

MANAGEMENT OF LIFE SKILLS EDUCATION IN RESPONSE TO CLIMATE CHANGE, DISASTER PREVENTION AND SUSTAINABLE COMMUNITY DEVELOPMENT IN ETHNIC MINORITY LOWER SECONDARY BOARDING SCHOOLS IN THE NORTHEASTERN PROVINCES - SITUATION AND PROBLEMS TO BE SOLVED

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Education of life skills to respond to climate change, disaster prevention and sustainable community development is a modern approach, in line with the development trend of education and is being used by countries around the world. Education of life skills to respond to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities is a very important and urgent issue. The article conducted an investigation and survey on the current situation of life skills education to respond to climate change, disaster prevention and sustainable community development and the current situation of life skills education management and response with climate change, disaster prevention and sustainable community development for students of ethnic minority boarding lower secondary schools in the Northeastern provinces, analyzing strengths, weaknesses, causes that kindness will be a very important practical basis for the article to propose a system of life skills education management solutions to respond to climate change, disaster prevention and sustainable community development for students of ethnic minority boarding lower secondary schools in the Northeastern provinces in the near future.

Keywords: *Management of life skills education; Responding to climate change, disaster prevention and sustainable community development; Lower secondary boarding schools for ethnic minorities; Northeastern provinces; Situation and problems to be solved.*

1. Introduction

The life skills education program for students helps them gradually strengthen their self-esteem and confidence in themselves and others, thereby having a positive change in behavior towards the living environment and society. As such, life skills education helps students acquire the necessary skills for life now and in the future, especially in the context of education and training in all countries being profoundly impacted, comprehensive approach of the fourth industrial revolution, digital transformation with the trend of combining virtual and physical systems and things connected to the Internet. The 2018 general education program [Ministry of Education and Training, 2018] is setting requirements for lower secondary schools with greater responsibility in organizing and managing education activities including managing student life skills education activities. In order to train human resources to meet the development requirements of society, it is necessary to pay attention to

improving the quality of comprehensive education for students. Education in life skills to respond to climate change, disaster prevention and sustainable community development is a modern approach, in line with the development trend of education and is being used by countries around the world.

Education of life skills to respond to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities, this is a very important and urgent issue. Practice shows that life skills education activities to respond to climate change, disaster prevention and sustainable community development and management of life skills education activities to respond to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities, although the results have been paid attention, the results are still very limited.

From the above reasons, the author chooses

the topic: “Management of life skills education in response to climate change, disaster prevention and sustainable community development in ethnic minority boarding lower secondary schools in the northeastern provinces. Situation and problems to be solved” to research. This research topic will respond well to the theoretical and practical issues of today’s management of life skills education in response to climate change, disaster prevention and local community development.

2. Research methods

Approach: System approach, operational approach, development approach, capability approach, access to content and management functions, practical approach.

Research Methods: *Group of theoretical research methods:* method of document analysis and synthesis, method of generalizing independent statements. *Group of practical research methods:* Method of investigation by questionnaire, method of summarizing educational experience, method of researching products of educational activities, method of expert. *Mathematical statistical methods:* Apply mathematical statistics, Microsoft Excel software and SPSS software to process survey data.

3. Research overview

There are many research works on life skills and life skills education for people in general and students in schools in particular as:

In the article life skills education for lower secondary school students in the current context (Cau, 2017), the article focuses on clarifying the urgency of the issue of life skills education for lower secondary school students in the context of reforming the general education program towards competency in Vietnam today and at the same time, points out the basic objectives that need to be equipped and the method and form of organization of life skills education for students.

Author Nguyen Thanh Binh in the Life Skills Education Textbook (Binh, 2008) clearly states that “*The goal of Life Skills Education is to enhance human potential for adaptive and positive behavior in order to meet respond to the needs, changes and situations of everyday life while creating change and improving the quality of life*”.

Author Nguyen Thi My Loc in *the life value education and life skills document for lower secondary school students* (Loc, 2011) mentions the role and importance of life skills education for students in the school.

Author Nguyen Thi Hong Nhung with the article: “*Integrating education on disaster prevention and response to climate change in teaching Geography 9 at lower secondary schools in the direction of capacity development*”, Geography is one of the

subjects with many advantages for organizing teaching and learning to integrate natural disaster prevention and response and response to climate change, especially the Geography 9 program which includes the synthesis of natural knowledge and Vietnam’s economy and society, associated with each student’s life. Well-organized learning activities that integrate education on natural disaster prevention and control and response to climate change in the direction of capacity development will help students form knowledge about climate change and natural disasters, natural disaster prevention, disaster reduction, the relationship between people - nature - climate change...; at the same time, educate students on the sense of participating with the locality in activities to reduce the impact of climate change and local disasters. The article presents the basis and some forms and methods of integrating education on disaster prevention, control and response to climate change in teaching Geography 9 at lower secondary schools in the direction of developing learning capacity (Nhung, 2020).

General assessment: Education on life skills to respond to climate change, disaster prevention and sustainable community development for lower secondary school students is an important educational content in the lower secondary school for ethnic minorities; Like other educational activities, life skills education for students has goals, contents, methods, and forms of education,... Management of life skills education activities for students in lower secondary boarding schools for ethnic minorities can follow the content approach (management of goals, contents, methods, forms of education, ...), can also follow the functional approach (planning, organizing, implementing, checking, evaluating,...). Theoretical issues of life skills education management to respond to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities has not been systematically mentioned in domestic and foreign studies. There has not been a complete and objective assessment of the current status of life skills education management activities to respond to climate change, disaster prevention and sustainable community development for students in ethnic minorities boarding lower secondary schools...

4. Research content and research results

4.1. Organize the status survey

4.1.1. Survey purpose

The purpose of the survey is to properly and objectively assess the status of management of life skills education activities in response to climate change, disaster prevention and sustainable community development for students in ethnic minorities boarding lower secondary schools in the

northeastern provinces to establish the practical basis of the topic.

4.1.2. Survey content

The content of the survey focuses on the following three main issues:

(1) Surveying the current status of life skills education activities in response to climate change, disaster prevention and sustainable community development for students of lower secondary boarding schools for ethnic minorities;

(2) Surveying the current situation of managing activities of life skills education in response to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities;

(3) Surveying the current situation of factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development for students in ethnic minority lower secondary boarding schools.

4.1.3. Samples and survey subjects

Due to time conditions and similar characteristics of culture, socio-economic, topography,... of the provinces in the Northeast region, that's why we choose the ethnic minorities lower secondary boarding schools in the northeastern provinces: Phu Tho, Ha Giang, Tuyen Quang, Bac Kan, Thai Nguyen, Lang Son, Bac Giang, Quang Ninh, Lao Cai, Yen Bai.

The survey subjects of the topic include: Principals, Vice Principals of lower secondary boarding schools for ethnic minorities, teachers.

4.1.4. *Survey methods*: Survey method by questionnaire, in-depth interview method, research on the products and activities of educational administrators and teachers in charge of educating life skills to cope with climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools.

4.1.5. How to process survey data?

The data obtained after the survey were processed using Microsoft Excel software and SPSS software.

4.1.6. Survey time

Research survey in 5 academic years: 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2021-2022 survey on the current situation of managing life skills education activities to cope with climate change, prevent natural disasters and develop sustainable communities for students at lower secondary boarding schools for ethnic minorities in the northeastern provinces.

4.2. The current situation of managing life skills education activities in response to climate

change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities in the northeastern provinces

4.2.1. *Actual situation of awareness about the need to manage life skills education activities to cope with climate change, prevent natural disasters and develop sustainable communities for students.*

The survey results show that: The average score of all survey subjects has a unified assessment of the need for students to teach life skills to cope with climate change, prevent natural disasters and develop sustainable communities. average from 3.36 to 3.41 at the necessary level (Level 3). The awareness of the survey subjects about the need to educate students on life skills to cope with climate change, prevent natural disasters and develop sustainable communities for students is not high. Only one reason is considered quite appropriate by teachers and educational administrators (Level 4) to meet the current requirements of improving the quality of general education, the remaining reasons are these include meeting the requirements of fundamental and comprehensive renovation of education. Overcoming the limitations of managing activities of life skills education in response to climate change, disaster prevention and sustainable community development for students are considered average by teachers and education administrators (Level 3).

4.2.2 *The actual situation of building life skills education plans to cope with climate change, prevent natural disasters and develop sustainable communities for students.*

The survey results show that: Evaluation of the subjects on the actual situation of developing life skills education plans to cope with climate change, prevent natural disasters and develop sustainable communities for students at a good level (Level 4). The survey results show that the development of life skills education plans to cope with climate change, prevent natural disasters and develop sustainable communities for students at the school level has not been paid enough attention by the Principal. This is reflected in the fact that, many ethnic minority lower secondary boarding schools have not yet developed a plan to educate students on life skills to cope with climate change, prevent natural disasters and develop sustainable communities for their own students. In the survey area, there was also a principal who directed professional groups and teachers to develop life skills education plans to cope with climate change, prevent natural disasters and develop sustainable communities for students. However, when looking at some of the plans of the professional groups and the individual plans of the teachers, the author found that most of them have not yet built a life skill education plan to

cope with climate change, prevent natural disasters and develop sustainable community for students through various types of social activities, student self-education plans and other activities,... the plan does not guarantee the minimum required items, the plan is sketchy, doing countermeasures,...

4.2.3. Actual situation of organization, implementation and planning of life skills education activities to respond to climate change, disaster prevention and sustainable community development for ethnic minorities lower secondary boarding school students

From the survey results shows that:

The survey subjects assessed that the lower secondary boarding schools for ethnic minorities have organized the implementation of life skills education activity plans to respond to climate change, disaster prevention and community development fully and timely for students of ethnic minority lower secondary boarding schools. Principals of many schools have paid attention to this issue and rated it at a good level (Level 4).

In organizing education for teachers of life skills to respond to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities, the content is evaluated. The highest price is the organization of life skills education activities to respond to climate change, prevent natural disasters and develop sustainable communities for students of lower secondary boarding schools for ethnic minorities through activities (ranked 1st); Organize educational activities on life skills to respond to climate change, prevent natural disasters and develop sustainable communities for students of lower secondary boarding schools for ethnic minorities through teaching activities (ranked No.2); Organize the management of life skills education activities to respond to climate change, prevent natural disasters and develop sustainable communities for students at lower secondary boarding schools for ethnic minorities (ranked at No.3); Organize capacity building, life skills education in response to climate change, disaster prevention and sustainable community development for teachers and administrators at ethnic minority lower secondary boarding schools (ranked 4th).

4.2.4. Actual situation of directing living skills technical education activity plan in response to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities

From the survey results, the author has the following comments:

The survey subjects assessed that the lower secondary boarding schools for ethnic minorities

have directed the plan of life skills education activities in response to climate change, disaster prevention and sustainable community development in a complete and timely manner. Principals of many schools have paid attention to this issue and rated it at a good level (Level 4).

In directing teachers to teach life skills to respond to climate change, disaster prevention and sustainable community development for students, the most appreciated content is directing the implementation of educational goals. education of life skills to respond to climate change, disaster prevention and sustainable community development for ethnic minorities lower secondary boarding school students through subject teaching and experiential activities (ranked 1st); Directing the implementation of educational content on life skills in response to climate change, disaster prevention and sustainable community development for students through subject teaching activities and experiential activities (ranked at No.2); Directing the application of life skills education methods to respond to climate change, disaster prevention and sustainable community development for students through subject teaching and experiential activities (ranked 3rd); The last position is directing the coordination and monitoring mechanism of life skills education in response to climate change, disaster prevention and sustainable community development for students (average).

4.2.5. Actual situation of testing and evaluating the results of life skills education in response to climate change, disaster prevention and sustainable community development for students

From the survey results shows that: On average, the assessment of the subjects on the level of testing and evaluation of life skills education activities in response to climate change, disaster prevention and sustainable community development with the consensus of the opinions and all assessed the level of achievement is average (Level 3) with the average score from 3.06 to 3.17.

In the assessment of life skills education activities in response to climate change, disaster prevention and sustainable community development, the content with the highest average score is clearly defining the assessment objective of skills education to respond to climate change, prevent natural disasters and develop sustainable communities. However, when asking the question: At school, teachers when assessing life skills education in response to climate change, disaster prevention and sustainable community development have identified goals and assessment content? Many principals of lower secondary boarding schools for ethnic minorities in the survey areas were confused when answering.

Developing the evaluation criteria for life skills

education in response to climate change, disaster prevention and sustainable community development is the content with the lowest average score. This result reflects the reality of assessing life skills education in response to climate change, disaster prevention and sustainable community development.

4.2.6. The current situation of managing conditions to ensure high efficiency in life skills education activities to respond to climate change, disaster prevention and sustainable community development

Survey of educational administrators, teachers and employees of lower secondary boarding schools for ethnic minorities about the conditions to ensure life skills education activities to respond to climate change, disaster prevention and sustainable community development and the results obtained are as follows: On average, the percentage of respondents who rate their job development conditions to ensure life skills education activities in response to climate change, disaster prevention and sustainable community development at an average level of 3.08 to 3.19.

Activities: Building a healthy and democratic collective atmosphere for each member to complete the task of educating life skills to respond to climate change, disaster prevention and sustainable community development and relationships close links between members inside and outside the school and build a system of facilities to support the education process of life skills to respond to climate change, prevent natural disasters and develop sustainable communities for students to be assessed at a fairly good level of performance (level 4).

Activities: Coordinating educational forces in supporting conditions for education of life skills in response to climate change, disaster prevention and sustainable community development for students of ethnic minority lower secondary boarding schools, building a feedback system between schools and educational forces on life skills education in response to climate change, disaster prevention and community development Sustainability is assessed as having a low level of performance at 3 “Medium” and “Weak”.

4.2.7. Actual situation of fostering staff working in life skills education for ethnic minorities lower secondary boarding school students according to competency approach

The actual survey results show the actual situation of developing staff working in education of life skills to respond to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools. Lower secondary schools have advantages, but there are still many limitations. When surveying to find out the impact of management factors on

the implementation of staff development work, life skills education in response to climate change, disaster prevention and sustainable community development in the lower secondary boarding schools for ethnic minorities, the results are as follows: On average, the assessment of the subjects on the degree of organization to foster the teaching staff of life skills in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools with the consensus of opinions, rate the achievement as average (level 3) with the average score from 3.30 to 3.34.

The most highly rated content is the management of the training organization plan, and the time management content, the form of training is quite good (level 4).

Content of organizing and directing the implementation of the training program on average assessment (level 3). This situation also shows that staff training activities have partly met the requirements of the tasks set out, initially have had a good impact on improving the quality of life skills education to cope with climate change, disaster prevention and sustainable community development in ethnic minority boarding schools today. Because of the content of the management of the training organization plan and the time, the form of the training organization plays an important role in the management and training of the team. Without a specific plan and a reasonable time schedule, it is difficult for training and retraining activities to have good results.

4.3. The status of factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools

The average score for all survey subjects has a unified assessment of objective factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in lower secondary boarding schools for ethnic minorities, the overall average score is from 3.36 to 3.42 which is quite influential (level 4); The objective factors affecting the education of life skills in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools are quite significant. Among the proposed contents, which are evaluated by administrators, teachers and school staff at a good level (level 4), it is the conditions of facilities in general and teaching equipment in particular. Other contents such as: Fundamental and comprehensive renovation of education and training, education environment for life skills to respond to climate

change, disaster prevention and sustainable community development in ethnic minorities lower secondary boarding schools are assessed at an average level by educational administrators, teachers and staff (level 3). Even in the content that is considered to be quite relevant (level 4), there is no consensus among education administrators, lower secondary school teachers and staff.

Survey data show that: The results of assessment of the current situation of subjective factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in Vietnam, the ethnic minority lower secondary boarding schools of the surveyed subjects were quite consistent. This unity is reflected in: All the contents of the subjective factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in lower secondary boarding schools for ethnic minorities were rated as quite influential by the survey respondents (level 4); The average score for the contents of subjective factors affecting the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in ethnic minorities lower secondary boarding schools in the survey subjects have different high/low order. In which, the survey subjects rated the highest in “Spirit and attitude to practice life skills education in response to climate change, disaster prevention and sustainable community development of lower secondary schools”. Conducting in-depth interviews with the subjects on this issue, most of the opinions said that the capacity to manage life skills education activities in response to climate change, disaster prevention and sustainable community development of the principal and the life skills education capacity to respond to climate change, disaster prevention and sustainable community development of teachers at the lower secondary boarding schools for ethnic minorities is the influencing factor to the management of life skills education activities in response to climate change, disaster prevention and sustainable community development for ethnic minority lower secondary boarding schools students.

4.4. General assessment of the situation

4.4.1. Strong side

Through the survey, the author found that the lower secondary boarding schools for ethnic minorities in the survey area have implemented life skills education activities to cope with climate change, prevent natural disasters and sustainable community development for students in accordance with regulations of the Ministry of Education and Training and documents and instructions of local government leaders. Basically, administrators,

teachers and staff have affirmed the education of life skills to respond to climate change, prevent natural disasters and develop sustainable communities for students in ethnic minority lower secondary boarding schools. This is an important basis for this activity to achieve the defined goal.

4.4.2. Drawbacks

- Some teachers and educational administrators of boarding schools for ethnic minorities are not fully aware of life skills education activities in response to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities and management of life skills education activities in response to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities still overlook this content.

- The formulation and implementation of a plan of life skills education activities to respond to climate change, disaster prevention and sustainable community development for students of ethnic minority lower secondary boarding schools, the establishment has not been paid attention and directed by the management levels regularly.

- Planning, organizing and directing life skills education to respond to climate change, disaster prevention and sustainable community development for students of ethnic minority boarding schools base is limited. The activity of developing the team working in education of life skills to respond to climate change, disaster prevention and sustainable community development for students of ethnic minority lower secondary boarding schools has not been conducted yet, not systematic, so there is both shortage and excess, and imbalance, so the teaching staff is responsible for educating life skills to respond to climate change, natural disaster prevention and sustainable community development for students. Currently, students in ethnic minority lower secondary boarding schools are still lacking and weak.

- Activities of testing and evaluating the results of life skills education in response to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities in general, the assessment is perfunctory, the reliability is not high. The form of assessment is still rigid, mainly based on the products of the students, the categorization is not high and the assessment of students' ability has not been paid attention.

4.4.3. Cause of the situation

- Management levels of the education and training sector are interested in teaching life skills to respond to climate change, natural disaster prevention and sustainable community development for students

in local ethnic minority schools and management of life skills education activities in response to climate change, disaster prevention and sustainable community development for students in lower secondary boarding schools for ethnic minorities.

- Lower secondary boarding schools for ethnic minorities in the survey area had the correct awareness of the role and significance of life skills education in response to climate change, disaster prevention and sustainable community development for students of lower secondary boarding schools for ethnic minorities and managing life skills education activities in response to climate change, disaster prevention and sustainable community development for students at lower secondary boarding schools for ethnic minorities.

- The majority of teachers are qualified and above standard, with a sense of responsibility for teaching in general, the task of educating life skills to respond to climate change, disaster prevention and sustainable community development for students of ethnic minority lower secondary boarding schools in particular.

- In formulating action plans for life skills education in response to climate change, disaster prevention and sustainable community development for students of lower secondary boarding schools for ethnic minorities, sketchy, unscientific.

- In organizing the planning of life skills education activities in response to climate change, disaster prevention and sustainable community development for students of lower secondary boarding schools for ethnic minorities, synchronized and fragmented.

- Organize capacity building for life skills education in response to climate change, disaster prevention and sustainable community development for teachers and educational administrators of ethnic minority lower secondary boarding schools has not been focused and invested.

5. Discussion

Through a survey on the current situation of life skills education management to respond to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools, it was found that:

- It is necessary to issue documents guiding the selection of educational materials on life skills to respond to climate change, prevent natural disasters and develop sustainable communities for students.

- It is necessary to issue guidelines for testing, assessing and rating life skills for lower secondary school students.

- It is necessary to develop training content for teachers and educational administrators on life skills education activities in response to climate

change, disaster prevention and sustainable community development in ethnic minorities lower secondary boarding schools and managing life skills education activities in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools.

- Promulgating regimes and policies for teachers working in education of life skills to respond to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools.

- Organize the implementation of training content for teachers and educational administrators in ethnic minority lower secondary boarding schools.

- Lower secondary boarding schools for ethnic minorities are proactive and active in the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in lower secondary boarding schools for ethnic minorities on all subjects; objectives, contents, methods, forms of organization, conditions to ensure, check and evaluate this activity, in order to improve the comprehensive education of the school.

6. Conclusion

From the research results, the author found that: Educational administrators and teachers, staffs at ethnic minority lower secondary boarding schools in the surveyed areas initially had an awareness of the meaning and importance of life skills education to cope with climate change, disaster prevention and sustainable community development in lower secondary boarding schools for ethnic minorities and the need to manage life skills education activities in response to climate change, natural disaster prevention and control and sustainable community development in ethnic minorities lower secondary boarding schools. However, this perception is not complete and correct. Life skills education activities in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools and management of adaptive life skills education activities to cope with climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools in the survey areas over the years have achieved certain results, but there are still some limitations to be overcome in planning; organize and direct the implementation of the plan; examine and evaluate the results of life skills education in response to climate change, disaster prevention and sustainable community development in ethnic minority lower secondary boarding schools. Lower secondary boarding schools for ethnic minorities need to pay attention

to the factors that are believed to be very influential to the management of life skills education activities in response to climate change, disaster prevention and sustainable community development in lower secondary boarding schools for ethnic minorities

when proposing measures to manage life skills education activities in response to climate change, disaster prevention and community development sustainability in lower secondary boarding schools for ethnic minorities.

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QUẢN LÝ GIÁO DỤC KỸ NĂNG SỐNG ỨNG PHÓ VỚI BIẾN ĐỔI KHÍ HẬU, PHÒNG TRÁNH THIÊN TAI VÀ PHÁT TRIỂN CỘNG ĐỒNG BỀN VỮNG TRONG CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ TRUNG HỌC CƠ SỞ Ở CÁC TỈNH PHÍA ĐÔNG BẮC BỘ - THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ CẦN GIẢI QUYẾT

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Giao dục kỹ năng sống ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững là cách tiếp cận hiện đại, phù hợp với xu thế phát triển của giáo dục và đang được các nước trên thế giới vận dụng. Giáo dục kỹ năng sống ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững cho học sinh các trường phổ thông dân tộc nội trú trung học cơ sở là vấn đề hết sức quan trọng và cấp thiết.

Bài viết đã tiến hành điều tra, khảo sát thực trạng giáo dục kỹ năng sống ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững và thực trạng quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững cho học sinh các trường phổ thông dân tộc nội trú trung học cơ sở ở các tỉnh phía Đông Bắc Bộ, phân tích những điểm mạnh, điểm yếu, nguyên nhân từ đó sẽ là cơ sở thực tiễn hết sức quan trọng để tác giả có thể đề xuất hệ thống giải pháp quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững cho học sinh tại các trường phổ thông dân tộc nội trú trung học cơ sở ở các tỉnh phía Đông Bắc Bộ phù hợp trong thời gian tới.

Từ khóa: Quản lý giáo dục kỹ năng sống; Ứng phó với biến đổi khí hậu, phòng tránh thiên tai và phát triển cộng đồng bền vững; Các trường phổ thông dân tộc nội trú trung học cơ sở; Các tỉnh phía Đông Bắc Bộ; Thực trạng và những vấn đề cần giải quyết.