

**Results for Certified Evaluation and Accreditation for  
Professional Graduate Public Policy School**

**School of International and Public Policy,  
Hitotsubashi University**



<b>Basic Information of the Institution</b>	
Ownership: National	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for the School of International and Public Policy, Hitotsubashi University**

The inherent goals of the School of International and Public Policy, Hitotsubashi University (hereafter “School”), are “to cultivate professionals who have acquired analytical skills in either law, international relations, or economics, while adopting perspectives from adjacent fields to tackle real-world issues in a practical manner and disseminating policies throughout Japan and the world.” To achieve these goals the School has established four basic principles: (1) Professional education based on the foundation of state-of-the-art research (2) Fostering leadership with multiple viewpoints through cross-cutting analysis; (3) Emphasis on multi-faceted and practical policy analysis; and (4) Fostering leaders that will play an active role in the world and build a research center in the Asia-Pacific region. The School emphasizes not only connecting academic knowledge and analytical skills in politics, economics, and law to an understanding of real-world policymaking, but also deepening cross-disciplinary insights in these fields.

With respect to the curriculum, the School offers the following four programs: Public Law, Global Governance, Public Economics, and Asian Public Policy, and provides course contents tailored to the characteristics of each program. Individual subjects are divided into the two major categories of Academic Training and Professional Training. Academic Training is designed to enhance students’ theoretical expertise and ability to think and analyze based on academic research, and consists of Basic Subjects, Core Subjects, Applied Subjects, and Case Studies organized in a buildup approach. Professional Training aims to cultivate policy-making skills in the real world through Internships, Workshops, , Consulting Projects and other courses. In this way, the School has designed a unique curriculum that meets the wide ranging needs of students who have an awareness and interest in diverse issues, while providing them with opportunities to take courses step-by-step in a systematic way.

Most notably, the Consulting Projects in the Public Economics Program is an excellent course backed by case studies and field studies, forming a bridge between theory and practice for students to apply theories and knowledge learned in class to practical situations. As each student works individually on a theme of interest, about 15 “consulting reports”, the final product of the course, are submitted by students to their clients each year. Despite the large number of projects ongoing simultaneously, faculty members

provide generous support to each student, and the reports contribute to the clients' businesses in terms of analytical approaches and processes used in the projects. Furthermore, some students have made use of field experiences and findings in these projects for their master's theses and other publications, or have initiated new academic courses in collaboration with local governments that were former project clients. Given such developments, this course is highly commendable as one of the School's strengths.

The Asian Public Policy Program and the Foreign Service Sub-Program, for which all courses are offered in English for students to obtain a master's degree, are also notable as unique curricula efforts. The School is committed to advancing these programs and has made consistent efforts through faculty tutorials and collaboration. In addition, the School has continuously developed good relationships with international organizations, such as the International Monetary Fund (IMF) and Asian Development Bank (ADB), as well as the Japan International Cooperation Agency (JICA) and other institutions, thereby successfully recruiting outstanding students from government economic agencies, central banks, and other organizations in Asian countries. This is a commendable effort.

As a way of improving its education, every semester the School holds a meeting for faculty members and students to exchange views about each program and seeks to actively incorporate the students' opinions on improvements. This is a distinctive initiative. In some cases, opinions and requests expressed at these meetings are recognized as specific issues to be addressed, which indicates that the meetings are functioning well as a mechanism making use of students' opinions to facilitate educational improvements.

Another unique feature is the detailed support given to individual students. For example, the School combines group guidance and mentoring systems in its research guidance, offers scholarships and a grant system to support practical policy research, and provides guidance in the Consulting Projects. As for the Asian Public Policy Program, the School uses part of the indirect costs from external funds to deploy staff members with a wealth of experience in working with international students and a good command of English, thereby offering support and advice for their personal and school lives. This is a commendable effort providing international students with a learning environment in which they can feel at ease.

Although it is inextricably linked to the positive characteristics of the School, there is an issue involving the degree to which the School pursues integrity and unity, while operating the four distinctive programs adapted to the needs of students who have an awareness and interest in diverse matters, and valuing the unique features of the

individual programs. Going forward, the School is expected to examine this issue.

The School continues to demonstrate creativity and ingenuity in providing its education as described above, supported largely by the daily efforts of its full-time faculty members. Under these circumstances, the School, as it is fully aware, should consider how to maintain the quality of the faculty organization by, for example, finding ways of sharing insights across the organization to manage individual projects and the networks with external entities owned by individual faculty members. It should also consider how to recruit practitioner faculty members with advanced academic backgrounds and rich practical experiences.

Going forward, the School should work to address these issues to further assure and improve the quality of its education and enhance its strengths and features.