

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.