ANALYSIS OF INTERNATIONALIZATION STRATEGIES AND ACTIONS IN HIGHER EDUCATION AND THEIR INTERFACE IN SOCIETY

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ABSTRACT

The article in question is a research excerpt developed in a postdoctoral internship, and aims to identify internationalization strategies and actions developed within the scope of the Fashion Design Course at the University Center of Brusque – UNIFEBE (SC). For this, concepts about the Meanings of Mobility and the New Paradigm of Mobility were used, leading to rethinking the role of mobility in the structuring and experience of today's society. In relation to Internationalization, the concepts and reflections on Internationalization at Home and Internationalization of the Curriculum (IoC) were highlighted. From the methodological point of view, the research was characterized as qualitative and exploratory-descriptive in character. The data analyzed included the strategies and actions carried out by the Fashion Design Course recorded in public domain files, from 2020 to 2024. The results showed curricular innovation in the Fashion Design course, contemplating in its curriculum, strategies and actions that deepen the internationalization process, such as academic mobility and internationalization at home (IaH).

Keywords: Internationalization in Higher Education, Meanings of Mobility, Fashion Design, Curriculum, Society.

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INTRODUCTORY ASPECTS

The internationalization of Higher Education (HE) has been the central theme of many meetings and discussions in different areas of study. According to Morosini (2017), international organizations, as well as UNESCO, the World Bank and other governments, have included higher education in their agenda as a strategy of balance between countries. In this context, the internationalization of HE has taken a form of promoting global citizenship, in favor of sustainable development and the individual and collective good living of human beings (Morosini, 2019).

According to the author, the internationalization of higher education can take different forms, such as student and faculty mobility, academic and scientific cooperation, the offer of courses in foreign languages, and the creation of exchange programs and international partnerships. These initiatives can contribute to the training of professionals who are better prepared to work in a global context, in addition to allowing the exchange of knowledge and the exchange of experiences between educational institutions in different countries.

Morosini (2014) also highlights the importance of a critical and reflective approach to the internationalization of higher education, which considers not only the benefits, but also the challenges and limitations of this process. The author argues that it is essential to promote responsible and conscious internationalization, which takes into account the cultural, social and encouraging differences between countries and that are committed to promoting equity and social justice.

It is considered that the internationalization process goes far beyond the territorial mobility of students and teachers. It refers to collaboration between researchers, the encouragement of cross-border education, internationalization 'at home' and global institutional policies (Stallivieri, 2002, p. 30). In this context, one of the challenges of higher education is to think of innovative curricula that permeate Internationalization and Interculturality. University curricula should include a global perspective that addresses global issues, problems and challenges relevant to the various areas of knowledge, in order to integrate the international dimension into all disciplines and academic activities. The multidisciplinary approach, cooperation with foreign institutions and experiential learning are some strategies for a university curriculum from the perspective of Internationalization and Interculturality.

In view of the context presented, the general objective of the research was to identify strategies and actions of Internationalization developed in the Fashion Design Course of

the University Center of Brusque – UNIFEBE, in the period from 2020 to 2024. To achieve the proposed objective, the research verified the relationship between the paradigm of new mobilities and the internationalization of education, in the light of the reflections of the main theorists on the subject.

The main concepts evidenced in the theoretical studies involved the 'Meanings of Mobility' presented by the British sociologist John Urry (2000, 2003, 2006, 2007, 2010) and the geographer Tim Cresswell (2006, 2009, 2011). Another concept concerns the 'New Paradigm of Mobility', in which Sheller (2006) and Elliott (2010) pointed out the existence of new forms of displacement, leading to a rethinking of the role of mobility in the structuring and experience of today's society.

Regarding Internationalization, the authors Morosini (2014, 2017 and 2019), Knight (2012 and 2020) and Leask (2015) stood out. Morosini understands that the internationalization of higher education can take different forms, such as student and faculty mobility, academic and scientific cooperation, the provision of courses in foreign languages, and the creation of exchange programs and international partnerships. In turn, Knight brings the concept of 'Internationalization *At Home'*. In her works, the author highlights the importance of internationalization at home as a complementary strategy to international mobility, capable of promoting the training of globally competent students within the academic environment itself. Leask (2015) explains the internationalization of the curriculum, which consists of the incorporation of the international, intercultural and/or global dimensions in the content of the curriculum.

From the methodological point of view, the research was characterized as qualitative and exploratory-descriptive in nature. The data collected included the strategies and actions carried out by the Fashion Design Course registered in the public domain, in the period from 2020 to 2024. Data collection involved the analysis of documents, publications and other sources available in the public domain. This ensures that the information is verifiable and accessible, providing a solid basis for the research conclusions. The time interval allowed us to observe recent changes and developments, capturing the course's response to significant events, such as the COVID-19 pandemic and the adaptation to the new demands of the fashion market.

The contribution of the research constitutes a theoretical and empirical deepening on the internationalization of higher education, specifically considering the bachelor's degree course in Fashion Design. It is also understood that conducting research in this field can be

justified based on social and economic importance, as well as the exchange of knowledge, ideas and cultures between different countries, enriching the training of students and promoting intercultural understanding.

It is considered, therefore, that the internationalization of higher education has profound implications in society, influencing the formation of citizens, economic development, innovation, global collaboration and the dissemination of knowledge. This approach contributes to the construction of more interconnected societies that are prepared for the challenges of the contemporary world.

THE MEANINGS OF MOBILITY

Considering that mobility encompasses the social relations between people and places, enhancing human interaction, it is essential to establish a dialogue between the various meanings of mobility, that is, between its physical and subjective aspects. For this dialectic, some theorists are evoked, among them the British sociologist John Urry (2000, 2003, 2006, 2007, 2010) and the geographer Tim Cresswell (2006, 2009, 2011). 'Virada da Mobilidade' and 'Sociologia da Mobilidade' reflect a renewal of debates on the themes of circulation and displacement, based on the diffusion of concepts and methods that are part of a new 'Paradigm of New Mobilities'.

These authors go beyond the traditional fields of studies to reposition the concept of mobility at the center of social theory, in which movement ceases to be just a transitory, empty and abstract event, detached from the construction of identities and different forms of coexistence. Displacement comes to be understood as an event that involves narratives, capacities, moralities and aesthetics (Cresswell, 2011). Mobility expands its senses and meanings and enters discussions about incorporation, emotions and feelings, affects, gender, politics, rhythm, stillness, encounter, networks, governmentality, scale, place, biopolitics, exclusion, ethics, banal and mundane mobilities, and much more (Merriman, 2012).

In this way, to analyze mobility is to go beyond its etymological character: from the Latin *mobilitate*, property of what is mobile or of what obeys the laws of motion. It is necessary to consider it an expression of humanity, since it "combines the movement (of people, things, ideas) with the meanings and narratives that surround them" (Cresswell, 2009, p. 25).

In this context, attention is paid to the analysis of the concept of mobility being multidimensional, allowing it to encompass a multiplicity of social phenomena. Mobility has come to be considered an expressive phenomenon of today's society (Cresswell, 2006; Urry, 2007; Bauman, 2007; Orfeul, 2008), going beyond the physical, bodily and economic dimensions. Carrying with it ideas such as progress, freedom, opportunity, modernity (Cresswell, 2006), mobility presents itself as one of the issues that permeate the present scenario.

New mobilities express the possibilities of movement and their social implications, among which are the migration of refugees and the homeless, professional and business trips, student excursions, mobility of military forces, tourist trips, etc. (Urry, 2007). These forms of mobility reveal different forms of relationship with the place. This fact allows us to think about the dimension of mobility as a component of social life itself, since it involves the cultural, affective, imaginary, spatial and individual dimensions (URRY, 2007).

It is in this sense that the contemporary world inaugurates the idea of a *New Paradigm of Mobility*[6]. (Sheller; Urry, 2006), since it points to the existence of new forms of displacement, the increase in flows, an expansion of networks and connections, leading to a rethinking of the role of mobility in the structuring and experience of today's society (Cresswell, 2006).

The paradigm of new mobilities is associated with the growing access to transport and communication technologies, with the dematerialization of connections resulting from the emergence of new technological devices such as *I-pods,* cell phones, *laptops,* etc. (Urry, 2007). All this apparatus implies new combinations of presence and absence in society, interpreting 'life in motion' – *mobile lives* (Elliott; Urry, 2010).

In this way, the mobility category is motivated by the new spatialities and temporalities, which constitute and are constituted by the affect of technology in the daily lives of individuals. This is the moment in which mobility imposes itself as *a paradigm*, that is, for a complex analysis of social and power relations, since the growing flows of people, goods, ideas and information create a dialectic between technology and social life, or even a complex intersection between mobilities and immobilities.

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[6] When talking about a *new paradigm,* attention is paid to the fact that an *old paradigm exists*. Going beyond the *old paradigm* requires a reading of mobility no longer as a mere number of home-work or countryside-city flows, but rather as one of the most important and complex social phenomena of contemporary times.

Therefore, in this "[...] new century in which mobility is a central theme" (Urry, 2007, p. 18), the mobility paradigm is based on the fact that time, networks, communication, information and other aspects are elements present in the life of today's society and, therefore, deserve to be studied as mobilities and their relations with social life.

In general, the paradigm of new mobilities considers the different mobilities as a categorization, in which relationships should be seen as a form of connection. Urry (2007) points out that the paradigm can be associated with the growing access to both transportation and communication technologies, redefining the relations between time and space in a dynamic way, considering that many connections with people and social groups are not based only on proximity (going beyond economic, cultural, social and symbolic capitals, including network capital). It is also added that the foundations of this new paradigm are the recognition of a *mobility turn,* characterized as a different way of thinking about economic, social and political relations.

This new view would be "spreading in and through the social sciences, setting in motion analyses that were historically static, fixed and predominantly concerned with a-spatial 'social structures'" (Urry, 2007, p. 6). More definitively, it is assumed that "the most important social phenomena will only be satisfactorily analyzed if they are '*mobilized*'" (Urry, 2007, p. 7).

Physical and virtual mobility is conceived as a form of learning, of deconstructing rigid, essentialist identities (Massey, 2008), which gives rise to the creation of new forms of association and new ways of living (Módenes, 2008). It is also considered a complex experience, which articulates and discusses the forms of distribution of power and social organization linked to the movement. It is understood that movement is made of time and space, that is, it is the spatialization of time and the temporalization of space. Therefore, mobility is also part of the process of social production of time and space, always maintaining a relationship with history, body, power and scale (Cresswell, 2006).

By extending the concept of mobility to a wide range of social phenomena (Cresswell, 2006) and in the articulation of a *new mobilities paradigm* (Sheller; Urry, 2006; Urry, 2007), there is an understanding of the emergence of *homo mobilis*, in which mobility is an attribute of contemporary individuals (Amar, 2010). This movement (displacement of people and things, all over the world and at all scales) is loaded with meanings (Cresswell, 2006), making mobility always geographical and central to the human experience of the world (Merriman, 2012).

In the context of the *new mobilities paradigm*, the process of internationalization and interculturality in higher education takes on a new dimension. This paradigm, which emphasizes global interconnectedness and interdependence, highlights the importance of an education system that promotes direct knowledge and respect for cultural diversity. According to Stallivieri (2002, p. 03), internationalization should allow for understanding and respect for the multiplicity of values and tolerance among peoples.

Faced with an increasingly interconnected world, higher education institutions are challenged to adapt their internationalization strategies to not only facilitate academic mobility, but also to foster a deep understanding of different cultures. This includes implementing exchange programs, international partnerships, and curricula that integrate global perspectives.

THE INTERNATIONALIZATION OF HIGHER EDUCATION (HE)

Going far beyond the territorial mobility of students and teachers, the internationalization of higher education refers to collaboration between researchers, the encouragement of cross-border education, internationalization 'at home' and global institutional policies (Stallivieri 2002, p. 30). On this aspect, Knight (2020) presents the breadth of internationalization in three dimensions: international, intercultural, and global.

According to the author, the *international dimension* refers to the relations between nations, cultures or countries. This dimension is also extended to the understanding of the relationship with the diversity of cultures existing within countries, communities, institutions and classrooms. In turn, *intercultural* refers to aspects of cultural diversity. And, finally, the *global dimension* refers to the meaning of global scope. It is noteworthy that these three dimensions complement each other, and that integrated (together), they expand and deepen the internationalization process.

After all, what is the internationalization of higher education? First, it is worth noting that internationalization is not an end in itself, but a means, a tool, a strategy, and a process. In this regard, Knight (2012) elaborated five principles that clarify the concept and practice of internationalization in Higher Education Institutions, namely: (i) internationalization respects and complements the local dimension; (ii) Internationalization adapts to the profile of each institution or country; (iii) in the internationalization process there are benefits, as well as risks and unintended consequences; (iv) internationalization is

not an end in itself; and, finally (v) globalization and internationalization are different, but they are associated.

It is understood, therefore, that the internationalization of higher education is a process that involves the promotion of a global dimension in education, research and extension, aiming at the construction of a globally competent society, expanding its process towards sustainable development. In addition, it can be mentioned that the internationalization process in higher education includes several activities, such as: (i) international mobility of students, professors and researchers; (ii) international academic cooperation, including partnerships for research and development of joint projects; (iii) inclusion of international content in curricula, research and also in extension; (iv) development of intercultural skills in students and in the academic community; (v) promotion of cultural diversity and inclusion in higher education; (vi) internationalization of the management and governance of higher education institutions.

A very widespread concept in the context of the internationalization of Higher Education is 'Internationalization *At Home'*. One of the authors who is often cited in this context is Knight (2020), a Canadian researcher specializing in the internationalization of higher education. In his works, Knight (2020) highlights the importance of internationalization at home as a complementary strategy to international mobility, capable of promoting the training of globally competent students within the academic environment itself. According to the author, the strategies of internationalization *at home* include the "intercultural and international dimension in the teaching/learning process, research, extracurricular activities, relations with local cultural and ethnic groups in the community, as well as the integration of foreign students and faculty in campus life and activities" (2020, p. 32).

In general, internationalization at home is used to describe internationalization strategies in higher education that seek to promote cultural diversity and the development of global competencies in students without the need for international mobility. This approach seeks to bring internationalization into the classroom, through initiatives such as the inclusion of international content in the curricula, the promotion of events and activities with global themes, the offer of classes in foreign languages and the integration of foreign students in académic activities.

In this way, internationalization at home seeks to democratize access to internationalization, allowing students who are unable to participate in international mobility

programs to have contact with other cultures and develop global skills within the academic environment itself.

Another author who also contributes to the development of internationalization 'at home', which is one of the main references in the area of intercultural competences, is Deardorff (2006). One of the issues pointed out by the author is the growing understanding, both of students and teachers, about international and global issues, in addition to intercultural training, even if they never leave their community/locality or country. The author explains that intercultural competencies are essential skills for life in a globalized and multicultural society and that they must be trained from basic education to higher education.

In particular, and in line with the present research, the Internationalization of the Curriculum (IoC) emerges as a strategy (pedagogical approach to teaching and learning), "which aims to provide all students, within the campus itself, with the training to act in a globalized and multifaceted society with autonomy and awareness of their citizenship" (Marcelino et. al., 2019, p. 592). Leask (2015, p. 9) adds that internationalization of the curriculum is designated as "the incorporation of the international, intercultural and/or global dimensions into the curricular contents as well as into the learning outcomes, assessments, teaching methods and support services of a study program." It is noteworthy, therefore, that the Internationalization of the Curriculum (IoC) is connected to institutional policies and practices, that is, in the pedagogical approach to teaching and learning of academics.

It is understood that, "[...] the discussion of the IoC by program or by course is still quite incipient, and the initiatives registered in Brazil are still quite rare" (Stallivieri, 2016, p. 7). Authors such as De Wit, Gacel-Ávila and Jones (2017) argue that the internationalization of higher education is often driven by economic motivations and a certain competitiveness.

Therefore, it is relevant to analyze (and promote) experiences that seek, in a purposeful way, to develop international and intercultural perspectives in academics. In this sense, it is observed that the internationalization of the curriculum emerges as an alternative to develop the internationalization of higher education in a way that is accessible to all. According to Silva (2022. p. 56), "the internationalization of the curriculum also becomes a matter of equity, as well as a necessity in the Brazilian context, in which a minority of students have the opportunity to carry out exchanges, virtual mobility or have educational experiences outside the country".

METHODOLOGICAL DESIGNS OF THE RESEARCH

From the methodological point of view, the research presented a qualitative approach (Minayo, 2013; Scallop; Zouain, 2005; Zanelli; 2002), exploratory and descriptive (Beuren, 2004). The qualitative approach to research is understood here as one that deals with the subjective and relational level of social reality and is treated through the history, the universe, the meanings, motives, beliefs, values and attitudes of social actors (Minayo, 2013).

The researches typified as exploratory-descriptive employ both methodologies in the same work. Exploratory research is carried out when a certain theme is little explored, difficult to establish precise and researchable hypotheses, requiring greater knowledge of the reality of the researched event. Descriptive research aims to identify or obtain information about a given issue, describing the behavior of facts or phenomena, outlining characteristics or establishing relationships between variables (Beuren, 2004).

As for the technical procedures, the research was classified as documentary (Gil, 2017). The documentary data included the strategies and actions carried out by the Fashion Design Course registered in the public domain (*Instagram* and institutional *website*), from 2020 to 2024. In this regard, it should be noted that, according to CNS Resolution No. 510 of 2016 (CEP/Conep System, II), research that uses publicly accessible information is not registered and appreciated, under the terms of Law No. 12,527, of November 18, 2011. Therefore, *Instagram* posts are in the public domain, thus not being appreciated by the CEP/Conep System.

ANALYSIS OF THE RESULTS

According to the Pedagogical Project of the Fashion Design Course at UNIFEBE, the creation of the course aimed to meet the demand of the local and regional market and, consequently, national, taking into account activities aimed at the research and development of products of clothing, *homewear,* footwear, accessories, and services, and which encompass various areas, such as fashion culture and communication, applied technology, and fashion design and management (Unifebe, 2021)

Being aware that the Santa Catarina scenario has been very positive for fashion-oriented professions and that the relationship of companies with education and with disciplines specific to the academic context tends to be increasingly close and necessary, the Fashion Design Course was created in 2003, with the objective of "providing

professional training, technical and scientific, which prepares and equips for ethical practice, reflective thinking and artistic sensibility in the area of fashion design." (Unifebe, 2021, p. 43).

It is noteworthy that the Internationalization of the Fashion Design course is mainly related to teaching and extension activities. Based on the guidelines of a human, citizen and solidary education, in the articulation between extension, teaching, research and society, the Fashion Design course aims, through an interdisciplinary process – bringing the academic closer to the social, cultural, political and economic reality – the integral formation of the student. In this context, based on the analysis of materials found in public domain archives, in the period from 2020 to 2024, the research pointed out some internationalization strategies and actions in the Fashion Design course.

First, the internationalization actions at home stood out . In this regard, it is understood that internationalization *at home* are activities that prepare students with the global skills necessary for interconnected and diversified societies (Agnew; Kahn, 2017), without the need for geographical mobility to other countries. Chart 1 below presents the main at-home internationalization actions in the highlighted period:

Table 1: Main internationalization actions *at home*

YEAR	STRATEGIES AND ACTIONS	DESCRIPTION
2021	Virtual mobility among teachers	Partnership between IES and *Universidad San Ignacio* – USIL (Peru).
2022	Partnership with the Laboratory of Citizenship and Education in Human Rights – LACEDH	Creation and manufacture of clothes for the *Mboraí Vy'a* Indigenous Choir, of the *Mbyá-Guarani People,* Tekoá Vy'a *Indigenous Land*, in the municipality of Major Gercino-SC.
2022	Movimento Global Fashion Revolution	Participation and development of activities related to the principles of the Global Fashion Revolution Movement.
2023	Teaching Action – Fashion & Business: the market is the agenda	Chat with designers from Canada and the United States.
2023	Movimento Global Fashion Revolution	Participation and development of activities related to the principles of the Global Fashion Revolution Movement.
2024	Teaching Action – Fashion & Business: the market is the agenda	Chat with designers from Canada and the United States about international fashion careers, creativity and entrepreneurship.
2024	Interculturality	Study visit to the Bento Silvério Cultural Center, in Florianópolis/SC.
2024	Interculturality	Costumes for royalty of the Integration Party of Guabiruba/SC.
2024	Interculturality	Participation in the Parade of Seamstresses and Seamstresses of Brusque and Region/SC
2024	Interculturality	Creation of typical costumes for the German dance folklore group of the Paquetá Elementary School of Brusque/SC.

2024	Partnership with the Confraternity of Embroiderers	Curricular Component of Fashion Project Participation in the II Bi-week of Art and Culture
2024	Interculturality	Creation of typical costumes for Fenarreco. Participation in the parade of the 37th Fenarreco.
2024	Movimento Global Fashion Revolution	Participation and development of activities related to the principles of the Global Fashion Revolution Movement.

Source: Prepared by the authors (2024).

One of the internationalization actions *at home* identified was the partnership between IES and *Universidad San Ignacio* – USIL (Peru). In 2021, the Fashion Design course together with the Art and Design course (USIL), joined forces to make virtual mobility among teachers. In the classroom, at first, one of the professors of the Fashion Design course (PhD in Anthropology with an emphasis on Fashion and Behavior) presented her doctoral thesis research to the academics of the Art and Design course at USIL. In the second moment, the USIL professor made a presentation on 'Research within Virtual Environments'.

In this context, it was considered that virtual mobility was one of the actions that promoted internationalization *at home*, without the need for physical mobility of students. In other words, it sought to create an international and intercultural environment within the institution itself, expanding learning opportunities and international experiences for all students, regardless of whether they participate in exchange programs or not. It is also worth noting that internationalization *at home* considers that not all students, professors or employees have the opportunity or ability to get involved in international mobility programs, whether due to financial, family or other personal commitments. Therefore, internationalization at home aims to offer a rich international and intercultural experience, within the existing academic environment.

Another internationalization action *at home*, identified in the Fashion Design course, is related to the project called 'Fashion & Business: the market is the agenda'. It is an interaction with experts in the most diverse areas of fashion, with the objective of presenting and bringing students closer to the activities and methods of a *fashion designer* working abroad. An example of this action was a chat held in 2023 and 2004. On the occasion, the academics talked to experts from Canada and the United States about the challenges and career of the fashion *designer*.

In this way, the teaching activity 'Fashion & Business: the market is the agenda', highlights the search for an internationalized curriculum, which incorporates global, intercultural and international perspectives in study plans and teaching practices, in order to

prepare students to work in an increasingly interconnected and diverse world. An important aspect of an internationalized curriculum is the possibility for the academic to develop comparative studies, that is, the comparative exploration of different cultures, educational systems, labor market, society, etc. Students are encouraged to analyse similarities and differences between different regions of the world, developing a broader and more critical understanding of global issues.

One of the strategies in Internationalization *at home* cited by Knight (2020) is the link with cultural/ethnic groups located in the community. In this sense, it was observed that in 2022, in partnership with the Laboratory of Citizenship and Education in Human Rights – LACEDH, the academics of the Fashion Design Course, through Composé – Fashion and Clothing Office, developed the clothes for the *Mboraí Vy'a Indigenous Choir*, of the Mbyá-Guarani People, Tekoá Vy'a Indigenous Land, in the municipality of Major Gercino-SC. The records indicate that the clothes were created after an *on-site visit* to understand the cultural symbology of the garments and their colors.

The interculturality of education was also present in other actions carried out by the course in 2024, such as the Study Visit to the Bento Silvério Cultural Center, in Florianópolis/SC. The activity aimed to bring students closer to the production of artifacts intended for domestic use and that incorporate the tradition and culture of ancestral customs. At the site, about 20 lacemakers gather to maintain the tradition of the Azorean culture of making bobbin lace. It is understood that the practice of bobbin lace is intertwined with the history of the Island of Santa Catarina, with the arrival of the first Azoreans, more than 270 years ago.

In 2024 also, the cultural integration of the municipality of Guabiruba was portrayed by Fashion Design students in the costumes created for the royalty of the traditional Integration Festival. This is the second year, in partnership with the municipality's Department of Tourism and Economic Development, the course develops the clothes that are worn by the Queen, 1st and 2nd Princesses of the event. Following this same line, the students participated in the creation of typical costumes for the German dance folklore group of the Paquetá de Brusque Elementary School / SC and the creation of typical costumes for Fenarreco, as well as the participation in the parade of the 37th Fenarreco.

The participation in the Parade of Seamstresses and Seamstresses of Brusque and Region/SC during the highlighted years portrays the interculturality of the course. Another action that deserves to be highlighted is the appreciation of the manual embroidery

technique, taught by Embroiderers of Brusque to UNIFEBE academics. The technique was presented to the students, during the workshop given by the Confraternity of Embroiderers, in the class of the Curricular Component of Fashion Project and in the II Bi-week of Art and Culture.

In this context, it is considered that interculturality is a fundamental aspect of internationalization at home. It focuses on promoting interaction and understanding between people from different cultures within the local academic environment. Through interculturality, it seeks to create an inclusive and respectful environment, where differences are valued and celebrated.

Participation in international events on campus (Knight, 2020) is also addressed in the Fashion Design Course at UNIFEBE, through the global Fashion *Revolution* movement. Present in about 100 countries, the *Fashion Revolution movement* was created after the collapse of the nine floors of the Rana Plaza building in the capital of Bangladesh, a place that housed thousands of people who worked in precarious conditions for the fashion industry. With the death of more than a thousand people in the midst of sewing machines and fabrics, on April 24, 2013, *Fashion Revolution Day* was proclaimed, a date to reflect on sustainability and social responsibility in the fashion universe. The movement's vision is as follows: "A global fashion industry that conserves and restores the environment and values people above growth and profit" (*Fashion Revolution,* 2023).

In 2022, the Fashion Design course joined the worldwide movement *Fashion Revolution*. The actions at the university took place through lectures, Cantinho *'Instagrammable'* and 'Conscious Fashion Route'. The objective of the actions was to lead the academic community to reflect on the consumption of more conscious and responsible fashion. In May 2023, the second year in which the academics of the Fashion Design course represented the Institution in the world movement *Fashion Revolution*, the actions were directed to reflection on the documentary *The True Cost* – which addresses in a critical and real way the impacts of the *fast fashion* –, a chat about 'The black person in the context of Fashion', and the making of a patchwork flag, one of the greatest symbols of the world movement.

In 2024, the seventh phase of the Fashion Design course participated in the global *Fashion Revolution movement* by developing a fashion production plus a *short film* to praise the use of second-hand pieces and handmade pieces developed by local producers. In a collective way, the students of the course also carried out a customization with used

clothes as a way to contribute to a more conscious fashion, demonstrating how much the act of dressing is a political action, with principles of sustainability and ethics.

In addition to the actions identified in the perspective of internationalization *at home,* geographic academic mobility is another strategy of the Fashion Design Course for the internationalization and interculturality of education, as shown in Chart 2:

Table 2: National and international geographic academic mobility

YEAR	STRATEGIES AND ACTIONS	DESCRIPTION
2022	Geographical Academic Mobility	Paris (France)
2022	Geographical Academic Mobility	Gramado and Canela (Rio Grande do Sul)
2023	Geographical Academic Mobility	Rio de Janeiro (Rio de Janeiro)
2024	Geographical Academic Mobility	Milan, Florence and Venice (Italy)

Source: Prepared by the authors (2024).

The international geographic academic mobility carried out every two years refers to an international study and training trip that involves students and professors of the course. Paris, London and Milan form the triad of studies of the course. In Paris, the visit to *Première Vision* (the largest textile fair in the world) and training at the *École Supérieure des Arts et Techniques de la Mode* – ESMOD, the oldest fashion school in the world, founded in 1841 by Alexis Lavigne, stand out. In the 2022 edition, the academics participated in a certification at ESMOD on the development of collection and *Moulage* for Fashion creation. And in 2024, the certification involved the theme of emerging designers and fashion trends.

In addition to the course at ESMOD, the students had the opportunity to experience a day of *Cool Hunting* on the streets of Paris and Milan. They visited concept stores of major brands and local stores that influence what will be on the rise in the world fashion market. Visits to the museums celebrated the training of the academics, including the Musée D'Órsay, *Musée Les Arts Décoratifs*, as well as the *Centre Pompidou*, Louvre Museum, Palace of Versailles, *La Galerie Dior* and *Palais Galliera.* In Italy, the students carried out study visits at the Fashion Quadrangle in Milan; *Palazzo Gucci, Palazzo Pitti, Galleria degli Uffizi* and the Academy of Fine Arts in Florence; in Venice they got to know the workshops of period clothing and masks, as well as the manufacture of murano accessories.

It is worth noting that, in 2014, the academics went on a study trip, in addition to Paris, to Milan and Venice and, in 2017, the academics had the opportunity to participate in a trend research workshop at *Central Saint Martins* (London), currently considered the leading fashion school in the world.

As for national geographic academic mobility, Gramado and Canela (Rio Grande do Sul) and Rio de Janeiro (Rio de Janeiro) have been highlighted for the course. In Serra Gaúcha, the students made a study visit to the Fashion Museum – MUM. The museum has a collection of original pieces, telling 4000 years of the history of women's clothing. In Rio de Janeiro, students participated in lectures and guided tours at the Zuzu Angel Institute and the Carmen Miranda Museum, icons of Brazilian fashion.

In June of this year, UNIFEBE, through the Fashion Design course, signed an International Cooperation Agreement with the fashion institute located in Peru, the *Chio Lecca Fashion School*. Through the partnership between the two educational institutions, teachers and students from Brazil and Peru will be able to share knowledge and develop academic, scientific and cultural projects.

In view of the context presented, it was possible to observe that there is a gradual effort to implement actions and strategies for the internationalization of higher education by the Fashion Design Course at UNIFEBE, with emphasis on Internationalization *At Home*. By expanding this issue, it is considered that the internationalization of education is a process that begins in the institution itself ('at home'), in the insertion of the intercultural and international dimensions integrated into the teaching and learning process. This means that internationalization must be incorporated into the curriculum, teaching methodologies, and daily academic activities.

"Although Brazil is inserted in the context of the internationalization of HE in an embryonic way" (Watanabe, 2023, p. 06), it is considered that some Brazilian HEIs, certainly timidly, are rehearsing the first steps beyond internationalization with the premise 'labor market'. Inspired by the articulation of a *new mobility paradigm,* they plan strategies and actions understanding that mobility, be it physical, virtual, time and space, is a form of learning and new ways of living.

FINAL CONSIDERATIONS

By identifying strategies and actions developed in the Fashion Design Course, considering the dimensions of Internationalization, it was perceived the light and subtle walk of Brazilian higher education towards Internationalization, in addition to mobility aimed at academic exchange (cross-border internationalization) and Internationalization *at Home.*

Initially, some theoretical considerations were made about the *Meanings of Mobility*, from the perspective of a *New Paradigm of Mobility*, considering that there is an

understanding of the emergence of *homo mobilis*, in which mobility is an attribute of contemporary individuals. Next, the research explained the dimensions of internationalization, understanding that internationalization concerns, in addition to the emancipation of the individual, practices of social justice in an intercultural world. In this context, Internationalization *at Home* and Internationalization of the Curriculum (IoC) were elucidated, both strategies for the Internationalization of Higher Education.

As the main results of the analysis, Internationalization *At Home* and geographic and virtual academic mobility were considered as the main strategies of the Fashion Design Course at UNIFEBE, integrating the international and intercultural and/or global dimensions in the formal and informal curriculum.

A challenge understood in a general way for HEIs and which also concerns the scope of the HEI object of research is to think (suggestion) in institutional terms, the expansion of strategies in the Internationalization Policy (IP) in the Pedagogical Project of the Course. It is considered that such a policy should be thought of, in addition to academic guidelines, by government policies, as well as by civil society organizations.

In general, it was considered that the interface of the internationalization of higher education in society is a complex process that involves a series of interactions and mutual influences, namely: cultural and social integration, development of intercultural competences; impact on national and local identity; community in/of in/of the community, formation of global networks, educational policies and diplomacy, professional mobility and exchange, collaboration in research and innovation, development of skills for the global market, dissemination of knowledge, etc. In summary, the interface of the internationalization of higher education in society is multifaceted and influences culture, identity, social relations and global perspectives. Managing this interface effectively requires cultural sensitivity, strategic planning, and a commitment to long-term benefits to society.

Finally, it is considered that, through this comprehensive analysis, the promotion of continuous studies and future research on the subject, as strategies to strengthen the Internationalization of the Curriculum (IoC) and *Internationalization At home* (IaH). It also mentions themes involving internationalization programs, employability and career of graduates in different areas of study, as well as the relationship between internationalization and sustainable practices, analyzing how higher education institutions can promote sustainability through international initiatives.

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