UNIVERSITY OF GOTHENBURG
**DEPARTMENT OF SOCIAL WORK**

# Social Work Education and Human Rights

# A Comparative Study of Learning and Teaching of Human Rights in University of Gothenburg, Sweden and Makerere University, Uganda.

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# Abstract

**Title**: Social Work Education and Human Rights: A Comparative Study of Learning and Teaching of Human Rights in University of Gothenburg, Sweden and Makerere University, Uganda.

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**Key words**: Social work education, human rights, Sweden, Uganda

Human rights have been acknowledged internationally as part of the social work profession and important element of social work education. This research therefore aimed at exploring the teaching and learning of human rights in social work education in Gothenburg and Makerere Universities. The objective was to explore if and how human rights is taught in social work education in universities of two different countries found within the developed and developing countries categories of the world, hence the comparative design. It addressed questions of how social work students understand human rights; the importance of teaching and learning human rights; how students are familirised with human rights knowledge in social work courses; challenges of teaching and learning human rights in social work courses, and the similarities and differences in the human rights education within social work education. The universities were selected because they had good reachability, and 11 face-to-face and telephone interviews were conducted in which programme coordinators, teachers, and Bachelor's Degree students were participants. These participants were selected through multiple methods of purposive, convenience, and snowball sampling. Professional identity and social constructionism perspectives were used in the research to help in interpreting the findings of the study. The findings indicate that human rights are taught in Bachelor's Degree social work programmes of Makerere and Gothenburg universities. Both universities incorporate human rights into the core social work courses as an attached frame of reference. Of the courses that are said to incorporate human rights some are optional while some are mandatory, and the teacher is given the leeway to determine the extent and methods of delivering course content. The issue of standardisation has therefore been identified as the main challenge in how human rights is taught in social work, because there is no standard of measurement used to account to if indeed human rights is taught in the programme courses. In overall remarks, social context plays a role in how human rights is taught in social work education in the two universities, and the similarities and differences that emerged from the findings could be largely attributed to that.

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# Chapter one
## Introduction

This part of the thesis provides the background of the research, the aim of the study, research questions, significance of the study, as well as the justification of the study; the reasons why the researcher had to embark on this research journey.

## 1.1. Background

Social work according to the global definition of social work is defined as

> A practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people, with principles of social justice, human rights, collective responsibility and respect for diversities at the heart of addressing life challenges and enhancing wellbeing" (IFSW and IASSW, 2014).

It is traced back to the pre-industrial societies when there were still few specialised occupations (Chisala, 2006). The profession is said to have originated first in the form of volunteer efforts to address the social problems such as poverty that were associated with industrial revolution, in Europe and North America during the late nineteenth century (Stuart, 2013). Social workers were now occupied with working for the improvement of the lives of the people, and could be found in welfare agencies, hospitals, and settlement houses, hence the profession attaining its professional status (ibid.). According to Stuart, (2013, p.1) the 1930 Census classified social work as a profession for the first time in the United states as in some countries this is still not certain. The author continues to explain that the occupation achieving its professional status was due to the efforts to theorise the social work methods, develop social work education programs, and develop a stable capital base for voluntary social service programs. Since then the number of social workers has increased globally, and its influence as a profession on the social welfare policies is significant (Lucas, 2013). However, social work in Africa came at a later stage, it was introduced through colonialism, when the European missionaries introduced services such as education, health, and social welfare, marking the beginning of formal social services (Mwansa, 2010). The profession in Africa is still given a very narrow role in the development of social welfare policies (Lucas, 2013).

The professionalisation of social work also contributed to the emergence of social work education, as efforts were made to develop a more scientific approach to helping the poor and vulnerable in the society (Hokenstad, 2012). Social work education was established in Europe and North America by the end of the 19th century, and the beginning of the 20th century (ibid, p. 4). One of the vital roles of social work education being to equip practitioners with relevant knowledge and skills for practice (Beydili and Yildirim, 2013). The education started as the development of scientific knowledge combined together with the establishment of formal training programmes for charity workers, which consisted of summer courses (Hokenstad, and Kendall 1995). In Africa however, except for countries like South Africa which took a lead in establishing the school of social work in 1924, professional training of social workers, and documentation regarding the development of schools and department of social work only came later (Healy, 2008).

## 1.2. Comparative perspectives on social work and social work education

Globally social work and consequently social work education differs, it is framed by political, professional, academic, and cultural forces and the relative influence of each varies over time and context (Hokenstad, 2012). Thus, social work in developed countries is different from

social work in developing countries. As such, differences even in terms of the structure and content of the social work programmes are visible between countries (ibid.). Both social work and social work education in developed countries like United States and Sweden is different from that of developing countries like Malawi and Uganda (Chisala, 2006). These characteristics arise due to several differences in terms of resources, national policies, social problems, and culture, amongst other aspects, and these differences shape the response of social work (ibid, p. 2). Furthermore, welfare policies define the role of the state and social work responses. For example, responses to social problems in countries that are not welfare states would differ from that of welfare states (ibid.). "Most of countries in Africa, like Malawi, are not welfare states, hence social workers must find other means other than organised state welfare to solve problems. While in welfare states problems could be addressed through referrals and privileges provided for by the state" (Chisala, 2006, p. 3). Therefore, it is worth saying societies play a role in constructing the kind of social work that responds to how social issues are viewed within the context and how it is possible to deal with them (Payne, 2005).

### 1.2. 1. Social work education in Sweden
The academic discipline of social work was introduced in Sweden in 1921 with the first academic school of social work established in Stockholm, the schools were independent up until in 1978 when social work education was integrated into the universities (Righard and Montesino, 2012). Social work education came into the University of Gothenburg in the year 1944 (University of Gothenburg, Department of Social work, 2010). An undergraduate social work degree scholar in Gothenburg University graduates with a title of 'Degree of Bachelor of Science in Social Work' the programme which requires three and a half years of study and aims at preparing students to be able to work within various fields of practice upon completion (ibid.). According to Sandstrom (2007), several factors contributed to its establishment, the most important, factor being the government's aim to develop a welfare state. In addition, there are several factors affecting social work education in Sweden including the Swedish National Agency for Higher Education and the new national goals for social work degree (ibid.). The Swedish National Agency for Higher Education assesses and evaluates all subjects and programs and gives authority to universities to issue professional degrees (ibid.). This approval is followed up by evaluation of the subjects and programs, conducted once every 6 years (ibid.). Once more the national goals for social work degree framework implies that a social work degree student must obtain the knowledge and competence needed to be able to work independently with individual, group oriented and structural social work. (Swedish Code of Statutes, 2006, p. 1053). Upon completion, degree holders are mostly found in Government social services organisations. At practice level the social work profession in Sweden and Europe at large is protected in many ways. The profession may not be protected by any certification system, but most social work jobs, only qualified social workers may get them (Bukuluki, Höjer, and Jansson, 2017).

### 1.2.2. Social work education in Uganda
Social work training in Uganda was established in 1952 with the establishment of Nsamizi Institute of Social Development (Twikirize, et al., 2013). The establishment was influenced by the need to train and prepare clerical officers in the social sector for the colonial government (Spitzer, Twikirize, and Wairire, 2014). In 1969, Makerere University established the new undergraduate programme leading to a 'Bachelor of Degree in Social work and Social Administration' (Makerere University Department of Social Work and Social Administration, 2011). The three years study programme is meant to produce social workers who can work with individuals, group and/or community development (ibid.). Social work education in Uganda is provided in the context of the universities and other tertiary institutions Act of 2001 which provides the regulations for higher education in Uganda (Twikirize et al., 2013). It is within this

Act that there are guidelines on the content for social work education and training to which all institutions are expected to align to their curriculum (ibid.). At practice level there is no legislation to support its establishment therefore it remains unregulated (Spitzer et al, 2014), people trained in different professions are also employed as social workers, therefore the employability of students after completion is unpredictable (Bukuluki et al., 2017). However, according to Twikirize et al. (2013) social workers in Uganda are mostly found in Non-Governmental Organisations, which are more prominent in addressing issues of vulnerable groups, vulnerable children, persons with disabilities and women among others.

## 1.3. Development of human rights

The universal definition of the concept of human rights is meaningful to this discussion. Human rights according to Reichert (2007) could be defined as

> Those rights, which are inherent in our nature and without which we cannot live as human beings. Human rights are freedoms that allow us to fully develop and use our human qualities, our intelligence, our talents, and our conscience and to satisfy our spiritual and other needs (p. 5)

The efforts to codify human rights in international law came from the reaction to the terrifying outcomes of World War II (Healy, 2008). Human rights then acquired meaning as a principle aimed at valuing people and protecting individual well-being within a framework accepted by others (Dominelli, 2007). The concern to protect human rights was further developed through the Universal Declaration of Human Rights (UDHR), a non- legally binding declaration which was approved by all countries as a way of showing commitment to satisfying the rights specified in the document (Recheirt, 2001). The viewpoint that underlies the UDHR is that "All human beings are born free and equal in dignity and rights" (UN, 1948, article 1). The term human rights on its own indicates that they are rights that one has simply because one is human, irrespective of their individual characteristics (Healy, 2008). The UDHR is seen as a baseline to all aspects that should be considered as human rights and includes three sets of generation rights (Reichert, 2007). The first group of rights are known as 'negative rights,' which encompass political and individual freedoms, the second set of rights are 'positive rights,' which attempts to ensure everyone's access to an adequate standard of living, and finally the third set of rights indicates that unity among nations and individuals is a core value of the declaration (ibid.). The meaning of human rights expanded beyond the UDHR with the creation and adoption of legally binding population-specific conventions, declarations, and principles, (Steen et al., 2017).

However, there are controversies that exist surrounding the definition of human rights. Bonds (2013) indicate that human rights could also be viewed from the angle of them being widely shared norms that have been approved by the acknowledged and representative processes within the society. Therefore, human rights can be interpreted in several different ways, depending on the time, location, and relevance (ibid.).

## 1.4. Human rights and social work

According to Dewees and Roche (2001, p. 137) for the past fifty years international human rights conceptions and laws have emerged into a framework which is relevant to social work. The framework serves as a guide for social development, grassroots activism, and governmental accountability around the world (ibid, p. 138). Social work maintains a person in environment practice, in developing social functionality of clients within their environment, it is thus defined as a profession serving human rights, and often in pursuing its purpose encounters issues of human rights violations (ibid). Working with and on behalf of people, the profession is placed in situations of people excluded by socially, economically, culturally, and political constructed

barriers, therefore shapes the social work commitment to social an and economic justice (ibid.). The call for a specific human rights orientation to social work practice has built momentum from the channel of the United Nations' Universal Declaration of Human Rights in 1948, to the signing of the Covenants in the 1960's (Healy, and Asamoah, 1997). The current global social problems such as the oppression of women, indigenous peoples, and refugees, along with the impacts that result from globalisation, sharpen the focus on the concept of human rights (DuBois, and Miley, 1996). Furthermore, the United Nations Centre for human rights (1994), has stated that human rights are inseparable from social work as a profession both in its knowledge base and practice since rights corresponding to human needs symbolise the justification and motivation for social work action.

## 1.5. Human rights and social work education

At the social work education level, human rights as a perspective is said to provide a tool through which students can understand and ascertain with the human rights emphases of the profession and carry them into all forms of practice (Dewees and Roche, 2001). The authors continue to state that teaching human rights in social work shifts the traditional conception of social work which places needs of clients at the forefront into the one of human rights which is rooted in the deep recognition of clients' inherent dignity and value as individuals which gives social workers the platform to intervene at all aspects of the individuals lives (ibid). Moreover, the opportunity for teaching human rights has been acknowledged intentionally by the International Federation of Social Workers (IFSW), and the International Association of Schools of Social Work (IASSW), (United Nations Centre for Human Rights, 1994). Documents such as the Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession have been produced by the United Nations Centre for Human Rights (1994) to provide a foundation for the infusion of human rights education into social work courses. Some scholars have however identified that, the integration of human rights both in practice and education is quite lacking, for example, in Sweden, human rights education has been highlighted as an important element that needs to be addressed by the National Action Plan (National Human Rights Action Plan, 2001). However, it has not been clearly indicated how the importance of upholding principles of human rights is ensured in social work profession and education. Likewise, Spitzer et al. (2014), has indicated the need to revise and develop the social work curricula in Uganda that strongly reflect the social development needs of the country, and reflect emergent issues of human rights, ethics, gender, and culturally relevant skills.

## 1.6. Problem statement

Human rights in social work is not a new phenomenon, several authors have pointed out the fit between social work values and human rights. Ife (2008) and Healy (2008) believe that social work is a human rights profession. Steen (2006) agrees that social workers should consider the protection and promotion of human rights during their professional duties. Some of social work's most prevailing ideas, such as the inherent worth of the individual and self-determination, truly correspond to a human rights concept (Flynn, 2005). Literature has identified the relevance of human rights to social work practice, but to a lesser extent, the relevance of human rights in social work education (Recheirt, 2007). The definition of Social work jointly agreed on by the profession's key international associations, the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW), has clearly evidenced that social work is a practice-based profession and academic discipline that has human rights at the centre of their work, in addressing life challenges and enhancing wellbeing (IFSW and IASSW, 2014). It is therefore expectant to have human rights as part of social work education. Education being the gateway to the profession has the potential of raising awareness of human rights among its students to enhance practice

(Henry, 2015). Literature relating social work education to human rights is minimal, and the few studies identified have focused on assessing students on their awareness of human rights and include less on the role of educators in their analysis. Furthermore, the author has struggled to identify studies that have used the comparative study method to analyse the relevance of human rights to social work education among developed countries and developing countries. In 2000 the United Nations embarked on a mid-term evaluation of efforts to increase human rights education, however their analysis was globally focused and might have missed information on specific schools. (Mathiesen and Steen, 2008). This study tries to meet this gap, by identifying the integration of human rights within the schools of social work of Sweden and Uganda. Social work in the two countries still meets a lot of human rights violations, the Uganda human rights report (2016), indicates that the most human rights problems experienced by the country include lack of respect for individual integrity such as abuse and torture of suspects, restrictions of civil liberties such as freedom of expression and discrimination of marginalised groups such as women and children. While the Sweden human rights report (2016) indicate that the main human rights violations experienced by the country is the societal discrimination of migrants. Despite such evidence, the few empirical studies that have been identified focus more on the overall education of social workers in preparing them for practice, and little has been identified on educating social workers on human rights, in preparing them for practice. It is within this context that this study was conducted, as knowledge about the different aspects of human rights may be a very important tool for the new social worker.

## 1.7. Research aim

The aim of this study is to explore if and how human rights is taught in social work education and if there are differences or similarities in Gothenburg University and Makerere University. The study in exploring if human rights is taught in social work education, looks for the rationale behind teaching or not teaching human rights in social work courses. Furthermore, the study intends to gain multiple perspectives in the area studied, therefore programme coordinators, teachers, Bachelor's Degree final year students, and graduate students were used to give an insight into this multiple perspectives.

## 1.8. Research questions

This study attempts to respond to the following research questions:

- How do social work students understand human rights in Gothenburg University and Makerere University?
- What are the views on the importance of teaching and learning human rights in Gothenburg University and Makerere University?
- How are students familiarised with human rights knowledge in social work courses among the universities of Gothenburg and Makerere?
- What are the challenges of teaching and learning human rights in social work courses among the universities of Gothenburg and Makerere?
- What are the differences and similarities in the learning and teaching human rights in social work education among the universities of Gothenburg and Makerere?

# Chapter two
## Literature review

## Introduction

This chapter provides a review of literature on the integration of human rights into undergraduate social work education. The chapter begins by discussing how social work students understand or relate to human rights, paving way to understanding the role of human rights in social work education. The third section discusses how human rights is integrated into social work education. The fourth section therefore seeks to examine challenges of teaching and learning of human rights in social work education.

## 2.1. Social work students and understanding of human rights

Human rights perspective continues to be found in institutions where social work students find themselves, it is therefore helpful, for students to not only to acquire skills and understanding of human rights, but also internalise the motivation and commitment to human rights (Rozas and Garran, 2016). According to Yu (2013) training of social workers who are empowerment oriented, who respect differences, and are committed to non-discriminatory practices, and social justice, is an important issue in social work education of Taiwan. Few studies have been conducted on students' views on human rights, and the effect of human rights education on their attitudes towards human rights aspects, and the research is often conducted with much interest on validating quantitative instruments (Steen, Mann, and Gryglewicz, 2016). As a result, little descriptive research is available. The few studies that have been conducted have evidenced that education on human rights positively impacts the attitudes and understanding of human rights among students (Steen et al., 2016). Ife (2010) also emphasizes that experience and context plays a role in the creation of the meaning of human rights. Social work students involved in the few studies indicated their understanding of human rights mainly as the Universal Declaration of Human Rights and the Covenants, advocacy, and social justice.

### 2.1.1. Universal Declaration of Human Rights (UDHR) and Covenants

Reichert (2001) asserts that the basic starting point for understanding human rights lies within the UDHR of 1948, which is the basis for the other documents addressing specific areas of human rights. Ife (2012) has also indicated that international covenants that are developed from the principles set forth by the UDHR provide social workers with a frame of reference that moves social work beyond the client system to a much more multidimensional level. The most important covenants for social work as identified by Healy (2008) include but not limited to; the International Covenant on Civil and Political Rights (ICCPR) (1966); the International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966); International Convention on the Elimination of All Forms of Racial Discrimination (1969); the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979); the Convention on the Rights of the Child (CRC) (1989); and the recently adopted Convention on the Rights of Persons with Disabilities (2006).

With thus said, some scholars McPherson and Abell, (2012), in measuring the exposure of social work students to human rights principles in the United States, established that students mentioned that their curriculum covered the UDHR, and as such they believe that social work has been a good way for them to learn about human rights. It was also established that students prioritise some rights over others. Henry, (2015) in his mixed-method study of 'Analysing the integration of human rights into social work education' in the University of Guyana has discovered that over half of the Bachelor of Social Work final year students involved in the study had knowledge of human rights covenants and could identify the laws included in the

covenants. However, the participants were only familiar with a few of the important covenants. In a similar vein, a quantitative study that focused on the attitudes of social work undergraduate students towards human rights, has established that American students are mostly aware of the right to life and freedom from torture and slavery as well as a broad range of rights that included social and civil liberties (Doise, Spini, and Clemence, 1999). However, Healy (2008) with the experience of teaching, has been able to identify that many students have never read the UDHR and when they do, they are often surprised to see social services referred to as a human right, which however helps them find a new framework to approach issues in the different cases they may come across.

### 2.1.2. Social Justice

According to a qualitative study conducted in India, it has been reported that social work students understand human rights as social justice, little or no difference emerged in describing, human rights and social justice as distinct concepts (Bell, Moorhead, and Boetto, 2017). In that human rights were defined in terms of birth right, universal, basic to everyone, no matter what their background, colour, or gender, and also as having access to food, shelter, education and the right to be safe (Bell et al., 2017, p. 38). Emphasis was also made to fair distribution of wealth, and services, as well as equity and fairness in the distribution of resources. (ibid.). Ife, (2016) in trying to explain the reason behind why social workers may view social justice and human rights similar, states that social workers understand human rights within the social problems and lives of the people they work with, and it is therefore this social approach to human rights which links more closely with social justice concepts.

In the contrary, Reichert, (2007) speaks of the distinction between social justice and human rights, in the sense that although the social work profession refers to human rights in terms of social justice, limitations do exist in such an approach. The author indicates that the National Association of Social Work recognise that social justice is more of a fairness principle that provides civil and political freedom in deciding what is just and unjust, whilst human rights, on the other hand, encompass social justice, but also transcend civil and political customs, in consideration of the basic life-sustaining needs of all human beings, without distinction. (NASW, 2003, p. 211). Hence the importance of distinguishing the concepts.

### 2.1.3. Advocacy

Most scholars have established that social workers tend to understand human rights in terms of practice, that is their actions to make human rights a reality (Reichert, 2011), and one way in which social work students understand human rights is in the form of advocacy. Reichert (2011) indicates that this practice can be in the form of case-based advocacy, in which social workers work towards changes that enable a client's rights to be realised, in a wide variety of fields. For example, "in women's rights, the practice has been framed as intervening to protect a client against physical abuse from her partner" (Reichert, 2011, p. 240). Furthermore, Staub-Bernasconi (2012), has also described another form of advocacy as cause-based advocacy which is described in the form of mobilising resources, raising awareness.

Similarly, in a study conducted by Steen et al., (2016) in the University of Central Florida which involved Bachelor of social work and Master of Social Work Students as well as field supervisors, advocacy was defined as a human rights practice. The findings from the study indicated that 50% of the students who participated in the study attached efforts to changing policies, the system, organisations, and/or structures that effect on clients to the meaning of human rights (ibid.). The common code that emerged was "advocating on client's behalf to government agencies to obtain services" (Steen et al., 2016, p. 13).

## 2.2. Role of human rights in social work education

The role of human rights in social work education has not been well studied however, significance of human rights to the social work education has been discussed by various scholars who believe that if social workers are to understand the role of human rights with relevance to the profession, a greater emphasis of human rights in social work education is key (Reichert, 2007; Healy, 2008). This was also reinforced by Calma, (2008) who states that social workers are human rights workers, it thus impossible to detach the significance of human rights at practice level, from the significance of human rights at educational level. A stronger foundation of practice is built through the greater understanding that is gained through education (Frost, Höjer, and Campanini, 2013). Human rights education in social work is responsible for the development of student's understanding of human rights and preparation of students for practice.

### 2.2.1. Development of student's understanding of human rights

Human rights in social work education paves a way for students to identify with the missions and values of the profession of upholding client's (Dewees, and Roche, 2001). Through the teaching and learning of human rights in social work, the need to shift from needs-based approach to the human rights-based approach is emphasised (Berthold, 2015). Since the human rights-based approach does not only emphasise meeting the immediate needs of clients (Jewell et al., 2009), but also includes both working to realise clients' rights through service provision and advocating for the advancement of human rights more broadly. Hence through the human rights-based approach in education, students get to understand that the difference between recognising something as a need and recognising it as a right is critical in social work practice (Libal et al., 2014). Furthermore, Dewees, and Roche (2001) asserts that human rights education offers students the individual abilities to operate at a multidimensional level in addressing the needs of clients, as well as at multiple levels of social work practice. For example, recognising the fulfilment of economic, social, and cultural needs as a matter of human rights leads social workers to intervene politically as well as personally in clients' experience of poverty, oppression, and cultural exclusion (Dewees, and Roche, 2001, p. 139). Therefore, through education, students get the motivation to uphold human rights as a principle that defines the nature of their profession's mission in the person-environment approach to practice which is vital social work (ibid.).

### 2.2.2. Preparation for practice

The issue of preparing students for practice is not only a concern in social work, but it is a concern to most if not all professions, it is connected to the ability of students to meet the needs of service users as well as to function in the context in which they will practice (Frost, et al 2013). Social work as a profession is present in all contexts and is governed by the environment in which it operates, that is applicable laws and policies (McPherson, 2015). According to Rozas and Garran, (2016) human rights offers a common language for practice. Therefore, emphasis is made that as the profession develops its international perspective and works towards preparing students to work in different countries, it is important that they learn a common language (ibid.). This affords them the needed capabilities to work together with other social workers from different national and cultural backgrounds (ibid).

Furthermore, human rights have been presented as a tool that enables students to move across levels of practice from the global to the local (Dewees, and Roche, 2001). The authors continue to state that human rights present students with international ideas and methods which they can adapt and apply to community, organisational, and direct-service delivery practice issues in their field practice (ibid.). This indicates that context plays a role in how human rights is viewed in social work (Chisala, 2006), the connection of social work to human rights, may be much

clear in other countries and less clear in other countries. For example, Reichert, (2003) indicates that in the United States, social work profession is yet to establish a clear connection to human rights both in curricula and policy statements, and in similar cases to the United States, where few conventions have been ratified, social workers, although not legally bound to implement the articles under each convention, can still see them as guiding principles (Rozas and Garran, 2016). In addition, Dewees, and Roche (2001, p.139) continue to emphasise the importance of teaching and learning of human rights in social work education, as they state that both social work students and teachers need a practice philosophy which sustains their resilience in the middle of contradictions and uncertainties. Human rights are also an analytical tool which directs both teachers and students towards critical analysis and principled, connective action (ibid.).

## 2.3. Integration of human rights into social work education

The combination of knowledge, values, and skills and the development of abilities to transfer such combination into real life situations is often portrayed in the curriculum structure and teaching methods of educational programmes (Bracy, 2018). This view was expanded upon by Ife (2012) who states that curriculum design is an ever-changing process which responds to the changes that occur in the field and current knowledge, to promote relevance. Human rights concepts are included in most recent curriculum plans of social work, this is because the global standards for the education and training of the social work profession (2004) which was produced by the IASSW and IFSW, provides general guidelines for schools of social work around the world, and make it clear that human rights are central to social work and consequently to social work education. However, developing curriculum to address human rights is still a work in progress and many social work educators are unsure of how to proceed (Healy and Wairire, 2014). For teaching to be effective and curriculum outcomes be achieved, Bracy (2018) suggested that curriculum needs to attach human rights to issues in students' own country and practice.

### 2.3.1. Human rights content in social work curriculum

It is important to not only discuss if human rights content is included in social work education, but also how it is included. According to Bean and Krcek (2012), the way in which content is included in the curriculum may have an impact on its effectiveness in preparing social work students for practice. The United Nations Manual on Human Rights and Social Work (1998) proposed the infusion model to augment the content already in the curriculum by adding human rights aspects throughout social work courses. One study was since conducted to review where reference was made to human rights covenants in the University of Guyana curricula (Henry, 2015). The findings of the study indicated that degree level students acknowledged that four of all the courses taught in their programme gave them an insight of human rights, however the author from the course titles and content identified, ten courses that could possibly infuse human rights into teachings (ibid.).

Moreover, it has been evidenced that in social work education, human rights are dealt with in an integrated manner, and not in a separate course (Hartman, Knevel, and Reynaert, 2016). It is often divided across the curriculum as part of courses considered main to social work education (Hartman et al., 2016). For instance, courses that focus on children and persons with disabilities, will particularly highlight the rights of the child and the rights of persons with disabilities in its content (Beydili and Yildirim, 2013). Dyeson (2004) who believe in the infusion model in social work education, posit that as human rights education on diversity issues is infused throughout social work courses, social workers gain an all-embracing aspect of issues. Whilst Hartman et al, (2016) speculate that because of the infusion method of teaching human rights, students get to know human rights but do not necessarily experience the full

meaning and significance of human rights for social work nor do they necessarily internalize it. Lucas (2013) also mentions that in most African social work schools' issues of human rights are not core to the curriculum, and often attached to the issues considered important in the course. Additionally, Beydili and Yildirim (2013) in their study established that human rights in the curricula of social work should not just be a matter of providing courses on human rights, but must also include practicing, to allow students to adapt the knowledge in their professional and personal life. The authors also see the need for human rights to be included from the first year of the programme and systematically anchored during the following years of the programme. (ibid.).

### 2.3.2. Teaching methods
Rozas and Garran, (2016) argue that it is not only necessary that human rights be infused into the curriculum, but educators must also provide opportunities for making links between social work and human rights concepts and encourage a more involving learning process. In social work education programme outcomes are related to teaching activities, and assessments (Bracy, 2018).

### 2.3.2a. Instructional activities
The instructor bears the role of identifying the knowledge and skills that learners need to perform effectively and then designs activities that will properly prepare students (Bracy, 2018, p, 8). Active learning generally is the approach deemed most effective in social work education. The underlying assumption of active learning is that students learn best when they learn by doing (Meyers, and Jones, 1993). Active learning therefore informs the teaching methods used in social work education, these methods include readings, case based learning, and experiential learning (Dewees and Roche, 2001).

Reading activities may involve having random or guided discussions of reading materials regarding human rights conceptions (Dewees and Roche, 2001, p. 145). Students may be assigned to read the Universal Declaration of Human Rights which is an international document relevant to social work, or documents that have been either ratified or not ratified by one's country, as a way of establishing commitment to human rights as a framework, as these documents address populations which social work is mainly concerned with (ibid.). These learning strategies further involve posing challenging questions to allow students to express their views, and motivate their analysis and reflection (Bracy, 2018).

Additionally, case-based learning is one method used in teaching human rights in social work. According to (Dewees and Roche, 2001) this method can bring students face to face with the meaning of human rights in reality, because the cases are more narrated in human terms. The cases often involve multidimensional issues, such as competing values, cultural dilemmas, requiring students to analyse situations and fully respond to the violations of human rights (Bracy, 2018). An example of a narrative that students can be given to engage in may be such a scenario as "a 13-year-old Zimbabwe girl raped and beaten by her father and then relegated to a juvenile delinquency centre" (Dewees and Roche, 2001, p. 147).

Lastly, Yardley, Teunissen, and Dornan (2012) discuss one method of experiential learning as the construction of knowledge and meaning from real-life experience and is situated in an authentic, practice-based context. In social work education, field work is the context for experiential learning (Bracy, 2018). In such cases students may plan and take part in activities involving human rights which later stimulates their critical analysis abilities and help them link their knowledge to real life situations (Chen, Tung, and Tang, 2015). The main benefit of experimental learning is report writing (written and oral) and reflection, which lead to the transformation of one's experience (Su, 2015).

### 2.3.2b. Assessments

Assessments in social work education are used to evaluate the extent to which students attain learning outcomes and may include a range of activities and projects such as informal discussions, role-plays, and traditional tests of learning such as written reports, and exams (Bracy, 2018, p. 8). Such assessments require the student to exhibit the knowledge and skills they have acquired in learning (Dewees and Roche, 2001). The assessments are often conducted to identify specific aspects of assignments that demonstrate expected learning outcomes and provide critical evidence of the performance of expected outcomes (Bracy, 2018, pp. 8). However, assessing human rights learning in social work education is unclear because it is attached to other concepts, which are the most assessed.

## 2.4. Challenges of teaching and learning human rights in social work education

Despite all the reasons and globally recognised importance of teaching human rights, there are challenges that may exist in teaching and learning of human rights in social work education. Among which includes, cultural issues, indigenisation of knowledge and the use of infusion model in teaching.

### 2.4.1 Cultural relativity

According to Healy and Wairire, (2014) cultural settings pose as a major challenge. The authors indicate that in most African countries like Kenya and Uganda, some human rights issues are still hard to broadcast, for example, the rights of homosexuals. There is a very strong resistance to this with the argument that homosexuality is not part of African culture, there are even proposals to induce harder sentences in the law concerning homosexuals as well as those informing the public about issues of homosexuals (Healy and Wairire, 2014). The issue is very sensitive such that many social work practitioners, and students would rather keep off the theme than concern themselves with an issue that conflicts with established moral standards (ibid.). Furthermore, cultural settings pose yet another challenge regarding ethical dilemmas for social work training and practice and the extent to which the social worker can engage and take lead in issues that are not acceptable in the social cultural setting that he or she operates in (ibid.). This therefore reflects that culture may limit the freedom of social workers to implement the principles of human rights in both education and practice (ibid.).

### 2.4.2. Indigenisation of knowledge

Mwansa, (2010) has documented that social work education in African contexts relies on knowledge from outside Africa, mainly from Europe and America, which he believes will be useful if it is reworked to fit local contexts. However, despite such recognition, the author posits that there is still lack of access to indigenous knowledge among students and teachers for both educational and practice purposes (ibid.). Furthermore, Mwansa (2010) continues to state that there is a misconception that international knowledge can be used in local contexts without adapting it to the local cultures and reality. This is further reflected in the writings of Nimmagadda and Cowger (1999) whom have identified that even the little knowledge that is available for social work education, is mostly written by non-Africans. The challenge therefore comes from the application of knowledge being ineffective in teaching practices. It remains trapped in the theory and value base of social work rather than being transferred to practice (Dominelli, 2007).

### 2.4.3. Human rights as an infused concept

Human rights in social work education is mostly embedded across the curriculum, and although the benefits of such approach have been discussed, some still see this approach as a challenge in teaching human rights (Nippress, 2013). Social work practitioners involved in Nipress (2013)'s research in Curtin University, highlighted a few challenges that come with this

approach. Mainly being that the danger of it being embedded is that it becomes assumed and then it's not examined, during assessments it is overlooked, and educators are given the leeway to determine what and how much they teach regarding human rights (ibid). While some participants indicated that they did not have enough knowledge on human rights to teach students, which is why they consider having human rights as a separate course and integrated into other courses to allow more exploration of the topic (ibid).

## 2.5. Summary and reflections

The literature discussed above has served as a description of human rights in the context of social work education. The findings have proved to be helpful in gaining an insight of how social work students may understand human rights, the role of human rights in social work education, how human rights is integrated into social work education, and finally the challenges that come with the integration of human rights into social work education. Although the literature provides a multi-layered collection of different perspectives on the issue at hand, there is less discussed on findings from empirical research conducted on the topic, and more is discussed on what different authors have written in relation to the topic. Furthermore, less has been discussed in relevance to the countries of Sweden and Uganda. The researcher accounts for this, by indicating that few empirical studies have been identified in relation to this topic, therefore the literature review process was opened to encompass what has been widely written in relevance to the topic. However, the literature has indicated that education serves as a gateway to efficient and informed professional practice. Human rights have also been evidenced to be an important aspect of social work, although the incorporation human rights into social work education is still a work in progress and many social work educators are unsure of how to proceed. These findings were therefore helpful in conducting this research.

# Chapter three
## Theoretical framework

## Introduction

This chapter presents the theoretical framework used in conceptualising the topic of this research which is to do with the integration of human rights into social work education, and its importance. The framework approaches are; professional identity and social constructionism. The professional identity framework helps in understanding and analysing what social work education is about; the rationale behind educating and developing social workers with certain knowledge, values, and world views. The social constructionism on the other hand, highlights the role of the context (place, history, time etc) and how it shapes different ideas in social work education. This is an important insight in the analysis of similarities and differences in social work education.

## 3.1. Professional identity

The concept of professional identity is grounded from the social identity theory, originally articulated by Henri Tajfel and John Turner in the 1970's and 1980's (Terum and Heggen, 2016). The theory assumes that a person's sense of who they are and what they want to become is influenced by the group in which they belong (ibid), identification with the profession therefore is when one makes sense with the professional self. It is defined as "one's professional self-concept based on attributes, beliefs, values, motives, and experiences" that is one's ability to fit well into the ideas of the career they wish to pursue (Slay, and Smith, 2011, p. 86). The authors attest that successful careers are often associated with the successful construction of professional identities. According to Shwarts (2017, p.1) the process of professional identification involves acquiring the knowledge and understanding of professional values, and the ability to incorporate the knowledge acquired into practice, demonstrating the important components key to the profession. In this case it is therefore the student's capabilities to identify with human rights knowledge and values that the profession upholds which they acquire from education settings, as well as demonstrate the abilities to successfully display the knowledge in practice.

Furthermore, professional identity construction is a result of the socialisation process (Slay, and Smith, 2011). It has been discussed as the internalisation of professional identity (Rollins, 1977). The theoretical ideas underlying socialisation can be found in symbolic interactionist theory as formulated by George Herbert (Thomas, 1978). The theory assumes that people live in symbolic and physical environments, and through communication they learn meanings and values and hence ways of acting from each other (Rose, 1962). It also assumes that learning does not occur in isolation but often in groups and society structures. Through the interactions of people, individuals get to evaluate actions in terms of their values and select those that align with their values (ibid). Through the perspective of the socialisation process we get to understand that socialisation into a profession is important, therefore students learn to become from those around them. Their understanding of human rights, and the values they attach to human rights may be shaped by the interactions they take part in, in their social work educational settings. Socialisation is a learning process that takes place in a social environment of which the learner is a vital part, and in an educational level, the learning occurs through the interaction with educational setting, educators, and other students (Geraldine, 1987, p. 3). It is the experiences that students get that create the connection and attraction to the specific aspects of the profession and creates the potential for professional development. Professional identity in studying the integration of human rights into social work education is an important tool in understanding how those being socialised into the profession perceive the importance of human

rights in social work education and the benefits of social work methods used in the teaching process. Several studies have evidenced that formal education, which can be referred to as the curriculum plays a role in socialising students and shapes the way student are socialised into their profession (Jee, 2014). Several authors have evidenced that University bachelor's degree programmes are more successful in achieving the socialisation of students (Richards, 1972; Stromberg, 1976) which consequently results in the success of students in the professional world.

In overall, professional socialisation can be understood in terms of self-image creation which characterises the successful creation of students' identification to the profession (Geraldine, 1987). Self-image implies an internalised connection with the goals and standards of the profession (ibid). This means an individual who has created a self-perception, has the confidence and satisfaction in how they interpret and understand their expected roles (Tsakissiris, 2015). The perception an individual has about themselves in the professional context guides practice and influence attitudes. A positive perception results in successful performance of the role concept (Corwin and Taves, 1962). In educational settings teachers are an integral part, since they "transmit their attitudes, values, and behavioural norms formally through their established structure and courses, and informally through their individual advising, informal contacts, and social activities" (Geraldine, 1987, p. 8) which are important in self-image creation. The educational experience influences values and personality changes (Corwin and Taves, 1962). In social work education this is important in understanding how social work students become competent practitioners with a viewpoint of human rights commitment and motivation, and this also includes the mechanisms used to help students seeking to join the profession internalize the values, interests, skills, and knowledge that characterize the profession they seek to join (Ryan, Fook, and Hawkins, 1995).

## 3.2. Social constructionism

Social constructionism originated as an attempt to come to terms with how reality is constructed, and knowledge is produced (Galbin, 2014). Its roots are connected to disciplines such as the ethnomethodology, sociology, anthropology, and psychology (Kham, 2013), and the works of Immanuel Kant, Berger and Luckman, Schutz, and Kunh, among others (ibid). In turn it acknowledges the influence of Mead, the originator of symbolic interactionism (Andrews, 2012). It may be defined as a perspective which believes that human life exists as it does due to social and interpersonal influences (Gergen, 1985). Its interest lies in interpreting the social influences on society and individual life. It assumes that, how the world is perceived is bound to certain historical, political, and cultural contexts (Kazooba, and Muller, 2014, p.33). Therefore, a social constructionist perspective locates meaning in understanding how ideas and attitudes are developed over time within a social context. Also, Korsgaard (2007) indicates that knowledge is produced in social processes and the legitimacy of the knowledge also comes from the social processes in which it is created and then brought into action. Meaning is shaped to respond to the unique characteristics and needs of the local context. These social processes include communication and sharing of ideas among members of a certain group (Jha, 2012). In this case it could be concluded that the knowledge on human rights that both the teachers and students demonstrate in this study could be a result of the social processes that occur within their contexts, moreover, the differences or similarities in how they perceive human rights and bring it into action may be accounted for by the influences of the social context. Social interactions play an important role in what becomes knowledge for the individual hence what reinforces the principle of social constructionism that knowledge is socially constructed by and between the people who experience it.

The social constructionism perspective holds that knowledge, is dependent upon human activities, being constructed in and out of interaction between human beings and their world and developed and transmitted within a social context (Jha, 2012). From this perspective, humans are born into communities in which the dominant systems are forever changing, and the meaning they attach to ideas, and the actions that are guided by their knowledge sustains the patterns of the current systems (Butt and Parton, 2005). The existing cultural, political, social, and economic systems play a role in creating opportunities or constraints for the development of knowledge, as much as the kind of knowledge generated(ibid.). Concerning the learning and teaching of human rights social work education, social constructionism could help in understanding the reason behind the choice of suitable methods as well as theoretical stances for creating meaning and generation of experiences for students (Kham, 2013). The perspective values active learning, as it inspires new ways of thinking and thus knowledge expansion, instead of students being passive receivers of knowledge, active learning allows them to take an active stance towards how they interpret the world around them (Jha, 2012). Furthermore, understanding how the interactions among students and their teachers as well as the interactions among the students themselves creates different kinds of human rights ideas could be best understood from a social constructionism point of view.

# Chapter four
## Research methodology

## Introduction

This chapter outlines the process undertaken to carry out this research. It commences with an overview of the research design, methodology is outlined, followed by a detailed description of the various methods utilised to conduct and analyse the research. Finally, the ethical considerations, and limitations of the research are explored. My personal motivation to carry out this study evolves around the interest that I have developed in human rights as a core aspect of the social work profession. Pursuing my master's in social work and human rights has exposed me to an in depth understanding of human rights in relation to social work. This aroused my curiosity of wanting to know if my sentiments apply in other contexts.

## 4.1. Research design

The study utilised a comparative research design and cross-sectional framework to explore the area of interest. According to Hantrais (2009, p.2) comparative research is the study of societies, countries, cultures, systems, institutions, and/or social structures, with the intention of using the same research tools to compare analytically the manifestations of phenomena in more than one setting. It entails studying two contrasting cases, using similar methods, usually within a cross-sectional format (Bryman, 2012). This design was chosen for the power it gives the researcher of description and formation of concepts by bringing into focus suggestive similarities and differences among cases (Hantrais, 2009). As indicated by Bryman (2012, p. 75) the key to the comparative design is its ability to allow the distinctive characteristics of two or more cases to act as a foundation for theoretical reflections about contrasting findings. Since the researcher had interest in simultaneously studying the teaching and learning of human rights in social work education in two different countries using similar methods, this research design was deemed fit. Furthermore, the cross-sectional framework was selected simply because the researcher had no intentions of following up participants at different intervals, data was collected within one period, due to time and resources constraints. The data was collected within the period of 19th February 2018 and 9th March 2018.

## 4.2. Research methodology

To explore if and how human rights is taught in social work bachelor's degree education, qualitative research approach was used. According to Shank (2002) qualitative research approach is "a form of systematic empirical inquiry into meaning" (p.5). Ospina (2004) further elaborates by stating that a systematic empirical enquiry means a planned, ordered, and public enquiry that follows rules agreed upon by members of the qualitative research community, and that which tries to understand how others make sense of their experiences. While Bryman (2012) indicate that qualitative research tends to be more concerned with words rather than numbers. The strategy and methods used to explore the research questions are consistent with the theoretical perspectives embraced by this research (Crotty, 1998). Furthermore, preference of qualitative approach lies in its flexibility to follow and explore further unexpected ideas that emerge during the research process (ibid). The approach enabled the researcher to explore the concept of human rights from the perspective of those who experience it, in this case the social work educators and students. Furthermore, qualitative research placed the researcher at the centre of the data gathering phase. The closeness of the researcher to the research participants and subject matter instilled an in-depth understanding which proved beneficial to a thorough analysis and interpretation of the outcomes (Babbie, 2010). The choice of methodology and

data collection processes considered the social constructionism perspective which informed the research. The perspective posits that individuals construct realities (Korsgaard, 2007).

## 4.3. Sample and Sample selection process

### 4.3.1. Research site

According to Koerber and McMichael (2008) sampling is a systematic process that involves site selection, were by the researcher must identify a site where behaviours relevant to the research questions can be observed and seek permission from the identified site to carry out the study. For this study, universities were the relevant site to conduct the study, since interest was in exploring both students of bachelor's degree of social work and their educators, hence why Gothenburg University and Makerere University. Gothenburg University was selected mainly because of accessibility since the researcher is studying in the University, and Makerere University due to its link with Gothenburg University, which served as an advantage. The universities have had a good working relationship for several years now, and this has helped the researcher in the process of contacting Makerere University. The researcher's supervisor helped by providing contacts of the head of department of social work and administration in Makerere University who helped in the process of obtaining participants from Makerere University. The study was able to go ahead with the two universities because in approaching the universities permission to conduct research was granted. One analytic reason behind the choice of universities in different countries was to compare social work education in two very different contexts. One in a developed country with a welfare state that has a strong state involvement, and social work with a strong position. The other in a non-welfare state developing country were social work has a weaker position in relation to the state, but still with many students applying for social work education (Bukuluki et al., 2017).

### 4.3.2. Choice of participants

The research participants comprise of programme coordinators of Bachelor's Degree of Social work, final year students within the programme and teachers teaching courses relevant to human rights within the programme, in Gothenburg University and Makerere University. For Makerere University, instead of final year students, graduates of the programme currently studying and residing in Gothenburg, Sweden were used to represent. Since this study is aimed at exploring if and how human rights is taught in social work education. Programme coordinators served as gatekeepers and provided and overview of human rights in their programme. Teachers were meant to shed light on how they deliver human rights knowledge to students, while students reflected on their learning process. The choice of participants helped in gaining multiple perspectives to the research area.

### 4.3.3. Sampling techniques

Qualitative research approaches use non-probability sampling methods for selecting participants (Ritchie, and Lewis, 2003). Participants are deliberately selected, and the characteristics of the participants are used as the basis for selection (ibid.). Non-probability sampling techniques were used to identify participants in this research. A combination of convenience, purposive and snow-balling were utilised, because the various group of participants required different sampling approaches.

According to Bryman, (2012, p. 201) convenience sampling is that sample that is available to the researcher because of its accessibility. The sampling method seemed fit to identify the countries and universities to study. This is mainly because Sweden and Uganda, represent the developed and developing countries with different welfare states the researcher is interested in. Furthermore, convenience sampling was used to identify the former Makerere University social work bachelor's degree students who were part of the study. Second best which is those that have already completed the Bachelor programme was used in this case because of lack of

resources to access first choice which would have been the final year students. The initial plan was to request teachers from Makerere University to take part in the study and help in sourcing their final year students. However, since this communication was done through emails, the process took longer than expected. Although the teachers accepted to take part in the study, they took longer time in responding to emails. Furthermore, the researcher, acknowledged that the teachers have already devoted their time to answering the interview questions, and them helping with identifying students could have been a much greater task, which influenced the researcher's decision to opt for what was accessible, to meet the time demands. Moreover, the researcher had a chance to gather data from a convenience sample and it represented as a good opportunity (Bryman, 2012).

Purposive sampling is defined as a sampling technique in which the participants are chosen because they have particular characteristics which enable a detailed exploration and understanding of the important themes which the researcher wishes to study (Ritchie and Lewis, 2003, p. 78). The participants selected through this method were deemed fit to answer the research questions of the study. The sampling method was used to select the programme coordinators of both countries involved in the study. The process of sampling started with programme coordinators, who possessed suitable characteristics of giving a detailed picture of the programme structure, the general human rights standpoint in the programme, and helped in locating both teachers and students, because they are the overseers of the whole programme. The programme coordinators were contacted through email, inviting them to take part in the research. Those interested, responded and both the researcher and coordinator, took upon a date, time, and place for the interview. The programme coordinators of Gothenburg University indicated that they wanted to have the interview together, which was then the case.

Finally, teachers of both universities, and students of Gothenburg University were identified through snow ball sampling. Bryman, (2012) identifies it as an approach to sampling where the researcher contacts a certain group that is relevant to the research topic and uses this group to establish other contacts. Ritchie and Lewis (2003) also affirms to that by mentioning that snow balling sample is that sample that cannot be identified other than through someone who knows that person with the needed experience or characteristics to be included. In this case the programme coordinators were the identified group that helped establish contacts with final year students and relevant teachers. The programme coordinators provided contacts of the teachers whom they believed were suitable to answer the research questions, the researcher sent out emails to the teachers, inviting them to take part in the research, and those willing to take part responded.

Furthermore, the coordinators of Gothenburg University also distributed a letter of information (see appendix 1) through their means of communication with students, to establish contact between the students and the researcher. The purpose of the information letter was to explain the aims of the research, the nature of involvement and invite participation. It was written in plain English to provide basic information on the research, the nature and reason for the participant's voluntary involvement, and ethical considerations. The researcher's contact details were provided, and those willing to take part responded, and the date, time and place for the interview was agreed upon. Once the required number was reached, I ceased arranging interviews.

### 4.3.4. Sample size

|                          | Gothenburg University | Makerere University | Total |
|--------------------------|-----------------------|---------------------|-------|
| Programme Coordinators   | 2                     | 1                   | 3     |
| Educators                | 2                     | 2                   | 4     |
| Students                 | 2                     | 2                   | 4     |
| Total                    | 6                     | 5                   | 11    |

The main aim of a research that is focused in exploring experiences as mentioned previously is to acquire useful information to understand the complexities and variations surrounding the phenomenon being studied. Therefore, a smaller number of participants is used, unlike in a research were the main focus is on testing or validating theory were a large number of population is used for representative estimates (Gentles et al., 2015). The research sample size consisted of two main groups representing Gothenburg University (Sweden) and Makerere University (Uganda). In total the participants were eleven, of which six were of Gothenburg University and five were of Makerere University. Among the six of Gothenburg University, two represented, programme coordinators, two were the educators, while the other two were the students. On the other hand, Makerere University only had one programme coordinator, two educators and two students. The goal of this study as a qualitative research is to gain understanding of the experiences of those involved in the study, hence its small number of participants.

## 4.4. Data collection procedures

Different data collection methods were used to explore the overall goal of the research and the central research questions. These methods were Semi-structured face-to-face interviews and semi-structured telephone interviews, which featured skype and WhatsApp video calls were used in this research. A semi-structured interview involves a set of open-ended questions that allow for spontaneous and in-depth responses (Baumbusch, 2010, p. 255). Semi-structured face-to-face interviews were used with programme coordinators, teachers, as well as students of Gothenburg University and Makerere University. Face to face interviews are commended for their ability to allow naturalness and visual encounter (Irvine, Drew, and Sainsbury, 2012). Semi-structured telephone interview was used with the programme coordinator and teachers of Makerere University. Since the researcher had limited time and financial resources to travel to Uganda for data collection, using telephone interviews with the programme coordinator and teachers in Uganda was advantageous as it made data collection possible despite the limited resources (Sturges and Hanrahan, 2004). Both methods of interviewing were effective in collecting data. For the face to face interviews, both the researcher and participant were able to take part in controlling the interviewing process. Visual prompts such as nodding the head were useful in indicating comprehension and understanding, which improved the depth of the data collected. The absence of visual communication when using telephone interviews, also was advantageous. Since communication was only a voice through the telephone, participants seemed to be more relaxed compared to the participants involved in face to face interviews, which enabled the gaining of much more detailed data.

The researcher developed an interview guide for each of the three groups interviewed (see appendix 3-5), which included a few broad guiding questions on topics to cover (Baumbusch, 2010). An example of the question asked the students was "what you think of when you hear the word human rights?" (See Appendix 5). Using an interview guide helped to avoid having the researcher lead the discussion; rather, it facilitated the participants' descriptions of their

experiences (Streubert and Carpenter, 1995). In conducting the interviewing process, the researcher firstly obtained consent from the participant, before the first stage of introductions and introducing the topic, so as to allow participants to ask questions about the research and its purpose, and enable rapport building (Baumbusch, 2010). Furthermore, the next step included asking the participants factual questions such as their area of specialisation and position within the programme, this was meant to make the participants comfortable before, asking the main questions related to the topic (ibid). Upon completion of the interview, the researcher ended by expressing gratitude to the participant for their time, and mostly in face-to-face interview casual chatting (Rubin and Rubin, 2005). Note taking was accompanied by recording with permission during the interviews with participants, and later transcribed by the researcher. Interviews had a duration of 25-45 minutes, which depended on how much was discussed during the session.

## 4.5. Data processing and analysis procedure

Inductive thematic analysis was used to analyse the data collected. It is described as a method meant to identify, analyse, and interpret patterns within data (Braun and Clarke, 2006, p. 6). Thematic analysis provides the researcher with an opportunity to identify frequent ideas and topics, similarities, and differences important to the overall research question that can be the basis for the understanding of the findings (Bryman, 2012, p. 580). Inductive analysis of data entails the researcher being open to the emergence of ideas from the data itself in interpretation (Braun, and Clarke, 2006). The themes discussed in this study strongly reflects the content of the data. Thematic analysis in this research was chosen due to the flexibility it allows the researcher during the process of analysis and report writing, as well as the opportunity it allows the participants experiences to be the basis of the findings (ibid.).

The interviews were transcribed copying all spoken words and mainly edited for concision, removing any sections that are not essential for understanding the overall meaning of the data extract (Braun and Clarke, 2012). The researcher transcribed the data manually without the use of any software. The process of transcription and analysis in this case occurred concurrently, the researcher did not wait for all the interviews to be completed before analysis began. This was to avoid the issue of being faced with a huge task at the end as a researcher of analysing a large volume of data, because in thematic analysis the ongoing process gave the researcher a chance to be aware of the themes that were asked further and clarified in other interviews (Bryman, 2012). Furthermore, to ensure anonymity participants were labelled as programme coordinator '1' and '2', teacher '1' and '2', student '1' and '2' with the University names used to differentiate them.

With the help of the six phases to thematic analysis indicated by Braun and Clarke, (2012) the researcher was able to follow through the thematic analysis process. Firstly, the researcher started by familiarising with the data, by, reading the transcript actively and analytically and starting to think of what the data means and highlighting things that might be relevant to the research questions. This process started during data collection as the researcher was listening to what the participants were saying. Once this has been done, and the researcher felt familiar with the content of the data, codes were then generated. A code is seen as the foundation of analysis (ibid), they identify and provide a label for the data aspects potentially relevant to the research question. Coding in this case was done on a computer word document, clearly identifying labels, and writing them down, and after that highlighting the portion of text associated with it. Labels were highlighted with different font colours which were used in this process to locate phrases associated with them in the data analysed. Through the entire data set, the researcher kept reading to identify codes, and in the process assessing whether a new code was needed for a piece of data, or the previous one was relevant, similar code were highlighted

with the same colour for easy identification. The researcher identified codes as those ideas, or phrases that kept on reoccurring in the data set.

Once this was done, the effort to search for themes began. The theme captured that which was important in relation to the research questions and represented some level of frequent response or meaning within the data set (ibid). The researcher reviewed the data that was coded to identify areas of similarities to cluster them together, so that they reflect and describe a coherent and meaningful pattern in the data. At this level, different word documents were used. Each theme had its own word document, and all those subthemes that were generated under the theme were put in that word document. The main themes reflected the research questions as they connected to what the research intended to find out. Upon completion of this process, the researcher looked again at the themes to review if indeed they capture the most important and relevant elements of the data set, with refines and editions were needed.

Since this is a comparative study, comparison was a fundamental tool in analysis (Hantrais, 2009). The researcher had interest in identifying the similarities and differences among the two cases of study, that is the Gothenburg University and Makerere University, and possibly observe why the similarities and differences exist (Pickvance, 2005). Therefore, this process of thematic analysis was conducted in way that the researcher focused on each research question separately as the general themes, to enable easy comparison. Each research question was analysed from both cases, and interviews from the two different cases were compared regarding the experience of a specific phenomenon (Boejie, 2002). In the summary of each research question patterns were discovered (Vaismoradi, Turunen, and Bondas, 2013). Finally, a report was produced to tell the story in a coherent way, by presenting the themes in way that showed connection, and the researcher in presenting the themes had the important questions in mind of What does one case say about certain themes and what does the other case have to say about the same themes? Which themes appear in one case but not in the other case and vice versa? Why do both cases view things similarly or differently? and What additional information do the cases present? (Boejie, 2002, p. 398). The table below provides themes and subthemes generated from the thematic data analysis process:

### 4.5.1. Themes and Subthemes

| Themes | Subthemes |
|---|---|
| Programme structure | • Number of students, programme duration, and design<br>• Internal and External influences<br>• Employment after school |
| Social work students' perceptions on human rights | • Understanding of human rights<br>• Thoughts on human rights and social work<br>• Impact of programme on attitudes towards human rights |
| Human rights in social work education | • Significance of human rights in social work education |
| Infusion of human rights into social work education | • Teaching of human rights in social work education<br>• Methods of teaching human rights in social work education |
| Challenges of infusing human rights into social work education | • Classroom discussions<br>• State involvement<br>• Standardisation<br>• Practicalities |

## 4.6. Data validity, reliability, and generalisability

Engel and Schutt (2014) indicate that validity is achieved when our statements or conclusions correctly reflect the data. Therefore, in considering this, the researcher paid attention to the interpretation of data to ensure that the research produces precise empirical data. Analysing data in a manner that could lead to misinterpretations, or overinterpretations were avoided during the whole research process. The main aim was to present the participants viewpoints clearly and accurately, so the researcher tried to present valid data by ensuring that the participants experience is the guiding tool in analysis (Noble, and Smith, 2015). Furthermore, the researcher clearly outlined the methodology, methods, and analytical tools used in the research to indicate transparency, and in discussing the methods, the researcher accounted for how these methods could have influenced the findings of the research.

In addition, generalisability which concerns how the findings of the study can be applied to other contexts is also an important aspect in qualitative research (Noble, and Smith, 2015). The findings of this research cannot be generalised to the whole social work education in Sweden and Uganda, because there are more universities in each country and there are significant freedoms to organise the social work education in such universities. However, concerning the social work education in the studied universities the findings of this research could be of relevance, as a source of reflection.

## 4.7. Ethical considerations

Ethical issues in research pertains doing good and avoiding harm to participants. Below are the ethical issues that the researcher took into consideration during the whole research process.

### 4.7.1. Honesty and openness

Researchers have the obligation to be openly disclose how the research was carried out and how ethical principles were applied (Engel and Schutt, 2014). The methodology chapter of this research has served this purpose by indicating all the steps undertaken during the research, as well as the instruments used during the research. The interview guides as well as the information sheet which was given to the participants are presented in the appendices section to avail to all those who will have access to the report.

### 4.7.2. Informed consent

The principle of informed consent means that research participants should be given as much information as might be needed to make an informed decision about whether they wish to participate in the research (Bryman, 2012). The researcher ensured that the participants were well informed, by providing the information sheet that detailed what the research was about and inviting voluntary participation. Furthermore, since the interviews had to be recorded to facilitate the analysis process, the participants were informed about this and agreed with no problem. Participants involved in this research are only those who willingly took part, those who did not want to take part were not included.

### 4.7.3. Privacy and anonymity

Issues of privacy and anonymity according to Bryman, (2012) include issues such as personal information concerning research participants not being revealed in the research process. In this case the researcher ensured the anonymity of participants by naming them participant 1 and so on to replace their names. In discussing the issue of anonymity, the researcher has identified that there are certain aspects that could have made some of the participants recognisable. For example, in the case of programme coordinators from both universities since they are the only current coordinators working in this environment. This fact does not however, put the ethical integrity of the study at risk. In addition, only information relevant to the research was published

in the report. Furthermore, the researcher stored the information from interviews securely, to be accessed only by the researcher and discarded upon completion of the research process.

## 4.8. Limitations and reflections

In conducting this research, the researcher encountered some challenges, the most being that literature on human rights in social work education in both the countries of Sweden and Uganda was limited which made, reviewing literature quite a task, even though the researcher made it possible by opening the literature review to the general writings available on the area of study Additionally, several factors emerged in the process of collecting data. Language was a barrier in collecting data in Gothenburg University, since the researcher did not know Swedish, English was used for communication. To overcome this challenge, the researcher allowed the programme coordinators to have the interview at the same to help each other where needed. As for students, the researcher tried by all means to start the interview with general casual questions to break the ice and make them comfortable. Despite, the efforts of the researcher to make the participants comfortable, they were still not confident with the level of their English. This then, in a way influenced how they confidently described their experiences, and possibly affected the content of the data. Due to the constraints of time and finances as mentioned, the researcher conveniently used telephone interviews for participants in Makerere University. The use of telephone interviews denied both the researcher and participants the opportunity of proper rapport building and natural encounter, which are important for generating rich qualitative data (Irvine, 2012, p.88). Also, the internet disconnected during the interview which could have possibly led to distortion of data, and the process became tiring on the side of the participant, having to repeat what they were saying a few times for the researcher to get it right. In overcoming this challenge, the researcher together with the participant explored all the possible means of communication they had, until the interview was a success. Another issue is that of using former students instead of current final year students of Makerere University. Although experiences are what is important for this research and graduate students may hold the same experiences as current the final year students, since they have been final year students before. It could have been possible that their experiences be distorted, because of the time spent after completion, and therefore used their current experiences to supplement on what they still remember, which could have also influenced the content of the data.

# Chapter five
## Findings and analysis
## Participants' background and programme structure
### Introduction

Interpreting the findings of the research and outlining their meaning is the purpose of the five following chapters. The chapters intend to highlight and discuss how the research has reinforced what is already known about the area of the integration of human rights into social work education, and discuss any discovered differences, and how they compare to what is already known. This first section focuses on participants' background and programme structure. It addresses the educational and professional characteristics of participants as well as how the social work education programme is structured in Gothenburg University and Makerere University. The chapters that will follow through discuss the findings according to the themes namely; social work students' perceptions on human rights, human rights in social work education, infusion of human rights into social work education, and lastly the challenges of infusing human rights into social work education. The combination of findings and analysis is meant to simultaneously engage the reader in both the findings and their meaning.

## 5.1. Background information of participants
### 5.1.1 Programme coordinators

This research had a total of 3 programme coordinator participants. Both coordinators 1 and 2 of Gothenburg University have a social work qualification and are not directly involved in teaching in the programme. Coordinator 1 has served for 2 and a half years in the position of programme coordinator, while coordinator 2 has served for 3 years. Both the coordinators however have served for more than the years mentioned in different positions within the programme. On the case of Makerere University, the programme coordinator participant also has a social work qualification and has been with the University for 16 years. The Makerere University participant is also involved in teaching as a senior lecturer.

### 5.1.2. Teachers

In overall the teachers involved in the research are 4. Concerning the participants of Gothenburg University, Teacher 1, has a qualification in disability science, and teaches a course on disability science as well, an optional course. Teacher 2 holds a social work qualification and teaches a course on power relations and categorisations in social work, a mandatory course. In the case of Makerere University, Teacher 1 has a qualification in social work, and teaches courses on welfare and equity, social policy analysis, and education policy, which are all mandatory courses. Teacher 2 has a qualification in Social work and human rights as well as psychology and teaches a course on child protection, and another on Community Based Rehabilitation for persons with disabilities, which are optional courses.

### 5.1.3. Students

The study comprised of 4 students. Both student 1 and 2 of Gothenburg University are final year students in semester 7. Student 1 and Student 2 of Makerere University are both in their master's level education, and both at their final year of studies.

## 5.2. Programme Structure

To get a clear picture of the social work education programme in the 2 universities involved in the study, programme coordinators were asked to describe how the programme is organised and

what influences how it is organised. It was found that there are several factors that contribute to the structure of the programme.

### 5.2.1. Number of students, programme duration and design

Coordinators mentioned the number of students and duration of the programme in responding to how it is structured. Both coordinator 1 and 2 Gothenburg University agreed upon the 3 and a half years of the course duration and an estimate of 320 students enrolled per academic year, however this number varies along the course of the programme as coordinator1 mentioned that: *"each term we have about 160 students starting the programme, it differs from term to term, and we lose a few students each term, some say the programme is not meant for them, some changes programmes, some have a break".* According to the coordinator of Makerere University, the social work programme has a 3-year duration, and the programme enrols an average of 120 students each academic year.

Participants further reported that the programme design and intended outcome are one of the important features of the programme structure. In comparison with other professions and other countries, all the coordinators of both the 2 universities, mentioned that there is direct entry into the programme, as mentioned by the coordinator of Makerere University *"I know in some countries students are admitted into a general course and choose if they want social work in the second year".* And coordinator 2 Gothenburg University mentioned that the programme is *"a generalist education, there is no specialisation as compared to nursing education".* Students are enrolled directly into the programme and do not need to go through other programmes to end up with a degree of social work.

### 5.2.2. Internal and external influences

In responding to the question of what influences how the programme is organised the participants indicated certain internal and external influences. According to the coordinators of Gothenburg University the syllabus is one significant influence as they mentioned that *"To educate good social workers we are directed by the syllabus, which is structured to help students to be critical towards themselves and issues in the society, and that is the foundation of a good social worker thinking".* Furthermore, they pointed out the role of the state and the societal structures that exist in the country when they state that *"the state writes the goals of the education, we don't own the syllabus that directs us towards how and what we teach, it is an ongoing process of what is going on in the field, and political issues".*

While the coordinator of Makerere University described the programme with two-way strands that influence the organisation of the programme. She mentioned that *"Our programme has two interrelated strands social work for direct service delivery and macro level social work for administration, the strands are embedded, it is not like one has to choose each. Some of our intended outcome competencies one relates to direct service delivery and the other administration".* They are guided by the components of the strands in deciding what and how to teach. She further indicated that social conditions influence what is taught in the programme when she said:

> *"What influences what is taught really is the social conditions in the country, we have a major focus on the social problems relevant to us as a country and as region of Africa. Even when we teach theories, we cannot teach all theories, we select those relevant to the context. So really the context and the prevailing situations in our context, determines what we teach".*

### 5.2.3. Employment after school

Employment after school was also a common pattern among the answers of participants in responding to the issue of programme structure. The coordinators of Gothenburg University mentioned a few areas were the students end up upon completion of their programme, which are the municipality, social welfare offices, health care, the elderly and others end up with human rights organisations. While the coordinator of Makerere University indicated that 70% of the students after completion work in non-governmental organisations while some end up with human rights organisations.

## 5.3. Analysis

Concerning the number of students enrolled into the programme each academic year, the two universities seem to differ in their students' intake. Since Gothenburg University currently had an average of 320 students while Makerere University had an average of 120 students. Furthermore, while Gothenburg University's social work programme has a duration of 3 and half years, Makerere University has a programme duration of 3 years. Hokenstad (2012) indicated that social work in developed countries is different from social work in developing countries. As such, differences even in terms of the structure and content of the social work programmes are visible between the countries of Sweden as a developed country and Uganda as a developing country. These differences could possibly be due to resources, country policies or social problems. From these findings it could be concluded that Sweden as a developed country can devote more resources to the social work programme, to accommodate a larger number of students and a longer duration of the course, while Uganda as a developing country still has many areas, and social problems to devote resources to hence the lesser number of students and shorter duration of the course. One other reason for these differences could be that of the status of social work as a profession as viewed by the state in the different countries. Tentatively this could indicate that social work in Sweden may be given a much more significant role in terms of the development plans of the country which is why the state is willing to put more resources in producing social workers, while in Uganda social work is given a much narrower role in development issues, hence the less resources invested in producing social workers. Literature has shown that social work in Africa is given a narrow role in the development of social policies as compared to European countries (Lucas, 2013), which could be the case here.

How the programme is designed and the conditions that influence how the programme is designed vary from context to context. In Gothenburg University the programme is said to be designed to produce social workers who have a critical thinking approach towards themselves and issues of their society, and this design is influenced largely by the state as it has a role in setting the goals of the programme. Most of these students upon completion work with the state social services offices. In Makerere University, the programme is designed with the outcome of direct service delivery and administration competencies in mind. The main influencing aspect in how the programme is designed is the social problems prevailing in the context. Students are trained to meet the social problems affecting the people they work with, these students upon completion are mostly found in non-governmental organisations which are designed to deal with the prevailing social problems. These findings further demonstrate the writings of Hokenstad (2012), in mentioning that social work education is influenced by issues of social problems, and country policies. Therefore, there are contextual differences and similarities in the meanings and understandings of ideas. Students are trained in relevance to the existing needs and issues that they will return to addressing in their local context. The common factor observed is that in both universities, how the programme is structured is influenced by the internal aspects of the programme which accounts for the curriculum, and the

processes taking place in the outer world. The reason being that the programme intends to align its teaching with the current trends of the local context.

# Chapter six
## Social work students' perceptions on human rights

### 6.1. Understanding of human rights

Human rights are understood from different points of views according to the student participants involved in the study. They indicated their understanding of human rights, their understanding of human rights in relation to social work and the impact of the programme on their attitudes towards human rights. Student 1 and 2 of Gothenburg University in describing their understanding of human rights, mentioned meeting the basic needs of the people, and equality in treating everyone, regardless of their gender, ethnicity, or background. However, student 1 believes with what she knows she does not have the confidence to say she understands human rights. She reported that *"if someone asks me about human rights, I wouldn't say I have a lot of knowledge, like to say these are the important human rights, or even to give you a list of human rights, even though I know we have been through it in high school and at some point, in our programme"*. Furthermore, findings from student 1 of Makerere University indicate that human rights to her has to do with what everyone is entitled to and cannot be taken away. While student 2, in answering to the question highlights the Convention on the Rights of the Child (CRC), and the Human Rights Based Approach, simply because that is what was taught in the programme as he says, *"we didn't study human rights in detail, but we talked about the few of the rights for example we talked about the CRC in detail and the rest we talked about the Human rights based approach, but we didn't go deeply into defining what human rights are"*.

#### 6.1.1. Thoughts on human rights and social work

Human rights in relation to social work is one aspect that the students perceived important in understanding human rights. The findings from all the 4 students involved in the research, in responding to the question of their thoughts on human rights and social work reflect that they all believe human rights are fundamental in social work and all social workers need to know human rights. One response that highlighted all the aspects mentioned by the students is that of student 2 Makerere University as he reported that "*human rights is an important thing for social workers to know about because as social workers you advocate for the rights of others and act on behalf of the people as their voice and you need something that is credible for you to be able to do all that and be taken seriously*".

#### 6.1.2. Impact of programme on attitude towards human rights

Students were asked if the programme has in any way helped them to understand human rights better, and the most common words that emerged were 'not really' and 'to some extent', since they had a common belief that more could have been done. Findings from students of Gothenburg University show that human rights is not a common concept that is discussed in the country and in the programme, Student 1 in her own words said:

> *"this might sound a bit funny but I would say that although I know social workers should know about human rights, it's funny that I don't know, but I think it's because  in Sweden we just assume that basic needs and human rights are fulfilled, so if you live in Sweden you don't really need to discuss human rights, because we have this welfare system that is super extensive".*

In some similar vein students of Makerere University indicate that they didn't have a lot of content on human rights, Student 1 said *"to some extent because most of the things we dealt with in the social work course being client self-worth, self-acceptance, have the concept of human rights embedded in them, although the course didn't highly emphasise the issue of human rights"*.

## 6.2. Analysis

How social work students of Makerere and Gothenburg universities indicated their understanding of human rights, has evidenced, Ife (2010)'s statement, that how human rights is understood emphasizes experience and context. For Gothenburg University students, fulfilling people's basic needs, and equal treatment to them that is human rights, mainly because it is what they have experienced in their country, and what they have become aware of in studying social work. Their understanding of human rights is more or less similar with the description of social justice, mainly because social workers understand human rights in the social problems and lives of the people they work with as explained by Ife, (2016). Therefore, the students of Gothenburg University have learned to know that fulfilling the needs of their clients and treating them equally is what they are ought to do. In some similar vein Makerere University students described human rights as entitlements which cannot be taken away from a person and the Convention on the rights of the child was given as an example of a human rights instrument in many instances, because that is what they experienced most in their learning in the social work programme. McPherson and Abell, (2012) also in their study mentioned that students see the experience of learning about human rights instruments as a good way for them to learn about human rights.

Therefore, it could be said that the meaning the students attach to human rights is shaped by the context in which they are in and what they have experienced. The concept of social constructionism is very much evident from the findings, since social context and interactions to some extent played a role in the development of how the students perceive human rights as a concept and in relation to their profession as social workers (Gergen, 1985; Jha, 2012). What they know is what they have experienced in their learning environments, and through interactions that exist in their learning environment they have come to develop a positive attitude towards human rights and see it as important. Although the students may have described their understanding using different wording, their discussions on how they understood human rights in relation to social work pointed out that their understanding was similar, they saw human rights as an important element of social work which every social worker should know, since they act on behalf of their clients therefore need to make their work credible. These findings highlight the element of advocacy on behalf of the clients' which scholars such as Reichert (2011) mentioned as one way in which social workers understand human rights in terms of putting it into practice and making it a reality. Social constructionism persist that understandings can take a variety of forms which thereby invite different kinds of actions (Butt and Parton, 2005), and advocacy has been described by the students as one form of human rights action.

# Chapter Seven
## Human rights in Social work Education

### 7.1. Significance of human rights in social work education

The research participants told their views on how they viewed the importance of teaching and learning of human rights in social work education. And in one way or the other the participants described rationale behind the need to have human rights in social work education. There was a consensus among the coordinator participants. As social work professionals they believe human rights lays a foundation for working with people at the margins of the society, as well as vulnerable groups. Coordinator 2 of Gothenburg University said, *"it is the basis for a democratic society, it's a leading star on how to create an equal society, the social work programme will be incomplete, if we ignored these issue of human rights, then we wouldn't be the speak on behalf of those that need us, and those we work with on a day to day basis.".* At length, the coordinator of Makerere University also mentioned that:

> *"it is extremely important that the professionals fully appreciate and understand the whole concept of human rights and especially for the vulnerable groups because it is easy for the society to violate and undermine the rights of people at the margins, therefore it becomes extremely important that when preparing social workers, you make sure they fully understand and appreciate human rights, not just theoretically but also how to apply a human rights perspective in their work and in their advocacy and all that".*

Teachers shared the same sentiments, as they reported why they include human rights in their course content. Teacher 2 of Gothenburg University reported that human rights content in her course is important since the Swedish laws are built on human rights therefore, students need to know that as they will work towards those laws in doing their job. On a different note, teacher 1 indicated that although Sweden has a lot of laws built on human rights, it's often different when one gets to practice, which is why there is a need to instil the human rights perspective in class. She indicated this by saying *"sometimes I can feel that you have to work and think about human rights but when you get to practice it's not usually the case and that is a problem, and you have to raise that question and talk about it because as social workers very often we forget that our work is all about human rights".*

In Makerere University, teachers reported that there is need for a social work student to have knowledge on human rights to be able to build support systems for those they work with, Teacher 2 mentioned that:

> *"there is no way we can work with vulnerable people who we talk to in terms of empowerment without talking about their rights. So the students who we are preparing for such clients ought to have an understanding of the rights of these people if they are to be able to serve them diligently otherwise it is hard to say you are an advocate for the rights of these vulnerable people that you are going to empower and fight for their social justice when you as a social worker, a practitioner don't know their rights".*

#### 7.1.1. Contextual meaning

Context was also highlighted as an important element in promoting the spirit of human rights by Teacher 2, as he said at times there is a conflict between human rights and culture and one of the barriers to human rights is culture there is need to strike a negotiation to reach a point of compromising and being able to appreciate a balance between culture and human rights.

Students as well in their learning process, have identified the need for having human rights as part of their education, since it makes them more aware of things and prepares them to be able to work with situations that encompass human rights violations, and know which human rights instruments to use, as stated by student 2 Makerere University that:

> *"as social workers we do not only need human rights for application but also for our own knowledge as social workers because we also need not to hurt people's rights when representing them because people have rights such as the right to make own decisions, so you need to know your limit. What they need to know is the rights that actually fall within their field, for example if you are working with children then you need to know about the CRC, if you are working with women and issues of discrimination and such stuff then you need to know about the convention on the rights of women, you need to know the content of the instruments and how to use them".*

Student 1 Gothenburg University believes that through the programme their awareness pertaining human rights issues has been addressed as she mentioned that:

> *"you get to realise that a lot of people are not living as well as you though, like in Sweden for example, there is this belief that everyone has what they need but it is not really true and you get to notice that if you study social work because you become aware of the social issues being faced, the discrimination and the oppression that actually exists so you get to think of it a lot more".*

## 7.2. Analysis

The findings on the rationale behind having human rights taught in social work education highlights the various aspects of the construction of professional identity. As it believes that individuals are socialised into a profession and to perform their duties effectively (Slay and Smith, 2011). The participants of the study have confirmed this as the programme coordinators and teachers believe there is a need to fully understand and appreciate human rights in preparing students as professional social workers and preparing them for practice, which is why human rights is included in the programme curriculum. In socialising students into the social work profession, one important aspect is helping the students to attain self-image, which includes adopting the values and goals of the profession, to be carried forth into practice (Geraldine, 1987). Since human rights is considered as an important element of social work, it is important for students to learn about it, appreciate it, and know how to practice it as part of them learning how to be professional social workers. The students mentioned that due to their educational experience, they have come to understand that human rights are not only important for practice but also for them as social workers, which could be explained by professional socialisation as it considers that educational experience is meant to encourage value and personal change among students to be able to uphold and practice the standards of the profession (ibid.). The ability of students to fully appreciate and see the need for human rights in their education, as they mentioned that they are now more aware and tend to think about things more differently could mean that the educational experience has positively impacted what their value systems and, personality. Furthermore, these findings are in line with Frost et al, (2013) findings, which indicate that a strong foundation of practice is a stronger built through the greater understanding that is gained through education. The teaching of human rights in this research is said to be meant to prepare students to be well-informed practitioners to those that need them, and those they work with on a day to day basis.

Context also plays a role in how students are socialised to identify with human rights, which is why from the findings there are differences in the angle in which the teachers justified why human rights is needed in the curriculum. From how those in Gothenburg University view it, students need to know human rights in preparation for practice because most of the country laws are built on human rights and the students will be working towards meeting those rights in practice, this implies that students are made to understand that human rights already exist in the system of the country, and they will be working towards continuing something that is already established and functioning effectively. While teachers from Makerere University, indicate that human rights are a need in social work education to prepare students to build support systems for their clients, advocate for the rights of the vulnerable and promote the appreciation of human rights in their society. These findings imply that in this case rather than students being prepared to take up what is already there, they are prepared to go and create a system that supports, appreciates, and meets the rights of its people diligently. These differences reinforce what has been mentioned by Gatenio-Gabel and Healy (2012), as they said professional socialisation is shaped to respond to the characteristics and needs of the local context, while also responding to global issues. Both contexts have embraced human rights in their social word education, since it is a global issue, however they have also tailored how they embrace the issue to fit the local context.

# Chapter eight
## Infusion of human rights into social work education
### 8.1. Teaching of human rights in social work education

Programme coordinators gave an overview of how human rights is incorporated into the social work programme, for those in Gothenburg University they attested that they can only give can only give you an overview and not go into any details of how its integrated in many ways in different courses because they are not directly involved in teaching. However, coordinator 1 indicated that it is in the course plan that defines the teaching goals, and they examine the students towards the teaching goals. Teachers involved in the study also enlightened on how they incorporate human rights into their courses as they agreed to the fact that how they teach is aligned with the human rights perspective. Teacher 1 stated it in this manner:

> *"Human rights is one of the key words, even if we don't talk about human rights all the time or in my course, there is a little bit of it, it's like a cloud, how we discuss human rights in Sweden is different from how it is done in other countries, because we have different kinds of good laws and so on we don't have to think about them much, it varies a lot even if the words are the same, we interpret it in different ways and it also looks so different. It also depends on the political government and how much it is willing to put on this".*

Teacher 2 also mentioned that she does teach about human rights but in a more implicit way. The students also in another way reflected what was mentioned by teachers as they indicated that human rights were integrated most of the courses in an unspoken way, although the course on power structures discussed human rights issues there is no specific point where it was said okay now we are talking about human rights.

Coordinator of Makerere University in responding to the question seemed to be well informed as she is involved in the teaching, she also the human rights are embedded into the different courses of the programme, and it cannot be viewed as an overriding framework but rather just guides the design and content delivery methods. The response of the coordinator was demonstrated in the findings of the teachers, as one mentioned that *"the way we look at it here is that human rights issues are cross cutting, so instead of letting it standalone, teaching a course on human rights it is mainstreamed into the different courses because whether you are teaching education, there is an element of human rights, whether you are teaching poverty and welfare and equity, there is human rights"*.

Another teacher in trying to explain why human rights is incorporated into social work courses also mentioned that:

> *"We don't have a fully-fledged course which is called human rights but the number of courses that are offered really take a human rights dimension. It is largely the approach that guides most of the courses at undergraduate level. For example, I teach a course on child protection and in the course, we literally talk about children's rights, all through the design of the course and the delivery of the course the CRC and other human rights instruments primarily guide us".*

Student 2 pointed out the child protection course as one course that really had good components on human rights especially the rights of the child.

For this study, the researcher currently conducted a review of course titles and content description within the curriculum guides of social work programmes in the University of Gothenburg and Makerere University in Uganda to see if courses covered any discussion on human rights content. The Makerere University Bachelor of social work and administration programme entails thirty-three courses offered across for the whole programme (Makerere University Social Sciences, 2011). Within which, 85% of courses indicated the possibility of infusion of human rights content in teaching. The courses are spread out through the whole three years of study and mostly are mandatory courses. In comparison, the University of Gothenburg Bachelor of science in social work entails 15 courses offered throughout the programme span (University of Gothenburg, Faculty Board of Social Sciences, Department of Social work, 2010). Among the 15 courses, 53% showed the possibility to include human rights discussion, with most of the courses being mandatory, and spilt up fairly across the programme.

## 8. 2. Methods of teaching human rights in social work education

As to how the knowledge of human rights is delivered to student's different methods used were described. Programme coordinators of Gothenburg University as leaders indicated that value exercises are used as a method and participation is a goal. They further mentioned that in evaluating their teaching methods, they work with the student unit, which has been existing for 1and half years now, they meet them once a month to try to have them to discuss education in terms of teaching. And how they take part in what is taught. The student unit also takes part in the meetings of the department which involve those groups that define our education. The teachers both said that in teaching human rights, seminars and group discussions that encourage the reflection of students are key. Teacher 2 in her statement mentioned that:

> *"In disability science we talk about the law of special service for persons with disability, built on human rights, we have one lecture where we talk about human rights and we have human rights documents which we look at and talk about different sections of the law, what it means, and we have the students reflect on it, and start the process of using it as a tool for themselves. We also try to make them understand that human rights in Sweden and human rights in another country means something else. It depends on what you are focusing on".*

Teacher 1 also described how the seminars in her course take place to allow students to take part in the learning process and reflect on the knowledge they acquire:

> *"Well the seminars are very much based on almost like dialogic approach where the students are the ones responsible for the content, they had received an assignment before so that they prepare themselves and then me as a seminar lecturer I am the facilitator of the discussion but also to help them connect the empirical data , their experiences, their thoughts to the theory that we are teaching in the class and then in the dialogue you get to get a good understanding of their thinking, of where they are in their learning process or what they are struggling with, whether they have been able to understand and implement these theories in an analysis or whether they still have a long way to go".*

While the coordinator of Makerere University described the most common method of teaching as the traditional lecturing method which involves through small groups, assignments, projects, and discussions in class, which according to her she believes they do not help much when it comes to teaching and learning human rights. She also indicated that human rights in education also includes the rights of the students to participate and express their views by giving them the

opportunity to their own opinions and give feedback. The teachers also agreed to using the lecturing method as the most common method in their classes where they have discussions and question and answer sessions, and further mentioned how they assess students and what their role is in facilitating the learning process. Teacher 1 said:

> *"In the evaluation students are supposed to reflect on what they have learnt and demonstrate their understanding, and it depends on what the nature of the teacher is, for example in my case the question doesn't require a student to reflect directly or to show exactly what they have understood but to at least test the understanding of the student, it's based on knowledge and application".*

Teacher 2 indicated that exams are the most common evaluation method. He further mentioned that:

> *"our role is to do ground breaking for students especially those who have not a chance to interface with human rights issues at an academic level. After ground breaking we support students to interpret the human rights documents because there is a way in which human rights records are put in paper, so we support the students to understand this way and interpret".*

On the other hand, students did not seem to share the same ideas with the teachers and programme coordinators, as they all believe they did not have enough room to contribute and bring in their own opinions, and the learning was more theoretical and less practical. According to student 1 Gothenburg University *"when you talk about something that's an issue, if it's practical then that's the best way to learn".*

## 8.3. Analysis

The research findings further emphasised the statements of Hartman, Knevel, and Reynaert, (2016) that mention that human rights in social work education are dealt with in an integrated manner, and not in a separate course. It is often done in an optional module or split across the curriculum as part of courses considered main to social work education. The programme coordinators and teachers believe that although they don't have a specific course that focuses on human rights, all their courses in one way or the other highlight a human rights dimension. Therefore, human rights are said to be integrated into most of the courses if not all, across the programme, and this applies to both universities involved in the research. Even though human rights are marked as an important framework in teaching in the programme, due to flexibility in how teachers deliver the content of their courses, no one could say they knew which courses within the programme have a human rights dimension, because how a course is taught is best known by the course teacher. All they had is the assumption that human rights are infused into the different courses across the programme, simply because it is generally what is known to be done. It could be concluded that human rights not a core aspect of social work, but rather a part of the core aspects. Both universities consider this method to be effective in the sense that human rights issues are cross cutting, and cannot be avoided in discussing social work issues, therefore in integrating human rights, students get the chance to experience human rights in the different issues they come across, and at different practice levels. Previous research also verified that with this method of integrating human rights students gain extensive knowledge of a diversity of issues (Dyeson, 2004).

The methods used for teaching and evaluation of the impact of the teaching in classrooms are in line with the integration model used to place human rights into the curriculum. Gothenburg University described their methods inclusive of seminars and group discussions as the most common when teaching human rights, as they encourage students to reflect on the issue. While

Makerere University described their teaching methods in terms of lecturing, group discussions and presentations, which are almost like those mentioned above. In both cases, the common aspect that was valuable to them in teaching human rights is student participation in the learning process. Role conception as one aspect of professional socialisation could be used to explain these findings as it has to do with the perceptions which one creates about the obligations and expectations associated with the profession, as they learn to become professionals (Corwin and Taves, 1962). How knowledge of human rights is delivered to students in classrooms was meant to help students develop understanding of how human rights could be in practice, and how they are expected to demonstrate their understanding of human rights. Students can actively take part in their socialisation process, and this meant involving the students both in the learning and evaluation processes. Allowing students to create their own views and opinions, as well as providing feedback is seen as a positive demonstration of human rights in social work education. The concept of social constructionism assumes that social interactions play an important role in what becomes knowledge for an individual, as individuals share ideas and express themselves they expand their knowledge base hence it's saying that that knowledge is socially constructed (Kham, 2013). Interactions among students, and with the teachers give students the opportunity to create their own experiences, understandings, and meanings of human rights, and through examinations teachers can get a sense of how students understand human rights and be able to evaluate teaching methods based on the student performance. Teachers in the learning process view themselves as only facilitators in trying to help students interpret human rights. Both peers and teachers are found to influential in the socialisation process, as they help one assume their professional role through their interactions in class discussions, sharing of ideas and exchange of thoughts. Furthermore, is deemed most effective in social work education due to the assumption that students learn best when they learn by doing (Meyers & Jones, 1993).

As for students in both cases, who experience the integration model from the receiver's end seemed to believe that this integration model used in their programme, was to some extent not effective, as they felt the need to increase the scope and content. They believe that for human rights to be integrated led to it being taught in an implicit manner which denied them the chance to experience the concept fully, to be able to put it in practice. The issue of contextual experience has also been evidenced by these findings. As Gothenburg University students, what mainly limits the content of human rights in the programme is the reason that it is taken for granted, it is assumed that Sweden as a country has very good and effective laws therefore there is no need to get into depth when discussing human rights. Makerere University students mainly believed the opportunity to put human rights into practice is one limitation, since the teaching is more theoretical than practical. According to the concept of professional socialisation, students at undergraduate level are said to be eager to acquire and internalise the profession values and knowledge because they are still at an initial stage (Clark, 2001). Therefore, during the process of professional identity construction students often experience feelings of anxiety and doubt their capabilities and knowledge in terms of readiness for practice, which could be one reason students believe they are not efficiently taught human rights.

Concerning the methods of teaching human rights in social work education, one method that has been mentioned by other scholars, and was not mentioned by any of the participants is that of experimental learning, were by students learn by doing in real life settings and often referred to as field work in social work (Bracy, 2018). This method is said to be helpful in facilitating the linkage of theory to practice. The absence of this method in this case could be a reason why students believe they do not acquire enough human rights knowledge for practice.

# Chapter nine
## Challenges of infusing human rights into social work education

## 9.1. Classroom discussions

The findings show that the integration of human rights into social work education encompass many things. How human rights is discussed has been indicated as one challenge, teacher 2 Gothenburg University indicates that the challenge in class is how human rights is discussed, when she mentioned that:

> *"we want the students to reflect critically on their own pre-conceptions and ideas about certain social categories or groups or power relations and we want them to be able to discuss these things openly at the same time we cannot allow them to express themselves in a discriminatory way that could hurt or harm somebody else. We allow discussion to take place, but still moderate the discussion at the same time".*

Teacher 1 Makerere University feels one challenge in facilitating the learning in classrooms is that of lack of access to the resources needed for the learning process, this was stated as:

> *"we are less facilitated in terms of internet, computers and so on so sometimes it's difficult to get the latest resource on human rights because not so many have access to such facilities, it's a challenge yet we would love to always be up to date, and also with legal documents that talk about rights in our context and its application to the social work has limitations in terms of locally produced material and local meaning with Africa and within Uganda. Less has been written on human rights and social work in east Africa, and mostly is from western context, which is difficult for students to relate to".*

## 9.2. State involvement

In terms of challenges at state level teachers and coordinators share the sentiments that in Africa focus is still on providing for the needs of people and lesser on ensuring the rights of people are met, like teacher 2 mentioned that:

> *"You may notice that we are still struggling for example Uganda, to see that people achieve their basic needs so it is not just possible to jump into saying no we exclusively focus much of the resources and curriculum on the human rights-based approach and ignore the needs-based approach. I think we would be missing the contextual dimension of our argument. Many service providers are yet to appreciate the human rights-based approach. For countries were basic needs are not an issue, it leaves the person interested in the wellbeing of people with reciprocity for human rights".*

## 9.3. Standardisation

Issue of standardisation was also a challenge that was highlighted in all the interviews of teachers and programme coordinators, as they kept on mentioning that what is taught depends on the nature of the teacher, and that the teacher had the flexibility to teach how it is seen fit. Teacher 1 Makerere University saw this as a challenge because, *"it depends on those who teach, such that if one has knowledge on human rights would pay more attention to it, and if someone is not very vast with human rights then they may not really integrate it. It becomes a problem because you cannot ensure that in every course you integrate human rights".*

## 9.4. Practicalities

Students saw issues of practicality as the main challenge. As those in Gothenburg University felt the main challenge is that so much is taken for granted and that human rights are just something everyone thinks they know or assume that its implemented. Those of Makerere University thought practicality issues in terms of the fact that most rights are not achieved in Uganda *"you wonder how practical it is in a context where particularly social and economic rights are not a priority and where political rights are not really guaranteed"*.

In concluding their comments, students gave their suggestions on what they believe could be done to better the integration of human rights and facilitate their learning, among it was to have a separate course on human rights, *"if we are going to help students understand human rights we need a separate course strictly talking about human rights. Not service delivery or anything, and it should be among the first things we learn when we enrol into the course. So that we have it as an introductory part, but also have it run through the 3 years of the social work course"* says student 2 Makerere University. Another suggestion mentioned was aligned with making the section on human rights more practical *"to use examples from real life and put everything in a practical context and not just mention them"*. Student 1 Gothenburg University also mentioned "*not assuming that everyone knows about human rights just because you do*" as a suggestion.

## 9.3. Analysis

According to the social constructionism perspective, development of knowledge is shaped by social and economic structures that exist in the context in which it is developed (Kazooba, and Muller, 2014). These structures may either positively or negatively impact the development of knowledge. In Gothenburg University, as much as students are encouraged to actively construct their own experiences and build their own opinions in class room settings, as a way of helping the students to build an image of their role expectations in professional socialisation. In discussing issues of human rights which may be controversial or violating in one way or the other, they are expected to consider the rights of others they socially interact with, which may limit how they openly voice their views and opinions thus limiting their knowledge development. In Makerere University, lack of resources was one of the challenges mentioned. Due to the lack of access to resources needed to facilitate the learning of human rights, the development of knowledge is to a certain extent limited. Teachers mentioned lack of access to recent material, as well as locally relevant material on human rights as a challenge, since students struggle to get up to date with recent knowledge, and apply what is available to them, to their local context. These findings are supported by the writings of Dominelli, (2007), who wrote that the challenge of inefficient adaptation ok knowledge to local context comes from the application of knowledge being ineffective in teaching practices. It remains trapped in the theoretical and value base of social work rather than being transferred to practice (ibid.).

Furthermore, economic, and social structures are influential aspect in how human rights is taught. In Gothenburg University, both economic and social structures are not seen as a hindrance to the development of human rights knowledge since, the country is at a developed level, were is capable of meeting the basic needs of its people, however, this at the same time has encouraged the people to take human rights for granted with the assumption that everyone is catered for within the system, the students still learning to be professionals encounter this as a challenge since they miss out on the fully fledged experience of human rights in their socialisation process. While in Makerere University it is the other way, students miss the opportunity to experience human rights fully in their programme because lack of economic and social resources, the country is still struggling to see that people achieve their basic needs. So, in this case the state does not focus much resources and curriculum content on the human rights-

based approach, but rather on the needs-based approach, which emphasise meeting client's basic needs first. This is also a challenge, in terms of applicability of knowledge to practice, as it is hard for students to develop an image of what they are expected to do in their profession, because what they are taught remains inapplicable to the reality of the context.

A challenge that was relevant to both cases of the research, is that of standardisation in how human rights is taught across the courses in the social work programme. The integration model gives the teachers the flexibility of how and what to teach. Therefore, it becomes a challenge when assessing the integration of human rights into the programme. Teachers may choose to indulge or not to indulge in human rights issues in their courses, others may have more knowledge on the area compared to others. Furthermore, the courses mentioned in the research some of them are optional which means students get to choose whether to enrol in it or not Therefore, some students through this integration model of teaching human rights may have a valuable experience, while others might not experience it, because of the teacher not being vast in the area of human rights or personally choosing not to focus on the area because they have the leeway of how they teach their course.

Having human rights as a separate course within the social work programme, as well as widening the scope to include more practical means of helping students acquire human rights knowledge have been suggested as a way to overcome the limitations or challenges of having human rights embedded into different courses across the programme. The issue of having human rights as a separate course is discussed in the findings of Nipress (2013), as the participants indicated that they did not have enough knowledge on human rights to teach students, which is why they consider having human rights as a separate course.

# Chapter ten
## Discussions and conclusions
## Introduction

The previous chapters attempted to interpret findings and find out their meaning in relation to the main research questions. Therefore, since this research took a comparative design, one of the research questions was to explore the differences and similarities in the teaching of human rights and social work between Gothenburg University and Makerere University. The purpose of this section is to describe the main findings of the research that highlight the similarities and differences that emerged. In the end conclusions based on research findings will be described. The research findings illustrate that human rights do exist in social work undergraduate level programme, and there are similarities and differences in how human rights is taught in different countries. These states the major findings of the research.

## 10.1. Programme structure, student understanding of human rights, and the role of human rights in social work education

The general structure of the social work Bachelor's programme highlighted the differences that the universities possess both in the duration and capacity of students the programmes accommodate. Moreover, how the programmes are designed both universities similarly showed that how they plan their curriculum is influenced by both internal and external factors, with externals factors playing a major role, since students are trained to respond to the needs of their context. In both cases what is taught is the outcome of the regulations and procedures set forth on the outcomes of the programme, and the influences of the social context which differ in each case. In Gothenburg University, the state represents the major external effect, while in Makerere University, social problems that exist take role of the external powers. These findings are in agreement with the existing literature on how social contexts affect social work education (Chisala, 2006; Payne, 2005) as well as the assumptions of the social constructionism theory (Butt and Parton, 2005). In addition to that, the employability of students upon completion reflects the role of social workers take in each country, students in Gothenburg University have the possibility of getting employment directly after completion, while in Uganda its unpredictable looking at the conditions that surround the profession in each case (Bukuluki et al., 2017). In the end, despite the differences that exist, both universities in planning their programme structure, their main aim is to train practitioners who will be able to work at all the different levels of practice that social work is placed at. The researcher from the start was interested in the programme structure just to know where human rights is placed in the programme, and the findings turned to be important not just for locating human rights, but also for understanding why human rights is placed where its placed in the curriculum.

Due to the differences in policies, and social work practice among countries, students have voiced out their understanding of human rights in ways that echo such differences. Their understanding has been largely influenced by the environment in which the learning takes place. They all believe human rights is one element of social work and being part of the social work programme has in a way impacted their view towards human rights, which is what they have in common. Makerere University students know that human rights are privileges that could not be taken away, while for Gothenburg University perceive them as fulfilling basic needs and treating people equally. These descriptions may demonstrate a similar understanding, however from a critical point of view one may say that in the case of Makerere University privileges that should not be taken away is a way of showing that there is a possibility that people's rights are being taken away and therefore students view themselves as advocators who will ensure that

their clients entitlements are not taken away. While for Gothenburg University it may imply that students perceive that human rights revolves around maintaining an environment where everyone is provided for and treated equally. A sense of bringing change to the existing societal systems is what is seen in the response of Makerere University, while a sense of developing and nurturing the existing societal systems is what is seen from Gothenburg University. Taking a look at how social work students in Gothenburg University have been socialised to take the role of human rights, it seems a bit irrelevant to the local context, because the Sweden human rights reports (2016), has shown that the country still experiences situations where the rights of migrants are violated, therefore in this case the practitioners' knowledge on human rights perspective seems very important.

Similarly, the role of human rights in social work education has been justified in both cases as a need in preparing students for practice as per the international definition of social work because promoting human rights is listed as one of the social work competences (IFSW and IASSW, 2014). The rationale behind having human rights as part of the curriculum is seen from the same angle as to raise students' awareness and help them internalise and appreciate the principles of human rights that the profession upholds. To some extent the concept of professional identity construction is demonstrated in these findings, which supports the findings of scholars such as Geraldine (1987). The difference that emerged however is that of why students need to appreciate and internalise human rights principles. Teachers of Gothenburg University indicated that students need to be trained from a human rights perspective because most Swedish laws that students will work with are built on human rights, interestingly, still on the case of teachers they the perception that since Swedish laws are built on human rights then there is no need to discuss it in depth in class. This demonstrates a contradiction of perceptions, therefore since teachers are given the flexibility to determine how they teach, these perceptions may either negatively or positively impact the effectiveness of teaching. While from the Makerere University point of view students need to know human rights because in their line of work they will encounter issues of human rights violations that will require them to work towards building support systems that embrace human rights, however still on the case, students are trained to understand that their main role is meeting the needs of clients and ensuring the fulfilment of human rights is not viewed as one part of that. Although the role of human rights in social work education is viewed similarly in both cases, its importance to a certain extent differs.

## 10.2. The integration of human rights into social work education and its challenges

Concerning how human rights is taught in social work education among the studied universities, more similarities emerged than differences. This research has established that the infusion is the most common model used to integrate human rights into the social work programme, which has been evidenced in previous researches as the most dominant in social work education (Beydili and Yildirim, 2013; Dyeson, 2004). There is no separate course that only addresses human rights, but rather it is attached to the courses that are deemed to be the core courses of the programme. Therefore, in both the universities human rights in social work does exist, but in an implicit manner. It is just that perspective that is assumed to be present in all teachings, because it cuts across all the core elements of social work. The teachers are given the liberty to decide what and how much human rights they cover in their courses, it may be referred to in some courses and not in other courses. In evaluation it is also not necessarily an important part of the assessment. This therefore raises issues of concern, because one would wonder how accountability is ensured in such situations, and if students get access to the necessary human rights aspects needed to perform their duties effectively upon completion. However, like all the other findings discussed above there is a slight difference in how each University further

justifies their reasons behind the infusion model. They all agree to the fact that human rights is an important aspect of social work, but Makerere University teachers believe as a developing country they still have a lot to focus on in terms of meeting the basic needs of people before they can consider the fulfilment of people's rights. These then raise the issue of the effectiveness of the human rights-based approach as compared to the needs-based approach, in helping Uganda as a country overcome the social problems they are facing, since human rights-based approach allow interventions to cover multiple dimensions, and if focus is only on meeting the needs of clients, then other aspects continue lacking. These reasons were later identified as challenges in teaching human rights as these perceptions are a barrier to students' indulgence and appreciation of human rights. The methods of teaching used were described as those that allow student participation and reflection of issues. Students are allowed to create their own opinions and views and relate what is being taught in class to the real world, which could be viewed as creating own knowledge (Kham, 2013). The differences observed in how teachers and coordinators describe their experiences and how students describe their experiences pertaining how human rights is infused into the programme, could indicate that a gap exists in how the knowledge is delivered to students. Since students did not share the same sentiments with teachers in relation to the benefits of infusing human rights into social work courses. This observation was justified by students of both universities as they felt the infusion model, did not do justice to their learning since the concept is not given enough effort as they believe it could be. Furthermore, what this research has established further is that when the infusion model is used to teach human rights, there is a need for the faculty members to work towards finding the appropriate spaces to fit human rights which would be agreed upon, as well as a common way of delivering the knowledge to the students to promote standardisation in both teaching and the content students access.

## 10.3. Conclusions

The main aim of this paper was to explore 'if' and 'how' human rights is taught in social work education in Gothenburg University and Makerere University. Questions were designed to explore how students understand human rights, the role of human rights in social work education, how human rights is integrated into social work education, the challenges of integrating human rights into social work education, and lastly the similarities and differences in how human rights is integrated in the studied universities. The findings of this research have answered yes to the question if human rights are taught in social work education, and further indulged how the social work education is structured to accommodate human rights. The motivation for having human rights in social work education has been described as an important aspect in socialising students into the profession. Although there is limited literature around human rights and social work education, the research findings have reinforced the findings of the studies that have been conducted which state that the infusion model is the most common way of teaching human rights in social work. The similarities and differences that have emerged from the findings in how human rights is incorporated into the programmes, as well as how participants experience the concept of human rights differently and the challenges that come with it have also armoured the existing literature and the theoretical assumptions of the research. The local context plays a major role in the learning and teaching of human rights in Gothenburg University and Makerere University.

## 10.4. Research Implications

The significance of this study is primarily to enhance academic growth and development of the researcher, as well as fulfilling one of the requirements of the master's degree in international social work and human rights. Furthermore, in studying this, the intention was to advance the existing body of knowledge on the link between social work and human rights and thus lead to a greater understanding of the importance of human rights in social work education, and in helping students acquire knowledge needed to deal with the global problems facing social work today. The findings may also promote research, in the sense that other future researchers may identify areas for more research from the findings of this study which may lead to more comprehensive strategies and recommendations. This study has highlighted gaps that could influence further research. It was revealed that there are limitations to how human rights is taught in social work education. Furthermore, it was also observed that societal structures influence how human rights is taught. Therefore, studies could be conducted to study these aspects that this study did not explore further. The study has also yield various lessons that might be beneficial to the two schools of social work, and perhaps other schools of social work with similar characteristics. The findings of this study will be distributed to the University of Gothenburg and University of Makerere.

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# Appendices
## Appendix 1

### Letter of Introduction

My name is Nomsa Kgosietsile, I am a master's student within the Social Work and Human Rights programme at the University of Gothenburg, Sweden. I am undertaking a study as part of my thesis for my Master's Degree report on the topic *Social Work Education and Human Rights: A Comparative Study of Learning and Teaching of Human Rights in University of Gothenburg, Sweden and Makerere University, Uganda*.

### Purpose of the study

The purpose of my study to explore if and how human rights is taught in social work education. The comparative approach to the study allows for an opportunity to also explore different factors that influence the teaching and learning of human rights in different countries. International human rights concepts and laws have emerged as a relevant framework for social work, and this has been reflected at both international and national levels of practice. To prepare social workers to serve the human rights needs of those they work with, education has therefore been identified as an important aspect in facilitating the understanding of human rights among students and equipping them with the abilities to transfer their knowledge to all forms of practice.

This research project intends to engage the perspectives of both students and educators in determining how knowledge on human rights is delivered to students, and if the students leave the University with competencies to transfer their learning on human rights to the practice environment in Sweden and Uganda.

### Project study procedure

It would be very appreciated if you would volunteer to participate in this study, by granting an interview that covers certain aspects of this topic. All information you provide is completely confidential. You may decide to withdraw from this study at any time or to decline to answer any of the interview questions if you so wish. Furthermore, as a participant, you will be given access to the results of the study upon completion

The interview will last between 25 to 45 minutes and will be conducted through face to face or skype in cases where circumstances do not allow for face to face interviews. The interviewer intends to record the interview in order to use the recording for transcribing in preparing the thesis. The identity of the participant will not be revealed in this study preparation, and the data collected will only be used for this study.

To take part in this study kindly contact me or my supervisor.

**Student**                                          **Supervisor**

Nomsa Kgosietsile                               Staffan Höjer

kgosietsilenomsa@gmail.com              staffan.hojer@socwork.gu.se

# Appendix 2

## Informed consent form

The following is a presentation of how data collected from the interviews will be used: The research project is a part of my education in the International Masters programme in Social Work at the University of Gothenburg, Sweden. In order to ensure that the student's project meets the ethical requirements for good research, promise is made to adhere to the following principles:

- Interviewees in the project will be given information about the purpose of the project.
- Interviewees have the right to decide whether he or she will participate in the project, even after the interview has been concluded.
- The collected data will be handled confidentially and will be kept in such a way that no unauthorised person can view or access it.

The interview will be recorded as this makes it easier for the student to document what is said during the interview and also helps in the continuing work with the project. In analysing, some data may be changed so that no interviewee will be recognised. After finishing the project, the data will be destroyed. The data collected will only be used in this project.

You have the right to decline answering any questions or terminate the interview without giving an explanation.

You are welcome to contact the student or the supervisor in case you have any questions (email addresses below).

**Student**                                          **Supervisor**

Nomsa Kgosietsile                                Staffan Höjer

kgosietsilenomsa@gmail.com            staffan.hojer@socwork.gu.se

# Appendix 3

**Interview guide for Programme coordinators**
**Background Questions**

    a.  Role within the programme
    b.  Number of years
    c.  Qualifications

**1. How is the social work programme structured?**
- Number of students each year
- Aim of the programme
- Factors influencing what is taught
- Employability upon completion
- Do they end up with human rights organisations?

**2. What role does Human Rights play in Social work education?**
- Why is it important
- Any human rights knowledge required upon enrolment
- Required to have human right knowledge upon completion
- Is human rights part of the curriculum plan
- Motives behind having or not having human rights in the curriculum

**3. How are Human Rights integrated into the programme?**
- Where are they found in the programme
- Specific courses
- Optional or mandatory
- Are all human rights included or there are those discussed more
- Specific strategies of teaching
- How do you account that this happens

**4. Are there any challenges of teaching Human Rights in Social work?**
- I have noticed that human rights is not specifically mentioned in the curriculum structure, is this a challenge
- Any contradicting issues in teaching

# Appendix 4

**Interview guide for teachers**
**Background Questions**

   a.  Area of speciality/academic background
   b.  What course do you teach
   c.  Is it optional or mandatory
   d.  Where is it placed in the curriculum plan

**1. What role does Human Rights play in Social work education?**
- Do you teach human rights
- Do you teach all human rights
- What influences what human rights you teach
- What influences how you teach human rights
- Importance of teaching human rights in social work
- Human rights aspects that are fundamental to social work education in the context of your country?
- How much knowledge do you think students need to practice

**2. How are Human Rights integrated into the programme?**
- What methods are used to deliver the knowledge and skills to students
- What methods are used to evaluate the impact of teaching human rights in social work
- Main role of the educator in the teaching and learning process
- Are students meant to reflect on what is taught of only focus on what is taught in class

**3. Are there any challenges of teaching Human Rights in Social work?**
- What are the challenges that you come across in teaching human rights in social work
- How do you deal with the conflicting issues that arise from teaching human rights in social work
- I have noticed that human rights is not specifically mentioned in the curriculum structure, is this a challenge
- Any contradicting issues

# Appendix 5

## Interview guide for students

1. **How do you understand human rights?**
   - What do u think of when you hear human rights
   - What do you think of when you hear social work and human rights
   - What were your pre-existing attitudes towards human rights, before the start of this programme

2. **What role does human rights play in social work education?**
   - How has being part of this programme helped you understand human rights
   - How has being part of this programme helped you understand human rights in relation to social work
   - What are your views on the importance of learning about human rights as a social work student

3. **How is human rights incorporated into the social work programme?**
   - What methods of teaching and learning were used in the programme, that you believe helped you understand the concept of human rights
   - Human rights aspects fundamental to social work education
   - Which courses within the programme placed you in a better position of understanding the link between social work and human rights
   - Do you see the human rights knowledge and skills you have acquired through this programme applicable to practice

4. **Challenges of learning human rights**
   - What challenges have you experienced, or believe exist in the learning process of linking social work to human rights
   - Upon completion of this programme, are you in a position of confidently asserting that you have acquired the necessary human rights and social work skills and knowledge for practice
   - What are your suggestions on how the programme could be structured to improve the learning and teaching of human rights in social work courses