
**MANAGEMENT OF LIFE SKILLS EDUCATION TO RESPOND TO CLIMATE CHANGE
AND NATURAL DISASTER PREVENTION IN LOWER SECONDARY SCHOOLS
IN DON DUONG DISTRICT OF LAM DONG PROVINCE
IN THE CONTEXT OF CURRENT NATIONAL DIGITAL TRANSFORMATION**

Current situation and issues

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The Ministry of Education and Training has implemented life skills education for high school students with the support of international organizations, especially UNICEF in Vietnam. Life skills education for students is implemented by exploiting the content of a number of subjects with many advantages such as Civic Education, Technology, etc., including life skills education to cope with climate change and prevent natural disasters. The management of life skills education to cope with climate change and prevent natural disasters for students in secondary schools in Don Duong district, Lam Dong province is currently being carried out mainly by integrating life skills education to cope with climate change and prevent natural disasters for students through teaching basic subjects, through extracurricular education, extracurricular activities, labor, collective activities, etc., which has achieved some positive results. However, the activities of life skills education to cope with climate change and natural disaster prevention for students in recent years have only stopped at the implementation according to the documents of the Ministry of Education and Training, Lam Dong Department of Education and Training. Schools have not proactively developed plans to implement the task of life skills education to cope with climate change for students, have not regularly directed the educational forces in schools and have not diversified the forms of life skills education to cope with climate change and natural disaster prevention for students... For those reasons, the author of the article has presented and deeply analyzed the current situation of life skills education management to cope with climate change and natural disaster prevention in lower secondary schools in Don Duong district, Lam Dong province in the current context and the urgent issues that have been raised to solve.

Keywords: *Current situation of life skills education management to cope with climate change and natural disaster prevention; Lower secondary schools; Don Duong district; Lam Dong province; National digital transformation today*

1. Introduction

Vietnam has innovated general education from mainly equipping learners with knowledge to teaching and developing competencies: “Cooperation skills, communication skills, career change skills according to new requirements of the labor market, management skills, problem-solving and discovery skills; respect and strict compliance with the law; concern for and resolution of pressing global issues; critical thinking, and the ability to adapt to changes in life”. The four pillars of 21st century education, which are essentially a life skills approach to education, have been thoroughly

implemented in the innovation of goals, content and methods of general education in Vietnam. Since 2001, the Ministry of Education and Training has implemented life skills education for high school students with the support of international organizations, especially UNICEF in Vietnam. Life skills education for students is carried out by exploiting the content of a number of subjects with many advantages such as Civic Education, Technology... including life skills education to respond to climate change and prevent natural disasters.

The manifestations, characteristics, causes and

impacts of climate change have been thoroughly researched and studied. Global and national strategic solutions for effectively responding to climate change have also been proposed and implemented vigorously. Responding to climate change to minimize the consequences caused by climate change is one of the top goals and tasks of each country, in which education plays a very important role.

The Ministry of Education and Training has also strengthened cooperation with ministries, branches, international organizations and non-governmental organizations operating in the field of natural disaster risks in Vietnam to gradually move climate change response and adaptation in the education sector 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 for officials, teachers and students and gradually build a safe school system. However, up to now, the implementation of life skills education activities to respond to climate change and prevent natural disasters in secondary schools nationwide has not been implemented or has been implemented but with low efficiency. Some environmental education contents, climate change, sustainable development, etc. have not been implemented in a synchronous, systematic, updated and inherited manner between classes and levels of education; Illustrative examples or incorrect implementation directions, analysis, causing confusion among learners or problems beyond the cognitive capacity of students. The

teaching time for subjects that integrate these knowledge units is not much, so when teaching, teachers only try to ensure enough program, enough time without paying attention to analysis, expansion or connection to consolidate, deepen, apply to real life...Education to respond to climate change and prevent natural disasters for sustainable development is not simply teaching about climate change and prevent natural disasters, but through its diverse activities, developing in learners awareness and capacity to respond to climate change and prevent natural disasters, at the same time helping learners have protective behaviors and attitudes according to the basic orientations of education for sustainable development, helping students and communities to be confident in the good prospects of climate protection and successful adaptation to climate change in the future.

2. Research methods

2.1. Theoretical research methods group

In the process of researching document sources, scientific research works related to the topic such

as theses, dissertations, scientific reports, articles, the author uses a combination of methods of analysis, synthesis, systematization, generalization, comment, summary and citation of directly related issues to solve the research tasks of the topic.

2.2. Practical research methods group

- Investigation method;
- Observation method;
- Conversation method;
- Method of testing the necessity and feasibility.

2.3. Group of mathematical statistical methods

Some mathematical statistical methods, statistical tables, charts

are used to analyze quantitatively and qualitatively the research results.

3. Overview of research on the issue

Currently, issues of life skills, life skills education in general and life skills education to cope with climate change in particular are of interest and research to many countries in the world, specifically:

3.1. Abroad

In 1890, the US Department of Labor established a Secretariat Committee on training necessary skills, members of this Committee included many different fields such as education, businessmen, officials, civil servants...with the aim of promoting the economy with a highly skilled labor force and high-income jobs.

In the early 90s, some Asian countries such as Laos, India, Cambodia, Thailand...researched and implemented life skills teaching programs at all levels from preschool to high school in the direction of integrating teaching into literacy and academic programs; integrated into subjects and programs at different levels to equip students with necessary life skills, helping students adapt to life and dividing life skills into three main groups:

- (1) Basic skills including reading, writing, note-taking skills;
- (2) General skills including critical thinking skills, creative thinking skills, decision-making skills, problem-solving skills;
- (3) Specific skills including health protection skills, gender equality, etc.

In 1996, UNICEF approved 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 for the purpose of life skills education for students and

from here, education began to pay attention to life skills education for students.

In 2009, together with the Japanese cooperation agency JICA, AFD initiated the Climate Change Response Support Program. 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, energy efficiency in industry, buildings and transport, water management, etc.). Since its implementation, a number of other donors such as the World Bank, CIDA (Canadian Cooperation Agency), AusAID (Australian Cooperation Agency) and the Korean Cooperation Agency have joined the program.

In many Western countries, adolescents have been taught life skills about situations that will occur in life, how to face and cope with difficulties, how to overcome those difficulties as well as how to prevent conflicts, conflicts, and violence between people.

In Korea, elementary school students are taught how to cope with climate change, earthquakes, natural disasters, etc. at the Seoul Emergency Management Center (Hoc, T.Q; Ngu N.D; 2009).

In Japan, the Government attaches great importance to disaster propaganda; on the streets, people can easily see billboards and posters instructing people when a disaster occurs. With the view of passing on to the next generation lessons learned from disasters as well as disseminating experiences to countries for cooperation in preventing, combating and mitigating natural disasters, the Japanese Government has built many museums, memorials, tsunami level markers, etc. as vivid visual teaching aids to educate and raise people's awareness of disaster prevention and control. In the general education curriculum, in addition to focusing on civic education through topics such as freedom, civil rights, social progress, common interests, generosity, independence and autonomy, careers, diligence, etiquette, punctuality and keeping promises, educating students on natural disaster prevention and control awareness is also considered important. In some ASEAN countries, the programs of junior high and high school levels have systematic environmental education content, especially content related to deforestation and environmental destruction, which are considered direct causes of disasters. In addition, students also learn about environmental protection through integration into traditional subjects about nature and society...

In Sri Lanka, most Buddhist temples and mosques along the coast throughout the country

have large loudspeakers to broadcast warnings from radio or television about natural disasters. The Sri Lankan government also requires state radio stations to comply with timely warnings about tsunamis and volcanoes (Ministry of Education and Training; 2012). On December 12, 2015, 195 countries attending the United Nations Framework Convention on Climate Change (COP21) in France adopted an agreement to curb global warming, which is considered the strongest and most extensive international cooperation ever.

3.2. In Vietnam

Since the 2008-2009 school year, the Ministry of Education and Training issued Directive No.40/2008/CT-BGDDT dated July 22, 2008 on launching the emulation movement "Building friendly schools, active students" in general schools in the period of 2008-2013 with the goal of mobilizing the combined strength of forces inside and outside the school to build a safe and friendly educational environment, promoting the initiative, positivity and creativity of students in studying and social activities in an appropriate and effective manner, one of the five contents that need to be implemented is training life skills for students.

Although life skills education was introduced into our country shortly after, the philosophy and methods of life skills education are more or less unfamiliar to our society, so they have not received due attention (Ministry of Education and Training; 2012).

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There are many research topics on life skills education in general schools today, but the topic of managing life skills education to respond to climate change and prevent natural disasters in Vietnam for students in secondary schools has not been studied much. Therefore, choosing and researching the topic: "Managing life skills education to respond to climate change and prevent natural disasters in secondary schools in Don Duong district, Lam Dong province in the current context" will play an important role in researching the theoretical basis, practical basis of climate change, responding to climate change, preventing natural disasters and is extremely urgent in the Central Highlands region in the current period.

4. Research content

4.1. Management of life skills education to cope with climate change and natural disaster prevention for students in secondary schools in Don Duong district, Lam Dong province

To assess the current situation of directing life skills education activities to cope with climate change and natural disaster prevention for students, through a survey with management staff, homeroom teachers, subject teachers, youth union secretaries and direct interviews with a number of teachers, the results obtained are as follows:

Table 1. Principal's direction of life skills education to cope with climate change for students (n= 72)

Numerical order	Content	Implementation level					
		Good		Normal		Not good	
		Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)
1	Directing life skills education to cope with climate change and prevent natural disasters through extracurricular educational activities.	31	43,1	40	55,6	1	1,3
2	Directing life skills education to cope with climate change and prevent natural disasters through learning basic cultural subjects.	31	43,1	38	52,8	3	4,1
3	Directing life skills education to cope with climate change and prevent natural disasters through extracurricular activities.	25	34,7	47	65,3	0	0,0
4	Directing life skills education to cope with climate change through collective activities.	30	41,7	40	55,6	2	2,7
5	Directing life skills education to cope with climate change and prevent natural disasters through classroom activities.	20	27,8	48	66,7	4	5,5

6	Directing life skills education to cope with climate change and prevent natural disasters through Youth Union activities.	25	34,7	40	55,6	7	9,7
7	Directing life skills education to cope with climate change and prevent natural disasters through labor activities.	24	33,3	38	52,8	10	13,9
8	Building a good educational environment to educate life skills to cope with climate change and prevent natural disasters for students.	24	33,3	40	55,6	8	11,1
9	Coordinate with organizations in schools to educate students on life skills to cope with climate change and prevent natural disasters.	27	37,5	34	47,2	11	15,3
10	Coordinate between schools, families and society to educate students on life skills to cope with climate change and prevent natural disasters.	23	31,9	34	47,2	15	20,9

Table 1 shows that the contents of the Principal's instructions on life skills education to cope with climate change and natural disaster prevention for students are assessed at a low level (from 27.8% to 43.1%); there are three contents that are assessed as good with a fairly low rate: instructions on life skills education to cope with climate change and natural disaster prevention for students through class activities (27.8%), through coordination between school, family and society (31.9%), through labor activities, through building a good educational environment (33.3%).

4.2. Management of inspection and evaluation of life skills education activities to cope with climate change and natural disaster prevention for students in secondary schools in Don Duong district, Lam Dong province

To assess the current status of inspection and evaluation of life skills education activities in general and life skills to cope with climate change and natural disaster prevention for students by Principals of secondary schools in Don Duong district, Lam Dong province through a survey form, the results are as follows:

Table 2. Evaluation of inspection and evaluation of life skills education activities to cope with climate change and natural disaster prevention for students by Principals (n= 72)

<i>Number Order</i>	<i>Content</i>	<i>Quantity</i>	<i>Percentage (%)</i>
1	Regularly and effectively inspect and evaluate the education of life skills to cope with climate change and prevent natural disasters for students	13	18,1
2	There are tests and assessments of life skills education to cope with climate change and natural disaster prevention for students, but not regularly	47	65,3
3	The school does not test and evaluate the education of life skills to cope with climate change and prevent natural disasters for students	12	16,6

Table 2 shows that:

(1) The inspection and evaluation of life skills education to cope with climate change and natural disaster prevention for students is regular and effective, accounting for only 18.1%.

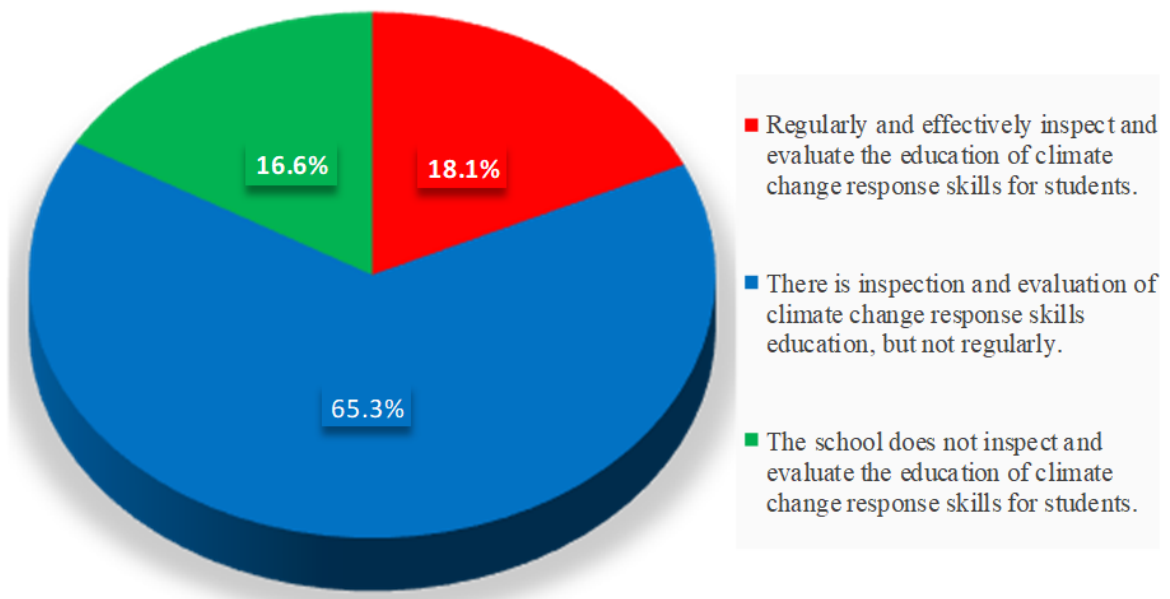
(2) The inspection and evaluation of life skills education to cope with climate change and natural disaster prevention for students is not regular, accounting for 65.3%.

(3) The school does not inspect and evaluate life skills education to cope with climate change and

natural disaster prevention for students, accounting for 16.6%.

The above survey results show that the management, inspection and evaluation of life skills education to cope with climate change and natural disaster prevention for students has been implemented but not regularly. There should be better management, inspection and evaluation measures for life skills education to cope with climate change and natural disaster prevention for students.

This evaluation rate is shown in Chart 1: Inspection and evaluation of life skills education activities to respond to climate change and prevent natural disasters for students



4.3. General assessment of management of life skills education to cope with climate change and prevent natural disasters for students by Principals of secondary schools in Don Duong district, Lam Dong province

Based on the directives of the Department of Education and Training of Lam Dong, the Division of Education and Training of Don Duong district, secondary schools have developed plans to educate life skills to cope with climate change and prevent natural disasters for students in the school’s annual task implementation plan and have achieved certain results.

a) Strengths

- The school has developed a plan to educate and train life skills to cope with climate change and prevent natural disasters for students integrated into the school’s annual task implementation plan.

- Implemented professional guidance to guide teachers to prepare lessons related to, integrating and integrating life skills education content to cope with climate change and natural disaster prevention for students into subjects during regular school hours.

- The Youth Union developed a plan to organize extracurricular activities including life skills education content to cope with climate change and natural disaster prevention for students. Regularly organize extracurricular activities with the scale of organization by class, by grade level and the whole school. The scope and form of organization are increasingly diverse.

- Homeroom teachers have paid attention to and regularly coordinated with parents in educating students on life skills to cope with climate change and natural disaster prevention.

- Organize outdoor extracurricular activities for students, visit: Tay Nguyen Institute of Biology, Da Lat Nuclear Institute, Nha Trang Institute of Oceanography, Cat Tien National Forest, Historical Museum, hydroelectric works... to help students connect with reality, experience, thereby forming awareness, attitude, behavior.

b) Limitations

Organizing activities is mainly assigned to the Secretary of the Youth Union, so the planning, selection of content, and organization form have not been invested in and carefully prepared and have not promoted the participation and coordination of members in the school.

- The school's Board of Directors has not provided appropriate and creative content for the life skills education program for students; the program of activities is still sketchy.

- The coordination of mass organizations and forces inside and outside the school is not effective; has not yet promoted the strength of life skills education forces to cope with climate change and prevent natural disasters.

From the above limitations and shortcomings, the work of life skills education to cope with climate change and prevent natural disasters for students of secondary schools in Don Duong district, Lam Dong province is still limited. This requires the state management agency of education, the Department of Education and Training of Lam Dong, the Division of Education and Training and the Principals of secondary schools to continue to research, find solutions and apply solutions to improve the effectiveness of life skills education to cope with climate change and prevent natural disasters for students, contributing to improving the comprehensive education quality of schools and the whole industry.

c) Causes of strengths and limitations

** Causes of strengths:*

- On the part of Lam Dong Department of Education and Training, the Department of Education and Training has done well in some of the following contents:

+ Directing secondary schools to implement life skills education to respond to climate change and prevent natural disasters closely, promptly and with a plan.

+ Directing schools to organize pilot programs to educate life skills to respond to climate change and prevent natural disasters for students; thereby, units learn, exchange, gain experience and replicate the operating model.

- On the part of schools:

+ Directing professional departments and the Youth Union to develop programs to educate life skills to respond to climate change and prevent natural disasters for students in each semester and each competition period.

+ Direct professional groups, staff and teachers to integrate life skills education content to cope with climate change and prevent natural disasters into basic subjects.

+ Direct forces in schools to coordinate in organizing extracurricular activities on life skills education to cope with climate change and prevent natural disasters for students; propagate and coordinate with forces outside the school to participate.

+ Most students are interested in participating in life skills education activities to cope with climate change and prevent natural disasters and have acquired some basic skills; have awareness in studying, training, self-cultivation, forming correct awareness, attitudes and behaviors.

** Causes of limitations:*

- There is no general curriculum framework for life skills education to cope with climate change and natural disaster prevention for secondary school students in the whole sector; there is no specific time for life skills education activities to cope with climate change and natural disaster prevention.

- Teachers' use of resources on life skills education to cope with climate change and natural disaster prevention for students is still limited; teachers have not actively consulted and researched, so the content of life skills education is still poor, the form of organization is not rich, not attractive... so it has not attracted the active participation of students.

- Mobilizing the coordination of forces outside the school is not effective; the strength of local mass organizations has not been promoted.

- Inspection and evaluation work is not specific; there are no criteria for scoring and rewarding life skills education to cope with climate change and natural disaster prevention.

- A number of cadres, teachers, and parents do not fully understand the importance of organizing life skills education activities to respond to climate change and prevent natural disasters for students.

5. Discussion

Through discussions with managers and teachers, the author learned that: The inspection and evaluation of life skills education activities to cope with climate change and prevent natural

disasters mainly consists of checking teachers' lesson plans, reminding them to integrate life skills education content to cope with climate change and prevent natural disasters in lesson plans; for the general manager, checking the development of weekly plans to integrate life skills education content to cope with climate change and prevent natural disasters for students. The development of criteria for inspection and evaluation of life skills education activities in schools has not been implemented; the assignment of inspection and evaluation work by the Board of Directors is not specific and has no plan.

Through the survey results of teachers, it shows that each content has certain difficulties, which is the reason why the work of life skills education to cope with climate change and prevent natural disasters for students is not effective. So, how to effectively educate students on life skills to cope with climate change and prevent natural disasters, requiring all levels and sectors to have unity in direction, pay attention to investing in facilities, organize training, exchange, share experiences, and replicate typical examples so that life skills education activities to cope with climate change and prevent natural disasters go into depth?

The principal has paid attention to life skills education activities to cope with climate change and prevent natural disasters for students mainly by integrating life skills education to cope with climate change and prevent natural disasters for students through teaching basic subjects, through education outside of class hours, and through extracurricular activities. Schools have not raised awareness of the importance and necessity of life skills to cope with climate change and prevent natural disasters for students, especially in the period of integration, explosion of information technology, science and technology, exploitation of natural resources, exploitation of forests, industrial activities, and activities that release emissions and waste indiscriminately as they do today, which greatly affects the environment and climate change and natural disaster prevention. Schools have not been proactive in developing plans to implement tasks that include education on life skills to cope with climate change and prevent natural disasters for students and have not directed educational forces in schools well to organize life skills education to cope with climate change and prevent natural disasters for students.

Management of life skills education to cope with climate change and prevent natural disasters for students and management of life skills education activities of schools have not been really effective due to many subjective and objective reasons. The

results of the study on the current status of life skills education management to cope with climate change and natural disaster prevention for students have clarified theoretical issues and are the practical basis for the author to develop measures to manage life skills education to cope with climate change and natural disaster prevention for students of secondary schools in Don Duong district, Lam Dong province to meet the requirements of current educational innovation, meet the requirements of comprehensive education and sustainable development of society.

6. Conclusion

Activities of life skills education to cope with climate change and prevent natural disasters and management of life skills education to cope with climate change and prevent natural disasters for students in Don Duong district's secondary schools aim to form and develop awareness, attitudes and behaviors for students, helping them see the causes and consequences of climate change and natural disasters, thereby forming their own attitudes and behaviors in adapting and minimizing the harm caused by climate change and natural disasters, as well as being aware of propagating for everyone to do the same, towards a good life, civilized society, meeting the goal of comprehensive education in the current period.

Education on life skills to cope with climate change and prevent natural disasters for students is receiving attention from schools, however, it is not just theory, but must be practical because the result of education on life skills to cope with climate change and prevent natural disasters is to form awareness, attitudes and behaviors of students in school and in society, so there must be synchronous coordination between educational forces in school with family and society, only then will the life skills that students acquire be sustainable. Based on the research and analysis of theoretical documents on the management of life skills education to cope with climate change and prevent natural disasters in secondary schools in the current period, the article has focused on systematic research on management theory in general, school management theory and especially the management theory of life skills education to cope with climate change and prevent natural disasters, studying the current status of application and management of life skills education to cope with climate change and prevent natural disasters in secondary schools in Don Duong district, Lam Dong province in the current context.

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**QUẢN LÝ GIÁO DỤC KỸ NĂNG SỐNG ỨNG PHÓ VỚI BIẾN ĐỔI KHÍ HẬU
VÀ PHÒNG TRÁNH THIÊN TAI Ở CÁC TRƯỜNG TRUNG HỌC CƠ SỞ
HUYỆN ĐƠN DƯƠNG, TỈNH LÂM ĐỒNG
TRONG BỐI CẢNH CHUYỂN ĐỔI SỐ QUỐC GIA HIỆN NAY**
Thực trạng và những vấn đề đặt ra

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Tóm tắt:

Bộ Giáo dục và Đào tạo đã thực hiện giáo dục kỹ năng sống cho học sinh phổ thông với sự hỗ trợ của các tổ chức quốc tế, đặc biệt là của UNICEF tại Việt Nam. Giáo dục kỹ năng sống cho học sinh được thực hiện bằng việc khai thác nội dung của một số môn học có nhiều ưu thế như môn Giáo dục công dân, môn Công nghệ... trong đó có giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai.

Công tác quản lý hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh ở các trường trung học cơ sở huyện Đơn Dương, tỉnh Lâm Đồng hiện nay đã được tiến hành chủ yếu bằng việc lồng ghép giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh thông qua dạy học các môn cơ bản, thông qua giáo dục ngoài giờ lên lớp, hoạt động ngoại khóa, lao động, sinh hoạt tập thể... đã đạt được một số kết quả khả quan. Tuy nhiên, hoạt động giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh trong những năm qua mới chỉ dừng lại ở việc triển khai theo các văn bản của Bộ Giáo dục và Đào tạo, Sở Giáo dục và Đào tạo Lâm Đồng. Các Nhà trường chưa chủ động xây dựng kế hoạch thực hiện nhiệm vụ giáo dục kỹ năng sống ứng phó với biến đổi khí hậu cho học sinh, chưa chỉ đạo thường xuyên các lực lượng giáo dục trong nhà trường và chưa đa dạng các hình thức giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai cho học sinh... Với những lý do đó tác giả bài báo đã nêu và phân tích sâu sắc về thực trạng quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai ở các trường trung học cơ sở huyện Đơn Dương, tỉnh Lâm Đồng trong bối cảnh hiện nay và những vấn đề cấp thiết đã được đặt ra để giải quyết.

Từ khóa: *Thực trạng quản lý giáo dục kỹ năng sống ứng phó với biến đổi khí hậu và phòng tránh thiên tai; Các trường trung học cơ sở; Huyện Đơn Dương; Tỉnh Lâm Đồng; Chuyển đổi số quốc gia hiện nay.*