From Policy Presence to Institutional Handover: Inclusive Vocational Education and School-to-Work Transition for Students With Disabilities in Indonesia

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ABSTRAK

Inclusive vocational education is often evaluated through access and reasonable accommodation, yet successful school-to-work transition also depends on how education and employment systems connect. This study analyzes the development and coherence of inclusive vocational education and disability employment policies in Indonesia, focusing on the transition from school to work. A qualitative document-based policy analysis was conducted on 11 national regulations issued between 2011 and 2026, complemented by one technical guideline. Directed qualitative content analysis examined seven transition stages and four dimensions of policy coherence: normative, instrumental, institutional, and transitional. The findings show strong policy presence and relatively strong alignment across education, work-based learning, and employment. Rights to education and work, reasonable accommodation, inclusive workplace learning, post-school transition services, school-based job placement, and disability employment services all have policy foundations. However, the mechanisms linking these provisions when students move from education into the labour market are less clearly formalized. The study conceptualizes this weakness as an institutional handover gap. Although situated in Indonesia, the finding has wider relevance for education systems in which responsibilities for inclusion, vocational preparation, job placement, and disability employment support are distributed across different institutions. The study therefore shifts attention from whether inclusive transition policies exist to whether they operate as a connected pathway, and proposes an integrated framework for diagnosing and strengthening cross-system transition governance.

Keyword: Inclusive Vocational Education, Students With Disabilities, School-To-Work Transition, Policy Coherence

INTRODUCTION

Inclusive education is not merely concerned with enabling persons with disabilities to enter educational institutions. It also concerns the capacity of the education system to ensure that students can participate meaningfully, receive support that responds to their needs, develop relevant competencies, and prepare for life after education. This perspective is particularly important in vocational education because educational success does not end when students complete a level of schooling. Vocational education has a more direct relationship with skills development, work readiness, and students' movement into the labour market.

For students with disabilities, the relationship between education and employment does not always develop in a linear manner. Access to education does not necessarily lead to employment opportunities if barriers that have been reduced within the education system re-emerge when individuals undertake work experience, enter recruitment processes, or begin employment. Nakar argues that reasonable adjustment in vocational education and training is an important strategy for advancing equity and inclusion, but its success should be assessed

beyond increased access and student retention[1]. Adjustments should also enable students to achieve competencies that are meaningful for life after education.

The literature on post-school outcomes illustrates why this broader perspective is necessary. Carter et al. found that community-based work experiences undertaken while students were still in school were strongly associated with successful post-school employment among young adults with severe disabilities[2]. Other longitudinal evidence indicates that student characteristics, school support, and the educational environment can influence both educational and employment outcomes after graduation[3]. Alverson et al. further emphasize that experiences acquired during schooling are important predictors of post-school success[4]. Educational outcomes for students with disabilities therefore cannot be separated entirely from the transition to adult life and employment.

This understanding has developed alongside a broader shift in disability policy, from approaches that locate the problem primarily within individual impairment toward rights-based approaches that seek to remove environmental barriers. In Indonesia, the ratification of the Convention on the Rights of Persons with Disabilities through Law No. 19 of 2011 became an important foundation for this development[5]. The rights-based approach was subsequently strengthened through Law No. 8 of 2016 on Persons with Disabilities, which regulates equal opportunity, accessibility, reasonable accommodation, education, training, employment, and participation across multiple areas of life[6].

Subsequent policy developments strengthened the education dimension. Government Regulation No. 13 of 2020 provides a specific framework for reasonable accommodation for students with disabilities[7]. Minister of Education, Culture, Research, and Technology Regulation No. 48 of 2023 further clarifies the scope of educational institutions, forms of facilitation, human resources, curriculum, facilities, and Disability Service Units (Unit Layanan Disabilitas, ULD)[8]. Vocational high schools (Sekolah Menengah Kejuruan, SMKs) and special vocational high schools (SMKLBs) are explicitly included within the scope of this regulation. More importantly, the regulation also includes transition services for post-school preparation and specialized assistance for students with disabilities who participate in internships.

These developments are consistent with international literature showing that transition to employment needs to be prepared before students leave school. Rosner et al. found that practices supporting the transition to employment for young people with intellectual disabilities

[1] S. Nakar, "Reasonable Adjustment: Is It a Way Forward to Manage Diversity and Equity Issues in Vocational Education and Training?," *Policy Futures in Education* 22, no. 5 (2024): 760–73, https://doi.org/10.1177/14782103231184103.

[2] E. W. Carter, D. Austin, and A. A. Trainor, "Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities," *Journal of Disability Policy Studies* 23, no. 1 (2012): 50–63, https://doi.org/10.1177/1044207311414680.

[3] A. M. T. Prince et al., "Predictors of Postschool Education/Training and Employment Outcomes for Youth with Disabilities," *Career Development and Transition for Exceptional Individuals* 41, no. 2 (2018): 77–87, https://doi.org/10.1177/2165143417698122.

[4] C. Y. Alverson et al., "Operationalizing Predictors of Postschool Success in Secondary Transition: A Delphi Study," *Career Development and Transition for Exceptional Individuals* 48, no. 4 (2025): 233–46, https://doi.org/10.1177/21651434241271408.

[5] Undang-Undang Republik Indonesia Nomor 19 Tahun 2011 tentang Pengesahan Convention on the Rights of Persons with Disabilities (2011).

[6] Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 tentang Penyandang Disabilitas (2016).

[7] Peraturan Menteri Pendidikan Nasional, "Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah," preprint, Jakarta: Kemendiknas, 2007.

[8] Kemendikbudristek, *Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 48 Tahun 2023* (Republik Indonesia: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023), https://doi.org/10.35473/ijec.v3i1.828.

sit at the intersection of education, skills development, and employment support[9]. Frentzel et al. similarly show that pre-employment transition services can include career exploration, work-based learning experiences, counselling related to post-school education, workplace readiness, and the development of self-advocacy skills[10]. These findings indicate that transition should not begin only after an individual loses student status.

More recent studies reinforce this argument. In a systematic review of transition initiatives for people with intellectual disabilities, Coñoman et al. identified four major groups of interventions: career and vocational guidance, development of key competencies, school-based transition programmes, and work-based learning[11]. Dzhugudzha et al. likewise show that effective transition practices require individual readiness, collaboration, work experience, employer engagement, and support that extends beyond school boundaries[12]. Liao et al. found that career development for students with intellectual disabilities requires connections among needs assessment, learning experiences, family support, and the involvement of multiple stakeholders[13].

Work experience occupies a particularly important position in vocational education. Bellman et al. show that work-based learning activities such as internships, job shadowing, career development activities, and interaction with mentors can improve students with disabilities' knowledge of the world of work, job skills, communication with supervisors and co-workers, capacity to advocate for accommodation needs, and perceptions of career opportunities[14]. This evidence provides a basis for viewing PKL not merely as a curricular requirement, but also as a transition strategy.

Indonesian vocational education policy already provides space for this function. Minister of Education and Culture Regulation No. 50 of 2020 positions PKL as learning through workplace practice[15]. Presidential Regulation No. 68 of 2022 also strengthens the orientation of vocational education and training toward workforce needs and alignment with the world of work[16]. Two policy developments therefore run in parallel: stronger inclusion and accommodation on one side, and stronger links between vocational education and the labour market on the other.

Nevertheless, access to education and work experience does not guarantee positive employment outcomes. Goodall et al. show that the transition from education to employment for persons with disabilities is shaped by individual, institutional, social, and environmental

[9] T. Rosner et al., "Scoping Review of School-to-Work Transition for Youth with Intellectual Disabilities: A Practice Gap," *American Journal of Occupational Therapy* 74, no. 2 (2020): 7402205020p1–23, https://doi.org/10.5014/ajot.2019.035220.

[10] E. Frentzel et al., "Pre-Employment Transition Services for Students with Disabilities: A Scoping Review," *Journal of Vocational Rehabilitation* 54, no. 2 (2021): 103–16, https://doi.org/10.3233/JVR-201123.

[11] G. I. Coñoman, V. Ávila, and C. Carmona, "Initiatives to Support the School-to-Work Transition of People with Intellectual Disabilities: A Systematic Review," *Journal of Intellectual & Developmental Disability* 49, no. 4 (2024): 488–500, https://doi.org/10.3109/13668250.2024.2317799.

[12] N. T. Dzhugudzha, C. J. E. Uys, and E. M. Ramano, "Current Practices Influencing School-to-Work Transition for Learners with Mild Intellectual Disability: A Scoping Review," *South African Journal of Education* 45, no. 2 (2025): 2502, https://doi.org/10.15700/saje.v45n2a2502.

[13] C. W. Liao et al., "Key Facets of Effective Career Development for Students with Intellectual Disabilities: Insights from a Taiwanese High School Case Study," *International Journal of Developmental Disabilities* 70, no. 7 (2024): 1318–31, https://doi.org/10.1080/20473869.2024.2363013.

[14] S. Bellman, S. Burgstahler, and R. Ladner, "Work-Based Learning Experiences Help Students with Disabilities Transition to Careers: A Case Study of University of Washington Projects," *Work* 48, no. 3 (2014): 399–405, https://doi.org/10.3233/WOR-131780.

[15] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2020 tentang Praktik Kerja Lapangan bagi Peserta Didik (2020).

[16] Peraturan Presiden Republik Indonesia Nomor 68 Tahun 2022 tentang Revitalisasi Pendidikan Vokasi dan Pelatihan Vokasi (2022).

barriers[17]. Liu et al. found that the career development of students with disabilities is influenced not only by individual capacities but also by learning experiences and contextual conditions[18]. Grigal et al. also demonstrate that the involvement of external agencies and the availability of referrals in transition planning are important elements of post-school pathways for students with disabilities[19].

Challenges also remain on the employer side. In a systematic review of employer decision-making, Nagtegaal et al. found that concerns about productivity and costs, limited knowledge of disability, and insufficient capacity to manage the needs of employees with disabilities repeatedly influence hiring decisions[20]. Drawing on experimental studies, Schwitter et al. show that disability discrimination in recruitment can still occur and that its intensity varies according to candidate and job characteristics[21]. Improving skills on the supply side therefore needs to be accompanied by change on the demand side of the labour market.

This problem illustrates the limitations of treating inclusive education, vocational education, and disability employment as separate policy domains. Education literature generally gives substantial attention to access, learning, and accommodation. Vocational education literature emphasizes competence, relevance, and school-industry partnerships. Disability and employment studies, meanwhile, frequently address recruitment, discrimination, workplace accommodation, and employment retention. For individuals, however, studying, undertaking PKL, graduating, seeking employment, participating in recruitment, and working constitute a single pathway.

This analytical gap is the central concern of the present study. The study distinguishes three policy conditions: policy presence, policy alignment, and policy integration. Policy presence indicates that a need has acquired a regulatory basis. Policy alignment indicates that policies across different sectors move in relatively consistent directions. Policy integration, by contrast, indicates that different policies and services function as an interconnected pathway when individuals move from one system to another.

The international significance of this case lies not in treating Indonesia as representative of all education systems, but in using a policy-rich national setting to illuminate a wider cross-sector problem. Studies from different contexts repeatedly show that transition outcomes depend on coordination among schools, employment services, families, and employers, while weak referral arrangements, fragmented responsibilities, and employer-side barriers can interrupt otherwise well-developed educational support[22]. Recent research on inclusive education in Indonesia has likewise highlighted the importance of stakeholder collaboration and sustained institutional support[23]. The Indonesian case therefore provides analytical leverage for examining a question relevant to many systems: whether strong rights, services,

[17] G. Goodall et al., "Barriers and Facilitators in the Transition from Higher Education to Employment for Students with Disabilities: A Rapid Systematic Review," *Frontiers in Education* 7 (2022): 882066, https://doi.org/10.3389/feduc.2022.882066.

[18] Y. Liu et al., "Career Development of College Students with Disabilities: A Scoping Review," *Journal of Career Development* 51, no. 2 (2024): 254–98, https://doi.org/10.1177/08948453241236114.

[19] M. Grigal, D. Hart, and A. Migliore, "Comparing the Transition Planning, Postsecondary Education, and Employment Outcomes of Students with Intellectual and Other Disabilities," *Career Development for Exceptional Individuals* 34, no. 1 (2011): 4–17, https://doi.org/10.1177/0885728811399091.

[20] R. Nagtegaal et al., "Why Do Employers (Fail to) Hire People with Disabilities? A Systematic Review of Capabilities, Opportunities and Motivations," *Journal of Occupational Rehabilitation* 33 (2023): 329–40, https://doi.org/10.1007/s10926-022-10076-1.

[21] N. Schwitter, S. Chatzitheochari, and U. Liebe, "Disability Discrimination in Hiring: A Systematic Review," *Research in Social Stratification and Mobility* 98 (2025): 101069, https://doi.org/10.1016/j.rssm.2025.101069.

[22] Grigal, Hart, and Migliore, "Comparing the Transition Planning, Postsecondary Education, and Employment Outcomes of Students with Intellectual and Other Disabilities."

[23] H. Pratiwi, M. Ismail, and A. Riwanda, "Questioning Inclusive City Quality: Teachers' Perspectives and Experiences in Sexuality Education for Children with Special Needs in Indonesia," *International Journal of Educational Research* 127 (2024): 102419, https://doi.org/10.1016/j.ijer.2024.102419.

and sector-specific policies are sufficient when the institutional handover between education and employment remains weak.

Against this background, the study aims to analyze the development and interconnection of inclusive vocational education and disability employment policies in Indonesia. It addresses three research questions: (1) How have inclusive vocational education and disability employment policies developed and been configured in Indonesia? (2) To what extent do these policies support continuity in the transition of students with disabilities from vocational education to employment? and (3) What policy gaps remain in building an inclusive school-to-work transition system? Beyond answering these country-specific questions, the study develops a transferable analytical distinction among policy presence, policy alignment, and policy integration, and examines institutional handover as a critical but under-specified dimension of transition governance.

RESEARCH METHOD

This study used qualitative document-based policy analysis. Document analysis is appropriate when formal texts constitute the primary empirical material, while directed qualitative content analysis allows theoretically informed categories to guide coding without preventing new themes from emerging. The analysis covered national-level policies issued between 2011 and 7 September 2026. Indonesia was treated as an analytically informative single-country case rather than as a statistically representative case[24].

Documents were included when they were official national policies, addressed at least one stage of school-to-work transition, and contained substantive provisions related to disability, education, vocational education, work-based learning, job placement, or employment. Local regulations and purely informational materials were excluded from the primary corpus. The final corpus comprised 11 national regulations and one supporting technical guideline.

Table 1. National policy corpus analyzed

Year	Policy / Document	Primary Domain
2011	Law No. 19/2011	CRPD ratification / rights
2016	Law No. 8/2016	Disability rights, education, employment
2019	Government Regulation No. 70/2019	Disability governance
2020	Government Regulation No. 13/2020	Reasonable accommodation in education
2020	Government Regulation No. 60/2020	Employment Disability Service Units
2020	Minister of Manpower Regulation No. 21/2020	Operational employment disability services
2020	Minister of Education and Culture Regulation No. 50/2020	Field Work Practice (PKL)
2022	Presidential Regulation No. 68/2022	Vocational education and training revitalization
2023	Ministerial Regulation No. 48/2023	Educational accommodation and disability services
2024	Minister of Manpower Regulation No. 18/2024	Domestic job placement and BKK
2026	Bappenas Regulation No. 7/2026	Cross-sector disability planning/governance
2025	Technical PKL guideline	Supporting technical document

[24] G. Walt and L. Gilson, "Reforming the Health Sector in Developing Countries: The Central Role of Policy Analysis," *Health Policy and Planning* 9, no. 4 (1994): 353–70, https://doi.org/10.1093/heapol/9.4.353.

Coding was organized around eight substantive categories: access; reasonable accommodation; vocational competence; work-based learning; transition planning; employment connection; workplace inclusion; and governance. Each coded provision was then compared across four coherence dimensions. A policy gap was recorded only where documentary comparison indicated absence, partial coverage, ambiguity of responsibility, disconnection between adjacent stages, or a monitoring gap. Importantly, the study distinguishes normative provision from implementation: a legal requirement demonstrates policy presence, not nationwide effectiveness.

RESULT AND DISCUSSION

From Rights Recognition to a Multi-Sector Transition Architecture

The policy mapping shows a gradual shift from rights recognition to sector-specific instruments and, more recently, cross-sector governance. Government Regulation No. 70 of 2019 established a planning and evaluation framework for disability rights, while two 2020 regulations created more specific educational accommodation and employment-service arrangements. In the same year, PKL regulation formalized workplace learning for vocational students, and the 2022 revitalization policy strengthened the alignment of vocational education and training with labour-market needs[25,26].

The education side subsequently became more explicitly transition-oriented. Regulation No. 48 of 2023 covers vocational high schools and special vocational schools, reasonable accommodation, Disability Service Units, and critically transition services for post-school preparation and specialist assistance for students with disabilities participating in internships[27]. The employment side also developed institutional mechanisms through employment Disability Service Units and the national job-placement framework, including school-based Special Job Placement Offices (BKK). The 2026 Bappenas regulation further strengthens cross-sector planning and evaluation, although its implementation effects cannot yet be assessed because it entered into force at the end of the study period[28].

Educational Access, Work-Based Learning, and Transition Preparation

The strongest policy continuity is found in the normative movement from educational rights to workplace participation. Law No. 8 of 2016 recognizes education and employment rights, Government Regulation No. 13 of 2020 operationalizes educational accommodation, and the 2023 ministerial regulation extends support to transition preparation. PKL regulation is especially important because it explicitly gives students with disabilities equal opportunities to participate and requires workplaces to provide reasonable accommodation. This is a significant finding: Indonesia does not lack a regulatory basis for inclusive work-based learning.

The importance of this stage is consistent with international evidence. Paid or community-based work experience during schooling is repeatedly associated with stronger post-school outcomes, while transition quality is influenced by both student and programme characteristics. Agency involvement and inter-organizational referral also distinguish stronger transition planning from arrangements that leave students and families to navigate services

[25] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2020 tentang Praktik Kerja Lapangan bagi Peserta Didik.

[26] Peraturan Menteri PPN/Kepala Bappenas Republik Indonesia Nomor 7 Tahun 2026 tentang Pelaksanaan Peraturan Pemerintah Nomor 70 Tahun 2019 tentang Perencanaan, Penyelenggaraan dan Evaluasi terhadap Penghormatan, Pelindungan dan Pemenuhan Hak Penyandang Disa (2026).

[27] Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 48 Tahun 2023 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas (2023).

[28] Peraturan Menteri PPN/Kepala Bappenas Republik Indonesia Nomor 7 Tahun 2026 tentang Pelaksanaan Peraturan Pemerintah Nomor 70 Tahun 2019 tentang Perencanaan, Penyelenggaraan dan Evaluasi terhadap Penghormatan, Pelindungan dan Pemenuhan Hak Penyandang Disa.

independently. Contemporary studies similarly emphasize structured career development, collaboration, employer engagement, and authentic work experience[29],[30].

However, PKL is primarily designed as an educational instrument. Regulations are clear about competency mapping, placement, mentoring, assessment, and accommodation during work-based learning, but less explicit about what should happen after the learning placement ends. The critical boundary is therefore not entry into the workplace as a student; it is the subsequent move from learner status to job-seeker status.

Employment Support Exists, but the Handover Is Less Explicit

The employment-policy side contains a substantial range of instruments. Employment Disability Service Units may provide information, counselling, job canvassing, recruitment and placement facilitation, workplace adjustment support, and assistance to employers. BKKs, meanwhile, create an institutional link between secondary schools and the national placement system. This means that the transition architecture contains both upstream and downstream service nodes.

Nevertheless, the corpus does not establish a single national handover pathway that systematically connects student competency profiles, PKL outcomes, transition plans, BKK services, employment Disability Service Units, and employer placement. The problem is therefore better described as instrument connectivity rather than instrument availability. Accommodation also illustrates this distinction: evidence shows that employer responses to adjustments affect labour-force participation, health, and employment retention. Employment support models further demonstrate that coordinated assistance can improve competitive integrated employment and work intensity for transition-age individuals with intellectual and developmental disabilities[31],[32]. Sustainable employment, not merely initial recruitment, should consequently be treated as a transition outcome[33].

Table 2. Synthesis of Policy Coherence

Dimension	Main Finding	Analytical Assessment
Normative	Rights, non-discrimination, accessibility, and accommodation extend from education to employment.	Relatively strong
Instrumental	Transition instruments exist across education, PKL, BKK, and employment services.	Relatively strong
Institutional	Relevant organizations exist, but operational relationships are not always explicit.	Partial
Transitional	No comprehensive formal handover pathway was identified across education and employment services.	Needs strengthening
Monitoring	Sectoral monitoring exists, but longitudinal transition-outcome monitoring is limited.	Needs strengthening

[29] Liao et al., "Key Facets of Effective Career Development for Students with Intellectual Disabilities: Insights from a Taiwanese High School Case Study."

[30] Alverson et al., "Operationalizing Predictors of Postschool Success in Secondary Transition: A Delphi Study."

[31] E. Y. Park, "Factors Affecting Labour Market Transitions, Sustained Employment and Sustained Unemployment in Individuals with Intellectual Disabilities," *Journal of Applied Research in Intellectual Disabilities* 35, no. 1 (2022): 271–79, https://doi.org/10.1111/jar.12946.

[32] K. Iwanaga et al., "Effects of Supported Employment on the Competitive Integrated Employment Outcomes of Transition Age and Young Adults with Intellectual Disabilities: A Non-Experimental Causal Comparative Study," *Journal of Vocational Rehabilitation* 58, no. 1 (2023): 39–48, https://doi.org/10.3233/JVR-221223.

[33] M. J. Hill, N. Maestas, and K. J. Mullen, "Employer Accommodation and Labor Supply of Disabled Workers," *Labour Economics* 41 (2016): 291–303, https://doi.org/10.1016/j.labeco.2016.05.013.

Institutional Handover as the Critical Policy Gap

The findings therefore distinguish three levels of policy development. Policy presence is comparatively mature: most transition needs are formally recognized. Policy alignment is also visible because educational and employment policies share rights-based principles and comparable accommodation objectives. Policy integration is weaker because responsibility is not handed over with equal clarity when an individual crosses institutional boundaries. The central policy gap is thus an institutional handover gap.

This interpretation is consistent with evidence that transition barriers often emerge from organizational and policy structures rather than from individual readiness alone. Employer-focused evidence likewise shows that hiring and early employment are influenced by organizational capabilities, opportunities, motivations, and support arrangements[34]. For vocational education, this implies that employability-oriented curriculum reform alone cannot ensure inclusive transition[35].

School–Industry Partnership as Transition Governance

School–industry partnerships are therefore potentially more important than their traditional "link and match" function suggests. Indonesian vocational studies show that partnerships can connect curriculum alignment, workplace learning, competency development, and recruitment, although coordination and graduate absorption remain uneven. For students with disabilities, this partnership can operate as meso-level transition governance: before PKL it can assess competency fit and accessibility; during PKL it can test accommodation and provide mentoring; and after PKL it can generate recruitment pathways or referrals[36].

The broader implication is that work-based learning should be designed as an institutional interface, not merely a pedagogical activity. The student should not be expected to rebuild an employment pathway from the beginning after graduation. Transition information competence, work experience, career preferences, and accommodation needs can support employment matching when shared lawfully and with the individual's consent. This logic is relevant beyond Indonesia because many education systems distribute transition responsibilities across schools, vocational providers, employment services, disability agencies, and employers. A policy-rich system can therefore remain fragmented even when each institution performs its own formal mandate.

Integrated Inclusive School-to-Work Transition Framework

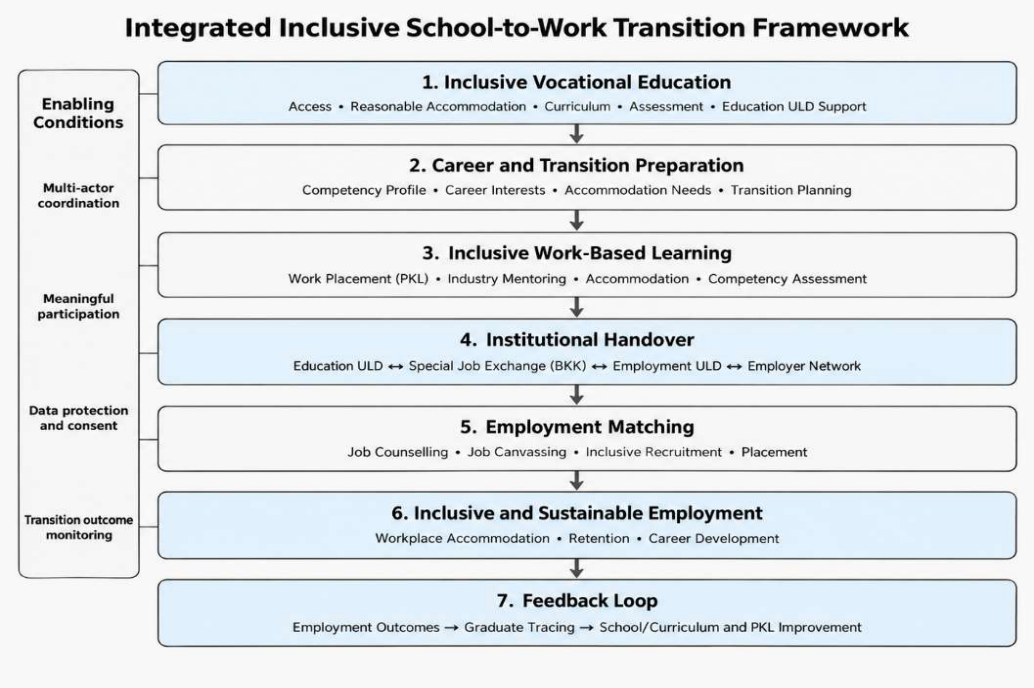
Based on the policy synthesis and international literature, the study proposes an integrated framework in which inclusive vocational access and learning are followed by career preparation, inclusive work-based learning, institutional handover, employment matching, and sustainable employment. The framework should be treated as an analytical heuristic rather than a universal implementation model. Its purpose is to help policy makers identify where responsibility changes hands and whether support is preserved at those transition points

[34] A. Joyce et al., "Organisational and Policy Barriers to Transitioning from Supported into Open Employment for People with an Intellectual Disability," *Journal of Intellectual & Developmental Disability* 50, no. 1 (2025): 95–105, https://doi.org/10.3109/13668250.2024.2352510.

[35] D. W. Derbyshire et al., "Employer-Focused Interventions Targeting Disability Employment: A Systematic Review," *Social Science & Medicine* 347 (2024): 116742, https://doi.org/10.1016/j.socscimed.2024.116742.

[36] Y. Estriyanto, "Realizing the Demand-Driven Paradigm in Vocational Education: A Case Study on Vocational High School Teaching-Industry Partnership Program," *Jurnal Pendidikan Vokasi* 11, no. 2 (2021): 146–54, https://doi.org/10.21831/jpv.v11i2.39980.

Figure 1. Integrated Inclusive School-to-Work Transition Framework



The framework has three practical implications. First, transition systems should be evaluated through employment outcomes rather than educational access alone. Second, policy maturity should be assessed through connectivity as well as policy presence. Third, institutional handover should become an explicit governance objective. This is particularly important for inclusive education because a rights-based educational environment can still produce inequitable post-school outcomes if the learner encounters a disconnected employment system. Indonesian research on disability inclusion also illustrates the importance of stakeholder collaboration when formal inclusion policies meet institutional practice[37].

CONCLUSION

This study finds that Indonesia has developed a relatively extensive regulatory architecture for inclusive vocational education and disability employment. The policy system provides rights to education and employment, reasonable accommodation, inclusive PKL, post-school transition services, school-based job placement, and disability-specific employment support. Normative and instrumental coherence are therefore comparatively strong.

The principal weakness lies at the institutional boundary between education and employment. Although Education Disability Service Units, PKL, BKKs, employment Disability Service Units, and employers all have potentially complementary roles, the national policy corpus does not yet formalize a comprehensive handover pathway connecting these services around an individual learner. The study therefore identifies an institutional handover gap rather than a general absence of transition policy.

Policy development should prioritize explicit referral arrangements, transition planning before graduation, inclusive BKK capacity, school–industry transition partnerships, and longitudinal monitoring of employment outcomes. For future research, the proposed framework should be tested empirically across schools, employment services, local

[37] Pratiwi, Ismail, and Riwanda, "Questioning Inclusive City Quality: Teachers' Perspectives and Experiences in Sexuality Education for Children with Special Needs in Indonesia."

governments, students with disabilities, families, and employers. Comparative studies could also examine whether institutional handover gaps appear in other national systems with otherwise mature inclusion and vocational policies. Inclusive transition systems should ultimately be assessed not only by whether policies exist, but by whether responsibility and support move with the learner across institutional boundaries.

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