

NOTE: Please remember to find a balance between completeness and length of the document. Ideally, the report should be as complete and exhaustive as possible, while keeping its length reasonably short (about 5 pages). The main purpose of this report, indeed, is to help you report on your activities and achieved impacts to your interested stakeholder groups (e.g., policymakers, statistical offices, funding agencies, and so on).



INTRODUCTION

Project Title	RE-TASTY
Geographical Location	The Netherlands
Lead and partners organisation	Maria Neocleous Maliotou



Project Description

What was this project about?

Nowadays, the way food is produced, processed, consumed and wasted globally contributes to environmental degradation (FAO & WHO, 2019). At the same time, the dietary habits of adolescents are not improving (WHO, 2024). The school is an ideal setting for promoting healthy and sustainable food environments for adolescents and a clear opportunity for sustainable, healthy and equitable food system change (FAO, 2020). During the Kickstarter funding period, we set-up the RE-TASTY project and engage secondary students as citizen scientists in The Netherlands to investigate their school food system. In this second sustaining phase, the activities of RE-TASTY were multi-fold: a) the project was extended to another European country (Cyprus) while at the same time a new tool was developed/piloted that can be used to calculate the carbon footprint of schools that is connected to food consumption of students and staff during school hours. Secondly, secondary school students from eco and non-eco schools in The Netherlands were involved in an in-depth analysis of their views and perspectives on food health and sustainability. This was done in order to uncover possible student perspectives that have not been visible before and to calibrate the future steps of RE-TASTY. Thirdly, this phase also covered communication activities in relation to RE-TASTY in order to help in making the notion of citizen science in education clearer to interested parties.

What was novel and innovative?

The novel element was that the project was extended in another country where students were involved in various steps of the research process – in co-creating data collection tools, in data collection, in data analysis and interpretation. From this process, a second more quantitative tool has been created as an output which can be adapted to other schools/countries if wished. Another innovative element is the fact that students from eco- and non-eco schools have been involved in focus groups in The Netherlands to gather insights and calibrate the direction of the project in the future.

Why does it matter to the reader?

Students want to be meaningfully engaged in food system transformations where they have agency and a voice to co-create solutions (Fleming et al., 2023). RE-TASTY introduces democratic citizen science in education, engages students to be actively involved in research, are given a voice and exercise participatory research and learning.

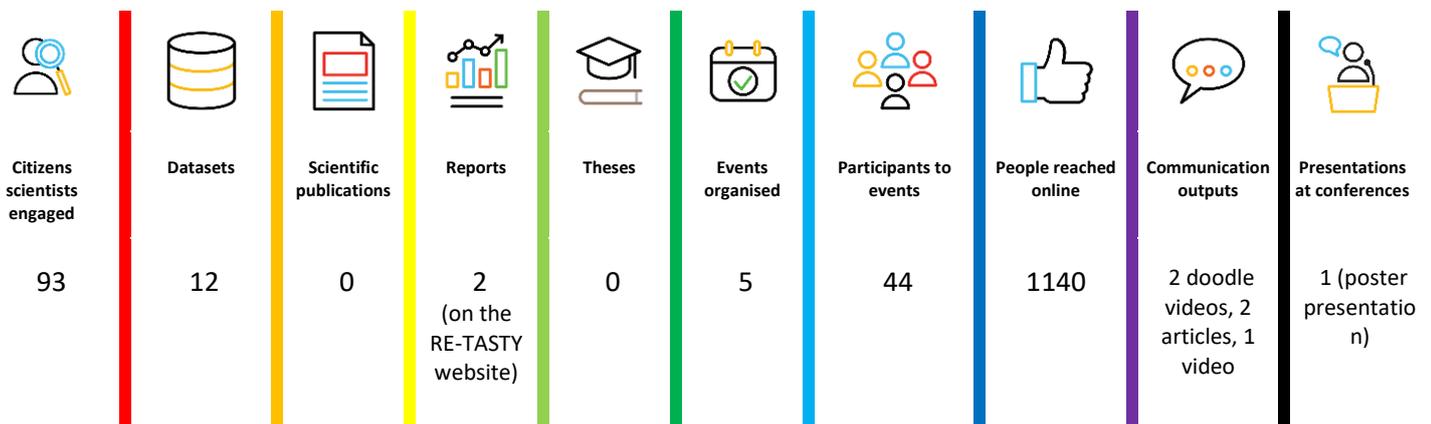


A brief presentation on the project goals and activities, providing the framework and context for the following sections. Describe (if relevant) the ecosystem (i.e., the stakeholders involved) you have been able to create thanks to the activities carried out within the project.

The goal of this sustaining project was to further involve students as citizen scientists in investigating their school food system. Part of the project took place in Cyprus where 56 students (of ages 12-17 years old) from 7 secondary schools have been involved in investigating the carbon footprint of their school which relates to food consumption. In The Netherlands, 5 focus groups involving 37 secondary school students have been carried out. The goal of the focus groups was to investigate more deeply the specific concerns of students, increase the bottom-up character of RE-TASTY and calibrate the direction of the project in the future. Finally, the project also aimed at producing information material that is useful for making citizen science and RE-TASTY easier to understand among school stakeholders.



IMPETUS PROJECT RESULTS IN FIGURES



Text describing more in details the main results

In Cyprus, students (citizen scientists) in 7 schools investigated the carbon footprint of their school related to food consumption. Through this project, awareness was created amongst the students in relation to the foods that are consumed at school and contribute the most to the carbon footprint. In their reports, the citizen science teams expressed their suggestions for a more sustainable food consumption at school. In The Netherlands, some preliminary results from the focus groups show that some topics that the students find interesting to investigate through research are food labelling issues (such as E-numbers in foods and Nutri-score), processed foods, fast foods and foods that people eat unconsciously (without thinking), as well as the pricing of foods in relation to healthiness (in school canteens and outside the school).

Main achieved impacts

Text describing the overall impact of the project, i.e. the difference, the change produced by the project at any relevant level (scientific, social, economic, political or environmental). It should be based, as much as possible, on the IMPETUS impact assessment framework and dimensions but without the need to use the terminology proposed in there if this makes the reading too difficult.

Overall impact: The overall impact of the RE-TASTY sustaining project touched mainly on the scientific and social aspects (as seen in Figure 1 below) and to a lesser degree on the environmental and political aspects. In relation to the scientific impact, scientific knowledge was developed through the production of 12 datasets (some with qualitative and some with quantitative data). Furthermore, scientific and non-scientific outputs have been developed and are accessible through the project’s website. In relation to the social impact, this is focused on community building and empowerment through the engagement of 93 students as citizen scientists in the project. The students engaged in various steps of the research cycle -from problem framing to data collection and analysis. The project was disseminated through the website and through the production of a video, 2 articles and 2 doodle videos. It had a positive impact on knowledge, skills and attitudes of the participants. The project also had an impact on environmental awareness of the participants and assisted them in learning about the environmental challenges that relate to the food system. Finally, the political impact, which is more of a long term process, aims at bringing changes in school policies in relation to food practices and learning processes.

The graph below shows the various areas of impact of the project. Each impact value is the mean value of the different dimensions of that impact.

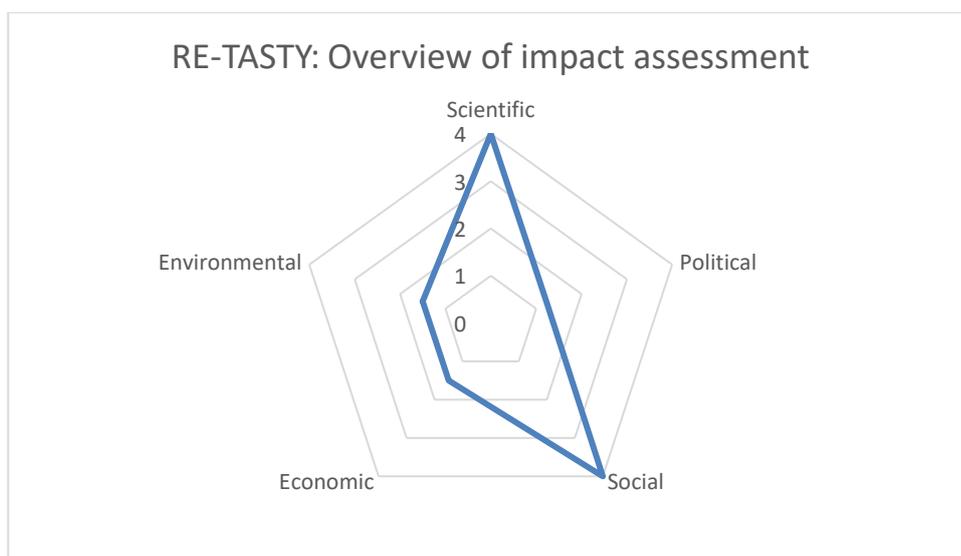


Figure 1: Relevance of the various areas of IMPACT of RE-TASTY (Note: The impact number values for the different dimensions seen in the original work plan have been slightly adapted based on the results of the project)

EVIDENCE AND ANALYSIS

When filling the areas below, we suggest you to focus on those areas that are mostly relevant for your project, also based on the initial Impact Assessment canvas presented at the beginning of IMPETUS. Please dedicate approximately half a page to describe the activities within each area.

SCIENTIFIC IMPACT

Please refer to the “Scientific impact ex-post questionnaires for CS managers” (here the [link](#)) to understand which information we are interested in, and add as many details as possible about the activities you conducted.

Scientific knowledge: During the project, the citizen scientists produced 12 different data sets. Seven of these data sets concern the carbon ‘foodprint’ of schools and the data are quantitative. Five of these datasets concern ideas, insights, concerns of students in relation to food and sustainability and they are mostly qualitative data. Scientific outputs have been developed in relation to measuring the carbon ‘foodprint’ of schools (e.g., data collection tools). The goal is to consolidate the data collected in Cyprus and also consolidate the data collected in The Netherlands. Non-scientific outputs developed are a video and two articles on the project. A poster on RE-TASTY was also presented at a festival/networking event of the Citizen Science-Netherlands association.

New research fields and interdisciplinarity: Three different sub-disciplines are presented in the project team

New knowledge resources: The implementation of the project was highly interactive, thus encouraging and facilitating the creation of knowledge among societal actors. In Cyprus, the students (citizen scientists) with their teachers had to interact with other students as well as teachers and school management to carry out data collection. In The Netherlands, students of different ages interacted in groups (focus groups) and exchanged ideas about the topic, one student building on the idea of another student. At the same time, new data gathering tools have been created and are publicly available on the project’s website. Finally, the project was based on the participation of students as citizen scientists who contributed to co-creation of data collection tools, data collection and data analysis/interpretation.

Innovation in education: This project is innovative because it incorporates participatory methodology and citizen science in education in order for students to tackle the carbon ‘foodprint’ of their school. It also involves students in a bottom-up manner in order to investigate more deeply their concerns and perspectives on this topic. In general, this project is giving ‘voice’ to students to talk about the issue of food health and sustainability.



Please refer to the “Social impact ex-post questionnaires for CS managers” (here the [link](#)) to understand which information we are interested in, and add as many details as possible about the activities you conducted.

Community building and empowerment: In the RE-TASTY sustaining project, 93 students were engaged (56 in Cyprus and 37 in The Netherlands). The students were involved in different stages of the research cycle including problem framing, co-creation of data collection tools, data collection/analysis/interpretation. Most of the bilateral meetings were performed online, while 5 student physical focus groups were organized. Through social media, about 1140 people were reached. An article was published in a national newspaper in Cyprus with a paper circulation of 10000 pieces (on the day of publication). The project fostered interaction both between citizen scientists as well as between citizen scientists and other stakeholders. In relation to self-efficacy, a very high percentage of students (in the ex-post questionnaire) believe that it is important for them to have influence over their school’s food system. Also students (in a slightly lower percent) believe that their participation will have an influence towards a more sustainable school food system.

Social inclusion: RE-TASTY engaged minors (secondary school students aged 12-17 years old). The project was led by a woman and the team included a number of female biology teachers. The schools that participated were located in quite different geographical areas (within each of the two countries) and participating students from each school were a diversified group.

Researchers and research community growth and empowerment: The RE-TASTY coordinator established many new collaborations as a result of this sustaining project. Also, as a currently PhD candidate in Wageningen University, I am working on a very closely related academic area, namely student participation through the Whole School Approach framework.

Knowledge, skills and competences: Based on the 34 responses of student on the ex-post questionnaire, it is evident that the project had an impact on the students’ knowledge and interest for science and the environment.

Changes in way of thinking, attitude and values: The project also had an impact on the participants’ way of thinking, attitudes and values. For 76% of the students, their interest in learning about healthy and sustainable nutrition and ways to improve it has increased. Furthermore, the highest percentage of the students thought that a healthy and sustainable diet at school is important.

Behavioural change: The project had an impact on the participants’ behaviour. In a question whether the students gained any knowledge from the program that has influenced their eating habits, 68% answered positively. Some examples of what the students wrote are: ‘I’ve learned that I need to cut down on processed foods and processed meats.’, ‘I’m eating breakfast, something I never did before’, ‘to eat more vitamins and healthier’.

Health and wellbeing: In relation to health and well-being, 88% of the students said that they believe that the action within the project can have (partially or more) a long-term impact on the health and well-being of the their classmates at school.



ECONOMIC IMPACT

Please refer to the “Economic impact ex-post questionnaires for CS managers” (here the [link](#)) to understand which information we are interested in, and add as many details as possible about the activities you conducted.

The economic impact of the project was not so significant. The RE-TASTY coordinator was recruited as part-time for the project. Also, there was a collaboration with the Eco-school programme coordinator in The Netherlands that assisted with the focus groups at the 2 Eco-Schools. Finally, a new tool for the calculation of the carbon ‘foodprint’ of schools has been developed and is available on the project’s website for free.



POLITICAL IMPACT

Please refer to the “Political impact ex-post questionnaires for CS managers” (here the [link](#)) to understand which information we are interested in, and add as many details as possible about the activities you conducted.

Impact on policy processes: The impact of this project focuses mainly on school policy processes. Actions that have been suggested by the students (citizen scientists), are under dissemination and discussion at school level on how they can be implemented.



ENVIRONMENTAL IMPACT

Please refer to the “Environmental impact ex-post questionnaires for CS managers” (here the [link](#)) to understand which information we are interested in, and add as many details as possible about the activities you conducted.

Impact on environmental awareness: The project disseminated information on sustainable food lifestyles and educated participants on environmental challenges (such as the impact of food choices on the environment). The project contributed to higher awareness of the students towards the environment – in the ex-post survey, the highest percentage of the students thought that a healthy and sustainable diet at school is important, indicating their awareness towards the environment and how the environment is influenced by the food they consume. Furthermore, when asked about changes in their eating habits, 68% were positive that their eating habits could become more sustainable (e.g., through a decrease in processed meats). Students in both countries showed an increase in stewardship in relation to their food choices to help the natural environment.

Some take-aways that the students in The Netherlands wrote down after the focus groups were: ‘I will pay more attention to the Nutriscore and eat less meat and unhealthy food.’, ‘I have never seen vegetarian meat so I hope it becomes more visible so that more people become vegetarian.’, ‘I will pay more attention on sustainable food.’.



IMPACT ON SDGs

4 QUALITY EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

RE-TASTY aims to promote the creation of sustainable and healthy school food systems holistically in secondary schools by involving students as the citizen scientists as well as other school stakeholders. With RE-TASTY, students acquire through participatory methodologies, the education, knowledge and skills needed to promote sustainable development, sustainable school food and sustainable lifestyles.





Ensure sustainable consumption and production patterns

The project contributes to SDG 12 because it helps students, and the rest of the school-related stakeholders to learn and think through in a participatory and holistic way how school food systems can become more sustainable. It increases the awareness on sustainability in school food systems, such as the carbon 'foodprint' of a school, so that people are encouraged to make changes towards sustainability for the health of both the people and the planet.



Promote peaceful and inclusive societies for sustainable, provide access to justice for all and build effective accountable and inclusive institutions at all levels

RE-TASTY aims to give voice to students so that, through their participation in research and decision making in the school, a more inclusive and responsive school (and beyond school) society is promoted.



CLOSING REMARKS

Everything relevant that was not added in previous sections. It can also be short reflections on what is done and a set of relevant tips for those who may want to replicate and adapt your initiative.

There is a great need for changes towards sustainability and healthiness of school food systems. It is important to give students the voice, to allow them to be meaningfully engaged in food system transformations where they have agency to co-create solutions. It is important that they can participate in multiple steps of the research cycle so that they become more engaged with the research process. RE-TASTY was set up in order to assist towards this direction and bring student participation through citizen science into schools. A great deal of knowledge was gained from IMPETUS and a lot of experience was gained through all the collaborations with students, teachers and other stakeholders. The aim for the future is to build on all the knowledge, experience and networking to move the project forward.



REFERENCES AND FURTHER READINGS

FAO & WHO. (2019). *Sustainable Healthy Diets – Guiding principles*. Rome.

Fleming, C. A. K., D. Sharma, K. Brunacci, S. Chandra, G. Lala, L. Munn & A. Third. (2023). Fix my food: An urgent call to action from adolescents on how they experience and want to see change in their food systems. *Journal of Human Nutrition and Dietetics*, 36:2295–2309. <https://doi.org/10.1111/jhn.13228>

Thomaes, S., S. Grapsas, J. van de Wetering, J. Spitzer & A. Poorthuis. (2023). *Green teens: Understanding and promoting adolescents' sustainable engagement*. One Earth, Elsevier Inc.

WHO. (2024). Obesity and overweight. <https://www.who.int/en/news-room/fact-sheets/detail/obesity-and-overweight>, Accessed on 18 September 2025.



Scientific impact ex-post questionnaire

CS project managers

Please select the relevant dimension(s) and go to the related questions as indicated below. Please notice that the section knowledge in academia is relevant to all CSIs within the IMPETUS accelerator.

- Knowledge in academia (questions 1-15)
- New research fields and interdisciplinarity (questions 16-19)
- New knowledge resources (questions 20-23)
- Innovation in (academic) education (questions 24-25)

Knowledge in academia

Quantity of new data created

1. **Describe the TYPE OF DATA COLLECTED by the volunteers/citizen scientists (if applicable)** (for example: pictures, water samples, mobility tracking, etc.)

In Cyprus, the students from seven schools collected quantitative data from other students and school staff (teachers and school management). The data related to the type and quantity of foods consumed during school hours for three consecutive school days. The data was inserted in an excel tool by the students. The tool calculated the carbon footprint of the school that related to food consumption.

In The Netherlands, focus groups were carried out with students in five different schools (3 conventional schools and 2 eco - schools). One of the focus groups was moderated by students who had themselves participated as interviewees in another focus group. Qualitative data was collected on the perceptions/concerns of students, what aspects of food they find important to be researched and towards which direction can RE-TASTY move in the future.

2. **DATASETS produced, DATA POINTS for each of them (if possible) and which datasets are available as Open Data.** If possible, add the direct link to them.

Name of the dataset	Number of data points (also approximately)	Is it available as Open Data?	Link to the repository/website
CarbonFoodprintschool1	79	No (restricted access to relevant schools/students)	
CarbonFoodprintschool2	79		
CarbonFoodprintschool3	79		
CarbonFoodprintschool4	79		
CarbonFoodprintschool5	79		
CarbonFoodprintschool6	79		
CarbonFoodprintschool7	79		
FocusGroupschool1	7		
FocusGroupschool2	7		
FocusGroupschool3	7		

FocusGroupschool4	7		
FocusGroupschool5	7		

3. Did you develop any visual representations of data, such as graphs, maps and animations?
- Yes
 - No
 - Not applicable

In the reports that we created in relation to the findings of the students, there are infographics to summarise the results.

4. Do you have a procedure in place for assuring data quality?
- Yes
 - No

If you answered yes to the previous questions, please briefly describe it

For the implementation of RE-TASTY in Cyprus, the students were guided by their biology teacher who solved any questions and assisted with data collection and data analysis. In relation to the focus groups in The Netherlands, the RE-TASTY coordinator was always present during the focus groups. Also, the students who moderated a focus group were trained beforehand on the main points of attention (no leading questions, neutrality, etc.).

Data quality

5. To what extent do you consider your data aligned with the FAIR¹ principles? Please attribute a value from 1 to 5 to the following items: attribute 1 if you are not aligned with the FAIR principles listed below and 5 if you are totally aligned with them.

	1	2	3	4	5
Findable		X			
Accessible			X		
Interoperable				X	
Reusable			X		

6. For the principle(s) that scored 3 or higher, please describe how you assure alignment.

The data (collected in Cyprus and The Netherlands) is accessible for the relevant schools/students (restricted access to relevant schools at the moment). The main qualitative results from each of the focus groups is in an Excel file and with a clear documentation for others to understand and use it effectively, the data can be interoperable and reusable.

Scientific outputs

¹ <https://www.go-fair.org/fair-principles/>

7. **During your project, have you written or contributed to any SCIENTIFIC PUBLICATIONS based on your project?** (Peer-reviewed articles, non-peer-reviewed articles, books, book chapters, or presentations at conferences)

During the IMPETUS timeframe, data collection and partial data analysis was done. There was no time available to prepare a scientific publication. The goal is to consolidate the data collected in Cyprus and also consolidate the data collected in The Netherlands and write one or two scientific publications.

8. **Did you develop any OTHER SCIENTIFIC OUTPUTS?** (Training materials, scientific reports, theses, collection of samples, GitHub repositories, etc.)

N.	Very short description about the nature of the output and its scope	Type of output	Is it Open Access?	Link to the repository/website
1	Manual for calculation of carbon footprint by students in schools (in Greek)	Manual	Yes	https://www.retasty.nl/el/toolkit
2	a) Food diary (in Greek) b) Tool for the calculation of the carbon footprint of a school (excel file)	Data collection tools/data analysis tools	Yes	https://www.retasty.nl/el/toolkit
3	Presentation prepared for training of the teachers	Training material for teachers	Yes	https://www.retasty.nl/el/toolkit

Non-scientific outputs

9. **Did you develop any other NON-SCIENTIFIC OUTPUTS** (reports/articles on newspapers, interviews, policy briefs, other policy-related documents, etc.)

N.	Very short description about the nature of the output and its scope	Type of output	Is it Open Access?	Link to the repository/website
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1	Article on RE-TASTY describing the goal of this sustaining project, the theoretical framework, its implementation in the different school settings, the importance and prospects of RE-TASTY on moving forward.	Article	Yes	https://www.retasty.nl/
2	Video on RE-TASTY describing the goal of this sustaining project, the theoretical framework, its implementation in the different school settings, the importance and prospects of RE-TASTY on moving forward.	Video	Yes	https://www.retasty.nl/
3	Article on RE-TASTY that was published in the national newspaper 'Politis' in Cyprus	Article	Yes	<i>On the online version of the newspaper</i>

Scientific output visibility

10. Please report the citation indexes for your main scientific publications among those listed in the tables of the previous section

No scientific publications at the moment

11. How visible are your research outputs on social media and research platforms such as Academia, Research.edu, etc?

Research outputs visible on the project's website

12. If applicable, please provide the number of individuals or technical systems requesting data, or the volume of transferred data.

Not applicable

13. Did you develop a website or a web-page specifically dedicated to your project?

- Yes
- No (the website was developed during the Kickstarter phase)

If you answered "yes" to the previous question, please provide the URL:

Citizen scientists' participation and recognition in the research output.

14. To what extent did your citizens participate in the scientific output development? For example in analysing the data or in writing up the results? Please attribute a value from 1 to 5, where 1 is "not at all", and 5 is "a lot".

- 1
- 2
- 3
- 4
- 5

If you scored 3 or higher, please describe how: The students worked on problem framing, data collection tool creation, data collection, analysis and interpretation.

15. Were your citizens recognized for their participation in the scientific output?

- Yes
- No
- Not applicable

If you answered “yes” please describe how: Their contribution will be acknowledged on the project’s website and in the reports.

New research fields and interdisciplinarity

16. How many disciplines are represented in your project team? Please fill in the table indicating the number of researchers for each discipline and add sub-disciplines if relevant.

Discipline	Sub-discipline	Number of researchers
Natural Sciences	Food Science Biology	9 (including the biology teachers who guided the students through the research process)
Engineering and technology		
Medical and Health sciences		
Agricultural sciences		
Social sciences	Education on Sustainable Development	4
Humanities		
Interdisciplinary		

17. Do you consider your project:

- Strongly interdisciplinary, please describe: It involves different disciplines as seen in the table above.
- Somewhat interdisciplinary, please describe:
- Not interdisciplinary

18. Have you contributed to creating any new research groups in academia?

- Yes
- No
- Not applicable

19. Have you contributed to creating a new sub-discipline?

- Yes
- No
- Not applicable
 - a. If you answered “yes” to the previous question, please describe.....

New knowledge resources

20. Did you ease access to traditional and local knowledge resources, for example to your citizens' knowledge about their local environment and practices? Please attribute a value from 1 to 5, where 1 is "not at all", and 5 is "a lot".

- 1
- 2
- 3
- 4
- 5

If you scored 3 or higher, please describe how: This was done mainly through: a) the project’s website which serves as a source of knowledge for teachers and students (citizen scientists), b) the training materials and manual presented to the citizen scientists, c) the doodle videos that were developed during the current phase of RE-TASTY.

21. Did you facilitate knowledge creation among societal actors and groups?
Please attribute a value from 1 to 5, where 1 is "not at all", and 5 is "a lot".

- 1
- 2
- 3
- 4
- 5

If you scored 3 or higher, please describe how: During the implementation of the focus groups in The Netherlands, there was an exchange of knowledge and ideas on the topic which facilitated knowledge creation. Furthermore, in Cyprus, during the pilot phase of the project as well as during the data collection phase, the students (citizen scientists) had to discuss (using the manual and the data collection tools) with their teachers, other students and other school staff about the aims of the project and this was an opportunity for knowledge creation on the carbon footprint of the school that is linked to food consumption.

22. Did you develop new data-gathering tools, such as sensors or a type of software?

- Yes
- No
- Not applicable

If you answered “yes” to the previous question, please describe them:

- a) A food diary (based on the foods that are mostly consumed by secondary school students during school hours in Cyprus. It contains a list of food products sold in the canteens of the schools as well as products that adolescents usually bring from outside in the school to consume during the school hours. This list consists of food products that are available in the canteens of Cypriot schools as well as products that adolescents usually bring from outside to school to consume during the school hours. The foods can be raw or processed. This nutrition diary can be used by students/school staff to write down the number and type of food they consume during school hours. They should complete the food diary for 3 consecutive school days. (Note: This tool can be adjusted to different school food environments).
- b) An elaborated tool (excel file) that can calculate the carbon ‘foodprint’ of a school. How does this tool work? This Excel file contains the same list of products that is included in the food diary (above). Next to each food product, there is its carbon footprint value. The students (citizen scientists) insert in the tool the number and type of foods that were consumed by minimum 10% of the school population (students/school staff) for three consecutive school days. The tool can then calculate the carbon footprint of the school that relates to food consumption during school hours.

23. Did your project generate knowledge that was impossible to generate without a citizen science approach?

- Yes
- No
- Not applicable
- If you answered “yes” to the previous question, please describe how
The data collection was done with a citizen science perspective, with the students participating in co-designing the data collection tools and being responsible for the collection and interpretation of the data.

Innovation in education

24. To what extent did your project lead to innovations in academic or school curricula?

Please attribute a value from 1 to 5, where 1 is "not at all", and 5 is "a lot".

- 1
- 2
- 3
- 4
- 5

If you scored 3 or higher, please describe how: The project brought the practice of research and citizen science into the school practices and student learning during school hours. Therefore it is seen as an innovative approach towards school curricula enrichment.

25. To what extent did your project lead to innovations in (other) educational or training methods?

Please attribute a value from 1 to 5, where 1 is "not at all", and 5 is "a lot".

- 1
- 2

- 3
- 4
- 5

If you scored 3 or higher, please describe how: The project, in an innovative way, incorporates participatory methodology and citizen science into education. In Cyprus, students were placed in the role of citizen scientists in order for them, as the youth that is directly affected, to re-think and investigate their school food system through data collection and analysis of the carbon ‘foodprint’ and suggest ways to make changes. In The Netherlands, students from eco and non-eco schools have been involved in focus group discussions, sharing ideas and creating knowledge about perceptions, beliefs, ideas and insights on sustainable and healthy food.

Social impact ex-post questionnaire

CS project managers

Please select the relevant dimension(s) and go to the related questions as indicated below.

- Community building and empowerment (questions 1-10)
- Social Inclusion (questions 1 and questions 11-23) 11-19
- Researchers and research community growth and empowerment (questions 23-25) 20-22
- Knowledge, skills and competences (question 26) 23
- Changes in way of thinking, attitude and values (question 27) 24
- Behavioural change (question 28) 25
- Health and wellbeing (questions 29-32) 26-29

Community building and empowerment

1. VOLUNTEERS/CITIZEN SCIENTISTS engaged in the project

Total number			
In Cyprus: 56 students In The Netherlands: 37 students (in total: 93 students)			
Gender distribution		*Age distribution	
<i>Men</i>	33	<i>0-14</i>	39
<i>Women</i>	60	<i>15-24</i>	54
<i>Non-binary persons</i>	-	<i>25-49</i>	-

<i>Prefer not to say</i>	-	50-64	-
<i>Self-described</i>	-	65-79	-
<i>Eventual missing data</i>	-	80 and more	-
***Total	93	***Total	93

2. **Activities in which the volunteers/citizen scientists were engaged in your project.**

If some of them participated in a certain activity and others to another one, please select **all that apply**²:

- *Problem framing (define research design, map and connect stakeholders, ethical considerations)*
- *Defining a research question*
- *Task design*
- *Developing data gathering instruments*
- *Collecting data*
- *Processing and curating data*
- *Analysing data*
- *Interpreting data*
- *Sharing and communicating results*
- *Evaluating and assessing impact*
- *Policy-impact related activities (drafting policy recommendations, organising advocacy meetings, etc.)*
- *Co-designing activities*

● **Number of BILATERAL MEETINGS held with KEY STAKEHOLDERS**

Typology of meeting	Number of meetings	Total number of participants	Very short description about the subject of the meeting and the typology of stakeholders
<i>Face to face</i>	1	1	With academic in Wageningen University who works on citizen science
<i>Online</i>	7	2	With teacher/coordinator in Cyprus With person in NGO working on eco-schools and whole school approach

² Based on the participatory research design available here: <https://actionproject.eu/toolkit/>

4. Number of face to face and online EVENTS organised (excluding bilateral meetings with key stakeholders).

Typology of event	Number of events	Total number of participants	Very short description about the event
Face to face	5 focus groups	37 students	Five different focus groups were organized with students from 5 different schools. Some of the focus groups included students of different ages. The discussions during the focus groups were carried out based on a guiding document that was prepared beforehand. Focus groups were recorded to be later transcribed. Procedures to obtain the informed consent for student participation were carried out before each focus group.
Online	0		

5. If applicable, WEBSITE AND/OR SOCIAL MEDIA ACCOUNTS, number of posts, interactions, and people reached since the beginning of IMPETUS.

Typology of platform	Total number of contents/posts published	Total number of visits on the website/people reached on social media
Website	www.retasty.nl (website in three languages: English, Dutch, Greek)	139 website visits (for the period 01/06/25-13/01/26)
Social media accounts (aggregating all of them, if many)	Article on RE-TASTY was included in the national newspaper 'Politis' in Cyprus (on Sunday 11/1/2026).	Circulation of Pdf version of the newspaper: 1000 online visits (on Sundays) Circulation of paper version of the newspaper: 10 000 pieces (on Sundays)

6. Did the citizen scientists interact with each other?

- Yes
- No

If you answered “yes” to the previous question, please describe how they interacted.

The citizen scientists were students at secondary schools. Since RE-TASTY was implemented during school hours, the students interacted with each other. In Cyprus, the students had to collaborate with each other to carry out the piloting of the project and then the data collection, data analysis/interpretation and reporting. In the Netherlands, during the focus groups, the students interacted with each other during the discussions, exchanging thoughts and opinions, building on each other’s ideas and producing knowledge.

7. Please read the following statements and attribute a value from 1 to 5, where 1 is “not at all” and 5 is “very much”. Please answer “I don’t know” where appropriate.

	1	2	3	4	5	Don't know
The citizen scientists that participated in the project increased the number of their social relationships				X		
The citizen scientists that participated in the project increase the quality of pre-existing relationship						X
Thanks to the project the citizen scientists created new relationships with people of different age, social groups, communities				X		
The project increased the level of trust among participants						X
The project increased the participants trust towards the local community						X

8. Did the project foster the creation of new groups at the local level?

- Yes
- No
- I don't know

If you answered “yes” to the previous question, please describe of such new groups

9. Did the project enlarge already existing local communities/groups?

- Yes
- No
- I don't know

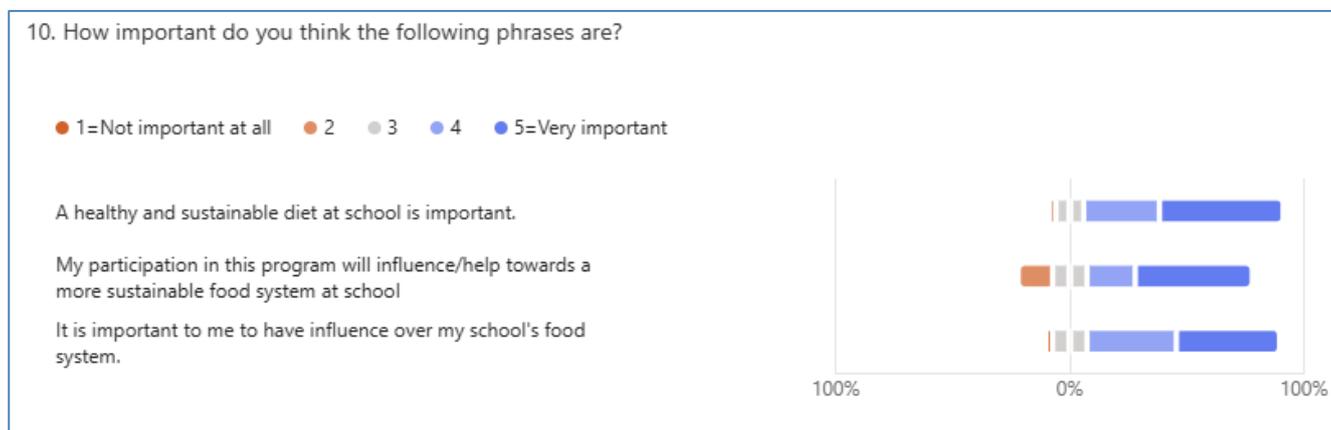
10. If you answered “yes” to the previous question, please describe how and to what extent

Self-perceived efficacy is the perception of a person to be able to change a given situation and that his/her action could make a difference in a specific context. Do you think the project improved the citizen scientists’ perceived self-efficacy?

- Yes
- No

- I don't know

If you answered “yes” to the previous question, please describe how and to what extent: As shown in the bar chart below (which is based on 34 ex-post questionnaires completed by students in Cyprus), a very high percentage of students believe that it is important for them to have influence over their school’s food system. Also students (in a slightly lower percent) believe that their participation will have an influence towards a more sustainable school food system.



Social inclusion

11. Did you engage citizens/volunteers belonging to any of these UNDER-REPRESENTED or VULNERABLE GROUPS³? Tick all that apply

Ethnic minorities

Migrants

People with functional diversity

Isolated elderly people

LGTBIQ+ people

Minors

Others: Please specify

No

If YES, please elaborate.

The project engaged secondary school students in The Netherlands and in Cyprus.

12. Considering your working team, so all the persons that have been professionally involved in the project, please fill in the table that follows.

	Number of persons
Total number of team members	14
Number of women	9

³ **Definition EIGE:** Groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population

Number of team members that self-identify as belong to under-represented (or at risk of social exclusion) groups	0
--	---

13. Is the project led by a woman?

- Yes
- No

14. If you collected additional demographic information about your volunteers/citizen scientists (besides those of question 1), please fill in the table below about their level of education. If you used a different classification of education levels, please change the table as appropriate.

	<i>N. of volunteers/citizen scientists</i>
Primary education	
Secondary education (row added)	93
High school graduate, diploma or the equivalent diploma or the equivalent	
Trade/technical/vocational training	
Bachelor's degree	
Master's degree	
Doctoral degree	
Total*	93

* Please note that the total should match the figure provided in question 1. If this is not the case, please explain why.

15. If you collected demographic information about your volunteers/citizen scientists (besides those of question 1), please fill in the table below about their income level. If you used a different classification, please change the table as appropriate.

	N. of volunteers/citizen scientists
Less than 10,000 Euros	

10,000 to 24,999 Euros	
25,000 to 49,999 Euros	
50,000 to 74,999 Euros	
75,000 to 99,999 Euros	
100,000 to 149,999 Euros	
150,000 to 199,999 Euros	
200,000 and up	
Prefer not to answer	
Total*	

* Please note that the total should match the figure provided in question 1. If this is not the case, please explain why.

16. If you collected demographic information about your volunteers/citizen scientists (besides those of question 1), please fill in the table below about their nationality.

No nationality data has been collected

Nationality	N. of volunteers/citizen scientists
Please add here the nationalities emerging as relevant in your project	

17. If you asked about their mother tongue, please consider a mother tongue different from the most represented one in your project country, as indicative of a foreign/migrant background. Please indicate the percentage of participants with a foreign/migrant background.

Did not ask about mother tongue

18. Did you develop and apply a dedicated strategy for social inclusion and/or diversity management?

- Yes

- No
- If yes, please briefly describe it: We tried to have as much as possible diversity in the groups of the students who participated in the project. The schools that participated in Cyprus are located in 4 different provinces of the country. Two of the schools are also located in rural areas. The schools that participated in the Netherlands are also located away from each other in 4 completely different areas. Also, school classes in both countries are multicultural and this directly affected the composition of the groups of the students (citizen scientists).

19. Do you carry out sex and/or gender disaggregated analysis of the data you collect?

- Yes
- No
- Not applicable

Researchers and research community growth and empowerment

20. Please fill in the table below, considering the new collaborations you and your organisation established as a result of your project.

	N. of new collaborations
With other researchers/research organisations	
With grassroots organisations, NGOs and civic society organisations	1
With government or other public organisations	11 (including the teachers in both countries)
With business organisations	0

21. Considering the researchers engaged in the project, did this experience "push" them to re-think their career path? (i.e. add new subjects to their education, take courses in scientific communication, etc.)

- Yes
- Partially
- No
- I don't know

If you answered "yes" or "partially" to the previous question please describe how the project influenced them: As a coordinator of this project, this experience influenced my decisions in relation to my professional development. I am currently a PhD candidate in Wageningen University and my PhD proposal is on student participation in relation to school food system sustainability and health. I am currently taking classes at the University in advanced qualitative research methodology (that includes also citizen science and participatory action research). I am also trying to get involved in different citizen science projects in the University. Finally, I am a member of the thema group 'Citizen Science in Education' of the Dutch Citizen Science Association.

22. Please read the following statements and attribute a value from 1 to 5, where 1 is “not at all” and 5 is “very much”. Please answer “I don’t know” where appropriate.

	1	2	3	4	5	Don't know
The researchers that participated in the project increased the number of their social relationships					X	
Thanks to the project the researchers created new relationships with people of different age, social groups, communities					X	

Knowledge, skills and competences

23. Do you think your project had an impact on participants’ skills and competences and, more generally, on their motivation and interest for science and the environment?

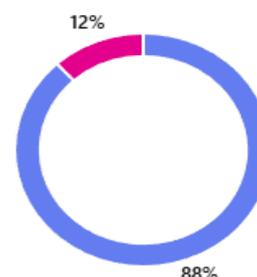
Please consider the following dimensions:

- Motivation and interest for science and the environment
- Content, process and knowledge of the nature of science
- Skills of science inquiry
- Understanding of agriculture practises
- Understanding of soil quality related issues
- Soft skills

Based on the ex-post questionnaires of the students in Cyprus, the project had an impact on the participants’ motivation and interest in science. Specifically, 88% of the student learned something new during the project such as: *‘highly processed foods pollute the environment’*, *‘How food affects your carbon footprint’*, *‘Our choices affect the ecological footprint of the school’* (student quotes). Furthermore, for 76% of the students, their interest in science-related topics and activities has increased (see two figures below).

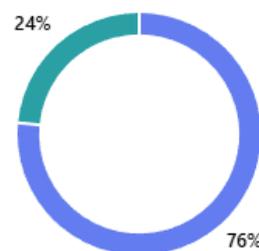
3. Did you learn anything new during your participation in the RE-TASTY program?

- Yes 30
- No 4



5. After participating in the RE-TASTY program, you feel that:

- your interest in science-related topics and activities has increased 26
- your interest in science-related topics and activities has decreased 0
- your interest in science-related topics and activities has remained the same 8



Changes in way of thinking, attitude and values

24. Do you think your project had an impact on participants' way of thinking, attitudes and values?

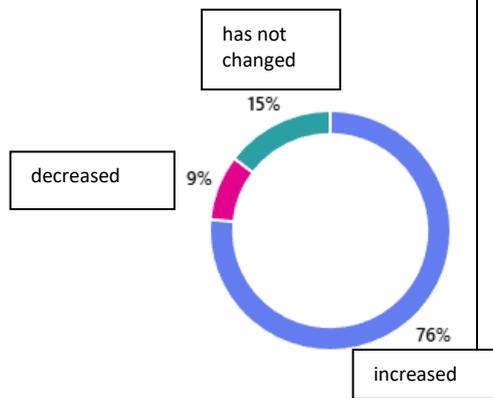
- Yes
- Partially
- No

If you answered “yes” or “partially” to the previous question, please describe the changes you observed.

Based on the ex-post questionnaires of the students in Cyprus, the project had an impact on the participants' way of thinking, attitudes and values. For, 76% of the students who answered the questionnaire, their interest in learning about healthy and sustainable nutrition and ways to improve it has increased. Furthermore, the highest percentage of the students thought that a healthy and sustainable diet at school is important (see two figures below).

6. After participating in the RE-TASTY program, you feel that:

- your interest in learning more about healthy and sustainable nutrition and ways to improve it has... 26
- your interest in learning more about healthy and sustainable nutrition and ways to improve it has... 3
- your interest in learning more about healthy and sustainable nutrition and ways to improve it has not... 5



10. How important do you think the following phrases are?

- 1=Not important at all ● 2 ● 3 ● 4 ● 5=Very important

A healthy and sustainable diet at school is important.

My participation in this program will influence/help towards a more sustainable food system at school

It is important to me to have influence over my school's food system.



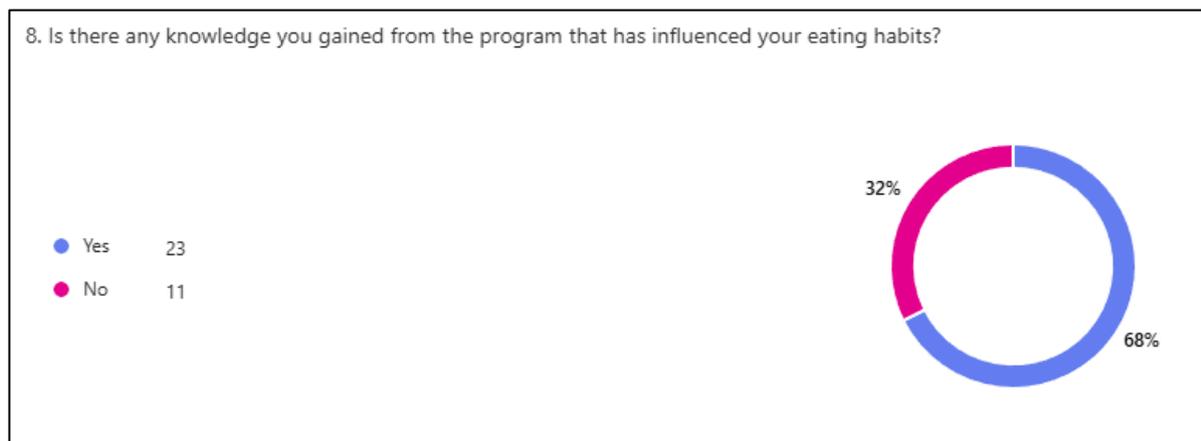
Behavioural change

25. Do you think your project had an impact on participants' behaviours?

- Yes
- Partially
- No

If you answered “yes” or “partially” to the previous question, please describe which behaviours appear to be changed and how?

Based on the ex-post questionnaires of the students in Cyprus, the project had an impact on the participants' behaviour. In the question whether the students gained any knowledge from the program that had influenced their eating habits, 68% answered positively. Some examples of what the students wrote are: 'I've learned that I need to cut down on processed foods and processed meats.', 'I'm eating breakfast, something I never did before', 'to eat more vitamins and healthier'.



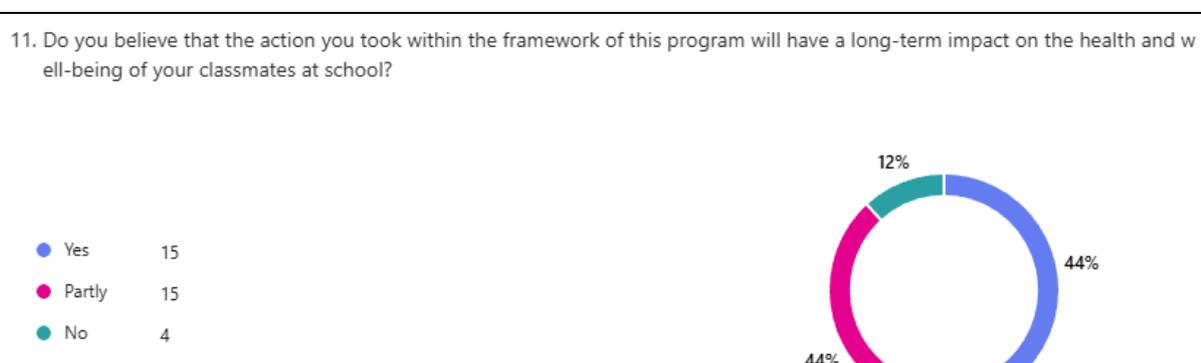
Health and wellbeing

26. Do you think your project improved the physical health and the physical wellbeing of participants?

- Yes
- Partially
- No
- I don't know

If you answered “yes” or “partially” to the previous questions, please describe how and to what extent.....

In relation to health and well-being, 88% of the students said that they believe that their action within the project can have (partially or more) a long-term impact on the health and well-being of the their classmates at school.



27. Do you think your project improved the mental health and mental wellbeing of participants?

- Yes
- Partially
- No
- I don't know

If you answered "yes" or "partially" to the previous questions, please describe how and to what extent.....

28. Do you think your project improved the physical and/or mental Health and wellbeing of citizens and/or communities beyond those directly participating in the project activities?

- Yes
- Partially
- No
- I don't know

If you answered "yes" or "partially" to the previous questions, please describe how and to what extent.....

29. Will this happen in the near future?

- Yes
- May be
- No

If you answered "yes" to the previous questions, please describe how and to what extent.....

Economic impact ex-post questionnaire

CS project managers

Please select the relevant dimension(s) and go to the related questions as indicated below.

- Impact on employment (questions 1-3)
- Impact on cost saving (questions 4-6)
- Income and revenue generation (questions 7-14)
- Economic impact on the local community (questions 15-16)

Impact on employment

1. **Number of EMPLOYEES RECRUITED THANKS to the project**, differentiating between full-time and part-time workers (researchers, administrative staff, social media staff, legal staff, etc.).

Total N. of employees recruited thanks to the project	N. of full-time workers	N. of part-time workers
1		1

2. Did the project create, in a direct or indirect way, new job places within your organisation?

- Yes
- No
 - a. If you answered “yes” to the previous question, how many?

3. Did the project "save" job places, within your organisation, that would otherwise have been lost?

- Yes
- No
 - a. If you answered “yes” to the previous question, how many?.....

4. Did the project have an impact on participants' jobs and employability?

- Yes
- No
 - a. If yes, how many participants changed or got a new job as a result of their participation in the project?
 - b. Please describe other impacts, if any, on participants' job and employability

We gained significant skills, knowledge and improved network

Cost saving

- **NUMBER OF HOURS dedicated to the project by VOLUNTEERS**

780 hours (rough estimate)

- **NUMBER OF HOURS of YOUR TEAM dedicated to citizens' engagement, training and support.**

230 hours (rough estimate)

- **Do you think your project generated a cost or time saving for your stakeholders?** For instance, by carrying out activities that would have been otherwise more expensive or impossible to perform? If yes, please describe how.

No

5. Do you think your project generated a cost or time saving for your stakeholders? For instance, by carrying out activities that would have been otherwise more expensive or impossible to perform?

- Yes
- NO

6. If you answered “yes” to the previous question, please describe how?

7. Please indicate the total number of hours dedicated to the project by volunteers (*for example: 3 hours for each volunteer, for a project having 100 volunteers, would make 300 hours*). If not precise information is available, please provide an estimation

780 hours (rough estimate)

8. Please indicate the number of hours your team dedicated to citizens' engagement, training and support

230 hours (rough estimate)

Income and revenue generation

- **How many PROPOSALS or REQUESTS FOR FUNDS were submitted as a result of the project?** Please specify if you responded to international, national or local funders and if they were public or private.

Number of proposals	Describe the type of fundings you tried to access
0	

- Please indicate the amount of additional public/private funding (in Euros) awarded to you, in addition to IMPETUS (indicate 0 if you didn't attract any additional funding).

0

9. How many proposals or requests for funds did you submit as a result of the project? Please specify if you addressed international, national or local funders and if they were public or private.

None (for the time being)

10. Did you attract additional funds (beside IMPETUS)?

- Yes
- No
 - a. If yes, please indicate the amount in Euros.....

11. Did the project generate an income for the organisations involved in the project?

- Yes
- No
 - a. If yes, please describe how and to what extent

There was a collaboration with the Eco-schools programme coordinator of The Netherlands. Specifically, this organization assisted in finding 2 eco-schools and organizing the focus groups. It also helped during the focus group discussions.

12. Did the project generate an income for the engaged volunteers?

- Yes
- No
 - a. If yes, please describe how and to what extent

.....

13. Did the project lead to the development of new products or the improvement of existing ones?

- Yes
- No
 - a. If yes, how many? Tool for the calculation of a school's carbon footprint that relates to food consumption. This tool consists of a food diary and an excel file for calculating the carbon 'foodprint'.

- b. Please describe them: A) A food diary based on the foods that are mostly consumed by secondary school students during school hours in Cyprus. This list consists of food products that are available in the canteens of Cypriot schools as well as products that adolescents usually bring from outside to school to consume during the school hours. The foods can be raw or processed. This nutrition diary can be used by students/school staff to write down the number and type of food they consume during school hours for 3 consecutive school days. B) An elaborated tool (excel file) that can calculate the carbon 'foodprint' of a school. This Excel file contains the same list of products that is included in the food diary (A). Next to each food product, there is its carbon footprint value. The students (citizen scientists) can insert in the tool the number and type of foods that were consumed by minimum 10% of the school population (students/school staff) for 3 consecutive school days. The tool can then calculate the carbon footprint of the school that relates to food consumption during school hours.

14. Did the project lead to the development of new services or the improvement of existing ones?

Yes

No

a. If yes, how many?

b. Please describe them

15. Please quantify or describe the revenue generated for each of the new or improved products and/or services?

No revenue generated yet (this was a pilot).

16. Do you expect such revenues to increase in the next 2-3 years?

• Yes

• No

Economic impact on the local community

17. To what extent did the project have a positive economic (monetary or not) impact on the local community? For example, did the project improve the attractiveness of the place in which it took place? Did it promote new economic activities for residents?

No

18. If you are able to, please quantify the economic impact of your project on the local community

Not applicable

Political impact ex-post questionnaire

CS project managers

Please select the relevant dimension(s) and go to the related questions as indicated below.

- Impact on policy processes (questions 1-8)
- Political participation (question 9)
- Political support for citizen science (questions 10)
- Self-governance (question 11)
- Other political impacts (question 12)

Impact on policy processes

1. Did you influence or contribute to any (new) policy in your country, region or city?

- Yes
- Partially
- No

- If you answered "yes" or "partially" please describe your achievements:

School policy level: At this stage, the impact on policy processes is focused on impact on school policy. Actions that have been suggested by the students (citizen scientists), are under dissemination and discussion at school level on how they can be implemented.

2. Did you influence or contribute to any (new) policy discourses and problem definitions?

- Yes
- Partially
- No

- If you answered "yes" or "partially" please describe your achievements.

3. Did you contribute to policy implementation and enforcement (e.g., reporting of breaches to authorities, raising awareness)?

- Yes
- Partially
- No

- If you answered "yes" or "partially" please describe your achievements.

4. Did you contribute to monitoring and evaluation of policy implementation?

- Yes
- Partially
- No

- If you answered "yes" or "partially" please describe your achievements.

5. How many policy influences and advocacy plans did you develop? Please list them in the table below and indicate the governance level addressed (local, national, sovra-national)

No policy influence and advocacy plan developed yet

Number	Policy influence and advocacy plan	Governance level addressed
1		
2		
3		

6. How many policy briefs did you develop? Please list them in the table below and indicate the governance level addressed (local, national, sovra-national)

No policy briefs developed yet

Number	Policy influence and advocacy plan	Governance level addressed
1		
2		
3		

7. Did you establish contacts with local/national/international statistical offices?

- Yes
- No

a. If you answered "yes" to the previous question, please indicate the contacts established and the results of the exchanges occurred. *For example, you met with your national statistical office representatives and you discussed the possibility for them to use the data generated by your project for their SDGs reports.*

8. Did you organise or attend any meetings explicitly aimed at influencing policymakers in your country, region or city or at international level?

- Yes
- No
- If you answered "yes" to the previous question please indicate the number of meetings organised or attended, the level (city, region, country or international) and eventual results.

Political participation

9. Please read the following items and assign a value from 1 to 5, where 1 is: “not at all” and 5 is “in a very significant way”, or “don’t know”.

	1	2	3	4	5	Don't know
The project increased the time spent by participants in getting informed about politics (issues, candidates etc.).	X					
The project increased the time spent by participants in communicating about politics (issues, candidates etc.) with your family or friends.	X					
The project increased the time spent by participants in communicating with politicians about politics (issues, candidates, etc.).	X					
The project increased the participants' engagement in political groups or activities (e.g. party membership, work for candidates, protesting, lobbying).	X					
The project increased the participants' civic engagement (e.g. membership in voluntary associations, charities or environmental groups).	X					

Political support for citizen science

10. Please read the following items and assign a value from 1 to 5, where 1 is: “not at all” and 5 is “in a very significant way”, or “don’t know”.

	1	2	3	4	5	Don't know
The project increased political support available for citizen science in my country, region or city (e.g. funding schemes). <i>If you attributed a value equal or higher than 3, please describe what kind of support is put in place:</i>	X					
The project created new partnerships between government decision-makers and citizen science associations and organisations in my country, region or city. <i>If you attributed a value equal or higher than 3, please describe what kind of partnerships are put in place:</i>	X					

Self-governance

11. Please read the following items and assign a value from 1 to 5, where 1 is: “not at all” and 5 is “in a very significant way”, or “don’t know”.

	1	2	3	4	5	Don't know
The project motivated participants to organise events or initiatives to raise awareness about and involve more actors in community projects.						X
The project motivated participants to create or become involved in civic society organisations or groups to organise community projects.						X

12.

Other political impacts

12. Considering all the above-mentioned items, do you have any additional information to be added?

The political impact of this project is more of a long-term impact. The more schools that participate in this citizen science project, the more impact this can have on the policy level.

Environmental impact ex-post questionnaire

CS managers

Please select the relevant dimension(s) and go to the related questions as indicated below.

- Impact on ecosystems (questions 1-2)
- Impact on biodiversity (questions 3-4)
- Impact on soil (questions 5-6)
- Impact on water (questions 7-8)
- Impact on air (questions 9-10)
- Impact on environmental awareness (questions 11-14)
- Other environmental impacts (question 15)

Impact on Ecosystems

1. Did your project have a direct impact on ecosystems?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....

- Did you measure such an impact?
- Yes
- No

- If yes, How?

.....
.....

- Please describe or provide additional documents with the results of the measurement

2. Did your project have an indirect impact on ecosystems?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- Did you measure such an impact?
- Yes
- No

- If yes, How?

.....
.....

- Please describe or provide additional documents with the results of the measurement

Impact on biodiversity

3. Did your project have a direct impact on biodiversity?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- Did you measure such an impact?

- Yes
- No

- If yes, How?

.....
.....

- Please describe or provide additional documents with the results of the measurement

4. Did your project have an indirect impact on biodiversity?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- Did you measure such an impact?
- Yes
- No

If yes, How?

.....
.....

Please describe or provide additional documents with the results of the measurement

Impact on soil

5. Did your project have a direct impact on soil?

- Yes
- No

a. if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

b. Did you measure such an impact?

- Yes
- No

c. If yes, How?

.....
.....

d. Please describe or provide additional documents with the results of the measurement

6. Did your project have an indirect impact on soil ?

- Yes
- No

a. if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

b. Did you measure such an impact?

- Yes
- No

c. If yes, How?

.....
.....

d. Please describe or provide additional documents with the results of the measurement

Impact on water

7. Did your project have a direct impact on water ?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- Did you measure such an impact?
- Yes
- No

- If yes, How?

.....
.....

- Please describe or provide additional documents with the results of the measurement

8. Did your project have an indirect impact on water?

- Yes
- No

- if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- Did you measure such an impact?
- Yes
- No

- If yes, How?

.....
.....

- Please describe or provide additional documents with the results of the measurement

Impact on air

9. Did your project have a direct impact on air?

- Yes
- No

- a. if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

- b. Did you measure such an impact?
- Yes
- No

c. If yes, How?

.....
.....

d. Please describe or provide additional documents with the results of the measurement

10. Did your project have an indirect impact on air?

- Yes
- No

a. if you answered “yes” to the previous question, please describe how the impact was achieved

.....
.....

b. Did you measure such an impact?

- Yes
- No

c. If yes, How?

.....
.....

d. Please describe or provide additional documents with the results of the measurement

Impact on environmental awareness

11. Did your project explicitly disseminate information on sustainable development or lifestyles?

- Yes
- No

a. If you answered “yes” to the previous question, please briefly describe the activities carried out and the eventual results:

The students in Cyprus had to read a manual in order to implement the project in their schools. The manual contained a number of websites for the students to search and find information about the carbon footprint in relation to food, how food choices affect the environment, different databases of carbon footprint values for different foods, etc. Furthermore, all students (in both countries) were introduced to the RE-TASTY website to get information about sustainable food lifestyles.

12. Did the project educate participants on environmental challenges?

- Yes
- No

a. If you answered “yes” to the previous question, please briefly describe the activities carried out and the eventual results

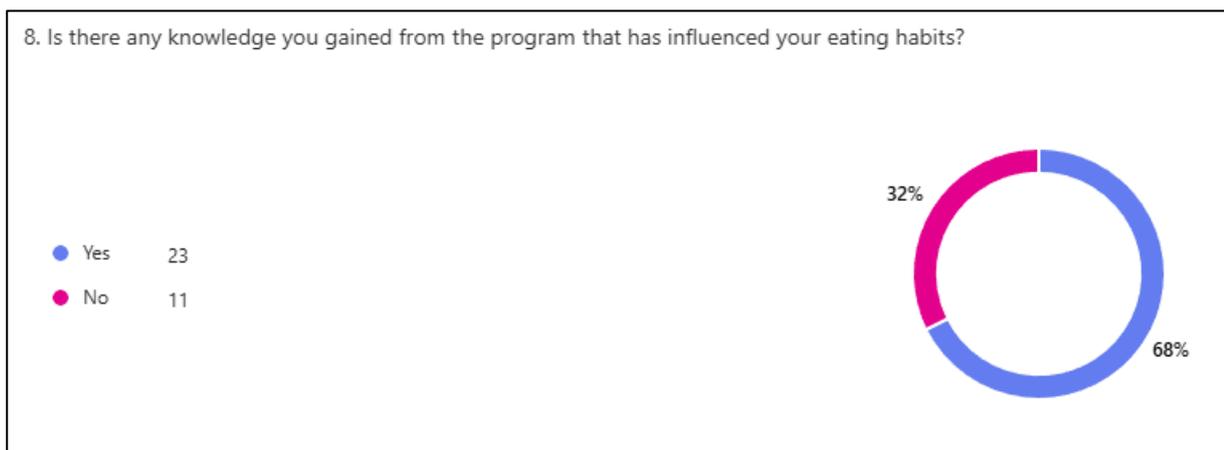
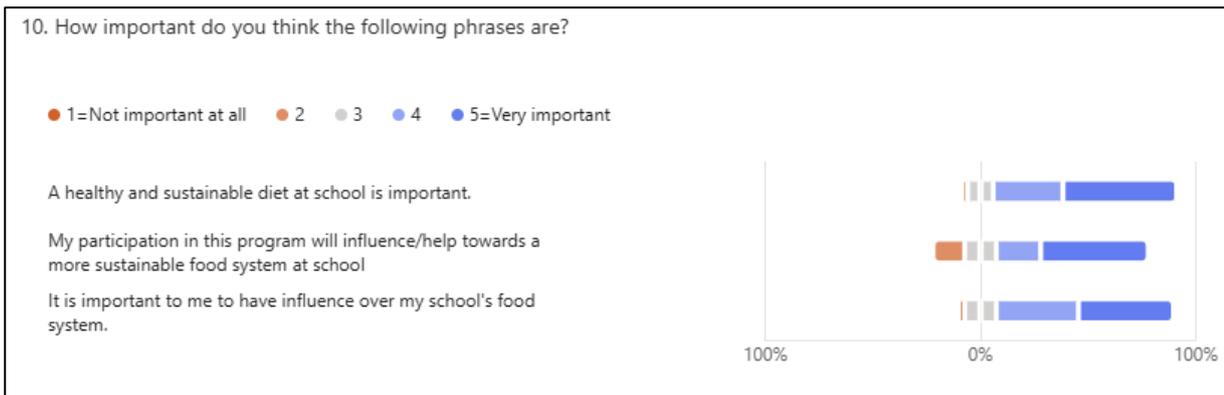
Yes, as mentioned in the answer to question 11 above, the project provided the students (citizen scientists) with information on sustainable and healthy food.

13. Did the project explicitly contribute to a higher awareness of, or positive attitude towards, the natural environment, on this planet or others?

- Yes
- No

- If you answered “yes” to the previous question, please briefly describe the activities carried out and the eventual results

As mentioned in the answer to question 24 of the Social Impact, the highest percentage of the students thought that a healthy and sustainable diet at school is important (see bar chart below), indicating their awareness towards the environment and how the environment is influenced by the food they consume. Furthermore, when asked about changes in their eating habits, 68% were positive that their eating habits could become more sustainable (decrease in processed meats).



- Did the project lead to an increased stewardship of the natural environment among participants?

- Yes
- No

- If you answered “yes” to the previous question, please briefly describe the activities carried out and the eventual results

As mentioned in the answer to question 13 above, a high percentage of the students in Cyprus in their ex-post questionnaires mention that a healthy and sustainable diet at school is important. This is an indication of their stewardship towards the natural environment. Students in The Netherlands also

showed an increased stewardship in relation to their food choices to help the natural environment. Some take-aways that the students wrote down after the focus groups were:

'I will pay more attention to the Nutriscore and eat less meat and unhealthy food.'

'I have never seen vegetarian meat so I hope it becomes more visible so that more people become vegetarian.'

'I will pay more attention on sustainable food.'

Other environmental impacts

15. Did your project have other direct or indirect impacts on the environment?

- Yes
- No

a. If you answered “yes” to the previous question, please describe

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