

# IMANARE: NEWSLETTER

Issue 3 – June 2026

## Implicit Anthropology of Reforms in Education

### Editorial

The IMANARE project comes at a time when education is undergoing significant global transformation, searching for new ways to prepare students for an increasingly complex world. It is not only about innovating teaching methods, but about a broader shift toward more open, inclusive, and practice-oriented education that fosters critical thinking and the ability to respond to real-world challenges and problems.

For Slovakia, its relevance is even greater given the ongoing process of educational reform. While this reform introduces new curricula and a stronger focus on competencies, it also highlights the need for concrete tools, teacher support, and active, open dialogue. In this context, IMANARE offers a valuable bridge between European experience and local practice. Ultimately, it helps to reflect on and further shape reform visions through a comprehensive anthropological perspective, ensuring they are not only logically but also value-consistent.

A particular strength of the project lies in its tangible outputs, especially the jointly developed database. This resource will enable researchers, educators, and the wider public to gain, in just a few clicks, deeper insight into the anthropological context of educational system reforms. As a result, discussions about education can move beyond general statements toward a more evidence-based understanding—of how reforms emerge, how they function across different cultural settings, and why they succeed more in some contexts than in others.

IMANARE therefore does not bring only new ideas, but also practical tools and data with the potential to improve decision-making for education policymakers as well as everyday practice. This is where its true relevance lies: it demonstrates that modern education should be not only efficient and practice-oriented, but also meaningful and intellectually grounded.



Co-funded by  
the European Union



# April 2026: European Committee for Catholic Education meeting in The Hague

## Showcasing IMANARE Progress and Strengthening European Collaboration

On April 17–18, the CEEC held its General Assembly in The Hague, bringing together representatives from across Europe to discuss key developments in Catholic education and ongoing collaborative initiatives.

As a key partner in the IMANARE project, the European Committee for Catholic Education (CEEC) plays a central role in connecting educational stakeholders across Europe. CEEC is a representative organization of Catholic education, bringing together 30 member countries and promoting a shared vision of education. CEEC also acts as an essential interface between national education systems and European institutions.

Within the framework of the Erasmus+ IMANARE project, CEEC contributes significantly to the dissemination and analysis of educational reforms at the European level. By mobilizing its

extensive network, it ensures broad participation in the reflection on education policies, while promoting the integration of the founding values of the European Union into these policies.

During this General Assembly, Marko Weilguny (Delegate of Slovenia at CEEC) and Camille Chantrain (CEEC) had the pleasure of presenting the IMANARE project, with a particular focus on the launch of the new project website and the latest progress achieved. Their intervention highlighted the project's growing visibility and its contribution to ongoing discussions on education policies at the European level.

The General Assembly in The Hague provided an excellent opportunity to present these efforts and reinforce collaboration among European partners, further advancing the shared mission of strengthening education systems across Europe



## IMANARE 1st article publication

One of the important milestones reached during this phase of the project is the preparation of the first IMANARE professional article, which has now entered the journal review process. The article represents one of the first conceptual outputs developed within the project and reflects the broader theoretical and analytical work carried out over the past months.

The contribution focuses on educational reform not only as a technical or administrative process, but also as a space shaped by underlying assumptions about the human person, learning, educational relationships, and the broader purposes of education. In doing so, the article brings together perspectives from the anthropology of education, educational policy, and enactment theory to support the development of the IMANARE analytical framework.



Co-funded by  
the European Union



Attention is given to the relationship between educational policy and everyday educational practice, especially the role of educators in interpreting and enacting reform within concrete institutional and classroom settings. The article also contributes to the ongoing development of the project's observational framework by identifying several recurring anthropological dimensions that appear across contemporary educational reform discourses.

The manuscript is undergoing peer review as part of the publication process. While the article is still in its pre-publication stage, it already represents an important step in consolidating the project's theoretical foundations and preparing the ground for future empirical and analytical work within IMANARE.

## 3rd Transnational Meeting in Ljubljana

The 3rd Transnational Project Meeting of IMANARE, held in Ljubljana on 12–13 May 2026, offered partners a valuable opportunity to come together. Hosted by the University of Ljubljana, Faculty of Theology, the meeting combined convivial moments with highly productive working sessions, allowing the consortium to strengthen collaboration and reflect collectively on the next stages of the research project.

Throughout the meeting, partners discussed the progress of several core work packages in detail. Conversations focused first on the analysis of educational reforms, including the implementation of the observational tool and the next steps for surveys and expert interviews. The consortium also reviewed progress on the joint reform database, with exchanges on the collection of key documents such as laws, curricula, and policy texts, as well as on the metrics that will support future analysis and the production of results.

Further discussions addressed the preparation of the summer school in Ljubljana and the online training program, both designed to share the project's theoretical framework, analytical tools, and databases with different target audiences.



Partners also exchanged views on the documentary, the white paper, and future scholarly publications, while confirming the importance of the final international symposium in Louvain-la-Neuve in April 2027 as a major closing event for dissemination and impact. Altogether, these discussions helped the partnership align its research activities, dissemination strategy, and practical next steps for the months ahead.



Co-funded by  
the European Union



## Quantitative survey

The IMANARE project seeks to understand how educational reforms move from policy documents and theoretical planning into real-life practice in schools and educational settings. A central concern of the project is the gap that often arises between reforms as they are officially designed and as they are actually implemented by teachers, school leaders, and educational communities.

In its first phase, which will provide an important foundation for preparing a second, more extensive quantitative survey, education professionals, researchers, and practitioners have been invited to participate in a qualitative survey composed of ten open-ended questions. While the qualitative study allows participants to describe their experiences, interpretations, and professional observations in detail, the quantitative survey will enable these findings to be examined on a broader scale.

It will help researchers identify patterns, compare responses across different groups, and measure how widespread certain experiences or perceptions are among educa-

-tion professionals. It will also support a more systematic analysis of key dimensions already developed within the IMANARE observational metric, such as knowledge, skills, character building, community, and values.

This progression from qualitative inquiry to quantitative measurement is methodologically significant. The quantitative survey will be developed not only from theoretical assumptions, but also from the lived experiences and expert reflections gathered in the first phase of the project. As a result, the survey instrument will be more closely aligned with the realities of educational practice.

Within the broader research process, this step of the project will therefore play a crucial role. It will convert the insights gained from open-ended qualitative responses into measurable data, enabling the project to produce findings that are both empirically grounded and relevant for future educational reform processes.

## The IMANARE Website is Now Live

We are delighted to announce that the IMANARE project website has been online since February and is now serving as the central hub for all project-related information.

The platform brings together key information about the project, including an introduction to the consortium members, detailed descriptions of the different work packages, and updates on upcoming and past project events. As the project progresses, the website will also become the main repository for IMANARE publications, research outputs, and articles.



Co-funded by  
the European Union



Designed to support communication, collaboration, and dissemination, the website offers stakeholders, researchers, educators, and policymakers an easy way to follow the project's developments and access its results.

We invite you to explore the website and learn more about IMANARE's mission and activities: <https://imanare.eu/>

If you would like to receive further information or stay connected with the project, please do not hesitate to leave your contact details via the Contact section of the website.

## Calendar / Upcoming events

July 2026 – Initial online launch of the Joint Reform Database

15 July 2026 – Visit of the Slovak team to the national agency, including a demonstration of the database

September 2026 – Launch of the call for papers for the international symposium

February–March 2027 – Development of the online module content

April 2027 – International symposium in Louvain-la-Neuve, Belgium

3–8 May 2027 – Summer School in Ljubljana



**Thank you for following the IMANARE journey.**

**We look forward to sharing more updates and insights as the Erasmus+ project continues.**

[www.imanare.eu](http://www.imanare.eu)

[contact@imanare.eu](mailto:contact@imanare.eu)

Ref. IMANARE/2024-1-SK01-KA220-HED-000255794

Editor: Camille Chantrain, CEEC office manager

Layout: Anila Doberdolani \ @aniladob



Facebook: [here](#)

LinkedIn: [here](#)



Co-funded by  
the European Union

