

CONCO>E TŪHURA

ANNUAL REPORT 2023
TEC VERSION





CONTENTS

Background / Papahanga-ō-muri	3
Our journey / Te ara i whāia	4
A message from our Co-Chairs / He kupu mai i ngā heamana	5
Director statement / He kupu nā ngā kaiwhakahaere	6
ConCOVE strategy 2023-2025 / Rautaki ConCOVE 2023-2025	8
Connect / Whakawhanaungatanga	10
Align / Whakahāngai	13
Reimagine / Rangahau	16
Key insights from our stakeholder surveys	24
Financial statement / Pūrongo pūtea	25
Where to from here? / He aha te aronga tōmua	26

BACKGROUND / MŌ CONCOVE TŪHURA

The Construction & Infrastructure Centre of Vocational Excellence (ConCOVE Tūhura) was established in 2020 as part of the Government's Reform of Vocational Education (RoVE).

ConCOVE is hosted by the Manukau Institute of Technology (MIT), part of Te Pūkenga, the New Zealand Institute of Skills and Technology.

Together, we're using education, research, and innovation to help build a more productive, sustainable, and resilient national sector for both industry and employees.

Our mission / Te whakapuakanga

ConCOVE connects and aligns industry, learners, and vocational education to re-imagine clear, equitable, and supported career pathways within the construction and infrastructure sectors.

Ka tūhonohonotia e ConCOVE ngā rāngai ahumahi, ngā ākongā, me ngā pūkenga mahi ā rehe ki te whakatū mahi i runga i te huarahi tika, e ngākau tapatahi ana, e tautokotia ana e te rāngai waihanga.

Our vision / Te whakakitenga

We have inclusive, sustainable, and productive construction and infrastructure sectors with clear career pathways supported by a future-focussed vocational education system, honouring Te Tiriti O Waitangi.

Kua kotahi, kua toitū, kua angitū te rāngai waihanga, ki te whakatū mahi e hāngai ana ki ngā pūkenga mātauranga ō anamata, i raro katoa i te mana o Te Tiriti o Waitangi.

Our structure and roles

ConCOVE is a consortium supported by six integral partners:

MIT – Te Pūkenga

ConCOVE is a directorate of Te Pūkenga, trading as Manukau Institute of Technology Limited.

However, ConCOVE has its own Director and Board, and operates independently from MIT, within MIT policy guidelines.

Our Board

Our Board comprises ten members, based around New Zealand, with extensive experience from a range of industries within the construction and infrastructure sectors. Our Board is led by two co-chairs, one of whom must represent Māori.

Board members

Graham Burke, Co-Chair
Amos Kamo, Board Member
David Fabish, Board Member
Honor Eimi Columbus, Board Member
Nick Clayton, Board Member

Phil Hokianga, Co-Chair
Mackenzie Ashby, Board Member
Heather MacKay, Board Member
Pamela Bell, Board Member
Professor Martin Carroll, Host Representative

Advisory Groups

Three Advisory Groups advise on ConCOVE projects from the perspective of the three priority groups: Māori, Pasifika, and women.

Directors

Our Executive Director, Katherine Hall is responsible for leading the organisation's strategic direction and operation.

Our Deputy Director George Makapatama oversees the broader programme of work.

Portfolio Management Office (PMO)

Our PMO team oversees all ConCOVE projects and works with external parties to initially assess and curate projects as they are presented to ConCOVE. The ConCOVE PMO also supports the development of ConCOVE projects.

The team is made up of five Portfolio Managers — Mani Saini, Nina Herriman, Eve Price, Anne-Marie Shepherd and Wayne Abel, and a Special Projects Manager, Dr. Kylie Taffard, who is responsible for projects that fall outside of the Portfolio Managers' remit.

Operations

ConCOVE's day-to-day operations are supported by our Executive Assistant – Melanie Kerr — and a Marketing and Communications Manager, Candice Hsu, who also oversees ConCOVE's membership application process.

OUR JOURNEY / TE ARA I WHĀIA





A MESSAGE FROM OUR CO-CHAIRS / HE KUPU MAI I NGĀ HEAMANA

Tēnā koutou katoa,

On behalf of the Board, we are pleased to present this Financial Summary of Performance for ConCOVE Tūhura for the 2023 Financial Year.

Consolidation of our approach

The past three years has seen rolling change across the vocational education and training (VET) sector in New Zealand. In response to this change, ConCOVE evolved its delivery model in 2022. Over the course of 2023, we have consolidated this approach through internal projects and the external Project Fund, while remaining true to our mission to elevate the VET sector.

Resilience and growth

We extend our heartfelt acknowledgements to all those who weathered the storms, literally and metaphorically, that swept through Northland, Tāmaki Makaurau, Coromandel, and Te Tai Tairāwhiti in 2023. In the face of unprecedented weather events, our sector demonstrated a strength that mirrored the determination ingrained in our collective purpose. These challenges should become catalysts for innovation across the wider sector.

As a Board, we have refocused our efforts to deliver a strategic roadmap through to the end of 2025. This strategy is more than a set of goals; it's a commitment to catalysing systems change. It's a pledge to continually refine our approach, ensuring we meet the needs of today and anticipate the demands of tomorrow.

In 2023, the ConCOVE Project Fund stands as a testament to our dedication to initiatives that push the boundaries of vocational education. The diverse range of projects forms a mosaic, each contributing to the wider change we envision in the vocational education system. Our presence at industry events has been more than just attendance – it's been a listening tour, to ensure ConCOVE's research can respond to the aspirations of our stakeholders.

Acknowledgements

To the Board, we extend our deepest gratitude. We congratulate Craig West for his contribution to the establishment of ConCOVE, and we farewell him as he focusses on his new role in the industry. A very warm welcome to Mackenzie Ashby as she joins us on this new chapter in our journey.

We also extend our appreciation to the Project Management Office (PMO), whose dedication and hard work have been instrumental in expanding our reach and growing our membership to 376 members. The community that has rallied around ConCOVE through our projects and at our events is a testament to the transformative power of our shared vision and purpose.

Looking ahead

We are excited about the opportunities and challenges ahead. We anticipate deepening our relationships with the new Government and working hand in hand with the Food and Fibre CoVE to drive the pan-sector shift. We recognise our journey is not just about the destination, but about the relationships we forge along the way.

As we set our sights on a future beyond 2025, we are committed to driving transformative change in our sectors. Together, we will continue to shape the future of VET, ensuring ConCOVE charts the course for a better future in construction and infrastructure vocational education.

Ngā mihi nui,

Graham Burke

Co-Chair (Industry)

Phil Hokianga
No Rongowhakaata oku Iwi

Co-Chair (Māori)



Image by Waihanga Ara Rau



DIRECTOR STATEMENT / HE KUPU NĀ NGĀ KAIWHAKAHAERE

Tēnā koutou,

In 2022, ConCOVE adapted its approach to better deliver to our vision and mission with the establishment of the contestable Project Fund alongside ConCOVE-delivered projects.

In 2023, we consolidated this approach, resulting in a number of industry-led projects reaching completion at the end of 2023 and early 2024. This progress has set us up well for the CoVE's next two years of funding, and supports our continued vision to improve the construction and infrastructure sector through what we learn, how we learn, and how we treat each other.

Project success

We've focussed on standing up projects that meet our broader Strategic Alignment Test to ensure a legacy approach, with each project also linking into our strategy to 2025 and vision for the continuation of CoVE beyond this time.

While the number of projects underway, totalling 44, is a testament to our dedication to the sector, we're also interested in embedding outcomes over the next two years which will drive us into the future.

In working with the Board to set our strategic direction, we also recognised the key gap in the system's current vocational education offerings: the lack of recognition for Leaders and Managers as Learners. This critical group is often overlooked through traditional delivery mechanisms. For our future sector to thrive this leadership group is key.

Building key partnerships

Our commitment to building key partnerships is pivotal in our journey. Collaborative endeavours with organisations such as BRANZ, Waihanga Ara Rau, and Hanga-Aro-Rau across projects such as A Theory of Change for a bystander culture in the New Zealand construction and infrastructure sectors, Offsite Manufacturing workforce forecast, and BRANZ Zero-Carbon project, exemplify the power of co-development.

Through projects throughout the year, we have also partnered with other tertiary providers, including Massey University, AUT, and Te Pūkenga's research team, showcasing our commitment to fostering a collective approach to generating impactful shift in future education and innovation.

Our presence in industry events has extended beyond national borders. Speaking opportunities in New Zealand and Australia, including engagements with the National Centre for Vocational Education Research (NCVER), Australian Vocational Education and Training Research Association (AVETRA), and the Global Apprenticeship Network have allowed us to contribute to, and learn from, the global dialogue on skills development. This will continue into 2024 as our expertise is sought on the global stage.

High industry attendance at two national events hosted by ConCOVE, and support of our work through participation in our research have also been highlights. 'Tūhura: A day to explore' and 'Tūhura: A day to reimagine' saw enthusiastic participation from across the industry and the broader vocational education sector. From discussions had, we are acutely aware our sector is facing significant challenges, often broad, intertwined, and complex, and the tertiary sector still has a long way to do to resolve these. Undoubtedly, resolution will need collective effort in the face of further change to the vocational education sector.

Strengthening Māori and Pacific relationships

We continue to sustain meaningful relationships with Māori, focusing on knowledge exchange and mutual support. At the National Māori Housing Conference, we explored Te Puni Kōkiri-funded iwi housing prototypes in Gisborne and Napier, establishing a formal link with Te Puni Kōkiri to enhance collaborative initiatives. In October, our team, led by Executive Director Katherine Hall and Co-chair Phil Hokianga, was honoured to be invited to Rāpaki Marae in Ōtautahi, where we learned more about their whānau-led papakāinga housing development designed by architect Perry Royal, which promotes intergenerational living on iwi-owned land.

Our venture into the Pacific space involves gradual navigation, building connections, and cultivating relationships with Pacific communities. ConCOVE organised a fono at the Pacific Business Trust in November, with key stakeholders united under the mission of 'serving Pasifika people better together'. Representatives from the Tertiary Education Commission (TEC), Waihanga Ara Rau, Hanga-Aro-Rau, Tātaki Auckland Unlimited, Ohu Ahumahi, and the Ministry of Business, Innovation & Employment (MBIE) collectively embraced a mission-led approach, systems change, and a commitment to collective impact.

Advisory Groups and team acknowledgements

We are grateful to our industry Advisory Groups, whose early insights into projects have been instrumental in their development. Their commitment reflects the collaborative spirit that defines our organisation.

A sincere thank you also goes to our dedicated team. It is through their hard work, passion, and expertise that we have been able to turn ideas into projects, outcomes into action, and vision into reality.

As we look to 2024 and beyond, our focus sharpens on inviting the sector to join us and drive collective impact. The embedding of a systems change approach is paramount, ensuring our projects translate into tangible, lasting impact. The future of our project fund lies in maximising its potential within the time remaining, making strategic choices that will leave a lasting impact on our sector.

Together, we navigate a path toward a future defined by innovation, collaboration, and sustainable growth. Our commitment to action is unwavering, and our vision for a thriving sector remains the guiding force in all that we do.

Thank you for your continued support.

Ngā mihi nui,



Katherine Hall
Executive Director



George Makapatama
Deputy Director

CONCOVE STRATEGY 2023-2025 / RAUTAKI CONCOVE 2023-2025

 **Purpose:** To use education, research, and innovation to build a more productive, sustainable, and resilient national vocational education sector for both industry and employees

 **Vision:** We have clear, equitable, and supported career pathways supported by a future-focussed vocational education system for all, honouring Te Tiriti O Waitangi to enable an inclusive, sustainable, and productive construction and infrastructure sectors.

 **Mission:** ConCOVE uses education, research, and innovation to connect and align industry, learners, and vocational education to re-imagine clear, equitable, and supported career pathways within the construction and infrastructure sectors.

Impact #1: More people are thriving in more ways

Impact #2: New ways of doing, being, and knowing

Impact #3: Leaders and managers are playing a bigger, better part

Impact #4: Influenced critical structural system settings

 **Priority Groups:** Māori, Pacific Peoples, Women, Leaders and Managers

Strategic Themes

1. Entry

2. Career progression

3. Innovation and disruptive technologies

4. Diversity, equity, and inclusion

5. Environmental sustainability

Focus areas

VET mechanisms: Vocational education training mechanisms for workers at all levels via providers, employers, iwi, and communities	Leaders and Managers as learners: Extension learning (and/or CPD) mechanisms for leaders and managers at all levels to benefit themselves and other learners in their business	Structural settings via collaborations and partnerships: Backbone role of a collaborative partnership enabling collective impact aligned to a shared vision, including structural system settings	Narratives and communications: Data, evidence, and stories that become feedback loops for people across the system	Beyond 2026: 2026 and beyond for ConCOVE as an ongoing catalyst of change
Initiatives like: Reducing the time it takes to get qualified – a more effective model of support for Māori level 4 carpentry apprentices. Degree Level Apprenticeships Framework for Māori in high skill roles Environmental competency training Vocational education invention & experimentation	Initiatives like: Supporting technical experts to become work-based trainers Framework for Māori in high skill roles Temporary Traffic Management Credentials Framework NZ quarrying industry’s possible futures towards 2030 Leaders and managers as ‘learners’	Initiatives like: Skills standards project A Theory of Change for a bystander culture Civil and heavy engineering construction Environmental competency training+ BRANZ Zero-Carbon project Collaboration secretariat and research to inform policy	Initiatives like: Workforce Journey Indicators Data Dashboard Where is the front door? Offsite Manufacturing forecast From skilled industry practitioner to kaiako Supporting technical experts to become work-based trainers Civil construction and Heavy Engineering Construction ConCOVE narrative	Initiatives like: Foresight out to 2035 of system needs Entity design (operational model and structures)

Value creation:

Diversity of research to advance knowledge of VET → Disseminate to educate actors → Enable delivery by providers (and employers) → Monitor data for signs of change



CONNECT / WHAKAWHANAUNGATANGA

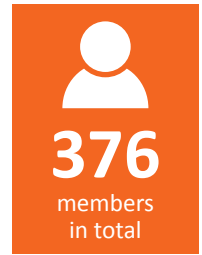


CONNECT / WHAKAWHANAUNGATANGA

2023 highlights



(growing from 318 to 629 subscribers)



55% of the members are industry



28% of members are in vocational education and training



5 MOUs signed with partner organisations



Total number of events attended by ConCOVE



Projects in progress and managed by ConCOVE PMO



Joint projects with Food and Fibre CoVE

Connecting strategy to stakeholder engagement: a year in review

In 2023, ConCOVE organised a series of events aimed at bridging our strategic vision with active stakeholder engagement.

Hosting three regional and two national events, our goal was clear: convene diverse representatives, including industry leaders, government officials, vocational education providers, and research agencies.

These gatherings served as dynamic forums, fostering collaborative discussions and collectively reimagining the future of vocational education in New Zealand.

Event wrap-up



50+
ATTENDEES

Whangārei stakeholder event (25 January 2023)

Agenda:

- Amotai opening
- Regional Skills Leadership Groups (RSLG) presentation
- ConCOVE Project Fund



70+
ATTENDEES

Wellington stakeholder event (2 March 2023)

Agenda:

- Construction Sector Accord Transformation Plan
- ConCOVE Project Fund



30+
ATTENDEES

Dunedin stakeholder event (11 May 2023):

Agenda:

- Otago RSLG presentation
- Construction Sector Accord Transformation Plan
- ConCOVE Project Fund engagement



110+
ATTENDEES

Tūhura: A day to explore – Hamilton (3 August 2023)

- Project presentations included:
 - Workforce Journey Indicators
 - Offsite Manufacturing workforce forecast
- Where is the front door: An investigation into the workforce entry points within the construction and infrastructure sector
- Support for Māori Level 4 Carpentry apprentices – reducing qualifying time



70+
ATTENDEES

Tūhura: A day to reimagine – Christchurch (18 October 2023)

- Project presentations included:
 - Degree Level Apprenticeship systems gap analysis
 - From skilled industry practitioner to kaiako
 - Supporting technical experts to become work-based trainers
- The New Zealand quarrying industry's possible future towards 2030

Speed idea sessions: Uncover collaborative insights

During our national events, we carved out 45-minute speed idea sessions, fostering collaboration and the exploration of pressing issues. These sessions became crucial in unveiling sector-wide perspectives, allowing us to address questions on challenges and opportunities in construction and infrastructure through a vocational lens, understand technology's role in productivity gains, and identify ways to improve digital skills.

Future pathways

While acknowledging the breadth and complexity of challenges raised by stakeholders, we recognise the interconnected nature of these issues. The sector's future resilience hinges on continuous adaptation, embracing new technologies, and innovative thinking. Notably, discussions emphasised the immediate need to enhance digital skills as a tangible step towards preparing the future workforce for evolving demands. As we navigate the complexities, these insights shape ConCOVE's commitment to a future-ready vocational education landscape.

Events attended

- Whangārei ConCOVE stakeholder engagement
- Global Apprenticeship Network: The future of Apprenticeships
- Global Apprenticeship Network: Study tour
- Workplace Inclusion Aotearoa Conference
- Building our Digital Community
- Trades Academy Workshop
- WILNZ Conference
- AVETRA Conference
- Dunedin ConCOVE stakeholder engagement
- BRANZ Zero Carbon Workshop
- Research and Insights Forum event
- NCVER No Frills
- Building Nations NZ
- Hamilton ConCOVE stakeholder engagement
- Quarry NZ Conference
- Crane Conference
- Frame & Truss Conference
- Master Builders Conference
- Civil Contractors NZ and HIANZ
- Construction and Infrastructure Workforce Development Summit
- ITENZ Conference
- FM SUMMIT-Facilities Management Association NZ
- CDANZ
- Christchurch ConCOVE stakeholder engagement
- CATE Conference

A large yellow and orange roller with a grid of concrete blocks on its drum, working on a dirt road under a blue sky with clouds. The roller is positioned on a dirt road, and its drum is covered in a grid of concrete blocks. The text "ALIGN / WHAKAHĀNGAI" is overlaid on the image in white, bold, sans-serif font.

ALIGN / WHAKAHĀNGAI



ALIGN / WHAKAHĀNGAI

At ConCOVE, we're interested in practical research projects that benefit learners, employers, and industry. Here are some key projects delivered over the course of 2023.

Projects with further detail can be found at www.concove.ac.nz.

Project Fund projects

Our Project Fund Projects include those from external parties who have applied via the ConCOVE Project Fund.

A more effective model of support for Māori Level 4 Carpentry apprentices - reducing the time it takes to get qualified

To examine the current support model for ākonga Māori who are completing a Level 4 qualification in Carpentry, to better understand how the model could be improved to be more effective.

Framework for Māori in high-skill roles

To identify the current industry trends in terms of what the industry urgently needs and particular skills, and to develop a framework for supporting more Māori into high-skill roles in the industry.

The New Zealand quarrying industry's possible futures toward 2030

A report which includes a suite of recommendations and associated strategies to future-proof the New Zealand quarrying industry. These recommendations will be used to support vocational training development for the quarrying industry.

Supporting technical experts to become work-based trainers

To identify examples of good work-based training practice, identify common needs for capability development of work-based trainers, and develop and trail tools and resources that supports work-based trainers.

Temporary Traffic Management (TTM) Credentials Framework

To develop a comprehensive understanding of international and national best practices in TTM and other vocational training systems; identify effective strategies, structures, and components that can be adapted to the New Zealand context, focusing on priority groups such as Māori, Pacific people, and women; and to establish a solid knowledge base for the TTM Credentials Framework Governance Group, guiding the development of the future TTM Credentials Framework in relation to the priority groups.

Environmental Competency Training – civil focus

Phase 1 includes a landscape scan of the current and upcoming legislations for the government's environmental goals, to establish what knowledge and skills are required by various roles, in order to inform training. This phase serves as a scoping exercise for the business case.

Evaluating the strengths and weaknesses of policy settings and incentives that support apprentices: towards more cohesive and coherent policy settings that are more effective at transforming outcomes for the construction and infrastructure sectors – Phase 1

To evaluate a range of policy initiatives that impact apprentices within the construction and infrastructure sectors. These are: Mana in Mahi (administered by Work and Income New Zealand); Apprentice Boost Programme (administered by Work and Income New Zealand); Regional Apprenticeship Initiative (administered by Kānoa); Group Training Scheme (administered by Work and Income New Zealand).

Degree-level apprenticeship (DLA) systems gap analysis

A systems gap analysis to recommend changes to enable DLA as a delivery mechanism in New Zealand.

Serving our people better together, Pasifika

This collaborative effort aims to strategically talanoa and collectively address the Pacific community's challenges through a systems change approach.

Workforce Journey Indicators – Phase 2

A data project to understand how people navigate into, through, and out of the construction and infrastructure workforce.

From skilled industry practitioner to kaiako

Explore and define the common elements of institution-based VET kaiako (IBVK) quality; identify the current requirements for IBVK, both initial and ongoing, and how these are being met; explore how effectively current development pathways support the development of IBVKs, given quality principles and stakeholder perspectives.

Offsite Manufacturing (OSM) workforce forecast

To explore alignment with other entities (such as the Construction Sector Accord, Waihanga Ara Rau and Hanga-Aro-Rau) that are also doing work in the OSM space; and further research into technology adoption in OSM in New Zealand, and what this will mean for the composition, size, and market share of the workforce.

Implementing change in a sector dominated by small to medium-sized enterprises

To understand what channels and methods, and the characteristics of the communications, are required to effectively implement change, and how we can embed these in our projects and into vocational education, particularly work-based learning.

A Theory of Change (TOC) for a bystander culture in the NZ construction & infrastructure sector

To facilitate a co-designed TOC to underpin the development of a programme of work that will be focused on bystander intervention in the construction and infrastructure sectors.

Civil Construction: A requirement for a robust and reliable training pipeline

A report outlining the root causes of the issues with civil heavy machinery training, conceptual solutions analysis, and recommendations for how this issue can be addressed, included the roles and responsibilities of stakeholders to implement change.

Skills Standards

To develop user guides for awareness and support in the transition from units to skills standards.

A photograph of two men shaking hands in a professional setting. The man on the left is wearing a grey and white plaid blazer over a white shirt. The man on the right is wearing a dark red, patterned button-down shirt and has an ID badge hanging from his neck. They are both smiling and looking at each other. The background is slightly blurred, showing a woman and some fruit on a table. A diagonal purple and orange gradient overlay is present across the image.

REIMAGINE /
RANGAHAU

REIMAGINE / RANGAHAU

ConCOVE’s vision and mission statement support innovation and excellence in vocational education and training within the construction and infrastructure sectors. Innovation and excellence require an understanding of best practices through a variety of forms.

The below describes how ConCOVE’s various projects are designed to influence a paradigm shift for the VET system, to benefit the infrastructure and construction sectors. It illustrates how each project outcome is focused on six key conditions that influence systems change.

SYSTEMS CHANGE INFLUENCES

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
Offsite Manufacturing (OSM) Workforce Forecast	The Government has committed to increase the use of OSM by at least 10% annually, promoting OSM adoption in the construction industry.	<ul style="list-style-type: none"> Highlights the growth of OSM and how it reimagines construction practices. The adoption of prefabrication methods and the integration of new technologies into construction processes represent practice changes that can lead to greater efficiency and sustainability. OSM offers practice solutions to productivity, safety, waste, quality, speed, and labour shortages. 	<ul style="list-style-type: none"> Interactive dashboard serves as a resource flow that provides valuable information to the VET, construction, and infrastructure sectors. Enhances decision-making by providing data-driven insights into the prefab workforce. OSM is one of the most cost-effective building options. 	<ul style="list-style-type: none"> Encourages participation from stakeholders (e.g. prefab businesses in New Zealand.) Creates relationships and connections with industry professionals, fostering collaboration in data collection and analysis. Allows for better integration to meet VET, construction and infrastructure needs when thinking and planning workforce development. Highlights the labour-intensive nature of the prefab workforce. 	Calls for collaboration and feedback through the interactive dashboard promotes a relational change by involving industry players in shaping the future of the prefab workforce.	<ul style="list-style-type: none"> Challenges the traditional construction mindset by introducing OSM as a new paradigm. The projected shift in the composition of the prefab workforce due to technology adoption indicates a transformation in mental models regarding construction practices. Recommendations to embrace technology and embed digital skills in VET stress a transformative change in how the industry perceives and integrates technology. Highlights the potential for significant behavioural and outcome changes by embracing technology and fostering digital literacy.

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
Māori Level 4 carpentry apprentices - reducing qualification time	Institutions understand and amend policies that may inhibit and promote success for Level 4 Carpentry Māori ākonga.	Institutions, workplaces, and iwi collaborate to support Māori success.	Māori learners have access to resources to support their learning.	Stronger support networks for effective training and education, and stronger relationships between whānau and ākonga learning.	Ākonga and work-based trainers are able to navigate the learning journey and the requirements to complete a job.	Changed beliefs from work-based trainers about how to “train” and recognise individual and cultural differences, and changed mindsets regarding whānau workplace involvement.
Where is the front door? An investigation into the workforce entry point in the sector	Organisations have purposeful policies on the development of initiatives and collaborations to support those entering the construction and infrastructure sectors.	Organisations understand where their workforce is coming from, and develop a collaborative approach to provide initiatives to promote the entry points.	Initiatives are developed in a collaborative manner to ensure longevity and sustainability.	Inter-organisational connections are developed for Māori, Pacific people, and women.	Networks and opportunities are developed for people, specifically, young people, to find meaningful work in the the construction and infrastructure sectors.	Schools are recognised as a significant source of workforce potential.
From skilled Industry practitioner to kaiako	Policies are reviewed to ensure kaiako are provided with quality training and that qualifications are appropriate for the needs of kaiako.	Quality training is provided for kaiako when they enter teaching positions within VET institutions to support them to become dual professionals.	Kaiako are provided the time to develop their teaching skills.	Kaiako can connect with peers to receive advice and guidance and can develop quality learning relationships with ākonga.	Kaiako are able to contribute to curriculum development.	Kaiako see themselves as dual professionals.
Supporting technical experts to become work-based trainers	Organisational policies support apprentice learning.	Work-based trainers use effective teaching and learning to support apprentices and develop a work programme that suits their learning.	Work-based trainers are provided time for personal and professional development to effectively train apprentices, and have access to training opportunities to develop their teaching, learning, and technical skills.	<ul style="list-style-type: none"> Workers are aware of their role in training an apprentice. Quality learning relationships are developed between trainer and apprentices. Quality networks are developed to support apprentices’ skills. 	Work-based trainers balance the need for learning and completing work for clients, and the power dynamics between verifier/boss and trainer.	Changed beliefs from work-based trainers about how to “train” and recognise individual and cultural differences, and see themselves as trainers and dual professionals.

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
The New Zealand quarrying industry's possible futures	Leaders in the quarry sector are actively reviewing and implementing regulations and organisations have a policy of developing leaders.	The quarrying sector takes a leadership role in developing staff to ensure quarries are taking advantage of opportunities.	Staff training is provided to develop technical and leadership skills.	A cross-sector collaborative programme is set up to distribute and implement report findings.	Quarrying is recognised as part of the supply chain, efforts to develop the sector are recognised, and younger sector members are afforded opportunities to develop their skills and the sector.	Technology and diversity are embraced within the sector.
Degree-Level Apprenticeship (DLA) systems gap analysis and comparative pilot	Pilot projects are developed with key agencies to explore the best settings required for higher level apprenticeships to be used effectively in New Zealand.	<ul style="list-style-type: none"> Providers take a leadership role in promoting the delivery of DLA throughout regional campuses and target traditionally disadvantaged groups, and industries. Agencies publicly promote the benefits of 'learn as you earn' as a 'degree qualification'. MBIE, TEC, RSLG, and others involved in the rebuild post-Cyclone Gabrielle, and other large infrastructure projects discuss the benefits of DLA for learners to gain skills and qualifications to be prepared for climate-related challenges. 	A fully funded DLA model, making it a financially viable delivery option. Industry participation, and the potential for DLA industry funding.	Standard setting agencies take the lead, alongside with CoVEs, and in collaboration with industry, employers, and MBIE to promote DLA as a legitimate pathway to higher education and skills acquisition.	Large employers such as construction and infrastructure companies act as conduits to learners seeking to develop higher level skills and qualifications, to assist learners to be work-ready upon graduation through the DLA model.	Agencies publicly promote the benefits of 'learn as you earn' as a 'degree qualification', and that 'on-the-job' training be considered on par with university qualifications.

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
<p>Neurodiversity exploration</p>	<ul style="list-style-type: none"> • A shift from compliance-based inclusion to deliberate inclusion, and aims to analyse current literature and practices, proposing training for education and work to better support neurodiverse individuals. • A potential re-evaluation and adjustment of policies to foster a more inclusive environment in education and the workforce. 	<ul style="list-style-type: none"> • Changes in assessment design, learning strategies, and material presentation to better support neurodiverse learners: involves a shift in educational practices towards a strengths-based model that recognises and utilises the diverse strengths of neurodiverse individuals. • Propose practices that promote understanding and support for neurodiverse workers: includes strategies for creating inclusive work environments and recognising and utilising the unique strengths that neurodiverse individuals bring to the workplace. 	<ul style="list-style-type: none"> • Acknowledges the economic cost of unidentified and unsupported dyslexia alone, estimated at \$800 million a year in New Zealand. • Makes a case for allocating financial resources to support the proposed changes in education and work environments to better accommodate neurodiverse individuals. • Involves research and analysis of current literature and practices, domestically and internationally. • Requires commitment from HR, as well as researchers, educators, and professionals with expertise in neurodiversity, education and workforce development. • Requires community resources such as cultural experts, community leaders, and support networks to engage with Māori, Pacific people, and women 	<ul style="list-style-type: none"> • Acknowledges the importance of diverse perspectives. • Engages various stakeholders - educators, employers, neurodiverse individuals, and community leaders: strong relationships are essential for the successful implementation of proposed changes and creating a more inclusive environment. • Involves understanding stakeholder needs, collaborating with community leaders, and incorporating cultural and gender perspectives. <p>▶ Resource flow continued</p> <ul style="list-style-type: none"> • To shift from compliance-based inclusion to deliberate inclusion, advocacy resources to promote awareness and understanding of neurodiversity are required (e.g. campaigns, workshops, and initiatives aimed at changing societal perceptions and fostering a more inclusive mindset.) 	<ul style="list-style-type: none"> • Has the potential to challenge power dynamics by promoting a more inclusive and supportive environment: aims to break down the ‘us’ vs. ‘them’ mentality, creating a stronger, collaborative dynamic. • Challenges ‘us’ vs. ‘them’ mentality by advocating for a shift from compliance-based inclusion to deliberate inclusion: involves changing power dynamics within educational and workplace settings, promoting a culture where neurodiversity is seen as a collective consideration and opportunity, rather than a burden on certain individuals. • Aims to empower neurodiverse individuals to be more self-aware and vocal about their needs. This can lead to a shift in power dynamics, as individuals gain confidence to advocate for themselves in educational and workplace settings. 	<ul style="list-style-type: none"> • Transforms mental models by promoting a strengths-based model that focusses on the abilities and strengths of neurodiverse individuals, challenging existing stigmas and stereotypes, promoting a more positive and inclusive understanding of neurodiversity with a better understanding of different ways of thinking and learning. • Researching and promoting different representations of neurodiversity, especially cultural and gender differences, contributes to changing mental models about how neurodiversity manifests, leading to increased understanding and acceptance of diverse neurodiverse experiences.

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
<p>Skills standards toolkit</p>	<ul style="list-style-type: none"> Addresses significant changes in policies related to vocational learning and assessment, particularly the shift from unit standards to skill standards in qualifications e.g. the establishment of Workforce Development Councils (WDC) as new standard-setting bodies (SSBs) is a key policy change. A toolkit that guides SSBs and tertiary education providers in navigating the new policy landscape: develops best practices and recommendations to ensure quality and consistency of qualification development and implementation. 	<ul style="list-style-type: none"> Draws on adjacent knowledge and research to understand and propose best practices in the development and implementation of skill standards-based qualifications: aims to learn from global practices and adapt them to the NZ context. The toolkit is sector-specific, and addressing the unique needs and challenges of the construction and infrastructure sectors: aims to provide guidance on designing and implementing skill standards that meet the needs of learners and the workforce. 	<ul style="list-style-type: none"> Acknowledges the lack of guidance specific to NZ's move to skill standards and recognises the potential vacuum for both developing and implementing skill standards and fill this gap. Leverages existing work with Waihanga Ara Rau, providing a starting point for the toolkit. 	<ul style="list-style-type: none"> Recognises and emphasises the importance of industry, SSBs, and education providers working together to achieve clear, equitable, and supported career pathways. Is intended for both SSBs and tertiary education providers: aims to enhance the relationship between these entities by providing guidance that aligns with industry needs. 	<ul style="list-style-type: none"> Acknowledges the shift in power dynamics with the establishment of WDCs as nationalised SSBs. Recognises the potential complexity in the relationship between WDCs and VET providers, emphasising the need for more comprehensive considerations in the quality assurance process. Investigating and evaluating provider capability becomes crucial in understanding the enablers and barriers that exist within different organisations. Recognising diverse starting points and experiences helps identify areas of collaboration and challenges. 	<ul style="list-style-type: none"> Recognises mindset challenges associated with the move to skill standards-based qualifications. Draws on research from adjacent knowledge areas, highlighting the need for a collaborative and employer-inclusive approach. Promotes a collaborative approach in the design and implementation of skill standards, encouraging stakeholders to view skill standards not just as technical specifications but as key drivers in the unifying goals of the RoVE.
<p>Framework for Māori in high-skill roles</p>	<p>Provides recommendations about what policy changes are needed by industry, education and government to support increased participation by Māori in leadership roles.</p>	<p>Discusses a range of changes in practice that might support more Māori into leadership, but will have a particular focus on the educational sector.</p>	<p>Identifies what financial and other support would assist Māori into leadership roles, and what other changes to investment might be beneficial.</p>	<p>Discusses the importance of whānau to the workforce and how leadership opportunities might be provided in this context.</p>	<p>Provides recommendations about how policies and practices can be adapted to mitigate the impact of existing power structures.</p>	<p>Provides insight into how discrimination and bias, particularly the effects of colonisation and racism, impact on the the workforce, and provide recommendations for how these might be recognised and addressed.</p>

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
Combined Environmental Competency Framework	<p>Provides policy recommendations that align with several clusters of policy outcomes the government seeks:</p> <ol style="list-style-type: none"> 1. Climate change 2. Biodiversity - Te mana o te taiao 3. Water - Te mana o te wai 4. Natural and built environments - Te oranga o te taiao 5. Waste minimisation 6. Infrastructure. 	<p>Develops an overall long-term coordinated strategy that needs to be accepted and adopted by the wider industry in regard to environmental practice.</p>	<p>Encourages a collaborative mindset: many agencies, industry associations, training providers are consuming considerable resource in their attempt to present solutions. A synergised effort will make more effective use of limited resources.</p>	<p>A consortium of industry associations are better placed to 'own' the delivery of environmental competency training, in collaboration with the WDC building formal educational product.</p>	<p>Calls for industry associations, who the project argues are nimbler and more responsive, to take ownership of the first phase of training delivery.</p>	<ul style="list-style-type: none"> • Changes the prevailing mental model of a 'many cooks' approach with numerous individual agencies and providers each taking shots at solving a problem that needs a concerted effort from multiple stakeholders. • Changes New Zealand's approach to environmental competency training which is influenced by various factors, including government policies, educational institutions and other environmental organisations, but may not always take into consideration indigenous perspectives, and other community initiatives.
Kaupapa Māori bystander	<p>Workplaces should have policies on how to report sexual harassment and how it should be dealt with. This project addresses:</p> <ul style="list-style-type: none"> • How to prevent and stop these behaviours in the first place using a te ao Māori approach. • The actions bystanders can take. 	<p>Influences actions and practices within workplace cultures in construction.</p>	<p>More resourcing and capability building to implement better response to sexual harassment.</p>	<p>Through industry partnerships, create the changes necessary to improve safety in the workplace for wahine Māori.</p>	<p>Provides information that bystanders can take when they witness sexual harassment in the workplace.</p>	<p>Shifts outdated, unhelpful, and untrue mental models around sexual harassment, through recommendations for effective policies in this space, grounded on kaupapa Māori.</p>

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
Workforce Journey Indicators Data Dashboard	<ul style="list-style-type: none"> Provides a rich evidence base to inform policy development and assessment. Allows for relatively easy comparison of sub-sector with indicators developed by Waihangā Ara Rau. 	<p>Understanding current practices via data allows the understanding of themes and patterns to inform changes to practices. The Indicators Data Dashboard is built from enduring data sources which allows them to be repeated to measure effectiveness of programmes to create change in the sectors.</p>	<p>Allows us to better understand our workforce at a granular level, enabling us to identify where investment could provide the most benefit.</p>	<ul style="list-style-type: none"> The data and trends allows us to address specific relationships that can unlock and enable a change in other aspects, such as resources or practices. Ensuring those in industry, government and the vocational education sectors are aware of the Indicators is a key focus. A common understanding of the evidence and data between these sectors is important to informing change and providing opportunities for collaboration. 	<p>Because the Indicators are provided at a granular level across a range of demographic information, they allow us to understand how power dynamics impact on different communities and groups of people.</p>	<p>Provides concrete data that can support a systems approach and allow us to dispel myths and focus on the areas or real need.</p>
Temporary Traffic Management (TTM) Credentials Framework	<ul style="list-style-type: none"> Waka Kotahi's development of a new model for Temporary Traffic Management training was the impetus for this work. Agreements with providers about TTM training and assessment will build off the recommendations in the report. 	<ul style="list-style-type: none"> The report recommendations will be built into training and assessment practice. The Working Group will explore if an existing unit standard could be used to better equip trainers with skills to support learners. 	<ul style="list-style-type: none"> The crucial change that instigated this project will require changes in resourcing. The analysis and recommendations in this report will assist in ensuring that those resources are directed where they can be most effective. 			

PROJECT	Policies	Practice	Resource flow	Relationship and connections	Power dynamics	Mental models
A Theory of Change for a bystander culture	Sector agreement about these issues including the creation of minimum standards, and the development of a shared language for talking about sexual harassment and enabling people to challenge these behaviours in a safe way.	Establishment of mechanisms to allow the sector to connect and learn together, as well as agreed sector wide reporting mechanisms and ways for people to report incidents.	Procurement processes reinforce the agreed sector mechanisms and standards.	Collaboration within the sector is key, particularly through creating mechanisms for the sectors to come together and share learnings.		Further research on why women leave the sector and what would encourage them to return, the nature of sexual harassment and hostile workplaces, and research into why men might or might intervene when they see undesirable behaviours.
Civil construction: A requirement for a robust and reliable training pipeline	The current vocational education system and qualification delivery are unable to meet the workforce needs of the civil infrastructure industry: a coherent national strategy is needed to realign training provision with demand.	The current practice is not providing the industry with the workforce it needs: an integrated training pathway is needed that provides opportunities for initial exposure, work-readiness training, entry level training and skills development.	<ul style="list-style-type: none"> • The significant public benefit justifies public funding, either through a transfer from taxation, or an industry-wide levy, and industry involvement in directing these funds towards effective uses is vital. • Educational performance should be assessed based on post-study outcomes and employability, to align education outcomes with industry requirements. 	Effective and ongoing communication and collaboration between industry stakeholders, training institutions, and policymakers is crucial to address the industry's needs, especially considering the changing expectations of the workforce regarding working hours and work-life balance.	Industry play a greater role in decision making regarding civil construction training.	



KEY INSIGHTS FROM OUR STAKEHOLDER SURVEYS

Stakeholder awareness of ConCOVE has increased, although there is still room for more work to engage members and staff of partner organisations.

- A higher percentage of stakeholders in 2023 reported being involved with ConCOVE, well aware of the work ConCOVE is doing, and aware of at least one ConCOVE strategic area.
- More stakeholders also reported being influenced by ConCOVE strategic themes which led to discussions or actual changes.
- However, when looking at partner organisation members/staff only, two-thirds of them had limited or no knowledge of ConCOVE.

Training to progress employees and future proofing the industry continued to be regarded as the top two priority areas for ConCOVE. These were also chosen by around a quarter of the stakeholders respectively, as the areas they think should be the highest priority.

- Similarly, “how we treat each other” continued to perform poorly in the survey, with only 26 per cent of stakeholders thinking it needs to be strengthened. Additionally, no stakeholder thought that it should be the highest priority.
- The majority of stakeholders agreed to some degree that ConCOVE’s activities are working towards benefitting Māori, Pacific people, and women. Stakeholders belonging to these groups also agreed that ConCOVE is working toward benefiting their groups.

Stakeholders agreed that ConCOVE’s work is benefiting Māori, Pacific people, and women.

Stakeholders hope to get more practical information and resources from ConCOVE.

- A common theme was the desire for more practical, user-friendly information from ConCOVE (e.g., deliver via in-person meetings, keep it targeted and concise, can be applied into practice).
- Several stakeholders also reported that ConCOVE could better collaborate or engage with relevant groups or organisations to address targeted issues. This resonates with the finding that half of stakeholders were not aware of any collaborative activities between ConCOVE and their organisations, especially construction businesses.

FINANCIAL STATEMENT / PŪRONGO PŪTEA

Financial Summary of Performance for 31 December 2023

Centre of Vocational Excellence Construction and Infrastructure Income & Expenditure.

Period Ending 31 December 2023.

	Note	YTD Actual 31 December 2023	Budget YTD 31 December 2023	Full Year Budget
Income				
TEC Funding	1	2,718,851	3,500,000	3,500,000
Total Income		2,718,851	3,500,000	3,500,000
Expenditure				
Staff Related Costs	2	1,407,266	1,561,049	1,561,049
Support Services Costs		250,000	250,000	250,000
Other Direct Costs:				
Contracted Services		0	0	0
Other Direct Costs	3	1,061,585	1,688,951	1,688,951
Total Expenditure		2,718,851	3,500,000	3,500,000
Income Less Expenditure		0	0	0

Notes:

1. TEC funding released to cover the costs incurred during the period, any unspent funds are held as a liability (revenue in advance) in the balance sheet in accordance with the funding terms and conditions of the ConCOVE funding agreement. Any unspent funding at the end of the funding period (31 December 2025) is required to be repaid by 31 March 2026.
2. Includes recruitment, governance
3. Includes consultants/professional services, travel and other operating expenditure

Other:

The ConCoVE started operations from 1 September 2020. Its financial year end is 31 December as is Manukau Institute of Technology (host organisation) is part of Te Pūkenga- New Zealand Institute of Skills and Technology.

Centre of Vocational Excellence Construction and Infrastructure Balance Sheet

As At 31 December 2023	As At 31 December 2023
Assets	
Cash and Cash Equivalent	2,812,115
Trade and Other Receivables	0
Total Assets	2,812,115
Liabilities	
Trade and Other Payables	94,300
Revenue In Advance	2,717,815
Total Liabilities	2,812,115
Net Assets	0
Equity	
Retained Earnings	0
Current Year Surplus/(Deficit)	0
Closing Equity	0



WHERE TO FROM HERE? / HE AHA TE ARONGA TŌMUA

Reflecting on our journey of 2023, a year marked by industry and sector engagement and our commitment to collaboration we're inspired by the momentum ConCOVE is gaining.

In the past year, ConCOVE has established itself as a catalyst for change, with projects now underway across all strategic focus areas, presenting unique opportunities to reimagine the future of vocational education in New Zealand.

With this solid base for change underway we're now looking ahead to an exciting, albeit challenging 2024. Over the course of the coming year we'll enter a critical phase, both as active participants in a vocational education sector that is undergoing further reform, and as advocates for the construction and infrastructure industry in creating a better future.

The construction and infrastructure industry requires more certainty from the vocational education system supporting it, alongside innovations and systems change. A more resilient and consistent national approach to training and education is needed – ensuring its workforce has the skills and capabilities to attract, grow, and retain its key talent.

ConCOVE plays a critical role in securing a future for vocational education in construction and infrastructure that is future-focussed. Our projects support industry need through actionable outcomes right across the system we're operating within.

Tools for action

In 2024 we'll focus on disseminating more project outcomes, ensuring there are tools for industry and educators to take into their learning environments. We'll nurture and strengthen relationships within the sector and advocate for consistent delivery and better preparation for leaders and managers as learners in the sector.

We'll communicate our project outcomes through webinars and workshops, alongside project summaries, full reports and our renowned Tūhura events. With our systems change lens we will also communicate to system agents where changes to policy, practices and investment could make a difference to industry and vocational education for generations to come.

Across all projects in 2024 industry partnership will be a cornerstone and these partnerships, including those in the wider education sector and the Food and Fibre CoVE, will continue to drive our mahi forward, forming the collective voice and reinforcing ConCOVE's critical role as a connector across the eco-system.

Beyond 2024

While we're laser-focussed on actionable project outcomes, we're equally focussed on the continuation of Centres of Vocational Excellence into the future. Through our key strategic focus areas, value delivery from projects that create meaningful and lasting change, and growing global reach and capability we feel we're well on track to ensure this outcome.

In this spirit of collaboration and shared purpose, we're striding into the future, recognising that our collective endeavours are not merely shaping the landscape of vocational education, but reshaping the narrative itself.

Join us.