

## **Redefining Knowledge and Education in modern economic societies: a prerequisite for redesigning educational policy and reform**

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Lately there has been an extended discourse on the content and the use of knowledge as the basic element for reformulating the goal and the objectives of education in the 21st century and, thus, redesigning educational policies.

This paper attempts to show how economy and technology changes have influenced the content meaning of knowledge, the ways of knowledge acquisition and the role of education and teachers in modern societies. The paper reviews the trends in knowledge production and acquisition as these have been recorded in OECD summits and outlines the opinion “clash” between economists and sociologists regarding the “use” of knowledge; it also draws from specific literature produced between 1996 and 2017 presenting various opinions -mainly on a European level of discussion- as to what is the so called knowledge society.

The major findings of this study are: a/ economy is the pivotal factor for shaping the way of learning, b/today everyone [at least theoretically] can have access to knowledge c/ knowledge is no longer humanistic but it acquires a skill-training content thus becoming utilitarian d/education is based on the principle of “learn how to learn”. Consequently, the education, especially Tertiary education, and teachers face new challenges as they see their role change. Teachers need re-training, in order to keep up with a constantly changing world, a new educational “philosophy” and new teaching and learning methodology. In other words, lifelong self- improvement becomes a prime policy goal for teachers’ professional development. However, this last statement seems to raise several issues in the future for both teachers, as recipients of training, and the State, as the provider and/or regulator of the training content.