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Issue 8 • October 2026

NEWSLETTER OF THE WITS DISABILITY RIGHTS UNIT

40th 1986 – 2026
ANNIVERSARY

Honouring the past, shaping
an accessible future.



Message from
the Head

40

40 years
of the DRU



Student
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A Message from the Head of the Disability Rights Unit

Dear Students,

As we come to the end of another busy and meaningful year, I would like to take this opportunity to reflect on what has been a particularly special year for the Disability Rights Unit.

2026 marks an extraordinary milestone for the DRU — our 40th anniversary. For four decades, the Disability Rights Unit has been part of the Wits community, advocating for access, inclusion, dignity and the full participation of students with disabilities.

Throughout this year, we have had the privilege of celebrating this remarkable legacy while continuing to look towards the future. We have reflected on the pioneers, students, staff and advocates who helped build the DRU into what it is today, while also continuing our work to create a more accessible and inclusive university for generations to come.

Our 40th year has reminded us that the DRU is not simply about services and accommodations. It is about people, belonging, opportunity and ensuring that every student with a disability can participate fully and thrive at Wits.

I am incredibly proud of the work of our DRU team and grateful to our students, colleagues and partners who continue to support and strengthen our work. Most importantly, I want to thank you, our students, for being at the heart of everything we do. Your experiences, voices, achievements and resilience continue to shape the work of the Unit and our vision for the future.

As we celebrate 40 years, we are reminded of how far we have come — but also of how much more we can achieve together. Our commitment remains to continue challenging barriers, advancing accessibility and building a Wits where inclusion is not an afterthought, but part of the way we do things.

As you prepare for your examinations, I wish you every success and encourage you to believe in yourselves and all that you have worked towards. Thank you for being part of the DRU's journey and for helping us celebrate this important milestone.

Here's to 40 years of the Disability Rights Unit — and to an even more inclusive future.

Warm regards,

Dr Leila Abdool Gafoor
Head: Disability Rights Unit
University of the Witwatersrand



Dr Leila Abdool Gafoor



Disability Rights Unit Celebrates 40 Years of Advancing Disability Inclusion at Wits

The Disability Rights Unit (DRU) hosted a commemorative event on 8 September 2026 to mark 40 years of advancing disability inclusion, accessibility and equal participation at the University of the Witwatersrand.

Established in 1986, the DRU has played a significant role in Wits' journey towards becoming a more accessible and inclusive institution. Over four decades, the Unit has evolved alongside changing understandings of disability, moving from a service model primarily focused on individual support and access to one that increasingly emphasises rights, inclusion, universal accessibility, reasonable accommodation, digital accessibility and institutional transformation. The DRU has supported generations of students and staff with disabilities, worked to remove physical, academic, technological and attitudinal barriers, and contributed to embedding disability considerations within teaching and learning, assessment, the workplace and the broader university environment. Its history reflects both the changing landscape of disability rights and the determination of people with disabilities, staff, students and allies who have consistently advocated for greater access, participation, dignity and belonging at Wits.

The commemorative event brought together university leadership, current and former DRU staff, students, alumni, colleagues, partners and other stakeholders to recognise this important milestone. Speeches were delivered by Dr Leila Abdool Gafoor, Head of the DRU; Professor Zebulon Vilakazi, Vice-Chancellor People Development and Culture; Professor Garth Stevens, Deputy Vice-Chancellor; Ms Tasneem Wadvalla, Registrar; Ms Nicoleen Potgieter, Deputy Registrar; and Dr Nita Lawton-Mistra, a former Head of the DRU. Together, the reflections provided a powerful tribute to the Unit's history—from its establishment in 1986, through the many developments and challenges of the past four decades, to its current role and its vision for the future. The event recognised the pioneering work that established the foundations of disability services at Wits, celebrated the contribution of successive DRU teams and university partners, and acknowledged that meaningful inclusion remains an ongoing institutional journey.

The event also featured Wits alumna Thando Hopa, a lawyer, activist, entrepreneur, model and prominent disability advocate, as guest speaker. Thando shared reflections on disability as a narrative shaped by life stages, cultural context and lived experience, challenging audiences to consider how disability is understood differently across societies and communities. Drawing on African, Western and Native American perspectives, she explored how different cultural understandings of disability influence experiences of identity, belonging, participation and inclusion. Her contribution provided an important reminder that disability cannot be understood solely through a medical or institutional lens, but must also be considered through culture, history, identity and the lived experiences of people with disabilities.



Professor Zebulon Vilakazi cutting the Ribbon
with Dr Leila Abdool Gafoor



Ms Thando Hopa



Dr Nita Lawton-Mistra

A highlight of the celebration was an extensive 40-year DRU archive exhibition, which brought the Unit's history to life through a creative and accessible display. The exhibition included historical newspaper articles, photographs, videos presented on screens, and a range of artefacts reflecting the changing landscape of disability support and assistive technology over the decades. Items included older Braille machines, rulers, protractors and screen magnifiers, offering visitors a tangible perspective on how assistive technologies and accessibility practices have evolved. The archive was made available beyond the commemorative event, allowing members of the university community and visitors to engage with the DRU's history throughout September. In keeping with the DRU's commitment to accessibility, the exhibition also incorporated accessible ways of engaging with the historical material, ensuring that the celebration of the past could be experienced by people with different access requirements.

To further commemorate the milestone, the DRU produced a special commemorative book, *40 Years of Shaping an Accessible Future*, which was printed for the 40-year celebration. The publication documents the history and development of the DRU from 1986 to 2026, capturing key milestones, contributions and developments across four decades. It serves both as a record of the Unit's institutional history and as a tribute to the many people who have contributed to advancing disability inclusion at Wits.

The 40-year celebration was therefore not only a commemoration of the past, but also an opportunity to look towards the future. As the DRU enters its fifth decade, its work continues to focus on strengthening institutional accessibility, inclusive teaching and learning, digital accessibility, reasonable accommodation, disability awareness, assistive technology, policy development and the meaningful participation of people with disabilities across the university. The anniversary provided an opportunity to honour the foundations laid over the past 40 years while reaffirming the DRU's commitment to shaping an accessible, inclusive and equitable future for Wits.



Prof Garth Stevens



Mrs Tasneem
Wadwalla



Ms Nicoleen Potgieter



Professor Zeblon Vilakazi signing "Wits"

Reflections of the DRU in the 1990s and Beyond

My name is Anton Roberts, and my association with the University of the Witwatersrand Disability Rights Unit started in 1991 when the Unit was called the Disabled Students' Program. The unit was located on the ground floor on the West side of Senate House, as it was then called, and was coordinated by Kirsty Frazer. There were about 10 disabled students associated with the DSP at the time. The DSP had a reading program for blind students, designed to recruit students and staff to read our reading packs onto cassettes. This caused a huge amount of stress for the blind students, as we only received our readings weeks after everyone else got theirs.

During my undergraduate degree, the DSP moved to the East side of Senate House under the coordination of Jeff Steele. He occasionally gave me his lunch because I could not afford to buy food. Barbara Moss ran the reading program at the time. Her passing left a huge hole in my heart because she not only ran the reading program but was a surrogate Mom for all of us. Many volunteers read to us on cassette, and I cannot thank them all enough for their selfless support. My girlfriend at the time, Alex, as well as Barbara's daughter, Shelley, would read their lecture notes onto cassette for me, and I would never have attained my degree without their assistance. I graduated with a BA with majors in Psychology and Sociology in 1995.

In 1996, following Barbara's resignation, Dr Ruth Morgan (who took over the coordination role after Jeff Steele left) approached me about taking over the reading program. During my time as reading program coordinator, we moved from handheld cassette recorders to the recording studio in the parking garage. The number of disabled students began to balloon, and we were given offices on both sides of the passageway. Dr Morgan resigned, and I stepped into an Acting Coordinator position for a few months. I discovered that I preferred teaching, completing research and managing data, to managing people. I resigned from the DSP in 1997 to take up a position with the Community Agency for Social Enquiry. The coordinator position was then filled by a well-known disability activist, Dominique Souchon. Other staff members that I remember fondly were Raïke, Alan, Esther Gaza and Dirk Lambrecht (this was a long time ago).

In 1997, whilst working at the DSP, I registered for a Higher Diploma in Education for Adults, which I completed in 1998. I subsequently returned to Wits to complete a Master's in Management in the field of Governance, Public and Development Sector Monitoring and Evaluation. I must say that the facilitators and barriers to learning I encountered on returning to Wits were very different to those I encountered in 1991. Firstly, on return to Wits, I did not struggle with access to information as was the case when I started at Wits. What was problematic for me, was the level of computer proficiency required to participate in lectures and write my exams.

In December 2025, I graduated with my Master's, it had been 28 years since I had last been on East campus. I had never been back to the DRU's offices and was amazed by the wonderful space and resources. I heard that there are now roughly 1100 students with disabilities and that 200 of them are either visually impaired or blind. In addition, there is even a satellite office on the Education campus. Students are indeed very fortunate to have these facilities today.

I would like to thank everyone associated with the former Disabled Students Program and the current Disability Rights Unit for the support I received, which has shaped who I am today. Without your support, I would never have been able to achieve my qualifications.

Thank you, DRU!
Anton (Archie) Roberts



Anton Roberts



Anton Roberts, with his wife Sarah and daughter Katie, at Wits for his graduation in December 2025

DRU Student Support Sessions

Guest speakers, Neuropsychologist Enid Schutte, and Clinical Psychologist, Chael Nel shared valuable insights.

Study Smarter: Building Strong Foundations for Academic Success Presented by Neuropsychologist, Enid Schutte

Enid highlighted how memory works, effective study techniques, and practical strategies to help students study more efficiently, manage stress, and achieve academic success.

Learn Smarter, Not Harder

Academic success is not measured by the number of hours you study, but by the quality of your learning. Building effective study habits can make learning more manageable and less stressful.

- Prepare for lectures by reviewing material beforehand.
- Attend classes regularly and participate actively.
- Take notes during lectures and review them soon afterwards.
- Summarise key concepts in your own words.
- Create a consistent study routine.

Understanding Memory and Learning

Memory works best when we focus on understanding rather than simply memorising information. Making connections between ideas helps information move into long-term memory.

- Ask questions while studying.
- Relate new information to what you already know.
- Break large topics into smaller sections or "chunks".
- Organise information using headings, themes, and summaries.
- Use examples to help remember concepts.

Make Your Notes Work for You

Effective notes should help you revise and recall information quickly rather than simply recording everything you read or hear.

- Focus on key ideas rather than copying large sections of text.
- Use headings and bullet points to organise information.
- Create short summaries after each topic.
- Test yourself regularly instead of repeatedly rereading notes.
- Use flashcards, quizzes, or practice questions to strengthen recall.

The Importance of Sleep and Breaks

Learning continues even when you are not studying. Sleep and rest allow the brain to process and store information more effectively.

- Study in short, focused sessions.
- Schedule regular breaks.
- Avoid leaving studying until the night before an examination.
- Aim for consistent, adequate sleep.
- Balance studying with exercise, relaxation, and healthy routines.

Managing Anxiety and Neurodiverse Learning Needs

Feeling overwhelmed during busy academic periods is common. Developing strategies that suit your individual learning style can improve confidence and reduce stress.

- Break large tasks into smaller, manageable steps.
- Focus on one task at a time.
- Create realistic study schedules.
- Practise breathing and grounding techniques.
- Prioritise self-care and wellbeing.

Students with ADHD

- Use the "5-Minute Rule" to get started.
- Break tasks into small achievable goals.
- Study with a friend or accountability partner.
- Use rewards to celebrate progress.
- Make learning interactive through mind maps, whiteboards, or visual tools.

Students with Autism

- Develop structured study routines.
- Use checklists and visual schedules.
- Reduce sensory distractions where possible.
- Break tasks into clear, sequential steps.
- Take planned breaks to avoid burnout.

Enid emphasised that there is no single formula for academic success.

Every student learns differently. Understanding your learning style, applying effective study strategies, and using the support available through the Disability Rights Unit (DRU) and Campus Careers and Counselling Unit (CCDU) can help you achieve your academic goals with greater confidence.

Remember, the aim is to study smarter, not harder.

Beyond Typical – Understanding Neurodiverse Minds.

Presented by Chael Nel, Clinical Psychologist, The Spectrum Centre.

We often think about diversity in terms of culture, language, background, gender, or life experiences. However, there is another important form of diversity that is not always visible: neurodiversity.

Neurodiversity recognises that people's brains work differently, influencing how they learn, communicate, pay attention, process information, regulate emotions, and experience the world around them.

For university students, understanding neurodiversity is especially important. Students study, work, and build friendships with people who may think and learn differently from them. Some students may already know they are autistic or have ADHD, while others only begin recognising these differences in themselves during their university years.

Moving Beyond Assumptions

One of the biggest barriers to understanding others is assuming that everyone experiences the world in the same way we do. The "Mini Me" effect, is where we expect others to think, communicate, organise themselves, or respond socially just as we would. When they do not, we may incorrectly label them as lazy, rude, unmotivated, or uncaring.

A more helpful approach is to replace judgment with curiosity and ask:

"How does this person experience and process the world?"

This shift in perspective is at the heart of neuro-inclusion.

Understanding Autism Beyond the Stereotypes

Autism is often misunderstood because many people have a limited idea of what autism "looks like." In reality, individuals with autism are diverse and can have successful careers, meaningful relationships, strong social connections, and high levels of academic achievement.

Some people with autism may experience challenges related to:

- Social communication and interaction.
- Understanding social expectations and unspoken rules.
- Building and maintaining relationships.
- Sensory sensitivities to sounds, lights, textures, or other stimuli.

Everyday communication often relies on vague language, implied meanings, sarcasm, or reading between the lines. For some individuals who have autism, this can be exhausting or confusing. Clear, direct communication can make interactions more accessible and inclusive.

Another important concept is masking, in which neurodivergent individuals consciously hide certain traits or behaviours to fit into social environments. This can require significant effort and may contribute to stress and exhaustion. Creating inclusive spaces means meeting people halfway rather than expecting them to do all the adapting.

ADHD Is Not Laziness

One of the most common myths about ADHD is that it is simply a lack of effort. However, ADHD is linked to challenges with executive functioning, including planning, organising, prioritising, starting tasks, and maintaining consistent performance.

Students with ADHD may know what needs to be done, understand its importance, and want to complete it, yet they may struggle to get started or finish the work. This can be frustrating for both the student and those around them. Advice such as "just try harder" rarely addresses the actual challenges involved.

Hyperfocus is where a student with ADHD may struggle to concentrate on one task but become intensely focused on another that captures their interest. As a result, ADHD is not simply an inability to concentrate, but rather a difficulty regulating attention.

Importantly, ADHD has nothing to do with intelligence. Many high-achieving students have ADHD and possess valuable strengths such as creativity, innovation, problem-solving skills, ambition, and the ability to recognise patterns others may miss.

Information Overload and Distraction

For some people with ADHD, concentration involves managing multiple sources of information simultaneously. External distractions, such as background noise or movement, can compete for attention. Internal distractions can also occur when one thought triggers another, creating a chain of ideas that pulls attention away from the original task.

The experience is often compared to having too many browser tabs open at once, making it difficult to focus on what is most important.

Practical Ways to Be More Neuro-Inclusive

The good news is that creating a more inclusive environment does not require specialist knowledge. Small changes can make a meaningful difference:

- Communicate clearly and specifically.
- Avoid relying on assumptions or implied meanings.
- Ask questions rather than making judgments.
- Remember that different communication styles do not reflect a person's character or intentions.

Students who experience ADHD-related challenges

- Break large assignments into smaller, manageable tasks.
- Use calendars, planners, reminder apps, and scheduling tools.
- Create structured study routines.
- Limit distractions where possible.
- Set realistic goals and deadlines.
- For peers and student leaders
- Avoid interpreting differences as laziness, disinterest, or rudeness.
- Recognise that support needs vary between individuals.
- Create opportunities for open conversations about accessibility and support.

From Awareness to Inclusion

Neurodiversity is often invisible. We cannot always see the effort someone puts into managing a lecture, a group project, social interactions, or daily university life.

Neuro-inclusion means recognising that students may reach the same goals through different pathways and valuing the unique strengths that diverse ways of thinking bring to our university community.

For the Wits DRU community, the key message is simple:

Understanding neurodiversity is not about deciding who is "normal." It is about appreciating the many ways people learn, think, communicate, and contribute. By replacing assumptions with curiosity and understanding, we can help create a campus where all students have the opportunity to thrive.

DRU Students – DRU News

DRU Notices

In Memoriam

The Disability Rights Unit (DRU) extends our deepest and most heartfelt condolences to the families, friends, classmates and wider communities of the students we have lost.

Every student who comes through the doors of the DRU becomes more than a name on a record. We have the privilege of walking alongside our students through their Wits journey — supporting them through challenges, celebrating their achievements, advocating for their access and inclusion, and, at times, standing beside them during some of the most difficult moments of their lives.

For this reason, the loss of a student is felt deeply by the entire DRU team. We do not simply provide services; we care deeply about the students we serve and about the people behind every registration, every accommodation, every conversation and every journey. We get to know their aspirations, their challenges and their determination to succeed, and we are honoured to play a small part in helping them navigate university life.

The passing of a student reminds us of the profound privilege and responsibility we carry as a Unit. Behind every student is a life, a family, a story, hopes and dreams. When that journey is unexpectedly cut short, the loss is felt not only by those closest to the student, but also by those within the Wits community who had the opportunity to support and know them.

We extend our sincere condolences to the families and friends of these students. We hope that, in the midst of your grief, you will find comfort in knowing that your loved ones were valued members of the Wits community and that their lives touched the people who had the privilege of supporting them.

They will be remembered not only for the challenges they faced, but for their courage, their aspirations, their resilience and the unique contributions they made during their time with us.

From all of us at the DRU, we are truly sorry for your loss. We mourn with you, we honour their memories, and we will carry their stories with us



In Memory of Kopano Segwagwe

Kopano Segwagwe was a third-year Biomedical Sciences student in the Faculty of Health Sciences at Wits University. Throughout his time at Wits, Kopano demonstrated remarkable determination, perseverance and commitment to his academic journey. Each year, his hard work and dedication translated into strong academic results, earning him a study bursary and reflecting his unwavering commitment to achieving his educational goals.

Kopano's journey was not without significant challenges. He lived with a chronic medical condition that required ongoing support and accommodation. Despite these challenges, he continued to pursue his studies with courage and tenacity. His commitment to his education was evident in the consistent effort he invested in his academic work and in his determination to continue progressing towards his dreams.

The Disability Rights Unit (DRU) had the privilege of supporting Kopano from his first year at Wits. Over the course of his time at the University, DRU staff came to know him not only as a student who required support, but as a determined, ambitious and resilient young person who was deeply committed to making the most of his Wits journey. The various forms of support provided by the Unit were part of his broader journey of navigating university life while managing the challenges associated with his chronic condition.

Kopano's passing is a profound loss. He was a young life filled with promise, potential and aspirations that extended far beyond his years at university. For those who supported him, he will be remembered as a determined Witsie who continued to strive towards his goals despite the obstacles he encountered.

The DRU staff remember Kopano with great fondness and gratitude for having been part of his journey. His perseverance, academic commitment and determination to succeed left a lasting impression on those who knew and supported him.

Although his journey at Wits was tragically cut short, Kopano's story remains a reminder of the strength and determination that students demonstrate in pursuing their dreams in the face of adversity. He will be remembered not only for the challenges he faced, but, most importantly, for the way in which he continued to pursue his aspirations with courage and purpose.

May Kopano Segwagwe's memory continue to be honoured by all those whose lives he touched.



In Memory of Tshepiso Msimango

Tshepiso Msimango joined the Wits community in 2026 with the hope and ambition of beginning a new chapter in her life. She enrolled for a Bachelor of Arts degree and made her home at Sunnyside Residence, where she became part of the vibrant community of students beginning their own journeys at Wits.

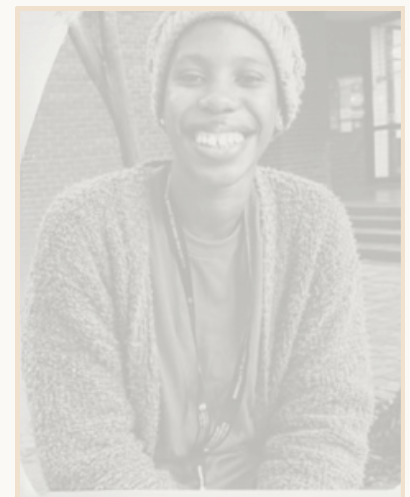
Tshepiso faced a serious health condition during her time at the University. She carried this challenge with remarkable courage and dignity, navigating circumstances that were often deeply personal and difficult while continuing to engage with university life. Her journey was supported by the Campus Health and Wellness Centre (CHWC) and the Disability Rights Unit (DRU), whose staff had the privilege of walking alongside her during this time.

Although Tshepiso's time at Wits was tragically short, the impression she left was lasting. She will be remembered for her quiet strength, perseverance and gentle nature. There was a dignity in the way she faced the challenges before her, and her presence touched those who had the opportunity to know and support her.

Her passing represents the loss of a young woman at the beginning of her university journey, with so much still ahead of her. She had come to Wits with aspirations, possibilities and a future that held many unwritten chapters. While those chapters will sadly remain unfinished, her life and the courage with which she faced her circumstances will not be forgotten.

The DRU extends their heartfelt condolences to Tshepiso's family, friends, fellow students and all those who knew her. We remember her not simply for the challenges she faced, but for the courage with which she faced them, the gentleness she carried with her, and the quiet strength that defined her presence within the Wits community.

May Tshepiso's memory be held with tenderness, dignity and peace.



DRU News – Notes of Appreciation

Alexandra Makhoulf

A place of our own

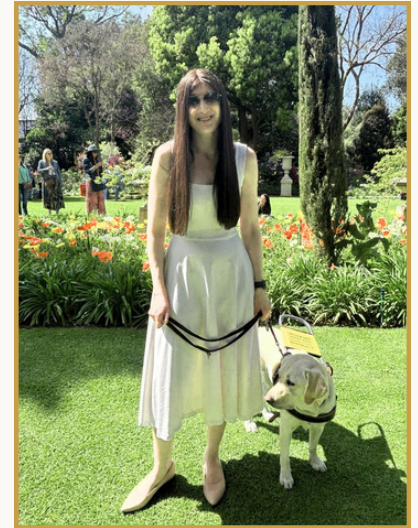
I have had the opportunity to study at Wits on and off over the past twenty years. Over this time, my visual impairment has become more serious, and my vision fluctuates a lot. Since 2007, I have been receiving assistance from the Wits Disability Rights Unit, and while I have consistently received excellent support from every single staff member at the DRU, I have been most astounded by how it has grown and the effect this has had in foregrounding disability issues on campus.

While there is still work to be done, being a disabled student on campus in 2026 feels so different compared to the way things felt in 2007. Currently, the DRU is located on the first floor of the east wing of Solomon Mahlangu House. It is spacious and welcoming; in 2007, the DRU computer lab was housed in a small, crowded room and one couldn't help but feel a bit discarded. For me at least, having a place of our own, one specifically designed for students with disabilities, has contributed to a feeling of being recognised, supported and accepted on campus.

Having this space has only been second to my experience with the staff at the DRU and the services they help to provide. Every staff member has shown tireless dedication in advocating for students, helping to make campus safe and accessible, facilitating learning and providing emotional support. Their efforts have spread to other staff and lecturers on campus who have shown increasing interest in disability rights over the last few years.

One of the greatest benefits of being part of the DRU is having a place to meet other students with disabilities. Socialising on campus has sometimes been difficult for me, and it has been so great to meet people who have had similar experiences, people whom I can relate to. The friends I've made through the DRU have been some of the most valuable and longest-standing friendships of my life.

It's strange to think about what life on campus would have been like without the constant support of the DRU over the past two decades. Certainly, studying would have been unimaginably more difficult, and I'm quite sure I would be a very different person without the formative friendships and interactions with DRU staff. I am so grateful for everything the DRU has given me, and grateful to know that future students with disabilities will continue to have a place on campus where they can feel a sense of belonging and support.



Alexandra and her guide dog, Chrissy



Alexandra and her guide dog Bonnie, now retired, pictured in their graduation gowns

DRU News – Notes of Appreciation

Nigel Moyo

Nigel is in his final year, of his Bachelor of Education degree. He is one of our blind students.

‘The DRU has played a significant role in my university journey. I remember when I got here, despite the fact that I went to school where computers were available and accessible, at Wits I had to learn more about computers, in a new way.

Andrew made life easier in that respect. Kobela and Khetha were very amazing, showing me around the education campus. DRU became more than just a place where they assisted with documents; they also understood me on a personal level. There was always the thing of improving, to be independent and helping me to be responsible as well. I would say they became like a sounding board, a place where I could raise my concerns, equip me with certain skills, and how to work around fears. And, collaboration with other stakeholders within the university. Dr Anlia Pretorius was very supportive of the disability awareness movement. She advocated for raising awareness of people with disabilities, both her and Tish. Dr Anlia always listened; she understood that DRU is an institution for more than just staff, but for the students it serves.

Alfred assisted me in registering every year; he was always kind, friendly, and witty, which made me smile and feel good. Duncan was empathetic; he was always there, asking if you were okay.

Those are the little things that make a big difference.’



Nigel Moyo



Tino Magaya

Tinotenda Magaya

Tinotenda, or Tino as he is known, completed his Postgraduate Diploma in Data Science in 2025, and is currently doing his Masters of Engineering at Stellenbosch University.

‘My name is Tinotenda Magaya. I studied postgraduate Data Science at Wits in 2025. During that time, the DRU supported me in that they provided me with South African Sign Language (SASL) interpreting services, and granted me extra time for tests and exams. They also helped with residence matters, which allowed me to stay in a friendly and supportive environment. Beyond academics, I also enjoyed rowing, which helped balance my studies.

I am truly grateful for the DRU’s assistance which enabled my journey to be successful. May God bless you all.’

Neo Sekgoka

Neo is due to complete her Master of Arts in 2026.

‘My studies have been nothing if not non-linear. As a person whose mind is beautifully complex, I have had my fair share of struggles balancing my internal world with the demands of academia. However, the Disability Rights Unit, with its accommodative resources, has allowed me to thrive on both dazzling sunlight and heavy, necessary rain.’



Neo Sekgoka

Concessions and Exams

To ensure exams flow smoothly, it is important to ensure that you do the following:

EGO:

- Submit your exam timetable to EGO, at least 2 weeks before exams, using this link: <https://www.wits.ac.za/exams/extra-time/>
- Confirm starting times, as they differ from the regular venues
- Keep your letter of concession with you

DRU:

- Submit your exam timetable to the DRU, at least 2 weeks before exams, using this link: <https://forms.office.com/r/JaTJG5aVEi> and email Londiwe.Mngoma@wits.ac.za
- Confirm starting times, as they differ from the regular venues
- Keep your letter of concession with you

‘An investment in knowledge always pays the best interest.’
Benjamin Franklin

“Believe that you can and you’re halfway there.”
Theodore Roosevelt

‘Education is the most powerful weapon which you can use to change the world.’
Nelson Mandela

Best Wishes for your Exams from the DRU

The Head of the DRU, Dr Leila Abdool Gafoor, and the DRU staff wish all of the DRU students the best for the upcoming exams!



Hands of the DRU Team

Your consistent hard work throughout the year has brought you to the end of the 2026 academic year. Wishing you everything of the best for your final formal assessments, toward a successful progression into your next year of study or graduation! **Subhashini Ellan**

Wishing you all the best for your exams! This is an important time, so quieten the noise, stay focused, give it your all, and believe in yourself.

Do your best to become the very best version of you. You’ve got this. **Londiwe Mngoma**

As you approach the finishing line this academic year, give it your all! Work smart - use the principles from the Study Smarter sessions! It will be worth it! **Arlene Damons**

Wishing you all the best for your November examinations. May your hard work and dedication pay off, and your results reflect the excellence you have worked so hard to achieve. **Megan Greaves**

Wishing all our students good luck for the upcoming exams. Study hard, and give it your all for the last few months of the academic year. **Andrew Sam**

Wishing you all the very best for your 2026 final exams. Stay focused, believe in yourself and give it your best. Good luck! **Bongani Sithole**

As we are approaching the exams, please take time to rest, plan your studying accordingly, and all the best for your exams. **Kobela Petja**

Thank You from the DRU Team

What would you like to see in future articles of the enABLE newsletter?

Thoughts, comments or suggestions are welcome.

arlene.damons@wits.ac.za



(From left to right) Mr Bongani Sithole - Accessible Study Content Provider, Mrs Subhashini Ellan - Academic & Facilities Access Coordinator, Mr Mzwakhe Pitso - Reception & Social Media, Ms Megan Greaves - Sign Language Interpreter, Dr Leila Abdool Gafoor - Head of the DRU, Ms Londiwe Mngoma - Test & Exams Officer, Mr Andrew Sam - Adaptive Technologist, Ms Arlene Damons - Academic Concessions & Therapy Coordinator and Ms Kobela Petja - Print Impaired Access Coordinator & WEC Administrator, at the DRU 40 Year Celebration

DRU Student Satisfaction Survey



We value your feedback on your experience with DRU services and support in 2026. Please complete the DRU Satisfaction Survey using the link or QR code. Thank you.

<https://forms.cloud.microsoft/r/wUyVrRqdmh>

