

IMANARE Anthropological Observational Metric

Identifiers:

- Country: _____
- Year (and reform period): _____
- Type of document: _____
- Level of education affected: _____

Below you will find a short guideline for the filling out of the summaries and deriving some anthropological orientation indicators from them.

Domain	Summary	Anthropological Orientation
Knowledge	Which knowledge is prioritised, reduced, reorganised, assessed, or omitted?	What kind of knower is implied: receiver, user, critic, constructor, culturally rooted subject, or economically prepared actor?
Skills	What should learners be able to do, and for which personal, civic, social, technological, or economic future?	Which model of agency is implied: adaptable worker, autonomous problem-solver, collaborative citizen, creative agent, or responsible contributor?
Character	What kind of personal formation is promoted: identity, autonomy, responsibility, resilience, moral development, well-being, or purpose?	What understanding of personhood is implied: self-managing individual, morally responsible person, relational self, resilient performer, or meaning-seeking subject?
Community	How should people live together? Which relationships, forms of participation, inclusion, authority, tradition, diversity, or openness are encouraged?	What form of social anthropology is implied: plural society, cohesive community, democratic citizenry, intercultural community, or ordered belonging?
Values	Which values and rationales legitimise the reform? What tensions, priorities, or trade-offs are evident?	What deeper human image is implied: autonomous, productive, relational, spiritual, responsible, adaptable, dignified, democratic, or vulnerable?

Knowledge

Category	Indicator	What Changed? (e.g., <i>appeared, reduced, reframed, disappeared</i>)	What is the Justification? (Quote or summary)	How Explicit? (Explicit / Implied / Absent)	Deeper 'Why'? (What does this imply about the human being?)	Notes / Excerpts
Epistemological Framing	What kinds of knowledge are prioritized? (e.g., scientific, cultural, historical, technical)					
	Is knowledge presented as objective, interpretive, or contested?					
Disciplinary Emphasis	Which disciplines or knowledge areas are emphasized, diminished, or omitted?					
	Are disciplinary boundaries maintained, integrated, or reorganized?					
Knowledge Valuation	What rationales are given for including particular forms of knowledge? (e.g., utility, identity, heritage)					
	Is knowledge valued for its civic, economic, or cultural role?					
Knowledge Hierarchies	Are some types of knowledge (e.g., STEM, global, national) treated as					

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	more important than others (e.g., arts, local, indigenous)?					
	Is there evidence of exclusion or marginalization of certain knowledges?					
Assessment and Testing	What knowledge is being assessed and how?					
	What assumptions about knowledge are embedded in assessment formats (e.g., standardization, measurability)?					
Learner's Relationship	How is the learner positioned — as receiver, constructor, critic, or user of knowledge?					

Summary of changes to the domain of KNOWLEDGE

Skills

Category	Indicator	What Changed? (<i>Appeared / Removed / Reframed / Increased / Reduced</i>)	Justification (<i>Quote or paraphrase</i>)	How Explicit? (<i>Explicit / Implied / Absent</i>)	Deeper 'Why'? (<i>Anthropological assumption</i>)	Notes / Excerpts
Practical and Technical	Which practical or technical skills are emphasized (e.g. digital, manual, procedural)?					
	Are vocational or career-readiness skills prioritized or reframed?					
Cognitive and Metacognitive	Are critical thinking, problem-solving, or analytical skills explicitly named?					
	Are learning-to-learn or metacognitive skills included (e.g. self-regulation, adaptability)?					
Socio-Emotional	Are interpersonal, emotional, or soft skills emphasized (e.g. empathy, teamwork, resilience)?					
	Are these skills presented as equally important to academic competencies?					
Transferability and Adaptability	Is there attention to transferable skills (e.g. communication,					

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	creativity, adaptability across fields)?					
	Are learners prepared for a world of changing jobs, technologies, and roles?					
Assessment of Skills	Are skills (especially non-cognitive) clearly linked to assessment strategies?					

Summary of changes to the domain of SKILLS

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Character

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Personal Development	Are personal growth, emotional literacy, or self-reflection goals explicitly mentioned?					
	Is the learner encouraged to develop self-awareness, purpose, or emotional resilience?					
Identity and Selfhood	Are issues of identity (e.g. gender, culture, nationality) addressed or defined?					
	Is identity framed as fixed, developing, chosen, or relational?					
Moral and Ethical Formation	Are traits like integrity, responsibility, honesty, empathy or courage named or modeled?					
	Are moral ideals connected to broader social or cultural goals?					
Self-Relation and Autonomy	Is the learner expected to take responsibility for their own development and decisions?					

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	Is autonomy encouraged? How is it defined (e.g., self-governance, self-mastery, self-expression)?					
Spiritual or Existential Orientation	Are questions of meaning, purpose, or transcendence addressed (even implicitly)?					

Summary of changes to the domain of CHARACTER

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Community

Category	Indicator	What Changed? (<i>Appeared / Removed / Reframed / Increased / Reduced</i>)	Justification (<i>Quote or paraphrase</i>)	How Explicit? (<i>Explicit / Implied / Absent</i>)	Deeper 'Why'? (<i>Anthropological assumption</i>)	Notes / Excerpts
Relational Structures	How is the teacher–student relationship framed (e.g., authority, mentorship, facilitation, dialogue)?					
	What kinds of peer relationships or school culture are promoted?					
Civic and Social Responsibility	Are learners encouraged to participate in society? Is civic engagement, service, or democratic culture emphasized?					
	How is social cohesion framed? Through shared values, respect, harmony, duty?					
Diversity and Inclusion	Are migration, ethnicity, language, religion, or minority identities addressed?					
	Is the approach assimilationist, pluralist, multicultural, or intercultural?					

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Generational and Family Dimensions	Is the family explicitly mentioned as an educational actor? How is intergenerational transmission framed?					
	Are traditions and heritage seen as enriching or obstructing?					
International Outlook and System Dialogue	Does the reform encourage openness to international influences, models, or exchanges? Is global citizenship addressed?					
	Are there provisions for internal dialogue (e.g., institutional cooperation, peer school networking, exchanges)?					

Summary of changes to the domain of COMMUNITY

Values

Category	Indicator	What Changed? (<i>Appeared / Removed / Reframed / Increased / Reduced</i>)	Justification (<i>Quote or paraphrase</i>)	How Explicit? (<i>Explicit / Implied / Absent</i>)	Deeper 'Why?' (<i>Anthropological assumption</i>)	Notes / Excerpts
Stated Values	Which values are explicitly named in the reform text (e.g., equity, freedom, solidarity, sustainability)?					
	How prominently are values featured? Are they standalone or embedded in other goals?					
Rationales and Legitimization	What reasons are given for the reform? (e.g., future-readiness, economic growth, justice, national identity)					
	Are values used to justify decisions in other domains (e.g., skills “for employability,” character “for social cohesion”)?					
Value Hierarchies	Are some values emphasized over others? Are tensions or trade-offs acknowledged?					
	Are there contradictions between stated values and proposed actions?					

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Cultural and Political Framing	Are values framed as universal, national, cultural, or contextual?					
	Is value discourse symbolic (aspirational) or structural (linked to concrete policy measures)?					
Deeper Assumptions	What kind of human being is implied in the reform's value language? (e.g., autonomous, relational, responsible, adaptable)					

Summary of changes to the domain of KNOWLEDGE

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What main ANTRHOPOLOGICAL ORIENTATION(s) can you infer from the analysis of the changes to the 5 examined domains?

Keywords

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Description

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Now reflect on the justifications given for these changes. How are they rationalised, explained, justified. Why were they necessary, what benefits will they bring to society, individual, market (which of these are referred to)?

What main PURPOSE of the reform can you identify?

Keywords

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Description

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