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**“Resource Management:  
Private-Public Partnership and Knowledge Sharing”**

**SUSTAINABLE NATURAL RESOURCE MANAGEMENT:  
CAN SCHOOLS HELP?**

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In the spirit of knowledge sharing and public-private partnership, scientists from around the globe join expertise to investigate different problem areas in man's efforts to conserve our natural resources. Through its professor-scientists, academe is contributing to the stock of knowledge on sustainable natural resource management (SNRM). Their findings become the basis on how to better balance the use of resources as against man's needs. But even so, the same resources are subjected to new technologies and styles of living which do not necessarily contribute to ecological balance. New forms of natural degradation caused by man continue to emerge. Obviously, there is much still that academe can do.

While we expect governments to lead and support SNRM, every individual should share in the responsibility. Thus we say that SNRM is everybody's business. Accordingly, not only the university level but all levels of the education sector must do more than what traditionally is being done to better contend with this global concern.

Habits are easier formed during younger years. As an individual advances in years, often he becomes too boxed in his behavior and therefore is likely less open to change. Thus, it is the contention of this paper that awareness and recognition of the value of SNRM should begin at a tender age. With this viewpoint, this paper will discuss possibilities in basic and collegiate education to allot focus on SNRM issues. It follows that exposure to SNRM become part of university level teacher education.

Actual curricular initiatives introduced in different parts of the globe, including some Philippine experience, will be described. These initiatives will exemplify how through the curriculum, teachers can enable the young to venture into SNRM-related activities that will be truly experiential. Further, these will show that SNRM is not just an economic concern. It is political, social and cultural as well; that it is possible for the lower levels of the educational ladder to demonstrate in more concrete ways a strong and consistent advocacy to SNRM. As has been pointed out in the literature, *the underlying assumption of SNRM is one of integration among generations, across geography and among sectors of society.*

The paper concludes with a model for curricular initiatives on SNRM. Through the curriculum, we hope for the young to be meaningfully exposed to SNRM issues. Such exposure is aimed to help develop a civil society conscientized in the judicious use of our resources.

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