

1 afternoon session.

2 And here's another thing. Look on your name tag.
3 If you have a star, that means you're a vegetarian, if you
4 didn't know that. See you after lunch.

5 (Lunch recess, 12:00 noon to 1:12 p.m.)

6 EMCEE FILIBERT: Good afternoon, everyone. I guess we
7 might as well start so we can end early. And I'm sure everyone
8 had a great lunch. I saw the food downstairs. It was great,
9 and that there's some of you who were lucky to take an extra
10 one. So please share.

11 We're going to go ahead and move into the next
12 panel for this afternoon which is increasing effective
13 communication. And this will be moderated by none other than
14 Mr. Richard Salvador.

15 (Audience applause; break in proceedings.)

16 Topic 2: Increasing Effective Communication

17 Introduction

18 BY MR. RICHARD SALVADOR:

19 Thank you for coming to this panel. I think we should
20 start.

21 First of all, my name is Richard Salvador. I'm
22 originally from Republic of Palau, and I have lived in Honolulu
23 for a number of years. I first came here to do my graduate
24 studies and decided to stay for a while.

25 As Canisius Filibert was saying in the previous panel,

1 I served as the first president of the Micronesian Community
2 Network. And now I currently serve as the chairperson of the
3 Micronesian Community Network education committee. So we try to
4 find, identify opportunities for open access to education for
5 many Micronesians who are living in Hawai`i.

6 I think this is a very important panel because
7 underlying all of the programs that we are hearing about this
8 morning is the success of how people have been communicating
9 through the years and seeing and sensing and identifying some
10 need to coalesce together and put their efforts together. They
11 come through effective communication.

12 And first of all, I want to thank the UH Center for
13 Pacific Island Studies, when, approximately six months ago, we
14 got an invitation by Dr. Hanlon to engage in the planning
15 process. I (audience interruption) to him and to Tisha Hickson
16 and (indiscernible) was to say thank you for taking a chance on
17 us, to allow us to participate in this kind of historic
18 conference to articulate our voices in Hawai`i.

19 So I was very impressed with the fact that, while the
20 Compact trustors and this conference came out to a similar
21 process requests by the State of Hawai`i legislature, that
22 instead of going to the task force route, Dr. Hanlon and the
23 people at CPIS decided to hold the conference to allow more
24 inputs from the community. (Indiscernible) you know, many task
25 forces tend to leave out voices of the communities and put forth

1 voices in people of the community. So thank you very much,
2 Dr. Hanlon and Tisha and Judy.

3 I'm going to quickly introduce everyone
4 (indiscernible). Dr. Hilda Heine -- many of you know she spoke
5 in morning, doesn't need introduction. I start with -- I'll
6 quickly go this through and allow them to speak.

7 First, Aenet Rowa. Many of you know of the existence
8 of yokwe.net, very successful web site, allows for dissemination
9 of Marshallese news. And yokwe online web site was created in
10 April of 1998 and continues to serve as -- and Aenet Rowa
11 continues -- he founded the web site and continues to serve as a
12 master of a successful web site information network.

13 Aenet Rowa is Marshallese. He was born on Ebeye in
14 Kwajalein, but he was raised on Majuro. He was an American
15 foreign exchange student in 1979 and 1980; graduated from
16 Woodland High School in Washington state. He moved to the U.S.
17 with his wife in 1983 and currently resides in Lake Elsinore,
18 California, where he said to me that it's about 70 miles
19 northeast of San Diego, 70 or 80 miles southeast of Los Angeles.

20 He has three children: Jessica, (indiscernible). And
21 by the way, Lake Elsinore, as you know, is in the Riverside
22 County of California.

23 He studied photojournalism and graphic arts at
24 Riverside Community College in California. He was awarded
25 photography student of the year and attended California Baptist

1 University for a (audience interruption) years, majored in
2 computer science and business administration.

3 He has a few employment information -- business
4 services; shop owner; and manager; photojournalist for three
5 California newspapers; and IP tech support for internet service
6 providers; self-employed in graphic and photo services.

7 And his interests include: Karate, he's a black belt
8 candidate for (audience interruption) and cycling. On and off
9 cycling is one of these interests.

10 Well, I'll let him speak, and I'll continue on after
11 his speech. Okay? Aenet.

12 Yokwe.net

13 BY MR. AENET ROWA:

14 Some of you might wonder why a Marshallese living in
15 California. Please understand, in the conference, Micronesian,
16 focus of Micronesians in Hawai`i. (Indiscernible) when Dr.
17 Hanson invited me.

18 Let me read to you something that former and late
19 senator (indiscernible) posted on the web site. It was what
20 (indiscernible). He called it -- I'm sorry. I'll just go to
21 this message.

22 We Marshallese are no longer bound by the traditional
23 boundaries (indiscernible) Marshall Islands. That's
24 (indiscernible) because of wonders like the internet,
25 telecommunications and technology. This is the link, the

1 (indiscernible) force that hopefully will tie to keep up
2 together as (indiscernible) scattered around the globe. This is
3 a new waters (indiscernible) tomorrow.

4 These prophetic words answer the question why I'm here
5 today. (Speaking in foreign language) April 1998 continues to
6 serve Marshallese in Hawai`i, the Mainland, all over the world,
7 including (indiscernible) back in the islands.

8 (Indiscernible) our resources. We are not limited by
9 state or national boundary, only by our owning willingness for
10 change.

11 Today, I'd like to talk previously from my experience
12 about things that have helped us to make communication, make it
13 available to the people. There are four things that I'd like to
14 talk about: Maintain, retain, sustain, and transform.

15 Maintain (indiscernible), the main factor for success.
16 In our case, focusing on small and narrow audience has provided
17 us comfort zone for Marshallese and for Marshallese people
18 (indiscernible) on the internet. Call it their home. These
19 have made Marshallese very comfortable in sharing information
20 with us and for us to keep up the information that we get from
21 them.

22 What is the (indiscernible). Such as (audience
23 interruption), labor abuse, immigration problems,
24 (indiscernible) or about why the nature such as (indiscernible).
25 The Marshallese perspective for home. We have to keep the

1 Marshallese perspective the foremost because (indiscernible)
2 otherwise we won't get their trust.

3 And when we get the (indiscernible), we need to share.
4 We give (indiscernible) share. That's not only from the people
5 (indiscernible). (Indiscernible) nongovernmental organizations.
6 We need the funds to ask. We need the funds to post the
7 information. Let the people know.

8 It's our responsibility to share that information.
9 (Indiscernible) I like the power of a web-based community.
10 During, before, and after the elections, I maintain a form.
11 (Indiscernible) legislation block with breaking news as it was
12 happening in the islands. As the news was happening, our
13 spokesman and people were coming in with the news. And that's
14 the point. We want to get the information out.

15 There were (indiscernible) posted on our
16 (indiscernible). (Indiscernible). And at the same time, the
17 people were keeping information for research. There was a
18 (indiscernible), picture. We like to post pictures. We
19 encourage people (indiscernible). (Indiscernible) help some
20 service provider. People like to help if you ask them for help.

21 And something I learned from this morning -- and I
22 never heard of this -- (indiscernible) service provider, how to
23 try to get the information from the people. Well, we could
24 usually (indiscernible). It's really cheap. It's available.
25 And really the younger people go for that kind of stuff. So we

1 encourage people to do that.

2 Even the younger audience, because this is your place,
3 you (indiscernible) come for yourself as you want it, the way
4 you want it. (Indiscernible) We try to do it as much we can.
5 And we also need the help from the -- me, myself as a web
6 master, I always ask for permission from people to go online.

7 If you were not here yesterday, you missed a great
8 presentation that was given by Ben Graham. It's already on our
9 web site. You can download p-t-t-p-t-s-f-t-p. And
10 (indiscernible). Already, we have posted last night or couple
11 nights ago. I'm sorry, (indiscernible).

12 So the information web moves fast. We have to move
13 really fast. We wait longer, and it (indiscernible). I found
14 that out. By (indiscernible) that same night, I missed the
15 opportunity.

16 So that's why I always say if you have the
17 information, give it to me right now and I'll post it. And
18 people (indiscernible) they'll do that. And that might help
19 some of you folks, uh, providers today as you try to
20 (indiscernible). You can go through the internet connection.

21 (Indiscernible) for the web site. That's number two.
22 Earlier on, I decided on noncommercial advertisement format. In
23 doing so, we just (indiscernible) concern. Making money is
24 not -- although I like money, just like everybody else.

25 I (indiscernible) information out, laid out with the

1 people (indiscernible), whoever (indiscernible). All
2 (indiscernible) on our web site are accessible to the general
3 public. But only thing (indiscernible) people to do is post
4 (indiscernible). That's because (indiscernible) I open it up.
5 You'll get all those crazies from all over the world
6 (indiscernible), and that's not what we want. And also by doing
7 that, we also make it comfortable for people. They know that we
8 trust them; they can trust us.

9 What material we put on the web site is
10 (indiscernible). It's very important (indiscernible) the front
11 page. Go down a little bit, it's all about news. Nothing is
12 posted by anybody else, but me. And by doing that,
13 (indiscernible) that goes on the web site, I double-check to
14 make sure it's factual.

15 And that is (indiscernible). And that is what we're
16 doing. We're trying to (indiscernible) the information.
17 (Indiscernible) do that, we're successful. Even if we don't get
18 money, we're successful.

19 If you look at the (indiscernible) of our web site, it
20 says everything Marshall Islands. But (indiscernible) narrow.
21 We want everything Marshall Islands. We have narrowed it down.

22 So many people have asked me, if this is a Marshall
23 islands web site, why is it in English? (Indiscernible). Two
24 reasons why, what I call -- (speaking in foreign language).
25 Everything that is put on the web site, since five years now, is

1 because (indiscernible) as news, as a source for Marshallese.

2 (Indiscernible) and Marshall Islands, you'll see all
3 our news. (Indiscernible). We put the news on. That's why
4 it's in English. If it was in Marshallese only, only
5 Marshallese would understand. But the Marshallese have friends
6 and (indiscernible) as well. And the Micronesians are your
7 friends as well.

8 Number 3. (Indiscernible). Like I said earlier, we
9 welcome material from government offices, NGOs, and community
10 groups. We (indiscernible) that information without charge.
11 This month we posted a story from (indiscernible) society, a
12 (Indiscernible) traditional Marshallese music.

13 And an American teacher in Washington state
14 (indiscernible) web site and saw the information. She's working
15 with some kindergarten kids, and she mailed and asked me for
16 information. I was able to give her some contacts. That is a
17 success story. (Indiscernible). Same thing.

18 And No. 4, and it's the last one, it's transforming
19 the coconut wire. I have found that because the digital
20 providers (indiscernible) resources, but the lack of commitment
21 to change the way of doing things.

22 The problem is there. (Indiscernible) no longer
23 there. The days of coconut wire are over, are almost over.
24 Internet communication technology is here. We need to accept
25 it. We need to learn to live with it.

1 (Indiscernible), in September of 2005, as the fire was
2 going on, somebody e-mailed me pictures of the fire. I put the
3 pictures up just while the fire was still hot and people were
4 able to access (indiscernible) read the information.

5 (Indiscernible) an attorney from Chicago was
6 (indiscernible) he wanted to know something about
7 (indiscernible). (Indiscernible) about (indiscernible). He
8 ended up (indiscernible) vacation and told me (indiscernible)
9 the hospital fire. That's a success story.

10 We (indiscernible) communities in Hawai`i lies as
11 close as dot com, dot net. (Speaking in foreign language).
12 We're happy to help you. Thank you.

13 * * * * *

14 (Audience applause.)

15 MR. SALVADOR: Thank you very much, Aenet. Again,
16 please keep your questions for (voice trailing).

17 The next speaker is Pastor Robert Lorin. He is
18 case manager and housing specialist at the Catholic Charities
19 Hawai`i and host of the Chuukese language program on KNDI. KNDI
20 radio is very supportive of putting on a Marshallese show and a
21 Chuukese show.

22 I think there was some attempts to create a Palau
23 show, but no one was interested in doing that, or nobody stepped
24 forward to work on creating a show (voice fades) people were
25 willing to help.

1 I asked the Pastor Lorin for a written bio. He
2 said, oh, it's okay; just tell 'em my name and move on. But I
3 think that's a very cultural of him, and I want to thank him
4 also for his participation. He's been very helpful in
5 Micronesian (audience interruption) efforts to assist other
6 Micronesian members, members of the Micronesian community. So
7 Robert.

8 Community Radio Programs KNDI 1270 AM

9 BY ROBERT LORIN:

10 Mahalo. Let me say something to my fellow Chuukese
11 before I go on what I planned to say. (Speaking in foreign
12 language.)

13 I (indiscernible) work at Catholic Charities Hawai`i
14 as a case manager/housing specialist. And while over there, I
15 exposed to a lot of challenges with our populations.

16 But I think the reason why I am sitting over here
17 is -- the title of this panel is to strengthen communications in
18 Micronesian community. And because I am the voice of Chuuk on
19 the KNDI radio station 1270 AM, Honolulu, that's the only reason
20 I'm up here.

21 I also acknowledge the owner and the CEO of the radio
22 station (indiscernible). Richard is right in stating that
23 they're very lenient and very nice to us, giving us time on the
24 radio station in order to disseminate information that is
25 important to us, from home and from the State of Hawai`i.

1 On Saturday, we have (indiscernible) radio station
2 comes on at 2 o'clock. They finish at 3:00. I come on at 3:00
3 as the voice of Chuuk, all the way to 4:00. And John Ishoda is
4 somewhere out there -- I don't know -- I think he comes on on
5 Wednesday. Oh, he comes on Wednesday? He comes on Wednesday as
6 the voice of Marshallese.

7 Strengthening communications in our communities.
8 Right now we are still in the building stage. So what I'm going
9 to talk to you about is those areas that I think works.

10 First of all, is the FAPE-based organization. You
11 want your program to be known faster than you blink your eyes,
12 you let the ministers know. In the church, I know before we
13 close, they always say it's time for announcement. That's when
14 we do announcement.

15 Second of all, it's the radio station. And Barbara
16 Tom, where you at? She's very good at whenever she wants
17 something, she e-mails me and say, can you put on the radio?
18 (Indiscernible) and a lot of this announcement we do is
19 concerning the public health. Either it be (indiscernible), or
20 the flu. Just about anything.

21 We're starting a partnership with the Pact. I think
22 (indiscernible). They're coming down to us, yeah. They have a
23 program that they want us to put on the radio; at the same time
24 they want us to put it to the churches, let the churches also
25 announce it. Eight weeks' preparation for students when they

1 come into (indiscernible) start class. Those are the kind of
2 things.

3 I think I can safely say that we can announce anything
4 as long as it's cleared by the boss. If she say it's a go, it's
5 a go. And the good thing about it, if it comes in English, we
6 say it in our language, which is most of the announcement that
7 they come to us. They (indiscernible) and then I will do it in
8 Chuukese, (indiscernible), Marshallese, or John Peterson would
9 say in Pohnpeian. He's a translator right there.

10 Now, does it cost money to do it? I think so. It
11 takes money to run this stuff, this station. But sometimes,
12 just out of her goodness, she let it slide.

13 We've been working with the Hawai`i Civil Service
14 department getting the (Indiscernible) ready for the satellite
15 debris that they coming down from somewhere way up there. And I
16 think the civil department is ready and it's because of
17 (indiscernible) that we're able to ask in our own language.

18 So when it happens, they just push a button on, the
19 siren would go on, the civil defense siren would go on. At the
20 same time, you turn on your TV -- might not be on -- but the
21 radio's gonna be on.

22 And if you're from Chuuk, you're gonna hear my voice.
23 If you're from Marshall, you're gonna hear Johnny
24 (indiscernible) -- just like our guys. Those are the kind of
25 things that we're trying to do to get the informations out. We

1 do it at home and Hawai`i. It's a challenge.

2 The information I'll get is from the web site at the
3 FSM Pohnpei. From Chuuk, they're still working on it. They're
4 still working on it. But from FSM, they have people that handle
5 the post, the news on the internet, and we pull it from there.

6 Now, if it's something very, very important, they
7 probably call because that's what we always say on the radio.
8 We want this to be a point of contact between us. If you have
9 anything that is important that you want us the people to know,
10 call us, 946-2845 or 2844.

11 If you want it in all languages -- we can also tell
12 you if you want it in all languages. Or if you just want it in
13 Chuuk, you wait at 3 o'clock when I come on and you call. Can I
14 just announce happy birthday to my auntie? Or could you say
15 that we're gonna have a Catholic get-together this coming
16 Sunday? Stuff like that I think (indiscernible).

17 But if you have two-three pages that I have to
18 translate, then (voice fading). Basically, that's where we at
19 on this island.

20 We don't have newspaper yet. (Voice fading away.)
21 Still working on it. They're still working on it. Don't worry;
22 still working on it. But this are some of the ways to
23 disseminate information that -- I'm not finished yet -- what
24 State of Hawai`i -- where is State of Hawai`i's -- what's their
25 part in this whole shish-kebob. I don't know. Where is that?

1 Maybe we can work together, yeah, try to ask for some
2 funds so we get a newspaper going for the Chuukese. Or if you
3 like these guys -- my hat's off to the Marshallese. They're on
4 the internet, and we're talking about nationwide, continental
5 United States, all (indiscernible).

6 Maybe one of the wizard, maybe one of the wizard can
7 get together and create something like this. (Indiscernible).
8 That's the only one that I know that we also have to
9 (indiscernible) pick whatever information they get on Father
10 (indiscernible) web site. Beside that, we're in trouble.

11 Again, my name is Robert Lorin. I come through here
12 about 20, going on 30 years ago, on my way to Oregon as a
13 student at Western Oregon College. I didn't finish the school.
14 Three years, I lost my scholarship.

15 I joined the marine corps. Twelve years I served in
16 the marine corps, two years inactive. So a total of 14 years.

17 I came out. I work at Catholic Charity. That's where
18 I am right now. I think I'm in a position where I could see
19 clearly some of the challenges that we still have from maybe
20 25 years ago. And I hope you guys out there can help us hurdle
21 some of the barriers that we still have. Thank you.

22 * * * * *

23 (Audience applause.)

24 MR. SALVADOR: Thank you very much (indiscernible).
25 Appreciate it very much. Actually, Gloria (indiscernible) had

1 wanted to publish a regular newsletter. She had some problems.
2 I think she might continue to produce that for the Micronesian
3 community (indiscernible) possible (indiscernible) to publish
4 information.

5 The next panelist is a person you all know,
6 Dr. Hilda Heine. I was very disturbed by a presentation she had
7 made in the college of -- no -- the Marshall Islands High School
8 some years ago. It was supposed to go on the Pacific Islands
9 Report.

10 She was speaking to high school graduates. And
11 she said for the last seven years, there had been, like, just a
12 few college graduates from the whole Marshall Islands as a
13 nation. So the efforts of the community and the government is
14 very slow in terms of producing Marshall Islands students who
15 actually finish school and university.

16 So I'm grateful that she distinguished herself
17 and now serves as an example for many of us, and also that she
18 was (audience interruption) continues to work with us in various
19 ways to encourage Marshallese and other Micronesians to proceed
20 in college and finish their education.

21 So I think without further ado, let's hear from
22 Dr. Hilda Heine.

23 Small Island Networks

24 BY DR. HILDA HEINE:

25 Thank you. Good morning, Richard. Thank you for that

1 piece.

2 I, in thinking about my role in talking about
3 increasing effective communication, and I look at the program, I
4 (indiscernible) it under school orientation. So I guess I'll
5 start out by talking about PREL.

6 Most of you know about Pacific Resources Education --
7 that's where I officially work. And I unofficial work for SINET
8 on my own time. But PREL, as you all know, is an educational
9 organization that serves what is known as the
10 American-affiliated Pacific. So that includes all the
11 territories and the Freely Associated States.

12 And in terms of increasing effective communication, we
13 do a number of things to increase communication, primarily in
14 the area of education. And in working with Micro communities
15 here in Hawai`i, we created a web site called Team -- I think
16 it's still on the web site.

17 This is really (indiscernible) others at PREL, we work
18 together to put out information about cultures of Micronesia
19 online as a means to improve understanding and awareness of the
20 cultural groups and (indiscernible) in Micronesia.

21 This was about maybe six or seven years ago that we
22 did this Team web site. And it's still there, and we get a
23 number of requests from different educators about educational
24 materials and about culture information. And that's been very
25 helpful for teachers, and that was the purpose of that, our web

1 site. So it's increasing and providing information for
2 teachers.

3 Also over the years, PREL has also worked on various
4 materials that are in different languages. We created
5 audiotapes, stories that are in different languages that are on
6 audiotapes and share them with the education systems here.

7 These are stories from the islands. They're in both
8 English and, you know, one of the native languages. And they
9 have been used by teachers of (indiscernible) as a way of
10 increasing understanding in the sense of knowing what the
11 information is all about and understanding it.

12 We've also done a number of CD's with -- again, with
13 the stories from the different island groups. Way back we did
14 the palm CD, and I think it's still out there. But it's all
15 kinds of stories in different languages from the different
16 cultural groups that have been burned on to a CD and it's made
17 available again for teachers and as a means of insuring that
18 kids in school from the different island groups get to see their
19 languages and also get to hear it in materials that are
20 available to them.

21 So those are just some of the things that we try to --
22 of course, PREL has a web site that's available for educators
23 and other professionals interested in getting information about
24 various issues in education, from teacher quality to reading,
25 you know, and so on and so forth -- that they're all on the web

1 site. It's www.prel.org. So that information is there for to
2 increase not only understanding, but communication.

3 I will now move on to a Small Island Networks. This
4 is a small nonprofit organization that we started about around
5 2000. This was when there was hardly any nonprofit organization
6 that was working with Micronesians, helping service providers
7 understand the different cultures. And we saw the need after
8 working at PREL and helping schools to -- you know, with
9 translations as well as doing cultural awareness and increasing
10 the understanding of the different cultures.

11 Through my work at PREL, it wasn't enough. So we said
12 we -- you know, there was a need to start a nonprofit
13 organization. Julie (indiscernible) and I cofounded the
14 organization. And since 2005, I think we've done close to 100
15 or so workshops. And this not just through educators, but also
16 to help nurses and doctors and to Hawai'i public safety
17 department, state of (indiscernible) programs social services,
18 courts and judges.

19 And as I said, this was in the early days before -- it
20 was preceding Micronesian Community Network and all the other
21 organizations that are currently taking on, you know, what is --
22 I mean, the -- the word of helping to increase understanding and
23 communication across the state and the service providers.

24 We tried to put together a web site, and we do have a
25 web site, and it's still there, www. SINET dot -- or

1 smallislandnetworks.org. And there are some information that
2 we're trying to put up there, again for increasing understanding
3 and communication.

4 In the future, we're looking to put more or to focus
5 on training for interpreters, working in the area of trying to
6 help with translations, also working on (indiscernible)
7 materials for service providers as well as for Micronesians. So
8 we've seen our role as kind of an intersection between island
9 people as well as service providers so that we would connect the
10 two as a (indiscernible) of seeking information.

11 So we're still working on doing that. Unfortunately,
12 I am now back in the Marshall Islands and Julie's here. And I
13 think we're trying to see how we could move things forward. But
14 it's still a very viable organization. And it's -- as I said,
15 we're looking to focus on print and web resources, to put up on
16 the line, translated, and also doing training for interpreter
17 and for people working in that area.

18 So I guess one final piece about Small Island
19 Networks. We try to build capacities. At this time, a number
20 of training for tutors that have worked in schools, some of the
21 tutors have gone on to become educators in the schools, working
22 with Micronesian kids.

23 So these are some of the things we tried to focus on,
24 again, building capacities of Micronesians here to do more of
25 the work that is needed, realizing that a familiar face, you

1 know, makes it all easier to communicate and to get things done.

2 So with those, I will stop here. Those are the
3 information I wanted to share about the two organizations that I
4 work with currently. Thank you.

5 * * * * *

6 (Audience applause.)

7 MR. SALVADOR: Thank you very much, Hilda.

8 I wanted to say something about the inclusiveness
9 of Micronesians on the panel. We were supposed to have the
10 representative of the Micronesians United.

11 For those of you who don't know, here we have two
12 main organizations that are Micronesian organizations.
13 Micronesians United was formed much earlier in 1997, responding
14 to issues of housing and healthcare and other stuff. And they
15 saw their role as now more addressing those (indiscernible).
16 And so they've been in existence for some time.

17 And then, of course, as you heard earlier, in
18 2005, Micronesian Community Network was created. And then ever
19 since, there's been a number of different women's groups and
20 others created by various individuals who are working in their
21 own communities.

22 So if you hear Micronesian Community Network and
23 Micronesians United, Pastor Segal is a Chuukese pastor, pastor
24 of the Mililani Baptist Church, Chuuk congregation, is the
25 president of the Micronesians United. They are supposed to be

1 on this panel but for some reason was unable to participate.

2 So it's not an issue of noninclusiveness. We
3 have somebody all the way from California who came here to join
4 us. And so we want them here. It's just a matter of something
5 falling through and not working out for Pastor Segal.

6 The last panelist is Lillian Segal. She holds an
7 M.Ed., master of education in education technology from the
8 University of Hawai'i Manoa, College of Education, where she
9 works as an educational technology specialist. Her experiences
10 have led her to work with educators and students of the Pacific,
11 including Hawai`i and her native Micronesia, in developing
12 curriculum that integrate technology and culture into island
13 classrooms.

14 As a Pacific educator, she values the opportunity
15 to bring the richness of local cultures into the classroom, both
16 as a motivating learning tool and as a method of cultural and
17 environmental awareness and preservation. As a teacher trained
18 in technology integration, especially as it supports children
19 who are English language learners, including children with
20 learning disabilities, Lillian supports (indiscernible)
21 technology give voice to children and families who support
22 literacy.

23 Lillian is currently working at the Center on
24 Disability Studies on a project to determine the effects of
25 text-to-speech software on children's unaided reading.

1 (Indiscernible) text-to-speech software. She works directly
2 with school personnel and students to insure they are
3 comfortable with using the software and that it remains
4 functional and that (indiscernible) practices are being
5 implemented consistently (indiscernible).

6 Lillian is currently work on a doctorate degree
7 at the University of Hawai'i special education and hopes to
8 continue working in Pacific education in the years to come.

9 Her father, (indiscernible) Segal, long-time
10 teacher educator at the College of Micronesia in Pohnpei, comes
11 from Massachusetts; and her mother Abigail, from the island of
12 Kosrae. She was, however, born and raised in Pohnpei is married
13 to (indiscernible) Harper of Chuuk.

14 UH Center for Disability Studies and Pacific Voices

15 BY MS. LILLIAN SEGAL:

16 (Indiscernible). (Speaking in foreign language.)

17 I'm just thanking you for this opportunity to share a
18 little bit about what I do. Micronesians (indiscernible) and
19 Hawai`i and (indiscernible). And Pastor Robert Lorin, I must
20 say, if you're the voice of Chuuk, I must be the voice of the
21 Pacific.

22 So to kind of give you an idea of the direction I'd
23 like to take us in right now, Pacific Voices, we work to try to
24 bring attention to matters that we think are important in the
25 Pacific, which are (indiscernible). (Indiscernible) diabetes,

1 in the area of health and nutrition and the environment.

2 These are very real matters for our small Micronesian
3 islands. When we talk about things like global warming, it's
4 quite serious and probably a lot more in the near future for our
5 small islands.

6 We also work to connect people and cultures to
7 sharing. And that's not just in connecting, for example, people
8 of Hawai`i with Micronesia. That's also in trying to fill in
9 the generational gaps between our elders and our young people.
10 So with that, we think of our elders as our first teachers. And
11 we work to try to engage our youth in meaningful learning
12 experiences, and we do that through that (indiscernible)
13 educators (voice fades).

14 Pacific Voices was a government-funded organization
15 when it first started, and we actually got our funding from
16 PREL. And because the source of the funding, we were limited to
17 work in the U.S. affiliated islands. And so that's where we
18 concentrated on.

19 Today we no longer have our funding. As you heard,
20 I've seen lot of many different things -- like I have another
21 job. (Indiscernible.) It adds volunteer time. But maybe that
22 will change some day.

23 And so my adventure with Pacific Voices started when I
24 came to Hawai`i to study educational technology. And I was
25 really fortunate that I was allowed an opportunity to see

1 (indiscernible) that meant a lot to me and I could connect with
2 home, with Micronesia.

3 And my grandmother was a traditional healer, and so I
4 grew up around medicine and massage. And I wanted to somehow
5 connect this with my master's project. And so what I did is I
6 created a computer-based module about six different medicinal
7 plants. I got to travel to Kosrae and interview an elder who we
8 will see in a second, (Indiscernible). He's talking about
9 different (indiscernible) medicines.

10 (Playing video clip; audio is in foreign language.)

11 So around this time, I met another young Kosraean
12 girl. Her name is (indiscernible), and she was a student here
13 studying ethnobotany and shared with me -- she was one of the
14 participants (Indiscernible) collect data -- and shared with me
15 that she was really interested in medicine as well.

16 So a few years later, we had an opportunity to work in
17 Kailua-Kona in a Hawaiian village known as the last fishing
18 village called Milolii. And in Milolii, we got to meet Uncle
19 (indiscernible). And he was just so full of love and aloha and
20 so open to us. He reminded us -- we were just so amazed as how
21 willing he was to share what he knew, very knowledgeable about
22 Hawaiian medicine. And I felt like he was just like our elders
23 back in Micronesia.

24 And so we would travel to Kona when we had a chance
25 and we thought we could bring our media here and we could work

1 with the Hawaiian children there. And this is in Uncle
2 (indiscernible) backyard and we're learning about the plants.

3 And so I think around this time, as soon as
4 (indiscernible) looking at me sort of as a role model -- and I
5 don't try -- (indiscernible) imply anything. I'm not advocating
6 for myself here. But one of the ideas of Pacific Voices is to
7 have role models for young Micronesians. And that sort of
8 happened naturally here.

9 And so the plan was that we wanted to take Uncle
10 (indiscernible) to Kosrae to show him our appreciation, but then
11 also to have a chance to share Kosrae with him. But, you know,
12 it was really sad and unexpected that he passed away very
13 suddenly, actually just months before we were planning our trip.

14 And it was a huge loss, but it was also a good wake-up
15 call for us because it was a reminder to us that our elders --
16 we don't have very much elders, very many elders left. And
17 their time with us was a few -- you know, are not -- maybe
18 they're not -- so (indiscernible) to those of us who are here
19 now to think about what we might do to learn of their knowledge.

20 And so for Pacific Voices, what we try to do is we use
21 media and we use technologies to try to bring back into the
22 classroom and create culturally responsive, culturally sensitive
23 curriculum.

24 And so Uncle (indiscernible) couldn't come with us to
25 Kosrae anymore. We brought his granddaughter Lei.

1 (Playing video clip; music and singing.)

2 The person who first -- our first director, the person
3 who dreamed up Pacific Voices was Dr. (Indiscernible). He's a
4 professor here at the special education department. And Jim is
5 the most amazing teacher I've ever known. And I know that if it
6 weren't for him, I wouldn't be -- I wouldn't be as far as I am
7 in my work and in my education.

8 I was learning -- I worked for Pacific Voices as a
9 graduate assistant, and I was learning just as much from him, if
10 not more, than I was in the classroom. So it totally enhanced
11 my experience. And then we had this younger Kosraean girl
12 (indiscernible). So we were really happy that, you know, more
13 people were interested in this kind of work.

14 And so kind of like how I learned to be a mentor or I
15 was mentor and role model by (indiscernible) and (indiscernible)
16 I was able to then be empowered and start passing it on to the
17 youth that I work with.

18 And you know, it's a lot of work. We carry this heavy
19 gear. It's expensive. But, you know, it's not that expensive
20 here in Hawai`i. It's here in Hawai`i in your classroom, if
21 you're an educator.

22 And here are some creative ways I'm trying to show you
23 of how things you could be using with the ESL children or
24 (indiscernible) who think might be able to respond to this. And
25 I think it's all just who doesn't like media today?

1 (Indiscernible) we got to travel to Kosrae and we
2 brought Lei with us. And we met Stacy, a young girl who's now a
3 senior in high school. And she has cerebral palsy. She uses a
4 wheelchair. So for Stacy, her life is really at home and in
5 high school because the only wheelchair-accessible vehicle is
6 the government, the DOE van that picked her up and take her to
7 school and bring her home. And that was about it.

8 So we met Stacy, and we had a blast for one week.
9 We took her everywhere. We were there to create this -- like a
10 healthy living kind of video -- still thinking of nutrition and
11 health and (indiscernible).

12 She, for the first time -- we took out her wheelchair
13 and put her in a boat. We went on a boat trip. We went
14 fishing. We (indiscernible) up. We have a little apartment on
15 top of my (indiscernible). We had a wheelchair up there. She
16 was (indiscernible) for us and the parents took pictures and it
17 was great. Here you can see for yourself a little of that.

18 (Video playing; voices heard.)

19 We also worked with the health nutritionist at the
20 College of Micronesia at the Kosrae campus. And they tell us
21 how a lot of their work, they do house visits, and they're going
22 from house to house trying to teach the women how to cook using
23 the local resources -- you know, use the taros and the bananas,
24 the breadfruit, and not the rice so much.

25 And so I actually met Julie, the woman on my right, in

1 Palau at the Pacific Arts Festival. And we met (indiscernible)
2 what's happening today at this conference. We thought, great, I
3 can bring video (indiscernible) help your work and we're
4 interested in that kind of topic anyway.

5 So about a summer later (indiscernible) and after we
6 had done our work at the school, we headed over to the college.
7 And we did three cooking shows. The third one we had a Hawaiian
8 dance, and the Kosraeans learned for the first time that it's
9 possible to eat taro and that you can wrap food with ti leaf and
10 it gives a nice flavor.

11 We had commercial. We had a (indiscernible) come in
12 in-between breaks and did reading, and we had musicians and
13 here's a little sample.

14 (Playing video; voices heard.)

15 (The speaker talking at the same time the video clip
16 is playing; indiscernible.)

17 (Indiscernible) good food, delicious. That's what we
18 have in (indiscernible) in the SFM.

19 Another project we did was the University of Hawai`i
20 college students (indiscernible) not necessarily at UH, but most
21 of them came from UH, who we thought would be (indiscernible)
22 role models, you know, and not in the sense that role models,
23 they're here and they're trying to make it.

24 And some people actually need to take time off because
25 it was so expensive and they're having to work. But that's the

1 reality for many of our students. It's a struggle to get that
2 degree.

3 And so we did focus groups and interviews, and we're
4 also trying to share these with Micronesians because our work
5 that we produce here, (indiscernible) in Micronesia, it's seen
6 in both places. We do things, like (indiscernible) periodicals
7 and such.

8 (Playing video; voices speaking. The speaker and the
9 video speaker talking at the same time; indiscernible).

10 Another project going on right now is we are working
11 with a group of (indiscernible) Marshallese teachers who are in
12 Majuro where the capital of the Marshall Islands is. And so
13 there's some teachers trying to earn a bachelor's degree, and
14 they're doing this through (indiscernible) City and I'm one of
15 the instructors and the other one is Dr. James (indiscernible).

16 And we meet once a week through the internet.
17 (Indiscernible.) And so tomorrow at lunch time, I'm going to be
18 sneaking out in another room so I connect to the internet and
19 meet with them because that's the normal time that we meet.

20 So these pictures were just taken last week because
21 (indiscernible) as her dissertation project. She was there to
22 get the consent forms and stuff. And this is a class, an
23 introductory class for general ed teachers about special
24 education.

25 This is (indiscernible) still in the making here in

1 Hawai`i, and it's being done for the Kalihi-Palama Health
2 Clinic. (Indiscernible) brochures. (Indiscernible) really
3 figured out what we're calling it yet. But I think it's like a
4 talking brochure.

5 (Playing video.)

6 I'm almost done, I'm sorry. The direction we
7 (indiscernible) taking right now (indiscernible) As you can
8 see, I'm trying to show you (indiscernible) native language, in
9 the vernacular. We're trying to create culturally responsive,
10 culturally sensitive (indiscernible).

11 When I was a student in Micronesia, I was there until
12 I was 18. I didn't have a chance to learn about my own history
13 until a senior in high school (indiscernible) only as an option.
14 So everyone else's history and not my own. And we're trying to
15 change that for our (indiscernible) students. So we're creating
16 books and we're working with the teachers in Micronesia
17 (indiscernible).

18 (Video playing. The speaker talking while the video
19 is on; indiscernible.)

20 We've delivered the resources to let them keep on
21 producing books. And what we hope to do is now record the
22 language where a child can sit, maybe in front of their living
23 room TV, and read these looks and hear it in the native language
24 and also learn English (indiscernible) bilingual. But maybe
25 even add sign language.

1 And the final thing I wanted to share is Pacific
2 Voices is the new editor on this thing. This is actually quite
3 huge. Indigenous (indiscernible) was a global project that was
4 created by indigenous people for indigenous. And it developed
5 from the world (indiscernible) information society.

6 And I would like to really invite you -- or I think
7 that's also what you've been hearing from other people -- this
8 is a resource. We could put (indiscernible) dot net here. We
9 could put announcements from the radio here.

10 This dream is that this is going to be the place where
11 all indigenous peoples go to find all sorts of information. And
12 so Pacific is one of the region. It's all the regions of the
13 world. And they're trying to have the information available in
14 French, Spanish, and English, all the (indiscernible) spoken
15 languages.

16 So with that, I'd like to thank you for your time and
17 also invite people, if you're interested in collaborating, if
18 you have grants -- as I said, we're operating without funds. I
19 have no shame to say that we like money because technology costs
20 a lot of money, and this is a lot of work. And we're doing this
21 mostly -- I'm doing this all on my volunteer time, which is not
22 much right now, not much of (indiscernible) anyway.

23 But we're interested in continuing with this work. Or
24 if you can find (indiscernible), that would be great as well.
25 With that, thank you so much.

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(Audience applause.)

MR. SALVADOR: Thank you very much for the panel and their presentations. We're making good time. We have about 30 minutes for question-and-answer.

I just wanted to thank Lillian for a very interesting presentation (indiscernible).

You have been listening this morning to Dr. Hilda Heine and the previous panels feature various formats to increase effective communications. And I think you see in the success of these programs how the use of -- the creative use of various technology allows us to become successful in terms of spreading information out.

And I think at one level, at a very fundamental level, early last year before Nainoa Thompson set sail to Micronesia and Japan, he came to Micronesia Community Network to recruit young people to go with him, as well as to communicate with us on various ways of learning protocols (indiscernible) and stuff.

And I remember making the comment. I said, this is very important for us (indiscernible) features a lot of very important things in terms of cultural (indiscernible) knowledge to circulate across the Pacific. And that here we are in Hawai`i using the generosity and the assistance of Hawaiians to (indiscernible) some of them to learn the celestial navigation.

1 And many of our Micronesian migrants are here seeking out
2 extensive services to employ themselves.

3 And so we see once again a circulation of ideas
4 and wisdom and things like that. I think at a very fundamental
5 level, this is how we ought to view the ethical use of
6 communication so that we ourselves ask not people from
7 (indiscernible) Samoa, but Micronesia, but Pacific `ohana.

8 Hawaiians have a word for the whole Pacific
9 (indiscernible), one Pacific family. And I tried to feature
10 that in all of my teaching at the school by looking at the
11 waters, Pacific Ocean, not as a separating us, but it's actually
12 uniting us in many ways.

13 (Indiscernible) at the university ought to look
14 at, if you haven't done so, (indiscernible), conceptualize
15 (indiscernible) ohana in (indiscernible).

16 So thank you for the panels once again for your
17 interesting insights, and we have 30 minutes to have questions.
18 (Indiscernible) sideways. Questions and to the point. Mahalo.

19 (Break in proceedings.)

20 UNIDENTIFIED MALE AUDIENCE MEMBER: You can't run a
21 meaningful long-term program on volunteer. What I didn't hear
22 was -- and this is going to sound terribly capitalistic -- but I
23 was wondering has anybody approached the Dish Network as a way
24 of hitting every single island who wants to participate and sell
25 something to them, both as product, but also things you might

1 make -- like some of the things in here, and have them sell them
2 internationally.

3 And what you end up doing is setting up a network
4 that they're subsidizing and you're benefitting from.
5 Otherwise, it seems you have a lot of volunteers standing in
6 line waiting to say their half an hour of the same thing.

7 UNIDENTIFIED FEMALE PANELIST: (Indiscernible) a
8 little bit. Very good point and point well taken. Thank you.

9 Pacific Voices just recently -- because we're now
10 the (indiscernible) on the (indiscernible) we get a small
11 stipend for that service, which we're hoping to use to help
12 students, you know, with pocket money, but for inputting work.
13 And so in order to receive that money, we had to organize
14 ourselves as a business so that we could open up a bank account.
15 This has happened in the last week or two.

16 So maybe we're in the right direction. But we
17 need money.

18 UNIDENTIFIED MALE SPEAKER: I guess what you're saying
19 exactly right. We need the money to operate. But if you're
20 looking at it from a culture perspective, you need the people's
21 trust. (Indiscernible) to sell them something, you
22 (indiscernible). In fact, we also (indiscernible). That's
23 true. We need the money.

24 For myself, I decided that very long time ago. I
25 mean, trying to do something, even if I'm far away from the

1 islands, trying to think to do something. That itself, that
2 means something. It may not be monetary, but it's something.

3 As a point of information, you know the Hawai`i
4 Alliance For Community-Based Economic Development? They provide
5 training for (indiscernible) organize themselves as businesses.
6 And they provide a training to Micronesians (indiscernible)
7 before with the community connections programs. And what they
8 do is they teach you how to envision a business model and create
9 one using what --.

10 They do something very interesting the way that
11 the U.S. Census doesn't do which is they call it drilling down
12 or something, where the U.S. Census tracks a number of important
13 information, but they fail to capture information that may
14 relate to various ethnicities or their spending habits.

15 And they brought this person from North Carolina
16 to teach us about how to drill down, get information about who,
17 what ethnicities live in what district of Honolulu and how to
18 conceptualize their spending habits and so that we can use
19 whatever the expertise in terms of (indiscernible) in terms to
20 support, you know, sustaining low income.

21 That and many, I think -- and Pacific Business
22 Gateway -- Pacific Gateway? Pacific Gateway also provides a
23 number of things, like (indiscernible) we need for business
24 credits, businesses. And we also look for other supports.
25 Anybody? Any other questions, please?

1 UNIDENTIFIED FEMALE AUDIENCE MEMBER: I work for the
2 Department of Health under (indiscernible) for prevention. The
3 things that we deal with are very, very sensitive culturally --
4 not just for the Pacific islands, but even more so, I think,
5 than in our American population.

6 And I'm trying to gather some materials, printed
7 materials. So I reached out to some of our colleagues in the
8 Pacific Rim especially, and have given me some translated
9 materials. One of the things that I'm trying to grapple with is
10 how do I know that those translated materials are good enough,
11 sensitive enough, reach out the vast majority of the population,
12 given that it will be translated, say, in Chuukese, Pohnpeian,
13 and Marshallese?

14 So I guess I'm seeking for guidelines as to how
15 or what could I say would be a good printed translation of the
16 materials.

17 UNIDENTIFIED MALE SPEAKER: Thank you for the
18 question. Right now, we don't have a pool of translators or
19 interpreters that could help you out. What the other
20 departments, I know that they're doing, is rely on who they
21 know. Sometimes Barbara calling me up and say can you get me
22 this brochure or can you translate this brochure out? And she
23 will put it side by side with what she get and see if the
24 translations match.

25 You could probably call on (indiscernible) at

1 (indiscernible) and see if they can help you out on the public
2 brochures. I know there are some Chuukese down at Kalihi-Palama
3 that could also help you out in looking at the translation, what
4 you got, in English or in whatever language you get.

5 They also have some interpreters up at
6 (indiscernible) that could also help you out. Of course, I know
7 it's gonna cost some money. It seems like that's the trend
8 nowadays. (Indiscernible) cost you money. But that's the best
9 thing we got right now.

10 We don't have any interpreters at Catholic
11 Charity that could tell you to come and see us. But if you
12 could -- if it's not in a rush, we could probably help you out
13 to look at what brochure you got and make sure it's translated
14 correctly. Does that answer your question? Thank you.

15 MR. SALVADOR: Another thing is a woman from Chuuk
16 actually has a translation business here in. (Indiscernible).
17 I don't know if she's here, but she's created her own Chuukese
18 translation service. I don't know for Marshallese. But you'd
19 also contact the leaders of these two groups.

20 Knowing and hearing that a lot of us are already
21 stressed out and spreading ourselves with many activities, I
22 think we can redirect it to others in the community who may be
23 the -- the opportunity. So please contact the leaders of the
24 two groups. Anybody else?

25 UNIDENTIFIED FEMALE SPEAKER: I think that's a very

1 important question. When I was working here, we did get a lot
2 of requests for translations as well as (indiscernible)
3 translations. And at the time, I think there wasn't any
4 training that was being conducted to help with translation.

5 Right now, I think there are more people being
6 organized. I know there's a group of Marshallese women that are
7 trying to work together to translate concepts in a consistent
8 manner because there are different interpretations of words and
9 concepts sometimes. And so your question about verifying
10 whether the translation is correct is really important.

11 And we see ones that are not necessarily good
12 because they send them out. And there are (indiscernible)
13 materials, they send it out on the internet and then anybody
14 can, you know, respond to that (indiscernible) and translate the
15 materials.

16 So you need to be making sure that what you're
17 getting is the correct translation. And I know I
18 (indiscernible) a number of these translations, especially
19 education materials. We have to send these materials back to
20 the education specialists in the different language groups to
21 verify translations (voice fades) make sure that the translation
22 is correct.

23 And (indiscernible) has taken place. But I think
24 here it needs to be organized. I hope that from this
25 conference, more of this organized strategies approaching these

1 kinds of what issues would come as result. We really need to
2 have good translated materials and insuring that there is this
3 (indiscernible) go out there. But (indiscernible) of translated
4 materials. That was an important question, thank you.

5 UNIDENTIFIED FEMALE AUDIENCE MEMBER: I have a
6 question. One of things you brought up was about the churches.
7 And I wanted to find out because I know here we've had a lot of
8 networking with churches and made a lot of impact here. Like
9 when we had the huge ice epidemic, a lot of churches on the
10 Windward side got together and really started, you know, doing
11 sign waving and all that. We started to see a lot of change on
12 that side of the island.

13 I wanted to find out, like, the pastors here that
14 are Chuukese, like do they network together and do they come
15 together? Because you guys mentioned about the churches coming
16 and maybe being a part of making changes.

17 UNIDENTIFIED MALE SPEAKER: (Indiscernible) going to
18 talk on it. Reverend (indiscernible) is the vice president in
19 our Chuukese Pastoral Congregation in Hawai`i, consists of
20 121 congregations. We met quarterly and just about sometimes
21 every month.

22 To answer your questions, yes, we do. We could
23 help you out whatever information you want to put it out there.
24 Like earlier, before I come on -- (indiscernible). Oh, I'm
25 sorry, the boss is here.

1 They're working with Pact. Right now Pact is
2 working with the pastors from Chuuk. We're trying to get an
3 eight weeks' program to be announced in the churches. I haven't
4 really looked at the program. I'm sorry.

5 But it has something to do on how to get the kids
6 ready for their school. I know the first Sundays, they need the
7 paperworks all done and all that, yeah? Because back home, you
8 know, when you go to school, they don't (indiscernible) your
9 supplies and make sure. You just come and sit (indiscernible).

10 Over here, when you come over here, you got the
11 shock of your life. (Audience interruption) long list and tells
12 you exactly how many pieces of notebooks you gonna have, how
13 many pencils you gonna have. You gotta write your name on it.
14 How many folders you gonna have -- and I think you're in college
15 already.

16 (Indiscernible) the stuff, thank you.
17 (Indiscernible) getting the things together. We haven't get on
18 it yet, but very soon. Very, very soon. 'Cause on the 7th, the
19 (indiscernible) gonna meet again and analyze, make sure the
20 papers is right and the wording is right. And we're aiming
21 for -- what are we aiming? At the end of this month, yeah? We
22 want it on the radio and to the pastors. There you go. Thank
23 you for the question. Appreciate it.

24 UNIDENTIFIED MALE SPEAKER: I want to share something
25 really quickly. One initiative that the Micronesian church

1 ministers have been doing was to organize and meet on the issue
2 of violence to Micronesian youth and Samoan youth. You know,
3 you heard about the deaths that happened on the public housing.
4 And I attended a couple of their meetings, but I wasn't able to
5 continue. I don't know if they're still active.

6 But they were meeting, getting the church
7 ministers to work with their youth to create positive, I guess,
8 in working with other cultures instead of engaging in violence.
9 (Indiscernible) and others from the Micronesians United may know
10 more about those. Next question.

11 UNIDENTIFIED FEMALE AUDIENCE MEMBER: Aloha. I'm from
12 the Department of the Attorney General (indiscernible)
13 prevention. And I just have a question.

14 I'm interested in learning about Micronesian
15 (indiscernible). (Indiscernible) share (voice fades.) I'm
16 interested in learning about Micronesian artwork or handwork or
17 just be able to get a feel of it. I was wondering if you guys
18 could provide some resources where I can (voice fading).

19 My second question also is voyaging or
20 navigation, like, values? Is that the common thing throughout
21 all the islands?

22 UNIDENTIFIED MALE SPEAKER: I think the airlines is
23 faster. Yes, we do. Yes, we do. Navigation is our very
24 important -- one of the most important areas (indiscernible)
25 studies as far as I'm talking about Chuuk especially. We have a

1 lot of people that, they have that knowledge.

2 And to answer your question, ma'am, when Hilda
3 was talking early today, I really appreciate what she was saying
4 because those are some of the places or areas of knowledge that
5 we got to worry about that is fading out. These generations
6 nowadays, all they think about is driving an SUV and all that
7 (audience interruption) a motorboat. And they forget about the
8 stars and the celestials that our ancestors knows about.

9 Maybe -- I don't know if you probably want to
10 hook up with some of the people. I know a guy over here. He's
11 the one that do the chanting before we led the (indiscernible)
12 His name is (indiscernible). He's a very (indiscernible) guy in
13 that kind of area. You might want to hook up with him and see
14 (indiscernible) tell you about resources who you could contact.
15 And I think (indiscernible), she probably knows some because I
16 know the area of the islands of Chuuks are very first in that
17 kind of stuff.

18 I hope that answer your question. I'm just
19 trying to --.

20 UNIDENTIFIED FEMALE SPEAKER: I only speak for the
21 Marshall Islands in terms of navigation. It's an area of high
22 interest, especially lately we've had kind of a revival of
23 navigation.

24 We have a new project called (indiscernible), WAM
25 for short. And they're doing training for other school youth in

1 navigational skills, building canoes traditional-style, and also
2 sailing.

3 And then over the past several years, we've had
4 races, what you call those, outrigger races held in the islands.
5 And that is where a lot of interest on folks or young men and
6 older men who build their own canoes and to learn to sail. So
7 that is -- I think we're seeing a revival of navigational skills
8 and interest, at least in the Marshall Islands.

9 With respect to your other question about art, I
10 guess art for us would be crafts because that's kind of the -- I
11 mean, we have, I guess, everything that's a purpose in our
12 culture. And so there's more utility in the art than anything
13 else.

14 Marshallese are well known for their crafts, well
15 known around the Pacific. And I think there are web sites that
16 you can actually go and see. I don't have that right here with
17 me. But I can look for web sites to share with you so you can
18 go there and look for that. I hope that answer your question.

19 UNIDENTIFIED FEMALE SPEAKER: (Not speaking in
20 microphone.) I think (indiscernible) to add. I believe the
21 Bishop Museum has a small (indiscernible) Handcrafts.

22 UNIDENTIFIED MALE SPEAKER: We have about five
23 minutes. I wanted to say something -- also be fast.
24 Especially, I think we ought to summarize in terms of what we've
25 learned and the usefulness of what we gained from here.

1 We know that there's two Micronesian
2 organizations, and there's a lot of expressions of need in terms
3 of working with Micronesian students and others in the
4 Micronesian community. So perhaps (indiscernible) happen is for
5 us to know the contact information of these two organizations
6 and to go (indiscernible) leaders and to suggest ways in
7 which -- I think the follow up to this, which is maybe a bunch
8 of smaller groups where we get down and work on creating
9 programs or creating collaborations. So (indiscernible) the
10 future.

11 I appreciated the fact that the purpose of this
12 conference was to gather information that might be of use to the
13 leaders of the State of Hawai`i. But I think we ought to use
14 those in ways that really help local groups.

15 So we have, I think, (indiscernible) there. He
16 represents Micronesians United. So talk to him about getting
17 the address. And of course, you know, Canisius Filibert have
18 information for Micronesians United.

19 We have a person, James Naich. Do you have any
20 to say?

21 MR. NAICH: Yes. Thank you. (Indiscernible)
22 Washington, D.C. If I may, again, just -- if I can just add on
23 what Lillian said in regards to the use of ICT or information
24 technology in education as well as in the use of indigenous
25 language (indiscernible) in terms of (indiscernible).

1 I remember in 2004 when we met in Geneva. There
2 is a growing awareness of the need to preserve the indigenous
3 lands. Under the UN sponsorship, there has been a series of
4 meetings, and I was very pleased to see Lillian and a group of
5 students from the University of Hawai'i represented at that
6 meeting. So UNESCO is very much involved in that effort. So
7 maybe your group can also get in touch with UNESCO in terms of
8 assistance.

9 So the reason, I think, in participating in this
10 series of meetings, why it's most relevant to this conference is
11 that at one level we're talking about (indiscernible), moving
12 away from our culture, our place of birth. And at the same
13 time, there is also sense of attachment, for us attached onto
14 something. So the need to preserve our indigenous land, our
15 cultures, is important. And ICT or information technology is
16 one way of doing it as Lillian pointed out.

17 So the second point I wanted to make -- there was
18 a question about navigation. Yes, it is an important part of
19 our culture. It's not just the substance of navigation. But it
20 is a discipline. It's the way we are trained to take, to
21 behave, to conduct ourselves, and to preserve our existence as
22 an island people, as a seafaring people. So to me, navigation
23 is still important, not just because of the substance
24 (indiscernible) how to sail from one island to the other, but
25 it's a way of thinking. It's a discipline. Thank you.