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 confidentially 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   1) Standardised definitions are not created, not utilised or outdated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 result 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