

the "macro-creation" function of education, in which pedagogic innovation, referred to a teacher-student relationship, aims to stimulate individual creativity blended with social changes function as a whole and in its relations with macro-social structures.

The function of social innovation requires school education and its relationship with society generates types of knowledge, skills and behaviors, training individual and collective subjects to initiate and participate in social change [9].

To ensure a balanced development of the education system, any development strategy must be put into two essential perspectives: the socio-economic and individual one [10].

5. Conclusions

The whole content of this material has developed scientifically an argument based on the current needs and practical possibilities for investigating the link between education, learning and knowledge-based economy.

In conclusion, education can accelerate the progressive growth rate of the economy. In this context, organizations are becoming more interested in knowledge, seen as a resource in providing survival and development in an environment where the selection criterion is the economic efficiency. To be competitive, organizations encourage learning at all levels. Education can bring people not only the best technological knowledge, but, by training, the innovative potential which can lead to an advance of knowledge and also contributes to economic growth.

The education and research are considered major resources of the development.

Creativity is recognized as an essential purpose of learning, education, both in terms of increasing the impact of its product renewal: people as active participants in the development and training, in a conscious and active perspective for the spiritual and material progress.

6. References

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