

DANIEL RODRIGUEZ-SEGURA

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EDUCATION

2022	Ph.D., Education Policy — University of Virginia Dissertation: “ <i>Essays on the promotion of foundational literacy & 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

2022-	Vice President of Measurement and Evaluation; NewGlobe <ul style="list-style-type: none">- Lead the Measurement and Evaluation department, overseeing eleven collaborators (Directors, Analysts, Research Fellows, and Project Managers) in Nigeria, Rwanda, India, and the U.S.- Provide technical and logistical support for the design, execution, analysis, and presentation of multiple quasi-experimental, experimental, and descriptive studies across seven government partnerships reaching 1.4 million children in six countries in Sub-Saharan Africa and India- Sustain a feedback loop between internal program stakeholders and the evidence base created by the department for the continued improvement of NewGlobe’s programs, particularly around foundational literacy and numeracy (FLN)- Execute secondary research on different educational systems around the world to support with new client development and government negotiations- Building the internal team structure and processes from scratch, including project management tools to successfully oversee simultaneous work in multiple countries at once, enumerator training materials, government-facing workshops, and the data infrastructure necessary to adhere to strong empirical practices
2021-22	Director of Data Analytics; NewGlobe <ul style="list-style-type: none">- Guide 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- Lead a team of four Data Analysts in the U.S. and India
2023-	Advisor; Uwezo Uganda
2020-21	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) Other consulting and research experience: Amsterdam Institute for Global Health & Development (2021); RISE Programme (2020), Nudge4 Solutions Lab (2017-18)

PUBLICATIONS

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](#))

SELECT CONFERENCE PRESENTATIONS

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| 2023 | Presenter - Leuven Economics of Education Research Conference |
| 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