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## ***Project Title:***

**Export Stimulation: Policy Options for Zimbabwe  
in view of the East Asian Model**

***BY***

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## **PREFACE**

It is no doubt that most of the innovative programs aimed at stimulating exports have been put in place in Zimbabwe, but the actual export expansion and export led growth has often fallen short of expectations. The author therefore seeks to explore how other countries managed while some have failed to stimulate exports in the face of options available?

The East Asian Model (The Model) derived from the successes of the East Asian countries highlights the ingredients of policy mix which favours export growth and it has always been hoped that Zimbabwe will take lessons from the experience, but has failed to do so. Some enthusiasts have often argued that the successful Asian 'Tigers' were operating in a favourable economic environment and had an edge of general economic background. However research has shown that the 'Tiger' started from a very poor economic background which lacked resources both natural and human on the eve of their economic takeoff. They were also operating against the general belief that outward oriented growth was impossible, economies opted for import substitution. Against all these odds they managed to kick-start their economies to great heights through export stimulation.

Cognisant of the foregoing it becomes imperative for Zimbabwe to know her position and strive to formulate policies that favour export expansion taking lessons from the East Asian Model.

It is against this background that the author initiated a study of policy options available for Zimbabwe in view of the 'Model'. It is my hope that this study will be helpful and show the policy makers that at least there is a silver lining beyond the clouds. It is hoped that if the economic fundamentals are put in order they will see Zimbabwe working again, this time through export led growth. But the ray of hope will only be realised calls from the all other players in the playing field are listened to, including academics.

E. Kasai, March 2002