

Children's and adolescents' sexual health and sexuality education in relation to their pornography consumption

BACHELOR THESIS

In partial fulfilment of the requirements for the degree

„Bachelor of Arts in Business (BA)“

Bachelor Program:

„Non-profit, Social & Healthcare Management“

MCI | The Entrepreneurial School®

Supervisor:

Mag. Jolanda Baur

Author:

Werner Engelhardt

2010359021

52011554

Author: Werner Engelhardt	Supervisor: Mag. Jolanda Baur
Title: Children's and adolescents' sexual health and sexuality education in relation to their pornography consumption	

ABSTRACT

Since the development of internet and digital technology more people than ever, including children and adolescents, can now easily access pornographic content. This thesis investigates whether young people's pornography consumption impacts their sexual health and sexuality education. Furthermore, it aims to identify opportunities for improvement in dealing with pornography. Problem-centred interviews with nine relevant Austrian experts were conducted and analysed. Both this and former studies describe pornography use as rather harmful to the physical and mental sexual health, emphasising that pornographic media is not an appropriate source of sexuality education. It leads to sexual objectification, sexism, and unrealistic sexual expectations and may cause sexual dysfunction, pornography addiction, relationship problems, poor body image, or less contraceptive use. Increased sexual desire can be one positive outcome. However, this paper highlights the importance of including other factors such as different types of pornography and individual educational and familial backgrounds when examining the potential consequences of consuming pornographic material. Finally, this study summarises interviewees' suggestions on how to reduce the probable negative effects of children's and adolescents' pornography consumption. Experts explain that promoting a holistic approach of sexuality education is crucial. Restricting access to pornographic material and decreasing the taboo through active communication about sexuality related topics may also prove effective. For higher validity, further research is recommended.

Submitted: 26.03.2023

Verfasser: Werner Engelhardt	Betreuerin: Mag. Jolanda Baur
Thema: Sexuelle Gesundheit und Sexualerziehung von Kindern und Jugendlichen im Zusammenhang mit ihrem Pornographiekonsum	

KURZFASSUNG

<p>Seit der Entwicklung des Internets und digitaler Technologien haben mehr Menschen als je zuvor, darunter auch Kinder und Jugendliche, leichten Zugang zu pornographischen Medien. In dieser Arbeit wird untersucht, ob der Pornographiekonsum junger Menschen Auswirkungen auf ihre sexuelle Gesundheit und Sexualerziehung hat. Darüber hinaus sollen Verbesserungsmöglichkeiten im Umgang mit Pornographie aufgezeigt werden. Hierfür wurden problemzentrierte Interviews mit neun einschlägigen österreichischen Expert:innen durchgeführt und ausgewertet. Laut dieser und früherer Studien ist Pornographiekonsum eher schädlich für die physische und psychische sexuelle Gesundheit und daher nicht zur sexuellen Aufklärung geeignet. Sie führt zu sexueller Objektivierung, Sexismus und unrealistischen sexuellen Erwartungen und kann sexuelle Funktionsstörungen, Pornosucht, Beziehungsprobleme, ein beeinträchtigt Körperbild oder eine geringere Verhütungsbereitschaft verursachen. Ein positiver Effekt kann die Steigerung der sexuellen Lust sein. In dieser Arbeit wird jedoch betont, dass bei der Untersuchung der potenziellen Folgen von Pornographiekonsum auch andere Faktoren wie verschiedene Arten von Pornographie und individuelle Bildungs- und Familienhintergründe zu berücksichtigen sind. Schließlich fasst die Studie die Vorschläge der Expert:innen zusammen, welche potenzielle negative Folgen des Pornographiekonsum junger Menschen verringern sollen. Experten erklären, dass die Förderung einer ganzheitlichen Sexualpädagogik wichtig ist. Ein begrenzter Zugang zu pornografischem Material und die Enttabuisierung durch aktive Kommunikation über sexualitätsbezogene Themen könnten ebenfalls eine Wirkung erzielen. Für eine höhere Validität wird weiterführende Forschung empfohlen.</p>
Eingereicht am: 26.03.2023

Table of contents

1. Introduction.....	1
2. Literature review	3
2.1. Sexual Health	3
2.1.1. Defining sexual health	3
2.1.2. Sexual health challenges.....	4
2.1.3. Violence related to sexuality	7
2.2. Sexuality education	8
2.2.1. Defining sexuality education	8
2.2.2. Implementation.....	10
2.2.3. Outcomes.....	12
2.3. Pornography.....	13
2.3.1. Background and definition of pornography.....	13
2.3.2. Pornography consumption.....	15
2.3.3. Impacts of pornography consumption	16
2.4. Research questions.....	19
3. Methods.....	19
3.1. Target group.....	19
3.2. Problem-centred interviews	20
3.3. Summarizing content analysis	21
4. Results	22
4.1. Pornography and sexual health	23
4.2. Pornography and sexuality education	24
4.3. Measures of change	27
5. Discussion	29
5.1. Pornography, sexual health and sexuality education	29
5.2. Measures of change	31

5.3. Limitations	33
6. Conclusion.....	34
References	35
Appendix	
Declaration in lieu of oath	

List of Abbreviations

BZgA	Federal Centre for Health Education
EU	European Union
HIV	Human Immunodeficiency Virus
IP	Interview Partner
RTIs.....	Reproductive Tract Infections
SDG.....	Sustainable Development Goals
STIs.....	Sexually Transmitted Diseases
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VR	Virtual Reality
WHO.....	World Health Organisation

1. Introduction

The use of internet and digital technologies surged in the last decades and made the production and consumption of pornography rise exponentially as well (Hakkim et al., 2022). Accessing pornographic material is now easier than ever, for adults but also for children and adolescents. A statistic from an American company Semrush (Kemp, 2023) presents the most-visited websites of September, October and November in 2022 combined, showing how popular internet pornography is today. Five out of the 20 most visited websites worldwide are pornography related (4th pornhub.com; 5th xvideos.com; 10th xnxx.com; 12th spankbang.com; 15th xhamster.com). Moreover, the overall duration of all in 2019 uploaded contents on only one pornographic website, namely Pornhub, amounted to 1.36 million hours. Pornhub (2022) furthermore released its website review of 2022, providing information on users' behaviour. Among the top 20 watched categories of pornographic videos were sexual acts such as *threesome*, *anal*, *gangbang*, *bondage* and *orgy*. Concurrently, research shows that some young people use pornography for sexuality education and inspiration, believing that the contents reflect realistic sexual behaviour (Martellozzo et al., 2016; Rothman et al., 2021). Additionally, various children and adolescents get in contact with this media unintentionally, for example through pop-up windows on the internet or other young people showing them. Yet, according to the World Health Organisation (WHO) and the Federal Centre for Health Education (BZgA) (2011), childhood and adolescence are periods of rapid development and transition. The environment that young individuals are exposed to has an impact on their sexual health, and so does pornography consumption.

Sexual health is a crucial aspect of peoples' sexuality (WHO, n.d.). The general state of health for individuals and communities is depending on it. The WHO (2006) defines sexual health as "...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity" (p.5). One major influencing factor for sexual health is high quality information concerning sexuality (WHO, n.d.). Sexuality education is therefore of importance. It provides children and adolescents with knowledge, skills, and healthy attitudes, enabling them to enjoy their sexuality, have healthy relationships and make responsible decisions involving their and other peoples' sexual health (WHO & BZgA, 2011). Generally, pornography's original purpose is sexual arousing (George et al., 2019). However, when children and adolescents are using pornography as an

educational source, they may get fuelled with inaccurate and unrealistic expectations about sex life (Sun et al., 2016; Tsitsika et al., 2009). Therefore, the discussion about pornography and its consumption is very controversial (Grubbs, Kraus, & Perry, 2019). While some studies underline the negative impacts of pornography consumption, there are different ones arguing it has rather positive effects or mixed consequences (Hald & Malamuth, 2008).

This thesis will put its regional focus on Austria. The share of Austrian households having internet access was in 2022 according to Eurostat (2022) 93 % and almost 86 % of Austrian residents were online at least once a week. Both amounts are close to the European Union (EU) average. Additional data from Statistik Austria (2022a) show that approximately 95 % of 16- to 24-year-olds are surfing in the World Wide Web several times a day. Furthermore, another study found information about kids in the age of 0 to 6 years. Results indicate that 72 % of those minors use internet-capable devices at least occasionally, the average child starting one year old (SaferInternet, 2020). These figures determine that majority of Austrian children and adolescents have an opportunity to access internet pornography. Furthermore sexual violence (Statistik Austria, 2022b) and sexting in particular among young people (Amon & Kroisleitner, 2023) have high volume and therefore special significance in Austria. In accordance with the Austrian regional laws for protection of minors, children and adolescents are defined to be younger than 18 years (Österreichs digitales Amt, 2023). This paper tends to concentrate on this age group. However, information concerning adults are not excluded, since sexual health and sexuality education concern people of any age (WHO & BZgA, 2011).

The following pages will provide a literature review on the topics of sexual health, sexuality education and pornography. The empirical work of this paper will contain problem-centred interviews with Austrian experts in the sector of sexual health and sexuality education. Both methodological procedure and results will be described and discussed. The goal of this work is to define a field of action by summarising the experts' suggestions.

2. Literature review

This literature review aims to give an overview on former investigations and general knowledge regarding the research topic of this paper. It describes what sexual health means and what risks it faces. Further, sexuality education and its outcomes are explained. The last subchapter is dedicated to the subject of pornography, providing information about its consumption and possible impacts.

2.1. Sexual Health

Sexuality is crucial to one's health and wellbeing. Positive attitudes toward human sexual health and a knowledge of the complex elements that influence sexual behaviour are therefore important (Ivankovich et al., 2013; Wellings & Johnson, 2013). These variables have an impact on whether sexual expression results in sexual well-being and fulfilling, enjoyable sexual lives or in risky, vulnerable sexual and reproductive behaviours (WHO, 2006).

2.1.1. Defining sexual health

WHO's explanation of overall health from 1948 has had a significant influence on efforts to describe sexual health (WHO, 2010). The current working definition is:

Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. (WHO, 2006, p. 5)

Connected to sexual health is the term reproductive health, although it is rather concentrated on aspects of reproduction, its functions and processes (United Nations Population Fund, 1994). Both health aspects, however, are not separated from the welfare of individuals, couples and families (Starrs et al., 2018). In fact, they are interdependent to the overall health and the social development of communities. Starrs et al. (2018) furthermore state that access to sexual and reproductive health care promotes also conditions of sustainable development such as gender equality and the wellbeing of children. This is why some of the 17 Sustainable Development Goals (SDG) directly refer to sexual and reproductive health (United Nations, 2015).

Especially SDG number three (health), four (education) and five (gender equality) are closely associated.

Humanities sexual health faces various challenges (Morris & Rushwan, 2015). Once their extent and impact are neglected, the risks for wide-ranging negative effects can be immense. Some of those key issues in sexual health are discussed in the upcoming subchapters. Particularly adolescents in their time of development and emerging sexuality are prone to sexual illness because they typically lack understanding about sexual health (Avery & Lazdane, 2008; Berglas et al., 2014). That may also be due to the taboo of sexual topics. Aiming to prevent sexual health difficulties, an access to sexual health care to all people is essential (Dupont et al., 2022; Starrs et al., 2018). This includes various types of health provisions such as maternal and baby care, contraceptive services and the treatment of sexual diseases. Another important measure to reduce the risks in sexual health is sexuality education (Dupont et al., 2022; WHO, 2010), even though some studies doubt its effectiveness (Grunseit et al., 1997; Sun et al., 2018).

Without taking into account sexuality, it is impossible to understand sexual health (WHO, 2010). "Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction" (WHO, 2006, p. 5). Although sexuality may comprise sex, those two terms, nonetheless, need to be distinguished in their meanings. The latter refers solely to the biological traits that differentiate between males and females in humans, even though they are not mutually exclusive, and both can exist in the same person (Torgrimson & Minson, 2005; WHO, 2006).

Within the last decades human rights have increasingly taken a more crucial role in achieving and preserving sexual health (Giami, 2015; Parker, 2007). As claimed by Gruskin (2005) all human need and ambition with regard to its sexual and reproductive health can be taken into account under the international legal framework provided by sexual rights. However, those sexual rights do not have an official human rights status yet and lack in an uniform concept (Giami, 2015; Lottes, 2013).

2.1.2. Sexual health challenges

One of the most common problems in sexual health are reproductive tract infections (RTIs). They are brought on by organisms that are either naturally found in the reproductive system or are introduced through sex or medical interventions. The

terms endogenous, iatrogenic and sexually transmitted diseases (STIs) refer to various kinds of RTIs, indicating how they are contracted and propagated (WHO, 2005). This section focuses on STIs, since those are primarily transferred through sexual contact between individuals and therefore more relevant for the research topic (Hanson Claudia & Delvaux, 2012; Workowski et al., 2021). The WHO (2022) estimates yearly 374 million infections with the four most typical STIs, gonorrhoea, chlamydia, syphilis and trichomoniasis. As a consequence, STIs are seen as a major public health problem (Assi et al., 2014). Many of them cause only light or no symptoms, making the diagnosis of infections difficult (Detels et al., 2011; Farley et al., 2003). If noticeable, urethral or vaginal discharge, ulcers and warts primarily in the genital, anal or oral area are according to Wagenlehner et al. (2016) some of the marks. They also state that STIs are transmitted typically through vaginal, oral, or anal sexual intercourse and are brought on by bacteria, viruses, and parasites. Any of those infections increases the risk of developing and transmitting other STIs, including the Human Immunodeficiency Virus (HIV) (Galvin & Cohen, 2004). An immediate treatment of affected people, including the sexual partner, and the prohibition of reinfections are crucial. As a matter of fact, only some of the resulting diseases can be healed (Wagenlehner et al., 2016). Furthermore, especially when untreated, those diseases can have negative consequences for pregnancies and can cause for instance infertility or cancer (Aral, 2001; WHO, 2022). Besides counselling and informing activities, the most important preventive provisions are vaccines and the use of condoms (Barrow et al., 2020). Especially young people are susceptible to STIs. They engage in higher-risk sexual activities with more frequent partner changes, rather little condom use and some are not willing to seek out sexual health services (Slater & Robinson, 2014). Pornography in this context contributes in a way of misinforming its consumers on sexual healthy behaviour (Miller & Stubbings-Laverty, 2022). For instance, due to the fact that pornography rarely presents condoms, consumers use of this contraception is decreasing (Tokunaga et al., 2020; Wright et al., 2020).

Another issue influencing the sexual and reproductive health, particularly of women, are unintended pregnancies and abortions (Zelege et al., 2021). Unwanted pregnancies are linked to a number of poor consequences for the health of mothers and their children. (Gipson et al., 2008; Khan et al., 2019; Khan & Islam, 2022). Especially young females who become pregnant unintentionally are more vulnerable to risk factors such as unsafe abortion, maternal death and vertical transmission of

HIV to children (Ayalew et al., 2022; Baschieri et al., 2017; Chatroux et al., 2021; Claridge & Chaviano, 2013). Furthermore, the practice of abortion can likewise result in negative physical health outcomes and can induce infertility (Shakya et al., 2020). According to estimations by Bearak et al. (2020), the number of unwanted pregnancies worldwide in the timespan of 2015 to 2019 has decreased, but the percentage of unplanned pregnancies leading to abortion has grown. In the same period the unintended pregnancies amounted to 121 million globally. 61 % of those led to an abortion. Another study claims that about 45 % of all abortions from 2010 to 2014 were unsafe (Ganatra et al., 2017). 97 % of those were indicated in developing countries. Generally, the most frequent causes for unwanted pregnancies are deficient or failed contraception use (Habib et al., 2017; Liu et al., 2022). Research moreover shows numerous social factors being connected to unintended pregnancies (Ayalew et al., 2022; Liu et al., 2022; Nicolas & Welling, 2022). Some examples are lack of sexuality education, knowledge of contraceptive methods, and sexual violence. In addition, the misinforming effect of pornography and the influenced sexual behaviour of consumers may also lead to an increasing risk for unintended pregnancies (Bulot et al., 2015).

Another matter concerning both male and female sexual health is sexual dysfunction (WHO, 2010). It is the general term for a number of issues that might arise during sexual activity and hinder people from feeling sexually satisfied (Chen et al., 2013; Umunnah et al., 2021). They can be caused by both physical and psychological circumstances (Salari et al., 2023). The four main subtypes of this dysfunction are expressed through a lack of sex-related interest or desire, an inability to get sexually stimulated or aroused, a delay in or absence of orgasm, or pain during sexual intercourse (Association, 2013; Salari et al., 2023). According to former studies, 20 to 40 % of females and 17 to 20 % of males have ever suffered sexual dysfunction (Andresen et al., 2022; Nazareth et al., 2003; Nicolosi et al., 2005). Men are most frequently affected by erectile dysfunction, an arousal disorder that is characterised by a man's persistent or recurring incapacity to achieve and/or sustain an erected penis (Lewis et al., 2004; Umunnah et al., 2021). Further exemplary male sexual dysfunctions are early, delayed or absent ejaculation. Women may also have orgasmic problems. Moreover, they can suffer from vaginal dryness and tightness that hurts during intercourse. Both men and women can furthermore experience extreme fear or revulsion of sexual acts. In addition Starc et al. (2019) state, that sexual dysfunctions can be connected to infertility. With reference to sexual dysfunction

being connected to pornography consumption, a couple of studies are rather indecisive about the causal relationship (Berger et al., 2019; Bóthe, Tóth-Király, Griffiths et al., 2021; Dwulit & Rzymiski, 2019).

All those primarily physical harms are however also connected to mental health. People with STIs may suffer intense psychological burden and anxiety (Osborn et al., 2002; Qi et al., 2014). Unintended pregnancies can cause forms of depression and psychological suffering (Abajobir et al., 2016; Sasaki et al., 2022). Sexual dysfunction is also connected to mental distress (Atlantis & Sullivan, 2012; McCabe & Connaughton, 2017; Witting et al., 2008). Simultaneously, negative mental health conditions are affecting sexual life, including higher risk for sexual functioning problems and sexual dissatisfaction (Laurent & Simons, 2009; Montejo, 2019; Omar et al., 2021).

2.1.3. Violence related to sexuality

Sexual violence is a threat for public health and infringes human rights. It occurs in both peaceful and conflict environments (Dartnall & Jewkes, 2013; WHO, 2010). The WHO considers sexual violence to be any coercive act against anyone's sexuality (Krug et al., 2002). It affects people of any age, commonly more women than men (Dartnall & Jewkes, 2013; Lundgren & Amin, 2015), and occurs in any place including home, work or school (Esayas et al., 2023; Krug et al., 2002). The perpetrators are according to Dartnall et al. (2013) predominantly men who are familiar to the victims. The literature depicts that sexual aggression can occur in various ways. Rape, unwanted sexual contacts, genital mutilation, and forced abortion are only few examples for physical sexual violence (Dartnall & Jewkes, 2013; Muehlenhard et al., 2017; Oliveira et al., 2018). It can also be expressed verbally for instance through sexual comments or sexual rumour spreading (Espelage et al., 2013). Furthermore, sexual aggression can likewise be performed digitally through communication technologies, also referred to as technology-facilitated sexual violence (Gámez-Guadix et al., 2022; Henry & Powell, 2018). This includes receiving undesired sexual requests, comments, or sexually provocative media such as pornography. Especially young people are prone to this form of abuse (Gámez-Guadix et al., 2015). Statistics illustrate the extent of sexual violence globally. According to the WHO (2021), approximately one out of three women worldwide has experienced physical and/or sexual violence. In Austria the share amounts to one fourth of all women (Statistik Austria, 2022b). Sexual violence can cause a range of negative health consequences

(Jina & Thomas, 2013). Immediate outcomes could be physical injuries. In a medium- and long-term perspective the impacts on sexual health are even more crucial. Especially in cases of severe aggression such as rape, it may also result in STIs, unintended pregnancy, sexual dysfunction, infertility, disability, and death. Besides, negative mental health outcomes are detected by various studies, in particular when the affected person is at young age (Campbell et al., 2009; Dworkin, 2020; Rinehart et al., 2020; Scott et al., 2018; Strauss Swanson & Szymanski, 2022; Ye et al., 2023). The literature mentions symptoms such as anxiety, depression and posttraumatic stress disorder. Additionally, experiences with sexual violence may influence the behaviour of victims (Jina & Thomas, 2013). Examples are drug use, sexual risky actions or even suicidal tendencies. Research also shows that pornography can be connected to sexual violent intercourse (Bonino et al., 2006; Stanley et al., 2018; Waterman et al., 2022; Wright et al., 2016). Subchapter 2.3.3. will provide more detailed information on pornography consumption and its consequences on sexual health.

2.2. Sexuality education

Children and adolescents have challenges related to their changing bodies, developing personalities, and frequently strong sexual interest during puberty (Bauer et al., 2020; Steinberg, 2005). To foster positive attitudes towards themselves and to boost their sexual self-confidence, assistance is essential during this time. Sexuality education therefore intends to convey knowledge and competences regarding sexuality and enable a sexual healthy life (BZgA et al., 2016).

2.2.1. Defining sexuality education

In an action framework for sexual health programmes the WHO (2010) designates sexuality education as a crucial method to sustainably enhance sexual health. Aspects of what we now refer to as sexuality education have been taught globally throughout the past century (Pop & Rusu, 2015; Zimmerman, 2015). These lessons typically reflected on sexuality and education through rather cultural and ideological perspectives instead of objective and scientific ones. Today the task of educating children and adolescents about sexuality is shared between school and family members, in particular parents (Colarossi et al., 2014; Pop & Rusu, 2015). The latter are a source of informal sexuality education, being especially important in the beginning of sexuality development (WHO & BZgA, 2011). Further informal educators can be peers, youth practitioners and various forms of media (Lavie-Ajayi, 2020).

Sexuality courses as part of school curriculums are a type of formal sexuality education. In Europe it was first implemented in the mid-1950s and underwent further development since then (BZgA et al., 2016). Other formal educators can be providers of medical and educational services and informative media (WHO & BZgA, 2011).

In 1994 the International Conference on Population and Development adopted a programme of action, strongly advising countries to provide suitable, age adequate sexuality education (Haberland & Rogow, 2015; United Nations Population Fund, 2004). Fifteen years later the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2018) published an international guideline for sexuality education. As a response the WHO in cooperation with the BZgA (2011) likewise released a framework containing standards specifically for the European region. The meaning of sexuality education is therein described as:

... learning about the cognitive, emotional, social, interactive and physical aspects of sexuality. Sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and young people, it aims at supporting and protecting sexual development. It gradually equips and empowers children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people's sexual health and well-being. (WHO & BZgA, 2011, p. 20)

However, there is not only one approach to sexuality education. According to Kirby (2008), there are two perspectives. Abstinence sexuality education typically discusses only the negative effects of sexual behaviour (Kirby, 2008; Kohler et al., 2008; Lehmler, 2018; Pop & Rusu, 2015). The abstention of sexual activities is advocated as the single safe method of avoiding them. Believing that information leads to undesired sexualization, children are not given any on using contraception. Comprehensive sexuality education on the other hand resembles the WHO's previously cited definition, aiming in teaching about various characteristics of sexuality throughout life. It continuously provides people with information, competences, and positive belief they need to lead a responsible and fulfilling sexual life (Kirby, 2008; Kohler et al., 2008; Lehmler, 2018; Pop & Rusu, 2015). Nevertheless, various sexuality education programs worldwide do not teach the full spectrum of sexual health and sexuality (Bauer et al., 2020; Forrest et al., 2004; Goldman, 2011; Kennedy et al., 2014; Macintyre et al., 2015). A global status report of UNESCO et al. (2021)

also demonstrates significant need for improvement in worldwide sexuality education. According to the WHO (2011), the European standards of its framework provide this broader view on sexual- and self-development. This approach is referred to as holistic sexuality education.

2.2.2. Implementation

Both previously mentioned publications from UNESCO and the WHO serve as guidance implementing sexuality education (Picken, 2020). The *International technical guidance on sexuality education* from UNESCO (2018) provides eight key concepts. They include knowledge-, attitude-, and skill-based learning objectives. This paragraph, however, takes a closer look on the *Standards for Sexuality Education in Europe* (WHO & BZgA, 2011) since this paper is referring to the European state Austria. According to those standards, there are important principles and characteristics for implementing holistic sexuality education. First, it needs to be adapted to the children's and adolescents' age and backgrounds. Depending on students' development and their needs, different contents shall be taught. The guideline suggests starting with education from birth on and continuously progress throughout life. The published paper even provides a matrix separating the curriculum into six age-groups. Additionally, sexuality education is supposed to incorporate gender differences in students' needs and let them participate in an active manner. Furthermore, it is crucial that the teaching content is based on both scientific data and human rights, and refers to the holistic idea of well-being, with sexual health as only one component of it. The lessons shall be characterised by gender equality, respect for diversity, students' self-determination and interactivity. Holistic sexuality education ought to be seen as an investment in a just and caring society. Finally, it is intended to be part of various curriculum subjects and involve parents and other stakeholders.

Even though the WHO standards are only recommendations, member states of the EU are expected to approach them (Picken, 2020). Nevertheless, since education is a matter of national competence, the implementation of academic sexuality education varies from one country to another. Research from Ketting et al. (2018) shows differences in comprehensiveness of sexuality education within 25 countries in the European region. According to this study, Austria and nine other states provide highly comprehensive sexuality education. Moreover, in 19 member states, including Austria, academic sexuality education is mandatory, in eight other countries it is optional (Picken, 2020). Furthermore, the starting age in countries with compulsory

sexuality education in schools ranges from four to 14 years. In Austria it is 10 years. Nonetheless, according to Kapella & Mazal (2022), some aspects of sexuality education are already covered in primary school with students being 6 to 10 years old. However, one barrier for the conduction of sexuality education is the lack of compulsory and extensive training for teachers (Ketting et al., 2018). Only a few of the 25 studied European countries prepare them specifically for sexuality education. Austria offers a couple of training options (Kostenwein & Weidinger, 2020). Despite that, only around half of Austrian teachers feel prepared for conducting sexuality lessons (Kapella & Mazal, 2022). Research shows, that Austria belongs to the countries that follow a holistic sexuality education approach (Ketting et al., 2018; Picken, 2020). This is because the Austrian basic decree on sexuality education from 1970 was reformed in 2015 and is now based on the standards from the WHO (Bundesministerium für Bildung, Wissenschaft und Forschung, n.d.; Kapella & Mazal, 2022). It describes sexuality education as a process where parents, schools and kindergartens are included. Sexuality education is part of every curriculum and is explicitly discussed in subjects such as biology and environmental science, religion, and psychology (Rundschreiben Nr. 11/2015, 2015). Some schools make use of external offers from sexuality educators as didactic support (Bundesministerium für Bildung, Wissenschaft und Forschung, n.d.; Kapella & Mazal, 2022; Kostenwein & Weidinger, 2020). Recently there are developments in controlling such external sexuality educators. In 2023 a new regulation entered into force, aiming to ensure quality management (Externe Qualitätssicherungsverordnung, 2023). This was caused by controversial discussions about the teaching of church values and homophobic contents by an association for sexuality education in 2019 (Kapella & Mazal, 2022; Kostenwein & Weidinger, 2020). Overall, Kapella & Mazal (2022) and Kostenwein & Weidinger (2020) still recognize potential for improvement and need for reformation in the Austrian sexuality education.

A challenge that particularly concerns parental sexuality education is the taboo of sexuality. There are undoubtedly limitations to parents and their children discussing sexuality issues (Nambambi & Mufune, 2011; Ogle et al., 2008; Stone et al., 2013; Wang, 2016). Reasons for those barriers, according to Stone et al. (2013), can be individual discomfort, struggles with delivering contents in the proper manner and at the right time, and safeguarding young children's infancy. Another factor can be parents' lack of sexuality knowledge (Malacane & Beckmeyer, 2016). As a matter of fact, parent-child communication, however, is a relevant factor in sexuality education

(Apaydin Cirik et al., 2022; Flores & Barroso, 2017; Krauss & Miller, 2012, 2012; Mustanski & Hunter, 2012; Padilla-Walker, 2018; Shin et al., 2019).

2.2.3. Outcomes

There is a dispute whether sexuality education increases the sexualisation of young people (Kirby, 1999; Kostenwein & Weidinger, 2020; Vivancos et al., 2013) and if it is effective (Denford et al., 2017; Grunseit et al., 1997; Magnussen et al., 2004; Sun et al., 2018). However, most of the literature proves productiveness. One outcome of academic sexuality education is the reduction of risky sexual activity without the use of condoms and other contraception (Baldwin et al., 1990; Johnson et al., 2011; Kirby, 2001; Kirby et al., 2007; Kirby & Laris, 2009; Larsson et al., 2006; Vivancos et al., 2013). As a result, the transmission of STIs is decreasing. Additionally, young people cut the quantity of sexual partners (Baldwin et al., 1990; Breuner & Mattson, 2016; Kirby & Laris, 2009; Rasberry et al., 2022). Sexuality education also has a lowering effect on adolescent pregnancy and abortion (Breuner & Mattson, 2016; Chin et al., 2012; Kirby, 2001; Kohler et al., 2008). Not only academic sexuality education, but also children-parents communication on sexuality shows tendencies to sexual healthy behaviour. Studies mention outcomes such as higher frequency of contraception use and therefore decreased risky sexual intercourse (Hutchinson et al., 2003; Krauss & Miller, 2012; Whitaker et al., 1999; Widman et al., 2014). Generally, abstinence sexuality education is less effective than the comprehensive one (Carter, 2012; Fonner et al., 2014; Kohler et al., 2008; Pittman & Gahungu, 2006; Underhill et al., 2007). The literature review of Goldfarb & Fiebermann (2021) furthermore found out that comprehensive sexuality education also supports elements of sexual behaviour such as healthy relationships, limiting sexual violence, and recognition of sexual diversity.

Innovations such as the internet make it easy for people to access various forms of pornography without paying or revealing their identity (Paasonen, 2011). Numerous children and adolescents are using pornography for sexuality education, particularly when access to alternative resources is scarce (Albury, 2014; Dawson et al., 2019; Litsou et al., 2021; Mattebo et al., 2012; Rosengard et al., 2012; Ševčíková & Daneback, 2014). According to studies, this can have both positive and negative consequences (Litsou et al., 2021; McKee, 2007a). Litsou et al. (2021) discovered positive educational aspects such as the acquisition of knowledge regarding mechanics within sexual intercourse. Furthermore, pornography consumption may

also increase the understanding of sexual identities and individual sexual preferences. It may likewise result in strengthened openness, tolerance and awareness of one's own and other peoples' sexuality (McKee, 2007a). Nevertheless, several studies show the negative influence of consuming pornography concerning the sexual behaviour, sexual expectations, contraception usage, relationships, and more (Harrison & Ollis, 2015; McKee, 2007a; Sun et al., 2016; Wright et al., 2018). More detailed information on the range of impacts with regards to pornography consumption will be provided in chapter 2.3.3.

2.3. Pornography

Internet, social media and smartphones have become widespread and made the production and consumption of pornography rise exponentially. Accessing pornographic material is now easier than ever, for adults but also for children and adolescents (Ballester-Arnal et al., 2022; Bulot et al., 2015; Hakkim et al., 2022; Ogas & Gaddam, 2011; Ybarra & Mitchell, 2005). For several years there have been controversial discussions about pornography, its consumption and its influence on the audience (Grubbs, Kraus, & Perry, 2019).

2.3.1. Background and definition of pornography

Pornography is not a novelty, but has in fact a long history (Allhutter, 2016). Due to the historical development of various new media and technologies, pornography has already taken on a wide variety of forms. Starting with the invention of letterpress, continuing by creations such as photography and film. Finally, the Internet has emerged as the primary channel for the spread of pornography, lengthening the time spent watching it and making it easier available, cheaper, and more anonymous (Boies et al., 2004; Chen et al., 2018; Cooper et al., 1999; Marino et al., 2023). All the technological steps have enabled pornography also to seem increasingly real for consumers. One of the latest steps in the porn industry was taken in 2016 by introducing 3D Virtual Reality (VR) Porn (Allhutter, 2016; Evans, 2023). According to research, VR pornography appears to be an effective method for creating the impression of private sexual encounters, strengthening the intensity of the experience and emotions (Dekker et al., 2021; Evans, 2023). Pornography was globally first legalized in Denmark (Hald et al., 2014). From 1969 on, both written and visual contents of pornography got legitimized. Since then, the variety and distribution of pornography has increased significantly (Allhutter, 2016). The pornography industry today is making billions of dollars profit (Tarrant, 2016). Paasonen (2016) moreover

sees soaring influence of sex industries on societies and even speaks of a “pornification of culture” (p.19).

Pornography definitions vary widely (George et al., 2019; Kohut et al., 2019; Lawless et al., 2023; Marshall et al., 2021; Marshall & Miller, 2019; Short et al., 2012). Lawless et al. (2023) investigated various explanations and proposed their own definition, combining all the strengths of existing ones. According to these authors, pornography use means “... to intentionally look at, watch, read, or listen to sexually arousing material (pictures, videos, films, written text or audio) which depicts nudity and/or explicit sexual behavior” (p.3). Furthermore, this definition explicitly excludes experiences containing interactions with a sexual performer as for example in live sex chats. Generally, pornography can be distinguished between two types, soft-core and hard-core (George et al., 2019; Westheimer & Lopater, 2005). Soft-core pornography does not focus on genitals or penetration. It rather shows naked people in sexually intimate poses. Hard-core pornography, on the other side, involves, amongst other things, sexual stimulation, penis-in-vagina and anal penetration, oral sex, and ejaculations. It can also include elements such as sex in groups, zoophilia, or child pornography. Besides, mainstream pornography is mostly designed for male sexual desires (Dubinskaya et al., 2022; Séguin et al., 2018), and often shows domination of males over females (Carrotte et al., 2020). This can for instance be shown through physical and verbal violence (Bridges et al., 2010; Fritz et al., 2020; Klaassen & Peter, 2015; Vera-Gray et al., 2021). Examples are spanking, slapping, gagging, choking, hair pulling and various dismissive comments. Every eighth video on popular porn websites that are displayed to new visitors indicates sexual aggression (Vera-Gray et al., 2021). Bridges et al. (2010) examined over 300 popular pornographic videos and results showed that 88 % included physical and 49 % verbal forms of violence. Aggressive acts were typically committed by men, but majority of targets were women, often reacting with pleasure or neutral response. Nevertheless, extreme forms of violence or rape are rather seldom (Carrotte et al., 2020). Other studies depicted gender inequality (Klaassen & Peter, 2015) or sexual objectification (Fritz & Paul, 2017) in pornographic scenes. Biota et al. (2022) mentions further pornography contents such as sexism, incest, and paedophilia. Moreover, they rarely present the use of condoms (Miller & McBain, 2022; Vannier et al., 2014; Wright et al., 2020). At the same time those pornographic videos are lacking information about the consequences of unsafe sexual behaviour (Pardun et al., 2005; Sun et al., 2016).

Dubinskaya et al. (2022) state that most popular pornographic websites' videos do not accurately portray the reality of human sex life.

2.3.2. Pornography consumption

Studies from all over the world researched the populations' pornography consumption and found rather high rates (Donevan & Mattebo, 2017; Häggström-Nordin et al., 2005; Li & Zheng, 2017; Miller et al., 2019; Solano et al., 2020). An Italian survey of 1492 students resulted in approximately 78 % viewing pornographic material (Pizzol et al., 2016). Another study with 644 Austrian medical students presented that almost 96 % of male and more than 56 % of female participants consumed pornography within the last year (Komlenac & Hochleitner, 2022). From 352 German adolescents in the age from 16 to 19 years, 93 % of boys and 61 % of girls have already watched pornographic films (Weber et al., 2012). In general, research detected consumer to be rather male than female (Biota et al., 2022; Komlenac & Hochleitner, 2022; Sabina et al., 2008; Ybarra & Mitchell, 2005). Pornography use in romantic partnerships is also widespread, again more for men than women (Lawless et al., 2023; Willoughby & Busby, 2016). In times of the COVID-19 pandemic an increasing interest in pornography was perceived (Lau et al., 2021; Zattoni et al., 2020). However, the change in pornography use behaviour was rather small and therefore negligible (Bóthe et al., 2022; Grubbs et al., 2022). Some studies reveal that majority of people watching pornography for the first time are younger than 18 years (Ballester-Arnal et al., 2022; Biota et al., 2022; Sabina et al., 2008). According to Biota et al. (2022), the mean starting age for pornographic viewing is around 10 years. These children and adolescents are getting sometimes unintentionally in contact with pornographic media on the internet (Peter & Valkenburg, 2016; Svedin et al., 2022). This can happen for instance through spam-emails or pop-up windows. Nonetheless, there are also people who are willingly watching pornography. The literature names various reasons and motivations for the consumption, besides sexual arousal. Some studies found a connection between pornography use and negative mood (Esplin et al., 2021; Laier & Brand, 2017). Consuming pornography thereby serves as a way to avoid those emotions (Bóthe, Tóth-Király, Bella et al., 2021; Laier & Brand, 2017). Furthermore, loneliness is a condition that can lead to searching for pornographic media (Butler et al., 2018; Yoder et al., 2005). On the other hand, adolescents that feel less independent, in particular with regard to their parents, are likewise more vulnerable in this context (Weber et al., 2012; Weber & Daschmann, 2010). Some people also use pornography as a form of stress reduction (Bóthe, Tóth-Király, Bella et al., 2021). At

the same time it can also be a way to deal with boredom (Moynihan et al., 2022). Further investigation concluded that young people are purposely using online pornography for sexuality education out of curiosity (Bóthe, Tóth-Király, Bella et al., 2021; Sun et al., 2016).

2.3.3. Impacts of pornography consumption

Plenty of research has been done on potential impacts of pornography consumption. The results are inhomogeneous. While some studies underline the negative impacts of pornography consumption, there are different ones arguing it has rather positive effects or mixed consequences on sexuality and sexual health (Hald & Malamuth, 2008; Lewczuk et al., 2022; Malki et al., 2021; Newstrom & Harris, 2016; Short et al., 2012). However, the literature sees limitations such as the absence of an uniform definition of pornography (Newstrom & Harris, 2016), insufficient distinction between different types of pornography (Donevan et al., 2022; Skorska et al., 2018), and too little consideration of individual personal backgrounds (Svedin et al., 2022). Moreover, there is still demand for more research on this issue (Lewczuk et al., 2022). Nevertheless, the next few paragraphs will give a summarized overview on both positive and negative potential effects of pornography consumption on children, adolescents and adults.

Some studies indicated an increased danger for sexual risky intercourse, resultant spread of STIs, and more cases of unintended pregnancy (Bulot et al., 2015; Harkness et al., 2015; Lin et al., 2020; Tydén & Rogala, 2004), in particular when consumers are young people (Sinković et al., 2013). This is primarily because of neglected contraception use in pornography. Especially the usually visible use of condoms is seldomly presented (Davis et al., 2018; Vannier et al., 2014; Wu & Zheng, 2022). This can lead to more frequent condomless sex among consumers (Luder et al., 2011; Tokunaga et al., 2020; Wright, Sun, Bridges et al., 2019). Affected are especially those people who have no access to other sources providing sexuality information (Luder et al., 2011; Wright et al., 2020; Wright, Miezan et al., 2019). However, when consumers have sexuality education, this effect is neglectable. In some cases, watching pornography may even increase communication about sexuality between partners and further contribute to more condom use (Wu & Zheng, 2022). Furthermore, literature is discussing the relationship between pornography consumption and sexual functioning. Various studies revealed negative effects such as erectile dysfunction (Grubbs & Gola, 2019; Malki et al., 2021) and issues regarding

reaching an orgasm (McNabney et al., 2020; Park et al., 2016; Wright et al., 2023). This seems to depend on the intensity of pornography consumption and cannot be generalized (Bóthe, Tóth-Király, Griffiths et al., 2021; Malki et al., 2021). In contrast, other studies do not depict a causal connection between watching pornographic media and sexual dysfunctions (Dwulit & Rzymiski, 2019; Grubbs & Gola, 2019; Komlenac & Hochleitner, 2022). Complications are rather common when an addiction to pornography is present (Whelan & Brown, 2021).

Pornography addiction is not officially accepted as a mental disorder yet (Marino et al., 2023; Rasul et al., 2022). Nevertheless, literature observes similarities to other behavioural and substance addictions (George et al., 2019; Gola et al., 2017; Love et al., 2015). According to Alarcón et al. (2019), pornography has a potential for dependency particularly due to its accessibility, affordability, and anonymity. Four to eleven percent of males and one to three percent of women say they have struggled with a pornographic addiction (Grubbs, Kraus, & Perry, 2019; Grubbs, Perry et al., 2019; Hatch et al., 2023). Duffy et al. (2016) found negative consequences such as increased loneliness and relationship problems. Regardless of dependency, other studies resulted in other mental health consequences when consuming pornography. One exemplary outcome is decreased sexual satisfaction in relationships (Borgogna et al., 2018; Perry, 2020; Wright, Herbenick, Paul, & Tokunaga, 2021; Wright, Sun, Steffen, & Tokunaga, 2019). Studies observe those problems rather for men, while women sometimes experience higher sexual satisfaction (Bridges, 2007; Willoughby et al., 2021). In some cases, consumer start preferring pornography over sexual intercourse within their relationship (Sun et al., 2015). Problematic pornographic consumption can furthermore lead to less commitment to the partner (Lambert et al., 2012) and divorce in married couples (Doran & Price, 2014; Gaber et al., 2019). As a contrast, a study by Kohut et al. (2017) show less negative impacts on the relationship but rather positive outcomes such as promoted communication about sexuality topics. Another mental health aspect is the body image (Borgogna et al., 2018; Tylka, 2015). Pornography consumption can cause dissatisfaction for men with regard to penis-size (Cranney, 2015) and discomfort for women's appearance of their vulva (Maki et al., 2023). Additionally, Maheux et al. (2021) reported a linkage to increased body comparison and self-objectification. However, they did not depict any caused body shame. Kvaem et al. (2014) on the other hand mentioned a positive sexual self-esteem effect on male consumer through higher satisfaction in their genital appearance. Hakkim et al. (2022) describes pornography likewise as possibly healthy,

when consumed occasionally. It can lead to more sexual comfort. Finally, when examining the relationship between viewing pornography and mental health, Svedin et al. (2022) emphasizes the significance of accounting for numerous background characteristics such as family environment and experiences with sexual abuse.

Sexual objectification is likewise a concern that is connected to pornography consumption. Research shows that pornographic impressions can lead to higher sexual objectified mindsets, particularly towards women (Mikorski & Szymanski, 2017; Willis et al., 2022; Wright & Tokunaga, 2016). McKee (2007b) on the other hand claims that pornography does not enhance negative attitudes toward women. However, in accordance with Zhou et al. (2021) this objectifying pornography use may link to incidents of sexual violent attitudes and behaviours. Various studies support this relation, showing that watching pornographic media can lead to increased verbal and physical sexual aggression (Bonino et al., 2006; Bridges et al., 2016; Waterman et al., 2022; Wright et al., 2016). Targets are most often women. People at the same time accept received violent behaviour more likely when they are pornography users (Krahé, 2011). Wright et al. (2021) for example found connections specifically to sexual choking. The perpetrators thought it would be pleasurable and that they would not need the consent of the sexual partner. Furthermore, Sun et al. (2016) discovered that the likelihood of a man asking his spouse to engage in specific pornographic sex acts increases with the level of consumption. It displays that porn watching people can be influenced in their sexual expectations (Goldsmith et al., 2017). In some cases this can even lead to rape-like behaviour (Foubert et al., 2011). Guys who watch porn are additionally much less likely to step in as a bystander during rape incidents. Moreover, they are more probable to commit sexting, which contains sending sexual photos or text messages to another person (Stanley et al., 2018).

Despite the fact that pornography fosters false and exaggerated expectations about sex life (Miller & Stubbings-Laverty, 2022; Sun et al., 2016; Tsitsika et al., 2009), young people are still using it as inspiration (Mattebo et al., 2012; Rothman et al., 2021; Ševčíková & Daneback, 2014; Tydén & Rogala, 2004). In those cases, they prefer getting the information from pornography rather from their parents. Due to the potential impacts of pornography consumption, developing a critical reading of pornography through media literacy instruction is gaining in importance (Vandenbosch & van Oosten, 2017; Wright et al., 2018).

2.4. Research questions

The aim of this paper is to reach out to Austrian experts in the sector of sexual health and sexuality education with the intention of answering the following explorative research questions:

1. *Do relevant Austrian experts think that young people's pornography consumption has an impact on their sexual health and sexuality education, and if so, what are the potential consequences?*
2. *What are the suggestions of Austria's relevant experts on dealing with pornography?*

3. Methods

There are mainly two different approaches in empirical research (Flick et al., 2022; Rübken & Wetzel, 2016). In quantitative research, social reality is seen as being objective and determinable by regulated procedures. Through using models and figures, it is intended to precisely represent behaviour. With the gathering of theory-based data, quantitative empirical research operates deductively. The purpose of qualitative research is to comprehend people's behaviour and to portray reality from the perspective of the relevant interviewees. It is distinguished by a stronger subject emphasis as opposed to a huge sample size. Qualitative research approaches are typically exploratory and hypothesis-generating.

In order to answer the aforementioned research questions, the qualitative method of problem-centred interviews (Witzel, 2000) was chosen. It is a theory-generating procedure. As part of the data gathering process, the gained previous knowledge provides a framework for potential interview questions. In addition, the idea of openness is accomplished by igniting the unique relevance contexts of the research subjects, particularly through storytelling. Using this methodology, interview subjects get the chance to share their opinions on the topic of the study, as well as to justify and explain their arguments.

3.1. Target group

The target group for this investigation is composed of relevant players in the sector of sexual health and sexuality education. This includes, on the one hand, Austrian sexual health professionals such as gynaecologists, urologists, sex therapists and general practitioners (Öffentliches Gesundheitsportal Österreichs, n.d.). On the other hand, it

comprises responsible parties for sexuality education. Those are defined by the Austrian basic decree on sexuality education (Rundschreiben Nr. 11/2015, 2015). These are teachers specifically in the field of biology, parents, and external sexuality educators. Requests were sent via E-mail to approximately 30 Austrian experts. Nine agreed to participate as interview partners. They are listed in table 1. Three of the interviewees were male, six were female. The experts were based in five different Austrian federal states, including Vienna, Lower-Austria, Upper-Austria, Salzburg and Styria.

3.2. Problem-centred interviews

The problem-centred interviews were conducted predominantly following Witzel (2000). Based on the literature review and the research questions, a guideline for the interview was written. It can be found in the appendix, both in German and in English language. The interview guideline consists of an introduction, three narrative impulses, and a concluding question. The introduction asked for information about the person and their professional activities. Narrative impulse one inquired the relationship between pornography use among children and adolescents and their sexual health. Narrative impulse two requested expertise and opinions about the potential impact of pornographic media on young people's sexuality education. In narrative impulse three, interviewees were asked to tell what need for change they see in relation to the research topic and what specific actions they would take. Finally, the experts had the opportunity to complement additional aspects. The introduction, all narrative impulses, and the conclusion each contained a guiding question, which was also made known to the interviewees in advance. In addition, they were also familiarized with the research questions. Moreover, each section also contained more specified questions and a checklist of contents that should be mentioned. The interview guide thus also served as an orientation for the problem-centred interview. However, the interviewer was not obliged to follow the exact prescribed procedure. After each guideline question, the interviewee was free to talk about the topic and, if necessary, the specific questions noted in the guideline were used to go into more detail. The problem-centred interviews were all conducted online via video conferencing software Skype or Zoom. The spoken language was German. During the call, the cameras of the interviewer and the interviewee were activated. Video and audio of the conversation were recorded via video conferencing software. Audio files were then transcribed according to Dresing and Pehl (2011). The software Amberscript was used to support this process. All interviewees signed a consent form

for privacy and anonymity. The original German template for the consent form can be found in the appendix. All names of interviewees are kept anonymous in this thesis. Table 1 below assigns a number to each interview partner (IP). Those are the numbers by which they will be referred to in the context of this work.

Table 1: Brief description of the interviews

Nr.	Interview partner's profession	Setting	Date	Duration
IP1	Sexual therapist	Skype	06.02.2023	47 min 27 sec
IP2	Sexuality educator	Zoom	07.02.2023	51 min 01 sec
IP3	Biology teacher	Zoom	08.02.2023	49 min 11 sec
IP4	Sexuality educator	Zoom	13.02.2023	52 min 13 sec
IP5	Sexuality educator, Sexual therapist	Zoom	14.02.2023	45 min 38 sec
IP6	Sexuality educator	Zoom	15.02.2023	56 min 32 sec
IP7	Sexual therapist, Sexuality educator	Zoom	16.02.2023	45 min 55 sec
IP8	Sexual therapist, Sexuality educator	Zoom	17.02.2023	56 min 28 sec
IP9	Sexual health practitioner, Gynaecologist, Sexuality educator, Sexual therapist	Zoom	01.03.2023	50 min 57 sec

Source: Own creation

3.3. Summarizing content analysis

The summarizing content analysis for the problem-centred interviews was inspired by Mayring (2010). However, this method was not used inductively but deductively through theory-based categories. First, line numbers were added to the transcripts. Subsequently, a table was created in which the summarizing content analysis was implemented in German language. The page and line numbers of the corresponding text passage were indicated in the first two columns. In the third column, the sentences to be analysed were paraphrased. This followed by the generalization of the paraphrases, which took place in the fourth column. Finally, the generalized statements were deductively assigned to categories. This step is referred to as reduction. The categories were defined in advance based on the interview guideline. Table 2 presents an overview of them and explains in keywords which topics they

each cover. In the table of the summary content analysis the individual cells were color-coded according to the respective categories. The following chapter describes the results of this content analysis. Translations from German to English were supported by deepl.com.

Table 2: Description of categories

Category	Included aspects
Profession and career	<ul style="list-style-type: none"> - Professional activity - Career - Work-related reference to pornography - Working with children and adolescents
Pornography and physical sexual health	<ul style="list-style-type: none"> - STIs - Unintended pregnancy - Sexual dysfunction - Contraception usage
Pornography and mental sexual health	<ul style="list-style-type: none"> - Pornography addiction - Body Image - Relationships - Other mental consequences
Reasons for pornography consumption	<ul style="list-style-type: none"> - Unintentional causes - Intentional motivations
Pornography as sexuality education	<ul style="list-style-type: none"> - Young people and pornography - Learning from pornography
Impacts on sexual behaviour and expectations	<ul style="list-style-type: none"> - Sexual expectations - Sexual behaviour - Sexual mindset - Causal relationship
Pornography and sexuality as taboos	<ul style="list-style-type: none"> - The role of taboo
Changes on individual level	<ul style="list-style-type: none"> - Parents - Teacher - Sexuality educators - Other individuals
Changes on structural level	<ul style="list-style-type: none"> - Schools - Government - Society

Source: Own creation

4. Results

As shown in table 1, all interview partners have a professional connection to sexual health, sexuality education or both. For all of them, the topic of pornography is present in their everyday work (*IP1*, 24-29; *IP2*, 34; *IP3*, 48-51; 62-63; *IP4*, 61-62; *IP5*, 33-39; *IP6*, 546-566; *IP7*, 40-50; *IP8*, 33-34; 39-56; *IP9*, 35-39). *IP4* has perceived an increasing importance of this topic since the COVID-19 pandemic (67-78).

Furthermore, *IP6* mentioned dominant interest in talking about pornography among gender-segregated groups, with boys rather than girls (26-40; 48-50; 50-54; 93-97). Eight out of nine interviewed experts have had experience in working with children and adolescents (*IP1*, 13-15; *IP2*, 16-23; *IP3*, 14-20; *IP4*, 40-55; *IP5*, 23-25; *IP6*, 11-13; 14-21; *IP7*, 26-34; *IP8*, 5-6; 18-19; 24-27).

4.1. Pornography and sexual health

In terms of physical sexual health, particularly two issues were raised. First, pornography viewing, and masturbation can lead to erection or orgasm problems, according to expertise of *IP1* (31-35; 52-58), *IP5* (228-229), *IP8* (281-290) and *IP9* (179-191). Second, some interviewees mentioned that pornography neglects the depiction of condoms and other contraceptive methods (*IP4*, 144-149; *IP3*, 236-243; *IP5*, 90-102; *IP6*, 72-75; 162-167; *IP9*, 391-392). This can have an impact on consumers' willingness to use contraception (*IP1*, 198-205). However, other experts did not see a significant connection in this (*IP2*, 195-198; 217-220; *IP4*, 149-163; *IP6*, 76-83; *IP7*, 110-119). Moreover, *IP1* emphasised that health problems occur mainly among male consumers (30-36). Besides, pornography consumption can merely be a sign of interest in sexuality, leading to beneficial health outcomes (*IP9*, 140-163). For some experts, the connection between using pornographic media and effects on physical sexual health was not assessable (*IP2*, 74-88; 198-204).

Pornography consumption moreover has an impact on mental health. It can for example cause psychological pressure in children and adolescents (*IP2*, 91-94; 293-298; *IP3*, 120-125; *IP5*, 140-150; 178-189; *IP6*, 89-93; 160-162; *IP7*, 158-164; *IP9*, 40-42). *IP9* explained that this affects especially those who have not received any prior knowledge about sexuality (366-370; 393-405). In those cases, the unrealistic scenes of pornography have a disturbing effect (*IP9*, 421-441). Pornography consumption is often also associated with feelings of guilt and shame (*IP1*, 362-366; *IP5*, 229-234). In addition, experts said that young people feel insecure by what they see and are also afraid of health consequences through pornography consumption and masturbation (*IP2*, 142-159; *IP3*, 211-219; *IP5*, 192-194; *IP6*, 97-100; 200-202). Despite these negative emotions, they continue consuming it (*IP6*, 210-216). In this context, young people want to know more about the issue of addiction (*IP2*, 183-185; *IP4*, 220-223). Interviewees talked about people who can become addicted to pornography consumption (*IP1*, 35-39; 262-270; *IP5*, 48-60; 130-137; *IP7*, 148-158; 213-214; *IP9*, 90-91). This can negatively influence everyday life (*IP1*, 114-120; *IP9*,

91-101). In the worst cases, these people also become delinquent because they access increasingly extreme content (*IP1*, 393-400). *IP5* pointed out, that it takes motivation and self-awareness to change this dependency (150-154). However, *IP8* (38-39) and *IP9* (261-273) spoke merely of rare addiction cases. Furthermore, *IP4* emphasised that a distinction must be made between pornography addiction and curiosity in sexuality (227-234). An addiction is only present when it is connected to compulsion (*IP4*, 223-227). In this topic, *IP9* additionally stated that modern media have in general potential to be addictive (104-110; 479-482). Furthermore, pornography consumption can have a negative effect on relationships and real sex life (*IP1*, 75-86; *IP2*, 384-390; *IP5*, 211-228; *IP7*, 304-314; *IP8*, 34-38; *IP9*, 110-128; 370-390). *IP1* described the separation of love and sex as a difficulty (346-351). Another problem is the lack of sexual pleasure with the partner (*IP9*, 252-260). In contrast, there are also cases where pornography can increase the sexual desire of consumers (*IP1*, 339-346). Finally, pornographic but also social media have a negative impact on the body image of children and adolescents (*IP1*, 180-183; *IP2*, 166-177; 317-319; *IP3*, 131-140; 298-304; *IP4*, 171-180; *IP5*, 108-115; 189-192; 245-247; *IP6*, 87-89; *IP9*, 196-234). These effects also depend on consumers' educational backgrounds (*IP4*, 180-188).

4.2. Pornography and sexuality education

The reasons and motivations among children and adolescents for pornography consumption are diverse. *IP1* described psychological stress or depression as reasons for it (112-113; 450-459). This can be related to family problems or lack of experienced affection (*IP1*, 459-478). Poor body image may also lead to retreating into the world of pornography (*IP1*, 183-185). According to *IP1*, pornography and masturbation can also serve as stress relievers (94-95). Some men told *IP1* that it tames their sexual urges (494-500). On the other hand, boredom can be a reason to masturbate as well (*IP1*, 94-95). Furthermore, pornography serve as means of sexual arousal (*IP6*, 67-70; 675-678; *IP8*, 145-154). Several experts mentioned that children and adolescents are curious and want to get information about sexuality (*IP5*, 171-176; *IP6*, 385-390; 616-632; *IP8*, 345-347). Pornography offers them what they are searching for and serves as a guide to sex life (*IP2*, 255-260; *IP6*, 67-70; 675-678; *IP7*, 247-250). It allows them to explore and try out their own sexuality (*IP4*, 235-246). Moreover, pornography is easily accessible (*IP6*, 143-155; *IP8*, 62-65). *IP6* added that there may be no other alternative sources of information for young people (111-123). However, according to *IP3*, they sometimes discover pornography

unintentionally (*IP3*, 125-127). This can happen through sharing of pornographic contents on social media (*IP3*, 426-428; *IP9*, 608-614).

Young people are interested in sexuality (*IP1*, 299-309). Parents are simultaneously worried about their children's pornography consumption and sexuality education (*IP6*, 512-515; *IP9*, 297-299). According to *IP1*, pornography serves as an educational medium for some young consumers (221-223; 226-227). Many children get in contact with pornographic media at a very early age (*IP1*, 242-247; *IP2*, 88-90; *IP3*, 51-56; 89-90; *IP5*, 35; *IP8*, 339-345). However, pornography often conveys an incomplete and unrealistic image of sexuality (*IP2*, 112-122; 261-268; *IP6*, 84-87; 259-271; *IP9*, 411-454). Several experts therefore agree that it is not suitable for educational purposes (*IP2*, 244-254; 272-281; 307-308; *IP4*, 271-274; *IP5*, 60-72; 194-202; *IP7*, 130-140; 228-233). However, *IP4* emphasised that not all pornography is the same (243-235). Apart from that, young people do not understand why they are allowed to have sex before they can legally watch pornography (*IP6*, 54-64). *IP9* said that sexuality has no age limit (577-580). Due to the legal situation, the active use of pornography in sexuality education is not possible (*IP9*, 499-501).

Pornography influences consumers in their sexuality (*IP1*, 92-96; *IP4*, 346-359). *IP1* emphasised that especially young people are a vulnerable group (413-420). Moreover, the effects seem to affect predominantly male consumers (*IP1*, 256-262; *IP8*, 143-145; 206-219; *IP9*, 39-40; 102-104). According to *IP6*'s description, some consumers are not aware of the fact that they do not need the external influences of pornography for their sexuality (216-222). The effects on sexual thinking and behaviour are very different and depend on the type of pornography and the consumers' backgrounds (*IP2*, 99-112; 369-375; *IP3*, 272-277; *IP4*, 476-486; *IP5*, 63-68; *IP6*, 492-501; 668-674; *IP7*, 60-80). According to *IP4* (107-130), *IP6* (130-143) and *IP7* (80-98), negative outcomes are less likely if young people grow up in a protective environment and have knowledge and competences on sexuality and their bodies. Furthermore, mainstream porn shows different content than feminist porn and therefore cannot be equated (*IP3*, 278-296). According to *IP3*, feminist porn is more valuable in terms of sexuality education, but more difficult to access (296-298). The experts presented a mixed picture of effects in pornography consumption. On the one hand, they spoke about the influence on sexual expectations (*IP1*, 133-151; *IP2*, 94-98; 319-326; *IP3*, 127-131; 149-178; *IP4*, 328-345; *IP6*, 123-130; *IP7*, 296-303; *IP8*, 154-161). Children and young people receive a wrong picture of what sex is. This

limits the individual sexual fantasy of young people (*IP9*, 42-48). At the same time, absurd fetishes are created, some of which cannot be fulfilled in real sex life (*IP1*, 403-412). *IP1* mentioned that this can then also be reflected in sexual behaviour (151-153; 274-279). In extreme cases it leads to criminal offences (*IP1*, 504-508). However, in accordance with *IP3*'s opinion, a connection to increased sexual aggression is difficult to assess (187-190). Some interviewees mentioned that sexism is reinforced by pornography consumption (*IP3*, 219-225; *IP4*, 368-384; *IP5*, 251-255; *IP6*, 236-246; *IP7*, 364-368; *IP9*, 410-421; 454-460) and that these media present a negative image of women (*IP6*, 71-72). The aspect of sexual objectification is also fuelled by pornography (*IP1*, 369-380; *IP5*, 251-255; *IP6*, 236-246), although some experts could not assess this (*IP2*, 335-344; *IP5*, 244-245; *IP8*, 408-432). *IP3* also observes a normalisation of racism through pornographic media (219-225). However, it was repeatedly emphasised that attitudes of sexism, sexual objectification and racism are only intensified but not caused by pornography (*IP3*, 345-351; 365-384). Another aspect that has been raised by *IP3* (190-205), *IP4* (500-507) and *IP5* (247-249) is the sexualised language through pornographic content. *IP4*, however, merely sees this as an expression of insecurity and being overwhelmed by what children and adolescents observe (508-521). Besides, according to *IP6*, sharing of pornographic material can lead to legal problems (168-178; 515-546). It can also be seen as a form of sexual violence. In contrast to rather negative effects, however, positive factors such as the removal of taboos and the promotion of sexuality were also mentioned (*IP2*, 299-306; *IP9*, 69-80). *IP3* (91-120) and *IP8* (56-66; 121-124; 161-180) explained that early pornography consumption merely has limited impact on the development of young people. They do not become oversexualised by it. Stronger effects occur rather rarely (*IP8*, 130-134; 189-206). However, at the same time, *IP8* emphasised that we live in a society that tends to be oversexualised but is scarcely sexually active (267-281; 290-301).

Topics like pornography, sex and lust are taboo in our society (*IP3*, 277-278; *IP4*, 390-402; *IP5*, 57-58; 355-359; *IP6*, 246-274; *IP8*, 256-267). Moreover, people have a general negative attitude to pornography (*IP7*, 164-169). *IP6* (101-111) and *IP7* (344-353) stated that especially sexuality in children and young people is taboo. Adults and in particular parents rarely talk about these topics (*IP3*, 312-313; 323-329; *IP5*, 424-425; 458-464). According to *IP1*, sexuality education by parents suffers because of that (541-557). At the same time, they are sometimes sceptical about sexuality education in schools (*IP1*, 313-321). Children, on the other hand, want to talk about

these subjects and often do so only among themselves (*IP6*, 64-67; 223-225; 395-408; 434-440). *IP3* mentioned that boys are more likely to talk about pornography (321-323). According to *IP4*, taboos are counterproductive for sexuality education (402-403). They make the consumption of pornography even more attractive and thus increase the interest of young people (*IP5*, 137-140; 176-177; *IP7*, 353-356). *IP3* added that it is beneficial when external people take over sexuality education at schools instead of teachers, because children's and adolescents' inhibition threshold to talk about sexual topics is thereby lower (313-320). Finally, *IP7* (338-344) and *IP9* (535-551) mentioned that media are decreasing the taboo around sexual topics, and this trend could continue in the future.

4.3. Measures of change

The interviewed experts named numerous measures in connection with the proper handling of pornography on individual level. Important aspects are increased communication and the removal of taboos surrounding pornography and other sexual topics (*IP1*, 431-441; 557-563; *IP2*, 269-272; 390-397; *IP3*, 440-451; *IP4*, 555-564; *IP5*, 72-78; 265-266; 280-291; 294-301; 425-427; *IP6*, 376-377; 578-591; *IP7*, 428-435; *IP8*, 92-95; 301-307; *IP9*, 520-535). *IP5* explained that this will disempower pornography and its influence (280-291; 294-301). Experts furthermore emphasized that sexuality education by parents plays an important role and must be promoted (*IP1*, 223-224). They need to be made aware of sexual issues (*IP3*, 329-335). *IP9* states that they should model healthy sexuality (304-309). *IP6* (320-325) and *IP9* (482-488) added that sexual development at a young age should be encouraged and not suppressed. Creating a trusting environment for children and adolescents plays an essential role in this (*IP4*, 530-539). Young people's self-esteem and self-confidence must be supported (*IP3*, 420-426; 461-489). According to several interviewees, it is also essential that young people learn to feel their bodies and acquire body competence (*IP2*, 377-383; 453-470; *IP4*, 188-205; *IP5*, 301-317; 359-363; *IP6*, 155-160; *IP7*, 391-402; 459-473). Children and adolescents need their own approach to desire and therefore it is important to let them live pleurably (*IP1*, 500-504; 518-532; *IP2*, 490-494; *IP7*, 315-326). In addition, active sexuality education is needed (*IP1*, 391-392; 574-578; *IP2*, 398-406; 433-451; *IP4*, 274-279; 542-553; *IP6*, 83-84; 180-184; 632-643; *IP8*, 124-130). Young people need to be made aware of the differences between pornography and reality (*IP2*, 486-489; *IP3*, 56-62; *IP4*, 304-319; *IP7*, 443-459; *IP9*, 128-135; 334-353; 615-621; 640-647). Experts also mentioned several aspects that should be avoided in sexuality education. It should not focus on

prohibitions, condemnations, renunciations, warnings and prevention (*IP2*, 470-476; *IP4*, 433-444; *IP5*, 154-161; 333-340; *IP6*, 225-228; 515-546; *IP7*, 169-193; 199-203; 233-247; *IP8*, 95-103; 329-339; 347-375; 500-501; *IP9*, 467-479; 621-633). Imparting one's own values as a sexuality educator should also be avoided (*IP5*, 444-458; 482-486; *IP6*, 325-351; *IP9*, 551-558). Furthermore, young people shall not be limited in their opinions, but their needs and interests ought to be included (*IP4*, 573-599; *IP7*, 250-254; *IP8*, 103-121; 375-391). A sensitive and respectful approach is important (*IP6*, 184-189; *IP7*, 436-439). *IP9* mentioned that critical thinking of consumers should also be encouraged (597-606). Besides, pornography consumption can be prevented to some extent by parental controls (*IP4*, 539-542). However, pornography should not be blanketed and porn that is true to reality should be encouraged (*IP1*, 420-430; *IP6*, 202-210; *IP8*, 85-92; *IP9*, 51-61; 654-664). If pornography consumption causes problems, *IP1* (86-92) and *IP8* (236-241) suggest solving them as a couple. Finally, *IP4* (279-282), *IP5* (382-414; 512-516), *IP7* (193-199) and *IP9* (283-295; 578) emphasized that people should not condemn pornography and sexuality but find a healthy and productive way to deal with it. *IP9* described current developments as going into the right direction (569-577), while *IP1* was rather worried about the future (485-490).

Interviewees also mentioned structural measures. Holistic sexuality education must be promoted at schools and other educational facilities, both by internal and external educators (*IP1*, 224-226; 309-313; *IP2*, 406-409; *IP3*, 243-260; 412-420; *IP4*, 286-295; *IP5*, 266-280; 291-293; 317-323; 438-444; 486-492; *IP6*, 351-357; 390-395; 422-434; 451-492; 678-683; *IP9*, 172-179; 309-334; 558-569). For this, however, the sexuality education training of teachers must be strengthened (*IP4*, 29-37; 426-433; *IP6*, 441-443; 601-616; *IP8*, 391-396; 470-480; *IP9*, 606-608). *IP6* specifically supported sexuality education through external organisations (591-601; 643-648). In accordance with *IP6*, special confidants for children and young people at schools would also be useful (408-422). In the opinion of *IP1* (324-334), *IP7* (265-276), and *IP9* (299-304) sexuality education must begin before school starts. In the implementation of sexuality education, uniform standards are important, which should be based on scientific facts and recommendations of the WHO (*IP5*, 464-476; 493-499; *IP6*, 288-320; *IP8*, 501-506). However, within this framework, *IP6* supports a versatile approach to sexuality education (288). The explicit discussion of pornography in sexuality education (*IP1*, 337-339) and the promotion of media competence were also mentioned by experts (*IP2*, 452-453; *IP3*, 140-149; 428-440;

IP6, 479-481; 683-698; *IP7*, 439-443). In addition, access restrictions for internet pornography are needed to specifically protect young people (*IP1*, 400-403; *IP2*, 410-423; *IP3*, 399-412; *IP4*, 416-425; *IP6*, 365-376; *IP9*, 496-498; 591-596). In general, according to *IP4*, there is a need for more laws and regulations in the digital space (295-304). However, a general ban on pornography is out of question for *IP8* (445-456). Another possibility for improvement is the provision of more alternative sources with information about sexuality or informative pornographic media (*IP6*, 377-385; 440-441; 674; 698-717). Societal changes such as promoting young people's autonomy and decreasing the taboo of pornography were mentioned as well (*IP7*, 368-377; 402-416; *IP8*, 456-470). Those actions would decrease the negative power of pornography. *IP8* suggested that future decisions in this regard should be made by people relevant to sexuality education (480-489).

5. Discussion

This chapter will compare the results of the problem-centred interviews with research from the literature review and additional sources. Subchapter 5.1. will provide an answer for the first research question. In 5.2. experts' suggested measures of change will be discussed. Finally, 5.3. will give an overview on the limitations of this paper.

5.1. Pornography, sexual health and sexuality education

The literature review and the problem-centred interviews have some minor differences in outcomes when answering the question whether pornography influences the physical and mental sexual health of consumers. Studies describe the use of condoms as one of the most important preventions regarding unintended pregnancies and the transmission of STIs. Interviewed experts agreed with the literature on the neglect of contraceptive methods in pornography. Furthermore, studies and interviewees depicted both positive and negative outcomes on the actual contraception use of consumers. However, only one expert mentioned a possible negative impact. Another discussed health aspect is sexual dysfunction. While the literature review has rather mixed outcomes on this topic, four interviewees reported erection and orgasm problems connected to pornography consumption. The results of the problem-centred interviews additionally confirmed that rather men are negatively influenced by the consumption of pornographic media. Finally, neither studies nor interviews resulted in solely negative or positive outcomes.

According to literature, the use of pornography can also affect mental health. The problem-centred interviews underlined that. Even though studies explain that pornography addiction currently is not an officially accepted mental disorder, half of the interview partners as well as other research have observed people with such a dependency. However, interviewees highlighted the importance of recognizing the difference between addictive behaviour and unproblematic consumption. The interviews' results also supported studies' outcomes on relationship consequences. One partners' pornography consumption can lead to problems in sex-life through factors such as decreased sexual pleasure. In contrast, literature and interviewed experts agree on possible positive influences, which can also contain increased sexual desire. Another topic is the correlation between seeing pornographic pictures and young viewer's body image. Almost all experts emphasised a negative influence. A complement to the literature review is the mentioned feeling of pressure in children and adolescents caused by what they see and their fear of resulting health consequences. As already mentioned in the literature review, some comments of interviewees confirm the significance of examining educational and familial backgrounds when assessing the mental health of pornography consumers.

The definition of pornography given in this thesis describes sexual arousal as the purpose of its consumption. Interviewees also mentioned this aspect as one of the motivations. The problem-centred interviews as well as the literature review however contained additional reasons for the consumption of pornographic materials. Some of them are connected to mental circumstances such as stress, loneliness or boredom. Furthermore, some young people get in contact with pornographic media unintentionally on the internet and social media. This has been revealed by studies and it was also mentioned in interviews. Experts furthermore supported studies' explanation that young people are curious about sexuality and consume pornography to gain information about it. Easily accessible internet pornography is then used as sexuality education, particularly when there is lack of alternative sources. Moreover, statements from experts confirmed that children start consuming pornography at a very early age. Interviewees and studies agree on the rather unrealistic and incomplete image of sexuality that pornography delivers. Even though there are different types of pornographic media, the results of the problem-centred interviews clearly state, that they are usually not suitable for educational purposes. This is in accordance with most of the sources discussed in the literature review. Appropriate sexuality education is important for the development of children and adolescents.

According to studies and experts' narratives, the taboo and shame in connection with sexual topics including pornography are an obstacle for sexuality education and makes pornography consumption additionally attractive for young people. Interviewees pointed out that young people want and need to talk about those topics. Besides the educational aspect, experts confirmed studies' predominant results regarding increased sexual objectification and sexism through pornography consumption. Furthermore, most interview participants mentioned pornography's influence on sexual expectations and fantasies of consumers. Nevertheless, in terms of sexual aggression experts did not observe explicit impacts, contrary to what is described by various investigations in the literature review. Only technology-facilitated violence and a sexualisation of the language were mentioned. Additionally, some experts clarified that not all people get oversexualised through pornography. It depends on their personal backgrounds and the sort of pornography that is consumed.

In conclusion, the results show that young people's pornography consumption has besides few positive effects rather negative consequences regarding their sexual health and their sexuality education. Concerned are more men than women. This may be because pornography is mostly designed for and predominantly consumed by men. However, when examining potential consequences of pornography consumption, results from both this and other studies highlight that other circumstances such as different types of pornography and individual educational and familial backgrounds should be taken into consideration as well. Generalizations and causal connections should therefore be set with caution.

5.2. Measures of change

The results of the problem-centred interviews and existing studies provide a couple of suggestions on dealing with children's and adolescents' pornography consumption, both on individual and structural level. One provision was mentioned repeatedly. Experts unanimously want to promote young people's sexuality education, both from parents and from educational institutions such as kindergartens, schools and external sexuality educators. This requires training of sexuality educators, since the literature review showed, that both parents and teachers do not generally feel prepared for implementation. Although studies show that Austria follows in comparison to some other European countries a holistic approach to sexuality education, experts still observe need for improvement. Interviewees' proposals for amendment often referred

to principles of the *Standards for Sexuality Education on Europe* (WHO & BZga, 2011). Some experts specifically described those standards as an appropriate framework for sexuality education. In accordance with the standards, they consider sexuality education from birth to be essential. Moreover, interviewees emphasised that children and adolescents must not be limited in their opinions, but their interests and needs shall be included in the teaching contents. Bauer et al. (2020) and Waling et al. (2021) support this proposition. Their studies depicted, that young people are interested in more detailed and holistic information about sexuality. Some of the interviewed experts added that children and adolescents need to learn feeling their bodies and experience what generates sexual pleasure in them. Furthermore, interview participants declared the inclusion of pornography, media competence and critical thinking into sexuality education to be necessary. Children and adolescents need to be aware of the differences between what they perceive in pornography and how sexuality works in real-life. This may be an important measurement, since technological developments make pornography seem increasingly more realistic (Dekker et al., 2021; Evans, 2023). In accordance with the experts' suggestions, literature discloses the importance and effectiveness of media and pornography literacy education (Baker, 2016; Byron et al., 2021; Scull et al., 2022). Moreover, Dawson et al. (2020) proposes lowering the shame associated with pornography use and supporting critical thinking of consumers. Besides, experts emphasised that sexuality education should not be based on prohibitions, condemnations, renunciations, warnings and preventions. These are among the aspects that constitute abstinence-only sexuality education (Santelli et al., 2017). Experts therefore are aiming for the holistic approach of educating young people about sexuality. In contrast to the homophobic and religiously influenced classes of an Austrian association for sexuality education (Kapella & Mazal, 2022), they demand a value-free teaching style. Furthermore, both this and former studies do not exclude the importance of sexuality education through parents. They can be seen as role models for their children in terms of living a sexual healthy life.

Apart from actions related to sexuality education, this study reveals requirements for limitations to pornography access for minors and further regulations in the digital world. An example of such legal measures can be seen in the United Kingdom (Department for Digital, Culture, Media & Sport & Philp, 2022). The *Online Safety Bill* shall oblige pornographic websites to use technological age verifications and other protective measures. However, this bill has not yet entered into force. Furthermore,

the results of the problem-centred interviews pointed out that society needs a healthier approach with pornography. It should not be generalized as something negative and the taboo around sexual topics must be minimized.

In conclusion, this paper suggests that the promotion of holistic sexuality education, active communication about sexuality related topics and regulated access to pornographic material are effective measures to reduce the potential negative consequences of children's and adolescents' pornography consumption.

5.3. Limitations

This study has couple of limitations. The literature review represents an overview of a relatively high number of studies on sexual health, sexuality education, pornography and their connections. Nevertheless, in-depth research is missing, also because full versions of studies were partially not openly accessible. Furthermore, the procedural deviation in Mayring's (2010) qualitative content analysis represents a reduction in reliability and thus also a lower validity. The same applies to the lack of communicative validation from the results of the problem-centred interviews, meaning that the interpretation of the statements was not checked back by the interviewees. The proximity to the interview participants was restricted due to the online setting. Nonetheless, interviewees were familiar with the use of the technology and active cameras created a realistic atmosphere. Moreover, due to lack of time resources, no triangulation was performed. Since it was difficult to find an appointment for a joint expert discussion, no focus group was conducted either. With the help of this qualitative approach, it would have been possible to learn not only what people think about the subject of the study, but also profoundly understand how and why they do so (Kitzinger, 1995). This might also have allowed a focused discussion on necessary interventions related to the research topic and would have contributed to answering the second research question. In addition, including people with responsibilities in the legislative and executive branches of the government in Austria would have been valuable for assessing the measures proposed by the experts. Overall, this thesis leaves room for improvement in connection with Mayring's (2002) quality criteria of qualitative research.

6. Conclusion

The aim of this paper was to reach out to Austrian experts in the field of sexual health and sexuality education and investigate their perception of children's and adolescents' pornography usage. Two research questions were meant to be answered. First, if relevant Austrian experts think that young people's pornography consumption has an impact on their sexual health and sexuality education. Second, whether they have suggestions on dealing with pornography. The findings indicate that young people's pornography consumption has more harmful effects on their physical and mental sexual health than positive ones. Experts mentioned impacts on contraceptive use, sexual dysfunction, relationship quality, body image, and issues such as pornography addiction and physiological burden. Furthermore, this paper points out that pornography is not an appropriate source of sexuality education. This is because pornography can increase sexual objectification, sexism and unrealistic sexual expectations. However, the results of this study as well as those of other studies show that additional factors, like various types of pornography and different educational and familial backgrounds, should also be taken into consideration when analysing the potential consequences of pornography consumption. Hence, generalisations and causal conclusions ought to be made with caution. Overall, experts' suggestions for measures can be summarized into three actions. First, sexuality education needs to be promoted both on individual and structural level, including stakeholders such as parents, kindergartens, schools, external sexuality educators and other educational institutions. Experts request a value free, early starting and holistic approach to sexuality education, involving children's and adolescents' interests and needs and integrating pornography and media literacy into the curriculum. Second, a restricted access to pornography for young people is required. Finally, a social change is needed to reduce the taboo and the negative, unhealthy attitudes toward pornography and sexuality. This paper's findings provide ideas for reducing potential negative consequences of children's and adolescents' pornography consumption. However, it is recommended to conduct additional research on this issue since the validity of this thesis is limited. Further studies may investigate Austrian children's and adolescents' needs in receiving sexuality education. Moreover, it can be analysed how to implement the suggested measures. Those steps may enable developments towards a healthy relationship with pornography.

References

- Abajobir, A. A., Maravilla, J. C., Alati, R., & Najman, J. M. (2016). A systematic review and meta-analysis of the association between unintended pregnancy and perinatal depression. *Journal of Affective Disorders, 192*, 56–63. <https://doi.org/10.1016/j.jad.2015.12.008>
- Alarcón, R. de, La Iglesia, J. I. de, Casado, N. M., & Montejo, A. L. (2019). Online Porn Addiction: What We Know and What We Don't-A Systematic Review. *Journal of Clinical Medicine, 8*(1), 91. <https://doi.org/10.3390/jcm8010091>
- Albury, K. (2014). Porn and sex education, porn as sex education. *Porn Studies, 1*(1-2), 172–181. <https://doi.org/10.1080/23268743.2013.863654>
- Allhutter, D. (2016). Pornografie. In J. Heesen (Ed.), *Handbuch Medien- und Informationsethik* (pp. 170–177). J.B. Metzler, Stuttgart. https://doi.org/10.1007/978-3-476-05394-7_23
- Amon, A., & Kroisleitner, O. (2023, January 26). Wenn Jugendliche freiwillig Nacktfotos an andere schicken. *DER STANDARD*. <https://www.derstandard.at/story/2000142923919/wenn-jugendliche-freiwillig-nacktfotos-an-andere-schicken>
- Andresen, J. B., Graugaard, C., Andersson, M., Bahnsen, M. K., & Frisch, M. (2022). Sexual Inactivity and Dysfunction in Denmark: A Project SEXUS Study. *Archives of Sexual Behavior, 51*(8), 3669–3688. <https://doi.org/10.1007/s10508-022-02348-x>
- Apaydin Cirik, V., Aksoy, B., & Bulut, E. (2022). Attitudes of parents in the role of a father in Turkey toward child sex education and their sexual communication with their children. *Journal of Pediatric Nursing: Nursing Care of Children and Families, 0*(0). <https://doi.org/10.1016/j.pedn.2022.12.014>
- Aral, S. O. (2001). Sexually transmitted diseases: Magnitude, determinants and consequences. *International Journal of STD & AIDS, 12*(4), 211–215. <https://doi.org/10.1258/0956462011922814>
- Assi, R., Hashim, P. W., Reddy, V. B., Einarsdottir, H., & Longo, W. E. (2014). Sexually transmitted infections of the anus and rectum. *World Journal of Gastroenterology, 20*(41), 15262–15268. <https://doi.org/10.3748/wjg.v20.i41.15262>
- Association, A. P. (2013). *Diagnostic and statistical manual of mental disorders: Dsm-5* (5. ed.). American Psychiatric Publishing. <https://doi.org/10.1176/appi.books.9780890425596>

- Atlantis, E., & Sullivan, T. (2012). Bidirectional association between depression and sexual dysfunction: A systematic review and meta-analysis. *The Journal of Sexual Medicine*, 9(6), 1497–1507. <https://doi.org/10.1111/j.1743-6109.2012.02709.x>
- Avery, L., & Lazdane, G. (2008). What do we know about sexual and reproductive health of adolescents in Europe? *The European Journal of Contraception & Reproductive Health Care : The Official Journal of the European Society of Contraception*, 13(1), 58–70. <https://doi.org/10.1080/13625180701617621>
- Ayalew, H. G., Liyew, A. M., Tessema, Z. T., Worku, M. G., Tesema, G. A., Alamneh, T. S., Teshale, A. B., Yeshaw, Y., & Alem, A. Z. (2022). Prevalence and factors associated with unintended pregnancy among adolescent girls and young women in sub-Saharan Africa, a multilevel analysis. *BMC Women's Health*, 22(1), 464. <https://doi.org/10.1186/s12905-022-02048-7>
- Baker, K. E. (2016). Online pornography – Should schools be teaching young people about the risks? An exploration of the views of young people and teaching professionals. *Sex Education*, 16(2), 213–228. <https://doi.org/10.1080/14681811.2015.1090968>
- Baldwin, J. I., Whiteley, S., & Baldwin, J. D. (1990). Changing aids- and fertility-related behavior: The effectiveness of sexual education. *The Journal of Sex Research*, 27(2), 245–263. <https://doi.org/10.1080/00224499009551555>
- Ballester-Arnal, R., García-Barba, M., Castro-Calvo, J., Giménez-García, C., & Gil-Llario, M. D. (2022). Pornography Consumption in People of Different Age Groups: An Analysis Based on Gender, Contents, and Consequences. *Sexuality Research & Social Policy*, 1–14. <https://doi.org/10.1007/s13178-022-00720-z>
- Barrow, R. Y., Ahmed, F., Bolan, G. A., & Workowski, K. A. (2020). Recommendations for Providing Quality Sexually Transmitted Diseases Clinical Services, 2020. *MMWR. Recommendations and Reports : Morbidity and Mortality Weekly Report. Recommendations and Reports*, 68(5), 1–20. <https://doi.org/10.15585/mmwr.rr6805a1>
- Baschieri, A., Machiyama, K., Floyd, S., Dube, A., Molesworth, A., Chihana, M., Glynn, J. R., Crampin, A. C., French, N., & Cleland, J. (2017). Unintended Childbearing and Child Growth in Northern Malawi. *Maternal and Child Health Journal*, 21(3), 467–474. <https://doi.org/10.1007/s10995-016-2124-8>

- Bauer, M., Hämmerli, S., & Leeners, B. (2020). Unmet Needs in Sex Education- What Adolescents Aim to Understand About Sexuality of the Other Sex. *Journal of Adolescent Health, 67*(2), 245–252.
<https://doi.org/10.1016/j.jadohealth.2020.02.015>
- Bearak, J., Popinchalk, A., Ganatra, B., Moller, A.-B., Tunçalp, Ö., Beavin, C., Kwok, L., & Alkema, L. (2020). Unintended pregnancy and abortion by income, region, and the legal status of abortion: Estimates from a comprehensive model for 1990-2019. *The Lancet Global Health, 8*(9), e1152-e1161.
[https://doi.org/10.1016/S2214-109X\(20\)30315-6](https://doi.org/10.1016/S2214-109X(20)30315-6)
- Berger, J. H., Kehoe, J. E., Doan, A. P., Crain, D. S., Klam, W. P., Marshall, M. T., & Christman, M. S. (2019). Survey of Sexual Function and Pornography. *Military Medicine, 184*(11-12), 731–737.
<https://doi.org/10.1093/milmed/usz079>
- Berglas, N. F., Constantine, N. A., & Ozer, E. J. (2014). A rights-based approach to sexuality education: Conceptualization, clarification and challenges. *Perspectives on Sexual and Reproductive Health, 46*(2), 63–72.
<https://doi.org/10.1363/46e1114>
- Biota, I., Dosil-Santamaria, M., Mondragon, N. I., & Ozamiz-Etxebarria, N. (2022). Analyzing University Students' Perceptions Regarding Mainstream Pornography and Its Link to SDG5. *International Journal of Environmental Research and Public Health, 19*(13), 8055.
<https://doi.org/10.3390/ijerph19138055>
- Boies, S. C., Cooper, A., & Osborne, C. S. (2004). Variations in internet-related problems and psychosocial functioning in online sexual activities: Implications for social and sexual development of young adults. *Cyberpsychology & Behavior : The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society, 7*(2), 207–230.
<https://doi.org/10.1089/109493104323024474>
- Bonino, S., Ciairano, S., Rabaglietti, E., & Cattelino, E. (2006). Use of pornography and self-reported engagement in sexual violence among adolescents. *European Journal of Developmental Psychology, 3*(3), 265–288.
<https://doi.org/10.1080/17405620600562359>
- Borgogna, N. C., Lathan, E. C., & Mitchell, A. (2018). Is Women's Problematic Pornography Viewing Related to Body Image or Relationship Satisfaction?

- Sexual Addiction & Compulsivity*, 25(4), 345–366.
<https://doi.org/10.1080/10720162.2018.1532360>
- Bőthe, B., Tóth-Király, I., Bella, N., Potenza, M. N., Demetrovics, Z., & Orosz, G. (2021). Why do people watch pornography? The motivational basis of pornography use. *Psychology of Addictive Behaviors : Journal of the Society of Psychologists in Addictive Behaviors*, 35(2), 172–186.
<https://doi.org/10.1037/adb0000603>
- Bőthe, B., Tóth-Király, I., Griffiths, M. D., Potenza, M. N., Orosz, G., & Demetrovics, Z. (2021). Are sexual functioning problems associated with frequent pornography use and/or problematic pornography use? Results from a large community survey including males and females. *Addictive Behaviors*, 112, 106603. <https://doi.org/10.1016/j.addbeh.2020.106603>
- Bőthe, B., Vaillancourt-Morel, M.-P., Dion, J., Paquette, M.-M., Massé-Pfister, M., Tóth-Király, I., & Bergeron, S. (2022). A Longitudinal Study of Adolescents' Pornography Use Frequency, Motivations, and Problematic Use Before and During the COVID-19 Pandemic. *Archives of Sexual Behavior*, 51(1), 139–156. <https://doi.org/10.1007/s10508-021-02282-4>
- Breuner, C. C., & Mattson, G. (2016). Sexuality Education for Children and Adolescents. *Pediatrics*, 138(2). <https://doi.org/10.1542/peds.2016-1348>
- Bridges, A. (2007). Romantic Couples and Partner Use of Sexually Explicit Material: The Mediating Role of Cognitions for Dyadic and Sexual Satisfaction. *Open Access Dissertations*. Advance online publication.
<https://doi.org/10.23860/diss-bridges-ana-2007>
- Bridges, A. J., Sun, C. F., Ezzell, M. B., & Johnson, J. (2016). Sexual Scripts and the Sexual Behavior of Men and Women Who Use Pornography. *Sexualization, Media, & Society*, 2(4), 237462381666827.
<https://doi.org/10.1177/2374623816668275>
- Bridges, A. J., Wosnitzer, R., Scharrer, E., Sun, C., & Liberman, R. (2010). Aggression and sexual behavior in best-selling pornography videos: A content analysis update. *Violence Against Women*, 16(10), 1065–1085.
<https://doi.org/10.1177/1077801210382866>
- Bulot, C., Leurent, B., & Collier, F. (2015). Pornography sexual behaviour and risk behaviour at university. *Sexologies*, 24(4), e78-e83.
<https://doi.org/10.1016/j.sexol.2015.09.006>

- Bundesministerium für Bildung, Wissenschaft und Forschung. (n.d.).
Sexualpädagogik. Retrieved March 3, 2023, from
<https://www.bmbwf.gv.at/Themen/schule/schulpraxis/schwerpunkte/sexualpaed.html>
- Butler, M. H., Pereyra, S. A., Draper, T. W., Leonhardt, N. D., & Skinner, K. B. (2018). Pornography Use and Loneliness: A Bidirectional Recursive Model and Pilot Investigation. *Journal of Sex & Marital Therapy, 44*(2), 127–137. <https://doi.org/10.1080/0092623X.2017.1321601>
- Byron, P., McKee, A., Watson, A., Litsou, K., & Ingham, R. (2021). Reading for Realness: Porn Literacies, Digital Media, and Young People. *Sexuality & Culture, 25*(3), 786–805. <https://doi.org/10.1007/s12119-020-09794-6>
- Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence & Abuse, 10*(3), 225–246. <https://doi.org/10.1177/1524838009334456>
- Carrotte, E. R., Davis, A. C., & Lim, M. S. (2020). Sexual Behaviors and Violence in Pornography: Systematic Review and Narrative Synthesis of Video Content Analyses. *Journal of Medical Internet Research, 22*(5), e16702. <https://doi.org/10.2196/16702>
- Carter, D. (2012). Comprehensive sex education for teens is more effective than abstinence. *The American Journal of Nursing, 112*(3), 15. <https://doi.org/10.1097/01.NAJ.0000412622.87884.a3>
- Chatroux, L., Darney, B. G., Skye, M., Caughey, A. B., & Rodriguez, M. I. (2021). Examining the effect of unintended pregnancy on health utility using four measures. *Contraception, 104*(4), 344–349. <https://doi.org/10.1016/j.contraception.2021.04.019>
- Chen, C.-H., Lin, Y.-C., Chiu, L.-H., Chu, Y.-H., Ruan, F.-F., Liu, W.-M., & Wang, P.-H. (2013). Female sexual dysfunction: Definition, classification, and debates. *Taiwanese Journal of Obstetrics & Gynecology, 52*(1), 3–7. <https://doi.org/10.1016/j.tjog.2013.01.002>
- Chen, L., Ding, C., Jiang, X., & Potenza, M. N. (2018). Frequency and Duration of Use, Craving and Negative Emotions in Problematic Online Sexual Activities. *Sexual Addiction & Compulsivity, 25*(4), 396–414. <https://doi.org/10.1080/10720162.2018.1547234>
- Chin, H. B., Sipe, T. A., Elder, R., Mercer, S. L., Chattopadhyay, S. K., Jacob, V., Wethington, H. R., Kirby, D., Elliston, D. B., Griffith, M., Chuke, S. O., Briss,

- S. C., Ericksen, I., Galbraith, J. S., Herbst, J. H., Johnson, R. L., Kraft, J. M., Noar, S. M., Romero, L. M., & Santelli, J. (2012). The effectiveness of group-based comprehensive risk-reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections: Two systematic reviews for the Guide to Community Preventive Services. *American Journal of Preventive Medicine*, *42*(3), 272–294.
<https://doi.org/10.1016/j.amepre.2011.11.006>
- Claridge, A. M., & Chaviano, C. L. (2013). Consideration of abortion in pregnancy: Demographic characteristics, mental health, and protective factors. *Women & Health*, *53*(8), 777–794. <https://doi.org/10.1080/03630242.2013.831018>
- Colarossi, L., Silver, E. J., Dean, R., Perez, A., & Rivera, A. (2014). The Adult Roles Models Program: Feasibility, Acceptability, and Initial Outcomes. *American Journal of Sexuality Education*, *9*(2), 155–175.
<https://doi.org/10.1080/15546128.2014.903815>
- Cooper, A., Putnam, D. E., Planchon, L. A., & Boies, S. C. (1999). Online sexual compulsivity: Getting tangled in the net. *Sexual Addiction & Compulsivity*, *6*(2), 79–104. <https://doi.org/10.1080/10720169908400182>
- Cranney, S. (2015). Internet Pornography Use and Sexual Body Image in a Dutch Sample. *International Journal of Sexual Health*, *27*(3), 316–323.
<https://doi.org/10.1080/19317611.2014.999967>
- Dartnall, E., & Jewkes, R. (2013). Sexual violence against women: The scope of the problem. *Best Practice & Research. Clinical Obstetrics & Gynaecology*, *27*(1), 3–13. <https://doi.org/10.1016/j.bpobgyn.2012.08.002>
- Davis, A. C., Carrotte, E. R., Hellard, M. E., & Lim, M. S. C. (2018). What Behaviors Do Young Heterosexual Australians See in Pornography? A Cross-Sectional Study. *Journal of Sex Research*, *55*(3), 310–319.
<https://doi.org/10.1080/00224499.2017.1417350>
- Dawson, K., Nic Gabhainn, S., & MacNeela, P. (2019). Dissatisfaction with school sex education is not associated with using pornography for sexual information. *Porn Studies*, *6*(2), 245–257.
<https://doi.org/10.1080/23268743.2018.1525307>
- Dawson, K., Nic Gabhainn, S., & MacNeela, P. (2020). Toward a Model of Porn Literacy: Core Concepts, Rationales, and Approaches. *Journal of Sex Research*, *57*(1), 1–15. <https://doi.org/10.1080/00224499.2018.1556238>

- Dekker, A., Wenzlaff, F., Biedermann, S. V., Briken, P., & Fuss, J. (2021). Vr Porn as "Empathy Machine"? Perception of Self and Others in Virtual Reality Pornography. *Journal of Sex Research*, *58*(3), 273–278.
<https://doi.org/10.1080/00224499.2020.1856316>
- Denford, S., Abraham, C., Campbell, R., & Busse, H. (2017). A comprehensive review of reviews of school-based interventions to improve sexual-health. *Health Psychology Review*, *11*(1), 33–52.
<https://doi.org/10.1080/17437199.2016.1240625>
- Department for Digital, Culture, Media & Sport, & Philp, C. (2022, February 8). World-leading measures to protect children from accessing pornography online. *GOV.UK*. <https://www.gov.uk/government/news/world-leading-measures-to-protect-children-from-accessing-pornography-online>
- Detels, R., Green, A. M., Klausner, J. D., Katzenstein, D., Gaydos, C., Handsfield, H. H., Pequegnat, W., Mayer, K., Hartwell, T. D., & Quinn, T. C. (2011). The incidence and correlates of symptomatic and asymptomatic Chlamydia trachomatis and Neisseria gonorrhoeae infections in selected populations in five countries. *Sexually Transmitted Diseases*, *38*(6), 503–509.
<https://pubmed.ncbi.nlm.nih.gov/22256336/>
- Donevan, M., Jonsson, L., Bladh, M., Priebe, G., Fredlund, C., & Svedin, C. G. (2022). Adolescents' Use of Pornography: Trends over a Ten-year Period in Sweden. *Archives of Sexual Behavior*, *51*(2), 1125–1140.
<https://doi.org/10.1007/s10508-021-02084-8>
- Donevan, M., & Mattebo, M. (2017). The relationship between frequent pornography consumption, behaviours, and sexual preoccupation among male adolescents in Sweden. *Sexual & Reproductive Healthcare : Official Journal of the Swedish Association of Midwives*, *12*, 82–87.
<https://doi.org/10.1016/j.srhc.2017.03.002>
- Doran, K., & Price, J. (2014). Pornography and Marriage. *Journal of Family and Economic Issues*, *35*(4), 489–498. <https://doi.org/10.1007/s10834-014-9391-6>
- Dresing, T., & Pehl, T. (Eds.). (2011). *Praxisbuch Transkription: Regelsysteme, Software und praktische Anleitungen für qualitative ForscherInnen* (2. Aufl.). Dr. Dresing und Pehl GmbH.
- Dubinskaya, A., Dallas, K., Scott, V., Anger, J., & Eilber, K. (2022). Misrepresentation of Female Sexual Behavior in Pornography. *The Journal*

- of *Sexual Medicine*, 19(Supplement_3), S38-S38.
<https://doi.org/10.1016/j.jsxm.2022.05.128>
- Duffy, A., Dawson, D. L., & das Nair, R. (2016). Pornography Addiction in Adults: A Systematic Review of Definitions and Reported Impact. *The Journal of Sexual Medicine*, 13(5), 760–777. <https://doi.org/10.1016/j.jsxm.2016.03.002>
- Dupont, J., Chollier, M., Meštrović, T., Quayle, E., Skrenes, A., & Dewaele, A. (2022). Towards a Transnational Sexual Health Research and Policy Agenda: The European Sexual Medicine Network Delphi Study. *Sexuality Research and Social Policy*, 19(4), 1888–1903.
<https://doi.org/10.1007/s13178-022-00686-y>
- Dworkin, E. R. (2020). Risk for Mental Disorders Associated With Sexual Assault: A Meta-Analysis. *Trauma, Violence & Abuse*, 21(5), 1011–1028.
<https://doi.org/10.1177/1524838018813198>
- Dwulit, A. D., & Rzymiski, P. (2019). The Potential Associations of Pornography Use with Sexual Dysfunctions: An Integrative Literature Review of Observational Studies. *Journal of Clinical Medicine*, 8(7), 914.
<https://doi.org/10.3390/jcm8070914>
- Esayas, H. L., Gameda, H., Melese, T., Birgoda, G. T., Terefe, B., Abebe, S., Bekele, M., Wolde, F., & Birie, B. (2023). Sexual violence and risk factors among night shift female college students in Hawassa city, South Ethiopia, 2020. *BMC Women's Health*, 23(1), 30. <https://doi.org/10.1186/s12905-022-02150-w>
- Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180–186.
<https://doi.org/10.1016/j.jadohealth.2013.02.021>
- Esplin, C. R., Hatch, S. G., Hatch, H. D., Deichman, C. L., & Braithwaite, S. R. (2021). What Motives Drive Pornography Use? *The Family Journal*, 29(2), 161–174. <https://doi.org/10.1177/1066480720956640>
- Eurostat. (2022, December 16). *Digital economy and society statistics - households and individuals*. Retrieved January 29, 2023, from https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Digital_economy_and_society_statistics_-_households_and_individuals

- Evans, L. (2023). Virtual Reality Pornography: A Review of Health-Related Opportunities and Challenges. *Current Sexual Health Reports*, 15(1), 26–35. <https://doi.org/10.1007/s11930-022-00352-9>
- Farley, T. A., Cohen, D. A., & Elkins, W. (2003). Asymptomatic sexually transmitted diseases: The case for screening. *Preventive Medicine*, 36(4), 502–509. [https://doi.org/10.1016/s0091-7435\(02\)00058-0](https://doi.org/10.1016/s0091-7435(02)00058-0)
- Federal Centre for Health Education, United Nations Population Fund, & World Health Organization (2016). Sexuality education – what is it? *Sex Education*, 16(4), 427–431. <https://doi.org/10.1080/14681811.2015.1100599>
- Flick, U., Kardorff, E. von, & Steinke, I. (Eds.). (2022). *Rororo Rowohlt's Enzyklopädie: Vol. 55628. Qualitative Forschung: Ein Handbuch* (14. Auflage, Originalausgabe). rowohlt's enzyklopädie im Rowohlt Taschenbuch Verlag.
- Flores, D., & Barroso, J. (2017). 21st Century Parent-Child Sex Communication in the United States: A Process Review. *Journal of Sex Research*, 54(4-5), 532–548. <https://doi.org/10.1080/00224499.2016.1267693>
- Fonner, V. A., Armstrong, K. S., Kennedy, C. E., O'Reilly, K. R., & Sweat, M. D. (2014). School based sex education and HIV prevention in low- and middle-income countries: A systematic review and meta-analysis. *PloS One*, 9(3), e89692. <https://doi.org/10.1371/journal.pone.0089692>
- Forrest, S., Strange, V., Oakley, A., & The, R. S. T. (2004). What do young people want from sex education? The results of a needs assessment from a peer-led sex education programme. *Culture, Health & Sexuality*, 6(4), 337–354. <https://doi.org/10.1080/13691050310001645050>
- Foubert, J. D., Brosi, M. W., & Bannon, R. S. (2011). Pornography Viewing among Fraternity Men: Effects on Bystander Intervention, Rape Myth Acceptance and Behavioral Intent to Commit Sexual Assault. *Sexual Addiction & Compulsivity*, 18(4), 212–231. <https://doi.org/10.1080/10720162.2011.625552>
- Fritz, N., Malic, V., Paul, B., & Zhou, Y. (2020). A Descriptive Analysis of the Types, Targets, and Relative Frequency of Aggression in Mainstream Pornography. *Archives of Sexual Behavior*, 49(8), 3041–3053. <https://doi.org/10.1007/s10508-020-01773-0>
- Fritz, N., & Paul, B. (2017). From Orgasms to Spanking: A Content Analysis of the Agentic and Objectifying Sexual Scripts in Feminist, for Women, and

- Mainstream Pornography. *Sex Roles*, 77(9-10), 639–652.
<https://doi.org/10.1007/s11199-017-0759-6>
- Gaber, M., Khaled, H., & Nassar, M. A. (2019). Effect of pornography on married couples. *Menoufia Medical Journal*, 32(3), 1025.
https://doi.org/10.4103/mmj.mmj_905_17
- Galvin, S. R., & Cohen, M. S. (2004). The role of sexually transmitted diseases in HIV transmission. *Nature Reviews Microbiology*, 2(1), 33–42.
<https://doi.org/10.1038/nrmicro794>
- Gámez-Guadix, M., Almendros, C., Borrajo, E., & Calvete, E. (2015). Prevalence and Association of Sexting and Online Sexual Victimization Among Spanish Adults. *Sexuality Research and Social Policy*, 12(2), 145–154.
<https://doi.org/10.1007/s13178-015-0186-9>
- Gámez-Guadix, M., Sorrel, M. A., & Martínez-Bacaicoa, J. (2022). Technology-Facilitated Sexual Violence Perpetration and Victimization Among Adolescents: A Network Analysis. *Sexuality Research and Social Policy*, 1–13. <https://doi.org/10.1007/s13178-022-00775-y>
- Ganatra, B., Gerdt, C., Rossier, C., Johnson, B. R., Tunçalp, Ö., Assifi, A., Sedgh, G., Singh, S., Bankole, A., Popinchalk, A., Bearak, J., Kang, Z., & Alkema, L. (2017). Global, regional, and subregional classification of abortions by safety, 2010-14: Estimates from a Bayesian hierarchical model. *The Lancet*, 390(10110), 2372–2381. [https://doi.org/10.1016/S0140-6736\(17\)31794-4](https://doi.org/10.1016/S0140-6736(17)31794-4)
- George, M., Maheshwari, S., Chandran, S., & Rao, T. S. S. (2019). Psychosocial Aspects of Pornography. *Journal of Psychosexual Health*, 1(1), 44–47.
<https://doi.org/10.1177/2631831818821535>
- Giarni, A. (2015). Sexuality, health and human rights: The invention of sexual rights. *Sexologies*, 24(3), e45-e53. <https://doi.org/10.1016/j.sexol.2015.07.002>
- Gipson, J. D., Koenig, M. A., & Hindin, M. J. (2008). The effects of unintended pregnancy on infant, child, and parental health: A review of the literature. *Studies in Family Planning*, 39(1), 18–38. <https://doi.org/10.1111/j.1728-4465.2008.00148.x>
- Gola, M., Wordecha, M., Sescousse, G., Lew-Starowicz, M., Kossowski, B., Wypych, M., Makeig, S., Potenza, M. N., & Marchewka, A. (2017). Can Pornography be Addictive? An fMRI Study of Men Seeking Treatment for Problematic Pornography Use. *Neuropsychopharmacology*, 42(10), 2021–2031. <https://doi.org/10.1038/npp.2017.78>

- Goldfarb, E. S., & Lieberman, L. D. (2021). Three Decades of Research: The Case for Comprehensive Sex Education. *Journal of Adolescent Health, 68*(1), 13–27. <https://doi.org/10.1016/j.jadohealth.2020.07.036>
- Goldman, J. D. G. (2011). An exploration in health education of an integrated theoretical basis for sexuality education pedagogies for young people. *Health Education Research, 26*(3), 526–541. <https://doi.org/10.1093/her/cyq084>
- Goldsmith, K., Dunkley, C. R., Dang, S. S., & Gorzalka, B. B. (2017). Pornography consumption and its association with sexual concerns and expectations among young men and women. *The Canadian Journal of Human Sexuality, 26*(2), 151–162. <https://doi.org/10.3138/cjhs.262-a2>
- Grubbs, J. B., & Gola, M. (2019). Is Pornography Use Related to Erectile Functioning? Results From Cross-Sectional and Latent Growth Curve Analyses. *The Journal of Sexual Medicine, 16*(1), 111–125. <https://doi.org/10.1016/j.jsxm.2018.11.004>
- Grubbs, J. B., Kraus, S. W., & Perry, S. L. (2019). Self-reported addiction to pornography in a nationally representative sample: The roles of use habits, religiousness, and moral incongruence. *Journal of Behavioral Addictions, 8*(1), 88–93. <https://doi.org/10.1556/2006.7.2018.134>
- Grubbs, J. B., Perry, S. L., Grant Weinandy, J. T., & Kraus, S. W. (2022). Pornodemic? A Longitudinal Study of Pornography Use Before and During the COVID-19 Pandemic in a Nationally Representative Sample of Americans. *Archives of Sexual Behavior, 51*(1), 123–137. <https://doi.org/10.1007/s10508-021-02077-7>
- Grubbs, J. B., Perry, S. L., Wilt, J. A., & Reid, R. C. (2019). Pornography Problems Due to Moral Incongruence: An Integrative Model with a Systematic Review and Meta-Analysis. *Archives of Sexual Behavior, 48*(2), 397–415. <https://doi.org/10.1007/s10508-018-1248-x>
- Grundsatzlerlass Sexualpädagogik (2015). <https://rundschriften.bmbwf.gv.at/rundschriften/?id=699>
- Grunseit, A., Kippax, S., Aggleton, P., Baldo, M., & Slutkin, G. (1997). Sexuality education and young people's sexual behavior: A review of studies. *Journal of Adolescent Research, 12*(4), 421–453. <https://doi.org/10.1177/0743554897124002>
- Gruskin, S. (2005). *Perspectives on health and human rights*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780203005309/perspec>

tives-health-human-rights-sofia-gruskin

<https://doi.org/10.4324/9780203005309>

- Haberland, N., & Rogow, D. (2015). Sexuality education: Emerging trends in evidence and practice. *Journal of Adolescent Health, 56*(1 Suppl), S15-21. <https://doi.org/10.1016/j.jadohealth.2014.08.013>
- Habib, M. A., Raynes-Greenow, C., Nausheen, S., Soofi, S. B., Sajid, M., Bhutta, Z. A., & Black, K. I. (2017). Prevalence and determinants of unintended pregnancies amongst women attending antenatal clinics in Pakistan. *BMC Pregnancy and Childbirth, 17*(1), 156. <https://doi.org/10.1186/s12884-017-1339-z>
- Häggström-Nordin, E., Hanson, U., & Tydén, T. (2005). Associations between pornography consumption and sexual practices among adolescents in Sweden. *International Journal of STD & AIDS, 16*(2), 102–107. <https://doi.org/10.1258/0956462053057512>
- Hakkim, S., Parsa, A. D., Arafat, S. M. Y., Mahmud, I., Sathian, B., Sivasubramanian, M., & Kabir, R. (2022). Pornography—Is It Good for Sexual Health? A Systematic Review. *Journal of Psychosexual Health, 4*(2), 111–122. <https://doi.org/10.1177/26318318221088949>
- Hald, G. M., & Malamuth, N. M. (2008). Self-perceived effects of pornography consumption. *Archives of Sexual Behavior, 37*(4), 614–625. <https://doi.org/10.1007/s10508-007-9212-1>
- Hald, G. M., Seaman, C., & Linz, D. (2014). Sexuality and pornography. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus, & L. M. Ward (Eds.), *Apa handbook of sexuality and psychology* (pp. 3–35). American Psychological Association. <https://doi.org/10.1037/14194-001>
- Hanson Claudia, & Delvaux, T. (2012). *Sexually transmitted infections and reproductive tract infections*. https://www.glowm.com/pdf/chap-17_hanson%20and%20delvaux.pdf
- Harkness, E. L., Mullan, B., & Blaszczynski, A. (2015). Association between pornography use and sexual risk behaviors in adult consumers: A systematic review. *Cyberpsychology, Behavior and Social Networking, 18*(2), 59–71. <https://doi.org/10.1089/cyber.2014.0343>
- Harrison, L., & Ollis, D. (2015). Young People, Pleasure, and the Normalization of Pornography: Sexual Health and Well-Being in a Time of Proliferation? In J.

- Wyn & H. Cahill (Eds.), *Handbook of Children and Youth Studies* (pp. 155–167). Springer, Singapore. https://doi.org/10.1007/978-981-4451-15-4_13
- Hatch, S. G., Goodman, Z. T., Hatch, H. D., Le, Y., Guttman, S., & Doss, B. D. (2023). Web-Based Relationship Education and Pornography-Related Behaviors: A Single-Group Design During the COVID-19 Pandemic. *Archives of Sexual Behavior*, 1–13. <https://doi.org/10.1007/s10508-022-02518-x>
- Henry, N., & Powell, A. (2018). Technology-Facilitated Sexual Violence: A Literature Review of Empirical Research. *Trauma, Violence & Abuse*, 19(2), 195–208. <https://doi.org/10.1177/1524838016650189>
- Hutchinson, M. K., Jemmott, J. B., Jemmott, L. S., Braverman, P., & Fong, G. T. (2003). The role of mother-daughter sexual risk communication in reducing sexual risk behaviors among urban adolescent females: A prospective study. *Journal of Adolescent Health*, 33(2), 98–107. [https://doi.org/10.1016/S1054-139X\(03\)00183-6](https://doi.org/10.1016/S1054-139X(03)00183-6)
- Ivankovich, M. B., Leichliter, J. S., & Douglas, J. M. (2013). Measurement of sexual health in the U.S.: An inventory of nationally representative surveys and surveillance systems. *Public Health Reports (Washington, D.C. : 1974)*, 128 Suppl 1(Suppl 1), 62–72. <https://doi.org/10.1177/00333549131282S107>
- Jina, R., & Thomas, L. S. (2013). Health consequences of sexual violence against women. *Best Practice & Research. Clinical Obstetrics & Gynaecology*, 27(1), 15–26. <https://doi.org/10.1016/j.bpobgyn.2012.08.012>
- Johnson, B. T., Scott-Sheldon, L. A. J., Huedo-Medina, T. B., & Carey, M. P. (2011). Interventions to reduce sexual risk for human immunodeficiency virus in adolescents: A meta-analysis of trials, 1985-2008. *Archives of Pediatrics & Adolescent Medicine*, 165(1), 77–84. <https://doi.org/10.1001/archpediatrics.2010.251>
- Kapella, O., & Mazal, W. (2022). *Aspekte der Qualitätssicherung in der schulischen Sexualpädagogik in Österreich*. University of Vienna. Project: Family Studies in Austria. https://www.researchgate.net/publication/365488535_Aspekte_der_Qualitaets_sicherung_in_der_schulischen_Sexualpadagogik_in_Osterreich_Sozialwissenschaftliche_und_sexualpadagogische_Uberlegungen_zur_Qualitaets_sicherung_unter_Beruecksichtigung_der_Einbeziehung
<https://doi.org/10.25365/phaidra.282>

- Kemp, S. (2023, January 26). Digital 2023: Global Overview Report. *DataReportal – Global Digital Insights*. <https://datareportal.com/reports/digital-2023-global-overview-report>
- Kennedy, E. C., Bulu, S., Harris, J., Humphreys, D., Malverus, J., & Gray, N. J. (2014). "These issues aren't talked about at home": A qualitative study of the sexual and reproductive health information preferences of adolescents in Vanuatu. *BMC Public Health*, *14*(1), 770. <https://doi.org/10.1186/1471-2458-14-770>
- Ketting, E., Brockschmidt, L., Renner, I., Luyckfasseel, L., & Ivanova, O. (2018). Sexuality education in Europe and Central Asia: Recent developments and current status. In R. A. Benavides-Torres et al. - *Sex Education* (pp. 75–120). <https://www.novapublishers.com/wp-content/uploads/2018/10/Sex-Education-CH-4.pdf>
- Khan, M. N., Harris, M. L., Shifti, D. M., Laar, A. S., & Loxton, D. (2019). Effects of unintended pregnancy on maternal healthcare services utilization in low- and lower-middle-income countries: Systematic review and meta-analysis. *International Journal of Public Health*, *64*(5), 743–754. <https://doi.org/10.1007/s00038-019-01238-9>
- Khan, M. N., & Islam, M. M. (2022). Women's experience of unintended pregnancy and changes in contraceptive methods: Evidence from a nationally representative survey. *Reproductive Health*, *19*(1), 187. <https://doi.org/10.1186/s12978-022-01492-w>
- Kirby, D. (1999). Sexuality and sex education at home and school. *Adolescent Medicine (Philadelphia, Pa.)*, *10*(2), 195-209, v. <https://pubmed.ncbi.nlm.nih.gov/10370704/>
- Kirby, D. (2001). Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy (Summary). *American Journal of Health Education*, *32*(6), 348–355. <https://doi.org/10.1080/19325037.2001.10603497>
- Kirby, D., & Laris, B. A. (2009). Effective Curriculum-Based Sex and STD/HIV Education Programs for Adolescents. *Child Development Perspectives*, *3*(1), 21–29. <https://doi.org/10.1111/j.1750-8606.2008.00071.x>
- Kirby, D. B. (2008). The impact of abstinence and comprehensive sex and STD/HIV education programs on adolescent sexual behavior. *Sexuality Research & Social Policy*, *5*(3), 18–27. <https://doi.org/10.1525/srsp.2008.5.3.18>

- Kirby, D. B., Laris, B. A., & Rolleri, L. A. (2007). Sex and HIV education programs: Their impact on sexual behaviors of young people throughout the world. *Journal of Adolescent Health, 40*(3), 206–217. <https://doi.org/10.1016/j.jadohealth.2006.11.143>
- Kitzinger, J. (1995). Qualitative research. Introducing focus groups. *BMJ (Clinical Research Ed.), 311*(7000), 299–302. <https://doi.org/10.1136/bmj.311.7000.299>
- Klaassen, M. J. E., & Peter, J. (2015). Gender (In)equality in Internet Pornography: A Content Analysis of Popular Pornographic Internet Videos. *Journal of Sex Research, 52*(7), 721–735. <https://doi.org/10.1080/00224499.2014.976781>
- Kohler, P. K., Manhart, L. E., & Lafferty, W. E. (2008). Abstinence-only and comprehensive sex education and the initiation of sexual activity and teen pregnancy. *Journal of Adolescent Health, 42*(4), 344–351. <https://doi.org/10.1016/j.jadohealth.2007.08.026>
- Kohut, T., Balzarini, R. N., Fisher, W. A., Grubbs, J. B., Campbell, L., & Prause, N. (2019). Surveying Pornography Use: A Shaky Science Resting on Poor Measurement Foundations. *Journal of Sex Research, 57*(6), 722–742. <https://doi.org/10.1080/00224499.2019.1695244>
- Kohut, T., Fisher, W. A., & Campbell, L. (2017). Perceived Effects of Pornography on the Couple Relationship: Initial Findings of Open-Ended, Participant-Informed, "Bottom-Up" Research. *Archives of Sexual Behavior, 46*(2), 585–602. <https://doi.org/10.1007/s10508-016-0783-6>
- Komlenac, N., & Hochleitner, M. (2022). Associations Between Pornography Consumption, Sexual Flexibility, and Sexual Functioning Among Austrian Adults. *Archives of Sexual Behavior, 51*(2), 1323–1336. <https://doi.org/10.1007/s10508-021-02201-7>
- Kostenwein, W., & Weidinger, B. (2020). Sexualwissenschaft in Österreich – Eine Bestandsaufnahme. In H.-J. Voß (Ed.), *Angewandte Sexualwissenschaft: Band 28. Die deutschsprachige Sexualwissenschaft: Bestandsaufnahme und Ausblick* (pp. 247–266). Nomos Verlagsgesellschaft. <https://doi.org/10.23668/PSYCHARCHIVES.5541>
- Krahé, B. (2011). Pornografiekonsum, sexuelle Skripts und sexuelle Aggression im Jugendalter. *Zeitschrift Für Entwicklungspsychologie Und Pädagogische Psychologie, 43*(3), 133–141. <https://doi.org/10.1026/0049-8637/a000044>

- Krauss, B. J., & Miller, K. S. (2012). Parents as HIV/AIDS Educators. In W. Pequegnat & C. C. Bell (Eds.), *Family and HIV/AIDS* (pp. 97–120). Springer, New York, NY. https://doi.org/10.1007/978-1-4614-0439-2_4
- Krug, E. G., Mercy, J. A., Dahlberg, L. L., & Zwi, A. B. (2002). The world report on violence and health. *The Lancet*, *360*(9339), 1083–1088. [https://doi.org/10.1016/S0140-6736\(02\)11133-0](https://doi.org/10.1016/S0140-6736(02)11133-0)
- Kvalem, I. L., Træen, B., Lewin, B., & Štulhofer, A. (2014). Self-perceived effects of Internet pornography use, genital appearance satisfaction, and sexual self-esteem among young Scandinavian adults. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, *8*(4). <https://doi.org/10.5817/CP2014-4-4>
- Laier, C., & Brand, M. (2017). Mood changes after watching pornography on the Internet are linked to tendencies towards Internet-pornography-viewing disorder. *Addictive Behaviors Reports*, *5*, 9–13. <https://doi.org/10.1016/j.abrep.2016.11.003>
- Lambert, N. M., Negash, S., Stillman, T. F., Olmstead, S. B., & Fincham, F. D. (2012). A Love That Doesn't Last: Pornography Consumption and Weakened Commitment to One's Romantic Partner. *Journal of Social and Clinical Psychology*, *31*(4), 410–438. <https://doi.org/10.1521/jscp.2012.31.4.410>
- Larsson, M., Eurenus, K., Westerling, R., & Tydén, T. (2006). Evaluation of a sexual education intervention among Swedish high school students. *Scandinavian Journal of Public Health*, *34*(2), 124–131. <https://doi.org/10.1080/14034940510032266>
- Lau, W. K.-W., Ngan, L. H.-M., Chan, R. C.-H., Wu, W. K.-K., & Lau, B. W.-M. (2021). Impact of COVID-19 on pornography use: Evidence from big data analyses. *PloS One*, *16*(12), e0260386. <https://doi.org/10.1371/journal.pone.0260386>
- Laurent, S. M., & Simons, A. D. (2009). Sexual dysfunction in depression and anxiety: Conceptualizing sexual dysfunction as part of an internalizing dimension. *Clinical Psychology Review*, *29*(7), 573–585. <https://doi.org/10.1016/j.cpr.2009.06.007>
- Lavie-Ajayi, M. (2020). Informal Sex Education by Youth Practitioners. *YOUNG*, *28*(5), 485–501. <https://doi.org/10.1177/1103308819899564>

- Lawless, N. J., Karantzas, G. C., & Knox, L. (2023). The Development and Validation of the Pornography Use in Romantic Relationships Scale. *Archives of Sexual Behavior*, 1–20. <https://doi.org/10.1007/s10508-023-02534-5>
- Lehmiller, J. J. (2018). *The Psychology of human sexuality* (Second edition). Wiley Blackwell.
<https://ebookcentral.proquest.com/lib/kxp/detail.action?docID=5106984>
- Lewczuk, K., Wójcik, A., & Gola, M. (2022). Increase in the Prevalence of Online Pornography Use: Objective Data Analysis from the Period Between 2004 and 2016 in Poland. *Archives of Sexual Behavior*, 51(2), 1157–1171. <https://doi.org/10.1007/s10508-021-02090-w>
- Lewis, R. W., Fugl-Meyer, K. S., Bosch, R., Fugl-Meyer, A. R., Laumann, E. O., Lizza, E., & Martin-Morales, A. (2004). Epidemiology/risk factors of sexual dysfunction. *The Journal of Sexual Medicine*, 1(1), 35–39. <https://doi.org/10.1111/j.1743-6109.2004.10106.x>
- Li, D., & Zheng, L. (2017). Relationship quality predicts online sexual activities among Chinese heterosexual men and women in committed relationships. *Computers in Human Behavior*, 70, 244–250. <https://doi.org/10.1016/j.chb.2016.12.075>
- Lin, W.-H., Liu, C.-H., & Yi, C.-C. (2020). Exposure to sexually explicit media in early adolescence is related to risky sexual behavior in emerging adulthood. *PloS One*, 15(4), e0230242. <https://doi.org/10.1371/journal.pone.0230242>
- Litsou, K., Byron, P., McKee, A., & Ingham, R. (2021). Learning from pornography: results of a mixed methods systematic review. *Sex Education*, 21(2), 236–252. <https://doi.org/10.1080/14681811.2020.1786362>
- Liu, R., Dong, X., Ji, X., Chen, S., Yuan, Q., Tao, Y., Zhu, Y., Wu, S., Zhu, J., & Yang, Y. (2022). Associations between sexual and reproductive health knowledge, attitude and practice of partners and the occurrence of unintended pregnancy. *Frontiers in Public Health*, 10, 1042879. <https://doi.org/10.3389/fpubh.2022.1042879>
- Lottes, I. L. (2013). Sexual rights: Meanings, controversies, and sexual health promotion. *Journal of Sex Research*, 50(3-4), 367–391. <https://doi.org/10.1080/00224499.2013.764380>

- Love, T., Laier, C., Brand, M., Hatch, L., & Hajela, R. (2015). Neuroscience of Internet Pornography Addiction: A Review and Update. *Behavioral Sciences*, 5(3), 388–433. <https://doi.org/10.3390/bs5030388>
- Luder, M.-T., Pittet, I., Berchtold, A., Akre, C., Michaud, P.-A., & Suris, J.-C. (2011). Associations between online pornography and sexual behavior among adolescents: Myth or reality? *Archives of Sexual Behavior*, 40(5), 1027–1035. <https://doi.org/10.1007/s10508-010-9714-0>
- Lundgren, R., & Amin, A. (2015). Addressing intimate partner violence and sexual violence among adolescents: Emerging evidence of effectiveness. *Journal of Adolescent Health*, 56(1 Suppl), S42-50. <https://doi.org/10.1016/j.jadohealth.2014.08.012>
- Macintyre, A. K.-J., Montero Vega, A. R., & Sagbakken, M. (2015). From disease to desire, pleasure to the pill: A qualitative study of adolescent learning about sexual health and sexuality in Chile. *BMC Public Health*, 15, 945. <https://doi.org/10.1186/s12889-015-2253-9>
- Magnussen, L., Ehiri, J. E., Ejere, H. O. D., & Jolly, P. E. (2004). Interventions to prevent HIV/AIDS among adolescents in less developed countries: Are they effective? *International Journal of Adolescent Medicine and Health*, 16(4), 303–323. <https://doi.org/10.1515/ijamh.2004.16.4.303>
- Maheux, A. J., Roberts, S. R., Evans, R., Widman, L., & Choukas-Bradley, S. (2021). Associations between adolescents' pornography consumption and self-objectification, body comparison, and body shame. *Body Image*, 37, 89–93. <https://doi.org/10.1016/j.bodyim.2021.01.014>
- Maki, S. M., Vernaleken, L., Nemes, F. D., Bozic, K., & Cioe, J. D. (2023). An Analysis of Vulva Appearance in Video Pornography. *Sexuality & Culture*, 27(1), 310–325. <https://doi.org/10.1007/s12119-022-10014-6>
- Malacane, M., & Beckmeyer, J. J. (2016). A Review of Parent-Based Barriers to Parent–Adolescent Communication about Sex and Sexuality: Implications for Sex and Family Educators. *American Journal of Sexuality Education*, 11(1), 27–40. <https://doi.org/10.1080/15546128.2016.1146187>
- Malki, K., Rahm, C., Öberg, K. G., & Ueda, P. (2021). Frequency of Pornography Use and Sexual Health Outcomes in Sweden: Analysis of a National Probability Survey. *The Journal of Sexual Medicine*, 18(10), 1735–1751. <https://doi.org/10.1016/j.jsxm.2021.08.003>

- Marino, C., Melodia, F., Pivetta, E., Mansueto, G., Palmieri, S., Caselli, G., Canale, N., Vieno, A., Conti, F., & Spada, M. M. (2023). Desire thinking and craving as predictors of problematic Internet pornography use in women and men. *Addictive Behaviors, 136*, 107469. <https://doi.org/10.1016/j.addbeh.2022.107469>
- Marshall, E., Bouffard, J. A., & Miller, H. (2021). Pornography Use and Sexual Coercion: Examining the Mediation Effect of Sexual Arousal. *Sexual Abuse : A Journal of Research and Treatment, 33*(5), 552–578. <https://doi.org/10.1177/1079063220931823>
- Marshall, E. A., & Miller, H. A. (2019). Consistently inconsistent: A systematic review of the measurement of pornography use. *Aggression and Violent Behavior, 48*, 169–179. <https://doi.org/10.1016/j.avb.2019.08.019>
- Martellozzo, E., Monaghan, A., Adler, J. R., Davidson, J., Leyva, R., & Horvath, M. A. H. (2016). "I wasn't sure it was normal to watch it". <https://doi.org/10.6084/M9.FIGSHARE.3382393>
- Mattebo, M., Larsson, M., Tydén, T., Olsson, T., & Häggström-Nordin, E. (2012). Hercules and Barbie? Reflections on the influence of pornography and its spread in the media and society in groups of adolescents in Sweden. *The European Journal of Contraception & Reproductive Health Care : The Official Journal of the European Society of Contraception, 17*(1), 40–49. <https://doi.org/10.3109/13625187.2011.617853>
- Mayring, P. (2002). *Einführung in die qualitative Sozialforschung* (5. Auflage). Beltz Studium. Beltz. <http://nbn-resolving.org/urn:nbn:de:bsz:31-epflicht-1131059>
- Mayring, P. (2010). *Qualitative Inhaltsanalyse: Grundlagen und Techniken* (11. Neuausgabe). Beltz Pädagogik. Beltz. <http://nbn-resolving.org/urn:nbn:de:bsz:31-epflicht-1143991>
- McCabe, M. P., & Connaughton, C. (2017). Sexual dysfunction and relationship stress: How does this association vary for men and women? *Current Opinion in Psychology, 13*, 81–84. <https://doi.org/10.1016/j.copsyc.2016.05.007>
- McKee, A. (2007a). The positive and negative effects of pornography as attributed by consumers. *The Australian Journal of Communication, 34*. <https://www.semanticscholar.org/paper/The-positive-and-negative-effects-of-pornography-as-McKee/15ffeab8213224076e0d34e50127374a6a17d786>
- McKee, A. (2007b). The Relationship Between Attitudes Towards Women, Consumption of Pornography, and Other Demographic Variables in a Survey

- of 1,023 Consumers of Pornography. *International Journal of Sexual Health*, 19(1), 31–45. https://doi.org/10.1300/J514v19n01_05
- McNabney, S. M., Hevesi, K., & Rowland, D. L. (2020). Effects of Pornography Use and Demographic Parameters on Sexual Response during Masturbation and Partnered Sex in Women. *International Journal of Environmental Research and Public Health*, 17(9), 3130. <https://doi.org/10.3390/ijerph17093130>
- Mikorski, R., & Szymanski, D. M. (2017). Masculine norms, peer group, pornography, Facebook, and men's sexual objectification of women. *Psychology of Men & Masculinity*, 18(4), 257–267. <https://doi.org/10.1037/men0000058>
- Miller, D. J., & McBain, K. A. (2022). The Content of Contemporary, Mainstream Pornography: A Literature Review of Content Analytic Studies. *American Journal of Sexuality Education*, 17(2), 219–256. <https://doi.org/10.1080/15546128.2021.2019648>
- Miller, D. J., McBain, K. A., Li, W. W., & Raggatt, P. T. F. (2019). Pornography, preference for porn-like sex, masturbation, and men's sexual and relationship satisfaction. *Personal Relationships*, 26(1), 93–113. <https://doi.org/10.1111/per.12267>
- Miller, D. J., & Stubbings-Laverty, R. (2022). Does Pornography Misinform Consumers? The Association between Pornography Use and Porn-Congruent Sexual Health Beliefs. *Sexes*, 3(4), 578–592. <https://doi.org/10.3390/sexes3040042>
- Montejo, A. L. (2019). Sexuality and Mental Health: The Need for Mutual Development and Research. *Journal of Clinical Medicine*, 8(11). <https://doi.org/10.3390/jcm8111794>
- Morris, J. L., & Rushwan, H. (2015). Adolescent sexual and reproductive health: The global challenges. *International Journal of Gynaecology and Obstetrics: The Official Organ of the International Federation of Gynaecology and Obstetrics*, 131 Suppl 1, S40-2. <https://doi.org/10.1016/j.ijgo.2015.02.006>
- Moynihan, A. B., Igou, E. R., & van Tilburg, W. A.P. (2022). Pornography consumption as existential escape from boredom. *Personality and Individual Differences*, 198, 111802. <https://doi.org/10.1016/j.paid.2022.111802>
- Muehlenhard, C. L., Peterson, Z. D., Humphreys, T. P., & Jozkowski, K. N. (2017). Evaluating the One-in-Five Statistic: Women's Risk of Sexual Assault While

- in College. *Journal of Sex Research*, 54(4-5), 549–576.
<https://doi.org/10.1080/00224499.2017.1295014>
- Mustanski, B., & Hunter, J. (2012). Parents as Agents of HIV Prevention for Gay, Lesbian, and Bisexual Youth. In *Family and HIV/AIDS* (pp. 249–260). Springer, New York, NY. https://doi.org/10.1007/978-1-4614-0439-2_12
- Nambambi, N. M., & Mufune, P. (2011). What is talked about when parents discuss sex with children: Family based sex education in Windhoek, Namibia. *African Journal of Reproductive Health*, 15(4), 120–129.
<https://pubmed.ncbi.nlm.nih.gov/22571114/>
- Nazareth, I., Boynton, P., & King, M. (2003). Problems with sexual function in people attending London general practitioners: Cross sectional study. *BMJ*, 327(7412), 423. <https://doi.org/10.1136/bmj.327.7412.423>
- Newstrom, N. P., & Harris, S. M. (2016). Pornography and Couples: What Does the Research Tell Us? *Contemporary Family Therapy*, 38(4), 412–423.
<https://doi.org/10.1007/s10591-016-9396-4>
- Nicolas, S. C. A., & Welling, L. L. M. (2022). A Preliminary Investigation Into Women’s Sexual Risk-taking That Could Lead to Unintended Pregnancy. *Evolutionary Psychological Science*, 8(3), 279–298.
<https://doi.org/10.1007/s40806-022-00319-y>
- Nicolosi, A., Glasser, D. B., Kim, S. C., Marumo, K., & Laumann, E. O. (2005). Sexual behaviour and dysfunction and help-seeking patterns in adults aged 40-80 years in the urban population of Asian countries. *BJU International*, 95(4), 609–614. <https://doi.org/10.1111/j.1464-410X.2005.05348.x>
- Öffentliches Gesundheitsportal Österreichs. (n.d.). *Sexualorgane & Hormone*. Retrieved March 12, 2023, from <https://www.gesundheit.gv.at/krankheiten/sexualorgane.html>
- Ogas, O., & Gaddam, S. (2011). *A billion wicked thoughts: What the world's largest experiment reveals about human desire*. Dutton/Penguin Books.
<https://psycnet.apa.org/record/2011-19558-000>
- Ogle, S., Glasier, A., & Riley, S. C. (2008). Communication between parents and their children about sexual health. *Contraception*, 77(4), 283–288.
<https://doi.org/10.1016/j.contraception.2007.12.003>
- Oliveira, C., Keygnaert, I., Oliveira Martins, Maria do Rosário, & Dias, S. (2018). Assessing reported cases of sexual and gender-based violence, causes and

- preventive strategies, in European asylum reception facilities. *Globalization and Health*, 14(1), 48. <https://doi.org/10.1186/s12992-018-0365-6>
- Omar, S. S., Dawood, W., Eid, N., Eldeeb, D., Munir, A., & Arafat, W. (2021). Psychological and Sexual Health During the COVID-19 Pandemic in Egypt: Are Women Suffering More? *Sexual Medicine*, 9(1), 100295. <https://doi.org/10.1016/j.esxm.2020.100295>
- Osborn, D. P. J., King, M. B., & Weir, M. (2002). Psychiatric health in a sexually transmitted infections clinic: Effect on reattendance. *Journal of Psychosomatic Research*, 52(4), 267–272. [https://doi.org/10.1016/S0022-3999\(01\)00299-9](https://doi.org/10.1016/S0022-3999(01)00299-9)
- Österreichs digitales Amt. (2023, February 1). *Kinder und Jugendliche*. Retrieved March 11, 2023, from <https://www.oesterreich.gv.at/themen/jugendliche/jugendrechte/4/1/Seite.1740210.html>
- Paasonen, S. (2011). *Carnal resonance: Affect and online pornography*. MIT Press. <https://doi.org/10.7551/mitpress/9780262016315.001.0001?locatt=mode:legacy>
- Paasonen, S. (2016). Pornification and the Mainstreaming of Sex. In Oxford University Press (Ed.), *Oxford Research Encyclopedia of Criminology and Criminal Justice*. <https://doi.org/10.1093/acrefore/9780190264079.013.159>
- Padilla-Walker, L. M. (2018). Longitudinal Change in Parent-Adolescent Communication About Sexuality. *Journal of Adolescent Health*, 63(6), 753–758. <https://doi.org/10.1016/j.jadohealth.2018.06.031>
- Pardun, C. J., L'Engle, K. L., & Brown, J. D. (2005). Linking Exposure to Outcomes: Early Adolescents' Consumption of Sexual Content in Six Media. *Mass Communication and Society*, 8(2), 75–91. https://doi.org/10.1207/s15327825mcs0802_1
- Park, B. Y., Wilson, G., Berger, J., Christman, M., Reina, B., Bishop, F., Klam, W. P., & Doan, A. P. (2016). Is Internet Pornography Causing Sexual Dysfunctions? A Review with Clinical Reports. *Behavioral Sciences*, 6(3), 17. <https://doi.org/10.3390/bs6030017>
- Parker, R. G. (2007). Sexuality, health, and human rights. *American Journal of Public Health*, 97(6), 972–973. <https://doi.org/10.2105/AJPH.2007.113365>
- Perry, S. L. (2020). Pornography and Relationship Quality: Establishing the Dominant Pattern by Examining Pornography Use and 31 Measures of

- Relationship Quality in 30 National Surveys. *Archives of Sexual Behavior*, 49(4), 1199–1213. <https://doi.org/10.1007/s10508-019-01616-7>
- Peter, J., & Valkenburg, P. M. (2016). Adolescents and Pornography: A Review of 20 Years of Research. *Journal of Sex Research*, 53(4-5), 509–531. <https://doi.org/10.1080/00224499.2016.1143441>
- Picken, N. (2020). *Sexuality education across the European Union: An overview*. Publications Office of the European Union.
- Pittman, V., & Gahungu, A. (2006). Comprehensive Sexuality Education or Abstinence-Only Education: Which Is More Effective? *Online Submission*, 3(2), 60–91. <https://eric.ed.gov/?id=ED493607>
- Pizzol, D., Bertoldo, A., & Foresta, C. (2016). Adolescents and web porn: A new era of sexuality. *International Journal of Adolescent Medicine and Health*, 28(2), 169–173. <https://doi.org/10.1515/ijamh-2015-0003>
- Pop, M. V., & Rusu, A. S. (2015). The Role of Parents in Shaping and Improving the Sexual Health of Children – Lines of Developing Parental Sexuality Education Programmes. *Procedia - Social and Behavioral Sciences*, 209, 395–401. <https://doi.org/10.1016/j.sbspro.2015.11.210>
- Pornhub. (2022, December 8). *The 2022 Pornhub Year in Review | Pornhub Insights*. Retrieved March 11, 2023, from <https://www.pornhub.com/insights/2022-year-in-review#categories>
- Qi, S.-Z., Wang, S.-M., Shi, J.-F., Wang, Q.-Q., Chen, X.-S., Sun, L.-J., an Liu, Zhang, N., Jiang, N., Siva, P., Xu, X.-L., & Qiao, Y.-L. (2014). Human papillomavirus-related psychosocial impact of patients with genital warts in China: A hospital-based cross-sectional study. *BMC Public Health*, 14, 739. <https://doi.org/10.1186/1471-2458-14-739>
- Raspberry, C. N., Young, E., Szucs, L. E., Murray, C., Sheremenko, G., Parker, J. T., Roberts, G., & Lesesne, C. A. (2022). Increases in Student Knowledge and Protective Behaviors Following Enhanced Supports for Sexual Health Education in a Large, Urban School District. *Journal of Adolescent Health*, 70(4), 588–597. <https://doi.org/10.1016/j.jadohealth.2021.05.015>
- Rasul, T. F., Schwartz, K. R., Qureshi, F., Eachus, E., & Henderson, A. (2022). The Potential Cutaneous Effects of Pornography Addiction: A Narrative Review. *Cureus*, 14(12), e33066. <https://doi.org/10.7759/cureus.33066>
- Rinehart, S. J., Espelage, D. L., & Bub, K. L. (2020). Longitudinal Effects of Gendered Harassment Perpetration and Victimization on Mental Health

- Outcomes in Adolescence. *Journal of Interpersonal Violence*, 35(23-24), 5997–6016. <https://doi.org/10.1177/0886260517723746>
- Röbken, H., & Wetzel, K. (2016). *Qualitative und quantitative Forschungsmethoden* (2nd ed.). Carl von Ossietzky Universität Oldenburg. http://www.bba.uni-oldenburg.de/download/leseprobe_quantitativ_analytische_methoden.pdf
- Rosengard, C., Tannis, C., Dove, D. C., van den Berg, J. J., Lopez, R., Stein, L. A. R., & Morrow, K. M. (2012). Family Sources of Sexual Health Information, Primary Messages, and Sexual Behavior of At-Risk, Urban Adolescents. *American Journal of Health Education*, 43(2), 83–92. <https://doi.org/10.1080/19325037.2012.10599223>
- Rothman, E. F., Beckmeyer, J. J., Herbenick, D., Fu, T.-C., Dodge, B., & Fortenberry, J. D. (2021). The Prevalence of Using Pornography for Information About How to Have Sex: Findings from a Nationally Representative Survey of U.S. Adolescents and Young Adults. *Archives of Sexual Behavior*, 50(2), 629–646. <https://doi.org/10.1007/s10508-020-01877-7>
- Sabina, C., Wolak, J., & Finkelhor, D. (2008). The nature and dynamics of internet pornography exposure for youth. *Cyberpsychology & Behavior : The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society*, 11(6), 691–693. <https://doi.org/10.1089/cpb.2007.0179>
- SaferInternet. (2020, February 6). *Neue Studie: 72 Prozent der 0- bis 6-Jährigen im Internet*. Retrieved March 11, 2023, from <https://www.saferinternet.at/news-detail/neue-studie-72-prozent-der-0-bis-6-jaehrigen-im-internet/>
- Salari, N., Hasheminezhad, R., Abdolmaleki, A., Kiaei, A., Razazian, N., Shohaimi, S., & Mohammadi, M. (2023). The global prevalence of sexual dysfunction in women with multiple sclerosis: A systematic review and meta-analysis. *Neurological Sciences*, 44(1), 59–66. <https://doi.org/10.1007/s10072-022-06406-z>
- Santelli, J. S., Kantor, L. M., Grilo, S. A., Speizer, I. S., Lindberg, L. D., Heitel, J., Schalet, A. T., Lyon, M. E., Mason-Jones, A. J., McGovern, T., Heck, C. J., Rogers, J., & Ott, M. A. (2017). Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and Their Impact. *Journal of Adolescent Health*, 61(3), 273–280. <https://doi.org/10.1016/j.jadohealth.2017.05.031>

- Sasaki, N., Ikeda, M., & Nishi, D. (2022). Long-term influence of unintended pregnancy on psychological distress: A large sample retrospective cross-sectional study. *Archives of Women's Mental Health*, 25(6), 1119–1127. <https://doi.org/10.1007/s00737-022-01273-1>
- Scott, K. M., Koenen, K. C., King, A., Petukhova, M. V., Alonso, J., Bromet, E. J., Bruffaerts, R., Bunting, B., Jonge, P. de, Haro, J. M., Karam, E. G., Lee, S., Medina-Mora, M. E., Navarro-Mateu, F., Sampson, N. A., Shahly, V., Stein, D. J., Torres, Y., Zaslavsky, A. M., & Kessler, R. C. (2018). Post-traumatic stress disorder associated with sexual assault among women in the WHO World Mental Health Surveys. *Psychological Medicine*, 48(1), 155–167. <https://doi.org/10.1017/S0033291717001593>
- Scull, T. M., Dodson, C. V., Geller, J. G., Reeder, L. C., & Stump, K. N. (2022). A Media Literacy Education Approach to High School Sexual Health Education: Immediate Effects of Media Aware on Adolescents' Media, Sexual Health, and Communication Outcomes. *Journal of Youth and Adolescence*, 51(4), 708–723. <https://doi.org/10.1007/s10964-021-01567-0>
- Séguin, L. J., Rodrigue, C., & Lavigne, J. (2018). Consuming Ecstasy: Representations of Male and Female Orgasm in Mainstream Pornography. *Journal of Sex Research*, 55(3), 348–356. <https://doi.org/10.1080/00224499.2017.1332152>
- Ševčíková, A., & Daneback, K. (2014). Online pornography use in adolescence: Age and gender differences. *European Journal of Developmental Psychology*, 11(6), 674–686. <https://doi.org/10.1080/17405629.2014.926808>
- Shakya, S., Shrestha, S., Shrestha, R. K., Giri, U., & Shrestha, S. (2020). Knowledge, attitude and practice of emergency contraceptive pills among community pharmacy practitioners working in Kathmandu Valley: A cross-sectional study. *BMC Health Services Research*, 20(1), 699. <https://doi.org/10.1186/s12913-020-05543-5>
- Shin, H., Lee, J. M., & Min, J. Y. (2019). Sexual Knowledge, Sexual Attitudes, and Perceptions and Actualities of Sex Education among Elementary School Parents. *Child Health Nursing Research*, 25(3), 312–323. <https://doi.org/10.4094/chnr.2019.25.3.312>
- Short, M. B., Black, L., Smith, A. H., Wetterneck, C. T., & Wells, D. E. (2012). A review of Internet pornography use research: Methodology and content from

- the past 10 years. *Cyberpsychology, Behavior and Social Networking*, 15(1), 13–23. <https://doi.org/10.1089/cyber.2010.0477>
- Sinković, M., Stulhofer, A., & Božić, J. (2013). Revisiting the association between pornography use and risky sexual behaviors: The role of early exposure to pornography and sexual sensation seeking. *Journal of Sex Research*, 50(7), 633–641. <https://doi.org/10.1080/00224499.2012.681403>
- Skorska, M. N., Hodson, G., & Hoffarth, M. (2018). Experimental effects of degrading versus erotic pornography exposure in men on reactions toward women (objectification, sexism, discrimination). *The Canadian Journal of Human Sexuality*, 27, 261–276. <https://www.semanticscholar.org/paper/Experimental-effects-of-degrading-versus-erotic-in-Skorska-Hodson/829ebf396d3dfebad1a4c98942d902fa141f4640>
- Slater, C., & Robinson, A. J. (2014). Sexual health in adolescents. *Clinics in Dermatology*, 32(2), 189–195. <https://doi.org/10.1016/j.clindermatol.2013.08.002>
- Solano, I., Eaton, N. R., & O'Leary, K. D. (2020). Pornography Consumption, Modality and Function in a Large Internet Sample. *Journal of Sex Research*, 57(1), 92–103. <https://doi.org/10.1080/00224499.2018.1532488>
- Stanley, N., Barter, C., Wood, M., Aghtaie, N., Larkins, C., Lanau, A., & Överlien, C. (2018). Pornography, Sexual Coercion and Abuse and Sexting in Young People's Intimate Relationships: A European Study. *Journal of Interpersonal Violence*, 33(19), 2919–2944. <https://doi.org/10.1177/0886260516633204>
- Starc, A., Trampuš, M., Pavan Jukić, D., Rotim, C., Jukić, T., & Polona Mivšek, A. (2019). Infertility AND SEXUAL DYSFUNCTIONS: A SYSTEMATIC LITERATURE REVIEW. *Acta Clinica Croatica*, 58(3), 508–515. <https://doi.org/10.20471/acc.2019.58.03.15>
- Starrs, A. M., Ezeh, A. C., Barker, G., Basu, A., Bertrand, J. T., Blum, R., Coll-Seck, A. M., Grover, A., Laski, L., Roa, M., Sathar, Z. A., Say, L., Serour, G. I., Singh, S., Stenberg, K., Temmerman, M., Biddlecom, A., Popinchalk, A., Summers, C., & Ashford, L. S. (2018). Accelerate progress-sexual and reproductive health and rights for all: Report of the Guttmacher-Lancet Commission. *The Lancet*, 391(10140), 2642–2692. [https://doi.org/10.1016/S0140-6736\(18\)30293-9](https://doi.org/10.1016/S0140-6736(18)30293-9)

- Statistik Austria. (2022a). *Ergebnisse IKT-Einsatz in Haushalten 2022*. Retrieved March 11, 2023, from <https://www.statistik.at/statistiken/forschung-innovation-digitalisierung/digitale-wirtschaft-und-gesellschaft/ikt-einsatz-in-haushalten>
- Statistik Austria. (2022b). *Gewalt gegen Frauen*. Retrieved March 11, 2023, from <https://www.statistik.at/statistiken/bevoelkerung-und-soziales/kriminalitaet-und-sicherheit/gewalt-gegen-frauen>
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9(2), 69–74. <https://doi.org/10.1016/j.tics.2004.12.005>
- Stone, N., Ingham, R., & Gibbins, K. (2013). ‘Where do babies come from?’ Barriers to early sexuality communication between parents and young children. *Sex Education*, 13(2), 228–240. <https://doi.org/10.1080/14681811.2012.737776>
- Strauss Swanson, C., & Szymanski, D. M. (2022). Sexual Violence and Psychological Distress: The Roles of Coping Self-Efficacy, Self-Blame, Shame, Activism, and Feminism. *Sex Roles*, 87(7-8), 419–434. <https://doi.org/10.1007/s11199-022-01314-0>
- Sun, C., Bridges, A., Johnson, J. A., & Ezzell, M. B. (2016). Pornography and the Male Sexual Script: An Analysis of Consumption and Sexual Relations. *Archives of Sexual Behavior*, 45(4), 983–994. <https://doi.org/10.1007/s10508-014-0391-2>
- Sun, C., Miezan, E., Lee, N.-Y., & Shim, J. W. (2015). Korean Men’s Pornography use, Their Interest in Extreme Pornography, and Dyadic Sexual Relationships. *International Journal of Sexual Health*, 27(1), 16–35. <https://doi.org/10.1080/19317611.2014.927048>
- Sun, W. H., Miu, H. Y. H., Wong, C. K. H., Tucker, J. D., & Wong, W. C. W. (2018). Assessing Participation and Effectiveness of the Peer-Led Approach in Youth Sexual Health Education: Systematic Review and Meta-Analysis in More Developed Countries. *Journal of Sex Research*, 55(1), 31–44. <https://doi.org/10.1080/00224499.2016.1247779>
- Svedin, C. G., Donevan, M., Bladh, M., Priebe, G., Fredlund, C., & Jonsson, L. S. (2022). Associations between adolescents watching pornography and poor mental health in three Swedish surveys. *European Child & Adolescent Psychiatry*, 1–16. <https://doi.org/10.1007/s00787-022-01992-x>
- Tarrant, S. (2016). *The pornography industry: What everyone needs to know* (First edition). *What everyone needs to know*. Oxford University Press.

- Tokunaga, R. S., Wright, P. J., & Vangeel, L. (2020). Is Pornography Consumption a Risk Factor for Condomless Sex? *Human Communication Research*, 46(2-3), 273–299. <https://doi.org/10.1093/hcr/hqaa005>
- Torgimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology (Bethesda, Md. : 1985)*, 99(3), 785–787. <https://doi.org/10.1152/jappphysiol.00376.2005>
- Tsitsika, A., Critselis, E., Kormas, G., Konstantoulaki, E., Constantopoulos, A., & Kafetzis, D. (2009). Adolescent pornographic internet site use: A multivariate regression analysis of the predictive factors of use and psychosocial implications. *Cyberpsychology & Behavior : The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society*, 12(5), 545–550. <https://doi.org/10.1089/cpb.2008.0346>
- Tydén, T., & Rogala, C. (2004). Sexual behaviour among young men in Sweden and the impact of pornography. *International Journal of STD & AIDS*, 15(9), 590–593. <https://doi.org/10.1258/0956462041724299>
- Tylka, T. L. (2015). No harm in looking, right? Men's pornography consumption, body image, and well-being. *Psychology of Men & Masculinity*, 16(1), 97–107. <https://doi.org/10.1037/a0035774>
- Umunnah, J. O., Onyema, A. O., Uchenwoke, C. I., Onwuakagba, I. U., Uchendu, V. C., & Akobundu, U. (2021). Sexual Dysfunction and Self-Esteem in People with Mobility-Related Disability Within Select Nigerian Communities. *Sexuality and Disability*, 39(4), 659–669. <https://doi.org/10.1007/s11195-021-09711-1>
- Underhill, K., Montgomery, P., & Operario, D. (2007). Sexual abstinence only programmes to prevent HIV infection in high income countries: Systematic review. *BMJ*, 335(7613), 248. <https://doi.org/10.1136/bmj.39245.446586.BE>
- UNESCO. (2018). *International technical guidance on sexuality education: An evidence-informed approach* (2nd revised ed.). UNESCO.
- UNESCO, United Nations Children's Fund, Joint United Nations Programme on HIV/AIDS, United Nations Population Fund, World Health Organization, & United Nations Entity for Gender Equality and the Empowerment of Women. (2021). *Journey towards comprehensive sexuality education: global status report*. <https://permalink.obvsg.at/>
- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*.

- <https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
- United Nations Population Fund. (1994). *Report of the International Conference on Population and Development: Cairo, 5-13 September 1994*.
https://www.unfpa.org/sites/default/files/event-pdf/icpd_eng_2.pdf
- United Nations Population Fund. (2004). *Programme of action: Adopted at the International Conference on Population and Development, Cairo, 5-13 September 1994*. United Nations Population Fund.
- Vandenbosch, L., & van Oosten, J. M. F. (2017). The Relationship Between Online Pornography and the Sexual Objectification of Women: The Attenuating Role of Porn Literacy Education. *Journal of Communication, 67*(6), 1015–1036.
<https://doi.org/10.1111/jcom.12341>
- Vannier, S. A., Currie, A. B., & O'Sullivan, L. F. (2014). Schoolgirls and soccer moms: A content analysis of free "teen" and "MILF" online pornography. *Journal of Sex Research, 51*(3), 253–264.
<https://doi.org/10.1080/00224499.2013.829795>
- Vera-Gray, F., McGlynn, C., Kureshi, I., & Butterby, K. (2021). Sexual violence as a sexual script in mainstream online pornography. *The British Journal of Criminology, 61*(5), 1243–1260. <https://doi.org/10.1093/bjc/azab035>
- Verordnung über die Geschäftsstelle zur Qualitätssicherung von schulexternen Angeboten zur Unterstützung des schulischen Unterrichts (2023).
<https://www.ris.bka.gv.at/eli/bgbl/II/2023/44/20230214>
- Vivancos, R., Abubakar, I., Phillips-Howard, P., & Hunter, P. R. (2013). School-based sex education is associated with reduced risky sexual behaviour and sexually transmitted infections in young adults. *Public Health, 127*(1), 53–57.
<https://doi.org/10.1016/j.puhe.2012.09.016>
- Wagenlehner, F. M. E., Brockmeyer, N. H., Discher, T., Friese, K., & Wichelhaus, T. A. (2016). The Presentation, Diagnosis, and Treatment of Sexually Transmitted Infections. *Deutsches Arzteblatt International, 113*(1-02), 11–22.
<https://doi.org/10.3238/arztebl.2016.0011>
- Waling, A., Fisher, C., Ezer, P., Kerr, L., Bellamy, R., & Lucke, J. (2021). "Please Teach Students that Sex is a Healthy Part of Growing Up": Australian Students' Desires for Relationships and Sexuality Education. *Sexuality Research & Social Policy, 18*(4), 1113–1128. <https://doi.org/10.1007/s13178-020-00516-z>

- Wang, N. (2016). Parent-Adolescent Communication About Sexuality in Chinese Families. *Journal of Family Communication*, 16(3), 229–246.
<https://doi.org/10.1080/15267431.2016.1170685>
- Waterman, E. A., Wesche, R., Morris, G., Edwards, K. M., & Banyard, V. L. (2022). Prospective Associations Between Pornography Viewing and Sexual Aggression Among Adolescents. *Journal of Research on Adolescence*, 32(4), 1612–1625. <https://doi.org/10.1111/jora.12745>
- Weber, M., & Daschmann, G. (2010). Zur Nutzung pornografischer und erotischer Videoclips und Filme durch ältere Jugendliche. Spezifische Aspekte im Kontext adoleszenter Entwicklung.
<https://www.semanticscholar.org/paper/Zur-Nutzung-pornografischer-und-erotischer-und-im-Weber-Daschman/8b41a9b3e0b332a55018c243fb98ed9998c63b07>
- Weber, M., Quiring, O., & Daschmann, G. (2012). Peers, Parents and Pornography: Exploring Adolescents' Exposure to Sexually Explicit Material and Its Developmental Correlates. *Sexuality & Culture*, 16(4), 408–427.
<https://doi.org/10.1007/s12119-012-9132-7>
- Wellings, K., & Johnson, A. M. (2013). Framing sexual health research: Adopting a broader perspective. *Lancet (London, England)*, 382(9907), 1759–1762.
[https://doi.org/10.1016/S0140-6736\(13\)62378-8](https://doi.org/10.1016/S0140-6736(13)62378-8)
- Westheimer, R. K., & Lopater, S. (2005). *Human sexuality: A psychosocial perspective* (2. ed.). Lippincott Williams & Wilkins.
- Whelan, G., & Brown, J. (2021). Pornography Addiction: An Exploration of the Association Between Use, Perceived Addiction, Erectile Dysfunction, Premature (Early) Ejaculation, and Sexual Satisfaction in Males Aged 18-44 Years. *The Journal of Sexual Medicine*, 18(9), 1582–1591.
<https://doi.org/10.1016/j.jsxm.2021.06.014>
- Whitaker, D. J., Miller, K. S., May, D. C., & Levin, M. L. (1999). Teenage partners' communication about sexual risk and condom use: The importance of parent-teenager discussions. *Family Planning Perspectives*, 31(3), 117–121.
<https://pubmed.ncbi.nlm.nih.gov/10379427/>
- Widman, L., Noar, S. M., Choukas-Bradley, S., & Francis, D. B. (2014). Adolescent sexual health communication and condom use: A meta-analysis. *Health Psychology : Official Journal of the Division of Health Psychology, American*

- Psychological Association*, 33(10), 1113–1124.
<https://doi.org/10.1037/hea0000112>
- Willis, M., Bridges, A. J., & Sun, C. (2022). Pornography Use, Gender, and Sexual Objectification: A Multinational study. *Sexuality & Culture*, 26(4), 1298–1313.
<https://doi.org/10.1007/s12119-022-09943-z>
- Willoughby, B. J., & Busby, D. M. (2016). In the Eye of the Beholder: Exploring Variations in the Perceptions of Pornography. *Journal of Sex Research*, 53(6), 678–688. <https://doi.org/10.1080/00224499.2015.1013601>
- Willoughby, B. J., Leonhardt, N. D., & Augustus, R. A. (2021). Associations Between Pornography Use and Sexual Dynamics Among Heterosexual Couples. *The Journal of Sexual Medicine*, 18(1), 179–192.
<https://doi.org/10.1016/j.jsxm.2020.10.013>
- Witting, K., Santtila, P., Varjonen, M., Jern, P., Johansson, A., Pahlen, B. von der, & Sandnabba, K. (2008). Female sexual dysfunction, sexual distress, and compatibility with partner. *The Journal of Sexual Medicine*, 5(11), 2587–2599. <https://doi.org/10.1111/j.1743-6109.2008.00984.x>
- Witzel, A. (2000). The Problem-centered Interview. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(1).
<https://doi.org/10.17169/fqs-1.1.1132> (Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, Vol 1, No 1 (2000): Qualitative Research: National, Disciplinary, Methodical and Empirical Examples).
- Workowski, K. A., Bachmann, L. H., Chan, P. A., Johnston, C. M., Muzny, C. A., Park, I., Reno, H., Zenilman, J. M., & Bolan, G. A. (2021). Sexually Transmitted Infections Treatment Guidelines, 2021. *MMWR. Recommendations and Reports : Morbidity and Mortality Weekly Report. Recommendations and Reports*, 70(4), 1–187.
<https://doi.org/10.15585/mmwr.rr7004a1>
- World Health Organization. (n.d.). *Sexual health*. Retrieved March 11, 2023, from https://www.who.int/health-topics/sexual-health#tab=tab_1
- World Health Organization. (2005). *Sexually transmitted and other reproductive tract infections: A guide to essential practice. Integrating STI/RTI care for reproductive health*. World Health Organization.
<https://apps.who.int/iris/handle/10665/43116>
- World Health Organization. (2006). *Defining sexual health: Report of a technical consultation on sexual health, 28-31 January 2002*. Geneva. World Health

- Organization.
<https://www.cesas.lu/perch/resources/whodefiningsexualhealth.pdf>
- World Health Organization. (2010). *Developing sexual health programmes: A framework for action* (WHO/RHR/HRP/10.22). World Health Organization.
<https://apps.who.int/iris/handle/10665/70501>
- World Health Organization. (2021). *Violence against women prevalence estimates, 2018: Global, regional and national prevalence estimates for intimate partner violence against women and global and regional prevalence estimates for non-partner sexual violence against women*. World Health Organization.
<https://apps.who.int/iris/handle/10665/341337>
- World Health Organization. (2022, August 22). *Sexually transmitted infections (STIs)*. Retrieved January 27, 2023, from [https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-\(stis\)](https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-(stis))
- World Health Organization, & Federal Centre for Health Education. (2011). *Standards for Sexuality Education in Europe: A framework for policy makers, educational and health authorities and specialists*. Bundeszentrale für gesundheitliche Aufklärung BZgA.
- Wright, P. J., Herbenick, D., & Paul, B. (2020). Adolescent Condom Use, Parent-adolescent Sexual Health Communication, and Pornography: Findings from a U.S. Probability Sample. *Health Communication, 35*(13), 1576–1582.
<https://doi.org/10.1080/10410236.2019.1652392>
- Wright, P. J., Herbenick, D., Paul, B., & Tokunaga, R. S. (2021). Exploratory Findings on U.S. Adolescents' Pornography Use, Dominant Behavior, and Sexual Satisfaction. *International Journal of Sexual Health, 33*(2), 222–228.
<https://doi.org/10.1080/19317611.2021.1888170>
- Wright, P. J., Herbenick, D., & Tokunaga, R. S. (2021). Pornography Consumption and Sexual Choking: An Evaluation of Theoretical Mechanisms. *Health Communication, 1–12*. <https://doi.org/10.1080/10410236.2021.1991641>
- Wright, P. J., Miezian, E., Sun, C., & Steffen, N. J. (2019). Relational monogamy, condomless sex, and perceptions of pornography as sexual information in an English sample. *Sexual Health, 16*(1), 70–74.
<https://doi.org/10.1071/SH18050>
- Wright, P. J., Sun, C., Bridges, A., Johnson, J. A., & Ezzell, M. B. (2019). Condom Use, Pornography Consumption, and Perceptions of Pornography as Sexual Information in a Sample of Adult U.S Males. *Journal of Health*

- Communication*, 24(9), 693–699.
<https://doi.org/10.1080/10810730.2019.1661552>
- Wright, P. J., Sun, C., & Steffen, N. (2018). Pornography Consumption, Perceptions of Pornography as Sexual Information, and Condom Use. *Journal of Sex & Marital Therapy*, 44(8), 800–805.
<https://doi.org/10.1080/0092623X.2018.1462278>
- Wright, P. J., Sun, C., Steffen, N. J., & Tokunaga, R. S. (2019). Associative pathways between pornography consumption and reduced sexual satisfaction. *Sexual and Relationship Therapy*, 34(4), 422–439.
<https://doi.org/10.1080/14681994.2017.1323076>
- Wright, P. J., & Tokunaga, R. S. (2016). Men's Objectifying Media Consumption, Objectification of Women, and Attitudes Supportive of Violence Against Women. *Archives of Sexual Behavior*, 45(4), 955–964.
<https://doi.org/10.1007/s10508-015-0644-8>
- Wright, P. J., Tokunaga, R. S., Herbenick, D., & Paul, B. (2023). Pornography, Sexual Insecurity, and Orgasm Difficulty. *Health Communication*, 38(3), 552–561. <https://doi.org/10.1080/10410236.2021.1958985>
- Wright, P. J., Tokunaga, R. S., & Kraus, A. (2016). A Meta-Analysis of Pornography Consumption and Actual Acts of Sexual Aggression in General Population Studies. *Journal of Communication*, 66(1), 183–205.
<https://doi.org/10.1111/jcom.12201>
- Wu, T., & Zheng, Y. (2022). Perceptions of Pornography and Attitudes Toward Condom Use in Heterosexual Chinese Adults: The Effect of Sexual Pleasure, Safer Sex Communication Apprehension, and Shared Pornography Use During Sex. *Archives of Sexual Behavior*, 51(2), 1337–1350. <https://doi.org/10.1007/s10508-021-02134-1>
- Ybarra, M. L., & Mitchell, K. J. (2005). Exposure to internet pornography among children and adolescents: A national survey. *Cyberpsychology & Behavior: The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society*, 8(5), 473–486. <https://doi.org/10.1089/cpb.2005.8.473>
- Ye, R., Li, J., Du, Y., Wang, H., & Gu, J. (2023). Experience of childhood sexual violence and its associations with depressive symptoms among university students in Guangdong, China. *Journal of Affective Disorders*, 321, 234–241. <https://doi.org/10.1016/j.jad.2022.10.039>

- Yoder, V. C., Virden, T. B., & Amin, K. (2005). Internet Pornography and Loneliness: An Association? *Sexual Addiction & Compulsivity*, 12(1), 19–44.
<https://doi.org/10.1080/10720160590933653>
- Zattoni, F., Gül, M., Soligo, M., Morlacco, A., Motterle, G., Collavino, J., Barneschi, A. C., Moschini, M., & Moro, F. D. (2020). The impact of COVID-19 pandemic on pornography habits: A global analysis of Google Trends. *International Journal of Impotence Research*, 33(8), 824–831.
<https://doi.org/10.1038/s41443-020-00380-w>
- Zelege, L. B., Alemu, A. A., Kassahun, E. A., Aynalem, B. Y., Hassen, H. Y., & Kassa, G. M. (2021). Individual and community level factors associated with unintended pregnancy among pregnant women in Ethiopia. *Scientific Reports*, 11(1), 12699. <https://doi.org/10.1038/s41598-021-92157-4>
- Zhou, Y., Liu, T., Yan, H. Y., & Paul, B. (2021). Pornography Use, Two Forms of Dehumanization, and Sexual Aggression: Attitudes vs. Behaviors. *Journal of Sex & Marital Therapy*, 47(6), 571–590.
<https://doi.org/10.1080/0092623X.2021.1923598>
- Zimmerman, J. (2015). *Too Hot to Handle: A Global History of Sex Education* (Course Book). Princeton University Press.
<https://doi.org/10.1515/9781400865864>

Appendix

Table of content

Interview Guideline.....	A1
Interviewleitfaden	A3
Einverständniserklärung.....	A5

Interview Guideline

- Introducing myself
- Explanation of the procedure
- Introduction to the topic
- Informed consent - data protection and anonymity
- Start recording

Guiding question	Specific question	Checklist
Introduction		
Please introduce yourself and your professional activities.	What is your career history?	<ul style="list-style-type: none"> - Job and career - Relation to children and adolescents - Relation to pornography
	What exactly do you do in your professional life?	
	Do you deal (directly/indirectly) with children and/or young people in your job?	
	To what extent do you deal with the issue of pornography in your profession?	
Narrative impulse 1 – Pornography and sexual health		
In your experience/expertise, what role does pornography use play in the physical and mental sexual health of young people?	Does pornography consumption affect physical sexual health?	<ul style="list-style-type: none"> - Physical sexual health and contraception - Mental Health: Body Image, Porn Addiction, Relationship
	What about the issue of contraception?	
	Does pornography consumption affect mental health?	
	Can pornography consumption be addictive?	
	Does pornography consumption influence love relationships?	
Narrative impulse 2 – Pornography and sexuality education		
In your experience/expertise, what role does pornography play in the sexuality education of young people?	How do you rate pornography as a means of sexual education?	<ul style="list-style-type: none"> - Pornography as sexuality education - Motivations/reasons for consumption - Sexual behaviour and expectations - Taboo - Sexism / sexual objectification
	What do you think are the motivations/reasons for pornography consumption?	
	Does pornography consumption change individual sexual behaviour and sexual expectations?	
	What about the tabooing of sexual issues?	
	Do you see a connection between pornography consumption and sexism/ sexual objectification?	

Narrative impulse 3 – Dealing with pornography

<p>What suggestions do you have regarding dealing with pornography, both individually and structurally?</p>	<p>Do you see pornography use in these issues more as a symptom of something else or as a causal cause</p> <hr/> <p>Are there measures at individual as well as structural level that you recommend? What would they be?</p> <hr/> <p>How do you see the future in this topic?</p> <hr/> <p>What advice would you give children and adolescents on how to deal with pornography?</p> <hr/> <p>How would you approach the issue with your own children or children close to you?</p>	<ul style="list-style-type: none"> - Causal relation - Measures on individual level - Measures on structural level - Advice to children and adolescents
<i>Conclusion</i>		
<p>Is there anything else you would like to add or summarise on this topic?</p>		

- Provision of the thesis
- Thanks for participation and willingness to provide information

Interviewleitfaden

- Eigene Vorstellung
- Beschreibung des Ablaufs
- Einleitung in das Thema
- Einverständniserklärung – Datenschutz und Anonymität
- Aufnahme starten

Leitfrage	Konkrete Fragen	Checkliste
Einleitung		
Bitte stellen Sie sich und Ihre beruflichen Tätigkeiten vor.	Wie ist Ihr Werdegang?	<ul style="list-style-type: none"> - Berufliche Tätigkeit und Werdegang - Bezug zu Kindern und Jugendlichen - Bezug zur Pornographie
	Was machen Sie in Ihrem Beruf genau?	
	Haben Sie in Ihrer beruflichen Tätigkeit (direkt/indirekt) mit Kindern und/oder Jugendlichen zu tun?	
	In welchem Ausmaß haben Sie in ihrem Beruf mit dem Thema Pornographie zu tun?	
Erzählimpuls 1 – Pornographie und sexuelle Gesundheit		
Welche Rolle spielt der Konsum von Pornographie nach Ihrer Erfahrung/Expertise bei der physischen und mentalen sexuellen Gesundheit von jungen Menschen?	Wirkt sich Pornographiekonsum auf die physische sexuelle Gesundheit aus?	<ul style="list-style-type: none"> - Physische sexuelle Gesundheit und Verhütung - Mentale Gesundheit: Body Image, Porno-Sucht, Beziehung
	Wie steht es mit dem Thema Verhütung?	
	Wirkt sich Pornographiekonsum auf die mentale Gesundheit aus?	
	Kann Pornographiekonsum abhängig machen?	
	Beeinflusst Pornographiekonsum Liebesbeziehungen?	
Erzählimpuls 2 – Pornographie und Sexualerziehung		
Welche Rolle spielt Pornographie nach Ihrer Erfahrung/Expertise in der Sexualerziehung von jungen Menschen?	Wie schätzen Sie die Pornographie als ein Mittel der sexuellen Aufklärung ein?	<ul style="list-style-type: none"> - Pornographie als Aufklärung - Motivation/Gründe für Pornokonsum - Sexuelle Erwartungshaltung und Verhalten - Tabuisierung - Sexismus / Sexuelle Objektifizierung
	Was sind Ihrer Meinung nach die Motivationen/Gründe für Pornographiekonsum?	
	Verändert Pornographiekonsum das individuelle sexuelle Verhalten und die sexuelle Erwartungshaltung?	
	Wie steht es mit der Tabuisierung von sexuellen Themen?	
	Sehen Sie einen Zusammenhang zwischen Pornographiekonsum und Sexismus/ sexueller Objektifizierung?	

Erzählimpuls 3 – Umgang mit Pornographie

<p>Welche Vorschläge haben Sie bezüglich dem Umgang mit Pornographie, sowohl individuell als auch strukturell?</p>	<p>Sehen Sie Pornographiekonsum in den soeben besprochenen Themen eher als ein Symptom von etwas anderem oder als kausale Ursache</p> <hr/> <p>Gibt es Maßnahmen auf individueller als auch struktureller Ebene, die Sie empfehlen? Welche wären das?</p> <hr/> <p>Wie sehen Sie die Zukunft in dieser Thematik?</p> <hr/> <p>Welchen Rat würden Sie Kindern und Jugendlichen bei dem Umgang mit Pornographie geben?</p> <hr/> <p>Wie würden Sie an das Thema bei Ihren eigenen Kindern bzw. Kindern, die Ihnen nahestehen, herangehen?</p>	<ul style="list-style-type: none"> - Kausaler Zusammenhang - Maßnahmen auf individueller Ebene - Maßnahmen auf struktureller Ebene - Rat an Kinder und Jugendliche
--	---	--

Abschluss

<p>Gibt es von Ihrer Seite noch etwas, das Sie zu dieser Thematik ergänzen oder zusammenfassend erwähnen möchten?</p>		
---	--	--

- Bereitstellung der Bachelorarbeit
- Dank für Auskunfts- und Teilnahmebereitschaft

Einverständniserklärung

(Qualitatives Interview)

Forschungsprojekt: „Children’s and adolescents’ sexual health and sexuality education in relation to their pornography consumption“

Durchführende Institution: Department Nonprofit-, Sozial- und Gesundheitsmanagement
(MCI Management Center Innsbruck)

Projektverantwortliche: *Werner Engelhardt, Mag. Jolanda Baur*

Interviewerin/Interviewer: *Werner Engelhardt*

Interviewdatum: ____ . ____ . ____

Ich, _____, erkläre mich dazu bereit, im Rahmen des genannten Forschungsprojekts an einem Interview teilzunehmen. Ich wurde über das Ziel und den Verlauf des Forschungsprojekts informiert. Ich kann das Interview jederzeit abbrechen, weitere Interviews ablehnen und meine Einwilligung in eine Aufzeichnung und Niederschrift des/der Interviews zurückziehen, ohne dass mir dadurch irgendwelche Nachteile entstehen.

Ich bin damit einverstanden, dass das Interview mit einem Aufnahmegerät aufgezeichnet und sodann von den Mitarbeiterinnen und Mitarbeitern des Projekts in Schriftform gebracht wird. Für die weitere wissenschaftliche Auswertung des Interviewtextes (*bitte ankreuzen*)

- werden alle Angaben zu meiner Person aus dem Text entfernt und anonymisiert.
- können die Angaben zu meiner Person im Text verwendet werden.

_____ (Ort), am ____ . ____ . ____

Unterschrift

Declaration in lieu of oath

I hereby declare, under oath, that this bachelor thesis has been my independent work and has not been aided with any prohibited means. I declare, to the best of my knowledge and belief, that all passages taken from published and unpublished sources or documents have been reproduced whether as original, slightly changed or in thought, have been mentioned as such at the corresponding places of the thesis, by citation, where the extent of the original quotes is indicated. The paper has not been submitted for evaluation to another examination authority or has been published in this form or another.

Innsbruck, am 26.03.2023



Ort, Datum

Werner Engelhardt