

ATLANTIC TRAVEL & TOURS

EDUCATIONAL TRAVELS FOR SCHOOLS,
UNIVERSITIES, CULTURAL INSTITUTIONS

INDIAN OCEAN
INSPIRATIONAL BROCHURE



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FROM THE CEO

Dear educators, researchers, and cultural professionals,

Atlantic Travel & Tours is your dedicated partner in organizing **tailor-made journeys** for **secondary schools, universities, and cultural institutions**. This brochure presents a curated selection of **interdisciplinary itineraries** across Seychelles, Mauritius, Zanzibar, and the Maldives, designed to meet the specific needs of each type of organization:

- **Secondary Schools** – Dynamic and exploratory educational journeys
- **Universities** – In-depth research and experiential learning opportunities
- **Cultural Institutions** – Cultural exchange and heritage-focused projects

Each itinerary is crafted to foster active learning and engagement, combining **innovative content with authentic places**.

We understand that every group has different goals and timelines. That's why we offer **full customization of duration, themes, and activities**—ensuring a truly unique and tailored experience.

Our team will support you at every stage, from planning to execution, guaranteeing **flexibility, high-quality service, and strong educational value**.

Choose Atlantic Travel & Tours to turn your journeys into memorable experiences of growth and exchange.



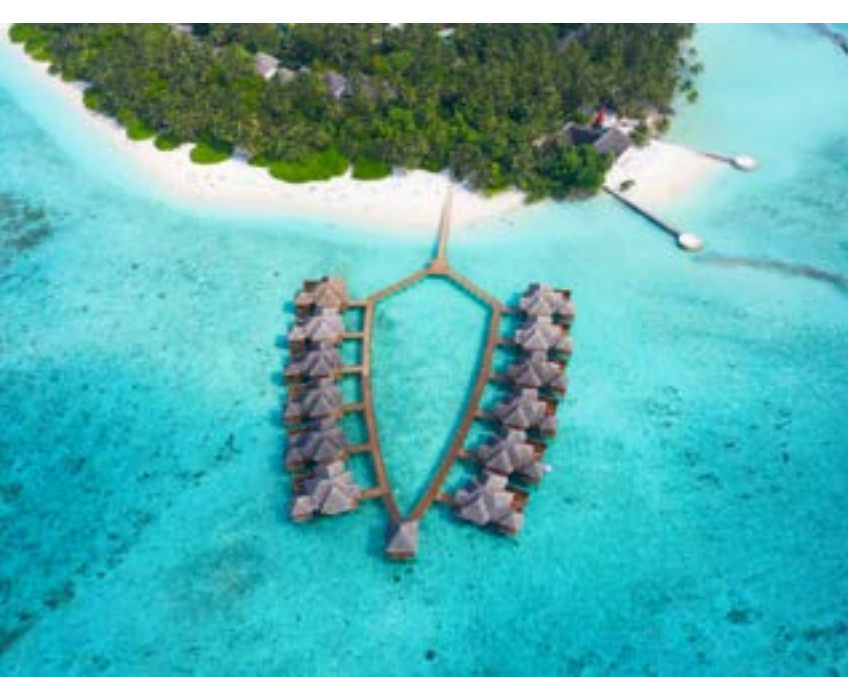
Steve Tabacchi

DR. STEVE TABACCHI
CEO - FOUNDER
ATLANTIC TRAVEL & TOURS

INDIAN OCEAN

BETWEEN VIBRANT ARCHIPELAGOS, INTERTWINED CULTURES AND ENVIRONMENTAL CHALLENGES

The Indian Ocean, with its islands of Seychelles, Mauritius, Zanzibar, and the Maldives, is a mosaic of unique landscapes, cultural heritage, and stories of encounters between Africa, Asia, and Europe. In this setting, secondary schools can explore experiences of sustainability, cultural pluralism, and community practices rooted in Creole and Islamic traditions. Universities find natural and social laboratories to explore topics such as marine biodiversity protection, responsible tourism, migration, and climate change. Cultural institutions can develop collaborations with museums, archives, local communities, and artists who tell stories of resistance, innovation, and intercultural dialogue. From coral atolls to tropical forests, vibrant markets, and historic capitals, the Indian Ocean offers an educational environment where nature, identity, and the future intertwine in a global heritage waiting to be discovered.





INNER SEYCHELLES

CENTRAL GRANITE ISLANDS MAHE, PRASLIN, LA DIGUE

The inhabited heart of the archipelago, these islands offer a perfect balance between nature, Creole culture, and local institutions. Among tropical trails, botanical gardens, and traditional villages, you can explore the profound connection between the people and the land. Here, the contemporary rhythm of the Seychelles beats.

Secondary schools: participate in courses on forest biodiversity, sustainable agriculture, and local crafts.

Universities: they study island urbanization, socioeconomic models, and environmental governance in Victoria and Praslin.

Cultural institutions: they launch projects with art centers and archives to promote the Creole language and the historical memory of the archipelago.



INNER SEYCHELLES

OUTER GRANITE ISLANDS FELICITE, COUSIN, CURIEUSE

These small, protected islands are home to fragile ecosystems and an extraordinary variety of marine and terrestrial wildlife. They are veritable open-air laboratories where conservation programs and the coexistence of humans and nature can be observed in action.

Secondary schools: participate in workshops in nature reserves on the recovery of giant tortoises and mangroves.

Universities: conduct research in scientific tourism, marine bioengineering, and ecological restoration.

Cultural institutions: collaborate with NGOs and environmental foundations to document sustainable living and island narratives.



OUTER SEYCHELLES

SOUTHERN CORAL ISLANDS ALDABRA, ALPHONSE, FARQUHAR

Aldabra, a UNESCO World Heritage Site, along with uninhabited islands far from tourist routes, represents an almost prehistoric environment. This group is ideal for advanced studies on climate resilience, marine ecology, and ocean dynamics.

Secondary schools: explore the concept of ecological frontiers and participate in citizen science activities.

University: they work in collaboration with the Seychelles Islands Foundation on environmental monitoring and oceanography projects.

Cultural institutions: develop documentary and artistic initiatives to narrate the transformations of the coral ecosystem.



OUTER SEYCHELLES

NORTHERN CORAL ISLANDS DENIS, BIRD ISLAND

Lost in the heart of the Indian Ocean, these islands offer perfect habitats for studying migratory birds, coral reefs, and isolated life. They are places to observe forms of radical sustainability and active isolation.

Secondary schools: carry out field experiences related to wildlife observation and responsible resource management.

Universities: they develop projects on climate adaptation, coastal erosion, and marine biodiversity.

Cultural institutions: connect with independent researchers to develop new narratives of landscape and insularity.



BETWEEN OCEAN ECOLOGY, ISLAND CULTURES, AND IMAGININGS OF THE FUTURE

AN INTERDISCIPLINARY JOURNEY TO THE SEYCHELLES

The Seychelles become the setting for an educational journey that intertwines scientific research, island sustainability, and living heritage. From the institutional heart of Mahé to the primeval forests of Praslin, from the agricultural practices of La Digue to the marine conservation programs of Curieuse and Cousin, to the incredible isolation of Aldabra, each stop offers opportunities for interdisciplinary learning. Activities involve universities, ecological centers, museums, and local communities, promoting direct engagement with biodiversity, material culture, and environmental visions. The itinerary alternates observation, applied research, and intercultural dialogue, often in remote settings far from mass tourism. Participants will explore endemic habitats, models of climate resilience, and forms of memory linked to the landscape. The journey invites you to experience the islands as spaces of experimentation, where knowledge arises from the encounter between science, tradition, and territory. A journey that transforms each place into a classroom open to the ocean.

DAY 1 – MAHÉ: ISLAND CAPITAL AND ENVIRONMENTAL GOVERNANCE

Mahé, the political and cultural heart of the Seychelles, offers insight into the country's environmental strategies and the coexistence of modernity and fragility. The focus of the activities will be the **University of Seychelles** and the **National History Museum**.

Secondary schools: participate in workshops on coastal management and climate adaptation.

Universities: they study island environmental policies and sustainable development in microstates.

Cultural institutions: establish collaborations with archive centers and museum networks on Seychellois identity.

DAY 2 – PRASLIN: BIODIVERSITY, ENDEMIC HABITATS, AND SACRED FORESTS

Praslin Island is home to the Vallée de Mai, a UNESCO World Heritage Site and the birthplace of the legendary coco de mer. The focal point of the activities will be the environmental interpretation center and the forest reserve.

Secondary schools: explore endemic ecosystems and map local fauna.

Universities: they conduct studies on tropical ecology and the conservation of rare species.

Cultural institutions: document spiritual practices and visions of the natural landscape.

DAY 3 – LA DIGUE: AGRICULTURAL MEMORY AND ISLAND PRACTICES

A small, car-free island, La Digue preserves a slow-paced lifestyle and community traditions. The hub of activity will be the **Union Estate** and local farms.

Secondary schools: reflect on food sovereignty and rural craftsmanship.

Universities: they analyze agricultural systems in an archipelagic context and work histories.

Cultural institutions: collect oral testimonies and images of living heritage.



DAY 4 – CURIEUSE AND COUSIN ISLAND: MARINE RESEARCH AND CONSERVATION

These small protected islands are true nature laboratories. The focal point of activities will be the biological station and the educational trails.

Secondary schools: participate in turtle and seabird monitoring programs.

Universities: collaborate on international projects on biodiversity and marine regeneration.

Cultural institutions: they document the relationship between science, conservation, and public narrative.

DAY 5 – ALDABRA (EARLY TRANSFER): ECOLOGICAL EXPLORATION ON A REMOTE ATOLL

Aldabra, among the most isolated and protected places in the world, is an example of the balance between isolation and biodiversity. The core of the activities will be the atoll's scientific base and ecological board.

Secondary schools: observe extreme adaptations and discuss protection models.

Universities: they delve into the evolutionary dynamics and governance of remote sites.

Cultural institutions: develop projects on natural heritage and cultural isolation.

DAY 6 – ALDABRA: NATURAL RESILIENCE AND OCEAN MEMORY

In one of the most pristine lagoons on the planet, the journey concludes with reflections on the future. The focus of activities will be the intertidal zone and the research communities.

Secondary schools: carry out collective mapping of environmental changes.

Universities: discuss international case studies on climate refugees and strategic reserves.

Cultural institutions: they work on installations



MAURITIUS - NORTH

GRAND BAY, CAP MALHEUREUX, PEREYBÈRE

The north of Mauritius combines crystal-clear bays, small fishing villages, and vibrant urban centers. This area intertwines colonial legacies, religious plurality, and the dynamics of coastal tourism. It's an ideal setting to observe the interplay between economic development and natural landscape.

Secondary schools: explore topics related to marine biodiversity and sustainable tourism through guided visits to nature reserves and educational centers.

Universities: conduct studies on coastal planning, tourism impacts, and natural resource management.

Cultural institutions: they establish collaborations with local museums and religious associations to analyze cultural identities, multilingualism, and ritual practices.



MAURITIUS EAST

BELLE MARE, TROU D'EAU DOUCE, ÎLE AUX CERFS

The east coast is one of the least urbanized and most authentic areas of the island, dotted with farming villages, coastal forests, and pristine coral reefs. A land where nature and local communities coexist in a fragile balance.

Secondary schools: participate in coral ecosystem workshops and environmental education activities with local NGOs.

Universities: they study the socio-ecological dynamics linked to climate change and models of rural resilience.

Cultural institutions: they promote initiatives with artisans and local communities to enhance intangible heritage and traditional agricultural practices.



MAURITIUS - SOUTH

BEL OMBRE, GRIS GRIS, LE MORNE

Southern Mauritius is the wildest and most spiritual region, with sheer cliffs, natural parks, and memorial sites linked to slave resistance. It's a powerful place to reflect on rights, nature, and historical justice.

Secondary schools: visit Le Morne to learn about stories of slavery, memory, and human rights.

Universities: they conduct research on environmental conservation, Indian Ocean geopolitics, and postcolonial studies.

Cultural institutions: collaborate with local foundations to develop programs on collective memory, African diasporas, and Creole spirituality.



MAURITIUS - WEST

FLIC-EN-FLAC, TAMARIN, CHAMAREL

The western area offers spectacular landscapes and great ecological variety: waterfalls, endemic forests, and natural salt marshes coexist with multiethnic coastal villages and places of agricultural and tourism experimentation.

Secondary schools: participate in programs on ecotourism, sustainable agriculture, and tropical biodiversity.

Universities: they analyze the relationship between agricultural innovation, water use, and landscape management.

Cultural institutions: connect with art studios and cultural centers for projects on the relationship between nature, aesthetics, and island identity.



MAURITIUS - OUTER ISLANDS

RODRIGUES, AGALEGA, SAINT BRANDON

The outer islands offer remote and pristine environments characterized by unique ecosystems, traditional fishing communities, and rich cultural heritage. These territories are ideal for studying isolated island biodiversity, marine conservation, and community resilience.

Secondary schools: participate in educational programs focused on marine ecology, sustainable fishing practices, and island cultures.

Universities: conduct research on climate change impacts, coral reef preservation, and traditional knowledge systems.

Cultural institutions: engage with local communities through projects highlighting intangible heritage, craft traditions, and environmental storytelling.



CULTURAL COHABITATIONS AND RESILIENT TERRITORIES: A JOURNEY THROUGH ECOLOGY, MEMORY, AND SOCIAL TRANSFORMATION.

AN INTERDISCIPLINARY JOURNEY TO MAURITIUS

Mauritius is an archipelago that surprises with its ability to harmonize spectacular nature, ethnic diversity, and socio-environmental transformations. In this educational itinerary, the country reveals itself as an intercultural and territorial laboratory where themes such as coexistence, tropical biodiversity, and post-colonial regeneration can be explored. From the forests of the southern coast to plantations converted into social hubs, from marine research centers to diasporic memory in Creole villages, each stop offers a space for learning and discussion. Secondary schools can explore courses on identity and sustainability, while universities delve into post-colonial dynamics, marine biology, and agricultural innovation. Cultural institutions find fertile ground for participatory projects in open-air museums, local communities, and interdisciplinary centers. Mauritius thus presents itself as a global island, where every place tells a story shared by peoples, environments, and possible futures.

DAY 1 – CHAMAREL (WEST MAURITIUS): VOLCANIC LANDS AND RURAL TRANSFORMATIONS

Amid the green hills of the west, **Chamarel** reveals a landscape sculpted by geology and agricultural history. The center of activities will be the **Chamarel Heritage Valley** and the small environmental interpretation center linked to the local community, where nature, craftsmanship, and sustainability intertwine.

Secondary schools: explore geological phenomena and participate in workshops on the reuse of agricultural land.

Universities: they analyze ecological reconversion processes and tropical agroforestry models.

Cultural institutions: they activate collaborations with rural archives, artisans, and projects on the oral history of the plantations.

DAY 2 – MAHÉBOURG (SOUTH MAURITIUS): MARITIME BORDER AND DIASPORA PLURALITY

Overlooking Grand Port Bay, **Mahébourg** is a key location for understanding the island's migration routes and multicultural development. The focal point of activities will be the **National History Museum** and the nearby **Nelson Mandela Centre for African Culture**.

Secondary schools: they follow courses on trafficking, forced migration and Creole cultures.

Universities: they study the construction of postcolonial identities and the ethnic dynamics of the Indo-African area.

Cultural institutions: they collaborate with community centers on participatory historical narrative projects.

DAY 3 – BELLE MARE (EAST MAURITIUS): MARINE BIODIVERSITY AND COASTAL ADAPTATION

In the fragile, luminous landscape of the east coast, **Belle Mare** is now the focus of marine conservation initiatives. The core of these efforts will be the **Mauritius Oceanography Institute** and local environmental monitoring platforms.

Secondary schools: participate in marine observation and coastal citizen science activities.

Universities: they work on climate change, erosion, and lagoon systems in the Indian Ocean.

Cultural institutions: collaborate with marine biologists and artists on projects on the aesthetics of climate change.



DAY 4 – PORT LOUIS (CENTRAL MAURITIUS): DIASPORIC CAPITAL AND PLURAL URBAN SPACE

Port Louis, beyond its administrative center, reflects the country's ethnic, linguistic, and religious complexity. The hub of activities will be the **University of Mauritius**, in collaboration with the **Blue Penny Museum** and the redeveloped port area.

Secondary schools: reflect on religious, urban, and food pluralism through intercultural paths.

Universities: they explore inclusive urban models, the Indian diaspora, and postcolonial transformations.

Cultural institutions: they conduct research on urban heritage, markets, and forms of informal citizenship.

DAY 5 – CAP MALHEUREUX (NORTH MAURITIUS): SPIRITUAL HERITAGE AND OCEANIC IDENTITY

Located on the northern tip of the island, this village preserves spiritual memories and symbolic landscapes. The center of activities will be the **Red Roof Church Heritage Site** and the **Atelier du Patrimoine Maritim**.

Secondary schools: exploring the dialogue between spirituality and seascape.

Universities: analyze syncretic rites and religious interactions in postcolonial contexts.

Cultural institutions: they develop projects to enhance intangible and coastal heritage.

DAY 6 – ÎLE AUX CERFS (EAST MAURITIUS): SMALLER ISLANDS AND ALTERNATIVE TOURISM

A destination far from the hustle and bustle of tourists, **Île aux Cerfs** is a natural and cultural reserve where responsible tourism models can be explored. The focus of activities will be a community tourism program supported by local NGOs and environmental guides.

Secondary schools: participate in courses on ecotourism and balancing consumption and conservation.

Universities: they study island governance, sustainable economic dynamics, and ecological fragility.

Cultural institutions: collaborate with local stakeholders on environmental storytelling and tourism awareness projects.



ZANZIBAR - NORTH

NUNGWI, KENDWA, MATEMWE

The northern coast of Zanzibar, between the white beaches of Nungwi and Kendwa and fishing villages like Matemwe, preserves a delicate balance between tourism, local culture, and the marine environment. Here, the rhythm of the Indian Ocean meets Swahili traditions and sustainable fishing practices.

Secondary schools: explore the coastal ecosystem with field activities among coral reefs and local communities.

Universities: conduct research on coastal development, marine resource management, and responsible tourism.

Cultural institutions: collaborate with local organizations on projects focusing on craftsmanship, oral history, and maritime heritage.



ZANZIBAR - EAST

PAJE, JAMBIANI, MICHAMVI

The east coast, battered by trade winds, is a hub of community innovation and climate challenges. Between the tides of Paje and the brackish rice paddies of Jambiani, ancient agricultural techniques and new forms of environmental resilience coexist.

Secondary schools: participate in workshops on renewable energy, coastal agriculture, and climate change.

Universities: they study climate adaptation, female entrepreneurship, and circular economy practices.

Cultural institutions: they activate artistic residencies and participatory archives with local associations and educational centers.



ZANZIBAR - SOUTH

KIZIMKAZI, MAKUNDUCHI

The southern part of the island, less affected by tourism, is rich in spiritual culture and marine biodiversity. In Kizimkazi, ancient Swahili settlements overlook a coast where dolphins can be spotted, while Makunduchi preserves ancestral rituals.

Secondary schools: they experience citizen science with local communities and ecotourism initiatives.

Universities: they analyze religious cultures, therapeutic traditions, and forms of local governance.

Cultural institutions: co-design exhibitions and programs to enhance historical and oral memory.



ZANZIBAR - WEST

STONE TOWN, MANGAPWANI

Stone Town is a cultural crossroads with extraordinary symbolic value, while Mangapwani preserves relics of the slave trade and the colonial era. It's an area for reflection on identity, memory, and rights.

Secondary schools: explore topics such as African history, slavery, and active citizenship.

Universities: they develop interdisciplinary studies on diaspora, urban architecture, and the politics of memory.

Cultural institutions: collaborate with archives and museums on initiatives on human rights and collective memory.



ZANZIBAR - MINOR ISLANDS

MNEMBA, CHUMBE, PRISON ISLAND

Zanzibar's smaller islands are natural laboratories of ecology and conservation. Chumbe is a protected marine reserve, Mnemba is home to extremely fragile ecosystems, and Prison Island tells forgotten stories of colonial detention.

Secondary schools: conduct immersive activities on biodiversity, conservation, and sustainable tourism.

Universities: conduct research on environmental restoration, marine biology, and island habitat protection.

Cultural institutions: they activate environmental interpretation, storytelling, and memory enhancement programs.



ZANZIBAR PEMBA

CHAKE CHAKE, WETE, MISALI

Pemba, known as the "Green Island" for its lush vegetation, is a world apart from the main island of Unguja. Here, mangrove forests, pristine coral reefs, and villages immersed in nature create a landscape of rare authenticity and biodiversity.

Secondary schools: participate in workshops on marine biodiversity and local agroecology.

Universities: they develop research on sustainable fishing models, slow tourism, and environmental conservation.

Cultural institutions: collaborate with archives and local communities on projects on oral memory, Sufi spirituality, and Swahili intangible heritage.



DIALOGUES WITH THE OCEAN: HISTORICAL ECOLOGY, CULTURAL RESILIENCE, AND ACTIVE INSULARITY

AN INTERDISCIPLINARY JOURNEY TO ZANZIBAR

Zanzibar is an archipelago whose landscapes encompass a dense interweaving of cultures, trade, languages, and spirituality. A historic crossroads between Africa, Arabia, and Asia, it now offers educational institutions an extraordinary opportunity to explore forms of coexistence, fragile coastal systems, and postcolonial narratives. This itinerary passes through fishing villages, stone cities, marine ecosystems, and smaller islands, fostering dialogue between local knowledge and interdisciplinary approaches. Secondary schools will be able to reflect on the slave-based past and new environmental challenges, while universities will analyze intercultural dynamics, climate change, and coastal governance. Cultural institutions will find fertile ground for participatory projects related to memory, landscape, and solidarity economies. Zanzibar thus emerges as an educational and cultural platform that allows us to rethink belonging, territories, and oceanic futures.

DAY 1 – STONE TOWN (WEST ZANZIBAR): ARCHIPELAGO CITY AND GLOBAL MEMORIES

In the historic heart of the archipelago, **Stone Town** speaks of centuries of trade, power, and resistance. The focal point of activities will be the **House of Wonders** and the documentation center of the **Zanzibar Indian Ocean Research Institute**.

Secondary schools: explore the slave trade past and Swahili cultural heritage.
Universities: they analyze Islamic urban models, commercial networks, and plural coexistence.
Cultural institutions: they work with archives and museums to develop itineraries on memory, diaspora, and intangible heritage.

DAY 2 – MATEMWE (NORTH ZANZIBAR): COASTAL SUSTAINABILITY AND SEA CULTURES

To the northeast of the main island, **Matemwe** is a coastal village where fishing and seaweed are still vital resources. The **Seaweed Center** and the village's women's cooperatives will be the hub of activities.

Secondary schools: participate in workshops on the algae cycle and the blue economy.
Universities: they study climate change and coastal-related livelihood patterns.
Cultural institutions: collaborate with local communities to create visual and audio narratives about coastal cultures.

DAY 3 – JAMBIANI (EAST ZANZIBAR): ECOTOURISM AND COMMUNITY-ENVIRONMENT RELATIONS

Far from mass tourism, **Jambiani** has established itself as a hub for ecotourism and social inclusion initiatives. The focal point of these activities will be the community school supported by local NGOs and the **Jambiani Cultural Arts Studio eco-center**.

Secondary schools: participate in workshops on responsible tourism and local development.
Universities: analyzing circular economy practices and climate adaptation strategies.
Cultural institutions: co-design participatory artistic interventions with residents and students.



DAY 4 – MAKUNDUCHI (SOUTH ZANZIBAR): RITUALS, TRADITIONS AND EVERYDAY ANTHROPOLOGY

In the deep south, **Makunduchi** preserves unique spiritual and ceremonial traditions, such as the Mwaka Kogwa festival. The focal point of activities will be the **Center for Oral Traditions** and the **Museum of Swahili Culture**.

Secondary schools: discover the connection between orality, spirituality, and local identity.
University: they study ritual anthropology and Islamic and syncretic religious dynamics.
Cultural institutions: they document and enhance oral heritage through audiovisual and narrative tools.

DAY 5 – CHUMBE ISLAND (ZANZIBAR MINOR ISLANDS): MARINE RESERVE AND ENVIRONMENTAL LEARNING

Southwest of Stone Town, **Chumbe** is a small island converted into a nature reserve and environmental education center. The centerpiece of activities will be the **Chumbe Island Coral Park**.

Secondary schools: participate in environmental education and guided snorkeling courses.
University: they study participatory management of marine protected areas and coral biodiversity.
Cultural institutions: develop creative projects combining science, art, and marine sustainability.

DAY 6 – PEMBA ISLAND (ZANZIBAR PEMBA): REMOTE ISLAND, AGRICULTURE AND LANDSCAPE STORYTELLING

Separated from the main body of the archipelago, **Pemba** is less touristic but rich in biodiversity and history. The hub of activities will be the **Pemba Environmental Research Station** and the agroforestry cooperatives in the interior.

Secondary schools: explore agroecological systems and the clove cycle.
Universities: they analyze environmental governance and sustainable agricultural policies.
Cultural institutions: they launch projects on landscape, agricultural memory, and new ruralities.



NORTHERN MALDIVES

HAA ALIFU, HAA DHAALU, SHAVIYANI, NOONU, RAA

These remote atolls are among the least visited by tourists and preserve pristine marine environments, intact coral reefs, and traditional villages linked to fishing and artisanal coconut processing. A perfect region to explore sustainability and local knowledge.

Secondary schools: analyze coral ecosystems and participate in workshops on biodiversity and climate adaptation.

Universities: they develop studies on marine reforestation, coastal resource management, and island dynamics.

Cultural institutions: they launch projects on oral traditions, vernacular architecture, and island craftsmanship.



NORTH-CENTRAL MALDIVES

BAA, LHAVIYANI, FAAFU, DHAALU

This area is home to the UNESCO Baa Atoll Biosphere Reserve and some of the most vibrant lagoons in the Indian Ocean. Between inhabited islands and temporary sandbanks, the delicate coexistence of nature and human presence is being explored.

Secondary schools: participate in educational courses on lagoon ecology and marine protection strategies.

Universities: collaborate with research centers on climate impact and regenerative tourism models.

Cultural institutions: they investigate the relationship between insularity and identity through oral testimonies and everyday practices.



CENTRAL MALDIVES

KAAFU, ALIFU ALIFU, ALIFU DHAALU, VAAVU

The administrative and logistical heart of the country, with the capital Malé and developed atolls still rich in contrasts between innovation and ecological fragility. This is where urban modernity and environmental resilience meet.

Secondary schools: explore sustainable development models and water management on densely populated islands.

Universities: they conduct studies on environmental governance, island urbanization, and ecological infrastructure.

Cultural institutions: they launch projects on maritime heritage, the documentation of local languages, and new cultural narratives.



SOUTH CENTRAL MALDIVES

MEEMU, THAA, LAAMU

These islands, further away from the tourist circuits, offer examples of resilient communities, traditional agricultural practices, and regenerating coral reefs. A perfect area for participatory research.

Secondary schools: participate in projects on food security and island waste management.

Universities: they study climate adaptation processes, internal migration, and food sovereignty.

Cultural institutions: collaborate with villages on initiatives on material culture, oceanic rituals, and soundscape.



SOUTHERN MALDIVES

GAAFU ALIFU, GAAFU DHAALU, GNAVIYANI (FUVAHMULAH), ADDU

In the deep south of the archipelago, these islands offer extraordinary biodiversity and a history marked by political autonomy and relations with the Indian Ocean. Addu and Fuvahmulah are true worlds unto themselves.

Secondary schools: explore unique ecosystems and reflect on isolated communities and supportive networks.

Universities: analyze the relationships between local politics, insularity, and autonomous development models.

Cultural institutions: they launch projects on colonial memory, local archives, and minor linguistic heritages.



BETWEEN THE CLIMATE CRISIS, INDIGENOUS KNOWLEDGE, AND THE ISLAND FUTURE

AN INTERDISCIPLINARY JOURNEY TO THE MALDIVES

The Maldives is a fragile and dynamic archipelago, where climate change intertwines with local traditions and ancestral knowledge. A land of millennia of navigation and unique island cultures, it offers educational institutions a valuable opportunity to explore environmental and cultural resilience. This itinerary passes through atolls, fishing villages, nature reserves, and urban centers, stimulating dialogue between indigenous practices and scientific approaches. Secondary schools will reflect on climate challenges and the preservation of cultural heritage, while universities will focus on adaptation strategies and sustainable governance. Cultural institutions will be able to launch participatory projects aimed at enhancing island memory and identity. The Maldives thus serves as an educational laboratory for imagining shared and sustainable futures.

DAY 1 – NORTHERN ATOLLS (HAA ALIFU, HAA DHAALU, SHAVIYANI): TRADITIONAL FISHING AND MARINE REFORESTATION

These remote atolls preserve pristine marine environments and communities that maintain ancestral artisanal and fishing practices. The focus of activities will be the **Coastal Marine Research Center** at Haa Dhaalu and a traditional craft workshop at Shaviyani.

Secondary schools: participate in workshops on coral biodiversity and climate adaptation.

Universities: they develop studies on marine reforestation and sustainable management of coastal resources.

Cultural institutions: they launch projects on vernacular architecture and oral traditions.

DAY 2 – BAA ATOLL: MARINE ECOSYSTEMS AND REGENERATIVE TOURISM

A UNESCO World Heritage Site, **Baa Atoll** is home to some of the most vibrant lagoons in the Indian Ocean. Activities will take place at the **Marine Conservation Institute** in collaboration with local fishing communities.

Secondary schools: explore lagoon ecology and marine conservation strategies.

Universities: studying regenerative tourism models and climate impacts.

Cultural institutions: collect oral testimonies and cultural practices related to insularity.

DAY 3 – MALÉ AND CENTRAL ATOLLS (KAAFU, ALIFU ALIFU, VAAVU): SUSTAINABLE URBANIZATION AND CULTURAL HERITAGE

The capital and surrounding atolls combine modernity and ecological fragility. The centerpiece will be the **University of the Maldives** and the **Male National Museum**.

Secondary schools: reflect on water management and sustainable development.

Universities: conduct studies on environmental governance and island urbanization.

Cultural institutions: they launch projects on maritime heritage and local languages.



DAY 4 – SOUTH-CENTRAL ATOLLS (MEEMU, THAA, LAAMU): RESILIENT COMMUNITIES AND AGRICULTURAL PRACTICES

These islands offer examples of environmental regeneration and traditional agricultural practices. Activities will focus on environmental education centers and agricultural cooperatives.

Secondary schools: participate in projects on food safety and waste management.

Universities: they study internal migration and food sovereignty.

Cultural institutions: collaborate on initiatives on ocean rituals and soundscapes.

DAY 5 – SOUTHERN ATOLLS (GAAFU ALIFU, GAAFU DHAALU, ADDU): UNIQUE BIODIVERSITY AND HISTORICAL MEMORY

The southern islands preserve unique ecosystems and histories of political autonomy. Activities will be held at **Addu Nature Park** and the local cultural center.

Secondary schools: explore ecosystems and isolated communities.

Universities: they analyze local politics and autonomous development models.

Cultural institutions: they launch projects on local archives and minor linguistic heritages.

DAY 6 – FUVAHMULAH (GNAVIYANI ATOLL): INNOVATION AND SECLUDED NATURE

This unique island, far from the tourist circuit, offers unique landscapes and vibrant communities. The centerpiece will be the **Fuvahmulah Environmental Research Center** and local cooperatives.

Secondary schools: participate in workshops on ecotourism and conservation.

Universities: they study endemic biodiversity and climate adaptation strategies.

Cultural institutions: develop artistic and cultural projects with the community.



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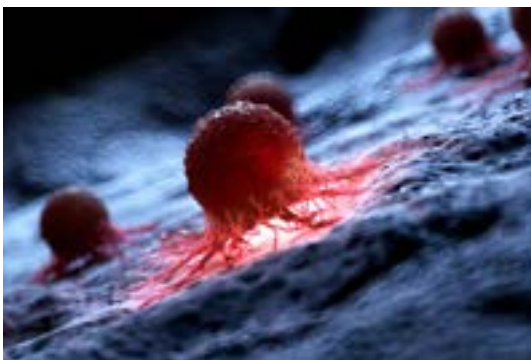
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