

**ASSESSING ACADEMIC BENEFIT OF CROSS-CULTURAL EXCHANGE PROGRAMME FOR
SOCIAL WORK STUDENTS AT UGANDA CHRISTIAN UNIVERSITY**

RACHAEL DRATERU

S20B15/012

**A DISSERTATION REPORT SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN
PARTIAL FULFILLMENT AS THE REQUIREMENT FOR THE AWARD OF DEGREE OF
BACHELORS IN SOCIAL WORK AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN
UNIVERSITY**

June, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DEDICATION

I am very delighted to express my sincere gratitude to Uganda Christian University for giving me this opportunity to complete my academic program. I particularly want to extend my thanks to my lecturers and my university supervisor at large, my lovely parents, and friend's contribution to my academic success.

I pray for the lord's endless blessings and favor upon you all.

DECLARATION

I, **Drateru Racheal**, hereby declare that the research report entitled " **Assessing Academic Benefit of Cross-Cultural Exchange Programme for Social Work Students at Uganda Christian University**" is my original work. I affirm that this work represents my own ideas, insights, and findings. I further declare that all sources used in the preparation of this research proposal have been duly acknowledged and referenced.

NAME: **DRATERU RACHEAL**

REG NO: **S20B15/012**

Signed..... Date.....

APPROVAL

I over saw and approved this research report, and it is currently prepared for submission to Uganda Christian University School of Social Sciences.

Signature..... Date

MR. KASULE KIBIRIGE

(Academic supervisor)

ACKNOWLEDGEMENT

This study could not be accomplished without the help from other participants and my heartfelt gratitude goes to you all.

My special gratitude is also extended to my academic supervisor for his cooperation during the writing of this research report as well as my devoted family. We have all contributed time and emotional resources to this academic achievement. All I can say is that I appreciate your encouragement and support during this entire time.

Table of Contents

DECLARATION	i
APPROVAL	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABSTRACT.....	ix
1.1 Introduction	1
1.2 Back ground of the study	1
Contextual background	2
Uganda Studies Programme	2
Hanze University of Applied Sciences partnership.....	2
BSWSA Programme at Uganda Christian University.....	3
Social Work academic benefit for international exchange	3
1.3 Problem statement.....	4
Purpose of the study	4
1.4 Research objectives.....	4
1.5 Evaluation questions	4
1.6 Scope of the study	5
1.6.1 Content scope	5
1.7 Significance of the study.....	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.1 Perception of Social Work Students about Academic Cross-Cultural Exchange Programmes	6

2.2 Factors Motivating Students to Seek to Participate in Academic Cross-Cultural Exchange Programs.....	7
2.3 Benefits of Participating in Academic Cross-Cultural Exchange Programs.....	8
CHAPTER THREE: METHODOLOGY	9
3.1 STUDY AREA.....	9
3.2 STUDY DESIGN	9
3.3 STUDY POPULATION	9
3.4 SAMPLING TECHNIQUES	9
3.5 DATA COLLECTION METHODS	10
3.6 DATA ANALYSIS	10
3.7 ETHICAL CONSIDERATIONS	10
CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	13
5.1 DISCUSSION	13
5.2 CONCLUSIONS.....	13
5.3 RECOMMENDATIONS	15

LIST OF TABLES

Table 1: Respondent characteristics.....**Error! Bookmark not defined.**

LIST OF FIGURES

Figure 1: Experience with cross-cultural exchange programme rating **Error! Bookmark not defined.**

Figure 2: Factors motivating students to seek to participate in cross-cultural exchange program **Error! Bookmark not defined.**

Figure 3: Benefits of participating in the academic cross-cultural exchange programs **Error! Bookmark not defined.**

ABSTRACT

This study was based on the academic benefit of cross-cultural exchange programme for social work students at Uganda Christian University. The research offers a comprehensive analysis of participants' demographics, motivations, satisfaction levels, and perceived benefits derived from the program. A mixed methods design was used where a purposive sampling technique was implemented to obtain data from 15 respondents through interviews, and surveys.

The study findings revealed a prevalence of female participants with an average age of 22 years, mostly in their third and a few in their fourth academic years. These findings underscore the need for further exploration of gender-specific motivations and the benefits of diverse academic levels in cross-cultural programs. Motivations driving students to engage in the program varied, with a significant proportion seeking personal growth and professional development, while others expressed curiosity in cultural immersion and academic exploration. The high satisfaction levels reported by participants highlight the program's success in meeting their expectations, fostering intercultural connections, and promoting personal and professional growth. The perceived benefits of participation encompassed enhanced practical knowledge, critical thinking, communication skills, exposure to diverse cultures, and the development of professional networks.

In conclusion, the study demonstrates a positive perception of the academic cross-cultural exchange program among social work students, emphasizing the program's role in facilitating cultural exchange, learning, and personal development. Recommendations include diversifying motivational strategies, enhancing support services, promoting cultural integration activities, and implementing regular program evaluations to ensure continuous improvement and a more inclusive and enriching experience for participants.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The main focus of this chapter was the context of the study, problem statement, objectives, research questions, scope of the study, significance and conceptual frame work of the study.

1.2 Back ground of the study

This back-ground study provides an over view of the topic, highlighting key theoretical frameworks, statistics and notable references.

In a survey of social work students in Australia, 86% of respondents reported that participating in a social cultural exchange program positively influenced their understanding of cultural diversity and their ability to practice in culturally sensitive ways O'Connor et al., 2012. According to a study conducted by Herbert et al., 2015, social work students who participated in a cross-cultural exchange programme reported significant improvements in their cultural competence, self-awareness, and ability to work effectively with diverse populations. Intercultural sensitivity model developed by Bennet (1986), identifies six stages of intercultural sensitivity, ranging from ethnocentric to ethnorelative attitudes. Cross cultural exchange provides social work students with opportunities to progress through these stages, encouraging the development of open-mindedness and cultural humility. A survey conducted by the Council on Social Work Education (CSWE) revealed that 71% of social work programs in the United States include cross cultural courses or experiences as part of their curriculum (Council on Social Work Education, 2019). Social Cognitive Theory developed by Bandura (1986), suggests that observational learning and exposure to diverse cultures can lead to increased cultural competence. Through cross cultural exchange, social work students can observe and emulate positive behaviors, attitudes, and skills, leading to enhanced cross-cultural understanding and effective practice.

Contextual background

There are numerous partnerships at UCU leading to cross-cultural exchange for students. However, our major emphasis will be on the Uganda Studies Programme and Hanze University of Applied Sciences partnerships.

Uganda Studies Programme (USP)

The Uganda Studies programme is one of the eight off-campus study programs offered through the Council for Christian Colleges and Universities, whose head- quarters are in Washington D.C., within United States of America. USP began its partnership with Uganda Christian University through hosting North American University students from Christian Colleges and Universities in 2004. The purpose was to extend the educational mission of the council for Christian colleges and Universities by providing culturally-immersive learning experiences that contribute to students' intellectual and spiritual growth of faithfully following Christ in all areas of life. Through the USP programme, American students spend the fall or spring semester studying alongside Ugandan students, those from other parts of the African continent and beyond. The program comprises of classes, practicums and residing with Ugandan families while providing opportunities for students to authentically engage people, culture and contemporary realities in Uganda as a country in ways that challenge them to be active participants in Christ's claim in all aspects of life.

Hanze University of Applied Sciences partnership (HUAS)

Uganda Christian University partners with other universities and organizations around the world to benefit the students, lecturers, researchers and communities. HUAS has been working with UCU in different fields such as business and social sciences for the last eight years since 2015 and ever since then, UCU has registered a good number of students from the school of social sciences and Business who have participated in the Erasmus exchange programme at HUAS in the Netherlands at the city of Groningen for academic purposes. Students are sent there on an annual basis for a study period of six months. Also, numerous UCU staff have also benefited from the partnerships between the two institutions. The University of Hanze also sends its students and staff for workshops to Uganda Christian University.

BSWSA Programme at Uganda Christian University

The department of social work and social administration is committed to preparing and transforming students' lives into general social work practitioners who seek to avail excellent, relevant and holistic services in society. The department offers two programmes: Bachelor of social work and social administration and Diploma in social work and social administration. Graduates of these programmes aspire to competently deliver personal human and community services, monitor and evaluate services, formulate and implement social policies and also take up managerial and administrative positions in human organizations, hospitals, local governments and other institutions. The programme provides professional education through effective teaching, research and practical training to produce academically grounded, socially integrated and morally sound social workers who can help prevent undesirable social and environmental situations. The department of social work in collaboration with social welfare agencies has a public role and obligation to train professionally competent and culturally sensitive social workers who are committed to promoting social justice and enhancing the quality of communities, groups, families and individuals in various social settings.

Social Work academic benefit for international exchange

Learning from others through the study abroad programme is beneficial for all participants. The sharing of pedagogical understanding from an international participative learning and experience can develop understanding for both researchers and students. Both of these parties anticipate development of a range of skills and attributes including independence, becoming advocates for the university/programme, personal communication/interactions, building relationships with peers, negotiation skills, self-motivation skills and obviously an increase in the social work knowledge base.

1.3 Problem statement

Social work education is increasingly recognizing the significance of cross-cultural understanding and competency in addressing the diverse needs of clients from different cultural backgrounds. However, limited research exists on the specific advantages that cross-cultural exchange programmes offer to social work students in terms of enhancing their skills, knowledge, and cultural sensitivity. This study aims create awareness about the underutilized available cross-cultural exchange opportunities for social work students at university that may want to participate in these programs.

Purpose of the study

The purpose of the study was to assess academic benefits of the cross-cultural exchange programme for social work students.

1.4 Research objectives

To explore the perceptions of social work students about the academic cross-cultural exchange programme

To examine the factors motivating students to seek to participate in academic cross- cultural exchange programs

To find out what students think are the benefits of participating in the academic cross-cultural exchange programmes.

1.5 Evaluation questions

What is the perception of social work students about academic cross-cultural exchange programmes?

What are factors motivating the students to seek to participate in academic cross-cultural exchange programs?

What do the students think are the benefits of participating in the academic cross-cultural exchange programmes?

1.6 Scope of the study

1.6.1 Content scope

The research was guided by the three objectives mentioned;

To explore the perceptions of social work students about the academic cross-cultural exchange programme

To examine the factors motivating the students' participation in the academic cross-cultural exchange programs

To find what students think would be the benefits of participating in the cross-cultural exchange programmes

1.7 Significance of the study

The study serves as a motivational tool for other students to actively seek out and engage in similar opportunities because these findings showcased success stories, testimonials of others who had participated in the program.

It serves to aid program organizers in addressing students' concerns and aspirations related to participating in cross-cultural exchange programs through exploring the perceived barriers, challenges, and opportunities.

The findings also serve as importance to policy-makers like the institutions in designing and formulating policies in line with the academic benefit of cross-cultural exchange programs.

It will help scholars who were interested in conducting the study within the same field as it had general pertinent literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 Perception of Social Work Students about Academic Cross-Cultural Exchange Programmes

The perception of social work students towards academic cross-cultural exchange programs plays a crucial role in their decision to participate in such programs. According to a study by (Ikendi, 2022), social work students generally have a positive perception of cross-cultural exchange programs, viewing them as valuable opportunities to enhance their academic learning and develop intercultural competencies. The study reveals that students perceive these programs as a way to gain a deeper understanding of diverse cultures, improve their communication skills, and broaden their perspectives on social issues.

Furthermore, a study conducted by Lokkesmoe et al., (2016) found that social work students who had previously participated in cross-cultural exchange programs reported increased cultural competence and a greater appreciation for diversity. This positive perception indicates that students recognize the academic and personal benefits of engaging in cross-cultural experiences during their studies. Small et al., (2017) affirmed that students of social work are ready and willing to study in other cultural contexts, while clearly stating that it is essential that programme curricula are developed to correspond to this need by emphasizing cultural competency courses in international social work. Much of the research on students learning has been conducted from a psychological perspective and the same can be said of research into “study abroad” programmes. The picture of experience that emerges is seen in terms of certain individual characteristics and how the exchange student adapts to the host institutions.

2.2 Factors Motivating Students to Seek Participation in Academic Cross-Cultural Exchange Programs

Several factors motivate social work students to seek participation in academic cross-cultural exchange programs. Research by Wan, (1999) identified personal growth and professional development as key motivators for students to engage in such cross-cultural experiences. The study further revealed that students are driven by a desire to expand their knowledge, gain practical skills, and enhance their cultural awareness through participation in these programs. Ikendi, (2022) examines the various motivations that drive social work students to seek participation in these programs, including personal interest in cultural diversity, career aspirations in international social work, and a desire for experiential learning opportunities.

A study by Chen et al., (2010) highlights the role of institutional support and encouragement in motivating students to participate in cross-cultural exchange programs. The availability of financial assistance, academic credit, and faculty guidance were identified as important factors that influence students' decision to seek out these opportunities. This indicates that institutional support plays a significant role in promoting student engagement in cross-cultural exchange programs.

2.3 Benefits of Participating in Academic Cross-Cultural Exchange Programs

Participating in academic cross-cultural exchange programs offers numerous benefits for social work students. Research by Lokkesmoe et al., (2016) suggest that these programs contribute to the development of students' intercultural competence, critical thinking skills, and global perspective. The study found that students who participated in such programs demonstrated increased cultural sensitivity and a greater understanding of social issues from a global perspective. Trede et al., (2013) explores how participation in cross-cultural exchange programs enhances social work students' cultural competence and communication skills, emphasizing the importance of experiential learning and cultural immersion in developing these competencies. Additionally, a study by Mashizume et al., (2020) highlights the career benefits of participating in academic cross-cultural exchange programs which include students becoming better prepared for the globalized workforce and having a competitive edge in the job market. These programs provide students with valuable international experience, networking opportunities, and a broader understanding of social work practices in different cultural contexts.

CHAPTER THREE: METHODOLOGY

3.1 STUDY AREA

The study was conducted at Uganda Christian University, located in Mukono, Uganda. Uganda Christian University was chosen as the study area due to its reputation for academic excellence and its commitment to providing a conducive learning environment for students. The university's diverse student population and active participation in cross-cultural exchange programs made it an ideal setting for assessing the academic benefits of such programs for social work students.

3.2 STUDY DESIGN

This research utilized an exploratory qualitative research design where a few (15) social work students were interviewed. This approach allowed an in-depth understanding of the study.

3.3 STUDY POPULATION

The study population consisted of undergraduate social work students at Uganda Christian University who had participated in cross-cultural exchange programs either locally or internationally. The participants were selected based on their willingness to take part in the study and their experience with cross-cultural exchange programs during their academic tenure.

3.4 SAMPLING TECHNIQUES

A purposive sampling technique was employed to select participants for the study. This method ensured that participants had relevant experience with cross-cultural exchange programs and could provide valuable insights into the academic benefits of such programs. The sample size was determined based on data saturation, ensuring that a sufficient number of participants were included to capture a diverse range of perspectives.

3.5 DATA COLLECTION METHODS

Data was collected through surveys, interviews, and document analysis. Surveys were distributed to a sample of social work students to gather quantitative data on their academic experiences and perceptions of cross-cultural exchange programs. Interviews were conducted with a subset of participants to explore their experiences in more depth.

3.6 DATA ANALYSIS

Qualitative data from interviews was thematically analyzed to extract key themes and insights related to the academic benefits of cross-cultural exchange programs for social work students. The findings documented the overall impact of these programs on students' academic development.

3.7 ETHICAL CONSIDERATIONS

Ethical considerations were prioritized throughout the research process to ensure the confidentiality, privacy, and informed consent of study participants. All participants were provided with detailed information about the study objectives, procedures, and potential risks and benefits before agreeing to take part. Data was securely stored and anonymized to protect participants' identities, and any sensitive information was handled with care and discretion. The research adhered to ethical guidelines and protocols established by Uganda Christian University and the research ethics committee.

CHAPTER FOUR: RESULTS

4.0 Introduction

This chapter presented the respondent's characteristics, perceptions of social work students about academic cross-cultural exchange programs, factors motivating students' participation in academic cross-cultural exchange programs, and benefits of participating in the academic cross-cultural exchange programs according to students.

4.1 Respondent characteristics

The study findings revealed that the majority of participants were female (13), with only 2 male participants. The participants' ages ranged from 21 to 24 years, with an even distribution across these ages. Most participants (8) were in their third year, while 7 were in their fourth year.

4.2 Perceptions of social work students about academic cross-cultural exchange programme

The social work students who participated in the academic cross-cultural exchange program shared positive perceptions about the experience. They rated their overall experience as satisfied, indicating that the program had a beneficial impact on them. The students highlighted the academic benefits of the program, such as gaining exposure to different perspectives, customs, and ways of thinking. They also mentioned that the program influenced their academic skills and knowledge positively, particularly in terms of enhancing their understanding of social work practices and approaches in different cultural contexts.

4.3 Factors motivating students to seek to participate in academic cross-cultural exchange programs

The students were motivated to participate in the academic cross-cultural exchange program for various reasons. These included academic curiosity, cultural immersion, professional development, and personal growth. The opportunity to learn about different cultures, gain practical knowledge, and enhance their communication and relational skills were key motivating factors for the students. Additionally, the desire to broaden their academic experiences and engage in collaborative projects with peers from diverse cultural backgrounds also motivated the students to participate in the program.

4.4 Benefits of participating in the academic cross-cultural exchange programs

The students identified several benefits of participating in the academic cross-cultural exchange programs. These benefits included; enhanced academic knowledge and skills since the program provided students with exposure to different perspectives, practical knowledge, and innovative approaches to social work practices. The students gained a deeper understanding of cultural contexts, which helped them develop cultural competence and empathy. The students also conveyed noticeable changes in their cross-cultural communication skills as a result of the program, which is essential for effective social work practice. The program contributed to the students' future professional practice by preparing them to work with diverse populations, navigate different cultural contexts, and tailor interventions effectively.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 DISCUSSION

The findings of this study provide valuable insights into the perceptions, motivations, and benefits of social work students participating in academic cross-cultural exchange programs. The majority of participants in the study were female, reflecting a gender imbalance in the sample, with only a small number of male participants. The age distribution of the participants ranged from 21 to 24 years, with an even spread across these age groups. Most participants were in their third year of study, indicating that students at this stage of their academic journey are interested in and engaged with cross-cultural exchange programs.

The perceptions of social work students about the academic cross-cultural exchange program were overwhelmingly positive. Participants rated their overall experience as satisfied, highlighting the beneficial impact of the program on their academic and personal growth. They emphasized the academic benefits of the program, such as gaining exposure to diverse perspectives, customs, and ways of thinking. This exposure not only broadened their academic knowledge but also enhanced their practical skills and understanding of social work practices in different cultural contexts.

The factors motivating students to participate in academic cross-cultural exchange programs were diverse and multifaceted. Academic curiosity, cultural immersion, professional development, and personal growth were identified as key motivators for students. The opportunity to learn about different cultures, expand their practical knowledge, and improve their communication and relational skills were significant drivers for student participation. Additionally, the desire to broaden academic experiences and engage in collaborative projects with peers from diverse cultural backgrounds played a crucial role in motivating students to seek participation in the program.

The benefits of participating in the academic cross-cultural exchange programs were numerous. Students reported enhanced academic knowledge and skills, including exposure to different perspectives and innovative approaches to social work practices. The program facilitated a deeper understanding of cultural contexts, leading to the development of cultural competence and empathy among students. Furthermore, participants noted improvements in their cross-cultural communication skills, a vital aspect of effective social work practice. Overall, the program contributed to students' future professional practice by preparing them to work with diverse populations, navigate different cultural contexts, and tailor interventions effectively.

5.2 CONCLUSIONS

The findings highlight a positive perception of the academic cross-cultural exchange program among social work students at Uganda Christian University and the Uganda Studies Program Students.

The participants expressed satisfaction with the program, with motivations stemming from personal growth, professional development, and cultural immersion.

The identified benefits of the program encompassed enhancing practical knowledge, critical thinking, communication skills, experiencing different cultures, and fostering professional connections.

5.3 RECOMMENDATIONS

In line with the study findings, the following recommendations have been made:

Diversify Motivational Strategies: Tailor program promotion to emphasize a variety of motivational factors to attract a wider range of participants.

Enhance Support Services: Provide additional resources for students facing challenges such as language barriers and loneliness to ensure a more inclusive and supportive program.

Promote Cultural Integration: Organize more activities that facilitate cultural immersion and understanding among participants.

Continuous Evaluation: Regularly assess the program's effectiveness and gather feedback from participants to drive continuous improvement.

References

- Aithal, P. S., & Mishra, N. (2024). Integrated Framework for Experiential Learning: Approaches & Impacts. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 8(1), 145–173.
- Chen, G., Kirkman, B. L., Kim, K., Farh, C. I., & Tangirala, S. (2010). When does cross-cultural motivation enhance expatriate effectiveness? A multilevel investigation of the moderating roles of subsidiary support and cultural distance. *Academy of Management Journal*, 53(5), 1110–1130.
- Ikendi, S. (2022). *Exploring changes in academics, skills, and intercultural competence development of global service-learning students*. Iowa State University.
- Lokkesmoe, K. J., Kuchinke, K. P., & Ardichvili, A. (2016). Developing cross-cultural awareness through foreign immersion programs: Implications of university study abroad research for global competency development. *European Journal of Training and Development*, 40(3), 155–170.
- Mashizume, Y., Watanabe, M., Fukase, Y., Zenba, Y., & Takahashi, K. (2020). Experiences within a cross-cultural academic exchange programme and impacts on personal and professional development. *British Journal of Occupational Therapy*, 83(12), 741–751.
- Nelson, W., & Luetz, J. M. (2021). The impact of short-term cross-cultural experience on the intercultural competence of participating students: A case study of Australian high school students. *Social Sciences*, 10(8), 313.
- Small, E., Nikolova, S. P., & Sharma, B. B. (2017). Cultural competency in the global setting: Are social work students prepared to serve in a culturally diverse world? *British Journal of Social Work*, 47(3), 666–682.
- Teichler, U. (2017). Internationalisation trends in higher education and the changing role of international student mobility. *Journal of International Mobility*, 4, 177–216.
- Trede, F., Bowles, W., & Bridges, D. (2013). Developing intercultural competence and global citizenship through international experiences: Academics' perceptions. *Intercultural Education*, 24(5), 442–455.
- Wan, G. (1999). *The learning experience of Chinese students in American universities: A cross-cultural perspective*.

APPENDIX

APPENDIX 1: QUESTIONNAIRE

Hello

My name is Racheal, a student of Uganda Christian University pursuing a bachelor's degree in Bachelor's Degree in Social Work and Social Administration and writing a research paper as a requirement for the award of the degree. I am conducting a survey to assess the academic benefits of cross-cultural exchange programme for social work students. The respondents in this study have been selected randomly to provide in depth information and this interview will take about 15 minutes. The information provided will be kept strictly confidential and will not be shared with any other person. My hope and prayer is that you will fully participate in this study since your views are paramount to the success of the study, and in case of any questions please feel free to ask them now.

Otherwise, may I start?

(Respondent either permits or fails to permit)

Section A: Participant Information

1. Gender
 - a) Male
 - b) Female
2. Age

-
3. Academic year
 - a) Year 1
 - b) Year 2
 - c) Year 3
 - d) Year 4

Section B: Perceptions of Cross-Cultural Exchange Programs

- 4. How would you rate your overall experience with the cross-cultural exchange program?
 - a) Very Satisfied
 - b) Satisfied
 - c) Neutral
 - d) Dissatisfied
 - e) Very Dissatisfied
- 5. What motivated you to participate in a cross-cultural exchange program?
 - a) Academic curiosity
 - b) Cultural immersion
 - c) Professional development
 - d) Personal growth
 - e) Other (please specify).....

Section C: Benefits of Participating in Cross-Cultural Exchange Programs

- 6. In your opinion, what are the academic benefits of participating in a cross-cultural exchange program?
.....
.....
- 7. Participating in cross-cultural exchange program has influenced my academic skills and knowledge?
 - a) Strongly Disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly Agree
- 8. I have noticed changes in my cross-cultural communication skills as a result of the program?
 - a) Yes
 - b) No

9. What challenges, if any, did you face during your cross-cultural exchange program?

.....
.....

10. Do you have any suggestion for improving the cross-cultural exchange programs at Uganda Christian University?

.....
.....

11. How has the cross-cultural exchange program influenced your understanding of social work practices and approaches indifferent cultural context?

.....
.....

12 can you share any specific examples or experiences from the cross-cultural exchange program that have had a significant impact on your academic learning and development as a social work student?

.....
.....

13 in your opinion, what role does cross-cultural exchange play in enhancing cultural competence among social work students, and how does it contribute to their future professional practice?

.....
.....