Adult Education Research Conference

An Analysis of the Professional Development Path of British Community Educators from the Perspective of Professional Jurisdiction

Xiaohan Ye

An Analysis of the Professional Development Path of British Community Educators from the Perspective of Professional Jurisdiction

YE Xiaohan

Asian Adult Education Annual Conference

The Asian Adult Education Annual Conference began in 2003. Its former name was the Asian Diaspora Adult Education Pre-conference in conjunction with Adult Education Research Conference (AERC). The steady development over the past 20 years has made it the leading pre-conference in the North American Adult Education Research Annual Conference, actively promoting and co-constructing the academic development of North American adult education.

The purpose of the Asian Adult Education Conference (AAE) is to provide a platform for academic exchange among researchers and scholars in adult and continuing education, as well as higher education, from the East, West, and Rest, especially those who are interested in conducting research related to Asian and Asian Diaspora adult education theory and practice. It seeks to promote mutual learning, enhance shared understanding, and stimulate academic viewpoints and dialogue from various perspectives from global educators. Selected presentation papers are published in peer-reviewed conference proceedings.

Chair, Steering Committee
Dr. Qi Sun
University of Tennessee, Knoxville, USA

Chair, Conference Promotion and Development Committee **Dr. Bo Chang** Ball State University, USA	Chair, Publications Committee **Dr. Haijun Kang** Kansas State University, USA	Chair, Review Committee **Dr. Xi Lin** East Carolina University, USA	Chair, Graduate Student Council Committee, **Dr. Xiaoqiao Zhang,** Shanghai Jiao Tong University, China
Chair, Program Committee **Dr. Yidan Zhu** Texas State University, USA	Co-Chair, Social Media, Marketing & Communication & Event Planning **Dr. Xiaoying Jiang,** Penn State University, USA	Co-Chair, Social Media, Marketing & Communication & Event Planning **Dr. Qianran Wang** Hokkaido University, Japan	
Co-Chair, International Outreach Committee **Dr. Suwithida Charungkaittikul** Chulalongkorn University, Thailand	Co-Chair, International Outreach Committee **Dr. Qian (Sarah) Wang** Xi'an Jiaotong-Liverpool University (XJTLU), China	Co-Chair, International Outreach Committee **Dr. Merih Uğurel Kamışlı** TED University, Ankara Turkey	

An Analysis of the Professional Development Path of British Community Educators from the Perspective of Professional Jurisdiction

YE Xiaohan[1]

[1]Institute of Vocational Education and Adult Education; East China Normal University; Shanghai; China

Abstract

This paper adopted the theoretical framework of professional jurisdiction is adopted to presents a picture of the professional evolution of community educators in the UK.
Keywords: community education, community educator, professional jurisdiction, professional development

Community Educators as an Emerging Profession in the UK

In the UK, community education is seen as a highly effective social approach to supporting the continuing education and training of young people and adults, building community capacity, enhancing community autonomy, communicating the aspirations of local people, helping to enhance public education, and promoting public participation in public affairs. The primary purpose of community education is to provide education in and for the community. This type of education blurs the boundaries of traditional education and stems primarily from people's individual experiences and the social benefits that arise within the community. Participants' motivations and purposes for learning change over time, but when education is rooted in the community, 'it allows for a truly democratic choice and agenda to emerge at the local level(Fieldhouse et al.,1986,pp.140).

Even with the support of the UK government, local authorities, associations of education directors and other interest groups, community education and its practitioners are still subject to various controversies. Some argue that the integrated community education profession undermines its components--youth work, adult education, and community work; another see it as little more than a duplication of leisure and recreation services and not the responsibility of local government; the others believe that community education has not had a significant impact on mainstream formal education. These issues present the most serious challenge yet to this still young profession. Community educators need to be able to explain clearly what they are doing? Why is community education worthy of public investment? What would be the impact if it did not exist? The development of modern education and society in the UK demonstrates both the refined development of the modern labor market and the changing professional scope and approach to professional development of educators in the construction of a welfare society.

Professional Jurisdiction: An Interpretive Framework for the Professional Development of Community Educators

For a long time, there has been an assumption in research on professions that their growth, regardless of type, necessarily goes through a specific series of stages, and the process that encompasses this series of stages is considered to be the process of professionalization. Researchers have focused more on the organizational patterns and external structures of professions and have gradually developed the notion that professional development has similarities in the process of exploration. But in Andrew

Abbot's view, classic theories regarding to professions failed to answer the central question of occupations,that is, why does an occupational group control the acquisition and application of knowledge? Where does their power come from and how is it acquired? Traditional professional development theory focuses on the forms of professional life, the establishment of professional associations, the granting of professional licenses, and the formation of professional ethics, but ignores the subjects, objects, and causes of practice, and this single generalized order does not cover the context of professional activity(Abbot,1988).

Therefore, he proposed the concept of 'Professional Jurisdiction', which is also known as the conflict of jurisdiction theory. In Abbott's theoretical framework, professional jurisdiction refers to a power or control structure that consists of professionals with specific knowledge or skills, their theoretical and practical skills, and the rules, standards, and potential conflicts within each profession. This power structure is based on the professionals' unique body of knowledge, which gives them a degree of control over their area of expertise and weakens the intervention of external forces. According to Abbott, professional jurisdiction is based on the idea that in modern society, knowledge and skills are a major source of power.Professionals with knowledge and skills can self-define and control their own areas of expertise in order to achieve a more balanced power, which is essential to protect and defend the rights and interests of the professions to which they belong. In different fields, professionals have different types and degrees of professional jurisdiction. For example, a doctor may decide what type of treatment a patient will receive, a lawyer may represent a client in a lawsuit, and a teacher may decide which way to teach, and all of these decisions are based on the judgment and authority of professionals with specific knowledge and skills.

Specifically, professional jurisdiction reflects both the cultural legitimacy the social legitimization of the profession; the former is largely determined by the abstract expertise associated with the profession, which can facilitate the production of professional practice methods, providing an academic foundation and cultural mechanism for defining and conducting the professional work. The professional community achieves control over the profession by controlling the abstractions that give rise to practice techniques(Abbot,1988). However, establishing the cultural value of a profession at the cognitive level alone does not make it truly exclusive; it is necessary to fight for certain policies or regulations within the public system to give specific social recognition through the relevant public policy discourse in order to truly construct its professional jurisdiction for a particular profession (Figure 1). What kind of task and when it is controlled, as well as in which way it is controlled are all questions that need to be addressed by professional jurisdiction(Liu,2005).
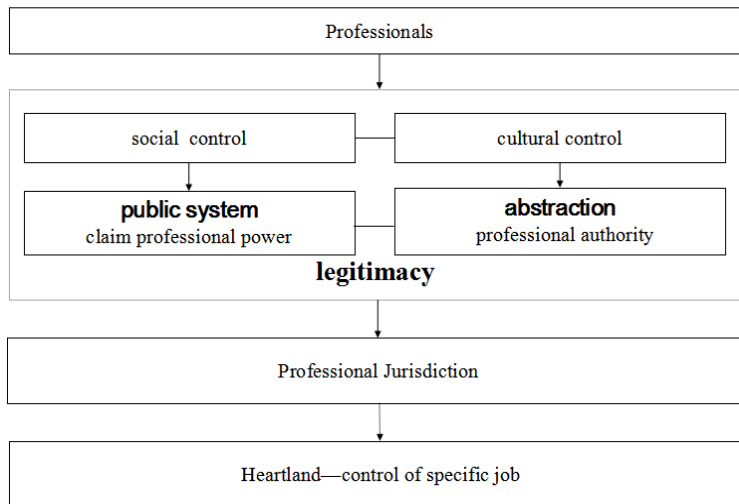
Figure 1 The connotation of professional jurisdiction

The professional evolution in history

The establishment and development of various work organizations, such as youth clubs, charitable church groups, and neighborhood settlements, created a great demand for youth work and community work. The working class movement promoted adult education and learning based on labor groups who tried to redefine the form, content, and purpose of education. The initial formation of community education work was divided by various social movements, and the jobs of attachment gradually emerged as a professional group featuring youth workers in England and community educators in Scotland.

Community educators as leaders in complementary and social education

Community education in England originated in the 19th century, when the socio-economic environment was harsh and members of the affluent community believed that young people were forced to choose poor and dirty living conditions due to poverty, which severely hindered the intellectual and emotional development of this group(Smith,1988). As a result, creating more opportunities for these youth groups was on the agenda in the hope of shaping and enhancing their character and sense of responsibility. George Williams founded Britain's first youth organization, the Young Men's Christian Association (YMCA), in London in 1844. It was based on the teachings of Christian Socialism and was dedicated to replacing the street life of young people with prayer and Bible study(Tett,2010).Since 1860, the YMCA has been developing and growing, especially in the London area.

In the first half of the 19th century, the radical working class movement chose education as an important means to analyze its situation and seek ways to change it. The radicals of the time believed that 'knowledge is everywhere and can be acquired if one is observant and thoughtful'(Holyoake,1896,pp.4), and saw education as 'the stuff of everyday life ...and based on the combined efforts of team members'(Gilchrist,2009,pp.315).In the early 20th century, under the influence of the labor and cooperation movement, socialist educators launched a radical education movement that offered evening classes for workers' study groups in the engineering workshops of Glasgow and the shipyards of Clydeside. The curriculum was framed in

3

Marxist texts and aimed to equip workers' leaders with the knowledge to play a full part in future revolutions. John Maclean, one of the educators, contrasted this type of learning with forms of education designed to 'increase efficiency ...to become better wage slaves or better commodity producers', while his goal was 'to have all public educational institutions nurture intelligent, class-conscious workers'(Bryant,1984, pp.10).

Work in poor communities began in the late 19th century when, in response to the continuing growth of new urban poverty, British society began to introduce early reforms in health, housing, social work, local government, and town planning. The Charity Organisation Society (COS), founded in 1869, provided early services through charitable activities(Leonard,1975). The Rev. Samuel Barnett was one of the founders of the Charity Organisation Society and the founder of the University Settlement Movement, which seeks to 'promote morally responsible citizenship through the establishment of neighbourhood institutions that befriend the poor and build connections through sharing'(Reason,1898,pp.26).

Community educators as professionals working with youth

Community education emerged in the 20th century with the centralized involvement of the state and was accelerated by the dramatic social changes after World War II. The dramatic cultural changes from the 1960s to the following decade led to the formal formation of youth work, community-based adult education, and community development, collectively referred to as 'community education' (Community Education/CE). This umbrella originated in the famous Alexander Report of 1975, which showed the basic state of adult education in Scotland at that time(Scottish Education Department,1975).Witnessing the potential for adapting youth work techniques to a non-middle-class constituency, the report recommended that adult education and youth work, and community work or community development practices , be combined to form a new service, funded by government and operated through local authorities(Scottish Education Department,1975).

Training for Change, a 1984 report by the Scottish Council for Community Education (SCEC) on the training of community education/community development staff, identified the shortcomings and uncertainties of the Alexander Report. The report noted that, as a result of Alexander's failed expansionist ambitions, the three strands of community education remain unbalanced in composition, with eight times more youth workers employed in local government agencies than adult educators(Scottish Community Education Council,1984). According to Colin Kirkwood, the report reflects 'the profession's anxiety about the core of its identity ...... and the lack of boundaries around its core task'(Kirkwood,1990).

In the 1980s, local administrations, particularly in the larger regions of Strathclyde, Lothian and Tayside, invested more resources in community education to lead the way in rebuilding local communities with high levels of deprivation, unemployment and disadvantage. This approach has led to 'the creation of community development units within the education sector to encourage the identification of local needs, the design and delivery of appropriate projects and services, and the involvement of local people'(Bryce,1999). Local authorities have also invested more money in employee training and professional development, further stimulating a large number of education-focused pre-qualification training courses. The number of community educators increased significantly, with local administrations and the nongovernmental voluntary sector (NVS) employing more than 1,500 people by the mid-1990s(SOEID,1999).

Community educators as a link between local governments and communities

At the end of the 20th century, the dominant view of central government influenced educational practice that the best way to judge the effectiveness of educational provision was to focus on output and performance. Community education was required to 'be able to assess more clearly the contribution of learning and development outcomes'(Communities Scotland and Scottish Executive,2004,pp.23) and to demonstrate the difference their interventions make. In 1989, the Association of Directors of Education in Scotland (ADES) and the Principal Community Education Officers Group for Scotland (PCEOGS) reached an agreement to develop a performance indicator scheme for the education authority's community education services. sector to develop a performance indicator scheme for education authorities' community education services, which is designed to facilitate the evaluation and development of community education services(McConnell,2002).

Official concern for the intrinsic value of community education and learning has returned to the agenda after years of indifference. The formation of Community Education Managers Scotland (CEMS), an organisation representing senior managers in local authorities, has played a key role in securing professional identities. At the same time, the adult education voluntary sector, youth work and community agencies have been involved in creating new national networks such as the Scottish Adult Education Voluntary Organisations Forum, the Standing Conference for Community Development in Scotland.

This period also saw the development of local youth councils and the launch of the Connect Youth initiative, which aimed to create a platform for youth voice and empower young people's voices.At the first annual conference on community education work in March 1997, the Chief Executive of the Convention of Scottish Local Authorities (COSLA) spoke about the need for community educators to have the confidence to be 'the link between communities and local government, providing a model for others to follow'((McConnell,2002,pp.391).

The Construction of Professional Jurisdiction for Community Educators : The Case of Scotland

The sphere of public opinion and the legal system are the fields where the public attributes of professional jurisdiction are concentrated. The boundaries between the two have been gradually clarified by the rise of the mass media, and the profession has used the platform of public opinion to construct a public image and gain power in order to obtain legal protection. The legal system requires strict terminological definition and specific interpretation, and the boundaries of the work are rigidly defined through formal definitions, giving legitimacy to the profession. In contrast, professional jurisdiction in the workplace requires a more concise and straightforward approach, i.e., control of a specific job (Figure 2).
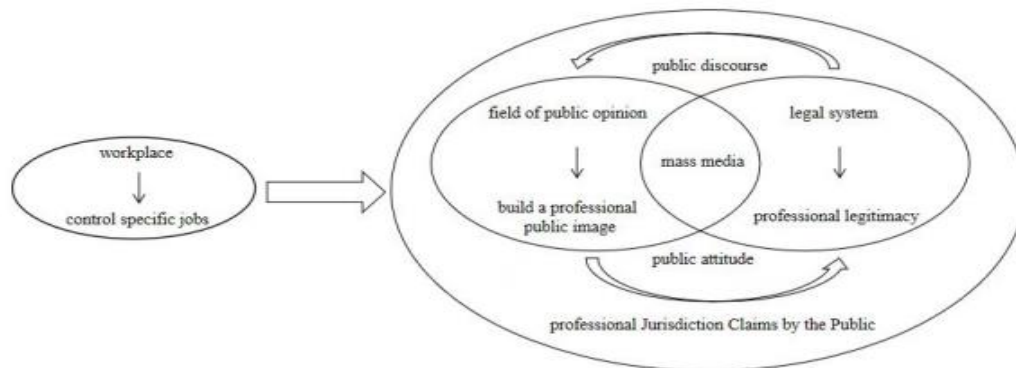
Figure 2 The three major fields and main elements

Promoting public policies to establish professional legitimacy
Establishing a public discourse on the profession

British community educators tried to clarify the concept, connotation, objectives, functions, values and other elements of community education through various policy texts in order to define terms and fight for rights. The Alexander report considers this proposal of the organizing committee on adult education practical, which should be included and developed as one of the elements of community education, and proposes joint youth work and community services. Another policy text, Training for Change, published by the Scottish Council for Community Education in 1984 and subtitled A Report on Community Education Training, aimed to raise the profile of community education and community educators. The report argued that in addition to general knowledge,practitioners need to acquire expertise in one or more specific areas and establish a core-plus-options model.

The election of the Labour government in May 1997 injected new hope into community education in the UK, with social justice, lifelong learning and civil society again becoming important issues and the government recognized the critical role that grassroots community educators play in supporting social change. COSLA's report Promoting Learning: Developing Communities, also known as the Osler report was the first government report on community education since 1975. It is agreed on the vision, policy challenges, and systems of provision: a focus on tackling social exclusion and promoting social justice, a greater contribution to supporting lifelong learning and active citizenship, and seeing community education as a way to address social problems and build community capacity.

The community education legislation has been successfully implemented through the continued and tireless efforts of many professionals. The Requirements for Community Learning and Development (Scotland) Regulations 2013/CLD Regulations, which came into force on 1st September, 2013, required local authorities to conduct an audit of community development needs and to undertake consultation and planning at the local level. Other legislation, including the Local Government in Scotland Act 2003, the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, all of which are important to the field of community education, learning and development.

Establishment of a dedicated and responsible body

The Scottish Council for Community Education (SECE) was established in 1979

to provide learning support services by staff of the Scottish Education Department and was merged with the Scottish Community Education Centre by the Secretary of State on 1 April 1982. It has been responsible for many years for supporting the development of community education in Scotland, disseminating information, providing advisory and training services, conducting exchanges, and promoting cooperation between Britain and foreign institutions.

In 1990, the Minister for Education, Michael Forsyth, gave final approval for the establishment of Community Education Validation and Endorsement (CeVe) to validate and accredit community education training. Members are appointed by the Scottish Council for Community Education and are primarily representatives of local government and voluntary sector employers, professional associations and unions, and major providers of training. It has a mandate approved by the Minister for Education to maintain and implement a methodology for accrediting training for community education professionals, promoting mutual recognition of community education qualifications in the EU and internationally, accrediting training for part-time and voluntary workers and pre-qualification training, as well as for accrediting in-service courses and staff development programmes.

Leverage public platforms to enhance professional image and social value
Strengthen the public awareness

The late 1970s and early 1980s were the period when a large number of community education publications were published. Discussion Paper Number One, modeled on the Alexander and Carnegie report, presented some initial ideas about the connotations and pathways of community education. In addition, the publisher of the Scottish Centre for Community Education has issued a series of community education magazines, having launched a short magazine called Radical Education Scotland, which published case studies of local practitioners and trainers.

The voluntary sector, particularly the Workers' Educational Association (WEA), the Scottish Council for Voluntary Organisations (SCVO) and the Standing Conference of Voluntary Youth Organisations (SCVYO) have published practical manuals. Practitioners have published papers mainly through Routledge, Community Development Journal, Scottish Journals of Youth and Community Work, and Adult and Continuing Education Journal. The Scottish Journal of Youth and Community Work and the Journal of Adult and Continuing Education publish and publish. The Worthington Report, based on a study of the Strathclyde area, and Knowledge And Skills In Community Work, published in support of the Association of Community Workers, both encourage community educators to develop their knowledge and skills around their local communities(Strathclyde Regional Council,1978).

Expanding access to local community education

As entering the 1980s, it was local government and some of the more innovative grassroots voluntary organizations that set the tone for the next phase of community education. In 1979, Dundee College of Education became the first training institution in Scotland to name a course after community education, covering both adult education, community work and youth work(McConnell,2002).One of the key initiatives of locally-led innovation was the development of community schools. In the Grampian and Lothian Regions, there was local political support for the idea of community schools(Watt,Nisbet,Hendry,& Stewart,1980).

Another innovation of the same period was bridging further education. The significance of the SMIEP project, the first formally documented community-based adult learning project in Scotland, was an attempt to mobilize university resources and

to combine community work with adult education techniques. The project has shown that this approach can go a long way in breaking down barriers to adult learning and, more importantly, that the projects are in the hands of the community. The project has highlighted the role of further education colleges in contributing to community education in Scotland and has contributed to the development of thriving community colleges.

Empowering communities to extend the professional boundaries

The UK promotes the concept of collaboratively productive communities and adopts a community development model that breaks down the boundaries between public, private, and voluntary action to respond to increasingly diverse environments and complex subject relationships. The government empowered localities to build mutually beneficial social network systems and advance community self-governance by creating community engagement projects and forging partnerships to achieve educational collaboration across professional fields and sector(Osborne,2010).

The Scottish model is characterized by a collective approach to public service delivery. It includes the creation of the Scottish Local Authority Covenant, which focuses on local priorities and the implementation of Single Outcome Agreements, and supports the development of Community Planning Partnerships (CPPs). The development of Community Planning Partnerships, local partnerships between public services and communities, designed to inform local development plans. Scotland takes an asset-based approach to community development and public services, focusing on the application of individual and community resources. The role of government is to help people and communities use local knowledge, skills and resources to effect beneficial change. Scottish policy aims to create opportunities to strengthen local democracy and to shift the focus to community action that draws on local resources.

The Scottish Government empowers local communities with the goal of increasing community inclusion and participation, advocating for community educators to work collaboratively with local residents to develop, implement and monitor regionally distinctive creative projects that create living spaces that are consistent with the development of individuals and communities together. By supporting this community-based participatory learning system, the government connects government, communities, community educators, residents, and various programs to each other to form a social network and share the benefits.

References

Abbot,A.(1988).*The System of Professions:An Essay on the Division of Expert Labor.*University of Chicago Press.

Bryce,T.G.K., & Hume,W.(1999). *Scottish Education.*Scottish Academic Press.

Bryant,I.(1984).*Radicals and Respectables:The Adult Education Experience in Scotland.*Scottish Institute of Adult Education.

Communities Scotland and Scottish Executive.(2004).*Working and Learning Together to Build Stronger Communities (WALT).*Scottish Executive.

Fieldhouse,R.et al.(1986).*History of Modern British Adult Education.*National Institute of Adult Continuing Education.

Gilchrist,R.,Jeffs,T.,Spence, J., &Walker,J.(2009).*Essays in the History of Youth and Community Work.*Russell House Publishing.

Holyoake,G.J.(1896). *Sixty Years of an Agitator's Life.*Fisher Unwin.

Kirkwood,C.(1990).*Vulgar eloquence:From labour to liberation:Essays on education,*

*community and politics.*Polygon.

Leonard,P.(1975).*The Sociology of Community Action.*University of Keele.

Liu,S.(2005). Boundary Work and Exchange:The Formation of a Professional Service Market. *Symbolic Interaction,2005*(38),1–21.
https://doi.org/10.1002/symb.137

McConnell,C.(2002).*The Making of an Empowering Profession(Third Edition).*Community Learning Scotland.

Osborne,S.P.(2010).Delivering public services:time for a new theory?*Public Management Review,12*(1),1-10.
DOI: 10.1080/14719030903495232

Reason,W.(1898).*University and Social Settlements.*Methuen.

Scottish Community Education Council.(1984).T*raining for change:A report on community education training.*Scottish Community Education Council.

Scottish Education Department.(1975). *Adult education:The challenge of change.* HMSO.

Scottish Office Education and Industry Department(SOEID). (1999).*Circular 4/99: Community Education.*HMSO.

Strathclyde Regional Council.(1978).*Policy Review Group on Community Development Services in Strathclyde.*Strathclyde Regional Council.

Tett,L.(2010).*Community Education, Learning and Development (Third Edition).* Dunedin Academic Press Ltd.

Watt,J.,Nisbet,J.,Hendry,L.and Stewart,C.(1980).*Toward Community Education:An Evaluation of Community Schools.*Aberdeen University Press.