

Project-Based Learning for Primary and Secondary School Students in Zimbabwe: Challenges and Opportunities

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Abstract

Continuous Assessment Learning Activities (CALA) is a student assessment method introduced in Zimbabwe by the Ministry of Primary and Secondary Education in 2021 to enhance student learning outcomes. CALA projects are submitted by learners in examination classes which are Grade 7, Form 4, and Upper 6. The work on projects constitutes 30 percent of the final mark.. These projects require students to demonstrate their knowledge, understanding, and proficiency. While CALA can potentially improve learning outcomes, its implementation has faced challenges. The objectives of this study are to examine the challenges and opportunities of implementing project-based learning under the CALA program in Zimbabwe and to propose strategies for improving its effectiveness. This study employs a qualitative research design using interviews and focus group discussions with teachers and students from primary and secondary schools in Zimbabwe. The data will be analyzed using a thematic approach to identify the key themes related to the challenges and opportunities of implementing project-based learning under CALA. The preliminary findings of this study suggest that implementing project-based learning under CALA faces several challenges, including the lack of resources, inadequate training, and the workload on teachers. However, the study also found that project-based learning offers several opportunities, including enhancing student engagement, promoting critical thinking, and fostering creativity. The findings of this study suggest that project-based learning can improve student learning outcomes. However, there is a need for adequate training and resources to support the effective implementation of project-based learning. The study recommends strategies for improving the effectiveness of project-based learning under CALA.

Keywords: Project-Based Learning, Continuous Assessment Learning Activities (CALA), Primary and Secondary School Students, Zimbabwe