DietWise
SYSTEMIC CHANGES | EMPOWERED CITIZENS

Deliverable D5.4

The pilot implementation plan for GR

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This work is dedicated to the memory of Justina Baršytė, author of the DietWise project idea, whose vision and commitment were invaluable to this project.

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Abbreviations

Abbreviation	Full Form
AI	Artificial Intelligence
GDPR	General Data Protection Regulation
KPIs	Key Performance Indicators
RCA	Responsible Cooking Alliance
RW	MyRecipeWatch
SM	Social Media
WP	Work Package

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1. Introduction & Background

The DietWise project aims to deploy and operate novel nutrition methods and behavioral interventions, based on SMART goals, to evaluate the effectiveness of systemic solutions for health and sustainability through structured pilot testing. For this reason, two AI-based digital tools (Responsible Cooking Alliance - RCA and MyRecipeWatch) are developed to enable improved citizen decision-making in online food environments, focusing on recipes. These tools will be tested across three pilot countries: Belgium, Greece, and Lithuania. This report outlines the details for two (2) pilots set in Greece: (A) **School Pilot**, (B) **Food Influencer Pilot**.

This deliverable defines the pilot details, including design and methodology, SMART goals, target sample, eligibility criteria, data types and measures, as well as the data collection procedures, analysis plan, stakeholder engagement strategies, potential risks and mitigation actions, and ethical considerations.

Both pilots will run during project months M19–M34 as part of WP7 activities, and findings will be reported in Deliverable D7.2.

2. Overview & Aims

Pilots in Greece aim to evaluate the effectiveness of tools and applications in conjunction with behavioral interventions. The two pilots share the aim of improving dietary behaviors and food literacy, but operate in different environments, through different mechanisms and audiences. More specifically:

The **School Pilot,** led by the PROLEPSIS Institute (PROL) aims to develop and test novel tools to guide dietary behaviours of vulnerable population groups within educational settings. Specifically, these pilots will assess the effectiveness of the MyRecipeWatch app in combination with nutritional educational sessions and workshops in enhancing adherence to healthy and sustainable dietary habits in students and parents from primary schools in low-SES neighbourhoods of Athens. The pilot will engage the school community through a teacher-led manual including student projects, workshops, and competitions that utilize MyRecipeWatch to promote healthy and sustainable cooking. **Success** will be measured through:

- Improvements in food and cooking literacy (target: ≥15% improvement on KAP questionnaires)
- MyRecipeWatch adoption (target: 5,000 users testing the app across pilots) and
- The active participation of at least 500 students and families in pilot activities.

The **Food Influencers' Pilot,** led by International Hellenic University (IHU), aims to support food influencers (dietitians, food bloggers, chefs) in aligning their recipe-related content with official health and sustainability guidelines. Influencers, as powerful digital food environment actors, play a pivotal role in shaping food choices. However, the extent to which influencers act ethically and responsibly, and adhere to established nutrition guidelines is still unclear. To help address this challenge, the RCA - a voluntary reporting initiative - will guide food influencers in self-assessing whether their online recipe content aligns with food-based dietary guidelines and sustainability practices. To orchestrate this plan, both an awareness training and a technical onboarding will be implemented to strengthen food influencers' knowledge on dietary guidelines and sustainable food practices and their usage of the RCA. **Success** will be measured by:

- The number of influencers trained (target: 15–20)
- Demonstrated knowledge improvement following training (target: ≥15%)
- Influencer enrolment in the RCA (target: 15-20) and
- Perceived readiness to use the RCA tool (target: ≥20% improvement in confidence).

The timeline that will be followed for both pilots aligns with the one set under D5.1 (Figure 1). To ensure enough time for reporting, pilots' activities will conclude by April 2027 (M30). Pre-testing will take place between May-September 2026.

Figure 1. Provisional pilot implementation timeline

3. Scope & Pilots' Descriptions

3.1. School Pilot

The School Pilot will be implemented in primary schools located in low socioeconomic status (SES) neighborhoods in Athens, Greece. It will target two interconnected population groups: students (children) and their families, adopting a whole-school and family-based approach to dietary behavior change.

The pilot aims to:

- Improve food and cooking literacy
- Promote healthy and sustainable dietary habits
- Facilitate behavioral change at household level
- Encourage adoption of the MyRecipeWatch application

The implementation will be supported through the established network of the *DIATROFI* food aid and nutrition promotion program[1], ensuring access to vulnerable populations and enabling efficient recruitment.

3.1.1. Pilot Design & Methodology

Study Design

The pilot will follow a pre-experimental, pre-post within-person intervention design, without a control group, suitable for real-world implementation settings giving access to vulnerable populations.

Methodological Approach

The intervention is based on:

- Family-based intervention logic
- Blended learning approach (traditional educational methods and digital tools)

Key Components

- School-based nutritional training program and material to students and parents
- Digital engagement to parents (MyRecipeWatch)

[1] Diamantis DV et al. Lancet Reg Health Eur. 2024 Jul 23;44:101004.

Intervention Plan & Activities

Overview

The School Pilot intervention adopts a **multi-component, school-based and family-oriented approach** combining nutrition education, parental engagement, and digital tool adoption. The intervention is designed to increase food literacy and knowledge and indirectly create **sustainable behavioral change** by targeting both students and their home environment.

The intervention will run over a **5-month implementation period**, followed by evaluation, and will include structured, repeated interactions with both students and parents to reinforce learning and engagement.

Phase 1: Preparation (May – September 2026)

This phase focuses on ensuring that all materials, tools, and stakeholders are fully prepared for implementation.

Key activities:

- Adaptation of existing educational materials from the **Nutritional Adventures**[2], school-based, nutrition educational program, to align with DietWise objectives
- Development of age-specific educational packages for:
  - Grades 1–3
  - Grades 4–6
- Design and production of supporting materials:
  - Educational booklets
  - Homework activity sheets
  - Visual aids (e.g., magnets with key messages)
- Preparation and testing of digital tools (i.e., MyRecipeWatch) to be disseminated to students' parents using an existing online nutrition educational program, the **Create Habits.**
- Training of nutrition experts and facilitators on:
  - Intervention delivery
  - Communication with vulnerable populations
  - Use of digital tools
- Pre-pilot testing to validate materials and delivery approach

Phase 2: Implementation (October 2026 – March 2027)

This is the core phase of the pilot, during which all intervention activities are delivered.

Activity 1: School-based nutrition educational program

Description:
Students will participate in structured, interactive nutrition education sessions delivered during school hours either face-to-face or online. A synergy will be implemented with an existing nutrition education program in Greek primary schools implemented by Prolepsis Institute in Greece – the Nutritional Adventures. The Nutritional Adventures is an in-classroom, synchronous, online educational program based on storytelling with the aim to educate students in primary schools on healthy nutrition. The program will be enriched with new educational materials in the topics of healthy and sustainable nutrition, food waste prevention as well as healthy cooking/school lunchbox.

Structure:

- Two (2) sessions per class
- Duration: 45–60 minutes per session
- Delivered by trained nutrition experts

[2] Diamantis DV, et al. Nutrients. 2023 Dec 16;15(24):5124.

Content:

- Principles of healthy and sustainable nutrition
- Food groups and their nutritional value
- Healthy school lunchbox practices
- Food waste awareness and reduction

Approach:

- Interactive and participatory (quizzes, discussions, visual tools)
- Age-appropriate content tailored to grade level
- Emphasis on practical understanding

Reinforcement:

- Homework activities designed to involve parents
- Take-home educational materials

Activity 2: Parent Engagement (Webinars & Workshops)

Description:
Parents will be engaged through a combination of educational webinars and practical workshops. A synergy will be implemented with an existing online nutrition education program – the **Create Habits**. **Create Habits** is a training program for parents to get informed about novel topics in the field of nutrition through a series of online webinars and workshops. The program will be enriched with a new series of webinar in the topics of healthy and sustainable nutrition in childhood and adolescence, food waste prevention as well as healthy cooking/school lunchbox.

Structure:

- One (1) webinar (approx. 60 minutes)
- One (1) interactive workshop (60 minutes)

Objectives:

- Improve food and cooking literacy
- Support adoption of healthy dietary practices at home
- Introduce and promote use of MyRecipeWatch

Webinar Content:

- Healthy nutrition principles
- Dietary guidelines in childhood
- Affordable healthy meal planning
- Food waste reduction

Workshop Content:

- Introduction to MyRecipeWatch
- Live demonstration of functionalities
- Guided hands-on use
- Recipe modification exercises

Phase 3: Evaluation & Reporting (April – August 2027)

This phase focuses on assessing the effectiveness of the intervention. The evaluation process includes pre-, end-of-intervention and 1-month post-intervention questionnaires for students' parents.

Table 1: School pilot activities

Component	Student Nutrition Education	Parent Engagement & MyRecipeWatch Training
Objective	Strengthen students' foundational knowledge on healthy and sustainable nutrition, including food choices and food waste awareness.	Enhance parents' food and cooking literacy, support healthy family dietary practices, and ensure practical proficiency in the use of MyRecipeWatch.
Delivery mode	▪ Synchronous ▪ Expert-led ▪ Classroom-based sessions (online-supported)	▪ Synchronous ▪ Expert-led ▪ Online webinar & interactive workshop
Delivery platform	School classroom setting using digital tools (e.g., projector, online connection for expert-led sessions).	Zoom or Google Meet, with screen sharing for real-time MyRecipeWatch demonstrations and interaction.
Duration	Approx. 2 sessions × 45–60 minutes each	▪ Webinar: approx. 60 minutes ▪ Workshop: approx. 60 minutes
Content	▪ Basic principles of healthy nutrition ▪ Food groups and nutritional value ▪ Healthy school lunchbox ▪ Food waste awareness ▪ Interactive activities and quizzes ▪ Take-home assignments involving families	▪ Healthy nutrition in childhood ▪ Dietary guidelines and low-cost healthy meals ▪ Food planning and food waste reduction ▪ Introduction to MyRecipeWatch ▪ Tool navigation and use ▪ Recipe modification exercises based on app feedback
KPI relevance	▪ KPI-34: ≥500 students participating in educational activities ▪ KPI-33: ≥15% improvement in food literacy	▪ KPI-34: ≥200 parents participating in activities ▪ KPI-33: ≥15% improvement in food & cooking literacy ▪ KPI-23: App uptake and engagement (downloads & recipe corrections)
Evaluation tool	▪ Pre-/post-intervention student questionnaire (adapted KAP) ▪ Participation records	▪ Pre-/post-intervention parent questionnaire (KAP) ▪ MyRecipeWatch in-app analytics ▪ Workshop feedback questionnaire

3.1.2. SMART Goals

Table 2: SMART Goals details for school pilot in Greece

Specific (S)	Measurable (M)	Achievable (A)	Relevant (R)	Time-bound (T)
Improve food and cooking literacy among parents and families in low-SES school communities	▪ % of parents demonstrating improved food and cooking literacy (target: ≥15%) ▪ Completion of pre- and post-intervention questionnaires (KAP)	▪ Use of validated questionnaires aligned with intervention content ▪ Delivery of structured educational webinars and workshops	▪ KPI-33: ≥15% improvement in food and cooking literacy ▪ Supports behavioral change and healthier	By end of pilot implementation (M30)

			dietary practices	
Increase student knowledge and awareness on healthy and sustainable nutrition	▪ Number of students attending nutrition education sessions (target: ≥500) ▪ Completion of educational sessions (2 per class)	▪ Integration of sessions within school schedule ▪ Use of age-appropriate and engaging educational materials	▪ KPI-34: ≥500 students participating in activities ▪ Supports early-life intervention and long-term impact	By end of pilot implementation (M30)
Engage parents in nutrition education and promote family-level behavior change	▪ Number of parents attending webinars/workshops (target: ≥200) ▪ Participation rates and attendance records	▪ Leverage school networks and DIATROFI program for recruitment ▪ Use of accessible online formats	▪ KPI-34: ≥500 students and families engaged ▪ Supports household-level impact	By end of pilot implementation (M30)
Promote adoption and active use of the MyRecipeWatch application	▪ Number of new users (target: ≥200) ▪ % of users modifying at least one recipe (target: ≥10%)	▪ Integration of app training into workshops ▪ Continuous promotion during intervention activities	▪ KPI-23: App uptake and engagement (downloads & recipe corrections) ▪ Supports digital behavior change tools	By end of pilot implementation (M30)
Evaluate usability and effectiveness of MyRecipeWatch through user feedback and analytics	▪ Collection of app usage data (downloads, active users, session duration) ▪ Completion of post-intervention feedback questionnaire	▪ Use of built-in app analytics and structured feedback tools ▪ Integration of evaluation within intervention design	▪ KPI-21 & KPI-23: User uptake and engagement ▪ Supports validation and scalability of digital solution	By end of pilot implementation (M30)

3.1.3. Target sample

Overall target sample populations through school pilots are listed in (Table 3). The targeted sample size is feasible for the implementing organization within the time period the pilot will be implemented.

Table 3: Target sample by population group – School pilots

Population Group	Number
Children Participants	500
Adult participants • Students' Families	200

3.1.4. Inclusion/Exclusion Criteria

Participants' recruitment for the school pilot will be school-based, based on the eligibility criteria described in Table 4

Table 4: Inclusion and exclusion criteria for recruitment of schools for the school pilot

Criteria	Inclusion	Exclusion
School Grade	Primary	All other school grades
School neighborhood	Area with low SES status based on postal code	Areas with moderate to high SES
School overall vulnerability status	Schools with high likelihood of vulnerable families. Vulnerability will be defined on the basis of school. The DIATROFI database will be used, including: ▪ the estimated number of students facing food insecurity or financial hardships; ▪ data from the Ministry of Finance and the Hellenic Statistical Authority on the basis of area postal code and/or prefecture (current net taxable income; reasonable living expenses; the threshold to define the poverty line; the number of families with more than three children; the unemployment rate)	Schools with increased rates of Roma population or ethnic minority with insufficient Greek or English proficiency, due to the language barrier

3.1.5. Data Collection, Types & Measures

The questionnaire that will be used will include the sections described in Table 5.

Table 5: List of data types, measurements and methods – School pilots

Pre-intervention	End-of-intervention	1-month post-intervention
Sociodemographic characteristics of parents and children inc. vulnerability elements	-	-
Nutrition/Food Literacy	Nutrition/Food Literacy	Nutrition/Food Literacy
Cooking-related ambivalence	Cooking-related ambivalence	Cooking-related ambivalence
-	Traditional nutrition educational program evaluation	-
-	MyRecipeWatch evaluation	MyRecipeWatch evaluation
-	-	MyRecipeWatch activity/usage data (e.g., how frequency using/ opening the app/ accepting recipe suggestions) and retention data (what percentage kept using the app after intervention)

3.1.6. Evaluation & Analysis Plan

Table 6: List of relevant KPIs and evaluation details – School pilots

# KPI	Description	Evaluation Measure	Evidence
21*	5000 users testing MyRecipeWatch	# registered users or #downloads or #unique logins	MyRecipeWatch in-app metrics

22	Demonstration of compliance with suggested 'corrections' of recipes using RecipeWatch: 15-30%	# changes accepted	MyRecipeWatch in-app metrics
23*	≥45 corrected recipes by citizens	# acceptance occurrences	MyRecipeWatch in-app metrics
33	15% improved food and cooking literacy	Improvement on relevant scale in the questionnaire	Pre-post questionnaire %
34	500 students and families	# individuals attending workshops	Consent form

**KPI target shared across pilots in GR, BE, LT*

Analysis Plan

The statistical analysis will follow a pre–post single-arm design. Descriptive statistics (means, standard deviations, frequencies) will summarize participant characteristics and baseline measures. Changes in food and nutrition literacy and cooking-related ambivalence between pre-, post-, and 1-month follow-up will be assessed using paired-samples t-tests or non-parametric tests, depending on data normality. Effect sizes will be calculated to estimate the magnitude of change, and the proportion of participants achieving at least a 15% improvement will be reported to assess KPI attainment. Associations between participant characteristics and outcomes may be explored using regression analyses. MyRecipeWatch engagement data (e.g., downloads, usage frequency, recipe modifications) will be analyzed descriptively and, where appropriate, correlated with literacy improvements. Statistical significance will be set at $p < 0.05$.

3.2. Food Influencer Pilot

The Food Influencer Pilot will focus on engaging local food influencers to align their meal recipes with food-based dietary guidelines. This deliverable establishes the design, methodology and evaluation protocol for food influencers participating in the RCA, to assess whether structured training can improve influencers' knowledge and capabilities in aligning their recipe-related content with food-based dietary and food-related sustainability guidelines.

3.2.1. Pilot Design & Methodology

Overview & Main Activities

The intervention incorporates

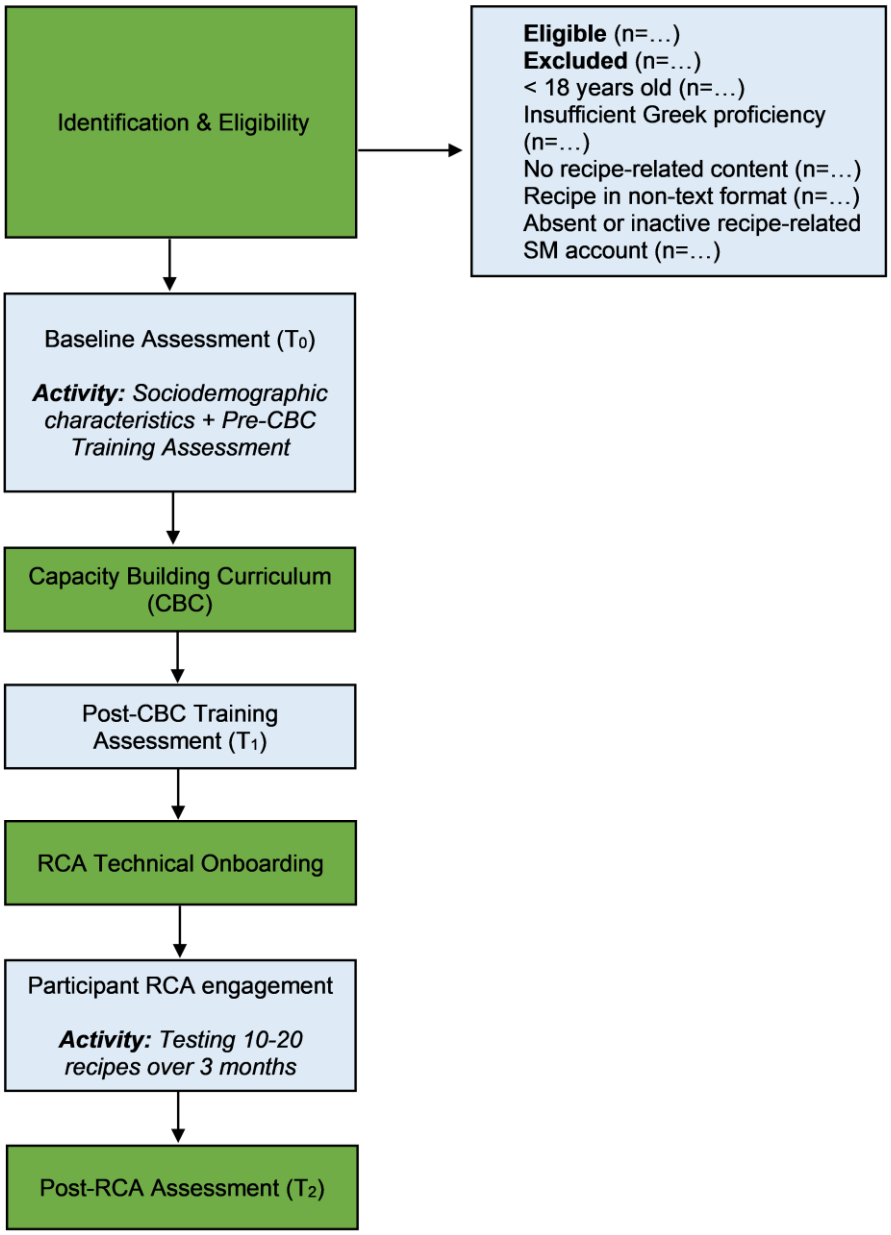
(i) a structured awareness training (SAFE's Capacity Building Curriculum, built under task 4.3 delivered in task 8.3) and developed to enhance influencers' understanding and knowledge of food-based dietary guidelines, principles of sustainable food systems, and responsible nutrition-related communication, and

(ii) an RCA Technical Onboarding, to train participating food influencers with the interface, features and usage of the RCA.

After following both training components, participants will engage with the RCA through testing 10-20 recipes each, within 3 months.

In terms of evaluation, participants will complete: (i) a pre & post questionnaire, to capture changes in knowledge and (ii) a second questionnaire evaluating the RCA. A step-by-step overview of the food influencers' pilot in Greece is illustrated in Figure 2 below:

Figure 2: Pilot implementation plan for Food Influencer Pilot GR



Nutrition & Sustainability Training (SAFE Capacity Building Curriculum)

The SAFE CBC comprises the primary influencers' training component, aiming to ensure that capabilities are built, and influencers know how to responsibly and efficiently apply national nutrition guidelines to create recipes and recommendations for eating, treating, and cooking healthy and sustainable food at home. For this reason, a self-paced, asynchronous online curriculum will be used, organized into structured, sequential, thematic modules, accessible throughout WP7.

The training content will be (i) tailored to the Greek national context, including dietary guidelines, (ii) interactive, and will (iii) include peer learning or use cases with hands-on training approaches and experience to ensure a holistic upskilling experience and that beneficiaries apply their learned skills in action. Finally, the training aims to encourage participants to join and actively contribute to the RCA initiative. Further details on the modules and structure of the CBC can be found in Deliverable 4.3 "Capacity Building Curriculum".

By the end of the training, participants will be expected to demonstrate both proficiency in applying the RCA framework to their content and improved nutritional literacy, as measured by structured evaluation tools. Participating influencers must complete the SAFE CBC before proceeding with the RCA Technical Onboarding.

RCA Technical Onboarding

After completion of the SAFE CBC, participating influencers will proceed to the RCA Technical Onboarding, which serves as the operational layer for this pilot and will focus on the practical use of the RCA in recipe-related content creation. This training is distinct in content and delivery format from the SAFE CBC and aims to present the tool's interface and ensure effective usage of the tool in real-time.

A synchronous, online workshop will be delivered, comprising a facilitated session that introduces participating influencers to the step-by-step application of the RCA tool. The specific operational parameters, core thematic content, delivery methods, and KPI relevance for both trainings are presented in Table 7 below.

Table 7: Structure & content of pilot training components

Component	SAFE CBC	RCA Technical Onboarding
Objective	Strengthen food influencers' foundational knowledge on national nutrition guidelines and sustainable food practices.	Practical application and RCA tool proficiency.
Delivery mode	• Asynchronous • Self-paced • Online modules	• Synchronous • Expert-led • Online workshop
Delivery platform	Centralized Learning Management System (e.g., Moodle).	Zoom or Google Meet, with screensharing for real-time RCA tool demos and queries.
Duration	Approx. 15-30 minutes (each module).	Approx. 90-120 minutes.
Content	• Introduction to healthy and sustainable diets • Understanding national dietary guidelines • Sustainability in food choices • Creating healthy and sustainable recipes • Integrity principles of cooking advice provision • The Responsible Cooking Alliance (RCA) initiative • From learning to action	• RCA tool navigation (20 mins) • Data entry (30 mins) • Optimization (30 mins): Modification of recipes via RCA's suggestions/feedback • Q&A (10-40 mins)
KPI relevance	• KPI-13: Trained influencers: 15-20 or more; • KPI-15: Demonstration of improved knowledge of influencers after training: at least 15%.	• KPI-13: Trained influencers: 15-20 or more. • KPI-15: Demonstration of improved knowledge of influencers after training: at least 15%.
Evaluation tool	• Pre- / Post- CBC Questionnaire	• RCA Feedback Questionnaire

3.2.2. SMART Goals

The SMART goals guiding the pilot implementation with food influencers are presented below (Table 8). These goals are addressed by capturing pre-/post-intervention data from the participant sample to track KPIs, which are then subjected to statistical analysis to validate the pilot's impact.

Table 8: SMART Goals details for food influencers' pilot in Greece

Specific (S)	Measurable (M)	Achievable (A)	Relevant (R)	Time-bound (T)
Engage food influencers with RCA	• Number of influencers joining the RCA (target: 15- 20). • Number of trained influencers (target: 15-20 or more).	• Protocol completeness verified through inclusion of pilot objectives, evaluation tools, timing, and analysis plan. Leverage existing project and research networks.	• KPI-13: Trained influencers:15-20 or more; • KPI-20: # of influencers joining the RCA: 15-20. • KPI-28: Number of stakeholders involved: at least 5 per pilot.	By M30
Improve knowledge in nutrition and sustainability literacy among food influencers	• Delivery of CBC • Demonstration of improved knowledge of influencers through a pre- and post-questionnaire.	• The questionnaire is consistent with the content of the SAFE CBC.	• KPI-15: Demonstration of improved knowledge of influencers after training: at least 15%.	By M30
Assess RCA through empirical testing & feedback	• Completion of a post-training questionnaire, including user-related indicators.	• The questionnaire is concise and targeted at the RCA.	• Gathers user-related feedback to ensure the applicability and usability of the RCA tool.	By M30

3.2.3. Target sample

Overall, 15-20 individual food influencers will be recruited in Greece. Food influencers will be engaged in testing the RCA, with the aim to cover testing of overall 150-400 recipes across all participating influencers (across countries with similar pilots, engaging influencers).

Recruitment of food influencers will follow a staggered, rolling approach through WP7, enabling recruitment and training activities for different participant groups to be conducted in parallel. This approach will mitigate recruitment risk, support operational flexibility, and maintain internal consistency across groups. The precise number and timing of each enrolment phase will be determined based on the recruitment progress, to assure both feasibility and completion of the pilot within the WP7 timeline.

3.2.4. Inclusion/Exclusion Criteria

Concerning the outreach to food influencers, IHU will leverage existing professional, and previous research-related networks, alongside manual searching on major Social Media (SM) platforms, food blogs and recipe websites. Food influencers fulfilling the predefined eligibility criteria will be initially contacted through publicly available professional contact details (e.g., email address, contact forms, management agencies), or professional SM direct messages. Follow-up communication will take place upon expression of interest, with details on participants' involvement, requirements, and the pilot's aims and purpose.

Influencers will be recruited based on the criteria listed in Table 9.

Table 9: Recruitment inclusion & exclusion criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Age	≥ 18 years old	< 18 years old
Biological Gender	All	-
Language	• Able to use app and complete surveys in Greek	• Insufficient Greek proficiency
Content	• Recipe content • Recipes available in text descriptions	• Only other than recipe-related content (e.g., exclusively restaurant reviews, lifestyle content, food photography) • Recipe in non-text format
Online presence	• Primary: Active online presence (defined as minimum posting frequency/month), • Primary: Active food-related account on ≥1 SM platform • Secondary (Preferred): Higher follower count (non-restrictive)	• Absence or inactive recipe-related account on SM platforms

3.2.5. Data Collection, types & measures

Two questionnaires will be used in the food influencer pilot. A pre-/post- evaluation questionnaire, including a section dedicated to Nutrition Literacy, will be employed immediately before (T_0) and after (T_1) completion of the SAFE CBC, to evaluate improvement in nutrition- and sustainability-related knowledge. Within this questionnaire, basic sociodemographic and professional characteristics of participating influencers will also be captured. Lastly, the RCA Feedback Questionnaire will be distributed upon completion of the RCA Technical Onboarding (T_2) to assess usability, feasibility, acceptability, and perceived burden of using the RCA (Table 10).

Table 10: List of data types, measurements, and timing

Data Category	Data Type/Variables	Measure	Timing
Sociodemographics	• Age • Gender • Country of residence • Level of education • Professional background	• Categorical/ordinal frequencies (e.g., N, %)	• Baseline Assessment (T_0)
Knowledge (Nutrition and Sustainability)	• Nutrition Literacy Scores (pre-/post- training)	• Raw scores (discrete/continuous integers)	• Baseline Assessment (T_0) • Post-CBC Training Assessment (T_1)
Feasibility, Usability, Acceptability, Perceived burden	• RCA Feedback Questionnaire	• Likert Scale Ratings	• RCA Assessment (T_2)
ICT Usage Data	• Downloads/installations • Number of unique users • Recipe acceptance occurrences • Time in app, per session • Completion of CBC training module • Number and timestamp of logins • Number and descriptions of technical errors encountered	• Frequencies and descriptive data	• Throughout RCA pilot

3.2.6. Evaluation & Analysis Plan

Pilot outcomes will be evaluated against the following list of relevant KPIs (Table 11).

Table 11: List of relevant KPIs and evaluation details

# KPI	KPI Description	Evaluation Measure	Data Source
13 & 20	Train 15-20 influencers *(Number of influencers joining the RCA: 15-20.)*	• Completed SAFE CBC • Completed RCA Technical Onboarding	• RCA in-app metrics • Pre-/post- CBC training questionnaire • RCA feedback questionnaire
15	Demonstration of at least 15% improved knowledge of influencers after training	Change in nutrition knowledge (pre - / post-)	Pre- / post- CBC Training Evaluation Questionnaire
28	Number of stakeholders involved: at least 5 per pilot.	# of unique stakeholder organizations or entities actively engaged with the pilot design, training, or evaluation activities.	RCA in-app metrics
29	Influencers perceived readiness to use tools and interventions: +20%	Confidence to use RCA	Evaluation of RCA via the Post-RCA Feedback Questionnaire

**KPI 28 is shared across both Greek pilots. KPIs 13, 20 and 29 are shared between the Greek and Lithuanian Influencers' pilot*

Analysis Plan

Data analysis will be conducted in line with the objectives of this deliverable, and the implementation aim of Task 7.2 and will be reported under deliverables 7.2 and 7.5. Baseline data obtained through questionnaires will be summarized using descriptive statistics to characterize the study sample. Categorical variables (e.g., sex, education level, employment status) will be presented as frequencies and corresponding percentages. Continuous variables (e.g., age, scale scores) will be assessed for normality and reported as means and standard deviations (SD) where normally distributed, or as medians and interquartile ranges (IQR) where distributional assumptions are not met. Missing data patterns will be reported.

Knowledge acquisition will be assessed by comparing identical items administered in the pre- and post-questionnaire. For each participant, item score responses will be calculated. Descriptive statistics (mean ± SD or median [IQR], depending on distribution) will be used to summarize pre- and post-training scores. To evaluate the effectiveness of the intervention, we will perform paired t-tests (or Wilcoxon signed-rank tests for non-normally distributed data) to assess the statistical significance of knowledge improvements. To evaluate the effectiveness of the intervention, we will perform paired t-tests (or Wilcoxon signed-rank tests for non-normally distributed data) to assess the statistical significance of knowledge improvements. Moreover, exploratory regression analysis may be conducted to examine potential associations between influencers' baseline characteristics and knowledge gain, controlling for relevant covariates, should the data distribution and sample size permit. Regarding the evaluation of feasibility, usability, acceptability, and perceived burden of using the RCA, user-related parameters will be treated as ordinal data (using frequencies). In addition, ICT usage data collected via in-app metrics will be summarized descriptively to explore engagement and technical performance.

4. Stakeholder engagement

To maximize reach and recruitment efforts of both pilots, IHU and PROL will engage relevant stakeholders of their target populations, respectively. Examples of such stakeholders include, but are not limited to the list presented in Table 12.

Table 12: List of relevant stakeholders per pilot in Greece

Pilot	Stakeholders	Role	Network/Source
Schools	• School Principles • Parent/Teacher Associations	• Facilitate access to the school community and encourage participation. • Promote pilot activities to parents.	• DIATROFI Network • Nutritional Adventures network • Create Habits network
Food Influencers	• Nutrition & Dietetics University Students • Dietitians active on SM • Food bloggers active on SM	• Serve as core participating food influencers and amplify the RCA reach.	• Dept. Nutritional Sciences & Dietetics - IHU • Public digital platforms like SM, food blogs, websites • Existing professional/academic networks

5. Data Management plan

5.1. Data Protection

The collection and management of personal data within Task 7.2 will comply with the General Data Protection Regulation (GDPR). The collection of personal will be restricted to what is strictly necessary for the intended purposes, preventing unnecessary data accumulation and maintaining data relevance. To collect and store personal data, secure platforms will be utilised that can only be accessed using multi-factor authentication. For storage, datasets will either be anonymised (i.e., through the deletion of personal data that could identify individuals) or pseudonymised and encrypted/password-protected. Data will be stored on secure servers that are regularly backed up. Before sharing datasets between institutions, data will be anonymised, or the institutions will formulate data transfer agreements for the exchange of personal data (in accordance with relevant procedures at the respective institutions). Anonymised datasets and other forms of non-sensitive data will be exchanged among project partners using the DietWise SharePoint platform at KU Leuven. This solution provides access control, backup procedures, and file versioning. Anonymised datasets, along with the accompanying metadata, documentation, and other research outputs, will be permanently stored in trusted repositories (e.g., Zenodo, OSF) for the lifetime of the repository.

All research participants will receive full information about the nature and aim of the study, as well as any possible risks and benefits. Participants will have the chance to ask questions about the study and receive answers in the most comprehensible language and format for them. Research participants will be informed that their data will be made publicly available in anonymized form in a trusted repository. Participants will have the opportunity to withdraw from the study at any given time, and their participation consent form will be obtained before any data is gathered.

6. Risks & Limitations

Potential risks that could affect pilot efforts and are relevant for recruitment quotas, intervention design are presented below (Table 13).

Table 13: Risks & limitations and relevant pilot impact

#	Category	Detailed risk	Pilot Impact	Mitigation Measure	Owner	Probability

1	**Tech-nical**	App functionality and readiness	Delay of studies; limited usability	Proactive planning and the expanded implementation period (Month 19 to Month 36) allow for the mitigation of possible delays. As a last-resort back-up plan, the pilots can focus on the workshops and trainings rather than the tools.	ICCS	Medium
2	**Recruit ment**	Low interest in participating in the training programs	KPIs #13, #15, #20, #21 not met	The training materials will be developed considering the needs of the stakeholders and minimize burden. Also, engaging, interactive learning methods, case-based teaching, and learning-by-doing will be used.	IHU, PROL	Medium
3		Insufficient reach/downloads for MyRecipeWatch	KPI #21 not met	Broad multi-channel dissemination; partnerships; (paid) promotion	PROL	Medium
4		Reluctance of influencers to support the initiative	KPIs #13, #15 not met	One-to-one outreach and co-creation, where possible, allowing them to adapt recommendations into their recipe styles, while providing low burden, self-paced/asynchronous/online trainings; enhance their professional credibility	IHU	Medium
5	**Retenti on**	High drop-out rates	Lack of usage data; limited behavior change/knowle dge improvement	Test effective nudges/reminders; optimize onboarding; user support; qualitative feedback for improvement	ICCS, IHU, PROL	Medium
6	**Vulner-able groups**	Underrepresentation or barriers to participation (e.g., parents with a lack of time due to multiple jobs or schools lacking IT support)	Limited equity impact of MyRecipeWatch ; findings not generalizable to the targeted population	Targeted recruitment; inclusive design that accounts for linguistic/time/digital/financi al barriers; ensure accessibility and cultural relevance; backup printed educational materials	PROL	Medium
7	**Timelin e**	Pilots not finalized in time	Not reaching deliverable deadlines	Long period/ buffer time to implement pilot implementation. Early start by defining protocol plans.	IHU, PROL	Low
8	**Scient-ific Integrit y and Ethics**	Misrepresentation of expertise (e.g., self-identifying as “Dietitian”) and nutritional misinformation		Clear role definition; practical tools and outputs for real-world application; tailored, hands-on examples by country, quizzes after each module; ensure trustworthy, responsible content creation	IHU, SAFE	Medium

				aligned with health and sustainability goals		
9	**GDPR-compliance**	Unauthorized/accidental access/disclosure/misuse of sensitive personal data during the recruitment and/or monitoring	Breach of privacy	Informed consent from all participants; implementing robust data security measures, and guaranteeing the confidentiality and privacy of all participants	IHU, PROL	Low
10	**External factors**	Seasonal effects, competing campaigns, economic factors	Confounding	Randomize participants and have a control group where possible to minimize risk. Measure & adjust for known confounders; qualitative data to contextualize findings	IHU, PROL	Medium
11	**Algo-rithm bias**	The RW AI might suggest swaps that are culturally insensitive, not feasible, or relevant for the recipe	Reduced trust and high dropout (among specific groups)	Controlled development with output based on an expert-curated dataset. Manual check of frequent AI-generated swaps before full rollout. Pre-testing and finetuning with dietitians and citizens.	ICCS	Low
12	**Confounding**	The non-randomized, within-person design does not allow the testing of causal effects	Reliability and interpretation of effectiveness results	Being transparent about the limitations of the design and interpretation, controlling for participant characteristics	IHU, PROL	High
13	**Unintended consequences**	Overlooked harm to participants (e.g., recommending unhealthy ingredients)	Reduced trust and engagement, breaching ethical principles	Cautious and controlled development based on specific nutritional guidelines and strong AI principles (e.g., human autonomy); thorough pre-tests of the app with dietitians and citizens.	ICCS, IHU, PROL	Low

7. Ethics

A separate ethics submission will be filed for each pilot component by the respective responsible partner, IHU and PROLEPSIS. Any activities will commence once ethical approvals have been acquired for each pilot.

8. Reporting & Dissemination

Results and outputs will be summarized and presented as part of the public Deliverable D7.2 – "The pilot operationalization in Greece". Furthermore, parts of the results will be presented in international conferences through oral or poster presentations.

9. ANNEX

9.1. Pre-Post Training Questionnaire

Code	Target Group	Country
BE-V	Vulnerable	Belgium
BE-G	General population	Belgium
GR-V	Vulnerable	Greece
LT-V	Vulnerable	Lithuania
INF	Influencers	-
UNI	Universal / Both target groups	-

Dear respondent,

We invite you to participate in this survey. Our aim is to assess the effectiveness of MyRecipeWatch/Responsible Cooking Alliance (RCA) across diverse user groups participating in the interventions, with an emphasis on promoting sustainable cooking practices.

If you agree to participate in this survey, please answer the questions. This survey is anonymous. The survey results will be published in aggregated form, preventing any possibility of identifying the participants of this study.

Thank you for your time and contribution to this research.

Capture ID - Unique Identifier (email)

10. Sociodemographic characteristics - Collected once at start

1. **Date of completion:** [UNI]

DD/MM/YY

2. **Responder:** [GR-V]

- ☐ Student's father
- ☐ Student's mother
- ☐ Student's grandmother
- ☐ Student's grandfather
- ☐ Student's siblings (>18 years)
- ☐ Other

3. **Please indicate your biological sex** [UNI]

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

4. **Please indicate your date of birth** [UNI]

DD/MM/YYYY

5. **What is your current living situation?** [BE-V, BE-G, LT-V]

- ☐ I live alone
- ☐ I live with friends
- ☐ I live with a partner
- ☐ I live with children
- ☐ I live with a partner and children
- ☐ Other
- ☐ Prefer not to say

6. **Student's school grade** [GR-V]

- ☐ Elementary school – A' grade
- ☐ Elementary school – B' grade
- ☐ Elementary school – C' grade
- ☐ Elementary school – D' grade
- ☐ Elementary school – E' grade
- ☐ Elementary school – F' grade

7. **Please select the highest level of education you have achieved to date:** [INF, BE-V, BE-G, LT-V]

- ☐ Primary education
- ☐ Secondary education
- ☐ Post-secondary non-tertiary education (vocational)
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree

8. **Student's country of birth** [GR-V, LT-V]

- ☐ Greece
- ☐ Other (please specify)

9. **Which of the following best describes your family structure?** [GR-V, LT-V]

- ☐ Two-parent family
- ☐ Single-parent family
- ☐ Blended family (step-parents and/or step-siblings)
- ☐ Extended family (parents and children living with grandparents or other relatives)
- ☐ Other (please specify)

10. **How many adults (aged 18 or over) live in your house (yourself included)?** [BE-V, BE-G, GR-V, LT-V]

- ☐ 1 (I live alone)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

11. How many children do you have at home? [BE-V, BE-G, GR-V, LT-V]

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

12. Professional background [INF]

- ☐ Student
- ☐ Self-taught/Food content creator (e.g., food blogger)
- ☐ Nutrition-related background (e.g., dietitian, nutritionist)
- ☐ Cooking-related background (e.g., chef, culinary trainer/book author)
- ☐ Media/communication-related background (e.g., journalism, marketing)
- ☐ Other (please specify: …)

13. Please select the option which best describes your occupation: [BE-V, BE-G, LT-V]

- ☐ Student
- ☐ Student working part-time
- ☐ Student working full-time
- ☐ Self-employed professional (i.e., physician, lawyer, accountant, etc.)
- ☐ Employed professional (i.e., physician, lawyer, accountant, etc.)
- ☐ Manual labor occupation
- ☐ Housewife/househusband
- ☐ Retired (with previous occupation)
- ☐ Unemployed
- ☐ Other [please specify]

14. What is your ethnic background? Please indicate the cultural group with which you most closely identify. [INF, BE-V, BE-G, LT-V]

1. **Belgium**	2. **Greece**	3. **Lithuania**
☐ Belgian ☐ Flemish (Dutch-speaking Belgian) ☐ Walloon (French-speaking Belgian) ☐ Other European (e.g., Italian, Polish, etc.) ☐ Moroccan ☐ Turkish ☐ Sub-Saharan African ☐ Asian (e.g., South Asian, East Asian) ☐ Roma ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose	4. Greek 5. Albanian 6. Roma (Romani) 7. Mixed/Multiple ethnic groups (please specify) 8. Other (please specify) 9. Prefer not to disclose 10.	☐ Lithuanian ☐ Polish ☐ Russian ☐ Belarusian ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose

15. **Mother's date of birth:** [GR-V]

DD/MM/YY

16. **Mother's highest level of education you have achieved to date:** [GR-V]

- ☐ Primary education
- ☐ Secondary education
- ☐ Post-secondary non-tertiary education (vocational)
- ☐ Tertiary Education
- ☐ Master's Degree
- ☐ Doctoral Degree

17. **Please select the option which best describes mother's occupation:** [GR-V]

- ☐ Student
- ☐ Student working part-time
- ☐ Student working full-time
- ☐ Self-employed professional (i.e. physician, lawyer, accountant, etc.)
- ☐ Employed professional (i.e. physician, lawyer, accountant, etc.)
- ☐ Manual labor occupation

- ☐ Housewife/househusband
- ☐ Retired (with previous occupation), temporarily unemployed
- ☐ Other [please specify]

18. What is mother's ethnic background? Please indicate the most relevant cultural group. [GR-V]

Belgium	**Greece**	**Lithuania**
☐ Belgian ☐ Flemish (Dutch-speaking Belgian) ☐ Walloon (French-speaking Belgian) ☐ Other European (e.g., Italian, Polish, etc.) ☐ Moroccan ☐ Turkish ☐ Sub-Saharan African ☐ Asian (e.g., South Asian, East Asian) ☐ Roma ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose	☐ Greek ☐ Albanian ☐ Roma (Romani) ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose	☐ Lithuanian ☐ Polish ☐ Russian ☐ Belarusian ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose

19. Father's date of birth: [GR-V]

DD/MM/YY

20. Father's highest level of education you have achieved to date: [GR-V]

- ☐ Primary education
- ☐ Secondary education
- ☐ Post-secondary non-tertiary education (vocational)
- ☐ Tertiary Education
- ☐ Master's Degree
- ☐ Doctoral Degree

21. Please select the option which best describes father's occupation: [GR-V]

- ☐ Student
- ☐ Student working part-time

- ☐ Student working full-time
- ☐ Self-employed professional (i.e., physician, lawyer, accountant, etc.)
- ☐ Employed professional (i.e., physician, lawyer, accountant, etc.)
- ☐ Manual labor occupation
- ☐ Housewife/househusband
- ☐ Retired (with previous occupation), temporarily unemployed
- ☐ Other [please specify]

22. What is father's ethnic background? Please indicate the most relevant cultural group. [GR-V]

Belgium	**Greece**	**Lithuania**
☐ Belgian ☐ Flemish (Dutch-speaking Belgian) ☐ Walloon (French-speaking Belgian) ☐ Other European (e.g., Italian, Polish, etc.) ☐ Moroccan ☐ Turkish ☐ Sub-Saharan African ☐ Asian (e.g., South Asian, East Asian) ☐ Roma ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose	☐ Greek ☐ Albanian ☐ Roma (Romani) ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) ☐ Prefer not to disclose	☐ Lithuanian ☐ Polish ☐ Russian ☐ Belarusian ☐ Mixed/Multiple ethnic groups (please specify) ☐ Other (please specify) • Prefer not to disclose

23. Average monthly net household income (after taxes and deductions)? [BE-V, BE-G, GR-V, LT-V]

- ☐ Under 500 EUR
- ☐ 500 EUR to 1500 EUR
- ☐ 1501 EUR to 2500 EUR
- ☐ 2501 EUR to 3500 EUR
- ☐ 3501 EUR to 4500 EUR
- ☐ 4501 EUR to 5500 EUR
- ☐ 5501 EUR or above

- ☐ Prefer not to say

24. **How motivated are you to cook healthy meals?** 1= not motivated at all; 7 = very motivated [UNI]
25. **How motivated are you to cook environmentally friendly** (i.e., energy-efficient cooking methods, reducing food waste)? 1= not motivated at all; 7 = very motivated [UNI]

Nutrition literacy [BE-V, BE-G, GR-V, LT-V]

According to the national dietary guidelines, what is the ideal intake level for the following foods? Choose one out of the following options: Encourage (eat more): This food is good for your health; national guidelines say most people should increase their intake.

- Moderate (maintain/balance): This food is neutral or has a specific limit; it should be eaten in balance, not excessively.
- Limit (eat less): This food is associated with disease risk; national guidelines say intake should be kept as low as possible.
- I'm not sure: I don't know the current recommendation for this food.

Food category	Encourage (increase)	Moderate (balance)	Limit (reduce)	I'm not sure
Whole grains				
Vegetables				
Oily fish (instead of omega-3)				
Vegetable oil (instead of omega-6)				
Nuts & seeds				
Milk (and dairy)				
Legumes				
Fruits				
Fiber				
Calcium				
Fried foods & pastries (instead of TFA)				
Sugar sweetened beverages				
Salt				
Red meat				
Processed meat				

Cooking-related Ambivalence [UNI]

Please indicate the extent to which the following words describe your feelings toward changing your cooking habits/content to become/include healthier habits/options. (5-point scale, where 0 means „don't harbor this feeling", 1 means „slightly" and 5 „extremely")

- Conflicted
- Mixed
- Indecision

Please indicate the extent to which the following words describe your feelings toward changing your cooking habits/content to become/include more environmentally friendly habits/options. (5-point scale, where 0 means „don't harbor this feeling", 1 means „slightly" and 5 „extremely")

- Conflicted
- Mixed
- Indecision

Intention to use cooking apps and tools [UNI]

Imagine that you are about to cook dinner at home/Imagine you are in the process of deciding what to cook for your next content post, and you are searching for a recipe on the internet.

1. Would you be willing to use a novel online recommendations tool that can suggest you how to make your recipes you find/upload online healthier? (1 = not willing at all, 5 = very much willing)
2. Would you be willing to use a novel online recommendations tool that can suggest you how to make your recipes you find/upload online more environmentally friendly (i.e., energy-efficient cooking methods, reducing food waste)? (1 = not willing at all, 5 = very much willing)

Dietary Habits (7-point scale; Never/Less than once per month; 1-3 times/months; 1 time/week; 2 times/week; 3-4 times/week; 5-6 times/week; 1 time/week; ≥ 2 times/week) [GR-V, LT-V]

Grains
1. White bread, white rusks, breadsticks, etc.
2. Whole wheat bread, rusks, etc.
3. Breakfast cereals or granola bars
4. Rice, pasta, orzo, lasagna, and other white flour pasta
5. Brown rice, whole-wheat pasta
6. Potatoes
Raw Vegetables
7. Tomato, carrot, pepper, pumpkin
8. Lettuce, cabbage, spinach, arugula
9. Onion, leek, garlic
Boiled Vegetables
10. Broccoli, cauliflower, zucchini
11. Greens, spinach, leek, celery, etc.

12. Peas, green beans, okra, artichokes
Fruits
13. Orange, mandarin
14. Apple, pear
15. Banana
16. Other winter fruit (e.g., kiwi, pomegranate)
17. Summer fruit (e.g., watermelon, peach, cherries)
18. Dried fruit (e.g., raisins, plums, etc.)
Legumes & Nuts
19. Legumes (e.g., lentils, beans, chickpeas)
20. Olives
21. Nuts, seeds
Dairy Products
22. Milk, full fat
23. Milk, low fat
24. Yoghurt, full fat
25. Yoghurt, low fat
26. Chocolate milk
27. Yellow cheese
28. Yellow cheese
29. Cream cheese
30. Feta cheese
31. No-fat or low-fat cheese
Meat, Egg, & Fish
32. Egg
33. Red meat (beef, pork, lamb, goat, etc.)
34. Chicken, turkey
35. Cold cuts (sausage, turkey, ham, bacon, sausage)
36. Fish and seafood
Sweets and Snacks
37. Sweets (cake, cookies, croissants, wafers, ice cream, chocolate, etc.)
38. Honey, jam, sugar

39. Chips, popcorn, cheese puffs etc.
Non-alcoholic beverages
40. Coffee
41. Fresh fruit juice
42. Packaged fruit juice
43. Soda
44. Energy drinks (e.g., Powerade, Gatorade, etc.)

45. When preparing food and cooking, do you usually use/use (tick as many answers as applicable): [BE-V, GR-V, LT-V]

- ☐ Olive Oil
- ☐ Seed Oil
- ☐ Margarine
- ☐ Butter

Evaluation of the MyRecipeWatch (to be integrated in the post-intervention questionnaire) [BE-V, BE-G, GR-V, LT-V]

1. How often did you use MyRecipeWatch in the past two weeks?

- ☐ Daily
- ☐ 3–6 times per week
- ☐ 1–2 times per week
- ☐ Less than once a week
- ☐ Never

2. How easy was it to navigate and use MyRecipeWatch? (7-point scale; “very easy” to “very difficult”)

3. How useful was MyRecipeWatch in helping you identify healthier recipes? (7-point scale; “very useful” to “no useful at all”)

4. Did MyRecipeWatch help you make healthier food choices? (7-point scale; “very useful” to “no useful at all”)

5. How easy was it to incorporate MyRecipeWatch suggestions into your daily cooking? (7-point scale; “very easy” to “very difficult”)

6. How logical did you find the suggestions provided by MyRecipeWatch? (7-point scale; “very logical” to “no useful at all”)

7. Overall, how satisfied are you with MyRecipeWatch? (7-point scale; “very satisfied” to “no satisfied at all”)

8. How likely are you to use MyRecipeWatch in the future? (1= not likely at all; 7 = very likely)

Add megastudy items:

9. How much would you like to share information about MyRecipeWatch with your friends? (1= not al all; 7= quite a bit)

10. How often do you eat home-cooked meals? [BE-V, BE-G, GR-V, LT-V]

- ☐ Never
- ☐ Rarely (less than once a month)
- ☐ Occasionally (a few times a month)
- ☐ About once a week
- ☐ Several times a week
- ☐ Almost everyday
- ☐ Everyday

11. How often do you use recipes when cooking meals? [BE-V, BE-G, GR-V, LT-V]

- ☐ Never
- ☐ Rarely (less than once a month)
- ☐ Occasionally (a few times a month)
- ☐ About once a week
- ☐ Several times a week
- ☐ Almost everyday
- ☐ Everyday

12. To what extent do you find the MyRecipeWatch recommendations for you personally: (1 = not at all; 7 very much) [BE-V, BE-G, GR-V, LT-V]

- ☐ Useful
- ☐ Needed
- ☐ Informative

Evaluation of the traditional nutrition education methods (to be integrated in the post-intervention questionnaire) [GR-V]

13. How easy was it to understand and follow the information provided during [please specify] (e.g., the cooking class)? (7point scale; “very easy” to “very difficult”)

14. Did the education help you improve your nutrition knowledge? (7-point scale; “a lot” to “not at all”)

15. Did the education help you improve your sustainability knowledge? (7-point scale; “a lot” to “not at all”)

16. How easy was it to apply the [please specify] (e.g., cooking classes, lessons) in your daily diet or meal planning? (7-point scale; “very easy” to “very difficult”)

17. How motivated are you to cook healthy meals after taking this [please specify] (e.g., cooking class)? 1= not motivated at all; 7 = very motivated

18. How motivated are you to cook environmentally friendly after taking this [please specify] (e.g., cooking class)? 1= not motivated a t all; 7 = very motivated

19. Overall, how satisfied are you with the [please specify] (e.g., cooking classes, nutrition education program)? (7-point scale; “very satisfied” to “no satisfied at all”)

Pre- and Post-Training Questionnaire

Evaluation of the Responsible Cooking Alliance (RCA) (to be integrated in the post-intervention questionnaire) [INF-only]

1. How often did you use Responsible Cooking Alliance in the past two weeks?
   - ☐ Daily
   - ☐ 3–6 times per week
   - ☐ 1–2 times per week
   - ☐ Less than once a week
   - ☐ Never
2. How easy was it to navigate and use Responsible Cooking Alliance? (7-point scale; "very easy" to "very difficult")
3. How useful was Responsible Cooking Alliance in helping you create healthier recipes? (7-point scale; "very useful" to "no useful at all")
4. How useful was Responsible Cooking Alliance in helping you create more environmentally friendly recipes? (7-point scale; "very useful" to "no useful at all")
5. How easy was it to incorporate Responsible Cooking Alliance suggestions into your existing content style and values? (7point scale; "very easy" to "very difficult")
6. How logical did you find the suggestions provided by Responsible Cooking Alliance? (7-point scale; "very logical" to "no logical at all")
7. Overall, how satisfied are you with Responsible Cooking Alliance? (7-point scale; "very satisfied" to "no satisfied at all")
8. How confident do you feel in your ability to use Responsible Cooking Alliance in your recipe-related content creation? 1= not confident at all; 7 = very confident
9. How likely are you to use Responsible Cooking Alliance in the future? 1= not likely at all; 7 = very likely

Evaluation of the nutrition and sustainability education program (to be integrated in the post-intervention questionnaire) [INFV]

10. How easy was it to understand and follow the information provided during the education program? (7-point scale; "very easy" to "very difficult")
11. Did the education help you improve your nutrition knowledge? (7-point scale; "a lot" to "not at all")
12. Did the education help you improve your sustainability knowledge? (7-point scale; "a lot" to "not at all")
13. How easy was it to apply the education content into your existing content style and values? (7-point scale; "very easy" to "very difficult")
14. How important is the healthiness aspect in the development of the content you share with your followers? (1= not important at all; 7 = very important)
15. How important is the sustainability aspect in the development of the content you share with your followers? (1= not important at all; 7 = very important)
16. How motivated are you to cook environmentally friendly after taking this education program? (1= not motivated at all; 7 = very motivated)

17. Overall, how satisfied are you with the nutrition education program? (7-point scale; “very satisfied” to “no satisfied at all”)