

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)

Document Code:
WIM-NG-CONT-SEC-MAN_No.02_2026

Technical Lead & Author:
Dr. Comfort Asokoro Ogaji
Executive Director
Women in Mining Africa (WiM-Africa)

Table of Contents

SECTION 1: PURPOSE OF THIS MANUAL..1
SECTION 2: PROGRAM OVERVIEW.....2
SECTION 3: PROGRAM OBJECTIVES2
SECTION 4: TARGET AUDIENCE.....2

SECTION 5: PROGRAM STRUCTURE..... 2
SECTION 6: ROLES & RESPONSIBILITIES.. 2
**SECTION 7: SESSION DELIVERY
APPROACH 2**
**SECTION 8: SESSION BREAKDOWN (CORE
MODULES)..... 3**
SECTION 9: TEACHING METHODS 5
**SECTION 10: MONITORING &
EVALUATION 5**
SECTION 11: SAFEGUARDING 5
SECTION 12: MATERIALS REQUIRED 5
SECTION 13: CODE OF CONDUCT 5
SECTION 14: SUCCESS INDICATORS..... 5
**SECTION 15: REPORTING REQUIREMENTS
..... 5**
**SECTION 16: LINK TO WiM-AFRICA
STRATEGY..... 5**
**SECTION 17: IMPLEMENTATION
CHECKLIST 6**
SECTION 18: IMPLEMENTATION MODEL 6
Report Submission Instruction..... 6

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 1: 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 2: 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 3: Regulatory Framework & Licensing

Explain simply:

- Governments regulate mining
- Licenses are required

Key Message

👉 Legal participation creates sustainable opportunities.

MODULE 4: Women in Mining & Leadership

Script:

“Women are underrepresented—but this is changing.”

Key Message

👉 Inclusion strengthens the sector.

MODULE 5: ESG & Environmental Responsibility

Explain:

- Environmental protection
- Social responsibility
- Governance

Key Message

👉 Responsible mining protects people and the environment.

MODULE 6: Mine Safety & Community Risks

Discuss:

- Hazards
- Risk awareness

Key Message

👉 Safety is non-negotiable.

MODULE 7: Mineral Business & Entrepreneurship

Teach:

- Trading basics
- Value addition
- Business mindset

Key Message

👉 Mining is also business.

MODULE 8: Cooperatives & Formalization

Explain:

- Group organization
- Benefits of cooperatives

Key Message

👉 Structure creates power and opportunity.

MODULE 9: Career Pathways in Mining

Discuss:

- Geology
- Engineering
- ESG roles
- Business roles

Key Message

👉 There are many entry points into mining.

MODULE 10: 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.