

### Case 1: Maria

#### Background

María is a 15-year-old high school student living in Santiago, Chile. She comes from a middle-class family where education is highly valued. Her parents both have university degrees and encourage her to excel academically.

- **Family:** María's parents are actively involved in her education, helping with homework and discussions about her future. They attend parent-teacher meetings and encourage her participation in school activities.
- **Peers:** María has a close-knit group of friends who are also focused on their studies. They often work together on projects and provide each other with motivation to perform well.
- **School:** Her school offers extracurricular programs such as science fairs and debate clubs, where María thrives and develops leadership skills.
- **Community:** The local community has a supportive network that fosters educational initiatives, including workshops for students and parents to understand academic processes better.

### Case 2: Javier

#### Background

Javier is a 16-year-old student living in an urban area of Valparaíso, Chile. His family struggles financially, as his father lost his job during the pandemic. His mother works long hours, which limits her availability to support Javier's studies.

- **Family:** Despite their challenges, Javier's mother emphasizes the importance of education, but she can't always provide the necessary help with schoolwork due to a lack of time and resources.
- **Peers:** Javier's friends have mixed academic motivations. Some encourage him to prioritize school, while others tempt him into skipping classes for social activities.
- **Neighborhood:** The local environment is affected by high unemployment and social issues, which distract Javier from focusing on his studies.
- **School Resources:** His school has limited funding and inadequate access to technology, which hinders the learning experience.

### Case 3: Aisha

#### Background

Aisha is a 14-year-old student who recently immigrated to Chile with her family. They come from a Middle Eastern country, and while Aisha is adapting well, she faces challenges in navigating the Chilean educational system.

- **Family:** Aisha's parents place a strong emphasis on education but struggle with the language barrier, limiting their ability to support her academic journey effectively.
- **School:** Aisha sometimes feels out of place due to cultural differences and language proficiency, which impacts her social interactions.
- **Cultural Norms:** The school promotes integration and bilingual education, but sometimes fails to fully address the unique challenges faced by students from diverse backgrounds.
- **Community Support:** There are community organizations in Santiago that assist immigrant families, but there are limited resources available to Aisha's family, which makes accessing support difficult.

## Case 4: Catalina

### Background

Catalina is a 17-year-old student living in a densely populated, low-income area of Santiago, Chile. Her parents view school as a formality rather than an opportunity and do not encourage academic success. She often feels that studying is pointless, as her family expects her to start working as soon as possible. At home, discussions about education or future aspirations are nonexistent.

- **Family:** Catalina's parents provide no academic encouragement and do not monitor her school progress. She has little space to study, as her home is crowded and often noisy.
- **Peers:** Her friends generally have a negative attitude toward school, skipping classes and focusing on short-term income rather than long-term education. A few classmates are academically driven, but she finds it difficult to relate to them.
- **Teachers:** Some teachers recognize her abilities and try to support her, but with limited time and many struggling students, they cannot offer much individual attention.
- **Neighborhood:** High crime rates and economic instability make school seem less relevant. Many young people in his area drop out to work or become involved in informal economies.
- **School & Family Interaction:** Her parents rarely, if ever, attend school meetings or communicate with teachers. There is no reinforcement of "school values" at home.
- **Work & Education Conflict:** Occasionally, she skips school to do small jobs for extra money, reinforcing the idea that education is not the most immediate priority.

## Case 4: Alex

### Background

Alex is a 16-year-old trans non-binary student living in Concepción, Chile. They came out to their family a year ago, but their parents refuse to acknowledge their gender identity. At school, Alex faces mixed reactions—some teachers and classmates are supportive, while others dismiss their identity or make hurtful remarks. Despite these challenges, Alex is determined to succeed academically.

- **Family:** Their parents insist on using their birth name and pronouns, believing that being non-binary is a “phase.” They do not provide emotional support, making home a stressful environment.
- **Peers:** Alex has a small but strong group of friends who affirm their identity. However, some classmates are openly transphobic, making certain spaces in school feel unsafe.
- **Teachers:** A few teachers respect Alex’s identity and use their chosen name, but others refuse, arguing that they must follow official records.
- **School Climate:** While some students and staff promote inclusivity, there is no official policy protecting trans students, leaving Alex vulnerable to discrimination.
- **Family & School Interaction:** Their parents do not support efforts to update school records with Alex’s correct name and pronouns, creating tension between home and school.
- **Healthcare & Mental Well-being:** Alex wants to access gender-affirming healthcare, but their parents do not approve, limiting their ability to seek medical or psychological support.