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Reimagining Education for The Future: A Comprehensive Analysis of Global Trends and Innovations

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Abstract: The changes in the global landscape show the necessity for transforming the education system to equip learners with the competencies, knowledge and skills vital for all-around success. Consequently, the study examined “Reimagining Education for the Future: A Comprehensive Analysis of

Global Trends and Innovations. Three research questions guided the study. The study employed a descriptive survey research design. The study population comprised 23,000 academic member staff with a sample size of 1000 study participants selected using a simple random sampling technique. The instrument used for data collection was a questionnaire Conbrach Alpha to determine the instrument's internal consistency. Mean was the statistical tool used for data analysis. The findings showed that education could be reimagined for the future through strategic integration of Information and Communication Technology, addressing issues in boys/girls education and redesigning the curriculum to meet the global practices to inculcate in students the necessary skills, knowledge and competencies required for all-around success in the present time. Research participants consider that the necessary aspects areintegrating technology into the curriculum to enhance teaching and learning is necessary, providing students with access to a wealth of digital resources and tools, and designing the curriculum to be more flexible to allow students to pursue an academic interest. Reimagining education through Information and Communication Technology, boy and girl-oriented education, and curriculum design will provide educational policymakers, educators, and researchers with a comprehensive understanding of trends and innovations shaping the future of education worldwide. The study, therefore, offers valuable insights into the intersection of emerging technologies, education, and curriculum design, which serve as a guide for educators who seek to reimagine education for the future. Hence, education systems should be restructured in a way and manner that is adaptive, responsive, and effective in preparing learners for an uncertain future, irrespective of gender and location.

Keywords: information and communication technology, education and curriculum design, transformation, knowledge transmission, learning environment

Introduction

Globally, education is as old as man because of its role in the growth and development of people in any given society. Education is an instrument through which people develop and attain meaningful societal success. This may be why Offor and Offiah (2021) posit that the education people receive helps them to pursue and achieve their life goals, making them functional members of the state where they find themselves. Consequently, new individuals in the society are taught their culture, that is, the ways of life of their people; as they are taught their culture, they become socialized and educated. Education can be categorized into three: namely, informal education, non-formal education and formal education. These three categories of education cannot be effective without teaching and learning.

Over the years, many educational institutions have used traditional approaches to teaching and learning, which do not give students adequate opportunities to take responsibility. In this regard, Offor, Offiah, Oyeyemi and Nwaru (2025) stressed that traditional approaches to teaching and learning involve teachers standing in front of the students to impart knowledge to them; thereafter, the students are given are assessed and evaluated through examination, which is not an actual test of knowledge for a particular subject matter. These traditional approaches focus only on knowledge transmission and can lead to a narrow understanding of any variable or subject matter, which makes students unable to address 21st-century challenges and opportunities. For students to be prepared to address the problems of the present time, education should, therefore, be reimagined. This requires educationists to jettison the traditional approaches to teaching and learning and adopt innovative and student-centered approaches that enhance critical thinking creativity among students. According to Cheung, Kwok, Phusavant, and Yang (2021), enabled by various pedagogical and technological innovations, brand-new learning environments can be created to optimize learners' ability to learn.

The need to create an equitable education system that promotes effective teaching and learning has made reimagining education a matter of concern to educational policymakers, teachers, school administrators and researchers. Fayiz and Asmaa (2023) noted that reimagining education means to rethink purposes, processes and education outcomes to provide a learning environment that is just, equitable and sustainable to different categories of learners in the world. Similarly, Aldhafeeri (2021) posited that reimagining education is a total transformation of the education system, which involves a shift from traditional approaches to teaching and learning to more proactive approaches that allow students to take on academic responsibilities. In this research, reimagining education is defined as transforming the educational system into a system that encourages diversity, equity and inclusion, which also allows students to take responsibility by prioritizing critical thinking, creativity and collaboration among them. Reimaging education for the world's future will unlock the innate potentials of individuals, communities and the society at large because it is an inclusive education system that empowers people to address the challenges and opportunities of the 21st century. Probably this is why Aboagye, Yawson, and Appiah (2021) stressed that traditional approaches to teaching and learning were mapped out for the industrial era, which is no longer fit for purpose in recent times; hence, the need for education to be reimagined. Geitz, Donker, and Parpala (2023) emphasize that in higher education, a need is felt to redesign curricula to better prepare students for the evolving 'world of work'. As highlighted by Aggarwal, Sharma, and Saxena (2024), innovative education enabled by technology allows students to learn from virtually any location with internet access, greatly enhancing accessibility—particularly for those in remote or underserved areas. Additionally, technology-enhanced learning frequently incorporates interactive features, multimedia content, and gamification, all of which help boost student engagement and motivation.

One of the ways to reimagine education for the future is through Information and Communication Technology. This is because Information and Communication Technology has the capacity to transform the way and manner people interact with each other in society. Therefore, Information and Communication Technology has the potential to inclusively change the way and manner teaching and learning take place in education. This is why Aldhafeeri and Alotaibi (2022), posited the advancement of technology has transformed the education system in a way and manner that creates new opportunities for learning, teaching and collaboration. Therefore, education policymakers must use Information and Communication Technology to create more personalized experiences, flexibility and accessibility in the teaching-learning process. For instance, online learning platforms and digital resources provide students with access to educational content, allowing them to take up academic responsibilities at their own pace and time. In addition, virtual reality often creates a stimulating learning environment, and it ensures the safety of students when they explore and interact with complex systems in the world.

Apart from Information and Communication Technology, girls' education is another means for reimagining education for the future. According to Offor, Anadi, Nwaru, and Offiah (2021), education is a process by which a young person who later transforms into an adults are given the educational opportunities that will inculcate in them the needed skills, knowledge, habits and expectations that will make the functional and active members of the society. When teenagers who later become adults are given educational opportunities, they work against terrorism, violence, and militancy, and they are not more likely to be victims of sexual violence. This category of sudenTs is always productive at work, enjoys better remuneration pages, and helps society control population explosion and early marriage. Reimagining education through gender education is simply making education accessible for young people in a more safety learning environment. Hence, the education system is expected to encourage an inclusive system irrespective of gender and age. Education can also be reimagined through boys or girls education by working towards the development of required competencies and skills for teens/adults

that are vital in this present time, which can be strengthened through curriculum design and innovations.

If students must meet the rapidly changing world, there is a need to reimagine education through curriculum design and innovations to meet global practices. In this regard, Gonzales and Paul (2020) opined that the curriculum should be designed in a way and manner that it captures the needs of students, teachers and society at large. This implies that educators can make learning more engaging and effective to meet the challenges of the 21st century. This is because the 21st-century skills and competencies needed for success differ from that of the past. More so, different innovative teaching methods and technologies need to be incorporated into the curriculum to promote deeper understanding and learning outcomes. At the same time, it is important to focus on enhancing leadership educator practice, according to Devies (2022) and Delbert & Jacobs (2021).

The education system should be structured in a way that learners are provided with learning opportunities that will transfer their knowledge, skills, and competencies, which is necessary in this era of the 21st century because the world is now driven by technology, a shift in societal values and globalization. Unfortunately, many education systems still encourage the traditional approaches to teaching and learning, which center on rote memorization, narrow curriculum and standardized testing. This seems to hinder critical thinking, problem-solving and creativity skills among students, which can make them less successful in the 21st century. In addition, the education system also perpetuates a huge gap in gender gap and inequalities, with some students being left behind as a result of poverty, racism and sexism. Consequently, students are often unprepared for the workforce because they lack the necessary skills and competencies to be successful in the 21st century. It therefore becomes needful to study the topic- reimagining education for the future: a comprehensive analysis of global trends and innovations.

Research Problem

The education system should be restructured in a way that learning opportunities are transferred to students' knowledge, skills, and competencies in this era of the 21st century because the world is driven by changing workforce demands, shifts in societal values, and rapid technological advancements. However, the current education system still encourages traditional approaches to teaching and learning, and the system is still struggling to keep pace with these changes, which makes students not fit in with the global trends and innovations of the 21st century. This pressing problem requires a comprehensive analysis of global trends and innovations in education to reimagine education for the future.

If this problem is not analyzed now, a generation of students who are ill equipped to succeed in the changing needs of the 21st century will be created, and this will further lead to low economic growth, social mobility and global competitiveness because the students will hardly fit into paid or self-employment opportunities in the 21st century. Through this study, the best practices that will encourage emerging technologies and develop new pedagogical approaches to address the challenges of the 21st century will be revealed. In addition, this study will contribute immensely to scientific field of education because it will serve as a platform for understand the cordial affinity between education, technology and the world which clearly shows how education can be reimagined for the future. This, in turn, will lead to the development of new models and theories in the field of education. More so, there appears to be a paucity of research on a comprehensive analysis of global trends and innovations in education to reimagine education for the future using the same content scope and methodology as the present study.

Research Focus

The main purpose of this study is to examine how education can be reimagined for the future: a comprehensive analysis of global trends and innovations.

Research Aim and Research Questions

The specific aim of this study is to determine how:

1. Education can be reimagined for the future through Information and Communication Technology.
2. Education can be reimagined for the future through boy/girl education
3. Education can be reimagined for the future through curriculum design to meet global practices

Based on the research aim, the following research questions guided the study:

1. How can education be reimagined for the future through Information and Communication Technology?
2. How can education be reimagined for the future through boys/girls education?
3. How can education be reimagined for the future through curriculum design to meet global practices?

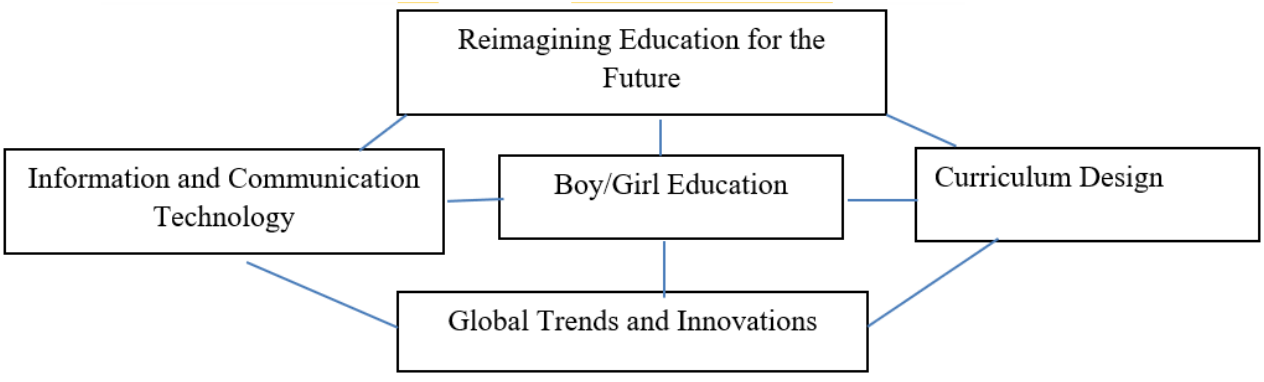
Literature Review

Theoretical Analysis

This section deals with a review of the study's related literature. Figure 1 shows how education can be reimagined through Information and Communication Technology, gender education, and curriculum design.

Figure 1

Reimagining education through information and communication technologies, boys/girls education, and curriculum development



Source: Author's development

Conceptualizing Reimagining Education

The need to reimagine education can never be over-emphasized because of technological advancement and workforce demands. In the words of Campbell (2020), reimaging education means

rethinking the aims, processes and education outcomes, which is geared toward creating a learning environment that promotes a just, equitable and sustainable world. This shows that a total transformation of the education system to address the complex problems of the 21st century is necessary. In another view, Meikleham, and Hugo (2020), define reimagining education as a transformation of the education system from traditional and industrial approaches to a system that is more innovative, globally connected and student-centered approaches. Hence, there is a need for radical changes in teaching and learning geared towards global connection and a student-centered approach. Similarly, Beskorsa, Mendel, Fasching, Otrel-Cass, Costello, Lyngdorf, and Brown (2023) posit that reimagining education is a needful transformation process of the education system which the aim of providing a new system that encourages skills development, competencies and societal values which are essential for people to become successful in the 21st century. One can infer that should be transformed to meet the skills, competencies and values required for all round success of the 21st century. According to Burke and Larmar (2021) as well as Kim, Duncan, Yip, and Sankey, D. (2024), reimagining education is a comprehensive approach that hinges on the fundamental transformation of the education system in a way that involves re-addressing the curriculum to meet the complex challenges of the 21st century, assessment and instruction for the students which will make them functional and successful. This definition clearly shows that rethinking the curriculum, instruction, and assessment is inevitable if education must be reimagined for the future through global trends and innovations. And it is fair to note Costa et al. (2023) regarding the creation of an educational experience that ensures the humanization of the educational process.

Furthermore, Costello, Welsh, Girme, Concannon, Farrelly and Thompson (2023) define reimagining education as a process of creating an education system that is just and more equitable to provide a learning environment that aids students to become successful in the present world. This definition means that education is reimagined when the education system is structured in a way and manner that is just and more equitable, which creates room for students to succeed. Citing Aldhafeeri (2021) again, reimagining education is simply a total transformation of the education system, which involves a shift from traditional approaches to teaching and learning to more proactive approaches that allow students to take academic responsibilities. More so, the OECD (2024) noted that reimagining education is the transformation of the system of education to accommodate online teaching and learning and to create learning opportunities that are more flexible and accessible. Operationally, reimagining education is transforming the educational system into one that encourages diversity, equity and inclusion, allowing students to take responsibility by prioritizing critical thinking, creativity and collaboration.

Reimagining Education for the Future through Information and Communication Technology

Information and Communication Technology uses all digital technologies to process, communicate and manage information. In education, Information and Communication Technology has changed how and how teachers teach and students learn. Some the examples include: computers, laptops, smartphones, tablets and the Internet. However, focusing on online and blended learning is one of the ways of reimagining education through Information and Communication Technology; in this regard, Freeman and Maloney (2021) posit that students are provided with more flexible and accessible learning experiences and opportunities through online learning. When online and blended learning are incorporated into the education system, teachers create more flexible and accessible learning experiences with ease, which cater to students' needs of the 21st century. As Green (2020) stated, student success is almost impossible without digital literacy in the 21st century. Therefore, teachers must teach learners the skills they need to be successful in the 21st century. If citizenship and digital literacy are incorporated into the education system, success will not be farfetched for students in the 21st century. In addition, reimagining education also involves incorporating the use of modern

technologies such as virtual reality, augmented reality and artificial intelligence. In this vein, Kraatila (2021) stresses that emerging technologies can make learning experiences immersive and more interactive, allowing students to take responsibility and understand complex concepts. This shows that using Information and Communication Technology will make education more interactive, engaging and effective.

Furthermore, reimagining education through Information and Communication Technology involves a critical focus on teacher professional training and development that hinges in accordance with the needs of the 21st century. In this vein, Martin and Sneegas (2020) affirm that teachers' in-service training should be channeled in a way and matter that incorporates Information and Communication Technology to meet the challenges of the 21st century. By doing so, teachers will be able to inculcate in students the relevant skills, competencies and values that will enable them to be successful in the 21st century. Differently stated, reimagining education through Information and Communication Technology also involves the creation of new types of partnership and community engagement structured in accordance with the needs of the 21st century. This is why Purkayastha (2023) posits that through the use of Information and Communication Technology, educators can create new kinds of partnership and community engagement that are inclusive and allow learners to take responsibility and respond to the complex challenges of the 21st century. By way of synthesis, reimagining education for the future involves the creation of new kinds of community engagement and partnership, assessment and evaluation and teacher professional development geared towards meeting the needs of the 21st century.

Reimagining Education for the Future through Boys and Girls Education and Adults Empowerment

The global emphasis on addressing gender disparities in education has highlighted the importance of equitable academic achievement for policymakers, scholars, and the public. Regarding the changing patterns in boys' education, the challenges that many boys face in realizing their educational potential are increasingly being recognized as a major gender issue, not only in the education sphere but also in social and economic development and for the achievement of sustainable development goals (SDGs). In particular, there is concern regarding dropout rates among boys and low levels of educational achievement. Therefore, a discussion needs to bring together practitioners, academics, and policymakers to debate how education can better address the interests of boys and male adolescents and allow them to reach their potential, as well as exercise their right to education. Chea P., Nhem D., Chea S., Chankoulika B. (2024) note that the multifaceted factors shaping students' academic achievements from the perspectives of the participants. Individual student attributes, such as effective study habits, academic dedication, and regular attendance, emerged as crucial determinants of academic performance. However, these individual factors were intricately linked with familial, peer, and societal as well as economic influences. Peer influence and technological distractions also significantly affected student learning. In exploring the superior academic performance of female students relative to their male counterparts, similar patterns emerged. However, a key distinction is that male students' behaviours were more easily influenced by family, peers, school, and societal expectations. For instance, some male students engaged in heavy economic activities, which exhausted them and hindered their learning.

Reeves (2024) notes that a much more robust policy response to the educational challenges of boys and men is needed. These should include both gender-sensitive interventions, such as vocational learning and recruiting more male teachers, and gender-based interventions, such as a later school start for boys.

Girl education means educating and empowering girls/women to enhance their socio-economic and cultural status. Offor, Anadi, Nwaru and Offiah (2021), stressed that girl education is a process by which girls who later transform to women are given the educational opportunities that will inculcate in them the needed skills, knowledge, habits and expectations that will make them functional and active members of society. Reich (2020) notes that through girl education that society can reduce gender inequality, foster economic growth and unlock their potential. Girl education focuses on creating a safe and supportive learning environment to address the socio-economic and cultural problems that hinder girls from accessing education, empowerment and leadership. However, to reimagine education for the future through girl education is to provide an education system that gives equal access to girls (Richterich, 2022). Through this, educators can help girls achieve their potential by preparing them for careers in science, technology, engineering, and math. In this regard, Rodrigo and Romberger (2021) postulate that reimagining education through girl education is when the education system supports female empowerment and leadership. In addition, reimaging education through girl education also means that all the social and cultural problems affecting girls in accessing education should be resolved. In this vein, Savin-Baden (2021) stresses that girls education must focus on ways to cushion the sociocultural effects and problems that appear to hinder girls from accessing education. Some of these problems may include early marriage, poverty and gender-based violence. When these problems are addressed, educators can create an equitable and equitable learning environment.

To buttress further, reimagining education through girl education involves using advanced technology to enhance girl education. To achieve this, Thong, Down, and Kocsis (2023) note that educators must work collectively to incorporate mobile technology to promote girls' education to support and empower girls. Reimagining education through girl education deals with promoting girls' agency and autonomy. According to Trowell (2024), educators must work to provide an education system that guarantees girls agency and autonomy by creating a learning environment that supports confidence, decision-making skills, and girls' self-esteem; this will go a long way to create a generation of girls that are more empowered and self-sufficient. According to Wamsler (2020), there is a need to create an education system that promotes community-based initiatives and partnerships if education must be reimagined for the future through girl education. This is because community-based initiatives and partnerships will help educators create a learning environment that is more supportive and inclusive for girls. Reimagining education through girls' education also means that educators need to address the problems of conflict and crisis in girls' education. This is in accordance with the assertion by OECD (2024) that educators should be more committed to creating a learning environment that is more resilient and responsive to the problems of conflict and crisis in the context of girls. This will be achievable when educators create a learning environment that is just and equitable in nature.

Therefore, reimagining education through boy/girl education involves solving the socio-economic and cultural problems hindering access to education, empowerment and leadership. This can be achieved when educators promote an education system that encourages young peeople agency and autonomy, community-based initiatives and partnerships.

Reimagining Education for the Future through Curriculum Design to meet Global Best Practice

Globally, the importance of curriculum design in the education system can never be overemphasized because of the role it plays in enhancing the development of skills, competencies, values, and knowledge relevant to becoming successful in the 21st century. According to Fayiz and Asmaa (2023), curriculum design can be defined as the learning experiences that hinge on addressing the diverse needs of students and supporting them in terms of knowledge, values and skills. This definition implies that curriculum design is the process of planning, developing and executing diverse education programmes necessary for addressing the complex challenges of the 21st century.

Reimagining education for the future through curriculum design is all about creating learning experiences that are effective and engaging (Fayiz & Asmaa, 2022). This implies that curriculum design should be tailored towards inculcating in students the competencies, skills and knowledge necessary for addressing their needs of the 21st century. The competencies and 21st-century skills are entirely different from the ones used in the past; hence, learners will not be successful in the 21st century if education is not reimagined through curriculum design because they may be able to fit into self or paid employment opportunities. Students, therefore, need to acquire critical thinking, collaboration, and problem-solving skills, among others. To leverage this, Aldhafeeri (2021) stresses that educators should design the curriculum to develop in students the relevant skills, competencies and values for economic survival of the 21st century.

Furthermore, Aldhafeeri and Alotaibi (2022) posit that reimagining education for the future through curriculum design also involves creating learning experiences that are more flexible and personalized. Personalized learning centers more on the needs and interests of students in the 21st century, and it can help educators to inculcate in students high academic engagement and motivation, and these students will have a passion for pursuing their lifetime goals. There is also a need to design the curriculum toward creating learning experiences that are inclusive and culturally responsive. This may be why Campbell (2020) states that when teaching is culturally responsive, it creates room for a learning environment that is flexible, equitable and inclusive. Educators can, therefore, help learners understand the complex world around them when they incorporate diverse perspectives and experiences into the curriculum. More so, reimagining education for the future through curriculum design also involves the use of emerging technologies to create learning experiences that are more effective and also promote high academic engagement (Meikleham & Hugo, 2020). Similarly, Burke and Larmar (2021) affirm that technology is one of the powerful tools for promoting an effective teaching-learning process. This means that educators should design the curriculum in a way that it incorporates emerging technologies in teaching-learning process. This will go a long way in helping students develop the required competencies and skills they need to succeed in the 21st century.

In addition, creating interdisciplinary and interconnected learning experiences is another way of reimagining education for the future through curriculum design. This is because interdisciplinary learning is vital for creating an education system that encourages a more holistic and integrated approach (Reich, 2020). Educators can aid students in understanding the realities of the 21st century by incorporating multiple subjects and disciplines into the curriculum. In another view, OECD (2024) posits that reimagining education for the future through curriculum design involves the creation of learning experiences that are more project-based learning and inquiry-driven. Project-based learning promotes critical thinking, problem-solving and creativity skills, which students need to succeed in the present time. Besides, there is also a need to create learning experiences that encourage civic engagement, community involvement and social responsibility to make the teaching learning process more flexible and adaptable. By way of recapitulation, one can infer that reimagining education for the future through the curriculum deals with learning experiences that are more community-based, interdisciplinary, project-based and flexible. If these approaches are incorporated into curriculum design, education can help students develop the competencies and skills required for all-round success in the 21st century.

Empirical Studies

This section deals with the empirical literature for the study (table 1).

Table 1

Empirical Studies

Author(s)	Date of Publication	Location	Topic	Method of Analysis	Findings
Fayiz M. A and Asmaa A. A	2023	Kuwait	Reimagining education for successful and sustainable digital shifting	Survey Monkey	The results revealed high agreement among experts on DES effectiveness
Chea P., Nhem D., Chea S., Chankouli ka B.	2024	Cambodia	The Reversal of Gender Gap in Learning: Why Boys are Falling Behind in Upper Secondary Schools	Mixed-methods design	Results revealed that educational institutions must be focused on technology in education and develop mechanisms to monitor and direct students' technological engagement towards constructive learning and take measures to restrict non-educational usage
Reeves R.	2024	USA	The case for helping boys and men in education	Bibliosemantic	Results revealed that a much more robust societal response to the educational challenges of boys and men is needed. These should include interventions such as vocational learning and recruiting more male teachers, as well as a later school start for boys.
Offor, Anadi, Nwaru and Offiah	2021	Nigeria	Issues in girl-child education	Mean	Results revealed that parental, traditional and religious issues in girl child education in need to be resolved to prepare girls for all round success in the 21st century
Fayiz M. A and Asmaa A. A	2022	Kuwait	Effectiveness of digital education shifting model on high school students' engagement.	Survey Monkey	The study found that the students of the experimental group performed better on various parameters of observable and internal engagement compared to control group students.

Source: Author's Compilation

Theoretical Framework

Technological Pedagogical Content Knowledge (TPACK) framework

The study advanced its argument by adopting the Technological Pedagogical Content Knowledge (TPACK) framework. The TPACK framework was propounded by Mishra and Koehler in 2006. The basic tenets of the TPACK framework include the explanation and understanding of technological pedagogical content knowledge, technological content knowledge, technological pedagogical knowledge, pedagogical content knowledge, content knowledge, pedagogical knowledge and technological knowledge. Finland and Singapore are two countries that have incorporated the TPACK framework into their educational reforms. The TPACK framework helps integrate technology and professional

development. However, it is still challenging to implement the TPACK framework in resource-constrained environments because of its complex nature. The TPACK framework is relevant to the present study because it provides more insight into how education can be reimagined by integrating technology into the education system.

Materials and Methods

The study adopted a descriptive survey design. The study population was made up of 23000 academic staff members in 10 public universities in South-East Nigeria. The study adopted a Simple Random sampling technique to select 5 out of the 10 public universities in South East Nigeria. To do this accurately, a purposive sampling technique was employed to select one faculty member from each public university with a precise record number of academic staff members. Then, two departments were selected from each of the selected Faculties using a simple random sampling technique, giving rise to 10 departments. In addition, 100 academic staff members were selected in each of the 10 sampled departments using simple random sampling; this gave rise to a sample of 1000 academic staff in public universities.

Furthermore, a questionnaire was the instrument used for data collection. The instrument has two parts: A and B. Part A of the instrument of the instrument was used to obtain the personal data of the respondents, while Part B was used to answer research questions 1-3. Part B of the instrument contains 30 items structured with the four-point scale of strongly Agree, Agree, Disagree and Strongly Disagree with 4, 3, 2 and 1 as the scale points. A trial testing method was adopted to establish the reliability of the instrument. To do this effectively, 50 academic staff members from the University of Porthacourt were used. Coronbach Alpha was used to calculate the reliability coefficient of the instrument, and the scores obtained were 0.77 for reimagining education for the future through Information and Communication Technology, 0.79 for reimagining education for the future through boy/girl education and 0.76 for reimagining education through curriculum design. The results were used to conclude that the instrument is reliable. The researcher administered a questionnaire to academic staff members using Google Forms, which was conveniently distributed through the Academic Staff Union of Universities (ASUU)'s social media platform, WhatsApp. This approach helped the researcher reach out to academic member staff and collect responses efficiently. Using Google Forms led to flexible data collection, while WhatsApp facilitated fast and direct communication with the academic staff of public universities in the South East region. Mean was used as the statistical tool for data analysis, and the four-point response rate adopted for the study informed the use of a mean of 2.50 as the benchmark. In that regard, items with a mean score of 2.50 and above were regarded as agreed, while items with a mean score below 2.50 were regarded as disagreed.

Results

The data in Table 2 reveals that all 10 items (1-10) were rated as agreed upon by the respondents. The mean score rating exceeded 2.50, and the cluster mean was 2.84, implying that all the items in Table 1 collectively represent how education can be reimagined through Information and Communication Technology (ICT).

Table 2

Mean rating of respondents on how education can be reimagined for the future through Information and Communication Technology

S/N	QUESTIONNAIRE	$\overline{X}$	REMARKS

1.	Utilizing personalized learning platforms that addresses individual students' needs.	2.97	Agreed
2.	Utilizing virtual and augmented reality classrooms	2.83	Agreed
3.	Utilizing online and blended learning models to offer flexible learning pathways	2.79	Agreed
4.	Using artificial intelligence-powered adaptive assessments to provide real-time feedback to students.	2.86	Agreed
5.	Utilizing interactive simulations to make learning more interactive.	2.77	Agreed
6.	Utilizing social learning networks to facilitate global connections among students.	2.76	Agreed
7.	Utilizing mobile learning and microlearning to deliver bite-sized learning content	2.81	Agreed
8.	Utilizing virtual mentorship and coaching to provide guidance and support to students.	2.96	Agreed
9.	Creating immersive language learning experiences through virtual and augmented reality tools.	2.82	Agreed
10.	Providing data analytics and learning dashboards to help teachers track student progress.	2.85	Agreed
	Total	**28.42**	
	Cluster x	**2.84**	**Agreed**

In Table 3 all the 10 items (11-20) received mean scores of 2.50 and above with a cluster mean score of 2.72, confirming that these items collectively represent the ways education can be reimagined through boys/girls education.

Table 3

Mean rating of respondents on how education be reimagined for the future through girl education

S/N	QUESTIONNAIRE	$\overline{X}$	REMARKS
11.	Empowering young boys/girls to become leaders in their communities.	2.80	Agreed
12.	Encouraging to participate in decision-making processes	2.50	Agreed
13.	Preparing for the challenges of the future by developing the required competencies.	2.60	Agreed
14.	Providing boys/girls with access to educational resources/opportunities	2.82	Agreed
15.	Implementing community-based initiatives to support boys'/girls' education	2.60	Agreed
16.	Training educators to create inclusive and supportive learning environments	2.50	Agreed
17.	Forming partnerships with organizations to provide boys/girls with job opportunities.	2.80	Agreed
18.	Prioritizing the development of communication skills	2.79	Agreed
19.	Prioritizing the development of skills for teamwork among boys/girls	2.88	Agreed
20.	Prioritizing the development of management skills	2.97	Agreed
	total	**27.26**	
	Cluster x	**2.72**	**Agreed**

Data in Table 4 reveals that all the items (21-30) received mean scores of 2.50 and above, showing that the respondents agreed to the items. The cluster mean was 2.75, which shows that these items collectively represent the ways education can be reimagined through curriculum design to meet global practices.

Table 4

Mean rating of respondents on how education can be reimagined for the future through curriculum design to meet global practices

S/N	QUESTIONNAIRE	$\overline{X}$	REMARKS
21.	Making education more engaging by Integrating project-based learning.	2.89	Agreed

22.	Designing the curriculum design to prepare students for the demands of the modern workforce.	2.54	Agreed
23.	Incorporating cultural awareness into the curriculum to promote understanding among students from diverse backgrounds.	2.77	Agreed
24.	Integrating technology into the curriculum to enhance teaching and learning	2.83	Agreed
25.	Providing students with access to a wealth of digital resources and tools.	2.66	Agreed
26.	Designing the curriculum to be more flexible to allow students pursue academic interest.	2.57	Agreed
27.	Embedding experiential learning opportunities in the curriculum to provide students with hands-on experience and practical skills.	2.60	Agreed
28.	Designing the curriculum to focus on developing students' resilience, and well-being,	2.88	Agreed
29.	Designing the curriculum to recognize the importance of happiness in academic success.	2.87	Agreed
30.	Designing the curriculum to incorporate sustainability and environmental education	2.91	Agreed
	total	**27.52**	
	Cluster x	**2.75**	**Agreed**

Discussion

The study's findings showed that education can be reimagined through Information and Communication by utilizing personalized learning platforms, virtual and augmented reality classrooms, online and blended learning models and artificial intelligence-powered adaptive assessments to provide real-time feedback to students. These findings are consistent with the findings by Fayiz and Asmaa (2023) that integrating artificial intelligence and personalized learning platforms will enhance teaching and learning in the 21st century, preparing students for all-around success. Findings also showed that utilizing interactive simulations, social learning networks to facilitate global connections among students, mobile learning and microlearning, virtual mentorship and coaching, creating immersive language learning experiences through virtual and augmented reality tools and providing data analytics and learning dashboards to help teachers track student progress. To support these findings, Aldhafeeri and & Alotaibi (2022) agreed that one significant way to connect students globally in the 21st century for all-around success is by implementing Information and Communication tools, particularly virtual and augmented reality tools and data analytics. This will create learning experiences that are more just, equitable, and sustainable in the present world.

The second finding of the study revealed that education can be reimagined through boy/girl education by empowering young people to become leaders in their communities, participate in decision-making processes, provide them with access to educational resources/opportunities, forming partnerships with organizations to provide with job opportunities and prioritizing the development of communication, teamwork and time management skills.

Chea P., Nhem D., Chea S., and Chankoulika B. (2024) note that providing access to tutoring and study groups for underperforming students can help bridge academic gaps and promote equitable educational outcomes. By implementing targeted policies and practices, we can continue to enhance educational outcomes for all students, ensuring that both boys and girls have equal opportunities to succeed academically.

These findings are similar to those by Offor, Anadi, Nwaru and Offiah (2021), who state that girls should be given educational opportunities at all levels to have the required skills and competencies to succeed now and in the long run. In addition, Thong, Down, and Kocsis (2023) agreed that the education processes should be redesigned so that girls/women will be empowered to occupy leadership positions and effectively make decisions that affect them in the 21st century.

Finally, the study's findings revealed that education should be reimagined through curriculum design to meet global practices. To achieve this, educators should make education more engaging by integrating project-based learning, designing the curriculum to prepare students for the demands of the modern workforce, incorporating cultural awareness into the curriculum to promote understanding among students from diverse backgrounds, integrating technology into the curriculum to enhance teaching and learning, designing the curriculum to focus on developing students' resilience, and well-being among others. To support these findings, Reich (2020) stresses that integrating project-based learning and incorporating cultural awareness into the curriculum is relevant in education considering the demands of the 21st century. More so, Wamsler (2020) reported that students from diverse backgrounds will have a deeper understanding of the education system when technology is integrated into the curriculum.

Conclusions

Based on the data analyzed, it is expedient to deduce that teaching and learning will be enhanced through the strategic integration of Information and Communication Technology (ICT). This will also improve the academic outcomes of students and prepare them for all-around success in the 21st century. Through the use of ICT tools, education can create personalized learning experiences for students and provide timely feedback and assessment mechanisms to improve educational outcomes.

Reimagining education through education design will inculcate in students the relevant knowledge, competencies, and skills needed for all-around success in the present time, and they will become active members of their various countries and the world at large.

Finally, reimagining education through ICT, boy and girl-oriented education, and curriculum design will provide educational policymakers, educators, and researchers with a comprehensive understanding of trends and innovations shaping the future of education worldwide.

Therefore, education systems should be restructured in a way and manner that is adaptive, responsive, and effective in preparing learners for an uncertain future, irrespective of gender and location.

Suggestions for Future Research

Suggestions for future research include conducting further studies in additional geographical areas to gain a broader understanding of the topic. Specifically, future research could focus on exploring effective strategies for enhancing the integration of ICT in teaching and learning processes within secondary schools located in rural communities. Such studies may investigate best practices, infrastructure needs, and teacher training approaches that can support successful ICT adoption. Additionally, examining the challenges faced in educating young people—particularly those from marginalized or underserved backgrounds—could provide valuable insights. This line of inquiry may include issues such as limited access to resources, socioeconomic barriers, and digital literacy gaps. Of particular interest is the conduct of retrospective studies that can provide information about the performance of former students and the conditions of their educational environment. Understanding these challenges would help in identifying practical solutions and policy recommendations, offering a clear direction for improving educational outcomes and ensuring equitable learning opportunities for all students.

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Conflict of Interest

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