



**HATU KGINITTI AN PAPADJAW
CHI IMMIPUGKGAW UN AY
UMAT HI SATOYAMA
LANDSCAPE AD UWAN
AN 21ST CENTURY**

BOOK 5



Youth Capacity Building and Exchange Program Towards Sustainable Development and Conservation of Ifugao Rice Terraces: #Y4IRT Ayangan

Series Authors: Inocencio E. Buot, Jr., Ph.D., Consuelo D. Habito, Ph.D, Marissa P. Bulong, Ph.D., Mark Anthony F. Rabena, Thaddeus P. Lawas, Ph.D., Elpidio Basilio, Jr., Ph.D., Romeo A. Gomez, Jr., Ph.D., Melanie S. Subilla, Aurora V. Lacaste, Francis Mark Dioscoro R. Fellizar, Eulalie D. Dulnuan, Joane V. Serrano, Ph.D., Sherry B. Marasigan, Ph.D. & Martina B. Labhat, Ph.D.

Series Translators: Josephine G. Pataueg, Rebecca W. Bumahit & Gregorio Umingli

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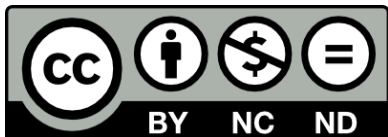


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BOOK 5

HATU KGINITTI ÁN PAPADJÁW CHI IMMIPUGKGÁW UN AY UMAT HI SATOYAMA LANDSCAPE AD UWÁN ÁN 21ST CENTURY

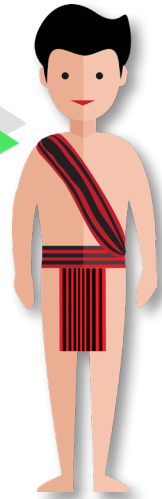
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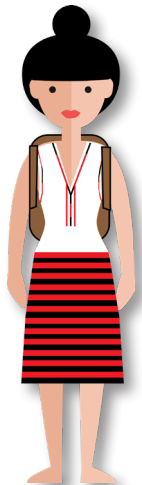
Akgibfuhan toy an achalon ta-u, maphalin dju an:

1. Mapfuwáh hahana mangipattíg hi umatán chi Satoyama;
2. Maipaínniláh hana pang'oy (dynamics) ta púnná-nan-ngón hatu naínsigudán an panalimún ay hatu Papadjaw chi Immipugkghaw mipadchong hi satoyama;
3. Ep-ephód an acháálón háhána ágdamá an núnkulangán dja kahapulán tóy IRT satoyama;
4. Punhuhúmmangánan ta mi-ammáh hay ohán modeló an nachachagwóh hi pang-únnúdchan hi pamapto' dja panalimún aytóy IRT satoyama.

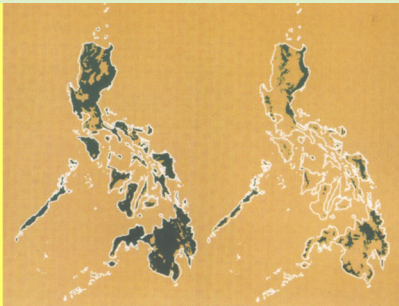
Ma-apngaan ajun amin! Maphod ta immali aju etoy mila'lat án kaju ma-acháá. Hetoy án book ja ipattig nay a-at chi Kqinitti án Papadjáw chi Immipugkgáw (IRT); mainniláán nu ngakgán hahaná aton (strategy) ta hatu an pohchon chi Satoyama an ipa-at ja munna-nan-nong; dja mápfalin mabuya ngay umatan chatoy papadjáw chi Immipugkgáw án hidjáy pangngalan ay hana an kahapulan (rural resources); ngay umatan toy IRT-UNESCO World Heritage Site dja GIAHS Site tun mangali an timpu. Pohchonán ipapaláwag pay ngay ma-at ay hatu Papadjáw chi Immipugkgáw pfilang UNESCO World Cultural Heritage Site dja GIAHS Site áychatoy mangali an timpuh.



Ad uwán dja ayta'u pfangngachon án buya'on hi power point presentation chuy náhhun án inacháá taúh book 1 án nangpattig met lang inuy a-at chi Satoyama Landscape ad uwán án 21st Century.



Read from left to right.



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

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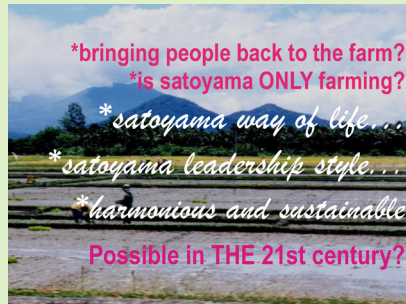
Our efforts should be:
honest and sincere
technically sound
sensitive of the local culture
*having the true bayanihan
and satoyama spirit*

16

Read from left to right.

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

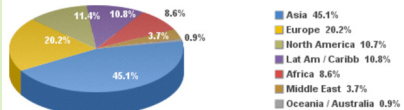
(Pres. Nakamura of Kanazawa University)



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

UP OPEN UNIVERSITY

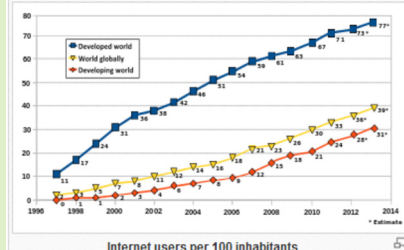
Internet Users in the World
Distribution by World Regions - 2013 Q4



Source: Internet World Stats - www.internetworldstats.com/stats.htm
Basis: 2,802,478,934 Internet users on Dec 31, 2013
Copyright © 2014, Miniwatts Marketing Group

	China	568,192,066	1	42.3%	102
	United States	254,295,536	2	81.0%	28
	India ⁽⁴⁾	243,298,994	3	19%	146
	Japan	100,684,474	4	79.1%	33
	Brazil	99,357,737	5	49.8%	86
	Russia	75,926,004	6	53.3%	81
	Germany	68,296,919	7	84.0%	22
	Nigeria	55,930,391	8	32.9%	128
	United Kingdom	54,861,245	9	87.0%	14
	France	54,473,474	10	83.0%	24
	Mexico	44,173,551	11	38.4%	114
	South Korea	41,091,681	12	84.1%	21
	Indonesia	38,191,873	13	15.4%	154
	Philippines	37,602,976	14	36.2%	118

List of countries by number of Internet users. (<http://en.wikipedia.org/wiki/>)



Internet users per 100 inhabitants
Source: International Telecommunications Union.^{[1][2][3]}

2014 Internet Users
in the Philippines

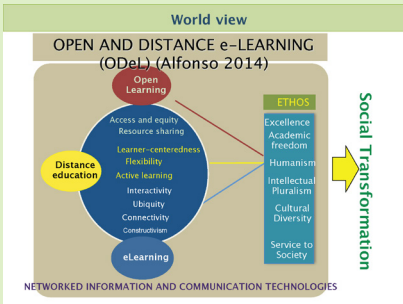
40, 608, 606

Source: *Internet Live Stats* (www.InternetLiveStats.com) ²³

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

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Read from left to right.



PROFILE OF OUR STUDENTS

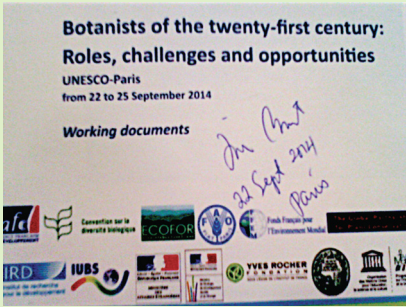
- A. Working/mostly married, degree holders, digitally literate
- B. Living far from schools
- C. Wanting to learn more

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...



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



High hopes to put an end to indiscriminate cutting in satoyama forests.



AND that... there should be respect for the land as a living entity

Read from left to right.



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...

You may also view this presentation about satoyama landscapes uploaded at youth4sustainability.com website.



Nu ghinipfóh dju án binuyá nuy power point presentation, ngay umalih nomnom dju án mapfalin dju an atón pfilang ohan mangmangngilog? An apfulutón djuh nuy pannig dja punnomnom chi uchum umat inuy nipattig an nabuya djú?

BOOK 5

HATU KGINITTI AN PAPADJÁW CHI IMMIPUGKGÁW UN AY UMAT HI SATOYAMA LANDSCAPE AD UWÁN AN 21ST CENTURY

CHAPTER 1: NUY NI-DIGITAL AN KGINITTI'N PAPADJÁW CHI IMMIPUKGHÁW DJA NÁN AGWACHÁN CHÁH



OBJECTIVES

Akgibfuhán tóy an achalon ta-ú, maphalinán dju an:

1. Ipa-inníla ngay umatána ad uwán nuy ni-digital an buyá hahátu Kginítí an Papadjáw chi Immipugkgáw;
2. Ipa-inníla nu ngay inat chi digital technologies ad uwán an 21st century an nun-alin (nun-impluwensya) ay hatu kginitti an papadjaw an mipadchong hi tighaw/buyán chi Satoyama.

Ta ahí ta-u ituluy, ihna hán mahhún an atón ta-úh:**Mahhún an pun-achalan (Learning Activity 1)**

Tikghán dju núy Table 1 hi cha'ona. Hitóy dja resultán chi aymi nangád'adchálan ay haná nun-apili an munpangilog hitu ad lpugkhaw, nu ihnay apfalinán cha an mún-uchaa ay chanúy digital technologies an gwaacha mo hitu ad lpugaw.

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 power point	58	2	2	36	12	10
MS excel	50	10	8	34	10	8
e-mail	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

Mattíg dju itoy table an hay smartphones, computers dja uchúm na páy an teknolohiya ja ma'ma-uchaa móh tu fobloy ta-úd lpugkgaw, ja ihnay la-ing ja apfalinan mo háhaátu munpangilog an mún-uchaa. Nu ihna mán háy polobléma nan pun-uchalan cháh internet, mattig etoy pfilang chi nahúmmangán an cho-o ay chichah núy ukód ja hemma nah nuy atona ta malimidjuwan núy poloblema na.

Mikadwan Adalon (Learning Activity 2)

1. Ngáy atón háhátu digital technologies chi 21st Century an mún ím-ímpluwensya tapnú hátu Papadjáw chi Immipugkgáw dja mí'padchóng an ay umat hi Satoyama?

2. Ngáy mapfalín dju án maipfádcháng hi ép-éphochán chi punpaptó' (conservation) áy hatu Papadjáw chi Immipugkgáw ad uwán an ihna moy digital technologies an chímmatóng moh itoy nunpfobladján ád Ipugkáw oja mapfalín an hija móy uchalón tún munpangilog?

Read from left to right.

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://whatistechtarget.com/definition/Web-2.0-rc/Web-2>

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
- [Mash-ups](#)
- 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/>

BOOK 5

HATU KGINITTI ÁN PAPADJÁW CHI IMMIPUGKGÁW UN AY UMAT HI SATOYAMA LANDSCAPE AD UWÁN ÁN 21ST CENTURY

CHAPTER 2: PUNNANAN-NO-NGON NUY PANGO'OY JA PANUDTUCHU'N CHI SATOYAMA AYNUY PUN-UCHALAN HI DIGITAL TECHNOLOGIES TU'N KGINITTI AN PAPADJAW CHI IMMIPUGKGAW



OBJECTIVES

Akgibfuhan toy an achalon ta-u, maphalin an:

1. Mailáwág dju ngay umatan chá nuy nunhihinabfali an ucháá chi digital technologies án panudtuchu hi ephodchán toy mapa'pa'eh ja ma-ut-utaw án Papadjáw chi Immipugkgáw;
2. Mangámma ádju áy chánuy mápfálin an pangó'oy, an mi-unnod inuy panudtuchun chi Satoyama umat hi pun-uchalan hi digital technology ta gwáy aton toy Kginitti án Papadjáw chi Immipugkgáw (IRT) án munna-nan-nong.

Eta'u mo aton nuy máhhun án ma-achaa etoy an chapter. Akgan taú wakkay tugwa'!

Mi-atlu an pun-achalan (Learning Activity 3)

Nu hay panudtuchuh ep-epochan chi punhahapitan, pohchonán ipfághá án hinuy pangát án mangiha'nap ja pangipfi-ah an mangpainnila. Umat itoy at-aton taún munhálimun wenno munpaptó' áy hatu Kginitti an Papadjaw chi Immipugkgáw, hitoy ja pango'óy án mangpainnila ja mangha'nap hi apfobpfobloy etoy interon chi lutah. Tikghan dju nuy Table 1 hi cha'o na an hitoy ja resultan chi aymi nangad'adchalan ay hana nun-apili an munpangilog hitu ad lpugkháw nu ihnáy abalinán chá an mun-ucháá áy chánuy digital technologies án gwáácha moh tu ad lpugáw.

Table 2. Digital skills assessment of selected Ifugao youth.

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

Mattig dju áy hatu an tables án ihnáy mapfilang án digital tools án mabalin ma-ucháá hatu munpangilog nán ágwachán chi IRT djá mattig ghu án ihnáy láing cha án mun-ucháá hi digital technology. Nakgibfo ádjá án tinnig dju ja pfinaha dju hatu án tables djá sinungbatan djuh toy nun-ehnot an saludsud.

1. Nu punhahapitan hitoy mapa'-pa'éh djá ma-ut-utaw án Kginitti'n Papadjáw chi Immipugkgáw, ngay mattig muh mapfálin an at-aton án maphod ta miha'nap dja magwachah nomnom chi tatakguh nuy pamapto' djá punhálimun áy hatu Kginitti án Papadjáw chi Ippipugkgáw hi áy panguchalan hi digital technologies án nattig taúh tables 1 ja 2? Ngacháanom hay chugwáh?

2. An pfumadchang/chumoporta ngata haná o-ómmod mu dja i-ibfam nu ihnay planum an mangtuluy itoy an panudtuchu? Ngay maipfághám?

Kas-ánu, án na-aw-awatan dju moh? Mapfálin ituluy taúh?

Mi-apat an Ma-acháa (Learning Activity 4)

Ad' uwan, gwáy oha áy cha'dju hán manáma' hi sampul an picture wenno la'latu'n chi oha'n banag an penhod mun ita'çhukgan wenno ipa-innilah atakgutakgúh. Nu penhod mu ádjá djá i-click mu etoy án site ta gwáy atom án mun-awat ngay umatan chi ngnún chi ohan advocacy.

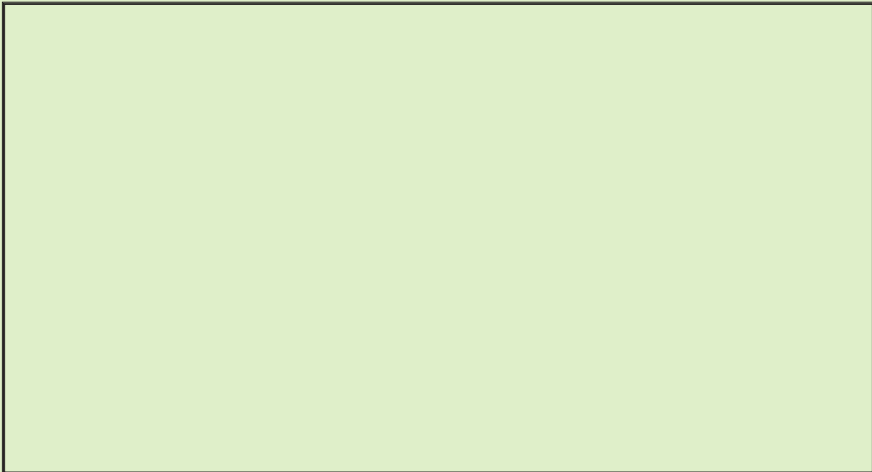
Nakgibfoh dju ádja an binuya hatu sampul, mapfálin dju pay án munpfidpfid hi uchum. Ngem nu mapfálin, ipfáng-ngád dju tug-gwa' itoy uhtu an penhod taú an ipa-innila dja ipattig án ma-át tun mangali'n akgáw áy hatu papadjáw taún Immipugkgáw ta munpfalin án pangngalan nán kahapulan (rural resource), UNESCO World Cultural Heritage Site dja GIAHS Site aytoy an digital 21st century.

An mápfálin moh an te-ám an mangámmá hi Satoyama advocacy strategies an uchalón chi digital an teknolohiya tapnu punna-nan-ngon hatu papadjáw taún Immipugkgaw? Padasom án umuy etoy án link:

A step-by-step guide to creating a media strategy by Socialbrite
<http://www.socialbrite.org/2010/05/27/create-distribute-media-for-a-campaign/>

Ihna itoy nuy mahan-hanohnot an aton án mangammah strategin chi advocacy hi media. Hitoy án site dja ipfakganá án kahapulan ánumun-uná dja ihna moh inuy nomnom ngay pohchom án maát án punpfalinán nuy ka ay aton (goals and objectives) midchum án tikgan nuy timpu dja hana ma-ucháá. Mahapoo an inilam haná takgu an target muh. Mapfálin ngata án nán munpangilog wenno nán miná-ilog an nanomnomán? Mahapo an piliyom. Ngay mensahem ay chichah. Mahapoo án hinuy ipfakgam wenno itucho mu dja nibagáy inuy pun-awat cha dja mapfangon nuy le'na dja pamhod cha án pfumadchang dja mi-jat án mangngunu inuy pohchom án maát. Piliyom nuy hapet án maunadju'chi pamágpaganah. An mapfalin chi essay, slogan, lah'latu dja uchum na pay? I-document mu dja i-monitor muh nuy chungbat han'a tatak gum (clients).

1. Ad uwan, ijámma dju án ni-digital haná Satoyama advocacy strategies an ma-ucháá ta hitoy an kginitti'n papadjáw taún Immipugkgáw dja munna-nan-nong.



2. Ha'a, ngay mapfálin mun maifadchang ad uwán ten ihná moy digital technology án mapfálin pangpa'gwan an mangihinap dja mangpainnilá áy hatu pangat taú án mangpaptó'dja munhalimun (conservation) ay hatu kginitti an papadjáw ay toy nunpfobladjan?

BOOK 5

HATU KGINITTI AN PAPADJAW CHI IMMIPUGKGAW UN AY UMAT HI SATOYAMA LANDSCAPE AD UWAN AN 21ST CENTURY

CHAPTER 3: HAY UMATAN TU'N TOY NI-DIGITAL AN KGINITTI'N PAPADJAW CHI IMMIPUGKGAW AN APUGWAN NAN KAHAPULAN HI PI'TAGUWAN PFILANG MA-AALI JA MAPPÉMANAN AN INA-CHANGJAN CHI AN AMIN AN TAKGUH DJA PFOBLÓY ITÓY LUTÁH (UNESCO WORLD CULTURAL HERITAGE SITE AND GIAHS SITE)



Akgibfuhan toy an achalon ta-ú, mapfalín dju án:

1. Maipfagá ngay kasasa-ád tun togwóy IRT an apugwán haná kahapulán; dja
2. Mattíg dju ghuh núy umatan tóy IRT pfilang UNESCO dja GIAHS sites.

Umuy ta-u móh inúy mahhún án ma-ácháa.

Mi-alema an Ma-acháa (Learning Activity 5)

Tikghan dju Table 2 hi cha'ó na. Hetoy ja resulta gu'n chi aymi nangad'adchalan ay hana nun-apili an munpangilog hitu ad lpugkháw nu ngay lopong chi kalaing chá án mun-ucháá hi digital technologies.

Table 2. Digital skills assessment of selected lfugao youth.

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

Mattig dju moh etoy Table 2 ngay kaláing haná napili'n munpangilog nan pfobly an gwachan chi kginitti'n papadjaw. Choko ay chichay nangha'ad an hay lopong chi laing cha chin damu dja ikuy nu ad uwan dja ngimmatungatuh uhtu. Ma'aphod hetoy an naat.

Nakgibfo ádjá án tinnig dju toy án table 2 djá hinungpfatan djuh toy nun-ehnot:

1. Ngay aton dju an mang-uchaa inuy laing dju an mangpain-innila/mangihinhinap (promote) hi apfobpfobloy aytoy lutah an hetoy IRT dja o-tong an apugwan hana kahapulan (rural resource)?

2. Idjamma dju hay drawing an hatu kginitti an papadjaw chi lmpugkgaw dja naka-digital. Nomnomom an hatu papadjaw dja nun elepot chah nan nuntini-id dja nunchinadju an pfuludnah nan pfobloy. Ngem nomnomon dju kguh an ihna adju etoy an timpu'n chi digital. Tinnig dju aychuy nipattig an data an mun-uchaa cha moh hatu munpangilog nan gwachan chi IRT. Ay hatu an nipfaga ta mangchat hi punnomnoman dju, ephod dju ahpay an i-drawing hi digital toy IRT. Padason dju kgu an buya'on chuy powerpoint slides (by IE Buot) dja chuy document an injamman cha Buot ay Ozumi (2004).



Penhód dju'n mun-ebláy hin-omtáng? Nu achi adja, ituluy taú móh. Nakgu, mattíg dju ngatá ngáy umatán tóy kginittí an papadjaw chi Immipúgkgaw pfilang ohán UNESCO dja GIAHS sites án ni-digital ád uwan an timpú?

Mikan-om an Maadal (Learning Activity 6)

Pfángngachón djún tikgán chúy video hi book 1.



Preserving Ifugao Culture: One Class at a Time
<https://bit.ly/2QkiGep>

Chuy video an binuya dju, dja impáttig nay atón an munhalimun dja munpaptó (preservation & conservation) ay hana na-impfángunán an pangó'oy chi Immipugkgaw an ma'ma-át pay ád uwan án panawen? Panníg dju ngatá dja mapfalín an mitutuluy hatu an pangát, enong ún mapfalín an ma-ucháá móy digital technology? Umat inuy pún-uchalán hi kgulún an pun atóp inuy Immipugkgaw an apfóng, enong ún ihná móy hihím an mapfalín uchálón ta nalaklaka dja mapfay-bfajág an mapa'eh? Hay oha kgu, enong un ihna chay nun-agcháy ja napa'eh an topéng, unhija han hija chi aton an maid pogpogna, enong un ihna móy hamintu an mapfalín ma-ucháá?

Nu nalpas dju adja an binuya nuy video, nómnomóm dju há-chi saludsud an nitucho' ichúy ngatu na dja sinungbatan dju hatu nidchúm an saludsud etóy cha'ó na.

1. Ngákhumóy kadju nomnóm-nomóm ad uwan? Namama ay cha'dju an munpangilog hitu an agwachán chi papadjaw taú an Immipugkgaw, ngáy aton dju ta masolbal hatu poloblema an puma'eh (controversies)? An ipapáti djun idjúnnúd chin pangó'óy chí o-ómmód an mangammah opfong ja topeng nan papadjaw enonghú un ihna móy nun-a-ámmán an teknolohiya an kgagkgala, naláklaká dja mapfay-pfadjag an mapa'eh? Ibingay muh nu ngáy maipfgam?

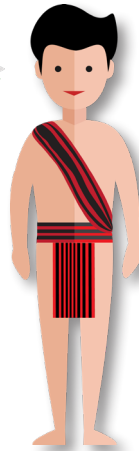
2. Achí na ngatá apéktalan tóy Kginittí an Papadjaw chí Immipugkgaw (IRT) ay hana ni-pfilang an ma-alí an UNESCO ya GIAHS sites? Ipadas djun mun-internet dja umúy adjú gwáchán chi UNESCO dja FAO (GIAHS) website dja tinníg djuh núy Resources, dja padason dju an awatan djahana kahapulan an aton, kahukkát nuy award tóy Kginittí an Papadjaw chí Immipugkgaw an ay taú idjám-ámlóng kas má-alí an UNESCO dja GIAHS sites ad uwan an timpúh. Achí na ngatá apéktalan núy ni-pfilangan tóy Kginittí an Papadjaw chí Immipugkgaw (IRT) ay hana má-alí an UNESCO dja GIAHS sites? Ngay pannig dju hi umatánan tuh pidgwáh nu púnlam-múngón taúh nuy na-insugudan dja núy moderno an teknolohiya inúy pangát taú ay hatú IRT UNESCO ya GIAHS sites.



Chimmatóng taú mo etóy akjibfuhan chí aydjú nún acháálan. Hanaót ta achi dju aliqwán nuy na-acháá dju etoy an chapter dja hay kadju pangatán an pfumadchang ta munna-nan-nóng nuy pandlimún dja pamapto' (preservation ya conservation) taú ay hatu papadjayaw taún Immipugkgaw. Ta-ón un hin-i'-itang nuy maitolong chi ohán ohá ay cha'dju mu nu ma-amóng dja otóng an kadju ay inat.

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