

Knowledge-based society - a condition to ensure sustainable development

Viorelia LUNGU⁴

Abstract

A knowledge-based society generates profound transformations fostering social and economic development to the point where this factor becomes the key element in producing added value, but also the overall prosperity of both internal and national economies. In this regard, higher education institutions have key functions in the process of transmitting, producing and transferring knowledge within a knowledge-based economy, whilst companies need to base their innovations and performance programs on generating knowledge, thus ensuring sustainable development. The success in the new economy depends on a knowledge-based society which imposes a new inter-relational system, different from the current, built on openness, flexibility, permanent education and specialized entrepreneurial motivation.

Key words: knowledge, sustainable development, information society etc.

JEL Code: I21; I22; I23; I24; I25; I26

1. Introduction

The theme of research has risen from the question: has the society until now been based on knowledge in order to develop or ...?

The evolution of mankind has demonstrated us that, at a certain stage, we pass through different stages represented by historical development stages: stone, iron, agriculture, industry, technology and information that are subdivided into three successive phases: the information society, the knowledge society and the society of consciousness that is expected in the future.

⁴ Viorelia LUNGU is a PhD, associate professor at Technical University of Moldova, Chisinau, email: lviorelia@mail.ru

The advancement towards a knowledge-based information society is considered worldwide as a necessary development to ensure Sustainable Development, argues P.Rumleanski (2006, pp. 31-43), in the context of the "new economy", mainly based on products and intellectual-intensive activities as well as for the realization of an advanced social civilization. In this regard, we determine, through theoretical research, the difference between the information society and knowledge, we argue the importance of knowledge for a sustainable development and we provide examples of educational organizations and institutions that have an immense impact on economy and society, by focusing on knowledge i.e. a sustainable development factor.

Mihai Drăgănescu (2001) confirms that the knowledge-based society is clearly superior and embraces the information society and the knowledge society. And M. Călinescu (2013) supports the existence of two types of knowledge: explicit and tacit. As a consequence, large companies have grounded their long-term programs of innovation and economic performance on generating knowledge.

2. Literature review

It is mentioned that sustainable development has been highlighted by the EU Member States having met at the European Council in Lisbon in 2000 to create the "most competitive and

dynamic knowledge-based economy in the world".

In 2005, the European Commission launched a process of revising the Strategy by publishing a critical assessment of the post-2001 progress, highlighting some of the directions for action in the future.

In 2006, the Renewed Sustainable Development Strategy for an enlarged Europe proposed the overall goal of action to enable the EU to carry out activities to perpetuate the quality of life for future and present generations through the creation of sustainable communities, to use and manage resources effectively and to harness the ecological and social innovation potential of the economy in order to ensure prosperity, environmental protection and social cohesion.

In this respect, the Republic of Moldova has set, via its Education Strategy for the years 2014-2020 "Education-2020" (2014), mid-term objectives and tasks with the aim to develop education and defines the priority directions and areas of education system development in the Republic of Moldova. The provisions of the Strategy were correlated with the relevant policy documents, with the reforms

initiated in the educational system, with other reforms that represent an operational continuity of the actions projected in the National Development Strategy "Moldova -2020".

The company producing and consuming information is called an information society.

Within this society, the use of data and information processing with the help of computing technique led to a refinement of the concept that materialized in the knowledge society.

The knowledge society is not characterized by its large amount of information, but by the constant need to be more knowledgeable within it, and that capacity appeals to the subject of knowledge i.e. to the human being.

Knowledge, instead, is an internal development, an advance made by ourselves, an enrichment of our practical existence, a potency of our operative capacity. Information is valuable only to the one who knows what to do with it: where to look for it, how to choose it, to appreciate the information collected and ultimately, how to use it.

Following the scale of evolution, the data were the first to appear, followed by the information, whilst knowledge is on a higher level than the previous ones.

According to Collins Concise Dictionary (seen on November 15, 2018):

- Data is "a series of observations, measurements or facts."
- Information is defined as "the act of information or the condition of being informed."

Although the information implies an understanding of the relationships between data, it generally does not provide a basis for what is given, and no indication how it can change over time. Information tends to be relatively static in time and linear in nature; it represents a connection between data and is largely self-contained, its significance largely depending on the context and with little implication for the future.

• Knowledge is "facts or experiences known to a person or group of people; knowledge or understanding accumulated through experience or learning." Knowledge is represented by data and information, however it only becomes knowledge only when someone is able to produce, understand and apply it.

Possession of information is often confused with the storage of data or bibliographic resources. In fact, information is only an element of knowledge and not a synonym for true knowledge. Information becomes knowledge only when it is used in a creative process, it is applied in practice.

The knowledge society cannot exist outside the information society which it supports and represents by expanding and deepening it, producing technological knowledge through innovation.

The information society and knowledge has several dimensions. It is actively manifested through several components:

- Economic - application and development of new paradigms of the digital economy and the knowledge economy (e-Commerce, e-Banking, e-Learning, e-Money, e-Trading, Internet payments, Internet etc.).

- Social - aims at health care and social protection, (telemedicine, teleactivity, telework, tele-callers, tele-insurance etc.).

The knowledge-based society is more than the information society, actually embracing it, being a superior stage of it. Knowledge is conceived as meaningful and acting information. Therefore, the knowledge society can only be grafted onto the information society and there is an indissoluble connection with it.

The entry into the current stage of the market economy, of profound transformations, with multidimensional implications and resonances, represents the conscious acceptance phase of the new economic and social form, which also requires an adequate social and institutional organization.

The most important problem is that at this stage, everything must be rethought, redefined and, above all, assumed consciously and responsibly, starting from the role of each of us in life and society and continuing with the role of all economic agents (the state being one of them).

The general analysis of today's global society and economy refers to certain aspects of the new phase that we are currently going through in relation to the informational part.

Advancement to the knowledge-based information society is considered worldwide as a necessary development to ensure Sustainable Development [8, p. 31-43] in the context of the "new economy", based mainly on intellectual-intensive products and activities and for the realization of an advanced social civilization.

At the same time, in the knowledge-based society there are people who still work the earth with feudal tools, while others became slaves of IT tools, being addicted to computers, telephones, Wi-Fi networks and smart transport. The current information navigation has reached 4G, it is going beyond the current space and time and has favored the shift of economies into these new dimensions that we are being increasingly accepted.

Many successful businesses have been based on the accumulation of knowledge, which is the information capital, but the new configuration of information, going through the awareness and assumption process, has changed the economy as a whole, being the only one that can bring prosperity. It follows that the new type of prosperity derives directly from innovation rather than from optimization. The more agile and flexible we are, the easier we can access the world's networks to exploit the advantages of the future by internalizing the unknown and leaving the partially known but offer-less certainties. As part of the innumerable networks that cross or intersect us, we are part of a real universe as perception, potential and possible, as future achievements.

Relationships have become an important and sometimes profitable part of a world economy where education, discovery or destruction is only a few microns away. Only the fundamental law of mankind "to obtain profit or value added" has not changed: because the true value intake is the only way that can lead to progress, regardless of the nature of social classes located at lead.

Today, the value is systemically, dynamically and complexly understood, rather than just felt, perceived or desired. It can be everybody's, provided that they are accountable and aware of it.

Knowledge is the power to understand and surprise the essence of deeds, the use of certainties and information, obtained in the form of experiences or lessons (Drucker, 1992, p.95).

Knowledge is the one that guarantees social and democratic progress that does not erode over time and is based on the 3 "I" (Drucker, 1992, p.95):

- Innovation - Creating new knowledge
- Instruction /Learning - assimilation of new knowledge
- Interactivity Partnership - Sharing Knowledge.

In order to become acquainted, a certain volume of information needs to have the following characteristics: to convey informative content, to be actual, neutral and replicable.

Classification of knowledge can be done according to two benchmarks (Calinescu, 2013, p.4):

1. According to the *observation* we differentiate:

Factual knowledge - realized by direct observation, which can still be affected by observable errors, interpretations, uncertainties or even optical or immanent illusions;

Inherent knowledge - made by studying other prior knowledge or

rationalizing facts, the most eloquent example being theories that cannot always be verified;

2. According to the perception mode. To explain this, we must take into account the following axioms:

- people have knowledge but do not distribute it all among their environment;

- there is often a waste of positive experiences;

- we do not know what we know,

- we do not know who does what;

In this case, M. Călinescu (2013, p.4) sustains that we have:

2.1. Explicit (articulate) or formalized knowledge that can be comprised in documents and is communicable, accounting for 20% of the knowledge of an organization. Explicit knowledge is the one which can be expressed in words or numbers and can be distributed in the form of data, scientific formulas, product specifications, textbooks, universal principles, etc.

This type of knowledge can be transmitted between individuals in a formal and repetitive manner. It is the dominant type of knowledge in the West. The Japanese, however, regard this form of knowledge as merely the tip of the iceberg. They see knowledge as mainly silent, something that is not easily visible and expressible.

2.2. Tactical knowledge (subtle, implicit) or codified, consisting of perceptions, opinions, intuitive knowledge, deposited at the level of members of an organization, deeply personalized, diffuse presented in an organizational context and accounting for 80% of its knowledge;

Tactical knowledge still has an important cognitive dimension. Tacit knowledge is personal and difficult to formalize, making it difficult to communicate to others. It consists of its own point of view, the perception, the ideals, the values, the emotions and the mental models rooted in us are taken as "good". Its clear vision, intuition and intelligence, fall into this category of knowledge. This dimension outlines the way we perceive the world around us and is deeply rooted in the individual's actions and experience as well as in the ideals and values that the person embraces.

The tacit knowledge comprises two dimensions:

2.2.1. Technical dimension which includes the type of informal abilities and skills covered by the term "know-how", exemplified by the realization of expertise based on many years of experience without being able to explain, communicate the technical or scientific principles underpinning this knowledge.

This category includes reasoning, intuition, inspiration, personal subjective thoughts resulting from personal experience;

2.2.2. Cognitive dimension which includes perceptions, ideals, emotions, values, own points of view, mental models born of one's own knowledge and shaping the personal way of perceiving the surrounding world.

The accelerated pace of change has produced profound transformations of how knowledge appears, how it is created, collected, integrated, combined, manipulated, enhanced, and directed. It supports the growth of the efficiency of knowledge units for social and economic development to the point where this factor becomes the essential element in producing added value but also in the overall prosperity of the world economy.

Every society has always been a "knowledge society", because the progress of civilizations was due to the competition between technological knowledge, cultures of different forms and degrees of knowledge that have made a decisive contribution to placing these societies on a certain stage of sustainable development from the social and economic perspective.

We accept the idea that none of the societies through which mankind has passed until today was "perfect," but we are about to build the "right" one. Although it is called a digital economy or a knowledge-based society, it is also understood as an information economy, due to its major role in the virtual generation of wealth, with a much higher rate of multiplication and propagation than in the case of material resources or capital.

Communication and socialization have gained new connotations: networking, channeling, connecting to the world, these are just a few of the "trendy" forms of social exposure to the phenomenon that has touched the whole world, metamorphosing it for the better or worse.

The complex and rapid development of our societies illustrates that not only the technological, but also the social or economic changes depend to the highest degree on the quality of the information we have; moreover, they depend on our ability to manage it. It is therefore no coincidence that, especially in recent years, knowledge management techniques, the creation and transfer of good practice have come to be among the most important topics on the agenda of international conferences, being equally appreciated by both the private and the public sector (1996, p. 7).

Practically, "knowledge" is considered to be a true basic instrument and its essential role has been recognized rather than understood and further ignored in

economic analysis. "Knowledge" is simultaneously considered to be a product of economic processes.

In this case, it is worth noting the difference between Western and Japanese culture. If Westerners emphasize explicit knowledge by accurately assessing knowledge, the Japanese place more emphasis on built-in tacit knowledge from direct experience (Calinescu, 2013, p.3).

Large Japanese companies (Canon, Sharp) and some Western companies have grounded their long-term program of innovation and gaining economic performance on generating knowledge. They excel in the production innovation process, focus on exploiting the "silent" knowledge inside the firm (internal knowledge that has accumulated through the company's experience and are difficult to convey as information), motivated and stimulated the generation of new knowledge by accepting courageous visions of products and economic strategy, coupled with a mentality of the organization that promotes transparency, dissemination of knowledge and its active use.

In the functioning of such organizations, according to P. Drucker (1992), determinants are processes generically designated by the phrase "3 Is": innovation, instruction/learning and interactivity.

We note that information as well as knowledge is worthless if it is not applied in the decision-making on the necessary actions in the context of the economic activity of the organization, the state. Many companies have worked to store information on available knowledge, but have not paid enough attention to tracking how it is applied, used in current business, as well as to generate new ideas for the sustainable development of the business.

Sustainable development promotes the concept of reconciling economic and social progress without putting in danger the natural balance of the planet.

The definition of sustainable development is best known by the World Environment and Development Commission (WCED) in the "Our Common Future" report, also known as the Brundtland Report (1996, p.8): "Sustainable development is the pursuit of development meeting the needs of the present, without compromising the ability of future generations to meet their own needs".

The concept of sustainable development means all forms and methods of socio-economic development that focus on ensuring a balance between social, economic and environmental aspects and elements of natural capital.

Sustainable development aims to identify a stable theoretical framework for decision-making in any situation where a human / environmental report is found, be it environmental, economic or social.

Sustainable development involves capitalizing on the resources of a society at all levels, it is to highlight the personality of mankind, affirmation of spiritual, cultural identity, etc., ultimately, the development has to provide satisfaction and well-being, as well also quality services i.e. components with a growing importance in all the elements defining the quality of life.

Through sustainable development, it is proposed to demonstrate that profit is not everything, that it requires the valorisation of the resources of a society from all perspectives, that it is itself to emphasize the personality of mankind, the affirmation of their spiritual, cultural identity, etc., ultimately, development has to provide satisfaction and well-being, but that it also means something other than the consumption of goods and services of a quality and indestructible quantity. Clean air, drinking water, access to education, culture as well as spiritual development have become key elements that define the quality of life.

As a matter of principle, sustainable development needs to be applied in all areas in order to meet basic material needs to provide resources to optimize quality of life in health and education. In particular, economic development, like any other type of development, requires measures to make human resources more efficient, but also other kinds of resources in general. "One of the major challenges of sustainable development is to find ways to encourage environment-friendly economic activities and discourage activities that cause environmental damage (air, water, soil and subsoil pollution)" (Zaman Gh., Zenovic Gh., 2006 p.137).

The current stage is seen as a productivity provider due to the high degree of implementation of the results of creativity and innovation and the understanding of phenomena that have already happened but have not been accepted in the past. Finding a solution to current fundamental issues requires a level of understanding superior to the one in which they were generated. Correct quantification of the new economy requires an appropriate system of indicators (economic, social, societal and institutional) to reflect the capitalized value and where to find the individual and societal net contribution on a scale of levels to show where it is consumed and where something is diminishing.

Success in the new economy imposes a new inter-relational system, different from the current one, built on openness, flexibility, permanent education, specialized entrepreneurial motivation, based on responsibility, ethics, tolerance and diligence. Focusing on values such as efficiency, quality, which will also contain appreciation, admiration, respect, etc. In turn, they will generate

other value systems with a high share of future generations: tradition, culture, hope, love, peace.

Quantifying only those indicators of relevance in the field of information, export orientation of production; indicators that measure the degree of economic dynamism or competition; foreign direct investment rate; the pace of technological innovation; the number of patents in circulation; the number of research centers must be completely rethought and reconfigured, taking into account the importance of mankind and their contribution.

The assessment of the economy and the future development program must be based on a complex, time-correct measurement of current and projected economic performance, using the most modern standardized computing and comparison tools to truly understand the GDP gap, in time and space. The design of governance strategies in the future must start from the truth, from the reality, so as to avoid the emergence of contradictory information about the economic situation, which is increasingly negative. This would avoid embarrassing optimistic situations, such as the statistical data on economic growth that is today, and tomorrow disappears altogether, leaving the place of the recession. With illusions in mind and false paper projections, recovery bills will bypass the percentages of GDP that will not be covered, ignore additional charges, and leave a greater and closest deficit to the truth. The real money will be transferred outward, whilst in the country there will be traces of stimulus measures unable to cover the entire deficit when the multiplier effect is expected to become visible and active through infrastructure and industry funding only when they exist.

The transition to the knowledge society must be focused both the development of new technologies and the adequate training and preparation of human resources.

The following are *factors that determine the success of some companies*:

- *Human capital* - the most important part of knowledge that calls for massive investment in assimilation. In countries where knowledge is not rooted through stable systems of school and university education, knowledge can only be imported through knowledgeable foreign masters possessing this capital.

- *Physical capital* - technology is knowledge, top equipment and knowledge are usually complementary, and if this type of equipment is not cost-efficient for a society, it is very difficult to ground knowledge acquisition.

- *Poor policies* - the way institutions operate affects the economy and mood of nations, becoming due to its power an obstacle to knowledge. Governments need to invest permanently in the knowledge infrastructure (libraries,

communication networks, public policy centers), providing the necessary conditions to transfer and generate knowledge.

- *Knowledge and competence* - in addition to human capital (built through education), the competence required for applying a technique is essential for a knowledge-based society and technology transfers. Competence allows for specialization in knowledge. There is obviously the issue of access costs (from an individual's perspective) to knowledge.

Other factors include the existence of a liberal political regime where the existence of individual freedoms is not restricted, and the government is responsible and open to communication with international society and community.

Putting emphasis on human development, ensuring the conditions for its realization in the sustainable development strategy is highly necessary in the Republic of Moldova.

Education is a national priority and the primary factor of the sustainable development of a knowledge-based society which is stipulated in Article 4 (1) of the Education Code (2014).

The role of the education sector is to provide the educational services necessary for the development of human capital.

The concept of sustainable development must be implemented across society, whilst the role of higher education is crucial. First of all, universities must become sustainable in order to provide students with a living experience in a sustainable environment, be the catalyst for the necessary changes in society as a whole, and as a tool for transforming them into a sustainable society.

There is an expectation that universities will play an important role in facilitating education that allows current and future generations to redesign their personal and professional activities to create a sustainable future.

Sustainable development at the level of university education refers to the fundamental objective of increasing the quality of the services offered, materialized in well-trained graduates in all fields, both theoretically and practically, in order to meet the real needs expressed on the labour market, needs that are in continuous change due to the technical and technological progress that occur in all areas.

In the context of sustainable development, the role of higher education is limited to:

- educating students - acquiring knowledge about the world they live in and about the complex interaction between economic, social and environmental factors;

- identifying the technical and social solutions to the challenges presented in the process of sustainable development;

- assuming the position of catalyst for learning about sustainable development through partnership, communication, research and knowledge sharing with local communities, businesses, government and other authorities.

Higher education partnerships initially foster mutual support in achieving strategic goals of universities through positive engagement on sustainable development principles.

An important step in development is to achieve and improve educational standards designed for the next generation. They can be complemented with a unitary curriculum in terms of completeness, consistency, coherence and quality, with the guidance needed for their implementation. The program of a higher education institution promotes the development of those who grow intellectually, personally, socially and physically. In order to optimize the approach, it is necessary to start from the evaluations of the educational system made by specialized international fora.

Students make changes in the environment and society if they have environmental, social and economic knowledge about sustainability and have a new system of values, motivation and other skills to produce change. In this sense, they have many of the attributes necessary for the role of agent of change and must be trained as active citizens that will impulse and sustain the global economy. To be actively involved in the economy they must be trained in the spirit of human development and in the spirit of actions that ensure social cohesion.

The training of teachers to implement the knowledge, new standards, norms and techniques recommended by the project to restructure the educational system will depend on the achievement, success or failure of the restructuring process and the ultimate goal - sustainable development.

Human development is an intrinsic component of the sustainable development, a component that defines the goal and its ultimate outcome.

It is obvious that more and more employers are looking for graduates who have sustainable education and have skills in line with the job post.

Not only does knowledge dictate a country's ultimate belonging to a group of prosperous or poor countries, but also how this knowledge is used, sustains A.

Roşca (2012, p.30). Formal education is no longer sufficient, although its value is by all means beyond any discussion. The fact that an impact on economic growth is evident especially in affluent countries with a high level of general education testifies that the implementation of advanced technology is intrinsically linked to the level of training of the labour force. However, the level of literacy / illiteracy rate in a country, although it has the benefit of quantification, it states nothing about the potential of using knowledge. In this respect, the famous biographies of contemporary technology - Bill Gates, Steve Jobs, Michael Dell - are required. On the contrary, according to A. Roşca (2012, p.30), if investing heavily in formal education, developing countries may not exceed their current economic status.

In many developed countries, higher education institutions are working to develop outcomes associated with the global outlook in the curriculum and to implement institutional ethos policies and practices that reflect a commitment to global responsibility.

By incorporating the dimensions: knowledge assessment and human capital management into a modern concept of sustainable development, many European companies have become, in a very short time, world leaders in measuring knowledge, information economy and increasing performance.

We agree with A. Rosca's idea that "for a post-industrial society, especially if we insist on the applicability of the term" knowledge-based society", the lifelong learning framework - continuous training is crucial. It assumes that learning takes place throughout the individual's life. The essential features of continuous training are: the individual's centrality and the priority of subjects of direct interest; emphasis on personal motivation and awareness of learning; the multiplicity of educational objectives and the recognition that study objectives can change over the life of the individual. In the situation where the production of goods and services increasingly requires knowledge, companies are tempted to learn more in the knowledge, skills and continuous training of their employees than in the physical capital "(Rosca, 2012, p.30).

Differences between overdeveloped countries and the "third world" are usually explained by the existence of capacities to convert knowledge into economic productivity. Although knowledge has long been a constant factor of economic growth, ways are sought to directly incorporate knowledge and technology into new theories and models, with a view to rapidly increasing labour productivity and growth rates.

3. Conclusions

The XXI century competition needs another kind of knowledge, qualitatively different in terms of resources and organizational process, which requires another type of managerial intervention. The vision that the concept of a "knowledge-based society" is based on the role of the individual as an active social subject, fulfilling different roles simultaneously: actor, participant, interlocutor, mediator and decision-maker. Knowledge based systems need to support these roles by optimizing human capacity with existing technical facilities. The development of such a society rediscovers the individual, but also the principle of subsidiarity at the level of human communities, transferring knowledge, science and technologies closer to people, enhancing the quality and adequacy of existing resources, strengthening local capacities for capturing and interpreting new forms of knowledge in a specific national context.

The knowledge-based organization links the two phenomena defining human nature: knowledge and organization into a social construction that is based on: intelligent action - collective competence - sustainable performance.

The existence of institutions in which tacit and explicit knowledge is stored (academies, universities and research centers) can determine the level of development of a society and its evolution.

Educational institutions are essentially organizations that transform data and information into skills and competencies, and can not go beyond this paradigm, suffering a continuous transformation from an organization based on control and authority to a knowledge-based organization.

Higher education institutions have key functions in the process of transmitting, producing and transferring knowledge, in a knowledge-based economy, having a key role as promoters of research and education at a high level. However, in the reform process, it is necessary to balance the role of producing new knowledge with the role of working with the labour market both for the transfer of knowledge and technology and for extension of the innovation side.

Many poor countries have excellent public education institutions, but their graduates have to emigrate due to the fact that state policies are not flexible enough to integrate them into the national economy. That is why the government has an essential role in establishing policies of crystallizing national knowledge because, simultaneously with investment in real estate, knowledge can not be based solely on market economy rules, governments must invest heavily in the infrastructure of disseminating new knowledge and creating the necessary

conditions for their creation and transfer, ensuring a satisfactory reproduction of the knowledge infrastructure.

In this respect, investment in research and development, education and training and knowledge management are essential.

Knowledge Management aims to:

- optimize the process of making decisions;
- re-integrate organizational experiences;
- develop innovations;
- transform information into knowledge;
- acquire new knowledge.

An anticipated institutional change in the scientific sphere is required by producing the "human capital" required by the global process of generating knowledge.

Connecting the university environment to the economic environment and developing research remain two weak points that could be eliminated through a substantive restructuring.

A distinctive feature of knowledge-based societies is the importance we attach to the management of change.

Planning change is a process that identifies the degree of risk associated with a change and provides the elements needed for it to succeed. The level of planning is, as a rule, directly proportional to the level of risk associated with change.

Among the most important knowledge management practices we will mention:

- Active management of the knowledge process - collecting, classifying, storing and disseminating knowledge;
- Creating databases;
- Profiling of knowledge - structuring and organizing information according to a certain logic / information tree, or specialized databases;
- Training of new knowledge gathering teams: information managers / librarians, IT specialists, intranet specialists and other knowledge tools (document management, cataloging of information), human resources specialists, human capital specialists, facilitators;
- Developing "knowledge centers" - resource centers for the dissemination and dissemination of positive practices needed to increase the efficiency of their knowledge;

- Knowledge management-based networks, expert networks, associated organizations to extend the functional and geographic knowledge horizons;
- Install collaborative technologies: intranet or groupware to increase access to information quickly.

To conclude, based on the assumption that the future is not a place to go to but is one we create, we need to reconsider the role of the 21st century knowledge over the challenges of the rapidness of social, cultural, and educational changes, in promoting values which the society would only benefit from – a sustainable development.

References

- The Education Code of the Republic of Moldova No. 152 from 17.07.2014
- Calinescu M., Melnic D., Ștefănuță M. (2013), *Knowledge management. Course Support*. Project co-financed by the European Social Fund through the Sectoral Operational Program for Human Resources Development 2007 - 2013;
- Collins *Concise Dictionary*, <https://www.collinsdictionary.com/dictionary/english>
- Drăgănescu M., acad., (2001), *Information Society the Knowledge Society. The vectors of the knowledge society*, Expert Publishing House, Romanian Academy, Bucharest,;
- Drucker, P. (1992), *The new society of organizations*. Harvard Business Review, , 70(5): 95-104.
- Friends of the Earth Netherlands, (1996), *Sustainable consumption: A global perspective*, Amsterdam, Friends of the Earth Netherlands.
- Munteanu I., Ioniță V. (2005), *Knowledge Management. A guide for practitioner communities*. Publishing House Cartier.
- Rumleanski, P. (2006), *Postmodern society: current philosophical and methodological issues*. Chisinau: AESM,.
- Roșca Al. dr. (2012), *The new paradigm of economic development and the knowledge-based society*. In *Academos no. 1 (24), March 2012*, pp.28-31;
- Education Development Strategy for 2014-2020 Education 2020 (2014) https://mecc.gov.md/sites/default/files/1_strategia_educatia-2020_3.pdf
- Zaman Gh., Zenovic Gh., (2006), *Criteria and principles of sustainable development in terms of its resolutions*, AGIR bulletin no. 4/2006 - October - December.