AN EVALUATION OF COLLABORATIVE PARTNERSHIPS BETWEEN TEACHER EDUCATION INSTITUTIONS AND EDUCATIONAL AGENCIES IN EAST-CENTRAL AND SOUTHERN ETHIOPIA: TOWARDS DEVELOPING THE 21ST CENTURY CORE SKILLS

Tesfaye Tadese Hailegnaw

Doctor of Philosophy in Education

(Curriculum and Teaching)

UNIVERSITY OF EASTERN AFRICA BARATON

July 2022

AN EVALUATION OF COLLABORATIVE PARTNERSHIPS BETWEEN TEACHER EDUCATION INSTITUTIONS AND EDUCATIONAL AGENCIES IN EAST-CENTRAL AND SOUTHERN ETHIOPIA: TOWARDS DEVELOPING THE 21ST CENTURY CORE SKILLS

A Dissertation Submitted to the Department of Education
School of Education, Humanities and Social Sciences
University of Eastern African, Baraton

In Partial Fulfilment of the Requirements for the Degree of
Doctor of Philosophy in Education

Tesfaye Tadese Hailegnaw
July 2022

APPROVAL SHEET

This dissertation entitled ***An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards Developing the 21st Century Core Skills,*** written and submitted by **Tesfaye Tadese Hailegnaw**, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education hereby accepted and approved.

Prof. Korso Gude	**Dr. Mwangi Petronila**
Supervisor	Supervisor
Date	Date

Accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Curriculum and Teaching).

Dr. Benson, Kinuthia	**Dr. Odek, Rabach**
Department Chair	School Dean
Date	Date

Prof. Ramesh Francis
Director of Graduate Studies and Research

Date

ABSTRACT

The research evaluated the collaborative partnerships between Colleges of Teachers' Education and Educational agencies in East-Central and Southern Ethiopia to develop the core skills of the 21st century. The study adopted John Dewey and Carl Roger's theories of learning. It used an explanatory sequential design. In this case, quantitative and qualitative research methods were used. Friedman and Wilcoxon tests (non-parametric tests) were used to compute significance differences. Descriptive statistics were employed to calculate the mean, frequency, and standard deviation. The sample consisted of three hundred and fifty-seven student-teachers, one hundred and ninety College teachers, three hundred and six secondary school teachers, and twenty-one school principals, college administration, and zone education office. Purposive sampling technique was used for Colleges of Teachers' Education, secondary schools, and education offices. Simple random sampling technique was employed to choose college teachers, school teachers and student-teachers. Data were collected using questionnaires, interviews, and observation. In the study considered seven research questions.

The finding revealed the availability of partnership models. It also indicated that Collaborative partnerships between stakeholders could develop the student-teacher's core skills of the 21st century. Challenges to implementing collaborative partnerships, teachers' workload, lack of collaboration between partners, lack of knowledge about the benefits of partnerships, and lack of trust between partners. The researcher recommended developing and using a skill-based curriculum, and changing the education system. The collaborative partnerships implementation model should be used to develop the students' core skills of 21st century.

Copyright

Tesfaye Tadese Hailegnaw
All Rights Reserved
© 2022

DEDICATION

This study is dedicated to my wife, Yeshihareg Tsegaw, and children Betselot Tesafaye and Ebenezer Tesfaye for their sacrificial love and understanding when I was writing this dissertation. My sisters Tsigie Tadese, Tsion Tadese, Etagegn Tadese, and Kelemua Tadese for their being by my side when I needed them.

ACKNOWLEDGEMENTS

I thank God for allowing me to pursue my Ph.D. at the University of Eastern Africa, Baraton (UEAB) and I also thank Him for granting my family all the providential care needed.

My humble gratitude goes to my supervisors Prof. Korso Gude and Dr. Petronilla Mwangi, for their professional guidance, encouragement, and direction. May God bless you abundantly! I would also like to thank Dr. Paul Wahonya for his words of encouragement when I was facing different challenges.

I salute all my professors who helped me while doing my course work at the UEAB: Dr. Catherine Amimo, Dr. Ben Kinuthia, Dr. Millicent Ojwang, Prof. V. Allida, and Prof. D. Allida. I do appreciate Dr. Moses Kibirango for your words of encouragement. God bless.

This study would not have been conceivable without the help and sacrifice of my family. Especially, I would like to thank my wife: Yeshihareg Tsegaw, and my children: Betselot Tesfaye and Ebenezer Tesfaye, for their prayers, support, and patience as I was traveling the long journey of education. It was impossible to succeed without the help and encouragement of my sisters: Tsigie Tadese, Tsion Tadese, and Etagegn Tadese; my brother-in-law: Daniel Shamebo; my niece Nardos Daniel and nephew Zerubabel Daniel. I can't forget your kind words, prayers, and financial support when I needed it most. I also thank Dr. Sara Biru for your prayers, hospitality, and encouragement. I do acknowledge Mr. Abebe Adebo for his prayers. Finally, I would like to acknowledge Colleges of Teachers' Education and Secondary School administrators, teachers, and regional education offices for their support during the process of data collection.

TABLE OF CONTENTS

APPROVAL SHEET....i
ABSTRACT....ii
Copyright iii
DEDICATION....iv
ACKNOWLEDGEMENTS....v
TABLE OF CONTENTS....vi
LIST OF TABLES....x
LIST OF FIGURES xii
LIST OF ABBREVIATIONS AND ACRONYMS xiii
CHAPTER ONE....1
INTRODUCTION 1
Background of the Study 1
Statement of the Problem....9
Research Questions....12
Hypotheses....14
Significance of the Study....15
Justification of the Study 17
Theoretical Framework....20
Conceptual Framework....22
Scope of the Study 24
Operational Definition of Terms 26
CHAPTER TWO 30
REVIEW OF RELATED LITERATURE AND STUDIES....30
Partnerships....30
Models of Partnerships 33
Separatist Partnership Model……..……...……33
Consultation Model of Partnership……...….36
Pedagogical Partnership Model…….....……40
Partnerships with other stakeholders 46
Current Trends of Education in Ethiopia....52

Colleges of Teacher Education.....53
Educational Agencies and their challenges in Ethiopia…….……..57
Kindergarte...……57
Primary schools……..……61
Secondary Education…..……...…..64
Higher Education Relevance and Quality Agency (HERQA)……...66
The use of Collaborative Partnerships in schools and teacher's education..….68
Principles and Factors to form Educational Partnerships……..……75
Challenges to Implement Collaborative Partnership between Teacher Training Institutions and Educational Agencies……..…..……78
Teaching and Learning in the 21st Century…….....…84
Critical Thinking and Problem Solving Skills…….……91
Research Conducting Skills……...…….93
Communication Skills……...…..94
Skills of Creativity and Innovation…….....……..97
Life and Career Skills…….....…….98
Developing the Core Skills in Colleges of Teachers' Education……....…99
Curriculum for the 21st Century Skills and Collaborative Partnerships……...101
Summary of Review of Related Literature and Studies…….108
CHAPTER THREE…….110
RESEARCH METHODOLOGY……110
Research Design……..……....110
Research locale…….....……111
Population…….....……..112
Sampling Techniques……113
Research Instruments……...….114
Validity and Reliability of the Instruments…….....……...117
Data Gathering Procedures……122
Statistical Treatment of Data……123
Ethical Consideration……125
CHAPTER FOUR……127

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATIONS127
Demographic Profile of the Respondents 128
College Teachers' Ratings on their Help towards the Core Skills 136
College Teachers' Ratings on their Help towards the Core Skills 137
Skills of Critical thinking and Problem-Solving 138
Availability of Partnership Models 165
Challenges to Implement Collaborative Partnerships 184
A proposed Collaborative Partnerships Implementation Model 190
CHAPTER FIVE 193
SUMMARY, CONCLUSIONS AND 193
RECOMMENDTIONS 193
Summary 193
Summary of the Findings 195
Conclusions 200
Recommendations 201
Recommendations for Future Research 204
REFERENCES 205
APPENDICES 242
APPENDIX A: - COLLEGE TEACHERS' QUESTIONNAIRE 242
APPENDIX B: - SCHOOL TEACHERS' QUESTIONNAIRE 247
APPENDIX C: STUDENT-TEACHERS' QUESTIONNAIRE 252
APPENDIX D: PRINCIPALS, COLLEGE ADMINISTRATION AND EDUCATION OFFICES INTERVIEW GUIDE 255
APPENDIX E: ETHICAL CLEARANCE 259
APPENDIX F: RESEARCH PERMIT 260
APPENDIX G: RESEARCH AUTHORIZATION 261
APPENDIX H: RESEARCH PERMIT 262
APPENDIX I: MAP OF OROMIA (EAST-CENTRAL PART) 265
APPENDIX J: MAP OF SNNPR 266
APPENDIX K: MAP OF SIDAMA REGION 267
APPENDIX L: RELIABILITY ANALYSIS 268

APPENDIX M: RESEARCHER'S RESUME.....278
APPENDIX N: PUBLICATIONS.....281
APPENDIX O: PLAGIARISM TEST.....291
APPENDIX P: BINDING PERMIT.....292

LIST OF TABLES

Table 1: *Comparison of Institutions that Teach Core Skills and that Do not*…..……...87

Table 2: *Total Respondents for the Study*…….……...113

Table 3: *College Teachers' Questionnaire Summary of Reliability Coefficients*……....119

Table 4: *School Teachers Questionnaire Summary of Reliability* Coefficients……..120

Table 5: *Student-Teachers' Questionnaire Summary of Reliability Coefficient*s……....120

Table 6: *Demographic Information for College Teachers*……..128

Table 7*: Demographic Information for School Teachers*……132

Table 8: *Gender of Student Teachers*……..…134

Table 9: *College Teachers' Ratings on the Core Skills*……...136

Table 10: *Collaborative Partnerships on Critical Thinking and Problem Solving*…….146

Table 11: *Collaborative Partnerships on Research Conducting Skills*……...…148

Table 12*: Collaborative Partnerships on Communication Skills*……..…..149

Table 13: *Collaborative Partnerships on Creativity and Innovation Skills*……150

Table 14: *Collaborative Partnerships on Life and Career Skills*……151

Table 15: *Friedman Test for College Teachers on the Core Skills* …….155

Table 16: *Wilcoxon test for Critical Thinking Problem-Solving Skills*……..….160

Table 17: *Wilcoxon Test to Identify the groups' difference*…….....161

Table 18: Wilcoxon Test to Identify the groups' Difference……...……162

Table 19: *Models of Partnerships that are Available in the Selected Colleges*……..….165

Table 20: *Other Types of Partnerships*……168

Table 21: *Partnership Models in Secondary Schools*……..169

Table 22: *Other Types of Partnership in Schools*……...…….172

Table 23: *Friedman Test for Core Skills*……..……175

Table 24*: Wilcoxon for Critical Thinking/problem-Solving Skills*…….….177

Table 25: *Tests for Wilcoxon for Research conducting skills*…….178

Table 26: *Tests for Wilcoxon for Communication Skills*…….……179

Table 27: *Tests for Wilcoxon for Innovation and Creativity Skills*……..180

Table 28: *Tests for Wilcoxon for Life and Career Skills*…….181

Table 29: *Ratings on Challenges of Implementing Collaborative Partnerships*……..…183

LIST OF FIGURES

Figure 1: A Conceptual Framework for the Relationship between Collaborative Partnerships, Educational Agencies, and the Core Skills of the 21st Century…….……23

Figure 2: Teacher-Parent Partnerships…….…..……..46

Figure 3: Types of Partnerships and their Levels of Integration…….…..50

Figure 4: Collaborative Partnerships Implementation Model……..190

LIST OF ABBREVIATIONS AND ACRONYMS

AACTE-	American Association of Colleges for Teacher Education
CBC-	Competence- based Curriculum
CTE-	College of Teachers' Education
EBC-	Ethiopia Broadcasting Corporation
ESDPV-	Education Sector Development Program
HERQA-	Higher Education Relevance and Quality Agency
ICT-	Information and Communications Technology
JICA-	Japan International Cooperation Agency
MOE-	Ministry of Education
OECD-	Organization for Economic Co-operation and Development
SMART-	Specific, Measurable, attainable, Realistic and Time-bound
SNNPR-	South Nations, Nationalities, and Peoples' Region
SPSS-	Statistical Package for the Social Sciences
UEAB-	University of Eastern Africa, Baraton
UNESCO-	United Nations Educational, Social and Cultural Organization
WENR-	World Education News & Reviews

CHAPTER ONE

INTRODUCTION

Background of the Study

Collaboration is the working together of stakeholders to achieve a common goal for mutual benefits and also partnership is the condition of joining parties who have a common interest so that they can share the benefits. A collaborative partnership can be carried out by commitment, collegiality, and empowerment (Shandler, 2014).

Collaborative partnerships in the health sector aim at improving community health service. In education, it targets to improve the quality of education. In a business organization, the goal of the partnership is to improve profit (Roussos & Fawcett, 2009). Educational partnership refers to the working together of stakeholders to enhance student learning (Foerste, 2017). When educational partnerships reach the rank of totality it is called collaborative partnership (Islahuddin, Tolla, & Mansyur,2016). According to Brown (2019), a collaborative partnership is a process that is dynamic and energy-infused and it moves the process of learning to a deeper level of growth and understanding. Helms (2015) expounded that colleges of teacher education should produce graduates who can pursue successful employment and careers. Hence, Institutions of teacher education have to furnish their graduates with the necessary knowledge and skills to meet the demands of the 21st century.

A collaborative partnership can also be a collaboration between two or more parties who have a common agenda of producing high-quality educational practices (Farah, 2019). Collaborative partnership is the collaborative work held by different

institutions that have a common goal of filling different gaps of knowledge and skills. Thus, from the perspective of this study, the meaning of partnership is the working together of colleges of teacher education and educational offices to equip student-teachers with a necessary skills. The partnerships between colleges of teacher education and schools (educational offices) are aimed to serve the educational sectors to alleviate the problem of developing the core skills by making education more practical (Hunter & Botchwey, 2017).

According to the literature, ideas, discussions, and studies on partnerships started in the 1980s, and publications of the studies took place in the 1990s. For example, the idea of partnership in teacher education started in the mid-1980s in the UK and USA because of the theory and practice gap. This has led to the establishment of research-practice partnerships (Borte & Lillejord, 2016). The Elton Report of 1989 discussed and recommended the urgent consideration of establishing partnerships between teachers and their employers (Gillard, 2012). The McNair Report of 1994 emphasized the need for the establishment of committees to make cooperate between colleges, industries, and commerce (Gillard, 2012). Later in the year 2000, the United Nations Educational, Scientific and Cultural Organization (UNESCO) underscored the use of revitalized partnerships by governments at all levels because partnerships help the effective application of basic education and educational practices (Bray, 2000). Since 1990, the history of collaborative partnerships in Education has gained significant attention. However, in education and teacher training, partnership is a very recent subject of research (Foerste & Vargiu, 2017). Cochran-Smith and Fries (as cited in Halvorsen, 2017) mentioned that the partnership idea was created at the beginning of the 1990s and

it has brought a new paradigm shift in teacher education; the shift views teaching as a reflective practice.

The paradigm shift introduces a new idea of learner-centered education; this is based on constructivist perspectives. This new idea has a kind of forming partnership because teachers and students do contribute and create meaning together. The paradigm shift inspired educational researchers in the US to include the idea of partnerships in the realm of education. Furlong (as cited by Halvorsen, 2017) explained that after it was formed in the US, partnership became mandatory requirements in teacher education in England. According to studies, partnerships are complex and have meanings emerging from many activities caused by social dynamics. The concept and characteristics of partnerships depended on the context and area it was used (Foerse, Merler & Vargiu, 2017). In developing countries, there are disagreements between the university graduates' skills and the demand by the industries. It is the lack of collaborative work amongst institutions that brought the discrepancy (Höhndorf, 2012).

The collaborative partnerships between colleges of teacher education and educational agencies constitute a practice-oriented approach and are believed to enhance student learning. Different researchers suggest that partnerships can lead to desired outcomes for youth in transition from school to careers and adult life (National Technical Assistance Centre on Transition, 2015). To bring unique perspectives, experiences, and international ties institutions in the United States are interested in establishing partnerships with institutions in the United Kingdom (Helms, 2015).

In the U.S. school system, there is a trend in policymaking trying to introduce content standards and higher-order thinking skills into the documents of partnership for

the 21st Century. Partnership for the 21st century is aimed to integrate theory with practice this means the knowledge that students get during their stay at school should be linked with real-world problems. This indicates creativity is one of the highlighted skills in the 21st-century partnerships of the educational framework. In recent years there is a need for creativity in education. The U.K. government has been taking advice from the National Advisory Committee regarding creativity and cultural education and Finland; known for its educational system values the role of creativity in the process of producing a quality teaching force for the country. China's top-down national strategies promote innovation and creativity (Guo & Woulfin, 2016).

Since the second half of 1990, the partnership has become an innovative alternative among public administrators in Brazil (Foerse, Merler & Vargiu, 2017). In Norway, partnerships in the university are considered a new initiative that needs more investigation for its effectiveness in improving educational practices in teacher education programs (Smith, 2016). Thus, partnerships have become alternatives in improving students learning and promoting the growth of a country by its impact on uplifting the skills of students.

In the Philippines, Education is focused mainly on knowledge-based but the advancement of technology and innovation is limited; there is a need for collaborative partnerships with international communities and these kinds of partnerships have contributed to sharing the best practices among researchers (Alda, Boholano, & Dayagbil, 2020). As can be seen from the above discussion, the focus of education only on knowledge has become a challenge.

In Africa, the partnership of Higher Education [teacher education institutions] is a joint project with the U.S. based on a foundation that is to strengthen the capacity of skill-based education in the continent (Institute of International Education, 2019). In South Africa, university-school partnerships are considered a new epistemology for teacher education programs and it is believed to create learning opportunities for prospective teachers. It also helps them to have deep knowledge and skills in their areas. The authoritative method of considering universities as the source of knowledge has been argued (Mutemeri & Chetty, 2011).

In the Ethiopian history of Higher Education, the idea of partnership has been included in the government policy since 2003. The Higher Education Proclamation No. 351/2003 in parts 12 and 14 states the possibility of forming partnerships among private institutions, public institutions, organs, and units under any institutions. It also suggests that institutions have to provide support for primary and secondary education institutions and they have to conduct studies and research in the priority areas (The Federal Democratic Republic of Ethiopia, 2003). Thus, the partnership helps the country by linking education institutions to educational agencies.

In East-central and Southern Ethiopia, there are challenges regarding the marriage between theory and practice both in educational agencies because of teacher, institution, and student-related challenges. These challenges hinder the attainment of intended objectives. The institution-related challenges are those challenges that can't be controlled by the teachers such as problems concerning the national curriculum, the school administration, lack of collaborative partnerships between institutions. Student-related challenges are lack of interest in the subject, different emotional or psychological

problems and teacher-related challenges are lack of competency, lack of motivation, lack of training, lack of pedagogical skills, and lack of implementation of the competency-based curriculum (Garmamo, 2018).

To combat the challenge of collaborative partnerships between colleges of teacher education and educational agencies, Hawassa University completed a collaborative project which promotes university-industry partnerships (linkage), but the project does not evaluate the collaborative partnerships between teacher education institutions and educational agencies. It is the partnership between the Technical and Vocational Education and Training (TVET) bureau and the institute of technology (Hawassa University, 2021). However, the focus of this research is to evaluate the collaborative partnerships between teacher education institutions and educational offices in eastern-central and southern Ethiopia to develop the core skills of the 21st century.

To fill the divorce between what is being taught in class and the exposure of students in the real world, there needs to be a means to create consonance. Tadese and Kinuthia (2018) suggested that the students' learning is predominantly rehearsing lecture notes and reading when the exam approaches. This limits their exposure to developing skills. Ethiopian Ministry of Science and Higher Education stressed that the country has a keen interest in strengthening the partnership and cooperation program in higher education as the East African country is trying to expand and enhance quality education at higher institutions (Xinhua, 2019). Private and public schools need to partner in creating social cohesion and transformation. This includes advancing similar values, curricula, cultures, and goals to create a more just society in Ethiopia (Begna, 2017).

Therefore, through collaborative partnerships, there is a need for developing teachers' core skills in schools and teacher training colleges. According to Melese and Tadege (2019), the Ethiopian current curriculum is dissociated from the social and developmental realities of the country. There is a need for colleges of teacher education in helping their trainees to develop the core skills of the 21st century. The core skills of the 21st century are skills that are necessary for students to effectively and efficiently perform their tasks in the industry (British Council, 2021). This indicates that core skills are the requirements of trainees to effectively perform their tasks in the global community. These core skills that are needed by the students of the 21st century are critical thinking skills, problem-solving skills, communication skills, collaborative skills, creativity and innovation skills, and life and career skills (BattelleforKids, 2021).

Meeting the demands of our community by developing the practical skills of teachers is indispensable. However, there are different challenges such as lack of problem-solving, critical thinking, communication skills, creativity, and innovation. This has led to produce trainees who are only knowledge-based (AACTE, 2010). Hence, it is expected of educational institutions to produce a skilled populace who can integrate theory with practice.

Some factors can limit the development of the core skills such as the low intrinsic motivation of teachers for the teaching profession, lack of interest of trainees in the profession, and the irrelevance of the government educational policy. Abebe and Weldehanna (2013) confirmed that many teachers and trainees in Ethiopia do not have the motivation and love for the teaching profession. According to Mekonnen (2017) at the entry phase, several candidates from teacher training colleges quit their training

because of a lack of interest in the teaching profession. They joined the training program because they had no other job opportunities. Yet, the motivation of teachers plays a vital role in developing the core skills of trainees.

To produce skillful graduates from teacher education institutions, there need to be qualified teachers and motivated trainees; however, the teacher training colleges in Ethiopia have challenges to implement student-centered teaching because many teachers lack pedagogical skills in teaching the profession; however, to equip students for the challenges of the 21st century, there is a need for qualified teachers who have the skills of the century (Abebe & Woldehanna, 2013).

It is the graduates of teachers training colleges who work at different educational agencies which is why there should be a collaboration partnership among them to have work exposure and develop the core skills of the century. Educational agencies are schools and educational offices where graduates from teacher training colleges look for a job. The current education system in Ethiopia is knowledge-based even though the plan was on developing skills of problem-solving and democratic culture. The outcomes have not been realized because of the minimum efforts by education administrators at the zone and district level, lack of collaborative work with local leaders, lack of teachers' motivation, lack of school facilities, and lack of collaborative partnerships amongst the concerned government ministries, parents and professional associations (Goshu & Woldeamanuel, 2019). Hence, to develop the core skills of the 21 century such as skills of critical thinking, problem-solving, communication, collaboration, creativity, and life and career skills, collaborative partnerships among colleges of teacher education and educational agencies are indispensable.

In the 21st century when skills are necessary to solve a day-to-day challenges, the working together of teacher training colleges and educational agencies is very crucial. Hence, this research is aimed to evaluate the collaborative partnerships between colleges of teacher education and educational agencies to develop a model which can solve the issue of discrepancies between what is learned at schools and real-life problems.

Statement of the Problem

In Ethiopia, education has become knowledge-based and graduates of teacher training colleges lack the core skills of the 21st century. Graduates of teacher education institutions lack the necessary practical skills, as a consequence, it has become difficult for teachers to train their students in the necessary core skills of the 21st century. However, there is a great need for the integration of knowledge and skills of the 21st century through collaborative partnerships because they are the building blocks in helping the nation. Higher education institutions have faced a lack of integration of theory and practical skills through collaborative partnerships, well-planned and coherent curriculum design, and review processes, and these affect professional disciplines (Nega, 2012).

Ethiopian Education Development Roadmap (2018-30) pointed out that the present educational system's explicit purpose is to memorize lectures and pass examinations to join higher education. This system does not prepare students to develop the necessary skills for the 21st century by forming partnerships with different stakeholders. It simply offers education in the form of mastering content and lecturing and this trend continues in higher education.

The needs of the students concerning developing their core skills have not been addressed; even instructors do not have those necessary core skills. However, the process of teaching and learning should adopt the necessary strategies that help the students develop practical skills (Biku, Demas, Woldehawariat, Getahun, & Mekonnen, 2018). It is from this background of lack of connection between knowledge and practical skills of the trainees in the real world that the study seeks to develop a working model of collaborative partnerships to help students to develop the necessary skills for the 21st century that is by creating a link between teacher education institutions and industry.

In Central-Eastern and Southern Ethiopia, particularly in the Southern Nations, Nationalities, and Peoples' Region, there is no research conducted about the collaborative partnership among teacher education institutions and educational agencies and its effectiveness in developing the trainees' core skills of the 21st has not been tested. In the regions, the partnerships between teacher education colleges and schools are weak. Moreover, there are no guidelines and structures to create a link between teacher training colleges and other stakeholders. The partnerships is not linked with the core skills of the 21st century (Olkaba, Hunde, Mamo, Duresa, & Keno, 2019). It indicates that there is less focus on addressing the issue of discrepancy between theory and practice through collaborative partnerships .There is also a weak link between collaborative partnerships and the core skills. That is why the study seeks to explore the collaborative partnerships between colleges of teachers' education and educational agencies with the aim of developing the core skills of the 21st century.

The 21st-century challenges have to be addressed by using the skills of the century. However, there is a tendency to use the old-fashioned method of teaching. This

old method of teaching (lecture and memorization) disconnects what is learned in the classroom. There is a need to frame and implement core skills of the century (Fox, 2015). The old-fashioned method of teaching has not helped to solve the current challenges of lack of the core skills that teachers have been facing. Hence, there is a need to link the colleges of teachers' education with educational agencies to solve the disconnection between theoretical knowledge and practical skills.

Thus, this research seeks to evaluate the collaborative partnerships among teacher education institutions and educational agencies and come up with recommendations that would enhance the development of the core skills of the 21st century. The recommendations would hopefully help solve the problem of discrepancies observed between the trainees and the demands of practical skills in the industry.

Research Questions

This research addresses the following questions:

1. To what extent do instructors at the colleges of teachers' education in East-Central and Southern Ethiopia help the student-teachers to develop the core skills of the 21st century?
    a. Critical thinking and problem-solving skills
    b. Research conducting skills
    c. Communication skills
    d. Creativity and innovation skills
    e. Life and Career Skills
2. To what extent do collaborative partnerships help to develop the student-teachers based on the ratings of instructors, school teachers, and student-teachers at the selected teacher education institutions in East-Central and Southern Ethiopia, in terms of,
    a. Critical thinking skills and problem-solving
    b. Research conducting skills
    c. Communication skills
    d. Creativity and innovation skills
    e. Life and Career Skills?
3. Is there a significant difference in the ratings of instructors at the colleges of teacher education in the East-central and southern Ethiopia about helping students develop the core skills of the 21st century, in terms of,
    a. Critical thinking and problem-solving skills

b. Research conducting skills

c. Communication skills

d. Creativity and innovation skills

e. Life and Career Skills

4. Which models of partnership are available at the selected colleges of teacher education and schools in East-Central and Southern Ethiopia?
5. Is there a significant difference between the ratings of college teachers, school teachers, and student-teachers at the selected colleges in East-Central and Southern Ethiopia whether or not collaborative partnerships develop the students' skills, in terms of,
    a. Critical thinking and problem-solving
    b. Research conducting skills
    c. Communication skills
    d. Creativity and innovation skills
    e. Life and Career Skills
6. What challenges are there at the selected colleges of teacher education and educational agencies in East-Central and Southern Ethiopia to implement collaborative partnerships?
7. What implementation Model can be proposed based on the findings of the study?

Hypotheses

The study will test the null hypotheses in the following ways:

H_O1. There is no a significant difference among college instructors at the selected colleges of East-central and southern Ethiopia concerning helping students develop the core skills of the 21st-century, in terms of,

a. Critical thinking and problem-solving skills

b. Research conducting skills

c. Communication skills

d. Creativity and innovation skills

e. Life and Career Skills

H_o2. There is no a significant difference between the ratings of instructors, school teachers, and student teachers at the selected colleges in East-Central and Southern Ethiopia whether or not collaborative partnerships develop the students' skills, in terms of,

i. Critical thinking and problem-solving skills

ii. Research conducting skills

iii. Communication skills

iv. Creativity and innovation skills

v. Life and Career Skills

Significance of the Study

The findings in this study are hoped to help the Ministry of Education as a basis in the process of curriculum revision by incorporating student-centered curriculum, and skill-based education in the existing knowledge-based education system because in this study an evaluation of collaborative partnerships between teacher training colleges and educational agencies and other stakeholders with the aim of developing the core skills of the 21st century will be considered.

The study aims to provide a practical model that solves the imbalance between theory and skills needed to solve problems that the country has been facing in its educational institutions. It will contribute to the implicit (practical knowledge) and explicit documented data or explicit information needed by the higher education institutions in particular and to the country's higher institutions in large. The study emphasizes the evaluation of collaborative partnerships between teacher training colleges and other stakeholders; however, it is also important for other colleges and universities because it can help them as a basis to conduct research between the institution of higher education and their stakeholders

The study will help teachers and managers of teacher training colleges in the process of planning to solve different challenges in developing the core skills of the 21st century. It will also help them to see the impact of collaborative partnerships between educational institutions and different educational agencies.

The study will also be helpful for teacher training colleges and educational agencies to understand the interlocking relationships that are supposed to be among them for their mutual advantages. Educational institutions and educational agencies are the

sectors where teachers work after graduation. The effectiveness of teachers who graduate from colleges of teacher education depends on the extent of achievement of the core skills of the 21st century at the end of the trainees' training process. The ministry of education plays the top role in designing and developing educational curricula and hopefully, the paper contributes to them by giving them what to consider in the process of developing the trainees' core skills of the century.

Policymakers in the Ministry of Science and Higher Education will benefit from this study because it is the system of education in the country that affects the quality of education in the country. Hence, the study will hopefully emphasize the reason why teachers and students lack the core skills and how it can be resolved.

The teachers and school administrators will also be benefited from the study because the paper will evaluate the significance of creating partnerships between schools and different stakeholders such as school-parent partnerships, student-teacher partnerships, etc., and come up with possible recommendations.

It is hoped that students and parents will also be benefited from this study in that the current school system in Ethiopia is mostly knowledge-based which is teacher-centered. The research will give emphasis the student-centered teaching and learning process because this method of teaching will help students to develop the core skills of the 21st century. Moreover, parents will also be benefited from the study because the study explores how to form effective parent-teacher, parent-school, and parent-institutions partnerships and this will benefit the parents by making them partners in their children's skill development process.

Finally, the study will be beneficial for educational agencies in that they will get important information regarding the significance of forming partnerships with teacher education institutions for the development of the student teachers' core skills of the 21st century and thy will be motivated to form partnerships with different stakeholders.

Other stakeholders such as the community will be benefited from the study in that they will get insights as they are the primary agents in the governments' plan of curriculum reforms and they are also involved in different administrations of schools. Hence, the study will give some insights regarding the use of collaborative partnerships in developing the core skills of students. Hence, the community will be motivated to incorporate and enact the core skills of the 21st century

Justification of the Study

To investigate the collaborative partnerships in educational institutions of higher education, it is well-intentioned to explore more about the common types of partnerships available. However, one of the major challenges in the sector of education is the irrelevance of programs of study in meeting real-life situations. Therefore, what is taught in the classroom is not relevant to solving real-life problems. Cavner and Fox (2014) confirmed the above fact that memorization of information in the classroom is disconnected from the application of skills in the real world. What students learn in the classroom is not implemented in their daily life. According to Melese and Tadege (2019), the education system in Ethiopia is divorced from practice and the contents are focused on teacher-centered and are incapable of solving the problems of the country.

This study is needed because it seeks for a strategy to connect theory learned at colleges of teachers' education and school with practical skills of the 21st century. Shewamare and Rao (2008) in a study on "pragmatic constraints affecting the teacher efficacy in Ethiopia" noted that the knowledge, skills, and methodologies propagated in Ethiopia's education system remain far from solving the challenges of the country and never get assimilated into the school system to solve real-world problems. Further teacher education continues to be viewed in isolation from the practical approach that shapes the role and performance of a teacher. In connection with this, in colleges of teachers' Education and educational agencies there is a lack of link through collaborative partnerships and the core skills of the 21st century are not connected with the theoretical knowledge.

Felce (2011) mentioned that shortages of graduate skills are identified by research into skills levels of the workforce; the skills are needed to regain competitiveness in the national and international markets of the twenty-first century. However, the education system in Ethiopia does not meet these requirements and educational institutions have not been strongly interwoven with industries through collaborative partnerships with the aim of developing the core skills of the 21st century.

The study focuses on the selected colleges and schools in Ethiopia. As discussed earlier, the issue of discrepancies between theory and practice is observed in the country's education system, but the research focuses on educational agencies and teacher training colleges in East-Central and southern Ethiopia regions with the aim of developing the core skills of the 21st century.

There are studies about assessing the quality of higher education and all have come up with related conclusions saying that higher educational institutions have been facing a lack of educational qualities as a consequence that the country has a lack of skillfully educated manpower. For example, Ibido (2020) found out that the poor quality of education in Ethiopia has become a concern for all stakeholders and it demands immediate action because the quality does not meet the requirements of 21st-century education. According to Woldeamanuel and Goshu (2019), Ethiopia's higher education focus has been quantity but focusing on quantity at the expense of quality does not indicate development. Woldegyorgis (2017) in his study suggested that many students in Ethiopia joined higher education institutions with results below 50 percent.

There is no research conducted by connecting collaborative partnerships with the core skills of the 21st century. In this case, the study aims to solve the issue of the lack of connection between theory and practice with the aim of developing the student-teachers' core skills.

The higher economic productivity of a nation is dependent upon the level of knowledge and skills its educated manpower has and to equip citizens with the necessary knowledge and skills (Suresh & Kumaravelu, 2017). There is also a great need to address the key challenges of teaching students based only on the old-fashioned method of teaching (content-based) because the skills of critical thinking, problem-solving, communication, collaboration, creativity, and innovation are needed by the students of the century (Fox, 2015).

The Ethiopian Minister of Urban Development and Construction, Aisha Mohammed, told Ethiopian News Agency (ENA) that because of the lack of partnerships

between higher education and workplaces, the institutions have not been producing skillful manpower. Although the graduates of higher education have some knowledge, they do not have skills that make them productive in the workplace (Mohammed, 2020).

Therefore, there is a need for the study because it aims to bridge the gap between the theoretical knowledge and the core skills of the 21st century through the collaborative partnerships model. It also targets to develop an implementation model for collaborative partnerships between colleges of teachers' education and educational agencies.

Theoretical Framework

This study adopted John Dewey's Theory of Education and Carl Roger's experiential theory of learning. Dewey (1938) acknowledged that students must interact with their environment to adapt and learn practical lessons. A child-centered approach was introduced by Roger. In an interdisciplinary curriculum that focuses on connecting multiple subjects, education should be experienced.

According to Dewey (1994), collaboration, communication, and shared experiences are the greatest of human goods. Similarly, collaborative partnerships will guarantee the learners to have shared experiences between schools, educational offices, communities, and other stakeholders to develop the trainees' skills. It will help the students to explore educational agencies. There should be a paradigm shift from the old-fashioned method of teaching where a teacher would stand in front of students and deliver information. Moreover, to experience the environment, learner-centered teaching and learning process has to be adopted. This method helps students to explore their environment (educational agencies) through a collaborative partnership approach for students to learn the core skills of the 21st century. The student-center approach would

help students to have experiential knowledge and skills. It is when student-teachers are exposed to educational agencies that they can experience the theoretical knowledge that they acquired (Tadese & Kinuthia, 2020).

If education does not focus on the student's core skills' development it will not solve the challenges of a country and will not foster its development. Through collaborative partnership students and teachers need to learn solving the challenges in teacher training colleges and educational agencies to come up with possible solutions. The aim of education should be to experience realities and trainees should collaborate with the industry, in working places. In this case, they could interact with their environment (Tadese, & Kinuthia, 2020).

It also adopts Carl Roger's experiential learning theory. According to Roger (1969), experiential learning is the active process in which students learn information through discovery and exploration. It is a student-centered approach, addressing each student's needs and wants. Learning happens from both successes and mistakes and helps students develop new skills, attitudes, and problem-solving techniques. In collaborative partnerships between teacher training institutions and educational agencies, there is a possibility of facing different challenges which could develop the problem-solving skills, leadership skills, and critical thinking skills of the learners. Rogers introduced the idea of two different types of learning in this theory: cognitive and experiential. Cognitive learning involves memorization and learning facts, such as vocabulary. Experiential knowledge meets the needs and interests of the learner, with a focus on hands-on experience and experience in real-world situations. This theory of Rogers can come into its full realization when trainees learn at teacher training colleges to develop their

cognitive skills and the other dimension is to put into practice in real-world situations to experience the knowledge which is possible through the work of collaborative partnerships. Thus, students have to have experiential skills in the real world when they are exposed to educational agencies using forming collaborative partnerships.

Therefore, teacher educational institutions need to have qualities of personal involvement of students with educational agencies to facilitate practical learning and develop skills for the 21st century. In this case, students would participate in the process of learning and be faced with practical, social, and personal research problems. Thus, this study explores how students would acquire the core skills of the 21st century by interacting with their environment in real-life situations through collaborative partnerships that are based on the above theories of education (Tadese & Kinuthia, 2020).

Conceptual Framework

In this globe, there is a paradigm shift in the relationship between teacher training colleges and schools. Teacher training colleges used to be authoritarian in their relationships with schools and the command of order was flowing from colleges to schools. However, the trend has been changing because of the need for collaboration between teachers' training and schools because the world has been looking for practical problems for different challenges it has been facing. To find solutions to problems colleges, schools and different educational offices should work collaboratively. In the 21st century, there are skills needed as a result of a change in the curriculum from theory-based to skill-based.

In Ethiopia, there are teacher training colleges that produce professional teachers and there is a need to produce teachers who are skillful and able to direct students to

develop different skills. Therefore, there is a need for collaborative partnerships between teacher training colleges and educational agencies to develop the competencies or core skills of the trainees.

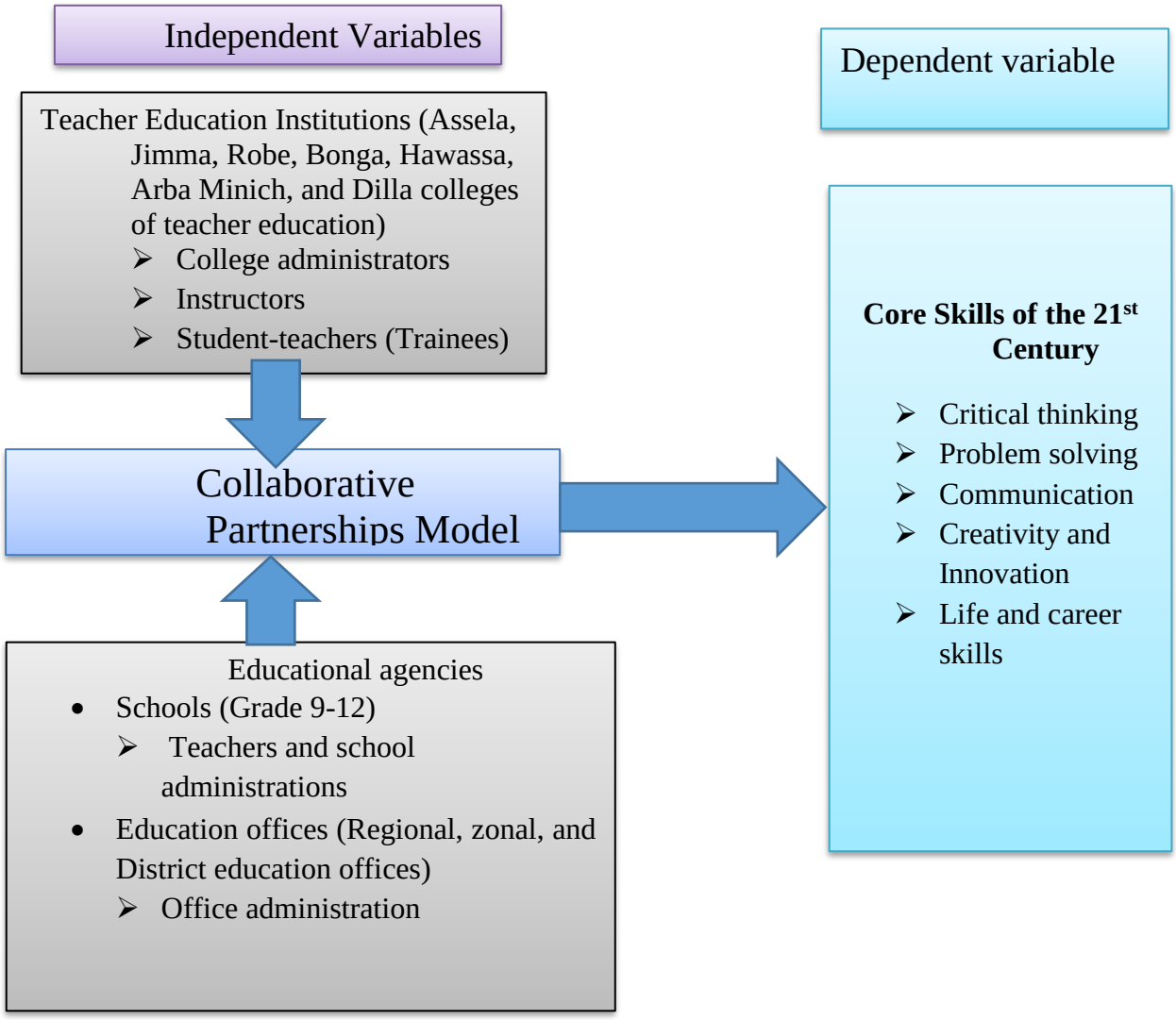


Figure 1. Conceptual framework for the relationship between collaborative partnerships, Educational agencies, and the core skills of the 21st century

Source: Researcher

The conceptual framework shows the relationship between the dependent and independent variables. As can be seen the collaborative partnerships model connects teacher education institutions and Educational agencies. In this case the collaborative partnerships model is the independent variable.

The collaborative partnerships model integrates the stakeholders to achieve their mutual goals of developing the core skills of the 21st century which is the dependent variable.

Practically, it is the college administrators, instructors, and student-teachers that are connected to the educational agencies namely, schools and educational offices. In educational agencies, it is the school principals, students, and the teaching staff that make partnerships with the college staff. Therefore, the collaborative partnerships model (independent variable) connecting the colleges of teacher education and educational agencies helps the trainees/student-teachers to develop the core skills (dependent variables) of the 21st century.

Scope of the Study

The study will be conducted within the selected Colleges of Teacher Education in Ethiopia. As discussed earlier, the issue of discrepancies between theory and practice is observed in the country's education system, but the research focuses on educational agencies and teacher training colleges to come up with an implementation model which is important to solve the issue.

There are other skills of the 21st century such financial and economic literacy skills, but this study focuses on the core skills; namely, critical thinking and problem-solving skills, research conducting skills, communication skills, creativity and innovation skills, and life and career skills.

In Ethiopia, there are 32 teacher education institutions; from amongst them 10 are found in the Amhara region, 10 in the Oromia, 4 in the Southern Nations, Nationalities, and Peoples' Region (SNNPR), 2 in the Tigray, 1 in Addis Ababa, 1 in the Gambela, 1 in the Harari, 1 in the Somali, 1 in the Beneshangul Gumus, and 1 in the Somali Region (WENR World Education, 2018). Therefore, it could be conducted in all teacher education institutions in Ethiopia and the stakeholders, but because of its vastness and logistical issue the research is aimed at the selected colleges of Teacher Education in East-central and southern Ethiopia which are found in Oromia and South Nations and Nationalities, and Peoples' Region (SNNPR).

The researcher focused his study on instructors who teach at the colleges of Teacher Education, school administration, student-teachers, and high school teachers that teach in the vicinity of the colleges and the zone and woreda (district) education offices. The student-teachers was sampled using a simple random sampling procedure. The researcher used random sampling to avoid bias. Instructors who teach at the colleges of teacher education will be sampled using simple random sampling because they can easily evaluate the skills of their students and could rate the effectiveness of collaborative partnerships in developing the core skills of students. The college administration and educational offices will be interviewed using interview guides because they are not many. The secondary schools that are situated in the towns where colleges of teacher education are situated were sampled using simple random sampling that is to avoid bias. The variables in this study are collaborative partnerships among teacher education institutions, schools, and education offices which are considered to be the independent variable, and the core skills of the 21st century are dependent variables.

Operational Definition of Terms

In this section terms are defined operationally, that is to explain how they are used in the context of the study during the investigation.

Collaborative- refers to the involvement of Colleges, teachers, and educational agencies to work together to develop competencies/skills.

Collaborative Partnership refers to the working together of parties to develop the knowledge, skills, and experience of educators, teachers, and trainees who are professionals of education.

Competence: means skills that are needed for graduates from teacher education institutions to perform their job.

Cooperation: is the assistance given by a partner to another partner that needs help.

Core Skills of the 21st Century: these are soft skills needed by the teachers and student-teachers that is to perform their tasks effectively and efficiently. These are skills of critical thinking, problem-solving, communication, collaboration, creativity, innovation, and life and career skills.

Curriculum: refers to written guidelines that lead students to have theoretical knowledge and practical skills to perform a task.

Educational Agencies: these are sectors of education where graduates from teacher education institutions go for school-related work specifically schools, colleges, educational offices, higher education relevance, and Quality agency (HERQA).

Effective Implementation: refers to the achievement of set goals by using implementation models.

Institutions: are sectors of education that give training to students in different areas to equip students with the necessary knowledge and skills such as teacher education institutions that grant a diploma to their trainees.

Instructors: are educators who train student-teachers at different teacher training colleges.

Partnerships: It is the working together of teacher education institutions with all educational agencies to attain a common goal of producing skillful manpower by exposing students, teachers, and university professors to real-life situations.

Research Skills: The skill of collecting, analyzing and interpreting information to come up with a solution to the existing problem.

Skills of Collaboration: the skill developed as a result of doing a task with others. It is also the skill of working together with others.

Skills of Communication: are skills gained through training using collaborative partnerships between institutions that help them communicate with people using appropriate words, present themselves properly using words or writing, and work within a group effectively

Skills of Critical Thinking: it is a skill of problem-solving and open-mindedness that trainees develop through training.

Skills of Creativity and Innovation: this is the ability of trainees that helps them to create new ideas in the process of teaching and learning.

Skills of Problem Solving: analytical skills developed by the trainees as a result of their exposure to the practical world.

Skills of Leadership: it is the ability gained by trainees that help them to lead a specific institution or manage a classroom by exploring the talents of individuals or students for the best outcome.

Skills of Life and Career: it is the ability developed by the trainees to handle difficult work exposure and life in a way that is so special to the individual.

Student Teachers are learners who attend college education programs for the sake of gaining knowledge and skills which are applicable in real life**.**

Teachers: are professionals who have the technical skills and are eligible to teach students, especially at schools.

Colleges of Teacher Education: are diploma and degree-granting academic institutions that produce or train teachers that work in different educational agencies.

.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related works of literature that are published in books, journals, internet sources, scholarly articles, and academic materials related to the topic. It will aim to deal with the gaps in the study of the research questions. The chapter is divided into different sections and sub-sections including partnerships, types of partnerships, current trends of education in Ethiopia, educational agencies and their challenges in Ethiopia, the use of collaborative partnerships in schools and teacher education and collaborative partnerships, principles and factors to form educational partnerships, challenges to implement collaborative partnership in teacher institutions and educational agencies, developing the core skills in colleges of teachers' education, curriculum for the 21st century skills and collaborative partnerships, and summary of review of related literature and studies**.**

Partnerships

According to Bailey and Dolan (2011), the term partnership develops with the intent of fulfilling the partners' dream of development and education, it is aimed to alleviate the quality of education by bringing together resources from the side of all partners. During the Cold War, the term development cooperation emerges, then the idea of decolonization, globalization, participation, empowerment, poverty reduction, and recently the term collaborative partnerships. Different organizations use the term collaborative partnership in achieving their mutual goals by uniting their resources. This

indicates partnerships have become a new term used in different sectors including in the areas of business, agriculture, and education.

These days, working together in partnership has become the trend of many organizations around the globe to tackle economic, environmental, social, technological, and educational challenges that are by organizing different researchers from all over the world. The partnership has been introduced in the sector of education to improve educational practices (Horton &Prain, 2014). According to Gurlui (2014), the educational partnership takes place through the involvement of schools, educational offices, teacher training colleges, and other stakeholders such as family, community, church, and students using effective communication, cooperation, and collaboration to improve the competency-of students and other possible outcomes related to education. Hence, educational partnerships are important tools to improve the quality of education.

Horton and Prain (2014) explain partnerships from the perspectives of business, between countries, public administration, and agriculture in the following ways; a partnership in the business world can be defined as the formation of partners to share either the profit or the loss as a result of running a business. In this case, the partners may be individuals, groups of people, or organizations. However, the most important element in forming a partnership is the collaborative relationships among partners to form mutual advantages. When the term comes to countries, it is the relationship between donors and recipients of the donations. In this case, a partnership could be a means to an end. Concerning inter-organizational structure, a partnership is the working together of people by allocating resources, power, and authority to achieve common goals. In the field of public administration, partnership deals to gain mutual influence. In the field of

agriculture, the partnership involves the bringing together of different resources that the other partner does have to achieve a net gain.

Generally, a partnership is an agreement between parties to attain mutual goals that could help both parties equally. In this sense, partnerships help different parties to effectively work together towards achieving the mutual objective which means the partners share both the responsibility, benefits, and risks. Shortly, partnerships involve shared vision, objectives, responsibility/power, risk, and joint investment, and they can be inter or intra-organizational which means the partnerships may be between two organizations or institutions (KS, Chowdhury, Sharma, & Platz, 2016).

When the term comes to education partnership is the collaborative work of educational stakeholders with the common goal of improving educational quality. Concerning teacher training colleges, it is the working together with teacher training colleges with other stakeholders towards a shared common goal. The aim of partnerships in schools, teacher training colleges, and other stakeholders is to improve educational quality by introducing new developments (Smith, 2016). The focus of partnership in this paper is collaborative partnerships between colleges of teacher education and educational agencies which are educational partnerships. However, partnerships are of different types.

Models of Partnerships

Partnerships models are ranging from Separatist to collaborative. The rigid one is the separatist because it does not require the follow-up of student-teacher when they go for practice. The collaborative ones are the flexible ones in using resources to achieve common goals by making agreements, and allocation of financial and human resources that could benefit both parties. It is the collaborative partnerships that could be applicable for the effective implementation of a competence-based curriculum (Tadese, 2020).

Collaborative partnerships are team works amongst pre-service teachers, in-service teachers, and teacher educators in which they work together as a team to accomplish certain professional goals (Mellita, Hobbs, Kenny, & Campbell, 2016). However, the collaborative work includes all members that are important in achieving the required goal such as college administration, school administration, and other educational offices at the different hierarchical levels. Foerst, Merler, and Vargiu (2017) stated partnership is a breakthrough in teacher professionalization because it does articulate the knowledge and Skill of universities and educational agencies. Different models of partnerships will be explored below:

Separatist Partnership Model

As the name designates, this model seeks to establish a clear separation of roles and responsibilities between teacher education institutions and educational agencies. In this model school and education institutions are seen as having separate, but complementary roles and responsibilities. In this model, students are left by themselves to integrate their knowledge from higher education to school during practicum. This means it is the role of students to integrate what they learned theoretically with classroom

situations. This model helps to combine different responsibilities to create an appropriate support framework for student-teachers. The teacher training colleges' staffs add theoretical knowledge and conduct research activities rather than duplicate the practical work delivered in schools (Smith, Brisard, & Menter, 2006). Thus, students, educators, and schools have dissimilar roles and they all work to achieve their own goal of improving the quality of education. The separatist partnership is the lowest level of partnership because in this type of partnership schools and teacher training colleges do not have a mutual goal; however, the work between them is harmonized (Tadese, 2020).

The separation of roles between institutions in separatist partnerships makes collaboration very difficult.ThuNguyen (2020) confirmed that the separatist partnership is known for its distinctive division of labor and inadequate communication between colleges of teacher education and schools; this results in difficulty in filling the gaps of others because of the challenges of crossing the boundary between institutions as both have their responsibilities. Thus, in separatist partnerships, teacher training institutions and schools have separate roles and responsibilities that are not integrated. The teacher training institutions do not mentor the student-teachers, it is the schools that mentor and assess the students (Arthur, Davison & Moss, 2002).

A separatist partnership is a recent practice in elementary teacher education. It is also applicable when a government wants to implement public reforms in schools and colleges. It is a more suitable alternative to pass some rules and regulations from top to down; it is also called the official partnership because of its convenience to meet the interests of state administration. Professionals have come up with other types of partnerships that could be beneficial to both partners to accomplish predetermined goals

based on mutual benefits (Foerste, Merler, & Vargiu, 2017). In this sense, the separatist partnership is not aimed to fill the gaps in skills observed by student-teachers or the gaps that could be created between theory and practice but it is aimed at fulfilling the demands of the highest authority and schools are subordinate to fulfilling the command of the highest authority; however, the main goal of collaborative partnerships is having a mutual goal that could be workable and beneficial to both parties equally in developing the competencies of the trainees. This brings up the level of authority to the same level. Hence, the separatist partnership is the lowest level in the range of partnerships and it is the opposite of collaborative partnerships.

According to Mawoyo and Robinson (2005), a separatist partnership doesn't systematically invite different parties to exchange ideas and the integration of learning activities is little. The integration could be done by student-teachers themselves because of the separation of roles given to schools and higher teacher education institutions. This is in contrast to the goal of collaborative partnerships in that the collaborative partnerships bring different parties to an equal level so that there would be dialogues amongst them that could lead to an integration of theory with practice.

The separatist partnership is considered to have a loose connection between teacher training colleges and schools because in this type of partnership there lacks full interaction between parties. So, different parties run from this model to the genuine partnership of collaboration partnerships (Lee & Wilkes, 1999). As can be seen from the above point of view, the separatist partnership lacks important elements which are integration and collaboration between parties. Thus, it could be said that this type of partnership is the oldest partnership that invites other forms of partnerships because of its

limitation in bringing the two parties to collaboration. The idea of separatist partnership is still observable in some institutions (Mlis & Hamilton, 2016).

A separatist partnership is the opposite of a collaborative partnership; this means when partnerships reach the highest level it is called collaborative partnerships where the schools and teacher training colleges plan and work together for achieving mutual advantages. In the case of separatist partnerships, each party works separately. Ghaye (2010) suggested that in the separatist partnership model there is a loose connection between partners but not necessarily integration; it is the students who could achieve the integration. Thus, this model is not ideal for the integration of theory and practice. The other type of partnership is the consultation model.

Consultation Model of Partnership

Consultation is a professional advisory service given by institutions of higher education that helps to achieve different goals, but collaboration is the working together of two or more parties to achieve a mutual goal. In the case of consultation, the teacher training colleges work as a higher authority while the schools and other educational offices are considered subordinates. Hence, the collaborative partnership is the highest form of partnership, and when the consultation model develops it reaches the level of collaboration where both parties work together collaboratively to attain a mutual goal. ENS Editions (2021) explains that in the consultation model of partnership educational developers are the facilitators to build partnerships among different groups.

According to NG and Chan (2012), the consultation model of partnership also deals with the partnerships between institutions and schools. The model has two emphasis areas; the first part deals with investigating the growth, learning, or professional

development of school teachers and university members and the second part deals with examining the needs or effectiveness of a school-college partnership. In the consultation model, the teacher training college members are consultants by introducing new initiatives to school teachers. The growth of learning or professional development of school teachers and teacher training college members can be achieved as a result of school-college partnerships. Collaborating with professional researchers helps teachers to be apprenticed in the research process. Similarly, researchers can learn from school teachers or practitioners. Teachers who are working together in a learning study approach is to improve the process of teaching and learning help to maximize student learning during their study periods. Thus, one or several university members work with one or several school teachers that are to provide resources and expertise for teachers to improve classroom teaching and to help teachers develop professionally.

Chiu's work (as cited in NG and Chan, 2012) suggests that a two-year school-institutions partnership that involves primary and secondary schools is effective and it helps to cultivate different skills. It is because the teachers will be exposed to different and new instructional strategies that will boost their confidence and arouse the learning interests of students. In addition to these, when schools are supported by external professionals, the quality of education schools will be improved. Hence, the school-institutions partnership helps teachers and professors to grow professionally, and students will be benefited from the outcome. Schools and universities lack offering of quality education and this type of partnership can be effective in solving the problems of institutions as a result a country's developmental needs can be achieved by producing skillful professionals. In this new era whereby different skills are needed, it is possible to

improve the skills of student-teachers and or their learning outcomes by developing collaborative partnerships between teacher training institutions and educational agencies.

A partnership between colleges and schools ensures good training for students in teacher education programs; this type of partnership supports pre-service teachers' professional learning and many other entities can be benefited; such as university professors will be aware of what is happening at the school level, school principals can stay informed what is occurring in higher education, the achievement of students can be improved, teacher candidates can develop their skill and class teachers can develop professionally. However, there are challenges to building sustainable school-university/college partnerships because of differences in cultures (Delacruz & Guerra, 2019).

Students have different needs (cognitive, affective, psychomotor, and social needs) that could get out of learning experiences. It is the achievement of these needs that could help students to become knowledgeable and innovative. The consultation partnerships between teacher training colleges and educational agencies are important schemes to realize the multifaceted needs of students. Anderson, Blitz, and Saastamoinen (2015) explain school-institution partnerships as a promising way that schools can innovate and help build capacity to respond to the complex needs of the students.

The consultation model of partnership deals with solving problems and the focus of the consultant is finding possible solutions the responsibility of the consultee is to expose the problem or challenges that student-teachers and schools face in the process of learning and teaching. The consultation model of partnership aims to increase the quality of education by providing the necessary solutions. J Educ Psychol Consult (2018)

suggests that Family-school partnerships could be another example of a consultation model of partnerships and the collaborative partnerships between parents and schools significantly improve the success of students. In the consultation model of partnerships, problems can be solved based on the following stages: the first stage is identifying the problem, then analyzing the problem, intervention, and evaluation. Thus, the consultation model of partnership helps the student-teachers, schools, and institutions to develop skills in problem-solving and decision-making.

Ideally, the consultation model of partnerships helps teacher training institutions, educators, student-teachers, school teachers, and all the partners; however, it is not easy to develop collaborative partnerships between teacher training institutions and schools. For example, Lillejord & Borte (2016) confirm that partnerships benefit all parties by helping them to learn some skills. It provides the student-teachers with the skill of solving multifaceted classroom problems because of the experience they acquire at school during practicum, teachers learn beyond the theoretical knowledge learned in teacher education, educators develop their skills of conducting research at schools and the schools learn from the action research being conducted. But, it has become difficult to develop strong partnerships between institutions and schools because of cultural differences created by both parties (teacher training colleges act as an authority and schools do not want to be subordinate). In other saying, in the consultation model of partnerships, it is difficult to achieve collaboration but coordination.

The higher education institutions and schools usually lack good integration and school-based mentors who are responsible for guiding the student-teachers do not have much knowledge about the university courses; in addition, much preparation is not

provided to mentor the trainees. As a result, student-teachers do not receive much feedback on the way they teach because the experienced mentors visit them once in a while. If there is an appropriate partnership between higher institutions and schools what the student-teachers have learned in the classroom could be learned practically at schools, this will enhance the experience of trainees and that would provide them with the necessary skills (Moran, Cristina, Tembe, Crosa, Oonyu, Otaala, Clarke, & Farren, 2012).

Teacher training institutions have failed to connect educational theory with practices at schools. What teacher training colleges teach does not meet the demands of student teachers. To address this problem, there need to be collaborations between institutions of higher education and schools. The traditional method of lecturing trainees to provide knowledge at colleges should be linked with practical skills at schools to meet the demands of the current century (Heinz & Fleming, 2019). A pedagogical partnership is another type of partnership that deals with the total involvement of partners in shaping curriculum, governance, quality assurance, community development, etc.

Pedagogical Partnership Model

In pedagogical partnerships model, the stakeholders play a vital role in the process of curriculum design and development. That means the stakeholders participate in every activity of curriculum design and development so that they can feel a sense of belonging. According to Western Sydney University (2018), pedagogical partnership deals with the shaping of curriculum transformation at the institutions; in this sense, the curriculum is co-created, co-designed, co-developed, and co-delivered with partners such as community, industry, commercial providers, research institutes, and students. Hence,

the stakeholders can easily raise issues concerning themselves and can add up their insights for the betterment of the curriculum.

Pedagogical partnerships create a sense of belonging and create a trusting classroom community. This approach helps in transforming a classroom into a brave and trusting learning community, it is a partnership approach to managing the challenge of apathetic and disruptive studies and makes partners co-creators of curricula (Cook-Sather, 2017).

In pedagogical partnerships students participate in the decision-making of an institution, control the quality of education, and devise and participate in research activities, they can also participate in community engagement and extra-curricular activities. Hence, students' active participation in the process of teaching and learning is underscored. This is the type of partnership that can help students be engaged in their learning by helping them to experience student-centered learning because they are autonomous and independent, and their choices are respected. Students take on some of the roles of teachers through peer learning and peer assessment this means senior students will be given the chance to mentor junior students. Students also experience co-inquiry by helping them to be engaged in subject-based research. Moreover, students can be involved in pedagogy or educational development, technology-enhanced learning, research in teaching and learning, program enhancement, and student engagement. Engagement is quite different in that it involves the active participation of students by making them full partners in diverse areas.

A partnership may not be possible in the contexts of all learning and teaching as there are some conditions such as appropriate level of study, level of experience, attitudes

of students towards it, and the subject matter. However, all members of an institution can be actively engaged in partnerships based on their contexts (Healey, Flint, & Harrington, 2016). Generally, the pedagogical partnership involves co-creating, co-producing, co-learning, co-designing, co-developing, co-researching, and co-inquiry because students are involved in the process of teaching and learning so that they can develop a sense of belongingness (Tadese & Kinuthia, 2020).

The pedagogical partnership allows students to play a role in influencing how their lecturers refine teaching approaches, add fresh ideas on their subject, give important feedback, and provide valuable information for making teaching effective. Students are co-researchers and research-based education needs a closer link with teaching to enhance student learning. However, for effective partnerships, the institutional culture should be changed. This method of active learning takes students to be practical (Tong, 2018).

Pedagogical partnership is important in that it enables students to develop skills of problem-solving by allowing students to be active participants in the development of the curriculum. The pedagogical partnership allows students to be active participants in their classes and development which means students are considered producers of knowledge in a learning environment; this is a paradigm shift in that it considers students as partners, colleagues, and collaborators having shared goals. This type of partnership has a vision of coming up with a new term in place of the teacher of the students with student-teachers because students are the co-designer, co-developer, and co-deliverer of the curriculum (Alison, Bahti, & Ntem, 2019). In this sense, the curriculum is so meaningful for the students because they are engaged in the process of curriculum development to integrate what is important to them. Thus, the pedagogical partnership is a collaborative

partnership that brings both parties to an equal level of participation and helps students to develop their skills of creativity and problem-solving.

Students and faculties work together to confirm what works well to make the classroom and coursework more inclusive to all students coming from different backgrounds. Chosen faculty members and students meet regularly to reflect on their work. In the process of pedagogical partnerships, students bring their lived experiences, recommend pedagogical approaches, and make the faculty aware of the pedagogical practices they use (Cook-Sather, 2019). Hence, in pedagogical partnerships the involvement of students is to the level of planning, designing, developing, and implementing the school curriculum with school teachers; this enhances the skills of students.

The pedagogical partnership between student teachers and teachers at schools allows the apprentices to have access to different spheres of skill; these field-based experiences help the student teachers to connect theory with practice (Beisser, 2008). Thus, participatory field-based pedagogical partnerships permit the student teachers to have practical skills that will help them to become professional and skillful teachers. This type of pedagogical partnership brings the trainer and trainee to an equal level of participation.

Students are the core part of the process of transformative education (participatory education that helps students to emerge with new ideas, knowledge, and skills). The cooperative and collaborative work of students through a pedagogical partnership with faculty and staff helps to design and redesign the student-center curriculum. In this case,

students and staff collaboratively work to reach their mutual goal by sharing risks and successes (Ahmad, 2018).

The pedagogical partnership between students and faculty fosters student engagement and the approach is helpful for the students and institution to feel a sense of belonging as they engage to work together. It also creates opportunities for growth and development. Most of all collaborative work through pedagogical partnership develops the skills of problem-solving because when students are engaged in different activities they start to critically think and solve their problems. When students are engaged in a meaningful task with faculty and staff, they start to reflect a sense of camaraderie, and connection and stop the feeling of being marginalized (Felten, 2017).

Staff-student partnership is a pedagogical partnership that allows the total involvement of students, student teachers, and staff. It is important for professional development and some universities involve students in different areas. In the UK universities involve students in areas such as curriculum planning, learning and teaching innovations, assessment, and quality assurance (Levy, Philippa; Little, Whelan, & Natalie, 2011). According to Tadese and Kinuthia (2020), it is substantial for students to partake in universities' work of planning and developing curricula because students are the core part of the process of curriculum implementation. Involving students in all activities of higher education (student-centered teaching and learning) helps the trainees to develop creativity or competence that could enhance the development of a country.

According to Muganga and Senkusu (2019), developed countries have been gradually implementing student-centered pedagogy; however, developing countries have been employing a teacher-centered approach at all levels of schooling. Thus, the teacher-

centered approach deprives the development of students' skills. Generally, in developing countries, the involvement of students (pedagogical partnerships) in different areas of university programs is very much limited. Most of the planning and implementation processes are accomplished by teachers and they are considered authoritative; the education is mainly teacher-centered because students are foreign even to what they learn. Hence, students are not interested in what they learn and their main responsibility is to memorize and pass their exams rather than develop competencies that are important for solving problems.

The student-staff pedagogical partnership helps to improve the quality of education by allowing students to be included in different activities and this allows students to integrate theory with practice. Healey, Flint, and Harrington (2014) s that a student-staff [pedagogical] partnership is a working partnership that aims to enhance the quality of education. This model, according to Monico and Kupatadze (2020) is underpinned by authenticity, inclusivity, reciprocity, empowerment, trust, challenge, community, and responsibility which have been drawn from scholarship and practices. Thus, the partnership helps students to apply their theoretical knowledge by interacting with staff members as they participate in different activities.

For the pedagogical partnerships to be strong the culture of considering teachers in the classroom as the only authority should be reversed as this model could not be successful for a teacher-centered teaching and learning process. Once the partnership is formed, all will be benefited from it. The student-staff pedagogical partnerships benefit students, staff, and institutions. Killen and Chatterton's work (as cited in Sotiriou, 2018) mention some of the benefits; it helps the partners to gain knowledge, and experience of

leadership and influence change. It also increases confidence and skills in communication, team working, management, and research. Finally, it enhanced the wider professional community. Thus, the partnership that allows students' involvement develops their leadership skills and creativity of students.

It is substantial for higher educational institutions and educational agencies to form a pedagogical partnership to solve multifaceted problems a country faces. Before exploring the gaps in educational agencies and collaborative partnerships in Ethiopia's education system, it would be significant to study the historical background of education in the country.

Partnerships with other stakeholders

Teacher training colleges and schools need to have partnerships not only with industries but also with other important stakeholders which are valuable for students' growth of faculties and educational quality improvements such as partnerships with parents and communities. These partnerships are crucial for the development of student's social, mental, and academic performances, but the teacher-parent partnership is mostly applicable at preschools and schools level, but in rare cases, in the context of Ethiopia, it may be applicable in teacher training colleges if the student has some issues related to health issues of the student. However, the models that have been mentioned earlier focused on teacher training colleges.

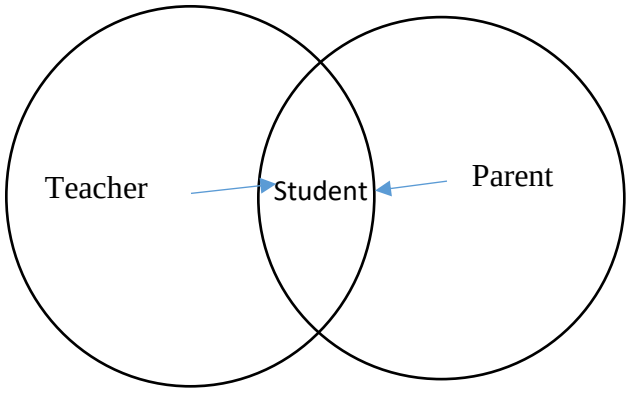
Teacher-Parent partnerships

Teachers and parents have a common interest to join in partnerships and the partnership may be fostering the development of students. If there are good partnerships between teachers and parents, it helps teachers to understand the behavior of students in

the formation of good relationships between the teacher and child. This helps them to plan together in developing a child-centered school curriculum among students, parents, and teachers (Deng, Zhou, Nile, & Jin, 2017). However, the effectiveness of teacher-parent partnership in developing the character and skills of students is based on the good relationship between parents and teachers. Not all family-school partnership is beneficial for developing the academic performance and character of the student. The effectiveness of the partnership is based on the good relationships between parents and teachers.

According to Lekli and Kaloti (2015), effective collaboration between teachers and parents is essential to meet the demands of parents, teachers, schools, and the country as a whole. Since it is parents who helped their children in establishing the basic development such as eating, sitting, walking, coloring writing, and reading, they can contribute to their children's performance at school. Therefore, collaborative partnerships between teachers and parents are crucial in educational institutions.

Figure 2. Teacher-Parent Partnerships



Source: Lekli and Kaloti (2015).

As figure 2 indicates in the teacher-parent partnership there is concurrence or union in action because of their mutual interest in developing the character and competency of a student. The common ground for making collaboration between teachers and parents is their interest in enhancing the student's character and academic performance. Lekli and Kaloti (2015) also confirmed that the student who knows the communication between his parent and teacher works hard and becomes attentive to school matters. According to Stratton and Bywater (2015), the experience of children at home contributes to readiness and achievement later at school. In the success of students' achievement, it is not only the contribution of teachers that matters but also parents; that is why the working together of teachers and parents in partnership is encouraged at schools, but the relationship between them should be normal and with the spirit of respecting one another.

According to the American Federation of Teachers (n.d.), the collaborative work between teachers and parents is beneficial to parents, students, and teachers in that parents they can get ideas regarding how to help and support the student. It is also beneficial to the students in raising their academic performance when parents are involved. It does raise the motivation of students towards learning and it also helps the student in developing good behavior. The partnership is also beneficial to teachers by helping them to focus on the task of teaching. Therefore, parent-teacher partnerships help cultivate the knowledge and skills of students. The other type of partnership is the school-community partnership which is also helpful both for the school and community in assessing and addressing different challenges of a school.

School-community partnerships

O'Connor and Daniello (2019) explained school-community partnership as the collaborative work between school administrators, staff members, students, and community members to improve the academic performance of students. The community member may include religious institutions, teacher training colleges, the institution of higher education, civic organizations, farmer associations, health care workers, kebele officials, etc. Thus, the partnership is the interaction of the school and community members to increase the knowledge and skills of students. For example, students who work with religious institutions may learn about morality and service-learning.

According to Casto (2016), school-community partnerships assuage the social problems of the school that can affect the work of a school. The problem can be solved through the partnerships of school and social services agencies and community organizations. When a school partners with community members in solving problems, it would be easier for schools to focus on their tasks of teaching and learning. The partnership may improve the academic performance of students because they learn best when exposed to their contexts through service-learning. Willems and Gonzalez-DeHass (2012) explained that school-community partnership creates a caring community; it helps students to perform well in their studies, improves their behavior of students and prepares them for later life.

According to Kurt (2021), school-community partnership is in favor of situational learning. Situational learning supports the experience of students with their community, it also emphasizes the interactions and relationship of the school with the community and the school works in collaboration with the community members. Contrary to situated

learning traditional learning emphasizes teacher-centered learning which means teachers play the central role and the method of teaching is the lecture method. Therefore, the school-community partnership is mainly focused on the collaborative activities between them and students collaborate with the community and present their ideas to other groups in the community, and students' learning is connected with real-life situations in the workplace, home, and community.

The main purpose of the school-community partnership is because of the gap created between industry and schools. Graduates from different schools could not meet the demands of the industry. Thus, the authentic experience of students with the community exposes students to real-life situations (Watters & Diezmann, 2013). Therefore, school-community partnership is substantial in helping students to have exposure to real life and to gain society-based knowledge and skills. The collaborative partnership benefits both partners in that it helps the community to get resources from the school including the students and the school could be benefited to achieve its goal of alleviating the quality of education and conducting community-based participatory research.

The community members are required to be involved in the administration of schools and they should be primary agents in the government's plan of educational reforms. To reform a school system, it is important to start from the bottom of the community. The demands, challenges, and resources of the community require a closer view to weave the community members with schools. Generally, in school-community partnerships, both the community members and the school members should address their challenges and demands by forming partnerships (Dyson, Gallannaugh, & Kerr, n.d.)

Levels of Partnerships and their integration

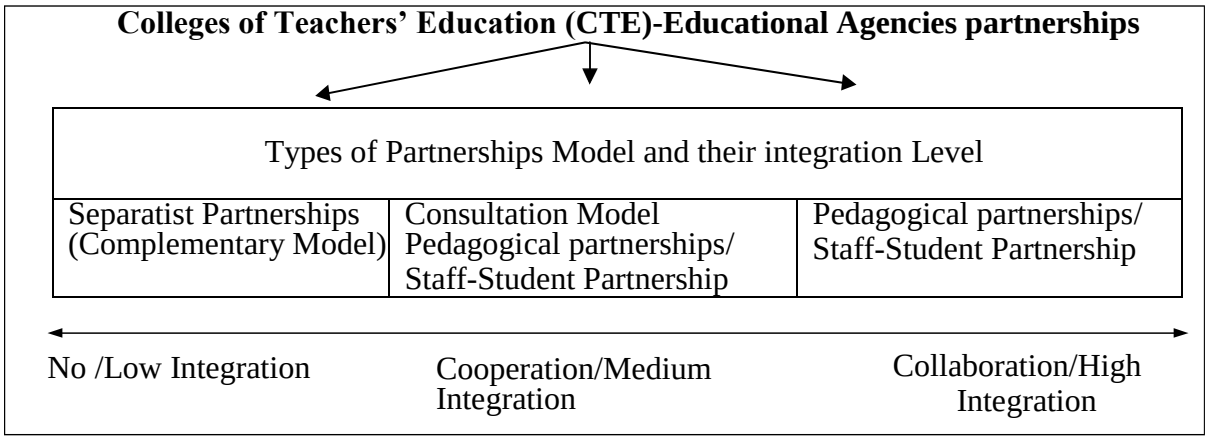


Figure 3. Types of Partnerships and their levels of integration

Source: Researcher

As figure 2 indicates, there are different levels of partnerships and the rigid level of teacher training colleges-school partnerships is the separatist one. In the separatist model, one acts as an authoritative (influential), dictator, and or authoritarian. In this case, one gives order and the other party is the recipient of rules and regulations. As the partnership grows to the collaboration level both parties work to achieve mutual goals and the integration of theory and practice will be so strong. In the case of a separatist partnership, there is no integration between parties. On contrary, the collaborative partnership is the highest form of partnership where the integration of parties reaches its climax.

When the level of integration grows to the cooperation level, there is somehow an integration, but it is not based on achieving common goals just to help one partner. However, collaboration is the working together of parties to achieve a mutual goal. According to Merriam-Webster (2020) cooperation is "the actions of someone who is being helpful by doing what is wanted." But collaboration is "to work jointly with

others." Thus, collaboration is the highest level of partnership that bring stakeholders to the same level because both parties have common goals to achieve.

The Ethiopian school system is practically teacher-centered and the lack of integration between partners leads to the compromised quality of education. The partnership between teacher training colleges and schools seems loose. Teacher training colleges just send their students to school for practicum (Shishigu, Gemechu, Michael, Atnafu, & Ayenew, 2017).

Current Trends of Education in Ethiopia

In Ethiopia, the current education system focuses on combating the illiteracy of the ever-increasing population. This has led the country to focus mainly on quantity rather than quality. According to Trines (2018), the population of Ethiopia has currently reached 105 million and the country faces challenges in creating a more inclusive and efficient education system within its rapid population growth. In the traditional Ethiopian community, education was provided by church schools and monasteries and it was given only to a few elites. The western education system arrived in the 20th century. Currently, the country's education system is considered to be underdeveloped. Thus, the rapid population growth in the country is supposed to be accompanied by a strong education system that can utilize its human resources effectively that is for the economic development of the country.

In Ethiopia, the education levels are divided into primary, middle, secondary, vocational, and tertiary education. Students start their primary education at the age of 7 and it lasts for six years. According to Scholarlar pro (2021), the quality of education in Ethiopia is less than satisfactory. Middle education lasts for four years; secondary

education lasts for two years with two areas of concentration which are science and social science. The vocational stream lasts for two to three years in different areas of study. Lastly, tertiary education lasts for two to six years based on the areas of concentration two years for diploma programs and six years for law, engineering, and medical programs. The enrolment rate of women in 2007/2008 makes up almost 30% of the undergraduate study.

According to the Human rights and labor (2019) report the government has been allocating a high amount of resources to the sector of education that is to ensure access to education for all of its citizens. Primary education in Ethiopia is tuition-free, particularly in governmental schools. The current enrolment shows that 90 % of boys and 84% of girls that is from the total population of school-age children; however, as compared to urban the enrolment is low in rural areas. The instruction is provided in more than 50 languages. Thus, the government of Ethiopia has been working hard to provide education for its citizens. The country has been focusing on quantity rather than quality education.

Colleges of Teacher Education

Colleges of teachers' education are educational institutions where prospective teachers get special training to effectively teach students at schools. The colleges are responsible to train prospective teachers with the necessary knowledge, skills attitude, and behavior which are important both to teach students and live with the community. The colleges train students for three years and finally award them with a diploma. To keep the quality the ministry of education Higher Education Relevance and Quality Agency (HERQA) collects data annually (Ministry of Education, 2013).

Teachers play a vital role in raising the quality of education. So, to improve the quality of education, it is a must to improve the quality of teachers. It is when teachers are educated enough with the necessary knowledge and skills that students could develop and learn important skills such as skills of technology, communication, critical thinking, problem-solving, and leadership skills.

According to Ahmad (2013), the development of teacher education in Ethiopia starts from the traditional education system which is dated back to the fourth century CE, and the system controlled the country for more than 1500 years. The Coptic Church influenced the education system because it influenced social and political systems. The system of education that was run by the church was grouped as primary, secondary, and tertiary education. The teaching approach of this traditional education was authoritarian in that students need to obey and submit to authorities. The church schools were unable to progress well because they opposed the secular education system. Then, schools and curricula became unfamiliar with the religious teachings of the church. It was Emperor Menelik II (1889-1913) who established modern education that was called after his name and the development of education was so substantial (Negash, 2006).

During the time of Emperor Haile Selassie, I (1930-1974) schools started to develop in the areas of teacher training, and educational management. During the time, the focus of education was to learn important skills of communication that are reading and writing (Kassaye, 2005).

The focus of education was increasing the number of schools and higher education to produce many teachers and administrators. It was Addis Ababa University that was responsible for training teachers who could teach high school students (Ahmad,

2013). Ethiopia has realized the significance of improving the quality of education to attain the developmental goals of the country and the education system should be student-centered by helping the students to grasp important skills based on the constructivism theory of learning (Tesema, 2006).

Currently, the teacher education system in Ethiopia is under reform. It was possible to teach at the lower elementary level if a teacher has one year of training but currently, it is expected of teachers to get a diploma to teach at the elementary level. In secondary schools, teachers should earn their bachelor's degree to be qualified for the position. There are different categorizations of reforms the one explained above is quality reforms and there is also access reform. In developing countries, including Ethiopia, the most visible reform in teacher education is access reform which is increasing the availability of educational opportunities (Tesema, 2007).

The country's teacher education system lacks producing of qualified teachers that could later prepare students who could be innovative or creative in their respective workplaces this is why the system is called undeveloped. Thus, the country needs more reforms in the area of Teacher education programs and should aim in producing competent teachers who should meet the demands of the country's developmental goals (Tadese, 2020). According to Gemeda (2015), Ethiopia has focused on the expansion of education at all levels; however, the quantitative expansion is at the expense of developing the quality of education. To improve the quality of education and bring a real reform producing knowledgeable, skillful, and good-will teachers who love the profession of teaching is a must. Thus, the government has to emphasize improving

teacher training colleges that have been producing teachers who are change agents in the area of education. This directly or indirectly affects the progression of the country.

There are changes concerning access to education because of improvements in enrolment. For Example, the enrolment in primary education has reached 14 million students in 2019. This is a drastic change as compared to the enrolment in 1994 which was 5 million; however, the quality of education has deteriorated (Goshu & Woldeamanuel, 2019).

According to Debebe (2016) in Ethiopia, schools are divided into rural and urban. The rural schools are further divided into child friendly and non-child-friendly. The non-child-friendly schools in rural areas have been accompanied by manifold challenges such as water scarcity, lack of playgrounds, and poor facilities in classrooms. Hence, to alleviate the problems in the region, schools need to partner with the institutions of higher education that are found in their vicinity. In addition to the problems mentioned above, there are also problems with dropouts in primary schools. Generally, how can the immense resources found in teacher training colleges and other institutions in the region be utilized to alleviate the problems which have been mentioned?

Teachers have limited op opportunities for training and capacity building which contributed to the dissatisfaction and attrition of teachers. About the linkages of school-community, the wereda officials confirmed the improved linkage. However, the idea was partly supported by parents (Ministry of education, 2020).

The following section examines some of the gaps in educational agencies such as kindergarten, elementary, secondary, and tertiary schools where graduates from teacher training colleges go for work. In addition to these, the duty and gaps of other educational

offices such as higher education relevance and quality assurance, federal, zone, and woreda educational offices will be examined.

Educational Agencies and their challenges in Ethiopia

In the country, educational agencies have faced different challenges that need collaborative partnerships between teacher education institutions and educational agencies.

Kindergarten

According to the Ethiopian Ministry of Education (MoE, 2020), the kindergarten is designed for children of 4 to 6 years of age and it has three stages which are nursery intended for children whose age is 4 years, lower kindergarten for children of 4-5 years and upper kindergarten for 5- 6 years of age children. The MoE adds that most kindergarten schools are operated by private organizations such as religious, community-based, and private institutions.

The intellectual growth of children in their early years determines the performance and success of students in their later school years. According to studies, most intellectual growth occurs between birth and age eight. For example, Arizona PBS (n.d.) found out that children who grow up with caring parents and good environments will be successful in their later years and most of a child's brain develops up to 90% by the age of five. Moreover, Tout, Halle, Daily, Junkans, and Shannon, (2013) found out that the Birth through Age eight children are interactive with their world and they need to explore their world actively. It is these developmental stages that can affect the children's later years at school.

To strengthen the quality of education, the years from infancy through the elementary grades must be strengthened. This indicates the quality of education is most important in the formative years of early childhood. But, many teacher education institutions neglect kindergarten and give more emphasis to the middle class and high schools. Teachers-to-be spends the majority of their training in learning theory which is far away from the reality of the classroom; the expectations of the classrooms have been ignored. Hence, there is a lack of offering quality education at the kindergarten level this is because of giving less emphasis to students learning at this level; on contrary, most of the emphasis has been given to the middle class (grade 7-10 and high schools (grade 9-12).

Most of the intellectual growth happens between infancy and age 8. De Cos, (as cited in Milligan, 2012) confirms that it is during kindergarten that children learn socialization, art, design, and mathematics; the lesson should be child-centered and the success of later education depends upon their success during this period of transition from living at home to primary school. So, there should be given much emphasis on children learning at the level of kindergarten.

A renowned psychologist, Piaget (1971) justified the periods up to six years of age as a very critical age where the growth of cognitive, psychomotor, and social development takes place. This indicates that preschool is foundational for the later development of children, whatever gap is created at preschools during this period will be reflected in the later school years. Hence, necessary measures should be taken to solve the challenges of traditional preschools available in Ethiopia. Temesgen's work (as cited in Melese, 2019) explains the limitation of the availability of preschools, and the

available ones are mostly offered in religious organizations to help children to learn how to read and write. This is generally traditional education that ignored the aspects of psychomotor and social development skills. This is why the quality of education during primary, high school, and tertiary is proven poor quality.

There are other challenges concerning Early Childhood Education such as lack of quality associated with poor training of employees, lack of competence, lack of partnerships, lack of implementation of the curriculum, and absence of adequate involvement of government. Tsega's work (as cited in Admas, 2016) expresses that most teachers who teach in kindergarten are not well trained or they have limited training. Teachers are graduated from different unrelated or slightly related fields of study such as agriculture and engineering. This indicates teachers do lack the necessary training that helps them develop competencies to train the children with the necessary skills based on their developmental stages.

Lack of partnerships is another gap that has been observed at preschools such as partnerships with families, communities, and institutions. Another challenge is the policies of kindergarten are implicit and do not express how the schools partner with parents and other partners. In other words, it does not express the expectations of different stakeholders. Lastly, the curriculum and pedagogy which are developed by the government could not be implemented because teachers lack practical skills. Hence, the government curriculums are not implemented though they have been designed by considering the developmental stages, children's holistic development, and cultural contexts. In addition, there is a lack of absence of adequate involvement from the government because most preschools are not owned by the government.

Furthermore, there are also problems with governance, location, facilities, and budget. First, the O-level class is considered an extra task by educational leaders; second, the curriculum has a problem with standardization by considering the developmental stages. Third, concerning teachers' qualifications, many preschool teachers are untrained or minimally trained and their qualification is at the level of certificate only. Fourth, the preschool centers do not have even ideal classrooms that could support the development of their cognitive and social areas. Lastly, a shortage of budget is another factor that aggravates the challenge of preschools (Ethiopia Education Development Roadmap, 2018).

Researchers stressed that developing the skills of students begins at this level of education. Vosniadou (n.d.) suggested that in the classroom, it is good to introduce the children to different materials, activities, and learning tasks so that they can learn all subjects such as science, language, mathematics, e.tc. Teachers need to make classroom activities meaningful by introducing authentic learning to the students. Rote learning without considering the children's developmental stage is another challenge. In many countries, early childhood teachers give emphasize the transmission of knowledge perceiving that students should absorb information so that they become obedient, polite, and follow instructions. To change the educational model, changes in the education training colleges and the practices they employ in preschools and schools are required (Zbrog & Fabrykowski, 2017).

Parents' perception of sending their children to preschool is wrong. When parents are busy and do not find someone to look after their children, they consider preschools as a place to take their children; there are no clear directions as to why children go to the

schools. Hence, the absence of clear philosophy, aims, goals, and objectives for preschools can also be seen as a gap or challenge. In addition, the schools need to work in collaboration with different stakeholders through partnerships (Admas, 2016).

The Ministry of Education has the objective of ensuring all boys and girls in the country (Ethiopia) have access to quality pre-primary education by the year 2030 so that they could have a good transition to primary education (MoE, 2020). To achieve this objective and ensure the quality of preschools the gaps which have been mentioned above such as lack of professionalism, lack of link with stakeholders through partnerships, lack of implementation of the curriculum, and the unsuitable physical learning environment should get a solution.

A study found that qualified teachers, pre-service training, and in-service training are noteworthy to improve the competencies of teachers. In addition, there should be collaborative work between the wereda education offices through workshops, seminars, and conferences (Melese, 2019). Thus, the lack of training, conferences, and collaborative partnerships has created a gap in producing teachers who have the required competencies to train children at preschools.

Primary schools

In Ethiopia, primary education is divided into two cycles which are the first cycle and the second cycle. The first cycle is from Grade 1-4 and the second cycle is from Grade 5 to 8. Primary education is considered a benchmark mark for the next levels of education (MoE, 2020). Unlike kindergarten education which is accessed largely by urban children, primary education is commonly accessed by both rural and urban students.

The United Nations Educational, Scientific, and Cultural Organization (2018) confirmed that education plays a vital role in developing the skills, capacity to use natural resources, and ability to solve different challenges; especially it is the foundational level of education (primary education) that lays a basis for effective development of the students' capability. Getting quality primary education is noteworthy in the 21st century because countries have been facing tremendous challenges such as a lack of problem-solving, creativity, and different social and moral problems. It is through the integration of knowledge and skills that challenges could get solutions. Thus, the globe has been giving great emphasis to quality education. Quality of education can be affected by ineffective leadership, lack of professionalism, and lack of collaboration with stakeholders including teacher training colleges (Tuli, 2010).

The quality of students' interaction, curriculum, school leadership, professional skills of teachers, etc. should be emphasized. But, the lack of quality in Ethiopian primary education is a great concern; much focus has been given to increasing the enrolment and the country has achieved tremendous results about it.

Ethiopia Education Development Road map team (2018) found out that the primary education learning outcomes or objectives do not help the learners to attain the necessary skills which directly impacts the quality of education. The teachers of primary education lack the necessary skills and they do not work to integrate knowledge, skills, and necessary values the focus of education seems to be on knowledge-based which is the recitation of the lecture. Hence, the children fail to develop the basic skills after the first cycle. The curriculum lacks incorporating life skills subjects such as vocational skills and its main focus is on academic subjects and contents. In addition to this, problem-solving

skills have not been given due attention. Co-curricular activities which are needed to promote the skills and moral development of the children are not included in the curriculum. Thus, students do not have adequate literacy and skills required for their secondary education (Tefera, Asgedom, Oumer, W/hana, Dalelo, & Assefa, 2018).

Research on contemporary challenges in Ethiopian Education found that the lack of pedagogical centers in primary schools affects the students' skills of creativity, technology, innovation, and creativity. To solve the challenges, it is important for the stakeholders, the school community, government, and teacher training colleges to emphasize so that the aforementioned skills could be realized (Wondemetegegn, 2016). Thus, during this foundational level of education students' skills are impacted by different factors and this directly affects the preceding levels of education and later the development of the country. The collaborative partnerships between the schools and all stakeholders, including teacher training colleges could lessen the challenge. It is not only the lack of pedagogical centers which affects the competencies of students but also the lack of teachers' pedagogical skills.

According to Gemeda (2015) to reform schools, different stakeholders at different levels have to be militarized among who teachers are central and they do play a vital role in developing the skills of students.

Studies confirm the importance of skills to achieve productivity (Joshi & Vespoor, 2013); however, as has been indicated earlier one of the challenges in Ethiopia's primary education is the lack of teachers' and students' skills. The world bank report (Joshi, 2013) indicates that employers in Ethiopia are looking for workers who have skills of creativity, problem-solving, communication, and skills of collaboration [yet

the country faces with lack of such workers]. Thus, primary schools need to fill these gaps by providing their students with the necessary skills because the foundation for higher education is laid at the bottom grades but most skills-related gaps seen at schools are linked with teachers. So, professionalism is key to the success of students.

The curriculum of primary education in Ethiopia is developed by the curriculum specialists and experts from the teacher training colleges; however, it has the problem of consistency with the instructional time. In addition, the curriculum is difficult even for school principals and teachers to understand and apply the concept. Even though the curriculum is competency-based, the exam assesses only the cognitive part. This leads to the poor achievement of students. Thus, this leads to the ineffective implementation of a competence-based curriculum (JICA, 2012).

Therefore, primary education is considered the foundational level of education and is very important for the development of the country's economy. Thus, it has to fulfill the demands of the 21st century due to the presence of multidirectional problems. However, primary education in Ethiopia faces many challenges because it lacks quality and it does not develop the learners' competencies. Moreover, teachers do not have the necessary skills to help students develop their skills and the curriculum content has the problem of implementation as its concepts are not easy to understand.

Secondary Education

Secondary education is divided into two cycles which are the first cycle (grades 9-10) and the second cycle (grades11-12). When students complete the first cycle they take the national exam to pass to the next level which is preparatory. Preparatory education helps students to prepare for the tertiary level. The first cycle is considered to be general

education and the second level is where students choose either to be technical or vocational. Secondary education aims to prepare students for the tertiary level and the industry (MoE, 2020).

Goshu and Woldeamanuel (2019) in their study under the title "A study on education quality challenges in Ethiopian secondary schools" found out that the low quality of secondary education is a challenge and there are many factors contributing to it; for example, the knowledge and technical skills of teachers, the lack of pedagogical skills of teachers, lack of communication skills, teachers attitude towards the profession of teaching, administration problem and the schools lack working with other stakeholders (collaborative partnerships).

Finally, increasing the quality of education is not only the responsibility of a government rather stakeholders play a vital role such as the role of administrators, community, directors, and other institutions. To achieve the quality of education, the lack of work with stakeholders is considered to be the most important factor (Goshu & Woldeamanuel, 2019). Thus, the quality of secondary education in Ethiopia deteriorates time after time because of the aforementioned factors.

Consequently, the students learning outcomes are low and it has been deteriorating time after time. The majority of secondary and preparatory school students don't have the expected knowledge, attitudes, and skills and they lack the competence and skills needed in the world of work upon completion of their school; this level of education does not prepare the students to create jobs rather students are job seekers (Tefera, Asgedom, Oumer, W/Hana, Dalelo, & Assefa, 2018). Two major questions need to be addressed; when students graduate from high school, how could they develop the

core skills of the 21st century? How could graduates from high school contribute to their country so that Ethiopia becomes a middle-income country as envisioned by the year 2025?

According to the World Bank (2020) report, Ethiopia aimed to become a middle-income country by the year 2025. To achieve the goal it needs workers with the required knowledge and skills. As the country anticipates the changes, the education sector has to produce middle-level workers who have the skills in problem-solving, communication skills, and skills of collaboration. It is secondary education that produces middle-level skills (Joshi & Verspoor, 2013). However, the challenges of secondary education in the country indicate that the country has not yet succeeded in producing students who have the necessary competence for the workplace. Hence, to fulfill the demands of middle-level technical workers in industries, emphasis should be given to quality education.

As can be seen from the above discussions, the problem that started at the formative level (kindergarten) continued and has become a major problem in later schools and colleges. Therefore, whatever measures that could be taken should first be done at the lower level. However, the most ignored level of education in Ethiopia is the lower-level education where there are no skilled man-powers ready to develop the competencies of children.

Higher Education Relevance and Quality Agency (HERQA)

The major problem of Ethiopia's kindergarten, primary and secondary education is related to the quality and producing of qualified teachers. These teachers do not have the necessary knowledge and skills. Training teachers to develop technical skills is the responsibility of teacher training colleges in the country. The country's developmental

goal can be realized if and only if there are qualified teachers who work towards the attainment of producing skillful students. The quality of teacher training colleges is audited through an agency called HERQA (Adamu & Addamu, 2012).

Teshome and Kebede (2009) explained that HERQA is an agency that assesses the quality and relevance of programs and the teaching and learning environment. It also assesses the appropriateness and effectiveness of higher education institutions' approaches to quality care. It does not only monitor the higher education institutions but also helps them to enhance the quality of education and training.

The foremost responsibilities of HERQA are pre-accreditation, accreditation, and reaccreditation of private higher education institutions. As a responsible agency, it should have highly qualified staff. The higher education institutions are responsible for the advancement and dissemination of knowledge and skills and it can be attained through collaboration in research tasks.

HERQA's task is also to raise the quality of education by tackling the problems but it has been facing many challenges. Colleges (including teacher training colleges) are not doing their full capacity in the dissemination of skills and the development of high-level human resources. Therefore, how could it be possible to espouse the quality of education by producing qualified man powers that have the necessary skills for the development of the country?

As has been seen the major challenges in the education system of Ethiopia are problems of quality. In addition to this, the research activities are insufficient in resource utilization and teachers do not have the necessary skills or competencies (Ahmed, 2013). Teacher training colleges in collaboration with other stakeholders are responsible for

producing qualified teachers who love their profession. Failing to produce qualified teachers has affected the outcome which has been directly reflected in the country's multidimensional challenges that it has been facing. That are economic, moral, and social problems. Thus, more research needs to be conducted to evaluate the collaborative partnerships between colleges of teacher education and educational agencies to develop trainees' core skills of the 21st century to connect theory with practice which is to solve the challenge of discrepancy. The next section deals with the use of collaborative partnerships in schools and teachers' education.

The use of Collaborative Partnerships in schools and teacher's education.

After their graduations, teachers search for work in different offices; such as schools, district education offices, zone education offices, and other offices. However, teachers lack competencies that fit the workplace as a consequence of it students at schools also lack practical skills. Students go to school to learn from teachers because the method of teaching is mainly teachers centered. Even though there is a paradigm shift in teaching methods from teacher-centered to student-centered, many schools cling to the traditional method of teaching. A study conducted in Bahir Dar town found that secondary school teachers lack competency in the areas of assessment methods, developing assessment methods, administering, communicating assessment results, and recognizing unethical practices (Bedilu, 2014). Hence, teachers lack skills of critical thinking, administration skills, and communication skills.

The partnership between teacher education institutions and educational agencies could fill the disconnection between theory and practice that paralyzes the development

of a country (Lillejord, & Borte, 2016). Not only at schools but also different offices there is a lack of creativity which could be reflected in the education system of a country (Tadese, 2020). Hunter and Botchwey (2017) suggest the use of collaborative partnership in preparing the graduates from the teacher training institutions for tomorrow's workforce by applying project and problem-based learning. There are different types of partnerships but the successful one is the collaborative partnerships that help the partners to have a mutual benefit of learning experiences.

In Ethiopia, teacher education has become theoretical and graduates from teacher education institutions lack the skill of integrating theory with practice as a consequence of this the quality of education in producing creative and skillful manpower has decreased. In another saying, teachers do not meet the competencies of 21st-century education (Tadese, 2020). Midthassel (2017) comments that teacher education is accused of being too theoretical, educational research is accused of conducting research that does not have any significance to schools, and teachers' interest in research-based knowledge is low. In addition to this, when teachers come to schools, they base their practice on their own experiences rather than on research. Midthassel 2(017) suggested that bridging the gap between theory and practice in schools has become an issue and various partnership projects have been carried out to resolve the problem.

According to Tadese and Kinuthia (2020), the main reason for introducing partnership into teacher education is to link the theoretical knowledge the students learned with practice. Students learn as they are exposed to real-life situations in the classroom during their practicum. When they face challenges that they have not come across during their study, they learn by finding solutions to practical problems. In short, it

is the need for practical knowledge or skills by the students that give an important place for the instruction of partnership and when this partnership reaches the full participation of both parties then it will be called collaborative partnership. Smith and Fries' work (as cited in Halvorsen, 2017), mentioned the aim of partnership in teacher education as; building professional competence, strengthening the cooperation between schools and universities, and scaffolding the professional development of teachers.

Heimann (2015) suggested that to ensure good training for students in teacher education programs, there should be a partnership with professional development schools. In general, partnerships help trainees at teacher training colleges, school teachers, and college teachers to become a community of learners by developing competencies demanded at the workplace.

In the Netherlands, a study on collaborative partnerships between schools and teacher training colleges indicates that teacher education institutions, schools, and the government decided to form partnerships. Tasks were given to both the university and the schools. The task of the university was to link the pedagogy with school subjects, supervision, research, and assessment; and the task of the school was to mentor the student-teachers. The activity was divided into phases.

First, the quality of the mentorship was given emphasis; this was achieved by conducting a training program for subject teachers at schools. Second, making partnerships with teacher education is based on shared responsibilities; in this case, themes were selected to be taught within schools such as becoming a professional, class management, Classroom communication, and interaction, collaborative learning, lesson design, and pupil mentoring. Seminars were conducted to go in line with the idea of the

schools and the interests of the college. Teacher educators at school were teaching the student-teachers and the teacher training college was supported by teaching the students and educators through the electronic learning management system. Lastly, the focus was given to improving the partnership between teacher training colleges (universities) and the workplace (schools). The collaborative partnership that was formed satisfied the student-teachers because they were given practical lessons and much attention. Moreover, the partnership between school-based educators and college-based educators formed good relationships between them (Velzen, Bezzina, & Lorist, 2009).

In Italy (Malta), the teacher education program and schools formed partnerships to bridge the gap between university studies and the realities of school life. They planned to achieve three objectives: to improve teaching practicum quality, to create a realistic and meaningful environment, and to form a collaboration between schools and teacher training colleges. The objectives have been realized and the work has brought a shift from individualism to social relationships (Velzen, Christopher & Lorist, 2009).

In South Africa, partnership lags and it ranges from weak to none. This means there is a weak partnership or no partnerships between schools and universities. If there is a partnership between teacher training institutions and schools, it is one-sided, that is the schools are just recipients of student-teachers during their practicum and the teacher training colleges are authoritative. Therefore, the collaboration between universities and schools is poor and the practice of universities is traditional (Mutemeri & Chetty, 2011).

In Ethiopia, a study indicates that the partnerships between teacher training colleges and schools are helpful for student-teachers to get acquainted with their future work environment and to link between theory and practice. Thus, the school teachers

were supposed to contribute to student-teachers professional development by giving feedback, involving in the discussion of the lesson plans, and mentoring. However, the contribution of school teachers is not satisfactory. Moreover, teacher education institutions do not conduct collaborative research activities with educational agencies and they do not even take the initiative to do collaborative work. The reason is the lack of effective contributions by teacher education institutions in improving the teaching and learning process of schools. The partnership between teacher education institutions and schools needs attention (Fekadu & Melese 2012).

Moreover, Fekadu and Melese (2012) found out that the partnership between teacher training colleges, secondary schools, student-teachers, instructors of teacher training colleges, and school teachers in Ethiopia is weak. However, there are enough opportunities to form partnerships amongst them about conducting collaborative research, professional development training, and involving school teachers in mentoring student-teachers. Thus, teacher training colleges and schools could not use favorable conditions to form partnerships between them. However, the country needs the development of knowledge and skills in instructors, teachers, and trainees because they are the ones to train students and this directly affects the development of the country. Abebe (2012) suggested that to tackle different problems that can happen in schools [teacher training colleges]settings and education, to strengthen school-based decision making, forming a collaboration between education offices, local government authorities, communities and parents could be significant.

According to the World Bank (2017) report it is the poor quality of teachers in Ethiopia that contributed to the low student performance and the teacher training colleges

could not address the knowledge gaps of trainees and could not impart pedagogical skills. In addition to this, it is the low performers who have been getting admission into diploma and degree programs of teacher training colleges. To improve pedagogical skills and other problems support from stakeholders to the teacher training colleges could be crucial. The use of collaborative partnerships between stakeholders could help in resolving the current challenges that institutions have been suffering.

As has been indicated in different parts of this study there are many benefits of collaborative partnerships. According to Huong, Tung, Hong, and Hung (2020), the main benefit of forming a collaborative partnership between teacher training colleges and different stakeholders, particularly schools is to bridge the gap between the theory and practice of the trainees. Moreover, it helps the trainees to develop the skills of problem-solving as they are exposed to real life. It also helps educators to put their theoretical knowledge into practice. It also helps the trainees to develop their knowledge of the subject matter. The collaborative partnerships can also help the teacher training colleges to participate in different community service, increase skills in conducting research and they also develop their skills of creativity or innovation. The collaborative work between student-teachers, school teachers, college instructors, and faculties could help them in developing their morale, reduces teachers' isolation, and creates opportunities to share knowledge and skills between parties. It also creates job exposure for the student-teachers.

Foerste, Merier, and Vargiu (2017) confirmed that collaborative partnerships could also help the student-teachers to develop skills of problem-solving which means the teacher can solve the problems experienced during his school practice. It can also help

professional teacher educators to link their theoretical knowledge with practical skills and the problems experienced at schools motivate them to conduct research and this develops their skills in conducting research.

Collaborative Partnerships makes the teaching practice to be realistic, teaching and learning more meaningful, and increase the habit of developing collaboration between students, teachers, professional, community, and partners. In addition, it bridges the gaps between schools and teacher training colleges. It also helps to bring professional development and skills of creativity (Bezzina, Lorist, & Velzen, 2014).

Fekadu and Melese (2012) confirmed that collaborative partnership between teacher training colleges and schools develops in-service training within schools which means staff members benefit from the partnership. It also develops the skills of innovation or creativity, practical knowledge, and skills of conducting research, helps the student teachers to understand real work situations, increases the skills of leadership, and reduces practice shock.

However, there are gaps concerning forming collaborative partnerships between colleges of teachers' education and educational agencies in Africa. Moreover, developing the core skills of the 21st century has been overlooked.

The Democratic Republic of Congo is reforming assessment practices, but the practices are not designed to capture the core skills of the 21st century (Kim & Care, 2020). It indicates, a lack of connecting the classroom experiences with the core skills of the 21st century. This study seeks to link the classroom experiences through collaborative partnerships with the aim of developing the core skills of the 21st century.

In South Western Ethiopia, there are partnerships between teacher education colleges and schools. However, the partnerships are loose. There are no guidelines and structure to create a link between teacher training colleges and other stakeholders (Olkaba, 2019). This indicates the lack of collaborative partnerships between colleges of teachers' education and educational agencies in south-western Ethiopia. Moreover, the impact of partnerships to develop the core skills of the 21st century has not been addressed. This study evaluates collaborative partnerships between colleges of teacher Education and educational agencies with the aim of developing the core skills.

Principles and Factors to form Educational Partnerships

Partnerships are needed because of the complexity of societies where institutions of teacher education do not provide satisfying solutions to multiple problems and it helps to bring together the potential people to come up with important solutions. In educational institutions where there are varied problems about the linkage between theory and practice, there is a need for student teachers to have exposure to the practical world (Tadese, 2020). The Ethiopian Minister of Urban Development and Construction Aisha Mohammed told Ethiopia Broadcasting Agency because of the lack of partnerships between the institutions of higher education and industries, the institutions are not producing skillful manpower. Even though the graduates of higher education have some knowledge, they do not have skills that make them productive in the workplace (Mohammed, 2020).

To start a partnership, there are a variety of motives and ways. It can be driven locally (bottom-up) this is to coordinate institutions for a better outcome, policy-driven or top-down- when the government considers forming a partnership as a solution to certain

types of problems, and incentive-driven- this is money is offered for some activities (Brandstetter, Bruijn, Deslauriers, Forschner, Machacoa, Orologa, & Scoppetta, 2016). There are certain guidelines to form educational partnerships. For teacher education institutions and educational agencies to form partnerships amid them, there need to be clear principles that need to be followed. According to Hammerness, MacPherson, Macdonald, Roditi, and Curtis-Bey, (as cited in Tadese and Kinuthia, 2020) there are certain guidelines to form educational partnerships. The principles are as follows:

Principle number one: Agreement about the value of distributed expertise

Each institution needs to identify its strengths and give emphasis on the kind of work that it does best. In addition to this, each partner needs to recognize the strength of others and their unique kinds of expertise and should never see themselves as competing over specific subjects. They also should discuss their plans and divide up the work among themselves. Hence, the teacher education institutions and the educational agencies have to agree about the value of distributed expertise and should plan to work to attain their goals collaboratively for the partnership to be successful.

Principle number two: Defining a shared vision of what competencies each partner learns:

In the case of Urban Advantage, it is grounded on hands-on experiences. Therefore, teacher training institutions and educational agencies have to develop a common understanding of what competencies they need to share for the discrepancy between theory and practice.

Principle number three: shared practices

There are practices such as the practice of working together, professional development, and novice mid-career career teachers do reflect on what made them successful and improve the services for students and teachers. In teacher training institutions and educational agencies, there are important competencies such as problem-solving skills, critical thinking skills, innovative skills, communicative skills, and other skills which are necessary for solving the lack of a link between theory and practice.

Principle number four: Adapting to changing contexts

The partners need to reflect and should see how much of their visions and goals have been accomplished. If certain visions have not been accomplished they have to ask why and revise or need to adapt to the new developments. These are some of the practical suggestions,

For collaborative partnerships to be successful there are criteria to be fulfilled by parties. Felce (as cited in Tadese, & Kinuthia, 2020) suggests some of the criteria.

First, partnerships should benefit both parties or there should be mutual benefits (reciprocity) - in the case of teacher institutions and educational agencies, professors from teacher training institutions will be benefited when they are engaged in action research because it is at the workplace where there are real problems and schools will be benefited in that their decisions will be on research-based knowledge. Student teachers will acquire skills from real situations in the classroom.

Second, for partnerships to be successful, there should be good outputs this means it has to improve the skills of students and the practical knowledge of teachers and professors; however, the ultimate goal will be productive in the workplace by producing

innovative and skillful graduates. Parties may withdraw from the partnership relationship if they do not see any benefits from the partnership.

Third, the goals of forming the partnership should be mentioned (authenticity). Lastly, there should be trust between parties. Foskett's work (as cited in Felce, 2011) posits that trust between parties rarely exists; in an actual sense, trust is between individuals and this is the decisive factor in forming a relationship. However, forming trust is not something that is impossible but needs personnel who have good skills in networking and project management.

Healey (2014) summarizes the essential criteria for successful partnership as authenticity- parties have a meaningful rationale for forming partnerships and being honest about what they can contribute and defining the parameters of partnership; inclusivity- partnership should include people's talents, perspectives, and experiences of parties and the cultural and structural barriers should be avoided; reciprocity- there should be an interest to be benefited from the partnership; empowerment- both partners should have equal powers or power should be distributed amongst parties; trust- there should be transparency amongst groups; challenge- practices are apt for criticism in a positive way; community- parties need to develop a sense of belongingness; responsibility- both parties should share the responsibilities.

Challenges to Implement Collaborative Partnership between Teacher Training Institutions and Educational Agencies.

Studies show that partnerships between teacher education institutions and educational agencies such as schools are not always satisfactorily maintained (Heimann, 2015). This indicates the presence of some challenges in the process of developing

partnerships. Collaborative Partnership in teacher education is about forming a learning community that works collaboratively with the common goal of producing manpower that contributes to the educational needs and development of a country. To achieve these goals there need to be a collaboration among teacher training institutions and educational agencies. However, it is a challenge to work together in the current individualistic society (Tadese, 2020). Halvorsen (2017) agrees with the above idea in that the aim of the partnership is ideally to form a learning society between universities and educational agencies. However, there are issues concerning it, such as learning to be a partner, living together, and knowing the field of knowledge.

In addition to these, Organization for Economic Co-operation and Development (2013) mentions the problem of the gap between the theoretical and practical parts of teacher education programs; the newly graduated ones (novice teachers) do experience a real shock as they confront the challenges that they face in the classroom. The world is fast-changing and teachers need to meet the demands of the world. To counteract the problems, the building of partnerships has been recommended by the report. Halvorsen(2017) confirms that a well-developed partnership in teacher education provides support for their professional development.

Halvorsen (2017) in the title "Shaping the future we want" recommends partnership as a strategy to promote education for sustainable development, they mentioned an important challenge that is a reorientation of teacher education towards the issue of addressing sustainability as it embraces the environment, economy, and cultural diversity. Therefore, there is a need of reorienting teacher education by building

partnerships in a fast-changing world to address the gap novice teachers have concerning professional development and addressing the multicultural educational community.

Since universities and schools have their own cultures, these differences in cultures are considered challenges to forming partnerships among teacher education institutions and educational agencies. Midthassel (2017) confirms the above ideas in the following ways; cultural differences have been hindrances to partnerships. However, these differences can be a working opportunity for the betterment of school-university performance because the difference indicates the need for learning from one another. In this sense, partnerships can be developed up to the level of collaboration as they attempt to work on each other's challenges.

Different understandings of roles are another challenge of collaborative partnerships. What are the roles of educational institutions in forming partnerships? Are they acting as a transcendent educational sector as used to be or bring themselves to the level of educational agencies, particularly schools? The collaborative partnership brings parties to an equal level though there are differences in positions. Equality is for achieving a common goal of interlacing theory with practice; in this case, professors are knowledgeable in equipping their students with the necessary knowledge but they may not be aware of the new developments at schools as a result of societal and technological changes. On the contrary, teachers know the practical aspects at schools but they lack how to solve some of the challenges based on research. When the two parties collaborate, it solves the multifaceted challenges that the two parties have been facing.

Ann, (as cited by Midthassel, 2017) said that sometimes it is okay for her because they have had a shared understanding from the start of what it is about but at other times,

it is a little difficult because they want her to take more responsibility than she understands is her role, and then there is some friction.

Partnerships are between institutions but the real interactions are with people. Baum's work (as cited by Midthassel, 2017) pointed out that although a partnership is an agreement between institutions, the real work is done between individuals; hence, social interactions are very important. A partnership could be threatening because of the presence of already established roles and the need to challenge them.

The major task of educational institutions is to offer research-based practical skills to educational agencies. However, establishing the collaborative partnerships is a challenge as people have tasks to accomplish at their respective workplaces, and to form the relationship, there needs time and commitment; however, teacher education institutions and educational agencies need to understand that they have a huge gap of linking theory with practice, it is only when they understand the gap that they work together to achieving the common goals.

The workload and expectations of principals are other challenges for schools to form partnerships with teacher institutions. Principals are the authorities who have the responsibility in changing their schools to offer quality education and their students to be innovative. Nihlfors and Johansson's work (as cited in Sahlin, 2019) suggest that principals are loaded with work and varied expectations from students, teachers, parents, communities, and the government as a whole.

In Europe and the United States of America, there are challenges to school-institutions partnerships such as knowing the other partner, transparency regarding outcomes, and accounting for disparities in power. Partnerships form partnerships for

diverse reasons and strong partnerships result from knowing each other and having a mutual understanding. It is also very important for each partnership to clearly define the desired outcomes so that the aim of the partnership should not be in accomplishing the interest of one group. Hence, transparency creates an atmosphere of trusting one another. Lastly, partnerships can be successful if and only if both groups bring themselves to an equal level of authority, but if there is a disparity of power it will become a failure (Hartley & Huddleston, 2010).

In Southern Africa, there is a challenge to better communication between schools and universities in that the goals and activities of teacher education are not communicated to schools. The lack of policy and strategy that is directed to improve the partnerships between schools and universities is considered another challenge (Robinson, 2016).

In Ethiopia, there are challenges to form partnerships among teacher education institutions and secondary schools. Fekadu and Melese (2012) mentioned some of the challenges as the non-significance improvement of the teaching-learning process from the side of the teacher education institutions even though the schools create a favorable atmosphere for teacher education institutions by providing the necessary information and accommodation for student teachers during practicum, the absence of school teachers involvement in evaluating student teachers and this creates minimum coordination between them and lack of smooth work relationship between some teachers and instructors.

Aseffa (2010) mentioned the challenges of forming partnerships between private and public institutions in Ethiopia. These challenges are also found in teacher training institutions and schools. The challenges are leaders' lack of interest to form partnerships;

the government policy does not give motivation to the partners, and the lack of shared national vision about improving the quality of education. Thus, there are challenges to forming partnerships, but the most important challenge is the reluctance of leaders in sharing resources to develop partnerships with their stakeholders.

Mekango (2013) found out that challenges of forming partnerships in schools (between teacher training colleges and schools)in Ethiopia a lack of creating awareness among stakeholders regarding the planning and implementation of schools-stakeholders partnerships, financial constraints, unilateral planning regarding the project, and lack of involving the stakeholders in the implementation of collaborative partnerships.

A study conducted by Desta and Belay (2018) at the University of Gonder, Ethiopia found out that the collaborative partnerships between universities and stakeholders have challenges such as lack of symmetry between parties, varying roles, cultural differences, variation of contexts, imbalance of power between parties, bureaucratic atmosphere, lack of mutual goals, constraints of resources, lack of attaining the outcomes, and lack of training about how to form partnerships.

As can be seen from the above discussions, the challenges to forming partnerships between teacher training colleges and schools are similar. The collaborative partnership aims to increase the quality of education, develop skills needed in the 21st century, and link the gaps between teacher training colleges and industries. Moreover, collaborative partnerships aim to meet the demands of teaching and learning in the 21st century.

Teaching and Learning in the 21st Century

The world is fast-changing and students, teachers and educators have adhered to the rote learning and memorization and they lack the necessary competencies needed to fit into the workplace. Urbani, Roshandel, Michaels, and Truesdell (2017) represent a shift from rote learning to the development of the 21st-century skills of creativity, critical thinking, communication, collaboration, information, media, and technology skills. Creativity can create something, critical thinking is the ability to apply theories of learning in a context that is useful to solve problems, communication is the ability to develop interpersonal skills, and collaboration is the ability to work together to attain a common goal and information, media, and technology skills are the ability to use digital information and instructional technological tools. Thus, teaching in the 21st century means helping students to develop all the skills demanded by time.

The teaching and learning process of the 21st century is to prepare students to develop the skills and dispositions necessary to work in a global community. The learning of the twenty-first century comprises collaboration, communication, critical thinking, and creative problem-solving (National Education Association, 2010). If the collaborative work between teacher education institutions and educational agencies does not satisfy the demands of the century, it contributes nothing to the improvement of educational quality. If education does not develop creative thinking and solves the day-to-day problems our world is facing, it will be irrelevant. If teachers do not have the necessary skills it would be difficult for them to implement in the classroom settings. As different studies indicate, many teachers do not have computer literacy skills (Tadese, 2020).

Redesigning the curriculum to meet 21st-century learning needs could be important. To keep the teaching quality and meets the demands of the century qualified teachers are needed, but it is very sad to know that the children at schools are being taught by teachers who lack determination and dreams to bring a difference in children's lives. This is because of teacher turnover and attrition.

What makes teacher turnover and attrition is bad policies and poor teaching conditions set by the governments. Thus, for the quality of education to be improved, the presence of quality teachers and redesigning the focus of the schools are important. Teacher turnover and attrition have become a problem in different countries, particularly in Ethiopia. Teachers change their careers for so many reasons such as lack of respect in the field, low remuneration, the government policy (teachers are considered to be the right hand to accomplish the government agendas). Therefore, for teachers to meet the demands of the 21st century, having the core skills of the century is crucial.

21st-century skills are the skills that trainees need to develop to perform well in the industry. Moreover, it helps to adapt and navigate different work and life conditions. It is about preparing students for the life after school by helping them to develop the necessary skills (Sumen & Calisici, 2017). Thus, it is not an option for student-teachers to develop these skills because without having them it is impossible to effectively contribute to the development of a country.

For schools, colleges of teacher training, and other educational agencies to be successful in their goals of achieving quality education, they need to help their trainees to develop the skills of the 21st century. These skills help students to be successful at their workplaces after school. According to Ball, Joyce, and Butcher (2016) students from

schools and colleges should be equipped with the core skills of the 21st century to succeed during their adulthood. So, the kills have become a necessity in industry and for the development of the economy. Thus, the skills of the 21st-century are skills that are important in the industry to develop an economy of a country. Teachers and students have to prepare themselves to acquire these skills which are needed in the workplace.

The Partnership for 21st Century Skills identified the skills as learning skills, literacy skills, and life skills. The learning skills include skills of creativity and innovation, critical thinking, problem-solving, skills of communication, and collaboration; the literacy skills include the skills of information and digital technology and the life skills include career, adaptability, flexibility, and others. The international research project assessment and teaching of 21st-century skills categorized the skills into four major groups which are ways of thinking, ways of working, tools for working, and living in the world. Ways of thinking skills include the skills of creativity and innovation, skills of critical thinking, skills of problem-solving, and skills of decision-making. The skills and ways of working are the skills of communication and collaboration. The skills of tools for working are information literacy and ICT literacy. Skills for living in the world are the skills of citizenship, skills of life and career, and personal and social responsibility skills. The Organization for Economic Co-operation and Development grouped the skills of the 21st-century into three categories. These are skills of information, communication, morals, and community impact. Thus, the definition and what 21st-century skills include differ from one another (Laar, Deursen, Dijk, & Haan, 2020).

Hence, it is very important to grasp the very significant elements in the definition and explanation of the skills. The researcher divides the skills of the 21st century by considering both the above divisions and their relevance to the teaching profession.

Therefore, the researcher considers five core skills of the 21st century that are relevant to the teaching profession. These are the skills of critical thinking/problem solving, communication, conducting research, creativity, innovation, and life and career skills. The digital literacy skill is grouped under the skill of communication. The collaborative partnerships between colleges of teacher education and industry help the trainees to acquire these basic skills. As the trainees are exposed to the industry, they develop practical skills. Then, the theory could be connected with the practice. The following part explores the core skills and their connection to education.

Even though there lacks consensus on categorizing the core areas of 21st-century century skills, different institutions such as the American Association of School Librarians, and the International Society for Technology in Education have outlined the core skills which are significant to solving the challenges of the century (Ball, 2016). The core skills that are common for most institutions include the skills of critical thinking/problem solving, communication, collaboration, conducting research, creativity, and innovation, and life and career skills.

In the previous centuries skills were not needed for many people, but in this new century skills are needed for every individual to make their life better. So, these practical skills are needed for subsistence. There is also a difference in the skills needed in the past centuries with the current one because of the advancement in technology and the emergence of new challenges for today's generation. However, some skills are dragged

from the past such as skills of conducting research and these skills are still important. The most difficult challenge for colleges of teacher education is the disregarding to update these skills of the century, particularly in developing countries. However, developed countries such as America, England, and Canada have been striving to develop new skills and devised a curriculum by considering the core skills. If the skills are not taught and developed by the trainees, countries will remain behind by doing the same work they used to do (Erdem, Bagei & Kocyigit, 2019).

Table 1

Comparison of institutions that teach Core Skills and that do not

Schools and colleges of teacher education that do not teach their students the core skills of the 21st century	Schools and colleges of teacher education that teach their students the core skills of the 21st century
Focus on the rote method of teaching which is teacher-centered. Focus only on the content and its knowledge-based teaching	Familiarize to new method of teaching and guide students to explore new knowledge and skills. Adapt student-centered teaching.
Students learn to memorize contents and do not develop any skills.	Students learn the core skills such as skills of critical thinking, problem-solving, collaboration, creativity and innovation, life and career skills.
Produce students who try to solve current challenges with old strategies.	Produce students that can solve the problems of the century by using the skills of the century.
The development of a country lags behind.	Foster a country's development.

Source: Researcher

As can be seen from table 1 there is a clear distinction in the output between those educational institutions that strive to develop the key skills of the 21s century to solve the challenges of the century and those that stick to the old methods and strategies of

teaching. According to Erdem, Bagei, and Kocyigit (2019), the major change in the world has brought a breakthrough in the learning and teaching process. If teachers stick to their old methods of teaching and disregard their students' current development of the core skills of the century, they will be left behind and impact the development of their country.

In Europe, teacher training at schools and in an active environment is important because students should not only learn to acquire knowledge but also they need to develop the skills of the 21st century such as skills of communication, collaboration, creativity, and critical thinking. These skills are needed to solve the multifaceted problems our world has been facing. They can learn this knowledge in active environments and at schools (Esteves, 2016). Therefore, the core skills of the 21st century are crucial skills for teachers so that they can prepare students to have applied skills.

In Africa, there are efforts to redesign curricula and reform teacher education programs to meet the demands of the 21st century. The needs are to meet economic and political development. Moreover, the trainees have to learn to develop higher-order thinking skills (Boaduo, Milondzo, & Gumbi, 2011). Thus, the need for developing the skills of the 21st century is underscored. The current challenges about economic development and work employment demand skillful workers who fit best in the demands of the current development. According to Ruth (2019), most African countries have been engaged in reforming their curriculum after independence. However, their curriculum is most knowledge-based which is too academic, but this does not meet the demands in the workplace. Therefore, the curriculum reform in Africa has to consider the local challenges and develop a skill-based curriculum so that trainees could bridge the theory and practice and develop the core skills of the 21st century.

In Chad, the education system is reformed, but there is explicit evidence about the inclusion of the 21century skills; know-how and interpersonal skills are taught in the classrooms. In Cote d'Ivoire, 21st-century skills such as skills of problem-solving, citizenship, creativity, ICT literacy, and everyday life skills have become a top priority in the country's education system. In the Democratic Republic of Congo, the national education Framework Act included the core skills of the 21st century into its vision. In the Gambia, the education system encourages including core skills. In Kenya, seven core 21st-century skills have been included in the competency-based curriculum which is being piloted (Kim & Esther, 2020). In Ethiopia, the British Council in collaboration with regional education offices has been giving training about the core schools of the 21st century for school leaders and teachers in the whole country (British Council, 2017). Thus, the core skills of the 21st century are being implemented in Ethiopia.

The core skills of the 21st century are practical skills that are needed for every individual to survive and develop the economy of a country. The following section explores the core skills and their benefits to trainees. It also explores how the skills are developed by colleges of teacher education. The core skills are skills of critical thinking and problem solving, conducting research, communication, creativity and innovation and life and career skills.

Critical Thinking and Problem Solving Skills

The skills of critical thinking and problem-solving are connected because it is impossible to solve a problem successfully without the skill of critical thinking. The skill of critical thinking considers multiple pieces of information to come up with the right decision and the same skills are needed to solve a problem. According to Gut (2011), critical thinking is making the right decision upon multiple alternatives which is based on different information by making use of deep reflection and cognitive reasoning. This has to lead the decision-maker into skillful judgment between right and wrong. Thus, critical thinking requires basic information, deep reflection, and reasoning that is to arrive at the correct decision. Dede (as cited in Laar, Deursen, Dijk, and Haan, 2020) defines critical thinking as the skill of filtering information to come to your own right decision. So, critical thinking is using the best information from multiple alternatives to make the right judgment. In this case, problem-solving skill is related to critical thinking because solving every problem needs the skills of critical thinking (filtering information). Teachers, students, trainees, and administrators confront different problems on daily basis. Hence, it is expected of them to give solutions to multiple problems which are complex and this needs skills of critical thinking and problem-solving.

Collaborative partnerships and skills of critical thinking and problem-solving.

The collaborative partnerships between colleges of teacher education and educational agencies (industries) endow the trainee with these practical skills of reasoning; both skills require deep reasoning. According to Huong (2020), the practical experience of students in educational agencies helps trainees to develop skills in problem-solving by filling the breaches between theory and practice. Hence, what students learned

at school can be practiced at educational agencies. Another study on collaborative problem solving indicates that collaborative partnerships or teamwork with stakeholders in a country or globe to give solutions to problems fosters the development of problem-solving skills. It is true that when trainees or workers endeavor to solve problems, they also develop the skill of critical thinking. A good decision-making process goes through the process of getting information and analyzing the information (Flore, et al., 2017). So, collaborative partnerships between colleges of teacher education and educational offices develop the skills of critical thinking and problem solving because trainees face multifaceted problems as they expose themselves to schools and educational offices.

Flore (2017) asserts that skills of problem-solving can be developed by working collaboratively with partners. When there are complex challenges to solve individually, collaborative partnerships or the working together of groups can easily come up with a solution and this develops the skills of problem-solving through a combined effort of the partners. This indicates, that when different partners join together to accomplish an effective task, this will foster the skills of critical thinking and development solving. In the context of this study, student-teachers develop their skills of critical thinking and problem solving as they are exposed to schools and educational offices for practical work.

The Organization for Economic Cooperation and Development underscores the significance of assessing students based on the skills they developed. The collaborative skills of problem-solving are attained through collaborative work with partners and it has become one of the core skills of the 21st century (OECD, 2013). In this case, different

stakeholders work together to come up with a solution to problems. This supports developing the skills of critical thinking and problem-solving.

Therefore, the skills of critical thinking and problem solving are core skills in the 21st century. They are best developed if two or more stakeholders or groups of people work together by combining their resources. The major goal of collaborative partnerships is developing the skills of trainees by combining different resources of stakeholders. It is also called collaborative problem-solving skills.

Research Conducting Skills

Research skill refers to the ability to collect information, organize, analyze and interpret the findings of a specific problem. Academic research is the investigation into some problems. It does not only investigate but also involves critical analysis of a subject (The National University of Ireland, 2021). From the context of teacher education, research skill refers to a methodological tool for unlocking different problems in the realm of education. Professional teachers and student-teachers engage in different action research activities to come up with practical solutions. Research skills are tools to solve the challenges of life in the 21st century. The skills of literature review, data collection, analysis, and interpretation of data are mandatory for teachers. The skill is considered a method of making education so practical (Froehlich, Hobusch, & Moeslinger, 2021). Thus, the skill of conducting research is a key to connecting education to practical skills and for teachers to be professional they need the kill.

Collaborative partnerships and skills in conducting research.

According to BERA-RSA (2014) Skill of conducting research is viewed as a mandatory skill for teachers because there are problems that need to be investigated and given solutions such as the significance of action research can't be undermined. This skill of conducting research is attained through the work of collaborative partnerships between educators or researchers from teacher training colleges and teachers. Hence, the trainees, teachers, and educators' skill in conducting research is developed through the working together of colleges and schools. Furthermore, Farrell (2021) confirmed that collaborative partnerships among institutions improve practicum and develop the skills of conducting research for teachers and educators. When student-teachers have collaborative work with school teachers there is a chance for student-teachers to conduct action research. Finally, collaborative partnerships develop the skills of inquiry of the student-teachers. Halasz (2016) articulated that the collaborative partnership helps the educators develop the skill of conducting research by helping them to have new exposure at schools.

Communication Skills

Communication is the use of interpersonal and literacy skills such as reading, writing, speaking, and listening by trainees so that they can deliver their ideas effectively in the process of teaching and learning. It is also true that the skill of communication goes hand in hand with collaborative skills (Urbani, 2017). Thus, the skill of communication develops as student-teachers have exposure to educational offices. Moreover, when the trainees have the skill of communication they can work with others collaboratively and this helps them to develop the skill of collaboration. Communication helps teachers effectively achieve the objectives of the teaching and learning process.

These days, the use of technology has increased and facilitated communication with distant people. It has become very easy for people to communicate with others and make relationships using modern technologies that are as email, chat, and social networking. This has helped teachers, students, and school administrators to easily share their ideas within and without organizations. It has become very common for teachers to communicate with their students using different electronic tools. Online learning and teaching have become the norm of the day (Laar, Deursen, Dijk, & Haan, 2020).

The use of ICT is considered an important tool for the effective communication of teachers with students, teachers with teachers, students with students, and other stakeholders. Thus, teachers and student-teachers need to develop the literacy of technology to effectively communicate with each other and with others. That is why the skill of communication has been considered one of the core skills of the 21st century and it is linked with technology literacy (Martin, Oliva, Lopez, & Aranda, 2017). Student-teachers, teachers, and educators develop the skill of communication as they are linked to educational agencies through collaborative partnerships.

According to Martin, Oliva, Lopez and Aranda (2017) teachers and students lack communication skills and technology literacy. This has been considered one of the challenges that diminution the professionalism of teachers. However, having the skills in communication has become one of the core skills of the 21st century. Collaborative partnerships aim to bridge this important skill as colleges and schools connect their resources.

Collaborative partnerships and the skill of communication.

In his study, Fekadu (2012) confirmed that the communication between school and college teachers in Ethiopia is poor. However, effective collaborative partnerships between colleges of teacher education develop the student-teachers, school-teachers, and college teachers' skills of communication. The students' skills of communication develop as they are in contact with people at educational agencies through the collaborative partnerships model. This also will lead student-teachers to develop the skill of working together or collaborative skills.

The skill of communication and working together as a partner has become substantial in the 21st century and this skill prepares students for their future careers. In collaborative partnerships, it is crucial to have skills of communication such as verbal, written, and non-verbal communication. The most important aspect of the success of any job is the effective communication of stakeholders (Burnage, 2018).

Skills of Creativity and Innovation

The team of the 21st century (n.d.) explains creativity and innovation skills as creativity is an important skill because it surfaces new ideas which were not there before and it may be an endeavor of an individual or group. It is a key to unlocking daily problems. Innovation is the process of creating new ideas. So, it is difficult to be innovative without being creative.

Creativity and innovation skills have become crucial to solving problems of the 21st century and they are key tools for the sustainable development of an economy; without these skills, a country will be left behind with old methods of teaching and technology. Their importance in this new century is indispensable. However, the two skills go together because it is impossible to innovate something without the skill of creativity (Aranda, et al., 2020).

The skill of creativity is seen as a horizontal skill that enables the application of other innovative skills. In this case, creativity skill is an antecedent skill for innovation skills (Aranda, 2020). Thus, the skill of creativity and innovation cannot be separated and they are significant skills of the century. So, there should be a method to make them applicable in colleges of teacher education; without these skills, teachers could never come up with new methodologies and students do not gain new skills. This is why the study tries to explore the collaborative partnership amongst stakeholders to develop core skills.

Collaborative partnerships and skills of creativity and innovation.

OECD (2015) confirmed that Collaborative Partnerships are very crucial in developing the skills of creativity and innovation by bridging the theory and practice. Thus the collaborative partnerships between colleges of teacher education and educational agencies foster the skills of innovation and creativity. In that trainees obtain knowledge from their respective colleges, but skills (how to do) are from educational agencies. Moreover, Halvorsen (2014) noted that the effective working together of parties help develops the skill of innovation and flexibility. Thus, the skill of conducting research is a significant skill for teachers, and when colleges of teacher education work together with other stakeholders, student-teachers, teachers, and educators develop the skill. The exposure helps them to come across different problems which need practical solutions. This indicates teachers can't be part of solutions until they develop this skill of the 21st century. According to Halsaz (2016), collaborative partnerships develop the teacher educators' skill of innovation by participating in real-world experience.

Life and Career Skills

The 21st century has given focused on different skills which are helpful to know, and do and skills to live together. These skills are crucial for students to develop academic and practical life. Life and career skills are among the different skills for the century which are needed to resolve the current social and economic challenges (Chalkiadaki, 2018). This indicates that life and career skills are the important skills of the century that give students the ability to do and live together successfully in the global community.

The Partnerships for the 21st Century Skills Team (2010) explains life and career skills in the following ways; Life and career skills are the skills that are important to explore the working environment so that trainees fit into the global market. These skills include the ability to adapt to changes in jobs responsibility, and different job roles, be flexible to incorporate ideas effectively and work individually and collaboratively.

Paiwithayasiritham and Yanpechaset (2021) indicated that one of the guidelines to enhance the life and career skills of student teachers is by encouraging them to have exposure to real-life experiences. The other guideline is helping trainees to have knowledge about life and career skills that is by offering courses related to the skill. Thus, student teachers must develop both knowledge about the skill and practical experience to develop the skill. A partnership of teacher training colleges with educational offices and schools are important models for students to help them develop the skills of life and career. When students have exposure to different educational offices, they start to develop these skills as they work together with others in different places. Therefore, the collaborative partnership model fosters the development of life and career skills so that trainees become successful in their life careers.

Developing the Core Skills in Colleges of Teachers' Education

To know how to develop the core skills of the 21st century is very crucial because it may be difficult to teach in an educational institution where that is stuck to the transmission model of teaching. Snyder (n.d.) confirmed that a good learning environment that aids students with applicable knowledge helps them develop the skills. The skills require practice. And they are crucial for students to solve real-world challenges.

Saavedra and Opfer (as cited in Erdem, 2019) suggested strategies to teach the core skills of the 21st century. First, the curriculum should be updated considering the lives of students and the situation of a country. Moreover, the curriculum should help the students see the big picture by including generative topics. Second, students should learn about the core skills of the 21st century so that they can grasp the basic understanding. Third, the development of lower-order skills such as remembering, understanding, and applying, and higher-order skills such as analyzing, evaluating, and creating is crucial. Fourth, transfer learning from one institution to another. In this study, allowing students to have exposure to real-life situations such as educational agencies or industries. Fifth, student-centered learning is important which means helping students to learn by themselves just by giving them some guidance. Six, helping students to learn what they need. Seventh, helping the students to develop new ideas. Eighth, transfer the learners to new contexts using modern technology. Lastly, helping students to develop core skills.

In brief, developing the core skills in teacher training colleges is possible by creating a connection between educational agencies using the collaborative partnership model because the model helps the students to implement the higher-order skills, they will have a new exposure, it encourages student-centered learning, and students learn from the real-world situation. Students learn lower-order skills from their teachers but what is lacking is developing the higher-order skills which can be grasped through practical learning. As has been observed above, the first step in developing the skills of the 21st century is designing and developing the curriculum by considering the lives of students and the situation of a country.

Curriculum for the 21st Century Skills and Collaborative Partnerships.

To develop the skills of the 21s century curriculum has to be designed to go in line with the core skills. Designing and developing a curriculum that fosters the development of key skills of the century is the first criterion. It is impossible to develop these skills without the prior development of the curriculum. Hence, it is crucial to develop competence or skills-based curriculum because it helps the trainees to acquaint themselves with the world of work while they are at school. It also helps students to have the necessary knowledge, skills, and ability so that they can apply them later after school. It is also responsible for producing graduates who are professionals (Mulder, 2012). Therefore, the competence or skill-based curriculum is aimed at producing students with the required competencies.

Learning objectives measure the knowledge and skills or competencies of students and they are specific, measurable, attainable, realistic, and time-bound (SMART). It is measured in terms of its outcome and the outcome may be knowledge, skill, or change in attitude, but competencies are skills that help the learners to perform their jobs effectively. The University of Connecticut (as cited in Stokes, 2016) compared the learning objectives and competencies as learning objectives are essential learning that learners have achieved and demonstrate at the end of the lesson but competencies are applied skills and knowledge that people use to successfully perform a task. In other saying, the learning objectives focus on the three domains, cognitive, affective, and psychomotor, but competencies are integrated and applied practices. If a school wants learners to develop competencies, it should be student-centered.

Dewey's work (as cited in Byrne, Downey & Souza, 2013) suggests that education should have the aim of providing a democratic, child-centered, progressive curriculum to develop pupils to become learners for life rather than treating them as repositories of knowledge. Competence-based curriculum (CBC) is the curriculum of the 21st century because it provides students with the core skills of the century such as skills of critical thinking, problem-solving, lifelong learning, communicative skills, leadership skills, national responsibility, cultural development, and other skills. According to some scholars skill-based curriculum significantly improves the academic performance of college students and helps them to cultivate their core competencies/skills (Gu & Zhao, 2018).

Competency-Based Curriculum (CBC) is designed with the expectation of evolving trainees' skills of the 21st century by helping them be engaged in learning exercises, activities, and experiences. To achieve an effective and efficient competency-based knowledge collaborative engagement with external partners, and institutional commitment are crucial (Bull, Patterson, Dunston, Wilbur, & Simpson, 2017).

This paper focuses on collaborative partnerships as a means of developing the competencies or skills of students to meet the demands of the century.

The 21st-century skills or competencies learned at teacher training colleges and developed at the workplace through collaborative partnerships are important to ensure productivity and competitiveness, economic growth, poverty alleviation, and other benefits (Rolleston, 2013). If education does not meet the demands of a country in its endeavor to grow and develop by helping its citizens to live a better life, it does not have any benefit (Tadese, 2020).

Studies indicated that schools are not preparing students to be productive citizens of the world. For example, Keating (2016) found out that schools used to prepare students to be productive citizens by preparing them for industries and to face real-life situations, but they have failed to prepare them now because they have not bridged the theory with practice. Johnston (1994) also mentioned that inadequate knowledge and skills have become the greatest challenges of the time. Our society at large is in a serious need of developing the skills of the 21st century such as skills of problem-solving or reasoning, conducting research, communication, etc. The problem goes to adults and in a recent study, fewer than 13 percent of adults can identify the main arguments in a newspaper article. Current estimates suggest that 25 percent of American adults are functionally illiterate. The World Bank research (2019) indicated that countries have got a significant increase in the enrolment of children, but that does not mean children get adequate learning. Many children reach young adulthood without developing the necessary skills. This is because schools do not give much attention to what teachers teach and know. Generally, a competency-based curriculum is the curriculum of the 21st century as it fosters students learning of core skills.

Therefore, a collaborative partnership is a powerful way of improving students' knowledge and skills. The novice teachers suffer from a lack of practical skill in the classrooms, at the same time, the experienced teachers lack research-based knowledge in improving the skills of students; in both cases, partnerships between schools and teacher institutions help the student-teachers to have an exposure to the practical classroom situations and it also helps the educators to implement their theoretical knowledge and conduct research when they face challenges at school. The research-based knowledge

contributes to improving the teaching and learning process. Coburn and Penuel (2016) confirm that the partnerships between schools and universities bring improved practice and results for students.

Collaboration is also considered the key ingredient to the success of students. It is a life skill that provides students with decision-making skills which is necessary to produce a productive workforce (National Education Association, 2010). Partnerships benefit students by aiding them in developing problem-solving skills, decision-making skills, and helping them to become innovative. In brief, a collaborative partnership is key to the effective development of the core skills of the 21st century. In this century, learners are expected of developing core skills. Collaborative partnerships aim to develop the necessary skills by connecting colleges of teacher education to educational agencies.

The curriculum for the 21st century or Competency-Based Curriculum (CBC) aims to achieve competencies that are needed and linked to the workplace by connecting colleges and industries. The competency-based curriculum should embody learning activities designed to equip students with the competencies or core skills of the century. The Competency-Based Curriculum influenced the design and delivery of vocational education in different countries such as the United Kingdom and Australia. There are at least two reasons for implementing CBC in institutions of teacher education that is to guide the method of assessment and to develop specific skills needed by educational agencies. In brief, CBC is a curriculum organized and developed around competencies required for practice (Kim, 2015).

In the U.S. education system, the skill-based curriculum is considered the direct opposite of traditional education in that the skill/competence-based curriculum is active

learning, collaboration, outcome-based, research-driven, student-centered, and uses multimedia and high-order thinking. On contrary, in the traditional education system, the lesson is time-based, the learning is passive, isolation, textbook-driven, teacher-centered, and uses print and memorization (Kellog, 2018). Hence, for the collaborative partnerships model to be effective in developing the skills of students, the curriculum has to be skill or competency-based.

According to Ruth (2019) the adoption of CBC, in African Countries, helps its citizens to acquire skills needed at the workplace. To implement CBC in the classroom, governments should Africanize the CBC. The current curriculum has to be modified or reformed by considering the challenges of Africa. In this case, teachers are important either in reforming the curriculum or implementing the curriculum. The collaborative partnership between colleges of teacher education and educational agencies is crucial in implementing the skills of the 21st century. In Eastern Africa, countries need to sign an agreement form called Africa harmonization policies and the policy demands the adoption of competency or skill-based curriculum from the developed countries. However, Tadese and Kinuthia (2020) stated that the adoption has got many challenges because it has not brought into consideration the nature of African students and classrooms. This indicates that African countries need to formulate and implement their skill-based curriculum by considering the context of Africa.

In Ethiopia, the Colleges of Teachers' Education need a paradigm shift because teachers need competencies, they lack knowledge, teaching skills, and techniques, there is a gap between the expectations and teacher education and there are insufficient links between teacher training institutions and schools. The secondary teacher education

program is guided by a constructivist approach whereby the teaching and learning process should be two ways (Negasi, 2015). Thus, the introduction of a competency-based curriculum and partnerships between teacher training institutions and schools are substantial.

In Ethiopia teachers and center of competency experts' awareness of the nature, focus, assessment, and the development of competence/skill-based curriculum were found to be inadequate (Likisa, 2018). The developed countries have been using the competence-based curriculum in their schools; however, Ethiopia has been following the knowledge-based or teacher-centered education that is obsolete (Tadese & Kinuthia, 2020).

Mostly the graduates from the teacher training institutes lack the core skills of the 21st century that are needed in the workplace. Collaborative partnership is aimed to bridge the gap between theory and practice between teacher education institutions and educational agencies by helping the graduates to develop the core skills needed in the workplace. In a very specific way, collaborative partnerships serve as a method to develop and implement the trainees' core skills.

In Ethiopia, Demelash (2014) found out that the level of integration of the skill-based curriculum into teacher training colleges and schools is low. At colleges of teacher education, there is a lack of skillful trainers and this affects the development of the core skills of the 21st century. Ruth (2019) also suggested the need for changing the traditional method of teaching into a student-centered one by employing skill based curriculum in the teaching profession.

Hence, there should be a shift in assessment methods, classroom organization, and preparation of classroom materials. There is a lack of linkage between colleges of teacher education and educational agencies.

Ruth (2019) pointed out that the purpose of countries in incorporating the skill-based curriculum into their school systems varies. In Rwanda, the skill or competency-based curriculum is aimed to link education with industry. In Cameroon, the purpose of introducing the skill-based curriculum is to provide school leavers with the necessary knowledge, skills, and attitudes. In Indonesia, the skill-based curriculum is introduced to shift the role of teachers to become facilitators. In the USA, the skill-based curriculum is introduced due to the low performance of students and to increase the quality of education. In European counties, a skill-based curriculum is aimed to tackle the lack of the necessary competencies/skills which results in unemployment. In Tanzania, a skill-based curriculum is introduced due to the quality of education and to create a link between graduates and the job market. In Ethiopia, the current curriculum aims at developing the core skills of the 21st century.

Hence, the skill-based curriculum or the competency-based curriculum is considered the curriculum of the 21st century as it considers modern challenges and helps the development of the core skills of the century. It is impossible to foster the development of trainees' skills without incorporating the core skills of the 21st century in the skill or competency-based curriculum.

Summary of Review of Related Literature and Studies

This chapter highlighted the significance of collaborating Partnerships as a tool to develop the core skills or competencies of the 21st century. Three major types of partnerships are explained; namely, separatist, consultation, and pedagogical partnerships. Moreover, partnerships with other stakeholders such as teacher-parent partnerships and school-community partnerships are underscored.

Teacher training colleges in Ethiopia lack qualified teachers who are endowed with the core skills of the 21st century. The country's teacher education program is under reform to produce competent teachers who can meet the demands of the country's developmental goals.

Concerning educational agencies, there are different challenges, but the major challenge is the lack of connection between theory and practice and the methodology that teacher training colleges and schools use the rote method or lecture method. For example, at the kindergarten level, teachers lack the competencies to train the children with basic skills. In primary education, the major challenge is again the teachers lack skills to bridge between and practice, and the lack of pedagogical centers affects the development of students' core skills in the 21st century. In secondary education, the lack of pedagogical and other core skills of teachers affected the students' learning. Thus, the learning outcomes of students are low. Therefore, the major challenge in kindergarten, primary, and secondary schools is the lack of the core skills of teachers which results in producing students that are not prepared to meet the challenges of the century.

Generally, the literature review and related studies highlighted the need for developing collaborative partnerships to develop the core skills of the 21st century.

Hence, there needs more research to evaluate the collaborative partnerships between colleges of teacher education and educational agencies with the aim of developing the core skills of the 21st century. The study aims to add applicable knowledge as there is no research conducted by connecting collaborative partnerships with the development of the core skills of the 21st century.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the research methodology that includes the following: research design, population and sampling techniques, research instruments, data-gathering procedures, statistical treatment of data, and ethical considerations.

Research Design

The research design is a plan to answer research question, but a research method is a strategy used to implement the plan. The research design is the proposal for the collection, measurement, and analysis of data (Barbara, 2020). It is the glue that holds all the elements in research together. It is the plan concaved to obtain answers to research questions and control variance. It is necessary to make the smooth sailing of research procedures. To build economical and attractive construction, a blueprint is important. Similarly, the research design is needed to plan the data collection and analysis of the research (Islamia, 2016).

To investigate, describe, and evaluation on the use of collaborative partnerships between colleges of teacher education and educational agencies and its effectiveness in developing the core skills of the 21st century, this researcher used an explanatory sequential research design. According to Schoonenboom and Johnson (2017), explanatory sequential design helps a researcher combine elements of qualitative and quantitative research methods. In this case, data was gathered sequentially.

This method helps the researcher to combine elements of qualitative and quantitative research approaches that are for the broad purposes of breadth and depth of understanding and corroboration. Moreover, the results of the qualitative will assist the findings of a quantitative study.

The components are indicated as QUAL and QUAN. The method is quantitative because it dealt with descriptive in explaining the types of collaborative partnerships, the extent to which educational institutions in employing collaborative partnerships, and the challenges to implement collaborative partnerships. Friedman and Wilcoxon statistical tests (non-parametric statistical tool) were used to checking whether there was a significant difference between the ratings of teachers at teacher training colleges and schools and between the ratings of teachers and student-teachers about the development of student-teacher skills through collaborative partnerships.

To analyze the variables, the study also used qualitative techniques because it gathered data using interviews with limited respondents. This helps to answer and explain the research questions comprehensively. The findings from both quantitative and qualitative were integrated during the final results of the study.

Research locale

Ethiopia comprises eleven administrative regions, namely Afar, Amhara, Oromia, Benishangul Gumuz, Dire Dawa, Gambela, Harari, Tigray, Sidama, and Southern Nations, Nationalities and Peoples Region (SNNPR) regions, and the South-west region. The research was conducted in the selected Colleges of teacher education and secondary schools of the Oromia, Sidama, South West Ethiopia Region, and the Southern Nations, Nationalities, and Peoples' Regions in Ethiopia.

Moreover, the regions comprise different secondary schools which are in the vicinity of the selected colleges for the study. Thus, the research was conducted in the four regions of the country because of logistical problems in other regions.

Population

The population is defined as, "the set of individuals, items, or objects whose characteristics are being studied, and the population that is being studied are also called the target population" (Role, 2017, p. 2). Out of the total 32 colleges of teacher education, this study aimed to sample four colleges of teacher education.

The target population of college teachers, secondary school teachers, and student-teachers at the seven colleges of teacher education and the secondary schools in the vicinity of the specific colleges and school principals, college administration, and zone education office is 6070 (Girma, G., Teshome, Foad, Yarcho, &Terefe, 2022). The researcher sampled 874 of them.

According to Gill (2010) with a confidence level of 95%, and Margin of error of 5%, and a population variance of 50% (researchers suggest maximizing variance), and with a population size around10, 000 the sample size is 370. However, the researcher sampled 874 respondents. According to Gay, Mills, and Airasian (2018), if the population is more than 5000, the sample size is 400; however, the researcher's sample size of college teachers, school teachers, and student teachers is 853 which is above the required size. Finally, all the principals were sampled which is 100%. Thus, the samples were considered adequate for descriptive research and non-parametric tests.

Sampling Techniques

The researcher used different sampling techniques. The purposive sampling technique was used for the Colleges of Teachers' Education because the number of colleges was limited and all were included in the sampling. The researcher targets sample school teachers from 35 secondary schools. Purposive sampling was used for secondary schools based on their availability. The purposive sampling technique was employed for the officers of the district education office, and zone education office because they are limited in number. It is the most cost-effective, time-efficient, and appropriate technique when there are limited numbers of primary sources of data.

The researcher also used simple random sampling to choose, Instructors, and school teachers who participated in the study. The stratified sampling technique was used for student-teachers because there were different departments and students were grouped based on departments. Then the simple random sampling technique was employed for each department. Thus, both stratified and simple random sampling techniques were used for the student-teachers. The stratified sampling was used because student-teachers had different departments or strata and they were grouped based on their characteristics. Then, from each department to choose samples, the researcher used simple random sampling. The simple random sampling technique was used to include principals/ head officers in the survey.

Table 2

Total Respondents for the Study

Respondents	Total Population	Sample Taken
Student-Teachers	3851	357
Secondary school Teachers	1750	306
College Instructors	420	190
School Principals	35	7
College Administration	7	7
Zone Education office	7	7
Total	6070	874

Research Instruments

The instrument for this study was mainly a self-constructed questionnaire. According to Debois (2019), a questionnaire is an instrument for collecting data and it involves asking given subjects to respond. There are many advantages associated with using questionnaires such as its affordability to gather quantitative data as it can be done by placing on a website or emailing to customers, its practicability of targeting groups or it can be managed in various ways, it offers a quick way to get results, it allows researchers to gather information from a large audience (scalability), its comparability implies that errors due to translation have to be minimized, its nature of being quantitative allows easy analysis of results, and the anonymity of its respondents. Generally, it is relatively quick to collect information using a questionnaire.

Interviews are a flexible and useful method of data collection and they are appropriate for collecting information on the experiences of participants. Its flexibility is

one of the greatest strengths it has. It helps to facilitate the collection of large amounts of in-depth data. One-to-one interviews are good for providing valuable information (Coughlan, 2016). Hence, the researcher used both questionnaires and interview questions to arrive at the right conclusion by answering the study questions.

This study used questionnaires (APPENDIX A, B, and C) and an interview guide (APPENDIX D) to get information from teachers, head teachers (school principals), and officers. The questionnaires were constructed by the researcher. The instruments were prepared from the literature review. The researcher prepared two questionnaires for teachers or instructors and student-teachers. The researcher also used interview guides for school principals, officers, and college administration.

The teacher questionnaire had close-ended questions (questions 1-5 from the demographic information and 1-23 from the agreement level questions)comprised of demographic information, types of partnerships, the extent of using collaborative partnerships, collaborative partnerships, and students' skills or competencies and challenges to developing collaborative partnerships; it also comprised open-ended questions (31-34). It was expected of the teachers to tick against the number that described best regarding the extent of usage and write to answer the open-ended questions.

The school teachers' and college instructors' questionnaires used the following scales:

4……To a great extent

3……To a moderate extent

2……To a lesser extent

1……Not at all

The student teachers' questionnaire also had closed-ended questions (questions 1-12); it comprised of questions about demographic information, skills of students, and questions about collaborative partnerships, and students' skills or competencies. It also had open-ended question (question 15).

Student-teachers were expected to tick against the numbers to indicate the extent of the relationship between collaborative partnerships and students' skills or competencies.

4……To a great extent

3……To a moderate extent

2……To a lesser extent

1.....Not at all

The interview guide questions were prepared for school principals, officers, and college administration. The guide comprised demographic information, and interview guides that ask their opinions regarding different questions. Interview questions helped the researcher to get in-depth information regarding the issues under investigation. During the process of conducting the interview, the researcher also considered audio recording for easy transcription later. In this case, the researcher ensured validity by employing triangulation that is by gathering data using a variety of methods. According to Kulkami (2013) triangulation is the use of a variety of data collecting methods that is to ensure validity and capture important information. Particularly, credibility or internal validity can be ensured by using triangulation, and transferability or external validity can be ensured by using the right research methodology and interpretation of the results.

Thus, the researcher used transcription, observation, and asking the selected respondents to fill out the interview guide.

Validity and Reliability of the Instruments

Validity is about the truthfulness of measurement and reliability is the stability or consistency of measurement; both increase transparency and decrease researcher bias. In brief, validity is measuring what is intended to measure. A valid tool should be reliable, but a reliable tool may not necessarily be valid (Haradhan, 2017). So, the researcher used different techniques to affirm the validity and reliability of the questionnaire which is for the trustworthiness of the findings and to conduct effective research. To affirm validity the researcher considered face validity, content validity, criterion validity, and construct validity. To affirm reliability the researcher measured the alpha coefficient. These techniques are explained below.

Price, Jhangiani, and Chiang (2015) expounded that validity is the extent to which the scores represent the variables that they are intended to measure. Face validity appears on its face to measure the construct of interest. A questionnaire has good qualities when seen from an expert's angle, but this is the measurement from the perspective of people's intuitions. Thus, face validity is a subjective judgment of people, including researchers and experts. Face validity deals with the appearance, readability, formatting, and clarity of the languages that have been used in the questionnaire. Hence, to confirm the face validity, experts (the supervisors) looked at the items in the questionnaire and suggested if they were valid to measure the concept. Content validity deals with the extent to which a measure covers the construct of interest.

To confirm content validity, the researcher developed the survey instrument from the review of related literature by considering the research questions.

Criterion validity deals with the extent to which people's scores are correlated with the already known criterion. It also deals with to what extent a measure is related to an outcome. To assess criterion validity, the researcher defined the expected outcomes using the null hypothesis. The null hypothesis will be statistically tested by comparing it with the alternative hypothesis. Then the decision of accepting or rejection of the outcome will be decided. Construct validity is the extent to which the questionnaires test the hypothesis and theory or the intended construct. Moreover, the researcher consulted the advisors to check whether or not the questions on the survey were representative of the research questions. To measure construct validity the items in the questionnaires was developed carefully by considering relevant questions. In this case, to evaluate the collaborative partnerships between teacher training colleges and educational offices, relevant questions were included so that they were rated by the respondents.

Reliability deals with the consistency of a measure. When researchers measure a construct that they assume is consistent then the scores they obtain should also be consistent across time and this type of reliability is called test-retest reliability. The questionnaire was given twice and checked if the results which were obtained were similar. This was calculated using a software called Statistical Package for Social Sciences version 21. According to Role (2017) if the alpha coefficient is >0.90 very highly reliable, 0.80-0.90 highly reliable, 0.70-0.79 reliable, 0.60-0.69 marginally reliable and < 0.60 is considered as unacceptably low reliability. Hence, for this study, if the alpha value is .60 and above it is considered reliable.

In line with this, the researcher used the result of Cronbach's Alpha for teachers' questionnaires and student-teachers questionnaires. The reliability coefficients were checked after the pilot study that was done at Hosanna College of teacher Education and secondary schools in the town. The reliability was above 60% meaning the instruments were considered reliable and the items in the questionnaires were not ambiguous. To raise the reliability some items that were less than .30 were deleted.

The other reliability is internal consistency which is the consistency of people's responses across the items on multiple item measures (Price, 2015). To check the internal consistency of the questionnaires, the pilot study was conducted and it was found to be reliable. It indicates, the items on a test were interrelated and consistent with one another. To check the internal consistency of the interview guide, it was given to another interviewer to interview the interviewee, then the researcher used the same interview guide questions to ask the same person and the results of the interview were almost the same. Hence, the outcomes of the interview guide were considered reliable.

To establish the reliability of the research instruments, from the seven teacher training colleges in Ethiopia, it was proposed to conduct the pilot study at Hosanna College of Teacher Education. The proposed month was in January 2021. The researcher requested the University of Eastern Africa, Baraton Office of the Director of Graduate Studies and Research for an introduction letter to the colleges of teacher education and he also developed documentation from the regional, zone, and wereda education offices before going for the pilot study. Moreover, the consent procedures that were mentioned in the data gathering procedures were followed.

The researcher conducted a pilot study in Hosanna college of Teacher Education from January 31, 2022, up to February 4, 2022, and the secondary schools in the town of Hosanna. A total of 109 respondents participated in the study. These are 31 instructors, 30 school teachers, and 48 student-teachers participated in the pilot study. Then the researcher coded the items and encoded them in the SPSS. Finally, Cronbach's alpha was calculated using SPSS to check the internal consistency of the items in the questionnaires. Cronbach's alpha was calculated for college teachers, secondary school teachers, and student-teachers questionnaires (APPENDIX E). The following is the summary of reliability coefficients for the college teachers, school teachers, and student-teachers:

Table 3

College Teachers' Questionnaire summary of Reliability Coefficients

ITEMS	Cronbach's Alpha	Number of items
Models of Partnerships	.630	9
The extent of instructors' help to develop core skills of the 21st century	.784	5
Collaborative partnerships and the trainees' core skills of the 21st century	.936	6
Challenges to developing a collaborative partnerships	.666	8

Table 4

School Teachers' Questionnaire Summary of Reliability Coefficients

ITEMS	Cronbach's Alpha	Number of items
Models of Partnerships	.85	9
The extent of school teachers' help to develop core skills of the 21st century	.677	5
Collaborative partnerships and the trainees' core skills of the 21st century	.809	6
Challenges to developing a collaborative partnerships	.742	9

Table 5

Student-Teachers' Questionnaire Summary of Reliability Coefficients

ITEMS	Cronbach's Alpha	Number of items
Collaborative Partnership and Students' Core Skills	.822	12

As can be seen in the summary of reliability coefficients for college teachers, school teachers, and student-teachers, the questionnaires have above .60 Cronbach's alpha values which are considered acceptable. The acceptable alpha value in social sciences is .60 (Mohamad, Sulaiman, Sern, & Mohd, 2015). To improve the degree of reliability and readability of the questionnaire, some of the items were removed, and restructured to make it clear to the respondents. From the models of partnerships part, some of the items that have a low degree of alpha value were restructured, and two of the item were removed to raise the alpha value.

Moreover, from the extent of instructors' help to develop core skills of the 21st century one item is restructured, and from the challenges of developing collaborative partnerships, one item is eliminated from the instruments to raise the alpha value and to make the questionnaires clear to the respondents.

Since the researcher has already observed the English language barrier, it is determined to translate the questionnaire into local languages for data collection. The language barrier is one of the factors that has affected the reliability of some of the items in college instructors and schools questionnaires. Hence, the researcher has translated college instructors, school teachers, and student-teachers questionnaires into a local language.

Data Gathering Procedures

The researcher asked for clearance from the University of Eastern Africa, Baraton Ethical and Review Committee to collect data and office of director of graduate studies and research (APPENDIX E-F). Then, the researcher got clearance from the southern, central, and south-western Ethiopia regional offices of education (APPENDIX G). At each school, college, and educational office, the researcher introduced himself regarding where he came from and the importance of undertaking this study before distributing the questionnaire and asking the interview questions. It was together with the college Academic Dean and school teachers that the researcher was able to access the respondents. Then, the research instruments mainly the questionnaires were taken to the teacher training college after discussing the time with the college administration when to distribute the questionnaires. Student-teachers were given the questionnaire after being selected using random sampling.

The researcher interpreted the research questions in Amharic so that they could understand the questions. At the same time, the interview questions were presented to the college administration. Then, the next step was taking the questionnaire to the randomly selected schools. Then, teachers were given the questionnaire after the researcher explained how to fill it out and the attention that they needed to give while they were filling the questionnaires. Lastly, the interview guide questions were taken to the district education offices and the interview was conducted. The responses were noted on the interview guide and recorded using a voice recorder.

All questions were checked to know whether they were filled out properly or not. After everything was done accurately, the researcher collected the questionnaires and put them properly for analysis. Qualitative data was gathered from college administrators, school principals and educational offices sequentially.

Statistical Treatment of Data

Statistical treatment is applying any statistical method to data. Treatments are descriptive statistics that summarize data as graphs or summary statistics and inferential statistics which make predictions and test hypotheses (Stephanie, 2016).

After collecting the data, the questionnaires were categorized based on their types such as student-teachers, teachers, and instructors' questionnaires, and also based on the name of the colleges. Then, coding of different data types such as nominal, scale, and ordinal data were identified and assigned numbers (coded) so that it made the data entry easy and convenient. The coded variables were recorded in the codebook. After coding, the data was encoded accordingly into the Statistical Package for Social Science (SPSS)

21st version. Moreover, the qualitative data were coded by labeling and organizing them into different themes.

To analyze the demographic profile of the respondents in terms of gender, level of teaching, and teaching experience, the extent of teachers' help for the student-teachers to develop the core skills, the availability of models of partnerships, the extent of employing collaborative partnerships by teachers, to what extent collaborative partnerships help the development of student-teachers core skills, and the challenges to implementing collaborative partnerships descriptive statistics were used. To check if there was a significant difference at the teacher training college in developing the core skills of the 21st century, the significant difference between the ratings of teachers and student-teachers, collaborative partnerships impact students' skills, and to check the null hypothesis Friedman and Wilcoxon statistical tests (non-parametric statistical tool) were used because they are the appropriate statistical tools to measure ordinal data. To compare more than two dependent variables, Friedman test was used; however, this test does not tell where the significant difference between the dependent variables are. Thus, Wilcoxon test is used to identify where the significant difference between the two dependent variables are.

The qualitative data collected from school principals, college administration, and zone educations were coded and used to explain the quantitative results. Finally, the results were discussed in chapter four in the form of findings.

Ethical Consideration

Researchers must work to protect research participants' autonomy. To ensure the participants' autonomous right to self-determination, the researcher ensured that the participants understood their right to decide in the participation of research studies voluntarily. The participants were informed to feel free to withdraw from the study if at some point they would feel uncomfortable. The principle of beneficence includes freedom from harm, and freedom from exploitation or misuse. Regarding the freedom from harm, there was no psychological harm that was produced by participating in the study. This was done by making the respondents' responses confidential and the participants were informed that they were not coerced that is there were no threats of penalty. All potential risks and benefits to research participants were analyzed and taken care of such as loss of privacy, unforeseen side effects, emotional distress or embarrassment monetary cost, physical discomfort, and loss of time by protecting the respondents' anonymity and by selecting them based on the research questions and requirements. To include any group the random sampling techniques were applied to teachers and student-teachers questionnaires. Any shared information was kept in the strictest confidence (Khandlhar & Barrow, 2019).

The researcher got permission to gather data from the University of Eastern Africa, Baraton ethics committee (APPENDIX E) and regional educational offices. Upon his arrival at the schools, college, and educational offices, the researcher introduced himself to the school administration, principals and students. An opportunity was provided for each participant to ask questions if there was any ambiguity.

Addressing the participants' right to full disclosure, the researcher described why the research was conducted, the participants' willingness to participate in answering the questionnaire, the researcher's responsibilities, and the benefits that were involved as a result of conducting this research. The principle of justice encompasses the right to fair treatment and the right to privacy. The right to privacy was respected because the researcher offered privacy by allowing the persons to fill the questionnaire privately and by treating data that were collected with confidence. The completed questionnaires were only accessible to the researcher and the statistician (advisors).

The anonymity of the respondents was kept by telling them that the information they provide was only for academic purposes and they were told to participate in filling out the form voluntarily. The introduction of the questionnaire explained the purpose of the research and participants were asked to give the appropriate information for the success of the study. All the resources referred to were given proper credit that was to keep the research norm of avoiding plagiarism.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATIONS

This chapter addresses the presentation of findings, analysis and interpretation of the data gathered from the selected colleges of teacher educations and secondary schools from February 14,2022 up to March 24,2022 based on the following orders: Demographic information, extent of instructors help to develop the student-teachers' core skills of the 21st century, comparing the difference in the ratings of college teachers at the selected colleges of teacher education, identifying models of partnerships at the selected colleges of teacher education, identifying the extent of collaborative partnerships in helping to developing the core-skills of the student-teachers based on the ratings of instructors, secondary school teachers, and student-teachers, analyzing the ratings of college instructors, secondary school teachers, and student-teachers to see if collaborative partnerships develop the student-teachers' core skills, investigating the challenges to implement collaborative partnerships based on the ratings of colleges teachers, and secondary schools teachers, and proposing an implementation model based on the findings.

There were questionnaires for college instructors, secondary school teachers, and student-teachers. Before administering data collection the validity and reliability of the instruments were confirmed to analyze the research question. The explanatory mixed method is used to analyze the research questions. In this case, to answer and analyze the research questions related statements from all questionnaires that were used.

The scale used for college teachers, secondary school teachers, and student-teachers was 4-to a great extent, 3-to a moderate extent, 2- to a lesser extent, and 1-not at all. Then, the data were encoded into the Statistical Package for Social Science (SPSS) version 21. The analysis results were displayed in the form of tables. The percentage, frequency, Mean, Standard Deviations, and statistical differences were presented in the form of tables. Preliminary analyses were made under each research question.

The qualitative data collected from school principals, college administrations (leaders), and zone education offices were analyzed to relate to and support the outcome of the quantitative findings. Thus, colleges of Teacher Administrations were coded as CA1, CA1, CA3, CA4, CA5, CA6, and CA7. The school principals were coded as SP1, SP2, SP3, SP4, SP5, SP6, and SP7. The District Education was coded as ZE1, ZE2, ZE3, ZE4, ZE5, ZE6, and ZE7.

Demographic Profile of the Respondents

This part discusses the demographic information of college teachers, school teachers, and student-teachers. The finding of Francisco (2020) indicates that demographic profiles are significant components in determining the teachers' classroom management and skill development of students.

To give detail information about the respondents, the demographic profiles of college teachers, secondary school teachers, and student-teachers were analyzed.

Table 6

Demographic Information for College Teachers

Demographic Variable	*Category*	*F*	%
	Male	177	93.2
Gender	Female	13	6.8
	Total	190	100
Age	30 and below	36	18.9
	Between 31-40	85	44.8
	40 and Above	69	36.3
	Total	190	100
Qualifications	Bachelor's Degree	18	9.5
	Master's Degree	166	87.3
	Ph.D.	6	3.2
	Total	190	100
Experience	5 years and below	12	6.3
	6 to 10 years	43	22.6
	Above 10 years	135	71.1
	Total	190	100

As shown in Table 6, the number of male and female instructors is 177 (93.2%) and 13 (6.8%) consecutively; this indicates the inequality of gender at the selected colleges of teacher education in Ethiopia. The gender disparity has different implications in relation to quality education. According to UNESCO (2019), women teachers are disproportionately affected by policies, and this impacts students' learning outcomes. To improve the skill development of students at different levels of education, particularly at colleges of teacher education, it is fundamental to have the involvement of female educators. It is difficult to develop the core skills of the 21st century without the full involvement of female educators. This is conforming to the following study: According

to Ahiatrogah (2017), women instructors give more emphasis on the development of student's skills, student involvement, collaborative teaching and learning, and considering students' background knowledge than male instructors. Thus, increasing the full contribution of women teachers in the teaching-learning process plays a vital role in improving the quality of education and skill development of students. However, the disparity of female instructors at the selected colleges of teacher education in Ethiopia is very high. In Ethiopia, the number of girls who join higher education, including Colleges of Teachers' Education is small because of cultural impacts such as girls having much responsibility at home, early marriage, sexual harassment from students and teachers, lack of gender sensitivity, and economic factors.

Asfaw (2012) confirmed the above fact in that Girls who have been joining higher institutions in Ethiopia are a quarter as compared of male students and have a high attrition rate because of different cultural impacts. On the contrary, the number of male students who join higher education is high and their attrition rate is low; the 93.2 % of male instructors at the selected colleges of teacher education confirmed the fact. This has affected the skill and collaborative development of students because female teachers use a different approach of collaborative and participatory teaching techniques. The small number of female educators' contributions in the area of teaching could impact the skill development of student-teachers and the achievement of the country's developmental goals. In his findings, Tsegai (2020) described that handling gender disparity in Ethiopia is vital in fulfilling the country's developmental goal of ensuring the quality of education without the full involvement of women educators.

Table 6 shows that 85 (44.8%) of college instructor is between 31-40 years old, 69 (36.3%) is 41 years and above, and 36 (18.9%) is 30 years and below. Thus, age, maturity, and experience go hand in hand. Most of the lecturers are mature and this affects students learning outcomes. Professionally mature teachers effectively develop the knowledge and skills of their students if the situation at the respective colleges is favorable. Moreover, mature lecturers are resources in developing collaborative partnerships with schools because of their development in cultural experiences; this is in agreement with the following finding: Bassey (2016) found out that when the age of lecturers increase, they become mature and their effectiveness to employ effective teaching methods, collaborative teaching, relationship with others (collaborative partnership), their overall teaching efficacy proliferate as compared to lecturers whose age is 30 years and below. The age of college teachers is one of the factors for the effectiveness of teaching because professionally mature teachers have more cultural exposure and are respected by their students.

According to Table 6, the majority of college teachers, 166 (87.3%), have Master's degrees, 18 (9.5%) Bachelor's degrees, and 6 (3.2%) are Ph.D. holders. Teachers' development is a fundamental factor for effective student learning. College teachers' level of education (87% holding Master's) indicated the presence of qualified teachers in the specific colleges of teacher education. Moreover, interview results indicate that all the colleges under investigation have upgraded to university levels. And some staff members have been doing their Ph.D. although the study has not included them.

Thus, highly qualified teachers are key factors in making effective collaborative partnerships and developing the students' core skills of the 21st century. It is in line with the findings of Abebe and Woldehanna (2013), which assert that well-trained teachers are the key factors for improving educational quality and achieving the millennium development goals such as developing universal partnerships and eradicating poverty by ensuring development. Moreover, it is impossible to achieve the millennium development goals of education without developing the core skills of the 21st century and human resources through collaborative partnerships.

Table 6 indicates, most college teachers135 (71%) have above ten years of experience, 43 (22.6%) of them have 6-10 years of experience, and 12 (6.3%) have experience of 5 years and below. Thus, instructors at the investigated Colleges of Teacher Education are experienced; this means teachers have the necessary knowledge, skills, and ability to form partnerships with different stakeholders and train students with the core skills of the 21st century. According to Amante and Geleta (2018), work experience helps teachers attain professional development. It is professional development that helps teachers acquire the necessary knowledge and skills.

Table 7

Demographic Information for School Teachers

Demographic Variable	*Category*	*F*	%
	Male	250	81.7
Gender	Female	56	18.3
	Total	306	100
Age	30 and below	48	15.7
	Between 31-40	158	51.6
	40 and Above	100	32.7
	Total	306	100
Qualifications	Diploma	12	3.9
	Bachelor's Degree	198	64.7
	Master's Degree	96	31.4
	Total	306	100
Experience	5 years and below	31	10.1
	6 to 10 years	66	21.6
	Above 10 years	209	68.3
	Total	306	100

Table 7 indicates that most school teachers, 250 (81.7%), are males, and 56 (18.3%) are females. Thus, there is gender disparity in secondary schools in the towns of Hawassa, Arbaminch, Dilla, Assela, Robe, Jimma, and Bonga. This coincides with data from the World Bank report (2020) that recorded the percentage of female teachers at secondary schools in Ethiopia as 20% and male teachers at 80 %. Thus, the percentage of male teachers is much higher in secondary schools when compared with females.

The inequality of gender implies the outcome of students learning. The findings of Emadi, Said, and Friesen (2019) concurs with it; female teachers teach better than males due to their experience as mothers. But, male teachers do not explain the lesson

objectives as a consequence, it is difficult for students to get the goal and context of the lesson, but 45% of male teachers wrote the lesson objective at the beginning. However, 77% of female teachers wrote and explained lesson objectives. Moreover, female teachers link 83% of the theoretical classes with the practical world by creating activities for which male teachers show less concern. Thus, in the development of the core skills of the 21st century, the positive impact of female teachers is significant compared to male teachers. Therefore, the disparity of gender in secondary schools in Ethiopia has different influences on students learning or performance and it makes the students development of the core skills of the 21st century arduous.

As can be seen from Table 7, 158 (51.6%) of the secondary school teachers are from age 31-to 40, 100(32.7%) of them are 41 years and above, and 48 (15.7%) are 30 years and below. Thus, most secondary school teachers are from middle to older age groups; this means the older workers are working towards accomplishing their commitment and less in reconsidering it. The focus of young workers is mostly on socialization. Avanzi, Cortini, and Crocetti (2012) concur with the above idea that young workers are less connected to the organization they work for, but it is on socializing, and they usually reconsider their commitment. Hence, the secondary schools that was investigated have workers who can contribute to developing students' skills forming partnerships with the stakeholders.

Table 7 shows that 198 (64.7%) of the secondary school teachers have Bachelor's degrees, 96(31.4%) have Master's degrees, and 12 (3.9%) are Diploma holders. Thus, the secondary school teachers have good academic qualification to develop the knowledge and skills of students.

According to UNESCO (2013), the academic qualification for secondary school teachers is a Master's degree or Bachelor's degree in applied areas. Moreover, teachers need to have the mastery to conduct research and develop students' skills. Thus, the secondary school teachers investigated have good academic credentials to teach students the required skills and form collaborative partnerships with stakeholders.

Table 7 shows that most of the secondary school teachers, two hundred and nine (68.3%), have above ten years of teaching experience, 66(21.6%) have 6-10 years of teaching experience, and 31 (10.1%) have five years and below teaching experience which implies secondary school teachers in the researched institutions have adequate work experience to develop competencies rather than transmitting knowledge only. Berger, Girardet, and Vaudroz (2018) reflected a similar opinion that teaching experience is directly related to competency. The more competencies teachers had, the more impact they could do on students' skill growth. Generally, the teaching experience of the school teachers could have impact the students learning outcome by forming a collaboration with their stakeholders.

Table 8

Gender of Student-Teachers

	Frequency	Percent
Male	245	68.6
Female	112	31.4
Total	357	100.0

Table 8 confirms that the number of male student-teachers is 245 (68.6%), and female student-teachers are 112(31.4%).

It is apparent to conclude the actuality of gender inequality. However, the percentage of female student-teachers points to the colleges of teacher education improvement during the intake of students though it requires more emphasis on raising the number of female student-teachers.

College Teachers' Ratings on their Help towards the Core Skills Development of the Student-Teachers

Research question one said: To what extent do instructors at the colleges of teacher educations in East-Central and Southern Ethiopia help the student-teachers to develop the core skills of the 21st century?

a. Critical thinking and problem-solving skills b. research conducting skills c. communication skills d. creativity and innovation skills e. life and career skills

The ratings of college teachers on their help in developing the core skills of the 21st century were addressed consecutively. To analyze research question two, mean scores and standard deviations were employed. The interpretation of the mean scores used the following scale.

Mean Score	Interpretation
3.50-4.00	To a great extent
2.50-3.49	To a moderate extent
1.50-2.49	To a lesser extent
1.00-1.49	Not at all

The above interpretation guidelines apply to college teachers ratings on their help towards developing the core skills of the 21st century. The above interpretation approaches apply to college teachers' ratings on their help in developing the core skills of

the 21st century. As demonstrated, to a great extent, to a moderate, to a lesser extent, and not at all are teachers' ratings.

Interpretation rule for standard deviation (SD): The lower standard deviation indicates that the values spread nearer to the mean (Role, 2017). Zach (2021) explains that there is no single law to decide whether the standard deviation is low or high. But, a coefficient of variation (CV) less than 1 implies a low standard deviation, and greater than or equal to 1 denotes a high standard deviation. To compute the coefficient of variation, divide the standard deviation by the mean. To keep the anonymity of the respondents, Pseudonyms (College of Teacher Education A, College of Teacher Education B, College of Teacher Education C, College of Teacher Education D, College of Teacher Education E, College of Teacher Education F, and College of Teacher Education G, were used instead of actual college names.

Table 9

College Teachers' Ratings on their Help towards the Core Skills Development of the Student-Teachers

Colleges of Teachers' Education (CTE)	Core Skills of the 21st-century											
	Critical thinking & problem-solving		Research Conducting		Communication		Creativity and innovation		Life & Career		Average of each college	
	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD	μ	SD
A	3.13	.730	2.93	.785	3.10	.803	3.03	.850	3.20	.847	3.07	.803
B	2.76	.912	2.75	.799	2.70	.794	2.69	.806	3.00	.983	2.78	.858
C	3.07	.716	2.66	.814	2.90	.759	2.90	.759	3.00	.983	2.89	.806
D	2.53	.681	2.40	.675	2.70	.596	2.63	.669	2.50	.900	2.55	.704
E	2.60	.675	2.70	.702	2.57	.728	2.40	.932	2.27	.980	2.50	.803
F	2.77	.817	2.67	.606	2.67	.758	2.73	.640	2.63	.615	2.69	.687
G	2.50	.527	2.90	.568	2.60	.843	3.00	.667	3.20	.919	2.84	.704
Overall Average	2.76	.722	2.72	.707	2.74	.754	2.76	.760	2.82	.889	2.76	.766

Skills of Critical thinking and Problem-Solving

The college teachers were given questionnaires to fill out by indicating their extent of agreement regarding whether they helped the student-teachers in developing the skills of critical thinking and problem solving. Table 9 shows the findings of their response.

The findings from the Colleges of Teacher Education A-G indicate the mean values of (μ= 3.13, SD= .730; μ= 2.76, SD= .912; μ= 3.07, SD= .716; μ=2.53, SD=.681; μ=2.60, SD=.675; μ=2.77, SD=.817; μ=2.50, SD=.527) respectively; this means, College Teachers help student-teachers in developing their critical thinking and problem-solving skills to the level of a moderate extent (2.5-3.49), and the coefficient of variation (less than 1) implies the consistency of teachers' responses. The standard deviation for all colleges of teacher education have coefficient variation of less than 1 which means the ratings of the respondents were similar and they have understood the question properly.

College teachers' help of student-teachers in developing the skills of critical thinking and problem-solving is to a moderate extent (Laar, 2020). However, Skills of critical thinking and problem-solving are essential skills for student-teachers. The two skills are complementary in that a student doesn't solve a problem without thinking critically or through evaluation of thoughts. It means conceptualization, investigating, and applying the solution to a problem is required. However, solving a problem may demand time, comprehensive thinking, and finding a solution to the problem (Serin, 2013). The skill of critical thinking is an important skill to filter multiple information to solve a problem (Laar, Deursen, Dijk, and Haan, &2020). So, teachers need to help their students develop the skills of critical thinking and problem-solving.

The skills develop when teachers help students to have exposure to the real-world classroom that is where they can experience real-world problems. Then, teachers' help of the students through the implementation of collaborative partnerships is noteworthy in enabling them to have exposure to various worlds other than their college. Yet, the findings indicate that teachers' help in the seven colleges remains in the zone of a moderate extent.

An interview by a college administrator suggests, "The reason why students do not develop the skill is because they are stuffed in their class from the first year until the last except they go for five up to six weeks of teaching practice." It is unthinkable to develop the skills of critical thinking and problem solving to their fullest by lecture only. It requires engaging students in places where they encounter challenges, and leaving the student-teachers to solve the problem by giving some guidance is paramount. Hence, students need to experience the work environment at different times during their stay at the colleges. Murawski (2014) concurs with the idea that creating a classroom environment to develop the skill of critical thinking is a challenge for teachers. However, critical thinking is developed by trainees when the knowledge taught in the classroom is applied in the workplace. Critical thinking is a prerequisite skill for the skill of problem-solving. The skill enables students to invent new ideas that enhance problem-solving skills.

The skill of Conducting Research

Research conducting skill is also related to the skills of critical thinking and problem solving because the main reason for conducting research is to find out solutions to various problems. It is the skill of investigating problems to come up with some solutions (The National University of Ireland, 2021).

The findings, Table 9, revealed that teachers from CTE A, CTE B, CTE C, CTE E, CTE F, and CTE G help to develop the skill of conducting research have the mean and standard deviations of (μ=2.93, SD=.785; μ=2.75, SD=.799; μ=2.66, SD=.814; μ2.70, SD=.702; μ= 2.67, SD=.606; μ=2.90, SD=.568) respectively is to the level of a moderate extent and the standard deviation indicates the consistency of the response. However, teachers from CTE D revealed that teachers' help of the student-teachers in developing the skill of conducting research is a lesser extent, with a mean value of 2.40.

This implied student-teachers graduate without having the skill of conducting research. During the interview, students confirm that they learn about how to conduct a research, but they do not practice the skill by doing it. They spend most of their time in colleges by rehearsing the theoretical part. The finding agrees with Gemeda (2015) that student-teachers lack the skill of conducting research and seeking answers to problems. The researcher recommends the significance of giving training to student-teachers to develop the skill of conducting research and working unassisted. The education system has to integrate theory and practice. Froehlich, Hobusch, and Moelinger (2021) found that research skills are tools to solve the challenge of the 21st-century and make education practical.

Thus, the College Teachers' and administrations' commitment to helping the student-teachers develop the skill of conducting research by forming the students to have exposure to schools and different educational agencies through collaborative partnerships is vital. The values of the standard deviation are small which indicates the scores are uniformly distributed towards the mean.

Communication Skills

Table 9, the findings from CTE A, CTE B, CTE C, CTE D, CTE E, CTE F, and CTE G reveal that college teachers' help in developing the trainees' skills of communication has the mean value and standard deviation of (μ=3.10, SD=.803; μ=2.70, SD= .794; μ=2.90, SD=.759; μ=2.70, SD=.596; μ=2.57, SD=.728; μ=2.67, SD=.758; μ= 2.60, SD=.843) respectively. Thus, the mean values indicate that all are in the moderate extent level (2.5-3.49). Communication skills are required by student-teachers to articulate with others effectively. It does advance by interacting with others. College teachers ought to help the trainees develop this skill. Students can comprehend communication skills, but it grows to the fullest when apprentices can interact with others. The skill goes hand in hand with collaborative skills (Urbani, 2017).

Interview results from CA (college administrators) confirmed that students learn about communication skills but do not have the interest to practice it. This affects college teachers' motivation to help student-teachers develop the skill.

The finding of Becho and Kenta (2020) implies that both college teachers and students have troubles associated with communication skills. Teachers fail to deliver the content properly, and students fail to concentrate.

Thus, the above research finding on college teachers' help towards their students to develop their communication skills implies that teachers in the Colleges of Teachers' Education require to develop their students' communication skills to a great extent. The standard deviation also indicates that the scores are scattered closer to the mean. It indicates a homogeneity of variance.

The skill of communication is noteworthy for student-teachers. If they fail to have it, it affects content delivery, class management, and interactions with students and associates. It conforms to the findings of Khan, Zia, and Manzoor (2017) that students effectively comprehend if teachers have skills of communication and the skill strengthens the connection between teachers and students. Moreover, it increases the level of understanding between instructors, and students. Effective teaching relies most on the skills of communication. Communication helps teachers effectively achieve the objectives of the teaching and learning process. It is also linked with technology literacy (Martin, Oliva, Lopez, & Aranda, 2017). Hence, more work is expected from the instructors to help the student-teachers develop their communication skills.

Creativity and Innovation Skills

The findings from colleges of teacher education in CTE A, CTE B, CTE C, CTE D, CTE F, and CTE G (table 9) indicate that college responses to the question of whether they help the student-teachers develop the skills of creativity and innovation or not have the mean value and standard deviation of (μ=3.03, SD=.850; μ=2.69, SD=.806; μ=2.90, SD=.759; μ=2.63, SD=.669; μ=2.73, SD=.640; and μ=3.00, SD=.667). It indicates that the help is to a moderate extent, which implies much work is required from the college teachers to support the students develop their skills.

The finding from CTE E revealed that the help of the trainees to acquire creativity and innovation skills is to a lesser extent with the mean value and standard deviation of (μ=2.40, .932). The standard deviations closer to the means indicate the homogeneity of variance.

Thus, the skills have been given some degree of attention in all colleges except CTE E. Yet, their help of the students is not to a higher extent. Kettler, Kristen, and Mullet (2018) found that the execution of creativity and innovation skills by teachers and students is not fully applicable in classroom settings because the traditional teaching method still prevails. In Ethiopia, a study conducted by Mahhamoda and Sahin (2019) confirmed that critical thinking and problem-solving skills are developed to a moderate extent because students do not perform well because of their poor academic backgrounds. Teachers' inability to teach the skills is another factor. The skills are directly related the critical thinking skill.

Creativity and innovation are devising new ways of accomplishing things. It is inconceivable to diverge the two; creativity brings new ideas into view, and innovation brings them into practice. To come up with new ideas, one needs the skill of critical thinking. It tells the core skills integrated into each other. These skills are compulsory in teacher training colleges because teachers need new perspectives, practices, methods, techniques, and plans to help students acquire the core skills of the 21st century. Glassman (2016) Confirms that the skill of innovation requires bringing new ideas through creativity, and it may involve taking some risks. To meet the demands of workplaces, students need to acquire the skills.

College administrators, during the interview, confirm that teachers do not have the skills of creativity and innovation to train student-teachers and their focus is mainly on teaching students the theoretical part.

However, the importance of skills in the 21st century is indispensable. It agrees with the findings of Glassman and Opengart (2016) that the skills of creativity and innovation are essential skills to attract the attention of the international community in developing countries. The inclusion of creativity and innovation in many courses indicates the educators' understanding of their significance, at least to some degree. Aranda (2020) confirmed that the skill of creativity and innovation are inseparable skills, and they are crucial skills to solve the problems of the century.

Life and Career Skills

Table 9 shows that instructors at Colleges of Teachers' Education support the growth of the students' life and career skills to a moderate extent with the mean values and standard deviations of, CTE A, CTE B, CTE C, CTE D, CTE F , and CTE G, μ=3.20, SD=.847; μ=3.00, SD=.983; μ=3.00, SD=.983; μ=3.00, SD=.983; μ=2.50, SD=.900; μ=2.63, SD=.615; and μ=3.20, SD=.919 sequentially. CTE E has the mean value and standard deviation of μ=2.27, SD=.980. The lower standard deviations indicated that the values are closer to the mean and not affected by the outliers. It indicates the homogeneity of variance.

It reveals that all Colleges of Teacher Education except CTE E help the student-teachers develop their life and career skills to a moderate level.

CTE E assists students in the work of life and career skills development to a lesser extent; the interview results revealed that CTE E sends its students for teaching practice for 35 days while others send their students for a few more days. Generally, the Colleges of Teacher Education confirmed that instructors' help of the student-teachers to develop the core skills of the 21st century ranges from a lesser to moderate extent. It concurs with Wetchasit, Sirisuthi, and Agsornsua (2020), which say the 21st-century skills of students, including the life and career skills, developed at schools to a moderate level. However, life and career skill are needed to resolve the current social and economic challenges of the century (Chalkiadaki, 2018). The skill introduces the working environment so that trainees fit into the global market (The Partnerships for the 21st-century Skills Team, 2010). One of the guidelines to enhance the life and career skills of student-teachers is encouraging them to have exposure to real-life experiences (Paiwithayasiritham and Yanpechset, 2021).

For teachers to help student-teachers develop the skill of life and career, the collaborative partnerships between Colleges of Teacher Education and educational agencies (schools, other colleges of Teacher Education, communities, parents, educators, policymakers, and other stakeholders) are incredibly significant. It agrees with the finding of the American Association of Colleges of Teacher Education (2010), which says partnerships are exceptionally substantial in transforming the life and career skills of students.

The finding of the average of each College of Teachers' Education indicates that college A does its best in helping students develop the core skills of the 21st-century compared to the rest of the colleges with a Mean value of 3.07, and a standard deviation

of 0.803. In contrast, College E helps its student to a lesser extent with a Mean value of 2.50 and a standard deviation of .803 compared with others. All colleges help their students develop the core skills of the 21st-century to a moderate extent, with Mean values ranging from 2.50 to 3.07. The lower the standard deviation indicates the uniformity of the respondents answer.

Like other skills, life and career skills are skills demanded by students to work with others effectively. Most Colleges of Teacher education assist their trainees in acquiring the skills during the period of apprenticeship. However, trainees ought to develop the skills to practice them for the period of training years.

Therefore, College teachers at the Colleges of Teachers' Education in East-Central and Southern Ethiopia help the student-teachers to develop the core skills of the 21-st century in terms of, skills of critical thinking and problem-solving, conducting research, communication, creativity and innovation, life and career skills range from the lesser to a moderate extent.

The Extent of Collaborative Partnerships to Develop Trainees Skills.

This section analyses the college teachers, school teachers and student Teachers views on whether or not collaborative partnerships develop the core skills of the 21st century.

The research question 2 states as follows: To what extent do collaborative partnerships help to develop the student-teachers' core skills based on the ratings of college teachers, school teachers, and student-teachers at the selected teacher education institutions in East-Central and Southern Ethiopia, in terms of,

1. Critical thinking skills and problem solving; 2. Research conducting skills; 3. Communication skills; 4. Creativity and innovation skills; 5. Life and Career Skills? The interpretation of the mean scores follow the following principles:

Mean Score	Interpretation
3.50-4.00	To a great extent
2.50-3.49	To a moderate extent
1.50-2.49	To a lesser extent
1.00-1.49	Not at all

Ratings of Instructors, School Teachers and Student-Teachers

In this section the ratings of college teachers, school teachers, and student-teachers will be analyzed to see whether collaborative partnerships develop the core skills of the student-teachers.

Table 10

Extent of Collaborative Partnerships to Develop Critical Thinking and Problem-Solving

Item	Raters	N	Mean	SD
Collaborative partnerships help to develop the student-teachers skills of critical thinking and problem-solving	College Teachers	190	3.22	0.728
	School Teachers	306	3.23	0.729
	Student-Teachers	357	3.75	0.482

According to the findings (table 10), college and school teachers rated a moderate extent, with mean values of (μ=3.22, μ=3.23) and standard deviations (SD=0.728, 0.729) consecutively for the item, collaborative partnerships help the student-teachers in developing their skills of critical thinking and problem-solving.

However, the student-teacher rating was, to a great extent, with a mean value of 3.75 and a standard deviation of 0.482. The standard deviation for college and school teachers implies that the response was moderately consistent compared with the student teachers. The standard deviation for the student-teachers demonstrated the homogeneity of variance (the distribution of the scores/informants around the mean is almost equal). It tells that the respondents understood the items correctly and responded uniformly.

Thus, if colleges and schools form collaborative partnerships with each other and other educational agencies, students could cultivate the skills of critical thinking and problem-solving. It is unthinkable to separate critical thinking skills from problem-solving skills and vice versa because it is incomprehensible to solve issues without critically thinking/evaluating. Student teachers' exposure to different educational agencies during their training is noteworthy. When they have disclosure to places (educational agencies), they can practice the skill learned at school. Students can learn the skills of critical thinking and problem-solving in courses, but experiencing the skills has incredible significance. The finding indicated that the demand for students to practice their theoretical knowledge is very high. They preferred to learn applicable lessons in schools and different educational offices to develop their skills than being stuffed in classes during most of their training years. It agrees with AACTE (2010) when it says the collaborative partnerships developed between parties help students acquire critical thinking/problem-solving skills. Huong (2020) confirmed the fact that students' practical experiences of working in educational agencies (offices) help in developing critical thinking/problem-solving skills by filling the breaches between theory and practice.

Flore (2017) asserts that collaborative partnerships develop critical thinking and problem-solving skills.

Therefore, when student-teachers have exposure to the real world, they face different challenges and endeavor to apply their theoretical knowledge and solve it. In the process, they develop the skills of critical thinking/problem-solving. Interview results from college administrators showed that student-teachers have around seven weeks of apprenticeship during their college years which is not enough for them to develop their skills, but it helps to know the situation of their future working atmosphere.

Table 11

Extent of Collaborative Partnerships to Develop Research Conducting Skills

Item	Raters	N	Mean	Std. Deviation
Collaborative partnerships help to develop the student-teachers' skills of conducting research.	College Teachers	190	3.15	0.765
	School Teachers	306	3.20	0.735
	Student-Teachers	357	3.73	0.521

Table 11 indicates that collaborative partnerships help develop the student-teacher skills of conducting research to a moderate extent, with the mean values of college teachers at 3.15 and school teachers at 3.20. However, the student-teachers rating was, to a great extent, with a mean value of 3.73. The standard deviations for college teachers (SD=0.765), school teachers (SD=0.735), and student-teachers (0.521) indicate the consistency of the response, which shows the homogeneity of variance.

When comparing the student-teachers standard deviation (SD) to the college teachers' and school teachers' values of standard deviation, the student-teachers ratings are more consistent because it has a smaller standard deviation than the other two.

The result also implied the students' curiosity and demand to have experiential learning in education.

The finding agrees with Christianakis (2010), which says collaborative partnerships (alliances) are significant for student-teachers in combining theory and practice. It also develops the skills of collaborative research. Moreover, it helps student-teachers to learn continually, and it also exposes student-teachers to research tools and approaches. Collaborative partnerships create opportunities to conduct research, reinforce students' understanding and help the preservice teachers' skills in conducting research. Moreover, Farell (2021) found that collaborative partnerships among institutions improve practicum and develop the skills of conducting research. Halasz (2016) also confirmed that collaborative partnerships develop the skill of conducting research by helping the researchers to have new exposure at schools.

Table 12

Extent of Collaborative Partnerships to Develop Communication Skills

Item	Raters	N	Mean	Std. Deviation
Collaborative partnerships help to develop the student-teachers' skills of communication.	College Teachers	190	3.41	0.674
	School Teachers	306	3.34	0.645
	Student-Teachers	357	3.77	0.489

The ratings from college teachers and school teachers indicate that collaborative partnerships help develop the student-teachers-skills of communication, to a moderate extent, with mean values of 3.41 and 3.34 consecutively. However, the student-teachers rated a great extent, with a mean value of 3.77. The standard deviations for college teachers, school teachers, and student-teachers revealed the consistency of results or homogeneity of variance.

Compared to college and school teachers, the standard deviation for student-teachers is lower and considered highly consistent. The finding conforms to Fekadu (2012), he found out that the communication between schools and college teachers is inadequate. He also said that the partnership between them develops the student-teachers communication skills. The interview result from college teachers confirmed that the communication skill of student-teachers is insufficient. They are incapable of communicating well using their mother tongue. They are inadequate in expressing themselves, creating readable sentences, and conveying their message with enthusiasm. Therefore, to be effective teachers, it is important to develop the skill of communication. The most important aspect of success for any job is the effective communication of stakeholders (Burnage, 2018).

Communication skill is one of the most necessary skills needed by student-teachers because their work involves communicating with students. If they fail to have this skill, they can't manage their classes. Student-teachers can develop by disclosing themselves to different educational offices.

Table 13

Extent of Collaborative Partnerships to Develop Creativity and Innovation Skills

Item	Raters	N	Mean	Std. Deviation
Collaborative partnerships help to develop the student-teachers' skills of creativity and innovation.	College Teachers	189	3.26	0.781
	School Teachers	306	3.34	0.664
	Student-Teachers	357	3.61	0.629

As can be seen in the table, College and school teachers' responses to the item which says, collaborative partnerships develop the creativity and innovation skills of student-teachers rated to a moderate extent, with mean values of 3.26 and 3.34 sequentially.

However, the student-teachers rating is to the zone of a great extent, with a mean value of 3.61. The standard deviations (SD) for college teachers, school teachers, and student-teachers are 0.781, 0.664, and 0.629 successively, which shows homogeneity of variance.

Halvorsen (2014) says an effective partnership develops the creativity and innovation skills of students. Effective partnerships are collaborative partnerships that aim in fostering the participation of different parties. Moreover, Euro-access (2022) stressed that Collaborative partnerships help to develop creativity and innovation skills. OECD (2015) confirmed that collaborative partnerships are crucial in developing the skills of creativity and innovation. These skills have become paramount in teaching and learning because of the ever-increasing demands of societal challenges. However, the partnership should compose of researchers, policymakers, and different stakeholders.

Therefore, the collaborative partnerships between Colleges of Teacher Education, educational offices, researchers, policy-makers, and other stakeholders help to foster creativity and innovation skills. These skills are crucial in that teachers need new methods of teaching and learning based on the demands of the century.

Table 14

Extent of Collaborative Partnerships to Develop Life and Career Skills

Item	Raters	N	Mean	Std. Deviation
Collaborative partnerships help to develop the student-teachers skills in life and career.	College Teachers	189	3.41	0.683
	School Teachers	305	3.36	0.665
	Student-Teachers	357	3.61	0.593

Table 14 indicates that college teachers and school teachers rated to a moderate extent, but student-teachers, to a great extent, to the item which says, “collaborative partnerships help to develop the student-teachers skills of life and career,” with a mean value of 3.41 for college teachers, 3.36 for school teachers, and 3.61 for student-teachers. The standard deviations of 0.683, 0.665, and 0.593 indicate the consistency of responses from college teachers, school teachers, and student-teachers and the homogeneity of variance. Compared to the rating of college and school teachers, the ratings of student-teacher were the highest. It implies student-teachers demand the out-of-class experience to develop their skills. Interview results revealed that student-teachers are bored of being stuffed in their classrooms for training years.

It agrees with Ortaleza (2019), who says that collaborative partnerships with industries/job immersion programs develop flexibility and adaptability skills or life and career skills. Therefore, the collaborative partnerships of colleges with schools, industries, and other stakeholders develop the student-teachers life and career skills, if they are allowed to participate in the partnership program.

The Zones Education offices in the interview indicated some of the practices to develop the core skills of student-teachers in the following ways:

ZE1- Students' exposure to some practical works increase the core skills of the 21st century through partnerships.

ZE2- Improving the curriculum by considering the core skills of the 21st century is crucial.

ZE3- The curriculum should guide us to develop the core skills.

ZE4-Teachers lack the necessary skills. So, training the teachers is crucial.

ZE5-Student-teachers should be selected based on their interest. It is not because they do not have another option.

ZE6-Changing the country's education system is significant because the existing system is based on work order and does not encourage the highest level of partnerships (collaborative partnerships).

ZE7- Colleges of Teachers' Education should accept students who have good academic performance.

The colleges' administrations, during the interview, indicated different practices to develop students' core skills for the 21st century. Some of the suggested ones by them are as follows:

CA1- There should be good partnerships with different stakeholders.

CA2- Teaching students by linking theory with practice is crucial to developing their core skills for the 21st century.

CA3- Motivating teachers to teach students practical skills.

CA4- Participatory education helps students to develop the core skills of the 21st century.

CA5- collaborative work with other partners.

CA6- Supporting the theory with practical works develops their skills.

CA7- Changing the curriculum is significant to develop the students' core skills.

Therefore, based on the ratings of College and school teachers, collaborative partnerships among Colleges of Teachers' Education and Educational agencies help to develop the skills of critical thinking and problem solving, research conducting, and communication, creativity and innovation, and life and career skills to a moderate extent with Mean values ranging from 3.15 to 3.4. (Table 10-14). However, student-teacher

ratings fall in a great extent zone, with Mean values ranging from 3.61 to 3.77 (Table 10-14). It indicates that collaborative partnerships develop the core skills of the 21st century. It concurs with the findings of Urbani, Roshandel, Michaels, and Truesdell (2017), which underscored the benefits of field experience in applying, measuring, and developing the core skills of the 21st-century. The finding also indicates that students are more fascinated to have exposure to educational agencies to develop their skills. According to Elis (2017), it is impossible to develop the core skills of the 21st-century in classrooms unless student-teachers have exposure to the practical world through collaborative partnerships. Thus, collaborative partnerships help students to develop their skills.

Moreover, the interview results from zone education offices and college administrations indicate that the students' exposure to some practical work, curriculum improvement, training teachers to develop the core skills, motivating school teachers, changing the education system, accepting the performing students, developing partnerships, participatory education, and collaborative work with partners develop the core skills of student-teachers.

Comparison of the Ratings of College Teachers

Research question 3 stated: Is there a significant difference in the ratings of college teachers concerning helping students in developing the core skills of the 21st century, in terms of, a. critical thinking and problem solving; b. research conducting skills; c. communication skills; d. creativity and innovation skills; and e. life and career skills? The research question will be analyzed using Friedman and Wilcoxon's statistical

analyses. The Friedman test is a non-parametric option to the one-way ANOVA. It is used when the dependent variable being measured is ordinal (Laerd, 2018).

In the study, the dependent variables (the core skills of the 21st-century) are measured in ordinal. It is also considered a suitable method to analyze skills. Wilcoxon statistical tool is used because the Friedman test does not tell where the difference occurs. Thus, to check the difference between two related groups being measured in ordinal the Wilcoxon test will be performed. It is also considered a Post-Hoc analysis for ordinal data (Corder& Forman, 2014).To see the significant difference P-value will be employed. The sig. value less than or equal to .05 indicates the statistical significance level, and the p-value greater than .05 tells non-significant. The acceptance or rejection of the null hypothesis relies upon these standards.

Table 15

Summary of Friedman Test for College Teachers on the Core Skills

The Core Skills of the 21st-century	Df.	Chi-square	P-Values	Interpretation	Action
Critical Thinking and Problem-Solving	5	12.605	0.03	Reject the null hypothesis.	*Run the Wilcoxon test.
Research Conducting	5	6.183	0.289	Accept the null hypothesis.	No need to run the Wilcoxon test
Communication	5	10.779	0.056	Accept the null hypothesis.	No need to run the Wilcoxon test
Creativity and innovation	5	12.255	0.03	Reject the null hypothesis.	Execute the Wilcoxon test
Life and Career	5	20.183	0.001	Reject the null hypothesis.	Run the Wilcoxon test

*If there is a significant difference between groups, run the Wilcoxon test to know where the difference occurs.

The Friedman test for Critical thinking and problem-solving, Table 12, P-value of .027 (at α=0.05), indicates that there is a significant difference between Colleges of Teacher Education in their ratings of whether they help student-teacher in developing the skills of critical thinking/ problem-solving or not. Therefore, the null hypothesis says, "There is no significant difference amongst college instructors at the selected colleges of the East-central and Southern Ethiopia concerning assisting students to develop the core skills of the 21st century, in terms, of critical thinking and problem-solving skills" was rejected. However, the Friedman statistical test does not tell which ones in the group show the significant difference. Therefore, to know the differences among groups' post hoc tests using the Wilcoxon test (table 16) was executed.

Table 15, Friedman Test for Research Conducting Skills among college teachers indicates the P-value of 0.289 which means there is no significant difference among Colleges of Teacher Education concerning their ratings in developing the research skills of student-teachers. The mean values (μ=2.93, 2.75, 2.66, 2.40, 2.70, and 2.67) of the ratings of college teachers confirmed the fact. Therefore, the null hypothesis, "There is no significant difference amongst college instructors at the selected colleges of the East-Central and Southern Ethiopia concerning helping students develop the core skills of the 21st century, in terms of research conducting skills," was accepted. It means college instructors at the selected colleges are rated similarly.

In another saying, the college teachers' ratings on teachers help develop students' research conducting skills have similar mean values (μ=2.93, 2.75, 2.66, 2.40, 2.70, and 2.67). Hence, there is no need to run the Wilcoxon test analysis.

Friedman Test for Communication Skills among college teachers in Table 15 indicates that there is no significant difference (P-value .056) among college teachers in their ratings regarding their help to develop student-teachers communication skills. The mean values (μ=3.10, 2.70, 2.90, 2.70, 2.57, and 2.67) reveal the above fact. Therefore, the null hypothesis, "There is no significant difference amongst college instructors at the selected colleges of the East-central and southern Ethiopia concerning helping students develop the core skills of the 21st-century, in terms of communication skills," was accepted. It means teachers' ratings in the selected colleges are almost having similar Mean values (μ=3.10, 2.70, 2.90, 2.70, 2.57, and 2.67). Thus, the effort of all Colleges of Teachers' education under investigation in developing the communication skills of their students is to the same moderate level. A study indicated that students do not need their teachers to help them in developing their communication skills (Asemanyi, 2015). Hence, college teachers help to develop the skill remains to a moderate level, and there is no variation among them. There is no need to run the Wilcoxon test because the group variation in rating their help to student-teachers developing communication skills is not meaningful.

Friedman Test for Creativity and Innovation Skills among College Teachers, Table 15, revealed that there is a significant difference (P-value 0.031) among the ratings of college teachers concerning developing student-teachers skills of creativity and innovation.

Therefore, the null hypothesis, “There is no significant difference amongst college instructors at the selected colleges of the East-central and southern Ethiopia concerning helping students develop the core skills of the 21st-century, in terms of creativity and innovation,” was rejected. However, to know which colleges among the groups the difference is, a post hoc analysis of the Wilcoxon test was conducted (Table 14).

Table 15, Friedman Test for Life and Career Skills among College Teachers shows that there is a significant difference (P-value 0.001) among the ratings of college teachers concerning their ratings to develop the student-teachers life and career skills. Therefore, the null hypothesis “There is no significant difference amongst college instructors at the selected colleges of the East-central and southern Ethiopia concerning helping students develop the core skills of the 21st-century, in terms of life and career skills,” was rejected because the P-value is less than the alpha (α) value of 0.05. This indicates the existence of variation in the Mean values (μ =3.20, 3.00, 3.00, 2.50, 2.27, 2.63, 3.20, 2.82) of the college teachers’ ratings. For example, there are variations between the mean values of 2.27 and 3.20; 2.27 and 3.00; 2.27 and 2.82. However, to identify the significant groups, a Post- hoc analysis of the Wilcoxon test was performed (Table 15).

Thus, the Friedman test, Table 15, indicates that the ratings of college teachers show a significant difference in helping students develop the skills of critical thinking and problem solving, creativity and innovation, and life and career skills. It means some colleges help their students better than others.

In contrast, the ratings of college teachers show a non-significant difference concerning students' help to develop the skills of research conducting and communication. It means that the performance of all teachers in helping their students to develop these skills is similar.

The Wilcoxon test was executed to know which two groups show significant differences occur.

Wilcoxon Test for the Core Skills

In this section, the Wilcoxon test for the core skills that are significant during the analysis of the Friedman test was executed. In this case, the Wilcoxon test for critical thinking (Table 16), innovation and creativity (Table 17), and Life and career skills (Table 18) were analyzed respectively in the following ways;

Table 16

Tests for Wilcoxon for Critical Thinking Problem-Solving Skills

Colleges of Teacher Education	Z	Asymp. Sig. (2-tailed)
CTE A and CTE D	-3.164	.002
CTE A and CTE E	-2.482	.013
CTE C and CTE D	-2.504	.012
CTE C and CTE E	-2.559	.010

The finding (Table 16) indicates significant differences between CTE A and CTE D concerning college teachers' help in developing trainees' skills of critical thinking/problem-solving with a p-value of .002. It means teachers at CTE A (μ= 3.13) help student-teachers better than teachers at CTE D (μ=2.53). There is also a significant difference (P-value .013) between the ratings of CTE A teachers (μ=3.13) and teachers at CTE E (μ=2.60); it means teachers at CTE A support their students to develop skills of critical thinking/problem solving better than teachers at CTE E. The sig. value of 0.012 shows a significant difference between the ratings of teachers at CTE C and CTE D in helping students develop the skill of critical thinking/problem-solving. It implies teachers at CTE C (μ =3.07) assist their students better than teachers who are at CTE D (μ=2.53). Finally, teachers at CTE C (μ=3.07) support their teachers better than teachers at CTE E (μ=2.60) with a P-value of .010 which is less than .05. The negative Z values indicate the groups are evenly distributed because it is closer to zero.

As can be seen in the above findings, there are differences among colleges' teachers' support of the student-teachers in developing the skills of critical thinking and problem-solving. Some college teachers help their students by developing the skills of critical thinking and problem-solving better than others.

However, teachers from some colleges assist their students less than others. The interview results from some college administrators suggest that they send their students to interact with their stakeholders better than other colleges.

Table 17

Tests for Wilcoxon to identify the groups' Differences in Innovation and Creativity Skills

Colleges of Teacher Education	Z	Asymp. Sig. (2-tailed)
CTE A and CTE D	-2.128	.033
CTE A and CTE E	-2.436	.015
CTE C and CTE E	-2.486	.013

*College of Teacher Education

The findings in Table 17 reveal that there are significant differences between CTE A and CTE D (P-value .033); CTE A and CTE E (P-value .015); CTE C and CTE E (P-value .013) concerning their ratings in developing the innovation and creativity skills of student-teachers. The mean values of CTE A and CTE D (μ =3.03, μ=2.63), CTE A and CTE E (μ =3.03, μ=2.40), CTE C and CTE E (μ =2.90, μ= 2.40) confirmed the above fact (significance difference). Thus, CTE A and CTE C are better at helping students develop innovation and creativity skills when compared with CTE D and CTE E. The negative Z values indicate the groups are evenly distributed because it is closer to zero.

Thus, the collaborative work of Colleges of Teacher Education forming partnerships is vital for the skills of innovation and creativity to thrive. A study conducted by Dessie, Sewagegn, and Bekele (2020), found that group collaboration practices affect the innovation skill of students at Gonder University, Ethiopia.

Table 18

Tests for Wilcoxon to identify the groups' Differences in Life and Career skills

Colleges of Teacher Education	Z	Asymp. Sig. (2-tailed)
CTE A and CTE D	-2.600	.009
CTE A and CTE E	-3.022	.003
CTE A and CTE F	-2.456	0.014
CTE B and CTE D	-2.436	0.015
CTE B and CTE E	-2.856	0.004
CTE C and CTE D	-1.973	0.048
CTE C and CTE E	-2.523	0.012

Table 18 demonstrates that there are significant differences between the ratings of teachers at CTE A and CTE D; CTE A and CTE E; CTE A and CTE F; CTE B and CTE D; CTE B and CTE E; CTE C and CTE D; CTE C and CTE E with the P-value of 0.009, 0.003, 0.014, 0.015, 0.004, 0.048, and 0.012 successively and their mean values CTE A and CTE D (μ=3.20, μ=2.50); CTE A and CTE E (μ =3.20, μ=2.27); CTE A and CTE F (μ =3.20, μ=2.63); CTE B and CTE D (μ=3.00, μ=2.50); CTE B and CTE D (μ=3.00, μ=2.27); CTE C and CTE D (μ=3.00, μ=2.50); CTE C and CTE E (μ=3.00, μ=2.27) respectively.

Therefore, teachers at the three colleges, namely: teachers at CTEA, CTE B, and CTE C help the student-teachers more satisfactorily in developing their life and career skills when compared with teachers at CTE D, CTE E, and CTE F. The interview result indicated that the better performing colleges (A, B, and C) send their students to teaching practice for a more extended period (45-56) compared to CTE E, which sends its students for 35 days.

Life and career skills are better developed when student-teachers have exposure to work in educational agencies such as schools (Paiwithayasiritham & Yanpechaset, 2021).

Therefore, teachers at College A (μ=3.13) help students develop the skills of critical thinking and problem-solving better than teachers at College D (μ=2.53) and E (μ=2.60). Moreover, teachers at College C(μ=3.07) help students develop their skills better than teachers at D (μ =2.53)and E (μ=2.60). Regarding the skills of innovation and creativity, teachers at college A (μ=3.03) help their students to develop their students' skills better than teachers at colleges D (μ=2.63) and E (μ=2.40). Concerning the life and career skills, teachers at college A (μ=3.20) help their students to develop their skills better than teachers at colleges D (μ=2.50), E (μ=2.27), and F (μ=2.63). Similarly, teachers at College B (μ=3.00) perform better than teachers at D (μ= 2.50) and E (μ=2.27). Lastly, teachers at college C (μ=3.00) help their students to develop their skills better than teachers at colleges D (μ=2.50) and E (μ=2.27).

The interview result reveals the reason for the better performance of teachers at Colleges A, B, and C. Teachers at both colleges are devoted to doing their responsibility regardless of different challenges. In addition to this, the colleges send their students to their stakeholders, such as the community, than other colleges. Moreover, they send their students for teaching practice for a longer time when compared to other colleges.

Generally, all college teachers' help to develop the students' core skills of the 21st century is not marked. According to some interview results, the curriculum, the system, and the political interferences do not foster colleges to focus on skills development.

Availability of Partnership Models

There are separatist, complementary, and collaborative partnerships Models. This part analyzes which models of partnerships are available at the selected Colleges of Teacher Education and Schools in East-Central and Southern Ethiopia.

To analyze research question four, mean scores and standard deviations were employed. The interpretation of the mean scores used the following scale.

Mean Score	Interpretation
3.50-4.00	To a great extent
2.50-3.49	To a moderate extent
1.50-2.49	To a lesser extent
1.00-1.49	Not at all

The above interpretation guidelines apply to identify which model of partnerships are available at the selected colleges and schools.

Research question 5 states: Which models of partnerships are available at the selected Colleges of Teacher Education and schools in East-Central and Southern Ethiopia?

Models of Partnerships in Colleges

Table 19

Models of Partnerships that are Available in the Selected Colleges

Items	Models of Partnerships	N	Mean	Std. Deviation
The College of Teacher Education and Educational agencies have separate roles and responsibilities.	Separatist	190	3.33	.756
The College gives advisory services to school teachers.	Consultation	189	2.75	0.978
The College curriculum is developed by involving student-teachers.	Pedagogical	189	1.99	1.018

As can be seen from the above findings (table 19), college teachers responded to the item which says, "The College of Teacher Education and Educational agencies have separate roles and responsibilities," to a moderate extent with a mean (μ=3.33) and standard deviation (SD) of 0.756. It means the Colleges of Teacher Education and educational agencies' (schools, districts, and education offices) roles and responsibilities are separate to a moderate extent. The standard deviations below 1 indicate the homogeneity of variance. In this case, the respondents' answer to the item was accurate, but the higher standard deviation (1.018) indicates the variation in the respondents answer to the question. It shows the availability of separatist partnerships between Colleges of Teacher Education and educational agencies. The presence of separatists among college teachers and educational agencies indicates the lack of collaborative partnerships. But, it is the type of partnership that brings different institutions to the same

level by combining resources. It also helps develop the skills of the students. It conforms to the finding and suggestion of Fekadu and Melese (2012) that the collaborative partnerships between Colleges of Teacher Education and secondary schools in Ethiopia ranked as inadequate. Thus, they recommended educational agencies initiate a discussion so that they can plan concurrently, transfer experiences, and contribute to each other.

The second item, “The College gives advisory services to school teachers,” is a consultation model. The result indicates that the college teachers give advisory services to school teachers rated to a moderate level with a mean (μ=2.75) and Standard deviation (SD=0.978). It indicates that Colleges of Teachers’ Education (CTE) employ the consultation model of partnership by considering itself as a higher authority to school teachers. Fekadu and Melese (2012) found that college teachers provide advisory services and support at least in the areas of the subject matter, English language skill improvement, and skills of conducting research.

The third item, “The College curriculum is developed by involving student-teachers,” is a pedagogical model of partnerships. In this model, students participate in every curriculum design and development activity. The participation of students in this model is high. They participate in curricular and extracurricular activities, which is a student-centered approach. However, the college teachers' response was (μ=1.99), and the standard deviation (SD) of 1.018. It means that college teachers employ pedagogical partnerships to a lesser extent, and the standard deviation indicates the inconsistencies of the respondents.

There are separatist and consultation models of partnerships in the selected Colleges of Teacher Education, but the pedagogical partnership model applies to a lesser extent and students' participation in the development of college curriculum is to a lesser extent. Yet, pedagogical partnerships can contribute to the development of the skills of problem-solving because when students are engaged in a meaningful task with faculty and staff. Pedagogical partnerships favors the involvement of students' curriculum development. In this case, students start to reflect a sense of camaraderie (Felten, 2017). Jimma and Tarekegn (2016) confirm that curriculum is the core of students' learning. It is an instrument for molding students by considering the needs of parents, employers, and the larger community.

The emendation of any curriculum should consider the current directives of learners, the neighborhood, and the nation at large. Yet, students and other parties' involvement in the development and revision of the curriculum in the investigated colleges is to a lesser extent or not at all because the system of education does not foster bottom up approach. A study by Jimma and Tarekegn (2016) confirmed that the trend of curriculum development is the concern of higher authority, then conducting a nationwide reexamination workshop and senate approval. It lacks modification and critique by different stakeholders, such as teachers. According to Shishigu, Gemechu, Michael, Atnafu, and Ayalew (2017), the government controls the educational goals, the measurement of the objectives, and the preparation of textbooks. Interview outcomes also suggested that college curriculum development welcomes students and other practitioners to a lesser extent. The interview results indicate that there are cases such as disciplinary and security where the colleges involve students and the surrounding community but to a

lesser extent. If students are not involved fully in the development of the colleges' curriculum through pedagogical partnerships, it creates difficulty in the implementation phase, and success is minimal.

Table 20

Other Types of Partnership

Item	Type of Partnership	N	Mean	SD
The College has developed a collaborative partnership with the community	College-Community	189	2.80	0.939

The finding indicates, in Table 20, that college teachers implement college-community partnerships to a moderate extent with a mean (μ=2.80) and standard deviation (SD=0.939). The standard deviation indicates the homogeneity of variance. It shows the working together of colleges with the community members. However, the partnership is not sufficient. According to interview results, Colleges of Teacher Education involve the surrounding community, NGOs, and other service-giving organizations in the case of security matters and holding joint training on different subjects.

It conforms to the Federal Democratic of Ethiopia proclamation, in its proclamation No. 351/2003, which encourages partnerships between higher education and different stakeholders. It also agrees with Fekadu and Melese (2012), which confirmed the partnerships between higher education institutions and the community is inadequate. Even though the government policy allows partnerships between colleges and community members, it remains inadequate. Fekadu and Melese (2012) mentioned the possible reasons for not having strong partnerships as a lack of communication.

Huong, Tung, Hong, and Hung (2020) mentioned some factors that could limit the strength of partnerships. They are communication gap between colleges and schools and a lack of cooperation and planning. However, Casto (2016) conforms the use of college-community partnership in solving the social problem of the school. Thus, proper planning, and narrowing the communication gap between colleges and the community will strengthen the college-community partnerships.

Models of Partnerships in Schools

This part analyzes and evaluates the models of partnerships in the selected secondary schools which are found in East-Central and Southern Ethiopia.

Table 21

Partnership Models in Secondary Schools

Items	Models of Partnerships	N	Mean	Std. Deviation
The schools, colleges of teacher education, and educational offices have separate roles and responsibilities.	Separatist	306	2.71	1.085
The school teachers are the college of teacher education's consultees.	Consultation	306	2.81	0.769
The school curriculum is developed by involving students.	Pedagogical	306	1.83	0.974

Table 21, the school teachers' response to "The schools and Educational agencies have separate roles and responsibilities, "is to a moderate extent (μ=2.7, SD=1.085). Thus, schools ranked the actuality of having separate roles and responsibilities from other educational agencies (educational offices and colleges of teachers' education) to a moderate extent. Therefore, secondary schools and Colleges of Teacher Education have

separate roles and responsibilities that are not integrated and their collaboration is to a lower extent. It agrees with Mahrey (2011) that schools and colleges of Teacher Education in Tigray, Ethiopia have a low level of cooperation with a mean value of (2.60). The higher standard deviation (1.085) indicates the absence of homogeneity of variance. However, according to a district education office response schools and other educational agencies such as colleges and education offices have been accomplishing their own responsibilities. This indicates the presence of a work order but not a collaborative partnerships.

The second item says, “The school teachers are the college of teacher education’s consultees,” to a moderate extent with a mean value (μ=2.81) and a standard deviation (SD=0.769). Hence, school teachers are the college of teacher educations’ consultee to a moderate extent. Mahrey (2011), in his study conducted in Tigray, Ethiopia, discovered that college teachers give advisory services and training to school teachers is to a moderate extent. According to interview results from secondary school administrations, Colleges of Teacher Education serve the secondary schools as consultants and providers of material resources when the demand comes from the schools. It indicates that the connection is cooperation but not collaboration because cooperation is sharing human and material resources based on the request of one institution, whereas collaboration is working together to achieve mutual goals.

The third item says, “The school curriculum is developed by involving students.” The school teachers’ response to it was to a lesser extent with a mean of 1.83 and a standard deviation of 0.974. Schools' involvement of students, in curricular activities, is to a lesser extent and the teaching method is exclusively lecture. Interview results

confirmed that the involvement of students is in disciplinary actions and community-related activities. However, Western Sydney University (2018) confirmed that the pedagogical partnerships helps the stakeholders to pay a vital role in the process of curriculum design and development. In this sense, students can raise issues pertaining to themselves and can add up their insights. Tong (2018) confirmed that the pedagogical partnerships help students to be practical. Moreover, pedagogical partnerships allow students to develop skills of problem-solving.

In the secondary schools under investigation, the involvement of students in the development of the curriculum is weak, which indicates developed curriculum is foreign to the students. Melese, Tadege, and Agosto (2019) confirmed that curriculum development involves the preparation of syllabi and educational materials. Students are the beneficiary of the curriculum, but if students are not involved in the work of curriculum development, it gets a problem during the implementation phase, and students are forced to learn what they don't like. This does directly impact the skill development of students. Students develop their skills of problem-solving and critical thinking when they are involved in the development of a curriculum. Moreover, the curriculum is meaningful for students if they are engaged in the development process (Alison, Bahti, & Ntem, 2019). In pedagogical partnerships, students bring their lived experiences (Cook-Sather, 2019).

Therefore, there are separatist, consultation, and pedagogical models of partnerships at the selected secondary schools. However, the pedagogical partnership is weaker because the system doesn't encourage bottom-up approaches to curriculum

development. The less involvement of students in the development of school curricula discourages students from cultivating a sense of shared responsibility.

Table 22

Other Types of Partnership in Schools

Item	Type of Partnership	N	Mean	STD
The school has developed a collaborative partnership with the community.	School-Community	306	2.81	0.968
The School teachers have developed collaborative partnerships with parents.	School-parent	305	2.63	1.001
The school has developed a partnership with industries	School-industry	305	1.85	0.800

As indicated in table 22, the selected secondary schools have collaborative partnerships with the community (μ=2.81, SD=0.968), and parents (μ=2.63, SD=1.001) to a moderate extent. However, their partnerships with the industry is rated to a lesser extent (μ=1.85, SD=0.800). The lack of strong school-industry partnerships indicates a problem in meeting the demands of the industry. Watters and Diezmann (2013) confirmed that the authentic experience of students helps them have exposure to real-life situations. Having real-life experience is important for students to understand workplaces and relate to what they learn at school (Taylor, 2014). When students do not have any experience in the workplace, they can't relate to what they learned at school.

This indicates that students in the investigated schools have low exposure to the world of work. Nowadays, the paradigm of schooling changed from waiting until a student graduates from a university to having career exposure while at school so that the student develops technical skills (Watters, Hay, Dempster, & Pillay, 2013). However, the finding confirms that the connection that schools have with industries is just one time in a year when the schools arrange for students to have first-hand experience. Hence, students do not have career exposure, or real-life experience, and cannot relate what they learned in class to the industry.

In Ethiopia, students are not job creators but job seekers because their whole experience remains at school and in their classes, but not in industries. Actually, the problem is associated with the curriculum. It does not encourage students to have developed technical skills at industries or workplaces (Demissie, Herut, Yimer, Bareke, Agezew, Dedho, & Lebeta, 2021). Thus, the curriculum has to connect the school with industry so that students can get skills for self-employment.

In the case of school-community and parent partnerships, school administrations explain the fact that schools' relationship with the community members and parents is both ways, and the partnership is concerning security, disciplinary, and student learning, but the schools have collaborative partnerships with parents and the community to a moderate extent.

Therefore, in the Colleges of Teachers' Education, there are separatist (μ=3.33), consultation (μ=2.75), and Pedagogical (μ=1.99) partnerships. It indicates that separatist partnership is the common model followed by consultation, and pedagogical. The relationship between the colleges and other stakeholders is about the work order.

There are also college-community partnerships. It shows that collaborative partnerships at the Colleges of Teachers' Education are at the lower level because the system of education favors top to down approach. In schools, there are separatist (μ=2.71), consultation (μ= 2.81, and pedagogical (μ=1.83). Generally, the colleges and schools under investigation practiced the collaborative partnership model to a lower level.

Comparison of the Ratings

This section compares the ratings of college teachers, school teachers, and student-teachers. Research question 5 states: Is there a significant difference between the ratings of college teachers, school teachers, and student-teachers at the selected colleges in East-Central and Southern Ethiopia whether or not collaborative partnerships develop the students' skill , in terms of, i. Critical thinking and problem-solving skills; ii. Research conducting skills; iii. Communication skills; iv. Creativity and Innovation; and Life and Career Skills?

The interpretation rule follows the alpha (α) value (P-value) ≤ 0.05 is considered significant, and if it >0.05 is considered non-significant. Friedman and Wilcoxon statistical tests will be used

Table 23

Friedman Test for Core Skills among college teachers, School Teachers, and Student-Teachers

Core Skills	Degree of freedom	Chi-Square	P-value	Interpretation
Problem-solving/Critical Thinking	2	79.008	.000	Reject the null hypothesis
Research Conducting Skills	2	100.684	.000	Reject the null hypothesis
Communication Skills	2	62.747	.000	Reject the null hypothesis
Innovation and Creativity Skills	2	44.716	.000	Reject the null hypothesis
Life and Career Skills	2	25.819	.000	Reject the null hypothesis

Table 23 indicates that the ratings of college teachers, school teachers, and student-teachers were significant to the item, whether or not the collaborative partnerships developed the students' skills in terms of, skills of critical thinking/problem-solving, research conducting, communication, innovation, creativity, and life career skills because the p-values are .000, which is less than the tabula value at the significance value of $\alpha = 0.05$. It means the ratings of college teachers, school teachers, and student-teachers are different concerning the impact of collaborative partnerships between Colleges of Teacher Education and educational agencies on the student-teachers core skills.

Therefore the null hypothesis says, “There is no significant difference between the ratings of instructors, school teachers, and student-teachers, at the selected colleges in East-Central and Southern Ethiopia, concerning collaborative partnerships influence on the students’ skills of critical thinking/problem-solving, research conducting, communication, innovation and creativity, and life and career skills," was rejected. The Wilcoxon statistical analysis is crucial to know the significant difference between groups. Hence, the following table will perform the Wilcoxon statistical test analysis for the core skills:

Table 24

Tests for Wilcoxon for Critical Thinking/Problem Solving Skills

Teachers	Z	Asymp. Sig. (2-tailed)
College Teachers and School Teachers	-.403	.687
College Teachers and Student Teachers	-7.591	.000
School Teachers and Student-Teachers	-7.474	.000

As can be seen from Wilcoxon Test for critical thinking/problem-solving, there is no significant difference between the ratings of college teachers and school teachers, to the item which says, collaborative partnerships develop the college and school teachers' skills of critical thinking and problem solving, because of the sig. value is 0.687, which is greater than the significance level α=0.05. It means the ratings of college teachers and school teachers are almost similar, and their mean values confirm that the ratings of college teachers and school teachers have the mean values of (μ=3.22, μ= 3.23) respectively for the skills of critical thinking/problem-solving.

However, there is a significant difference between college teachers and student-teachers because of the sig. value is 0.000 and their mean values are (μ=3.22, μ=3.75) consecutively. It means, when compared to college teachers, the student-teachers rating is the highest, which implies that the collaborative partnerships between Colleges of Teacher Education and Educational agencies develop the critical/problem-solving skills of students. There is also a significant difference between the ratings of school teachers and student-teachers as the significance value is 0.000, which is less than the significance level α=0.05. When compared their mean values also shows a significant difference (μ=3.23 and μ=3.75).

The skill of creativity and innovation are important skills that should be developed by student teachers to create something new in their areas of study. These skills can be developed when parties work together through collaborative partnerships (Halvorsen, 2014). The ratings of student-teachers indicate that their interest and the practicability of developing these skills by having exposures in educational agencies. Moreover, Halsaz (2016) suggested that the skills of creativity and innovation are developed by allowing students to participate in real-word experiences.

Interview results from school administrators indicate that the political intrusions by the government authorities and having different responsibilities in the community inhibits teachers from carrying other responsibility.

Therefore, compared to the ratings of college teachers and school teachers, student-teachers are the highest because the student-teachers experience the real-world experience during internship. Interview results confirm that students want to have experiences at school to develop their practical skills.

Table 25

Tests for Wilcoxon for Research Conducting Skills

Teachers	Z	Asymp. Sig. (2-tailed)
College Teachers and School Teachers	-.358	.720
College Teachers and Student Teachers	-8.383	.000
School Teachers and Student-Teachers	-7.785	.000

Table 25 demonstrates there is no significant difference between the ratings of college teachers and school teachers because the p-value is 0.720, which is greater than the significance level/ α=0.05. It implies that the two groups have almost similar means. That is 3.15 for college teachers and 3.20 for school teachers.

Nevertheless, there is a significant difference between college teachers and student-teachers with a p-value of 0.000, which is less than the significance level of 0.05. The mean values of college teachers and student-teachers confirm that the mean value for college teachers is 3.15 and for student-teachers is 3.73. There is also a significant difference between the ratings of school teachers and student-teachers because of the p-value of 0.000. Their mean value is 3.20 for school teachers and 3.73 for student-teachers. Therefore, student-teachers rated to a great extent whether or not collaborative partnerships between Colleges of Teachers' Education and educational agencies develop the skill of conducting research than the college teachers and school teachers.

Table 26

Tests for Wilcoxon for Communication Skills

Teachers	Z	Asymp. Sig. (2-tailed)
College Teachers and School Teachers	-1.444	.149
College Teachers and Student Teachers	-5.376	.000
School Teachers and Student-Teachers	-6.676	.000

The Wilcoxon statistical analysis (Table 26) shows that there is no significant difference between the ratings of college teachers and school teachers whether collaborative partnerships between Colleges of Teacher Education and Educational Agencies develop the student-teachers communication skills because the p-value is 0.149, which indicates the alpha value of greater than 0.05. It implies that the mean scores of college and school teachers are similar (μ=3.41 for college teachers and μ=3.34 for school teachers). However, the ratings of college teachers and student-teachers are significantly different because their p-value is 0.000, the mean value confirms this fact (μ=3.41 for college teachers and μ=3.77 for student teachers).

Similarly, there is a significant difference between the ratings of school teachers and student-teachers because the p-value is 0.000, which is less than the significance level (α=0.05). Therefore, students like the real world experience of going to schools to develop their communication skills.

Table 27

Tests for Wilcoxon for Innovation and Creativity Skills

Teachers	Z	Asymp. Sig. (2-tailed)
College Teachers and School Teachers	-.829	.407
College Teachers and Student Teachers	-6.099	.000
School Teachers and Student-Teachers	-5.762	.000

Table 27 shows that the ratings of college teachers and school teachers are comparable, which means there is no significant difference between college and school teachers' ratings because the p-value is .407, which is greater than the significance level (α=0.05). The mean scores of college teachers and school teachers are 3.26 and 3.34 consecutively. It indicates the similarity of their ratings as both rated to a moderate extent concerning the impact of collaborative partnerships on the student-teachers skills of innovation and creativity. However, there are significant differences between the ratings of college teachers and student-teachers with a significance level of 0.000, which is less than the alpha significance level (α=0.05). The mean score for college teachers is 3.26 and for student-teachers is 3.61, which shows a considerable difference.

Similarly, there is a significant difference between school teachers' and student-teachers ratings because the alpha value is 0.000, which is less than the significance level (α=0.05). The mean score of school teachers is 3.34 and student-teachers 3.61, which shows a marked difference between them, which means student teachers like the real

experience of going to educational agencies to develop their skills of innovation and creativity.

Table 28

Tests for Wilcoxon for Life and Career Skills

Teachers	Z	Asymp. Sig. (2-tailed)
College Teachers and School Teachers	-.827	.408
College Teachers and Student Teachers	-4.039	.000
School Teachers and Student-Teachers	-4.489	.000

According to Table 28, the college and school teachers' ratings on the positive impact of collaborative partnerships in developing the student-teachers' skills in life and career are similar because the p-value is 0.408, which is greater than the level of significance of 0.05. However, the college teachers' and student-teacher ratings show that there is a significant difference between their ratings, and the mean scores reveal the same fact. The mean score for college teachers is 3.41, and for student-teachers, the mean score is 3.61. Likewise, there is also a significant difference between the ratings of school teachers and student-teachers because the p-value is 0.000, which is less than the significance level of 0.05. The Mean also shows the difference, the mean score for school teachers is 3.36, and for student-teachers is 3.61.

Thus, the student-teachers ratings exceed that of the college and school teachers' ratings. It implies the student-teachers like to have an outdoor experience of having partnerships with other educational agencies to develop their core skills. Generally, the ratings of college teachers and school teachers on the impact of collaborative partnerships between Colleges of Teacher Education and educational agencies are similar. However, the rating of student-teachers on the ratings of the core skills' positive influence on the

development of student-teachers core skills has a marked difference than both college and school teachers. It means that student-teachers have the curiousness and yearning to have the practical experience by being involved in collaborative partnerships that encourage their involvement to integrate theory with practice. It agrees with the finding of Wrenn (2010) who says that the classroom experience does not prepare students to solve real-world problems. Practice help students to have expertise in their field of study. It should be linked to the students' academic experience.

Therefore, students prefer pragmatic learning than theoretical. It also conforms to the finding of Hernandez (2012) who says a higher number of respondents (student-teachers) showed a positive attitude toward joint work of being involved in collaborative work. Lee (2011) confirmed that field experiences through partnerships help the student-teachers develop their skills; moreover, students rated the effectiveness of the classroom teaching experience in accomplishing the goals of a program, to a lower extent with a mean value of 1.93. It implies that students' demand of working in educational offices or having the real world experience while learning has significance because it enables them to develop different core skills.

The findings indicate that there is a significant difference between the ratings of college teachers and student-teachers, school teachers, and student-teachers at the selected colleges whether or not collaborative partnerships develop the students' core skills. However, there is no significant difference between the ratings of college and school teachers because their ratings are similar.

Challenges to Implement Collaborative Partnerships

There are different challenges to implementing collaborative partnerships among Colleges of Teacher Education and Educational agencies. Some of the challenges are the cultural difference among institutions, teachers' workload, financial constraints, lack of collaboration, lack of knowledge concerning the benefits of collaborative partnerships, and lack of trust between partners. This section will be analyzed using mean scores of each items.

Research question 6 states: What challenges are there at the selected colleges of teacher education and educational agencies in East-Central and Southern Ethiopia to implement collaborative partnerships?

Table 29

Ratings of Colleges and Schools Teachers on Challenges of Implementing Collaborative Partnerships

	College Teachers Ratings		School Teachers Ratings	
Challenges	Mean	SD	Mean	SD
Differences of Culture	2.74	0.923	2.88	0.965
Teachers' workload	2.40	0.969	3.00	0.995
Lack of Finance	3.01	1.026	3.24	0.935
Lack of Collaboration	2.83	0.978	3.24	0.940
Lack of Knowledge regarding the benefit of collaborative partnerships	3.03	0.967	3.04	0.977
Lack of trust between partners	2.76	1.018	2.99	1.005

Table 29, the ratings of colleges and schools teachers show differences in cultures between Colleges of Teachers' Education and Schools, to a moderate extent, with the mean score and standard deviation for school teachers at 2.74 and 0.923. The secondary school teachers' ratings are mean of 2.88 and standard deviations of 0.965. The finding indicates the existence of cultural difference such as status, role difference, approaches, and their life style. The finding is in line with Midthassel (2017), which says cultural differences are barriers to forming partnerships among partners. Another finding, Smith (2016) confirmed that Colleges of Teachers' Education have to bring their culture of being an assertive voice over other stakeholders, but they have to come to a similar level to create effective partnerships.

In their findings, Waitloller and Kozleski (2013) confirmed that there are unavoidable challenges of universities/colleges to school partnerships that schools have their own culture and universities/colleges have their own culture of researching and accomplishing other best routines, which develops a feeling of dominance. Therefore, the difference in culture is a challenge in developing collaborative partnerships. A challenge in considering Colleges of Teachers Education as a superior authority over schools is a bad culture that needs to be discouraged. Collaborative partnerships require the avoiding of dominance nature in any of the partners. Mahray (2011) indicated that the reality of unlike cultures with distinct purposes and significances makes the partnerships between colleges/universities and schools difficult.

The finding displays that secondary school teachers have more workload than colleges' teachers with a mean value of 2.40 and a standard deviation of 0.995 for the Colleges of Teachers Education which is to a lesser extent for the item which says the

workload is one of the challenges to forming partnerships. However, secondary school teachers rated at a moderate level with a mean value of 3.00 and a standard deviation of 0.995. It indicates the selected secondary school teachers in East-Central and Southern Ethiopia have more workloads when compared with Colleges of Teachers Education in the places. It concurs with Gemeda (2015) that the workload of school teachers restrained their participation in any professional development/forming partnership. In Ethiopia, Teachers are engaged in different instructional and non-instructional activities. Instructional activities are teaching many students in one class, a teacher-centered curriculum, a more comprehensive scope, and a shift in assessment methods. Non-professional activities of teachers are the school administrations' participation in political and other meetings that do not have a direct connection to the teaching and learning process. Farrell (2021), in her finding, expressed that school teachers have a massive workload, and it has become challenging to create any partnerships for professional development with other stakeholders such as student-teachers. In contrast, Razalli, Kamaruddin, Teck, and Daud (2021) implied in their research that college teachers should have time allotted for research, publication, and consulting with their students. Thus, when compared to college teachers, school teachers have considerable obligations which inhibit them from forming collaborative partnerships and professional development.

Lack of finance is another challenge to implement partnerships between Colleges of Teachers Education and Educational Agencies. Table 26 indicates that college and school teachers rated to a moderate extent (μ=3.01, SD=1.026; 3.24, SD=0.935) consecutively for the item which says, "Lack of finance is a challenge to develop

collaborative partnerships between Colleges of Teacher Education and educational agencies." However, the standard deviation (1.026) indicates the absence of homogeneity of variance which means the respondents answer was not uniform. This indicates lack of finance may not be the challenge for colleges to form partnerships. Colleges of Teachers' Education have more budgets and resources than schools. To develop partnerships, there should be a proportional contribution of resources, including finance. In this case, one of the stakeholders may lack the budget. It agrees with the finding of Zuilkowski and Tsiga (2021), which says lack and control of finance are considered issues with some partners to develop a partnership**.** In his finding, Mekango (2013) stressed that financial constraints are challenges to developing partnerships in Ethiopia. It also conforms to Desta and Belay (2018), who indicated that a lack of resources (financial and human) is considered a challenge.

The finding indicates Mean values and standard deviations for college and secondary schools teachers are (μ=2.83, SD=0.978; μ=3.24, SD=0.940) sequentially, which is to a moderate extent zone for the item which says, "Lack of collaboration is a challenge to develop collaborative partnerships between Colleges of Teacher Education and Educational agencies." It indicates college and school teachers lack teamwork because of the method of teaching they follow, which is the lecture. The lack of collaboration between partners is also a challenge to create collaborative partnerships between Colleges of Teacher Education and Educational agencies. The ratings of colleges and secondary schools teachers confirmed the fact. A study conducted by Tulu (2019) in secondary schools in Hawassa, Ethiopia, confirmed that the culture of cooperation and sharing of experience is lacking among secondary school teachers, which results in

teachers' lack of attending any professional development program using partnerships. In a research, Fekadu and Melese (2012) implied that a lack of collaboration with each other is a challenge to developing partnerships and conducting joint research in Ethiopia.

Table 26 indicates that college teachers and secondary school teachers rated in the zone of the moderate extent. Their Mean values and standard deviations are (μ=3.03, SD= 0.967; μ=3.04, 0.977) consecutively to the item which says, "Lack of Knowledge regarding the benefit of collaborative partnerships is a challenge to develop collaborative partnerships between Colleges of Teacher Education and educational agencies." The Mean values and standard deviations indicated that both the ratings of colleges and schools teachers are almost the same. The standard deviation implies the homogeneity of variance, which means the ratings are consistent. Lack of knowledge regarding the benefits of collaborative partnerships to the partners is considered a challenge. Fekadu and Melese (2012) implied that most secondary school teachers and college teachers do not know what their institutions do about enhancing partnerships, and they are not involved. Hence, they lack knowledge of the benefits and know-how to develop partnerships because they are not active participants. Makango (2013) stressed that a lack of creating awareness is a challenge to developing effective partnerships between stakeholders.

Finally, a lack of trust between partners is considered a challenge to create effective collaborative partnerships between Colleges of Teacher Education and Educational agencies. College and school teachers rated to a moderate extent for the actuality of the challenge with Mean values and Standard deviations of (μ=2.76, SD=1.018; μ=2.99, SD=1.005) successively. Barnett, Anderson, and Houle (2010)

confirm that trust is necessary for any partnerships endeavor. However, school teachers usually have a pessimistic outlook on university personnel.

Therefore, college teachers and school teachers rated the reality of different challenges to a moderate extent that can affect the effective implementation of collaborative partnerships. The finding confirms that there are challenges of having different cultures among partners, teachers' workload, and scarcity of finance, absence of collaboration between parties, lack of knowledge regarding the benefit of collaborative partnerships, and lack of trust between parties.

The secondary school principals, during the interview, mentioned the following challenges of secondary schools to form partnerships with Colleges of Teachers' Education and Education offices:

SP1- Teachers have overloads. So, they are not motivated to form any partnerships.

SP2- The education system does not allow to form partnerships with Colleges of Teachers' Education and Education offices. There is only a work order.

SP3- Confirms that the education system allows only top to down approach and does not encourage collaborative partnerships.

SP4-The school administrations are engaged in politics and participating in different extracurricular meetings.

SP5-The students do not have any motivation.

SP6- Confirms that students lack the motivation to do any extra task.

SP7-The workload of teachers is another challenge.

Generally, there are different challenges to implementing collaborative partnerships between colleges of teachers' education and educational agencies. It is

crucial to know the challenges so that the concerned stakeholders and authorities may come up with the required solutions.

A proposed Collaborative Partnerships Implementation Model

A proposed collaborative partnerships implementation model was developed by considering the independent variables (the collaborative partnerships model) and dependent variables (the core skills of the 21st century). The model was designed by putting into consideration the findings of the research.

Research question 7 says, what implementation Model can be proposed based on the findings of the study? Thus, the researcher proposed a collaborative partnerships implementation model to answer the question.

The study indicates that college teachers' help in developing the student-teachers' skills of critical thinking/problem-solving, research conducting, communication, creativity/innovation, and life and career skills ranges from the lesser to a moderate extent. There are also different models of partnerships in the investigated colleges and schools. The study revealed that collaborative partnerships develop the core skills of the student-teachers ranging from moderate to a great extent. Thus, based on the findings of the research there is a need to propose a model which can be used as an illustration/example to develop collaborative partnerships.

Figure 4 indicates that the model proposes the implementation of collaborative partnerships between Colleges of Teachers' Education and Educational agencies with the aim of developing the student-teachers' core skills of the 21st century.

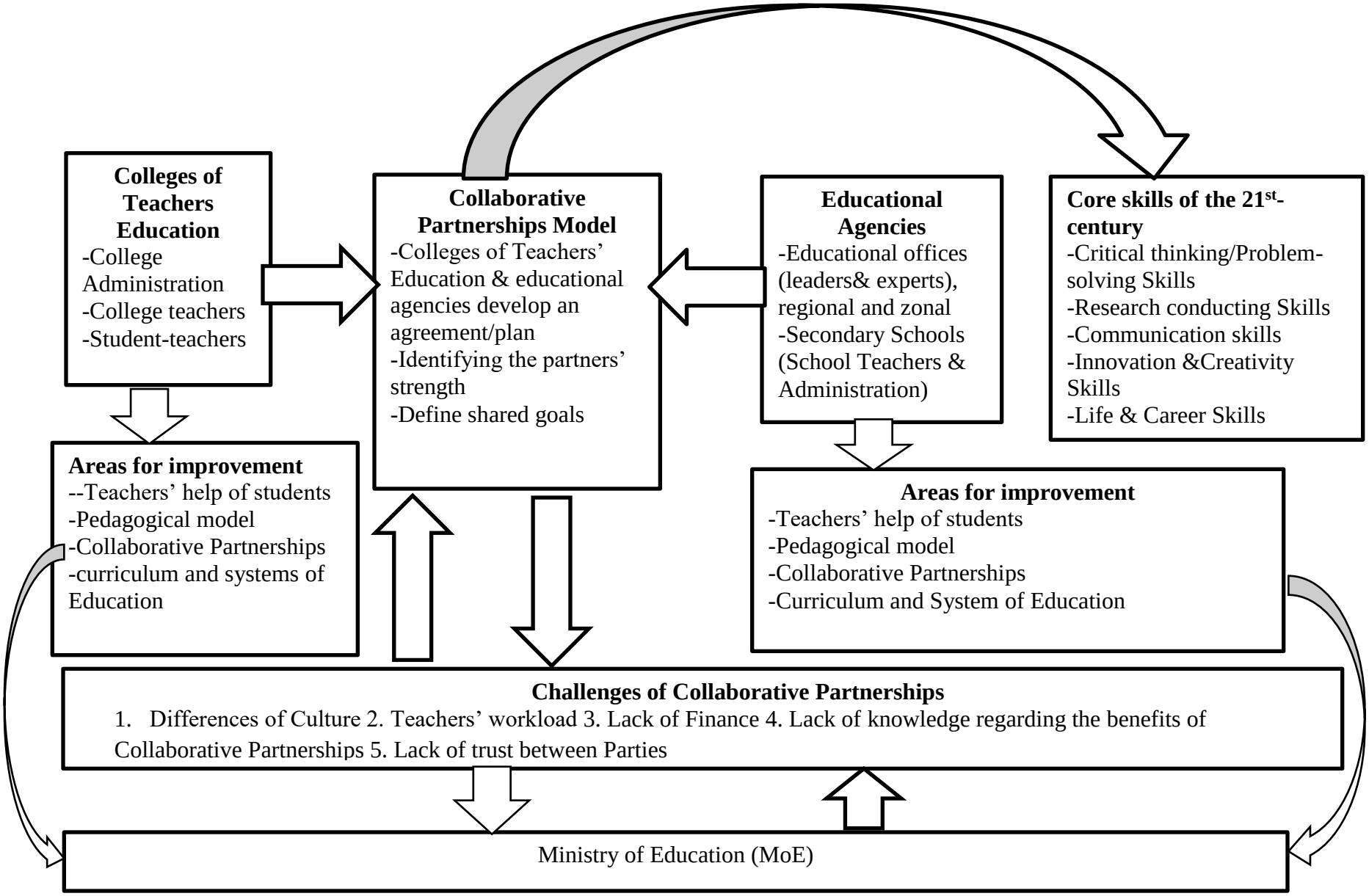


Figure 4. Collaborative Partnerships between Colleges of Teachers' Education and Educational Agencies Implementation Model

Figure 4 indicates that the Colleges of Teachers' Education, which comprises college teachers, college administrations and student-teachers, and Educational agencies (school teachers and educational offices), designed a collaborative partnerships model that connects them to achieve mutual goals. Thus, colleges of teacher education and educational agencies should move forward some steps forth to form collaborative partnerships. In this case, both partners are at the same level, and they have identified their potencies, developed a plan, and defined their goals by integrating their resources.

The collaborative partnerships help to develop the student-teachers' core skills of the 21st century. It can be realized when both partners (Colleges of Teachers' Education and educational agencies) work together through the collaborative partnerships model. It helps them to put their resources together.

There are different challenges of collaborative partnerships, the reality of different cultures between partners, teachers' workload, lack of finance (for school teachers), lack of knowledge regarding the benefits of collaborative partnerships, and lack of trust between parties. The educational agencies, the regional education offices, and colleges of teachers' education are responsible to get answers to the challenges. If the challenges go beyond their capacity, the Ministry of Education takes the responsibility to solving the challenges.

Based on the findings, the model indicated areas for improvement such as students participation in developing the school curriculum in both colleges of teachers education and school was rated to a lesser extent. Students' participation in different activities of the school is important. Teachers help to develop the core skills of the student-teachers rated to a moderate extent and this can be considered as an area of

improvement. Lack of collaboration between college teachers and college teachers, the system of education (the up to bottom approach), and the existing knowledge based curriculum has to be improved.

Generally, the collaborative partnerships model brings the partners together to accomplish mutual goals (reciprocity). In this case, student-teachers, college teachers, school teachers, and educational offices benefit from the partnerships. Student-teachers develop their core skills, college teachers their technical skills and research conducting skills. In this case, both student-teachers and college teachers link the gap between theory and practice. In this model of collaborative partnerships, school teachers and educational offices also develop their technical skills by connecting the theories taught into practice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDTIONS

This chapter explains the summary, conclusions, and recommendations of the study. It presents the general summary, a summary of the findings, conclusions, and recommendations successively. Recommendations for additional investigations are at the end of the chapter.

Summary

The purpose of this study was to evaluate the collaborative partnerships between Colleges of Teacher Institutions and Educational Agencies with the aim of developing the student-teachers core skills of the 21st century. In the study, the independent variables were Teacher Education Institutions and Educational agencies connected by collaborative partnerships model and the dependent variables were the core skills of the 21st century.

The study adopted John Dewey's Theory of Education and Carl Roger's experiential theory of learning. Roger introduced, Student-centered approach and experiential learning. Similarly, the collaborative partnerships encourage student-teachers to have exposure to their environments, such as schools, educational offices, communities, and other stakeholders.

There were different types of partnerships, such as separatist partnerships, consultation models, and pedagogical models. The separatist one creates a clear

separation of roles and responsibilities between the stakeholders. The consultation model deals with solving problems; in this case, the Colleges of Teachers' education are consultants, but schools are consultees. In the pedagogical partnerships model, the stakeholders participate in curriculum design and development activities to feel a sense of belonging.

The literature review part was divided into different sections; namely, types of partnerships, educational agencies and their challenges in Ethiopia, the use of collaborative partnerships, educational agencies and their challenges in Ethiopia, benefits of collaborative partnerships in schools and teacher education, principles to form educational partnerships, factors contributing to the success of collaborative partnerships, teaching and learning of the 21st century, skills of the 21st century, the core skills of the 21st century, and the benefits of developing the core skills. Generally, the chapter focused on the gaps intended to be filled by the research.

The study employed an explanatory mixed methods design. In this case, data was gathered sequentially. It helped the researcher to combine elements of quantitative and qualitative research approaches. In the analysis of research questions, the researcher used descriptive statistical methods, Friedman, and Wilcoxon statistical tests.

The study was conducted in the selected Colleges of Teachers' education and secondary schools in four regions: Oromia, Sidama, Southern Nations, Nationalities, and Peoples' Regions, and Southwest region. Data were collected from college teachers, secondary school teachers, student-teachers, and educational offices.

The researcher used purposive sampling for Colleges of Teachers Education, secondary schools, zone, and district education offices. The researcher used a simple

random sampling technique for student-teachers, secondary school teachers, and college teachers. A stratified sampling technique was used to choose student-teachers from different departments.

A pilot study was conducted at Hosanna College of Teacher Education and the secondary Schools in the town of Hosanna. The Cronbach's alpha was calculated for college teachers, secondary school teachers, and student-teachers' questionnaires. The alpha values .60 and above were considered acceptable.

Summary of the Findings

The findings are related to the eight research questions of the study, which are summarized in the following ways:

1. The demographic profile of the college, school, and student-teachers analysis indicates the following:

a. College Teachers

The finding shows the reality of gender disparity. Most lecturers are experienced and can effectively develop the knowledge and skills of their students. The level of professional training for college teachers indicates that most teachers have a Master's degree. Teachers' development is a factor for effective student learning and developing the students' core skills of the 21st century. Teaching experience for college teachers suggests that most teachers have above ten years of teaching experience 135 (71.1%). It indicates that college teachers/instructors have enough work experience to develop the core skills of the student-teachers.

b. School Teachers

The gender of school teachers indicates that most of the teachers are male. It shows the presence of gender disparity. The age of school teachers reveals that most of them are in the productive age group. It indicates the existence of workers who can contribute to developing core skills. The school teachers' level of professional training reveals that most teachers have Bachelor's degrees. Thus, teachers have good academic credentials to teach students the required skills and form partnerships. School teachers teaching experience show that 209 (68.3%) have above ten years of work experience. The teaching experience of the school teachers could impact the students learning outcomes.

c. Student-Teachers

Compared to college teachers and school teachers, the student teachers' gender disparity is medium. Male student-teachers are 245 (68.6%), and female student-teachers are 112 (31.4%).

2. The ratings of seven colleges of teachers' education indicate their help in developing the trainees' critical thinking/problem solving and communication skills are (μ=2.5-3.49), a moderate extent. The finding from the six Colleges of Teachers Education indicates that teachers help the trainees to develop their skills of conducting research, creativity/innovation, and life and career skills to a moderate extent. Teachers at a College help to develop the skill of conducting research to a lesser extent. One Teacher Training College help in developing the student-teachers creativity and innovation skills to a lesser extent. Lastly, a college help to support the life and career skills of student-teachers to a lesser extent.

3. Comparison of the ratings of college teachers indicate,

a. There is a significant difference between Colleges of Teacher Education in their ratings of whether they help student-teachers development of critical thinking/problem-solving or not. It means some college teachers help student-teachers better than others.

b. There is no significant difference among Colleges of Teacher Education concerning their ratings in developing student-teachers research conducting skills.

c. There is no significant difference among college teachers in their ratings regarding their help to develop the trainees' communication skills.

d. There is a significant difference among the ratings of college teachers concerning the development of the student-teachers skills of creativity and innovation. It means some colleges support their student in developing their skills better than others.

e. There is a significant difference among the ratings of college teachers concerning their ratings to develop the student-teachers' life and career skills. Meaning colleges support their students in developing life and career skills better than others.

4. Availability of Partnerships Models indicate,

a. In colleges of Teachers' Education: There are separatist and consultation models of partnerships in the selected colleges of Teacher Education, but the pedagogical partnership model applies to a lesser extent.

b. Secondary school teachers: There are separatist, consultation, and pedagogical models of partnerships at the selected secondary schools.

5. The extent of collaborative partnerships to develop trainees' skills based on the ratings of college teachers, school teachers, and student-teachers are as follows: College and school teachers rated to a moderate extent for the item, collaborative partnerships help the student-teachers in developing their skills of critical thinking/problem-solving, conducting research, communication, innovation/creativity, and life and career skills. However, the student-teachers rating was, to a great extent. Thus, if colleges and schools form collaborative partnerships with each other and other educational agencies, students could cultivate the core skills of the 21st century.

1. Comparison of the ratings of college, school, and student-teachers indicate that,

a. There is no significant difference between the ratings of college teachers and school teachers at the selected colleges in East-Central and Southern Ethiopia whether or not collaborative partnerships develop the students' skills of critical/problem solving, research conducting, communication, creativity/innovation, and life and career skills. It means their ratings are almost comparable.

b. There is a significant difference between the ratings of college teachers and student teachers whether or not collaborative partnerships develop the students' skills of critical/problem-solving, research conducting, communication, creativity/innovation, and life and career skills. The student-teacher rated considerably higher while the college teachers rated a moderate.

c. There is a significant difference between the ratings of school teachers and student-teachers whether or not collaborative partnerships develop the students' skills of critical/problem-solving, research conducting, communication,

creativity/innovation, and life and career skills. The student-teacher rated markedly high while the school teachers rated a moderate.

2. Challenges to implement collaborative partnerships,

a. In Colleges of Teacher Education: There are challenges of having different cultures, teachers' workload, lack of collaboration, lack of knowledge regarding the benefit of collaborative partnerships, and lack of trust between partners in implementing collaborative partnerships among Colleges of Teacher Education and Educational Agencies. However, the existence of teachers' workload is to a lesser extent.

b. In secondary schools: There are challenges of having different cultures, teachers' workload, lack of finance, lack of collaboration, lack of knowledge regarding the benefit of collaborative partnerships, and lack of trust between partners to a moderate extent.

3. The proposed implementation model emphasizes the development of the collaborative partnerships model by connecting Colleges of Teacher's Education to Educational agencies to develop the core skills of the 21st century. The implementation model aims to bring the stakeholders to the same level by identifying their strengths and defining their goals to achieve mutual goals of developing the core skills of the 21st century. The full involvement of stakeholders and the colleges can lessen the challenges.

Conclusions

Based on the findings, the following conclusions were made:

1. College teachers' demographic profile shows that most college teachers are male, and there is gender disparity. The gender disparity indicates the problem of developing the core skills of the students without female educators' involvement because women instructors stress the development of student skills, student involvement, collaborative teaching, and learning. Moreover, they consider the background knowledge of students more than male instructors. The age of lecturers in the work is a significant factor that could affect teaching efficacy. When the lecturers' age in the profession increases they become more experienced, and their effectiveness in employing effective teaching methods, collaborative teaching, collaborative partnerships, and overall teaching efficacy proliferate.

School teachers' demographic profile shows a lower percentage of female teachers, which confirms the existence of gender disparity. Compared to male teachers, female teachers link 83% of theoretical classes with the practical world by creating activities. Thus, female teachers are key factors in linking theory with practice.

2. Most college teachers help in developing the student-teachers core skills to a moderate extent.
3. When compared among themselves, some college teachers help to develop the student-teachers' skills of critical thinking/problem, creativity and innovation, life and career solving better than others. However, the help of college teachers in developing the skills of conducting research, and communication are similar, which is to a moderate extent.

4. There are separatist and consultation models of partnerships in Colleges of Teachers' Education, but there is one more partnerships model according to school teachers' ratings, which is a pedagogical model.
5. The ratings of student-teachers concerning the extent of collaborative partnerships help in developing the students' skill is to a great extent, but school and college teachers' rating is to a moderate extent.
6. The ratings of college and school teachers concerning the extent of collaborative partnerships help in developing the student-teachers core skills are comparable except for college teachers.
7. There are different challenges to implementing collaborative partnerships effectively. The challenges of college and school teachers are comparable (similar), except that workload is not a challenge for college teachers but is a challenge for secondary school teachers.
8. A collaborative partnerships implementation model was developed to implement the core skills of the 21st century.

Recommendations

In the following sections, two sets of recommendations are stated based on the findings of this research. The first one is regarding practices to be done by stakeholders and the second one is for future research.

Recommendations for practices

1. a. The finding indicates the presence of gender disparity for both college and school teachers. So, the Ministry of Education, regional education offices, and the Colleges of Teachers' Education should work together to raise the female-teachers

matriculation because the gender disparity implies the skill development of student-teachers. Implementing the core skills of the 21st century without the full involvement of female teachers is difficult.

b. Most school teachers have Bachelor's degrees, and college teachers have Master's degrees. Considering the significance of professional and skill development. The secondary school principals and education offices should facilitate upgrading their level of training for secondary school teachers. The college administration and the ministry of education have to create educational opportunities jointly for college teachers. It is impossible to realize the development of core skills of the 21st century without proper training.

2. The college teachers' help in developing the student-teachers' core skills ranges from the lesser to the moderate extent. Thus, the Ministry of Education (MoE) should improve the curriculum, and the system of education, provide proper resources and solve different challenges. It is impossible to realize development without making education practical.
3. Some colleges of teachers' education support their students in developing the core skills better than others. So, to develop the student-teachers core skills of the 21st century, college teachers should be given proper training.
4. There are separatist, consultation, and pedagogical partnerships models in colleges and schools. Thus, the models should be developed from separatist into the highest level of partnership which is the collaborative ones by changing the system of education. Colleges, secondary schools, and educational offices have a hierarchical work order, but the collaborative partnership is not about having a work order but a

working relationship that brings all parties to the same level. Moreover, secondary schools, and educational offices should develop and implement the collaborative partnerships model to help students develop the core skills of the 21st century or to make education more practical.

5. College teachers, school teachers, and student-teachers rated that collaborative partnerships develop the core skills of the 21st-century. Thus, the Ministry of Education, colleges, and schools should work collaboratively to improve the colleges and schools' curricula in a way that encourages to implementation of collaborative partnerships to develop the core skills.
6. Student teachers rated higher than college and school teachers concerning collaborative partnerships' development of the core skills of the student-teachers. Hence, the regional and zonal education offices should motivate, encourage, and train the college and school teachers to understand the benefits of collaborative partnerships.
7. There are different cultures between colleges and schools, teachers' workload, lack of finance (for school teachers), lack of knowledge about the benefits of collaborative partnerships, and lack of trust between partners are considered the challenges of developing collaborative partnerships at the colleges and schools. Thus, colleges, schools, educational offices, and the Ministry of Education should solve the challenges. Training should be given to teachers, administrators, and other stakeholders to lessen the cultural differences among Colleges of Teachers' Education and Educational Agencies.

8. Colleges of Teachers' Educations, secondary schools, and educational agencies should use the proposed implementation model to make education practical.

Recommendations for Future Research

The researcher has suggested investigating the following areas:

1. There is gender disparity in both the Colleges of Teachers' Education and Secondary schools that could affect the development of student-teachers core skills because women instructors stress the development of students' skills. Hence, a comprehensive study is needed concerning the relationship between the core skills of the 21st-century and genders.
2. Colleges and school teachers help develop the students' core skills ranging from lower to moderate. A study is needed to know why teachers' help to develop the students' core skills is to a moderate level.
3. There is a big difference between the ratings of teachers (college and school) and student-teachers concerning the impact of collaborative partnerships to develop the core skills of the 21st-century. A study is needed on why student-teachers rated higher on the effectiveness of collaborative partnership in developing their core skills than college and school teachers.
4. There are different challenges to implementing collaborative partnerships at the Colleges of Teachers' Education and Educational agencies. A study is needed to find the best way of solving the challenges to implement collaborative partnerships effectively.
5. The study focused on developing the core skills of the 21st-century. A study is needed concerning how to improve the current method of teaching (knowledge-based) by revising the curriculum.

REFERENCES

AACT. (2010). *21st Century Knowledge and Skills in Education Preparation.* Washington, DC: Pearson. Retrieved from https://files.eric.ed.gov/fulltext/ED519336.pdf

Abebe, W., & Woldehanna. (2013). *Teacher Training and Development in Ethopia: Improving Education Quality by Developing Teacher Skills, Attitudes and Work Conditions.* London: Young Lives.

Abebe, W. (2012). School Management and Decision-making in Ethiopian Government Schools: Evidence from the Young Lives Qualitative School Survey. London, Tottenham, United Kingdom. Retrieved from https://assets.publishing.service.gov.uk/media/57a08a74e5274a27b20005d7/yl-wp86_abebe.pdf

Adamu, A. Y., & Addamu, A. M. (2012). Quality Assurance in Ethiopian Higher Education: Procedures and Practices. *Procedia-Social and Behavioral Sciences, 69*(2012), 838-846, doi: 10.1016/j.sbspro.2012.12.006

Admas, F. (2016). Early Childhood Education in Ethiopia: Present Practices and Future Directions. *The Ethiopian Journal of Education, 36*(2). Retrieved from https://www.researchgate.net/project/http-ejolaaueduet-indexphp-EJE-article-view-264

Ahiatrogah, P. D. (2017). Gender Dimension in the Development of Effective Teaching Skills among University of Cape Coast (Ucc) Distance Education Students. *World Journal of Education, 7*(4), 12-23, doi: https://doi.org/10.5430/wje.v7n4p12

Ahmad, A. (2018, June 23). *The Transformative Power of Pedagogical Partnerships in*

Educational Development. Retrieved February 23, 2021, from Higher Education Academy: https://www.heacademy.ac.uk/entry/transformative-power-pedagogical-partnerships-educational-development

Ahmad, S. (2013). Teacher Education in Ethiopia: Growth and Development. *African Journal of Teacher Education, 3*(3), 1-20, doi: http://dx.doi.org/10.21083/ajote.v3i3.2850

Alda, R., Boholano, H., & Dayagbil, F. (2020). Teacher Education Institutions in the Philippines towards Education. *International Journal of Learning, Teaching and Educational Research, 19*(8), 137-154, doi: http://dx.doi.org/10.26803/ijlter.19.8.8

Alison, S.C., Bahti, M., & Ntem, A. (2019). *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in higher*

Amante, M., & Geleta, A. (2018). The Interplay between Teachers' Professional Development andJob Performance with Particular Reference to Ilu Ab Bor Zone Preparatory Schools. *College of Eduaction and Behavioural Sciences, Jimma University, 14*(1), 53-73. Retrieved from https://www.ajol.info/index.php/ejesc/article/view/188439/177697

American Association of Colleges of Teacher Education (AACTE). (2010, September 10). 21st Century Knowledge and Skills in Educator Preparation. Washington, D.C., America. Retrieved from https://files.eric.ed.gov/fulltext/ED519336.pdf

American Federation of Teachers, (n.d.). Building Parent-Teacher Partnerships. *A Union of Professional:Classroom Tips*. Washington, New Jersey, America. Retrieved from https://files.eric.ed.gov/fulltext/ED516935.pdf

Anderson, E. M., Blitz, L. S., & Saastamoinen, M. (2015). Exploring a School–University Model for Professional Development With Classroom Staff: Teaching Trauma-Informed Approaches. *School Community Journal, 25*(2), 113-134. Retrieved from https://www.semanticscholar.org/paper/Exploring-a-School-University-Model-for-Development-Anderson-Blitz/9e56e418f645d0359e84fa097a06a674ceb9b6c6

Aranda, C. G., Garcia, A. M., Morillo, C., Cuvas, S. M., Rodriguez, E., Jorge, J. P., . . . Castillo, I. d. (2020). Creativity and Innovation Skills in University STEM Education: The CHET Project Approach. *International Conference on Higher Education Advances (HEAd'20)* (pp. 679-687). Valencia: University Politecnica de Valencia. doi:http://dx.doi.org/10.4995/HEAd20.2020.11127

Arizona PBS. (n.d.). *Early Childhood Brain Development has Lifelong Impact.* Retrieved July 4, 2021, from Arizona State University: https://azpbs.org/2017/11/early-childhood-brain-development-lifelong-impact/

Arthur, J., Davison, J., & Moss, J. (2002). *Subject Mentoring in the Secondary School.* London: Routledge & CRC. *Education.* North Carolina: Elon University Center for Engaged Learning.

Aseffa, A. (2010). Public-Private Partnership (PPP): Some Reflections on Ethiopian Higher Education. *Ethiopian Journal of Business and Economics (EJBE), 1*(1), 145-169. Retrieved from https://www.ajol.info/index.php/ejbe/article/view/111828/101595

Asemanyi, A. A. (2015). An Assessment of Students' Performance in Communication Skills: A Case Study of the University of Education Winneba. *Journal of*

Education and Practice, 6(35), 1-7. Retrieved from https://files.eric.ed.gov/fulltext/EJ1086368.pdf

Asfaw, A. (2012). Gender Inequalities in Tertiary Education in Ethiopia. *Global Scholars Program Working Paper Series. 5*, pp. 1-17. Washington, DC: Center for Global Education at Brookings. Retrieved 2022, from https://www.brookings.edu/wp-content/uploads/2018/03/gender-inequalities-in-tertiary-education-in-ethiopia.pdf

Avanzi, L., Cortini, M., & Crocetti, E. (2012). When Age Matters: The Role of Teacher Aging on Job Identity and Organizational Citizenship Behaviors. *Revue Internationale De Psychologie Sociale, 25*(3-4), 179-210. Retrieved from https://www.cairn.info/revue-internationale-de-psychologie-sociale-2012-3-page-179.htm

Bailey, F., & Dolan, A. M. (2011). The Meaning of Partnership in Development: Lessons for Development Education. *The Shifting Policy Landscape of Development Education*(13), 1-109. Retrieved from https://www.developmenteducationreview.com/issue/issue-13/meaning-partnership-development-lessons-development-education

Ball, A., Joyce, H. D., & Butcher, D. A. (2016). Exploring 21st Century Skills and Learning Environments for Middle School Youth. *International Journal of School Social Work, 1*(1), 1-15, doi:https://doi.org/10.4148/2161-4148.1012

Barbara, K. G. (2020, January 28). *Organizing Academic Research Papers: Types of Research Designs.* Retrieved February 12, 2020, from Sacred Heart University Library: https://library.sacredheart.edu/c.php?g=29803&p=185902

Barnett, M., Anderson, J., Houle, M., Higginbotham, T., & Gatling, A. (2010). The Process of Trust Building Between University Researchers and Urban School Personnel. *Sage, 45*(5), 630-660. Retrieved from https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1026.353&rep=rep1&type=pdf

Bassey, B. (2016). Undergraduates' View of Lecturers' Age as a Factor in their Teaching Effectiveness. *Global Journal of Social Sciences, 15*(1.1), 1-11, doi:http://dx.doi.org/10.4314/gjss.v15i1.1

BattelleforKids. (2021). *Partnership for 21st Century Learning*. Retrieved from Network of Battelllefor Kids: https://www.battelleforkids.org/networks/p21

Becho, D., & Ayele, E. (2020). Teachers' and Students' Perceptions towards Teaching Listening Skills in CLT Classrooms: the Case of First-Year Students in Wolaita Sodo University. *8*(6), 13-25, doi:https://doi.org/10.20546/ijcrar.2020.806.003

Bedilu, L. (2014). Secondary School Teachers' Competence in Educational Assessment of Students in Bahir Dar Town. *Bahir Dar Jounral of Education, 14*(2), 1-10. Retrieved from https://www.researchgate.net/publication/284719472_Secondary_School_Teachers'_Competence_in_Educational_Assessment_of_Students_in_Bahir_Dar_Town

Begna, T.N. (2017). Public Schools and Private Schools in Ethiopia: Partners in National Development? *International Journal of Humanities Social Sciences and Education (IJHSSE),4(2),* 100-111. Retrieved from https://www.arcjournals.org/pdfs/ijhsse/v4-i2/10.pdf

Beisser, S. (2008). A five Year Study of Field Based Pedagogical Partnerships to Prepare New Elementary Teachers. *The Innovation Journal: The Public Sector Innovation Journal , 13*(2), 2-18. Retrieved from http://www.educ.drake.edu/beisser/index.html

BERA-RSA. 2014. Research and the Teaching Profession: Building the Capacity for a Selfimproving Education System. Final Report of the BERA-RSA Inquiry Into the Role of Research in Teacher Education. London: BERA and RSA.

Berger, J.-L., Girardet, C., & Cynthia, V. (2018). Teaching Experience, Teachers' Beliefs, and Self-Reported Classroom Management Practices: A Coherent Network. *SAGE Open*, 1-12. doi:https://doi.org/10.1177/2158244017754119

Bezzina, C., Lorist, P., & Velzen, C. (2014). Partnerships between Schools and Teacher Education Institues. *31*, pp. 747-758. Amsterdam: Association of Teacher Education in Europe, doi:10.1007/978-1-4020-8874-2_5

Biku, T., Demas, T., Woldehawariat, N., Getahun, M., & Mekonnen, A. (2018). The Effect of Teaching Without Pedagogical Training in St. Paul's Hospital Millennium Medical College, Addis Ababa, Ethiopia. *Advances in Medical Education and Practice, 1*(9), 893-904, doi:http://dx.doi.org/10.2147/AMEP.S167944

Boaduo, N. A., Milondzo, K. S., & Gumbi, D. (2011). Teacher Education and Training for Africa in the 21st Century: What Form Should it Take? *Educational Research and Review, 6*(1), 1-16. Retrieved from http://www.academicjournals.org/ERR

Borte, K., & Lillejord, S. (2016). Partnership in Teacher Education: A Research Mapping. *European Journal of Teacher Education, 39*(5), 550-563, doi:

http://dx.doi.org/10.1080/02619768.2016.1252911

Brandstetter, R., Bruijn, B., Deslauriers, H., Forschner, M., Machacoa, J., Orologa, … Scoppetta, A. (2016). *Successful Partnerships: A guide.* Paris: OECD LEED Forum on Partnership and Local Governance at ZSI. Retrieved from https://www.oecd.org/cfe/leed/36279186.pdf

Bray, M. (2000). Community Partnerships in Education: Dimensions, Variations and Implications. *World Education Forum* (pp. 3-47). Dakar: UNESCO.

British Council. (2021). *Teaching Core (21st Century) Skills.* Retrieved from Teaching English: https://www.britishcouncil.ph/teach/courses/core-skills

British Council. (2017, September 31). *How Core Skills are Starting to Impact Education in Ethiopia*. Retrieved from British Council, Ethiopia: https://ethiopia.britishcouncil.org/about/press/how-core-skills-are-starting-impact-education-ethiopia

Brown, K. L. (2019). Collaborative Partnership. *Sage Publication, 42*(2), 86-90, doi: https://doi.org/10.1177%2F1076217518825339

Bull, P. H., Patterson, G., Dunston, Y., Wilbur, G., & Simpson, C. (2017). Competency-based Education: The New Frontier in Teacher Education. In M. Soler, *Proceedings of the UNC CBE Summit 2017* (pp. 33-54). North Carolina: University of North Carolina Press.

Burnage. (2018, May 23). *Communication and Collaboration Skills.* Retrieved from SecEd: https://www.sec-ed.co.uk/best-practice/communication-and-collaboration-skills/

Byrne, J., Downey, C., & Souza, A. (2013). Teaching and learning in a competence-based curriculum: the case of four secondary schools in England. *The Curriculum Journal, 24*(3), 351-368, doi: http://dx.doi.org/10.1080/09585176.2012.731008

Casto, H. G. (2016). "Just One More Thing I have to Do": School-Community Partnerschiops. *School Community Journal, 26*(1), 139-162. Retrieved from http://www.schoolcommunitynetwork.org/SCJ.aspx

Cavner, D., & Fox, J. (2014). 21st-Century Teaching and Learning in Ethiopia: Challenges and Hindrances. *International Journal of Pedagogy and Curriculum, 22*(2), 1-17. Retrieved from https://www.researchgate.net/publication/281848070_21st-Century_Teaching_and_Learning_in_Ethiopia_Challenges_and_Hindrances

Chalkiadaki, A. (2018). A Systematic Literature Review of 21st Century Skills and Competencies in Primary Education. *International Journal of Instruction,* 11(3), 1-16, doi: https://doi.org/10.12973/iji.2018.1131a

Christianakis, M. (2010). Collaborative Research and Teacher Education. *Issues in Teacher Education, 19*(2), 109-125. Retrieved from https://files.eric.ed.gov/fulltext/EJ902678.pdf

Coburn, C., & Penuel, W. (2016). Research-Practice Partnerships in Edcuation: Outcomes, Dynamics, and Open Questions. *Educational Researcher, 45*(1), 48-54, doi: https://doi.org/10.3102%2F0013189X16631750

Cook-Sather, A. (2017). How Pedagogical Partnerships Can Build a Sense of Belonging, Crate a Trusting Classroom Community, and Spark Hope. *Teaching and Learning*

Together in Higher Education, 1(22), 1-3. Retrieved from http://repository.brynmawr.edu/tlthe

Cook-Sather, A. (2019). Increasing Inclusivity through Pedagogical Partnerships between Students and Faculty. *Association of American Colleges & Universities, 22*(1), 1-32. Retrieved from https://www.aacu.org/diversitydemocracy/2019/winter/cook-sather

Corder, G. W., & Foreman, D. I. (2014). *Nonparametric Statistics:A Step-by-Step Approach.* Canada: WILEY.

Coughlan, M. (2016). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation, 16*(6), 309-314, doi: http://dx.doi.org/10.12968/ijtr.2009.16.6.42433

Debebe, A. (2016). Causes of Early School Leaving in Southern Nations Nationalities and People's Regional State. *Ethiopia Journal of Education, 11*(2), 51-73. Retrieved from https://www.ajol.info/index.php/ejesc/article/view/153665

Debois, S. (2019, March 8). *10 Advantages and Disadvantages of Questionnaires.* Retrieved February 17, 2020, from SurveyAnyplace: https://surveyanyplace.com/questionnaire-pros-and-cons/

Delacruz, S., & Guerra, P. (2019). Building Sustainable Afterschool Literacy Programs by Partnering With University Teacher Candidates. *School Community Journal, 29*(2), 81-104. Retrieved from https://files.eric.ed.gov/fulltext/EJ1236594.pdf

Demelash, B. (2014). The Implementation of Competency Based Training Program In Selected Technical and Vocational Education Training (Master's Thesis). Retrieved from http://etd.aau.edu.et/bitstream/handle/123456789/11415/Motuma

%20Shiferaw.pdf;jsessionid=FE2020EC0714E11C5D91E686C6499CE7?sequence=1

Demissie, M. M., Herut, A. H., Yimer, B. M., Bareke, M. L., Agezew, B. H., Dedho, N. H., & Lebeta, M. F. (2021). Graduates' Unemployment and Associated Factors in Ethiopia: Analysis of Higher Education Graduates' Perspectives. *Hindawi Education Research International, 2021,* 1-9, doi:https://doi.org/10.1155/2021/4638264

Deng, L., Zhou, N., Nile, R., & Jin, P. (2017). Parent-teacher Partnership and High School Students' Development in Mainland Chaina: the Mediating Role of Teacher-Student Relationship. *Asia Pacific Journal of Education, 38*(1), 1-17, doi: 10.1080/02188791.2017.1361904

Dessie, W. M., Sewagegn, A. A., & Bekele, N. A. (2020). Students' Team Creativity and Innovation at Higher Education: Evidence from Ethiopia. *International Journal of Innovation in Education, 6*(2), 75-94, doi:http://dx.doi.org/10.1504/IJIIE.2020.10030611

Desta, A.A. & Belay, H.M. (2018). Nature, benefits, challenges, and opportunities of university community engagement at the University of Gondar, Ethiopia: A case study. International Journal of Research on Service-Learning and Community Engagement, 6(1), Article 7. Retrieved from https://ijrslce.scholasticahq.com/article/7022.pdf

Dewey, J. (1938). Experience and education. New York: Macmillan.

Dewey, J. (1994). Experience and Nature. Chicago: Open Court. Retrieved from https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1441&context=eandc

Dyson, A., Gallannaugh, F., & Kerr, K. (n.d.). *Conceptualising School-Community relations in Disadvantaged Areas.* Uk: Connected Communities. Retrieved from https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-communities/conceptualising-school-community-relations-in-disadvantaged-areas/

ELis. (2017). 21st Century Competencies- What are they and are we Teaching them? *Research Digest, 4*(4), 47-64. Retrieved from https://academyofsingaporeteachers.moe.edu.sg/docs/librariesprovider2/resouces-docs/elis-research-digests-doc/elis-research-digest-vol-4-issue-4.pdf

Emadi, A. A., Said, Z., & Friesen, H. L. (2019). Differences between Male and Female Science Teachers in Qatari Schools: Possible Impact on Student Achievement. *EURASIA Journal of Mathematics, Science and Technology Education, 15*(12), 1-16, doi:https://doi.org/10.29333/ejmste/109236

ENS Éditions. (2021). Educational Consultation for Reflective-Dialogic Partnerships: A Possible M odel. *Open Edition, 67*, 31-47. Retrieved from http://hdl.handle.net/2078.1/114275

Erdem, C., Bagei, H., & Kocyigit, M. (2019). 21st Century Skills and Education. (pp. 1-14). Newcastle upon Tyne: Cambridge Sscholars. Retrieved from https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3966-2-sample.pdf

Esteves, M. H. (2016). Initial Teacher Education in Europe: Shaping Teachers for the 21st Century. *Education Research Journal, 6*(11), 203-208. Retrieved from http://resjournals.com/journals/educational-research-journal.html

Ethiopia Education Development Roadmap (2018. *An Integrated Executive Summary*. Retrieved from https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf

Euro-Acess. (2022, 03 19). *Call: Partnerships for Innovation-Forward-Looking Projects-Cross-Sectoral Priorities.* Retrieved from Euro Access: Micro-Region: https://www.euro-access.eu/calls/european_universities_-_development_of_new_deep_institutional_transnational_cooperation_topic_2_3

Farah, Y. N. (2019). Collaborative Partnership: Opening Doors Between Schools and Universities. *SAGE journals, 42*(2), 74-80, doi: https://doi.org/10.1177%2F1076217518822679

Farrell, R. (2021). The School-University Nexus and Degrees of Partnership in Initial Teacher Education. *Irish Educational Agencies, 1*(1), 1-18, doi:https://doi.org/10.1080/03323315.2021.1899031

Fekadu, A., & Melese, W. (2012). Partnership between Teacher Education Institues and Secondary Schools in Ethiopia: Status, Challenges, and Prospect. *Institute of Education & Professional dev't, JU, 7*(2), 43-60. Retrieved from https://www.ajol.info/index.php/ejesc/article/view/82116

Felce, A. (2011). Cross-university collaboration for work-place learning: a case study . *Institute for Learning Enhancement , 1*(1), 63-77, doi: http://dx.doi.org/10.1108/20423891111085401

Felten, P. (2017). Where Student Engagement Meets Faculty Development: How Student-Faculty Pedagogical Partnership Fosters a Sense of Belonging . *Student*

Engagement in Higher Education Journal, *1*(2), 3-11. Retrieved from https://sehej.raise-network.com/raise/article/view/cook

Flore, S. M., Graesser, A., Greiff, S., Gong, B., Kyllonen, P., Massey, C., . . . Davier, A. (2017). Collaborative Problem Solving: Considerations for the National Assessment of Educational Progress. Retrieved from https://nces.ed.gov/nationsreportcard/pdf/researchcenter/collaborative_problem_solving.pdf

Foerste, E., Merler, A., & Vargiu, A. (2017). Partnership in Teacher Education: A Theoretical and Practical Analysis. *Creative Education, 8, 1275-1291,* doi: http://dx.doi.org/10.4236/ce.2017.88090

Fox, J. (2015). 21st Century Teaching and Learning in Ethiopia: Challenges and Hindrances. *International Journal of Pedagogy and Curriculum, 22*(2), 1-17. Retrieved from https://www.researchgate.net/publication/281848070_21st-Century_Teaching_and_Learning_in_Ethiopia_Challenges_and_Hindrances

Francisco, R. S. (2020). Teachers' Personal and Professional Demographic Characteristics as Predictors of Students' Academic Performance in English. *International Journal of Management, Technology, and Social Sciences, 5*(2), 2581-6012, doi:http://doi.org/10.5281/zenodo.3997430

Froehlich, D. E., Hobusch, U., & Moeslinger. (2021, May 18). Research Methods in Teacher Education: Meaningful Engagement Through Service-Learning. *Teaching and Learning Research Methods: Fostering Research Competence Among Students*, pp. 1-8. https://doi.org/10.3389/feduc.2021.680404

Garmamo, M. G. (2018). Challenges of Providing Quality Physical Education in some Selected Public Secondary Schools of Wolaita Zone, Southern Ethiopia. *International Journal of Scientific and Research , 8*(6), 37-43, doi: http://dx.doi.org/10.29322/IJSRP.8.6.2018.p7806

Gay, L., Mills, G. E., & Airasian, P. (2018). *Educational Research: Competencies for Analysis and Applications.* Boston, United States: Pearson. Retrieved from https://yuli-elearning.com/mod/resource/view.php?id=677

Gemeda, F. T. (2015). Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform. *Australian Journal of Teacher Education, 40*(5), 1-26. Retrieved from http://ro.ecu.edu.au/ajte/vol40/iss5/1

Ghaye, T. (2010). *Teaching and Learning Through Reflective practice: A practical guide for Posetive Action.* London: Routledge.

Gill, J., Johnson, P. & Clark, M. 2010. Research Methods for Managers. Washington, D.C: SAGE Publication.

Gillard, D. (2012). *Education in England: the History of our Schools.* London: Crown.

Girma, G., Teshome, Foad, N., Yarcho, Ismael, A., & Terefe. (2022, March 15). Personal Interview. (T. Tadese, Interviewer)

Glassman, A. M., & Opengart, R. (2016). Teaching Innovaion and Creativity: Turning Theory into Practice. *Journal of International Business Education, 11*, 113-132. Retrieved from https://commons.erau.edu/cgi/viewcontent.cgi?article=1784&context=publication

Goshu, B.S., & Woldeamanuel, M. M. (2019). Education Quality Challenges in Ethiopia Secondary Schools. *British Journal of Education,Society and Behaviorial science 31*(2), 1-15, doi: https://doi.org/10.9734/jesbs/2019/v31i230147

Gu, Y., & Zhao, C. (2018). Innovative Research on the Cultivation System of the Core Competence of College Students. *18*(6), 3844-3851, doi: https://doi.org/10.12738/estp.2018.6.298

Guo, J., & Woulfin, S. (2016). Twenty-First Century Creativity: An Investigation of How the Partnership for 21st Century Instructional Framework Reflects the Principles of Creativity. *Roeper Review*, *38*(3), 153–161, doi: http://dx.doi.org/10.1080/02783193.2016.1183741

Gurlui, I. (2014). Educational Partnerships in Primary Education. *Social and Behavioral Sciences, 180*(2015), 606-611, doi: http://dx.doi.org/10.1016/j.sbspro.2015.02.167

Gut, D. M. (2011). Integrating 21st Century Skills into the Curriculum. In G. Wan, & D. Gut (Eds.), Bringing Schools into the 21st Century (Vol. 13, pp. 137-157). Dordrecht: Springer. https://doi.org/10.1007/978-94-007-0268-4_7

Halasz, G. (2016). School-university partnership for effective teacher learning. ELTE Doctoral School of Education, May 13, 1-34. Retrieved from https://www.elte.hu/en/doctoral-school-of-education

Halverson, K.V. (2017). Reorienting Teacher Education by Building Partnership in a Changing World: Multiple Perspectives. In K. V. Halvorsen, *International Trends in Preparation of Early Childhood Teachers in a Changing World* (pp. 33-53). Kristiansand: Unversity of Agder. Retrieved from https://app.cristin.no/results/show.jsf?id=1526958

Halvorsen, K.V. (2014.) "*Partnerships in Teacher Education*." Ph.D. diss. University of Bergen, Norway.

Haradhan, M. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Annals of Spiru Haret University, 17*(3), 58-82. Retrieved from https://mpra.ub.uni-muenchen.de/83458/

Hartley, M., & Huddleston, T. (2010). School-Community-University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States of America. *Council of Europe Publishing,* Retrieved from https://repository.upenn.edu/gse_pubs/386

Hawassa University (2021). *Research Projects*. Retrieved June 10, 2021, from Hawassa University: https://www.hu.edu.et/index.php/research-projects/collaborative

Healey, M., Flint, A., & Harrington, K. (2016). Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry*, 4(2), 1-13. Retrieved from https://creativecommons.org/licenses/by/4.0/

Healey, M., Flint, A., & Harrington, K. (2014). *Engagement through partnership: Students as Partners in Learning and Teaching in Higher Education.* England: The Higher Education Adademy.

Heimann, R. (2015). Dynamics of the School-College Partnership. *Studies in Education, 12*(2), 221-243, doi: https://doi.org/10.1086/683216

Heinz, M., & Fleming, M. (2019). Leading Change in Teacher Education: Balancing on the Wobbly Bridge of School-University Partnership. *European Journal of Education, 8*(4), 1295-1302, doi: http://dx.doi.org/10.12973/eu-jer.8.4.1295

Helms, R. M. (2015). *International Higher Education Partnerships: A Global Review of Standards and Practices.* New York: American Council on Education.

Hernandez, R. (2012). Collaborative Learning: Increasing Students' Engagement Outside the Classroom. *Us-China Education Review, A*(9), 804-812. Retrieved from https://files.eric.ed.gov/fulltext/ED537177.pdf

Höhndorf, A. (2012). *University-Business-Partnerships between Higher Education Institutions and Business Partners in Germany and in Developing Countries*. Retrieved from https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/university-business-partnerships/ on November, 2019.

Horton, D., & Prain, G. T. (2014). *Perspectives on Partnerships: A literature Review.* Peru: CIP Communication and Public Awareness Department (CPAD).

Human Rights and Labor. (2019). *Ethiopia Human Rights Report: Section 6.* United States: Bureau of Democracy, Human Rights and Labor. Retrieved from https://www.state.gov/wp-content/uploads/2020/03/ETHIOPIA-2019-HUMAN-RIGHTS-REPORT.pdf

Hunter, P. E., & Botchwey, N. D. (2017). Partnerships in Learning: A Collaborative Project between Higher Education Students and Elementary School Students. *Innov High Educ, 1*(42), 77-90, doi: https://doi.org/10.1007/S10755-016-9363-X

Huong, V. T., Tung, N. T., Hong, T. T., & Hung, D. H. (2020). Partnerships between Teacher Education universities and Schools in Practicum to Train Pre-Service Teachers of Vietnam. *International Journal of Higher Education*, 134-152, doi:10.5430/ijhe.v9n5p134

Ibido, M. (2020). Factors Affecting Quality of Education in Ethiopian Higher. *Journal of Research & Method in Education, 10*(4), 55-58, doi: 10.9790/7388-1004045558

Institute of International Education (2019). *Partnership for Higher Education in Africa*. Retrieved from https://www.iie.org/en/Programs/PHEA on November 22, 2019.

Islahuddin, T. I., & Mansyur. (2016). A Holistic Model of Parntership in Education. *International Journal of Environmental & Science Education, 11*(13), 5915-5924. Retrieved from https://files.eric.ed.gov/fulltext/EJ1115524.pdf

Islamia, J. M. (2016). Research Design. *Research in Social Science: Interdisciplinary Perspectives* (pp. 68-84). Retrieved from https://www.scribd.com/document/426819787/Research-Design

Jan, W. (2010). Enhancing Learning by Integrating Theory and practice. *International Journal of Teaching and Learning in Higher Education, 21*(2), 258-265. Retrieved from https://files.eric.ed.gov/fulltext/EJ899313.pdf

J Educ Psychol Consult. (2018, Feb 8). *US National Library of Medicine.* Retrieved February 21, 2021, from Partners in School: An Innovative Parent-Teacher Consultation Model for Children with Autism Spectrum Disorder:Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350905/

JICA (2012). *Basic Education Sector Analysis Report: Ethiopia.* Addis Ababa: Author.

Jimma, T. T., & Tarekegn, W. M. (2016). The Prevailing Practices and Challenges of Curriculum Reform in Ethiopian Higher Education: Views and Responses from Within. *Australian Journal of Teacher Education, 41*(10), 87-106. doi:http://dx.doi.org/10.14221/ajte.2016v41n10.6

Johnstone, D. B. (1994). partnerships and the Rebuilding of American Competence. *The Journal of Higher Education, 65*(2), 168-182. Retrieved from https://openjicareport.jica.go.jp/pdf/12083135.pdf

Joshi, R. D., & Verspoor, A. (2013). *Secondary Education in Ethiopia: Supporting Growth and Transformation.* Washington, D.C.: The world Bank.

Kassaye, M. (2005). Ensuring the quality of Ethiopian higher education in the face of the challenges of the 21st Century. The Ethiopian Journal of Higher Education, 2(2), 103-131. Retrieved from http://213.55.95.79/index.php/EJHE/article/download/476/335

Keating, A. (2016). Educating tomorrow's citizens: what role can schools play? Foro de Education, 14(20), doi: http://dx.doi.org/10.14516/fde.2016.014.020.001.012

Kellog, S. (2018). *Competency Based Education: Best Practices and Imlementation Strategies for Institutions of Higher Education.* Montreal: Concordia University.

Kettler, T., Lamb, K., & Mullet, D. (2018). *Developing Creativity in the Classroom: Learning and Innovation for 21st-Century Schools.* New York: Routledge, doi:10.4324/9781003234104

Khan, A., Khan, S., Zia, S., & Manzoor, K. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Eduaction and Practice, 8*(1), 18-21. Retrieved from https://files.eric.ed.gov/fulltext/EJ1131770.pdf

Khandlhar, P. B., & Barrow, J. M. (2019, June 22). *Research Ethics.* https://www.ncbi.nlm.nih.gov/books/NBK459281/

Kim, H., & Care, E. (2020). *Capturing 21st Century Skills: Analysis of Assessments in Selected Sub-Saharan African Countries.* Dakar: The United Nations Educational, Scientific and Cultural Organization. Retrieved from https://www.researchgate.net/publication/346322510

Kim, J. (2015). Competency-based Curriculum: An Effective Approach to Digital Curation Education. *Journal of Education for Library and Information Science, 56*(4), 283-297, Retrieved from https://files.eric.ed.gov/fulltext/EJ1082900.pdf

KS, J., Chowdhury, A., Sharma, K., & Platz, D. (2016). Public-Private Partnerships and the 2030 Agenda for Sustainable Development: Fit for purpose? *DESA Working Paper*(148), 1-30. Retrieved from www.un.org/esa/desa/papers/2016/wp148_2016.pdf

Kulkami, P. (2013, December 25). *What is Triangulation of data in Quallitative Research? Is it a Method of Validating the Information Collected Through Various Methods.* Retrieved July 11, 2021, from ResearchGate: https://www.researchgate.net/post/What-is-triangulation-of-data-in-qualitative-research-Is-it-a-method-of-validating-the-information-collected-through-various-methods

Kurt, S. (2021, February 17). *Situated Learning Theory*. Retrieved June 28, 2021, from Educational Technology: https://educationaltechnology.net/situated-learning-theory/

Laar, E. V., Deursen, A. J., Dijk, J. A., & Haan, J. d. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic

Literature Review. *SAGE journals, 10*(1), 1-14, doi:https://doi.org/10.1177%2F2158244019900176

Lee, J. F. (2011). International Field Experience-What Do Student Teachers Learn? *Australian Journal of Teacher Education, 36*(10), 1-22. Retrieved from https://files.eric.ed.gov/fulltext/EJ940869.pdf

Lee, S., & Wilkes, J. (1999). In What Ways do Student Teachers Contribute to Teaching and Learning in the Classroom? Views from Some Schools in England. *Teacher Development, 3*(2), 249-261, doi: http://dx.doi.org/10.1080/13664539900200083

Lekli, L., & Kaloti, E. (2015). Building Parent-Teacher Partnerships as an Effective Means of Fostering Pupils' Success. *Academic Journal of Interdisciplinary Studies MCSER, 4*(1), 101-104, doi: 10.5901/ajis.2015.v4n1s1p101

Laerd. (2018). *Friedman Test in SPSS Statistics.* Retrieved from Laerd Statistics: https://statistics.laerd.com/spss-tutorials/friedman-test-using-spss-statistics.php

Levy, Philippa; Little, S; Whelan, Natalie. (2011). Towards an Assessmetn Partnership Model? Students' Experiences of Being Engaged as Patners in Assessment for Learning. In S. Little, *Staff-Student Partnerships in Higher Education* (pp. 31-47). New York: Continuum.

Lillejord, S., & Borte, K. (2016). Partnership in Teacher Education-A Research Mapping. *European Journal of Teacher Education, 39*(5), 550-563, doi: http://dx.doi.org/10.1080/02619768.2016.1252911

Linkisa, K. D. (2018, June 1). Challenges and Prospects of Competency-based Education: The Case of Adama Science and Technology University Alumni Students and Hawasa TVET College, Adama, Ethiopia. *The Journal of Competencey-Based*

Education, *III*(2), 1-7. Retrieved from https://www.semanticscholar.org/paper/Challenges-and-prospects-of-competency-based-The-of-Likisa/b716af4ac732241377a679973d72bc17ac51d5d7

Mahammoda, S., & Sahin, M. (2019). Critical Thinking Skills in Northern Ethiopia: The Views of Prospective Teachers. *Turquoise International Journal of Educational Research and Social Studies, 1*(1), 8-14. Retrieved from https://files.eric.ed.gov/fulltext/ED597938.pdf

Mahray, G. K. (2011, February 11). The Nexus between Teacher Education Institutes and Cluster Schools in Tigray Region: Practice, Impact, and Implications for the Quest for Quality Education. Addis Ababa, Federal, Ethiopia. Retrieved from http://213.55.95.56/bitstream/handle/123456789/8568/Gebrehiwot%20Kesete.pdf?sequence=1&isAllowed=y

Martin, R. R., Oliva, C. F., Lopez, V., & Aranda, F. A. (2017). Formative assessment, communication skills and ICT in Initial Teacher Education. *Comunicar.Media Education Research Journal, 25*(2), 73-82, doi:10.3916/C52-2017-07

Mawoyo, M., & Robinson, M. (2005). The organisation of Pedagogy in a Learnership Model of Teacher Education. *South African Journal of Education, 25*(2), 109-114. Retrieved from https://www.ajol.info/index.php/saje/article/view/25024/20696

Mekango, A. (2013). Practices and Challenges of Implementation of School Improvement Program in Secondary Schools of Metekel Zone (Masters Thesis). Retrieved from https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/5336/Abera_mekango_final.pdf;sequence=2

Mekonnen, G. T. (2017). The Current Teacher Education programs Reflection on Practice. *AcademicJournals, 12*(6), 366-372, doi: http://dx.doi.org/10.5897/ERR2017.3172

Melese, S., & Tadege, A. (2019). The Ethiopian Curriculum Development and Implementation vis-a-vis Schwab's Signs of Crisis in the Field of Curriculum. *Cogent Education, 6*(1), 1-16, doi: https://doi.org/10.1080/2331186X.2019.1633147

Melese, W. (2019). Preschool Curriculum implementation in Ethiopia: The case of Selected Woredas prechools. *Cypriot Journal of Educational Sciences, 14*(2), 178-189, doi: https://orcid.org/0000-0002-2501-0809

Mellita, J., Hobbs, L., Kenny, J., & Campbell, C. (2016). Successful university-school partnerships: An interpretive framework to inform partnership practice. 1-41, doi: http://dx.doi.org/10.1016/j.tate.2016.08.006

Merriam-Webster, I. (2020). *Merriam-Webster's Collegiate Dictionary.* Boston, Massachusetts: Springfield.

Midthassel, U. V. (2017). University-school partnerships as arrangements in policy implementation . *Journal of Professional Capital adn COmmunity, 2*(3), 134-145, doi: http://dx.doi.org/10.1108/JPCC-0602017-0014

Milligan, C. (2012). Full-Day Kindergarten Effects on Later Academic Success. *SAGE Journals, 2*(1), 1-11, doi: https://doi.org/10.1177%2F2158244012442677

Ministry of Education. (2013). *Social Assessment of the General Education Quality Improvement Program PHASE 2.* Addis Ababa: Self. Retrieved from

https://documents1.worldbank.org/curated/ar/157341468252893655/pdf/IPP6520REV0Soc0ox0379830B00PUBLIC0.pdf

Mlis, L. S., & Hamilton, E. R. (2016). Back to the Future: Prospects for Education Faculty and Librarian. *Education Libraries, 39*(1), 1-18. Retrieved from https://files.eric.ed.gov/fulltext/EJ1122042.pdf

MoE. (2020). *Education Statistics Annual Abstract: September 2019-March 2020.* Addis Ababa: Author.

Mohammed, A. (2020, January 22). Unproductive Connections between Univeristy and Industry. (E. B. C, Interviewer) ThinkAbyssinia.

Mohamad, M. M., Sulaiman, N. L., Sern, L. C., & Mohd, K. S. (2015). Measuring the Validity and Reliability of Research Instruments. *Procedia - Social and Behavioral Sciences, 204*(4), 164-171. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042815047771/pdf?md5=e24f10d5d7025d8392e7c4b350f031c1&pid=1-s2.0-S1877042815047771-main.pdf

Monico, C. & Kupatadze, K. (2020). Developing meaningful and practical global experiences through student-faculty-community partnerships. *International Journal for Students as Partners, 4*(2), doi: https://doi.org/10.15173/ijsap.v4i2.4002

Moran, A., Tembe, C. C., Crosa, E. F., Oonyu, J., Otaala, J., Clarke, L.Farren, … S. (2012). University-School Mentoring Partnerships in Teacher Education:. *Ciências da Educação, 1*(0), 7-20. Retrieved from https://core.ac.uk/download/pdf/233615788.pdf

Muganga, L., & Ssenkusu, P. (2019). Teacher-Centered vs. Student-Centered. *Cultural and Pedagogical Inquiry, 11*(2), 16-40, doi: https://doi.org/10.18733/cpi29481

Mulder, M. (2012). Competence-based Education and Training -About Frequently Asked Questions. *Journal of Agricultural Education and Extension, 18*(3), 319-327, doi: http://dx.doi.org/10.1080/1389224X.2012.670048

Mupa, P., & Chinooneka, T. I. (2015). Factors Contributing to ineffective Teaching and Learning in Primary Schools: Why are Schools in Decadence? *Journal of Education and Practice, 6*(19), 125-132. Retrieved from https://files.eric.ed.gov/fulltext/EJ1079543.pdf

Murawski, L. M. (2014). Critical Thinking in the Classroom. *Journal of Learning in Higher Education, 10*(1), 25-30. Retrieved from https://files.eric.ed.gov/fulltext/EJ1143316.pdf

Mutemeri, J., & Chetty, R. (2011). An Examination of University-School Partnerships in South Africa. *South Africa Journal of Education, 31*(4), 505-517, doi: http://dx.doi.org/10.15700/saje.v31n4a325

National Education Association (2010). *Preparing 21st Century students for a global society: An educator's guide to the "four Cs.*" Retrieved from http://www.nea.org/assets/docs/A-Guideto-Four-Cs.pdf

National Technical Assistance Center on Transition (2015), *A Guide to Developing Collaborative School-Community-Business Partnerships*. Richard Luecking, Ann Deschamps, Ruth Allison, Jacque Hyatt, and Christy Stuart

Nega, M. (2012). *Quality and Quality Assurances in Ethiopia Higher Education: Critical Issues and Practical Implications.* Enschede, Netherlands: CHEPS/UT.

Negash, T. (2006). Education in Ethiopia: From crisis to the brink of collapse. Discussion Papers 33, Uppsala: Nordic Africa Institute.

Negasi, R. D. (2015). Competency-Based secondary Teachers Education Program In Ethiopia: Potential Opportunities and Obstacles. *Bahir Dar Journal of Education, 15*(1), 41-64. Retrieved from https://www.semanticscholar.org/paper/Competency-Based-Secondary-Teacher-Education-in-and-Negasi/156c61d583b8138ecfd0a6991588806a704c1b28

NG, S. S., & Chan, E. Y. (2012). School-University Prtnership: Challenges and Visions in the New Decade. *Global Studies of Childhood, 2*(1), 38-56, doi: https://doi.org/10.2304%2Fgsch.2012.2.1.38

O'Connor, M. T., & Daniello, F. (2019). From Implication to Naming: Reconceptualizaing School-Community Partnership Literature Using a Framework Nested in Social Justice. *School Community Journal, 29*(1), 297-316. Retrieved from http://www.schoolcommunitynetwork.org/SCJ.aspx

OECD. 2015. Education Policy Outlook 2015: Making Reforms Happen. Paris: OECD Publishing. http://dx.doi.org/10.1787/9789264225442-en.OECD. Ó

Organization for Economic Co-operation and Development (OECD) (2013). PISA 2015 collaborative problem solving frameworks. Retrieved from http://www.oecd.org/pisa/pisaproducts/ pisa2015draftframeworks.htm.

Olkaba, T. T., Hunde, A. B., Mamo, T. R., Duresa, G. F., & Keno, D. D. (2019). Analysis of the Teacher Training System in Ethiopia with Specific Reference to Areas for Improvement. *Mekerere Journal of Higher Education, 10*(2.12), 157-170.

Retrieved from https://www.ajol.info/index.php/majohe/article/view/188673/177925

Ortaleza, L. G. (2019). The Development of the 21st Century Skills through the Work Immersion Program: An Input to Mobilized Partnership Program. *Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3*(21). Retrieved from https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7450

Paiwithayasiritham, C., & Yanprechaset, Y. (2021). Enhancing Life and Career Skills of Students Teacher. *Silpakorn Education Research Journal, 13*(1), 1-6. Retrieved from https://so05.tci-thaijo.org/index.php/suedureasearchjournal/article/view/247396

Piaget, A. (1971). *Mental imagery in the child: a study of the development of imaginal representation*. London, UK: Routledge and Kega Paul Ltd,

Price, P. C., Jhangiani, R., & Chiang, C. A. (2015). Reliability and Validity of Measurement. In P. C. Price, *Research Methods in Psychology.* Fresno: Pressbooks.

Razalli, A. R., Kamaruddin, K., Tek, O. E., Teck, W. K., & Daud, N. A. (2021). Evaluating Teaching Workload of Academic Staff for Optimum and Effective Use of Expertise Resources. *International Journal of Academic Research in Business and Social Sciences, 11*(6), 13-26, doi:http://dx.doi.org/10.6007/IJARBSS/v11-i6/10077

Robinson, M. (2016). Professional Practice Schools as a form of School-University Partnership in Teacher Education: Towards a Social Justice Agenda. *20*. Pretoria, Gauteng, South Africa.

Roger, C.R. (1969). Freedom to Learn. Columbus, OH: Merrill.

Role, E. M. (2017, July 20). *Handbook of Statistical Data Management and Analysis* . Eldoret, Baraton, Kenya.

Rolleston, C. (2013). *"Who Benefits from Value-Added? School Effectiveness in Vietnam."* Paper presented at 12th UKFIET International Conference on Education and Development, University of Oxford, September 10.

Roussos, S. R., & Fawcett, S. B. (2009). A review of Collaborative Partnerships as a strategy for Improving Community Health. *Annual Review of Public Health, 21*(1), 369-402, doi: https://doi.org/10.1146/annurev.publhealth.21.1.369

Ruth, C. (2019). The "Africanized" Competency-Based Curriculum: The Twently-First Century Strides. *International Journal of Education, 7*(4), 46-51, doi: http://dx.doi.org/10.34293/education.v7i4.640

Sahlin, S. (2019). Making sense of external partnerships Principals' experiences of school–university collaborations. *Journal of Professional Capital and Community, 2*(4), 1-25, doi: https://doi.org/10.1108/JPCC-02-2019-0004

Scholaro Pro. (2021, September 10). *Tertiary Education*. Retrieved June 29, 2021, from Education Systems in Ethiopia: https://www.scholaro.com/pro/countries/Ethiopia/Education-SystemV

Schoonenboom, J., & Johnson, B. R. (2017, July 5). How to Construct a Mixed Methods Research Design. *Kolner Z Soz Sozpsychol, 69*(2), 107-131, doi: 10.1007/s11577-017-0454-1

Serin, O. (2013). The critical thinking skills of teacher candidates. Turkish Republic of Northern Cyprus sampling. *Eurasian Journal of Educational Research, 53,* 231-248. Retrieved from https://files.eric.ed.gov/fulltext/EJ1060371.pdf

Shandler, M. (2014). Collaborativw Partnerships to Facilitate Change in Higher Education. *Mediterranean Journal of Social Sciences, 5*(23), 1533-1540, doi: http://dx.doi.org/10.5901/mjss.2014.v5n23p1533

Shewamare, S., & Rao, S. R. (2008). Pragmatic Constraints Affecting the Teacher Efficacy in Ethiopia- An Analytical Comparison With India. *Ethiopia Journal of Education & Science, 3*(2), 81-95, doi:https://doi.org/10.4314/ejesc.v3i2.42009

Shishigu, A., Gemechu, E., Michael, K., Atnafu, M., & Ayalew, Y. (2017). Policy Debate in Ethiopian Teacher Education: Retrospection and Future Direction. *International Journal of Progressive Education, 13*(3), 61-70. Retrieved from https://files.eric.ed.gov/fulltext/EJ1159907.pdf

Smith, K. (2016). Partnerships in Teacher Education – Going Beyond the. *C.E.P.S Journal, 6*(3), 17-36. Retrieved from https://files.eric.ed.gov/fulltext/EJ1128734.pdf

Smith, I., Brisard, E., & Menter, I. (2006). Models of partnership developments in Initial Teacher Education in the four Complonents of the United Kingdom: Recent Trends and Current Challenges. *Journal of Education for Teaching, 32*(2), 147-164, doi: http://dx.doi.org/10.1080/02607470600655136

Snyder, L. G., & Snyder, M. J. (n.d.). Teaching Critical Thinking and Problem Solving Skills. *The Delta Pi Epsilon Journal, 1*(2), 90-99. Retrieved from

https://dme.childrenshospital.org/wp-content/uploads/2019/02/Optional-_Teaching-Critical-Thinking-and-Problem-Solving-Skills.pdf

Sotiriou. (2018). Investigating student perceptions of student–staff partnership. In V. C. Tong, A. Standen, & M. Sotiriou, *Shaping Higher Education with Students: Ways to Connect Research and Teaching* (pp. 53-63). London: UCL Press.

Stokes, J. (2016). A unifying thread for education, practice and public protection. *Canadian Social Work Review , 33*(1), 125-132, doi: https://doi.org/10.7202/1037095ar

Stratton, C. W., & Bywater, T. (2015). Incredible Partnerships: Parent and Teachers working Together to Enhance Outcomes for Children though a Multi-Modal Evidence Based Programme. *Journal of Children's Services, 10*(3), 202-217, doi: 10.1108/JCS-02-2015-0010

Sumen, O. O., & Calisici, H. (2017). Examining the 21st Century Skills of Secondary School Students: A Mixed Method Study. *Journal of Education & Social policy, 4*(4), 92-100. Retrieved from https://jespnet.com/journals/Vol_4_No_4_December_2017/10.pdf

Suresh, E., & Kumaravelu, A. (2017, June 28). The Quality of Education and its Challenges in Developing countries. *American Society for Engineering Education*, 1-9. Retrieved on October 17, 2019, from https://peer.asee.org/the-quality-of-education-and-its- challenges-in-developing-countries.pdf

Tadese, T.H., Kinuthia, B. (2020, August). *An Evaluation of Collaborative Partnerships between Teacher Training Institutions and Educational Agencies*: Towards an

Effective Implementation of Competence-Based curriculum. Paper submitted for the course EDRS 835 Independent Research Paper,

Tadesse, Tefera; Manathunga, Catherine E.; and Gillies, Robyn M.(2018). Making sense of quality teaching and learning in higher education in Ethiopia: Unfolding existing realities for future promises, *Journal of University Teaching & Learning Practice, 15(1).* Retrieved from http://ro.uow.edu.au/jutlp/vol15/iss1/4

Taylor, A. (2014). The Challenges of Partnership in School-to-Work Transition. *Journal of Vocational Education and Training*, 1-24, doi:http://dx.doi.org/10.1080/13636820600955716

Team of JAE'S 21st Century Skills. (n.d). *21st Century Skills*. Retrieved from JAE'S 21st Century Skills: https://sites.google.com/site/twentyfirststcenturyskills/application

Team of the Partnerships for 21st Century. (2010, December). *P21 Framework Definitions*. Retrieved from The Partnership for 21st Century Skills: https://files.eric.ed.gov/fulltext/ED519462.pdf

Tefera, T., Asgedom, A., Oumer, J., W/hana, T., Dalelo, A., & Assefa, B. (2018). *Ethiopia Education Development Roadmap (2018-30): An Integrated Executive Summary.* Addis Ababa: Ministry of Education. Retrieved from https://planipolis.iiep.unesco.org/sites/default/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf

Teshome, T., & Kebede, K. (2009, March 6). Quality Assurance for Enhancement of Higher Education in Ethiopia: challenges faced and lessons learned . Addiss Ababa, Federal, Ethiopia.

Tessema, K. (2006). Contradictions, challenges, and chaos in Ethiopian teacher education. Journal for Critical Education Policy Studies. Retrieved from http://www.jceps.com/?pageID=article&articleID=62

Tessema, k. A. (2007). The Teacher Education Reform Process in Ethiopia:Some Consequences on Educators nd Its Implications. *Teaching Education, 18*(1), 29-48, doi: http://dx.doi.org/10.1080/10476210601151532

The Federal Democratic Republic of Ethiopia. (2003, June 26). Higher Education Proclamation. *Federal Negarit Gazeta*, pp. 2238-2239. Retrieved from https://chilot.me/wp-content/uploads/2012/10/proc-no-351-2003-higher-education.pdf

The National University of Ireland. (2021). Reading and Research Skills. Retrieved from OE Gaillimh NUI Galway: https://www.nuigalway.ie/academic-skills/readingandresearch/index.html

ThuNguyen. (2020). *Learning to teach across the boundary: A cultural historical activity theory perspective on a university-school partnership in Vietnam.* Norwich: Elsevier Ltd.

Tong, V. C. (2018). Shaping higher education pedagogy with students in a consortium setting. In V. C. Tong, A. Standen, & M. Sotiriou, *Shaping Higher Education with Students: Ways to Connect Research and Teaching* (pp. 3-14). London: UCL Press.

Tout, K., Halle, T., Daily, S., Junkans, L. A., & Shannon, M. (2013). *Advancing State Policies for Yourng Children: The Research Base for a Birth through Age Eight State Policy Framework.* Maryland: Alliance for Early Success. Retrieved from

https://www.childtrends.org/wp-content/uploads/2013/10/2013-42AllianceBirthto81.pdf on July 4, 2021

Trines, S. (2018, November 15). *Education System Profiles.* Retrieved January 28, 2020, from World Education News + Reviews: https://wenr.wes.org/2018/11/education-in-ethiopia

Tsegai, M. (2010). Gender Inequalities in the Ethiopian Education System: Past Trends and Current Status. *The Ethiopian Journal of Education , 30*(2), 63-98. Retrieved from https://www.researchgate.net/publication/343626974_63_Gender_Inequalities_in_the_Ethiopian_Education_System_Past_Trends_and_Current_Status?enrichId=rgreq-da3b67777ee8b288d6eac91579908deb-XXX&enrichSource=Y292ZXJQYWdlOzM0MzYyNjk3NDtBUzo5MjM5MjI4MzcwMTI0ODF

Tuli, F. (2010). Examining Quality Issues in Primary Schools in Ethiopia: Implications for the attainment of the Education for All Goals. *Educational, Cultural and Psychological Studies Journal, 5*(1), 129-150. Retrieved from http://www.ledonline.it/ECPs-Journal/home.shtml

Tulu, A. (2019). The Practice and Challenges of School-Based Teachers' Continuous Professional Development: A Case of Government Secondary Schools of Hawassa City in Ethiopia. *Educational Research and Reviews, 14*(1), 33-43. Retrieved from https://files.eric.ed.gov/fulltext/EJ1202541.pdf

Nations, U. (2019). *The Intersection of Gender Eauality and Qulity Education in Four Mediterranean Countries.* Turkey: UNESCO. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000372655

United Nations Educational, Scientific and Cultural Organizations. (2018). *Issues and Trends in Education for Sustainable Development.* Paris: UNESCO Publishing. Retrieved from https://en.unesco.org/sites/default/files/issues_0.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2013). *Assessment of Teacher Training and Development Needs to Ensure Education for All (EFA).* Addis Abeba: UNESCO. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000229861

Urbani, J. M., Roshandel, S., Michaels, R., & Elizabeth, T. (2017). Developing and Modeling 21st-Century Skills with Preservice Teachers. *Teacher Education Quarterly, 44*(4), 27-50. Retrieved from https://files.eric.ed.gov/fulltext/EJ1157317.pdf

Velzen, C.V, Christopher Bezzina,C & Lorist, P. (2009). Partnerships between Schools and Teacher Education Institutes. Swennen, A. (ed.) *Becoming a Teacher Educator: Theory and Practice for Teacher Educators.* Netherlands, Springer.

Vosniadou, S. (n.d.). *How Children Learn.* Chicago: International Academy of Education. Retrieved from https://www.researchgate.net/publication/44826007_How_children_learn

Waitoller, F. R., & Kozleski, E. B. (2013). Understanding and Dismantling Barriers for Partnerships for Inclusive Education: A Cultural Historical Activity Theory Perspective. *International Journal of Whole Schooling, 9*(1), 23-42. Retrieved from https://eric.ed.gov/?id=EJ1016797

Watters, J. J. & Diezmann, C. M. (2013). Community Partnerships for Fostering Student Interest and Engagement in STEM. *Journal of STEM Education, 14*(2), 43-55.

Retrieved from https://www.monash.edu/__data/assets/pdf_file/0006/2093352/Community-partnerships-for-fostering-student-interest-and-engagement-in-STEM.pdf

Watters, J. J., Hey, S., Dempster, N., & Pillay, H. (2013). School Industry Partnerships: An Innovative Strategy for Vocational Education. (pp. 1-14). Brisbane: Vocational Education and Training. Retrieved from https://research-repository.griffith.edu.au/bitstream/handle/10072/61180/94083_1.pdf%3Bsequence=1

WENR World Education. (2018, November 15). *Education System Profiles: Education in Ethiopia*. Retrieved from WENR World Education News and Reviews: https://wenr.wes.org/2018/11/education-in-ethiopia

Western Sydney University (2018). *Partnership Pedagogy*. Retrieved from https://www.westernsydney.edu.au/__data/assets/pdf_file/0008/1537262/PP2_pager_v2.1_120818.pdf on January, 2020

Wetchsit, K., Sirisuthi, C., & Agsornsua, P. (2020). Strategies for the 21st Learning Skills Development of Students in Schools under the Office of the Basic Education Commission. *International Education Studies, 13*(10), 139-147, doi:10.5539/ies.v13n10p139

Willems, P. P., & Gonzalez-DeHass, A. R. (2012). School–Community Partnerships: Using. *School Community Journal, 22*(2), 9-30. Retrieved from https://www.adi.org/journal/2012fw/WillemsDeHassFall2012.pdf

Woldeamanuel, M. M., & Goshu, B. S. (2019). University Teachers' Perception of Quality in Higher Education in Ethiopia: A Case Study of Dire Dawa University.

Journal of Education, Society and Behavioral Science, *31*(4), 1-15, doi: https://doi.org/10.9734/jesbs/2019/v31i430156

Woldegyorgis, A. (2017). The Vicious Circle of Quality in Ethiopian Higher Education. *International Higher Education*, 18-19, doi: https://doi.org/10.6017/ihe.2017.90.10001

Wondemetegegn, S. A. (2016). Historic Move, Contemporary Challenges and Opportunities in Ethiopian Education. *International Journal of African and Asian Studies, 26*(1), 56-66. Retrieved from https://www.ledonline.it/ECPs-Journal/allegati/ECPS-2012-5_Tuli.pdf

World Bank. (2021, September). *Secondary Education, Teachers (% female).* Retrieved from The World Bank Data: https://data.worldbank.org/indicator/SE.SEC.TCHR.FE.ZS

World Bank. (2019, January 22). *The Education Crisis: Being in School is not the Same as Learning.* Retrieved July 8, 2021, from The World Bank: https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework

World Bank. (2017). *Federal Democratic Repubic of Ethiopia General Education Quality Improvement Program for Equity.* Addis Ababa: self. Retrieved from https://documents1.worldbank.org/curated/en/128401513911659858/pdf/ETHIOPIA-EDUC-PAD-11302017.pdf

Xinhua (2019, September 10). Ethiopia keen to enhance partnership with China in higher education: minister. Retrieved from https://www.iol.co.za/business-

report/international/ethiopia-keen-to-enhance-partnership-with-china-in-higher-education-minister-32659445

Zach. (2021, May 10). *What is considered a Good Standard Deviation?* Retrieved from Statology: https://www.statology.org/what-is-a-good-standard-deviation/

Zbrog, Z., & Fabrykowski, K. T. (2017). *International Trends in Preparation of Early Childhood Teachers in a Changing World.* Warszawa: Akademię Pedagogiki Specjalnej im. Marii Grzegorzewskiej ze środków na działalność statutową.

Zuilkowski, S. S., & Tsiga, I. A. (2021). Building a University Partnership to Support Early Grade Reading in the Case of the Nigeria Centre for Reading, Research and Development. *Journal of Comparative & International Higher Education, 13*(5), 124-134, doi:10.32674/jcihe.v13i5.3652 | https://ojed.org/jcihe

APPENDICES

APPENDIX A: - COLLEGE TEACHERS' QUESTIONNAIRE

LETTER OF INTRODUCTION

I am pleased to inform you that you have been selected to participate as a respondent in the study entitled, "An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards developing the 21st Century core skills" which is carried out by Tesfaye Tadese, a Ph.D. candidate at the University of Eastern Africa, Baraton (UEAB), Kenya as a requirement to complete Doctor of Philosophy in Curriculum and Instruction.

Hence, I kindly request your support and assistance by filling out the questionnaire for the success of this research. Please keep in your mind that this study is for academic purposes only and your responses will be treated with the utmost confidentiality.

Thank you in advance.

Yours Faithfully,

Tesfaye Tadese

INSTRUCTIONS

1. Please answer all the questions by ticking (✓) or filling in the required information.
2. Do not write your name this is just for the sake of confidentiality.

PART A: DEMOGRAPHIC INFORMATION

1. Gender Male [ ] Female [ ]
2. Age 30 years and below [ ] between 31-40 [ ] 41 years and above
3. Level of professional training:
4. Bachelor's Degree [ ] Master's Degree [ ] Ph.D. [ ]
5. Kindly indicate your teaching experience

5 years and below [ ] 6 to 10 years [ ] above 10 years [ ]

Direction: Indicate by putting a tick (✓) against the number that best describes the extent of your agreement or disagreement with the statements given on the questionnaire.

To a great extent [4] to a moderate extent [3] to a lesser extent [2] Not at all [1]

No.	**Models of Partnerships**	4	3	2	1
1.	The College of teacher education and educational agencies are seen as having separate, but complementary roles and responsibilities.				
2.	The college does its work separately without involving stakeholders.				
3.	The College of Teacher Education is a consultant by introducing new initiatives to school teachers.				
4.	The College gives advisory services to school teachers.				
5.	The College involves student-teachers in improving the quality of education.				
6.	The College curriculum is developed by involving student-teachers.				
7.	The College involves students to participate in the decision-making of the institution.				
8.	The College has developed a collaborative partnership with the community				
9.	The College has developed a partnership with industries such as schools and education offices.				
10.	Students are the core part of the process of participatory education.				
	The extent of Instructors' help to develop core skills of the 21st century	4	3	2	1
11.	To what extent do college instructors help trainees to make the right decision out of multiple alternatives by making use of deep reflection?				
12.	To what extent do instructors help trainees to develop the skill of collecting information, organizing, analyzing, and interpreting the findings?				
13.	To what extent do instructors help the trainees to develop the skills of communication?				
14.	To what extent do instructors help the trainees develop and create new ideas?				
15.	To what extent do instructors help the trainees to visit and explore the working environments?				
	Collaborative partnerships and the trainees' core skills of the 21st – century	4	3	2	1
16.	The collaborative partnerships between student-teachers and school teachers develop skills of critical thinking and problem-solving.				
17.	The collaborative partnerships between student-teachers and school teachers develop the skill of conducting research.				

18.	The collaborative partnerships between student–teachers and school teachers develop the communication skills of student-teachers.				
19.	The collaborative partnerships between student-teachers and school teachers develop the skills of creativity and innovation of student-teachers.				
20.	The collaborative partnerships between student-teachers and school teachers develop the life and career skills for student-teachers.				
21.	The collaborative partnerships between student-teachers and school teachers develop the leadership skills of student-teachers.				
	Challenges to developing a collaborative partnership	4	3	2	1
22.	There are differences of cultures amongst Colleges of teacher education, schools, and other educational offices.				
23.	The workload of instructors is a barrier to forming collaborative partnerships.				
24.	College of teacher education shows their authority over schools.				
25.	The government policy does not encourage collaborative partnerships.				
26.	Lack of finance amongst Colleges of teacher education, schools, and educational offices is a challenge to form collaborative partnerships.				
27.	Lack of collaboration between instructors and teachers is a challenge to a collaborative partnership.				
28.	Lack of knowledge regarding the benefit of collaborative partnerships is a challenge.				
29.	There is a lack of trust between partners to form collaborative partnerships				
30.	There is a lack of understanding about the goal of collaborative partnerships.				

31. What are the stakeholders that the college has collaborative partnerships with?

    _____

    _____

32. What are your recommendations to develop the skills of critical thinking, problem-solving, research conducting, communication, creativity and innovation, and life and career skills?

_____
_____
_____
_____
_____
_____

33. What are some of the barriers to forming collaborative partnerships amongst colleges of teacher education, schools, educational offices, and other stakeholders?

_____
_____
_____
_____
_____

34. How do you rate your students' core skills of the 21st –Century?

_____
_____

APPENDIX B: - SCHOOL TEACHERS' QUESTIONNAIRE

LETTER OF INTRODUCTION

I am pleased to inform you that you have been selected to participate as a respondent in the study entitled, "An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards developing the 21st Century core skills" which is carried out by Tesfaye Tadese, a Ph.D. candidate at the University of Eastern Africa, Baraton (UEAB), Kenya as a requirement to complete Doctor of Philosophy in Curriculum and Instruction.

Hence, I kindly request your support and assistance by filling out the questionnaire for the success of this research. Please keep in your mind that this study is for academic purposes only and your responses will be treated with the utmost confidentiality.

Thank you in advance.

Yours Faithfully,

Tesfaye Tadese

INSTRUCTIONS

1. Please answer all the questions by ticking (✓) or filling in the required information.
2. Do not write your name this is just for the sake of confidentiality.

PART A: DEMOGRAPHIC INFORMATION

1. Gender Male [ ] Female [ ]
2. Age: 30 years and below [ ] Between 31-40 years [ ] 41years and above [ ]
3. Level of professional training:

   Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ]
4. Teaching experience
   a. 5 years and below [ ]
   b. 6 to 10 years [ ]
   c. Above 10 years [ ]

Direction: Indicate by putting a tick (✓) against the number that best describes the extent of your agreement or disagreement with the statements given on the questionnaire.

To a great extent [4] To a moderate extent [3] To a lesser extent [2] Not at all [1]

No.	**Models of Partnerships**	4	3	2	1
1.	The school and educational agencies are seen as having separate, but complementary roles and responsibilities.				
2.	The school does its work separately without involving stakeholders.				
3.	The school teachers are the college of teacher education's consultees.				
4.	The school involves students in improving the quality of education.				
5.	The school curriculum is developed by involving students.				
6.	The school involves students to participate in different decision-making processes.				
7.	The school has developed collaborative partnerships with the community.				
8.	The school teacher has developed collaborative partnerships with parents				

9.	The school involves students to participate in the decision-making of the institution.				
10.	The school has developed a partnership with industries				
	The extent of Teachers' help to develop core skills of the 21st century	4	3	2	1
11.	To what extent do teachers help students to make the right decision out of multipole alternatives by making use of deep reflection?				
12.	To what extent do teachers help students to develop the skill of collecting information, organizing, analyzing, and interpreting the findings?				
13.	To what extent do teachers help students to develop interpersonal and literacy skills such as reading, writing, speaking, and listening?				
14.	To what extent do teachers help students develop and create new ideas?				
15.	To what extent do teachers help students to visit and explore the working environments?				
	Collaborative partnership and the trainees' core skills of the 21st –century	4	3	2	1
16.	The collaborative partnerships between student-teachers and school teachers develop skills of critical thinking and problem-solving.				
17.	The collaborative partnerships between student-teachers and school teachers develop the skill of conducting research.				
18.	The collaborative partnerships between student–teachers and school teachers develop the communication skills of student-teachers.				
19.	The collaborative partnerships between student-teachers and school teachers develop the skills of creativity and innovation of student-teachers.				

20.	The collaborative partnerships between student-teachers and school teachers develop the life and career skills for student-teachers.				
21.	The collaborative partnerships between student-teachers and school teachers develop the leadership skills of student-teachers.				
	Challenges to developing a collaborative partnership	4	3	2	1
22.	There are differences of cultures amongst schools, teacher education institutions, and other educational offices.				
23.	The workload of teachers is a barrier to forming collaborative partnerships.				
24.	Teacher training institutions show their authority over schools.				
25.	The government policy does not encourage collaborative partnerships.				
26.	Lack of finance is a challenge to form collaborative partnerships.				
27.	Lack of collaboration between College instructors and teachers is a challenge to a collaborative partnership.				
28.	Lack of knowledge regarding the benefit of collaborative partnerships is a challenge.				
29.	There is a lack of trust between parties to form collaborative partnerships				
30.	There is a lack of understanding about the goal of collaborative partnerships.				

31. What are your recommendations to develop the students' critical thinking, problem-solving, conducting research, communication, creativity, innovation, and life career skills of the 21st century?

_____
_____
_____
_____
_____
_____
_____
_____
_____

32. What are some of the barriers to forming collaborative partnerships amongst schools, colleges of teacher education, and other educational agencies?

_____
_____
_____
_____
_____
_____
_____
_____
_____

33. How do you rate your students' skills of the 21st century? What are your suggestions to develop the skills of students?

_____
_____
_____
_

APPENDIX C: STUDENT-TEACHERS' QUESTIONNAIRE

LETTER OF INTRODUCTION

I am pleased to inform you that you have been selected to participate as a respondent in the study entitled, "An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards developing the 21st Century core skills" which is carried out by Tesfaye Tadese, a Ph.D. candidate at the University of Eastern Africa, Baraton (UEAB), Kenya as a requirement to complete Doctor of Philosophy in Curriculum and Instruction.

Hence, I kindly request your support and assistance by filling out the questionnaire for the success of this research. Please keep in your mind that this study is for academic purposes only and your responses will be treated with the utmost confidentiality.

Thank you in advance.

Yours Faithfully,

Tesfaye Tadese

INSTRUCTIONS

1. Please answer all the questions by ticking (✓) or filling in the required information.
2. Do not write your name this is just for the sake of confidentiality.

PART A: DEMOGRAPHIC INFORMATION

1. Gender Male [ ] Female [ ]
2. Please write your department here _____

Direction: Indicate by putting a tick (✓) against the number that best describes the extent of your agreement or disagreement with the statements given on the questionnaire.

To a great extent [4]

To a moderate extent [3]

To a lesser extent [2]

Not at all [1]

No.	**Collaborative partnership and students' core skills**	4	3	2	1
01	The collaborative partnerships between student-teachers and schools develop your skills of critical thinking and problem-solving.				
02	The collaborative partnerships between student-teachers and schools develop your skill of conducting research.				
03	The collaborative partnerships between students –teachers and schools develop your communication skills.				
04	The collaborative partnerships between students- teachers, and schools develop your skill of creativity and innovation.				
05	The collaborative partnerships between students –teachers and schools develop your life and career skills.				
06	The collaborative partnerships between student-teachers and schools develop your leadership skills.				
07	The collaborative partnerships between student- teachers and educational offices develop your critical thinking and problem solving				
08	The collaborative partnerships between student-teachers and educational offices develop your skill of conducting research.				

09	The collaborative partnerships between student-teachers and educational offices develop your communicative skills.				
10	The collaborative partnerships between student-teachers and educational offices develop your skill of creativity and innovation.				
11	The collaborative partnerships between student-teachers and educational offices develop your skill of working together with others (life & career skills).				
12	The collaborative partnerships between student-teachers and educational offices develop your leadership skills.				

13. Please indicate if you have any suggestion or comment regarding how to develop the core skills of the 21st century

_____

_____

APPENDIX D: PRINCIPALS, COLLEGE ADMINISTRATION AND EDUCATION OFFICES INTERVIEW GUIDE

LETTER OF INTRODUCTION

Dear Sir/Madam,

I am pleased to inform you that you have been selected to participate as a respondent in the study entitled, "An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards developing the 21st Century core skills" which is carried out by Tesfaye Tadese, a Ph.D. candidate at the University of Eastern Africa, Baraton (UEAB), Kenya as a requirement to complete Doctor of Philosophy in Curriculum and Instruction.

Hence, I kindly request your support and assistance by filling out the questionnaire for the success of this research. Please keep in your mind that this study is for academic purposes only and your responses will be treated with the utmost confidentiality.

Thank you in advance.

Yours Faithfully,

Tesfaye Tadese

INSTRUCTIONS

PART A: DEMOGRAPHIC INFORMATION

1. Gender Male [ ] Female [ ]
2. Kindly indicate how long you have been working in the position.
    a. 5 years and below
    b. 6 years-10 years
    c. Above 10 years

Part B: INTERVIEW QUESTIONS

1. In your opinion are the school curriculums co-created, designed, developed, and delivered with students, the community and wereda, research institutions, and zonal education offices?

    _____
    _____
    _____
    _____
    _____
    _____

2. How do you explain the involvement of your office in forming partnerships with different partners?

    _____
    _____
    _____
    _____
    _____
    _____
    _____

3. How do you explain the extent of collaborative partnerships between your office and the college of teacher education and vice versa?

    _____
    _____
    _____
    _____
    _____
    _____

_____
_____
_____
_____

4. Do student teachers come to your office or school for apprentices? If yes, what are some of the benefits that you get as a result of their coming? If they do not come why?

_____
_____
_____
_____
_____

5. Do instructors come to your school or office to conduct research activities and is your school or office involved in it?

_____
_____
_____
_____
_____
_____
_____

6. Do schools administrators and officers from woreda and zone show interest to develop collaborative partnerships to develop students' skills? Or have they shown concern about the student-teacher's skills?

_____
_____
_____
_____
_____
_____

7. What recommendations do you give to develop the student-teacher's core skills of the 21st century such as skills of critical thinking and problem solving, conducting research, communication, creativity and innovation, and life and career skills?

_____
_____
_____
_____
_____
_____
_____
_____

8. What are some of the challenges to forming collaborative partnerships with stakeholders?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

9. How many months of apprenticeships do you prefer for student-teachers to develop their skills?

_____
_____
_____

APPENDIX E: ETHICAL CLEARANCE

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH
UNIVERSITY OF EASTERN AFRICA, BARATON
P.O. BOX 2500-30100, Eldoret, Kenya, East Africa

B0525012022 January 25, 2022

TO: Tesfaye Tadese Hailegnaw
School of Education, Humanities and Social Sciences
Department of Education
Univetsity of Eastern Africa, Baraton

Dear Tesfaye,

RE: An Evaluation of Collaboration Partnerships Between Teacher Education Institutions and Educational Agencies in Southern Ethiopia: Towards an Effective Implementation of Competence-Based Curriculum Model

This is to inform you that the Institutional Ethics Review Committee (IERC) of the University of Eastern Africa Baraton has reviewed and approved your above research proposal. Your application approval number is UEAB/IERC/05/1/2022. The approval period is 25th January 2022 – 25th January, 2023.
This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments, MTA) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by the Research Ethics Committee (REC) of the University of Eastern Africa Baraton.
iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to the Research Ethics Committee (REC) of the University of Eastern Africa Baraton within 72 hours of notification.
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to the Research Ethics Committee (REC) of the University of Eastern Africa Baraton within 72 hours.
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to the Research Ethics Committee (REC) of the University of Eastern Africa Baraton.

Prior to commencing your study, you will be expected to obtain a research license from the national ethical committee of your country and also obtain other clearances needed.

Sincerely yours,

Jackie K. Obey

Prof. Jackie K. Obey, PhD
Chairperson, Research Ethics Committee

27 JAN 2022

A SEVENTH-DAY ADVENTIST INSTITUTION OF H IGHER LEARNING
CHARTERED 1991

APPENDIX F: RESEARCH PERMIT

OFFICE OF DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P.O. Box 2500, Eldoret, Kenya

January 25, 2022

TO WHOM IT MAY CONCERN:

RE: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mr. Tesfaye Tadese Hailegnaw is a graduate student pursuing the degree; **Doctor of Philosophy in Curriculum and Instruction** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled "***An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in Southern Ethiopia: Towards an Effective Implementation of Competence-Based Curriculum Model".***

I am requesting you to please allow him to administer his questionnaire to selected respondents in your organization.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Francis Ramesh
Director of Graduate Studies & Research

UNIVERSITY OF EASTERN AFRICA, BARATON
DIRECTOR
27 JAN 2022
GRADUATE STUDIES
BARATON

Cc: Chair, Department of Education
Office File

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

APPENDIX G: RESEARCH AUTHORIZATION

በደ/ብ/ብ/ሕ/ክ መንግስት ትምህርት ቢሮ
SNNPRS EDUCATION BUREAU
የትምህርት ልማት ዘርፍ
Education Development Afairs

ቁጥር 006/418-8016/12
ቀን 24-1-2022

To: **Mr Tesfaye Tadese Hailegnaw**
School of Education, Humanities and Social Sciences
Department of Education
University of Eastern Africa, Baraton

Subject: Research Authorization

The above mentioned researcher has been given permission by the Southern Nations, Nationalities and Peoples Regional State, Education Bureau to carry out research on" **An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in Selected Colleges and Secondary Schools in East-Central and Southern Ethiopia: Towards developing the cores skills of the 21st century,"** in Colleges of Teachers' Education and Secondary schools in the region for a period of six months.

With Regards!!

ዳዊት ፋንታዬ ኮጫ
Dawit Fantaye Kocha
ምክትል ቢሮ ኃላፊ፡ የትምህርት ልማት ዘርፍ
Deputy Bureau Head : Education Development Affairs

CC:
Deputy Head, education Development Affairs
SNNPRS-EB

ለትምህርት ጥራት ሁላችንም እንጣር!!
☎ 046-2121292
046-2205490
Fax 046207187
እባክዎን ምላሽ ሲጽፉ የደብዳቤውን ቁጥርና ቀን አይርሱ
In replying, please quote our Ref. No
✉ P.o.Box 506
ሀዋሣ
Hawassa

APPENDIX H: RESEARCH PERMIT

SIDAAMU DAGOOMU QOQQOWI MOOTIMMA ROSU BIIRO
የሲዳማ ብሔራዊ ክልላዊ መንግስት ትምህርት ቢሮ

T.K- ፣ፃ/20-4923/12/2014
ቁጥር 30/5
Barra-
ቀን 7-2-2022/

To: TesfayeTadeseHailegnaw
School of Education, Humanities and Social Sciences
Department of Education
University of Eastern Africa, Baraton

Re: Research Permit

Dear Tesfaye Tadesem,

You have been given permission by Sidama Regional National State Education Bureau to conduct a research on the topic "An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in Selected Colleges and Secondary Schools in East-Central and Southern Ethiopia: Towards developing the core skills of the 21st century," in Colleges of Teachers' Education and Secondary schools in the region for a period of six months.

Wishing you all the best!

Millyooni Yossa Sambe
ሚሊዮን ዮሳ ሳምቤ
SDQM Rosu Biiro 2ki So/Ro/
Bu/Qix/Tek/Ha/Hand/Sooreessa
ሲ.ብ.ክ/መ/ትም/ቢሮ ም/ኃላፊና
ሲ.ትም/ዝግ/ቴክ/ሚሰ/ክርፍ ኃላፊ

Sidaamu Dagoomu Qoqqowi Mootimma Rosu Biiro
የሲዳማ ብሔራዊ ክልላዊ መንግስት ትምህርት ቢሮ

CC

- To Bureau Head,
- To Curiculum of Department

V/bureou head

Rosu Budi Qixxaawonna Loosi Handaarira
የሥዓተ ትምህርት ዝግጅትና ትግበራ ዘርፍ
☎046 2123805/0462123815 E-male: sidama education@gmail.com Fax (046) 2204710

Isilancho Roso Wo'munkura
ለትምህርትጥራትሁላችንምእንጣር!!

Motummaa Biyyoolessa
Naannoo Oromiyaatti
Biiroo Barnoota
በኦሮሚያ ብሔራዊ ክልላዊ መንግስት
የትምህርት ቢሮ

Number BBO/4-2a/77341/01/35.

Date 21/6/2014

TO: Assela College of Teacher Education

Robe College of Teacher Education

Jimma College of Teacher Education

RE: **Asking Cooperation of your Colleges to Collect Data for PhD Research**

Mr. Tesfaye Tadese Hailegnaw is a PhD student at the University of Eastern Africa, Baraton in Kenya. He is currently carrying out his research at Colleges of Teacher Education and Secondary Schools. His doctoral dissertation is entitled: An Evaluation of collaborative Partnership between Teacher Education Institutions and Educational Agencies in Selected Colleges and Secondary schools in East-Central and Southern Ethiopia: Towards Developing the Core Skills of the 21st Century.Kindly provide him with all the necessary support he wants.

With Regards!

Warqinaa Nadhasaa Angaasuu
ወርቅነህ ነደሳ አንጋሱ
D/Dhaabbilee Barnoota Olaanaa,
Qu'annoofi Qorannoo
የከፍተኛ ትምህርት ተቋማት እና የምርምር
ዳይሬክቶራት ዳይሬክተር
Higher Education and Research
D/Director

CC:

Mr. Tesfaye Tadese

Mootummaa Biyyoolessa Naannoo Oromiyaatti
Biiroo Barnootaa
በኦሮሚያ ብሔራዊ ክልላዊ መንግስት
ትምህርት ቢሮ

Ref. No. BBO/4-26/7744/01/35

Date 21/6/2014

The Council of Oromia
Education Bureau

To: Arsi Zone Education Office

Assela

Jimma Zone Education Office

Jimma

Bale Zone Education Office

Robe

Subject: Requesting of cooperation to collect data from secondary schools

Mr. TesfayeTadese Hailegnaw is a PhD student in Education Majoring in Curriculum and Instruction at the University of Eastern Africa Baraton, Kenya. He is conducting his research on the title, An Evaluation of Collaborative Partnership between Teacher Education Institution and Educational Agencies in Selected Colleges and Secondary Schools in East-Central and Southern Ethiopia: Towards developing the core Skills of the 21st century.

Kindly provide him the necessary information he wants.

With thanks,

Adane Hemayehu
R/Team leader

The Council of Oromia
Education Bureau

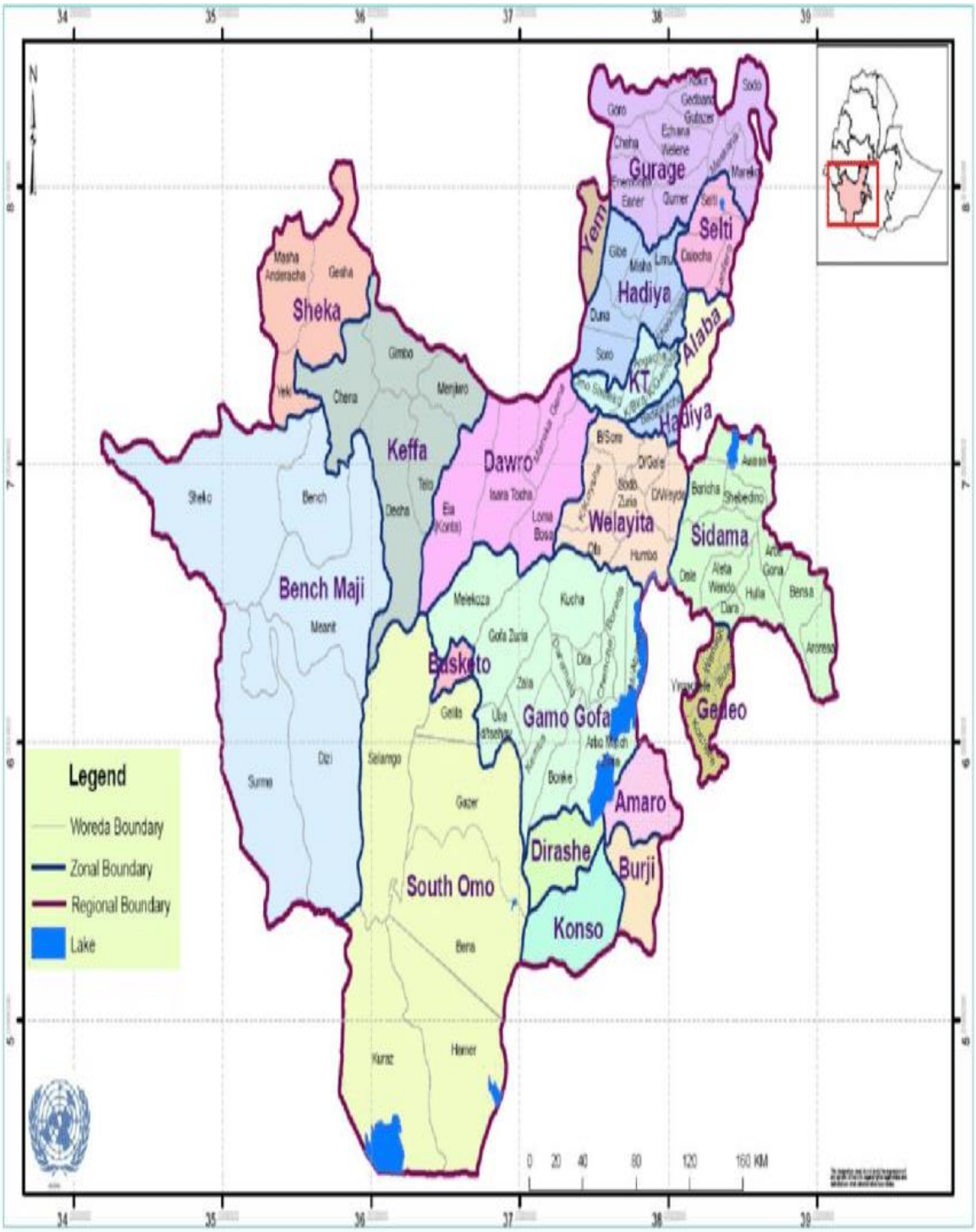
CC:

Tesfaye Tadese Hailegnaw

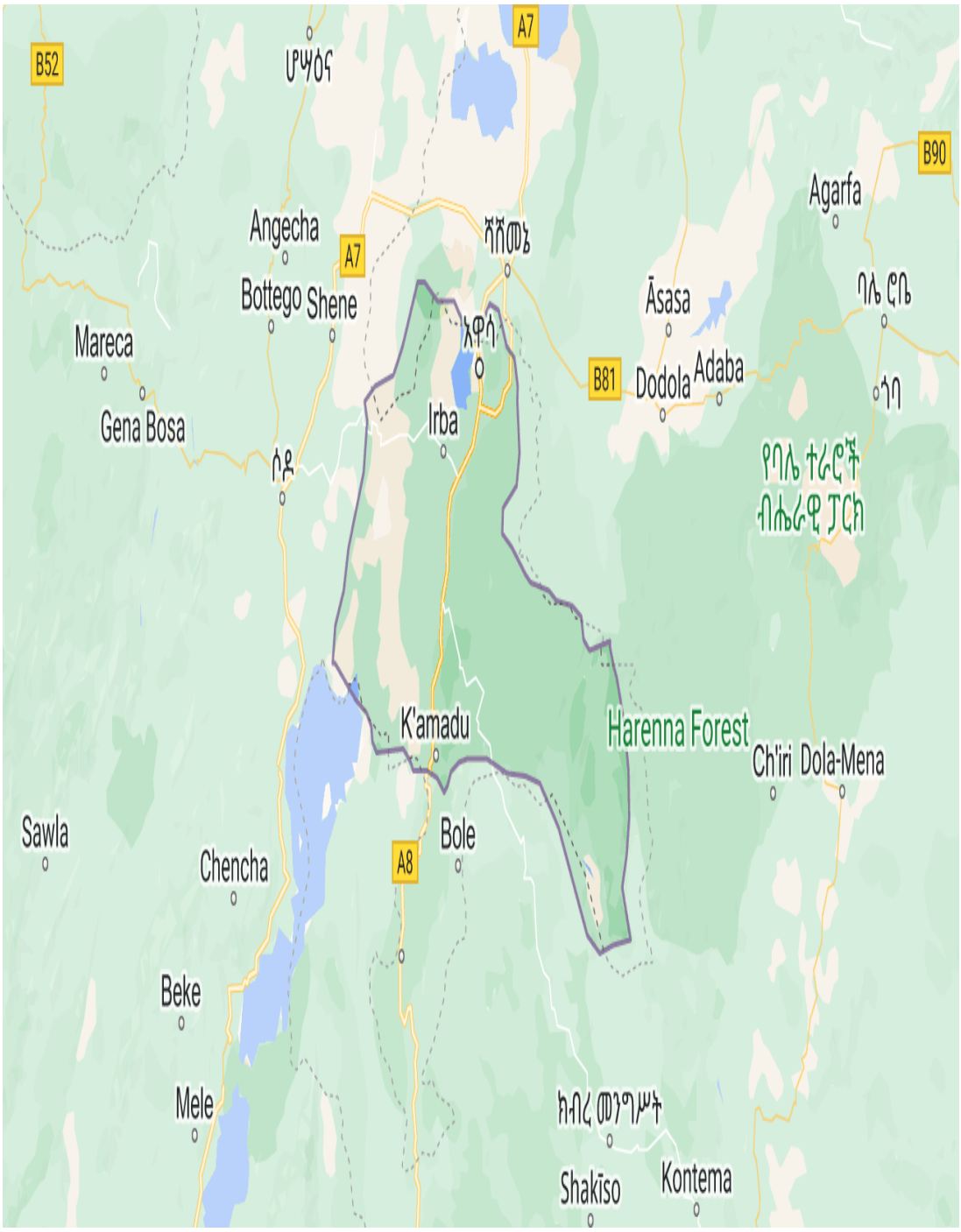
APPENDIX I: MAP OF OROMIA (EAST-CENTRAL PART)

(The study was conducted in the east-central part of Oromia)

APPENDIX J: SOUTHERN NATIONS, NATIONALITIES, AND PEOPLES' REGION (SNNPR)



APPENDIX K: SIDAMA REGION



APPENDIX L: RELIABILITY ANALYSIS

COLLEGE TEACHERS' QUESTIONNAIRES

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.630	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The College of teacher education and educational agencies are seen as having separate roles and responsibilities.	22.68	13.426	.193	.626
The college does its work separately without involving stakeholders.	22.90	12.557	.188	.640
The College of Teacher Education is a consultant by introducing new initiatives to school teachers.	22.90	12.024	.472	.567
The College gives advisory services to school teachers.	23.10	11.624	.471	.561
The College involves student-teachers in improving the quality of education.	22.68	11.826	.410	.576
The College curriculum is developed by involving student-teachers.	23.84	13.206	.110	.659
The College involves students to participate in the decision-making of the institution.	23.35	12.970	.221	.623
The College has developed a collaborative partnership with the community	23.10	11.557	.484	.558
Students are the core part of the process of participatory education.	22.42	12.785	.375	.591

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.784	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
To what extent do college instructors help trainees to make the right decision out of multiple alternatives by making use of deep reflection?	12.00	4.867	.545	.757
To what extent do instructors help trainees to develop the skill of collecting information, organizing, analyzing, and interpreting the findings?	12.23	3.847	.653	.710
To what extent do instructors help the trainees to develop the skills of communication?	12.06	4.129	.701	.701
To what extent do instructors help the trainees develop and create new ideas?	12.03	3.832	.659	.708
To what extent do instructors help the trainees to visit and explore the working environments?	12.19	4.628	.329	.827

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.936	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The collaborative partnerships between student-teachers and school teachers develop skills of critical thinking and problem-solving.	14.42	15.185	.790	.928
The collaborative partnerships between student-teachers and school teachers develop the skill of conducting research.	14.65	14.770	.822	.924
The collaborative partnerships between student–teachers and school teachers develop the communication skills of student-teachers.	14.55	15.056	.905	.913
The collaborative partnerships between student-teachers and school teachers develop the skills of creativity and innovation of student-teachers.	14.52	15.125	.914	.912
The collaborative partnerships between student-teachers and school teachers develop the life and career skills for student-teachers.	14.52	15.791	.753	.932
The collaborative partnerships between student-teachers and school teachers develop the leadership skills of student-teachers.	14.61	16.578	.699	.938

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.666	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There are differences of cultures amongst Colleges of teacher education, schools, and other educational offices.	17.61	18.645	.115	.696
The workload of instructors is a barrier to forming collaborative partnerships.	17.71	17.680	.329	.643
College of teacher education shows their authority over schools.	18.06	19.129	.127	.683
Lack of finance amongst Colleges of teacher education, schools, and educational offices is a challenge to form collaborative partnerships.	17.39	17.578	.263	.659
Lack of collaboration between instructors and teachers is a challenge to a collaborative partnership.	17.39	15.445	.497	.598
Lack of knowledge regarding the benefit of collaborative partnerships is a challenge.	17.61	13.312	.837	.501
There is a lack of trust between partners to form collaborative partnerships	17.65	16.103	.413	.621
There is a lack of understanding about the goal of collaborative partnerships.	17.48	16.325	.341	.641

SCHOOL TEACHERS' QUESTIONNAIRES

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.815	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school and educational agencies are seen as having separate roles and responsibilities.	23.83	32.351	.160	.833
The school teachers are the college of teacher education's consultees.	24.13	28.189	.491	.799
The school involves students in improving the quality of education.	23.77	27.289	.530	.794
The school curriculum is developed by involving students.	24.57	24.806	.771	.760
The school involves students to participate in different decision-making processes.	23.83	27.247	.570	.789
The school has developed collaborative partnerships with the community.	23.60	30.179	.479	.802
The school teacher has developed collaborative partnerships with parents	23.63	28.309	.642	.784
The school involves students to participate in the decision-making of the institution.	24.07	25.995	.708	.771
The school has developed a partnership with industries	24.30	28.769	.337	.823

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.677	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
To what extent do teachers help students to make the right decision out of multipole alternatives by making use of deep reflection?	13.14	5.123	.406	.638
To what extent do teachers help students to develop the skill of conducting research?	12.93	4.638	.514	.586
To what extent do teachers help students to develop interpersonal and literacy skills such as reading, writing, speaking, and listening?	12.93	5.281	.440	.623
To what extent do teachers help students develop and create new ideas?	12.79	6.170	.309	.673
To what extent do teachers help students to visit and explore the working environments?	13.03	4.820	.491	.598

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.809	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The collaborative partnerships between student-teachers and school teachers develop skills of critical thinking and problem-solving.	15.53	10.947	.285	.840
The collaborative partnerships between student-teachers and school teachers develop the skill of conducting research.	15.87	8.326	.716	.742
The collaborative partnerships between student–teachers and school teachers develop the communication skills of student-teachers.	15.50	9.500	.655	.761
The collaborative partnerships between student-teachers and school teachers develop the skills of creativity and innovation of student-teachers	15.67	9.057	.684	.752
The collaborative partnerships between student-teachers and school teachers develop the life and career skills for student-teachers.	15.70	10.355	.452	.803
The collaborative partnerships between student-teachers and school teachers develop the leadership skills of student-teachers.	15.73	9.513	.663	.760

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.742	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There are differences of cultures amongst schools, teacher education institutions, and other educational offices.	24.57	21.909	.410	.720
The workload of teachers is a barrier to forming collaborative partnerships.	24.27	25.513	.095	.764
Teacher training institutions show their authority over schools.	24.53	23.706	.278	.740
The government policy does not encourage collaborative partnerships.	25.10	21.128	.440	.715
Lack of finance is a challenge to form collaborative partnerships.	24.53	21.637	.499	.705
Lack of collaboration between College instructors and teachers is a challenge to a collaborative partnership.	24.47	20.671	.601	.687
Lack of knowledge regarding the benefit of collaborative partnerships is a challenge.	24.60	20.386	.618	.683
There is a lack of trust between parties to form collaborative partnerships	24.93	19.857	.704	.668
There is a lack of understanding about the goal of collaborative partnerships.	24.60	24.731	.148	.761

STUDENT-TEACHERS' QUESTIONNAIRES

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.822	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The collaborative partnerships between student-teachers and schools develop your skills of critical thinking and problem-solving.	42.15	6.468	.287	.829
The collaborative partnerships between student-teachers and schools develop your skill of conducting research.	41.94	6.528	.439	.812
The collaborative partnerships between students –teachers and schools develop your communication skills.	41.98	6.234	.539	.804
The collaborative partnerships between students- teachers, and schools develop your skill of creativity and innovation.	42.00	6.043	.614	.797
The collaborative partnerships between students –teachers and schools develop your life and career skills.	41.98	6.659	.303	.823
The collaborative partnerships between student-teachers and schools develop your leadership skills.	41.96	6.254	.566	.802
The collaborative partnerships between student- teachers and educational offices develop your critical thinking and problem solving	41.98	6.404	.443	.812

The collaborative partnerships between student-teachers and educational offices develop your skill of conducting research.	42.08	6.035	.522	.805
The collaborative partnerships between student-teachers and educational offices develop your communicative skills.	42.00	6.000	.546	.803
The collaborative partnerships between student-teachers and educational offices develop your skill of creativity and innovation.	41.96	6.339	.514	.806
The collaborative partnerships between student-teachers and educational offices develop your skill of working together with others (life & career skills).	42.02	6.106	.550	.802
The collaborative partnerships between student-teachers and educational offices develop your leadership skills.	41.90	6.648	.460	.812

APPENDIX M: RESEARCHER'S RESUME

1. CONTACT INFORMATION

Tesfaye Tadese

P.O. Box 77, Hawassa, Ethiopia

Phone number -+251911798876

Email address – tesfayetadese717@gmail.com

2. CAREER SUMMARY

Tesfaye was working in different governmental and nongovernmental organizations from 1999 up to 2016. By God's grace, He has been working in a project as a coordinator, at Ethiopia Adventist College as an Instructor and currently he is working as an advisor for Masters Students different private universities and coordinating a project.

WORK EXPERIENCE

Organization#1 - Arsi Agricultural Development enterprise

He worked in the above mentioned organization as a supervisor from March 10, 2001 up to June13, 2001.

Organization#2- Central Statistics authority

He worked from September 1, 2001 up to June 7, 2002 as a Supervisor.

Organization#3- L.H. Coffee and Spices P.L.C

He worked from December 5, 2003 up to April 22, 2004 as a project manager and agronomist in keffa zone.

Organization#4- Ethiopia Institute of Agricultural research

He worked from April 27, 2005 up to September 10, 2007 as a technical assistant in irrigation and drainage section at Werer agricultural research center.

Organization #5- Ethiopia Adventist College

He worked at Ethiopia Adventist College (EAC) as an instructor from February 2013 up to December 2017.

3. EDUCATIONAL BACKGROUND

No.	Name of the institution	Years attended	Awards	Honors
01	Jimma University College of Agriculture (JUCA)	1997-1998	Diploma in plant sciences	Great distinction
02	Ethiopia Adventist College (EAC)	2007-2010	BA in theology	Summa Cum Laude
03	Adventist International Institute of Advanced studies(AIIAS), Philippines	2011-2012	MA in Ministry	Summa Cum Laude
04	University of Eastern Africa, Baraton	2017-2018	Post Graduate Diploma in Education	
05	University of Eastern Africa, Baraton	2018-2022	PhD in Education, majoring in Curriculum and Instruction (candidate)	

4. DIFFERENT SKILL

Tesfaye took trainings on basic computer skills and he has received a PC diploma certificate. He was attending also on different international forum while pursuing his graduate study in the Philippines and Kenya. Hence, he was given certificates of

attendance. He presented papers at different research forums and received papers of participation.

5. Research Papers

He has written papers on the following topics:

1. An assessment of the use of information and communication technology (ICT) in teaching at a Faith-based University in Kenya.
2. A Paradigm shift from conventional and congenial supervision toward collegial,
3. Evaluation of the quality of Undergraduate curriculum design in Ethiopia: Its relevance in fulfilling the country's developmental needs, changing students' attitude towards innovative works, Self-employment and practical research activities, and
4. Bottom up leadership.
5. PREACHING TO THE DEAD SPIRITS: AN EXEGETICAL STUDY BASED ON 1 PETER3:18-21
6. Why did God Seek to Kill Moses? An Exegetical Study on Exodus 4:24-26
7. Planning supportive ministry in the south Ethiopia field
8. Church Discipline in Relation to Private Sins

REFERENCE

- Daniel Shamebo, M.sc.

  3472631st CT SW, Federal Way, WA, 98023,

  Tel: 253-8350107, Email: dshamebo@yahoo.com

APPENDIX N: PUBLICATIONS

East African Journal of Education and Social Sciences
EAJESS May-June 2022, Vol. 3, No. 3, pp. 122-128
ISSN: 2714-2132 (Online), 2714-2183 (Print). Published by G-Card
DOI: 1 https://dx.doi.org/10.4314/eajess.v3i3.186.

Challenges to Implementing Partnerships in a College of Teachers' Education and Secondary Schools in Hosanna Town, Southern Ethiopia

Tesfaye Tadese Hailegnaw*
ORCID: https://orcid.org/0000-0002-3486-9746 Department of Education, University of Eastern Africa Baraton, Kenya, Email: tesfayetadese717@gmail.com
Prof. Vencie B. Allida, PhD, ORCID: https://orcid.org/0000-0001-5623-2730, Department of Graduate Education and Leadership, Northern Caribbean University, Jamaica Email: vencie.allida@ncu.edu.jm
Petronilla Mwangi, PhD, ORCID: https://orcid.org/0000-0003-4987-7068 Department of Education, University of Eastern Africa Baraton, Kenya
Email: mwangip@ueab.ac.ke
Prof. Korso Gude, PhD, ORCID: https://orcid.org/0000-0002-4547-8919 Department of Education, University of Eastern Africa Baraton, Kenya Email: gudek@ueab.ac.ke
Benson Kinuthia, PhD, ORCID: https://orcid.org/0000-0002-7703-5848 Department of Education, University of Eastern Africa Baraton, Kenya, Email: kinuthiab@ueab.ac.ke
***Corresponding Author:** tesfayetadese717@gmail.com

Copyright resides with the author(s) in terms of the Creative Commons Attribution CC BY-NC 4.0.
The users may copy, distribute, transmit and adapt the work, but must recognize the author(s) and the East African Journal of Education and Social Sciences

Abstract*:* The study investigated the challenges of implementing effective partnerships in a College of Teachers' Education and schools in Hosanna town, Southern Ethiopia, using the study used a descriptive design. The study was conducted in Hosanna town which had two public secondary schools, one private secondary school and one College of Teacher's Education. The total number of educators was 150. The researchers sampled 37 instructors and 41 school teachers to make a total of 78 respondents. While there are benefits of forming partnerships among Colleges of Teachers' Education and schools, bridging the gap between theory and practices of trainees is one of the main established challenges. Other challenges include gaps between theoretical and practical parts of teacher education programs, lack of finance in implementing partnerships between the college and schools and lack of collaboration between college instructors and teachers. The study recommends that the Ministry of Education should allocate a budget for developing effective partnerships. The regional education office should give training to develop trust among partners. Training should be given to change the pattern of the top to down work order and solve the cultural differences between the colleges and schools.

Keywords: Partnerships; challenges of partnerships; Colleges of Teachers' Education; Schools, stakeholders

How to cite: Hailegnaw, T. T., Allida, V. B., Mwangi, P., Gude, K., and Kinuthia, B. (2022). Challenges to Implementing Partnerships in a College of Teachers' Education and Secondary Schools in Hosanna Town, Southern Ethiopia. East African Journal of Education and Social Sciences 3(3), 122-128. Doi: https://dx.doi.org/10.4314/eajess.v3i3.186.

Introduction

A partnership is the contract of two or more groups to work jointly towards mutual dreams. The educational partnership is the working together of schools, colleges or other stakeholders with mutual goals of improving the quality of education. There are many advantages of partnerships. According to Huong, Tung, Hong and Hung (2020), the main benefit of forming partnerships among Colleges of Teachers' Education and different stakeholders, particularly schools, is to bridge the gap between the theory and practice of the trainees. Moreover, when students experience real-world problems, it helps them develop their problem-solving skills.

Partnership encourages educators to put their theoretical knowledge into practice. It also fosters the learners' ability to develop their knowledge by making it more practical. Partnerships can also help the Colleges of Teachers' Education to partake in different community services, increase research conducting skills, and develop creativity and innovation skills. The collaborative work between student-teachers, school teachers, college instructors and faculties could help stakeholders develop their morale, reduce teachers' isolation and create opportunities to share knowledge and skills between parties. It also creates job exposure for the student-teachers.

Foerste, Merier and Vargiu (2017) confirmed that partnerships could help the student-teachers develop problem-solving skills, which means the teachers can solve the problems experienced during their school practice. It can also help professional teacher educators to connect their theoretical knowledge with practical skills.

Partnership makes the teaching practice real, the teaching and learning more meaningful, and it increases the habit of developing collaboration between students, teachers, professionals, community, and partners. In addition, it bridges the gaps between schools and teacher training colleges. It also helps to bring professional development and creativity to teachers (Velzen, Lorist, & Bezzina, 2008).

Fekadu and Melese (2012) confirmed that in Ethiopia, partnership between Colleges of Teachers' Education and schools develops inservice training within schools, which means staff members benefit from the association. It also advances the skills of innovation and creativity, practical knowledge, and ability to conduct research. It further helps the student teachers to understand the work situations, increase leadership skills and reduces practice shock.

Generally, developing partnerships have benefits in making education so practical by advancing the skills for innovation, creativity and research. However, there are different challenges to implement partnerships. This study, therefore, addressed challenges to implementing partnerships between the selected College of Teachers' Education and schools.

Challenges to Implementing Partnership

Generally, partnerships between teacher education institutions and educational agencies are not always sufficiently supported because of different challenges (Heimann, 2015). A partnership in teacher education is about forming a learning community that works collaboratively with the common goal of producing skillful workers that contribute to the educational needs and development of a country. To reach the goal, there needs to be collaboration between teacher training institutions and educational agencies. However, the challenge is working together in the current individualistic society. Similarly, the development of an appropriate collaboration between parties is a challenge to successful school-college partnerships (Ngan & Chan, 2012).

According to Halvorsen (2017), the partnership aims to form a learning society between universities and schools. However, there are issues in forming partnerships such as learning to be a partner and working together in collaboration. In addition, the divorce between the theoretical and practical parts of teacher education programs by the newly graduated teachers (novice teachers) brings a real shock as they go to teach in their respective workplaces because of a lack of exposure to the workplaces while they are at school. The world is fast-changing and teachers need to meet the demands of their students. In this case, a well-

developed partnership in teacher education provides support for professional development.

Even though UNESCO (as cited by Halvorsen, 2017) recommends partnership as a strategy to promote education for sustainable growth, they mentioned a crucial challenge that is a reorientation of teacher education toward the issue of managing sustainability as it embraces atmosphere, economy, and cultural multiplicity. Therefore, there is a need of reorienting teacher education by creating a partnership in a fast-changing world to address the gap beginner teachers have concerning professional development and addressing the multicultural educational community.

Since universities and schools have their own cultures, these differences in cultures are considered challenges to forming partnerships among teacher education institutions and educational agencies. Midthassel (2017) confirms the challenges of having cultural differences in the following ways: cultural differences such as college teachers considering themselves as higher in status than school teachers are hindrances to partnerships. The presence of different personal experiences, exposures, differences in teaching philosophies, opposing opinions, and diverse approaches to teaching are considered cultural differences that could affect the working together between schools and colleges in partnerships (Clarke & Winslade, 2019).However, these differences can be a working opportunity for the betterment of schools and colleges of teachers' education since the differences pave the need for learning from one another. Similarly, the hierarchical structure of educational institutions orients detachment and creates obstacles to developing interaction, coordination, and collaboration between colleges of teachers' education and schools. Cultural differences such as personality styles, values, and purposes have affected the working relationship between colleges and schools (Schroeder 1999).

Different understanding of roles is another challenge in partnerships. What are the roles of educational institutions in forming partnerships? The partnership brings parties to an equal level though there are differences in the level of education.

Equality is for achieving a common goal of interlacing theory with practice; in this case, professors are knowledgeable in equipping their students with the necessary knowledge but they may not be aware of the new developments at schools as a result of societal and technological changes. On the other hand, teachers know the practical aspects at school but they lack knowledge on how to solve some of the challenges based on research. When the two parties collaborate, it solves the multifaceted challenges that the two parties are likely to face.

Partnerships are between institutions, but the interactions are with people. Baum (as cited by Midthassel, 2017) pointed out that although a partnership is an agreement between institutions, the real work is between individuals; hence, social interactions are significant. One of the tasks of educational institutions is to offer research-based practical skills to educational agencies. While forming partnerships needs time and commitment, teacher education institutions and educational agencies need to understand that they have a gap in linking theory with practice. Once parties know their strength, they will start working together to achieve common goals

The workload of principals is another challenge for schools to form partnerships with teacher education institutions. Nihlfors and Johansson (as cited in Sahlin, 2019) suggest that school principals are loaded with work and different expectations from students, teachers, parents, communities, and the government, as a whole.

A study by Fekadu and Melese (2017), in Ethiopia, indicated the challenges of creating partnerships among teacher education institutions and secondary schools as a lack of smooth work relationships and coordination between some school teachers and college instructors.

Methodology

This section dealt with research design, population and sampling, instruments, validity and reliability, statistical treatment of data and ethical consideration.

Research Design

This study used a mixed-method design. In this design, both quantitative and qualitative data were gathered simultaneously. This method helps researchers combine aspects of qualitative and quantitative research approaches for scope and profundity of understanding and corroboration.

Population and Sampling

The study was conducted in Hosanna town which had two public secondary schools, one private secondary school and one College of Teacher's Education. All the educational institutions were included using the purposive sampling. The total

number of educators was 150. The researchers sampled 37 instructors and 41 school teachers to make a total of 78 respondents.

Research Instrument

This study used a questionnaire which was constructed by the researchers. The questionnaire used agreement/ disagreement levels of 4- to a great extent, 3-to a moderate extent, 2-to a lesser extent, and 1-not at all.

Validity and Reliability

While validity is about truthfulness and reliability is the stability or consistency of measurement, both increase transparency and decrease researchers' bias (Haradhan, 2017). The researchers used different techniques to affirm the validity and reliability of the instrument. To confirm the face validity, experts looked at the items in the questionnaire and suggested if they were valid to measure the concept. To confirm content validity, the researchers developed the survey instrument from the review of related literature. To ensure acceptable reliability, the researchers tested the items of the questionnaire and the Cronbach's Alpha of .701 was established.

Statistical Treatment of Data

The study used descriptive statistics for data analysis. The criteria for interpreting the mean scores were as follows: 3.50-4.0 to a great extent; 2.50-3.49 to a moderate extent; 1.50-2.49 to a lesser extent and 1.49 and below not at all.

Ethical Consideration

The researchers ensured participants' autonomous right to participate or withdraw at any time. Permit to collect data was obtained from the zone education bureau.

Findings and Discussion

This section presents the findings concerning the challenges faced by the College of Teachers' Education and schools to implement partnerships.

Challenges to Implement Partnerships

The research question stated: What are the challenges to implementing partnerships between the selected College of Teachers' Education and schools?

Table 1 indicates the challenges rated by respondents. The criteria for the interpretation of mean scores are as follows: 3.50-4.0 = to a great extent; 2.50-3.49 = to a moderate extent; 1.50-2.49 = to a lesser extent and 1.49 and below = not at all. Table 1 indicates that the biggest challenge was lack of funds (mean score=3.13) which is at the level of a moderate extent.

Table 1: Challenges to Forming Partnerships Based on the ratings of College and School Teachers

SN	ITEMS	Mean	Std. Dev
1	There are differences in cultures among schools and the College of Teachers' Education.	2.97	1.019
2	The workload of teachers and instructors is a barrier to forming collaborative partnerships.	2.83	1.025
3	College of Teacher Education shows their authority over schools.	2.42	.942
4	The government policy does not encourage partnerships.	2.61	1.028
5	College of Teacher's Education and schools lack the finance to form a partnership	3.13	.923
6	A lack of collaboration between instructors and teachers is a challenge to a partnership.	3.08	.879
7	Lack of knowledge regarding the benefit of partnerships is a challenge.	2.90	.961
8	There is a lack of trust between parties to form partnerships	2.92	.900

The respondents said that the teacher training college and schools' lack of finance affects the formation of collaborative partnerships to a moderate level. Literature reveals that it is a requirement to create and execute a thriving partnership, and without having a regular budget, it is impossible to attain goals (Brandstetter, et al., 2006). Moreover, Zuilkowski and Tsiga (2021) confirmed that lack of finance is considered an issue with some partners to develop a partnership. In his finding, Mekango (2013) stressed that financial constraints are challenges to developing partnerships in Ethiopia. The findings also conform to Desta and Belay (2018) who indicated that a lack of resources (financial and human) is considered a challenge.

The second biggest challenge was the lack of collaboration between instructors and teachers with a mean score of 3.08, affecting the partnership to a moderate extent. Halvorsen (2017) found that a lack of collaboration such as being unable to learn to be a partner is a challenge to implement partnerships. Fekadu and Melese (2012) found that a lack of collaboration between school teachers and student teachers is considered a challenge to implementing effective partnerships between colleges and schools.

The third challenge was the differences in cultures among schools, teacher education institutions, and other educational offices which had the mean score of 2.97. This also affected the formation of collaborative partnerships to a moderate extent.

The fourth challenge to forming partnerships was lack of trust between parties which had a mean score of 2.92, at a moderate level. According to Midthassel (2017), cultural differences have been hindrances to partnerships. In their findings, Waitoller and Kozleski (2013) established some challenges of universities/colleges toward school partnerships since schools had their own culture and universities/colleges had their own culture. Therefore, the difference in culture is a challenge in developing collaborative partnerships.

The fifth challenge was the workload of teachers and instructors, with a mean score of 2.83, which is in the zone of moderate extent. Nihlfors and Johansson (as cited by Sahlin, 2019) confirmed that school leaders have heavy workloads because of different expectations from students, teachers, parents, communities, and the government. Gemeda (2015) suggested that teachers' workload restrained their participation in forming a partnership. In Ethiopia, teachers are engaged in different instructional and non-instructional activities. Teaching many students in one class, a teacher-centered curriculum, and a shift in assessment methods are instructional activities. Non-professional activities are participating in political and other meetings that do not have a direct link to the teaching and learning process. Farrell (2021), in her finding, expressed that school teachers have a massive workload, and it has become challenging to create any partnerships for professional development with other stakeholders. Razalli, Kamaruddin, Teck, and Daud (2021) recommended that college teachers need to have time allotted for research, publication, consulting with their students, and forming partnerships. Thus, teachers have considerable obligations which inhibit them from forming partnerships and professional development.

The sixth challenge was the unfavorable government policy, with a mean score of 2.61, to a moderate extent; however, the government policy supports the formation of a partnership with industries and other institutions. Zewdie (2019), the president of Ethiopia, confirmed that institutions should establish collaboration and connections with industries and other institutions to implement their goals.

Lastly, the item which says teacher training institutions show their authority over schools was rated at a lesser extent, with a mean of 2.42. Although it is a lesser extent, it indicates the presence of the challenge dominance of college teachers over school teachers. Greany and Brown (2015) confirmed that successful partnerships do not follow the hierarchy of the education system, in which higher education is considered the higher authority**.** Thus**,** to establish an effective partnership the stakeholders should come to the same level.

Conclusions and Recommendations

Conclusions

While there are benefits of forming partnerships among Colleges of Teachers' Education and schools, bridging the gap between the theory and practices of trainees is one of the main established challenges. Other established challenges include gaps between theoretical and practical parts of teacher education programs, lack of finance in implementing partnerships between the college and schools and lack of collaboration between college instructors and teachers. Lack of trust between the college and schools was also identified as a challenge. Finally, the policy not encouraging the implementation of partnerships between the college and schools was considered as a challenge.

Recommendations

Based on the findings, the researchers recommended the following:

1. The Ministry of Education should allocate a budget for developing effective partnerships.
2. The regional education office should give training to develop trust among partners.
3. Training should be given to change the pattern of the top to down work order and solve the cultural differences between the colleges and schools.
4. The workload of instructors and teachers should be reduced by training teachers to schedule their tasks, focus on priority, use social media, emphasize student-centered teaching and delegate social responsibilities to others.

References

Brandstetter, R., Bruijn, H. D., Byrne, M., Deslauriers, H., Forschner, M., Machacova, J., Scoppetta, A. (2006). Successful Partnerships a Guide. Vienna: OECD LEED Forum on Partnerships and Local Governance at ZSI. https://www.oecd.org/cfe/leed/36279186.pdf

Clarke, D. K., & Winslade, M. (2019). A school-university teacher education partnership: Reconceptualising reciprocity of learning. Journal of Teaching and Learning for Graduate Employability, 10(1), 138–156. Doi: https://doi.org/10.21153/jtlge 2019vol10no1art797

Desta, A.A. & Belay, H.M. (2018). Nature, benefits, challenges, and opportunities of university-community engagement at the University of Gondar, Ethiopia: A case study. International Journal of Research on Service-Learning and Community Engagement, 6(1), Article 7. https://ij rslce.sch olasticahq.com/article/7022.pdf.

Farrell, R. (2021). The School-University Nexus and Degrees of Partnership in Initial Teacher Education. Irish EdEducationalgencies, 1(1), 1-18. Doi: https://doi.org/10.1080/03323315. 2021.1899031.

Fekadu, A., & Melese, W. (2012). A partnership between Teacher Education Institutes and Secondary Schools in Ethiopia: Status, Challenges, and Prospect. Institute of Education& Professional dev't, JU, 7(2), 43-60. https://www.ajol.info/index.php/ejesc/article/view/82116.

Foerste, E., Merler, A., & Vargiu, A. (2017). Partnership in Teacher Education: A Theoretical and Practical Analysis. Creative Education, 8, 1275-1291. Doi: http://dx.doi.org/10.4236/ce.2017.88090.

Gemeda, F. T. (2015). Professional Learning of Teachers in Ethiopia: Challenges and Implications for Reform. Australian Journal of Teacher Education, 40(5), 1-26. http://ro.ecu.edu.au/ajte/vol40/iss5/1.

Greany, T., & Brown, C. (2015). Partnerships between Teaching Schools and Universities: Research Report. London: London Centre for Leadership in Learning UCL Institute of Education. Retrieved from https://academia-kita.macam.ac.il/wp content/uploads/2017/11/teaching_scho ols_and_universities_research_report.pdf

Halverson, K.V. (2017). Reorienting Teacher Education by Building Partnership in a Changing World: Multiple Perspectives. In K. V. Halvorsen, International Trends in Preparation of Early Childhood Teachers in a Changing World (pp. 33-53). Kristiansand: Unversity of Agder. https://app. cristin.no/results/show.jsf?id=1526958

Haradhan, M. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. Annals of Spiru Haret University, 17(3), 58-82. Retrieved from https://mpra.ub.uni-muenchen.de/83 458/.

Heimann, R. (2015). Dynamics of the School-College Partnership. Studies in Education, 12(2), 221-243. Doi: https://doi.or g/10.108 6/683216.

Huong, V. T., Tung, N. T., Hong, T. T., & Hung, D. H. (2020). Partnerships Between Teacher Education Universities and Schools in Practicum to Train Pre-Service Teachers of Vietnam. International Journal of Higher Education, 9(5), 134-152. Doi: https://doi.org/10.5430/ijhe.v9n5p134.

Mekango, A. (2013). Practices and Challenges of Implementation of School Improvement Program in Secondary Schools of Metekel Zone (Masters Thesis). https://opendo cs.ids.ac. uk/opendocs/bitstream/han dle/20.500.12413/5336/Abera_mekango_ final.pdf;sequence=2.

Midthassel, U. V. (2017). University-school partnerships as arrangements in policy implementation. Journal of Professional Capital and Community, 2(3), 134-145. Doi:http://dx.doi.org/10.1108/JPCC-0602017-0014.

Ngan, S. S., & Chan, E. Y. (2012). School- University Prtnership: Challenges and Visions in New Decade. Global Studies of Childhood, 2(1), 38-56. Doi: https://doi.org/10.2304%2Fgsch.2012.2.1.38

Razalli, A. R., Kamaruddin, K., Tek, O. E., Teck, W. K., & Daud, N. A. (2021). Evaluating Teaching Workload of Academic Staff for Optimum and Effective Use of Expertise Resources. International Journal of Academic Research in Business and Social Sc iences, 11(6), 13-26. Doi: http://dx.doi.org/10.6007/IJARBSS/v11-i6/10077.

Schroeder, C. C. (1999). Partnerships: An Imperative for Enhancing Student Learning and Institutional Effectiveness. New Directions for Student Services, 87, 5-18.https://onlinelibrary.wiley.com/doi/pd f/ 10.1002/ss.8701

Sahlin, S. (2019). Making sense of external partnerships Principals' experiences of school-university collaborations. Journal of Professional Capital and Community, 2(4), 1-25. Doi: https://doi.o rg/10.1108/JPCC-02-2019-0004.

Velzen, C. V., Lorist, P., & Bezzina, C. (2008). Partnerships between Schools and Teacher Education Institutes. 31st Anual Atee Conference, pp. 747-758. Associationof Teacher Education in Europe. Doi:http://dx.doi.org/10.1007/978-1-4020-8874-2_5.

Waitoller, F. R., & Kozleski, E. B. (2013). Understanding and Dismantling Barriers for Partnerships for Inclusive Education: A Cultural Historical Activity Theory Perspective. International Journal of Whole Schooling, 9(1), 23-42. https://eric.ed.gov/?id=EJ1016797

Zewdie, S. (2019, December). Higher Education Proclamation: Proclamation No. 2019. Addis Ababa, Federal, Ethiopia. http://ww w.ilo.org/dyn/natlex/docs/ELECTRONIC/109311/135557/F-1372321962/ETH109311.pdf.

Zuilkowski, S. S., & Tsiga, I. A. (2021). Building a University Partnership to Support Early Grade Reading in the Case of the Nigeria Centre for Reading, Research and Development. Journal of Comparative & International Higher Education, 13(5), 124-134. Doi:10.32674/jcihe.v13i5.3652 |https://ojed.org/jcihe

G-CARD
GITOVA CENTRE FOR ACADEMIC RESEARCH AND DISSEMINATION

East African Journal of Education and Social Sciences
ISSN 2714-2132 (Online)
P. O. Box 7, Usa River, Arusha, Tanzania
Email: ngussathe5th@gmail.com
WhatsApp +255753889912
Website: http://eajess.ac.tz

5th July, 2022

Tesfaye Tadese
University of East African Baraton
Kenya

Dear Tesfaye

ACCEPTANCE OF A MANUSCRIPT FOR TESFAYE TADESE

I am pleased to inform you that we received your manuscript with the topic **Impact of Collaborative Partnerships on the Core Skills of the 21st Century: A Case in Colleges of Teachers' Education and Secondary Schools in East-Central and Southern Ethiopia** for publication in our journal.

This letter serves to inform you that the editorial board is doing the final editing and the article will be published in the current issue of our journal.

In case of any question do not hesitate to communicate with me through the address on the head paper.

Sincerely Yours

Baraka Manjale Ngussa, PhD
EAJESS Chief Editor

APPENDIX O: PLAGIARISM TEST

Curiginal

Document Information

Analyzed document	Dissert. Tesfaye 2022...docx (D141555304)
Submitted	2022-07-01 08:34:00
Submitted by	Alexander
Submitter email	mulingea@ueab.ac.ke
Similarity	0%
Analysis address	mulingea.unieab@analysis.urkund.com

Sources included in the report

SA **University of Eastern Africa Baraton / DISSERTATION CHARLES NYAKITO FINAL FINAL.docx**
Document DISSERTATION CHARLES NYAKITO FINAL FINAL.docx (D135700691)
Submitted by: wahonyap@ueab.ac.ke
Receiver: wahonyap.unieab@analysis.urkund.com

SA **Chapter II Corrected (1).docx**
Document Chapter II Corrected (1).docx (D31182598)

SA **Thanalakshmi S.docx**
Document Thanalakshmi S.docx (D41961916)

W URL:
https://www.cfsd16.org/application/files/75
14/6912/4628/P21_Citizenship_Overview.pdf
Fetched: 2019-11-12 04:18:11

SA **Thesis-Shadma Parveen.pdf**
Document Thesis-Shadma Parveen.pdf (D27734909)

SA **shadma -synopsis 3 Dec 16.docx**
Document shadma -synopsis 3 Dec 16.docx (D24128599)

SA **_system_appendPDF_proof_hi.pdf**
Document _system_appendPDF_proof_hi.pdf (D47136577)

W URL:
https://www.sciencegate.app
/document/10.1177/2158244
019900176 Fetched: 2022-
07-01 08:39:14

SA **Acct Paper 22.doc**
Document Acct Paper 22.doc (D43426168)

APPENDIX P: BINDING PERMIT

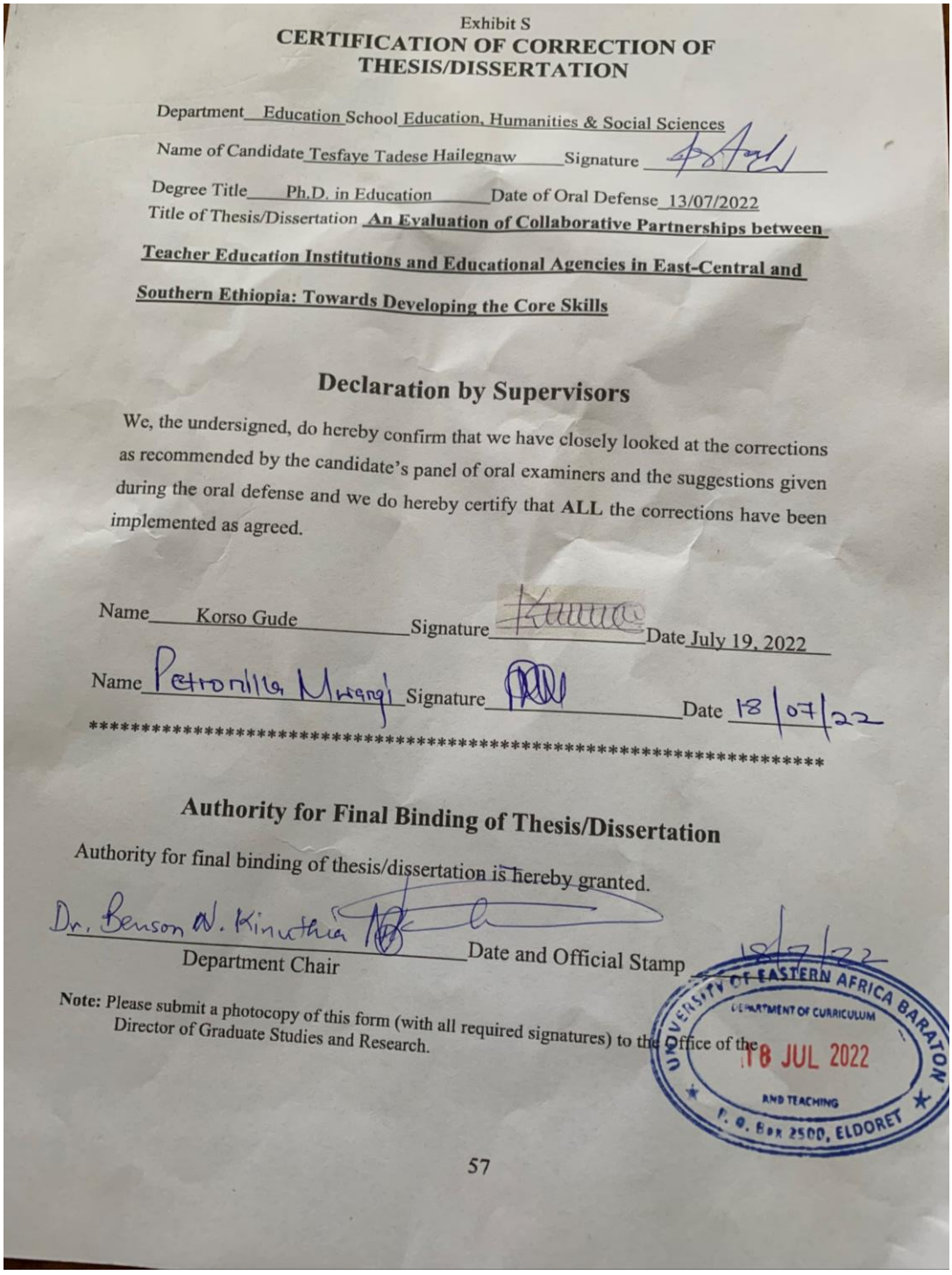


Exhibit S

CERTIFICATION OF CORRECTION OF THESIS/DISSERTATION

Department Education School Education, Humanities & Social Sciences

Name of Candidate Tesfaye Tadese Hailegnaw Signature

Degree Title Ph.D. in Education Date of Oral Defense 13/07/2022

Title of Thesis/Dissertation **An Evaluation of Collaborative Partnerships between Teacher Education Institutions and Educational Agencies in East-Central and Southern Ethiopia: Towards Developing the Core Skills**

Declaration by Supervisors

We, the undersigned, do hereby confirm that we have closely looked at the corrections as recommended by the candidate's panel of oral examiners and the suggestions given during the oral defense and we do hereby certify that **ALL** the corrections have been implemented as agreed.

Name Korso Gude Signature Date July 19, 2022

Name Petronilla Mwangi Signature Date 18/07/22

****

Authority for Final Binding of Thesis/Dissertation

Authority for final binding of thesis/dissertation is hereby granted.

Dr. Benson W. Kinuthia

Department Chair Date and Official Stamp 18/7/22

UNIVERSITY OF EASTERN AFRICA BARATON
DEPARTMENT OF CURRICULUM
18 JUL 2022
AND TEACHING
P. O. BOX 2500, ELDORET

Note: Please submit a photocopy of this form (with all required signatures) to the Office of the Director of Graduate Studies and Research.

57