

91462R



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Health 2025

91462 Analyse an international health issue

Credits: Five

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Health 91462.

Check that this booklet has pages 2–6 in the correct order and that none of these pages is blank.

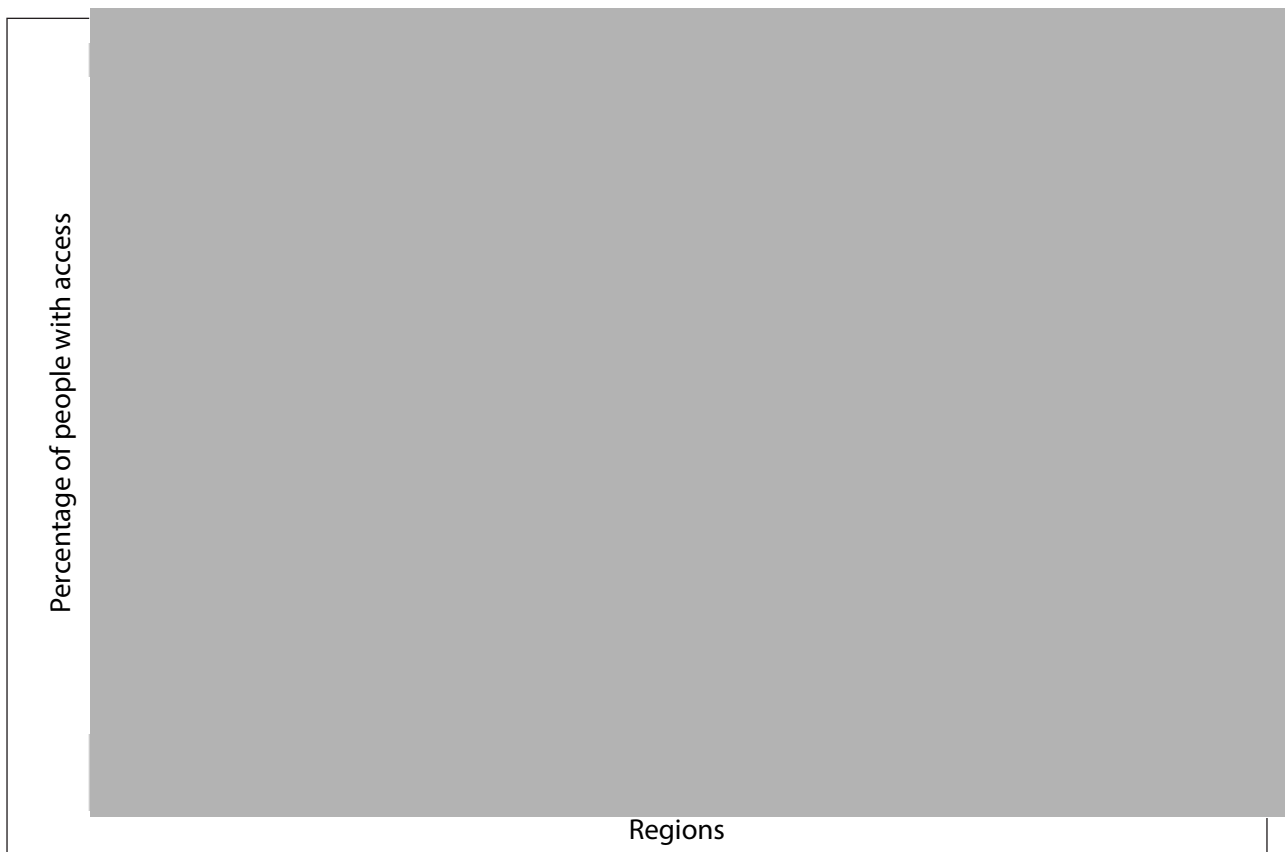
YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.

RESOURCE A: What is sexual health?

Source (adapted): https://www.who.int/health-topics/sexual-and-reproductive-health-and-rights#tab=tab_1

RESOURCE B: Access to sexual and reproductive health care, information, and education around the world

Figure 1: Access to sexual and reproductive health care, information, and education around the world (2022)



Source (adapted): <https://www.statista.com/statistics/1250494/laws-and-regulations-that-guarantee-access-to-sexual-and-reproductive-health/>

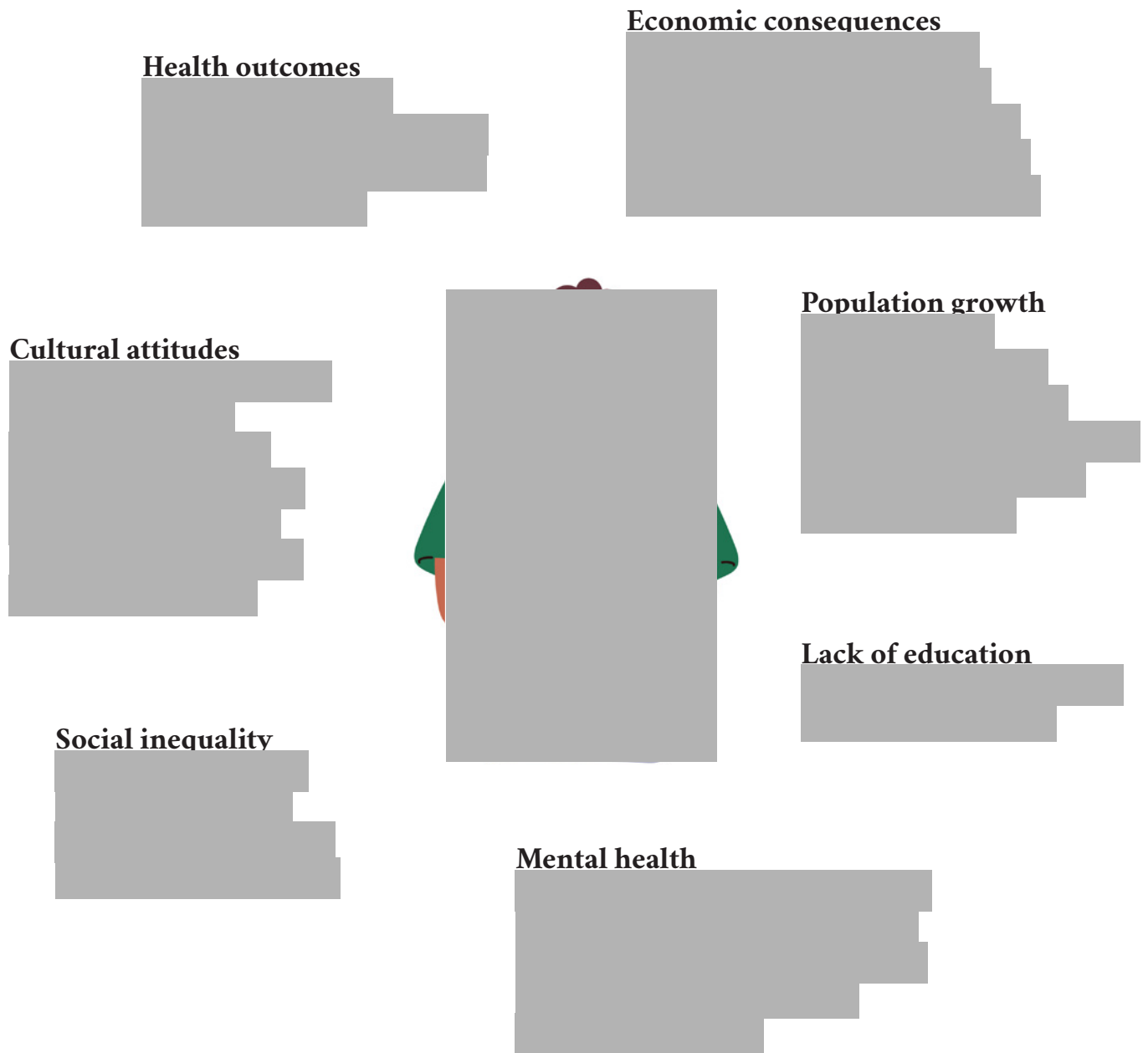
RESOURCE C: The United Nations' Global Goals

RESOURCE D: Reasons for lack of access to sexual reproductive health services

Focus2030, an organisation that aims to keep international development on the agenda,



RESOURCE E: Impacts of poor sexual reproductive health on people and society



RESOURCE F: Dedicated life skills education in Namibia

What began as an HIV-focused school curriculum in Namibia has evolved into a holistic programme on health and well-being, encompassing such topics as puberty, gender, and gender-based violence.

Education Management Information System (EMIS) data from Namibia shows that in 2019, about 97% of Namibia's schools taught life skills education to grade 4–12 learners, which includes the themes of career guidance, holistic wellness (including sexuality education), and civic education. That year, sexual and reproductive health was covered in 87% of the schools, while HIV transmission and prevention were included in 90% (Ministry of Education, Arts and Culture, 2020). The country has shown its commitment to life skills education.

Economic funding has been provided to support a policy, implemented in 2011, that requires schools of more than 250 learners to have a dedicated life skills teacher. This initiative was started by the Ministry of Education to ensure that life skills is given the attention it deserves. Currently, funding has supported approximately 2,000 full-time life skills teachers who have received ongoing training. The percentage of trained life skills teachers in the classroom increased from 42% in 2017 to 70% in 2019 (Ministry of Education, Arts and Culture, 2020).

Because life skills education has been integrated into the curriculum and there are specific teachers explicitly trained to deliver it, the topic has been given attention, recognition, and legitimacy in communities. These efforts have also contributed to more active involvement of parents in life skills education. Between 2017 and 2019, the percentage of schools that held orientation sessions for parents and tutors rose from about 25% to almost 32% in 2019 (Ministry of Education, Arts and Culture, 2020).

HIV rates in Namibia are on a downward trajectory. In 2011, 13.2% of 15–49-year-olds were living with HIV. In 2022, this figure had dropped to 11%.

