

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

**Public Policy, School of Government,
Kyoto University**



Basic Information of the Institution	
Ownership: National	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Public Policy, School of Government, Kyoto University

The School of Government, Kyoto University (hereinafter, the “Graduate School”), sets forth its educational purposes as “to provide students with a high level of professionalism coupled with a strong sense of ethics. The intent is to have graduates play a public role and acquire the ability to make accurate judgments and think flexibly in order to appropriately respond to the various challenges facing the public sector given the recent drastic social changes that have greatly shaken the nation, public organizations, and other public sectors, not only in Japan but also on a global scale. This school aims to nurture highly skilled professionals with a strong sense of ethics who can respond appropriately to the various challenges facing the public sector.” The Graduate School also defines its educational mission as “to cultivate, through appropriate curricula, the professional skills required of advanced professionals: the intellectual ability to consider social changes from a historical perspective, the insight to determine the true public interest in the context of multiple values, the ability to design systems to realize the public interest, the practical ability to effectively implement established policies and systems, and the evaluation ability to calmly analyze policies and systems.” These clearly written commitments are pursued and put into practice through various efforts.

To fulfill the above purposes, the educational program has established a curriculum design and implementation policy (curriculum policy), developed in alignment with the degree award policy (diploma policy), and implements a curriculum offering a wide variety of systematically sequenced courses, including practical courses relevant to practical applications, with law, politics, and economics as the core areas of study. Specifically, the curriculum combines theoretical, skill-based, and practical elements, with courses categorized into the five subject groups of Core, Foundation, Practical Skills, Specific, and Case Studies to support progressive learning.

The practical skills courses, specific courses, and case-studies courses are further divided into three clusters, with each cluster focusing on field-specific knowledge and skills broadly relevant to developing and evaluating public policies and addressing public challenges. The clusters include (a) “policy analysis and evaluation,” which develops quantitative analysis and evaluation skills needed to make evidence-based policy decisions; (b) “inter-organizational negotiation” that cultivates the skills for shaping public policies, designing systems and frameworks, and administrative management; and (c) “global symbiosis” focused on equipping students with the perspectives and practical

skills to address cross-border, global-scale policy challenges. In addition, the curriculum offers research seminars that provide students an opportunity to prepare a research paper on a specific policy issue under one-to-one supervision by a faculty advisor. The curriculum's unique design lies in the extensive range of courses provided to develop the skills necessary to address a broad spectrum of policy challenges at local, national, and international levels and in the flexible course selection structure that enables students to hone specialty skills based on their interests and aspired career path. Another distinctive feature is the offering of numerous data science courses, such as Basic Statistics for Policy Analysis and Quantitative Analysis of Public Policy, intended to cultivate the skills required for evidence-based policy making, which is an approach that has gained significant importance in the field of public policy in recent years. The learning outcomes acquired by completing the curriculum are responsive to current demands, with relevance across the public and private sectors, and are noted as a commendable strength of the educational program.

As for teaching, the educational program incorporates a variety of teaching styles and methods, including lectures, seminars, practicums, case studies, and fieldwork, and promotes active and interactive learning. As an effort to bridge theory and practice in education, opportunities are offered to gain practical insights through special guest speaker lectures and collaborative projects with outside entities, such as government offices, international organizations, and private companies.

Notable initiatives were also recognized in the area of student support. First, a system to facilitate student learning and career development support is in place. The multiple advising system, where each student is supervised by a team of academic and career advisors, is helping to promote independent, self-organized learning. Second, with regard to learning resources and facilities, a process is in place that allows students to directly communicate their requests to the Graduate School through the "Dean's Open Office-Hour." Student needs identified through this feedback system are considered in the maintenance and operational improvement of learning resources and facilities on an on-going basis. Lastly, a comprehensive and objective process has been established to assess student research papers. These are all distinctive and commendable features. Also of note are the initiatives to provide tangible and intangible support for students with diverse needs, such as creating an inclusive learning environment and adopting accommodating policies, as well as generous financial assistance programs, with allowances to cover exam fees being one example. Furthermore, the establishment of the Social Cooperation Office to promote collaborations with outside entities is also worthy of mention.

Notwithstanding the numerous remarkable initiatives described above, there is one

issue the Graduate School should amend or thoroughly review. The method of assessing learning outcomes should be improved to further ensure validity.

The social context over the past 20 years since the Graduate School's inception in 2006 has evolved, as have student needs. The Graduate School needs to adapt to the changing times and environment and to plan strategies to drive further growth while building on past achievements and strengths. It is recommended that the Graduate School utilize the results of this Certified Evaluation and Accreditation for Professional Graduate Public Policy Schools and continue with improvement efforts as it strives for further development.