A Comprehensive Indicator Based Vulnerability Assessment Method for School Education System: A Case Study of Sundarban Delta, India

Anushree Pal¹, Takuji W. Tsusaka², Mohana Sundaram³, Mokbul Morshed Ahmad⁴, and Thi Phuoc Lai Nguyen⁴

¹Asian Institute of Technology, Disaster Preparedness Mitigation and Management, Bangkok, Thailand (st122170@ait.asia)
²Development and Sustainability, Asian Institute of Technology, Klong Luang, Pathumthani Thailand
³Water Engineering and management, Asian Institute of Technology, Klong Luang, Pathumthani Thailand
⁴Development Planning Management and Innovation, Asian Institute of Technology, Klong Luang, Pathumthani Thailand

ABSTRACT

Natural hazards significantly impact school education, particularly in developing countries owing to their low coping capacity to hazards. The world's 10 percent of tropical cyclones are experienced by Indian coastlines, together with the high probability of extreme rainfall events often leading to flood hazards. A comprehensive literature review highlighted the needs for thorough research on the differential impacts of climatic hazards on Sundarban's school education system and its societal linkages for adaptation strategies, hence promoting the resilient community.

This research aims to explore the impacts of multiple hazards and associated disruptions in school education, and attempts to identify determinants of resilience of school education to multiple hazards. The study aims to formulate an indicator library for vulnerability assessment of school education in the deltaic region. The research comprises of the conceptual background of vulnerability assessment, the indicators for education systems in the delta, the methodology for indicator library, and the indicator library table for school education systems in a comprehensive way. The study aims at developing a comprehensive library of school vulnerability indicators that will academically contribute as a reference for future researchers in the field of school vulnerability assessment.