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## Are we (1) really educating for inclusion?

WE often claim that education prepares individuals for the "real world". But whose world are we preparing students for? In classrooms and lecture halls, how often do we ask whether learners are ready to build a society that truly includes people with disabilities, or orang kurang upaya (PWD/OKU), as equals?

The uncomfortable truth is this: Many students graduate with strong academic results, yet lack the awareness and sensitivity to engage meaningfully with people who experience the world differently. They may never question why some school facilities remain inaccessible, or why learning materials are not designed for diverse needs. Inclusion becomes an idea discussed briefly, rather than a value lived daily.

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Class-room activities may unintentionally reinforce separation instead of empathy.

When diversity is not normalised early, exclusion becomes a habit.

At the university level, the gap widens. Institutions speak of innovation, yet basic accessibility can still be overlooked. Lecturers may not be trained in inclusive teaching, and students enter professional fields without considering how their decisions affect PWD communities. This raises a difficult question: Are we educating for excellence, or convenience?

Education should challenge assumptions and build responsibility. Schools and universities must move beyond compliance, embedding inclusion into teaching, spaces, and mindsets.

If not, we risk producing graduates who succeed individually but fail collectively in creating a truly inclusive society.

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