DANIEL RODRIGUEZ-SEGURA

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EDUCATION

Ph.D., Education Policy — University of Virginia *2022*
  Dissertation: *"Essays on the promotion of foundational literacy & numeracy in developing countries"*

M.A., Economics — University of Virginia *2018*
B.A. in Economics (minor in Poverty Studies & Human Capabilities) — Washington & Lee University *2016*

PROFESSIONAL EXPERIENCE

NewGlobe **Washington, DC/Cambridge, MA**
Vice President of Research, Measurement and Evaluation (RME) *March 2022-Present*

- Direct the global Research, Measurement & Evaluation team. Manage a team of approximately 12 Directors, Analysts, Research Fellows, and Project Managers across Nigeria, Rwanda, India, and the United States, assessing the effects of NewGlobe-facilitated government programs on education systems in low- and middle-income countries.

- Design and execute research and policy studies. Lead the development and implementation of experimental, quasi-experimental, and descriptive studies to evaluate the effectiveness of NewGlobe's 8 government programs and their various features, analyze operational progress, and describe the educational landscape across diverse settings in Sub-Saharan Africa and South Asia.

- Enhance organizational learning and program improvement. Facilitate a robust evidence-based feedback loop between program designers and the RME department, ensuring that NewGlobe's initiatives meet educational quality goals, increase participation, improve learning outcomes, and generate better post-primary outcomes for the over 1.8 million children and 5,000 schools served by these government programs.

- Strengthen government partner and prospective client relations. Conduct multi-day, in-person workshops with policymakers from government partners to address educational challenges and foster collaboration. Support business development by creating in-depth analyses of local educational issues for prospective clients, leveraging both primary and secondary research to drive strategic partnerships and tailored solutions.

- Establish and refined team structure and processes. Developing and implement a comprehensive internal team structure, including project management tools, enumerator training materials, government-facing workshops, and data infrastructure, to support efficient and effective program execution.

NewGlobe **Cambridge, MA**
Director of Data Analytics *November 2021-March 2022*

- Founded and led a centralized Data Analytics team within the Academics and Schools Groups, managing a global team of Data Analysts in the U.S. and India to develop and enhance systems for effective data analysis, measurement, and recurring reporting.

- Conducted strategic analysis and auditing of student achievement and school management data across diverse low- and middle-income countries, including Kenya, Uganda, Rwanda, India, Liberia, and Nigeria, focusing on the use of Education Management Information Systems (EMIS) and learning assessments.

- Produced internal reports that presented narratives to guide programmatic implementation and design within the Academics and Schools Groups, using insights derived from data analysis to inform and strengthen educational systems and support continuous improvement.

McKinsey & Company **San José, Costa Rica**
Research Analyst, Latin America Public Sector Hub *June 2016-June 2017*

- Conducted quantitative and advanced analytics research on country-level macroeconomics, financial inclusion, economic development, and education across Latin America, integrating both quantitative and qualitative approaches to benchmark legislation and policy implementation in the region.
- Developed client-ready documents showcasing research findings and key insights, effectively communicating complex analyses and recommendations for informed decision-making.

OTHER CONSULTING AND ADVISORY EXPERIENCE

Inter American Development Bank *August 2024-Present*
- Assist in drafting a technical concept note on the role of AI in education, including policy recommendations for Latin America and the Caribbean, based on literature review, analysis of AI applications, and expert consultations.

EdTech Hub *September 2024-Present*
- Provide expert advisory services on cost-effectiveness in education, reviewing a technical piece on Learning-Adjusted Years of Schooling (LAYS), a cross-portfolio framework on cost-effectiveness, and an academic article on digital personalized interventions.

Uwezo Uganda
- Support research initiatives conducted by the Uwezo Uganda team as the "Advisor for Research and Innovation", providing technical assistance on data analysis, and interpretation. Write policy briefs, focusing on the relationship between gender, mother tongue instruction, and early childhood education, aiming to enhance learning outcomes in Uganda.

World Bank *October 2021-March 2022*
- Support the design of a quasi-experimental study to evaluate curriculum reform in STEM subjects in Armenia through a short-term consultancy.

World Bank *February-July 2021*
- Lead the design, implementation, and data collection of a randomized control trial in Kenya, evaluating various parental support interventions delivered via interactive voice recordings, through a short-term consultancy.

Amsterdam Institute for Global Health & Development (AIGHD) *February 2021-April 2022*
- Conduct the review and analysis of literature on results-based financing schemes in education, contributing to a report for the World Bank.
- Perform analyses for a quasi-experimental study on the impact of an agricultural intervention on farm productivity and food security in Kenya.

RISE Programme *July-December 2020*
- Draft and author a peer-reviewed publication on learning inequality measures in low- and middle-income countries.

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. A Closer Look at Reading Comprehension: Experimental Evidence from Guatemala. *International Journal of Educational Development*, 2022

Rodriguez-Segura, D., and Schueler, B. E. Can learning be measured by phone? Evidence from Kenya. *Economics of Education*, 2022

Schueler, B. & **Rodriguez-Segura, D.** A Cautionary Tale of Tutoring Hard-to-Reach Students in Kenya. *Journal of Research on Educational Effectiveness*, 2023

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. & Tierney, S. Systemwide and Between-School Heterogeneity in Learning Outcomes in Low- and Middle-Income Countries: Evidence from Six Education Systems. Annenberg EdWorkingPaper: 24-940.

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.

SELECT POLICY REPORTS AND BRIEFS

Arias Ortiz, E., Castro, N., Forero, T., Gambi, G., Giambruno, C. Perez-Alfaro, M., **Rodriguez-Segura, D.**, (2025). *AI and the Digital Transformation of Education*. Inter-American Development Bank. Technical note. Forthcoming.

Rodriguez-Segura, D., & Whitcomb, C. (2025). Ahead of the Game: Improving Education Systems Now to Prepare for Future Disruptions. In E. King & D. Suryadarma (Eds.), *Building Resilience in Education Systems*. Asian Development Bank Institute. https://doi.org/10.56506/UQJF1622

Rodriguez-Segura, D., Gaudet, M., Chaudhry, R., Kishani, N. *A Common Assessment to Measure Foundational Numeracy: How NewGlobe's Leverages ICAN to Monitor Learning on a Global Scale*. PAL Network, 2024

Qureshi, M.A., **Rodriguez-Segura, D.**, Gaudet, M., Lu, P., Chen, D., Hur, J. *The State of Education in Islamabad Capital Territory*. Report prepared using primary data for the Government of the Islamabad Capital Territory, 2024

Rodriguez-Segura, D., Mullane, M., Gaudet, M., Tierney, S., Lu, P., Chen, D. *The State of Education in Meghalaya*. Report prepared using primary data for the State Government of the Meghalaya (India), 2024

Owolabi, H., **Rodriguez-Segura, D.**, Mchihi, S., Cho, K., Lu, P., Tierney, S. *Can Data-Informed Management and Structured Pedagogy Improve Learning? Evidence from public schools in Kwara State*. Report prepared for the State Government of Kwara (Nigeria), 2024

Rodriguez-Segura, D., Cho, K., Tierney, S., Mullane, M., Gaudet, M. *Overcoming the Learning Crisis. Evidence-Based Policy Recommendations for Public System Transformation*. NewGlobe and ICESCO, 2024.

Rodriguez-Segura, D., Cho, K., Mullane, M., Khandelwal, A. *The State of Education in The Gambia*. Report prepared using primary data for the Government of The Gambia. 2024

Rodriguez-Segura, D., Zuo, J., Tierney, S. *The State of Education in Ekiti State*. Government report prepared using primary data for the State Government of Ekiti (Nigeria), 2024

Rodriguez-Segura, D., Rugwizangoga, P., Lu, P. *Can Data-Informed Management and Structured Pedagogy Improve Learning? Evidence from public schools in Rwanda*. Government report prepared for the Government of Rwanda, 2023

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

Rodriguez-Segura, D., Crawfurd, L. *What works in Edtech?* Center for Global Development, 2020

PRESS

Interviewed for: Caffrey, M. *Untapped possibilities: how to bring education products to developing countries. Edweek Market Brief*. Financial Times, December 8, 2023.

Rodriguez-Segura, D. *Cómo mejorar la educación primaria*. La Nación, Costa Rica, September 4, 2021

Interviewed for: Staton, B. *Edtech flops provide lessons for future success*. Financial Times, June 10, 2021

SELECT CONFERENCE AND WORKSHOP PRESENTATIONS

Presenter – International Food Policy Research Institute (IFPRI) in Nairobi	*2024*
Seminar leader – African School of Economics in Bénin: "Education research in LMICs and in Bénin"	*2024*
Workshop leader – Government Capacity Building Workshop, Lagos State Universal Basic Education (SUBEB)	*2024*
Presenter – Asian Economic Development Conference by the Asian Development Bank	*2024*
Presenter – Leuven Economics of Education Research Conference	*2023*
Presenter – Utafiti Elimu Tanzania; "Curriculum reform in Tanzania and student learning outcomes"	*2022*
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"	*2021*
Panelist – "Why Alignment for Foundational Skills Matters: Cognitive Science Insights and Real-World Implications", with Helen Abadzi, Julius Atuhurra, and Dzingai Mutumbuka	*2020*

RESEARCH FUNDING, FELLOWSHIPS AND SCHOLARSHIPS

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*
RISE Programme Tanzania Country Research team member	*2021-22*
Innovations for Poverty Action (IPA), "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	*2020-21*
Dean's Fellowship; University of Virginia	*2019-22*
Graduate School and Arts and Sciences Fellowship; University of Virginia	*2017-18*
Johnson Merit Scholarship covering full cost of attendance; Washington and Lee University	*2012-16*
Founders' Fund Scholarship; Lincoln School	*2008-12*

SOFTWARE: Stata, R, QGIS, Google Looker, 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

LOCATION: Washington, D.C. area