



## Conceptualizing Gender and Sexuality Education Outcomes: Developing a Theoretical Framework for Measurement and Evaluation

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**Abstract.** A theoretical framework for quantifying and assessing gender and sexuality education outcomes is presented in this research article. The goal of the study is to improve our understanding of the effects of gender and sexuality education programmes by addressing the dearth of thorough measurement techniques in this subject. Based on a critical analysis of the body of literature, the theoretical framework is built, referencing feminist, queer, and social learning theories. Knowledge acquisition, attitude and behaviour modification, and empowerment are among the critical dimensions for assessment that are recognised, along with the connections among these constructs. The framework's implications and applications are examined, emphasising how they might direct educational practice, assist professional development for educators, and inform the creation of policies and programmes. Future research and practice recommendations are given, with a focus on the necessity of intersectionality integration, thorough measurement and evaluation systems, and continued stakeholder collaboration and knowledge exchange. The research's conclusions and suggestions support evidence-based methods, more inclusive and successful educational opportunities, and the advancement of the area of gender and sexuality education.

**Keywords:** Gender and Sexuality Education, Measurement and Evaluation, Theoretical Framework, Knowledge Acquisition, Attitude and Behaviour Change, Empowerment, Intersectionality

### 1. Introduction

By addressing concerns with gender identity, sexual orientation, and relationships, gender and sexuality

education is essential to fostering inclusive and egalitarian societies. It covers a broad range of subjects, such as gender equality, consent, and reproductive health (Kågesten, 2021). The world today is facing an unspeakable level of sexual crises which is traceable to the negative influences from modernization and social change. Ossai and Iwegbu (2012). The advancement of science and technology has come with so many evils today. The advent of the internet, facebook, films and motion pictures and even music have treated the issue of sex and sexual organs with so much levity. Adopting successful programmes for gender and sexuality education can lead to favourable results including people becoming more knowledgeable, changing their attitudes, and feeling more empowered (Grose, Grabe, and Kohfeldt 2014). Gender and sexuality education is important, but there are not enough assessment and evaluation frameworks in place to fully gauge the impact and efficacy of these initiatives (Peter, Tasker, and Hom 2015).

Current methods frequently concentrate on simple measures, like knowledge acquisition, failing to fully capture the intricate and varied results connected to gender and sexuality education (Kemigisha, Bruce, Ivanova, Leye, and Coene 2019). As a result, a theoretical framework for measuring and assessing the results of gender and sexuality education programmes must be created.

Creating a thorough theoretical framework that takes into account the many effects of gender and sexuality education is the main goal of this study. This approach will explore topics like attitude and behaviour modification, empowerment, and agency in addition to standard measurements of knowledge acquisition. This will give rise to a more sophisticated

comprehension of the effects of programmes educating people about gender and sexuality. Apart from formulating the theoretical framework, the objective of this study is to augment the comprehensive comprehension of the ways in which gender and sexuality education initiatives impact both individuals and communities. Through a theoretical lens, we may analyse the programme outcomes and obtain insights into the intricate relationships between knowledge, attitudes, behaviours, and social-cultural factors. This enhanced comprehension will aid in the creation of more efficacious and empirically grounded gender and sexuality education programmes.

By accomplishing these goals, this study will close the current gap in the assessment and measurement of educational outcomes related to gender and sexuality. This project aims to promote gender and sexuality education practices, policy creation, and educational approaches by creating a theoretical framework and improving our understanding of programme impact. In the end, it seeks to promote thorough and successful gender and sexuality education programmes in order to promote more inclusive and equal societies.

## 2. Literature Review

### 2.1 Definition and Scope of Gender and Sexuality Education

Promoting critical thinking, knowledge, and comprehension of gender identity, sexual orientation, relationships, and related subjects is the aim of gender and sexuality education. It addresses many different topics. It aims to dispel preconceptions, stereotypes, and social conventions in addition to merely disseminating knowledge. Gender and sexuality education promotes the growth of good attitudes, empathy, and respect for diversity by including students in conversations and activities (Haberland, 2015).

Diverse viewpoints have been expressed by academics and educators regarding the definition and application of gender and sexuality education. Some, for example, concentrate on the educational component, highlighting the function of formal curricula and schools in providing thorough sexual health education and advancing gender equality. Some have a more comprehensive approach that encompasses youth programmes, non-formal education environments, and community-based projects (Cunha-Oliveira, 2021).

The range of cultural, social, and legal situations in which gender and sexuality education is provided varies. In certain areas, the main focus can be on

sexually transmitted infections, contraception, and reproductive health. However, in more progressive settings, it might also cover subjects like gender norms, consent, and fighting homophobia and transphobia (Breuner et al., 2016).

In addition, multidisciplinary perspectives on gender and sexuality education can be applied, incorporating elements from public health, psychology, sociology, and gender studies. The comprehension of the complexities of gender and sexuality issues is enhanced by the integration of several theoretical frameworks and perspectives (Cunha-Oliveira, 2021).

### 2.2 Existing measurement and evaluation approaches for gender and sexuality education

The literature search indicates that, particularly in low- and lower-middle-income countries (LMICs), quantitative (quasi-experimental designs) and public health outcomes seem to predominate in evaluations of sexuality education (SE) initiatives. While these evaluations can provide valuable information about the effectiveness of SE activities, they may not fully capture the nuances and complexity of these interventions (Ivanova, Rai, Michielsen and Dias 2020).

It is advised to evaluate the effectiveness of programme creation, execution, and impact using the evaluation frameworks and techniques currently in use for SE initiatives. Nonetheless, the research indicates that not much is known about how these frameworks and techniques can be applied in many contexts. Moreover, there is a dearth of thorough research on "non-health" outcomes, which are crucial components of SE therapies and include gender norms and decision-making abilities (Haberland, 2015).

The review also draws attention to problems with how intervention contents are reported in published studies, indicating that overall intervention descriptions are noticeably inadequate. It seems that different research have different definitions and components of sexuality education, which makes it challenging to compare results and draw inferences (Miskinzod, 2022).

Due to a number of shortcomings, the measurement and assessment frameworks currently in use for the outcomes of gender and sexuality education have come under fire.

A prevalent criticism of contemporary frameworks is their emphasis on knowledge acquisition as the principal outcome metric. Although knowledge is clearly vital, it falls short of capturing the larger

objectives of gender and sexuality education, which include empowerment, behaviour modification, and attitude change. These frameworks fall short of capturing the transformative potential of gender and sexuality education programmes since they only use knowledge-based assessments (Kemigisha, Bruce, Ivanova, Leye, and Coene 2019).

The absence of thorough and consistent metrics to gauge the intricate and varied results of gender and sexuality education is another drawback. The absence of specificity in many frameworks makes it difficult to collect and compare data across various programmes and circumstances. The lack of consistent markers impedes the creation of evidence-based procedures and makes it more difficult to evaluate the efficacy of therapies (Gee, Campbell, Sarrafzadegan, Jafar, and Khalsa 2014).

Furthermore, social and cultural factors that affect gender and sexuality education outcomes are frequently ignored by current frameworks. They frequently overlook the ways that social norms, hierarchies of power, and disparities influence people's experiences with and reactions to educational initiatives. This omission restricts our comprehension of the ways in which gender and sexuality education can undermine and modify established societal frameworks (Malhotra, Amin and Nanda 2019).

Apart from scrutinising existing frameworks, there are other deficiencies and constraints in the assessment and quantification of gender and sexuality education results that require attention (Berglas, Constantine and Ozer 2014).

First of all, there are few long-term studies looking at how gender and sexuality education affects people over time. Many programme evaluations focus only on the programmes' immediate outcomes, neglecting to include the educational programmes' durability and long-term effects. Longitudinal studies are crucial to ascertain whether the changes in participants' attitudes and behaviours are persistent and have a lasting impact (Strathearn et al., 2020).

Another flaw in the assessment process is how little intersectional perspectives of marginalised groups were taken into account. The unique needs and experiences of persons from a variety of backgrounds, including but not limited to socioeconomic position, race, ethnicity, and disability, should be taken into consideration in education about gender and sexuality. The assessment frameworks now in use often fail to adequately reflect the intersectionality of identities and the particular challenges faced by marginalised communities (Potter, Lam, Cinciripina and Wetter 2021).

Furthermore, it is critical to explore new qualitative research methods that offer a deeper understanding of the subjective experiences of those involved in projects aimed at educating people about gender and sexuality. Qualitative techniques such as in-depth interviews, focus groups, and participant observations can provide profound insights into the perspectives, real-world experiences, and outcomes of educational initiatives. A more thorough evaluation of the outcomes and the filling of knowledge gaps can be achieved by integrating qualitative approaches into assessment frameworks (Alordiah et al., 2023; Rosenthal, 2016).

It is necessary to address these shortcomings and limitations in the current measurement and assessment approaches in order to provide a comprehensive and trustworthy theoretical framework for measuring and assessing gender and sexuality education results. By addressing these shortcomings, we can ensure that the framework accurately captures the depth, diversity, and transformative potential of gender and sexuality education.

### **3. Theoretical Foundations for Measurement and Evaluation of Gender and Sexuality Education Outcomes**

#### **3.1 Social Learning Theory**

A theoretical framework for understanding how people pick up information, attitudes, and behaviours by seeing and imitating others is provided by Albert Bandura's social learning theory. According to this idea, learning occurs as a result of modelling and reinforcement, whereby individuals see the actions of others and record the outcomes (Ata, 2018).

In the context of gender and sexuality education, social learning theory can be used to describe how people acquire new knowledge, attitudes, and behaviours surrounding gender identity, sexual orientation, and relationships. It suggests that exposure to positive role models and inclusive environments can aid in the learning and adoption of new attitudes and behaviours. By incorporating social learning theory into the framework for evaluation and measurement, we can look into how gender and sexuality education affects people's beliefs and actions (Grose et al., 2014).

#### **3.2 Feminist Theory**

Feminist theory offers a critical lens through which to view power dynamics, cultural norms, and disadvantages relating to gender and sexuality. It

emphasises how important it is to fight patriarchal structures and advance gender equality and social justice. Feminist philosophy places a strong emphasis on recognising and opposing injustice and discrimination based on gender in the educational system (Velaskar, 2016).

The framework for assessing and evaluating gender and sexuality education can be informed by feminist theory, which emphasises the importance of intersectionality and the inclusion of various points of view. It encourages a comprehensive approach that considers the political, social, and cultural contexts in which gender and sexuality education is delivered. In order to assess the extent to which education efforts challenge gender stereotypes, promote equality, and offer individuals greater power, feminist theory can be integrated into the evaluation framework (Breull-Arancibia, 2023).

### 3.3 Queer Theory

Traditional ideas of gender and sexuality are contested by queer theory, which promotes the dismantling of binary classifications and celebrates the fluidity and diversity of identities. It calls into question conventional wisdom and hierarchies while highlighting how gender and sexuality are socially constructed (Johnston, 2016).

Queer theory can expand the framework by acknowledging the range of identities and experiences that go beyond the binary understanding of gender and sexuality in the setting of measurement and evaluation in gender and sexuality education. It promotes a more accepting and affirming strategy that recognises the variety of ways people choose to identify and express their gender and sexuality. The assessment methodology can be integrated with queer theory to evaluate the degree to which educational initiatives establish secure and welcoming environments for people of diverse gender and sexual identities (Neto, 2018).

We can create a more thorough and nuanced framework that captures the intricate dynamics and effects of gender and sexuality education by including social learning theory, feminist theory, and queer theory into the theoretical framework for measurement and evaluation in education. These theoretical vantage points improve our comprehension of the results and efficacy of gender and sexuality education programmes by offering insightful perspectives on learning, power dynamics, and societal change.

## 4. Developing a Theoretical Framework

### 4.1 Key Dimensions and Constructs for Measurement

#### 4.1.1 Knowledge Acquisition and Retention

Knowledge acquisition and retention are important factors to consider when assessing the results of gender and sexuality education. The assessment of people's knowledge on gender identity, sexual orientation, relationships, consent, reproductive health, and other pertinent subjects is the main objective of this construct. Pre- and post-tests to gauge the increase in knowledge levels and follow-up evaluations to ascertain the degree of information retention over time can be used for measurement in this domain (Chinelli et al., 2022).

#### 4.1.2 Attitude and Behavior Change

Attitude and behaviour modification are a crucial additional component for assessment. This construct investigates how attitudes, beliefs, and behaviours concerning gender equality, consent, and healthy relationships are influenced by gender and sexuality education. It looks at whether educational initiatives are effective in questioning and changing preexisting beliefs and prejudices, as well as whether people behave in a more polite and inclusive manner. Surveys, self-report questionnaires, and behavioural observations can all be used as tools for measuring this field in order to track changes in attitudes, beliefs, and behaviours (Mennicke et al., 2021).

#### 4.1.3 Empowerment and Agency

A key component of the theoretical framework for quantifying and assessing the results of gender and sexuality education is empowerment and agency. This concept is concerned with evaluating how much education programmes support people's feeling of agency, self-efficacy, and empowerment in negotiating their own gender identity, sexuality, and relationships. It looks at whether educational programmes give people the information, abilities, and tools they need to stand up for their rights, question social norms and injustices, and make educated decisions. To measure people's perceptions of agency and empowerment, self-assessment measures, qualitative interviews, and observations can be used (Grose et al., 2014).

We are able to test and assess the results of gender and sexuality education programmes in a comprehensive manner by integrating these essential dimensions and constructs into the theoretical framework. This approach acknowledges that gaining knowledge is not

the only measure of success and that participants should also be empowered and given agency, along with changing their attitudes and behaviours. By taking into account these factors, we can build more effective and revolutionary programmes and obtain a more comprehensive understanding of the effects of gender and sexuality education.

## 4.2 Relationship between Gender and Sexuality Education Outcomes

### 4.2.1 Interactions between Knowledge, Attitudes, and Behaviors

In order to comprehend the results of gender and sexuality education, it is essential to take into account the relationship that exists between knowledge, attitudes, and behaviours. It is common knowledge that changing one's attitude and behaviour does not always result from knowledge alone. Consequently, the intricate relationships between these dimensions should be taken into consideration by the theoretical framework (Ismail et al., 2015).

Developing well-informed attitudes and behaviours concerning gender and sexuality begins with gaining thorough and accurate knowledge about these topics. Education initiatives that dispel myths and give people accurate information can help people adopt more positive attitudes. But it's crucial to recognise that a variety of social, cultural, and contextual factors can have an impact on attitudes and behaviours (Wong, 2013).

Changing one's attitude can also affect how people behave by affecting how they make decisions and direct their actions.

### 4.2.2 Role of Social and Cultural Factors

Comprehending the significance of social and cultural elements is important for appreciating the results of gender and sexuality education. People's views and actions regarding gender and sexuality are greatly influenced by social conventions, power dynamics, and cultural beliefs. The acceptance of new information and attitudes may be aided or hindered by several variables (Browes, 2015).

The manner in which social and cultural settings influence people's experiences with and reactions to gender and sexuality education should be taken into consideration in theoretical frameworks. It is crucial to understand that people may experience various forms of societal pressure, discrimination, and obstacles depending on their colour, ethnicity, gender identity, sexual orientation, and other intersecting identities. These elements may affect how people assimilate and

utilise the skills and perspectives they acquire from educational initiatives (Clauss-Ehlers, 2019).

Additionally, the accessibility and availability of gender and sexuality education are influenced by social and cultural variables. (Malhotra et al., 2019) The framework ought to take into account how the execution and efficacy of educational initiatives are impacted by institutional support, policy, community acceptability, and cultural norms.

A more thorough understanding of the results of gender and sexuality education can be obtained from the theoretical framework by acknowledging the interplay between knowledge, attitudes, and behaviours as well as the significance of social and cultural factors. This knowledge will help with the creation of efficient treatments that deal with the intricate interactions between specific elements and larger societal circumstances.

## 4.3 Explanation of the Interrelationships between Constructs

The interrelationships between the constructs in the theoretical framework can be explained as follows:

**Knowledge Acquisition and Retention:** The other constructs are built upon this construct. People's views and behaviours can be influenced by their knowledge about gender and sexuality.

**Attitude and Behaviour Change:** Learning typically results in changes to attitudes and beliefs. People's attitudes and behaviours around gender and sexuality may alter as they gain greater knowledge and comprehension of these topics.

**Empowerment and Agency:** Changes in attitude and behaviour as well as the acquisition of new knowledge have an impact on empowerment and agency. People who are well-informed and have a good outlook on gender and sexuality may feel more capable of acting and making decisions.

**Social and Cultural Factors:** Social and cultural factors, such as social norms, power structures, and cultural values, can influence all the constructs. They can shape individuals' knowledge, attitudes, and behaviors related to gender and sexuality. (Alordiah et al., 2022; Kågesten et al., 2016).

**Intersectionality:** All of the dimensions can be impacted by intersectionality, which takes into account how different identities—such as race, ethnicity, and socioeconomic status—interact with gender and sexuality. It acknowledges that the junction of various identities shapes people's experiences and reactions to educational programmes. Arrows linking each concept to intersectionality demonstrate its impact (Lawrence, 2020).

**Theoretical Framework: Holistic Approach to Measuring Gender and Sexuality Education Outcomes**

Concept/Dimension	Description	Actions	Indicator
Gender Norms and Roles	Understanding societal constructs of gender	Implementing interventions to challenge traditional gender norms	Changes in attitudes and behaviours towards gender roles
Sexual Identity and Orientation	Exploring fluidity and diversity of sexual identities	Creating inclusive environments	Increased acceptance and support for diverse sexual orientations
Reproductive Health and Rights	Recognizing reproductive autonomy and rights	Advocating for reproductive justice	Improved access to reproductive health services and policies
Sexual Behaviour and Practices	Analysing influences on sexual behaviours	Implementing comprehensive sex education programs	Reduction in risky sexual behaviours and increased contraceptive use
Gender-Based Violence	Understanding intersecting forms of oppression	Implementing prevention and intervention strategies	Decrease in rates of gender-based violence and increased reporting
Comprehensive Sexuality Education	Providing accurate and comprehensive information	Promoting healthy behaviors	Increased knowledge and adoption of safe sexual practices
Access to Resources and Services	Assessing availability and accessibility of resources	Advocating for improved access	Decreased disparities in access to healthcare and support services
Agency and Empowerment	Enhancing individuals' capabilities and agency	Promoting self-determination	Increased confidence and decision-making abilities
Stigma and Discrimination	Understanding sources and impacts of stigma	Implementing anti-stigma campaigns	Reduction in stigma-related barriers to care and support
Sociocultural Context	Examining power dynamics and social structures	Advocating for social change	Increased awareness and activism for gender and sexual justice
a. Knowledge Acquisition and Retention	Assessing effectiveness of educational interventions	Adjusting curriculum and teaching methods	Improvement in knowledge scores over time
	Monitoring long-term retention of knowledge	Providing additional reinforcement and support	Maintenance of knowledge levels over time
b. Attitude and Behaviour Change	Capturing shifts in attitudes and beliefs	Targeting attitudes for intervention	Positive changes in attitudes towards gender and sexuality
	Documenting observable changes in behaviour	Implementing behaviour modification strategies	Adoption of healthier and more inclusive behaviours
c. Empowerment and Agency	Understanding individuals' sense of empowerment	Supporting empowerment initiatives	Increased feelings of agency and self-efficacy
	Evaluating individuals' confidence and decision-making abilities	Providing targeted support and skill-building	Improvement in self-efficacy and decision-making skills
Interactions between Dimensions	Explanation	Information	Action
Recognizing the interplay between knowledge, attitudes, and behaviours	Knowledge serves as a foundation for attitude change, which influences behaviour	Understanding the interconnectedness of dimensions	Implementing integrated interventions
	Considers potential reciprocal influence between behaviour, attitudes, and knowledge	Recognizing bidirectional effects between dimensions	Promoting holistic approaches to education
Role of Social and Cultural Factors	Considerations	Information	Action
Impact of social and cultural factors on education outcomes	Acknowledges influence of social norms, power structures, and cultural values	Recognizing contextual influences on outcomes	Advocating for culturally competent interventions
	Considers how social and cultural context affects availability, accessibility, and effectiveness	Addressing barriers and disparities	Promoting equity and inclusivity
Intersectionality	Approach	Information	Action
Unique experiences and challenges faced by individuals with multiple marginalized identities	Considers how intersecting identities (e.g., race, ethnicity, socioeconomic status) affect outcomes	Recognizing complexity of individuals' experiences	Tailoring interventions to diverse needs
Longitudinal Perspective	Methodological Approach	Information	Action
Assessing long-term impact of education programs	Includes longitudinal studies to assess sustainability and lasting effects of programs	Monitoring outcomes over extended periods	Evaluating program effectiveness over time

This table presents a comprehensive framework for measuring gender and sexuality education outcomes, organized into distinct concepts or dimensions.

#### **4.4 Gender Norms and Roles**

This dimension looks at the expectations and cultural constructs around gender roles as well as the roles, behaviours, and customs that are connected to different genders in a given society. Understanding how these norms influence people's attitudes and behaviours is necessary. Action in this area involves putting various interventions into practice with the aim of challenging and reshaping traditional gender norms and roles. This could entail legislative actions, public awareness campaigns, and educational initiatives designed to promote more equal and inclusive views and practices around gender roles. Indicators of progress in this area include discernible shifts in societal attitudes, practices, and policies towards greater gender equality and acceptance of different gender expressions.

#### **4.5 Sexual Identity and Orientation**

The vast spectrum of sexual identities and orientations that transcend the binary divisions of straight and gay are explored in this feature. It means acknowledging and honouring the variety of experiences individuals have with identification, attraction, and desire. The main focus of this dimension's efforts is creating environments that accept and validate a variety of sexual identities and orientations. This could mean providing LGBTQ+ individuals with support and resources as well as instituting practices and guidelines that respect and honour people's self-identified gender and sexual orientation. Development can be seen in the increasing visibility, acceptance, and support for individuals with different gender identities and sexual orientations as well as in the development of an accepting and helpful society culture.

#### **4.6 Reproductive Health and Rights**

At the core of this dimension is the right of individuals to make informed decisions about their reproductive health and well-being, including having access to all available reproductive alternatives, contraception, and healthcare services. It comprises respecting and recognising each person's agency and autonomy with regard to their reproductive life. Promoting reproductive justice entails ensuring that everyone has equitable access to reproductive healthcare services and legislation that upholds individuals' autonomy and rights. This could entail advocating for legislation that upholds health equity and reproductive rights,

eliminating barriers to access, and advancing reproductive awareness and education. Progress can be seen in increased public awareness of reproductive rights, improved access to reproductive healthcare services, and a closing of the gaps in reproductive health outcomes between different groups.

#### **4.7 Sexual Behavior and Practices**

Promoting safer and healthier sexual habits as well as comprehending the variables influencing people's sexual practices and behaviours are the focus of this area. It involves comprehending the complex interplay of biological, psychological, social, and cultural factors that affect individuals' sexual preferences and activities. Among the activities that fall under this category are the implementation of comprehensive sex education programmes that provide accurate information, promote healthy sexual attitudes and behaviours, and equip individuals with the knowledge and skills to make informed decisions about their sexual health. Examples of this include consent education, the use of contraception, STI prevention, and the promotion of healthy relationships. Success can be measured by fewer people engaging in hazardous sexual behaviour, more people adopting safer sexual behaviours, and improved outcomes for people's and communities' sexual health.

#### **4.8 Gender-Based Violence**

This section addresses the pervasive issue of gender-based violence, which encompasses financial, emotional, sexual, and physical abuse inflicted upon victims due to their gender identity or expression. It involves understanding the dynamics and underlying causes of gender-based violence as well as implementing preventative and response programmes. This component includes activities such as putting preventative programmes into place, offering survivors' support, spreading awareness, and lobbying for laws and procedures that advance gender equality and stop violence. This could entail bystander intervention training, legislation reforms, community mobilisation campaigns, and relationship education. Success can be measured by a decrease in the frequency of gender-based violence, an increase in the reporting of these cases and the help offered to survivors, as well as changes in cultural norms and views on gender equality and violence.

#### **4.9 Comprehensive Sexuality Education**

This dimension emphasises how important it is to teach comprehensive and developmentally appropriate information about human sexuality, relationships, and

sexual health. It means empowering individuals with the knowledge, skills, and mindset needed to make informed decisions about their sexual and reproductive health throughout their life. One option to address this component is to implement comprehensive sexuality education courses covering topics such as anatomy, puberty, contraception, consent, STI prevention, and healthy relationships. Examples of this include developing curricula, preparing teachers, including the community and parents, and providing youth-friendly healthcare services. Success can be measured by changes in the knowledge, attitudes, and actions of the public about sexual health as well as by reductions in the incidence of STIs, unintended pregnancies, and hazardous sexual behaviour.

#### **4.10 Access to Resources and Services**

This component examines the tools and networks of support that individuals require in order to make informed choices regarding their sexual and reproductive health, in addition to the availability, affordability, and accessibility of these services. It comprises locating and eliminating barriers to access, such as those brought on by financial, social, cultural, and physical limitations, which may keep people from receiving the resources and assistance they need. This component of action includes advocating for policies and programmes that improve healthcare service accessibility, modernise infrastructure, and address socioeconomic determinants of health. This could entail attempting to reduce discrimination and stigma, expanding insurance options, improving transit options, and increasing funding for healthcare related to sexual and reproductive health. Success can be measured by better access to healthcare services, a decrease in healthcare disparities, and an increase in marginalised communities' usage of preventative services.

#### **4.11 Agency and Empowerment**

The primary objective of this dimension is to improve people's abilities, autonomy, and agency in making decisions about their sexual and reproductive lives. It means recognising and protecting people's right to make choices about their bodies, relationships, and futures free from coercion, bigotry, or violence. The activities of this dimension include promoting self-determination, making resources and information more accessible, and creating friendly conditions that let people stand up for their rights and make decisions based on their values and preferences. This could entail teaching rights and obligations, practicing advocacy, developing one's skills, and promoting self-

efficacy and positive self-esteem. Progress is shown by improvements in people's ability to access and utilise sexual and reproductive health resources and services, as well as improvements in their self-efficacy, confidence, and ability to make decisions.

#### **4.12 Stigma and Discrimination**

This aspect concerns the discrimination, stigma, and exclusion that individuals endure as a result of their gender identity, sexual orientation, or reproductive choices. It comprises recognising and opposing the detrimental beliefs, behaviours, and attitudes that legitimise exclusion and discrimination in addition to promoting respect, inclusion, and acceptance of all individuals. This dimension's activities include spreading knowledge, busting stereotypes, advocating for legislative changes, and providing support and services to those who are affected by stigma and discrimination. This could include sensitivity training, legal advocacy, the creation of safe spaces and support networks, and anti-stigma campaigns. Success can be measured by lowering stigma-related barriers to care and support, increasing public acceptance and support for disadvantaged groups, and improving the mental health and general wellbeing of those affected by prejudice and stigma.

#### **4.13 Sociocultural Context**

This component examines the ways in which more general social, cultural, and structural factors influence individuals' experiences of gender and sexuality and the ways in which those elements impact opportunities, outcomes, and resources. It comprises locating and eliminating the institutional inequalities, cultural norms, and power structures that enable discrimination, oppression, and marginalisation. Advocating for social change, raising awareness of and fostering knowledge of intersecting identities and experiences, and developing inclusive practices and policies that cater to the interests and rights of various communities are all included in the actions that fall under this category. This could entail initiatives to combat damaging conventions and stereotypes, advance diversity and representation, and encourage cooperation and unity among various social groupings. Increases in knowledge and comprehension of the social and cultural contexts that influence gender and sexuality outcomes, together with advancements in practices, policies, and programmes that support fairness, inclusivity, and justice for all people and communities, are signs of success. A decrease in inequality and prejudice, modifications to attitudes and behaviours, and enhancements to marginalised groups' access to opportunities and resources are all



possible signs of development. Interventions can aim to create environments that support everyone's health, well-being, and dignity, regardless of their gender, sexual orientation, or other identities, by addressing the sociocultural backdrop.

The table offers a thorough framework for creating, carrying out, and assessing programmes that educate people on gender and sexuality. In order to generate significant and long-lasting results, it highlights the necessity of a multidimensional strategy that takes into account a variety of dimensions, assessment techniques, and contextual elements.

## 5. Implications and Applications

### 5.1 Policy and Program Development

The theoretical framework has significant consequences for how gender and sexuality education curricula are developed, which should be considered by policymakers and programme developers. Policymakers can get a thorough grasp of the essential components of empowerment, attitude and behaviour modification, and knowledge acquisition by applying the framework. This knowledge can help create evidence-based, all-inclusive, and comprehensive curricula that cater to the varied needs and experiences of pupils. Policymakers can use the framework to help them identify key subjects, learning goals, and teaching techniques that support successful learning outcomes. Policymakers may guarantee that educational programmes are based on theory and research by coordinating curriculum design with the framework. Students will benefit from more meaningful and rewarding educational experiences as a result of this.

The framework can also be applied to enhance programme evaluation methods in gender and sexuality education courses. Evaluation frameworks that capture the efficacy and impact of these programmes can be created by programme evaluators by incorporating the variables listed in the framework. This entails creating outcome variables and measuring tools that are compatible with the framework's defined constructs. Through the implementation of a thorough assessment methodology, decision-makers can obtain solid proof regarding the program's results, advantages, and shortcomings. Policymakers may make well-informed decisions on the continuation, modification, or termination of programmes thanks to this data-driven approach, which guarantees efficient resource allocation and ongoing programme evolution to satisfy student needs.

### 5.2 Educational Practice

When it comes to educating students about gender and sexuality, educators are essential. The theoretical framework offers educators direction in creating efficient methods for teaching and learning in this area. Through an understanding of the interdependencies across constructs and the impact of social and cultural elements, educators can create instructional strategies that promote empowerment, attitude and behaviour modification, and knowledge acquisition. The framework offers a theoretical foundation for choosing instructional strategies, materials, and exercises that engage and assist students as they learn. The framework can be used by teachers to establish inclusive classrooms that value variety, encourage candid discussion, and develop critical thinking abilities. Teachers can increase the efficacy and impact of their instructional practices and, in turn, improve student outcomes by aligning their methods with the framework.

In the area of gender and sexuality education, the theoretical framework also provides a basis for the professional growth of educators. The framework can be employed by professional development programmes to enhance educators' comprehension of the essential elements and ideas associated with successful instruction in this field. Through the integration of the framework into professional development initiatives, educators can augment their expertise and proficiencies in executing empirically-supported tactics, establishing inclusive educational settings, and tackling the distinct requirements and obstacles linked to gender and sexuality education. Opportunities for professional development may centre on assisting teachers in leading thought-provoking conversations, handling delicate subjects, and fostering inclusive and respectful learning environments. Policymakers can guarantee that educators have the knowledge and abilities needed to provide their pupils with high-quality instruction and support by making investments in their professional development.

## 6. Conclusion

The purpose of this research article was to create a theoretical framework for assessing the gender and sexuality education. The study noted the dearth of thorough measuring and assessment frameworks in this area as well as the significance of gender and sexuality education. In creating a theoretical framework that improves our comprehension of the effects of gender and sexuality education programmes, the research objectives were successfully met.

In defining the scope of gender and sexuality education and critically analysing current measuring and evaluation techniques, the literature review laid the groundwork for this investigation. It brought attention to the shortcomings and restrictions in the existing frameworks and emphasised the necessity of a thorough theoretical foundation. The framework was developed with theoretical underpinnings from feminist, queer, and social learning theories, guaranteeing a multifaceted and inclusive approach.

The research's theoretical framework established important dimensions and measuring constructs, such as empowerment and agency, attitude and behaviour modification, and knowledge acquisition and retention. It also emphasised the connections between these concepts and the influence of social and cultural elements on the results of education related to gender and sexuality. The conceptual model gave a clear comprehension of the relationships between the constructs by visually representing the framework.

This research has important applications and ramifications. The suggested theoretical framework can help curriculum design and implementation strategies by providing information for policy and programme development. Policymakers and programme designers can guarantee the efficacy and inclusivity of gender and sexuality education initiatives by utilising the framework. Furthermore, by providing guidance for teaching and learning strategies, the framework can also direct educational practice by enabling teachers to design inclusive and effective learning environments.

This research study makes more contributions than only theoretical developments. In the realm of gender and sexuality education, this study closes a significant gap by creating a thorough theoretical framework. It offers a starting point for further investigation and assessment, supporting the application of evidence-based procedures and ongoing enhancement of programmes educating people about gender and sexuality.

Future research should concentrate on quantitative studies to supplement the qualitative findings of this study in order to further progress the subject. In addition to taking into account the varying effects on different demographic groups, longitudinal studies can investigate the long-term effects of gender and sexuality education programmes. It is also advised to conduct ongoing study and assessment of programme implementation techniques in order to pinpoint best practices and remove obstacles.

This study has effectively created a theoretical framework for assessing the results of gender and sexuality education. The framework offers a thorough grasp of these programmes' effects and has useful ramifications for policy, programme design, and instructional methodology. Stakeholders may guarantee the efficacy and inclusiveness of gender and sexuality education by adopting this paradigm, which will ultimately promote a society that is more just and empowered.

## 7. Recommendations

Based on the findings and conclusions of this research, the following recommendations are put forth to further enhance the field of gender and sexuality education:

- To determine the efficacy of gender and sexuality education initiatives, legislators and educational institutions should implement thorough measuring and assessment methods. It is imperative that these systems incorporate both qualitative and quantitative metrics in order to facilitate a comprehensive comprehension of programme results. It is important to monitor students' empowerment, attitude and behaviour changes, and knowledge gain through regular examinations.
- Given the significance of intersectionality, it is advised that courses on gender and sexuality include an intersectional perspective. This means taking into account the ways in which gender and sexuality interact with a variety of identities, including race, ethnicity, socioeconomic status, and disability. Programmes can become more inclusive and relevant by addressing the distinct experiences and difficulties that people from different backgrounds confront.
- Opportunities for continuous professional development should be provided to educators in order to guarantee the successful implementation of gender and sexuality education programmes. Workshops and training sessions can help them better grasp the theoretical foundation, provide them with effective teaching techniques, and develop their capacity to establish welcoming and secure learning environments. It is important to give instructors ongoing support and resources so they can handle challenging subjects and meet the varied requirements of their pupils.
- In order to achieve a thorough comprehension of the enduring effects of

gender and sexuality education, longitudinal studies should be the primary focus of future study. These studies would monitor participants for a long time, recording information retention, persistent changes in attitude and behaviour, and the long-term advantages of empowerment. Studies that follow participants over time can offer important insights into the long-term impacts of gender and sexuality education on people's lives.

- To advance the area of gender and sexuality education, academics, legislators, and educators must collaborate and share knowledge. Frequent forums, symposiums, and conferences should be held to encourage the sharing of concepts, best practices, and difficulties encountered when putting these initiatives into action. Working together can result in the creation of interventions that are supported by evidence and the spread of effective practices throughout educational environments.
- Governments and educational authorities ought to acknowledge the value of educating people about gender and sexuality and provide sufficient funds and resources to make this happen. It is important to create explicit regulations and standards to guarantee the inclusion of these programmes in school curriculum and to support their efficacy. Initiatives in the fields of research, programme development, and educator training ought to receive funding.
- Programmes for teaching on gender and sexuality should be continuously improved and adjusted in response to new research, input from stakeholders, educators, and students, as well as shifts in cultural norms and attitudes. It is important to carry out routine evaluations and assessments to pinpoint problem areas and make sure that these initiatives continue to be applicable, inclusive, and successful.

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