PERSONAL INFORMATION

Nihad Bunar



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Sex Male | Date of birth 03/07/1970 | Nationality Swedish

WORK EXPERIENCE

2020-	Professor, Department of Special Education, Stockholm University
2011-2019	Professor, Department of Child and Youth Studies, Stockholm University
2018-2019	Specially appointed investigator, Ministry of Education, Swedish government
2003-2016	Senior lecturer in Behavioral Sciences, National Police Academy in Sweden
2008	Visiting researcher, Northeastern University, Boston, USA
2005-2010	Associate Professor in Sociology, Stockholm University
2002-2005	Research Leader, Southern University College in Stockholm
2001-2002	Researcher, Linköping University, Campus Norrköping, Sweden
2001-2002	Senior Lecturer, Växjö University, Sweden
1999-2001	PhD Candidate, Växjö University, Sweden
1997-1999	PhD Candidate, Umeå University, Sweden
1994-1995	Primary school teacher, Sweden

EDUCATION AND TRAINING

2025-2026	Leadership Program (five weeks full-time), Stockholm University
2023	Leading Research Projects and PhD students Program (two weeks full-time), Stockholm University
2015	Leadership Program (five weeks full-time), Stockholm University
2007-2008	University Pedagogy Program (10 weeks full-time), Stockholm University
2001	Doctor of Philosophy in Sociology, Växjö University, Sweden
1996	Bachelor of Arts in Political Science, Växjö University, Sweden

Mother tongue(s) Bosnian/Serbian/Croatian; Swedish (native proficiency)

Other language(s)

UNDERSTANDING	SPEAKING	WRITING
English Proficient	English Proficient	English Proficient
French Basic User	French Basic User	French Basic User

RESEARCH EXPERIENCES

Research leader for following externally funded research programs:

2023-2026	Children with Migration Background in Schools for Students with Intellectual Disability (600,000 EUR). Funding from Swedish Research Council.
2017-2024	Education and health in socially deprived neighborhoods – structures, coping strategies and outcomes (1 million EUR). Funding from Gålöstiftelsen.
2018-2019	Citizenship education and language acquisition, together with Germany, Italy and Denmark (240,000 EUR). Funding from Erasmus +.
2017-2020	Newly arrived students, inclusion and structures of opportunity (750,000 EUR). Funding from Swedish Research Council.
2011-2014	Competition, symbolic capital and parents' positioning as shaping principals for social organization of a

	local school-market (220,000 EUR). Funding from Swedish Research Council.
2011-2015	Newly arrived students, inclusion and learning conditions (600,000 EUR). Funding from Swedish Research Council.
2007-2010	Freedom of choice, segregation and integration (450,000 EUR). Funding from Swedish Research Council.
2005-2008	Multicultural inner-city schools and the freedom of choice policy (150,000 EUR). Funding from Stockholm city.
2005-2008	School, segregation and integration (300,000 EUR). Funding from Swedish Research Council.
2003-2005	Working class youth and higher education (90,000 EUR). Funding from Swedish government.
2002-2005	Urban renewal policies and their effects in segregated areas (1 million EUR). Funding from Swedish government.

Participation in following research programs (a selection):

2018-2021	Newly arrived students in upper-secondary schools
2014-2018	Socially sustainable cities
2001-2002	Free schools – a path towards integration or segregation
2000-2001	Young people and the changing conditions of life in rapidly changing societies
1998-2001	Multicultural policies and modes of inclusion in European cities
1997-1999	Bosnian refugees in Scandinavia

TEACHING EXPERIENCES AND RESEARCH DISSEMINATION

- University: 28 years of experience in leading and teaching a variety of courses at different academic levels (a selection):
  a) Undergraduate level: Introduction to Sociology; Youth cultures; Education in a multicultural society; Teacher program; Special education teacher program, Pre-school teacher program.
  b) Master level: Multiculturalism and ethnic relations; Theory of science in education and research ethics – issues and perspectives; Social relations.
  c) PhD level: Method and modern sociological theory; Education reforms and global context (together with University of Wisconsin-Madison); Ethics in research; Systematic literature reviews and comparative systems for special education.
- Police Academy: 13 years of experience teaching courses on policing multicultural suburbs, youth cultures, community policing, hate-crime and the Swedish and international migration legislation. Lecturer and head of course at several occasions for CEPOL (European Police College). Majority of courses dealt with community policing and how to implement it in practice.
- Supervisor to more than 100 minor and master theses and currently supervisor to three PhD theses (two in Sweden, and one in Norway). Seven of my former PhD students have successfully defended their thesis.
- More than 400 public lectures and presentations, related to my research on education, educational policy, young people, school choice, newly arrived students, multiculturalism, urban development, community policing, urban violence and radicalization at conferences for teachers, principals, school politicians, parents, students and police officers around Sweden.
- Key-note speaker and paper presenter at more than 60 international conferences: New York, Washington, Boston, Maastricht, London, Rotterdam, Genève, Toronto, Melbourne, Trondheim, Åbo, Reykjavik, Sarajevo, Copenhagen, Riga, Tampere, Dublin, Amsterdam, Hannover, Paris, Brussels, New Orleans, Istanbul, Fort Lauderdale, Ghent, Hamburg, Brisbane, Glasgow, Zagreb, Rijeka, Kampala, Bergamo, Bonn, Honolulu, Vienna, Essen, Warsaw, Hong Kong, Helsinki, Oslo, Saint Etienne, Dusseldorf, San Francisco, Kolkata, Thessaloniki, Hamar, Philadelphia etc.)

ACADEMIC-RELATED ACTIVITIES

Academic opponent and member of scientific committees for assessing PhD theses (2008-Present)

Academic opponent to 11 PhD thesis: five in Sweden, two in Norway, two in Denmark, one in Canada and one on Iceland.
Member of scientific committees for assessing PhD thesis at 15 occasions in Sweden.

Leadership and membership of steering boards

2025-	Vice-head of the Department of Special Education, Stockholm University
2020-	Member of the steering board for the Swedish public tv-company (UR) with focus on knowledge and education. The company's annual budget is 45 million EUR
2020-2023	Chairman of the steering board for the EU-financed project for online teaching and first language support (BIU Online)
2020-2024	Vice-chairman of the scientific committee for the Swedish institute for school research
2014-2023	Head of commissions for evaluation of undergraduate and PhD programs in pedagogy and educational sciences at Universities in Zagreb, Rijeka, Zadar, Pula and Osijek in Croatia, appointed by the Croatian

	government. Evaluator of the Faculty of Humanities and Social Sciences at University of Rijeka in Croatia, appointed by the Croatian government
2022-2024	Member of the steering board for SWERA (Swedish Educational Research Association)
2023-2024	Member of the steering board for the Swedish Teachers Trade Union at Stockholm University
2013-2017	Vice-head of the Department of Child and Youth Studies, Stockholm University
2011-2013	Director of Doctoral program, Department of Child and Youth Studies, Stockholm University
2011-2019	Chair of Ethical Committee, Department of Child and Youth Studies, Stockholm University
2011-2014	Member of scientific council at National School Inspectorate in Sweden
2006-2013	Member of the steering board (appointed by the Swedish government) for The National Board for Youth Affairs
2002-2005	Research Leader at Southern University College in Stockholm
2002-	Member of numerous governmental and municipal committees for suggesting new policies and monitoring the implementation of different reforms within the area of education, youth policy, urban development and inclusion policy (Department of Education, Department of Integration and Housing, National Board of Education, National Board of Integration, National Board for School Improvement, Stockholm municipality, Malmö municipality, Växjö municipality, Linköping municipality etc.).
2002-2005	Member of the steering committee for the Swedish Sociological Association
2002-2005	Member of the steering committee for the Swedish Migration and Ethnic Relations Research Association

Expert for international organizations and governments

2023	Expert for the Swedish National Educational Agency for providing guidelines to municipalities and schools om how to implement a disciplinary measure *emergency school* for children with disruptive behavior
2020	Expert for the Swedish National Educational Agency for proposing models for supporting newly arrived adult learners with intellectual disabilities
2018-2019	Appointed as a special investigator by the Swedish government to write a draft of legislation concerning the use and status of first language for migrant students in Swedish schools
2018-2019	Expert for The European Trade Union Committee for Education (ETUCE) for conducting research in Spain, Serbia and Belgium on effective measures for inclusion of refugee and migrant students in education
2018	Expert for Organization for Security and Cooperation in Europe (OSCE) on preparing training manual for education of refugee and asylum-seeking students
2014-2017	Expert for: European Commission, DG Education and Culture, Unit A1, Network of Experts on Social Aspects of Education and Training, NESET I and NESET II (I have contributed with four reports)
2006-	International expert and adviser to OECD, British Council, Migration Policy Group, OSCE on countering radicalization and recruitment to terrorist network and missions to Bosnia and Herzegovina and Tajikistan, ActNow (an NGO based in Vienna), and Education International
2015-2016	Main researcher, in charge of reviewing equity issues in education in Stockholm and proposing a new policy for dealing with unequal outcomes. Appointed by local government in Stockholm
2011-2013	Commissioner at the Commission for socially sustainable development in Malmö, appointed by Malmö's local government
2008-Present	Reviewer for funding applications submitted to the Nordic Research Council (NordForsk); Belgian research council; Cyprus Research Council; Norwegian Research Council; Swedish Research Council; Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning (FORMAS); Riksbankens Jubileumsfond (RJ); the National Board for Youth Affairs (head of the commission in five years); the Foundation for Baltic and East European Studies (Östersjöstiftelsen) and European Science Foundation (ESF)

Editorial board and reviewer (2001-Present)

- Member of editorial board for following journals: *British Educational Research Journal* (currently); *Journal of School Choice* (currently); *Nordic Journal of Youth Research* (currently); *Educ recherche* (currently); *Didactique* (currently); *Migracije i Etnicke Teme* (Croatian journal 2012-2020); *Sociologisk forskning* (Research in Sociology, 2001-03).
- Reviewer for following scientific journals (many of them several times): Ethnography, Scandinavian Journal of Educational Research, Scandinavian Journal of Criminology, Urban Studies, Urban Education, Sociologisk Forskning, Educare, Utbildning & Demokrati, Journal of Education Policy, Journal of International Migration and Integration, Journal of School Choice, Race, Ethnicity and Education, Sociology of Education, Socialvetenskaplig tidskrift, Athens Journal of Education, American Educational Research Journal, European Journal of Criminal Policy and Research, Pedagogisk forskning i Sverige, Nordic Journal of Youth Research, British Educational Research Journal and many more.

ACADEMIC AWARDS

- The best sociological article in Sweden in 2005.
- Commission for socially sustainable development in Malmö, where I worked as a commissioner between 2011 and 2013, and its final report “Malmö´s road towards a sustainable future” has been awarded twice for its innovative approach to understanding and analyzing social and health issues in a multicultural city.

MEDIA APPEARANCES

More than 100 media appearances in major Swedish newspapers, radio and television programs as well as in some international media (Australia, Finland, Denmark, France, Latvia, Bosnia, USA, Germany, Austria).

IMPACT

According to Google Scholar (Nihad Bunar - Google Scholar, per October 25, 2025) the overall impact of my research output in English and Swedish is:
Citations: **4316**
h-index: **29**
i10-index: **50**

According to Scopus (Bunar, Nihad - Author details - Scopus, per October 25, 2025) the impact of my peer-reviewed articles in English is:
Number of documents: **21**
Citations: **855**
h-index: **13**

PEER-REVIEWED ARTICLES

1. Bunar, N. (2025). “Nobody really knows – maybe you can tell us”. Overrepresentation of children with migration background in Swedish schools for students with intellectual disability. *Educational Evaluation and Policy Analysis* (submitted).
2. Bunar, N. (2025). How does the referral process engender unjustified disproportional representation of migrant children in special education provisions?: A scoping review. *Journal of Research in Special Educational Needs* (submitted).
3. Iamroz, O. & Bunar, N. (2025). Extended Basic Education Program for Newly Arrived Migrant Students in Norway - Between contextual constraints, discursive constructions and policy enactment. *Education Inquiry* (published, online first). https://doi.org/10.1080/20004508.2025.2550111
4. Bunar, N. (2025). “Culturalization” of the referral process in policy discourses - migration background, intellectual disability and a separate institutional space in Sweden. *European Journal of Disability Research*. 19(4), 9-29.
5. Bunar, N. (2024). ”Vi behöver fler akutskolor för elever som inte kan uppföra sig som folk”. Om diskursiva och policykonstruktioner av den disciplinära åtgärden akutskola. *Educare*, (3)30–62. https://doi.org/10.24834/educare.2024.3.1193
6. Bunar, N. (2024). Sustainable education for quality and equity - understanding and addressing differences in education systems. *The journal of El-Ryssala for studies and research in humanities*. 9(2), 11-29.
7. Bunar, N. (2022). Urban Inequalities in Swedish Schools. *Oxford Research Encyclopedia of Education*. doi.org/10.1093/acrefore/9780190264093.013.128
8. Britse, E. & Bunar, N. (2022). Mångfald, olikhet och likvärdighet. Om hur skolpersonal uppfattar och förhåller sig till mångfald bland elever. *Utbildning & Demokrati*, 31(3), 57–78.
9. Bunar, N. & Juvonen, P. (2021). Not (yet) ready for the mainstream’ – newly arrived migrant students in a separate educational program. *Journal of Education Policy*, 37(6), 986–1008.
10. Dávila, L.T. & N. Bunar. (2020). Cross-District Analysis of the Roles of Multilingual Classroom Assistants in Sweden. *European Journal of Applied Linguistics*. 8(1), 1–20.
11. Tajic, D. & Bunar, N. (2020). Do both ´get it right´? Inclusion of newly arrived migrant students in Swedish primary schools. *International Journal of Inclusive Education*, 27(3), 288-302.
12. Bunar, N. (2019). Education of Refugee and Asylum-Seeking Children. *Oxford Research Encyclopedia of Education*. DOI: 10.1093/acrefore/9780190264093.013.118
13. Crul, M., Frans L., Özge B., Bunar, N., Keskiner, E., Kokkali, I., Schneider, J. & Shuayb, M. (2018). How school system differences affect the incorporation of refugee children in education in Europe, the Middle East and Turkey. *Comparative Migration Studies*. 7(10). doi.org/10.1186/s40878-018-0110-6
14. Jahanmahan, F. & Bunar, N. (2018). Ensamkommande barn på flykt – berättelser om flyktingskap, resiliens och sårbarhet. *Socialvetenskaplig tidskrift*. 2018:1, 47–65.

15. Bunar, N. & Ambrose, A. (2016). Schools, choice and reputation: Local school markets and the distribution of symbolic capital in segregated cities. *Research in Comparative & International Education*. 11(1), 34–51.
16. Nilsson, J. & Bunar, N. (2016). Educational Responses to Newly Arrived Students in Sweden: Understanding the Structure and Influence of Post-Migration Ecology. *Scandinavian Journal of Educational Research*. DOI: 10.1080/00313831.2015.1024160
17. Bunar, N. (2016). Hållbar skolutveckling för lärande och hälsa. *Socialmedicinsk tidskrift* (5/2016), 564–573).
18. Bunar, N. (2012). Parents and teachers on local school markets – Evidences from Sweden. Occasional Paper No. 208. Teachers College, Columbia University.
19. Bunar, N. (2011). Multicultural urban schools in Sweden and their communities*. Urban Education*. 45(2). 141-164
20. Bunar, N. (2011). Urban development, social policy and education – area based renewal programs and urban schools in Sweden. *Urban Studies*. 48(13), 2849–2864.
21. Bunar, N. (2010). The controlled school market and urban schools in Sweden. *Journal of School Choice*. 4(1), 47-73.
22. Bunar, N. (2010). The geographies of education and relationships in a multicultural city – enrolling in a high-poverty, low-achieving school and choosing to stay there. *Acta Sociologica.* 5(2), 141-159.
23. Bunar, N. & Valenta, M. (2010). Assisted integration: immigrants and refugees in Scandinavian welfare states - the Swedish and Norwegian experience. *Journal of Refugee Studies.* 23(4) 463-483.
24. Bunar, N. (2010). Choosing for quality or inequality – current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*. 25(1), 1-18.
25. Bunar, N. (2008). The free-schools riddle. *Scandinavian Journal of Educational Research.* 52(4), 423-438.
26. Bunar, N. (2008). If we only had a few more Swedes. *Ungdomsforskning*. Nr.2. 39-44
27. Bunar, N. (2007). Hate crimes against immigrants in Sweden and community responses. *American Behavioral Scientist*. 51(2), 166-181.
28. Bunar, N. (2005). Den etnifierade urbana fattigdomen och välfärdsstatens reaktioner. *Sociologisk forskning,* Nr.4/05. 57–78
29. Bunar, N. (2005). Valfrihet och anti-segregerande åtgärder. *Utbildning & Demokrati - tidskrift för didaktik och utbildningspolitik*. 14(3), 75–96.
30. Bunar, N. (2002). Faere ting – mere viden. *Ungdomsforskning* Nr.4.
31. Bunar, N. (1999). Multikulturalism är död, leve multikulturalism. *Utbildning & Demokrati - tidskrift för didaktik och utbildningspolitik*, 8(3/99), 113–136.
32. Bunar, N. & Dahlstedt, M. (2001). Skola och politisk offentlighet. *Kritisk utbildningstidskrift (KRUT)*, Nr 3-4.
33. Bunar, N. (1999). Skolsegregation och kulturintegration – om estetiska verksamheters integrationspotential. *Kritisk utbildningstidskrift (KRUT)*, 95(3/99).

BOOKS

34. Pinson, H., Bunar, N. & Devine, D. (eds.) (2023). *Handbook of research on migration and education*. London: Edward Elgar Publishing.
35. Bunar, N., Hagström, M. & Rojas, C. (2021). *Barn och ungdomar i stadens olikheter*. Stockholm: Natur och Kultur.
36. Bunar, N. (red.) (2021) *Inkludering och skolframgång för nyanlända elever*. Stockholm: Natur & Kultur.
37. SOU 2019:18. *För flerspråkighet, kunskapsutveckling och inkludering. Modersmålsundervisning och studiehandledning på modersmål* (412 pages, prepared by Nihad Bunar as a special investigator for the Swedish government).
38. Bunar, N. (2015) (red.). *Nyanlända och lärande - mottagande och inkludering*. Stockholm: Natur & Kultur.
39. Bunar, N. & Sernhede O. (red.) (2013). *Skolan och ojämlihetens urbana geografi*. Göteborg: Daidalos.
40. Bunar, N. (2009). *När marknaden kom till förorten.* Lund: Studentlitteratur.
41. Bunar, N. & Kallstenius, J. (2007). *Valfrihet, integration och segregation i Stockholms grundskolor*. Stockholm: Stockholms stad.
42. Axelsson, M. & Bunar, N. red. (2006). *Skola, språk och storstad – en antologi om språkutveckling och skolvillkor i det mångkulturella urbana rummet*. Stockholm: Pocky.
43. Bunar, N. (2001). *Skolan mitt i förorten*. Stockholm/Stehag: Symposion (doktorsavhandling).
44. Bunar, N. & Trondman, M. (Red.) (2001). *Varken ung eller vuxen*. Stockholm: Atlas.

BOOK CHAPTERS

45. Bunar, N. (2023). Inclusion of newly arrived migrant students in Swedish schools - organizational models and support measures. In Pinson, H., Bunar, N. & Devine, D. (eds.). *Handbook of research on migration and education*. Edward Elgar Publishing.
46. Adams Lyngbäck, L., Bunar, N. & Paul, E. (2023). School(s) for all?: Inclusion, special education and multilingualism at the intersection of disability and migration in Sweden. In Hanssen, N.B., Harju-Luukkainen, H., Sundqvist, C. *Inclusion & Special Needs Education for Immigrant Students: A Nordic Perspective*. Routledge.
47. Bunar. N. (2021). Inledning. I N. Bunar. (red.) *Inkludering och skolframgång för nyanlända elever*. Stockholm: Natur & Kultur.
48. Bunar. N. (2021). Studiehandledning på modersmål – en av de viktigast möjlighetsstrukturerna för nyanlända elever. I N. Bunar. (red.) *Inkludering och skolframgång för nyanlända elever*. Stockholm: Natur & Kultur.
49. Bunar, N. (2019). ”Det dröjer nog” – att bygga en ny skola i ett socialt utsatt område: mellan politiska målsättningar, praktisk

nödvändighet och valfrihetens osäkerhet. I B. Hellström (Red.). *Stadsutveckling & design för motstridiga önskemål – en bok om nödvändigheten av förändring i tanke och handling, för sociala hållbarhetsprocesser*. Stockholm: Arkus.

50. Bunar, N. (2019). Måste man ha tur för att lyckas i skolan? I A. Olin, J. Almqvist, K. Hamza & L. Gyllander Torkildsen. *Didaktisk utvecklingsdialog*. Lund: Studentlitteratur.
51. Bunar, N. & Ambrose, A. (2018). Urban polarisering och marknadens förlorare. In M. Dahlstedt & A. Fejes (Eds.), *Skolan, marknaden och framtiden*. Lund. Studentlitteratur.
52. Bunar, N. (2018). Levda och symboliska gränser i migrationens tidevarv – Vad bör kulturarbetare veta och göra för att befrämja inkluderingen av nyanlända barn. In M. Wester & M. Öhrn (eds.), *Barnkulturens gränsland*. Centrum för barnkulturforskning, Stockholms universitet.
53. Bunar, N. (2018). Likvärdighet – samhällets löfte till ungdomar. In T. Johansson & E. Sorbring (Eds.), *Barn- och ungdomsvetenskap – grundläggande perspektiv*. Stockholm: Liber.
54. Bunar, N. (2016). Valfrihet och den svenska skolan – definierande principer och effekter. I J. Söderman & T. Johansson (Red), *Låt alla stenar rulla. Lärande, estetik, samhälle*. Göteborg: Daidalos.
55. Bunar, N. (2015). Det osynliggjorda föräldraskapets nätverk, länkar och broar. I N. Bunar (red.), *Nyanlända och lärande - mottagande och inkludering*. Stockholm: Natur & Kultur.
56. Bouakaz, L. & Bunar, N. (2015). Diagnos: Nyanländ. I N. Bunar (red.), *Nyanlända och lärande - mottagande och inkludering*. Stockholm: Natur & Kultur.
57. Jahanmahan, F. & Bunar, N. (2015). Att vara ensam och nyanländ. I N. Bunar (red.), Nyanlända och lärande - mottagande och inkludering. Stockholm: Natur & Kultur.
58. Bunar, N. (2014). Utländsk bakgrund, invandringsålder och boendesegregation – mellan artificiellt skapade kategorier och strukturella villkor. I O. Sernhede & I. Tallberg-Broman (red.). *Segregation, utbildning och ovanliga läroprocesser*. Stockholm: Liber.
59. Bunar, N., & Valenta, M. (2012). Ethnicity. In G.C. Aakvaag, M. H. Jacobsen & T. Johansson *Scandinavian Sensibilities - An Introduction to Sociology*. London: Pearson.
60. Bunar, N., & Jonsson, R. (2012). Education. In G.C. Aakvaag, M. H. Jacobsen & T. Johansson *Scandinavian Sensibilities - An Introduction to Sociology*. London: Pearson.
61. Bunar, N. (2010). School, segregation and integration in Sweden. In J. Bakker, E. Denessen, D. Peters and G. Walraven (eds.). *How to combat primary school segregation in a multicultural world?* Amsterdam: The Dutch National Knowledge Centre for Mixed Schools.
62. Bunar, N. (2010). ”Utbildning i och för det mångkulturella samhället”, i C.Liberg, U. Lundberg och R. Säljö (red.), *Skola, Lärande, Bildning*. Stockholm: Natur & Kultur. 417-431
63. Bunar, N. (2004). Skolor i utsatta områden, mellan invandrarskapets sociala dimensioner och ryktets anatomi. I K. Borevi & P. Strömblad, *Kunskap för integration*. Stockholm: Fritzes, SOU 2004:33.
64. Bunar, N. (2004). Förändring är allas ansvar. I Leif Mathiasson (red.), *Utanförskap och gemenskap.* Stockholm: Lärarförbundets förlag.
65. Bunar, N. (2002). De andra(s) skolor(na). I I. Lindberg och M. Dahlstedt (red.). *Det slutna folkhemmet*. Stockholm: Atlas.
66. Bunar, N. (2001). Kriget har ändå lärt oss någonting. I N. Bunar & M. Trondman (Red.), *Varken ung eller vuxen*. Stockholm: Atlas.
67. Bunar, N. (2000). När jobben kommer tillbaka. I I. Lindberg (red.), *Den glömda krisen*. Stockholm: Atlas.
68. Bunar, N. & Dahlstedt, M. (2000). Complexities of community action. In K. Dösen and I. Molina (Eds.), *Divided Cities: Best practices for the Social Inclusion of Ethnic Minorities in Local Communities*. Norrköping: PfMI. 149–184.
69. Bunar, N. (1999). Samtida berättelser om det förflutnas sanningar. HSFR Brytpunkt (red.), *Candide och Pangloss - Med vems ögon betraktar vi samtiden?* Stockholm: HSFR.
70. Bunar, N. (1998). Identitet, Flyktingskap, Vardagsliv – självbiografi som en narrativ konstruktion. I A. Ålund (red.) *Mot ett normalt liv*. Köpenhamn: Nord 1998:7.

SCIENTIFIC REPORTS

71. Bunar, N. (2022). *Integration och utbildning – en forskningsöversikt*. Stockholm: Vetenskapsrådet.
72. Bunar, N. (2019). *Promoting Effective Integration of Migrants and Refugees in Education: Experiences from Spain, Serbia and Belgium* (90 pages). Brussels: Education International Research.
73. Wendelborg, C., Caspersen, J., Mordal, S., Ljusberg, A-L., Valenta, M. & Bunar, N. (2018). Lek, læring og ikke-pedagogikk for alle: *Nasjonal evaluering av skolefritidsordningen i Norge*. Trondheim: NTNU Samfunnsforskning AS.
74. Bunar, N. (2018) (Ed.). *Hope for newcomers in Europe*. Brussels: Education International Research.
75. Bunar, N. (2017). *Migration and education in Sweden: Integration of migrants in the Swedish school education and higher education systems*. NESET, No.3/2017. Brussels: EU Commission, Erasmus +.
76. Bunar, N. (2016). *Kommunsamverkan för att stärka nyanlända elevers skolgång*. Stockholm: KSL.
77. Bunar, N. (2018). *Newcomers: Hope in a cold climate*. Brussels: Education International Research.
78. Bunar, N. (2016). *Elevsammansättning, klyftor och likvärdighet i skolan*. Stockholm: Stockholms stad.
79. Bunar, N. (2016). *Hållbar skolutveckling för alla*. Stockholm: Stockholms stad.

80. Bunar, N. (2013). *Ensamkommande barn i Stockholms län: Samordning av kommunstöd och kommunsamarbete*. Stockholm: KSL.
81. Bunar, N. (2012). *Skolan och staden – forskningsperspektiv på skolrelaterade klyftor i den moderna staden*. Malmö: Malmö stad.
82. Bunar, N. (2010). *Ett paraply för det gamla eller en grund för något nytt – om urbant utvecklingsarbete i Växjö/Araby.* Botkyrka: Mångkulturellt centrum.
83. Bunar, N. (2010). *Nyanlända och lärande – en forskningsöversikt om nyanlända elever i den svenska skolan*. Stockholm: Vetenskapsrådet.
84. Bunar, N. (2009). *Can multicultural urban schools in Sweden survive freedom of choice policy?*, SULCIS:s Working paper, 2009:3. Stockholm University.
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