

EDUCATIONAL AGENCIES

The new sceneries of the “global village” together with the pressing transformations of our times have been modifying the identity of the various educational agencies .Moreover the present models of economic development and labour market tend to confine and marginalize the numerous places and institutions of education that ought to be optimized and re-organized in an integrated formative system. Such a system should bring closer the formal and non formal educational models and school and outside school culture according to lines of complementarity of reciprocal educational resources.

Concerning this Frabboni maintains that in this system the traditional formative agencies ,the school,(formal system)the family, local authorities and associationism (non formal system) cooperate in a common project aiming at the formation of the personality of the community members in accordance with the needs and the social expectations.

The analysis of the socio-economic situation leads us to consider that only if we put “education” in the centre of a complete and always changing net of formative places, we will be able to challenge the various forms of human oppression and marginalization that can be found anywhere on the planet.

According to Frabboni, while the school system has to emphasize the cognitive objectives and socialization, the family has to insist on the affective ones; the local authorities have to deal with the expressive-creative and the relational-interactive activities and the associationism with the formative qualities of aggregative experiences.

Local authorities (municipality, provinces, regions) are appointed to a double cultural task of government and management; moreover they have to program and coordinate territorial formative offers and to start up public cultural opportunities.

Local authorities are specifically qualified to:

- a) Manage interventations so as to protect the poorer income bracket
- b) Coordinate, optimize and link the resources and the other formative agencies.
- c) Promote innovations and invest especially in the field of vocational guidance and school-labour sector.

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