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# Lecture 4

## Expert activity in education in the EU countries: goals, objectives, content, objects and subjects

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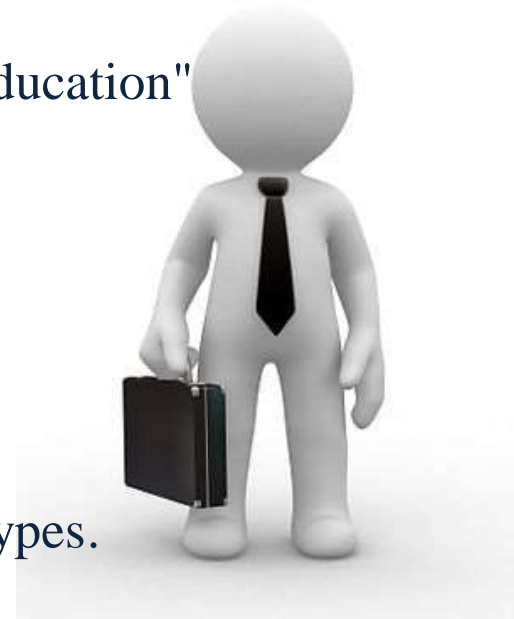
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# Plan



- 1) The meaning of the concept of "expertise", "expertise in education" and "expert activity in education".
- 2) Essence and content of expert activity.
- 3) Goals of expert activity in higher education.
- 4) The main tasks of expert activity in higher education, their types.
- 5) Objects and subjects of expertise in higher education.



# Actuality of the study of the problem of expert activity



Educational area of Ukraine

Modern transformations in the field of education: the processes of its reform

Gaining of experience in training of experts in education in the EU countries

Orientation of educational policy of the state on the development of education

Lack of specialists capable of comprehensive expertise of the changes taking place in education

Lack of a holistic analysis of EU members' experience for use in Ukraine

The current state of professional readiness of scientific and pedagogical workers to provide expert support for quality education





# Actuality of the study of the problem of expert activity



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The need to bring the national education system to European standards

Adjustments of priorities of educational institutions with state-public requirements and interests of participants in the educational process

The emergence of alternative models in the development of education in Ukraine

Determining the best models in the development of education in Ukraine

A demand for specialists who are able to work out an expertise of activities in the educational field

Expertise





# Normative base in the development of education in the EU



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Joint declaration on the harmonization of the architecture of the European higher education system  
**(Sorbonne Declaration, 1998)**

Joint declaration of the ministers of education of Europe  
"European area in higher education"  
**(Bologna Convention, 1999)**

Communiqué of the European ministers of education  
"To the European higher education area"  
**(Prague Communiqué, 2001)**

Communiqué of the conference of European ministers of education  
"Creating a European higher education area"  
**(Berlin Communiqué, 2003)**

Communiqué of the conference of the European ministers of education  
"European education area - achieving the goal"  
**(Bergen Communiqué, 2005)**





# The meaning of the concept of "expertise", "expertise in education"



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**Expertise** (from *Latin expertus* - experienced, knowledgeable) - consideration, research by specialist expert of some cases, issues requiring special knowledge.

**Expertise in education** - is a field of scientific and practical activity which scientists have offered to minimize differences between the project and the result of its implementation. It is the method of evaluation, the research method, the result and the management mechanism (O.M.Kasyanova)



# The meaning of the concept "expertise"



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- Expert examination of a particular issue for conclusion (as defined in the dictionary by S I Ozhegov);
- consideration, study of a particular case, some issue in order to make the correct conclusion, give a correct assessment of the relevant phenomenon or study, examination by the expert of some issues requiring special knowledge (as defined in the Great Dictionary of Contemporary Ukrainian, edited by V T Busel)
- research by a specialist (expert) of issues, the solution of which requires special knowledge in the field of science, technology, art, etc. (by the definition of the Great Encyclopedic Dictionary, edited by A. M. Prokhorov)
- reflection of practice, reconstruction of what was happening, revealing the most significant; it is considered as a kind of analysis of a separate study, the purpose of which is to correlate the notions about the object under examination, with the findings as a result of the expert activity of the characteristics of this object (I. D. Chechel)



# Investigation of the problem of expertise in pedagogical theory



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- Philosophical and methodological principles of expertise
- The structure of expertise in education
- Scientific and methodological support of expert activity
- Expertise of pedagogical objects
- Possibilities of expertise of educational innovations, educational systems
- Ensuring the humanistic nature of the expertise process
- Special work on psychological training



Little research on theoretical and practical basis  
of expertise as part of the professional activity of managers



# Expertise in education



***Expertise*** - is a way of analyzing causal relationships not only with regard to what has already happened but also what is expected, has or may occur, this way of knowing a certain reality in those cases where this reality is not subject to direct measurement, calculation and in general any "objective study".





# The meaning of the concept "expert"



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**Expert** (from Latin *expertus* – experienced) is defined as a competent person who is invited to resolve uncertain issues; highly skilled, reputable specialist in a particular field of activity that solves the problem using its own experience and knowledge.



**Expert** can be any person who has the necessary knowledge to conduct a conclusion on the issues being studied. The expert is personally responsible for the results.

**The expert** performs the following *functions*:  
diagnostic, evaluation, prognostic, protective.



# The meaning of the concept "expert activity in education".



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**Expert activity in education** provides an important function of control and organization of the educational environment.



**Expert activity in education** is a complex analysis of the object under study in the field of education, which is carried out in order to predict its further development or correction, and combines educational audit and educational consulting.





**Educational audit** - is a systematic and reasoned activity on measuring the quality of conditions, processes of transforming (developing) the conditions and results of the joint educational activity of educational entities in order to assess their compliance with attestation, accreditation requirements and requirements of educational standards and / or content of educational programs.

**Consulting** - is a kind of intellectual activity, the main task of which is to analyze, substantiate the prospects for the development and use of scientific, technical, organizational and economic innovations taking into account the client's problems.



# Essence and content of expert activity



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Expert activity - an integral part of society's life

- ✓ state expertise;
- ✓ forensic expertise;
- ✓ ecological expertise;
- ✓ expertise of documents;
- ✓ expertise in the field of intellectual property;
- ✓ scientific and scientific-technical expertise;
- ✓ humanitarian expertise.





# Essence and content of expert activity



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## Ukrainian Explanatory Dictionary:



- ✓ expertise of banknotes;
- ✓ expertise of road accident;
- ✓ expertise of technical documentation;
- ✓ psychiatric expertise;
- ✓ sanitary-hygienic expertise;
- ✓ forensic expertise;
- ✓ toxicological expertise.



# Essence and content of expert activity



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**In the Ukrainian legislation there are:**

- ✓ Law of Ukraine "On Forensic Expertise " (dated 25.02.1994)
- ✓ Law of Ukraine "On Scientific and Technical Expertise" (dated 10.02.1995)

**State Classifier of Ukraine Classification of types of scientific and technical activities DK 015-97. (Dec 30, 1997)**

II.2 30.00.09 "Criminal Procedure and Criminalistics, Forensic Examination"





# Essence and content of expert activity



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**Humanitarian expertise** - a generalized assessment of the consequences that may or may occur for a person (the population of a region, this or that social group), is felt in the present time, or potentially possible in the future.



*A thorough definition is formulated by O. A. Koval and I. O. Makarchuk:*

**humanitarian expertise** - a kind of expertise that proceeds from the priority of social and human needs and values in the evaluation of complex projects and the adoption of important management decisions.

**Humanitarian expertise** – is a constantly acting and independent in its conclusions Institute of society, that is capable to assess adequately not only the existing needs of society at all basic levels of its life, but also those that breed, based on an analysis of the current state of social consciousness and of objective dominants of integral experiences of citizens. (V V Kizima)





# Essence and content of expert activity

## Humanitarian expertise



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**Object** - legislative acts or projects, regulations of local self-government, national, regional and local action plans, scientific and technical programs and social risks related to their implementation, as well as state concepts and innovative projects in all areas of activity.



**Subject** - the risks, nature and scale of the social consequences of management decisions, as well as recommendations for strengthening the positive social consequences and preventing, mitigating or overcoming negative ones.



# Essence and content of expert activity



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In general, the **humanitarian expertise** is focused on identifying the possibilities and ways of reconciling innovation processes with all manifestations of social and natural life, promoting interdependence and positive self-realization of the creative potential of society and every person in harmonization with the natural conditions of their activity

**Humanitarian expertise** allows to limit unjustified social experiments, to outline the range of optimal decisions for a person and society.



# Expert activity in education



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**The purpose of expert activity in education** - is to evaluate the conformity of the concept of a particular educational institution to its educational environment, as well as the conformity of educational programs with the main requirement - to create conditions for the manifestation of the creative potential of the learner, and thus to develop their physical, cognitive and personal abilities in the process of their socialization.





# Expertise in education includes:



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- ✓ evaluation of conformity of educational programs with those psychological and didactic requirements, which are put forward for the training of specialists;
- ✓ evaluation of the effectiveness of copyright and experimental programs, educational technologies and systems;
- ✓ evaluation of readiness of personnel potential to work under certain conditions and with corresponding technologies;
- ✓ evaluation of compliance of administrative and management activities with normative document of higher authorities;
- ✓ evaluation of the level of development of the abilities of the learners.





# Goals of expert activity in higher education



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## Characteristic features of expert activity in the EU

every educational innovation in the EU undergoes expert evaluation;

professional environment is developing - expert societies with expert training centers;

general and scientific issues of expertise in many periodicals are discussed





# Areas of expertise in the field of education



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educational projects carried out under the auspices of UNESCO, UNICEF and other international organizations

regional (European) and national educational projects

Educational reforms at different levels of educational systems

Expertise

trends in the development or changes in the content of education

separate programs aimed at solving specific educational problems

educational institutions and centers

textbooks, manuals, methodical materials

knowledge evaluation systems

mental and physical health of students

training of specialists (including experts) for the educational sphere

educational resources, internet resources





## Compliance:

- ✓ educational standards (domestic, foreign);
- ✓ qualifying indices;
- ✓ principles of environmental friendliness (education and development without harm to physical, psychological and mental health).

## Availability:

- ✓ developmental effect;
- ✓ the position of reflection of the authors' concept on the development of a higher educational institution basic questions: who to teach, why teach, how to teach, whom to teach.



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