

## Case Study

# DEUTSCHE INTERNATIONALE SCHULE KAPSTADT

German International School  
Cape Town



The German International School Cape Town (Deutsche Internationale Schule Kapstadt, DSK) is a private school with unique dual graduation. Founded in 1883, the school is a diverse and forward thinking institution. This approach has, for example, lead the school to install photovoltaics in 2010 that since 2016 supply the schools' daily energy requirements. Building on that, the DSK was awarded "Eco-School" status

in 2018 by the *Wildlife and Environment Society of South Africa (WESSA)*.

This future centric approach extends to the continuously transforming digital and online learning environment. Until recently, most of the effort has gone into digital infrastructure in classrooms such as the introduction of iPads in 2014 and interactive whiteboards in 2017.

## Challenges & Solution:

While rapid developments in digital and online tools have allowed communication and content to be distributed to students remotely, the physical classroom remains very well intact - for good reason - given that contact lessons play an important and specific role in education. There are however certain situations that point toward change: with the COVID-19 pandemic forcing the rapid closure of schools, students were required to continue their curriculum from home. The DSK desired to be in a position to expeditiously roll out content without negatively impacting on learners' education as a result of the closure, while treading lightly in a resource constrained context brought about by the current global pandemic.

After a consultation meeting with Skypiom, the requirements, challenges and desired solution were discussed and agreed upon, which paved the way to the foundational work initially required to successfully deploy the Knowledge Management System (KMS) solution. The DSK necessitated an Active Directory integration for both teachers and learners to seamlessly log in with their existing credentials, instead of creating additional accounts to access the KMS.

### DSK Quick Facts

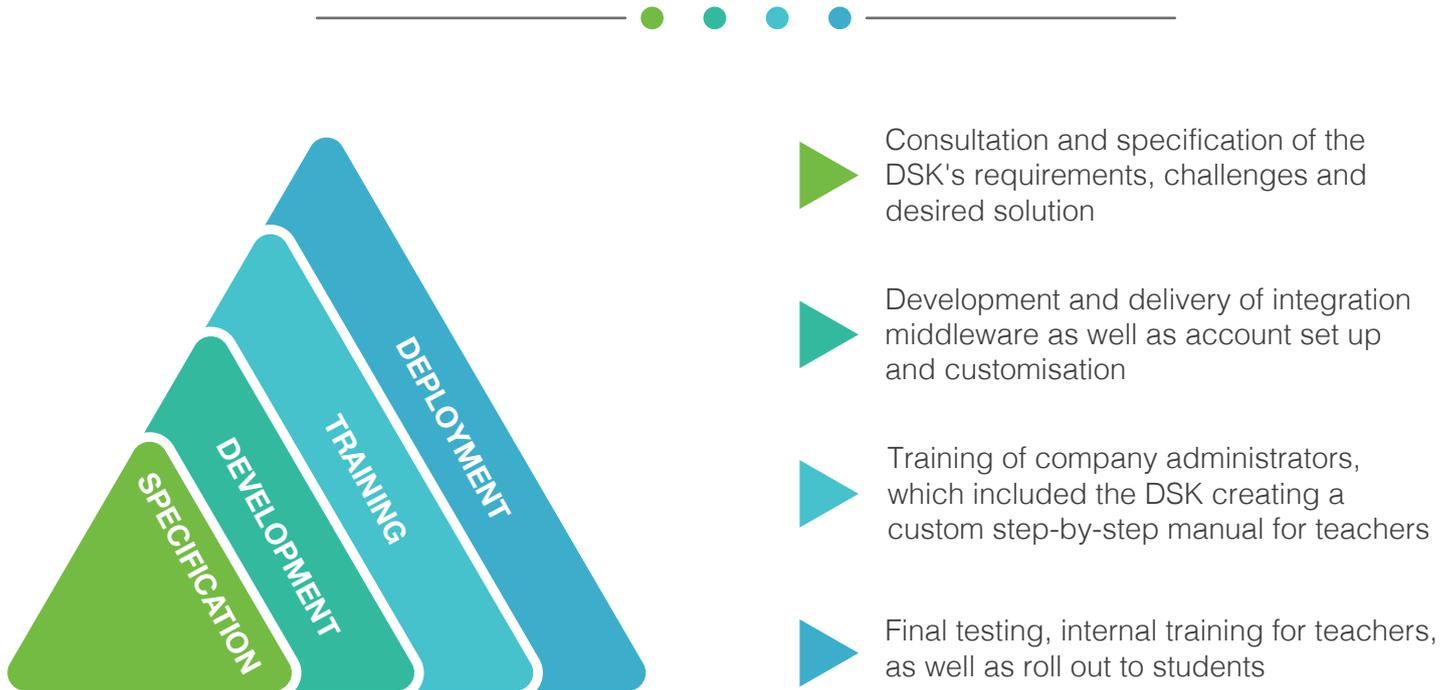
- Established: 1883
- Teachers: 97
- Students: 950
- Grades: 1 - 12 (double qualification, with German Abitur - A Level equivalent)

Given that there was no existing web-server to affect integration, Skypiom committed to setting this up and delivering the script that would facilitate the communication between Skypiom’s servers and those of the school. In parallel to this, the KMS account was set up, which included applying the school’s corporate identity throughout the user interface. As a final developmental step, and in order to circumvent having to manually integrate the DSK’s existing 1,000 users, Skypiom’s developers delivered a script that seamlessly imported the user data, including relevant Active Directory tags. All these steps were completed in a record 16 hours, spread over 5 days and well within the time frame required.

The next step was to train the designated company administrators, with emphasis on getting them system

conversant as quickly as possible. While system training typically happens on premise, the COVID-19 pandemic and lockdown prevented this from taking place and all training was successfully completed via video conference. The training schedule was modified to initially focus on company administrator basics, course author basics and learner consumption requirements, since emphasis was placed on rolling out lessons to mitigate the disruption to the learners’ curriculum. It was agreed that training on modules such as performance management, microlearning, practical assessing *et al* will be conducted once the effects of the pandemic are reassessed. During this period, and given that all Skypiom Knowledge Management System subscriptions include unlimited Level 2 support, the DSK was comfortable deploying on this basis.

## 2 WEEK IMPLEMENTATION



In conclusion, Skypiom would not have been able to deliver a turnkey solution in two weeks that included custom integration, testing and training had it not been for the decisive leadership and decision making ability displayed by all DSK stakeholders. The benefit of Skypiom’s agility coupled with the DSK’s ability and willingness to make a decision to find an equitable and long term solution, meant that the school was able to continue teaching although learners were at home.