

# Scenario Exercises - First Aid

Known issues and consequences which commonly interfere with data quality at the ministerial level

## Dimension 1: Institutional Environment

### I. Common issues

- 1) Regulatory shortcomings cause conflicting data production and uninformed audiences
- 2) Weak regulations and unknowingness cause confidentiality issues in data production and dissemination
- 3) Lacking recruitment strategies and lax attention to skills lead to inadequate data and delays
- 4) The ICT infrastructure is not suited to cope with the education data demands
- 5) Financial resources are too low and backfire on the entire data production process
- 6) Collected data are not purposeful because of missing attention to data users and producers

### II. Consequences

- a) Absent coordination and collaboration leads to competition
- b) The absent methodological authority and lacking collaboration led to invalid data turnouts
- c) Multiple uncoordinated and unaligned data collections overlap, duplicate information and overburden resource capacities
- d) No enforcement of laws and policies means no regard for the laws and policies
- e) Inadequate personnel equals inadequate data processing
- f) The ICT environment is only half thought-out
- g) Inappropriate budgeting threatens the entire data production
- h) Without stakeholder consultations the collected data and produced results are purposeless

## Dimension 2: Statistical Production Processes

### I. Common issues

- 1) Standardised definitions are not created, not utilised or outdated
- 2) Coverage is only as good as the resources allow for
- 3) If it is not Basic Education, it is generally neglected
- 4) ISCED 2011 is still not coherently nor comprehensively applied
- 5) Historical data storage is mismanaged due to paper-based tabulation
- 6) Data coverage is patchy at best
- 7) Auditing is a fundamental weakness
- 8) Statistical procedures are sound in about half of the countries

### II. Consequences

- a) Non-uniform standards mean non-comparable results
- b) Without documentation, collected data are unreliable
- c) Multiple databases make statistical education analysis problematic and lead to data loss
- d) Incomplete or lost data lead to financial waste
- e) Non-aligned education classifications leave achievements incomparable with consequences for student and social mobility

## Dimension 3: Statistical Outputs

### I. Common Issues

- 1) Delays start at the collection phase due to numerous issues
- 2) Delays continue into the dissemination phase in consequence of previous delays
- 3) Data analyses are not shared with the data sources
- 4) Inconsistencies results from uncoordinated production activities
- 5) Disaggregation takes place in data analyses – when willing to do so
- 6) Non-basic education is typically not reported
- 7) Analyses from different perspectives, relevant for the audiences, is commonly missing
- 8) Accessing data by the public is of varying difficulty, too
- 9) Metadata are absent or limited
- 10) Access to existing metadata is also not generally provided
- 11) Support service does not exist or is prepared for handling requests

### II. Consequences

- a) Delays render information out of date
- b) Inconsistency creates comparability issues
- c) Missing results interpretation leaves space for wrong understanding or no understanding at all
- d) Unavailable results for education stakeholders undermines their cooperation in the future
- e) Unavailable metadata causes incomparability and a sense of non-transparency
- f) Missing support leads to missing collaboration