

The Satoyama Sympoiesis

Fostering community-based learning on biodiversity



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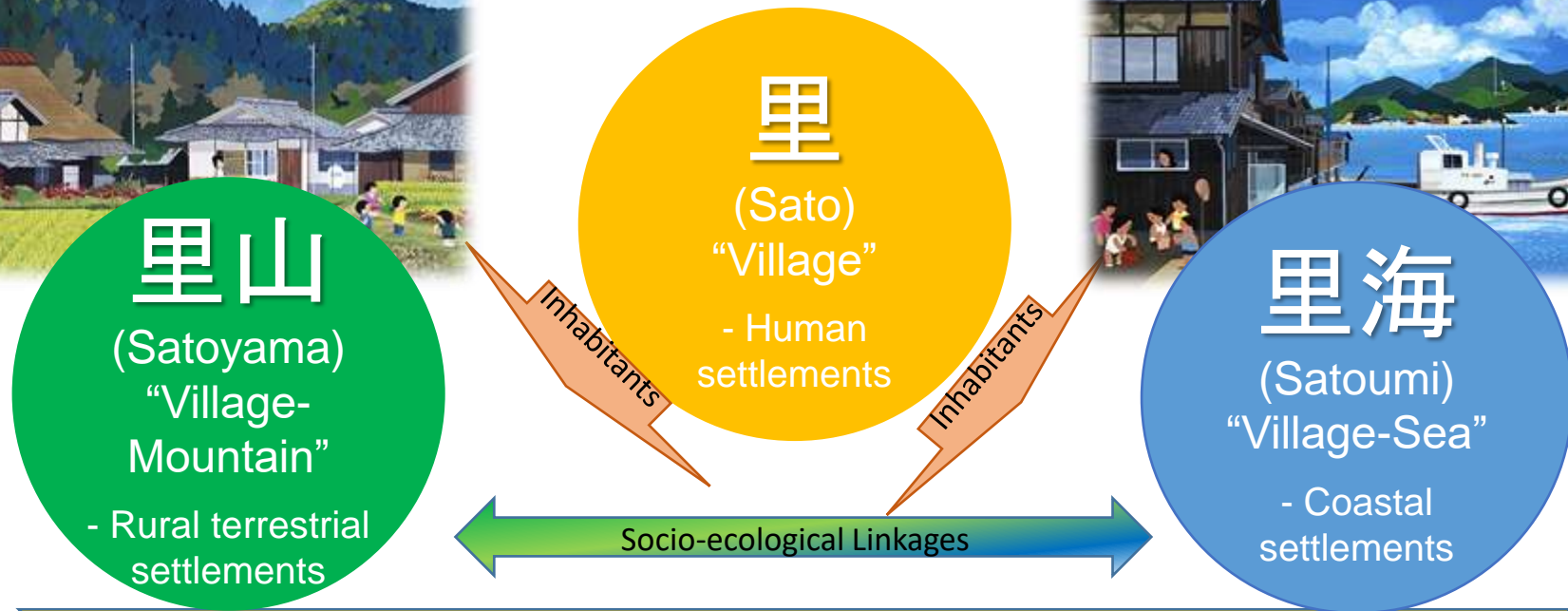
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里山Satoyama-Satoumi里海

Where people are part of the Nature they lived in



“Sato”- Inhabited Nature



Peoples' Way of Life

Nature
(Ecological)

Culture
(Social)

Livelihood
(Economic)

The 3 pillars of Sustainability

Satoyama and Satoumi are “living classrooms” of sustainability

Satoyama type of landscape

- Satoumi type of seascape



Socio-ecological Production
Landscapes and Seascapes
(SEPLS)

- SEPLS are “dynamic **mosaics of habitats** and land and sea uses where the **harmonious interaction** between people and nature **maintains biodiversity** while providing humans with the **goods and services** needed for their livelihoods, survival and well-being in a **sustainable manner**” (IPSI, 2017)

SEPLS around the world

France (*Terroirs*)



Spain (*Dehesa*)



Korea (*Mauel*)



Philippines (*Muyong*)



Malawi (*Chitemene*)



Cambodia
(*Srair-Chamkar*)



Hawaii (*Ahupua'a*)



Solomon Islands



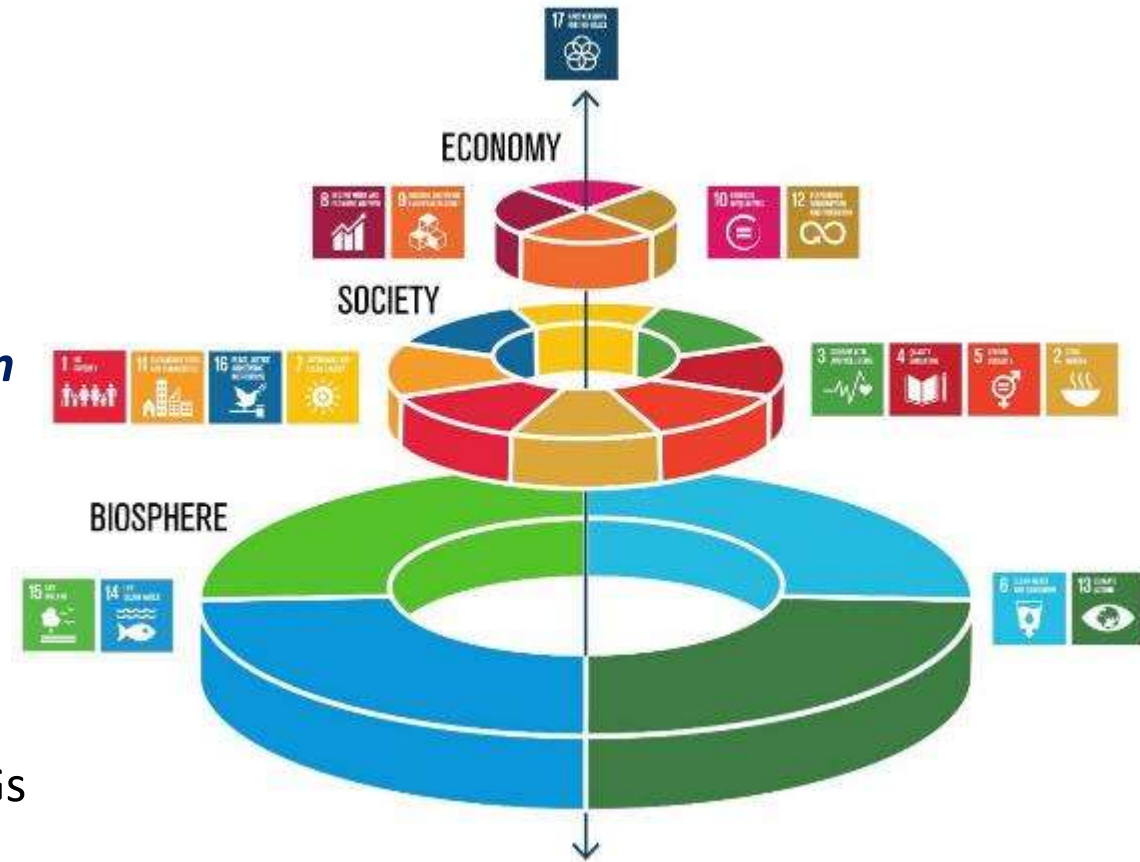
***Biodiversity rich environments maintained by
traditional cultures and wisdom of indigenous peoples and local communities***

Biodiversity underpins sustainability of the planet!

The SDGs 'Wedding Cake'

(Stockholm Resilience Center, 2016)

- Forming the basis of the planet are 4 goals related to the **biosphere**:
 - ***SDG 6: Clean water and sanitation***
 - ***SDG 13: Climate action***
 - ***SDG 14: Life under water***
 - ***SDG 15: Life on land***
- Economy and Society are embedded parts of Biosphere
- Ecological limits form basis of the SDGs



Biosphere is the foundation of sustainability of our planet and **biodiversity is the key connector** of the 4 biosphere related SDGs!

However, biodiversity is now in **crisis**...



and sustainable development of our planet is at **critical threat**!

The Report warns that

around 1 million animal and plant species (out of 8 million)

are now **threatened with extinction**, many within decades, more than ever before in human history

5 Key Drivers of Global Biodiversity Loss:



(Source: IPBES, 2019)

ALL CAUSED BY HUMAN ACTIVITIES!

Threats and Challenges facing SEPLS



Land-use change



Over-exploitation



Urbanization



Abandonment



Under-use

Indirect drivers

- Demographic change
- Economic change
- Cultural change
- Science & technology
- Socio-political change



Climate change



Pollution



Invasive species

The Satoyama Initiative

Proposed by **UNU** and the **Ministry of Environment Japan** at the Tenth Meeting of the Conference of the Parties to Convention for Biological Diversity (**CBD COP 10**) held in Nagoya City, Aichi Pref., Japan, 2010.



- A global effort to realize “**societies in harmony with nature**”
- Revitalization and sustainable management of landscapes and seascapes for people and nature



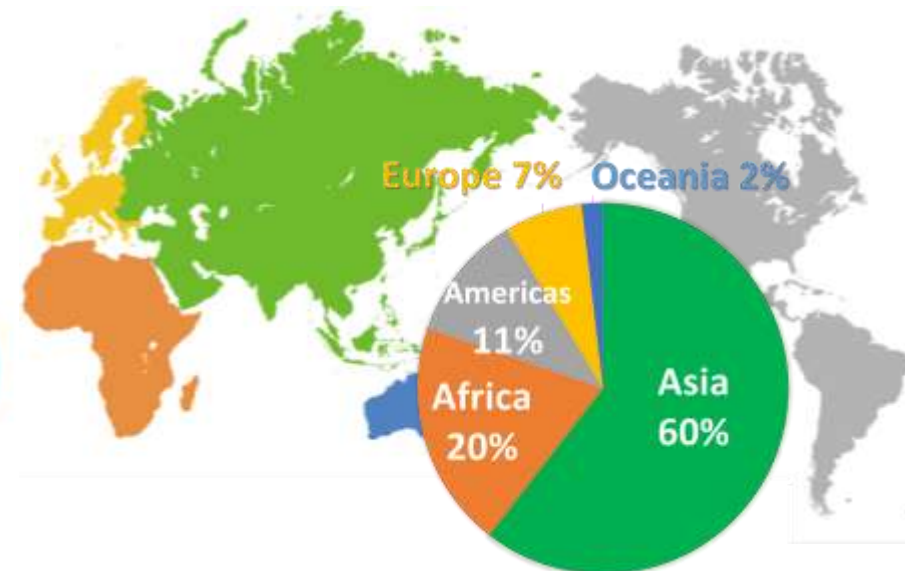
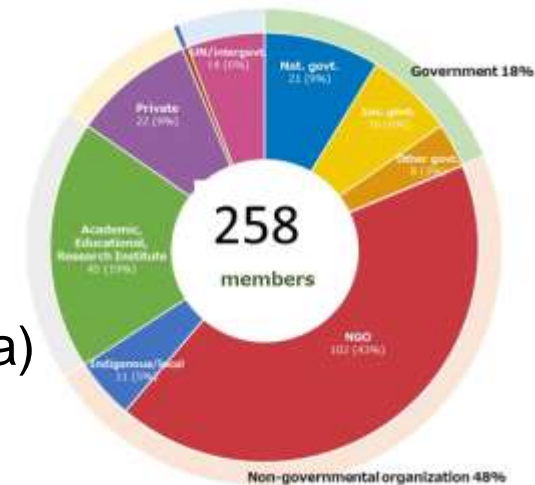
*“Useful tool to better understand and support **human-influenced natural environments** for the benefit of **biodiversity and human well-being**”*

(CBD-COP10 Decision X/32)

International Partnership for the Satoyama Initiative (IPSI)



- ◆ Launched at CBD COP 10 in 2010
- ◆ IPSI Secretariat at UNU-IAS
- ◆ **258 member organizations** as at April 2020
- (e.g., Governments, NGOs, private sector, IPLCs, academia)



IPSI Three-fold approach



Consolidating **wisdom** on securing diverse ecosystem services and values



Integrating traditional ecological **knowledge** and modern science to promote innovation



Exploring new forms of **co-management** systems or evolving frameworks of “commons”

Sustainable management and restoration of SEPLS through promoting **community-based knowledge sharing** and **social learning**

Five clusters of IPSI Activities

47

IPSI Collaborative Activities

Knowledge

Enhance
understanding and
raise awareness of
the importance of
SEPLs

1. Knowledge Facilitation

2. Policy Research

3. Indicators Research

4. Capacity Building

5. On-the-ground Activities

Action

Promote
maintenance and
rebuilding of SEPLs

Provide **research tools** and **capacity building mechanisms** for
community-based learning and biodiversity conservation measures

Why Community-based learning?

Participatory Approach

Social learning

Conflict reduction

Just outcomes

Motivations

Life-long learning

Sustainability



Satoyama Development Mechanism (SDM) Project 15-1:

Integrated participation of institutional stakeholder for upliftment of rural livelihood through sustainable harvesting and market linkages of NTFPs and Agri products

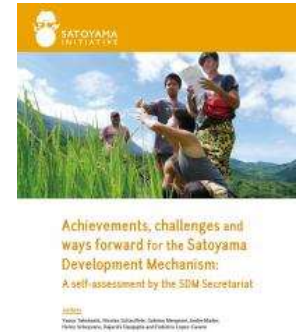
- Mandla district of Madhya Pradesh, India
- Livelihood of **indigenous tribes** depend on forest resource, subsistence agriculture and animal husbandry
- However, intensifying exploitation and market pressure
- Establish **sustainable harvest** of commercially important **nontimber forest products (NTFP)**, develop market linkages, promote community fodder banks and rotational grazing
- **Promote knowledge-sharing through community-based consultations**



Construction of an Azolla Pit as a green fodder supplement for cattle feeding

IGES

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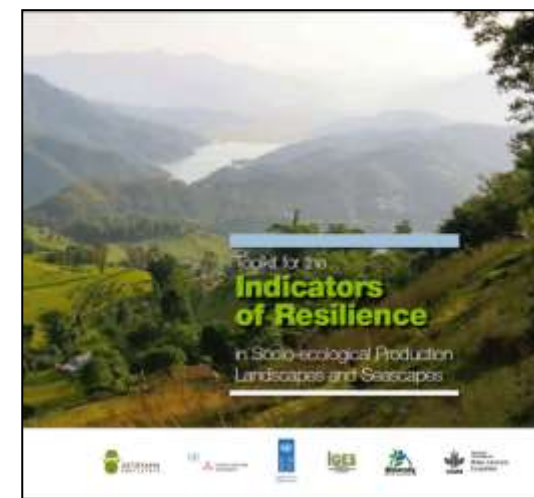
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Indicators of Resilience in SEPLS

- A **self-assessment survey tool** of local communities on their understanding and perceptions

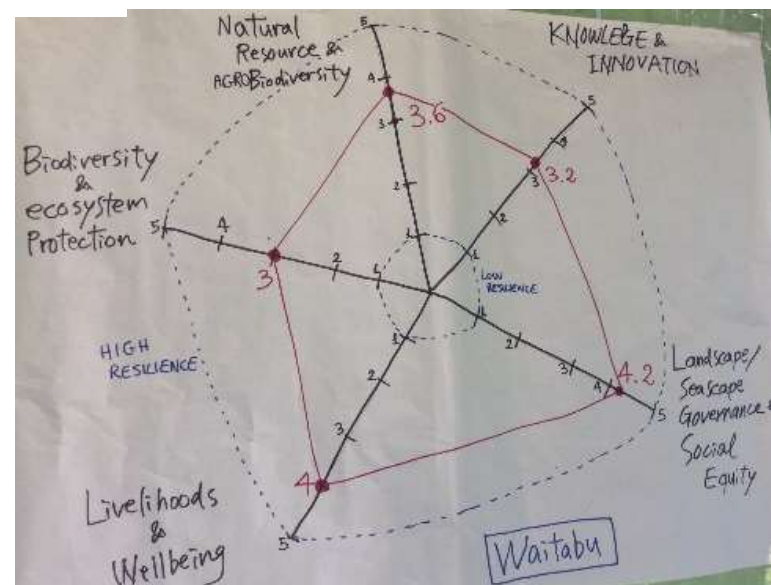
- 20 indicators (5 areas) to generate understanding of SEPLS:

1. **Landscape/seascape diversity and Ecosystem protection;**
2. **Biodiversity;**
3. **Knowledge and innovation;**
4. **Governance and social equity;**
5. **Livelihoods and well-being**



- Adjustable to local context

Scores	Trends
5 Very high	↑ Upward trend
4 High	
3 Medium	→ No change
2 Low	↓ Downward trend
1 Very low	



Using the SEPLS Resilience Indicators for Community-based projects

Community Development and Knowledge Management for the Satoyama Initiative (COMDEKS) Programme

- Implemented by UNDP; Contribution from Japan Biodiversity Fund
- Small-grant funding in 20 countries to apply the landscape approach



Publications developed

- US \$22,260,656 (including co-financing) was funded to 398 projects in 6 years (2012-2018)
- “COMDEKS methodology” including landscape approach now included in all GEF-SGP “Upgraded Country Programmes” in 35 countries



Environmental Policy
Resilience Indicators



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Japan Biodiversity Fund



Convention on
Biological Diversity



環境省
Ministry of the Environment
Government of Japan



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GEF-Satoyama Project

- Implemented by Conservation International; Funding from the GEF
- US\$ 2 mill. in total (2015-2018)



- Knowledge generation and capacity-building in 3 priority ecosystems: Indo-Burma, Tropical Andes, and Madagascar and Indian Ocean Islands
- Conservation benefits to over **4 million ha** of land and sea
- Improved habitats for **120 globally threatened species** of plants and animals



CONSERVATION
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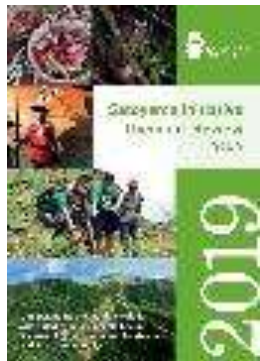


Youth for Ifugao Rice Terraces
towards sustainable development



*Ifugao Rice Terraces (IRT), Philippines
(UNESCO World Heritage, FAO GIAHS Agricultural Heritage)*

- Y4IRT is a **tablet-based capacity-building and exchange program**
- By University of the Philippines and local partners
- Reconnect local Ifugao youths, and connect urban youths, with the IRT
- **Community-based education** on value/importance, challenges and the actions taken to conserve IRT
- Also part of a IPSI SDM project and documented in *Satoyama Initiative Thematic Review Vol.5*



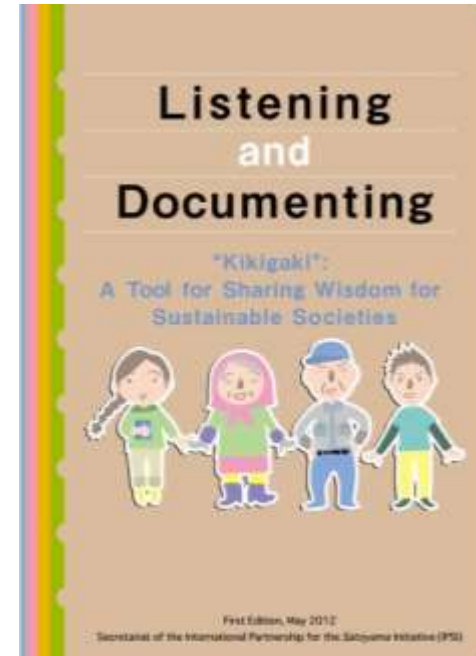
SISR Vol.5

Monitoring and improvising of module



Oral History Handbook “Kikigaki”

- Guidance handbook on **TEK documentation** for students
- Joint publication with *NPO Kyozon-no-mori Network*
- “*Kiki*”- Listening
- “*Kaki/Gaki*”- Writing (Documenting)
- Annually, 100 **high school students interview elders**
- Make a record of the lives of skilled craftspeople and farmers living in rural communities in Japan



12 Principles of *Kikigaki*

– Tips on community-based learning

Get to know the neighbourhood where the interviewee lives and observe things first-hand. Do your best to listen to the voice of the interviewee's experience and memory.



Visit the place where the interviewee works; get a feel for the land and the natural features of the area. As you learn about the wisdom and skills involved in his/her craft, you will begin to understand his/her life and values. Your interviewee will begin to speak more freely upon learning that there is someone who sincerely wants to understand and learn about his/her story.

Observation & Experience

Respect & Open-mindedness

More important than literary talent in *Kikigaki* is the open-minded and respectful attitude you show to the interviewee.

"*Kikigaki*" writing doesn't require literary talent. It is much better to be curious about your interviewee, to have the courage to ask about the things you don't know about, to have an attitude that communicates wonder and excitement about what you hear, and to convey that you respect and care about the feelings of the interviewee.



Note the way the era the person has lived through is reflected in his/her way of speaking.

A person's way of speaking reveals much about the background of his/her life and personality. Pay careful attention to the person's way of speaking, local dialect, generational idiom, and specialised work-related terminology.



Listening & Understanding

Communication & Appreciation

Kikigaki is a joint product of the interviewer and the interviewee.

Kikigaki requires that a question and collaboration of the interviewer and interviewee. It is very important to develop a relationship of mutual trust between you and your interviewee. And if in the end you develop a feeling of mutual gratitude, "thank you!" at the end of this project—you will have realised one of the important goals of *Kikigaki*.



Community-based research can inculcate values, foster skills and capacities of students

Merits of Community-based learning through *Kikigaki*

I realised that technology is not just the skills that are handed down; it is the accumulation of the **devotion and wisdom of our ancestors**.

(2nd year high school student, male)

I realised that forests are like the foundations of our lives. They are not separate from us, but naturally tied to our daily lives. I became much **more aware of forests**.

(2nd year high school student, female)

- Raise awareness of the value and importance of **local traditions and culture**
- Nurture **love for Nature**
- **Strengthen bonds** of urban youths with rural communities
- Educate **openminded** future leaders





"Transformative change"

means a fundamental, system-wide reorganization across technological, economic and social factors, including paradigms, goals and values.

By its very nature, transformative change can expect opposition from those with interests vested in the status quo.

But such opposition can be overcome for the broader public good."

—IPBES
Global Assessment

A **whole-of-society effort** to make dynamic changes, breaking away from **status-quo** and **business-as-usual ways**

Transformative

change ➔

- Paradigm shift
- Change of mindset
 - Need first to change the way we learn!
 - Every individual can be an agent of change!
- 3 levels: Structure, Behavior, and Consciousness

- **Satoyama Symptoiesis**
 - **Collective creation of the knowledge about multiple values of nature**
- Promoting **community-based, life-long learning** on biodiversity conservation
- Moving learning spaces out of the classrooms (no textbooks!)
- Life-time challenge:

What are the “sustainable futures” we want?

How we can bring about transformative change to achieve them collectively?





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THANK YOU



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