

NATIONAL HIGHER EDUCATION EQUITY POLICY

Japan



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

- New Economic Policy Package (Dec. 8, 2017):
<https://www5.cao.go.jp/keizai1/package/package.html>
- Basic Policy on Economic and Fiscal Management and Reform 2018 (June 15, 2018):
<https://www5.cao.go.jp/keizaishimon/kaigi/cabinet/2018/decision0615.html>
- Policy Toward the Realization of Free Early Childhood Education and Free Higher Education (Dec. 28, 2018): https://www8.cao.go.jp/shoushi/shinseido/outline/pdf/free_ed/houshin.pdf
- Annual Report on Government Measures for Persons with Disabilities (July, 2020):
→ <https://www8.cao.go.jp/shougai/whitepaper/index-w.html>
- White Paper On Gender Equality 2020 (July, 2020):
→ http://www.gender.go.jp/about_danjo/whitepaper/index.html
- White Paper on Children and Young People 2020 (July, 2020):
→ <https://www8.cao.go.jp/youth/suisin/hakusho.html>

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

The above policy documents include the following:

- New system of support for students in higher education including exemption or reduction of tuition and enrolment fees, provision of grant type scholarships
- Support for students with disabilities and gender minorities.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

No.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- People from rural backgrounds
- Students with disability
- Victims of sexual and gender violence
- Members of the LGBT community
- Students with care experience, orphans, youth without parental care.

Does the country have concrete targets for the participation of specific equity groups in higher education?

No information was available.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

The national government and universities (including junior colleges, technical colleges, and professional training colleges).

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

→ Higher Education Institutions' Associations

Achieving Policy Targets**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

There are none in particular.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

We provide two types scholarships:

- Scholarships for students from low-income families who have extreme difficulty studying for financial reasons.
- Loan-type scholarships for students who have difficulty studying for financial reasons.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

The National Government.

What instruments, methods and data are in place to carry out the monitoring and evaluation?

For example, in the new system of support for students in higher education (described in the answer to the Question "What policies and actions are described in these government policy documents..."), we conduct a questionnaire for users of the system.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

Japanese universities generally have a high level of autonomy.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

In general, the role varies organisations to organisations. In this case, all areas have value:

- Policy setting

- Technical assistance and capacity building
- Financial assistance (grants, loan financing, scholarships)
- Facilitating peer learning, exchange of experience among countries

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

For example, grant-type scholarships and tuition exemptions are also being offered to students whose family finances have suddenly changed due to the effects of Covid-19.

Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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