

# DANIEL RODRIGUEZ-SEGURA

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## EDUCATION

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| 2022 | Ph.D., Education Policy — University of Virginia<br>Dissertation: “ <i>Essays on the promotion of foundational literacy &amp; numeracy in developing countries</i> ” |
| 2018 | M.A., Economics — University of Virginia   |
| 2016 | B.A. in Economics (minor in Poverty Studies) — Washington & Lee University   |

## PROFESSIONAL EXPERIENCE

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| 2022-   | <b>Vice President of Measurement and Evaluation (M&amp;E); <a href="#">NewGlobe</a></b> <ul style="list-style-type: none"><li>- Steering multiple rigorous causal and descriptive studies in Sub-Saharan Africa and India, from the design and planning stages to the creation of research outputs accessible to a wide range of audiences, including policymakers and researchers</li><li>- Sustaining a feedback loop between program stakeholders and the evidence base created by the Measurement and Evaluation team for the continued improvement of NewGlobe’s programs, particularly around foundational literacy and numeracy (FLN)</li><li>- Leading the Measurement and Evaluation team at NewGlobe, consisting of Directors, Analysts, and Project Managers in the U.S., Nigeria, Rwanda, and India</li><li>- Building the team internal structure and processes, including project management tools to successfully oversee simultaneous bicontinental work, enumerator training materials, professional development workshops, and the data infrastructure necessary to adhere to strong empirical practices</li></ul> |
| 2021-22 | <b>Director of Data Analytics; <a href="#">NewGlobe</a></b> <ul style="list-style-type: none"><li>- Guiding and analyses on enrollment, attendance, and learning outcomes to inform policy design and implementation across community schools and government partnerships in Kenya, Uganda, Rwanda, India, Liberia, and Nigeria</li><li>- Leading a team of four Data Analysts in the U.S. and India</li></ul>   |
| 2020-21 | Short-term consultancies for education projects in Kenya and Armenia; World Bank   |
| 2016-17 | Research Analyst – Latin America Public Sector Hub; McKinsey & Co. (San José, Costa Rica)<br>Other consulting and research experience: Amsterdam Institute for Global Health & Development (2021); RISE Programme (2020), Nudge4 Solutions Lab (2017-18)   |

## PUBLICATIONS

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### PEER-REVIEWED PAPERS

- Rodriguez-Segura, D.**, and Schueler, B. E. [Assessors influence results: Evidence on enumerator effects and educational impact evaluations](#). *Journal of Development Economics*, 2023
- Rodriguez-Segura, D.**, and Schueler, B. E. [Can learning be measured by phone? Evidence from Kenya](#). *Economics of Education*, 2022
- Rodriguez-Segura, D.** [A Closer Look at Reading Comprehension: Experimental Evidence from Guatemala](#). *International Journal of Educational Development*, 2022
- Schueler, B. & **Rodriguez-Segura, D.** [A Cautionary Tale of Tutoring Hard-to-Reach Students in Kenya](#). *Journal of Research on Educational Effectiveness*, 2022
- Schueler, B., & **Rodriguez-Segura, D.** [Can camp get you into a better secondary school? A field experiment of targeted instruction in Kenya](#). *Education Finance and Policy*, 2022
- Rodriguez-Segura, D.** (2021). [EdTech in developing countries: A review of the evidence](#). *The World Bank Research Observer*, 2021
- Rodriguez-Segura, D.**, & Kim, B. H. [The last mile in school access: Mapping education deserts in developing countries](#). *Development Engineering*, 2021

- Rodriguez-Segura, D.**, Campton, C., Crouch, L., & Slade, T. S. [Looking beyond changes in averages in evaluating foundational learning: Some inequality measures](#). *International Journal of Educational Development*, 2021
- Rodriguez-Segura, D.** [Strengthening early literacy skills through social promotion policies? Intended and unintended consequences in Costa Rica](#). *International Journal of Educational Development*, 2020

## WORKING PAPERS

- Rodriguez-Segura, D.**, & Mbiti, I. M. [Back to the Basics: Curriculum Reform and Student Learning in Tanzania](#). RISE Working Paper Series. 22/099.
- Schipper, Y. & **Rodriguez-Segura, D.** [Teacher Incentives and Attendance: Evidence from Tanzania](#). RISE Working Paper Series. 22/121.

## POLICY BRIEFS, PRESS, AND BLOGS

- Rodriguez-Segura, D.** [Cómo mejorar la educación primaria](#). La Nación, Costa Rica, September 4, 2021
- Rodriguez-Segura, D.**, Campton, C., Crouch, L., & Slade, T. S., [Addressing learning inequality in educational systems through foundational skills](#). RISE Programme, 2021
- Rodriguez-Segura, D.**, Kim, B., K. [Identifying “education deserts”: How GIS tools can bring us closer to universal school enrollment](#). The Education Commission, 2021
- Staton, B. [Edtech flops provide lessons for future success](#). Financial Times, June 10, 2021
- Rodriguez-Segura, D.**, Crawford, L. [What works in Edtech?](#) Center for Global Development, 2020

## RESEARCH IN PROGRESS

- “Scaffolding parental support for early literacy: a multi-country experiment in Kenya and Nigeria” (with Beth Schueler and Ben Castleman; [pre-registration](#))
- “Teacher incentives and attendance: evidence from Tanzania” (with Youdi Schipper)

## SELECT CONFERENCE PRESENTATIONS

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| 2021 | Presenter - Ghana National Education Week: Evidence Summit   |
| 2021 | Presenter - UKFIET – Closing plenary for “Towards Building Back Equitably”   |
| 2021 | Presenter: World Bank/UNICEF Webinar: “EdTech in Developing Countries: A Review of Experience and Lessons”   |
| 2020 | Panelist: “Why Alignment for Foundational Skills Matters: Cognitive Science Insights and Real-World Implications”, with Helen Abadzi, Julius Atuhurra, and Dzingai Mutumbuka |

## RESEARCH FUNDING AND FELLOWSHIPS

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| 2021    | Center for Global Inquiry and Innovation, “Can Nudging Parents Improve Early Literacy Outcomes? Multinational Field Experiment in Kenya and Nigeria,” (\$2,000) Co-PI with Beth Schueler as PI |
| 2021    | Walter Eugene Campbell Scholarship at the University of Virginia   |
| 2021-22 | RISE Programme Tanzania Country Research team member   |
| 2020-21 | Innovations for Poverty Action, “Validating Academic Assessments for Hard-to-Reach Students in the Time of COVID-19,” (\$10,000) Principal investigator PI with Beth Schueler as co-PI         |
| 2019-22 | Dean’s Fellowship; University of Virginia  |
| 2017-18 | Graduate School and Arts and Sciences Fellowship; University of Virginia   |
| 2012-16 | Johnson Merit Scholarship covering full cost of attendance; Washington and Lee University  |
| 2008-12 | Founders’ Fund Scholarship; Lincoln School   |

**SOFTWARE:** Stata, R, QGIS, Google Looker (Data Studio), GitHub, Latex, Tableau, MS Office

**LANGUAGES:** Spanish (native), English (fluent), Portuguese (fluent), Italian (fluent), French (proficient), Swahili (basic)

**CITIZENSHIP:** Costa Rica, U.S. permanent resident