

Oliver Mutanga-CV

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1. Date & place of birth, nationality

Gender: Male

Place of birth: Makoni

Nationality: Zimbabwean

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2. Employment History

- Independent Consultant* [higher education, disability & health] -(09/2019-Current).
- Research Fellow* (03/2019-08/2019), University College London (UCL). UK. [The project focused on inclusive education capacity building of teachers and teachers colleges in Zimbabwe].
- Sklodowska-Curie Postdoctoral Fellow* (01/2017-12/2018), Faculty of Medicine-Institute of Health and Society, University of Oslo, Oslo, Norway. [The European Commission funded project focused on same sex practicing men in the HIV epidemic in Botswana, South Africa and Zimbabwe].
- Research Assistant*, (03/2014-09/2015), University of the Free State, South Africa. [A British Council funded project on graduate employability in four African countries].
- Research Director* (08/2007-11/2011), Venturepro (Pty) Ltd, Botswana.
- Assistant Social Scientist* (07/2003-07/2007), University of Zimbabwe-University of California, San Francisco Collaborative Research Programme, Zimbabwe [A randomised trial on adolescent reproductive health research project between University of Zimbabwe, CDC, University College of London & London School of Hygiene and Tropical Medicine].
- Research Assistant* (01/2003-06/2007), University of Zimbabwe-University of California, San Francisco Collaborative Research Programme, Zimbabwe.

3. Other Engagements

- Guest Researcher*-2019. Faculty of Medicine-Institute of Health and Society, University of Oslo, Oslo, Norway.
- Independent Expert Evaluator*-2019. European Commission, Brussels, Capacity Building in Higher Education programme.

4. Education and degrees awarded

- Degree: *Doctor of Philosophy in Development Studies*
Institution: University of the Free State, South Africa
Date: 16 June 2016
Thesis title: Experiences of Disabled students at South African universities: A capabilities approach
Supervisors: Professors, Melanie Walker and Lis Lange
Examiners: Professor Sophie Mitra (Fordham University, USA); Professor Caroline Suransky (University of Humanistic Studies, Netherlands); Dr. Colleen Howell, (University College of London, UK)
- Degree: *Master of Development Studies*
Institution: University of the Free State, South Africa
Date: 9 June 2012
Thesis title: Academic Staff turnover at the University of Zimbabwe: Deciding to stay or to leave
Supervisor: Professor Annette Wilkinson
Thesis grade: Distinction
- Degree: Bachelor of Science Honours Degree in Politics and Administration

Institution: University of Zimbabwe, Zimbabwe

Date: 06 August 2002

Grade: 2.1

5. Other education and professional training (selected)

- Career Development Course, University of Oslo, Winter 2017.
- Research Management & Supervision Course, University of Oslo, Summer 2017.
- How to attract external funding Course, University of Oslo, Summer 2017.
- Human Development & Human Rights Course, University of Humanistic Studies, Winter 2012.
- Public Health and Health Systems Course, University of Zimbabwe, Winter 2005.
- Project Planning and Management, Zimbabwe Public Service Commission, Summer 2005.
- Good Clinical Practice and Source Documentation, PPD Development, Summer 2003.
- Administration of Baseline Surveys Course, University of Zimbabwe, Summer 2003.

6. Linguistics Skills

- English: Excellent written & spoken (Passed GCE Cambridge Ordinary Level exam)
- Norwegian: little
- French: little
- Italian: little

7. Research funding

- Global Challenges Research Fund, Institute of Education, UCL (03/2019-07/2019).
- Marie Curie Fellowship, European Commission (01/2017-12/2018).
- CICOPS Research Fellowship, University of Pavia, Italy (01/2015-03/2015).
- PhD Fellowship, University of the Free State (01/2013-12/2015).
- International Summer School on Pluralism & Development Fellowship, University of Humanistic Studies, Netherlands (08/2012-09/2012).

8. Core competencies

- Qualitative Research
- Verbal and Written Communication
- Policy Analysis and Evaluation
- Teaching & Supervision
- Project Design
- Programme Coordination

9. Invitational Workshops & Lectures

- 10th Donor Harmonisation Group Meeting* with the theme- “Leaving No-one Behind: The role of Higher Education and Technical and Vocational Education and Training (TVET) in Access, Equity and Social Cohesion” (invited speaker) London, UK (11/2019).
- A conversation between Amartya Sen and Elaine Unterhalter*, (invited panelist) Human Development and Capabilities Association Annual Conference, London, UK (09/2019).
- Intersectionality of impairments and other factors*. (invitational workshop) School of Social Work. University of Gothenburg, Sweden (03/2018).

- *Social Work and disability in South Africa*. (invitational seminar). School of Social Work. University of Gothenburg, Sweden (03/2018).
- *Students with impairments in higher education: unpacking the intersectionality approach*. Disability and Transitions in the Global South colloquium (invitational workshop). Johannesburg, South Africa (09/2017).
- *Utilising the capabilities approach and critical realism to explain staff understanding and experiences with disability at two South African universities*. (invitational seminar), Department of Political and Social Sciences, University of Pavia, Italy (02/2015).
- *What counts as disability? Who decides? A socio-cultural examination of disabled students' experiences at South African universities*. (Human Development and Capabilities Association Webinar Presentation), Pavia, Italy (02/2015).
- *Disability and the continuum of normalcy: Perspectives of disabled students at two South African universities*, (Invitational seminar), School of Health and Rehabilitation Sciences- University of Cape Town. South Africa (08/2014).
- *Disability and Subtle Injustices in South African Higher Education*, (invitational seminar), University of Johannesburg. South Africa (07/2014).

10. Conferences

- *Complexities around transition from universities to the workplace for students with disabilities in South Africa*. Human Development and Capabilities Association Annual Conference, London, UK (09/2019).
- *Students with impairments and their transition to work in South Africa: Rurality vs Urbanity*. Human Development and Capabilities Association Annual Conference, Buenos Aires, Argentina (09/2018).
- *The Concept of Conversion factors: Evidence from a South African study on disability*. Human Development and Capabilities Association Annual Conference, Cape Town, South Africa (09/2017).
- *Where are people with disabilities in Global Health Research?* XI International Association for the Study of Sexuality, Culture and Society. Bangkok, Thailand (07/2017).
- *An argument for the Capabilities Approach in conceptualizing Key Populations in HIV*. International Health Conference. Oxford, UK (06/2017).
- *Inclusion of students with disabilities at South African universities*. Nordic Network on Disability Research 14th Conference, Sweden (05/2017).
- *The United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the experiences of students with disabilities in South African higher education*. Lancaster Disability Studies Conference, Lancaster, UK (09/2016).
- *The relationship between agency, failed aspirations and adaptive preferences*. Human Development and Capabilities Association Annual Conference, Washington DC, US (2015-09).
- *'We must not kill the dog because it has flies': Lessons from a study on the experiences of disabled students at two South African universities*. Nordic Network of Disability Research 13th Conference, Bergen, Norway (05/2015).
- *Dealing with diversity: An analysis of university space and educational wellbeing achievement among disabled students at two South African universities*. 2014 HELTASA Conference, University of the Free State, Bloemfontein, South Africa (11/2014).
- *Intersectionality of disability, other social variables and disadvantage among disabled students at two South African universities*. Lancaster, Disability Studies Conference, Lancaster University, UK (09/2014).
- *An examination of disability policies in higher education: Creation of opportunities and well-being of disabled students at two South African universities*. Human Development and Capabilities Association Annual Conference, Athens, Greece (09/2014).
- *Rights (dis) qualifications? Examining the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in the South African Higher Education context*. Diversity and the Politics of Engaged Scholarship:

A comparative study in higher education Colloquium. University of the Free State. South Africa (01/2014).

□ *Disability Policies and South African Higher Education: Status Quo and Ways Forward*. HELTASA Conference, UNISA, Pretoria. South Africa (11/2013).

□ *'I am a university student, not a disabled student.'* Identity and social justice at South African higher education through the Capabilities Approach. Sustainable Learning Environments and Social Justice Colloquium, University of the Free State, Bloemfontein. South Africa (2013-10).

□ *'Know me as I am': Using cognitive interviewing to explore disability as a field of study at a South African University*. Nordic Network on Disability Research 12th Conference, Turku, Finland (05/2013).

11. Publications

□ Mutanga, O & Moen, K. (2019). Experiences of stigma and healthcare seeking among same-sex attracted men in Zimbabwe: A qualitative study. *Culture, Health and Sexuality*. <https://doi.org/10.1080/13691058.2019.1674920>.

□ Mutanga, O. (2019). *Students with disabilities and the transition to work: A capabilities approach*, London & New York: Routledge.

□ Mutanga, O. (2018). Inclusion of students with disabilities at South African universities. *International Journal of Disability, Development and Education*. 65(2), 229-249.

□ Mutanga, O. (2017). Students with disabilities' experience in South African higher education- A synthesis of literature. *South African Journal of Higher Education*. 31(1), 135-154.

□ Mutanga, O & Walker, M. (2017). Towards a disability-inclusive higher education policy through the capabilities approach. In Prah Ruger, J & Mitra, S (Eds) *Health, Disability and the Capability Approach*, London & New York: Routledge.

□ Mutanga, O & Walker, M. (2017). Exploration of the lives of students with disabilities at South African universities: Lecturers' perspectives. *African Journal of Disability*. Vol 6. doi: 10.4102/ajod.v6i0.316.

□ Mutanga, O & Walker, M. (2015). Towards a disability-inclusive higher education policy through the capabilities approach. *Journal of Human Development and Capabilities*, 16(4): 501-517.

□ Mutanga, O. (2014). The Role of Basic Education, Higher Education and Capability Lists. *Journal of Human Development and Capabilities*, 15(4): 448-451.

□ Mutanga, O. (2014). 'I am a university student, not a disabled student': Conceptualising identity and social justice in South African higher education through the capabilities approach lens. *Journal of Educational Studies*, 12(1): 76-88.

12. Other works

□ Mutanga, O; Manyonga, B & Ngubane-Mokiwa, S. (2018). South Africa's new higher education disability policy is important, but flawed. *The Conversation*. (Technical Opinion Piece). <https://theconversation.com/south-africas-new-higher-education-disability-policy-is-important-but-flawed-99703>.

□ Mutanga, O. (2017). Inclusive policy for students with disabilities. (Policy Brief). <https://www.ufs.ac.za/docs/librariesprovider34/default-document-library/inclusive-policy-for-students-with-disabilitiesd1aab7e65b146fc79f4fff0600aa9400.pdf?sfvrsn=0>.

□ Mutanga, O. (2017). South Africa's universities can do more to make disabled students feel included. *The Conversation*. (Technical Opinion Piece). <https://theconversation.com/south-africas-universities-can-do-more-to-make-disabled-students-feel-included-70672>.

□ Mutanga, O. (2014). Enhancing Capabilities: The Role of Social Institutions. *Disability & Society*, 29(1): 167-69. [Book Review].

13. Thesis Examination

- Mr Israel Lindokuhle Mkhuma, 2019. PhD Thesis. *Recollection of experiences at an Open Distance Learning University: A case of students with quadriplegia*, University of South Africa, South Africa.
- Mr Desire Chiwandire, 2019. PhD Thesis. *“Munbu wese ibama yako (Everyone is your relative): Ubuntu and the social inclusion of students with disabilities at South African universities*, Rhodes University, South Africa.
- Mr I. Fadal, 2018. Masters Minor Dissertation. *Understanding the Experiences of Individuals with Visual Impairment within the South African Workplace*, University of Johannesburg, South Africa.
- Mr K. Arthur, 2018. Masters Thesis, *HIV/AIDS awareness and behaviour change among young people: A qualitative study to understand the reasons for condom use in HIV prevention among young people*, University of Oslo, Norway.

14. Referees

- Professor Elaine Unterhalter, University College, London, Institute of Education, UCL Institute of Education, University College London , 20 Bedford Way, London, WC1H 0AL, UK. Phone: +44 (0) 2076792000. Email: e.unterhalter@ucl.ac.uk.
- Professor Kåre Moen, University of Oslo, Kirkeveien 166, Fredrik Holsts hus, 0450 Oslo, Norway. Phone: +47 -22850599. Email: kare.moen@medisin.uio.no
- Professor Melanie Walker, University of the Free State, Benito Khotseng Building, Room 112, Senate Street North. Bloemfontein, South Africa. Phone: +27 (0)76 434 8820. Email: WalkerMJ@ufs.ac.za