

IFUGAO RICE TERRACES AN MI-UNNUD HI SATOYAMAN DAYYU'UNG/NAH-KUNG ITUWEN 21ST CENTURY

BOOK 5



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

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: Florentina D. Dulnuan, Emilia B. Manglib, Julian P. Manglib & Josephine G. Pataueg

Faculty of Management and Development Studies
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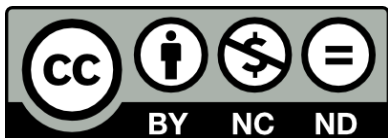


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BOOK 5

IFUGAO RICE TERRACES

AN MI-UNNUD HI SATOYAMAN

DAYYU'UNG/NAH-KUNG ITUWEN

21ST CENTURY

Book Authors: Inocencio E. Buot, Jr., Ph.D. & Mark Anthony F. Rabena
Translators: Florentina D. Dulnuan, Emilia B. Manglib & (Lagawe-Tuwali) Julian P. Manglib



Hay kagibbuwan tuwe ya kabalinan yu mo an:

1. Ipatigo di kaat di papayon di Immipuggo;
2. Mainnaclean nu ngadan datuwen pangat (strategy) ta punnanongon di puntudtudu hi Satoyama an mausal di technology an mabalin hinan papayon di Immipuggo (IRT);
3. Ipatibo na nu ngay ma'at tu hi mangalin algo inan papayo ta'un Immipuggo an mumbalin tu an pangalan hi kahapulan (rural resource), UNESCO World Cultural Heritage Site ya GIAHS Site.

Hello, maphod ta dimmatong ayu ituwen ma-udi an maadal. Ituwen Book ya ipatigo nay kaat di papayon di Immipuggo (IRT), mainnilaan nu ngadan datuwe an aton (strategy) ta munnanong di Satoyama Advocacy ya ipatibo na nu ngay ma'at tu hi mangalin algo inan papayo ta'un Immipuggo an mumbalin an pangalan hi kahapulan (rural resource), UNESCO World Cultural Heritage Site ya GIAHS Site. Ipainnila nah ustu nu ngay ma'at ituwen papayo taun Immipugo hi tun mangalin algo."



Aduwani ya etau pakatiggon nan power point presentation an mipatigo hinan mamangulu an maadal (Book 1) an mangipatibo hinan kaat di Satoyama Landscape ituwen 21st Century.



Read from left to right.

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

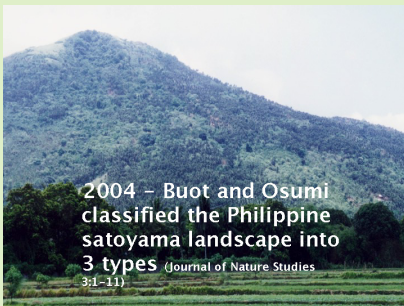


Firewood from the satoyama forest

Food, herbs and ornamentals are from the wilderness



Bayanihan culture exists in the satoyama village



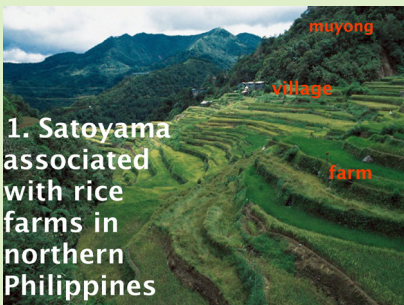
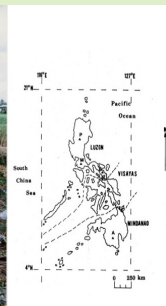
2004 – Buot and Osumi classified the Philippine satoyama landscape into 3 types (Journal of Nature Studies 3:1-11)

3 TYPES OF SATOYAMA

1) Rice as main crop

2) Corn as main crop

3) Rice or corn mixed with other crops like coconut, banana, coffee, etc



1. Satoyama associated with rice farms in northern Philippines



2. Satoyama associated with corn farms in central and southern Philippines

Read from left to right.



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

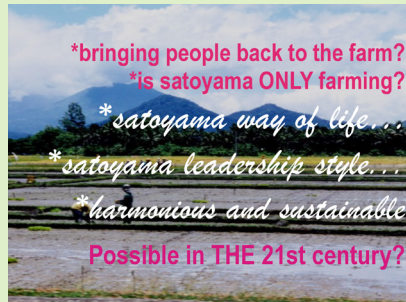


Our efforts should be:
honest and sincere
technically sound
sensitive of the local culture
*having the true bayanihan
and satoyama spirit*

Read from left to right.

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

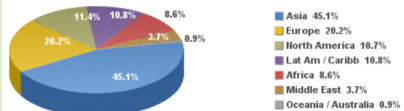
(Pres. Nakamura of Kanazawa University)



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

UP OPEN UNIVERSITY

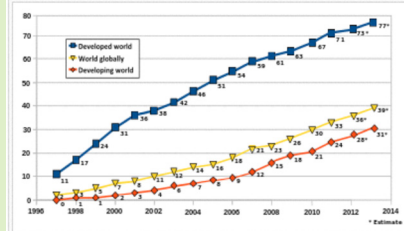
Internet Users in the World
Distribution by World Regions - 2013 Q4



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

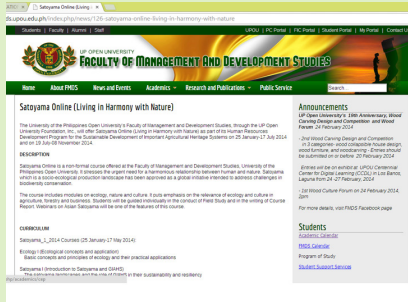
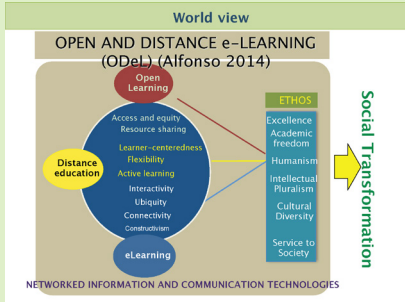
40, 608, 606

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

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

24

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



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.



Ginibbu yu e an tinigo nan power point presentation, ngay wadah nomnom mu'an ohan munpangilog? On abulutom nan tinigom?

BOOK 5

IFUGAO RICE TERRACES

AN MI-UNNUD HI SATOYAMAN

DAYYU'UNG/NAH-KUNG ITUWEN

21ST CENTURY

CHAPTER 1: NAN DIGITAL AN DAYYU'UNG/NAH-KUNG (LANDSCAPE) DI PAPAYON DI IMMIPUGO YA NAN NIHA-ADANA



OBJECTIVES

Hay kagibbuwan tuwe ya kabalinan yu mo an:

1. Ipainnilana aduwani nan digital an dayyu'ung/nah-kung (landscape) hi papayon di Immipuggo;
2. Ipainnilana nu ngan datuwe an digital technologies ituwen 21st century an nangagalim hinan papayo an numbalin an Satoyama dayyu'ung/nah-kung (landscape).

Nan mamangulu ya nan adalon taun tuwen chapter:**Mamangulun Adalon (Learning Activity 1)**

Tibon yu nan Table 1 hinah da'ul na-an resultan di emi nun'ad'adalan hinan napili an munpangilog di Immipuggo idadiyen kabalinan dan aton hi digital technologies hituh kad'an tau ad Ipugaw.

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

Matigo yu inan table ya wada moy selpon, computer ya udum pay an technology an wada hituh kad-an tau ad Ipugaw, ya kabalinan mon datuwen munpangilog an usalon. Wada day poloblema hinan pun-usalan da edatuwen technology mo nanigo da hi udum an aton ta mausal datuwe.

On ginibbu yu mon tinigo nan table, nagibbu e ya hinongbatan datuwen punmahmah:

1. Ngan dadiye an internet sites an us'usarrom? Nape?

2. On waday ninomnom yu an mun'usar hi social media an mangipa-innila hinan papayo taun Immipuggo? Nu abuluton yu, ngay aton yu ta ma'at hidiye?

Mikadwan Adalon (Learning Activity 2)

1. On ngay aton datuwen digital technologies an mangagalim hinan IRT an mibilang hi Satoyama dayyu'ung/nah-kung (landscape)?

2. On ngaday maibaddang mu hinan punnanongan (conservation) di IRT ta-on man di wada nadan digital technologies an nakapya ta mausar nan nunpangilog hitu ad lpugdaw?

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

IFUGAO RICE TERRACES

AN MI-UNNUD HI SATOYAMAN

DAYYU'UNG/NAH-KUNG ITUWEN

21ST CENTURY

CHAPTER 2: PUNNANONGON NAN SATOYAMAN PANG-AT AN PANUT-TUDO TA MAUSAL DI DIGITAL TECHNOLOGIES HINAN PAPAYON DI IMMIPUGGO



OBJECTIVES

Hay kagibbuwan tuwen maadal ya kabalinan yu mo an:

1. Mainnilaan nu ngadan datuwen nunhihinnatkon an digital technologies an nalpu hinan Panut-tudo ya nan kapakiyan nan dayyu'ung/nahkung an papayon di Immipuggo;
2. Mangapya hi dakol an pangat hi puntutuddu Satoyama an mausal nan wada mo an digital technology an punnanongona nan nabanobanong an papayon di Immipuggo.

Datuwe nan mamangulun adalon tau etuwen chapter. Agat lugiyon tau!

Mikatlu an Adalon (Learning Activity 3)

Ngaday pinhod nan ibaga hinan panudtudu? Ipainnila tau an pangipabaktu wenno pangipangabak hinan pangipaptok ya pangipaphod nah nabanobanong an papayon di Immipuggo (IRT) umat hinan udum an kabobbole hitun luta. Tigon yu nan namangulun adal hi Table 1 ya Table 2 hina da’ul. Hituwen adal an bungan/resultan di emi impaadal hinan napilin munpangilog an Immipuggo idadiyen kabalanan dan aton inan digital technologies hituh kad-an tau ad lpugaw.

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

Matibom an datuwen tables ya waday dakol an digital an usal an nakapya para hinan IRT an nunpangilog an kabalanan dan usalon datuwe. Nagibbu en tinigom nan table ya ahim hungbatan nan mihaynod:

1. Di e ta nan kapakian nan IRT dayyu'ung/nahkung, ngadan dadiyen umat hina an mama'at an panudtuddu an mipabakto ya pangipaptok hi IRT an mausar di digital technologies an matigo hi tables 1 ya 2? Ngadanom di duwa?

2. On sumuporta ngatay aammod mu nu ituluy mu hituwen panudtuddu? I-explical mu?

On maawatan? Ya nakakadada-an a nan mihaynod an adalon? Nu om, Agat lugiyen tau!

Mikapat an Maadal (Learning Activity 4)

Ad'uwani, manamak a hi udum an latlatun di panudtudu (advocacy).

Nagibbu en tinigom datuwen example, ya pinhod mu e ya mumbidbid a, padasom an mibangngad hinan ustun panudtudu (advocacy), an lpatibo na nu ngay maat tu hi mangalin algo inan papayo taun Immipuggo an munbalin tu an pangalan hi kahapulan (rural resource), UNESCO World Cultural Heritage Site ya GIAHS Site ituwen digital 21st century.

An mabalin mo an ilugim an mangapya hi Satoyama advocacy strategies an mausar di digital technologies an punnanongona nan papayo taun Immipuggo? Nu kahapulam di mangitunduk, mabaddangan daan tuwe:

A step-by-step guide to creating a media strategy

Nan step-by-step an pangitunduk an mangat hinan aton di panudtudun di media. Hituwen site ya ipainnila nan kahapulan an waday pinhod mu an magibbu nan pinhod mun ma'at (goals and objectives) an ibilang mu nan olat mu ya nan pangalam hi usalom (resources).

Ya inila-om di target client mu. On targetom nadan nunpangilog? O ya nan nanomnoman? Pundesisyonam hituwe. Ya ngaday ibagam/mensahem hinan clients mu? Iphod mun kapyon nan pinhod mun mensahe ta maphod ya mahapul dan bumaddang hinan pinhod mun ma'at. Piliyom di makulug an format di mensahem. On hituwe ya essay, slogan, lahlatu ya ngadan pay? I-document mu ya i-monitor mu nan hongbat di tatagum (clients) mo

1. Ad'uwani, kapyom nan Satoyama advocacy strategies mu an usalom nan wada mo an digital technology an punnanongona di papayo taun Immipuggo.



2. Ngaday mibaddang mu an mangitakdog hi pangipaptok (conservation) hinan Ifugao Rice Terraces ta-on man di waday digital technologies an uhalon nan numpangilog hi IRT an numboblaysan?

BOOK 5

IFUGAO RICE TERRACES

AN MI-UNNUD HI SATOYAMAN

DAYYU'UNG/NAH-KUNG ITUWEN

21ST CENTURY

CHAPTER 3: NAN DIGITAL DI NABANOBANONG AN PAPAYON DI IMMIPUGGO AN KALPUWAN DI KAHAPULAN DI KITAGUWAN TUN MANGALI AN TIMPU YA KI-UNNUDAN DI UNESCO WORLD CULTURAL HERITAGE SITE YA GIAHS SITE



OBJECTIVES

Hay kagibbuwan tuwe ya kabalinan yu mo an:

1. Ibaga' nan ma'maat hinan IRT tun mangalin timpu an kalpuwan di kahapulan;
2. Matigon tu nan umatan di IRT bilang UNESCO ya GIAHS site.

Ume tau hinan mamangulun adalon:

Mikaliman Adalon (Learning Activity 5)

Tibom nan Table 2 ad da'ul an resultan di emi nun'ad'addalan hinan ne napili an munpangilog di Immipuggo an mi-unud hinan digital an kinala-ing da. Inpatnan (assessed) nan nungpangilog di adol da idiyen napili an nidat an digital proficiency skills.

Table 2. Digital skills assessment of selected Ifugao youth.

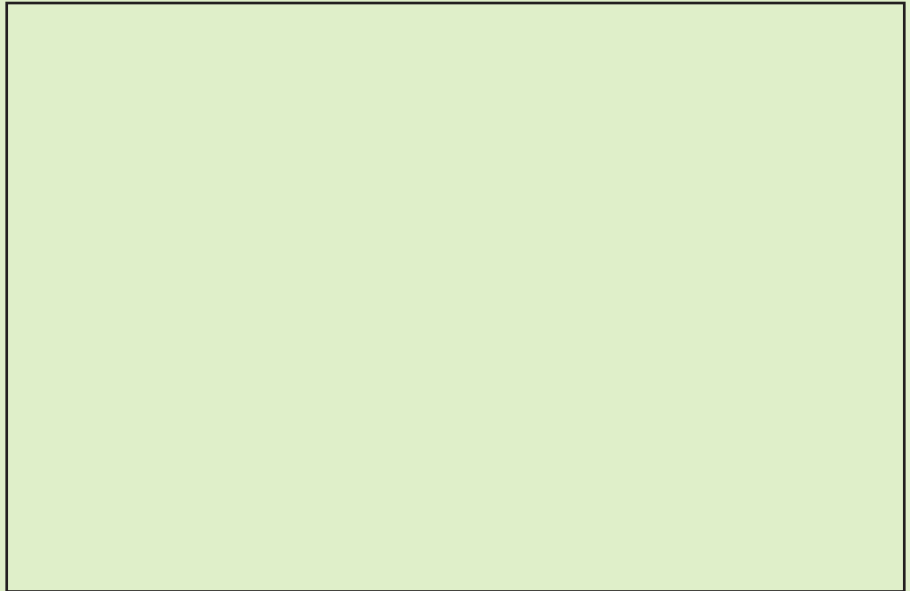
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4. I am able to use digital media to create my own texts	1	18	19	13	9
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6. I can decide if the information that I find on the internet is honest, relevant and useful	1	14	15	19	11
7. I am able to use the information and what I have learned from it to create new work by blending, adapting, applying, designing, inventing	2	21	10	16	11
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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

Matibo yu ituwen table nan laing di napili an munpangilog di IRT an bimmoble. Tibom hi da'ul nan nun-rate da hinan laing da hi maphod ya nakangngatu. Makkaphod hituwe.

Nagibbu en tinigo yu nan table ya hongbatan yu nan mihaynod:

1. Ngay aton yu an munusal hinan laing yu an mumpainilla/mangipabaktu (promote) hinan IRT an kalpuwan di kahapulan (rural resource) di kabobboble?

2. I-kulit mu nan IRT an pangalan hi kahapulan (rural resource) di 21st century. Nomnomom nan IRT bilang dayyu'ung/nahkung (landscape) di kabobboble. Ngem nomnomom an wada tau metlang hi digital an tawon, ya nan data an nipatigo aduwanindi, an nakapya an libli hinan numpangilog di IRT an numboblasyon. Idatuwen consideration, i-kulit nan IRT an ohan rural an dayyu'ung hi 21st century. Padasom an bidbidon bo nan powerpoint slides (by IE Buot) ya nan papel BUOT ya hi Ozumi (2004).



Nagibbu mo nan in-kulit mu? Lahlatuwom hi nomommu nan IRT on ohan UNESCO ya GIAHS site ituwen 21st century.

Mikan-om an Maadal (Learning Activity 6)

Tigon yu hanan video an nipatigo Book 1.



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

Nan video ya mipanggep hi pangipaptok ya pangipaphod (preservation & conservation) di Immipuggon pangat/eyye ituwen timpun di digital. On nanomnom mu ngata an posibli datuwe an technologies ad'uwani an timpu? On punnanongon nan pun'usalan hi gulun inan bubung/atop di balen di Immipuggo an ta-omman di waday hihim (galvanized iron) an mausal an maphod ya nalaka, Kat goh nan puntupingan hinan dolyah di papayo (stone walling) an munnanannong an aton ta-omman di dakol di mapaki ya ta-omman di waday haminto hitud lpugaw?

Malpas an tinigo yu nan video, mabalin an id-um u nan nitudok (notes) hi ngatu ya hinongbatan u nan mitun'ud an damag.

1. Ngadan dadiyen nanomnom mu mipanggep ituwen video? Ngadan dadiyen aton ta masolbal di munpangilog an IRT datuwen poloblema (controversies)? On ipapati an usalon nadan pangi-e an mangapya hi bale/abung ya nan pangi-e an muntuping nadan dolyah di papayo, ta-omman on wada datuwen technologies an nalaka an mausal an pangapya? Ibingay mu nadan maibagam.

2. On adi ngata apektalan datuwen makalkali hi IRT an mi-unnud hi UNESCO ya GIAHS site? Ipadas mun bihitaon nan UNESCO ya FAO (GIAHS) website an nitudok hinan da'ul di resources, pakatiggon yu nan kahapulan an award an pun-amamlongan di IRT aduwani. On nomnomom nu adi ngata apektalan datuwen makalkali hi IRT an mi-unnud hi UNESCO ya GIAHS site? Ngaday manomnom mu an ma'at hi umalin timpu ituwen IRT an middum da pangi-e ya balu an technologies an mi-unnud hi UNESCO ya GIAHS site?



Dimmatong tau mo ituwen kagibbuwan tuwen maadal. Hana ot ta adi yu linglingon nan naadal yu ituwen chapter ya hay pangi'at ta bumaddang hinan punnanong ya pangipaptok (preservation ya conservation) hi papayo taun Immipuggo. Ta-omman di hin kikitay di ma'at yu hana ot ta itultuluy yu nan pangipaptok yu, ahin tu humawwang di dakol an pangat an mangipaptok hinan pangat ta'un Immipuggo hinan mangali pay an timpu.

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