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Abstract

The identity of the worker foregrounds the development of higher education rather than the other way around. It is developed in contrast to the lack of higher education innovation in the recent UK Government White Paper on Higher Education and in the educational philosophy of Tawney and the neo-pragmatism of Rorty. The proposal is that higher learning, after capabilities have been nurtured in compulsory schooling, may be developed through communities of workers acting as agent for improvement of their communities; not in universities at all. This is a radical approach to higher education and employment and one that might bring true diversity to the higher education sector.

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