Brian Daza

✉ dazavbn@gmail.com · ▢ (+51 1) 958551920 · 🌐 briandaza.github.io · in dazavbn

Education

Massachusetts Institute of Technology Cambridge, MA
M.A.Sc. in Data, Economics, and Development Policy 2020 (expected)

Universidad Nacional Mayor de San Marcos Lima, Perú
B.A. in Economics. 2016

Interests

Development, labor, political economy.

Experience

Research Experience
Research Center of Universidad del Pacífico 2018 – 2019
Research Assistant of Jorge Dávalos
– Support on statistical modelling and analysis related with topics on labor, infraestructure and agriculture.

Teaching Experience
Universidad Nacional Mayor de San Marcos
Teaching Assistant: Introduction to Macroeconomics, Introduction to Microeconomics. 2014, 2017
Behavioral Economics and Data Science Team
Instructor in introductory impact evaluation classes in applied behavioral economics courses. 2018

Public Sector Experience
Ministry of Education, Peru. Consultant – Economic Assistant 2017
Ministry of Transport and Communications, Peru. Consultant – Economic Assistant 2016

Seminars and meetings

Presenter
2019 6th Congress of the Peruvian Economic Association. Lima, Peru
10th Bolivian Conference on Development Economics. (Scheduled) La Paz, Bolivia
3rd International Congress of Management Sciences (COINGES) Lima, Peru
2018 VI National Seminar on Education Research of the Peruvian Society of Educational Research. Cusco, Peru
4th Economics Workshop $\Omega B\Gamma$. Universidad Nacional Mayor de San Marcos. Lima, Peru
2015 First Meeting of Young Researchers in Economics. Universidad Nacional Mayor de San Marcos. Lima, Peru

Attendant
2015 IMF-World Bank Annual Meetings. Lima, Peru

Skills

Languages: Spanish, native. English, fluent.
Software: Stata, R, Python, MATLAB, Excel, LaTeX

Awards, Fellowships, and Honors

– Beca Presidente 2019. Full scholarship for international graduate studies awarded by PRONABEC, an office of the Ministry of Education of Perú.
– Winner of the First Scholarship Contest for Young Researchers (2018) organized by the Peruvian Education Research Society (SIEP) with the support of UNICEF.
– Second place in the National High School Mathematics Olympiad - 2007. Level I - Alpha Category.

Research in Progress

Effect of the increase of the educational supply on schooling and adolescent work in rural Peru

The high schooling gap and employment rates among the schooling age rural population in Peru during the last decades has triggered an important public infrastructure investment growth in the educational system. During the last 12 years, the number of rural public schools has increased in more than 40%. In this paper we seek to identify the causal effects of the public education infrastructure on key outcomes (schooling gap and employment rate). The empirical analysis builds on the national household survey (ENAHO) and the Register of Educational Institutions of the Ministry of Education. The identification strategy relies on the exogenous variation of new rural public schools across time and districts while controlling for the time invariant unobserved heterogeneity at the regional level, this by means of a difference-in-difference specification. To deal with the potential endogeneity between the public infrastructure and our main outcomes we employ a relatively new instrumental variables approach that exploits conditional heteroskedasticity as the source of exogenous variation (Lewbel, 2012). We find the presence of a gender gap in the effect of the public school infrastructure investment in the rural area on the schooling gap and the employment rate of the schooling age population.

The impact of B corporations on the economic and social inclusion of women in Latin America, a pseudo-experimental approach

With J. Dávalos, M.A. Prialé, and E. F. Ninahuanca

This study estimates the causal impact of female entrepreneurship on purpose-driven companies (i.e. exhibit responsible entrepreneurship) and of purpose-driven companies on female employment. We empirical analyse a Latin American sample of companies that participated in the B Impact Assessment questionnaire. Given the significant imbalance in this longitudinal database, we adopt a pseudo-experimental methodology (instrumental variables) with a dimension reduction and imputation algorithm technique. Our results suggest that, while female entrepreneurship has a positive influence on responsible entrepreneurship, there is no significant effect of responsible entrepreneurship on female employment.

Additional Training

Extension Programs

Micromaster in Data, Economics and Development Policy. Massachusetts Institute of Technology on edX	2018
X Advanced Finance University Extension Course. Central Reserve Bank of Peru	2017
XVII SBS Extension Program. Superintendence of Banks, Insurance and PFAs	2016
LXII Advanced Economics University Extension Course. Central Reserve Bank of Peru	2015

Further Coursework

– **"Statistical Learning".** *Approved with distinction.* Course offered online by Stanford University.
– **"Applied Plotting, Charting & Data Representation in Python".** Course offered by University of Michigan on Coursera
– **"Introduction to Data Science in Python".** Course offered by University of Michigan on Coursera
– **"Theoretical and Empirical Approaches: Natural Resources Blessing or Curse".** Course offered by CISEPA, the Research Center of Sociology, Economics, Politics and Anthropology of the Pontificia Universidad Católica del Perú
– **"Risk Management in Insurance Companies".** Course offered by Toronto Centre. March 28 to April 01, 2016.
– **Simulator "Strategic Management of Risks in Financial Institutions".** Course conducted by Sparkassenstiftung für internationale Kooperation. March 14 to 18, 2016.

Updated on September 2019