

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

Southern Education Foundation
Research Fellow

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
- 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, and Forced Migration; 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). We Need Triage Too: Refusing Crisis Exceptionalism in Education in Emergencies. *Journal of Ethnic and Migration Studies*.

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

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

Dalrymple, K.A. & Irankunda, E. (accepted, forthcoming). 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*.

Dalrymple, K.A. (2026). [Problematising Child-Led Participatory Research in Refugee Contexts: A Photovoice Study with Refugee and Host-Community Children in Uganda](https://doi.org/10.1177/16094069261416778). *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](https://doi.org/10.1086/736500). *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](https://doi.org/10.1080/00187259.2024.2435617). *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](https://doi.org/10.17763/1943-5045-94.3.337). *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](https://doi.org/10.3390/genealogy8030105). *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](https://doi.org/10.3390/education25020008). *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](https://doi.org/10.33682/37ex-3017).” *Journal on Education in Emergencies*, 5 (1): 133-55. <https://doi.org/10.33682/37ex-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

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

PROFESSIONAL EXPERIENCE

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

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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

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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.

TEACHING EXPERIENCE

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

INVITED TALKS & LECTURES

- 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.

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- 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*. 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

- 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.

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- 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

- 2025 *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

Journal Reviewer

- Comparative Education Review
- Diaspora, Indigenous, and Minority Education – Reviewer Academy Member
- Education & Conflict Review
- Human Organization
- Journal on Education in Emergencies
- Social Sciences
- Teaching and Teacher Education
- Trauma Care

Book Reviewer

- Teachers College Record
- Journal on Education in Emergencies

Other

- PK New Award Committee Member, Society for Applied Anthropology (2025 – present)
- Elected Co-Chair, CIES Education in Crisis and Emergencies 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
- UK Education & Development Forum – Member

LANGUAGES

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