
"- Do you want me to continue?"

Sexual Education and Consent in Young Masculinities in Mexico

Emilio Antonio Toussaint Ortiz

Mestrado em Global-MINDS - European Master in the Psychology of Global
Mobility, Inclusion and Diversity in Society.

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Beate Seibt, Head of the Department of Methodology, Work, Culture and Social
Psychology,
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The following thesis is submitted in fulfilment of the requirements of the European Master in the Psychology of Global Mobility, Inclusion, and Diversity in Society.

Julio, 2021

Abstract

O objetivo deste estudo foi investigar a influência da educação sexual nos roteiros sexuais de jovens mexicanos, com foco específico na construção do consentimento. Dois estudos foram realizados. O primeiro foi um estudo piloto qualitativo, com o objetivo de explicar como a educação sexual é vivenciada e que tipo de scripts sexuais estão envolvidos. Os resultados deste estudo ajudaram a desenvolver o segundo estudo quantitativo. Alinhados com estudos anteriores, os nossos resultados mostraram certas deficiências na forma como a educação sexual é ensinada nas escolas e famílias. Os nossos resultados mostraram também a existência de scripts sexuais relacionados à masculinidade tradicional na experiência de educação sexual com pares masculinos e na pornografia; outros scripts sexuais sobre proteção, desejo, aconselhamento sexual e cuidado também foram encontrados na educação sexual de colegas e familiares do sexo feminino, namorada(s), mídia social, internet e feminismo. Ao comparar os dois estudos, foram encontrados resultados complementares. Em ambos os estudos, o feminismo e as mulheres ao redor dos participantes eram recursos que compartilhavam informações relacionadas a altas pontuações em consentimento baseado em processo, feminilidade e autoeficácia no uso de preservativo, bem como baixas pontuações em sexismo ambivalente. Esses resultados nos convidam a refletir sobre o quanto o movimento feminista tem impactado os homens em se comportarem de forma mais consentida e menos sexista. Ao mesmo tempo, este estudo nos convida a refletir sobre como nós, como pesquisadores, podemos abordar uma população que não participa se um posicionamento ético de direitos humanos for explicitamente apresentado. Talvez menos correção política na coleta de dados poderia levar a respostas de masculinidades mais tradicionais.

The aim of this research was to investigate the influence of sexual education on the sexual scripts of young Mexican males, with a specific focus on the construction of consent. Two studies were conducted. The first study was a qualitative pilot, aimed to examine how sexual education is experienced and what sexual scripts are involved. This helped us to develop a quantitative survey for the second study. As in previous studies, results of both studies showed deficiencies in the way sexual education is taught in schools and families, and confirmed the presence of sexual scripts related to traditional masculinity in sex education experience with male peers and pornography; other scripts regarding protection, desire, sexual advice and care were also found in sex education

from female peers and family members, partner(s), social media, internet and feminism. When comparing both studies, complementary results were found. In both studies feminism and women surrounding participants were resources who shared information that related to high scores in process-based consent, femininity, and condom use self-efficacy, as well as low scores in ambivalent sexism. These results invite us to reflect on how much the feminism movement has impacted men in behaving in a more consent and less sexist way. At the same time, this study invites us to reflect on how we, as researchers, can approach a population that doesn't participate if an ethical human rights stand is explicitly presented. Maybe less political correctness in data collection could lead to responses from more traditional masculinities.

Palavras-chave: educação sexual, scripts sexuais, consentimento, masculinidade tradicional, feminismo, sexismo ambivalente, uso de preservativo.

Keywords: sexual education, sexual scripts, consent, traditional masculinity, feminism, ambivalent sexism, condom use.

Author's Declaration

I, the undersigned Emilio Antonio Toussaint Ortiz hereby declare that I am the sole author of this thesis. To the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has been made.

Date: 15 of July, 2021

Name: Emilio Antonio Toussaint Ortiz

Signature:

A handwritten signature in black ink, appearing to be 'Emilio Antonio Toussaint Ortiz', written in a cursive style.

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To myself, for the courage not to remain stuck or silent. For going out into the unknown to rediscover myself from my history and my processes and not only from the image of others. To my parents and friends in Mexico, for staying in touch despite the distance and a global pandemic. Thank you for confirming what the good Fito Paez sings well, "Forgiveness is divine and sometimes erring is human."

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personal stories are what unite us, and sharing them and hearing others' can open processes of forgiveness, reconciliation and justice.

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Introduction

Literature Review

The present study relates 6 main themes: traditional masculinity, sexual scripts, ambivalent sexism, feminism and violence against women, comprehensive sexual education and consent. Traditional masculinity and the theory of sexual scripts will serve to describe men and their gendered sexual education experience in Mexico. Sexism, as well as feminism and violence against women, will allow us to contextualize a country like Mexico from a gender perspective. Comprehensive sexual education and consent, on the other hand, are presented as proposals in a context of sexual violence. Measuring them will allow us to evaluate them in the Mexican context through the recent experience of young Mexican men.

Masculinity, Sexuality and Adolescence

“Masculinity is a constant exercise, not always voluntary, that goes beyond the notion of individuality and contributes to the production of normative systems that constrain and oblige men to behave in certain ways”. (Lozano Verduzco, 2013, p.38) Masculine norms, or hegemonic masculinity, regulate attitudes and behaviors that are considered acceptable for men across social contexts (Connell, 1995). However, such norms cannot be fulfilled one hundred percent; this leads that men who do not conform to the model of hegemonic masculinity are marginalized and rejected, while those who conform to the it, exercise their rejection and violence towards them (Lozano Verduzco, 2013). An initial operationalization of masculine norm adherence included restrictive emotionality, avoidance of the feminine, toughness, aggressiveness, self-reliance, achievement, detached relationships, homophobia, and hypersexuality as domains of hegemonic masculinity (Levant et al., 1992). This construct was later revised to included dominance over women, competitiveness, and risk-taking behaviors (Mahalik et al., 2003). Particularly relevant to our understanding the dynamics of consent, we will focus mainly but not only, on the dimension of hypersexuality.

A study, with 600 men ages 18-50 from Amazon’s Mechanical Turk (MTurk) website, showed that measures relate to conformity towards a masculine gender roles were associated with intimate partner violence. The findings may implicate that preceding threats against masculinity could lead to violence when reaffirming and defending the gender role (Reidy et al., 2014). Another

quantitative study with 365 undergraduate, mainly identified as white and heterosexual and with an average age of 19; showed that men who were members of fraternities had higher scores regarding acceptance of sexual violence, endorsement of masculine norms, feeling pressure from friends to uphold these norms, accepting objectification of women and endorsement of rape myths (Seabrook et al., 2018)

Being a study that focuses on the sexual education that the participants received before the age of 18, we would like to provide some data on how adolescents experience sexuality in relation to their masculine norms. Previous studies showed that adolescent males aged 15-19 with stronger masculinity beliefs reported more sexual partners, less intimate relationships, less consistent condom use and less belief in male responsibility to prevent pregnancy (Pleck, 1993). More recent studies show that adolescent boys, contrary to previous perceptions of masculinity, have high needs for closeness and intimacy in romantic relationships (Ott et al., 2006). Hence, there is a complex interaction between intimacy and conforming to masculine norms: the need to maintain emotional distance and desire for sex competing with the desire for closeness and intimacy (Toldman et al., 2004 [cited by Ott, 2010]).

Sexual Scripts Theory and Male Traditional Sex Scripts

Sexual scripts are cognitive schemas that instruct people how to understand and act in sexual-based situations. These scripts operate on cultural, interpersonal, and intrapersonal levels, and each level reciprocally influences the others. Scripts on all three levels are important determinants of individuals' sexual beliefs and behaviors (Gagnon, 1990; Gagnon & Parker, 1995; Simon & Gagnon, 1986 [cited in Masters et al. 2012]). Culture-level sexual scripts are a contributor to constituting gendered mainstream norms and behaviors in heterosexual relationships (Dworkin & O'Sullivan, 2005; Gagnon & Parker, 1995 [cited in Masters et al., 2012]). However, the operation of sexual scripts on interpersonal and intrapersonal levels can lead to areas of discontinuity between the cultural and individual script.

Regarding male traditional sexual scripts, research has found that they usually portray men as initiators, active agents, aggressive and focused on physical pleasure (Gagnon, 1990; Sanders, 2008; Wiederman, 2005 [cited in Hauck, 2015]) encouraged in casual sex (Hartley and Drew, 2002; Messner, 1992; Sakaluk et al., 2014 [cited in Hauck, 2015]), with increasing number of sexual

partners as they mature and negative attitudes towards condom use (Noar and Morokoff, 2002 [cited in Hauck, 2015]).

A recent qualitative study with young heterosexually active men explained how at a cultural level men are seen more likely to prefer recreational sex, to value sex over relationships, to be “players” and have multiple partners, etc. But at the individual level men showed development of scripts both of continuity but also change of traditional sex scripts. In this last case participants reported themselves as the exception apart from “all the other guys”, as consciously choosing nontraditional ways of relating or as unconsciously practicing a nontraditional script that has been taken for granted (Masters et al., 2012).

Regarding change in traditional sex scripts, a study with men in urban neighborhoods in New York concluded that men also feel limited about sexual scripts available to them. Many participants reported answers that showed that men are currently moving to sexual scripts that include aspects of increased emotional intimacy. (Seal and Erhardt 2003 [cited in Hauck, 2015]). Similarly, a study on masculinity in fraternities found that some men are developing a more inclusive masculinity that includes an ideology based on social equality for gay men, respect for women, racial parity, and ways of bonding between men through emotional intimacy. (Anderson, 2008 [cited in Hauck, 2015]).

Masculinity and Sexuality in Mexico

Regarding masculinity and specifically sexuality in Mexican young males, a study called "The box of Masculinity" revealed some data regarding males' hypersexuality. This dimension of masculinity emphasizes that a true man is not only heterosexual, but also eager and ready to have sex and conquests. In a survey of 1,200 Mexicans aged 18-30, it was found that 42% of respondents agreed or strongly agreed that *"society tells them that a real man should have as many sexual partners as possible"*. Likewise, 53% of those surveyed agreed with the social vision that a real man would never say no to sex. The study also generated comparative data regarding men who are inside the masculinity box (made up by the seven pillars of masculinity: self-sufficiency, strength, physical attractiveness, rigid masculine roles, heterosexuality and homophobia, hypersexuality, and aggression and control) and those who are outside it. Men whose response was closer to traditional masculinity were inside, men that responded less traditional, outside. In the case of Mexican men, it was possible to detect the difference in how sexual harassment is perpetuated:

men inside the traditional masculinity box reported 63% in this area, while the most less traditional were only 9%. Other outcomes like depressive symptoms, suicidal thoughts, bullying (suffered and executed), sexual harassment and alcohol abuse also had bigger percentage scores inside the box than outside (Heilman et al., 2017).

Regarding social change in male sexual scripts, a study on the sexual debut of people in Mexico, drawing data from the Retrospective Demographic Survey (EDER, 2017), showed some changes in the sexual initiation of men in comparison with earlier generations (1962-1967, 1968-1977, 1978-1987 and 1988-1997 generations were compared). Although sexual initiation among men prevails outside of a romantic relationship, younger men are beginning to decrease their initiation with a stranger and increasing the preference for having it with a girlfriend (Rojas & Castrejón Caballero, 2020). According to Menkes-Bancet et al., (2019) the main reasons why young men between 12 and 29 years old had their sexual initiation were: curiosity (33.8%), love (32.1%), personal will (i.e., “because I wanted to” - 20.9%) and lack of self-control (8.9%). Regarding the people with whom they had their first sexual relationship, the main ones were: girlfriend (57.3%), friend (29.9%), wife (7.8%) and sexual worker (3.6%). We expect this study will complement sexual script theory in sexual education with their partner(s).

Ambivalent Sexism and its Relation with Masculinity

As we have mentioned before, identification with other men is important for the reaffirmation of masculinity. This in-group identification can generate sexism in the way in which men relate to women. A study done with 159 male workers from Amazon’s Mechanical Turk (MTurk) in United States showed that masculine identification correlates with ingroup favoritism towards traditional males (career driven masculine men) and complementary favoritism toward traditional females (feminine women in charge of domestic work); but it did not show correlations with hostility towards nontraditional males or females (Glick et al., 2015).

Sexism, from a classical point of view, was defined by Allport (1954 [cited in Glick and Fiske, 1997]) as negative attitudes towards women which have the purpose of reducing them to an inferior status. According to Glick and Fiske (1996), gender ideology is made by two different and interrelated components: hostile and benevolent sexism. The first refers to the classical conceptualization of sexism. On the other hand, positive attitudes towards women may also apply stereotypes and limit their roles, when this happens, it is defined as benevolent sexism. These two

forms of sexism are related by sharing three subcomponents, each expressed in a hostile or benevolent way, that reflect critical issues in relationships between sexes: power, gender differentiation, and sexuality (Glick and Fiske, 1997).

Power is rationalized through paternalistic ideologies; the hostile aspect is called dominative paternalism (believing that women ought to be controlled by men); the benevolent aspect is protective paternalism (the belief that women need men as providers and protectors). Gender differentiation helps in the reinforcement and permanence of power by men; the hostile aspect of gender differentiation is competitive gender differentiation, here men gain confidence through the negative stereotypes placed on women; this way they believe there are better. The benevolent aspect is complementary gender differentiation, this consists in the assignment of traditional gender roles where men depend on women's caring. (Eagly, 1987 [cited in Glick and Fiske, 1997]). Sexuality in their relation with women make the final component of ambivalent sexism; heterosexuality. This can be both hostile (the view of women as sexual objects) and benevolent (sees women as romanticized sexual objects that men need to be complete). (Glick and Fiske, 1997).

The Ambivalent Sexism Inventory (ASI), (Glick & Fiske, 1997) was developed to measure hostile and benevolent sexism toward women. As evidence has showed a positive correlation between both (Glick et al., 2000), they are considered complementary. Studies across different countries have shown that both types of sexism are negatively associated with their own gender equality indicators (Glick et al., 2000, 2004). The higher the average of sexism, the lower the gender equality score. Finally, the ASI also shows that hostile attitudes are usually directed towards woman who are seems are violating their traditional role or a woman who is perceived as challenging male dominance (Glick & Fiske, 2001).

Masculinity, Ambivalent Sexism and Organized Crime in Mexico

In Mexico, little research has been done about how masculinity can be a predictor of sexism. A study with 396 Mexican students from the Public University of Tabasco (Average Age = 22, 100 Males and 288 Females) showed that men tend to endorse benevolent sexism more than women, though there were no differences in hostile sexism. According to León-Ramírez & Ferrando (2013), this results matched the view of women's image as the weak sex in a gendered traditional country like Mexico, where Catholicism has influenced in the promotion of submissive roles in women.

An evaluation study regarding the impact of sexism in the schools in U.S. and how this affects students showed that boys are more likely to get lower grades in industrialized countries (UNESCO, 2010), that boys who did not conform to traditional conceptions of masculinity (like appearing tough or into sports) were commonly teased, that doing well in school is seen as a violation of traditional masculinity, that students who appeared tough may have a hard time seeking or asking for help from authority, and that boys who enjoyed activities like reading or art were viewed as feminine (Leaper & Brown, 2014). This study also showed how teachers engage in implicit sexism by reproducing traditional gender discourses like “boys are better for math and girls at arts” as well as by being more disciplined on boys in comparison to girls; according to this study, African American and Latino boys tend to report unproportionate disciplinary actions (Leaper & Brown, 2014)

Another study, about sexism in educators done with 2,798 trainee teachers (Males = 23.8%, Females = 76.1%, Mean of Age = 22.62, SD = 6.23) in Latin American and Spain, also showed that male participants scored higher in sexism than women, the score was higher for both aspects of ambivalent sexism in all countries except Argentina. Mexico and Colombia were also the only countries where hostile sexism had higher scores compared to ambivalent sexism. (Bonilla-Algovia, 2021) A qualitative study with experts in Mexico has showed a relationship between organized crime and violence against women. This study mentions that this relationship is portrayed when women are used for logistic criminal jobs while their male partner or family is murdered or in jail, in human trafficking and forced disappearances of women, in the rise of migrant girls and women, the deficiencies of the justice system to classify or penalize violence against women and even to the targeted murder of women do to organized crime quarrels or competitions (Lira et al., 2016). Another study carried out by García with ex-narcos (2020) explains how, in these contexts, being a man is being heterosexual, a womanizer and good at partying, alcohol and drugs. Another discourse that his study detected is that, in this context, men should not show fear, emotions or weakness and their power should be exercised from the power and dominion of their territory and their family.

Violence Against Young Women, the Feminist Movement and Separatism in Mexico

Our study takes place in Mexico, a country that has one of the highest rates of gender related deaths. Today, in 2020, the femicide numbers indicate that during the first two months there were 165

cases in Mexico (Velázquez, 2020) and it is considered that, from 2016 to date, feminicides have increased 137% at the national level (Méndez and Jiménez, 2020). At the same time, México has had an historical and active feminist movement that has responded to the violence. Hence, it is considered important to address the numbers regarding sexual violence in Mexico, as well as the ways the feminist movement has responded. This due to the time lap coincidence that the rise of the movement has had while young men were experiencing sexual education; sometimes through the feminist movement.

Regarding sexual violence, national numbers, like the ones indicated by the National Survey on the Dynamics of Household Relationships (ENDIREH, 2015 [cited in UNICEF, 2019]); showed that adolescent women between 15 and 17 years old who suffered from sexual violence in their family environment were 1.8%, in their school environment 12.8%, and 32.8% in the community scope. In the family sphere, the main sexual offenders are uncles and cousins. In the case of sexual violence in schools, the main aggressors are male classmates (INEGI, 2016). In the community, the places where more violence against women occurs were: the street or the park (65.3%) and public transport (19.7%). (INEGI, 2016)

Sexual violence exerted by their current partner in the last 12 months among married or united women between 15 and 49 years was 2.5%. Sexual violence is higher (6%) at the hands of people who were not their partner during the last 12 months (ENDIREH, 2015 [cited in UNICEF, 2019]). Also, according to the National Survey of Victimization and Perception on Public Safety from 2013 to 2018, women are the main victims of sexual crimes and the violence exerted by couples, spouses, ex-boyfriends, or ex-husbands is usually "severe and very severe" in 64% of cases (Galván, 2019). It is in this panorama of sexual violence against women, a plural and massive feminism movement has been articulated. This movement is not a unified or homogeneous actor, but rather diverse and with multiple positions and actions. The movement is mainly made up by women between 18 and 23 years old who are usually high school or undergraduate students, from middle or working class and with access to a public university (Álvarez Enríquez, 2020).

Since the intensification of violence in Mexico due to the War Against Drugs declared by President Calderón at the end of 2006, the feminist movement has regained presence and vigor; the most persistent issue is gender violence (Álvarez Enríquez, 2020). Specifically, the feminist movement has begun to expand more forcefully since the first half of 2018; from different chain events that led many women to take the streets and begin to organize. Some of these events include the

following episodes of gender violence: sexual harassment, rape, disappearance and even feminicides all in different contexts: universities, perpetuated by the police, or by a former lover or family friend. (ECONOMIAHOY.MX, 2019; Álvarez Enríquez, 2020).

This chain of events generated a lot of anger and which made the use of violence a legitimate tool to achieve the objectives of the movement began to be assumed more clearly. Several Universities and Human Rights Offices were occupied and, in some, groups of hooded women and men were reported intimidating students, workers and authorities with white weapons and making vandalic acts (Álvarez Enríquez, 2020). Despite criticism of the “aggressive” attitudes of women, their actions began to bear fruit: the university authorities began to respond to the demands, the president recognized the existing problem of violence against women and Olga Sánchez Cordero (Secretary of the Interior who declares herself as a feminist) issued a statement recognizing the late response of the government and declared the problem as urgent and a priority (Álvarez Enríquez, 2020).

However, some actions in the name of feminism have also fractured the relations between women and men. According to Álvarez Enríquez (2020), women have been affirming themselves as social subjects; while men have been displaced from their privileged position. This has caused some confusion in men (especially heterosexuals) and in the ways in which they express, affirm and perform their masculinity. For them, their perception of the we-masculine, they-feminine has changed causing imbalance in the perceived as “natural” gendered complementarity. This has gradually led to the emergence of feelings of resentment, hostility, threat, antagonism and even hate towards women (Álvarez Enríquez, 2020). It is important to point out that in the feminist movement in Mexico there are some groups that declare themselves as separatists. They seek distancing from men as well as prioritizing and believing women in every case (Álvarez Enríquez, 2020). The appearance of these groups has generated two majoritarian positions regarding women’s relationship with men: believing that fighting against patriarchal dynamics is fighting against men, or making common cause with men to change those dynamics (Carbajal, 2018).

Another think to reflect on is the #MeToo movement and how it gave space to various conversations regarding sexuality, including the influences of gendered power relations. The description of Rossana Reguillo, researcher of Social Sciences and Mexican activist, regarding #Metoo in Mexico precisely summarizes the disappointment in the face of the staticity of sexual roles and scripts. She tweeted: “I read and it hurts so much #metoo and I start to think about what

a great failure of who we were managing: did we open the scene for pure macho harassers and for fragile women without agency? Horrible." (Reguillo, 2019)

Male Identity, Lack of Support for Feminism and Confrontation

In this context where gender roles are changing and men feel threatened and confused, theories and studies regarding male gender identity and its relationship with supporting feminism are also important to consider. A study in United States measured gender self-esteem (GSE) through a scale that measures collective self-esteem, with the purpose of measuring the relationship of each gender with explicit or subtle support towards feminism. The sample consisted of 276 students from 44 majors at the California Polytechnic State University at San Luis Obispo (Mean age 21 years, females = 181, males = 95). For men, higher scores in GSE were associated with decreased support for feminism. Higher scores in the membership subscale (feelings of worthiness toward one's own gender group) were negatively associated with both subtle and explicit feminism. These findings suggest that the stronger the male social identity, the less support for feminism (Burn et al., 2000). Another study done in 2004 with 301 undergraduate students also showed that men who score higher in masculinity are less likely to consider themselves feminists and more likely to be hesitant about it. (Toller et al., 2004).

Regarding various prevention programs, a study in the United States that evaluated different intervention techniques to prevent sexual aggression on college campus, showed that direct confrontation (i.e., portraying men as perpetrator from the start and making the accountable for their violence's) predicted higher tolerance for rape among males as well as a negative and bored perceptions of the prevention program (Fischer, 1986 & Heppner, Good, et al, 1995; cited by [(Schewe, 2007)).

In study 2 of this master thesis, a Mexican validation of the Bem's Sex role inventory (Brugada et al., 2015) was used to measure both: femininity and masculinity. The scale by Brugada et al. (2015) is a self-descriptive personality scale and it was chosen to avoid social preferability biases that could be more frequent in machismo, masculine norms or male identity scales.

Comprehensive Sexual Education in Mexico

As mentioned before, sexual education is proposed both as a proposal as well as a measure; in order to do that we needed to define sexual education and revise its literature. According to the

International Planned Parenthood Federation, a Comprehensive Sexuality Education needs seven essential components: gender studies, sexual and reproductive health and HIV, sexual rights and sexual citizenship, pleasure, violence, diversity and relationships (IPPF, 2010). Sex education in schools in Mexico has always been met with resistance by conservative groups, making its implementation difficult (Chandra-Mouli et al., 2018). The few evaluations regarding the content of sexual education in Mexico have presented evidence that support sexual and reproductive health as the most covered, other topics regarding sex education report to be covered in few cases.

A study (Rojas et al., 2017) carried out with students from 45 different high schools decided to divide the sexual education received into 3 categories: sexual and reproductive health (SRH), self-efficacy (more practical and situational knowledge) and rights (gender, violence, pleasure, diversity, etc.) In primary school it was discovered that 7% of the students received information on SRH, 2.5% on self-efficacy and 2.3% on rights. In secondary school the percentages increase significantly to 55.1%, 23.7% and 19.9% respectively. In high school, the percentages decrease to 14.5%, 14.2% and 9%, respectively. The three most widely taught topics were condom use, how to prevent pregnancy, and how to prevent HIV. The three least-taught topics were relationships, pleasure, and overcoming barriers to obtain condoms or other contraceptives.

Another study (Ayala-Castellanos et al., 2011) on sexual and reproductive health with 641 high school students in Guadalajara, Mexico; showed that information regarding SRH was mainly transmitted at school (51%), followed by the doctor (14%), friends (13%), television (11%), magazines (5%), the internet (2%), and the family (2%). The most addressed topic was contraceptive methods (84.5%), followed by sexually transmitted diseases (84%). The condom was the best-known contraceptive method (73.3%).

However, knowledge regarding sex education is not only obtained in the classroom. A literature review study carried out in 2019 revealed that little is known about the different resources that young people use to access information on sexual health, that there is a perceived lack of understanding and barriers in sex education in schools and family, including shame and stigma when looking for accessing credible resources. In some cases, this was due to cultural and religious differences. It was also discovered that friends, media, family and community are important resources of sexual health information used by young people (Waling et al., 2019). Studies with young men in Mexico City have found that an important source of sexual education in adolescent males are usually their peers, especially the leading male in the same sex friends' group,

participants reported that he usually introduces pornography and contributes to conversations where objectification of women is common. (Stern et al., 2003) Studies regarding partner(s) as a sexual education resource usually focused on the age gap in sexual debut between gender or it is observed together as peer sexual education (Waling et al., 2019). In this study, sexual education is considered as any type of interaction where men learned something about sex and erotic or discussed the topic with others.

Pornography, Sex Education and Sexual Violence

Recent studies have looked into pornography as a sexual education resource. A qualitative study with young Irish adults between 18 to 29 years, showed different themes, discussed in six workshops, related to the use of pornography as a sexual education resource. Shame and acceptance, sexual communication and consent, body as well as genital image, the differences between reality sex and porn, sexual functioning and safe sex were found as possible ways to talk and discuss pornography as a sexual education resource (Dawson et al., 2020). Another study, based on the analysis of ten articles related to porn use as an educational tool, showed that users of porn learn about mechanics of sex, sexual identity, inadequate information and what not to do through pornography. (Litsou et al., 2020)

Not a lot of studies regarding pornography as a source of sexual education in Latin America were found. A qualitative study, based on biographical interviews and a focus groups with 10 heterosexual men, between 20 and 30 years old, from the city participated from Bogota, by Romero Bonilla (2014); mentions that one of the ways that men have to relate to porn is from a pedagogical point of view; he says that participants reported gaining practical and applicable knowledge from porn. The interviewees also mentioned that the difference between real and ideal bodies can be distinguished, that porn helps them to wonder about their desires and that women in porn are perceived as active subjects and agents of their own desire.

On the other hand, there are also some studies that link pornography consumption with sexual violence. A quantitative study with 102 male college students from an Introductory Psychology course, showed that the consumption of pornography contributes to the prediction of sexual assault; both as a main effect and an effect in interaction with the factors of hostile masculinity, impersonal sex, general hostility and sexual aggression. (Vega & Malamuth, 2007) A study of 4,564 young people between 14 and 17 years old from 5 European countries found a relationship, through a

multivariate analysis between consumption of online pornography, sexual coercion and sexual abuse. The study mentions that male youth who consumed porn on a regular basis tended to hold more negative attitudes to gender equality in a significant way. This study allows to see an association between the consumption of porn online, sexual coercion and being abused by children. However, there is insufficient evidence regarding the direction of causality (Stanley et al., 2018).

Process-Based Consent

Sexual consent is a topic that has received an increasing amount of attention lately. Unfortunately, this attention has not been translated into generating a more defined and consensual construct of sexual consent (Beres, 2007; Muehlenhard et al., 2016). In a general sense, sexual consent makes references to agreeing voluntarily to have sexual activity (Beres, 2007) However, different operational definitions also refer to consent as an internal willingness, an external communication, or the interpretation of the sexual partner's communication (Beres, 2007; Muehlenhard et al., 2016). This has generated a problem not only in the definition of consent, but in how a nonconsensual act is defined. (Glance et al., 2020)

According to Glance et al. (2020), public policies and interventions usually take into account Tannen's (1990) miscommunication theory of gender and sexual consent which suggest that gendered differences in consent communication are predictors of sexual violence. According to this model, men fail to understand women's lack of consent and end up executing sexual violence (Kitzinger & Frith, 1999). Even though there is some support for Tannen's model, the majority of studies have not found enough evidence to state that consent miscommunication predicts sexual violence. On the other hand, a study by Warren et al. (2015) showed that the poorer the understanding of consent, the greater the intentions related to sexual aggression. Another study about sexual situations that had mismatched desire (i.e., one partner desires sex while the other does not) showed no evidence to support that miscommunication led to sexual violence (Beres et al., 2014). A recent qualitative study with young men showed that participants were capable of understanding indirect refusals in different social interaction. However, when it came to sexual consent with women, they claimed that something less explicit than a direct and clear "no" was perceived as ambiguous (O'Byrne et al., 2006, 2008, cited by [(Glance et al., 2020)]).

Beres and colleagues (2014) also showed that individuals usually feel that consent does not apply to their relationship. This may be because of the link between consent and sexual violence, and the

resistance to think that one's partner or oneself can commit sexual violence. Traditionally gendered sexual scripts also influence encounters that do not contain honest consent communication (Bay-Cheng & Eliseo-Arras, 2008; Powell, 2008, (Glance et al., 2020)).

Numerous individuals see consent as a process (Beres, 2014; Gray, 2015, (Glance et al., 2020)), others view it as a gatekeeping event where consent is assumed after a certain amount of intimacy is met (Lofgreen et al., 2017). Research has also shown that individuals often experiment unwanted intercourse after consenting for less intimate actions (i.e., like kissing or caressing) (Fantasia, 2011, (Glance et al., 2020)). Date rape (where the victim consented to the date, but not to all other sexual activities) often occurs in similar ways (Muehlenhard et al., 2017). One of the reasons behind it is good intended public policies that communicate affirmative consent discourses as "yes means yes", while forgetting to add that this yes in consent is revocable (Jozkowski, 2015, (Glance et al., 2020)). Research has its part in this issue too, according to Humphreys & Brousseau (2010), most existing scales regarding consent ask about feelings before sex, but ignore asking about consent as an ongoing process where clarification and observation of non-verbal communication is needed.

The Processed-Based Consent Scale (Glance et al., 2020), is constructed by 3 factors or subscales: ongoing consent, subtle coercion and communicative sexuality. The first factor asks questions regarding verbal and non-verbal confirmations for consent during the act. Subtle coercion is composed by items that support attitudes of pressure and convincing; both from the convincing point and from the convinced (this to reduce social desirability). The third factor, communicative sexuality, measures people's comfort to talk about sex as well as the confidence that their partner will respect a refusal, if given. After being validated, the scale was used with 328 participants (56.6% males, 30% between 28-37 years of age, 48.3% married and 80% heterosexual). Results showed that there were no gender differences in ongoing consent and communicative sexuality. In contrast, there were gender differences for subtle coercion scores, such that men scored higher than women on this subscale.

It is essential to understand and measure consent for several reasons. First, because of the rates of sexual violence not only in Mexico but in the world. Second, according to the Federal Penal Code in Mexico, sexual abuse is defined by a primary characteristic: the lack of consent (CPF, 2012, Art. 260). Lastly, attitudes and behaviors regarding consent have not been considered in studies on aggressive sexual behavior in Mexico.

Teaching Consent & Pleasure and its Effect in Decreasing Violence.

For Gordon (2011), the main goal of sexual education is to give children and adolescents the knowledge and skills about sexual and social relationships so they can make responsible choices. According to Kolenz (2019), when young people are taught about consent, they also learn tools to make informed and responsible decisions about themselves and their bodies. To the author, consent is “*Knowing our bodies and desires and knowing what we like-or don’t-in sexual situations with sexual behavior they are engaging in and how to be safe*” (Kolenz, 2019, p. 576). Consent knowledge also gives tools to recognize rape, de-normalize sexual coercion, and have the communicational skills to say no.

On the other hand, Wood (2019) states that teaching concepts of pleasure in sexual education potentially reduces sexual violence. The author argues that teaching about pleasure is teaching about the right to know one’s body and discover what one like and dislikes. Indeed, including pleasure in the sexual education curricula also offers that chance to talk about unpleasant experiences. This can lead to a gentler approach to talk about consent and sexual violence.

Study Focus

We aimed to understand the perceived influence of sexual education on the sexual scripts of young Mexican males, with a focus on consent. This was a mix-methods study and consisted in the use of both quantitative and qualitative data to generate a deeper knowledge compared to using just one method (Creswell & Plano Clark, 2011). This study is also considered an exploratory sequential design or instrument development design; due to the purpose of generalizing the qualitative findings in the quantitative sample. Considering the previous information, this research is divided into two studies: the first one qualitative and the second quantitative.

In the first study, which was a pilot, we relied on semi structured interviews to understand the specific sexual education and sexual behavior experiences of men. Findings contributed to the development of a quantitative online survey for the second part of the study, in which we aimed to understand the extent with which condom use self-efficacy, masculinity & femininity, ambivalent sexism and processed based consent were associated with the perceived influence that sexual education resources had in men. These resources were: the school, family, friends, partner(s), pornography, internet, social media, movies and series, and social movements like feminism or the #MeToo movement.

Study One (Pilot)

The first study aimed to be an approximation on how men's specific gendered experience of sexual education is remembered. This is a qualitative pilot study; its goal was to identify and classify the sexual scripts of young men through semi-structured interviews. The interviews focused on questions regarding the sexual education experienced of the participants before they turned 18 as well as questions regarding consent in sexting, oral sex and penetration. Themes and their results were used in Study 2 to help in the construction of a quantitative survey.

Method

Design

This study consisted of an exploratory research design; for Polit and Beck (2012, [cited by Hunter et al., 2018]), this kind of design is used to give light to a phenomenon that has not been studied to a great extent. Reid-Searl and Happell (2012, [cited by Hunter et al., 2018]) complemented this description by adding that the exploration of a topic that has limited coverage allows the research to contribute in the generation of new knowledge. Caelli et al. (2003) also mentioned that the choice of a descriptive design like exploratory research allows the research to grasp into how things are involved in the phenomenon being studied.

This exploration was carried out through the implementation of semi-structured interviews (SSIs), which consisted of a mixture of open and closed questions; as well as follow-up questions in which it is asked to explain the how or why. According to Adams (2015), an hour is a reasonable time to take care of the energy, motivation and attention of both the interviewee and the interviewer. These types of interviews are often used in explorative studies; in a mixed method design, it can be used to obtain a deep approximation that allows the design of a large-scale survey or other data collection strategy (Adams, 2015).

The analytical method used was Thematic Analysis (TA). "TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set." (Braun & Clarke, 2012) This allows the researcher to identify collective meanings and experiences among participants; it's important to take into account that these patterns should be identified in data sets and not only within a single data item. In the same way, identifying themes does not

necessarily imply that they are important or significant; therefore, patterns were identified in relation to the research question.

In epistemological terms this proposal sees the participants' responses as constructed narratives that were analyzed. However, these narrations are a co-production of the collaboration between the participants and the researcher during the semi structured interviews. These conceptions position this research in an critical theory epistemological stand. Critical theory presents a transactional and subjectivist epistemology: *“The investigator and the investigated object are assumed to be interactively linked, with the values of the investigator (and of situated "others") inevitably influencing the inquiry. Findings are therefore value mediated”*. (Guba & Lincoln, 1994, p. 110) In this research what can be known is intertwined with the relationship between the researcher and the participant; this relationship is what generates a dialectical methodology that seeks to transform reality through the acceptance of the historical constructions that shape us. (Guba & Lincoln, 1994) This is the reason the objective of this study is not to know the truth about the way in which sexual education is experienced by Mexican men; but to know the ways they narrate their past experience, the ways in which they recognize their own constructions. The objective goes beyond the description of experiences, it goes towards the identification of patterns that shed light on how men experience of sexual education in Mexico.

Participants

For the qualitative part, 14 heterosexual Mexican men between 18 and 24 years old were interviewed. Purposive sampling was used to select a less homogenic sample: participants with both private and public education, religious and secular education, participants with different levels of education, social classes as well as afro descendent and indigenous participants. *“Purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested. [...] purposive sampling demands that we think critically about the parameters of the population we are studying and to choose our sample case carefully on this basis.”* (Silverman, 2017)

To ensure the anonymity of the interview participants, we assigned them different aliases with names of the male characters from the cartoon Avatar: The Legend of Ang. Below is Table1 with the description of the participant's profile, as well as the corresponding alias for each one of them.

Table 1.*Participant's Alias and General Descriptions*

#	Alias	Region of Mexico	Age	Other Characteristics
1.	Ang	Center West	24	Raised catholic, degree in Performing Arts, both private & public education, single.
2.	Soka	South - Southeast	21	No-religion, work (cultural heritage) & study (business), semi-urban area, private education, casual dating.
3.	Suko	Center West	24	Raised catholic, works and studies as a veterinarian, public education, with girlfriend.
4.	Bumi	Center West	20	Raised Christian, son of single mother, both private & public education.
5.	Jet	Center	19	No-religion, unfinished high school, public education, works freelancing in cultural projects, with girlfriend.
6.	Kuzon	Center West	20	Raised catholic, studies psychology & works at call center, public education, use to date casually.
7.	Paku	Center West	24	No-religion, studying psychology & working in camps and events, private education, with girlfriend.
8.	Bolin	Center West	21	No-religion, studies mechatronic engineering, works with social media, private education.
9.	Amon	Center West	22	No-religion, studies international relations, freelance jobs, private social justice focused education, with girlfriend.
10.	Barrick	Center	23	Baptized as catholic, studying and working in journaling, public education, not seeing or dating do to covid-19.
11.	Tenzin	Center West	22	No-religion, studies politics and works as a secondary teacher, both private and public education, afro Mexican ethnic background.
12.	Mako	Center West	19	No-religion, studying a bachelor's degree, private education, with girlfriend.
13.	Chan	Center West	22	No-religion, works and studies law, private and religious education.
14.	Zaheer	Center West	20	No-religion, data science engineering, working in the technology sector, private and religious education, with girlfriend.

Origin: Data from qualitative interviews done between November 2020 and January 2021.

Materials

For the qualitative part, the interviews focused on the topics and perceived influence of sexual education in school and other sources of sexual education: family, friends, porn, social media, internet, movies or series and feminism. Questions about participants' first time and how consent was built during sexting, oral sex and genital penetration were also asked. We asked for both interactions: when men were the initiators, and when women were the initiators. Questions about positive, negative and ambivalent responses towards sexual initiation were specifically asked. The interview guideline is attached in the annexes as Interview Guideline – Sex Education & Sex Scripts.

Oral informed consent was mandatory before proceeding to the interview, which had a duration of approximately one hour. All interviews were recorded using JitsiMeetings; these ensured double-end encryption securing anonymity and confidentiality, these were also secured during transcription and analysis of the data. Interviews were done between the months of November 2020 and January 2021. Ethical approval concerning the interview guideline was granted before data collection.

Procedure

The first thing we designed was the qualitative interview; this was carried out from five previous pilot interviews. We did the pilot interviews to test the type of information that we were obtaining with the chosen questions, we also focused on observing how the participants responded in the most sensitive section: consent. Thanks to these interviews, we realize that we needed to be more direct, ask for concrete answers and constantly clarify vague expressions. In the end, in the section on consent, we decided to add follow-up questions to seek answers that are as descriptive and clear as possible.

After the five pilots, the interview guideline was sent to the Ethical Committee, who made the suggestion of explaining how the data would be secured as well as adding a psychological attention line in case participants got triggered sharing something sensitive. The suggestions were taken into account; the interviews were recorded with end-to-end encryption in a platform called Jitsi meeting. Phone numbers regarding psychological attention and organizations that work with men were also added to the debriefing. The qualitative part of the study was approved.

In the end, the interview was divided into the following sections: demographic information, sexual education at school, other sexual education resources, as well as questions regarding consent during the first time, in sexting, oral and genital sex.

Results

After transcribing the interviews, a thematic analysis revealed 4 themes around the sexual scripts present in the sexual education of Mexican men and another 3 that describe the process of construction of consent; sexism was considered a transversal theme throughout the interviews.

Sexual Scripts present in School and Family

Limited to Protection

Throughout the interviews the participants mentioned that the majority of sex education they received, both at school and in the family, is limited to sexual and reproductive health and more specifically to the use of condoms, the prevention of pregnancy, and sexually transmitted diseases. A sexual script related to protection was found in their experiences. *"They gave us some classes every year that had the same pre-made course and almost all of them were on prevention of pregnancy and prevention of sexually transmitted diseases."* (Amon) *"In secondary it was more focused on contraceptive methods mainly and in high school also contraceptives."* (Kuzon).

When the participants were asked about significant experiences they remember, they mentioned when they learned how to put on a condom: *"In fact, they used a cucumber, and with the condom they did the exercise."* (Paku) or the testimonies of people who live with a sexually transmitted infection: *"There was like a conference, let's say, of people who had managed, in a way, to recover from the infection and obviously gave their testimonies about what it is like to live with those things."* (Jet)

Regarding sexual education with the family, about half of the participants didn't mention it as important, or even present, source of sex education. Nevertheless, some participants mention their mother, aunt, sister or other female family member as someone with whom they discussed information regarding sexuality. Male family members were less mentioned. Protection as a sexual script in the family was not only addressed in terms of sexually transmitted infections (STIs) or pregnancy; but also, in matters of consent and being more understanding and observant when

sexually interacting with women. *“This happened to me, I didn't like it. The same can happen to you, keep it in mind. I'll share it with you so you don't have to learn the hard way.”* (Amon) *“My mother [...] took a part and spoke about the consent of the other person. I mean, if I don't want to, I make the decision to say no. And if the other person says no, that is, you also have to respect her decision. So, it was like, something that marked me.”* (Paku)

Porn-buddies and Sexual Competitions

During the exploratory analysis of the interviews, we were also able to identify the presence of the sexual script related to hypersexuality when friends and porn were sources of sexual education.

Sexualization of Women

Some participants mentioned how porn affected their perception of their female peers; specially in how they transitioned into a more sexualized perception of women: Soka mentioned *“You no longer see what a girl is like [...] Normally one would look at her face [...] But once one begins to consume pornography, then your thoughts are: “How are her breasts? How does her vagina look like? How would she give oral sex?” and all that.”* Participants also mentioned how porn raised their expectation towards sexual relations. *“It generated expectations and desires in me that simply cannot be fulfilled, even today I find that realizing them carries risks, towards you and towards your sexual partner.”* (Barrick)

Porn as a Manual

Participants often describe porn as an important source of sex education since you can see sex at a graphical level. *“One goes like seeing how the guy caresses her, how he grabs her.”* (Soka) *“you do not know how to do it, but watching the video as it was or is done, yes”* (Kuzon) Others frame porn as a manual or guide; *“It is like a manual, like a little manual. So, once you learn the manual, then you use it forever.”* (Bolin). Chan also mentioned that porn did inform him about how to give pleasure to women, he mentioned the clitoris as knowledge he acquired from there. *“How to have oral sex or those kind of things, [...] Where are the pleasure points, for example, of a woman or where you have to touch so she likes it.”* (Bumi)

Competition for Manhood

Participants also confirmed the presence of competition dynamics: the most mentioned were competitions for who gets to be with more girls, masturbation and penis size. *"Who watches more porn, who masturbates more, who has the biggest penis, who flirts more girls, who fucks more girls, all that."* (Tenzin). *"It was about who had the largest penis."* (Soka)

It is worth mentioning that several of the participants mention that this was all joking. *"In a certain joking sense, maybe the one who masturbates most could be one, but it's just a joke [...] I think we all knew it was not in a serious way."* (Zaheer) Others mention that they thought those competitions were silly and preferred to stay away. *"I didn't feel like participating. I mean, because well, it seemed very silly to want to show yourself among several men, to compete for who was the best in that sense."* (Suko) And others recognize the relationship between these competitions and their manhood. *"Let's see, we were not saying: 'I have been with these many, you so many, it is a competition', you do not say it, but I do feel it deep down [...] like, shit, I am the one who has not started or I am the one who has less."* (Bolin)

New Resources, New Horizons

The new resources of sexual education had to meet one of the following requirements: 1) have not been studied much or 2) have emerged in recent years. Female friends, partner(s), social media and the internet were considered as new resources. These resources had one thing in common, they gave sexual advice. Advice is considered a sexual script in this section.

Sexual Violence as a Conversational Topic

One of the advices received was related to consent and sexual violence. Some participants comment that both, friends and girlfriend(s), shared that they were victims of sexual violence. This opened their eyes to be more careful and communicate better in the sexual act. *"I accidentally [...] grabbed her wrists and suddenly she separated herself from me. So, we stopped the act and I said 'Everything okay?' And we started talking. [...] she had problems with her previous partner, a bit of sexual violence, harassment ..."* (Ang). As well as to be aware of sexual violence against women: *"I have also felt very sad that very close female friends, very close colleagues, teachers that I love very much; they have been harassed, they have been victims of violence and I didn't know about it."* (Tenzin)

The Importance of Feelings & Pleasure

Another of the sexual scripts mentioned by the participants is that of pleasure, Soka mentioned that he often searches for blogs on the internet written by women; he also mentioned that these blogs "open your eyes" to the fact that sex is not like porn. Barrick also mentioned that he used to talk with a female friend during his high school years, both pleasure and feelings were linked: *"With her he talked about emotions specifically. I'm feeling this, I want this, I don't want this. And I like this, I don't like this."*

In Search of Sexual Potence

These resources, especially the internet and social media, also allowed participants to search on how have a better sexual performance, give greater pleasure, use sex toys and even grow their penis size. *"I also watched YouTube videos about how to make a woman feel good"* (Bumi). Jet comments that on Facebook he has found information about *"contraceptive methods, sex toys and stuff [...] even how to stimulate a woman in the best way."* *"How to make your penis grow more, [...] how to give you pleasure, how to do oral sex, how to use your fingers, stimulate the clitoris, how to last longer in the sexual act, [...] tips to last more"* (Soka)

Feminism as a Sex Education Resource

Finally, another theme where the presence of sexual scripts can be observed is in the dual response of men to feminism. In general, all participants recognize the problem of violence against women in Mexico as something serious, real and that must be addressed. However, whether how feminists are responding is what seems to divide men's perception.

Confusion, Fear and Perception of Threat

Most participants report feeling threatened or confused in the way they should relate to women when they received sex education from the feminist movement. *"The scale was above the man and the woman below. However, I believe that too many laws are being legislated that are taking the balance away too much. In other words, I feel that with these laws, now they are going to overpass us. It's not going to be a perfect balance."* (Chan) Regarding feminists, Bolin mentions *"I think it's very positive, everything they are doing, only there is a detail... suddenly I am scared to hit on a*

girl, you know, because it's not the same anymore. Before you would come and chat with her and everything went well, now [...] I don't even know how to approach her; I don't know what the new ways are, because I don't know which way, I'm not going to make her feel uncomfortable, or harassed, or whatever. "

Most of the participants also report that they think that the ways of feminists are not correct. Participants mentioned that they didn't agree with action like tearing down monuments or vandalizing buildings and monuments during protest. They also mentioned that in some protests women have physically beaten and hurt reporters or other men who join. The last thing participants mentioned regarding disagreements with feminist actions, was the present of anti-hetero men discourses (i.e., "all men are potential rapists", "you always have to believe women", "wish I was lesbian not to relate to men", "*I only trust gay men*" (Zaheer) etc.) where feminist women generalize and continuously portray men as violent.

The Rise of New Masculinities

On the other hand, some participants perceive themselves as allies, they mention having been reflecting on their masculinity for several years and report concepts such as "machismo", "deconstruction" and "assuming violence". These participants were also concerned with how to support women more; one of the conclusions has been that one of the ways is to talking to other men. Ang mentioned that with his intimate friends he tries to tell them: "*Dude, if you like her, talk to her. Don't whistle or try to touch.*" When asked about feminism Tenzin mentioned: "*I have a lot to learn, to listen to, a lot to respect and a lot to assume, right? In other words, if or when there are express accusations towards me for some truths, I hope I do not to have to refute, but rather to say "well yes, I agree with what you point out to me and I learn". [...] Build spaces with men to question us, talk to each other, discuss us and learn to build ourselves in non-violent ways.*" "*Men can stop being a men and can move to other possibilities of the world, to other new bodily configurations, to other new emotional configurations, and so on.*" (Barrick)

Sexual Scripts during the Construction of Consent

Regarding the questions about consent, participants mentioned four main sexual scripts: verbal and non-verbal communication, consent seen as a game of ping pong and the avoidance of refusal.

Verbal and Non-verbal Communication

When asked about how the consent construction process took place, participants reported few mentions related to perceiving non-verbal language when it came to confirm consent. *"Even in the look [...] and well, sometimes she's already in the position."* (Paku) *"Because of her face, more than anything, when she was uncomfortable, she turned down a little."* (Bolin) Some mentioned verbal confirmations. *"I did ask her, "do you want me to continue?""* (Bumi) Most participants explained that consent is about "going with the flow", this phrase was a constant throughout the interviews. *"When I tell you that you flow, it's true, you are already without clothes, right? sometimes they start kissing you from the neck, all the way down..."* (Jet)

The Ping-Pong Metaphor

One of the participants described consent as a match of ping-pong, *"One plays the game, that is, one starts with a movement, then makes a hornier kiss, grab or a brush on the leg. [...] In other words, there are no questions involved. [...] It is like one makes a brush, and if the other accepts the touch, then it starts like that ping pong."* (Ang) When talking about building consent while sexting, participants mentioned similar scripts. *"Well, slowly you are refining the conversation to the side that you want, [...] If she answers you like she wants to continue with that, you increase that type of messages to that conversation until you get to it."* (Mako) *"First a few kisses, after a few kisses a few caresses, [...] I prefer that first the woman feels already well stimulated and once it is noticed that she is already well, that is when the penetration proceeds. [...] When she is well lubricated and things like that, that's when I proceed."* (Jet)

The Avoidance of Refusal.

Another of the scripts present in the participants is the avoidance to say no. Several participants shared that they always wanted sex; *"That I don't want? No way."* (Kuzon) However, there were also other participants who communicated their lack of interest or consent through hints, like pretending to be tired. *"I try to look tired or bored and that's how they more or less understand."* (Ang) *"I didn't say it verbally. But [...] I came up with some excuse to stop it"* (Suko). Few participants shared explicit refusals in their sexual interactions. *"Right now, I'm not in the mood or right now I don't want to, right now I can't"* (Ang).

Jet mentions that during the first month of being together, it was difficult to communicate sexually with his partner; especially when he did not want to have sex. He mentions that the first time he rejected her she got sad and said she didn't feel desired, but *"we talked about it deeply and we got to that, obviously there were going to be days when I wasn't going to be able to, I wasn't going to want to and vice versa."*

Presence of Ambivalent Sexism

Finally, a general an explorative thematic analysis was carried out in which sexism was taken as a cross-cutting theme. Next, we present the different sexist discourses reproduced by the participants. Here, sexism is present in both ways: benevolent and hostile.

Benevolent Sexism

Benevolent sexism was present in narratives regarding the protection of women. *"My colleagues, the men, we were always taking care of the women, so that other men from other classrooms did nothing to the women in our class."* (Suko) Women who were sexually "too fast" and/or took the initiative were also considered as someone who you wouldn't have a serious relationship with. Suko mentioned a situation in which a girl, taking the initiative, began to send him nudes and proposed sexting: *"I felt it as something more serious with her, until she started doing that kind of thing, and I was like "no, it's not for something serious."*

Hostile Sexism

The objectification of women in a logic of consumption was the most present discourse related to hostile sexism. Some participants mentioned certain strategies to hook up with girls in dating apps, Chan mentioned: *"I always save them the same. I don't remember their names. [...] I have them saved in my cellphone like G1, G2, G3, G4. So now, I just know what number it is, not to get attached. Because if I start to care I lose, you know? I get out of my scheme, out of my life plan."* Soka mentioned that during middle and high school, if a girl was hooking up many boys, *"well, we considered them whores, sluts or whores. And we competed for who does something with her first."*

Discussion

This pilot study gave us the opportunity to locate some sexual scripts present in the sexual education of Mexican men. Some scripts, such as protection or pleasure, are similar to the scripts already mentioned in previous research (Hauk, 2015). Another finding related to a previous investigation was the mention of pornography as a manual or pedagogical tool (Dawson et al., 2020; Litsou et al., 2020; Romero Bonilla, 2014). However, new sexual scripts were also found in other areas: hypersexuality, avoidance of refusal, fear and confusion, advice, as well as both benevolent and hostile sexism present through paternalism and objectification of women respectively.

In the same way, it was noted that there are sexual education resources that generate sexual scripts related to sexual violence and reaffirmation of traditional masculinity, such as friends and their engagement in sexual competitions. Sex educational resources such as female relatives, female friends, the internet and social media; usually presented sex scripts themes related to a more comprehensive sexual education, like: sexual communication, desire, advice and care. Pornography, as previous studies suggested, contained both types of sexual scripts: scripts related to sexual violence and to a more comprehensive sexual education.

Contradictory perceptions regarding feminism on the part of the participants could also be identified. Most express concern regarding the levels of violence against women, however, the majority also express disagreement with the ways feminists express and demand actions. This may be related to a perception of threat regarding their male identity. (studies) One the other hand, we also managed to identify sexual scripts that express a positive perception of feminism: it is perceived as an invitation to recognize and work on their violence as well as to talk with other men on the subject.

Finally, regarding consent, some participants expressed a perception of it as something that is being built and confirmed through a constant communication process. This speaks to us of a perception of consent as a process. However, other participants mentioned sex scripts in which it was identified that there is little attention to the non-verbal communication of their partners during consent; as well as a perception that sexual activity just flows. Other participants also mentioned the difficulty they have to say no directly in the development of a sexual activity; as well as a reaffirmation of their hypersexuality by expressing that they have never said no to sex because they always wanted.

The information obtained was of vital importance to choose what we wanted to measure in the quantitative study: the masculinity and femininity of the participants, ambivalent sexism, processed based consent and condom use. The hypotheses arising from this pilot are set out in study two below.

Study Two

Based on the data from the interviews, we divide the sources of sex education into 4 main categories: traditional and modern as well as peer a non-peer-based resources respectfully; feminism was considered as a separate category. Traditional resources are resources that have been present in previous generations and that have been studied before: school, family, friends and pornography. These are divided into non-peer based and peer-based sex resources. By peer based we mean that the relation with the source was horizontal, communication was bilateral, or if it was a resource socialized with peers. Sexual educational resources were then, divided into the following categories:

1. Traditional non-peer-based sexual education resources: school and family.
2. Traditional peer-based sexual education resources: friends and pornography.
3. Modern non-peer-based sexual education resources: movies and series.
4. Modern peer-based sexual education resources: friends, partners, social media and internet
5. Social movements or campaigns such as the #MeToo or the feminist movement.

From these categories, we elaborate the following four hypotheses:

- H1 - A stronger perceived influence of traditional non-peer-based sexual resources (school and family) when participants were under 18 should be positively associated with condom use self-efficacy and should not be associated with the other outcome variables.
- H2 - A stronger perceived influence of traditional peer based sexual resources (friends and porn) when participants were under 18 should be associated with higher scores in masculinity and ambivalent sexism, as well as lower scores in process-based consent and condom use self-efficacy.

- H3 - A stronger perceived influence of modern peer-based sexual resources (friends, partners and social media) when participants were under 18 should be associated with lower scores in masculinity, higher scores in femininity, lower scores in ambivalent sexism, as well as higher scores in process-based consent and condom use self-efficacy.
- H4 - Social movements or campaigns such as the #MeToo or the feminist movement as a sexual education should have two opposite associations depending on the masculinity and femininity scores. Participants with higher scores in masculinity that perceive a stronger influence from this resource should score higher in ambivalent sexism, and lower in process-based consent. In contrast, participants with higher scores in femininity that perceive a stronger influence of this resource should score lower in ambivalent sexism, and higher in process-based consent.

Method

Design

To measure the influence of sexual education we designed an online survey in Qualtrics with four outcome variables: condom use self-efficacy (Crosby et al., 2010), masculinity and femininity (Brugada et al., 2015), process-based consent (Glance et al., 2020), and ambivalent sexism (Rollero et al., 2014). Predictor variables consisted in the different sex educational resources present in males sex education period before they were 18 years old. These were: school, family, friends (same sex, opposite sex, non-binary/queer), partner(s), pornography, internet, social media, movies and series, as well as social movements or campaigns such as the #MeToo or the feminist movement.

Participants

For the quantitative part, a total of 1845 participants answered the survey. All participants were Mexican men living in Mexico. The Sample's main Demographics are reported in Table 2.

Table 2.
Sample Demographics

	Estimate
Age (<i>M</i>)	20.136 (9.44)
Sexual Orientation (%)	
Heterosexual	63.6
Gay	18
Bisexual	16.5
Other	1.9
Political Orientation (%)	
Center	47.5
Left	19.9
Right	15.1
Other	12.9
Education (%)	
University Studies	62.7
Highschool Education	32.8
Region (%)	
Center	41.3
South - Southeast	20
Center West	18.5
Northeast	11.1
Northwest	9.1
Ethnic Group (%)	
Mixed	65.5
White Mexican	30.2
Indigenous	2.9
Afro descendent	0.6
Other	0.8
Population Density (%)	
≥ 500,000 inhab. (high urban)	44.9
100,000-500,000 inhab. (urban)	30.3
15,000-100,000 inhab. (semi-urban)	15.5
≤ 15,000 inhabitants (rural)	9.3
Religion (%)	
Catholic	41.9

No religion	41.8
Household Income (%)	
Coping with present income	41.1
Living comfortably	30.2
Having it difficult	22.4
Having it very difficult	6.2

Measures

The first block of the survey consisted of demographic questions, in this section we measured: political orientation (5-point rating scale from “extreme right” to “extreme left”), sexual orientation (e.g. “heterosexual, homosexual, bisexual and other”), ethnic group (e.g. “mixed, white Mexican, indigenous, afro descendant and other”), level of education (e.g., “primary education, university studies, other, etc.”), area of work (e.g. “commerce, education, etc.”), and/or studies (e.g., “business, art and humanities, etc.”), region (e.g., “northwest, center, etc.”), population density (4-point rating scale from “rural” to “high urban”), religion (e.g. “catholic, esoterism, etc.”), and social class (5-rating point scale from “Finding it very difficult on present income” to “Living comfortably on present income”) as control variables.

The second block consisted in questions regarding their experience with the different sexual education resources previously mentioned. Whether or not the resources were present (e.g., “Did you ever have a conversation about sex with a parent or close relative when you were under 18?”), what kind of information they provided (e.g., “sexual violence, condom use, female sexuality, etc.”), as well as their influence (5-point rating scale from “a great deal” to “not at all”, e.g., “How much did pornography influenced on your sexual thoughts and behaviors when you started watching it?”), was measured.

The last block included the four outcome variables measured in relation with a high influenced sex education resource. Each outcome variable, as well as the number of scales, items, and reliability score are found below:

- Condom use self-efficacy: 7 items, (e.g., “How easy or difficult would it be for you to wear a condom from start to finish of sex with your partner?”, $\alpha = .78$; Crosby et al., 2010).
- Masculinity and femininity (20 items, i.e., Bem’s Sex role inventory; e.g., “Read the following column of values and grade yourself through them: self-confident, affective,

etc.”, Mexican validation by Brugada et al., 2015). Masculinity $\alpha = .87$; and femininity $\alpha = .89$ will be computed as two separated scores.

- Process-based consent (17 items divided in 3 scales, e.g., “I think that if you care about someone you should have sex with them even if you are not in the mood.”; Glace et al., 2020). The three scales (on going consent $\alpha = .87$, subtle coercion $\alpha = .80$ and communicate sexuality $\alpha = .85$) will be computed as three separated scores.
- Ambivalent sexism (12 items divided in 2 scales, e.g., “Women, compared to men, tend to have a superior moral sensibility.”; revised short version by Rollero et al., 2014). The two scales (benevolent $\alpha = .77$ and hostile sexism $\alpha = .88$) will be computed as two separated scores.

Procedure

The questionnaire was developed in Qualtrics, it contained a total of 57 questions and it took an estimate amount time of 12 minutes to complete it. The survey was translated and could be answered in both English and Spanish (see Appendices). The language selection was available in the upper right corner, in the first section of the survey. Before answering the online survey, participants also had to read a small text explaining the research, informed consent was also asked at the end of this text. The participants couldn't access the interview if informed consent was not granted. This questionnaire was also approved by the ethics committee, the only feedback received was to translate the questionnaire into Spanish.

The survey was shared through publications and personal messages of the author's social media accounts in Facebook, Instagram and Twitter. The data collection lasted one month, from April 30 to May 30, 2021. The first 2 weeks were slow and I noticed how the participants were mainly from my region, so I decided to pay Facebook and Instagram for 2 advertisements; the sample became more diverse by the end of the month. The study was also pre-registered in OSF REGISTRIES with the following DOI registration number: [10.17605/OSF.IO/F3HQ5](https://doi.org/10.17605/OSF.IO/F3HQ5)

Something important to mention is the presence of various homophobic and sexist comments that the survey advertisements had on social networks; especially when reading the question "do you identify as a man?". The comments pointed out that the correct was to say: “are you a man?” and pointed out that the advertisement as an ally of feminism, part of gender ideology or was not serious research.

Statistical Analyses

Multiple regression analyses were carried out to test the relation between Traditional Non-Peer-Based as well as Traditional and Modern Peer Based Peer-Based and the different measure outcomes. The outcome variables (condom use self-efficacy, masculinity and femininity, varied, ambivalent sexism and processed based consent) were analyzed in relation with the three first categories of sex education resources previously mentioned. These were the dependent variables in the analyses.

To analyze the relation between Feminism and the outcome variables, we carried out a linear regression with feminism as a dependent variable for processed based consent as well as ambivalent sexism.

Results

The results will be presented in general and along with the four hypotheses already exposed. First, the frequencies of the presence of the different resources of sex education are presented, as well as a multiple regression analysis that includes the interaction of all sex education resources. Later on, the descriptive data around the presence of the sexual education resources related to each hypothesis will be presented, as well as the different topics that were discussed. The results of the statistical analyzes are presented after the descriptive statistics.

Frequencies, and Influences of Sex Education Resources

Sex education was present differently across the sample. Table 3 presents the frequencies in percentage, regarding the presence of each sexual education resource. It is important to point out that resources like family (54.9%), partner(s) (54.6%), social media (54.6%), movies or series (42.6%) and feminism (45.9%) were present for around half of the participants. On the other hand, only pornography, partner(s) and feminism had significant interaction with the outcome measures. Table 4 presents topics shared with partner(s), Table 5 will present frequency of individual porn consumption; more specific results regarding feminism as a significant sex educational resources are presented after this section.

Table 3.
Presence of Sex Education Resources

	Estimate
School (%)	
Primary	70.9
Secondary	84
Highschool	80.3
Family (%)	54.9
Friends (%)	89.2
Partner(s) (%)	54.6
Pornography (%)	96.5
Internet (%)	92.2
Social Media (%)	54.6
Movies or Series (%)	42.6
Feminism (%)	45.9

Table 4.
Sex Education with Partner

	Estimate
N (SD)	1261 (.498)
Topics (%)	
Intimate and Romantic Relationships	78.92
Pleasure, Positions & Techniques	77.03
Condom Use	66.86
Feelings and Emotions during sexual encounters	65.99
Sexual and Reproductive Health	64.1
Erotism, Fantasies & BDSM	62.65
Female sexuality	46.95
Sexual Diversity and Sexual Orientation	41.57

Table 5.

Frequency of individual porn consumption (% estimates)

School years	Daily	4-6 times a week	a 2-3 times a week	Once a week	Never
Primary	4.12	5.46	9.66	20.25	60.50
Secondary	11.19	18.59	31.88	30.28	8.07
Highschool	13.98	28.64	36.98	17.02	3.37
Nowadays	15.13	19.24	25.38	28.74	11.51

A multiple regression was then carried out to examine how all of these sexual education resources relate in predicting the values of masculinity-feminity, process-based consent (ongoing consent, subtle coercion and communicative sexuality), ambivalent sexism (benevolent and hostile sexism) as condom-use self-efficacy. The significant relationships are reported below.

Regarding Process-Based Consent, when a multiple regression was carried out to investigate whether any sexual education resources could significantly predict participants' subtle coercion, a significant regression equation was found, $R^2 = .10$, $F(11, 213) = 2.112$, $p = .021$. In this model, Pornography ($\beta = .19$, $p = .008$), and Feminism ($\beta = -.23$, $p = .003$), contributed significantly. When a multiple regression was carried out to investigate whether any sexual education resources could significantly predict participants' communicative sexuality, a non-significant regression equation was found, $R^2 = .06$, $F(11, 213) = 1.269$, $p = .224$. In this model, Partner(s) ($\beta = .18$, $p = .018$), contributed significantly. These findings support our hypotheses 2, 3 and 4 suggesting that feminism and partner(s) are sexual education resources that, when significant, could predict lower scores in subtle coercion and higher scores in communicative sexuality respectively. These findings also suggest that pornography, as a significant sex education resource, could predict higher scores in subtle coercion.

When a multiple regression was carried out to investigate whether any sexual education resources could significantly predict participants' hostile sexism, a significant regression equation was found, $R^2 = .14$, $F(11, 213) = 3.225$, $p = .000$. In this model, Feminism ($\beta = -.33$, $p = .000$), contributed significantly. These findings partially support our hypothesis, even though other more modern and less traditional resources were not significant, these results suggests that feminism as a significant sex educational resource could lower hostile sexism in Mexican males.

When a multiple regression was carried out to investigate whether any sexual education resources could significantly predict participants' condom use self-efficacy, a non-significant regression equation was found, $R^2 = .04$, $F(11, 213) = .899$, $p = .542$. In this model, Partner(s) ($\beta = .15$, $p =$

.045), contributed significantly. These findings do not support our hypothesis and suggests that, other sources of sexual education where this knowledge is present; like school, social media or internet, are far from generating a practical impact on the receivers. On the other hand, it also suggests that partner(s) as significant sexual education resources could predict condom use self-efficacy.

Masculinity, femininity, ongoing consent, and benevolent sexism were not significant outcomes, neither to the model nor a particular relationship.

Feminism as a Sex Education Resource

The descriptive statistics related to sex education through social movements or campaigns such as the #MeToo or the feminist movement are in Table 6. Number of participants, presence of feminism as a sex education resource and topics are presented.

Table 6.
Sex Education through Feminism

	Estimate
N (SD)	1156 (.499)
Topics of Sex Ed. (%)	
Sexual Rights	80.41
Sexual Violence	79.28
Consent and Personal Boundaries	74.76
Female sexuality	70.24
Gender	59.32
Sexual Diversity and Sexual Orientation	58.95
Sexual and Reproductive Health	48.78
Feelings and Emotions during sexual encounters	45.20
Intimate and Romantic Relationships	42.75
Non-monogamous & polyamory relationships	29.76

We carried out three analyses of covariance (ANCOVA) with social movements (strength of influence), masculinity, femininity, the interaction of social movements and masculinity and the interaction of social movements and femininity as predictors. Ambivalent sexism and process-based consent were the outcome variables (i.e., three separate analyses for each of the outcome variables). The results of the three of them was not significant. Due to this, to test the influence of feminism, we decided to carry out a linear regression with feminism as a dependent variable for processed based consent as well as ambivalent sexism, and discovered the following.

Feminism as Predictor of Process-Based Consent

When a linear regression was carried out to investigate whether feminism as sexual education resource could significantly predict participants' subtle coercion, a significant regression equation was found, $b = -.18$, $t(482) = -4.07$, $p = .000$. Feminism also explained a significant proportion of variance in subtle coercion scores, $R^2 = .03$, $F(1, 483) = 16.587$, $p = .000$. Feminism also predicted participants' communicative sexuality, $b = .13$, $t(476) = 2.87$, $p = .004$. Feminism also explained a significant proportion of variance in communicative sexuality scores, $R^2 = .02$, $F(1, 477) = 8.220$, $p = .004$. Ongoing consent couldn't be predicted significantly in relation to feminism as a significant source of sexual education. These findings support our hypothesis and suggests that, when feminism is considered significant as a sex education resource, it could predict lower scores in subtle coercion and higher scores in communicative sexuality.

Feminism as Predictor of Ambivalent Sexism

To finish, feminism as a sex education resource also predicted significant positive scores in ambivalent sexism. When a linear regression was carried out to investigate whether feminism as sexual education resource could significantly predict participants' benevolent sexism, a significant regression equation was found, $b = -.16$, $t(453) = -3.36$, $p = .001$. Feminism explained a significant proportion of variance in benevolent sexism scores, $R^2 = .02$, $F(1, 454) = 11.29$, $p = .001$. Feminism also predicted participants' hostile sexism, $b = -.31$, $t(454) = -6.95$, $p = .000$. Feminism explained a significant proportion of variance in communicative sexuality scores, $R^2 = .10$, $F(1, 455) = 48.350$, $p = .000$. These findings support our hypothesis and suggests that, when feminism is considered significant as a sex education resource, it could predict lower scores in both benevolent and hostile sexism.

Discussion

In this attempt to generalize the experience of the participants in the first study, it was found that both studies showed various points of complementation. Both studies showed deficiency of sex education in school and family. Contrary to study one, porn only had a negative outcome related to higher scores on subtle coercion. This second study made even more evident the impact female sex education resources have; both feminism and partners had positive outcomes regarding process-based consent. Partner also had an outcome on condom use self-efficacy scores and feminism in lower scores related to ambivalent sexism. Another important observation is that the resources with most significant outcomes weren't the most present in males sex education in Mexico.

General Discussion

From these results, various points of discussion emerged. The first around the role played by traditional resources. The second, regarding the importance that female sources of sex education in terms of promoting a more consent based and less sexist sexual life. The third and last, around the difficulties surrounding data collection from a high masculinity score population.

The Deficiency of Traditional Sex Education Resources

As we can see in both studies, sex education in schools and in families is far from efficient. In both resources Sexual and Reproductive Health as well as Condom Use were the most frequent topics with 84.77% and 80.23% in Schools and 75.13% and 62.63% in the family respectively. Only 54.9% of participants reported talking about sex or erotism with a family member, 41.3% responses mentioned the mother as the family member the most spoke with.

This, on the one hand, confirms the results of previous studies, (Chandra-Mouli et al.,2018; Rojas et al., 2017; Ayala-Castellanos et al., 2011), where sex education regarding sexual and reproductive health is present; but not necessarily significant. On the other, it also invites us to reflect on the lack of sexual education in the family as well as the lack of involvement from a male family figure. In the Mexican political context, this sheds light into demonstrating how risky it can be to remove sex education in schools to meet the demands of various conservative groups.

Female and Male Sources of Sex Education

In both studies female resources of sexual education had an important impact that translated into sexual scripts that seem to be challenging traditional masculinity. In the first study, this sources provided know ledged related to a more comprehensive sexual education: sexual communication, desire, advice and care. In the second study feminism and partner(s) as significant resources provided relation with positive outcomes obtaining high scores in process-based consent and low scores regarding sexism; participants also confirmed the presence of topics like sexual rights, sexual violence, consent, intimate and romantic relationships, pleasure and feelings in their relation with these two resources.

The fact that feminism and partner(s) resources had about half percentage, 45.9 and 54.6 respectably, of presence in participants life before they were 18 years old could be related to the permanence of traditional sexual scripts in males; where competitions and porn are frequent in a mainly male peer-based sex education. Friends and porn had a presence of 89.2 and 96.5 respectively as sex education resources for participants. This results give us a hint on how important it is to work with male peers as well as to discuss porn openly, especially during secondary and high school years, to provide a comprehensive sex education to young Mexican men.

How to get a Traditional Masculine Population

Another discussion point surrounds the fact that both studies give the impression of having a kind of gender consent participants; the observation about the mockery surrounding the concept of identity in the online survey advertisement, as well as the quantitative results, gives us a hint of who was answering the survey. At the same time, it makes us reflect on how we can get closer to social cluster that acts in a defensive way towards concepts like gender identity. Maybe framing things differently, with a less socio-constructionism approach, could lead to getting different results from different male populations.

At the same time, the first study also gave us hints about how Mexican male's perception of feminism as a threat could cause more antagonism and even social preferability bias when participating in this kind of research. Due to this we believe that feminism, as a source of sexual education, should also take into account its effects on men and rethink its discourse to transmit the message without premises that contain anti-men speeches or direct confrontations to acknowledge violence as a first approach with men.

We therefore propose an empathic look that also positions men as victims of this sex-gender system as a possible solution in working with sexual education with men. Engaging with men through their peers and other male figures, as well as promoting more gendered balanced rolled models, are other aspects we believe should be taken into account.

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Annexes

Annex A

Interview Guideline (English Version)

I. Introduction and Informed Consent

The purpose of this interview is to find out how sexual education influences sexual thoughts and behavior of heterosexual men in México. The present study arises in the context of a master thesis underway at ISCTE – Instituto Universitario de Lisboa. This study is motivated by the search for an understanding of how men learn about erotic and sex in a context where gender relations are changing. With sexual education I mean any type of interaction where you learned something about sex and erotic or discussed the topic with others. The interview will cover sexual education in school, social media, conversations about sex experiences and other potential sources of information; as well as situations regarding your interpretation and actions in sexual encounters focusing on how consent is constructed. This study is carried out by me, Emilio Antonio Toussaint Ortiz, and you can contact me if you have any questions or comments.

Your participation in this study will be highly valued, as it will contribute to the advancement of knowledge about male sexuality and culture in Mexico. We will also strive to give something back by sharing this knowledge with relevant groups like masculinity collectives or organizations that work with sexuality in Mexico. Your participation will consist in participating in this interview which will take around 60 min. Your participation in this study is strictly voluntary: you can freely choose to participate or not to. If you do choose to participate, you can stop your participation or choose not to answer a particular question at any time without providing any explanation. Your participation is also anonymous and confidential. The answers you report will be analyzed and reported securing your anonymity. Anonymity and confidentiality will only be revoked if you report a situation where another person's life or health is at risk. Now, to start do you agree with the following conditions and do you give me your informed consent to participate in this interview?

II. Background

1. How old are you?
2. Where do you live?
3. Do you belong to a religion? Which one? Do you participate actively?
4. What do you do for a living?
5. What is your level of education? Was that education public or private? If private, religious?
6. What is your current relationship status?

III. Sex Education in School

1. How was your sexual education in school? What topics do you remember during your primary, secondary and high school education? Do you remember any particular situations in class or something the teachers mentioned? Did they mention any differences between men and women in terms of how they sexually feel

and behave? Do you think the sexual education you saw in school impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?

IV. Other sources of Sex Education

1. Do you recall a conversation where you talked about sex with a parent or close relative? When did it happen? Can you describe the situation? How did the person behave? How did you feel during this conversation? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?
2. Do you recall talking to people around your age about sex? With whom? Men or women? How old were you? What did you usually talk about? Can you describe the situation? How did you feel during these conversations? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?
3. Did you ever have any competition dynamics with your male friends? Like who gets more girls, has a bigger penis, watches more porn or masturbates more? Did this influence your behavior towards girls or women at that moment? How? Do you think this continues to have an impact? How?
4. What do you think about women who have had multiple sexual partners? In your opinion, does the amount of previous sexual partners of a woman affect how serious you are in the relationship with her? How do you feel when you find out the girl you are dating is more sexually experienced? * How would you feel if this person will be your long-term relationship?
5. Do you recall talking about sex with a girlfriend? When did it happen? What did you talk about? Can you describe the situation? How did you feel? How did she feel? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?
6. Did you consume pornographic material? What type of material? How often? How does watching this type of material make you feel? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How? Do you think porn informed you in how to pleasure women? In what way?
7. Did you ever look for information regarding sex on the internet? What information were you looking for? Do you recall any specific websites? How did you feel about the information you found? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?

8. Do you recall getting information about sex through social media/streaming platform? Which platform(s) did you get it from? How did you come across it? How did this information make you feel? Did this impact your thoughts or actions regarding sex at that moment? How? Do you think this continues to have an impact? How?
9. During these past years the feminist movement has gained a lot of presence in social and classical media in México, some of the topics they discuss are sexual education, sexual rights, as well as sexual violence through the #MeToo movement. Do you recall having any contact to this information? How did it happen? What did this information made you feel? Would you say that it had an impact on your thoughts or actions regarding sex? What is your perception of the feminist movement in Mexico?
10. What topics regarding sexual education do you wish you could have learned when you were younger?

V. Sexual behavior

1. Can you recall the first time you had sexual intercourse? How did it happen? Who initiated it? What did you say and do? How did she respond? How did you interpret her response? How did the situation develop? What went through your head in that moment? Did any pictures or similar situations come to mind? Maybe from your own past? From videos? Things people have told you? Did this influence your behavior? How did you feel during this situation? How did she feel?
2. Have you done sexting?
 - a. When you were the one taking the first step towards sexting, how did you initiate? What did you say or do? How did the girl communicate that she also wanted? How did you feel? How did she feel?
 - b. Has it ever happened that you didn't know if she wanted or not to do sexting? How did you realize she wasn't sure? How did she act? What did she say? How did you react? How did you feel when this happened? How did she feel?
 - c. Has it ever happened that she didn't want to do sexting? What did she say or do to express her refusal? How did you react? How did you feel when this happened? How did she feel?
 - d. Has it ever happened that she was the one taking the first step towards sexting? How did she initiate it? What did she say or do? How did you communicate that you were interested? How did you feel? How did she feel?

- e. Has it ever it happened that you didn't know if you wanted to do sexting when she was the one initiating? How did you express that you were not sure? How did she react? How did you feel? How did she feel?
 - f. Has it ever happened that you didn't want to do sexting when she was the one initiating? Did you express your refusal? How? How did she react? How did you feel? How did she feel?
3. Do you usually use condoms when practicing oral sex?
- a. When you were the one taking the first step towards giving and receiving oral sex, how did you initiate? What did you say or do? How did the girl communicate that she also wanted? How did you feel? How did she feel?
 - g. Has it ever happened that you didn't know if she wanted or not to give or receive oral sex? How did you realize she wasn't sure? How did she act? What did she say? How did you react? How did you feel when this happened? How did she feel?
 - h. Has it ever happened that she didn't want give or receive oral sex? What did she say or do to express her refusal? How did you react? How did you feel when this happened? How did she feel?
 - i. Has it ever happened that she was the one taking the first step towards giving or receiving oral sex? How did she initiate it? What did she say or do? How did you communicate that you were interested? How did you feel? How did she feel?
 - j. Has it ever it happened that you didn't know if you wanted to give or receive oral sex when she was the one initiating? How did you express that you were not sure? How did she react? How did you feel? How did she feel?
 - k. Has it ever happened that you didn't want to do give or receive oral sex when she was the one initiating? Did you express your refusal? How? How did she react? How did you feel? How did she feel?
2. Do you usually use condoms when practicing intercourse (genital penetration)?
- a. When you were the one taking the first step towards sexual intercourse, how did you initiate? What did you say or do? How did the girl communicate that she also wanted? How did you feel? How did she feel?
 - b. Has it ever happened that you didn't know if she wanted or not have sexual intercourse? How did you realize she wasn't sure? How did she act? What did

she say? How did you react? How did you feel when this happened? How did she feel?

- c. Has it ever happened that she didn't want to have sexual intercourse? What did she say or do to express her refusal? How did you react? How did you feel when this happened? How did she feel?
- d. Has it ever happened that she was the one taking the first step having sexual intercourse? How did she initiate it? What did she say or do? How did you communicate that you were interested? How did you feel? How did she feel?
- e. Has it ever it happened that you didn't know if you wanted to have sexual intercourse when she was the one initiating? How did you express that you were not sure? How did she react? How did you feel? How did she feel?
- f. Has it ever happened that you didn't want to have sexual intercourse when she was the one initiating? Did you express your refusal? How? How did she react? How did you feel? How did she feel?

VI. Present Sexual Learnings

- 1. Do you plan on learning about your sexuality or your partner's in the near future? How are you planning to do that?
- 2. Do you think this interview made you reflect on things that you were not aware before? What kind of insights did it made you reflect on? Are you planning to do something with these reflections?

VII. Debriefing

Thank your time and your participation in this interview. If you have any further questions or comments about the study this is a good time to ask. Also, if you felt uncomfortable during this interview or you wish to talk to someone, I can provide you with the contact number of a free psychological phone service or the contact of a people who have been working with men in a masculinity group. If you are interested in receiving information about the main outcomes and conclusions of the study you can contact me through this email: toussaint.emilio27@gmail.com. Once again, thank you for your participation.

Annex B

Interview Guideline (Spanish Version)

I. Introducción y consentimiento informado

El propósito de esta entrevista es conocer cómo la educación sexual influye en los pensamientos y comportamientos sexuales de los hombres heterosexuales en México. El presente estudio surge en el contexto de una tesis de maestría en curso en el ISCTE - Instituto Universitario de Lisboa. Este estudio está motivado por la búsqueda de una comprensión de cómo los hombres aprenden sobre erotismo y sexo en un contexto donde las relaciones de género están cambiando. Con educación sexual me refiero a cualquier tipo de interacción donde aprendiste algo sobre sexo y erotismo o discutiste el tema con otras personas. La entrevista cubrirá tu educación sexual en la escuela, las redes sociales, conversaciones sobre experiencias sexuales y otras posibles fuentes de información; así como situaciones relacionadas con tu interpretación y acciones en encuentros sexuales enfocándose en cómo se construyó el consentimiento.

Este estudio lo realizo yo, Emilio Antonio Toussaint Ortiz, y puedes contactarme si tienes alguna duda o comentario. Tu participación en este estudio será muy valorada, ya que contribuirá al avance del conocimiento sobre la sexualidad y cultura masculina en México. También nos esforzaremos por devolver algo compartiendo este conocimiento con grupos relevantes como colectivos de masculinidad u organizaciones que trabajan con la sexualidad en México. Tu participación consistirá en participar en esta entrevista que tendrá una duración aproximada de 60 min. Tu participación en este estudio es estrictamente voluntaria: puede elegir libremente participar o no. Si eliges participar, puedes detener su participación o elegir no responder a una pregunta en particular en cualquier momento sin dar ninguna explicación. Tu participación también es anónima y confidencial. Las respuestas que reportes serán analizadas y reportadas asegurando tu anonimato. El anonimato y la confidencialidad solo se revocará si compartes una situación en la que la vida o la salud de otra persona está en riesgo. Ahora bien, para empezar, ¿estás de acuerdo con las siguientes condiciones y me das tu consentimiento informado para participar en esta entrevista?

II. Contexto

1. ¿Qué edad tienes?
2. ¿Dónde vives?
3. ¿Pertenece a una religión? ¿Cuál? ¿Participas activamente?
4. ¿A qué te dedicas?
5. ¿Cuál es su nivel de educación? ¿Esa educación era pública o privada? Si es privada, ¿religiosa?
6. ¿Cuál es su estado civil actual?

III. Educación sexual en la escuela

1. ¿Cómo fue tu educación sexual en la escuela? ¿Qué temas recuerdas durante tu educación primaria, secundaria y preparatoria? ¿Recuerdas alguna situación particular en clase o algo que mencionaron los profesores? ¿Mencionaron alguna diferencia entre hombres y mujeres en términos de cómo se sienten y se comportan sexualmente? ¿Crees que la educación

sexual que viste en la escuela afecta tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

IV. Otras fuentes de educación sexual

1. ¿Recuerdas una conversación en la que habló sobre sexo con uno de tus padres o un pariente cercano? ¿Cuándo sucedió? ¿Puedes describir la situación? ¿Cómo se comportó la persona? ¿Cómo te sentiste durante esta conversación? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

2. ¿Recuerdas haber hablado con personas de tu edad sobre sexo? ¿Con quién? ¿Hombres o mujeres? ¿Qué edad tenían? ¿De qué solías hablar? ¿Puedes describir la situación? ¿Cómo te sentiste durante estas conversaciones? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

3. ¿Alguna vez tuviste alguna dinámica de competencia con sus amigos varones? ¿Como quién tiene más chicas, tiene un pene más grande, mira más porno o se masturba más? ¿Influyó esto en tu comportamiento hacia las niñas o las mujeres en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

4. ¿Qué opinas de las mujeres que han tenido múltiples parejas sexuales? En tu opinión, ¿la cantidad de parejas sexuales anteriores de una mujer afecta la seriedad que tiene en la relación con ella? ¿Cómo te sientes cuando te enteras de que la chica con la que estás saliendo tiene más experiencia sexual que tú? ¿Cómo te sentirías si esta persona fuera tu relación a largo plazo?

5. ¿Recuerdas haber hablado de sexo con una novia? ¿Cuándo sucedió? ¿De qué hablabas? ¿Puedes describir la situación? ¿Cómo te sentiste? ¿Como se sintió? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

6. ¿Consumiste material pornográfico? ¿Qué tipo de material? ¿Con qué frecuencia? ¿Cómo te hace sentir ver este tipo de material? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo? ¿Crees que el porno te informó sobre cómo complacer a las mujeres? ¿En qué manera?

7. ¿Alguna vez buscaste información sobre sexo en Internet? ¿Qué información buscabas? ¿Recuerda algún sitio web específico? ¿Cómo te sentiste con la información que encontraste? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

8. ¿Recuerda haber obtenido información sobre sexo a través de las redes sociales? ¿De qué plataforma(s) lo obtuviste? ¿Cómo lo encontraste? ¿Cómo te hizo sentir esta información? ¿Esto afectó tus pensamientos o acciones con respecto al sexo en ese momento? ¿Cómo? ¿Crees que esto sigue teniendo impacto? ¿Cómo?

9. Durante estos últimos años el movimiento feminista ha ganado mucha presencia en los medios sociales y clásicos en México, algunos de los temas que discuten son la educación sexual, los derechos sexuales, así como la violencia sexual a través del movimiento #MeToo. ¿Recuerda haber tenido algún contacto con esta información? ¿Como paso? ¿Qué te hizo sentir esta información? ¿Dirías que tuvo un impacto en sus pensamientos o acciones con respecto al sexo? ¿Cuál es su percepción del movimiento feminista en México?

10. ¿Qué temas relacionados con la educación sexual le hubiera gustado haber aprendido cuando era más joven?

V. Comportamiento sexual

1. ¿Recuerda la primera vez que tuviste relaciones sexuales? ¿Cómo paso? ¿Quién lo inició? ¿Qué dijiste y qué hiciste? ¿Cómo respondió ella? ¿Cómo interpretaste su respuesta? ¿Cómo se desarrolló la situación? ¿Qué pasó por tu cabeza en ese momento? ¿Te vino a la mente alguna imagen o situaciones similares? ¿Quizás de tu propio pasado? ¿De videos? ¿Cosas que la gente te ha dicho? ¿Influyó esto en tu comportamiento? ¿Cómo te sentiste durante esta situación? ¿Como se sintió?

2. ¿Has sexteado?

A. Cuando fuiste tú quien dio el primer paso hacia el sexteo, ¿cómo lo iniciaste? ¿Qué dijiste o hiciste? ¿Cómo comunicó la niña que ella también quería? ¿Cómo te sentiste? ¿Como se sintió?

B. ¿Alguna vez te ha pasado que no sabías si ella quería o no hacer sexting? ¿Cómo te diste cuenta de que no estaba segura? ¿Cómo actuó ella? ¿Qué dijo ella? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

C. ¿Alguna vez te ha pasado que no quería hacer sexting? ¿Qué dijo o hizo para expresar su negativa? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

D. ¿Alguna vez ha sucedido que ella fue la que dio el primer paso hacia el sexteo? ¿Cómo lo inició? ¿Qué dijo o hizo ella? ¿Cómo comunicó que estaba interesado? ¿Cómo te sentiste? ¿Como se sintió?

E. ¿Alguna vez te ha pasado que no sabías si querías hacer sexting cuando ella era la que iniciaba? ¿Cómo expresó que no estaba seguro? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

F. ¿Alguna vez te ha pasado que no querías hacer sexting cuando ella era la que iniciaba? ¿Expresaste tu negativa? ¿Cómo? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

3. ¿Sueles utilizar preservativo cuando practicas sexo oral?

G. Cuando fuiste tú quien dio el primer paso para dar y recibir sexo oral, ¿cómo lo iniciaste? ¿Qué dijiste o hiciste? ¿Cómo comunicó la niña que ella también quería? ¿Cómo te sentiste? ¿Como se sintió?

H. ¿Alguna vez te ha pasado que no sabías si ella quería o no darle o recibir sexo oral? ¿Cómo te diste cuenta de que no estaba segura? ¿Cómo actuó ella? ¿Qué dijo ella? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

I. ¿Alguna vez te ha pasado que no quería ni dar ni recibir sexo oral? ¿Qué dijo o hizo para expresar su negativa? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

J. ¿Alguna vez ha sucedido que ella fue la que dio el primer paso para dar o recibir sexo oral? ¿Cómo lo inició? ¿Qué dijo o hizo ella? ¿Cómo comunicó que estaba interesado? ¿Cómo te sentiste? ¿Como se sintió?

K. ¿Alguna vez te ha pasado que no sabías si querías dar o recibir sexo oral cuando ella era la que iniciaba? ¿Cómo expresó que no estaba seguro? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

L. ¿Alguna vez te ha pasado que no quisiste dar o recibir sexo oral cuando ella era la que iniciaba? ¿Expresaste tu negativa? ¿Cómo? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

4. ¿Sueles utilizar condones cuando practicas coito (penetración genital)?

A. Cuando fue usted quien dio el primer paso hacia las relaciones sexuales, ¿cómo inició? ¿Qué dijiste o hiciste? ¿Cómo comunicó la niña que ella también quería? ¿Cómo te sentiste? ¿Como se sintió?

B. ¿Alguna vez te ha pasado que no sabías si ella quería o no tener relaciones sexuales? ¿Cómo te diste cuenta de que no estaba segura? ¿Cómo actuó ella? ¿Qué dijo ella? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

C. ¿Le ha pasado alguna vez que ella no quería tener relaciones sexuales? ¿Qué dijo o hizo para expresar su negativa? ¿Cómo reaccionaste? ¿Cómo te sentiste cuando sucedió esto? ¿Como se sintió?

D. ¿Alguna vez ha sucedido que ella fue la que dio el primer paso para tener relaciones sexuales? ¿Cómo lo inició? ¿Qué dijo o hizo ella? ¿Cómo comunicó que estaba interesado? ¿Cómo te sentiste? ¿Como se sintió?

E. ¿Alguna vez te ha pasado que no sabías si querías tener relaciones sexuales cuando ella fue la que inició? ¿Cómo expresó que no estaba seguro? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

F. ¿Alguna vez te ha pasado que no querías tener relaciones sexuales cuando ella era la que iniciaba? ¿Expresaste tu negativa? ¿Cómo? ¿Cómo reaccionó ella? ¿Cómo te sentiste? ¿Como se sintió?

VI. Presentar aprendizajes sexuales

1. ¿Planeas aprender sobre tu sexualidad o la de tu pareja en un futuro próximo? ¿Cómo planeas hacer eso?
2. ¿Crees que esta entrevista te hizo reflexionar sobre cosas de las que no eras consciente antes? ¿En qué tipo de ideas te hizo reflexionar? ¿Planeas hacer algo con estas reflexiones?

VII. Interrogación

Gracias por tu tiempo y tu participación en esta entrevista. Si tienes más preguntas o comentarios sobre el estudio, este es un buen momento para preguntar. Además, te sentiste incómodo durante esta entrevista o deseas hablar con alguien, puedo proporcionarle el número de contacto de un servicio telefónico psicológico gratuito o el contacto de alguna persona que haya estado trabajando con hombres en un grupo de masculinidad. Si estás interesado en recibir información sobre los principales resultados y conclusiones del estudio puedes contactarme a través de este correo electrónico: toussaint.emilio27@gmail.com. Una vez más, gracias por su participación.

Annex C
Online Survey (English Version)
Qualtrics Survey Software

7/15/2021

English ▾

Informed Consent

The purpose of this interview is to find out how sexual education influences sexual thoughts and behavior of heterosexual men in México. The present study arises in the context of a master thesis underway at ISCTE – Instituto Universitário de Lisboa, and is carried out by Emilio Antonio Toussaint Ortiz. You can reach me at eatoz@iscte-iul.pt if you have any questions or comments.

This study aims to understand how men learn about erotica and sex in a context where gender relations are changing. We therefore ask you to answer a number of questions about your sexual education. By sexual education we refer to any type of interaction in which you learned something about erotica and/or sex, or discussed these topics with others. The survey will cover sexual education in school, social media, conversations about sex experiences and other potential sources of information; as well as questions regarding your personal traits, opinions and skills regarding gender, consent elaboration, sexual communication and condom use.

Your participation in this study will be highly valued, as it will contribute to the advancement of knowledge about male sexuality and culture in Mexico. We will also strive to give something back by sharing this knowledge with relevant groups like masculinity collectives or organizations that work with sexuality in Mexico, as well as other researchers. This is why we ask your outermost honesty in your answers.

Your participation will consist in answering this survey, which will take a maximum of 10 min. to finish. Your participation in this study is strictly voluntary: you can freely choose to participate or not to. If you choose to participate, you can stop your participation or choose not to answer a particular question at any time. Your participation is also anonymous and confidential. The answers you report will be analyzed and reported securing your anonymity. Now, to start, do you agree with the following conditions and do you give your confirmed consent to participate in this survey?

- Yes
- No

Demographics

How old are you?

How would you characterize your political orientation?

- Extreme right
- Right
- Center
- Left
- Extreme left
- Other

What is your highest completed level of education?

- Primary Education
- Secondary Education
- Highschool Education
- University Studies
- Other

What is your area of studies?

- Business (Finance, Accountancy, Law, Marketing, etc.)
- Life Sciences (Biology, Medicine, Geography, Veterinary, Ecology, etc.)
- Art and Humanities (Languages, Literature, Philosophy, Architecture, Design, Music, etc.)
- Social Sciences (Sociology, Political Science, Psychology, International Relations, etc.)
- Hard Sciences (Engineering, Math, Physics, Technology, etc.)

- Other

Do you have a job nowadays?

- Yes
- No

What kind of job do you currently exercise? Please check all that apply.

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Government | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Commerce | <input type="checkbox"/> Sports | <input type="checkbox"/> Professional Services |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Art & Culture | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Education | <input type="checkbox"/> Tourism | <input type="checkbox"/> Craft Skill |
| <input type="checkbox"/> Health | <input type="checkbox"/> Transport | <input type="checkbox"/> Other <input type="text"/> |

What is your gender?

- Man
- Woman
- If you feel that your gender cannot be represented by one of the above check boxes, we invite you to write in how you identify your gender in the space provided here:

What describes your current sexual orientation?

- Heterosexual
- Gay
- Bisexual
- If you feel that your sexual orientation cannot be represented by one of the above check boxes we invite you to write in how you identify your sexual orientation in the space provided here:

In which region of Mexico do you live?

- Northeast

- Northwest
- Center West
- Center
- South - Southeast

What is the number of inhabitants in your locality?

-
- | | | | |
|---|--|--|---|
| Less than 15,000 inhabitants
(rural) | Between 15,000 & 100,000
inhabitants (semi-urban) | Between 100,000 & 500,000
inhabitants (urban) | More than 500,000 inhabitants
(high urban) |
|---|--|--|---|

What is your religious affiliation?

-
- | | |
|-----------------|---|
| Catholic | Muslim |
| Orthodox | New Age |
| Evangelic | Esoterism |
| Pentecostal | Ethnic Rooted |
| Oriental Origin | No religion |
| Judaism | Other. Please in the space provided here: |

Which of the descriptions comes closest to how you feel about your household's income nowadays?

-
- | | | | |
|--|---|--------------------------|---|
| Finding it very difficult on present
income | Finding it difficult on present
income | Coping on present income | Living comfortably on present
income |
|--|---|--------------------------|---|

How would you characterize your ethnic group?

-
- Mestizo
 - White Mexican
 - Indigenous
 - Afro descendant
 - Other Ethno-Cultural community. Please in the space provided here:

Could you name the indigenous or afro descendant group you belong too?

Sexual Education

Did you receive sexual education during your primary school?

- Yes
- No

What topics do you remember seeing or discussing during your primary school? Please check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health | <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom Use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

Did you receive sexual education during your secondary school?

- Yes
 No

What topics do you remember seeing during your secondary school? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom Use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

Did you receive sexual education during your high school?

- Yes
 No

What topics do you remember seeing during your highschool? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom Use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

How would you grade the sexual education you got at school?

	Terrible	Poor	Average	Good	Excellent	Did not receive
--	----------	------	---------	------	-----------	-----------------

	Terrible	Poor	Average	Good	Excellent	Did not receive
Primary Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highschool Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you ever have a conversation about sex with a parent or close relative when you were under 18?

- Yes
 No

With who did you talk to? Please check all that apply.

Father	Mother	Siblings	Uncle	Other. Please specify in the space provided here:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you talk about? Please check all that apply.

<input type="checkbox"/> Sexual and Reproductive Health	<input type="checkbox"/> Sexual Diversity and Sexual Orientation	<input type="checkbox"/> Feelings and Emotions during sexual encounters
<input type="checkbox"/> Gender	<input type="checkbox"/> Intimate and Romantic Relationships	<input type="checkbox"/> Female sexuality
<input type="checkbox"/> Sexual Rights	<input type="checkbox"/> Consent and Personal Boundaries	<input type="checkbox"/> Eroticism, Fantasies & BDSM
<input type="checkbox"/> Pleasure, Positions & Techniques	<input type="checkbox"/> Condom Use	<input type="checkbox"/> Non-monogamous & polyamory relationships
<input type="checkbox"/> Sexual Violence	<input type="checkbox"/> How to have better performance (last longer and get better erections)	<input type="checkbox"/> Other. Please in the space provided here: <input type="text"/>

How much did your family conversations influenced on your sexual thoughts and behaviors at that moment?

- A great deal
 A lot
 A moderate amount
 A little
 None at all

Did you ever have a conversation about sex with your friends when you were under 18?

- Yes
 No

What topics did you talk about with what kind of friends? Please check all that apply.

	My male friends	My female friends	My Non-binary / Queer friends	None of my friends
Sexual and Reproductive Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	My male friends	My female friends	My Non-binary / Queer friends	None of my friends
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasure, Positions & Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Diversity and Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intimate and Romantic Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consent and Personal Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condom Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to have better performance (last longer and get better erections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feelings and Emotions during sexual encounters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erotism, Fantasies & BDSM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-monogamous & polyamory relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please in the space provided here: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much did your conversations with friends influenced on your sexual thoughts and behaviors at that moment?

- A great deal
 A lot
 A moderate amount
 A little
 None at all

Did you and your male friends ever competed to know?

- Who gets more girls
 Who has a bigger penis
 Who watches more porn
 Who masturbates more
 None of the above

We competed in other areas, such as: (please specify in the space provided here).

What would be your ideal sexual partner for a long-term relationship?

- A woman who always takes the initiative in sex.
 A woman that takes the initiative in sex more than me.
 A partner with whom sexual initiative is balanced.
 A woman that takes the initiative in sex less than me.
 A woman that never takes initiative in sex.



Did you talk about sex with your partner when you were under 18??

- Yes
- No

What did you usually talk about? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Eroticism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

How much did your conversations with your partner influence on your sexual thoughts and behaviors?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Did you watch pornography (i.e., any material containing explicit sexual visual depictions (either professional or amateur)?

- Yes
- No

How often did you watch pornography alone...

	Daily	4-6 times a week	2-3 times a week	Once a week	Never
during your Primary School years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during your Secondary School years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during your Highschool years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nowadays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you consume pornography with any of your partners?

- Yes
- No

How often did you watch porn with your partner...

	Daily	2-3 times a week	Once a week	2-3 times a month	Once a month	2-3 times a year	Once a year	Never
during your Primary School years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during your Secondary School years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during your Highschool years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nowadays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much did pornography influenced on your sexual thoughts and behaviors when you started watching it?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Did you ever look for information regarding sex on the internet when you were under 18?

- Yes
- No

What kind of information did you look for? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health Information | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

How much did this information influenced on your sexual thoughts and behaviors?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Have you received sexual education from social media when you were under 18?

- Yes

No

What kind of information? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health Information | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

How much did social media influenced on your sexual thoughts and behaviors?

- A great deal
 A lot
 A moderate amount
 A little
 None at all

Have you learned about sexuality from series or non pornographic movies when you were under 18?

- Yes
 No

Which series or movies?

What kind of information did you received? Please check all that apply.

- | | | |
|---|--|--|
| <input type="checkbox"/> Sexual and Reproductive Health | <input type="checkbox"/> Sexual Diversity and Sexual Orientation | <input type="checkbox"/> Feelings and Emotions during sexual encounters |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Intimate and Romantic Relationships | <input type="checkbox"/> Female sexuality |
| <input type="checkbox"/> Sexual Rights | <input type="checkbox"/> Consent and Personal Boundaries | <input type="checkbox"/> Erotism, Fantasies & BDSM |
| <input type="checkbox"/> Pleasure, Positions & Techniques | <input type="checkbox"/> Condom use | <input type="checkbox"/> Non-monogamous & polyamory relationships |
| <input type="checkbox"/> Sexual Violence | <input type="checkbox"/> How to have better performance (last longer and get better erections) | <input type="checkbox"/> Other. Please in the space provided here:
<input type="text"/> |

How much did this serie(s) or movie(s) influenced on your sexual thoughts and behaviors?

- A great deal
 A lot

A moderate amount

A little

None at all

Have you learned about sexuality through social movements or campaigns such as the #MeToo or the feminist movement?

Yes

No

What kind of information did you receive? Please check all that apply.

Sexual and Reproductive Health	Sexual Diversity and Sexual Orientation	Feelings and Emotions during sexual encounters
Gender	Intimate and Romantic Relationships	Female sexuality
Sexual Rights	Consent and Personal Boundaries	Erotism, Fantasies & BDSM
Pleasure, Positions & Techniques	Condom use	Non-monogamous & polyamory relationships
Sexual Violence	How to have better performance (last longer and get better erections)	Other. Please in the space provided here:

How much did this contact with feminism influenced on your sexual thoughts and behaviors?

A great deal

A lot

A moderate amount

A little

None at all

Please indicate how much influence each of the following sexual education sources have in your life nowadays:

	A great deal	A lot	A moderate amount	A little	None at all	Not applicable
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pornography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Series	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminist Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Masculinity and Feminity Scales

Read the following column of values and grade yourself through them:

	Describes me extremely well	Describes me very well	Describes me well	Describes me moderately well	Describes me slightly well	Does not describe me	Does not describe me at all
Self-confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dare to say what I think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to other's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong Personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vigorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to comfort others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I defend my point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act as a leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gentle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Processed Based Consent Scale

Please indicate how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Agree	Strongly agree
If my partner seems less than excited about sex, I will stop and ask if they want to be sexual with me.							
If my partner is not expressing physical affection toward me during sex, I check in with them to make sure they want to have sex, even if they verbally agreed to sex.							
If I am unclear about my partner's body language I make sure to verbally check in with them to be sure that they want to have sex.							
I pay attention to my partner's body language during sexual encounters to be sure that they want to have sex.							

If I'm having sex with a partner who I've had sex with before, I still make sure to check in about their sexual needs and desires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would tell a partner that if they cared about me they would have sex with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my partner says that they do not want to be a part of sexual activity, I try change their mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes, people need a little verbal convincing to have sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that if you care about someone you should have sex with them even if you are not in the mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my partner should feel guilty if they do not want to have sex with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am easily upset if I feel that my partner is not taking care of my sexual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I verbally tell my partner what I want sexually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my partner what they want sexually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to talk about my sexual needs and desires with my partner often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that it will not hurt my relationship with my sexual partner if I say no to sex when I don't want to have it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value ongoing conversations about my and my partner's sexual desires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a sexual activity, it is important to me that my partner knows what I am comfortable with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ambivalent Sexism Inventory

Indicate your level of agreement or disagreement with each sentence:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Men are incomplete without women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women exaggerate problems they have at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many women have a quality of purity that few men possess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Every man ought to have a woman whom he adores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women seek to gain power by getting control over men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be cherished and protected by men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many women get a kick out of teasing men by seeming sexually available and then refusing male advances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When women lose to men in a fair competition, they typically complain about being discriminated against.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women, compared to men, tend to have a superior moral sensibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminists are making unreasonable demands of men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Correct Condom Use Self-Efficacy Scale

Indicate how easy or difficult it would be to do what each question marks:

	Extremely difficult	Somewhat difficult	Neither difficult nor easy	Somewhat easy	Extremely easy
How easy or difficult would it be for you to find condoms that fit properly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to apply condoms correctly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to keep a condom from drying out during sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to keep a condom from breaking during sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to keep an erection while using a condom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to keep a condom on when withdrawing after sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy or difficult would it be for you to wear a condom from start to finish of sex with your partner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annex D Online Survey (Spanish Version)

7/15/2021

Qualtrics Survey Software

Español ▼

Informed Consent

El propósito de esta entrevista es conocer cómo la educación sexual influye en los pensamientos y comportamientos sexuales de los hombres heterosexuales en México. El presente estudio surge en el contexto de una tesis de maestría en curso en el ISCTE - Instituto Universitario de Lisboa. Este estudio está motivado por la búsqueda de una comprensión de cómo los hombres aprenden sobre erotismo y sexo en un contexto donde las relaciones de género están cambiando. Con educación sexual me refiero a cualquier tipo de interacción donde aprendiste algo sobre sexo y erotismo o discutiste el tema con otros. La encuesta cubrirá la educación sexual en la escuela, las redes sociales, las conversaciones sobre experiencias sexuales y otras posibles fuentes de información; así como preguntas sobre tus rasgos personales, opiniones y habilidades sobre género, elaboración de consentimiento, comunicación sexual y uso del condón. Este estudio es realizado por mí, Emilio Antonio Toussaint Ortiz, y puedes contactarme al siguiente correo electrónico si tienes alguna duda o comentario: eatoz@iscte-iul.pt

Tu participación en este estudio será muy valorada, ya que contribuirá al avance del conocimiento sobre la sexualidad y cultura masculina en México. También nos esforzaremos por devolver algo compartiendo este conocimiento con grupos relevantes como colectivos de masculinidad, organizaciones que trabajan con la sexualidad en México, así como otr@s investigador@s. Es por esto que te pedimos máxima honestidad en tus respuestas. Tu participación consistirá en participar en esta encuesta que tendrá una duración máxima de 10 min. Tu participación en este estudio es estrictamente voluntaria: puedes elegir libremente participar o no. Si decides participar, puedes detener tu participación o elegir no responder a una pregunta en particular en cualquier momento. Tu participación también es anónima y confidencial. Las respuestas que reportes serán analizadas y reportadas asegurando tu anonimato. Ahora bien, para empezar ¿estás de acuerdo con las siguientes condiciones y me das tu consentimiento informado para participar en esta encuesta?

- Sí
 No

Demographics

¿Cuántos años tienes?

¿Cómo describirías tu ideología política?

Extrema derecha Derecha Centro Izquierda Extrema izquierda Otro

¿Cuál es tu nivel máximo de estudios?

- Educación Primaria
 Educación Secundaria
 Preparatoria/Bachillerato
 Estudios Universitarios
 Otro
-

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¿Cuál es tu área de estudios?

- Negocios (Finanzas, Contabilidad, Derecho, Marketing, etc.)
- Ciencias Naturales (Biología, Medicina, Geografía, Veterinaria, Ecología, etc.)
- Arte y Humanidades (Idiomas, Literatura, Filosofía, Arquitectura, Diseño, Música, etc.)
- Ciencias Sociales (Sociología, Ciencias Políticas, Psicología, Relaciones Internacionales, etc.)
- Ciencias Exactas (Ingeniería, Matemáticas, Física, Tecnología, etc.)
- Otro

¿Tienes trabajo hoy en día?

- Sí
- No

¿Qué tipo de trabajo ejerces actualmente? Marque todo lo que corresponda.

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Agricultura | <input type="checkbox"/> Gobierno | <input type="checkbox"/> Minería |
| <input type="checkbox"/> Comercio | <input type="checkbox"/> Deportes | <input type="checkbox"/> Servicios profesionales |
| <input type="checkbox"/> Construcción | <input type="checkbox"/> Arte y Cultura | <input type="checkbox"/> Entretenimiento |
| <input type="checkbox"/> Educación | <input type="checkbox"/> Turismo | <input type="checkbox"/> Habilidad artesanal |
| <input type="checkbox"/> Salud | <input type="checkbox"/> Transporte | <input type="checkbox"/> Otro <input type="text"/> |

Género:

- Hombre
- Mujer
- Si cree que su género no puede ser representado por una de las casillas de verificación anteriores, lo invitamos a escribir cómo identifica su género en el espacio provisto aquí:

Orientación Sexual

- Heterosexual
- Homosexual
- Bisexual
- Si cree que su orientación sexual no puede ser representada por una de las casillas de verificación anteriores, lo invitamos a escribir cómo identifica su orientación sexual en el espacio provisto aquí:

Lugar de nacimiento (Municipio y Estado)

- Noreste
- Noroeste
-

Centro Oeste

- Centro
- Sur - Sureste

¿Cuál es el número de habitantes en su localidad?

- | Menos de 15.000 habitantes (rural) | Entre 15.000 y 100.000 habitantes (semiurbano) | Entre 100.000 y 500.000 habitantes (urbano) | Más de 500.000 habitantes (urbano alto) |
|------------------------------------|--|---|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Religión

- | | |
|---------------------------------------|--|
| <input type="radio"/> Católico | <input type="radio"/> Musulmán |
| <input type="radio"/> Cristiano | <input type="radio"/> Nueva era |
| <input type="radio"/> Evangélico | <input type="radio"/> Esoterismo |
| <input type="radio"/> Pentecostés | <input type="radio"/> Raíz étnica |
| <input type="radio"/> Origen oriental | <input type="radio"/> Sin religión |
| <input type="radio"/> Otro | <input type="radio"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cuál de las descripciones se acerca más a cómo te sientes respecto a los ingresos en tu hogar hoy en día?

- | Pasandola muy difícil con los ingresos actuales | Tenemos dificultades con los ingresos actuales | La libramos con los ingresos actuales | Vivimos cómodamente con los ingresos actuales |
|---|--|---------------------------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Cómo caracterizarías a tu grupo étnico?

- Mestizo
- Mexicano Caucásico
- Indígena
- Afrodescendiente
- Otra comunidad etnocultural. Por favor en el espacio provisto aquí:

¿Podrías nombrar el grupo indígena y afrodescendiente al que perteneces?**Sexual Education****¿Recibiste educación sexual durante tu escuela primaria?**

- Sí
- No

¿Qué temas recuerda haber visto o discutido durante tu escuela primaria? Por favor marca todos los que apliquen.

- | | | |
|---|---|---|
| <input type="checkbox"/> Salud sexual y reproductiva | <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso del condón | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Recibiste educación sexual durante tu escuela secundaria?

- Sí
 No

¿Qué temas recuerdas haber visto durante tu escuela secundaria?

- | | | |
|--|---|---|
| <input type="checkbox"/> Salud sexual y reproductiva | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso del condón | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Recibiste educación sexual durante tu escuela secundaria?

- Sí
 No

¿Qué temas recuerdas haber visto durante tu preparatoria/bachillerato?

- | | | |
|--|---|---|
| <input type="checkbox"/> Salud sexual y reproductiva | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso del condón | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cómo calificarías la educación sexual que recibiste en la escuela?

	Terrible	Mala	Promedio	Buena	Excelente	No recibí
--	----------	------	----------	-------	-----------	-----------

	Terrible	Mala	Promedio	Buena	Excelente	No recibí
Educación Primaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educación Secundaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparatoria/Bachillerato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Alguna vez tuviste una conversación sobre sexo con uno de tus padres o un pariente cercano cuando tenías menos de 18 años?

- Sí
 No

¿Con quién hablaste?

Padre

Madre

Hermanos

Tío

Otro. Por favor especifique en el espacio provisto aquí:

¿De qué hablaste? Marque todo lo que corresponda.

- | | | |
|--|---|---|
| <input type="checkbox"/> Salud sexual y reproductiva | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso del condón | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cuánto influyeron las conversaciones familiares en tus pensamientos y comportamientos sexuales en ese momento?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

¿Alguna vez tuviste una conversación sobre sexo con tus amigos cuando tenías menos de 18 años?

- Sí
 No

¿De qué temas hablaste con qué tipo de amigos? Por favor marque todos los que apliquen.

	Mis amigos varones	Mis amigas	Mis amigos no binarios / queer	Ninguno de mis amigos
Salud sexual y reproductiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Género	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derechos sexuales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placer, posiciones y técnicas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violencia sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversidad sexual y orientación sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaciones íntimas y románticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consentimiento y límites personales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uso del condón	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentimientos y emociones durante los encuentros sexuales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexualidad femenina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erotismo, fantasías y BDSM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaciones no monógamas y poliámoras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otro. Por favor en el espacio provisto aquí: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Cuánto influyeron tus conversaciones con amigos en sus pensamientos y comportamientos sexuales en ese momento?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

¿Participaste en alguna de las siguientes dinámicas de competencia con sus amigos varones?

- Quién consigue más chicas
 Quién tiene un pene mas grande
 Quién ve más pornografía
 Quien se masturba mas
 Ninguna de las anteriores
 Competíamos en otras áreas, tales como: (por favor especifique en el espacio provisto aquí).

¿Cuál sería tu pareja sexual ideal para una relación a largo plazo?

Una mujer que siempre toma la iniciativa en el sexo. Una mujer que toma la iniciativa en el sexo más que yo. Una pareja con la que la iniciativa sexual es equilibrada. Una mujer que toma la iniciativa en el sexo menos que yo. Una mujer que nunca toma la iniciativa en el sexo.

¿Hablaste de sexo con tu pareja cuando tenías menos de 18 años?

- Sí
 No

¿De qué solías hablar? Por favor marca todos los que apliquen.

- Salud sexual y reproductiva Diversidad sexual y orientación sexual Sentimientos y emociones durante los encuentros sexuales.
 Género Relaciones íntimas y románticas Sexualidad femenina
 Derechos sexuales Consentimiento y límites personales Erotismo, fantasías y BDSM
 Placer, posiciones y técnicas Uso de condones Relaciones no monógamas y poliamorosas
 Violencia sexual Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) Otro. Por favor en el espacio provisto aquí:

¿Cuánto influyeron las conversaciones con tu novia / pareja en tus pensamientos y comportamientos sexuales en ese momento?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

¿Viste pornografía, es decir, cualquier material que contenga representaciones visuales sexuales explícitas (ya sea profesional o amateur) cuando tenías menos de 18 años?

- Sí
 No

¿Con qué frecuencia veías pornografía cuando la veías solo?

	Diario	4-6 veces por semana	2-3 veces por semana	Una vez por semana	Nunca
Durante tus años de escuela primaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durante sus años de escuela secundaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durante tus años de preparatoria/bachiller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Has consumido pornografía con tu pareja / novia?

- Sí
 No

¿Con qué frecuencia veías pornografía cuando la veías con tu pareja / novia?

	Diario	2-3 veces por semana	Una vez por semana	2-3 veces por mes	Una vez por mes	2-3 veces al año	Una vez al año	Nunca
Durante tus años de escuela primaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durante sus años de escuela secundaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durante tus años de preparatoria/bachiller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Cuánto influyó la pornografía en tus pensamientos y comportamientos sexuales cuando empezaste a verla?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

¿Alguna vez buscaste información sobre sexo en Internet?

- Sí
 No

¿Qué tipo de información buscaste?

- | | | |
|--|---|---|
| <input type="checkbox"/> Información sobre salud sexual y reproductiva | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso de condones | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cuánto influyó esta información en tus pensamientos y comportamientos sexuales?

- Mucho
 Un montón
 Una cantidad moderada

- Un poco
- Nada

¿Ha recibido educación sexual en las redes sociales?

- Sí
- No

¿Que tipo de información?

- | | | |
|--|---|---|
| <input type="checkbox"/> Métodos anticonceptivos | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso de condones | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cuánto influyeron las redes sociales en tus pensamientos y comportamientos sexuales?

- Mucho
- Un montón
- Una cantidad moderada
- Un poco
- Nada

¿Ha aprendido sobre sexualidad en series o películas no pornográficas cuando era menor de 18 años?

- Sí
- No

¿Qué series o películas?

¿Qué tipo de información recibiste? Marque todo lo que corresponda .

- | | | |
|--|---|---|
| <input type="checkbox"/> Salud sexual y reproductiva | <input type="checkbox"/> Diversidad sexual y orientación sexual | <input type="checkbox"/> Sentimientos y emociones durante los encuentros sexuales. |
| <input type="checkbox"/> Género | <input type="checkbox"/> Relaciones íntimas y románticas | <input type="checkbox"/> Sexualidad femenina |
| <input type="checkbox"/> Derechos sexuales | <input type="checkbox"/> Consentimiento y límites personales | <input type="checkbox"/> Erotismo, fantasías y BDSM |
| <input type="checkbox"/> Placer, posiciones y técnicas | <input type="checkbox"/> Uso de condones | <input type="checkbox"/> Relaciones no monógamas y poliamorosas |
| <input type="checkbox"/> Violencia sexual | <input type="checkbox"/> Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) | <input type="checkbox"/> Otro. Por favor en el espacio provisto aquí:
<input type="text"/> |

¿Cuánto influyó esta(s) serie(s) o película(s) en sus pensamientos y comportamientos sexuales?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

¿Has aprendido sobre la sexualidad a través de movimientos sociales o campañas como el #MeToo o el movimiento feminista?

- Sí
 No

¿Qué tipo de información recibiste? Por favor marque todos los que apliquen.

- Salud sexual y reproductiva Diversidad sexual y orientación sexual Sentimientos y emociones durante los encuentros sexuales.
 Género Relaciones íntimas y románticas Sexualidad femenina
 Derechos sexuales Consentimiento y límites personales Erotismo, fantasías y BDSM
 Placer, posiciones y técnicas Uso de condones Relaciones no monógamas y poliamorosas
 Violencia sexual Cómo tener un mejor rendimiento (durar más y obtener mejores erecciones) Otro. Por favor en el espacio provisto aquí:

¿Cuánto influyó este contacto con el feminismo en tus pensamientos y comportamientos sexuales?

- Mucho
 Un montón
 Una cantidad moderada
 Un poco
 Nada

Califique el nivel de influencia que los siguientes recursos de educación sexual tienen en su vida actual.

	Mucho	Un montón	Una cantidad moderada	Un poco	Ninguno en absoluto	No aplica
Familia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pareja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pornografía	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buscando en internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Redes sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serie o películas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Mucho	Un montón	Una cantidad moderada	Un poco	Ninguno en absoluto	No aplica
Movimiento feminista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Masculinity and Feminity Scales

Lea la siguiente columna de valores y califíquese con ellos:

	Me describe extremadamente bien	Me describe muy bien	Me describe bien	Me describe moderadamente bien	Me describe un poco bien	No me describe	No me describe en absoluto
Seguro de mí mismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afectivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empático	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me atrevo a decir lo que pienso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensible a las necesidades de los demás	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De personalidad fuerte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprensivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vigoroso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compasivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con capacidad de liderazgo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dispuesto a consolar a los demás	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autosuficiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carifoso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defiendo mi punto de vista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actúo como líder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tierno	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gentil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Processed Based Consent Scale

Responda las siguientes preguntas en términos de acuerdo o desacuerdo:

	Totalmente en desacuerdo	En desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	De acuerdo	Totalmente de acuerdo
Si mi pareja parece menos que entusiasmada con el sexo, me detendré y le preguntaré si quiere tener sexo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Totalmente en desacuerdo	En desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	De acuerdo	Totalmente de acuerdo
Si mi pareja no me está expresando afecto físico durante el sexo, hablo con ella para asegurarme de que quiera tener sexo, incluso si accedió verbalmente al sexo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si no tengo claro el lenguaje corporal de mi pareja, me aseguro de verificarlo verbalmente para asegurarme de que quieren tener relaciones sexuales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presto atención al lenguaje corporal de mi pareja durante los encuentros sexuales para asegurarme de que quiere tener sexo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si estoy teniendo relaciones sexuales con una pareja con la que he tenido relaciones sexuales antes, todavía me aseguro de verificar sus necesidades y deseos sexuales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le diría a mi pareja que si se preocupa por mí tendría sexo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando mi pareja dice que no quiere ser parte de la actividad sexual, trato de cambiar su opinión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A veces, las personas necesitan un poco de convencimiento verbal para tener relaciones sexuales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que si te preocupas por alguien, deberías tener sexo con él, incluso si no estás de humor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que mi pareja debería sentirse culpable si no quiere tener sexo conmigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me enoja fácilmente si siento que mi pareja no se ocupa de mis necesidades sexuales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le digo verbalmente a mi pareja lo que quiero sexualmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le pregunto a mi pareja qué quiere sexualmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Para mí es importante hablar con frecuencia sobre mis necesidades y deseos sexuales con mi pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sé que no perjudicará mi relación con mi pareja sexual si digo que no al sexo cuando no quiero tenerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Totalmente en desacuerdo	En desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	De acuerdo	Totalmente de acuerdo
Valoro las conversaciones sobre mis deseos sexuales y los de mi pareja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durante una actividad sexual, es importante para mí que mi pareja sepa con qué me siento cómodo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ambivalent Sexism Inventory

Indique su nivel de acuerdo o desacuerdo:

	Totalmente en desacuerdo	Parcialmente en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
Cuando las mujeres pierden frente a los hombres en una competencia justa, generalmente se quejan de ser discriminadas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muchas mujeres tienen una calidad de pureza que pocos hombres poseen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Una vez que una mujer consigue que un hombre se comprometa con ella, por lo general trata de ponerlo a raya.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las mujeres buscan ganar poder controlando a los hombres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las mujeres deben ser apreciadas y protegidas por los hombres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las mujeres exageran los problemas que tienen en el trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las mujeres, en comparación con los hombres, tienden a tener una sensibilidad moral superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muchas mujeres disfrutan de burlarse de los hombres al parecer disponibles sexualmente y luego rechazar los avances masculinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los hombres están incompletos sin mujeres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los hombres deben estar dispuestos a sacrificar su propio bienestar con el fin de mantener económicamente a las mujeres en sus vidas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Todo hombre debería tener una mujer a la que adore.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las feministas están haciendo exigencias irracionales a los hombres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Correct Condom Use Self-Efficacy Scale

Indique qué tan fácil o difícil sería hacer lo siguiente:

	Extremadamente difícil	Algo difícil	Ni difícil ni fácil	Algo fácil	Extremadamente fácil
¿Qué tan fácil o difícil sería para usted encontrar condones que le queden bien?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil le resultaría aplicar los condones correctamente?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil sería para usted evitar que un condón se seque durante las relaciones sexuales?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil sería para usted evitar que un condón se rompa durante las relaciones sexuales?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil sería para usted mantener una erección mientras usa un condón?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil sería para usted mantener un condón puesto mientras se retira después de tener relaciones sexuales?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Qué tan fácil o difícil sería para usted usar un condón de principio a fin en las relaciones sexuales con su pareja?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>