

ALEJANDRO J. GANIMIAN
Harvard Graduate School of Education
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ACADEMIC APPOINTMENTS

- 2024-2026 Visiting Associate Professor of Education, Harvard Graduate School of Education
- 2024-Present Associate Professor of Applied Psychology and Economics (with tenure), Steinhardt School of Culture, Education, and Human Development, New York University
- 2017-2024 Assistant Professor of Applied Psychology and Economics, Steinhardt School of Culture, Education, and Human Development, New York University
- 2015-2017 Senior Education Post-Doctoral Fellow, Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia – New Delhi, India

EDUCATION

- 2015 Ed.D. Harvard University, Graduate School of Education,
Quantitative Policy Analysis in Education (Economics of Education Concentration)
- 2007 M.Phil University of Cambridge, Faculty of Education, Educational Research
- 2006 B.S. *Magna cum laude*, Georgetown University, School of Foreign Service, International Politics

PEER-REVIEWED PUBLICATIONS

* Indicates that authorship order reflects size of contribution, with largest contribution coming first.

Authorship on articles without asterisk is in alphabetical order of authors' last names.

Italicized authors were students, research assistants, or post-doctoral fellows at the start of the study.

Published:

1. Arteaga, I., *de Barros, A.* & **Ganimian, A. J.** (2025). The challenges of scaling up effective child-rearing practices using technology in developing settings: Experimental evidence from India. *Journal of Research on Educational Effectiveness*, 1-19.
2. Banerjee, A. V., Bhattacharjee, S., Chattopadhyay, R., Duflo, E., **Ganimian, A. J.**, *Rajah, K.* & Spelke, E. (2025). Children's arithmetic skills do not transfer between applied and academic mathematics. *Nature*, 639, 673-681.
3. *Djaker, S.*, **Ganimian, A. J.** & Sabarwal, S. (2024). Out of sight, out of mind? The gap between students' test performance and teachers' estimations in India and Bangladesh. *Economics of Education Review*, 102, 102575.
4. de Hoyos, R., *Djaker, S.*, **Ganimian, A. J.**, Holland, P. A. (2024). The impact of combining performance-management tools and training with diagnostic feedback in public schools: Experimental evidence from Argentina. *Economics of Education Review*, 9, 102518.
5. **Ganimian, A. J.**, Muralidharan, K., & Walters, C. R. (2024). Augmenting state capacity for child development: Experimental evidence from India. *Journal of Political Economy*, 132(5), 1565-1602.
6. **Cramer, T.*, Cappella, E., Morris, P., & **Ganimian, A. J.** (2023). Measuring and predicting teachers' commitment to implementing evidence-based programs. *Early Childhood Research Quarterly*, 64(3), 405-415.
7. **Siegel, J.*, **Ganimian, A. J.**, & Cappella, E. (2023). Can positive school climate ameliorate racial-ethnic disparities in access to high-quality pre-kindergarten? Evidence from a large urban school district. *Early Childhood Research Quarterly*, 64, 313-323.
8. **de Barros, A.* & **Ganimian, A. J.** (2023). Which students benefit from computer-based individualized instruction? Experimental evidence from public schools in India. *Journal of Research on Educational Effectiveness*, 17(2), 318-343.
9. **de Barros, A.* & **Ganimian, A. J.** (2023). The foundational math skills of Indian children. *Economics of Education Review*, 92, 102336.

10. *de Barros, A., **Ganimian, A. J.**, & Venkatachalam, A. (2022). Which students benefit from independent practice? Experimental evidence from a math software in private schools in India. *Journal of Research on Educational Effectiveness*, 15(2), 279-301.
11. *Cramer, T., **Ganimian, A. J.**, Morris, P., & Cappella, E. (2021). The role of teachers' commitment to implement in delivering evidence-based social-emotional learning programs. *Journal of School Psychology*, 88, 85-100.
12. de Hoyos, R., **Ganimian, A. J.**, & Holland, P. A. (2021). Teaching with the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina. *World Bank Economic Review*, 35(2), 499-520.
13. ***Ganimian, A. J.** & Freel, S. H. (2021). Can principal training improve school management? Short-term experimental evidence from Argentina. *Papeles de Economía Española*, 166, 67-83.
14. **Ganimian, A. J.** (2020). Growth mindset interventions at scale: Experimental evidence from Argentina. *Educational Evaluation and Policy Analysis*, 42(3), 417-438.
15. ***Ganimian, A. J.**, Barrera-Osorio, F., Biehl, M. L., & Cortelezzi, M. A. (2020). Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina. *Journal of Research on Educational Effectiveness*, 13(2), 380-400.
16. *Muralidharan, K., Singh, A., & **Ganimian, A. J.** (2019). Disrupting education? Experimental evidence on technology-aided instruction in India. *American Economic Review*, 109(4), 1426-1460.
17. ***Ganimian, A. J.**, Alfonso, M., & Santiago, A. (2017). More than words: Expressed and revealed preferences of top college graduates entering teaching in Argentina. *Comparative Education Review*, 61(3), 581-606.
18. Barrera-Osorio, F. & **Ganimian, A. J.** (2016). The barking dog that bites: Test score volatility and school rankings in Punjab, Pakistan. *International Journal of Educational Development*, 49, 31-54.
19. ***Ganimian, A. J.** & Murnane, R. J. (2016). Improving educational outcomes in developing countries: Lessons from rigorous evaluations. *Review of Educational Research*, 86(3), 719-755.
20. **Ganimian, A. J.** (2016). Why do some school-based management reforms survive while others are reversed? The cases of Honduras and Guatemala. *International Journal of Educational Development*, 47, 33-46.
21. **Ganimian, A. J.** (2011). What motivates top college graduates to go into teaching? Preliminary evidence on Enseñá por Argentina. *Educar*, 47(2), 297-326. (In Spanish).
22. **Ganimian, A. J.** (2006). The seeds of social inclusion: Reforming education in Costa Rica. *Georgetown Journal of International Affairs*, 6(1), 145-151.

UNDER REVIEW

1. *Acris, S., **Ganimian, A. J.**, King, E., & Marple-Cantrell, K. Does civic education impact primary-school students' civic outcomes? Experimental evidence from Liberia. *Educational Evaluation and Policy Analysis* (revise and resubmit).
2. ***Ganimian, A. J.**, Ho, A. D. & Campos Quintero, A. The reliability of classroom observations and student surveys in non-research settings: Evidence from an alternative pathway into teaching. *Educational Evaluation and Policy Analysis* (submitted).

WORKING PAPERS

1. ***Ganimian, A. J.**, Mbiti, I. M. & Mishra, A. Leveraging complementarities between teachers' content knowledge and pedagogical supports: Experimental evidence from India.
2. ***Ganimian, A. J.**, Page, L. C., Childs, J., Mesalles, V. & Bartoli, B. How can we increase school attendance? Descriptive, correlational, experimental, and quasi-experimental evidence from Argentina.
3. *Djaker, S., **Ganimian, A. J.**, Angrist, N. & Sabarwal, S. Teaching to the bottom: Experimental evidence on how to increase teacher effort on low-achieving students in Bangladesh.
4. ***Ganimian, A. J.**, Rockoff, J. E. Experimental evidence on providing principals with information on students' performance in school in Argentina.
5. ***Ganimian, A. J.**, Djaker, S. How can developing countries address heterogeneity in students' preparation for school? A review of the challenge and potential solutions.

BOOK CHAPTERS

Spanish:

1. **Ganimian, A. J.** & Vegas, E. (2020). How can we leverage technology to improve learning? In Granados, O. (Ed.) *The education of tomorrow: Inertia or transformation?* Madrid, Spain: Organization for Ibero-American States for Education, Science, and Culture (OEI).

REPORTS

English:

1. King, E., **Ganimian, A. J.**, & *Acris*, S. (2025). Liberia civic education: Impact evaluation endline report. Washington, DC: United States Agency for International Development/The Cloudburst Group.
2. King, E., **Ganimian, A. J.**, Marple-Cantrell, K., *Acris*, S. (2022). Liberian civic education: Pre-analysis plan. Washington, DC: United States Agency for International Development/The Cloudburst Group.
3. Burde, D., Lahmann-Rosen, H., de Barros, A., Counterman, M., King, E., **Ganimian, A. J.**, & *Acris*, S. (2022). Armenian civics for engagement activity: Evidence review. Washington, DC: United States Agency for International Development/The Cloudburst Group.
4. King, E., **Ganimian, A. J.**, & *Acris*, S. (2022). Liberia civic education: Impact evaluation design report. Washington, DC: United States Agency for International Development/The Cloudburst Group.
5. King, E., **Ganimian, A. J.**, & *Acris*, S. (2021). Liberia civic education: Evaluability assessment. Washington, DC: United States Agency for International Development/The Cloudburst Group.
6. King, E., **Ganimian, A. J.**, & *Acris*, S. (2021). Liberia civic education: Evidence review. Washington, DC: United States Agency for International Development/The Cloudburst Group.
7. **Ganimian, A. J.** (2021). Early grade reading in crisis: A call to action. Highlights from the Fourth Regional Comparative and Explanatory Study with emphasis in Central America and the Dominican Republic. Washington, DC: American Institutes for Research.
8. **Ganimian, A. J.**, Hess, F. M., & Vegas, E. (2020). Realizing the promise: How can education technology improve learning for all? Washington, DC: Brookings Institution.
9. Ganimian, A. J., Muralidharan, K. and Walters, C. R. (2020). Improving school preparedness and child health outcomes through Integrated Child Development Services in Tamil Nadu. Report to the Government of Tamil Nadu. New Delhi, India: Abdul Latif Jameel Poverty Action Lab (J-PAL).
10. Vegas, E., Loeb, S., Romaguera, P., Paglayan, A.S., Goldstein, N., **Ganimian, A. J.**, Trembley, A. & Jaimovich, A. (2013). What matters most in teacher policies? A framework paper. *SABER Working Paper Series*. Washington, DC: The World Bank.
11. Vegas, E. & **Ganimian, A. J.** (2013). The theory and evidence on teacher policies in developed and developing countries. *IDB Working Paper Series No. IDB-WP-438*. Washington, DC: Inter-American Development Bank.
12. **Ganimian, A. J.** & Solano Rocha, A. (2011). Measuring up? How did Latin America and the Caribbean perform on the 2009 Programme for International Student Assessment (PISA)? Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL).
13. **Ganimian, A. J.** (2009). How much are Latin American children learning? Highlights from the Second Regional Student Achievement Test (SERCE). Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL).

Spanish

14. **Ganimian, A. J.**, & *Mesalles, V.* (2024). ¿Qué aprendimos de Aprender? Informe sobre el desempeño de las 24 jurisdicciones argentinas en las evaluaciones nacionales de desempeño estudiantil, 2016-2023. Ciudad Autónoma de Buenos Aires, Argentina: Educar 2050 & Argentinos por la Educación.
15. **Ganimian, A. J.** (2022). Informe sobre las ausencias de los estudiantes a la escuela en la Provincia de Mendoza, Argentina: Incidencia, antecedentes y posibles consecuencias. New York, NY: Steinhardt School of Culture, Education, and Human Development, New York University.

16. **Ganimian, A. J.** (2019). Aprendizaje bajo, desigual y estancado: Informe sobre el desempeño de Argentina en el Programa para la Evaluación Internacional de Alumnos (PISA) 2018. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
17. **Ganimian, A. J.** (2015). Pistas hechas en Latinoamérica: ¿Qué hicieron los países, escuelas y estudiantes con mejor desempeño en el Tercer Estudio Regional Comparativo y Explicativo (TERCE)? Ciudad Autónoma de Buenos Aires, Argentina: Red Latinoamericana por la Educación (Reduca) and Proyecto Educar 2050.
18. **Ganimian, A. J.** (2015). El termómetro educativo: Informe sobre el desempeño de Argentina en los Operativos Nacionales de Evaluación (ONE) 2005-2013. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
19. **Ganimian, A. J.** (2014). Avances y desafíos pendientes: Informe sobre el desempeño de Argentina en el Tercer Estudio Regional Comparativo y Explicativo (TERCE) del 2013. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
20. **Ganimian, A. J.** (2014). El aprendizaje desigual: ¿Cómo difiere el desempeño de los alumnos de las regiones argentinas en el Programa para la Evaluación Internacional de Alumnos (PISA) 2012? Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
21. **Ganimian, A. J.** (2014). Pistas para mejorar: ¿Qué hicieron los países, escuelas y estudiantes con mejor desempeño en el Programa para la Evaluación Internacional de Alumnos (PISA) 2012? Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.
22. **Ganimian, A. J.** (2013). No logramos mejorar: Informe sobre el desempeño de Argentina en el Programa para la Evaluación Internacional de alumnos (PISA) 2012. Ciudad Autónoma de Buenos Aires, Argentina: Proyecto Educar 2050.

GRANTS & RESEARCH FUNDING

Total: \$10,660,581 (\$9,887,356 as Principal Investigator or Co-Principal Investigator).

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|--------------|---|
| 2025-Present | <i>Principal Investigator.</i> “A flexible, integrated, and scalable approach to early social-emotional development: Experimental evidence from Brazil.” Abdul Latif Jameel Poverty Action Lab and Bracell Foundation [Co-PIs: Stephanie Jones, Ana Colagrossi] (\$187,895) |
| 2025-2027 | <i>Research Fellow.</i> Jacobs Foundation (\$170,000) |
| 2023-Present | <i>Co-Investigator.</i> “Expanding minority youth access to evidence-based care: A pilot effectiveness trial of a digital mental-health intervention.” National Institutes of Health [PIs: E. Nadeem, A. Van Meter] (\$773,255) |
| 2022-2024 | <i>Principal Investigator.</i> “Identifying scalable and cost-effective approaches to improving parenting practices for young children in developing settings.” The Agency Fund [Co-PIs I. Arteaga, A. de Barros, S. Sheth] (\$180,000) |
| 2022-2024 | <i>Post-Doctoral Fellow.</i> “Do teachers in developing countries <i>really</i> ‘teach to the top’? A classroom-observation protocol to characterize heterogeneity in student-teacher interactions.” National Academy of Education/Spencer Foundation (\$70,000) |
| 2021-2023 | <i>Co-Principal Investigator.</i> “Building back better education systems in Bangladesh: Mainstreaming formative assessments in classrooms.” Foreign, Commonwealth & Development Office and The World Bank [PI S. Sabarwal] (\$1,300,000) |
| 2021-Present | <i>Co-Principal Investigator.</i> “Liberia civic education impact evaluation.” United States Agency for International Development (USAID) [PI E. King] (\$896,676) |
| 2021-2023 | <i>Principal Investigator.</i> “Improving early socio-emotional skills in contexts of low teacher capacity.” Weiss Fund for Research in Development Economics, Becker Friedman Institute for Economics at the University of Chicago [Co-PI S. M. Jones] (\$69,000) |

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| 2019-Present | <i>Principal Investigator.</i> “Developing systems to reduce student absenteeism in developing countries: Experimental evidence from Argentina.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [Co-PI L. C. Page] (\$113,772) |
| 2019 | <i>Principal Investigator.</i> “Building school management capacity in developing countries: Experimental evidence from India.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [Co-PI D. Scur] (\$109,896) |
| 2018-Present | <i>Co-Principal Investigator.</i> “Teach for science: An impact evaluation of Science Education Initiative’s Fellows Program.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [PI I. M. Mbiti] (\$37,379) |
| 2018 | <i>Principal Investigator.</i> “How can education technology improve student learning?” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative (\$20,000) |
| 2017-2022 | <i>Co-Principal Investigator.</i> “Improving school preparedness and child health outcomes through the Integrated Child Development Scheme.” Abdul Latif Jameel Poverty Action Lab, Cash Transfers for Child Health Initiative [PI K. Muralidharan, Co-PI C. R. Walters] (\$300,239) |
| 2016-2022 | <i>Co-Principal Investigator.</i> “Improving school performance at scale: Indian states as laboratories for innovation, evaluation, and evidence-based education system reform.” Research in Improving Systems of Education [PI K. Muralidharan, Co-PI A. Singh] (£4,193,544) |
| 2016-2022 | <i>Co-Principal Investigator.</i> “The learning lab: An initiative to conduct computer-based RCTs on math and language pedagogy.” Douglas B. Marshall, Jr. Foundation [PI K. Muralidharan] (\$750,000) |
| 2016-2022 | <i>Co-Principal Investigator.</i> “Street smart or school smart? Leveraging working children’s competencies to teach them mathematics.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative [PIs A. V. Banerjee, E. Duflo; Co-PI E. Spelke] (\$49,768) |
| 2017-2019 | <i>Principal Investigator.</i> “Innovation and evaluation hub: A model for sub-national governments in Argentina.” Abdul Latif Jameel Poverty Action Lab, Government Partnership Initiative (\$67,039) |
| 2016-2019 | <i>Principal Investigator.</i> “Informing students of their potential ability: Experimental evidence from Argentina.” Abdul Latif Jameel Poverty Action Lab, Post-Primary Education Initiative (\$50,618); Inter-American Development Bank (\$14,000) |
| 2015-2019 | <i>Co-Principal Investigator.</i> “Embedding technical support for system-wide, evidence-based education reform in Delhi.” Abdul Latif Jameel Poverty Action Lab, Government Partnership Initiative [PI K. Muralidharan, Co-PI U. Bhattacharya] (\$50,000) |
| 2014-2017 | <i>Principal Investigator.</i> “Do scholarships and mentoring improve student performance? Experimental evidence from Argentina.” Inter-American Development Bank [Co-PIs F. Barrera-Osorio, L. Biehl, M. Cortelezzi] (\$300,000) |
| 2013-2018 | <i>Principal Investigator.</i> “The reliability and predictive power of demonstration lessons to identify effective teachers.” Inter-American Development Bank [Co-PI A. D. Ho] (\$19,000) |
| 2012-2016 | <i>Principal Investigator.</i> “Expressed and revealed preferences of top college graduates entering teaching in Argentina.” [Co-PIs M. Alfonso, A. Santiago] Ministry of Education of the City of Buenos Aires (\$5,500); Inter-American Development Bank (\$20,000) |

ACADEMIC AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS

2024 Research Fellow, Jacobs Foundation

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| 2024 | Early Career Award, Association for Education Finance and Policy (AEFP) |
| 2022 | Post-Doctoral Fellowship, Spencer Foundation/National Academy of Education (NAEd) |
| 2021 | Excellence in Reviewing Award for 2020 for <i>American Economic Journal: Applied Economics</i> by the American Economic Association (AEA) |
| 2021 | Outstanding Reviewer for 2020 for <i>Educational Evaluation and Policy Analysis</i> by the American Educational Research Association (AERA) |
| 2017 | Vivian G. Prins Global Scholar, New York University |
| 2011 | Inequality & Social Policy Fellowship, Harvard University |
| 2010 | Bradley Fellowship, Harvard University |
| 2009 | Presidential Scholarship, Harvard University |
| 2008 | Cambridge Overseas Trust Bursary (declined), Cambridge University |
| 2007 | Top thesis grade in graduating cohort, Cambridge University |
| 2007 | Bill & Melinda Gates Cambridge Scholarship, Cambridge University |
| 2006 | Alpha Sigma Nu Honor Society (declined), Georgetown University |
| 2006 | Phi Beta Kappa Honor Society, Georgetown University |
| 2005 | John Carroll Fellowship, Georgetown University |

UNIVERSITY, NATIONAL, AND INTERNATIONAL ROLES

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| 2024-Present | Co-Convenor, Quantitative Policy Analysis in Education Seminar, <i>Argentinos por la Educación</i> |
| 2024-Present | Faculty Affiliate, Center for International Development, Harvard University |
| 2024-Present | Faculty Affiliate, Global Action for Policy, Northeastern University |
| 2023-Present | Member, CESifo Network – Munich, Germany |
| 2022-Present | Invited Researcher, Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia – Delhi, India |
| 2019-Present | Non-Resident Fellow, Global Economy and Development, Brookings Institution |
| 2019-Present | Advisory Board Member, Organization for Ibero-American States for Education, Science, and Culture (OEI) |
| 2017-Present | Invited Researcher, Abdul Latif Jameel Poverty Action Lab (J-PAL) Latin America and the Caribbean – Santiago, Chile |
| 2017-Present | Faculty Affiliate, Institute for Human Development and Social Change (IHDSC) |
| 2017-Present | Research Affiliate, Global TIES for Children |
| 2015-2018 | Non-Resident Fellow, Inter-American Dialogue |

PROFESSIONAL EXPERIENCE

| | |
|-----------|--|
| 2021-2024 | Consultant, USAID |
| 2020-2022 | Consultant, World Bank |
| 2021 | Consultant, Innovations for Poverty Action (IPA) |
| 2015 | Consultant, American Institutes for Research (AIR) |

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| 2014-2015 | Consultant, <i>Grupo de Análisis para el Desarrollo</i> (GRADE) – Lima, Peru |
| 2014 | Consultant, <i>Mexicanos Primero</i> – México, DF |
| 2013-2014 | Consultant, Inter-American Development Bank |
| 2012 | Consultant, Bill & Melinda Gates Foundation |
| 2010-2012 | Consultant, World Bank |
| 2009-2015 | Co-founder, <i>Enseñá por Argentina</i> – Buenos Aires, Argentina |
| 2006-2015 | Co-founder, <i>Educar y Crecer</i> – Buenos Aires, Argentina |
| 2007-2009 | Program Associate, Partnership for Educational Revitalization in the Americas (PREAL), Inter-American Dialogue |

INVITED PRESENTATIONS

“How can we increase school attendance? Descriptive, correlational, experimental, and quasi-experimental evidence from Argentina”

1. Association for Education Policy and Finance (AEFP) EdDev community group. Web-based presentation: December 12, 2025.
2. Jacobs Foundation’s symposium: “Impactful science: From research to policy and practice in child development and learning.” Zürich, Switzerland: November 14, 2025.
3. Ministry of Education of the City of Buenos Aires. Buenos Aires, Argentina: October 28, 2025.

“Teaching to the bottom: Experimental evidence on how to increase teacher effort on low-achieving students in Bangladesh”

4. Behavioral Insights and Parenting Lab, University of Chicago. Web-based presentation: December 8, 2025.
5. ProLeer. Online: September 6, 2024.
6. Harvard Graduate School of Education. Cambridge, MA: March 6, 2024.

“Addressing learner variability: Transforming instruction to meet the needs of all students”

7. Jacobs Foundation annual fellows meeting. Öhningen, Germany: June 17, 2025.
8. Professional Education Course: “Accelerate Sao Paulo: Prioritizing learners, empowering futures.” Harvard Graduate School of Education. Cambridge, MA: April 24, 2025.

“Street smart or school smart? The arithmetic skills of working children in two Indian cities.”

9. Harris/Rowe Lab, Harvard Graduate School of Education. Cambridge, MA: March 13, 2025.
10. Course: “Topics in Brazilian education,” Stanford Graduate School of Education (Instructor: Guilherme Lichand). Virtual: May 14, 2024.
11. Foundations of Learning. Virtual: June 25, 2021.
12. Economics of Education, Teachers College, Columbia University. New York, NY: April 16, 2018.
13. Development Research Institute, New York University. New York, NY: March 9, 2018.
14. Post-Primary Education Initiative, Abdul Latif Jameel Poverty Action Lab. Virtual: December 6, 2017.

“Growth mindset interventions at scale: Experimental evidence from Argentina.”

15. Course: “Program evaluation and education policy,” Harvard Graduate School of Education (Instructor: Melanie Rucinski). Cambridge, MA: February 5, 2025.
16. Course: “Child development and social policy in global societies,” New York University (Instructor: Hirokazu Yoshikawa). New York, NY. April 26, 2019.
17. Neuroscience and Education Lab, New York University. New York, NY: December 7, 2018.
18. Department of Economics, New York University. New York, NY: May 8, 2018.

“What did we learn from *Aprender*? Report on the achievement of the 24 Argentinian provinces in the national student assessments, 2016-2023”

19. *Educar 2050 and Argentinos por la Educación*. Fundación Telefónica. Buenos Aires, Argentina: November 28, 2024.
20. *Educar 2050*. Universidad Siglo 21. Córdoba, Argentina: November 29, 2024.

“Improving math and science skills in contexts of low teacher capacity: Experimental evidence from India.”

21. Course: “Research doctoral colloquia,” Harvard Graduate School of Education (Instructor: Luke Miratrix). Cambridge, MA: November 25, 2024.
22. Development Research Institute, New York University. New York, NY: November 15, 2019.
23. Course: “Psychology and social intervention colloquium,” Steinhardt School of Culture, Education, and Human Development, New York University (Instructor: Erin Godfrey). New York, NY: September 11, 2019.

“How to design a policy influence campaign in education?”

24. *Argentinos por la Educación*. Harvard Kennedy School of Government. Cambridge, MA: October 7, 2024.

“Schools for all: How can low- and middle-income countries better serve first-generation learners?”

25. Course: “Improving learning in low- and middle-income countries: Implications for policy making,” Harvard Graduate School of Education (Instructor: Emiliana Vegas). Cambridge, MA: September 12, 2024.
26. Course: “Improving learning in low- and middle-income countries: Implications for policy making,” Harvard Graduate School of Education (Instructor: Emiliana Vegas). Cambridge, MA: September 13, 2023.

“Disrupting education? Experimental evidence on technology-aided instruction in India”

27. Course: “Design and analysis of field experiments in education,” Harvard Graduate School of Education (Instructor: Susan Dynarski). Cambridge, MA: October 2, 2024.
28. Conference: “Education technology: How can it improve learning. Lessons for Latin America and the Caribbean.” Abdul Latif Jameel Poverty Action Lab (J-PAL) Regional Office for Latin America and the Caribbean/Proyecto Educar 2050. Buenos Aires, Argentina: June 28, 2018.
29. Abdul Latif Jameel Poverty Action Lab (J-PAL) Regional Office for Latin America and the Caribbean. Santiago, Chile: June 27, 2018.
30. Department of Applied Statistics, Social Sciences, and Humanities (ASH), New York University. New York, NY: May 2, 2018.
31. Ministry of Education of the City of Madrid. Madrid, Spain: April 19, 2017.
32. Program on Education Policy and Governance (PEPG) at the Harvard Kennedy School of Government. Cambridge, MA: November 8, 2016.

“Out of sight, out of mind? The gap between students’ test performance and teachers’ estimations in India and Bangladesh”

33. Spencer/National Academy of Education. Washington, DC: November 1, 2023.
34. Development Research Institute, New York University. New York, NY: March 16, 2023.
35. Africa Meeting of the Econometric Society. Virtual: June 2, 2022.

“Augmenting state capacity for child development: Experimental evidence from India.”

36. Course: “Child development and social policy in global societies course,” Steinhardt School of Culture, Education, and Human Development, New York University (Instructor: Hirokazu Yoshikawa). New York, NY: April 6, 2023.
37. Teachers College, Columbia University. New York, NY: February 16, 2023.
38. Annenberg Institute, Brown University. Providence, RI: November 3, 2022.
39. Department of Education Reform, University of Arkansas. Fayetteville, AK: October 28, 2022.

40. Harry S. Truman School of Government and Public Affairs, University of Missouri. Virtual: January 26, 2022.
41. Graduate School of Education, University of Pennsylvania. Philadelphia: PA: October 17, 2021.
42. EdPolicyWorks Group, University of Virginia. Web-based presentation: October 11, 2021.
43. Global TIES for Children. New York, NY: July 7, 2021.
44. Effective Altruism Group. Virtual: June 30, 2021.
45. Scaling Community of Practice. Virtual: April 22, 2021.
46. School of Government, Catholic University of Chile. Virtual: March 26, 2021.
47. Global Work-in-Progress Seminar, Brookings Institution. Virtual: March 17, 2021.
48. Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University. Virtual: March 10, 2021.
49. Course: “Introduction to global education,” Steinhardt School of Culture, Education, and Human Development, New York University (Instructor: Rena Deitz). New York, NY: October 29, 2020.
50. Society for Research on Educational Effectiveness (SREE). Virtual: August 5, 2020.
51. Research on Improving Systems of Education (RISE). Virtual: July 15, 2020. (Presentation with K. Muralidharan).
52. Course: “Introduction to global education,” Steinhardt School of Culture, Education, and Human Development, New York University. New York, NY. October 3, 2019.

“Report on students’ absences to school in the Province of Mendoza: Prevalence, predictors, and possible consequences”

53. Area of Education, School of Government, Torcuato Di Tella University. Virtual: June 22, 2022.
54. Argentinian Network of Behavioral Sciences and Public Policies, Unit of Behavioral Sciences and Public Policies, Secretariat of Strategic Affairs of the Office of the President. Virtual: April 6, 2022.
55. General Directorate of Schools, Province of Mendoza. Mendoza, Argentina: June 9 and 13, 2022.
56. Inter-American Development Bank. Virtual: November 23, 2021.

“Great things come to those who wait: Experimental evidence on performance-management tools and training in public schools in Argentina”

57. Colombian Institute for the Evaluation of Education Quality (ICFES). Virtual: November 5, 2020.

“Realizing the promise: How can education technology improve learning for all?”

58. United Nations Children’s Fund (UNICEF). Virtual: October 22, 2020.
59. American Institutes for Research (AIR). Virtual: October 19, 2020.
60. How to advance the edtech agenda to ensure every child can read by age 10. ONE Campaign. Virtual: September 24, 2020.
61. Beyond reopening: A leapfrog moment to transform education? Brookings Institution. Virtual: September 14, 2020.
62. Feedback Sessions, Brookings Institution. Virtual: July 7, 2020. (Presentation with E. Vegas).

“Teaching with the test: Experimental evidence on diagnostic feedback and capacity-building for schools in Argentina.”

63. Conference: “Evidence-based Education Policies: Salta’s Experience.” Salta, Argentina: November 1, 2019.
64. Course: “Statistical and psychometric methods for educational measurement,” Harvard Graduate School of Education (Instructor: Andrew Ho). Cambridge, MA, November 6, 2017.
65. Predoctoral Interdisciplinary Research Training (IES-PIRT) program, New York University. New York, NY, October 16, 2017.
66. Global TIES for Children, New York University. New York, NY, October 11, 2017.
67. Education Policy and Program Evaluation (EPPE) program, Harvard Graduate School of Education. Cambridge, MA, October 2, 2017.
68. Ministry of Education of La Rioja. La Rioja, Argentina. July 4, 2017.

69. Area of Education, School of Government, Torcuato Di Tella University. Buenos Aires, Argentina: June 28, 2017.

“Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina.”

70. Inter-American Development Bank. Washington, DC: March 2, 2018.

71. Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina: June 9, 2017.

72. Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina: March 10, 2017.

73. Brown Center of Education Policy, Brookings Institution. Washington, DC: May 5, 2016.

74. Education Division, Inter-American Development Bank. Washington, DC: April 8, 2016.

75. Department of Economics, Torcuato Di Tella University. Buenos Aires, Argentina: August 25, 2016.

76. Ministry of Education of Argentina. Buenos Aires, Argentina: March 10, 2016.

77. Secretariat of Educational Assessment at the Ministry of Education, Culture, Science and Technology of Argentina. Buenos Aires, Argentina: June 9, 2017.

78. Ministry of Education of Madrid. Madrid, Spain: April 18, 2017.

“Improving educational outcomes in developing countries: Lessons from rigorous evaluations.”

79. Universidad del Externado de Colombia. Bogotá, Colombia: May 8, 2015.

80. Inter-American Development Bank. Buenos Aires, Argentina: December 15, 2014.

81. Teacher and Teaching Quality course, Harvard Graduate School of Education. Cambridge, MA: October 23, 2014.

82. United States Agency for International Development (USAID) Education. Washington, DC: July 30, 2014.

83. Universidad de los Andes. Bogotá, Colombia: June 16, 2014.

84. Teacher and Teaching Quality course, Harvard Graduate School of Education. Cambridge, MA: October 3, 2013.

“The Measures of Effective Teaching (MET) project.”

85. Conference for the Ministry of Education of Colombia, organized by the Inter-American Development Bank. Bogotá, Colombia: June 18, 2014.

86. Conference on Management and Quality of Education organized by Libertad y Desarrollo, Santiago, Chile: June 6, 2014. Keynote speaker.

87. Ministry of Finance of the Province of Buenos Aires, Buenos Aires, Argentina: January 21, 2014.

88. International Conference on Teacher Evaluation organized by the Inter-American Development Bank, Lima, Peru: December 3, 2013. (Presentation with S. Licón).

“The predictive power and reliability of demonstration lessons to identify effective teachers.”

89. Department of Economics, Autonomous University of Madrid, Spain: November 11, 2014.

90. Department of Economics, Camilo José Cela University, Madrid, Spain: November 11, 2014.

91. National Institute for Educational Assessment, Madrid, Spain: November 12, 2014.

92. WISE International Education Summit. Doha, Qatar: November 4-6, 2014.

“Improving educational outcomes in developing countries: Lessons from rigorous evaluations.”

93. USAID Education Sector, Washington, DC: July 30, 2014.

94. University of the Andes, Bogotá, Colombia: June 17, 2014.

95. “What do Mexican teachers say? Teaching and Learning International Survey (TALIS) 2013.” Interactive Museum of Economics, Mexico City, Mexico: September 23, 2014.

96. “Latin America in PISA 2012: A diagnosis and some clues on how to improve.” International Conference on Information and Communication Technology in Education organized by the Organization of American States. Mazatlán, Mexico: March 20-21, 2014.

CONFERENCE PRESENTATIONS

1. “EdTech in low- and middle-income countries: How it started/how it’s going.” Annual conference of the Society for Research on Educational Effectiveness (SREE). Chicago, IL: October 8, 2025.

2. “Developing systems to reduce student absenteeism in low- and middle-income countries: Experimental evidence from Argentina.” Fall research conference of the Association for Public Policy Analysis and Management (APPAM). Atlanta, Georgia: November 10, 2023.

“Improving math and science skills in contexts of low teacher capacity: Experimental evidence from India.”

2. Society for Research on Educational Effectiveness (SREE). Baltimore, MD: September 21, 2024.

3. Association for Education Finance and Policy (AEFP). Baltimore, MD: March 15, 2024.

4. Northeast Development Consortium (NEUDC). Cambridge, MA: November 4, 2023.

5. Society for Research on Educational Effectiveness (SREE). Virtual: March 11, 2020.

“Augmenting state capacity for child development: Experimental evidence from India.”

6. Society for Research on Educational Effectiveness (SREE). Virtual: September 26, 2021.

7. Society for Research on Educational Effectiveness (SREE). Virtual: August 5, 2020.

“Can performance-management tools and training complement diagnostic feedback? Experimental evidence from public schools in Argentina.”

8. Northeast Development Consortium (NEUDC). Virtual: November 11, 2020.

9. International Research Seminar on Education Quality, Colombian Institute for Evaluation in Education (ICFES). Bogotá, Colombia: November 5, 2020.

10. “Growth mindset interventions at scale: Experimental evidence from Argentina.” Association for Public Policy Analysis and Management (APPAM). Washington, DC: November 7, 2019.

“Street smart or school smart? The arithmetic skills of working children in two Indian cities.”

10. Association for Education Finance and Policy (AEFP). Portland, OR: March 15-17, 2018.

11. Research on Improving Systems in Education (RISE). Washington, DC: June 16, 2017.

12. “Improving instruction in developing countries: Leveraging education technology to advance our knowledge and accelerate our learning on what works.” Society for Research on Educational Effectiveness (SREE). Washington, DC: March 2, 2018.

“Disrupting education? Experimental evidence on technology-aided instruction in India” (Paper with K. Muralidharan & A. Singh).

13. Society for Research on Educational Effectiveness (SREE). Washington, DC: February 28-March 3, 2018.

14. Research on Improving Systems in Education (RISE). Washington, DC: June 15, 2017.

15. Northeast Development Consortium (NEUDC). Cambridge, MA: November 5, 2016.

“Teaching *with* the test: Experimental evidence on diagnostic feedback and capacity- building for schools in Argentina.”

16. Northeast Development Consortium (NEUDC). Cambridge, MA: November 5, 2017.

17. Association for Public Policy Analysis and Management (APPAM). Washington, DC: November 3-4, 2016.

“Hard cash and soft skills: Experimental evidence on combining scholarships and mentoring in Argentina.”

18. Association for Public Policy Analysis and Management (APPAM). London, UK: June 13-15, 2016.

19. United Nations University World Institute for Development Economics Research (UNU-WIDER). Helsinki, Finland: June 5-8, 2016.

20. Midwest International Economic Development Conference. Minneapolis, MN: May 6, 2016.

21. Association for Education Finance and Policy (AEFP). Denver, CO: March 17-19, 2016.

22. Global Development Network (GDN). Lima, Peru: March 17, 2016.
23. Latin American and Caribbean Economic Association's Impact Evaluation Network (LACEA-IEN). Buenos Aires, Argentina: March 10, 2016.
- “The predictive power and reliability of demonstration lessons to identify effective teachers.”
24. Latin American and Caribbean Economic Association (LACEA) and the 29th Latin American Meeting of the Econometric Society (LAMES). Sao Paulo, Brazil: November 20-22, 2014.
25. Association for Public Policy Analysis and Management (APPAM). Albuquerque, NM: November 6-8, 2014.
- “Calling their bluff: Expressed and revealed preferences of top college graduates entering teaching in Argentina.” (Paper with M. Alfonso & A. Santiago).
26. Association for Education Finance and Policy (AEFP). San Antonio, TX: March 13-15, 2014.
27. Society for Research on Educational Effectiveness (SREE). Washington, DC: March 6-8, 2014.
28. Latin American and Caribbean Economic Association (LACEA) and the 28th Latin American Meeting of the Econometric Society (LAMES). Mexico City, Mexico: October 31-November 2, 2013.
29. “What motivates top college graduates to go into teaching? Preliminary evidence from Teach for Argentina.” Comparative International Education Society (CIES), Montreal, Canada: May 3, 2012.
30. “Assessing teacher policies in Latin America.” Comparative International Education Society (CIES), Montreal, Canada: May 3, 2012.
31. “The politics of school-based management reform in Central America: The case of Honduras.” Comparative International Education Society (CIES), Charleston, SC: March 23, 2009.

TEACHING

* Indicates a new or substantially redesigned course.

Harvard University (Teaching fellow):

1. *“Economics of education in low- and middle-income countries.” [Spring 2025] (M.A. and Ph.D. students)
2. “Evidence.” [Summer 2024 – Co-instructor: A. Orrick] (M.A. students)

New York University (Instructor):

1. *“Professional development seminar II.” [Spring 2024] (M.A. students)
2. *“Professional development seminar I.” [Fall 2023] (M.A. students)
3. “Advanced seminar in psychology and social intervention.” [Fall 2021, spring 2022] (Ph.D. students)
4. *“Research methods in applied psychology I.” [Spring and fall 2018, spring and fall 2019, spring 2020-2021] (B.S. students)
5. *“Psychological measurement.” [Fall 2017, spring 2020-2024] (M.A. and Ph.D. students)

Harvard University (Teaching fellow):

3. “Quantitative methods for improving causal inference in educational research.” [Spring 2014 – Instructor: D. J. Deming; fall 2012 – Instructors: R. J. Murnane and J. B. Willett] (M.A. and Ph.D. students)
4. “Methods of educational measurement.” [Fall 2013 – Instructors: D. M. Koretz and A. D. Ho] (M.A. and Ph.D. students)
5. “Social inequality and educational disadvantage.” [Spring 2013 – Instructor: R. J. Murnane] (M.A. and Ph.D. students)
6. “Market-based reforms in American education.” [Spring 2012 – Instructor: M. R. West] (M.A. and Ph.D. students)
7. “Microeconomics: A policy tool for educators.” [Fall 2011 – Instructor: F. Barrera-Osorio]

STUDENT ADVISING

Primary advisor:

- 2024-Present Karina Gómez (Ph.D., Education Policy and Program Evaluation – Harvard University)
2023-Present Verónica Mesalles (Ph.D., Psychology and Social Intervention – New York University)
2019-2024 Sharnic Djaker (Ph.D., Psychology and Social Intervention – New York University)

Secondary advisor:

- 2021-Present Berta Bartoli (Ph.D., Psychology and Social Intervention – New York University)
2021-2025 Trenel Francis (Ph.D., Psychology and Social Intervention – New York University)
2019-2024 Samuel Hansen Freel (Ph.D., Psychology and Social Intervention – New York University)

Dissertation-committee chair:

- 2019-2022 Amrita Ramakrishnan (Ph.D., Counseling Psychology – New York University)

Dissertation-committee member:

- 2025-Present Arja Dayal (Ph.D., International Education – New York University)
2021-2025 Sorana Acris (Ph.D., International Education – New York University)
2020-2024 Ofer Chen (Ph.D., Education, Communication and Technology – New York University)
2020-2024 Rena Deitz (Ph.D., International Education – New York University)
2022-2024 Saloni Gupta (Ph.D., Economics of Education, Teachers College – Columbia University)
2022-2024 Zezhen (Michael) Wu (Ph.D., Psychology and Social Intervention – New York University)
2019-2020 Travis Cramer (Ph.D., Psychology and Social Intervention – New York University)
2018-2020 Taymy J. Caso (Ph.D., Counseling Psychology – New York University)

Master's-thesis committee member:

- 2024 Leyre Sáenz Guillén (M.A., Economics, *Universidad de San Andrés*)

Bachelor's-thesis advisor:

- 2024-2025 Manas Kulkami (A.B., Economics – Harvard College)

Independent-study instructor:

- Spring 2020 Jessica Siegel (Ph.D., Psychology and Social Intervention – New York University)
Spring 2019 Anastasia Knight (B.S., Applied Psychology – New York University)

PROFESSIONAL AND COMMUNITY SERVICE

Editorial-board member:

- 2023-Present *Education Finance and Policy*
2020-Present *Journal of Research on Educational Effectiveness*
2019-Present *Educational Evaluation and Policy Analysis*

Reviewer for peer-reviewed journals:

- Economics *American Economic Journal: Applied Economics (AEJ Applied), American Economic Review: Insights (AER: Insights), Economic Development and Cultural Change (EDCC), The Economic Journal (EJ), Economics of Education Review (EER), Journal of Development Economics (JDE), Journal of Economic Behavior and Organization (JEBO), The Journal of Human Resources (JHR), Journal of Political Economy (JPE), Journal of Public Economics (JPUBE), The Quarterly Journal of Economics (QJE), The Review of Economics and Statistics (ReStat), Review of Economic Studies (ReStud), World Bank Economic Review (WBER), World Development*

Education *American Educational Research Journal (AERJ), Comparative Education Review (CER), Educational Evaluation and Policy Analysis (EEPA), Education Finance and Policy (EFP), International Journal of Educational Development (IJED), Journal of Research on Educational Effectiveness (JREE)*

Psychology *American Journal of Community Psychology (AJCP), Developmental Science, Journal of Applied Developmental Psychology (JADP)*

Public policy *Journal of Policy Analysis and Management (JPAM)*

Section chair for conferences:

2025 Society for Research on Educational Effectiveness (SREE), Education in Global Contexts

Reviewer for conferences:

2015-Present Society for Research on Educational Effectiveness (SREE)

Reviewer for research grants:

Abdul Latif Jameel Poverty Action Lab (J-PAL), Inter-American Development Bank (IDB), National Academy of Education/Spencer Foundation (NAEd/Spencer), National Science Foundation (NSF), United States Agency for International Development-Development Innovations Ventures (USAID-DIV)

Reviewer for books:

Oxford University Press

Awards/advisory-boards member:

Fundación Clarín's Teaching Award, Global TIES for Children/Inter-agency Network for Education in Emergencies (INEE) Measurement Library, Jacobs Foundation, Jacobs Foundation/Massachusetts Institute of Technology (MIT) LEAP Challenge, Learning and Educational Achievement in Pakistan (LEAPS)

Professional-association leadership:

2021-2022 Co-Chair, Education in Developing Countries Community Group, Association for Education Finance and Policy (AEFP)

Professional-association member:

American Economic Association (AEA), American Educational Research Association (AERA), Association for Education Finance and Policy (AEFP), Association for Public Policy and Management (APPAM), Comparative International Education Society (CIES), Education Policy Collaborative (EPC), Latin American and Caribbean Economic Association (LACEA), Society for Research on Educational Effectiveness (SREE)

Conference organizer:

2025 "How should we transform school instruction to address the needs of all students? Within-class learning variability in low- and middle-income countries" (Co-hosted by NYU-Steinhardt and the Jacobs Foundation; co-sponsored by the Education Policy group, Development Research Institute, Global TIES for Children, and the Institute for Human Development and Social Change)

UNIVERSITY SERVICE

Harvard Graduate School of Education:

2024-Present Advisor, Education Policy and Program Evaluation Ph.D.

2024-Present Member, Chen Yidan Visiting Global Fellows selection committee

2024-Present Advisor, Education Policy Analysis M.Ed.

2024 Member, PhD admissions committee

New York University:

2017-Present Member, Development Research Institute faculty group

Steinhardt School of Culture, Education, and Human Development:

2023-Present Co-founder/Lead, Education Policy Group

Summer 2021 Advisor, Global TIES for Children Abu Dhabi review

Department of Applied Psychology:

Summer 2023 Instructor, Quality Undergraduate Education and Scholarly Training (QUEST) program

2022-2024 Chair, Taskforce on MA and PhD admissions policies and practices

2019 Member, Curriculum committee

2018 Member, Search committee, Clinical faculty in Counseling Psychology

2017-2021 Member, Human Development and Social Intervention MA program committee

2017 Member, Search committee, Tenure-track faculty in Counseling Psychology

Psychology and Social Intervention PhD:

2021, 2023 Member, Empirical research critique committee

2022 Chair, Admissions committee

2019-2021 Member, Admissions committee

Human Development Research and Policy MA:

2021-2024 Co-founder/Director

- Designed a new one-year MA, based on three core areas: foundations in human development, research methodology and statistics, and professional development
- Worked with NYU-Steinhardt's Academic Affairs to obtain state's approval
- Created all professional-development course syllabi and became instructor of record
- Advises all students on courses, internship, and job applications post-graduation
- Chair admissions committee every year since the program's inception
- Hosts all information programs for the program with program faculty and students

RECENT MEDIA COVERAGE

English:

1. "Important null results in development economics," *VoxDev* (April 11, 2025)
2. "The challenges of improving parenting practices at scale," *VoxDev* (March 25, 2025)
3. "These teens can do incredible math in their heads but fail in a classroom," *The Hechinger Report* (February 24, 2025)
4. "In India, home to IITians, IIMians, 'school kids struggle with day-to-day calculations,'" *Economic Times* (February 17, 2025)
5. "Indian kids ace market math but struggle in class, finds study by Nobel laureates," *India Today* (February 7, 2025)
6. "Indian schools treat math skills picked up at home and in classrooms as different: Nobel laureate Esther Duflo," *The Indian Express* (February 9, 2025)
7. "Wide gap between 'street maths' and 'school maths,' study shows," *The Indian Express* (February 6, 2025)
8. "Kids' real-world arithmetic skills don't transfer to the classroom," *Nature Podcast* (February 5, 2025)
9. "School smart or street smart? Math skills of children in India tested," *Nature Research Briefings* (February 5, 2025)
10. "Study in India shows kids use different math skills at work vs. school," *MIT News* (February 5, 2025)
11. "School students in India fail to apply abstract math in real life scenarios, points out study by Nobel laureates," *The Hindu* (February 5, 2025)

12. "Learn how to be smarter with this one stupid trick," *Forked Lightning* (August 8, 2023)
13. "Let's help teachers address students' learning needs," *BOLD* (January 23, 2023)
14. "India's high-tech governance risks leaving behind its poorest citizens," *The Economist* (October 16, 2021)
15. "Connecting learners: Narrowing the educational divide," *Economist Intelligence Unit* (June 15, 2021)
16. "When does ed tech actually help?" *Education Week* (September 14, 2020)
17. "To make ed tech work, set clear goals, review the evidence, and pilot before you scale," *Brookings Institution* (September 10, 2020)
18. "How does the use of education technology actually impact students in poorer regions of the developing world?" *VoxDev* (August 24, 2020)
19. "Debate arises over teaching "growth mindsets" to motivate students," *Scientific American* (August 12, 2019)
20. "Giving EdTech a chance to shine" (Podcast), *Education Next* (May 29, 2019)
21. "Andhra Pradesh is experimenting with edu-tech in a big way," *Financial Express* (May 4, 2019)
22. "In Delhi experiment, software sparks success," *Education Next* (April 22, 2019)
23. "In poor countries technology can make big improvements to education," *The Economist* (November 15, 2018)
24. "Universal lessons," *The Economist* (July 7, 2018)
25. "How teaching with the test (not to the test) improves learning," *Development Impact* (November 16, 2017)
26. "20 innovative edtech projects from around the world," *EduTech* (November 6, 2017)
27. "Why children do well in 'street maths' but not in the classroom," *Scroll.in* (October 15, 2017)
28. "Not drawn to scale? RCTs and education reform in developing countries," *Research in Improving Systems of Education (RISE)* (September 12, 2017)
29. "Technology is transforming what happens when a child goes to school," *The Economist* (July 22, 2017)
30. "How can education systems be better? A round-up of the 2017 RISE conference," *Development Impact* (June 21, 2017)
31. "A framework for taking evidence from one location to another," *Development Impact* (May 24, 2017)
32. "Juggling dreams and livelihood: View from the back-bench," *Hindustan Times* (May 1, 2017)
33. "India's learning deficit: Solution on the horizon?" *Financial Express* (March 31, 2017)
34. "Technology could transform learning in India's govt schools if used correctly," *Hindustan Times* (March 27, 2017)
35. "Technoskeptics pay heed: A computer-assisted learning program that delivers learning results," *Development Impact* (February 15, 2017)
36. "Should your next-door neighbor assess your daughter's reading skills?" *Education Next* (December 8, 2015)
37. "Should teaching 'soft' skills be a priority?" *Education Next* (December 3, 2014)

Spanish

38. "Alejandro Ganimian y el problema del ausentismo: cómo impacta en la comprensión lectora y la matemática," *Infobae* (October 29, 2025)
39. "Los cambios que propone el Ministerio de Educación de la Ciudad de Buenos Aires para 'ponerle fina la timba' de justificar las faltas," *Infobae* (October 29, 2025)
40. "El péndulo de la evaluación educativa," *Clarín* (January 13, 2025)
41. "Estancamiento educativo: La mirada de un especialista de Harvard sobre los resultados de las pruebas Aprender," *La Nación* (November 28, 2024)
42. "Según datos de las pruebas Aprender, casi la mitad de los alumnos no logra niveles mínimos de aprendizaje," *Ámbito* (November 28, 2024)
43. "Evaluación educativa: Expertos destacan la continuidad de Aprender, pero señalan deudas de calidad y equidad," *Infobae* (November 28, 2024)
44. "Pruebas Aprender: Persisten los bajos resultados y las desigualdades," *MDZ* (November 28, 2024)
45. "No todas las escuelas del país recibieron los resultados de las Pruebas Aprender: Las consecuencias," *MDZ* (March 7, 2024)

46. "Pruebas Aprender: 6 de cada 10 directores accedió a los resultados de las evaluaciones de su escuela," *Perfil* (March 7, 2024)
47. "Afirman que devolver a las escuelas los resultados de las pruebas estandarizadas es clave para mejorar aprendizajes," *Infobae* (March 7, 2024)
48. "Es una política con rendimientos positivos: Alertan sobre el bajo acceso a una herramienta clave para mejorar los aprendizajes," *La Nación* (March 6, 2024)
49. "La medida simple que usan pocas escuelas y que puede mejorar los bajos resultados de los alumnos," *Clarín* (March 6, 2024)
50. "Crisis educativa. Cuál es el inquietante número del Censo 2022 que enciende alarmas en el aprendizaje," *La Nación* (December 9, 2023)
51. "Pruebas PISA: Revelan dos datos clave de la debacle educativa y una paradoja de la pandemia," *Clarín* (December 5, 2023)
52. "Aprender 2022: Polémica por cómo se armó la muestra y su impacto en los resultados," *Clarín* (May 31, 2023)
53. "Pruebas Aprender: Un nuevo modo de medir mostró mejores resultados," *Clarín* (May 18, 2023)
54. "Para mejorar, hay que proteger las evaluaciones del uso político," *Clarín* (September 8, 2022)
55. "Juegos del cerebro: La prueba piloto en las aulas mendocinas que apuesta por una 'adulterz feliz,'" *La Nación* (August 12, 2022)
56. "En educación, necesitamos más información y menos política," *La Nación* (June 29, 2022)
57. "Los alumnos faltan 24 días por año y eso se refleja en las notas que se sacan," *Infobae* (June 15, 2022)
58. "La DGE quiere alertar a los padres por mensajes de texto cuando sus hijos faltan a clases," *Los Andes* (June 14, 2022)
59. "Ausencias injustificadas a clases: Cuando los padres embargan el futuro de los hijos," *Diario Uno* (June 12, 2022)
60. "Los hallazgos del ausentismo escolar en Mendoza," *El Sol* (June 9, 2022)
61. "La DGE sobre ausentismo: Hay chicos que pierden hasta 24 días al año," *Mendoza Post* (June 9, 2022)
62. "Una oportunidad para potenciar la tecnología," *Clarín* (September 3, 2020)
63. "Tecnología en educación," *La Nación* (November 6, 2018)
64. "Alejandro Ganimian: 'Entregar netbooks a las escuelas no ha tenido efectos positivos y, en algunos casos, fue negativo,'" *Clarín* (July 29, 2018)
65. "Educación: cuánto y cómo conviene usar computadoras en el aula," *Clarín* (July 12, 2018)
66. "El papel de la tecnología en el aula," *La Nación* (July 5, 2018)
67. "¿Qué falta para lograr evaluaciones confiables de calidad educativa?," *La Nación* (December 28, 2016)
68. "El sorpresivo salto de Argentina en la prueba PISA derivó en la descalificación," *Clarín* (December 7, 2016)
69. "¿Qué han hecho otros países y nosotros no?," *Clarín* (September 6, 2016)
70. "Con tutores, lograron reducir el fracaso en la escuela secundaria," *Clarín* (May 5, 2016)
71. "Denuncian la manipulación de datos de la educación," *Clarín* (April 2, 2015)
72. "Polémicas por la droga y el ausentismo docente," *La Nación* (March 29, 2015)
73. "El INDEC educativo," *Bastión Digital* (March 25, 2013)
74. "Tu vecino, el evaluador," *PAL Network* (December 8, 2015)
75. "Los diez mitos de la educación argentina. Y por qué hay que discutirlos," *La Nación* (February 22, 2015)
76. "¿Cuál es el mejor camino para medir la calidad educativa?," *Infobae* (January 31, 2015)
77. "Inseguridad, desigualdad y educación," *La Nación* (October 25, 2014)
78. "'Patria y pupitres' el eslogan de una utopía olvidada," *La Nación* (October 12, 2014)
79. "Sólo dos provincias podrán completar los 190 días de clase," *Clarín* (October 9, 2014)
80. "Las diferentes realidades educativas," *La Nación* (September 6, 2014)
81. "¿Las élites van a la escuela?," *La Nación* (August 1, 2014)
82. "La educación ausente," *La Nación* (July 5, 2014)
83. "Ausentismo de alumnos y docentes," *La Nación* (June 11, 2014)
84. "Ser docente hoy," *La Nación* (April 20, 2014)
85. "La educación de las élites, ¿también en problemas?," *La Nación* (April 10, 2014)
86. "Cómo hacer para que los chicos aprendan," *Clarín* (December 22, 2013)

87. “10 mitos sobre PISA,” *Bastión Digital* (December 17, 2013)
88. “Cómo atraer a los mejores profesionales a la docencia,” *Bastión Digital* (May 28, 2013)
89. “Déficit en las escuelas: no crece la jornada completa y lo sufren los más pobres,” *Clarín* (April 30, 2013)
90. “La calidad de los colegios: una incógnita para los padres,” *La Nación* (November 20, 2012)