



# **The Integration of an Indigenous Approach into Internationalised Curriculum for Sustainable Development: Investigating Higher Education Teachers ' Voices**

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## **Abstract**

The fundamental role of Higher Education Institutions (HEIs) in achieving sustainable development is often under-recognized, despite the growing global focus on environmental sustainability. This has led to a notable gap in understanding: specifically, how HEI teachers perceive the integration of local cultural paradigms when internationalizing the curriculum to expose students to sustainability concepts. This study investigates higher education teachers' perceptions regarding the adoption of indigenized teaching principles in the development of an internationally unified sustainable development curriculum. To achieve this, data was collected using a questionnaire based on a five-point Likert scale. The findings decisively suggest that HEI teachers hold a positive attitude towards integrating local cultural values into the creation of international programs for sustainable development education.

**Keywords:** Sustainable Development, HEI Teachers, Local Cultural Paradigms, Perceptions, Indigenised Teaching Principles, Internationalizing, The Curriculum.