

EDUCATION FOR HEALTH AND SUSTAINABLE DEVELOPMENT: PEDAGOGICAL IMPLICATIONS IN THE TRAINING OF THE PROFESSIONAL

LA EDUCACIÓN PARA LA SALUD Y EL DESARROLLO SOSTENIBLE: IMPLICACIONES PEDAGÓGICAS EN LA FORMACIÓN DEL PROFESIONAL

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ABSTRACT

The present work proposes to contribute to the formation of a more integral and proactive citizen by means of its implication in educational strategies in the university context related to the promotion of health and the good practices of sustainable development. It is theoretically based on health education oriented towards sustainable development as a fundamental tool for the formation of a culture for health and be actively and productively involved in the promotion of health, in the implementation of good practices of sustainable development in educational institutions And communities. There are proposed teaching strategies to increase the students' motivation, their skills and knowledge of the problems that affect health and the environment. The developed research is part of the project Professional training for the management of sustainable development, which at the University of Las Tunas.

KEY WORDS: Health education, sustainable development and professional training.

RESUMEN

El presente trabajo, propone contribuir a la formación de un ciudadano más integral y proactivo mediante su implicación en estrategias educativas en el contexto universitario vinculadas con el fomento de la salud y las buenas prácticas de desarrollo sostenible. Se fundamenta teóricamente a la educación para la salud orientada al desarrollo sostenible como herramienta fundamental para la formación de una cultura para la salud e implicarse activa y productivamente en el fomento de su salud, en la implementación de buenas prácticas de desarrollo sostenible en las instituciones educativas y las comunidades. Se proponen estrategias didácticas para incrementar la motivación de los estudiantes, sus habilidades y conocimientos de los problemas que afectan a la salud y al medio ambiente. La investigación forma parte del proyecto Formación del profesional para la gestión del desarrollo sostenible, que se desarrolla en la Universidad de Las Tunas.

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Palabras claves: educación para la salud, desarrollo sostenible y formación del profesional.

The contemporary society, demands the increase of socio-economic development with minimal impact on the environment, to meet the increasingly growing needs of citizens in each territory and locality.

In this context, the social, economic and environmental are defined as the main dimensions of sustainable development, having as transversal axis to health, as a condition and right of all humanity that requires comprehensive attention in socio-economic policies and strategies and Environmental conditions that develop in the world, region or country.

The social demands for human development today require, Alarcón, R. (2015), citizens increasingly prepared to solve problems linked to sustainable development in the locality, where educational institutions in general and universities, in particular, should play a leading role.

Some researches carried out in different regions and in our country, reveals that there is not enough clarity in managers and educators on how efficiently organize the processes of education.

In education and development the learning outcomes in these subjects are unsatisfactory, in order to achieve an education that responds to present and future social demands. These shortcomings it also been identified by the authors in researches carried out in the population of the province of Las Tunas, on themes related to health promotion and education, which focus specifically on the low level of preparedness to solve problems related to school and community context. They manifest an insufficient mastery of knowledge and skills to self-prepare for health problems and their relationship with the present-future economic, social and environmental development of the territory of Las Tunas province.

Independently, as well as low levels of motivation to learn productively and actively involved in the search for solutions to the problems related to health and sustainable development in the university context and in the locality.

The analyzed aspects allowed verifying that there are insufficiencies in the training process in university students that affect their active, reflexive and creative participation in the solution of the problems related to the individual and collective health and the sustainable development of the territory.

Articulate contemporary society with inclusive and sustainable human development, beyond the necessary economic growth; has to be linked multisectorally to solve the problems of the present and the future that affect these processes. It is therefore necessary to discuss and systematically clarify the ways, ways and methods that lead to such realization.

This paper presents some theoretical, methodological and practical issues of health and sustainable development linked to the health education process, based on the sustainable development agenda up to 2030.

The World Health Organization, furthering its conceptualization, defines human health as the state of complete physical, mental and social well-being, with no indication that any of these types of well-being should prevail over others.

The Regional Office for Europe of the World Health Organization proposes, "health is the capacity to develop one's personal potential and respond positively to the challenges of the environment, and we consider it as a resource for life and not the object of life."

In these definitions, it is clearly expressed the possibility that each has to learn to achieve health, according to their personal conditions.

It shares the criterion of Marin, 2013, that health, is not absence of illness but the state of physical, psychological and social well-being created by people in the framework of their daily lives.

This position brings together the necessary elements to use in the theoretical framework of didactic strategies for the treatment of health education.

The foregoing paragraph is based in fulfilling methodological functions and constitute a guide for action by orienting three levels that encompasses the welfare state, with a positive orientation because it emphasizes that they are society and people, with their own resources and capacities, who must and can create health. Both individual and collective, reflects the contextual and dynamic nature of health, in which the person must be actively involved in the transformation of the environment, which develop to create optimal conditions that contribute to health promotion.

In the contemporary era, there are already profound changes in the environment that exacerbated the global problems and the development of human societies with a negative impact on the economic, environmental and social, which necessitates a change of pedagogical thinking in order to educate the present and future generations for facing new problems.

Sustainable development intended as "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs." UNESCO, (1987, p.43).

Sustainable development is a strategy that promotes a new conception in the relations of development and man, equity in the distribution of natural resources, economic, financial and technological, with social justice, rational and responsible use and urgent attention to the serious problems of poverty and the environmental deterioration caused by wars and pollution of the planet, among others.

In the Agenda for Sustainable Development approved by the UN, objective 3 expresses in its content,

"Ensuring a healthy life and promoting the well-being of all people at all ages" UNITED NATION. Sustainable Development Agenda, objective 3, 2016.

It shows a very strong relationship with the other objectives as a guarantee of the determinants, causes and conditions to achieve the survival of the human species with quality of life, determining its contribution as a human right.

In my opinion, health and education are macro-themes thematic and strategic means to achieve the objectives proposed by the UN in the dimensions of sustainable development in social, economic and environmental, including the following:

- Content of objectives 1 to 6: end poverty, hunger and food security, health, education, gender equality and women's empowerment, water and sanitation (emphasis on the social dimension).
- Content of objectives 7 to 12: energy and economic growth, infrastructure, reducing inequalities in and between countries, sustainable production and consumption (emphasis on the economic dimension).
- Content of objectives 13 to 17: climate change, sustainable use of the oceans, forests, desertification and biological diversity (emphasis on the environmental dimension).

Several authors have addressed the theoretical and practical relationships of health and sustainable development, and Brundtland, (1987) gives some considerations: in the report "Health and Sustainable Development".

In 1992 at the Earth Summit, the main areas are defined as primary health care; Contagious diseases; the challenges to health in the urban environment, and the risks of pollution.

In 2002, the World Summit on Sustainable Development (WSSD) in Johannesburg was reviewed the implementation of Agenda 21 and the progress made in this area. High-level decision-makers and politicians recognize that people's health is at the heart of sustainable development.

Politicians and leaders will not be achieved are also beginning to recognize that sustainable development without a significant investment in human health could not be possible.

Environmental deterioration directly affects health, with particular emphasis on the impact of the environment on the population at an early age. Health is an essential component of sustainable development and is an effective instrument for achieving social and economic development.

Health becomes a strength so that people can fully participate in socio-economic transformations and enjoy its benefits. Health promotion is a very appropriate approach to argue strategies that contribute to develop a comprehensive education of students. There are authors who understand health education as the teaching of knowledge and attitudes, a criterion that I do not share, education also influences teaching, intellectual and cultural formation, but it is not limited to this, including the affective sphere, convictions, Values, needs and habits.

The individual must learn to transform reality, to be able to face satisfactorily the situations that occur in the life and to determine those that can be sources of tension for his health.

Education for health is understood as an integral part of personality education and as an educational process. Therefore, we propose the following definition:

“Educational process that gradually prepares the person in the self-management of their physical, psychological and social well-being, according with their personal needs and health situation taking into account social, economic and environmental context where it is developed, and enables them to decide flexibly and responsibly, with present-future projection, the alternatives that favor the practice of a healthy lifestyle”. (Borrero, 2016, p.4)

In the pedagogical conception of health education that is defended, some elements stand out that distinguish it from other positions; among them: the dialectical character of this process; its educational essence; based on a broad concept of human health; humanist foundation; and the integral character of the preparation.

Some very important implications for guiding and developing health education are the following:

- Starting from a broad and complex conception of health, also considering the economic, social and environmental dimensions.
- Strategic approach, comprehensive, multisectoral, systematic, continuous and anticipatory approach, since education is the fundamental way to achieve sustainable development.
- Consider the microenvironment, the macro-environment and the participation of the people in the solution of the problems.

Therefore, strategies oriented to sustainable development must be interdisciplinary, flexible, integral and holistic, favoring the assimilation of content with ethics, commitment and present-future responsibility, to raise human development indicators and enjoy life with quality, in harmony with nature.

The following are some pedagogical implications of the assumed position:

- Replace the static and fragmented vision of educational reality with a complex, holistic and dynamic vision.

- Further, open the educational institution to collaboration with society and social organizations in solving problems that affect human health.
- Encourage creative, systemic and flexible thinking, through projects of interdisciplinary work, between different areas and subjects.
- Improve the contextualization of teaching and learning, incorporating local health problems and reinforcing intersectorality in its solution.
- To foster coherence between theoretical discourse and action, between theory and practice, and learning for sustainable living.
- Adopt a more comprehensive conception of education, which explicitly recognizes diversity.

Some examples of content for strategies oriented to sustainable development are taking into account: the theoretical, conceptual and legal framework of sustainability and its link to prevent promote health and strengthen attitudes and values that promote commitment and responsibility in human-nature-health relations, in the individual and in the social. The skills and habits to understand and creatively transform the context, and strengthen the quality of life of people. The contents of education for health are

determined from the objectives of the Agenda for sustainable development until 2030. Next, we propose the steps to manage Health Education in the university:

I. Projection of the Sustainable Development strategies oriented to sustainable development: Diagnosis of the objectives and contents of strategies oriented to sustainable development, problems in the environment, based on the contextualization of the contents expressed in the objectives of the Agenda for sustainable development until 2030 and the learning needs of students.

Planning activities, actions, and tasks, learning projects to promote health fully, and deepening the social, economic and environmental dimensions of sustainable development. Organization of scientific and investigative work to promote strategies oriented to sustainable development.

II. Development of educational strategies that allow the participants to appropriate the objectives and contents related to health and sustainable development with motivation, critical reasoning, scientific argumentation, reflexive communication, participatory debate and responsible practice, balancing activities in teaching, research and extension, considering the model of formation of his profession.

III. Evaluation of the relevance of the results achieved.

As strategies were experimented: reading as a tool of the strategies oriented to sustainable development the promotion of critical and reflective readers to information and reading as a source of culture in health. The resolution of problems and the implementation of actions favorably transform the quality of the context where they live are educated and develop students.

The development of logical, reflexive, critical and creative thinking and the use of the scientific method to propose solutions to global problems from the local interpreting, formulating questions, modeling situations, applying approaches and stages of scientific research, generating ideas and research projects to promote good practices for a healthy life.

Several activities can be developed to guarantee their integral education: Cognitive: appropriation of the theoretical and conceptual framework to understand, analyze, interpret and solve problems related to health and sustainable development of the territory: video conferences, field trips, practical classes; Study of the causes of environmental problems and their impact on human health.

Procedures: solving problems in diverse contexts integrating healthy solutions, applying approaches, conceptions and methodologies to contribute to sustainability. The application of strategies oriented towards the sustainable development developed in our university made possible to obtain the following results:

- Teaching materials with EDS and strategies oriented to sustainable development activities.
- Methodological training in EDS and strategies oriented to sustainable development in eight municipalities.
- Improvement of subjects and disciplines of the career of Economics.
- Creation of student scientific groups.

- Development of a research project at Economic Faculty.
- Development of postgraduate courses for Faculty and FCSH teachers.
- Design of pedagogical strategies and models to promote strategies oriented to sustainable development.
- Socialization of research results in events and publications.

It is important to continue investigating in the following problems: insufficient systematization of the theory of strategies oriented to sustainable development in its various perspectives. Lack of completeness in the investigations when addressing the dimensions of the strategies oriented to sustainable development in the careers; insufficient generalization of the results of researching in the faculties and in territory institutions.

In general, it is important to state that the political, environmental, economic and social changes in the world have a negative impact on the development of human societies and increase the differences between rich and poor countries and people.

It is necessary to offer a new type of education to guarantee the right of future generations to enjoy the resources that belong to the whole of humanity and to enjoy a healthy life.

Education and learning recognized as key tools and processes that orientate towards the formation of a culture for health and sustainable development. They promote the formation of citizens with social, economic and environmental relevance to involved actively and productively in the local and sustainable development in organizations, communities, territories, regions and countries.

The theoretical conceptions to direct the strategies oriented to sustainable development in the school and community context must be interdisciplinary, flexible, integral and holistic, to encourage the assimilation of content with ethics, commitment and present-future responsibility.

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