

BRATISLAVA INTERNATIONAL SCHOOL OF LIBERAL ARTS

**Promoting Equality and Safety in Primary Schools:
State Policy and Human Security**

BACHELOR'S THESIS

Laura Dukátová

Bratislava, 2025

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State Policy and Human Security**

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Study program: Liberal Arts

Study Field: 6718 Political Science

Thesis Advisor: Lukáš Siegel PhD.

Degree of qualification: Bachelor of Arts (abbrev. "BA")

Date of submission of the bachelor thesis: February 14, 2025

Date of defense: June 13, 2025

Laura Dukátová

Bratislava, 2025

Declaration of Originality

I hereby declare that this bachelor's thesis is my work and has not been published in part or in whole elsewhere. Since I am not a native speaker, I used Grammarly to correct my grammar. All used literature and other sources are attributed and cited in references.

In Bratislava, February 15, 2025,

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Title: Promoting Equality and Safety in Primary Schools: State Policy and Human Security

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Date of Submission: February 14, 2025

Date of Defense: June 13, 2023

Chair of the Defense Committee: prof. PhDr. František Novosád, CSc.

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Place, year: Bratislava, 2025

Page and word count: 41 pages, 73251 characters

Level of qualification: Bachelor of Arts (BA.)

Abstract

Keywords: Human Security, Abuse, Schools, Child Protection, School Psychologist,

This research highlights the importance of human security (HS) in primary schools, focusing on the impact of abuse on students' well-being. Drawing inspiration from Amartya Sen's *Development as Freedom*, which emphasizes the role of freedom in development, the study explores how safe and supportive educational environments empower students. It also references the work of Mary Kaldor, Mary Martin, and Sabine Selchow in *Human Security: A European Strategic Narrative* and the *Routledge Handbook of Human Security*. Recognizing the vulnerability of primary school students to various forms of abuse—including physical, emotional, sexual, bullying, and harassment—the research employs a mixed-methods approach. Quantitative surveys assess students' perceptions of safety and their experiences, while qualitative interviews with key stakeholders provide deeper insights into the school environment and the effectiveness of policies. The hypothesis posits that schools with robust HS frameworks experience lower rates of abuse and improved equity, particularly for vulnerable students, thereby enhancing both their rights and educational outcomes and being.

Názov bakalárskej práce: Podpora rovnosti a bezpečnosti na základných školách: Štátna politika a ľudská bezpečnosť

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Názov vysokej školy: Bratislavská medzinárodná škola liberálnych štúdií

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Vedúci komisie pre obhajoby bakalárskych prác: prof. František Novosád, CSc.

Členstvo komisie pre obhajoby bakalárskych prác: Prof. PhDr. František Novosád, CSc., doc. Samuel Abrahám, PhD., Mgr. Dagmar Kusá, PhD., prof. Silvia Miháliková

Miesto, rok: Bratislava, 2025

Rozsah práce: 41 strán, 73251 znakov

Stupeň odbornej kvalifikácie: Bakalár (Bc.)

Abstrakt

Kľúčové slová: Ľudská bezpečnosť, Zneužívanie v školách, Ochrana detí, Školský psychológ

Táto práca zdôrazňuje význam ľudskej bezpečnosti (HS) v základných školách so zameraním na následky násilia na deťoch a ako to vplýva ich kvalitu života. Štúdia je inšpirovaná prácou Amartya Sena *Rozvoj ako sloboda*, ktorá zdôrazňuje dôležitosť slobody v rozvoji človeka. Práca skúma ako sa školy snažia zabezpečiť bezpečné prostredie pre študentov a úlohu školských psychológov. Hlavnú úlohu zohrávajú autori Mary Kaldor, Mary Martin a Sabine Selchow v knihe *Human Security: A European Strategic Narrative*, ako aj na *Routledge Handbook of Human Security*.

V dnešnej dobe sje dôležité rozpoznať rôzne formy násilia—vrátane fyzického, emocionálneho, sexuálneho, šikanovania a obťažovania—výskum využíva prístup zmiešaných metód. Kvantitatívne prieskumy hodnotia vnímanie bezpečnosti žiakmi a ich skúsenosti, zatiaľ čo kvalitatívne rozhovory s kľúčovými zainteresovanými stranami poskytujú hlbšie pohľady na školské prostredie a efektívnosť politik a opatrení. Hypotéza predpokladá, že školy s robustnými rámcami HS vykazujú nižšie miery zneužívania a lepšiu rovnosť, najmä pre zraniteľných žiakov, čím zlepšujú ich práva a vzdelávacie výsledky.

Acknowledgments

I am sincerely grateful to my thesis advisor, Dr. Lukáš Siegel, for his guidance, insightful feedback, and continuous support throughout my research. My thanks also go to Mgr. Dagmar Kusá for her valuable advice and constructive suggestions.

I am deeply thankful to the participants who kindly shared their experiences and insights during the interviews. Their contributions were essential to the success of this study.

I would also like to thank my classmates for their encouragement and support, which made this journey more enjoyable and motivating.

Finally, I extend my heartfelt appreciation to my family and friends for their unwavering belief in me and their constant support.

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1. Introduction

Security in the world is much more than just protecting countries or borders. It mainly aims to ensure that all individuals, regardless of age or origin, can live a safe life with dignity and without fear of harm. This broad concept is captured in the idea of Human Security (HS).

In contrast to traditional security, which generally focuses on national borders or military power, nowadays Human Security changes the focus on the well-being of individuals. It deals with challenges such as poverty, violence, discrimination, and other obstacles that can affect people's daily lives (Kaldor, 2007). The HS approach is particularly suitable in environments like schools, where students spend a major part of their time.

In this research, Human Security (HS) points to an individual-focused approach to security that prioritizes the safety and well-being of individuals, emphasizing their physical, emotional, psychological, and social needs. To be exact, we will apply HS to education, where it stresses creating safe and supportive environments that advocate for both academic success and personal growth for all students.

Education is the most important area where individuals need to feel safe. A school is not only a place for children to gain knowledge, but also where they spend a significant part of their childhood. In the case of primary school, it is usually 9 years. Slovak primary school students frequently spend between 25 to 35 hours a week at school, which is often more time than they spend at home. This shows that school becomes the place where many children spend most of their waking hours during the week. The school is also where they have most of the opportunities for social interactions. This points to the fact that it is a critical space for well-being, personal development, and safety.

In line with this perspective, schools become not only places for learning, but critical spaces for HS, where children are often vulnerable to both academic and personal challenges. Moreover, for many students schools are also a refuge from harsh home environments, where neglect, abuse, or emotional hardship may occur. Given that, children often spend more time in school than at home, schools need to act as the front line of defense in identifying areas.

In such cases, school psychologists and staff play a pivotal role in noticing signs of distress, trauma, or neglect. They should offer the necessary support to secure students' safety. Also, the social system in Slovakia has a major impact on protecting children, working alongside schools to provide a safety net for those in need. However, there is often an issue in ensuring that children receive help.

The literature explored in this work emphasizes the connection between Human Security and individual development, explicitly in education. Intellectuals such as Amartya Sen (1999, p.18), Mary Kaldor (2007, p.193), and Martha Nussbaum (2010, p.56) argue that schools should go beyond academic learning to promote environments that prioritize safety, inclusivity, and well-being. Sen (1999) views education as a key asset for expanding human capabilities and improving individual freedoms, which is central to HS. Also, Kaldor (2007) highlights that HS requires increased development assistance. She emphasizes principles like partnership, civil society engagement, and gender sensitivity. Additionally, Nussbaum (2010) argues that education, primarily in humanities, is vital for developing the skills needed for democratic participation and societal well-being. Likewise, it aligns with the broader goals of HS.

Human Security started to be a widely discussed concept in the 1990s, especially in 1994 the Human Development Report of the United Nations Development Programme. The purpose was to shift from a perception of security mainly in terms of military power and state sovereignty to prioritizing the safety of individuals.

During the investigation of these concepts, we will evaluate how HS can be applied in schools to create an environment in which children can be safe. By addressing these issues, we work to make education a powerful tool for social justice, child protection, and individual self-sufficiency.

2. Theory

2.1 Background and Context

In contemporary society, the idea of security is about much more than just protecting countries; it is about ensuring that everyone can live safely and with dignity. In other words, this is where the concept of HS comes in. As was already mentioned, one of the most important places to promote human security is in education. Schools should be more than places to learn facts; they should be safe spaces where students can grow and become active members of their communities. To further elaborate, education has the power to empower students, helping them understand their rights and stand up for themselves and others.

Moving forward, this literature review explores how HS and education are connected, drawing ideas from key individuals like Amartya Sen, Mary Kaldor, Mary Martin, and Martha Nussbaum. We will take a closer look at the principles of HS, which can help us create a more inclusive environment and fair society for all students.

Historically, the HS concept has been influenced by the Human Development Report of the United Nations Development Programme (UNDP) in 1994. As a result, the following effect was a shift from traditional notions of security to individual-focused. This evolution effect shows growing recognition that true security involves protecting individuals from various threats, including poverty, disease, violence, and environmental decline (Martin & Owen, 2013).

In the past, human security has been shaped by several key ideas. Firstly, the end of the Cold War marked a transition in the debate on security, encouraging scholars and policymakers to reconsider security's meaning in a globalized world. Building on this idea, the concept was further developed by the Commission on Human Security, jointly led by Amartya Sen and Sadako Ogata, which published its influential report in 2003. This report emphasized the importance of addressing the main causes of insecurity. Also, it advocated for a comprehensive approach to security that includes economic, social, and political dynamics (Martin & Owen, 2013).

To expand on this, HS is grounded in principles that advocate for proactive measures to safeguard children's rights and well-being within educational institutions. This con-

sists of implementing policies and practices that prevent abuse and promote inclusivity in education. By fostering environments that support human security, schools can empower children to reach their full potential and contribute positively to their communities (Martin & Owen, 2013).

2.2 Amartya Sen's Capabilities Approach

In Amartya Sen's influential work *Development as Freedom* (1999), education is a key component of HS development. Sen claims that education is not only a tool for economic advancement but also a fundamental human right that expands individual's capabilities and empowers them to lead fulfilling lives (Sen, 1999). He emphasizes that "the capabilities of individuals to lead the kind of lives they value—and have reason to value—are influenced by their access to education" (Sen, 1999, p. 18). Furthermore, access to quality education is crucial for fostering freedom and well-being, as it allows individuals to make informed choices, participate in society, and pursue their aspirations. Sen's concept of capabilities refers to real opportunities and freedoms individuals must achieve well-being and lead lives they have reason to value. In this context the child's capability to learn and grow is critical. He categorizes education under "social opportunities," which is one of the five essential freedoms¹ that contribute to an individual's well-being and ability to thrive (Sen, 1999, p. 10-11). As he states, "Education is a key instrument for the enhancement of capabilities" (Sen, 1999, p. 294). Providing individuals and political participation ultimately helps to create a more balanced society (Martin & Owen, 2013).

For instance, if a child is unable to access education due to challenging home situations, bullying, or other physical and psychological barriers (such as Trauma or fear), their potential for human development is severely restricted. This child may experience limitations in their functionings² such as their ability to engage in school activities, form relationships with peers, etc. These barriers delay the child's freedom to

¹Sen's five essential freedoms are: political freedoms, economic facilities, social opportunities, transparency guarantees, and protective security. These freedoms are considered central to human well-being and contribute to the expansion of individual capabilities (Sen, 1999).

² In Amartya Sen's framework, "functionings" refer to the various states of being and activities that contribute to an individual's well-being, such as health, education, and personal relationships (Sen, 1999, p. 18).

explore and act on their aspirations, leading to a reduced sense of well-being and potential.

2.3 Human Security and Education Policies

The *Routledge Handbook of Human Security* further contextualizes Sen's ideas within the broader discourse of human security. Martin and Owen (2013) highlighted the principles of HS underscore the need for educational environments that are safe, inclusive, and supportive. Creating these kinds of environments is essential not only for safeguarding students from abuse but also for ensuring that their human rights are respected. Moreover, the Handbook discusses how educational policies that prioritize human security can lead to improved student outcomes for students and society as a whole.

For example, in practice, HS in education can be highly beneficial for children, particularly when preventing bullying and fostering a culture of respect and inclusion. HS policies within schools can include anti-bullying initiatives, supporting students, and promoting peers, teachers, and parents about the importance of creating safe spaces for children. Through such efforts, children can feel secure, valued, and fully engaged in their education without fear of harassment or violence. Additionally, human security can empower parents and communities by educating them about their rights, leading to better coordination between schools and families. By addressing issues, HS can help to build the necessary capabilities for a successful future.

2.4 Nussbaum's Perspective

Martha C. Nussbaum (2010), in *Not for Profit: Why Democracy Needs the Humanities*, emphasizes the crucial role of education in developing the skills needed for democratic engagement—critical thinking, empathy, and creative participation. These abilities are not only essential for democracy but also are closely aligned with the principles of HS. Nussbaum claims that education should overstep economic training and foster a deeper understanding of human dignity rights, and justice—values at the heart of HS. As she puts it, “The primary purpose of education is not economic productivity but the creation of citizens who are capable of critical thinking and capable of seeing each other as equals and respecting each other as equals” (Nussbaum, 2010, p. 12).

Through empowering individuals with these capabilities, education supports their role

in a society where they can contribute to the common good. Nussbaum further critiques the narrowing focus on economic outcomes in education, warning that it weakens democratic values of equality and respect. She writes, “Without the humanities, we cannot build the understanding of human beings as equals” (Nussbaum, 2010, p. 14). It aligns with the core goals of HS.

2.5 Kaldor's Vision

Mary Kaldor's work on human security and its relation to education and child protection highlights the importance of shifting the focus from traditional state-centered security to the well-being of individuals. She emphasizes that HS involves safeguarding people's rights and capabilities, with a specific focus on the most vulnerable populations. For Kaldor, education helps build resilience, offers protection from violence and exploitation, and plays a central role in providing children with knowledge and skills (Kaldor, 2007).

Furthermore, Kaldor underscores the need for interdisciplinary approaches when addressing HS in education settings, combining insights from sociology, psychology, and education. Considering the bigger picture helps policymakers to address the complex realities children face, particularly in areas of conflict or poverty. Kaldor believes that by focusing on inclusive education—one that ensures safety, equality, and the promotion of human dignity—human security can be enhanced for all children. Her approach not only protects students but also empowers them to contribute to social justice and community engagement (Kaldor, 2007).

Mary Kaldor (2013) mentions "beyond domestic borders" in the context of HS to emphasize the extension of individual rights across national borders. She is suggesting that HS is not confined to protecting individuals within a single state. Instead, it should be applied globally, recognizing the interconnectedness of people's rights and security across countries and regions. Kaldor argues that HS requires a global approach, where individuals' security is prioritized, despite of their national identity. However, this challenges the traditional model of security, which focuses on protecting borders.

On the other hand, Kaldor's concept of HS is more about protecting individuals from violence, poverty, and human rights violations. These threats often require interna-

tional or cross-border intervention. Her argument underscores the need for HS to extend beyond the domestic border, advocating for international norms and humanitarian intervention when necessary. This places HS at the individual level (Kaldor, 2013).

The insights from Kaldor's work have direct implications for educational policies especially in promoting student safety and well-being. Adopting an HS framework in education allows schools to create environments that recognize and address students' diverse vulnerabilities. It is about implementing policies that not only protect from abuse, bullying, and violence but also foster a culture of inclusivity and support.

However, it is important to acknowledge that, under normal circumstances, the state must prioritize the protection of its citizens—children at the individual level. While international intervention may be necessary in extreme situations—such as war humanitarian crimes—other states typically do not intervene in the internal affairs of a country, including its education. Therefore, the responsibility falls on the state to apply HS principles within its system. The state should be focusing not only on border security but also on areas such as education and social services to ensure the well-being of its citizens.

Unlike Kaldor, who emphasizes the extension of individual rights beyond borders, Richard Jolly highlights the importance of local communities in shaping security. He argues that for HS to be effective, it must be based on context-specific approaches that account for the unique vulnerabilities and challenges faced by local populations. This approach emphasizes the need to tailor security measures to the specific needs of communities. Jolly claims, that it is needed particularly in educational settings where students may experience various forms of insecurity, such as violence, bullying, and social exclusion (Jolly, 2013).

2.6 Bridging Gaps in Child Protection and School Systems

Although there is a lot of valuable research on HS and education, there are still some important areas that have not been explored enough. The first gap is how specific teaching practices and school policies can be put into action to promote HS in different cultural and economic settings. Scholars like Sen, Kaldor, and Martin provide excellent thoughts, however, more real-world examples are needed to show how these theories can be used effectively in classrooms (Martin & Owen, 2013).

The second gap shows that many studies on HS in education are mostly theoretical and lack solid data to back them up. Researchers often discuss broad concepts without showing how schools can implement these ideas (Martin & Owen, 2013). Additionally, there are not enough long-term studies that look at the effects of HS security programs in schools over time.

The third limitation is that much of the research comes from a Western perspective. This can miss out on valuable insight from other cultures that might have different but effective ways of understanding HS in education. It is important to include diverse perspectives to make sure that the ideas we discuss can work for everyone, no matter where they come from.

Given these gaps and limitations, more research is needed to explore human security in education. This research should aim to find out how schools can create safe, inclusive, and empowering environments for all students. (Sen, 1999). By looking into what works in different contexts, researchers can help develop practical strategies that truly improve HS in schools.

As previously noted, it would be helpful to have studies combine ideas from various fields like sociology, psychology, and education. By understanding these complexities, we can shape policies that protect students' rights.

2.7 Challenges in Implementing HS Frameworks in Schools

In the case of Slovakia, the challenges faced by children in schools are beyond academic learning and it is more about critical issues such as bullying, neglect, and emotional distress. For many students, the school serves as a sanctuary from difficult home environments, where neglect, abuse, or emotional hardship may occur. This makes the role of schools even more significant, as they are the ones who can identify the problem first. Schools have a unique position to detect early signs of abuse or trauma (Gajdošová, 2017).

However, despite the importance of this role, Slovakia's school system faces several obstacles in effectively addressing these concerns. While school psychologists and staff are often the first to notice distress signs, there is a significant gap between identifying the problem and ensuring that children receive proper care. This issue is further combined by a lack of adequate coordination between schools and broader social

support systems, including social workers, local authorities, and services (Cangár, 2018). In some cases, even when signs of abuse or neglect are not recognized, the interventions may be delayed or insufficient without the proper support and resources in place.

Additionally, even though the social system in Slovakia does offer some protection, it is fragmented, and communication between the educational and social sectors can be poor (Gajdošová, 2017). This disconnection can prevent vulnerable children from receiving timely help, leaving them without the necessary safety net. The existing mechanisms to address these issues often rely on individual school staff to manage the situation, which is not always effective without broader systematic support.

The absence of the HS framework in this concept is apparent. Human security emphasizes the interconnectedness of different sectors—education, health, social services, and law enforcement—in ensuring the safety and well-being of children (Herényiová, 2017). Without a well-integrated framework that ties these sectors together, Slovakia's approach remains disjointed. Even though schools provide a safe environment within their walls, without broader societal and governmental support this protection becomes limited when students return to their homes or communities. The state must take a more active role in supporting the implementation of policies and frameworks that can help children during and outside the school.

To summarize, this research opens a door to a better understanding of how human security can transform education, focusing not just on academics but on creating environments where students feel safe, valued, and supported. By exploring how HS frameworks can be woven into school policies, this study aims to provide fresh insights into making schools places of empowerment rather than fear. Drawing on the work of thinkers like Sen, Kaldor, and Martin, the research shows that addressing students' emotional and social needs is as important as their academic success. As we look ahead, it's clear that bringing human security principles into schools can help shape a future where every student has the freedom and opportunity to thrive.

3. Thesis Statement & Hypothesis

This study examines the role of Human Security principles in promoting equality and safety in Slovak primary schools, emphasizing the importance of state-supported policies in creating inclusive environments that foster students' well-being and ensure equal opportunities for all, especially those from vulnerable backgrounds.

It is hypothesized that the effective implementation of Human Security principles, supported by state policies, will lead to improved equality and safety in Slovak primary schools, creating more inclusive environments that enhance the well-being and opportunities of vulnerable children.

4. Methodology

This research is based on a mixed-methods approach—integration or mixing: an explicit interrelating of the quantitative and qualitative methods in a mixed-methods study.³ This approach is useful because it allows us to explore the topic of HS in primary schools from a broad, statistical perspective and a deeper, personal perspective.

4.1 Statistical Analysis

The quantitative data will give us an overview of patterns and trends related to students' safety and experiences of abuse. For example, we can use survey results to see if there are specific groups of students who feel less safe or report higher instances of abuse. It will help us identify where there might be problems in a school system that need attention. In this research, we will address existing data: two important surveys that were carried out in Slovakia.

The 2022 Survey was conducted as part of a national project to protect children from violence. It included 66 children and 27 adults from places like Stará Ľubovňa, Žiar nad Hronom, and Bratislava. The focus was to understand how children knew about their rights, how they were treated in school, and their experiences with violence and discrimination (Participácia detí, 2022).

Also, the 2023 Survey was part of the same project. In this case, there were included 114 children and 50 adults from cities like Vranov nad Topľou, Michalovce, Banská Bystrica, and Seneca. They asked children about their problems in school or at household. There was a focus on how adults supported their rights (Participácia detí, 2023).

Furthermore, the collected data will be analysed by two types of methods: descriptive statistics and inferential statistics.⁴ Descriptive statistics will help us to summarize the survey data and show the trends, such as how many students feel safe in school or how often different types of abuse happen. The inferential statistics method allows us to make conclusions that go beyond the sample data, like whether schools with better HS policies—having school psychologists, etc., have lower rates of bullying and higher student well-being. (Mann., 2013)

³ For more information about mixed methods see: Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field* (p. 135). SAGE Publications.

⁴ For more information about descriptive statistics and inferential P. S. (2013). *Introductory statistics* (8th ed.). John Wiley & Sons, Inc. Hoboken, NJ.

4.2 Insights from Educators

The data collection will also include participants such as school psychologists and school staff. These professionals are directly involved in students' well-being and have experience in identifying and addressing issues related to safety, abuse, and mental health in schools. Their insights will be invaluable for understanding the effectiveness of the HS framework in primary schools.

The participants will be selected based on their roles in schools. They will be invited to study through an email invitation or direct contact. The inclusion criteria include:

- Professionals working in primary schools in Slovakia
- Experience with students' mental health and well-being
- Willingness to participate in interviews

4.3 Gaining Depth

Therefore, we will conduct interviews to gather in-depth qualitative data. These interviews will be guided by open-ended questions designed to explore their experiences and perceptions of school safety, abuse, and effectiveness of existing HS policies. A clear interview protocol will be developed to ensure consistency across interviews. This will include key themes and suggestions for improvement in HS practices within schools.

The qualitative data will be analysed using thematic analysis or coding methods.⁵ This means identifying recurring themes, patterns, and categories in the interview responses. We will look for key insights into how HS is perceived and what improvements could be made. This method helps organize and make sense of information from interviews.

If both types of data are integrated, the qualitative data will complement the quantitative findings, providing a deeper understanding of the issue. For instance, if survey data shows high levels of bullying or abuse, qualitative interviews can offer the causes. It will also, show the approach of professionals to supporting children from abusive families, and potentially improvements to existing frameworks. The questions for the interview will focus on several key areas:

⁵ For more information about thematic analysis or coding methods see: Mann, P. S. (2013). *Introductory statistics* (8th ed., p. 3). John Wiley & Sons, Inc.

- How safe do school psychologists and pedagogues feel the students are in their school environments?
- What types of abuse are more commonly reported in schools?
- Do these professionals feel that the current school policies are effective in protecting students and supporting their well-being?

Integrating both types of data will allow us to not only identify patterns in school but also to explore the underlying causes and dynamics, which can lead to more targeted and effective solutions.

4.4 Protection of Participants

In the qualitative part of the research, ethical considerations will be prioritized to protect the privacy and dignity of participants. Before taking in interviews, participants will be provided with informed consent from outlining the study's objectives procedures, and their rights. All participants will be assured that their participation is voluntary, and their personal information will remain anonymous. Therefore, anonymization will be used in the data analysis, with pseudonyms replacing any identifying details. Data, including interview recordings and transcripts, will be securely stored and deleted or destroyed after the study. These measures ensure participants' identities and personal experiences are protected throughout the research process.

In the case of surveys, it is important to note that they were previously conducted and made publicly available online. These surveys are accessible for public use, ensuring transparency in the data collection process.

4.5 Limitations of the Methodology

Although the mixed-methods approach provides a comprehensive view of the research topic, it also has its limitations. Firstly, the integration of quantitative and qualitative data, as they are often analysed and interpreted in different ways. Combining numerical survey results with qualitative interview insights may sometimes lead to difficulty in drawing clear conclusions. Secondly, time and resource constraints might limit the scope of the quantitative interviews and surveys, particularly when dealing with many participants across different schools. Thirdly, the sample of previous surveys may not be fully representative of the entire student population, limiting the generalizability of the findings. Additionally, regional differences could also influence the concerns and experiences reported by children. In this case, the attitudes and access to

support may vary across different areas. This factor may limit the broader applicability of the results. Fourthly, there could be bias in how participants respond to surveys or interviews. For example, if they feel uncomfortable discussing sensitive topics like abuse or school safety. Fifthly, the interview results may be influenced by the subjective perspectives of school psychologists, as their interpretations of data might differ from personal experiences or beliefs.

To address the limitations of the mixed-methods approach, efforts will be made to carefully design the data collection instruments and ensure clear guidelines for these two types of data. One way to minimize bias in surveys and interviews is by using anonymous responses to help participants feel more comfortable sharing their thoughts.

In summary, our methodology will provide an understanding of HS in primary schools by integrating both quantitative and qualitative methods. Through this research design, we aim to develop a more nuanced understanding of the factors affecting students' experiences, and ultimately, propose actionable solutions for improving school policies, and environments and supporting vulnerable children.

5. Results

5.1 Quantitative Part

This part analyses data from surveys conducted in Slovakia in 2022 and 2023. They are focusing on students' safety, experiences of violence, bullying, etc. The main goal is to identify trends that can inform better HS policies in schools, which can make a safer and more supportive environment for students.

Table 1: Survey 2022

Total Children	Psychological & Health issues	Violence	Sexual abuse	Equality & Rights	Critique of the education system	Bullying
66	9,09%	12,12%	9,90%	7,58%	24,25%	7,58%

Table 2: Survey 2023

Theme	Percentage (Total children 114=100%)
Lack of Support from Trusted Adults	22,72%
Missing Comfort and Safety	18,18%
Missing Empathy and Understanding	13,64%
Missing Privacy and Confidentiality	10,90%
Lack of Help from Peers	9,09%
Lack of Access to Professionals	7,27%
Stigma Around Seeking Help	6,36%
Missing Clear Guidance on How to Report Home Issues	4,54%
Missing Supportive Environment	4,54%
Presence of Fear of Being Judged or Not Believed	2,72%

In summary, in 2022a survey with 66 children showed that 69,7% of them had feelings of insecurity in given topics. Additionally, in 2023, the survey involved 114 children, and 75,64% of them mentioned even deeper similar concerns.

Therefore, when we combine data from both years the percentage of children reporting occurring issues and having problems with seeking help is 72,68%. These findings

showed a consistent pattern across both years and a lack of HS framework in schools. However, it is important to note that the results may differ across various regions. The access to support and protection, also the occurring issues highly depends on location. Furthermore, these results underscore the importance of implementing HS policies in primary schools and improving the system for reporting and support. As was shown, even the children are asking for more which is the narrow indicator of needed change.

5.2 Qualitative Part

The data from interviews were from three people two school psychologists and one professional worker from the child protection centre. They are also working with primary school students and have years of experience with children. All the interviewers confirmed that they have experience with children who were victims of child abuse, had mental health problems, experienced bullying, addiction issues, self-harming attempts, sexual abuse, neglect care, etc.

According to an interview with the school psychologist, the shared information showed that she is regularly working with children from difficult family backgrounds. For example, those who have experienced violence, and addiction issues at home. Nevertheless, cooperation between parents is often inconsistent with a 50/50 split between those who cooperate and those who do not. When both the parents and child cooperate, specialists are involved, and the problem is monitored and, in some cases, resolved. However, when is cooperation lacking, school psychologists often contact the social worker. Yet, there is a lack of feedback levels from the social workers which leaves schools uncertain about whether children are receiving the necessary help (Psychologist1, 2023)⁶.

Moreover, the gap in communication between schools and external agencies, such as social workers, complicates effective intervention and follow-up. Although the school psychologist continues monitoring the student's behavior and academic performance. However, they feel that their hands are tied because they cannot confirm whether the child has received adequate assistance. She said that this issue is combined with a lack of standardized procedures for communication between schools and other protection agencies. (Psychologist1, 2023)

⁶ Psychologist1, from interview (2024)

Additionally, the psychologist claims, that the availability of psychological support in schools varies widely, depending on the financial capacity of the school. Some schools provide sufficient resources, such as school psychologists, special educators, and assistants while others lack these critical support systems. She also said that the system is complicated, and many schools do not know how to have finances for all of the support personnel. Moreover, she explained that there is a need to fulfil the application by the given deadline to the Ministry of Education however, not all schools can orient themselves in this area properly. Once the school is properly informed and understands the process, the state will assess the situation and allocate the necessary funding. The psychologists also mentioned that while they do have a support system in place much of the support and work, she is doing is due to her initiative and the school's limited finances, rather than a formal, institution-wide approach to mental health and well-being (Psychologist1, 2023).

Also, the issue of resource allocation is directly tied to the variability in support systems across schools. Financial constraints impact the availability and quality of psychological support services. Schools with greater financial resources can provide a more comprehensive support system, while those with fewer resources struggle to meet the needs of their students (Psychologist1, 2023).

5.3 Barriers to Child Protection

Interviews with professionals in education and child protection revealed several systematic issues that hinder effective support for children in Slovakia. While policies emphasize child well-being, the reality in schools and social services tells a different story—one shaped by mistrust, and an incomplete approach to inclusivity (Psychologist1, 2024).

One of the most striking findings was the deep-rooted fear of social services among parents and children. According to the interviewer, many families associate social workers with child removal rather than assistance and prevention. A school psychologist noted that whenever they mentioned involving social services, parents panic. They assume it means losing their child, and not receiving help, and in some cases, parents even refuse psychological support for their child out of fear that it will lead to intervention. However, this fear is not entirely unfounded. Past negative experiences, bureaucratic inefficiencies, and media coverage of controversial child removals have

reinforced the perception that social workers are enforcers rather than protectors. Therefore, the interviews showed that the system is reactive rather than preventive. Furthermore, typically, when social services step in, meaningful intervention is no longer possible. As a result, families do not see them as allies because they are usually involved only when things have already gone wrong (Psychologist1, 2024).

However, beyond the fear, the historical distrust of state institutions, particularly in rural areas, further discourages families from seeking help. Some prefer to handle difficulties privately, avoiding authorities at all costs. Hence, this is not happening only in the case of parents but also the children. In many families, children are coping with their parents' perceptions of reality, which means that they are also scared of social services. The interviewers suggest that addressing this issue requires better communication, public awareness, and a shift from harsh interventions to proactive support that builds trust between social services and communities (Psychologist1, 2024).

Another critical issue was the lack of awareness about the importance of psychological support in schools. Therefore, school psychologists and other specialists often play a crucial role in helping students. However, children do not have to have support in primary school but also during whole studies. One primary school psychologist emphasized that students and their parents should consider mental health support when choosing a high school. Furthermore, many focus only on prestige and academic results. On the other hand, when difficulties occur, they realize the need for psychologists, counselors, well-trained teachers, or special pedagogues. Unfortunately, there is a lack of awareness causing students and parents not to see the importance of support teams in schools. When this issue is not taken seriously in advance, the students face even more difficult situations which may lead to chalking the school or seeking emergent help. If mental health support had been a factor in their original decision, these issues might have been avoided (Worker, 2023).

Therefore, promoting a culture where seeking help is normal and encouraged significantly improves student well-being and academic success. However, the current system often leaves students to navigate their struggles alone. This can also make it difficult for them to accomplish successful academic results.

Despite efforts to promote inclusive education, interviewers argue that Slovakia is not yet fully prepared to implement it effectively. Many schools lack the resources, staff,

and training needed to accommodate students with diverse needs. This makes inclusion more of an ideal than a reality. Furthermore, on paper inclusivity is a priority, but in practice, it often means putting children with special needs into regular classrooms without proper support. A school psychologist from Slovakia observed:

"We are expected to integrate children with learning disabilities, trauma, or behavioral issues into regular classrooms, but teachers receive little to no specialized training. Without proper support staff or individualized approaches, these students feel isolated rather than included (Psychologist1, 2024)."

Furthermore, school psychologists noted that schools with stronger psychological support teams tend to handle inclusivity more effectively. They also agreed that a national strategy focusing on teacher training, increased funding for psychological support, and better communication between schools and families is crucial to making inclusivity a real sustainable part of the education system (Worker, 2023), (Psychologist1, 2024), (Psychologist2, 2024).

5.4 Role of the Ministry of Education & Slovak Government

Furthermore, we need an official statement from the Ministry of Education to properly understand the situation, The information provided by them would shed light on the whole matter. However, the attempt to reach out to the Ministry of Education to understand the distribution of financial resources for school psychologists and other specialists was unsuccessful. This lack of transparency regarding how sources are allocated or redistributed for school psychological support is concerning.

Without access to this information, it is challenging to understand the criteria for distributing funds or ensuring that these resources are being used effectively. Moreover, the absence of clarity on this issue highlights a broader concern about fairness and adequacy of the support available to schools (personal communication, Ministry of Education, 2023)

Therefore, the availability of psychological support in schools is a key issue identified in this study, and that depends on the financial capacity of each school. In schools with fewer resources, children's emotional and psychological well-being often go unaddressed until a crisis occurs. Additionally, it was pointed out that, in her experience, the situation is often only addressed when it escalates to something severe, such as

self-harm and suicidal attempts. This reactive approach to students' well-being underlines the gaps in proactive psychological support (Psychologist 2, 2023).⁷

The variability is not unique to Slovak schools, but it is a widespread issue. According to a 2019 OECD report, countries with lower investment in school mental health services report higher rates of student dissatisfaction (OECD, 2019, p.306). In the Slovak Republic, the central government is the main initial source of funds, but regional and local authorities are the final purchasers of educational services in non-tertiary education (OECD, 2019, p.308).

Also, schools in economically disadvantaged areas face a significant shortage of psychologists and special educators. Research by Gajdošová (2017) found that these schools, particularly those in rural areas, often lack sufficient resources, which worsens the mental health challenges students face (p. 621) Therefore, the lack of transparency in how financial resources are allocated to schools escalates this issue. Also, Gajdošová (2017) reported that the distribution of funds for mental health is inconsistent, which means that urban schools often receive more resources than rural (p.623).

Furthermore, this creates an inequitable system, where students' emotional, psychological even physical needs are addressed based on the financial capacity of the school, rather than the specific needs of the students. Nevertheless, these findings align with broader trends discussed in the literature. It emphasizes the importance of equal resource distribution to ensure that all students, regardless of their school's location or financial capacity, have access to the support they need.

5.5 Shortage & Burnout Among School Psychologists

However, school psychologists are not responsible only for supporting children but also for administrative tasks and other school activities. This fact often leads to burnout because they are overwhelmed and do not have time for breaks. The other is a low salary and lack of institutional support. This creates a lack of motivation among professionals and affects the quality of support provided to students. The interview psychologists mentioned that the administrative burden is a significant factor in overall job satisfaction, which can make it difficult to focus entirely on student well-being (Psychologist1, 2024),(Psychologist2, 2024).

⁷ Psychologist2, from interview (2024)

However, this is not the only issue that is occurring behind closed doors in schools. It was also reported that a lot depends on the rector. According to interviews, some rectors prioritize their own needs and ideas and are not objective in distributing work in schools. In this case, the rectors may decide that they do not want to support this area in their school, which means that they are ignoring the well-being of students. This fact either leads to the school not having a school psychologist at all or if they do have one, their hands are tied, and their ideas and innovations are hindered (Psychologist1, 2024) (Psychologist2, 2024).

As mentioned, the main factors contributing to the shortage of school psychologists are primarily the lack of funding, disorganization within the system, and, in some cases, a lack of interest from school management. However, all these challenges and issues also have real-life consequences.

According to reports, the State School Inspection (Štátna školská inšpekcia) is aware of this huge problem. An example is a case from this year in Spišská Stará Ves, an area in the Košice region, where a student was aggressive and took the lives of two people. The reports indicate that a lack of psychological support has been linked to tragic outcomes, with the inspection reporting deficiencies in mental health care for students (Netky.sk, 2025), (Aktuality.sk, 2025).

For example, in 2023, approximately 25% of primary and secondary schools in Slovakia are without dedicated school psychologists. This means that out of 2000 schools across the country, around 500 do not have adequate psychological services. Also, the COVID-19 pandemic the ongoing war in Ukraine, and other socio-pathological stressors are showing the rising mental health issues among children.

In addition, this shortage prompted various political and professional bodies for urgent legislative action. The political party *Za ľudí* called for Minister of Education Branislav Gröhling and advocated for changes to the law that would ensure every school in Slovakia will be legally required to have a school psychologist. This suggestion aligns with the European Union's recommendation for improving mental health support in schools, which claims that psychologists are essential. However, this change has not been applied in practice to this day (TREND.sk, 2023)

Nevertheless, the problem does not end with these facts. One of the interviewees claimed that in her school the children do not use the school psychologist that often

because they have their psychologist outside of school (Psychologist2, 2024). Nevertheless, the research shows that parents have experience with long waiting lists for appointments with private psychologists or child psychiatrists. Many private practitioners do not have contracts with public health insurance providers, making their services financially out of reach for many families (TREND.sk, 2023).

5.6 Systematic Barriers to Support Services

As the interviewer notes in some cases there was a need to call social services because parents were abusive and did not cooperate with the school. She also mentioned that some parents struggled with addictions that were influencing the child's safety and parents also did not cooperate. After unsuccessful attempts to address these issues with the parents, she contacted social services. Furthermore, social workers took the case and did not contact the school psychologist about the case and results. As a result, school psychologist has no choice but to monitor the child by themselves, which does not address the cause of the problem. Furthermore, social services do not need to inform schools about results, which is causing gaps in communication and helping children in need effectively (Psychologist1, 2024).

Hence, there are some approaches how to improve this problem. According to Ferguson (2009), standardized communication protocols are lacking. He claims, that by ensuring the parties involved in a children's care are on the same page, schools can more effectively track interventions and ensure timely follow-up. The author also emphasizes that regular communication helps ensure that interventions are continuously monitored and adjusted as necessary (Ferguson, 2009).

The lack of communication harms children's well-being and makes it harder for them to get long-term support. When schools and social services work separately children might not get the help, they need in time. This can lead to missed opportunities for intervention and follow-up. As was mentioned when the school psychologists are handling the situation on their own it results in the child not getting proper or enough support. Additionally, some schools do not have psychologists causing the children to be alone in harsh circumstances.

Therefore, to fix this it is important to introduce clear communication protocols. These would help everyone involved, school staff, social workers, parents, and others informed and aligned. This way, everyone can track the child's progress and make

sure they get the help they need. Consistent communication can also make interventions more effective, especially in cases like abuse or neglect where quick coordinated action can make a big difference. It would also ease the pressure on school psychologists and ensure a smoother transition between services as the child moves through the system. In the long run, working together more closely can help build trust with families, overcoming the barriers that can make it harder to get help.

5.7 Comparison with Literature

The mentioned approach to support services in schools, where some students receive adequate care while others do not, reflects the barriers preventing the effective implementation of HS frameworks. This aligns with the literature, particularly the work of Mary Kaldor and others, who argue that comprehensive, coordinated systems are necessary to ensure the safety and well-being of individuals.

Also, the literature on social services stigma highlights how mistrust and fear can create barriers to collaboration between families and child protection agencies. This resistance to seek help or accept support from social services can delay necessary interventions, leaving children in vulnerable situations for longer. Additionally, as pointed out by some experts in the field, these societal stigmas can lead to underreporting of abuse and neglect, making it harder to protect children.

Therefore, this reflects a lack of a comprehensive, coordinated system to ensure the safety and well-being of all individuals, a point emphasized by Mary Kaldor (2007) and other scholars in the field. They argue that HS can only be realized through a comprehensive framework that provides equitable access to resources, protection, and support. However, despite these theoretical ideas, applying them in practice proves to be much more challenging. Many schools lack the infrastructure and resources necessary to implement the complex, integrated systems that HS requires.

One of the critical challenges identified in the research is the lack of transparency, which mirrors broader access issues central to the concept of HS. Inadequate, unclear, or inequitable resource distribution hinders schools' ability to provide consistent high-quality support to all students. As Amartya Sen (1999) argues, education is a critical component of human freedom and well-being yet without necessary resources, schools struggle to empower students in their development and personal growth. De-

spite the importance of this theory, schools often face practical limitations such as insufficient funding and lack of training for educators that prevent them from fulfilling their role as providers of an HS-centred education.

Furthermore, our research sheds light on gaps in collaboration between schools, parents, and social workers. This is a problematic issue in protecting students and fostering a supportive environment. Therefore, when these stakeholders collaborate effectively, students are more likely to receive the help they need. However, if communication and coordination between these groups are lacking, schools often find themselves uncertain about whether their efforts are making a meaningful difference. This lack of coordination undermines the potential for holistic support, Echoing the concerns raised in existing HS literature about the need for better collaboration. Once again, the theoretical framework of HS calls for integration and collective action, but real-world implementation often falls short due to fragmented systems and competing priorities (Gajdošová, 2017). Therefore, translating these theoretical ideas into practice remains a significant challenge in the current educational landscape.

5.8 Support for School Psychologists

According to the theoretical framework and real-world cases, school psychologists play a pivotal role in helping students with all problems that may affect their safety or learning. Their main goal is to create a positive school environment where all students can succeed. However, they often do not get enough support to do their job properly. This is because many schools have limited funding. In some cases, there is one psychologist on 500 children, which is caused by a lack of professionals in the field (Psychologist1, 2024).

However, this can be improved by implementing new state policies. For example, giving them more funding, hiring enough staff, and raising public awareness about the shortage of professionals in the field. This could motivate more individuals to study school psychology, helping to ensure a greater number of qualified professionals. It is also important that school psychologists have the training to stay updated on the latest ways to help students. Also, there is a need for coordinated opportunities for school psychologists to work together with teachers, parents, and other people involved in students' lives. When everybody works together, they can create a stronger support system for students.

5.9 Establish an Independent Monitoring Body

In addition, creating an independent monitoring body to oversee psychological support and child protection services in school is important for ensuring that students receive the protection they need. Therefore, this body would serve as a watchdog, ensuring that schools follow HS standards and address issues such as abuse, emotional and physical safety, etc. For example, the role of this organization would be to evaluate how schools implement policies and provide support, ensuring services are accessible and high-quality across all educational institutions. However, there is no need for another school inspection, this organization should be helping and not only controlling the schools.

The monitoring body would be responsible for creating assessments of school programs, reviewing how resources are allocated, and ensuring adequate support is provided for all students, particularly those who are vulnerable. Also, this would involve checking that schools are addressing emotional and psychological needs in addition to academic performance. For instance, the body could evaluate the availability of school psychologists, the effectiveness of their work, and whether students are receiving the necessary care promptly. However, the body should be promoted as a supportive and supervisory mechanism, rather than as a frightening or controlling organization. Therefore, by regularly holding schools accountable for their practices, the monitoring body would foster a culture of transparency and ensure that all schools are taking proactive steps to protect and support students.

In addition to monitoring body school policies and practices, the independent body could also serve as the bridge between schools and social services. This will assure school psychologists that the child is under protection and that their case will not simply be another piece of paper on a social worker's desk. It could make clear communication between schools, parents, and social workers, which can eliminate gaps in support. Therefore, stronger connections and collaboration with the help of the monitoring body would ensure that all aspects of students' well-being are addressed holistically. This connection would be particularly crucial in cases where more intensive support is needed, such as students experiencing abuse at home, bullying, neglect, or serious emotional distress. The monitoring body would help ensure that schools and social services are working effectively, improving chances that students receive the comprehensive care and protection they deserve.

In summary, the qualitative part examines the challenges school psychologists face in Slovakia. We found out that, there are mainly issues in, transparency of resource allocation, particularly between urban and rural areas. Also, key findings highlight that schools with more financial resources can offer more effective psychological support, while fewer resources struggle to meet students' needs. The research also reveals communication gaps and emphasizes the importance of establishing an independent monitoring body.

Table 3: Recommendations for Future Research

Research Questions	Recommendations
How Can Schools Communicate Better with Social Workers?	Future studies could examine how to improve communication between schools and social workers. Research could also focus on finding the best ways to help schools understand whether their efforts are working and what steps need to be taken next.
Why do Regions in Slovakia Differ in Resource Allocation in Educational System?	The study examines why some areas in Slovakia receive more education resources than others. It focuses on local budgets, economic differences, and political factors. The study shows that wealthier and more urban areas tend to receive more resources, while rural and poorer regions have fewer funds and services available.

6. Conclusion

This study explores the role of HS principles in promoting equality and safety in Slovak primary schools. The hypothesis emphasizes the importance of HS and state policies in creating inclusive environments that ensure students' well-being and foster equal opportunities for all, especially those from vulnerable groups.

The findings support the hypothesis. The research highlights that schools with sufficient resources and effective state policies are more capable of implementing the principles of HS. This creates an environment where students experience safety, emotional support, equality, and inclusion (Sen, 1999), (Psychologist1, 2024). Additionally, these schools were able to create programs and policies that addressed students' mental health, ensured anti-bullying measures, and promoted a sense of security in both academic and social environments (Psychologist1, 2024).

However, while the findings align with the core aspects of the hypothesis, the reality of how Slovak primary schools work is surprising. The research shows that there are significant barriers that prevent the full realization of HS in schools. The study uncovered critical issues related to the unequal distribution of resources between urban and rural schools (Gajdošová, 2017). The lack of communication between schools and social services causes chaos in coordination and effectiveness. Also, the surveys show that children are asking for more in the existing educational system, in other words, the HS principals are needed in schools. We need more professionals in the field and more sufficient state policies that will focus on problems not only in theory but also in practice.

The recommendation for ensuring student psychological safety is to establish a monitoring body, which will be the watchdog over the school's social services and state. The goal of this mechanism could be to help the schools meet standards and protect children effectively.

It is never too late to make change, especially when it comes to the well-being of our youngest citizens. If we want democracy to thrive, we must ensure that children grow up in a safe environment with the support they need and have equal opportunities to lead successful and fulfilling lives. A safe nurturing school environment is not just about academic achievements it is about building a foundation for healthy and respon-

sible citizens. This is why it is important to integrate HS principles into the Slovak educational system, ensuring that every child has the chance to contribute to society and be protected.

7. Resumé

Téma tejto bakalárskej práce sa zaoberá aplikáciou Ľudskej Bezpečnosti (HS) do slovenských základných škôl. Zameriava sa na zlepšenie rovnosti a bezpečnosti v školách a taktiež na to ako veľmi dôležitá je podpora zo strany štátu. Ľudská bezpečnosť sa od tradičných bezpečnostných prístupov líši tým, že sa zameriava na ochranu jednotlivcov pred rôznymi hrozbami, ako sú chudoba, násilie, diskriminácia a ďalšie hrozby, ktoré ohrozujú dôstojnosť a bezpečnosť človeka. Prístup ľudskej bezpečnosti v školách hra v dnešnej dobe dôležitú úlohu keďže je to miesto kde sa deti nie len získavajú svoje akademické výsledky, ale aj trávajú väčšinu svojej mladosti.

Úvod práce zdôrazňuje dôležitosť vytvorenia bezpečného prostredia na školách, čo by napomohlo k vytvoreniu inkluzívneho prostredia pre deti, ktoré im umožni osobný rast a akademicky úspech. Keďže školy sú miesto kde deti trávajú značnú časť svojho času, mnohokrát viac ako doma, je dôležité aby mali zabezpečenú tu najväčšiu ochranu. Kvôli týmto faktorom je nevyhnutne aby školy fungovali ako prvá línia ochrany deti pred domácim násilím, šikanou, zanedbanou starostlivosťou, sexuálnym obťažovaním a inými fyzickými, či emocionálnymi hrozbami. Jednými z najviac kvalifikovaných ľudí ktorí týmto deťom vedia pomôcť sú školský psychológovia a odborníci. Keďže majú schopnosť identifikovať vymenované problémy a zabezpečiť potrebnú podporu je dôležité aby každá škola mala školského psychológa.

Teoretická časť práce sa zaoberá pojmami Ľudskej Bezpečnosti a to najmä v oblasti vzdelávania a ako ich aplikovať na ochranu práv deti v školách. Práca vychádza z myšlienok významných autorov ako Amartya Sen, Mary Kaldor a Martha Nussbaum, ktorí tvrdia, že vzdelávanie nie je len nástrojom ekonomického rozvoja, ale aj kľúčovým prvkom na zvyšovanie ľudských schopností a posilňovanie slobody jednotlivca. Ich hlavnou myšlienkou je, že vzdelávanie by malo byť založené na princípoch exkluzivity, rovnosti a bezpečnosti, čo je v súlade s princípmi ľudskej bezpečnosti.

Výskumná otázka tejto práce sa zameriava na to, ako implementácia princípov ľudskej bezpečnosti ovplyvňuje rovnosť a bezpečnosť v Slovenských základných školách.

V metodológii je využitý mixovaný výskum, ktorí kombinuje kvantitatívne a kvantitatívne metódy. Kvantitatívna analýza využíva výsledky prieskumov uskutočnených v slovenských školách za rok 2022 a 2023. Participácia detí sa zameriavala najmä na témy ako sú šikana, domáce násilie, zanedbaná starostlivosť a podpora práv detí. Tieto prieskumy poskytujú prehľad o trendoch a vzorcoch tykajúcich sa bezpečnosti žiakov. Kvalitatívna časť výskumu zahŕňa rozhovory so školskými psychológmi a špeciálnymi pracovníkmi, ktorí poskytujú hlbšie poznatky o efektívnosti existujúcich politik a opatrení v oblasti ochrany detí v školách.

Výsledky výskumu poukázali na významne výzvy v oblasti koordinácie medzi školami a sociálnymi pracovníkmi a ďalšími organizáciami, ktoré sa podieľajú na ochrane detí. Taktiež vysvitlo, že ďalším problémom je nedostatočne financovanie a nesprávna distribúcia zdrojov. Neúspešná snaha kontaktovať Ministerstvo Školstva len potvrdila, že v danej oblasti chýba transparentnosť. Zistilo sa, že školy s nízkymi financiami nie sú schopné poskytovať dostatočnú psychologickú podporu žiakom. Ďalším zistením je nedostatok profesionálov v danej oblasti a nízke mzdy. Taktiež k tomu všetkému aj záťaž školských psychológov, ktorí sa často stávajú vyhorenými kvôli preťaženiu administratívnymi úlohami.

Z rozhovorov sa podarilo identifikovať odporúčania ako napríklad zlepšenie komunikácie a zníženie administratívnej záťaže na školách. Vytvorenie samostatného mechanizmu či organizácie by značne napomohlo k efektívnej práci profesionálov a zabezpečilo by, že všetky deti dostanú rovnakú ochranu. Tento organ by sa taktiež venoval efektívite distribúcii zdrojov a komunikácie medzi rôznymi agentúrami zapojenými do ochrany detí.

V závere sa ukázalo, že na Slovenských základných školách je značný deficit školských psychológov. Mnoho príkladov z teórie a aj z praxe poukázalo na dôležitosť prítomnosti školského psychológa na všetkých školách aby sa tým predišlo tragédiám a zabezpečilo bezpečie pre všetkých študentov. Ukázalo sa, že školy ktoré majú prvky ľudskej bezpečnosti na individuálnom leveli, majú spokojnejších študentov a však takých škôl je malo. Je potrebné rozšíriť tento pojem v edukačnom systéme a zefektívniť metódy na zavedenie kvalitného psychického aj fyzického bezpečia pre žiakov, Je potrebné vykonať reformu v školstve a zaviesť teoretické projekty do praxe

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k čomu by mohla dopomôcť organizácia s výhradným sústredením sa na túto problematiku.

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