In my research I have been looking for a philosophical approach to knowledge and truth that would be a source for a meaningful and valuable educational-moral process. While constructing a reading of Plato's *Meno* that generates such an approach, I read Prof. Tom Culham attempt to reunite knowledge and virtue.

While I value and appreciate Prof. Culham ideas and overall project of connecting knowledge, truth and morality, I believe that the special contribution of my article to the project stems from its fresh analysis of the meaning of "true-opinion" and "justification" from moral-knowledge perspective. This analysis not only contributes to the project of key researchers such as Heda Segvic and John Cooper who emphasize the inner connection of epistemology and ethics in Plato, it also creates a perspective from which we can understand, with less contradictions and gaps, the connection between knowledge and moral action in school learning.

This article has been presented in the annual meeting (2016) of the Philosophy of Education Society of Australasia and has accepted to the conference's proceedings. This submission is done under their approval.