**Resolution on Comprehensive Sexuality Education (CSE)**

**Background**

1. The Global Campaign for Education has identified equality and non-discrimination as one of its strategic areas, yet fails to emphasize one of the key subjects necessary to achieve gender equality and non-discrimination of minorities: comprehensive sexuality education (CSE). In comparison to other more traditional school subjects, sexual education falls far behind. From uninclusive or incomplete at best, to plainly incorrect or even non-existing and banned at worst. Governments and societies around the world are denying youth and adolescents the access to basic knowledge about their own bodies. The lack of CSE is not only a loss for the individual and their communities - it is a lost opportunity to utilize education with a real potential of transforming the reality of youth and adolescents. We cannot achieve SDG’s 3 and 5 without CSE. It is time for the GCE to take a stand and be at the forefront for youth and adolescents and their right to a comprehensive sexuality education.

2. Many children and adolescents are poorly informed about the changes taking place in their bodies and minds at puberty, and are unprepared to deal with them. In many cases, girls learn about menstruation on the day their periods begin. They are shocked and scared when they see their menstrual blood for the first time. And boys wake up confused and alarmed after their first nocturnal emission of semen. Many adolescents do not have the knowledge, so when sexual activity begins - generally during adolescence - they are unprepared to protect themselves from sexually transmitted infections (STI's) and unwanted pregnancies, assess risks and to make sure that sex is safe, pleasurable and consensual. They are also unprepared to refuse unwanted approaches from peers or from adults who use physical or emotional pressure to coerce them to have sex. They can also feel confused and excluded if diverse experiences, identities and practices are not talked about in sexuality education. And finally, they do not know where and how to seek help from a trusted adult and from health and social services when problems occur. These experiences can be aggravated within humanitarian settings.

3. Comprehensive sexuality education (CSE) goes beyond biological information to include values creation around human rights and gender equality, nonviolence and non-discrimination as well as skills to build healthy relationships.

4. UNESCO’s international technical guidance defines CSE as “a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives”.

5. Research from all around the world has shown that CSE leads to learners delaying the age of sexual initiation, increasing the use of condoms and other contraceptives when they are sexually active, increasing their knowledge about their bodies and relationships, decreasing their risk-taking, and decreasing the frequency of unprotected sex. Thus, overall, CSE leads to healthier, happier and
more fulfilled young people who have the information, attitudes and skills to make better life choices for themselves.

6. Though the importance of CSE is well demonstrated, it continues to be a polarizing topic worldwide. CSE is under pressure, with conservative and reactionary forces preventing systems and communities from engaging in and delivering satisfying services, resulting in a failure to address children’s and adolescents’ health and wellbeing. The GCE has a responsibility to take a stand against all prejudice, discrimination and misinformation within the educational sector - this must include the case of sexuality education as well. Action in this regard needs to be mindful of cultural, contextual and language constraints in various parts of the world.

**Comprehensive Sexuality Education (CSE)**

GCE recognizes that:

1. Comprehensive sexuality education (CSE) is an integral part of the right to education, and increased access to CSE can lead to transformative results in regards to the health, safety and rights of adolescents and youth, as well as realizing gender equality and sustainable development.

2. Providing Comprehensive Sexuality Education (CSE), in and out of school settings, is key to developing the skills, knowledge, autonomy, confidence and ability to make informed decisions about a person's life, including their sexual and reproductive life, so that they can enjoy fulfilling and healthy relationships and protect themselves, and their partners, against ill health, violence and unwanted pregnancy.

3. CSE is an essential tool in the prevention of STI’s, sexual abuse and adolescent pregnancies.

4. All schools should be safe for all young people including young queer people and free of homophobia, transphobia, discrimination and bullying.

5. As children and adolescents grow and develop, they need sexuality education that prepares them for their future, matches their development and circumstances that go beyond pure biology. This calls for an inclusive and intersectional approach to CSE, as the schools' curricula on sexuality education should address the needs of all young people, including young queer identifying people, young people with disabilities, young people living with HIV, and other marginalized populations.

6. Promoting CSE needs to be cognisant of the cultural, contextual and language constraints and differences evident in many countries.

**The World Assembly calls on GCE to:**

1. Increase the organizational knowledge and competence through conducting culturally and contextually appropriate training and/or research on CSE within GCE.

2. Encourage member organizations to include CSE civil society actors in their national GCE networks.

3. Take steps towards ensuring all member organizations are actively working against homophobia, transphobia, discrimination and bullying within their organization.

**GCE further resolves and calls on States to take the following measures:**

4. Advocate for CSE on international platforms like the CSW or the CPD.

5. Ensure human rights-based CSE is part of school curricula at all schools and at all levels and is implemented through a whole school approach.

6. Ensure pre- and in-service CSE teacher/educator training and provide them with sufficient materials, budget, skills and knowledge and a supportive environment to
the extent possible in order for them to deliver quality CSE and to challenge and change harmful gender norms in the education system to ensure gender-transformative approaches.

7. Ensure sustainable financing of non-formal CSE delivered by civil society and community-based organizations.