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Human rights education at Lund University

What are the challenges and opportunities for collaboration?

FRIDA NILSSON



Series editor: Lena Halldenius

Contact: info@humanrights.lu.se

Lund University
Box 117, SE-22100 Lund, Sweden

Cover photo: Johan Bävman

Summary

As of 2023, Human Rights is one of Lund University's five profile areas. One aim of the Human Rights profile area is to strengthen interlinkages between research and education in the field of human rights and to facilitate collaboration between courses and education programmes at Lund University that explicitly or implicitly focus on human rights. This report is concerned with the latter of those two challenges and analyses obstacles and possibilities for collaboration.

There are courses and programs within the human rights field on all levels at the university, but this study is mainly restricted to Master – or second-cycle – level. The data consists of syllabi for all relevant courses and programmes in the Spring and Autumn term of 2023, interviews with convenors of courses and programmes, and a questionnaire.

One finding is that human rights education on university level can be categorized into three types: Concept-oriented, Implementation-oriented, and Purpose-oriented human rights education.

Regarding possibilities for collaboration, the suggestions in the report are designed to inspire short-term and long-term collaboration at all levels of the organisation. Specific suggestions for collaboration are given in five areas: 1. Internal networks and infrastructure for communication; 2. Course collaboration; 3. External networking and collaboration; 4. Pedagogic development and; 5. Student collaboration and extracurricular activities.

The report ends with suggested steps toward a Human Rights Campus at Lund University:

- **Consolidate the Human Rights profile by raising awareness** about human rights education, through regular information distribution, a joint human rights calendar, newsletters, events and activities for staff and students, and a website or digital platform for internal and external communication purposes.
- **Create supportive communities**, through a core of committed human rights education programmes within the profile area, professional recognition of human rights education initiatives as meritorious, allocation of time and funds for awareness raising, collaboration, and administrative support on faculty and central level.
- **Start small**, for example through joint and open research seminars, guest lectures given by Lund University teachers and external human rights practitioners and defenders, and collaboration over elective master courses.
- **Establish a function** for human rights education specifically, for example in an already existing support function or a new role within the profile area. The function could be instrumental in setting up a core of human rights programme profile members, establishing partnerships with external actors in the region, and help initiating and follow-up on collaboration, and mentoring a profile area intern.

The review reported here was carried out by Frida Nilsson, PhD in Human Rights Studies with specialization in human rights education. It was funded jointly by the Human Rights profile area, the Joint Faculties of Humanities and Theology, and the Division of Human Rights Studies at the Department of History.

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1. Introduction

Since 2007, approximately two thousand degrees in Human Rights have been awarded at Bachelor and Master level at Swedish higher education institutions (Swedish Higher Education Authority 2023). Lund University accounts for the majority of these.¹ In addition, there are a range of courses and programmes in other fields of study which in various ways connect to human rights. There is a growing demand from the public sector for professionals with expertise in human rights (Johnsson 2022), and increasingly also from the private sector. The research on human rights education is clear on this: human rights education is on the rise, as a practice and as a field of research. Internationally, there are more textbooks using human rights terminology, (Ramirez et.al. 2007, Bromley & Lerch 2018) more university courses and programs in human rights, and more research on human rights education is published in a growing number of academic journals specifically oriented towards human rights (Cargas 2020). In the Swedish context however, even though university degrees in human rights have been available since the early 2000s, methods, content, and forms of teaching and learning human rights are yet to be explored in research.

At Lund University teaching and learning human rights is not confined only to programmes specialised in human rights, but take place also on courses and programs that might not be labelled “human rights education” (UKÄ 2015:25). The Human Rights profile area aims to bring disciplines within the university together “to address global societal problems and promote human rights as tools for justice” (“Profile Areas”). In this report, opportunities for collaboration between programmes and courses on Master level at the university are investigated. Human rights education at the university is categorised into three types, and forms for collaboration are suggested in five areas.

¹ Almost 60 percent of general degrees within the main area group (huvudområdesgrupp) human rights are awarded from Lund University.

2. What is human rights education?

In research as well as in the international community, “human rights education” has come to be conceptualised as a specific practice. Ever since the adoption of the Universal Declaration of Human Rights in 1948, a lot of faith has been put on education to accelerate the spread of human rights, and as a consequence education has been the subject of various international and national initiatives.² A definition of human rights education has been codified in the UN Declaration on Human Rights Education and Training (UNDHRET) from 2011, and is now generally accepted. In the declaration, in most policy documents and research literature, the concept has three aspects: education *about*, *through*, and *for* human rights (Cargas 2020). According to the declaration, “Education *about* human rights includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; Education *through* human rights includes learning and teaching in a way that respects the rights of both educators and learners”, while “Education *for* human rights, [...] includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.” (UNDHRET 2011).

The UNDHRET definition does not distinguish between formal education within the school system and higher education, and non-formal education, such as training programs for professionals or for minorities where the educator can be an NGO or other actors outside of the formal education system. Empirical research on human rights education tends to focus on age specific or education type specific cases, as it is believed to be a precondition for the usefulness of the concept that the three aspects are tailored to education type, age group, and educational aims.

In current research literature on formal human rights education, the focus is mainly on primary and secondary education, or basic education for children and youth, not university level (Tibbitts & Keet 2024). When higher education is addressed in relation to human rights, it tends to be in terms of the *right to* education (Tibbitts & Keet 2024). The area of human rights education on university level is, consequently, in need of more attention.

One thing to note in the Swedish context is that students with grades from Swedish primary or upper secondary school can be expected to possess basic knowledge of human rights. Swedish primary and secondary school learning objectives set out to deal with all aspects of human rights education in their national curricula. Knowledge as well as teaching and learning methods and the transmission of values and standards are highlighted in the curricula and in course syllabi (Nilsson 2022).

This can be contrasted to for example the US context, where studies show that students do not have the knowledge or critical evaluation skills required to stand up for their own rights or those of others when they start their university studies (Cargas 2020). University teachers on international Bachelor and Master programmes will need to be aware that the frames of reference for what human rights are and how they are interpreted will differ widely within an international student group, even when the students have similar academic qualifications. In general, this applies to any international and multidisciplinary classroom, but human rights educators need to be alert to the fact that even when

² There have been regular initiatives from the UN directed to formal education. Examples are the 1965 Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, or UNESCO’s 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, which is now under revision, see “Revision of the 1974 Recommendation”. For more on the Swedish and Nordic context see for example T. Nygren, *History in the Service of Mankind: International Guidelines and History Education in upper secondary schools in Sweden, 1927-2002*. Umeå universitet, 2011.

human rights terminology is explicit, it is understood in a variety of ways in different political context (Cargas 2020, Nilsson 2022).

Few studies on teaching and learning human rights in higher education that includes Sweden or the Nordic countries have been done. But there are some relatively recent reports on human rights professionals and on quality assurance regarding human rights in professional higher education training.

Christina Johnsson's study on an emerging human rights profession indicates that professionals working with human rights issues in the Swedish public sector do have a university degree, but not necessarily with human rights as the main field of study, although thirty percent of her respondents did have a qualified education in human rights (Johnsson 2022). A report from the Swedish Higher Education Agency, commissioned by the Swedish government, on ensuring the quality of professional training in medicine, psychology and social work, maps teaching about human rights in relation to men's violence against women and against children (Swedish Higher Education Agency 2015). The results show that in all thirteen education programs covered by the mapping, teaching about human rights was included. These results are also reported in a quality assurance report for the Erasmus+ project "Modernisation, Education and Human Rights – Quality assurance of learning outcomes and a student perspective" (MEHR) where Croatia, Sweden and Portugal are compared (Swedish Higher Education Agency 2019). The MEHR report shows that the professional education programmes do not bring in external expertise when they teach about human rights, but rely on regular teaching staff within the program or institution. The staff's expertise in human rights is not evaluated by the institutions, something which is suggested as a possible area for development in all countries. Another of the report's conclusions is that human rights should be formalised in learning objectives in order for the teaching to be effective and for it to be quality assured. Deciding what are suitable learning goals in human rights, should be up to the respective education, with consideration of its overall goals and objectives (Swedish Higher Education Agency 2019). In sum, there are indicators in these studies that human rights is not viewed as a specialist academic competence in the public sector in general, nor in professional higher education programmes.

The Swedish Public Agency for Higher Education (UKÄ) emphasizes in their quality assurance report that national legislation and government initiatives are very important for the successful integration of human rights in education (Swedish Higher Education Agency 2017). Studies from a North American context link the commercialisation of universities to difficulties in securing sufficient funding for human rights education. As Lindsey Kingston concludes, this shows that institutional support, such as a good financial structure around research, is of the utmost importance for university education in human rights (Kingston 2018). Even though countries have different structures and political traditions for funding higher education, institutional support is always essential. An initiative such as the Lund University profile area in Human Rights is a way to put the spotlight on the fact that measures to integrate human rights in higher education are already taking place.

3. Human rights education at Lund University

The three aspects of the definition of Human Rights Education – *about, through* and *for* human rights – are useful for discussing what human rights education is. However, in the context of teaching and learning in higher education in Sweden, it needs to be understood in relation to other ways of categorising what students should be able to know and do. All education at Lund University needs to be in accordance with the university's core values of safeguarding democracy, and respecting the equal value of all human beings, democratic principles and human rights and freedoms (Lund University's Strategic Plan 2017-2026). So what sets human rights education apart from any other education that satisfies these criteria? The starting point here is the network of human rights research and teaching within the Lund University Human Rights profile area, where human rights education is considered a rich practice that can be engaged in across academic fields and regardless of subject of study. The official definition – *about, through, for* human rights – is in this context too restrictive, as can be seen below in the categorisation of different types of human rights education. For the purposes of this report, a principle of self-identification is used: if educators identify a field or subject as being human rights-related and seek to develop that aspect, it will be considered a type of human rights education.

There are arguments for a stricter definition than the one used here, as seen in Sarita Cargas exploration of human rights education as an academic discipline. Cargas writes from her own experience of building a degree education in human rights at a North American university and argues that courses or programmes cannot be said to be education in human rights without some *explicit* reference to human rights (Cargas 2020). Courses dealing with social injustices without explicit reference to human rights frameworks will, according to Cargas, not be enough; a course must contain a reference to human rights, for example through terminology or literature, to be considered human rights education (*ibid.*). On this more restrictive understanding, terminology and legal human rights instruments are decisive if the object of study is to be counted as human rights. While that is a valid notion, a more extensive understanding of human rights education, which can be applied to a wider array of degree programmes, is recognised here.

In previous research, I show that education does not have to engage explicitly with human rights terminology or legal human rights instruments to be perceived as human rights education by teachers or students (Nilsson 2022). I have developed the concept “associative rights language” to show how – through a process of “translation” – legal phenomena (like discrimination), moral values (like equality), and political challenges or injustices (like racism or sexism) get to be associated with human rights and counted as human rights concerns without necessarily using human rights terminology (Nilsson 2022). Importantly, the associative rights language is context dependent – in one context expressions such as “the inviolability of life” or “equal in dignity” may clearly refer to human rights norms, while in another they may rather refer to religious principles, a national constitution or a personal view of humanitarian values.

To conclude, a balance needs to be struck between, on the one hand, the risk of watering down human rights education if an explicit rights terminology and references to human rights instruments are not required and, on the other, the risk of excluding rights practices if they are. On the more extensive understanding of human rights education suitable for a multidisciplinary network like the Human Rights profile area, education *for* human rights – with some references to terminology or instruments that do not have to be specified as learning outcomes – enabling students to take action for human rights related issues, will be included.

3.1 METHOD AND DATA: SYLLABI, INTERVIEWS, AND QUESTIONNAIRE

The aim of this study has been to investigate possibilities for collaboration on human rights within second-cycle education at Lund University. The survey undertaken for this purpose has included mapping and analysis of syllabi for all courses that here count as related to human rights, interviews with key persons at some of the relevant courses and programs, and questionnaire responses from lecturers, researchers and other affiliated staff at Lund University and the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI).

To identify relevant courses and programs, an initial manual search for “human rights” was made in the open course catalogue, followed by a comprehensive search in LUBAS, the database for education at Lund University, and a separate search for the Faculty of Engineering (Lunds Tekniska Högskola), which has its own database.³ The results from the database search expanded the results from the manual search to include more courses at the Faculty of Law and the Faculty of Medicine but matched, overall, the results from the manual search.

The selection of respondents was based on a manual staff search on the university staff database and the network of researchers affiliated with the Lund University Human Rights profile area. In total 13 persons from 12 different master programmes were interviewed in their capacity as programme director or manager, teacher, or other function that gave them insight into the master programme and courses. A questionnaire was sent to 255 members of staff in different positions (including programme managers, lecturers, administrators, and doctoral candidates with teaching experience) on human rights education identified as relevant for collaboration from all faculties at LU. The response was quite low – 28,6 percent (73 responses). Two respondents took the offer of a conversation instead of answering the questionnaire. There is overlap between the online questionnaire and interviews, as some interviewees also answered the questionnaire.

Importantly, the interviews and questionnaire responses are regarded as qualitative data. The survey is responsive to the respondents’ various definitions of human rights education, and since their understanding of human rights relevance differs depending on personal interest, knowledge, and previous experience (Nilsson 2022), the questionnaire and interviews should be seen as an inventory of interest for human rights education and an indicator of preferred forms for collaboration in an existing group of interested staff.

Of the responses to the questionnaire, 95% came from the humanities, law, and social sciences. Of these 37% came from the Faculty of Social Sciences (which also had the largest number of questionnaire recipients), 29% from the Joint Faculties of Humanities and Theology, 23 % from the Faculty of Law, and 6% from the School of Economics and Management. The remainder of the answers came from the Faculty of Medicine. There were no answers from the Faculty of Engineering or the Faculty of Science. 75% of the respondents were teaching staff, even though they might also work in additional capacities. The questionnaire was available in both English and Swedish, and the interviews were carried out in English and Swedish.

³ I initially searched manually for courses related to human rights at https://www.lunduniversity.lu.se/lubas/courses-programmes/*/program/1/undefined, which is an open course catalogue for prospective students. The LUBAS search was carried out by an LDC system developer on the 23 November 2023. The search in the LTH database was carried out by system manager Karim Andersson. I’d like to extend my gratitude to Anna Ternström, research assistant in Global Health, who shared her mapping of courses for a prospective master’s programme in human rights and reproductive health.

Reaching out for interviews and questionnaire answers generated positive responses and a possible network of key persons for future collaborations. A warm thank you is extended to all who participated!

3.2 A CLASSIFICATION OF HUMAN RIGHTS EDUCATION

In 2023, around 130 courses with the term “human rights” somewhere in the course description were offered on Master level at Lund university.⁴ While there are programmes and courses specifically and explicitly focused on human rights,⁵ the lion’s share – on both Master and Bachelor level – do not have “human rights” in the title⁶, nor are “human rights” mentioned in the learning outcomes or goals.⁷ An exclusive focus on the terminology of human rights in course or programme plans would give a too restricted sense of the wide array of human rights education practices within the Human Rights profile area at Lund University, with many courses that without an explicit human rights terminology in their syllabi, focus on human rights related issues like social justice, equality, democracy, or minority groups.

One of the important results from the analysis of courses, together with data from the interviews and the questionnaire is a classification of human rights education at Lund university into three categories: Concept-oriented, Implementation-oriented, and Purpose-oriented. The classification highlights the diversity within the rich practice of human rights education and can facilitate ground for collaboration. It has general applicability and is relevant not only for Lund University.

⁴ Lugas, the database for education at Lund university course, search date 23 November 2023. Search terms “mänsklig/a rättighet/er/na/s” och “human right/s”.

⁵ Currently there is one multidisciplinary Master’s programme in Human Rights Studies at the Joint Faculties of Humanities and Theology and one Master’s programme in International Human Rights Law at the Faculty of Law in collaboration with the Raoul Wallenberg Institute. Both are international and taught in English. A Master focusing on sexual and reproductive rights is in the making at Social Medicine and Global Health, Faculty of Medicine, as part of a large international collaboration. A master course in children’s rights at the Sociology of Law department, at the Faculty of Social Science, is planned to start in 2024. There are also several already existing freestanding courses, for example at the Law Faculty, Health Studies and the Department of History with human rights as the main object of study.

⁶ An example is a course at the Faculty of Engineering (LTH) called “Rehabilitation Engineering” with an integrated focus on human rights, as shown in the learning outcome that the student should “be able to articulate the values that lie in the UN Convention on the Rights of Persons with Disabilities, to fully enjoy all human rights and fundamental freedoms, with or without technical or human assistance”.

⁷ Examples are courses in Gender studies, Human Ecology, and Middle Eastern Studies.

	CONCEPT-ORIENTED EDUCATION	IMPLEMENTATION-ORIENTED EDUCATION	PURPOSE-ORIENTED EDUCATION
DISTINGUISHING CHARACTERISTICS	Human rights are at the core of the programmes and courses and the main object of study. Human rights provide the focal point and are decisive for what specific topics and issues that are relevant for the education.	Professional degree programmes and other programmes and courses where application of human rights standards is integral to the students' future careers. Human rights feature primarily as legal knowledge and institutional practice. Human rights complementary to already existing subject.	Programmes and courses focused on social justice, where human rights are relevant to specific issues or topics. Human rights feature as a multidisciplinary field, drawn upon when perceived as providing a relevant perspective. Human rights used to deepen or broaden understandings of a subject.
EXAMPLES	Human Rights Studies; International Human Rights Law	Social Work; Social Medicine and Global Health; European Studies	Gender Studies; Sociology of Law; Human Geography; Human Ecology; Economic History; Political Science

Concept-oriented refers to courses and programmes where human rights are at the core of the education and constitute the object of study. Human rights are the focal point that make specific topics and issues relevant for the education. Examples are the Master's programme in International human rights law, which is a collaboration between the Faculty of Law and the Raoul Wallenberg Institute, and the Master's programme in Human Rights Studies, at the Joint Faculties of Humanities and Theology.

Implementation-oriented refers mainly, but not exclusively, to professional degree programmes and subjects where practical application of human rights standards, for example the UN Convention on the Rights of the Child, is integral to the students' future careers. Human rights are primarily viewed as legal knowledge and institutional practice, and education in human rights is complementary to the subject at hand. Examples are the Master's programme in Social Work and programmes and courses in medicine and health.

Purpose-oriented refers to education where human rights, as a multidisciplinary field, become relevant for the topic at hand at certain points or on specific issues. These programmes and subjects usually focus on social justice issues, and draw upon human rights to deepen or broaden the understanding of topics or questions when they are perceived to provide a relevant perspective, also if the perspective is used critically. Examples of this type of human rights education are many and include Gender studies, Sociology of law, Economic history, and Human geography.

As with most typologies, not all programmes and courses fit neatly within one category; some have an emphasis on one type but share characteristics with others. The classification reflects the different views on human rights expressed by programme and subject representatives and what knowledge of human rights they considered most useful for their students. For example, for students in Social work, knowledge about the UN Convention on the Rights of the Child and methods for implementation were viewed as essential. Thus, a normative approach to human rights instruments and the role of civil servants was a given starting point for human rights education on that programme. In other subjects, such as Gender studies, human rights are seen as a value system and concept with implications for unequal power structures. How human rights interact with systems of power, and itself constitutes a system of power, can be a fruitful starting point for human rights

education for students on these kinds of subjects. These different approaches to human rights education reflect what kind of collaboration respondents suggested as most useful for them.

3.3 EXPLORING POSSIBILITIES FOR SUSTAINABLE COLLABORATION IN HUMAN RIGHTS EDUCATION

This section describes how respondents and interviewees would like to collaborate, what they see as important for collaboration to come about, and what obstacles and challenges to collaboration that they identified.

The diversity of human rights related courses and programs at Lund university should be seen as an indicator that many subjects all over the university consider human rights to be of importance for their field. In the questionnaire, 95% of the respondents say that collaboration for human rights education is relevant to their subject. Those who disagree state that human rights are not central enough for their teaching or research. According to 90% of the respondents, their students are encouraged by their teachers to relate their field of study to human rights. The remaining 10% said that their students are implicitly encouraged to do so. Thus, the teachers who responded to the questionnaire want to convey human rights in their teaching activities and think that human rights are relevant to their subject. This implies that there is a foundation for working on human rights together in education.

Approaches to human rights differ between disciplines, subjects, and departments, and sometimes within them. Most interviewees and respondents agree that there are what might be called departmental “cultural agreements” on legitimate ways to approach the subject and what research should achieve. They are also aware that their own ways of doing things differ from what others do and that this is both an asset and a challenge. If we are all human rights educators, then what is the identification? A challenge for human rights as a multidisciplinary and cross-faculty field is to house and respect a diversity of conceptions, contexts, disciplines and interests while creating a sense of academic community and common concerns. The classification of three types of human rights education is intended as a resource to navigate such questions by giving some structure to the diversity.

Establishing a university wide consensus on the conception of human rights, what human rights mean, and what human rights education should be, was deemed to be irrelevant and reductive, not to mention difficult to achieve. Several of the interviewees pointed out that recognising the diversity of views on human rights is essential for collaboration, and pointed to a shared understanding for different ways to deal with human rights rather than a common definition. From the classification presented here – which is based on the interviews and questionnaire responses – different needs can be identified. The classification of education is one way of loosely defining human rights education at Lund University, with “human rights education” as an identifier and umbrella concept for the involved programmes and courses.

Most of the answers to the question if the respondents or interviewees themselves were willing to engage in collaboration for human rights education were enthusiastic while also reporting practical obstacles. In the questionnaire, 34% of respondents reported that they saw personal obstacles for collaboration, while 55% reported that they anticipated some general challenges and obstacles.

For collaboration to be sustainable and maintained over time, it has to meet the needs of the organisation and the persons involved. Sustainable collaboration in education requires a different kind of support infrastructure than research collaboration, especially if it involves course collaboration between programmes and across faculties. A Swedish report from 2019 on external collaboration in

higher education notes that collaboration in education must go beyond ad-hoc, temporary, individual partnerships in order to actually form sustainable collaboration (Bjursell & Ramsten 2019). Judged by the responses to the questionnaire, interviews, and as well as experiences reported at a seminar from the Bachelor programmes in Sociology and Social Anthropology (“Samverkan i utbildning” October 2023), this seems to be a transferable conclusion for in-house collaboration in higher education as well. Creating and maintaining a supportive infrastructure for collaboration initiatives was identified as fundamental for collaboration that lasts over time and does not weigh too heavily on the shoulders of individual teachers.

Many of the challenges to collaboration are general in character and not specific to human rights education. Economy and administration (for example allocation of full-time students, teaching hours, and shortage of teaching staff) were identified as challenges to collaboration. Lack of time was framed as an administrative problem, a financial problem, as well as a personal challenge to collaboration, and – importantly – the primary source of concern, both personally and generally.

Depending on the respondent’s position in the organisation, some or all aspects were more or less pressing. Respondents reported limited time and insecure employment as obstacles to collaboration, since course collaboration require planning and predictability. Balancing flexibility with prerequisites such as time and predictability within the education programmes was described as a structural obstacle to collaboration. Lack of time was viewed as an issue of funding of education in general, and holds for any collaboration initiatives. Lack of flexibility in administration, such as eligibility criteria for students from multidisciplinary backgrounds, or the allocation of funds for full-time students over a year (helårsstudieplatser, HÅS), was identified as a problem for course collaboration in particular. In terms of administration, eligibility criteria, the practical set up of courses (such as where in the organisation they will be placed) and time planning for staff are the main concerns.

One challenge is a perceived lack of interest from management on programme, department, and faculty levels. While it is essential that collaboration is firmly anchored “from below”, that is, with teachers and other staff closest to the core activity of teaching, it is also important that initiatives for collaboration are supported by managers, directors of studies, heads of departments, and department and faculty boards. A worry is that time-consuming education collaboration between departments and faculties are carried out at the cost of more meritorious research activities, without any institutional measures to secure long-term impact. This means that there has to be concrete motivation for collaboration which benefits individual teachers, subjects or programmes, and departments. One such concrete motivation for individual teachers and departments would be if educational efforts were recognized as equally meriting for teaching positions as research publications.⁸ Centrally allocated funds for teaching collaborations could also be a concrete motivation for departments, since such initiatives would in that case not impinge on the department’s or division’s budget, which in many cases is strained. Approaching these challenges from different angles and with different kinds of collaborations in mind could make some challenges easier to address.

General measures, such as recognising educational efforts as meriting for a career in academia, allocating funds for pedagogical development not connected directly to specific course or program development, and administrative flexibility would benefit collaboration in human rights education.

⁸ The Faculty of Engineering (LTH) has a system of assessing and rewarding excellent teaching, discussed in Thomas Olsson and Torgny Roxå, “Assessing and Rewarding Excellent Academic Teachers for the benefit of an Organisation”, *European Journal of Higher Education*. Vol. 3, No. 1. (2013) pp. 40-61. Other faculties are following suit. The Faculty of Social Sciences has a process for applying for excellence in teaching: <https://www.sam.lu.se/en/internal/employment/applying-assessment-teaching-expertise>.

4. Suggestions for collaboration

Different forms of collaboration will be more or less suitable depending on which type of human rights education respective subjects and programmes align with, already existing collaborations, and other education specific aspects. Suggestions from respondents ranged from finding suitable partner programmes or persons, building networks, and creating interest and awareness among staff and students, to symposia and jointly publishing an edited volume on human rights education. There is not room here to report on all ideas from the respondents, no matter how exciting.⁹

The suggestions for collaboration that are recounted here are divided into five areas: 1. Internal networks and infrastructure for communication; 2. Course collaboration; 3. External networking and collaboration; 4. Pedagogic development and; 5. Student collaboration and extracurricular activities.

The suggestions reflect both short-term and long-term ambitions and take into account the fact that measures for collaboration can be taken at various levels of the organisation, and the complicating factor that faculties are organised in different ways. Some suggestions should be possible for teachers and programme managers to do themselves, while others may require a coordinator. Some could be implemented fairly quickly and require less resources, while others may take longer and require more resources.

4.1 INTERNAL NETWORKS AND INFRASTRUCTURE FOR COLLABORATION

Interviewees and questionnaire respondents pointed out that for the establishment of collaborative networks, communication is key. One interviewee described the current lack of collaboration in human rights education as a waste of resources; the vast competencies that she knew exists at Lund University could create a very dynamic educational environment. Other respondents addressed a general “silo” problem – educational programmes within Lund University do not communicate. The university is a vast body with many possibilities for dynamic interaction in research and education, but there is a lack of communicative infrastructure.

The Human Rights profile area could facilitate communication and dissemination of information for the purpose of networking. For example, if you want to search for possible guest lecturers or seminars of relevance to human rights, it should be easy to know where to look.

Most suggestions for collaboration presuppose some kind of collaboration or coordinating infrastructure. Efficient means for internal and external communication for networking, interaction, and information sharing, is of outmost importance for collaboration to take place.

One suggestion concerns membership in the Human Rights profile area, such that education programmes could become members, with a core of member programmes committed to collaboration and exchange of ideas and students. Encouraging programme directors to link their programmes to the profile area would help build a supportive environment. Requirements that should be met in order to become a profile area programme member could be set by programme representatives together with the profile area management. One suggestion is that all programmes aspiring to be an education *for* human rights can be included. Membership should include both privileges, for example access to common seminars, and conditions, such as opening up eligibility criteria for relevant courses to enable exchange of students between faculties, or hosting open seminar events. However, in order to accommodate the different kinds of human rights education,

⁹ The complete data is archived with the author.

membership conditions should not require that human rights are part of the programme's learning outcomes.

Starting off small-scale, by raising awareness about what kind of research and teaching that is already taking place and increasing knowledge of human rights education is a way to consolidate collaboration within the profile area. Organising joint inspirational events can be especially useful. A concrete suggestion is "lunch time mini-lectures" once a month, digitally or on campus, with researchers or teachers presenting their work. This could enhance a sense of community between human rights teachers and researchers from different faculties or subjects, and it would also increase knowledge about human rights. Events should not be separated into either education or research related; aspects of both should always be incorporated.

The suggestions regarding internal networking include opening up for education programmes to be members of the Human Rights profile area, with a committed core of programmes. Regarding the key issues of communication and coordination, there are suggestions of a coordinating function mandated to facilitate communication, organise events, and maintain the core of programme members (see also the suggestion of a student internship under 4.5), a specific Human Rights profile area online calendar for easy dissemination of seminars and other events. A digital communications platform for interaction within the profile area network and for external communication should be a long-term goal.

4.2 COURSE COLLABORATION

Respondents suggested a range of options for course collaboration on master's level. At the heart of most of the suggestions are ideas for joint thematic courses for master's programmes over faculty or department boundaries.¹⁰ It is worth noting however, that many respondents also saw challenges and obstacles in the way due to lack of time (linked to individuals' employment situation or department economy, etc.). Some dismissed the idea of joint courses altogether, arguing that departments' economy already struggles to maintain existing courses, so creating new ones seem unrealistic.

Even though there was an expressed interest for developing new joint courses, collaboration within existing courses was considered more viable. One example could be to create elements of interaction between programme students through a common case study. Students would then work together over faculty boundaries to discuss or solve a case as part of course on their respective programmes. Teachers would develop suitable cases together and synchronise slots in their courses. Initially, this could be tried out between two or three programmes.

Many programmes already have formal collaborations, such as exchange quotas for students from other selected master programmes to take elective courses. Several subject representatives and programme managers said that they have many courses that would be suitable for this kind of student exchange also on bachelor level.

Opening already existing human rights courses to master students from all over the university could be a way to create a human rights campus at Lund University. It would require changes in some

¹⁰ Themes suggested for joint courses include democracy, children's rights, injustice, security, gender inequality, migration, gendered and sexualised violence against women, non-binary and gender diverse people and children/youth, artistic expression and human rights, right to the city, human rights and libraries, unequal health, moral philosophy, civil society, and access to justice.

courses' eligibility criteria, so that being enrolled on a human-rights related master's programme (as defined by the collaborating programmes) is enough for eligibility.

Summer courses is another option that was put forward. Compared to courses during regular semesters, summer courses have the benefit of not synchronised periodisation, teachers and administrative staff have more time to plan and get syllabi approved, and it could be easier to free up time for teachers during summer. Sometimes faculties announce separate funding for summer courses, which means that they do not impinge on the general funding for full-time equivalents. Another suggestion was to get the international office for exchange studies involved and with their help identify a set of courses that can be offered to incoming international students with an interest in human rights, even if they study on non-human-rights related programmes.

The most common suggestion was to use the network of teachers affiliated with the Human Rights profile to set up a pool of guest lecturers. This would only require a basic infrastructure for communication, such as an online list of names and competences.

There are support functions for course development and pedagogical development centrally at Lund University and, in most cases, within faculties. Making already existing functions and the services they provide better known can contribute to pedagogical development at faculty and central level and encourage ideas for collaboration. EduLab, a support function for lifelong learning, can assist in the development of courses aimed for professionals.

The suggestions regarding course collaboration include creating and communicating a list of possible guest lecturers and their specialised competencies in the human rights-related field, better awareness of existing infrastructure for course development, central funding for course development within the profile area, and more flexibility regarding eligibility criteria for relevant courses. For the sake of overview and easy access, there should also be an online resource – possibly on a Human Rights profile area website – of all human rights related courses and programmes open for Swedish and international students.

4.3 EXTERNAL NETWORKING AND COLLABORATION

Respondents also expressed a wish for strengthened collaboration with human rights actors outside of the university, in the region and beyond, between students, educators, and human rights defenders in the field. Lund University emphasises the strategic importance of educational collaboration (“utbildningsamverkan”) with the surrounding community (Lund University Strategic Plan 2017-2026). Reports on higher education and lifelong learning, as well as on human rights in higher education, also support the importance of such initiatives (Alm et.al. 2016, Bjursell & Ramsten 2019, Kingston 2018, Cargas 2020).¹¹ In fact, apart from the strategic and societal gains, Swedish universities are required by law to collaborate with the surrounding community (Högskolelagen 1992:1434). Some faculties and departments have an internal infrastructure for external collaboration while others use central support functions for that purpose.¹²

Whichever form collaboration takes, human rights education at Lund University is exceptionally placed. The university has a close partnership with the Raoul Wallenberg Institute for Human Rights

¹¹ Most literature on collaboration in higher education refer to collaboration with external actors/local community or cross-disciplinary research, not internal cross-departmental educational collaboration.

¹² The Faculty of Social Sciences has established a local support function, the External Engagement Council to promote collaboration between the departments and society: <https://www.sam.lu.se/internt/organisation-och-styrning/fakultetens-organisation/samverkansradet> [last visited 2023-12-20] An example of a central support function for life-long learning is the aforementioned EduLab, “a testbed” for courses directed to professionals.

and Humanitarian Law, with headquarters in Lund. RWI staff participated in this survey and can be affiliated with the Human Rights profile area. The profile area serves to promote the collaboration in education between RWI and the university even further. The city of Lund was declared a Human Rights City in 2018 (“About Lund Human Rights City”). The Swedish Institute for Human Rights – established in 2022 as Sweden’s national human rights institution in accordance with the Paris Principles – is located in Lund (“Paris Principles”), and many human rights NGO’s are active in the region.

Regarding networking with other higher education institutions, the Human Rights profile area organised the conference “Human Rights in Higher Education” in October 2023, in collaboration with Uppsala university, the Swedish Institute for Human Rights, and RWI (Nilsson “Human rights education – what is it good for?”). One result of the conference was the creation of a national network for human rights in higher education. Thus, the opportunities for collaboration with a variety of actors locally, regionally, and nationally are plenty.

Another form of external collaboration which is already taking place – even though educational programmes might not label it as such – are internships and alumni guest lectures, which are standard in many programmes at both master’s and bachelor level. A report from Lund University from 2016 highlights student thesis projects in collaboration with companies and organisations (Bengtsson 2018). Most of these thesis projects are from the Faculty of Engineering, but there is great potential for developing external collaboration over thesis projects also within human rights education. First steps have been taken by the Swedish Institute for Human Rights, that has offered student placements at their office for graduate projects.

The infrastructure for setting up external collaboration – in addition to thesis writing and internships – varies within faculties and departments. Creating sustainable partnerships for external collaboration requires additional time at start-up, time for administrative tasks, and staff continuity within the programmes (“Samverkan i utbildning”). A network or platform for communication with human rights actors in the region would be a way forward. See also “Student collaboration and extra-curricular activities”.

The suggestions regarding external networking include creating or joining already existing networks with human rights actors in the region, creating an alumni network for human rights related programmes, invite human rights practitioners to give guest lectures or lead workshops, and – to that end – create a pool of interested human rights actors and practitioners available for guest lectures or other kind of education collaboration.

4.4 PEDAGOGICAL DEVELOPMENT FOR STAFF

Most courses and programmes report that they have a sufficient in-house knowledge base for human rights education for their specific needs. However, there are examples of already existing collaborations between departments on bachelor level, where a need for complementing competency has been identified. Encouragement for research and teaching staff to develop pedagogically and engage in teaching is also key for collaboration.

Teaching in higher education is intimately tied to research, and the other way around. Differentiating too much between collaboration for education and for research purposes might hamper ideas, particularly in a start-up phase. Different suggestions for creating spaces to come together and discuss interests, difficulties, and ideas were at the core of the suggestions for pedagogical development.

The Human Rights profile area could be an avenue for activities in pedagogical development for human rights education. Symposia with presentations or mini-lectures, and a follow-up conference on human rights education – aiming to include teaching staff from programmes under all three of the categories of human rights education identified in this report – would promote knowledge of different ways of researching and teaching human rights at the university.

Pedagogical meetings on how to integrate human rights in teaching and on teaching methods for human rights were asked for. Physical meeting places for interaction can also be a way of countering the perceived challenge of “silos” and of different perspectives of human rights not speaking to each other. Meetings for discussing human rights and what human rights education is, or what we want it to be, is a crucial step towards collaboration. Invitations should include programme directors as well as teaching staff.

There are support functions for course development and pedagogical development centrally at the university and, in most cases, within faculties. EduLab helps with development of courses directed to professionals, and it is possible to apply for seed money to develop courses together with a teacher from a European University Alliance for Global Health¹³ partner university (“Seed money for course and programme development”). Informing about already existing infrastructure that can contribute to pedagogical development at faculty and central level also serves to encourage ideas for collaboration.

The suggestions regarding pedagogical development include recurring events for staff, such as digital lunch seminars or half-day symposia with mini-lectures on research and teaching taking place within the profile area, information about existing infrastructure for collaboration for pedagogical development, and allocation of funding for pedagogical exchange within the university.

4.5 STUDENT COLLABORATION AND EXTRACURRICULAR ACTIVITIES

In collaborative initiatives, students should not merely be seen as the objects of education. In line with the participatory principles of human rights education, students should be empowered to partake of and create collaboration themselves. The Human Rights profile area could facilitate for such meetings to take place.

Respondents described extra-curricular activities for students as a kind of collaboration directly for students, but avoiding the bureaucratic and administrative challenges that come with course collaboration. Already existing activities can be coordinated to include students from all or some human rights related programmes. Suggestions for new student activities designed especially for human rights related programmes include student-led conferences or a cross-faculty thesis award for the best human rights Master’s thesis.

Respondents also suggested that an internship be established within the Human Rights profile area. Some of the administrative tasks related to initiatives suggested in this report could be undertaken by a profile area intern, such as compiling lists of guest lecturers in human right-related fields, updating a human rights calendar, organising student activities, etcetera. It would be cost-effective, create opportunities for interested students, and could also serve to try out some suggestions.

¹³ The European University Alliance for Global Health (EUGLOH) is “a strategic partnership between Université Paris-Saclay (UPSaclay), Lund University (LU), University of Szeged (USZ), University of Porto (UPorto) Ludwig-Maximilians-Universität München (LMU), University of Alcalá (UAH), UiT The Arctic University of Norway (UiT), University of Novi Sad (UNS) and Universität Hamburg (UHH) in the context of the European Commission’s European Universities Initiative”. See <https://www.eugloh.eu>.

Potential downsides of linking these tasks to an internship is lack of continuity and mandate for initiating change.

A forum or online resource and communications platform for students writing or doing field work on a human rights topic could also be a way to encourage creativity and enable student cooperation. The platform could be a collaborative Teams network, where students form groups, chat and exchange ideas and sources.

The suggestions regarding student collaboration and extracurricular activities include establishing an award for best human rights thesis (possibly in collaboration with a non-university actor); organising a conference where master students can present their thesis projects (this would provide a platform for intellectual exchange, networking, and an opportunity for further student collaboration) and inviting civil society organisations and human rights actors in the region to speak to and meet students. Other suggestions are to open up research seminars for master students (this is already quite common), create an online resource platform for student work related to human rights, such as a forum or a collaborative workspace, where students can share resources and discuss their human rights related fieldwork or thesis projects, and set up a student internship within the profile area. The intern can be tasked with organising extra-curricular activities, such as student lead seminar series, and other kind of activities relevant for master students.

5. Envisioning a Human Rights Campus at Lund University

Drawing on the questionnaire and interviews, it can be concluded that there is a great deal of enthusiasm among Lund University staff about the prospect of collaboration for human rights education. The Human Rights profile area has put a spotlight on human rights and have spurred curiosity and expectations. Collaboration already does take place but to promote Lund University as a human rights education hub, collaborations for human rights education need to be encouraged, facilitated, and communicated both internally and externally. A way forward would be to start small but with long-term ambitions in mind. The Human Rights profile area can help foster a human rights community among staff and support environments for innovative education and a vibrant academic community, as well as a larger context for collaboration initiatives in education. The long-term ambition is Lund university as a Human Rights Campus and the top choice for students from all over the world seeking to study human rights related topics or programmes.

The suggestions under each heading in section 4 are a rich resource for ways ahead. This report concludes with some suggested general steps forward.

- **Consolidate the Human Rights profile by raising awareness** about human rights education, through regular information distribution, a joint human rights calendar, newsletters, events and activities for staff and students, and a website or digital platform for internal and external communication purposes.
- **Create supportive communities**, through a core of committed human rights education programmes within the profile area, professional recognition of human rights education initiatives as meritorious, allocation of time and funds for awareness raising, collaboration, and administrative support on faculty and central level.
- **Start small**, for example through joint and open research seminars, guest lectures given by Lund University teachers and external human rights practitioners and defenders, and collaboration over elective master courses.
- **Establish a function** for human rights education specifically, for example in an already existing support function or a new role within the profile area. The function could be instrumental in setting up a core of human rights programme profile members, establishing partnerships with external actors in the region, and help initiating and follow-up on collaboration, and mentoring a profile area intern.

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OTHER

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INTERVIEWS WITH REPRESENTATIVES FROM

Economic History

Gender Studies

Global Economy

Human Ecology

Human Geography

Human Rights Studies

Media and Communication Studies

Political Science

The Raoul Wallenberg Institute

Sociology of Law

Social Work

Social Medicine and Global Health

Appendix

PROGRAMME PLANS

HAEUH	Master of Arts Programme in European Studies, 120 credits
HAMRS	Masters Programme in Human Rights Studies, 120 credits
JAMRÄ	Master Programme in International Human Rights Law, 120 credits
SAGNV	Master of Science Programme in Gender, Migration Master of Science Programme in Gender, Migration and Social Justice 120.0 hp
SAHEK	Master of Science Programme in Human Ecology - Culture, Power and Sustainability, 120 credits
SAMDE	Master of Science Programme in International Development and Management, 120 credits
SAMSE	Master Programme in Politics and Society of the Contemporary Middle East, 120 credits
SASGE	Master of Science Programme in Human Geography, 120 credits
SASOA	Master of Science Programme in Social Work, 120 credits
SASOL	Master of Science Programme in Sociology of Law, 120 credits
SASSG	Master of Science Programme in Social Studies of Gender, 120 credits
STVM23	Political Science: Master's (Two Years) Thesis in European Affairs, 30 credits
VAPHE	Master's Programme in Public Health, 120 credits
VASPK,	Specialist Nursing Programme, Mental Health Care, 60 credits (nedlagt fr.o.m. vårterminen 2024)

SYLLABI

SBMM53	Självständigt arbete inom reproduktiv, perinatal och sexuell hälsa (examensarbete)
SBMN27	Kvinno- och mödrahälsovård, familjeplanering samt ungdomsmottagning
SBMP20	Introduktion till reproduktiv, perinatal och sexuell hälsa med fokus på graviditet och familjeplanering
TSFS01	Ett Internationellt perspektiv på mänskliga rättigheter, demokrati och styrning
TSFS05	Projekt och reflektionskurs för social innovation
TSFS11	Ett Internationellt perspektiv på mänskliga rättigheter, demokrati och styrning
TSFS15	Teknik och social förändring: magisterkurs
MOSN11	Mellanösternstudier: Politik och internationella relationer i Mellanöstern
MOSN12	Mellanösternstudier: Migration, mobilitet och mångkulturalism i Mellanöstern
MOSN19	Mellanösternstudier: Medborgarskap och mångkulturalism i Mellanösterns samhällen
MOSN21	Mellanösternstudier: Migration och politik i Mellanöstern
MOSN22	Mellanösternstudier: Flyktingkapets realiteter i en Mellanösternkontext
MOSN24	Mellanösternstudier: Demokrati, diktatur, och mänskliga rättigheter i Mellanöstern
MOSN26	Mellanösternstudier: Flyktingkapets realiteter i en Mellanösternkontext
MOSN27	Mellanösternstudier: Migration och politik i Mellanöstern
MOSN28	Mellanösternstudier: Religion, kultur och politik i Mellanöstern
MOSP10	Mellanösternstudier: En multidisciplinär approach till Mellanösternstudier
MOSP31	Mellanösternstudier: Framväxten av Mellanösterns moderniteter
MOSP40	Mellanösternstudier: Politik och religion i Mellanöstern
MOSP60	Mellanösternstudier: Politik, estetik och kommunikation
MOSP70	Migration, minoritet och mänskliga rättigheter i Västerlandet
ACES40	Asienstudier: Internationella relationer i Asien
ACES43	Asienstudier: Mänskliga rättigheter i Asien
EKHT48	Ekonomisk Historia: Fördjupningskurs i ekonomisk utveckling: Mänskliga Rättigheter och Ekonomisk Utveckling
GNVO01	Genusvetenskap: Kris- Kritiska och tvärvetenskapliga perspektiv
SIMS39	Social Sciences: Gender, Global Development and Post-Colonialism
HISS41	Historiska studier: Digital historia
AKTM20	Magisteruppsats inom omvårdnad med inriktning akutsjukvård (examensarbete)
AKTM21	Magisteruppsats inom omvårdnad med inriktning akutsjukvård (examensarbete)
AKTP12	Specifik omvårdnad med inriktning akutsjukvård II
AMSM21	Magisteruppsats inom omvårdnad med inriktning ambulanssjukvård (examensarbete)
AMSN42	Specifik omvårdnad med inriktning ambulanssjukvård II
ANSM20	Magisteruppsats inom omvårdnad med inriktning anestesisjukvård (examensarbete)
ANSR12	Perioperativ omvårdnad med inriktning anestesisjukvård III
ANSU22	Magisteruppsats inom omvårdnad med inriktning anestesisjukvård (examensarbete)
DSKM21	Magisteruppsats inom omvårdnad med inriktning distriktsköterska (examensarbete)
DSKN44	Äldres hälsa och ohälsa
ONKM22	Magisteruppsats inom omvårdnad med inriktning onkologisk vård (examensarbete)
ONKN41	Specifik omvårdnad med inriktning psykosocial omvårdnad och rehabilitering vid cancersjukdom

OPSM20	Magisteruppsats inom omvårdnad med inriktning operationssjukvård (examensarbete)
OPSR12	Perioperativ omvårdnad med inriktning operationssjukvård III
SBMM52	Självständigt arbete inom reproduktiv, perinatal och sexuell hälsa (examensarbete)
SBMN20	Introduktion till reproduktiv, perinatal och sexuell hälsa med fokus på graviditet och familjeplanering
SBMP17	Mödrahälsovård, komplicerad prenatal vård samt samlevnad och familjeplanering, fördjupning, verksamhetsförlagd utbildning
SBMS17	Kvinno- och mödrahälsovård, familjeplanering samt ungdomsmottagning
SBUM21	Magisteruppsats inom omvårdnad med inriktning barnsjukvård (examensarbete)
SINM20	Magisteruppsats inom omvårdnad med inriktning intensivvård (examensarbete)
SINR12	Omvårdnad med inriktning intensivvård III
SPSM20	Magisteruppsats inom omvårdnad med inriktning psykiatrisk vård (examensarbete)
SPSN43	Psykiatrisk omvårdnad, socialpsykiatriska arbetssätt
SPSR12	Psykiatrisk omvårdnad, socialpsykiatriska arbetssätt
SVÄM53	Magisteruppsats inom omvårdnad med inriktning vård av äldre (examensarbete)
SVÄN21	Personcentrerad vård och palliativt förhållningssätt
SVÄN25	Organisation, ledning och utveckling med inriktning vård av äldre
VMFP63	Socialpsykiatriska arbetssätt
MPHP13	Folkhälsovetenskap: Hälsopolitik
SGBU19	Sexuellt och könsbaserat våld och mänskliga rättigheter
SGBU20	Sexuellt och könsbaserat våld och mänskliga rättigheter
VMFN34	Multidisciplinära perspektiv på global hälsa
MIDM81	Utvecklingsstudier: Utvecklingsamarbete och praktik
PSPR09	Kurs 9: Psykoterapi - metoder och tillämpning
PTPP04	Psykoanalytiska teorier och metoder
HARN58	European and International Taxation - Direct Tax
JAEN08	European Private International Law
JAEN23	Corporate Social Responsibilities
JAEN30	EU Constitutional Law
JAEN32	Internal Market Law
JAEN44	Europeisk mönster- och varumärkesrätt
JAEN61	Europeisk patenträtt
JAEN63	Europeisk varumärkes-, mönster- och upphovsrättlagstiftning
JAEN65	Big data och rättsliga frågor i EU
JAEN67	EU Law and Policy on AI, Big Data and Digitalization
JAMM04	Master Thesis
JAMM05	Master Thesis
JAMM06	Master Thesis
JAMM07	Masteruppsats
JAMR08	Bases of International Law on Labour Rights
JAMR09	Fundamental Labour Rights
JAMR12	Business and Human Rights
JAMR13	Migration Law
JAMR14	Human Rights and Gender
JAMR15	Procedural Law of Human Rights in National and International Law
JAMR17	Processrätt och mänskliga rättigheter
JAMR20	Humanitarian Law
JAMR23	International Law
JAMR24	Advanced Human Rights
JAMR25	Human Rights in the Field
JAMR26	Human Rights Perspectives on Intellectual Property Law
JAMR31	Human Rights and the Right to Development
JAMR33	Human Rights and Cultural Diversity
JAMR34	Barn i väpnad konflikt
JAMR35	Internationell straffrätt
JAMR36	Polisarbete och mänskliga rättigheter
JAMR37	Miljö och mänskliga rättigheter
JAMR38	FN:s folkrättskommission och individuellt straffansvar för folkrättsbrott
JAMR39	Human Rights Law, the Environment and Climate Change
JAMR40	Internationella mänskliga rättigheter I
JAMR41	Internationella mänskliga rättigheter II
JAMR42	Human Rights, Values and Legal Trends: The Role of Ethics
JAMR43	International Labour Law: The Protection of Workers' Human Rights
JAMR44	Human Rights and the Problem of National Sovereignty
JAMR45	European Fundamental Rights Law

JAMR46	Aktuella frågor inom mänskliga rättigheter
JAMR47	Mänskliga rättigheter i praktiken
JAMR50	Human Rights and Remedies
JAMU25	Human Rights in the Field
JAMU39	Human Rights Law, the Environment and Climate Change
JRHN11	Comparative European Legal History
JUAN01	Förvaltningsprocessrätt
JUAN02	Teman i offentlig rätt
JUCN07	Praktisk process och tvistelösning i den sociala dimensionen med fördjupning i familjerätt
JUCN09	Praktisk process och tvistelösning i den sociala dimensionen med fördjupning i socialrätt
JUCN32	Medicinsk rätt
JUCN33	New Directions in Environmental Law
JUDN15	European and International Tax Law - Direct Tax
JUEN08	International Criminal Law
JUEN14	EU-straffrätt
JUFN03	Enforcement of EU Law
JUFN05	Legal History of Minorities
JUFN12	European Private International Law
JUFN20	Migration Law
JUFN21	Svensk migrationsrätt
JUFN25	Human Rights Law
JUFN32	Migration Law: Thematic Approaches
JUFN34	Människorättspraktik
JUZN08	Praktisk Europaprocess
JUZN12	Hur forskning går till - rättsvetenskapens utmaningar i teori och praktik
JUZN16	Non-State Actors and Accountability in International Law
JVZM01	Master Thesis
JVZM02	Master Thesis
MESS42	Vatten och hållbarhet
MPHP25	Folkhälsovetenskap: Hälsopolitik
CMEN13	Mellanösternstudier: Medborgarskap och mångkulturalism i Mellanösterns samhällen
CMEN22	Mellanösternstudier: Medborgarskap och mångkulturalism i Mellanösterns samhällen
MULM73	Att utveckla skolan, ideologi och handlingsutrymme
MRSM11	Mänskliga rättigheter i politikens och filosofins historia
MRSM12	Mänskliga rättigheter i den globaliserade världen: Aktörer, indikatorer och institutioner
MRSM13	Mänskliga rättigheter: Forskningsmetoder och forskningsetik
MRSM14	Mänskliga rättigheter: Fältkurs
MRSM15	Mänskliga rättigheter: Examensarbete för masterexamen
MRSM20	Mänskliga rättigheter: Tematisk fördjupningskurs
MRSN01	Mänskliga rättigheter: Feministisk politisk filosofi
MRSN02	Mänskliga rättigheter: Tematisk fördjupningskurs I
MRSN03	Mänskliga rättigheter: Tematisk fördjupningskurs II
MPHP36	Folkhälsovetenskap: Sexuell och reproduktiv hälsa och rättigheter
VMFP01	Global hälsa och mänskliga rättigheter
VMFN76	Amning och amningsstöd
SAHS02	Socialt arbete: Hälso- och sjukvårdsjuridik och etiska dilemman
SOAN35	Socialt arbete med inriktning på funktionsförmåga och funktionshinder
SOAP02	Grundläggande psykoterapiutbildning på psykodynamisk grund
SOAP04	Grundläggande psykoterapiutbildning på kognitiv-beteendeariktad grund
SOAP05	Grundläggande psykoterapiutbildning i familjeterapi på systemteoretisk/interaktionistisk grund
SOPM11	Socialt arbete: Socialt arbete med inriktning på funktionsförmåga och funktionshinder
AKTM22	Magisteruppsats inom omvårdnad med inriktning akutsjukvård (examensarbete)
AKTN42	Specifik omvårdnad med inriktning akutsjukvård II
AMSM22	Magisteruppsats inom omvårdnad med inriktning ambulanssjukvård (examensarbete)
ANSM22	Magisteruppsats inom omvårdnad med inriktning anestesijukvård (examensarbete)
DSKM22	Magisteruppsats inom omvårdnad med inriktning distriktssköterska (examensarbete)
OPSM22	Magisteruppsats inom omvårdnad med inriktning operationssjukvård (examensarbete)
OPST12	Perioperativ omvårdnad med inriktning operationssjukvård III
SBUM22	Magisteruppsats inom omvårdnad med inriktning barnsjukvård (examensarbete)
SINM22	Magisteruppsats inom omvårdnad med inriktning intensivvård (examensarbete)
COSM33	Asienstudier: Mänskliga rättigheter i Öst- och Sydostasien
COSM39	Asienstudier: Dokumentärfilm i Öst- och Sydostasien
CÖSM33	Asienstudier: Mänskliga rättigheter i Asien

