

RESEARCHING SEXUALITY EDUCATION FOR FAMILY FORMATION IN LATVIA: QUESTIONNAIRE DESIGN AND VALIDITY

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ABSTRACT

The project “Promoting sexuality education for family formation in the Latvian education system” aims at exploring the understandings and needs in the Latvian education system regarding sexuality education for family formation (SE4FF). Given the need for a scientifically based research tool addressing SE4FF in the Latvian context, the research questions guiding the study were: RQ1: What are the topics to be included in a scientifically based survey questionnaire to investigate SE4FF in Latvia in a culturally sensitive way? RQ2: Which items should be included under each topic in such a questionnaire? RQ3: Which is the reliability level of the final version of the questionnaire?

To address RQ1 and RQ2, a systematic methodological approach based on questionnaire design research was used. It included extensive preliminary research, elaboration of the initial draft, piloting and finalisation. The reliability check (RQ3) was done using Cronbach’s alpha, based on 1197 answers received in Spring 2025.

Five thematic areas were included in the questionnaire: (1) family values; (2) approaches to sexuality education; (3) sexuality education at school, including 4 subsections (school topics, sexual relationships at school age, school-parent cooperation, and teacher training); (4) needs in the education system; and (5) examples of good practice. The final questionnaire included 55 items, including 6 open questions. Item formulation was based on national and international scientific literature, current social and political debates, the current sexuality education provision in Latvia and the Latvian historical heritage (1918–1939). The overall reliability of the scale items of the questionnaire was high ($\alpha = .865$, 46 items).

The discussion addresses the questionnaire’s face validity, content validity, construct validity and contrast validity. The findings support the potential of the new questionnaire as a valuable tool for future research on SE4FF with further possible applications in sexuality education curriculum, teacher training and school-family partnerships.

Keywords: *Education for family formation, sexuality education, family values, survey design, questionnaire validity*

Introduction

The institution of the family is an important value for the people of Latvia. The Latvian Constitution states that “The State shall protect and support marriage – the union between a man and a woman, the family, the rights of parents and children” (par. 110). One of the tasks set for the Latvian National Development Plan 2021–2027 is “strengthening the family as a value in society, including [...] improving youth education and raising public awareness on parenting skills, relationship literacy, family and marriage ... for the sustainable growth of the nation”. However, the situation of families and demographic dynamics are worrying. The total population of Latvia dropped from 2.4 million in 2000, to 1.9 million in 2024 (Central Statistical Bureau of Latvia, 2024, 26–34). In 2023 there were 504 divorces per 1000 marriages, and in January 2024 45.8% of families had one parent with one or more minor children (Central Statistical Bureau of Latvia, 2024, 55–67). Therefore, there is a need to reinforce in young people the necessary values and attitudes for the formation of strong families to ensure Latvia’s sustainable development, and the education system has a key role to play in this regard.

In recent scientific research in Latvia regarding sexuality education (Grīnberga, 2023; Ķīvīte-Urtāne et al., 2023; Mileiko et al., 2016; Papardes zieds, 2022), the issue of family formation is largely absent. In addition, the current dominant approach in sexuality education policy and practice in Latvia purports mostly a liberal worldview. In order to reinforce democratic values, there is a need to diversify the educational offer with research-based perspectives supporting sexuality education for family formation, so that parents and teachers can choose from different well-founded alternatives representing different worldviews.

In this context, the project “Promoting sexuality education for family formation in the Latvian education system” (2024–2026)¹, implemented at the University of Latvia, aims to explore the relationship between sexuality education and family formation. The objective of this project is to investigate the understandings and needs in the Latvian education system regarding sexuality education for family formation (SE4FF).

The theoretical framework of the project is based on the philosophical anthropology of personalism, which sees sexuality as an integral part of human beings. The interpersonal unifying dimension of sexual relations is directly related to man’s and woman’s ability to unite biologically, psychologically, and spiritually (the three dimensions of the person) (Wojtyła, 2009). In this view, the person’s sexuality maturation is the process of integrating and harmonizing these three dimensions (Beltramo, 2018), and self-giving love (Ortega y Gasset, 2004) is the central framework for sexuality education and research. In this project the term ‘sexuality education for family formation’ is understood as young people’s preparation to live sexuality as an expression of responsible, faithful, and committed love between man and woman in their future family. SE4FF looks at

¹ <https://www.lu.lv/zinatne/projekti/atveselosanas-un-noturibas-mehanismu-projekti/atbalsts-petniekiem-projektiem/vertibas-balstistas-gimenes-pratibas-un-seksualas-izglitiba-veicinasana-latvijas-izglitiba-sistema/>

sexuality education holistically, does not reduce it to health education, and includes such values as family, freedom, respect for life, chastity, fertility, and non-violence.

The project focuses on the traditional heterosexual family model because research on this model, and support for young people to understand it, is missing in Latvia. By focusing on this model, we build upon recent research on the benefits of loving relationships between father and mother on children (Chen, Kubzansky & VanderWeele, 2019; Chen et al., 2019; Goldberg & Carlson, 2014; Parkes, Green & Mitchell, 2019). SE4FF is an inclusive approach: it does not criticise single-parent families or other family models, but rather focuses on traditional family values while upholding individual freedom and rejection of any discrimination or violence based on sexual preferences or orientation, acknowledging that, even if family structures are relevant, the most important thing in children's life is the love and care they receive at home.

One of the challenges addressed by the project is the lack of reliable scientific research about the understandings of, and needs for, value-based preparation for family formation and integral sexuality education in Latvia. Given the lack of an appropriate research tool addressing SE4FF in a culturally sensitive way (based on Latvian historical heritage and current societal needs in Latvia) and which is scientifically based on recent national and international research, a new instrument needed to be elaborated. The research questions guiding the study were:

- RQ1: What are the topics to be included in a scientifically based survey questionnaire to investigate SE4FF in Latvia in a culturally sensitive way?
- RQ2: Which items should be included in such a questionnaire under each topic, in order to capture its most relevant aspects?
- RQ3: Which is the reliability level of the final version of the questionnaire?

Methodology

To address the research questions RQ1 and RQ2, the systematic approach usually proposed in questionnaire design research was used (Krosnick & Presser, 2010), including preliminary research, elaboration of the initial draft, piloting and finalisation.

In order to develop a tool that will be used to determine the understandings and needs in the field of sexuality education for family formation, the research team conducted extensive preliminary research, which included national and international scientific literature about SE4FF, current social and political debates in Latvia, an exploration of the current provision of sexuality education in Latvia (State created guidelines, printed and online pedagogical materials, and information materials), and also taking into account the Latvian historical heritage between the World Wars. This preliminary research helped identify challenges relevant to the Latvian educational context. Based on these steps, the research team developed a comprehensive questionnaire intended for parents of school-aged children (from preschool to Year 12), practicing educators (from preschool to Year 12, including vocational education institutions), and teacher students.

The preparation of the draft questionnaire was done in two main steps: elaboration of the initial draft (topic definition and formulation of items), and piloting and finalisation. First, based on the preliminary research and on previous experience of the core research team, the research team discussed and formulated the main topics to address in the questionnaire. Then, the initial items were formulated depending on the specificity of each topic and including a combination of open and rating questions in a 6-point Likert scale. For example, the formulation of the set of family values to rate was based on the Latvian historical legacy, the formulation of different approaches to sexuality education was based on international desk research, and the reporting and justification of good practices was left mostly to participants' open thoughts.

Once the initial draft was elaborated (which contained 7 topics and subtopics and 83 items, including 16 open questions), an initial piloting was done with 27 participants in collaboration with a survey company. Considering the time necessary for filling in the questionnaire, the questionnaire was reduced to 55 items (including 6 open questions). The final piloting with 8 participants confirmed the suitability of the questionnaire, and, after proofreading, the final version of the questionnaire in Latvian was established.

To answer the RQ3 (reliability level of the questionnaire), the Cronbach's alpha coefficient was calculated for the whole questionnaire and for each section, based on the answers collected electronically in Spring 2025 from parents, teachers and teacher students from all regions of Latvia (n=1198).

Results

In this section the results of the questionnaire design process are presented first, starting with its main sections (RQ1 – topics to address) and then the items to include under each topic (RQ2). A final section presents the results of the calculations of the questionnaire reliability (RQ3).

RQ1: Topics to be included in the questionnaire

Synthesising the results of the preliminary research, the expert discussion, and the initial and final piloting, five thematic areas were included in the questionnaire (see Appendix): (1) family values; (2) approaches to sexuality education; (3) sexuality education at school, which, given the importance and breadth of the topic, was divided in four subsections: school topics, sexual relationships at school age, school-parent cooperation and teacher training; (4) needs in the education system; and (5) two final open questions, one about examples of good practice (and their justification) and one for allowing more general comments. These topics were preceded by a preliminary section for obtaining participants' informed consent and demographic information.

RQ2: Items to be included under each topic

Family values

Seven items were included under this topic referring to the following values underlying heterosexual family formation (see Appendix, no. 1): complementarity of the two sexes (male and female), selfless love (mutual self-giving), social recognition in marriage (civil or religious), openness to life (fertility, childbearing and childrearing), stability (a permanent union for life), comprehensiveness (family as a holistic system), and exclusivity (monogamy). One open question closed this section.

The rationale for the choice of these seven items (family formation values) is based first on the Latvian historical heritage between the World Wars, in particular in the works of Students (1930) and Liepiņa (1929a, 1929b), where all those family values appear. For instance, Students emphasises that opposite-sex love is universal and deeply rooted in the human experience: “Who does not know what the love of a virgin and a young man, of a woman and a man, is like?” (Students, 1930, p. 51). He also asserts that “true and real love can only be for one person and once in a lifetime” (Students, 1930, pp. 53–54). For him indivisibility, or wholeness, is also crucial: one cannot love just a part of a person (e.g., physical beauty) without embracing the entire human being: body, mind, and soul (p. 55). Liepiņa also acknowledged the mutual complementarity of men and women, both physically and spiritually: “You could say that there are two great tendencies in people: the soulful feminine and the soulful masculine. These tendencies permeate all people, and their union creates harmony and beauty in life” (Liepiņa, 1929a, p. 325). She viewed love as a vital and fruitful force: “Love has been stamped by nature itself with the seal of immortality – for the fruit of love is life” (1929a, p. 319). She also associated love with marriage: “The purpose of eroticism ... is not only to fill the emptiness of the soul, but also to prepare for married life and the fulfilment of life's duties” (Liepiņa, 1929b, p. 359). For Liepiņa, true sexual love involves the entire person, both spirit and body, and flourishes only within committed relationships: “One becomes a complement to the other in a biological and spiritual sense, without which every life would be only half-life” (1929b, p. 360–361). Liepiņa also believed that young people are capable of mastering their impulses: “The human being has been given the power to rule over one's impulses; in this power humans differ from other living creatures” (1929b, p. 363).

The current Latvian legislation was also part of the rationale for the formulation of family values. The Latvian Constitution states that “The State shall protect and support marriage – the union between a man and a woman, the family, the rights of parents and children” (Section 110). The Cabinet of Ministers (2016) Regulation No. 480, referred to as the Guidelines for students' upbringing, explicitly includes life, family and marriage among the 12 core values to be promoting in education. Another aspect considered in the formulation was the social reality of Latvia, which has one of the highest divorce rates in the European Union, and where the values of fertility and openness to life are topical, due to the demographic crisis: Since 2000, the population in Latvia has decreased by 21.65 % (Central Statistical Bureau of Latvia, 2024).

Approaches to sexuality education

An initial open question opened this section of the questionnaire, followed by seven rating-items capturing different approaches to sexuality education (see Appendix, no. 2): Risk reduction (focuses on sexually transmitted diseases (STDs) and unintended pregnancy), abstinence until marriage, comprehensive sexuality education (UNESCO, based on human rights), character-based sexuality education, education of physiology of fertility, holistic sexual education (combining education for family love and fertility), and religion-based approach.

The choice of these approaches to sexuality education was based on desk research looking for different anthropological and pedagogical approaches to sexuality education. Currently, the most dominant one is comprehensive sexuality education (UNESCO et al., 2018). Risk reduction approaches were most popular in United States two decades ago (e.g., Leslie et al., 2008). Abstinence programs, largely promoted in United States in the 1980s, may be motivated by positive outcomes on health (e.g., Trenholm et al., 2007; Cabezón et al., 2005) and religious beliefs (Regnerus, 2007; Vasilenko & Espinosa-Hernández, 2019). The physiology of fertility approach (Raith-Paula, 2018) inspires the international sexuality education program “My Fertility Matters”, by far the largest sex education program in Germany, which is being implemented in Latvia and 13 other European countries. The character-centred sexuality education (Beltramo, 2022) is an original approach based on Neo-Aristotelian and personalist virtue ethics (Akrivou & Fernández González, 2021). An example of holistic sexual education is the program Teen-STAR (Klaus, 2018; Vigil et al., 2005), currently implemented in more than 30 countries.

Sexuality education at school

This section, which was the most extensive, was divided in four subsections. The first section included six rating-items capturing possible topics to be included in SE4FF: biological and physiological processes, management of emotions and behaviour, expressing love in relationships, social norms (marriage, family formation), moral values and virtues, and religious perspectives (see Appendix, no. 3). The choice of these items was done by synthesizing the main aspects proposed by each of the different approaches to sexuality education. The starting point was UNESCO’s guidelines (2018), which include topics such as relationships, values and rights, violence, health, physiology, and sexual behaviour. These aspects were complemented with other relevant topics: for instance, the explicit mention to family and marriage is based on the already mentioned Section 110 of the Constitution of Latvia (Saeima, 1922) and on the National Development Plan of Latvia for 2021–2027 (Saeima, 2020), whose 1st priority is “Strong families, healthy and active people”, with the goal: “Healthy and active people in Latvia together build an inclusive society, with more children, happy families, responsible parents who are secure about their future”. Relevant insights from other sexuality education approaches were also included in the formulation of the items (e.g., character and virtues, religious approaches).

The subsection about sexual intercourse at school age (Appendix, no. 3.1) has two identical sets of 5 items capturing views referring, respectively, to pupils who have or have not attained the age of sixteen years, at which, according to the Criminal Law of Latvia (Saeima, 1998), they become able to give their consent for sexual intercourse. To formulate the different items, which range from most liberal views (young people can do what they want) to more conservative ones (e.g., sex at this age is morally unacceptable), views were collected from the social media and political debates, as well as from the Latvian historical heritage. For instance, Students (1930) believed that “True love is in many cases destroyed by sexual intercourse before marriage” (p. 58). Liepiņa (1929b) also believed that “a life of premature sex is undoubtedly harmful, because it consumes important forces necessary for the growth of the organism and the development of spiritual powers [...] The requirement that purity and chastity be preserved until marriage for both sexes must be maintained.” (p. 363).

As regards school-parent cooperation in sexuality education (Appendix, no. 3.2), three items were included, which captured three different models of cooperation: mutual collaboration, school only, and family only. Participants were also asked to justify their choice answering to an open question. This section was motivated by the fact that international law recognises that parents have the primary responsibility for a child's upbringing (e.g., United Nations, 1989, Article 18; United Nations, 1948, Article 26(3)). The Constitution of Latvia (Saeima, 1922) states that “Parents and guardians have the right to decide on the upbringing and education of their children” (Section 112). The modalities of cooperation between school and parents were formulated based on the proposals put forward by the different sexuality education approaches in this regard.

The subsection on teacher training (Appendix, no. 3.3) included six different statements to rate: compulsory for all teachers; required only for homeroom teachers and those addressing this topic in their lessons; inclusion in initial teacher training; availability on a voluntary basis; teacher training to be based only on UNESCO's guidelines; and training offering a range of alternative approaches, including family formation perspectives. To formulate these items, the debates originated in the parliamentary Commission of Education in Latvia regarding a recent agreement in 2024 between the Ministry of Education and Science and the University of Latvia to prepare a teacher training course based only on UNESCO et al. (2018) guidelines were considered, as well as other international approaches to teacher training in this field.

Perceived needs in the education system

This section, which has an exploratory character, included a set of 10 items capturing possible needs regarding sexuality education for family formation: three items are about sexuality education materials for families, schools and young people, four items regard education of, and support for, teachers and families, and three items regard the need to provide broader information at societal and policy making level (see Appendix, no. 4). This set of possible needs was based on needs reported in previous research (Grīnberga, 2022, 2023; Mileiko et al., 2016; Papardes zieds, 2022). An open question allowing to

mention and to rate additional needs closed this section. The rationale to stress family formation needs considered the results of a recent study implemented by the research team of this project, revealing that there are almost no appropriate materials or courses in Latvia for sexuality education based on family formation values. From January to April 2025, the 72 newest / most relevant sexuality education materials in Latvia were analysed (19 videos, 48 texts, and 5 mixed-type materials elaborated by state institutions, NGOs and educational portals), and 53% of them failed to meet minimum requirements for promoting SE4FF, reducing sexual education to health education, and avoiding contents about committed love, fidelity, fertility, self-control, and respect for unborn life. As the current dominant approach in sexuality education policy and practice in Latvia purports mostly a liberal worldview, the hypothesis emerged that there is a need to diversify the sexuality educational offer with materials promoting SE4FF in order to reinforce democratic values, so that parents and teachers can choose from different worldviews.

Good practices

The last section of the questionnaire had two goals: collecting best practices in the field and understanding participants' rationale for considering a concrete practice as a good practice. One open question addressed these questions and a final open question allowed for more general comments about the questionnaire.

RQ3: Reliability of the questionnaire

To determine the reliability of the questionnaire, the Cronbach's alpha coefficient was calculated for the whole questionnaire and for each section separately. The overall reliability of the questionnaire is high ($\alpha = .865$, 46 items). Three sections have an acceptable/moderate internal consistency, namely, Section 2 exploring participants' opinions about approaches to sexuality education ($\alpha = .602$, 7 items), Section 3.2. about sexual relations at school age ($\alpha = .598$, 10 items), and Section 3.4. about teacher education for sexuality education ($\alpha = .585$, 6 items). Section 3.1. on sexuality education topics has a high internal consistency ($\alpha = .788$, 6 items), and both Section 1 on family formation values and Section 4 on sexuality education needs have a very high internal consistency ($\alpha = .877$, 7 items and $\alpha = .956$, 10 items, respectively).

Discussion

This discussion addresses the question of the validity of the new instrument. Validity assessment evaluates the degree to which a questionnaire is able to measure what it is supposed to measure (Bujang et al., 2022). Different kinds of questionnaire validity can be discussed: face validity (estimated by users), content validity (estimated by experts), construct validity (coherence with the research paradigm) and contrast validity (compared with similar questionnaires).

Face validity "is carried out by those who will use the instrument or who will make decisions based on the results" (Gento, 2012, p. 103). The process of questionnaire

elaboration described in the methodology ensured a continuous check of the face validity of the questionnaire: two senior researchers and three students participated in the discussion of the initial draft and of the modifications resulting from the piloting to ensure the questionnaire will be aligned with the purpose of the research and will help collect the necessary information for the research project.

Content validity “explores whether the instrument covers all aspects that should be analysed in relation to the topic being studied or analysed” (Fox, 1981, p. 421) and it is implemented by experts (Bujang et al., 2022, p. 44) based on predetermined criteria, e.g., it includes the fundamental aspects of the topic, is based on the scientific bibliography, corresponds to the expert experience, and for each aspect the formulation and number of questions (items) is appropriate and coherent with the relevance of the aspect (Gento, 2012, p. 106). The content validity of the questionnaire was ensured by an additional senior researcher and two senior experts, who discussed the final draft of the questionnaire and decided the number of items per topic and which items should be retained and which ones were expendable. The formulation of the items was based on the findings of the preliminary research, as explained in the Results section.

Construct validity assesses how well the questionnaire fits with the conceptual paradigm (including philosophical and anthropological foundations) and with the implementation perspective (Gento, 2012, p. 107). The questionnaire’s construct validity is patent in the initial set of family values (Appendix, no. 1), which is based on the understanding of sexuality of personalist philosophy (theoretical framework of the project). The final choice of the topics and items, in particular regarding the sexuality education topics (Appendix, no. 3) and needs (no. 4) also was guided by the framework of sexuality education for family formation presented in the introduction.

Contrast (or concurrent) validity “compares the instrument with other instruments with similar characteristics” (Gento, 2012, p. 108). Recent studies in Latvia confirm the topicality of the questionnaire and its specificity. For instance, a study on teachers’ views about virtue education (Mileiko et al., 2016) pointed to an increasing interest on young people’s sexuality education and the role of school and parents in this regard. More recently, a parent survey (Papardes zieds, 2022) addressed also the role of the school in sexuality education and perceived needs regarding informative materials, NGO involvement and national education policies. Another recent study (Grīnberga, 2022) addressed young people’s expectations on future family life and their arguments against starting a family, as well as the role of family and school in sexuality education. And a teacher survey (Grīnberga, 2023) also inquired about the ideal approach to sexuality education of young people, the role of the education system, the accessibility and quality of learning materials in this field and the necessary support for teachers. A recent study among Latvian residents aged 15–64 (Ķīvīte-Urtāne et al., 2023) stressed sexual and reproductive health issues and found that the sexuality education provided by schools is insufficient and is seldom presented as a positive human potential. Finally, the Latvian data of the international study Health behaviour in school-aged children (HBSC) for 2022–2023 (Pudule et al., 2024) contains only 1.5 pages about sexual behaviour of adolescents aged

15. The comparison of the instruments used in these studies with the new questionnaire makes apparent both the topicality of its sections and items and the specificity of the family formation perspective, which is almost absent in other questionnaires.

Conclusions

This research responds to the need for a scientifically based instrument for researching the understandings of sexuality education for family formation in the Latvian context. The study allowed to determine which topics should be included in a questionnaire which addresses SE4FF in a culturally sensitive way (based on Latvian historical heritage and current societal needs in Latvia) and which is scientifically based on recent national and international research (RQ1). These topics were family values, sexuality education approaches, topics to address at school, sexual relationships at school age, school-parent cooperation, teacher training for sexuality education, perceived needs, and good practices). The study also determined which items should be included under each topic (RQ2) and concluded that the final questionnaire has a good level of reliability, both at section level and as a whole (RQ3).

The discussion highlighted that the questionnaire's face validity, content validity, construct validity and contrast validity are appropriate. The findings of this study affirm the potential of the developed questionnaire as a valuable tool for future educational research in the domain of sexuality education for family formation. The instrument provides a robust foundation for conducting needs assessments within Latvia's educational context, with potential research-based applications for development of sexuality education curriculum in schools, teacher preparation, and development of school-family partnerships. Research implemented with this tool will help to create educational materials that balance factual information with value-based guidance preparing young people for informed decision-making about relationships and family formation. It can be expected that the implementation of research-based programs of SE4FF will impact positively not just on individual health, but also on broader societal health, family formation, and demographic sustainability indicators in society. It would also support the creation of teacher training programs that are not only scientifically grounded but also aligned with national values. This groundbreaking approach represents a meaningful contribution to addressing both immediate educational needs and longer-term national development priorities.

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Appendix: Questionnaire structure

VIRTUOUS SEXUALITY EDUCATION BASED ON FAMILY VALUES: UNDERSTANDING AND NEEDS

Informed consent section.

Demographics (status: parent/teacher/future teacher; age group; location: region; kind of city – capital/big city/small city/countryside).

1. Virtuous sexuality education based on family formation values

How important would it be to include the following principles and values in sexuality education of young people? (Seven statements to rate in a 6-point Likert scale from ‘Not important at all’ to ‘Very important’. Not randomised rows).

1. A family begins with the union between a woman and a man. It is based on the recognition of the differences and complementarity of the two sexes (male and female).
2. Selfless love. When building a family, a couple makes a free decision to selflessly and mutually give of themselves for the good of the other with joy.
3. Social recognition in marriage. The union of a man and a woman is socially recognised in a civil or religious marriage.
4. Openness to life. Fertility, childbearing and childrearing are important foundations of building a new family.
5. Stability. The new family is planned as a permanent union for life, not just for a while.
6. Holistic system. This union is understood as comprehensive, holistic, and the family as a system in which everything else (work, leisure, social life, etc.) is subordinated to the good of the union, the family members.
7. Exclusivity. Monogamy, unity. There is no room for intimate relationships outside this union.

Please list the values and attitudes (no more than five) that you think would characterise a happy, functional family! [Free space for reply].

2. Approaches to sexuality education

How would you define the phrase “virtuous sexuality education”? What do you associate it with? [Free space for reply].

How do you assess the suitability of the following approaches to sexuality education in schools? (Seven statements to rate in a 6-point Likert scale from ‘Not suitable at all’ to ‘Very suitable’. Includes additional option ‘No opinion’. Randomised rows).

STD risk reduction approach: focuses only on reducing the risk of sexually transmitted diseases (STDs) and unintended pregnancy by promoting the use of condoms and other contraceptives.

1. Abstinence approach: emphasises postponing sexual relations until marriage without teaching contraception in detail.

2. The comprehensive (human rights-based) approach (UNESCO): based on gender equality, emphasises contraception over the virtues of character and family building.
3. Virtue-based approach: focuses on developing virtues to build stable relationships, emphasising self-control to reduce physical and mental health risks, rather than promoting condoms.
4. Fertility physiology approach: educates boys and girls separately before puberty about the physiology and creation of new life, emphasising parental involvement and preparedness for future parenthood.
5. Holistic (love and fertility) approach: emphasises the interplay of biological, emotional, social and spiritual aspects, promotes understanding of fertility, love relationships and informed decision-making.
6. Religion-based approach: integrates religious teachings, moral values and spirituality to guide understanding of sexuality issues.

3. Sexuality education and school

3.1. Please rate the importance of including the following topics in sexuality education.

(Six topics to rate in a 6-point Likert scale from 'Not important at all' to 'Very important'. Not randomised rows).

1. Biological and physiological processes
2. Sexuality and the management of related emotions and behaviour
3. Ways of expressing love and relationship culture
4. Social norms (meaning of marriage, family formation)
5. Moral values and how they are implemented in everyday choices (virtues)
6. Religious and spiritual perspective

3.2. Sexual relationships at school age.

To what extent do you agree with the following statements on the initiation of sexual relations at school age (minors with each other)? In the answers, we distinguish between pupils aged 16 and over, who are of the age of giving consent, according to the legislation of the Republic of Latvia, and younger (aged 12–15). (Five statements for each age group to rate in a 6-point Likert scale from 'Strongly disagree' to 'Strongly agree'. Includes additional option 'No opinion'. Not randomised rows).

It's a personal choice for young people to do what they want.

1. This is acceptable if young people are emotionally and psychologically mature.
2. This is acceptable as long as young people have a sufficient understanding of safety and responsibility.
3. This is a premature, ill-considered decision and may have negative consequences.
4. Sex at this age is morally unacceptable and should be avoided by young people.

3.3. School-parent cooperation in the field of sexuality education

Choose one of the statements with which you most agree!

1. The school should try to involve parents in their children's sexuality education (e.g. through joint homework or conversations)

2. Parents should not be involved in sexuality education at school
3. Sexuality education should only be done at home, in line with family values.

Please justify or clarify your choice! (Mandatory) [Free space for reply].

3.4. On teacher training

To what extent do you agree with the following statements on teacher education in the area of sexuality education? (Six statements to rate in a 6-point Likert scale from 'Strongly disagree' to 'Strongly agree'. Includes additional option 'No opinion'. Randomised rows).

All teachers should attend continuous professional development courses on sexuality education so that they can answer young people's questions about sex life as soon as they arise.

1. Sexuality education is only required for homeroom teachers and for teachers who teach lessons related to the topic.
2. Sexuality education must be included in teacher training programmes.
3. All teachers should have the opportunity to voluntarily improve their knowledge of sexuality education through regular in-service training.
4. Only UNESCO's approach to comprehensive sexuality education should be offered in teacher education.
5. Teacher education should offer a range of alternative approaches to sexuality education, including an approach based on Family formation values and virtues.

4. Needs in the education system

In order to fully implement in the Latvian education system a sexuality education approach that incorporates family formation values (love, complementarity of both sexes, openness to life, etc.) and promotes the development of virtues to put these values into practice, how important do you consider the following activities and needs? (10 needs to rate in a 6-point Likert scale from 'Not important at all' to 'Very important'. Not randomised rows)

1. Offering sexuality education to young people in educational institutions that uses this approach
2. Developing educational materials on the use of this approach in the family
3. Developing teaching materials to use this approach in the classroom
4. Developing information material on the approach for young people to learn independently
5. Including this approach in initial teacher training
6. Offering teachers continuous professional development courses that use this approach
7. Organising courses for parents on this approach
8. Ensuring that schools and families have access to professional counsellors who use this approach
9. Informing the education policy makers and actors about the scientific basis of this approach

10. Promoting knowledge about this approach and its benefits to society

Are there any other activities or needs you would like to mention? [Free space for reply] (Optional)

5. Examples of good practice and recommendations

If you would like, please share an example of good practice in the field of sexuality education! Why do you think it is good practice? [Free space for reply] (Optional)

6. Final questions

Do you have any other comments on the topic of this survey – virtuous sexuality education based on family formation values in the Latvian context (e.g. key messages or aspects that children and young people should learn in sexuality education, preferred approaches, priority needs, recommendations for teacher and parent education, etc.)? [Free space for reply] (Optional)