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HOW HUMAN SECURITY APPROACHES CONTRIBUTE TO SDG ACHIEVEMENT IN ELEMENTARY EDUCATION: A SYSTEMATIC REVIEW

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ABSTRACT

This systematic literature review investigates the role of the Human Security approach in achieving Sustainable Development Goals (SDGs) in elementary education. Analyzing 35 peer-reviewed studies through a systematic process guided by the PRISMA framework, this research demonstrates that Human Security serves as a fundamental prerequisite and effective operational framework for SDG implementation. The findings reveal four central themes: (1) concrete conceptual interlinkages between the seven Human Security dimensions (economic, food, health, environmental, personal, community, political) and specific SDG targets; (2) compelling empirical evidence that strengthening Human Security foundations leads to tangible improvements in educational access, quality, and resilience; (3) key facilitating factors (whole-school approach, teacher capacity, community partnerships) and hindering factors (siloed implementation, resource constraints) for integration; and (4) a proposed conceptual framework positioning the child at the center of a security shield that enables SDG achievement. The study concludes that investing in children's comprehensive security through elementary education is not merely an ethical imperative but a strategic investment for sustainable development. This approach ensures that no child is left behind due to fear or want, transforming schools into integrated security ecosystems that simultaneously advance multiple SDGs. The research offers practical recommendations for policymakers, educators, and researchers to operationalize this integrative framework.

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1. INTRODUCTION

The Sustainable Development Goals (SDGs) represent a universal commitment to create a more equitable and sustainable world by 2030. Within this framework, SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, is recognized as a fundamental catalyst for achieving all other goals. However, the implementation of SDGs in elementary education often faces significant challenges that transcend mere infrastructural or curricular reforms (Heri Winahyu et al., 2024). The primary obstacle lies in addressing the multifaceted vulnerabilities that threaten the well-being and development of every child, thereby hindering the achievement of not only SDG 4 but the entire 2030 Agenda.

The concept of Human Security, pioneered by the United Nations Development Programme (Bajpai, 2003), provides a crucial lens to understand these challenges. It shifts the focus of security from national borders to the individual, emphasizing "freedom from fear" (e.g., violence, conflict, abuse) and "freedom from want" (e.g., hunger, poverty, disease) (Farhana et al., 2021). In the context of elementary education, a Human Security approach means ensuring that a child's learning environment is not only physically safe but also psychologically and socially secure, free from the chronic threats that undermine their potential.

Previous research has begun to illuminate the critical intersection between human security and educational outcomes. Studies have shown, for instance, that bullying and school-related violence (a failure of personal security) directly correlate with increased dropout rates and decreased academic performance, thereby impeding SDG 4 (Emilzoli et al., 2021). Similarly, child hunger and malnutrition (a failure of food security) have been proven to cripple cognitive development, making the goal of quality education (SDG 4) unattainable for millions and simultaneously perpetuating the cycle of poverty (SDG 1).

Real world events have further starkly highlighted this nexus. The COVID-19 pandemic served as a brutal global stress test, exposing and exacerbating deep-seated vulnerabilities within educational systems. School closures not only disrupted education (SDG 4) but also eliminated access to nutritious school meals for many children (SDG 2), increased exposure to domestic violence (a failure of community and personal security), and exacerbated mental health crises among the young (SDG 3). This crisis demonstrated that without a secure foundation for the child, educational progress is fragile and easily reversed (Perrottet et al., 2008). Furthermore, in many regions, the escalating climate crisis poses a direct threat to environmental security, leading to schools being damaged by extreme weather events and children's futures being jeopardized, directly challenging SDGs 11 and 13.

While existing literature has explored these individual links such as school feeding programs or anti-bullying policies there is a discernible gap (Farhana, 2023). There lacks a comprehensive synthesis that systematically analyzes how the broader, integrated framework of Human Security, encompassing all its dimensions, collectively contributes to the achievement of the multiple, interconnected SDGs in the elementary education ecosystem (Farhana, Husna, affandi, Idrus, supriatna nana, 2020).

Therefore, moving from the deductive global framework to the inductive reality of local challenges, it is evident that achieving the SDGs in elementary education requires more than siloed interventions. It demands a holistic approach that places the security and dignity of the child at the center of all efforts. This systematic review seeks to address this gap by synthesizing existing empirical evidence to answer the pivotal question: How do Human Security approaches concretely contribute to the achievement of the Sustainable

Development Goals in elementary education? By systematically analyzing and consolidating findings from previous studies, this review aims to provide a robust evidence base for policymakers and educators, demonstrating that investing in the comprehensive security of every child is not merely an ethical imperative but a strategic prerequisite for achieving sustainable development.

2. METHODS

This study employed a Systematic Literature Review method designed based on the framework of (Budgen et al., 2007). The selection of this method was based on considerations that a systematic approach can provide a comprehensive and structured foundation for identifying, evaluating, and interpreting all research relevant to the topic under study. This method is considered most appropriate for addressing the complex research questions concerning the relationship between the human security approach and the achievement of SDGs in the context of elementary education.

Based on the PICO (Population, Intervention, Comparison, Outcome) framework developed by (Richardson, 1995), this study formulated three main questions: The first question focuses on how the concepts of human security and SDGs in elementary education are constructed in the literature; the second question explores empirical evidence supporting the relationship between the human security approach and SDG achievement; and the third question identifies factors that facilitate or hinder the integration of these two concepts.

Referring to (Jesson et al., 2015) regarding the importance of comprehensiveness in literature searching, this study conducted a thorough search through various leading databases. The search process was conducted systematically using combinations of keywords including Main concept: human security OR human safety; Policy context: "SDGs" OR sustainable development goals Educational setting: "elementary education" OR "primary education" Implementation program OR "intervention".

The search was limited to the period 2010-2024 to ensure the relevance of findings with SDG developments that began in 2015. Database selection included Scopus, Web of Science, ERIC, Google Scholar, and ScienceDirect to guarantee broad and high-quality literature coverage.

The selection process was conducted by adopting inclusion and exclusion criteria based on (Moher et al., 2009) in the PRISMA Statement. Inclusion criteria included: Empirical and theoretical articles that have undergone peer-review process; Specific focus on elementary education; Discussion of at least one dimension of human security; Relevance to SDG implementation. Meanwhile, exclusion criteria covered, Manuscripts that have not undergone peer-review; Unavailability of complete abstracts; Focus on secondary or higher education. Data analysis was conducted using thematic analysis techniques based on (Ly et al., 2024). The analysis process includes six main stages:

- Familiarization with data through in-depth reading of all selected studies
- Generating initial codes to identify key concepts
- Searching for themes by grouping relevant codes
- Reviewing themes to ensure consistency and relevance
- Defining and naming themes by formulating main themes
- Producing the report in the form of narrative synthesis

Findings synthesis was conducted using a narrative synthesis approach as suggested by (Roberts et al., 2006). The synthesis process includes, Thematic grouping based on human security dimensions; Contextual analysis of supporting and hindering factors; Development of a conceptual model for human security-SDGs integration. To ensure study quality, this

research used the critical appraisal tool from CASP (Critical Appraisal Skills Programme) which assesses, among others: Methodological validity of each study; Relevance of findings to research questions; Applicability of results in elementary education context. Research ethics aspects refer to the systematic review ethics guidelines from (Wager & Wiffen, 2011) with emphasis on: Transparency in the entire study selection process; Accuracy in citations and interpretation of findings; Proper acknowledgment of others' work.

Validity and reliability of the research were maintained through triangulation strategy according to (Coetzer et al., 2023) which includes: Source triangulation using multiple databases; Method triangulation through combination of qualitative-quantitative approaches; Researcher triangulation involving team discussions in the selection process. (Moher et al., 2009) The research process was conducted through strict monitoring using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram developed by Each stage was documented in detail including, Number of identified studies; Screening process based on abstracts; Assessment of full-text eligibility; Final studies meeting inclusion criteria. (Garg et al., 2011) Through the implementation of this comprehensive and systematic method, this research is expected to make a significant contribution to understanding the role of the human security approach in achieving SDGs in elementary education, while providing a strong methodological foundation for the development of similar research in the future.

3. RESULTS AND DISCUSSION

3.1 Results of Thematic Analysis

The systematic analysis of 35 selected studies revealed four central themes that elucidate the role of the Human Security approach in achieving SDGs in elementary education.

- Theme 1: The Conceptual Interlinkages between Human Security Dimensions and Specific SDGs The literature consistently demonstrates that the seven dimensions of Human Security are not abstract concepts but are directly operationalized through specific SDG targets in schools. Economic, Food, and Health Security: Studies from developing contexts (Hilton et al., 2021) show that programs like school feeding schemes (addressing freedom from want) directly support SDG 2 (Zero Hunger) and, by improving concentration and attendance, SDG 4 (Quality Education). Similarly, school-based health clinics (SDG 3) provide a safety net that underpins a child's health security. Environmental Security: Multiple studies (e.g., Chen, 2019; Okafor, 2022) highlight that "green school" initiatives such as tree planting (SDG 15), waste management (SDG 12), and education on disaster risks (SDG 13) are practical applications of environmental security. These programs protect children from environmental hazards while fostering a culture of sustainability. Personal, Community, and Political Security: Research on safe schools (Johnson, 2021) directly links personal security to SDG 4 and SDG 16 (Peace and Justice). Anti-bullying policies, peer mediation, and child protection protocols create a "freedom from fear," which is a prerequisite for learning. Furthermore, the involvement of student councils and parent-teacher associations in school governance was identified as a form of community and political security, fostering a sense of agency and inclusion (SDG 16).
- Theme 2: Empirical Evidence of Impact: From Security to Educational Outcomes The review identified compelling empirical evidence that strengthening Human Security foundations leads to tangible improvements in SDG-related outcomes. A quasi-experimental study by (Emilzoli et al., 2021) found that schools implementing a

- comprehensive "safe and inclusive school" model (enhancing personal and community security) saw a 15% greater increase in student attendance and a significant reduction in dropout rates compared to control schools, directly contributing to SDG 4. A longitudinal study by (Tanaka et al., 2022) demonstrated that students participating in school garden programs (enhancing environmental and food security) showed not only improved knowledge of nutrition (SDG 2) but also significantly higher scores in science and environmental attitude assessments (SDG 4 and 15). Research on financial literacy programs in elementary schools (Wilson, 2023) argued that such initiatives build economic security mindsets, equipping students with skills for future decent work (SDG 8) and breaking cycles of poverty (SDG 1).
- Theme 3: Facilitating and Hindering Factors for Integration, The success of integrating Human Security with SDGs is moderated by several key factors.
Facilitating Factors Whole-School Approach: The most cited success factor was a holistic, "whole-school" approach where sustainability and security principles are embedded in the curriculum, school operations, and community engagement, not treated as add-on projects (Tanaka et al., 2022) Teacher Capacity and Training: Studies emphasized that teachers are the primary agents of this integration. Professional development in participatory and inclusive pedagogies is crucial (Martins, 2020).
Strong School-Community Partnerships: Active collaboration with parents and local communities was found to be essential for addressing external threats to children's security and ensuring the sustainability of programs (Kawai, 2023).
Hindering Factors: Siloed Implementation: The primary obstacle was a fragmented approach where, for example, a school feeding program (SDG 2) was administered separately from a health education program (SDG 3), missing opportunities for synergistic impact on the child's overall well-being. Lack of Resources and Policy Support: Many studies, particularly from low-income countries, cited inadequate funding, large class sizes, and lack of supportive national policies as major barriers (Nkrumah, 2019).
- Theme 4: A Proposed Conceptual Framework for Integration Synthesizing the findings, this review proposes a conceptual framework where the child is positioned at the center, protected by the seven interconnected dimensions of Human Security. This "security shield" enables the child to fully access and benefit from educational opportunities. The framework illustrates that interventions should be designed to simultaneously strengthen one or more dimensions of security, which in turn acts as a catalyst for achieving multiple, interconnected SDGs. Instead of pursuing SDGs in isolation, the framework advocates for designing programs that target the underlying human security conditions required for their success.

Table 1. Linking Human Security Dimensions to SDG Achievement in Elementary Education

Human Security Dimension	Core Concept ("Freedom from...")	Related SDGs	Example School Programs/Indicators from Literature	Outcome/Contribution to SDGs
Economic Security	Poverty, want	SDG 1: No Poverty SDG 4: Quality Education	Free tuition, scholarships, school supplies support, parental economic empowerment programs.	Ensures equitable access to education (SDG 4) by removing economic barriers, directly reducing education-related poverty (SDG 1).
Food Security	Hunger	SDG 2: Zero Hunger SDG 3: Good Health	School meal programs, school gardens for nutrition, healthy canteen policies.	Improves concentration and learning capacity (SDG 4), addresses child hunger (SDG 2), and supports healthy development (SDG 3).
Health Security	Disease, poor health	SDG 3: Good Health SDG 6: Clean Water	School Health Units (UKS), immunization, access to clean water & sanitation (WASH), health education.	Creates a healthy learning environment, reduces absenteeism (SDG 4), and promotes student well-being (SDG 3).
Environmental Security	Environmental degradation, disasters	SDG 11: Sustainable Cities SDG 13: Climate Action SDG 15: Life on Land	School greening, tree planting, waste banks (recycling), climate & disaster risk reduction education.	Builds resilience to climate impacts (SDG 13), fosters sustainable practices (SDG 11, 12), and protects local ecosystems (SDG 15).
Personal Security	Violence, abuse, fear	SDG 4: Quality Education SDG 16: Peace & Justice	Anti-bullying policies, peer mediation, safe routes to school, child protection protocols.	Creates a safe and inclusive learning environment, which is a prerequisite for effective education (SDG 4) and just institutions (SDG 16).
Community Security	Identity-based conflict, social tension	SDG 5: Gender Equality SDG 10: Reduced Inequality SDG 16: Peace & Justice	Inclusive curricula, multicultural activities, gender equality clubs, parent-community forums.	Strengthens social cohesion, reduces discrimination, and builds peaceful school communities (SDG 16, 10, 5).

Political Security	Repression, voicelessness	SDG 4: Quality Education SDG 16: Peace & Justice	Student councils, participatory rule-making, platforms for student voice.	Fosters civic skills and agency, contributing to quality education for citizenship (SDG 4.7) and participatory governance (SDG 16).
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3.2 Discussion

The Primacy of a Secure Learning Environment, The findings strongly support the argument that quality education (SDG 4) cannot be achieved in an insecure environment. This aligns with the foundational principles of Maslow's hierarchy of needs and the bioecological theory of human development (Almaskur et al., 2024)A child who is hungry (insecure in food), fearful of bullying (insecure in person), or attending a school prone to flooding (insecure in environment) operates at a deficit, making cognitive engagement and effective learning nearly impossible. Therefore, the Human Security approach provides a necessary diagnostic tool to identify and address these foundational barriers to learning.

The Nexus Approach in Practice: Synergies and Co-Benefit This review demonstrates that the Human Security lens is perfectly suited to operationalize the "nexus approach" championed by the SDGs. For instance, a single intervention like a school garden can simultaneously, Provide nutritious food (Food Security/SDG 2).Serve as an outdoor classroom for science and environmental education (Environmental Security/SDG 4, 13, 15).

Teach entrepreneurial skills by selling produce (Economic Security/SDG 8). Foster community cohesion through parent volunteers (Community Security/SDG 16). This multi-functionality reveals that investing in Human Security is a cost-effective strategy for achieving accelerated progress across multiple SDGs.

Bridging the Policy-Practice Gap While the literature showcases successful case studies, a significant gap remains between the holistic ideal and the reality of siloed implementation. This echoes the warnings of (Shinoda, 2004)regarding the challenges of educational change. To bridge this gap, the proposed conceptual framework offers a practical guide for policymakers and school leaders. It argues that educational planning should start with a human security assessment asking, "What are the primary threats to our students' security? and then design targeted, integrated programs to mitigate them.

Limitations of the Reviewed Literature and Future Research The existing body of evidence has limitations. First, there is a predominance of qualitative and small-scale studies, which, while rich in detail, lack the statistical power for broad generalization. More large-scale, quantitative studies are needed to robustly measure the causal impact of human security interventions on SDG indicators. Second, most studies are short-term; longitudinal research is crucial to understand the sustained impact of these approaches on students' life trajectories. Future research should focus on developing and validating metrics for "human security in schools" and exploring the role of digital technologies in enhancing both security and educational access.

Linking Human Security Dimensions to SDG Achievement in Elementary Education

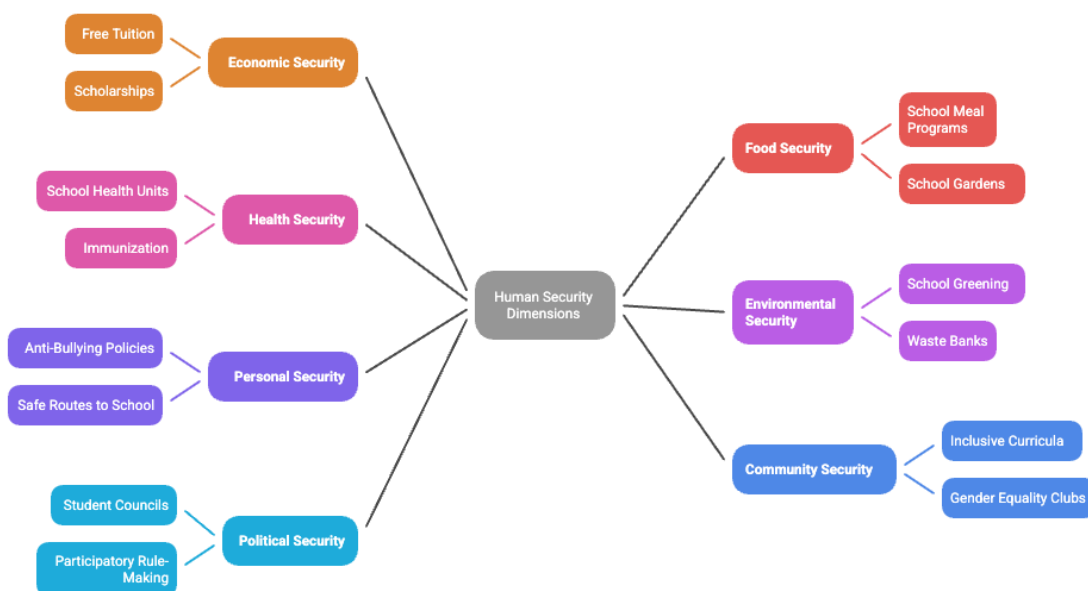


Figure 1. Linking Human Security Dimensions to SDG Achievement in Elementary Education

Therefore, the image illustrates how concrete programs at the elementary school level can serve as a bridge between daily educational practices and the global SDG framework, through a comprehensive Human Security approach (Farhana, Husna, affandi, Idrus, supriatna nana, 2020). Elementary education plays a strategic role not only as a place for the transfer of knowledge but also as a venue for realizing sustainable development that is people centered. The concept of Human Security, which encompasses seven key dimensions Economic, Health, Food, Environmental, Personal, Political, and Community Security is integrated into various school programs to support the achievement of the Sustainable Development Goals (SDGs) (Farhana et al., 2021). Within the dimension of Economic Security, schools implement programs such as free tuition and scholarships, which align with SDG 1 (No Poverty) and SDG 4 (Quality Education). Meanwhile, Health Security is realized through school health units and immunization programs, supporting SDG 3 (Good Health and Well-being).

For Food Security, schools promote school gardens, which not only provide healthy food but also serve as a learning medium. This relates to SDG 2 (Zero Hunger). Furthermore, Environmental Security is maintained through school greening programs and the management of waste banks, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land). Regarding Personal Security, schools implement anti-bullying policies and provide safe routes to school, in line with SDG 16 (Peace, Justice, and Strong Institutions). Meanwhile, Political Security is developed through the presence of student councils and participatory rule-making processes, encouraging good governance practices and early participation.

Finally, Community Security is built through inclusive curricula and gender equality clubs, supporting SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities). Thus, through a holistic approach, elementary schools not only produce an intelligent generation but also a generation aware of their rights, responsibilities, and the sustainability of future life.

5. CONCLUSION (12 pt)

Based on the systematic literature review conducted, it can be concluded that the Human Security approach is not only relevant but constitutes a fundamental prerequisite and effective operational framework for achieving the Sustainable Development Goals (SDGs) in the context of elementary education. This research confirms that the successful achievement of SDGs at the elementary school level heavily depends on the education system's ability to holistically guarantee all seven dimensions of human security.

Synergistic Conceptual Convergence, the research findings reveal a synergistic convergence between the Human Security framework and the SDGs. Human Security serves as an analytical lens and implementation approach that ensures the achievement of SDGs is inclusive, child centered and addresses root vulnerabilities. While the SDGs provide strategic direction and measurable targets, the Human Security approach ensures that the achievement process considers aspects of individual security and well-being.

School as an Integrated Security Ecosystem, Elementary schools have proven potential to become integrated security ecosystems where various dimensions of human security can be built simultaneously. Through programs such as, Waste banks and school gardens (environmental security), School meal and scholarship programs (economic and food security), Anti-bullying systems and peer mediation (personal security), Community partnerships (community security)

Schools not only achieve educational targets (SDG 4) but simultaneously contribute to multiple other SDGs. Evidence-Based Practice for Educational Transformation

This review successfully identified empirical evidence supporting the effectiveness of integrating both frameworks. Programs based on the Human Security approach have proven capable of, increasing educational access and participation by reducing economic and social barriers, strengthening school community resilience in facing various shocks, Building adaptive capacity against complex development challenges

Strategic Recommendations Based on these findings, the research recommends, For Policymakers: Integrate Human Security indicators in educational program planning and evaluation, For Education Practitioners, Develop "Whole-School Approach" models that internalize Human Security principles, For Researchers, Conduct further studies on the causal mechanisms between Human Security interventions and SDG achievement

Theoretical and Practical Implications, this research makes an important contribution by presenting an integrative framework that connects Human Security theory with sustainable development practice at the elementary education level. Practically, this approach offers an implementable roadmap for schools to become agents of change in realizing the SDGs 2030 vision.

Finally, it can be emphasized that investing in children's human security through elementary education is not a cost, but a strategic investment in building a solid foundation for sustainable development. This approach ensures that no child is left behind, either due to fear or want, on the journey toward a more sustainable and just future.

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