



# Public-Private Partnerships in Early Childhood Education Preschools: Comparative Analysis of Learning Achievement Across Nigerian Regions

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## Abstract

Public-private partnerships (PPPs) in early childhood education preschools are gaining traction as a means to enhance educational outcomes for young children across Nigeria. Qualitative data were collected through interviews with educators and parents, as well as document reviews of school records. The analysis focused on identifying themes related to learning achievement across regions. A notable theme identified was the significant impact of regional differences in educational resources, where schools in urban centers had higher learning achievement scores compared to those in rural areas. The study concludes that while PPPs can be effective in improving early childhood education outcomes, they are not uniformly beneficial across all regions due to varying resource availability and access. Policy recommendations include targeted funding for rural ECEP schools to level the playing field and ensure equitable educational opportunities for children nationwide.

**Keywords:** *African geography, public-private partnerships, early childhood education, comparative analysis, urban development, ethnography, qualitative methodology*

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