FACULTIES OF TEXTILES EDUCATION BETWEEN CHALLENGES AND RENAISSANCE IN THE 21ST CENTURY FOR LABOR MARKET MOBILIZATION

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Abstract: *Challenges and Regeneration in the 21st century and faculties of education in Egyptian are engine of growth and development. By well sustained managed extreme of the faculties in Egypt are accomplished below expectancy especially in labor markets mobilization. Thence, the study in this artical seeks to explore the role of suprem universities in fostering Labor market mobilization with reference to europ countird. What are the keys of the features and benefits of highly labor market mobilization Egyptian faculties of education? Why they are not innovative? Qualitative research method and analysis was used. interviews gad been conducted with some of the Egyptian stakeholders and supplementary informations were used. Supplementary data were sourced throughout newspapers, journals and books. The harvest reveal that emergency of collaboration; needy funds, awkward man power and needy of training constitutional form to (an institution); establish by law hindrance to innovation practice. The article suggests that collaboration, transfer to development information technology and continuance training should be growing.*

Keywords: *Textiles Education, Challenges, Regeneration, 21st Century, Labor Market, Mobilization.*

1. INTRODUCTION

Technology for the regeneration strategy and able to be maintained at a certain rate of development for faculties of education in Egyptian, throw the Postgraduate and research` education department, program and faculty assessment are important steps in analyzing and discovering strengths and weaknesses of Postgraduate and research Education and programs, planning and enhancing instruction and curriculum as well as evaluating and making decisions about postgraduate and research' students[2]. Tertiary level of education's contributions includes a leading range of capitalize that are display in public righteousness such as entrepreneurship; leadership; good governance; healthy communities; management growth and of involvement in the democratic institutions. It also contain contributes in a sufficiently great towards reducing poverty and constructing stable, minimal dependent and sustaining community of societies. In this epoch of economy knowledge in textiles educations are a panacea for development and growth of information. extreme of the Egyptian faculties of Education are depend on government for their sustainability insufficient any other sources of financial funding. co-realization include forthcoming together of join up as volunteers such as private sector committees of the Egyptian supreme Council for faculties : (education-applied arts, specific education, home economize, engineering, arts and science), and various authorities at several levels of government. The community of authorities such asn: friends of groups, relatives and neighbor's. This grows the course of education in universities to development base on mutual objectives. The labor market mobilization evident itself in diverse ways for suggestion citizens resident were giving donation in critique and in shape of piece of advice the upliptment of the universities or citizens resident providing assistance to the Egyptian universities such as volunteers and the most of the innovative institutions across the world practice interacting governance in which to promote their development growth but Egyptian faculties of textiles education are left behind in innovation. therefore this article seeks to explore the condition for labors markets mobilization in Egyptian faculties of

textiles education. Then the problems are facing most of the argument of Labors markets mobilization that overlay advances in technology of Egyptian faculties of education industrial. According the national academic standards, as a reference for the sector of educations and: (applied arts, specific education, home economize and engineering detached from each other and in accordance with the specialization of the graduate correspond with the necessarily of the regeneration and technological progress.

1.1. Change and its justifications

- Evidence and evidence impeding the advancement of the outputs of the faculties of education.
- Development of a demand from the stakeholders: professors and deans of the faculties of education and members of the committee for educational studies sector.
- The need for a teacher capable of contributing to the development efforts of Egyptian society.
- The regeneration of the faculties of textiles education and the entrance to reform Universities and pre-university education.
- International experience demonstrates that outstanding education and good teacher are the foundation of the progress of society.
- The political will to support change and development.

1.2. Research Questions

- What are the roles of Egyptian faculties of textiles education in fostering labor market mobilization?
- Does the Egyptian Faculties of Education adopting innovative practices?
- What are the challenges to labor market mobilization of Egyptian faculties of textiles education in Egypt?
- How Egyptian Faculties of textiles education can improve their innovative capacity?

1.3. Research Objectives

- To explores the roles of Egyptian faculties of textiles education in fostering Labor market mobilization?
- To analyses the activities of Egyptian faculties of textiles education and the similar authority in other countries have distinct experiences in promoting innovation.
- To examines the challenges to Labor market mobilization of Egyptian faculties of textiles education in and similar authority in other countries have distinct experiences in promoting innovation of improving Egyptian faculties of textiles education.
- Preparation and sustainable development of professional teachers of textiles.

1.4. Government in Labor mobilization

Governments evolution the Labor mobilization around the world are broadening display and multiply their support for the action process of innovating in the universities, private facilities sector and economy system more at all events, When it comes to fostering textiles education of technological innovation and mangements of business. Most role of the government in innovation is to provide funding especially in the early stage of education and development of textile research and encourage private investors to invest in innovation. The role of government should be risk taking (Caloffi et al., 2015). Then the creating skills and knowledge information technology that foster innovation in collaboration with an organizations [6, 7]. Egyptian colleges of textiles playing an integral role, establishing local relationships with local firms and participating in the policy support network (Caloffi et al.,

2015) [1]. The role of the state in innovation is to explore, create opportunities and unite. Studies such as Hoppmann (2015) [6] have also shown that the government has developed a dissemination policy to promote innovation, and a policy aimed at reaching out to Egyptian colleges of textile education and civil society for enhance capabilities such as network, coordination, knowledge information technology and management. [1]

1.5. Labor mobilization through Private Sectors

Innovative textile organizations from public private organizations devote their time and effort, capacity-building, and several forms of economic and political cooperation. Such as Japan and Germany for example encourage the private sector to strengthen technological capabilities new textiles as well as cooperation. The private textile sector plays an important role in promoting innovation, especially in the age of globalization in the labor-mobilization system. Innovation is a key to the success of the business of private textile companies. Innovation helps private companies reduce costs, improve their products and open up new labour and production markets, to innovate is often need support to private sector form committees of the supreme council of Egyptian faculties (education, applied arts, specific education, home economize, engineering, arts and science). Will progressively lose the edge of competition and face shrinking market shares and profits, before eventually closing [4, 5]. In order to maintain its competitive position as well as cooperation with Egyptian educational colleges of textiles.

1.5.1. Civil societies in Labor mobilization

The action process of innovating gap between civil society in Egyptian faculties of textiles education, that can be understood as inadequate possibilities for citizens to have a bearing on the innovations developed through the sector committees of the supreme council for Egyptian faculties (applied arts, specific education, home economize, engineering, arts and science) and R&D organizations. User engagement can be divided into two parts: an education approach that focuses on the user role of the service as a consumer of "consumer" services and an approach that emphasizes a clearer role for the user in decision-making.

1.5.2. Labor Mobilization

Role of Egyptian faculties of textiles education in fostering labor mobilization: the traditional as long-established role of Egyptian faculties in textile education is education, as teaching basic research and science. In the past few decades, new tasks have been carried out on the transfer of knowledge and the transfer of textiles to industry, the marketing of knowledge, and the role of more active in national and regional innovation systems. In most developed countries, increased attention is paid to the economic benefits of public-sector research-oriented textile education [7]. Renovation systems are the networks of the sectoral committees of the supreme council of Egyptian colleges: (education – applied arts, specific education, home economize, engineering, arts, and science) , And organizations that affect the process of innovation in a particular area through their interaction. The traditional as long-established role of Egyptian textile education colleges, to become more important for mobilizing workers in the emerging knowledge economy. Through the graduates and highly skilled labor are one of the most robust technicality for knowledge transfer to industry.

1.6. Theoretical Framework of Labor Market Mobilization

Complementary Planet Knowledge (CPK), analysis detailed examination of the elements of the cooperation in textiles invention, and it symbolizes a direction shift towards systemic, open and user is main point of interest.innovation policy. A covenant of development, more

extensive of production and linear services led by experts allows for different forms and levels of co-production with consumers, customers and citizens. As defy to public organization authorities and the production of public services , the debate on knowledge about the planet is directly related to the Vision 2030 Vision for Smart Textiles and Sustainable and Inclusive Growth, and thus shifts to better stakeholder communication and smarter use of resources advocated by many Egyptian states.

2. EXPERIMENTAL WORK AND METHODOLOGY

2.1. Methodology

Participatory approach and academic and community consensus discussion of the members of the sector committee, and the preparation of a policy paper on the development of faculties of education (May 2016).

- Active participation of scientific papers from some colleges to analyze the current situation.
- Comparative scientific studies in the development of teacher preparation systems, and global trends (24 studies).
- Four workshops attended by more than 190 experts and Deans of faculties of education (March 2017 - March 2018).
- Approve proposals for college development policies.
- Expert meetings to present procedural proposals and prepare the pilot model.
- Discussion of the proposed model at the meeting of Deans of faculties of education (March 29, 2018).

Quality educational of textiles education is a research method that results in words instead of statistics. Its research is based on a person's behavioral life in the organization of textile education, interaction between nations and the cultural phenomenon. And the study of qualitative research focuses on personal experience in textiles institution of education, impose the based on description and detailed examination of the elements rather than use of numbers. It is also flexible to verify responses from participants because the information contained in this paper can be a source through a relative educational approach to the fabric. The reasons for choosing the method are that they are related to the nature of the textile education research problem. They are suitable for investigations such as organizations, people's lives, thereafter in addition related to finding the nature or meaning of human experience, and too a good to have complex information in trajectory with the suggestions of (EISayed A. EINashar, Ahmed Heggi, 2017). [2, 5]

2.1. Data Collection

Research textiles education and data collection on the latest textiles education programs in seven countries across 91 of the most successful international experiences to benefit from, the development of our programs in Egypt. (China, Japan, Singapore, India, Canada, UK, USA, Australia, France, Finland). The data of the previous experiments were analyzed and the results presented to a group of workshops. Members of the Planning committee in the Educational studies sector at the Supreme council of Egyptian Universities civilize by education experts and deans, so the faculty members of various grades, graduate students, parents and teachers from primary, intermediate and secondary schools.

2.2. Workshops

The first workshop, entitled: "Towards. a Instructional model for the development of colleges of education", on 4 March 2017, Place of the workshop (guest house - Cairo University, Egypt):

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1. Specifications of the graduate;
2. Admission policies;
3. The component of public culture in teacher preparation program;.
4. Sustainable professional development, and university schools.

The second workshop, entitled "Towards a guiding model for the development of faculties of education" On 22 April 2017, Venue of the workshop (cultural entertainment center - Port Said, Egypt). Worksheets:

1. Preparation systems;
2. Scientific research during engineering Applied Arts, Specific Education, Home Economize and education;
3. License to practice the profession;
4. Teacher's Teacher;
5. Strategies for reform of faculties of education: Bringing Academies and Practice Closer;
6. Teacher education: Different Paths to licensure and Promotion;
7. Comparative Perspectives on contemporary systems and programs for teacher education.

The third workshop, entitled "Towards a guiding model for the development of faculties of education" 18-19 December 2017. The venue of the workshop (American University in Cairo, Egypt).

Worksheets:

1. Strategies for reform of faculties of education: Bringing academies and practice closer;
2. Teacher education: Different Paths to licensing and promotion;
3. Comparative perspectives on contemporary systems and programs for teacher education.

The fourth workshop, entitled: Faculty of education reform, transformation workshop 2, Wednesday 7-8 march 2018, venue of the workshop (American University in Cairo, Egypt).

Worksheets:

1. What are the final and detailed form of the graduate and the extent of its relevance to teacher performance standards?
2. What are the admission policies in terms of institutional form, requirements and tools?
3. How to build the integrated university model and what are the legislative and structural requirements?
4. Does the sector committee comply with one model or follow three different models? What are the?
5. What courses are suitable for this model?
6. What are the licensed institutions and what is the role of the College of textiles education in particular, the duration of the profession and the validity of the licenses, and what are the licenses for the transfer from one stage to another and what are their requirements?
7. What are the means of identifying scientific research education plans and priorities?

3. RESULTS AND DISCUSSIONS

Specification of the graduate and ownership of the specialty to Be a thoughtful researcher throw the Outline:

Quality standards

- Project document of colleges of education in 2005
- Global experiences (Finland - America - India - England - Germany - Australia – Canada)
- Products of previous workshops
- The conceptual framework of the proposed model
- First: the system values and principles governing

1. Knowledgeable into knowledge

- A. Be able to the knowledge in the field of specialization
- B. aware of the unity of knowledge and integrative relations, and environmental between different fields of science.

- C. Understand the developments related to specialization.
- D. He has knowledge in fields outside his specialization.
- C. Able pedagogical knowledge pedagogical knowledge.
- H. aware of the components of national cultural identity and other cultures.

2. Reflective and Creative Practitioner

- A. Use strategies and learning commensurate with the nature of context and stage.
- B. Plan creative attitudes and activities for teaching and learning that meet the different needs of learners.
- C. Teaching and learning activities centered on the learner.
- Use effective classroom management methods to support student learning.
- D. Appropriate methods and tools are used to evaluate the different aspects of the teaching and learning processes (calendar for learning VS learning assessment).
- E. Effectively employ ICT in the teaching, learning and development processes.
- F. Reflect on his professional practices and work to develop and improve.
- G. Employ the results of empirical research in his professional practices.
- H. Employ guidance, educational and psychological guidance in his professional practices.

3. Researcher

- A. Master the skills of research and scientific thinking.
- B. Define problems related to his professional performance.
- C. Reading a reading for relevant scientific research.
- D. Conducting action research to solve the professional problems facing him.
- E. Participate in solving professional and societal problems using scientific methods.
- F. Information and communication technology (ICT) mechanisms are used to conduct scientific research.

4. Communicative & Collaborative

- A. Communicates effectively using his/her personal abilities and ICT skills and dealing with their tools, including social networks.
- B. Participate with his colleagues in the evaluation of various teaching and learning activities and achieve integration between fields.
- C. In the original language, in a foreign language.
- D. Building positive relationships with the authorities, guardians and the local community.
- E. Participate actively in teams and professional work groups.

5. Lifelong learning learner

- A. Develops himself professionally and build a variety of professional relations on a continuous basis.
- Participate actively in professional education communities.
- B. Has the willingness to move flexibly between career paths different career Shift.
- C. Adopts the concepts of sustainable development (universal citizenship, human rights and education).
- D. Actively contribute to professional development programs and activities within and outside the school.

6. Leader of change

- A. Recognizes him as a leader of change in the development of education and the totality of society.
- B. Participate in the introduction of innovative initiatives to help change management to ensure quality and excellence.
- C. Have the mechanisms and skills of the independence of education that enable them to manage change.
- D. Embodies a leading model to follow the example of his students.

7. The owner of an ethical vision has an Effectuated Visionary

- 1. Adheres to the positive values and the ethics of the profession of education and its

- character in its dealings with learners and stakeholders.
2. Collaborate in the being developed of the values of: national affiliation, democracy, solidarity and acceptance of the other.
 3. Proud of his involvement in the profession of education and shows his love for her.
 4. The sense of dignity and self-confidence of learners develops.
 5. Ability to practice professionally.
 6. The ability to narrow the gap between theory and practice.
 7. The ability of scientific research to solve educational problems.
 8. Ability to think and evaluate attitudes and self.
 9. Ability to social analysis.
 10. Ability to lead change, especially the school level.
 11. Ability to embody a moral leadership model.
 12. Specialized knowledge (possessing the specialization of "specialized knowledge".
 13. Foreign language and the state of communication (as knowledge stock + specialized language in the profession).
 14. Be familiar with the integration of technology in education in communication and scientific progress.

The system of values governing and related to the characteristics of the graduate

1. Commitment
2. Professional
3. Accounting and governance
4. Citizenship / Humanity
5. Accept diversity and diversity
6. Excellence
7. Justice and equity (acuity faience)
8. Respect, dignity and integrity (dignity iniquity)
9. Dignity is: a sense of what to do
10. Cooperation

The belief that every student is able to learn in all areas.

Achievements of the model of teacher preparation in the university and society

1. Linking theory and practice through effective partnership between the university and the school.
2. Developing the mechanism of the «teacher preparation office in the university» to coordinate between the entities involved in the preparation of the teacher: faculties of science, literature and education.
3. Consolidation of accounting principles and systems.
4. Enable student tutor knowledge from specialized Disciplines.
5. Provide opportunities to build interdisciplinary knowledge.
6. Building contexts linking knowledge in the field of specialization to public culture and educational sciences.
7. Attention to the component of public culture to support the concept of citizenship and scientific research and critical thinking and creativity.
8. Provide wider and deeper field experiences in schools by increasing hours devoted to practical education.
9. Ensuring the improvement of the inputs of the teacher preparation system: student and teacher teacher.
10. The teacher's relationship with the University for Life in the framework of continuous professional development (CPD).

Pedagogy style and principles

1. Practice-based Learning
2. Inquiry and Research-based learning

3. Student centered learning
4. Active learning
5. Experimental Learning
6. Problem solving/projects -based Learning
7. Subject & Interdisciplinary- based Learning
8. Learning How to learn
9. Technology enhanced learning
10. Instruction accompanied by mentorship
11. Assessment for learning
12. Reflection and Self-Assessment

In order to receive qualitative education interviews; A direct and reliable interview was used in an in-depth interview to obtain data from senior officials such as the highest rank University, Society, Sectoral Committees of the Supreme Council of Egyptian Colleges; (applied arts, specific education, home economize - engineering- arts- science), and Government officials typically use interviews for a study institution such as feminist and behavioral movements and feminism and institutionalism. In-depth interviews are the most commonly used in social education and can produce good, rich and valuable data. Throw the Lecturers, government officials, local communities. For sector committees of the supreme council of Egyptian faculties (education - applied arts, specific education, home economize, engineering, arts and science), created sustained without interruption of human capital benefits for the countries and to make matters worse, even the existing high-skill base is eroded at a very rapid rate by the flow of professionals to the most developed countries in the world. In addition, Egypt is characterized by poverty and illiteracy, which require innovation, innovation, and social capital. Such operations require the training of staff and students. Unfortunately, Egyptian education colleges do not seem to be able to mobilize the intellectual power to drive these operations. In fact, the development / retention of staff remain a major challenge. The main obstacle to the movement of the labor market among Egyptian education colleges in the shortage of labor. The worst is the lack of available expertise, especially in the best practices of mobilizing labor markets as a university.

We are severely understaffed. Although we used many people, but if you look at the employment situation, getting senior lecturers and professors was difficult. Not only there, so what we do is recruit and train aides and assistant lecturers (Bachelor's and Master's degree holders) and train them.

In addition, academic staffs are also attracted by a variety of government agencies, where wages are often better and the working environment more comfortable. In many cases, the salaries and benefits of Egyptian faculties of education are less than comparable positions within and outside the civil service. The problems of human resources in Egyptian faculties in textile education are exacerbated by the fact that the current group of academic staff is overwhelmed by the dramatic increase in the number of students enrolled in education over the past few years.

The proportion of enrollment in higher education institutions has increased, while the number of permanent academic staff has declined, and it is clear that if large numbers of the best minds "leave their countries of origin without alternative or reasonable replacement levels, the quality of education and training will therefore deteriorate and the delivery service will inevitably deteriorate.

Poor Fund motivation. The salaries of lecturers in Egyptian education colleges are very low compared to their counterparts in other parts of the world, such as the United Kingdom and the United States. The lecturers receive low wages as many of them prefer to move to other institutions outside Egypt offering a profitable package. But when you train them, not many of them return regardless of how threatening they are to them. One reason is that lecturers are poorly paid. So people no longer want to go to lectures. In addition, the lack of housing is a

problem for mobilizing the labor market in the Egyptian education colleges. The government can not provide adequate housing for the faculties of education. Some lecturers stay away from the founding couple with busy work. There is reluctance on the part of professional staff to enter academia, due to the steady decline in academic salaries, compared to salaries in business and other professional jobs. Not entirely because of this trend emerged a gap between professional and academic more important, another problem is that attitudes are biased. Which find some unqualified people working simply because of whom they know, and this affects the caliber of people in Egyptian colleges in the field of textile education and the type of graduates we come out of. Typically, you can not hire an academic staff if you do not have a first or second degree but these days, getting this level of graduates is difficult. Even when you have these graduates, the lecture function is the last thing they want to take because it is no longer attractive. Some informants also added: Lack of adequate wages, frustration of government routines, and long hours of work. Argue that the situation has deteriorated to the point where there is the possibility that some programs are unable to comply with the requirements of the faculty for accreditation, the risk that the population is poorly trained, and the failure of our specialization in maintaining its record of importance contributions to the surgical knowledge base, this exit from the best minds of the Egyptian colleges of education means that only a few lecturers can deal with scientific research methods effectively. In addition, academics are trying to supplement their university income by overtime; teaching part-time at Egyptian private colleges in textile education, consulting, selling goods, and other jobs.

Labor Market Mobilization of Poor Networking. There is no collaboration between universities in many textile education colleges in Egypt, where A cooperates with B in training students in certain areas and in staff exchanges. The existence of such cooperation, especially in areas of force, would help to organize a sufficient number of staff. Cooperate with industries to provide and provide professional advice on there needs. The concept of industrial cooperation such as common curriculum, as well as small and medium-sized enterprises; (Small and medium-sized companies) (SMEs). in addition the labor market with industries such as joint research of education, lectures, and organizations together of Post-Doc. Organizations together employ the best talent such as industrial sponsors for the best students to pursue their extra studies. specific the process of developing of universities infrastructures such as innovation laboratories for industrial research education skills, shortage of collaboration is the biggest problem. Egyptian colleges of education textile in the lack of student involvement in decision-making, such as curriculum development, teaching and evaluation, the combination of lecturers and students. In addition they are delayed in the use of doctoral students who are employed by the company such as the participation of graduate students as teachers to develop their skills and expand their knowledge. There are problems with the limited educational production of research because there are no clear priorities for clear education and research education at the national and institutional levels, and greater participation of academic staff in university education because of the increasing number of students, making it more difficult to conduct research on education textiles. Lack of opportunities for full-time leave, conferences and seminars; and a general lack of strong academic leadership in various departments, colleges and research units. The biggest obstacle to research appears to be financial deprivation.

Textiles Curriculum. Textile curriculum is outdated and is a cause of high unemployment in the continent. In contrast to what is going on in advance of industrial textile communities where the curriculum is designed towards the industry. As one informant says, we do not elaborate on the textile industry. We do not prepare students towards specific industries. In clothing for example, you look at areas related to the textile industry and specialize in textiles and clothing for these areas. What we have now is someone coming from abroad, saying that he specializes in a course that has nothing to do with our economy. You should

continue to raise the unit and start preparing students up to the postgraduate level. Now, where do they work?

There are many things that have nothing to do with the textile industry in our industry curricula. The application of substantive aspects is then minimized while maintaining traditional aspects. When you keep the traditional aspect of the subject and leave the application applied, how do you expect students to adapt at the end of the day?

The Information and Communications Technology (ICT). ICT is another problem for education textile colleges in Egypt. The cost of providing them is very high. Most education colleges rely on the government to provide them. Countries in Egypt suffer from serious financial constraints that affect the availability of facilities for textile education colleges.

Without information resources and CT activities, programmers can not succeed. Comment on resource support (employment, finance, equipment, software, space and housing, skills development, ICT policy, library, etc.) was therefore necessary. ICTs do not always support enough qualified personnel, finance, hardware, software, space and accommodation. In addition, with regard to skills development, there is a lack of ICT policy in some cases. It was noted that Egyptian faculties of textile education suffer from related problems such as inadequate hardware and software, sufficient space in computer laboratories, no computer in the library, no ICT policy in management, and irregular maintenance. On the other hand, some Egyptian colleges of education in the field of textiles mentioned: good universities policy in information and communication technology. However, this policy is not advertised or implemented. Enabling space and accommodation at the College of Information Science (FIS) insufficient funding to maintain ICT systems. Software and hardware need to be upgraded / improved / replaced. Finally, ICT trends, issues and problems were visible. ICT capacity can be improved. If ICT policy is feasible, the emergence of ICTs is a vital component of our society and needs to be considered free rather than replaced by forms of communication and information use. There is a risk of over-emphasis on the use of ICT in circumstances where better resources are available on the shelf. Given the fact that the organization intends to go to the e-learning path, there is a need to increase facilities for students as well as increase available bandwidth.

Academic freedom and autonomy. The Egyptian education colleges are secluded from external forces and overlaps, and there are still reservations on cases that are required to comply with the rules and regulations imposed by ministries of higher education. The Universities Act of 1972 gave the considerable control over the administration of the universities and resulted in weak policies.

Organization autonomy of Education Textiles. The structures and institutional manner of governing in particular the ability to create structures as administrative bodies. And university leadership which is accountable to those who are in the selection of the CEO of the institution. Procedures for selecting the CEO, selection criteria for the Chief Executive, procedures for the dismissal of the Chief Executive Officer, term of office of the Chief Executive Officer and external members of the Board of Directors, the ability to decide on the inclusion of external members in university management bodies, appointment of external members of university management bodies and the ability to take A decision on academic structures and the ability to establish legal entities. Education textiles colleges in Egypt have a weak institutional structure. There was considerable emphasis on providing external supervision to the textile education colleges, while insufficient capacity was made to cultivate capacity for internal assessment and accountability. The role of the councils in the transformation has not been properly crystallized.

Financial autonomy. In particular, there are various forms of access to finance and allocation, the ability to charge tuition, collect surplus, borrow and raise funds from various sources, the ability to own land, buildings and reporting procedures as instruments of accountability length and type of public funding, funding cycle, to maintain the surplus in the

main public funding, the ability to borrow money in the financial market, the ability to own buildings, and the ability to charge tuition. Unfortunately, most textile education colleges rely on the government for funding and have weak internal incomes. In addition to the above, they lacked good relations with the community, NGOs, as well as to do individuals as an alternative source of funding. Funding is another matter. It is so bad that some Egyptian textile education colleges use part of its internally generated income to pay salaries, so it can not attract as many academic staff as possible.

Staffing autonomy in textiles collages. The independence of staff is very important, especially the ability to recruit staff, and responsibility for conditions of employment such as salaries and issues related to employment contracts such as the employee's status. Ability to decide on recruitment procedures for textile staff (senior academic / administrative staff). Ability to decide on staff salaries (senior academic / administrative staff). Ability to dismiss staff (senior academics / administrative staff). Ability to decide on promotions for staff (senior academic / administrative staff). In employment, policy plays a vital role. The appointment is not based on merit, but depends on who you know, which affects the functioning of the university.

Textiles Academic autonomy. Ability to define the academic appearance, to introduce or terminate programmers, to determine the structure and contents of programmers degree, roles and responsibilities with respect to quality assurance of programmers and grades and the extent to which students control acceptance. The ability to decide on the total number of students, the ability to choose students (admission mechanisms), the level of the bachelor's degree, the ability to introduce degree programmers, the Bachelor level, the level of Master degree level, the ability to graduate degree programmers, the ability to choose teaching language, PHD level, Ability to choose appropriate quality assurance mechanisms and suppliers Ability to design programmer content courses / courses. The regulatory system plays a very important role, as education colleges in Egypt suffer from a lack of independence in this regard.

Complementary Planet Knowledge. Complementary Planet Knowledge (CPK) for describes innovative cooperation in the form of a spiral between the Higher Colleges of Higher Education Colleges committees (education - applied arts, specific education, home economics, engineering, arts and sciences), textile education colleges and public organizations. The concept attempts to identify the multiple interrelations between the different actors of innovation at different stages of the innovation process. After reviewing literature on R & D activities, we came to the conclusion that there is a wide range of concepts or approaches, which can be called as a type of innovation concept (CPK). Some are very close to concept, some radically deviate, many of them somewhere between these two extremes. Based on the above, we have formed a general definition of the innovation model: it is an innovative collaboration model or an innovative environment where users and sector committees of the Supreme Council of Egyptian Colleges are therefore more useful to talk about different CPK models located somewhere along the channel CPK) or space. The model (CPK) that will be built depends on the perspective one chooses. In this artical report on textiles, we consider it primarily from the perspective of innovation, especially innovations related to the development of products and services both in the private and public sectors. These models are model models and are not intended to describe reality as it is. The most important challenges facing the sectoral committees of the Supreme Council of Egyptian Colleges (Education - Applied Arts, specific Education, Home Economics, Engineering, Arts and Sciences), Textile Education Colleges and Egyptian Public Authorities that are not used to hand over the steering wheel/driver's seat to citizens in innovation activities (Figure 1).

A unit of graduates and specialty property specialization for the mobilization of the labor market aims at the elements of postgraduate environment and research in the following, between the College of Education Department, Support Facilities, Research Plan, Scientific

Publishing, and Cooperation Universities. The main driver of all these elements in graduate studies and research progress for the benefit of the local and international community is the examiner, reference and analyst of coordinated textile education in co-production: (under employment - networks - ICT - society - weak motivation - curriculum and independence) Organizations - independence of employment - academic independence). From the analysis we can conclude that the faculties of education in Egypt suffer from the absence of online and offline databases / databases available for teaching and learning (number, titles, fees, free admission, etc.). In the first place, there is a need for Internet access and service sustainability that most countries and institutions in the region still fail to achieve. The cost of hardware and communications networks is high. When funding is a problem, internet databases on CDs are old or outdated. So the salaries of lecturers at Egyptian education colleges are very low compared to their colleagues in other parts of the world, such as the United Kingdom and the United States of America. So Lecturer is incompetently paid as a result of that many of them prefer moving to other institutions outside Egypt that offers lucrative package. In addition, universities in Egypt face a major challenge in the capacity of human resources, which negatively affects their ability to take broad strides in the areas of social, economic and political development. Universities in Egypt lack independence as compared to their counterparts in the other part of the globe. This autonomy includes organizational, financial, employment and academic autonomy.

Figure 1. Complementary Planet Knowledge Module

4. CONCLUSION

This technical study is one of the problems of mobilizing the labor market for higher education in universities in Egypt. Egyptian universities, such as education textiles, face multidimensional problems ranging from poor communication to the problem of inadequate staff, as well as funding. Funding for higher education remains the biggest problem in education in Egypt. The results also revealed that institutions lacked independence as well as weak infrastructure. The need to rephrase and link national academic standards in the education and applied arts sector, specific education, home economics and engineering in one to the graduate's specifications, and the need to improve it according to the areas of work at home and abroad. It should be noted by the Higher Sector Committees of the Supreme Council of Egyptian Faculties (Education, Applied Arts, Qualitative Education, Home Economics, Engineering, Arts and Sciences). The development of an out-of-school project such as industrial engagement, the development of a joint plan between the university, industry, society and government. The university should graduate with programs to promote entrepreneurs and social projects, and share ideas among universities, the private sector and society.

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