

"I am my happening"

Carlos Alberto Caetano¹

ABSTRACT

The article, constructed in the form of a memorial, presents the many possibilities of engagement of a professor, coming from journalistic activities, marketing, as well as artistic practices related to theater and film staging carried out before the professional entered the career of academic professor in a public university. It is a unique life experience, which justifies the construction of this work, as well as its socialization in a broad, general and unrestricted character through its publication. After its publication, the life story he records can serve as a stimulus and indication of the way for other professionals. The academic career, which began in the class of assistant professor, was managed to transform the professor into an assistant professor and, currently, into an adjunct professor. The teaching, research and extension activities that the memorial records are important to endorse within the academy the characterizations that work in a public university requires.

Keywords: Professional Career. Teaching. Social Practices.

INTRODUCTION

This memorial was prepared with the objective of presenting, in a detailed and reflective way, the trajectory of my training and professional performance, highlighting how each stage was crucial for the construction of my identity as a social and professional subject. The text seeks to transcend a simple chronological narrative, emphasizing the connections between the experiences lived, the choices made and the values that shaped my journey in the artistic, cultural and educational field.

I will begin by rescuing my incursions into the artistic and cultural universe, activities that, although not "academically" included in my Lattes Curriculum, were profoundly transformative and influential in shaping my personality. These experiences occurred in a crucial period of my youth, in the early 1970s, when, in my early 20s, I left my hometown, Piquete, in the interior of São Paulo, in search of new opportunities for life and work in the capital of São Paulo. This movement, in addition to a geographical displacement, represented a symbolic leap in my journey of self-discovery and autonomy.

At the time, the main "instrument" I took was my training as a primary school teacher, completed at the end of the 1960s in a Normal School. This training, which represented a solid

¹ Adjunct Professor
Adjunct Professor A – State University of Bahia – UNEB
Dr. in Geography - UNICAMP

and respected foundation in the educational context of the time, accredited me as a teacher and marked my first formal profession. However, my start in the job market did not take place in education, but in an administrative role, as a typist in a branch of the extinct Banco Real, located in Largo de São Bento, in downtown São Paulo.

At the same time, a vigorous desire to express myself artistically and to insert myself in the journalistic universe pulsated in me. This impetus, characteristic of the effervescence of my twenties, quickly brought me closer to influential figures "in the middle". I made contact with journalists who, at the time, had left the renowned magazine *Realidade*, from Editora Abril, and were at the forefront of an innovative and combative editorial project: the newspaper "EX". This periodical, conceived in a period of strong political repression during the military dictatorship, became a landmark of the so-called alternative or "*underground*" press. His challenging and countercultural proposal not only dialogued with the yearnings of a contesting youth, but also inaugurated new paradigms in Brazilian journalism.

It was through "EX" that I established links with the emblematic theater group Oficina, led by the visionary director José Celso Martinez Corrêa, widely recognized as one of the greatest directors in the history of national theater. My integration into the group not only broadened my perspectives on the performing arts, but also consolidated in me a broader and more critical understanding of culture, politics and human relations.

These initial experiences, deeply immersed in the historical, cultural and political context of Brazil in the 1970s, were decisive in shaping my worldview and my professional practice. From them, I began a journey of constant personal and professional resignification, marked by choices that reflected an incessant search for meaning, authenticity, and social impact.

The work with the Oficina group, although remarkable in its creative effervescence, also faced the adversities of a period of strong repression. The invasion of the theater by the political police of the Brazilian military dictatorship, represented by the DOPS (Department of Political and Social Order), was an emblematic moment of confrontation between art and authoritarianism. This event culminated in the group's self-exile in Portugal, at the invitation of the Armed Forces Movement (MFA), which, with the Carnation Revolution on April 25, 1974, had liberated the country from decades of dictatorial rule.

My stay at the age of 23 in exile, immersed in the theatrical universe, was a transformative experience. This phase not only solidified my scenic and expressive skills, but also intensified my ability to articulate orally. I learned to use the voice in a projected way, almost as an extension of the body, a tool that proved to be crucial in teaching practice. More than a technique, this experience rooted in me the understanding of communication as an essential

element in pedagogical interaction and in the construction of knowledge.

Exile also played a decisive role in my ideological and intellectual formation. Living with different political and cultural contexts consolidated my affinity with the historical-dialectical materialist method, which would later become the basis of my academic production. Both in the master's thesis at the Federal University of Bahia (UFBA) and in the doctoral thesis at the State University of Campinas (UNICAMP), this method proved to be instrumental in the analysis of social relations and in the development of a critical and reflective approach.

Upon returning from exile, I experienced a significant transition. My performance as assistant director in Glauber Rocha's last film, *The Age of the Earth*, in the late 1970s, represented a confluence of the arts with my political and cultural commitment. This experience reaffirmed my vocation to integrate aesthetics and critical reflection in social impact projects. Based in Bahia, more specifically in Salvador, I dedicated myself to journalism, working in several media outlets, where I refined my ability to articulate impactful narratives and connect discourses with different audiences.

It was during this period that I began my journey as a political marketing professional, coordinating electoral campaigns in Bahia and other states. This action revealed a new horizon, where strategic communication and socio-political analysis met to influence collective decisions. The dynamics of the campaigns ignited in me the desire to share knowledge, culminating in the realization of lectures at universities. This moment represented the resurgence of the educator who has always been latent in my trajectory.

The definitive entry into the teaching career occurred with my approval in a public exam at the State University of Bahia (UNEB) in 2004, after completing a postgraduate degree in Higher Education Teaching. Before that, my experience as a substitute professor at the Faculty of Education (FACED) at UFBA provided me with a deep maturity in the areas of didactics and pedagogical practice. This stage was essential to consolidate my view of education as a dialogical, critical and transformative process, in which teaching and learning are interrelated in a collective construction of knowledge.

Each step of this trajectory — from political theater to journalism, from marketing to the classroom — contributed indelibly to the construction of my identity as a social agent and educator. The sum of these experiences allows me to affirm that education, for me, is more than a profession; It is the synthesis of a life dedicated to transforming personal experiences into tools for collective transformation.

IDENTIFICATION

- **NAME:** CARLOS ALBERTO CAETANO
- **UNEB REGISTRATION:** 74441716-5
- **UNIT/CAPACITY:** COL. TURISMO - DCHT XVIII
- **PARENTS:** BENEDITO CAETANO AND MARIA APARECIDA GALDINO
- **DATE OF BIRTH:** 10/07/1952
- **PLACE OF BIRTH:** PIQUETE – SÃO PAULO
- **NATIONALITY:** BRAZILIAN
- **IDENTITY CARD:** 3.323.451 57- SSP/BSA
- **CPF:** 65202570872
- **VOTER REGISTRATION:** 0385501760574 – 0180 ELECTORAL ZONE - 0007 SECTION - BA
- **CTPS:** 47.991 – **PIS/PASEP:** 10421425153
- **PROFESSION:** PROFESSOR OF HIGHER EDUCATION
- **ADDRESS:** Rua 1ª. Travessa dos Vereadores, 160 – Cond. Ville Lozath - Bloco 2, Apto 607 - Vila Praiana, Lauro de Freitas, BA. Zip Code: 42-705-340
- **PHONE:** (71) 991054497.
- **EMAIL:** ccaetano@uneb.br

EDUCATION

GRADUATION

My degree in Tourism was a watershed in my career, marking not only a professional transformation, but also the expansion of my vision of the connections between strategic sectors for social and economic development. At the time, I already had solid experience as a political marketing professional, communication advisor and manager of an environmental NGO. These experiences provided me with a broad and diversified base, but it was the constant contact with the tourism sector, during my work in communication consultancy, that awakened my perception of the transformative potential of this area.

The choice for the Tourism course was not a casual step, but the result of careful analysis. My experience in journalism, developed in a historical period in which the regulation of the profession did not require a degree, consolidated in me communicative and analytical skills. However, when deciding on a degree, I chose to explore a field on the rise, with possibilities of direct impact on cultural, economic, and environmental dynamics. Tourism emerged as a space

of interdisciplinary integration and with the ability to create solutions to contemporary challenges, thus becoming a strategic choice.

During the course, I deepened my understanding of the complex aspects of tourism planning and management, which proved crucial to deal with regional and global demands. The academic background not only complemented my previously acquired practical skills, but also provided me with a robust theoretical foundation, essential to approach Tourism as a tool for sustainable development and cultural promotion.

This academic journey culminated in the preparation of my undergraduate Course Completion Paper (TCC), which transcended the conventional objectives of an academic work. Turned into a book and published later, the project represented a milestone not only in my trajectory, but also in the field of Tourism. The publication of the book not only amplified my intellectual contribution to the field, but also highlighted my ability to translate complex issues into a practical and accessible approach, reaffirming my commitment to the dissemination of knowledge.

The relevance of this work was evidenced in my transition to the master's degree in Geography at the Federal University of Bahia (UFBA). The book, when presented in selection processes, became a differential element, demonstrating my ability to integrate practical and academic experiences. This recognition was decisive for my approval as a regular student of the graduate program, consolidating the intersection between my training in Tourism and the geographical foundations, especially with regard to territorial, cultural and environmental analysis.

Each stage of this journey was decisive for my professional and intellectual evolution. The degree in Tourism not only expanded my understanding of the world, but also allowed me to articulate previous experiences in a cohesive way, establishing bridges between communication, marketing, sustainability and territorial development. This interdisciplinary background reinforced my commitment to innovative solutions to social, cultural, and economic challenges, paving the way for a lasting impact on my future endeavors.

SPECIALIZATION

My specialization in Higher Education Methodology, carried out between 2003 and 2004 at the Olga Mettig Center for Graduate Studies (CEPOM), in Salvador, represented a period of profound transformation and maturation in my academic and professional trajectory. This course worked as a catalyst, which not only realigned my vocations, but also confirmed my desire to fully enter the universe of teaching.

The choice for this specialization was not accidental. At that time, I already had a trajectory marked by work in areas such as communication, political marketing, and environmental project management, but I felt that it was necessary to move into a field where I could systematically share the knowledge accumulated over the years. The course offered not only pedagogical tools, but also an opportunity for critical reflection on the role of the educator in the contemporary context.

Throughout the specialization, I was challenged to rethink the teaching and learning process, exploring innovative methodological approaches adapted to the needs of a changing higher education. This training was essential to consolidate my confidence in teaching work and boost my search for opportunities in the educational area.

Shortly after completing the course, I began my journey as a teacher in private colleges, an important first step in applying what I had learned. However, the real milestone was my approval as a substitute professor at the Faculty of Education (FACED) of the Federal University of Bahia (UFBA). This was the moment when I really "learned to be a teacher". Living with an academic environment of excellence and with engaged students not only deepened my pedagogical skills, but also provided me with a broader and more critical view of the role of education in social development.

At the same time, I was approved as a regular student of the master's degree in Geography at the Institute of Geosciences of UFBA, which represented a qualitative advance in my academic training. The combination of teaching with graduate research created an enriching synergy, allowing me to integrate theory and practice into a continuous learning process.

My Course Completion Work (TCC) of the specialization, entitled "*Free Universities and the Environmental Paradigm*", was a reflection of this integration. Based on the experience I developed in Barreiras, with the creation of the Free University Águas do Amanhã, within the scope of the City Hall, the project explored the possibilities of an alternative educational model, focused on the promotion of sustainability and the articulation between formal and local knowledge. This work not only consolidated my education, but also reaffirmed my commitment to a critical and transformative education.

MASTER'S DEGREE

My entry into the master's degree in Geography, attended between 2005 and 2007 at the Institute of Geosciences of the Federal University of Bahia (UFBA), represented a transformative milestone in my academic and professional trajectory. After years of intense preparation, through reading, textual production and participation in scientific events, this achievement

crowned a continuous effort and consolidated my vocation for research and teaching.

My dissertation, entitled *"The hegemonic logic of the production of space at the scale of the Jaguaribe River Basin – SSA/BA"*, focused on an area of extreme environmental and urban relevance: the Jaguaribe River basin, in Salvador. The choice of this theme was not random, but reflected my previous involvement with the issue of the Passa Vaca River and its mangrove, which had been the subject of my book derived from the TCC as an undergraduate. The dissertation brought innovative contributions, such as the correction of a significant technical mistake: until then considered a tributary of the Jaguaribe River, the Passa Vaca River was established, in my research, as an independent hydrographic entity. This revision changed the understanding of the region's hydrographic system and brought new perspectives to environmental and territorial management.

Another striking result of the research was the identification of a geological fault in the Piatã region, which directs the course of the Jaguaribe River to an alternative route, along an elevation to Patamares, where it meets the Passa Vaca River. This discovery demonstrated the complex interaction between geological and hydrological aspects in Salvador's urban development, enriching discussions on land occupation and environmental planning. This discovery was made in combination with researchers from INPE, in São José dos Campos.

The master's period was especially productive. One of the achievements that I am most proud of was the creation of a course focused on the area of study, which earned me a PROCES/Capes scholarship. This initiative not only consolidated my scholarship, but also stimulated the preparation of academic works by undergraduate students in Geography, expanding the impact of the knowledge produced.

Under the guidance of Professor Antonio Puentes Torres, whose approach combined intellectual freedom with punctual and strategic orientations, I was able to develop my dissertation autonomously, but always supported by a constructive critical dialogue. I adopted dialectical historical materialism as a methodological approach, which allowed me to articulate a structured and historical analysis of the production of space. I used satellite images obtained through INPE to build a diachronic view of the occupation of the hydrographic basin, complemented by population data from the IBGE, organized based on the then innovative weighting areas, instead of the traditional census tracts. This methodological choice enabled a more detailed analysis of the social and economic dynamics of the region.

The theme of the dissertation proved to be a fertile field for discussions on socioeconomic segregation and occupation of urban space, allowing me to articulate physical, historical and social issues. The defense of the work, held in 2007, was a moment of great personal and

academic achievement, being approved without restrictions. At the time, I was already an assistant professor at the State University of Bahia (UNEB), where I was able to put into practice the knowledge acquired in the master's degree.

In addition, UNEB's invitation to join the Department of Human Sciences and Technologies (DCHT) of Campus XVIII, in Eunápolis, BA, in Eunápolis, BA, provided a unique experience: the preparation, implementation and coordination of the Tourism and Hospitality courses, and later, the Tourism course. For several years, I was at the forefront of these pioneering projects, reconciling academic rigor with the practical demands of a course in formation.

The experience in the master's degree, combined with the experience of teaching and academic management, reinforced my belief in the transformative role of education and the importance of integrating theory and practice. It was a period that not only consolidated my academic training, but also expanded my ability to contribute to the development of new knowledge and practices in the field of Geography and higher education.

DOCTORATE

In 2015, the announcement of an Interinstitutional Doctorate (DINTER) in Geography, articulated between the State University of Campinas (UNICAMP) and the State University of Bahia (UNEB), Santo Antônio de Jesus Campus, emerged as a unique opportunity to deepen my studies in an academic environment of excellence. At the time, it already had a research project in an advanced stage of preparation, needing only adjustments to adapt it to the requirements of the UNICAMP selection process. With the approval in the program, I began an academic cycle that would consolidate not only my professional career, but also my intellectual production.

Under the guidance of Profa. Dr. Arléude Bortolozzi, a name of great prestige in the field of Geography, I noticed from our first contact an epistemological affinity that would be fundamental in the development of the thesis. His rigorous approach, combined with the academic freedom he provided, contributed decisively to the formulation of the concepts and the methodological maturity of the work.

The courses were offered at the Santo Antônio de Jesus Campus, taught by renowned professors from UNICAMP, such as Eduardo Marandola, Antonio Vitte, Maria Teresa Paes and Vicente Eudes, whose contributions substantially enriched my training. This period was marked by intense reading and academic production, with the preparation of scientific articles, participation in congresses and insertion in contemporary debates in Geography. This

continuous effort was fundamental for the refinement of the ideas that culminated in the thesis.

Entitled *"Street Geography: Revealing the Management of Territorial Assets in the Urban Space of Salvador – BA"*, my thesis set out to unravel the complex relationships between culture, urban space, society and the mechanisms of the capital ecosystem. In the development of the research, I developed two innovative concepts that represent significant contributions to the field: **"ecology of axé"** and **"contemporary multicultural capital"**. The first addresses the ecological character of religions of African origins as a counter-rationality to the hegemony of capital, valuing the symbolic and sustainable aspects of these religious and cultural practices. The second concept explores the current phase of socio-spatial relations in the context of the hegemonic rationality of capital, offering a new perspective on the multicultural dynamics in the urban environment.

The defense of the thesis, held in 2019, was a milestone of great academic and personal importance. The examining board, composed of renowned experts — Profa. Dr. Arléude Bortolozzi (UNICAMP), Prof. Dr. Maurício Roberto da Silva (UFSC), Prof. Dr. Vicente Eudes Lemos Alves (UNICAMP), Prof. Dr. Antonio Carlos Vitte (UNICAMP) and Prof. Dr. Jânio Roque Barros de Castro (UNEB) —, highlighted the originality and rigor of the work. The concepts developed were especially praised, being recognized as relevant contributions to the studies of contemporary cultural and spatial dynamics.

The unqualified approval was not only the culmination of four years of intense dedication, but also the validation of a trajectory marked by a commitment to critical research and theoretical innovation. The doctorate at UNICAMP not only expanded my capacity for analysis and articulation in the field of Geography, but also reaffirmed my belief in the transformative power of knowledge. This experience reaffirmed my commitment to act as a bridge between the academic production of excellence and the concrete demands of society.

COMPLEMENTARY TRAINING

I am a Regional Tourism Guide/Bahia, specializing in cultural and natural attractions, a course I took at the Federal Institute of Bahia/Salvador (IFBA/SALVADOR), in the early 2000s, when I was still studying for a bachelor's degree in Tourism. The training as a regional guide was important to structure my understanding in a more acute way about how the tourist's relationship with the place visited is. And, as it was a course focused on cultural attractions, it is worth highlighting the importance of the workload of the Art History discipline, one of the largest in the course, since the regional guide needs to understand the different manifestations of artistic languages manifested in the urban space of Salvador over the centuries.

PROFESSIONAL EXPERIENCES

My professional career has been marked by the combination of teaching, research, extension and management, reflecting a continuous commitment to education, social transformation and sustainable development. From the beginning of my academic career, in 2006, at the State University of Bahia (UNEB), to the present moment, with the granting of Exclusive Dedication in 2024, my work has been expanded to several fields of knowledge, with emphasis on Geography, Tourism and Environmental Management.

PERFORMANCE AT UNEB

I started my journey at UNEB as an **Assistant Professor**, later progressing to **Assistant**, a position I hold until now, with a workload of 40 hours per week, now with DE. Over the years, I was responsible for teaching several subjects in the **Tourism course**, with an emphasis on areas such as **Geography and Tourism I and II; Contemporary History of Tourism; Methods and Techniques in Tourism; Management of Bars, Restaurants and Similar; Art History; Food and Beverages; Environmental Management**, among others. These disciplines were fundamental for the training of professionals capable of understanding the dynamics of tourism in Brazil and in the world, always with a critical and contextualized view.

In 2010, I was appointed **Coordinator of the Geography Course at Plataforma Freire**, an experience that lasted until 2012, when I developed the continuous training project for teachers at higher level. This role not only allowed me to coordinate and manage the course, but also to be responsible for pedagogical actions that connected academic theory with field practice, resulting in a richer and more comprehensive education for students.

In addition, my performance in the **Extension Coordination** was one of my significant contributions to UNEB. Between 2010 and 2012, coordinating the **Applied Environmental Management project at Campus XVIII**, I carried out studies and actions aimed at sustainability and the responsible use of natural resources. The experience generated publications, such as the **Environmental Management Report** for the campus, which serves to this day as a basis for the implementation of environmental policies within the university.

My coordination experience was not restricted to teaching and extension. Between 2014 and 2016, I played an active role in **the campus's Probationary Internship Evaluation Committee**, which provided me with a broader view of the evaluation and professional development processes of professors. Additionally, between 2014 and 2015, I was **a member of CONSEPE (Higher Council for Teaching, Research and Extension)** at UNEB, participating in academic and institutional discussions of relevance to the university.

CONSULTING AND PUBLIC MANAGEMENT

My experience in consulting and public management began in the 1990s and was expanded in the following decades. Between 1997 and 2003, I worked as **an Environment, Tourism and Communication consultant** at the **Municipality of Barreiras**, BA, where I was responsible for advising the public administration in the development of public policies for the environment and local tourism. During this period, I was the **first CEO of the Universidade Livre Águas do Amanhã**, a project I created with the objective of promoting environmental education for the local population, with a focus on the preservation of water resources and the environmental awareness of communities.

In addition, between 1986 and 1989, I had already worked in the **City Hall of Salvador**, as a **technical assistant to the Secretariat of Communication**, a position in which I was **undersecretary of Social Communication**, coordinating the television area and, later, assuming the **head of the newsroom**. This experience in a capital city of the State, of great political and social importance, provided me with a more detailed understanding of the needs of public communication and the use of the media as instruments of social transformation.

EXPERIENCE IN EXTENSION AND RESEARCH

In the field of **university extension**, my work was intense and long-lasting. In 2006, I had the opportunity to work with the **training of sociocultural animators in educational recreational leisure**, at FAGED/UFBA, a project that aimed at the social inclusion of populations in vulnerable situations, using cultural practices as tools for social transformation. At the same time, I collaborated with the **Institute of Geosciences at UFBA**, participating in the Urban **Environmental Management in Degraded Area course**, an experience that deepened my understanding of the urban and environmental challenges faced by large metropolises like Salvador.

Between 2014 and 2015, I published the **research "The Critic's Cup or The Criticism of the Cup – A tribute to Milton Santos"**, a reflection on the impacts of the 2014 World Cup in Brazil, especially in the areas of urbanization and social segregation. The study was developed at UNEB and exposed a scathing criticism of the urban development model imposed by major sporting events, highlighting Milton Santos' perspective on the importance of the city and its inhabitants in the construction of space.

EXPERIENCE IN JOURNALISM AND COMMUNICATION

My experience in **journalism** began in the 1970s, with the founding of the **newspaper**

EX-, an alternative press organ published in São Paulo during the period of the Military Regime, which gave me a critical and engaged view of the media. I continued my work in the communication area in important media outlets, such as **Tribuna da Bahia** and **Jornal da Bahia**, where I was **a reporter and editor**, with a particular focus on social, urban and environmental issues. These years of journalistic work have given me a broad view of communication as a tool for social mobilization and strengthening citizenship.

So my professional career has been a journey marked by the integration between **education, research, public management and communication**, with a constant focus on sustainable development, social transformation and the construction of a critical awareness of environmental and social issues. These experiences, combined with my solid academic background, enable me to act as a professional who not only teaches, but also practices and experiences knowledge in various areas, always with the commitment to contribute to a fairer and more balanced society.

AWARDS, ACADEMIC AND TECHNICAL PRODUCTION, EVENTS AND PROJECTS

Throughout my professional career, I have been honored to receive several awards and titles that not only recognize my effort and dedication, but also reflect my deep dedication to Geography, the environment, and the social sciences. Each award received represents, for me, not only a validation of hard work, but an opportunity to collaborate even more with the communities and spaces where I work.

One of the milestones of this journey was, in 2003, the achievement of the **1st Brazilian Environmental Benchmarking**, held in São Paulo, where I was awarded the **More Corporate Projects** award. This award, which recognized the innovation and quality of my actions aimed at environmental preservation and sustainable development, was a watershed in my career. In it, I was able to integrate academic, technical and practical knowledge, seeking solutions to increasingly urgent environmental challenges.

Bibliographic production has been another essential field of my work. As an author and co-author, I have been sharing knowledge accumulated over the years on fundamental topics, such as environmental management, indigenous history and cultural practices. One of the highlights of this production was the book **Mangrove of the River Passa Vaca** (2003), published by Egba - Empresa Gráfica da Bahia. This work was especially important to me, as it not only brought visibility to the mangrove ecosystem, but also presented my approach to the relationships between nature and human occupation. With it, I sought to give visibility to a topic that is little discussed in Brazil and which, however, has extreme relevance for environmental

sustainability.

In addition to books, throughout my career, I have also dedicated myself to writing articles in specialized journals. Articles published in magazines such as *Motrivivência* and *Kosmos* have been a platform to debate topics about sports, leisure, nature and geography in Brazil, with special attention to the impact of social and environmental changes. The experience of seeing these articles being cited in other publications, both in Brazil and abroad, has been a great achievement. I believe that the ideas and proposals contained in these texts help to broaden the understanding of the complexity of environmental and social processes in our country, being valuable tools for educators, researchers and professionals in the area.

Another important point in my trajectory has been technical production, which involves not only research, but also the training of new professionals and the dissemination of knowledge. Over the years, I have had the opportunity to teach short courses that address pressing issues such as **Urban Environmental Management in Degraded Areas**, **Ecodevelopment and Ecotourism**, and **Indigenous Geography of Bahia**. These courses, held in partnership with several educational institutions and public agencies, have been a space for dialogue and exchange of experiences with students and professionals in the area, in addition to contributing to the advancement of more inclusive and sustainable public policies.

I highlight, among these actions, the course **Tourism and Indigenous Geography of Bahia**, held in 2020, which was extremely relevant both for professionals in the area and for the indigenous communities of Bahia. By integrating theory and practice, I sought to build a path so that this indigenous knowledge could be recognized and respected in the context of ecotourism, considering the cultural, social and environmental peculiarities of these populations. With each graduating class, I realize how important this type of training is to strengthen environmental and cultural awareness in different sectors of society.

In addition, my participation in congresses, symposiums and seminars has been a continuous way to engage with contemporary issues, always with a focus on transforming social and environmental reality. Presenting my work and discussions at events such as the **VI National Symposium on Political Geography** and the **ABHR International Symposium** was a unique opportunity to dialogue with experts and researchers from Brazil and the world. In these events, I sought not only to expose the results of my research, but also to learn from others, exchanging experiences and broadening my vision of the multiple dimensions that involve geography, the environment and society.

Continuing my trajectory, participation in events, congresses and symposiums has been a constant source of learning and exchange of experiences. Each meeting, in addition to

contributing to my academic and professional development, represents a unique opportunity to dialogue with experts and colleagues on topics that are dear to me, such as geography, culture, the environment and social practices. The presence in events such as the **I International Meeting of Culture, Languages and Technologies of the Recôncavo (2017)**, where I presented a work on the native cultural heritage of Trancoso, or the **IV National Symposium on Political Geography, Territory and Power (2017)**, which brought up discussions about alienation and territory, were remarkable moments. They not only allowed me to expand my theoretical knowledge, but also contributed to the strengthening of my network of academic and professional contacts.

The **II ABHR International Symposium (2016)** was another significant event, in which I explored the issue of religions of African origins as a phenomenon of cultural hybridization in Salvador, Bahia. This type of event has been fundamental for the construction of a more critical look at the sociocultural issues that involve our society, especially with regard to respect and appreciation of Afro-Brazilian cultures. The **XXXII Geography Week of the State University of Londrina (2016)**, in which I participated with an approach to indigenous history and multicultural diversity, was also an important milestone, reinforcing the importance of discussing, in the academic scenario, the issues of territoriality and cultural identity of our native peoples.

In addition to my presence as a participant, I also had the opportunity to organize and coordinate events of great importance. One of the most striking examples was the **I Caminho das Pedras Script Debate Forum (2007)**, which brought together tourism professionals and experts to discuss sustainable development and ecotourism in the region. The organization of these events has always aimed to create spaces for debate, reflection and the creation of collective solutions to the challenges of our society.

The performance in the events reflects directly on my research and extension practice. In projects such as the **Use of the Term "Eunápolis" in the Definition of Businesses and Establishments as a Stimulus to Identity Construction (2024)**, I am currently investigating how the use of the city's name – or almost as a corruption – in local businesses has impacted the construction of community identity. This ongoing research project involves both the analysis of the incidence of this phenomenon and the reflection with high school students on how this symbolic use connects to their perceptions of the city and its culture. This project is directly intertwined with my research trajectory, always with the objective of transforming academic knowledge into a tool for strengthening local identity. It is the project that supports my DE.

Another relevant initiative is the **Extension Project Applied Environmental Management at Campus XVIII of UNEB (2011-2015)**, which, over the years, sought to involve

students, faculty and staff of UNEB in the construction of a systemic vision of environmental management of the academic territory, in addition to strengthening ties with the neighborhood community. The focus of this project was environmental education, with the intention of integrating the university with the local reality and promoting sustainable actions. The involvement of 45 undergraduate students and the direct contact with the community highlight the importance of promoting environmental education in a practical and accessible way.

Finally, the **research on the 2014 World Cup**, entitled **The Critic's Cup or The Criticism of the World Cup (2013-2015)**, was an important study, carried out in partnership with Tourism students, on how the concepts of "horizontalities and verticalities", from the work of Milton Santos, can be applied in the interpretation of the social and urban events generated by the tournament. This work, which culminated in an exhibition of posters created by the students themselves, is an example of how academic research can be combined with critical reflection on global events, such as the World Cup and its local impact.

These research and extension projects have as their main objective to promote an effective integration between academic knowledge and social and environmental demands, providing students, the community and all those involved with a transformative and contextualized learning experience. Participation in events and the execution of research and extension projects are fundamental to consolidate the idea that academia should not be limited to the walls of the university, but should be, in fact, integrated into society and the reality that surrounds it. And it is in this spirit that we remain committed to the development of actions aimed at changing and evolving our society, always focusing on education, the environment and cultural issues.

A journey driven by a commitment to knowledge that serves society and that can help solve real and urgent problems. For me, Geography and work in the field of environmental education are not limited to the academic environment, but are projected into the reality of the daily lives of people and communities. The goal is to contribute to a fairer, more sustainable world that is aware of the challenges we face in relation to the environment, cultural and social issues.

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