



IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY

5



Youth Capacity Building and Exchange Program towards Sustainable Development and Conservation of Ifugao Rice Terraces

Ifugao Rice Terraces as Satoyama Landscape Book Series

IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY

Inocencio E. Buot Jr., Ph.D. and Mark Anthony F. Rabena



Ifugao Rice Terraces as a Satoyama Landscape in the 21st Century

Authors: Inocencio E. Buot Jr., Ph.D. and Mark Anthony F. Rabena

This book is part of the Ifugao Rice Terraces as Satoyama Landscape Book Series

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FOREWORD

This book is part of the Ifugao Rice Terraces as Satoyama Landscape Book Series, and is in support of the two United Nations 2015 Sustainable Development Goals (SDG):

- SDG 13: Take urgent action to combat climate change and its impacts; and
- SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Satoyama, a Japanese term that has taken global significance, is a framework that highlights human-nature interaction. In a satoyama landscape, human-nature interaction is expected to be at its best because there is harmony, there is no destruction, there is sustainability, and there is resiliency (Buot, 2017). This interaction is evident in the daily living of people relying heavily on the goods and services provided by the environment. Studying and understanding the individual components of communities and determining their connections and relationships with their environment are important for satoyama initiatives to operate synergistically and sustainably. An evidence-based presentation of connections and relationships will allow stakeholders to acquire a broader perspective on the “domino effect” of their actions on the landscape.

With this definition, the Ifugao Rice Terraces is a clear example of a Satoyama landscape with its inherent human-nature interactions and the various social, political, cultural, and economic issues present in the world heritage site.

#Y4IRT Team



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IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY



OBJECTIVES

At the end of this book you should be able to:

1. Describe the digital landscape of the Ifugao Rice Terraces;
2. Identify strategies to sustain satoyama advocacy using digital technologies accessible at the Ifugao Rice Terraces; and,
3. Visualize the future of the digital Ifugao Rice Terraces landscape as a rural resource and as a UNESCO World Cultural Heritage and a GIAHS site.



IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY

CHAPTER 1: THE DIGITAL LANDSCAPE OF THE IFUGAO RICE TERRACES AND VICINITIES



OBJECTIVES

At the end of this chapter, you should be able to:

1. Describe the current digital landscape in IRT; and
2. Discuss how digital technologies in the 21st century influenced the IRT as a satoyama landscape.

Hello. My name is Bugan, and together with Wigan, we welcome you to our book. We will be assisting you in learning the topics at hand, and we hope you enjoy learning the topics included here.

This book will introduce to you the digital landscape in the Ifugao Rice Terraces, strategies to sustain satoyama advocacy, and the future of the digital Ifugao Rice Terraces landscape.

Before all of that, familiarize yourself first with the concept of *satoyama*.

Hi. I'm Wigan. Do you know what *satoyama* is?

Satoyama is a Japanese term comprised of two words: "*Sato*" meaning home or native place, and "*Yama*" meaning mountain or woodland. In simple terms, *satoyama* describes a village and its populace and their relationships with the mountain or woodland.



'sato' + 'yama'

THE DIGITAL LANDSCAPE OF THE IFUGAO RICE TERRACES AND VICINITIES

Based on this definition of satoyama, it is clear that the Ifugao Rice Terraces is a satoyama landscape. The Ifugao Rice Terraces (IRT) is a collective of five rice terraces located in four municipalities in Ifugao (Banaue, Hungduan, Kiangan, and Mayoyao). The IRT was inscribed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1995 as a World Heritage Site, and was pilotly declared as the only Globally Important Agricultural Heritage Systems (GIAHS) site in the Philippines by the Food and Agriculture Organization (FAO) in 2005.

This book focuses on the digital landscape of the IRT. You will further learn about the strategies to sustain satoyama advocacy using digital technologies accessible at the IRT, and the future of the digital IRT landscape as a rural resource, as a UNESCO World Heritage Site, and as a GIAHS site.

You must know by now what satoyama means and what you will learn in this book. You can proceed to the topic discussion and the activities.

To start the discussion, review these presentation slides which describe the satoyama landscape in the 21st century. This presentation was prepared by Dr. Inocencio Buot, Jr., a Professor of conservation biology, biodiversity, and ecology in the University of the Philippines Los Baños. You may view Dr. Buot's presentation slides about satoyama landscapes uploaded at youth4sustainability.com website.

RESOURCES

Try to see for yourself what satoyama really is and what are the different types of satoyama landscapes in the Philippines. You may also view Dr. Buot's presentation slides about satoyama landscapes uploaded at youth4sustainability.com website.

In addition to this, you may also want to learn more about satoyama landscapes from Dr. Buot's presentation "Understanding Satoyama in the 21st century." You can also view this at the University of the Philippines Open University (UPOU) Networks website networks.upou.edu.ph.

Understanding Satoyama in the 21st Century



Dr. Inocencio E. Buot, Jr.
Faculty of Management and Development Studies

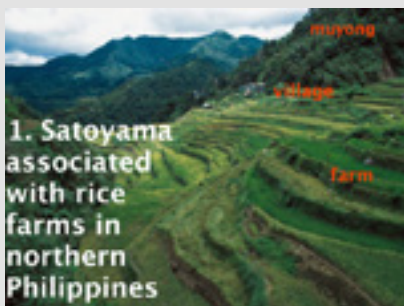
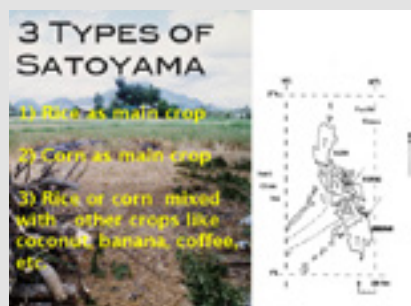
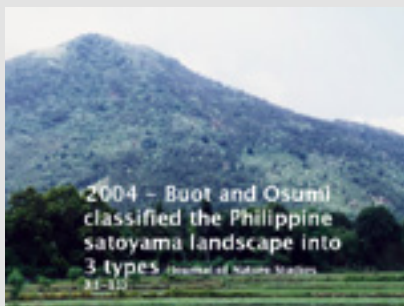


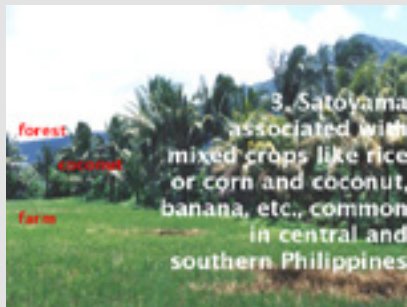
University of the Philippines Open University

Understanding Satoyama in the 21st century

IE Buot Jr.

Institute of Biological Sciences, University of the Philippines Los Banos and Faculty of Management and Development Studies, University of the Philippines Open University





That is the current state of the Philippine satoyama landscape...



Our efforts should be:
honest and sincere
technically sound
sensitive of the local culture
*having the true bayanihan
and satoyama spirit*

What is **satoyama** (*capacity building*) in the 21st century?

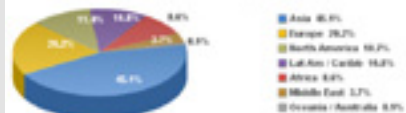
(Pres. Nakamura of
Kanazawa University)



Obviously, today's
generation in the satoyama
landscape is
**a digital
generation...**

UP DEDU UNIVERSITY

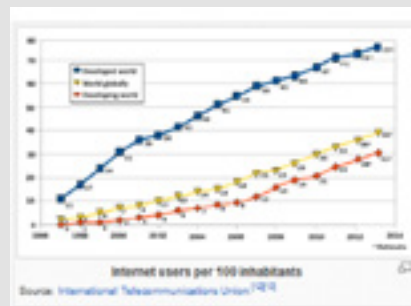
Internet Users in the World
Distribution by World Regions - 2013 Q4



Source: Internet World Stats - www.internetworldstats.com/stats14.htm
 Base: 2,952,479,934 Internet users on Dec 31, 2013
 Copyright © 2014, Statista Working Group

Country	Number of Internet users	Rank	Percentage	Change
China	560,190,000	1	42.3%	100
United States	254,290,000	2	19.5%	20
India	240,290,000	3	18.5%	140
Japan	160,664,474	4	12.3%	33
Brazil	89,307,737	5	6.9%	80
Russia	79,626,004	6	6.1%	61
Germany	63,290,919	7	4.9%	22
Nigeria	60,600,201	8	4.7%	100
United Kingdom	54,901,285	9	4.2%	14
France	54,473,474	10	4.2%	24
Mexico	44,173,331	11	3.4%	714
South Korea	41,001,681	12	3.2%	21
Indonesia	38,101,675	13	2.9%	154
Philippines	37,002,870	14	2.8%	110

Link of download by number of internet users: <http://www.internetworldstats.com/stats14.htm>



2014 Internet Users
in the Philippines
40, 608, 606

Source: Internet Live Stats (www.internetlivestats.com)

...so why not take
advantage of the
INTERNET in the 21st
century satoyama
capacity building?

THE DIGITAL LANDSCAPE OF THE IFUGAO RICE TERRACES AND VICINITIES



PROFILE OF OUR STUDENTS

- A. Working/mostly married, degree holders, digitally literate
- B. Living far from schools
- C. Wanting to learn more

ONLINE EDUCATION *in the 21st century is the answer...*

21st century satoyama education

Use of web technology SHOULD be explored.. Video lectures maybe done.. Mobile smartphones and internet maybe resorted to so as to address distance problems.. Consultations could be by phone, skype or face to face...

Botanists of the twenty-first century: Roles, challenges and opportunities
 UNESCO-Paris
 from 22 to 25 September 2014
 Working documents

*Dr. Paul
 23 Sept 2014
 Paris*

Satoyama education in the 21st century should be:

1. Networked, borderless, global whether physical or virtual
2. Interdisciplinary and Intergenerational
3. Mobile and has urgency of purpose





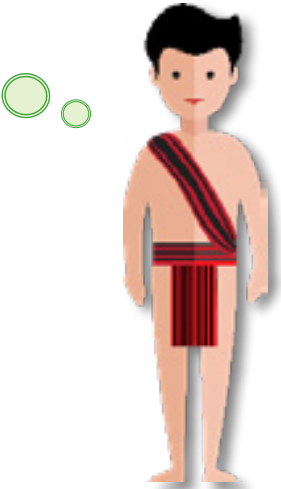
But our capacity building should be:

- honest and sincere
- technically sound
- sensitive of the local culture

having the true bayanihan and satoyama spirit...

Thank you...

After viewing the powerpoint presentation by Dr. Inocencio E. Buot, Jr. about Satoyama landscapes in the Philippines, what do you think you can do as a youth? Do you agree with the presented views?




**LEARNING
ACTIVITY 1**

View Table 1 below which is a result of a study conducted among selected Ifugao youths in IRT communities regarding their accessibility to prevailing digital technologies in Ifugao. This study, entitled “The digital landscape of Ifugao Rice Terraces” was conducted by the Youth for Ifugao Rice Terraces Project Team in 2017 and was presented during the National Conference on Open and Distance eLearning in 2017.

Table 1. Level of proficiency and frequency of use of technological tools of selected Ifugao youth.

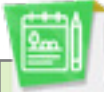
	Level of Proficiency		Frequency of Use			
	Can	Cannot	Never	Seldom	Often	Always
Computer	57	3	0	42	6	12
Scanner	32	28	24	28	8	0
Printer	48	12	12	30	12	6
Multimedia projector	42	18	16	36	4	4
Tablet	46	14	14	34	8	4
Smartphone	44	16	14	32	6	8
MS Word	54	6	6	30	10	14
MS Powerpoint	58	2	2	36	12	10
MS Excel	50	10	8	34	10	8
Email	42	18	20	22	12	6
Internet	58	2	2	22	12	24
Search Engine	60	0	0	22	16	22
Photo Editing	44	16	16	26	14	4
Audio Editing	32	28	26	20	10	4
Video Editing	32	28	28	26	2	4
Screencast Tool	22	38	36	18	6	0
Translation Tool	22	38	36	18	6	0
Conversion Software	30	30	28	22	6	4
Programming Tool	22	38	36	20	4	0

In the table, various gadgets (smartphones, computers, etc.) are available in Ifugao. It also presents that Ifugao youths have the skills on how to use and access these gadgets. There might be some problems with internet access. However, in the study's interview with the Ifugao youths, most of these youths indicated that they try to manage and overcome internet accessibility in their area.

After studying the table, please answer the following questions.

- 1. What major internet sites do you visit frequently? Why?

- 2. Have you thought of using any social media as a means to advertise the IRT? If yes, how would you go about it?



LEARNING ACTIVITY 2

For this learning activity, answer the following questions.

1. How are the digital technologies in the 21st century influencing the IRT as a safoyama landscape?

2. What help can you extend to advocate for the conservation of IRT considering the digital technologies made available to the youths of IRT villages?

 **RESOURCES**

In addition to the foregoing discussion, you might want to read Dr. Joane V. Serrano’s discussion on communicating sustainability. You may also view Dr. Serrano’s presentation slides about satoyama landscapes uploaded at youth4sustainability.com website.

In addition to this, you may view this presentation on “Webinar on Satoyama in the 21st Century” conducted last February 2017. You can view this at the University of the Philippines Open University (UPOU) Networks website networks.upou.edu.ph



Sustainability Communication "can be seen a part of the larger field of sustainability science, which itself can be understood as a change of perspective within the scientific landscape" -----

"An important tasks of sustainability communication is to make the knowledge - together with a sensitivity towards these problems - that is created in these often inter- and transdisciplinary research processes available to the public for discussion." -----



Slide: Tom Mark Weber's lecture

Web 2.0 and Sustainability share the SAME characteristics

Interactivity
Participation
Collaboration
Co-learning
Co-creation
Community
Transparency
Dialogue
Innovation
Creativity
Instantaneity



THEY ARE BECOMING
MAINSTREAM
IN TODAY'S SOCIETY

Web 2.0 allows greater collaboration among users, content providers and enterprises.

Users have more input into the nature and scope of Web content and even exert real-time control.

The social nature of web 2.0 allows community-based input, interaction, content-sharing and collaboration.

Types of **social media** sites and applications include **forums, microblogging, social networking, social bookmarking, social curation, and wikis.**

Source: <http://bit.ly/1u3tqgU> on definition of Web 2.0

Elements of Web 2.0

- Wikis
- The increasing prevalence of Software as a Service ([SaaS](#)), [web apps](#) and [cloud computing](#) rather than locally-installed programs and services
- Mobile computing
- [Weblogs](#)
- Social networking
- Collaborative efforts such as [crowdsourcing](#), [crowdfunding](#) and [crowdsourcing testing](#)
- User-generated content ([UGC](#))
- Unified communications ([UC](#))
- Social curation

Nature 2.0

maximizes the affordances of Web 2.0 in discourses of nature and environmental discourse



Discourses of Nature

Environmental Discourses

UNEP shared the top three tips for sustainable dev

Targeting works

- define the target audience (in Nature 2.0 - which segment of society will most likely be reached through social media (facebook and twitter); youtube; wiki; crowdsourcing;)
- define your message (focus on a single issue, e.g. buying ecologically certified products; conservation of the Ifugao Rice Terraces instead of the entire concept of food security)

Targeting works

- In Ifugao, farming is a family affair; this close family link can be targeted in designing a campaign that uses Nature 2.0, with the youths sharing to the older members of the family the rich resources in the Web
- The challenge is how to balance their interests; In a study on Memory Salvaging during the Great Japan Earthquake in Miyagi Prefecture, the young ones and the elders clash on the use of computers... the children play video games while the older ones watch videos

Be inspiring

Sustainable development issues need to be linked very closely to an inspiring aim.

Link sustainable development to other pressing issues such as health, poverty, jobs, etc.

Link sustainable development to issues that appeal to emotions

E.g. in Ifugao, during our initial interview with some youths, if they see posts in FB that talks about their heritage and how foreigners admire the beauty of rice terraces, then they will be inspired to conserve the rice terraces

Wizness analyzed 400 globally listed companies and more than 2000 corporate sites and social media channels. 176 major companies allocated social media channels to their sustainability dialogue; of the 100 best companies, Twitter and Facebook were the favorites; 70 had dedicated sustainability blogs/magazines; 40 had shareable sustainability reports

<https://www.wizness.com/>

Make it personal and practical

- understand what motivates your target audience
- People are motivated when they can relate clearly to the message
- People usually prefer learning, discovering, exploring and acquiring information at their own pace and answering their own questions

- People are motivated to participate and play a role in what is going on around them
- Translate big vision into messages that are both personal to the audience and practical in terms of inspiring a response.



**NEW SUSTAINABILITY
SOCIAL MEDIA
COMMUNICATION
TRENDS ARE
EMERGING**

5 Social Media Trends That Will Dominate 2017

1. Social messaging
 - Over-the-top (OTT) messaging and SMS messaging are millennials' preferred form of communication
 - allows personal touch, transparency and collaboration





IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY

CHAPTER 2: SUSTAINED SATOYAMA ADVOCACY STRATEGIES USING DIGITAL TECHNOLOGIES IN THE IFUGAO RICE TERRACES



OBJECTIVES

At the end of this chapter, you should be able to:

1. Describe the different digital technology-based advocacies vis-a-vis IRT landscape degradation; and,
2. Design satoyama advocacy strategies using existing digital technologies to sustain IRT.



LEARNING ACTIVITY 3

Do you know what “advocacy” means?

Advocacy is promotion or championing. In the context of this book, it is the promotion and championing of the conservation of IRT to the entire nation and to the world. Kindly review Table 1 from Learning Activity 1 and Table 2 below. Table 2 was also a result of the study described in Learning Activity 1.

Table 2. Digital skills assessment of selected Ifugao youth

	Poor	Good	Neutral	Very Good	Excellent
I am able to search on the internet	1	14	7	22	16
I am able to find the particular information that I want on the internet	0	14	13	23	10
I am able to evaluate the information that I find on the internet	1	15	14	22	8
I am able to use digital media to create my own texts	1	18	19	13	9
I am able to manage the information that I find (organize, save, and store it for reuse)	0	12	13	21	14
I can decide if the information that I find on the internet is honest, relevant, and useful	1	14	15	19	11
I am able to use the the information ad what I have learned from it to create new work by blending, adapting, applying, designing, inventing	2	21	10	16	11
I can communicate with others by exchanging information, sharing knowledge and creating information products to suit the audience, the context, and the medium	2	12	15	18	13
I can communicate with others by sharing knowledge digitally	2	17	13	19	9
I can create information products to suit the audience, the context, and the medium	3	21	11	19	6
I can use ICT appropriately and responsibly	4	23	12	17	4

Based on Tables 1 and 2, various digital tools are available to Ifugao youths in IRT communities and these youths possess skills in making use of these tools. After studying the tables, please answer the following questions. Submit your answers in a document.

1. Considering the IRT landscape degradation, what are some examples of advocacy activities for the promotion and conservation of IRT using the digital technologies seen in Tables 1 and 2? Can you name at least two of these advocacy activities?

2. Do you think your family and friends support you if you plan to pursue your advocacy activities? Explain.



LEARNING ACTIVITY 4

On the Internet, search for images of advocacy examples. Review those examples, then revisit the advocacy of this book, which is promoting the conservation of the IRT as a rural landscape and as UNESCO and GIAHS sites in this digital 21st century.

For this learning activity, design satoyama advocacy strategies using existing digital technologies to sustain the IRT. As a guide, you may visit the link below:

A step-by-step guide to creating a media strategy by [Socialbrite](http://www.socialbrite.org), you may access the resource through: <http://www.socialbrite.org/2010/05/27/create-distribute-media-for-a-campaign/>

The material above is a step-by-step guide to creating a media strategy in advocacy. This site identifies that foremost, you should have your goal and set of attainable objectives considering your time, resources, among others. Then identify your target clients. Will you target the youths as well? Or will you target the adults, too? You have to decide on these things for your strategy. Then, what is your message to your clients? You have to design and frame your message in a way that it will attract and compel your clients to support your goal and call to action. Choose the right format for your message - essay, photo, slogan, etc. Do not forget to document and monitor the responses of your clients. Afterwards, you may consider the following:

1. Design your satoyama advocacy strategies using existing digital technologies to sustain IRT
2. What help can you extend to somehow advocate for the conservation of IRT considering the digital technologies made available to the youths of IRT villages?



In addition to the foregoing discussion, you can read a discussion of mainstreaming the conservation of the IRT by Dr. Consuelo D.I. Habito, an Associate Professor for environment and natural resources management in the University of the Philippines Open University. You may view Dr. Habito's presentation slides about satoyama landscapes uploaded at youth4sustainability.com website.

Quo Vadis? Mainstreaming the Conservation of the GIAHS Ifugao Rice Terraces

Dr. Consuelo D.I. Habito
Faculty of Management and Development Studies,
conita.habito@uou.edu.ph

Faculty of Information and Communication Studies,
University of the Philippines
Open University



You might also want to read this presentation on GIAHS twinning by Professor Koji Nakamura of Kanazawa University, Japan. The presentation slides is uploaded at youth4sustainability.com website.

You may view these presentations on "Webinar on Satoyama in the 21st Century" conducted last February 2017. This is available at the University of the Philippines Open University (UPOU) Networks website networks.upou.edu.ph.

IFUGAO RICE TERRACES AS A SATOYAMA LANDSCAPE IN THE 21ST CENTURY

CHAPTER 3: THE FUTURE OF THE DIGITAL IFUGAO RICE TERRACES LANDSCAPE AS A RURAL RESOURCE AND AS A UNESCO WORLD CULTURAL HERITAGE AND A GIAHS SITE



OBJECTIVES

At the end of this chapter, you should be able to:

1. Describe the future of IRT as a rural resource; and
2. Envision the future of IRT as a UNESCO and GIAHS site.


**LEARNING
ACTIVITY 5**

Kindly review Table 2 again below. This table indicates that the Ifugao youths in IRT communities of the study assessed themselves given selected digital proficiency skills.

Table 2. Digital skills assessment of selected Ifugao youth

	Poor	Good	Neutral	Very Good	Excellent
I am able to search on the internet	1	14	7	22	16
I am able to find the particular information that I want on the internet	0	14	13	23	10
I am able to evaluate the information that I find on the internet	1	15	14	22	8
I am able to use digital media to create my own texts	1	18	19	13	9
I am able to manage the information that I find (organize, save, and store it for reuse)	0	12	13	21	14
I can decide if the information that I find on the internet is honest, relevant, and useful	1	14	15	19	11
I am able to use the the information ad what I have learned from it to create new work by blending, adapting, applying, designing, inventing	2	21	10	16	11
I can communicate with others by exchanging information, sharing knowledge and creating information products to suit the audience, the context, and the medium	2	12	15	18	13
I can communicate with others by sharing knowledge digitally	2	17	13	19	9
I can create information products to suit the audience, the context, and the medium	3	21	11	19	6
I can use ICT appropriately and responsibly	4	23	12	17	4

Notice that many Ifugao youths have rated their digital skills as good or excellent. After reviewing the table, please answer the following questions

1. How can you use your skills in promoting IRT as a rural landscape to the whole world?

2. Sketch the IRT as a rural landscape in the digital 21st century. Always keep in mind that the IRT is a rural landscape. However, you have to recall that we are in the digital age as well. As shown by the tables, a digital landscape is available among youths in IRT communities. With these considerations, please "draw" IRT as a rural landscape in the digital 21st century. Try to review the presentation slides (by Dr. Buot, Jr. in the first book of this series). You can also utilize the 2004 study of Dr. Buot and Katsuhiko Osumi on the satoyama landscape in the Philippines. The research paper can be accessed using this link: <https://bit.ly/32DUmLX>



Before proceeding to the next learning activity, review this video transcription first on preserving the Ifugao culture, adopted from ABS-CBN News (Youtube channel).



The Batad Rice Terraces. Photo by the Youth for Ifugao Rice Terraces Project. Used with permission.

The Ifugao Rice Terraces is a recognized UNESCO World Heritage Site and is considered a natural treasure. However, it is now at risk due to abandonment by the Ifugaos in search for better opportunities. Instead of the Ifugao youth taking on the task to conserve the rice terraces, they are focusing on looking for jobs elsewhere, even abroad.

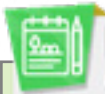
The local government, in response to this problem, addressed the issue by teaching traditional terrace preservation practices to elementary students. By which, hopefully, the significance of the Ifugao Rice Terraces to the Ifugao culture will be integrated into the young generation. The students learned the basics of stone riprapping or tupeng, used by the Ifugaos to form the terrace walls, and was oriented on Ifugao culture and traditions. Children are taught as well with Ifugao skills such as woodcarving, weaving, stone tiling, and chanting.

Preservation and conservation of Ifugao culture and Ifugao Rice Terraces through transfer of indigenous knowledge and skills of the Ifugaos is the primary mandate of the program. The teachers are called culture bearers, teaching the younger generations with the ways of the older generations of Ifugaos.

Efforts on conserving the Ifugao Rice Terraces and on adopting abandoned rice terraces should be continuously done and supported to ensure the maintenance of the Ifugao Rice Terraces and of the culture that protects it.

The video is about preserving and conserving the Ifugao culture in the digital age. Do you think this is possible amidst several technologies this time?

Do you agree that the sustained use of grass roofing in traditional IRT houses despite the availability of galvanized iron is more lasting and cheaper in the long run? Moreover, would stone walling be forever adhered to despite the massive collapse of some stone walls and the availability of cement technology even in Ifugao?



LEARNING ACTIVITY 6

After watching the video, kindly consider the notes above and answer the following questions.

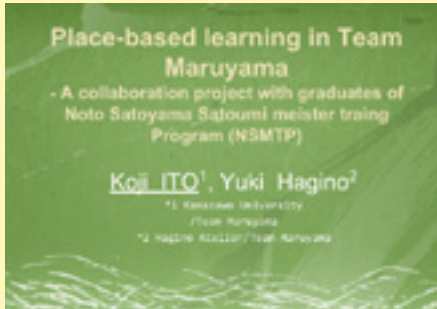
1. How can you resolve these controversies? Will you strictly maintain the traditional housing model and the stone wall model despite availability of technologies which are cheaper in the long run?
2. Will this not affect the inscription of IRT as a UNESCO site and as a GIAHS site? Visit the UNESCO and FAO-GIAHS websites (which are linked below) and try analyzing the requirements of the recognition IRT enjoys this time under UNESCO and GIAHS. Do you think the controversies mentioned in the video will not affect the inscription of IRT as a UNESCO site? As a GIAHS site?
3. What do you think could be the future of IRT with the blending of traditional and modern technologies as a UNESCO and GIAHS site?

UNESCO: <https://bit.ly/2OlrFYX>

FAO-GIAHS: <https://bit.ly/3hmd0Mm>


RESOURCES

Finally, you might want to read through these presentations by Dr. Aida Mammadova (Assistant Professor) and Dr. Koji Ito (Professor) at Kanazawa University.



Development of the Integrated Education Fieldworks for the Biocultural Diversity:
Learning from the Rural Areas of Ishikawa Prefecture

Aida Mammadova
Kanazawa University

You may view these presentations on “Webinar on Satoyama in the 21st Century” conducted last February 2017. This is available at the University of the Philippines Open University (UPOU) Networks website networks.upou.edu.ph.

I hope you will keep with you the lessons you have learned in this book, as well as apply it to help in the preservation and conservation of the IRT.

No matter how small your first steps are, stay strong and dedicated for it will surely create a ripple effect that will ultimately lead to maintaining the Ifugao culture for years to come.



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