

DR. CHARLES MICHAEL WERE

AREAS OF SPECIALIZATION

- Evaluation of Educational Programmes
- Education Psychology
- Special Education
- Early Childhood Education
- Educational/Psychology Research
- Business Studies and Marketing

Senior Lecturer,

Special Needs Education

Maseno University, Kisumu-Busia Road

P.O. Box 333-40105,

Maseno, Kenya

Phone: 0733292367 /0721434695

Email: weredm@yahoo.com

EDUCATION

2010 Maseno University

Maseno, Kenya

Ph.d

Doctoral –thesis

2003 Kenyatta University Nairobi, Kenya

M. Ed.

2000 Kenyatta University Nairobi, Kenya

B. Ed. (Special) Upper second Class

1991 Kenya Institute of Special Education - Nairobi, Kenya

(KISE) Diploma in Education (Special)

1986

Subsidiaries)

A.C.E. (Private) Kenya (2 Principles & 2

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Economics Principal

▪

CRE Principal

▪

Geography Subsidiary

▪

General Paper Subsidiary

1971 E.A.C.E.

Division – Two

Duties and responsibilities include: -

Teaching Post graduate students and giving guidance on proposal writing.

- Teaching and assessment of student trainees.
- Orientation and mobility for visually impaired students in the University.
- Transcribing and brailing examination papers for the visually impaired students.
- Marking brailled papers and awarding marks.
- Guidance and counseling to student trainees in groups and individually.
- Detailed knowledge and understanding of the social and academic needs of student trainee with bias for the visually impaired student.
- Supervision of postgraduate students' proposal and thesis.

TEACHING EXPERIENCE AT UNIVERSITY

Undergraduate Courses Taught:

ESE 101- Introduction to Special Education
ESE 103- Introduction to Psychology of learners with special needs
ESE 104- Education of learners with special needs
ESE 105- Introduction to learning disabilities
ESE 201- Introduction to Individualized Education Programme
practicum
ESE 202- Introduction to English Braille 11
ESE 307- Communication Disorders
ESE 312-Orientation and mobility for the visually handicapped
Children
ESE 402- Psycho-educational Assessment
ECT 331- Methods of teaching the visually handicapped
ECE 201 Mathematics activities
ECE 204 Science activities
ECE 307 Methods of teaching Mathematics activities
ECE 308 Introduction to Research Education
ECE 406 Behaviour Management in Early Childhood Development
and Education
ECE 407- Inclusive Education in ECDE
ECE 408 Contemporary issues and trends in ECDE

2018- to date Senior Lecturer Maseno University (Dept. of Special Ed.)

2013-2016 Co-ordinator Maseno University, Siaya campus.

2012 –2013 Co-ordinator Early Childhood Education Maseno University.

2010 Lecturer Maseno University (Dept. of Special Ed.)

2004-2010 Assistant Lecturer Maseno University (Dpt. of Special Ed.)

2004- 2007 Part-time Lecturer at Kenya Institute of Special Education
(KISE) – Distance Learners (Diploma and Certificate Courses)

2001- July 2004 Lecturer Highridge teachers collage Nairobi

1994 **District Programme co-ordinator** - Siaya Integrated

Programme for Visually Impaired Pupils.

1991 Assistant Teacher St. Oda School for the Blind
(Teachers service Commission)

1988-1989 Head teacher Karapul Primary School

1987-1988 Deputy Head teacher Karapul Primary School

1974-1987 Assistant Teacher Karapul Primary School
Ng'iya Girls Boarding Primary School
Barding Primary School

Duties and responsibilities include: -

Teaching Post graduate students and giving guidance on proposal writing.

- Teaching and assessment of student trainees.
- Orientation and mobility for visually impaired students in the University.
- Transcribing and brailing examination papers for the visually impaired students.
- Marking brailed papers and awarding marks.
- Guidance and counseling to student trainees in groups and individually.
- Detailed knowledge and understanding of the social and academic needs of student trainee with bias for the visually impaired student.
- Supervision of postgraduate students' proposal and thesis.

ADMINISTRATIVE EXPERIENCE

2017 to date **Co-ordinator** Post graduate Diploma students (Main campus)

2016 to date **Chairman** Post-graduate Committee. (Dep. Of Spec. Needs Ed.)

2013-2016 **Co-ordinator** Maseno University, Siaya campus.

2012 –2013 **Co-ordinator** Early Childhood Education Maseno University.

CONTRIBUTION TO DEPARTMENTAL AND FACULTY

PROGRAMMES DEVELOPMENT

1. Bachelor of Education with IT-
2. Bachelor of Education (Early Childhood Education With IT)
3. Bachelor of Education (Special Needs Education With IT)
4. Bachelor of Education (Primary Option) With IT
5. Master of Special Needs Education
6. Master of Education

7. Master of Early Childhood Education
8. Doctor of Philosophy (Special Needs Education)
9. Doctor of Philosophy (Early Childhood Education)
10. Doctor of Philosophy (Evaluation of Educational Programmes)

SCHOLARSHIP/AWARDS/GRANT/CONSULTANCIES

1. PhD Research Funds Award (2005-2010) by Maseno University: An evaluation of programme placement for learners with visual impairments in relation to self-concept and Academic achievement in special primary schools, Kenya –Maseno University, Kenya (2011). KSH 100,000.
2. M.Ed Research Funds Award (2000-2003) by Kenyatta University: The Relationship between Self-concept and Achievement in Mathematics Among Upper Primary Visually Impaired Pupils, Kenya, (2010). KSH 20,000.

JOURNAL EDITOR/REFEREE

1. Referee/Associate Editor, International Journal of Learning, 2012.
2. Referee, Educational Research and Reviews, 2013.
3. Referee, Educational Research, 2013

SUPERVISION OF POSTGRADUATE STUDENTS

M.ED THESES SUPERVISED UPTO COMPLETION

1. **Masea Zipporah Manoti** PG/M.ED/055/2010 Challenges faced by learners with visual impairment in reading and writing English Braille grade two in special primary schools in Kisumu and Siaya counties, Kenya (**Completed 2017**)
2. **Oyier Ruth Awino** PG/M.ED/0070/2013 Selected factors influencing deaf students performance in English composition in secondary schools in Kenya. (**Completed 2018**)
3. **Dorine A. Obara** PG/M.ED/7013/2011 Assessment of teachers support towards inclusion of learners with special needs in regular primary schools in Kisumu west sub-county, Kenya. (**Completed 2018**)
4. **Bonaventure C. Mutwasi** PG/M.ED/0046/2012 Role of Inclusive education in promoting classroom participation among learners with hearing impairment in regular primary schools in Kakamega county, Kenya (**Completed 2018**)

8. **Okumu W. Mohammed** PG/M.ED/0106/2011 Coping strategies used by learners with physical disabilities towards retention in regular primary schools in Mumias county, Kenya. **(Completed 2019)**
9. **Mango Dorothy Randiki** PG/M.ED/0109/2011 Advantages of using white cane for Orientation and Mobility by learners who are totally blind in public special schools in Western Kenya. **(Completed 2021)**
10. **Florence Midega Mayi.** PG/M.ED/0006/2011. The level of Parental involvement in rehabilitation process for learners with developmental disabilities in special schools in Nyanza region, Kenya. **(Completed 2021).**

PH. D. THESES SUPERVISED UPTO COMPLETION

1. **Rop Naftali Kipkorir** PG/PH.D/00141/2010 Effects of computer based learning methods on Mathematics performance among secondary school physically disabled students in Kenya. **(Completed 2016.)**
2. **Alfred Mirumba Wamala** PG/P.HD/0024/2010 Determination of the implementation of inclusive education policy in public secondary schools in Bungoma county, Kenya. **(Completed 2018)**

ON GOING SUPERVISION Ph.D. AND M.Ed. STUDENTS

1. **Lynet Murunga Nyongesa** PG/M.ED/088/2011 Assessment of multisensory approach to teaching reading to learners with reading difficulties in regular primary schools in Embakasi subcounty, Nairibi, Kenya. **(Candidate is yet to defend at the faculty)**
2. **George Otieno Oginga** PG/M.ED/0012/2013 Impact of scientific talking calculators on Mathematic performance among learners with visual impairments in K.C.S.E. examination in western region, Kenya. **(Candidate is yet to defend at the faculty)**
3. **Otieno Tobias Aduke** PG/M.ED/0030/2009 Influence of Orientation and mobility on academic achievement for learners who are totally blind in primary schools in Siaya and Kisumu counties, Kenya. **(Candidate is yet to defend at the faculty)**

4. **Ochieng' Sharon** PG/M.ED/0031/2012 Role of motivation on performance of English in Kenya Certificate of Education among learners with hearing impairment in Kisumu and Siaya counties (**Candidate is yet to defend at the faculty**)
5. **Oulo Oketch Naboth** PG/M.ED/044/2010 Factors contributing to poor reading proficiency among learners with low vision in primary schools for the visually impaired in Kenya. (**Report submitted to SGS awaiting defence**).
6. **Penina Mutuku.** PG/MED/07006/2014. Influence of institutions' preparedness on inclusion of learners with visual impairments in Thika west sub-county, Kiambu county, Kenya. (Collecting data).
7. Ouma Sahka Kevin PG/MED/ED/00014/2014. Accommodation factors affecting performance of learners with visual impairments in Mathematics in regular secondary schools in Siaya county, Kenya. (at proposal stage).
8. Florence Kwamboka Obwaya. PG/ Phd/ ED/ 07007/2015. Influence of teacher factors on performance of gifted and talented learners in regular primary schools in Starehe sub-county, Nairobi, Kenya. (at proposal stage).
9. **Nancy M. Karanja.** PG/M.ED/00016/2011 Level of satisfaction with referral and placement services provided by education assessment centres to children with special needs in Muranga county, Kenya. (Collecting data)
10. Owiti Beatrice Atieno. PG/M.ED/0007/2013. Teachers' management strategies on learners with attention deficit disorder in public primary schools in Muhoroni sub-county, Kisumu, Kenya. (Collecting data).
11. Flora Malasi PG/PHD/7003/2011. Implementation of Individualized Education Programme and its influence on acquisition of functional skills for learners with autism in special units in Kenya. (**Report submitted to SGS awaiting defence.**)

BOOKS

1. Were C.M. (2011). A determination of which Programme most Enhances Self-Concept for Educational Placement of Visually Impaired Pupils in Kenya. (2010). ISBN 978-3-639-27496-7, VDM publishing House Ltd. Saarbrucken, Germany.
2. Were C.M. Ayieko Y.J. Kochung E. (2011). The Relationship between Self-concept and Achievement in Mathematics Among Upper Primary Visually Impaired Pupils, Kenya, ISBN 978-3-639-30213-4, VDM publishing House Ltd. Saarbrucken, Germany.

3. Kochung E. Atieno A. & Were M. (2012). Studies on sign communication, study of the blind and deaf blind students ISBN 13-978-3-846522165, VDM publishing House Ltd. Saarbrucken, Germany.

CONFERENCES/SEMINARS/WORKSHOPS PARTICIPATED IN

- 2011 **Presented a paper on** Technology training and empowerment for the visually impaired: Kenya's perspective at Ghana Institute of Management and Public Administration (GIMPA) Accra Ghana.
- 2002 Inclusive Education in Kenya Seminar, organized by Maseno University at Sunset Hotel. (**Participant**)
- 2002 Inclusive Education in England Paper presented by Prof. Martin from Cambridge University, at Kenyatta University. (**Participant**)
- 1997 **What entails a handicapping child – a seminar organized at Ukweli Pastoral Centre for the sponsors of children with special needs. (acted as main facilitator)**
- 1996 District Coordinators for integrated programme for the visually impaired learner at Lake Naivasha Hotel. (**Participant**)
- 1994 Low vision seminar for teachers of the visually impaired pupils – Nyanza, at Rock Motel, Daraja Mbili. (**Participant**)
- 1993 Low vision seminar for teachers of the visually impaired pupils – Africa at Methodist Guest House. (**Participant**)

MEMBERSHIP TO PROFESSIONAL ASSOCIATIONS

1. Member, Professional Association of Orientation and Mobility, Kenya.
2. Member, Kenya Society for the Blind, Kenya

PUBLICATIONS

1. Were, C.M., **Indoshi F.C** (2010). A determination of which Programme most Enhances Self-Concept for Educational Placement of Visually Impaired Pupils in Kenya. ISSN: 1447-9494. The International Journal of Learning Volume 17, No. 1 (537-550).
2. Were, C.M., **Indoshi F.C.** & Yalo, J. A. (2011). Gender differences in self-concept and academic achievement among visually impaired pupils in Kenya Educational Research (ISSN: 2141-5161) Vol. 1(8) pp. 246-252 September 2010 Available online <http://www.interestjournals.org/ER> Copyright ©2010 International Research Journals.
3. Yalo, J.A.; **Indoshi, F. C.**; Agak, J.O. & Were, C. M. (2011). Challenges and strategies of working with learners with low vision: Implications for teacher training. *Educational Research* (ISSN: 2141-5161) Vol. 1(7) pp. 226-231 August 2010 Available online <http://www.interestjournals.org/ER> Copyright ©2010 International Research Journals
4. Were, C.M., **Indoshi F.C.** (2011) The Relationship between Self-concept and Achievement in Mathematics Among Upper Primary Visually Impaired Pupils, Kenya,

ISBN 978-3-639-27496-7, VDM publishing House Ltd. Saarbrucken, Germany.

5. Kochung E. & Were C. M. .(2011). Implication of communication formats on HIV and AID information for persons with disabilities in Kenya ISSN:2141-5161 InternationalResearchJournalVol.1(7)pp.226-238.Availableonline <http://www.interejournals.Org/ER>
6. Okutoyi J., Kochung E., Were C.M.& Kabuka E. (2013) Strategies employed by regular primary schools with hearing impaired learners in co-curricular activities: a case study of Kakamega county, kenya (2012). <http://www.interejournals.Org/ER>
7. Okutoyi J., Kochung E., Kabuka E., Were C.M. & Oracha P.A. (2013). Strategies of promoting positive attitude towards learners with hearing impairment by regular primary schools in Kenya (A case study for Kakamega County). (2013) ISSN 2276-7789 Gender Journal of Educational Research Vol. 3 (2), pp064-071.
8. Okutoyi J., Kochung E., Kabuka E., Were C.M. & Oracha P.A. (2013). Support services and resources in regular primary schools with hearing impaired learners In Kenya: A case study of Kakamega County (2013) ISSN 2277-8816 International Journal of scientific & technology research Vol.2 Issue 4
9. Rop N. K.& Were M. (2015). Influence of CBL Methods on Secondary School Physically Handicapped Students' Motivation towards Mathematics in Kenya. (ISSN; 2307-3721) International Research Journals. Vol.4(4) pp 82-92 August 2015.
10. Were C.M. (2018). The Reciprical effect of Self-Concept and Academic Achievement among learners with visual impairment in primary schools, Kenya. (ISSN:2141-5161) International Research Journals. Vol. 9 (1) pp. 001-007 January2018.
11. Were C.M. (2018). Determinants of Best Self-Concept enhancement as per programme for visually impaired learners in Kenya. (ISSN:2141-6990). Journal of Emerging Trends in Educational Research and Policy Studies (JETRAPS). Vol. 8(6) pp 313-318.
12. Zipporah M.M. .& Were C.M. (2017). Learning Environmental effects on reading and writing English Braille Grade II for the visually impaired child in Kenya. (ISSN:2141-5161) International Research Journals. Vol. 9 (1) pp. 008-015 January2018.
13. Were C.M. .& Zipporah M.M (2018). Low Vision learners' attitude based challenges towards reading and writing English Braille in Kenya's primary schools for the visually impaired children. (ISSN:2141-6990). Journal of Emerging Trends in Educational Research and Policy Studies (JETRAPS). Vol. 8(6) pp 319-326.
14. Alfred M. Wamala, Were C. Michael & Enos M. W. Simatwa (2018). Students with disabilities as determinants of implementation of inclusive education in public secondary

- schools in Kenya: A case study of Bungoma county. (ISSN:0975-833X). International Journal of Current Research. Vol.10 Issue, 07 pp. 71528-71539.
15. Alfred M. Wamala, Enos M. W. Simatwa & Were C. Michael (2018). Influence of Physical resources on implementation of inclusive education in public secondary schools in Kenya: An analytical study. (ISSN:0975-833X). International Journal of Current Research. Vol.10 Issue, 07 pp. 71516-71527.
 16. Dorine A. Obara & Were C.M. (2020). Teachers' level of support in the use of teaching and learning resources of learners who are physically challenged in regular primary schools in Kisumu west sub county, Kenya. *Advanced in social sciences Research Journal*-Vol.7, No.3 pp 92-112.
 17. Were C. M. (2020). Differences in Self-concept Among Low Vision Learners and Those Who Are Totally Blind In Primary Schools, Kenya. *International Journal of Innovative Research and Advanced Studies, (IJIRAS)*. ISSN: 2394-4404. Volume 7 Issue 5
 18. Were C.M. (2020). Determinants of Best Self- Concept Enhancement As per Programme For Visually Impaired Learners in Kenya. *International Journal of Innovative Research and Advanced Studies, (IJIRAS)*. ISSN: 2394-4404. Volume 7 Issue 5.
 19. Were C.M. (2020). Technology Training and Empowerment for the visually impaired: Kenya Perspective. *Advances in social sciences Research Journal* Vol.7, No. 12 pp736-744.
 20. Oyier R.A. Oracha P.A & Were C.M. (2021). Selected factors influencing deaf students' performance in English composition in Kenya certificate of secondary education. *African annals of the deaf*. ISSN: 1996-0905.Vol. 5, Issue 1
 21. Were C.M. & Obara A.D. (2021). Determinants of teachers' level of support in creation of awareness on learners who are physically challenged in regular primary schools in Kisumu west sub-county, Kenya. *International Journal of Education and Social Science Research. (IJESSR)* ISSN: 2581-5148. Vol. 4m Issue 2.
 22. Midega F., Were C.M. & Odeny M. (2021). The Influence of parental involvement on communication skill development for learners with intellectual disabilities in social settings, Kisumu central sub county, Kenya. *International Journal of Innovative Research and Advanced studies (IJIRAS)*. ISSN:
 23. Midega F., Odeny M. & Were C.M. (2021). Influence of parental involvement on social skills training for learners with intellectual disabilities to participate in social activities, Kisumu central sub county, Kenya. *International Journal of scientific and technology research. (JSTR)*. ISSN:
 24. Were C.M. (2021). An Investigation on reading proficiency of learners with low vision

when using low vision devices in Kenya's primary schools, IOSR Journal of research and methods of education. ISSN: 2320-7388 Vol. 11 Issue 2 Series 6 March—April 2021.

25. Were C.M. (2021). Teacher skills needed for training learners to use low vision devices. International Journal of Education and Social Science Research. (IJESSR) ISSN: 2581-5148. Vol. 4 Issue 3 May—June 2021.
26. Were C.M. (2021). Low vision devices for the blind, Yes. What are the challenges? Kenya. International Journal of Innovative Research and Advanced studies (IJIRAS). ISSN: 2394—4404 Vol. 8 Issue 4. April 2021.

PROJECTS/RESEARCH EXPERIENCE

- Language acquisition by the visually impaired.
- Factors that influence the establishment of an integrated programme in Siaya District.
- Principal Researcher in own M.Ed. research project titled: “The Relationship between Mathematics self-concept and achievement among Upper Primary visually impaired pupils in Nyanza, Kenya, 2003”
- Principal Researcher in own PhD. research project titled: “An evaluation of placement programme for visually impaired pupils in relation to self-concept and achievement in special education primary schools in Kenya 2009”

LANGUAGES

- English - Spoken and Written, Good
- Kiswahili – Spoken and Written, Good

SEMINARS AND WORKSHOPS

- 2011 Technology training and empowerment for the visually impaired: Kenya's perspective at Ghana Institute of Management and Public Administration (GIMPA) Accra Ghana.
- 2002 Inclusive Education in Kenya Seminar, organized by Maseno University at Sunset Hotel.
- 2002 Inclusive Education in England Paper presented by Prof. Martin from Cambridge University, at Kenyatta University.
- 1997 What entails a handicapping child – a seminar organized at Ukweli Pastoral Centre for the sponsors of children with special needs. (*acted as main facilitator*)
- 1996 District Coordinators for integrated programme for the visually

impaired learner at Lake Naivasha Hotel.

1994 Low vision seminar for teachers of the visually impaired pupils – Nyanza, at Rock Motel, Daraja Mbili.

1993 Low vision seminar for teachers of the visually impaired pupils – Africa at Methodist Guest House.

STRONG POINTS

- Ability to work both as a team leader as well as a good team player.
- Ability to work to strict deadlines and willingness to work outside job specifications.
- Self-driven, able to work with minimum supervision and pro-ativ

REFEREES

1. Prof. E. J. Kochung
Department of Special Needs Department,
Maseno University
P.O. Private Bag
Maseno, Kenya.
2. Prof. P. A. Oracha
Director of Students affairs
Maseno University
P.O. Private Bag
Maseno, Kenya
3. Prof. F. C. Indoshi
Department of Communication Technology & Curriculum Studies
Maseno University
P.O. Private Bag
Maseno, Kenya