INTERNATIONAL HYDROGRAPHIC ORGANIZATION CAPACITY BUILDING COMMITTEE

Development and delivery of a basic Training for Trainers (TFT)

REPORT

Nov. 2013

INTERNATIONAL HYDROGRAPHIC ORGANIZATION

CAPACITY BUILDING COMMITTEE

SUMMARY SHEET

Title of the Activity: Development and delivery of a basic Training for Trainers (TFT)

Host Country: Republic of Korea

Venue and Date: BUSAN, Rep. of Korea (Korea Hydrographic and Oceanographic Administration), 18-29 November, 2013

Organized by: Korea Hydrographic and Oceanographic Administration (KHOA)

Supported by: IHO

No. of participants/countries: 20/9

Costs: Euros

Executive Summary

As a part of the 2013 IHO CB Work Program under the EAHC, Development and delivery of a basic Training for Trainers (TFT) took place from 18th – 29th November 2013. The event took place at Korea Hydrographic and Oceanographic Administration (KHOA) in Busan, Republic of Korea, organized and hosted by the KHOA. 20 participants were involved: this includes the 18 trainees from 8 EAHC member states (MS) and 2 guest instructors from the UKHO who delivered the training skills and supported to develop the EAHC common basic Cartographic course (EAHC Cat. C). The instructors were invited with the support of the IHO CB Fund. The course curriculum highlighted Training for Trainers. Participants from each nation shared their Charting system and cooperated to develop material of EAHC Cat. C course.

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Conclusion and recommendations

2.   INTRODUCTION

Due to the limited human resources at the Hydrographic offices in the East Asian region, the East Asia Hydrographic Commission (EAHC) has been experiencing difficulties in the continuation of hydrographic projects when personnel in charge are transferred to a different position, leave or retire. Each hydrographic office provides its staff with their own staff training programmes or has them participate in capacity building (CB) seminars arranged by the IHO. However, the outcomes of these programmes have not been as successful as expected.

In particular, participants from non-English speaking countries in the East Asian region have expressed difficulties in fully grasping course contents as many IHO CB programmes are delivered in English. As a result, they find it challenging applying what they have learnt to their actual work.

Taking this situation and problems into consideration, the EAHC has developed a customized training programme model called "Training for Trainers (TFT)". The proposal was accepted at 11th Capacity Building Sub Committee Meeting in May 2013 to allow Development and delivery of a basic Training for Trainers to become a part of the 2013 EAHC Capacity Building Program.

3.   OBJECTIVES

The TFT is designed to develop trainers in the area of hydrography so that trainees of hydrographic offices in the East Asian region can take IHO's training programmes in their own country delivered in their mother tongue and grow as hydrographic experts. The TFT can be applied to all types of training programmes. Participants of the TFT programme are expected to hold extensive knowledge and experience in the relevant area. They are also required to have an excellent delivery and a high level of trainee performance assessment skills, teaching methodology, practice execution skills, and teaching material development skills.

4.   VENUE, DATES AND PARTICIPANTS

The course was taken place at the training room of Korea Hydrographic and Oceanographic Administration, Busan, Republic of Korea during 18th – 29th November 2013. 20 participants attended the workshop, including 18 trainees from 8 EAHC member states, and 2 lecturers from the UKHO. The list of participants appears as ANNEX 1.

5.   TOTAL COST

Items	Amount	
	Korean won	**Euro**
Accommodation (13 students +2 lecturers)	22,750,000	15,696.69
Course fee		
Round-trip airfare (13 students)	10,863,000	7,495.08
Lecturer fee (2 lecturers)	59,850,390	41,294.64
Lunch	2,050,000	1,414.43
Printing Cost, etc	8,009,900	5,526.55
Total	**103,523,290**	**71,427.39**

6.   DESCRIPTION OF DAILY ACTIVITIES

Day 1:

The head of Nautical Chart Section of the KHOA, Shinho CHOI officially opened the course at the opening ceremony.

Introduction by UKHO Trainers followed by Aim and Objectives for the Course and 5 minute introductions by the 18 delegates. This was their first opportunity on the course to stand up and talk to an audience about themselves. They were encourage give a presentation that included an Aim and Objective before they presented themselves to the class. This gave the trainers an opportunity to understand the experience and training background of each student and to also understand their potential strengths and weaknesses.

An initial overview of the Cat C modules was given to ensure students understood what they would be given during the course. It was emphasized that there was a need for a consistent approach to this training from each delegate but the presentations could be adapted to ensure their individual country processes and language issues were covered.

The afternoon sessions covered "what makes a good trainer" and an "overview of the training cycle". These lectures introduced the students to issues relating to training and how confidence and training skills can be developed.

Day 2:

First session of the day was Student Learning Styles. The students were introduced to a study by David Kolb into the way people learn and that we all learn in different ways.

In a Questionnaire exercise the trainees performed a short psychometric test to establish and understand their own learning style. Linked very closely to Student Learning Styles the next session was Overview of Teaching Styles where the trainer introduced the definition of 'Teaching' / 'Facilitating' and different 'Learning Methods'

An exercise was conducted relating Learning Styles to Learning Methods. A demonstration highlighted how the trainer should encourage a good Attitude from student to build Knowledge and Skills effectively that translates into the work place.

After lunch was an all afternoon session 'The Theory of Lesson Structure' The trainer explained that this theory is the latest best practice used in the UK Civil Service recently adopted by the UKHO June 2013. The theory covered how a lesson should be structured from beginning to end breaking it down in to 3 elements and emphasized the importance of a consistent approach to planning a lesson. The exercise in teams of 2 encouraged the trainees to prepare a lesson on a simple subject matter (such as baking a cake) and presenting it to the class. This involved the trainees practicing their presentation skills – the confidence compared to the previous day's 5 minute presentations had noticeably improved.

Day 3:

The morning started with 'Lesson Preparation' which emphasized the importance of preparing thoroughly for lesson delivery and building the confidence in the trainer. The main session of the morning was 'Questions and Answers techniques' that included an exercise where the students were asked to think of types of questions such as open/closed etc on charting topics.

After lunch the 'Training Aids' session was delivered where the usefulness and examples of visual aids particularly power point were presented. The main session 'Managing the Lesson' covered Trainer qualities, classroom management and student management with an exercise on how to deal with student problem behaviors. The afternoon

was completed with the beginning part of 'Skills Analysis' This session is skills analysis of the task not people. The accompanying exercise will be completed the following day

Day 4:

The morning started by welcoming the Chinese delegate who arrived late due to visa issues. He gave a 5 minute introduction of himself. The class then completed the exercise for 'Skills Analysis' this involved writing out a detailed explanation followed by a demonstration by each team of 2 in from of the class. The next session was 'Review, Evaluation and Assessment' we discussed the definitions of Review/Evaluation/Assessment'. Looked at the need and how we should gather the information during and following a lesson or course delivery, consolidated by the students making up a mock questionnaire.

After lunch was 'Giving and Receiving Feedback' this covered giving both positive and negative/developmental feedback to students – this part included an exercise where the students chose a task to role play in front of the class focusing on giving negative/developmental feedback in a positive manner   . The second part was receiving feedback from students and as trainers how we should encourage open and honest feedback and be willing to analyze it meaningfully. A short session 'Writing Lesson Plans did some revision from the previous 3 days and introduce the students to the Lesson Plan template that they should use to plan, prepare and deliver their Presentations. Finally the trainers allocated the CAT C Modules (one per student) to the students for their presentations.

Day 5:

The whole morning comprised of the students preparing for their Presentations, assisted where necessary by the trainers. After lunch 4 students gave approx 30 minute presentations on the Cat C subjects that they were allocated and verbal feedback from the class and the trainers was given. The subjects presented included:
1. Chart Datum (vertical) by Muhammad Yazid – Indonesia
2. Category of Zone of Confidence (CATZOC) by Rittidate Katetong - Thailand
3. Magnetic Variation (MAGVAR) on ENCs by Azrul Nezam Bin Asri – Malaysia
4. Navigation Aids Overview by Sun Dongli – China

The day was rounded off by a run though of some of the Cat C Modules

Day 6:
The day started by reviewing the modules from the previous week highlighting the vital learning points. The rest of the morning was taken up with 4 more approx 30 minute presentations on the Cat C subjects
1. Source Material types/analysis by Tita PiliCruz - Philippines
2. Compass Rose placement by Kim Dong Su - ROK
3. Distribution of ENCs by Keiji Shimizu -   Japan
4. NM BLOCK theory by Kim Yeong G1 - ROK

After lunch one student delivered the second round of presentations, this was:
> World Wide Navigation Warning System and the role of the Navarea co-ordinator by Natapong Phattanajongrak - Thailand

During the rest of the afternoon the students prepared for their second round of presentations. The Thailand team had completed both their presentations, therefore late in the afternoon they were asked to create Cat C specified lesson plans for some Cat C modules.

Day 7:
The day started with a short review of the previous day then we went straight in to the 30 minute presentations on the Cat C subjects. The subjects covered were:
1. Navigation Aids – Radio Aids by Md Fuzi Bin Yusof - Malaysia
2. Methods of Chart Maintenance by Michiko Komuta - Japan
3. Carriage Requirements and Usage Bands by Youg Baek - ROK
4. Scale Minimum (SCAMIN) by Khoirul Anwar – Indonesia
5. The role of the IHO and the IMO by Kang Hee Young – ROK
6. Textual Descriptions (TXTDSC) and Pictorial Representations (PICREP) by Bai Dyanna G. Sinsuat – Philippines
7. S100, S101, S102 by Ang Siok May Carrie - Singapore

These presentations were completed by mid afternoon when the students were asked to review and evaluate the Cat C modules and where appropriate add the work from the presentations

Day 8:

The day started with a short review of the previous day then we went straight in to the last of the 30 minute presentations on the Cat C subjects, which was S58 validation tools by See Wing Yan, Grace – China (Hong Kong). For the remainder of the morning the students continued to review and evaluate the Cat C modules and where appropriate add the work from their presentations.

The afternoon started with the Introduction to Reflective Statements, and the students wrote out their own reflections using a template on what they felt (rather than what others felt) about their own individual presentation performances.

Day 9:

The day started with a short review of the previous day with a talk about the practical usefulness of Reflective statements. For most of the morning the students continued to review and evaluate the Cat C modules and where appropriate add the work from their presentations. The trainers assisted where questions were asked. This could be either on a 1 to 1 basis or if necessary a trainer would address the whole class to demonstrate how certain modules should be delivered. The trainers asked the students (as a team of 2 representing their countries) to select one of their review Modules and prepare it to present to the rest of the class in a 'Final presentation'.

The afternoon started with the students continuing to review their allocated Modules. The final part of the day 2 teams made a 30 minute presentation of a module they had been reviewing. These presentations were:
1. Navigation dangers by Indonesia
2. Object Hierarchy by Malaysia

Day 10:

The day started with the continuation of the teams making 30 minute presentation of one of the Cat C modules they had been reviewing. These presentations were:

1. Introduction of Objects and Attributes by Philippines
2. Symbols and Abbreviations by Japan
3. Rocks, Wrecks and Obstructions by China
4. Chart Maintenance by ROK
5. Creating Height of Coastline and Dangerline values by Singapore
6. ECDIS Demonstration by Thailand

The day completed with end of course presentations and a review and discussion of the course aim and objectives.

7.   EVALUATION OF THE EVENT BY PARTICIPANTS

Student Results

All delegates successfully completed the course and are capable of further developing and delivering the Cat. C Modules that suit their own HOs requirements.

For individual assessment of students by the trainers see Annex 3A.

Course Evaluation

The course evaluation sheets have been collated and the results of this and student feedback with trainer's comments are in Annex 3B.

8.   CONCLUSIONS AND RECOMMENDATIONS

The course was very successful and it fully achieved its stated Aim and Objectives. There

were 2 recommendations;

Recommendation 1: the EAHC members would need a service provider when the first Cat C course is delivered in their country.

Recommendation 2: the EAHC should run a similar and or refresher course in approximately one year's time.

ANNEX 1 – LIST OF PARTICIPANTS

Lecturers

No.	Country	Name	Designation-Organizaton
1	U.S.A	Dr. Lee Alexander	Research Associate Professor, Univ. of New Hampshire
2	Germany	Mr. Jens Schroeder-Fuerstenberg	Head of Nautical Publications/Nautical Archive, BSH
3	Canada	Mr. Eivind Mong	An international affairs specialist, Jeppesen Marine

Students

No.	Country	Name	Designation-Organization
1	Indonesia	Mr. Moh. Qusthi Amarona	Charting Division, Indonesian Hydrographic service
2	China	Mr. Zhiyun Wang	Senior Engineer, China Maritime Safety Administration
3	China	Mr. Ma Hongda	The Navigation Guarantee Department of the Chinese Navy Headquarters
4	China	Mr. CHAU Chun-ming Michael	Hong Kong Marine Department
5	China	Ms. See Wing-yin, Grace	Hong Kong Marine Department
6	China	Ms. Yau Yuk-yin, Connie	Hong Kong Marine Department
7	Japan	Mr. Tomonori Tanaka	Subsection Chief, Hydrographic and

			Oceanographic Department, Japan Coast Guard
8	Philippines	Mr. Herbert L.Catapang	Chief of Nautical Charting Division, National Mapping and Resource Information Authority (NAMRIA)
9	Thailand	Mr. Natapong Phattanajongrak	Head of Electronic Navigational Chart Section, Cartographic Division, Hydrographic Department, Royal Thai Navy
10	Malaysia	Mr. AZRUL NEZAM BIN ASRI	National Hydrographic Centre, Malaysia
11	Malaysia	Mr. Mohd Shukri Mohamad Ya'akob	National Hydrographic Centre, Malaysia
12	Singapore	Mr. Lim Wee Kiat	Deputy Chief Hydrographer - Maritime and Port Authority of Singapore
13	Korea	Mr. Park, Bong Seok	Hydrographer - KHOA
14	Korea	Ms. Park, In Young	Hydrographer - KHOA
15	Korea	Mr. Martin Park	Hydrographer - KHOA
16	Korea	Mr. Lee Byung Seong	Hydrographer - KHOA
17	Korea	Mr. Baek, Yong	Hydrographer - KHOA
18	Korea	Dr. Oh, Se Woong	Research Scientist - KIOST
19	Korea	Ms. Ko, Hyun Joo	Research Scientist - KIOST
20	Korea	Dr. Kang, Ho Yoon	Research Scientist - KOHA
21	Korea	Mr. Lee Sang Hyun	Research Scientist - KOHA

ANNEX 2 – PROGRAMME

EAHC Training for Trainer
Delivering the Cat C syllabus - 2 weeks

WEEK ONE				
Date	Event	XRef	Time	Remarks
Day 1	Introductions / domestics	KS/CT	0.5	
	Aims and Objectives of course	2KS	0.5	
	5 minute presentations	3	2.5	Group/Trainer questions
	Group Photo		0.5	
	Overview Cat C Course Material	KS	1.0	
	What makes a good trainer?	5CT	1.0	
	Overview of the Training cycle	6KS	0.5	Demonstration
Day 2	Student learning styles	7CT	1.5	Test/Questionnaire
	Overview of teaching styles	8KS	1.0	Exercise & Demonstration
	The theory of lesson structure	9KS	3.0	Exercise
	Lesson Preparation	10KS	0.5	Diagram
Day 3	Question and answer techniques	11CT	1.0	
	Training Aids	12CT	1.0	
	Managing the lesson	13KS	2.0	Exercise
	Skills analysis	14KS	2.0	
Day 4	Review, evaluation, assessment	17KS	2.0	Questionnaires
	Giving and receiving feedback	18KS	2.5	
	Writing lesson plans	18CKS	0.5	
	Allocate Cat C subjects	19		
	Preparation for 30 minute lesson presentation			

| Day 5 | Preparation for 30 minute lesson presentation | | 3.0 | |
| | PRESENTATIONS + Group feedback | 20 | 3.5 | 30 min lesson delivery (x4) |

WEEK TWO				
Date	Event	XRef	Time	Remarks
Day 6	PRESENTATIONS + Group feedback Preparation for 30 minute lesson presentation (+ feedback from Day 5)	20	4.0	30 min lesson delivery (x5) Trainers give individual feedback on presentation
Day 7	Preparation for 30 minute lesson presentation (+ feedback from Day 6) PRESENTATIONS + Group feedback	20	3.5	Trainers give individual feedback on presentation 30 min lesson delivery (x4)
Day 8	PRESENTATIONS + Group feedback Inspect Cat C Course material (+ feed- back from Day 7)	20	4.0	30 min lesson delivery (x5) Trainers give individual feedback on presentation
Day 9	Inspect Cat C Course material (+ feed- back from Day 8) Introduction to Reflective statements Write individual 'Reflective statements'	22KS	0.5 3.0	Trainers give individual feedback on presentation
Day 10	Feedback on 'Reflective statements' (+ Inspect Cat C Course material) Consolidation/Objectives Presentations Course wash up	24	4.0	Individual feedback by Trainers + students familiarisation of Cat C modules Re-visit earlier sessions as requested Follow up references

TFT Cat C programme

ANNEX 3A – Student Result

Individual student assessments

Sun
Although Sun arrived late he has an ability to learn quickly and caught up quickly. His presentations were very and well researched.
His understanding of English is very good
Sun will make a confident trainer

Grace
Grace is very softly spoken and showed some nerves early on and is fine when using the microphone. She needs a little more practice using a microphone, contributed well when asked and will make a good trainer.
Her understanding of English is very good

Nezam
Nezam has been involved in training before which was clear by his very professional approach and delivery, He tends to speak very quickly while is understanding of English is excellent he needs to slow down and speak a little more clearly, he often volunteered to participate in classroom discussions. I think the course will help him further develop in the training field.

Fuzi
Fuzi has been involved in training before which was clear by his confidence in front of the class. His contribution to class participation was always succinct and easily understood.
His understanding of English is excellent.

Tita
Always willing to participate in classroom activity, Tita overcame some nerves in her first presentations that improved dramatically by the end of the course.
Her understanding of English is excellent.

Bai
Although Bai said she was nervous she displayed confidence and a very clear and eloquent natural speaker. Bai had a natural ability to keep the class fully engaged in what she was presenting and with off the cuff humour.
Her understanding of English is excellent.

Keiji
Keiji appeared to have a quiet unassuming nature with an ability to present confidently and arranged his material logically. Keiji needed to overcome a language barrier which he successfully worked very hard at. When in Japan I think it will be easier for him to be able to prepare training modules when using Japanese.

Michiko
Seemed to have a very quiet and timid nature – to begin with I thought that Michiko would struggle with projecting her voice and confidence level. It was a very pleasant surprise when she stood up and presented to the class – she projected her voice very well and showed absolute no signs of nerves on top of this Michiko needed to overcome a language barrier which she successfully worked very hard at. Michiko should become a very good trainer.

Paul
Although this material was fairly new he appeared very professional in his presentations and on occasion he surprisingly appeared quite nervous. He was always volunteering to participate. If Paul can control his nerves he would become a natural and skilled trainer.
His understanding of English is excellent.

Ritti

Ritti appeared very confident in all his presentations and has a commanding air about him. He contributed well with good humour to class participation. I am sure Ritti will be a good and very confident trainer.
His understanding of English is very good

Anwar
Anwar appeared to know his subject well fully researching and delivering his presentations with confidence, although he seems a little apprehensive before he stands up. I am sure with some rehearsal for delivering training lessons his inner confidence will grow and he will make a good trainer.
His understanding of English is very good

Yazid
Yazid often volunteered first to have a go and contributed well to classroom participation. His presentations were well researched and delivered with confidence.
His understanding of English is very good

Carrie
Being a trainer and standing up in front of a class appeared to be new to Carrie. She was nervous and hid her nerves well and was keen to control them which showed in later presentations. Carrie contributed well and enjoyed classroom participation. With some practice Carrie will make a natural and skilled trainer.
Her understanding of English is excellent.

Kang
Kang appeared extremely innovative and radical, some ideas she put forward made very good sense. Kang showed herself to be a positive and natural trainer despite struggling with English I am sure she will be very much at home using her own language.

Dong Su Kim
Dong Su Kim spoke clearly, explained his subject well despite needing to present in English. He seemed happy to participate in classroom activity when prompted. Dong Su Kim appears confident in front of others and will probably make a very good trainer.

Jeong Gi Kim
Jeong Gi Kim seemed a little apprehensive about his presentation, although there was some good content that was well thought out. He seemed happy to participate in classroom activity when prompted.

Chang Ho LEE
Chang Ho LEE was not always available to take part in class and consequently did not do any presentations, however I feel he has learned some useful points and he can hopefully catch up from other college that were able to attend the whole or most of the course.

Yong Baek
His understanding of English is excellent. Yong has very good organisation and presentation skills, he managed to conduct his presentation covering 2 subjects (one on behalf of Chang Ho LEE) which were very good. His contribution to class participation was always succinct and easily understood. He often needed to assist the trainers in logistic/organisation matters such as sorting out a colour printer, PC replacements etc. Hopefully Yong has still learned some useful points from this course.

Course evaluation and feedback

COLLATION SHEETS

Course content

Course content	Strongly Agree	Agree	Disagree	Strongly Disagree
The information covered was new to me?	8	6	2	
The course content was well organised	12	4		
The course content was too easy		2	11	3
The handouts were useful	2	10	3	
The balance between theory and exercises during the first part (the teaching phase) was good	6	10		
The delivery during the first part matched my learning style	5	11		
The 30 min Presentations during the second part (the facilitating phase) were right for me	5	10	1	
The delivery during the second part matched my learning style	3	12	1	

Course domestics

Course domestics	Strongly Agree	Agree	Disagree	Strongly Disagree
The training room was appropriate for the course	14	2		
The breaks were the right length	10	6		
The presentation screen was clearly visible	10	5	1	
I had easy access to all the learning facilities that I needed	8	7	1	

Trainers

Trainers	Strongly Agree	Agree	Disagree	Strongly Disagree
The trainers were easily understood	11	5		
The trainers were helpful	14	2		
The trainers were fully prepared	12	4		
The trainers encouraged all students to participate	13	3		
The trainers listened to and answered all questions	14	2		

Personal Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand my role and responsibility as a trainer	11	5		
I have a clear understanding of the need for well structured training courses	9	7		
I feel confident that I can prepare a training module	6	9	1	
I feel confident delivering a training lesson	5	10	1	
I believe the course met my requirements	11	5		

Assessment on the feedback overall:
Feedback on course content was good to very good.
Feedback on course domestics was very good.
Feedback on trainers' performance was very good to excellent.
Feedback on personal outcomes was very good

The evaluation sheet specifically asked for the student to make at least one comment on improving the course.

The table below is a précis of the students comments made from the evaluation forms (left hand column) with the Trainer's comments (right hand column) including potential actions.

No.	Student comments	Trainer's comments
1	More practice for delivery of presentations.	Possibly – however there was no time, the course needed to stay on schedule.
2	Trainers should keep more to the point.	Some subjects tended to get very technical at times and led to wider discussion – this is a very good point that we need to be mindful of in the future.
3	Reviewing the Cat C Modules by the students needed more time.	Agree there was not enough time while the students were all together to make sure there was consistency where practicable. However it is recognised that each country would have to modify modules to meet their own requirements.

4	Should be more reference to the Cat C modules during the first part of the course	Some handouts could have been sent (in fact some were sent but were not given to the students in advance) but some handouts are only relevant once an exercise is complete. I would not agree to sending out PowerPoints, however they were all made available after delivery.
5	Handouts (and presentation allocation) should have been sent out before the start of the course	Assuming this was during the first week – I agree one or 2 subjects (e.g. Theory of Lesson Structure) were a bit dry and could be broken up to include some form of activity.
6	Would like more practical exercises (assume during the first week?)	Good idea – I think this would have helped with greater bonds and understanding of how other countries work. This idea should be adopted for any future course.
7	The teams of 2 could have been swapped around so that students from 2 different countries worked together.	The course could have covered more elements such as TNA, Development Plans etc, but in this case it would have been useful if more time could have been spent reviewing the Cat C Modules.
8	Longer course needed.	Not likely to happen.
9	There was a suggestion that the PCs should be moved onto the floor so that the students at the back of the classroom can se the projector screen and the whiteboard more easily.	Perhaps KHOA could consider moving the PCs to stand on the floor under the desks (?).

ANNEX 4 – OPENING REMARKS

Opening speech
By
Shin Ho CHOI
Head of Nautical Chart Section
Korea Hydrographic and Oceanographic Administration
Monday 18th November 2013

Before I begin my welcome remarks, I would like to propose to have a minute of silence in honor of those who have lost their lives and their families by the devastating disaster in the Philippines. If you could all rise. Let's observe a minute of silence.

Thank you. everyone.

It is my great pleasure to hold the first EAHC Training for Trainers for CAT C Program at the Korea Hydrographic and Oceanographic Administration.

I would like to extend my welcome to all of you from the eight East Asian countries - China, Indonesia, Japan, Malaysia, the Philippines, Singapore, Thailand, and Korea. Thank you for your participation in this important program.

I also wish to thank you, Mr Keith Swan and Mr Chris Thorne from the UKHO for agreeing to participate in this training program as instructors.

Let me give you a brief background about the TFT for CAT C Program. Due to the limited human resources at the hydrographic offices in the East Asian region, the EAHC has been experiencing difficulties in the continuation of hydrographic projects when personnel in charge are transferred to a different position, leave or retire. Also, participants from non-English speaking countries in the East Asian region have expressed difficulties in fully grasping course contents as many IHO CB programmes are delivered in English.

Taking this situation and problems into consideration, the EAHC has developed a customized training programme model called "Training for Trainers (TFT)." At the 11th IHO CBSC

Meeting held in May 2013, Wollongong, Australia, the basic TFT course was additionally chosen as the 2013 East Asia's capacity building program.

As you may know, TFT for CAT C Program is the first training program delivered by the Training Research Development Center of the EAHC, the TRDC. I am confident that this program will provide the EAHC member states with a substantial foundation to nurture qualified trainers to train experts in hydrography and oceanography. Also, please remember that your role as a master trainer is of great importance. We hope you will be able to learn various teaching skills and methodology over the next two weeks.

KHOA will continue to provide full support to the TRDC for its efficient operation.

Once again, welcome you all to Korea. I hope you have many wonderful memories during your stay here in Korea and take a good care of your health.