Education Research Funding Program (ERFP)
25RFP Grant Call Briefing

NIE Office of Education Research (OER)
25 November 2020
Please note:
This online session will be recorded for reference purposes.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Presenter/Facilitator</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome Overview of 25RFP Grant Call Briefing</td>
<td>Assoc Prof Rita Silver</td>
<td>10.00am – 10.30am</td>
</tr>
<tr>
<td>2</td>
<td>Q &amp; A Session</td>
<td>Assoc Prof Rita Silver / OER Research Grants Management Unit</td>
<td>10.30am – 10.45am</td>
</tr>
<tr>
<td>3</td>
<td>Break and Participants proceed to breakout rooms</td>
<td></td>
<td>10.45am – 11.00am</td>
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<td>4</td>
<td>Breakout Session</td>
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<td></td>
<td>Instructional Core - Dr Divya Bhardwaj</td>
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<td>Contexts of Learning - A/P Rita Silver and Dr Deborah Chua</td>
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<td></td>
<td>Lifelong Learning - Dr Imelda Caleon</td>
<td>Respective CERA Leaders</td>
<td>11.00am – 11.45am</td>
</tr>
</tbody>
</table>
Grant Call Information
- Education Research Funding Programme (ERFP)
- ERFP Research and Development
- ERFP Funding Quantum
- Programmatic Research
- OER RPMU Services for PIs
- Grant Application Review Process
- Eligibility Criteria
- Project Collaborations
- Information on Schools Involved in ERFP Projects
- Debarment

Focus of Research
- NIE OER 4th Tranche Research Programmes
- MOE Priority Research Foci
Administrative Matters
- Timeline 25RFP Grant Call
- ROMS Access
- 25RFP ERFP Guidelines and Application Package
- ERFP Administrative Guidelines
- Case for Support - Recommendations and Contingencies
- Gantt Chart
Overview

• The 25th Request for Proposals (RFP) is the 6th call of the 4th tranche of research funding from the Ministry of Education (MOE), Singapore for the continuity of NIE’s Education Research Funding Program (ERFP) (FY2018-2022).

• The ERFP focusses on education research in Singapore (in terms of knowledge, capability and structure), developing innovations in existing and emerging niche research areas, and growing hubs of research excellence to support Singapore’s education system in providing “Research-Informed Education for Future-ready Learners.”

• Click here for examples of ERFP Projects.
Research Grants

‘Research’ grants have the overarching purpose of producing new knowledge or addressing a theoretical issue/problem which may lead to improvements in classroom practice, enhance student outcomes, and build organizational and teacher capacities. They should be situations within a broader international understanding but have clear, local relevance.

Development Grants

‘Development’ grants must have a clear focus on developing, implementing and evaluating deliverables which are generally usable ‘products’ (e.g., new curriculum, educational tools, databases, etc.) in the local context. These might be translation projects that build on and evaluate an implementation from a previous grant. Development grants should recognize relevant international work but the focus is on local deliverables.
### ERFP Funding Quantum

<table>
<thead>
<tr>
<th>Grant Tier</th>
<th>Quantum</th>
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</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>&lt; S$150K</td>
</tr>
<tr>
<td>Tier 2</td>
<td>S$150K to &lt; S$350K</td>
</tr>
<tr>
<td>Tier 3 &amp; Programmatic Proposal</td>
<td>≥ S$350K</td>
</tr>
</tbody>
</table>

*Note:* There are 4 grants calls left for the 4\textsuperscript{th} tranche of ERFP. Applicants are strongly advised to submit proposals requesting high funding amount in the earlier grant calls.
Programmatic Research Proposals

Scope
Programmatic research is defined by an over-arching research theme which focuses on a key educational issue, problem, phenomena or outcome, along with a number of interlinked sub-themes. The sub-themes are investigated through specific research studies (i.e. ‘projects’) that address important aspects or components of the over-arching issue, problem, phenomena or outcome. Programmatic research therefore has a common strand or focus, supported by a common theoretical framework, and undertakes a coherent, comprehensive, multi-faceted approach to understanding and addressing the issue, problem, phenomena or outcome.

Programmatic research is a specific category of proposals which have a funding quantum of a Tier 3 proposal. Programmatic research is not applicable to Tier 1 and Tier 2 proposals.

Submission Process and Details
All Programmatic Proposals applications are submitted online via ROMS for the 25RFP. NIE PIs submitting a programmatic research may have team members from External Institution/IHL e.g Co-PI or Collaborator. However, IHL members are not allowed to be Sub Project PIs as 25RFP is not an IHL Call.
Diagram showing the relationship of Programmatic Project and its Projects

*The average number of themes for a typical programmatic research is between two to five.
Common Budget
(E.g. equipment, hiring of RAs for common cross-theme tasks, project manager, liaison officer, admin staff, impact videos)

Managed by
Lead PI & Co-Lead PI

Managed by
Individual Project PIs & Co-PIs with regular reporting to the Lead PI & Co-Lead PI

A graphical overview of the programme’s budget structure

Note: For further information on Programmatic Research, please refer to the 25RFP ERFP Administrative Guidelines
• PIs who are considering to submit Tier 3 and Programmatic Proposals are advised to contact OER RPMU as soon as possible.
• Services for supporting applicants in ERFP Grants (Tier 3 and PP):
  – Pre-Award Proposal Development Service
  – Post-Award Project/Programme Development Service
• Facilitates the development processes of proposal, and towards successful supported submission
• Processes include:
  – Identifying potential collaborators and team members,
  – Conduct guidelines briefing,
  – Milestones planning & works coordination/tracking,
  – Knowledge broking,
  – Facilitate sharing/review to solicit feedback (whitepaper & first draft proposal),
  – Resources estimation & budgeting,
  – Finalizing checks of grant documents,
  – Assist in online/offline submission
• Focus on the Project initiation phase (3-6 months from grant award)
• Facilitates the creation of project/program office (PO/PMO) to assist the project team to kick-start their project

• PO/PMO creation include processes such as collate (or adapt & formalize) existing standard procedures of key administrative activities:
  – Project account setup
  – Project planning
  – Assist in the hiring process of project officer/manager and inducting them to the PO/PMO standard procedures such as procurement, PTRA/ hiring, consultant engagement, expenditures/budget tracking, project variation/change requests and progress reporting
  – Assist in FT RAs hiring
The Education Research Committees (ERCs) convene twice a year in tandem with the grant call cycle.

**Initial Review**
- Evaluation of appropriate scope by OER

**Reviewer Evaluation**
- Reviewers: External and MOE Experts

**ERFP Expert Panel**
- Review and Recommend Tier 1, 2, 3 and Programmatic Proposals that merit funding

**OER ERC**
- Recommend Tier 1, 2, 3 and Programmatic Proposals

**NIE ERC**
- Approve Tier 1 & 2
- Recommend Tier 3 and Programmatic Proposals

**MOE ERC**
- Approve Tier 3, Programmatic and MOE-Contracted Proposals
PI Eligibility Requirement
- Full time academic staff (hired on the IHL’s academic track / academic contract)
- For development grants, applicants should preferably have a doctorate degree

Team Member Eligibility Requirement
- Full time academic can apply as team members (Co-PI and Collaborators)
- Non-academic staff with expertise that is relevant to the project can be a research team member with justifications on the role. E.g. MOE Experts
- The inclusion of at least one Co-PI, from the same institution as the PI is mandatory for all proposals so as to ensure continuity of the project should the PI be unable to continue.
## Eligibility Criteria for Principal Investigators, Co-Principal Investigators and Collaborators

<table>
<thead>
<tr>
<th></th>
<th>Principal Investigator</th>
<th>Co-Principal Investigator</th>
<th>Collaborator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research</td>
<td>Development</td>
<td>Research</td>
</tr>
<tr>
<td>Professor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Yes, with doctorate</td>
<td>Preferably with doctorate</td>
<td>Preferably</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>Yes, with doctorate</td>
<td>Preferably with doctorate</td>
<td>Preferably</td>
</tr>
<tr>
<td>Post-Doctoral Fellow</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Tier 2, Tier 3 and Programmatic Proposals are encouraged to include Co-PIs or Collaborators from MOE or with school-affiliations to support synergistic research partnerships.

This is to help team members have a better understanding of practical implications for conducting research in schools as well as future options for translation and sustainability.

If you are interested in meeting MOE Sr Specialists with similar interest, contact OER Grants and we will help you make connections.
• OER has generated a list of schools that are already involved in ERFP projects. The list is available via NIE ServiceNow.
  – https://nie.service-now.com/nie?sysparm_stack=no > Help and Resources

• Note: this list does not accurately reflect the schools’ level of involvement (e.g. how many studies, over what time period), but serves as an indicator to assist researchers in recruiting schools.

• For further information, please contact the School Liaison Officer at oer.slo@nie.edu.sg.
ERFP Administrative (3.6) Refers to PI Role.

- Manage the project, research team and budget in ways which accomplish the project objectives in a satisfactory and timely manner
- Changes in time frame, research team, budget, participants/sample, research questions, etc require a request for amendment
- Various reports are required, e.g.
  - Half yearly progress reports
  - Final report including
    - Final Statement of Account
    - Final Report Form
    - Final Closure Report
    - Research Brief
    - Research data management documentation (e.g. research data declaration, DMP, etc.)
    - Presentation to AST (occasionally other presentations are requested)
ERFP Administrative Guidelines Enclosure 1 Section 6.15

- PIs who fail to submit the Final Report and/or Final Statement of Account within the stipulated timelines will be debarred. Debarred PIs will not be eligible to submit new grant applications as PIs for a period starting from the Final Report submission, and ending one year from the date the overdue Final Report and/or Final Statement of Account is received by NIE OER.

- E.g. If the Final Report is due on 31 Jan 2021 and a PI submits the Final Report on 15 Feb 2021, the PI will not be eligible to submit ERFP grant applications for 1 year (from 15 Feb 2021 to 14 Feb 2022).
Focus of Research
## Research Programmes under OER

1. Cognitive, Emotional and Social Development (CESD)

2. Teacher Professionalism and Learning (TPAL)

3. Schools, Leadership and System Studies (SLSS)

4. Lifelong Learning, Cognition and Wellbeing (LLCW)

5. Learning Sciences and Innovation (LSI)
## MOE Priority Research Foci

<table>
<thead>
<tr>
<th>Research Foci</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Core</td>
<td>Pedagogical research that studies the teaching and learning practices in the instructional core (academic and non-academic) and how to improve these practices is important and useful to MOE. Possible lines of inquiry include research to describe and measure patterns of curriculum, instruction and assessment practices in Singapore schools; measure and explain the impact of these practices on student outcomes with consideration of student/classroom characteristics; as well as identify opportunities for improvement through interventions and professional development.</td>
</tr>
<tr>
<td>2. Contexts of Learning</td>
<td>Learning occurs within multiple socio-cultural-historical contexts which interact with individual differences to affect learning. A nuanced understanding of the complex interactions among these contexts and their impact on individual learning is needed to better shape educational policies and customise effective programmes. Possible lines of inquiry include research to examine less formal learning environments (including out-of-school and online) which affect learning; as well as understand the diverse needs, schooling experiences and life contexts (e.g., home, community) of students (beyond their individual differences) so as to enhance their overall learning and well-being.</td>
</tr>
<tr>
<td>3. Early Childhood Education</td>
<td>Children’s early years can critically affect their longer-term developmental trajectories, and quality early childhood education plays an important role in developing their potential to the fullest. Possible lines of inquiry include research to examine structural and process factors which influence children’s learning and developmental outcomes (including non-academic areas); design effective professional development for pre-school practitioners; as well as understand the levers and mechanisms which can help narrow developmental and learning gaps for low progressing children (including those from disadvantaged backgrounds).</td>
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<tr>
<td>Research Foci</td>
<td>Descriptor</td>
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<tr>
<td>4. Bilingualism and Biliteracy Education</td>
<td>Bilingual policy has been a cornerstone of Singapore’s national curriculum. Contextually-attuned research is needed to advance our understanding and strengthen our approaches in English and Mother Tongue Languages learning. Possible lines of inquiry include research to support and motivate students who are less proficient in English and Mother Tongue Languages; develop age-appropriate language proficiency measures; as well as understand the perceived role and value of Mother Tongue Languages and English Language among families and in society.</td>
</tr>
<tr>
<td>5. Lifelong Learning</td>
<td>It is important to help our learners develop not only the competencies that allow them to access further learning (i.e., learn how to learn), but also the desire to learn, so that they can and will continue to learn long after they leave school. Possible lines of inquiry include research to examine the knowledge, skills, attitudes and values (KSAV) that are essential for a student to be an effective lifelong learner beyond their schooling years; as well as understand the relationship between these KSAV and 21st century competencies (including adaptability, resilience, perseverance) needed to thrive in life and at work.</td>
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Administrative Matters
### Timeline 25RFP Grant Call

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Details</th>
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<tbody>
<tr>
<td>12 Nov 2020</td>
<td>Grant Call Announcement</td>
</tr>
<tr>
<td>21 Dec 2020 (5pm)</td>
<td>Submission of Expression of Interest via ROMS (Required for all submissions)</td>
</tr>
<tr>
<td>6 Jan 2021 (5pm)</td>
<td>Submission deadline of proposals by Applicants</td>
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<tr>
<td>14 Jan 2021</td>
<td>Deadline for Endorsement by Reporting Officer</td>
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<tr>
<td>11 Jan to 13 Jan 2021</td>
<td>Initial Screening</td>
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<tr>
<td>19 Jan to 5 Mar 2021</td>
<td>Stage 1 - Peer Review of Proposals</td>
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<tr>
<td>29 Mar to 1 Apr 2021</td>
<td>Stage 2 - ERFP Expert Panel</td>
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<tr>
<td>6 Apr to 7 Apr 2021</td>
<td>Stage 3 - OER Education Research Committee (ERC)</td>
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<tr>
<td>18 May to 19 May 2021</td>
<td>Stage 4 - NIE Education Research Committee (ERC)</td>
</tr>
<tr>
<td>Jul 2021</td>
<td>Award of Tier 1 and Tier 2 Projects</td>
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<tr>
<td>28 Jul 2021</td>
<td>MOE Education Research Committee (ERC)</td>
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<tr>
<td>Sep 2021</td>
<td>Award of Tier 3 and Programmatic Projects</td>
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</table>

*Note: NIE OER will not accept late submissions of expressions of interest and full proposal submission after the respective deadlines above. Applicants are strongly advised to submit the application as early as possible so that there is time to resolve any issues that may arise. Late and incomplete submissions will not be accepted.*
NIE Education Research Funding Programme (ERFP)

A. ERFP Grant Call
1. 25RFP Grant Call Document

B. Link to Research Operation Management System (ROMS)

Note: All applications for ERFP (Tier 1-3) as well as Programmatic Proposal are submitted online via ROMS.

1. Research Operation Management System (ROMS)

2. ROMS Official Manual for ERFP Tier 1-3

3. ROMS Official Manual for ERFP Programmatic

NIE Portal (http://portal.nie.edu.sg/): Login > Research > NIE Education Research Funding Programme (ERFP)
ROMS Link: 25RFP ERFP Guidelines and Application Package

NIE Education Research Funding Programme (ERFP)

A. ERFP Grant Call
   1. 25RFP Grant Call Document

B. Link to Research Operation Management System (ROMS)
   Note: All applications for ERFP (Tier 1-3) as well as Proposal and Research Reports are submitted online via ROMS.
   1. Research Operation Management System (ROMS)
   2. ROMS Official Manual for ERFP Tier 1-3
   3. ROMS Official Manual for ERFP Programmatic

C. ERFP Tier 1-3 and Programmatic Proposals Administration Guidelines and References
   1. 25RFP ERFP Guidelines and Application Package
      (Please read this guide before applying for ERFP Tier 1-3 grants / Programmatic Proposal)

NIE Portal (http://portal.nie.edu.sg/): Login > Research > NIE Education Research Funding Programme (ERFP)
The NIE, Office of Education Research has announced its 25RFP in the 4th Tranche of ERFP Funding on 12 November 2020. This application package contains the Administrative Guidelines and Forms for applicants’ reference.

For more information, please visit our websites and staff portal:

1. National Institute of Education, Office of Education Research Website
2. Grant Call Announcement and Information can be found in the NIE ERFP Website
3. Guidelines and Forms for ERFP can be found in the NIE [http://portal.nie.edu.sg/] Login > Research > NIE Education Research Programme (ERFP)

**IMPORTANT TO NOTE:**

<table>
<thead>
<tr>
<th>1. Administrative Guidelines for ERFP Applicants</th>
<th>Please refer to the administrative guidelines below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Self-checklist for Methodology</td>
<td>This document is intended to help you evaluate the quality of the methodology. It should not be submitted alongside the proposal for your use in preparing the proposal only.</td>
</tr>
<tr>
<td>3. Application Form</td>
<td>For ERFP Tier 1-3, please refer to the application form below. This form is for Reference only, submission to be done via ROMS.</td>
</tr>
</tbody>
</table>

PDF embedded in the guidelines link

Self-checklist for methodology – highly recommended for PI self-check
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Programmatic Proposals</td>
<td>17</td>
</tr>
<tr>
<td>5.1 Structure</td>
<td>17</td>
</tr>
<tr>
<td>5.2 Grant Application Process</td>
<td>17</td>
</tr>
<tr>
<td>5.3 Budget Structure</td>
<td>19</td>
</tr>
<tr>
<td>5.4 Project Budget at Application</td>
<td>19</td>
</tr>
<tr>
<td>5.5 Project Budget after Approval</td>
<td>20</td>
</tr>
<tr>
<td>5.6 Grant Variation – Fund Transfers Across and Within Votes</td>
<td>20</td>
</tr>
<tr>
<td>Enclosure 1: Guidelines for the Management of the 4th Tranche Education Research Funding Programme (ERFP)</td>
<td>22</td>
</tr>
<tr>
<td>Annex A: Fundable Direct Costs</td>
<td>33</td>
</tr>
<tr>
<td>Annex B: NIE OER Guidelines for Publication</td>
<td>41</td>
</tr>
<tr>
<td>Annex C: NIE OER Project Management Resources and HR and Finance Policies</td>
<td>45</td>
</tr>
<tr>
<td>Enclosure 2: Terms and Conditions of a Competitive Grant</td>
<td>48</td>
</tr>
</tbody>
</table>
Your Case for Support should cover the following items:

<table>
<thead>
<tr>
<th>Research Project</th>
<th>Development Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Objectives of the Research Project</td>
<td>a) Purpose</td>
</tr>
<tr>
<td>b) Relevance to MOE / NIE / OER / IHL’s Goals and Directions</td>
<td>b) Relevance to MOE / NIE / OER / IHL’s Goals and Directions</td>
</tr>
<tr>
<td>c) Literature Review</td>
<td>c) Review of Current Development Landscape</td>
</tr>
<tr>
<td>d) Purpose of Proposed Study</td>
<td>d) Project Life Cycle</td>
</tr>
<tr>
<td>e) Competitive / Comparative Advantage</td>
<td>e) Evaluation Phase of the Development</td>
</tr>
<tr>
<td>f) Description of Principal Investigator’s and Team Members’ Effort Level in Project</td>
<td>f) Competitive / Comparative Advantage</td>
</tr>
<tr>
<td></td>
<td>g) Description of Principal Investigator’s and Team Members’ Effort Level in Project</td>
</tr>
</tbody>
</table>
Case for Support for Development Projects

This should broadly cover the following items:

Based on the followings:

- Research literature
- PI's own research
- Relevant prior work

Development Phase

Provide the followings:

- **Purpose (Why)**
  E.g. Build software which will make reading comprehension in Chinese more engaging.

- **Deliverables (What)**
  E.g. Provide software and manual to fulfill the above purpose

- **Objectives (What)**
  Specifically what you intend to achieve i.e. Indicators of success, key performance indexes

- **Project Life Cycle (How)**
  E.g. Details of how the software will be developed

Evaluation Phase

Evaluate whether or not you achieved the objectives of the project. E.g. How the success of software is being tested.

If objectives are not achieved,

Iterative Development

(2nd phase of evaluation)

Redesign the development
• Although not specified in the application form, please also include brief comments on ethical considerations and contingency plans (especially for larger projects).
• If you have engaged Research Fellows and/or Research Assistants to assist in the drafting of this Case for Support, please do acknowledge their effort.
• Teams should also consider if team members who contribute a very small number of hours add sufficient value to the team.
• Responsibilities of all team members must be stated including Co-PIs, Collaborators and RAs.
• For projects which are exploratory or where results are dependent on previous stages, the Case for Support should include comments on the budget for the respective stages and tasks.
• Programmatic Proposals should include a description of how the sub projects are linked or in what ways they work together for greater synergy.
• The Research Implementation Schedule should include sufficient detail to show the progress of work in relation to the purpose, hiring, Research Associate/Assistant (RA) work, methodology and budget.
• The Gantt Chart should be detailed and should align with justification of budget line items to show which work is undertaken when, how it relates to the budget, and especially to research teams (e.g. RA) costs.
• Key tasks undertaken by Research Associates/Assistant/Research Follows should be clearly indicated in the Gantt Chart to support the hiring period.
• In particular, be sure to include RA work at each stage (e.g. instrument development, data archiving, final report preparation).
Tier 1 and 2 Applicants
• No more than 20 pages
• Maximum allowance of 4 pages for references, appendices and any tables or diagrams.

Tier 3 Applications
• No more than 23 pages
• Maximum allowance of 4 pages for references, appendices and any tables or diagrams.

Programmatic Research Applications
• No more than 25 pages
• Maximum allowance of 8 pages for references, appendices and any tables or diagrams.
• Information for each theme is to be included as Appendices (5 to 7 pages for each theme).
• CORE committee will screen through submitted proposal and identify projects that are CORE-related.

• PIs will be informed during the LOA if their projects are classified as CORE and will be approached by the CORE team.

• This process does not determine whether or not a project will be funded – it is only relevant to whether or not the project is designated as part of ‘Instructional Core’ (CERA).
<table>
<thead>
<tr>
<th>MOE Priority Research Foci</th>
<th>Facilitators</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Core</td>
<td>Dr Divya Bhardwaj</td>
<td>Room 1</td>
</tr>
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</tr>
<tr>
<td>Lifelong Learning</td>
<td>Dr Imelda Caleon</td>
<td>Room 5</td>
</tr>
</tbody>
</table>
• For general grants queries, please email OER Grant (NIE) oergrant@nie.edu.sg

• For budgetary queries, please email Research Grant Management Unit (OER) oer.rgmu@nie.edu.sg

• For ICT related budgetary advice, please contact servicedesk@nie.edu.sg.

• For technical assistance on ROMS, please email Research Operation Management System IT Support (NIE) servicedesk@nie.edu.sg.
Thank You

NIE Research:
http://www.nie.edu.sg/research/research-offices

NIE OER website:
http://www.nie.edu.sg/research/research-offices/office-of-education-research

NIE Research Brief Series:
https://www.nie.edu.sg/research/publication/nie-research-brief-series

NIE OER Facebook:
https://www.facebook.com/NIEOER

SingTeach Facebook:
https://www.facebook.com/SingTeach/
Q&A Session