LEIA Business

Product introduction for public sector and ODA education programmes

For public agencies and implementing partners supporting educators and learners in overseas institutions

LEIA Business helps institutions turn educational materials and expert knowledge into multilingual courses, AI tutors and a managed learning environment. Public agencies, implementing partners and overseas education institutions can develop and review content together, then manage enrolment, learning progress and assessment.



Courses adapted for local use

Use existing textbooks and training materials to draft courses, then review translations and adapt examples for the local education context.

Learning support guided by educators

Local educators review content and configure the AI tutor’s teaching style and knowledge sources. Learners can study, ask questions and revisit lessons.

Institutional capacity for continued delivery

Use Business collaboration, learner management and branding to operate programmes and reuse content in later cohorts and follow up learning.

Designed to connect public programme objectives with the operating capacity of partner education institutions.

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Programme needs and the value of LEIA Business

Education programmes supported through official development assistance need locally relevant content, educators who can deliver it and a way to understand learning results. LEIA Business can support the creation and delivery activities that connect these needs.

Programme need	Use of LEIA Business	Institutional output
Language and context	Educators review material based drafts and language versions	Local language courses and agreed terminology
Repeated content preparation	Draft and edit text, slides and narration with AI	Editable lesson content
Fragmented course delivery	Invite learners and review progress and assessments	Courses and learning records
Continuity after the project	Assign roles and responsibility for content updates	Local operators and update procedures

Public agencies and implementing partners

Define learning objectives, audiences, programme scope and measures of success. Agree which elements should be shared across the programme and which should be adapted locally.

Partner institutions and local educators

Review curriculum fit, language and examples, then deliver learning and assessment. Plan for local operators to update courses and manage subsequent cohorts.

Design reference UNESCO recommends that education technology fit local contexts and languages, involve educators and be evaluated against learning outcomes. The application models in this introduction are proposed with those considerations in mind. [2][3]

From existing materials to local language learning

Start with the textbooks, lesson plans and professional resources an institution already uses. AI supports preparation; local educators decide which content is ready for learners.



Product examples (Korean interface) Lesson settings and language translation

Structure courses around learning objectives

Develop chapters and lessons around the audience, objectives and available learning time. Connect reference documents and review the structure for gaps and duplication.

Prepare content for the delivery format

Create lesson text, slides, narration, questions and assignments. Set an appropriate scope for short preparatory learning, classroom support or revision after training.

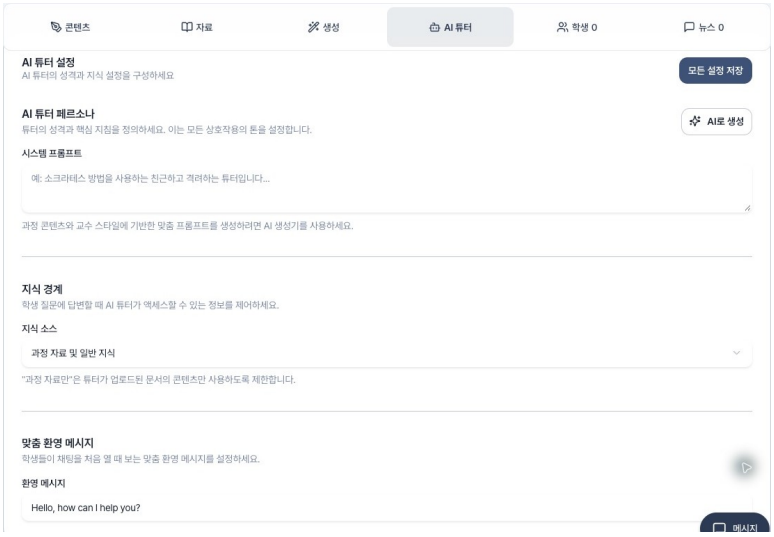
Adapt language and examples

Create language versions and review terminology, cultural relevance and learner level. Maintain a process for updating related translations and slides when source content changes.

Test generation, translation and voice quality in the target language using a representative lesson. Educators review curriculum suitability and make the final release decision.

AI tutoring and Business learning management

LEIA Business adds learner management and institutional collaboration to content creation. Educators can manage both the learning materials and the delivery of a course. [1]



Product example (Korean interface) Tutor role and knowledge source settings

AI support for questions and revision

Configure the tutor’s tone, teaching approach, welcome message and knowledge sources. Educators can test representative questions before using the tutor in a course.

Learning management system and learner administration

Use enrolment and invitations, progress and completion records, quizzes, assignments, gradebook, attendance and scheduling. Announcements communicate course information and changes.

Institutional collaboration and distribution

Manage organization members and roles, and apply institutional logos and colours. Set course access and export materials as PDF, MDX, EPUB or generated video, as appropriate.

Business includes team collaboration, brand customization, a student learning space and dedicated support. API and MCP connections to external tools can be considered within the scope of the programme.

Application scenarios for overseas institutions

The following are proposed programme scenarios. They are not deployment references or evidence of measured learning impact.

Teacher development and Training of Trainers

A teacher training institute or education faculty develops teaching materials and delivers training in AI use. The implementing partner prepares a common structure, while local educators create and review lessons using their own subject materials.

Illustrative outputs A local language training course, subject lesson examples, tutor guidance and local trainers able to lead follow up delivery.

Technical and vocational education and digital skills

A vocational school or training centre delivers subject foundations or digital skills. Existing materials become short preparatory lessons and knowledge checks, followed by in person practice, assignments and feedback.

Illustrative outputs Local language foundation modules, preparation for practical sessions, assessment criteria and cohort learning records.

Learning before and after an international training visit

Educators and education administrators prepare for an international training programme. Common concepts are covered before travel, group sessions focus on discussion and practice, and participants complete an application task after returning home.

Illustrative outputs Preparatory courses, workplace application tasks, revision content and an institutional review of local application.

Each scenario assumes that the partner institution reviews learning goals and examples, helps revise the content and participates in subsequent delivery.

A pilot with defined measures of success

Begin with one course at one institution and a small learner group to assess language quality, operating fit and actual cost. The eight week schedule below is an illustrative basis for discussion.

Illustrative timing	Activity	Output to review
Week 1	Confirm objectives, environment and owners	Course scope and success criteria
Weeks 2 to 3	Draft content and conduct educator review	Reviewed course and assessment criteria
Weeks 4 to 6	Pilot with educators and learners	Progress, assessments and feedback
Weeks 7 to 8	Review results and continued delivery	Improvements and operating budget

Agree indicators alongside the programme baseline

Result to examine	Evidence and measurement
Content readiness	Local language lessons reviewed and released, with review records
Participation and completion	Platform enrolment, progress, completion and assessment records
Learning gains	Institution designed baseline and follow up assessments and practical work
Educator operating capacity	Courses educators edit and deliver themselves, with observations
Prospects for continuity	Named owners, an update plan and a budget for continued use

Platform records provide inputs to programme monitoring and evaluation. Combine them with institutional surveys, evidence of practical application and longer term follow up. Completion and access records alone do not establish learning impact or ODA outcomes.

Local ownership and the operating budget

Build local capacity to update and deliver

Agree responsibility for materials, language review, teaching and content updates between the implementing partner and the local institution. Include a pilot task in which local operators edit a course and prepare the next cohort themselves.

Match delivery to the available connectivity

Web courses and the AI tutor require internet access. Where devices are limited, consider educator led delivery or small group rotation. Exported PDFs and videos can supplement teaching; they do not carry the AI tutor or platform learning records with them.

Plan the cost of continued use

Budget for the number of institutions, lessons, languages, period of use and generation volume. Business pricing and included credits are agreed commercially. Manage large generation and translation runs against usage and reserved credits. [1]

Budget component	Scope to agree
Platform and generation	Subscription period, included credits, additional use and support
Localization and educator development	Language and subject review, educator training and local support
Local access	Internet, devices, venue operation and access support
Integration and handover	Required connections, content and data transfer, and end of term arrangements

Agree the scope of localization review, educator training and local support separately alongside platform use. Confirm the schedule and budget against the partner institution’s operating conditions.

Explore adoption through a representative course

Start the discussion with a set of existing materials and a defined audience. A demonstration can cover local language content, tutor responses and learning management within the same course.

Information for the adoption discussion

Topic	Information to discuss
Programme and audience	Country, institution, educators, learners and learning objectives
Materials and languages	Source materials, content rights and target languages
Delivery environment	Teaching format, devices, connectivity and local operators
Scale and timing	Pilot scope, delivery period, budget and future operating owner

Agree institutional requirements

Review required security and privacy conditions, data retention and export, access roles and integration with existing systems. Confirm the institution’s requirements and the scope offered during adoption discussions.

Demonstrations and enquiries

Service https://leia.to
Contact info@dasomx.com
Provider DasomX | LEIA Business

Product and programme design references

Product features and screens checked on 4 November 2026. Application scenarios and pilot timing are illustrative proposals. Scope and commercial terms are agreed for each institution.

[1] LEIA Business plans and features
[2] UNESCO 2023 GEM Report Recommendations
[3] UNESCO Digital Competencies and Skills