

# WiM-Africa NextGen Mining & Leadership Academy

**Program Type: Secondary  
School Club**

An Initiative of Women in Mining  
Africa (WiM-Africa)

**IMPLEMENTATION MANUAL  
(FOR TEACHERS & VOLUNTEERS)**

**Target Group:** Ages 13–20  
**Program Type:** Secondary School Club  
**Institution:** Women in Mining Africa  
(WiM-Africa)

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## **SECTION 1: PURPOSE OF THIS MANUAL**

This manual provides **step-by-step guidance** for teachers and volunteers implementing the **WiM-Africa NextGen Mining & Leadership Academy** in secondary schools.

It ensures:

- Structured and consistent delivery
- Age-appropriate but technically progressive learning
- Alignment with WiM-Africa Strategic Focus Areas and 7PPAs
- Practical exposure to mining, leadership, and enterprise pathways

## SECTION 2: PROGRAM OVERVIEW

### 2.1 What is the Club About?

The Academy introduces students to:

- Mining sector fundamentals
- Gold and diamond value chains
- Leadership and communication
- ESG (Environmental, Social & Governance) principles
- Career and enterprise opportunities

### 2.2 Why This Program Matters

Across Africa:

- Youth are not prepared for participation in extractives
- Girls are underrepresented in mining careers
- There is low awareness of formal pathways

This program builds:

- 👉 Awareness
- 👉 Skills
- 👉 Career direction
- 👉 Leadership

## SECTION 3: PROGRAM OBJECTIVES

The Academy aims to:

1. Introduce students to mining and mineral value chains
2. Build leadership and communication skills
3. Promote gender inclusion in the sector
4. Develop awareness of ESG and safety
5. Expose students to careers and enterprise pathways

## SECTION 4: TARGET AUDIENCE

- Students aged 13–20

- Secondary schools and technical institutions
- Both girls and boys (minimum 50% female participation encouraged)

## SECTION 5: PROGRAM STRUCTURE

### 5.1 Duration

- 8–12 weeks per cycle

### 5.2 Session Frequency

- 1 session per week

### 5.3 Session Duration

- 60–120 minutes

### 5.4 Class Size

- 20–50 students

## SECTION 6: ROLES & RESPONSIBILITIES

### 6.1 Teacher Coordinator

- Oversees school program
- Manages attendance and discipline
- Supports session delivery

### 6.2 WiM-Africa Volunteer

- Leads technical sessions
- Facilitates discussions
- Mentors students

### 6.3 School Management

- Provides approval and support
- Allocates time and venue

## SECTION 7: SESSION DELIVERY APPROACH

### Key Principles

- Interactive, not lecture-based
- Encourage discussion and critical thinking
- Use real-life examples
- Introduce structured thinking

### Golden Rule

👉 If students are not thinking, they are not learning.

## SECTION 8: SESSION BREAKDOWN (CORE MODULES)

### MODULE S1: Introduction to the Mining Sector

#### Facilitator Script

“Today we are introducing one of the most important sectors in Africa—the mining sector.

Mining is not just digging. It includes:

- Exploration
- Extraction
- Processing
- Trading

This sector creates jobs, businesses, and national income.”

#### Key Message

👉 Mining is a full value chain, not just digging.

#### Assessment

- “What are the stages of mining?”

### MODULE S2: Mineral Value Chains (Gold, Diamonds & Other Resources)

Explain:

- From extraction → processing → trade → export

#### Key Message

👉 Value is created along the chain, not just at the mine.

Facilitator Script:

“Today we will look at how minerals move from the ground to the market.

Different countries have different resources. Some have:

- Gold
- Diamonds
- Lithium
- Copper
- Iron ore

But the process is similar.

Every mineral follows a value chain:

1. Exploration
2. Extraction
3. Processing
4. Trading
5. Export

Understanding this helps you see where opportunities exist.”

#### Facilitator Script (Revised):

“Today we will look at how minerals move from the ground to the market.

Different countries have different resources. Some have:

- Gold
- Diamonds
- Lithium
- Copper
- Iron ore

But the process is similar.

Every mineral follows a value chain:

1. Exploration
2. Extraction
3. Processing
4. Trading
5. Export

Understanding this helps you see where opportunities exist.”

### **MODULE S3: Regulatory Framework & Licensing**

Explain simply:

- Governments regulate mining
- Licenses are required

#### **Key Message**

👉 Legal participation creates sustainable opportunities.

### **MODULE S4: Women in Mining & Leadership**

**Script:**

“Women are underrepresented—but this is changing.”

#### **Key Message**

👉 Inclusion strengthens the sector.

### **MODULE S5: ESG & Environmental Responsibility**

Explain:

- Environmental protection
- Social responsibility
- Governance

#### **Key Message**

👉 Responsible mining protects people and the environment.

### **MODULE S6: Mine Safety & Community Risks**

Discuss:

- Hazards
- Risk awareness

#### **Key Message**

👉 Safety is non-negotiable.

### **MODULE S7: Mineral Business & Entrepreneurship**

Teach:

- Trading basics
- Value addition
- Business mindset

#### **Key Message**

👉 Mining is also business.

### **MODULE S8: Cooperatives & Formalization**

Explain:

- Group organization
- Benefits of cooperatives

#### **Key Message**

👉 Structure creates power and opportunity.

### **MODULE S9: Career Pathways in Mining**

Discuss:

- Geology
- Engineering
- ESG roles
- Business roles

#### **Key Message**

👉 There are many entry points into mining.

### **MODULE S10: Capstone Presentation**

Students:

- Present ideas
- Share learnings

### **SECTION 9: TEACHING METHODS**

Use:

- Group discussions
- Case studies
- Debates
- Presentations

Avoid:

- One-way lectures

### **SECTION 10: MONITORING & EVALUATION**

Track:

- Attendance
- Participation
- Gender balance
- Learning outcomes

Use:

- Rating scales
- Short assessments

### **SECTION 11: SAFEGUARDING**

Same standards as primary:

- Respect
- Safety
- Professional conduct

### **SECTION 12: MATERIALS REQUIRED**

- Flip charts
- Markers
- Projector (optional)
- Case study materials

### **SECTION 13: CODE OF CONDUCT**

- Respect all students
- Encourage inclusion
- Maintain professionalism

### **SECTION 14: SUCCESS INDICATORS**

- Students understand mining basics
- Increased interest in careers
- Active participation of girls
- Improved confidence

### **SECTION 15: REPORTING REQUIREMENTS**

Submit:

- Attendance
- Session report
- Photos

👉 <https://survey.zohopublic.com/zs/dwBnWW>

### **SECTION 16: LINK TO WiM-AFRICA STRATEGY**

Supports:

- SF1: Coalition Building
- SF3: Economic Empowerment

Aligned with:

- NextGen (Agenda 5)
- ESG (Agenda 3)
- Value Addition (Agenda 1)

## **SECTION 17: IMPLEMENTATION CHECKLIST**

Before:

- ✓ School approval
- ✓ Facilitator assigned

During:

- ✓ Sessions delivered
- ✓ Participation ensured

After:

- ✓ Reports submitted 🖱️

<https://survey.zohopublic.com/zs/dwBnWW>

## **SECTION 18: IMPLEMENTATION MODEL**

### **Per School**

- 1 Teacher Coordinator
- 2–3 Volunteers
- 20–50 students

### **Report Submission Instruction**

This manual provides a structured and practical framework for the effective implementation of the WiM-Africa Gold & Diamond Discovery Club across primary schools in Sierra Leone. All facilitators are expected to adhere to the guidance provided to ensure consistency, quality delivery, and measurable impact.

Upon completion of each session cycle or program phase, all required reports—including attendance records, session summaries, and supporting documentation—must be submitted through the official reporting link provided below:

🖱️ <https://survey.zohopublic.com/zs/dwBnWW>

Timely and accurate reporting is essential for monitoring progress, evaluating impact, and supporting program scale-up across the country.