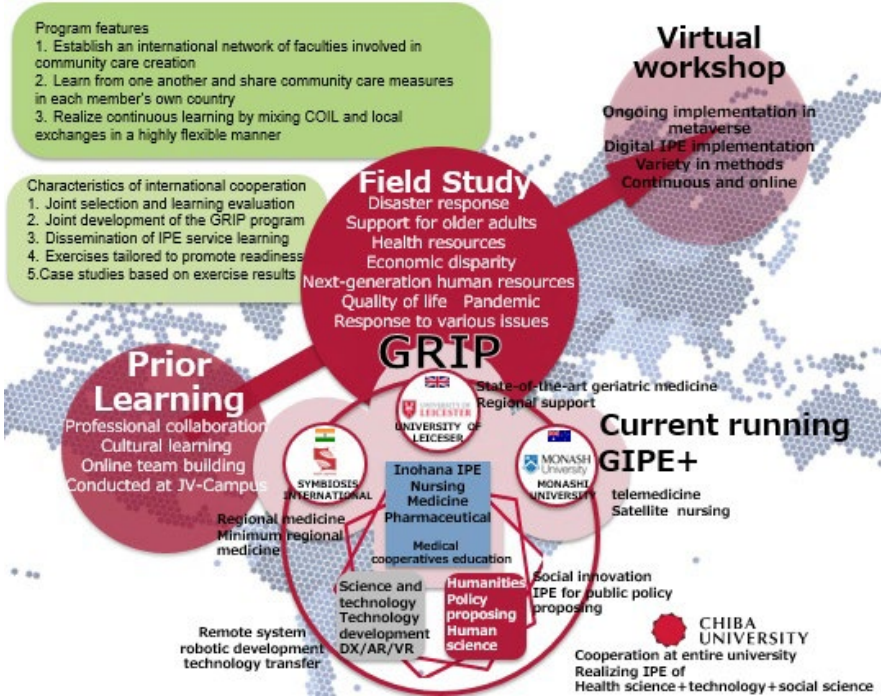


【Name of project】(Adopted year: FY2022)  
Global & Regional Interprofessional Education Plus Program (GRIP Program)  
【Summary of Inter-University Exchange Projects】



【Summary of Exchange program】  
Since 2007, our university has been conducting interprofessional education (IPE) across schools of Nursing, Medicine, and Pharmaceutical Sciences to develop human resources who can tackle various regional-specific health issues worldwide and derive the optimal solutions for each context. The Inohana IPE program has been expanded to the entire university. It has become a program in which students from multiple countries and fields of specialization learn from one another. The GRIP Program includes a prior learning phase at the JV Campus, which will be followed by field study and a virtual workshop for discussing results.

【Global Human Resource on the project】  
The GRIP Program shall include professionals meeting the following criteria: Independent and autonomous individuals with the ability to work with other professionals on health-related challenges in any country or region, at home or abroad, and derive optimal solutions on the ground, based on cultural competence and cultural humility with the capability. To achieve Development Goal 3 of the Sustainable Development Goals—Good Health and Well-Being for All—and to achieve universal health coverage, which is advocated by WHO, health care systems must provide appropriate health care services, including prevention, treatment, and rehabilitation, at an affordable cost for all. To promote a state in which everyone can receive appropriate health care services, we will train professionals who can foster community care creation.

【Feature on the project】

1. Faculties and graduate schools involved in community care creation shall participate to build an international community care creation network.
2. Through IPE, students with different specialties shall foster mutual knowledge sharing aimed at building and implementing community care services.
3. Through the combination of COIL-JUSU and global IPE (local exchange type), participants engage in active learning and benefit from its synergistic effects.

【Exchange number】

		2022	2023	2024	2025	2026
Out bound	Students studying abroad	0	0	0	0	0
	Students taking online international education and exchange programs in their home countries	0	0	0	0	0
	Students fulfilling both of the above requirements	10	15	20	30	40
In bound	Students studying abroad	0	0	0	0	0
	Students taking online international education and exchange programs in their home countries	0	0	0	0	0
	Students fulfilling both of the above requirements	10	15	20	30	40

【Name of project】(Adopted year: FY2022)  
Global & Regional Interprofessional Education Plus Program: GRIP Program

■ Exchange Programs



〈On-site exercise in India〉

In this program, students with diverse specialties from Japan, India, the UK, and Australia form teams and learn from each other while working to solve social issues in their own countries and countries where they will travel. In 2022, in collaboration with Symbiosis International University in India, we implemented a program on "support for children in difficult situations such as poverty and disabilities" in India and "health of older people and community-based integrated care systems" in Japan. After online pre-learning and on-site exercises, students and teachers from participating countries participated in a results presentation via Metaverse. Students from both participating countries actively deepened exchanges. They carried out learning activities on Metaverse, not only during the trip but also from the pre-learning to presenting the results after the trip.

Student-Mobility

○ Outbound

From February 13th to 22nd, 2023, 10 students participated in a field exercise in Pune, India, visiting slums, mountain villages, and support facilities for persons with disabilities. The students deepened their learning about the current situation and support for children in difficult situations in India from both the perspective of the person concerned and the supporter.

	2022	
	Plan	Results
Outbound	10	10
Inbound	10	10

○ Inbound

From February 28th to March 9th, 2023, 10 students from India participated in the exercises in Japan. They visited nursing stations supporting the health of local older people, Self-help groups run by the older themselves, a homeless support organization, a disaster preparation education group, etc.

■ Forming the University Network with Quality Assurance

This program is characterized by the fact that it is aimed at the entire university rather than exchanges between some faculties and that multiple universities from four countries collaborate under the initiative of Chiba University. To make the most of this feature, we have discussed with deans and stakeholders of the Symbiosis International Education Center (SCIE), which is in charge of international exchange at the university, the Council of Interprofessional Education (IPE) at the University of Leicester in the UK, and Monash University in Australia. As a result, a program evaluation council that includes faculty members of the universities above has been founded and collaborated for the other program.

■ Promotion of Student-Mobility Environment

For safe acceptance/dispatch, we organized pre-departure orientations by professors and a coordinator who can speak Japanese, English, and Hindi. Chiba University professors advised via an online chat group during the on-site exercises. Further, a trilingual coordinator provided a 24h support in English and Japanese. These made it possible to respond quickly to students who became ill during the dispatch and could carry out learning activities safely during the dispatch/acceptance.

■ Internationalization of the university, Information disclosure and Publication of outcome

Chiba University and Symbiosis International University have continued international exchanges since 2019, but with the implementation of this project, a new inter-university MOU has been concluded. The MOU made it possible to carry out closer international exchanges in the future. Information related to the GRIP program is collected on the website and made available to the public. In addition, the abstract regarding the GRIP program was accepted at the international conference, which has an acceptance rate of 40%. Thus, we will introduce the GRIP and report the quantitative and qualitative results of the 2022 trial program to IPE professionals in Qatar in November 2023.

■ Good Practices

The GRIP program involves students from multiple countries. Metaverse, a virtual space that can be entered at any time, was utilized to improve the quality of learning activities by allowing students and professors to interact across countries and time zones. Students were actively using this new learning platform, from the pre-learning stage to preparing the final presentation after returning home countries.



〈Presentation of the results on Metaverse〉

[Project name] (Adapted year : 2022)

## Global &amp; Regional Interprofessional Education Plus Program: GRIP Program

## ■ Exchange program



(Scenes from on-site exercises in India)

In this program, students with diverse expertise from Japan, India, the UK, and Australia form teams and learn from each other while working to solve health-related social issues specific to their destinations worldwide. In 2023, our university will conduct student exchanges with Symbiosis International University in India and the University of Leicester in the UK. Students will participate in programs on the themes of "Supporting children and women in difficult situations" in India, "Supporting the homeless" in the UK, and "Disaster preparedness," "Supporting the homeless," and "Creating social capital" in Japan. After online preparatory learning and on-site exercises, a hybrid of in-person and online presentations of results was held at the end of the academic year for students and faculty from both participating countries, and a workshop was held where participants could view the results on Metaverse. Students from the participating countries actively deepened their interactions. They carried out their learning activities both online and in person, not only during their trip but also from pre-trip learning to presenting their results after their trip.

## Student mobility in exchange programs

## ○ Outbound

Japan sent 10 people to India and 5 to the UK, who stayed in each for approximately two weeks in mid-February 2024. While on-site, participants not only visited and toured facilities related to their respective themes but also deepened their learning through lectures and discussions from the perspectives of those involved and their supporters.

## ○ Inbound

A total of 15 students from India and the UK stayed in Japan for eight days in early March 2024 and participated in the exercise in mixed teams from both universities. The participants learned about and considered various initiatives undertaken in Japan to solve social issues common to all parts of the world by visiting a homeless support NPO, exploring the city using a disaster prevention app, inspecting a disaster base hospital, and visiting a child support NPO.

	2023	
	Plan	Achievements
Outbound	15	15
Inbound	15	15

&lt;Numbers of student exchange&gt;

## ■ Efforts to create a framework for inter-university exchange with quality assurance

This program is unique in that it is open to the entire university rather than merely a matter of exchange between certain faculties; it aims to resolve issues facing the local community in each participating country; and it has the university at the core of collaboration with multiple overseas partner universities. To this end, we held several meetings with stakeholders in interprofessional education, as well as deans and general managers at the Centre for International Education (SCIE) at Symbiosis International University (India), the University of Leicester (UK) and Monash University (Australia). We reached an agreement on a collaboration framework. In addition, a program evaluation committee was formed, including these stakeholders. Adjustments are currently being made for the implementation of the project from fiscal year 2024 onwards.

## ■ Creating an environment for accepting international students and sending Japanese students abroad

To improve the environment for safe acceptance and deployment, pre-departure orientation was conducted in Japanese, English, and Indian, information was shared, and remote support was provided using group chat during on-site exercises. A network was created that allows 24-hour emergency response in Japanese and English. This enabled multiple faculty members and coordinators to respond promptly during their stay, ensuring their learning activities were carried out safely.

As part of the Graduate Minor in General Education, GRIP faculty offered seven international health-related courses in the second half of 2023. Additionally, a video on "The Significance and Historical Background of Interprofessional Practice (IPW) and Education (IPE)" has been uploaded to JV-Campus.

## ■ Status of internationalization of universities through project implementation

## Disclosure of information and dissemination of results

Our university and Symbiosis International University have concluded a new inter-university MOU in connection with the implementation of this project since the 2023 academic year. They will grant and certify credits (2 credits) to students from both universities.

Research comparing the quality of life of elderly people in Japan and India and planning a joint project on disaster preparedness between Japan and India have already begun. Furthermore, based on the presentation of the results of this project at the International Conference on Interprofessional Education (IPE), we are currently coordinating collaboration with universities in the Middle East and South Africa that have IPE experts.

## ■ Good practices

A total of 50 students, 25 dispatched and 25 accepted, graduated from the program. As a result of participating in this program, some students have advanced to graduate school of public health, some have joined the club, and one student from the UK is planning to return individually to visit the relevant people (medical professionals) at the places he visited in Japan. Ripple effects have been seen, such as improving students' international orientation and promoting further international exchange.



&lt;Results presentation on Metaverse&gt;



【Global & Regional Interprofessional Education Plus Program (GRIP Program)】(Adopted year: FY2022)

(1) Exchange Programs



< Chiba University students visiting SIU >

This program brings together students with diverse expertise from Japan, India, the United Kingdom, and Australia to form cross-cultural teams. Through collaborative work, they learn from one another while addressing health-related social issues specific to each region.

In the 2024 academic year, marking the third year of the program, Monash University in Australia joined as a partner institution. As planned, student exchanges were carried out among three universities. A total of 40 students participated in exchanges, with 20 students dispatched and 20 students received.

The themes addressed by participating students vary by country: in India, support for children and women in difficult situations; in the United Kingdom, support for the homeless; and in Australia, newly introduced in 2024, support for the elderly.

In Japan, alongside existing themes of disaster preparedness and support for the homeless, new topics were added in fiscal year 2024, namely support for healthcare access in non-urban areas and support for the social participation of people with disabilities.

A distinctive feature of this program is that it involves not only medical students but also students from a wide range of non-medical disciplines, including science and engineering, education, commerce, design, and international liberal arts. Students enhanced their understanding through explanations by local experts regarding practical problem-solving approaches from their respective fields of expertise, and through active participation and discussion in field activities.

Student mobility in exchange programs

○ Outbound

In February–March 2025, Chiba University dispatched 10 students to India, 5 to the United Kingdom, and 5 to Australia, each for a stay of approximately two weeks. During their time abroad, students gained a deeper understanding of the issues from both the perspective of those directly affected and that of supporters. This was achieved not only through lectures given by faculty members of the partner universities and discussions with local students, but also through visits to relevant facilities and participation in, or observation of, ongoing initiatives.

	2024	
	Plan	Results
Dispatch of Students	20	20
Acceptance of Students	20	20

○ Inbound

A total of 20 students from India and the United Kingdom visited Japan in May 2024 and early March 2025, each for a stay of about 10 days, to participate in program activities. Their program included visits to a homeless support NPO and the developers of a disaster-prevention application for urban exploration, inspections of disaster base hospitals, and a social welfare corporation promoting the social participation of people with disabilities. Through these activities, students examined a range of initiatives being implemented in Japan to address globally shared challenges, including improving healthcare access in non-urban areas, supporting the homeless, and strengthening disaster preparedness.



<University of Leicester students in Japan>

(2) Forming the University Network with Quality Assurance

The partnership with the University of Leicester in the UK advanced to the signing of an inter-university Memorandum of Understanding (MOU) in the 2024 academic year. This enabled the establishment of a mutual credit recognition system for Interprofessional Service Learning (ISL) program outcomes, ensuring high-quality education and international reciprocity.

Starting in 2024, as part of this program, our university and the University of Leicester began offering integrated ISL and internship study abroad opportunities at both institutions. Notably, two medical students participated in ISL and subsequently undertook internships at local medical facilities, further enhancing their comprehensive and practical clinical problem-solving skills.



<SIU University students in Japan>

Regarding the GRIP minor program, the “Graduate International Practice Education GRIP” was launched in the latter half of the 2023 academic year, establishing a system in which completion is certified upon taking seven common university-wide courses (eight credits). In 2024, the program produced its first certified graduates. At the same time, to further promote enrollment and the number of graduates, preparations were made to introduce global health-related courses as common subjects within the Graduate School of Nursing, and these courses will commence in 2025.

(3) Internationalization of the university, Publication of outcome

- 1. Expansion of International Collaboration Networks:** In October 2024, GRIP faculty visited five overseas universities implementing IPE, advancing student exchange, joint research, and symposium planning. This expanded international collaboration experiences for students and faculty, and enhanced our global presence and partnerships.
- 2. Hosting International Academic Events:** Two academic events were held in 2024, with discussions on examples of IPE and service learning, international collaboration, and educational models. These events deepened both our academic networks and the content of our programs.
- 3. Promotion of English-Based Learning:** All materials, activities, and presentations are conducted in English, and minor courses are offered bilingually. Students from both medical and non-medical fields participate in international health education in English.
- 4. Development of Global Human Resources:** GRIP participation encourages students to enter international graduate programs, engage in overseas research, and join global health initiatives, fostering professionals with a global outlook.
- 5. Promotion of International Research and Networks:** This initiative launched joint research on elderly QOL and disaster preparedness, resulting in international journal publications and stronger links with leading researchers worldwide.
- 6. Internationalization and Local Collaboration:** ISL host facilities facilitate English-based exchanges and materials, promoting internationalization and multicultural understanding. Collaborative course creation with local residents and new “Living Lab” partnerships are further expanding domestic and international collaboration.

(4) Good Practices

In the third year (PHASE 2) of the five-year GRIP program , the main focus for the 2024 academic year was placed on two areas: “Expanding GRIP outreach and dissemination (to regions such as the United States, Taiwan, and Vietnam)” and “Enhancement of Global IPE through refinement and collaboration with experts (including Qatar and South Africa).” Under this plan, Chiba University hosted the international symposium “Global & Regional IPE+ Symposium 2024” online on January 25, 2025. The event, themed “Trends and Prospects in Interprofessional Education Worldwide: Toward Universal Health Coverage (UHC),” brought together experts from the UK, Qatar, South Africa, India, Japan, and Canada. These speakers discussed the global trends and significance of IPE (Interprofessional Education) and service learning, sharing a range of practices and challenges from their respective countries. The forum highlighted the crucial roles of IPE and service learning in achieving UHC, and emphasized the expectation for GRIP to serve as an international model. Survey responses reflected high satisfaction, with many participants expressing enthusiasm for learning from international case studies and implementation methods.



<GRIP Faculty During the Visit to an IPE Facility at the University of the Free State, South Africa>

Furthermore, at the “Global & Regional IPE+ Forum” held by Chiba University and online on March 9, 2025, seven countries were represented under the theme “The Future of Collaboration Opened by Service Learning × Interprofessional Education (IPE).” Diverse discussions covered the international expansion and implementation of IPE, including the current state of IPE in each country, the enhancement of students’ empathy and understanding of diversity, and the strengthening of connections with local communities, all reaffirming positive educational impacts. Constructive exchanges also addressed practical challenges and strategies. Survey results indicated high expectations for integrated IPE and service learning education, as well as a recognized need to further strengthen international cooperation moving forward.

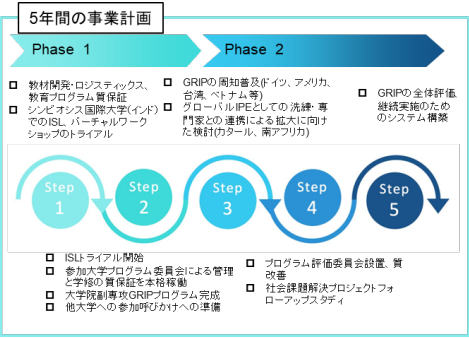
(5) Major Achievements and Outcomes

This program encourages students to engage in hands-on learning and direct exposure to global social issues on site, fostering further study and research in their specialized fields as well as proactive participation toward achieving the SDGs. Many students who participated in this program have gone on to deepen their interests and expertise, pursuing diverse activities such as graduate studies, establishing research topics, and participating in social contribution initiatives (Table below).

One student from the School of Global and Regional Studies participated in a program in India, where experiencing social challenges firsthand heightened her awareness of global health issues. As a result, she advanced to graduate school and is now conducting research in the Master of Public Health in Global Health (MPH) program. Similarly, a student from the Faculty of Education, after supporting activities in India, came to strongly recognize the importance of educational support for children from diverse backgrounds. After graduating, she entered a graduate course in international cooperation and is now researching support for children in India. A third student from the School of Engineering took part in a program in the UK focused on support for the homeless. Building on her experience with problem-solving activities abroad, she set homelessness support as her graduation research theme and actively participates in global health circles on campus.

In addition to these students at our university, students from partner universities overseas have reported on their ISL practices in their home countries and made policy recommendations. These results demonstrate the program’s broad impact on participants’ career development and on real-world social issue solving. Such examples clearly show that the GRIP program not only enhances students’ expertise and international perspectives but also promotes the development of practical skills and proactive engagement for achieving the SDGs and addressing social challenges.

	Year of Participation Affiliated Faculty	Visited Country Program Theme	Current course of study/activities	Example of good practice
Student 1	Academic Year 2022 Faculty of Global Liberal Arts	SIU (India) Support for women and children in difficult situations	Enrolled in Master of Public Health in Global Health (MPH) program	Choosing a Career Path in Public Health
Student 2	Academic Year 2023 Faculty of Education	SIU (India) Support for Women and Children in Difficult Circumstances	Advancing to the Graduate School of International Cooperation Studies, Conducting Research on Education for Children with Disabilities in India	Professional Development in Cross-Cultural and Disability Child Education
Student 3	Fiscal Year 2023 Faculty of Engineering	University of Leicester (UK) Support for the Homeless	Participation in the International Exchange Circle “Thinking about Global Healthcare,” focusing on the design of architectural spaces and urban planning to support people in poverty as a graduation thesis in the Faculty of Engineering, and involvement in activities with a homeless support NPO.	Voluntary participation and practice aimed at solving social issues and promoting the Sustainable Development Goals (SDGs)



CHIBA UNIVERSITY 文部科学省大学の世界展開力強化事業

Global & Regional IPE+ シンポジウム

世界の多職種連携教育のトレンドと展望  
～ユニバーサルヘルスカバレッジを目指して～

Global Trends in Interprofessional Education-Towards Achieving Universal Health Coverage-

**Part 1 パネルリスト報告・発表**

Global IPE trends and their respective challenges

-開催日時: 2025年1月13日(月)祝  
-開催場所: 文部科学省  
-開催方法: GRIP Webサイト掲載の動画をオンデマンド視聴  
-言語: 日英字幕あり

**Part 2 パネルディスカッション**

The Impact of Promoting Interprofessional Service Learning on Universal Health Coverage

-開催日時: 2025年1月25日(土)18時00分(日本時間) 開始  
-開催方法: ウェブナーでのリアルタイム・オンライントークセッション  
-言語: 日英同時通訳あり

**パネリスト**

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リサーチ・プログラ  
ム・ディレクター  
リチャード・  
マクドナルド教授

IPE(専門職連携教育)が目指すことはユニバーサルヘルスカバレッジです。そのために世界の各地でIPEが推進されています。住民とともにそれぞれの専門職が、ともにお互いにお互いから学びあうことを目指して、その国やエリアの社会課題に対するサービスラーニングを推進する。IPEが必要となっています。世界のIPEとサービスラーニングについて共有し話し合うシンポジウムにぜひご参加ください。

< Global Online Symposium Announcement Poster >



<Chiba University students visiting an NGO organization in India>



< Chiba University students attending a lecture on support for the homeless at the University of Leicester >