



Review of the Centre of Asia Pacific Excellence Fund, 2022

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Executive summary

The Centres of Asia Pacific Excellence (CAPEs) were launched in 2017 to better equip New Zealanders to engage across the Asia-Pacific region. Based in universities, the three CAPEs were to act as connectors and facilitators, bringing university expertise in the languages, cultures, politics and economics of the region to the challenge of equipping New Zealanders to operate more effectively across the Asia Pacific.

The CAPEs were expected to work with business leaders, emerging young professionals, students and teachers. Those people in turn would ideally shape New Zealand's economy and culture for years following their engagement with the CAPEs.

As part of its accountability role, the Tertiary Education Commission (TEC) has reviewed the performance of the CAPE fund with particular emphasis on the period from 2020 to the present. Over these years the CAPEs have changed in response to recommendations made by an independent expert review conducted in 2020 and in response to the global challenges resulting

from the pandemic and geopolitical developments. With the fund due to undergo a procurement round in early 2023 to award its next multi-year contract, a view of its recent performance is needed to inform TEC's future expectations and requirements of the fund.

This review finds that the CAPEs address a need in New Zealand that is growing. Stakeholders view it as important for New Zealanders to develop broader ties with more countries in the Asia-Pacific region, and there is a need for organisations to facilitate building those ties.

Stakeholders are increasingly relying on the insights, programmes and networks that the CAPEs have developed. CAPE management has proven adept at recognising emerging challenges and implementing solutions.

In terms of how many people and businesses their programmes reach, CAPE numbers sit well alongside the numbers reached by organisations such as the Asia New Zealand Foundation (ANZF) and New Zealand Trade and Enterprise (NZTE). CAPEs have built stronger relationships with complementary organisations in recent years in order to better coordinate activity and reduce or eliminate duplication. Some stakeholders remain concerned that CAPE programmes and events at times duplicate other organisations' work, or else that CAPEs simply help finance activity initiated and organised by others.

CAPEs deliver an immediate boost in capability to the groups they interact with, such that businesses and students benefit quickly from the CAPE networks, information, and professional development opportunities. Achieving the full objectives set forth at establishment of the CAPEs in terms of business growth and culture shift takes longer, an estimated 3-10 years before changes begin to become apparent.

Because of this lag, it is hard to quantify at this time what difference the CAPEs' activity has made to New Zealanders' economic activity or career development. This difficulty attributing change to any one entity is common across much public sector activity. An impact evaluation in 2027 or 2028 that considers the range of government-funded activity focused on facilitating Asia-Pacific connections would be able to assess such effects.

A persistent concern among stakeholders was whether New Zealand universities were retaining the Asia-Pacific expertise that the CAPEs were intended to harness. It would be useful if CAPEs worked with universities to inform hiring plans so New Zealand continues to be able to have such expertise.

Recommendations for improvement have focused on ensuring that as university-affiliated organisations funded through Vote Tertiary Education, the CAPEs concentrate on their unique proposition (what they can offer that other organisations cannot). Using the commerce, behavioural economics, and analytic skills at the universities, CAPEs can develop new programmes and run them as pilots, rather than continue delivering the same programmes as business-as-usual. CAPEs can also use what they learn of New Zealanders' interests in Asia-Pacific expertise to influence universities' planning and inform government agencies' work. By embracing innovation and expanding their focus to include contributing to universities' effectiveness in Asia Pacific interactions, they can maintain and increase the value they deliver.

Context

The CAPEs were set up to increase New Zealanders' abilities to engage with three regions in the Asia Pacific: North Asia, Southeast Asia, and Latin America. CAPEs were to strengthen New Zealanders' abilities to:

- **Do business:** CAPEs would enhance the capacity of New Zealanders to engage with businesses in these Asia-Pacific regions, including through improving kiwis' commerce skills, cultural awareness and language skills
- **Learn and collaborate:** CAPEs would facilitate collaboration between tertiary institutions and other stakeholders
- **Access expertise:** CAPEs would make research-informed expertise regarding the region more readily available, becoming the first port of call when New Zealand students, academics and business people looked for knowledge and insights on the region
- **Build networks:** By leveraging the universities' international networks, the CAPEs would help kiwis establish and strengthen their own networks and relationships in the regions.

The CAPEs were established by the Government in Budget 2016. After a competitive process, three CAPEs began operating on 1 July 2017 via a six-year contract between TEC and a consortium of four universities. The North Asia CAPE (NACAPE), based at the University of Auckland, focuses on connections with greater China, Japan, and South Korea. The Southeast Asia CAPE (SEACAPE), based at Victoria University of Wellington, focuses on connections with the ten member states of the Association of Southeast Asian Nations (ASEAN), with particular emphasis on Singapore and Malaysia. The work of the Latin America CAPE (LACAPE), also based at Victoria University, encompasses 20 countries, which they manage by focusing most of their attention on those countries where New Zealand has embassies or that belong to common trade agreements, such as Chile and Mexico.

The University of Otago and University of Waikato are also part of the consortium, with Otago running a CAPE programme for postgraduates and Waikato providing a base for the CAPE Director Māori and the CAPE Education Director. Collectively, the CAPEs have received \$10 million annually.

A midpoint review identified issues that were limiting the fund's effectiveness

In 2020, three years into their six-year contract, the CAPEs were reviewed to determine how well they were delivering on their policy objectives, and what changes would improve them. The review's main findings were:

- the CAPEs needed to develop a strategy and use this to streamline their activity and enhance their impact
- their Directors needed more time and/or management support
- the CAPE policy's restrictions on using the funding for teaching and research should be reconsidered (by the responsible government agencies)
- CAPEs should build stronger strategic relationships with complementary NZ organisations.

World events have caused the CAPEs to reshape their work

Challenges of the last few years have necessitated changes to the CAPEs' original plans on how to achieve their goals. Border closures during the pandemic, supply chain disruptions, steep increases in transport costs, and rising geopolitical tensions have changed the landscape in terms of trade barriers and enablers, as well as opportunities to engage internationally more generally.

The review's questions

This review assesses to what extent the CAPE fund is delivering value as intended and to what extent it could achieve more in the coming years. The review identifies and acknowledges how the CAPEs' leaders have responded to the midpoint review's recommendations and to recent challenges and opportunities. It also has sought stakeholder views on the CAPEs' current work and what the CAPEs could most usefully do in the next contract period.

This review's findings address six main questions:

1. Relevance – are the CAPEs addressing an important New Zealand need that is not otherwise well addressed? Is their mission fit for purpose for 2022/23?
2. Capability – how capable are the CAPEs of delivering on the fund's policy objectives? Is their strategy well developed and well implemented?
3. Resilience – how well have CAPEs addressed issues identified in the 2020 review, and to what extent has their response to global upheaval included lasting improvements as well as temporary measures?
4. Effectiveness – given their funding level, have they delivered good value so far?
5. Potential – what future value could they deliver in the next few years, and under what conditions?
6. Possible changes – what are some options for improvement?

Findings are based on wide reading of documents and on interviews with CAPE leaders and stakeholders. The evidence base is further specified in Appendix 1.

Out of scope

Because border closures and quarantine requirements since 2020 have been challenging for internationally focused programmes, this review does not assess CAPE achievement of performance targets that were set before the pandemic and subsequent world events.

Findings

Relevance – Is their mission fit for purpose for 2022/23?

New Zealanders need to be capable of doing business around the world.

As a people, New Zealanders cannot afford to become parochial; global citizenship is necessary to enable kiwis to work, live, travel, and do business around the world. The New Zealand economy is likewise reliant on trade; as a country, it especially needs businesses that can establish and maintain exporting relationships.

Being able to interact well with Asia Pacific countries is particularly important

Trade is New Zealand's lifeblood, economically, and the Asia-Pacific region is critical to this trade. This makes it important for New Zealand businesses to be equipped and confident about exporting to these regions. Three of the top five markets for New Zealand exports are in North Asia (China is the destination for 28% of NZ exports, Japan has 6% of the export market, and South Korea has 3%), and the four countries with the fastest growth in NZ goods imports are evenly split between North Asia (China and South Korea) and Southeast Asia (Indonesia and Singapore). There is also growing business interest in Latin America; surveys of business opinion show increased appetite in the New Zealand business community for exporting to Latin American countries.

New Zealand universities have a similar commitment to and dependence on international networks. They hire from all around the world, attract international students particularly from Asia, form research partnerships across international lines, and equip their graduates to thrive internationally as well as within New Zealand. Given recent Chinese investment in further growing the excellence of Chinese universities, it is essential for New Zealand universities to establish and nurture ties and expertise across the Asia Pacific if they are to maintain NZ universities' standing in international rankings and the attractiveness of New Zealand for international students.

Some Asia-Pacific capability needs are addressed by other organisations

Other organisations in New Zealand also address these needs. Facilitating international trade connections is a core function for the Ministry of Foreign Affairs and Trade (MFAT). Vote Foreign Affairs and Trade also supports the ANZF, whose mission is to equip New Zealanders to thrive in Asia. NZTE is funded by Vote Business, Science and Innovation to assist New Zealand businesses to grow internationally. Vote Tertiary Education indirectly funds a number of centres focusing on Asia Pacific countries such as the University of Auckland's New Zealand Asia Institute which has five centres: a China Studies Centre, Japan Studies Centre, Korea Studies Centre, Southeast Asia Studies Centre, and a New Zealand APEC Study Centre.

The Asia CAPEs work in a space that has a range of complementary – and at times competing – organisations. LACAPE, by contrast, is a pioneering organisation for New Zealand fills a gap in supporting MFAT and NZTE's Latin American-facing work.

CAPEs have worked to build good relationships with those organisations

The overlap between the Asia-facing CAPEs and ANZF was an issue for these organisations when the CAPEs began. Many of their programmes were similar. ANZF addresses the same countries as the NACAPE and SEACAPE, and its mission – equipping New Zealanders to thrive in Asia – overlaps with the CAPEs mission. The relationship between ANZF and the CAPEs has improved significantly and is now characterized by cooperation and a commitment to good communication. They have signed an MOU, although it is more of an agreement to work towards more agreement than a clear demarcation of where one organisation's work ends and the other's begins. Regular conversations have helped build trust, and ANZF appears to recognize the CAPEs as a useful feature of the Asia-facing landscape. Stakeholder memory of the early tension between these organisations remains strong, so that general recognition of the improved relationship is lagging, but the frequent contact and the agreement to work through their potential overlaps have made the relationship constructive and valuable.

CAPEs have also established relationships with other key organisations. For example, in its August 2022 *International Education Strategy 2022-2030*, Education New Zealand – the agency responsible for stewardship of New Zealand's international education ecosystem – identifies working with CAPEs to develop globally informed citizens as a key activity for its next eight years. The CAPEs are the only organisations other than Te Pukenga that are named in the strategy's key actions lists.

RELEVANCE – are the CAPEs addressing an important issue for NZ that is not otherwise well addressed? Is their mission fit for purpose for 2022/23?

The broad goal of equipping New Zealanders to engage across the Asia-Pacific regions is increasingly important. While other organisations also work towards that goal, the CAPEs' mission of leveraging university resources to achieve the goal remains useful and appropriate. Efforts to maintain strategic relationships and align CAPE work programmes with other organisations' to ensure each organisation is working to their core strengths should continue.

Capability – How able are they to deliver on the mission?

CAPE effectiveness is based in several qualities: the abilities of their leaders, the strategy that focuses their work, the monitoring and evaluation that provides feedback for continual improvement, the expertise the centres can draw on, and their reputation – that is, the likelihood that their intended market looks to them for knowledge, advice, and services.

The high quality of CAPE leadership is a key strength

CAPE leadership is impressive – from the Directors to the Management Committee, the people leading the CAPEs are well equipped for their roles. Most hold complementary roles in the universities which enhance their ability to deliver in their CAPE roles.

Attention to strategy has paid off

The strategy developed in 2020 was basic but effective for clarifying the range of work the CAPEs undertake and enabling CAPE leaders to balance their resources and efforts across that range. Creating the role of Director Strategy has brought in a talented professional who identifies and addresses cross-CAPE issues as they emerge. That Director has worked to improve the relationship between the CAPEs and complementary organisations and has developed further useful strategy documents.

The key recent development in CAPE strategy planning is a work that identifies the impact pathway for each of the four strategic priorities the CAPEs have identified: business, education, thought leadership and connectivity. Each impact pathway sets out the CAPE goals, how the CAPEs can achieve the goals, and how they will know that their efforts are making a difference. This work should help CAPE management further focus their resources to achieve the intended policy outcomes.

CAPEs have a good start on performance measurement

A recent report the CAPEs have developed, *Measuring Our Impact 2017-2022*, assesses evidence of CAPE outputs and impacts since they were established. This performance measurement and evaluation speaks to both the maturity of the CAPEs at this early stage of their existence, and the management capability to commission and produce this level of insight.

Some of the measures are circular – for example, when considering performance around networking, having broad networks are an initial capability the CAPEs bring to the table, building networks is an output, and having networks is an impact, leading to broad access to networks being identified as an outcome; in essence, networks create networks, and the starting point is uncomfortably similar to the endpoint outcome. It is worth noting that it is notoriously difficult to craft meaningful performance measures for activity that is about knowledge and relationships, and this framework is better than many that deal with similar efforts. Nonetheless, further work on specific and measurable performance measures would be welcome.

There is an issue with the level of expertise the CAPEs can draw on

At the core of the CAPEs' mission is harnessing university expertise in the languages, cultures, economics and politics of North Asia, Southeast Asia, and Latin America. University expertise is the feature that makes the CAPEs different from ANZF and the programmes offered by Export New Zealand and other complementary organisations.

Tertiary sector expertise in these regions, however, is thin and decreasing. University staff who research and teach the languages, history, culture and international trade practices of Asia Pacific countries are few, and those who retire or depart have rarely been replaced in recent years. There are of course a range of factors that determine how tertiary education organisations manage their talent and staffing; resources are finite and priorities have to be balanced. Nonetheless several stakeholders have expressed disappointment that universities appear to be divesting themselves of CAPE-specific expertise. These stakeholders questioned whether CAPEs are losing value as this expertise diminishes.

Recent changes in the tertiary education sector have allowed funding shifts to better resource the teaching of subjects of national and regional importance. While this process focuses on the needs of local and national businesses, in particular in terms of vocational education, it could be valuable for TEC and the Ministry of Education to consider whether other areas of national importance can also be identified and supported. One major stakeholder remarked that they need university graduates with language skills for Asia Pacific countries, and they are finding it increasingly difficult to find them. CAPE funds can not address staffing needs in the tertiary sector; however CAPEs may be able to inform public sector agencies about business sector needs that universities are not well resourced to address.

The Māori initiatives portfolio sits alongside efforts to extend all programmes to Māori

The CAPEs are committed to giving effect to Te Tiriti o Waitangi and have worked to engage with, involve and deliver to Māori businesses, students, and iwi. In 2022 the CAPEs created the role of Director Māori to lead a Māori portfolio, encompassing programmes that were already in progress as well as new ones. This portfolio mirrors the range of programmes delivered across all three CAPEs – programmes for business and for education, and addressing all of the sub-regions the three CAPEs cover. The Māori business programmes are shaped to include a greater emphasis on creative arts producers, where a number of export-ready Māori businesses are focused, as well as the range of technology, tourism, agriculture and manufacturing businesses that the CAPEs routinely address. An important theme in many of the cultural programmes for Māori is connecting Māori participants with indigenous peoples and cultures in Asia and Latin America.

Alongside this portfolio there is a concerted effort to ensure the Māori economy is featured throughout CAPE programmes. A few stakeholders expressed slight unease or concern over whether in some countries where indigenous experience is a fraught topic, Asia Pacific business leaders might find it inappropriate to have this topic raised at a CAPE event. Realistically, it will not always be possible to avoid provoking unease in international settings when honouring New Zealand's biculturalism. While it is important to leave foreign nationals with a positive impression of New Zealanders' potential as economic partners, it is also important to acknowledge and demonstrate, actively, that Māori and pākehā would both feature in that partnership.

CAPEs' work in this area is front-footing an important feature of New Zealand national identity and the New Zealand economy. With continued careful management of the breadth of the Māori initiatives portfolio, as well as the Māori components throughout CAPE activity, CAPEs should be able to continue or even extend this commitment within existing resourcing.

There is growing evidence that CAPEs have a distinctive reputation among businesses for providing useful and appealing insights

Without their established and well-regarded point of difference, the three CAPEs would risk being seen as three of many organisations providing similar programmes and events to New Zealanders.

Some stakeholders have the impression that some CAPE events appeal to businesses because of the business leaders they are able to feature, rather than any university-based expertise the CAPEs can bring. Other stakeholders express concern that at times the CAPEs simply co-fund events that are designed and delivered by other organisations.

It is unclear whether these impressions reflect the earliest days of CAPE activity rather than current activity, and to what extent these are truisms rather than evidence-based impressions. There is significant evidence that event participants recognize and value CAPEs' knowledge and activities. It seems likely that there may be a lag, so that this first-hand evidence of the value of CAPE programmes has not yet sufficiently influenced CAPEs' reputations with some stakeholders.

A strong reputation for delivering value allows CAPEs' programmes and events to attract the participants who will most benefit from them. Co-funding and featuring non-academics to draw a business audience can be useful ways to create name recognition for CAPEs. Because CAPEs are careful to select high quality events and programmes to co-sponsor, and prestigious business leaders to feature, the CAPE brand has come to signal quality. Co-funding can also build networks and enable funds to be more effective than if they were only used for entirely self-funded events.

The more important question to ask about these cooperative practices is whether CAPEs add value if they use them. If CAPEs simply support activities that would have happened anyway, there's no additionality: no businesses or individuals gain something they would not otherwise have gained.

For the years on which this review focuses, this implied waste is highly unlikely. Public funding has been tight, and costs have risen. Co-funding allowed many programmes and events across New Zealand to proceed in an era of profound economic uncertainty. It was also an efficient way for complementary organisations whose work was important in the ecosystem to support each other. So long as CAPEs continue actively developing and delivering new programmes and events, as well as contributing to others', co-funding and featuring non-academics are useful and appropriate ways to enhance CAPEs' capability to deliver on the fund's policy goals.

CAPABILITY – How able are they to deliver on their mission?

Evidence shows the CAPEs have highly capable people who have established considerable respect for their organisations across the business and education sectors. There is some concern however that the university expertise that is intended to anchor the CAPEs is thin and diminishing. A lack in the depth or coverage of university expertise can quickly reduce a CAPE's effectiveness and risk it being unable to deliver. CAPEs have used co-funding and featured business leaders appropriately to both deliver more valuable activities and build their brand reputation.

Resilience – Adaptation and response to events 2020-2022

At the midpoint review, the CAPEs were characterized as an experimental set of organisations trying to deliver against a very broad mission, under pressure to deliver quick wins, undertaking a wide range of programmes with the hope some of them would prove valuable, and at continual risk of duplicating work done by other organisations. CAPE leaders' goal, shared by TEC and the expert review panel, was to develop the CAPEs over the next three years into an established, well-regarded set of centres that deliver programmes used and valued by businesses, educators, students, and others.

CAPEs acted on the midpoint review's recommendations

CAPEs addressed the review's recommendations promptly. They developed a strategy in 2020 and have shaped their programmes, performance measurement and reporting to align with the strategy. This has allowed CAPEs to focus their activities on achieving greater long-term outcomes as well as shorter-term impacts.

The CAPEs added a Deputy Director role at the LACAPE, a Cross-CAPE role of Director Strategy, and increased administrative support. With increased collaboration between consortium members, the three CAPEs worked to find a healthy balance between cross-CAPE and individual-CAPE activities.

CAPEs also strengthened their relationships with complementary organisations such as MFAT, NZTE and ANZF. NACAPE and LACAPE have regular engagements with MFAT; SEACAPE has co-sponsored events with MFAT. The CAPEs have signed a Memorandum of Understanding with ANZF, and the CAPE Director Strategy meets regularly with the ANZF Deputy Chief Executive. These connections allow greater coordination and reduced duplication, and while they have not fully overcome the initial misgivings several organisations had after the CAPEs first appeared, the relationships are clearly strengthening.

They focused on optimising their work

Having clarified four core areas of the CAPE strategy (business, education, thought leadership and connectivity), CAPE leadership re-examined their delivery. They focused on optimising their current programmes rather than adding new ones, and improving marketing so the programmes and resources they developed reached a broader audience. They increased their focus on embedding a Treaty Partnership priority. They also considered how best to reach young people at inflection points – times in their lives and educational development when they would be most likely to develop an ongoing interest in engaging across the Asia-Pacific region.

Border closures and travel restrictions over 2020-2022 led to innovations as well as adaptations

Losing the ability to take people on overseas trips, however temporarily, became an opportunity for CAPEs to rethink how they delivered their programmes. The model underpinning the design of CAPEs' early programmes was that they would provide participants some preparation then take them overseas for immersive experiences. In this model, having participants use new skills and knowledge in face-to-face interactions in Asian and Latin American countries would forge deep and lasting connections. The trips would embed in participants both interest in and confidence to pursue opportunities in the region.

From 2020, that model was challenged by the inability of the CAPEs to offer overseas travel. CAPEs had to pivot to ensuring that participants gained value from CAPE programmes without needing overseas trips. CAPE Directors describe looking into innovative options for immersive experiences, such as rolling out domestic versions of international programmes, or sending tertiary students and early-career businesspeople to engage intensively with New Zealand companies that export to Asia Pacific countries. Another idea was sending fewer participants on overseas trips and when they returned, having them serve as virtual ambassadors by sharing knowledge and inspiration with their peers. CAPEs also raised interest among across the export-ready (or near-ready) businesses in their networks by sharing stories of how some New Zealand companies successfully addressed supply chain challenges or succeeded as exporters during periods of lockdown both in New Zealand and in Asia Pacific countries. These approaches meant the CAPEs remained both relevant and useful throughout the pandemic period.

CAPEs found as well that they were more consciously aligning with government priorities in this period, supporting government re-engagement once the borders re-opened and taking government cues about New Zealand's economic needs. Economic recovery from the pandemic years was a whole-of-New Zealand priority, and CAPE knowledge and expertise dovetailed with New Zealanders' needs in both the public and private sectors. In the public sector, it has become routine for MFAT personnel to attend CAPE programmes in preparation for overseas postings in the Asia Pacific, and CAPEs have featured at – or hosted – diplomatically-focused events such as celebrations of milestone anniversaries for the New Zealand foreign relationships.

The ability of the CAPEs to serve these functions is due to both increased strategic awareness and to greater maturity of the CAPEs; they were aware of changing needs, and resilient in responding to them.

RESILIENCE – how well have CAPEs addressed issues identified in the 2020 review, and to what extent are their responses to global upheaval temporary measures or lasting improvements?

Documentary evidence and stakeholder views show the CAPEs:

- **Responded well and effectively to the recommendations of the 2020 review**
- **Showed flexibility in responding to changed global circumstances, making improvements that increased the range and effectiveness of their programmes.**

Effectiveness – Value delivered so far

CAPEs deliver an immediate boost in capability to the groups they interact with. While the evidence for this boost is largely based on participant surveys, there are an increasing number of programme 'alumni' who have gone on to develop stronger economic and cultural ties with Asia Pacific countries.

The impact horizon for achieving the full effects from CAPE initiatives is 3-10 years. While businesses can benefit very quickly from the CAPE networks, information, and professional development opportunities, the impact on business growth takes longer. Educators and learners have the same pattern as the business professionals: an immediate boost in their ability and confidence to interact with the broader Asia Pacific region, with a longer horizon to affecting kiwi career choices and economic decisions. This 3-10 year horizon aligns well with the impact horizon for other university work.

The scale of CAPE activity is good

The CAPEs have worked with over 6,000 businesses so far, a strong number given their brief time in existence before the pandemic, and the difficulties of delivering events and internationally-focused programmes since. For context, in 2020/21 NZTE, with an operational budget of \$335m, worked with over 6,300 businesses – near seven times the CAPE budget over the five years it took them to reach a similar number of businesses (alongside the CAPE work with students, educators, iwi, and others). While NZTE's work is intensive, and they maintain overseas staff, the similar span of reach of the CAPEs suggests that its business-facing programmes and events are well-received and valued by the New Zealand business community.

The CAPEs also report over 6,000 youth programme attendees and supporting over 5,500 language learners so far. For context, 5,500 language students is about triple the number of domestic students in tertiary education taking Asia Pacific language courses in 2021, and about one in six of the domestic students in secondary schools learning these languages (Chinese, Japanese, Spanish,

Korean, Portuguese). Even spread over the years since the CAPEs were established, this represents a good reach.

Stakeholders especially value CAPEs for their networks with and knowledge about emerging markets

Stakeholder feedback suggests that the CAPEs are especially valued when they focus their work on countries that are emerging markets for New Zealand. This is due both to New Zealanders' growing interest in diversifying their export destinations, and the existence of well-established organisations in New Zealand that help lift kiwi capability to work with China. Both private and public sector stakeholders value having trusted, university-based sources of knowledge and insight on these emerging markets available in New Zealand.

Several stakeholders speak very highly of LACAPE, appreciating in particular that it is the sole organisation of size that is focused on building New Zealanders' capability to work with Latin America. MFAT prizes working with this CAPE, and Ministers also value it – soon after borders re-opened, the Minister of Education and Tertiary Education went on a Latin America tour and elected to bring the LACAPE Director along. The LACAPE's quality is a factor contributing to this level of trust and usefulness, however scarcity of alternate sources of expertise is also a factor.

Similarly, SEACAPE generates some of its appeal through being focused on countries of relatively new sustained interest for New Zealanders – countries that could be characterized as emerging markets for New Zealand firms. The SEACAPE leverages business networks that include Singapore- and Malaysia-based economic opportunities for New Zealanders, countries considered to be promising places in which New Zealand firms can grow connections and reduce their dependence on North Asia markets.

NACAPE's ability to provide informed insight on the Republic of Korea likewise fills a gap; MFAT in particular values the CAPE's knowledge of Korea. A marker of the NACAPE's standing is its co-sponsorship, alongside only MFAT and the Republic of Korea's Embassy, of the recent event celebrating 60 years of diplomatic relations between New Zealand and the Republic of Korea.

The CAPEs have reached a broader than expected range of New Zealanders

CAPEs were always expected to work with business leaders, young professionals, and tertiary students who had entrepreneurial leanings, and they have delivered to that expectation. They have also built programmes to ensure Māori and Pacifica New Zealanders have improved access to internships, travel opportunities, cultural connections and business opportunities throughout the Asia Pacific. CAPEs also connected with New Zealanders outside the main centres; when the pandemic led to border closures, CAPE Directors took the opportunity to engage throughout New Zealand, creating domestic versions of the immersive experiences that were previously built around international travel. Based on the greater-than-expected interest encountered in those engagements, the SEA Cape Director formed a new model for delivering programmes, with a 'stage one' domestic programme that could be followed by a 'stage two' that involved overseas trips, but for fewer people; the idea was that those few who went on the international trips would be expected (and assisted) to share their experiences with other New Zealanders, so that more New Zealanders saw the benefits of those trips.

Domestic 'immersive' experiences proved to have broad appeal for New Zealanders and the CAPEs have built more of these into their work programme for the coming year. The outreach to New Zealanders across the domestic regions has also been well received, so that this practice may also become embedded in how CAPEs operate.

CAPE Education work is delivering extensive value

CAPEs run a variety of education programmes for tertiary students and postgraduates, for teachers of primary and secondary school students, and for secondary students as well. Students gain the most direct impact in terms of language skills, having internships, meeting business leaders and learning about opportunities to live and work in Asia Pacific countries or work with New Zealand companies that export to the region. Participants in these programmes report high levels of satisfaction, and deepening interest in continued engagement with Asian and Latin American countries.

Another important strand of CAPEs' education work is its effort to increase New Zealanders' global citizenship. The CAPEs deliver this by working to incorporate global citizenship knowledge and practice into the New Zealand curriculum. The Director Education has been at the table with education agencies for discussions on how to feature global citizenship in the revised New Zealand curriculum. This is a prime example of the CAPEs leveraging university expertise to grow New Zealanders' knowledge of and capability to interact with the Asia Pacific region. In addition to delivering programmes directly to individual learners, CAPEs are also shaping what the next generations of New Zealand students will learn.

Economic value

While the question of value raises expectation of a quantitative answer, it is difficult to reliably assess CAPE contribution to economic change. There is quantitative evidence of the number of activities undertaken, and the number of people attending events and participating in programmes; and participant surveys establish the proportion of participants agreeing that they found their experience of the CAPEs positive or beneficial. These numbers show strong participation relative to complementary organisations, and strong satisfaction.

There is anecdotal evidence of CAPEs' economic value, with past participants in their programmes attesting to how these experiences altered their business and career paths. This review has not encountered anecdotal evidence of participants questioning the value of these programmes.

To establish more strongly what economic and social value the CAPEs have created, an impact evaluation could be undertaken. An evaluation in 2027 or later that considered the range of government-funded activity focused on facilitating Asia-Pacific connections would be able to assess such effects and better understand how the different organisations contribute value.

VALUE DELIVERED – Have they delivered good value so far?

The CAPEs deliver both immediate and longer-term benefit. Their business-facing programmes provide an immediate boost in capability. Education work to shape the New Zealand curriculum is likely to have lasting value. The scale of CAPE activity is large enough that they have good penetration into business networks and the education sector, and the scope of activity is broad, reaching New Zealand populations that are often underserved by programmes, such as Māori and Pacifica, and also those who live outside the main centres. The CAPEs also meet a need among government agencies and the private sector for access to networks and knowledge about emerging markets. It is difficult at this time to directly attribute economic change to CAPE activity, but both participant numbers and participant satisfaction are strong.

Potential – Value in the next years

The CAPEs are poised to deliver good value in the coming years. The reputation they've established is likely to make them a go-to for businesspeople and young entrepreneurs. The emerging markets they enable New Zealanders to work in are increasingly important to New Zealand's economy. Business leaders are interested in developing their own capability to engage with the Asia Pacific as well; surveys commissioned by the CAPEs and ANZF establish a growing interest among business leaders in exploring opportunities in Korea, Southeast Asia, and Latin America.

The CAPEs' adept adaptation to the largescale changes in the last few years shows they have the resilience to change their activity thoughtfully and efficiently to keep delivering value as relationships and priorities throughout the region shift. Stakeholders view this ability to deliver in times of uncertainty and change as likely to be especially important in the near future.

Incorporating sustainability in their practices and content

CAPE leaders discussed sustainability as a key concern when designing their work programmes now that international travel is once more feasible. This awareness and willingness to change their activities to increase sustainability shows thought leadership that could help shape how sustainability is addressed by many export-focused New Zealand businesses. It would be easy to let the concern about sustainability lapse, but the recent appointment (March 2022) of the leader of sustainability for the University of Auckland to the role of Chair of the CAPE Management Committee has reinforced CAPE determination to make sustainability a front-of-mind issue in the coming years.

TEC could support this additional focus on sustainability by adding it to the expectations in the CAPE contract. This would both incentivise CAPEs to continue addressing sustainability, and provide acknowledgement that this objective may affect CAPE performance on other policy objectives.

By embracing innovation, CAPEs have created an ability to deliver greater value

A key to CAPEs continuing to deliver value into the future is ensuring they do not return to pre-pandemic ways of doing business. If that is allowed to be the 'norm' they aim to reclaim, many of the valuable developments over the last two years will be lost. Domestic outreach, 'stage one' domestic immersive experiences, and greater focus on internships in New Zealand with export-focused firms have all proven efficient and effective ways to broaden the CAPEs' impact. International travel will remain important, and should continue to feature in CAPE programmes, but it need not be as prominent a feature of CAPE programmes as it was before the pandemic.

This embrace of innovation goes beyond the question of how much international travel to undertake or even how sustainability will be addressed. During the pandemic, the CAPEs went beyond adjustment (eg, if you've planned a trip and learn the road you'd normally take is closed, you cancel the trip), and even beyond adaptation (take an alternate route), to innovation (select an alternate destination that will deliver the same or better experience). If the CAPEs prioritise innovation, they could lift not only their own effectiveness, but the effectiveness of the range of organisations in New Zealand that facilitate linkages across the Asia-Pacific.

Continued work developing and maintaining strategic relationships will be important

Increased attention to their relationships with MFAT and ANZF has improved CAPEs' interactions with these organisations. The regular meetings MFAT staff have with the LACAPE and NACAPE Directors has increased both regard and trust. ANZF is also more comfortable with NACAPE and

SEACAPE, although they continue to find overlaps and potential duplication of their programmes concerning.

The ability of CAPEs to work with and alongside MFAT and other organisations will be important in the next years as geopolitical tensions wax and wane. Where the relationships are already strong, they should continue; where they are still developing, efforts should intensify.

POTENTIAL – What future value could they deliver in the next few years, and under what circumstances?

The CAPEs are well placed to deliver increased value in the next years. They have built a reputation that lets them influence, connect and inform businesses that are considering exporting. Maintaining strong strategic relationships, and enhancing those that are still being built, is important to CAPEs' continued value. CAPEs have effective programmes and good reach into the communities they aim to help. They will need to avoid reverting to pre-pandemic ways of operating as part of their increasing value is their ability to develop effective alternatives to overseas travel for many of their programmes. By making innovation a conscious priority rather than a response to necessity, they could make more use of their university linkages and enhance their position as centres of excellence.

Possible changes

This review considered possible changes that were raised in the midpoint review, suggested by stakeholders, or that emerged from analysis of the review's evidence.

Adding more universities to the consortium

Stakeholders offered a range of views on potential effects if more universities joined the CAPE consortium. Some felt that increased direct university participation would enhance the CAPEs by bringing more expertise and interest to them. Others expressed concern that administrative burden and costs would increase if the consortium expanded, leaving less resources for core CAPE work.

Several stakeholders mentioned the potential value of bringing in Massey University's Latin America expertise or pointed to other universities' specialties. Others noted that participating in the consortium is not a prerequisite for working with CAPEs, and that all eight universities have had students participate in CAPE programmes and key staff involved.

The size of the consortium is something to be decided through the procurement process, as there would be benefits as well as potential costs to this change. Whatever the size of the consortium, the next contract should be implemented with careful consideration of how to minimize the administrative and financial burden on CAPE funds that consortium participation entails.

CAPEs could aim to deliver to New Zealand universities as well

Stakeholders tend to consider the relationship between business and CAPEs as largely a one-way street: CAPEs produce programmes, events, and resources, and businesses and students (ie, future workforce) consume them. It could be useful to instead consider the CAPEs as a conduit between universities and business, with information and resources flowing in both directions. CAPEs could view their mission as including facilitating universities to better engage with exporting businesses and with overseas entities in the Asia Pacific region. CAPEs could suggest research questions that

Commerce staff might find interesting; hold information sessions for university staff who teach or research in areas of interest; or inform universities how student, business and government demand for graduates with knowledge of Asia-Pacific cultures and languages is likely to shift. They might facilitate private sector companies in New Zealand or abroad to fund a named chair at a university in a subject area that would address an unmet or under-met need. Ideally, universities should be a group alongside business and students that benefit from CAPE activity.

Consider whether programmes for younger students are core work

Stakeholders identified that one area in which CAPE work could reduce is education work with primary and secondary school students. It strikes many stakeholders as a poor use of resources for CAPEs to be directly involved in this work, given that they are funded through Vote Tertiary Education and based in universities. Encouraging other agencies to work with younger students, hosting programmes for teachers, and working with the Ministry of Education or other agencies to encourage them to undertake such programmes is all effective and aligned with the CAPE mission, but actually working with young people in these age groups seems less so. One area that might be an exception is CAPE work with Māori and Pasifika students; CAPEs find that the inflection point when the opportunity to be involved in Asia Pacific programmes will have most impact is around year 10 for many Māori and Pasifika, contrasting with around year 12 for pākehā.

Focus more on developing and testing new programmes

Another shift to consider would be aiming to be developers of effective programmes rather than institutions focused on programme delivery. In their first six years the CAPEs have been innovators developing, running, and refining programmes. It would be easy to turn attention at this point to continual delivery of the programmes that have proven most effective. Yet as some programmes become business-as-usual, it would make sense to invite ANZF or other organisations to take up delivery of these proven programmes. CAPEs should continue delivering some programmes – this is core to their mandate and mission – but with an increased focus on creating knowledge about what works. Developing and running programmes as pilots for a limited number of years, collecting performance information regularly, then conducting a rigorous assessment to determine what worked well and why, would make good use of research and analysis skills so widely available at universities. This cycle of piloting and assessing – of creating as well as disseminating knowledge – should be core business for Centres of Excellence.

To support and enable a focus on piloting new programmes, TEC's performance measures should recognise the value of trialling new approaches even if those approaches ultimately do not deliver as hoped. Establishing an evidence base for what works also means identifying ideas and approaches that are less effective. So long as evidence of effectiveness is collected and analysed, and the learnings shared so other New Zealand organisations can improve their own programmes, these pilots will deliver value by enabling informed decisions on what to no longer fund.

On not using CAPE funds for research or teaching

The midterm review questioned whether the funding mechanism's prohibition on using CAPE funds for research and (SAC-eligible) teaching should be altered. When asked about this during the current review, some stakeholders questioned whether it was appropriate to have a tertiary education fund that was available for neither research nor teaching. Others applauded the restrictions as important for preventing the CAPE fund from being absorbed into university operating funds.

On balance, stakeholder view was heavily in favour of keeping the limitation preventing CAPE funding being used for teaching. CAPE Directors have found the limitation did not affect their ability to deliver, and would not want to prioritise using the fund this way even if it were possible. They felt it would be more valuable if CAPEs focus on informing and influencing public sector and university decisions about teaching, rather than to try to fund teaching directly.

Allowing the fund to be used for applied research had broader support. CAPEs have sought to fund limited applied research – practical research aimed at solving specific problems – at various times, and have had to navigate carefully to have this need met while remaining compliant with funding restrictions. It would be useful if TEC, and possibly the Ministry, refined the language around this restriction to enable applied research without detracting from the core purpose and activities of the fund.

Are the CAPEs focused on the right countries?

Several stakeholder questioned whether the CAPEs should remain focused on the current sets of countries.

Some viewed it as unnecessary to have a Latin America CAPE because the region is not a particular focus for New Zealand exporters. Others viewed it as unnecessary to have the North Asia CAPE cover Greater China because of potential duplication – there are a range of other organisations facilitating New Zealanders to engage with China, and many New Zealand exporters already have effective relationships with Chinese firms.

As a practical matter, it would weaken the CAPEs to withdraw from covering either of these regions. The languages, culture, economy, society and geopolitical sensibilities of China matter immensely to anyone engaging in the Asia Pacific. New Zealanders may have other organisations that facilitate interaction with China; however this makes it more important, not less, to have university-based expertise informing such facilitation. CAPEs can lift the quality of other organisations' work by helping identify and counter poor information or advice. This is particularly important as the use of disinformation to influence decision-making has become more prevalent.

Likewise, withdrawing CAPE coverage from Latin America would re-create a gap in New Zealand of support for businesses and groups wanting stronger ties with that region. Surveys show that business interest in expanding into Latin America is growing; and there is also a growing export education market from Latin America. A recent study of opportunities for New Zealand to increase trade with Latin America emphasized that a long-term view is essential for developing the requisite networks; halting the LACAPE would allow barriers that have been reducing to be reinstated. Some stakeholders also view that New Zealand should actively nurture stronger trade relations with Latin America as geopolitical tensions in Asia intensify.

Some stakeholders wondered whether it would work to roll the three CAPEs together into one large CAPE. Most who expressed a view on this felt that having a single CAPE would reduce mission clarity and create ongoing tensions about how to prioritise countries. Because the three CAPEs are already well established, such a change would come at a cost; only if the unified model had clear benefits should change be considered. Realistically, a sole CAPE that attempted to address Latin America as well as North Asia would be very difficult to run without under-resourcing one of these areas.

Several stakeholders mused whether New Zealand could expand the fund to cover additional CAPEs, as the model is proving successful. In particular, a South Asia CAPE was suggested; it would focus on India, Pakistan, Bangladesh, Sri Lanka, and several other countries. These countries are increasingly

important to trade exports, to New Zealand's export education market and as sources of skilled immigrants – particularly skilled IT workers, an area of ongoing need in New Zealand. If an additional CAPE is considered, it would be important to ensure New Zealand universities have the necessary expertise on the new region to support a CAPE. Any expansion would also have to be resourced and administered so as not to impair the ability of the current CAPEs to continue delivering value.

POSSIBLE CHANGES

There are no significant unaddressed issues that threaten or impair the CAPEs' effectiveness; change is not necessary, so ideas should be assessed for what additional value they could create.

Adding value: CAPEs could increase their effectiveness if they view universities as one of the groups they can serve, alongside their work with exporting businesses, students, and with overseas entities in the Asia Pacific region; TEC could support this additional focus through its funding agreement with the CAPE consortium. CAPEs could also usefully commit to continuing to innovate through their development and testing of new programmes. Allowing CAPEs to use their funding for well-targeted applied research would also be a useful change that TEC and MoE could explore implementing.

Reducing activity: One area where CAPEs could reduce their activity is programmes that delivery directly to younger students; this is not an area of university expertise (excepting in some Education departments) and would more appropriately be addressed by schools.

Areas to focus on: All three CAPEs deliver value, albeit in different ways and to different sectors. Changing the countries on which they focus is not a priority at this time. In future, once the universities have sufficient expertise to support it, and if sufficient funding is identified, an additional CAPE focused on South Asia would fit well alongside the current CAPEs.

Recommendations

The following options for improvement reflect both the views of stakeholders and additional insights formed during this review. They include items the CAPEs could act on directly and items for TEC and MoE to consider.

Recommendation 1: CAPE thought-leadership should include advising universities and government agencies on what would best support New Zealanders to engage more effectively with Asia Pacific economies. This includes providing evidence on which CAPE interventions have the best outcomes, what opportunities or issues are likely to emerge in the medium to long term, and where to concentrate resources now to get the most benefit for New Zealand over time. CAPEs can also track how well the areas and levels of university expertise in Asia Pacific subjects meet New Zealand's needs, and advise where to best target tertiary education investment in these subjects.

Recommendation 2: When developing the next CAPE contract, TEC and CAPE leadership should work to minimize any additional administrative and financial burden on CAPE funds if consortium participation increases.

Recommendation 3: CAPEs should prioritise innovation by increasing their focus on developing and trialling programmes. The work of developing, initiating, and evaluating the effectiveness of programmes makes best use of university-based resources; it is also a way of increasing excellence,

which is expected of Centres of Excellence. By handing off some effective programmes for delivery by other organisations, and using the freed up resources to focus on trialling new programmes, the CAPEs will drive continuous improvement throughout Asia-Pacific-facing organisations in New Zealand.

Recommendation 4: TEC and MoE should investigate allowing CAPE funding to be used for applied research (research that aims to find a solution for an immediate issue facing society, the economy, or industry).

Recommendation 5: CAPEs should monitor how they resource the portfolio of programmes for Māori and the work of embedding attention to the Māori economy in their activity, to ensure commitments can continue to be delivered at the current level of quality. Rapidly rising costs and increasing demand for these programmes could create pressure to stretch funding to try to cover a broader range of Māori programmes. Continuing to prioritise quality over quantity will ensure these programmes remain highly effective.

Recommendation 6: CAPEs should reduce or eliminate programmes that work directly with younger students (eg, years 1-9) as these are more appropriately delivered through other organisations.

Recommendation 7: TEC/MoE should embed in the policy and/or contract their support for the CAPEs adding sustainability to their mandate.

Recommendation 8: Instead of working as organisations for supplying university expertise to businesses and students, CAPEs should explore acting as a conduit between universities and business, with information and resources flowing in both directions. This could include seeking private sector sponsorship to hire named chairs in Asia-Pacific languages, history, politics, and economics.

Recommendation 9: Ministries including MBIE, MFAT, and MoE should support a cross-sector evaluation in 2027-28 or later to assess the impact of CAPEs and complementary organisations funded through different Votes. This would both establish the value these organisations collectively create and determine how best they can coordinate their work.

Conclusion

The CAPEs are still young organisations by university standards. It took time to establish them as viable sources of programmes, knowledge and networks. The reputation they've established has made them a go-to for businesspeople and young entrepreneurs. They are now recognized as part of the landscape of organisations working to facilitate New Zealander interaction with Asia Pacific countries.

The last three years have posed challenges for New Zealand that the CAPEs can help address. Rising travel and transportation costs, disrupted supply chains, further pandemic developments, and geopolitical concerns mean it is important for New Zealand to be viable as a new trade partner, place to do business, place to visit and place to hire from. The economic, language and cultural skills and knowledge that the CAPEs facilitate are particularly needed at this time.

Removing the CAPEs at this point could sow confusion and increased uncertainty in the populations that the fund is trying to make more interested and confident about interacting with each other. In particular, the offshore networks that have been established by the CAPEs would be left unsure about New Zealand's commitment to international business. If the CAPEs were losing credibility,

unfocused or ineffective, ending them would be a welcome move. Instead, they are increasingly effective and largely well-regarded, hence poised to create increasing value.

In addition, since the pandemic the CAPEs have been doing more work focusing on Māori engagement across the Asia Pacific and on embedding global citizenship into the school curriculum so more New Zealanders look to work with or for people from across the region. Both of these priorities strengthen New Zealand's role in the Asia Pacific region as a bicultural country that honours and promotes its indigenous peoples and cultures, and as a nation of people who think and act on the global stage.

New Zealand has built an asset in the CAPEs. They are particularly important now, given shifting geopolitical and economic relationships in the region. They are poised to deliver good value in the coming years. A focus on using this asset to generate further returns would be welcome.

Appendix 1 – How this review was conducted

TEC undertook this review as a follow-up to the 2020 midpoint review. The current review was resourced from baseline. To ensure its independence, the work was conducted by a team in a separate Directorate than the team managing the CAPE contract.

The review gathered evidence through a series of interviews, extensive reading, and viewing of online materials such as CAPE webinars. An early invitation to a CAPE event was extremely helpful for hearing the perspectives of a range of stakeholders, including people who had participated in CAPE programmes and people with an interest in the outcomes of those programmes.

Discussions, interviews and presentations

CAPE Advisory Board members interviewed

- Dr Allan Bollard, Chair of Advisory Board CAPEs; previously Executive Director APEC
- Stephanie Honey
- Catherine Beard, also with Export NZ and Business NZ

CAPE Management Committee members interviewed

- Erik Lithander, Chair CAPE Management Committee, Auckland University
- Alister Jones, Deputy Chair CAPE Management Committee, Waikato University
- Blair McRae, previously Chair of the CAPE Management Committee, Victoria University

CAPE Directors interviewed

- Charlie Gao, Director North Asia CAPE, Auckland University
- Matthew O'Meagher, Director Latin America CAPE
- Siah Hwee Ang, Director Southeast Asia CAPE
- Libby Giles, Director Education
- Natalie Lulia, Director Māori
- Angela Davis, Strategy Director

MFAT round-table discussion with

- Caroline Beresford, Unit Manager, Asia Regional Division
- Gareth Pidgeon, Lead Advisor, North Asia Division
- Rachel Maidment, Director, MFAT Auckland Office (formerly Executive Director of NZ China Council)
- Sarah Lee, Unit Manager, Americas Division
- Pip McLachlan, Principal Adviser, Americas and Asia Group

Additional interaction with

- Adele Mason, Deputy Executive Director, ANZF – interview
- Lisa Futschek, General Manager International, Education New Zealand – attended presentation
- Bronwyn Kelly, DCE Universities NZ – discussion

Readings

Documents and websites that informed this review include:

Asia New Zealand Foundation, *Annual Report 2020*

Asia New Zealand Foundation, [New Centres of Asia Pacific Excellence welcomed \(asianz.org.nz\)](http://asianz.org.nz), 2017, accessed October 2022

Asia New Zealand Foundation, [Perceptions of Asia and Asian Peoples, 2021](#)

Asia New Zealand Foundation, *What we offer: Entrepreneurship*, [Asia New Zealand Foundation Entrepreneurship programme \(asianz.org.nz\)](http://asianz.org.nz), accessed October 2022

CAPE Consortium members and Asia New Zealand Foundation, *Memorandum of Understanding*, June 2021

CAPE webinar, *Diversification as a response to trade disruptions: perspectives from New Zealand and Chile*

CAPEs, *2023 Annual Plan Overview*, 2022

CAPEs, *All of CAPE Annual Report Overview 2021*

CAPEs, *Impact Pathways and Evaluation Matrix*, 2022

CAPEs, *Measuring Our Impact*, October 2022

CAPEs, *Our Story*, 2022

CAPEs, *Proposed 2023 CAPE Work Programme*, 2022

CAPEs, *Strategy 2020-2025*

CAPEs, [The Context: Asia-Pacific \(thecontextasiapacific.org.nz\)](http://thecontextasiapacific.org.nz)

CAPEs, *Annual Reports*

Education New Zealand, *International Education Strategy 2022-2030*, [NZIES-August-2022.pdf \(education.govt.nz\)](#)

Education New Zealand, [Prime Minister's Scholarships for Asia and Latin America » Education NZ \(enz.govt.nz\)](#), accessed October 2022

Jacobi, S., Beard, L., Parish, K., & Ziguras, C [Expert Review Panel]. (2020). *2020 Mid-Term Review of the Centres of Asia-Pacific Excellence*.

Jenkins, M. (2019). *Stakeholder interview summaries from 2020 mid-term review* [email with links to interviews].

MFAT, APEC 2021 – New Zealand, [New Zealand's objectives and priorities | New Zealand Ministry of Foreign Affairs and Trade \(mfat.govt.nz\)](#), accessed October 2022

MFAT, [How we help exporters | New Zealand Ministry of Foreign Affairs and Trade \(mfat.govt.nz\)](#) accessed October 2022

New Zealand APEC Study Centre, University of Auckland, [Our research centre - The University of Auckland](#), accessed October 2022

New Zealand Asia Institute, University of Auckland, *Asia Savvy 2021: Strengthening Resilience*

NZTE, *Annual Report 2020/2021*

NZTE, *Briefing to the Incoming Minister*, November 2020

NZTE, [Latin America: Bursting with opportunities](#)

Sense Partners, *New Zealand and Latin America: Update on the Trade Relationship, Barriers, and Opportunities*, June 2022

Statistics New Zealand, International trade statistics, [Economy | Stats NZ](#)

Various Authors. *CAPEs Mid-term Review Process Documents*

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