KELSEY A. DALRYMPLE, C.V.
Department of Education Policy Studies
University of Wisconsin-Madison
dalrymple@wisc.edu
kelseyadalrymple.com

CURRENT POSITIONS

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

University of Wisconsin-Green Bay (Prison Education Initiative)
Adjunct Instructor in the Department of Democracy & Justice 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, Dr. Lesley Bartlett, Dr. Nancy Kendall, and Dr. Maria Lepowsky

2021 M.A in Education Policy Studies, University of Wisconsin-Madison
Concentration: Comparative and International Education
Minor: Anthropology

2014 M.A. in Education and Human Development, The George Washington University
Concentration: Comparative and International Education

2009 B.A. with honors in Anthropology, University of Wisconsin-Madison
Minors: African Studies, Archaeology, and Classical Studies

AREAS OF EXPERIENCE & INTEREST

Qualitative Research; Ethnography; Case Study; Critical Theory & Collaborative Research Methodologies; Decolonial Theory; Knowledge Co-Production; Comparative and International Education; Anthropologies of Education, Childhood, Forced Migration, and Incarceration; Education in Emergencies and Refugee Education; Social Emotional Learning and Psychosocial Support; Humanitarian Response and International Development; Critical Humanitarianism and Humanitarian Governance. Regional expertise: the Great Lakes Region of East Africa.

PEER REVIEWED PUBLICATIONS

Dalrymple, K.A., Riggan, J. & Shah, J. (Eds.) (in progress). Special Issue: Repetitive to Reparative: Historicizing Potential Futures of the Education in Emergencies Regime. *Anthropology and Education Quarterly.*

Dalrymple, K.A. & Wright, D.J. (in progress). Concealing Crisis: U.S. Exceptionalism in Education in Emergencies Discourse, Policy, and Practice.

Dalrymple, K.A., Komaragiri, M. & Kwok, J. (in progress). Play in Crisis: A Critical Reframing of Play-based Learning in Education in Emergencies. *Anthropology and Education Quarterly.*

Dalrymple, K.A. (under revision). Voices Quiet, Bodies Still: Embodied Governance of Refugee Learners through Social and Emotional Learning. *Globalisation, Societies and Education*.

Dalrymple, K.A. & Irankunda, E. (2026). Learning to Cope, Learning to Endure: Social emotional learning as a racialized, neoliberal project in a refugee context. *Compare: A Journal of Comparative and International Education,* 1-20. https://doi.org/10.1080/03057925.2026.2643260

Dalrymple, K.A. (2026). Problematizing Child-Led Participatory Research in Refugee Contexts: A Photovoice Study with Refugee and Host-Community Children in Uganda. *International Journal of Qualitative Methods,* 25. https://doi.org/10.1177/16094069261416778

Shah, R. & Dalrymple, K.A. (2025). The need for a racial reckoning in the education in emergencies community: a focus on social and emotional learning. *Comparative Education Review, 69*(3). https://doi.org/10.1086/736500

Dalrymple, K.A. & Irankunda, E. (2024). Geometries of Control: Co-producing Knowledge in a Refugee Context. *Human Organization*, 1-13. https://doi.org/10.1080/00187259.2024.2435617.

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.

BOOK CHAPTERS & OTHER PUBLICATIONS

Dalrymple, K.A. (in progress). After the Fall: Rethinking Global Education Aid and the Future of Social and Emotional Learning Post-USAID, in Dombrowski, E., Park, M., Ngware, M. & Wisemen, A. (Eds.) *Global Education Aid in Transition: The Future of International Education Development*. Emerald Publishing.

Dalrymple, K.A. & Skeie, S. (under review). *Listening Differently: Power, Voice, and the Future of Education in Emergencies.* UNESCO Futures of Education IdeasLAB.

Dalrymple, K.A., Shetty, A., Irankunda, E., Hassan, F. & Shah, R. (forthcoming). Decolonizing Education in Emergencies: Possibilities, Pitfalls, and Pluralities, In Dunlop, E., Redick, C. & Kelly, C. (Eds.) the *Handbook on Education in Conflict and Emergencies*. Bloomsbury.

Dalrymple, K.A. (2025). Beyond the Classroom: Rethinking Social and Emotional Learning Across the Triple Nexus. *Policy Insights: The Triple Nexus at 10: What We've Learned and Where We Go From Here*. NORRAG.

Skeie, S. & Dalrymple, K.A. (2025). From Commitments to Constraints: Tanzania's Retreat from Refugee Education Inclusion and the Triple Nexus Dilemma. *Policy Insights: The Triple Nexus at 10: What We've Learned and Where We Go From Here*. NORRAG.

Dalrymple, K.A. (2025). Reimagining Repair in Education in Emergencies: Beyond Social and Emotional Learning. Reparative Futures of Education (Repair-Ed).

Dalrymple, K.A. (2024). Post-school Pathways of Migrant-Origin Youth in Europe. [Review of Post-school Pathways of Migrant-Origin Youth in Europe by M. Darmody and E. Smyth, Eds.]. *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
February 2026 – current
University of Wisconsin-Madison
After the Fall: Rethinking Global Education Aid and the Future of Social and Emotional Learning Post-USAID

Principal Investigator
Sept. 2025 – current
University of Wisconsin-Madison & the United States International University-Africa
Qualitatively Exploring Refugee University Students' Perceptions of Lifelong Learning

Research Consultant
June 2025 – September 2025
Michigan State University
Tucheze Pamoja Project – Qualitative Research on Teacher Professional Development around Play-Based Learning

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: A Qualitative 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, critical, collaborative, ethnographic, and decolonial methods

TEACHING EXPERIENCE

Adjunct Instructor, Department of Democracy & Justice Studies
University of Wisconsin-Green Bay (Prison Education Initiative – Oakhill Prison)
May 2026 – current
- DJS 104: Introduction to Global Democracy and Human Rights
- DJS 102: Introduction to Social Justice

Teaching Faculty & Student Assistant Instructor, Education Policy Studies Department
School of Education, University of Wisconsin-Madison
August 2023 – current

- Ed Pol 618: Advanced Qualitative Research Methods in Education (undergraduate)
- Ed Pol 337: Wealth, Poverty, & Inequality in Education (undergraduate)
- Ed Pol 308: Introduction to Qualitative Research Methods in Education (undergraduate)
- Ed Pol 305: Democracy and Education (undergraduate)
- Ed Pol 220: Education and Human Rights (undergraduate)

Instructor – Education in Emergencies Course
January 2018 – October 2018
Plan International – Tanzania

Instructor – Education in Emergencies Course
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

PROFESSIONAL EXPERIENCE

Adjunct Instructor – Prison Education Initiative
May 2026 – current
University of Wisconsin-Green Bay – Oregon, WI

Teaching Faculty
August 2024 – current
University of Wisconsin-Madison – Madison, WI

Psychosocial Support & Social Emotional Learning Reference Group Member
April 2025 – current
Inter-agency Network for Education in Emergencies (INEE) – Remote

Emergency Relief Fund Advisory Committee Member
February 2025 – current
Teach for All – Remote

Member – Sesame Workshop Early Childhood Development Surge Roster
April 2024 – current
Sesame Workshop – Global

Member – Humanitarian Surge Roster
July 2019 – current
Plan International – Global

Education in Emergencies Consultant – Parenting Under Pressure Program
May 2025 – June 2025
Plan International Denmark – Remote

Member – Social Cohesion & Early Childhood Development Learning Cohort
June 2023 – February 2025
USAID Education in Crisis and Conflict Network & Sesame Workshop – Remote

Member – SEL / Soft Skills Measurement Task Force
October 2022 – February 2024
USAID & UNICEF – Remote

Advisor – Board of Advisors
February 2019 – April 2023
Second Tree-Greece – Remote

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) (Ethiopia, Sudan, & Uganda) – Remote

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.

Curriculum Designer
October 2012 – June 2013
Institute for Middle Eastern Studies (The George Washington University) – Washington, D.C.

INVITED TALKS & LECTURES

2026 *Scaling professional learning for refugee educators.* Geneva Graduate Institute and NORRAG Global Education Center.

2025 *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.

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, 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. S*econd 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

Scheduled *Giving Back to Where? Refugee University Students, Belonging, and the Spatial Politics of Scholarship in Africa.* African Studies Association, New Orleans, LA USA.

Scheduled *On the Verge of Repair: Ethnographic Practice, Collaborative Research, and the Promise of Liberative Praxes*. American Anthropological Association, St. Louis, MO USA.

2026 *Reciprocity: Idyllic Myth vs. Anthropological Imperative Part 2*, Society for Applied Anthropology, Albuquerque, NM USA.

2026 *Beyond the Binary of Healing and Harm: Reimagining Social and Emotional Learning in Crisis Contexts,* Presidential Invited Symposium, Comparative and International Education Society Conference, San Francisco, CA USA.

2026 *Reckoning with Racial Erasure: Reimagining Social and Emotional Learning in the Education in Emergencies Sector,* Comparative and International Education Society Conference, San Francisco, CA USA.

2026 *Disrupting the "Truths" We Carry: A Facilitated Dialogue on Power, Knowledge, and Praxis in Research with Refugee, Migrant, and Queer Communities,* Ethnography in Education Research Forum, Philadelphia, PA USA.

2025 *The Analytical Potential of Hauntology to Examine Learning in Crisis,* American Anthropological Association, New Orleans, LA USA.

2025 *Presidential Panel: Emerging Scholar Reflections from the Concha Delgado-Gaitán Fellows,* American Anthropological Association, New Orleans, LA .USA

2025 *Problematizing Collaborative Knowledge Production in a Refugee Context,* United Kingdom Forum for International Education and Training Conference, Oxford, UK.

2025 *Reciprocity: Idyllic Myth vs. Anthropological Imperative*, Society for Applied Anthropology, Portland, OR USA.

2025 *Digitized SEL in Crisis Contexts: Bridging or Widening the Digital Divide?* Comparative and International Education Society Conference, Chicago, IL USA.

2025 *Erasing Our Humanity: The Convergence of Social Emotional Learning and Crisis in the Nduta Refugee Camp.* Ethnography in Education Research Forum, Philadelphia, PA USA.

2024 *Conflict-Prevention through Social Emotional Learning? Perspectives from Burundian Refugees in Tanzania.* African Studies Association, Chicago, IL USA.

2024 *Voices quiet, bodies still: Anthropological applications to the co-construction of social and emotional learning models.* American Anthropological Association, Tampa, FL 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, NM USA.

2024 *Skilling Regimes as Racialized, Neoliberal Projects in Refugee Contexts: Social Emotional Learning with Burundian Refugees in Tanzania.* Society for Applied Anthropology, Santa Fe, NM USA.

2024 *Local Defiance of Global Dominance: How Burundian Refugees in Tanzania Resist Western Social Emotional Learning.* Comparative and International Education Society Conference, Miami, FL USA.

2023 *Social Emotional Learning for Peaceful Co-Existence among Burundian Refugees in Tanzania.* American Anthropological Association, Toronto, OT 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

2026 – current *Fellow* – Society for Applied Anthropology

2024 – 2026 *Research Fellowship* – Southern Education Foundation

2024 *Academic Staff Professional Development Grant* – University of Wisconsin-Madison

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

Associate Editor
Diaspora, Indigenous, and Minority Education
2026 – current

Special Issue Co-Editor
Anthropology and Education Quarterly
2025 – 2026

Journal Reviewer

- Comparative Education Review
- Diaspora, Indigenous, and Minority Education
- Education & Conflict Review
- Human Organization
- Journal on Education in Emergencies
- Social Sciences
- Teaching and Teacher Education
- Trauma Care
- Women Studies International Forum

Book Reviewer

- Teachers College Record
- Journal on Education in Emergencies

Other

- PK New Award Committee Member, Society for Applied Anthropology (2025 – present)
- Elected Past Co-Chair, CIES Education in Crisis and Emergencies SIG (2026-2027)
- Elected Co-Chair, CIES Education in Crisis and Emergencies SIG (2024 – 2026)

PROFESSIONAL AFFILIATIONS

- African Studies Association
- American Anthropological Association
- British Association for International & Comparative Education
- Comparative and International Education Society

- Council on Anthropology and Education
- Society for Applied Anthropology
- Society for International Development
- Society for Research on Educational Effectiveness
- UK Education & Development Forum

LANGUAGES

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