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

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

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

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

Lillian is currently working at the Center on Disability Studies on a project to determine the effects of text-to-speech software on children's unaided reading.
(Indiscernible) text-to-speech software. She works directly
with school personnel and students to insure they are
comfortable with using the software and that it remains
functional and that (indiscernible) practices are being
implemented consistently (indiscernible).

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

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

UH Center for Disability Studies and Pacific Voices
BY MS. LILLIAN SEGAL:

(Indiscernible). (Speaking in foreign language.)

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

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

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

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

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

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

And so my adventure with Pacific Voices started when I came to Hawai`i to study educational technology. And I was really fortunate that I was allowed an opportunity to see
(indiscernible) that meant a lot to me and I could connect with home, with Micronesia.

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

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

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

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

And so we would travel to Kona when we had a chance and we thought we could bring our media here and we could work
with the Hawaiian children there. And this is in Uncle (indiscernible) backyard and we're learning about the plants.

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

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

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

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

And so Uncle (indiscernible) couldn't come with us to Kosrae anymore. We brought his granddaughter Lei.
(Playing video clip; music and singing.)

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

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

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

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

And here are some creative ways I'm trying to show you of how things you could be using with the ESL children or (indiscernible) who think might be able to respond to this. And I think it's all just who doesn't like media today?
(Indiscernible) we got to travel to Kosrae and we brought Lei with us. And we met Stacy, a young girl who's now a senior in high school. And she has cerebral palsy. She uses a wheelchair. So for Stacy, her life is really at home and in high school because the only wheelchair-accessible vehicle is the government, the DOE van that picked her up and take her to school and bring her home. And that was about it.

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

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

(Video playing; voices heard.)

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

And so I actually met Julie, the woman on my right, in
Palau at the Pacific Arts Festival. And we met (indiscernible)
what's happening today at this conference. We thought, great, I
can bring video (indiscernible) help your work and we're
interested in that kind of topic anyway.

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

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

(Playing video; voices heard.)
(The speaker talking at the same time the video clip
is playing; indiscernible.)

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

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

And some people actually need to take time off because
it was so expensive and they're having to work. But that's the
reality for many of our students. It's a struggle to get that degree.

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

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

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

And we meet once a week through the internet.

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

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

This is (indiscernible) still in the making here in
Hawai`i, and it's being done for the Kalihi-Palama Health Clinic. (Indiscernible) brochures. (Indiscernible) really figured out what we're calling it yet. But I think it's like a talking brochure.

(Playing video.)

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

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

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

We've delivered the resources to let them keep on producing books. And what we hope to do is now record the language where a child can sit, maybe in front of their living room TV, and read these books and hear it in the native language and also learn English (indiscernible) bilingual. But maybe even add sign language.
And the final thing I wanted to share is Pacific Voices is the new editor on this thing. This is actually quite huge. Indigenous (indiscernible) was a global project that was created by indigenous people for indigenous. And it developed from the world (indiscernible) information society.

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

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

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

But we're interested in continuing with this work. Or if you can find (indiscernible), that would be great as well.

With that, thank you so much.