

# Research Activities

## Basic Plan for Research

NISE is advancing research on essential issues in national policy making and implementation of special needs education, and practical research addressing imminent education issues, in order to contribute to realizing the education that meets special needs of the children with disabilities individually, as the national center for special needs education.

NISE has formulated the basic research plan in order to conduct research activities systematically with medium to long-term perspectives. It is revised in a timely manner to reflect the current trend of national policies and other factors.

## Types of Research Projects

Research is conducted in a strategic and systematic manner based on the following research categories.

Categories	Characteristics of Research
Core Research	Research conducted based on close cooperation with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) which contributes to the promotion of national special needs education policies. · Cross-sectional Research: Studies on the promotion of important national policy issues regardless of the types of disabilities (in principle, the duration of research is five years). · Research by Disability Type: Studies on imminent issues which regarding the field of specific type of disability. (in principle, the duration of research is two years)
Collaborative Research on Practices in Local Communities	For solving issues directly faced by local communities and schools aimed at the development of an inclusive education system. Several sub themes are set under each main theme (in principle, the duration of research is two years).
Collaborative Research	Joint research projects of NISE and universities or research institutions
Externally Funded Research	Studies funded by external funds such as MEXT/JSPS KAKENHI Grant
Entrusted Research	Studies entrusted by an external organization

## Process of Research Activities: Planning, Implementation and Evaluation

The following is the approximate flow of the process of our research activities, from planning, implementation, evaluation to dissemination. The process aims to reflect accurately the needs of actual educational fields in terms of planning and implementation. The evaluation shall be a leverage in improving the quality of the research projects.

### 【 Designing of Research Plan and Planning of Their Implementation 】

Based on the Basic Plan for Research and other resources such as outcomes of past research needs surveys, each research unit is to discuss and investigate the theme of the project, design and create a research plan. During the process NISE is to gather and send out the research outline and invite comments from prefectural education boards and other interested groups (Research Needs Surveys). The units will then review the plans as necessary incorporating the feedback from the survey.

### 【 Implementation of Research Projects and Their Evaluation During the Research Period 】

The research activities are then carried out based on the research plans. The research duration is, in principle, 2years. An interim internal evaluation and an interim external evaluation carried out by external evaluators commissioned by the institute are conducted to each project, assessing the progress on the middle of the period.

### 【 Compiling Research Results and Completing Their Evaluation 】

The results of the study will be presented as a Research Results Report. The research project will be given final internal evaluation as well as final external evaluation by the external evaluators commissioned by the institute, in the same way as the interim evaluation.

# Research System

NISE has set the "research units" designing the annual research plan and managing the progress of research projects, in order to conduct research activities systematically. There are 15 research units according to research subjects as shown below:

## Composition of Research Units FY2017

	Research Unit	Leader	Sub Leader
Research units on important national policy issues through the study of each type of disabilities	Research Unit on Inclusive Education System (Inclusive Education System Research Unit)	HARADA Kimihito	KANEKO Takeshi HOSHI Yuko
	Research Unit on Special Needs Education Curriculum (Education Curriculum Unit)	SAWADA Mayumi	SASAMORI Hiroki KOUDA Ryoichi
Research units on specialized issues in each type of disabilities	Research Unit on Special Needs Education for Children with Visual Impairments (Visual Impairments Unit)	KANEKO Takeshi	DOI Kouki
	Research Unit on Special Needs Education for Children with Deaf and Hard of Hearing (Deaf and Hard of Hearing Unit)	HARADA Kimihito	SADAOKA Koji
	Research Unit on Special Needs Education for Children with Intellectual Disabilities (Intellectual Disabilities Unit)	MEIKAN Shigeru	WAKUI Megumi
	Research Unit on Special Needs Education for Children with Physical/Motor Disabilities (Physical/Motor Disabilities Unit)	KITAGAWA Takaaki	IKOMA Yoshio
	Research Unit on Special Needs Education for Children with Health Impairments (Health Impairments Unit)	NIHIRA Shizuhiro	MORIYAMA Takashi
	Research Unit on Special Needs Education for Children with Speech and Language Disorders (Speech and Language Disorders Unit)	MAKINO Yasumi	KUBOYAMA Shigeki
	Research Unit on Special Needs Education for Children with Autism (Autism Unit)	YANAGISAWA Akiko	MURAI Keitaro
	Research Unit on Special Needs Education for Children with Developmental Disabilities (LD, ADHD, High Functioning Autism (HFA), etc.) or Children with Emotional Disturbances (Developmental Disabilities and Emotional Disturbances Unit)	KOUDA Ryoichi	ITO Yumi
	Research Unit on Special Needs Education for Children with Multiple Disabilities (Multiple Disabilities Unit)	SAITO Yumiko	HOSHI Yuko
Research units on issues directly faced by local communities and schools for the development of an inclusive education system	Research Unit on the Development of an Inclusive Education System in Local Communities (Local Community Inclusive Education System Unit)	MAKINO Yasumi	WAKUI Megumi
	Research Unit on Training Aimed at the Development of an Inclusive Education System (Training Unit)	KUBOYAMA Shigeki	ITO Yumi
	Research Unit on the Promotion of Joint Activity and Learning (Joint Activity and Learning Unit)	SADAOKA Koji	SAITO Yumiko
	Research Unit on the Utilization and Evaluation of Educational Materials (Educational Materials Unit)	ARAYA Yosuke	YOKOO Shun

# Research Themes

Research themes for FY2017 are as follows:

## Research Themes FY2017 (Core Research)

Category	Research Title	Research Unit	Principal Researcher	Research Period
Cross-sectional Research	Comprehensive Research Related to the Development of Inclusive Education System in Japan - Creating an assessment scale (draft) for building an inclusive education system -	Inclusive Education System Unit	HARADA Kimihito	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education - Focusing on the continuity of learning through regular classes and special support service in resource rooms -	Education Curriculum Unit	SAWADA Mayumi	FY 2016-2020
Research on Specific Disability Categories	Research on instruction for students with multiple disabilities including visual impairment - Focusing especially on instruction in schools for special needs education (visual impairment) -	Visual Impairments Unit	KANEKO Takeshi	FY 2017-2018
	Research on educational support and accommodations for students with mental disorders or psychosomatic diseases	Health Impairments Unit	FUKAKUSA Tamayo	FY 2017-2018
	Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction - Consideration of instruction focused on the links between objectives -	Autism Unit	YANAGISAWA Akiko	FY 2016-2017
	Research on the proper state of instruction suited to the actual state of students with developmental disorders in resource rooms of upper secondary schools - Consideration of issues at the implementation stage -	Developmental Disabilities and Emotional Disturbances Unit	SASAMORI Hiroki	FY 2016-2017

In addition to the above, there is also preliminary research focused on particular disability types: “Studies on strengthening schools’ function as a resource center for the education for people with hearing impairments” and “Research on instruction for lower secondary school students with speech and language impairment.”



Workshop with Organizations Cooperating in Research



Research Results Meeting in the Lounge of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

## Core Research (Cross-sectional Research)

### Comprehensive Research Related to the Development of Inclusive Education System in Japan

#### - Creating an assessment scale (draft) for building an inclusive education system -

Research Unit: Inclusive Education System Unit

Principal Researcher: HARADA Kimihito

Co-researchers: HOSHI Yuko(Sub-leader), KANEKO Takeshi(Sub-leader), IKOMA Yoshio,  
YOKOYAMA Koichi, MATSUI Yuko, DOI Kouki, YANAGISAWA Akiko, NAMEKAWA Norihiro

Research Period: FY2016-FY2020

#### Abstract:

Based on the ratification of the Convention of the Rights of Persons with Disabilities and enactment of the Act for Eliminating Discrimination against Persons with Disabilities, development of inclusive education system is an important national policy issue. During the fourth medium-term objectives period, it is necessary to conduct research which supports the steady promotion of efforts aimed at the development of inclusive education system in local communities and educational settings. Therefore, this research will be conducted for a period of five years under the main theme “Comprehensive Research Related to the Development of Inclusive Education System in Japan.” This research will contribute to promoting the development of a future inclusive education in Japan by showing remaining issues and future outlooks at the time an inclusive education system is developed in Japan while creating an assessment scale which allows for the visualization of results and issues related to local community based inclusive education system development, and use the assessment scale to verification purposes.

During the FY2016-FY2017 period, inclusive education system development assessment scale (tentative plan) will be created by conducting a survey related to inclusive education system development conditions both in Japan and foreign countries and related evaluation efforts.

### Comprehensive Research Related to Education Curriculums on Special Needs Education

#### - Focusing on the continuity of learning through regular classes and special support service in resource rooms

Research Unit: Education Curriculum Unit

Principal Researcher: SAWADA Mayumi

Co-researchers: SASAMORI Hiroki(Sub-leader), KOUDA Ryoichi(Sub-leader), KAIZU Akiko,  
KITAGAWA Takaaki, SHIMIZU Jun, TAKEDOMI Hirofumi, MURAI Keitaro,  
WAKABAYASHI Kazusaa

Research Period: FY2016-FY2020

#### Abstract:

At the December 21, 2016, meeting of the Central Council for Education, a report was compiled on “Necessary policies and improvements to Courses of Study for kindergartens, elementary schools, lower and upper secondary schools, and schools for special needs education.” On March 31, 2017, the elementary and lower secondary school Courses of Study were announced. In the future, after a transitional period that ends FY 2020, curriculums based on these Courses of Study will be fully implemented. Supporting the smooth implementation of the Courses of Study in the next phase is an important role of NISE. Therefore, this research will be conducted for a period of five years (FY 2016 - 2020) under the main theme “Comprehensive Research on Education Curriculums for Special Needs Education.”

NISE has conducted research on education curriculums for schools for special needs education, classes for special needs education, and instruction through the use of resource rooms. From the perspective of establishing inclusive education systems, for the two-year period of FY 2016-2017 there is a focus on regular classes, “focusing on the continuity of learning through regular classes and special support service in resource rooms.” After that, for the three-year period from FY 2018-2020, NISE will conduct research that comprehensively unifies previous NISE education curriculum research as “Research on support for the smooth implementation of curriculums in a variety of diverse and connected places of learning in schools for special needs education, classes for special needs education, and regular classes, building on the new Courses of Study.”

## Core Research (Research by Disability)

### Research on instruction for students with multiple disabilities including visual impairment - Focusing especially on instruction in schools for special needs education (visual impairment) -

Research Unit: Visual Impairments Unit

Principal Researcher: KANEKO Takeshi

Co-researchers: DOI Koki, SAWADA Mayumi, NISHIMURA Takahiro, OOUCHI Susumu

Research Period: FY2017-FY2018

#### Abstract:

In instruction at schools for special needs education (visual impairment), from a “visual impairment” perspective it is important to make use of the visual and tactile senses based on assessments of the visual and tactile functions. There is a need to clarify the current state and issues of instruction at schools for special needs education (visual impairment), as well as for necessary curriculum content and instruction methods to be provided at such schools. This sort of research can provide useful findings not just for schools for special needs education (visual impairment), but also for such schools for other types of disabilities that include students with multiple disabilities including visual impairment.

Therefore, this research will examine, using national census data targeted at schools for special needs educations (visual impairment), instructional issues for students with multiple disabilities including visual impairment at schools for special needs education (visual impairment). After examining the data, this research will present proper types of instructional content and methods. As a result of the research, a leaflet will be created that collects instructional content, methods, and other information, contributing to the improvement and enhancement of instruction for students with multiple disabilities including visual impairment.

### Research on educational support and accommodations for students with mental disorders and disease or psychosomatic diseases

Research Unit: Health Impairments Unit

Principal Researcher: FUKAKUSA Tamayo

Co-researchers: TSUCHIYA tadayuki(Sub-leader), NIIHIRA Shizuhiro

Research Period: FY2017-FY2018

#### Abstract:

According to a national survey (joint survey of the Research Federation for Education of Children with Health Impairments and NISE) on the rate of illnesses among children learning at schools for special needs education or special classes (health impairments), the most common illnesses now are mental diseases (including secondary disease stemming from developmental disabilities) or psychosomatic diseases. Highly specialized schools for special needs education (health impairments) have a lot of students enrolled, and educational needs and support to children with mental disease or psychosomatic diseases are very individualized, so a high level of expertise is required to the teachers at such schools. Some regions have a low number of students, which is considered to create the problem of a lack of sufficient expertise, information and guides regarding specific support and accommodations for students with mental disease or psychosomatic disease are demanded by the schools and classrooms themselves.

At present, children with mental diseases or psychosomatic disease are learning at schools for special needs education or special classes (health impairments). In order to establish an inclusive education system in the future, there is a need to provide information on accommodations and instruction that is suited to the educational needs of a variety of places of learning, based on the actual situation in such places. As research contributing to this end, this research aims to provide analysis and collected practical examples pertaining to specialized educational needs and support / accommodations at schools for special needs education, and to make use of research results in actual educational settings.

This core research provides aggregation and analysis of specific examples of support and accommodations for “educational needs” already studied in preliminary research. These examples are drawn from the practices of highly specialized teachers at schools for special needs education, and they are presented after analysis such that they can be utilized effectively in actual schools. The results of this research are thought to be useful not only in enhancing schools for special needs education, but also in regular classes and resource room instruction at elementary, lower secondary, and upper secondary schools, as well as in instruction and support in classes for special needs education.



## Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction

### - Consideration of instruction focused on the links between objectives -

Research Unit: Autism Unit

Principal Researcher: YANAGISAWA Akiko

Co-researchers: MURAI Keitaro(Sub-leader), LEE Heebok, MUNEKATA Tetsuya

Research Period: FY2016-FY2017

#### Abstract:

Since the 2001 publication of “Special education in the 21<sup>st</sup> century: Proper special support suited to the needs of each individual (final report),” education suited to the unique characteristics of autism has been studied and performed in special schools for children with intellectual disabilities entrusted by the Ministry of Education, Culture, Sports, Science and Technology. Moreover, although there has been a noted increase in the enrollment of children with autism over this period, there have been no studies on the actual current state of the matter since NISE’s last study in 2004, and there is no accurate information on the topic. Therefore, the primary objective of this research is to assess the current state (enrollment and level of intellectual disability) of children with autism enrolled at schools for special needs education, and to clarify results and issues brought by education for children with autism.

Additionally, one-off lessons or lessons with unclear aims to achieve lasting learning don’t effect well-established learning to children with autism who are difficult to generalize. Therefore, it is important for them to build up multiple lessons with a focus on a clear goal. In this light, the second objective of this research is to clarify how teachers set and maintain awareness of connections between the goals (objectives) of individualized education support plans, individual teaching plans, and daily lessons during their practice at cooperating research institutions, as well as to clarify the perspectives and intentions of teachers regarding this goal-setting (objective-setting).

On the basis of the above, this research serves to fulfill the function of schools as local centers for special needs education by studying expertise in education for children with autism that should be communicated to classes for special needs education and other places of learning.

## Research on the proper state of instruction suited to the actual state of students with developmental disorders in resource rooms of upper secondary schools

### - Consideration of issues at the implementation stage -

Research Unit: Developmental Disabilities and Emotional Disturbances Unit

Principal Researcher: SASAMORI Hiroki

Co-researchers: ITO Yumi(Sub-leader), WAKABAYASHI Kazusa, KOUDA Ryoichi, KAIZU Akiko, YOKOYAMA Koichi, TAMAKI Munehisa, TAKEMURA Yoko, ATSUMI Yoshikata

Research Period: FY2016-FY2017

#### Abstract:

In FY 2018, the system of providing instruction in resource rooms will be begun as a way to also support upper secondary school students that need special support for developmental disabilities, etc. This will be the first time that special instruction will be authorized for students with disabilities in upper secondary schools, which is an urgent issue facing the promotion of special needs education in such schools.

With the implementation of instruction using resource rooms in upper secondary schools, this research will study the role of such instruction, creative methods of implementation in local regions, creative methods of utilizing such instruction within schools, and other system-building topics, in addition to studying the proper state of instructional content and methods of activities to promote independence, suited to the actual conditions of students requiring special aid (for developmental disabilities, etc.) and the characteristics of their disabilities.

In terms of outcomes, this research organizes methods of implementation and operation of resource room instruction suited to the actual state of upper secondary schools, as well as organizing the content and methods of activities to promote independence that ought to be adopted in resource rooms. This serves to provide guidelines for the proper state of resource room instruction in upper secondary schools, propagating its contents to prefectural boards of education and upper secondary schools. This research on the content and methods of activities to promote independence among students with developmental disabilities and other disorders at the upper secondary level shall provide new findings on reasonable accommodations to be made at such schools, as well as contribute to establishment and enhancement of inclusive education systems.

# Collaborative Research on Practices in Local Communities

The Collaborative Research on Practices in Local Communities is a new type of research started in FY2017.

Research themes are selected based on issues directly faced by local communities and schools which we aim to solve working together with researchers made up of NISE researchers, outside experts, and board of education members.

Research themes for FY2017 Collaborative Research on Practices in Local Communities are as follows, for detailed information on each research theme, please see “Collaborative Research on Practices in Local Communities” on page.

## Research Themes FY2017 (Collaborative Research on Practices in Local Communities)

### Main Theme 1 : Research on System Establishment Aimed at the Development of Inclusive Education System

Sub Theme	Research Unit	Principal Researcher	Research Period
Research on the Development of an Inclusive Education System in Local Communities	Local Community Inclusive Education System Unit	MAKINO Yasumi	FY 2016-2017
Research on Training Aimed at the Development of an Inclusive Education System	Training Unit	KUBOYAMA Shigeki	FY 2016-2017

### Main Theme 2 : Practical Research on Special Needs Education Aimed at the Development of an Inclusive Education System

Sub Theme	Research Unit	Principal Researcher	Research Period
Research on Joint Activity and Learning Promotion	Joint Activity and Learning Unit	SADAOKA Koji	FY 2016-2017
Research on Utilization and Evaluation of Educational Materials	Educational Materials Unit	ARAYA Yosuke	FY 2016-2017



FY2017 Researchers of the Collaborative Research on Practices in Local Communities



Joint meeting of the Collaborative Research Project on Practices in Local Communities

# Collaborative Researches

Research Themes For FY2017 (Collaborative Research)

## Research Themes For FY2017 (Collaborative Research)

Research Title	Collaborating Institution	Principal Researcher	Research Period
International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-	Kochi University Tsuda College	MEIKAN Shigeru	FY 2016-2017

### International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-

Collaborative Organization: Kochi University, Tsuda College

Principal Researcher: MEIKAN Shigeru

Co-researchers: WAWAKUI Megumi(Sub-leader), TAKEDOMI Hirofumi, YOKOO Shun,  
SHIMIZU Jun, MATSUI Yuko, KAMIYAMA Tsutomu, HANDA Ken, FUKUMOTO Toru

Research Period: FY2016-2017

#### Abstract:

Although the development of an inclusive education system is an urgent issue in the current world of education, knowledge is still lacking about effective teaching methods in inclusive education settings, where children with and without disabilities learn together, and group formation.

Therefore, this research aims to search for effective teaching methods through international comparisons, comparing Scandinavian countries (Sweden and Finland), which are leaders in education and welfare related to children with disabilities and adults, with Japan.

As for the research method, field surveys will be conducted at Scandinavian elementary and middle schools and interview surveys will be conducted with teachers and other educators. The data from these surveys will then be qualitatively analyzed. Analysis will be conducted while also taking into account primary factors such as the education system and cultural background of each country, and specific information will be compiled regarding effective teaching content and methods for inclusive classes. This findings will be useful for teachers in the school setting since it deepens the implementation of exchange and joint learning with children with intellectual disabilities in Japan.



# Externally Funded Research

Research Themes Funded by MEXT/JSPS\* KAKENHI Grant in FY2017

## Research Themes Funded by MEXT/JSPS\* KAKENHI Grant FY2017

Category	Research Title	Principal Researcher	Research Period
Scientific Research (A)	Cooperative Local Community Support Towards a Multi-Layered Teaching Model that Incorporates the Diversity of Children and Teachers in Regular Classes	KAIZU Akiko	FY 2017-2019
Scientific Research (B)	Versatility and Sustainability of Effects of District-wide Preventative Support for Learning Disabilities Using Multi-layered Teaching Model	KAIZU Akiko	FY 2013-2017
	Investigation of Appropriate Shapes and Sizes of Tactile Symbol for Joint Use by both Sighted and Visually Impaired Persons Based on Concept of Accessible Design	DOI Kouki	FY 2015-2017
	Development of Cooperative Universal Design Teaching Practice in the Regular Classes	WAKUI Megumi	FY 2015-2018
Scientific Research (C)	Development and Results Evaluation of a Early State Support Program for Families of Children with Autism using Mentoring	YANAGISAWA Akiko	FY 2016-2019
	Development of an Education Support Program Related to the Improvement of the Resilience of Children with Stuttering	MAKINO Yasumi	FY 2016-2018
	Research on the Consensus Building Process in an Inclusive Education System	YOKOO Shun	FY 2016-2018
	Research on the Way Resource Rooms in Lower Secondary Schools are Conducted in an Inclusive Education System	SASAMORI Hiroki	FY 2016-2018
	Development of an Implementation-Rating and Function-Rating Scale Suitable for Use in Learning Assistance Applications	TAMAKI Munehisa	FY 2014-2017
	A Study of the Community-based Management of Special Needs Schools for the Formation of School Clusters	OZAWA Michimasa	FY 2014-2017
	Empirical Study on Improving the Functionality of Special Needs Education Coordinators Aiming for Intervention Consistency	WAKABAYASHI Kazusa	FY 2017-2019
	Development and Testing of Consumer Educational Materials for a Digitalizing Society for Children Needing Special Accommodations	ARAYA Yosuke	FY 2017-2019
	Research on Coordination Between Regular Classroom Teachers and Others: Development of Coordination Measures for Special Needs Education	TAKEMURA Yoko	FY 2017-2019
Challenging Exploratory Research	Proposals of New Ultraviolet Cured Type Braille Production Method as Alternative Mechanism to the Existing Production Method and Evaluation of Easily Readable Braille Size for Beginner Braille Readers	DOI Kouki	FY 2015-2017
Young Scientists (B)	Psychological Guidance Support for Promoting Understanding of Self and Others for Children with Developmental Disorders and Neurotypical Children in Joint Learning Settings	LEE Heebok	FY 2016-2019
	Examination of the Effectiveness and Variables of Self Monitoring for Generalization and Maintenance of the Social Skills of Children with Autism	HANDA Ken	FY 2016-2018

\*The Ministry of Education, Culture, Sports, Science and Technology (MEXT) / Japan Society for the Promotion of Science (JSPS)

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## Entrusted Researches

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Research Themes For FY2017 (Entrusted Research)

### Research Themes For FY2017 (Entrusted Research)

Research Title	Entrusted Organization	Principal Researcher	Research
Developmental Research towards Building Support Systems for deafblind Students - Workshop for Teachers of deafblind Students -	Period	HOSHI Yuko	FY 2016-2017

### Developmental Research towards Building Support Systems for DeafBlind Students - Workshop for Teachers of DeafBlind Students -

Entrusted Organization: Yanai Tadashi Foundation

Principal Researcher: HOSHI Yuko

Research Period: FY2016-2017

#### Abstract:

Deafblind disabilities that affect both sight and hearing are rare and take a variety of forms. Cases of such disabilities are scattered throughout Japan. Moreover, teachers responsible for deafblind students must be highly skilled experts with expertise in how to make accommodations for communication and information disabilities stemming from deafblindness. Thus, a national training system is required for the training of such teachers, and the needs of such a system could be predicted to be extremely high due to daily inquiries, requests for meetings with the students' families, and other issues.

This research aims to conduct teacher training (at NISE and locally) and seminars relevant to deafblind students' daily rehabilitation and education, pursuing higher-quality educational practices and practical study of comprehensive support programs for deafblind students. This research should contribute to the establishment of support systems for deafblind students who do not have such systems due to their affliction's rarity, diversity, and scattered nature.

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## Dissemination of Research Results

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While research results are provided to the government in order to contribute to national policy planning, policy promotion, etc. related to special needs education, the results are also widely shared with the general public in addition to prefectural and ordinance-designated municipal boards of education, special needs education centers, schools, and similar institutions.

In addition to research results reports, summaries, leaflets, teaching documents, practical case study documents, various types of guides, and other materials are created for the effective dissemination of research results. Research results reports given at each NISE Seminar, research results report meetings held in local communities, reports given during training projects conducted by NISE, and information posted on the NISE website are various efforts and information tools used to disseminate research results.