

CURRENT SITUATION OF MANAGEMENT OF LIFE SKILLS EDUCATIONAL ACTIVITIES TO RESPONSE TO CLIMATE CHANGE AND PREVENTION OF DISASTER FOR THE SUSTAINABLE DEVELOPMENT OF LOCAL COMMUNITIES IN THE ETHNIC MINORITIES BOARDING HIGH SCHOOLS OF THE NORTHWESTERN AREA AND ISSUES HAS BEEN POSED

Vu Thi Thu Trang

Vietnam Academy for Ethnic Minorities
Email: minhtrangvdt@cema.gov.com

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Through survey results on the status of management of life skills education activities to cope with climate change and disaster prevention for the sustainable development of local communities in the ethnic minority boarding high schools in the Northwestern region from 2013 to 2018, the author deeply analyzed and assessed the strengths, weaknesses, causes of strengths and weaknesses of the management of education activities on life skills to cope with climate change and disaster prevention for the sustainable development of local communities for ethnic minority students at boarding high schools for ethnic minorities in the Northwestern region in the present period and the issues raised.

Keywords: Managing life skills education activities; Responding to climate change and preventing natural disasters; Sustainable development of local communities; Ethnic minorities boarding high schools; Northwestern region.

1. Introduction

The teaching of life skills in ethnic minorities boarding high schools contributes to training and forming more responsible students and choosing appropriate behaviors, coping with pressures and challenges in life; promote social behavior; educating life skills to create friendly and open relationships between teachers and students, the interest of confidence, proactive creativity in learning, improving the quality and efficiency of education. Students who are educated in life skills define their duties and obligations towards themselves, their families and society.

The four pillars of 21st century education, which are essentially an approach to life skills in education, have been thoroughly grasped in renewing the objectives, content and methods of general education in Vietnam. Since 2001, the Ministry of Education and Training has provided life skills education for high school students with the support of international organizations, especially UNICEF in Viet Nam. Life skills education for students is done by exploiting the content of a

number of subjects with many advantages such as civic education, technology, etc..., including life skills education to respond to climate change and disaster prevention for the sustainable development of local communities.

The manifestations, characteristics, causes and impacts of climate change and disaster prevention have been carefully studied and investigated. Strategic solutions, globally, of each country in the world to effectively respond to climate change and prevent natural disasters have been put in place and implemented aggressively. Responding to climate change and preventing natural disasters to mitigate the consequences of climate change is one of the leading goals and tasks of each country, including a very great of education.

Recognizing the enormous and serious impacts caused by climate change, the Prime Minister of the Socialist Republic of Vietnam approved the National Strategy on Climate Change (Decision No.2139/QĐ-TTg dated 5/12/2011). Over the past time, the education sector has implemented and concretized the National Strategy on Natural

Disaster Prevention, Response and Mitigation to 2020 and a number of schemes and target programs on climate change response and disaster prevention of the Government. The Ministry of Education and Training has issued the “Action Plan to implement the National Strategy on Natural Disaster Prevention, Response and Mitigation for Education in 2011-2020 Period” and “Action Plan to Respond to Climate Change of the Education Sector for the period 2011 - 2015 “ and approved the Project “Bringing the contents to cope with climate change into Education and Training program for the period of 2011 - 2015”.

The Ministry of Education and Training also strengthens cooperation with ministries, branches, international organizations and non-governmental organizations operating in the field of natural disaster risk in Vietnam in order to step by step to respond Climate change adaptation in the field of education moves to a new stage of development, ensuring sustainable development goals. These activities aim to raise awareness, equip knowledge and skills on climate change response to managers, teachers and ethnic minorities boarding high schools students, step by step building a safe school system.

However, up to now, the implementation of life skills education activities to cope with climate change and disaster prevention in the ethnic minority boarding high schools has not been implemented or implemented but not yet highly effective, some contents of environmental education, climate change, sustainable development, etc. have been implemented inconsistently, systematically, updated and inherited among classes; misleading implementation or analysis, causing confusion among learners or issues beyond the awareness of ethnic minority students. Teaching time for subjects integrated with these knowledge units is not so much, when teaching, teachers only try to ensure programs enough, time enough but do not focus on analysis, expansion or contact to consolidate, inculcate, apply in real life... Education to respond to climate change and prevent natural disasters because sustainable development is not merely teaching about variables climate change and disaster prevention that through their diverse activities develops learners’ awareness and capacity to cope with climate change, prevent natural disasters and at the same time help learners ethnic minority students have protective attitudes towards basic orientations of educating for sustainable development, helping ethnic minorities students and communities firmly believe in the good prospects of climate protection and successful adaptation to climate change in the future.

The management of life skills education activities to cope with climate change, disaster prevention for ethnic minority students at the boarding upper secondary schools for ethnic minorities in the Northwestern region has been

conducted primarily by integrating life skills education to cope with climate change. Climate change and disaster prevention for ethnic minority students through teaching basic subjects, through extracurricular educational activities, extracurricular activities, labor and collective activities. However, the activities of educating life skills to cope with climate change and preventing natural disasters for ethnic minority pupils in recent years have only been implemented in accordance with the documents of the Ministry of Education and Training and the Department of Education and Training. High schools have not been proactive in developing a plan to implement the task of life skills education to cope with climate change and disaster prevention for ethnic minority students, failing to direct well the educational forces in the school and diversifying forms, education of life skills to cope with climate change and disaster prevention for ethnic minority students.

The management of life skills education coping with climate change and preventing natural disasters for ethnic minority students and the management of life skills education of ethnic minority boarding upper secondary schools are not really effective due to many subjective and objective reasons. Therefore, there should be researches on the implementation of measures to manage the life skills education in response to climate change and disaster prevention which is an urgent issue. Ethnic minority students must learn about the causes of climate change, prevent natural disasters, manifestations of climate change, impacts of climate change, how to respond to climate change and the formation of life skills to cope with climate change and disaster prevention for ethnic minority students, helping ethnic minority students have the ability to form attitudes and behaviors to cope with and adapt to climate change and prevent natural disasters in the Northwestern region during the time next.

2. Research methods

2.1. Group of theoretical research methods

In the process of studying resources, scientific research projects related to the topic such as theses, scientific reports, articles, we use a combination of analytical methods, synthesize, systematize, generalize, comment, summarize and cite issues directly related to solving the research task of the topic.

2.2. Group of practical research methods

- Survey method: Investigate the awareness of managers, teachers and students about life skills education in response to climate change, disaster prevention and about the forms and methods used to educate life skills to cope with climate change and prevent natural disasters for ethnic minority students.

- Observation method: Observing educational activities in general and educating life skills to cope with climate change and prevent natural disasters in

particular for ethnic minority students in secondary vocational training schools.

- Methods of conversation: Directly meet, exchange and chat with managers, teachers, students in order to find out the views, understandings, attitudes, methods of implementation as well as advantages and difficulties when educating life skills to cope with climate change and natural disaster prevention for ethnic minority students at boarding high school for ethnic minorities.

- Methods of testing the necessity and feasibility of the proposed measures.

2.3. Group of mathematical statistical methods

Several methods of mathematical statistics, making statistics tables, making charts, used for quantitative and qualitative analysis of research results.

3. Overview of issues research

At present, issues of life skills, life skills education in general and life skills education in response to climate change and natural disaster prevention in particular are paid attention to by many countries in the world and Vietnam, specifically:

3.1. Foreign countries

1890: The US Department of Labor established a Secretariat to train the necessary skills. The members of this committee included many different areas such as education, businessmen, officials, civil servants. It aims to boost the economy with highly skilled labor and high-paying jobs.

In the early 1990s, some Asian countries such as Laos, India, Cambodia and Thailand ...researched and implemented life skills teaching programs from pre-school to high school in the direction of teach integrated into literacy and academic programs; Mainstreaming subjects and programs at different levels to equip students with essential life skills to help students enjoy life-related skills and divide life skills into three main groups: Basic skills including reading, writing and writing skills; General skills include critical thinking skills, creative thinking skills, decision-making skills, problem-solving skills; Specific skills groups include health protection skills, gender equality...

1996: UNICEF adopted the program "Life skills education to protect health and fight HIV/AIDS for young people in and out of school".

2003: UNICEF funded education aimed at educating students about life skills and since then education has started to focus on life skills education for students.

In 2009, together with Japanese cooperation agency JICA, AFD initiated a Program to support the response to climate change. This is a multi-year budget support program based on the Government's reforms and progress on public policies that contribute to combating climate change (renewable energy, economical and efficient use of energy)

in industry, in buildings and in transportation, water management, etc.). Since its launch, a number of other donors such as the World Bank, CIDA (Canadian Cooperation Agency), AusAID (Australian Cooperation Agency) and South Korean Cooperation Agency have joined the program.

In many Western countries, young people have learned life skills about situations that will happen in life, how to face and cope with difficulties and how to overcome them and how to prevent them. Avoid conflicts, violence between people.

In Korea, elementary school students learn how to cope with climate change, earthquakes, natural disasters, etc. at the Seoul Emergency Management Center.

In Japan, the government attaches great importance to propaganda about disaster, on the streets, people can easily see panels, posters to guide people when the disaster happens. With the view to passing down to generations after the lessons learned from disasters as well as spreading experiences to countries to work together in disaster prevention and mitigation, the Japanese Government has built many museums, monuments, beer marking tsunami levels...are vivid visual aids to educate and raise people's awareness about disaster prevention. In the high school curriculum, in addition to focusing on civic ethics education on topics such as: freedom, citizenship, social progress, common interests, generosity, independence and autonomy, career, hard work, etiquette, punctuality and keeping promises, the education of natural disaster prevention awareness for ethnic minority students are also respected.

In some ASEAN countries, in the programs of lower secondary schools, high school content systematically educates environment, especially content related to deforestation and environmental destruction be considered the direct cause of disasters. In addition, ethnic minority students also learn the contents related to protecting the living environment through integration into traditional subjects on nature and society...

In Sri Lanka, most Buddhist temples and houses Muslim shrines along the coast of the country have arranged large-sized loudspeakers to transmit radio and television warning information about natural disasters. The government also requires state radio stations to comply with the timely warning of tsunamis, volcanoes, etc.

On December 12, 2015, 195 countries attending the United Nations Framework Convention on Climate Change (COP21) in France approved an agreement to curb global warming, which is considered strong and show the most extensive international cooperation ever.

3.2. Vietnam

From 2008-2009 school year: Ministry

of Education and Training issued Directive No.40/2008/CT-BGDĐT of July 22, 2008 on launching the emulation movement “Building friendly schools and active students” in the high school in the period of 2008-2013 with the goal of mobilizing the synergy of the forces inside and outside the school to build a safe, friendly educational environment, promoting the initiative, positiveness and creativity of students in studying and social activities appropriately and effectively, one of the five contents to be implemented is to train life skills for students.

The term life skills in Viet Nam, starting to be known from the UNICEF program (2006) “Life skills education to protect the health and prevention of HIV/AIDS for young people inside and outside the school” through during the implementation of this program, the content of life skills concepts and life skills education has been increasingly expanded.

Although life skills education was introduced into our country right after that, the philosophy and methods of life skills education are more or less strange to our society, so we have not received proper attention.

2001: Ministry of Education and Training implemented life skills education for high school students through the project “Education for healthy living, life skills for children and adolescents” sponsored by UNICEF.

2005: Education law of the Socialist Republic of Vietnam mentioned life skills, especially the comprehensive development issue for learners to meet the increasing requirements of society and the development of the knowledge economy background.

In 2007: author Nguyen Thanh Binh had systematic studies on life skills and life skills education with a series of articles, ministerial-level scientific research topics and syllabus, references... The author and colleagues have conducted an overview of the cognitive process of life skills and issues propose requirements to access life skills in life skills education and education in secondary schools and at the same time explore the status of life skills education for learners from preschool to adults through formal education and general education throughout Vietnam.

In 2011: Ministry of Education and Training opened a training course to enhance life skills education in some subjects and educational activities in high schools for more than 700 teachers representing teachers in 23 southern provinces; Some project programs such as the UNICEF-supported experimental program of “healthy living education and life skills” have been piloted in 20 schools in 5 districts of the provinces of Lang Son and An. Giang, Hanoi and Ho Chi Minh City.

In 2013: Ministry of Education and Training developed plan No.1088/KH-BGDĐT dated August

29, 2013 on completing a set of life skills education materials in some subjects and activities of primary, lower secondary and high school education nationwide. national. The plan has adjusted the integration of life skills education for high school students in subjects of Literature, Geography, Biology, Citizenship Education and out-of-class-hour educational activities.

From the school year 2013-2014 Ministry of Education and Training issued Circular No.26/2012/TT-BGDĐT July 10, 2012; Circular No.31/2011/TT-BGDĐT of August 8, 2011, promulgating regulations, contents and regular training programs for teachers of pre-school, general education and continuing education, including contents about life skills education for students. Through the implementation of continuing training, the teachers have been equipped with knowledge, methods of organizing integrated life skills education in subjects and other educational activities.

In 2014: Ministry of Education and Training issued Circular No.04/2014/TT / BGDĐT dated February 28, 2014, enclosed with the regulations on management of life skills education and formal educational activities, including 5 chapters and 18 articles. defining the subjects, scope, content, methods and responsibilities of competent authorities for licensing procedures for life skills education centers and centers.

In 2015: Ministry of Education and Training issued Official Letter No.463/BGDĐT-GDĐT dated January 28, 2015 on guiding the implementation of life skills education at preschool, general education and general education institutions. piercing. The content of the dispatch specifies: the purpose, requirements and content of educating life skills for students specifically according to each grade. There have been many studies on the situation and measures to improve the effectiveness of life skills education in general for students to improve the quality of comprehensive education such as:

- Author Nguyen Thi Thanh Nhan Hanoi University of Education (2014): Thesis of Master of Educational Administration “Managing life value education - Life skills for students at Nguyen Sieu High School, Hanoi”.

- Author Dinh Thi Thien Hanoi University of Education (2015): Master’s thesis in Educational Management “Managing life skills education for students of secondary schools in Hoa Binh city”.

- Author Nguyen Thi Hanh Hanoi University of Education (2015): Master’s thesis in Educational Management “Managing life-value education activities - Life skills for students of Thanh Oai A High School, Hanoi”. All three topics have studied the situation and proposed measures to manage ethical education activities in general and value education of life, life skills in particular for high school students.

- Since 2008, the Prime Minister signed Decision No.158/2008/QĐ - TTg approving the National Target Program to respond to climate change, accordingly, one of the important tasks is to assign for the Ministry of Science and Technology to coordinate with the Ministry of Natural Resources and Environment in formulating and implementing the “Science and Technology Program to serve the National Target Program to respond to climate change in 2011 - 2015”. The objective of the program is to establish a scientific basis for the planning, design of monitoring and early warning systems on climate and climate change and vulnerable subjects to enhance scientific capacity, and technology and management capacity in responding to climate change. Identify the scientific basis for integrating climate change issues into the process of developing and implementing strategies, plans, plannings, development programs ..., focusing on analysis and evaluation. cost / efficiency (economic - social - environment), to provide tools for state management of climate change ...

- Author Pham Thi Kim Hoa VNU Hanoi (2014): Master thesis “Research and propose climate change education solutions in professional secondary schools”. Researching the current situation of climate change awareness of teachers and students and proposing climate change education solutions in professional secondary schools.

- Author Le Thi Thu Huong Hanoi Pedagogical University (2014): Master’s thesis in Educational Science “Education to cope with climate change through extracurricular activities in elementary schools from an integrated perspective”. The thesis studies the current situation and proposes educational measures to cope with climate change through extracurricular activities in elementary schools from an integrated perspective.

- Author Nguyen Thi Hoa, Vinh University (2015): Master thesis of education science “Integrating climate change response education in teaching Geography subjects for grade 4 students”. Research topic on the current situation and propose measures to integrate education in response to climate change in teaching Geography subject at grade 4.

- Author Tran Bich Van, Hanoi National University (2015): Master thesis of climate change “Building a communication model on coping with climate change in secondary schools in Hanoi”. Researching the current situation of communication issues on climate change in secondary schools and proposing measures to build a model of communication on climate change in secondary schools.

Central Highlands State-level research project 3 (2013-2015) of Ngo Quang Son’s project leader: “Studying natural disaster coping capacity and proposing a comprehensive solution to enhance community’s capacity to prevent. local ethnic

minorities in the Central Highlands” have studied the ability to cope with the main types of natural disasters and proposed total solutions to improve the disaster prevention capacity of ethnic minorities in the Central Highlands. Central Highlands accommodation in the context of coping with climate change today. The main research contents have been solved: Researching theoretical basis related to climate change, response to climate change, natural disasters and disaster risks; lessons learned domestically and internationally on improving disaster prevention capacity; Identify types of natural disasters, natural disasters and their impacts on people, economy, society and environment in ethnic minority areas in the Central Highlands over the years; Analyze the capabilities and factors affecting the natural disaster community’s ability to respond to and prevent natural disasters in the Central Highlands; Proposing views, orientations and overall solutions to improve the natural disaster prevention capacity of ethnic minority communities in the Central Highlands. Proposing a number of pilot models of disaster preparedness and response for a number of local ethnic minorities in the Central Highlands. Organize the implementation of the Information, Education and Communication (IEC) model based on the active participation of the community to forecast, warn, prevent, respond to and mitigate harms of natural disasters and disaster recovery for the Gie - Trieng ethnic communities in Kon Tum and Co Ho in Lam Dong. This state-level project also initially organizes life skills education activities, after-school educational activities, extracurricular educational activities, democratic flower picking, etc. provincial boarding schools, district boarding schools, general education schools, provincial continuing education centers, district continuing education centers; community learning center in the Central Highlands provinces to spread to the local ethnic minorities, to meet the needs of capacity building 6⁺ of the ethnic minorities community in the Central Highlands in public impacts on forecasting, warning, preventing, responding to, reducing harms of natural disasters and recovering from natural disasters (Son, 2015)

Life skills education activities in secondary schools now have many research topics but the topic of managing life skills education in response to climate change and disaster prevention in Vietnam for ethnic minority pupils at schools. Ethnic minority boarding high school has not been studied. Researching the topic: “*Managing activities of educating life skills to cope with climate change and preventing natural disasters for the sustainable development of local communities boarding high schools in Northwestern area*” will play an important role in researching the theoretical and practical basis of climate change, responding to

climate change and preventing natural disasters and being extremely urgent in the Northwestern region in the present period (Binh, 2011)

4. The status of managing life skills educational activities to response to climate change and prevention of disasters for ethnic minority students in ethnic minorities boarding high schools in the Northwest regional province

4.1. Management of planning of life skills education in responding to climate change and preventing natural disasters for ethnic minority students at provincial ethnic minorities boarding high schools

In order to assess the reality of developing a plan for educating life skills to cope with climate change and preventing natural disasters of the Principal of 8 provincial ethnic minorities boarding high schools, the author surveyed 224 people of which: 24 managers, 200 teachers of 8 provincial ethnic minorities boarding high schools, the results showed that the Principal's management of developing life skills education plans to cope with climate change and disaster prevention for ethnic minorities has not been paid attention, most of the managers, teachers The survey and assessment in the normal level accounted for 57.3%, the rate of poor assessment accounted for a high rate (11.5%) due to the plan of life skills education in response to climate change and disaster prevention for students. ethnic minorities of the non-boarding schools mainly relate to, integrate into the school's implementation of school year duties; the assignment of tasks to the life skills education forces to cope with climate change and disaster prevention in schools mentioned but not specifically, 23.6% of managers and teachers participated in the assessment and performed well, 76.4% normal evaluation and not yet good; The investment in purchasing facilities to meet teaching needs in general does not have a plan to purchase equipment for life skills education separately with this content up to 75.0% of the evaluation. This is also one of the reasons leading to the effectiveness of educating life skills to cope with climate change and disaster prevention for ethnic minority students in the non-boarding schools.

4.2. Organizational management of the executive system of education on life skills to cope with climate change and disaster prevention for ethnic minority students at provincial ethnic minorities boarding high schools

Through practical research, it can be affirmed that the provincial boarding schools has established a human resource system to participate in educating life skills to cope with climate change and disaster prevention for ethnic minority students, this is also the personnel apparatus involved in comprehensive education activities. in schools include: Principal, Vice Principals, Youth Union Secretary, class

homeroom teachers, subject teachers and staff. Through the questionnaire, the author explores the status of assigning specific tasks of the Principal to the forces participating in educating life skills to cope with climate change and information development in schools, the issuance of guidelines and regulations. defining the functions and duties, guiding how to implement the life skills education in response to climate change how to respond to climate change, the results can be seen that the establishment of a steering committee, specifying functions and tasks for each Members of the steering committee, guidelines and formulation of coordination regulations in life skills education to cope with climate change and development of ethnic minorities for ethnic minority pupils at provincial-level boarding schools have not been paid much attention. the price is at a normal level, accounting for over 50.0% and managers, teachers rated not good in all aspects is still high, accounting for more than ten%. In order to further clarify the level of assigning tasks to forces participating in life skills education in schools, the author of the actual survey results are as follows: the forces participating in educating life skills to cope with climate change of schools mainly focus on most of the opinions that the task assignment is not specific or not assigned; For employees, the rate of unassigned assessment accounted for as high as 28.3%. This shows that the activities of educating life skills to cope with climate change and contraceptives for ethnic minorities of the school have not been interested in assigning specific tasks to forces participating in this activity in the home. school.

4.3. Managing, directing, educating about life skills to cope with climate change and preventing natural disasters for ethnic minority students at the provincial ethnic minorities boarding high schools

To assess the status of directing the life skills education in response to climate change and preventing natural disasters for ethnic minority students, through questionnaires with managers, homeroom teachers, subject teachers, youth union secretaries and direct interviews with a number of teachers, showing the content of directing education on life skills response to climate change and development of ethnic minorities for principals of the Principal, evaluated at a good level, the low rate only accounts for 27.8% to 43.1%; There are 3 contents that are rated well with a relatively low rate: directing the life skills education to cope with climate change and preventing natural disasters for ethnic minority students through class activities (27.8%), through coordination between schools, families and society (31.9%), through labor activities, through building a good educational environment (33.3%). The survey results of the teachers show that each content has certain difficulties that cause the life skills education to

respond to climate change and disaster prevention for ethnic minority students ineffective.

4.4. Managing, assessing and educating about climate change life skills education for students at provincial ethnic minorities boarding high schools

To assess the status of the examination and assessment of life skills education in general and life skills to cope with climate change for students of the Principal of ethnic minorities boarding high school through the survey results obtained show that:

- The regular assessment and assessment of life skills education in response to climate change and disaster prevention for ethnic minority pupils regularly, the efficiency only accounts for 18.1%.
- Checking and evaluating the life skills education to cope with climate change and disaster prevention for ethnic minority pupils but not yet regularly accounted for 65.3%.
- Schools do not check and assess the education of life skills to cope with climate change and disaster prevention for students accounting for 16.6%

The above survey results show that the management of inspection and evaluation of life skills education in response to climate change and disaster prevention for ethnic minority students has been implemented but not often.

4.5. General assessment of education management on life skills to cope with climate change and disaster prevention for ethnic minority students by the Principal of the provincial boarding schools

Based on the guiding documents of the provincial Departments of Education and Training, the provincial-level ethnic minorities boarding high schools have developed a plan for educating life skills to cope with climate change and high school education for ethnic minority students in the school's annual task plan, achieve certain results.

4.5.1. Strength

- The school has built an education plan to train life skills to cope with climate change and prevent natural disasters for students to integrate in the plan of implementing tasks for each school year;
- Implemented professional guidance to instruct teachers to prepare related articles, integrate and integrate the content of educating life skills to cope with climate change and prevent natural disasters for ethnic minority students into subjects in main lesson time;
- The Youth Union develops a plan to organize extracurricular activities including contents of life skills education in response to climate change and high school education for ethnic minority students. Regularly organize extracurricular activities with class sizes, grade levels and the whole school scale. The scope and form of organization is richer.

- Homeroom teachers paid attention and regularly collaborated with parents in educating life skills to cope with climate change and high school education for ethnic minority students.

- Organize for ethnic minority students to participate in outdoor extracurricular activities to help EM students relate to reality and experience, thereby forming awareness, attitudes and behaviors.

4.5.2. Weakness

- The organization of activities is mainly the responsibility of the Youth Union Secretary, so the planning, content selection and organization have not been invested, carefully prepared, and promoted Participation and coordination of school members.

- The school's board of directors put the contents of the life skills education program to cope with climate change and high school education for ethnic minority students that are not suitable and lack of creativity; The program is still sketchy.

- The coordination of mass organizations and forces inside and outside the school has not been effective; haven't promoted the strength of life skills education forces to cope with climate change and high school information. From the limitations and shortcomings mentioned above, leading to the education of life skills to cope with climate change and high school education for ethnic minority pupils of the provincial boarding schools.

4.5.3. Causes of strengths and weaknesses

- * The cause of the strong side
 - From the Department of Education and Training, some good contents were as follows:
 - + Directing provincial vocational training schools to implement life skills education to cope with climate change and high school information closely, timely and with plans.
 - + Direct schools to organize scores for life skills education programs to cope with climate change and high school education for ethnic minority students; Thereby the units learn, exchange, learn from experience and expand the operating model.
 - On the school side:
 - + Directing professional divisions, organizing Youth Union to develop programs on life skills education to cope with climate change and high school education for ethnic minority students in each semester, each emulation period.
 - + Directing professional groups, staff and teachers to integrate the content of life skills education to cope with climate change and prevent physical problems in basic subjects.
 - + Directing forces in the school to coordinate organizing extracurricular activities on life skills education in response to climate change and high school education for students; propagandize and coordinate with non-school forces.

+ Most of ethnic minority pupils are interested in participating in life skills education activities to cope with climate change and prevent and have gained some basic skills; conscious of learning, practicing, cultivating oneself, forming awareness, attitude and proper behavior.

* Causes of weak side:

- There is no general program framework on educating life skills to cope with climate change and disaster prevention for ethnic minority students in the whole industry; There is no set amount of time available for educating life skills to cope with climate change and disaster prevention.

- The use of resources on educating life skills to cope with climate change and high school education for ethnic minority students of teachers is limited; The teachers have not actively consulted and researched, so the content of life skills education is still poor, the organization is not plentiful, not attractive...so it has not attracted the active participation of students.

- The mobilization of coordination of forces outside the school has not been effective; not promote the strength of local mass organizations.

- The inspection and evaluation is not specific; There are no criteria for grading and commendation of the life skills education in responding to climate change and preventing natural disasters.

- A part of cadres, teachers, parents are not fully aware of the importance of organizing life skills education in response to climate change and disaster prevention for ethnic minority students (Binh, 2011)

5. Conclusion

Researching the status of educational management of life skills coping with climate change and preventing natural disasters for ethnic minority students at provincial boarding schools, the author found:

- The school has focused on developing a plan of educating life skills for students according to the key competitions (the school year, each semester, each month), according to the activities of the subjects in the program and the activities social action. However, the new plan only shows the tasks that need to be implemented, the time for completion, but not really presented as a specific, practical action plan including all the necessary elements of a plan, action program. Up to now, only a part of the managers and teachers in the school have been trained and fostered knowledge about life skills education for ethnic minority students, the managers have just started to perform this task of management, so it remains quite surprising, revealed many limitations in the management of life skills education for ethnic minority students. The school only pays attention to the educational elements from the school, family and society, and does not

really care about the self-education element of ethnic minority students themselves, while with the characteristics of the non-boarding schools. Most of the students are ethnic minorities, so their ability to perceive and adapt to the collective environment, especially in dormitories, is very important. A part of managers, teachers are not fully aware of the importance of life skills education associated with the results of comprehensive teaching and educational activities. Some subject teachers have not focused on the adoption of “teaching letters” to “teach people”, sometimes consider teaching life skills to students only as teachers of industrial teachers, school administrators, youth groups. The application of life skills education methods is still rigid, the form of organization is not rich, diverse and in depth to attract ethnic minority students to participate. The coordination between the forces is not synchronized, especially the parents of students lack the understanding of psychological age, lack of knowledge about education and child care,...to the same school and the organize life skills education for ethnic minority students. The teaching of life skills to cope with climate change and disaster prevention for ethnic minority students has been primarily concerned by the Principal by integrating life skills education to cope with climate change and high school education for ethnic minority students through teaching basic subjects, through after-school education, customs clearance for extracurricular activities. The school has not raised the awareness of the importance, the need for life skills to cope with climate change and high school education for ethnic minority students, especially in the period of integration and explosion in information technology and science. technology, the exploitation of natural resources, forest exploitation, industrial activities, daily life, causing indiscriminate emissions and waste, thus greatly affecting the environment, climate change and preventing natural disasters. The school has not been proactive in formulating plans to implement tasks of educating life skills to cope with climate change and preventing natural disasters for ethnic minority students, and has not well directed the educational forces in the school to organize. educating life skills to cope with climate change and preventing natural disasters for ethnic minority pupils.

The management of life skills education in response to climate change and preventive learning for ethnic minority students and the management of life skills education activities of schools are not really effective due to many subjective and objective reasons. The results of research on the status of educational management of life skills coping with climate change and high school education for ethnic minority pupils have further clarified theoretical issues and are a practical basis for the author to build measures to manage life in order to meet the

requirements of current educational renovation, to meet the requirements of comprehensive education

and the sustainable development of society and community in the current period.

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THỰC TRẠNG QUẢN LÝ HOẠT ĐỘNG GIÁO DỤC KỸ NĂNG SỐNG ỨNG PHÓ VỚI BIẾN ĐỔI KHÍ HẬU VÀ PHÒNG TRÁNH THẢM HỌA THIÊN TAI VÌ SỰ PHÁT TRIỂN BỀN VỮNG CỦA CỘNG ĐỒNG ĐỊA PHƯƠNG Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ KHU VỰC TÂY BẮC VÀ NHỮNG VẤN ĐỀ ĐẶT RA

Vũ Thị Thu Trang

Học viện Dân tộc

Email: minhtrangvdt@cema.gov.com

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Tóm tắt

Qua kết quả điều tra khảo sát về thực trạng quản lý hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thảm họa thiên tai vì sự phát triển bền vững của cộng đồng địa phương ở các trường phổ thông dân tộc nội trú khu vực Tây Bắc từ năm 2013 - 2018, tác giả đã phân tích đánh giá sâu sắc mặt mạnh, mặt yếu, nguyên nhân của mặt mạnh, mặt còn yếu của công tác quản lý hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thảm họa thiên tai vì sự phát triển bền vững của cộng đồng địa phương cho học sinh dân tộc thiểu số ở các trường phổ thông dân tộc nội trú cấp tỉnh khu vực Tây Bắc trong giai đoạn hiện nay và những vấn đề đặt ra.

Từ khóa

Quản lý hoạt động giáo dục kỹ năng sống; Ứng phó với biến đổi khí hậu và phòng tránh thảm họa thiên tai; Phát triển bền vững của cộng đồng địa phương; Các trường phổ thông dân tộc nội trú trung học phổ thông; Khu vực Tây Bắc.