

# Policy coherence

David Mallows  
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## Policy coherence

...the systematic promotion of mutually reinforcing policy actions across government departments and agencies creating synergies towards achieving the agreed objectives.

<http://www.oecd.org/pcd/>

...the lack of consistent and adequate funding, vision, strategy, and coordination has meant that literacy [and other basic skills] needs have tended to 'fall through the cracks.

<http://www.literacy.ca/content/uploads/2012/02/Standing-up-for-Literacy.pdf>

<http://www.oecd.org/pcd/>

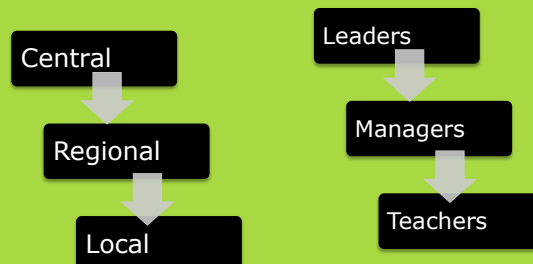
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## Cross-organisational coherence

- Cooperation, coordination and partnership between a range of organisations.
- Vertical and horizontal

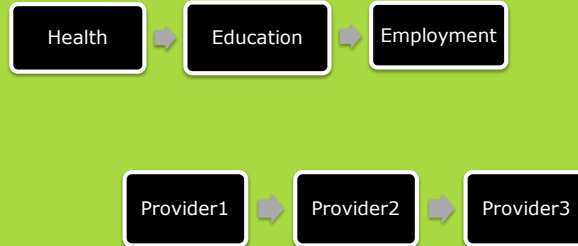
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## Vertical coherence



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## Horizontal coherence



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## Partnerships

*The degree of policy coherence depends on a large extent on the degree to which the different institutions that participate in adult learning share their vision and co-ordinate their activities.* OECD 2003

OECD (2003). *Beyond Rhetoric: Adult Learning Policies and Practices*. Paris: OECD.

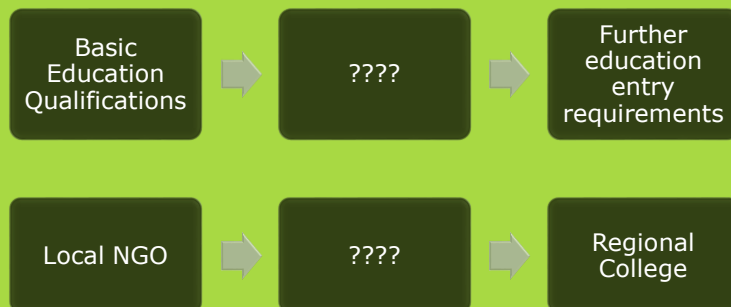
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## Creating partnerships

- WHY? Provide evidence of need and of impact of policy interventions.
- WHAT? "Brand" policy (make it understandable and attractive), both for the participant target group and for potential policy partners.
- WHAT'S IN IT FOR US? Make clear what each partner has to gain.

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## Systemic coherence



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## Internal coherence

...the systematic promotion of mutually reinforcing policy actions across government departments and agencies creating synergies towards achieving the agreed objectives.

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## Challenges to internal coherence

- Stakeholder conflict
- Accountability regimes
- Sustainability
- Who is driving the agenda?
- Shared understanding

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## **ELINET Country report framework**

1. Provision.
2. Quality monitoring
3. Literacy curricula, reading instruction
4. Screenings, assessments, support
5. Special support for second-language learners, migrants
6. Reading environments to stimulate reading motivation
7. Digital environments / use of technology in education
8. Teachers
9. Teacher education
10. Policy-making

## **EC HLG recommendations**

- A more literate environment
- Quality of teaching
- Participation, inclusion and equity

## A framework for good practice

- A more literate environment  
*6. Reading environments to stimulate reading motivation 7. Digital environments / use of technology in education / (10. Policy)*
- Quality of teaching  
*1. Provision. 3. Literacy curricula 8. Teachers 9. Teacher education 7. Digital environments / use of technology in education / (10. Policy)*
- Participation, inclusion and equity  
*4. Screenings, assessments, support 5. Special support for second-language learners, migrants / (10. Policy)*

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## Success factors: policy design

- Clear policy purpose, agreed by all
- Policy owners/partners share a common understanding of policy aims
- Sustainable funding
- Systemic links between basic skills initiatives and broader adult learning policies
- Supply and demand

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## Success factors: policy implementation

- Sustainable structures
- Integration with other public services
- Integration with other phases of the education and training system
- Effective cooperation between all stakeholders
- Trust
- All stakeholder groups involved in cycle of design, implementation, review

## Questions for discussion

Can you think of examples of good policy coherence in your country? And can you think of examples of problems of policy coherence in your country

What does the group think are the three main challenges regarding cohesive policy in the field of basic skills for adults?

What three recommendations should we include in the Conference Declaration with a view to fostering clear governance and more adequate and efficient provision of training in all our countries?





David Mallows  
[d.mallows@ioe.ac.uk](mailto:d.mallows@ioe.ac.uk)  
JD Carpentieri  
[j.carpentieri@ioe.ac.uk](mailto:j.carpentieri@ioe.ac.uk)

NRDC, UCL Institute of Education