

**MANAGING AND DEVELOPING A MODEL OF LIFE SKILLS
EDUCATION IN RESPONSE TO CLIMATE CHANGE AND
DISASTER PREVENTION AT LOWER SECONDARY BOARDING
SCHOOLS FOR ETHNIC MINORITIES IN THE NORTHEASTERN
PROVINCES OF VIETNAM**

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Abstract

Vietnam's lower secondary boarding schools for ethnic minorities must organize educational activities in the classroom, educational activities outside of class time and boarding education activities in a flexible and effective manner in order to connect and integrate the contents of life skills education activities in general and life skills education activities in response to climate change and disaster prevention in particular. The authors of the article analyze and evaluate the situation of managing life skills education activities in response to climate change and disaster prevention in ethnic minority boarding lower secondary schools in the northeastern provinces of Vietnam, thereby proposing a system of management solutions suitable to the reality of lower secondary boarding schools for ethnic minorities in the current period in order to develop life skills education model to cope with climate change and prevent natural disasters at lower secondary boarding schools fIntroductionor ethnic minorities in the northeastern provinces of Vietnam.

Keywords: *Development management; Life skills education model; Responding to climate change and preventing natural disasters; Lower secondary boarding schools for ethnic minorities; Northeastern mountainous provinces.*

1. Introduction

Ethnic minority students are young advocates for their families and communities. They play a very important role in propagating and responding to climate change, forecasting, warning, preventing, responding to, and minimizing harms of natural disasters and recovering from natural disasters.

The conduct of regular training to improve the capacity to respond to climate change

and prevent natural disasters for ethnic minority students studying at lower secondary boarding schools for ethnic minorities in the regions. Northeastern mountains is a very important and urgent job.

Life skills education includes four basic components: building a life skills education plan, organizing the implementation of the life skills education plan, directing the implementation of the life skills education plan, and testing and evaluate the implementation of the life skills education plan through extracurricular activities, boarding activities oriented to respond to climate change and disaster prevention for ethnic minority students. extremely important, conducted flexibly, flexibly and attractively in lower secondary boarding schools for ethnic minorities.

2. The current situation of life skills education management to respond to climate change and prevent natural disasters through boarding activities in lower secondary boarding schools for ethnic minorities

2.1. Actual situation of developing life skills education plan oriented to respond to climate change and prevent natural disasters for ethnic minority students through extracurricular activities

We conducted a questionnaire survey for 231 administrators and teachers of 12 ethnic minority lower secondary boarding schools. The results show that: 94.2% of the respondents said that the school has actively developed educational plans for students in peak competitions; 82.6% life skills education plan for students works according to the subjects in the program. For the life skills education plan for students working in the aspects of social activities and through activities outside of class time, only 54.4% of respondents confirmed that there is a plan to be implemented at school.

Therefore, the school needs to focus on building more specific and detailed plans in terms of social activities and through activities outside of class time to make timely and reasonable adjustments to strengthen management. management of life skills education for students. The plan needs to be approved before being put into practice and adjusted when necessary, in accordance with the actual situation. Developing a life skills education plan in the direction of climate change response and disaster prevention for ethnic minority students is placed in the school's overall comprehensive education plan associated with the implement the school year's tasks, professional plans, plans for activities outside of class time. At each Ethnic Minority Boarding Secondary School, planning has been taken care of from the beginning of each school year.

2.2 Actual situation of organizing the implementation of life skills education plan oriented to respond to climate change and prevent natural disasters for ethnic minority

students through extracurricular activities

In order to well implement the life skills education plan for ethnic minority students, the stage of implementing the plan is a very important and indispensable step. Lower secondary boarding schools for ethnic minorities have implemented various life skills education plans in response to climate change and disaster prevention through overtime activities classes for ethnic minority students are flexible, diverse, attractive and effective (picking flowers for democracy, acting...). We have conducted a survey on the current situation of organizing life skills education for students through 231 administrators and teachers.

Through the survey results, it can be seen that the lower secondary boarding schools for ethnic minorities in the provinces are also initially interested in the management of life skills education for students in the direction of coping with climate change. climate change and disaster prevention, there is a plan to closely direct the organization of management and education of life skills for ethnic minority students in the direction of responding to climate change and preventing natural disasters.

The surveyed subjects confirmed that it is best to organize the implementation of the life skills education plan in the direction of responding to climate change and disaster prevention through the activities of the Youth Union (ranked 1st place). - 91.3%). Life skills education through class activities, or through a team of classroom teachers are prioritized in the next positions (2nd and 3rd). The school strictly manages class activities (1 period/week). Life skills education through activities of the Youth Union is a highly effective activity.

2.3 The current situation of directing the implementation of skills education plans for ethnic minority students in the direction of responding to climate change and preventing natural disasters

Educating ideological, emotional, lifestyle and behavior for ethnic minority students, organizing and engaging them in activities of preventing and responding to natural disasters and disaster risks is an invaluable task equally important to the school. In order to achieve this educational goal flexibly and effectively, the problem is that the school must organize in conjunction with the family and the society, mobilizing the strength of the whole society to contribute to improving the efficiency of the school. life skills education for ethnic minority students in response to climate change and disaster prevention. To understand the current situation of direction and coordination between schools and educational forces in educating ethnic students in life skills in response to climate change and disaster prevention. We have conducted a questionnaire survey with 231 administrators, teachers, union officials and representatives of organizations in the school.

Through the survey, we have commented: The direction and coordination between administrators and educational forces is a regular job and is highly appreciated by staff and teachers. Specifically: the team of homeroom teachers (95.65%), the Ho Chi Minh Communist Youth Union (88.41%), subject teachers (84.06%), the parents' association (73.91%), students' families (63.77). This result proves that school administrators have had a very good direction and coordination with the team of classroom teachers, subject teachers, parents' unions and youth unions.

2.4 Actual situation of inspection and assessment of life skills education activities for ethnic minority students in the direction of responding to climate change and preventing natural disasters

To better understand the current situation of testing and evaluating the implementation of the plan of life skills education activities for ethnic minority students in the direction of responding to climate change and preventing natural disasters, we conducted Survey by questionnaire with 231 administrators, teachers, union officials and representatives of organizations in the school. The results are shown as follows: the assessment of life skills education results for school students is conducted by semester and by school year with the highest results, with an average score of 2.70; having clear criteria content has the second average score of 2.62; regularly assessed with a third-place average score of 2.55. Demonstrate that the assessment of life skills education results by semester, school year, with clear criteria and regular assessment is the most attentive and objectively evaluated by the management staff and teachers. objectively and frankly in order to bring life skills education to students more and more practical and effective.

Some contents have low average scores: coordination of self-assessment of students with the student body, homeroom teacher, school; focus on learning cultural subjects; focus on the implementation of order, with the average score that administrators and teachers evaluate in order of: 2.32; 2.23; 2.13. It is necessary to overcome these limitations in order for the evaluation results to be more fair and accurate.

General assessment of the status of life skills education management for ethnic minority students in the direction of responding to climate change and preventing natural disasters through extracurricular activities

Ethnic minority students have the right awareness and understanding of the importance of life skills education in response to climate change and disaster prevention for themselves. The children have actively participated in life skills education activities through activities organized by the school to equip themselves with knowledge, understanding and practice their ability to behave, communicate, decision-making... related to capacity to respond to climate change and disaster prevention. The school, administrators and teachers

have realized the importance, role and position of life skills education management for ethnic minority students in the direction of improving coping capacity. With climate change and disaster prevention in the process of comprehensive education, it has timely developed an action plan and implemented it in various forms, with policies to coordinate with the family, families and society to provide life skills education for ethnic minority students in order to effectively improve the quality of life skills education for students, respond to and avoid natural disasters and disaster risks.

In the past time, the education of life skills for students in the direction of improving their capacity to respond to climate change and prevent natural disasters has been concerned by managers by developing an integrated education plan. grafted through extracurricular activities, moral education, etc. However, the effectiveness is still very low, some managers are still confused when they understand about life skills education according to regulations. towards improving capacity to respond to climate change and prevent natural disasters.

For some administrators and teachers, the issue of life skills education for ethnic minority students is still a new issue and an appropriate educational method has not been found (contact, integration, integration, etc...) to develop appropriate life skills education content in the direction of improving capacity to respond to climate change and prevent natural disasters for ethnic minority students. Organizational forms are not yet rich, diverse, not deep enough to attract students and raise their deep awareness, strong feelings and beliefs to form and develop a comprehensive personality. The form of education is sometimes stressful and burdensome for both teachers and students of ethnic minorities, educational methods have not been improved in accordance with the requirements of innovation in teaching and learning, especially for special education. enemies of the lower secondary boarding school for ethnic minorities. The coordination of forces is not synchronized, especially the parents and students are not aware of the goals, contents and methods of life skills education in the direction of improving capacity to respond to climate change. and disaster prevention to work with schools and mass organizations in educating ethnic minority students in life skills.

3. Solutions for managing and developing life skills education models in response to climate change and disaster prevention through flexible and diverse boarding activities at boarding lower secondary schools for ethnic minorities the basis of the mountainous provinces in the northeast of the northeastern region

3.1 Solution 1: Organize educational propaganda to raise awareness for administrators, teachers, students and students' parents about the importance of life skills and life skills education for students according to orientation to improve capacity to respond to climate change and prevent natural disasters for ethnic minority students

Raise awareness for staff, teachers, and school mass organizations on life skills education for ethnic minority students in the direction of improving capacity to respond to climate change and prevent natural disasters, so that they can see the importance and urgency of the management of life skills education activities for ethnic minority students in the current period. Thereby raising the sense of responsibility, actively participating in activities to contribute to improving the quality of life skills education for ethnic minority students in particular and the comprehensive education quality of the school in general.

* For managers: Must thoroughly grasp all guidelines and guidelines of the Party, State policies, regulations and regulations of the Ministry of Education and Training, directives of the Department of Education and Training create comprehensive educational goals, focusing on life skills education for ethnic minority students.

* For homeroom teachers: Being the core force in life skills education for ethnic minority students. The homeroom teacher directly manages the students, is close to the class, to the students, understands the children's aspirations and circumstances, is the person they feel as close as a great friend, a father/mother, brother/sister to be able to confide and share.

* For Youth Union cadres: Must grasp all policies and resolutions of the Party and government in order to have orientation activities throughout the school year with many rich, diverse and practical forms of activities in order to educate Life skills for ethnic minority students.

* For parents: There must be a right awareness of the importance of life skills education for their children. Actively seek out and update information to improve understanding of psychological knowledge, life skills education knowledge and regularly coordinate with schools to effectively educate ethnic minority students in life skills education. high fruit.

3.2 Solution 2: Renovate the way to develop and organize the implementation of life skills education plans for ethnic minority students in the direction of improving capacity to respond to climate change and prevent natural disasters

The plan is built close to reality, ensuring that administrators and teachers actively organize life skills education activities effectively. The plan has specific assignments but ensures flexibility for educational forces to actively implement educational goals. The plan must enable the manager to actively direct the implementation of effective activities. At the same time, it is more convenient to control and manage subordinates.

The organization and implementation of the plan to concretize the task of life skills education for ethnic minority students in the direction of improving capacity to respond to climate change and prevent natural disasters has set a scientific way and achieve the highest

efficiency.

The development and implementation of a life skills education plan in the direction of improving capacity to respond to climate change and prevent natural disasters must be based on the purpose of forming and developing in students skills. basic skills, necessary for the development of age psychology.

3.3 Solution 3: Directly direct the implementation of the life skills education plan in the direction of improving the capacity to respond to climate change and prevent natural disasters for ethnic minority students

Directing classes and branches to deploy activities in accordance with the set plan. When there are obstacles or objective impacts that make the plan difficult to implement, timely adjustments must be made, creating the most favorable conditions for educational activities, themed activities organized by the school. office. Attach the responsibility of teachers and school departments with the implementation of educational activities in accordance with the set plan.

Directing the implementation of the life skills education plan is a key measure throughout the system of measures to manage life skills education for ethnic minority students. Therefore, in order to successfully direct the implementation of the proposed work plan, it is necessary to develop operating regulations, determine criteria and standards for evaluating the results of implementing the life skills education plan for students. ethnic minority; launching the movement of emulation, cultivating life skills, self-training of teachers and students and building a system of reward, encouragement and punishment in the school.

3.4 Solution 4: Enhance the role of the Youth Union in life skills education for ethnic minority students

Promoting the core role of Ho Chi Minh Communist Youth Union members in life skills education activities for ethnic minority students in the direction of improving capacity to respond to climate change and prevent natural disasters. Create an operating environment suitable for the psychology of union members and students. In management, there is a good coordination with relevant forces, taking advantage of the direction and advice of the Party committee, the school's management board to innovate the content, operation form and assessment method. emulation and commendation according to regulations of the Union organization.

The youth union is the most favorable environment for educating ethnic minority students in life skills, and is an environment to encourage and encourage union members and young people to establish themselves and establish careers. Through activities, specific

action programs, youth union members are equipped with more knowledge and understanding of skills to respond to natural disasters and disaster risks. The Youth Union is the place to organize healthy, vibrant and youthful activities, where students have the opportunity to practice life skills in the direction of improving their capacity to respond to climate change and prevent natural disasters. Therefore, every organization in the school (the cell, the management board, ...) should pay attention and create all conditions for the union and association to operate. Through seminars, quizzes, picnics, camping with friends from other schools, life skills education in the direction of improving capacity to respond to climate change and disaster prevention for students. minority students.

3.5 Solution 5: Strengthen the coordination of 3 forces: school, family and society in life skills education for ethnic minority students in the direction of improving capacity to respond to climate change and prevention avoid disaster

Close cooperation between the family, the school and the society, in which the school plays the leading role in the education of the young generation. Create a unified implementation of educational goals and build a clean, healthy environment, free of social evils.

Making the most of the synergy of the school - family - society, the community is responsible for taking care of life skills education for ethnic minority students and promoting the rich potentials of the whole society. material as well as spiritual) to participate in the education of the young generation.

Create a community of responsibility among educational forces. There is a clear division of responsibilities between the school, family and social forces. Student education activities are the responsibility of the whole society, the school plays the role of an educational center and coordinates with students' parents and forces outside the school to take care of students' education.

3.6 Solution 6: Innovating, testing and assessing the results of life skills education for ethnic minority students in the direction of improving capacity to respond to climate change and disaster prevention

School leaders have developed a process of testing, evaluating and regularly renewing the examination and evaluation of educational outcomes and life skills training of ethnic minority students; help adjust the plan, content and method of organizing the implementation of life skills education activities to suit the actual conditions of the school and the locality. Through testing and evaluation to detect positive factors, effective life skills education activity models for deployment and replication.

Help administrators and teachers understand the training situation, the positive

aspects and the shortcomings of the children's life skills, thereby taking measures to promptly adjust the limitations in skills education. living for students from ethnic minorities. At the same time, help children self-assess, form self-assessment skills about their life skills. Develop criteria for assessing life skills of junior high school students; develop evaluation process and methods; evaluation tool design; guidance on how to conduct an assessment. First, determine the objectives and content to be assessed, select assessment methods and techniques, and finally guide and organize the forces in the school to conduct the assessment.

The results of the survey on the urgency and feasibility of 06 measures show that: the proposed measures are evaluated by educational administrators and teachers at lower secondary boarding schools for ethnic minorities. expensive.

4.Conclusion

Life skills education for ethnic minority students in the direction of improving their capacity to respond to climate change and prevent natural disasters is of great significance in the formation and development of their personality. Life skills education in the direction of improving capacity to respond to climate change and disaster prevention at school is an extremely necessary activity; through it, helping ethnic minority students will have the right awareness of the types of natural disasters that often occur in the mountainous provinces of the Northeast and the North and how to avoid them. The knowledge and skills to avoid natural disasters and disaster risks will be acquired by the children and transmitted to their families and local communities. The education of life skills in lower secondary schools in general and ethnic minority boarding high schools in particular will help ethnic minority students link theory with practice, unifying awareness and action. . Ethnic minority students who are educated in basic life skills will know how to face, cope and overcome difficulties and challenges of natural disasters and disaster risks in the future.

It is possible to identify the content of managing life skills education activities for lower secondary students at boarding schools for ethnic minorities through four management functions: planning, organizing, directing, and evaluating. price of life skills education activities. There are many factors affecting the management of life skills education activities for ethnic minority students, including psychological characteristics of boarding ethnic minority students, education of their families, themselves and other conditions. other school-specific events.

Most ethnic minority students are very interested in life skills education activities oriented to improving capacity to respond to climate change and disaster prevention. Ethnic minority students actively participate in the design and implementation of life skills education contents associated with capacity building to respond to climate change and disaster prevention. Forms of organization of life skills education are effectively linked,

integrated and integrated with knowledge and skills to improve the capacity of ethnic minorities to respond to climate change and prevent natural disasters. The place and community where students live is quite diverse and rich.

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