The Integration Between Fashion Design Thought Strategy and Consumer Behavior

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Abstract

Fashion reflects the acceptance of a group of people through time, it also refers to the lifestyle, the identity of human being, art, history, culture, sociology, psychology and anthropology. There is a revolution in fashion design concepts, as design is one of the most important basic curriculums taught in fashion departments of Applied Arts Colleges and Institutes to prepare a distinguished fashion designer. The research contains four points as follows: "The nature of the target consumer behavior and its role in purchase decision". "Comparison between the curriculums and learning outcomes "students work" inside and outside Egypt". "The Fashion Design Thought and Fashion Design Education by making a questionnaire that were carried out on the owners of companies, factories and graduates from the fashion departments of Applied Arts Colleges and Institutes in Egypt. The questionnaire includes four main topics as follows; "Stages of fashion design thought on the process of fashion design in labor market, the graduates' opinions on the different curriculums which have been studied and its role in preparing them to labor market, the suitability of the designs provided by the graduates in labor market to meet the needs of the target consumers. Analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges and show the results of the analysis on a questionnaire which was carried out on the owners of companies and factories and graduates to choose which of the curriculums names should be added to be taught in fashion departments of Applied Arts Institutes and Colleges in Egypt.". The Research Problem is the inability of many designers graduating from Fashion departments to link between the design, and the consumer. This led to the necessity of guiding fashion designers to the importance of consumer behavior in fashion design thought to achieve success in the labor market. The Research Objective is to link design thought strategy, consumer behavior to have designs that are compatible with the labor market. The Research Hypothesis is that the integration between the fashion design thought strategy and consumer behavior to get a link between design thoughts for designers with consumers and labor market. Therefore, we will have graduates that are capable of innovating designs that are suitable to labor market. As for Research Methodology, this research follows the inductive, descriptive and analytic methodology to explore the problem of the research and infer solutions. The results of this research are that; Through integration between the fashion Design thought strategy and consumer behavior we can get a link between design thoughts for designers during the educational, designing process and labor market, by knowing the relations between the different curriculums and fashion design curriculum, so that we can get the successful fashion designers in the labor market globally and locally.

Keywords:

Fashion Design Education, Consumer Behavior, and Design thought strategy.

الملخص:

تعكس الموضة قبول مجموعة من الناس عبر الزمن ، كما تشير إلى نمط الحياة وهوية الإنسان والفن والتاريخ والثقافة وعلم الاجتماع وعلم النفس والأنثروبولوجيا. هناك ثورة في مفاهيم تصميم الأزياء ، حيث يعد التصميم من أهم المناهج الأساسية التي يتم تدريسها في أقسام الموضة بكليات ومعاهد الفنون التطبيقية لإعداد مصمم أزياء متميز. وتتضمن البحث أربع نقاط على النحو التالي: "طبيعة سلوك المستهلك المستهدف ودوره في قرار الشراء". "مقارنة بين المناهج ومخرجات التعلم" عمل الطلاب داخل مصر وخارجها ". "فكر تصميم الأزياء وتعليم تصميم الأزياء من خلال إجراء استبيان تم إجراؤه على أصحاب الشركات والمصانع والخريجين من أقسام الموضة في كليات ومعاهد الفنون التطبيقية في مصر. يتضمن الاستبيان أربعة مواضيع رئيسية على النحو التالي ؛ مراحل التفكير في تصميم الأزياء حول عملية تصميم الأزياء في سوق العمل ، آراء الخريجين في المناهج الدراسية المختلفة التي تمت دراستها ودورها في إعدادهم لسوق العمل ، ومدى ملاءمة التصاميم التي يقدمها الخريجون في سوق العمل. لتلبية احتياجات المستهلكين المستهدفين. تحليل أسماء المناهج في أقسام الموضة بمعاهد وكليات الفنون التطبيقية وإظهار نتائج التحليل على استبيان تم إجراؤه على أصحاب الشركات والمصانع والخريجين لاختيار أسماء المناهج التي يجب إضافتها للتدريس في أقسام الموضة في معاهد وكليات الفنون التطبيقية في مصر ". مشكلة البحث هي عدم قدرة العديد من المصممين المتخرجين من أقسام الموضة على الربط بين التصميم والمستهلك. وقد أدى ذلك إلى ضرورة إرشاد مصممي الأزياء إلى أهمية سلوك المستهلك في تصميم الأزياء التي يعتقد أنها تحقق النجاح في سوق العمل. الهدف البحثي هو ربط استراتيجية التفكير التصميمي وسلوك المستهلك للحصول على تصاميم متوافقة مع سوق العمل. فرضية البحث هي أن التكامل بين استراتيجية فكر تصميم الأزياء وسلوك المستهلك للربط بين أفكار التصميم للمصممين مع المستهلكين وسوق العمل. لذلك سيكون لدينا خريجون قادرون على ابتكار تصاميم مناسبة لسوق العمل. أما بالنسبة لمنهج البحث ، فقد اتبع هذا البحث المنهج الاستقرائي والوصفي والتحليلي لاستكشاف مشكلة البحث واستنتاج الحلول. نتائج هذا البحث أنه من خلال التكامل بين استراتيجية التفكير في تصميم الأزياء وسلوك المستهلك ، يمكنك الربط بين أفكار التصميم للمصممين أثناء العملية التعليمية والتصميمية وسوق العمل ، من خلال معرفة العلاقات بين المناهج المختلفة ومناهج تصميم الأزياء ، بحيث يمكننا الحصول على مصممي الأزياء الناجحين في سوق العمل عالميًا ومحليًا.

الكلمات المفتاحية:

إستراتيجية الفكر التصميمى , تعليم تصميم الموضة , سلوك المستهلك

Introduction:

Fashion conveys a wide range of intellectual and ideological meanings in society and reflects the acceptance of a group of people through time, as well as refers to the lifestyle, the identity of human being, art, history, culture, sociology, psychology and anthropology. There is a revolution in fashion design concepts, as design is one of the most important basic curriculums taught in fashion departments of Applied Arts Colleges and Institutes to prepare a distinguished fashion designer. We can note that the regulations of some Applied Arts Colleges have been amended to provide students with multiple skills and to raise the efficiency of the graduate to be suitable with the labor market. But the question is why Egypt did not get a breakthrough in the fashion industry through designers graduating from Applied Arts Colleges and Institutes? There are many fields of work for graduates of fashion departments, but this research focuses on the profession of fashion designer only. Therefore, this researcher suggests the curriculums that establish a distinguished fashion designer by linking between the different curriculums and

the fashion design curriculum, and how the student understands the relationship between these curriculums and his profession as a fashion designer, and the researcher performed an analysis between the following relationships: "The nature of the target consumer behavior and his role in purchase decision". "Comparison between the curriculums and learning outcomes "students work" inside and outside Egypt". "The Fashion Design Thought and Fashion Design Education by making a questionnaire were carried out on the owners of companies, factories and graduates from the fashion departments of Applied Arts Colleges and Institutes in Egypt. the questionnaire includes four main topics as follows; "Stages of fashion design thought on the process of fashion design in labor market, the graduates' opinions on the different curriculums which have been studied and its role in preparing them to labor market, the suitability of the designs provided by the graduates in labor market to meet the needs of the target consumers. Analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges and show the results of the analysis on a questionnaire which carried out on the owners of companies and factories and graduates to choose which of the curriculums names should be added to be taught on the fashion departments of Applied Arts Institutes and Colleges in Egypt."

The Research Problem is the inability of many designers graduating from Fashion departments to link between the design and the consumer. This led to the necessity to guide fashion designers to the importance of consumer behavior in fashion design thought to achieve success in the labor market.

The Research Objective is to link design thought strategy and consumer behavior to have designs that are compatible with the labor market.

The Research Hypothesis is that the integration between the fashion design thought strategy and consumer behavior to get a link between design thoughts for designers with consumers and labor market. Therefore, we will have graduates that are capable of innovating designs that are suitable to labor market. As for the **Research Methodology**, this research follows the inductive, descriptive and analytic methodology to explore the problem of the research and infer solutions.

Previous Studies:

First; The Previous Studies which were interested in Consumers behavior: (A study of Yinyin Tina, (2010), the master's thesis, entitled **"consumer behavior characteristics in fast fashion"**). (A study of Kankanamge Pituwela, (2014), the master's thesis, entitled" **Influence of culture on consumer behavior in the fashion industry"),** (A study of Saeed Munazza, (2013), published research, entitled **"Fashion effects on customer satisfaction").**

Second: The Previous Studies which have interest about The Fashion design thought: (A study of Sinh Pammi,(2002), Published Research, entitled **"creativity in fashion)"** (A study of Benvenuto,s, (2000), Published Research, entitled "**Fashion George simmel**").(A study of Joe Au, (2018), Published Research, entitled "**Development of innovative high fashion collection via conceptual design process model").**

1- The nature of the target consumer behavior and its role in the purchase decision.

The designer should answer the following questions before starting the product design process, "to whom this design belongs? Where it will be dressed? What is the purpose of the design?

What is the idea of the design?" The importance of the design is due to the development of products to meet the diverse requirements of consumers. To answer the previous question, we should deeply understand the nature of the consumers' behavior and his role in the purchase decision before beginning the design thought analysis and link it to different curriculums.

Fashion begins and ends with the consumer; therefore, we should study and understand consumer behavior, in terms of his thoughts, feelings and actions (6). All studies have proven that design success and brand success are achieved through consumer satisfaction, while repurchasing is a sign that confirms customer loyalty (5). Fashion designer should be aware of the main influences on fashion and fully aware of factors that affect the consumer, his behavior and his decision to purchase which are "social, economic, cultural, environmental, legal, political, physiological, demographic, societal, personal , cognitive, lifestyle, (7) comfortable, good looking, good price, in latest trends, feeling, emotion, mood, ready / easy to wear and general environment of the store in order for designs to meet the requirements and needs of the consumer and to cope with global fashion trends and to get a positive impression of the consumer and satisfaction. The theory of consumer satisfaction explains the differences between consumer expectations and the evaluation of these expectations about the offered products (9). The characteristics of the consumer, product, and store affect negatively or positively on the consumer's behavior and satisfaction, the decision of purchase. Therefore, we should know the needs and requirements and satisfy them through designing and manufacturing them. (6)

The Simmel Fashion Theory has discussed consumer behavior previously, where it explains the difference between consumer behavior and fashion in different societies. This theory depends on the distinction between social classes. It stipulates that fashion begins with the upper class and then the lower class imitates, which is confirmed by Trickle-down Theory that is the oldest theory adopted in fashion. As for the Trickle up theory, it selects fashion from the youth to the elder age and from the lowest to the highest in economic and social groups such as T-shirt, jeans, denim. In Trickle across Theory, fashion moves horizontally between similar groups in the social levels (1). Therefore, Simmel did not succeed in identifying individual differences between individuals in contemporary time due to different times and consumer behavior (2).

The Contemporary Consumer Behavior Theory is represented in consumer resources, knowledge, attitude, lifestyle, self- concept, word of mouth, time and income, while consumer behavior changes with the change of these terms as follows:

Consumer Resources: There are many resources for the consumer to know fashion trends, such as those surrounding him/her, network, magazines, celebrities, stores and social media.

Knowledge: It is the information stored in memory, and has a strong influence on individual forms of purchase.

Attitude: It is the overall assessment and consists of beliefs and feelings and plays a fundamental role in the form of consumer behavior. It has four basic functions which are benefit, ego-defensive, motivations and self-values that are usually related to his experiences and knowledge (3).

Self-concept: Refers to person's beliefs that reflect his attributes and personality.

Lifestyle: It is the way which a person lives his life in a society that expresses his activities, interests and opinions, so the consumer chooses the products that suit his/her lifestyle and consequently the lifestyle affects the purchase decision of the consumer. Due to the rapid

change in lifestyle the concept of "Fast Fashion" has emerged, such as ZARA, H&M, and MANGO. This dynamic change required flexibility in design, low cost, high quality and spread of products in markets rapidly. Therefore, the consumer buys products from different classes of fashion; for example, he/she buys bags from Channel and Tops from H&M, so consumer is able to build his own image.

Word of Mouth (WOM): It is one of the most important resources influencing decision making for consumers and has a positive or negative impact on consumers (11).

Time: If the shopper has a long time during shopping, he will increase the possibility of buying items he did not plan to.

Income: The amount to be spent is one of the most important factors affecting purchase behavior and consumer expectations.

The purchase process includes five steps according to needs and requirements of the consumer, which are identifying needs, searching for information, evaluating alternatives before purchasing, decision of purchase, consumption, and evaluation after purchase (6). The consumer's decision of purchase depends on matching the product to his/her needs and requirements after evaluating different alternatives of multiple brands. Purchasing behavior has multiple forms, including completely unplanned behavior, which is shopping without any expectation, partial planning where the consumer plans to buy a product but does not define the brand before buying, and unplanned substitution behavior where the consumer plans to buy from specific brand but decides to replace it with another brand after entering the store (3).

2- Comparison between the curriculums and learning outcomes "students work" inside and outside Egypt:

The researcher made a comparison between curriculums names and learning outcomes "students work" at higher institute of Applied Arts, department of fashion, 5ᵗʰ settlement, Egypt. And Academy of Art University "school of fashion "(San Francisco, US) as in table"1", "2".

Table "1" The curriculums names at Academy of Art University & The Higher Institute of Applied Arts

The Name	Academy of Art University "school of fashion" (San Francisco, US) Fashion specialization is divided into different specializations as follows: Costume design , fashion Art direction , fashion design , fashion journalism , Fashion marketing , Fashion marketing & Brand management , Fashion merchandising , Fashion merchandising & management , Fashion product development , Fashion styling , Fashion visual merchandising , knitwear design, Footwear & Accessory Design.	The Higher Institute of Applied Arts, 5ᵗʰ settlement, Egypt

General curriculums	English Composition: Narrative Storytelling, English Composition: Creative Persuasion & Argument, Introduction to Construction Documents, Composition for the Artist , Seminar in the Arts, Great Performances: Legendary Actors of the Silver Screen , Topics in World Art, Urban Sociology, Western Civilization, College Math, Survey of Landscape Architecture, Acting, Educational Psychology, Storytelling: From Telephone to Trans media, The Global Design Studio: Past, Present, & Future , Physics for Artists: Light, Sound, and Motion , Anthropology: Experiencing Culture ,Popular Topics in Health, Nutrition, & Physiology , People Photography, Composition for the Artist, Writing the Short Story, Directed Study .	Environmental studies and sciences 1 , Environmental studies and sciences 2 , Computer 1, Computer 2, Computer 3, Computer 4, Art History 1 , Art History 2, Art History 3, Art History 4, Art criticism and taste 1 , Art criticism and taste 2, Aesthetics 1, Aesthetics 2, Silent nature 1 , Silent nature 2, Live nature 1, Live nature 2 , Mathematics1, Mathematics 2, Languages 1, Languages 2, Languages 3, Languages 4, Engineering perspective , chemistry , Physics 1 , Physics 2 , Entrance to the economy , Manage accounts , Economy and labor statistics, Feasibility studies , Electrical engineering , Introduction to psychology , human rights, Undergraduate project
Costume Design	Introduction to Costume Design, Costume Design 1, Costume Design 2, Costume Design 3, Costume Design 4, Renaissance Costume Construction, Costume Design for Film, Costume Production for Film, Costume Design for the Stage, Makeup: Street & Special Effects, Costume Production 1, Digital Photography for Artists, Jewelry & Metal Arts 1, Costume Production 2, The Classical Tutu: Introduction, Surface Embroidery 1, Portfolio for Costume Design, Physics for Artists: Light, Sound, and Motion, Film History 2: 1940-1974, Corsetry & Underpinnings, Costume Construction, Costume Crafts, Culture & Identity in Modern American	Fashion design " women" , Fashion design " men" , Fashion design " children" foundation of fashion design , The Science of color and it's applications, Clothes marketing management 1, Clothes marketing management2, The Economics of Fashion design, Fashion History , Packing and storage of clothes, production planning and management

	Theater, Group Directed Study, Digital Capture, Film History 3: Contemporary Cinema.	, nature of textiles , Textile structures, chemistry of fibers , Textile chemistry , Texture methods, Measurements and quality control 1 , Measurements and quality control 2, clothing laws and regulation , Pattern technology " children" , Pattern technology " women", clothing production management 1 , clothing production management 2 , clothing production technology 1 , , clothing production technology 2, , clothing production technology 3,thread production methods , Knitting production technology, Dyeing and finishing technology , Apparel machines1 , Apparel machines 2 , Embroidery , Apparel printing .
Fashion Design, fashion Art direction	Fashion Drawing 1, Drawing for Fashion 2, Drawing for Fashion 3, Introduction to Fashion, Fashion Design 1, Fashion Design 2, Fashion Design 3 , Fashion Design 4, Fashion Design 5, Fashion Design 6: Senior Collection , Designing Careers , Fashion Portfolio , Portfolio for Technical Design, The Creative Process, Fashion Construction, Fashion Trend Analysis, Trends & Market Research, Fashion Features & Storytelling, Thesis/Portfolio: Design, Global Consumer Trends in Fashion, Fashion Construction. , Color Science and Fabric Technology, Color Concepts for Fashion, Fabric and Fiber Technology, Fashion Sewing Techniques, Fashion Manufacturing, Product Manufacturing & Sourcing , Applied Textiles 1, Textiles & Other Raw Materials, Sustainability & Society, Introduction to 3D Printing and Modeling. Construction/Draping/Flat Pattern, Construction/Draping/FlatPattern1, Construction/Draping/FlatPattern2,Construction/Draping/FlatPattern3, Construction/Draping/FlatPattern4,Construction/Draping/FlatPattern5, Construction/Draping/Flat Pattern 6: Senior Collection, Computerized Patternmaking. Computers for Fashion, Digital Design for Fashion, Computerized Product Design, 3D Design 1, 3D Design 2, 3D Design 3, 3D Design 4, Computers for Fashion 1, Digital Techniques for the Fashion Business, Digital Techniques for Fashion, Fashion Portfolio & Computer Aided Design, Computerized Product Development, Advanced Computerized Product Line Development, Professional Practices & Portfolio for Fashion, Thesis/Portfolio: 3D Design, Web Design 1.	
fashion journalism	Journalism, Fundamentals of Fashion Journalism, Developments & Current Debates in Fashion Journalism, Fashion Research &	

	Reporting, Mobile & Social Media Journalism, Digital Tools for Fashion Media, Short Form Writing, Fashion Research & Reporting, Fashion Criticism & Runway Reporting, Magazine & Digital Media Publishing, Digital & Print Magazine Publishing, Professional Practices and Portfolio for Fashion Business,
Fashion marketing& Brand management	Brand Marketing, Fashion Marketing & Brand Management, Fashion Advertising and Brand, Dynamics of Fashion, Entrepreneurship in Fashion: Strategic Brand Management, Costing & Logistics, Inventory Management & Planning, Foundations of Fashion , Retailing and Management , Buying Fundamentals, International Retailing/Global Marketing, The Small Business Entrepreneur, Product Management & Supply Chain, Creating Competitive Strategy, Financial Planning, Fashion Retail Management & Operations , Dynamics of Fashion, Online Retailing & e-Commerce , Product Sourcing & Assortment , Market Research, Marketing Strategy & Plan, Digital Marketing and Social Media, Global Marketing & Emerging Markets, Fashion Marketing 1, Fashion Marketing 2, Fashion Marketing Strategy, Interactive Marketing, Fashion Public Relations, Marketing Promotion Strategy, Blogging: Content Creation & Promotion, Social Media Strategies, Special Event and Promotion, Social Media Data Analytics, Social Media Management, Social Media Content Development, Social Media Marketing for Entertainment, Short Copy for Campaigns, Digital Tools for Fashion Media, Social Media Law & Ethics, Integrated Fashion Marketing, Communications Strategy, E-Commerce, Entrepreneurship in Fashion
Fashion visual merchandising	Visual Merchandising 1, Visual Merchandising 2, Visual Merchandising 3, Visual Merchandising: Tools & Materials, Fashion and Merchandising, Visual Storytelling: Editing for Short-Form Video Content, Accessories

Fashion merchandising Fashion merchandising & management	Merchandising, Digital Tools for Fashion Media, Merchandising: Beauty Products, Fashion Merchandising Strategies, Merchandising: Industry Collaboration, Merchandising Principles, Visual Merchandising: Image & Brand, Visual Merchandising: Mannequins, Forms, & Fixtures, Visual Merchandising: Graphics for Presentation, Visual Merchandising: Creative Concepts, Visual Merchandising: Project Studio, Visual Merchandising: Space Planning and Directives	
Fashion product development	Introduction to Fashion Product Design , Trend Analysis & Product Development, Product Development, Introduction to Product Development, Product Development 2: Advanced Sketching and Line Development, Advanced Line Development , Product Development 3: Pre-Production, Product Development 4: Fabrication, Sourcing, & Production, Product Line Development - A Collaborative Process, Private Label Product Development, Product Planning and Sourcing	
Fashion styling	Styling, Fashion Styling, Style Icons & Fashion Objects, Photo Shoot Production for Stylists, Personal Styling, Fashion Product Styling, Editorial Styling, Styling Portfolio & Promotional Strategies, Editorial Makeup & Hair Styling, Photo Shoot Production for Stylists, Menswear Styling, History of Fashion, Art History through the 15th Century, Art History through the 19th Century, History of 20th Century Fashion Arts, Makeup: Character & FX, 3D Modeling and Printing 2, Movement: Creating Physical Character , Millinery	
knitwear design	Introduction to Knitwear, Knitwear Design & Construction 1, Knitwear Design & Construction 2, Knitwear Design & Construction 3, Knitwear Design & Construction 4 , Knitwear Design 1: Foundational Skills, Knitwear Design 2: Intermediate Knitwear Skills & Basic	

	Construction Techniques, 3D Design for Knitwear 1, Knitwear Design 3: Design Philosophy & Advanced Techniques, Knitwear Design 4: Design Development of Individual Creative Style, 3D Design for Knitwear 3, 3D Design for Knitwear 2, Knitwear Design 5: Pre-Collection, Computers for Senior Collection: Knitwear, Knitwear Design 6: Senior-Collection,	
Footwear & Accessory Design	Drawing for Footwear & Accessories Design, Sewing Techniques for Footwear & Accessories, Footwear Construction 1, Product Development: Shoe Collection, Bag Construction 1, Bag Construction 2, Footwear Construction 2, Accessory Design & Construction for Sports & Utility, Accessory Design: Senior 1, Accessory Design: Senior 2, Introduction to Footwear & Accessory Construction, Introduction to Footwear & Accessory Design, Advanced Bag Construction , Advanced Footwear Construction ,Concept Development for Accessory Design , Accessory Design Pre-Collection , Accessory Design Final Collection , History of Jewelry and Metal Arts from Around the World ,Accessory Design: Handbags & Small Leather Goods, Digital Design, Laser Cutting, Milling for Jewelry & Metal Arts, Jewelry & Metal Arts 1 .	

Table "2" Students work at Academy of Art University & The Higher Institute of Applied Arts

The Name	Academy of Art University "school of fashion" (San Francisco, US	The Higher Institute of Applied Arts, 5th settlement, Egypt
Students work		

Through the comparison among the curriculums names the researcher found that Arts institutes and colleges around the world are dividing fashion into different specializations and also putting a set of curriculums inside every specialty, while at Arts institutes and colleges in Egypt there are no different specializations, and also we found through the comparison among Students work that both of them are able to prepare the students to create new designs but the graduates from Arts colleges and institutes around the world have skills in linking between the fashion design thought with practical implementation of the design and it is suitable lineage, lengths, forms and fabrics for the consumer.

3- The Fashion Design Thought and Fashion Design Education:

Thinking is a series of invisible mental activities that the brain performs when it is exposed to a stimulus that is received by one or more of the five senses. It is like software for the human brain, but thought is the result of the thinking process, and it is a large group of mental processes carried out by the human mind to reach the goals to be achieved. The idea is based on imagination, so the beginning is an idea and the end is creativity. The design thought requires to understand the needs, requirements of the target category and translating of all that into designs (10). Design thought includes all types of thinking which are "logical critical thinking" where collecting information from the market, consumers and producers, the "analytical scientific thinking" where analyzing the collected data, "stereotypical thinking" and "innovative creative thinking" .

The primary goal of the design education process is to prepare an innovative designer with creative ideas and, be able to deal with the developments and challenges of contemporary life, as he uses the skills and knowledge through a scientific method in thinking and analyzing to introduce innovate designs that suit the target category of consumers. The design education is characterized by diversity and continuous renewal in order to be more responsive to the successive developments and changes. Therefore, it must be appropriate to its learning curriculums of fashion program with the requirements of professional practice in various fields of work. To handle the imbalance between education outputs and the requirements of the labor market, this requires achieving a kind of partnership and coordination between educational institutions and industrial institutions to achieve maximum benefit for both parties (8). This research proposes planning to improve quality of education in the fashion department in order to have fashion designers, who are more professional in the labor market.

3-1- The results of the questionnaire:

The researcher carried out a questionnaire and a survey with 15 from the owners of companies and factories and 100 designers graduating from the fashion departments of various Applied Arts Institutes and Colleges in Egypt. a questionnaire includes four main topics as follows; "Stages of fashion design thought on the process of fashion design in labor market, the graduates' opinions on the different curriculums which have been studied and its role in preparing them to labor market, the suitability of the designs provided by the graduates in labor market to meet the needs of the target consumers. Analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges and show the results of the analysis on a questionnaire which was carried out on the owners of companies and factories and graduates to

choose which of the curriculums names should be added to be taught in fashion departments of Applied Arts Institutes and Colleges in Egypt. The results of the questionnaire for every stage are as follows:

3-1-1 Stages of fashion design thought on the process of fashion design in labor market:

The fashion design thought stages for graduates are divided into three types are as follows:

- There are 10 % from companies and factories where the designers is starting with drawing a sketch , spec and illustration by many programs like adobe illustrator , Marvelous and follow up the sample with pattern maker and samples room.

- There are 20% from companies and factories the designers is making adjustments to the existing product which has been taken from information network or was sold from any store to fit with the price or the nature of the production line which is presented to the consumer, then drawing a spec and follow up the sample to make the required amendment.

- There are 70 % from companies and factories the designers is drawing an existing product which has been take from information network or was sold from any store and the designer makes the spec for the sample.
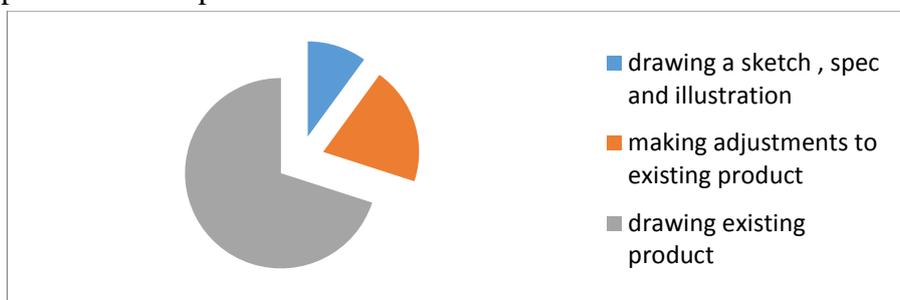
Figure "4 "Stages of fashion design thought in labor market

3-1-2 Results of the graduates' opinions on the different curriculums which have been studied and its role in preparing them to labor market:

A questionnaire and a survey carried out on 100 designers graduating from the fashion departments of various Applied Arts Institutes and Colleges in Egypt. The results as follows:
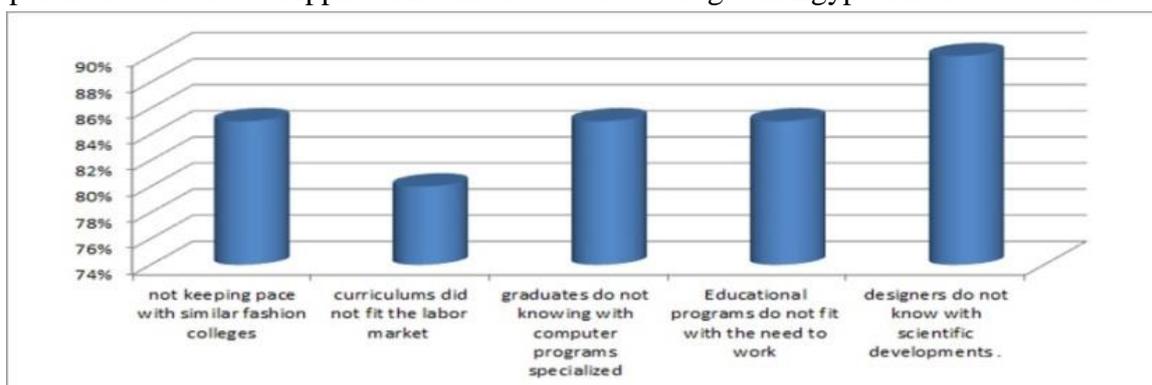

Figure "5 "the results of the graduates' opinions on the different curriculums

- There are 85% of participants in the questionnaire found that the current structure is not keeping pace with similar fashion colleges and institutes around the world, and it was found that there is a clear deficiency between the curriculums in Egypt and the labor market with regard to the profession of fashion designer, the designers don't link between different

curriculums and the design, and how to use these curriculums to prepare designs to compete with the global market.

- 80% of participants found that curriculums did not fit the labor market as fashion designers.

- 85% of graduates have no knowledge of computer programs specialized in the fashion design field such as Marvelous, Clo, but they learn them during work after graduation and they study only Photoshop, adobe illustrator programs during their study time.

- Educational programs do not fit with the need to work at 85%, which requires making adjustments in specialized programs to obtain fashion designers who achieve success at the global and local levels.

- 90% of designers do not know with scientific developments in the fashion field.

3-1-3 Results of the suitability of the designs provided by the graduates in labor market to meet the needs of the target consumers.
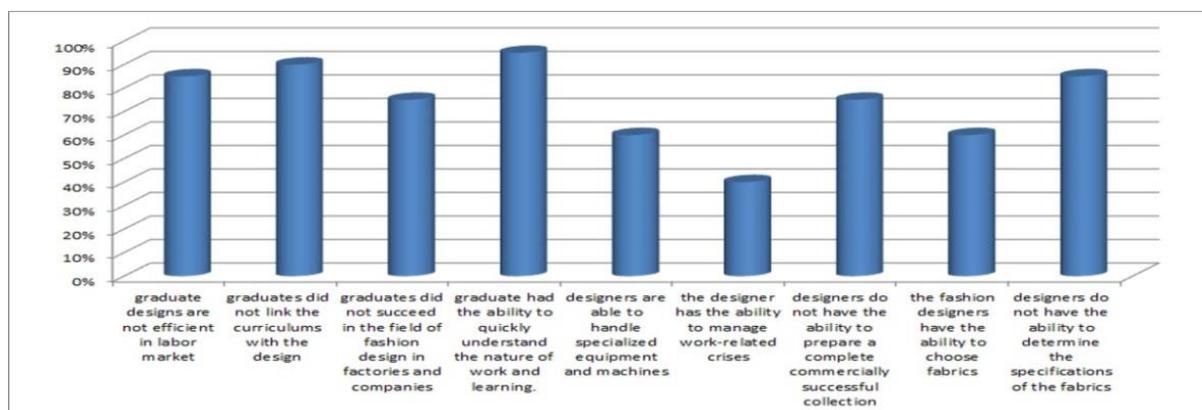

Figure "6 "Results of the suitability of the designs provided by the graduates in labor market to meet the needs of the target consumers.

- 85% of participants found that graduate designs are not efficient in labor market.

- 90% of participants found that graduates did not link the curriculums with the design in a way to produce designs suitable for labor market and with high efficiency.

- 75% of participants found that graduates of faculties and institutes of applied arts did not succeed in the field of fashion design in factories and companies.

- 95% of participants found that graduate had the ability to quickly understand the nature of work and learning.

- 60% of designers are able to handle specialized equipment and machines.

- 40% of participants found that the designer has the ability to manage work-related crises.

- 75% of participation found that designers do not have the ability to prepare a complete commercially successful collection, but some designs succeed for each designer separately, but no one was able to invest the success of designs with similar ones.

- 60% of participants found the fashion designers have the ability to choose fabrics, but 85% of designers do not have the ability to determine the fabrics specifications and their impact on design.

3-1-4 Results of Analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges:

The researcher preformed an analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges in Egypt like "Applied arts of Helwan University on curriculums for year 2012, Applied Arts of Damietta University on curriculums for year 2003 till 2019, Applied Arts of Banha University on curriculums for year 2014, Applied Arts of Badr University on curriculums for year 2018, The Higher Institute of Applied Arts of 5th settlement on curriculums for year 2005 which was applied till 2020.

And also the researcher preformed an analysis of curriculums names in fashion departments of Applied Arts Institutes and Colleges around the world for year 2019/2020 like OTIS College of Art and Design "los Angeles, US", Academy of Art University "school of fashion ", Royal college of art, ESMOD "International Fashion Institutes& Universities Group, (SCAD) Savannah college of art and design, FIT " Fashion Institute of Technology .

Making a list of curriculums names and presents the results of the analysis to the owners of companies and factories and graduates and the results are as follows:

It was found from the results of the questionnaire that there are curriculums that benefited graduates after graduation, for example, fashion design for "children, women, and men", clothing production technology, machines, embroidery and printing. However, it was recommended by both graduates and company owners to be taught in accordance with the labor market, whether globally or locally, and there are other curriculums that were recommended by owners of factories and companies are taught so that the graduate can fully understand the nature of work, both locally and globally. They are as follows: Field experience in fashion& apparel, Fashion Product Development, Fashion Visual Merchandising, Fashion Styling & Photography, Fashion Culture & Identity, Consumer Behavior, Fashion Journalism & Media, Fashion Retail & Fashion Business, Fashion Branding & Fashion Buying, The Luxury Market, Global Apparel, Fashion Industry, Socio Psychology of Clothing, Fashion Forecasting & Fashion Trends, Research & Inspiration, Research & Concept Development, Scientific innovations in Field of Fashion, Textile finishing Technology, Modern Trends in Fashion, Design Methods & Critical Thinking, 3Dprinting, Haut Couture Sewing, Tailoring Techniques & Finishing, Fashion Techniques on Design, Fashion Illustration Techniques, Computerized Fashion Design, Digital Fashion Portfolio Collection, Technical Specification Design, Fashion Industry. It was found that the fashion design curriculum is taught in faculties and institutes of applied arts in Egypt the form of three or four academic curriculums represented in the fashion design for women , fashion design for men, fashion design for children, and in some other faculty the costume design or fashion design for drama & theater is added, while there are different types of design for women's, men's and children's and are not to be taught despite its existence in the labor market locally or globally, and therefore it was recommended by owners of companies and graduates that design curriculums are to be taught according to labor market in order to be the fashion field globally or locally, and They are as follows: Costume Design, Apparel Design, Leather Apparel design, Performance & Outwear Design, Sports Design, Haute Couture, Special Occasion Design, Functional Fashion Design, Swimwear Design, Knitwear Design, Fashion Technology, Fashion Design Futures, Garment Design by Draping, Special Occasion Bridal Design, Fashion Sustainability & Ecology, Design Collection, fashion design for Cinema and Theater .

And through the results of the questionnaire for the owners of companies , factories and designers, and the results of Comparison between the curriculums and learning outcomes "students work" inside and outside Egypt we found that the difference is in linking between design thought, design implementation , design presentation. And also a questionnaire results indicate that the graduates did not link between the different curriculums and design during the educational process and emphasized the importance of linking between fabrics, colors, idea with consumers.

4- Fashion Design Thought Strategy

Importance of Integration must be emphasized between the fashion design thought strategy and consumer behavior. Economic success is increasing according to innovation through understanding consumer behavior and his/her needs, where full recognition of Design construction and link it to consumer behavior. The researcher has prepared a fashion design thought strategy that links design, the labor market and consumer behavior, with a proposal for the curriculums that prepare a distinguished fashion designer. Therefore, the different curriculums are linked to the curriculum of fashion design, the labor market, and how the student understands the relationship between these curriculums, fashion design and consumer. Figure (7) represents the proposed fashion design thought strategy. These executive steps of fashion design process and curriculums proposed by the researcher, based on the previous questionnaire,

These executive steps of fashion design process were divided into many phases, these phases and steps have been applied at every design on the collection according to planning new collection after studying consumers.
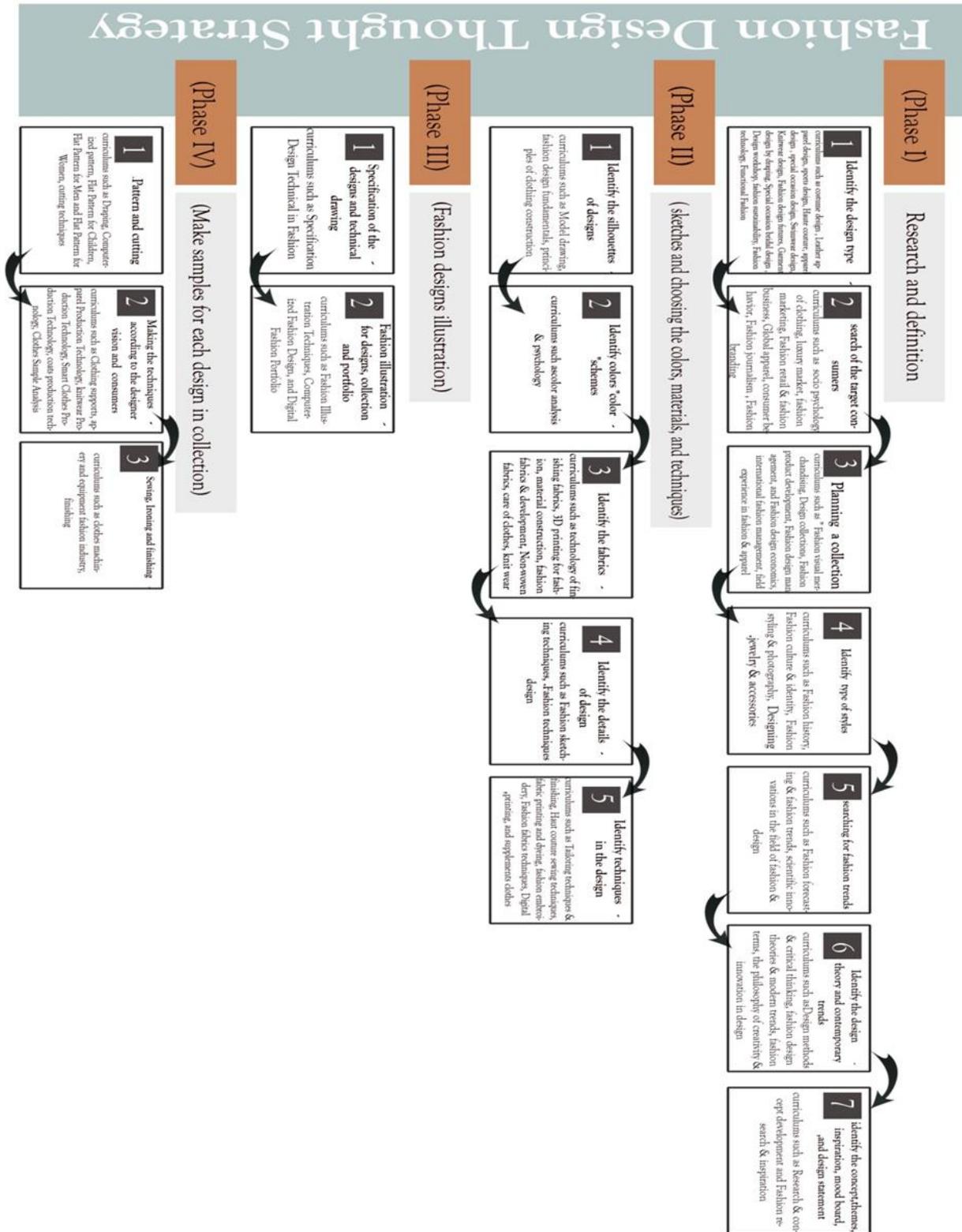
Figure (7) fashion design thought strategy

Fashion design thought strategy includes a set of the following phases:

4.1 **(Phase I)** : Research and definition, include a set of the following steps:

- Identify the design type according to the target category of consumers.
- The search of the target category of consumers.

- Planning a collection according to the target category of consumers.
- Identify different type of styles that fit the target category of consumers.
- Searching for fashion trends, and identifies the trends that fit the target consumers.
- Identify the design theory and contemporary trends to be used that are suitable to the target consumers.
- Identify the concept, which is the main idea of design, and a group of messages are sent to the consumer, and also identify the inspiration, mood board, themes, storytelling and design statement, which is consisted of three to four phrases that describe and identify the design idea, these include all goals and strategies used to achieve the consumer requirements by the designer. In this phase, according to the strategy proposed by the researcher, we find that the designer should study some curriculums, which are divided by the researcher, as per the steps that consist, the phase I, as follows:

Frist Step (Phase I): Different types of designs should be studied to identify the design type for the target category of consumer, which are " costume design , fashion design for children, fashion design for Men, fashion design for women, Leather apparel design , Performance & outwear design, sports design, Haute couture, apparel design , special occasion design, Swimwear design, Knitwear design, Fashion design futures, Garment design by draping, Special occasion bridal design , Design workshop, fashion sustainability & ecology, Fashion technology, and fashion design for cinema and theater, Functional Fashion Design. All of these curriculums according to labor market, globally and locally. The researcher identifies these curriculums, as per the questionnaire results. We will address each curriculum separately as follows:

Fashion design for children, fashion design for Men, and fashion design for women are curriculums to be studied in different kinds of fashion departments at faculties or institutes of applied arts. Haute counter curriculum is a great sector in the labor market, which has different details, such as design, techniques and finishing. Costume design curriculum is used in many fields to express a specific identity or culture. While fashion design for cinema and theater which is designing multiple characters in cinema and theater, and each of them has its formal, mental, psychological, and functional specifications according to the character drawn in the drama.

 Apparel design curriculum differs in its details from other types of design. Apparel industry is the most popular manufacturing industry that exist in Egypt and employ many graduates of this specialization. Sports design curriculum which Local and global markets pay attention to this field, therefore it is necessary to study this curriculum to know how to design and select suitable fabrics for the target category of consumers. Performance & outwear design curriculum to study how to design jackets, coats, outerwear, and style shape, in different and distinct forms, which is one of the most curriculums recommended by graduates and employers, because the Egyptian local market lacks it in the field of design. Leather apparel design is one of the most important curriculums proposed as a design, production of leather fabric is different from other fabrics in details, techniques, shape, and specifications, so it is necessary to understand how to create designs and ideas for all types of clothing from the leather according to the target category of consumers. Knitwear design is one of the most important curriculums that graduates and owners of company assured it should be studied, as there is a large percentage of clothes made of knitted

fabrics. The design and manufacturing of knitwear is completely different from Textile. Swimwear design curriculum is characterized by a set of specifications according to the target category of consumers. Functional Fashion Design curriculum represents several professional fields in the Egyptian and global market.

Special occasions design curriculum and Special occasion bridal design curriculum are very necessary to study them because these types of design require many studies and great knowledge of skills, techniques, fabrics, finishing according to the target consumers. Garment design by draping curriculum is one of the most important skills and techniques that make the designer innovative because it combines both the design and practical implementation in the same time, and it is recommended by the graduates to study this curriculum, as there are many ideas innovated by draping but not drawing, and implementation of draping not pattern. Design workshop curriculum is important to develop innovative capacities by making different designs for different topics, and make a sample in the same time. As for the fashion sustainability & ecology curriculum, it is one of the most essential curriculums that is applied in the most of global brands such as (H&M and Zara), which is a global trend and has the greatest impact on consumer impression of the brand, Fashion design futures & Fashion technology curriculum to enable the designers to use modern technologies in different designs according to the target consumers, and to be familiar with contemporary and futuristic ideas in fashion.

The study of all these design curriculums are based on understanding the consumer behavior, nature of market, brand, and business, which requires teaching other curriculums that have been recommended by the owners of factories, companies and graduates, and we will address them in the following steps and stages.

Second Step (Phase I): the search of the target category of consumers, to enable the designer to identify the target category of consumers and its requirements. This required the study of number of curriculums, which are:" socio psychology of clothing, luxury market, fashion marketing, Fashion retail & fashion business, Global apparel, consumer behavior, Fashion journalism & media, Fashion branding & fashion buying, we will address these curriculums as the following:

Consumer behavior is one of the most essential curriculums recommended by all the participants of the questionnaire to be able to achieve success in submitting designs that fit the target consumers and meet their need and requirements. The consumer is the starting and ending point in the design process. In fashion marketing curriculum, it is about which types of fashion marketing according to consumer behavior and purchase decision. Fashion journalism & media curriculum is to know what is submitted by competitors and fashion trends in new seasons. Fashion retail & fashion business curriculum is to understand the nature of fashion business & retail which differ from any other business, because it is continuously changing based on the requirements, desires and needs of consumers. Fashion branding & fashion buying curriculum to understand the brand, brand identity, brand value, awareness, etc. and how to communicate messages through the design that is presented to the consumer in the product. In the luxury market curriculum, where there is the group that has different and specific thoughts and choices in designs and styles. Global apparel curriculum is one of the curriculums that make the designers aware of fashion and apparel around the world. Socio psychology of clothing curriculum is one of the curriculums that enable the designer to understand the psychology of the target category of consumers. It is necessary to understand how the consumer receives the

design and whether it will suit psychologically because it affects the sales of designs commercially.

Third Step (Phase I): It consists of collection of planning according to the study of consumer and market, as per the following curriculums" Fashion visual merchandising, Design collections, Fashion product development, Fashion design management, and Fashion design economics, international fashion management, field experience in fashion & apparel, we will address these curriculums as the following:

Design collections curriculum aims to prepare a collection by several ways and invest the success of the previous designs in preparing new designs that achieve the same success to the same category of consumers; this is what the fashion graduates miss in Egypt, according to previous questionnaire. Fashion product development curriculum is to fit the products with the contemporary, technological and industrial developments. One of the most important proposed curriculum is Fashion visual merchandising, because preparing collection has a close relationship with the methods of display, and number of various seasons in a year, it is also having a relation with the consumer behavior and purchase decision. Fashion design management curriculum aims to manage among different departments in fashion design management for investment of all succeeded designs in the previous seasons and create successful designs which can achieve high profits. As for the fashion design economics curriculum, it aims to fit designs to the economical level of the consumer, as well as providing the same design form, but at lower cost. The international fashion management curriculum is totally differing from the fashion management at the local level. It is an important curriculum for designers with the ability to succeed globally. Field experience in fashion & apparel is one of the most important proposed curriculums to be studied before preparing and planning the collection, in order to avoid many of the previous mistakes in the labor market. To be taught by those with practical experience in the labor market, so it is one of the most important links between practical market and academic study.

Fourth Step (Phase I): This step identifies different kinds of styles that are suitable to target consumers, it requires studying many curriculums, which are" Fashion history, Fashion culture & identity, Fashion styling & photography, Designing jewelry & accessories". We will address these curriculums in the following:

In Fashion culture & identity curriculum the designer is able to understand the fashion identity & culture to apply it on his/her designs according to the target category of consumers. Fashion styling & photography is considered as one of the most important curriculums which is identifying and knowing the types of different styles that fit target consumers, Fashion history is one of the curriculum as fashion is repeated throughout each period of time. Designing jewelry & accessories is one of the most important curriculums that graduates and owners of company assured it should be studied which is an important curriculum in knowing and identifying of styles to be submitted to the target consumers.

Fifth Step (Phase I): searching for fashion trends, including the following curriculums: Fashion forecasting & fashion trends, scientific innovations in the field of fashion & design, and we will address these curriculums:

Fashion forecasting & fashion trends curriculum aims to know and analyze fashion trends and how to predict them to prepare suitable designs in color, material, details and techniques with fashion trends, and in accordance to the target consumers. Scientific innovations in the field of

fashion & design curriculum enable designers to think about using the modern technologies in designs, and samples.

Sixth Step (Phase I): Identify the design theory and contemporary trends, and it includes the studying of the following curriculums "Design methods & critical thinking, fashion design theories & modern trends, fashion terms, the philosophy of creativity & innovation in design", we will address the curriculums:

Design methods & critical thinking curriculum to make the designer able to employ the design methods and critical thinking in the design. Fashion design theories & contemporary trends curriculum which the designer must know theoretically and practically in order for the graduate to be able to apply the various theories and contemporary trends in designs according to target consumers. Fashion terms curriculum which is knowing the fashion terms scientifically and industrially. The philosophy of creativity & innovation in design curriculum to develop the creative and intellectual capabilities of the designer.

Seventh Step (Phase I): identify the concept, inspiration, mood board, themes, storytelling and design statement, which requires to study the following curriculums" Research & concept of development and Fashion research & inspiration" that will be addressed as follows:

Research & concept of development is one of the most important curriculums, which enables the designer to identify, develop, and deliver the concept through messages in the designs submitted to the target consumers. Fashion research & inspiration curriculum to identify inspiration, mood board, different themes of each collection, as well as express design statement and storytelling.

4.2   (Phase II): starting in sketches and choosing the colors, materials, and techniques. The design consists of idea, color, material, details, techniques, and finishing, including a set of the following steps:

- Identify the silhouettes of designs according to the target consumer's styles.
- Identify colors "color schemes" according to the target category of consumers.
- Identify the fabrics according to the target category of consumers
- Identify the details of design according to the target category of consumers
- Identify techniques used in the design according to designer's idea and consumers taste, such as "embroidery, printing, origami, laser cutting, use multiple layers of materials, accessories and ribbons…..etc."

According to strategy proposed by the researcher, we find that fashion designer must fully study some curriculums; the researcher divided them into steps, as the following:

First Step (Phase II): Identify the silhouettes of designs according to the target consumer's styles, this step requires studying numbers of curriculums, as follows" Model drawing, fashion design fundamentals, principles of clothing construction, we will address these curriculums as follows:

Principles of clothing construction curriculum which is the study of items & clothes construction and the designer should understand all parts of clothes to be designed. Fashion design fundamentals curriculum which understands the basics to be learned by the designer before starting the design process practically. Model drawing curriculum which requires the study of models drawing and its positions.

Second Step (Phase II): Identify colors "color schemes" according to the target category of consumers, which requires the study of color analysis & psychology curriculum, as the color is one of the most important factors that influence the shape of design and sales.

Third Step (Phase II): Identify the fabrics according to the target category of consumers that may be textures, knitted fabrics, or three-dimensional printing, and all what might concerns the fabrics, accessories, which requires studying a set of curriculums:" technology of finishing fabrics, 3D printing for fashion, Care for clothing, material construction, fashion fabrics & development, non-woven fabrics, , knit wear, and we will address these curriculums as follows: Technology of finishing fabrics is one of the most important curriculums recommended by the owners of companies and factories to be studied to make the designer aware of finishing fabrics with the required specifications according to the target category of consumers. Non-woven fabrics curriculum which are types of non-woven fabrics and their uses in various designs. 3D printing for fashion curriculum which is producing the design by 3 D printing, without using any fabrics or any phase of the production process. Material construction curriculum is important in identifying shape, appearance and properties according to the target category of consumers. Knit wear curriculum as there are many types, shapes and textures of knitted fabrics and their effect on the design shape and use of it according to the consumer requirements. Fashion fabrics development curriculum which is about innovative fabrics and their uses in the design, its effects on the success of the design. Care for clothing curriculum which each product has its own way for caring, which defers from one to another, according to specifications, fabrics and finishing.

Fourth Step (Phase II): Identify the details of design according to the target category of consumers. Therefore, the following curriculums to be studied: "Fashion sketching techniques, where the designer is drawing details on the design. Fashion techniques design curriculum which design the techniques used by the designer in his/her designs, in accordance to the target consumers.

Fifth Step (Phase II): Identify techniques used in the design according to designer's idea and consumers taste, such as "embroidery, printing, origami, laser cutting, use multiple layers of materials, accessories and ribbons…..etc." this step is necessary to make the fabric board of collection, and it requires some curriculums to be taught, which are: " Tailoring techniques & finishing, Haut couture sewing techniques, fabric printing and dyeing, fashion embroidery, Fashion fabrics techniques, Digital printing, and supplements clothes".

Tailoring techniques & finishing curriculum which has effect on the final shape of the design, and on the brand image, therefore on purchase decision. Since it is a main part of the design in case of using textile and in some cases during the use of knitted fabrics, but it is not used if the design is produced by 3D printing. In Haut couture sewing techniques curriculum is different in their details from sewing any other type of clothes and has its own methods. It is an important curriculum for the designer when working as a fashion designer in Haut couture. Fabric printing and dyeing curriculum is considered as one of the important techniques that is used in fabrics and different kind of designs and the design idea may be represented in type and shape of the used printing techniques. Fashion fabrics techniques curriculum is used by the designer in implementation of multi-techniques on the fabrics in the design, such as drawing on fabrics, origami, etc. This curriculum is recommended by all the participants of the questionnaire because it links between the thought of designer and fabrics, and its implementation way

according to the target category of consumers. Digital printing is one of the most important curriculums to the fashion designer because it is widespread in the labor market. Fashion embroidery curriculum is one of the most important techniques used in the design, and existed in most designs in labor markets. Supplements clothes curriculum is used by the designer in preparing any design in the collection of a brand.

4.3 (Phase III): Fashion designs illustration; this phase includes the following steps:

- Specification of the designs and technical drawing which are an official document in fashion industry and production.
- Fashion illustration for designs, collection and portfolio.

In this phase, according to the strategy proposed by the researcher, we find that the designer should study some curriculums, which are divided by the researcher according to the steps that are consisting, the Phase III, as follows:

First Step (Phase III): Specification of the designs and technical drawing which are an official document in fashion industry and production. That requires studying the curriculum of Specification Design Technical in Fashion that includes the specification of each design in the collection, this curriculum recommended by all the participants of the questionnaire because of its importance in fashion industry and production.

Second Step (Phase III): Fashion illustration for designs, collection and portfolio, that requires studying the following curriculums:" Fashion Illustration Techniques, Computerized Fashion Design, and Digital Fashion Portfolio", and we will address them as follows:

Fashion Illustration Techniques curriculum which is teaching the designers how to create fashion designs illustration in various methods and different coloring techniques. Computerized Fashion Design curriculum is to study all programs to be specialized in design, such as" Marvelous, Clo standalone, and Adobe Illustrator". Digital Fashion Portfolio curriculum which illustration the designs digitally by using a set of specialized programs, whether the above mentioned or other related programs.

4.4 (Phase IV): Make samples for each design in the collection, including the following steps:

- Pattern and cutting.
- Making the techniques according to the designer vision and the target category of consumers such as" printing, embroidery…etc".
- Sewing, Ironing and finishing.

In this phase, according to the strategy proposed by the researcher, we find that the designer should be study some curriculums, which is divided by the researcher according to the steps the Phase IV explained as follows:

First Step (Phase IV) : Pattern and cutting. That requires studying the following curriculums: "Draping, Computerized pattern, Flat Pattern for Children, Flat Pattern for Men and Flat Pattern for Women, cutting techniques"; and we will address them as follows:

The following curriculum; Flat Pattern for Children, Flat Pattern Men and Flat Pattern for Women," which study how to make flat pattern for men, women and children, and they are considered basic curriculums, because the designer cannot design a successful design without understanding how to turn the idea into reality, through pattern and cutting fabrics. Computerized Pattern curriculum, which is study of computer programs, specialized in patterns. Draping curriculum which teaching the designer the principles of draping and Sometimes,

draping is used to make part not all of the design. Cutting techniques curriculum which study all the cutting machines and various techniques used in cutting.

Second Step (Phase IV) Making the techniques according to the designer vision and the target category of consumers such as" printing, embroidery…etc.". This step requires studying a set of curriculums which are: "Clothing supports, apparel Production Technology, knitwear Production Technology, Smart Clothes Production Technology, coats production technology, Clothes Sample Analysis; and we will address them as follows:

Clothing supports curriculum is one of the most effective factors in the design and the consumer's evaluation to the final product. Apparel Production Technology curriculum is very important to study all clothes production techniques and how to link between the design and the industry. Knitwear Production Technology which is one of the most recommended curriculums by companies' owners, factories' owners and graduates because a large percentage of products, whether during summer or winter, is produced through using knitted fabrics, as it is appropriate to many consumers. Smart Clothes Production Technology is an important curriculum to study the scientific developments and the new technology in smart clothes in fashion. Coats production technology curriculum as their special manufacturing methods that are different from others fashion items, from choosing its materials, details and specifications according to the target category of consumers. Clothes Sample Analysis is one of the most recommended curriculums by companies' owners, factories' owners according to global market because it gives the designer a lot of information that enables him/her to link between the ideas and the product according to the consumer.

Third Step (Phase IV): Sewing, Ironing and finishing. This step requires studying a set of curriculums which are:" clothes machinery and equipment fashion industry ,finishing" and we will address them as follows:

Clothes machinery and equipment curriculum which studies all clothes machinery and equipment used to produce the sample or in fashion production. Fashion Industry is one of the most recommended curriculums by companies' owners, factories' owners because they face many problems during production of some designs because it did not link between the designer and the industry. There are some designs that can be executed but with high cost and with limited number of production, and others can be produced easily with a huge number, according to factory or company capacities. Finishing curriculum is one of the most recommended curriculums in all of the questionnaire categories because it is considered one of the main causes in the design success or failure, as it is one of the factors of the consumer's evaluation to the product.

5- Results

By searching, some results were found:

- The consumer is the starting and ending point in the design process, which requires from the designers to have understanding of consumer behaviors and study the target category of consumers before the design process. In order to prepare ideas and products suitability to the target category of consumers, and make successful designs locally and globally.

- The current curriculums in fashion departments in the faculties and institutes of applied arts in Egypt, that do not keep up with similar colleges and institutes around the world.

- It was found that there is a clear defect between the curriculums in Egypt and the labor market with regard to the profession of fashion designer because of the lack of creating a link among the designers and different design curriculums, and how to use these curriculums to prepare designs that can compete with the global market.

- The researcher suggested a strategy of design thought, which links among phases and steps of the design process and the curriculums that owners of company, factories and graduates demanded that they should be taught in order to link design thought with consumer behavior and the labor market.

- Through integration between the fashion Design thought strategy and consumer behavior to create a link between design thoughts for designers during the educational, designing process and labor market, by knowing the relations between the different curriculums and fashion design curriculum, so that we can get the successful fashion designers in the labor market globally and locally.

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