



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

GLOBAL PERSPECTIVES

0457/31

Paper 3

May/June 2014

INSERT (Resource Booklet)

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains Sources 1 to 4. The time spent reading these Sources is allowed for within the examination.



This document consists of **3** printed pages and **1** blank page.

Source 1: Blog – Building the Harmony School

July 2012

We've just arrived in Ndola in Zambia by plane from Canada – what a journey!

Our aim is to help build a school so that children in this town can get an education. Not going to school affects the whole of their lives. And it affects the whole world too.



Moving Bricks Closer to the Foundations

August 2012

Back home in Canada some people ask why so many children in developing countries like Zambia don't go to school. There are many reasons. Many governments simply don't have enough money to pay for schools for every child.

Sometimes lack of education is caused by people moving from the countryside to cities to find work. They move to places where there are no schools. Some children have lost their parents due to HIV/AIDS and have to work or beg to survive.

Source 2: The Benefits of Education

The Benefits of Education		
Personal	Local/National	Global
Helps people to get work	Brings communities together	Creates understanding of other cultures
Improves health	Creates a wealthier economy	Promotes peace and stability
Increases confidence and social skills	Reduces crime, inequality and poverty	Empowers people and supports democracy
Develops literacy	Provides employment	Encourages economic growth and world trade

Source 3: Education and Aid

We need more government funded schools in our developing countries. Education and schooling are very important – too important to be funded by aid from foreigners and charities.

Aid doesn't work – it leaves us dependent on others and doesn't last very long. The Kitwe School Project, which closed, is an example. Too many educational and other aid projects only reach a few of the many poor people who need help. Over 50% of these projects fail.

Governments in developing nations like ours need to make education a priority. More money is spent on weapons than school books.

Adapted from a letter to a newspaper from a politician in a developing country

Source 4: The Great Debate – Education for Girls

Radio Presenter: *We are here to discuss the issue of inequality in girls' education.*

Vijay, you have been a headmaster and are an expert in girls' education. Why is inequality in girls' education such an important issue for you?

Vijay

Because in some parts of the world girls don't get the same chance of education as boys. For example, United Nations statistics from 2011 show that fewer girls attend schools than boys, especially in developing countries. Recent statistics reveal that female literacy rates are much lower than male literacy rates in many parts of the world. Yet research by the World Bank in 2008 suggests that improvements in female education are one of the best ways of encouraging economic development. Although there have been improvements, is it fair that girls and women continue to experience inequality? We need local projects targeted at girls and women to solve the problem.

Radio Presenter: *Faiza, I know that you have a different perspective.*

Faiza

As a woman, I feel very strongly about this issue. Women must respect the culture of their countries and past traditions. Simply giving girls schooling will not help. It will cause conflict and disrupt family life in many parts of the world. In my country, what we really need is more jobs for men so that they can support their families better. Government money should be spent on projects to increase job opportunities and improve the economy. Once we have the wealth, then we can build more schools for everyone.

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.