

# Data in Education

*We have evolved from just using numbers to grade students, to labeling almost all instances and processes inside higher education institutions.*

**20k**

Higher education institutions worldwide

**40%**

Gross enrolment rate

**220M**

Enrolled students worldwide

**60%**

Female enrolment

**49%**

Drop-out rate

**16%**

Programs in STEM areas

# Data

## Availability

*Today most of our decision making both on institutions and on the public area are made upon numbers, but the reality is that these data is far from complete.*

**118**

Countries reported to UNESCO on non-tertiary education

**104**

Countries reported on tertiary education

**46**

Reported on financial indicators

**57%**

Data availability for tertiary ed. in LATAM

**23%**

Data availability for tertiary ed. in SSA

**9**

LATAM countries apply PISA (only 3 in AFRICA)

# Data

## Consistency

*Far from what we believe, numbers are subjective. People are highly emotional when reporting results; who requests, collects, and analyze the numbers is critical for the conclusions we'll get.*

**15%**

US enrolment from lower income groups to top 200 HEI

**8%**

Of US lower income families will get a bachelore degree.

**+60**

Accreditation agencies only in the US

**28%**

Tertiary education premium

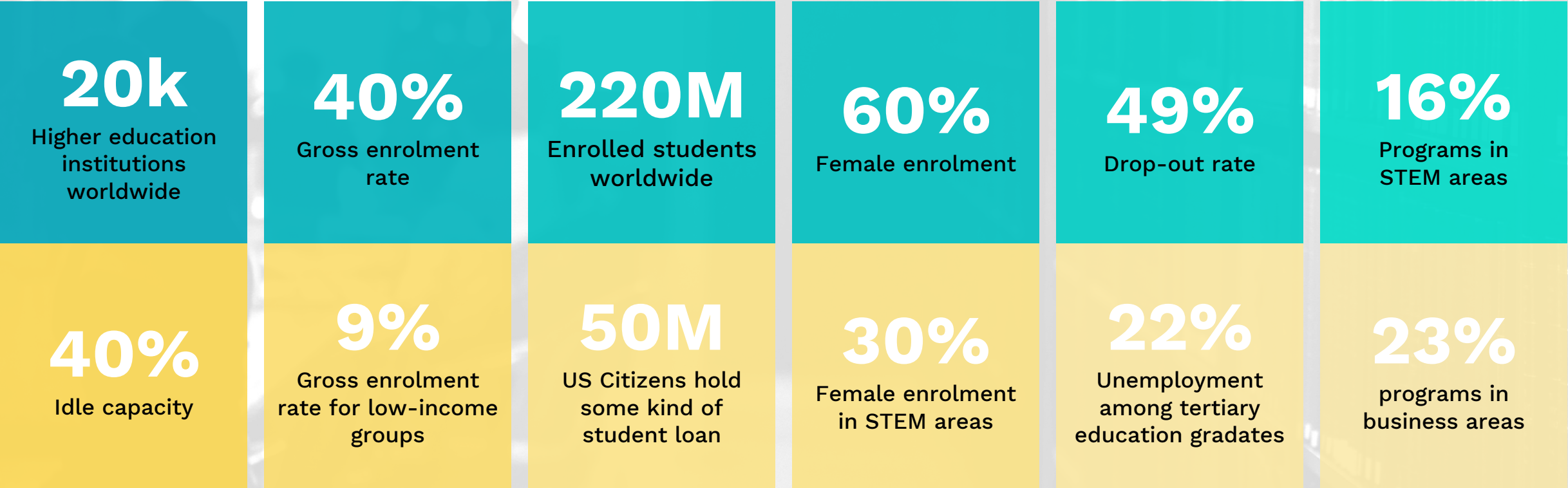
**60%**

Students fails for timely graduation

**11%**

Real exclusion from PISA

# This is our reality...



“

**Plans are  
worthless,  
planning is  
everything**

Dwight D. Eisenhower

# About uPlanner

*At uPlanner we have break down the “data-variable” through AI, so to go streight to the fundamental challenges of education.*

**100%**  
Higher  
education

**16**  
Countries

**+150**  
Projects

**2.5M**  
Students  
impacted

**5**  
Governments

**80%**  
Students  
from lower  
income  
groups

Smart  
**Campus**

**uPlanner  
Ecosystem**  
uPlanner Labs

Student  
**Success**

Academic  
**Management**

# Our Work

*We can process unimaginable bulks of data, reducing noise of small samples and incomplete data sets, so to connect a broader, academic oriented vision with the day-to-day operation of campuses.*

**6K**

New students in  
MX public system

**+20**

Group size for  
ALIAT (MX)

**5**

Simultaneous  
ABET  
accreditation  
processes

**32**

COVID continuity  
plans

**+10**

Different assisted  
accreditation  
processes

**-30%**

Drop-off for  
CONTINENTAL (PE)



# Bibliography

- UNESCO
- OCDE
- World Higher Education Database
- World Bank
- College Unbound, Jeferey J. Selingo
- The Case Against Education, Bryan Caplan

## Questions for the panel

- Lets talk about availability: Numbers hide reality, today if something is not measured or represented on an indicator it becomes invisible. What problems do you think today are not being address because of our lack of capacity to properly represent it in numbers?
- Let talk about consistency: Numbers are subjective, it depends on who produces, collects and even who reads them the conclusions that we'll get. Do you think AI will help democratize numbers, QA and regulation efforts in higher education?
- Let talk about technology: The lack of consistency and availability in data across HEI limits the available technology to very operational systems that are unable to address the fundamental needs of institutions. Mainly because they fail to connect long term educational objectives with the day-to-day operation of campuses. How do you think AI and data oriented technologies will disrupt this equation and help HEI map and takle their fundamental challenges?