

# A needs analysis instrument for supporting teachers to implement virtue-based sexuality education for family formation literacy in Latvia

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Recovery and resilience Facility project “Internal and external consolidation of the University of Latvia” (No.5.2.1.1.i.0/24/I/CFLA/007), project grant «Strengthening values-based family literacy and sexuality education in the Latvian education system» No. LU-BA-PA-2024/1-0011)



Finansē  
Eiropas Savienība  
NextGenerationEU



**LATVIJAS  
UNIVERSITĀTE**



83rd International Scientific  
Conference of the  
University of Latvia 2025

# Rationale for the study

Problem(s) to be addressed in contemporary Latvian society and culture:

- demographic crisis;
- crisis of stable marriage; global need to understand family values' role in state welfare
- discussions and confusions in the understanding of marriage and family (in the last 10 - 20 years in Western society) in contrast to the Latvian cultural heritage;
- new approaches in education reform (Skola2030) - integration of all dimensions of education (virtues and values, competences and knowledge);
- topicality of virtues and values in normative documents (Constitution, Education Law, Regulations of the Cabinet of Ministers: education standards, guidelines for the education of pupils);
- topicality of sexuality education issues (including in the context of violence) in Latvian society and culture today;
- teachers' need for support.



# Scientific problems addressed

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lack of reliable scientific research on understandings of, and needs for, value-based sexuality education for family formation;

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lack of scientific assessment of existing materials in this field;

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lack of knowledge about alternative international approaches;

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lack of a scientific conceptualization of a value-based sexuality education curriculum for promoting family formation literacy



# Objectives of the study

- to investigate sexuality education relationship with family-formation values in the Latvian education system - its understanding, needs, and value orientation of existing materials;
- to explore international good practices as a basis for developing teaching materials to promote family values-based sexuality education
  - Focus on sexuality education based on family formation values and virtues (FVSE)
  - Addressing gaps in modern educational materials in Latvia



# Research Context

- **Block 1 – Theoretical foundations of FVSE (conceptual research)**

RQ1 - What is the conceptual relationship between values, virtues and sexuality?

- **Block 2 – Comprehension and needs analysis of FVSE (explorative field research):**

*RQ2 - How are family values literacy and sexuality education understood in Latvian education system?*

*RQ3 - What needs teachers, parents, and future teachers perceive in the field of FVSE?*

- **Block 3 – Benchmarking of VB-FL&ISE teaching materials (curriculum desk research).**

RQ4 - What is the value orientation of current materials for FVSE in Latvia?

RQ5 - What are the best international practices of FVSE

RQ6 - What are the most necessary practices to transfer to the Latvian context (gap analysis)?

- **Block 4 – Conceptualization of a new curriculum (design-based implementation research)**

RQ7 - What would be the optimal outcomes, approach, and structure of a program for FVSE?

RQ8 - What would be the desirable contents and didactics of the program?



# Theoretical Framework: the FVSE approach - 1

1. Approach based on family formation values  
emphasizes selfless love, mutual respect, stability, and openness to life, preparing youth for responsible relationships.
2. Promotes integration of biological, psychological, and social aspects of sexuality education
3. Actively involving parents in sexuality education
4. Centred on moral growth and self-command, fosters virtues like self-giving and responsibility.



# Theoretical Framework: the FVSE approach - 2

→ Based on analysis of international programs and academic research

- Key research groups:

- "Infinity: Family, Love, and Sexuality" (University of Navarra)

- Beltramo, C. (2018). Theoretical framework of the Project on Education for Affectivity and Human Sexuality, ICS. *Universidad de Navarra*.
    - Segú, H. F. (1996). *Sex education in families and schools. A comprehensive and up-to-date approach*. Lumen Humanitas.

- European Institute for Family Life Education

- Notable programs:

- "Health, Sexuality, and Family Life Education" (Lithuania)
  - "Love in life" guidelines (Italy)
  - "TeenSTAR" Program (USA)



# Research Methodology

- RQ2 - How are family values literacy and sexuality education understood in Latvian education system?
- RQ3 - What needs teachers, parents, and future teachers perceive in the field of FVSE?
- Mixed-methods survey design
- Electronic questionnaire format (in Latvian language)
- Four distinct sections
- Target: representative sample across Latvia



# Questionnaire Structure

## Family Values and Sexuality Education Understanding

- 2 scaled questions
- 6 open-ended questions

## Approaches to Sexuality Education and School Domain

- 5 scaled questions
- 2 open-ended questions

## Needs Assessment and Best Practices

- 1 scaled question
- 6 open-ended questions

## Concluding Section

- Survey evaluation
- Demographic information

## Sample Size and Composition

Total minimum sample: 1 170 respondents

## Target Representative Sample:

- 400 parents/guardians of children in preschool or school-age
- 400 current teachers
- 370 future teachers



# Questionnaire contents - 1

## 1. FAMILY VALUES AND SEXUALITY EDUCATION

- 1.1.A. Please list the values and attitudes that you think would characterise a happy, functional family
- 1.2.S. Please rate the importance of including these topics in sexuality education (6 topics)

## 3. SEXUALITY EDUCATION BASED ON FAMILY- BUILDING VALUES

- 3.1.A. How do you understand «Sexuality education based on family-building values»? What associations does it rise in you?
- 3.2.S. How important would it be to include these principles and values when implementing sexuality education? (6 principles)

## 4. APPROACHES TO SEXUALITY EDUCATION

- 4.2.S. How do you assess the suitability of these approaches for use in sexuality education in schools ? (6 approaches)



# Questionnaire contents - 2

## 5. SEXUALITY EDUCATION AND SCHOOL

- 5.1 On sexual relationships at school age
- 5.2 School-parent cooperation on sexuality education
- 5.3 On teacher education

## 6. NEEDS IN THE EDUCATION SYSTEM

- 6.1.A. What needs do you see in sexuality education in schools?
- 6.2.S. How important do you consider the following actions/needs to implement FVSE?

## 7. EXAMPLES OF GOOD PRACTICE AND RECOMMENDATIONS

- 7.2.A. Please share a good practice in the field of sexuality education
- 7.3.A. Can you share a good practice in transmitting family values to young people? Why do you think this is good practice?



# Significance and outcomes

## Research Significance

- First comprehensive study of its kind in Latvia
- Examines multiple aspects:
  - Current status of family values
  - School-parent collaboration
  - Teacher training needs
  - Educational system requirements

## Expected Outcomes

- Insights on:
  - understandings of family values
  - Views on sex education
  - [Teachers'] needs and practices
- Policy recommendations for FVSE implementation
- Bases for further development of teaching materials



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Thank you for your attention!