



Activity 4 – Consolidated recommendations regarding a better inclusion of disabled people in transports and logistics trainings

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The project

Co-funded by the Erasmus+ program, the DiTL project aims to promote the inclusion and training of people with disabilities in transport and logistics professions. The consortium is composed of eight European partners with cross-disciplinary and complementary expertise in the fields of transport and logistics, training, and disability, spread across five European countries: France, Germany, Ireland, Portugal, and Spain.

DiTL is based on the need to strengthen equality and non-discrimination for people with disabilities in their access to training and employment in transport and logistics, a sector where they are still largely underrepresented. Opening up transport and logistics professions to people with disabilities is now entirely possible, thanks to new disability compensation technologies and better consideration of individuals' functional abilities, which calls for a rethinking of the disability policies of training organizations and companies.

In this context, DiTL aims to:

- Bring together stakeholders from different backgrounds (geographically and in terms of expertise) to collaborate and share their knowledge and know-how;
- Remove stereotypes and institutional barriers to the training and inclusion of people with disabilities in the transport and logistics sector;
- Encourage the use of new technologies and various compensation mechanisms in training and integration processes to improve access to employment in the sector;
- Raise awareness and train those involved in guidance, training, and placement, as well as businesses, on how to effectively support people with disabilities.

The results will take the form of:

1. Recommendations to encourage transnational and national regulations, as well as training standards, to be more inclusive.
2. An inventory of technological solutions and compensation measures in Europe to promote the training and inclusion of people with disabilities in the sector.
3. A toolbox to facilitate the identification of available compensation measures, based on the career plans of people with disabilities in the transport and logistics sector.
4. Awareness-raising and training activities for target stakeholders in each partner country

This document features recommendations to encourage transnational and national regulations, as well as training standards, to be more inclusive. The focus group came together on the 06 and 07th November 2025 in Lisboa between the partners involved in DiTL.

Methodology

Prior to the focus group, each country held a national collective intelligence workshop of at least three hours with the aim to reach an agreement on recommendations to be made based on their national experience. The meetings were held in person, except for the German workshop. At least 10 relevant stakeholders were invited with representatives of at least 3 stakeholder groups from the following list:

- Public authorities (e.g. labour, VET, transport, disability affairs);
- Vocational training institutions and driving schools;
- Logistics companies, employers and HR managers in logistics;
- Social partners (trade unions, employer associations);
- Representatives of disabled workers;
- Occupational medicine and workplace accessibility experts;
- Placement and counselling institutions.

Prior to the workshop, the participants received the following documents in their national language:

- The summary of the deliverable WP2A1: Comparative analysis of aptitude requirements for transport and logistics jobs and their impact on the inclusion of people with disabilities in transport and logistics;
- The summary of the deliverable WP2A2: Comparative analysis of accessibility to driving licences;
- The summary of the deliverable WP2A3: Inventory of the transport-logistics training frameworks in each country from the point of view of inclusion;
- The national report of their country on the inclusiveness of the training frameworks.

In case some stakeholders could not participate, interviews were conducted, which helped to inspire the workshop objectives and the conclusion from the interview should be presented by the host to the participants.

Objectives

It is expected that WP2A4 will lead to recommendations drawn up following the organization of a collective intelligence workshop in each partner country, with target stakeholders identified in advance by the partners (e.g. competent authorities, training bodies, disability experts, occupational medicine, etc.) (Languages: EN,FR,GE,PT,SP).

These initial activities of WP2 A 1, 2 and 3 will feed into the arguments that will be used to draw up national and transnational recommendations with the stakeholders in each country. The dissemination of these recommendations, the result of these various activities, will provide a "call to action" to improve the inclusion of people with disabilities in transport and logistics training and careers.

The following document is divided by type of issue, with a description of the issue, illustrated with national examples and followed by recommendations from the focus group.

1. General coordination

There is an interest in the use of a bank of information resources, contacts, and perhaps teaching materials and technical solutions. There is a real need to secure career paths; one example could be to network stakeholders and coordinate their activities so that experts in coordination, resources, and networking can update their knowledge and develop their skills. Also, each disabled person needs one person to coordinate everyone around his or her path.

Illustrations

- **France:** There is a need for training and awareness-raising among company disability liaisons, local employment centre advisors, France Travail (the French national employment agency), and decentralized State services. It would also be beneficial to raise awareness among occupational physicians, disability liaisons in training organizations and apprenticeship training centres (CFA), and occupational psychologists at France Travail.
- **Ireland:** There is a clear need for a centralised source of information, resources, and contacts related to disability inclusion in training and employment (particularly within the transport and logistics sector). At present, information is scattered across multiple agencies, and no coordinated system connects individuals, training providers, employers, and disability support services. Equally important is the coordination of career pathways for people with additional needs as there is currently no clear path to employment.
- **Portugal:** There are overlapping initiatives or, conversely, response gaps. Candidates and companies face multiple bureaucracies and lack of coordination. Public resources are dispersed, reducing impact.
- **Spain:** The Spanish system lacks an integrated mechanism to coordinate the multiple actors involved in supporting learners with disabilities in transport and logistics training. Medical evaluations, training adaptations, funding requests, and workplace accommodations are managed by different entities, such as the DGT, SEPE, regional education authorities, and social services, with limited communication among them. This fragmentation generates delays and uncertainty for learners.
- **Germany:** In Germany, several institutions are involved in supporting people with disabilities, including employment services, pension insurance, inclusion offices, chambers, training providers and regional support structures. Responsibilities are often fragmented and communication between institutions is not always clear. This can make access to support difficult for both individuals and employers.

Recommendations

- Develop a shared online national resource hub to make it easier to access experts, teaching materials, technical solutions, and guidance on reasonable accommodations. This national hub could be supported by regional or local branches, since resources are easier to share at the local level (each country should set the appropriate definition of local: it can be regional, or federal...) and it creates opportunities for stakeholders to meet.
 - National database of stakeholders (ministries, State agencies, funds, training centres, organisations of people with disabilities working in the sector, employment agencies, employers, employees' unions, insurance companies...): several stakeholders can be requested to set up the adaptations. However, not all stakeholders are aware of each other. A directory with all national stakeholders can ease the process.
 - Directory of specialized trainers with their areas of expertise.
 - A shared pool of available equipment, including adapted vehicles and other specialist materials.
- Create and coordinate a national network of stakeholders: this collaborative network would include public entities, sectoral associations, and other stakeholders such as insurance companies.
- Create a national network of adapted vehicles and / or other material equipment (public fleet can be a first initiative).
- Set up training for trainers with an EU standardized approach: the skill and competences could be classified according to ESCO standards and would be eligible for microcredits. A national or international “train the trainers day” would bring visibility to this specialized training.
- Set up multidisciplinary support to training centres and companies.
- Designate a single point of contact such as a case coordinator or disability employment advisor to support each individual and liaise between education providers, employers, healthcare professionals, and state agencies.
- Create a tailored booklet with the person’s history of adaptations which would follow the person through training and employment (with respect to RGPD national legislation).
- Create a standard referral protocol with a simple handover form and clear contact persons. This ensures that training centres, employers, and support agencies know exactly who to contact at each step of the inclusion process.

2. Resources to finance the adaptations

To provide adaptations, and further to make sure those adaptations are fit to the individual concerned, financial resources are necessary to cover the costs of the professionals assessing, counselling and the materials. Lack of financial resources are a severe barrier to the inclusion of people with disabilities.

Illustrations

Two models stand out in Europe.

- **France**, which has quotas of disabled workers for all employing organizations (6% of disabled people for any organization over 20 employees), collects fines from employers which do not respect the quotas. These fines are transferred to AGEFIPH, which finances the adaptations that disabled trainees or disabled workers request to be able to study or to work.
- **Spain** has a different approach: its national lottery ONCE donates its benefits to the ONCE foundation, which finances the adaptations that disabled trainees or disabled workers request to be able to study or to work.

Recommendations

Considering the costs of adaptation, training centres and employers will engage themselves in providing adaptations only if the costs remain neutral on their budgets.

- The French and the Spanish models are therefore examples which involve legislation to create quotas and fines for the non-respect of quotas.
- An alternative to be considered would be the creation of an employers' fund for adaptation equipment.
- An interdepartmental Government taskforce (Transport, Education, Finance, and Social Protection) could ensure a consistent and coordinated approach to policy, funding, and inclusion initiatives.
- **Develop a clear step-by-step online guide for funding pathways. It should show employers and training centres exactly which adaptation costs are covered, which institution pays for them, and how to apply.**

3. Standards of fitness and objective medical assessment

Significant medical restrictions lacking the consideration of technological or functional adaptations can create exclusion. While necessary, strict safety and health regulations in the transport sector limits adaptation possibilities, creating a difficult balance between safety and inclusion. Furthermore, objective assessment is necessary to have a rightful application of regulations. In several countries, the process of obtaining medical reports certifying fitness for transport or logistics professions can be time-consuming and expensive.

Illustrations

- **France:** The service to assess fitness to access transport and logistics training is called PECF. It also establishes the adaptations necessary to guarantee proper training. Depending on the region, the time required to access the PECF varies to great length and overall, there is a clear need to deploy it at new sites in addition to the four existing ones.
- **Ireland:** The assessment of a person's fitness to drive is based on the Medical Fitness to Drive Guidelines (Sláinte agus Tiomáint) [available here](#). The guidelines, which include medical standards, apply to both Group 1 and Group 2 licence holders. They are designed to assist doctors (GPs) and other healthcare professionals. In addition, organisations such as the Irish Wheelchair Association and vehicle adaptation companies can assess drivers with physical disabilities to determine what adaptations may be needed to help them continue or return to driving after an illness or injury. Another option is an On-Road Driving Assessment, carried out by a qualified assessor, to establish whether a person remains fit to drive.
- **Portugal:** The process for obtaining medical reports certifying fitness for transport professions is often time-consuming and expensive. Medical and fitness requirements for transport professions are, supposedly, based on current scientific evidence but might also reflect, to some extent, outdated perceptions about the abilities of people with disabilities. Generic medical requirements do not consider adaptations and are not always based on individualized functional assessments.
- **Spain:** People with disabilities who wish to access transport or logistics training must undergo a medical and psychophysical assessment through the Centros de Reconocimiento de Conductores authorised by the Dirección General de Tráfico (DGT). Although the system allows for conditional approval (“Apto con restricciones”), in practice, the process is often slow, fragmented, and costly. Coordination between medical evaluators, driving schools, and vocational training centres is limited, which results in repeated assessments and a lack of clear guidance on possible adaptations.
- **Germany:** Medical and safety-related requirements were discussed as important barriers in Germany, especially for driving-related occupations. Participants supported the idea of more practical and functional assessment approaches, such as PECF-like procedures or simulator-based assessments, as a way to better understand individual abilities and support needs.

Recommendations

- Placement tests, such as the French PCECF, are clearly excellent tools for mapping out the career path to be followed by people with disabilities: they should include a medical assessment adapted to the transport and logistics requirements along with clear recommendations on necessary adaptations. Evaluation should be multidimensional and integrate medical, functional, contextual, professional, and social perspectives.
- The current state of knowledge on what is relevant in terms of safety regarding the inclusion of people with disabilities lacks proof of evidence. There is a need for research on assistive technology to back up measures on safety and inclusion. Also, there is a need to increase awareness among general practitioners regarding Medical Fitness to Drive Guidelines.
- Secondary school education provides classes on safe driving. Such classes are an excellent medium to promote awareness and inclusiveness by showing that disabled people can also drive, providing they have access to adaptations.

4. Standards of curricula

The definition of learning outcomes is often inflexible or subject to an interpretation which lacks inclusivity, preventing completion.

Illustrations

- **France:** Some certifications have communication requirements that should be studied to determine whether alternative solutions are possible and accessible.
- **Ireland:** Training courses in Ireland can be too rigid (one size fits all approach) or not designed with enough flexibility. Some people, especially those with additional needs or abilities find it difficult to complete the course.
- **Portugal:** There is a lack of Technical-Pedagogical consultancy because of the absence of technical teams to support training entities in adapting curricula and programs, selecting and using assistive technologies, designing accessible and fair evaluations and solving specific pedagogical challenges.
- **Spain:** While specific programmes such as IFE have been developed for students with mild or moderate disabilities, mainstream transport and logistics qualifications rarely include structured mechanisms for adapting content, methodologies, or evaluation criteria. The absence of specialised technical-pedagogical teams makes it difficult for teachers to design and apply inclusive strategies.
- **Germany:** Germany has a strong dual vocational training system. However, workshop participants indicated that inclusion is not always systematically implemented across training pathways. Adapted training methods, individual support, mentoring and flexible learning arrangements were seen as relevant for improving access and participation.

Recommendations

- Adapted Curriculum should accept modified materials, alternative teaching methods and assessments and is in favor of individualized support throughout training. In the same perspective, updating existing courses is an opportunity to tweak them to suit students with additional needs
- A more precise and better-defined description of the skills makes it easier to determine the assessment procedures.

5. Standards to access training

Discriminatory attitudes and low expectations regarding the capacity of people with disabilities to perform functions in transport and logistics persist. It prevents people with disabilities from considering such training or even dissuades them from considering the option.

In several countries, training in transport and logistics involves significant costs, especially when specific adaptations or additional support are needed. Although there is support, access to funding for adapted training is not always rapid or sufficient to cover all needs.

The scarcity of training vehicles adapted to different types of disabilities is a common issue. When adapted vehicles are available, there are not enough of them to support the number of potential trainees concerned.

Many training centres do not have fully accessible facilities, including ramps, elevators, adapted bathrooms, and suitable circulation areas.

Illustrations

- **France:** A specific issue arises regarding the adaptation of training schedules in general, particularly when they are funded by France Travail, or any other framework involving a fixed remuneration system and intangible durations (same start and end dates for all). If the remuneration cannot be maintained, the disabled person will not be able to access the training.
- **Ireland:** In Ireland, there is no clear pathway into education or training within the transport and logistics sector, and no courses specifically focused on this area. For individuals with additional needs who are interested in pursuing a career in transport and logistics, there are currently no training centres equipped with adapted vehicles that would allow them to explore and test whether the field suits them. In addition, not all training centres in Ireland are wheelchair accessible.
- **Portugal:** Support includes the preparation of individualized training plans. However, it is often fragmented and difficult to access. Training involves significant costs, especially when specific adaptations or additional support are needed. Access to funding for adapted training is not always rapid or sufficient to cover all needs
- **Spain:** Persistent stereotypes about the professional capacities of people with disabilities continue to act as a barrier to accessing training in transport and logistics. Although some regional administrations offer scholarships or subsidies for adapted training, procedures are slow and the amounts are often insufficient to cover real costs, especially when assistive technologies or adapted vehicles are required. The number of training centres with accessible facilities and vehicles adapted for people with physical or sensory disabilities remains very limited.
- **Germany:** In Germany, access to transport and logistics training can be affected by medical and safety requirements, limited availability of adapted vehicles or tools, and unclear information about support options. Participants noted that administrative and informational barriers can discourage both learners and employers before training begins.

Recommendations

- Clear, inclusive pathways into transport and logistics training including modules tailored to people with physical, sensory, or learning disabilities.
- An “accessibility audit” for training centres (especially driving).
- All countries need to increase the number of training centres equipped with adapted vehicles and accessible facilities to accommodate learners with varying needs. In some cases, it could be of interest to fund the National Road Safety Authority to supply an adapted bus and truck for training / trial purposes.

6. Training methodologies

Overall, there is a significant lack of trainers with specific skills for working with people with different types of disabilities. Many training programs follow standardized approaches without considering necessary methodological adaptations. When there are disability advisors, who are professionals following the disabled person, these specialists sometimes lack the appropriate level of information to better help the disabled person. When there is a lack of awareness from the training centre, material and organizational adjustments are not properly made or not made at all.

Illustrations

- **France:**
 - Adaptation of teaching and assessment methods (choice of communication methods and teaching environments, pace of training, etc.) and provision of appropriate digital tools (tablets, French Sign Language, etc.); for example, not all training centres provide sign language translation for the driving licence videos.
 - The availability of disability experts to support the training centre and the time required to access accommodations
- **Ireland:** Ireland lacks qualified trainers specialised in training people with additional needs in the transport and mobility sector. Many training centres are not equipped to provide the necessary adaptations to teaching and assessment methods, such as offering different communication options, adjusting the pace of training, or using appropriate digital tools like iPad's/tablets or sign language interpretation. For example, not all training centres provide sign language translation for the official driving licence theory videos.
- **Portugal:** Many training programs follow standardised approaches without considering necessary methodological adaptations. Trainees with disabilities drop out of courses because they cannot keep up with non-adapted methodologies. Trainers feel insecure and lack the skills to adequately support trainees with specific needs. Training quality is compromised. However, there are some corporate initiatives offering training in logistics specifically adapted for people with disabilities, including specific training methodologies.
- **Spain:** Teachers and trainers in the Spanish VET system often face significant challenges when addressing the specific learning needs of students with disabilities, particularly in technical areas such as transport and logistics. Although many centres show a strong commitment to inclusion, there is a widespread lack of formal training in inclusive methodologies, assistive technologies, and adaptive communication strategies. Teachers involved in IFE have expressed a pressing need for specialised professional development to better understand functional diversity and to design tailored learning experiences that ensure equity in training outcomes.
- **Germany:** Person-centred and practical training methods are important to inclusion. Relevant approaches include structured learning, simplified communication, mentoring, coaching and adapted teaching materials. Short training formats or micro-credentials were also discussed as possible ways to improve awareness among trainers and employers.

Recommendations

- Develop flexible teaching and learning methodologies that respond to the individual needs of each trainee, including differentiated rhythms and modular and / or partial certification, accessible format materials, and multiple forms of evaluation.
- Promote pilot projects and applied research on innovative inclusive training methodologies in transport and logistics, with dissemination of outcomes.
- Use assistive technologies to compensate for functional limitations, from screen reading software to voice command systems and ergonomic adaptations.
- Use training models that allow extra time, breaks, different workload distribution, or remote components when appropriate.
- Support teams including trainers, psychologists, occupational therapists, and rehabilitation technicians, ensuring holistic support along with a Technical-Pedagogical Support Network to help VET centres in transport and logistics adapt curricula, materials, and teaching methods
- Introduce a higher certification for Approved Driving Instructors (ADI's) willing / wanting to advance their training to work with students with additional needs.
- Launch a coordinated public awareness campaign, led by the National Road Safety Authority, to promote awareness of 'Special Accommodation' options available for individuals with additional needs.
- Design short, practical training modules for instructors and company managers based on real workplace situations. These should cover topics like mental health, communication barriers, autism support, and managing changes in work performance.

7. Final Assessment

The assessment methods are often inflexible and do not consider the adaptations necessary to be inclusive, making it impossible for the person with a disability to pass the exam, even though with adaptation the same person would be able to work. Also, often, assessors are not trained to assess people with disabilities, therefore they are unable to give proper instructions to the person and lack the awareness to adjust their judgment.

Illustrations

- **France:** Assessment materials should make greater use of appropriate tools, especially for professional qualifications (adaptation of digital tools, testing prior to implementation before national replication and adoption by all national stakeholders, etc.). Members of assessment panels (assessors) should receive more training on disabilities, and examples of adapted assessment situations should be disseminated to illustrate good practices in inclusion
- **Ireland:** In Ireland, assessment methods in training and certification processes remain inflexible and are not always designed with inclusion in mind. This can create unnecessary barriers for people with additional needs, who may have the skills and ability to perform the job but are unable to demonstrate this under 'normal' assessment conditions. Another issue is that assessors/trainers often receive little or no disability awareness or inclusive training. As a result, they struggle to give clear instructions to candidates with additional needs or to fairly evaluate performance when adjustments may be required.
- **Portugal:** There is a mismatch in assessment criteria and thresholds depending on the type of disability. The 60% threshold required for the Multi-Use Disability Certificate is considered too restrictive, excluding many people with significant functional limitations who would benefit from support. There are a lack of consideration of specific professional context in the assessment, infrequent assessments that do not track changing conditions and criteria that penalise certain types of disability.
- **Spain:** Assessment practices in transport and logistics training in Spain remain largely standardised and do not always consider the individual needs of learners with disabilities. While regulations allow for certain adaptations, their application is inconsistent and often depends on the centre's awareness or available resources. Most assessors and examiners lack specific training on inclusive evaluation, which leads to difficulties in providing clear instructions, interpreting performance fairly, or applying alternative testing methods.
- **Germany:** *Nachteilsausgleich*¹ is considered an important instrument for fair examination conditions in Germany. However, clearer guidance could be useful, even if accommodations must remain individual and case-specific. The aim is not to lower professional standards, but to enable fair ways to demonstrate competence.

Recommendations

- Adapt the assessment to be as inclusive as the training, so that the person will have a situation as close as possible to the reality of his or her adapted workplace : the assessment system should be functional and conducted from a professional perspective, evaluating capacities in specific work contexts rather than abstract disability percentages.
- Establish a national “Train the Trainers” initiative to upskill driving instructors and vocational trainers in disability awareness, communication, inclusive teaching and assessing methods.

8. Workplace

When trainees have internships, there is a need for reasonable accommodation in the workplace: it could be through adapted equipment, flexible tasks, accessibility measures...

Once the trainee graduates, there is an interest in transferring the adaptations made for the training to the workplace. It could facilitate the trainees' professional integration, but also it could be a way to share the costs of the adaptation.

¹ *Nachteilsausgleich* refers to reasonable accommodations in training or examinations for learners with disabilities or specific support needs. Examples may include additional time, adapted examination formats, assistive technologies or separate examination rooms. These measures do not lower the required professional standard; they aim to provide fair conditions for demonstrating competence.

Illustrations

- **France:** The transfer of equipment from one organisation to another raises several issues on:
 - The cost of transfer,
 - Wear and tear on equipment or adaptations,
 - The size and portability of the adaptation,
 - Support from an advisor to highlight this portability,
 - The compatibility of vehicle brands with external fittings.
- **Ireland:** The need for reasonable accommodation during internships is recognised under equality and employment legislation, but support can vary greatly depending on the employer and the nature of the placement. Trainees with additional needs often require adaptations such as assistive equipment, flexible work tasks, or physical accessibility measures, yet these are not always planned or funded consistently. Establishing a system to transfer the adaptations already made during training to the workplace would make the integration process far smoother. It would help maintain continuity of support for the individual while also sharing the cost and responsibility of accommodation between training centres, funding bodies, and employers.
- **Portugal:** The Institute for Mobility and Transport is responsible for the technical certification of adapted vehicles, ensuring that adaptations comply with safety requirements. Lack of adapted vehicles to different types of disabilities is one of the most significant barriers. The adapted vehicle network is limited and geographically concentrated. Many training centres do not have fully accessible facilities. Corporate initiative includes adaptations to workstations and specific training methodologies. Organisations often are unaware of necessary adaptations, available supports, and effective integration strategies. There is no clear entity to lead and coordinate business mentoring processes in this area. Workers with disabilities fear reprisals if they report the lack of necessary adaptations. Accessing job functions, demands possible adaptations and assistive technologies.
- **Spain:** when trainees with disabilities complete internships, reasonable accommodation in companies remains limited and highly dependent on the employer's awareness and willingness. Moreover, there is little coordination between training centres and host companies to ensure that the adaptations used during training are maintained or transferred to the workplace once the person is employed.
- **Germany:** Participants emphasised that inclusion does not end with training or job placement. Long-term employment retention was identified as an important challenge, especially when structured support is reduced after the first months of employment. Job Carving was also discussed as a useful approach to adapt tasks to individual abilities and support needs.

Recommendations

- Create a pop-up window in employment agencies to signal the adaptations necessary to be inclusive of the person.
- Provide grants or tax incentives to employers who invest in workplace adaptations or who hire and train employees with disabilities in the transport sector.
- Establish State partnerships with private sector stakeholders to provide employment opportunities for participants who complete designated training programmes.
- Allow the reuse or transfer of adapted training equipment to the company hosting the trainee.
- Establish a program or partnership to provide opportunities to people who complete the training.
- Create a network of mentor companies sharing experiences.
- Set up a mandatory follow-up check at 6 and 12 months after job placement. A coordinator will check if the workplace adjustments are still working well and if the employee or employer needs extra support.

9. Awareness

There is a need for training and awareness-raising among all stakeholders.

Illustrations

- **France:** Not all stakeholders are properly informed about existing initiatives and solutions, which has an impact on the level of information available to people with disabilities and the quality of the support they receive.
- **Ireland:** Training and employment opportunities in the transport and logistics sector for people with additional needs are currently non-existent.
- **Portugal:** General lack of awareness and information in society about the rights and abilities of people with disabilities. Disability and inclusion content needs to be integrated into curricula, teacher and educator training, awareness programs in universities and vocational training centres and promotion of direct contact between students with and without disabilities.
- **Spain:** There is a broad need to raise awareness among all stakeholders (training institutions, employers and public administrations) about disability inclusion in the transport and logistics sector. Despite progress in recent years, the perception of disability often remains associated with limitation rather than capability.
- **Germany:** Participants described accessibility as broader than physical infrastructure. They mentioned communication, simplified language, psychological safety, support for people with autism or mental health-related needs, and individual workplace adaptation. Awareness-raising should therefore be practical and linked to real workplace situations.

Recommendations

- Create an interdepartmental Government taskforce (Transport, Education, Finance, and Social Protection) to ensure a consistent and coordinated approach to policy, funding, and inclusion initiatives.
- Develop national awareness strategies, acting at multiple levels and targeting diverse audiences through multiple channels and approaches.
- Reinforce inspections, control of the application of anti-discriminatory regulation.
- Develop a shared online platform connecting training entities, companies, and learners to available resources and funding opportunities.
- Set up awareness programs in companies employing people with disabilities;
- Create management and coworker training.
- Develop internal anti-discrimination policies.
- Create confidential mechanisms for reporting discrimination.
- Create awareness programs in universities and vocational training centres.

General conclusion

In conclusion, the partners outline a comprehensive strategy to improve the inclusion of people with disabilities in transport and logistics training and employment. They emphasize the need for national coordination, cost neutral funding, and inclusive standards across training, assessment, and workplaces. Key measures include creating a national online resource hub and stakeholder networks, providing case coordinators for individualized support, and ensuring financial mechanisms, such as employer adaptation funds or quota-based systems, to make adaptations cost-neutral.

It further recommends flexible curricula, adapted teaching and assessment methods, and specialized training for instructors and assessors. Improved access to adapted vehicles, accessible facilities, and assistive technologies is essential to remove practical barriers and this can be done through databases and directories. Finally, the document calls for an interdepartmental government taskforce and a shared online platform to align policy, funding, and awareness initiatives, ensuring a consistent, inclusive approach to integrating people with disabilities into the transport and logistics sector.

Some of the recommendations that were formulated will become implemented through work package 4 and 5 of DiTL. This is the case with the creation of an online toolbox that will contain a wide range of solutions. The e-learning path will also be a tool to train the trainers in better understanding the needs of people with disability. The dissemination day will bring together in one room the different stakeholders, which is the first step to the creation of a national network.