

DANIEL RODRIGUEZ-SEGURA

daniel-rodriguezsegura.com | [@danrodseg](https://twitter.com/danrodseg)

EDUCATION

- 2022 PhD in Education Policy; University of Virginia
Dissertation: "Essays on the promotion of foundational literacy & numeracy in developing countries"
- 2018 MA in Economics; University of Virginia
- 2016 BA in Economics and minor in Poverty Studies and Human Capabilities; Washington & Lee University

PROFESSIONAL EXPERIENCE

- 2022- Vice President of Measurement and Evaluation (M&E); NewGlobe (Cambridge, MA)
- Leading the planning, execution, and reporting of impact evaluations across Sub-Saharan Africa and India
 - Advising on the project management and methodological approaches for government-facing studies
 - Pioneering analyses to inform policies aimed at improving academic outcomes, particularly on foundational learning
 - Managing, directly or functionally, a team of nine M&E Directors and Analysts across four countries
- 2021-22 Director of Data Analytics; NewGlobe (Cambridge, MA)
- Steering 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
 - Supervising and mentoring a team of three Data Analysts in India and the United States
- 2021 Short-term consultancy for education projects in Kenya and Armenia; World Bank (Washington, DC)
- 2018-19 Research Assistant; Nudge⁴ Solutions Lab, University of Virginia
- 2016-17 Research Analyst – Latin America Public Sector Hub; McKinsey & Co. (Costa Rica)
- Other consulting experience: Amsterdam Institute for Global Health & Development (2021); RISE Programme (2020)
- Internships: Twaweza (remote; 2020); Grameen Bank (Bangladesh; 2015); Favela Experience (Brazil; 2014)

ACADEMIC PUBLICATIONS

- Rodriguez-Segura, D.** (2022). A Closer Look at Reading Comprehension: Experimental Evidence from Guatemala. Forthcoming in the *International Journal of Educational Development*. <https://doi.org/10.1016/j.ijedudev.2022.102630>
- Schueler, B. & **Rodriguez-Segura, D.** (2022). A Cautionary Tale of Tutoring Hard-to-Reach Students in Kenya. Forthcoming in the *Journal of Research on Educational Effectiveness*.
- Rodriguez-Segura, D.** (2021). EdTech in developing countries: A review of the evidence. *The World Bank Research Observer*. <https://doi.org/10.1093/wbro/lkab011>
- Rodriguez-Segura, D.**, & Kim, B. H. (2021). The last mile in school access: Mapping education deserts in developing countries. *Development Engineering*, 100064. <https://doi.org/10.1016/j.deveng.2021.100064>
- Rodriguez-Segura, D.**, Campton, C., Crouch, L., & Slade, T. S. (2021). Looking beyond changes in averages in evaluating foundational learning: Some inequality measures. *International Journal of Educational Development*, 84, 102411. <https://doi.org/10.1016/j.ijedudev.2021.102411>
- Schueler, B., & **Rodriguez-Segura, D.** (In Press). Can camp get you into a better secondary school? A field experiment of targeted instruction in Kenya. *Education Finance and Policy*. https://doi.org/10.1162/edfp_a_00322
- Rodriguez-Segura, D.** (2020). Strengthening early literacy skills through social promotion policies? Intended and unintended consequences in Costa Rica. *International Journal of Educational Development*, 77, 102243. <https://doi.org/10.1016/j.ijedudev.2020.102243>

WORKING PAPERS

- Rodriguez-Segura, D.**, and Mbiti, I. M. (2022). Back to the Basics: Curriculum Reform and Student Learning in Tanzania. RISE Working Paper Series. 22/099. https://doi.org/10.35489/BSG-RISE-WP_2022/099
- Rodriguez-Segura, D.**, and Schueler, B. E. (2022). Can learning be measured by phone? Evidence from Kenya. (EdWorkingPaper: 22-517). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/gc6v-qv41>
- Rodriguez-Segura, D.**, and Schueler, B. E. (2022). Assessors influence results: Evidence on enumerator effects and educational impact evaluations. (EdWorkingPaper: 22-586). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/hfgf-3404>

WORKS 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)
- “Improving pedagogy at-scale in low-income countries: evidence from Liberia” (with Tim Sullivan, Anne Pinnell, Sean Geraghty, Clotilde de Maricourt) [\[Pre-registration\]](#)

SOFTWARE

Stata, R, Latex, QGIS, GitHub, MS Office, Tableau

POLICY BRIEFS, PRESS, AND BLOGS

- 2021 **Rodriguez-Segura, D.** (September 4). *Cómo mejorar la educación primaria*. La Nación, Costa Rica [\[view\]](#)
- 2021 Staton, B. (June 10). *Edtech flops provide lessons for future success*. Financial Times [\[view\]](#)
- 2021 **Rodriguez-Segura, D.**, Campton, C., Crouch, L., & Slade, T. S., *Addressing learning inequality in educational systems through foundational skills*. RISE Programme [\[view\]](#)
- 2021 **Rodriguez-Segura, D.**, “Education deserts” and school access in Uganda [\[view\]](#)
- 2021 **Rodriguez-Segura, D.**, Kim, B., K., *Identifying “education deserts”: How GIS tools can bring us closer to universal school enrollment*. The Education Commission [\[view\]](#)
- 2020 **Rodriguez-Segura, D.**, Crawford, L., *What works in Edtech?* Center for Global Development [\[view\]](#)
- 2019 Schueler, B. E., & **Rodriguez-Segura, D.**, *KCPE Symposia Evaluation Memo* [\[view\]](#)

SELECT PROFESSIONAL DEVELOPMENT WORKSHOPS AND CONFERENCES

- 2021 Presenter - Ghana National Education Week: Evidence Summit
- 2021 Presenter - UKFIET – Closing plenary for “Towards Building Back Equitably”
- 2021 Presenter - Society for Research on Educational Effectiveness (SREE) Conference (Washington, DC)
- 2021 Presenter: World Bank/UNICEF Webinar: “EdTech in Developing Countries: A Review of Experience and Lessons”
- 2021 Presenter at Comparative and International Education Society Conference
- 2020 Presenter at Southern Economics Meeting
- 2020 Panelist: “Why Alignment for Foundational Skills Matters: Cognitive Science Insights and Real-World Implications”, with Helen Abadzi, Julius Atuhurra, and Dzingai Mutumbuka
- 2020 RISE Country Team Meeting (Addis Ababa, Ethiopia)
- 2019 Seminar on evaluating early childhood interventions (Center for Global Development, DC)
- 2019 Presenter at Southern Economics Meeting (Fort Lauderdale, FL)
- 2019 Cost-benefit analysis, Data visualization with R Shiny (Charlottesville, VA)
- 2019 RISE Programme Conference (Center for Global Development, DC)
- 2017 Advanced analytics training for McKinsey consultants (Düsseldorf, Germany)

FELLOWSHIPS, FUNDING, AND HONORS

- 2021-22 Center for Global Inquiry and Innovation, “Can Nudging Parents Improve Early Literacy Outcomes? A 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- 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
- 2019-23 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

LANGUAGES

Spanish (native), English (fluent), Portuguese (fluent), Italian (fluent), French (proficient), Swahili (beginner)