



**GCE A level**

1393/01

**WORLD DEVELOPMENT – WD3**  
**Concepts and Processes of World Development**

A.M. WEDNESDAY, 15 January 2014

3 hours

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a **Resource Folder** and a 12 page answer booklet.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer Question 1 and **either** Question 2 **or** Question 3 in Section A and **one** question in Section B from your chosen theme.

**You should make the fullest possible use of examples in support of your answers.**

**INFORMATION FOR CANDIDATES**

You are reminded of the necessity for good English and orderly presentation in your answers. The number of marks is given in brackets at the end of each question or part-question.

**SECTION A**

Answer **Question 1** and either **Question 2** or **Question 3**.

You will need the **Resource Folder** to answer **Question 1**.

**1. Participatory development in the Niger Delta, Nigeria**

*You are advised to spend approximately 1 hour 50 minutes on this question, including 15-20 minutes reading the resources.*

*Use the resources and your own knowledge and understanding to answer this question.*

- (a) Describe and explain the economic, political and social challenges of developing the south of the Niger Delta. [20]
- (b) Examine the effectiveness of the Akassa Development Forum (ADF) in the development of the Akassa Kingdom. [20]
- (c) Discuss the contribution which a participatory model could make to future development in the Niger Delta. [20]

**Theme 3: Perspectives of Development**

*You are advised to spend approximately 35 minutes answering this question.*

**Either,**

- 2.** Examine how political attitudes and ideas have influenced development strategies. [20]

**Or,**

- 3.** With reference to examples, discuss the view that sustainable development is not achievable. [20]

**SECTION B**

Choose **one** theme (4, 5 or 6) and answer **one** question only on your chosen theme.

You are advised to spend approximately 35 minutes answering this question.

You are reminded of the need to support your answers with evidence and / or examples where appropriate.

**Theme 4: Economic Development**

**Either,**

4. Examine how globalisation may affect one or more local economies. [20]

**Or,**

5. With reference to **one** country, discuss how and why economic development varies between regions. [20]

**Theme 5: Political Development**

**Either,**

6. Examine the impact of the IMF and World Bank on development in different countries. [20]

**Or,**

7. With reference to examples, discuss the importance of human rights in the development process. [20]

**Theme 6: Social Development**

**Either,**

8. Discuss the impact of migration on development at a local scale. [20]

**Or,**

9. With reference to **one** example, discuss the challenges of improving the quality and provision of education in developing countries. [20]

**END OF PAPER**



**GCE A level**

1393/01-A

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**RESOURCE FOLDER FOR USE WITH QUESTION 1**

A.M. WEDNESDAY, 15 January 2014

***This Resource Folder contains information required for answering Question 1.  
You are advised to spend 15-20 minutes reading the resources before attempting  
Question 1.***

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## Participatory development in the Niger Delta, Nigeria

### 1. Introduction

The Niger Delta consists of swamps, forests and sandbanks that are only 1.5 metres above sea level. This is an undeveloped region with great wealth in the oil reserves found beneath the delta. Since 1990 many communities across the delta have been neglected by state and national governments and oil companies. Local people have been angered because they do not benefit from oil extraction. Traditional rulers from the Niger Delta region warned the oil companies that local people were demanding a share in the oil wealth of the region. There was widespread political unrest in the 1990s as Nigerian activists kidnapped oil workers, sabotaged oil installations and forced them to close. There were acts of piracy in the delta and at times oil production was dramatically reduced as Shell and other oil companies responded with force. Only the Kingdom of the Akassa Clan was peaceful. In addition ongoing oil spills have caused serious environmental destruction.

The 30,000 Akassa people live in 19 of the 28 subsistence fishing communities in the swamps of the extreme south of the Niger Delta. It is an isolated region with no access to public services – piped water, sewage disposal, electricity, telecommunications, transport systems or schools. Medical services have been limited to traditional healers. Because of their remoteness, the Akassa people have had very little contact with local government.



Source: <http://www.google.co.uk>

Map of Nigeria



Source: <http://healthcareinnigeria.blogspot.co.uk>

### Map of the Akassa Kingdom



#### Key

- subsistence fishing communities

### Development of the Akassa Kingdom

The Norwegian oil exploration company StatoilHydro wished to invest in Akassa. Despite an environmental impact assessment identifying the Kingdom as at high risk from oil spills, its long term presence and success depended on security and stability as well as social development and growth in the local fishing communities. StatoilHydro aimed to establish a good corporate reputation from the beginning by encouraging clan participation in the planning and operation of community development projects. StatoilHydro, and its partner BP, have been working together with two NGOs, Pro Natura International (PNI) and Voluntary Service Overseas (VSO), to involve all the different interest groups in a participatory development model. Unusually this strategy involved hundreds of thousands of dollars being committed by StatoilHydro long before any oil was even produced.



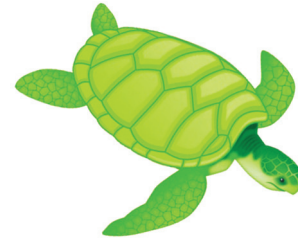
People in the Niger Delta live between water and land

Source: BBC *The Akassa approach* John Egan

## 2. Akassa Development Forum (ADF)

The Akassa Development Forum (ADF) is a community development organisation initiated by PNI and then funded by StatoilHydro. ADF is an umbrella organisation that coordinates all the local community groups and finances development projects. Some other funding comes from a variety of donors including the UN, as well as contributions from local village savings schemes.

ADF logo

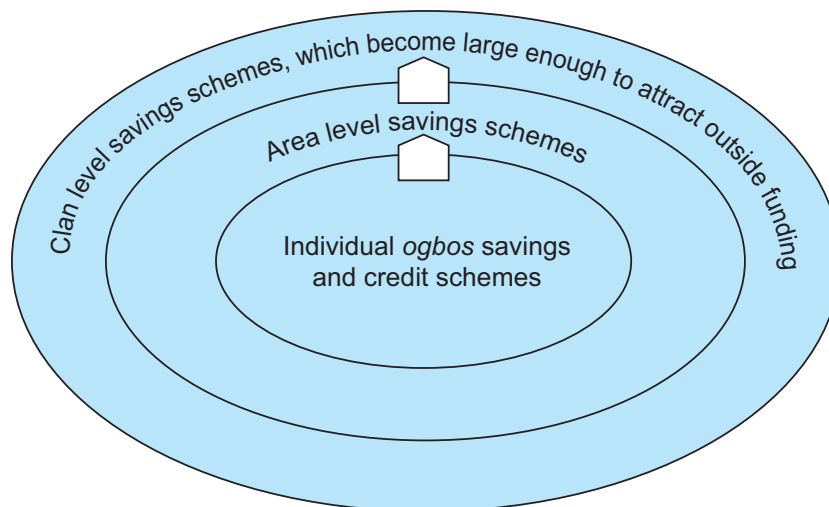


### (a) Aims of ADF

1. Reduce poverty
2. Build local capacity and skills
3. Safeguard the environment
4. Improve infrastructure
5. Develop local government capability
6. Develop institutions for education, health infrastructure and natural resource management

### (b) Community funding

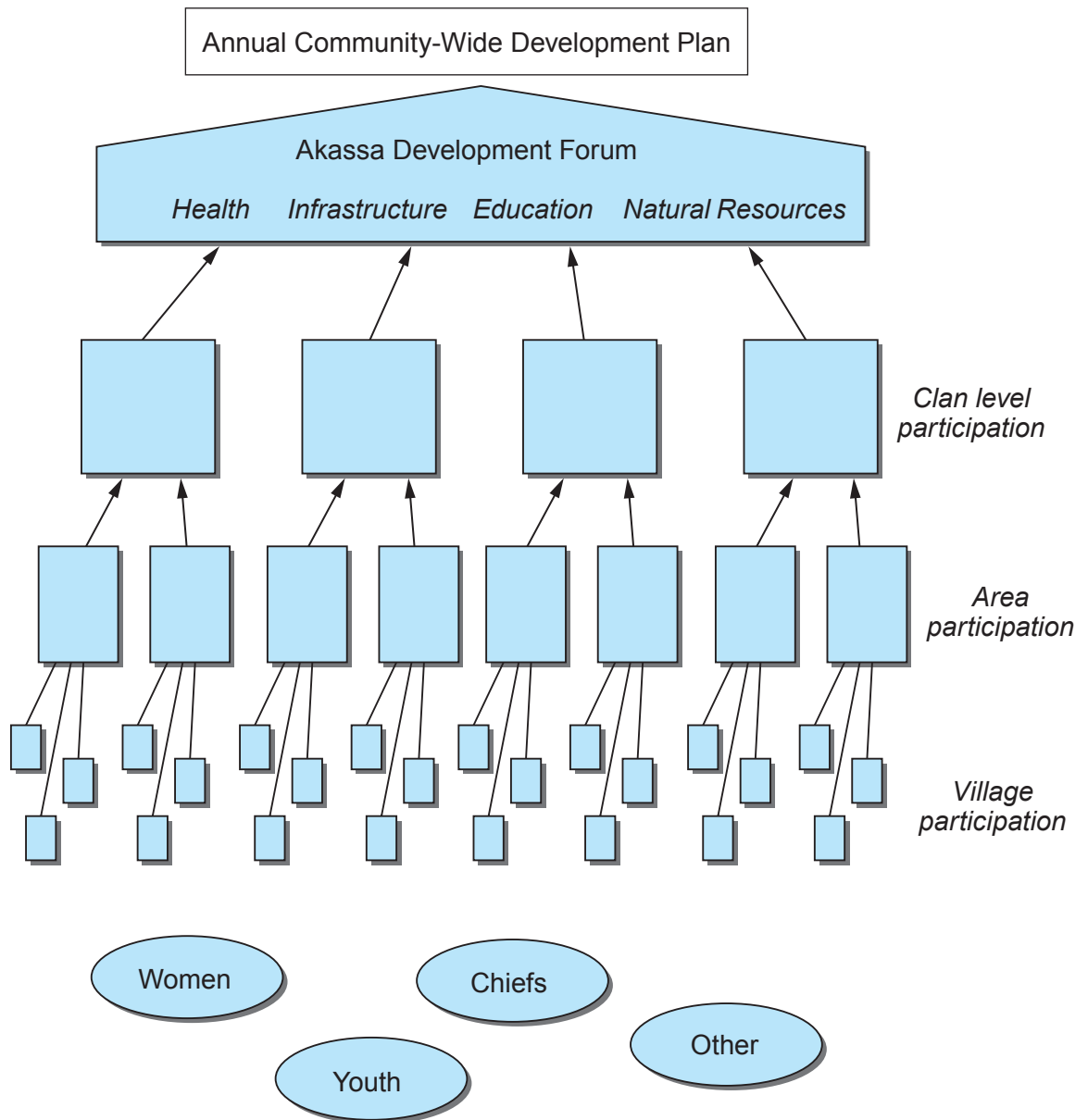
ADF encourages poverty alleviation through local income generation and savings schemes. Villagers with similar interests such as fishing, fish-smoking or small-scale petty trading, form self-help groups called *ogbos*. They save money regularly in a savings and credit scheme. *Ogbos* lend money to members and can ensure they are repaid.



### (c) Key characteristics of ADF

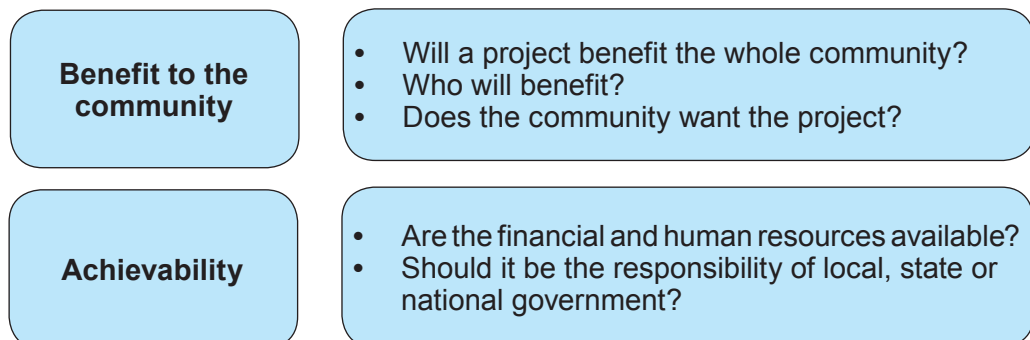
- ADF consists of local representatives from every village: women, youth, Council of Chiefs, disabled, plus state and national government.
- Decision-making includes all groups including the most marginalised.
- There is honesty and openness in agenda planning, monitoring and evaluation.
- Each community agrees on their project and makes proposals to ADF.
- Akassa Clan also agrees and proposes projects.
- Annual development plan for wide range of projects agreed by the communities.
- Technical assistance and funding from within the communities and outside donors.

(d) The decision-making process



Source: adapted from Akassa National Development Plan 2005

(e) Key questions used at every level to select the projects







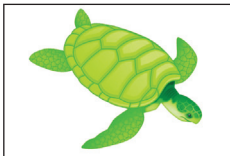




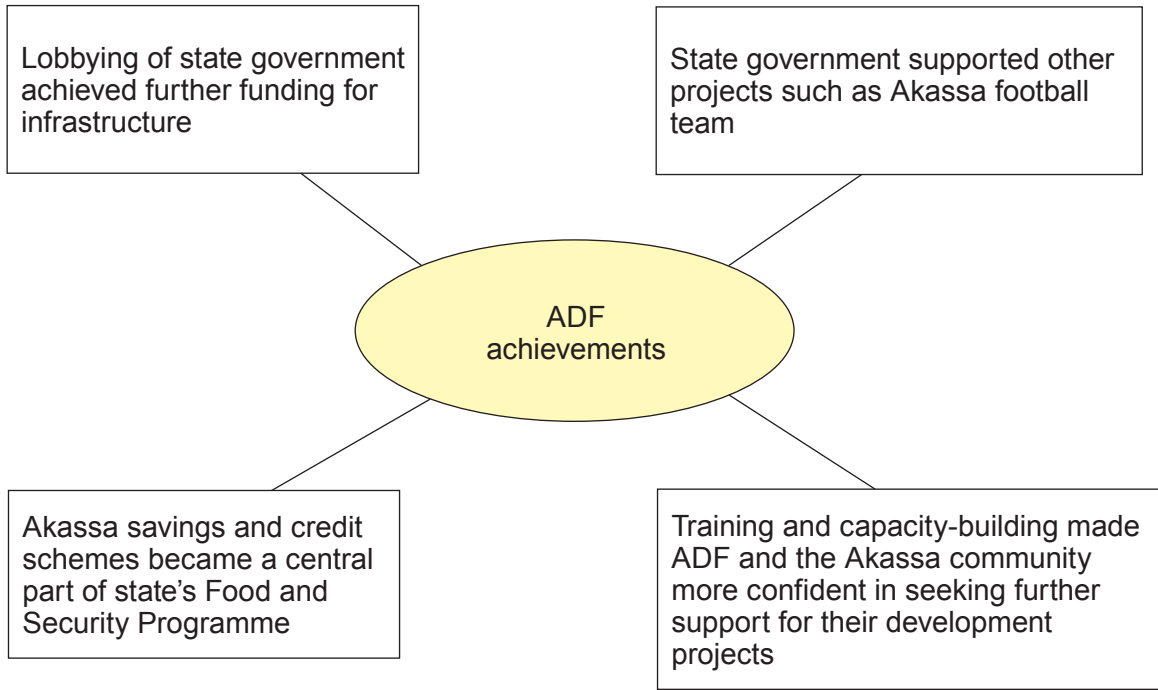
### 3. Development projects in the Akassa Development Plan

Each of the 19 communities undertook a micro project which required a 10 – 25% local financial contribution. Clan projects are prioritised by the clan and are much larger.

#### (a) Examples of clan and community projects

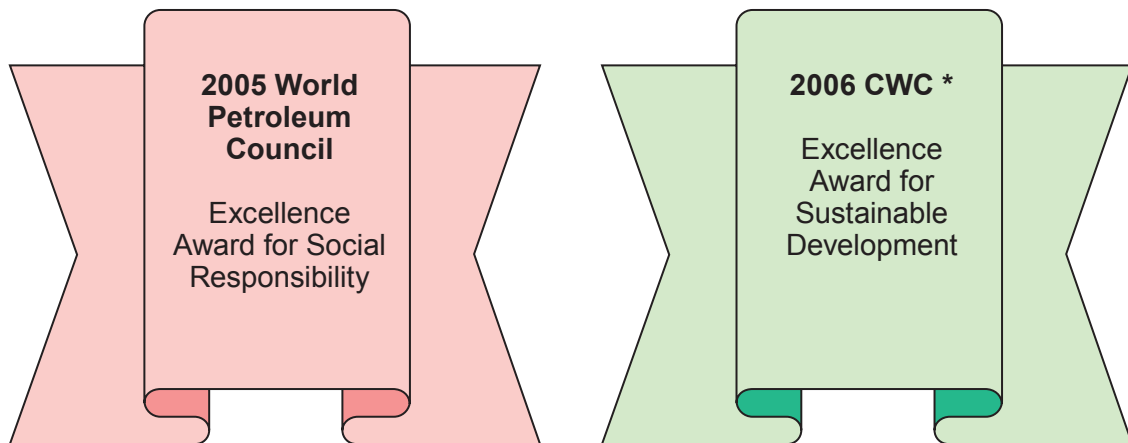
Clan projects	Description	
Health posts at Apparanbie	Basic health provision including trained birth attendants. Store and dispense pharmaceuticals.	
Primary schools at Ogbokiri	Typically classrooms, teachers' office, playground and toilet blocks.	
Infrastructure—bridge at Itihono-Ama	The old wooden bridge badly needed repair following accidents when sections collapsed as drivers crossed over.	
Community projects	Description	
Latrines at Mini-Amgba	Pier latrines for men and for women. Community contribution included labour to clear the site and transport building materials from the cargo boat.	
Nursery school at Mimibeleu	A two year project for local children.	
Infrastructure—bridge at Oginibiri Unity	This bridge unites the two sides of Oginibiri community. They are separated when the only path is covered during every high tide.	
Natural resource management	Community management plans and by-laws to conserve sea turtles and protect eco-tourism. This led to Nigeria being able to join the International Convention on Migratory Species. Villagers also demanded that Nigerian government stop deep-water trawlers from entering their fishing waters.	

**(b) ADF achievements**



**(c) International recognition**

StatoilHydro won international recognition for its support for ADF.



\* CWC are global leaders in oil exploration and development

#### 4. Extending the Akassa model

##### (a) Akassa in the news

### **Akassa battling a 'cash squeeze'**

StatoilHydro was committed to give \$300,000 to ADF in 2009. There are claims that StatoilHydro was slow to pay their funds. This created problems for ADF who had to delay projects and lay-off half of the workforce.

Nigerian oil company Conoil also recently committed huge sums to ADF but only paid in small instalments.

*Online news agency*

### **PNI leaves successful partnership with ADF**

It is not surprising that it took so long to develop the Akassa model. It has been locally generated in response to local circumstances, but it could be adapted by other communities. It promotes accountability, transparency and African 'consensus democracy'. It is community led but is inclusive of local government while imposing expectations of good governance upon it.

PNI's training section has supported the teaching of development skills by the Akassa community to others from visiting communities. Pro Natura is now able to leave the project because ADF can manage its own future.

*Pro Natura International newsletter*

##### (b) Lessons which can be learned from Akassa

- Community-based organisations can make a contribution to local and state government and support the Millennium Development Goals (MDGs).
- ADF should be linked to all groups within the administrative area so that no one is excluded. This reduces risk of conflict and competition.
- ADF decision-making is transparent. It published monthly accounts and expenditure.
- Communities understand why certain projects were prioritised and others were not.
- The model promotes long term participatory rural appraisal and development planning.
- Communities have to think of the whole development area, not just their own needs.
- The strongest and most influential groups in each community, so-called 'benefit captors', are unable to dominate the allocation of funds.