



---

## CHAPTER 26

### COUNSELLING PERSPECTIVES ON MENTORING STUDENTS WITH DISABILITIES IN NIGERIAN SCHOOLS

**Daisy Inyingi Dimkpa Prof**

*Department of Educational Foundations,  
Niger Delta University, Wilberforce Island,  
Bayelsa*

#### **Introduction**

In recent times, the problems of people with disabilities (PWDs) have taken the front burner in the Nigerian society. The idea that PWDs require special care cannot be over emphasized. This is the reason why those affected should be taught certain skills that will enable them to be useful to themselves and the society. Mentoring students with disabilities and sensitizing their teachers on how to assist them are two sides of the same coin because while the students are acquiring the necessary skills for coping with their handicap, the schools and teachers must also be conversant with the needs of students with disabilities that are found in their environment, and provide commensurate equipment and activities that would encourage the students to learn and enhance their self-discovery, just like their regular counterparts.

Literature has shown that although mentoring relationship may occur naturally, students with disabilities hardly come across adults with disabilities who would influence them positively. Thus, a programme of this nature is necessary for assisting the students, so that they are not left behind their classmates in terms of academic and career achievements (Brown, Takahashi & Roberts, 2010). Although mentoring students with disabilities may be sometimes tasking, the methods of doing so and the type of activities they are engaged in may differ from one country or place to another, especially where expertise in this area is lacking. The students with disabilities are required to learn a lot of skills through mentorship; notably emotional intelligence, management skills, adaptability, self-reflection, and self-evaluation. Others include resilience, developing a personal brand and problem-solving (Scholars, 2019).

Counselling is a field of study which aims at helping individuals to understand themselves and the world around them. Counselling students is useful in the sense that many of the failures and faulty decisions that the students make may have arisen from faulty decision making principles. As such, they require professional counsellors to assist them in making informed choices. Furthermore, even where the students with disabilities are enrolled in an inclusive school, they also suffer discrimination from their non-disabled peers. In spite of the negative assumptions, a study carried out in an inclusive secondary school in Nigeria, shows



among others that the attitudes of the students in the school was positive; and that female students had a higher total scores, implying that they had a more positive attitude than their male counterparts (Olaleye, Ogundele, Deji & Ajayi, 2012).

Disability is a handicap that individuals have either due to birth defects or as a result of the use of hard drugs by their mothers during pregnancy, which could affect the unborn child adversely. Conversely, disability may occur due to disease, sickness or accident. It is not a pleasant experience for PWDs, as many of them may need the help of either their teachers, parents or a specialist in the area where they are affected by the disability. According to the Americans with Disability Act, a person with disability is someone who also has a physical or mental impairment that substantially limits one or more major life activity. Furthermore, the Convention on the Rights of Persons with Disabilities (CRPD, 2006) maintains that PWDs are those who have long term physical, mental, intellectual, or sensory incapacitation which in interaction with various barriers may hinder their full and effective participation in activities. Unfortunately, some people are likely to think that a person living with disabilities is disabled. This is not the case because PWDs refer exclusively to persons with long term impairments, which also includes anyone experiencing disability, independent of the duration. On the other hand, the disabled is someone not equipped, due to a world not allowing them to participate.

Mentoring is conceived as a dynamic, reciprocal, long term, or informal relationship that focuses on personal and/or professional development. A mentor is also a sounding board and guide, providing perspective, resources, and one who asks thought-provoking questions (Robert et. al, 2010). The researchers further suggest that both mentors and mentees learn from one another in an ideal situation. This is quite interesting and encouraging to the mentees since they are happy to know that others also learn from them, and that their contributions matter a lot. For instance, this act is very appealing not only to both the mentor and mentee, but also complements one aspect of a counselling theorist's views, which states that every individual is a person of worth. In putting this principle into practice, the proponent of the theory, Carl Rogers is it a compound name? (1957) perceived that treating individuals in the right way will enable them to feel loved and accepted. Unfortunately, this principle is being overlooked when institutions ignore the PWDs.

The remaining of this discourse will centers around the following sub-topics, which are as follows: First is History of Mentoring the PWDs in Nigeria; and this is related to how the mentorship programme was established, including its achievements and setbacks. Second, consist of Nigeria and PWD Policy Act; which entails identifying what policies are in place and their impact in achieving inclusiveness. Third, is Types of Mentoring Activities for Students with Disabilities; and the content includes what mentoring activities the students are exposed to, and the application of the training acquired in giving back to society. Fourth, is Benefits of Mentoring Students with Disabilities in Nigerian Schools; which is concerned



with gains of the mentorship programme for the students, including the number of those who have graduated, and how successful they have been. Fifth, is Counselling Perspectives in Mentoring Students with Disabilities; and it emphasizes the views and specific roles counselling services can play in assisting mentors and mentees in the programme. Sixth, is Counselling Implications of Mentoring Students with Disabilities; which deals with how the school counsellor and various stakeholders can achieve the objectives of the programme, and lastly, is Conclusion and Suggestions on Mentoring Students with Disabilities; which entails specific decisions emanating from the review, and the task that each stakeholder must accomplish in order to enhance inclusiveness.

### **History of Mentoring the PWDs in Nigeria**

Mentoring the PWDs in Nigeria came into limelight with the observation by a foremost founder of a mentorship programme, Aisha Dirisu in 2017. The observation was that a young man was seen struggling to access a building but was unable to do so because there was no ramp to enable him go up. Although he was eventually assisted by a few persons in lifting his wheelchair, he was said to be treated shabbily by the organization's Manager who asked the man to vacate the premises in a humiliating way. This eventually gave birth to Aisha Dirisu's Foundation named 'Peniel', saddled with the responsibility of connecting PWDs to mentors who would assist them in achieving their goals. According to Dirisu (2022), through this means, several PWDs had attained career heights which they may have thought impossible.

The first graduation of the foundation was held in June 2022, with the PWDs attesting to the fact that going through the programme made them to gain immense knowledge from their mentors. The three main skills taught by the organization include Organization, Management and Project Management (Bivan, 2022). This training also saw one of its recipient being employed as a project officer in an organization based in Kenya. In spite of the Peniel Foundation, literature shows that no government support has been named as a body assisting PWDs in this dimension, which is quite unfortunate considering the number of persons suffering from various forms of disabilities. The Peniel Foundation has extended as far as Africa generally, and with this, several PWDs have had the opportunity of contributing their quota to nation building. In the same way, it has been embraced in inclusive classroom. This is quite encouraging because hitherto, people have thought that most PWDs would rather beg alms than engage in any meaningful economic venture. To this end, Dirisu (2022), opined that some of the PWDs are now economically independent to the extent of strengthening their capacity, increasing their access to decent jobs and opportunities, and empowering employers to build a more inclusive workforce and accessible workplace.

One of the ways in which the Peniel Foundation has advanced was through gaining partnership from the British High Commission in 2019, and since this period, they have been running the British Chevening Scholarship workshop



specially designed for PWDs, and many have received training on how to apply for the British Commonwealth Scholarship, and the beneficiaries of the scholarship also increased from one in 2019 to six in 2021. It is interesting to note that one of the PWDs who gained the scholarship was offered an admission into the University of Sussex in the United Kingdom where he graduated as one of the best five in spite of his impairment (Bivan, 2022). This further underscores the need for government to partner with the Foundation to produce more outstanding students. In respect of this thinking, the founder of Peniel Foundation reports that its mentors in Cameroon, Kenya and Uganda have contributed in many positive ways in assisting the participants; and that as a result, 60% of the PWDs have been employed through the mentorship programme. This also includes 11,000 persons across the world who have joined the foundation and are doing excellently well as far as entrepreneurship and digital training are concerned.

Dirisu (2022), remarked that a setback experienced by the PWDs was that many organizations were discriminatory in offering them employment because of their impairment. According to Hum Angle, workplace environments were inaccessible to PWDs due to the absence of aid devices, and that such discriminations are on the rise as it relates to the disability employment rate in Nigeria. The question now is: does Nigeria have a disability policy or interpretation enshrined in its laws?

### **Nigeria and PWD Policy Act**

In Nigeria, the disability act was established in 2016, and this provides for the full integration of the PWDs into the society, with the establishment of the National Commission for Persons with Disabilities (NCPD). The Act started operation in 2017 and among others, the commission was charged with ensuring their education, healthcare, social, economic and civil rights. Furthermore, the Act stipulates that all public organizations must reserve at least five percent of employment opportunities for PWDs (Dirisu, 2022). The act also emphasizes equal rights, opportunities and full participation of the PWDs. As a result of the advocacy for the rights of PWDs by disability rights group and activists, the law prohibiting the discrimination of PWDs was signed into law by President Muhammadu Buhari in 2018 (Ewang, 2019).

World Health Organization reported that over 25million people or approximately 15 percent of Nigeria's population has a disability, and that Nigeria accented to the United Nations Convention on the Rights of People with Disabilities (CRPD) in 2007, and its operational protocol in 2010. This made it possible for the wide protests for the bill to be signed into law by the administration. The bill emphasizes the rights of the PWDs to make complaints about any violation of their rights to housing, education and healthcare (Ewang, 2019). Unfortunately, there is no information to ascertain the adherence to this bill by organizations and employers of labour.



---

## Types of Mentoring Activities for Students with Disabilities

Students with disabilities require adequate training in order to help them live a satisfying life. In Nigeria, such mentoring activities are probably limited due to poor awareness on the part of the government and lack of concern for the wellbeing of those living with disabilities. For example, a few of such activities were either planned by private individuals, NGOs or the church. The skills gained from mentoring programmes may also go a long way in making the PWDs self-reliant, and provide them with the ability to also mentor their type. This also helps the government to take people off the streets because they are able to take care of themselves and their families.

In buttressing this assertion, one of those who gained from the mentoring programme, reported that as a tricycle repairer, he has been helping others by teaching them a trade such as a vocational work, in which he has already trained 30 persons (Yusuf, 2015). In the same vein, Peniel Foundation which started the mentoring programme utilized resource persons with similar disabilities to speak to PWDs, and equipped them with entrepreneurship skills after which they were given funds to engage in their personal small scale businesses (Bivan, 2022). Bivan remarked that several mentees have expressed appreciation for the opportunities given to them to make their lives better, especially in terms of teaching and guiding them in their chosen careers.

In the case of students within the school setting in Nigeria, School Based Management Committees (SBMCs) were established and saddled with training at State level, in collaboration with the Local Government Education Authority (LGEA/Social Mobilization Department). For example, the mission of the trainers included the improvement of schools and making children to receive an education, assisting them with necessary information to do a job, and providing top up training sessions. In summary, the roles of the SBMCs included reinforcement of the training received by using the SBMC guidebook and manual, formation and functioning of the SBMC committees to support the voice of women and children, child protection, inclusive education and relationship and change management (Education Support Programme in Nigeria, 2022).

In view of the training programme organized by the government in Nigeria, it has brought about a lot of changes in schools. To this end, some children who left school earlier had returned to school; and this has increased the school enrolment rate, especially in the primary schools. Furthermore, the mentoring programme has spread to almost all the states in Nigeria in which the SBMCs have mobilized resources needed for the students to learn. However, not much is known about the functions and impact of the SBMCs in Nigeria, to the best of the researcher's knowledge.

According to Brown et al. (2010), there are different types of mentoring categories and mentoring environments. These mentoring roles were identified to include career sponsors, peer counsellors or peer supporters, coaches and mentors (Bierma & Merriam, 2002). Furthermore, they indicated other forms of mentoring



techniques as one-on-one, group, community-based, electronic, peer, faith-based and senior citizens (Timmons, Mack, Sims, Hare & Wills, 2006; Axelrod, Camp & Holt, 2005). Table 1 indicates a brief description of the identified types of mentoring techniques which are relevant to post-secondary education:

Table 1: Sample Types of Mentoring techniques

One-on-One	Group	Community-Based	Electronic	Peer
Face-to-face meeting, telephone conversations, letters, email chat rooms, ,social networking, text-messaging, or other activity providing direct contact.	A mentor works with more than one mentee at the same time	Located in a community-based situation, such as volunteer setting like a senior Citizen's Recreational Centre	Bulletin Boards, list series, Discussion groups	Two people with equal status, and similar situations, who share many common characteristics and experiences, for example, individuals with disabilities in a work or educational setting.

Source: Brown et al. (2010)

Table 1 shows a typical mentoring type of programme and the activities involved in each of them. Firstly, a one-on-one mentoring activity entails that the mentor engages in either a face-to-face meeting, telephone conversation or social networking with one mentee. Secondly, in the case of mentoring a group, the mentor engages in an activity with more than one mentee. Thirdly, in terms of the community-based activity, the mentor engages a community with senior citizens being engaged in a mentoring activity on volunteer basis. Fourthly, in terms of mentoring through electronic media, the mentor makes use of bulletin boards and the like to engage a group in discussion. Finally, Peer mentoring means that two people with disabilities having similar characteristics and experiences share or discuss their peculiar situations and thereby learning from each other. Therefore, it goes beyond gain the saying that as the mentor engages with the mentees in different settings, they both learn from each other.

Similarly, there are other forms of mentoring techniques in addition to those in Table 1, which Peretomode and Ikoya (2019), expanded on as seen in Table 2

Table 2: Other Forms of Mentoring Techniques



---

S/N	Types	Description of Mentoring Technique
1.	Triad Mentoring	This involves three persons: a primary mentor who could be a teacher mentoring two students with disabilities.
2.	Team Mentoring	This is a technique whereby a mentee works with multiple mentors (4-6) as a group to share ideas, experience and knowledge.
3.	Distance Mentoring	In this mentoring relationship, both the mentor and mentee or groups are at different locations, for example, in separate campuses of a University.
4.	E-Mentoring	One mentor works with a single mentee or protégé at a time via the internet, either through Skype, email, Facebook, etc. This type of mentoring is extremely helpful for institutions with multiple campuses.
5.	Reverse Mentoring	This is a situation where a younger overall and less experienced person but more talented and knowledgeable in a particular area (e.g ICT) works with an older or senior colleague as the mentee.
7.	Reciprocal Mentoring	In this relationship, neither party is designated 'mentor'. Each is a confidante and a resource to the other. Each serves as a sounding board for ideas and a reality check for plans.

---

Source: Adapted/Extracted from Peretomode and Ikoya (2019).

Table 2 is self-explanatory, as each mentoring technique, namely triad mentoring, team mentoring, distance mentoring, reverse mentoring and reciprocal mentoring are described in the Table. In summary, the researchers advocated that there is no specific model suitable for a particular disability, but rather a combination of models may be more appropriate. Unfortunately, the way these techniques are utilized in Nigerian schools can best be analyzed by carrying out an empirical research, since there are no records to show the parameters used for its evaluation. The most important expectation in a disability programme is to ensure that mentoring school programme involves pairing students with an older peer or adult volunteer who acts as a positive role model (American Psychological Association, 2008). Moreover, although there is a guidance pack for SBMC trainers and mentors approved for SBMC training and development, not much has been heard about its efficacy.

According to Francis (2021), there are ten mentoring activities that mentors should engage in, such as starting off mentoring relationship with coffee or tea, having a goal planning session, creating a vision statement, doing a mutual job shadow, role playing, discussing goal-related news or idea, reading a book together, attending a virtual or physical conference together, conducting a resume revision session and creating a networking event for your mentee. More so, she emphasized the core activities that both mentors and mentees should utilize in their mentoring relationship which includes active listening, building trust, encouraging



---

each other, identifying goals, instructing/developing capabilities, providing corrective feedback, inspiring, opening doors among many others (Francis, 2021). At this point, it is worth mentioning that these are also key counselling skills/techniques utilized by the counsellor to make his counselling session effective and successful. Active listening in particular affords the counsellor the opportunity of getting every important information needed to assist a client either through verbal and non-verbal communication. It also gives the mentee the confidence of realizing that the mentor is getting along or interested in resolving his problem.

### **Benefits of Mentoring Students with Disabilities in Nigerian Schools**

In view of the foregoing, mentoring provides the guidance and tools necessary in helping the students with disabilities to integrate into school life, make connections to resources and develop the skills for academic excellence. This also includes having a positive impact on student engagement and retention, having an advocate and role model to enable them pull through challenges, and overcome the complexities of school life, among others (Rock Valley College, 2019). For instance, in recognition of the importance of mentorship, the National Council of Disability (2005), noted that mentoring enables the students to enjoy the same services as those without disabilities, without which they may not be able to make progress in life, academically, economically and socially. In buttressing this assertion, it was found that out of those aged between 25 and 64, 43% of those without disability graduated from College, as against 32.5% with a non-severe disability and only 21.9% of those with severe disability in the United States (National Council of Disability, 2005). In comparison with the Nigerian situation, a research submits that a whopping 95.5% of children living with disabilities are out of school (Action Aid Nigeria, 2021). This report is quite disturbing because it further emphasized that these students were not allowed to enroll due to their condition. Perhaps, this may be one of the reasons why several nations are passionate about inclusive education in order to encourage those with and without disabilities to be taught together in the same classroom and under the same conditions.

A cursory look at the stated statistics further underscores the need to assist the students living with disabilities to be involved in activities that would enhance their chances of attaining the required quality of education they deserve along with their peers. The situation regarding bias against the PWDs have remained the same in spite of the efforts made by a body since 2015 (Action Aid Nigeria, 2021). In summary, the aim or benefits of mentoring in education is to build confidence and relationships, develop resilience and character, or raise aspirations rather than to develop specific academic skills or knowledge (American Psychological Association, 2008).



---

### **Counselling Perspectives in Mentoring Students with Disabilities**

Counselling as a discipline was borne out of the need to assist those who are confused or are desirous of a definite direction to follow in life. As such, the Federal Government of Nigeria, realizing the need for students to be balanced mentally, socially, educationally and psychologically made it mandatory for school counsellors to be trained and posted to educational institutions where their services are mostly required. In keeping with the principles of counselling, it is believed that every individual is a person of worth, irrespective of his background or disability. Therefore, the Rogerian theory which advocates equality in the treatment of all humans is sacrosanct. Carl Rogers which one is surname? (1957), noted that the total development of an individual makes him a better person not only to himself, but to the society in which he finds himself. In turn, he will be able to function maximally and make informed decisions. For example, this is the area where counselling is required especially in assisting students with disabilities in identifying suitable mentoring programmes that will be best suited to their specific type of disability, and one in which the students with disabilities have an interest. In line with this, Reese (2021), was of the view that "the school counsellor's role is to support the academic and social-emotional development of all students. This involves creating opportunities for equal access and success through their leadership as collaborators, consultants and change agents" It is also worthy of note that counsellors also play an advisory role by informing mentors of the specific areas of need for training the PWDs in entrepreneurship skill as well as monitoring such programmes to ensure that the students who they are meant for are adequately trained to fit into the world of work. Two most important services rendered to the students with disabilities involve placement, follow up and evaluation. While placement service enables the counsellor to place them in correct training programmes on the basis of their disabilities, follow up and evaluation enables the counsellor to find out how the mentees are faring in their programmes and what their challenges are, in order to make appropriate recommendations to the administration of the institutions.

### **Counselling Implications of Mentoring Students with Disabilities**

The counselling implications of mentoring the PWDs is for all stake holders in the education industry notably the teachers or trainers, the school administration, government, counsellors and the PWDs themselves. The teachers who will be responsible for training the PWDs should ensure that they are well prepared for their job; and mindful of their comments and utterances. Their role should basically involve building up the individual students and recognizing the uniqueness of each person. This will encourage the mentees to put in their best and eventually become productive. The school administration require an update on the requirements for mentoring in order to be ready both financially and materially. This also means that the counsellors and the school administration should work closely together in order to produce students that will fit into the society,



---

considering where Nigeria stands so as to meet up with present realities as it is observed in the developed countries of the world. Similarly, the government should be ready to listen to the yearnings of the PWDs and their trainers in upholding best practices for the students with disabilities, and providing the necessary manpower and equipment. This will not only boost the activities and mentoring training, but it will encourage more trainers and mentees to partake in the training programme.

On the implications for counsellors, updating their information on mentorship programmes and new updates on the issue as is obtainable globally, will by far enable counsellors to be fair, keep up with new ideas, and helping the mentors and mentees to maintain a good relationship with one another. The mentors would then become more accepting of the mentee, just like the counsellors practice acceptance of every individual. In so doing, both parties may enjoy a symbiotic relationship. In buttressing this assertion, Povall and Smedley (2019), opined that school counsellors should concentrate more on equity. This implies that counsellors should enforce fairness and inclusiveness by ensuring that the school put into place, a system which ensures that every child has an equal chance of success. This also goes with the counsellor's role in examining the belief system of the society and the students' worldviews (Povall & Smedley, 2019). In a similar research, Quintana and Alvarez (2019), equally reiterated that school counsellors should enforce advocacy, which is one of the foremost hallmark of their profession, emphasizing their role in serving all students while implementing evidence-based practices and comprehensive school counselling programmes. Lastly, the PWDs braise up to the activities provided for their good by ensuring that they engage in all aspects of their programme by engaging in every lecture and practical sessions in their training.

### **Conclusion and Suggestions on Mentoring Students with Disabilities**

Disability is still a huge challenge to schools in Nigeria and until something tangible is done, students living with disabilities may continue to lag behind their peers educationally, emotionally and socially. In view of this fact, the following suggestions are put forward:

1. The government at all levels should invest in the training of teachers to offer mentoring services to students with disabilities in the schools at all levels of its educational system.
2. Since there are not many such Foundations offering training in mentorship of students with disabilities, the existing ones should be encouraged through collaboration with the government and other stakeholders by offering further scholarship to the students in entrepreneurship /vocational skills training.
3. Counsellors should collaborate with the mentors in the schools to plan seminars and workshops for all schools practicing inclusive education in



- 
- order to update them with new ideas and policies that will enhance their work.
4. Mentees having gone through their training should not be left alone. There is a need for regular supervision and follow up of mentees by the school counsellors in order to evaluate their progress.
  5. Stakeholders in the education industry as well as trainers in mentorship should come up with a workable template or curriculum for training mentees in Nigeria, considering their environment, availability of materials for training and their specific needs.
  6. Since the government has signed into law the inclusiveness of students with disabilities into the main stream of our education system, reported cases of rejection should be penalized practically, by withdrawing their school license or prosecuting them court.
  7. Both mentors and mentees should practice networking with their colleagues in other parts of the world either physically or virtually using seminars and webinars to keep them abreast of current training opportunities and new inventions useful for their training and learning.

## References

- Action Aid Nigeria/ EduCeleb (2021). 95.5% of children with disabilities are out of school. Retrieved from <https://educeleb.com/SDG>. Accessed 11<sup>th</sup> August, 2022.
- American Psychological Association (2008). Disability mentoring program. Retrieved from <https://www.apa.org/resources/mentoring.com>. Accessed 19<sup>th</sup> September, 2022.
- Axelrod, E., Campbell, G. & Holt, T. (2005). Best practices for mentoring youth with disabilities. Partners for Youth with disabilities. Retrieved from <http://www.pyd.org/national-center/GuideBookAssembly-medium150.pdf>. Accessed 11<sup>th</sup> August, 2022.
- Bierma, L.L. & Merriam, S.B. (2002). E- Mentoring: Using computer mediated communication to enhance the mentoring process. *Innovative Higher Education*, 26(3), 211-217.
- Bivan, N. (2021). A report of editor of North west/ rental by the Regional Editor and Head of Solutions Journalism. Desk of HumAngle. Retrieved from A Mentorship Programme. Is turning young PWDs into a thriving workforce
- Bivan, N. (2022). HumAngle: A mentorship programme is turning young PWDs into a thriving workforce. Retrieved online [www.humanglemedia.com](http://www.humanglemedia.com). Accessed 7<sup>th</sup> September, 2022.
- Brown, S.E., Takahashi, K. & Roberts, K.D. (2010). Mentoring individuals with disabilities in Post-secondary education: A review of the literature. *Journal of Post-Secondary Education and Disability*, 23(2), 98-111.



- 
- Education Sector Support Programme in Nigeria (2022). Mentoring and training pack for supporting school based managements. Retrieved online <http://www.esspin.org>. sbmc. Accessed 8<sup>th</sup> September, 2022.
- Ewang, A. (2019). Nigeria passes disability rights law: Offers hope of inclusion, improved access. Retrieved from [www.hrw.org](http://www.hrw.org). Accessed 18<sup>th</sup> September, 2022.
- Francis, L. (2021). Professional development ideas for mentees and mentors: Ten mentoring activities you can try today. Retrieved from <https://www.mentorcliq.com/mentoring-software>. Accessed 8<sup>th</sup> September, 2022.
- National Council on Disability and the Americans with Disabilities Act: 15years of Progress (2015). Washington DC. Retrieved from <http://.ncd.gov/newsroom/publications/2005/15yearsprogress.htm>. Accessed 7<sup>th</sup> September, 2022.
- Olaleye, A.O., Ogundele, O.A., Deji, S. & Ajayi, O. (2012). Attitudes of students towards peers with disability in an inclusive school in Nigeria. *Disability CBR and InclusiveDevelopment*, 23(3) Doi:10.5463/dcid.v23i3/136.
- Peretomode, V.F. & Ikoya, P. (2019). Mentorship: A strategic technique for achieving excellence, manpower development and nation building? *Mediterranean Journal of Social Sciences*, 10(2), 17. Retrieved from <https://www.richman.org/journal/index.php/mjss/article/view/10389>. Accessed 18<sup>th</sup> September, 2022.
- Povall, C. & Smedley, J. (2019). Equity in Schools: What, why and how? *Counselor News*, Retrieved online [www.schoolcounselor.org](http://www.schoolcounselor.org). Accessed 7<sup>th</sup> September, 2022.
- Quintana, T. & Alvarez, J. (2019). Advocacy for all: Serving students with disabilities. *CounselorNews*. Retrieved online [www.schoolcounselor.org](http://www.schoolcounselor.org). Accessed 7<sup>th</sup> September, 2022.
- Reese, D.M. (2021). School counselor preparation to support inclusivity, equity and access for students of color with disabilities. Retrieved online <https://doi.org/10.3389/feduc.2021.588528>. Accessed 7<sup>th</sup> September, 2022.
- Reeves, M. (2021). Examples of mentorship goals: For mentors, mentees and organizations. Retrieved from [www.examplesofmentorship.to](http://www.examplesofmentorship.to) geltaplatfrom.com. Accessed.6<sup>th</sup> August,2022.
- Scholars, D. (2019). Mentoring students with disabilities. Retrieved online <http://rockvalleycollege.edu.com> Accessed 15<sup>th</sup> August, 2022.
- Timmons, J., Mack, M., Sims, A., Hare, R. & Wills, J. (2006). Paving the way to work: A guideto career-focused mentoring for youth with disabilities. Washington DC: National collaborative on workforce and disability for youth, Institute of Educational Leadership. Retrieved from <http://www.ncwd-youth.info/assets/guides/mentoring/Mentoring-Guide-complete.pdf>.



---

Yusuf, M. (2015). Nigerian group provides training for people with disability.  
Retrieved from <https://learningenglish.voanews.com>. Accessed 6<sup>th</sup>  
September, 2022.