

Interview by David Lowe and Michelle Verso with Musawe Sinebare, Port Moresby, 9 April 2014

Phd, Computer science education, University of Wollongong, 1993-1998



[00:00:38]	Born in 1959 and went to a mission school. [Comments about the changes he has seen in his life.]	Childhood
[00:05:10]	His village is Mu village. His grandparents accepted the missionaries and allowed them to build on their land. Then, it was a struggle to learn English but the teachers were strict about it. His father didn't mind that the teachers used corporal punishment. [Comments about the value of discipline.] Christianity was well accepted and closely connected to education. 75 percent of schools are run by churches.	Childhood; Family background; Early education
[00:08:43]	Musawe is the eldest with four brothers and a sister. If one of them did anything wrong their father would cane all of them. [Comments about contrasting views of school/Christian and community about what is right and wrong.]	Family background; Religious practice
[00:11:10]	Went to mission primary and secondary school. There was no mission university but his father would have liked him to continue his education with the mission. His father was only educated to about Grade 3 level and wanted Musawe to do better. He became a maths lecturer at university even though he wasn't good at maths at school. English was the language at school, at some schools students were punished if they spoke another language. The school had lots to read, he was brought up with a reading culture.	Early education; Family background
[00:14:48]	He remembers a Melanesian series of readers, they were exciting because they featured children who looked like him. He read novels at high school, <i>Animal Farm</i> . Went to Mu Lutheran Primary school in his home village then to Asuroka High school near Goroka.	Early education
[00:17:59]	Had a good maths teacher at high school. After high school he went to Goroka Teachers College (now University of Goroka), that was funded by the United Nations as part of the preparation for Papua New Guinea's independence. When he was at school 80 or 90 percent of teachers were	Early education; Undergraduate education; Early career; Family background; Scholarship

	expats. He went back to his old high school to teach. His father wanted him to go to a mission high school, that's why he went to a different province. His father just wanted him to be a teacher. It was a financial struggle for his parents to pay for his education. His father worked for the mission and there was a scholarship for children of mission staff to go to mission school and his parents only had to pay \$16 a year for his board.	opportunity
[00:22:00]	His brothers: one became a pastor, the next was an agriculture officer but now teaches agriculture in high schools, the next works for NGOs and his sister was only educated to Grade 6 and works with women's organisations. Musawe has a daughter and a son and his daughter went to university and works with Oxfam in Goroka. His fourth brother didn't finish high school but trained with an American entomologist and collected medicinal plants for research.	Family background; Networks
[00:26:23]	After teaching for two years he was invited to be a teaching fellow at the Goroka Teachers College. While there, he did a degree at the University of Papua New Guinea (UPNG). In 1987 he got a Commonwealth scholarship to go to Birmingham University. It was his first trip overseas.	Early career; Further study; Scholarship opportunity; Studying overseas
[00:31:02]	He had culture shock in Birmingham, it was too cold and the accent was hard to understand. [Anecdote about the first time he and his wife saw snow.] Two other colleagues also went to England, one to University of Sussex and the other to London University. He did an MEd on computers in education. His son was born in Birmingham. His daughter was two or three when they went, but doesn't really remember being there.	Living overseas; PNG community in UK; Family; Studying in UK
[00:35:54]	In 1987 went back to Goroka and was appointed as vice-chancellor and involved in the preparation for Goroka Teachers College to become University of Goroka. While doing that he did some teaching and supervised some postgraduate work. Then he was recommended for another Commonwealth scholarship by UPNG but it didn't come through so they changed the nomination to be for an AIDAB scholarship and he went to Australia in 1993. His documentation got lost so he spent a year doing nothing. His children went to school.	Career; Leadership; Scholarship opportunity; Arriving in Australia
[00:40:54]	In Australia, he was met at the airport, there was an induction into academic and social life and a few weeks English training. It was very useful. He quickly felt at home with the church	Arriving in Australia; PNG community in Australia; Motive for studying in

	community in Wollongong who had prior involvement with PNG students. He had met a teacher from Wollongong in Goroka. Wollongong Teacher's College had also become a university and that was one of the reasons he chose to go to Wollongong. While he was waiting for his documentation he enrolled in a master's of International Telecommunication Policy.	Wollongong; Existing connections with Australia
[00:45:02]	Initially he went for three years to do a PhD but he stayed for four years and did a master's as well as a PhD. AIDAB were flexible with the terms of the scholarship. He was also accepted to go to Griffith University but Wollongong came through faster and he was impatient to start. As well as Wollongong Lutheran Church, the university had programs for foreign students and there were faculty-related activities that helped him settle in. The family is still in touch with friends they made at the church. When he went back to PNG he was involved in administration and did little academic work. He kept in touch with some of his Australian lecturers but they're mostly retired now.	Studying in Australia; Scholarship experience; Living in Australia; Friendships; Returning to PNG; Post-scholarship career
[00:49:56]	The children made friends at school in Wollongong. His son played soccer. Winter was nasty but they had a good heater and the church community gave them blankets and doonas. There were many other students from PNG. [Anecdote about sharing food with other students and their families.] The PhD students formed a bit of a community too and critiqued each other's work. He's kept in touch with one of the PhD students. The other two were Chinese and kept to themselves.	Family; Living in Australia; Leisure activities in Australia; Religious practice; Friendships; Professional network
[00:54:40]	He took his family to Canberra, Sydney, Brisbane and Melbourne and the children went camping with families from the church. The children wanted to stay in Australia and a family offered to have them but Musawe wanted them to come home. They haven't been back yet but are hoping to visit their aunt who lives in Brisbane. There was a program officer at Wollongong University who liaised with AusAID. Without that person it would have been hard to do much.	Travel in Australia; Family; Church groups in Australia; Scholarship experience
[00:58:43]	[Comments about how the educational opportunities and strict upbringing he had have helped him have integrity and how he was sacked for not letting politicians rot the system.]	Career; Professional networks; Leadership
[01:02:52]	[Story about telling his students about nepotism in academia in PNG and refusing bribes.] They were in Wollongong for five years and didn't go	Living in Australia; Returning to PNG

	back for his graduation because there was instability at the University of Goroka at that time and he didn't want to leave. His thesis was entitled <i>From chaos to order: private computer training in Papua New Guinea</i> . There was a farewell afternoon tea at the university and a follow-up questionnaire about twelve months after he got back.	
[01:08:10]	He was acting vice-chancellor for sixteen months and there were student uprisings and political unrest. The police had to be called because students were murdered and murdered a warden at the next campus. [Story about the dead man having enrolled under a false name and so his true identity is not known.] He has written a number of books, to give insight into his values and influence the behaviour of his readers.	Post-scholarship career; Leadership
[01:11:31]	His interest in writing started at high school with the school newsletter and an article he wrote about the school's waterline maintenance. He was involved in adapting Australian maths textbooks to the PNG situation and thought he could write a text book that was better suited for students in PNG. He wrote it while waiting for his documentation in Wollongong.	Career; Connections with Australia
[01:16:36]	When he gave speeches at school graduations he would write up his speech and parents often asked him for a copy so he collected them into a book. [Anecdote about the positive effects of reading his book.] He's written another book about the future development of PNG.	Career; Leadership
[01:20:55]	What he finds most satisfying about the leadership roles he's had is sticking to the plan, sticking to the budget and making sure the project is achieved within the parameters, without alterations. [Story about overseeing building projects at Goroka University and refusing corporate benefits while he was Secretary of Education.]	Leadership; Professional network
[01:26:16]	[Comments about what helps him maintain his convictions in the face of widespread corruption.]	Leadership
[01:28:04]	Gets The Australian newspaper and The Financial Times from time to time, sometimes hears news from friends in Australia and looks on the internet. He's not particularly interested in Australian politics but does follow rugby a bit.	Connections with Australia
[01:30:38]	END	