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# **A Paternalism Justification Model for Career Interventions based on Time-Slice View Delimited by Decision Points**

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# Introduction

## Background

Socially just career practices can face **dilemmas** between...

- Social Justice and Client-Centred Approach (Bassot, 2021)
- Recognition and Misrecognition(Redistribution) (Rice, 2018)
- Normative Relativism and Cultural Imposition (Sultana, 2020)
- Adjust and Challenge (Prilleltensky & Stead, 2012)



dilemma between  
**a client's own interests** and **right to self-determination**

**To what extent can we intervene to an other's career decision?**



# Introduction

## Background

This study focuses on **poor children** as a salient case because...

- A concept of poverty includes value such as '**Unacceptable hardship**' (Spicker, 2007)
- The category '**poor**' **effaces the subjectivities and identities of individuals** (Lister, 2021)
- Supports for getting out of poverty are easily **linked to imposition of specific career pathways**, which are aligned with the prevailing social system and norms
- These presumptions are reinforced when the client is **a child, who is often presumed to be less capable of prudential decision-making**

## Background

### Career counselling in Japan's schools

- **No career professionals in schools** (a few regions are exceptions)
  - 69.2 % of elementary schools, 63.3 % of junior high schools and 87.0 % of high schools don't have School Psychologists (MEXT, 2021)
- **Teachers**, specifically **homeroom teachers** are responsible for career practices including career counselling
  - The term “counselling” here is not limited to the referral to specialists or to interviews or meetings. However, it is broadly defined to **include the daily “conversation” and “providing affirmation messages” that teachers intend to have with their students.**



## Previous Studies

### Discussion of paternalism

- The idea of *paternalism* questions that self-determination that diminishes **his/her own good** can be respected

How to avoid paternalism —→ What is justifiable paternalism

- **Personal Integrity Model** (Kleinig, 1983)
  - Paternalistic intervention can be justified unless it doesn't violate *personal integrity* of the person concerned but protect it from him- or herself. (Kleinig, 1983:68)
- **Future Selves Model** (details are after-mentioned)
  - An individual's personality changes over time
  - J. S. Mill's harm principle is applied to the same individual

## Previous Studies

### Significance and Limitation of Paternalism

- Over-intervention and overlooking of internalized oppression can be limited on the other hand.....
- **Contexts of a person's decision-making are not considered**

### To complement the limitation

**Amartya Sen's capability approach is conjoined** to the perspective of paternalism (Asato, 2024)

- It gives a perspective for freedom of choice (capability), which is defined by social cultural contexts and an individual's innate constraints
- Some career theorists have attempted to apply this approach to the field (e.g., Robertson, 2015)



# Introduction

## Previous Research

### Paternalism: Future Selves Model

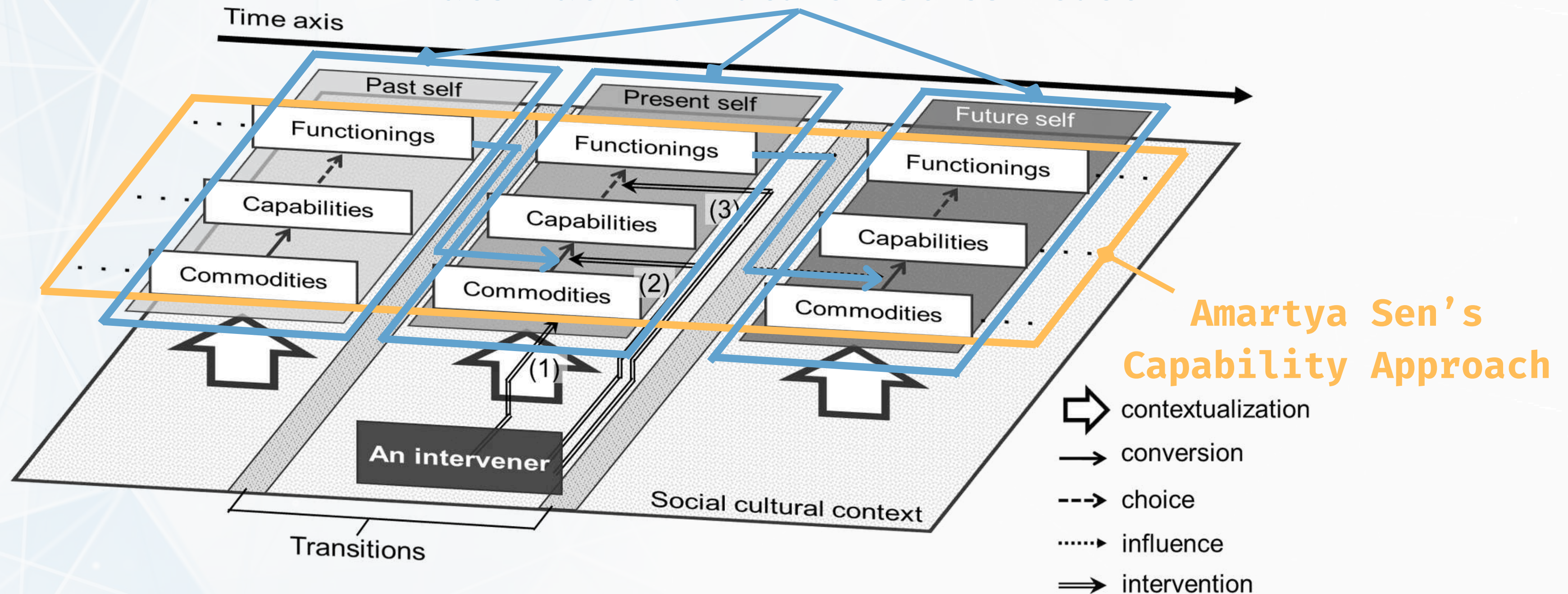


Figure 1. Conceptual Framework for Justified Career Interventions (Asato, 2024)  
(colours are added, translated from Japanese)



# Introduction

## Previous Research

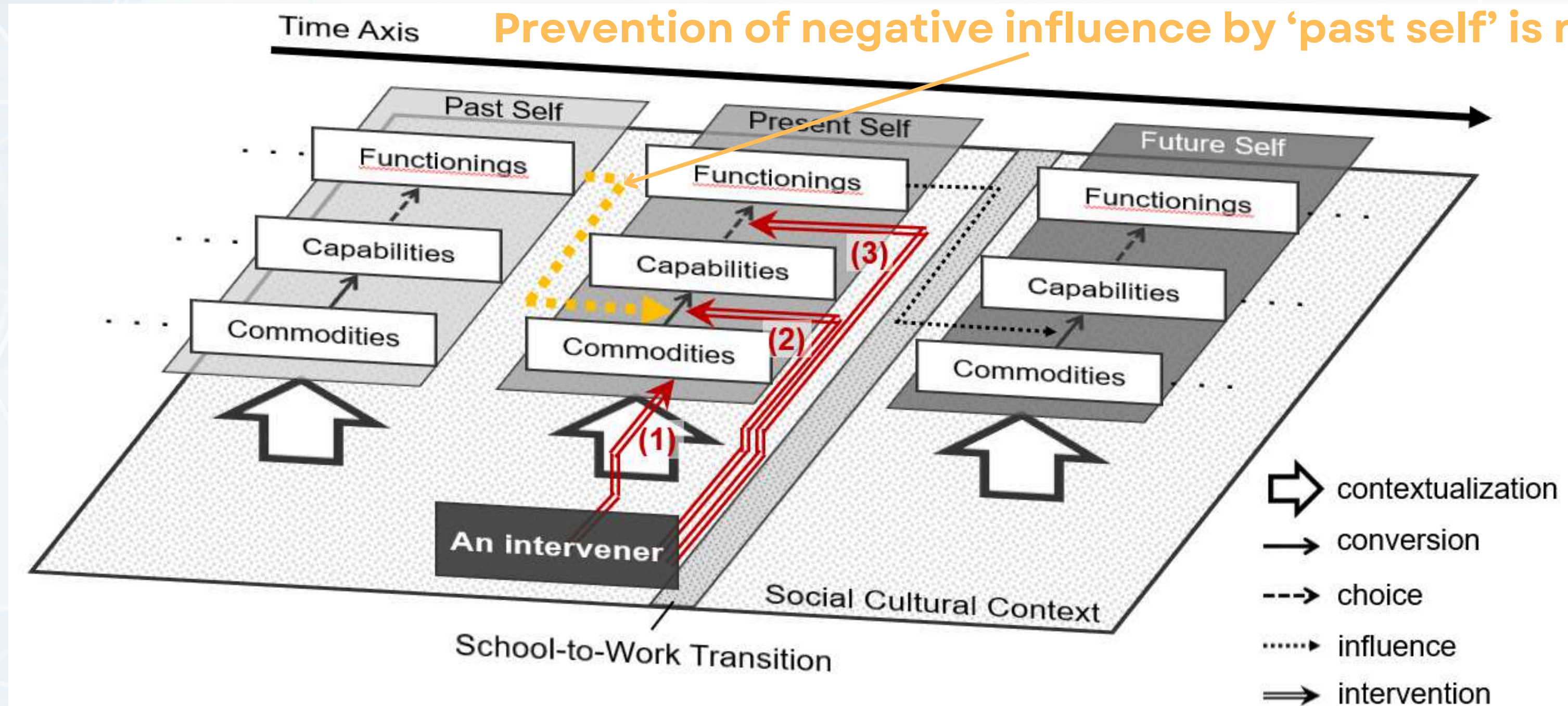


Figure 1. Conceptual Framework for Justified Career Interventions (Asato, 2024)  
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# Objective and Methodology

## Objective

Suggesting a temporal paternalism justification model for career interventions toward a poor child, in particular, proactive interventions

## Methodology

Following questions are addressed by **literature review and analysis from philosophical perspective**

1. What kind of difficulties do poor children in Japan experience?
2. What is the division of selves at different points in time?
3. How are career interventions justified based on Time-Slice View?

## Experiences of Poverty

**The experience of poverty in childhood injures their identity** (Ridge, 2009; Lister, 2021)

- Poor children are **less likely to feel belonging to school** due to learning delays and relationship problems, and tend to **prioritize their role at home** (Hayashi, 2012)
- There is a group for whom **the culture of family and class is hardly a basis for consistent identity** within tough kids (Chinen, 2018)

**Their identity foundation tend to be fluid and precarious**

Self-creation can be a difficulty that precedes circumscription and compromise of career choice (cf. Gottfredson, 2005)



## Future Selves Model for Paternalism Justification

### Assumptions of this model

- An individual's personality changes over time
- J. S. Mill's harm principle is applied to the same individual

### Limitation of adult-child dichotomy

- A theorist of philosophy of education, Chosa (2012) argued the model is the most adequate rationale for paternalism toward children
- He defined **a future self as an adult based on the degree of decision-making capacity** in the context of specific field (e.g., driver license) (Chosa, 2013)
- **This definition cannot cover the fluid and precarious identity development process that a poor child experiences**

## What is a Future Self?

Prototype of Future Selves Model: Time-Slice View (Regan, 1974; 1983)

- He attempted to support **the freedom to change one's mind after the decision made** by the Time-Slice View
- Two reasons to support the freedom...
  - The later decision is likely to be a better one
  - Allowing changes of mind will tend to develop strength of purpose
- **Boundary of selves is a turning point that changes one's thought**
  - e.g., Lung cancer patient who came to regret smoking (Regan, 1983)

This delimitation is more compatible with career theory and the process of identity construction poor children experience



## Decision Points and Transitions

### **Decision points** (Super, 1980)

- “Decision points occur before and at the time of taking on a new role, of giving up an old role, and of making significant changes in the nature of an existing role” (p.291)

### **Mini-transitions** (Elder & Shanahan, 2006)

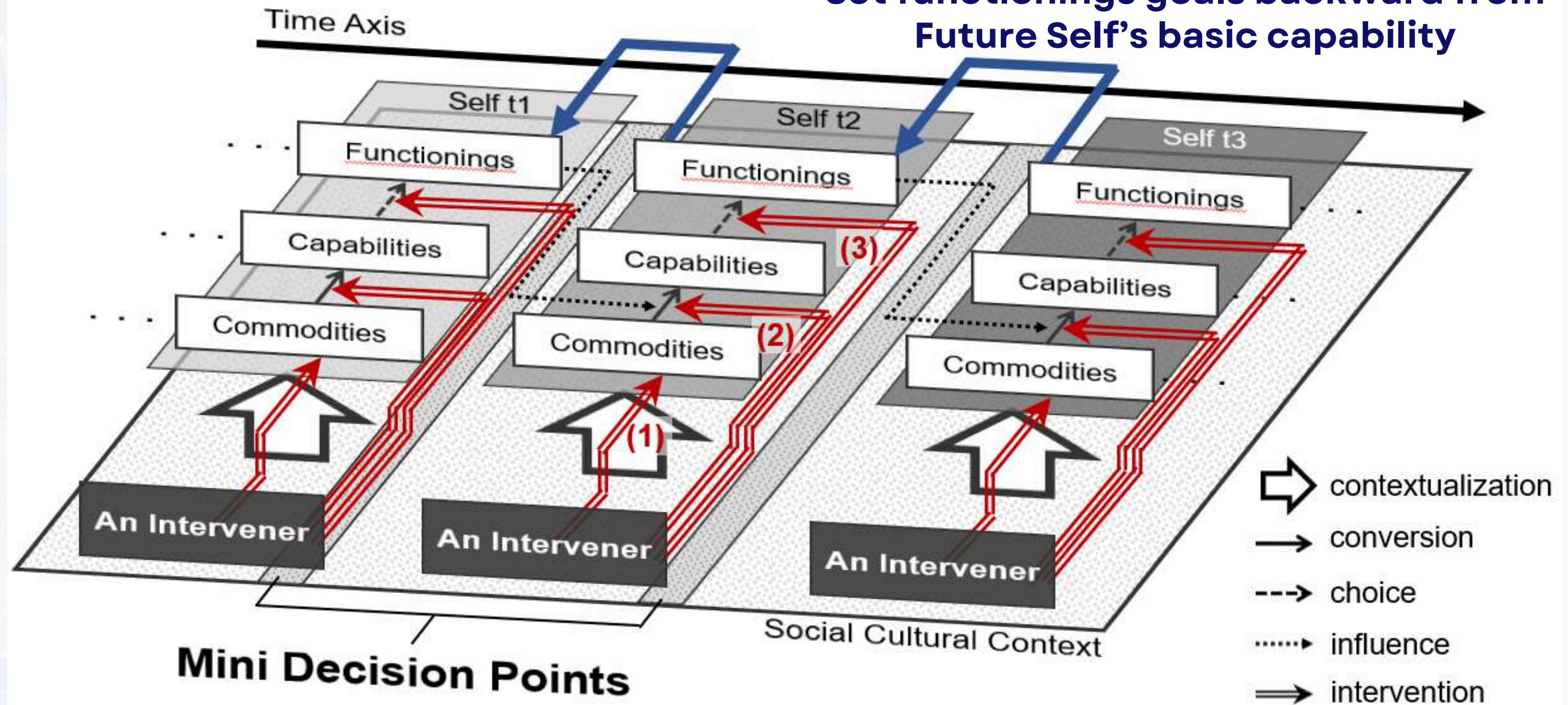
- “Life transitions can be thought of as *a succession of mini-transitions or choice points.*” (p.685: Italic is original)

**intervener can catch signs of change in a child and begin counselling from the adult side**



# Results

Set functionings goals backward from  
Future Self's basic capability



Teachers



# Conclusion

## Implications to Practices

- (Mini-)decision points are opportunities to reflect on the present self, the past self, and to imagine the future self
- Teachers can...
  - make the poor child aware of the areas in which he/she can self-determine
  - observe changes in the child and proactively talk to him or her
- While many teachers may already be doing these practices, **this study provides a rationale that these interventions, which can also be “uncalled help,” are significant as socially just practices**

## Limitations and Future Issues

- Empirical supports are necessary
- Bridging an existing approach such as Culture-Infused-Counselling (CIC) model

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# Thank you very much

## Kiitoksia

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The presentation material is available

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