

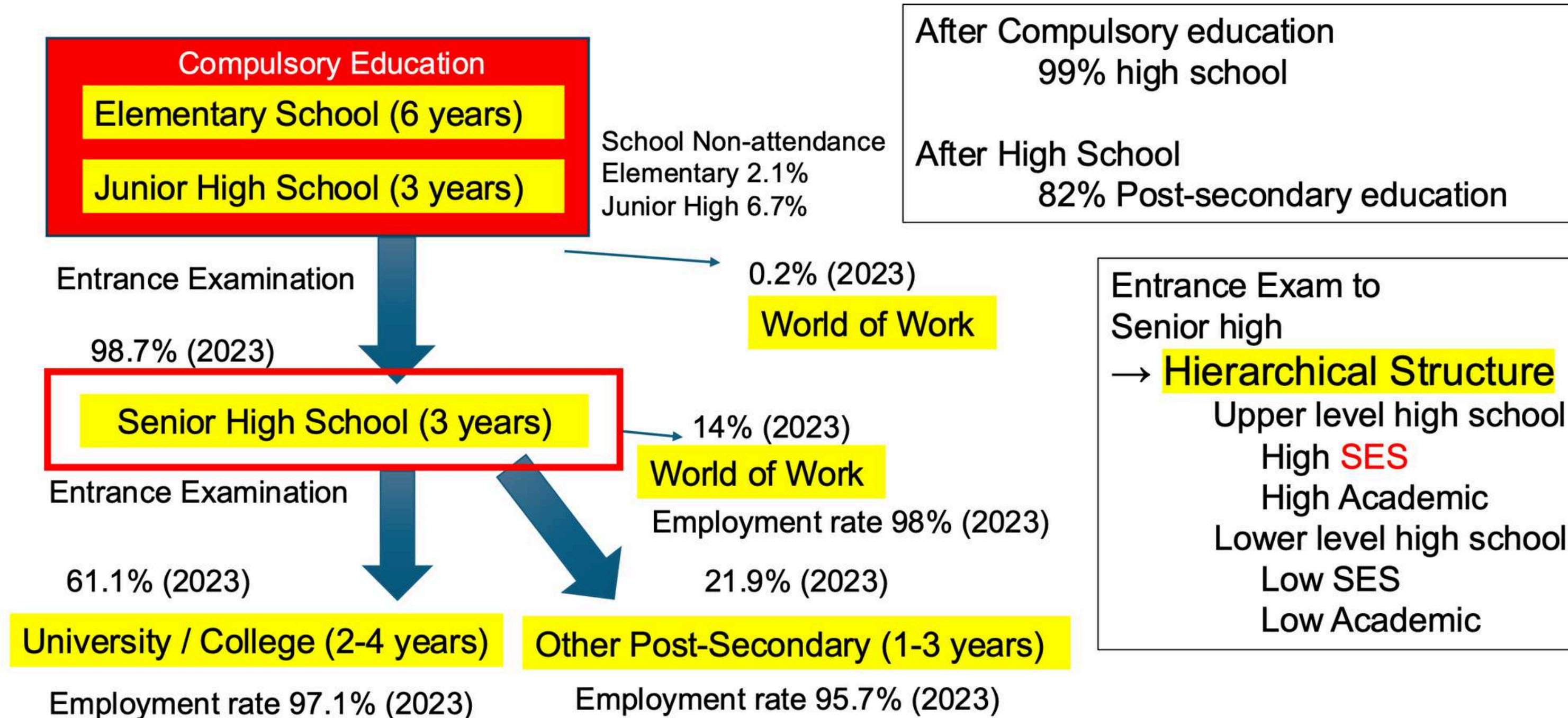


HIGH SCHOOL DIPLOMA OR BABY?

Justifiable paternalism based on the capability approach

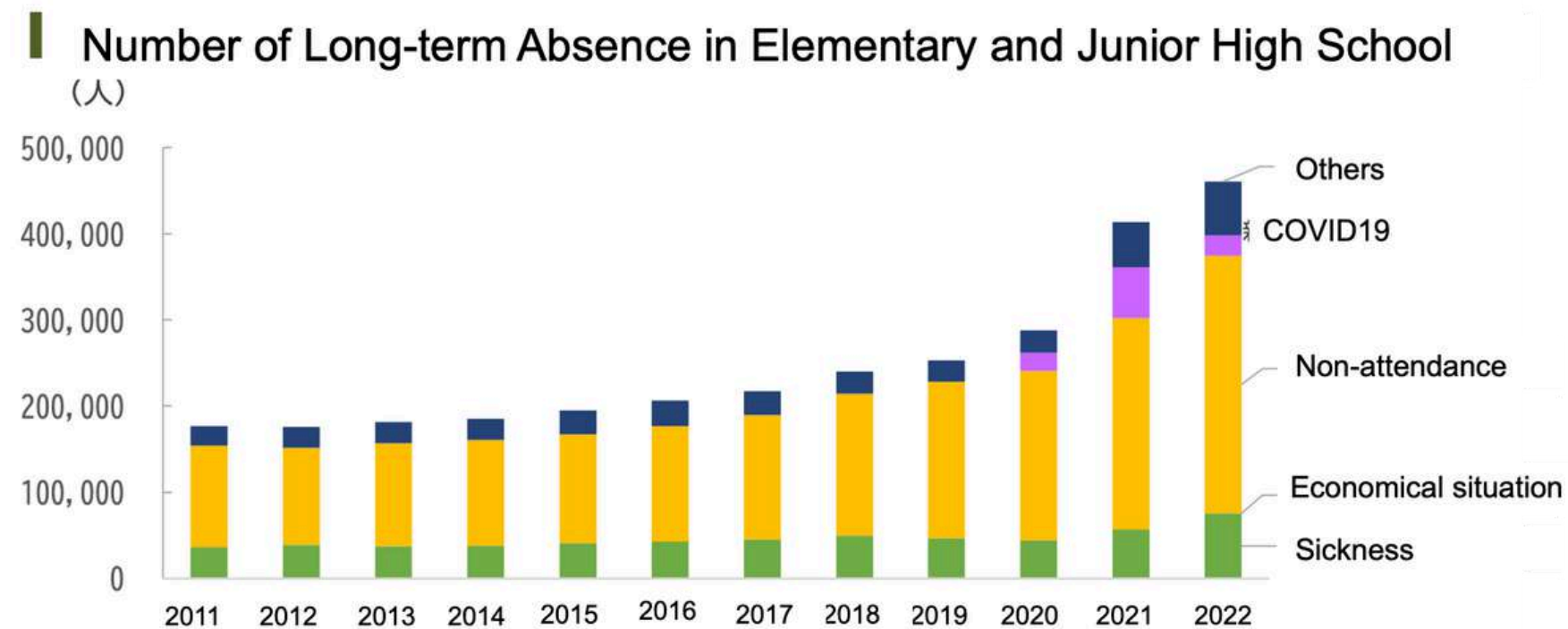
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Transitions System in Japan



High School Completion = Initial Stage to transition

Issues of Public Education system in Japan



of non-attendance in 2022: 299,048 students
Elementary 1.7%, Junior High 6.0%

Including Sickness:
374,645 students are not attending for more than 30 days in a year of 2022

Reason for non-attendance

MEXT Survey in 2023

School related (Ijime, relationship with other students and teachers, club....).	20.3%
Family related (Changing family situation, relationship with parent(s).....).	11.6%
Student related (unhealthy lifestyles, lethargy, delinquency...)	63.2%

Katariba (NPO supporting Children and Youth) survey in 2023

Possible factors are...

- 1) Students with special needs or developmental disorder ----- not enough care in schools
- 2) Family issues (Parents' unemployment, divorce, low income)
40% of the households who have students not attending school
annual income is less than 2 million yen. (95% single mother)

MEXT Commissioned research by Institute for Children Developmental Science Research in 2024

Addition to the above factors....

- 1) Relationship with teachers, other students
- 2) Strict school regulation
- 3) Cannot complete homework

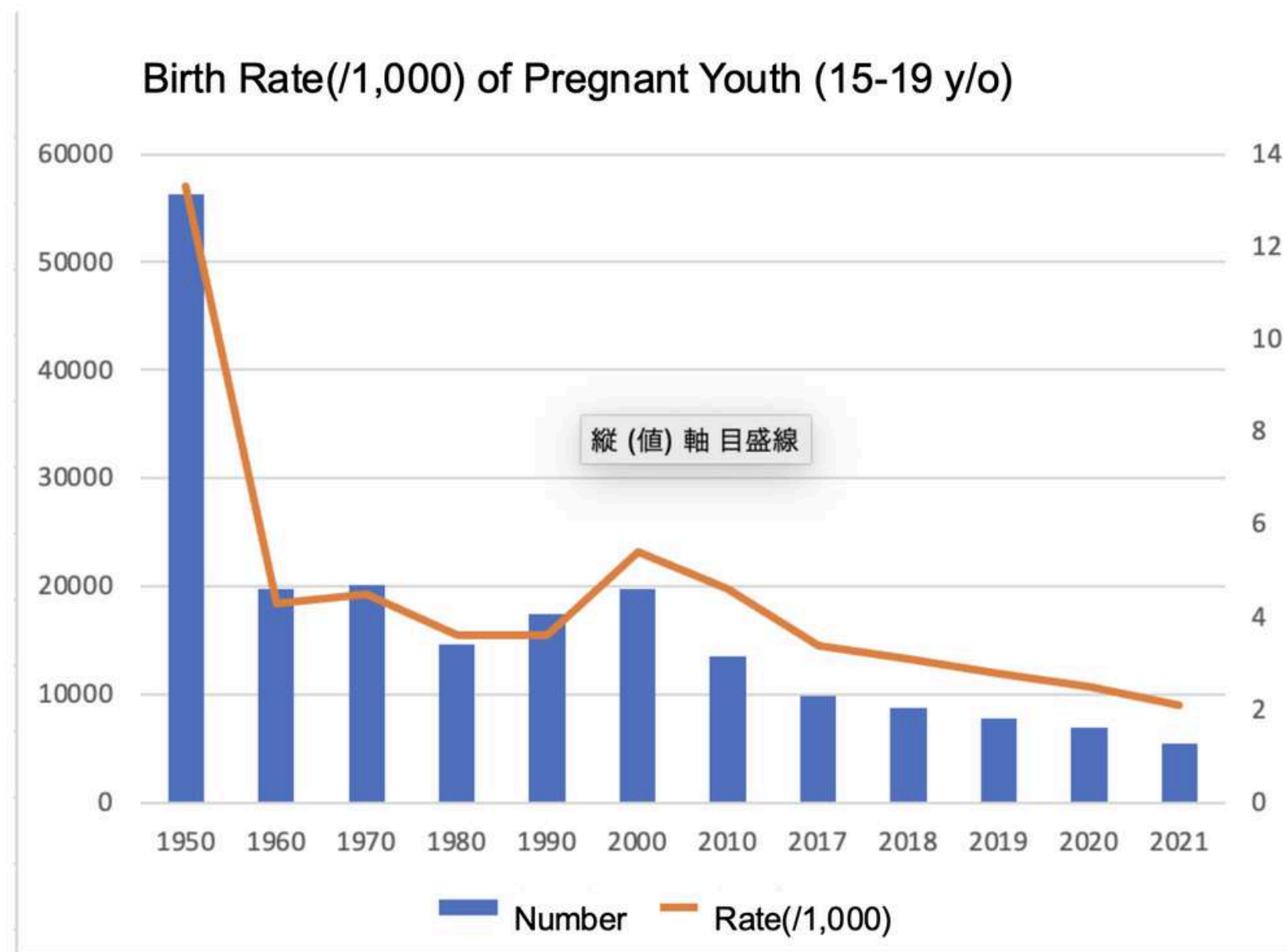
Non-attendance is not always an independent choice or positive choice made by student

Non-attendance in compulsory education level
→lack of education, opportunity to communicate with others

but they graduate from junior high school and enter senior high school

High Schools are dealing with students facing multi-layered issues

Present Situation of Pregnant Youth in Japan



Source: Society for the Study of Maternal and Child Health. 2023. Key statistics on maternal and child health.

As a policy for the childrens' poverty.....

High School Dropouts due to pregnant youth
→ higher possibility of becoming
precarious workers

Ministry of Education took a survey regarding
Pregnant Students

39% of pregnant students dropped out in 2019

Recommended Expulsion: 2.1%

Pregnant Students are facing multi-layered Issues:
Financial Issues, Family issues, Housing issues.....

How public education system can include those vulnerable youths?

Objective and Methodology

Objective

The objective of this study is **to elucidate the implications of structured and unstructured practices for vulnerable youth in Alberta, Canada**, with a particular focus on **teenage mothers** as a salient case of youths at dropout risk.

Methodology

Literature and Interview Analysis

Researched school an alternative high school exclusively welcoming pregnant teenagers

Interview participants 2 graduates of the school

*The interview was conducted in Calgary on February 25, 2023.

Theoretical Bases

Paternalism: Future Selves Model

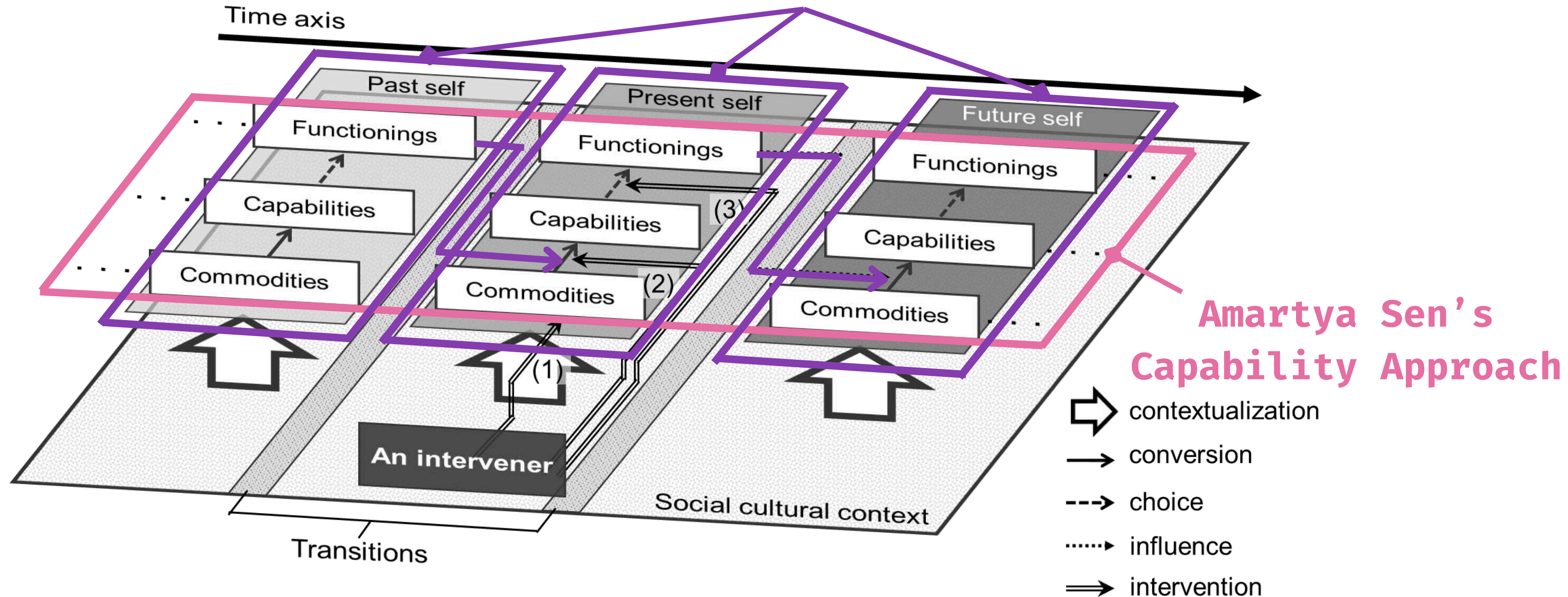


Figure 1. Reconstructed Conceptual Framework based on Asato (2024)

Theoretical Bases

Principle 1

Prevention of a choice that deprive a person's future basic capability

Principle 2

Balancing other alternatives that the person can choose and achieve

Principle 3

Examination of factors that negatively affect the person's capability

Principle 4

Priority of interventions to non-choice factors in the determination of capabilities

Theoretical Bases

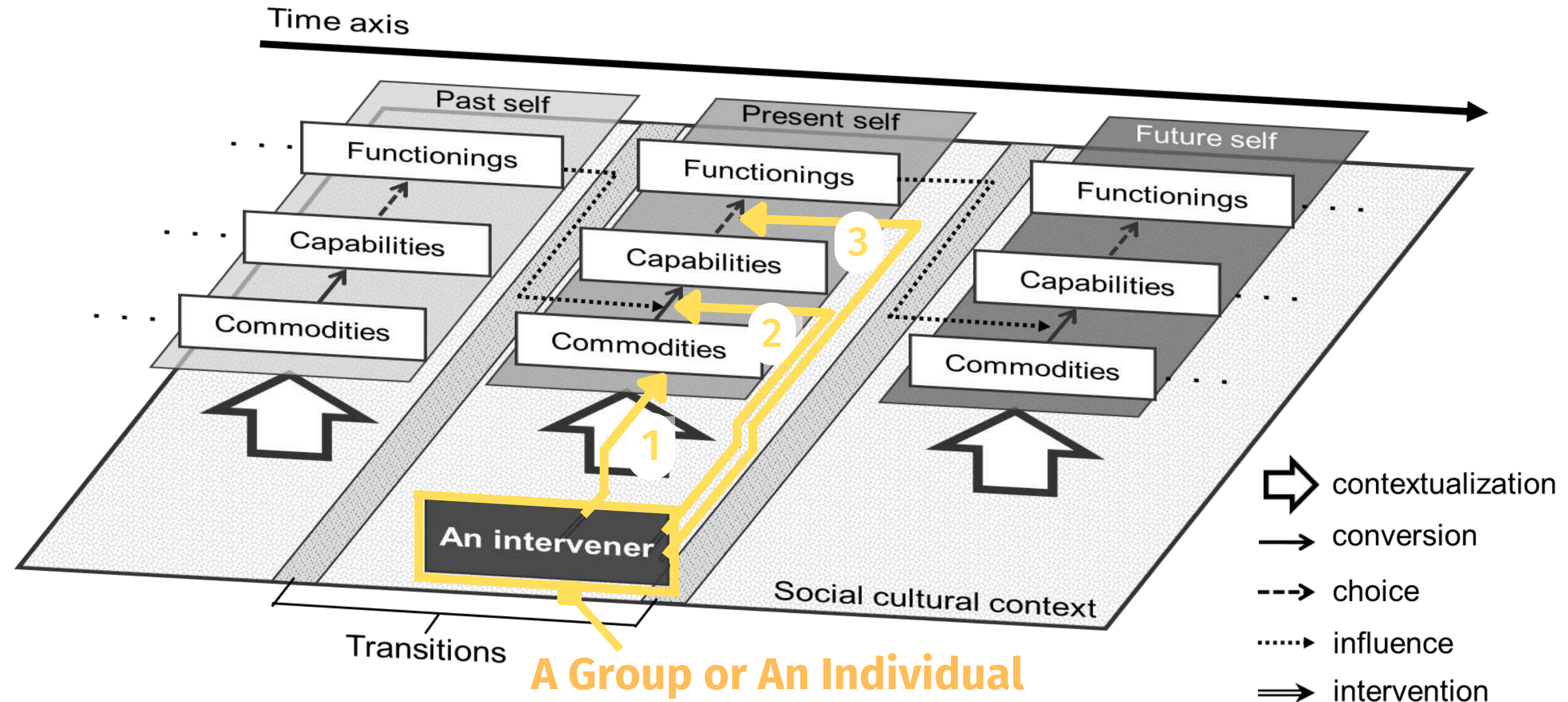


Figure 1. Reconstructed Conceptual Framework based on Asato (2024)

Result 1: interventions at commodity level

Curriculum of Louise Dean School



High School Diploma

Core Courses (Mandated for the Diploma)

English Language Arts 10, 20, 30

Social Studies 10, 20, 30

Science 10,

One course from *Biology 20, *Chemistry 20, *Physics 20, *Science 20.

Physical Education

Career and Life Management

Electives

Career and Technology Studies (CTS)

Arts, Physical Education, Work Experience

*CTS

Cosmetology, Foods, Fashion Studies,
Psychology, Legal Studies

Diploma Requirement = 100 Credits

(54 credit from mandated courses)

CTS (provincial courses) include
Childcare, Community health,
Social Welfare...

Mandated in Louise Dean

Every Student

Life Skills: Lifestyle improvements to prepare for parenthood

Learning Strategy : Coping with difficulties in school
attendance

Turning Points : Strategies for starting life over

STEP (Student Transitions, Education/Employment, Parenthood) :
supporting Life after school (+raising a child)

Students with ongoing pregnancies

Parental : preparing for childbirth

Students after childbirth

Parenting Level 1, Level 2 : learning childcare

Career and Technology Studies (CTS)

=HRH (Health Recreational Human Services) Cluster

Life Skills: Human Social Services

Parental: Health Care Services + Human Social Services

Parenting: Human Social Services + Community Care Services

Result 1: interventions at commodity level



Multi-Agency and One-Stop Service

Collaborative system of three organizations
Calgary Board of Education
Teacher, Curriculum, Teaching Material, Facility,
Career Support, Food
Kindred (Charitable Organization)
Counseling, Outreach, Support for Aboriginals (FNMI)
Social Welfare Service
Alberta Health
Medical Service (other than obstetrics)
Food Supply



Education + Medicine + Social Welfare (Early Childhood Education) + Career Support ---- One Stop Service



Result 1: interventions at commodity level

Providing Early Childhood Education
4 classes of Day Care with Early Childhood Educator



Providing Practical Courses



Consideration for Indigenous (FNMI) Students



Principle 2

Balancing other alternatives that the person can choose and achieve



In addition to Core Curriculum, various choices of Career and Technology Studies (related to vocational) are provided

Principle 1

Prevention of a choice that deprive a person's future basic capability

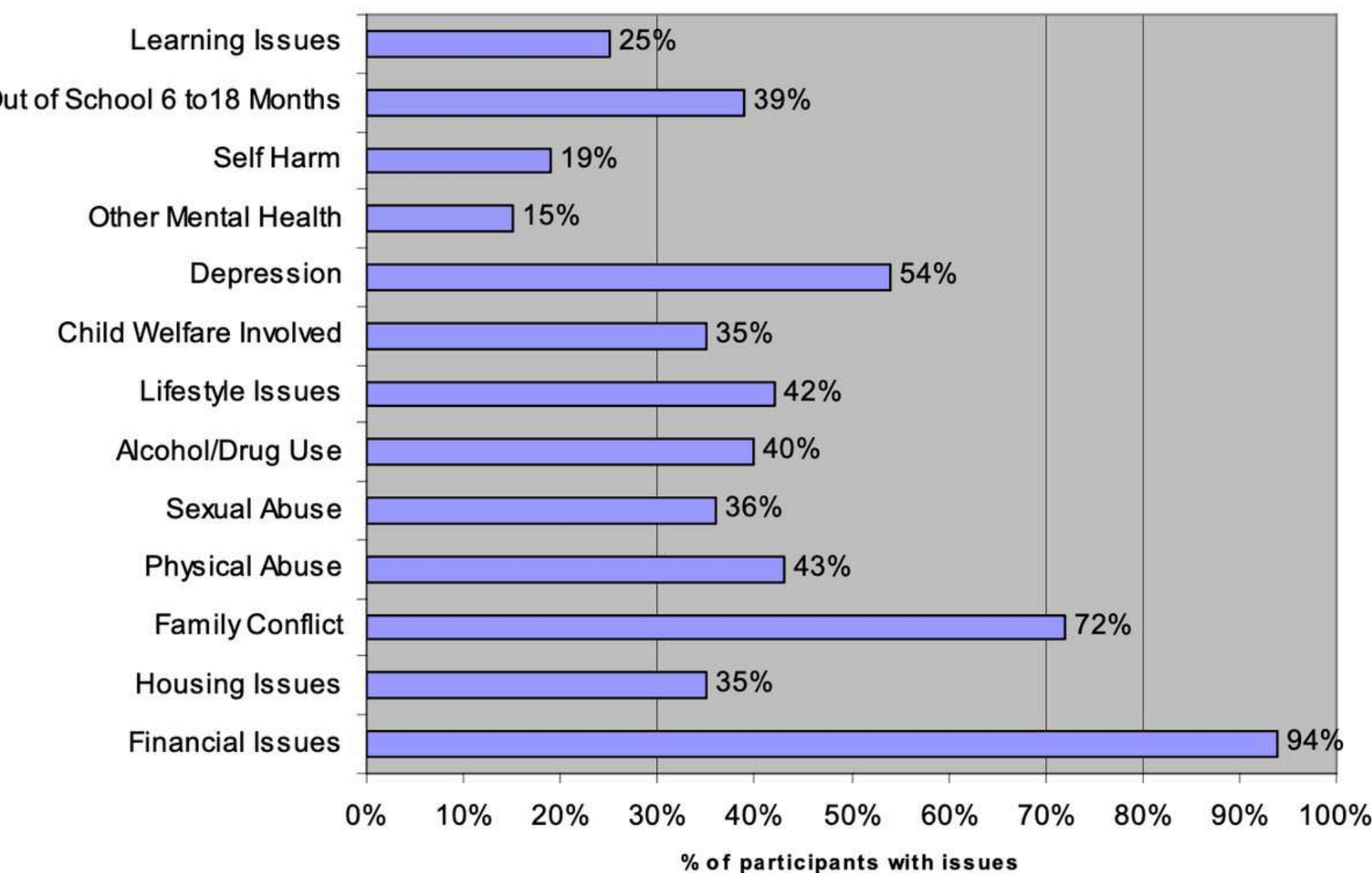


Early Childhood Education are provided for the babies of their students
Psychological Safety for indigenous students are provided

Result 2: interventions at conversion level

Bridge to a Calm Routine

Figure 2 Profile of Adolescent Mothers at Admission
N = 71



Brenda Simpson & Holly Charles (2008), p.25

Principle 3

Admission



Examination of factors that negatively affect the person's capability

Assessment

credits needed to diploma
Issues to prevent student's learning



Access to Social Welfare

Financial Support, Housing, Family Support

Mandated course

Learning Strategy
Turning Points
Life Skills
Parenting, Parental

Result 2: interventions at conversion level

Life Skills → Self reflection

The Life Skills class was the most—I think for me what I took for it is we got to do a lot of self-reflection. Asking kind of what brought us to that point, and we can grow.

Parenting → Build the connection between student and her child

Or, you know, and of course, skills to parenting. And we did like baby massage. And just things to help you build a connection with your kid too while still learning how to be an adult yourself.

Integration of Theory and Practice

in science and we do like—I didn't do like Bio or anything, I just did mainstream Science—but we'd do things that also, like the diaper experiment where we'd shake all the stuffing out of a diaper and see how much it would hold. Like that was interesting to me, both as a parent and learning the Science part of it too. You know, joining the two worlds of education and parenting together, and in all the classes I think we did that.

Result 3: interventions at value and choice level



P1

————— “ —————

I was pregnant in my graduating year and I didn't go. I couldn't, I was so sick. And [a teacher] went out of her way to say, here, let's get you in for a couple hours here and there to get you ready to write your diplomas, and we'll get you writing your diplomas. **And I did, and I did really well on them. But I wouldn't have if I didn't have [her] and the other staff members who were there at the time, saying, come on, you can do it.** You can't just give up. You're so close. Don't sell yourself short.

P2

————— “ —————

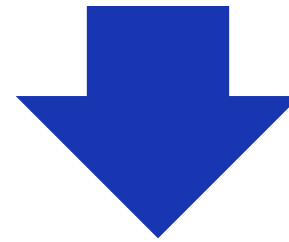
But the difference is, **they didn't give up on me when I was giving up on myself. They'd still reach out and try to connect and maybe I didn't answer them for six months. They still were—the door was always open.** So, let us know if you're ready to come back. Or, do you need anything? Do you want to come in and—even though you're not a student, do you want to come sit with your social worker? Or, you know, little things like that. **Just, gives you the push that—some, some time it just clicks and then you can start climbing yourself back up.**

Result 3: interventions at value and choice level



Principle 1

Prevention of a choice that deprive a person's future basic capability



Not only **self-sabotage itself**, but also **losing contact with reliable adults** and coming to **drop out the school can deprive future self's basic capabilities**.

Teachers' active and continuous calls clicked them throw undesirable functionings from their selected functioning set for present self.

That is, **it protected their future selves though intervening their choice of present functionings**.

Conclusion

Implications

(Re)distribution of appropriate commodities

- The provision of a multi-agency one-stop service
- Tailored school environment and curriculum

Individualized support for conversion to functionings

- Assessment
- Learning Strategy

Active interventions for achievement of valued functionings for a future self

- Patient and continual outreach

Limitation and Further Discussion

- A few participants for interview analysis
- Further research is needed after the school moving

References

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Thank you

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