

IMANARE: NEWSLETTER



We know education is never neutral. We know that there are reasons why we are doing things in and to education and we know that these reasons can sometimes be obscured in public discourse. We know that there is an implicit anthropology behind educational reforms. And we know we want to look into it and make it more explicit, explore it, make it a subject for reflection.

We do not know who you are. We do not know if this newsletter will be relevant for you or if you will share our interest in the exploration of this field. We certainly hope so.

We realise that if there is any hope for a productive reflection on the reasons for educational reforms and especially, any hope for a shift of these reflections from the instrumental and pragmatic issues of employability, test results and national comparisons towards an exploration of meaning and sense and the question of what the human person that comes out of education should be – if there is hope of that, this reflection needs to be broad and include a lot of interested individuals. And we hope you are one of them.

We have asked people from all sort of networks and affiliations to forward this newsletter to people they think might be interested in the project, its aims and rationale. In this first newsletter, we wish to give you a brief overview, present the first steps that we already made and hopefully invite you to join us on our journey. If you are interested, please send us your contact, wishes for cooperation and thoughts on our work [here](#).

Marko Weilguny



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Erasmus+

IMANARE (Implicit Anthropology of Reforms in Education) is an Erasmus+ KA220-HED project (Cooperation Partnerships in Higher Education), funded under the 2024 Round 1 call in Slovakia. The project officially started in May 2025 and will run for a total of 27 months, concluding in July 2027.

The project brings together four organisations from four European countries:

- Matej Bel University (Slovakia)
- University of Ljubljana, Faculty of Theology (Slovenia)
- Udruga Mala Filozofija (Croatia)
- The European Committee for Catholic Education– CEEC (Belgium)



The project is structured into four Work Packages

1

Project Management

Coordination of administrative, financial, and reporting tasks to ensure smooth implementation across all partners

2

The Academic Framework

This package forms the theoretical and conceptual core of the project. It includes a comprehensive literature review, development of a theoretical model, and the design of an anthropologically grounded observational metric for analysing educational reforms

3

Practical Applications

This package focuses on the applied phase of the project, translating theoretical foundations into tools, datasets, and educational materials. This includes the analysis of reform documents, development of an online reform database, an online training module, and a summer school for pedagogy and policy students, as well as a video documentary

4

Broadening Dissemination and Impact

This package covers communication, dissemination, stakeholder engagement, and long-term sustainability. It includes project visibility materials, newsletters, public engagement activities, and scientific dissemination through articles, policy briefs, and a final white paper, supported by an international conference



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The core of it

Though we realise that the more technical work packages for management and dissemination are important, we need to admit that the theoretical framework and practical applications are the core of the IMANARE project. We do want to underline that the dissemination (including building up a network – among other things also through this newsletter) is something we approach very seriously and with much interest. We aim for real scientific impact both through the publication strategy and the final project conference. However, the research and tools will be developed in work packages 2 and 3.

Work Package 2 establishes the theoretical backbone of the IMANARE project. It focuses on identifying and analysing the implicit anthropological assumptions embedded in European educational reforms. The work begins with a structured literature review, distributed across four thematic areas: anthropology of education, reform discourse, the role of relationships in education, and existing observational tools.

Based on this foundation, work package 2 also includes the development of the IMANARE Observational Metric – a conceptual tool designed to support hermeneutic analysis of reform documents. The metric is structured around five interpretive domains: knowledge, skills, character, community, and values. These domains enable researchers to examine not only what educational reforms say, but what they reveal about the image of the human being they presuppose. Work package 2 thus bridges academic theory with practical inquiry by producing a shared framework for all subsequent stages of the project.

Work package 3 operationalises the insights developed in work package 2, translating theoretical concepts into usable research tools and educational resources. The core activity of this work package is the application of the IMANARE Observational Metric to a curated set of national reform documents.

Beyond document analysis, work package 3 also includes the development of several public-facing outputs. These include a searchable online reform database, an online training course (MOOC) aimed at pedagogy and education policy students, and the organisation of a summer school to promote dialogue between future educators and researchers. Finally, work package 3 will also lead the production of a documentary, designed to communicate the core ideas of the project to a wider audience – including you, the recipient of this newsletter.

Marko Weilguny



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First IMANARE Transnational Project Partners Gather in Banská Bystrica

The first transnational project meeting of the project took place on May 29 and 30, 2025, in Banská Bystrica, the cultural and historical center of central Slovakia. The project, whose main objective is to identify the implicit anthropology behind the reforms of education systems in European Union countries from 1989 to the present, brought together research teams from Slovakia, Croatia, Slovenia, and Belgium. During the two-day kick-off working meeting, the researchers' teams focused primarily on getting to know each other and reviewing in detail all planned project tasks and activities, familiarizing themselves with project management rules, and outlining frameworks for dissemination strategies for both individual partners and the entire IMANARE project.

In addition to their work duties, the project meeting participants had the opportunity to learn about the history and gastronomy of Banská Bystrica through a guided tour of its historic center and a joint dinner at a restaurant located in one of the oldest buildings in the city.



PhD. Kovacova Daniela

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Second Transnational Meeting IMANARE in Zadar, Croatia, 2–3 October 2025

The city of Zadar hosted our second Project Meeting, bringing together our partners. The meeting was organized by the association Mala filozofija and took place at the Youth Center of the city.

During the two-day program, project partners reviewed progress across several work packages.

Discussions centered on developing an anthropological framework for understanding educational reforms and planning the next project milestones.

selected through an international design competition. The IMANARE logo revolves around the questions “What is a human being? How are educational systems changing?”. It fundamentally deals with the human aspects of growth, identity, change, and learning. The human head formed from interlocking puzzle pieces stands for the different experiences, knowledge, and connections that make us, as individuals.

The orange, blue, and yellow colours are the attributes of the energy, creativity, and enlightenment, respectively and also the EU colours, these being the essential forces that both personal and educational development are based on. The thin lines in the head depict the idea and the further development of the thought.



In addition to the working sessions, participants had the opportunity to experience the cultural charm of Zadar through a guided city tour and a group dinner on the nearby island of Ugljan, offering a taste of the local Mediterranean atmosphere.

-Bruno Cúrko



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CEEC General Assembly in London: a key moment of collaboration and networking

The European Committee for Catholic Education (CEEC) held its 105th general assembly in London last October. This meeting was an opportunity to present the latest developments in our project and to outline the next stages of collaboration with the CEEC's European network, a key partner in our project.

During the meeting, Marko Weilguny reiterated the importance of the literature review, the cornerstone of the theoretical foundation on which the project's developments will be based. This review focuses on four main themes: the anthropology of education, educational reforms, relational aspects in education, and the development of observation tools. To enrich this reflection, each member is invited to share references to relevant books or articles on these themes from their country.



Marko Weilguny also emphasized how the strength of the CEEC network will make it possible to bring together a diversity of viewpoints and widely disseminate the project's results. A call for participation has been launched to identify experts or researchers in each represented country who are interested in this collaboration.

Finally, members were asked to compile a list of key documents relating to the educational reforms carried out in their countries since 1989: national strategy documents, school curricula, or education laws. These contributions will be valuable in furthering our understanding of European educational dynamics, which is at the heart of the IMANARE project.



Louis-Marie Piron and Camille Chantrain



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Upcoming stages and opportunities for collaboration

Literature review is underway. You can suggest articles or publications to include. Add your ideas [here](#).

We are developing the project website where all of the materials will be uploaded and where you will be able to contact us directly. You can contact us [here](#) for the expression of interest in collaboration.

We are developing the observational metric for the analysis of educational reforms. We will share the finalised version online. If you are interested in getting early access or potentially also giving us some feedback in the development stage, please express this by contacting us.

We are already starting to compile the educational reform database. One of the key deliverables of the work package 3 is to present this interactively on our website.

Later on we will be applying the developed metric to analyse specific reforms and pilot test the tool.

A stage of this pilot testing will include external experts. In you would be willing to collaborate on those steps, please express this by contacting us.

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