

APRENDICES | T1: E7 Lucía Clerici

Desgrabación corregida - Inglés

Link: [Aprendices IT1| Episodio 7: Lucía Clerici](#)

INTRO

The education I got played a big part in who I am today.

In this community, I am: in the class, in the school, in the family, in society.

So as part of this society, I need to make a contribution. I have to make a contribution in accordance to who I am.

PREVIA

Ready. Thank you very much.

Thank you.

I don't know the way.

You're now in college. You're in...

Fourth year.

Oh, close to the end.

Just follow me. We'll take a seat here.

One has realizations in life that shape your directions, right? We'd love to know about those moments.

OK... And here it is...

Here we are.

CHARLA

I like many things. Vocationally, I relate to many different things.

That's amazing because, well, I like everything and everything makes me happy...

but it's difficult when one has to make more concrete decisions.

Because, well, one has to choose! And when you have ever-increasing options, it becomes a constant challenge to say: "Well, where am I going? Where am I headed? Where am I?"

I'm a person of faith and I also have a lot of confidence in myself.

I can say that now after... and obviously it's not something totally defined. I'll continue to grow as a person throughout my life.

But I have the certainty that, whatever I do, as long as I do it with good intentions and it makes me happy, will be just fine.

So even though I'm always full of fear and insecurity, because I'm an insecure person, I have the certainty and tranquility to say: "It's OK if I make a mistake".

Lucía, you say you now have confidence in yourself.

At what point in your life did you have your first instances of thinking "I trust in myself; I have the tools required to go out into the world"?

What memories come to mind? And do you associate them to any particular moments or situations?

I just turned 25 and I left high school not that long ago.

When I finished high school I had my whole life planned. I had thought about how my life was going to be after high school: married, with kids, graduated...

Then, when I went out into the world, so to speak, I found a different picture. I didn't know what I wanted to study, even though I got job offers.

I always had a side of me very linked to social matters, chapel, voluntary work, which I always dedicated a lot of time to.

But when I finished high school and voluntary work was no longer restricted to what the school offered me, it was up to me to make a call.

So I began to make decisions, and those decisions didn't always fit the plan I had laid out.

There were a lot of changes, having to make decisions, making decisions, getting it wrong. I switched careers three or four times.

I started out, out of curiosity more than anything, with engineering and biotechnology, which I fancied very much.

But just as I started that I realized it wasn't the same as high school. I had to give things up and I wasn't used to that.

To me, voluntary work, chapel and missions weren't things I could do without. So I had to weigh the positives and the negatives and say: "OK, it's either this or that".

So I had a sort of crisis and I said: "OK, I quit". I left engineering halfway through the year, so I couldn't begin another right away.

I went to tell my parents and my parents weren't there. I wondered "How do I tell them this?" And I told them.

Of course they supported and soothed me. It took me more than a month to be able to say: "I don't want this, I don't want this, I don't". And I was like...

Studying was never the hard thing for me. I liked it, but it wasn't something I wanted to dedicate ten hours of my day to for the rest of my life.

It took me a long time to accept that and go: "Well, if this doesn't make me happy..." So then I took the decision and that was it. I felt at peace after putting that behind me. But what now?

There's one of the turning points in your life.

I'm thinking about authentic experiences. Did high school give you authentic experiences that helped guide you in the outside world? In the working world, in the adult world.

I always say that I went through high school on autopilot, but obviously there were experiences that marked me.

Well, chances to do social work came to me through high school.

They always pointed the way to the importance of social work, which did me a lot of good, not just chapel and stuff.

As well as making me realize that just by learning together in the classroom, and helping one another with our tasks, we were doing a lot...

For example, I still remember the Physics tests. I'm the kind of person who wants to know what they're doing.

So, when I was just facing Physics, I asked myself: "What am I doing? I'm not getting it".

So I began to look for strategies: staying in school after class hours, asking the teacher, ask him to explain things to me, doing exercises.

After I finally got the dynamics of Physics, I loved it.

I loved everything from working with others, to group dynamics, even to the contents themselves.

Not "the contents" as in theories and stuff, but how you apply them to life itself, the really important things that stay with you.

Lucía, we're trying to figure out the mechanisms that have been present in your life. For instance, when you say "I don't understand this", there's an initial fear, but then a restlessness to resolve it, right? You have tools and a sense of curiosity that makes you question things and try to understand them.

You don't evade. You don't run. Have you had to use that mechanism in proposals to lead a rural association of young people? What happened there when they offered you the opportunity?

I became part of the rural association back in 2017... The group made a comeback and they started to say: "Hey, guys, those of you who are interested in the country and whatnot: this is a group, you get together, you propose activities, you work at the Prado fair, and what you do after that is up to you".

In the first meetings we were all new, of course. There were two or three students from the previous group who told us about how they worked and all that.

They said: "This is up to you, and the way you organize. The first thing you have to do is to set up a board".

"You must choose ten. Seven headliners and three..." I wasn't very... I didn't understand the way an institution worked, I had no clue. But it didn't matter. I liked it.

And when the time came to choose what to do everyone stayed quiet. And whenever something is inconclusive or unresolved, and no one dares to come forward, I stand up or raise my hand.

That is part of resolving things, finishing things, working things out. Looking for a way to start without fear.

Well, that's in the Rural Association. In the rest of my life it's like this.

Even at university, whenever we would pick delegates or organize stuff, we had to talk to the teachers and go "OK, good, let's start figuring out a way".

What is the problem? What needs to be considered? What are the solutions?

To sum it up and lay it out. Maybe it comes naturally to me as if it was the most normal thing, but it's part of resolving things and figuring out a way to do them.

We could say that you have a developed leadership quality that comes naturally to you.

Right.

What does it mean to be part of an institution so young, and as a woman, also from Montevideo? How is it like to lead an institution like that from a symbolic angle? What are your thoughts on this?

At the beginning, as I was telling you, I saw that people were needed so I just came forward, as I always do.

Back then I didn't really understand what it meant to be a part of the youth of the Rural Association of Uruguay, the kind of weight it had in society, or what it entailed. I didn't understand it very well.

Besides, the group was making a comeback, and as time went on, we suddenly were part of Mercosur's Rural Unions Federation. We represented Uruguay in Mercosur and we held meetings, we travelled... We did a lot of things.

Now that I think about it, it was pretty amazing, exchanging things, the opportunity to keep learning and getting involved in the sector.

Besides, I'm from Montevideo, so the rural world is a different world to me, it's something else. Through the Rural Association I got to know people, places, activities that really got me in the mindset of the farming sector.

Of course, that's one of the aspects of the sector. But you really do get involved because you are being asked to participate in things, in activities, and they call you asking for your opinion.

So it demands your involvement. If you are going to be interviewed, you have to know what you are talking about.

I think the subject of the country woman is a great subject that needs to be addressed, and shared, and shown.

My partners and I tried to do interviews, to show the reality of the country woman, to tell their stories and make them visible.

It's like... Being here opens doors for me, and I need to use that for good. Showing things and stories you don't hear about often.

It's the vocation for social issues, too, and helping in schools.

So, at first I didn't really understand what it was.

Now that I stopped being president and am now part of the ex-presidents committee (which is empty), I realize the importance of my job and what I did. The group goes on and I can keep contributing to it from where I am.

There's been a learning curve.

Right. I did my job as a partner, and now I can continue working and tackling projects and doing things. The important thing is the team.

Well, coming to the end of our conversation... I wanted to invite you to invite others to action.

You've commented on your journey through the educational system, and other activities you have led and carried forward. What is the call to action Lucía wants?

The education I got played a big part in who I am today. I told you I went to the Salesian School.

My parents worked there, so I got a similar education at home. I mean in terms of values.

And the Salesian school is all about the other person: being attentive to others, observing others and acting in accordance to that.

That is to say, seeing oneself as part of a community. In this community, I am. In the class, in the school, in the family, in society.

So as part of a society, I need to make a contribution. I have to make a contribution in accordance to who I am.

So, step one: to recognize who I am and what I can bring to the table, which is... As you get older you come to know yourself more, but the road begins from an early age.

So, to look within and ask yourself who you are, what you can contribute, what are your best qualities. To make that contribution for the others.

We all have something to give, all of us. Maybe it's this or that, it doesn't matter.

Because in the big picture, everything is important and necessary, and all of us in a classroom or place have something to give. All of us are important. And it matters if you're there or if you are not there.

Not in the sense of being indispensable, because if you have to go somewhere else and be somewhere else, that's what you have to do.

But as long as you're here, you have to look around and ask yourself: "What can I do? What do the others need from me?" You have to pay attention to the needs of the others.

If I learned anything from the Salesian school, it's that when you give or you do something for others, you get the greatest gift. Whether it's...

Maybe I see it through my faith, but regardless of faith being involved, that's just my name for it.

But I think that looking around you and trying to do something... I know it's difficult, it's a process, but you must try and not let others' flaws bring you down or allow them to set you back. You have to work on it.

What would you ask of teachers as a student? What would you ask of us?

I can get demanding (laughter). I think looking for the way... for all of us to feel part of something, to be heard and observed.

Paying attention to everybody, from the most shy to the most outspoken, and making sure that person learns something, because we all learn in different ways.

Learning in a more dynamic way.

For example, if someone is very good at something, looking for a way to work that in within the group.

It's about how to use the skills and learning processes of each person and how to complement them.

As I always say: I learn the most when I am there, when I do something with my partners, when I face problems and I have to do something about them.

To try to get out of the academic business and pay attention to the person I am with; knowing my students, really knowing them, every one.

To listen to them. To aim for a dynamic that is... Not just in primary school with the teacher, but also in high school and all learning institutions.

I believe the most important thing is knowing: knowing the people, the students, their realities, and use that as if it were a jigsaw puzzle so that everyone can learn and feel like they belong. I believe that's the best way.

Less academia and more presence?

Exactly. More closeness, more presence.