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| Unit  | Best Environmental Management Practice |
| Stage | Stage 2: Implementation / Middle Manager |
| Program | This unit will focus on knowing the best practices in the sector in order to be more efficient and respectful of the environment. This unit identifies the most important environmental aspects, direct or indirect, relevant for companies belonging to the Food and Beverage Manufacturing Sector |
| Planning | Target group category: |  | Top management |
| x | Middle management |
|  | General employees |
| Specific group: | Lower technical management and general employees |
| No of participants: | Up to 10 participants. |
| Duration: | 3 hours |
| Elements: | The Best Environmental Management Practices for dealing with these identified aspects, including also sector-specific environmental indicators which allow the tracking of sustainability improvements. |
| General objectives | Aim:  | Middle managers must recognize recommendations of good environmental practices in the sector. |
| Verification: | Conclusion with a set of multiple-choice questions |
| Specific objectives | Aim:  | Know the good practices in the sector, the indicators and points of excellence that can be achieved within each BEMP. |
| Verification:  | Conclusion with a set of multiple-choice questions. |
| Concept | Type of material: | Presentation, pin board |
| Contribution: | Develop skills and knowledge related to good practices in the sector, both at a general level and at the level of other sectors.Recognize good practices at the organizational and process level. |
| Training levels: | Understand: methods for good practices to save energy in industrial processes of food and beverage manufacturing.Apply: define any idea based on concepts learning in a previous stage. |
| Learning activities | The training sessions are based on slides in a first stage, where the main good practices in the sector will be explained. |
| Learning method | x | Master class |  | Case studies |  | Diagnostic analysis |
| x | Discussion forum |  | Self-learning |  | Problem-based learning |
|  | Role play | x | Cooperative learning | x | Others |
| Learning resources | Trainer: | Training slides, flipchart, pin board y methodology. |
| Participants: | Pen and paper |

**Evaluation Test**

1. About the environmental benefits of conducting an environmental assessment. (Which is false).
2. **It cannot directly lead to environmental benefits.**
3. It can lead directly to environmental benefits.
4. The exercise is a critical first step in a strategy to improve the sustainability of products and operations.
5. What is not a sustainable value chain management approach?
6. Selection of suppliers that meet the identified environmental performance criteria
7. **Selection of customers who meet the identified environmental performance criteria**
8. Adapting of recipes to eliminate unsustainable ingredients
9. How can the environmental impact of packaging be minimized?
10. Using individual packaging for each product.
11. Using single-use packaging.
12. **Using packaging containing recycled materials.**
13. Friendly environmental clean-up operations are to reduce:
14. the amount of water used.
15. the amount of water and energy used.
16. **the amount of water, energy and chemicals used.**
17. About the integration of renewable energies in manufacturing processes… (Which is false).
18. Reduces CO2 emissions.
19. Improves the company's market image.
20. **Decreases security in the power supply.**