

# Brian Daza

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## Education

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<b>Massachusetts Institute of Technology</b> <i>M.A.Sc. in Data, Economics, and Development Policy</i>	Cambridge, MA 2020 (expected)
<b>Universidad Nacional Mayor de San Marcos</b> <i>B.Sc. in Economics</i>	Lima, Perú 2016

## Experience

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### Research Experience

<i>Research Center of Universidad del Pacífico</i> Research Assistant of Jorge Dávalos Support on statistical modelling and econometric analysis related with topics on labor, infrastructure and management.	2018 – 2019
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### Teaching Experience

<i>Universidad Nacional Mayor de San Marcos</i> Teaching Assistant: Introduction to Macroeconomics, Introduction to Microeconomics. <i>Behavioral Economics and Data Science Team</i> Instructor in introductory impact evaluation classes in applied behavioral economics courses.	2014, 2017 2018
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### Public Sector Activities

Consultant for MINEDU, <i>Ministry of Education, Government of Peru</i> . Topics: Data analysis and budget analysis to strengthen educational resource management among the country.	2017
Consultant for MTC, <i>Ministry of Transport and Communications, Government of Peru</i> . Topics: Data analysis, statistical analysis, and improvement of regulation criteria.	2016

## Seminars and meetings

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### Presenter

2019 6 <sup>th</sup> Congress of the Peruvian Economic Association.	Lima, Peru
3 <sup>rd</sup> International Congress of Management Sciences (COINGES)	Lima, Peru
2018 VI National Seminar on Education Research of the Peruvian Society of Educational Research.	Cusco, Peru
4 <sup>th</sup> Economics Workshop $\Omega BT$ . Universidad Nacional Mayor de San Marcos.	Lima, Peru
2015 First Meeting of Young Researchers in Economics. Universidad Nacional Mayor de San Marcos.	Lima, Peru

### Attendee

2015 IMF-World Bank Annual Meetings.	Lima, Peru
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## Awards, Scholarships, and Honors

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2019 Beca Presidente 2019. Full scholarship for international graduate studies awarded by PRONABEC, an office of the Ministry of Education of Perú.	
2018 Winner of the First Scholarship Contest for Young Researchers organized by the Peruvian Education Research Society (SIEP) with the support of UNICEF.	
2017 Central Reserve Bank of Peru Scholarship for Advanced Finance Program.	
2016 Superintendency of Banks, Insurance and PFAs Program Scholarship.	
2015 Central Reserve Bank of Peru Scholarship for Advanced Economics Program.	
2013 Member of the Faculty Council. Selected by San Marcos economics students as their representative.	
2007 Second place in the National Secondary School Olympiad of Mathematics.	

## Skills

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**Languages:** Spanish, native. English, fluent.  
**Software:** Stata, R, Python, MATLAB, Excel, L<sup>A</sup>T<sub>E</sub>X

### 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. Priolé, 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 empirically 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

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### Extension Programs

X Advanced Finance University Extension Course. Central Reserve Bank of Peru	2017
XVII SBS Extension Program in Regulation and Finance. 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.
- “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 February 20, 2020