

MARKETING BROCHURE · 20 PAGES

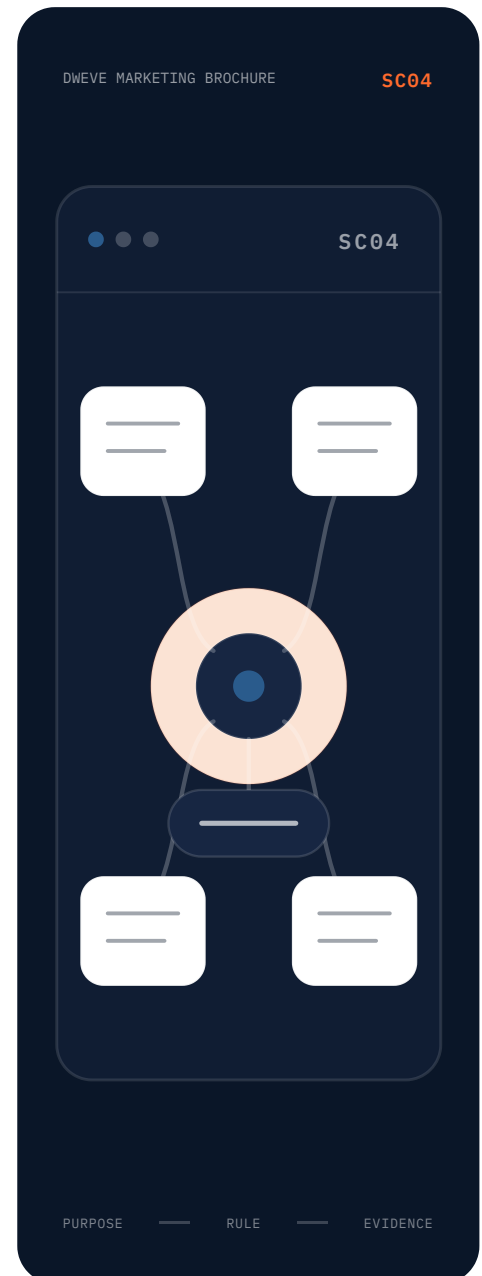
Dweve for Education

A standalone visual briefing for education leaders, practitioners, technology teams, and reviewers.

VISUAL BRIEFING

EDUCATION LEADERS, DOMAIN OWNERS, OPERATIONS, TECHNOLOGY, RISK, AND ASSURANCE TEAMS

ENGLISH



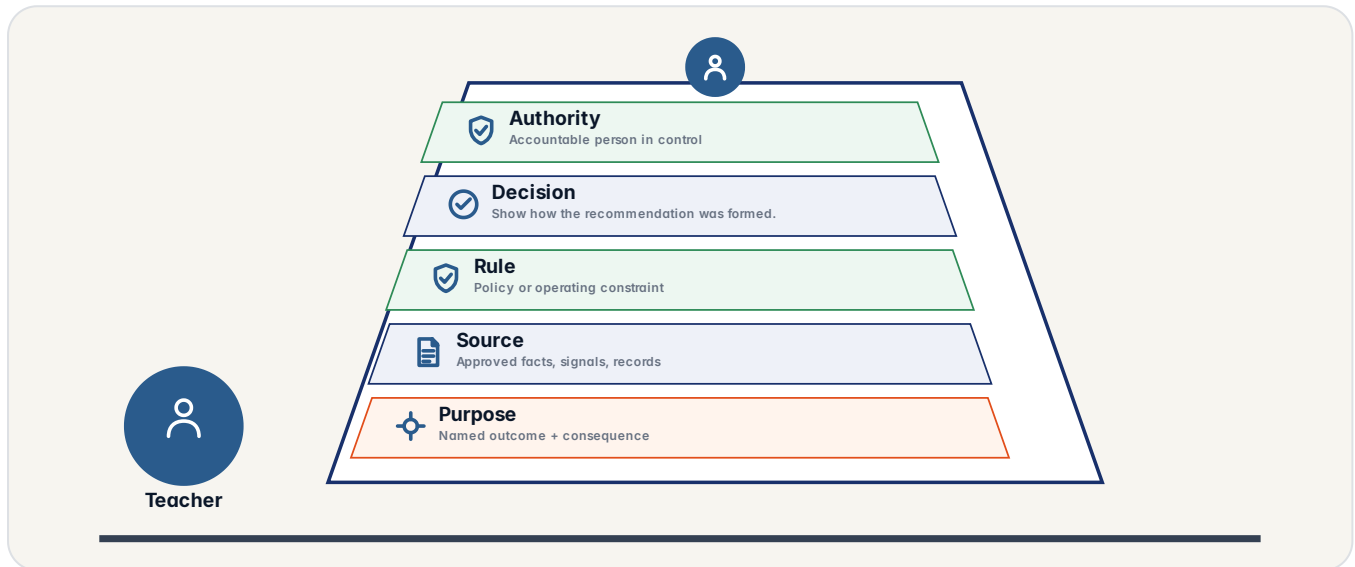
Scope and prove one accountable education workflow.

SC04

THE PROPOSITION

One education decision people can answer for

A parent sits down at the table and asks what the AI tutor told their child, why it graded the essay that way, and where the data went. Today most schools cannot answer any of those questions. The AI system cannot show its working, the data may have left the building, and nobody signed anything a parent can read. This is the evening that changes.



How to read this visual: follow a learner support case through the proposition.

CONTEXT

Read the promise against the operating reality

A parent sits down at the table and asks what the AI tutor told their child, why it graded the essay that way, and where the data went. Today most schools cannot answer any of those questions. The AI system cannot show its working, the data may have left the building, and nobody signed anything a parent can read. This is the evening that changes.

A headteacher does not buy a platform. She survives a parent evening. The parent wants to know what the AI told their child, why it graded the essay that way, and where the data went. Right now the school cannot answer any of those three questions.

- Purpose
- Source
- Rule
- Decision

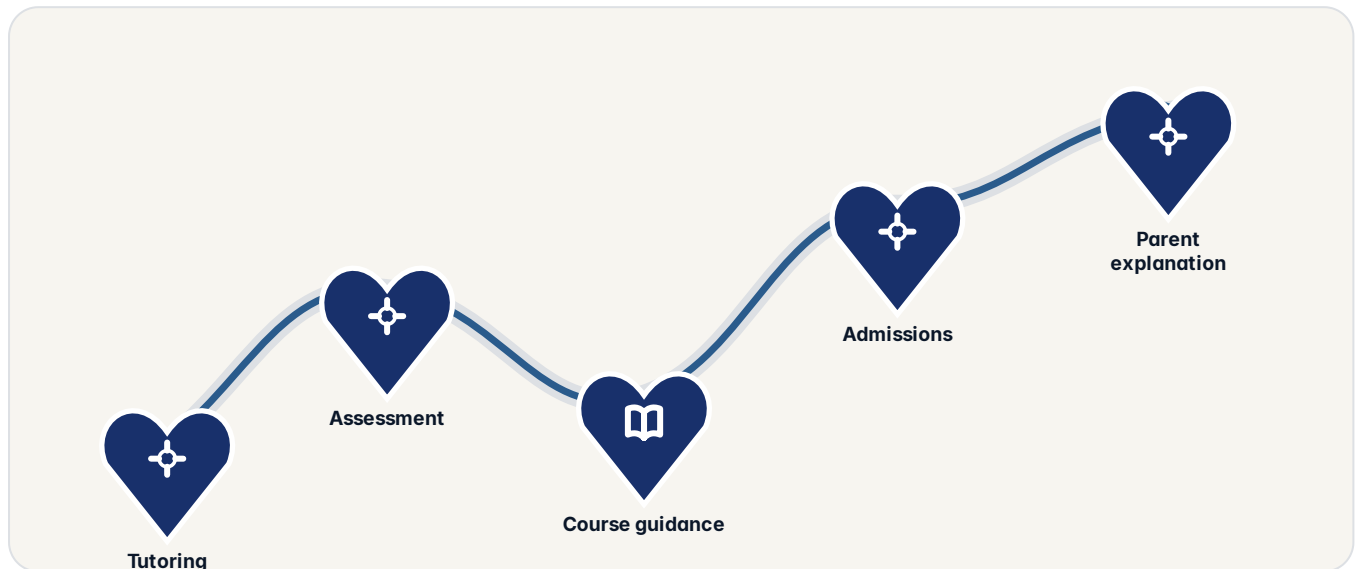
QUESTION TO CARRY

Which part of this proposition changes the outcome people receive today?

WHERE TO BEGIN

Six sector conversations worth having

A sector brochure must stand on its own. These are practical starting points, not a promise that every workflow should use AI.



How to read this visual: follow a learner support case through where to begin.

BOUNDARY

Choose a starting point with a real consequence

Pick one workflow: tutoring, grading, course recommendations, or admissions. Run it with the school's own curriculum and watch the answer trail assemble as the work happens. Managed through Fabric on the public Dweve Mesh, on school hardware, or fully offline with no internet dependency. No re-platforming between tiers.

If you, or an official, ask later how a decision was made, the school shows the very same reason, with the same work, against the same rules. It reads the same way years from now.

- Tutoring
- Assessment
- Course guidance
- Admissions

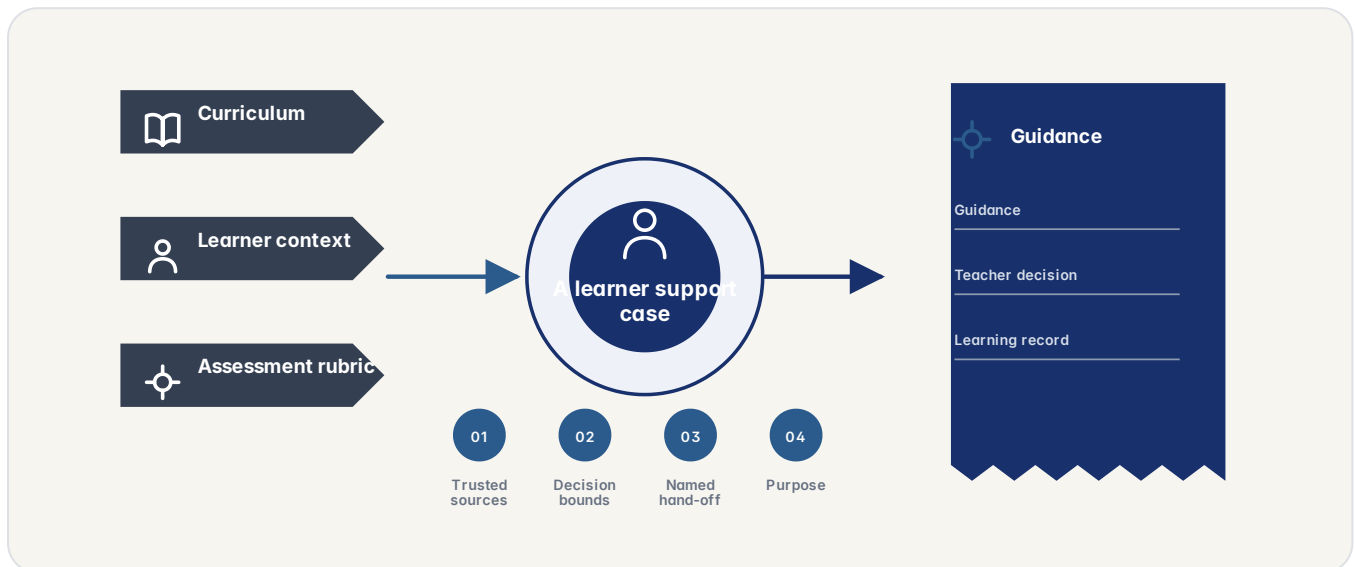
QUESTION TO CARRY

Which bounded workflow has a real owner and a consequence worth improving?

THE CURRENT ESTATE

Keep the systems that already hold operational truth

The accountable layer connects to systems of record and control without pretending to replace every specialist system.



How to read this visual: follow a learner support case through the current estate.

CONTEXT

Keep existing operational truth in the picture

You are the integrator who has to make Tuesday's parent-teacher evening answerable. Every tutoring step, every grade, every recommendation has to come back with its source, on hardware the school controls, without a byte crossing a border the DPO did not approve. Here is how the trace attaches to a tutoring session and travels through the stack the school already runs.

Two questions decide the integration: where it runs, and how the trace travels. It runs managed through Fabric on the public Dweve Mesh, on school servers, or air-gapped, with no re-platforming between tiers. The trace rides the LMS event bus you already maintain, so the same artefact lands in audit storage without a double write.

- Authoritative estate
- Bounded decision layer
- Human and system hand-off
- Purpose

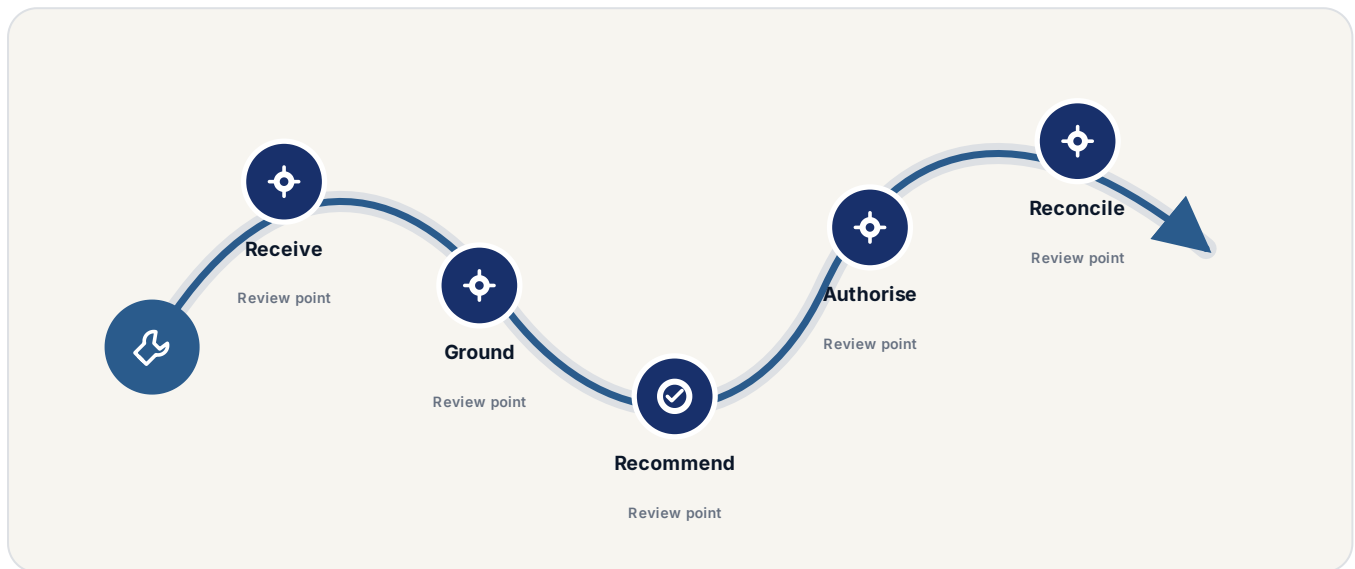
QUESTION TO CARRY

Which systems remain authoritative, and what may the new layer change?

REPRESENTATIVE WORKFLOW

A sector decision moves through one visible chain

The exact systems and roles change by organisation. The responsibility pattern remains inspectable.



How to read this visual: follow a learner support case through representative workflow.

BOUNDARY

Follow one decision without skipping a boundary

The answer trail is created as the tutoring session happens, not reconstructed the evening the parent asks. Source, rubric, teacher sign-off, and replay are attached while the work moves, so the parent evening is a retrieval, not a reconstruction.

The witness is built incrementally as the tutoring session happens. On a clean session it is empty and the wire path is unchanged. When the parent asks, the slice is extracted from the chain and replayed, with the source, the rubric version, and the teacher sign-off intact.

- Receive
- Ground
- Recommend
- Authorise

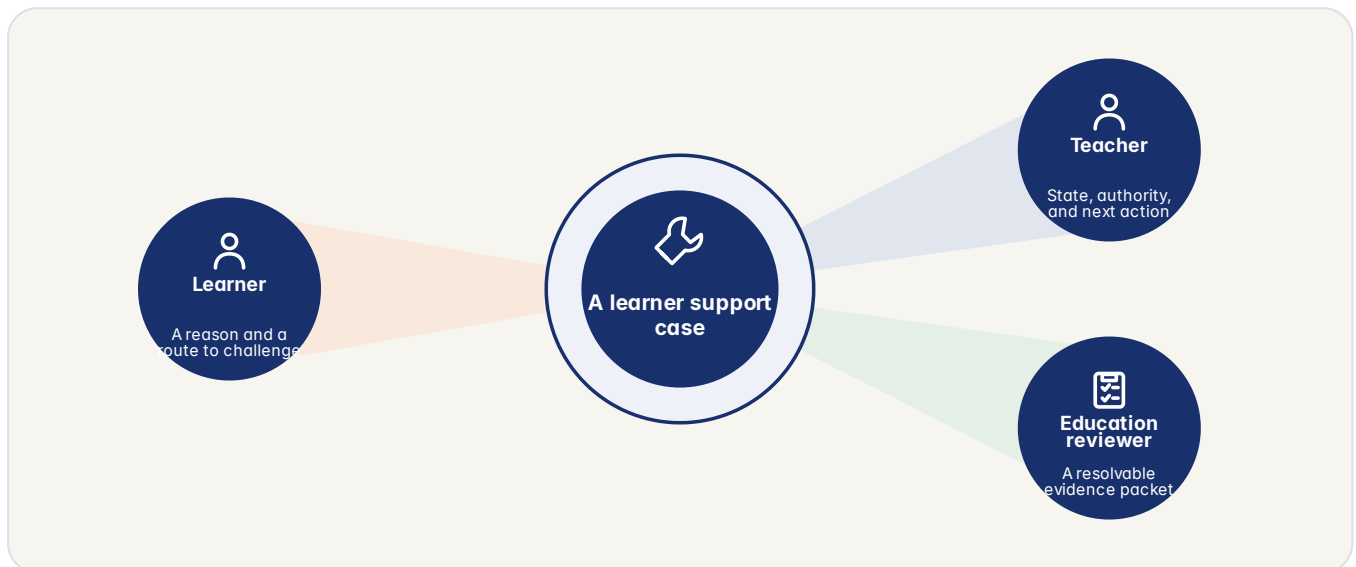
QUESTION TO CARRY

Where do source, rule, computation, review, and action join?

SECTOR ASSURANCE

Different people need different proof from the same event

A single technical log rarely answers every question. Design the record around the people who will actually use it.



How to read this visual: follow a learner support case through sector assurance.

CONTEXT

Give each reader the proof they actually need

When a school uses AI to tutor your child, grade their work, or recommend a course, you have the right to understand what happened and why. European law gives you the right to a plain explanation and a path to a human. This is the same evening seen from your side of the table: the moment the school can actually answer the question.

You tried a commercial chatbot in the classroom. It gave confident answers with no sources, stored the prompts offshore, and left no trail a teacher could show a parent. A chat box completes the homework. Dweve finishes the parent evening with the record attached.

- A reason and a route to challenge
- State, authority, and next action
- A resolvable evidence packet
- Purpose

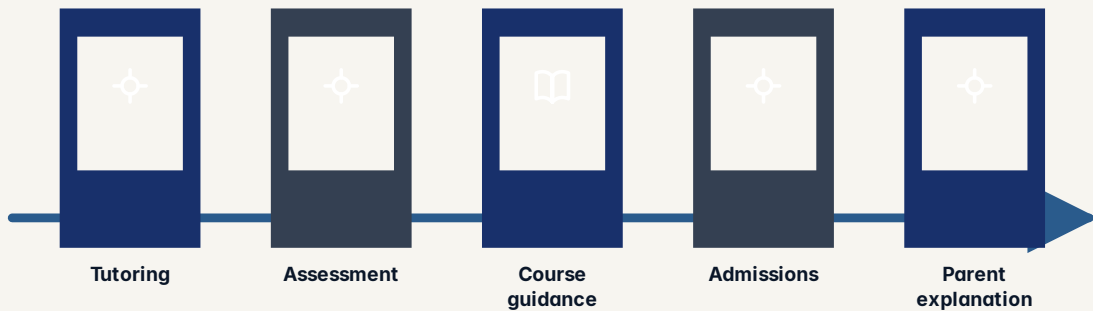
QUESTION TO CARRY

Can the person, operator, and reviewer each obtain the proof they need?

USE AND FIT

Where education work can earn its place

Start with responsibilities that have a real owner, useful sources, and a consequence worth improving.



PROCEED · NARROW · HOLD · REJECT

How to read this visual: follow a learner support case through use and fit.

BOUNDARY

Separate useful scope from attractive distraction

The term-3 descriptive writing rubric, version 2, was applied. The tutor awarded a B because the essay met the structure and vocabulary criteria but did not include a concluding paragraph, which the rubric requires for an A. The teacher reviewed and confirmed the grade on Thursday afternoon. The full session replays step by step, with the rubric, the sources, and the teacher sign-off on one screen.

The term-3 descriptive writing rubric was used for the session on Thursday. Your child met the structure and vocabulary criteria, which is strong work. The rubric requires a concluding paragraph for an A, and that section was not included. The tutor flagged this during the session and pointed to the relevant rubric clause and the textbook example. The teacher confirmed the grade on Thursday afternoon. You can walk through every tutoring step, or ask the teacher to review it.

- Tutoring
- Assessment
- Course guidance
- Admissions

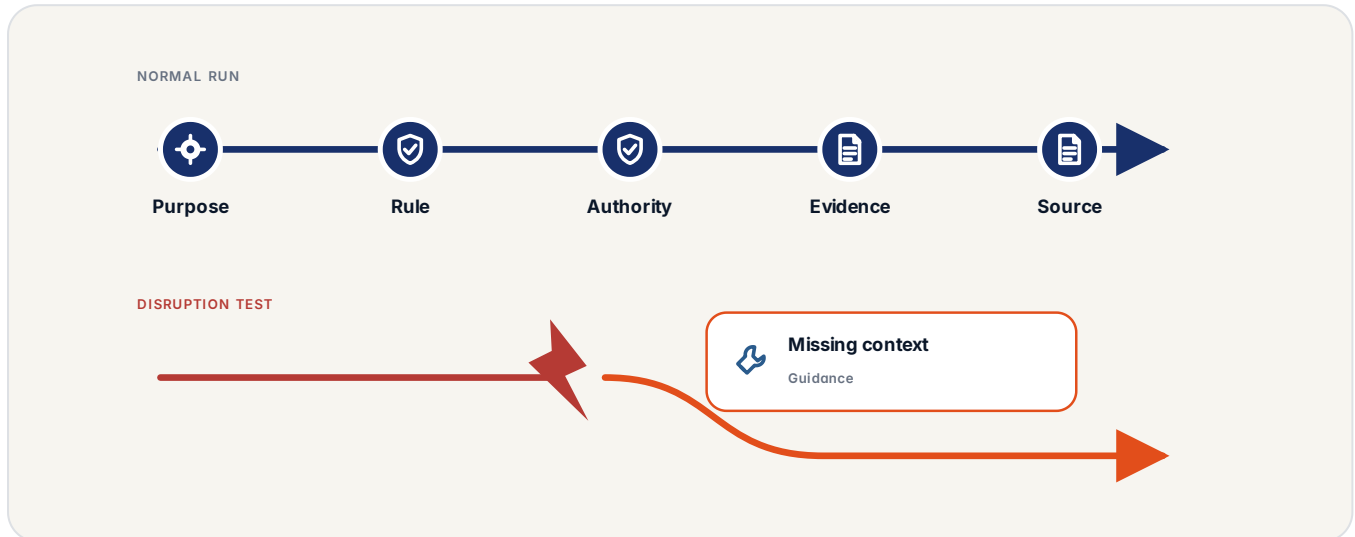
QUESTION TO CARRY

Where does this earn a place, and where should it deliberately not be used?

THE PATH

How education work moves from question to decision

A focused engagement should make the next decision easier, not create a larger promise.



How to read this visual: follow a learner support case through the path.

WHY THIS SHAPE WORKS

The workflow, operating boundary, evidence, and decision criteria are considered together from the start.

CONTEXT

Make every stage earn the next one

You are the integrator behind the parent evening. When a parent names a session, you are the one who has to make it come back step by step, with the source, the rubric version, and the teacher sign-off, on hardware the school controls. The work is attaching a trace to a tutoring session and routing it through the stack the school already runs.

You are not the headteacher. You are the parent at the table. The same evening that makes the school dig for its records is the evening you finally get a straight answer about your child's tutoring session, their grade, and where their work went.

- Purpose
- Rule
- Authority
- Evidence

QUESTION TO CARRY

What evidence must exist before the scope is allowed to grow?

THE VALUE PICTURE

education work seen from three responsibilities

Good AI work must make sense to the person using it, the team operating it, and the people reviewing it.



How to read this visual: follow a learner support case through the value picture.

PRIMARY READER

Education leaders, domain owners, operations, technology, risk, and assurance teams

The first conversation.

DECISION SUPPORTED

Scope and prove one accountable education workflow.

The next useful step.

BOUNDARY

Read the same outcome from several responsibilities

Behind every AI grade or suggestion is a path to a real person. The teacher sees exactly what the AI saw, in the same order, and can agree with it or change it.

- Purpose
- Rule
- Authority
- Source

QUESTION TO CARRY

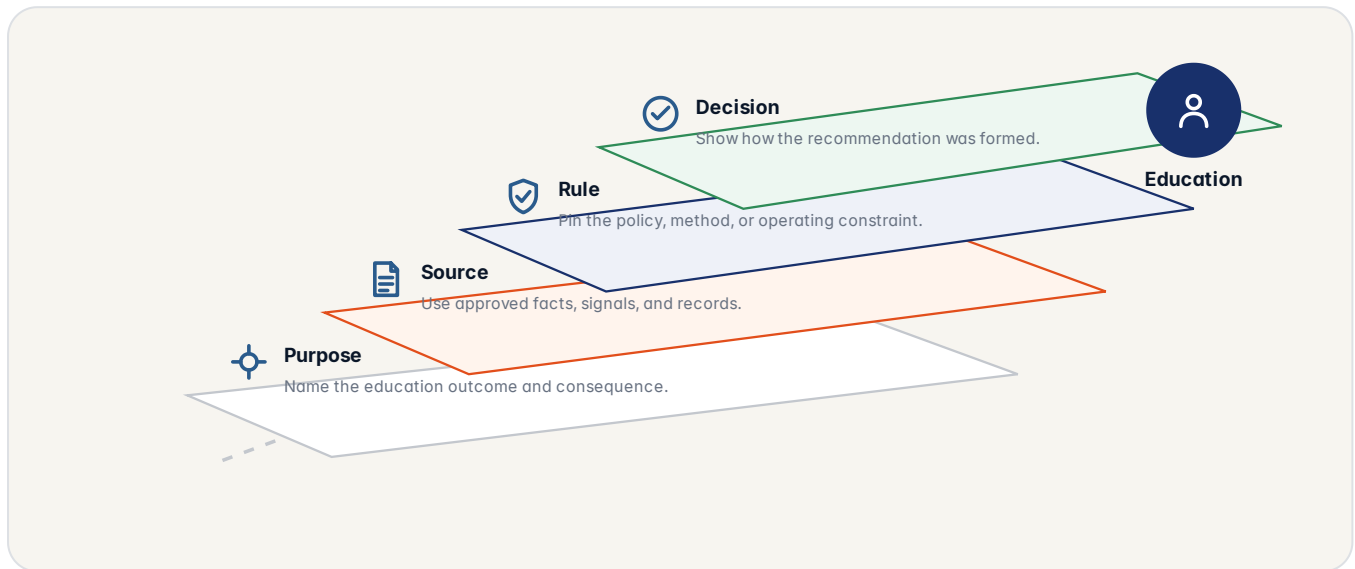
Can the same result satisfy its user, operator, and reviewer?

A school cannot hand a parent a chat log and call it an explanation. It has to show the source, the rubric, and the person who signed off. That is not a compliance requirement. It is what teaching has always meant.

THE OPERATING MODEL

The control model around education work

A credible proposition connects the visible result to the less visible responsibilities underneath it.



How to read this visual: follow a learner support case through the operating model.

CONTEXT

Name the controls behind the simple interface

Your child's essays and answers are kept on computers inside the school or its district. Nothing is sent across the ocean. No company trains its product on your child's work.

Pupil identifier, rubric version, session time, and teacher sign-off move through one typed contract. The learning platform does not need to expose the rest of its data model.

- Purpose
- Source
- Rule
- Decision

QUESTION TO CARRY

Who owns each control when the interface appears simple?

People, education work, and evidence move together

Keep every hand-off attached to an owner

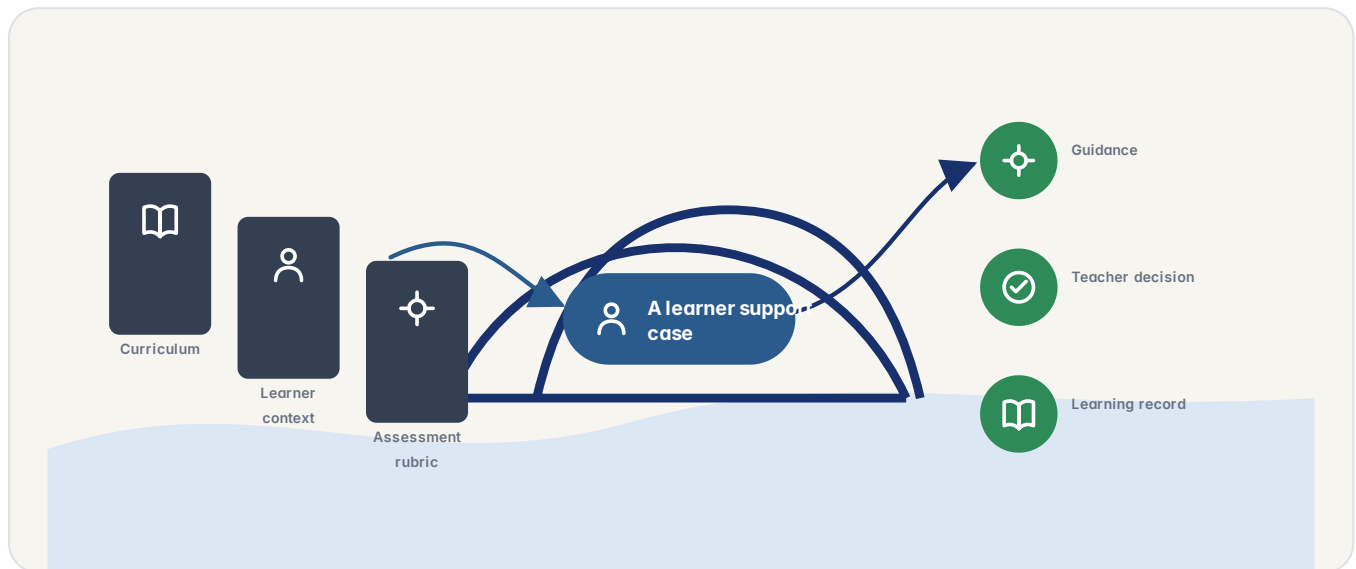
The session on Thursday used the term-3 descriptive writing rubric, version 2. The tutor awarded a B because the essay met the structure and vocabulary criteria but did not include a concluding paragraph, which the rubric requires for an A. The tutor cited the rubric clause and the relevant textbook section at each step. The full session, with the rubric version and every tutoring step, is ready to walk through with the parent.

- Is every hand-off visible, bounded, and assigned to an owner?**

SOURCE TO RESULT

education work: from authoritative source to result

The work stays explainable when source identity, transformation, decision, and hand-off remain visible between systems.



How to read this visual: follow a learner support case through source to result.

CONTEXT

Keep the basis visible as the work changes form

Every output is a step the teacher approves. You can ask why, you can appeal, and you can require a human review. Your child's data stays in school.

The same evening, with the platform in place. The parent asks why the essay was graded a B, and the teacher pulls up the session in one workspace where the rubric, the tutor steps, and the textbook source already sit together.

- Identify
- Prepare
- Apply
- Review

QUESTION TO CARRY

Can the result still be connected to the exact basis that shaped it?

EVIDENCE PACKET

The evidence education work leaves with the work

Capture enough to explain the result, inspect authority, investigate failure, and make the next decision without rebuilding the story from memory.



How to read this visual: follow a learner support case through evidence packet.

BOUNDARY

Preserve the record needed by the next question

Prompt, rubric, step trace, and teacher sign-off travel as one sealed packet. A school can replay the explanation offline without querying the live pupil record.

Fixed sessions exercise rubric boundaries, missing evidence, and teacher overrides in CI. A release cannot change the recorded step sequence without an explicit fixture update and review.

- Purpose
- Basis
- Authority
- Action

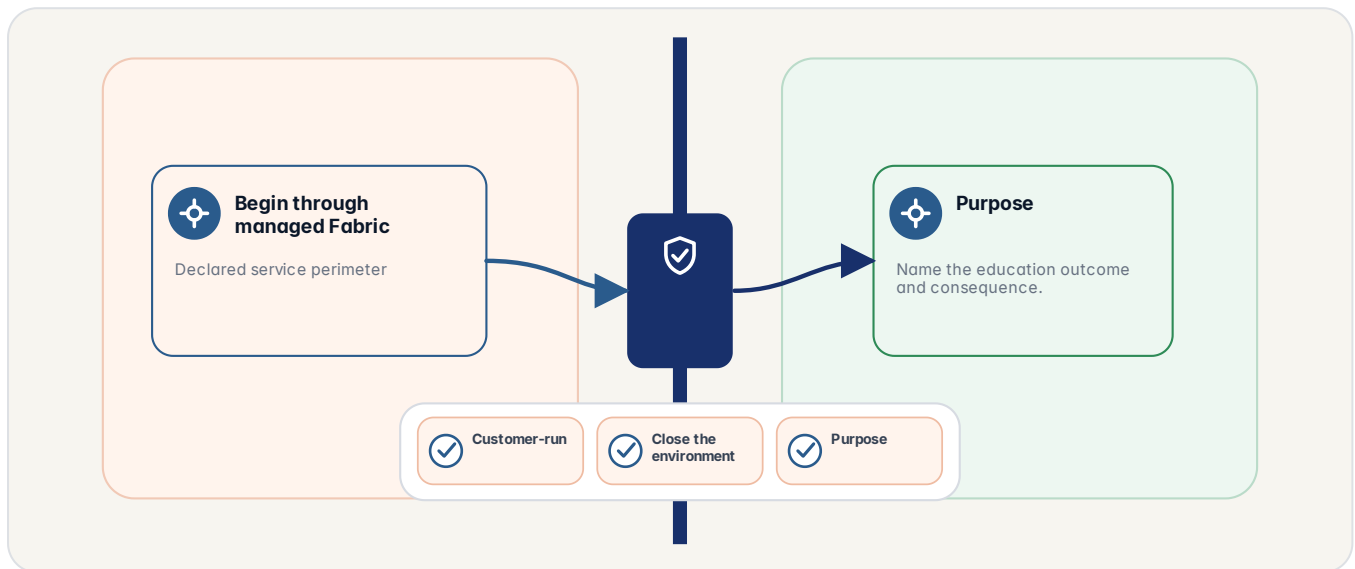
QUESTION TO CARRY

Does the retained record answer the next difficult question without reconstruction?

DEPLOYMENT CHOICE

Choose the operating posture for education work

Location is only one dimension. Decide who operates, who holds keys, which dependencies exist, how updates arrive, and what continuity requires.



How to read this visual: follow a learner support case through deployment choice.

CONTEXT

Compare operating responsibility, not location alone

Two questions decide procurement: where does it run, and which rules does it satisfy. It runs managed through Fabric on the public Dweve Mesh, on school hardware, or fully air-gapped, with no re-platforming between tiers. GDPR Article 8, the EU AI Act, and ePrivacy are design constraints the platform satisfies by construction, not posture added after the parent evening gets harder.

The term-3 descriptive writing rubric version 2 was applied. The tutor worked through the session step by step, citing the rubric clause and the textbook paragraph at each step. The B grade reflects the structure and vocabulary criteria met, with the concluding paragraph missing as the rubric requires for an A. The teacher reviewed and confirmed on Thursday afternoon. The witness replays step by step, the chain segment verifies offline, and the teacher sign-off is recorded alongside the system reasoning.

- Begin through managed Fabric
- Run on customer infrastructure
- Close the environment
- Purpose

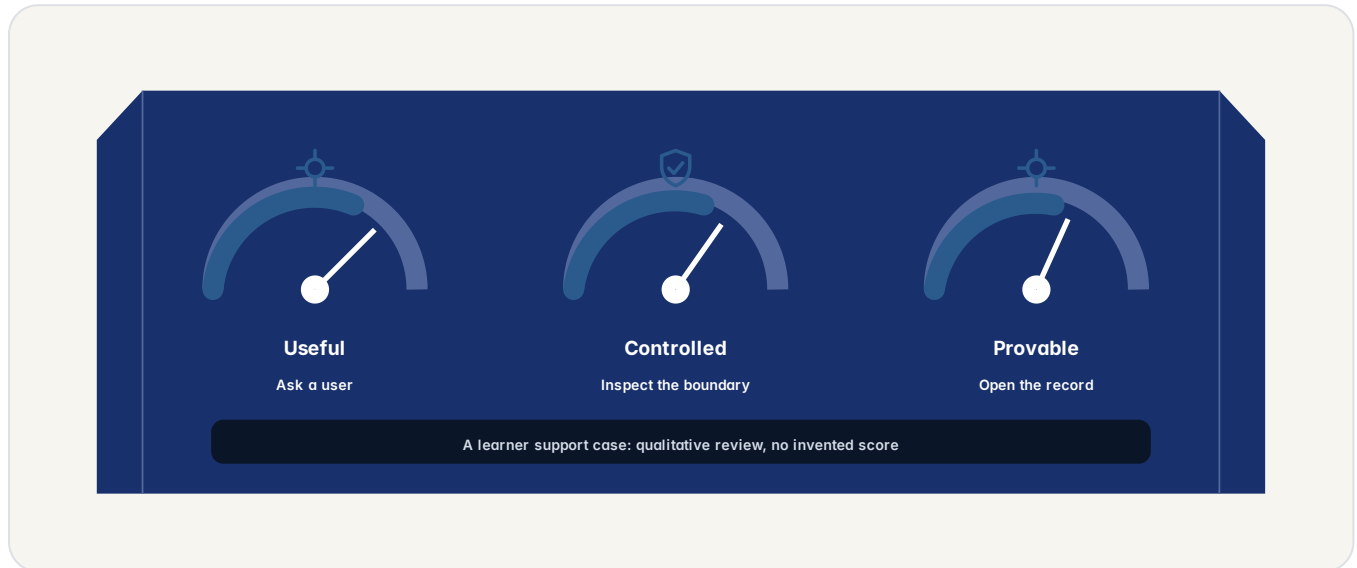
QUESTION TO CARRY

Who holds infrastructure, keys, updates, logs, recovery, and the exit path?

WHAT TO LOOK FOR

Signals that education work is earning trust

Progress is a useful outcome under understood control, supported by reviewable evidence.



How to read this visual: follow a learner support case through what to look for.

BOUNDARY

Use signals that can change the next decision

You can ask the teacher to look again. They see what the AI saw, in the order it saw it, and sign off on the final call.

EU children's data on a US-hosted endpoint falls under foreign jurisdiction. GDPR Article 8 is a structural test, not a contractual one.

- Useful
- Controlled
- Provable
- Purpose

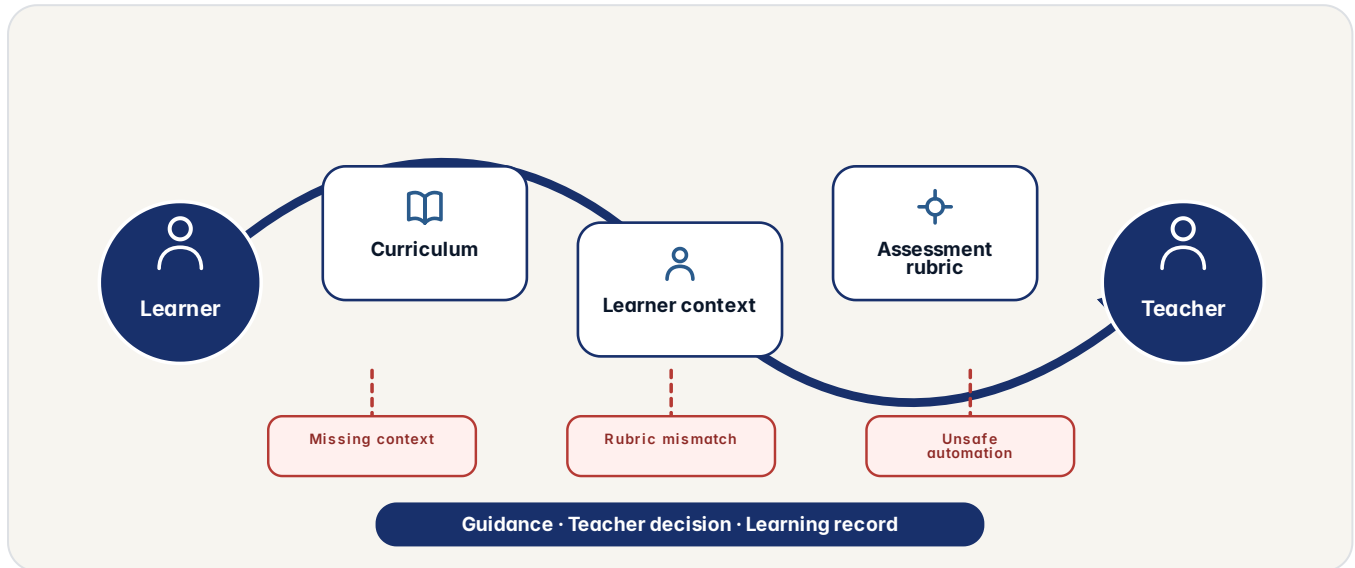
QUESTION TO CARRY

Which signals would change the next decision rather than merely impress the room?

HONEST LIMITS

Test how education work fails before the first success demo

Visible failure is more useful than a polished result whose limits remain unknown.



How to read this visual: follow a learner support case through honest limits.

CONTEXT

Design the failure before presenting the success

A rubric change cannot rewrite an older explanation. The session pins the exact curriculum and rubric versions before the first step, then cites them throughout the trace.

Behind every tutoring session is a simple, repeatable process. The teacher sets the curriculum, the system works through it with the student step by step, and it records every step so the answer can be replayed when you ask.

- Missing context
- Rubric mismatch
- Unsafe automation

QUESTION TO CARRY

What happens when a source, permission, target, model, or supplier is unavailable?

ACCEPTANCE PATH

Close the education work proof with a decision

Agree the decision path before the demonstration so a strong or weak result can change what happens next.



How to read this visual: follow a learner support case through acceptance path.

BOUNDARY

Close the proof with an owned decision

Your child got a B. The AI was involved. European law gives you the right to a plain explanation of any automated decision that affected them.

The answer trail is created as the tutoring session happens, not reconstructed later. Every step carries the source it came from, the rubric applied, the teacher who signed off, and a replay path the parent can walk.

- Baseline
- Accept
- Exercise
- Review

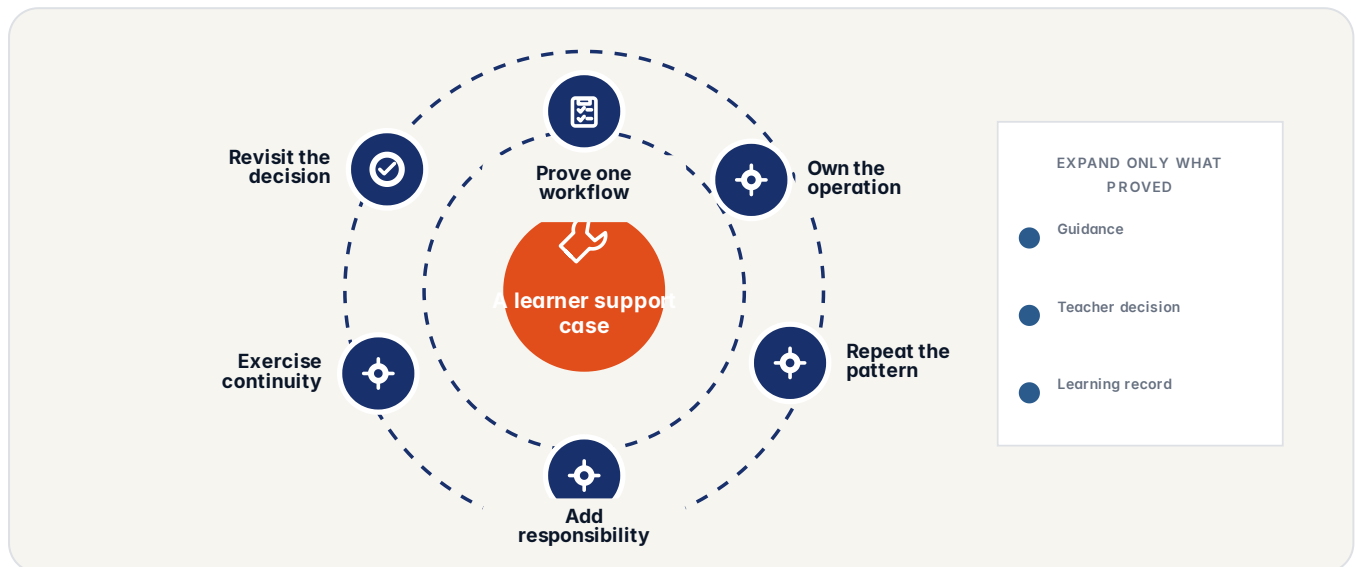
QUESTION TO CARRY

Are success, counter-metrics, failure cases, and stop conditions agreed first?

ADOPTION

Adopt education work through owned choices

Move from one bounded result to a repeatable operating capability without making the scope vague.



How to read this visual: follow a learner support case through adoption.

CONTEXT

Expand only what proved reusable

When the AI tutor helps your child, every step names the textbook page or the rule it came from. Not a score, not a number. The actual reason, in words you and your child can read together.

The platform runs EU-pinned or on school hardware, no GPU mandate. Sessions and traces ride the event bus the school already maintains. No record crosses an unapproved border.

- Prove one workflow
- Own the operation
- Repeat the pattern
- Add responsibility

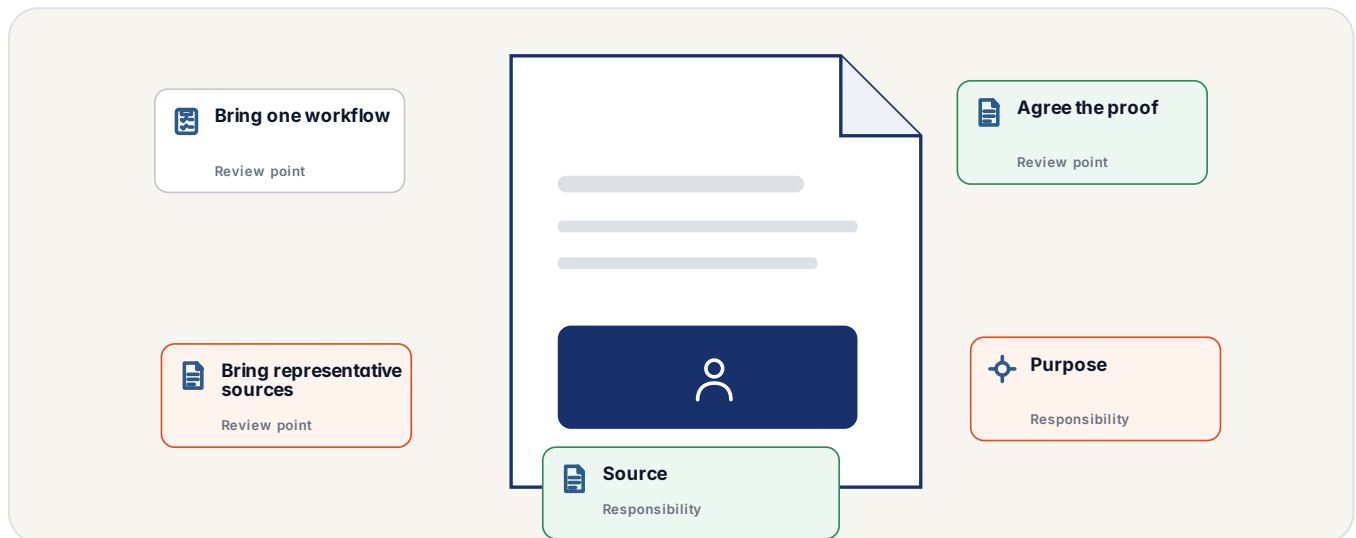
QUESTION TO CARRY

What can be reused safely, and what requires a new decision and proof?

WHAT TO PREPARE

What to bring to the education working session

A small amount of real context produces a better conversation than a broad catalogue of hypothetical features.



How to read this visual: follow a learner support case through what to prepare.

KEEP IT BOUNDED

Sensitive production data is not required for the first conversation. Bring representative material and the rules that define a useful result.

BOUNDARY

Bring enough reality to make the session useful

A grade is not an explanation. The right-to-explanation question cannot be answered by a rubric score after the fact with no working shown.

The session finishes with the source cited, the rubric pinned, the teacher named, and a trail that replays the same way twice.

- Bring one workflow
- Bring representative sources
- Agree the proof
- Purpose

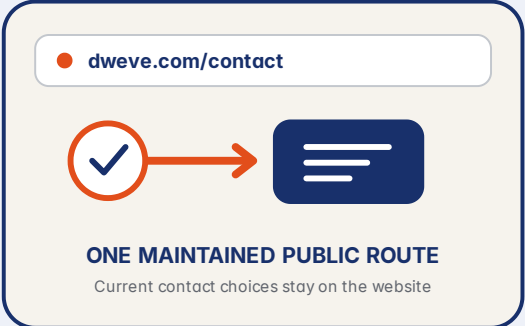
QUESTION TO CARRY

Which real sources, rules, owners, and examples will make the first session honest?

THE INVITATION

Continue the education work conversation

Scope a briefing, demonstration, or proof around the workflow and decision that matter to your organisation.



ONE MAINTAINED PUBLIC ROUTE
Current contact choices stay on the website

START A CONVERSATION

Continue through the current contact page

Scope a workflow or ask a technical question, then use the contact page to begin.

START	dweve.com/contact Use the maintained public contact route
BRING	One bounded question Workflow, audience, decision, and desired evidence
CHOOSE	Briefing · demonstration · PoV Select the smallest useful next step
VERIFY	Current scope and terms Confirm availability, pricing, and responsibilities before commitment

CONTINUE ONLINE
dweve.com/contact
 Current route and contact choices

CONTEXT

Turn the brochure into one bounded next step

Start in managed Fabric: open a browser, sign in, and ask. If your organisation later needs direct product operation inside its own perimeter, use a licensed transition plan that carries the workflow and evidence contracts into customer-controlled infrastructure.

Managed through Fabric on the public Dweve Mesh, on school hardware, or air-gapped. No pupil record crosses a border you did not approve. GDPR Article 8 by design.

- Start: dweve.com/contact
- Bring: One bounded question
- Choose: Briefing · demonstration · PoV
- Verify: Current scope and terms

QUESTION TO CARRY

What is the smallest useful next conversation Dweve should prepare?