LEARNIS® Your transformative education

CORPORATE MANIFEST

MASSIMO DE DONNO · GIACOMO NAVONE

CO-FOUNDERS OF LEARNIS — AUGUST 2026

TRAVEL NOTES

Travel notes for a new 'manifesto' of Transformative Education. Why Learnis was born and how LEARNIS MIND brings transformation into learning.

Massimo De Donno
Giacomo Navone

Co-Founders of Learnis · August 2026

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01 Introduction

There are names and brands that are invented before what they are meant to represent exists. Learnis belongs to the opposite story. It's a new name for a company that took over twenty years to become large enough, mature and international enough to need it and be able to make it.

To explain why Learnis was born, we must start with **Transformative Education**. Not as an advertising formula and not even as a label to superimpose on our courses. It is the thread that today allows us to clearly read their origin, their evolution and the system we have built around learning, personal growth and professional development. It is also the key to understanding what has been transformed in us: in the founders, in the people who have made the network grow, in the structures, in the method, in our way of taking responsibility.

This story begins long before the new 'Learnis' brand, long before Genio Net and even before the book Genio in 21 giorni. It begins with young trainers who believe that so many people are not incapable of learning: simply, no one had ever taught them how to do it in a way that suited their minds. From that intuition came courses, venues, tools, books, tutoring systems, research groups, companies in different countries, thousands of trained professionals and tens of thousands of students. For a long time each element had its own name and **history**. At some point, however, continuing to present them as separate experiences would have told the truth worse than reality itself deserved.

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02

When education changes how we view reality

A person can learn a technique without changing their mind about themselves. They can improve performance and remain convinced that they are not up to the job. They can get out of a course with enthusiasm, apply what they have seen for a few days, and then return to their old habits. All of this is learning, and it can also be useful. **Transformation** begins on a different plane: it happens when what we learn changes the criteria by which we interpret experience and allows us to act with an awareness that we did not have before.

Jack Mezirow gave this process a name: transformative learning. An American sociologist (1923-2014), Mezirow was a professor emeritus of Adult and Continuing Education at the Teachers College of Columbia University, where he founded the AEGIS doctoral program dedicated to adult education; he is considered the father of transformative learning theory. His theory was born in the 1970s from the observation of adults who, returning to **study** after a long time, did not only acquire new knowledge. They were forced to rethink their role, the image they had of their abilities, the expectations absorbed from family and society, and the very idea of what they could become.

Here it is useful to clarify a distinction that often leads to confusion. "**Transformative learning**" **and** "**transformative education**" **are closely related but not perfectly synonymous.** The first indicates what happens in the person: a transformation of their way of giving meaning to experience. The second indicates what an educational system chooses to prepare so that this process can take place: experiences, relationships, tools, environments, times of practice, comparison, and accompaniment. Mezirow formulated a theory of transformative learning; Learnis defines itself through Transformative Education because it designs an **ecosystem** that is intentionally oriented towards fostering it.

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This choice of terminology is not intended to set a universal definition for an ever-evolving field. It states our point of view. **Transformation always belongs to the person and no organization can appropriate it. Education, however, can create more or less favorable conditions: it can be limited to transferring content or helping those who learn to observe their beliefs, verify them, build alternatives, test them in reality, and become more autonomous.**

Mezirow's central question is simple and powerful:

through which frames do we construct the meaning of what happens to us?

We do not encounter reality in a neutral way. We read it through structures of expectations born from education, culture, language, relationships, successes and failures. These frames tell us, often without our awareness, what is possible, what is dangerous, what we deserve, how others work and how far we can go. In the study they take

the form of very concrete sentences: "I have no memory", "I don't understand math", "I have to read ten times", "if I get distracted it's because I don't have willpower", "when I don't understand right away it means I'm not intelligent".

Mezirow distinguishes, within the frames of reference, **mental habits and viewpoints**. The former are broad and entrenched, often unaware. The second are the beliefs and reactions with which that orientation manifests itself in a specific situation. A point of view can change after a successful experience; a mental habit usually requires deeper and repeated work. For this some transformations have a moment of evident emergence, while others mature through a succession of proofs, questions and corrections. At some point the old explanation no longer holds and the person has to build a better one.

This moment is often called a "disorienting dilemma." The term may suggest a dramatic crisis, but in training it also takes on daily forms: an unexpected result, a habitual strategy that continues to fail, the confrontation with someone who approaches the same task in a different way, a question to which we do not know how to answer. For those who have always attributed their failures to a lack of memory, remembering accurately through a strategy built on one's cognitive profile can create a deep discontinuity. The new fact does not erase years of difficulties; But the explanation, which seemed final, is shaky.

It is from that crack that a transformation can begin. We may not even begin: we can ignore the data, treat it as an exception, defend the old idea. Experience alone is not enough. We need critical reflection, that is, the ability to bring to light the premises with which we have interpreted what has happened. "Am I really not capable?" becomes a more useful question when it is specified: on what experiences have I built this belief? What **strategies** was I using? Under what conditions? What happens if I change the procedure? Which results confirm it and which contradict it?

There is one point worth looking closer at. In learning we tend to repeat established, often unaware practices, which are in turn guided by mental habits and viewpoints that we almost never bring to light. To achieve a different result it is not enough to want it: the force of will, alone, is a push without direction. We need to change strategy, approach, method, tools, practices.

Mezirow also assigns a decisive role to **dialogue**. A new interpretation does not become more solid just because we like it or because an authoritative person proposes it. It must be able to be discussed, confronted with facts, tested through different perspectives. The peer group, trainer, and mentor are valuable when they broaden their scope for thought, not when they demand compliance. **The ultimate criterion of transformative education is increased autonomy**: more ability to make one's own judgments, to explain the reasons for one's choices, to accept an objection and correct oneself.

03

From doubt to a new capacity for action

Mezirow's theory is often summarized in ten steps. With Learnis, part of our effort has resulted in the ability to read them as the grammar of a journey, not as a rigid ladder. A person encounters a **situation** that the old way of thinking cannot explain. They **examine** themselves and the emotions that this discontinuity produces. They look critically at their own assumptions and finds that **others** have also gone through a similar transition. Then they begin to **imagine** different roles, behaviors and possibilities. They build a **plan**, acquire the necessary **skills**, **experiment** with new ways of doing things, develop **confidence** through experience, and eventually **reintegrate** that perspective into their lives.

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The most important step is often the one that is forgotten: **transformation does not end with awareness**. Understanding why something doesn't work does not mean knowing how to do it differently. After the insight, we need tools, practice, feedback, attempts, errors, corrections, and time. If the change remains confined to the classroom or the emotion of the moment, it has not yet passed the test of reality.

Mezirow also distinguishes two major forms of learning. Instrumental learning concerns the relationship between means and results: does a strategy work? Under what conditions? Does it have the expected effect? Communicative learning is about meaning: what am I taking for granted? Why do I interpret this outcome that way? What values, expectations, or fears guide my judgment? On the best routes, the two levels work together. A technique must be checked against the actual task; the person, meanwhile, learns to observe how they choose, how they react to errors, and what story they tell themselves when they encounter a difficulty.

The later developments of the theory gave more space to dimensions that were less present in Mezirow's initial elaboration: **emotions, body, imagination, relationships, culture and power relations**. It is an important expansion, because no one transforms a deep conviction through abstract reasoning alone. We need to experience an opportunity, feel the effect, recognize ourselves in someone's eyes, find a context demanding enough for us to grow and safe enough for us to try.

From this we have derived the criterion that matters most to us. A **transformative path** works when it helps the person see what they were doing before without being aware of it, offers them tools to build an alternative, accompanies them as that alternative is put to the test, and progressively transfers the direction of the process into their hands. The trainer does not become the permanent source of the result. If the job succeeds, the person needs them less and less. One of the keys to understanding the value that the "Learnis system" wants to communicate today lies in this "handover" between trainer and learner.

04

The theory we have recognized in our history

We did not start from Mezirow. When we started working on learning, we didn't have a theoretical diagram in front of us to translate into courses. We had real people in front of us: students who spent hours reading books and remembered little, college graduates paralyzed by exams, professionals convinced that they could no longer learn, parents unable to understand why a smart child continued to feel inadequate.

The theory came later and offered us more precise words to recognize what we had learned in the field. In our paths we found the discontinuity that challenges an old belief, reflection on one's own way of functioning, confrontation with peers, testing new strategies, training, accompaniment and return to daily life with a different capacity. We also found a principle that over time has become increasingly important: **the student must become the owner of their own process**.

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This correspondence does not turn Mezirow into the posthumous father of all that we have built and does not reduce Learnis to the application of a single theory. It helps us name the common thread that holds together formative experiences born at different times and aimed at different dimensions of the person. **Learning is the meta-skill we start from; personal and professional skills broaden the scope of transformation.** The value is not in the transferred content, which is merely the tool, but in the higher quality with which a person learns, chooses, acts, and contributes.

That's why Your Transformative Education is the payoff/claim of Learnis. It tells the identity of the system and, through that "Your", remembers where the center is: in the person. Grow, Impact, Prosper is the motto that expresses its direction, the "claim", the demand that becomes an exhortation for the student. To grow, to make a positive impact in the reality of which one is part, to build a prosperity capable of generating value for oneself and for others: these are at the center of Learnis' action and program

05

The true story of Learnis

The real story of Learnis began in the first half of the 2000s, with a convergence of experience between us founders, Massimo De Donno, Giacomo Navone, and a third trainer, who was our mentor and who until 2022 was part of our team. We have held courses since 2005; Massimo in Turin, first, and then in Milan from 2006; In the same year, Giacomo, also from Turin, opened the headquarters of Florence. We were young trainers, full of energy and confidence in the usefulness of memory techniques, concentration, strategic reading and study organization. We saw **results** that changed people's relationship to learning and beyond, and this fueled enormous enthusiasm. We wanted to change the world!

At first, much of the quality depended on the quality of the instructors. From their preparation, presence, talent in reading those who were before them. It was a point of strength and at the same time a limit. As long as the business remains small, experience and intuition can hold many things together. When offices, staff, collaborators, countries, products and responsibilities grow, what could previously be entrusted to sensitivity must become method, training, procedure, control and shared culture.

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In 2012 we published '**Genio in 21 giorni**' with Sperling & Kupfer, gruppo Mondadori. That book was a decisive step in the dissemination, a leap of scale, but not the origin of the project. It brought to a much wider audience the tools we had been teaching and experimenting with for years. It has made our work recognizable and contributed to international expansion: in the United States since 2012, in Spain since 2013, then in other countries. Each new reality forced us to distinguish what really belonged to the method from what depended on the habits of the Italian context. Different languages, cultures, and business structures have been a formidable stress test.

In 2017, **Genio Net** was formally born, the network of companies built to coordinate training realities that already existed. This date does not mark the birth of the method. But that of the transition in which a project grown through self-driven entrepreneurial initiatives decides to share quality standards, methodological development, research, internal training and a common direction.

In the meantime, the course on cognitive and learning skills had changed. The initial setup, more focused on rapid learning techniques, had expanded to a **personalized study method**. We understood that a brilliant technique, on its own, can become another misapplied object. Needed profiling, observation of real behavior, metacognition, individual tutoring, teaching materials, digital tools, continuity after the classroom. We needed trained instructors and tutors to read the process, not just explain a procedure.

We have changed too. We have gone from being enthusiastic young trainers to entrepreneurs who, at times, found themselves overwhelmed by everything that happens to those who do business with more passion than experience

and without proper mentoring. **Growth** multiplies opportunities, but it also makes naiveté, mistakes, confused roles, poorly managed expectations, and organizational fragility visible. We learned that **values must become verifiable choices**. **Accountability** needs rules; growth needs standards; the **contribution** needs a structure that can support it over time.

We believe this is the truest point in Learnis' story. The system that today speaks of transformation does not appear to have always had the current form. He had to do exactly the work that he asked his students to do: meet dilemmas that the old way of working could no longer solve, observe assumptions and limits, accept feedback, learn new skills, reorganize the action and reintegrate what was originally valid within a more mature structure. After all, what credibility would a network that talks about transformation have if it had not been able to transform itself and evolve over time?

In over twenty years, the courses have involved more than **70,000 students in Italy alone**. The network collected over **6,000 documented testimonies**, along with periodic surveys and observational research on **1,007 young adults**, presented in 2020 under AIRIPA. The process of collection and management of testimonies has received recognition from the periodical Il Salvagente, through the stamp now called **Bollino del Salvagente**. We can therefore say with precision that the positive testimonies are thousands and thousands and that they are not an anonymous mass built to impress: they are collected, documented and included in processes subject to verification by a third party.

In **2024**, **the Telematic University of Studies IUL** evaluated the 21-day Genio course as a **complete training system**: teachers, materials, session structure, digital tools, tutoring, customization and monitoring. With the minutes of 25th November 2024, formally communicated on 6th December, the university granted scientific sponsorship to the course and recognized the possibility of awarding, according to its own procedures, up to **12 CFU**: six in the area PSI/08 and six in the area M-PED/01. The value of that pass is not just in the number of credits. **A university looked inside the real architecture of the route and considered it in its entirety.**

The relationship with the National Research Council began in 2018 through a contractually contracted training activity and was subsequently developed also on the applied research level. In this context is the work of the SaperCapire team on the **Fundamentals of Learning®**, coordinated by engineer Massimo Arattano, first researcher at IRPI-CNR. The team trained our people and gave us exclusive access to deliver that content.

The relationship with INDIRE tells another fundamental part of evolution. In 2022, through Cultura Italiae, work on learning, functional illiteracy and educational responsibility entered the construction of the **Manifesto for the New School**, of which Massimo was the first signatory. From that context arose the confrontation with INDIRE. Qualified figures of the institute came to verify directly the method and experimented with some steps. In 2026, that comparison resulted in the request for a methodological and pedagogical contribution to the design of a conversational agent intended for teacher training:

questions, educational situations, criteria and flows of reasoning able to use artificial intelligence while keeping the teacher's responsibility central.

06

From the ghetto to mainstream

When we use the phrase "from ghetto to mainstream," we know how rough it is. We use it precisely because it returns the distance traveled. For years, a part of the public narrative about us has been fed by summary categories. The enthusiasm of the students, the intensity of the experiences, the strength of the relationships and the fact that some clients chose later to train to work with us have been associated by some with manipulative dynamics and forms of social danger, without any evidence to support these accusations.

We use it precisely because it returns the distance traveled.

We have chosen to subject our organization to specific audits. Dr. **Pepe Rodríguez**, psychologist and scientific director of the EMAAPS study center in Barcelona, has conducted an independent audit for several months on the nature, aims and operating procedures of Genio Net and its offices. In the final report he stated that the association with manipulative organizations was totally false and devoid of any basis and noted the absence of correspondence, even minimal, with the parameters used to identify them.

Dr. **Raffaella Di Marzio**, a psychologist and scholar of the stigmatization processes of religious minorities and movements for human potential development, has publicly examined the case on several occasions. She indicated Genio in 21 giorni among the organizations free of elements of social danger and traced back the controversies that had involved her to phenomena of labeling and media persecution.

Investigative journalists have also devoted themselves to the same issue, thoroughly investigating the criticism directed at the brand. The result was a pattern of artificially fueled and heterodirected protests, aimed at discrediting the company and its employees. As a result of these investigations, the company has taken legal initiatives for its own protection in criminal matters.

Today that same working group is in dialogue with the **CNR**, a university, and the national institute of educational research. It went through an evaluation of the entire educational system, brought researchers to experience the method directly, and participated in projects that concern real schools, teachers, and the pedagogy of artificial intelligence. It is not the transition from an uncomfortable truth to a more presentable version. It is the **result of a method that has been questioned and an organization that has consistently improved how it presents data, procedures, limits, responsibilities, and audit locations**.

Loyalty to the original values—responsibility, growth, and contribution—did not require us to remain the same. It asked us to **become capable of supporting them in a**

much larger reality. This is the transformation from which Learnis was born.

07

Why a new brand became necessary

Before **Learnis**, there were activities in different countries, independent businesses, physical locations, experiential courses, continuous pathways, tutoring systems, editorial products, digital environments, communities of students, instructors and mentors. There was also a shared history, a common vision and a method that continued to evolve. They lacked a name, a sign, and perhaps even more so an entire system, capable of making the system as a whole readable.

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Organizational transformation truly requires an **experienced mentor** and external guidance—someone capable of helping us lay bare our realities, map out achievable pathways, enhance operational effectiveness, and accelerate processes to fully realize their impact. The evolution of the corporate network now converging under Learnis is no exception.

Learnis is the new international 'Masterbrand' born for this: with the contribution and guidance of an expert consultant specialized in global branding programs, we have focused on the main intangible value elements that distinguish our organization, starting from the values that have always guided and must guide our behaviors. We have defined what is, in the deep, the "promise" of the brand, that is, the point of convergence between the network's capacity to offer training and the perceived needs and requirements of its users. On these bases, refined through an impressive listening process - a structured internal and external audit - we have defined the system of tangible representation of the new identity. This system organizes the architecture of the country today - starting from Italy, Spain and the United States - and gives unity to an ecosystem that works on Learning Skills, on Personal Skills and on Professional Skills. It connects immersive experiences, continuous training, peer groups, mentors, physical and digital environments, editorial products and research development. It distinguishes the international brand from the national operating realities and, at the same time, allows them to share identity, method, standard and direction. **The new Masterbrand** does not represent, therefore, only a group of companies more or less aligned: it embodies the values at the base of that being together and that common way of working, tells the vision and the mission of a community articulated and today spread across three continents. It started from the "promise" which is the basis of one's commitment and one's vocation. This dual dimension, value and organizational, makes the "Learnis" Masterbrand the **reference point** to accompany and guide every action and communication of the group, with solidity and coherence, favoring external recognition and sense of internal belonging.

The founders, **Massimo De Donno** and **Giacomo Navone**, remain at the head of the network. The people and skills acquired over the years continue to constitute the greatest asset of the project, while the new architecture allows to connect with greater clarity what has grown up until now through different names, companies and national realities.

The birth of Learnis finally makes visible, under **a single "umbrella" identity, a system** that has been formed in over twenty years of work. The new structure is clear from the beginning: Learnis becomes the international master brand, with a global level management, coming from all national branches, organized in "thematic groups" or "global committees" responsible for defining and updating **standards, internal training and methodological development** within the network, under the careful guidance of the two Founders. In each country, the lead companies continue to coordinate national networks, in accordance with the specific modalities and network contracts already in force in each country.

The transition simultaneously involves **identity, organization and product**. It includes the definition of the **brand system and its levels**, the coordination of activities in Italy, Spain and the United States, the construction of a **multilingual digital ecosystem**, **the harmonization of channels and materials**, **the training of people** who will represent Learnis, **the revision of physical and digital environments**, **the organization of international communication** and a more evolved framework in terms of corporate **governance** and **social responsibility**. **Ethical codes**, **independent committees**, **shared standards** and **monitoring tools** become a visible part of how the group chooses to present itself and operate.

Learnis comes today because today there are conditions to represent all this as a **unitary system**. First came the method and field work; then the book, the offices, the Italian network, the international expansion, the training of instructors and tutors, the thousands of testimonials, the comparison with research and institutions. Over time, we had to learn how to coordinate autonomous enterprises, transfer experience into different cultures, strengthen standards and build governance appropriate to the size achieved.

The brand comes in a mature phase of this evolution and reaches a new stadium, giving it a recognizable form. Learnis uncovers the entire architecture, makes explicit the connections between its parts and allows anyone to reconstruct without interruption its origin, people, passages and future direction. It is the moment when a story spanning more than twenty years stops being told through the sum of its individual initiatives and begins to present itself for what it has become: **an international group dedicated to Transformative Education**.

08

Learnis as an applied system of transformative education

In the Learnis system, learning is not a category among others. It is the **meta-ability that makes it possible to develop all other abilities**. Those who learn to observe how they understand, choose a strategy, verify an outcome and correct the course become better equipped even when faced with a personal or professional competence. For this reason **the path starts from the Learning Skills, extends to the Personal Skills and arrives at the Professional Skills**. It does not describe three different people; it follows three related dimensions of the same growth.

It is the meta-ability that makes it possible to develop all other abilities.

Transformative Education is found especially in architecture. Immersive experiences interrupt the routine and make visible abilities or automatisms that the person was not observing. **The continuous paths** give time to the practice of consolidation. **Peer groups** offer comparison, belonging and alternative perspectives. **Mentors** - trainers and tutors trained in metacognition - accompany the transition from intuition to competence. **Physical, digital and social environments** keep accessible tools, relationships and training opportunities. **Editorial content** prepares, deepens and extends the experience.

The new **identity system** has finally given adequate relevance to all our courses, more numerous and articulated than most of our students can imagine, especially by relating the **educational offer** developed in the various countries where the Network operates. Each of the sectors through which Transformative Education operates, Learning and Metacognition, Personal Growth, Professional Growth, is supported by at least one of our courses, whether it is an immersive experience, a **training path**, a publication or an info-product, to name just a few of the ways in which the educational ecosystem can relate to its learners. Every "course", in this perspective, can then be seen as the stage of a journey, the transformative one of users, which belongs to them alone, an ideal journey that can lead to cross all three areas touched by the educational offer.

Regardless of the single course or "per-course", therefore, each element plays a precise function within the **transformative journey** described by Mezirow: the **discontinuity** that **tests** a conviction, **reflection** on one's own way of interpreting, **dialogue** with others, **exploring** alternatives, **acquiring skills**, real-world testing, **building trust** and **reintegrating into life**. The system does not require that every person go through the same stages in the same way. It offers **educational continuity** rich enough to support its times and needs.

Learnis thus occupies a **leadership space in the niche of Transformative Education** because it makes applicable a principle that often remains abstract. Transformation is not about the charisma of a day or a single content. It is supported by **method, people, environments, repetition and responsibility**. The international ambition is not to replicate the same surface everywhere; it consists in keeping the architecture recognizable by

adapting it intelligently to different contexts. For this reason, the new structure also reflects another important effort that we have made in recent months: to rationalize and put under a single umbrella that complex combination of professional paths, internal and external academies, training and management schools that today are placed under the non-random category of "corporate asset".

09

Learnis' corporate assets. How the network opens its doors.

Under the definition of "corporate asset" we wanted to include those paths and structures that escape segmentation by target sector and whose nature is assimilable instead to a real "emanation" of the central organization, or - in English - of the corporate. They cross the Learning Skills, Personal Skills and Professional Skills and offer continuity to all clients of the system: students, parents, teachers, professionals, entrepreneurs and people who encounter Learnis through different experiences.

The English word "asset" conveys well the value that these paths have for us: not simple "departments" or "formative divisions", but **systems of shared value**. Some allow people to continue training after a course; others meet the needs of specific groups; others still prepare those who wish to take on educational, professional or entrepreneurial responsibility in the Learnis system. Their common function is to transform the single course into a stage of a path that can continue in time.

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LEARNIS ACADEMY

The first and perhaps most important, by pervasiveness, historical tradition and relevance to users, is the Learnis Academy. Today it combines various paths of learning, training, practice and development of different skills; characterized by a common matrix and similar modes of use for learners. The Learnis Academy collects and evolves, in particular, the experience of the Soft Skills Academy, born from the awareness that a single formative experience, however intense, cannot exhaust a path of growth.

From the beginning, we chose to make it accessible to everyone. The training is provided free of charge and participants only pay for the educational material: at the time of publication, **39 euros per month** for the magazine and the linked monographic manual. It is an educational choice: we want to allow as many people as possible to continue training and grow, even when they are not attending a crash course.

Over the years, in Italy, more than **10,000 people** have participated in the Soft Skills Academy and we have reached up to **2,000 subscribers simultaneously**. These numbers tell the ability to build educational continuity on a large scale while keeping the economic barrier of access very low.

The Learnis Academy is a continuous journey made of periodic meetings, content, exercises, application and comparison. It goes through the three areas of Learnis and is divided into experiences built around the needs of the people to whom it addresses.

The **Learnis Parents Academy** is dedicated to parents. It arises from a problem that we have encountered thousands of times working with students and families: even an animated parent with the best intentions can struggle to understand when to help, when to leave space and how to

accompany a child without replacing him. The course works on the relationship between support and autonomy, communication in the family, management of expectations and the ability to also observe one's own educational schemes.

The **Learnis Teachers Academy** collects and evolves the work developed over the years with teachers and educators. It brings into teacher training the learning processes, metacognition, Fundamentals of Learning®, educational communication, feedback quality and conscious use of digital tools. It offers tools to better observe what happens while a student tries to learn and to accompany them towards increasing autonomy.

LEARNIS AMBASSADOR ACADEMY

The Learnis Ambassador Academy is the path that takes place in local offices and is dedicated to students who want to help make known what we do. Its origin coincides with an important part of our history: many of the people who built the network had received an invitation from someone to learn about the course, had personally experienced its value and wished to offer others the same opportunity.

The starting point is almost always direct experience. A person attends an immersive course, gets a transformative experience, and understands the value of what they have experienced. They can choose to continue their education in the Learnis Academy and, if they feel the desire to help others learn about it, enter the Ambassador Academy. The work is about attitude, communication, responsibility, ethics, contribution, and the ability to be part of a team.

For some people this remains a path of personal growth and contribution. Others discover a growing passion for training and choose to pursue a career path. That's why the Ambassador Academy is also the main hub where we meet and get to know the Learnis tutors, instructors and entrepreneurs of tomorrow.

Today, there is no academic path that can truly prepare a person to teach others how to build their own personalized study method. Knowing techniques of memory, reading or organization is only part of the job. A Learnis professional must be able to observe how a person learns, read a profiling, identify the point at which the process stops, choose a coherent strategy, work on metacognition, manage the educational relationship and gradually transfer direction to the student. We had to create ourselves the path capable of training these professionals and this path, ideally, starts with the Academy that leads to becoming true "Ambassadors" of our brand.

This profession requires technical skills and soft skills trained over time. It also requires human qualities that must already be present: a passion for learning and the success of others, enthusiasm, ability to motivate and involve, professionalism, responsibility and ethics. To work with people requires a form of vocation, as is the case for those who choose to be doctors or teachers.

In many fields, professional passion comes from the experience of being a practitioner. Those who teach yoga have attended yoga classes; A CrossFit coach practiced the discipline he teaches. A gym can recognize among its clients a capable and passionate person, offer them training and

accompany them towards a professional role. In our field this dynamic is even more important, because we lack an external school equivalent to ours.

Before entrusting the growth of a student to someone, we want to have known them over time, observed their behaviors, and ensured that they have the basic training, motivation, and qualities required by the role. So the formula that best describes the path is: "**open to all, but not for all**." Everyone can access and benefit from training; educational and professional responsibilities are entrusted through successive paths, support, checks, and quality standards.

Many companies invest in "work with us" marketing through campaigns, social and recruiting pages. We have chosen to invest in the attempt to build the environment in which we ourselves would like to grow: a place capable of developing people personally and professionally, offering real responsibilities and generating enthusiasm for an educational project. For us, the most effective marketing is "human-driven", when a trainee achieves extraordinary results, shows a more energetic and responsible attitude and spontaneously tells friends of his desire to work with Learnis one day.

This architecture also explains why, if observed superficially or through a negative filter, our model may have offered ground for distorted readings in the past. From the outside you could see a very engaged community, a continuous training path and clients who became ambassadors, tutors, instructors or entrepreneurs. The concrete explanation is that we train professionals internally for whom an adequate external school is lacking and we look for them first of all among people who know the method, have experienced its value and demonstrate a genuine passion to teach it. We consider this peculiarity one of the main reasons for the quality that we have managed to build.

LEARNIS MAGAZINE

At the heart of the Academy, finally, there is the magazine that for years has also shared its name and that now expresses its function as a house-organ with the brand Learnis Magazine. Each month, unpublished articles are written by the founders and Learnis instructors. Each issue is accompanied by a monographic manual dedicated to a particular soft skill, with reflections, applications and exercises.

The Learnis Academy's educational materials include a magazine and manuals. They give rhythm and continuity to the path, connect periodic meetings with self-employment carried out during the month and make accessible the content processed within the system.

THE TUTORING SCHOOL

Tutoring has become over time one of the most important parts of our method. During the course, a person can understand new tools and experience their effectiveness; It is in the subsequent work on one's subjects, goals and difficulties that he must transform them into a personal method. Specific training is required to perform this job.

The Tutoring School, now active in Italy, includes an initial aptitude check, the study of learning processes and procedures, the observation of experienced tutors, mentoring and tutoring management under supervision. Internal authorization to act as a Learnis tutor comes when the person demonstrates the required skills. From that moment on continuous training through updates, supervision, case comparison and quality control.

A person has been well accompanied when he becomes progressively able to use his own method without needing anyone who taught him. This is the standard by which we judge a tutor's success.

LEARNIS MASTER

Then follows Learnis Master, the higher education course activated in Italy and Spain and dedicated to those who want to become an instructor, entrepreneur and frontman of a training company. Born from the evolution of the **Training** that we have built over the years to prepare future instructors and is organized in a single path of training, field experience, responsibility and verification.

The Master develops the skills needed to train other people, build and lead a team, acquire clients, organize work, and take on business responsibility for a location. The Master integrates tutoring, teaching, communication, sales, people management, administration, marketing, project management and business principles. The training takes place through lectures, study, coaching and operational activities.

The path of higher education, with a distinctly entrepreneurial matrix, is open to those who wish to take this path. Doing it and demonstrating the required standards gives you the opportunity to apply for the opening and running of a Learnis office. Responsibility grows with the results observed in the field. This so-called "natural" outcome of the Master is not, however, the only one possible: the advanced skills gained through it can also be used in other sectors or by working on their own entrepreneurial reality, proof of the high educational value that transcends the size of typical company "onboarding" paths.

10

LEARNIS MIND: the transformation applied to learning

The high point where Learnis offers its users an immersive experience capable of accompanying an extraordinary transformation in a relatively short time is **LEARNIS MIND**.

Next to the masterbrand, in fact, **LEARNIS MIND** is born, the new hero product of the network. Here, too, continuity is openly stated. LEARNIS MIND gathers the experience built over twenty years with Genius in 21 days and takes it to a further stage through **the integration of the C1 on the Fundamentals of Learning®**, developed by the **SaperCapire** team as part of the work carried out within the CNR. The name change thus coincides with a real transformation of the path: the content, structure, depth of work on cognitive processes and the way in which profiling, techniques, metacognition, tutoring and ongoing assistance are integrated evolve.

LEARNIS MIND is the "flagship product" of Learnis. Accompanied by the motto 'Find your method', it is born from the union between two assets that until today had distinct stories: the experience gained with Genius in 21 days and the C1 on the Fundamentals of Learning developed thanks to the work of the SaperCapire team of the CNR. Put in the most direct way: Genius in 21 days plus C1. However, the result is not the sum of two courses placed next to each other. Integration changes the order and depth in which the personal method is constructed.

Genius in 21 days had already transformed many times. The techniques of memory, reading, concentration and organization had been added to profiling, personalization, metacognition, tutoring, materials and digital tools. For years the historical name has been able to contain small and large changes. With **LEARNIS MIND** something different happens: the Fundamentals become the basis of the path, **redefining the relationship between elementary cognitive gestures, strategic learning techniques and the student's ability to govern the entire process**.

That's why the name changes. After more than ten years of evolution, this time we are not updating the course; **we are shaping a new, unprecedented and more complete experience**. The historical name is not denied. There remains the wealth of field research, training and real application from which **LEARNIS MIND** could be born. It is **the continuity of history that allows us to recognize today the discontinuity of the product**.

There remains the wealth of field research, training and real application from which **LEARNIS MIND** could be born.

To understand what makes it transformative, one must follow it from the perspective of those who live it.

The person comes in with **a learning story**. **They can be a student, a university student, or a professional.** They bring along subjects, goals, habits, results, anxieties, judgments received, and consolidated explanations. They often describe their difficulty with a label: "I'm disorganized," "I can't concentrate," "I have no memory," "I

can't present." **LEARNIS MIND** does not take that label as a diagnosis. It uses it as a gateway to a more precise investigation.

The AMOS battery - Skill and Motivation at the Studio - allows you to observe dimensions such as strategies used, method coherence, organization, beliefs about intelligence, perception of effectiveness, anxiety and resilience. The test does not assign an unchanging type to a person and does not automatically choose which technique to use. It offers an initial photograph. The interview and observation during the tutoring add what no questionnaire can contain: the biography, the relationship with the subjects, the environment, the attention time, the reactions to the block and the real behavior in front of their own materials. The tutor can directly observe a study session and see where the process gets stuck.

This first step is already transformative. A difficulty experienced for years as a personal defect is broken down into observable phenomena. "I am not able" leaves room for questions about attention, understanding, organization, recall, emotional management, and strategy choice. The person does not receive a justification. They receive a map from which they can start working.

The immersive experience then sets in motion the discontinuity. Strategic learning techniques allow one to experience different results from the usual ones. The exercises make visible steps that were previously performed automatically or confusing. Comparison with peers shows the plurality of ways of learning. "There is one way to learn" becomes "There's your way" when the student sees that the same procedure does not produce the same effect on everyone and learns how to construct selection criteria.

The C1 intervenes at a level even earlier than the techniques and stages of the study method. The Fundamentals of Learning® train cognitive gestures that school tends to take for granted: define with precision, distinguish close concepts, analyze the elements that make up a concept, build categories and hyperonyms, rephrase with their own words, explain and justify a logical transition. They seem like elementary operations until one observes how often a memory difficulty hides a fragile understanding, how a confusing map arises from poorly distinguished concepts and how an uncertain exposure derives from recognized but not owned words.

We call them **pre-functional** because they prepare the cognitive conditions necessary for the study. They precede the strategic reading, the construction of a map, the call and the exposition. A concept clarified, distinct and linguistically possessed can be organized and recalled with greater precision; a confused concept makes any subsequent processing fragile.

These gestures are trained deliberately, like an athlete breaks a movement before performing it smoothly. As they become more stable, they free up cognitive resources for complex operations. It is the difference between delivering a technique and building the ability that allows you to use it intelligently. In the metaphor of a building, advanced strategies occupy the upper floors; the Fundamentals consolidate the ground and the foundation.

On these foundations is organized **ALCUORE**: **Attention and Attitude, Reading, Understanding, Unification, Organization, Memory, Expression**. It is a process grammar that makes the "study" command less opaque. The person learns to prepare attention and mental state; Question the text instead of going through it passively; check whether he has constructed a coherent meaning; connect the concepts in an overall view; make hierarchies and relationships visible; actively recall them over time; express them in your own words and use them.

Fundamentals and HEART therefore occupy different and complementary levels. The first ones train the basic cognitive gestures on which the process can rest; ALCUORE organizes what happens when the person faces real content. Understanding the individual parts prepares the unification in an overall vision; unifying them allows you to organize them in a structure that can be recalled and exposed. When the expression reveals a gap, the person learns to go back to the work phase, up to the Fundamentals when needed.

Metacognition passes through all stages. The student observes what they are doing while doing it, evaluates its effect, and decides whether to continue or correct. If they cannot present, they do not automatically conclude that they have a poor memory: they can return to understanding, distinguishing two concepts, organization, or the way in which they programmed recall. Error changes function. From a judgment on personal value, it becomes information about the process.

Here, **personalized tutoring** is crucial. At the beginning, the tutor lends the student a direction that the latter does not yet possess. They ask **the questions** that the student does not know how to ask themselves, connect AMOS data to concrete observation, help **define realistic goals**, and intervene in moments when cognitive difficulty reactivates old experiences of failure. **The confidence** offered is not a general encouragement: it comes from reading the profile, from tests, and from a procedure adapted to the person. Over time, that guidance must shift. The trainee internalizes questions, recognizes where they are, chooses a tool, and verifies the result. **The tutor is successful when they become progressively less necessary**.

Artificial intelligence also enters this architecture, with a precise function: to customize the path. AI helps build glossaries of terms that block comprehension, activate prior knowledge before tackling new content, generate simulations of tests and exams, and provide immediate feedback on what has been understood and what needs to be taken back. The work on the metacognitive use of AI has its own place: it is the specific content of AI STUDY.

The practical parts, application on real materials, continuous assistance and follow-up complete the journey. **The intensive course** opens possibilities and builds tools; **The transformation is tested on the field** when the student returns to his book, exam, competition, language or professional content that previously blocked him. **Tutoring** accompanies adaptation. **Customer care** checks continuity and intercepts any difficulties. The distributed **repetition** consolidates the new gestures. **The experience**, thus, does not remain a positive memory: it enters into daily life and becomes a method.

This is **the integration that makes LEARNIS MIND** unique: psychometric and ecological profiling, fundamentals, strategic learning techniques, ALCUORE sequence, cognitive process training, metacognitive direction, immersive experience, relational tutoring, practice on personal materials, digital tools, non-delegating use of AI and continuity after the classroom. Each of these elements responds to **a specific step in the transformation**. Together they lead the person from the often inherited idea of being incapable to the concrete possibility of observing, choosing, acting and correcting oneself.

11

The other entry points of the educational path

A transformative journey does not necessarily have the same starting point for everyone, nor a predetermined sequence of stages. Learnis is the eco**system of Transformative Education** that accompanies the development of Learning Skills, Personal Skills, and **Professional Skills**: three different but connected dimensions of the same person, which can be encountered at different times and through different experiences.

If **LEARNIS MIND** represents the basic work on learning skills and metacognition, **LEARNIS AI STUDY** is the path dedicated to the conscious use of artificial intelligence in study and work. The guiding principle is simple: use AI to think better, not less. The path works on three elements - prompting, the metacognitive use of AI and the conscious choice of the role to be assigned to them - and translates into practice the stratification that distinguishes Fundamentals of Learning®, basic cognitive functions, functions of metacognitive direction and higher processing functions.

The starting point is a question: **what am I using AI for right now?** Already asking this question activates metacognition, because it requires us to recognize the objective, the stage of the process, the cognitive operation required and the responsibility we want to retain.

Depending on the goal, we ask AI to take on different roles:

01 the Teacher guides understanding through questions, examples and tests;

02 the Mentor offers analogies, key readings and perspectives capable of broadening the reasoning;

03 the Coach supports planning, monitoring and self-regulation;

04 the Simulator creates questions, cases, tests and exercises with feedback;

05 the Peer asks the person to explain and makes visible inconsistencies and still fragile parts;

06 the Tool produces an operational result based on content, objectives, constraints and format defined by the user;

07 Sparring Partner trains critical thinking through objections, counterarguments and requests for justification.

The same instrument can take on different roles at different times in **ALCUORE**. The choice of name makes explicit the type of use and helps the person to know what operation is being asked for and why. Prompting thus becomes also **self-prompting**: by learning to ask effective questions to the machine, the user learns to ask better questions to himself.

AI can thus act as a metacognitive amplifier: it helps to formulate questions, tests an explanation, simulates objections, brings out inconsistency, supports call-off planning or produces material after the person has defined its contents, objectives and constraints. The responsibility to understand and judge remains with the person. At a time when AI multiplies information, AI STUDY trains what no abundance of answers produces automatically: the ability to learn, validate, and think.

The goal of the course is to help students and professionals use AI as a support for understanding, self-regulation,

simulation and critical thinking, while keeping in their own hands the judgment on the process and the result.

LEARNIS ONE, on the other hand, brings work in a particular way into the Personal Skills dimension. It's a four-day immersive experience dedicated to four major areas of life - emotions, relationships, well-being and success - born from a purposefully radical question: if we only had four days to pass on to our children what we have learned most important about life, what would we choose?

That question tells the nature of the experience well. ONE creates a space in which to observe with greater attention our own way of living and interpret what happens: the beliefs through which we read ourselves, the quality of the relationships we build, the relationship with emotions and the criteria by which we define success and well-being. The immersive dimension allows to transform some of these themes from abstract concepts to experiences on which to reflect and with which to make more conscious choices.

LEARNIS EAGLE intervenes also in the area of Personal Skills, placing at the center a decisive theme for any transformative process: **personal responsibility and ethics**. Being responsible for one's own results does not mean blaming oneself indiscriminately for what happens, but learning to recognize the part of reality on which we can actually intervene. It means realizing that we are still at the wheel of our lives, even when we choose not to.

Digital detoxification, experience, listening, comparison and peer feedback help to make automaticity and behaviors visible that in everyday life can remain outside our field of observation. The path invites you to reduce external noise, listen to your voice, recognize your roots, give up your alibi and observe the consequences of your choices on yourself and others. Ethics takes shape precisely in the ability to question the coherence between values, behaviors and effects produced. It is precisely in this passage - from what happens automatically to what can become an object of choice - that we recognize one of the fundamental movements of Transformative Education.

The **LEARNIS SUMMER CAMP** transforms the group itself into a learning environment for five days. Team building and leadership become concrete experiences through which the students of the Learnis Academy strengthen skills, relationships and ability to contribute - the very foundation for the construction and enhancement of their Professional Skills.

Its location in time has a precise meaning. The Summer Camp accompanies the start of the academic year by creating energy, connections and a sense of belonging. It is not only a moment that prepares what comes after: it is itself an educational environment in which some personal and relational skills can be experienced in the reality of the group. This is why the Summer Camp represents a highlight in the field of professional skills development, even though it also touches on different areas that certainly contribute to a person's ability to contribute.

The area of Professional Skills includes **LEARNIS TALENT**, a hybrid path designed for entrepreneurs and managers dedicated to the management and development of people and talents in the company. Starting from the

Immersive Course developed by Giacomo Navone on delegation and virtuous management of teams in the company, it includes the training proposal carried out by Massimo De Donno and Roberto Ciccione through Talent Management Srl, in Italy.

From that first path the company can choose to extend the work to managers and collaborators, up to build its own internal academy. The model is born from the Academy that we have developed in our system over twenty years and which is the basis of every positive result achieved by our organization: continuous training, application, comparison, accompaniment and shared responsibility.

The various courses presented here are only a part of the training offer of Learnis: each national branch has developed its own distinctive portfolio to meet the specific needs of that market. These courses and these "paths" **are therefore not obligatory stages of a sequence**, but **different points of access to the same transformative ecosystem**. A person can encounter Learnis to learn better, to grow personally, or to develop professional skills. A company can encounter it to invest in the development of its people. The starting point changes, not the principle that holds the journey together.

This is the idea behind Learnis: not a simple "catalogue of courses", but a system of Transformative Education that works on Learning Skills, Personal Skills and Professional Skills, offering each person different experiences through which to grow, act with greater awareness and become progressively more autonomous.

The journey is transformative precisely because it does not belong in the course.

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12

The beginning comes to an end

At first, Learnis might seem like the new name for something we already knew. Now the sequence looks different.

First comes our story, the real one, with its lights and shadows, like any complex organization that has grown rapidly.

First comes our story, the real one, with its lights and shadows, like any complex organization that has grown rapidly.

More than twenty years of work has come to this. There are the courses of 2005 and 2006, the book of 2012, international expansion, the network formed in 2017, the evolution from the catalog of techniques to the personalized method, the training of tutors and instructors, research, thousands and thousands of testimonials, comparison with IUL, CNR and INDIRE. There are also the naivety, mistakes, and effort needed to transform a group of trainers and entrepreneurs into a system capable of coordinating people, businesses, and responsibilities in different countries. There is the choice to make governance clearer, ethics more visible, and what we say more verifiable.

Then comes Learnis.

There is the choice to make governance clearer, ethics more visible, and what we say more verifiable.

The name does not create this story. It recognizes it. It becomes a brand, symbol, emblem, and finally gives a unitary form to what had matured through facts, assuming a greater commitment before the public: to become **an international reference for Transformative Education**, making accessible an ecosystem in which learning, growth, impact, and prosperity belong to the same journey.

Then comes **LEARNIS MIND**, because a founding brand shows its promise in a concrete experience. Even here the name comes to the end of a real transformation: Genio in 21 days meets C1, **the Fundamentals enter into the architecture of the method**, ALCUORE makes the process observable, tutoring turns the internal pilot on to the student. What is born deserves a new name precisely because it preserves the best of history and succeeds in taking it further.

We know that we have entered a new phase in our history, and that this is not just a series of organizational or communication changes. Learnis also embodies, for us, deeply, as a "new beginning". It is the beginning of an unprecedented leap of scale that amplifies our capacity for impact. The beginning of this new chapter comes "at the

end" of a long and complex history, more than twenty years of commitment to our students in many parts of the world.

If, in reading, the initial idea of a "name change" has given way to an understanding of long, complex and coherent evolution, then the text has already produced a small example of the process it describes. It didn't just add information about Learnis. It changed the frame in which that information is interpreted.

This is where every real transformation begins.

This is where every real transformation begins.

13
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