

KELSEY A. DALRYMPLE, C.V.
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CURRENT POSITION

University of Wisconsin-Madison
Teaching Faculty in the Department of Education Policy Studies

EDUCATION

- 2024 Ph.D. in Education Policy Studies, University of Wisconsin-Madison
Concentration: Comparative and International Education
Minor: Anthropology
Dissertation Title: Processes of Erasure: The Consequences of Social Emotional Learning with Burundian Refugees in Tanzania
Committee: Dr. Diana Rodríguez-Gómez (chair), Dr. Lesley Bartlett, Dr. Nancy Kendall, and Dr. Maria Lepowsky
Qualifying Exam: Biopower, Governmentality, and Bare Life: An analysis of critical humanitarianism scholarship about and from the Great Lakes Region of Africa
- 2021 M.A in Education Policy Studies, University of Wisconsin-Madison
Concentration: Comparative and International Education
Minor: Anthropology
Thesis: Social Emotional Learning in Emergencies: A call for education in emergency actors to reflect critically on context
- 2014 M.A. in Education and Human Development, The George Washington University
Concentration: Comparative and International Education
Capstone Project: Education in Emergencies: A Thematic Resource Guide
- 2009 B.A. with honors in Anthropology, University of Wisconsin-Madison
Minors in African Studies, Archaeology, and Classical Studies

AREAS OF EXPERTISE

International and comparative education; anthropologies of education, childhood, and forced migration; education in emergencies and refugee education; social emotional learning and psychosocial support; curriculum design and teacher professional development; humanitarian response and international development; humanitarianism and humanitarian governance; mixed, critical, ethnographic, and visual research methods. Regional expertise: the Great Lakes Region of East Africa.

PEER REVIEWED PUBLICATIONS

Dalrymple, K.A. (under review). 'My child belongs to the NGOs': Social emotional learning as a racialized, neoliberal project in a refugee context. *Compare: A Journal of Comparative and International Education*.

Shah, R. & Dalrymple, K.A. (under review). The need for a racial reckoning in the education in emergencies community: a focus on social and emotional learning. *Comparative Education Review*.

Dalrymple, K.A. (in progress). Problematizing Child-Led Participatory Research in Refugee Contexts: A Photovoice Study with Refugee and Host-Community Children in Uganda.

Dalrymple, K.A. & Irankunda, E. (forthcoming). Geometries of Control: Co-producing Knowledge in a Refugee Context. *Human Organization*.

Dalrymple, K.A. & Phillips, J.M. (2024). [The Complicated Rise of Social Emotional Learning in the United States: Implications for Contemporary Policy and Practice](#). *Harvard Educational Review*, 94 (3): 337–361. <https://doi.org/10.17763/1943-5045-94.3.337>.

Dalrymple, K.A. (2024). [Erasing Our Humanity: Crisis, Social Emotional Learning, and Generational Fractures in the Nduta Refugee Camp](#). *Genealogy*, 8(3): 105. <https://doi.org/10.3390/genealogy8030105>

Dalrymple, K.A. (2023). [Critically Examining Social Emotional Learning with Refugees in East Africa: Tensions, Challenges, and Complex Dynamics](#). *Current Issues in Comparative Education*, 25 (2): 8-35.

Dalrymple, K. A. (2019). “[Mindful Learning: Early Childhood Care and Development for Refugee Children in Tanzania](#).” *Journal on Education in Emergencies*, 5 (1): 133-55. <https://doi.org/10.33682/37cx-3017>.

OTHER PUBLICATIONS

Dalrymple, K.A. (forthcoming). Book Review: Post-School Pathways of Migrant-Origin Youth in Europe edited by Merike Darmody & Emer Smyth. *Teachers College Record*.

Dalrymple, K.A. (2024). [Sustaining the Unsustainable? Social Emotional Learning in Displacement and Crisis Contexts](#). *Salzburg Global Seminar*.

Dalrymple, K.A. (2022). “[Book Review: Making Refuge: Somali Bantu Refugees and Lewiston, Maine by Catherine Besteman](#).” *Journal on Education in Emergencies* 8 (1): 285-287. <https://doi.org/10.33682/0et2-uvq2>

Dalrymple, K.A. and Dallain, S.C. (2019). “[From little ripples to big waves: comprehensive early childhood programming for young refugee children](#).” *Early Childhood Matters 2019*. Bernard Van Leer Foundation.

Dalrymple, K.A. (2019). “[Building Resilience Through Education: The Case for Refugee Learners](#).” WISE-Qatar Foundation.

Dalrymple, K.A. (2018). “[Education Support for Burundian Refugee Children in Tanzania](#).” 2019 UNESCO Global Education Monitoring Report.

Dalrymple, K.A. and Skeie, S. (2018). “Refugee Education in Tanzania: Findings, needs and recommendations from a joint education needs assessment.” Norwegian Refugee Council.

Dalrymple, K.A. (2016). “[Fair Financing: Education Finance Policy for Equity – A Literature Review](#).” Save the Children and the Finance and Resource Allocation Working Group, Education Equity Research Initiative.

RESEARCH EXPERIENCE

Principal Investigator

October 2022 – May 2024

University of Wisconsin-Madison

(Re)shaping Knowledge and Practices of Child Development Through Social Emotional Learning: An Ethnography with Burundian Refugees in Tanzania

Research and Learning Advisor

July 2020 – March 2023

Plan International

Led and contributed to the design and implementation of multiple quantitative and qualitative research projects through the PlayMatters refugee education initiative in Ethiopia, Tanzania, and Uganda.

Supported monitoring and evaluation work and provided technical inputs related to psychosocial support and social emotional learning to program content.

Principal Investigator

March 2021 – November 2022

Plan International

Perceptions of Play: A Photovoice Study with Refugee and Host Community Children in Northern Uganda

Principal Investigator

February 2022 – April 2022

University of Wisconsin-Madison & the Addis Ababa University

[Critically Examining Social and Emotional Learning with Refugees in East Africa](#)

Research Consultant

July 2020 – September 2020

Management Systems International & USAID

[Best Practices On Effective SEL/Soft Skills Interventions In Distance Learning](#)

Principal Investigator

April 2019 – March 2020

University of Wisconsin-Madison

Social Emotional Learning in Humanitarian Contexts: An Exploratory Study in the Global North

Principal Investigator

September 2018

Plan International

[Mindful Learning: Early Childhood Care and Development for Refugee Children in Tanzania](#)

Principal Investigator

August 2016 – December 2016

Save the Children

[Fair Financing: Education Finance Policy for Equity – A Literature Review](#)

RESEARCH TOOLS & METHODS

Software and Applications Used:

- NVivo; Kobo Toolbox; CommCare; and Tangerine.

Tools Used:

- EGRA & EGMA (USAID); SERAIS (IRC); ACES (CDC); Choices (Harvard); Kiddy-KINDL (Ravens-Sieberer & Bullinger); TIPPS (NYU); MELE (Multilateral); IDELA & ISELA (Save the Children).

Methods Specialization:

- Qualitative, ethnographic, and visual methods

PROFESSIONAL EXPERIENCE

Teaching Faculty

August 2024 – current

University of Wisconsin-Madison

Member – Sesame Workshop Early Childhood Development Surge Roster

April 2024 – current

Sesame Workshop

Member – Social Cohesion & Early Childhood Development Learning Cohort

June 2023 – current

USAID Education in Crisis and Conflict Network & Sesame Workshop

Member – Humanitarian Surge Roster

July 2019 – current

Plan International

Advisor – Board of Advisors

February 2019 – current

Second Tree – Greece

Member – SEL / Soft Skills Measurement Task Force

October 2022 – February 2024

USAID & UNICEF

Education in Emergencies Specialist – Early Learning Program in Emergencies

March 2023 – May 2023

Plan International (ECD Global Hub) – Global

Research and Learning Advisor – PlayMatters Project

July 2020 – March 2023

Plan International Denmark – Ethiopia, Tanzania, & Uganda

Refugee Teacher Training Expert (Psychosocial Support and Social Emotional Learning)

June 2021 – July 2022

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH – Ethiopia, Sudan, & Uganda

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Education in Emergencies Specialist – Parenting Under Pressure Program

July 2019 – January 2022

Plan International (ECD Global Hub) – Myanmar & Global

Mentor – WISE Emerging Leaders Program

September 2021 – January 2022

World Innovation Summit for Education (Qatar Foundation) – Global

Education in Emergencies Specialist

October 2018 – July 2019

iACT – Cameroon & Tanzania

Education in Emergencies Specialist and Interim Emergency Response Manager – Burundian & Congolese Refugee Response

October 2017 – July 2019

Plan International – Tanzania

Expert Faculty, Lecturer, & Mentor – WISE Learner's Voice Program

March 2017 – October 2018

World Innovation Summit for Education (Qatar Foundation) – Greece & Doha

Education Technical Advisor, Education Working Group Coordinator, and Interim Director of Program Development & Quality – Syria Refugee Response

December 2016 – May 2017

Save the Children – Greece

Education Equity Research Initiative Consultant

August 2016 – December 2016

Save the Children – Washington, D.C.

Literacy Breakthrough Project Manager

March 2016 – July 2016

Save the Children – Washington, D.C.

Project Director – Earthquake Relief

August 2015 – February 2016

All Hands and Hearts Smart Response – Nepal

Program Specialist – Education and Child Protection

January 2014 – June 2015

J. Kirk Felsman Program on Children in Adversity (Duke University) – Washington, D.C.

Education Technical Specialist – Girls' Education

January 2014 – May 2015

WomenOne – Washington, D.C.

Education in Emergencies Specialist

June 2013 – June 2014

Save the Children – Washington, D.C.

KELSEY A. DALRYMPLE
C.V.

Curriculum Designer

October 2012 – June 2013

Institute for Middle Eastern Studies (The George Washington University) – Washington, D.C.

TEACHING EXPERIENCE

Instructor – Education Policy Studies 308: Introduction to Qualitative Methods

Starting in January 2025

School of Education, University of Wisconsin-Madison – USA

Instructor – Education Policy Studies 237: Wealth, Poverty, & Inequality in Education

September 2024 – current

School of Education, University of Wisconsin-Madison – USA

Instructor – Education Policy Studies 220: Education and Human Rights

September 2023 – current

School of Education, University of Wisconsin-Madison – USA

Instructor – Education in Emergencies

January 2018 – October 2018

Plan International – Tanzania

Instructor – Education in Emergencies

December 2016 – May 2017

Save the Children – Greece

English Language Teacher

August 2011 – June 2012

Leeds Akademi – Turkey

English Language Teacher

June 2011 – August 2011

Oxford Vision – Turkey

English, Math, and Science Teacher

October 2009 – April 2011

The Language – Thailand

English Language Teacher

August 2009 – October 2009

Janada L. Batchelor Foundation for Children – Tanzania

INVITED TALKS & LECTURES

2025
(scheduled) *Education in Emergencies: Community-based Programming & Tough Conversations About Conflict.* Network for Emergent Socio-Scientific Thinking, Smithsonian Science Education Center. Virtual.

2023 *Education in Emergencies: Refugee Education.* ED POL 260: International Education Development, University of Wisconsin-Madison, Madison, WI.

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- 2023 *Social Emotional Learning in Refugee Contexts*. USAID, Washington, D.C.
- 2023 *Pre-Primary Education in the Nduta Refugee Camp in Tanzania*. Early Childhood Development & Social Cohesion Series, USAID & Sesame Workshop, Virtual.
- 2023 *Academic Writing*. Dar Es Salaam University College of Education, Dar Es Salaam, Tanzania.
- 2023 *Qualitative Research Methods*. Dar Es Salaam University College of Education, Dar Es Salaam, Tanzania.
- 2022 *Education in Emergencies: The Emergence of a Field*. ED POL 150: Education in Emergencies & Refugees, University of Wisconsin-Madison, Madison, WI.
- 2021 *Social Emotional Learning in Crisis Contexts*. School to School International, Virtual.
- 2020 *Lessons Learnt: the importance of identity and community in the lives of young refugees*. Second Tree, Virtual.
- 2018 *Implementing and Financing Social Protection: Finding The Political Will*. Commission on the Status of Women, New York City, USA.
- 2017 *Education in Emergencies*. WISE Learners' Voice Program, Qatar Foundation, Doha, Qatar.
- 2017 *Education in Emergencies*. WISE Learners' Voice Program, Qatar Foundation, Athens, Greece.

CONFERENCE PRESENTATIONS

- 2025 (scheduled) *Digitized SEL in Crisis Contexts: Bridging or Widening the Digital Divide?* Comparative and International Education Society Conference, Chicago, USA.
- 2025 (scheduled) *Erasing Our Humanity: The Convergence of Social Emotional Learning and Crisis in the Nduta Refugee Camp*. Ethnography in Education Research Forum, Philadelphia, Pennsylvania, USA.
- 2024 (scheduled) *Conflict-Prevention through Social Emotional Learning? Perspectives from Burundian Refugees in Tanzania*. African Studies Association, Chicago, USA.
- 2024 *Voices quiet, bodies still: Anthropological applications to the co-construction of social and emotional learning models*. American Anthropological Association, Tampa, USA.
- 2024 *Re-imagining Education in Emergencies: A Critical, Constructive Dialogue*. British Association for International & Comparative Education, Brighton, UK.
- 2024 *Geometries of Control: Co-Producing Knowledge in a Refugee Context*. Society for Applied Anthropology, Santa Fe, USA.

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- 2024 *Skilling Regimes as Racialized, Neoliberal Projects in Refugee Contexts: Social Emotional Learning with Burundian Refugees in Tanzania.* Society for Applied Anthropology, Santa Fe, USA.
- 2024 *Local Defiance of Global Dominance: How Burundian Refugees in Tanzania Resist Western Social Emotional Learning.* Comparative and International Education Society Conference, Miami, USA.
- 2023 *Social Emotional Learning for Peaceful Co-Existence among Burundian Refugees in Tanzania.* American Anthropological Association and Canadian Anthropology Society, Toronto, Canada.
- 2023 *Social Emotional Learning and Social Cohesion in Refugee Contexts.* United Kingdom Forum for International Education and Training Conference, Oxford, UK.
- 2023 *Visual Research Methodologies with Displaced Learners.* Comparative and International Education Society Conference, Washington, D.C., USA.
- 2023 *Early Childhood Learning and Development in Emergencies: Experience from four refugee contexts.* Comparative and International Education Society Conference, Washington, D.C., USA.
- 2022 *Sustaining the Unsustainable? Social Emotional Learning with Refugees in East Africa.* International Educational Conference on Quality of Education, Addis Ababa University, Adama, Ethiopia.
- 2021 *Best practices on effective social-emotional learning and soft skills interventions through distance learning.* Comparative and International Education Society Conference, Virtual.
- 2021 *Problematizing Social Emotional Learning: A critical look at the internationalization of social emotional learning policy and discourse.* Comparative and International Education Society Conference, Virtual.

FELLOWSHIPS AND AWARDS

- 2024 *Concha Delgado Gaitán Presidential Fellowship* – Council on Anthropology and Education, American Anthropological Association
- 2024 *Shirley Brice Heath New Scholar Travel Stipend* – Council on Anthropology and Education, American Anthropological Association
- 2024 *Peter Kong-ming New Award: Best Student Paper* – Society for Applied Anthropology
- 2023 *Student Research Grants Competition: Conference Travel Award* – University of Wisconsin-Madison
- 2023 *Graduate Student Fellowship* – University of Wisconsin-Madison
- 2023 *Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship* – U.S. Department of Education

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2022	<i>Kazamias Graduate Award</i> – University of Wisconsin-Madison
2022	<i>Herb Kliebard Scholarship</i> – University of Wisconsin-Madison
2021 – 2023	<i>Salzburg Global Fellowship: Whole Child Development for Displaced Learners Network</i> – Salzburg Global Seminar
2021	<i>Critical Language Scholarship: Refresh Program (CLS)</i> – U.S. Department of State
2021	<i>Foreign Language and Area Studies Fellowship (FLAS)</i> – U.S. Department of Education
2021	<i>Critical Language Scholarship: Summer Program (CLS)</i> – U.S. Department of State
2020	<i>Foreign Language and Area Studies Fellowship (FLAS)</i> – U.S. Department of Education
2020	<i>Student Research Grants Competition: Research Travel Award</i> – University of Wisconsin-Madison
2019	<i>Graduate Student Fellowship</i> – University of Wisconsin-Madison
2013	<i>Moore Graduate Scholarship Endowment for International Education</i> – The George Washington University
2013	<i>HasNa Fellowship</i> – The George Washington University
2012	<i>Kellogg Endowment Fellowship</i> – The George Washington University
2007	<i>Sophomore Honors Apprenticeship Grant</i> – University of Wisconsin-Madison

SERVICE TO THE UNIVERSITY OF WISCONSIN-MADISON

Co-Chair, International and Comparative Education Research Group (2021 – 2022)

SERVICE TO THE DAR ES SALAAM UNIVERSITY COLLEGE OF EDUCATION

Research Associate (2022 – 2023):

- Editor and reviewer of departmental papers, grant applications, and research proposals
- Guest Lecturer

SERVICE TO THE PROFESSION

Journal Reviewer

- Social Sciences (2024 – present)
- Teaching and Teacher Education (2022 – present)
- Journal on Education in Emergencies (2020 – present)

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Book Reviewer

- Teachers College Record (2024 – present)
- Journal on Education in Emergencies (2021 – present)

Other

- Elected Co-Chair, CIES Education in Crisis and Emergency SIG (2024 – present)

PROFESSIONAL AFFILIATIONS

- African Studies Association – Member
- American Anthropological Association – Member
- British Association for International & Comparative Education – Member
- Comparative and International Education Society – Member
- Council on Anthropology and Education – Member
- Society for Applied Anthropology – Member
- Society for International Development – Member
- Society for Research on Educational Effectiveness – Member

LANGUAGES

- English – native speaker
- Swahili – low-intermediate speaker