

FOOD IMPROV'IDERS

Provide producers with fit-for-purpose knowledge to develop new sustainable food chain models improving their revenue and enhancing consumers' satisfaction

D4.1 Report on feedback area of improvement for the second year of phase 2



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The project is aiming to develop the skills and knowledge of EU producers in short food chains circuits to facilitate their insertion in existing network and/or the creation of new one to rebalance their role in the food chain.

More information on the project can be found at www.foodimproviders.eu.

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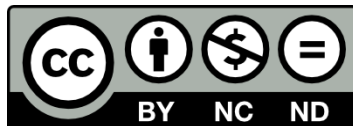
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Project Summary

FOOD IMPROV'IDERS is an Erasmus+ project that aims to provide EU food producers with tailored training content in line with their needs and lifestyle to improve their skills and knowledge in short food chains circuits. To reach the beneficiaries, the project will offer the training content both online and in presential courses.

The FOOD IMPROV'IDERS project gathers 6 partners from 6 different EU Member States (France, Bulgaria, Italy, Hungary, Slovenia, Spain) having complementary profiles in order to provide the necessary expertise for the implementation of all project tasks.

Part. #	Partner name	Partner name short	Country
1	Association Nationale des Industries Alimentaires	ANIA	France
2	Eszterházy Károly University	EKU	Hungary
3	University of Ljubljana	UL	Slovenia
4	University of Parma	UP	Italy
5	Foundation Juana de Vega	FJDV	Spain
6	Europroject	EP	Bulgaria



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1. Introduction

The deliverable 4.1 belongs to WP4 that aims to improve the educational provision for the second year of training; To that end, WP4 will gather ongoing feedback from trainers, trainees and self-learners to address identified issues and prioritize and identify areas of improvement, collaborate with the platform provider to resolve technical issues, enhance features, and implement requested changes and enhance both the educational content and the e-learning platform.

The improved version will be demonstrated in during the second year of training.

The direct feedback from the first year of the training (from T3.2) and online self-learning (gathered in T3.3) will be complemented by statistics on the platform usage and engagement (D3.3) and analysed.

Building on D3.2 and D3.3, this report will highlight:

- The key takeaways from feedback received.
- The improvements needed to address potential negative feedback/maximise successful practices.
- The best practices identified during the first year of phase 2 to facilitate wider replication.

This deliverable is part of IO4 "*Assessment of the pedagogical output of the project and best practices learned for replication*". D.4.1 together with D3.3, D3.2; D4.3, D4.4 and D4.5 contributes to achieve the objectives of IO4:

- To assess the adequation between the identified stakeholders needs and the developed content and platform.
- To evaluate the quality of the pedagogical outcome and its impact on self-learners and trainees.
- To highlight and analyse the best practices learned during the project implementation.

As it was detailed in D3.2, different countries implemented various approaches in the implementation of the trials. Some of the partners, like Italy and Slovenia, started early trials, the information from which was especially useful in the process of finalising the platform and putting it online. Others, like Spain or Hungary, delayed the trials at a later point, which, on the other hand, provided feedback at a different, more advanced point of development of the E-learning platform.

2. Basis for the assessment of the first-year training program.

Although the partners offered different training programmes for the first year of testing, the evaluation methodology was consistent across all cases.



The evaluation model was designed to assess both the online content on the LMS (Learning Management System) and the implemented B-learning offer.

When assessing the online platform, we sought feedback from users and aimed to provide additional training and resources for those struggling with certain aspects of the site during the second year of trials.

Our overarching goal was to gain insight into users' perceptions of the strengths, weaknesses, and particular features of the platform that they found helpful or problematic.

Our LMS assessment included the objective of:

→ ***Evaluate user's experience.*** Assess the platform's user interface, ease of navigation, and overall user-friendliness:

- Is the layout intuitive?
- Can users easily find their courses and learning materials?
- Are navigation menus and buttons clear?

→ ***Evaluate content Quality:***

Review the quality and relevance of the learning materials:

- Are the courses well-structured and organized?
- Is the content up-to-date and accurate?
- Does the platform offer various types of content (videos, quizzes, interactive modules)?

→ ***Assess the technical performance:***

Assess the technical aspects of the platform:

- Is the platform responsive on various devices (desktop, tablet, mobile)?
- Does it load quickly and efficiently?
- Is the platform stable, with minimal downtime?

→ ***Assess support and resources:***

Evaluate the availability of user support and resources:

- Is there a help centre or knowledge base?
- Can users easily reach out to customer support for assistance?



- Are there tutorials or guides for learners?

For the **blended learning programme**, which blends face-to-face instruction with virtual tools such as web conferencing and on-line working groups, achieving specific educational objectives requires a strategic approach that combines online and traditional methods.

While the programme offers numerous benefits, there remains room for improvement.

When developing the B-learning programme, FOODIMPROVIDERS partners gave careful consideration to:

- Defining the programme's learning objectives clearly, aligning them with both in-person and online components to guide instructional design and manage student expectations.
- Seamless integration of online and offline components. The content, activities and assessments should complement each other, ensuring a cohesive learning experience.
- Aim for a fair allocation of time and effort between face-to-face and online tasks, while avoiding overburdening students with an excessive workload.

The assessment of the training offer was carried out using two different tools:

A **student satisfaction survey** to obtain subjective information about the learning experience of each student in each of the actions in which they participated.

This survey was used both to validate learners' satisfaction with the online content and at the end of the complementary sessions included in the B-learning programmes.

The survey consisted of 10 questions (see D4.4)

The second tool was an **on-line test per module** to assess content acquisition as a common and effective way to evaluate the knowledge and understanding of individuals in various subjects or areas of study.

For modules 1 and 8 no evaluation tests were designed as module 1 is only introductory and module 8 (success stories) is country specific.

Although the platform has numerous evaluation tools, due to the complexity and time needed to translate all the evaluation tools of the platform into the partners' languages, the consortium chose to implement the tests with G-forms, including it as an additional chapter at the end of each module, ensuring the tests were accessible to all participants.

For a proper design of the tests, it was necessary to identify the content that needs to be assessed, ensuring that it aligns with the objectives and is relevant to the participants and considering:

- The choice of appropriate question types, such as multiple-choice, true/false, short answer or a combination of these.
- Ensure that the questions reflect the complexity level of the content being assessed.



To allow for randomisation in the future, between 25 and 40 questions per module were designed (except for module 7: marketing in which only 10 questions were designed), even though the tests at the end of the modules consisted of only 10 questions
All the tests designed are annexed to this document.

3. Insights and results of the first year of trials.

The variety of training programmes implemented by the partners, as well as, the diversity in the background and profile of the trainees (advanced students in agri-food disciplines, primary producers, rural advisors and entrepreneurs in the food sector) in the first year of trial, allow for a wide range of conclusions with interesting perspectives for the optimisation of the platform and the B-learning programs in the second year.

The partners were aware of the importance of building up an active user base with diverse perspectives from different backgrounds and was dedicated to continuously improve the platform to meet such criteria.

As detailed in deliverables 3.2 and 3.3, in Slovenia, students participating in the 1st year of the trials were able to access the designed online modules, but not directly on the FOODIMPROVIDERS platform, the University of Ljubljana used its own LMS where they uploaded the modules.

The face-to-face sessions carried out as part of the B-learning programme, consisted of 9 sessions in which the students, after accessing 3 selected online modules, discussed the main ideas of each module and completed the survey and test.

In Italy, students had access to the on-line materials but with a single user, as the student registration system was still in the process of being translated into the different languages. The face-to-face sessions consisted of two hands-on workshop (after the revision of specific on-line modules) where students must complete different tasks and presents results and conclusions to other participants.

Spain and Hungary opted to delay testing until September 2022 to ensure that students could validate content directly on the platform as individual learners.

In Hungary, ECU conducted a face-to-face session using the same model as in Italy.

For Spain's B-learning program, a combination of face-to-face classes, synchronous web conferences, and a study visit was implemented to supplement the information provided by the online modules.

Overall, the FOODIMPROVIDERS partners consider the first year of developing and using the e-learning platform as a success. The platform enabled stakeholders to access timely and relevant content and provided them with effective training on crucial components of the food supply chain. They were able to quickly become up to date on industry-specific trends and developments and communicate their views with each other during face-to-face sessions.

However, some areas of improvement need to be addressed in the future.

- **Bounce rate and engagement to the E- learning platform.**



As shown in D3.3 we can consider that the project has a very good bounce rate for users who enter through the project website or through the partners' websites, compared to those who enter directly through the platform's website (direct entry).

- Websites entries: 267 visits, 6,365 actions, 13 minutes 38 seconds average time, 7% bounce rate.
- Direct Entry: 233 visits, 1,654 actions, 4 minutes 31 seconds average time, 42% bounce rate.
- Search Engines: 8 visits, 241 actions, 10 minutes 44 seconds average time, 13% bounce rate.

As a general guideline, a bounce rate of 40% or lower is considered good, while a bounce rate of 55% or higher is considered high and may indicate that improvements are needed to engage visitors and encourage them to explore more of your website.

A low bounce rate is a sign that our page is doing its job in inspiring visitors to explore more pages on our website, while a high bounce rate indicates that something is off and needs to be adjusted. Therefore, it seems appropriate that the dissemination and recruitment actions are always done from the project partners' websites or social networks or directly using the project's website as a gateway to the e-learning platform.

This reflection will need to be done again at the end of the project as part of the viability and sustainability strategy.

For the second year of trials, it is important to maintain and even try to improve the bounce rate of the platform.

In general, it is recommended that all partners conduct a further review of the final version of the modules in their respective languages and ensure that all course content is well structured, relevant and valuable to our audience. High quality content will keep users interested and encourage them to explore further.

Some students of the tests carried out in Spain report problems in understanding some concepts and blame them on a poor translation.

The FJDV should review the contents of the modules indicated in the surveys and ensure that there are no such translation errors.

In the same way, it is important to check embedded multimedia content and external links to make sure they all work properly and to avoid clutter on the pages by removing unnecessary elements and focusing on the main content and the actions we want users to perform.

Some learners have mentioned that it could be very useful for the platform to have some kind of tracking and progress tool through the online content. Provide tools for learners to track their progress and see how far they've come can motivate them to continue their learning journey.

This was specifically indicated in the case of the surveys, some learners did not remember if they had done the satisfaction surveys in each of the modules, which caused them some confusion.

It is important to consider the issue raised by trainees regarding the inconvenience of having to complete the same survey after each training module.

Some trainees from Hungary often found communication to be difficult due to the lack of direct engagement. Many felt that online sessions could have provided a better sense of connection between them and members of the project team, thus increasing the ability to problem solve and foster conversations more efficiently.

To address this issue, the partners should consider introducing online sessions with the trainees to encourage direct dialogue and communication regarding their experiences and how to best develop



and utilize the platform in the future. Furthermore, regularly scheduled online sessions could be utilized to discuss larger project objectives and staying up to date on industry trends. It is important for the team to remember that direct communication between the stakeholders and the project team is key to the success of the e-learning platform.

➤ **B-learning program**

It is evident from the satisfaction surveys that learners value training methods that involve peer-to-peer interaction. Furthermore, individuals in blended learning achieved a high level of success in completing online modules and achieving high scores on related exams, as well as fostering relationships with other learners.

However, it's noteworthy that some users of the platform, like farmers or primary producers, may want to gain expertise on SFSC as part of their lifelong learning, without any intention to obtain certification or diplomas. Therefore, they might not prefer completing modules or taking exams to validate their knowledge.

They utilise the platform to discover engaging details about SFSC and, occasionally, to connect with other producers who are interested in using short circuits as an alternative commercialisation channel for their productions.

The survey results and exchanges with students have given rise to several recommendations to optimize the B-learning offer in the second year of testing:

- Encourage active learning in in-person components. Use strategies like problem-solving activities, group projects, case studies, and peer teaching to foster engagement.
- Determine which parts of FOODIMPROVIDERS curricula are best suited delivered in a face-to-face setting. This might involve lectures, online discussions, live web conferences, hands-on workshops, success stories, discussion groups etc.
- Develop a thorough in-person training programme that appeals to all parties identified as potential users of the FOODIMPROVIDERS platform.
- Allow flexibility in scheduling for learners. Besides ensure that online components can be accessed at any time, it is necessary to offer multiple options for in-person sessions to accommodate different learner needs.
- Explore the implementation of variety of assessment methods, including assignments, peer evaluations, and in-person assessments. Provide prompt and constructive feedback to help learners improve.
- Maintain regular communication with learners through announcements, emails, or discussion forums. Keep them informed about course updates, expectations, and deadlines.
- Gather feedback from both learners and instructors about their experiences with the B-learning program. Use this feedback to make necessary adjustments and continuous improvements.
- Encourage collaboration among learners, both online and in-person. This can be achieved through group projects, peer review, and collaborative discussions and will mitigate the sense of isolation that can come with online learning.



- Identify the educational objectives and goals of the second year B-learning program. What specific skills or knowledge do we want learners to acquire?

4. Conclusions

The partners have confirmed that the materials designed and uploaded onto the e-learning platform, along with the complementary B-learning programme, were aligned with the needs and expectations of the target group. This confirmation was based on reflective analysis of feedback received from trainees and obtained from the platform itself.

For the second year of trials, alongside the execution of the suggested enhancements set out in this document, the partners must continue to oversee and assess the efficacy of the blended learning approach, making adaptations where needed to enhance students' achievements.

FOODIMPROVIDERS' strategy of continuous improvement and adjustments could be crucial for achieving long-term success and enhancing enrolment numbers.



Annex 1.- Evaluation tests

MODULE 2.- FOOD SAFETY

Right options are underlined.

Submodule 1

1. Residues of detergents, cleaning chemicals, disinfectants, pesticides, veterinary drug products or additives in food present:
 - Microbiological hazards
 - Chemical hazards
 - Physical dangers
 - These do not pose any threat

2. To prevent physical hazards in food products we must have:
 - Suitable space to prepare food, clean surfaces, appropriate working uniform.
 - Strong disinfectants or sterilizers
 - External quality control

3. In European Union a general food law regulation exists
 - True
 - False

4. Food traceability principle determines that:
 - we should be able to track finished products
 - we should be able to trace the products
 - we must know the origin of ingredients
 - all of the above

5. What is not a part of general food regulation in EU
 - traceability principle
 - precautionary principle
 - risk analysis
 - rule of minimal prices
 - transparency

Submodule 2

6. What does a multifunctional farm mean?
 - It produced both plant and animal products
 - It produces enough food to sustain the owners and surplus food can be sold



- Provides also accommodation of all kinds, catering services, sales of farm products directly to consumers, educational initiatives and other farm-related attractions
- Has more than 3 employees

7. Who is responsible for the safety of the product purchased directly at the farm?

- the buyer who has taken the risk of buying on the farm
- always the owner of the farm
- the official who has authorised the direct sale

8. Which of the following rules can food handlers easily skip:

- Keep yourself clean and wear clean protective clothing
- Wash your hands thoroughly before handling food, after using the toilet, handling raw food or waste and after every break;
- Use dedicated clothes when handling raw food, change footwear when coming from outside
- If you have an infected wound, skin, nose or throat problem, do not handle unwrapped food
- If you have an upset stomach, do not handle food for at least 48hrs after you are free from symptoms
- Ensure that cuts, spots or sores are covered with a brightly coloured waterproof plaster
- Do not smoke, eat or drink where open food is handled
- Clean as you go – keep all equipment and surfaces clean and disinfected
- Avoid unnecessary handling of food – use bags, tongs or other appropriate tools instead
- None of them, all are important

9. Crop farmers do not need to register:

- Use of phytosanitary and biocide products;
- Illnesses and infestations that can interfere with the product's safety
- Climate data at the time of intensive crop growth
- sample analyses results

Submodule 3

10. Can cattle be moved between EU member states

- yes, but only 30 days before slaughter
- no, except for highly valuable breeding stock
- yes for fattening, if the animal returns to country of birth
- yes if appropriately identified with an ear tag, individual passport and if movement is registered in TRACES system

11. There are databases of plant species important for food in the EU. EU Member States must enter data for the following species:



- all foodstuffs in the single PLANTEAT collection
- there are separate collections for crops, vegetables, fruits, forest tree species and a catalog of vine varieties
- the FRUMATIS collection for all edible plants, but not including fruit grown on trees
- due to many invasive species such uniform collections do not exist

Submodule 4

12. Define the One Health approach

- it means that our health is the most important and we only have one life
- it is an approach that recognizes that the health of people is closely connected to the health of animals and our shared environment
- it is single European health insurance system
- none of the above

13. Why is One health concept gaining on importance?

- Human populations are growing and expanding into new geographic areas. As a result, more people live in close contact with wild and domestic animals, both livestock and pets
- The earth has experienced changes in climate and land use- disruptions in environmental conditions and habitats.
- The movement of people, animals, and animal products has increased with international travel and trade.
- Emergence of new zoototic diseases
- All of the above.

14. Different professions, research and decisions made in medicine, veterinary medicine and ecology have to

- cooperate and communicate to design and implement programs, policies and legislation in benefit of the whole community
- have to be competitive as their goals are very different
- have to adopt to current governments but be in general very autonomous

15. Which of the following is not a zoonosis:

- influenza A
- hepatitis B
- rabies
- SARS
- Ebola
- Q fever
- salmonella

16. Animal owners are legally obliged to take care of animal's health and wellbeing

- in all cases



- only for pets
- only for farmed animals
- only in case of zoonotic diseases

17. Do consumers have the right to know animal rearing practices, livestock housing, potential environmental impacts from livestock production and manure, herbicide, and fertilizer applications?

- yes
- no

18. Out of all human infectious diseases, zoonotic diseases represent:

- few (up to 5 %)
- less than half
- more than half
- all infectious diseases are zoonotic

19. Does bacterial resistance to antimicrobials present a serious problem

- not really, since Pharma can always produce more efficient drugs
- not among vegans, since bacteria can't spread with plants and crops
- yes among people who use antibiotics regularly
- yes, it is one of the most serious worldwide threats to human health

Submodule 4: Animal health and plant health

20. Zoonotic diseases are caused by:

- Animals such as cows, dogs, foxes, bats, cats, birds...
- Harmful germs: viruses, bacteria, parasites and fungi.
- Human.

21. Zoonoses spread from animals to people in different ways:

- Direct contact, indirect contact, vector-borne, food-borne, waterborne.
- Only with infected animals` body fluids and by touching objects or surfaces that have been contaminated by the infected animal.
- From farms where different animals coexists.

22. Examples of zoonotic diseases are:

- Brucellosis, salmonella, vomiting, diarrhea and fever.
- Flu, vomiting, diarrhea, fever and pneumonia.
- Brucellosis, toxoplasmosis, echinococcosis, hantavirus pulmonary syndrome and hemorrhagic fever with renal syndrome, salmonella.

23. To prevent zoonotic diseases it`s important to:

- Divide animals into special areas.



- Prevent people visiting farms from roaming around freely, petting or feeding animals.
- Keeping hands clean and having adequate working only clothes on when visiting animals on farm.
- All of the above.

24. The brucellosis bacteria can enter workers wounds in the skin/mucous membranes through contact with infected animals:

- No.
- Yes.

25. Toxoplasmosis is:

- Life threatening to pregnant women.
- Life-threatening to unborn children.
- Not a dangerous disease.

26. A definitive hosts of *Echinococcus* are:

- dogs, wolves, foxes and other carnivores.
- ungulates, sheep and goats, cattle, camels and cervids.
- domestic cats and other relatives.

27. Preventive measures to reduce contact with rodents and their excrements are:

- prevent rodents from accessing people's houses.
- food must be stored in a way that does not allow access to rodents.
- if rodents or their excrement are found in the premises, the room must be ventilated before cleaning.
- a face mask is used during cleansing.
- cleaning with disinfectants.
- All of the above.

28. Foodborne illness can be prevented by:

- Improper handling, preparation or storage of food.
- Safe food handling and avoiding the preparation of food or drinks for others if you are sick (especially with diarrhea and/or vomiting).
- Healthy eating.

29. During animal transport (lasting a maximum of 3 hours) is important that:

- Animals have company of other animals.
- Animals have enough food and water.
- Animals have enough space and good ventilation system.

30. Phytosanitary certificate...

- provides that plants are properly inspected, free from quarantine pests and in line with plant health requirements of the EU.
- we can find it in Regulation No 2072/2019.
- All of the above.



31. Pesticides:

- are divided into plant protection products and biocides.
- are essential in food production.
- when made out of chemical substances, can interfere with the human/animal organism by the blood stream.
- All of the above.

32. What is MRL?

- Is the highest level of a pesticide residue that is legally tolerated in or on food or feed when pesticides are applied correctly.
- Mean Residual Life of pesticide.
- None of the above.

33. How does a person become infected with mycotoxins?

- From plant based diet.
- By touching animals.
- Directly from plant based diet or indirectly via animal products.

Sub module 5: wrong behaviour – risks and fake news – take home message

34. What is misinformation?

- When false information is intentionally created and spread in order to cause harm or to enrich oneself personally, politically or financially.
- Is a type of fake news that are not intentionally created, but rather happens by mistake and can be retracted or corrected in the future. This includes misinterpreted and misleading scientific findings.
- Is a synonymous for disinformation.

35. Which statement about fake news is correct?

- The formal term is “false information”.
- The number of fake news increased with the development of social networks.
- Fake news are usually written and published with the intention to mislead the agency, entity or person and / or to benefit financially or politically.
- All of the above.

36. In connection with food it is important:

- A risk-benefit assessment.
- To believe that food is the only thing that poses risk to our health.
- To believe all the claims we read on social media are true.

37. Risk communication is:

- Sharing knowledge with the public.
- Communication with all stakeholders as well as communication between risk assessors and risk managers.
- The spread of false information.



Sub module 6: national legislation

38. Regulation (EC) No 178/2002 is often referred to as the “General Food Law”.

- Yes.
- No.

39. Which statements about The European Food Safety Authority are correct?

- The acronym is EFSA.
- Prepares independent scientific advice on food risks.
- Advises on existing and emerging food risks, thus contributing to the development of European legislation, rules and policies and, consequently, to protecting consumers from risks in the food chain.
- All of the above.

MODULE 3.- MANAGERIAL ADVICE

Right options are underlined.

Sub module 1: Introduction - what is the multifunctional farm

1. The concept of multifunctional agriculture highlights the fact that agriculture...
 - a. Can produce many different crops in the same farm.
 - b. Can produce various non-commodity outputs in addition to food and fibre.
 - c. Uses many different inputs.
 - d. No one of the preceding options is right.
2. The European Parliament, dealing with the revival declining rural areas of the EU and prevention of further urbanisation highlighted the roll of...
 - a. Women.
 - b. The Croatian Peasant Party.
 - c. The Social Security Services.
 - d. No one of the preceding options is right.
3. Multifunctional farming indicates that companies combine their agricultural production with services to society, such as...
 - a. Farm education and Agrotourism.
 - b. Agricultural day care and Care farming
 - c. Handicraft and Processing of farm products
 - d. All of the preceding options are right.
4. Empirical evidence shows that off-farming income...
 - a. Is more important for small farmers than for larger farmers.
 - b. Is more important for large farmers than for smaller farmers.
 - c. Is equally important for small and large farmers.
 - d. Is irrelevant both for small and large farmers.



5. Recent studies about willingness to diversify income in Europe farming show that...
- Willingness to diversify is mostly focused on off-farm diversification.
 - Most farmers wish to reduce diversification, specializing their business.
 - Intensive livestock professionals are among farmers with the highest willingness to diversify.
 - No one of the preceding options is right.

Sub module 2: Human capital management

6. The main function of the HR Department is...
- To lower labour costs.
 - To punish employees with low productivity.
 - To provide the knowledge, tools, training, legal advice, administration, and talent management.
 - d. No one of the preceding options is right.
7. Who must be considered the Workforce of a company?
- all the people that in one capacity or another work for or contribute to a company.
 - Only regular employees
 - Only contractors.
 - No one of the preceding options is right.
8. Which one of the following elements is not considered a cornerstone for effective HRM policies?
- HR data & analytics.
 - Learning and development.
 - Succession planning.
 - All the preceding options are considered a cornerstone for HRM policies.
9. Which one of the following sentence is right?
- Performance management is aimed at improving all skills.
 - Performance management is aimed at improving the skills that help an employee get a promotion in the company.
 - Performance management is aimed at improving the skills that help an employee do their job better.
 - No one of the preceding options is right.
10. What is normally used to lay out who's in charge of what in your company?
- A flow chart.
 - An organization chart
 - A Gantt Diagram.
 - No one of the preceding options is right.
11. According to Mintzberg's model for organizations, which element of organisation is made up of directors and senior executives?
- Strategic Apex.



- b. Technostructure.
- c. Middle line.
- d. Operating core.

Sub module 3: Time and budget management

12. Which of the following statements is right?

- a. Planning and management of corporate resources are parts of the controlling process.
- b. Planning and control are parts of the process of management of corporate resources.
- c. Management of corporate resources and control are parts of the planning process.
- d. No one of the preceding options is right.

13. Which of the following statements about budgeting is wrong?

- a. A budget is a plan showing the company's objectives and how management intends to acquire and use resources to attain those objectives.
- b. A budget is a tool used for planning purposes.
- c. A budget is a tool used for controlling purposes.
- d. No one, all of the preceding options are right.

14. Which of the following statements is wrong?

- a. In a Gantt Chart precedencies are represented through arrows among tasks.
- b. In a Gantt Chart there is no information about the starting date of specific tasks.
- c. In a Gantt Chart the length of a bar represents its duration.
- d. No one, all of the preceding options are right.

15. Which of the following budgets analyses the profits from a specific project?

- a. The Partial budget.
- b. The Enterprise budget.
- c. The Whole-farmer budget.
- d. No one of the preceding options is right.

16. The Whole-farm budget... Considers all the costs, incomes and profits for the entire farm business. The partial budget.

- a. Considers all the costs and incomes for the entire farm business.
- b. Calculates the profits for the entire farm business.
- c. Is developed within the corporate financial planning process.
- d. All the preceding options are right.

Sub module 4: Control planning (cost classification)

17. Which concept refers to the amount of payment made to acquire any goods and services?

- a. Revenue
- b. Cost
- c. Income
- d. Net Cashflow



18. Incomes from the next best alternative that is foregone when the entrepreneur makes certain choices are known as...
- Traceable costs.
 - Untreaceable costs
 - Opportunity costs.
 - No one of the preceding options is right.
19. Which one of the following costs is discarded by accounting?
- wages
 - electricity charges
 - Entrepreneur opportunity cost.
 - No one of the preceding options is right.
20. An increase in taxes payable on income is a clear example of...
- Direct cost
 - Indirect cost
 - Opportunity cost
 - No one of the preceding options is right.
21. Costs which the entrepreneur has already incurred and he cannot recover them again now are:
- Sunk costs.
 - Incremental costs.
 - Fixed costs
 - Variable costs.
22. When setting up a new business, you may have to pay some bills before starting. These bills can be considered as...
- Startup costs.
 - Financial costs.
 - Labour costs.
 - No one of the preceding options is right.

Sub module 5: Business Plan

23. If you're very detail-oriented, want a comprehensive plan, or plan to request financing from traditional sources, which kind of business would you better write?
- Traditional business plan.
 - Lean startup business plan.
 - Operating plan.
 - No one of the preceding options is right.
24. When you want to know what successful competitors do, you should conduct...
- An executive summary
 - A market analysis
 - Some financial projections
 - No one of the preceding options is right.



25. What is Mission Statement aimed at?
- defining what line of business a company is in.
 - explaining why the company exists.
 - Setting what purpose the company serves.
 - All the preceding options are right.
26. Calculating the Net Present Value of a project is normally included in...
- Our Mission Statement.
 - The Industry Analysis.
 - The Financial Plan.
 - No one of the preceding options is right.
27. Which one of the following elements cannot be considered a method of performing industry analysis?
- Financial modelling.
 - Porter's 5 Forces model.
 - PESTEL.
 - No one of the preceding options is right.
28. Which one of the following items are not directly included in the financial plan?
- Investments needed for the project.
 - Projections of revenues, costs and profits.
 - Intensity of industry rivalry Analysis.
 - No one of the preceding options is right.

Sub module 6: Equipment

29. Which is the cause of depreciation?
- The use of the equipment.
 - Obsolescence.
 - Aging of the equipment.
 - All the preceding options are right.
30. Equipment depreciation is usually higher...
- In the first year.
 - In the second year.
 - In the last year of its economic life.
 - No one of the preceding options is right.
31. Which of the following durations represent, approximately, the average economic life of farming equipment?
- About 5 years, although for tractors it is longer.
 - About 10 years, although for tractors it is longer.
 - About 12 years, although for tractors it is shorter.
 - All the preceding options are wrong.



32. Which of the following factors fosters the renewal of a machine?
- High price of the new machine.
 - High operating costs of the new machine.
 - High operating costs of the old machine.
 - All the preceding options are wrong.
33. Which is the most suitable way to finance the use of equipment which is operated for a short period or occasionally?
- Buying.
 - Leasing.
 - Renting.
 - Stealing.
34. A piece of equipment should be renewed...
- Just when it no longer yields profits if it is going to be replaced by a similar item at the end of its service life.
 - When it yields low profits, in order to keep annual profits high, if it is not going to be replaced at the end of its service life.
 - When it yields low profits, in order to keep annual profits high, if it is going to be replaced by a similar item at the end of its service life.
 - No one of the preceding options is right.

Sub module 7: Fund sourcing (EU, National, local)

35. Which one of the following sentence is right?
- Funding our assets only with equity is always the best financial solution.
 - Using debt as much as possible is the best funding solution
 - No financial solution is one-size-fits-all.
 - No one of the preceding options is right.
36. Which one of the following financial sources cannot be considered as equity?
- Issuing Shares
 - Borrowing money from a bank
 - Retaining earnings
 - All of the preceding options can be considered as equity
37. Before considering how you can raise money to set up your business, you should...
- working out your start-up costs
 - working out your operating costs for the year.
 - Comparing all your costs against anticipated sales
 - All of the preceding actions are needed
38. Venture capital is normally offered in exchange for...
- an ownership share and active role in the company
 - appointing the CEO of the company



- c. appointing all the members of the board of directors
- d. No one of the preceding options is right.

39. If you could not raise enough money to start your business, what would you do?

- a. Give your idea up
- b. Try to rethink your business by reducing your costs.
- c. Try to forecast your revenues and costs in a more optimistic way.
- d. No one of the preceding options is right.

40. You are normally required to address interests expenses when...

- a. You raise money from shareholders
- b. You get a subsidy from the government
- c. You borrow money from a bank.
- d. No one of the preceding options is right.

MODULE 4.- LABELLING

Right options are underlined

Sub module 1 - Introduction

1. Which tool can be used to mitigate asymmetric information?

- a. Labels
- b. Advertisement
- c. Both the options are correct

2. Why is labelling useful?

- a. To give wrongful information to the consumers
- b. To help consumers differentiate the labelled product from otherwise similar product
- c. To decorate the packaging

3. Food labeling comprises:

- d. Both mandatory and voluntary informations
- e. Only mandatory informations
- f. Only voluntary informations

4. Mandatory information:



- a. Is both included by law and by farmers and/or retailer
 - b. Is information that farmer and/or manufacturer/retailer includes as they feel may be useful for the consumer
 - c. Is information that must be included by law
5. Informations that are required for prepacked foods are:
- d. Name of food, ingredient list including any additives, allergene information, quantity of certain ingredients, date marking, country of origin, name and address of the food business operator established in the EU or importer, net quantity, any special storage condition and/or of use, alcohol level for beverages and nutrition declaration
 - e. Only the name of food and the ingredient
 - f. Only the name of food, ingredient and additives

Sub module 2 - Ingredients, nutrition declaration, additives and food supplements

6. In the ingredient list you must list the quantity of ingredients:
- g. That appear in the name of the product
 - h. That are not essential to characterize the food
 - i. No one of the preceding options is right
7. Allergens:
- a. It is not mandatory to specify them
 - b. Must be emphasized in the list of the ingredients
 - c. Must be written in the same font of the other ingredients
8. Nutrition declaration must include:
- a. Just the energy value
 - b. Both energy values and amounts of fat, saturates, carbohydrates, sugars, protein and salt
 - c. Just the amounts of fat, saturates, carbohydrates, sugars, protein and salt
9. Which one of these are considered additives:
- a. Sweeteners, preservatives, antioxidants and colors
 - b. Sweeteners and preservatives
 - c. Antioxidants and preservatives



10. What are food supplements?

- a. Their purpose is to substitute a normale diet
- b. They are concentrated sources of a nutrient or other substances with a nutritional or physiological effect
- c. No one of the preceding options is right

Sub module 3 - Health and nutrition claims

11. An health claim is:

- a. A mandatory information
- b. Only for “low fat” foods
- c. Any statements on labels, advertising or other marketing products that health benefits can result from consuming a given food

12. Nutritional claims:

- a. Can be false, ambiguous or misleading
- b. Encourage excess consumption of food
- c. No one of the preceding options is right

13. Nutritional and health claims suggest:

- a. That food does not have beneficial nutritional proprieties
- b. That food beneficial proprieties are not backed up by scientific data
- c. That a food has beneficial nutritional proprieties that are backed up by scientific data

14. Information concerning non pre-packed food:

- d. Are decided individually by each Member State
- e. Are decided by the European Commission
- f. Are decided individually by the producers

15. Food supplied thought distance selling:

- g. Shall present all the mandatory information as the food sold in shops
- h. Shall present information decided by the farmer
- i. Shall present only voluntary informations



Sub module 4 - PDO/PGI/ Label rouge/Others

16. In order to produce PDO products:

- a. Only a part of the production, processing and preparation process must take place in the specific region
- b. Every part of the production, processing and preparation process must take place in the specific region
- c. The production, processing and preparation process can take place anywhere

17. In order to produce PGI products:

- a. The production, processing and preparation process can take place anywhere
- b. At least one of the stages of production, processing or preparation takes place in the region
- c. Every part of the production, processing and preparation process must take place in the specific region

18. Which registers are used to list quality products:

- a. eAmbrosia
- b. GIview
- c. Both the options are correct

19. EU producers in order to register the name of a quality product :

- d. Must send the application to national authorities for scrutiny and then they forward it to the European Commission who will examine the request
- e. Must send the application only to national authorities
- f. Must send the application directly to the European Commission





20. These are the labels to:

- g. PDO and PGI products
- h. PDO and TSG products
- i. PGI and TSG products

Sub module 5 - Voluntary certification schemes

21. Voluntary certification schemes at the national level:

- a. Are run only by private operators
- b. Are run only at national level
- c. Are run both by private operators and at national level

22. Voluntary information can:

- a. Mislead the consumer
- b. Help consumers be confident about the quality of the products they choose
- c. No one of the preceding options is right

23. Certification schemes can be distinguished based on the way they operate:

- d. Business- to-business level (B2B) and business chain to the consumers level (B2C)
- e. Only business- to-business level exist
- f. Only business chain to the consumes level exist

Sub module 6 - Organic



24. Organic labeling strives to:

- a. Mislead the consumer about organic production
- b. Write less informations as possible
- c. Address market failures caused by lack of information about the environmental costs of goods

25. The benefits of eco-labelling include:

- a. Only new commercial possibilities and consumer empowerment
- b. Promotion of intensive industry sector
- c. Consumer's empowerment, personality display, new commercial possibilities and promotion of progressive companies' green image

26. Organic farming is an agricultural method:

- a. That aims to use a lot of pesticides
- b. That aims to reduce biodiversity
- c. That aims to produce food using natural substances and processes

27. In order to use the organic logo of the EU (the "Euro-leaf"):

- d. The product has to contain more than 95% organic ingredients
- e. The product has to contain less than 95% organic ingredients
- f. The percentage is not relevant

28. Organic farming encourages:

- a. Intensive farming
- b. Intensive breeding
- c. Animal welfare and plant health

Sub module 7 - Sustainable labelling

29. Sustainable labelling:

- a. Does not take into consideration the future of the environment
- b. Includes only one dimension, the temporal referring to the future generation
- c. Includes both the temporal and social dimension

30. The sustainability issues taken into consideration by the consumers are:



- d. Product type and production method, place of origin and method of transportation, type of packaging, conservation or storage
- e. Type of packaging and place of origin
- f. Only the type of packaging

31. European animal welfare labelling schemes:

- a. Do not exist
- b. To this day only one exists related to table eggs
- c. No one on the preceding options is right

32. Carbon footprint is about:

- a. Oxygen emissions
- b. Regulated by EU Regulation n.1169/2011
- c. The estimation of direct and indirect greenhouse gas emission during product production

33. The Eco-score labeling scheme:

- a. Gives information about animal welfare
- b. Gives informations about plant health
- c. Tries to help producers and consumers giving information about the effect of food on the environment

MODULE 5.- THEORETICAL KNOWLEDGE

Right options are underlined.

Sub module 1 - Sustainability and Rural development

1. The Rural development process should be:

- a. People-oriented, holistic and dynamic
- b. Only people oriented
- c. People-oriented, holistic and static

2. The concept of sustainable development:

- a. Is divided into two components: environmental and economic
- b. Is divided into three components: environmental, economic and socio-cultural
- c. Considers only the economic dimension



3. One of the consequences when it comes to the management of rural areas is:
 - a. A great number of function to fill locally, due to the limited community size
 - b. A low number of function to fill locally, due to the limited community size
 - c. No one of the preceding options is right
4. Which are important economic tasks associated with the countryside?
 - a. Agriculture and forestry
 - b. Fisheries and production of renewable raw materials
 - c. Both the options are correct
5. Low population density in the rural areas
 - a. Is not a barrier to traditional infrastructure development
 - b. Does not affect the traditional infrastructure development
 - c. Is a barrier to the traditional infrastructure development

Sub module 2 - Short chain actors

6. Farmers-driven initiatives are an example of Short Food Supply Chain. This kind of initiatives include:
 - d. On-farm selling, farmer's market and off-farm selling
 - e. Only on-farm selling
 - f. Farmer's market and community.supported agriculture
7. According to the Regulation EU n. 1305/2013 a "Short Food Supply Chain" is a supply chain that
 - a. Has a large number of economic operators and does not allow close relations between consumers and producers
 - b. Has a large number of economic operators and allows close relations between consumers and producers
 - c. Has a limited number of economic operators and allows close relations between consumers and producers
8. Consumer's-driven initiatives include:
 - d. Solidarity purchasing groups and community supported agriculture
 - e. Only solidarity purchasing groups
 - f. Only community supported agriculture
9. When talking about sustainability of Short Food Supply Chain



- g. Economic, environmental and social sustainability are considered
- h. Only economic sustainability is considered
- i. Economic and social sustainability are considered

10. Which criteria can be used to map Short Food Supply Chain?

- a. Number of intermediaries and geographical distance
- b. Number of intermediaries, geographical distance, the governance and the source of the initiative
- c. Only the number of intermediaries

Sub module 3 - Cooperation and trust in short food chains

11. A relation of trust among supply chain partners:

- d. Implies the participation of at least two parties, a trustor and a trustee
- e. Implies the participation of only two parties, a trustor and trustee
- f. No one of the preceding options is right

12. Trust between business partners is

- a. Not important
- b. Is not fundamental
- c. Extremely important

13. Informations regarding whom to trust can be obtained

- a. Directly, by personal experience
- b. Indirectly by observing the quality and working institutions in given institutional context
- c. Both the options are correct

14. Association interfaces (networks) are:

- a. Always informal
- b. Always formal
- c. Often informal

15. Consumer's trust in food chain actors is determined by:

- a. Their beliefs about the competence and care
- b. Their beliefs about the competence, care and openness of these actors
- c. Their beliefs about the openness of these actors



Sub module 4 - Contribution to the preservation of the culture/tradition/heritage of the territory

16. Why the European Union supports the farm diversification?

- a. To support the income of producers
- b. To support the income of producers and the rural development**
- c. To support the environmental sustainability

17. Which function agriculture has?

- d. Managing natural resources, preserving biodiversity, shaping the landscapes, supplying renewable energies, providing a wide range of public good and services**
- e. Only preserving biodiversity
- f. Supplying renewable energies, managing natural resources and preserves biodiversity

18. Farmers in Europe have developed many kinds of diversification activities, these include:

- g. Agri-tourism, handicraft, renewable energy production, wood processing, contractual work**
- h. Agri-tourism and handicraft
- i. Renewable energy production and contractual work

19. Agri-tourism includes:

- a. Accommodation and catering
- b. Only accommodation
- c. Accommodation, catering and leisure activities**

20. The decision of European farmers to opt for a particular type of non-agricultural activity is influenced by:

- a. Only the size of the farm
- b. The size of the farm, its specialization and location, the farmer's individual characteristics, local condition, potential markets and legal provisions**
- c. The size of the farm and the local conditions

Sub module 5 - Consumer and short food chain market analysis

21. The organizational structure of conventional and short food supply chains

- a. Are the same
- b. The structure of the short food supply chain is simpler than the structure of the conventional one**
- c. The structure of the conventional supply chain is simpler than the structure of the short one



22. In the short food supply chain the term “short” can be interpreted

- d. In geographical, social and organizational terms
- e. Only in geographical term
- f. Only in organizational term

23. Short food supply chain

- g. Offers greater profits to farmers while keeping the final price more or less unchanged
- h. No one of the options is right
- i. Offer lower profits to farmers while keeping the final price more or less unchanged

24. Consumers in short supply chain can be divided

- j. In three groups: not committed at all, partially committed and extremely committed to the short chain
- k. In two groups: not committed at all and extremely committed
- l. In two groups: partially committed and extremely committed

25. The benefits of a short food supply chain are

- a. Improving the market position of producers and increased communication between producer and consumer
- b. Improving the market position of producers, increased communication between producer and consumer, reduced transportation costs and increased quality
- c. Reduced transportation costs and increased quality

MODULE 6.- FOOD PROCESSING

Right options are underlined.

- 1- Quality can be generally synthesized as:
 - a. Synonym of excellence or superiority
 - b. Meet or exceed customers' expectations
 - c. Function of a specific, measurable variable
- 2- What attributes fall under intrinsic quality?
 - a. Marketing
 - b. Product safety and production system
 - c. Sensory properties and shelf-life
- 3- What attributes fall under extrinsic quality?
 - a. Marketing
 - b. Product safety and production system



- c. Sensory properties and shelf-life
- 4- Which are the factors that influence quality in the agri-food chain?
- a. Food processing conditions
 - b. Customers' expectations
 - c. Prices
- 5- What technology falls under mild processing methods?
- a. Ohmic heating
 - b. Ultrasonic cutting
 - c. Supercritical fluid extraction
- 6- Cold plasma (CP) is:
- a. A thermal technology
 - b. A non-thermal technology
 - c. A texturizing technology
- 7- High Pressure Homogenization (HPH), is used for:
- a. Soften meat
 - b. Fresh juice, prepared fruits and vegetables
 - c. Production of very fine emulsions
- 8- What are those substances, if added, extend the shelf -life of certain products?
- a. Food preservatives
 - b. Spore formers
 - c. Nanomaterials
- 9- Fermentation method is part of:
- a. Chemical preservation
 - b. Physical process
 - c. Biological process
- 10- In what physical process do we have the total destruction of all viable microorganisms?
- a. Pasteurization
 - b. Thermal sterilization
 - c. Irradiation
- 11- What is the cheapest physical processing?
- a. Pasteurization
 - b. Drying
 - c. Irradiation



12- Time-temperature, pH, a_w and gas composition, when combined, ensure the preservation of food. So, we can talk about:

- a. Linear technologies
- b. Hedge technologies
- c. Hurdle technologies

13- Storage equipment is distinguished in:

- a. Stationary or movable
- b. Solid, liquid or viscous
- c. Large scale and small scale

14- Liquid or viscous food can be stored in:

- a. Tanks
- b. Vats and vessels
- c. Bottles

15- What are the disadvantages of tanks?

- a. Expensive and susceptible to external damage
- b. More skilled personnel are required
- c. No installable automation

16- What are the advantages of bins and silos?

- Are used in storage of large quantities of liquid or highly viscous food
- They do not need much space for storage and emptying
- The stored products are well protected (weather, rodents, etc.)

17- Does food packaging play a vital role in preserving food throughout the distribution chain?

- Yes, because it prevents the product from being compromised by any contamination
- No, it's just a marketing tool for companies
- Yes, because it kills microorganisms that can develop on the product

18- Agriculture industry has developed new techniques that could result in efficient production.

It caused by:

- Higher food demand, high use of exhaustible raw materials, and a lack of well-trained junior staff for example
- An increase in personnel management costs, so through the application of new technologies, entrepreneur can reduce salaries without firing them
- Pressure from the government to grow GMO products

19- Drone technology, in agro- food sector, is used to:

- Reduce human errors
- Adapt plants to grow in unfavourable conditions
- Monitor plant production



20- Tradition and innovation:

- Are generally considered antonyms
- Can go hand in hand
- Depend on each other

21- Which of the following is not a way to innovate a traditional food?

- a. Transformation of non-continuous into continuous processing
- b. Adjustment of nutritional proprieties, and functionalization
- c. None of the above

22- A pan-European survey has been done to investigate the consumer acceptance of innovations in traditional food products. The results are classified in:

- a. Marketing efforts and packaging innovations
- b. Quality and/or nutritional innovation, assortment expansion, marketing efforts, convenience innovation, packaging innovations and market innovations
- c. Product innovation, technological process modernization and recyclable packaging

23- What is the focus of circular economy?

- a. A business model based on “take- make- waste” concept
- b. A business model based on “make- use- dispose” concept
- c. A business model based on “end- of- life” concept

24- Green and circular economy can be explained can be explained in a hierarchical way, as in the 4R-framework elaborated by Henry et al. (2020). It is:

- a. Recycle, Recover, Reuse and Reduce
- b. Recycle, Regenerate and Restore
- c. Reduce, Recover, Reuse and Recycle

25- What does mean Sustainable Food Systems?

- a. It is a system that aims to reduce food waste
- b. It is an efficient system of production, distribution, consumption, and disposal of food based on the three pillars of sustainability
- c. It is the result obtained from the application of the Sustainable Development Goals (SDGs) program

- a. Does the application of nanotechnology in food have the potential to contribute to sustainable food chains?
- b. Yes, for example to improve traceability
- c. No, only the use of seasonal or local ingredients/food allows the development of SFSc
- d. Yes, e.g., nanocomposites to improve the barrier properties of packaging materials



26- What are some of the solutions to develop SFSc?

- a. Develop the regulatory framework through the establishment of sustainable food production standards and labelling systems
- b. Increase consumer awareness about the company's efforts to be sustainable
- c. Undermine the credibility of competitors through advertising

27- Emerging technologies that simplify traceability include:

- a. Biotechnology
- b. Blockchain
- c. None of the above

28- What is the definition of blockchain?

- a. Digital database containing information that can be simultaneously used and shared within a large decentralized accessible network
- b. -Private and immutable ledger that facilitates the process of recording transactions and tracking assets in a business network
- c. Data set that can only be used in the financial sector and not in the agri-food sector

29- What are the characteristics of BCT?

- a. Increased costs, lower levels of security and privacy for transactions, especially for agri-food sector
- b. BCT can contribute to making agri-food supply chain more sustainable, helping consumers track their food's sources, the environmental impact and ethical aspects
- c. Guarantees traceability, authenticity of sources but does not improve the management of the food chain

MODULE 7.- MARKETING

Right options are underlined.

Submodule 1 The concept of marketing

2. Where was born marketing :

- Italy
- USA
- South Africa
- Japan

2. What is the starting point of marketing :

- Consumer_
- Product



- Business

Submodule 2 – What is marketing?

3. Who said »my customers can choose the color of their car as long as it's black?
- John Toyota
 - Jan Mercedes
 - Henry Ford
 - John Malkovitch

Submodule 3 – The evolution of marketing and its technique

4. Segmented marketing is about
- Offering everyone the same product
 - Creating an individualized offer
 - Focus on the product instead of the consumer

Submodule 4 – The marketing concept

5. What are the "4 Ps" of the McCarthy model
- Product, Price, Process and Promotion
 - Product, Price, Potential and Promotion
 - Product, Price, Place and Promotion.
 - People, Price, Potential and Promotion
6. What are the objectives and responsibilities of marketing in the company?
- Turn all consumers into customers of the company.
 - Create consumer needs to sell products.
 - Create value for the company.
 - Satisfy the consumer at all costs.
7. Different professions, research and decisions made in medicine, veterinary medicine and ecology have to
- cooperate and communicate to design and implement programs, policies and legislation in benefit of the whole community
 - have to be competitive as their goals are very different
 - have to adopt to current governments but be in general very autonomous
8. What is marketing segmentation?
- Marketing segmentation consists of dividing a market into subsets of products that are substitutable and have the same customer base.
 - Marketing segmentation consists of dividing a market into subsets, regardless of the criteria used.



- Marketing segmentation consists of dividing a market into homogeneous groups of customers and/or consumers.

9. The concept of marketing assumes that, to achieve the company's objectives, it is necessary to be more competitive and better than its competitors in the creation, pricing, distribution and communication of its offerings to target markets.

- True.
- False.

10. A distribution channel with zero intermediaries is also called a direct sales channel.

- True.
- False.

