

# Innovative Experiential Learning Approaches for Teaching Child Rights in Governance Studies

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## Abstract

Integrating child rights education into academic curricula requires dynamic, experiential learning approaches that move beyond traditional lecture-based methods. This abstract proposes innovative **pedagogical strategies designed to immerse students in real-world child rights issues**, fostering critical thinking, ethical leadership, and practical policy skills.

Experiential learning can take various forms, including **immersive policy simulations**, where students engage in role-playing exercises that mimic negotiations on child rights at international forums. These activities develop analytical and advocacy skills while deepening students' understanding of the complexities of governance in child protection. **Case-based learning** allows students to examine real-world child rights challenges through interactive discussions, encouraging them to explore legal frameworks, social policies, and institutional responses.

**Collaboration with child rights organizations** is another essential component, offering students hands-on engagement through internships, field research, and project-based learning. Partnerships with NGOs and government agencies provide firsthand exposure to child advocacy work, enabling students to apply theoretical knowledge in tangible contexts.

Additionally, the use of **digital storytelling and media projects** encourages creative learning, where students produce short films, podcasts, or reports analyzing child rights issues. These mediums enhance engagement, communication skills, and public awareness efforts. **Community-based participatory research** further empowers students to work directly with affected children and families, ensuring that academic inquiry is grounded in lived experiences.

By embedding these experiential methods in governance studies, universities can equip students with the skills necessary to shape policies that prioritize children's well-being. This discussion contributes to the broader conference dialogue on academia's role in child rights education, demonstrating how innovative teaching methods can build future leaders committed to equity and justice for children worldwide.

Presentation language: **English** × Greek ☐

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## **Biography**

**Dr. Aïda Darouichi.** PhD in Management with extensive academic experience across Swiss institutions including UNIGE, UNINE, IIG, and UNID. She lectures in strategy, governance, and international development, and currently contributes to UNICEF Geneva on ESG and child rights monitoring. Her interdisciplinary work bridges education, data science, and policy, with a focus on stakeholder engagement, inclusive governance, and rights-based approaches to learning, development, and organizational transformation.