



**NCCA**

An Chomhairle Náisiúnta  
Curraim agus Measúnachta  
National Council for  
Curriculum and Assessment

# Intercultural Education

## Literature review

### Specification for quotations

August 2024

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## Intercultural Education: Literature review

The National Council for Curriculum and Assessment (NCCA) advises the Minister for Education on curriculum and assessment for early childhood education and for primary and post-primary schools. Full details of the organisation and its remit can be found on [www.ncca.ie](http://www.ncca.ie)

NCCA seeks to engage a suitably qualified and experienced individual(s) to undertake a review of Intercultural Education literature from Ireland and internationally.

### BACKGROUND INFORMATION

In 2005, NCCA published 'Intercultural Education in the Primary School: Guidelines for Schools' and in 2006, 'Intercultural Education in the Post-Primary School: Guidelines for Schools.' Although published as separate sectoral guidelines, the two documents share a common purpose. The aim of the guidelines is stated on the front cover as 'enabling children to respect and celebrate diversity, to promote equality and to challenge unfair discrimination'. The documents affirmed that at its core, intercultural education has two focal points:

*It is education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of life enriches all of us.*

*It is education which promotes equality and human rights, challenges unfair discrimination, and promotes the values on which equality is built. The documents acknowledge that this understanding of intercultural education was based on 'a synthesis of the learning from multicultural and anti-racist education approaches that were commonly used internationally from the 1960s to the 1990s (NCCA, 2005, i).*

The rationale for publishing the guidelines in 2005/2006 was the obvious rise in 'newcomer' populations and the increasing numbers of children born in Ireland to parents who were

themselves born elsewhere. Since the publication of these guidelines, the pace of political, societal and cultural change has accelerated. In recognition of the important transversal need for skills related to interculturalism, a substantial body of work has been done at an international and national level on relevant competency frameworks. Relevant changes have also taken place at the level of education policy in Ireland. Curriculum, assessment and pedagogy have undergone revision at early childhood, primary, junior and senior cycle, with further curriculum re-development and review planned, particularly at primary and senior cycle levels.

Against this backdrop, it is now considered opportune to reimagine the intercultural education guidance. Council have approved a proposal that the revised guidelines will be presented as one suite of materials, with bespoke aspects for early childhood, primary and post-primary as required. The guidelines might be devised as an online toolkit, with interactive features including key downloadable supports, glossary, curriculum case studies, whole school planning templates, adaptable exemplars and external links. The toolkit will include a curriculum audit, with the purpose of informing future curriculum developments.

As an initial stage of this work, NCCA wishes to commission a review of relevant literature, to support the framing of the curriculum audit and to ensure that the revised guidelines are based on a comprehensive understanding of intercultural education and the synergies between intercultural education and other related approaches in Ireland and internationally.

## **METHODOLOGY AND OUTPUT**

The desk-based literature review, relating to intercultural education in early childhood, primary and post-primary education (and related initial teacher education/continuing professional development), will provide a rigorous conceptual framework for the work on revising the existing guidelines, and in particular will clarify the relationship between intercultural education and other related adjectival educations and approaches, thereby providing direction with regards to the scope and purpose of the revised intercultural education guidelines.

The output will be an academic literature review, including an abstract, executive summary which will outline key findings and a comprehensive bibliography.

## Key research questions

The questions outlined in Table 1 (below) are proposed as a guide to structure the literature review. It is envisaged that the literature sourced in response to these questions will come from academic peer-reviewed literature and also from current publicly available official international and national policy and curriculum documents. Recent literature should be given preference except in cases where more dated works are considered significant.

<b>Key Questions</b>	<b>Considerations</b>
1. What are the most common definitions and understanding of Intercultural Education?	<p>The principles and features of Intercultural Education</p> <p>What is the relationship between Intercultural Education and related 'adjectival' educations?</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Multicultural Education</li> <li>• Inclusive Education</li> <li>• Human Rights Education</li> <li>• Global Citizenship/Development Education</li> <li>• Education for Sustainable Development</li> </ul>
2. What are the challenges, controversies and contradictions vis-a-vis Intercultural Education?	
3. What is the link between cultural/ethnic/racial diversity in society and Intercultural Education?	<p>Is the need for Intercultural Education in early childhood settings and schools in Ireland greater now than it was previously? Why/why not?</p> <p>How do globalisation and increased digital access relate to Intercultural Education?</p> <p>What is the connection between Intercultural Education and teacher diversity?</p>

<p>4. What was/is the impact of related international guidelines and competency frameworks?</p>	<p>How do other related international guidelines and competency frameworks align with the updated Aistear Early Childhood Curriculum Framework, Primary Curriculum Framework 2023, Framework for Junior Cycle and guiding principles and key competencies for senior cycle?</p> <p>See for example:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>UNESCO. Guidelines on Intercultural Education</u></a></li> <li>• <a href="#"><u>Council of Europe. The Reference Framework of Competencies for Democratic Culture</u></a></li> <li>• <a href="#"><u>OECD. PISA Global Competence Assessment</u></a></li> </ul>
<p>5. What does the literature say about how Intercultural Education is placed in curriculum?</p>	<p>How is Intercultural Education integrated into curricula (e.g. in specific curriculum areas, subjects or courses, stand-alone modules, cross-curricular or whole school approaches)? Where should it sit?</p> <p>Are specific types of learning experiences or pedagogies recommended to support intercultural education in curricula?</p> <p>What assessment methods are aligned with Intercultural Education and why?</p>
<p>6. What does the literature say about the most useful Intercultural Education supports for early childhood settings, primary and post-primary schools and teachers?</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• capacity building</li> <li>• school leadership</li> <li>• school policies</li> <li>• classroom resources</li> </ul>
<p>7. What Intercultural Education supports are available for early childhood settings and schools in Ireland?</p>	<p>Do these supports cater for the needs of our current population of children and young people in early childhood settings and schools?</p> <p>Criteria to consider include:</p> <ul style="list-style-type: none"> <li>• Age/stage (early childhood, primary, post-primary)</li> <li>• ethnic, cultural and/or racial backgrounds (including 2<sup>nd</sup> and 3<sup>rd</sup> generation migrants) etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Majority/minority groups</li> <li>• Intersectionality – disability, gender, sexuality, socio-economic status etc</li> </ul> <p>See for example: <a href="#">PPLI An Intercultural Look at Our Schools</a></p>
<p>What does the literature say about the link between language learning and Intercultural Education?</p>	<p>When there is a diversity of learners with regards to language abilities in early childhood settings/schools, does this promote intercultural education and understanding?</p> <p>What, if any, impact does a diversity of learners with regards to language abilities have on the types of Intercultural Education supports that are needed in early childhood settings and schools?</p> <p>See for example: <a href="#">PPLI An Intercultural Look at Our Schools</a></p>

## PROPOSED SCOPE OF THE LITERATURE REVIEW

The literature review will be in MS Word format; in-text hyperlinks to sources of information; an abstract, executive summary, a glossary of abbreviations and terms (including sources)<sup>1</sup> and a full bibliography. It should be in clear accessible English.

## PROPOSED ACTIONS, TIMELINE AND MILESTONES FOR RESEARCH

Issue specification: 21 August 2024

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<sup>1</sup> To include definitions and sources for terms such as: Bystander/allyship/coalition approaches, Culturally responsive pedagogies, Critical race theory, Decolonising the curriculum, Social and emotional learning/skills, Trauma informed approaches, Un/conscious bias, White privilege/saviour complex.

Final date for questions: 6 September 2024

Deadline for receipt of proposals: 20 September 2024

Expected awarding date: Week commencing 23 September 2024

Presentation and draft literature review: To be agreed with the successful bidder

Literature review - final draft due: 13 December 2024

Expected final sign off: 20 December 2024

Researchers may be asked to present their findings to the NCCA or to a nominated sub-committee on agreed dates as part of the contract.

## Scoring criteria

Applications will be evaluated in accordance with the following criteria.

Criteria	Marks
Relevant experience and expertise of applicants	30
Quality of the proposal	30
Proposed methodology	20
Price	20
<b>Total</b>	<b>100</b>

## PRICING

The pricing schedule must provide full details in respect of all costs which would be incurred for services offered.



All costs must be quoted in Euro currency denominations (€), exclusive of VAT in the first instance and net of any discounts which the provider is offering. The applicable rate of VAT and any other taxes or duties which would be incurred should be itemised separately.

A breakdown of the total cost should be provided i.e. the number of days, daily rates being charged in respect of each individual to be involved in the project etc.

The figure quoted must be the best and final offer for the award of the contract and must be a single fixed figure quotation.

The budget (inclusive of all expenses, additional costs, taxes or duties incurred) should not exceed €20,000.

## TAX CLEARANCE

Prior to the award of any contract the successful applicant shall be required to produce a Tax Clearance Certificate from the Irish Revenue Commissioners. Alternatively, the applicant may supply the certificate and registration numbers, as they appear on the Tax Clearance Certificate, to facilitate online verification of their tax status by the NCCA.

Please note the Taxes Consolidation Act, 1997 provides for a withholding tax (PSWT) to be deducted from payments made by certain bodies in respect of professional services. This tax, which is at a rate of 20%, will be deducted from payments made to the Provider in respect of services undertaken. This tax is refundable, on application, to the Revenue Commissioners in the local tax district of the successful Provider.

## Submission

A project proposal should be submitted by 2pm on 20 September 2024. An outline of the project proposal should include:

- a description of the proposed methodology
- clear objectives, actions, outputs and timeframes for delivery
- an outline of potential risks and challenges and how these will be addressed

- a description of the applicant's experience
- pricing schedule.

NCCA is not bound to accept the lowest quotation. It reserves the right to reject in whole or in part any or all quotations received. NCCA will not be liable in respect of any costs incurred in the preparation of quotations. An electronic copy of the proposal and accompanying documents should be submitted to: [intercultural.rfq@ncca.ie](mailto:intercultural.rfq@ncca.ie)

## Working with the NCCA

While all research work conducted for the NCCA falls under the responsibility of the Chief Executive, a designated contact person will be appointed on the award of the contract. This contact person will provide the researcher(s) with all relevant information in support of the work.

### INFORMATION AND QUERY HANDLING

Every effort has been made to ensure that this document contains all the necessary information for applications. However, in the interests of equity, requests for additional information, clarification on the content of this document and all other queries of substance should be directed to [intercultural.rfq@ncca.ie](mailto:intercultural.rfq@ncca.ie) by 4 pm on 6 September 2024. All responses will be shared with interested parties. **To receive a copy of this information, any interested parties must have declared an expression of interest in the specification to [intercultural.rfq@ncca.ie](mailto:intercultural.rfq@ncca.ie) in advance of 4 pm on 6 September 2024.**

## Contract

A contract for the work will be awarded to the successful applicant following the evaluation of the quotations (see page 9).

## Supplementary information

### SUGGESTED DATA SOURCES

The following is an initial list of suggested data sources for this desk-based literature review:

Peer reviewed academic literature (articles, book chapters, books etc)

International steering documents (e.g reports from UNESCO, Council of Europe, OECD etc)

National policy documents

Website information (e.g. from ministries of education, support services, centres of excellence for Intercultural Education)

## Publication of research conducted for the NCCA

The final product of the study is the property of the NCCA. However, the publication of funded research, whether in journals, book chapters or conference presentations is encouraged. In such cases the Council asks that it be notified, that its funding of the study be acknowledged in the publication or presentation and that no such dissemination by the researchers be undertaken until 9 months after the submission of the final report. This is to allow for the implications of the research to be considered by Council in its role on advising the Minister for Education.