

SCIENTIA MORALITAS  
International Journal of Multidisciplinary Research  
Vol. 10, No. 2, 2025



Editor: Dr. Ioan-Gheorghe Rotaru

SCIENTIA

MORALITAS

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Vol. 10, No. 2 | Year 2025

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LIBRARY OF CONGRESS \* U.S. ISSN CENTER  
ISSN 2472-5331 (Print)  
ISSN 2472-5358 (Online)

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First published, 2016

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MORALITAS

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## Editorial

**Ioan-Gheorghe Rotaru**

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### Education – A Step Forward to the Future

Education has always been the bridge between what humanity is and what it can become. In an era marked by accelerated technological transformations and a constant redefinition of social values, the role of education transcends the boundaries of the simple accumulation of knowledge. It becomes a process of identity construction, of cultivating the critical spirit and of preparing for a future that, often, can no longer be accurately anticipated. A step forward towards the future does not only mean adapting to the new demands of the labor market, but above all, forming a conscience capable of discerning, creating and innovating. Authentic education is not reduced to instruction, but involves developing the capacity to think independently, to relate empathetically and to actively participate in the life of the community. In this sense, the teacher is no longer just a provider of information, but a facilitator of discovery, a mentor who inspires and shapes characters. Contemporary society is faced with a dilemma: how can it prepare young people for professions that do not yet exist and for challenges that are just beginning to emerge? The answer lies not in a simple curricular reform, but in a paradigm shift. Education must become more flexible, interdisciplinary and focused on skills that go beyond the limits of narrow specialization: critical thinking, creativity, resilience and ethics. Only in this way will school be able to be not just a place of training, but a laboratory of the future. At the same time, the digital dimension of today's world requires a profound reconfiguration of the educational act. Instant access to information transforms the student from a passive receiver into an explorer of knowledge. However, without a solid education, capable of providing criteria for discernment, the risk of superficiality and manipulation becomes major. The real challenge of the 21st century is not the lack of information, but its critical selection. Therefore, education must become a moral and intellectual compass, capable of orienting the individual in an ocean of contradictory data and opinions. Moreover, education must be seen as a continuous process, which goes beyond the boundaries of school and extends



throughout life. The world of tomorrow will be built by people capable of learning, adapting and constantly reinventing themselves. In this context, learning becomes a form of freedom: the freedom to transform yourself, to understand reality and to contribute to its improvement. The education of the future is not just an institutional promise, but a collective responsibility—of the family, the community and each individual. Investing in education is, in fact, investing in the continuity of civilization. Without a solid educational foundation, technological progress risks becoming a mechanism without a moral compass, and innovation, an instrument devoid of humanity. Education ensures the balance between reason and meaning, between efficiency and value. It not only prepares individuals for the world to come, but also teaches them to shape it responsibly. Therefore, education is not an end in itself, but a perpetual movement towards renewal. It is man's decisive step towards the future he deserves, a future built on knowledge, on solidarity and on the common aspiration to transform the world into a better place. In the light of this mission, every educational act becomes a gesture of faith in human potential, and every generation of students, a renewed promise of the future.

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ISSN 2472-5331 (Print)  
ISSN 2472-5358 (Online)