

Emily Dunlop

Doctoral Candidate, International Education

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Education

- Exp. May 2022** **Ph.D.**, International Education, New York University
Committee Members: Elisabeth King (Chair), Dana Burde, Cyrus Samii.
Dissertation Title: Education Access and Perceived Inequalities in Post-War Burundi: The Implications of Education Redistribution Policies on Building Peace After Violence.
Defense: March 2022, Dissertation Complete
- 2021** **M.Phil.**, International Education, New York University
- 2019-2020** **Visiting Scholar**, Doctoral College, International Education, University of Burundi, Bujumbura, Burundi
- 2015** **M.A.**, Curriculum, Teaching, and Learning/Comparative International and Development Education, University of Toronto, Canada
- 2010** **B.Ed.**, Secondary Science and Chemistry Education, University of Toronto, Canada
- 2007** **B.Sc.H.**, Chemistry, Queen's University, Canada

Publications

Articles in Peer Reviewed Journals

- Dunlop, Emily.** (2021). "Ethnicity, Exclusion, and Exams: Education Policy and Politics from the Independent Republics to the Civil War (1966—1993)." *Africa Spectrum*, 56(2), 151-171. DOI: [10.1177/00020397211023513](https://doi.org/10.1177/00020397211023513)
- Dunlop, Emily & Elisabeth King.** (2021). "Education at the intersection of conflict and peace: the inclusion and framing of education provisions in African peace agreements from 1975—2017." *Compare: A Journal of Comparative and International Education*, 51(3): 375-395. DOI: [10.1080/03057925.2019.1619446](https://doi.org/10.1080/03057925.2019.1619446)

Book Chapters

- Dunlop, Emily.** (forthcoming). "Social Science Textbooks for Peace? Implementing Education Content Clauses from the Arusha Peace Agreement in Post-Conflict Burundi." In C. Vanner, S. Askeer, and T. Kovinthan-Levi. *Victim, Transformer, Accomplice: The Intersecting Roles of Textbooks in Conflict*. Springer Publishing.

Working Papers

Dunlop, Emily. “Education and the Limits of Power-Sharing: Persistent Inequalities and Changing Ethnic Power in Burundi’s Post-War Exams and their Implications for Building Peace.”
King, Elisabeth, Dana Burde, Daphna Harel, Jennifer Hill, Simon Grinstead, Dorothy Seaman and **Emily Dunlop.** “The Kids are Alright? Assessing Social Returns to Higher Education.”

Papers in Progress

Kelcey, Jo, **Emily Dunlop**, and Elisabeth King. “Breaking down the silos: How what we already know about research on education in crisis-affected contexts can improve COVID-19 pandemic responses.”

Dunlop, Emily. “‘If you want to break a country, first you break its education:’ Understanding How Youth Perceive Legacies of Inequality in Post-War Burundi.”

Dunlop, Emily, Yasmine Bekkouche, and Philip Verwimp. “‘It’s our turn (not) to learn’: The Pitfalls of Education Reform during Post-War Institutional Transition”

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.

Policy Briefs/Background Papers

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.

Research Briefs

Dunlop, Emily. (2020). Evidence in Governance and Politics (EGAP) “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). Evidence in Governance and Politics (EGAP) “Brief 66: Partnership Reflections: Uganda Debates with Agency for Transformation.” Available at: <http://egap.org/content/brief-66-partnership-reflections-uganda-debates-agency-transformation>

Grants, Awards, and Honours

Total: \$111,689 (Internal/NYU); \$30,873 (External)

- 2021** **Emily Dunlop (PI)**, Yasmine Bekkouche, and Philip Verwimp. **(\$6000)**, *United Nations University – World Institute for Development Economics Research*, research grant.
- 2020** Steinhardt Doctoral Research and Travel Grant, **(\$904)**
- 2020** Shearwater Research Grant **(\$729)**, New York University
- 2019** Shearwater Research Grant **(\$1,165)**, New York University
- 2018 - 2019** Elisabeth King (PI), **Emily Dunlop**, Sorana Acris and Amanda Blewitt. **(\$24,873)**, *Innovative Social Change Methodologies in International Development*, research grant.
- 2018** Steinhardt Doctoral Research and Travel Grant, **(\$1,200)**
- 2018** Shearwater Research Grant **(\$933)**, New York University
- 2017** Shearwater Research Grant **(\$750)**, New York University
- 2015** Doctoral Research Fellowship **(4 years; \$26,547 per year)**, New York University

Consultancies

- 2021 – 2022** **United Nations University – World Institute on Development Economics Research (UNU-WIDER)**
Institutional Legacies of Violent Conflict Project (Lead Consultant with Yasmine Bekkouche and Philip Verwimp)
- 2021 – Present** **Journal on Education in Emergencies (JEIE)**
Bilingual Editorial Consultant
- 2021 – Present** **Global Centre for Pluralism (GCP)**
Quantitative Data Analysis Consultant, Global Pluralism Index
- 2019 – 2020** **Evaluation in Governance and Politics (EGAP)**
Qualitative analysis of EGAP researcher relationships to implementation partners.
- 2018 – 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 Elisabeth King, NYU (Lead Consultant), Sorana Acris, and Amanda Blewitt

Conference Participation

Comparative International Education Society (CIES)

- Dunlop, Emily** (April 2022). *Social Science Textbooks for Peace? Implementing Education Content Clauses from Burundi's Arusha Peace and Reconciliation Agreement*. Virtual.
- Dunlop, Emily**. (2021). *Understanding the Relationships between Changes in Education Access and Perceptions of Political, Social, and Economic Inequality Post-Violence: The Case of Burundi*. Virtual.
- Dunlop, Emily**. (2020). *Horizontal Education Inequality, Conflict and Peace: The Changing Regional Demographics of State National Exams and Student Success in Burundian Secondary Schools*. Virtual.
- Dunlop, Emily**. (2020). *Addressing Ethnic and Regional Inequalities in Burundian Secondary and Tertiary Schools*. Dissertation Mentors Workshop. Virtual.
- Dunlop, Emily**, and Elisabeth King. (2017). *Framing Education in Peace Agreements – Approaches and Implications for Peacebuilding*. Atlanta, GA.
- Dunlop, Emily**. (2015). Discussant, *Evaluating Peace Education Programs*. Washington, D.C.
- Dunlop, Emily**. (2015). *Lived Experiences of Ethnicity in Burundian Primary Schools: School Content and Conflict*. Washington D.C.
- Dunlop, Emily**. (2014). Discussant, *Questioning Key Assumptions in Conflict-Afflicted Contexts*. Toronto, ON, Canada.

Other Conferences

- Dunlop, Emily**, Yasmine Bekkouche, and Philip Verwimp (May 2022). *It's Our Turn (Not) to Learn: The Pitfalls of Education Reform during Institutional Transition*. UNU-WIDER Workshop. Helsinki, Finland.
- Dunlop, Emily**. (2021). *Changing educational access and perceived political and economic inequality post-violence: the case of Burundi*. Paper presented at the American Political Science Association (APSA), Education Policy and Politics Section. Spring Conference. Virtual.
- Dunlop, Emily**. (2018). *Addressing Ethnic Group Inequalities in Burundian Education: Implications for Peace and Conflict*. Burundi Research Network, University of Antwerp, 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

November 2019	<i>Changing Perceptions of Ethnic Inequality in Education after Violence: The Case of Burundi's Secondary Schools</i> , NYU, Qualitative Research Methods in International Education
October 2018	<i>Addressing Horizontal Inequalities in Burundian Education</i> , OISE/UT, Comparative International and Development Seminar Series
September 2018	<i>Addressing Horizontal Inequalities in Burundian Education</i> , NYU, Qualitative Research Methods in International Education
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> , NYU, Peace and Conflict Studies
April 2017	<i>Language Policy, Colonial Legacies, and Ethnic Conflict: The Case of Burundi</i> , NYU, Globalization in Education
March 2016	<i>Politics, Education, and Memorial Museums: Lessons from the Kigali Genocide Memorial</i> , NYU, Political Issues in International Education
November 2014	<i>Ethnic Difference and Conflict in Burundian Schools – Experiences of Different Student Generations</i> , OISE/UT, Comparative International and Development Seminar Series

Teaching

Course Instructor

Undergraduate
Graduate

Introduction to Global Education (2019)
Quantitative Methods in International Education (2020)

Teaching Assistant

Undergraduate

Introduction to Global Education
(2016, Instructor: Carol Anne Spreen)

Global Culture Wars
(2022, Instructor: Noah Kippley-Ogman)

Graduate

Quantitative Methods in International Education
(2017-2018, Instructor: Sebastian Cherng)

Political Issues in International Education
(2015, Instructor: Elisabeth King)
(2022, Instructor: Dana Burde)

Course Grader

Graduate

International Development and Education
(2016, Instructor: Elisabeth King)

Service

Journal for Education in Emergencies (2021-Present)

Editorial Team (Technical Check Reviewer and French/English Bilingual Editorial Consultant)

Comparative International Education Society (CIES) (2014-Present)

Education and Conflict Special Interest Group (ECE-SIG)

Secretariat (2021-2023), Unit Planner (2020-2021)

Submission Reviewer (2014, 2015, 2019, 2020, 2021, 2022)

Journal Reviewer

Journal of Intervention and Statebuilding (2020)

Journal on Education in Emergencies (2017)

New York University, Department of Applied Statistics, Social Science, and Humanities (2015-Present)

ASH Doctoral Student Forum, Co-Founder

Member-at-Large (2018-Present), Co-Chair (2015-2018),

Ontario Institute for Studies in Education/University of Toronto (2021-Present)

Education, Conflict, and Peacebuilding Interest Group, Founding Member

Website Committee (2021-Present), Member-at-Large (2021-Present)

Membership in Professional Organizations

2021 – Present	Canadian Association for Studies in International Development (CASID)
2021 – Present	Canadian Political Science Association (CPSA)
2020 – Present	American Political Science Association (APSA) Sections: African Politics Conference Group; Education Politics and Policy
2018 – 2020	International Studies Association (ISA)
2014 – Present	Comparative International Education Society SIGs: Education, Conflict and Emergencies; Peace Education
2010 – 2017	Ontario College of Teachers

Other

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

References

Prof. Elisabeth King

Professor of International Education & Politics
Department of Applied Statistics, Social Sciences, and Humanities
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New York University
E-mail: e.king@nyu.edu

Prof. Cyrus Samii

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Prof. Kathy Bickmore

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University of Toronto
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Prof. Giuditta Fontana

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