

# ATLANTIC TRAVEL & TOURS

EDUCATIONAL TRAVELS FOR SCHOOLS,  
UNIVERSITIES, CULTURAL INSTITUTIONS

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C A R I B B E A N  
I N S P I R A T I O N A L B R O C H U R E



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## FROM THE CEO

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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 the Caribbean, 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

# GREATER ANTILLES

## BETWEEN CARIBBEAN HERITAGE, CULTURAL EXPERIMENTATION AND SOCIAL RESILIENCE

The Greater Antilles offer a vibrant educational environment, where colonial history meets contemporary cultural practices and resilient communities. Secondary schools find an ideal environment for understanding identity and environmental dynamics through immersive experiences. Universities can delve deeper into postcolonial studies, island sustainability, and social innovation in territories marked by significant transformation. Cultural institutions have access to museums, living archives, and creative production centers that promote participatory projects and historical reconnaissance. From Cuba to Puerto Rico, via the U.S. Virgin Islands and the Cayman Islands, this archipelago offers an excellent educational laboratory for authentic, critical, and contemporary intercultural dialogue





# BETWEEN CULTURAL RESISTANCE, CREOLE HYBRIDIZATIONS AND TRANSATLANTIC HERITAGE

## AN INTERDISCIPLINARY JOURNEY TO THE ISLANDS OF CUBA, PUERTO RICO, THE U.S. VIRGIN ISLANDS, AND THE CAYMAN ISLANDS

The Greater Antilles represent one of the historical and cultural heartlands of the Caribbean. Between Cuba, Puerto Rico, the Virgin Islands, and the Cayman Islands, narratives of colonization, resistance, music, popular religiosity, and cultural avant-gardes emerge. Secondary schools find here ideal settings for developing critical thinking about history, rights, and citizenship. Universities can explore processes of decolonization, Creole languages, and the intersections between culture and politics. Cultural institutions have access to symbolic spaces to engage with curators, researchers, and local communities. This itinerary offers a mosaic of emblematic sites, participatory activities, and interdisciplinary encounters. The stops, selected for accessibility and content, depict a vibrant, resilient, and culturally rich region.

### DAY 1 – HAVANA (CUBA): URBAN MEMORY AND SOCIAL CREATIVITY

A capital steeped in history, **Havana** offers an urban landscape where colonial architecture coexists with spaces for community expression. The activities will be held at the **Centro Histórico de La Habana Vieja**, in collaboration with the **Oficina del Historiador**.

**Secondary schools:** will participate in guided tours and urban photography workshops to explore memory and identity in historic neighborhoods.

**Universities:** they will focus on urban regeneration projects and post-revolutionary cultural practices.

**Cultural institutions:** will collaborate with local architects and historians to develop participatory conservation programs.

### DAY 2 – MATANZAS (CUBA): AFRO-CARIBBEAN TRADITIONS AND ORAL TRADITION

Known as the birthplace of Santería and rumba, **Matanzas** is one of the spiritual and musical centers of Cuban identity. Activities will be held at the **Casa de la Memoria Escénica** and local cultural centers.

**Secondary schools:** music and storytelling workshops will be held with local educators and artists.

**University:** they will explore Afro-Cuban religious syncretism through seminars and discussions with local scholars.

**Cultural institutions:** will meet with leaders and facilitators to co-design exhibitions and living archives.

### DAY 3 – SAN JUAN (PUERTO RICO): COLONIALISM, MIGRATION, AND VISUAL CULTURE

**San Juan** is a bridge city between the Caribbean and the United States. Activities will be held at the **Museo de Arte Contemporáneo de Puerto Rico** and the **Centro de Estudios Avanzados de Puerto Rico y el Caribe**.

**Secondary schools:** will participate in creative visits on the themes of migration, identity, and climate change.

**University:** they will analyze the relationship between colonialism and visual culture in the Puerto Rican context.

**Cultural institutions:** will dialogue with local curators to explore forms of representation and visual memory.



### DAY 4 – PONCE (PUERTO RICO): AFRO-CARIBBEAN ARCHIVE AND URBAN MEMORY

**Ponce**, a historic city in the south of the island, is a center with a strong Afro-Latino influence. Activities will be held at the **Museo de la Historia de Ponce** and the **Archivo Histórico Municipal**.

**Secondary schools:** will explore the city's history through maps, diaries, and oral histories.

**University:** they will study the construction of Afro-Caribbean identity and community archiving practices.

**Cultural institutions:** will collaborate with researchers to develop decolonial museum storytelling practices.

### DAY 5 – SAINT THOMAS (U.S. VIRGIN ISLANDS): SUBMERGED HERITAGE AND NARRATIVES OF RESISTANCE

An island with a rich colonial history, **Saint Thomas** is a key place to understand the legacy of slavery in the Caribbean. Activities will be held at the **Virgin Islands Caribbean Cultural Center** at the **University of the Virgin Islands**.

**Secondary schools:** will participate in interactive workshops on the Atlantic slave trade and the memories of the Resistance.

**University:** they will conduct comparative studies on colonialism and decolonization in the Eastern Caribbean.

**Cultural institutions:** will work with scholars and activists to plan events on heritage, memory, and social justice.

### DAY 6 – GEORGE TOWN (CAYMAN ISLANDS): ENVIRONMENTAL RIGHTS AND ISLAND SUSTAINABILITY

The administrative capital and educational center of the Cayman Islands, **George Town** is a hub for environmental projects in the Caribbean. Activities will be held at the **National Trust for the Cayman Islands** and the **Cayman Islands National Museum**.

**Secondary schools:** will explore marine biodiversity and participate in workshops on sustainability and ecological citizenship.

**Universities:** they will study environmental policies in island territories with the help of local researchers.

**Cultural institutions:** will collaborate to design educational programs that combine science, heritage, and community.

# NORTHERN LESSER ANTILLES

## BETWEEN SHARED ARCHIPELAGOS, COLONIAL HERITAGES AND INSULAR CREATIVITY

The Northern Lesser Antilles represent an ideal context for exploring the historical and cultural complexity of the Caribbean. Secondary schools can enjoy firsthand experiences with protected natural environments, artisanal practices, and collective memories linked to trafficking and resistance. Universities find these islands a fertile ground for research on transnationalism, sustainable tourism, and local governance. Cultural institutions can establish collaborations with community museums, art foundations, and educational centers in territories with dual or triple sovereignty. A dynamic archipelago where the small scale becomes a laboratory for shared practices, heritage valorization, and plural narratives





# BETWEEN LIVING ARCHIVES, CREOLE CITIZENSHIP AND FRAGILE LANDSCAPES

AN INTERDISCIPLINARY JOURNEY TO THE ISLANDS OF ANTIGUA, SAINT KITTS & NEVIS, SAINT MARTEEN, ANGUILLA, AND SAINT BARTHELEMY

The Leeward Islands offer a landscape rich with colonial layers, resilient communities, and unique cultural hybrids. Each island is a living laboratory where history, music, orality, and island citizenship meet. Secondary schools find ideal environments for learning through exploration and storytelling. Universities can conduct research on postcolonial processes, fragile ecologies, and island governance. Cultural institutions engage with archives, museums, and collectives to initiate decolonial and participatory projects. The itinerary spans six intense days across Antigua, Saint Kitts, Saint Martin, Anguilla, and Nevis, following a harmonious rhythm between practice, analysis, and collaboration.

## DAY 1 – SAINT JOHN'S (ANTIGUA): COLONIAL ARCHITECTURE AND CREOLE STORYTELLING

A vibrant capital and a symbolic place of Antigua and Barbuda cultural resistance, Saint John's is home to institutions that narrate the island's past and potential futures. The activities will take place at the **Museum of Antigua and Barbuda**.

**Secondary schools:** will explore the city through narrative paths between colonial architecture, orality, and popular memory.

**Universities:** they will study the construction of post-colonial Creole identities and the impact of cultural tourism.

**Cultural institutions:** will work with local curators to design new modes of museum storytelling and community interpretation.

## DAY 2 – BASSETERRE (ST. KITTS): ARCHIVES, EDUCATION, AND ECOLOGICAL TRANSITION

**Basseterre**, one of the oldest colonial cities in the Caribbean, is also a center of research and living memory. Activities will be held at the **National Museum of Saint Kitts** and the **Eastern Caribbean Green Education Initiative**.

**Secondary schools:** will participate in educational workshops on the history of slavery, citizenship, and sustainability.

**Universities:** they will analyze environmental policies and educational resilience in postcolonial contexts.

**Cultural institutions:** will collaborate with archivists and cultural operators to develop educational tools on memory and the environment.

## DAY 3 – CHARLESTOWN (NEVIS): SLAVERY, DIASPORA, AND HISTORICAL JUSTICE

**Nevis** is a microcosm of slave memories and diasporic narratives. Activities will take place at the **Museum of Nevis History** and the **Alexander Hamilton Birthplace**.

**Secondary schools:** will take part in guided tours and workshops on the routes of the Afro-Caribbean diaspora.

**Universities:** they will conduct studies on colonialism, capitalism, and inherited economic systems.

**Cultural institutions:** will engage in dialogue with experts on historical justice and collective memory practices.



## DAY 4 – MARIGOT / PHILIPSBURG (SAINT MARTIN / SINT MAARTEN): CULTURAL FRONTIERS AND SHARED GOVERNANCE

This binational island is a key place to reflect on multiple identities and flexible borders. Activities will be held at the **University of St. Martin** and the **Musée de Saint-Martin**.

**Secondary schools:** will host creative workshops on dual citizenship and the coexistence of different cultural systems.

**University:** they will delve into the geopolitical, linguistic, and administrative dynamics of a divided island.

**Cultural institutions:** will co-design cross-border projects with local scholars, activists, and curators.

## DAY 5 – THE VALLEY (ANGUILLA): ORALITY, COMMUNITY, AND THE MICRO-POLITICS OF MEMORY

**Anguilla** is a region with strong social cohesion and a vibrant community memory. Activities will take place at the **Anguilla National Trust** and the **Heritage Collection Museum**.

**Secondary schools:** will collect local stories in audio and visual form to create narrative micro-archives.

**Universities:** will study community dynamics in non-autonomous territories through local case studies.

**Cultural institutions:** will collaborate in promoting oral heritage and social memory.

## DAY 6 – SAINT BARTHELEMY: FRAGMENTED IDENTITIES AND FRANCOPHONE HERITAGE

An island of charm and contrasts, **Saint Barth** combines French colonial aesthetics with local practices of resistance. Activities will take place at the **Wall House Museum** and in collaboration with local archives.

**Secondary schools:** will explore identity stratifications through visual workshops and collective writing.

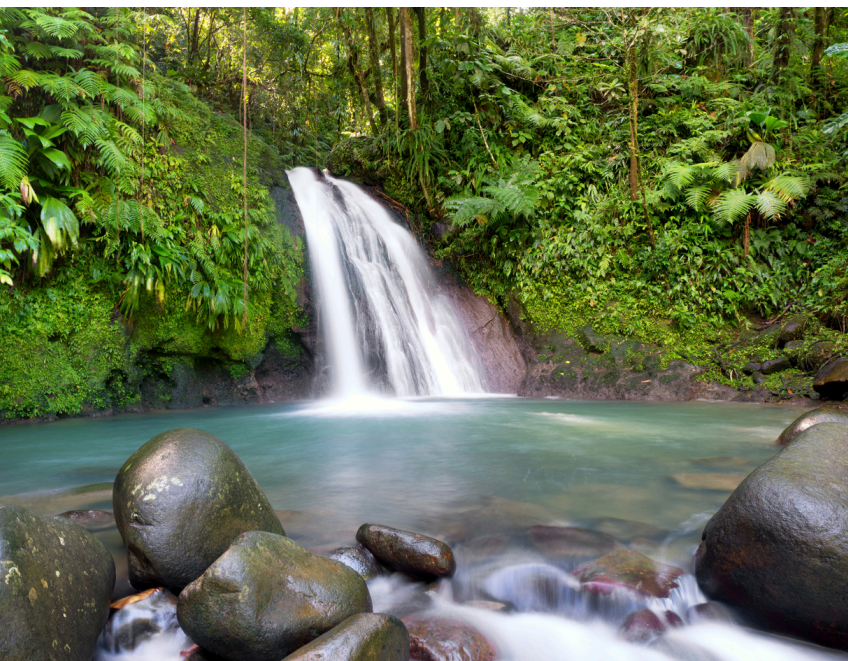
**Universities:** they will examine the mechanisms of cultural representation and consumption in overseas territories.

**Cultural institutions:** will collaborate on projects for the archiving and symbolic restitution of Creole heritage.

# SOUTHERN LESSER ANTILLES

## BETWEEN VOLCANOES, CREOLE LANGUAGES AND POST-COLONIAL RESILIENCE

The Lesser Southern Antilles offer an educational landscape rich in linguistic, cultural, and environmental diversity. Secondary schools can explore tropical biodiversity, Afro-Caribbean heritage, and Creole traditions firsthand through experiential activities and intercultural workshops. Universities find in these islands a space for studying post-colonial dynamics, linguistic pluralism, and environmental sustainability. Cultural institutions can collaborate with local organizations committed to protecting oral heritage, promoting the performing arts, and building new Caribbean imaginaries. A vibrant archipelago, where nature, memory, and creativity intertwine in powerful and transformative ways





# BETWEEN CREOLE RESISTANCE, VOLCANIC ECOLOGIES AND ATLANTIC ARCHIVES

## AN INTERDISCIPLINARY JOURNEY TO THE ISLANDS OF BARBADOS, SAINT LUCIA, MARTINIQUE, GUADELOUPE, GRENADA, AND TOBAGO

The Windward Islands tell stories of resilience, creolization, and Atlantic memory, amidst tropical forests, colonial cities, and community practices. Here, languages, landscapes, and cultures intertwine, transforming historical wounds into practices of regeneration and social creativity. Secondary schools find ideal contexts for exploring the islands' living history through fieldwork and visual workshops. Universities can initiate studies on tropical ecology, climate justice, and postcolonialism. Cultural institutions engage with cultural centers and historical archives to experiment with new forms of restitution and narrative. The itinerary visits Barbados, Saint Lucia, Martinique, Guadeloupe, Grenada, and Tobago, following a dynamic rhythm between territory, citizenship, and research.

### DAY 1 – BRIDGETOWN (BARBADOS): WORLD HERITAGE AND HISTORIC JUSTICE

**Bridgetown**, a UNESCO World Heritage site, is a key hub of Atlantic history and postcolonial Caribbean thought. Activities will take place at the UNESCO Slave Route Project Centre and the Barbados Museum & Historical Society.

**Secondary schools:** will take part in narrative courses on colonialism and workshops on memory and citizenship.

**University:** will analyze the legacy of the Atlantic slave trade in contemporary political and cultural processes.

**Cultural institutions:** will collaborate on community-based historical restitution and narrative projects.

### DAY 2 – CASTRIES (ST. LUCIA): ORALITY, RESILIENCE AND VOLCANIC LANDSCAPE

**Saint Lucia** combines unique biodiversity with a strong Creole oral tradition. Activities will take place at the Folk Research Centre and the Soufrière Marine Management Area.

**Secondary schools:** will participate in oral and environmental storytelling workshops with local communities.

**University:** they will study sustainable landscape management and the relationship between ecology and culture.

**Cultural institutions:** will launch environmental storytelling sessions with local stakeholders.

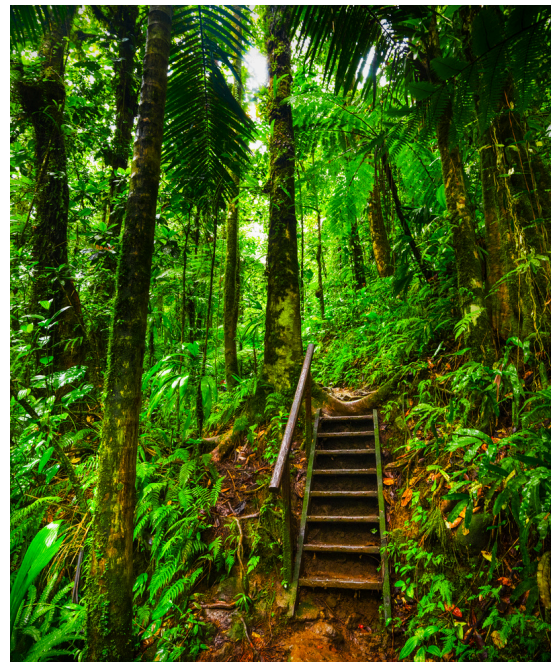
### DAY 3 – FORT-DE-FRANCE (MARTINIQUE): CREOLE ARCHIVES AND DECOLONIAL THOUGHT

**Martinique** is a vibrant center of Caribbean thought thanks to figures such as Aimé Césaire and Édouard Glissant. The activities will take place at the Institut du Tout-Monde and the Bibliothèque Schelcher.

**Secondary schools:** will discover Creole literature through poetry and critical reading workshops.

**Universities:** they will focus on decolonial thought and Francophone linguistic policies.

**Cultural institutions:** will explore archival and curatorial practices centered on cultural diversity.



### DAY 4 – BASSE-TERRE (GUADELOUPE): OVERSEAS CITIZENSHIP AND THE GEOGRAPHIES OF MEMORY

**Guadeloupe** is a symbolic island for the contemporary debate on French citizenship in the Caribbean. The activities will take place at the ACTE Memorial, an international center dedicated to the memory of slavery.

**Secondary schools:** will visit the memorial and conduct visual workshops on the concept of freedom.

**University:** they will reflect on post-colonial citizenship and memorial politics in overseas France.

**Cultural institutions:** will develop projects combining art, memory, and participation with curators and educators.

### DAY 5 – ST. GEORGE'S (GRENADA): POLITICAL ECOLOGY AND COMMUNITY PARTICIPATION

**Grenada** is a symbol of grassroots participation, between revolution and environmental activism. The activities will be held at the Grenada National Museum and the Belmont Estate, an agroecological and cultural center.

**Secondary schools:** will participate in workshops on rural sustainability and local traditions.

**University:** they will study the history of the Grenadian revolution and local agroecological practices.

**Cultural institutions:** will collaborate to create participatory pathways between heritage and a sustainable future.

### DAY 6 – TOBAGO (SCARBOROUGH): AFRICAN-DESCENDANT HERITAGE AND RESPONSIBLE TOURISM

**Tobago**, Trinidad's sister island, maintains a strong cultural identity tied to its land and its Afro-descendant communities. Activities will take place at the Tobago Museum and the Tobago House of Culture.

**Secondary schools:** will take part in workshops on material culture and popular traditions.

**Universities:** they will conduct research on sustainable tourism and the valorization of intangible heritage.

**Cultural institutions:** will engage with local communities to plan cultural initiatives rooted in the local area.

# SOUTHERN DUTCH CARIBBEAN

## BETWEEN COLONIAL ARCHITECTURE, HYBRID IDENTITIES AND ARID LANDSCAPES

The Southern Dutch Caribbean represents a unique cultural laboratory within the Caribbean landscape. Secondary schools can explore topics such as linguistic coexistence, colonial history, and Afro-descendant cultures through experiential tours of museums, historic neighborhoods, and oral heritage. Universities find fertile ground for research on postcolonial urban planning, the ecology of dry islands, and migratory dynamics. Cultural institutions can launch projects with local centers dedicated to community memory, contemporary art, and the preservation of Creole languages. Aruba and Curaçao, despite their small scale, offer surprising cultural density, making them perfect for interdisciplinary and dialogic educational trips





# BETWEEN LINGUISTIC CREOLIZATION, CLIMATE JUSTICE AND COLONIAL ARCHITECTURES

## AN INTERDISCIPLINARY JOURNEY TO THE ISLANDS OF ARUBA AND CURAÇAO

Aruba and Curaçao, though linked to the Netherlands, possess distinct cultural identities, born from the intersection of African, indigenous, and European traditions. Creole languages, arid landscapes, and colonial history make them complex and stimulating territories, ideal for unconventional educational experiences. Secondary schools explore themes such as memory, interculturality, and environmental sustainability here. Universities find them ideal settings for analyzing postcolonial dynamics, climate change, and cultural development. Cultural institutions can engage with museums, archives, and independent centers for participatory projects and innovative museum practices. A living laboratory between continent and archipelago, where the very concept of identity can be explored.

### DAY 1 – ORANJESTAD (ARUBA): COLONIAL ARCHITECTURE AND MULTILINGUAL IDENTITY

**Oranjestad**, the capital of Aruba, blends Dutch and Caribbean aesthetics. The activities will take place at the **National Archaeological Museum Aruba**.

**Secondary schools:** will explore the island's cultural stratifications with workshops on the Papiamentu language and material heritage.

**University:** will analyze the relationships between colonial urban planning, tropical architecture, and linguistic identity.

**Cultural institutions:** will engage with the museum on intercultural enhancement and accessibility initiatives.

### DAY 2 – SAN NICOLAS (ARUBA): PUBLIC ART AND CREOLE STORYTELLING

**San Nicolas**, a former industrial city now a creative hub, is known for its murals and urban art workshops. The activities will be held at the **San Nicolas Community Arts Center**.

**Secondary schools:** will participate in urban art and visual storytelling workshops.

**University:** they will focus on cultural regeneration, participatory art, and visual activism.

**Cultural institutions:** will meet with local artists to design cultural itineraries co-created with the community.

### DAY 3 – ARIKOK NATIONAL PARK (ARUBA): GEOLOGY, ECOLOGY, AND INDIGENOUS SPIRITUALITY

**Arikok National Park** preserves desert landscapes and Amerindian archaeological sites. Activities will take place at the **Arikok National Park Interpretive Center**.

**Secondary schools:** will take part in educational excursions focusing on natural history and indigenous culture.

**Universities:** they will conduct research on environmental management, climate resilience, and land use.

**Cultural institutions:** will collaborate on cultural interpretation projects linking natural heritage and spirituality.



### DAY 4 – WILLEMSTAD (CURAÇAO): UNESCO, COLONIAL ARCHIVES AND CREOLE CITIZENSHIP

**Willemstad** is a UNESCO World Heritage Site and a vibrant center of historical memory. Activities will be held at the **Curaçao National Archives** and the **Kura Hulanda Museum**.

**Secondary schools:** will visit the historic center and work on the memory of slavery and active citizenship.

**University:** they will delve into archival practices and the legacies of the Dutch colonial era.

**Cultural institutions:** will develop paths between historical documentation and decolonial curatorial practices.

### DAY 5 – OTROBANDA (CURAÇAO): COMMUNITY SPACES AND PARTICIPATORY CULTURAL PRACTICES

**Otrobanda**, a popular and creative neighborhood in Willemstad, is home to civic and artistic initiatives. Activities will take place at the **Kas di Kultura** and local community spaces.

**Secondary schools:** will participate in community theater and local identity workshops.

**University:** will analyze cultural mediation as a tool for social cohesion.

**Cultural institutions:** will collaborate with local actors to co-design grassroots cultural events.

### DAY 6 – WESTPUNT (CURAÇAO): NATURE, TOURISM AND COASTAL MEMORY

The island's northwest coast boasts fragile ecosystems and cultural heritage linked to fishing and the Atlantic trade. Activities will take place in **Shete Boka National Park**.

**Secondary schools:** will explore volcanic coasts with educational activities on biodiversity and ocean memory.

**University:** they will study the environmental impact of tourism and participatory conservation practices.

**Cultural institutions:** will launch cultural enhancement projects related to coastal and maritime heritage.

# NORTHWESTERN ATLANTIC ARCHIPELAGOS

## BETWEEN CRITICAL ECOTOURISM, SUBMERGED MEMORIES AND ISLAND RESILIENCE

An educational context where nature, history, and innovation dynamically coexist. Secondary schools can explore unique marine ecosystems, practice environmental education in the field, and reflect on climate change through experiential activities. Universities find ideal locations here for research on sustainable tourism, underwater archaeology, and environmental risk management. Cultural institutions can collaborate with local organizations active in safeguarding Afro-Caribbean traditions, studying colonial heritage, and enhancing coastal communities. In these archipelagos, each island becomes a critical and immersive learning space, perfect for interdisciplinary programs





# ARCHIPELAGOS BETWEEN OCEAN AND MEMORY

## AN INTERDISCIPLINARY JOURNEY TO THE BAHAMAS, TURKS & CAICOS ISLANDS

The Bahamas and Turks & Caicos offer unique landscapes where marine biodiversity, Atlantic history, and island life intertwine. These archipelagos are prime locations for observing the impact of climate change, but also for exploring colonial legacies and the richness of Afro-Caribbean cultures. Secondary schools here engage in experiences related to environmental education and community memory. Universities offer study programs on sustainability, political geography, and museum practices in an island context. Cultural institutions collaborate with conservation organizations, marine centers, and historical archives to develop multidisciplinary projects. A laboratory on the boundary between land and ocean, between past and future.

### DAY 1 – NASSAU (BAHAMAS): COLONIAL HISTORY, INDEPENDENCE AND SHARED HERITAGE

Nassau, the capital of the Bahamas, is the country's political and cultural center. Activities will be held at the National Art Gallery of the Bahamas and the Archives of the Bahamas.

**Secondary schools:** will explore the history of British colonialism and independence through visual and documentary workshops.

**University:** they will study post-colonial transformations and forms of insular cultural self-government.

**Cultural institutions:** will collaborate with curators and archivists to design exhibitions on Afro-Bahamian heritage.

### DAY 2 – CLIFTON HERITAGE NATIONAL PARK (NEW PROVIDENCE - BAHAMAS): AFRICAN ARCHAEOLOGY AND LANDSCAPES OF RESISTANCE

The park preserves African settlements, plantations, and colonial relics. Activities will take place at the Clifton Heritage Center.

**Secondary schools:** will enjoy an immersive experience including archaeological excursions and historical narratives on slavery.

**University:** they will conduct analyses on the relationships between landscape, memory, and historical justice.

**Cultural institutions:** will develop interpretive tours of public archaeology and responsible tourism.

### DAY 3 – ELEUTHERA (BAHAMAS): CULTURAL GEOGRAPHY AND SUSTAINABLE AGRICULTURE

Eleuthera is an island with karst landscapes and rural communities committed to environmental resilience practices. Activities will take place at the Island School & Center for Sustainable Development.

**Secondary schools:** will participate in educational activities on regenerative agriculture and local sustainability.

**University:** they will explore environmental development models and climate change adaptation policies.

**Cultural institutions:** will collaborate with the center to design cultural itineraries that integrate ecology and local heritage.



### DAY 4 – GRAND TURK (TURKS & CAICOS): AMONG ATLANTIC WRECKS AND MARITIME HERITAGE

Grand Turk is a historic hub on the ocean and Atlantic trade routes. The activities will take place at the Turks & Caicos National Museum.

**Secondary schools:** will visit exhibitions dedicated to migrations, shipwrecks, and island cultures.

**University:** they will focus on maritime archaeology and postcolonial studies in oceanic contexts.

**Cultural institutions:** will develop curatorial projects on underwater heritage and ocean narratives.

### DAY 5 – SOUTH CAICOS: MARINE BIODIVERSITY AND COMMUNITY CONSERVATION

South Caicos is an island dedicated to marine scientific research and ecosystem protection. Activities will be held at the School for Field Studies Center for Marine Resource Studies.

**Secondary schools:** will take part in workshops on the study of corals, sea turtles, and ocean plastic.

**Universities:** they will conduct research on climate change and the sustainable management of marine resources.

**Cultural institutions:** will launch initiatives that integrate ecology, the memory of fishing communities, and educational practices.

### DAY 6 – PROVIDENCIALES (TURKS & CAICOS): TOURISM, IDENTITY, AND ACTIVE CITIZENSHIP

Providenciales is the archipelago's economic hub, with its resorts and new models of citizenship. Activities will take place at the Edward C. Gartland Youth Centre.

**Secondary schools:** will discuss responsible tourism and the socio-environmental challenges of today.

**University:** they will analyze island gentrification and the economic models of Caribbean micronations.

**Cultural institutions:** will collaborate with local stakeholders to develop cultural projects that combine tourism, sustainability, and inclusion.

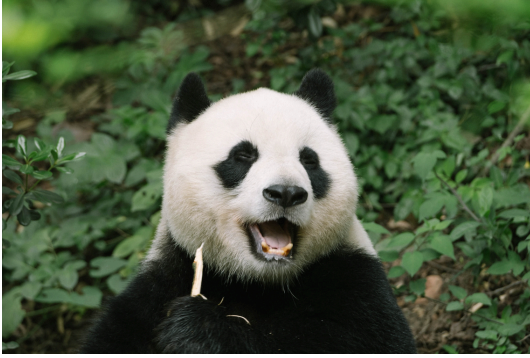


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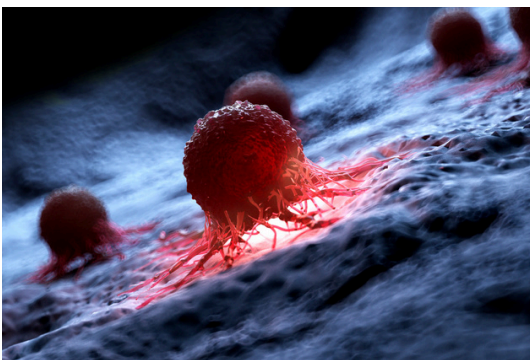
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