DR STEPHANIE BENGTSSON
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PROFILE

Dynamic and committed researcher, policy analyst, and educator, with 15+ years of professional experience, focusing on international policy and development, equity and inclusion, teachers and teaching, education in crisis and displacement contexts, and qualitative and mixed methods research to inform policy and practice.

I am a founding partner of *benedex*. A boutique two-person consultancy established in Vienna at the end of 2022, *benedex* offers expertise in international development and education, including research and analysis, technical advice and support, capacity development and training, and knowledge generation.

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CURRENT AND RECENT PROJECTS

Qualitative Research and Synthesis of Qualitative and Quantitative Findings on Gender in Guyana's Education System for National Planning Efforts, UNESCO International Institute for Education Planning (IIEP-UNESCO) (December 2023 to present)

Development of a Teacher Guide on Children in Armed Conflict, UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict (October 2023 to April 2024)

Background Paper on Teacher Qualifications for the First Global Report on Teachers, UNESCO Teacher Development Section and Teacher Task Force (July 2023 to September 2023)

Evidence-Based Global Public Goods to Strengthen Data Systems in Education in Emergencies, UNESCO Section for Education in Emergencies and Migration (April 2023 to June 2023)

PAST EMPLOYMENT

Programme Specialist — Oct 2018 to Dec 2022
UNESCO International Institute for Education Planning (IIEP-UNESCO) (Paris, France)

Leading a multi-country, multi-partner research initiative on teachers in refugee settings, resulting in a range of knowledge products, including case studies, policy briefs, documentary films, and training materials

Providing additional support in technical cooperation and training in education planning, focusing on crisis-sensitive education planning, teachers, and inclusion of refugees

Research Scholar Wittgenstein Centre for Demography & Global Human Capital (IIASA, VID/ÖAW, and WU) (Vienna/Laxenburg, Austria) *Undertaking high quality research on a range of topics in international education, demography, and development*	Apr 2016 to Sept 2018
Research Officer Health & Education Advice & Resource Team, Institute of Development Studies, University of Sussex (Brighton, United Kingdom) *Writing high quality, policy relevant responses on queries related to health and education within short timeframes, and collecting and developing, online resources, and maintaining networks of experts*	Jun 2015 to Jun 2016
Lecturer School of Education, University of Newcastle (Newcastle, Australia) *Training teachers and teaching (Master's and Bachelor level), research student supervision (doctoral and Master's level), organising and facilitating conferences, seminars, tutorials, etc., coordinating the Students and Staff Talking About Research (SSTAR) programme (Dec 2013 to Dec 2014)*	Jan 2012 to Jan 2015
Peer Advisor for Programs in International Comparative Education International Studies Department, Columbia University – Teachers College (New York, NY, USA) *Providing administrative and logistical support, advising postgraduate students, facilitating workshops for Master's students*	Sept 2010 to Jul 2011
Center for African Education Coordinator Columbia University—Teachers College (New York, NY, USA) *Coordinating Center activities, staff, and teaching resource development, facilitating events and writing grant proposals*	May 2009 to Jun 2010
Lead Researcher / Project Manager UNICEF HQ & Columbia University—Teachers College (New York, NY, USA) *Coordinating research design and implementation of a five-country study in Sub-Saharan Africa on providing quality education, care and protection for vulnerable children, including developing child-friendly research methods, supervising and training researchers in data collection and analysis, and writing up key reports and resources*	Sept 2007 to Jan 2010
Programme Assistant Inter-Agency Network for Education in Emergencies (INEE) (New York, NY, USA) *Providing technical and administrative support to the INEE coordinator*	Jan 2007 to Mar 2009

SELECT PAST CONSULTANCIES

Learning Portal Content, UNESCO International Institute for Education Planning (IIEP-UNESCO) (May 2018 to September 2018)

Stakeholder Mapping of Education in Emergencies Research, Department for International Development UK / Education Development Trust (April 2017 to July 2017)

Desk Study on Primary Education for Mobile Children (Refugees and Internally Displaced People), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (June 2016 to April 2017)

Background Paper for the UNESCO Global Monitoring Report 2016 on Sustainable Development Goals, Wittgenstein Centre for Demography & Global Human Capital (a collaboration of IIASA, VID/ÖAW, and WU) (July 2015 to January 2016)

Curriculum Redevelopment for Master's in Education in Emergencies, International Rescue Committee & University of Nairobi (October 2011 to January 2012)

Development of a Strategic Research Agenda for Education in Emergencies, INEE & International Rescue Committee (January 2009 to March 2010)

Programming and M&E Documents for the "Schools as Centres of Care and Support" Initiative, UNICEF Swaziland (June 2008 to November 2008)

PROFESSIONAL APPOINTMENTS & SERVICE

Reviewer of International Grant Proposals, various (INEE, Dubai Cares, UKRI, etc.)

Mentor, University of Glasgow, MSc in International & Comparative Education (2023–)

Consulting Editor, UNESCO International Review of Education, Journal of Lifelong Learning (2014–)

Member, Board of Directors, Tariro: Hope & Health for Zimbabwe's Orphans (2014–)

Founder & Trustee, School Bus Project: Mobile Education for Refugees (2016–2018)

DEGREES

EdD	International Educational Development, Teachers College, Columbia University, 2011
MPhil	International Special & Inclusive Education, University of Cambridge, 2007
AB	English & American Literature & Language, *cum laude*, Harvard University, 2005

SKILLS & EXPERTISE

Languages	English (*native speaker*) Swedish (*native speaker*) German (*professional working proficiency*) French (*fair speaking, reading & writing proficiency*)
Communication	Gifted writer with experience writing for diverse audiences

	Strong aptitude for intercultural communication Excellent public speaking skills Significant experience with successful in-person, online, and blended event-planning and coordination Highly proficient at design and formatting of reports and presentations, and a range of other written and oral outputs Significant experience in developing and disseminating research-informed policy and practice guidance
Project management	Strong leadership and teamwork skills, based on defining clear objectives, building consensus, motivating team members, and mentoring and training junior colleagues, virtually and in-person Well-developed time management and organisational skills, including in projects involving stakeholders at multiple levels Aptitude for fundraising and resourcing, including through grant applications, partnership negotiation, and in-kind contributions Good risk and cost management skills, from drafting and implementing cost-effective budgets and costed plans through to financial reporting Strong monitoring and evaluation skills and a commitment to project accountability and transparent reporting
Research	Training and experience in qualitative and mixed methods research design, including content and policy analysis, interviews and focus groups, critical participatory action research, comparative methodologies, and research ethics Highly developed data analysis skills, including computer-assisted qualitative data analysis (MAXQDA, MS Excel, etc.) Supervision of university & postgraduate students and coordination, training, and supervision of international research teams
Teaching	Interdisciplinary Research Methods Practicum (*Master's Level*) Sociology of Teaching (*Bachelor's & Master's Level*) Students with Special Needs in Diverse Contexts (*Master's Level*) Education Systems: Comparative & International Education Perspectives (*Master's Level*) Comparative & International Education: Theories & Methodologies (*Master's Level*) Foundations of Primary and Secondary Education (*Bachelor's Level*) Education Honours: Research (*Bachelor's Level*) Critical Pedagogy and Inclusion (*Bachelor's Level*)

ADDITIONAL CERTIFICATIONS

Zumba Kids & Kids Jr Instructor Training (Jun 2014)

Zumba Basic Instructor Training (May 2013)

Certificate in African Education, Teachers College, Columbia University (May 2011)

INEE Minimum Standards on Education in Emergencies, Crises & Reconstruction (Mar 2007)

PUBLICATIONS

Bengtsson, S. (2023). Unpacking the concept of 'teacher voice' and why it matters in refugee settings. In C.J. Henderson (Ed). *Refugee teachers: The heart of the global refugee response*. Policy Insights #02. NORRAG. Available at: https://resources.norrag.org/resource/view/827/456

IIEP-UNESCO & Education Development Trust. (2023). *Ensuring effective teacher management in refugee settings in Uganda*. Policy Brief. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000388785/PDF/388785eng.pdf.multi

Bengtsson, S., Billy, C., Thibault, C., Mirembe, D., Namagembe, B., West, H. & Hinz, K. (2023). *Teacher management in refugee settings: Uganda*. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000387764/PDF/387764eng.pdf.multi

Billy, C., Thibault, C. & Bengtsson, S. (2023). Ensuring effective teacher management in refugee settings in the COVID-19 era: A Ugandan case study of policy and practice. *Education and Conflict Review*, 4, pp.63-71.

IIEP-UNESCO & EDT. (2022). *Ensuring effective teacher management in refugee settings: UNRWA schools in Jordan*. Policy Brief. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000384006/PDF/384006eng.pdf.multi

West, H., Hinz, K., Séguin, T., Amenya, D., Bengtsson, S. & Cameron, L. (2022). *Teacher management in refugee settings: Kenya*. EDT; IIEP-UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000382990

IIEP-UNESCO & EDT. (2022). *Ensuring effective teacher management in refugee settings: Public schools in Jordan*. Policy Brief. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000381744/PDF/381744eng.pdf.multi

Bengtsson, S. (2021). But Some are More Equal than Others: Understanding the Global Education Response for Refugees and Migrants. In Fouskas, T. (ed), *Immigrants, Asylum Seekers and Refugees in Times of Crises: B. An International Handbook on Migration, Asylum, Social Integration and Exclusion*. Athens: European Public Law Organization (EPLO).

Bengtsson, S., Fitzpatrick, R., Thibault, C. & West, H. (2021). *Teacher management in refugee settings: Public schools in Jordan*. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000379193

Bengtsson, S., Fitzpatrick, R., Thibault, C. & West, H. (2021). *Teacher management in refugee settings: UNRWA schools in Jordan*. IIEP-UNESCO; EDT. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000380124?3

IIEP-UNESCO, EDT & UNICEF Ethiopia. (2020). *Ensuring the effective management of primary-level teachers in refugee settings in Ethiopia*. Policy Brief. Available at: https://edtlive.b-cdn.net/live/media/lafjuuy5/ethiopia-policy-brief.pdf

Bengtsson, S., Kamanda, M., Ailwood, J. & Barakat, B. (2020). Teachers Are More Than 'Supply': Toward Meaningful Measurement of Pedagogy and Teachers in SDG 4. In A. Wulff (ed.), *Grading Goal Four: Tensions, Threats, and Opportunities in the SDG on Quality Education*. Brill Publishers. Available at: https://brill.com/view/book/edcoll/9789004430365/BP000018.xml

Bengtsson, S., Fitzpatrick, R., Hinz, K., MacEwen, L., Naylor, R., Riggall, A. & West, H. (2020). *Teacher management in refugee settings: Ethiopia*. Available at: http://www.iiep.unesco.org/en/teacher-management-refugee-settings-ethiopia-13448

Bengtsson, S., Barakat, B. & Muttarak, R. with Birhanu Kebede, E. (2018). *The Role of Education in Enabling the Sustainable Development Agenda*. London: Routledge.

Barakat, B. & Bengtsson, S. (2017). What do we mean by school entry age? Conceptual ambiguity and its implications: the example of Indonesia, *Comparative Education*, DOI: 10.1080/03050068.2017.1360564

Bengtsson, S. & Dyer, C. (2017). *Ensuring High Quality Primary Education for Children from Mobile Populations*. GIZ; BMZ and EAC. Available at: http://educateachild.org/sites/default/files/docs/2017/EAC_Mobile%20population_FINAL.pdf

Al Hessan, M. with Bengtsson, S. & Kohlenberger, J. (2016). Understanding the Syrian Educational System in a Context of Crisis. Vienna Institute of Demography Working Papers. 09/2016. Vienna: Austrian Academy of Sciences. Available at: https://www.oeaw.ac.at/fileadmin/subsites/Institute/VID/PDF/Publications/Working_Papers/WP2016_09.pdf

Barakat, B., Bengtsson, S., Muttarak, R., Kebede, E. B., Crespo Cuaresma, J., KC, S., & Striessnig, E. (2016). *Education and the Sustainable Development Goals* (Background paper prepared for the 2016 UNESCO Global Education Monitoring Report). Paris: UNESCO. Available at: http://unesdoc.unesco.org/images/0024/002455/245580E.pdf

Bengtsson, S. & Naylor, R. (2016). *Education for refugees and IDPs in low- and middle-income countries: identifying challenges and opportunities*. Brighton: IDS Available at: http://www.heart-resources.org/topic/education-for-refugees-and-idps/

Bengtsson, S.E.L. & Dryden-Peterson, S. (guest eds.) (2016). Education, Conflict, and Globalisation [Special Issue]. *Globalisation, Societies & Education*, 14 (3). NOTE: selected to be part of Routledge's "special issues as books" series (2017).

Power, L., Millington, K.A. & Bengtsson, S. (2015). *Building Capacity in Higher Education. HEART Topic Guide*. Brighton: IDS. Available at: http://www.heart-resources.org/wp-content/uploads/2015/09/Capacity-Building-in-Higher-Education-Topic-Guide.pdf

Bengtsson, S. E. L. (2011). *Fragile states and fragility in global education aid policy: A critical analysis of the discourse.* Doctoral dissertation.

Bengtsson, S. (2011). Fragile States, Fragile Concepts: A Critical Reflection on the Terminology of Fragility in the Field of Education in Emergencies. In J. Paulson (ed.), *Education, Conflict & Development. Oxford Studies in Comparative Education.* Oxford: Symposium Press.

Bengtsson, S. & Bartlett, L. (2011). From Child-Friendly Schools to Child-Friendly Research Methods: Lessons learned from UNICEF's "Learning Plus Initiative". In K. Mundy & S. Dryden-Peterson (eds.), *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change. A Tribute to Jackie Kirk*. New York: Teachers College.