

# The words of the Congress

---

## PEDAGOGY OF CARE

What does it mean to educate in Latin America today? The Colombian pedagogist Bernardo Toro, one of the respondents of the II session of the Conference, talks to us about the challenges and resources of the Latin American context, but above all about how the paradigm of the "pedagogy of care" changes the educational perspective and opens up new scenarios for reflection and action.

Bernardo Toro, Colombian, is currently Advisor to the CEO of Fundación AVINA. He is among the respondents who in the second session will offer their particular and personal perspective to better understand the international scenarios in which we educate and form today. In particular we will talk with him about "Pedagogy of care".

### ***What are the challenges and resources of education in the Latin American context?***

very country, every continent has the education it can define. This question could be posed in another way: what is the education that Latin Americans right now understand they could define by looking to the future?

Because no country is capable of creating an education beyond what it is capable of understanding. The education that a country defines depends on how that country or region, in this case Latin America, sees reality. So how do I think this situation should be viewed?

There is no doubt that due to the climate crisis and migration, Latin America, which has over 31% of the world's freshwater reserves, a vast habitable territory, is all arable. It is a place that will necessarily become a focus of migration in the coming years in the face of the climate crisis, especially from Africa and the South Pacific.

In other words, the South Pacific will be flooded, countries will disappear because they are islands. And some already are.

Where will the multinationals get their raw materials? Necessarily, they have to look for other territories and are about to enter through southern America.

Africa? If desertification progresses more or less than 2,000 square kilometers per year, where will we live? The most obvious place for Africa is America, through Brazil or through the Caribbean countries.

Therefore, what we have to think about in Latin America is whether we will be able to prepare a generation capable of hospitality and conviviality; able to understand that he will have to play a role in the world that he has not yet learned, because mass immigration to Latin America is in its infancy, has only just begun.

This is because the immigration of the 1940s, during and after the war, was a very small immigration for the size of the territory.

Consider that Latin America has a territory of 22 million square kilometers and only 600 million inhabitants. Now, America in general is in this situation, because, from the North Pole to the South Pole, there are 42 million square kilometers and there are a billion inhabitants...

That is to say, a continent that is more or less ten times the size of China, and does not even have the inhabitants that China has. This is not a fact that you choose or do not choose, it is a matter of empirical evidence.

Is this why we are preparing a generation for hospitality and conviviality? To include and really "stay together" with the different?

It is the great challenge of education in Latin America, otherwise life will be very difficult, with great wars and great exclusions, great migrations and famines in a continent where food should never be lacking.

### ***The paradigm of the "Pedagogy of care" changes the educational perspective. In what sense?***

A paradigm is a way of ordering reality. We have ordered reality with the model of accumulation, power and success. One of the problems that youth education communities have, like you, is that the paradigm of societies is accumulation, power and success and you try to sell them the service paradigm, especially the service to others paradigm.

It is a contradiction with society because the paradigm of society is not the Salesian paradigm.

The paradigm of society is accumulation, power and success. This is what has guided education in practically every era, we could say for almost 200 years, especially from the industrial era until today.

So this paradigm generates several consequences: the concept of success and failure. The concept of the best, of who is in between and of the worst; generates the concept of the hierarchy of intelligence. Since I am smarter, I have the right to make more money than you, who are less intelligent. It justifies and generates the wage or social exclusion model, etc.

The paradigm of care starts from a different premise. The care paradigm is based on the assumption that if we don't learn to care for the environment together, to care for each other, to care for those around us, and to care for those who are far away, we are not viable as a species.

The paradigm of care is a paradigm that refers to the survival of the species itself, because the slogan is: "we learn to care or we die". This is not an option, it does not mean we care or not; it is learning to care or it ends. It is like eating: "we learn to eat or we disappear".

Therefore, the paradigm of care totally alters education because it places it at the service of humanization, of the community, at the service of the good life and the happy life of people, to "stay" on the planet.

This paradigm takes the planet out of accumulation, power and success. The paradigm of taking care must change one's way of consuming, must change one's way of living; it has to change the way you interact with others. You really have to learn to recycle, reuse, repair, stop believing that growth is the only logic of life.

It is enough to consider how the objectives of the educational curriculum are structured: for success, to make money, to have I don't know what.

The cure paradigm disrupts all there is.