

IMANARE: NEWSLETTER

Implicit Anthropology of Reforms in Education

Editorial

When we think about education and the images of the human person that educational reforms implicitly presuppose, it's rarely a straightforward process. Instead of just going through visible milestones, this kind of reflection happens in phases of careful reading, putting together different ideas, clarifying the methods, and then sharing thoughts. This second IMANARE newsletter gives you a quick look at the project's current phase of coming up with ideas and explains the main steps ahead as we get ready to move from the theoretical stuff to putting it into practice and sharing it with others.

Since our last newsletter was sent out, the IMANARE project has been going through a period of consolidation. This phase might seem a bit quieter from the outside, but it's been crucial for making sure the project's ideas are well-connected and for making sure the tools we're making can handle the complexity of modern educational changes. Here, we'll quickly go over what's happened since our last update and what's coming up as the project moves into its next stage.

Authors : Bruno Curko & Marija Pavlic, Croatia

What's been going on since the last newsletter?

The last few months have been quite busy, filled with significant conceptual and methodological work. We have made three key developments. I wanted to inform you that we have completed the Literature Review Report. This is a major milestone since our last update, as we've finished the report in Work Package 2. The review supports the project's main idea: that educational reforms are not merely technical or administrative changes. Instead, they are initiatives that influence how learners perceive themselves, their knowledge, their capabilities, their relationships with others, and what they value.

What kind of person do our educational systems aim to cultivate?

The review examines four main areas: the anthropology of education, reform discourse, the role of relationships in education, and the development of observational tools. A key point is that modern educational reforms are rarely neutral or consistent on their own. Instead, they bring together different, and sometimes conflicting, ideas about what education is for and what kind of person it should help to form. These tensions are especially clear when it comes to goals like efficiency, measurable outcomes, accountability, and employability, as well as broader goals related to personal development, agency, participation, and ethical judgment. At the same time, while the conversa-

-tion about reform focuses on data, standards, and performance indicators, the literature consistently emphasizes the importance of relational conditions such as trust, care, recognition, and professional judgment in everyday educational practice. The review also points out a tension between European-level convergence and the continued use of national and local educational traditions. All these insights together provide the basic ideas behind the IMANARE observational framework. This framework is designed to show the hidden assumptions and tensions behind educational reforms and how they represent the human person.

From Literature to Insight: Developing Our First Professional Article

We're working on the first of three planned professional articles, building directly on the literature review. This article looks at how educational reforms are also implicit anthropological projects, and the most lasting effects of these reforms are felt most in everyday classroom relations, not in policy texts. In doing so, it invites readers to reflect on how seemingly technical reforms quietly reshape professional identity, moral responsibility, and the meaning of education itself. The article talks about how the idea of education has changed over time, focusing on how teachers' roles have changed, the relationships between teachers and students, and the tension between changing for the sake of efficiency and the ethical side of education, like trust, care, acknowledgement, and professional judgment.

The draft is based on the IMANARE literature review, and it talks about how anthropology is important in reform contexts. It also says that observation should be a central methodological strategy for making implicit anthropology empirically visible. This contribution is meant to give researchers and practitioners a way to understand how reforms affect the day-to-day relationships in education. The article is a work in progress, being tweaked based on feedback from our partners and through group discussions. We're aiming to submit it in February 2026. We're also looking for the right place to publish it, and once we find the perfect spot, we'll put the article there.



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We're working on creating an observational metric.

At the same time, the IMANARE observational metric is almost finished being developed. The metric uses five categories: Knowledge, Skills, Character, Community, and Values. To apply the project's theoretical insights and offer a step-by-step way to interpret reform documents without losing their complexity. We've been focusing a lot on justificatory structures, which we capture through the Justification Ladder (it's an analytical heuristic). This tool helps analyze policy from the surface level all the way to the deepest ethical premises and anthropological assumptions. The metric is designed to make both emphasis and silences in reform discourse analytically visible and comparable across contexts.

We are delighted to welcome a new member to the IMANARE / Erasmus+ research team!



We are pleased to announce that Dr. Martin Perčič has joined the IMANARE research team.

Dr. Perčič studied at the Faculty of Theology, University of Ljubljana, where he completed his Master's degree in 2018. In 2019, he enrolled in the doctoral programme in Theology and successfully defended his doctoral dissertation in January 2024.



Throughout his professional journey, he has gained experience in various roles, most recently focusing on project-based work, where he combines his academic expertise with organizational and implementation responsibilities. His research centers on personalist philosophy and ethics, with particular emphasis on questions of relationships in contemporary society. He also works on bioethical issues.

Dr. Perčič joined the IMANARE team in February 2026 and will participate in our next meeting in Slovenia. We warmly welcome him to the team and look forward to a fruitful collaboration!



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What lies ahead

As the theoretical and methodological groundwork is solidified, the project is gearing up for its next phase. The next few months are going to be all about:

- Working on revising and finalizing the first professional article based on internal feedback.
- We'll do the final calibration and shared validation of the observational metric.
- We're making a slow shift toward applied analysis and activities, as outlined in Work Package 3.
- Also, the third in-person meeting of the IMANARE consortium is scheduled to take place in Ljubljana on May 12–13, 2026. This meeting is going to be a chance for us to all think about the groundwork that's been laid, get on the same page for the next steps, and work on team building as the project moves forward.
- At the same time, work on the project website is reaching its final stage. It will be a central place where project outputs, publications, and engagement opportunities can be found. Please go and visit it here: www.imanare.eu

IMANARE AGENDA

- Practical interactive database available online / October 2026
- Online modular course / January 2027
- Summer school / March 2027
- Symposium event in Belgium / April 2027



Staying involved

MANARE is still seen as an open and collaborative research project. We'll be sure to let you know about opportunities to get involved, give your feedback, and collaborate through future newsletters and the project's online channels as they become available. We invite interested colleagues and partners to stay connected as the project moves into its next phase.

www.imanare.eu

contact@imanare.eu

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Editor: Camille Chantrain, CEEC office manager

Layout: Anila Doberdolani \ @aniladob



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