EARLY CHILDHOOD EDUCATION DIFFICULTIES IN DEVELOPING COUNTRIES

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Despite the increasing relevance of Early Childhood Education (ECE), a variety of obstacles have hampered its successful implementation. Several significant difficulties have been shortly described including a lack of proper teaching and learning tools, socioeconomic conditions, as well as financial constraints.

Malnutrition and poor health are two examples of socioeconomic issues. These conditions can greatly impair children's capacity to comprehend information cognitively. Children whose intergovernmental body has been harmed by illness or hunger may require additional instructional hours to acquire certain abilities. Ascertained, early childhood education may be crucial, particularly in low-income countries.

Moreover, financial restrictions can result in inefficient early childhood education administration. At the macroeconomic level, a substantial number of developing nations have been burdened by a significant debt burden as a result of their adherence to the World Bank and International Monetary Fund's economic policies. These debt-service systems contributed to a large decrease in government support for subsidized education, health care, and school-related expenses. As a result, families now hold a greater share of responsibility for the delivery of early childhood education programs.

Ultimately, numerous ECE facilities lack the necessary teaching and learning tools and resources in their learning environment that is appropriate for ECE. These include a lack of adequately ventilated classrooms, child-friendly equipment, a play area, restrooms, and play material. This indicates that teachers lack the necessary teaching and learning materials to effectively apply the curriculum. This has a detrimental effect on the
implementation of the ECE Curriculum, as establishing a sustainable learning environment enables disadvantaged children to improve the quality of education (Offenheiser and Holcombe, 2003).

References: