
The following paper presents a comparative exploration of inclusivity in higher education within England and the State of Sao Paulo in Brazil. In the recent Government Green Paper for Higher Education in the UK, a vision for widening participation of students from ethnic minorities and those from disadvantaged backgrounds was shared. Similarly, in Sao Paulo there is an expressed desire to ensure that students from ethnic minorities are more fully represented in higher education (Lima, 2011). Additionally, in both jurisdictions, official policy documents purport to advance the participation, learning and teaching of students who may have specific learning difficulties and students with other learning disabilities such as autism. However, such pronouncements are frequently at odds with systematic changes which are in direct tension with an agenda to ensure effective inclusivity in higher education. Through an analysis of recent policies and practices in the HE sector in both jurisdictions, this paper seeks to explore what joint measures are required to effect positive inclusive change within higher education so that all marginalised and disenfranchised students are provided with a more equitable educational experiences.