

1 Ben and also by the last two speakers. So education continues
2 to be a major reason for people to be moving from the islands to
3 Guam and here in Hawai`i.

4 When I came up here in 2001, that's when the
5 Micronesian population just started increasing here. And again,
6 we see new migrants, students, start appearing here in Hawai`i.
7 And until today, the issue of education continues to be a major
8 issue in discussing migrating population, especially the
9 Micronesians here in Hawai`i.

10 Joanna is going to talk about some of the
11 programs or the work that she does with the Department of
12 Education, and I think (indiscernible) will be talking about
13 that also afterwards. So if we can have Joanna talk about some
14 of the issues and programs that they're doing with the
15 Department of Education.

16 Micronesian Cultural Awareness

17 BY MS. JOANNA JACOB:

18 (Speaking foreign language.) Today I will be talking
19 about a project that we just started. It came out of the
20 Micronesian Community Network education committee. And we are
21 fortunate to have partnership with the Department of Labor,
22 their office of community services. And I really would like to
23 acknowledge them for funding the program, making it possible for
24 this program to take place. It is a pilot project that we're
25 doing to provide workshops on Micronesian cultures to the

1 Hawai`i public schoolteachers, school administrators, and staff.

2 Many of our members are currently, or have something,
3 or have in the past, worked for the Department of Education.

4 And we have recognized many of the needs for the department in
5 terms of working with Micronesian families and students.

6 To talk about Micronesian culture, it's not a singular
7 culture. It's a lot of cultures make up Micronesia. So with
8 that in mind, we have representatives from each of the different
9 entities in Micronesia. We have a representative from
10 (indiscernible) Lillian Segal. Canisius Filibert and Bruce --
11 (audience interruption) -- from Palau. Mary Milne and Gloria
12 (indiscernible) from the Marshall Islands. Myself and Jocelyn
13 Howard from Chuuk. And we have a new member, Sandra -- (not
14 speaking in microphone) -- from Yap.

15 So issues that we work with, as I already mentioned,
16 this was established to provide a workshop for teachers training
17 on how we can work effectively with the Micronesian families and
18 students in the schools.

19 Education, I guess other than health and maybe social
20 service, too, is one of the areas where Micronesian or
21 Micronesian impact is felt the most. And we realize that
22 educators -- this includes administrators, staff, and everybody
23 that works for the Department of Education -- still did not know
24 too much about Micronesia. Sometimes they ask questions, like
25 do you speak Micronesian? No, I don't speak Micronesian; I

1 speak Chuukese.

2 So little things like that, they're not aware of. And
3 there is not too many resources out there to help teachers.
4 Teachers are very important to our kids who are out here, and we
5 move out here for education. And the teachers are the ones who
6 educate our kids. And it is important for teachers to also
7 understand the background of these children and their families.

8 So with that in mind, our ultimate purpose in doing
9 this is for student achievement -- Micronesians to be successful
10 in school.

11 What we provide. Workshops. These workshops, we've
12 been presenting to individual schools who have requested that we
13 come and talk with their teachers. And complexes
14 (undiscernible) complex areas or accommodation of schools and,
15 you know, to different schools or the whole, say, McKinley,
16 Roosevelt complex areas. It can be as small as one school or as
17 big as two or three complexes together.

18 What we cover is basic information on Micronesia:
19 geography, history, culture. And additional information that we
20 provide is, um, includes some of the (indiscernible) practices
21 in classroom management, effective teaching techniques that they
22 work with this population, and parental involvement strategies.

23 With this project, it's very interesting because
24 initially we started out as working for the schools. Well, we
25 were supposed to have like about 10, maybe 8 or 10 workshops to

1 conduct, uh, this many workshops.

2 Well, with, um, at request from non-DOE places, the
3 life foundation, the child welfare agencies, what you call,
4 agencies in Kona --. And it's been very interesting because we
5 can see and we can understand the need to understand. There is
6 a gap in understanding the culture. There are people out there
7 who are willing to help, but they need to understand more about
8 the Micronesian cultures and how they can effectively work with
9 the cultures.

10 How (indiscernible) strengthen communications? Well,
11 by doing this, we've learned the many concerns, the many issues
12 in education that maybe we overlooked at Micronesians in
13 education. There are other things that we've learned from other
14 departments. So that kind of help us tailor our training or
15 workshops towards the many concerns that have been raised by
16 other places.

17 I can say that going to Kona to do a presentations
18 there was my first time to go to Kona, to go to that side of the
19 Big Island. And I did not know what the challenges are over
20 there. I thought it would be just like Honolulu.

21 Well, by talking to the people there after the
22 workshop, I've learned that there are not a lot of Chuukese in
23 Kona. So they're not asking about Chuukese culture, in
24 particular. But they want to know more about the Marshallese
25 culture and the Kosraean culture.

1 So this kind of dialogue with the department, or
2 whoever the service providers are that we are talking to, really
3 allow us to know what the needs are so that we can help, we can
4 find out ways to help them.

5 And what we want to do is to also find avenues in
6 which we can make this, um, this resources on Micronesia
7 available to them. We even provide some books for the teachers
8 when we do the presentation. And we also make ourselves
9 available as resources for Micronesians and any questions that
10 will pertain to Micronesian here in Hawai`i or in education.

11 There are a lot of things that still need to be done
12 because this is just the beginning of our project and we hope to
13 continue it because we have big dreams about this. And our
14 Phase 2 for this project, we hope to reach our own Micronesian
15 communities and our families, to educate them about the American
16 culture, to talk to them about what to expect in the schools and
17 how they can better assist us in helping the kids succeed in
18 school.

19 We also would like to create resource materials for
20 teachers or even for parents, videos that they can watch at home
21 that explain all the procedures for filling out, let's say,
22 registration forms for that matter.

23 Some of these things that we take for granted, many of
24 our new arrivals, new parents to the schools don't know about.
25 They don't know. Requirements; they don't know that. Many of

1 them don't know that you need papers, like guardianship papers,
2 to have your cousin's kid stay with you.

3 So these are the things that we would like to put in a
4 Phase 2 of our project. And we would also like to continue with
5 this workshop because, you know, the state -- (indiscernible) --
6 the schools are spread out and we can only do so many things.
7 We were given, since April of 2007 to September of this year, to
8 do as many as we can.

9 But it was only here in Honolulu or maybe a couple
10 from the Central or Leeward district. But we haven't gone to
11 Kona, let's say. 'Cause, um, we haven't gone to Hilo. And Big
12 Island also has a lot of Micronesians students. At one other
13 presentation that we did, we had teachers from Kaua`i come out
14 to us to ask for questions about how we -- how they can service
15 the Micronesians.

16 So yes, we still have a lot to do. And with this, I
17 would like to ask the government --. The state government here,
18 I really appreciate their efforts for supporting the initiatives
19 that Micronesians are taking or to help our people here.

20 And I want to ask the churches, Micronesian Community
21 Network, Micronesians United, to help as well for Phase 2 of the
22 project, which is like outreach to the community, because they
23 can be a challenge when you're dealing with, you know,
24 Micronesian communities where they don't live in one particular
25 area. And we will need more people to kind of -- or in

1 spreading the word or talking to people about what we're trying
2 to --.

3 Yes, we respond to our people very well. I should say
4 better. So that's why --. And the churches, because churches
5 are very important in our communities and I really would like to
6 ask all our church leaders if they can have -- (voice fades).

7 As far as governments back home, the Hawai`i
8 government has done a lot for us. And our governments back home
9 would like your support as well. Maybe the orientation process,
10 it will be good to have because sometimes the parents would come
11 in and they don't understand that they have to have the
12 guardianship papers. Then it becomes a problem because then
13 they will have to try to figure out how to get papers to prove
14 that this child actually belongs to that family.

15 And another thing is if we have our get-togethers, I
16 would like to see the presence of the consulate offices just to
17 show support for our efforts here to help -- (voice fades).
18 Thank you.

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20 (Applause.)

21 MR. PETER: (Indiscernible.) All right, I am the
22 moderator. I should have a microphone that works. Also next we
23 have Dionisialynn or Dion Bernard. She works also for the
24 Department of Education. Dion.
25 Boys and Girls Club Pilot Programs