

# EFFICIENCY MANAGEMENT SOLUTIONS OF LIFE SKILLS EDUCATION ACTIVITIES RESPONSE TO CLIMATE CHANGE AND PREVENTION OF CALAMITY DISASTER FOR SUSTAINABLE DEVELOPMENT FOR ETHNIC MINORITY STUDENTS IN ETHNIC MINORITY BOARDING UPPER SECONDARY SCHOOLS IN THE NORTHWEST REGION IN THE CURRENT PERIOD

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*Education management of life skills to cope with climate change and calamity disaster prevention for the sustainable development of ethnic minority students at ethnic minorities boarding high schools in the Northwestern region is conducted mainly through integrating the content of life skills education in response to climate change and preventing natural disasters for ethnic minority students into teaching basic subjects, through extra-curricular educational activities, through Extracurricular activities, labor and collective activities. Education on life skills to respond to climate change and disaster prevention for the sustainable development of ethnic minority students in recent years has just stopped at the implementation of the documents of Ministry of Education and Training (MOET), Departments of Education and Training (DOET). Some ethnic minority boarding high schools have not been proactive in developing a plan to implement the task of educating life skills to cope with climate change and prevent natural disasters for the sustainable development of ethnic minorities students, not well directed education forces in schools and diverse forms of life skills education to respond to climate change and disaster prevention for the sustainable development of ethnic minorities students. Through the in-depth analysis of research results in the period of 2013-2019, the author of this paper has presented a system of effective management solutions for education of life skills to cope with climate change and avoid natural disasters for the sustainable development of ethnic minority students in ethnic minorities boarding high schools in the Northwest region in the current period.*

**Keywords:** Effective management solutions; Educating life skills to cope with climate change and prevent natural disasters; Sustainable Development; Ethnic minorities students; Ethnic minorities boarding high schools; Northwestern region.

## 1. Introduction

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 variables. climate

change and disaster prevention for the sustainable development of local communities.

The manifestations, characteristics, causes and impacts of life skills education in response to climate change and disaster prevention for the sustainable development of local communities have been carefully researched and investigated. Strategic solutions globally and in each country in the world to effectively respond to climate change have been proposed and implemented aggressively. Responding to climate change to reduce the consequences of climate change is one of the leading goals and tasks of each country, including the great role of education.

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 take steps to respond, adapting to climate change in the field of education moves to a new stage of development, ensuring the goal of sustainable development. These activities aim to raise awareness, equip knowledge and skills on climate change response to education managers, teachers and students, gradually building a safe school system.

However, up to now, the implementation of life skills education activities to cope with climate change and disaster prevention for the sustainable development in the Northwestern ethnic minorities boarding high schools has not been implemented or has been implemented but not highly effective, some contents of environmental education, climate change, sustainable development, etc. have been implemented inconsistently, systematically, updated and inherited among classes and levels learn; examples, misleading implementation, analysis, 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 enough programs, enough time but do not focus on analysis, expansion or contact to consolidate, inculcate, apply in real life ... Educating and educating about life skills to cope with climate change and preventing natural disasters because sustainable development is not merely teaching learn about climate change and disaster prevention through developing diverse activities in learners' awareness and capacity to cope with climate change, disaster prevention and at the same time help learners have protected behavior behaviors based on the basic directions of education for development sustainability, to help ethnic minority students and the community convinced about the good prospects of climate protection and successful adaptation to climate change in the future.

Education management of life skills to cope with climate change and disaster prevention for the sustainable development of ethnic minority students in the Northwestern ethnic minorities boarding high schools is conducted mainly through integration. content of life skills education to respond to climate change and disaster prevention for ethnic minority students to teach basic subjects, through after-school education activities, through extra-curricular activities courses, labor and collective activities. However, the activities of educating life skills to cope with climate change and preventing natural disasters for the sustainable development of ethnic minority students in recent years have only stopped at the implementation of documents copy of the Ministry of Education and Training and the Department of Education and Training, some ethnic minority

boarding high schools have not been proactive in developing a plan to implement the task of educating life skills to cope with climate change and prevent natural disasters for the sustainable development of ethnic minorities students, not well directed education forces in schools and diverse forms of life skills education to respond to climate change and disaster prevention for the sustainable development of ethnic minorities students.

The management of life skills education in response to climate change and disaster prevention for the sustainable development of ethnic minority students and the management of life skills education activities of the boarding high schools for ethnic minorities in the Northwest region not really effective due to many subjective and objective reasons. Therefore, it is necessary to conduct research and development of solutions to manage life skills education in response to climate change and disaster prevention because sustainable development is an urgent issue. Ethnic minority students must learn about the causes of climate change, its manifestations, impacts of climate change, how to respond to climate change and the formation of life skills to cope with climate change and prevention. natural disasters for the sustainable development of ethnic minority students, helping ethnic minorities students have the ability to form attitudes and behaviors to respond and adapt to climate change in the Northwest region.

Stemming from the above-mentioned reasons, the author chooses the research issue: "Effective management solutions of life skills education activities to cope with climate change and disaster prevention for sustainable development for ethnic minority students at the ethnic minorities boarding high schools in the Northwest region in the current period". This research meets important and urgent theoretical and practical requirements.

## **2. Research method**

### **2.1. Group of theoretical research methods**

### **2.2. Group of practical research methods**

### **2.3. Data processing methods**

## **3. Overview of the problem research**

### **3.1. In another country**

In 1890: The US Department of Labor established a Secretariat to train the necessary skills, the members of this committee include many different fields 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 the necessary 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...

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

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

In 2009, together with the Japanese cooperation agency JICA, AFD initiated a Support Program to Respond 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 climate change. In Korea, elementary school students learn how to cope with climate change, earthquakes, natural disasters, etc. at the Seoul Emergency Management Center (Hoc & Ngu, 2009).

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.

In some ASEAN countries, in the programs of 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, 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 churches. Muslims along the coast of the country have large radio speakers to transmit radio or television warning information about natural disasters. The government also required state radio stations to comply with the timely warning of tsunamis, volcanoes, etc. (Ministry of Education and Training, 2012a)

On December 12, 2015, 195 countries attending the United Nations Framework Convention on Climate Change (COP 21) in France approved an agreement to curb global warming, which is considered strong and show the most extensive international cooperation ever.

### **3.2. In Vietnam**

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

(Binh, 2011)

In 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.

In 2007, the author Nguyen Thanh Binh had systematic studies on life skills and life skills education (Binh, 2011).

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; a number of project programs such as the experimental program “Education on healthy living and life skills” supported by UNICEF have been piloted in 20 schools in 5 districts of the provinces of Lang Son and An. Giang, Hanoi and Ho Chi Minh City.

There have been many studies on the situation and measures to improve the effectiveness of life skills education in general for students in order to improve the quality of comprehensive education such as:

- Author Nguyen Thi Thanh Nhan Hanoi University of Education (2014): Master’s thesis in Educational Management “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): Thesis of Master of Educational Management “Managing life value education activities - Life skills for students of Thanh Oai A High School, Hanoi City”.

All three topics have studied the situation and proposed measures to manage ethical education activities in general and value education, life skills in particular for high school students.

- Author Pham Thi Kim Hoa, VNU Hanoi (2014): Master thesis “Research and propose climate change education solutions in professional secondary schools”. Researching the 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 projects on the current situation and propose measures to integrate education in response to climate change in teaching Geography subjects 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 models of climate change communication in secondary schools.

Central Highlands National Research Project 3 (2013-2015) of Ngo Quang Son’s project leader: “Researching the resilience to natural disasters and proposing a comprehensive solution to improve the preventive capacity of original 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, the 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 possibilities and factors affecting the natural disaster community’s ability to respond to and prevent natural disasters in the Central Highlands; Proposing perspectives, orientations and overall solutions to improve 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.

Life skills education activities in schools now have many research topics but the topic of life skills education management to respond to climate change and disaster prevention for the sustainable development of ethnic students ethnic minorities in Northwestern high schools have not been studied.

Therefore, the selection and study of issues: “Effective management solutions for life skills education in response to climate change and disaster prevention for the sustainable development of ethnic minority students in Northwestern high schools in the current period ” will play an important role in studying theoretical and practical basis of climate change, responding to climate change and preventing natural disasters for sustainable development. firmly and urgently in the Northwest region in the current period.

#### **4. Overall assessment of the management of life skills education activities to cope with climate change and disaster prevention for the sustainable development of ethnic minority students in ethnic minority boarding upper secondary schools in the Northwest in the current period**

##### **4.1. Strengths**

- Ethnic Minorities boarding high secondary schools have developed an education plan to train life skills to cope with climate change for ethnic minorities students to integrate in the plan of implementing tasks for each school year;

- Conducted professional guidance to instruct teachers to prepare related articles, integrate and integrate the content of life skills education in response to climate change and disaster prevention for the sustainable development of ethnic minority students. subjects in regular class time;

- Youth Union develops a plan to organize extracurricular activities including education on life skills to cope with climate change and natural disaster prevention for the sustainable development of ethnic minority students. Regularly organize extra-curricular activities with class sizes, grade levels and the entire school scale. The scope and form of organization is richer.

- Organization for students to participate in outdoor activities...helps ethnic minorities students relate reality, experience, thereby forming awareness, attitudes and behaviors.

##### **4.2. Weakness**

The organization of activities is mainly the

responsibility of the Youth Union's Secretary, so the planning, content selection and organization have not been invested, carefully prepared, and promoted participation and coordination of school members.

- The school administrators put the content of the life skills education program to cope with climate change and prevent natural disasters because the sustainable development of ethnic minority students is not appropriate and not creative; The program is still sketchy.

- The coordination of mass organizations and forces inside and outside the school has not been effective; It has not promoted the strength of life skills education forces to cope with climate change and natural disaster prevention for sustainable development. From the limitations and shortcomings mentioned above, it leads to the education of life skills to cope with climate change and natural disaster prevention for the sustainable development of ethnic minority students in the Northwestern boarding high schools for ethnic minorities.

### **5. System of solutions for effective management of activities of educating life skills to cope with climate change and preventing natural disasters for ethnic minority students at the boarding high schools for ethnic minorities in the Northwest region in the current period**

#### ***5.1 Solution 1: Enhancing awareness raising activities for education managers, teachers and staff in the school about the importance of life skills education activities to cope with climate change and disaster prevention for the sustainable development of ethnic minority students.***

Life skills education in response to climate change and disaster prevention for sustainable development is one of the ways to realize the comprehensive educational goals. In order to meet the goals of education innovation, educating life skills to cope with climate change and preventing natural disasters for sustainable development, there must be programs and contents suitable to the requirements of renovation and become mandatory activities for with schools in general and general secondary education schools in particular in order to achieve the following specific objectives:

Helping students to be aware of the life skills education activities to cope with climate change and disaster prevention because sustainable development is a practical activity to meet the needs of ethnic minority students themselves and the needs of the commune. Since then, ethnic minority students have been training their skills and equipping themselves through awareness, behaviors, actions and jobs to deal with the consequences caused by climate change and natural disasters, thereby developing strategies. action plan to minimize the impact of climate change, natural disasters on the environment,

with current and future life.

Helping the life skills education teams to cope with climate change and prevent natural disasters for sustainable development, understand why it is necessary to carry out life skills education to respond to climate change and prevent natural disasters for sustainable development for students. ethnic minority students and train them on the skills to recognize what is climate change, the causes of climate change, the consequences of climate change and thereby formulate their own life skills to adapt and minimize harms. Climate change caused in the present and the future. High schools for ethnic minorities need to do well in propaganda and organizing regular training in order to raise the awareness of administrators, teachers, staff, students, parents and local social organizations on the importance of educating life skills to cope with climate change and natural disaster prevention for the sustainable development of ethnic minority students. This work will train ethnic minority students to become young, active and effective propagandists in climate change response and disaster prevention for sustainable development in schools, at home and the community where the children live.

#### ***5.2. Solution 2: Develop a plan to educate about life skills to cope with climate change and prevent natural disasters for detailed sustainable development in accordance with the psychological and psychological characteristics of ethnic minority students and practical conditions of ethnic minorities boarding high schools in the Northwestern region***

The development of a plan to plan the direction of the life skills education in responding to climate change and natural disaster prevention for the detailed sustainable development consistent with the physiological and psychological characteristics of ethnic minority students and the practical conditions of the Northwestern boarding high schools for ethnic minorities, and at the same time determine the results to be achieved in the future of the activity.

Planning the management process of life skills education in response to climate change and natural disaster prevention for the sustainable development of ethnic minority students will help the Principal orient all activities in the school. and discussing the strategic goals and specific goals to be achieved, the expected mobilization of resources to implement the goals and the expected situations that will be encountered during the implementation of the life skills education plan to respond to Climate change and disaster prevention for the sustainable development of ethnic minority students.

Establishing a Steering Committee for life skills education to cope with climate change and disaster prevention for sustainable development; assign specific tasks to members of the steering committee;

check and assess activities of educating life skills to cope with climate change and prevent natural disasters for sustainable development.

Direct the development of a master plan on life skills education in response to climate change and disaster prevention for the sustainable development of the school; Based on the overall plan, each part and individual assigned the task of elaborating the work plan they are assigned to take specific and detailed responsibilities; The Steering Committee approves the plan, monitors the implementation of the plan of the life skills education forces to cope with climate change and prevent natural disasters for the sustainable development of the school.

***5.3 Solution 3: Consolidating the personnel structure, fostering and improving capacity of educating life skills to cope with climate change and preventing natural disasters for the sustainable development of education forces in the ethnic minorities boarding upper secondary schools***

The school principal studied documents, promulgated regulations of the school's personnel apparatus participating in the life skills education in response to climate change and disaster prevention for the sustainable development of ethnic minority students; have regular training plan for educational forces participating in life skills education to cope with climate change and prevent natural disasters for sustainable development in schools with appropriate capacity and professional qualifications. In addition, there is a method of organizing life skills education to cope with climate change and natural disaster prevention for the sustainable development of ethnic minority students to achieve the highest efficiency.

The training and retraining of knowledge on climate change response for managers, teachers, and employees has been concerned by the Department of Education and Training, issued a guiding document for general high schools in general and general secondary education schools for secondary schools. implementation organization. However, the training has only been in the form of implementing documents, directing the implementation of tasks, not going into depth, not organizing regularly and continuously, the content has not been diversified and has not been provided with training. forces involved in educating life skills to cope with climate change and disaster prevention for other sustainable development in schools; The documents for the forces participating in the life skills education to cope with climate change and natural disaster prevention for sustainable development are not yet abundant.

Therefore, in order to improve the quality of life skills education in response to climate change and natural disaster prevention for the sustainable development of ethnic minority students, the Principal needs to do well the regular training for staff and teachers. staff and staff to improve the capacity

of educating life skills to cope with climate change for the forces participating in educating life skills to cope with climate change and preventing natural disasters for sustainable development in schools in the following forms: Page for the life skills education forces to cope with climate change and natural disaster prevention for the sustainable development of content, methods, positive teaching techniques, etc. for educational managers, teachers, staff qualified to educate life skills to cope with climate change and disaster prevention for the sustainable development of students ethnic minorities.

***5.4 Solution 4: Promote the direction of diversifying forms of organization of life skills education activities to cope with climate change and prevent natural disasters for the sustainable development of ethnic minority students***

Creating an attraction and attracting students to participate in life skills education activities to cope with climate change and prevent natural disasters for sustainable development, through which students can cultivate and forge life skills, attitudes and behaviors, know how to apply and respond to situations, environmental conditions and the consequences of climate change, natural disasters in life, thereby forming personality, attitudes and behaviors for students, helping They know how to protect the environment, adapt and minimize the harmful effects of climate change, natural disasters, and propagate for everyone to do it together.

Researching guiding documents, reference materials to select contents and ways of organizing life skills education to respond to climate change and prevent natural disasters for the sustainable development of ethnic minority students in accordance with psychological characteristics, their age, to meet the requirements of innovation in education.

Directing the life skills education teams to cope with climate change and prevent natural disasters for the sustainable development to diversify forms and methods of organization to suit the required content, create opportunities for experience and practice , manipulating and creating excitement for students, specifically: Organizing collective activities on the occasion of celebrating the major holidays in the school year, propaganda for students to have an understanding of the environment, climate change, its causes, consequences, adaptive skills and mitigation Consequences of climate change ...

***5.5 Solution 5: Strengthening the inspection and evaluation of life skills education activities to cope with climate change and disaster prevention for the sustainable development of ethnic minority students on a regular basis***

Testing and evaluating is an effective solution to help the school to get feedback from the management

subjects, to grasp the work progress, compare the actual performance with the set goals, thereby taking measures. appropriate management of life skills education in response to climate change and disaster prevention for sustainable development. Through evaluation and evaluation to reward typical collectives and individuals, replicate typical; reward promptly to motivate and encourage the movement. For collectives and individuals who have not done well, they have to remind, criticize and draw experiences to implement the life skills education activities to cope with climate change and prevent natural disasters for sustainable development for ethnic minority students are more effective.

Principals need to develop criteria to evaluate the life skills education in response to climate change and disaster prevention for sustainable development. Principals need to develop a plan for testing, evaluating, launching, putting criteria of education on climate change response and disaster prevention for the sustainable development of ethnic minority students in the content of the emulation campaigns in school year.

Summarizing and rewarding administrators, teachers, and teachers for achievements; remind, criticize or use higher penalties when administrators, teachers, teachers do not perform well life skills education in general and life skills education in response to climate change and disaster prevention for development. Sustainability in particular for ethnic minority students.

***5.6 Solution 6: Establish physical conditions and enhance the application of information technology to ensure life skills education in responding to climate change and preventing natural disasters for sustainable development firmly in the ethnic minorities boarding upper secondary schools***

Create a spacious and clean pedagogical environment; appropriate exploitation of playground, training ground, functional rooms, with sufficient equipment to serve the teaching and learning of life skills in general and life skills education to respond to climate change and prevent natural disasters because of sustainable development in particular.

Strengthen the application of information technology to update news and current news on the situation of climate change in the country and internationally, to get materials from Internet websites for educating life skills to cope with climate change in schools.

Invest in funding for procurement of facilities in general and teaching equipment in particular, improve the school landscape; procurement of equipment and facilities for teaching activities, collective activities and organizing life skills education in response to climate change and natural disaster prevention for the sustainable development of ethnic minority students.

To well carry out the work of socializing education, making use of the material and spiritual support of individuals, organizations, enterprises and benefactors in order to have facilities meeting requirements. Organize life skills education to respond to climate change and prevent natural disasters for the sustainable development of ethnic minority students.

Principals based on state budget allocations; The school's tuition revenue plans to invest, purchase equipment for life skills education on climate change response and disaster prevention for sustainable development in particular.

**6. Conclusion**

Education of life skills to cope with climate change and management of life skills education to cope with climate change and natural disaster prevention for the sustainable development of ethnic minority students at the Northwestern Boarding High Schools for Ethnic Minorities in order to form and develop awareness, attitudes and behaviors for students, help them see the causes and consequences of climate change, the types of natural disasters from which they form their own attitudes and behaviors in adapting and mitigating harms caused by climate change, natural disasters, as well as consciously propagating for everyone to do together, towards a good life, a civilized society and meeting Comprehensive educational goals in the current period.

Life skills education in response to climate change and natural disaster prevention for the sustainable development of ethnic minority students are concerned by schools, but not only the theory but also the results of education. Life skills to cope with climate change and prevent natural disasters for sustainable development is to form awareness, attitudes and behaviors of ethnic minorities students in schools and in society, so there must be a synchronized coordination between forces. In school and family education, if so, the life skills of ethnic minority students will be sustainable.

The test results of the managers and teachers' evaluation showed that the solutions of managing life skills education to cope with climate change and natural disaster prevention for the sustainable development of local communities for ethnic minorities students. The proposed minorities are highly necessary and feasible, consistent with the reality of the Northwestern ethnic minorities boarding high schools. The synchronous implementation of the above management solutions will have the effect of improving the quality of life skills education management to respond to climate change and prevent natural disasters for the sustainable development of local communities for ethnic minorities students in the Northwestern ethnic minorities boarding high schools in the current period.

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**GIẢI PHÁP QUẢN LÝ HIỆU QUẢ 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 CHO HỌC SINH DÂN TỘC THIỂU SỐ Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ TRUNG HỌC PHỔ THÔNG KHU VỰC TÂY BẮC TRONG GIAI ĐOẠN HIỆN NAY**

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**Tóm tắt**

Quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai vì sự phát triển bền vững cho học sinh dân tộc thiểu số ở các trường phổ thông dân tộc nội trú trung học phổ thông khu vực Tây Bắc được tiến hành chủ yếu qua việc lồng ghép nội dung giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh dân tộc thiểu số vào dạy học các môn cơ bản, thông qua hoạt động giáo dục ngoài giờ lên lớp, thông qua hoạt động ngoại khóa, lao động và sinh hoạt tập thể. Hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai vì sự phát triển bền vững cho học sinh dân tộc thiểu số trong những năm qua mới chỉ dừng lại ở việc triển khai theo các văn bản của Bộ Giáo dục và Đào tạo, của Sở Giáo dục và Đào tạo. Một số trường phổ thông dân tộc nội trú trung học phổ thông chưa chủ động xây dựng kế hoạch thực hiện nhiệm vụ giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai vì sự phát triển bền vững cho học sinh dân tộc thiểu số, chưa chỉ đạo tốt các lực lượng giáo dục trong nhà trường và đa dạng các hình thức giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai vì sự phát triển bền vững cho học sinh dân tộc thiểu số. Qua quá trình phân tích sâu sắc các kết quả nghiên cứu trong giai đoạn 2013-2019, tác giả bài báo này đã nêu hệ thống giải pháp quản lý hiệu quả hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai vì sự phát triển bền vững cho học sinh dân tộc thiểu số ở các trường phổ thông dân tộc nội trú trung học phổ thông khu vực Tây Bắc trong giai đoạn hiện nay.

**Từ khóa**

Giải pháp quản lý hiệu quả; Giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai; Phát triển bền vững; Học sinh dân tộc thiểu số; Trường phổ thông dân tộc nội trú trung học phổ thông; Khu vực Tây Bắc.