Barriers in Sustainable Knowledge Management Model in Education

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ABSTRACT

The paper presents a comprehensive model in education using the data collected from 101 students from Turkey. The target group was students involved in academic life system. Results are used to design a model where education transfer of knowledge is investigated in function of possible barriers as internal, external and knowledge management factors of influence in education selection and students vision for education development. As a conclusion, the evaluation of the barriers in sustainable knowledge management in education presents a cross-educational model which seems to indicate its highly effective resource for environmental education focused on sustainability, and favours the development of knowledge, attitudes and future intentions of inspiring educational environment. The model can be useful on passing of knowledge from one generation to the next generation, managing succession and distributing the competencies and responsibilities to a repetitive change.

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1. Introduction

This paper is a proposal for a customized approach education system. Addressing the restructuring of the education system is a complex process and it should be part of the restructuring society. The 21st Century education system needs a restructuring based on an existing strategy of development for short, medium and long term. Strategy in turn to be successful implemented must be accompanied by a realistic vision and adapted programs. The ultimate goal pursued by implementing this new approach should be at least improving knowledge processes in general and in particular the redesign of innovation and creativity at the individual and society level. Starting from these premises the proposed system approach to education is based on five major steps outlined below using the same comprehensive model to identify and harmonized the specific needs and utilities with the society and global market which need educated, prepared and qualify people.

The strategy can be implemented and developed using the data from actual education system available for different courtiers.

Why a sustainable development of education? Because majority of countries are in a transition society with big influence of West culture and the European influence upon the market and the multinational companies which needs a new generation.

What? The education system is important if we take in consideration the education pillar’s (Figure 1), where students generation in the life cycle of education are in a dynamic movement.

Figure 1. Sustainable Education House

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The base of the sustainable house in education is the new generation and we have to take in consideration their dreams, skills and competencies and the new wave of IT influence.

**When?** We can adapt the education system and harmonize the national curricula after a deep analyze of the particular characteristics for each country.

**Who?** The national organization under a strategy can implemented the direction and politics under the international standards and the implementation as a national strategy with a vision until 2020.

**Where?** The paper is trying to design a comprehensive model for sustainable education culture in different countries and identify some barriers and factors that can influence the perception upon education.

### 2. Literature review

Universities seem to be an interesting type of organizations suitable for introducing knowledge management practices (Abrudan, 2012). The environment in universities/colleges and Technical Education System (TES), by its nature, is suitable for application of Knowledge Management principles and methods (Kumar and Kaul, 2004). Metaxiotis and Psarvas (2003), Mikulecka and Mikulecky (2000) create a learning organization by applying knowledge management in universities with challenges and benefits (Adams, 2013) creating the future, conserving the past and develop education for a sustainable leadership (Hargreaves, 2007).

The main reasons are:

- to share their knowledge with others is very natural for teachers and pressers;
- learning or acquiring knowledge is also a natural derive for teachers/scholars;
- dissemination of knowledge in the form of lecturers or discussions is very natural in technical university or technical education system;

Kumar and Agrawal (2011) apply Knowledge Management Practices In Higher Education System and discover in academic environment a trustful atmosphere at universities. The Higher Education System is like business organization with a lot of business activities on the educational market any method of increasing their competitive advantage might be very useful and interesting for them. Like in an organization Liebowitz (1999) presented a mine step approach to Knowledge Management (KM).

The steps are:

a. Transform information into Knowledge;

b. Identify and verify knowledge;

c. Capture and secure knowledge;

d. Organise Knowledge;

e. Retrieve and apply knowledge;

f. Combine knowledge;

g. Create knowledge;

h. Learn Knowledge;

i. Distribute/Sell Knowledge.

Knowledge Management In Higher Education has two dimensions, two main roles: creating knowledge and disseminating knowledge. Students no longer are satisfied with first phase education. Their needs are now increasingly seen to be continuous throughout a working life and embrace personal growth at all stages of an individual's life. It is now clear that the future will belong to those who can acquire and apply knowledge and skills, which the global markets demand.

The risk becomes a brake on the development and expansion of any activity for our study in education, whereas the decision process is difficult. The risk, inherent for any activity, means the outcome variability under the environment pressure (Bârbuţa-Mişu, 2012) an important aspect which will be under study research and evaluation.

Taking into account these elements, the aim of the paper is to quantify the influence of the models presented in the mass-media as models of success in a new economical market and new orientation of job market (Jereb, 2010). The social models, the human activities and the global evolution generate the need for sustainable development in education.

The results indicated that the conceptual model helps to get a profound understanding of human related barriers for integrating sustainable development in higher education, as well as to understand the underlying reasons for these barriers and linkages between them in different stages of the integration process.

Thus, we consider that a new model must to be proposed in order to define a way of connection with the present generation needs without compromising the ability of future generation in order to respond to the demands of society the European Union that is promoting a new educational model linked to the development of competencies in research work focused on university and which fields are attractive for today's generation and can satisfy also the market need.

From this point of view sustainable competencies can be define as a complex of knowledge’s, skills attitudes that can influence and model the future intellectuality the power engine of economy and society.
Like Kumar et al. (2004) the present paper is trying to identify a model for educational profile based on knowledge where not only skills are important but also the willingness to act, through educational activities, to combine the theory with practice which allowed to:

- Build a new model based on principles of sustainability;
- Understand connection between the university, economical agents and social life;
- Be aware of the local and global management problems and their relationship;
- Training students to analyze socio economical conflicts to find alternatives and individual or collective decision making;
- Promote the extension of best practice in different context and culture.

The paper proposes that higher education institutions need to consider sustainability as a dynamic tool to plan sustainability changes and not just communication activity.

In the context of globalization it has been recognized that education sustainability can additionally increase cross institutional compatibility (Raufelder et. all, 2013), provide evidence of accreditation bodies and improve ranking position research, educational and environmental indicators (Ramos et all. 2015), (Steinmayr and Spinath, 2009).

The limits of the sustainability education are the lack of sector with specific development, time and resources for sustaining education and lack of common understanding of sustainable education. Vega Marcote et all. (2015), realized already an evaluation of an educational model based on the development of sustainable competencies in Spain. Chandra and Kumar (2011) consider that Knowledge Management is a key ingredient of Research and Development (R&D) organizations which contribute to enhance the productivity in universities. Their study shows how researchers from universities departments and research centers in India perceive the barriers and facilitators to knowledge management (KM). For this purpose, three domains, namely - knowledge gathering, creation, and diffusion are considered in three dimensions of barriers and facilitators - individual aspects, socio-organizational aspects, and technological aspects.

The findings suggest that researchers are more concerned with individual and socio organizational aspects of KM, rather than the technological aspect. People and their interactions create knowledge and promote the flow of knowledge (Chandra, Kumar, 2011)

3. Research methodology

This study is structured in three parts, in the first part we performed a diagnose for high school students, in the second part we made a diagnose for students which are already involved in academic education using the same survey, in the third part of the research we presented a cross cultural model for education system , creating for future a model like Hargraves (2007), by using a parallel between two education systems from different countries, that is Romania and Albania applied before and in that paper the same survey applied in Turkey.

The research establishes and counts the differences of perception of education between different types of education systems, in Romania the classical style and in Albania which is already applying and developing the dual system education and Turkey system. The paper proposes that higher education institutions need to consider sustainability reporting as a dynamic tool to plan sustainability changes and not just a communication activity.

The research was designed with the propose of evaluating the effect of an experimental educational model based on the development of sustainable competencies as opposed to a traditional model and comparing the data with the effect of educational intervention in the new field of environmental education with direct impact as possible with a cross contamination model for education. Adams (2013), Vega Marcote, P., Varela Losada, M., Alvarez Suarez, P, (2015), established an evaluation of an Educational Model Based on the development of Sustainable Competencies .

3.1. Survey structure

The number of participants in the research totalled 101 students from Afyon, Turkey. They have different education level, involved in different activities, enrolled in academic education system or graduated different type of adult education.

This study's aim was to explore the relationship between sustainability and organizational change management for sustainable education. The study was targeted schools in urban and rural areas on a representative sample in the Afyon Kocatepe University, Turkey. Afzal, Khan and Hamid (2010) study also university students’ motivation and its relationship with their academic performance. Tiwari and Sharma (2005) measure the academic performance among students taking in consideration motivation. Tuana, Chin and Shieh (2005) develop a questionnaire to measure students’ motivation.

The authors want to know to what extent the students are motivated to study, the questions given needs a single variant of answer or multiple choices.

The questionnaire was structured in more parts: identifying the demographic details, age, gender, parents education level, identify student’s motivation on education, if they choose a model from mass media promotion and if the learning process influence their decision for future development. The authors present
each part of survey and show an education analysis of the respondents and also the level of quality of education perceived.

The questionnaire structure:

Part 1. Identify the characteristics of respondents which are involved in economical activities age, gender, social status;

Part 2. Collecting some information about the education level of respondents and also how family influences his education perception for a successful life. Mother and father level of education are identified to be able to determine the connection between variable factors;

Part 3. To determine the education perception and the influence of education upon the respondents orientation;

Part 4. Establish if education is in direct relation with the vocational orientation, identify which type of models influence the young generation if mass media has a big impact in the model;

Part 5. The connection between the education wishes and their vision about education in function of importance of specific fields of education in their life;

Part 6. Identify the typology of factors socio-economical which influence the education selection.

4. Results

The population distribution by gender is 47% female and 53% male, 81 % percents from respondents are students and 12% are already working in different economics activities. The study takes also in consideration the factors that can influence the students decision regarding student future.

The Mother's education level from data analysed show us that a share of 69% of students studied have mothers that in average finished high school, 24% of mothers graduate primary school and only 6% had mothers who completed academic studies. Analyzing the father’s education of students studied it can be seen that most students have fathers with a level of basic study general school 47% and high school in the percentage of 38% and 13% have completed academic studies. So the influence of family is positive, so the parent's perception upon the education importance is very successful.

Majority of respondents 84% consider the education a very important factor for their future for their successful life. A percentage of 16% of students said that school even is very important, education cannot influence their future evolution. The results show significant differences in the knowledge and students orientation attitudes and intention of the behaviour of the aspiring for an academic preparation. The study presents radiography from Turkey education system, with impact to an educational model and the sustainable orientation for a global educational model. Taking in consideration the importance of different models in education students life (Boca, Mukaj and Vishkurti, 2016), we can observe that from the 101 Turkish students a number of 16 persons are influenced by their parents and families relatives stories success, and 49 persons by politicians, the business man model and mass media don’t have such a big influence upon students desire. That’s mean that mass media and its products, even the impact of television is very aggressive don’t have such a big impact in respondents education orientation and majority of theme chose and followed as models typology. We can mention that for 17 people, teachers remain models in the future orientation in student carrier life and computer invasion can’t replace or influence the future orientation of “face book” generation. A percent of 16% from respondents consider that there were not influences by any model or received suggestion in their professional and educational evolution.

The impact of education and her importance for each respondent’s, present a stable situation. People were giving a mark from 1 to 10 to education in function of importance in their evolution life, 49% percent from respondents consider education very important with a 10 mark, 12% people important with a score of 9, and 27% percent persons give to education a score between 8-7 (Table 1).

<table>
<thead>
<tr>
<th>How important is education for you</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td></td>
<td>1</td>
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<td>4</td>
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<td>2</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
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<td>5</td>
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<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
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<tr>
<td>6</td>
<td></td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td></td>
<td>5</td>
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<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>7</td>
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<tr>
<td>8</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
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<tr>
<td>10</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>26</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>49</td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>15</td>
<td>13</td>
<td>37</td>
<td>14</td>
<td>3</td>
<td>8</td>
<td>101</td>
<td></td>
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<td>101</td>
</tr>
</tbody>
</table>

Source: By authors
Taking in consideration the influence of mass media, the connection to internet, IT, mobile phone, we observed that only a percent of 13% from respondents are oriented on IT field. Turkish students select the good marks in 37% percent for medicine, maybe as the feedback of already European trend which appreciate the specialist in medicine. On the same level are situated law and engineering with 15% percent and economic with 11%, maybe the conservator style in education, put accent on students perception. The survey present also the results regarding the orientation and education vision of Turkey respondents (Table 2).

Table 2. Do you think education has a big impact in your career* Which field you think should have a future education system

<table>
<thead>
<tr>
<th></th>
<th>economic</th>
<th>law</th>
<th>IT</th>
<th>medicine</th>
<th>engineering</th>
<th>literature</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think education</td>
<td>M</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>34</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>has a big impact in</td>
<td>F</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>your career</td>
<td></td>
<td>13</td>
<td>14</td>
<td>19</td>
<td>41</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: By authors

The majority of 41% (34% male and 6% female), from young generation consider medicine field an important education field for future development. In a global management and technological evolution, IT in respondents vision is important if we take in consideration the new trend on market the e-generation: e-commerce, e-banking, it is normal and necessary to define and adapt an e-education model for 19% percent from respondents.

The young generation is orientated also on economic education 13% with impact in future activities taking in consideration the Turkey market, small and medium business and the regeneration of new manufacture under the high tech technology.

The engineering education also is considered as a successful field because as we know the power of economy is production. 7%, are oriented to engineering including here mechanical, electrical which present a practical generation.

Modern students will require regular updating of their knowledge, skills and competences. In this context, universities will be required to expand flexibility and innovative learning and teaching. To meet challenges of knowledge based society, universities will have to exploit the knowledge management ideas and principles given below:

a) To evolve suitable study programmes which will bridge the gap between demand and supply
b) To use it for its management decision support system, to improve internal document management and exploitation, to increase the level of information and knowledge dissemination etc.
c) To make use of it for a qualitative change in educational process itself.

Verhulst and Lambrechts (2015), present the incorporation of sustainable development in higher education and how lessons learned from a change management perspective are very important.

A global etiquette is the new vision when doing business with other countries, modern technology is organization and people best friend.

Technologies such as e-mail, Face-book, Twitter and Skype make it much easier to conduct international business with just a computer with an Internet connection.

The Internet makes it much easier to build a network of contacts quickly, and can help people start to establish a presence in the different countries.

Touching base and communicate with a local person people can understand the current market conditions in the country, the demand for organization product or services, as well as the business culture. Using informatics programs was possible to establish and create a connection between the importance of education and the respondent’s desire.

4.1. Propose of a Cross Model of Barriers in Sustainable Education

Because the topic of paper was to identify a cross model in education it was necessary to create a model for different barriers in education. In function of those two factors the model presented in Figure 2, presents the weakness relation between the individual culture and external factors as model for education with strictly relation with the environment as a management culture of society.

The variables and factors which influence the educational process are family which has a big impact for student profile and cumulates everything it is important as individual culture education: mother and father education level, importance of education for each person as individual person:
IF = internal factors: father and mother education, individual education.
EF = external factors: financial and social status, education models of influence. As barrier for our model it was chosen the future vision of education, the future wishes for education of respondents and different models as individual entity.

The model presents that IF and EF as variables are not affecting the educational system as model, and it is necessary that before the education management changing to establish the connection with another possible barrier: the culture, the cultural behaviour, and the students culture behaviour and how culture influence the model in the propose model from Figure 2.

**Figure 2. A comprehensive barriers model for Turkey education**

![Figure 2](image)

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Chi-Square=56.51, df=29, P-value=0.00164, RMSEA=0.080

Source: By authors

4.2. **A Barrier Model of Knowledge Management for Sustainable Education**

The next analyze was taking in consideration the situation of respondents in which education is evaluated between wishes and respondents vision, different activities in which they are involved in function of aptitude, skills, knowledge and education level, in function of different field of universities profile and also to clarify which field is considered to be successful.

If we take in consideration the education organization like a human universe which includes here the specific behaviour and colourful environment of individual culture and as a multi-cultural team, university and academic life structure can be influenced by different barriers in knowledge management of sustainable education. To create the cross model barriers for education was necessary to establish some important connection between factors like: model, education and culture, Figure 3.

**MODEL = EDUCATION = 0.05.**

The value reflects a weak connection between education and models (family, politicians, mass media, and teachers) so none of them cannot be consider a barrier for knowledge management for education. Results are significant and show that in particular each variable can be consider singular as a barrier, because between students and models their families and particularly the parents education levels are significant factors in determining difference in the future orientation and development of students' sensitiveness and behaviour.

**EDUCATION = CULTURE = 1.38.**

The values represent a strong connection. By applying the modelling method, the influence between the family involvements in educational activity, motivational states and the student’s integration in the social,
economic and global environment were validated. In order to increase the education sustainability is recommended to improve and create the base for a future education model.

**Figure 3. A Comprehensive Barriers Model for Education**

![Figure 3. A Comprehensive Barriers Model for Education](image)

In function of age, level of education of respondents, family level of education mother and father, the influence of family for the future vision of people orientation and education wishes and education vision of person involved in different type of activities it was possible to define four five type of cluster and harmonize the factors upon the sustainable education model.

**Number of Cases in each Cluster**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34,000</td>
</tr>
<tr>
<td>2</td>
<td>16,000</td>
</tr>
<tr>
<td>3</td>
<td>11,000</td>
</tr>
<tr>
<td>4</td>
<td>12,000</td>
</tr>
<tr>
<td>5</td>
<td>28,000</td>
</tr>
<tr>
<td>Valid</td>
<td>101,000</td>
</tr>
</tbody>
</table>

**Source: By authors**

Cluster 1-Education vision- Education impact in success of career, Parents influence in education decision;

Cluster 2-Education wishes- Models which influence education decision, Father Education, Mother Education;

Cluster 3-Education importance- Social status, Financial stability, Family appreciation, Education level of respondents and

Cluster 4-Family Education – Mother and Father Education and good job position, Supervisor/ boss/chief appreciation, Colleagues appreciation.

Cluster 5-Individual Education – Gender, Social status, Level of education and Education importance

For Turkish students the cluster grouping is concentrated around the cluster 1 with 34 persons and cluster 5 with 28 people.
We can observe that cluster 3 and cluster 4 are equal that’s mean. The external factors are barriers in design the model and it is focused on the family appreciation, big impact in their future decision, also the models like teacher, family relatives and their successful story have a big impact in their decision. Cluster 4 shows that students establish a vision for their future and decide that education is very important for their successful carrier.

The paper of educational model proposes some factors as possible barriers impeding the changes in education institutions and also institutions need to consider the sustainability reporting as a dynamic tool to plan sustainability education changes and not just as a communication activity.

In the context of higher education it has been recognized that cross institutional comparability improves the education perception, especially in a flexible education system.

The past should be a motivator for education and not a museum presentation. Sustainable education improvement and change connect the future to the past and create a social vision about where society has been and where it is headed. Culture Model for managers from education system, in their sustainable vision for education can be a thematic reflection with a portfolio of solutions given by the article and for the educational organization management as well in other word culture is as well decision and execution.

The education and educational systems as organizational culture has exploded with a big impact in management, in that situation we can take in consideration the cross cultural management as a system with his possible barriers in knowledge management to sustainable education Table 3.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>CLUSTER</th>
<th>BARRIERS OF KM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td>Individual Culture</td>
</tr>
<tr>
<td>Social status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is education for you ?</td>
<td>5</td>
<td>Internal factors</td>
</tr>
<tr>
<td>Which field you think should have a future education system?</td>
<td></td>
<td>Family Culture</td>
</tr>
<tr>
<td>Which education field do you think is the best?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mother education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father education</td>
<td></td>
<td></td>
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<tr>
<td>Superior /boss/ chief appreciation</td>
<td></td>
<td>Social Culture</td>
</tr>
<tr>
<td>A good job position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial stability</td>
<td></td>
<td></td>
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<tr>
<td>Colleague appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td>Education Culture</td>
</tr>
<tr>
<td>Actual status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think education has a big impact in your career?</td>
<td>2</td>
<td>External Factors</td>
</tr>
<tr>
<td>How your parents influence your education decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family appreciation</td>
<td></td>
<td>Environment Culture</td>
</tr>
<tr>
<td>Do you have a model that influence your decision on education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have your parents obliged your decision in education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. A Cross Cultural Barriers Model for Sustainable Education

Source: By authors

4.4. Motivation of the Knowledge Management Model for Sustainable Education

The 21st Century is a big provocation for educational system because of the new stage of education cycle in a continuing dynamic of turbulent environment including here the indigo generation, the new Alfa and X generation, a generation which needs more attention, a new strategy of Re-engineering, Re-orientation and Re-evaluation of education system for a new Re-evolution.

Making restructuring, the education system could be made using the methods similar to those used successful business restructuring such as Business Process Reengineering, the application already approaches in this field Educational Process Re-Engineering. Reengineering process application can be an approach focused on processes aiming to improve the effectiveness and efficiency of these processes. A process is a group of activities necessary to generate a significant client of education system and the remaining work is eliminated or contained in the new context.

The new strategy it is design for an existing system and can be applied using a comprehensive model, a cross cultural model following five steps like in Figure 4.
The first step—providing a general context appropriate. The strategy could be a starting point to develop a strategy. Support would be a short and long term vision so as to society and education. Complete the infrastructure necessary to implement two components one national administrative and technical one. Aces last component must include teams of experts created for all core areas.

The second step—national debates on research and education. Based on a vision to be materialized by a technical framework adequately insured for an online debate performance in conformity to current technologies, debate real-time video conferencing type.

The third step, implementing new models to work out a restructuring fund. At this stage it is identified, selected and adapted educational new models successfully implemented in other countries, needed to cover new requirements arising from the knowledge society. These models could be best practice which could start. Similar restructuring pre-university education to be restructured and the university. Connecting the academic environment and economic development continues to research, two weaknesses that could be improved by reengineering through such a fund.

Fourth step—providing a specific context needed. This step relates to the construction and improvement of educational standards, conceived for future generations, complete with curriculum guides programs necessary for their implementation.

Fifth step—training teachers to implement the new rules, techniques, models and standards. The last step is key to the success or failure of the strategy proposed restructuring of the educational system.

5. Conclusions

As results the paper present the steps and a comprehensive model for selecting and improving the national educational system and to harmonize the activity. Also the model can be successfully applied on national development and also to identify and evaluate the international impact to discover the common points and establish the weakness point from each educational system. The models can be used together with results after an applying Knowledge Management Practices In Higher Education System. By completing their missing parts the universities or educational system can integrate other type methods and tools, or to compliance with a set of minimum requirements:

- must start adapting and improving the strategy set out in the first step;
- the need to involve national coordination a new approach;
- develop a new vision, appropriate for this new approach;
- to adopt the measures necessary to ensure continuity in the implementation of strategy;
- minimizing the risk of implementing restructuring by using the best national and international practices;
- alignment with European and international practices, and standards;
- sharing the curricula and adaptation with the new market;
- providing necessary and sufficient conditions to avoid repeating previous mistakes.

The model steps needed are:

1. The implementation of the new approach will have to be taken into account first of all that change is the only constant of each country society;
2. Learning level of each student as citizen extends throughout life imposed by the market context;
3. The emergence of new occupational categories as knowledge worker and worker wisdom in all fields.

Consequently, that approach will be continuously improved to achieve all the objectives in restructuring the education system, in particular society. In order to fulfill these ideas and principles, universities should improve existing processes such as:
adaptive the student’s enrollment process with an automatic creation of student study interests profile;  
supporting the process of student’s orientation in the university put accent on practices, stimulate creativity and innovation;  
use students potential as resources, sharing a platform with knowledge of best practices, documents, e-learning platform, a new vision on Poke BOOK;  
supporting the student’s study process by dissemination of information and knowledge, supported by well planned laboratory work and other similar activities;  
change of students and teachers information’s and experience of good practice, ideas;  
working together on same research work.

Acknowledgements
The paper present the results after the application of the same questionnaires in Romania and Albania, the next research on education system will be a model taking in consideration the cultural and training differences, taking into account that Romania still apply the classical style and Albania already apply and develop the dual system education.

References