
The role of higher education institutions in partnership with civil society institutions in activating the role of educational outputs in sustainable development.

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introduction :

Within the framework of recognizing the roles that the educational, cultural, civil and media system affect in shaping the cultural and value system prevailing in Arab societies, the importance of the role that the educational system plays, especially higher education, in community partnership and sustainable development, as one of the criteria for evaluating higher education institutions and tracks The main element in the strategic developmental plans of the state, where the individual and his development are the focus of educational and national planning.

And in realization of the proposal of the executive plan for the strategy of higher education and scientific research for science, technology and innovation 2030 STI- EGY in "a comprehensive vision: an Egyptian scientific community that depends in building and development on permanent learning generations that produce knowledge and use it to provide scientific solutions, process community problems, and issue knowledge within the framework of a supportive system." For innovation, a catalyst for a knowledge-based economy

The message is: Create an environment that is conducive to science, technology and innovation capable of producing knowledge and marketing it efficiently and effectively and creating an atmosphere of scientific competition based on excellence, to increase the rate of growth of the national economy and achieve sustainable development that improves society and human well-being.

The research applies the principles of scientific management in education to increase its effectiveness for the student and society, and the use of the technical and knowledge content of the courses in the Department of Photography, Film and Television, to develop an implementation plan for the outcomes of the courses that links the student with his community and enhances for him the value of community participation and the application of the knowledge economy, by linking the applied projects to the decisions in the field of digital image Fixed and mobile with a sustainable development project within the framework of a partnership plan with civil society institutions, so that the student moves to a level of learning that is broad and influential in his community that transcends the boundaries of the classroom, and establishes his feet on the land of the culture of community partnership and sustainable development as an active member affected and influenced by his community.

Research problem:

One of the general objectives of the photography, cinema and television program at the Higher Institute of Applied Arts (Fifth Avenue)

Communicate with the community and work in a competitive capacity while respecting the laws and legislations related to the nature of work.

Positive participation with civil society institutions and meeting its needs.

Within the framework of these two outputs of the program, the research provides a case study to monitor the extent of these outputs being achieved on the ground, and the mechanisms for development.

The knowledge and technology outcome acquired by the program student and its sufficiency in playing an effective developmental role:

Over four years, the program student studies 110 hours of specialized courses in the field of still and moving images, and 32 hours of supplementary courses serving the specialization, and the content is based on axes dealing with various applications such as: visual journalism (static and mobile), commercial photography (still image), films Documentary, documentary, short fictional films (drama), scientific and educational visual applications (still and moving pictures). Aesthetic and conceptual applications (still and moving image). Each of these applied applications contains structural axes that achieve the target academic standards are summarized in the following points: technical knowledge and its applications, efficient use of technology serving the goal, thought and concept related to application, formal construction and its connotations, the use of technology and the knowledge base to formulate the visual message in a manner that achieves its goal, setting Preparatory formulation of the visual product with all its components in the pre-implementation stage, the integrated digital processing of the product after implementation. This is in addition to the courses serving the scientific knowledge base (physics, chemistry, computation), historical, legal, societal, psychological and environmental skills, drawing, criticism and foreign language from the above. By learning about and practicing the educational process and discussing with the teaching staff who teach specialized courses, it becomes clear that the student is well prepared and supplied with knowledge and experiences that enable him From using its technical, cognitive and conceptual tools to formulate the visual message and achieve its target. In design courses, students are assigned to various application projects according to the course content. In motion picture courses, the applications are as follows:

- **An educational film**: its components, fundamentals, and how to prepare for it are studied in a correct visual and scientific formulation, and it provides the viewer with an educational application by providing thoughtful educational steps. Documentary film: The basics of the documentary film, its visual structure, rhythm, and audios are studied, and these tools are used to provide documentary content (story The success of an artist or athlete, the story of an ancient building or historical models ... etc).

- **A scientific film:** the tools, settings, and techniques of scientific photography and its basics are studied in order to present a film that carries scientific information.

Short drama film (fiction): This type is often used in graduation projects where the student has gone through many technical and artistic experiences, pre-production, production and post-production experiences, and leaves the student free to express artistically and conceptually about his idea. Short illustrative films are used (drawn). From the Internet and sites related to this, whether with knowledge or skill content in supporting specialized courses with visual content that may not be applied in the classroom, or in preparation for the application, the student passes the learning experience through these short films and realizes their effectiveness in the learning process.

From the above, it is clear that the student in the photography, cinema and television program receives a cognitive and practical content that qualifies him for employment in community development by placing these outputs in the framework that provides her with the performance of a developmental role.

Applied projects of the decisions and their intellectual and utilitarian orientations: In the process of monitoring the outcomes of the applied courses of the program at the Higher Institute of Applied Arts for the past four years of 2013: 2016, the following results were reached (the average number of students in the four teams in one academic year is 100 students): The film time ranges in The following applications from 10: 5 minutes.

Educational film projects:

Educational films vary among the following topics: (Shooting historical places with explanations as models

- Choosing topics from textbooks and implementing films that illustrate with the picture and word the content of the lesson - Selecting some industries and photographing the manufacturing steps with explanations, such as ceramics, pottery, methods on copper, making the fez and wood industries using an arkite saw, and photographing the steps of manufacturing some products executed from waste recycling such as recycling newsprint There are samples of these applications in course files on CD-ROM.

Scientific Film Projects:

The scientific films vary between the following topics (filming simple chemical experiments, depicting the anatomy of a frog or insect, depicting plant parts with explanations, depicting the organized behavior of ants). There are application samples on CD-ROM in course files.

Documentary films projects:

They vary between the following topics: the life of a peasant, the manufacture of fishing boats, the success story of the hero, an athlete or an artist, films that tell the story of a historical place such as a castle or the house of Al-Suhaimi. Application samples are available on CD-ROM in course files.

Dramatic Projects:

The stories vary in which the students present a summary of their technical and conceptual experiences during the study of the specialization for a period of four years, as evidenced by monitoring, watching and reviewing the evaluation of the previously mentioned films as follows:

- 1- Students are assigned with various specialized application projects that support them in applying knowledge and practicing professional skills.
- 2- The level of film quality and post-production processes (in scientific and educational films, the content of the Adobe Premier post-production service program curricula needs to be developed before commissioning the applications.
- 3- Scientific and educational films by 80% lack an accurate sequence of information.
- 4- Repetition of thoughts.
- 5- Using photography and lighting technology in graduation projects (story films prove the student's development in using his tools. Films and the applications that have been watched guarantee the student to successfully pass the application as technical and artistic criteria, and this becomes the desired goal and the prevailing pattern, not intonation to reach this applied product to goals outside the scope of the student. And the decision and higher education institution to prospects for festivals and competitions or the role in community development.

Recommendations:

- 1- Developing partnership models designed on the axis of integration and presenting them in conferences as a basic requirement between different institutions.
- 2- Institutions of higher education adopt the call to establish forums and conferences in which they invite civil and governmental institutional bodies related to development issues to put forward goals and proposals for partnerships.
- 3- Adding academic content at the higher education level that adds to students important knowledge related to planning, sustainable development and the knowledge economy.
- 4- Civil societies and higher education institutions undertake the establishment of an electronic portal that represents a source of information and a database that includes all data and information about each of: higher education institutions and their specializations and axes of services that can be provided as a community partnership, civil institutions and associations and their

achievements on the ground and their needs in terms of expertise, materials, equipment and partnerships, sources Raw materials and environmental waste that can be recycled, put forward needs for products issued from micro-enterprises that serve larger industries or stand alone. The portal is a source for displaying the products of the already existing projects and placing them for trading on social media. And provide information on the sources of funding available, whether national or international grants. Leading the specialized colleges in proposing graduation projects for their students to serve national and sustainable development issues.

References:

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