

# DONALD R. BAUM, PHD

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## EDUCATION

- Ph.D. University of Minnesota, Education Policy and Administration. 2013  
Thesis: *Cross-national impacts of public-private partnerships on equitable student achievement: a quasi-experimental assessment using PISA 2009.*
- M.Ed. Brigham Young University, Educational Leadership and Foundations. 2010  
Thesis: *Defining well-being from inside the Navajo Nation*
- B.A. Brigham Young University, Linguistics 2008

## PROFESSIONAL EXPERIENCE

- Associate Professor*, Brigham Young University. 2021-present  
*Assistant Professor*, Brigham Young University. 2015-2021  
Director: Education Policy Studies (master's degree).  
Faculty Fellow: BYU Ballard Center for Social Impact.  
Executive Committee Member: International Development Minor.
- Consultant*, The World Bank 2023  
Western Cape, South Africa education reform advisory services
- Research Fellow*, UNESCO – Global Education Monitoring Report 2019-2020  
Principal investigator: Non-state actors in early childhood education in LMICs
- Consultant*, Oxford Policy Management 2019-2021  
RCT Evaluator: Early Learning Partnership Systems Research, Liberia
- Consultant*, Teach for All 2016, 2018  
Technical advisor: RCT, *Enseña por México, Enseña Chile.*
- Education and Evaluation Specialist*, The World Bank 2012-2015  
Technical advisor: *Strategic Impact Evaluation Fund (SIEF)* – design of over 20 RCTs and other impact evaluations.  
Co-principle investigator: *Education Markets for the Poor* – mapping markets for school services in Tanzania, Nigeria, and Ghana.
- Research Associate*, University of Minnesota, Education Policy Program 2011-2013  
Longitudinal cohort study – academic and career impacts of education reform on 300 secondary school students in Tanzania.
- Intern*, Asian Development Bank, Manila, Philippines 2011  
Research on education public-private partnerships in East and Southeast Asia.

Data analyst: Longitudinal mixed-methods study on changes in girls' education in Tanzania, Bangladesh, & India.

## PUBLICATIONS

de Medeiros Miranda, E., & **Baum, D.** (2024). [COVID-19 learning loss and recovery in Brazil: Assessing gaps across social groups](#). *Education Policy Analysis Archives*, 32, 1-23.

Leavy, D., **Baum, D.**, Calvert, I., Bowles, B., Erickson, H., Owens, M., & Ashcraft, J. (2024). [The Unique Professional Journey of Female High School Principals in Utah](#). *Education Sciences*, 14(5), 445.

Nerdin, M., **Baum, D.**, Hallam, P., & Bowles, B. (2024). Successful impoverished schools: What are the existing conditions in high poverty schools that have a higher than average proficiency rate? In J. Zajda and P. Hallam (Eds.), *Globalisation and Leadership in Schools*. Springer, volume 43.

Anderson, K., Kim, J., Aslam, M., **Baum, D.**, Hagos, B., Jeffery, D., Rose, P, and Saeed, S. (2022). The COVID-19 Pandemic and Early Childhood Education in Ethiopia, Liberia, and Pakistan: Perspectives of Pre-primary School Teachers. In J. Pattnaik and M. Renck Jalongo (Eds.), [The impact of COVID-19 on early childhood education and care: International perspectives, challenges, and responses](#). Springer, *Educating the Young Child*, volume 18.

Hunsaker, S., **Baum, D.**, & Ducos, K. (2022). [Reducing the constraints to school access and progress: Assessing the effects of a scholarship program in rural Malawi](#). *International Journal of Comparative Education and Development*, 24(2), 86-100.

**Baum, D.** (2021). [Non-state actors in early childhood education in LMICs: Implications for education equity and quality](#). Paper prepared for the Global Education Monitoring Report 2019 GEM Report Fellowship. UNESCO.

King, K., Crouch, L., Wils, A., & **Baum, D.** (2020). [How well are we measuring access to early childhood education?](#) *Annual Review of Comparative Education*, 39, 171-189.

Lui, C., Ferrin, S., **Baum, D.**, & Randall, V. (2020). [The preferred perceptual learning styles of Hispanic higher education students](#). *Journal of Hispanic Higher Education*, 19(4), 404-421.

Wilson, T., Hallam, P., **Baum, D.**, & Owens, M. (2020). Impact of propensity to trust on academic success of student-athletes: Implications for student-athlete academic support in higher education. *International Journal of Humanities, Social Sciences and Education*.

**Baum, D.**, & **Riley, I.** (2019). [The relative effectiveness of private and public schools: Evidence from Kenya](#). *School Effectiveness and School Improvement*, 30(2), 104-154.

- Baum, D., Hernandez, J., & Orchard, A.** (2019). [Early childhood education for all: A mixed-methods study of the global policy agenda in Tanzania](#). *Early Years: An International Research Journal*, 39(3), 260-275. Special issue: “Early Childhood Policies in Low- and Middle-Income Countries.
- Baum, D.** (2018). [The effectiveness and equity of public-private partnerships in education: A quasi-experimental evaluation of 17 countries](#). *Education Policy Analysis Archives*, 26(105), 1-32.
- Baum, D., Cooper, R., & Lusk-Stover, O.** (2018). [Regulating market entry of low-cost private schools in Sub-Saharan Africa: Towards a theory of private education regulation](#). *International Journal of Educational Development*, 60, 100-112.
- Baum, D., Wesley, H., & Abdul-Hamid, H.** (2018). [Inequality of educational opportunity: The relationship between access, affordability, and quality of private schools in Lagos, Nigeria](#). *Oxford Review of Education*, 44(4), 459-475.
- Baum, D. & Cilliers, J.** (2018). [Private school vouchers for expanding secondary school access? The case of Tanzania](#). *International Journal of Educational Management*, 32(7).
- Abdul-Hamid, H., **Baum, D.**, Lusk-Stover, O., & Wesley, H. (2017). [The role of the private sector in Lagos, Nigeria](#). Technical report: Systems Approach for Better Education Results. Washington DC: World Bank.
- Baum, D.** (2016, July 5). The arguments and evidence behind public-private partnerships in education. *Global Education Monitoring Report Blog*. <https://gemreportunesco.wordpress.com/2016/07/05/the-arguments-and-evidence-behind-public-private-partnerships-in-education/>
- Abdul-Hamid, H., **Baum, D.**, Lewis, L., Lusk-Stover, O., & Tammi, A.M. (2015). [The role of the private sector in providing basic education services in Ghana](#). Technical report: World Bank Group Systems Approach for Better Education Results. Washington DC: World Bank.
- Baum, D., Lewis, L., Lusk-Stover, O., and Patrinos, H.** (2014). [What matters most for engaging the private sector in education: A framework paper](#). SABER Working Paper Series, Number 8. Washington DC: World Bank.
- Baum, D.** (2014, July 29). Do we have any idea how to get kids into school? *The World Bank Education Blog*. <http://blogs.worldbank.org/education/do-we-have-any-idea-how-get-kids-school>

McKenzie, J., Jackson, A., Yazzie, R., Smith, S., Crotty, A., **Baum, D.**, Denny, A., and Bah'lgai, D. (2013). [Career dilemmas among Diné \(Navajo\) College Graduates: an exploration of the Dinétah \(Navajo Nation\) Brain Drain.](#) *International Indigenous Policy Journal*, 4(4).

**Baum, D.** (2012). [Education service contracting in the Philippines: Human rights as trumps, goals, or policy talk?](#) *Educational Research for Policy and Practice*, 11(3), 189-206.

Geo-Jaja, M., Payne, S., Hallam, P., and **Baum, D.** (2009). [Gender equity in Africa: The education and economic globalization nexus](#)

## FUNDED GRANTS

Early Learning Partnership. 2019-2021. \$600,000. *Early Learning Systems Research, Liberia, Phase 2*, with Oxford Policy Management (Alina Lipcan, Zara Majeed, Alia Aghajanian, David Jeffery, Ian MacAuslan) and Jacobus Cilliers.

United Nations Educational, Scientific, and Cultural Organization (UNESCO) – Global Education Monitoring Report. 2019. \$25,000. *Non-state actors in early childhood education: Implications for education equity and quality.*

McKay School of Education Experiential Learning Grant. 2020. \$7,316. *A Capabilities Approach to Refugee Education.*

Ark (Absolute Returns for Kids). 2015-2016. \$24,900. *Survey of non-state preschools in Nairobi's informal settlements.*

Department for International Development, DFID-World Bank Partnership for Education Development Extension, 2012-2015, with Harry Patrinos, Oni Lusk-Stover, and Laura Jane Lewis. \$2.1 million. *Analysis of Education Markets for the Poor in Sub-Saharan Africa and South Asia.* [http://iati.dfid.gov.uk/iati\\_documents/5007435.odt](http://iati.dfid.gov.uk/iati_documents/5007435.odt)

McKay School of Education, Brigham Young University, Research Grant, January 2010 – August 2010, with Macleans Geo-JaJa. \$10,000. *Ensuring the Mutuality of Education, Poverty and Human Rights on the Navajo Nation.*

## TEACHING

Brigham Young University, Assistant/Associate Professor, 2015-present

- IAS 220: Introduction to Development Studies
- EDLF 365: Education Policy and Research in Developing Countries
- EDLF 650: Education Policy
- EDLF 662: Comparative and International Education
- EDLF 665: Evaluation and Assessment
- EDLF 672: Research Methods
- EDLF 751: Education Policy Analysis and Evaluation

- EDLF 776: Quantitative Inquiry II
- EDLF 714: Multicultural Education

## **SKILLS/SOFTWARE**

- Stata, R, SPSS, NVivo, Tableau, Excel, Powerpoint
- Management & analysis of large-scale, complex data
- Project management and monitoring
- Instrument and survey design/validation
- Hierarchical linear modeling
- Structural equation modeling
- Causal evaluation design
- Econometrics
- Program evaluation
- Rapid, low-cost (nimble) evaluations
- Data visualization
- Cost analysis