didn't have any laws in FGM, maybe not now, we didn't take many credits, but we were the first ones, through the project of Stop the Violence to push for that law. We passed a resolution through the National Council of Women, and they presented it to the parliament.*

A contrasting point between participants, mainly between council members, was the involvement in certain protests and demonstrations. WAGGGS (2014a) explained that sometimes, to make one's voices heard, they do need to do so by protesting, boycotting and/ or building cooperatives. For example, Girl Guides Association of Malaysia petitioned against the loopholes that enable older men to marry young girls. The girls and leaders were also joined by representatives from different NGOs to stand outside the parliament (WAGGGS, 2018). Many participants in this study were critical of attending and/or organizing such events for the fear of

being labelled to be with in favour of one party or another. Bella expressed this by giving some examples:

<i>Ħafna mill-istands ma nitħlux</i>	<i>[We don't participate in most of</i>
<i>fihom għax ikunu politika, bħal</i>	<i>the stands because they would</i>
<i>tal-infrastructure, iġifieri</i>	<i>be political, like the one of</i>
<i>nibqgħu... not biased...iġifieri</i>	<i>infrastructure, we stay...</i>
<i>fejn kien hemm, kien hemm</i>	<i>unbiased... so when there were</i>
<i>leaders li xtaqu jattendu ċertu</i>	<i>leaders who wanted to attend</i>
<i>attivitajiet, jien naf, dawn li</i>	<i>certain activities, for example,</i>
<i>joqogħdu jintrabtu mas-siġar u</i>	<i>those who bind themselves with</i>
<i>hekk, pruvajna ma nkunux parti</i>	<i>trees, we tried not to be a part of</i>
<i>minnha.</i>	<i>it.]</i>

Abigail, another council member, showed disagreement with this, and made it very clear where she stands:

*Politics in Malta, unfortunately, politics with a small 'p', do not exist. It should exist, but it's very difficult because [...Malta is...] very partisan [...]. Honestly, I think, in the past few years they [MGG] are being too cautious about that. Sort of, they are too cautious to take part in certain protests, not to be, identified like sort of, being supportive of any party.*

This fear of being partisan is shared with other local non-governmental organizations that are non-political and which fight for the rectification of current

problems. In fact, in Malta, many NGOs and entities express the fear of speaking up about certain issues for the latter reason (Debono, 2020; Malta Independent, 2012).

Another aspect of responsible citizenship often mentioned by the participants was the positive contribution that Guiding has on society, either directly or indirectly. The vision and the Guide promise make specific reference to one's contribution to the community. In fact, the Guide promise states that members will do their best "to serve [their] country" (Malta Girl Guides Statute, 2020). A common theme amongst all participants was that this said change can be seen as a ripple effect. Almost everyone explained that reaching the members is the first step, then those members go out in society, and leave an impact on their social circle, be it their family, friends, school and so on. One of the council members, Abigail, explained this by giving an example of a badge they had done in her respective Unit:

*When you have a girl working on the badge curriculum [...] imagine how many families [...] when I was a Guide Guider, there was a similar badge [...] about food and sustainable development and I was working on this badge with the Guides and I had parents telling me, "Xi spiża neffaqtini! [you made me spend a lot of money!]", because she wanted to change all the light bulbs at home to the energy saving ones.*

Moreover, all participants explained that quite a good number of the badges and activities reach the community one way or another. Some indirectly like the latter example, whilst some reach the community more directly like the following example by Abigail:

*Once we had a project with the Valletta Guides, about pollution and we had [...] double sided tape that attracts dust and we placed these in different places of Valletta and we collected them after two weeks and realized how black [...] then we had like Lejla Valletta, and we had these exercise bicycles and we were inviting people to ride and promote cycling instead of using cars, and telling them, “look, this is in two weeks, this is all in your lungs”.*

Working towards the SDGs and creating social change both come down to the implementation of the non-formal educational programme. The next theme will explore participants' points of view on how the programme amplifies this social change and MGG's mission.

#### **4.3 The non-formal Educational Programme**

MOs within WAGGGS follow the structure of a non-formal educational programme (WAGGGS, 2014b). All the participants in the study were able to give examples of how the programme is implemented. The following subthemes will give an overview of the MGG non-formal educational programme as seen from the perspective of different stakeholders.

1. Using the Guiding and Scouting Method
2. Leadership Development

### **4.3.1 Using the Guiding and Scouting Method**

The way of work of the non-formal educational programme is based on WAGGGS' model of the Guiding and Scouting Method (WAGGGS, 2014b). All stakeholders mentioned at least one element of the method, whilst some also mentioned the method by its name and were able to give examples.

#### Self-progression

Guiding is a self-directed learning space, where members are empowered to guide their own learning and nurture the sense of responsibility (WAGGGS, 2014b). One of the elements of the Guiding and Scouting method is for Guides to find their own path and style (WAGGGS, 2014). Within Guiding, activities take the shape of different learning styles and members are not pressured to reach a certain standard or level (WAGGGS, 2014b) but are encouraged to progress at their own pace. A good number of participants mentioned this element, namely Annie, Maria, Abigail and Mia. Abigail gave a concrete example of how Guides do not have a standard to reach, like they do at school:

*The self-progression... It's not like school. We do have a curriculum, and everybody has to reach that target, but first of all, my interests, I mean the personal interests have to be taken into consideration. It's not like the leader chooses which badges they're going to work on. It has to be a discussion with the girls.*

Moreover, Caroline, a Ranger in Focus Group 1, explained that when they are working on an activity, for example a craft, their Guider lets them work in their own way, whilst providing guidance and support. This was also backed up by the council member Bella, where she explained that members can work in whichever way they prefer, as long as the goals of the activity are reached: “tagħmel preferenza, sakemm ilhaqt l-istess għan tal-attività [you can make a preference, as long as you reach the activity’s aims]”.

### The Patrol System

Another element of the Guiding and Scouting method which emerged prominently amongst the stakeholders was the importance of working in small groups (WAGGGS, 2014b) which is known as the patrol system. Apart from members getting to practice teamwork skills, participants mentioned other benefits of this element. In Guiding, working in small groups is used to create a positive sense of belonging through supporting each other, making decisions together, solving problems, negotiating and making democratic decisions (WAGGGS, 2014b). This can be reflected in the description that Annie, a grass-root leader, gave:

*We have a system that is the patrol system that actually helps the girls form a bond with their own group. So, the patrol system is not a group that is normally set up on for the day. It’s something that girls work on throughout the year.*

Working in groups gives members a sense of responsibility and roles that involve decision-making skills. In fact, Annie goes on to explain that working in small groups “is something that is quite important because everyone in that particular patrol has their own role and through it, they would be able to develop more skill”.

Working in small groups could not only be seen during young members’ activities, but also in the training given to leaders. Joanna expressed that she feels much more comfortable when trainings are done with a small number of people. She noted that she could see the difference it made when it came to people talking about the subject at hand, as people talked freely and interacted more. Joanna stated that:

*because it’s smaller tables, people talk, you see. People were quite happy to talk. Tables were around ten or twelve. People were happy to interact.*

## Learning by Doing

Learning by doing is another element within the Guiding and Scouting methods (WAGGGS, 2014b). This is not done by telling the girls what to do, but rather by Guiding them through the experience of doing something themselves (WAGGGS, 2014b).

Several participants see this element as one of the most important approaches that Guiding takes, and is what distinguishes the association from other



NGOs. Here, the process by which members learn is by doing; through real experiences, engaging in the making of things and discovering the world (Bruce & Bloch, 2012). This enables members to connect what is done with their life, empowering them to make it relevant to themselves and self-direct their learning (WAGGGS, 2014b). Bernice gave an example of how Guides and Rangers got to engage in the making of something they were to use later on during a camping event:

<i>Pereżempju bħal nhar is-Sibt... bdew jagħmlu miniature gadgets... pereżempju gadgets għandek, tista' tagħmel shoe rack, tista' tagħmel gadget biex tkun tista' tagħmel il-basin tal- ilma [...] u fejn tpoġġi l-platti, trid tagħmel it-tripod, fejn tagħmel fliskatur ħdejn it-tinda biex jaħslu idejhom jekk marru t-toilet.</i>	<i>[For example, like last Saturday... they were doing miniature gadgets... gadgets for example, like a shoe rack, another gadget where you create a basin with water... and where you can put plates, you have to create a tripod, and then a basin to be put next to the tent, so they can also wash their hands if they make use of the toilet.]</i>
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The latter example given by Bernice gives rise to the concept of experiential learning which was discussed by John Dewey (1938) and more recently by David Kolb (1984). Experiential learning is described as the engagement of learners in practice by applying theoretical knowledge (Bates, 2019). Maria, a council member

gave an example of how Guides get to apply theoretical knowledge in what they're doing and experiencing:

*Make sure they're understanding what they are doing, not just doing something for the sake of just doing it [...] for example, if you're planting a tree, you know why you're planting it, not just as a fun activity [...] so there's the education part and the action part... for example if we're learning how to do knots, why are we learning how to do knots?*

In fact, once Guides are able to connect what is done in the session with what is done in their life, it empowers them to make it relevant to themselves (WAGGGS, 2014b). Thus, the leader's role in bridging the experience with what was learnt is essential. Abigail gives a clear picture of this:

*You make it as a learning experience. And this needs technique and experience from the leaders' part as well, to make the connection because the Guides learn by just being exposed, but then... if the leader makes the connection, she raises it up to another level because not all the girls make the connection automatically.*

Another example how members get to reflect on what they're doing, was given by the Ranger, Ariana, when talking about climate action:

*We've definitely worked a lot on climate action. We've brought a lot of awareness to it [...] to show us awareness on climate action especially since there are a lot of lives in danger.*

## Fun and Adventure

Learning by doing was also associated with learning through fun and adventure. In fact, fun and adventure are two elements that feature in MGG's vision (Malta Girl Guides, 2020b). During his speech at the 3<sup>rd</sup> International Congress of Moral Education in 1922), Baden-Powell stated that through adventure, such as camping, knowledge is not per se put into the members, but rather, the members are acquiring knowledge through desire and the intrinsic motivation to succeed in doing that particular activity (Vallory, 2013). Fostering a sense of independence is something which participants, namely Doris, Maria, Bernice and Annie, found very much related to these elements. Doris, a grass-root leader, talks about how fun and adventure help members in gaining very important knowledge and skills such as becoming independent and also discover their potential. Doris stated that these are acquired through activities like:

*like camping [...]these are things that... our girls are not exposed to during their school hours, or the extra curriculum that they do, so through fun and adventure, like they start being independent even from a young age, that they don't have to rely on their parents to do something, to do things. So, they will discover their own potential.*

## Connecting with Others and with my World

Two of the elements of the Guiding and Scouting method is to connect with others and the world around us (WAGGGS, 2014b). Apart from their peers, Guides are connecting and working with Adult Volunteers and as a result, positive relationships with the leaders are encouraged (WAGGGS, 2014b). Participants mentioned the importance of having Adult Volunteers that work hand in hand with the members and having a positive relationship. Caroline explains how their leader allows them to work freely and trusts them enough to know that if they need her help, they're going to ask for it.

<i>Hi ma taqbadx u tgħidilna,</i>	<i>[She doesn't just tell us. "You</i>
<i>"aqbdu u agħmlu hekk" [...]</i>	<i>have to do this" [...] even if we</i>
<i>anke' jkollna xi difficulty, iddur</i>	<i>have some kind of difficulty, she</i>
<i>magħna u tara x'għandna</i>	<i>monitors and sees what we</i>
<i>bżonn... tara li aħna qiegħdin</i>	<i>need... she sees that we're</i>
<i>nagħmlu kollox sew... tħallina</i>	<i>doing everything accordingly...</i>
<i>free biex aħna nitgħallmu bil-</i>	<i>she lets us be free to learn in</i>
<i>mod tagħna u jekk ikollna xi</i>	<i>the way we feel comfortable</i>
<i>problema kemm insaqsu.</i>	<i>doing so, and if we have a</i>
	<i>problem, we ask.]</i>

Adventurous activities were also linked with creating new friendships and opportunities to meet other Guides and Scouts. Joanna gave an example of when

their group went abroad and were able to experience these two through fun and adventure:

*We were out and about, we were doing activities, they were climbing trees, everything was...very much safety first [...] but they did archery, zip-lining [...] adventurous, outdoor activities, but also [...] we had an indoor campfire... we met with brownies from overseas.*

The participant Rangers also mentioned that most are not exposed to adventurous activities in their day-to-day life. Ella, from focus group 1, expressed that zip-lining was a good experience for her:

<i>Kien hemm per eżempju, kienu jiħduna zip lining [...] qisu esperjenza... mhux ħa toqgħod tagħmilha dejjem.</i>	<i>[For example, they used to take us zip lining [...] it was an experience that people don't get to do often.]</i>
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One should note that Ella is using the past tense to describe such activities for the reason that at the time of the focus group, Guides' meetings were being held online because of the Covid-19 pandemic. Due to the latter, all stakeholders commented that Guiding feels very different now that most sessions are being done online. The element of connecting with others takes a different stance, which all participants do not really like. Abigail, a council member explains:

*The human connection is not there. I mean, I had a meeting with them yesterday at 6:30PM, even them, most of them had just finished lectures and I had just finished work. And again, online. Before it was nice to go there [...] Rangers was like a social club as well, so you have some time where you... where you chatted, true you chat online, but it's different.*

In the next subtheme, we will be looking at reasons why leaders' training and roles are essential when it comes to the delivery of the non-formal educational programme.

#### **4.3.2 Leadership Development**

In order for the non-formal educational programme to be effective, Adult Volunteers have different opportunities to learn how to do so. Warranted and appointed leaders attend training sessions, which are collectively known as the WIT (Malta Girl Guides, 2020e). Annie, a grass-root leader, who also helps out in giving training to leaders, expressed the importance training has on the implementation of the non-formal education programme.

*I think the training that we provide from time to time, also helps leaders develop a programme that is suitable for their kids.*

In fact, most of the participants mentioned the training and its importance for leaders. For example, Bella, a council member, explained that through training,

leaders are better able to empower the girls and help them reach their potential by knowing how to adapt the programme to the different needs:

<i>To reach their potential, tkun</i>	<i>[To reach their potential, be</i>
<i>diverse kemm jista' jkun, igifieri</i>	<i>diverse as much as possible</i>
<i>tkun open għal anything u tati</i>	<i>by being open to anything and</i>
<i>adequate training għal-leaders biex</i>	<i>giving adequate training to</i>
<i>ikunu jafu kif imorru ma' ... different</i>	<i>leaders so that they know how</i>
<i>abilities.</i>	<i>to adapt to different abilities.]</i>

Council members and grass root leaders alike mentioned another important reason for training. They expressed that the latter helps them to grow professionally, thus helping them to reach their full potential as well. Amanda gave examples of how this is done:

*Training that we're giving is automatically standard training, so if we're doing first aid course, which is mandatory for all our leaders, they can also use it in their professional life, if they are doing... food handling, it can be used in a professional life also.*

In fact, Abigail gave another example how this is true with most Adult Volunteers who found the career that they're passionate about through Guiding and training:

*I think it's very rewarding that some of the people who were in the [Stop the Violence] team are now professionals in the field. We had people who are sort of, were inspired [...] We had for instance, Michela, who was a pioneer in introducing the badge curriculum in schools. [...] the programme in itself inspires the members to extend it at a personal and professional level.*

Another point that came out when talking about training is that it is provided by people within the organization that have a thorough background on the subject. Amanda, a council member, explained that

*MGG has different teams which not only ensure all aspects of our programme, but also all aspects of our training [...] we know that we have a set of people that are there as point of reference to be able to push forward, and this comes in a lot of different aspects, with the diversity, with the Stop the Violence [...]*

Training is essential for the programmes to run successfully. In fact, this was also backed up the grass-root leaders who commended the Association on

*doing the trainings very well. From the young leaders that are coming through, definitely the training's improved a lot. And a lot of trainers have background on the subject as well (Joanna)*



Although the WIT is mandatory for Adult Volunteers to become warranted leaders (Malta Girl Guides, 2020e), MGG makes sure that necessary training is ongoing. In fact, Amanda and Bella, two council members, stressed that training needs to be done even after the warrant was given, in order to make sure that the non-formal education programme is indeed being delivered well, thus contributing towards one of the goals in the strategic plan, that of providing quality education (Malta Girl Guides, 2018a). The element of continuous learning was heavily linked with the fourth SDG's target on lifelong learning, which WAGGGS (2015) endorses.

*That's why we have the renewal of the warrant...you don't get your training once u daqshekk [and that's it]...it ensures that one, we have a quality programme and that is relevant to our girls, of today... and two, to be able to give the tools they need [...] lifelong learning is something that even as an Association... we push on ensuring that for example, our members have opportunities both for training sessions and training workshops that are needed for you to work with the members themselves (Amanda).*

This theme (4.3) is being concluded on the note of the work being done by MGG when it comes to leadership development with its leaders. In the next theme, giving value and empowering the girl will be discussed, with the intention of grasping the importance of this fundamental element within the mission. Leadership development will also come up again (in section 4.4.1), this time in relation to the younger members.

#### **4.4 Giving Value and Empowering the girl**

*Adding value to the girl, for the girl, to believe that she has additional value to what she might think, to feel empowered in any decision she might take [...] (Amanda)*

This quotation by Amanda introduces the theme of valuing and empowering its members. The following subthemes, namely Skill Development, a Relevant Association, and the importance of a Single-Sex Association, will explore how members can reach the stage of making their voices heard through, first and foremost, feeling valued, which in turn results in them feeling empowered. In fact, Amanda added that...

*when they feel valued, that they are at home in that environment, and that their thoughts and believes are given [...] weight, they are automatically empowered to be able to push forward, because they know that they have their leader, their friends, they're there to be able to support them.*

##### **4.4.1 Skill Development**

One of the elements of “adding value to the girl” is through the development of skills such as social, leadership and teamwork skills, that members gain through experience. This enables them to reach their full potential, as stated in MGG’s vision (Malta Girl Guides, 2020b). One of MGG’s aims is to help members develop personally and socially (Malta Girl Guides, 2020a). All members expressed that

Guiding did indeed help them when it came to developing their social skills. Ariana, one of the Rangers in focus group 1, expressed how Guiding helped in this aspect: “then it also helps you in a social way, you get to know how to make friends, you get to know how to... you know, interact.”

These social skills are further amplified when it comes to the girls working in a team. Participants stressed that teamwork is an important aspect in MGG, both when it comes to the younger members, and also when it comes to the leaders working together on a strategic level. Doris gives a clear explanation of how this skill is fundamental to the Association:

*The ability of working with other members and with other leaders, distributing work and if you're not able to commit to a session, you have other leaders that you can turn to [...] it's like a building block, everyone helping each other ... The sense of teamwork, to work with each other and communicate better.*

Leaders, Council Members and Rangers all talked about the push in self-confidence that Guiding gives you. Abigail, a council member, and Alex, a Ranger, both mentioned the positive impact that the badge Free Being Me (WAGGGS, 2014a) had on themselves and on the members. However, other stakeholders also mentioned that self-confidence is also boosted through activities and the way these activities are conducted. For example, Bernice, a bubbly and expressive grass-root leader, talks about the fact that Guiding boosted her self-confidence when it came to speaking up.

<i>Tgħallimt ħafna wkoll iġifieri, heq</i>	<i>I learnt a lot as well. I was</i>
<i>jiena waħda, waħda illi lili</i>	<i>one... one of the things that</i>
<i>ispirani wkoll li jiena kont nistħi</i>	<i>inspired me was that I used to</i>
<i>ħafna, believe it or not, ħadd ma</i>	<i>be very shy, believe it or not,</i>
<i>jemmini, jien kont nistħi... anke'</i>	<i>no one believes me, I used to</i>
<i>biex naqbad u nitkellem hekk...</i>	<i>be shy... even to just speak</i>
<i>kont noqgħod lura.</i>	<i>up... I used to take a step</i>
	<i>back.</i>

The non-formal educational programme aims at giving space for girls to reach their full potential (Malta Girl Guides, 2020a). Through this programme, members get to work on skills, such as life skills and leadership skills (Malta Girl Guides, 2020g). In fact, leadership skills were mentioned by all stakeholders as they gave various examples. Emily, when reflecting on the Association's mission and vision, gave an example how through the nurturing of leadership skills, Guides are enabled to achieve their full potential:

*when they divide us in patrol groups, sometimes people are the patrol leader, the vice patrol leader, I think for instance, for my case, I think I'm...a leader. So, it's very relevant that Guides actually helps us develop into leaders... I mean I think it starts from something small because then when you go out of Guides, you can be a leader somewhere else, you know what I mean?*

Apart from helping them reach their full potential, the non-formal educational programme also enables Guides to set their own individual, personal targets (WAGGGS, 2014b). Joanna explained this by using a seed as a metaphor:

*We're back to the seed thing again, aren't we? Every step of the way, the child is growing and developing, some young ladies will be born to be leaders, and some won't, but they're all amazing young women, and will have their own life skills. Some are academic, some are practical, but they can see what is within them and can enhance and see what their personal skills are.*

Leadership skills are instilled from a very young age, thus contributing to what Amanda said earlier “adding value to the girl”. Stakeholders, that is, council members, grass-root leaders and Rangers, all gave different examples how leadership and responsibility is instilled from a very young age. Apart from the examples given earlier of the patrol system both in this section and in section 4.3.1, leadership skills are also instilled in different, indirect manners. For example, Bernice, a grass-root leader, gave an example of this within her own unit.

<i>Meta għamluha il-Guides [...] fuq creative badge, ir-Rangers kienu lesti, allura ħadu pjaċir marru jgħinu huma lil Guides, fis-sens, qed intuhom role... għandhom fifteen years, għandhom... qed</i>	<i>[When we did with the Guides ... the creative badge, the Rangers were ready, and so they enjoyed going over to help the Guides. We're giving them a role... they're fifteen years</i>
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*jibdew jgħinu fil-programmi, u fl-istess ħin qed jieħdu pjaċir, qed iħossuhom kbar, qed jgħinu l-Guides ukoll.*

*old... they're helping in the programme and at the same time they're having fun, feeling mature, helping the Guides as well.]*

Maria, a council member, gives another example how leadership skills are instilled in the girls which help them find their own unique way to make use of them, and reach their own personal targets (WAGGGS, 2014b).

*Our non-formal education program is the means that we use, to get to make the positive difference to create these future leaders [...] we would like every girl to develop her own leadership style and use that in whatever really matters to them. So, for example, if I'm really interested in cooking, I can, I don't have to be politician to be a leader (Maria).*

In fact, all Adult Volunteers stated that leadership skills gained through Guiding could be applied to their professional life as well. Annie talks about how Guiding inspired her to become a teacher:

*It inspired me to become a teacher... 'cause I started... quite young as a leader and I really enjoyed my role as a leader, inspiring younger girls and I really felt that I could make a difference and that basically then led me to my career as a teacher.*

Taking Maria's example and coupling it with what Amanda explained earlier, that MGG's mission is to add value to the girl and thus empowering her, Abigail, another council member, linked this directly with Guides taking the lead:

*Say we have 1200 members more or less and all these girls, whatever they decide to do in life, they are taking the lead, that's a very big impact on society, so that's the first thing and I think that is our mission.*

Another point which was made by council members, grass-root leaders and Rangers alike was that in order to teach members leadership skills, leaders need to lead by example. Mia, one of the Rangers in Focus Group 2, gave an example when it came to inclusion within her unit.

*The way the Guiders act, they lead by example, I think, because for instance, once in my unit we had multiple girls which weren't Roman Catholic, and the way they treat them wasn't any different than us.*

Leadership skills were very often connected with responsibility and independence skills, such as the camping example that Doris gave in section 4.3.1. The three were seen as heavily dependent on one another. Doris, the Dolphin grass-root leader, gave an example that connects the three together, and how these skills are not earned through the explicit teaching, but by creating a nurturing environment for the members.

*They start being independent even from a young age, that they don't have to rely on their parents to do something, to do things. So, they will discover their own potential... I've always liked it, I never cried for my mum when I went to campings, so (laughs), so I try to, even for my girls since they are of a younger age [...] I try to pass that message on that it's a safe environment, so you don't have to feel... be scared.*

These leadership skills were also amplified when it came to leadership roles within the organization, that is Adult Volunteers, as well. The sense of independence and responsibility is not only instilled in the young members but is also practiced within the adult section. Amanda, a grass-root leader, explains this in terms of how the leader is responsible for catering the programme according to her girls' needs:

*Every programme and every badge curriculum [...] can be tailor-made to your girls. If you feel that with these two activities, you know, they have really reached their full potential, it would not be the same as another unit, as another section, and therefore, obviously would be awarded the badge. So, what we have pushed for is... a variety of badges... which will help the leaders [...] ensur[e] that a programme, a quality programme is delivered and obviously badges that are more relevant to the girls.*

Showing the girls that their thoughts and beliefs are relevant is, as Amanda explained, what gives the added value to the members and thus, empowering them.



In the next subtheme, we will be looking at how participants interpret the relevance of MGG and why this element of the mission is important.

#### **4.4.2 A Relevant Association**

One of MGG's core value is to stay relevant (Malta Girl Guides, 2018a). In an interview with Ms. Lara Tonna, then the MGG chief commissioner, it was explained that the Association remains relevant by making a positive contribution to issues that matter the most and those which girls all over the globe are dealing with on a daily basis (The Malta Independent, 2009). All stakeholders highlighted the importance of MGG staying relevant. Some talked about MGG being relevant in the sense to what is happening at the moment around us, whilst some emphasised that being relevant means that MGG reviews and updates its programme according to the members' needs and wants.

One of the ways that the Association stays relevant to its members needs is by having a non-formal educational programme and activities according to the age group of the members. For example, Joanna, a grass-root leader expressed that MGG is:

*updating their badges to keep with these things and covering these things and allowing them to be set at different levels for different age groups. Obviously with the Guides you can discuss more and get more different feedback, whereas with Brownies [...] and again, Dolphins would be totally lighter.*

Apart from taking the group age into consideration, it was also noted that the interests of the Guides are also taken into consideration, which goes hand in hand with the Guiding and Scouting Method, discussed earlier in section 2.4.1 (WAGGGS, 2014b). Ariana, a Ranger, started explaining why she originally joined MGG and why she's still motivated to be a member:

*Originally for me, I joined Girl Guides because of my friends, because most of friends to go Girl Guides, but then over time, sort of, it just changed because they started doing activities and they started doing a lot of games [...] the Stop the Violence ... there was a lot of issues related to global warming [...] and that sort of gave me a little push 'cause I was interested in those sort of stuff.*

Leaders and council members, namely Bernice, Abigail, Maria and Annie, also explained that with older members, leaders heavily base their programme on the Guides' and Rangers' interests. Bernice gives us a good insight on how this is done:

<i>Aħna għandna sistema</i>	<i>[For example, we have this</i>
<i>pereżempju, li qabel ma... tkun ha</i>	<i>system, that before... the</i>
<i>tispiċċa Guiding year, niltaqgħu</i>	<i>Guiding year comes to an end,</i>
<i>mal-gruppi tagħna, ovja Rangers</i>	<i>we meet up, obviously</i>
<i>għalihom u Guides għalihom, u</i>	<i>Rangers and Guides</i>
<i>noħolqu pereżempju, intuhom</i>	<i>separately, and we give them</i>
<i>exercise, "mela, għidulna [...]</i>	<i>an exercise, "tell us [...] the</i>
<i>fuqhiex liema tema inridu nimxu".</i>	<i>themes that you want to work</i>

<i>Għandna l-badges jafu x'inhuma</i>	<i>on.” They know which badges</i>
<i>għax intuhom lista wkoll... Għax</i>	<i>we have because we give</i>
<i>għali jgħrilek li inti tippjana</i>	<i>them a list as well [...]</i>
<i>programm, tiegħu x-xogħol biex</i>	<i>Because sometimes what</i>
<i>tippjanah [...] u t-tfal, eġġe,</i>	<i>happens is that you take the</i>
<i>tinduna, inti tinduna hux qed</i>	<i>work to plan a programme and</i>
<i>jiegħdu pjaċir jew le</i>	<i>yes, you realise whether</i>
	<i>they're enjoying it or not.]</i>

Moreover, all participants commended MGG for managing to stay relevant according to what is happening around us at the moment. Joanna, a grass-root leader, explains that “the world is changing, and we need to change with it.” Badge work is being updated constantly, and this is not the only way MGG is staying relevant.

Multiple leaders and council members noted that in the past few years, MGG has been using tools that were not available in the past. One example is “being active on social media. I think it’s a way... of communicating with society in the means that it’s used nowadays. Everything, even for marketing purposes” (Doris). Another example is the channel through which communication is being done with leaders. Abigail reflected on this in a humoristic tone:

*By the time, the email was already getting more popular because I remember receiving the minutes by post (laughs) and so, at the time... internet was already common. So, we discarded that part.*

In connection to what was discussed in section 4.3.2, Adult Volunteers, namely the leaders and council members, all mentioned training as something vital for the Association to stay relevant and up to date with current issues, pedagogy and with the ever-changing customs of society. Abigail paints the picture of how the scene changed in a couple of decades and the Association had to change with it:

*most women weren't working, so Guiding was sort of their jobs, then it was different. We had people who were students and with a part time job or else a woman with a full-time job with a family. So, we were... mindful of that, that to attract volunteers, you have to make an attractive package and not overwhelming, plus providing support, etc.*

Another example of how training is essential for the Association to stay relevant was given by the council member, Amanda, when talking about the importance of having training that is relevant to the leaders, helping them grow as an individual, whilst being relevant to what the world is going through at the moment.

*Training sessions that are there to help you as an individual [...] for example one of the training sessions which will be set is that with the pandemic...we're planning at the moment... to offer a wellness training session [...] so we're getting professionals to be able to discuss anxiety levels, discuss how to counteract stresses.*

In the next subtheme, I will be looking at the role that MGG plays in girls' empowerment in relation to the fact that it's an all-girls Association.

#### **4.4.3 The importance of a Single-Sex Association**

MGG is a single-sex Association for girls and its mission highlights that the Association is there to help its members feel valued, empowered and given a voice (Malta Girl Guides, 2020b). Most participants noted that MGG is “a very important platform where girls and women can be free to be themselves” (Maria). Doris, a grass-root leader, opens up about this fact:

*You have that space that there are girls only, you can open up, you have your own space, you can be yourself, you can voice out your opinion, you can defend... girls' rights [...] it is an Association that offers space for girls to empower themselves and their everyday life.*

When talking about this with the Rangers, Caroline noted that she feels very comfortable within her group and shows her true personality. In return, her friends got to know her well enough that when there's something wrong, they would notice immediately:

*Jiena il-joker tal grupp tar-Rangers tagħna iġifieri [...] meta inkun kwieta jew hekk mill-ewwel jindunaw li ġara xi haġa.*

*[I am the joker of our Rangers' group [...] so when I'm too quiet, they immediately notice that something's up.]*

Maria, a council member, gave another example of how the fact that MGG is a girls-only Association, helps girls in feeling empowered and can obtain that “can do attitude”.

*[T]he fact that we are an all-girl organisation... for example, other organisations [...] get the men to do the rough stuff and the women will do the other stuff [...] we have no choice... we have to do it, and we can do it, so that makes us believe in ourselves even more than when we go out there [...] find ourselves surrounded by men.*

An interesting point made by Joanna, one the grass-root leaders, was that although MGG does a good job when it comes to preparing girls and women into becoming responsible adults and empowering them, she was a little disappointed to see that the badge related with housework has gone:

*They're keeping the badges, and the programme very current and up to date, it's a good thing but sometimes I think... the help-at-home badge has disappeared. Now then, it's a badge that I think should have stayed there because [...] the girls still need to know how to make a cup of tea, how to prepare clothes on their own.*

Many participants are aware that MGG accepts everyone who identifies herself as a woman (Malta Girl Guides Statute, 2020). Bernice in fact talks about her experience with a member whose sex was a boy but identified herself as a woman:

“She was transexual... even though she was a boy, but she felt like a girl, she was welcomed in the girl environment that we offer.”

This being said, Amanda, a council member explains that MGG is indeed “open to girls and women of every class, race, religion and nationality” (Malta Girl Guides Statute, 2020). However, one should also keep in mind that such cases are often very different from one another and are looked at on a case-by-case basis.

#### **4.5 Conclusion**

In this chapter, the research questions were answered in a discussion form of the four emerging themes. In the next and last chapter, concluding remarks and recommendations that emerged from the aforementioned results and discussions will be highlighted.

# Chapter 5 - Conclusion

## 5.1 Introduction

The previous chapter explored participants' views and the relationship between the SDGs and MGG's mission and programme. This was linked with creating social change, which was discussed in the second theme. This social change wouldn't be possible without the implementation of the non-formal educational programme, which was explored through the third theme. The fourth and final theme highlighted how all of these are possible through empowering and giving value to the girl, thus giving her a voice.

In this chapter, the main findings of the study will be presented, and the research questions will be directly answered. Due to the interpretivist approach underpinning this study, all conclusions drawn are based on participants' own understanding and interpretation of the concepts discussed, along with their own experiences and discourse. All of this was done through the researcher's lens, giving rise to the qualities of the qualitative paradigm.

## 5.2 Main Findings

This study has highlighted that different stakeholders within MGG believe that the SDGs are implicitly imbedded within the non-formal educational programme, and that there is no such thing as irrelevant SDGs, for we are all global citizens. Moreover, participants closely related the Association's mission and vision with creating social change through participation and the skills of a responsible citizen. In



fact, the achievement of the SDGs was often connected with MGG being a catalyst of change.

**Research Question 1: How does Malta Girl Guides, as a non-formal education provider, prepare girls and young women to become responsible citizens through its vision and mission?**

Participants heavily linked the three main elements within MGG's mission together: adding value, empowering and giving a voice to the Association's members. The different stakeholders strongly believed that once the girl is given a voice, she can be a responsible citizen of the world, for they highly related the latter with participation in society and voicing one's concerns towards current issues. Participants often coupled the mission and vision, and explained that the mission is pushed through the elements mentioned in the vision. For example, girls feel empowered through the non-formal education programme that is heavily based on fun, adventure and the nurturing of leadership skills. Thus, the elements of the mission would not be amplified without the implementation of the non-formal education programme which is based on the Scouting and Guiding Method namely: learning by doing, the patrol system, and finding one's own path and the importance of self-progression. Moreover, the elements of experimenting and learning through fun and adventure were also very important to all participants. The vision statement of "making a positive difference in their community" (Malta Girl Guides, 2020b) was also highlighted by all members, which in turn takes us back to MGG nurturing responsible citizens.

**Research Question 2: How does Malta Girl Guides incorporate relevant Sustainable Development Goals within its non-formal educational programme?**

As a response to the second research question, all stakeholders were able to mention efforts that are being made which directly contribute to the achievement of the SDGs. Some examples include the STV campaign, which is heavily related to SDG 5, and badges and activities related to the environment which are directly linked to many SDGs, such as SDGs 7, 13, 14 and 15. This being said, all stakeholders concurred on the fact that MGG is not explicitly working on the SDGs but is doing so without mentioning the “mouthful” title (Amanda). It was insinuated that MGG mainly works on the SDGs by being a catalyst of change. An interesting and contrasting emerging point from some of the participants was that there is no such thing as irrelevant SDGs. We are global citizens and thus, all SDGs are applicable to both Malta and MGG.

**Research Question 3: How do different stakeholders within Malta Girl Guides understand and interpret the association’s mission and its relevance to help achieve UN’s Sustainable Development Goals?**

Stakeholders often linked the part of the mission of being “empowered and given a voice” with the SDGs. As highlighted earlier when answering the other research questions, stakeholders believe that MGG takes the driving seat when it comes to social change and making a positive contribution to society. Some examples of how this is done were given by participants, for example, by lobbying for the FGM law, raising awareness on a topic which one believes in, such as caring for

the environment, and not being afraid to speak up to policy makers. An example given by one of the participants was when a Rangers group presented their case about the environment to the parliament. To conclude, participants emphasized that MGG's mission is directly related to the achievement of the SDGs through the fact that it gives girls a voice and the ability to stand up for causes they believe in, which more often than not, are related to different SDGs.

### **5.3 Strengths and Limitations of the Study**

I have been a member of MGG for the past fifteen years and, as discussed in section 3.6.3, this was both a strength and a limitation of this study. This helped me understand jargon and intricacies of the Association which a non-member might have found difficult to comprehend. On the other hand, it was somewhat challenging for me to view the data from a fresh perspective. I tried my best to avoid “obvious, conscious and systematic biases and be as neutral as possible” by reflecting on any sources of partiality and the practices applied (Ormston et al., 2003, p. 22).

Due to the nature of the study and the small sample size, the results cannot be generalized and thus, cannot represent the whole population, in this case, MGG young members and adult volunteers. Having said that, the nature of a qualitative study is to gain an understanding of individuals' experiences and insights, and not to generalize findings (Mack et al., 2005).

## 5.4 Recommendations

Through the data collected, different findings were discussed, and recommendations are being presented.

The use of WAGGGS' and MGG's programmes in other NGOs and entities

MGG's mission and vision incorporate the elements of the non-formal educational programme, learning through fun and adventure, nurturing leadership skills in the girls, and making a positive difference in the community. Several example activities, such as clean ups, camping and campaigns, were discussed in Chapter 4, which might prove useful not only for MGG Unit leaders and other similar NGO leaders, but also educators, including formal educators. This sheds light on how other NGOs can contribute towards the achievement of the SDGs by implementing strategies and projects into their own programmes. This can also be coupled with the literature that raises awareness on the importance of working together to achieve these goals.

Relevance

Joanna, one of the grass-root leaders interviewed, pointed out that although she understands that the Association needs to stay relevant and needs to nurture girls into being independent and autonomous individuals, this doesn't mean that one ought to remove badges which might come across as reinforcing stereotypical views of girls, such as that of "all women should be in the kitchen". She went on to explain that a badge such as the hostess badge, for example, where girls learn how to

prepare clothes on their own, prepares them for life, and that these skills are still important for girls to have, albeit being seen as stereotypical in the eyes of the public.

Politics with a small 'p' - Being advocates in issues related to girls and young women

Another recommendation made was quite controversial amongst different stakeholders, but valid, nonetheless. A couple of Council Members, namely Abigail and Bella, highlighted that nowadays, MGG might be a little too hypervigilant when it comes to participating in certain protests, especially those which involve the environment and infrastructure. Thus, it might seem that one of the main values within the mission is not being regarded in the fullest way possible, which is giving girls and women a voice. The fear mainly arises from the fact that MGG might be labelled to be an ally of one political party or another, in which case would be against the Guiding nature of being non-politically affiliated (Malta Girl Guides Bye-Laws, n.d.). This fear does indeed have its root in the Maltese islands and can also be seen in different aspects around the country (Debono, 2020; Malta Independent, 2012).

Contribute further to the SDG agenda through the non-formal education programme

Another frequently mentioned suggestion was to work more on the SDGs without explicitly stating so. In other words, one ought to look at what is already being done, how to improve, and think on projects/ work that can be done to work more on the SDGs, without using the title of the SDGs.

## **5.5 Possibilities for further research**

The recommendation of politics with a small 'p' gives rise to the possibility of further research on this subject matter. It sheds light on the question, "How can a non-politically affiliated NGO participate in certain stands without being labelled to be in favour of one party or another?".

Another possibility for further research is to delve into the marketing concepts of the SDGs and how these can be made more appealing to the general public and younger audience in order for everyone to contribute fully towards the achievement of the said Goals by 2030.

Although the research questions have been thoroughly answered, one can never know too much or have enough information on a given subject. For this reason, further research can be carried out on MGG's mission and its incorporation of the SDGs. The same subject can also be explored from a quantitative point of view, which would produce generalizable results, and other overlooked concepts might emerge.

## **5.6 Final Conclusion**

In conclusion, MGG is contributing towards the SDGs in an implicit manner by imbedding the Goals within the non-formal educational programme. We are all global citizens and thus, there is no such thing as irrelevant SDGs. The Association's mission and vision are highly linked with creating positive change in society through participation in the community and the nurturing of responsible citizens. MGG's role in the achievement of the SDGs was often connected with the Association being a catalyst of change.

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# Appendices

## Appendix A - Leaders' Interview Guide

### Section A: General Information

Age	
Unit	
Section	
Has been a member for	
Has been a leader for	

1. What does Guiding mean to you?
2. What aspires you to be a leader within MGG?
3. What is the role of MGG in the Maltese society?

### Section B: MGG as a non-formal education provider

1. What are the main goals that MGG endorses?
2. What are its vision and mission?
3. Can you explain what MGG's aims are in relation to its vision and mission?
4. Can you give some examples of what MGG is doing in relation to achieving its mission and vision?
5. Within the Malta Girl Guides Strategic Plan 2019-2021, the five focus areas mentioned are (take out the list for reference):
  - o Growth
  - o Strengthening our Brand
  - o Sustainable Finances
  - o Quality Programme
  - o Leadership Development

5a. What do you understand by these areas? (Show strategic plan to guide them)

5b. Do you think that MGG is tackling these areas?

- If yes, how?
  - If no, why?
6. What do you understand by the term 'active and responsible citizenship'?
  7. In your opinion, which aspects of responsible citizenship are highlighted within MGG?
  8. How would you describe the method that MGG uses to carry out its programme?
    - o Give examples of how the programme is provided.
  9. What do you understand by the terms 'non-formal' and 'formal' education?
    - o Would you say that MGG provides a formal or non-formal educational programme?
    - o Why? Give examples.

### Section C: MGG and SDGs

1. Do you know what the Sustainable Development Goals are?

- a. If they do not, explain in brief what they are and show them the 17 goals. Ask concept checking questions to make sure that they have understood what the SDGs are. Take out Figure 1 for reference.
- b. If yes, what are their purpose?
2. In your opinion, are the SDGs relevant and important to MGG?
  - a. If yes, how?
  - b. If no, why?
3. At the moment, are the SDGs relevant to MGG's programme?
4. How can MGG contribute to the SDGs?
  - a. What can be done? Give examples.

#### Section D: MGG's Educational Programme and the SDGs.

1. Would you say that MGG is incorporating these goals in its programme?
  - a. If yes, how?
  - b. If not, do you think that MGG should tackle these goals?
    - i. If yes, how?
2. Which SDG do you want Malta Girl Guides to focus more on? (Show Figure 1 for reference)
  - a. How can we achieve this?
3. WAGGGS endorses the stand-alone goal of gender equality.
  - a. How do you think this is relevant to the Maltese context?
  - b. What is MGG doing to help achieve this SDG?
4. WAGGGS endorses the education for sustainable development and life-long learning opportunities.
  - a. How do you think this is relevant to the Maltese context?
  - b. What is MGG doing to help achieve this SDG?



## Appendix B - Council Members' Interview Guide

### Section A: General Information

Age	
Has been a member for	
Sections as a member	
Role in the organisation	
Leader before current role?	Yes / No
For how many years?	
Unit leader?	Yes/ No
If yes, which section?	

1. What does Guiding mean to you personally?
2. What aspires you to be a council member in the Malta Girl Guides?
3. What is the role of MGG in the Maltese society?

### Section B: MGG as a non-formal education provider

2. What are the main goals that MGG endorses?
3. What are its vision and mission? (Show them the vision and mission for them to refer to during the next questions).
4. Can you explain what MGG's aims are in relation to its vision and mission?
5. Can you give some examples of what MGG is doing in relation to achieving its mission and vision?
6. Within the Malta Girl Guides Strategic Plan 2019-2021, the five focus areas mentioned are (take out the list for reference):
  - a. Growth
  - b. Strengthening our Brand
  - c. Sustainable Finances
  - d. Quality Programme
  - e. Leadership Development

How does Malta Girl Guides make sure that these areas are achieved?

7. What do you understand by the term 'active and responsible citizenship'?
8. In your opinion, which aspects of responsible citizenship are highlighted within MGG?
9. How would you describe the method that MGG uses to carry out its programme?
  - a. Give examples of how the programme is provided.
10. What do you understand by the terms 'non-formal' and 'formal' education?
  - a. Would you say that MGG provides a formal or non-formal educational programme?
  - b. Why? Give examples.

### Section C: MGG and SDGs

1. Do you know what the United Nations Sustainable Development Goals are?

- a. If they do not, explain in brief what they are and show them the 17 goals. Ask concept checking questions to make sure that they have understood what the SDGs are.
- b. If yes, what are their purpose?
2. In your opinion, do you think that the SDGs are relevant to MGG?
  - a. If yes, how?
  - b. If no, why?
3. At the moment, are the SDGs relevant to MGG's programme?
4. How can MGG contribute to the SDGs?
  - a. What can be done? Give examples.

#### Section D: MGG's Educational Programme and the SDGs.

5. Would you say that MGG is incorporating these goals in its programme?
  - a. If yes, how?
  - b. If not, do you think that MGG should tackle these goals?
    - i. If yes, how?
6. Which SDG do you want Malta Girl Guides to focus more on? (Show Figure 1 for reference)
  - a. How can we achieve this?
7. WAGGGS endorses the stand-alone goal of gender equality.
  - c. How do you think this is relevant to the Maltese context?
  - d. What is MGG doing to help achieve this SDG?
8. WAGGGS endorses the education for sustainable development and life-long learning opportunities.
  - a. How do you think this is relevant to the Maltese context?
  - b. What is MGG doing to help achieve this SDG?





## Appendix C - Rangers' Focus Group Guide

### Section A: General Information

Ages	
Unit(s)	

1. Why have you decided to be a member of the Malta Girl Guides?
2. What do you like the most about the organization?

### Section B: MGG as a non-formal education provider

1. What is the role of MGG in the Maltese society?
2. What are MGG's vision and mission?
  - a. Should they do not know, elicit how they interpret them. (Here, I will show them the vision and mission of the MGG for them to refer to whenever they want).
3. Can you give some examples of what MGG is doing in relation to achieving its vision and mission?
4. How would you describe the method that MGG uses to carry out its programme?
5. What do you understand by the terms 'non-formal' and 'formal' education?
  - a. Would you say that MGG provides a formal or non-formal educational programme? This was answered in 4
  - b. Why? Give examples.
6. How are girls and women valued, empowered and given a voice within MGG?
7. In your opinion what does responsible citizenship mean?
8. Which aspects of responsible and active citizenship can you see within MGG?
  - a. If they find it difficult, help them out and mention some of the following:
    - i. Tolerance
    - ii. Participation in society
    - iii. Not being passive about what's happening around you

### Section C: MGG and SDGs

1. Have you ever heard of the Sustainable Developmental Goals? (Elicit what the SDGs are. Show them the infographic of the 17 goals and have a brief discussion about their importance. Ask concept checking questions to make sure that they have understood what the SDGs are. Leave figure 1 out for reference.)
2. Do you think the vision and mission of the Malta Girl Guides are relevant to the SDGs?
  - a. How? Give examples.
3. Do you think that MGG is tackling some of the SDGs?
  - a. If no, why?
  - b. If yes, which ones?

## Section D: MGG's Educational Programme and the SDGs.

9. How is MGG tackling the mentioned SDGs?
10. The World Association for Girl Guides and Girl Scouts endorses the stand-alone goal of gender equality.
  - a. How do you think this is relevant to the Maltese context?
  - b. What is MGG doing to help achieve this SDG?
11. WAGGGS endorses the education for sustainable development and life-long learning opportunities.
  - a. How do you think this is relevant to the Maltese context?
  - b. What is MGG doing to help achieve this SDG?
12. Which SDG do you want Malta Girl Guides to focus more on? Ask this at the end.
  - a. How can this be achieved?



## Appendix D – FREC Clearance



### Faculty of Education

University of Malta  
Msida MSD 2080, Malta

Tel: +356 2340 3058/2932  
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[www.um.edu.mt/educ](http://www.um.edu.mt/educ)

21<sup>st</sup> October 2020

RE: Application for Research Ethics Clearance 5675\_151020\_Marie Micallef

Dear Ms Micallef,

With reference to your application 5675\_151020\_Marie Micallef for Research Ethics clearance, I am pleased to inform you that FREC finds no ethical or data protection issues in terms of content and procedure.

You may therefore proceed to approach potential informants to collect data using the tools/documents outlined in this application.

You are reminded that it is your responsibility - under the guidance of your supervisor - to distribute Information Letters and Consent/Assent Forms that are written in appropriate and correct English and Maltese.

Yours sincerely

A handwritten signature in blue ink, appearing to be "Suzanne Gatt".

Prof. Suzanne Gatt  
Chairperson Faculty Research Ethics Committee  
Faculty of Education

## Appendix E - Permission Letter from MGG

7<sup>th</sup> September 2020

### Request for permission to conduct research.

Dear Ms. Anastasi,

My name is Marie Micallef, and I am a student at the University of Malta, presently reading for a master's degree in Teaching and Learning in Personal, Social and Career Development. I am conducting a research study for my dissertation titled 'Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals'. This study aims to investigate Malta Girl Guides' mission in developing girls and young women to become responsible citizens by offering quality non-formal education programmes in coherence with the United Nations' Sustainable Development Goals. This project is being conducted under the supervision of Ms. Lara Grima (Tonna).

I am hereby seeking your permission to recruit 15 rangers, 4 leaders (one from each section), and 4 council members. My data collection methods will involve two focus groups with the rangers. The focus groups will consist of approximately 7-8 rangers each therefore, each ranger will only participate in one focus group. Each focus group will be around 45-60 minutes long. A one-to-one semi-structured interview will be conducted with each leader and council member. Each one-to-one interview will be 45-60 minutes long. I am also seeking your permission for the distribution of the information letters and consent/assent forms to all the aforementioned participants.

The interviews and focus groups will mainly focus on the participants' perception of Malta Girl Guides' vision and mission, and its educational programme in relation to the Sustainable Development Goals.

Participation will be entirely voluntary, and participants will be free to withdraw at any point, without any repercussions. Data collected will be audio-recorded and used solely for the purpose of this study. Only my supervisor and I will have access to this data. The audio-recordings will be erased when the dissertation has been submitted and processed. The participants will be pseudonymized to ensure anonymity.

Should you require further information, please do not hesitate to contact me or my supervisor; both our contact details are provided below.

Thank you for your kind consideration of this request.

Sincerely,

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*



**Chief Commissioner** <[redacted]@maltagirlguides.com>  
to me ▾

Wed, 21 Oct 2020, 09:25

Dear Marie,

Thank you for your email and getting in touch.

It will be our pleasure to have such a study done on our Association and therefore grant my permission.

Wishing you all the best and please feel free to reach out if I can be of any assistance.

Yours in Guiding,

Stephanie Anastasi  
Chief Commissioner  
**Malta Girl Guides**

m:+356 [redacted]

a:[49, Capuchins Street, Floriana, FRN 1052, Malta](#)

w: [www.maltagirlguides.com](http://www.maltagirlguides.com)



## Appendix F - Recruitment and Information Letters to Council Members

Dear Madam,

My name is Marie Micallef and I am a student at the University of Malta reading for my master's degree in Teaching and Learning in Personal, Social and Career Development. In conjunction with my studies I am conducting a research for my dissertation titled 'Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals'. My dissertation, tutored by Ms. Lara Grima (Tonna) (lara.tonna@um.edu.mt), will be exploring how Malta Girl Guides, as a non-formal education provider, prepares girls and young women to become responsible citizens through its vision and mission. I will also be looking into how Malta Girl Guides incorporates relevant Sustainable Development Goals within its non-formal educational programme. Moreover, I will be exploring how different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Development Goals.

You have been invited to share your experience and perspective on the aforementioned themes of the dissertation. The interview will be based around the following research questions:

1. How does Malta Girl Guides, as a non-formal education provider prepare girls and young women to become responsible citizens through its vision and mission?
2. How does Malta Girl Guides incorporate relevant Sustainable Development Goals within its non-formal educational programme?
3. How do different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Developmental Goals?

Should you accept this invitation to participate in the study, a one-to-one semi structured interview that will be around 45-60 minutes long will be conducted. The interview will either take place in a location which has been agreed upon beforehand or remotely. It will also be audio-recorded, and the data gathered will be used for the sole purpose of being transcribed and analysed. Please note also that, as a participant, you have the right under the General Data Protection Regulation (GDPR) and national legislation to access, rectify and where applicable ask for the data concerning you to be erased. All recordings will be deleted permanently once the study is finalized and corrected. Pseudonyms will be used for all council members interviewed. However, given that your position is unique in the organization, your position might be identifiable.

I would like to thank you for your time and effort with regards to this research. You can withdraw from the study at any point without any negative consequences. The consent form can be returned to me via email (if the interview will be done remotely) or given to me during the face-to-face interview. Should you have any queries or difficulties, please do not hesitate to contact me via e-mail on marie.micallef.16@um.edu.mt.

Your collaboration is highly valued and appreciated.

Sincerely,

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

## Appendix G - Recruitment and Information Letters to grass-root Leaders

Dear leader,

My name is Marie Micallef and I am a student at the University of Malta reading for my master's degree in Teaching and Learning in Personal, Social and Career Development. In conjunction with my studies I am conducting a study about Malta Girl Guides' mission and its incorporation of the Sustainable Development Goals. My dissertation, tutored by Ms. Lara-Tonna Grima (lara.tonna@um.edu.mt), will be exploring how Malta Girl Guides, a non-formal education provider, prepares girls and young women to become responsible citizens through its vision and mission. I will also be looking into how Malta Girl Guides incorporates relevant Sustainable Development Goals within its non-formal educational programme. Moreover, I will be exploring how different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Development Goals.

You are being invited to share your experience and perspective about the aforementioned themes of this dissertation. The interview will be based around the following research questions:

1. How does Malta Girl Guides, as a non-formal education provider prepare girls and young women to become responsible citizens through its vision and mission?
2. How does Malta Girl Guides incorporate relevant Sustainable Development Goals within its non-formal educational programme?
3. How do different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Developmental Goals?

Should you accept to participate in this study, a one-to-one semi structured interview that will take between 45 and 60 minutes will be conducted. The interview will be audio-recorded, and the data gathered will be used for the sole purpose of being transcribed and analysed. The interview will either take place in a location which has been agreed upon beforehand or remotely. This will be decided according to how the current pandemic situation would be at the moment of the interview. All recordings will be deleted permanently once the study is finalized and corrected. Pseudonyms will be used to ensure anonymity.

I would like to thank you for your time and effort with regards to this research. You can withdraw from the study at any point without any negative consequences. The consent form can be returned to me via email (if the interview will be done remotely) or given to me during the face-to-face interview. Should you have any queries or difficulties, please do not hesitate to contact me via e-mail on [marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt).

Your collaboration is highly valued and appreciated.

Sincerely,

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

# **Appendix H - Information and Recruitment Letter for Parents**

## **Recruitment Letter – Parent/ Legal Guardian for Ranger’s participation**

Dear Parent/ Guardian,

My name is Marie Micallef and I am a second-year university student reading for my master’s degree in Teaching and Learning, specializing in Personal, Social and Career Development. I am inviting your daughter to participate in the research titled “Leave No One Behind: A Qualitative Study about Malta Girl Guides’ Mission and its incorporation of the Sustainable Development Goals.” In my study, I will talk to approximately 15 other Rangers to find out how they interpret and understand the association’s mission and its relevance to help achieve UN’s Sustainable Development Goals. My supervisor is Ms. Lara-Tonna Grima.

You do not have to decide today whether or not you agree to have your child participate in this research. Before you decide, you can talk to anyone you feel comfortable with.

### **Purpose**

The main aim of the study is to investigate Malta Girl Guides’ (MGG) mission in developing girls and young women to become responsible citizens by offering quality non-formal education programmes in coherence with the aims of UN’s Sustainable Development Goals (SDGs) targets.

### **Type of Research**

Two focus groups will be conducted with Rangers from all over Malta. These focus groups will take the form of a discussion. I will prompt with a few pre-prepared questions and a discussion will follow. Each focus group will consist of minimum 5 participants and maximum of 8 participants. Your daughter would only participate in one focus group.

### **Voluntary Participation**

Participation is voluntary and you are not obliged to agree that your daughter participates. You can choose to say no and this will not affect in any way your daughter’s membership with MGG.

### **Procedure**

Your daughter will take part in a discussion with 7-8 other Rangers within the Malta Girl Guides Association. This discussion will be facilitated by me as the researcher. The type of questions that are going to be asked to revolve around MGG’s programme, mission, vision and their connection to the SDGs. The discussion will be audio-recorded and kept in a pin-protected place. These audio-recordings will be deleted once the study has been submitted. The focus groups will either take place in a place which has been agreed upon beforehand or remotely. This will be decided according to how the current pandemic situation would be at the moment of the focus groups. Should the focus group take place on an online platform, the participants are not to record the session.

### **Duration**



The focus groups will be about 45-60 minutes long.

### **Data Management**

The data collected will be pseudonymized in order to ensure anonymity. Please note also that, as a participant, your daughter has the right under the General Data Protection Regulation (GDPR) and national legislation to access, rectify and where applicable ask for the data concerning you to be erased.

I will ask your child and others in the group not to talk to people outside the group about what was said in the group to try and safeguard confidentiality.

### **Sharing of Research Findings**

At the end of the study, the dissertation will be collected and read by examiners. Your daughter will have a pseudonym to ensure anonymity.

### **Right to refuse or withdraw**

You may choose not to have your child participate in this study and your child does not have to take part in this research if she does not wish to do so. Your child may stop participating in the discussion/interview at any time that you or she wishes.

### **Returning the Consent Form**

The filled consent form is to be sent via email if the focus groups will be done remotely. If the focus groups will be carried out face-to-face, you can also send them with your daughter and given to me on the day of the focus group.

### **Who to Contact**

If you have any questions you may ask them now or later, even after the study has started. If you wish to ask questions later, you may contact me on +356\*\*\*\*, [marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt). This proposal has been reviewed and approved by the University of Malta's Research Ethics Board, which is a committee whose task is to make sure that research participants are protected from harm.

Sincerely,

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

## **Ittra ta' Informazzjoni lill-ġenituri/kustodju legali.**

Għażiż/a ġenitur/kustodju legali,

Jien jisimni Marie Micallef u qed nistudja ġewwa l-Universita' ta' Malta għad-*degree tal-Masters in Teaching and Learning in Personal, Social and Career Development*. Qed nistieden lil bintek sabiex tiegħu sehem fl-istudju tiegħi bit-titlu '*Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals*'. F'dan l-istudju, ha nitkellem ma' bejn wieħed u ieħor ħmistax-il *Ranger* oħra sabiex nipprova nifhem kif huma jinterpretaw l-missjoni tal-assoċjazzjoni u r-relevanza sabiex jintlaħqu l-għanijiet tas-*Sustainable Development Goals*. Is-supervajżer tiegħi hija Ms. Lara-Tonna Grima.

M'għandekx għalfejn tiddeċiedi illum jekk taqbilx li bintek tipparteċipa f'dan l-istudju jew le. Qabel ma tiddeċiedi, tista' titkellem ma' xi hadd li inti komda/u miegħu/magħha.

### **L-għan tal-istudju**

L-għan tal-istudju huwa li jinvestiga l-missjoni tal-*Malta Girl Guides* u kif dan qed jgħin fl-iżvillupp tal-bniet sabiex isiru ċittadini responsabbli. Dan qed isir bil-programm informali li huma koerenti mas-*Sustainable Development Goals*.

### **It-Tip ta' Studju**

Żewġ *focus groups* ser isiru mar-*Rangers* minn Malta kollha. Dawn il-gruppi ha jjieħdu l-forma ta' diskussjoni. Jien ser inlesta xi mistoqsijiet minn qabel u d-diskussjoni ser tkompli minn hemm. Kull grupp ser ikun jikkonsisti mill-inqas 5 parteċipanti u l-iktar 8 parteċipanti.

### **Parteċipazzjoni Volontarja**

Il-parteċipazzjoni hija kompletament volontarja u inti m'għandekx tħossok obligata li bintek tiegħu sehem. Inti tista' tagħżel li tgħid le u din id-deċiżjoni mhux se taffetwa bl-ebda mod il-tiżib tagħha f'din l-assoċjazzjoni.

### **Proċedura**

Bintek ser tiegħu sehem f'diskussjoni ma' sitt/seba' *Rangers* oħra fl-assoċjazzjoni *Malta Girl Guides*. Din id-diskussjoni ha tkun iffacilitata minni bħala riċerkatura. It-tip ta' mistoqsijiet li ser jigu mistoqsija ha jkollhom x'jaqsmu mal-programm, missjoni, vizjoni tal-*Malta Girl Guides*, kif ukull mas-*Sustainable Development Goals*. Din id-diskussjoni ser tiġi awdjo rrekordjatha u ssejvjatha f'post sigur minn *pin*. Dan il-*focus group* ser isir f'post li jiġi miftiehem minn qabel. Jekk is-sitwazzjoni tal-pandemija tkun għadha ma kkalmatx, il-*focus group* ser isir onlajn. Jekk dan ikun il-każ, bintek, bħala parteċipanta, ma tkunx tista' tirrekordja d-diskussjoni.

### **Tul**

Il-*focus group* ser iddum bejn wieħed u ieħor 45-60 minuta.

## **Immenġjar tal-infomazzjoni**

L-ismijiet tal-partecipanti ser jinbidlu sabiex tinżamm l-anonimita'. Taht ir-regolamenti tal-*General Data Protection Regulation (GDPR)* u l-leġislazzjoni nazzjonali, bintek għandha d-dritt sabiex taċċessa, tikkoreġi, u ssaqsi għall-infomazzjoni biex tiġi mħassra. Għal raġunijiet ta' kunfidenzjalita', jien ser insaqsi lil bintek u lill-oħrajn sabiex ma titkellimx dwar dak li intqal waqt id-diskussjoni ma' nies barra mill-grupp.

## **Tqassim tar-riżultati tar-riċerka**

Fl-aħħar tal-istudju, it-teżi ser tingabar mill-eżaminaturi. Bintek ser ikollha isem falz sabiex tinżamm l-anonimita'.

## **Id-dritt biex tgħid le**

Inti tista' tagħzel sabiex toħroġ lil bintek mill-istudju fi kwalunkwe ħin li tiddeċiedi inti. Bintek tista' tiddeċiedi li tieqaf tiegħu sehem fi x'ħin trid.

## **Ritornar tal-ittra ta' kunsens**

L-ittra ta' kunsens tista' tibtagħat lili fuq l-ijmelj jekk l-*focus group* ser isir onlajn jew inkella dakinhar li niltaqgħu sabiex naghmlu l-*focus group*.

## **Lil min tista' tikkuntattja**

Jekk għandek xi mistoqsijiet tista' ssaqsihom issa jew iktar tard. Jekk għandek mistoqsijiet, tista' ċċempilli fuq +356\*\*\*\* jew tibgħat ittra elettronika fuq [marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt). Dan l-istudju ġie approvat mill-bord tal-Universita' ta' Malta li jiffoka fuq l-etika tal-istudji.

Grazzi,

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

## Appendix I - Recruitment and Information Letter to Rangers

Dear Ranger,

My name is Marie Micallef and I am a student at the University of Malta reading for my master's degree in Teaching and Learning in Personal, Social and Career development. In conjunction with my studies I am conducting a research for my dissertation titled 'Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals.' This letter is an invitation to participate in this study. Below you will find information about the study and about what your involvement would entail, should you decide to take part.

My dissertation, tutored by Ms. Lara Grima (lara.tonna@um.edu.mt), will be exploring how Malta Girl Guides, as a non-formal education provider, prepare girls and young women to become responsible citizens through its vision and mission. I will also be looking into how Malta Girl Guides incorporates relevant Sustainable Development Goals within its non-formal educational programme. Moreover, I will be exploring how different stakeholders within Malta Girl Guides understand and interpret the association's mission and its relevance to help achieve UN's Sustainable Development Goals.

Data will be collected from focus groups which include yourself and 7-8 other participants. The focus group will be 45-60 minutes long and will either take place in a place which has been agreed upon beforehand or remotely. This will be decided according to how the current pandemic situation would be at the moment of the focus groups. Should the focus group take place on an online platform, the participants are not to record the session. The focus group will be audio-recorded by the researcher, and the data gathered will be used for the sole purpose of being transcribed and analysed. All audio-recordings will be deleted permanently once the study is finalized and corrected. Pseudonyms will be used to ensure anonymity.

I would like to thank you for your time and effort with regards to this research. You can withdraw from the study at any point without any negative consequences. Should you have any queries or difficulties, please do not hesitate to contact me via e-mail on marie.micallef.16@um.edu.mt.

Your collaboration is highly valued and appreciated.

Kind regards,  
Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)  
+35679915318

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

Għażiża *Ranger*,

Jien studenta tal-Universita` ta' Malta u qed nistudja għaċ-ċertifikat tal-*Masters in Teaching and Learning in Personal, Social and Career Development*. Qed nistieden lil bintek sabiex tiegħu sehem fl-istudju tiegħi bit-titlu '*Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals*'. F'dan l-istudju, ħa nitkellem ma' bejn wieħed ħmistax-il *Ranger* oħra sabiex nipprova nifhem kif huma jinterpretaw l-missjoni tal-assoċjazzjoni u r-relevanza sabiex jintlaħqu l-għanijiet tas-*Sustainable Development Goals*. L-għan tal-istudju huwa li jinvestiga l-missjoni tal-*Malta Girl Guides* u kif dan qed jgħin fl-iżvilupp tal-bniet sabiex isiru ċittadini responsabbli. Dan qed isir bil-programm informali li huwa koerenti mas-*Sustainable Development Goals*. Is-supervajżer tiegħi hija Ms. Lara Tonna Grima. Din l-ittra hija invitazzjoni sabiex tiegħu sehem fl-istudju li huwa msemmi hawn fuq. Hawn isfel hawn l-informazzjoni kollha fuq x'jirrikjedi dan.

Inti ser tiegħu qed sehem f'diskussjoni ma' sitt/ seba' *Rangers* oħra fl-assoċjazzjoni *Malta Girl Guides*. Din id-diskussjoni ħa tkun iffaċilitata minni bħala riċerkaturici. It-tip ta' mistoqsijiet li ser ikunu mistoqsijien ħa jkollhom x'jaqsmu mal-programm, missjoni, viżjoni tal-*Malta Girl Guides*, kif ukull mas-*Sustainable Development Goals*. Dan il-*focus group* ser isir f'post li jiġi miftiehem minn qabel. Jekk is-sitwazzjoni tal-pandemija tkun għadha ma' kkalmatx, il-*focus group* ser isir onlajn. Bħala parteċipanta, inti ma tkunx tista' tirrekordja d-diskussjoni bl-ebda mod. Din id-diskussjoni ser tiġi awdjo-rrekordjatha minni u ssejvjatha f'post sigur minn *pin*. Il-*focus group* ser idum bejn wieħed u ieħor 45-60 minuta. Il-parteeċipazzjoni hija kompletament volontarja u inti m'għandekx tħossok obligata li għandek tiegħu sehem. Inti tista' tagħzel li tgħid le u din id-deċiżjoni mhux se taffetwa bl-ebda mod il-tiżib tiegħek f'din l-assoċjazzjoni. Barra minn hekk, inti tista' tiddeċiedi li tiegħek f'kwalunkwe ħin li tixtieq inti. Fl-aħħar tal-istudju, it-teżi ser tingabar mill-eżaminaturi. Inti ser ikollok isem falz sabiex tinżamm l-anonimita`. Jekk għandek mistoqsijiet, tista' tibgħat ittra elettronika fuq [marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt).

Il-kollaborazzjoni tiegħek hija apprezzata ferm.

Tislijiet,  
Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

## Appendix J - Parental Consent Form

Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals

I, the undersigned, give my daughter consent to take part in the study conducted by Marie Micallef. This consent form specifies the terms of my participation in this research study.

- I have read the foregoing information, or it has been read to me.
- I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction.
- I voluntarily give consent to my child to participate as a participant in this study.
- I am aware that my daughter cannot record the focus group.
- I confirm that I have understood that the focus groups will be audio-recorded and destroyed after the study has finished.

I have read and understood the above statements and agree to participate in this study.

Name and surname of participant: \_\_\_\_\_

Name and surname of parent/ Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

### **Ittra ta' kunsens lill-ġenituri/kustodji legali tar-Rangers**

Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals

- Jiena nikkonferma li qrajt u fhemt l-informazzjoni t'hawn fuq.
- Jien kelli l-ħin u l-opportunita' li nsaqsi mistoqsijiet u mistoqsijiet li saqsejt ġew imwieġba.  Jien volontarjatment ngħati kunsens lil binti biex tiegħu sehem f'dan l-istudju.
- Jien nikkonferma li fhimt li dan il-*focus group* ser jigi awdjo-rrekordjat u mħassar wara li l-istudju jkun lest.
- Jien nikkonferma li binti mhux ser tirrekordja l-*focus group* bl-ebda mod.

Isem u Kunjom it-tifla \_\_\_\_\_

Isem u Kunjom tal-ġenitur/kustodju legali \_\_\_\_\_

Firma tal-ġenitur/kustodju legali \_\_\_\_\_

Data \_\_\_\_\_

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

# Appendix K - Adults' Consent Form

## Consent Form for Adult Participants

I, the undersigned, have read the information sheet for this study and am willing to participate in the research project entitled "Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals" Marie Micallef, supervised by Lara-Tonna Grima, ([lara.tonna@um.edu.mt](mailto:lara.tonna@um.edu.mt)).

On the basis of the information given,

- I am giving consent to be interviewed.
- I am aware that the interviews will be audio-recorded and that any relevant information shall be used solely for academic reasons.
- I understand that no personal information shall be disclosed and that all recorded material shall be destroyed after completion of the project.
- I understand that I am allowed to withdraw from the interview at any time and without having to provide a reason.
- I have been briefed about the nature and aim of the study and have had the opportunity to ask further questions and seek clarifications.
- I am aware that the interview will either take place in a place which has been agreed upon beforehand or remotely. This will be decided according to how the current pandemic situation would be at the moment of the focus groups.
- I am satisfied by these conditions and give my consent to participate in the study.

Participant's Name (in block) \_\_\_\_\_  
Participant's Signature \_\_\_\_\_  
Date \_\_\_\_\_  
Researcher's Signature \_\_\_\_\_

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*



## Appendix L - Rangers' Assent Form

I, the undersigned, have read the information sheet for this study and am willing to participate in the research project entitled "Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals" Marie Micallef, supervised by Lara-Tonna Grima, (lara.tonna@um.edu.mt).

On the basis of the information given,

- I am aware that the focus groups will be audio-recorded and that any relevant information shall be used solely for academic reasons.
- I understand that no personal information shall be disclosed and that all recorded material shall be destroyed after completion of the project.
- I understand that I am allowed to withdraw from the interview at any time and without having to provide a reason.
- I have been briefed about the nature and aim of the study and have had the opportunity to ask further questions and seek clarifications.
- I understand that I, as a participant, cannot record the session.

I am satisfied by these conditions and give my consent to participate in the study.

Ranger's Name	Ranger's Signature	Date
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\_\_\_\_\_  
Researcher's Signature

Marie Micallef  
marie.micallef.16@um.edu.mt

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

### Ittra ta' Kunsens Iir-Rangers

Jiena nikkonferma li qrajt u fhimt l-informazzjoni t'hawn fuq u li nixtieq niehu sehem fl-istudju bit-titlu '*Leave No One Behind: A Qualitative Study about Malta Girl Guides' Mission and its incorporation of the Sustainable Development Goals*' minn Marie Micallef bis-superviżjoni ta' Ms. Lara-Tonna Grima ([lara.tonna@um.edu.mt](mailto:lara.tonna@um.edu.mt)).

Fuq il-baži tal-informazzjoni mgħotija,

- Jien fhimt li l-*focus groups* ser jiġu rrekordjati u l-informazzjoni rilevanti ser tiġi użata biss għall-iskop akkademiku.
- Jien fhimt li l-ebda informazzjoni personali mhu ser tiġi maqsuma ma' hadd iktar u li r-rikording ser jiġi mħassar wara li dan l-istudju jitlesta.
- Jien fhimt li nista' nieqaf fi xhin irrid anke' mingħajr raġuni.
- Jien ġejt mgħarrfa fuq n-natura u l-għan ta' dan l-istudju.
- Jien kelli l-ħin u l-opportunita` li nsaqsi mistoqsijiet u l-mistoqsijiet li saqsejt ġew imwieġba.
- Jien nifhem li bħala parteċipanta, ma nistax nirrekordja d-diskussjoni bl-ebda mod.

\_\_\_\_\_

Isem tal-parteciċipanta

\_\_\_\_\_

Firma tal-parteciċipanta

\_\_\_\_\_

Data

\_\_\_\_\_

Firma tar-riċerkatrici

Marie Micallef  
[marie.micallef.16@um.edu.mt](mailto:marie.micallef.16@um.edu.mt)

Ms. Lara Grima (Tonna)  
\*\*\*\*@um.edu.mt  
+356 \*\*\*\*\*

## Appendix M - Annie's Transcript with Labels

Note that names and places mentioned in this transcript have been changed to ensure anonymity. Excerpts which mention the participant's previous/ current positions have been omitted.

<p>Marie: What does Guiding mean to you?</p>	
<p>Annie: Basically, guiding is a very important part of my life. I've been in Guiding as I said earlier, for quite a long time. Basically, Guiding taught me most of the skills that I have today: public speaking, even my job, I'm a teacher, so I think what really... It inspired me to become a teacher... cause I started... quite young as a leader and I really enjoyed my role as a leader, inspiring younger girls and I really felt that I could make a difference and that basically then led me to my career as a teacher.</p>	<p>Learning skills Public speaking skills Professional development</p>
<p>So, as I've said, it's something so important in my life, we spend so much time working for Guiding and it gives us a lot of satisfaction, so yes, it's quite an important part.</p>	<p>Responsibility from a young age</p>
<p>Marie: Okay. In fact, my next question was going to be, "what inspired you to become a leader" but I think you've already answered that. I don't know if you want to add something else to that question.</p>	<p>Way of life</p>
<p>Annie: I think Guiding sort of pushes you to become a leader in a way. It gives you a lot of opportunities to, from a very young age, it gives you a lot of opportunities to try leadership role so in a way it sort of guides you through it.</p>	<p>New opportunities Leadership roles</p>
<p>Marie: Okay. So, what is the role of Malta Girl Guides in the Maltese society?</p>	
<p>Annie: Right now, I think that Guiding basically, as an association, it's involved in a lot of advocacy projects that are really making a difference in society as a whole. There are... we're working on a number of issues, there are the mental health programme, there are things that are related to women in STEM, there are projects which are related to the environment, that we're currently working on, and I believe that all of these activities, all this involvement in advocacy is really making a difference. I also believe that since we're giving certain skills to our younger girls, in general society as well, having young girls who are involved in voluntary, in a voluntary organisation life ours, I think in the long run gives you, a society which is safer, which, with people who are more skilled and who can actually make a difference. So even if these girls do not remain in Guiding. I think the skills that they would have gained throughout the years, they could still put them into use later on.</p>	<p>Advocacy Positive difference in society Current issues STEM Environment Making a difference</p>
<p>Marie: Hekk hu. Okay, so, following what you just said, what do you think are the main goals of Malta Girl Guides?</p>	
<p>Annie: I think the first aim that comes to mind is educating our younger children, our younger girls through non-formal education methods and informal methods. I think that's really important because it gives skills, as I already said, that are not normally achieved through the normal educational system.</p>	<p>Ripple effects of positive change Skills for a lifetime</p>

<p>Marie: When you say educating them, in what way? What kind of education?</p> <p>Annie: Basically, when we talk about education, normally, there's the knowledge part, there are the skills and the attitudes that we work on. I think that Guiding focuses more on skills and attitude rather than the knowledge that's normally, normally delivered in schools for example. I think that's, it completes the girl in all aspects. As I said, it's something deeper that, obviously I'm not trying to (thinks) in a way or another discredit the work that happens at school because that's very important, because at school they don't contribute to a change in attitude, a positive change in attitude, but I think in the way we deliver our programme to our kids, I think we are a bit more, we give a bit more extra effort to the attitude section so to speak. I think we can change more attitudes through our informal programme. Normally attitudes are something that require deeper experiences for them to change.</p> <p>Marie: Hekk hu. So, do you have an idea of what the vision and mission are?</p> <p>Annie: Basically, the mission if I'm not mistaken is to have girls who are, can actually develop their fullest potential and then eventually... give something back to society as well, not just about the girls themselves, but also about giving to society. I think the vision is something along those lines as well (inaudible).</p> <p>Marie: Wehilt fl-ahhar bicca jekk tista' terga tirrepeti ftit, please.</p> <p>Annie: Basically the vision...</p> <p>Marie: The first part I got it, then you were talking about the mission, I think.</p> <p>Annie: I started with the mission... I think... very often I confuse the two but if I'm not mistaken... they are very related.</p> <p>Marie: Yes, they are, and you summarised quite a lot. You started with the mission and (goes on to read the mission and vision). Can you give me some examples that Malta Girl Guides is doing to achieve this? You already mentioned advocacy. Can you give me other examples of what is being done?</p> <p>Annie: I think it has to do mainly with the programme and the way the programme is structured. It's the Guiding and Scouting method. Through the Guiding and Scouting method, we give our girls very hands-on experience, and they work in groups, they basically, even they have the time to develop at their own pace and I believe that all these steps, these aspects of the Guiding and Scouting method help to achieve this mission of girls discovering who they are and bringing out their best, and also having fun and enjoying the whole experience. I think that's the most important part. As I said, the programme, it's the way we deliver the programme, that makes the biggest difference. Then there are other aspects for example if we already mentioned advocacy, the girls get involved in these projects so in a way, they're an example of how to develop an effective campaign for example, and these are all ways of how we can empower our girls and give them a voice so that eventually they'll be able to promote their agenda, so to speak.</p>	<p>Non-formal Education</p> <p>Skills</p> <p>Skills Attitudes</p> <p>Reaching full potential</p> <p>Implementation of programme</p> <p>Learning through experiences</p> <p>Interpretation of the mission – full potential, positive difference</p> <p>Guiding and Scouting method</p> <p>Learning by doing Working in groups Own pace</p> <p>Discovering who you are Fun</p> <p>Advocacy</p> <p>Campaigning</p> <p>Empowering girls</p>
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<p>Marie: Okay, very nicely put. The next part of the interview is about the strategic plan. (goes on to show her the plan and goes through the main focus areas). Are these areas being worked on, if yes, how and if not, why? The first one is growth, do you think Malta girl Guides is working on Growth?</p>	<p>Giving them a voice Fighting for what you believe in</p>
<p>Annie: I think it is. Right now, we're during a pandemic, so there's so much things that you can actually do. However, even, before the pandemic started, there were a number of initiatives about, on how to increase numbers, and even it's not just about members it's also about volunteers, as the goal actually states. I truly believe that yes, MGG is actually working on this particular goal. Speaking from experience, in our unit, I think we've been provided by a lot of support from our district commissioners, our chief commissioners in this aspect, so I truly believe that yes, work is being done. Whenever we needed support in this particular area, I think we were provided by the necessary help. I agree that this goal, one way or another, is being worked on.</p>	<p>Growth of MGG  Support from national board</p>
<p>Marie: Okay, what about strengthening of our brand?</p>	
<p>Annie: I still think that it's being worked on, I think that there were a lot of... a number of changes throughout the years. First of all we're being provided with material, each and every unit has its own brand, so to speak, we've been provided with all the material, with the leaders (thinks)...</p>	<p>Unit branding</p>
<p>Marie: The logos?</p>	
<p>Annie: The logos and everything so I think that's being dealt with as well. Even the branding of our uniform. We've seen a change in uniform throughout the years, I think the biggest issue with this is that... it's happening a bit too fast our branding, so when it comes to practical, practical aspect of it. For example, it's very challenging to get our girls to change in the, into the new uniform. We've had, we have girls which have... who have been with us for years and they've had their uniforms already, and having them changed, their T-Shirts, then their hoodies then their full uniform, is something that at times is a bit challenging, and they normally, they're a bit reluctant to do it. But on the whole, it's something that I think is positive and yes, needs to be, this is something that needs to be adapted according to the time.</p>	<p>Uniformity across units  Adapting to changes</p>
<p>Marie: In fact, if I'm not mistaken there was a time of phasing out</p>	
<p>Annie: Yes, yes, to be fair, yes, we had phasing out. It's still a bit challenging to get the girls to change.</p>	
<p>Marie: I get that I understand that. Hekk hu. The next goal is sustainable finances.</p>	
<p>Annie: Basically, I'm not really into this area, I'm not really into finances. However, during the past few years, we've been provided training on how to do proper finances, we've been receiving a lot of support as well from the financial commissioners, both at district level and national level. So, I think on the whole, yes, we did receive, as leaders of a unit, we did receive the necessary help.</p>	<p>Training on different areas e.g., finances</p>
<p>Marie: From what I'm understanding, you have support in different areas? Support from above, as in, I think that's something which needs to be highlighted. Sounds like you have a good... someone to kind of fall back on when you need help in a way</p>	

<p>Annie: Yes.</p> <p>Marie: As a leader you have someone...</p> <p>Annie: Yes, and they're really accessible. We all know who they are, and it's quite convenient let's put it that way. We have a specific person and someone who's actually an expert in the area so to speak.</p> <p>Marie: Okay, interessanti, thank you. The next goal is the quality programme.</p> <p>Annie: I think, well, the programme is an aspect that I'm quite interested in, I'm part of the ... team as well, ... I think that throughout the years, we have been working on a number of badges and even national activities, to help guiders develop a programme that is meaningful and that is really relevant, for everyday use, basically. I think we also try as much as possible to provide support to the leaders who need that support, who for one reason or another ask us to help, and I think the training that we provide from time to time, also helps leaders develop a programme that is suitable for their kids, so I think as a whole, I hope, at least, that we're doing our bit as well.</p> <p>Marie: You are, very much. So, you're part of the ... team. Are you part of any other team?</p> <p>Annie: Basically, I'm part of the ... as well...</p> <p>Marie: Okay, interesting. And the last one, you mentioned it already. Leadership Development.</p> <p>Annie: Basically, I think this sums up all these aspects. As I've mentioned in the other aspects, all... we are given training on all aspects of Guiding whether it's programme, finances. There are things also, that we get to meet throughout the year. We have leadership training about aspects that, difficulties and challenges that we get to meet throughout the years. Basically, this leadership development, is normally adapted, depending on the needs at that particular time, so I think it's something quite flexible as well.</p> <p>Marie: Hekk hu okay. We're going to focus more on what we call responsible citizenship. Can you tell me what you think responsible citizenship is?</p> <p>Annie: I think, basically, being part, an active part of society, Learning how to advocate, voicing your opinion... learning how to make an impact in society, in a civilised way... having skills that would actually help you contribute towards society... I think that responsible citizenship is something that people associate with sitting back, doing the rightful thing and just letting things happen. I think it should be a bit more than that. It's about being responsible towards society, it reflects that you actually try to change things and having the skills to change, creating the change.</p> <p>Marie: Hekk hu, okay. Do you think that responsible citizenship is highlighted within Malta Girl Guides?</p> <p>Annie: I think there are certain aspects which are more important than others. For example, tolerance and open-mindedness, I think, through the projects that we're doing and through the advocacy projects as well,</p>	<p>Easy access to support</p> <p>Badge work</p> <p>Relevance of badges to everyday use</p> <p>Leaders adapting to their kids</p> <p>Training about the programme</p> <p>Training according to leaders' needs</p> <p>Part of society</p> <p>Advocating</p> <p>Making an impact on society</p> <p>Skills to be able to have an impact on society</p> <p>Actively participating and not passively watching</p> <p>Seeking the change one wants to see</p> <p>Tolerance</p>
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<p>like for example, tolerance and open-mindedness, through these projects, I think we're really targeting them. Throughout the years, I think we've seen, we've worked on a number of projects, participating in a number of events which talk about tolerance. Basically, we talk about diversity, we participate in a number of events which are related to diversity as well, which are public, and I think that we're really making a difference in that aspect. Even for example the regard for the rights and freedom of others, I think that the other aspects are not completely ignored, but I think at times, we are a bit, in our own society, I think we are a bit cautious because of the image that the Guiding Association might receive. We all know that the political situation in Malta is as is and you can easily be affiliated with one group or another, so I think at times, as an association, we do hold back on...</p> <p>Marie: Just being careful?</p> <p>Annie: Ezatt (laughs) and maybe, sort of, some things which we know we must talk about, we try to hold a bit back, so we're not labelled as being affiliated one group or another.</p> <p>Marie: Okay.</p> <p>Annie: I'm not saying that these aspects like democracy or rule of law are actually being ignored, but I think that...</p> <p>Marie: They're not the main focus</p> <p>Annie: I don't think we're focusing that much on them, no.</p> <p>Marie: You already talked about this, I know you already talked about this but you're a part of the ... team and I'm interested what you think. We already discussed the method, being the Scouting and Guiding method, and you mentioned learning by doing, the groups, and so on. Can you give me some examples of how this is done?</p> <p>Annie: Basically, as I've said, there are different aspects of the programme of the Guiding and Scouting programme that make it more effective. We've mentioned for example working in groups. In a reality, in our association, working in groups doesn't, isn't just something we use all the time. Doesn't mean that we work all the time in groups. We have a system that is the patrol system that actually helps the girls form a bond with their own group. So, the patrol system is not a group that is normally set up on for the day. It's something that girls work on throughout the year. It's a group that basically, the girls speci ... start the term with their own patrol and they continue working with their own patrol and I think that is something that is quite important because everyone in that particular patrol has their own role and through it they would be able to develop more skill.</p> <p>In fact, normally, certain roles, for example the patrol leader or the assistant petrol leader, patrol secretary, change throughout the year. So, being in the same group but having different roles, I think, would actually give a more meaningful experience to the girls. As we've said earlier, I think the experience is one of the most important things, it's something that really helps change attitudes and that's why it's important as well. Even the hand-on for example, the learning by doing, it's more, it's important as well because it allows the girls to really be in touch with what they're doing so their experience would be more positive, they would be more immersed in their experience. So...</p>	<p>Open mindedness</p> <p>Diversity</p> <p>Participating in events which promote diversity</p> <p>Fear of being partisan</p> <p>Not talking about important issue because of fear</p> <p>Working in groups</p> <p>Patrol system</p> <p>Continuous progress in the same group</p> <p>Roles within groups</p> <p>Leadership skills</p> <p>Learning by doing Learning through experience</p>
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<p>Marie: Definitely.</p> <p>Annie: ... hopefully, it will give a more meaningful learning experience. I've used the word experience quite a lot.</p> <p>Marie: It's quite an important word (both smile). Okay, now we're going to move on to the last part of the interview which is about the Sustainable Development Goals. Do you have an idea what the SDGs are?</p> <p>Annie: The SDGs right? (Marie nods) I know there are a number of SDGs, there are some which are about the environment, poverty, women's rights. Yes, I have an idea of what they are, but I don't remember them all by heart. But I know we've been working on them for quite some time.</p> <p>Marie: It's okay, it's very difficult to remember them all.</p> <p>Annie: Yes.</p> <p>Marie: (Goes on to give a brief explanation of what they are). Do you think that these are relevant to the Malta Girl Guides?</p> <p>Annie: I think that most of these aspe... these goals are goals that one way or another we try to deal with in our meetings and with our kids. As we've already mentioned, even some of our advocacy programmes are related to some of these development goals. Basically, that's all I know about it right now. I'm pretty sure that there are things that we're not actually working on.</p> <p>Marie: I was going to ask, first, let's see if you look at them, are there any of them which you think we really focus on? Either on the badges part or campaigns or the programme, are there some of them which we really target directly or indirectly?</p> <p>Annie: I think that the first thing that really shines through is gender inequality. We know that we've had a campaign about gender violence, so I think it's something that we really worked on throughout the years and it's not just about gender violence, but I think that's, it's something that we do address a lot. I know also that some of our badges like for example some of our badges are actually encouraging more girls into STEM for example, into STEM careers, STEM subjects, so I think in a way, that is dealing with the goal related to gender inequality. There are others that are related to environment like for example, responsible consumption and production or climate action, life below water. I think these are all aspects that one way or another we deal with in our programme badges. We also in a way or another as well... work on goal 9 which relates to industry, innovation and infrastructure, I think that, as we've said we have some badges that are related to STEM and I think that, really helps in having, hopefully eventually more people who actually work in industry and innovation. Right now, we have, half of the population is basically being excluded on this aspect, so I think having more girls and women working in innovation is something that's quite important.</p> <p>Marie: Yes, for sure.</p> <p>Annie: So, basically, I think in one way or another, we have... we can actually say that we work on all of these goals. I know that there some goals that maybe we don't deal that much with, like for example...</p>	<p>Good idea of what the SDGs are</p> <p>Goals incorporated in the programme</p> <p>SDG5: Gender equality</p> <p>STEM and SDG5</p> <p>Environmental SDGs</p> <p>SDG9 in relation to STEM</p>
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<p>Marie: In fact, my next question is going to be that there are some which you think that Malta Girl Guides should focus more on?</p> <p>Annie: I think there are those ones which are related to poverty and especially for example goal 1 and goal 2, I think that at times, in our society, we tend to forget that we have people who are actually living in poverty, and who are actually suffering a lot, sort of it's something that we try to keep hidden as much as possible and something that we normally see as something quite far off, but we know that in reality it effects a lot in our society. I think that we should really deal with. I also think that although we're doing a lot about the environment and sustainability per se, I think that we still we need to work a lot, as well, on sustainable living and environment... we need to talk a lot more about environmental issues as well. As I said, we actually have badge, we're doing a lot, but I think it can never be enough, something that's very close to heart.</p> <p>Marie: Do you think that the same applies to Malta? Do you think that we need to work more when it comes to sustainable education as an island?</p> <p>Annie: Yes, because in reality, I think cert... most of the environmental issues that the world is facing is going to affect us the most, as an island, as a small island in the middle of the Mediterranean, we're going to have the biggest impact. So, for example, we talk a lot of about the climate crisis which is something that if it continues as is, as a Mediterranean country, we'll be affected more through it then other countries which are basically in areas of the world that are more comfortable so to speak. So, I think that yes, it's something that should be....</p> <p>Marie: Addressed.</p> <p>Annie: ...targeted, it's going to affect us a lot.</p> <p>Marie: My last question I have for you. WAGGGS endorses two goals specifically, gender equality, we talked about that quite a lot, so we don't need to go into it again. And Goal 4, specifically two of the targets, one of them being sustainable education which we just talked about. The other one being lifelong learning. Do you think that this is relevant to Malta?</p> <p>Annie: Basically, we're part of the world, so I think that yes, whatever the world is doing, we should be following suit. In reality, I truly believe in lifelong learning because basically, what we're trying to teach our girls right now, in ten, twenty years' time it will become... if not before... it will become irrelevant, to basically right now we have focus on the skills of becoming learners ourselves... and helping our kids develop for the future. As I've said, I mean, at school for example, we learn a lot of information as we know, in a few years time, it'll all be ...</p> <p>Marie: We forget</p> <p>Annie: Ezatt. Eventually forget it and it won't be really useful for everyday life. So, in their jobs, in their everyday life, I think it's very important that the next generation, even us, but the next generation need skills to help them cope and learn and better themselves in different situations, in different aspects of life.</p>	<p>Lack of attention to local poverty</p> <p>Issues in the world affect us. We are part of the world</p> <p>Environment</p> <p>Global citizens</p> <p>Lifelong learning from a very young age</p> <p>Lifelong learning incorporated in the programme</p> <p>Equipping the girls with skills they need for the future</p>
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Marie: Okay. Thank you. From my end those are all the questions that I had to ask you. Would you like to add anything else?

Annie: I think we've covered a lot.

Marie: Yes, we have. Thank you.

## Appendix N - Excerpt from Focus Group 1's Transcript

Marie: Okay, do you think that there is a Goal, or more than one Goal that you would like to see more in the programme? That you think it's important and Malta Girl Guides is not giving that much importance to it?

\*Take a minute to think\*

Ariana: For me it's the first one; no poverty, especially now that we're in difficult times because of Covid, you can see a lot of families struggling and I feel there is not enough awareness on the subject, and it's ... um... I want to try to ... um ... like ... ours, at our school we're gathering up hampers to give them homes and stuff, and I think there's not enough people like...understand that there are a lot of families in need and they're struggling and especially with covid and jobs, a lot of...

Marie: Definitely I agree. Sometimes we think that poverty is something that Malta doesn't have, which is far from it... good point Ariana, we need more awareness on it and how we can help these families.

Emily: From my perspective I think we have to.. um... raise more awareness regarding decent work and economic growth and industry, innovation and infrastructure. I think they are underappreciated.

Marie: Can you explain more? It's interesting, why did you choose these two?

Emily: I think they are two topics or subjects that aren't really related with us children and teens, you know what I mean? It's more in the adults world, economic growth.

Ariana: But at the same time, we're still children, we don't have paying jobs, there's not much that we can contribute to the economical growth.

Emily: Exactly

Marie: Okay, so if you were to raise awareness, what would you raise awareness on when it comes to number 8 and 9?

Emily: That to raise economy, you don't have to have people working which are suffering at the same time, you know what I mean? I don't know if you're getting what I'm saying

Marie: It's basically, you mean... people being underpaid...

Emily: Exactly

Marie: ... working overtime...

Emily: Exactly

Marie ...overused?

Emily: There has to be balance, for a human being to develop fully, his life it has to be balanced between social life and social life gathers a lot of ... a lot of things and work, not for the benefit of the government, he has to work 24/7, and gets underpaid, that's the thing, cause there are many people nowadays... let me put a clear example, the immigrants... for erm... for the big companies

Marie: construction companies

Emily: Exactly, they're using immigrants because they pay them less, and I know this fact for sure, because this summer, I took part in NYP and it was... and I chose irregular immigration, and they really pay low... salaries, and it's... not worth it because if a Maltese person was there, they wouldn't pay him like that because he knows his rights.

Ariana: and even when you... if you have a high paying job, they end up cutting a lot of your funds because I think the more money you earn, the more taxes...

Marie: ... you pay

Ariana: exactly, so at the same time, you either have the underpaid section of the society and then you have the higher ... sort of how do you say it? Sort of higher stage of society where they're still working a lot... they get a good pay but it's getting cut a lot by taxes...

## Appendix O - Theme 2 and corresponding quotes from different transcripts

Theme 2 Movement that Drives Social Change	
<p><b>Subtheme 2.1</b> Making voices heard</p>	<p><b>Joanna:</b> You would get interesting discussions with guides and rangers. You'd probably get some passionate, debates actually with the rangers about some of these things, for sure.</p> <p><b>Annie:</b> There are... we're working of a number of issues, there are the mental health programme, there are things that are related to women in STEM, there are projects which are related to the environment, that we're currently working on, and I believe that all of these activities, all this involvement in advocacy is really making a difference.</p> <p><b>Bella:</b> Għax xtaqt li nagħmel... differenza u nbiddel ċertu aspetti li jiġu ikar accessible u jiġu iktar reachable. Xtaqt li dak id-distrakk bejn council member, national board member u unit... jonqos, iġifieri, anyone can be a council member or a national board member iġifieri just irid ikollok vision ta' x'tixtieq u ta' x'jinteressak, u tista' tasal.</p> <p>Pero' f'sens ta advocacy, naħseb guiding mexa ħafna 'l quddiem, iġifieri anything related ma' environment, diversity, dejjem inkunu l-ewwel nies li nkunu fuq quddiem insemmu lehinna u nagħmlu press releases u press conferences</p> <p>L-input li tgħati lis-soċjeta tiegħek u lil komunita' tiegħek, iġifieri... erm... li tara x'hemm b'żonn specifically għal kull country, li tara pajjiżek, kull area differenti. Iġifieri tara x'hemm b'żonn u ssemma leħnek, you act accordingly.</p> <p>Għandek l-MGG Youths, li ovjament ħa jkunu l-lehen li... meta jiġu biex jipprezentaw lil xi haġa... jien naf anke' fuq KNZ jew hekk... għandek tfajla li marret titkellem.</p> <p><b>Abigail:</b> For instance, we did the survey about the perception of people about domestic violence and that ended up being discussed within the parliament committee for social issues. I think that was a life-changing experience for me and even more for the six girls, at the time they were eighteen, who were defending our, our cause with six [Members of Parliament] MPs who were practically beating them all the time and giving them one question after the other... they did us very proud. That was one of the most meaningful moments in, in Guiding to me, seeing these young people defending their cause, something that they were believing in, and not being afraid that a member of parliament is challenging them practically with every question.</p> <p>The programme itself, empowering girls to believe in themselves in whatever they do in life, has already a very important effect on society because if we have.... Say we have 1200 members more or less and all these girls, whatever they decide to do in life, they are taking the lead, that's a very big impact on society, so that's the first thing and I think that is our mission. But then, things like, things that people involve themselves in, like Stop the Violence, the other projects, all have impact direction on society, say advocacy team, okay maybe now, now it's going sort of... because at one point it was a bit dormant... but the advocacy team did a lot of things. Sort of it started by presenting resolutions to the National Council of Women so we had the strength of other organizations as well, we lobbied for many things, mostly for the [Female Genital Mutilation] FGM law, because we didn't have any laws in FGM, maybe not now, we didn't take many credits, but we were the first ones, through the project of Stop the Violence to push for that law. We passed a resolution through the National Council of Women and they presented it to the parliament.</p>

	<p>The Stop the Violence project in itself remained active and it remained relevant and that's why it's still... because it started in 2012 and so it's been 8 years now, and at different stages, it was ongoing according to the needs, so we started by educating our own members, which believe me it wasn't easy, at first, we had a lot of resistance from the leaders to work on it, so we decided to work the other way round. So first, we made a name, worked at national level with other NGOs, then sort of the leaders started to... at first... the leaders thought this is, this isn't our job to deal with sort of. But then when they saw the success in that area, then they said "okay, we'll give it a try." As a team, we have learnt a lot, so people, the leaders started to trust us more, for me, it's... this is the vision of WAGGGS which we extend to national level, that whatever we do, it's not just for us but we have to shout it out there as well. And most of the badges are on those lines, even the programme team are, sort of, is still following, qisu that vision.</p> <p><b>Doris:</b> it's a platform for girls which I think, it's not something you'll find in another association, be it a mixed, like all the other NGOs would have members that are, that have both genders... like, you know, you have that space that there are girls only, you can open up, you have your own space, you can be yourself, you can voice out your opinion, you can defend ... the girls' rights... it's a space that offers that... it is an association that offers space for girls to empower themselves and their everyday life.</p> <p>Responsible citizens, first, obviously voicing your opinion. For example, if I don't agree with something, it's irrelevant to be angry and... don't do anything about it. So being an active citizen for me, you don't agree with something, but you do something about it. Like you propose something that you can make something else better. So, it's irrelevant to moan and to be like all negative about something. That you are not pro-active, and [you] propose something better for the society"</p> <p>meta jitilgħu u anke' issues ta' advocacy pereżempju policy papers fuq il-gentlemen's club jew inkella the FGM policy paper and the Stop the Violence. Xorta qed ngħatu l-input tagħna fuq dawn l-issues, pero' it's never enough. Like you solve or tackle and issue today but tomorrow It's a completely new issue.</p> <p><b>Bernice:</b> Nemmen ukoll, jekk... pereżempju saret xi haġa u forsi għandi points li forsi, għandi query fuqhom, mela eħe navviċina lil min għandi navviċina, u nkun nista' ngħaddi l-views tiegħi u forsi jispjegawli... għandi mnejn jkolli raġun imma jista' jkun li l-ħsieb tiegħi huwa ħazin. Mela allura fhemni għaliex, u nkunu kollha fuq l-istess paġna.</p> <p><b>Emily:</b> They're using immigrants because they pay them less, and I know this fact for sure [...] I took part in NYP and it was... and I chose irregular immigration, and they really pay low... salaries, and it's... not worth it because if a Maltese person was there, they wouldn't pay him like that because he knows his rights</p> <p><b>Ariana:</b> and even when you... if you have a high paying job, they end up cutting a lot of your funds because I think the more money you earn, the more taxes...</p>
<p><b>Subtheme 2.2</b> Nurturing Responsible Citizens by making a positive contribution to society</p>	<p><b>Annie:</b> voicing your opinion, learning how to make an impact in society, in a civilised way... having skills that would actually help you contribute towards society... I think that responsible citizenship is something that people associate with sitting back, doing the rightful thing and just letting things happen. I think it should be a bit more than that. It's about being responsible towards society, it reflects that you actually try to change things and having the skills to change, creating the change.</p>
	<p>I think we are a bit cautious because of the image that the Guiding Association might receive. We all know that the political situation in Malta is as is and you can easily be affiliated with one group or another, so I think at times, as an association, we do hold back on... some things which we know we must talk</p>

about, we try to hold a bit back, so we're not labelled as being affiliated one group or another.

**Doris:** Responsible citizens, first, obviously voicing your opinion. For example, if I don't agree with something, it's irrelevant to be angry and... don't do anything about it. So being an active citizen for me, you don't agree with something, but you do something about it. Like you propose something that you can make something else better. So, it's irrelevant to moan and to be like all negative about something. That you are not pro-active, and [you] propose something better for the society

**Bella:** I-input li tgħati lis-soċjeta tiegħel u lil komunita' tiegħek, iġifieri... erm... li tara x'hemm bżonn specifically għal kull country, li tara pajjiżek, kell area differenti. Iġifieri tara x'hemm bżonn u ssemma leġneq, you act accordingly.

To be fair, ħafna mill-istands ma niġhux fihom għax ikunu Politika, bħal tal-infrastructure, iġifieri nibqgħu... not biased...Iġifieri fejn kien hemm, kien hemm leaders li xtaqu jattendu ċertu attivitajiet, jien naf, dawn li joqogħdu jintrabtu mas-siġar u hekk, pruvajna ma nkunux parti minnha. Eżempju fuq abortion ma niġdux sehem. Imma umbagħad bħala abortion u child brides u hekk ma niġdux sehem għax minn WAGGGS ma jiġdux sehem għax hemm nies... hemm countries parti minn WAGGGS eżempju fejn hemm child brides, allura WAGGGS ma tistax tiegħu sehem kontra child brides meta għandek nies fl-organisation tiegħek li jgħamluha.

**Annie:** Learning how to advocate, voicing your opinion... learning how to make an impact in society, in a civilised way... having skills that would actually help you contribute towards society... I think that responsible citizenship is something that people associate with sitting back, doing the rightful thing and just letting things happen. I think it should be a bit more than that. It's about being responsible towards society, it reflects that you actually try to change things and having the skills to change, creating the change.

**Abigail:** presenting resolutions to the National Council of Women so we had the strength of other organizations as well, we lobbied for many things, mostly for the [Female Genital Mutilation] FGM law, because we didn't have any laws in FGM, maybe not now, we didn't take many credits, but we were the first ones, through the project of Stop the Violence to push for that law. We passed a resolution through the National

...to... have an active voice in society. In anything, iġifieri, in anything that matters, and they think it's relevant. I think those are the two main goals, sort of that the girls develop, even women at any age, our members that develop personally, professionally and become responsible citizens ultimately. That's what being a responsible citizen means.

Politics in Malta, unfortunately, politics with a small 'p', does not exist. It should exist, but it's very difficult because we are very partisan. I used to... take a lot of risks and I was criticized a lot for that, but I don't have any regrets. Honestly, I think, in the past few years they are being too cautious about that. Sort of, they are too cautious to take part in certain protests, not to be, identified like sort of, being supportive of any party. Issa this is a personal note, I do not agree, especially when it comes to environment... I wasn't there, I missed the council meeting, so I'm not sure whether it was the council or the national board who still took a stand not to participate in protests.

**Amanda:** we push then for, you know, through the advocacy team... so through ensuring that our girls have a voice and putting their voice to good use... erm... is how I believe we really push for the active citizenship.

**Maria:** I think it's a very important platform where girls and women can be free to be themselves. It gives them a space to reflect and get to know issues that the world is facing, what women are facing; not just issues related to women. even things like the environment, health, everything, physical activity, education, everything that is affecting the world we have a space to discuss it; to learn about it and have very fun way, and I think that is a very important role because it shapes a child into some... into an active citizen.

**Abigail:** Our group level, our senior rangers, again, they were worried about sort of, environment was an issue for them and waste, etc. And we came up with the Zero Waste badge curriculum. They designed the badge curriculum themselves, okay, with some help from my end, but it was mostly their work. We tried it out with our, within our group, within our unit with different sections through a camp and eventually it was published, a badge curriculum. There we encouraged to voice to our, to our young people to develop their idea, we gave them the space to develop their idea, and ultimately, that, those type of badges are automatically making a positive difference in the community.

When you have a girl working on the badge curriculum... what we are promoting, is affecting her family. So, imagine how many families... I remember, I mean a few years back, when I was a Guide Guider, there was a similar badge, of WAGGGS, it was I think about food and sustainable development and I was working on this badge with the Guides and I had parents telling me, "Hill xi spiza neffaqtini", because she wanted to change all the light bulbs at home to the energy saving ones.

I remember once we had a project with the Valletta Guides, about pollution and we had these... double sided tape that attracts dust and we placed these in different places of Valletta and we collected them after two weeks and realized how black, sort of, changed colour completely. And then we had like Lejla Valletta and we had these exercise bicycles and we were inviting people to ride and promote cycling instead of using cars, and telling them, "look, this is in two weeks, this is all in your lungs".

For instance, we did the survey about the perception of people about domestic violence and that ended up being discussed within the parliament committee for social issues. I think that was a life-changing experience for me and even more for the six girls, at the time they were eighteen, who were defending our, our cause with six [Members of Parliament] MPs who were practically beating them all the time and giving them one question after the other... they did us very proud. That was one of the most meaningful moments in, in Guiding to me, seeing these young people defending their cause, something that they were believing in, and not being afraid that a member of parliament is challenging them practically with every question. Not one, six of them. So, that is a true example of active citizenship.

**Doris:** For example, I always wanted to be a ..., I always knew what my profession was, but being exposed to different matters, for example, the different themes that... being the advocacy for example, you have the ability to be involved in issues from a younger age. And even after completing my law course, you wouldn't be able to, like, speak and talk about such issues that were discussed in our advocacy meetings or advocacy issues that we raise, for example the FGM. For example, I never discussed... I didn't even know what FGM meant

**Bernice:** Eżatt... darba kienu ġew u meta bdew jagħmlulhom is-session, waħda, waħda minn dawn it-tutors li kienet qed tagħmilha kienet Graziella Castillo, kienet membru mal-Girl Guides, qaltli, għajtitli, qaltli, "hemm waħda oqgħod... noqogħdulha attenta għax naħseb hemm, hemm xi haġa mhux tajba d-dar"...ir-



	<p>reaction tagħha li inti tkun għadek, tkun għadek bidu f'dan is-sugġett lanqas, lanqas tirrealizza...imma illum, illum, nirrealizza li eħe, tinduna meta inti tagħmel ċertu, ċertu sessions fejn jithlu dawn l-affarijiet, erm... eħe tinduna li jkun hemm... filfatt kien hemm. Ir-raġel kien ta xeba lil mara quddiem it-tfal... iġifieri ara naqa, x'esperjenzi.</p> <p><b>Maria:</b> not just them, but even their relatives best friends ... erm... are really informed, are really made aware of things... they're equipped with the skills to go out in the community and change what they want to change sort of, they voice their opinions, they have the ability to go out there and fix things, use their skills to make the community a better place and help people, help animals, whatever they might want to do, we equip them with the skills to make it possible.</p> <p><b>Ella:</b> Biex ngħinu lill-oħrajn.</p> <p><b>Eva:</b> Naħseb relevanti hafna għax qishom wara kollox jipprovaw jirrangaw kif nistgħu l-komunita' tkun isbaħ u hekk, u jgħinu n-nies ukoll.</p> <p><b>Ella:</b> Das-Sajf konna morna biex niġbru l-plastic mil-[...] Kellna żewġ activities ukoll oħra....</p> <p><b>Louise:</b> Naħseb li importanti. Eżempju jekk tagħmel ix-xita, l-plastik li jkun fuq l-art jista' jispiċċa ġol-baħar.</p> <p><b>Ariana:</b> Eħe, we've definitely worked a lot on climate action. We've brought a lot of awareness to it and we have done... a lot of events in [...] for example, to show us awareness on climate action especially since there are a lot of lives in danger.</p> <p><b>Marika:</b> Forsi xi darba niġrbu xi dawk... il-preserves u hekk, umbagħad inmorru nqassmuhom lil min għandu bżonn...anke' perezempju dog homes u hekk.</p> <p><b>Emily:</b> Yes, because basically, most of them, let's say most of them, not all of them, we actually discuss them, discuss and do activities for instance to help improve there's no poverty, like we do activities, fund raise money to help people in Valletta for instance, in our case... erm, we have usually, before Covid, we used to erm... bake cookies and stuff and we used to go and give them to people, I don't know if it actually touches zero hunger but the idea is there. If people need our help, we can actually help them... climate action... erm... in our unit, the guider... all of them... all the guiders in it that we don't take lunch in ... erm... plastic bags, we take them in lunch boxes, there are the recycle bins so we ca... and they are very strict about it, so basically I think we really work on them... all of them.. I think it's one of the... I think it's one of the visions that Malta Girl Guides has, to help improve the life of others</p>
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