

ASSESSING THE ROLE OF CHILDREN'S THEATRE ON THEATRE EDUCATION AND PERFORMANCE DEVELOPMENT

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Abstract

This study assesses the impact of children's theatre on theatre education and performance development. It explores children's theatre as a pedagogical and artistic tool that enhances creativity, communication skills, emotional expression, and theatrical competence among learners. Drawing on Drama-in-Education ideas, the study conceptualizes children's theatre as an experiential learning process that promotes active participation, meaning-making, and holistic development in educational contexts. The study employs a qualitative documentary and analytical approach, using secondary sources comprising peer-reviewed journal articles, scholarly books, conference papers, policy documents, and relevant theoretical works on children's theatre, drama-in-education, theatre education, creative pedagogy, and performance development. The selected literature is critically examined through qualitative content analysis to identify and interpret recurring themes concerning children's participation, experiential learning, knowledge acquisition, creativity, communication, emotional expression, collaboration, and performance skills. Findings from the study indicate that children's theatre plays a fundamental role in theatre education by fostering creativity, imagination, confidence, collaboration, and foundational performance skills. It also significantly contributes to performance development through improved acting abilities, emotional interpretation, teamwork, and early talent identification. However, the study identifies persistent challenges such as inadequate funding, shortage of trained theatre educators, weak institutional support, and cultural undervaluation of theatre arts, which limit its effective integration in schools. The study concludes that children's theatre is essential for holistic educational development and should be fully integrated into school curricula. It recommends stronger policy support, teacher training, increased funding, and establishment of theatre programs in schools to enhance its impact on learners' artistic and developmental outcomes.

Keywords: Children's Theatre; Theatre Education; Performance Development; Drama-in-Education; Creative Learning.

Introduction

Children's theatre has emerged as a significant subfield of theatre practice and education that focuses on the creative participation of children in dramatic activities for learning, expression, and social development. It is widely recognized as both an artistic and pedagogical tool that enhances creativity, communication skills, and cognitive development among young learners (Bolton, 2024). In contemporary educational discourse, children's theatre is increasingly viewed not

merely as entertainment, but as a structured medium for holistic development and experiential learning.

The historical development of children's theatre can be traced to educational drama movements in Europe and North America, particularly through the works of pioneers such as Dorothy Heathcote and Gavin Bolton, who emphasized drama-in-education as a learner-centered approach. These scholars argued that drama provides children with opportunities to explore real-life situations in symbolic forms, thereby fostering empathy, imagination, and problem-solving skills (Heathcote, 2014; O'Neill, 2025). Over time, children's theatre has evolved into a global educational practice integrated into formal and informal learning environments.

Theatre education involves the structured teaching and learning of theatrical skills, concepts, and practices, including acting, script interpretation, improvisation, and stagecraft. It is designed to develop both aesthetic appreciation and performance competence among learners. According to O'Toole and Burton (2025), theatre education promotes collaborative learning and reflective thinking, which are essential for performance development. Performance development, in this context, refers to the progressive enhancement of learners' expressive abilities, stage confidence, and interpretive skills through guided theatrical engagement.

Despite the recognized benefits of children's theatre in educational development, its integration into theatre education curricula remains limited in many developing contexts, including Nigeria. Inadequate funding, lack of trained facilitators, and insufficient institutional support have hindered its effective implementation. Consequently, many children are deprived of structured theatrical experiences that could enhance their creativity and performance abilities. This gap raises concerns about the extent to which theatre education is achieving its intended developmental objectives.

Previous scholarship has largely examined children's theatrical participation in terms of performance, creativity, confidence, social development, and informal learning, while formal theatre education has often been discussed separately in relation to curriculum, pedagogy, teacher preparation, and institutional practices. Consequently, there remains insufficient scholarly attention to how children's actual experiences and participation in theatrical activities can inform, complement, or be integrated into formal theatre education practices, particularly in ways that are developmentally appropriate and responsive to children's needs, interests, creativity, and lived experiences. This study therefore seeks to fill this gap by examining the relationship between children's theatrical participation and formal theatre education, with a view to identifying effective pedagogical approaches for connecting practical theatrical experiences with structured theatre learning. By examining the impact of children's theatre on theatre education and performance development, the study seeks to highlight its pedagogical value and advocate for its broader integration into educational systems. Additionally, it responds to the growing global emphasis on arts-based education as a tool for cognitive and socio-emotional development (UNESCO, 2020).

The primary objective of this paper is to assess the impact of children's theatre on theatre education and performance development. Specifically, the paper aims to: examine the role of children's theatre in enhancing theatre learning outcomes; analyze its contribution to performance skills development; and explore the challenges affecting its effective use in educational settings.

These objectives are intended to provide a comprehensive understanding of its educational significance.

The major objective of this study is to examine the role of children's theatre as a pedagogical tool in theatre education, with particular emphasis on how participation in children's theatrical activities contributes to the development of performance skills, creativity, confidence, communication, collaboration, and other competencies essential to effective theatrical performance. The study specifically seeks to analyse existing theoretical and conceptual perspectives on children's theatre and determine how these perspectives can inform formal theatre education practices and enhance children's performance development. The study does not extend to empirical data collection but concentrates on synthesizing scholarly perspectives relevant to the subject matter.

Children's theatre represents a vital intersection between education and performance art, offering significant benefits for learners' cognitive, emotional, and creative development. Its relevance to theatre education underscores the need for greater attention to its implementation and study. This in line with the submission of Iroh and Okeh (2024) that children's theatre provides ample avenue to harness the vast potential creativity in arts and theatre for a well-rounded education. This paper therefore situates children's theatre as an essential component of performance-based learning and artistic development.

Conceptual Clarifications

Children's Theatre

Children's theatre refers to structured dramatic performances and participatory activities designed for or by children to support learning and creative expression. It functions as both an artistic and pedagogical tool that enhances imagination, communication, and social interaction among learners (UNESCO, 2021). It involves storytelling, role-play, improvisation, and performance-based learning experiences. The practice encourages emotional intelligence, empathy, and problem-solving skills in children (Edminston, 2020). It is widely used in schools to integrate arts into basic education curricula. Overall, it serves as a foundation for early engagement in theatre and performance studies.

Theatre Education

Theatre education is the systematic teaching and learning of theatrical knowledge, skills, and practices within formal and informal settings. It includes acting, directing, script analysis, stagecraft, and performance interpretation as core components of learning (O'Toole & Stinson, 2022). The field promotes experiential learning where students actively participate in creative processes. It strengthens communication, teamwork, and critical thinking abilities among learners. Theatre education also supports cultural awareness and identity formation in students (Neelands, 2021). It is increasingly recognized as an essential component of arts-based education globally.

Performance Development

Performance development refers to the progressive improvement of learners' expressive, physical, and interpretive abilities in theatrical presentation. It involves continuous training in voice control, movement, character interpretation, and stage confidence (Zarilli, 2020). The process is shaped by rehearsal, feedback, and reflective practice in theatre learning environments. It enhances artistic competence and emotional expressivity in performance contexts. Performance development is

central to achieving excellence in both educational and professional theatre. It contributes to personal growth, discipline, and self-awareness in learners.

Creative Learning in Theatre

Creative learning in theatre is an instructional approach that uses drama activities to foster imagination, exploration, and innovation in education. It encourages learners to construct meaning through active participation in performance-based tasks (Wagner, 2021). The approach integrates cognitive, emotional, and social learning through theatrical engagement. It promotes collaboration, critical thinking, and problem-solving skills among students. Furthermore, it builds Leadership qualities, building of self confidence, language, communication and public speaking abilities. Iroh (Creative learning in theatre also supports inclusive and learner-centered pedagogy (UNESCO, 2021). It is increasingly adopted as a strategy for holistic education in modern classrooms.

Theoretical Conceptions

Drama-in-Education (DIE) is a pedagogical theory primarily developed and popularized in the 1960s and 1970s by educational drama pioneers such as Dorothy Heathcote and Gavin Bolton. Heathcote's work in particular repositioned drama from being merely performance-oriented to a process-centered educational strategy used across the curriculum (Heathcote & Bolton, 1995). The theory is rooted in constructivist and experiential learning philosophies, drawing from John Dewey's idea that learners construct knowledge through active experience. Later developments in the field have been strengthened by contemporary scholars such as O'Toole and Stinson (2022), who emphasize drama as an inquiry-based learning method that fosters meaning-making through participation.

Drama-in-Education refers to the use of structured dramatic activities not for public performance but for learning and cognitive development within an educational context. Its philosophical foundation lies in pragmatism and social constructivism, where knowledge is seen as socially constructed through interaction, reflection, and lived experience. The core assumptions of DIE include the belief that learners learn best through doing, that imagination is central to understanding human experience, and that drama provides a safe symbolic space for exploring real-life issues (Neelands, 2021). It also assumes that teachers act as facilitators rather than directors, guiding learners through dramatic inquiry rather than imposing fixed interpretations.

The key elements of Drama-in-Education include process drama, role-play, improvisation, teacher-in-role technique, and reflective discussion. These elements work together to create immersive learning environments where students actively engage in problem-solving, empathy building, and critical thinking (Wagner, 2021). DIE emphasizes collaborative learning, where meaning is co-constructed between teachers and learners through dramatic exploration. It also integrates emotional, cognitive, and social learning domains, making it a holistic educational approach that transcends traditional rote learning systems. Contemporary perspectives further highlight its adaptability in addressing modern educational challenges such as creativity deficits and disengaged learners (UNESCO, 2021).

In relation to assessing the Impact of Children's Theatre on Theatre Education and Performance Development, Drama-in-Education provides a strong theoretical lens for understanding how children's theatre enhances learning and performance outcomes. Through DIE, children's theatre

becomes more than performance; it becomes a structured process of exploration that improves learners' interpretive skills, confidence, and expressive abilities. It supports theatre education by enabling students to learn through embodied experience, thereby improving their performance development in acting, voice control, and stage presence. Ultimately, the theory demonstrates that children's theatre contributes significantly to theatre education by fostering creativity, collaboration, and holistic performance development in learners.

The theory explains that children's participation in theatre is not merely an opportunity to perform but a process through which they actively construct knowledge, develop skills, and make meaning through experience. From the DIE perspective, children acquire theatrical knowledge by engaging in role-play, improvisation, process drama, teacher-in-role activities, rehearsal, interaction, and reflection; these activities allow them to learn through doing rather than through passive observation. The theory therefore provides a basis for analysing how the extent and nature of children's participation influence their knowledge acquisition and performance development. Active participation is expected to enhance understanding of dramatic concepts, character interpretation, communication, creativity, emotional expression, collaboration, voice control, movement, confidence, and stage presence because children repeatedly apply knowledge within practical and social contexts. DIE also explains that the teacher's role as facilitator creates opportunities for children to experiment, make decisions, solve dramatic problems, receive feedback, and reflect on their experiences, thereby transforming theatrical participation into meaningful learning. Consequently, in this study, DIE will be used to examine the extent to which children's engagement in theatre activities contributes to the acquisition of theatre-related knowledge and the development of performance competencies, while also providing a framework for assessing whether formal theatre education adequately incorporates the experiential, participatory, and child-centred processes through which such development occurs.

Methodology

This study adopts a qualitative and analytical methodology based on a structured documentary research design. The study relies exclusively on secondary sources, including peer-reviewed journal articles, scholarly books, book chapters, conference papers, policy documents, and relevant reports addressing children's theatre, theatre education, drama pedagogy, and performance development. Relevant literature was identified through searches of academic and scholarly databases using combinations of keywords such as "children's theatre," "drama-in-education," "theatre education," "performance development," "creative pedagogy," "experiential learning," and "children's participation in theatre." Sources were selected based on their relevance to the objectives of the study, scholarly credibility, direct engagement with children's theatre or theatre education, and their usefulness in explaining learning and performance development. The selected literature was subjected to qualitative content analysis, through which recurring concepts, arguments, findings, and theoretical positions were identified, compared, and interpreted. Particular attention was given to themes relating to children's participation, experiential learning, knowledge acquisition, creativity, communication, confidence, collaboration, acting skills, expressive abilities, and performance development.

The analysis was further guided by Drama-in-Education (DIE), which served as an analytical framework rather than merely a theoretical description. Specifically, the study examines the literature to determine how children's active participation in dramatic activities facilitates knowledge construction, meaning-making, experimentation, reflection, and the development of performance competencies. The reviewed studies were therefore compared according to the extent

to which they demonstrate the principles of active participation, experiential learning, child-centred pedagogy, collaborative learning, and reflective practice associated with DIE.

The synthesis was used to establish connections between children's theatrical participation, theatre-related knowledge acquisition, and performance development, while also identifying areas where existing theatre education practices may not adequately integrate participatory and experiential approaches. This approach is considered appropriate for the study because it provides a transparent and interpretive means of synthesising existing scholarship and enables the paper to develop an evidence-based argument concerning the pedagogical value of children's theatre without generating primary data.

Role of Children's Theatre in Theatre Education

Children's theatre plays a central role in theatre education by serving as an entry point for learners into dramatic arts and performance practice. It provides structured opportunities for children to engage in storytelling, role-play, and creative expression within an educational setting. According to Neelands (2021), children's theatre functions as an experiential learning platform that bridges formal education and artistic development. It helps learners move from passive reception of knowledge to active participation in meaning-making processes. In this way, it strengthens theatre education by making learning more interactive, engaging, and learner-centered. Contemporary arts education frameworks also emphasize its importance in fostering holistic development among young learners (UNESCO, 2021).

One of the most significant contributions of children's theatre is its capacity to develop creativity and imagination among learners. Through improvisation, role-play, and dramatization, children are encouraged to think beyond conventional boundaries and explore multiple perspectives. Iroh (2019) affirms that the amalgamation of dramatics techniques such as improvisation, role-play and dramatizations enable the participant to tune in properly to the subject being explored. Wagner (2021) further notes that drama-based learning stimulates divergent thinking which is essential for creativity development. Children are given the freedom to invent characters, narratives, and scenarios, thereby enhancing their imaginative capacity. This creative engagement not only supports artistic development but also improves problem-solving skills. Consequently, children's theatre becomes a powerful tool for nurturing innovation and originality in theatre education.

Children's theatre significantly enhances communication skills by encouraging verbal and non-verbal expression in performance activities. Learners are trained to articulate ideas clearly, use appropriate tone, and employ body language effectively during dramatic presentations. According to O'Toole and Stinson (2022), theatre-based learning improves both linguistic competence and expressive communication through interactive participation. It also fosters listening skills, as children must respond to cues and collaborate with peers during performances. These communication abilities extend beyond the theatre space and contribute to academic and social success. Thus, children's theatre serves as an effective medium for developing holistic communication competence.

Participation in children's theatre helps learners build confidence and improve their self-expression abilities. By performing in front of peers or audiences, children gradually overcome fear, anxiety, and stage fright. Heathcote and Bolton (1995) emphasize that drama-in-education creates safe spaces where learners can experiment with identity and expression. This process

allows children to express emotions, thoughts, and experiences without fear of judgment. Over time, repeated exposure to performance activities strengthens self-esteem and personal assurance. Therefore, children's theatre contributes significantly to emotional development and psychological resilience.

Children's theatre also introduces learners to foundational theatrical skills and techniques essential for theatre education. These include voice modulation, improvisation, role interpretation, stage movement, and basic stagecraft. According to O'Neill (1995), early engagement with dramatic techniques enhances learners' readiness for advanced theatrical training. It provides a practical understanding of performance structure and artistic collaboration. Through guided facilitation, children learn how to embody characters and interpret dramatic texts effectively. This foundational exposure ensures continuity in theatre education and prepares learners for more advanced performance development.

Children's theatre plays a multifaceted role in theatre education by fostering creativity, communication, confidence, and technical skills. It provides a dynamic learning environment where learners actively engage with dramatic content and develop essential performance competencies. UNESCO (2021) highlights that arts-based education, including children's theatre, contributes to holistic learner development across cognitive, emotional, and social domains. Therefore, its integration into theatre education systems is essential for nurturing well-rounded performers and creative thinkers.

Impact of Children's Theatre on Performance Development

Children's theatre has a significant impact on performance development by providing learners with consistent opportunities to practice and refine acting and stage performance skills. Through participation in role-play, rehearsals, and structured performances, children gradually develop competence in voice control, movement, timing, and stage presence. According to O'Toole and Stinson (2022), performance-based learning in drama education enhances embodied understanding, allowing learners to translate ideas into physical and vocal expression. This continuous engagement with performance tasks strengthens technical proficiency and prepares learners for more advanced theatrical practice. In this sense, children's theatre serves as a foundational platform for building essential acting skills.

Another key impact of children's theatre is the development of emotional expression and interpretative ability. Learners are exposed to different characters, situations, and narratives that require them to understand and portray a range of emotions convincingly. Wagner (2021) notes that drama education enables learners to connect personal experiences with fictional roles, thereby deepening emotional intelligence and interpretive depth. Through this process, children learn how to express feelings such as joy, anger, fear, and empathy in controlled and meaningful ways. This emotional engagement enhances their ability to interpret scripts and embody characters authentically. As a result, children's theatre contributes to both artistic expression and emotional maturity in performance development (Idogho, 2012).

Children's theatre also fosters teamwork and collaboration, which are essential components of performance development. Theatre production requires collective effort, where each participant contributes to the success of the overall performance. According to Neelands (2021), drama education emphasizes collaborative learning, where meaning and performance outcomes are co-created through group interaction. Children learn to listen, share ideas, negotiate roles, and

support one another during rehearsals and performances. This collaborative environment not only strengthens interpersonal skills but also improves the quality of stage productions. Therefore, teamwork in children's theatre enhances both social development and theatrical competence (Idoko & Dantong, 2011).

Furthermore, children's theatre plays an important role in early talent identification and nurturing in the performing arts. Through continuous participation in theatrical activities, educators are able to observe learners' strengths in acting, creativity, leadership, and stage interpretation. Heathcote and Bolton (1995) emphasize that drama-in-education provides opportunities for teachers to identify and nurture learners' potential in a supportive environment. Early exposure to theatre helps talented children develop confidence and pursue further training in the arts. It also ensures that gifted performers receive appropriate guidance and encouragement at formative stages. Consequently, children's theatre contributes to the long-term development of professional theatre practitioners.

Challenges Affecting Children's Theatre in Theatre Education

Children's theatre within theatre education faces significant challenges, with inadequate funding and limited resources being one of the most critical constraints. Many educational institutions, particularly in developing contexts, struggle to provide essential materials such as costumes, props, rehearsal spaces, and technical equipment needed for effective theatre practice. UNESCO (2021) notes that arts education is often underfunded compared to core academic subjects, resulting in weakened implementation of creative programs like children's theatre. This financial limitation reduces the quality and frequency of theatrical activities in schools, thereby restricting learners' exposure to performance-based learning. Consequently, the full educational potential of children's theatre remains largely underutilized (Aghamelu, 2025).

Another major challenge is the shortage of adequately trained theatre educators who can effectively facilitate children's theatre activities. Theatre education requires specialized pedagogical and artistic competencies, including knowledge of drama-in-education methods, child psychology, and performance techniques. According to O'Toole and Stinson (2022), the effectiveness of drama-based learning depends largely on the facilitator's ability to guide reflective and experiential learning processes. However, many schools lack teachers with formal training in theatre education, leading to superficial or inconsistent implementation of children's theatre. This gap in professional capacity limits the depth of learning and performance development among students.

Poor institutional support in schools further hampers the development of children's theatre in theatre education. In many cases, school administrations prioritize examinable subjects over creative and performing arts, thereby marginalizing theatre-related activities. Neelands (2021) argues that institutional commitment is essential for sustaining drama education, as it requires structured time allocation, curriculum integration, and administrative encouragement. Without such support, theatre activities are often treated as extracurricular rather than core educational components. This marginalization reduces students' access to meaningful performance experiences and weakens the overall impact of children's theatre on learning outcomes.

Cultural and societal undervaluation of theatre arts also presents a significant barrier to the growth of children's theatre in education systems. In many societies, theatre is often perceived as less valuable compared to science, technology, or commercial disciplines, leading to limited parental

and community support (Asen, 2016). Wagner (2021) observes that societal attitudes toward arts education significantly influence its implementation and sustainability in schools. This perception discourages students from pursuing theatre-related activities and reduces investment in creative education. As a result, children's theatre struggles to gain recognition as a legitimate and essential component of holistic education and performance development (Abah, 1996).

Major Argument for the Impact of Children's Theatre on Theatre Education and Performance Development

Children's theatre is fundamental to early theatre education because it provides the first structured exposure of learners to dramatic expression, performance culture, and creative communication. It serves as an entry point through which children acquire foundational skills such as storytelling, role-play, improvisation, and expressive communication. According to O'Toole and Stinson (2022), drama-based learning is most effective when introduced early, as it allows learners to develop confidence and interpretive abilities through experiential engagement. In this regard, children's theatre is not an optional activity but a core educational strategy that supports holistic learning and the gradual development of theatre competence.

Furthermore, children's theatre significantly enhances performance development and creativity by encouraging learners to explore imagination, emotions, and diverse characters in a structured learning environment (Asen, 2021).. Through participation in theatrical activities, children develop acting skills, stage presence, emotional intelligence, and creative thinking abilities. Wagner (2021) emphasizes that drama education fosters divergent thinking, which is essential for creativity and artistic innovation. By engaging in performance tasks, learners also improve their ability to interpret roles and express ideas meaningfully. Thus, children's theatre contributes directly to both artistic growth and personal development in theatre education (Adugba, Asen, & Mayange, 2024)

Despite its importance, children's theatre remains underutilised in many educational systems, particularly in developing contexts where emphasis is placed on examinable academic subjects rather than creative disciplines. UNESCO (2021) observes that arts education often suffers from neglect due to inadequate funding, limited teacher capacity, and weak policy implementation. This underutilisation results in missed opportunities for learners to develop essential soft skills such as communication, collaboration, and creativity. As a result, many students are deprived of meaningful exposure to performance-based learning experiences that could enhance their educational outcomes and artistic potential.

Given these realities, the integration of children's theatre into school curricula is essential for artistic growth and comprehensive educational development. Institutionalizing children's theatre within theatre education programs would ensure sustained exposure, structured learning, and systematic skill development for learners. Neelands (2021) argues that curriculum-based drama education strengthens learner engagement and promotes deeper cognitive and emotional learning. Therefore, embedding children's theatre into formal education systems is not only necessary for nurturing future theatre practitioners but also for fostering creativity, confidence, and holistic development among students (Akinsola, 2025).

Conclusion

This study has critically examined the role of children's theatre in theatre education and performance development, highlighting its contribution to creativity, communication, emotional expression, and theatrical skill acquisition. The discussion established that children's theatre serves as an effective pedagogical tool that transforms learning into an active, participatory, and experiential process. It also revealed that despite its educational relevance, its implementation remains limited in many educational settings due to institutional, cultural, and resource-related constraints. Through the synthesis of scholarly perspectives, the study has demonstrated that children's theatre is central to effective theatre education and the development of performance competence among learners.

The study further reaffirmed that children's theatre is not merely an extracurricular activity but a foundational element of theatre education that nurtures imagination, confidence, collaboration, and interpretive ability. It provides learners with opportunities to engage meaningfully with dramatic texts and performance practices, thereby strengthening their cognitive, emotional, and social development. Scholars such as O'Toole and Stinson (2022) and Wagner (2021) consistently emphasize that drama-based learning enhances both artistic and personal growth, making children's theatre indispensable in educational contexts.

In conclusion, children's theatre holds significant educational and developmental value that extends beyond performance into broader learning outcomes. Its integration into school curricula is essential for fostering creativity, nurturing talent, and developing well-rounded individuals capable of critical thinking and effective communication. Therefore, educational stakeholders are encouraged to prioritize and institutionalize children's theatre as a core component of theatre education, ensuring its sustainability and maximizing its impact on learners' performance development and overall educational experience.

Recommendations

1. Children's theatre should be formally embedded within primary and secondary school curricula as a core component of arts education. This will ensure structured exposure to performance-based learning and consistent development of creative skills among learners. Curriculum integration will also elevate theatre from extracurricular status to an essential educational tool.
2. Teachers should receive specialized training in drama-in-education methodologies and children's theatre facilitation techniques. This will improve the quality of instruction and ensure effective delivery of theatre-based learning activities. Regular professional development programs should be introduced to sustain educator competence.
3. Government should prioritize arts education through supportive policies, infrastructure development, and inclusion in education budgets. Private sector actors should also invest in children's theatre through sponsorships and partnerships with schools.
4. Schools should create functional theatre clubs that provide regular platforms for rehearsals, performances, and creative expression. These clubs will encourage student participation, teamwork, and continuous skill development in theatre practice. They also serve as incubators for discovering and nurturing young artistic talent.
5. Adequate funding should be allocated to organize theatre workshops, competitions, and inter-school festivals. These events will expose learners to diverse performance experiences and enhance their practical skills. Sustained financial support will also promote innovation and visibility of children's theatre in education.

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