

# BRIDGING THE DIGITAL DIVIDE FOR INCLUSIVE EDUCATION IN DAN VILLAGE

SCENE 1



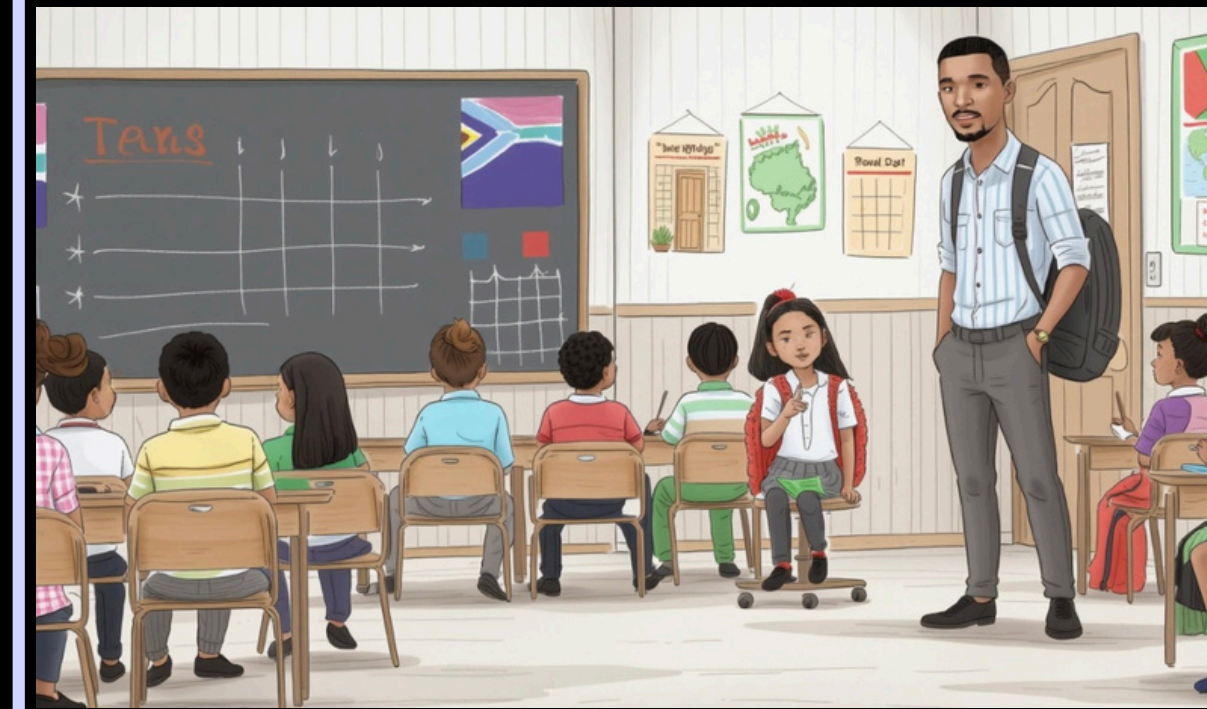
Tsakani walks alone on a dusty road to Magoza Secondary School with a heavy backpack full of textbooks and papers.

SCENE 2



Tsakani, looking tired, passes other students also carrying stacks of worn textbooks and paper materials.

SCENE 3



In a simple classroom with a blackboard, Tsakani tells Mr. Khoza that she couldn't finish her research assignment due to lack of electricity at home.



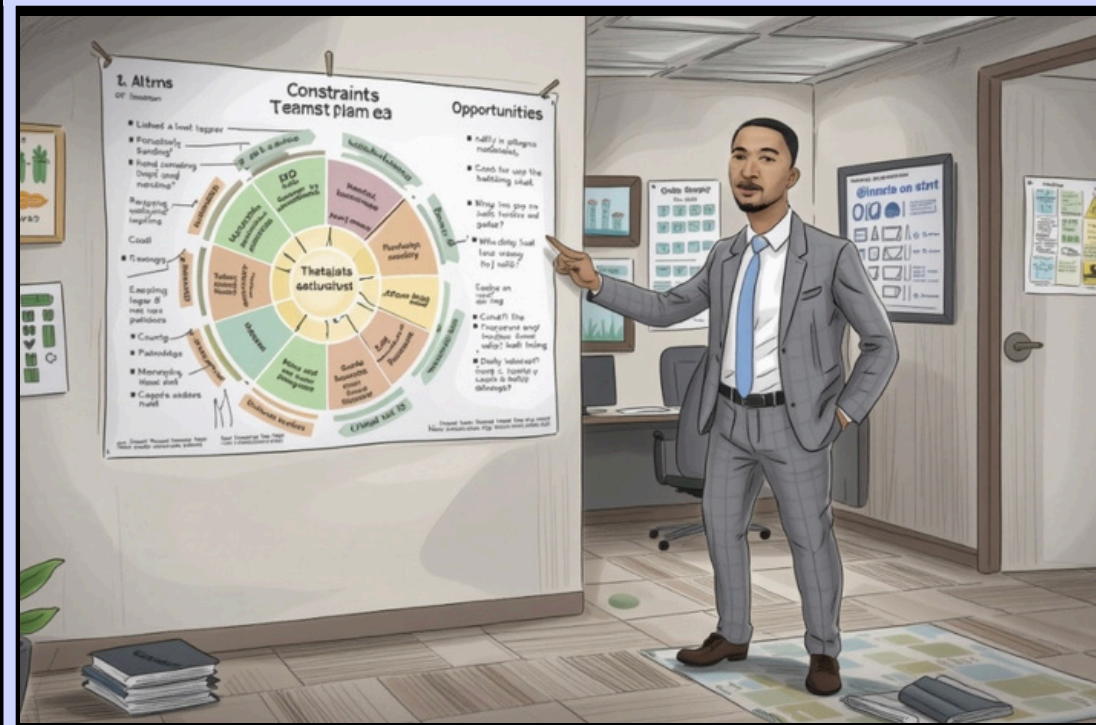
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## SCENE 4



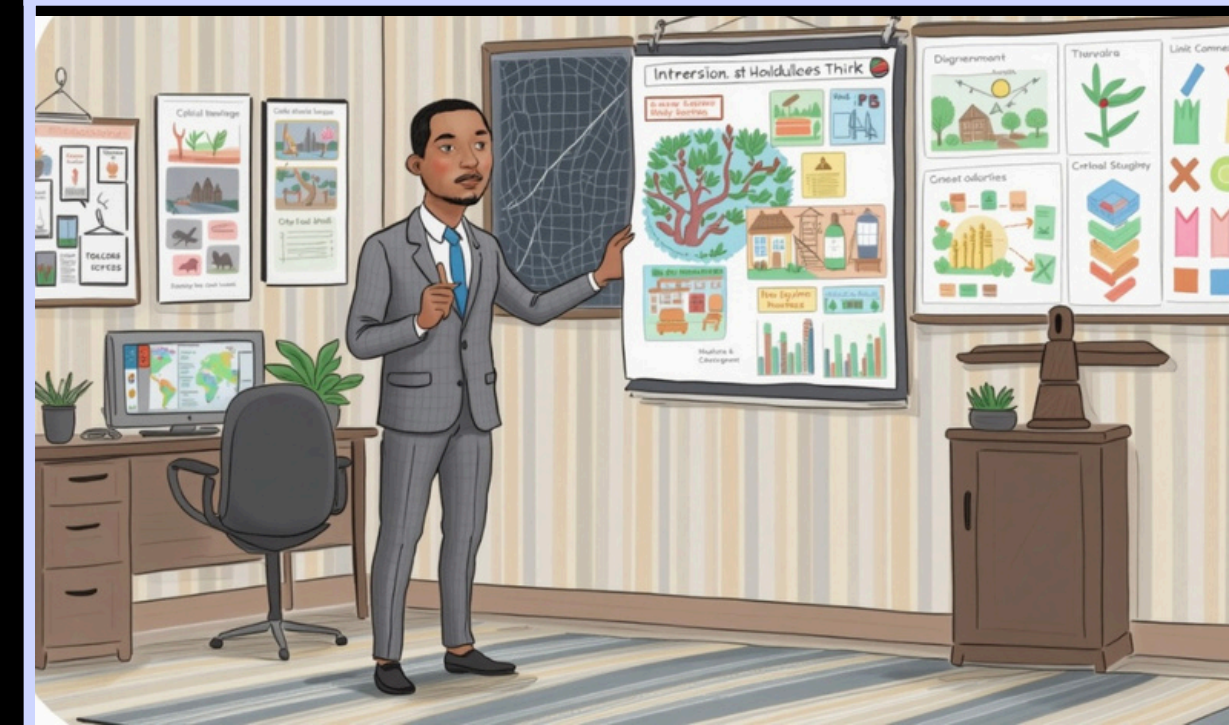
Mr. Khoza, with a concerned expression, acknowledges the challenges and promises to speak with Mr. Mashaba about accelerating the digital transformation initiative.

## SCENE 5



At the Department of Education district office, Mr. Mashaba stands beside the EA diagram, pointing to sections showing 'Constraints' and 'Opportunities'.

## SCENE 6



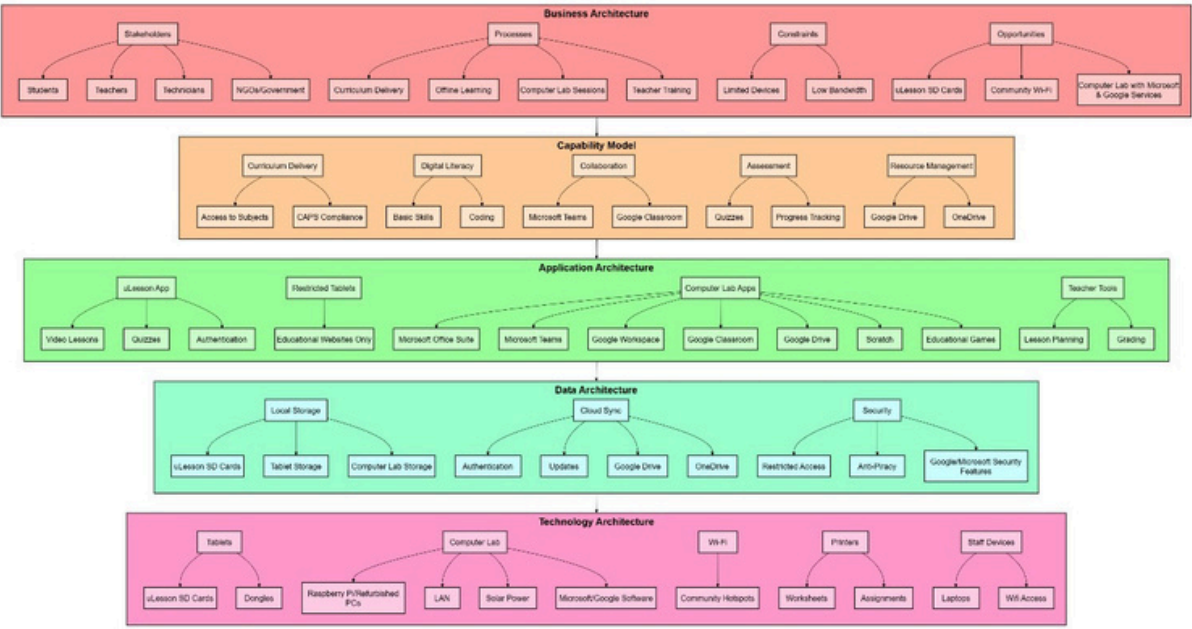
Mr. Mashaba explains how the Enterprise Architecture diagram will guide the transformation, highlighting limited devices, low bandwidth, and uLesson SD Cards as solutions.



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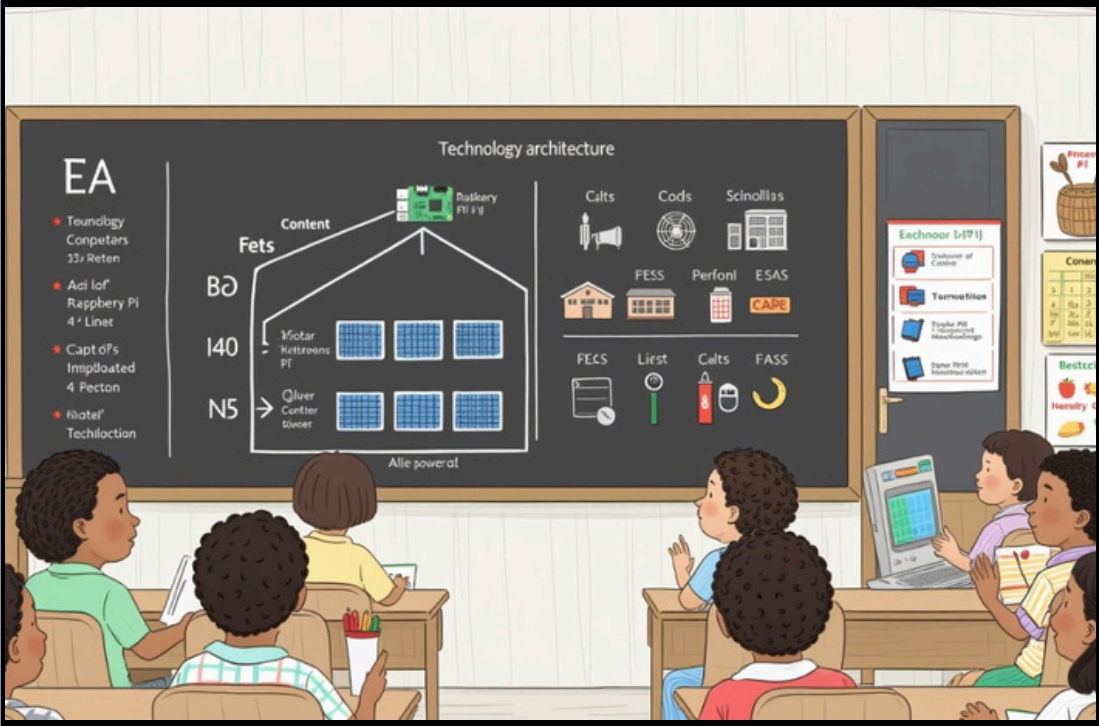
## EA DIAGRAM

MAGOZA SECONDARY SCHOOL EA DIAGRAM



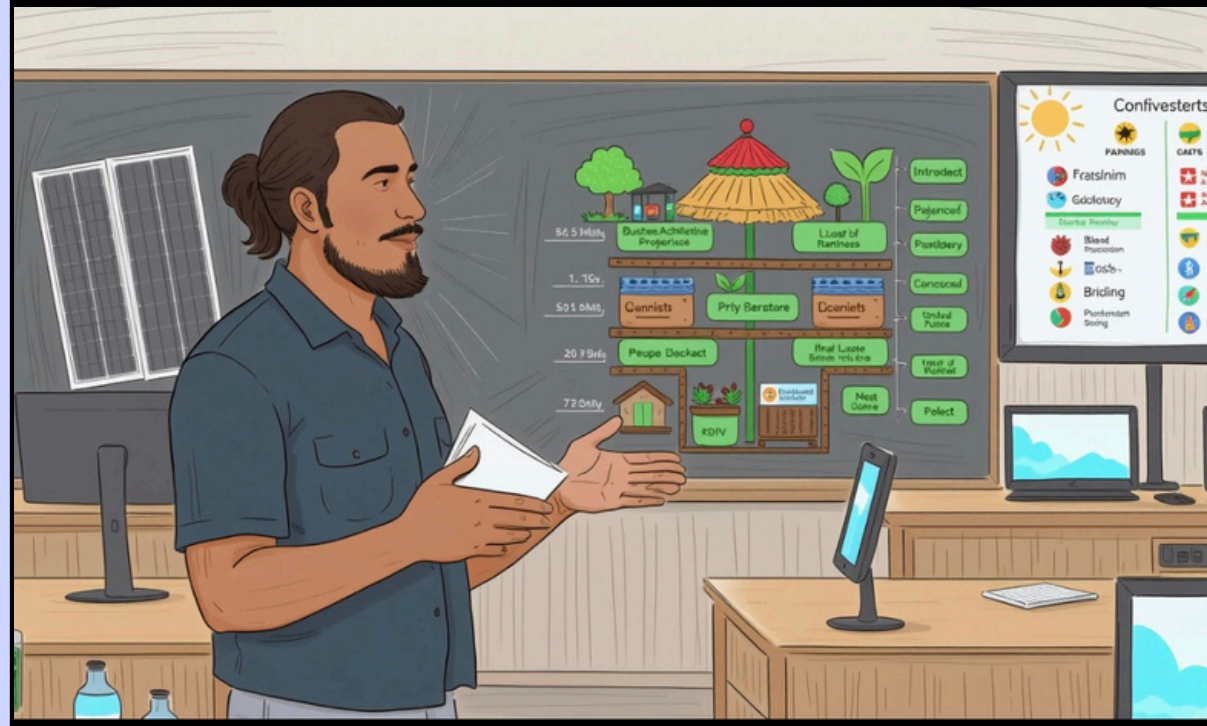
EA Diagram illustrating the business, application, data, and technology layers, including the capacity model.

## SCENE 7



A close-up of the EA diagram shows the Technology Architecture section with Raspberry Pi computers and solar power components.

## SCENE 8

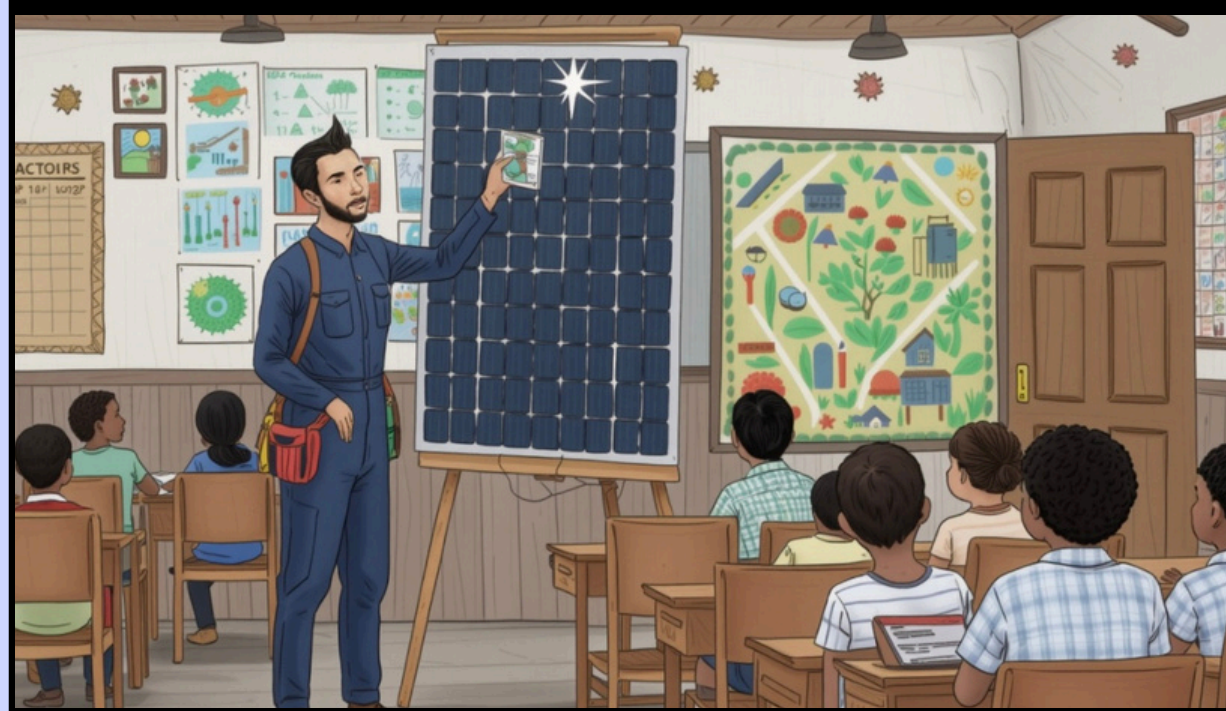


A technician explains the implementation of each layer from business architecture to technology infrastructure using renewable energy.



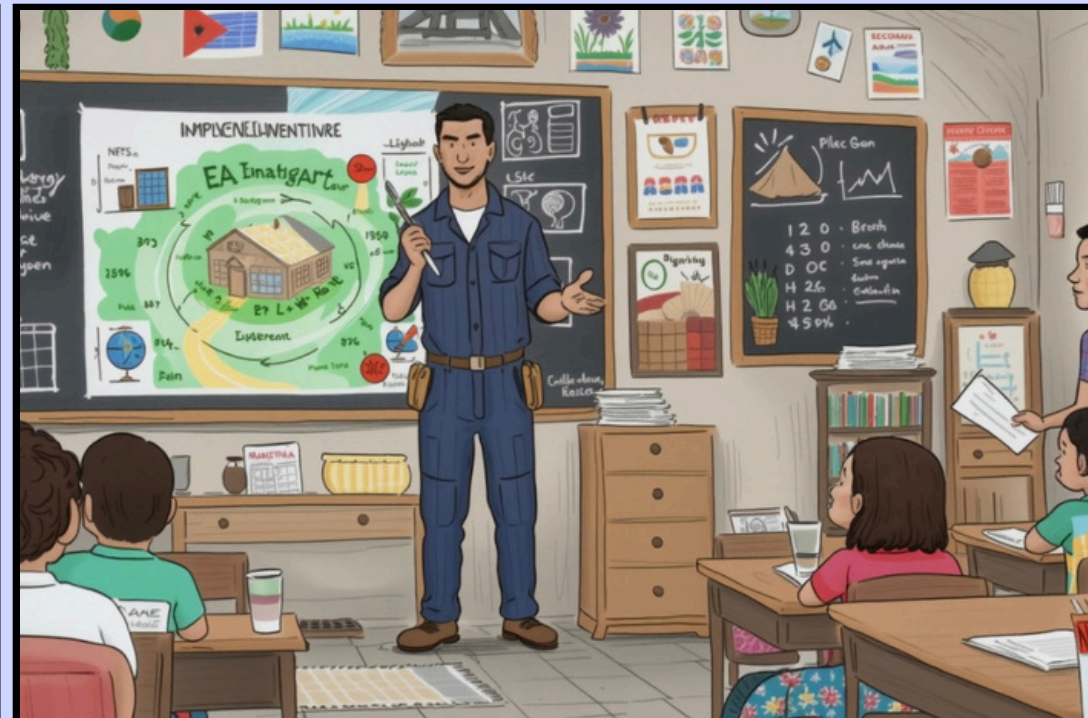
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SCENE 9



In a school classroom being converted to a computer lab, a technician installs solar panels while referencing the printed EA diagram.

SCENE 10



Mr. Khoza and other teachers watch as the technician points between the diagram and the actual equipment.

SCENE 11



Teachers learn to use offline applications on tablets as specified in the application architecture layer of the EA diagram.



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SCENE 12



In the new solar-powered computer lab, Tsakani uses a tablet with the uLesson learning platform, accessing educational content without the Internet.

SCENE 13



Students work with basic devices that match those specified in the EA diagram.

SCENE 14

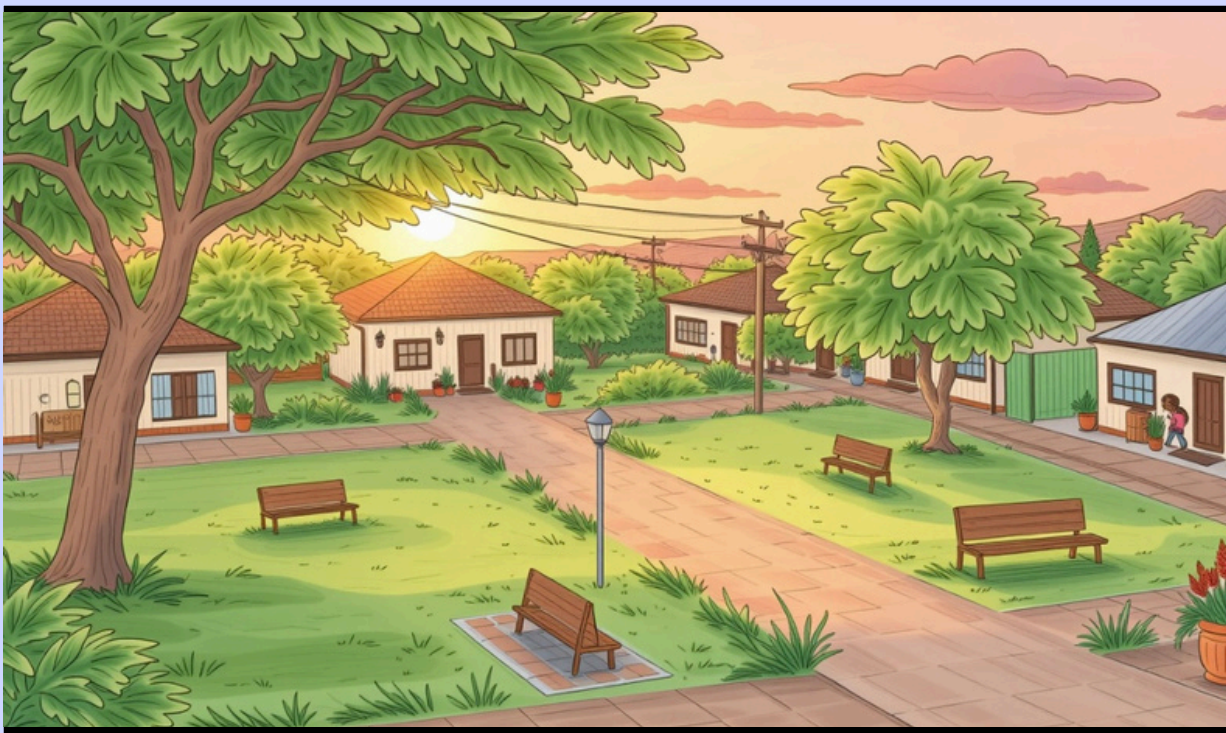


Tsakani, smiling, expresses her amazement at being able to learn without internet or electricity using the tablets.



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SCENE 15



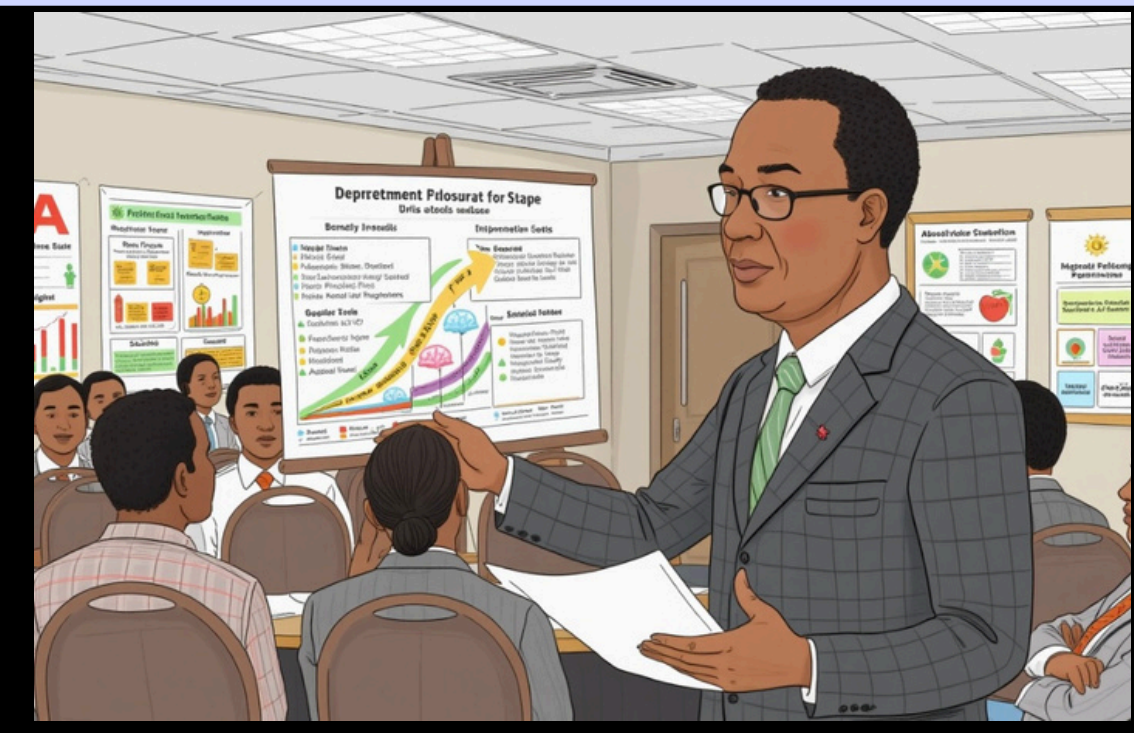
A wide-angle shot of a community area where a Wi-Fi hotspot has been installed per the EA diagram's community access point

SCENE 16



Mr. Khoza mentions the assessment tools from the capability model showing a 40% improvement in digital literacy across all grades.

SCENE 17



In the Department of Education conference room, Mr. Mashaba presents the EA diagram with implementation status updates.



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SCENE 18



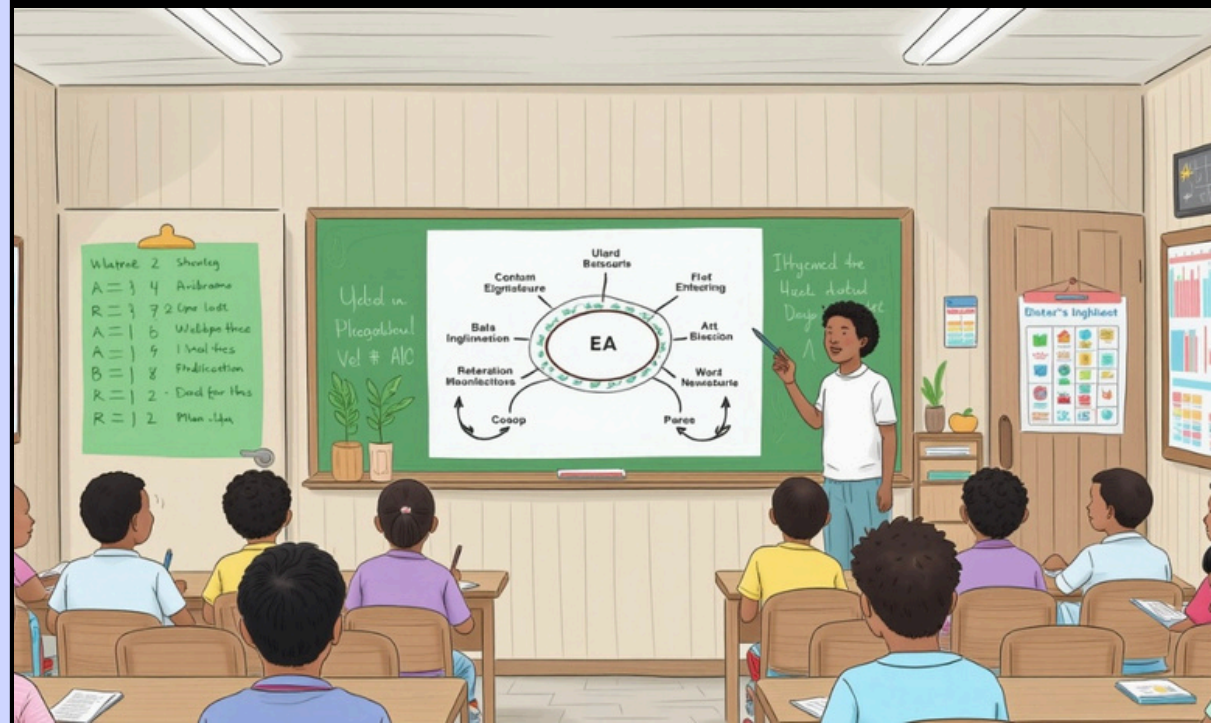
An audience of officials and NGO representatives examine the updated diagram.

SCENE 19



Back at school, Tsakani helps younger students with tablets.

SCENE 20



On the classroom wall, a simplified version of the EA diagram is displayed, showing what has been accomplished.