

Educating the Young Generation for Prospective Parenthood in the Context of Modern Worlds Challenges

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Abstract

The purpose of the study is to investigate the problem of prospective parenting education for teenagers. The research is motivated by the decreased value of parenting and its impact on young people's conscience and behaviour. It analyzes the strategic plan of prospective parenting education at pre-university level, the school potential in the field under research and the evaluation of teachers' competences to cope with the problem of parenting for teenagers. Two strategies of capitalizing the school curricula regarding prospective parenting education for young people are examined and suggested as potential solutions for improvement.

Key-words: parental love, parental obligations, parenting education, formative pedagogical model.

Social development in the modern world is a dynamic and contradictory process facing a number of serious problems which demand deep reflection. The achievements of the modern society present not just manifold opportunities, but also potential hazard with serious consequences.

People's dependence on modern technologies worldwide makes them vulnerable in their relationship with nature and reality. There is a looming risk of losing control over complex technical systems that man created and have extended globally. Fetishlike relationships, limiting the once multidimensional human existence to virtual and technological environment, poses the risk of losing their meaning in life for the young generation.

The threat consists in the fact that modern man may transform into a creature with a garbled value system, into a mutant who has lost his moral and spiritual guidance alongside with the deep semantic foundations of his existence both in his private and social life. Apart from that, global problems, like economic ones, which are a threat to mankind in general, also have an impact on it. All of these elements create doubts about the efficacy of modern civilization life strategies and of basic values orientation.

A critical analysis of current evolution strategies, the identification of their sources, would allow for an improvement of the safest ways of mankind development.

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In this regard, it is vital to understand the way the value matrix of the technological society has been built, how Western and Eastern cultures have evolved. Without such a philosophical analysis it would be impossible not just to understand the essence of the current developmental stage of mankind and the problems it faces, but also to proceed to creating and implementing new and efficient strategies for its subsequent development.

The value orientation in socio-psychological terms is the most important element of the inner structure of personality, which is developed through private life experience, through all the other experiences that delineate his personal significant and essence from the social non-significant and non-essence. The overall and well defined value orientations make core value of a person or the axis of consciousness that ensure the stability and continuity of a certain type of behavior and activity. An individual's behavior is the expression of their needs and interests. This legitimacy proves that society is a significant, decisive, regulating factor of a person's motivation to act.

The socio-psychological framework of an individual is the expression of value orientation encompassing specific personal attitudes towards particular values. Regarding the subject matter, we aim to highlight the importance of developing a positive and responsible attitude to parenting in the younger generation.

Almost every human being becomes a parent and the quality of training the young generation towards prospective parenthood relies on society, family and the value system the future parents are raised in. Parenthood determines the survival of mankind, but it can be achieved only through goodwill.

Increasing awareness of this reality implies the necessity of enhance the younger generation's need to become a parent. The metamorphosis in modern family requires that more attention be paid to related phenomena: increased vulnerability of family life, parental lack of responsibility, social hardships. The need to train the young generation towards prospective parenthood is determined by the crisis in modern family, parents' exodus in search of a better job abroad, all of these elements ending up in an increase in partial or total academic drop-out, accidental motherhood/fatherhood which lead to aggressive trends at psychological levels with an impact on the perennial need to become a parent, causing the so-called non parenting phenomenon as a life style.

The problem of educating towards parenthood is also determined by the belittled prestige of being a mother/father. Just like any other phenomenon, parenthood has an impact on private life. Parenthood is a complex social phenomenon which consists of two key elements: motherhood and fatherhood. It produces specific patterns and expectations and organizes daily routines. It does not affect the family alone, but also economies, ideologies and politics. Parenthood has a time and space dimension, it does not take place in a social void, it interrelates with and is completely shaped by demographic shifts, historic events, cultural patterns, norms and values, systems of social layers, family arrangements and developments and changes in the societal organization.

Historical and anthropological studies reveal that family represents an ideologic concept, a symbolic construct with its own history and policy,²² still true for parenthood, which appears to be the most ideologized and politized area of family experience,

²² Baciu A., Cazan C. Educația părinților. București: Ed. MarLink, 2006, p.4.

beside childhood.

Being multidimensional and complex, parenthood implies a variety of attitudes, aptitudes, objectives that are acquired through participation in community life. Specialized literature of the latest several decades shows that the significant changes in marital status of adults alongside with other socio-demographic changes, have contributed to dramatic changes in young people's life arrangements.²³ These changes have overlapped the proliferation of different family life arrangements, simply called lifestyles (Beck-Gernsheim, 2002) or non traditional or alternative family forms (as opposed to the classic triangular form). The in-depth and rapid changes at societal levels, caused by particular deconstruction events characteristic of post modern times have significantly altered parenthood.

Terry Arendell, developing his constructionist thesis of family, supported by Gubrium and Holstein in their work „What is family” (1990) and applying it to parenthood, argues that parental activity does not reflect a kind of behaviour derived from the reproduction function, but ways in which children are raised, brought up and integrated in society.

Parenthood is omnipresent and being a parent may seem a very simple, natural thing. A great number of adults, once parents, follow the parenting patterns they inherited from their own parents and the relationship child-parent is developed in a natural manner. They find it difficult to acknowledge the need for a special training to become parents much before they are a mother/father.

The anticipation of this educational aspect is viewed by some adults as pointless and it is a pity that parenthood is not treated as a source of achievement in life.

At the moment, parenting education is perceived as an important dimension of general education, focusing on discovering the values of parenthood, building the young generation's motivation to become a responsible and conscientious parent, developing the right personality traits required in fulfilling efficiently one's duty in this domain.

Parenting education aims at developing the capacity to culturally capitalize on topical information supplied by many social factors, including the mass-media, under the condition of diversification and individualization, which requires professionals in the field of education to adopt certain attitudes and to assess it judiciously in keeping with a scale of social values.

Parenting training is mandatory if a young person is expected to become an efficient parent in the future. This field of education must be related to the natural family environment, the young person's psychological framework, his level of cognition and societal demands. Openness to genuine human values requires a practical and theoretical solution to this problem. Family continues to represent the main social group to ensure a child's education. In a society where institutions and social relationships are changing constantly, the family can not remain unchanged, and no model of family organization should be idealized. All these changes are simple adaptations of individual behaviour with regard to demographic and economic changes which impact societies as a whole.

²³ Ciuperca C. Cuptul modern - între emancipare și disoluție. Alexandria: Ed. TIPOALEX, 2000, p.69.

Nowadays, there is a diversification of family models: the increasing number of single parent families, concubinage, divorce, the decision of some women to give birth outside marriage, rejecting parenthood; these new forms co-exist with the traditional model of conjugal family.²⁴

The ongoing changes at society level produce confusion about values related to parenthood not just among the young generation, but also among the older one. The situation can be improved through efficient education within the family aiming at conscious choices about parenting, with parents being counselled by professionals in the field.

Parenting education nowadays demands a solid foundation, not just episodic educational acts regarding the problem. It must be noted that currently there is no regulation to stipulate the need or the obligation for educational institutions to provide parenting training. Under the circumstances, the implementation of public policies in the field of parenting education becomes an imperative, alongside with the consolidation of an infrastructure to ensure the training and certification of teachers specialized in the field.

Training young people for prospective parenting is one of the most significant aspects of a respectable personality, capable to successfully integrate into society. This dimension of education takes place concurrently with value and knowledge acquisition, norm and ethic models observation, which must be internalized and become a need of the person in order to be later capitalized by schoolchildren and parents alike.

Educational institutions must project their activity regarding parenting education so that training future mothers and fathers becomes a major objective in itself. Institutions should join efforts in guiding the young towards conscious and planned parenthood. In this situation, a scientific strategic plan is a must for the training of the young generation for prospective parenthood.

The scientific problem consists in the pedagogical substantiation of the young generation towards parenthood through capitalizing the potential of general education institutions.

The aim and objectives of the research include:

- identify the presence of a strategic plan for prospective parenthood education in general education institutions.²⁵
- clarify the educational potential of schools towards training future parents.
- assess professional competences of teachers in the field of parenting education.

The scientific bases for the present research include: specialized literature review on the problem from different historic periods and geographic areas like: Banciu D., Ciupercă C., Grigorescu P., Iancu S., Narly N., Matei I., Mitrofan I., Stănciulescu E., and others. In Moldova the problem is researched by L. Cuznețov, N. Ovcerenco, V.

²⁴ Ovcerenco N. Impactul devalorizării prestigiului parentalității asupra preferințelor axiologice ale tinerilor. În: Facultatea de pedagogie: tradiție și modernitate. Dialogul generațiilor. Chișinău: UPS "I. Creangă", 2014, p. 43.

²⁵ Ovcerenco N. Educația adolescentelor pentru maternitate-obiectiv major al învățământului preuniversitar. În: Univers pedagogic. Revista Ministerului Educației, nr. 1, Chișinău, 2004.

Bodrug, which serves as another argument in favour of our study.

Assessing the theoretical and applicative value of research in the field, we would like to note that the problem of training the young generation for prospective parenthood is underresearched. It is mainly conceived as a component of moral education or as a component of family education.

Such a training appears to be an emergency, as attitudes to parenthood determine greatly the way in which this role will be performed in the future¹.

The concept of educating the young generation for prospective parenthood defines, in a broad sense, the programs, services, and resources provided for the young with the objective to train them for a future parenting role (mother/father); they are aimed for the parents to train them and provide support in the field and to improve their parenting schemata if needed. In a narrower sense, the education for prospective parenthood refers to those programs that develop a value of parenthood in the young people, guide towards conscious and responsible parenting, help future parents to develop their own parenting skills.

Increasing awareness of the value of parenthood takes place within a triangular constellation: love, authority and family security. Education for prospective parenting in terms of attitudes and behaviour occurs through the identification with the parenting model from the family one comes from and its internalization. Any affective deficiency in fulfilling maternal/paternal roles, just like any other kind of deficiency, causes fallacies in the education for prospective parenting, particularly in the case of parents giving up their parenting duties. Harmful parenting practices are significant risk factors that correlate with an increasing number of young people choosing non parenting.

Young people learn about the parenting job before anything else, from personal experience, being raised by their own parents. This experience shapes their own perceptions and beliefs about what it means to be a good parent.

The „parenting scheme” (Ramey, 2000) is influenced by the personal experience of the once a child parent in his own family. The parenting scheme formed in childhood can change together with changing relations and lifestyles.

Deficient parenting schemes can be modified through gradual acquisition of topical information, meant to contribute to increasing awareness of parenthood values, developing a positive and responsible attitude based on knowledge about parents' rights and duties, the prevention of non parenting, of male feminization and female masculinization, misandry and misogyny; identifying parenting problems and strategies to solve them, informing parents with regard to raising children for the parenting role.

Educating young people for parenthood offers possible solutions to a number of social problems like accidental parenthood, teen motherhood, non parenting, promiscuity, delinquency, etc.²⁶

Thus, the proliferation of professional discourses directed towards students and families contribute to accelerating the professionalization of parenting, which is viewed as a job with its own rules, approached in a language belonging to the organizational field.

²⁶ Goddard H.W., Myers-Walls J.A., Lee T.R. Parenting: have we arrived? Or do we continue the journey? *Family and Consumer Sciences Research Journal*, 33, pp. 457-474, 2004.

Starting with the second half of the previous century, there has been an increase in the psycho-pedagogical studies which evaluate the experience related to interactions between parents and children in terms of parenting competence.

The assessment of parenting success or failure is equally designed both in the repertoire of the institutions dealing with the problems of the young and in the academic discourse in the field of psychology, pedagogy and social assistance, focusing on identifying the difficulties parents may face in educating their children for prospective parenthood, estimating the possibility to modify formal educational contents that aim at training the young from a psychopedagogic viewpoint for prospective parenthood.²⁷

The training for prospective parenthood is perceived as a key component of an ideal model of parenthood, focused on the analysis of parenting schemes and encouraging their modification when needed. The programs for the training for prospective parenting will qualify the young for prospective parenting and provide help in the field to families from high risk groups (single mother, alcohol/drug abuse, low socio-economic status). In such cases, efficiency levels rely on harmonizing the current model of parent-child interaction from the perspective of the ideal parenthood model. The need for such a training in a formal context is subsequent to a demand on behalf of parents. The parenting role is a socially developed one, thus it is greatly influenced by the society the parents live in. Child-raising practices and customs culturally determined become standards by which practices are judged as acceptable for a parenting scheme. Clarifying the sociocultural characteristics to base the training for prospective parenthood on, we should mention that in Moldova some specific socio-cultural patterns that have characterized our society for decades, are in use: broken or weak connections with the extended family, fragile/diminished social support (unknown neighbours, new friends), reduced social cohesion (in large cities), cultural rules/norms under „multicultural” change pressure, competitive, consumer society. Some other common features can be added to the ones above: both parents busy, making a career in high demanding jobs, (almost always absent from family), destroyed/superficial family structure, „disorganized” family caused by lack of structure and functions, artificial social insertion. All these elements show the need for immediate help provided to families with regard to training the young generation for prospective parenthood. Training programs for prospective parenting would, in fact, generate considerable labour force by boosting conscious and responsible parenthood.

To establish the existence and the peculiarities of an institutional strategic educational plan towards teenager prospective parenting, 8 descriptors have been applied, inventoried in international specialized literature as relevant for the efficiency of such programs.

- 1) The existence of a strategic parenting education program for young people (autonomous (mandatory/optional) or complementary to other family support programs).
- 2) Ways of approaching youth parenting education, main type of theoretical/practical approach.

²⁷ Ovcerenco N. Parentalitatea – izvor al împlinirii vieții umane. În: Educația din perspectiva valorilor (editori Opreș D., Scheau I., Moșin O.). Vol.VIII. București: EICON, 2015, p.98-104.

- 3) The place where education programs for prospective parenting are organized.
- 4) Duration and frequency of parenting education programs.
- 5) The categories of teacher-trainers involved in prospective parenting programs and their professional background.
- 6) The intensity of parenting education programs
- 7) Funding parenting education programs.
- 8) Content features of parenting education programs; content diversity.

These descriptors have been used to create an 8 item questionnaire for general education teachers, 56 school teachers answered it. 78 teenagers (40 girls and 38 boys) answered the 8 item questionnaire for teenagers to identify if any activity for parenting education has been carried out. The study was conducted in 4 high schools from Chişinău from September, 2015 to April, 2016, involving 134 participants.

The data gathered after processing the answers to the questionnaires have been used to identify the education programs for prospective parenting, to describe some general aspects typical of school activities in terms of parenting education.

To increase the validity of our conclusions, we undertook triangulation of data sources, comparing at the analysis stage the data provided by the questionnaires with the ones from specialized literature, teaching resources and reference books for parents on parenting education at national level.

1) The existence of a program for parenting education autonomous (mandatory/optional) or complementary to some other programs that support families), kind of program-descriptor 1. There is a lack of such programs for teenagers. Although teachers from the institutions involved in the study acknowledge the importance and benefits of parenting education for both teenagers and parents, our study reveals the deficiency of programs aiming at training teenagers for the parenting career alongside with those for parents as independent and autonomous services to support and encourage family life and parenting. In fact, it appears that at institutional level parenting education programs are components of other subjects (like moral and spiritual education, civic education) and support programs for families and parents. Data processing from educational institutions reveals the weak position of parenting education programs as a component of a complementary program or service provided by schools as family counselling and support to train teenagers for prospective parenting.

2) Ways of approaching parenting education. To identify the ways parenting education programs approach skill building in future parents, we applied a descriptor dealing with ways to approach prospective parenting at school and in the family. Specialized literature lists four major ways inspired from Carter's model (1996):

- a) Systemic approach / family centered. The data reveal that the education strategy of the institutions involved in our study do not have any affiliation to systemic approaches in providing prospective parenting services.
- b) Empowerment and participation. Research of institutional educational policies reveals the presence of such an approach in prospective parenting education programs for parents and young people.
- c) Community based / culture and national value sensitive. This approach is not widely applied by the institutional strategy for prospective parenting education.
- d) Interdisciplinary /with a collaborative infrastructure involving professionals

from different fields. The parenting education program researched does not belong to this category. The data gathered show that the schools involved in the research do not encompass the 4 approaches mentioned above; high schools are not education providers for the parenting career.

3) The place where education programs for prospective parenting are organized. This kind of education is carried out within schools. Neutral meeting places for parenting education programs have not been identified. Online education in this direction has not been identified in schools. These institutions do not have the right logistics (internet connection, online interactive materials, specially designed tools for online use etc.) to ensure the development of online parenting education programs. This aspect is also conditioned by the fact that online education is still at an early stage of development in the country.

4) Duration and frequency of parenting education programs. Regarding the duration and frequency of training programs, it should be pointed that there is scarce research to show the optimal extent of an efficient parenting education program or the optimal number of meetings. High schools, as education providers, state that extensive programs are more efficient as they offer the possibility of developing attitudes and competences for an effective parenting role.

5) Categories of teacher-trainers involved in programs for prospective parenting and their professional background. The teacher coordinator has a key role in providing parenting education. It is worth mentioning that currently there are no specialized training programs for teachers to improve prospective parenting education.

6) The intensity of parenting education programs. This descriptor aims at establishing the intensity level of teacher intervention, starting from general information provided to future parents to specific competence development. In accordance with this descriptor, there are several programs:

- a) Informative programs. The parenting education program under study has an information component for prospective parents.
- b) Workshops, deemed to be the first real level of parenting education (Carter, 1996, p. 10) as the power asymmetry between professional and participants in terms of tight interactions within the group is reduced and the empowerment function can be achieved. This form of parenting education is not in use in high school.
- c) Discussions. This is a form that highlights the cultural peculiarities of the environment in which parenting education programs take place, emphasizing the experience of the young generation and boosting the empowerment aspect of the program. This approach towards organizing parenting education programs is found in high school.
- d) Systemic evaluation and planned intervention, which implies the presence of a cadre of experts, trained to deal with various problems within the field of parenting education. This form of organizing parenting education was not detected in the high schools involved in the study.

7) Funding parenting education programs. This aspect of parenting education programs is still unresolved under the conditions of institutional policies at national level that emphasize their importance in fighting non parenting and irresponsible parenting. Lack of proper funding for such programs leads to a significant decline in

efficient parenting education.

8) Content features of parenting education programs; content diversity. The contents of parenting education programs are incorporated in the parental education programs and could not be properly delineated; the topics covered have an episodic character regarding the way in which a professional informs parents instead of a clear-cut content with the objective of training the young generation for parenting.

Through this investigation we attempted to gather data related to professional high school teacher training and their acknowledging the significance of the problem. To reach this objective we used a structured questionnaire. 66,07% out of the total number of teachers involved in the study supplied valuable suggestions concerning the ways of parenting education starting from adolescence; 33,93% adopted an attitude meaning it is pointless to approach parenting education, 50% of the teachers state that training future parents should not be the responsibility of the school; the other 50% state the opposite: training prospective parents should become a major objective of high schools.

Teachers have been interviewed to assess the educational potential of schools in regard to training prospective parents. The results obtained are rather meaningful: Answers to the question „What do you think, is there a need for parenting education in primary school?“ reflect the following:

Yes, within school curriculum frameworks – 50%;

Yes, as an objective of education within the family – 50%;

Yes, randomly – 0%.

Thus, 50% of the overall opinions refer to parenting education carried out within educational institutions. The other 50% of teachers conceive parenting education as a component of education within the family. These teachers' opinions harmonize with those opting for the responsibility of the school regarding prospective parenting education. Not a single teacher believes that parenting education should happen randomly.

The evaluation of teachers' professional competence regarding parenting education was performed via: direct observation of different activities, individual interviews, work experience analysis and examination of educational products. These tools allowed us to specify the following:

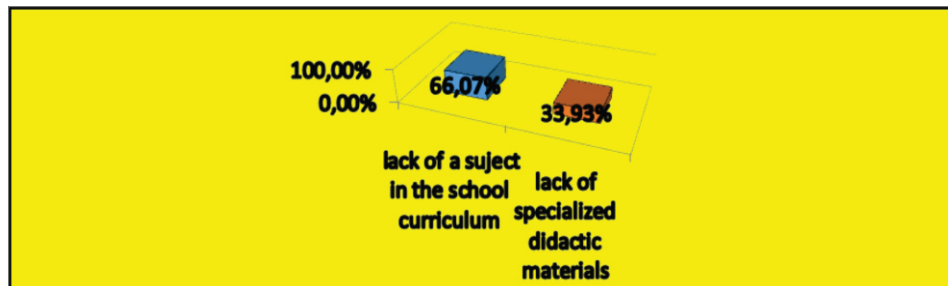
- The forms of planning teaching in terms of parenting education during adolescence.
- Educational technologies applied by teachers while training future parents.

Teachers have been asked to self-assess their professional expertise in parenting education applying a numerical scale: excellent (1), good (2), fair (3), inadequate (4). 56 high school teachers participated. As it is illustrated in the table below, 19 teachers stated they have excellent expertise, 9 are well trained, 19 indicate an insufficient level, and 9 are totally unprepared for the task.

Interviewed subjects	Numerical scale			
	1	2	3	4
	Very well trained	Well trained	Insufficiently trained	Not prepared
Number of teachers-56	19 (33,93%)	9 (16,07%)	19 (33,93%)	9 (16,07%)

An analysis of results emphasizes the main reasons for reduced potential competences in parenting education during adolescence, as described in Fig. 1.

Figure 1. The main factors determining teachers' reduced professional competence in training teenagers for a parenting career.



The results obtained at the diagnosis stage regarding parenting education during adolescence allow us to identify the educational potential of the school; to clarify the impact of the educational institution on training future parents. It is assumed that a significant part of school education has fair potential in terms of parenting education which should be capitalized. All types of school activity have this potential. The contents of school activities can transmit age-relevant parenting information and have a share in developing moral features of great importance in fulfilling one's role as a parent.

The results of the study show that parenting education in schools is rather modest. School curriculum is not directly oriented towards meeting this objective.

An analysis of curricular documents, the results of interviews and discussions with teachers and school managers led to the conclusion that extra-curricular activities do not focus plenary on training future parents. Syllabi examination and the observation of educational projects and activities reinforce the conclusion that schools do not involve enough in prospective parenting education and the contents in regard to the problem do not meet the challenges of the modern world. Training future parents in

educational institutions occurs mainly in a random manner instead of following a scientifically established system. The same remark is valid for the cooperation between schools and families.

Conclusion: prospective parenting education represents a systematic process the main components of which are actualization, understanding the essence of the parenting phenomenon, capitalizing specific information in daily life, developing skills the future parent will need in successfully fulfilling this role. The educational activity is a major element of the formative endeavour towards training future parents. If the school potential is to be exploited to achieve this objective, then specific topical activities that highlight the ethic-moral aspects of parenting should be implemented, the ability to assess the parenting phenomenon ought to be enhanced, alongside with developing skills of fulfilling one's duty as a family member. Educational activities focused on researching the parenting phenomenon ought to take place in keeping with specially developed content aiming at: discovering the value of parenting; forming ideas about parenting; developing competences needed to fulfill parental roles; familiarizing the prospective parent with his parental rights and duties; developing the right moral qualities young people will need in fulfilling efficiently their parental role; involving the future parent in social and familial activities with positive outcomes regarding his prospective parenting development.

The learning experience, conversations, disputes about problems related to prospective parenting, establishing partnerships, instructing parents, parenting courses for the young generation, parental counselling could be used as structural elements of the parenting formation system. Each of the components mentioned above has its own objectives, content and peculiarities. Applying them in a complex structure contributes significantly to the development of a positive attitude to parenting. If we keep acting within the confinements of curricular activities then it will be impossible to familiarize the young generation with the parenting phenomenon. Subsequently, the potential of nonformal and informal education should be taken advantage of.

Upgrading educational contents towards parenting from the perspective of problems characteristic of the modern family, genuine intervention focusing on the future parent formation ("prospective parenting training") should be accomplished on the basis of in-depth analysis of currently existing programs in this domain in order to rule out negative outcomes produced by formal, non-formal and informal educational contexts that can cause the parenting incapacity syndrome and hinder the development of a good parent-child relationship. It focuses on the prophylaxis of:

- Psychological immaturity which favours disorganized parental behaviour and leads to distortions in the parent-child relationship and subsequently, to loss of self.
- The profligate mindset of the prospective parent which transforms parenting capacities into a tool of affective recklessness used in bringing up children and which will lead to moral and spiritual degradation of the parent-child relationship.
- The behavioural incapacity to fulfill parental duties emphasizing the lack of rational-relational imagination and skills required to efficiently fulfill prospective parental roles.

Upgrading the contents of parenting education from the perspective of

challenges in the modern family should happen on the basis of cognitive-behavioral techniques with a positive impact on the value system of the young generation, a system where parenting will have a privileged place. Accordingly, school and family education of the young generation towards parenting will turn into the object of „a new morality”. Hence, the programs for prospective parenting education will include the components of „good parenting”, of conscious and responsible parenting.

In keeping with the results of our investigation we recommend:

1. The Development of a strategic plan of prospective parenting education that would meet the educational needs of the young and those of the modern family:
2. The implementation of an Integrated National Strategy to Develop Parenting Competences, with parent education as a component of permanent education, can provide a basis for the development of an integrated national education system for prospective parenting.
3. Adjusting contents and methodologies for prospective parenting education in keeping with the characteristics of different categories of young people and parents represents another dimension that should be taken into consideration. Parenting education programs should allow for transparency of parents' values, encouraging their participation as an involving and learning strategy. The existence of a formal framework for the development and distribution of informational and practical resources, available to future parents would represent a form of support in this area in Moldova.
4. Short-term interventions occurring in isolated social segments do not ensure sustainable effects and do not change collective mindset as intended. Increasing the addressability of parenting education programs to different categories of young people and parents through extended and consolidated social networks would allow for a program enhancement which would in turn develop a positive and responsible attitude to parenting and parental behaviour.

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