



# ISLAND SCHOOLS

## Sustainability and matching self-scan methodology



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# ISLAND SCHOOLS



[www.islandschools.eu](http://www.islandschools.eu)

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# Contents

<b>1) About this scan methodology</b> .....	4
<b>2) Introduction</b> .....	5
Why Island Schools? .....	5
Preface .....	5
The power of matching .....	6
Aims of the methodology.....	8
<b>3) Creating the scan methodology</b> .....	8
Underlying frameworks .....	8
Key themes.....	9
Implementation as questionnaire.....	13
Piloting process.....	18
<b>4) Matching scan methodology</b> .....	18
Context of the scan .....	18
Users of the matching scan.....	18
Pre-selection of SGDs.....	19
Likert scale and scoring .....	20
SWOT structuring of the scan .....	21
Contextual questions about the school and island .....	22
User version.....	22
About you .....	22
Food security .....	24
Water .....	26
Energy .....	28
Communities .....	30
Production and consumption.....	32
Oceans and seas .....	34
Land and ecology .....	36
Results.....	38
<b>5) Digital implementation</b> .....	40

### 1) About this scan methodology

This Island Schools matching scan methodology is a detailed explanation of the full matching scan realised as part of the Erasmus+ funded project Island Schools. It gives the background, context and methodologies for a scan which island schools can use to identify their most pressing sustainability challenges and then find fellow schools to work with.

Why a methodology and not just a fully realised scan? Well, the full digital matching scan will be developed based on this methodology as part of our Island Schools Online Platform. That way it can combine both the matching between schools with the functions and materials they need to work together once their matched. This scan can be found on our website.

Why share the scan methodology then? We think it's important not just to share the final products developed in our project, but also how they work. The methodology is interesting for those that use the scan and want more information, but also for policymakers and researchers working on sustainability and islands. We're also aware that the digital adaptation of our scan may differ from our full methodology due to technical constraints and the need to make the user experience as simple and user friendly as possible. By sharing our full methodology, we or future island sustainability pioneers can come back to it in the future and perhaps create an even better version!



## 2) Introduction

### Why Island Schools?

*Working together on a European level to create sustainable education for Europe's island communities*

De Jutter is a school on the Dutch island of Vlieland, about two hours by ferry from the mainland. It is now the only school on the island after the primary and secondary schools were merged due to the dwindling number of school-age children in the island's one village. This is a unique situation in the Netherlands, but my no means an exception when you zoom out to a European level. From Scotland to Greece, Finland to Croatia, island schools across Europe are finding ways to provide quality education in spite of their isolated locations and small size. But what could they achieve if they work together?

This became the Island Schools project (originally called iSHRINK) which in August 2020 was approved a three-year grant under the EU's Erasmus+ programme. The Island Schools project connects Europe's island schools with one another to create innovative education based around sustainability challenges. With project partners from Iceland, the Netherlands, the UK, Spain and Greece, the project sees top universities working on education and sustainability work with island schools to co-create learning materials which place the emphasis on pupils' active citizenship and the sustainable future of their islands.

### Preface

This sustainability and matching self-scan methodology aims to better understand the contexts, opportunities, ambitions and challenges of participating island schools, and use this to match them with an appropriate school in a similar situation. The methodology used in the Island Schools sustainability and matching self-scan will then further elaborated so that it can be adapted for our Online Platform, making it a highly practical and transferable tool for small isolated schools across Europe, as well as a vital tool for the implementation of the Island Schools project itself. By executing a scan on the challenges, ambitions and opportunities of island schools, we hope to determine their status quo as far as active citizenship, key competences, adapted teaching and innovation, showcase their best practices and at the same time determine areas of improvement.

The methodology was developed in cooperation between University of Strathclyde and Learning Hub Friesland, with invaluable input from student researchers at the University of Groningen.

The power of matching

Islands are at the frontier of climate change and are often addressed as the canary in the coal mine for environmental challenges. Over the past decade, they have been placed at the centre of sustainability discourses. The degradation of earth's natural

## **Sustainability and matching self-scan methodology**

environment – such as waning fish stock and deforestation – in addition to exploitation of natural resources, stimulates climate change and ecosystem collapse. As society now seeks to redefine what development represents today and into the future, both locally, nationally, and internationally, it is paramount that islands place themselves at the heart of this conversation to ensure their own survival.

It is especially the younger generation that is bringing attention to current and coming environmental challenges and are pushing for sustainable development. One of the major threats to island communities is population decline, and it is especially this younger generation that is disappearing.

In this methodology, we will focus on upscaling and operationalising the matching of schools through a self-scan and matching methodology. Mainly because it is pertinent that island schools can first identify specific challenges, threats, strengths, and opportunities facing their island and subsequently, matched with another island community that have complementing results. Therefore, the Island Schools project aims to develop a simple methodology that island schools can follow, to accurately prioritise and identify key challenges, opportunities, threats, and strengths in their communities. The ultimate outcome of the matching scan is to stimulate cross-border cooperation between pupils from different island schools across the world.

### **Aims of the methodology**

The first objective is “Creating a methodology for a sustainability self-scan for island schools”, which has been met through identifying a practical and suitable methodology for identifying sustainability issues within the context of island communities.

The second objective “Creating a simple but grounded sustainability self-scan questionnaire for island schools that is quick and easy to use” focuses on the actual outcome and result of the project, the self-scan tool. To reach this objective, the questionnaire questions were formulated, and grading system established. The grading system guides the matching process and was found to be an important component of the final self-scan tool.

We have categorised the imminent challenges pertaining to islands into seven classifications, namely, ocean plastics; sustainable energy and climate change; food security; life below water; freshwater; sustainable tourism and sustainable transport. Thus far, in September 2021, De Jutter, a school on Vlieland, Netherlands, and Hríseyjarskóli, a school on Hrísey, Iceland have been matched and the children on these islands have decided to focus their attention on two sustainability issues: tourism and ocean plastics.

In practice, the tool is meant to be used by one teacher or other relevant staff working with the school children. The results of the self-scan are generated per finished questionnaire.

Nevertheless, it is up to the school, the teachers and school children, if they all want to look through the questionnaire and answer together or it should be done by the teacher.

This depends on the structure of the school and the amount of time the teacher has on filling out the questionnaire, as including the class might take longer. Again, if decided to be done jointly it is still only one questionnaire that should be filled out per school class.



### 3) Creating the scan methodology

The first step of the research process was to identify the best and most suitable analytical tools to be the foundation of the questions in the questionnaire. In addition to becoming the foundation of the questionnaire, these analytical tools were found to be suitable guidelines for the SDG literature and helped to narrow and focus the search on a sea of literature.

#### Underlying frameworks

PEST and SWOT analysis were both identified in the review as effective methods to inform the decision-making process. PEST represents political, economic, social, and technological. The aim of this analytical tool is to identify the external environmental trends and their impact on a given entity. Though 'ecological factors' were added to the PEST(E) as it was deemed necessary as the study was dealing with sustainability issues. The 'E' is placed between brackets as the ecological dimension deliberately stood out as an important area in the literature on insular sustainability challenges. In essence PEST analysis seeks to understand the 'bigger picture' looking to the macro environment. Whereas SWOT analysis is to determine internal and external inhibitors and enhancers. This means that an entity can identify its internal strengths/weaknesses and external opportunities/threats.

#### Key themes

The 17 SDGs, each including individual targets and indicators, address the three pillars of sustainability: social sustainability, economic sustainability and environmental sustainability. Although all targets can be deemed relevant for the islandscape, it has been decided to focus on 7 goals in order to create a tangible questionnaire. This project identified 7 challenges that islands face and of most relevance and of interest to the school children that will work with them. For our project, these 7 challenges have been linked to their respective SDGs, namely, 2. No hunger, 6. Clean water and sanitation, 7. Affordable and clean energy, 11. Sustainable cities, 12. Responsible consumption, 14. Life below water and 15. Life on land.

The questionnaire will be used by various island schools around the world, each island and community having their own natural, social, and economic environment. Although it could be a challenge to create such a comprehensive questionnaire, broad knowledge from the island specific SDG review, and SWOT and PEST(E) analytical tools proved suitable in achieving a successful outcome.

Keeping the internal and external aspects of the SWOT analysis in mind, key themes were identified in relation to both strengths and weaknesses as well as opportunities and threats. These themes were used to structure the self-scan questions that follow a SWOT analysis. This means that for each SDG in the questionnaire, the same themes are addressed. This has also supported question formulations when there were gaps in the island specific literature. The themes all address the (P)olitical, (E)conomic, (S)ocial, (T)echnological and (E)nvironmental context of each respective islandscape that conducts the questionnaire. The questions on (S)trengths and (W)eaknesses focus on



Access, Value, Supply, Knowledge. The questions on (O)pportunities and (T)hreats focus on Support, Self-sufficiency, Climate Change and Ecosystem, Capacity. See Table 1 below for further explanation of each theme.

Table 1: Key Themes

Strengths and Weaknesses	Opportunities and Threats
Access: on actual access to the identified context of the SDG	Support: on political and economic support for the identified context of each SDG
Value: on the socio-economic value given the identified context of each SDG	Security: on stability and threats of the identified context of each SDG
Supply: on supply frequency and support of the identified context of each SDG	Climate Change and Ecosystem: on the current and future environmental threats and challenges on the identified context of each SDG
Knowledge: on local knowledge and knowledge sharing of the identified context of each SDG	Self-sufficiency: on the current and future capacity of reaching the identified context of each SDG

### Implementation as questionnaire

The questionnaire itself is designed as a simple SWOT analysis tool, so the schools could build a well-rounded picture of the strengths, weaknesses, challenges and opportunities that face their island. Thus, for each SDG 8 questions were formulated. It was crucial to keep the questions simple as limited previous knowledge on the SDGs and the current sustainability landscape of the participants' environment should be unnecessary for using the self-scan tool.

The questionnaire consisted of eight sections, in the first section general questions were asked in order to build a profile of the school followed by a section on each SDG. First, three short questions were asked about the school; the name of the school, number of students and if the school had mixed classes. In addition, a question about what strategy the school would like to use was asked; 'play to our strengths', 'strengthen our weaknesses', 'seize our opportunities' or 'mitigate our threats'. Asking a question regarding the schools preferred strategy could inform the scoring in order to ensure the school had some autonomy over the resulting recommendations and subsequent matching.

Following this, the school would be asked eight questions on each of the seven SDGs, in addition to one question asking the school to rank the SDG in terms of importance to the school from 1-3 (1 representing less important and 3 representing more important),

## Sustainability and matching self-scan methodology

this ranking would subsequently be used as weightings when scoring the SDGs, again ensuring the school had a voice in the recommendation and matching process, but more on the scoring will follow. Each of the eight questions in each section was related to the key themes outlined in table 4. The first four questions focused on strengths and weaknesses using the key themes: access, value, supply, knowledge, whereas the next four questions focused on opportunities and threats using the key themes: support, security, climate change and ecosystem and self-sufficiency. Figures 2 and 3 demonstrate how this was presented in the questionnaire.

Likert scale style questions were used and then formatted as a multiple-choice grid. This allowed respondents to state whether they 'strongly disagree', 'disagree', 'neither agree nor disagree', 'agree' or 'strongly agree' to each statement on the SDG challenges. Each statement was formatted as a desirable and positive statement in regard to sustainability. This was done to facilitate the ease of the scoring process, this way, every time the response was 'strongly agree' or 'agree' the researchers could conclude it represented a positive and desirable statement in relation to sustainability. For example:

Table 2: Questionnaire | Food security, strengths and weaknesses

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have access to locally produced food					
Our local food is affordable					
We do not experience food scarcity					
There is local knowledge / initiatives surrounding SDG 2					

Table 3: Questionnaire | Food security, opportunities and threats

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is possible to receive economic / political support to start a local food business					
We do not rely on huge imports because we can produce most of our food locally					
Adverse weather events do not affect our food supply					
Our island is capable of creating a self sufficient food system					



## Sustainability and matching self-scan methodology

Therefore, each question was allocated a score from -2 to +2 more details of this are shown below in table 4.

Table 4: Scoring the responses

Response	Score
Strongly Disagree	-2
Disagree	-1
Neither Agree nor Disagree	0
Agree	+1
Strongly Agree	+2

Thus, all positive scores (above 0) represented something desirable and positive, whereas all negative scores (below 0) represented something negative and undesirable. Since the questions were split between 4 questions on strengths and weaknesses and 4 questions on opportunities and threats, the scores of each of the 4 questions could then be added together to determine whether it was a strength or a weakness or if it was an opportunity or threat.

If the score for strengths/ weaknesses on a particular SDG was a positive number (+) this would mean it was a strength, if it was negative (-) it would represent a weakness. Likewise, if the score of the 4 questions on opportunities and threats was a positive number (+) this would represent an opportunity, however, if it was a negative number (-) it would represent a threat. This gave each SDG a maximum number in the strengths/ weaknesses a +8 or a minimum of -8, which was the same for the opportunities and threats.

Strengths/weaknesses and opportunities and threats were also added altogether for each section to give an overall score and weighed by the schools ranking of the importance of the SDG (1-3) to determine highest and lowest score and help better understand which SDGs should be focused on. The results are mapped out on a graph to give a clear indication of what the school cores strengths and weaknesses are, and whether there is a threat or opportunity to focus on.

## Piloting process

In order to assure a tool that is quick and easy to use by island schools, the questionnaire was piloted with the help of two island schools in Greece and Iceland respectively. This step included a survey for the schools on their experience and the usability of the questionnaire, and changes were made accordingly.

The self-scan questionnaire was tested by two island schools. One teacher from each school was contacted and sent the questionnaire. On top of the pilot study, a survey was distributed to both schools. After analysing the results, the schools were contacted again and asked if they gave consent to their numeric results to be shared and were also sent their respective results. Both schools gave consented to this, and their results are therefore shared and discussed below.

The results of the pilot showed that the questionnaire overall functions according to the expectations. By analysing the results via the simple binary of positive and negative, the method proves to be replicable.



## Example of a completed questionnaire outcome: School 1

	Strengths/ Weaknesses	Opportunities / Threats	Score	Weighted score
<b>Food</b>	-2	-6	-8	-24
<b>Water</b>	-6	-3	-9	-36
<b>Energy</b>	-1	3	2	6
<b>Communities</b>	-6	-2	-8	-24
<b>Production / Consumption</b>	-5	-3	-8	-24
<b>Ocean</b>	-3	2	-1	-3
<b>Land</b>	1	1	2	4

Our recommendations based on the questionnaire:



## Example of a completed questionnaire outcome: School 2

	Strengths/ Weaknesses	Opportunities / Threats	Score	Weighted score
<b>Food</b>	0	-3	-3	-9
<b>Water</b>	6	-5	11	11
<b>Energy</b>	7	0	7	15
<b>Communities</b>	4	3	7	15
<b>Production / Consumption</b>	-1	-4	-5	-15
<b>Ocean</b>	4	4	16	16
<b>Land</b>	8	6	42	42

Our recommendations based on the questionnaire:



## Sustainability and matching self-scan methodology

The two schools that piloted the survey did not have any matches in terms of topic – for this reason, these schools were not matched together but rather with more similar schools which they are not working with.

As mentioned, the teachers who had tested the self-scan questionnaire were invited to provide feedback on the usability, relevance of the questions and reflect on if they believe the challenges identified are reflective of the reality. The survey consisted of 8 open-ended questions and was distributed with the self-scan to assess their experience and thoughts on the self-scan questionnaire. Following this, the results were analysed through the coding of data and informed further development and improvement of the self-scan questionnaire. Please find the survey in appendix 2. Some respondents indicated that some further information on each topic could be presented before answering the questions, which could be incorporated into the final product. In addition, the last question for strengths and weaknesses has been reformulated to be clearer.

This piloting was taken into account to develop the final methodology.







ISLAND   
SCHOOLS

## 4) Matching scan methodology

Our final matching scan methodology can be found below, in this document as a detailed explanation of the workings of the scan. As explained in section 4, the final product of the scan is a digital implementation which is part of the Island Schools Online Platform.

### Context of the scan

#### Users of the matching scan

The matching scan is designed to be used by teachers and decision makers from Europe's small island schools to identify the challenges their island faces, their opportunities as a school to react to these challenges and then to match with a similar school in another part of the continent. We think the scan can also be very helpful for local governments and civil society groups on Europe's islands.

#### Pre-selection of SDGs

The matching scan methodology is based on the United Nations Sustainable Development Goals (SDGs). In order to simplify the scan methodology, a preselection of the SDGs has been made which are the most relevant to island schools.



## Likert scale and scoring

Likert scale style questions are used, formatted as a multiple-choice grid. This allows respondents to state whether they 'strongly disagree', 'disagree', 'neither agree nor disagree', 'agree' or 'strongly agree' with each statement on the SDG challenges. Each statement is formatted as a desirable and positive statement in regard to sustainability. This way, every time the response was 'strongly agree' or 'agree' we can conclude it represented a positive and desirable statement in relation to sustainability.

The scoring works as follows:

<b>Response</b>	<b>Score</b>
Strongly Disagree	-2
Disagree	-1
Neither Agree nor Disagree	0
Agree	+1
Strongly Agree	+2

Scores are then adjusted based on the ranking of SDG challenges provided by users at the start of the scan. This weighted score then suggests which topics a school can work on, either based on strength or weakness. High scores suggest that the island has already developed ways of successfully dealing with a sustainability challenge, low scores suggest that there is still work to be done.

## SWOT structuring of the scan

Overview of Strengths / Weaknesses questions per SDG

	<b>SDG. 2 Food</b>	<b>SDG. 6 Water</b>	<b>SDG. 7 Energy</b>	<b>SDG. 11 Communities</b>	<b>SDG. 12 Consumption and production</b>	<b>SDG. 14 Oceans</b>	<b>SDG. 15 Land</b>
<b>Access / Availability</b>	We have access to locally produced food	We have drinkable water from the tap	We source some of our energy from green technology on the island (wave, sun, wind etc.)	Our infrastructure supplies and labour are available locally	We have a thriving local market with locally sourced goods and services	We have a thriving and sustainable fishing industry	We have a thriving and diverse ecosystem (animals, plants, birds, landscape)
<b>Value</b>	Our local food is affordable	Our household water supply is affordable	Our energy prices are affordable (bills are similar or less than the mainland)	We have frequent and affordable transport	Our local products and services are affordable	We value our ocean and are careful not to pollute it	Our community appreciates the value of our natural environment
<b>Supply</b>	We do not experience food scarcity	Our island does not experience water shortages	We do not experience frequent energy outages on the island	We have enough housing, and it is at an affordable price	Tourism is sustainable and does not negatively impact our resource supply	The surrounding sea is clean and not much plastic washes up on our coastline	The locals do not engage in or support unsustainable extraction of our natural resources
<b>Knowledge</b>	There is local knowledge / initiatives surrounding food security	There is local knowledge sharing and initiatives on sustainable, affordable and clean water on my island	There is local knowledge sharing and initiatives on sustainable and self-sufficient energy on my island	There is local knowledge sharing and initiatives on sustainable development of the social infrastructure on my island	There is local knowledge sharing and initiatives on sustainable consumption, tourism and other aspects of the economy on my island	There is local knowledge sharing and initiatives on the sustainable use and environmental/ ecological wellbeing of the natural environment on my island	There is local knowledge sharing and initiatives on the sustainable use and environmental/ ecological wellbeing of the natural environment on my island

## Overview of Opportunities / Threats questions per SDG

	<b>SDG. 2 Food</b>	<b>SDG. 6 Water</b>	<b>SDG. 7 Energy</b>	<b>SDG. 11 Communities</b>	<b>SDG. 12 Consumption and production</b>	<b>SDG. 14 Oceans</b>	<b>SDG. 15 Land</b>
<b>Support</b>	It is possible to receive economic/political support to start a local food business	There is political/ economic support to facilitate the island's sustainable use of water	There are political/ economic supports available to increase our green energy supply	There are political/ economic supports to aid the sustainable social development of our community	There is political/ economic support for our islands circular economy and promoting sustainable tourism	There is political/ economic support to ensure the health of our ocean	There are political/ economic measures in place that protect our natural environment
<b>Security</b>	We do not rely on huge imports because we can produce most of our food locally	We do not rely on imports for clean, drinkable water	We do not have to rely on fossil fuel imports for our energy supply	We have up-to-date green technology and infrastructure	We do not rely on imports for essential goods/ services on the island	Overfishing is not a problem on our island	Our natural environment is not being exploited by external actors
<b>Climate Change/ Environmental</b>	Adverse weather events do not affect our food supply	Climate change does not affect our water supply (e.g. droughts in the summertime)	Our energy demand is increasing (more air conditioning/ heating needed in recent years)	Our cities/ towns are not especially vulnerable to climate related risks (Storms, flooding etc.)	We do not rely on the tourism industry for a large proportion of our income	Our island is not especially vulnerable to sea-related risks (sea level rise, destruction of marine life)	Our natural environment is at risk due to climatic effects and ecosystem destruction
<b>Self sufficiency</b>	Our island is capable of creating a self-sufficient food system	Our island is capable of creating a self-sustaining water supply	Our island is capable of running on 100% local green energy	Our island is capable of sustainably transforming our built environment and become both socially and environmentally friendly	Our island is capable of having a circular economy	Our island has the capacity to create a 'blue economy'	Our community is capable of living in balance with the natural environment

## Contextual questions about the school and island

First, short questions are asked about the school and the island:

- the name of the school
- number of pupils
- age profile of pupils
- if the school has mixed age group classes
- population of the island
- distance from the mainland by boat (in hours)

In addition, a question about what strategy the school would like to use was asked, in which they can rank their preferences. The options are:

- play to our strengths
- strengthen our weaknesses
- seize our opportunities
- mitigate our threats

## User version

This is the scan questionnaire as users experience it.

### About you

First, we'd like to get to know your school and your island better. This information can also be used to build up a profile of your school for our Island Schools Online Platform.

What is your school called?

How many pupils does your school have?

(Dropdown menu)

- 0 – 30
- 30 – 60
- 60 – 100
- 100 – 200
- 200+

What is the age profile of your pupils?

(Sliding scale, with ability to move both ends)

2 ----- 18

Does your school have classes with mixed aged groups?

(Dropdown menu)

Yes / No

What is the approximate population of your island?

(Dropdown menu)

0 – 100

100 – 300

300 – 700

700 – 1000

1000 – 2000

2000 – 5000

5000+

How long does it take to reach the mainland by boat from your island?

(Dropdown menu)

Less than an hour

1 – 2 hours

2 – 3 hours

3 – 4 hours

4 – 5 hours

More than 5 hours

What strategy are you most interested in as a school when it comes to sustainability challenges?

(Drag and drop ranking)

Playing to our strengths

Strengthening our weaknesses

Seizing our opportunities

Mitigating our threats

Thank you, now we know a little more about you! Press the button below to continue to the first of our sustainability topics, food security.

# 2 ZERO HUNGER



## Food security

Our first topic is food security. We'll first look at the strengths and weaknesses of your island in terms of food security. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have access to locally produced food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our local food is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not experience food scarcity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge / initiatives surrounding food security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.



	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
It is possible to receive economic/ political support to start a local food business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not rely on huge imports because we can produce most of our food locally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adverse weather events do not affect our food supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is capable of creating a self-sufficient food system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, water.

# 6 CLEAN WATER AND SANITATION



## Water

Our second topic is water. We'll first look at the strengths and weaknesses of your island in terms of water. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have drinkable water from the tap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our household water supply is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island does not experience water shortages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on sustainable, affordable and clean water on my island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There is political/ economic support to facilitate the island's sustainable use of water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not rely on imports for clean, drinkable water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change does not affect our water supply (e.g. droughts in the summertime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is capable of creating a self-sustaining water supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, energy.

# 7 AFFORDABLE AND CLEAN ENERGY



## Energy

Our next topic is energy. We'll first look at the strengths and weaknesses of your island in terms of energy supply. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We source some of our energy from green technology on the island (wave, sun, wind etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our energy prices are affordable (bills are similar or less than the mainland)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not experience frequent energy outages on the island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on sustainable and self-sufficient energy on my island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There are political/ economic supports available to increase our green energy supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We do not have to rely on fossil fuel imports for our energy supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our energy demand is increasing (more air conditioning/ heating needed in recent years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is capable of running on 100% local green energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, communities.

# 11 SUSTAINABLE CITIES AND COMMUNITIES



## Communities

Our next topic is communities. We'll first look at the strengths and weaknesses of your island in terms of the island community. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Our infrastructure supplies and labour are available locally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have frequent and affordable transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have enough housing, and it is at an affordable price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on sustainable development of the social infrastructure on my island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There are political/ economic supports to aid the sustainable social development of our community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have up-to-date green technology and infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our cities/ towns are not especially vulnerable to climate related risks (Storms, flooding etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is capable of sustainably transforming our built environment and become both socially and environmentally friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, production and consumption.

# 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



## Production and consumption

Our next topic is production and consumption. We'll first look at the strengths and weaknesses of your island in terms of production and consumption. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have a thriving local market with locally sourced goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our local products and services are affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourism is sustainable and does not negatively impact our resource supply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on sustainable consumption, tourism and other aspects of the economy on my island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

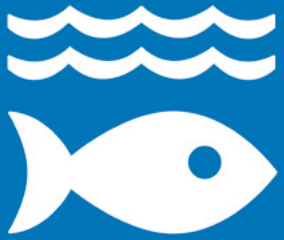
Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.



	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There are political/ economic supports to aid the sustainable social development of our community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have up-to-date green technology and infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our cities/ towns are not especially vulnerable to climate related risks (Storms, flooding etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is capable of sustainably transforming our built environment and become both socially and environmentally friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, oceans and seas.

# 14 LIFE BELOW WATER



## Oceans and seas

Our next topic is oceans and seas. We'll first look at the strengths and weaknesses of your island in terms of oceans and seas. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have a thriving and sustainable fishing industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We value our ocean and are careful not to pollute it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The surrounding sea is clean and not much plastic washes up on our coastline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on the sustainable use and environmental/	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There is political/economic support to ensure the health of our ocean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overfishing is not a problem on our island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island is not especially vulnerable to sea-related risks (sea level rise, destruction of marine life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our island has the capacity to create a 'blue economy'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! Press the button below to continue to the first of our sustainability topics, land and ecology.

# 15 LIFE ON LAND



## Land and ecology

Our final topic is land and ecology. We'll first look at the strengths and weaknesses of your island in terms of life on land. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
We have a thriving and diverse ecosystem (animals, plants, birds, landscape)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our community appreciates the value of our natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The locals do not engage in or support unsustainable extraction of our natural resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is local knowledge sharing and initiatives on the sustainable use and environmental/ ecological wellbeing of the natural environment on my island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'll look at the opportunities and threats your island faces around food security. Select to what extent you agree with each statement.

	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
There are political/ economic measures in place that protect our natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our natural environment is not being exploited by external actors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our natural environment is at risk due to climatic effects and ecosystem destruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our community is capable of living in balance with the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you! This was the final topic in the sustainability self-scan. Press 'continue to results' to see your results.

## Results

Thank you for filling in the island sustainability self-scan! Now we have everything we need for your profile on the Island Schools platform and can give you a better idea of which sustainability challenges are the most relevant for you.

Your strategy as a school is to [ strategy drawn from section 1 ]. We've selected the most interesting topics for you based on that.

Your top three topics are:

<b>Topic 1</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats
<b>Topic 2</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats
<b>Topic 3</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats

This is how you scored on the other topics:

<b>Topic 4</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats
<b>Topic 5</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats
<b>Topic 6</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats
<b>Topic 7</b>	Mainly strengths / balanced / mainly weaknesses	Mainly opportunities / balanced / mainly threats

You can enter your email below to have these results and the scores behind them sent to you for future reference.

Thank you again for doing the sustainability self-scan! You can now use the Island Schools matching platform to reach out to fellow schools with similar results and make a match. You'll also find our exciting learning materials to help you work together with your partner school. All at [www.islandschools.eu](http://www.islandschools.eu).

## 5) Digital implementation

The sustainability and matching self-scan as developed in this methodology will form the basis for the Island Schools Online Platform, which will allow island schools to create a profile, match with other schools and facilitate their collaboration once matched. For that reason, the scan as outlined above may be simplified and streamlined in order to match the technical possibilities and desired user experience of the online platform. The platform can be found on our website.

This methodology is fully open-source and we would welcome new forms of collaboration around the elaboration of the methodology into more tools which can help island communities to get to grips with their sustainability challenges.







Erasmus+