

Short Bio

Dr. Emily Dunlop's work focuses on the intersections between politics and education development in conflict- and crisis-affected contexts. She currently works at the Ontario Institute for Studies in Education (OISE), University of Toronto, where she teaches courses on education policy, conflict, and social development. She holds a PhD in International Education from New York University and an MA in Curriculum, Teaching, and Learning/Comparative International and Development Education from the University of Toronto.

Emily's research focuses on how education policies are experienced on the ground in post-conflict settings, particularly how government efforts to address inequality intersect with identity, belonging, and peacebuilding. Her work draws on mixed methods empirical approaches, including national education data and qualitative research with youth and educators, and has a primary empirical focus on Burundi alongside comparative work across conflict-affected contexts. She is currently completing her book manuscript, entitled *Learning (In)Equality: Redistributing Education and Confronting Identity in Burundi's Post-War Schools*, and is co-editing the forthcoming *Handbook on Education in Conflict and Emergencies*. Her work has been published in *Africa Spectrum*, the *International Journal of Educational Development*, *Ethnopolitics*, and the *Journal of Intervention in Statebuilding*, and the *Journal on Education in Emergencies*.

Emily has been an active member of the Comparative and International Education Society (CIES) since 2014. She values CIES as a professional home that brings together diverse perspectives and sustained conversations, and her scholarship and service reflect a long-standing commitment to strengthening the Society as an inclusive, collaborative, and well-governed community. Over the years, she has participated regularly in the annual conference as a presenter, panel organizer, and discussant. From 2022 to 2024, she served as Co-Chair of the Education in Conflict and Emergencies (EiCE) Special Interest Group, where she helped coordinate conference programming, support SIG communications, and foster inclusive participation across career stages and global contexts.