Aiming at the core of the problem, the question is whether CBE will be complementary to the educational system or will instead critically interfere with the educational culture. This will critically depend on the context. Although in one case, CBE’s potential to improve instruction and support a more student-centered approach is promising; in another situation, it could be seen as a threat to the traditional educational system. The curriculum and the pedagogical approaches need to change in parallel with the implementation of the CBE approach in order to sustain a student-centered and effective learning environment.

In Afghanistan’s context, the traditional curricula and pedagogical approaches are based on rote learning, memorization, and repetition of information. The students are often required to memorize large amounts of information without understanding its significance or relevance. This approach does not promote critical thinking, problem-solving skills, or creative thinking. It is often criticized for producing students who are unable to apply the knowledge they have learned in real-world situations. Therefore, it is essential to introduce a more student-centered approach that encourages active learning, collaboration, and the development of critical thinking skills.

The CBE approach offers a more flexible and student-centered learning environment that can accommodate diverse learning styles and abilities. It promotes the use of technology and multimedia resources, which can make learning more engaging and accessible to students. Moreover, the CBE approach emphasizes project-based learning and real-world problem-solving, which can help students develop practical skills and knowledge.

To implement the CBE approach effectively, it is crucial to have a well-planned and coordinated strategy. This includes developing a comprehensive curriculum, providing adequate training and support for teachers, and creating an enabling environment for students. It is also essential to involve all stakeholders, including parents, community leaders, and government officials, in the decision-making process.

In summary, the CBE approach holds great potential for improving the educational system in Afghanistan. However, it requires careful planning, implementation, and evaluation to ensure that its benefits are realized. By adopting a student-centered approach, the Afghan educational system can provide students with the knowledge and skills they need to succeed in an increasingly globalized and complex world.