



MITO Disability Action Plan



2026

Introduction

MITO Limited supports the education, training, and workforce development needs for the automotive, commercial road transport, extractives, gas, drilling, and logistic industries. It operates nationally, supporting our industries in their apprenticeship and industry training aspirations.

Apprenticeships and industry training combine paid employment with practical on-the-job learning and formal training in industry-designed training programmes. MITO learners are employed from day one—real employees, hired by businesses across New Zealand, who sign training agreements and complete their qualifications on the job. MITO is invited by those businesses into their workplaces to provide tailored training support, quality assurance, and pastoral care—not to deliver classroom-based instruction, but to guide and enable learning within real-world work environments.

In this context, employers play a central role in the learning experience of the learners (their employees). As a work-based learning provider, MITO's responsibility is to partner with both employers and learners to ensure equitable, inclusive, and high-quality vocational education. This means proactively identifying and removing barriers to participation and success and embedding inclusive practice in every aspect of our support.

This Disability Action Plan (DAP) sets out our commitment to creating a system where learners with disabilities can thrive. It reflects our intention to enable transformational, learner-centred industry training through strategic collaboration, accessible, agile and responsive design.

Our approach is grounded in the following frameworks and principles:

- The Kia Ōrite Toolkit, which provides national guidance for building an inclusive and equitable tertiary education environment for learners with disabilities
- The Tertiary Education Strategy (TES)—specifically Objective Two: *Barrier Free Access*
- The Human Rights Act 1993 and the UN Convention on the Rights of Persons with Disabilities
- The principles of Universal Design for Learning (UDL) and strengths-based, learner-centred practice.



We are committed to:

- Designing systems, learning resources, and communications that are accessible to all learners
- Actively engaging learners with disabilities in the design and review of services that affect them
- Supporting employers and MITO staff through training, tools, and inclusive practice guidance
- Using data and information to monitor outcomes, identify gaps, and drive continuous improvement
- Embedding mental wellbeing, cultural responsiveness, and financial support across all learner support systems.

MITO's Disability Action Plan is underpinned by five key principles that reflect our unique position as a workplace-based training provider and our commitment to inclusive, learner-centred, and future-focused vocational education.

These principles draw from our organisational values and will guide our approach in partnership with learners, employers, and industry.

1. Shared responsibility for inclusion: Creating accessible and equitable learning environments is everyone's responsibility—from MITO staff to employers and industry partners. Inclusion is embedded in all roles, not seen as the responsibility of a few.

2. Proactive and system-wide accessibility: We commit to removing barriers across learning, communication, digital platforms, and support services. This requires a whole-of-organisation approach guided by inclusive design principles and learner insights.

3. Capability through practical support and training: Staff and employers are supported with the tools, resources, and professional development needed to build confidence and capability in working with learners with disabilities and neurodiverse individuals.



4. Learner voice at the centre: Learners with disabilities are active contributors to the design, review, and delivery of programmes and services. Their perspectives help shape a more responsive and equitable learning environment.

5. Targeted, learner-centred solutions: Support is tailored to individual needs and focused on practical solutions in the workplace. We recognise and respond to the diversity of learner experiences, with timely access to guidance, mentoring, and wellbeing support.

MITO's unwavering commitment to equity ensures that learners with disabilities are included and empowered to succeed and lead. In 2025, 9% of MITO learners self-identified as disabled, up from 4% a decade earlier. We acknowledge that many learners don't declare their disability or have a disability that does not impact their programme to the extent that they feel the need to declare it.

In 2025, 9% of MITO learners told us they live with a disability. The percentage of impairments across MITO learners was self-identified as follows:

Disability identified	% of cohort
Learning disability - Dyslexia	72%
Other hidden impairments	10%
Learning disability - Other	6%
Neurological or cognitive difficulties	3%
Learning disability - Dysgraphia	2%
Hearing impairments	2%
Mental health conditions	1%
Permanent impairments	1%
Learning disability – Dyscalculia	1%
Impairments resulting from long or short-term injury or illness	1%

Recognising that employers make employment decisions, MITO monitors workforce and learner data to anticipate emerging trends. Education Counts data indicates an increasing number of students with diverse learning needs, including neurodiversity, progressing through schools. Sector and demographic insights drive our proactive approach to understanding the evolving needs of learners and ensure our support services are appropriately tailored, effective, and responsive.

MITO is committed to supporting learner success through personalised, workplace-based support. Our Training Advisors regularly visit learners on-site, providing individualised pastoral care and ensuring both learners and employers are well-supported throughout the training journey. We closely monitor learner performance and emerging trends, with credit achievement data indicating that learners are progressing in line with programme expectations.

Reporting year	Credit achievement rate for learners with disability
2017	99%
2018	86%
2019	102%
2020	95%
2021	89%
2022	88%
2023	100%
2024	102%
2025 to September	99%

This Plan supports government expectations for all tertiary providers to take deliberate action to improve outcomes for learners with disabilities. Developed in partnership with learners, national disability organisations, the Strategic DAP Steering Group, and our wider kaimahi and industry networks, this Plan is MITO's first formal Disability Action Plan—and a key step in our long-term vision for inclusive vocational education.



Defining disability for MITO

At MITO, disability is understood in alignment with the New Zealand Disability Strategy and the United Nations Convention on the Rights of Persons with Disabilities. Disability encompasses a wide range of physical, sensory, cognitive, intellectual, psychological, and neurological differences that may, in interaction with various barriers, limit an individual's full and effective participation in society, including in learning and work environments.

Disability is not solely about medical conditions or impairments; it also reflects the barriers—whether physical, attitudinal, social, or systemic—that restrict access and inclusion.

MITO recognises that learners with disabilities may require tailored support, reasonable adjustments, and inclusive practices to ensure equitable access to training, development, and employment opportunities. Our approach values the diverse strengths and contributions of disabled individuals and is committed to removing barriers to enable their success within work-based learning and industry training.

Endorsement and responsibility

This Plan has been endorsed by the MITO Board and Senior Leadership Team. Responsibility for implementation is embraced as a whole-of-organisation approach, with leadership, staff, and industry partners collaborating to achieve the objectives set forth.



MITO Roadmap 2026

Journey focus	Destination: Where we want to be	Navigational markers: How we will measure our progress on our journey
Barrier-free learning environment	Fully accessible digital platforms and communications that align with Universal Design for Learning and Kia Ōrite standards	Annual accessibility reviews; feedback from learners with disabilities; usage of assistive technologies
Learner-centred support	Consistent, proactive learning support plans co-designed with learners; streamlined support processes	Number and quality of learner support plans; learner satisfaction surveys; response times for support requests
Disability confidence and capability	All staff and employers are trained in disability confidence and Universal Design for Learning; induction includes the Disability Action Plan and inclusion principles	Training completion rates, staff and employer feedback, and evidence of inclusive practices
Data-driven improvement	Regular, comprehensive analysis of disability-related data to inform targeted improvements	Quarterly reports on enrolment, retention, and completion rates disaggregated by disability status; documented improvement initiatives
Engagement and partnership	Learners with disabilities have meaningful engagement in feedback mechanisms to support and influence design activities that will enable them to thrive in their training	Frequency and impact of learner engagements; number and outcomes of partnership activities
Mental health and wellbeing support	Enhanced culturally responsive mental health supports are embedded; the peer mentoring programme is expanded	Usage statistics of mental health services; learner wellbeing survey results; growth in peer mentoring
Financial barriers	Disability-related financial hardship addressed proactively through targeted funding and support	Scholarship and hardship fund uptake by learners with disabilities: analysis of equity in financial support distribution

Strategic goals of MITO's 2026 Disability Action Plan

The goals of MITO's 2026 Disability Action Plan articulate our strategic vision for creating an inclusive, accessible, and equitable learning environment for all learners. These goals represent the core outcomes we aim to achieve by removing barriers, empowering learners with disabilities, and strengthening the capability of staff and employers.

Each goal reflects MITO's unique position as a work-based training organisation, committed to partnering with employers and learners to foster environments where learners can thrive in real workplaces. Our focus is not only on compliance but on transformative change—ensuring that all learners, regardless of disability, can fully participate, succeed, and contribute meaningfully to New Zealand's diverse workforce.

Together, these goals guide our efforts to enhance accessibility, learner-centred support, data-driven improvement, and wellbeing—all essential elements in fulfilling our mission to deliver high-quality, inclusive apprenticeships and industry training.

The following strategic goals guide our actions in 2026:

- 1. Eliminate barriers to participation and learning:** We will ensure all learning platforms, communication channels, and support services are accessible, inclusive, and aligned with Universal Design for Learning (UDL). This includes enhancing digital accessibility and ensuring learners can engage with training and support in ways that work for them.
- 2. Centre the needs and voices of learners with disabilities:** We will embed disabled learner voice into programme design, learner support, and decision-making. Through ongoing engagement and representation, we aim to co-create inclusive learning environments that respond to real learner experiences.
- 3. Deliver meaningful, learner-centred support:** We will ensure that learners with disabilities receive timely and tailored support throughout their training journey—whether that's through technology, mentoring, devices, or personalised learning plans.



4. Strengthen staff and employer capability: We will build the confidence and capability of MITO staff and employers to support learners with disabilities, providing targeted training in disability inclusion, mental health, and UDL principles.

5. Use data to drive impact and accountability: We will collect and use disability-related learner data to understand needs, monitor outcomes, and continuously improve. Data insights will guide policy and resourcing decisions and ensure we are accountable to the learners we serve.

6. Support wellbeing and mental health: We will improve access to culturally responsive mental health support and strengthen pathways for learners experiencing anxiety or distress, including those navigating neurodiversity and invisible disabilities.

7. Address financial barriers to success: We will work to remove financial barriers that disproportionately affect learners with disabilities, ensuring hardship funds and scholarships are accessible, targeted, and equitably distributed.



MITO Disability Action Plan 2026

Focus Area	Actions (2026)	Key Performance Indicator Target (2026)	Responsibility
Eliminate barriers to participation and learning	<ul style="list-style-type: none"> Improve all digital platforms to meet accessibility standards Design all new learning materials to be inclusive and accessible using universal design principles 	100% of digital platforms meet accessibility standards 100% of new learning materials are accessible and inclusive	Corporate Services Manager Group Manager - Qualifications
Centre the needs and voices of learners with disabilities	<ul style="list-style-type: none"> Ensure specialist mentors are recruited and available to provide mentoring services for learners Increase learner representation in feedback and focus groups 	All learners requesting support engaged in mentoring or consultation	Group Manager – Workforce Development Marketing and Communications Manager
Deliver meaningful, learner-centred support	<ul style="list-style-type: none"> Supply loan devices to improve learner access to resources that support the learning journey Improve systems to provide timely, personalised support tailored to learner needs Conduct annual reviews of support plans 	Support plans completed within 10 working days Quarterly reviews for all learners with support plans	Group Manager – Workforce Development
Strengthen staff and employer capability	<ul style="list-style-type: none"> Provide disability awareness and inclusive training for all staff Deliver guidance to employers to support learners with disabilities 	All staff involved in learner support have been trained All employers receive guidance on supporting learners with disabilities through training capacity evaluations	People, Culture and Well-being Manager Group Manager – Workforce Development

Use data to drive impact and accountability	<ul style="list-style-type: none"> • Produce quarterly reports on disability-related learner data • Monitor progress against targets and inform of improvements 	Quarterly reports to the senior leaders' team and Board	Senior Principal Advisor
Support wellbeing and mental health	<ul style="list-style-type: none"> • Partner with specialist national mental health providers to offer free services for learners • Train frontline staff to recognise and support learners experiencing distress 	Mental health training included in staff development	Group Manager – Workforce Development
Address financial barriers to success	<ul style="list-style-type: none"> • Develop targeted financial support initiatives for disability related needs • Promote hardship funds and scholarships 	<p>Equity reporting on hardship fund use in place</p> <p>Targeted financial support available for learners with disability-related needs</p>	<p>Group Manager – Workforce Development</p> <p>Marketing and Communications Manager</p>

Our commitment to supporting success for our learners

MITO's 2026 Disability Action Plan embodies our unwavering commitment to enriching and inspiring futures by fostering an inclusive, accessible, and empowering learning environment for all learners.

We recognise that the success of New Zealand's industries is deeply connected to the diversity and strength of their workforce, and we are dedicated to supporting workforce development by ensuring every learner, regardless of disability, has the opportunity to thrive.

Through meaningful collaboration with learners with disabilities, employers, and industry partners, we strive to remove barriers, enhance support, and build capability across all levels of our organisation and the workplaces we serve.

This plan is a testament to our vision of an equitable training system that values the contributions of all employees and actively cultivates their potential. Together, we will create a vibrant, diverse, and resilient industry training landscape—one that not only prepares learners for success but also enriches the future of New Zealand's workforce and economy.