Quality Checklist for Selecting Teaching and Learning Materials

Name of resource : _____

Source (producer): _____

Date published: _____ ISBN (# if available): _____

URL (if available on the Internet): _____

Type of resource (check all that apply):

☐ Report / Guide (e.g., strategy document, issue paper, advocacy/policy papers)

☐ Book

☐ Presentation (e.g., slide show, talking points)

☐ Learning materials (e.g., curriculum, textbook, activity worksheets)

☐ Educators' resources (e.g., designed for teachers, parents, peer educators, etc.)

☐ Training manual / training resources

☐ Video

☐ Comic / magazine

☐ Newsletter

☐ Other *please specify* _____

What are the objectives?_____

Who is the target audience? _____

What time investment is suggested?(#sessions, time per sesion, #week/months/years)

_____

For what setting(s) is the resource intentded?(e.g.,schools, health centers, community centers)

_____

In what kind of setting(s) has the resource boon used? _____

Has the resource been evaluated? ☐ Yes   ☐ No

If Yes, by whom and with what findings?

_____

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Quality criteria	Quality Score (low, medium, high)			Implications for your use of this resource
1. Focus on behaviour - How prominently are the behaviours to be influenced identified in objectives?	☐	☐	☐	
2. Knowledge / Information - clear? - accurate? - up-to-date? - relevant for the health issue?	☐	☐	☐	
3. Attitudes - How well are attitudes relevant to the health issue delineated? - How adequately are discrimination and stereotypes addressed?	☐	☐	☐	
4. Skills -How relevant are the skills to the behaviour objectives? (e.g., communication & interpersonal skills; decision-making and critical thinking; coping and self-management; values clarification)	☐	☐	☐	
5. Methods - How balanced is the participation of students compared to teacher/ facilitator? - How appropriate are the methods for achieving the objectives? - How well are each of the skills supported by appropriate learning experiences? (e.g., time to practice skills, realistic situations, applied to specific risks rather than generically etc)	☐	☐	☐	

6. Gender sensitivity - in content? - in methods? - in language? - in illustrations?	☐	☐	☐
7. Planned around student needs & interests - how relevant is the content to local needs of target audience? - how involved are students in the development of the program? - how involved are students in the implementation? - how user friendly? - How sensitive to cultural / ethnic differences? - How sensitive to socio-economic differences? - How well are referral to local services addressed? (e.g. STIs, condoms, counselling, HIV testing?)	☐	☐	☐
8. Effective - How effective has the program been in achieving the achieve objectives in the past/elsewhere? - How suitable are the student assessment processes? (Are they relevant to the objectives of the program?)	☐	☐	☐
9. Intensive - Sufficient duration to achieve objectives, while also realistic? - Feasible for teachers to be trained to use this resource effectively?	☐	☐	☐

Overall Comments

What are the general strength and limitations of the resource?

Looking at the above scores, and considering the context in which you would use this resource, what aspects would need to be adapted?

Will this be feasible(i.e.,given resources and time)?

Will this resource fill needs that are not being met by your existing materials?

How could this resource complement other initiatives already underway?(e.g.,existing policies, health services, media campaigns, etc.)?