

Miguel Ruiz – Résumé

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🌐 website

Current Employment

Present **Research Fellow**
Melbourne Institute: Applied Economic & Social Research, University of Melbourne

Employment History

2016-2020 **World Bank Consultant (STC)**
Education GP ECA: Projects in Belarus, Moldova, Serbia, Turkey, and the EU
Education GP EAP: Project in Vietnam
Social Urban Rural and Resilience GP: Greater than Parts Project

2016-2018 **Teaching Assistant** - Introductory Statistics graduate course at cemfi

Education

2016-2020 **Ph.D. Economics** - Centro de Estudios Monetarios y Financieros (CEMFI), Madrid
Advisors: Manuel Arellano & Diego Puga
Research Interests: Global Conflicts, Education & Applied Econometrics
Dissertation title: *War and internally displaced persons in Iraq*

2014-2016 **M.Phil. Economics and Finance** - Centro de Estudios Monetarios y Financieros (cemfi), Madrid
Modules Included: Microeconometrics, Development Economics & Machine Learning
Master Thesis: *Bilingual Education: Experience from Madrid*

2010-2014 **B.A. Economics** - Complutense University of Madrid - GPA: 9.06/10 (top 1%)
Modules Included: Dynamic Optimization, Game Theory & Applied Econometrics

2012-2013 **Exchange Program** - University of Birmingham - First-Class Honours
Modules Included: Economics of Public Expenditure & Monetary Policy

Scholarships and Awards

2016-2020 CEMFI Ph.D. in Economics scholarship

2014-2016 CEMFI Master in Economics and Finance full scholarship

2013-2014 Spanish Ministry of Education Department Collaboration scholarship

2012-2013 European Erasmus Program scholarship

Languages

Spanish: (Native)
English: (Proficient)
French: (Conversational)

Computer Skills

Analytical: Stata, Matlab, R, GIS
Languages: Python, \LaTeX
Microsoft Office: Word, PowerPoint, Excel

Working Papers

War and internally displaced persons in Iraq (Job Market Paper 2020)

This paper studies how internally displaced persons reacted as a response to violent conflict in Iraq during the war against ISIL between 2014 and 2017. I develop a network model that accommodates new data with exact geographical coordinates. The data on IDPs and conflict has a large spacetime variation that can be exploited by the estimation model. I contribute to fill the existing gap in the conflict literature regarding internally displaced persons by answering the following questions: How far from conflict do IDPs go? Where do IDPs shelter? How does conflict increase the probability of a location to host IDPs? How does conflict accumulate to trigger displacement? The highest concentration of IDPs is found within 2 miles of conflict and decreases with distance, disappearing beyond 40 miles. IDPs tend to cluster in highly populated areas, within 5 miles of a main road. Non-diverse ethno-religious areas host fewer IDPs relative to areas without a clear ethno-religious majority. An extra conflict event within 2 miles increases the probability of a grid cell to host IDPs by 30%. Forced displacement is triggered by conflict accumulating for two weeks at most.

Wartime rape in Rwanda: The Genocide's impact on HIV levels

This paper finds empirical evidence of wartime rape during the Rwandan genocide in 1994. I use HIV data from a decade after the genocide as a measure of the prevalence of rape to find that HIV levels in 2005 can be explained by the intensity of the genocide in the different Rwandan districts. The findings document both the prevalence of rape— usually stigmatized and hard to measure— and its dire lasting effects on the Rwandan population long after the crimes were committed. To establish causality, I exploit the exogenous variation in the accessibility to households during the genocide to construct an IV estimator. I measure accessibility in terms of the distance from these households to the main roads, the rainfall over those roads during the genocide, and terrain ruggedness.

Bilingual Education: Experience from Madrid

Bilingual education programs promote students' language proficiency and communicative competence in a language other than their own. Nowadays, bilingual programs are present worldwide, responding to an increasing demand partially driven by the potential personal and economic benefits from being proficient in a foreign language. However, bilingual education increases the difficulty of learning academic content due to classroom instruction in a non-native language. To measure the importance of this effect, I utilize standardized test data and the Spanish-English bilingual program in Madrid. The findings show a small but significant negative impact of the program on the performance of students in English-taught content. The negative effect is stronger around the median of the student's ability distribution.

Publications with the World Bank

Education in the EU: Diverging Learning Opportunities?
— with Katia Herrera-Sosa, Margo Hoftijzer, and Lucas Gortazar

Growing United: Upgrading Europe's Convergence Machine
— collaborator