

Youth as Change Agents

My Health, My Future



History of Curriculum



- In 2017, the **Thanzi Langa, Tsogolo Langa (My Health, My Future)** curriculum was developed by the USAID funded Tiwalere II Program, a 5-year consortium of Feed the Children, World Relief and Total Land Care, to address the multisectoral determinants of nutrition among adolescent girls in Malawi.
- The curriculum intentionally **drew from a variety of other existing and evidence-based adolescent girl toolkits** (e.g. DREAMS, GREAT, GrowUp Smart, Go Girls!, Population Council's Girl Centered Program Tools).
- A multi-stakeholder team, drawing from various Malawi government ministries, USAID staff and partner projects, and Malawian academia, were involved throughout the design and review in addition to global and country office staff from the consortium partners.
- These stakeholders shared valuable time, feedback and experiences at various stages through interviews, field visits and participation in stakeholder review workshops.



Delivery of the Curriculum

- Curriculum targets adolescent girls aged 14-19 years old
- Designed to be delivered by a trained female youth mentor in a small group format with 20-25 girls
- Groups meet weekly for approximately 31 weeks in a location that is deemed appropriate by the girls, the community, and the mentor/s.
- Throughout the lessons, relevant government personnel (CHWs, Child Protection officers, Victim Support Unit staff, etc) are invited to come and share with participants and to create local linkages to services girls may need to access.

Objectives of Curriculum

- Provide adolescent girls with knowledge and skills to make healthy choices about nutrition
- Increase adolescent girls' knowledge of reproductive health and sexuality
- Reinforce and promote attitudes and behaviors that will lead to a better quality of life for adolescent girls
- Instill skills among adolescents to enable them to overcome the challenges of growing up and becoming responsible adults including communication skills, decision-making, assertiveness, setting goals and resisting peer pressure



Components of Curriculum

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Current use of Curriculum

Burundi:

- 70 AGCs reaching 1,750 girls

Malawi:

- 20 AGCs reaching 500 girls
- 20 new groups being formed

Rwanda:

- 34 AGCs reaching 600 girls

Adaptations:

- Using with adolescent mother groups (Rwanda)
- Using select modules with youth groups (Kenya, Cambodia)

