

DANIEL RODRIGUEZ-SEGURA

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EDUCATION

2022 (expected) PhD Education Policy; University of Virginia
2018 MA Economics; University of Virginia
2016 BA Economics and minor in Poverty Studies; Washington & Lee University

PUBLICATIONS

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>

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*. Just accepted. 1–56. https://doi.org/10.1162/edfp_a_00322

WORKING PAPERS

Rodriguez-Segura, D., Cole Campton, Luis Crouch, & Tim Slade. (2020) “Learning inequalities in developing countries: evidence from early literacy levels and changes”.

Rodriguez-Segura, D. (2020). Educational technology in developing countries: a systematic review. EdPolicyWorks Working Paper Series. https://curry.virginia.edu/sites/default/files/uploads/epw/72_Edtech_in_Developing_Countries_1.pdf. [\[Link to full coding of studies\]](#) [\[CGD blog post\]](#)

CURRENT RESEARCH PROJECTS

“Back to basics: curriculum reform and student learning in Tanzania” (with Isaac Mbiti).

“Far from home: Mapping Education Deserts in Developing Countries” (with Brian H. Kim).

“The fiscal burden of teacher absenteeism in Tanzania” (with Youdi Schipper).

“Improving early literacy outcomes in Guatemala”.

“Individualized academic support for students in time of Coronavirus: experiment evidence from Kenya” (with Beth Schueler).

PROFESSIONAL EXPERIENCE

- 2020 Intern; Research Partnership; Twaweza – Tanzania (remote)
- 2018-19 Research Assistant; Nudge⁴ Solutions Lab, University of Virginia
- 2016-17 Research Analyst; Latin America Public Sector Hub; McKinsey & Co. (Costa Rica)
- 2015 Intern; Grameen Bank (Dhaka, Bangladesh)
- 2014 Intern; Favela Experience (Rio de Janeiro, Brazil)

SELECT PROFESSIONAL DEVELOPMENT WORKSHOPS AND CONFERENCES

- 2020 Southern Economics Meeting - scheduled (New Orleans, LA)
- 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)

WORKSHOPS TAUGHT

- 2020 “QGIS for social science” (Development Economics graduate class, UVA)
- 2020 “Intro to ggplot2 visualizations (R) for Stata users” (Ed Policy graduate student workshop, UVA)
- 2020 “Data and methods for education and development” (undergraduate class, W&L University)
- 2019 “Establishing causality in development research” (undergraduate class, W&L University)

FELLOWSHIPS, FUNDING, AND HONORS

- 2020-21 Innovations for Poverty Action, “Validating Academic Assessments for Hard-to-Reach Students in the Time of COVID-19,” \$10,000, PI with Beth Schueler (Co-PI)
- 2019-23 Dean’s Fellowship; University of Virginia
- 2019-23 Institute for Education Sciences-VEST Affiliate
- 2019 Dean’s Travel Grant; University of Virginia
- 2017-18 Graduate School and Arts and Sciences Fellowship; University of Virginia
- 2012-16 Johnson Merit Scholarship; Washington and Lee University
- 2008-12 Founders’ Fund Scholarship; Lincoln School

REFEREE SERVICE

Journal of International Educational Development, Journal of Development Effectiveness

LANGUAGES

Spanish (native), English (native-like fluency), Portuguese (fluent), Italian (fluent), French (fluent), Swahili (beginner)

SOFTWARE

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

PROFESSIONAL MEMBERSHIPS

Southern Economic Association (SEA), American Economic Association (AEA), American Society of Hispanic Economists (ASHE)

RESEARCH INTERESTS

Early literacy and numeracy in developing countries, curricular change and learning outcomes, use of education technology to address basic knowledge gaps.