



USDA/USAID
Food Safety Training
Azerbaijan State Agrarian University
February 2012

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1. Executive Summary

The current report describes the outcomes of the final mission of two technical experts, Mrs. Galina Leasenco (USDA) and Ms. Anna Vasylenko (USAID) as part of the joint USDA/USAID program on assisting Azerbaijan State Agrarian University in updating its training program with an enhanced focus on food safety with a special focus on the application of HACCP.

The mission was carried out on February 20-March 2, 2012. During the mission, the experts provided one-week of lecture based training that focused on a review of the teaching and course materials on Food Safety combined with the practical exercises/hands-on training on the application of HACCP.

Participants of the training were representatives of ASAU's College of Agrotechnologies, Department of Food Safety Expertise. It was a decision of the University to focus HACCP training at this Department (at this Department students receive education that can help them to become food experts for government bodies or quality managers for food sector.)

The training built-on the previous training course delivered in December 2011, and provided more in-depth information on practical aspects of how to develop and implement an effective HACCP system; half of the training time was dedicated to hands-on exercises when training participants split in groups performed all key HACCP steps and developed major HACCP documentation for selected food products under trainers' guidance.

On the second week the training in the class was complemented by two field visits: to fruit processing company "Inter-Pak" Ltd located in Ganja, a HACCP client of ACT Project, and to a local central open market. The purpose of the field trips was to see how theoretical knowledge applies in real life in food industry and to let training participants apply the knowledge received for gap assessment, hazard analysis and identification of food safety control measures.

By the time of the training USDA had printed the first set of HACCP Manuals (3 manuals) in Russian; these manuals were used during training as reference books. Worthwhile to note, the manuals quickly became popular among students attending the training; they took the manuals home to read and to prepare assignments and asked professors to let them take the manuals for a longer time. A portion of the manuals were provided to the Agro-Technologies Department; some were distributed among other Departments (Veterinary and Agronomy), and the rest were delivered to the University Library for student and faculty use.

Azerbaijani translations of the manuals are being made by the USAID/ACT Project, and at the time of the training the translated texts were being proofread by an ASAU's specialist.



Once printed, the manuals will be delivered to the University library too; also, electronic versions of the manuals will be placed at ASAU's e-library

2. Background

These activities were a continuation of the support to ASAU initiated by USAID and USDA in the area of enhancing educational programs on Food Safety for Azerbaijan State Agrarian University to better meet requirements of competitive environment.

The purpose of the overall program is to help ASAU to enhance its training curriculum through wider coverage of food safety. The program has been planned as a three-step activity, including

1. assessment and elaboration of proposals on new training topics,
2. development and delivery of training, and
3. assistance to the faculty in first time teaching new topics.

From the USAID side, it also includes building capacity of local extension specialists and small food safety consultants.

Following the first phase, which was an in-depth assessment of the currently available training programs and materials and gaps (July 2011), the Consultants have prepared three HACCP manuals on specific industries – dairy, meat and fruit and vegetables. The manuals are built according to the specific topics agreed upon during the 1st phase, and comprise reading and reference materials for the updated course “Contemporary Issues of Food Safety”.

According to the main objective of the current Project - to help Azerbaijan State Agrarian University to develop a Food Safety Training Program that meets modern requirements – the teaching materials have also been developed to support the manuals (in the format of PowerPoint presentations).

During the second mission to ASAU in December 2011, USDA and USAID consultants made presentations of the teaching materials to the Faculty from three departments and delivered an introductory training on food safety. It was agreed with the University's management that the final phase of the project will be conducted in late February 2012 after students and professors are back for the spring semester.

Prior to the final mission a set of three manuals in Russian were printed in and distributed to 3 Departments and the ASAU library: approximately 1 third of the manuals was given to the Agro-Technologies Department; some were distributed among Veterinary and Agronomy Departments, and the rest was given to the University Library. Azerbaijani

translations when ready will also be distributed among departments; electronic versions will be placed at the University's e-library.



Manuals on development and implementation of HACCP in meat, dairy and fruit and vegetables sectors

3. Training to the Department of Food Expertise, Agrotechnology Colege of State Agrarian University at Ganja on Food Safety and HACCP Application

During the week of February 20-25 the USDA and USAID consultants gave a full training course to the representatives of the Agrotechnology Department of the University on contemporary issues on food safety and application of HACCP system, using the 3 manuals on sector-specific HACCP (fruit and vegetables, dairy and meat) developed during the previous phases of support to the University. Before the mission, the consultants provided the University a description of the course and the training program, and the University was supposed to identify participants. ASAU decided to host the training at the Agrotechnologies Department because the University's plan provides for gathering all food related courses at this Department, at the Chair of Food Expertise; for this purposes, in 2011 some relevant courses were moved from the Veterinary Department to the Agrotechnologies. The Department of Food Expertise trains future experts for food control government bodies and, quality managers.

The USAID/USDA training was attended by 7 senior students/docents selected by the Head of the Department and 3 professors. Due to teaching conflicts the faculty attended some of

the courses but were unable to attend all of the lectures. who stayed only part time because had to give their own classes.

This training built on the previous training course delivered in December 2011, and provided more in-depth information on practical aspects of how to develop and implement an effective HACCP system; half of the training time was dedicated to hands-on exercises (training participants were split in groups and performed all key HACCP steps and developed major HACCP documentation for selected food products under trainers' guidance).



Head of the Chair of Food Expertise,



Professors and staff of the Chair of Food Expertise, and USAID and USDA consultants

Note: prior to the mission all the materials (manuals as well as PowerPoint presentations) were sent to the International Relations Department for distribution to the faculty. It was done in addition to provision of 25 CDs with the same materials to all focused departments.

The Manuals on dairy, meat and fruits and vegetables safety and HACCP contain information on basic microbiology, foodborne diseases associated with specific food, sanitation and food hygiene at food establishments, and detailed description of hazards associated with meat, dairy and fruits and vegetables (both raw and processed), etc; description of 7 HACCP principles and explanations on their application, examples of HACCP Plans, description of most common voluntary standards based on HACCP and basic Codex Alimentarius requirements on food hygiene and good manufacturing practices, and list of references to recognized laboratory methods . The manuals complement each other and can be best used as a set.

The training was split in 3 parts: classroom theoretical training (1); classroom hands-on training (2); and field training, including 2 field visits (3).



(1) The classroom theoretical training

The classroom theoretical training included the following topics:

1. Food Safety Concept – “from farm to fork” – why food safety is important, what it consists of, what are the elements of the food chain, how they are connected and how hazards move along the food chain, how food safety impacts the trade, and what are the tools to control food safety;
2. International legislation and national legislation of the Republic of Azerbaijan on food safety and HACCP system – evolution of laws and regulations on food and its safety, standards, codes and recommendations of Codex Alimentarius, food safety requirements of European Union, of USA, overview of recent developments in CIS countries, key national laws and regulations of Azerbaijan that relate to food safety, and coming changes based on the government programs of harmonization with international norms
3. Standard sanitation operating procedures (SSOPs), with a focus on milk, meat and fruit and vegetables processing – key requirements of Codex Alimentarius on sanitation and hygiene, importance of documented procedures
4. Food safety hazards and their impact on human health – what are foodborne diseases, classification of food safety hazards that cause foodborne diseases, the most important pathogens and products they are associated with, key characteristics of bacteria, viruses, molds, yeasts, protozoa and parasites and their requirements to growth, formation of spores in bacteria, mechanism of virus infections, formation of toxins in bacteria and in molds; heavy metals and their residues in food; importance of good agricultural practices; plant protection, classification and characteristics of pesticides, pesticide residues in food, impact of pesticide residues on human health; mycotoxins, their categories, formation and impact on human health; food additives in food and their technological purposes, banned food additives and food additives of restricted use; physical hazards in food
5. HACCP preliminary steps – how to assemble a HACCP team, who are members of HACCP team, what are their roles and responsibilities and what knowledge they should have, importance of identification of intended use and intended user, principles of building process flow charts and verification of flow charts
6. Application of HACCP principles based on specific examples – details on conducting a hazard analysis, hazard identification, hazard assessment, establishment of critical control points, establishment of critical limits, purposes and benefits of establishing operating limits, development of monitoring procedures, equipment used for monitoring, calibration of measuring equipment, corrective actions, principles of record keeping, typical records in HACCP system, verification and validation activities.

7. Implementation, maintenance and management the HACCP system - common mistakes and non-conformities, the role of the plant management, management commitment, resources needed *Note: the practical side of this important issue was well demonstrated during the field trip to "Inter-Pak" Ltd, where the participants could ask questions and discuss it with the Manager/ owner of the company.*

(2) Classroom hands-on training

The classroom hands-on training was focused on development of HACCP Plans in groups. In total the training included 6 practical sessions (exercises).

Exercise 1. GMP, food sanitation and hygiene: a) identification of non-compliances; b) develop SSOPs

Objective:

1. Get familiar with Codex Alimentarius hygiene codes
2. Learn how identify and interpret nonconformities
3. Learn how to find specific requirements in Codex to document a nonconformity with reference to Codex
4. Learn how to develop SSOPs
 - a) Participants were shown 12 pictures from food facilities that demonstrated critical violation of Codex hygiene norms. Participants were requested to identify, describe a nonconformity and find a Codex a specific requirement violated by the nonconformity
 - b) Participants were requested to look at examples in the manuals and following the same pattern to develop a model SSOP for cleaning and disinfection or for personal hygiene.

Exercise 2. The preliminary stages of developing HACCP plan

Objective:

1. Establish the basis and background for the development of HACCP plans.

Steps:

1. Participants were divided into teams. They had to select a team leader (responsible for ensuring that the team works on the task, and that all the issues were taken into account), Secretary (responsible for maintaining all records during the team work) and speaker (responsible for presentating information on behalf of the team).

2. Each team was considered to be a kind of an imaginary processing company developing a HACCP plan for a specific product and process. The team had to come up with a company name and a product for which a HACCP Plan would be developed. The training participants were split in two teams, one of which “produced” fruit compote, and the other group “produced” biscuits (cookies).



3. Determine what resources (written information, and human resources/ individuals) are available for HACCP teams, and what the company employees should be included in the HACCP team.

4. Describe the product produced by the imaginary company, its composition, food safety criteria, microbiological, chemical and physical properties, as well as methods of processing, intended use and intended consumer.

5. Make a complete list of ingredients and raw materials.

6. Develop a detailed process flow chart

7. Present the product description and the flow chart to the group.

8. The other group and the trainers pretended they are food inspectors and asked questions

Exercise 3. Hazard Analysis and Critical Control Points: Principles 1 and 2.

Group work.

Objectives:

1. Prepare a complete list of potential hazards (biological, chemical, physical) for the selected product(s) and process(es).

2. Identify which of the potential hazards are likely to occur and which can have severe impact on human health, determine control or preventive measures for them and identify critical control points for each significant hazard.

3. Learn how to fill out Hazard Analysis Worksheet



Steps:

1. Select a new leader, secretary and speaker. Responsibilities of a leader, a secretary and speaker are the same as during the previous exercise.
2. Using the flowchart, list all process steps in the Hazard Analysis Worksheet
3. For each process step, list all potential hazard (biological, chemical and physical) that can occur, increase or be introduced at this process step.



Making presentation on Hazard analysis

4. For each potential hazard, determine its significance, taking into account the likelihood of occurrence and severity for consumer health, and explain (justify) your decision.
5. Determine which preventive or control measures can help you to control each significant hazard (prevent its occurrence or introduction, or minimise it to acceptable level)
6. Determine which step of the process a critical control point (CCP) (use Codex CCP Decision Tree as needed).
7. Present the Hazard Analysis to the group and explain the CCPs and preventive/control measures

Exercise 4. Critical limits and monitoring procedures: Principles 3 and 4.

Objectives:

1. Learn how to establish critical limits (CL) for each CCP.
2. Understand and learn how to develop monitoring procedures for each CCP.
3. Learn how to record monitoring results.

Steps:

1. Select a new leader, secretary and speaker. Responsibilities of a leader, a secretary and speaker are the same as during the previous exercise.
2. Establish critical limits for each CCP and fill out the appropriate form.
3. Design monitoring procedures for the CCPs: decide what parameters will be monitored, what measuring instrumentation will be needed for the monitoring, how often the monitoring will be conducted and who will be responsible for it.



4. Using examples from the manuals, design a simple monitoring record form.
4. Fill out relevant columns of the HACCP Plan form and present a report to the group.

Exercise 5. Corrective actions: Principle 5

Objectives:

1. Learn how to design corrective actions and how and when to implement them.
2. Learn how to record corrective actions.

Steps:

1. Select a new leader, secretary and speaker. Responsibilities of a leader, a secretary and speaker are the same as during the previous exercise.
2. Identify potential deviations from the established process that may require corrective actions
3. Design corrective action to be taken in case of deviations from critical limits. Remember that corrective actions should include preventing the deviation from occurrence in future, identifying safety of the product and deciding the product's destiny; identify possible alternative uses of the product.
4. Fill out relevant columns of the HACCP Plan form and present a report to the group.

Exercise 6. Record keeping, verification and validation: Principles 6 and 7

Objectives:

1. To determine what documents and record are needed to maintain HACCP system
2. Identify which verification and validation activities need to be conducted to ensure that HACCP system is effective.

Steps:

1. Select a new leader, secretary and speaker. Responsibilities of a leader, a secretary and speaker are the same as during the previous exercise.
2. Develop a list of documents and records that are important for your HACCP system
3. Determine what verification and validation activities are needed to ensure that HACCP system is effective, scientifically sound and works as intended.
4. Develop a schedule (frequency) of verification and validation activities
5. Fill out relevant columns of the HACCP Plan form and present a report to the group.

(3) On-site training

The on-site training included two field trips and classroom discussion.

On the second week the participants were taken to a food facility (InterPack Juice Plant, one of the USAID/ACT's HACCP clients) for an on-site demonstration, and to a fresh products market. Both trips were organized as "fact finding", followed by group discussions of the food safety issues identified, potential hazards associated with the food products seen, and possible control measures.

Specific learning objectives for visiting Interpack:

- to get acquainted with the industry production site;
- to verify HACCP Plan prepared during theoretical session;
- to discuss compliances and in-compliance of pre-requisite programs (GHP and GMP) at a given plant;
- to meet with the Manage and discuss the Managerial role in establishing Quality Assurance System with emphasis to Food Safety;
- to establish links between the ASAU and private sector;
- to increase the students' interest in the given subject, mainly Food Safety and HACCP.

The company produces narsharab source (concentrated pomegranate source), pomegranate juice, as well as assortment of jams and compotes. The company exports pomegranate juice and jams to Russia and Ukraine, and supplies the local market with compotes. At the current moment the company is upgrading its production facilities, focusing on HACCP implementation and intending to produce pomegranate juice concentrate.



At the InterPack company: students learn how products are processed in the retort; studying the label

At InterPak the training participants get familiar with the process of juice and jam production, saw processing equipment and were explained the principles of its operation. They made observations of the hygienic status of company’s territory, buildings and each processing area. InterPack’s Deputy Director explained why the company decided to implement HACCP and what works on reconstruction and bringing the company’s physical infrastructure up to high sanitation and hygiene standards are carried out.

After the visit the training group discussed the processes and products they saw, identified significant hazards and suggested process steps where Critical Control Points should be established.

Important output

The Deputy Director Mr. Magerram expressed his interest in having the ASAU students for practical training and internship during season. He is looking for closer cooperation with



InterPack Deputy Director explains company’s requirements as for packaging material; the group of participants with consultants and the company’s Deputy Director

ASAU in this field.

Field trip to the market

The second field trip was made to the open farmer market. Initially it was planned that the consultants and training participants would go to Elba slaughterhouse. However it was decided to change the site location as most of the training participants were young woman, and the consultants decided that it would be too shocking experience for them to see such a specific production as animal slaughter.

Learning objectives:

- to see how food handlers comply with food safety principles and food hygiene.

- to identify noncompliance's and to record them
- to identify potential hazards associated with products sold at the market, sources of the hazards and possible control measures



At the market, identifying hazards in raw material and foodstuffs

During the visit a significant number of hygiene violations were identified and registered: improper temperature regime, numerous cases of cross-contamination, e.g. placing bakhlava near raw chicken, placing raw meat with ready products, keeping bread almost on the ground, near grass and walking area, absence of soap and hand disinfectant near washing facilities, etc.

For each product they saw, the students had to develop a profile based on hazards associated with the product, e.g., pesticides, heavy metals in tomatoes and other fresh fruit and vegetables, nitrates, waterborne pathogens, bacterial contamination from manure and

from hands in green parsley and dill, molds producing aflatoxins in hazelnuts, allergenic sulfites in dried fruit, botulin toxin in low acid and acidified canned products, pathogens and viruses in dairy products and meat, etc. The students also had to explain what prevention or control measures are or can be used to prevent the hazard from occurrence, to reduce it to acceptable level or to eliminate it.



Discussing the findings of the field trip to the market

During the field trip consultants took pictures of the products available at the market and upon returning from the trip the participants reconvened and discussed their findings and observations based on their notes and photos.

5. Conclusions and Recommendations

Conclusions:

- A general conclusion made by the USAID and USDA consultants is that there is a **great interest expressed by participants** in the course: the teachers are using the information contained in the manuals during their classes; the participated students asked for individual copies of the manuals in order to have reference materials for everyday use, and asked for more information.
- However an observation was made by the consultants that the work of the library service needs to be improved: after 2 weeks of being received, the manuals were not registered and it took the consultants 2 hours to find out whether the manuals were received by the library or not.
- There are some other observations made during the teaching at the Agrotechnology Department, as follows:
 - Microbiology was excluded from the training course at Agrotechnology Dept that makes it very difficult for the students to understand food safety;
 - Cooperation and collaboration between the University departments can be improved to make a better use of all university resources for teaching;
 - Food technology as a discipline is taught only on a general level at the 2nd year of study; a longer and a more in-depth and comprehensive course can



help students to better understand food processing and its specific sectors;

- Partnerships between ASAU and the private food sector in the Ganja region should be established and expanded to make it easier for the students and graduates to get familiar with recent developments, get practical experience and be more competitive at the labor market.
- Access to food processing establishments is absent at present time that hinders the application of Food safety knowledge by students and the graduates.
- There are some other observations made during discussion with the private sector, as follows:
 - Based on the feedback from the food processor, private sector welcomes students to attend and have real internship at the company during season for practical work;
 - Private companies expect more proactive actions from students/ the university for collaboration.

Recommendations

- Using training materials
 - Use the information contained in the manuals as basic material: it can be easily updated through use of recommended web site resources which are given along provided in each manual.
- Teaching
 - Combine theoretical and practical lessons using the manuals and slide presentations;
 - Use laboratory facilities of the University for such topics as biological, physical and chemical hazards, which are an essential basis for HACCP plan development;
 - improve cooperation and collaboration between the University departments, mainly between Agrotechnology and those which have laboratories (Agronomy and Veterinary Depts) in order to strengthen the knowledge transfer;
 - Include Microbiology into the training program of the Agrotechnology Dept;



- Add disciplines on commercial food processing and packaging technologies into the training program for deeper understanding of food processing practices;
 - Use internet and recommended websites for keeping up with the latest Food Safety/ technology developments- in the form of individual or group homework with further presentation of the prepared material to the class.
 - Introduce and put significant emphasis on hazard identification and risk assessment - these areas appeared to be the most difficult for the training participants.
- Creating partnerships
 - Contact and visit food enterprises discussing possible practical training for students and jobs for graduates. Discuss ways of collaboration for analytical testing, etc.;
 - Develop partnerships between the University and the private food processing sector is essential because of several reasons: to keep up with the real situation in the food sector of Azerbaijan; to prepare future specialists whose qualifications will meet requirements of food sector; to facilitate job finding for the graduates in Ganja region, possibly at food establishments and the official food control bodies.
 - Establishing close relationship between the University and the private sector is needed as for teaching or learning HACCP practical experience is crucial, and all theoretical knowledge need to be used on site.
- Upgrading knowledge on Food Safety
 - Organize/ Participate in Conferences: there is a number of opportunities for students to participate in international Conferences and workshops that provide financial support to participants;
 - Give opportunities for prominent students using grants provided by international agencies and universities.

6. Annexes

Annex 1. Training Schedule

Training Schedule

ASAU, Ganja

February 20- March 3, 2012

Time schedule for the In-depth hands-on Course on Food Safety and HACCP
Углубленный практический курс по безопасности пищевых продуктов и
системе ХАССП - Программа

Monday, February 20		
Course preparations, logistics check-up		Подготовка к курсу
Venue: same venue for the duration of the course Participants: 1 - 2 teachers from each of the 3 Departments (Agronomy, Veterinary, Agro-Technologies) who will be including elements of the HACCP course into their respective courses or will be delivering the HACCP course in full		Помещение: одно и то же помещение на все 4 дня курса Участники: по 1-2 преподавателя с трех факультетов (Агрономического, Ветеринарного и Агротехнологий), которые будут включать в свои курсы элементы материалов по ХАССП или будут читать курс полностью
Day 1. February 21, Tuesday		
10.00 – 11.30	Lecture: Course overview and introduction to food safety and HACCP. International legislation and national legislation of the Republic of Azerbaijan on food safety and HACCP system.	Лекция: Обзор курса и введение в безопасность пищевых продуктов и ХАССП. Международное и национальное законодательство Республики Азербайджан по вопросам безопасности пищевых продуктов и системы ХАССП.
11.30 – 11.45	Break	Перерыв
11.45 – 13.00	Lecture: Overview of GMP and Standard Sanitary operating procedures (SSOP).	Лекция: Обзор Методов Добросовестной Практики Производства (GMP) и Стандартных Санитарных Рабочих Процедур (SSOP).
13.00 – 14.00	Lunch	Перерыв
14.00 – 16.00	Group work: GMP, food sanitation and hygiene: a) identification of non-compliances; b) develop SSOPs	Работа в группах: GMP, санитария и гигиена на пищевом предприятии. А) идентификация несоответствий; б) разработка стандартных санитарных процедур

Day 2. February 22, Wednesday		
10.00 – 11.00	Lecture: Introduction to 7 HACCP principles. HACCP Preliminary steps.	Лекция: Введение в 7 принципов ХАССП. Подготовительные шаги к ХАССП
11.00 – 11.45	Group work: Introduction to case studies: workgroups to pick products for which through further group exercises they will develop a complete HACCP Plan. Develop preliminary steps for selected food products	Работа в группах: Ознакомление с практическими заданиями; рабочим группам предлагается выбрать продукты, для которых на последующих практических занятиях они будут разрабатывать План ХАССП. Разработка подготовительных шагов к ХАССП
11.45 – 12.30	Reports of working groups: Preliminary steps	Отчеты рабочих групп: Подготовительные шаги к ХАССП
12.30 – 13.00	Lecture: Overview of food safety hazards: biological, chemical and physical	Лекция: Обзор опасных факторов: биологические, химические и физические опасные факторы
13.00 – 14.00	Lunch break	Перерыв
14.00 – 14.45	Lecture: HACCP principle 1 and 2. Hazard analysis and Critical Control Points	Лекция: Принципы ХАССП 1 и 2: Анализ опасностей и Критические точки контроля.
14.45 – 15.30	Group work: HACCP Principles 1 and 2 for selected products/ companies. Complete HACCP Analysis Worksheet	Работа в группах: 1 и 2 Принципы ХАССП.
15.30 – 16.00	Reports of working groups: HACCP Principles 1 and 2.	Отчеты рабочих групп: 1 и 2 Принципы ХАССП.
Day 3. February 23, Thursday		
10.00 – 11.15	Lecture: HACCP Principle 3 and 4. Critical Limits and Monitoring Procedures	Лекция: 3, 4 и 5 Принципы ХАССП: Критические пределы. Мониторинг.
11.15 – 12.30	Group work: HACCP Principle 3 and 4	Работа в группах: Принципы ХАССП 3 и 4.
12.30 – 13.00	Reports of working groups: HACCP Principle 3 and 4	Отчеты рабочих групп: Принципы ХАССП 3 и 4.
13.00 – 14.00	Lunch break	Перерыв
14.00 –	Lecture: HACCP Principles 5.	Лекция: Принцип ХАССП 5.

14.45	Corrective Actions.	Корректирующие действия
14.45 – 15.30	Group work: HACCP Principle 5	Работа в группах: Принцип ХАССП 5
15.30 – 16.00	Reports of working groups: HACCP Principle 5	Отчеты рабочих групп: Принцип ХАССП 5
Day 4. February 24, Friday		
10.00 – 11.15	Lecture: HACCP Principles 6 and 7. Record Keeping Procedures and Verification Activities	Лекция: Принципы ХАССП 6 и 7: Ведение документации и проверка.
11.15 – 12.30	Group work: HACCP Principles 6 and 7	Работа в группах: Принципы ХАССП 6 и 7 .
12.30 – 13.00	Reports of working groups: HACCP Principles 6 and 7	Отчеты рабочих групп: Принципы ХАССП 6 и 7 .
13.00 – 14.00	Lunch break	Перерыв
14.00 – 15.30	Lecture: Implementing and Managing the HACCP system. Common mistakes and non-conformities	Лекция: Внедрение и Управление системой ХАССП. Типичные ошибки и несоответствия в системе ХАССП
15.30 – 16.00	Questions and answers. HACCP teaching tips	

February 27, Monday	
Field trip 1 (InterPack Juices)	Выезд на практический тренинг 1: (Интерпак)
February 28, Tuesday	
Summary and discussion of findings and observations	Подведение итогов и обсуждение наблюдений и выводов
February 29, Wednesday	
Field trip 2: Farmer market	Выезд на практический тренинг 2: (горродской рынок)
March 1, Thursday	
Summary and discussion of findings and observations	Подведение итогов и обсуждение наблюдений и выводов



Annex 1. List of participants

(All participants from the Department of Agrotechnologies)

1. Aysel Hasayeva
2. Camila Mammedzada
3. Leyla Yusupova
4. Turana Abdullayeva
5. Gulnar Qurbanova
6. Aygul Mammedova
7. Hanyam Aliyeva
8. Aida Askerova
9. Fahraddin Bayramov
10. Ramin Ibrahimov