

1 that note, maybe a few things we can point out before we open up
2 for questioning. We have actually finished. Surprisingly, it's
3 a Micronesian conference. We finished a little bit ahead of
4 time in terms of presentations. So we have more time for
5 questions.

6 But I think there's some things we need to
7 provide, just some overview, a little bit in summarizing the
8 presentations. It is very evident from the five presenters
9 today, that there are these five people, who are involved in
10 their own efforts to provide the services to Micronesian
11 communities and helping strengthen the communities, are really
12 stuff, things they are doing. Some of them on their own,
13 independent of any connection. It is evident in the Micronesian
14 efforts and the -- (indiscernible) -- connection to the
15 governments back home.

16 In fact, there is a lot of need, an articulated
17 need for some kind of organization among the groups, as
18 presented earlier. And also, of course, the overwhelming, you
19 know, need for the Micronesian communities here, by the state
20 and the local governments, to have the general understanding and
21 good understanding of the cultural differences among the group.
22 It's also quite evident.

23 And along that note, I would like to open up, for
24 the general conference here, to ask questions, specific
25 questions. And again, if you're not really sure as to who

1 should answer it, go ahead and ask and we'll try to -- that
2 question on to one of the presenters.

3 Again, there are Micronesians in the aisles and
4 we are being televised. We are on TV, so I ask that you keep
5 that in mind. Before that -- (audience interruption).

6 MS. HOWARD: Hi, again. I just wanted to add four
7 things to my presentation earlier. One is the acknowledgment of
8 the State of Hawai`i allowing us to have a voice here in
9 Hawai`i.

10 And again, like Joanna, I would like to thank,
11 especially the Office of Community Services 'cause I feel like
12 they're the ones that really give us the voice and the many
13 other service providers out there that are, you know, giving
14 voices to us, the Micronesians here in Hawai`i.

15 The second thing I want to acknowledge that, yes,
16 there's five of us up here, you know, under the title
17 strengthening communities. But each individual Micronesian out
18 there who are sitting in the audience are also contributing to
19 that. And on that -- you know, when you go back into the homes
20 of the Micronesians, in each family they are working hard trying
21 to contribute to strengthening communities here in Hawai`i.

22 The church groups, you know, other
23 organizations -- church group, like, you know, Daniel --
24 (indiscernible) -- with the Catholic, I want to acknowledge
25 Sunset. They're working really hard, you know, working with

1 this community, trying to make life better here for us
2 Micronesians in Hawai`i. Rev. Akendo from Pohnpei. I'm sorry,
3 David.

4 And the third thing is I want to ask the
5 government back home now, even though we've been away and being
6 gone from our islands, to give us a voice back home so that, you
7 know, you can hear what our recommendations are here and
8 hopefully then give us a voice back home to be heard. Then we
9 can make things happen here.

10 Then the fourth and most important thing is to be
11 open as, you know, service providers and even us up here on a
12 daily basis, always open to effective ways of communicating with
13 Micronesians. And each every one of us has a unique way. You
14 know, just turn to the next person and -- (indiscernible) --
15 help you make things happen. And I think if we do that, we can
16 make things happen, you know, and achieve goals. Thank you.

17 MR. PETER: Thank you, Jocelyn. And you should know
18 that Jim -- (indiscernible) -- is taking notes.

19 Let's open up for question.

20 AUDIENCE MEMBER JENNIE BETHEL: (Speaking in foreign
21 language.) Mahalo. Thank you so much for all the wonderful
22 gifts and all the sharing of your knowledge and tools to improve
23 with the lives of our community, including my community.

24 My name is Jennie Bethel. I'm coming from Maui
25 District Health Office, Department of Health, Family Health

1 Services Section. And we are tasked in public health to
2 collaborate and to really partner with all of our communities
3 around the state.

4 And on Maui -- I know you said no statements and
5 keep your questions short -- but do you have plans or dreams to
6 come to Maui and share your knowledge and expertise?

7 UNIDENTIFIED MALE PANEL MEMBER: Sure. We always have
8 dreams of coming to Maui. We do -- or we have to do -- we have
9 been told by the Office of Community Services, OCS, that they
10 can still help us or give funds to support the same workshops
11 provided through the Micronesian Cultural Awareness Project to
12 the neighboring islands. It's just that it needs us to provide
13 them with a proposal.

14 And so, as I talked about juggling roles, that's
15 one of the things that I have on my to-do list. So yeah, we
16 will be coming to the neighboring islands. I cannot tell you or
17 give you a guaranteed date, but we'll be there. We'll come to
18 Maui (indiscernible).

19 UNIDENTIFIED MALE SPEAKER: Yeah, I think one of
20 the -- also, perhaps an important thing to do is to have a list
21 of the groups that the Micronesian community and the other ones
22 that can help provide this kind of awareness and cultural
23 awareness for the state government and other agencies that are
24 interested, so that at least there is some -- you know, that we
25 have that information for our people to tap into.

1 Let me ask that gentleman (indiscernible).

2 AUDIENCE MEMBER EARL NAKAU: My name is Earl Nakau.
3 I'm a minster of the pentacle church. In my ministry, we do a
4 lot of children's activities, children's sleepovers, and
5 children's camps.

6 And in some of my visits, I notice a lot of kids
7 are home even though school is in session. And they would say
8 they're sick or -- um, so I think it seems like they're sick
9 often because they're home often. But in actuality, they don't
10 seem to be sick. So I believe there's some -- it might be
11 particular to this family, but they seem to be very laxed about
12 education.

13 And also, some of the children, they say, oh,
14 they're trying to get their papers. I suppose it's the
15 guardianship papers; and for at least one child, it's been over
16 a year. What is the normal process in time to get those
17 guardianship papers?

18 MR. PETER: Before I ask one of them to address that,
19 that has been an issue -- people leaving the islands and
20 bringing children with them who are not their immediate child,
21 for example. And then later on, they would write or call back
22 for some kind of power of attorney for those that, the legal
23 form that they usually need for the Department of Education
24 here.

25 And the process of processing those back home, it

1 takes -- you know, it takes some time to get it through. But in
2 that case where it's, like, one year, then maybe some other
3 factors are, you know, at lay here.

4 But, I mean, the statement about being relaxed
5 about, uh, those kind of barriers, and I think those are the
6 barriers that we need to identify so that we, you know, on this,
7 like, group, among this group here and other organizations here
8 that can find ways to address this. So let me ask anybody else
9 on the panel to comment on that.

10 (Break in proceedings.)

11 MR. PETER: No? Once again, let me also remind you
12 that we have the breakout sessions. If you can sign up for them
13 in the breakout session, we will be discussing those kinds of
14 things more in-depth and actually bring these things in more of
15 an organized way to present it to our governments and
16 policymakers. So I encourage you to sign up for the breakout
17 sessions.

18 Go ahead.

19 AUDIENCE MEMBER MICHELLE PARK: Hi. Thank you very
20 much for your presentations and the resources that are available
21 to the population out there. My name is Michelle Park and I
22 work at the Coalition for a Drug-Free Hawai`i. I intend to take
23 a prevention standpoint of providing services, but just the
24 same, you know, we have to work with intervention and treatment
25 as well.

1 I'm curious. Does anybody on the panel have
2 plans to work with law enforcement and the judiciary system
3 around some of the issues that are going to cause them getting
4 caught up in the legal issues with the Micronesian population?
5 Or are there plans to begin that effort?

6 EMCEE FILIBERT: Are you asking if we are planning to
7 be active in law enforcement? Is that the --?

8 AUDIENCE MEMBER MICHELLE PARK: Not specifically law
9 enforcement, but just supporting law enforcement and the
10 issues --

11 UNIDENTIFIED MALE PANEL MEMBER: -- support --

12 (Audience member and panel member cutting into each
13 other.)

14 AUDIENCE MEMBER MICHELLE PARK: -- dealing with around
15 some of the issues with youth and the variety of issues.
16 Because in part -- I'm not only asking from the viewpoint of
17 prevention. But going back to Dr. Hilda's presentation this
18 morning, that's the presentation that the state gets about the
19 Micronesian population. It's really, uh, it's all negative.

20 And I don't like that, personally. And hearing
21 the presentations today and Dr. Hilda speak this morning is just
22 a whole different representation of the Micronesian population.
23 And with respect that we do, we deserve to them just as equally
24 as they deserve to the state and United States in coming here
25 and trying to integrate into our populations here. So.

1 EMCEE FILIBERT: I echo your (indiscernible) you come
2 from a preventive approach. And one of the things that the
3 Micronesian groups are doing now is being represented in a task
4 force that would address --.

5 One of the things is the sexual violence
6 prevention. Because the issue has come up in the schools and in
7 the community, and part of it is cultural, but the other part is
8 more on the legal side of it. And we want to address that, get
9 Micronesians involved. So we are developing and working with
10 other groups to develop a plan and put it in place so that, if
11 something comes up, then at least we can deal with.

12 Other ways that we sort of go on that direction
13 is really working with the courts -- the Office of Language
14 Access -- and getting a number of Micronesians to be trained to
15 become interpreters and translators. Because a year ago, the
16 need for interpreters in the courts, I believe, was the highest.
17 I know topping the list was Tagalog. And the beginning of this
18 year, Chuukese being the number one need.

19 And so the good news is that last month, there
20 were a number of Micronesians -- Chuukese -- that attended an
21 orientation workshop to become what we call Tier One
22 interpreters to the courts.

23 And as we go along -- I mean, there has to be
24 some oral test and written test that we have to take. But for
25 the moment, at least, those who attended the workshops have now

1 have their names listed in the state listing of interpreters and
2 translators. In terms of real law enforcement, I'm not sure if
3 we have crime fighters among ourselves.

4 UNIDENTIFIED FEMALE PANELIST: I'm gonna answer your
5 question. Yes, for my program, my program is involved in that
6 for our acculturation purpose or orientation purpose.

7 In fact, right now, I am currently working with a
8 group of people, a family from the attorney general's office,
9 and Pat in the Office of Community Services. We're working on a
10 booklet, orientation booklet for immigrants. Thank you.

11 UNIDENTIFIED FEMALE PANELIST: Just very quickly, just
12 to address the issue of drug-free prevention, I did work at Boys
13 and Girls Club with the (audience interruption) program, with
14 the (audience interruption) public safety.

15 And so far, out there, there isn't
16 (indiscernible) other program for Micronesians, addressing the
17 prevention for (indiscernible) Micronesians youth and adults.
18 And I think that's a need and (voice fades). And I think that's
19 a need, and good thing you brought it up.

20 UNIDENTIFIED MALE PANELIST: Let me ask the lady
21 standing with us.

22 UNIDENTIFIED FEMALE AUDIENCE MEMBER: Thank you. My
23 question is geared towards Joanna and Dion. And with regards to
24 your education programs and the needs assessment that you have
25 conducted, do you address pregnant and parenting of Micronesian

1 teens differently than you would within your education program,
2 Joanna?

3 Or is it all the same? I mean, do you just
4 incorporate that population in with your general education
5 programs? Or is there anything different, I mean, that you
6 would do with your pregnant and parenting Micronesian teenagers?

7 MS. JACOB: Actually, right now, because this is a
8 pilot project that we started, we started with the teachers
9 (indiscernible) on culture and (indiscernible) with the
10 families. I would say that that would be something to consider,
11 as far as when we go into Phase 2 of our project, which is to
12 work with the families. And so, I guess, to answer your
13 questions right now, we don't have anything --

14 (Audience member and panelist cutting into each
15 other.)

16 MS. JACOB: -- incorporated. But, yeah.

17 UNIDENTIFIED FEMALE AUDIENCE MEMBER: And then my
18 other question is how can we get contact information for the
19 panel members? We just come up afterwards, or is there gonna be
20 a signup sheet -- great.

21 UNIDENTIFIED MALE PANELIST: Yeah, you can ask them
22 individually. But I think the Center for Pacific Island Studies
23 has the contact information for all the participants on this
24 panel and I think everybody else participating one way or
25 another on the conference.

1 Richard?

2 MR. SALVADOR: I wanted to respond (indiscernible)
3 information to the previous question that had been asked.
4 (Indiscernible). The Hawai`i Youth Services Network received
5 FAPE-based grants which were given to -- some of it was given to
6 the Volunteer Resource Center of Hawai`i, community
7 (indiscernible) programs, (Indiscernible) prevention of teenage
8 pregnancies and child abuse and trying to prevent teenage
9 violence. And actually, I'm involved with those kinds of
10 education.

11 The director of the Volunteer Resource Center of
12 Hawai`i, Mary Matayoshi, which is one of our Micronesian at work
13 advisors, heads those programs under Hawai`i Youth Services
14 Network and identifying the (indiscernible) to work with.

15 With regards to efforts made through other
16 neighbor islands, the Compact task force (indiscernible) as was
17 called for by the state legislature, they talked about the
18 desire (indiscernible) statewide Compact of Free Association
19 (indiscernible) which would be responsible for the State of
20 Hawai`i (indiscernible) addressing the needs of the Compact of
21 Free Association citizens. (Hammer pounding throughout.)

22 A resolution was made when the state legislature
23 was still in session. Unfortunately, I think it died. And so
24 (indiscernible) made. People or persons who addressing those.

25 And in the Micronesian Community Network

1 (indiscernible), perhaps Canisius Filibert will also say
2 something.

3 But we had previous conversations. And one of
4 the things that came up was the, uh, some Marshallese
5 communities on the Big Island (indiscernible) who are existing
6 in really bare necessities of life. And I suggested to the
7 group that we form our own group and go visit them so then we
8 are able to effectively (indiscernible) legislature. (Hammer
9 pounding continues.)

10 And the resolution (indiscernible) also died in
11 the state legislature. And as previously in the last two years,
12 there has been at least two major bills to provide.

13 The first one was to provide 4.7 million Compact
14 work force development funding under some federal program, that
15 the moneys was to be given to the poor countries, including
16 Micronesian citizens here. But since there was not a
17 (indiscernible) identified separately from the counties as a
18 group --.

19 But the bill passed; went to the governor. But
20 the attorney general decided that it had some language contained
21 regarding funding for the counties (indiscernible) support for
22 the Micronesian funding was pretty strong. That it
23 was (indiscernible) as far as the governor releasing the funds.

24 As mentioned, the other one was (indiscernible)
25 Hawai`i funding for a program was set up at Leeward Community

1 College. A Micronesian program to provide other assistance and,
2 uh -- the program was created, but without funding. So for over
3 a year, the (indiscernible). (Indiscernible) back to the state
4 legislature to ask for \$1 million, and they turned it down.

5 So there's efforts in the state legislature to ry
6 to get funding to support. But it's the legislature that were
7 the greatest (indiscernible). So as far as the assistance with
8 it, people here who are friends of Micronesians (indiscernible)
9 to help influence the (indiscernible) passing through.

10 And the other issue is with -- (indiscernible)
11 Micronesian and (indiscernible) the Hawai`i symposium
12 (indiscernible) came and talked about his efforts to try to work
13 with Micronesian youth get in trouble.

14 In March, I think, was 2006, we had a conference
15 with Ed Kubo. That's one of the main speakers. And Ed Kubo and
16 the Hawai`i (indiscernible) program was trying to also involve
17 us in some efforts to address legal issues to the Micronesians.

18 Fortunately, we have the Legal Aid Society just
19 hired a Palauan woman to be one of their members. And so the
20 Legal Aid Society will continue to provide those kinds of legal
21 services.

22 But the Micronesian community will address needs
23 as they surface (indiscernible) identify them. So please
24 contact Canisius Filibert for your collaboration in the future.

25 MR. PETER: Thank you very much, Richard. Richard

1 will be participating on other panels in this conference. He's
2 a strong advocate of Micronesians here in, uh --.

3 UNIDENTIFIED FEMALE AUDIENCE MEMBER: First of all,
4 let me comment on (indiscernible) one of the contributions
5 (indiscernible) here.

6 One of the -- the question I wanted to ask --
7 there seems to be a lot of programs, a lot of services that you
8 guys have provided for Micronesians and people that probably
9 would need information. Is there any future plans on possibly
10 making what Dr. Heine said, a one-shop center where people can
11 come in and get resources and informations on what they need to
12 know?

13 The other thing I want to say is education. The
14 education program that Justin Lani's conducting this month, I
15 think it would be good to see all participants from Micronesia
16 take part and take his program through the schools. Maybe
17 one-day program so that teachers and families that need to know
18 more about Micronesia, you guys can take it out there and do a
19 program. Thank you.

20 UNIDENTIFIED FEMALE PANELIST: I want to answer the
21 question about the idea of that one stop center that Dr. Hilda
22 Heine talked about. The answer is yes, Goodwill Industries of
23 Hawai`i has already put in a (indiscernible). I guess (audience
24 interruption) about three weeks ago we went down, we were
25 invited to come down and give support (indiscernible) at the

1 capitol. It looks good. We're gonna need everybody's support.

2 But I want to say, yes, there is an effort to put
3 that.

4 UNIDENTIFIED FEMALE AUDIENCE MEMBER: Again, just
5 refreshing what everyone said. Thank you so much for you folks
6 and everyone here that's putting on this conference to help
7 learn more about Micronesian community.

8 My name is (indiscernible). I'm from Catholic
9 Charity and head of Healthy Start. We have a contract with
10 Child Welfare Services to go into people's homes to teach
11 parents and children from birth to age three about development
12 and how to be better parents.

13 My question is what is the most effective and
14 respectful way to build trust with these families, especially
15 since one of our job requirements is we have to see the
16 children? And sometimes they're not there or the babies are
17 really bundled up, and we don't know if it's okay to ask them,
18 can we see your kids. You know -- that that will offend
19 somebody or they'll be frightened or what. Again, it's not
20 to -- if you don't -- or if you have resource that we can go to
21 to have questions like that answered. Thank you.

22 MR. PETER: I was going to turn it over to our
23 cultural expert Canisius Filibert. But just a couple of
24 comments on that. Maybe there are, for example, church groups
25 here, and I know there is a strong Catholic church group here,

1 as well as the other denominations. That is one avenue that you
2 may want to explore.

3 The other groups, Micronesian Community, the one
4 that our cultural expert Canisius represents, that is another
5 one. And they are various organizations there, and I think that
6 would be a good way to start. Canisius?

7 EMCEE FILIBERT: One thing you may want to do is
8 determine which island group they're from. And then when you
9 find that out, find out also what is the greeting in their
10 language because you want to approach them and you want to say
11 the proper greeting. Because if you get it wrong the first
12 time, you're wrong all the way.

13 The other thing you want to do is there's -- and
14 Micronesians are very sensitive to the age thing. If you're a
15 younger person coming in and addressing an elderly man or
16 parent, there's a little bit of a mismatch in the dynamic. One
17 parent may not be able to listen as effectively as you want them
18 to do what you are saying.

19 The other thing is to be consistent. If you're
20 going to be doing visits to the home over a number of times, try
21 and have the same person doing it. Because if you keep
22 changing, that sort of gives the message to Micronesians, well,
23 that person came and now it's changed, they probably not really
24 care. And of course, you as the service provider want to --
25 because you're trying establish trust, that one person should be

1 the key contact for the family or the home.

2 And of course, there's -- you know, go visiting
3 parents and you're staying, get a snack and food as a courtesy
4 of peace offering.

5 MR. PETER: Spoken like a real cultural expert.

6 AUDIENCE MEMBER REBECCA DELAFIELD: Hello, my name is
7 Rebecca Delafield. I'm from Kokua Kalihi Valley. I think the
8 question would be for Joanna or Dion.

9 I was wondering -- it's two parts. First, when
10 you did your workshops with the schools and you work with the
11 different programs, what was some of the biggest challenges that
12 were identified, specifically in the Department of Education
13 complexes or (indiscernible) in terms of their working with some
14 of the Micronesian students they have?

15 And secondly, I think more importantly, what has
16 happened within the schools and complexes you worked with after
17 they participated in the workshops and got some better
18 understanding of some of the cultural issues and circumstances
19 that the Micronesian students face, especially with new
20 immigrants.

21 MR. PETER: If I can have Joanna and Dion answer the
22 question.

23 UNIDENTIFIED FEMALE PANELIST: (Indiscernible; not
24 using microphone.)

25 (Indiscernible) to form a stronger Micronesian

1 club at McKinley High School, and what happened after
2 (indiscernible) the type of students went through the program
3 was that they learned to teach the program and went to Kaahumanu
4 Elementary School and (audience interruption) actually do the
5 program with the younger children.

6 So what we are sort of (indiscernible). This is
7 what you need to do or someone else needs to do this. You do
8 this. It's our problem. We need (indiscernible).

9 Afterwards -- 'cause they were pilot programs --
10 what we're doing now is in staying there (indiscernible) the
11 data has been collected. What we need now that I forgot the
12 mention in my presentation is that fellow Micronesians educators
13 who didn't want to take part in it, to come forward because
14 (indiscernible). There is the data. What we need to do is
15 actually move and do something about it. And that's sort of --
16 yeah.

17 MR. PETER: And Joanna, you only have less than two
18 minutes.

19 MS. JACOB: I guess to answer the first part of your
20 question which was what kind of issues came out as, like, the
21 most pressing, we have the language barrier is definitely one;
22 and cultural, just misunderstanding between the two cultures,
23 the school culture because there is, like, more than one
24 culture, or more than two, I should say, because there's your
25 school culture, your American culture, and your Hawaiian

1 (indiscernible).

2 But anyway, language, just (lawn mower
3 interruption) involvement, something that is not really -- the
4 school, home, and schools at home is separate. So to try to get
5 parents to be more involved is kind of like a challenge.

6 But slowly, because we have -- I cannot say that
7 it's a direct result from the impact or Micronesian Cultural
8 Awareness project, but the efforts of the school/home liaisons
9 to go out in the community and establish relationship with the
10 families, slowly we've been getting parents, more parents to
11 come to (indiscernible).

12 Before, it was kind of discouraging, for me as a
13 brand-new person in DOE, because we called parent meetings.
14 It's only maybe -- you'd be lucky if you get one. But slowly,
15 we've managed to have, like, up to ten Micronesian parents to
16 come to meetings. It's not consistent, but it's a start. So
17 that's that.

18 And so with that -- with them coming, we can talk
19 to them about the school's procedures and rules that need to be
20 communicated to them, and we've done also translated materials
21 for parents to take away.

22 This also -- or our efforts' impact is also
23 opened up more -- it's kinda like it opened communication
24 between us and the schools that I guess need more of this help
25 (voice fades away).

1 So the dialogue that we've been talking -- and I
2 think many of them still want us to come into their -- I think
3 that's the Royal school, one time they want us to do a cultural
4 fair where we invite Micronesians to do something in this
5 community.

6 I'm not sure if it's only for the Royal school or
7 they were working with -- what is that senator's name? Tam?
8 Rod Tam? -- to put together something within the McKinley
9 complex. So that's a possibility that they --.

10 It's a combination of a lot of efforts, ours and
11 the schools, to work together.

12 MR. PETER:.. Thank you very much, and I think we are
13 out of time. I want to thank our panelists. There are some
14 issues that are brought up. We would like, again, once again,
15 invite everybody to sign up for breakout sessions; and I think
16 those will be the important areas and avenues to engage this
17 issues at a more in-depth conversation. Thank you very much all
18 of you. It's been very wonderful.

19 EMCEE FILIBERT: And how about a hand for our
20 moderator, Jo Jo Peter. Thank you, Jo Jo.

21 We are now at the lunch hour. And again, lunch
22 will be served in the lower garden level downstairs. And if we
23 could, half of the room go down that direction and half this way
24 so that we don't tilt the boat if we all go this way. And
25 please, if you could return at 1:15 before the start of the