
EMILY A. DUNLOP

DOCTORAL CANDIDATE
INTERNATIONAL EDUCATION
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RESEARCH UPDATES

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CURRENT POSITION

September 2019 – Present Adjunct Instructor, International Education,
New York University
New York, USA

DEGREES AND CREDENTIALS

May 2021 (In Progress)	Ph.D. , International Education New York University (New York, NY, USA)
2015	M.A. , Comparative International and Development Education University of Toronto (Toronto, Canada)
2010	B.Ed. , Secondary Science, and Mathematics University of Toronto (Toronto, Canada)
2007	B.Sc.H. , Chemistry Queen's University (Kingston, Canada)

PEER-REVIEWED ARTICLES

Dunlop, Emily & Elisabeth King. (2019). "The Inclusion, Trends, and Framing of Education in Peace Agreements: Implications for Post-Conflict Education Development." *Compare: A Journal of Comparative and International Education*, DOI: [10.1080/03057925.2019.1619446](https://doi.org/10.1080/03057925.2019.1619446)

WORKING PAPERS

Dunlop, Emily "Ethnicity, Exclusion, and Exams: Understanding the Role of High-Stakes National Testing in Ethnic Violence in Burundi from 1966-1993."

Dunlop, Emily "Exploring changing examination inequalities in Burundi: Implications for post-conflict development trajectories."

BOOK CHAPTERS

Dunlop, Emily (under review). “From Peace Agreement to Textbook: Implementing Peace, National Unity, and Citizenship Education Clauses in Post-Conflict Burundi.” In C. Vanner, S. Askeer, and T. Konvithan. *Textbooks for Peace: The Intersecting Roles of Education and Conflict in Textbooks*.

BOOK REVIEWS

Dunlop, Emily (2018). *(Re)constructing Memory: Education, Identity, and Conflict*. Michelle Bellino and James Williams. Rotterdam: Sense Publishers, 2017 in *Journal of Education and Emergencies*, 4(1): 185-187.

OTHER PUBLICATIONS

Dunlop, Emily (2020) “Brief 68: Partnership Reflections: Mexico Leaflets with Borde Politico.” Available at: <http://egap.org/content/brief-68-partnership-reflections-mexico-leaflets-borde-politico>

Dunlop, Emily (2019) “Brief 66: Partnership Reflections: Uganda Debates with Agency for Transformation.” Available at: <http://egap.org/content/brief-66-partnership-reflections-uganda-debates-agency-transformation>

King, Elisabeth, **Emily Dunlop**, Jo Kelcey, & Caroline Ndirangu. (2019). Secondary Education for Youth Affected by Humanitarian Emergencies and Protracted Crises. Toronto: Mastercard Foundation. Available at: https://mastercardfdn.org/wp-content/uploads/2019/03/SEA-Education-in-Emergencies_revised_final-1.pdf

King, Elisabeth & **Emily Dunlop** (2018). “Analyzing GLAC’s Social Labs’ Impact – A Retrospective Analysis”. Background Paper commissioned by the GIZ German Federal Ministry for Economic Cooperation and Development.

CONSULTANCIES

January 2019 – January 2020 Evaluation in Governance and Politics (EGAP)
Qualitative analysis of EGAP researcher relationships to implementation partners.

June 2018 – August 2019 GIZ German Federal Ministry for Economic Cooperation and Development – Global Leadership Academy (GLAC)
Analysis on the effectiveness of the GLAC *Social Lab Programs* – with Lead Consultant Dr. Elisabeth King, NYU; Sorana Acris, NYU Ph.D. Student; Amanda Blewitt, NYU Ph.D. Student.

June 2018 – February 2019 Mastercard Foundation
External consultant on secondary education for youth in conflict-affected and emergency contexts in Africa – with Dr. Elisabeth King, NYU (Lead Consultant); Jo Kelcey, NYU; Dr. Caroline Ndirangu, University of Nairobi.

PREVIOUS POSITIONS

February 2019 – Visiting Scholar, Doctoral College, International Education,
February 2020 University of Burundi, Bujumbura, Burundi

GRANTS AND AWARDS

February 2020 Steinhardt Doctoral Research and Travel Grant, (**\$904**)

February 2020 Shearwater Research Grant (**\$729**), New York University

February 2019 Shearwater Research Grant (**\$1,165**), New York University

June 2018 – Elisabeth King (PI), **Emily Dunlop**, Sorana Acris and Amanda Blewitt.
August 2019 (**\$25,000**), GIZ German Federal Ministry for Economic Cooperation and Development.

June 2018 Steinhardt Doctoral Research and Travel Grant, (**\$1,200**)

February 2018 Shearwater Research Grant (**\$933**), New York University

February 2017 Shearwater Research Grant (**\$750**), New York University

February 2015 Doctoral Research Fellowship (**4 years; \$26,547 per year**),
New York University

CONFERENCE PARTICIPATION

Comparative International Education Society

Dunlop, Emily (2020). Horizontal Education Inequality, Conflict and Peace: The Changing Regional Demographics of State National Exams and Student Success in Burundian Secondary Schools. Comparative International Education Society. Virtual.

Dunlop, Emily (2020) *Dissertation Mentors Workshop*. Paper presented at the Comparative International Education Society Annual Conference, Virtual.

Dunlop, Emily, and Elisabeth King (2017). *Framing Education in Peace Agreements – Approaches and Implications for Peacebuilding*. Paper presented at the Comparative International Education Society Annual Conference, Atlanta, GA.

Dunlop, Emily (2015). *Lived Experiences of Ethnicity in Burundian Primary Schools: School Content and Conflict*. Paper presented CIES Annual Conference, Washington D.C.

CIES Annual Conference, March 2015, Discussant, *Evaluating Peace Education Programs*

CIES Annual Conference, March 2014, Discussant, *Questioning Key Assumptions in Conflict-Afflicted Contexts*

Other

Dunlop, Emily (2018). *Addressing Ethnic Group Inequalities in Burundian Education: Implications for Peace and Conflict*. Burundi Research Network, University of Antwerp, Belgium.

Dunlop, Emily (2017). *Education in African Peace Agreements: Implications for Policy and Practice*. Paper presented at *The Politics of Education in Societies in Transition*, University of Birmingham, Birmingham, UK.

Dunlop, Emily (2015). *Ethnic Difference & Conflict in Burundian Schools: Experiences of Different Student Generations*. Paper presented at the Canadian Society for the Study of Education (CSSE) Annual Conference, Ottawa, ON.

INVITED TALKS

New York University

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|----------------|---|
| November 2019 | <i>Changing Perceptions of Ethnic Inequality in Education after Violence: The Case of Burundi's Secondary Schools</i> |
| September 2018 | <i>Addressing Horizontal Inequalities in Burundian Education</i> |
| November 2017 | <i>The Disconnect Between Real and Perceived Horizontal Inequalities in Education: The Case of Burundi</i> |
| November 2017 | <i>Politics, Education, and the Kigali Genocide Memorial.</i> |
| April 2017 | <i>Language Policy, Colonial Legacies, and Ethnic Conflict: The Case of Burundi.</i> |
| November 2016 | <i>Addressing Horizontal Inequalities in Education for Peace: The Disconnect between Policy and Practice in Burundi</i> |
| March 2016 | <i>Politics, Education, and Memorial Museums: Lessons from the Kigali Genocide Memorial.</i> |

Ontario Institute for Studies in Education, University of Toronto

- October 2018 *Addressing Horizontal Inequalities in Burundian Education*
- November 2014 *Ethnic Difference and Conflict in Burundian Schools – Experiences of Different Student Generations*

GRADUATE TEACHING

Adjunct Instructor (Instructor of Record)

Undergraduate

- Fall 2019 Introduction to Global Education

Graduate

- Fall 2020 Introduction to Quantitative Methods in International Education

Teaching Assistant

Undergraduate

- Fall 2016 Introduction to Global Education
- Fall 2016 International Development and Education

Graduate

- Spring 2017 –
Spring 2018 Introduction to Quantitative Methods in International Education
- Spring 2016 Political Issues in International Education

RESEARCH ASSISTANCE

- September 2015 –
September 2018 Diversity, Violence, and Recognition (Co-PI: Elisabeth King & Cyrus Samii, NYU)
- March 2016 –
August 2016 International Development, Sustainable Development Goals and Pluralism (PI: Elisabeth King, NYU)
- September 2015 –
April 2016 What Framing Analysis Can Teach Us About History Textbooks, Peace, and Conflict (PI: Elisabeth King, NYU)

GRADUATE STUDENT INVOLVEMENT

September 2018 – *ASH Doctoral Student Forum*, Member-at-Large
Present

September 2015 – *ASH Doctoral Student Forum*, Chair
September 2018

SERVICE

Comparative International Education Society

2020-2021 Education and Conflict Special Interest Group, Unit Planner

2014, 2015, 2019 Submission Reviewer

2014 Conference Volunteer

Journal Reviewer

Journal of Intervention and Statebuilding

Journal of Education in Emergencies

ADDITIONAL WORK AND PROFESSIONAL EXPERIENCE

September 2011 – *Aegis International Education Programs Manager*,
June 2012 Aegis Trust Rwanda, Kigali, Rwanda

July 2010 – *Program Volunteer*, Aegis Students, Aegis Trust/Aegis Rwanda,
August 2011 London, UK/ Kigali, Rwanda/Toronto, Ontario, Canada

October 2012 – *Intermediate/Senior Science and Mathematics*,
June 2016 Toronto District School Board, Toronto, ON

January 2011 – *Secondary Teacher: Science and Mathematics*,
July 2011 Thamsview School, United Kingdom

November 2007 – *Curriculum Coordinator: Mathematics, Science and Technology*,
June 2009 City Academy, Toronto, ON

May 2004 – *Teacher: Science and Mathematics*,
December 2010 City Academy, Toronto, ON

PROFESSIONAL MEMBERSHIPS

2020 – Present	American Political Science Association
2018 – Present	International Studies Association
2014 – Present	Comparative International Education Society
2010 – 2017	Ontario College of Teachers

OTHER

Languages	English, French (Advanced), Kirundi (Basic)
Software	Stata, NVivo, ArcGIS
Field Experience	Burundi, Rwanda, Kenya