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 United Nations Educational, Scientific and Cultural Organization



SERAT

Sexuality Education Review & Assessment Tool

Component	Communication, negotiation and decision making	Knowledge	Human rights	Human rights	Feelings	Life skills	Life skills	Life skills	Life skills	Social norms	Social norms	Gender	Knowledge	Social norms	Knowledge	Knowledge	
		Unwanted and forced sex and gender-based violence	Examples of good and bad decisions and their consequences	Right to make one's own decisions	Right of all people to express themselves	Types of communication	Reflection upon the difficulty to make some decisions or to communicate about personal topics	seeking the help of adults to take some decisions	Specific ways in which people can help each other	Forms of media and the difference between reality and fiction	Being able to say "yes" and "no" to protect one's own privacy and to protect oneself from being harmed, including by sexual abuse	Effect of values and convictions on decisions about interpersonal relationships	Effects of peer pressure: different forms, positive and negative effects	Differences between male and female bodies	Different ways of seeing the body in different cultures	Where babies come from	How bodies change as people grow
		yes	more or less	yes	yes	more or less	no	yes	yes	yes	more or less	yes	more	more			



WHAT IS SERAT?

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PURPOSE

SERAT is an Excel based tool that supports the collection of data on **HIV prevention and sexuality education programmes**. Results are presented immediately on bar charts in the tool for ease of consultation and to enable immediate analysis of the strengths and weaknesses of a programme, in addition to the programme's relevance to sexual and reproductive health issues in that country. Its purpose is

- To review school-based HIV prevention and sexuality education programmes based on international evidence and good practice;
- To provide data to inform improvement or reform of programmes;
- To assess programme effectiveness by focusing on health data and other social criteria (notably gender) when looking at its strengths and weaknesses;
- To inform debate and advocacy by making available data on sexuality education that is understandable, easy to analyse and accessible to different audiences.

SERAT is based on international evidence and best practice in the development and content of effective curricula. The major source materials are: *The International Technical Guidance on Sexuality Education* (UNESCO, 2009) and *It's All One Curriculum* (Population Council, 2009). SERAT includes analysis of curriculum content, of programme development, teacher training and other key elements that can lead to the success of a sexuality education programme. It includes analysis of health and social components, with a strong gender focus.

[To access the International Technical Guidance on Sexuality Education online click here.](#)

[To access It's All One Curriculum click here.](#)

RANGE OF APPLICATIONS

School Programmes

The design of SERAT aims at assessing **primary and secondary school programmes**, particularly at the national level, although it might also be applied at the state or district level.

SERAT is not specifically designed to analyse activities and observations at classroom level, and may not adequately assess programmes that are implemented out-of-school either. Another version of the tool is currently under development and will be more adapted to assess out-of-school interventions by civil society.

Multiple Programme Analysis

When a single country comprises more than one programme, users have to ascertain the number of times they need to apply SERAT: Only once to cover all programmes, or several times (i.e., once per programme)?

There is no straightforward answer to this issue, but a few considerations often help making a decision.

1. **Primary and secondary school programmes.** Those should be kept together in a single SERAT analysis, especially if they have been developed by the same team or department, and if they are similar in terms of resources, teacher training, institutional context, M&E, etc. Separate SERAT analyses are justified only when they differ in several aspects.
2. **School based and out-of-school programmes.** As SERAT is specifically designed to assess school-based programmes, out-of-school interventions should be kept out of the analysis, unless they are tightly linked to the school programmes and share most of their features (content, educator training, etc.)
3. **Decentralized school systems.** In countries where education is decentralized and each administrative unit (e.g., state, district) runs their own programme, those should be analysed separately, unless they have many features in common.
4. **Multiple partners.** In countries where different organizations (e.g., states, NGO's, faith-based organizations) run separate programmes, each one of them could be the object of an independent SERAT analysis.

Whenever more than one SERAT analysis seems necessary, it may possible to reduce costs and increase efficiency by considering the following options.

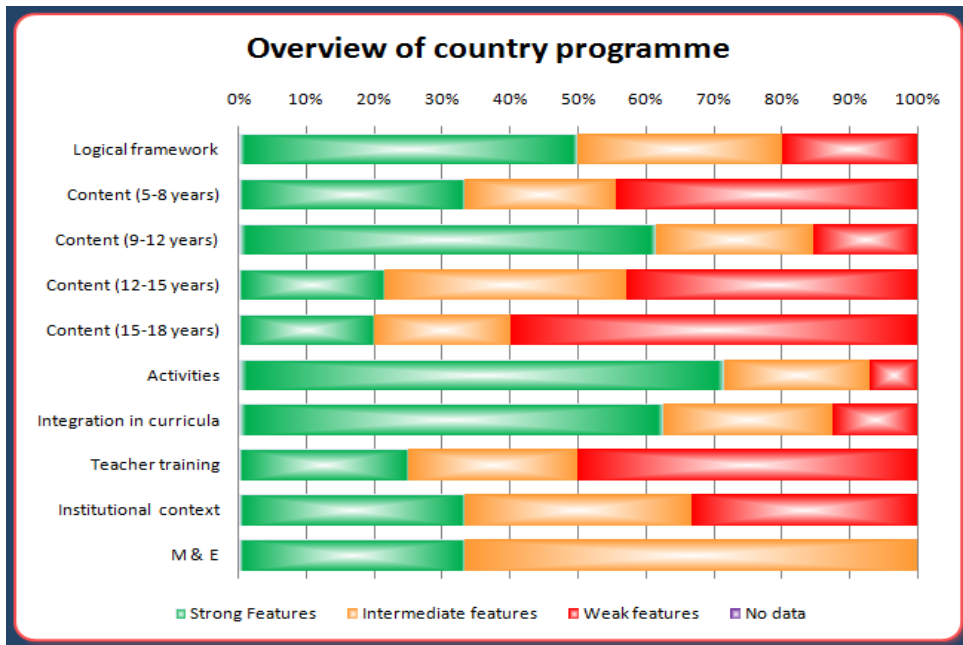
1. **Focus on official state programmes**, as these are more likely to aim at a large number of students and to be sustainable in the long run.
2. **Focus on large scale programmes** or programmes that are more likely to provide examples of good practice to make the analysis
3. **Compare programmes on a limited number of components** (e.g., *content of curriculum* and *teacher training*) to save costs.

GRAPHIC FUNCTIONS

SERAT supports the management of a large amount of information by automatically creating bar charts as data is filled in:



The bar representing the overall score of each tab is reported into a *Summary Results* chart:



The charts allow for an instant identification of the strengths and weaknesses of the programme, either at the global level or at the component level.

NATIONAL PUBLIC HEALTH INDICATORS

Essential data on sexual and reproductive health, as well as gender violence, can be reported into the *Public health* tab. When interpreting the results, programmatic strengths and weaknesses must be analysed in light of the public health indicators to generate recommendations that are effective and adapted to the country of implementation.

CONSULTATIVE REVIEW AND REPORTING

SERAT can be applied as an independent, external analysis or through a participatory process with stakeholders. The results generated should be analysed by programme developers, policy makers and other relevant parties – a qualitative report of this analysis should be written that includes the SERAT results tables, along with analysis and recommendations, using the SERAT Report Template.

HOW TO USE SERAT?

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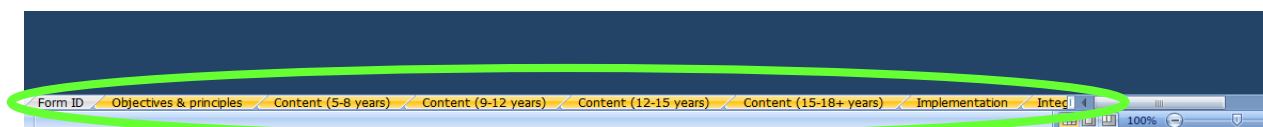
[CONTACT & USER FEEDBACK](#)

WHO SHOULD FILL IN SERAT?

SERAT should be filled in by someone who is familiar with sexuality education and with the education sector in your country. SERAT can be filled in through a participatory process with different stakeholders, although one external person with expertise in sexuality education is highly advised to ensure the best responses to all questions. As with any analysis or review tool, the results of SERAT should be shared with all relevant stakeholders before being finalised and validated. SERAT is the first stage in strengthening a sexuality education programme and will highlight the major gaps that need to be addressed.

DATA COLLECTION TABS

The tool includes a detailed list of items that are organized into **tabs** to collect answers:



Each tab focuses on a set of issues:

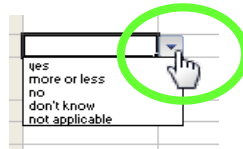
Tab	What is this tab about?
Form ID	Basic information about who collected the data and completed the tool, and any remarks about this process.
Objectives and principles	The goals of the sexuality education programme under review and its main focus. The way it deals with factors such as stakeholders' interests or the resource available to implement the activities.
Content (4 tabs, one tab per age group)	The topics and learning objectives included in the curricula for each age group, in terms of knowledge, life skills and personal attitudes towards sexuality and HIV. The extent to which the programme is gender sensitive and based on human rights. The way it deals with factors that influence learner sexuality, such as peer pressure or social norms.
Implementation	The principles followed by the programme to create a favourable learning environment, and the learning methods and channels that it promotes.
Integration into curriculum	The status of the sexuality education programme within primary and secondary school curriculum.
Teacher training	Teacher preparation to deliver a HIV prevention and sexuality education curriculum, both in general and with
M & E	Mechanisms in place to monitor and evaluate the programme.
Institutional context	The institutional environment: Ministerial structures, policies, strategies or regulations with respect to HIV & AIDS and gender.
Public health data	Indicators that can be used to identify major public health issues and follow progress in terms of HIV and gender-based violence.

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
M&E	Monitoring & evaluation
PLHIV	People Living with HIV
SERAT	Sexuality Education Review & Assessment Tool
STI	Sexually Transmitted Infection
YPLHIV	Young People Living with HIV

HOW TO FILL THE FORM

Click on the white cells. Most of the time, answers must be chosen from a drop down list. Click on the arrow to see the list.



Answer	Comment
yes	
no	
more or less	
don't know	
not applicable	

Select an answer from the list.

When prompted, write down a clarification or a comment.

Answer	Comment***
yes	
more or less	Focus on parents

REVIEWING RESULTS

The summary results table will fill automatically as each tab is completed. Once the whole tool has been completed, the overview results and the summary from each tab can be reviewed and analysed.

TIPS

Work in Microsoft Office Excel 2007 and above

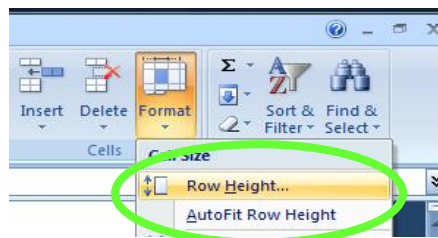
The colour scheme of SERAT only appears as intended in Microsoft Office Excel 2007 and above. Previous versions of Excel do not support all the graphic properties and modify the original appearance of the tool. The tool is still fully functional in earlier versions of Excel.

Use comments to provide complex answers

Most of the time, the drop-down menus make the completion of SERAT easier. In some cases, however, users may wish they had more options to In such case, use the "more or less" option and describe the different realities in a comment.

Modify row height to view hidden text

By default row heights automatically fit to cell content, but it is sometimes necessary to set row height manually to display hidden lines. Use increments of 15 for a better fit to text (e.g., define height to 15, 30, 45, 60, 75, etc., according to needs).



Use the Focus Column to interpret content items

In the four tabs on content, an additional column helps interpreting the meaning of the items. Use this column to assess if the curriculum content matches the corresponding type of learning.

KC*	Focus of learning	Does the programme modules for pupils include all the elements of a comprehensive sexuality education? Are the following themes covered by the programme?
Sexuality education and decision making	Social norms	Sources of learning about sexuality: Family, peers, community, school, and religion
	Human rights	Sexual abuse: Inappropriate touching, unwanted and forced sex
	Human rights	Human rights protect all people against abuse and gender-based violence
	Knowledge	Examples of good and bad decisions and their consequences
	Human rights	Right to make one's own decisions
	Human rights	Right of all people to express themselves
	Knowledge	Types of communication
	Feelings	Reflection upon the difficulty to make some decisions or to communicate about personal topics
	Life skills	Seeking the help of adults to take some decisions
	Life skills	Specific ways in which people can help each other
	Life skills	Forms of media and the difference between reality and fiction
	Life skills	Being able to say "yes" and "no" to protect one's own privacy and to protect

RECOMMENDED RESOURCES

It is recommended that SERAT users are familiar with the *International Technical Guidance on Sexuality Education* (Vol I & II, UNESCO, 2009) and *It's All One Curriculum* (Population Council, 2009) in order to interpret the tool and its items as intended. The Guides can be used as companion resources while the tool is being filled in.

[Click here to download the International Technical Guidance on Sexuality Education](#)

[Click here to download It's All One Curriculum](#)

CONTACT & USER FEEDBACK

Please send any question or comment related to the SERAT to

aids@unesco.org

Your opinion counts! Please help improving the tool by filling in the *Feedback* tab (the last one of this workbook).

Form identification

Basic information about the form and the filling process

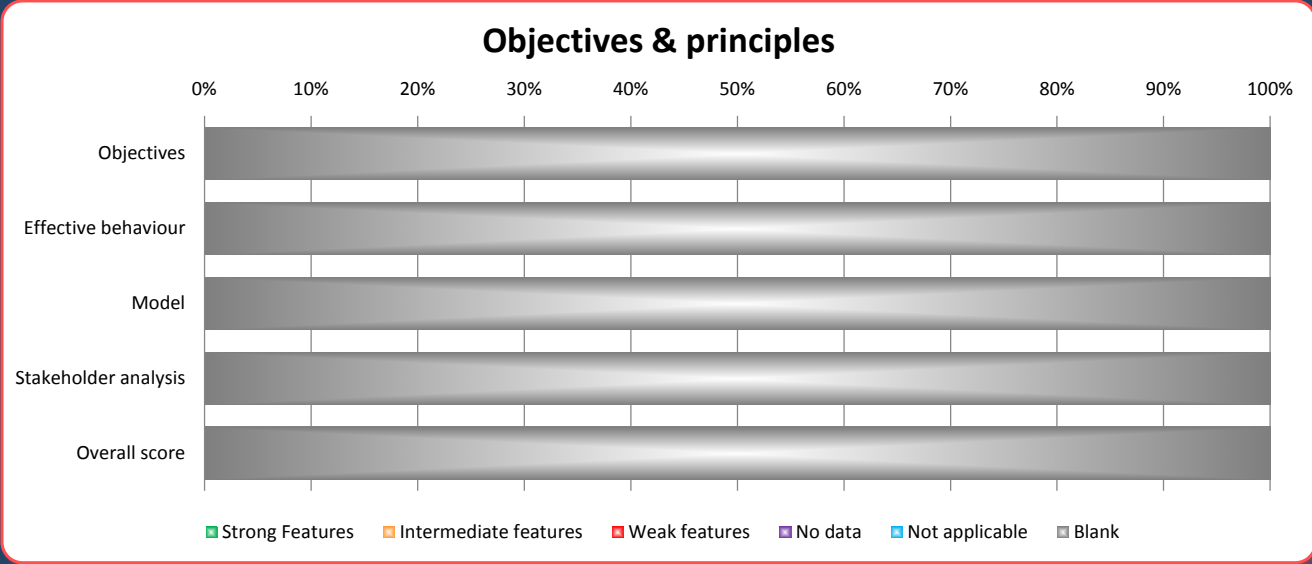
Country			
The form has been filled in between (date)		and	
Person responsible for data collection and completion in this country			
Comment about process			

Objectives & principles

What are the objectives of the programme, and which principles have been followed to design it?

	What are the main characteristics of the programme?	Answer	Comment
Objectives	Does the programme have		
	Cognitive objectives?		
	Affective objectives?		
	Skill-based objectives?		
	Have clear public health objectives, including		
	Reducing unintended pregnancy?		
	Reducing HIV?		
Reducing STIs?			
Reducing gender-based violence?			
Effective behaviour	Focus on effective behaviour, such as		
	Avoiding sexual intercourse?		
	Delaying age of first sex?		
	Using condoms correctly and consistently?		
	Reducing the number of partners?		
	Avoiding concurrent sexual partnerships?		
	Be tested (and treated as necessary) for STIs (including HIV)?		
	Using an effective method of contraception?		
	Overcoming barriers to obtaining or using condoms or contraceptive methods?		
	Identifying pressures to have sexual intercourse?		
	Suggesting ways of responding to pressures?		
	Avoiding specific situations that could lead to unwanted or unprotected sexual intercourse?		
	Making use of nearby reproductive health services?		
Model	Does the programme rely on a logic model that specifies		
	health goals?		
	specific behaviours that affect these goals and that could be changed?		
	the psychosocial factors that affect those behaviours (e.g., knowledge, attitudes, norms, skills)?		
	multiple activities to change each factor?		
	Did the programme development involve experts in research on human sexuality?		
	Has the programme been pilot-tested?		

Stakeholder analysis	Have the main stakeholders (e.g., young people, parents, people affected or infected by HIV, etc.) and their basic characteristics been identified?		
	Have their main interests been described, including how they were affected by the problem?		
	Does the programme take into account potential interventions of stakeholders to support the activities or interfere with them?		
	Does the programme take into account the stakeholders' interests?		
	Has the development of the HIV and AIDS curriculum involved		
	young people?		
	parents and communities?		
	people affected or infected by HIV?		
	religious groups and traditional leaders?		
	school management?		
teachers?			



Programme content (5-8 years old)

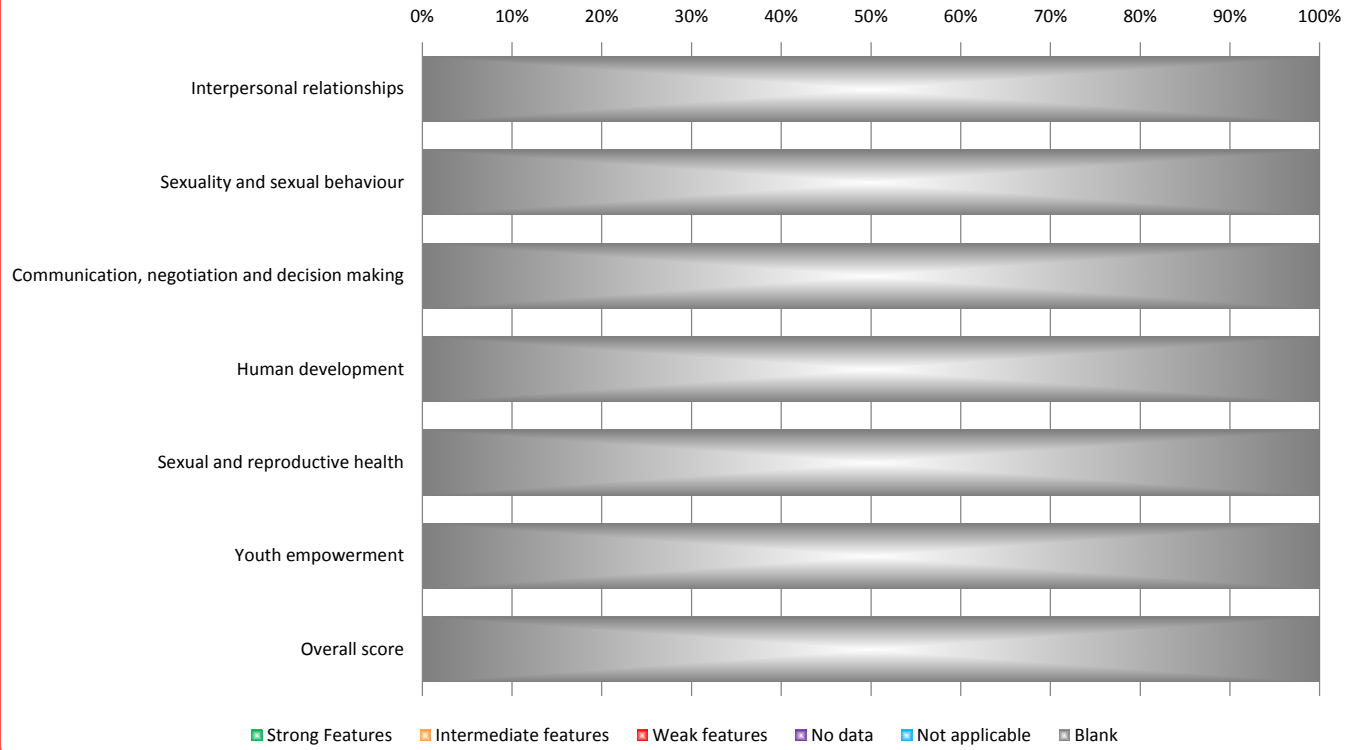
Do the programme modules for pupils include all the elements of a comprehensive sexuality education?

Key concept	Focus of learning	Are the following themes covered by the programme?	Answer	Comment <i>Specify to what extent content is scientifically accurate, thorough, appropriate for age level; other comments</i>
Interpersonal relationships	Knowledge	Diversity of family structures		
	Human rights	Roles, rights and responsibilities of family members		
	Knowledge	How health and disease can affect families in terms of their structure, capacities, roles and responsibilities		
	Knowledge	Types of relationships: family relationship; friendship; good and bad friends; boyfriends and girlfriends		
	Knowledge	Feelings associated with intimate relationships: love, infatuation, jealousy, affection		
	Feelings	Reflection upon feelings associated with interpersonal relationships		
	Human rights	Right to be treated with respect, and values for a healthy relationship (tolerance, equality, acceptance, acknowledgement of everyone's value), as opposed to harmful behaviour		
	Feelings	Understand the importance of being treated with respect		
	Social norms	Family, peers, religion and communities shape values		
	Gender	How families treat girls and boys in terms of roles, responsibilities and satisfaction of needs		
	Gender	Values and beliefs from families and communities guide our understanding of sex and gender		
	Gender	Impact of gender on access to education		
Sexuality and sexual behaviour	Knowledge	Body parts, including private ones		
	Feelings	Accept the natural curiosity about private body parts		
	Feelings	Understand the private nature of certain body parts		
	Knowledge	Sexual behaviour is a way for adults to show care and affection		
	Knowledge	Children are not ready for sexual contact with other people		
	Social norms	Sources of learning about sexuality: Family, peers, community, school, and religion		
	Human rights	Human rights protect all people against abuse (inappropriate touching, unwanted and forced sex) and gender-based violence		
Communication, negotiation and decision making	Knowledge	Examples of good and bad decisions and their consequences		
	Human rights	Right to make one's own decisions		
	Human rights	Right of all people to express themselves		
	Knowledge	Types of communication		
	Feelings	Reflection upon the difficulty to make some decisions or to communicate about personal topics		
	Life skills	Seeking the help of adults to take some decisions		
	Life skills	Specific ways in which people can help each other		
	Life skills	Forms of media and the difference between reality and fiction		
	Life skills	Being able to say "yes" and "no" to protect one's own privacy and to protect oneself from being harmed, including by sexual abuse		
	Social norms	Effect of values and convictions on decisions about interpersonal relationships		
	Social norms	Effects of peer pressure: different forms, positive and negative effects		

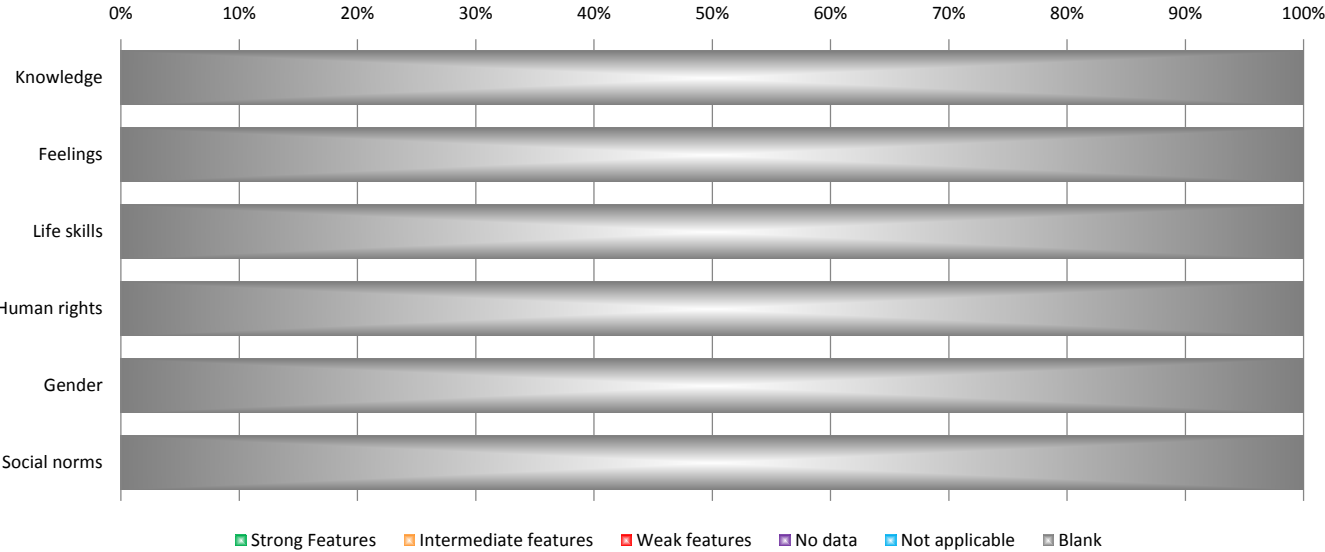
Human development	Gender Knowledge	Differences between male and female bodies		
	Social norms Knowledge	Different ways of seeing the body in different cultures		
	Knowledge	Where babies come from		
	Knowledge	How bodies change as people grow		
	Knowledge	Key features of puberty		
	Feelings	Becoming aware of one's own body		
	Human rights	Right to be respected and proud of one's body despite differences between bodies		
	Feelings	Identification of positive feelings with respect to one's own body		
Human rights	Body rights: right to health; right to be protected from harm; right to decide who can touch their body, where and in what way			
Sexual & reproductive health	Human rights	Rights of the child to care, attention and protection by parents		
	Feelings	Appreciate that some people are unable to care for a child		
	Knowledge	Health and disease : immunity, types of transmission, healthy look and disease		
	Knowledge	HIV and AIDS: basic knowledge		
	Human rights	All people – regardless of their health status – need love, care and support		
	Knowledge	Basic needs of PLHIV		
	Life skills	Behaviours that can protect the body, including from HIV transmission		
Gender	Beneficial and harmful practices for the female body and the male body			
Youth empowerment	Human rights	Recognizing whether something is just or unjust		
	Human rights	Different ways of respecting body rights in different cultures		
	Social norms	Promoting human rights by helping a person who is victim of unfair treatment		



Content by key concept (5-8 years old)



Content by focus of learning (5-8 years old)



Programme content (9-12 years old)

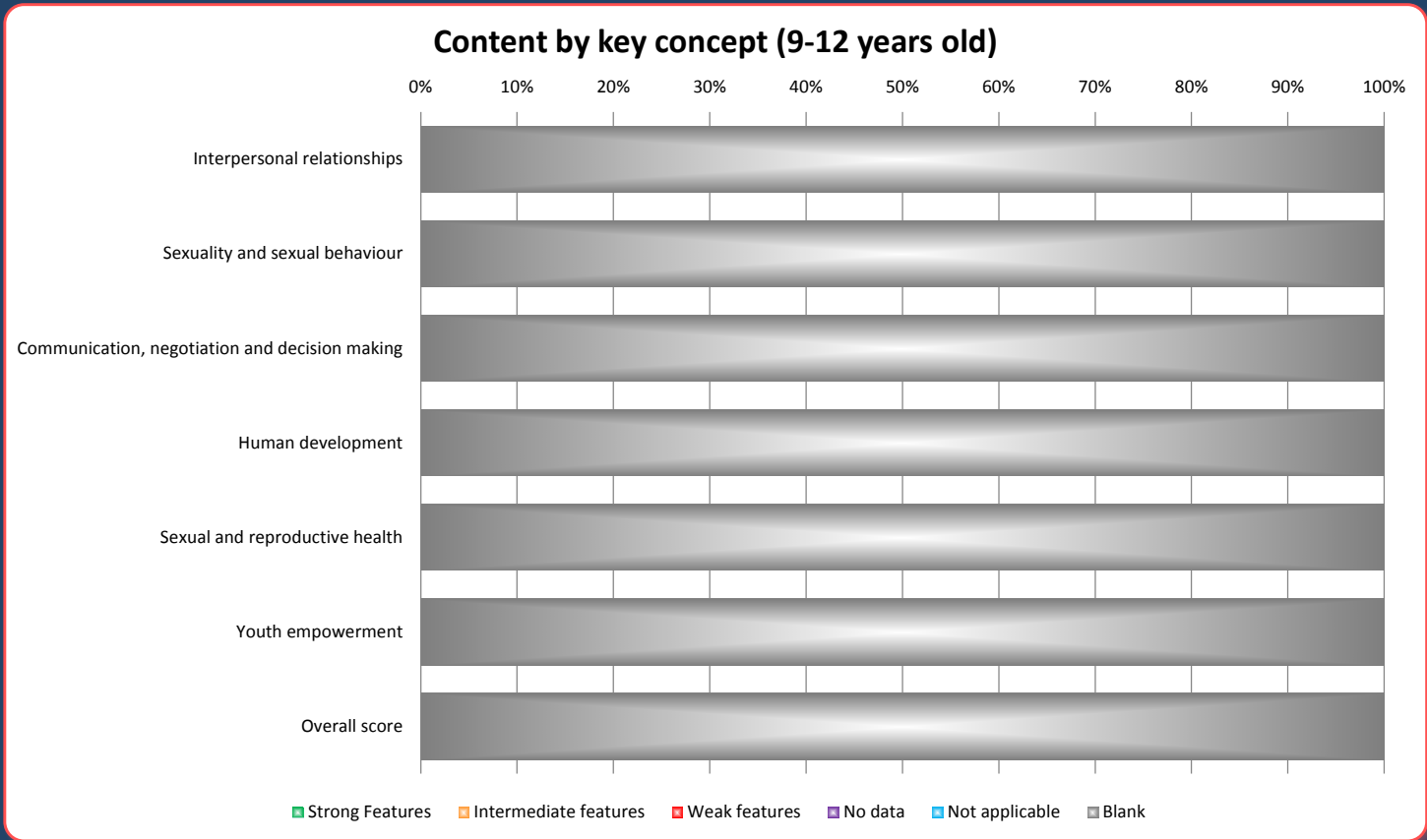
Do the programme modules for pupils include all the elements of a comprehensive sexuality education?

Key concept	Focus of learning	Are the following themes covered by the programme?	Answer	Comment <i>Specify to what extent content is scientifically accurate, thorough, appropriate for age level; other comments</i>
Interpersonal relationships	Knowledge	Qualities for healthy interpersonal relationships: Awareness of one's own feeling and values; sensitivity to other people and their rights; good communication skills; affection		
	Knowledge	Values for healthy interpersonal relationships: Respect (for oneself and of the others); honesty and authenticity; reciprocity		
	Knowledge	Ways for adults to become parents: Intended and unintended pregnancy, adoption, fostering, use of assisted fertility technologies and surrogate parenting		
	Knowledge	Key physical, emotional, economic, and educational needs of children and associated responsibilities of parents		
	Gender Human rights	At the age of majority, men and women have the right to marry and found a family; they are entitled to equal rights as to marriage, during marriage, and at its dissolution		
	Knowledge	Family and marriage: Free and arranged marriage, separation and divorce		
	Gender Human rights	Marriages are to be entered into only with the free and full consent of intending spouses		
	Gender Human rights	Betrothal and marriage of a child are not legally recognised		
	Social norms	Influence of laws, religion and social practices on marriage and parenting		
	Feelings	Reflection upon intentions concerning marriage and long-term relationships		
Gender	Gender roles are established during childhood and adolescence			

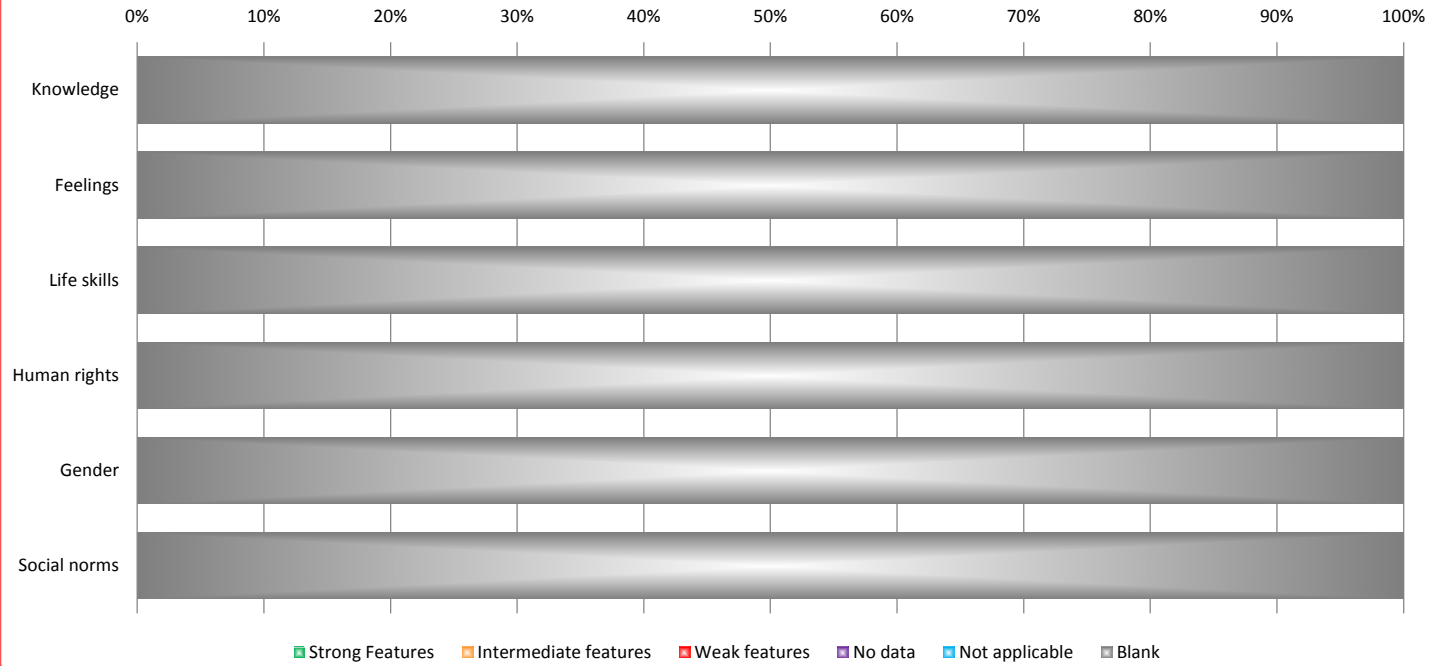
Sexuality and sexual behaviour	Knowledge	Common sexual behaviours at puberty (including masturbation or the absence of sexual intercourse)		
	Gender	Differences between sexual responses of women and men		
	Knowledge	Diversity in the ways to show love, care and sexual responses		
	Knowledge	Behaviours that eliminate or reduce risks of pregnancy or STI (including HIV): abstinence; condoms and other contraceptives; non-penetrative sexual behaviours		
	Feelings	Understanding the importance of emotional and physical maturity to have sexual relationships		
	Social norms	Influence of families and communities on values and attitudes about sexuality		
	Social norms	Key traditional and religious messages and norms about sexuality		
	Gender Social norms	Influence of mass media on personal values, attitudes and behaviour concerning gender and sexuality		
	Human rights	Key supportive legal norms and messages about sexuality		
	Social norms	Changes, over time or among cultures, in key messages about sexuality		
	Life skills	Being able to express reasons for not having sex		
	Human rights	Sexual coercion and abuse: Unwanted sexual attention and inappropriate sexual behaviours from family members, other adults or older children		
	Gender Human rights	Sexual violence: Honour killings, bride killings and crimes of passion		
	Gender Social norms	Traditional messages and stereotypes that contribute to forced sexual activity and sexual abuse		
Social norms	Influence of schooling on sexual health and well-being			
Communication, negotiation and decision making	Life skills	Examples of effective and ineffective communication		
	Life skills	Communication techniques (e.g., being assertive, refusal) to resist unwanted sexual pressure		
	Social norms	Effectiveness of communication is influenced by the relationship and the power dynamics		
	Social norms	Influence of gender roles on styles of communication		
	Feelings	Reflecting upon why it is difficult to communicate about certain issues in relationships		
	Gender Life skills	Relevant sources of help to address problems in or out of school, including sexual harassment or abuse		
	Feelings	Think over which trusted adults can help solving issues about sexuality		
	Life skills	Decision making process : steps, choices and consequences		
	Feelings	Reflecting upon past personal decisions and their consequences on intimate relationships		
	Gender Social norms	Factors that influence decisions, including friends, culture, gender stereotypes, peers and the media		

Human development	Knowledge	Structure and function of the sexual and reproductive organs: menstrual cycle, sperm production, erection and ejaculation		
	Knowledge	Biological aspects of puberty		
	Social norms	Social aspects of puberty		
	Feelings	Feelings and questions that young people have about sexual and reproductive organs (appearance, changes)		
	Knowledge	Young people's needs at puberty: Knowledge, hygiene, spaces that preserve privacy		
	Gender	Importance of having access to private space, including toilets and water, as girls mature		
	Human rights	Right to privacy; right to ownership and control over one's own body		
	Life skills	Refusing harassment and unwanted sexual attention by being assertive about privacy		
	Knowledge	How pregnancy occurs: Unprotected vaginal intercourse, ovulation and the menstrual cycle		
Knowledge	Pregnancy prevention measures, including the correct and consistent use of condoms and contraception			
Sexual and reproductive health	Life skills	Being able to recognise the signs of pregnancy and use a pregnancy test		
	Knowledge	Myths and facts about condoms, contraceptives and other ways to prevent pregnancy		
	Gender	Shared responsibility of men and women in deciding to use a condom or other contraceptives		
	Social norms	Effects of social and religious factors on abstinence, number of partners and condom use		
	Gender	Effects of gender roles on abstinence, number of partners and condom use		
	Knowledge	Health and social consequences associated with early marriage (voluntary and forced), and early pregnancy and birth		
	Knowledge	HIV, transmission and false beliefs about transmission		
	Knowledge	Means to reduce the risk of acquiring or transmitting HIV, including before (e.g. using a condom) and after exposure to the virus (e.g. Post-Exposure Prophylaxis)		
	Knowledge	AIDS and HIV treatment		
	Feelings	Emotional challenges of living with HIV: Finding out one's HIV status and leading with stigma and self-stigma		
	Social norms	Social challenges of living with HIV: Family roles and responsibilities; consequences of disclosing one's HIV status; consequences of stigma, including self-stigma, on access to services		
	Knowledge	Living positively with HIV: Practicing safer sex; paying attention to nutrition; communicating with partner(s); marrying or entering into long-term commitments, and starting a family		
	Life skills	Being able to use support groups and mechanisms that exist for PLHIV		
Feelings	Addressing one's own concerns or fears about being able to protect one's sexual health			

Youth empowerment	Human rights	Main international agreements on human rights		
	Human rights	Bias, prejudice, stigma, intolerance, harassment, rejection and bullying as violations of human rights		
	Feelings	Feelings about violations of human rights in interpersonal relationships		
	Human rights	Responsibility of everyone to help people when they are being harassed or bullied		
	Life skills	Promotion of human rights in our communities through simple actions, such as talking to friends, accompany a friend who needs an adult's help, or inviting someone to speak about human rights		



Content by focus of learning (9-12 years old)



Programme content (12-15 years old)

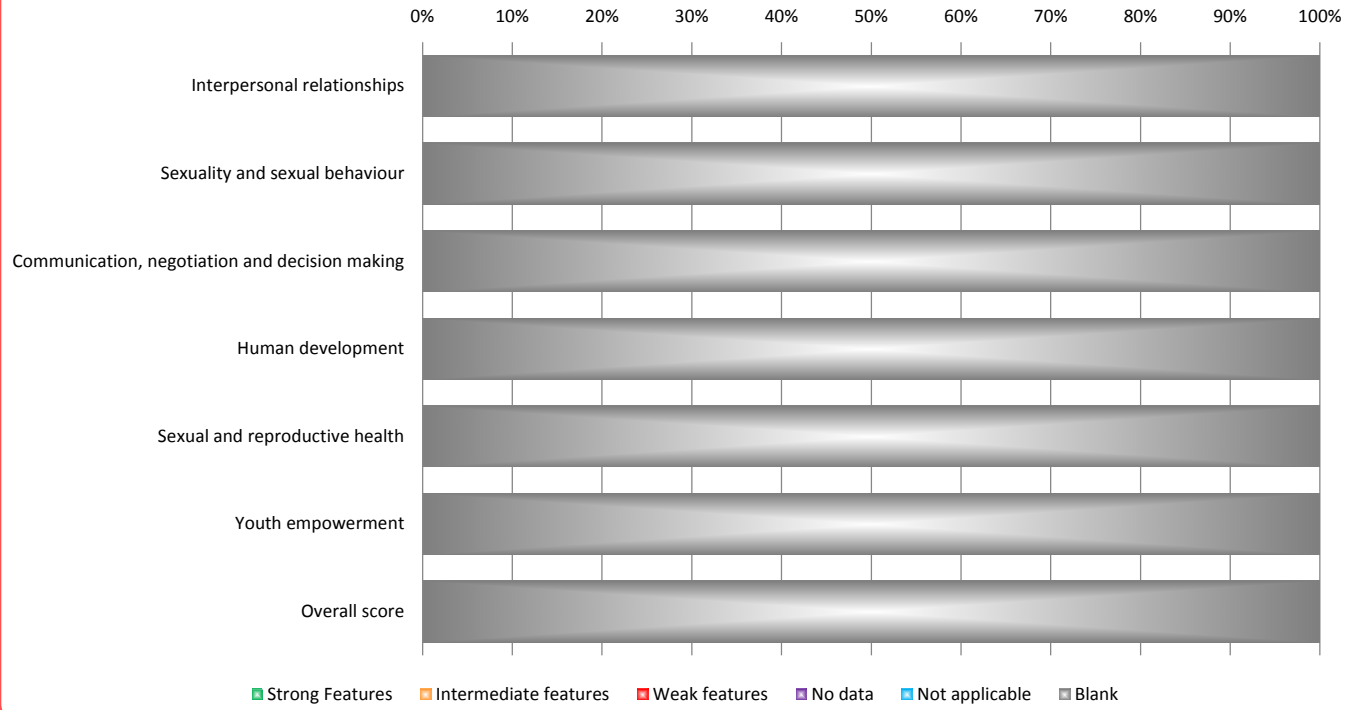
Do the programme modules for students include all the elements of a comprehensive sexuality education?

Key concept	Focus of learning	Are the following themes covered by the programme?	Answer	Comment <i>Specify to what extent content is scientifically accurate, thorough, appropriate for age level; other comments</i>
Interpersonal relationships	Knowledge	Importance of love, cooperation, gender equality, mutual caring and mutual respect for good family functioning		
	Knowledge	How relationships among family members change as children mature and importance of peers increases		
	Knowledge	Kinds of relationships: Love, friendship, infatuation and sexual attraction		
	Feelings	Reflection upon the nature of one's relationships and the kind of relationships that one want in their own lives		
	Knowledge	Harmful effects of discrimination, stigma and bullying, including on PLHIV		
	Knowledge	Elements of relationships for mutually satisfactory, consenting and respectful intimate relations		
	Social norms	Peer influence on discrimination, stigma and bullying		
	Gender	Influence of gender on mobility and social connection between women and men		
	Knowledge	Sexual pressure in intimate relationships		
	Life skills	Techniques to resist sexual pressures in intimate relationships		
	Feelings	Personal reflection upon reasons why young people sometimes accept sex when they do not want to		
Sexuality and sexual behaviour	Human rights	Right of people to have control over and decide freely and responsibly on matters related to their sexuality, free of coercion, discrimination and violence		
	Feelings	Clarify one's own attitudes about sexual diversity		
	Knowledge	Different ways in which sexuality is expressed across the life cycle		
	Knowledge	Types of coercion; consequences of coercion		
	Social norms	How bullying and negative peer pressure can affect sexual decision-making and behaviour		
	Knowledge	Transactional sexual activity as the exchange of money, goods or protection for sexual favours		
	Gender	Gender based violence, including rape and its prevention		
	Feelings	Thinking about when and how to say 'yes' and 'no' to sexual relationships		
	Gender	Cultural factors that influence what is considered acceptable and unacceptable sexual behaviour of men and women in society		
	Life skills	Being able to identify trusted adults who can refer to services that support victims of sexual abuse and gender-based violence		
	Knowledge	Abstinence as the safest way to avoid pregnancy and STIs, including HIV		
	Knowledge	Condoms and other contraceptives to reduce the risk of unintended consequences		
	Gender	Positive and negative portrayal of women and men by mass media through stereotypes		
	Gender	Understanding the influence of mass media portrayal of men and women on self-esteem		

Communication, negotiation and decision making	Life skills	How to behave in ways that are consistent with one's own values, while respecting the rights of others		
	Knowledge	Barriers standing in the way of making decisions: emotions, drugs and alcohol, peer pressure, or pressure from persons in a position of power, status, or authority		
	Gender	Inequalities between women and men as a barriers standing in the way of making rational decisions in terms of sexual behaviour		
	Knowledge	Considering potential consequences (such as unintended pregnancy and STIs) as part of making decisions on sexual behaviour		
	Knowledge	Common sexual decision-making situations that might be uncomfortable for someone who lacks adequate communication or decision-making skills		
	Life skills	Effective communication to refuse unwanted sexual pressure or abuse		
	Life skills	Ability to communicate clearly about how to protect against infection (including HIV) and unwanted pregnancy, through correct and consistent use of condoms and contraceptives		
	Feelings	Reflecting upon one's own maturity level and comfort in communicating to ensure that intimate relationships are wanted, safe, respectful, and enjoyable		
	Life skills	Behaviours that can impede clear communication		
	Life skills	Appropriate sources of help: Counselling, testing and treatment for STIs/HIV; services for contraception, sexual abuse, rape, domestic and gender-based violence, abortion and post-abortion care, and stigma and discrimination		
	Knowledge	Shame and guilt as barriers to seeking help		
Human development	Gender	Biological aspects of sex and gender: Chromosomes, early pregnancy and hormones		
	Social norms	Social aspects of sex and gender: Cultural, traditional and religious ways of understanding sex, gender, and when it is appropriate to become sexually active		
	Knowledge	Signs of pregnancy, and the stages of foetal development and childbirth		
	Life skills	Pregnancy test: How to find it; when and how to use it; how to interpret it		
	Knowledge	Healthy and harmful behaviour to foetal development and childbirth: Nutrition, smoking and using alcohol and drugs		
	Feelings	Consequences of physical changes on self-image, behaviour and reactions of others		
	Human rights	Right to privacy, not to be harmed, to be in control over one's own sexuality, and to move freely from place to place		

Sexual and reproductive health	Human rights	Right of young people to information to have safe and responsible sex lives and to avoid HIV infection		
		Effective methods of preventing unintended pregnancy or HIV, and their associated efficacy, including		
	Knowledge	Abstinence		
	Knowledge	Avoiding having multiple concurrent partners		
	Knowledge	Condoms		
	Knowledge	Natural contraceptive methods		
	Knowledge	Emergency contraception		
	Social norms	Influence of culture, religion, and peer pressure on choice of risk reduction strategies		
	Gender	Influence of gender on choice of risk reduction strategies		
	Feelings	Appreciate one's personal vulnerability to unintended pregnancy or to STI (including HIV)		
	Feelings	Confidence in discussing and using different contraceptive and protection methods		
	Life skills	Access to prevention methods: barriers and solutions		
	Life skills	Going to health services to assess personal risk, perceived vulnerability, and attitudes about safer sexual practices		
	Life skills	Correct use of condoms		
	Knowledge	Most frequent STI affecting women and men: Symptoms, possible consequences and treatment		
	Gender	Gender inequalities in exposure to STI		
Social norms	Age-disparate/intergenerational relationships and can increase the risk of acquiring HIV			
Knowledge	Living positively with HIV: Practicing safer sex; paying attention to nutrition; communicating with partner(s); marrying or entering into long-term commitments, and starting a family			
Life skills	Being able to use support groups and mechanisms that exist for PLHIV			
Youth empowerment	Human rights	National laws and international agreements affecting the enjoyment of human rights related to sexual and reproductive health		
	Human rights	Sexual and reproductive rights of PLHIV, including YPLHIV		
	Human rights	Right of PLHIV to live free of stigma and discrimination		
	Knowledge	Responsibility of everyone to speak out against bias and intolerance		
	Gender	All forms of sexual abuse and gender-based violence by adults, young people and people in positions of authority are a violation of human rights		
	Gender	Responsibility of everyone to report sexual abuse and gender-based violence		
	Feelings	Become sensitized to situations characterized by injustice, discrimination, marginalization, or inequality		

Content by key concept (12-15 years old)



Content by focus of learning (12-15 years old)



Programme content (15-18+ years old)

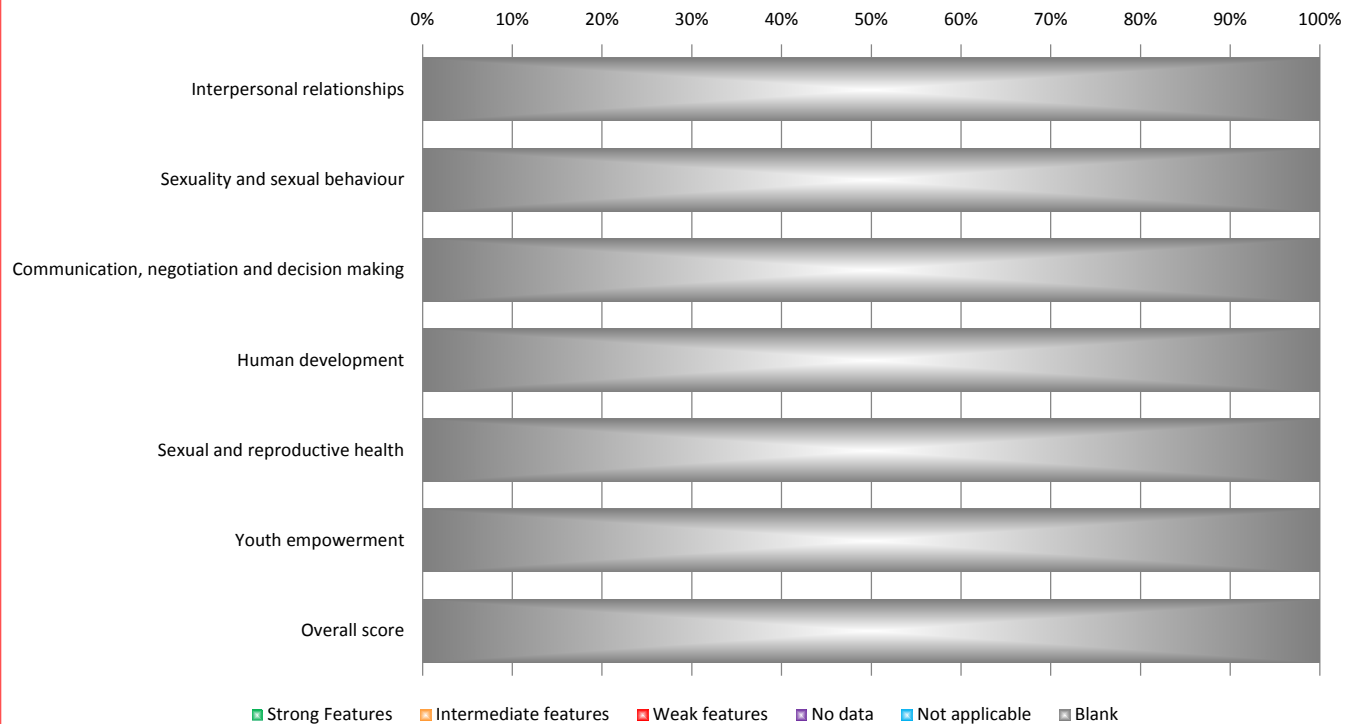
Do the programme modules for pupils include all the elements of a comprehensive sexuality education?

Key concept	Focus of learning	Are the following themes covered by the programme?	Answer	Comment <i>Specify to what extent content is scientifically accurate, thorough, appropriate for age level; other comments</i>
Interpersonal relationships	Knowledge	Impact of disclosures (e.g., HIV-positive status, pregnancy, sexual orientation) on family members' roles		
	Life skills	Dealing with disclosure within family: turning to support systems, change roles and responsibilities, supporting one another with mutual respect		
	Feelings	Understanding that shame, fear or other feelings can delay disclosures (e.g., pregnancy, HIV infection) and prevent access to support services		
	Life skills	Identify trusted persons to share information and issues about sexuality		
	Gender	Influence of gender on mobility and social connection between women and men		
	Gender Feelings	Personal reflection upon gender roles that should be challenged		
	Human rights	Relevant laws concerning abusive relationships		
	Life skills	Skills to identify abusive relationships: Knowing one's rights and responsibilities; communication skills; getting support from somebody else		
	Social norms	Sources of power and powerlessness in interpersonal relationships		
Sexuality and sexual behaviour	Human rights	International and national legal instruments concerning child marriage, female genital mutilation, age of consent, sexual orientation, rape, sexual abuse, and people's access to sexual and reproductive health services		
	Knowledge	Biological, social, psychological, spiritual, ethical and cultural components of sexuality		
	Knowledge	Key elements of sexual pleasure and responsibility		
	Gender	Factors influencing sexual orientation and gender identity		
	Social norms	Accepting people of differing sexual orientation and gender identity as part of respecting human rights		
	Gender	Gender inequality and the risk of sexual coercion, abuse and violence		
	Social norms	Social, cultural or religious norms influencing consent or coercion		
	Social norms	Potential positive and negative influences of mass media messages about sexuality and sexual relationships		
	Life skills	Demonstrate appropriate help-seeking behaviour, including assertiveness for identifying an appropriate source of help		

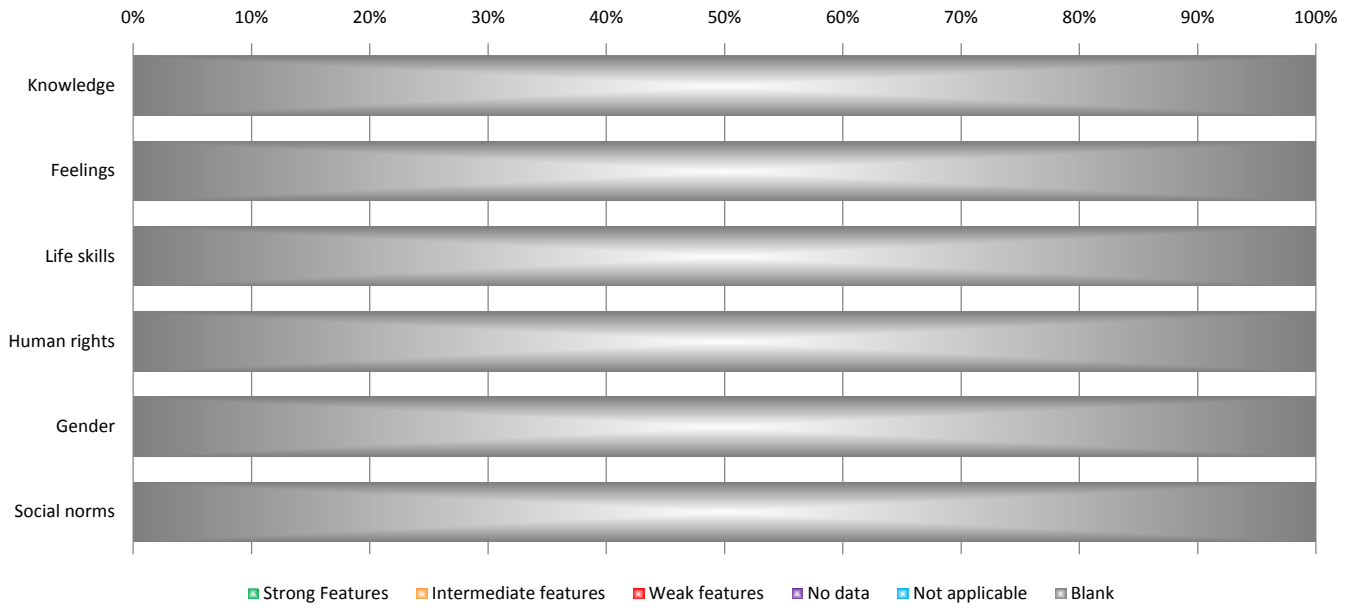
Communication, negotiation and decision making	Knowledge	Legal, social and health consequences of sexual decision-making		
	Feelings	Personal reflection about maturity level and comfort in communicating to ensure that intimate experiences are wanted, safe, respectful, and enjoyable		
	Knowledge	Potential legal, social and health consequences of sexual decision-making		
	Life skills	Steps of rational decision-making on sexual and reproductive health issues		
	Feelings	Reflection about personal values that influence one's own decisions and behaviour		
	Knowledge	Importance of being able to talk about their difference with others (including parents) and develop respect for each other's rights to have different values		
	Life skills	Assertiveness and negotiation skills to resist unwanted sexual pressure or reinforce the intention to practice safer sex		
	Human rights Feelings	Personal reflection about the importance of knowing one's rights and responsibilities when addressing or ending a troubled relationship		
	Gender Feelings	Gender roles and expectations influence the negotiation of sexual relationships Appreciate why it is difficult for many young people to communicate clearly and assertively that they do not want sex		
Human development	Human rights	Affirmation of rights to privacy and bodily integrity in international human rights instruments		
	Human rights	Respect for human rights requires us to accept people of differing sexual orientation and gender identity		
	Gender Knowledge	Men and women experience changes in their sexual and reproductive functions throughout life		
	Feelings	How peoples' feelings about their bodies can affect their health, self-image and behaviour		
	Social norms Gender	Unrealistic standards about bodily appearance can be challenged Influence of gender roles on the control over one's own sexuality and the ability to move freely from place to place		
	Knowledge	Differentiation between reproductive and sexual functions and desires		
	Knowledge	Mutual consent as key requirement before sexuality with a partner		
Sexual and reproductive health	Knowledge	Personal benefits and possible risks of available methods of contraception		
	Life skills	Increasing confidence in discussing and using different contraception methods		
	Life skills	Influence of gender roles on culture and peer norms on selecting the most appropriate risk reduction strategy		
	Feelings	How self-efficacy and perceived vulnerability affect preferences about strategies for contraception and STI prevention		
	Human rights Feelings	Partners' shared responsibility to prevent STI and unintended pregnancies Personal attitude about disclosing one's STI and HIV status to a sex partner		
	Social norms	Impact of stigma and discrimination on access to education, information and services by PLHIV		

Youth empowerment	Human rights	People's responsibility to report abusive relationships and to speak out against bias and intolerance		
	Human rights	Responsibilities the state has for protecting, respecting, and fulfilling sexual and reproductive rights		
	Knowledge	Importance of PLHIV's participation to improve the response to HIV epidemic		
	Gender	How gender affects civic and political participation		
	Feelings	Personal biases and prejudices and motivations to change		
	Feelings	Experiences and feelings in trying to promote sexual health, human rights, or gender equality		
	Life skills	Research a concern about sexual health, human rights, or gender equality		

Content by key concept (15-18 years old)



Content by focus of learning (15-18 years old)

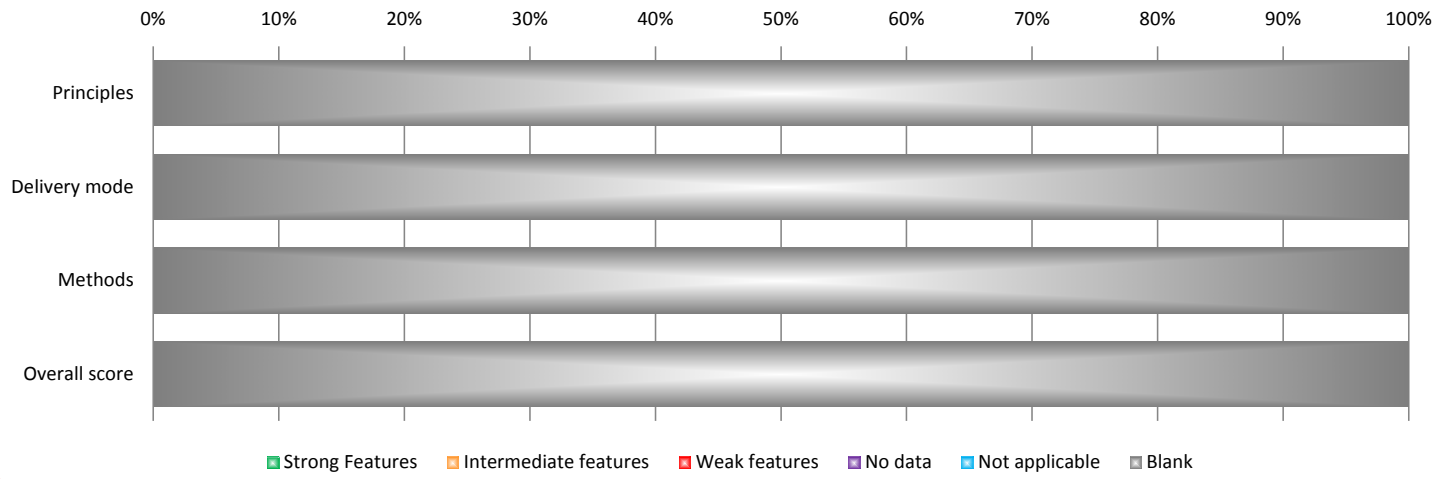


Implementation

What methods are most commonly planned in sexuality education?

Do the programme include clear and detailed guidelines to		Answer	Comment
Principles	Establish a learning environment based on equality, respect, and human rights?		
	Foster a process that draws on learners' experiences, integrating new information and ideas into what they already know and think?		
	Use a wide range of strategies to engage learners?		
	Builds on students' power to reflect, to study, to think critically about their own lives and about the world around them, and to solve problems?		
	Foster students' ability to apply what they learn to their lives and communities, that is, help them to become active citizens and forces for positive change?		
Delivery mode	Include lecture-based formal classroom teaching?		
	Include participatory classroom teaching?		
	Include peer education?		
	Include self-learning activities?		
Methods	Include energizers (e.g., icebreakers, name games, songs, physical exercises)?		
	Include discussion triggers (e.g., brainstorming, case studies, questions or statements used to prompt written responses, agree/disagree exercises, problem-posing, films and readings)?		
	Include creative play (e.g., games, art projects, role-playing and theater, poetry, creative writing)?		
	Include group discussions (e.g., informal dialogue, panel discussions, debates)?		
	Include participatory reflections and analysis (e.g., community mapping, problem trees, research projects, analyzing media messages)?		
	Include personal reflection (e.g., keeping a journal, guided memories, values clarification, creative art projects)?		

Implementation

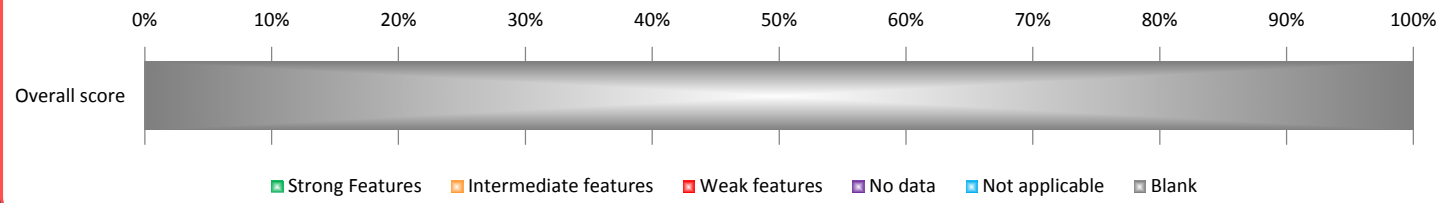


Programme integration in the curricula

Have the necessary precautions been taken when integrating the programme into the school curricula?

How does the programme integrate into the curricula?	Answer	Comment
Is the sexuality education programme part of the curriculum?		
Is sexuality education a stand-alone subject (called sexuality education, or with another title, or integrated into a single carrier subject)?		
Is sexuality education integrated across different subjects? If so, please tick which subjects in the list below, starting with primary school subjects:		
Languages	<input type="checkbox"/>	
Life Skills	<input type="checkbox"/>	
Integrated Science	<input type="checkbox"/>	
Integrated Social Sciences	<input type="checkbox"/>	
Arts	<input type="checkbox"/>	
Technology Studies	<input type="checkbox"/>	
Physical education	<input type="checkbox"/>	
Other (please specify in comment):	<input type="checkbox"/>	
Please tick the secondary school subjects that integrate sexuality education:		
Languages	<input type="checkbox"/>	
Life Skills	<input type="checkbox"/>	
Integrated Science	<input type="checkbox"/>	
Integrated Social Sciences	<input type="checkbox"/>	
Arts	<input type="checkbox"/>	
Technology Studies	<input type="checkbox"/>	
Physical education	<input type="checkbox"/>	
Other (please specify in comment):	<input type="checkbox"/>	
Does sexuality education start in the first year of primary education?		
Does it continue through secondary education, until the final year?		
Does the sexuality education programme cover the whole national territory?		
Is there a strategy to prevent curricula from becoming overcrowded?		
The sexuality education curriculum has a clear, practical requirement and is taught as a compulsory, examinable subject in primary education?		
The sexuality education curriculum has a clear, practical requirement and is taught as a compulsory, examinable subject in secondary education?		
Is sexuality education integrated into extra-curricular programmes?		
Teaching time allocated to sexuality education is adequate in primary education?		
Teaching time allocated to sexuality education is adequate in secondary education?		
Are there any minimum standards set for sexuality education contents and objectives?		
Is there a standard textbook (or choice of textbooks) developed and available in your country that supports the sexuality education programme?		
Are there quality sexuality education manuals available to all students?		
Are there quality material available for all the classroom activities?		
Is there a teaching guide developed and available in the country to support the delivery of sexuality education?		
Is the teaching guide widely available and used by teachers?		

Integration

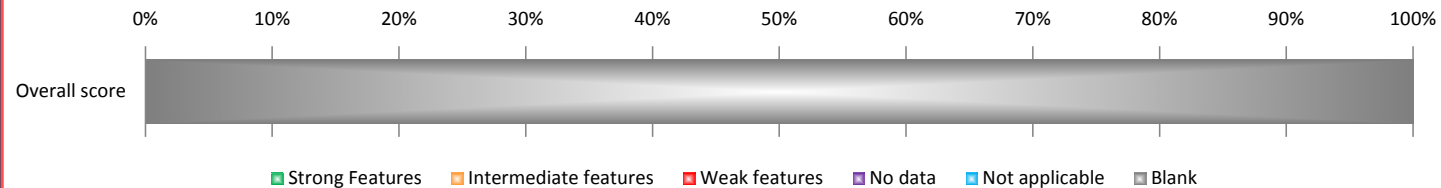


Teacher training

Does teacher training include sexuality education and the particular skills required to teach this?

Which considerations have been taken into account for the teacher training?	Answer	Comment
Have orientation programmes been undertaken for teachers in school life skills and HIV and AIDS?		
Is sexuality education an integral component in the curriculum for the professional preparation of all new teachers?		
Have new teachers the opportunity to specialize in sexuality education as part of their professional preparation (as they could specialize in math, history, languages, sciences, etc.)?		
Does a teacher training curriculum exist for sexuality education?		
Is the teacher training curriculum based on the school curriculum?		
Is the Ministry of Education (or of Higher Education) responsible for teacher training in sexuality education?		
Does the Ministry of Education (or of Higher Education) have oversight over quality of non-MoE delivered training?		
Are there in-service teacher training programmes available for teachers or peer educators on sexuality education?		
Are there any minimum standards set for teacher training?		
Does teacher training include the reasons why sexuality education is needed?		
Does the training address the common concerns about the provision of sexuality education (e.g., "Sexuality education leads to early sex"; "Sexuality education is against our culture or religion"; "Parents will object") and provide adequate answers to those concerns?		
Does the programme address the educators' own values, biases and opinions?		
Does teacher training include skills to overcome embarrassment in addressing sexuality?		
Do the educators learn not to pressure learners to communicate about a personal or sensitive topic?		
Are educators led to recognize that there is a wide diversity of bodies, beliefs, attitudes, behaviours, norms, and values (leading to avoid using such words as "abnormal" and "unnatural")?		

Teacher training

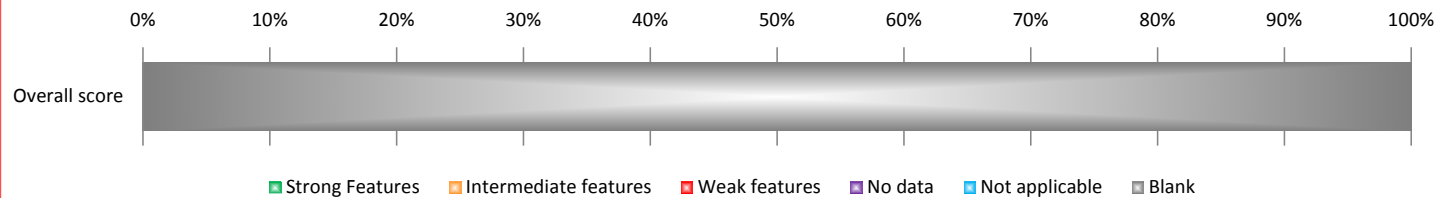


M&E

Which measures have been put in place to monitor and evaluate the programme?

How is the programme monitored and evaluated?	Answer	Comment
Is there national-level information or data available in the country on the sexual and reproductive health needs of young people?		
Are there indicators derived from elements of sexuality education curriculum/syllabus that are included in the following information systems?		
National education management information system		
National demography and health survey		
National monitoring and evaluation frameworks on HIV and AIDS		
School inspection tools		
Is there national-level information or data available in the country on the coverage of the sexuality education programme for young people?		
Is there information or data available in the country on the cost of sexuality education programmes for young people?		
Is there national-level information or data available in the country on the outcomes and impact of sexuality education programmes for young people?		

M & E



Institutional context

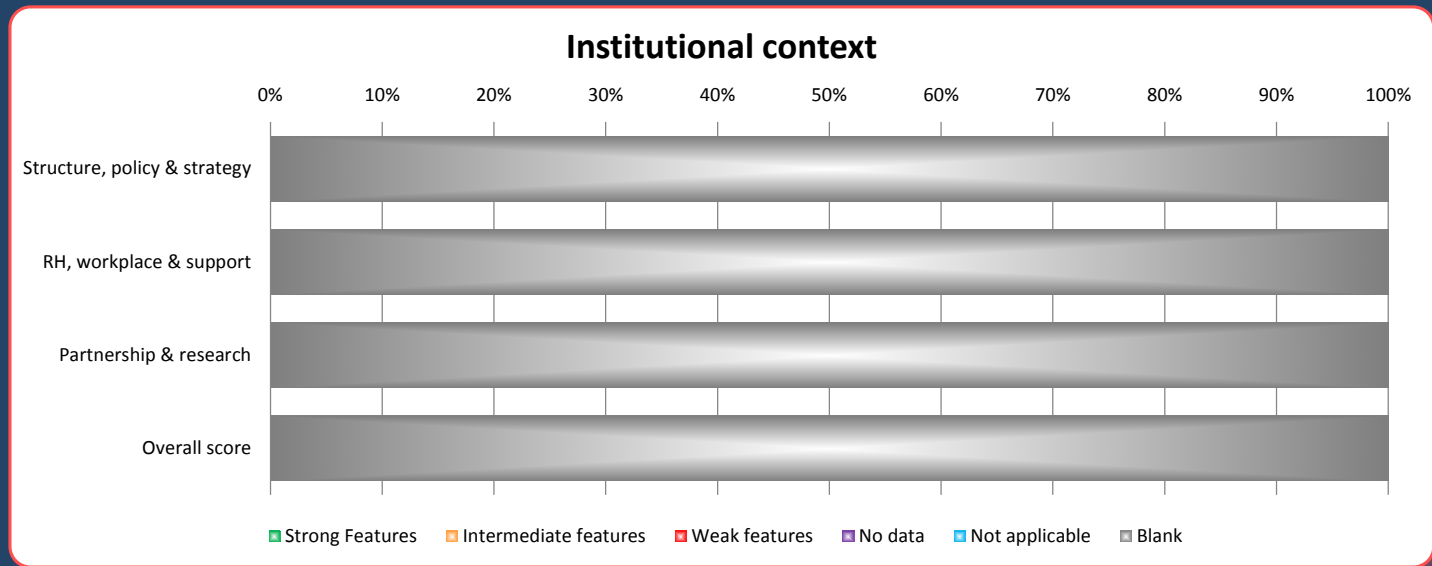
What are the characteristics of the institutional context in which the sexuality education programme takes place?

Question	Answer	Comment
Education system		
Is there a single Education Ministry, or more than one? (Indicate the number)		
What is the		
Net enrolment rate, primary		
Net enrolment rate, secondary		
Transition from primary to secondary		
Pupil / Teacher ratio primary		
Pupil / Teacher ratio secondary		
Is total enrolment in school growing, shrinking or remaining stable?		
Ministerial structures of the education sector		
At the national level, is there a dedicated committee or management unit that is responsible for coordinating the response to HIV?		
Are there staff at the ministry level who only deal with HIV and AIDS issues?		
Are there regional/provincial/district structures responsible for implementing a response to HIV and AIDS?		
At the national level, is there a dedicated committee or management unit that is responsible for gender mainstreaming?		
Are there staff at the ministry level who only deal with gender issues?		
Enabling environment for an effective response to HIV and AIDS and gender mainstreaming		
Are there regulations for schools and other educational institutions in terms of admissions and fees?		
Is there a specific HIV and AIDS policy for the education sector?		
Do the ministerial structures of education have a workplace policy relating to HIV and AIDS?		
Have other rules and regulations within the ministerial structure of education been reviewed in light of the impacts and implications of HIV and AIDS?		
Is there a specific gender policy for the sector?		
Do the ministerial structures of education have a workplace policy relating to gender?		
Have other rules and regulations within the ministerial structures been reviewed in light of the impacts and implications of gender mainstreaming?		
Does the policy framework		
provide an institutional basis for the implementation of a sexuality education programme?		
anticipate and address sensitivities concerning the implementation of a sexuality education programme?		
set standards on confidentiality?		
set standards on appropriate behaviour towards people infected or affected by HIV?		
protect and support teachers responsible for delivery of sexuality education and, if appropriate, protect their status within the school and community?		
set standards on appropriate behaviour excluding all forms of gender based discrimination?		
set standards on appropriate behaviour excluding all forms of gender based violence?		
protect and support people faced with gender based violence?		

Structures, policy and strategy

HIV mainstreaming		
Is there an education sector HIV and AIDS strategic plan?		
Is HIV and AIDS considered when making district level plans?		
Does the strategic plan support the implementation of a sexuality education programme?		
Is there any other strategic document providing support for the sexuality education programme?		
Gender mainstreaming		
Is there a gender mainstreaming plan for the education sector?		
Does the strategic plan provides a support for gender mainstreaming in curricula?		
Is there any other strategic document providing support for gender mainstreaming in curricula?		
Legal context		
Are there supportive legal provisions for the delivery of sexuality education (i.e. barriers such as: legal age of consent for sexual intercourse; legal age restriction for accessing condoms; legal age of consent for voluntary HIV test, do not exist)?		
Are there legal provisions ruling on gender based violence?		
Human Resources adaptation to the impacts of HIV and AIDS		
Have human resources policies been amended to minimize vulnerability and susceptibility to HIV and AIDS (e.g., deployment of teachers away from their families)?		
Has an analysis been conducted of the impact of HIV and AIDS on demand and supply of human resources in the education sector?		
Have guidelines been developed for teachers on dealing with HIV and AIDS in schools?		
Have human resources policies been amended to eliminate gender based discrimination and violence?		
Have guidelines been developed for teachers on dealing with gender based discrimination and violence?		
Workplace HIV and AIDS programmes		
Do the ministerial structures have HIV and AIDS awareness programmes for all its employees?		
Have guidelines for implementing universal precautions been developed for use by all staff?		
Do the ministerial structures have a policy to ensure that personnel affected by HIV and AIDS have access to care, treatment and support services?		
Workplace gender programmes		
Do the ministerial structures have gender awareness programmes for all its employees?		
Does the ministerial structures have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for female staff?		

Partnership & research	Responses aimed at people affected by HIV (including those living with HIV)	
	Is there a programme to address the needs of orphaned and vulnerable children in the education system?	
	Is there a programme in place to address the needs of HIV positive learners?	
	Is there currently a school feeding scheme in place?	
	Are counseling services, by trained counselors, available at most or all schools and other educational institutions at the primary and secondary level?	
	Are services available for learners (or teachers) subject to violence, to receive support and channel complaints?	
	Partnership development in response to HIV and AIDS	
	Is there a database of partners working in the education sector available at the ministry level?	
	Is there a defined strategy for mobilizing partners to education which is implemented?	
	Are parents involved in school level activities on HIV and AIDS?	
	Are other health programmes and interventions in place into which education about HIV/STI can be integrated?	
	Research guiding the response to HIV and AIDS	
	Has a research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV and AIDS within the education sector?	
	Has any research been commissioned to inform the education sector response to HIV and AIDS?	
Has any research been commissioned to inform gender mainstreaming in the education sector?		

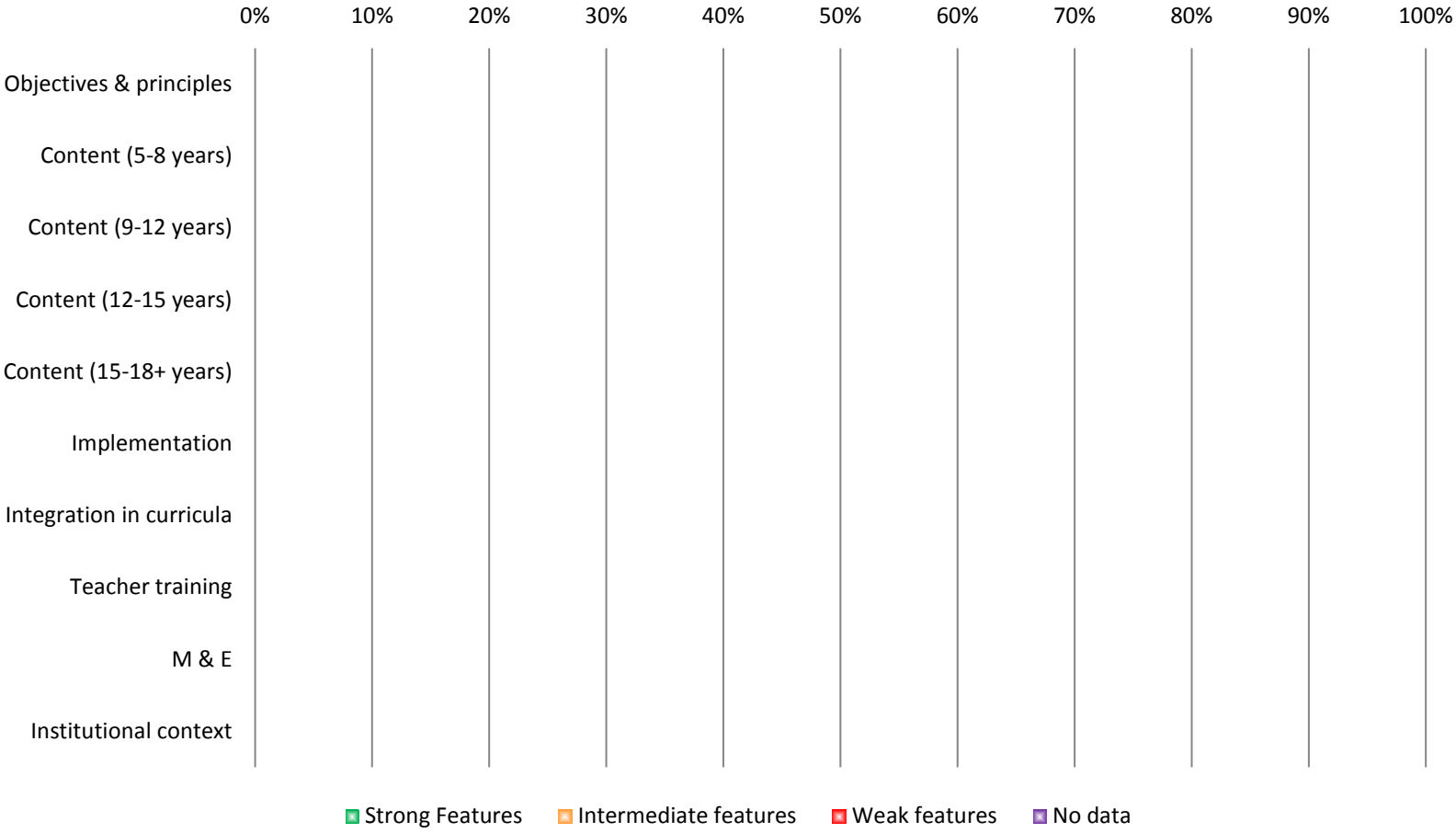


Public health data

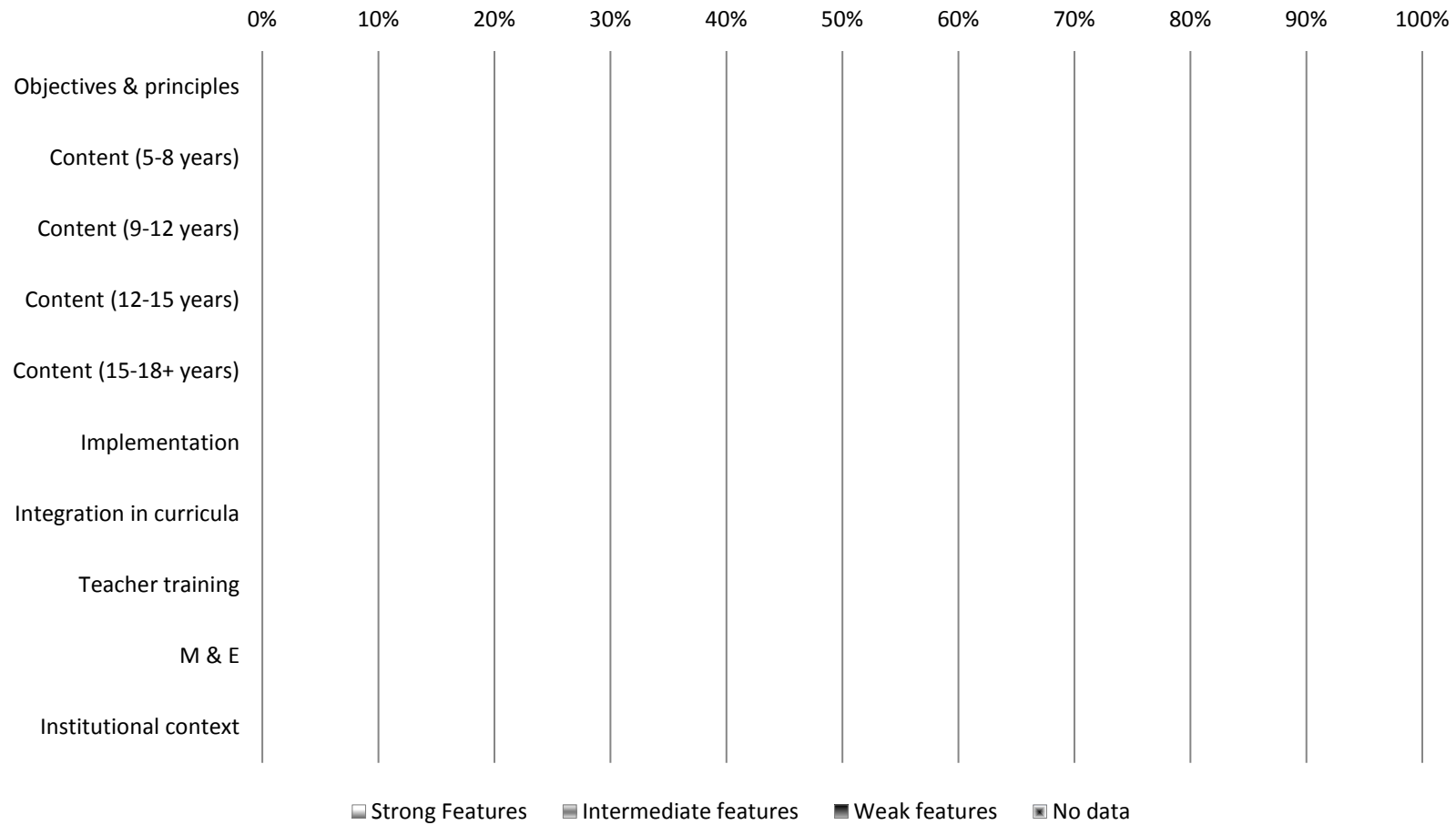
Data to take into account when designing or evaluating the programme

Indicator (add as many rows as needed to display relevant country indicators)	Data	Source	Suggested Data Source
HIV prevalence among adults (15-49 years)			UNGASS / UNAIDS country report
HIV prevalence among young women and men (15-24 years)			UNGASS / UNAIDS country report
HIV prevalence among children (0-14 years)			UNGASS / UNAIDS country report
Estimated number of people living with HIV			UNGASS / UNAIDS country report
HIV knowledge, young men aged 15-24 who have comprehensive knowledge of HIV (%)			UNGASS / UNAIDS country report
HIV knowledge, young women aged 15-24 who have comprehensive knowledge of HIV (%)			UNGASS / UNAIDS country report
Women and men aged 15–24 years expressing accepting attitudes towards people living with HIV %			UNICEF MICS / DHS
STI prevalence among adults			UNAIDS country report
STI prevalence among young women and men			UNAIDS country report
Adolescent birth rate, Number of births per 1,000 girls aged 15-19			DHS / WHO / UNICEF
Marital status, Girls aged 15-19 who are currently married/in union (%)			DHS
Female genital mutilation/cutting (% women aged 15 to 49 years of age who have been mutilated/cut)			UNICEF MICS / DHS / other national
Female genital mutilation/cutting (% women aged 15 to 49 with at least one mutilated/cut daughter)			UNICEF MICS / DHS / other national
Attitudes towards domestic violence, women aged 15-19 who think that a husband is justified in hitting or beating his wife under certain circumstances (%), female			UNICEF MICS / DHS / other national surveys
Contraceptive prevalence (%)			UNFPA
Unmet need for family planning (%)			UNFPA
Percentage of adolescent (15-19 years) who have had sexual intercourse before the age of 15 - male			UNGASS / UNAIDS country report
Percentage of adolescent (15-19 years) who have had sexual intercourse before the age of 15 - female			UNGASS / UNAIDS country report
Percentage of young women and men who have had sexual intercourse with more than one partner in the last 12 months			UNGASS / UNAIDS country report
Percentage of young women and men aged 15–24 who had more than one sexual partner in the past 12 months who report the use of a condom during their last intercourse			UNGASS / UNAIDS country report
Percentage of schools that provided life skills-based HIV education within the last academic year			Latest UNGASS data from 2010 or new data from EMIS if collected
Percentage of teachers who approve of sexuality education			Survey
Percentage of adults who approve of sexuality education			Survey

Summary results



Summary results



Please send any question or comment related to the SERAT to
aids@unesco.org

Feedback form

Your opinion counts! Please help improving the tool by answering to the following questions

<i>How would you rate the following aspects of the SERAT?</i>		<i>Answer</i>	<i>Comment</i>
TABS	Cover		
	What is SERAT		
	How to use SERAT		
	Form ID		
	Objectives & principles		
	Content (5-8 years)		
	Content (9-12 years)		
	Content (12-15 years)		
	Content (15-18+ years)		
	Implementation		
	Integration		
	Teacher training		
	M&E		
	Institutional context		
	Public health		
Summary results			
Summary results B&W			
Feedback form			
USER FRIENDLINESS	Ease of use		
	Instructions		
	Wording of items		
	Thoroughness		
	Graphic functions		
	Ease of interpretation of result		
	Ease of finding one's way among the tabs		
	Number of tabs		
	Length of tabs		
	Ease of collecting the information		
	Ease of use in a participatory process		
	Ease of sharing the results		
	Other (please specify in comment)		

SERAT APPLICATION	How would you rate the use of SERAT to support programme		
	evaluation		
	improvement		
	development		
	advocacy		
	Implementation		
	other (please specify in comment)		
USER INFORMATION	How would you define yourself? (Please tick all relevant boxes)		
	A single user	<input type="checkbox"/>	
	A group of users	<input type="checkbox"/>	
	You collected data to complete the tool	<input type="checkbox"/>	
	You filled in the tool	<input type="checkbox"/>	
	You reviewed the completed tool	<input type="checkbox"/>	
	Your wrote the report	<input type="checkbox"/>	
	Your intend to use (or already used) the tool to evaluate a programme	<input type="checkbox"/>	
	Your intend to use (or already used) the tool to improve an existing programme	<input type="checkbox"/>	
	Your intend to use (or already used) the tool to develop a new programme	<input type="checkbox"/>	
	Your intend to use (or already used) the tool to advocate for sexuality education	<input type="checkbox"/>	
	Your intend to use (or already used) the tool to improve programme implementation	<input type="checkbox"/>	
	Other (please specify in comment)	<input type="checkbox"/>	
<p>You can send this questionnaire to aids@unesco.org</p> <ul style="list-style-type: none"> • along with your completed SERAT form, or • independently, leaving all the other tabs empty, or • by copying this table and pasting it into an email, an Excel sheet or a Word document 			<p>THANK YOU SO MUCH FOR YOUR OPINION!</p>

**THANK YOU SO MUCH FOR
YOUR OPINION!**

User feedback

