# Perspectives of a Sustainable Intercultural and Inclusive Education to Shape Life-Changers of Tomorrow

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## ABSTRACT

**Aim.** Reforming the HE Institutions in the context of integration requires new inputs in upgrading the curricula and adapting them to the needs of students for higher performance and productivity in all walks of life. The primary aim is to influence the policy agenda on sustainable education.

**Methods.** Reinventing creative ways of teaching and learning, focusing on interdisciplinary and plurilingual modalities empowers students to think critically and solve daily problems by exploring and experimenting with digital techniques, thus promoting quality in teaching for academic success.

**Results.** Plurilingual modalities and findings resulting from the application of best practices will be carefully drafted through dedicated group projects to address the cur-

rent problems for sustainable education. Challenges related to IT and education, whether the digital skills gap or the future of digital education, will also be at the forefront of the critical reflection. At the same time, it very much focuses on its mission to transform curricula and teaching methods towards sustainable education in the region and at large by organising dedicated workshops on sustainable development for students and teachers to better serve the respective communities and have a greater impact on our societies.

**Conclusions.** Sustainable education means redefining the aim and impact of the interdisciplinary knowledge and results of teaching and learning by taking into account the needs of the job market and geopolitics.

**Keywords:** sustainable education, intercultural competencies, inclusive pedagogies, curriculum development, educational innovation

# Introduction

In nowadays globalised world, the imperative for sustainable cross-cultural and inclusive education has assumed great importance. Sustainable and inclusive education is encountered in the contemporary landscape of higher education. With rapid globalisation and cultural diversification, educational institutions, especially Higher Education Institutions (HEIs), and their role, it is imperative to promote inclusion and sustainability, as well as critical thinking and adaptability among students (Králik et al., 2023; Králik & Máhrik, 2019; Petrovič et al., 2023).

As societies navigate through this globalisation, immediate changes in our societies are needed to avoid the worse consequences of ecological, economic, cultural, and, most recently, health crises (Jarmoch, 2022; Svoboda et al., 2024). This introduction sets out the framework for recognising and explaining the different dimensions of sustainable education. This structure is deepened in its intercultural aspects and is defined as a potential ability for the formation of catalysts by individuals for positive changes in society (Kondrla, 2023; Kondrla & Pavlíková, 2016; Xhaferri & Tase, 2024).

## Framework for Sustainable Education

If we analyse the meaning of *sustainable education*, we see that the word education means the process of thinking that improves the way of life while respecting social and economic aspects according to Steven Sterling and David Orr (2001). The term education is "the action or process of educating or of being educated" (Merriam-Webster, n.d., para. 1a) and the process of acquiring and imparting knowledge or skills, creating and developing critical thinking and reasoning skills in the intellectual formation of oneself for the future.

## Intercultural and Inclusive Aspects

Students need to have the necessary skills and mindset in this interconnected and evolving world but at the same time face challenges and crises of related ecosystems. For this, there is a need to combine and integrate different curricular perspectives and pedagogical approaches. The reform of HE institutions, as well as internationalisation, requires an innovative approach to the development of the curriculum, the transition from traditional teaching methodologies to the incorporation of intercultural competencies as well as intercultural communication, where through the integration of digital technologies, it becomes possible to reflect best values (Al-Adwan et al., 2024; Pavlíková, 2018).

Institutions of higher education are considered instigators of interdisciplinary learning, thus supporting education for the formation and preparation of well-defined and capable leaders or individuals for the labour market or to face complex social challenges. Higher education institutions are promoters of multilingual modalities who are encouraged to explore, experiment, and collaborate in the formation of future individuals who are not only academically capable but also socially conscious and empathetic (Hašková et al., 2020; Tkáčová et al., 2023).

## The Role of Information Technology

This introduction highlights the importance of Information Technology and analyses the challenges associated with Information Technology (IT) in promoting sustainable education. We are aware of the issues and gaps encountered concerning digital skills as we move towards digital education, the development of which is seen as a critical concern. Therefore, one of the challenges of HEIs is to prepare and train students for the demands of the digital age, to enhance students' engagement in their educational activities, as mention the authors Klodiana Leka and Emilda Roseni (2022), ensuring inclusion and access for all students.

Finally, we can say that sustainable intercultural and inclusive education, to serve and fulfill the needs of the community, promotes and influences policy agendas or develops and changes teaching curricula and teaching methods (Alam, Hameed et al., 2024; Alam, Madej et al., 2024).

## Methodological Considerations

This study looks at the analysis of a wide range of research tools so far comparing traditional and contemporary studies first from the perspective of the comprehensive and interdisciplinary approach. Seen from a harmonising point of view of society's

concerns with nature and time dimensions, the study synthesises perspectives of development from different fields of education, such as sociology, psychology, economics, philosophy, etc. As a regulator of sustainability, education, seen in the classic text or modern scientific works summarises the geographical contexts (industrialised and developing ones). The study aims to shed light on contemporary societal challenges and opportunities (García Martin et al., 2021; Králik, 2015).

The research catalyses interdisciplinary discourse and through dialogue, it aims to explore how the need to adopt Education for Sustainable Development (ESD) has arisen in this modern age towards environmental and inclusive practices, through synthesising different perspectives on the inclusiveness of the role of ESD in facing the social and environmental challenges of the time we live in. Examining current knowledge from various environmental and cultural disciplines faces sustainable protection and promotes interdisciplinary cooperation in solving global challenges such as globalisation, the increase of information and knowledge in society, the utilisation of diversity, and the need for the inclusion of marginalised groups and perspectives. In developed Western countries we see linkages or 'vital coalitions' that consider and apply social learning as 'community problem solving' to co-create the path to sustainability.

## Literature Review

### Theoretical Foundations of Sustainable Education

At the heart of sustainable education lies a key idea that runs centrally to learning, namely that all education should support students' ability to think long-term, develop critical insight, and take responsible action alongside meeting immediate student needs. Academics like Sterling and Orr (2001) pointed to the need for ecological, social — and economic sustainability in educational curricula which gained ground later in the 20th century. They argue that it is through sustainable education that students should be challenged to see these missing connections, and how their behaviors affect society & nature. It does not educate students towards traditional knowledge but strives for a paradigm in education to prepare the attitude amongst its protégées for their future and difficult global challenges.

One of the main pillars of sustainable education is an idea promoted by UNESCO — "education for sustainable development" (ESD). ESD aims to empower and equip current and future generations from our mother planet earth with the knowledge, skills, attitudes values necessary to create a sustainable society. This means making sustainability a part of the fundamental ethos of educational institutions as well in addition to education about it. ESD is very much focused on how to make education foster

sustainable behaviors and social change, developing individuals who act as agents of change in their communities.

## Intercultural Education: Promoting Global Understanding

Intercultural education is a part of a larger theoretical framework struggling with the need for cultural competence in an increasingly globalised world. It aims to ensure that students are familiar with the right way of engaging people without unintentionally offending others from different cultures and environments. Theoretically, intercultural education models refer to the works of scholars such as James Banks (2008), who underline the importance of multicultural educational practices in promoting social justice and equity. Banks (2009) argues that notwithstanding its function of raising worries in connection with power, privilege, and injustice within educational settings, intercultural education must also reach the point where students can understand cultural variety.

Intercultural competence is the process of acquiring behavioral, affective, and cognitive competency to engage in intercultural interactions (Deardorff 2006:10). It is essential to do this in order that students are able to adapt their willingness for global citizenship, and even ensure peace among themselves. Intercultural teaching and learning is important to build a more empathetic, globalised student body that sees value in cross-cultural relationships and multiple perspectives of the world so it should be an integral unit across all disciplines.

Demand for intercultural education is growing within higher learning as universities seek to globalise their curricula and create classrooms that mirror the diversity of each institution's student population. This approach is particularly relevant for the skills of intercultural communication, which are increasingly in demand in a global labor market.

## Inclusive Education: Ensuring Equity and Access

At its core, inclusive education is the notion that every student has a right to quality learning experiences regardless of their background and abilities, or of any specific challenges they may face. At its core, social justice theories (theories that can help us remove the barriers to educational success and promote equitable or inclusive schools) seem fiercely compatible with those beliefs underlying an integrated approach. The notion of inclusive education has been much fostered by academics, like Mel Ainscow (1999) and Tony Booth (2000), who call for educational systems to become better at accommodating all students and their individual needs.

Inclusive education questions long-established standards of the teaching process, that often exclude students with disabilities and other diverse personal characteristics (Shakespeare. J) from receiving a proper educational experience that is equal or comparable to other student types CLI). Instead, it calls for a holistic approach that values diversity and builds learning environments in which all kids can thrive. This approach falls in line with the principles of Universal Design for Learning (UDL), which advocates flexible teaching styles that may be able to serve a wide variety of student needs.

Inclusive education means an infrastructure of policies and procedures that remove barriers to learning, including those arising from inaccessible curricula; discriminatory attitudes; and lack of support services for learners with considerable high-impact needs. This underscores the need for shifting mindsets among educators — that is knowledge and appreciation of diversity, commitment to supporting inclusive learning spaces.

Integration of Sustainable, Intercultural, and Inclusive Education Multicultural, inclusive, and sustainable education are among the most important strategies to solve problems in life for those living on this planet at the beginning of the twenty-first century. Given that they all aim to build equitable, flexible, and relevant educational systems for a globalised society, these three dimensions are interdependent yet mutually reinforcing.

In sustainable education, a larger frame is given and more importance is being focused on long-term planning as well as responsible behavior. Exposing students to an important layer of cultural competency, intercultural education ensures they will be prepared for the challenges that await their global interaction. On the other hand, inclusive education ensures that all students no matter what their background or ability are able to participate in and benefit from these educational efforts.

Together, these approaches outline an educational paradigm where the ultimate goal is to foster human flourishing and cultivate socially responsible, culturally aware, and globally competent individuals rather than doing well academically. Educational institutions of higher learning give more to the making of tomorrow's decision-makers better able to deal with directed education by building these elements into their curriculums.

## History of Sustainable and Inclusive Education

Sustainable and comprehensive education has its roots and was born in ancient civilisations such as Mesopotamia, Egypt, Greece, and China. In that millennium, education has been known for social cohesion and promoting cultural heritage. Traits such as moral education and social harmony according to the philosopher Confucius were the foundations for comprehensive education. In the Middle Ages and Renaissance, education in monasteries and cathedrals fostered critical thinking compared to the Enlightenment

when steps toward comprehensive education emerged where the individual, influenced by philosophers such as John Locke and Jean-Jacques Rousseau, had opportunities to learn.

The exploration of Platonic metaphysics, particularly the interplay between identity and difference, offers a profound analogy for understanding the dynamics of intercultural and inclusive education. Just as Plato's dialectic embraces both oneness and multiplicity to create a cohesive whole, sustainable education must recognise and incorporate diverse cultural perspectives while fostering a shared sense of purpose. This approach not only validates individual identities but also promotes a unified vision of global citizenship, where the richness of differences contributes to the collective advancement of knowledge, ethical responsibility, and social cohesion (Binetti et al., 2021). By integrating these principles into educational frameworks, we can cultivate life-changers who are equipped to navigate and shape an increasingly interconnected and diverse world.

According to Erasmus of Rotterdam, inclusive education overcomes social barriers. One of the main advantages of the Industrial Revolution was mass education, but this was followed by social inequality. The public system was developed and expanded in the 20th century when the individual's right to education was recognised as a fundamental right. Comprehensive pedagogical approaches promoted by figures such as Maria Montessori and Paulo Freire. Nowadays these initiatives and approaches are important and are supported by the legal framework known as the Sustainable Development Goals of the United Nations (SDGs). This evolution of the Education for Sustainable Development (ESD) approach aims to promote new mindsets towards education that address the needs of diverse students and promote responsible citizenship.

Sustainable intercultural and inclusive education stands at the forefront of contemporary educational discourse, emphasising the importance of preparing students to thrive in an increasingly diverse and interconnected world (Duka et al., 2024). This literature review synthesises key findings and insights from existing research, shedding light on the multifaceted aspects of sustainable education and its implications for shaping future generations.

At the centre of today's educational discourse is sustainable intercultural and inclusive education. The necessary cultural change and improvement of the quality of life according to Sterling and Orr, (2001), can be achieved through sustainable education (SE). The literature review synthesises existing findings and knowledge, delving into the implications of sustainable education for the formation of future leaders of society.

*The integration of interdisciplinary approaches* in education plays an essential role in the preparation and formation of individuals who will lead the society of the future. Stephen G. Jones (2014) points out that interdisciplinary learning has a potentially stimulating impact on critical thinking and holistic understanding or the creation and development of problem-solving skills. Interdisciplinary education equips students with cognitive flexibility, enabling them to face the complexities and challenges of the 21st century Juan F. Alférez-Pastor et al., (2023).

Interdisciplinary approaches foster and cultivate the individual's abilities with a sense of freedom and empowerment where they, after recognising their ability, create a more nuanced landscape of complex problems and think about possible solutions according to Peter Lameras and Konstantinos Moumoutzis (2021) influencing positive changes in society.

Another important role of interdisciplinary education is the creation of cooperation and teamwork skills Sarah K. Howard et al. (2021) emphasise that collaborating with individuals from different disciplines, cultures, and nationalities helps develop the mindset needed to appreciate different perspectives, which is crucial for effectively dealing with complex issues or challenges for a more sustainable and equitable future.

## Role of English in Sustainable Education

As a global lingua franca, English plays an important role in sustainable education. Through the sharing of knowledge, resources, and best practices across borders it facilitates international collaboration in areas such as environmental and sustainable development. Additionally, English proficiency helps students in a deep understanding of educational materials and research publications. Access to such materials empowers individuals with skills related to sustainability or to contribute effectively to addressing global challenges.

With over a billion speakers all over the world, English is used in a multitude of contexts to express a diversity of views and narratives in global discourse (Crystal, 2003). As a medium for creativity, international dialogue, and debate English, can be used as a medium in international organisations, business, science, technology, and academia (Rushdie, 1991). English-speaking countries have historically played significant roles in global politics, economics, and culture. Consequently, English exists within multilingual societies as a tool for accessing ideas and opportunities (Graddol, 2001). These include accessing research, training, and education, conducting business, accessing technology (another great enabler and connector) social or special interest networking groups. The acceptance of the organic nature of English (as a language with relatively simple grammar and a wide vocabulary base), is fundamentally a celebration of diversity, and adaptation across cultural and spatial boundaries and life (Roubalová et al., 2022).

The English language is considered significant for sustainable education and sustainable development as it carries some crucial factors for education exchange, trade, politics, and communication due to several key factors such as global use, cultural and geographical influence, media, accessibility, and internationalisation of education systems. Many academic institutions use the English language in the context of the internationalisation of higher education courses and programs for international students. English proficiency is necessary for international academic conferences, academic research or academic collaboration, or even accessing academic literature.

*Plurilingual Modalities in Education:* Incorporating multilingual modalities in education affects the formation of future generations. Plurilingualism is defined as the ability to use and communicate in different languages. Plurilingualism stands as a basis for sustainable intercultural education. Researchers Jasone Cenoz and Durk Gorter (2015) studied the sociocultural advantages of multilingual education. According to them, multilingual modalities promote cultural diversity and, in the same way, intercultural competence among students (Kondrla et al., 2023).

When incorporating multilingual modalities, it is claimed that the learner goes beyond simple language skills and can provide a deeper intercultural appreciation. Different linguistic and cultural competencies prove an increased awareness of global interconnectedness and interdependence, sensitivity to cultural differences, and promote inclusive social relations (Cenoz & Gorter, 2015).

Multilingual education develops the cognitive system at the same time promotes linguistic flexibility and influences metalinguistic awareness. During the learning process, students use and apply multiple language systems, which help them develop problem-solving skills. Different language systems promote cognitive flexibility, developing adaptive skills in different linguistic and cultural contexts (Cenoz & Gorter, 2015).

Plurilingualism stimulates intercultural competence, through which students are trained and adapted to a multicultural world and are capable of a deep appreciation of the perspectives of life and society. Intercultural competence is important in the internationalisation of higher education where effective communication and collaboration across cultural divides are essential for success (Cenoz & Gorter, 2015).

In summary, the integration of multilingual modalities in education promotes cultural diversity, sensitivity, and intercultural competence among students. By embracing linguistic and cultural diversity as a value, we prepare capable leaders for a complex interconnected world with sensitivity, respect, and understanding.

A concrete example is a multilingual education program in a school, to test the impact of multilingual modalities on the formation of future generations. Plurilingualism is defined as the ability of an individual to communicate in multiple languages. Plurilingualism is part of the curriculum to promote skills and values such as cultural diversity and intercultural competence.

According to Cenoz and Gorter (2015), plurilingual education supports cognitive and socio-cultural benefits and enriches linguistic flexibility, metalinguistic awareness as well as problem-solving skills.

## Methodology

The primary methodological approach used in this study is that of qualitative research focusing on critical discussion and analysis of documentaries. As the main focus was to investigate sustainable intercultural and inclusive education practices,

a deep insightful analysis of documentaries and the impact of sustainable education within the context of higher education institutions (HEIs) was carried out as planned. Comparing and matching insights from the documentaries with academic literature and sustainable education perspectives were explored in progress.

A purposive sampling approach is utilised to select relevant documentaries that address key themes related to sustainable intercultural and inclusive education. The selected documentaries from a wide variety of choices as *Schooling the World: The White Man's Last Burden*, *Most Likely to Succeed,* and *Waiting for 'Superman' were* carefully analysed by using thematic analysis techniques to identify key topics, of educational practices, and cultural insights relevant to sustainable education.

## Integration of Documentary Analysis with a New Literature Review Perspective

The main matters and topics depicted in the documentary analysis were compared and matched with existing literature on sustainable education, intercultural competency, and inclusive pedagogies, to facilitate a comprehensive understanding of sustainable education practices in the context of the internationalisation project initiated to respond to the educational reform. A wide range of integration-related topics (a Migrant's story, reciprocity of sovereignty, climate change rhetoric, Digitalization of archives in universities, etc) were presumed to help and enrich our analysis by providing theoretical frameworks and contextual insights into the multilingual classes with several students coming from different migrants' backgrounds (Cobo et al., 2023, 2024).

## An Overview of a Case Study Approach

Specific case studies or examples described and referred to in the documentaries were selected to make connections with particular aspects of sustainable intercultural and inclusive education. Analysing such case studies aimed at extracting valuable insights, points of view as well lessons learned, thus complementing the literature review.

The documentaries were discussed and analysed with students of the English language, lecturers, and policymakers interested in sustainable education initiatives. The discussions delivered and interpreted with them helped to gather firsthand opinions and perspectives, providing additional insights. Many connections, findings from the documentary analysis, and advantages and disadvantages in the Albanian context were discussed during the debates. Lecturers considered integrating the results and reflections collected in their syllabus documentary analysis with the traditional research methods. According to them, this could help students to address valuable insights and elicit the complexities of sustainable education. Developing intercultural competencies

through documentaries contributes to the ongoing discourse on fostering intercultural competency and inclusivity in educational settings.

Analysing the focus group discussions aimed to see through their reflections and their approach to sustainable intercultural and inclusive education. Participants held discussions on cultural sensitivity, sustainable education, addressing issues of community inequality, and empowerment, compared in the Albanian context and the framework of internationalisation of Higher Education.

Observations from participants' insights were gathered to better understand their perspectives and discuss their experiences related to sustainable education practices as well as to identify recurring themes, patterns, and insights relevant to the research objectives and to provide a comprehensive understanding of sustainable education practices.

- *Student Perspectives:* The interesting fact was that English language students were eager to watch and analyse the documentaries, as they considered this as an innovative application of the pedagogical method in the Albanian educational context.
- *Lecturer Reflections:* Lecturers highlighted the importance and necessity of integrating topics of cultural sensitivity and inclusivity in curriculum and teaching practices, inspired by the documentaries. Such innovative methods emphasise student-centered learning and interdisciplinary integration.
- *Policymaker Insights:* They support the need for policy changes and reforms to address educational inequality and promote community engagement.

Such discussions with students, lecturers, and policymakers highlighted the importance of sustainable education principles so lecturers and policymakers agreed on promoting intercultural competencies and inclusivity in various courses within HEIs in Albania. Such measures help in collaboration and the creation of an impartial and inclusive educational system in Albania.

Matching educational practices, cultural contexts, and sustainability helps in framing sustainable intercultural and inclusive education.

The main reason for the selection of the three documentaries was because they were considered valuable for their various perspectives on education, their importance in sustainable intercultural and inclusive education, and their relevance in shaping societies. The first documentary that the focus group decided to watch and then discuss was *Schooling the World: The White Man's Last Burden* (Year of Premiere: 2010; Director: Carol Black). They had heard about it, but never watched it. It emphasised the impact of Western education systems on local cultures. It was proved to promote complexities of cultural assimilation and preservation, to encourage models such as community-based education to appreciate cultural diversity and support inclusivity.

The second one watched the documentary during the next week, *Most Likely to Succeed* (First premiere in 2015, directed by Greg Whiteley). Students' insights and lecturers' perspectives about this documentary led the discussion on innovative pedagogical approaches. Such approaches were aimed at preparing students for suc-

cess in a rapidly changing world towards sustainable education and inclusivity. Emphasising critical thinking, creativity, and collaboration, the documentary advocates for student-centered learning environments that foster interdisciplinary thinking and real-world problem-solving skills. It promotes a holistic approach to education that prioritises digital future skills and adaptability.

*Waiting for 'Superman'* (first premiere in 2010, directed by Davis Guggenheim) highlights problems faced because of the structural inequalities in the American educational system, and inconsistency in access to quality education because of socio-economic status and residence. This point of view was compared to the Albanian educational system, for instance, schools in prosperous areas in America, are more likely to obtain funds and resources compared to poor areas. This impartiality happens in Albania, where resource grants and the quality of education services offered differ in urban and rural areas. The distribution of power and funds equally was one of the reflections and validation results.

*Waiting for 'Superman* highlights students' problems with accessing quality education, or limited educational opportunities because of their background barriers. Similarly, in Albania, students who face discrimination because of political, social, or economic status may encounter disadvantages in accessing HEIs due to financial or geographical barriers. Moreover, in Albania, such status factors or discriminative ones affect educational results, for instance, unequal education opportunities. Lack of liability led to educational inequality, while the empowerment of the community supports policy reforms and resource allocation aiming at improving student results and in Albanian HEIs promoting inclusivity and sustainability.

As observed and evidenced during the dedicated workshops, the selected documentaries could offer valuable insights into the challenges and opportunities of sustainable intercultural and inclusive education. The main topics discussed were cultural sensitivity, sustainable education practices, inclusive education encouraging equity, innovation, empowerment, and the need to promote positive and social change.

*Relevance between the topics in the selected documentaries and Albanian background in the context of Higher Education Institutions (HEIs) in Albania, in the context of sustainable education through intercultural competencies:*

- *Cultural Sensitivity and Inclusivity:* The lecturers support the idea that HEIs in Albania need to integrate cultural sensitivity and inclusivity approaches (such as Albanian cultural heritage and traditions into the curriculum or their educational practices). Integrating such approaches during the internationalisation will help all the actors included in that process. Cultural sensitivity helps in developing a learning environment in respect of different cultural values or perspectives, based on *Schooling the World*
- *Innovative Pedagogical Methods for Sustainable Education: Most Likely to Succeed* was an inspiration for innovative teaching approaches, such as project-based learning, to be included in HEIs in Albania. Such innovative methods foster critical thinking, creativ-

ity, and collaboration. Interdisciplinary integration promotes student engagement and sustainability-focused education.

  – *Intercultural Competencies and Global Citizenship:* Based on *Waiting for 'Superman* the focus groups reflected that to balance the inequalities, the HEIs in Albania can play a crucial role so students can access qualitative education. According to their reflections and insights, HEIs priorities are intercultural competencies among students so the students are prepared for a diverse and interconnected world. This can be realised through curriculum enhancements, mobility exchange programs, and partnerships with international institutions that promote internationalisation, cross-cultural understanding, and global citizenship.

# Results

This research contributes to highlighting the importance of sustainable intercultural and inclusive education for the future of higher education institutions (HEIs) encouraging the change of society for a better world. Through the analysis of key themes and insights from the selected documentaries, namely *Schooling the World: The White Man's Last Burden*, *Most Likely to Succeed,* and *Waiting for 'Superman'* we can say that:

Firstly, from the lecturer's reflections, it was considered essential that the integration of interdisciplinary approaches and innovative pedagogical methods such as developing intercultural competencies through documentaries for students primarily serves them to be prepared for this interconnected world (Roubalová et al., 2021). The analysis of the documentaries discovered that it is effective in the integration of project-based learning, developing critical thinking, fostering students' collaboration, and promoting sustainability-focused education. By incorporating such methods into HEIs in Albania, educators can empower students to become catalysts for positive social change.

*Most Likely to Succeed* emphasises project-based learning as an innovative pedagogical method, projects in which students engage in real-life projects addressing complex problems related to sustainable development, such as designing eco-friendly solutions for their community or developing a social entrepreneurship project.

Secondly, addressing educational inequality, and employing policies and initiatives within the educational system contributes to highlighting the role of cultural sensitivity and inclusivity and reducing educational inequality. *Waiting for 'Superman* reflects the significance of preserving cultural heritage while embracing diversity and removing barriers faced by students from discriminated backgrounds. Students need to have equal opportunities to access resources and opportunities like scholarships or financial aid programs. HEIs in Albania can enhance cultural sensitivity by integrating Albanian cultural traditions and values into the curriculum as well as educational practices, thus fostering a learning environment that respects and celebrates diverse perspectives.

Thirdly, intercultural competencies, as well as global citizenship, are essential factors in preparing students for a multicultural world and their professional growth. In HEIs, the promotion and implementation of internationalisation, cross-cultural understanding, and global citizenship encourage students to develop the skills and mindset needed to prosper in our multicultural and inclusive society. Through the enhancement of several curricula in Albanian HEIs (as lecturers considered necessary), mobility exchange programs, and partnerships with international institutions, Albanian students will be ready to face and professionally develop in the future.

In conclusion, sustainable intercultural and inclusive education are the key themes of life-changing tomorrow. The mission of Albanian HEIs is to prepare responsible citizens and future leaders capable of addressing and facing complex societal challenges. This research calls for the integration of sustainable education into the curriculum and teaching methods of HEIs, ultimately contributing to the advancement of inclusive and equitable education in Albania and beyond.

To strengthen the logical cause-and-effect relationship in this analysis, it is essential to consider how these documentaries illustrate the direct impact of specific educational practices on the development of sustainable and inclusive learning environments. For instance, "Schooling the World: The White Man's Last Burden" (2010, directed by Carol Black) highlights the detrimental effects of imposing Western educational models on non-Western societies, underscoring the importance of culturally sensitive education that respects and integrates local traditions and knowledge systems. This insight aligns with the argument that HEIs in Albania should incorporate local cultural values and traditions into their curricula to foster a more inclusive and culturally relevant educational experience.

Furthermore, the cause-and-effect relationship can be seen in how "Waiting for 'Superman'" (2010, directed by Davis Guggenheim) illustrates the consequences of systemic inequalities in the education system. The documentary reveals how educational disparities can perpetuate social and economic inequalities, making the case for policy reforms that promote equity and inclusivity. In the context of Albanian HEIs, this emphasises the need for initiatives that ensure equal access to educational resources and opportunities for all students, particularly those from marginalised backgrounds. By addressing these inequalities, HEIs can create a more equitable learning environment that supports the holistic development of all students.

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