

THE IMPORTANCE OF SEXUAL EDUCATION FOR YOUNG GENERATIONS

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Abstract

As a phrase, sexual education oscillates between taboo and disinhibition, between values and social risks, between traditional generations and current generations, generating multiple challenges to the educational field. The semantics of this phrase creates serious inhibitions for educational institutions that promote ethics and human dignity in the educational process. To these are added the social and cultural values that delegate the role of sexual education to the family alone. The present analysis wants to argue the understanding and the role of sexual education for the young generations. In the last decades, democracy, human rights with an emphasis on the emancipation of women, have definitely influenced the mentality and sexual behavior of the young generations. This behavior also brought with it medico-social risks, generating new social phenomena, such as accidental pregnancies, teenage pregnancies, abortion, single-parent families, sexually transmitted diseases, etc. These behaviors also existed before modernity, but as exceptions. The new social phenomena that appeared as a result of the lack of correct sexual education and the overcoming of the family's situation in communicating with young people stimulated the creation of social services to help them. However, the statistics show that the socio+medical risks due to the lack of correct sexual education of young people, have registered an increase in the number of cases as well as the appearance of new social phenomena: human trafficking now also associated with the digital environment, sexual abuse, child pornography, mothers teenage girls under the age of 14 etc. The concern of the professionals of the social environment for the reduction of these phenomena determined the highlighting of the necessity of the involvement of educational institutions in the training and informed information of young people, taking into account the particularities of age, development and psycho-social maturation, but also through the use of specific learning method.

Keywords: Sexual education, socio-medical risks, mentality, young generations.

Résumé

En tant que phrase, l'éducation sexuelle oscille entre tabou et désinhibition entre valeurs et risques sociaux, entre générations traditionnelles et générations actuelles, générant de

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multples défis au champ éducatif. La sémantique de cette phrase crée de sérieuses inhibitions pour les établissements d'enseignement qui promeuvent l'éthique et la dignité humaine dans le processus éducatif. A celles-ci s'ajoutent les valeurs sociales et culturelles qui délèguent le rôle de l'éducation sexuelle à la seule famille. La présente analyse veut argumenter la compréhension et le rôle l'éducation sexuelle pour les jeunes générations. Au cours des dernières décennies, la démocratie, les droits de l'homme avec un accent sur l'émancipation des femmes, ont définitivement influencé la mentalité et le comportement sexuel des jeunes générations. Ce comportement entraînait également des risques médico-sociaux, générant de nouveaux phénomènes sociaux, tels que les grossesses accidentelles, les grossesses d'adolescentes, l'avortement, les familles monoparentales, les maladies sexuellement transmissibles, etc. Ces comportements existaient aussi avant la modernité, mais à titre d'exceptions. Les nouveaux phénomènes sociaux apparus à la suite du manque d'éducation sexuelle correcte et du dépassement de la situation familiale dans la communication avec les jeunes ont stimulé la création de services sociaux pour les aider. Cependant, les statistiques montrent que les risques socio-médicaux dus au manque d'éducation sexuelle correcte des jeunes, ont enregistré une augmentation du nombre de cas ainsi que l'apparition de nouveaux phénomènes sociaux : la traite des êtres humains désormais également associée au numérique l'environnement, les abus sexuels, la pédopornographie, les mères adolescents moins de 14 ans etc. Le souci des professionnels du milieu social de réduire ces phénomènes a déterminé la nécessité d'impliquer les institutions éducatives dans la formation et l'information éclairée des jeunes, en tenant compte des particularités d'âge, de développement psychosocial et de maturation, mais aussi par l'utilisation de méthodes d'apprentissage spécifiques.

Mots clés : Education sexuelle, risques socio-médicaux, mentalité, jeunes générations

Rezumat

Ca sintagmă, educația sexuală, oscilează între tabu și dezinhibiție între valori și riscuri sociale, între generații tradiționale și generații actuale, generând multiple provocări domeniului educațional. Semantica acestei sintagme crează serioase inhibiții instituțiilor de educație care promovează etica și demnitatea umană în procesul educațional. Acestea li se adaugă valorile sociale și culturale care delegă doar familiei rolul educației sexuale. Analiza de față dorește a argumenta înțelegerea și rolul educației sexuale pentru tinerele generații. În ultimele decenii, democrația, drepturile omului cu accent pe emanciparea femeii, au influențat cu certitudine mentalitatea și comportamentul sexual al tinerelor generații. Acest comportament a adus cu sine și riscuri medico sociale generând fenomene sociale noi, ca sarcini întâmplătoare, sarcini la adolescente, avort, familie monoparentală, boli cu transmitere sexuala etc. Aceste comportamente existau și înainte de modernitate dar cu titlu de excepții. Fenomenele sociale noi apărute ca urmare a lipsei de educație sexuală corectă și a depășirii de situație a familiei în comunicarea cu tinerii au stimulat crearea de servicii sociale care să vină în ajutorul lor. Cu toate acestea, statisticile arată că riscurile socio-medicale datorate lipsei educației sexuale corecte a tinerilor, au înregistrat creșterea numărului de cazuri precum și apariția unor fenomene sociale noi: trafic de persoane acum asociat și cu mediul digital, abuz sexual, pornografie infantilă, mame adolescente cu vârste sub 14 ani etc..Preocuparea profesioniștilor mediului social pentru diminuarea acestor fenomene a determinat evidențierea necesității implicării instituțiilor educaționale în formarea și informarea avizată a tinerilor, ținând cont de particularitățile de vârstă, de dezvoltare și maturizare psiho-socială dar și prin utilizarea de metode specifice învățării.

Cuvinte cheie: Educație sexuală, riscuri socio-medicale, mentalitate, tinere generații

1. Introduction

Sexuality education is a controversial topic for many cultures. The natural questions related to the necessity of this type of education confirm the difficulty of approaching this subject, a difficulty invoked by adults and not by children or young people² (www.edupedu.ro).

Sexual education is not only an element of modernity but a necessity of the current times. Statistics show that in recent decades the risks of social phenomena associated with the lack of sex education have greatly increased: teenage mothers, accidental early pregnancies, abandoned children, school dropouts, etc. Today's modern society offers the young generation multiple opportunities and conditions for personal and social development. In this context, the social phenomena derived from the lack of sex education should remain only as exceptions.

2. Analysis directions

As the title suggests, the present analysis proposes a foray into the controversial history of sexuality education. Over time, sexual education has oscillated between taboo and disinhibition, between traditional and modern, between privacy and freedom, which has been a permanent source of challenges for family and society. In this context, it is desired to clarify the theoretical concepts specific to sexual education, as well as to analyze and argue the need for sexual education for the younger generations. Two directions of analysis will be considered, one to identify the main contexts and causes generating risks for the young generations that claim the need for sex education, and another to refer to the influence of sex education on the mentality and behavior of the young generation.

For this analysis, data from research and reports as well as specific legislation from the period 2004 to November 2022 were selected, which will also form part of the bibliographic base of this work.

² <https://www.edupedu.ro/elevii-studentii-si-consiliul-tineretului-ii-solicita-lui-klaus-iohannis-sa-retrimita-in-parlament-legea-privind-educatia-sexuala-care-conditioneaza-parent-consent-hours/>, the National Student Council (CNE), the National Alliance of Student Organizations in Romania (ANOSR) and the Romanian Youth Council (CTR) request the introduction of sex education in schools in the proper sense of the term, as a result of the fact that Romania is at the bottom of the ranking in terms of the sexual health of young people and there is a large number of teenage mothers. The same communiqué states that „In many families in Romania, reproductive health is not a subject of free discussion, and many students do not have parents who can answer them with information regarding sex education that should be delivered by specialists in the field, thus that the information that students receive on this topic in the educational unit represents the only opportunity to understand basic aspects adjacent to sex education, such as contraception, family planning, etc.” Available online on 08/02/2022.

3. Argument regarding the necessity of sexual education for the young generations

The alarming figures presented by the national and European statistics clearly highlight an alarming increase in the number of teenage mothers. The latest EUROSTAT and UNICEF statistics place Romania at the top of the ranking for this indicator, our country providing a percentage of 23% of teenage mothers and a worrying increase in the rate of abortions up to 18 years of age, as stated by a research carried out by Save the Children in 2021³. The same research, according to the data of the National Institute of Statistics, states that out of almost 200,000 children born, 750 were born to minors under the age of 15, and 18,000 to mothers between 15-19 years of age. In October 2022, the Save the Children Organization is also carrying out an Analysis on the situation of mothers and pregnant women under 18 in rural and disadvantaged areas in Romania. This research, although carried out on a limited sample of underage mothers, highlights the depth of the problem of this vulnerable group. The results of the study confirm the theories that support the relationship between school and family education, the majority of teenage girls with children dropping out of school during middle school, and some of them even in primary school. The justification for giving up education is on the one hand argued by the appearance of pregnancy but also by the fact that they were abandoned by their parents and left in the care of other people, without a placement measure, which greatly complicated the access to medical investigations and contraceptive methods of pregnant teenagers. Some of these minor pregnant women stated that they had no or little knowledge about sex education, with reference to the beginning of sexual life, sexually transmitted diseases and contraception, but that this information from school would have been useful to them because in their family there are these discussions are shameful. The study also highlights the fact that it is worrying that 12 percent of fathers are also minors, which greatly complicates the legal and administrative situations, of recognizing children implicitly receiving allowances and allowances with repercussions on the care of children, without a measure of social protection. The conclusions of the study show the same causes identified until 2022 in studies in this field for which minor mothers can become pregnant, the difference being in the opinions and suggestions made by specialists who support a more serious involvement of the authorities in identifying these risk situations but also the importance of introducing education sexual education in school, education that could, in addition

³ Argumentative text from the Report of the legal and labor and social protection commission regarding the need to amend and supplement Law 272/2004 - „taking into account the fact that Romania has a large number of abortions and pregnancies among minors, the need for health education is recognized, in order to prevent minor pregnancies and contracting sexually transmitted diseases. However, this must be done in accordance with international treaties on the matter, to which Romania is a party, only with the consent of the parents or legal representatives of the children, according to their values and moral criteria” (<https://www.edupedu.ro/>).

to the correct information, distance children from the model of teenage mothers that they have in the family, a model that has been identified as a risk factor for the pregnancy of teenage mothers (Save the Children, 2022).

The professionals' concern for analyzing this phenomenon stems from the research carried out over 15 years ago, but also from the projects carried out with the aim of reducing the number of teenage mothers, abortions and child abandonment, as well as sexually transmitted diseases.

The concern is also evident at the level of our political decision-makers who proposed sex education in school, but who ran into the opposition of some colleagues, which delayed the promulgation of the law and demonstrated the fact that cultural values represent a strong landmark for some societies. The statements in the mass media show that most adults feel uncomfortable discussing sexuality, considering it an affront to the privacy and innocence of childhood⁴. The same thing was stated by the World Health Organization through its partner, the German Federal Center for Health Education, which created in 2009 the first European Standards regarding sex education in schools⁵ (www.bzgaw-hocc.de).

Due to the increase in the incidence of sexually transmitted diseases, especially HIV-AIDS, the increase in concerns regarding the trafficking and exploitation of children, the change in the attitude and sexual behavior of the young generation, constituted a starting point in the proposal and development of standards regarding sexual education in schools since 2008.

In Romania, since 2004, there has been an optional subject entitled Health Education, for grades I-XII. This discipline was structured on six modules and included for each module a chapter on reproductive and family health. The first modules focused on hygiene, health and diseases caused by lack of hygiene, notions related to personal development and puberty, and the first notions related to reproduction appeared at the end of fourth grade, that is, around 11 years old (Order of the Minister No. 4496 / 11.08.2004). Being optional, this discipline was attended by only 6% of the students.

On June 21, 2022, the law on sexual education was voted, by Law 191/June 28, 2022, by amending Law 272/2004, on the protection and promotion of children's rights, to Art. 46, paragraph (3), letter i), which provides „ the systematic running of health education programs in school units, starting from the 8th grade with the written consent of the parents or legal representatives of the children, in order to prevent the contracting of sexually transmitted diseases and the pregnancy of minors” ([https:// legislatie.just.ro/Public/DetaliiDocumentAfis/256905](https://legislatie.just.ro/Public/DetaliiDocumentAfis/256905), available online on November 28, 2022).

⁴ In 2017, a draft law entitled „Innocence of childhood” was proposed, which proposed the prohibition of sex education courses in preschool, primary and secondary education without parental consent. (www.cdep.ro).

⁵ https://www.bzgaw-hocc.de/fileadmin/user_upload/Dokumente/BZgA_Standards_Romanian.pdf, official website of the German Federal Center for Health Education and link to the document Standards for sexuality education in Europe, available online 2.08.2022.

As early as 2005, Cristina Neamțu emphasized the main arguments regarding the need for sexual education in schools, stating that „the family cannot provide sexual education to the young generation”, that „the purpose of school education is to prepare students for life”, that „there is an increasingly early sexualization of the young generation” corroborated with the „assault of eroticism and pornography in the mass media” (Neamțu, 2005, pp. 58-60).

4. Definitions and concepts regarding the field of sexual and reproductive health

In order to argue the importance of sexual education for the young generation, it is appropriate to clarify a suite of terms that cause confusion at a semantic and comprehensive level. These confusions can underlie the resistance and taboo of communication in the field of sexuality education. Moreover, the lack of information and the superficiality of the correct information on the terms can lead to a misunderstanding of the field and directions of analysis.

For a correct sexual education, the authors of the Standards for sexual education in Europe propose a segregation and a definition of the terminology used in the construction of the instructive-educational process. So, to begin with, it is proposed to define some terms suspected of pleonasm at the level of mentality and cognition. Thus, for most people, terms like sex, sexuality and sexual health have a connotation associated with intercourse or reproduction. The analysis of these terms demonstrated that there are many institutional and research concerns on these topics. Also, confronted earlier with the problem of the risks of sexually transmitted diseases but also with a more open approach to sexuality and human freedoms, they were able to analyze the importance of sexual education. In addition, they built models of good institutional and legislative practice as well as the creation of information and education tools for the population.

Of course, since ancient times, sexuality as a whole has been associated with privacy, shame, and its public expression with punishment. Not a few have bent on the research of sexuality since ancient times, with historical events emphasizing the priorities of the courts and politics of the time. According to the writings of Michel Foucault (1976), in ancient society sexuality was translated only through eroticism, in the medieval period, the emphasis was on matrimonial relationships in which the Church establishes norms and rules for the manifestation of sexuality, and in the modern era, its field expands, proliferating multiple forms of sexuality that will require the approach of several domains (Ferroul, 2005, pp. 571-574).

Cristina Neamțu approaches sexuality as a new sexual culture, moving from prejudices, anxieties and myths to a multifaceted scientific approach, generated by a true sexual revolution (Neamțu, 2016, pp. 265-266).

The World Health Organization states that „sexuality is a central aspect of human nature throughout life and encompasses sex, gender identities, sexual orientation, eroticism, pleasure, intimacy and reproduction. [...]Sexuality is influenced by the interaction of biological factors, psychological, social, economic,

political, ethical, legal, historical, religious and spiritual"(https://www.bzga-whocc.de/fileadmin/user_upload/Dokumente/BZgA_Standards_Romanian.pdf, 2010, p.17, available online on September 12, 2022)

This definition was developed from an older text, i.e. from 1999, the authors felt that it no longer met the complexity of the current term.

The term *sex* is defined as the main biological characteristics that define people as female or male, being closer to gender. Most often, the term is used to refer to sexual activity.

Regarding the term sexual health, the Dictionary of human sexuality (2005) presents a brief history of the emergence and definition of the term. So, Abraham, Pasini (1974), stated that, starting from the concepts of reproductive health and sexually transmitted diseases, in 1972 the concept of sexual health appeared for the first time. It aims at three levels: the satisfaction of sexual behavior in relation to personal and social ethics, a disinhibition of fear and shame that inhibited sexual response and an absence of sexual diseases and dysfunctions. The 1975 definition emphasizes the enrichment and emancipation of the human personality, communication and love, erotic becoming the main purpose of sexual activity but also an individual right. Since the year 2000, sexual health is associated with new terms aimed at responsible sexual behavior, sexually healthy society as well as sexual rights (Chevret-Measson, 2005, p. 543).

With the invocation of sexual rights, attention is drawn to the complexity of approaching sexuality, and not only from a medical perspective. In this context, the European Parliament adopts on 24 June 2021 a Resolution on the situation of sexual and reproductive health and related rights in the European Union in the context of women's health. The rather extensive text of the Resolution invokes and refers to no less than 65 sources represented by laws, conventions, treaties, declarations, decisions, regulations, reports, strategies, action plans, argumentative studies in the sense of highlighting and supporting the right to sexual health and reproductive.

The Resolution clarifies a set of terms regarding sexual and reproductive health and related rights, establishing the European Union's direct competence in promoting sexual and reproductive health rights. At the same time, the Resolution defines and clarifies terms specific to modern society, such as: the right to procreation of trans men and nonbinary people, rights and freedoms of homosexual people regarding non-discriminatory care for sexual and reproductive health and the impact of climate change on fertility.

All these elements lead to the main recommendation of the Resolution regarding the importance and necessity of sexual and reproductive information and education of children and young people. The arguments aim, in addition to knowledge and familiarization with the specific notions of sexual and reproductive health, to the fact that it would contribute significantly to the reduction of risks regarding sexual violence and harassment, genital mutilation, rape, as well as to the reduction of stereotypes and taboos regarding gender identity and

discrimination, but also of contraception. (https://www.europarl.europa.eu/doceo/document/TA-9-2021-0314_RO.pdf, available online on November 14, 2022)

5. Relationships and challenges in couples in the young generations

The current society comes with a fast and accessible technological development for the population. The new, digital generations were born and grew up connected to new technologies, which also entailed changes in perception, mentality and behavior. In addition to the merits given to technological development and the Internet, we are recently facing dangers and risks that could disrupt the good development of future generations.

If in ancient times the dangers were related to the attack of predatory animals, wars, precarious social status, today we add the dangers and traps of virtual space.

Democracy and freedoms have brought with them an awareness of the individual, of individuality but also of identity. We are concerned with the development of children towards educated generations, with positive attitudes and negotiations through dialogue. In this dialogue formula, it is expected that the mentality and behavior of young people will be different compared to previous generations.

Despite all these changes, the issue of personality development remains among the most important aspects for each individual as well as for professionals.

5.1. Parents migration, as a promoter of family changes

Among the first challenges of the new generations was the migration of parents to work outside the country and the emergence of the „home alone” phenomenon. In addition to all the negative effects of the phenomenon itself, the children who stayed at home matured faster because of the responsibilities assumed for their own care but also for that of their siblings, for which they take on the role of parents. The lack of parental models, family splits and accumulated stress contributed to changes in the mentality and values regarding married life and the family for young people who were part of this vulnerable group (<https://www.salvaticopiii.ro/> 2007, pp. 15- 24). The same study highlights the main risks to which children left alone at home were exposed: school dropout, poor participation in school, isolation and poor communication, association with deviant or criminal vulnerable groups, drug use. A study by the Alternative Social Association cites an analysis by the University of East Anglia, which specifies various situations when children can manifest post-traumatic stress disorders and even suicide, these effects taking part after experiencing a traumatic situation. (<https://copiisinguriacasa.ro/>, 2016, available online on November 02, 2022).

5.2. The influence of pornography on the mentality and development of adolescents and young people

Cătălin Dârțu brings some additions regarding the vulnerabilities of adolescence in the face of the progress of technology and virtual space. These vulnerabilities are given by the freedom of information combined with the exposure of privacy, which would lead to risks such as child pornography, violence, a diversity of couple models, sexual abuse, human trafficking, etc. The same author describes some ideas regarding the presence of pornography in the life of teenagers but also its implications in married life. Ybara and Mitchell (2005), argue that adolescent pornography is often associated with alcohol or drug use, and Maltz and Maltz (2009), draw attention to the influence of the mindset of adolescents who watch pornographic sites, in that they learn to give up the right to privacy, self-respect and the idea of a stable couple in the name of sexual pleasure (Dârțu, 2016, pp. 358-361).

Also, gender identity in personality formation or psychosexual identity represents a challenge for the younger generations. Psychosexual identity includes several variables, from genetic, hormonal to psycho-social and cultural ones (Neamțu, 2016, pp. 267; Godeanu, 2015, pp. 212-213). The abundance of models regarding the mediated exposure of the gender role expressed in the name of equality, rights and human freedom, as social and cultural variables can influence adolescents and young people in the construction of psychosexual identity.

Other studies state that there are vulnerabilities for young people as well, not only for teenagers who consume pornography, only that they take other forms. For young people, the frequent consumption of pornography can activate some imitations in sexual behavior but also changes in perception of the image of the partner and also on its unconscious activation. Paradoxically, these people are much more open in promoting women in the labor market as well as supporting their equal opportunities. However, studies show that a negative effect similar to the period of adolescence in the consumption of pornography is represented by violence, in the sense that the systematic watching of scenes in which the image of the dominant man and the humiliated woman in various poses is involved, decreases compassion in the face of possible violence, abuse and even rape. (Dârțu, 2016, pp. 358-361).

5.3. Pandemic isolation and the digitization of relationships

Another challenge for families and couples of the younger generation was the economic crisis and isolation from the pandemic period. It is well known that the pandemic period came with many worries, fears, losses, stress, isolation and many other limits for the population. The multiple restrictions and especially social isolation have facilitated changes at the family level as well, they are facing burnout through family and professional role overload, states of anxiety and mental instability as well as a reconfiguration of family values (Fegert et al., 2020).

Other authors complete the series of effects produced by the pandemic at the family level with the increase in alcohol and drug consumption, the rate of

domestic violence and the separation of couples. These effects are due to the limitation of individuals' experiences with the environment, which can create disturbances at the level of family microsystems (Pereda, Diaz-Faez, 2020).

Moreover, several studies attest to the fact that stress, separation or divorce and difficulties in the family or couple relationships are reflected both on adult partners and on children. These situations can alter the mental comfort of children and can produce changes in their perception of their own self-esteem or that of others, as well as the development of mechanisms to avoid involvement in subsequent couple relationships (Sava, 2022, p. 35).

Moreover, relationships and socialization have been moved to virtual space. There was even up to the period of pandemic isolation a tendency to switch life and relationships in the virtual space but against the background of the development of social network technology as well as freedom of movement and migration. The pandemic period did not bring anything new by moving life and profession into the virtual space, but contributed to the precipitation of this situation which was expected. Pre-pandemic research that looked at the impact of technology on relationships in the digital age drew attention to changes in mindset and behaviour. Thus, Ciprian Ceobanu, to begin with, refers to the mediated nature of interpersonal relationships by the author D. Chambers, who specifies that they are transferred in a multitude of virtual communication channels. There was the idea that this technologically mediated interaction was inferior to complex physical communication. The author dismantles this idea, by dissociating audio-video mediated communication from that of social networks. Along with Chambers, Broadbent notes an important distinction between discontinuous communication channels, also called asynchronous for social networks, and continuously open or synchronous communication channels for instant messaging or mobile telephony. It is precisely this continuity offered by technology through the personal mobile phone that brings some changes in terms of tolerance in communication. If once the sound of the landline phone had a real importance in communication, today, the sound of the mobile phone no longer brings the same satisfaction (Ceobanu *et al.*, 2016, pp. 59-67).

Cindy Pierce asserted that the tolerance of young generations extends to virtual space and to intimate sexual life as well as casual relationships (Pierce, 2019, p. 31).

Regarding the changes that occurred following the transfer of romantic relationships into the virtual space, the authors highlighted the fact that there is a certain normative perspective in the initiation of relationships. These relationships start through social networks, then move on to instant messaging so that finally the communication takes place directly, through the telephone. Any change in this route of virtual communication in building a relationship could harm the foundation of the relationship. A pronounced informal and casual character of the language in the construction of interpersonal relationships is observed. But what is important in the recent period when computer technology has developed particularly complex social media platforms, is to highlight a high degree of

versatility of social networks by the fact that personal actions, camouflage, self-disclosure and even fake social interactions are allowed. All these elements are likely to constitute various risks associated with mediated interpersonal communication and last but not least, in building romantic and intimate relationships.

Other risks associated with the transfer of romantic and intimate relationships into the virtual space refer to behaviors similar to those in the physical space, specifying that the main change is related to the production of situations and the management of effects. In the virtual space, we find infidelity and jealousy precisely through the private nature that the networks in the media space offer, and as a response, we can have surveillance, tracking, false identity as well as the rejection/blocking of some partners, situations that do not require communication strategies and physical exposure and direct in regulating relationships. Also, the daily ritual of presence and navigation in virtual space is a way of life for the young digital generations (Ceobanu *et al.*, 2016, pp. 68-69).

As early as 2012-2014, some American colleges had some virtual confession pages, where you could post messages that were published on the page without providing any information about the sender. These messages could be read and commented on by others. A study for such a network, UAICCrush, was carried out at the Alexandu Ioan Cuza University in Iasi, a page designed both for communication and for establishing affective relationships between students. The study that analyzed the exposure of romantic relationships in virtual space, showed some particularities related to this type of relationship, namely that they are episodic, of very short duration and can take the form of a game, developing a pseudo-community, strengthening what said Bauman in 2003, that there are more connections than relationships. The research even identified a certain typology of young people present on this type of networks. After coding and interpreting certain particularities, the research describes the dreamy type, the reluctant type, the bohemian type, the sarcastic type and the pragmatic type (Gavriliuță, Bortoș, 2020, pp. 64-68)

The transfer of life into the virtual space is associated with the risk of creating imaginary identities through avatars living in „the virtual worlds of the metaverse where we can exercise our freedom unhindered, and who actually access this inner symbolic universe and exploit it to the maximum” (Gavriliuță, 2021, p. 6).

Conclusions

The current topic focused on arguing the need for sexual education of the young generation and the implications on the mentality and behaviors of the young generations. Considering the figures provided by national and European statistics showing a worrying increase in the number of teenage mothers as well as the analysis of research, reports and specific legislation from 2004 to November 2022, it is confirmed that there has been a concern for a long time of professionals for this area of sexuality education.

Beyond the clarification of the theoretical and conceptual aspects, the analysis highlighted a suite of contexts and risks that claim the need for sexual education, contexts related to the economic and social changes of the last period but also to the implications of digitization on the life and mentality of the young generation.

Due to the development of digital technology, digitization has been co-opted into everyday life for the facilitation of communication but also for the novelty of the challenges of social networks. Migration has promoted the need and demands for the development of digitization for long-distance communication between working parents and children staying at home. In addition to these benefits of virtual communication, some vulnerabilities and risks associated with the exposure of romantic relationships, intimate life, with the exposure of the role of gender but also with child pornography, which led to changes in the mentality and behavior of the young generation, did not take long to appear. These changes translate into tolerance towards the exposure and tracking of private life in the virtual space and towards passenger relationships, avoiding negotiation through physical communication as well as imitations in sexual behavior through exposure and consumption of pornography. These changes in behavior and mentality are complemented by the expression of violence, abuse and even rape through the systematic watching of scenes with the image of the dominant man.

The analysis also shows other contexts that claim the need for sex education. Thus, research has identified the fact that there is a very large number of teenage mothers in Romania recently, and for the most part the risks associated with this social phenomenon were the same as those theoretically specified. Contextually, for the last period, the researches were able to highlight the role of family education but also of the school in reducing this phenomenon. Thus, most minors with children dropped out of school in the gymnasium and even in the primary cycle, and the migration and abandonment of children both contributed to the development of the phenomenon. In addition, the model of teenage mothers, psychosexual identity and the lack of parental models are added to them.

Other contexts and risks identified by this analysis were given by the pandemic isolation and the development of digitalization of relationships that contributed to changes in the behaviors of the young generation by increasing the level of stress, limiting relationships, violence and abuse in the family space, separation and divorce as well as development of avoidance mechanisms in the relationship of the couple which can lead to the modification of the picture and image of the family or the couple.

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