

## **EDUCATION OF SUSTAINABLE DEVELOPMENT – NETHERLANDS EXPERIENCE**

Brugt Warnar, Director of NGO “Foundation on Permanent Education”  
Lily Kuznetsova, Director of NGO “The Resource Informative Centre of  
*Education of Sustainable Development*” (RISE)

Over the past years, sustainable development has gained priority on political and social agendas. ‘Sustainable development requires a coherent approach of the development of economy, society, and careful husbandry of Mother Nature. Sustainable development also applies to long-term developments, and the ways we anticipate these and act upon their anticipation. Many social issues require a sustainable approach, leading to specific challenges for each particular policy effort. With the interpretation of the policy programme, the government revealed its ambition to take a big step on the road to sustainable development. An innovative economy, a high quality of the living environment, social participation and cohesion, a well-functioning constitutional state and government, both in the Netherlands and abroad, together form the pillars of sustainable development. The government will carefully monitor this cohesion during the implementation of the policy programme and will periodically report the achieve

The term Sustainable Development officially stands for ‘a development in which the needs of present generations are met, while leaving the possibilities intact for future generations to meet their own needs’ . Three important concepts are stated: People, Planet and Profit - in short, the three Ps.

Sustainability in development grows as there is a growing balance between the ecological, economic and social effects of human conduct. For students and pupils, this especially concerns their connection with the world that immediately surrounds them; the world in which they live, learn, work and interact - their living environment.

The pupils’ living environment comprises their school, their home, and their leisure locations. A living environment is all that surrounds people. These environments concern nature (plant and animal life, geology, weather and climate, cycles - in a word: Planet) and culture, both material and immaterial, i.e. all the value added by people (buildings, infrastructure, agriculture, fields and forestry - in a word: Profit). And in this relationship between man and his living environment, the environment affects man, and man affects the environment. And, of course, man affects man (People). The management of this living environment requires the willingness to take responsibility and to act in a righteous and fair manner.

A vision on Learning for Sustainable Development Children occupy their own position in present society and are the bearers of the future one. Both inside and outside of school, they learn to actively contribute to a sustainable future in which they will be able to live and work. Education is partly responsible for the realisation of a sustainable society. The function of education is to teach people the basic knowledge, skills and attitudes with which to be able to look ahead, make responsible

choices, and come up with sustainable solutions.

Over the past two decades, Learning for Sustainable Development has become deeply ingrained in a number of other educations, such as citizenship education, world orientation, development education, environmental education, health education, intercultural education, and peace education. It stimulates children in their development and their orientation in a complex world. In addition to this socialising function, it also contributes to the pedagogical function of education by asking ethical-philosophical questions. Leading up to Learning for Sustainable Development, the Netherlands is fortunate in that Environmental education have always received urdent attention. The link between Environmental education and - especially - basic education seems an obvious one. During the first few years of primary education, the child's orientation on the world around him is basal, small-scale, and close-by. These young children are oriented upon, surprised by, care for and experience natural and environmental issues close to home and these aspects need to form the basis for lessons in world orientation. As the children's perception of the environment grows and becomes more complex, these lessons can be scaled up to include a wider world view. However, children are also a part of their living environment: they see and hear what is going on around them, on television and in real life. They view a world that is far away and become interested in it. Therefore, a second starting point may be Citizenship Education. Education is meant to prepare people for active participation in society.

Sustainable Development offers youngsters the opportunity to focus upon their future roles as world citizens. Sustainable Development is not possible without the engagement and participation of the population, including youngsters. Learning for Sustainable Development and Citizenship Education share important basic principles.

In fact, one follows from the other. The legal status of Citizenship Education (in schools) seems a logical step in the direction of a broader acceptance of Learning for Sustainable Development. In addition, both traditional and new subject areas, such as Nature, Life and Technology (NLT) and philosophy, offer starting points for Learning for Sustainable Development This development from the more traditional Environmental education to Learning for Sustainable Development is expressed quite clearly in the domain description for pupils aged 10 - 14, published by CITO, the Dutch Central Institute for Test Development. It describes four basic insights, which together point at the developing content of the concept of Sustainable Development :

1. the organisation of nature, of which man is an inextricable part;
2. the increasing and sometimes excessive use of natural resources by man;
3. the principle of equitable distribution of earthly goods among all people;
4. the combination of the three previous basic insights, which leads to learning for sustainable development.

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## **MEMORY AND REMEMBERING TECHNIQUES FOR ADULTS USING MEDICAL ENGLISH**

OLENA ZHUK, MD, assistant

*Kharkiv Medical Academy of Postgraduate Studies*

European Bureau of the World Health Care Organization (WHO) put forward the task to the countries-members of WHO due to the program “Availability of Health Care to All”. The task is to create efficient mechanisms to ensure quality of medical care to patients in the format of health care system. It is possible if doctors know a foreign language and are able to read information from authentic sources, communicate effectively with colleagues of different countries, and exchange their experience. Due to our President, people who don't know English are invalids of globalization. At Kharkiv Medical Academy of Postgraduate Studies some lectures are delivered in English both to foreign students and Ukrainian ones.

The aim of the paper is to share the experience of providing students of postgraduate course with a rational, effective, practical, and thorough approach to learning new words they can encounter at lectures and discussions and techniques which can facilitate the process of remembering them.

The task of the lecturer is to raise students' awareness of how they are learning and offer help to find out more efficient ways of organizing their studies. The mechanical technique of learning a list of new words may be helpful for some people. But no one can really learn the meanings of words until the meanings are thought about! Here are some more ideas on how to make words meaningful to us so that we can learn them and learn how to use them. The principles are: grouping and re-grouping, personal associations, strange connections, knowing parts of words (suffixes, prefixes), recognition of loan words.

\* Families of words. There are various ways of grouping words. And the same words can be grouped differently. For example, we might group them according to grammatical category (nouns, adjectives, verbs, etc.): **nouns**: *disease-free survival, manifestation, alteration, incidence, ulceration, mortality, malignancy, severity, morbidity, etc.*;

**adjectives**: *particular, rapid, progressive, labial, buccal, soft, ventral, severe, appropriate, autologous, allogenic, rare, reliable, meticulous, etc.*;

**verbs**: *induce, administer, reduce, indicate, determine, increase, acquire.*

\* Companions or word collocations are very important for remembrance. Knowing them means you are on the same page with your colleague. Some words are often used together: *manifestation of (disease, injury), protocol adherence, high-dose conditioning regimens, floor of the mouth, standard therapy, dose reduction, intensive care (not therapy), presence of anomalies, tempo of progression of symptoms, develop a tentative diagnosis or differential diagnosis, perform physical examination, to build a bond of trust between clinician and patient* and so on.