

ATLANTIC TRAVEL & TOURS

EDUCATIONAL TRAVELS FOR SCHOOLS,
UNIVERSITIES, CULTURAL INSTITUTIONS

SPAIN & PORTUGAL
INSPIRATIONAL BROCHURE



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 Spain and Portugal, 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

IBERIAN PENINSULA

BETWEEN CULTURAL PLURALITY, EDUCATIONAL LANDSCAPES AND MEDITERRANEAN INNOVATION

The Iberian Peninsula, with the richness of Spain and continental Portugal, combined with the island worlds of the Balearic Islands, the Canary Islands, Madeira, and the Azores, represents a crossroads of history, knowledge, and experimentation. Secondary schools can explore educational contexts that intertwine language, territory, and global citizenship, among resilient villages and multicultural cities. Universities find a dense network of academic centers, ideal for exploring the themes of ecological transition, Iberian memories, and Atlantic relations. Cultural institutions can establish collaborations with foundations, archives, museum networks, and locally rooted artistic practices, capable of valorizing diversity and innovation. From Galicia to Alentejo, from creative metropolises to volcanic islands, the Iberian region proves to be a vibrant educational ecosystem, where culture and territory become tools for shared transformation





SPAIN - NORTH

GALICIA, ASTURIAS, CANTABRIA, BASQUE COUNTRY, NAVARRE, LA RIOJA, ARAGÓN, CASTILE AND LEÓN

A mosaic of ancient cultures, diverse languages, and mountain and Atlantic landscapes. In this part of the country, tradition and innovation coexist, amid historic routes and vibrant university cities. An ideal place to reflect on identity, migration, and rural sustainability.

Secondary schools: explore themes related to historical memory, customs and traditions, and models of community life in inland areas.

Universities: they launch research on rural regeneration, language policies, and widespread cultural heritage.

Cultural institutions: collaborate with contemporary art centers, ethnographic museums, and civic networks on the themes of identity and social ecology.



SPAIN - CENTER

COMMUNITY OF MADRID, CASTILE-LA MANCHA, EXTREMADURA

Amid the great plateaus of the Meseta, central Spain preserves the profound traces of the Empire, with its historic cities, vast agricultural landscapes, and artistic experimentation. This context unites capital and peripheries, opening up spaces for reflection on citizenship, education, and social innovation.

Secondary schools: reflect on social justice, active citizenship, and urban memory.

Universities: they delve into educational models, territorial policies, and center-periphery dynamics.

Cultural institutions: they implement cultural mediation and inclusion projects with archives, civic spaces, and educational networks.



SPAIN - EAST

CATALONIA, VALENCIAN COMMUNITY, MURCIA, BALEARIC ISLANDS

From the cosmopolitan vitality of Barcelona to the Mediterranean heritage of the Balearic Islands, this region reflects Spain's cultural and linguistic diversity. The eastern coasts, a crossroads of exchange and influence, are fertile ground for exploring identity and sustainable tourism.

Secondary schools: analyze the relationship between tourism, ecology, and coastal heritage.

Universities: they study urban transformation, linguistic rights, and creative economy models.

Cultural institutions: they plan participatory initiatives with festivals, art centers, and maritime museums.



SPAIN – SOUTH

ANDALUSIA

A region of borders and encounters, where Moorish memories, flamenco, agriculture, and social movements coexist. A territory that offers insights into interculturality, migration, and climate adaptation.

Secondary schools: explore cultural diversity through music, architecture, and local storytelling.

Universities: they focus on agricultural ecology, migration policies, and religious pluralism.

Cultural institutions: they collaborate with intercultural networks, documentation centers, and artistic entities rooted in the territory.



SPAIN – SOUTHWEST

CANARY ISLANDS

Located off the coast of Africa, the Canary Islands are an extraordinary natural and cultural laboratory. The archipelago combines unique biodiversity, volcanic geographies, and multicultural societies, ideal for extraordinary educational experiences.

Secondary schools: participate in projects on geology, biodiversity, and island cultures.

Universities: they delve into renewable energy, transcontinental mobility, and climate resilience.

Cultural institutions: collaborate with ocean foundations, contemporary art spaces, and local communities to enhance the island's heritage.



BETWEEN PLURAL TERRITORIES, IBERIAN MEMORIES AND SOCIAL INNOVATION

AN INTERDISCIPLINARY JOURNEY TO SPAIN

Spain is a diverse territory intertwined with complex histories, linguistic identities, and ever-changing cultural practices. This itinerary traverses its main macro-regions, highlighting local specificities in the fields of education, art, and local development. Secondary schools, universities, and cultural institutions can engage with initiatives ranging from urban activism to rural memory, from participatory museum practices to environmental innovation. The proposed experiences touch both marginalized areas and dynamic centers, offering opportunities for direct engagement with communities, researchers, and artists. From the Atlantic coast of Galicia to the Canary Islands, passing through Castile and Andalusia, the journey encompasses the entire cultural geography of Iberian Peninsula. This journey invites you to dismantle stereotypes and discover the many Spains that coexist under the same flag. It is an educational opportunity to develop critical thinking, European awareness, and active citizenship.

DAY 1 – NORTH (GALICIA – LUGO): CULTURE OF MEMORY AND RURAL ARCHITECTURE

Nestled in the mountainous landscapes of inland Galicia, **Lugo** is a city surrounded by Roman walls and steeped in a still profoundly rural culture. The focus of activities will be the **Ethnographic Museum of San Paio de Narla** and the rural heritage study centers linked to the **University of Santiago de Compostela**.

Secondary schools: participate in workshops on orality, territory, and peasant traditions.

Universities: they explore participatory museum practices and resilience in rural contexts.

Cultural institutions: they activate itineraries with oral archives and agricultural realities for collective memory projects.

DAY 2 – CENTER (EXTREMADURA – CÁCERES): CONTEMPORARY ART AND TERRITORIAL SUSTAINABILITY

In the heart of Spain, **Cáceres** combines a pristine historic center with a vibrant artistic and rural ecosystem. The centerpiece of activities will be the **Helga de Alvear Museum** and cultural projects in the surrounding rural areas.

Secondary schools: exploring the relationship between art, regeneration, and community.

Universities: analyzing models of cultural sustainability and innovation in the Iberian landscape.

Cultural institutions: collaborate with artistic platforms for site-specific projects in smaller villages.

DAY 3 – EAST (CATALONIA – TERRASSA): INDUSTRIAL HERITAGE AND INCLUSION

Terrassa is one of the symbolic centers of industrial Catalonia, now transformed into a cultural and educational hub. The hub of activities will be the **mNACTEC (Museum of Science and Technology of Catalonia)** and the **Terrassa University** campus.

Secondary schools: work on STEAM projects related to industrial archaeology.

Universities: they study processes of urban reconversion and inclusion through culture.

Cultural institutions: they launch programs on heritage, disability, and cultural accessibility.



DAY 4 – SOUTH (ANDALUSIA – ÚBEDA AND BAEZA): INTERCULTURAL DIALOGUES AND UNESCO HERITAGE

In the heart of the province of Jaén, the twin cities of **Úbeda** and **Baeza** offer an ideal setting for reflection on interculturality and Renaissance heritage. The focus of the activities will be the **International University of Andalusia** and the cultural centers of the two cities.

Secondary schools: explore the Spanish Renaissance and the coexistence of cultures.

Universities: they explore integrated heritage management models and global citizenship.

Cultural institutions: collaborate with local museums and foundations on intercultural and artistic projects.

DAY 5 – CANARY ISLANDS (LA LAGUNA – TENERIFE): INTANGIBLE HERITAGE AND ISLAND RESILIENCE

La Laguna is a UNESCO World Heritage Site and the intellectual center of the archipelago, where culture intertwines with sustainability and participation. The focal point of the activities will be the **University of La Laguna** and the **Canary Islands Foundation for the Development of Painting**.

Secondary schools: explore the urban and rural landscape as a common good.

Universities: they analyze island resilience, cultural policies, and heritage management.

Cultural institutions: they launch projects with local archives and artists on collective memories.

DAY 6 – CANARY ISLANDS (LAS PALMAS – GRAN CANARIA): CLIMATE CHANGE AND OCEAN MIGRATIONS

Las Palmas is a hub between Africa, Europe, and Latin America, where migrant practices, environmental experimentation, and civic arts coexist. The hub of the activities will be the **Centro Atlántico de Arte Moderno (CAAM)** and the **University of Las Palmas** campus.

Secondary schools: participate in workshops on urban ecology and migration routes.

Universities: focus on climate justice, social oceanography, and African-Atlantic relations.

Cultural institutions: they develop artistic and anthropological projects linked to frontier geographies.



PORTUGAL

NORTHERN REGION

Cradle of the nation and a treasure trove of cultures rooted in mountains, rivers, and historic cities such as Porto, Braga, and Guimarães. Here, manufacturing traditions, urban art, and academic vitality coexist, with landscapes that blend nature and memory. Along the Douro River and in the inland districts, forms of territorial resilience and social cohesion are being explored.

Secondary schools: explore models of local citizenship, folk traditions, and ecological practices in rural educational centers.

Universities: they conduct research on urban sustainability, environmental engineering, and industrial culture in collaboration with universities such as the University of Porto or Minho.

Cultural institutions: work with community archives, public art studios, and social innovation centers on participatory projects.



PORTUGAL

CENTRAL REGION

Between forests and hills, medieval cities and widespread innovation, Central Portugal is a region of ancient balances and new challenges. From Coimbra, with its historic university, to the inland areas undergoing repopulation, fertile spaces open up for interdisciplinary paths linked to knowledge and sustainability.

Secondary schools: participate in workshops on territorial regeneration and urban memory in local school settings.

Universities: they explore models of territorial governance, sustainable technologies, and access to culture through the academic network of Coimbra and Aveiro.

Cultural institutions: collaborate with museums and civic networks on initiatives related to cultural landscape and territorial inclusion.



PORTUGAL

LISBON AREA

The country's cultural and social capital, Lisbon is a constantly evolving creative laboratory. Here, heritage intertwines with contemporary art, social innovation, and intercultural dialogue. From the mouth of the Tagus to the outskirts, innovative educational and design spaces are emerging.

Secondary schools: experimenting with paths combining active citizenship, public art, and media education.

Universities: they develop research on inclusive cities, social justice, and civic technologies thanks to centers such as the Universidade de Lisboa and NOVA.

Cultural institutions: they build exchange networks with archives, festivals, and independent spaces for actions on intangible heritage and participation.



PORTUGAL

SOUTHERN REGION

Southern Portugal combines agricultural landscapes, historic villages, and fragile territories. Alentejo and Algarve tell stories of migration, rural development, and Mediterranean culture, offering inspiration for projects focusing on the environment, community, and memory.

Secondary schools: reflect on sustainable lifestyles, rural knowledge, and forms of responsible tourism.

Universities: they investigate rural economics, environmental rights, and climate resilience with centers such as the University of Évora.

Cultural institutions: they promote cultural mediation and territorial storytelling projects in collaboration with local communities and museums.



PORTUGAL

WEST - MADEIRA, AZORES

The Atlantic islands of Madeira and the Azores are unique educational ecosystems, where extreme nature, geodiversity, and colonial history merge into original narratives. Here, insularity becomes a resource for reflections on climate change, oceanic culture, and regional autonomy.

Secondary schools: they experience fieldwork in environmental education, marine sciences, and visual languages.

Universities: they conduct research on geology, island environmental policies, and population dynamics, in collaboration with local universities.

Cultural institutions: they engage with documentation centers, museums, and civic networks on projects on colonial memory, migration, and cultural landscapes.



BETWEEN OCEAN, MEMORY AND SOCIAL EXPERIMENTATION

AN INTERDISCIPLINARY JOURNEY TO PORTUGAL

Portugal is a land of borders and connections, where the Atlantic Ocean becomes a metaphor for openness, migration, and possibility. From Lisbon to the Azores, passing through inland villages, creative cities, and agricultural lands, the country offers a surprising educational and cultural fabric. This itinerary takes schools, universities, and cultural institutions on an immersive journey through tangible and intangible heritage, local ecosystems, and innovative policies. The richness of its language, its colonial influence, rural sustainability, and urban rebirth are some of the keys to exploring a less touristy yet visionary Portugal. Each stop opens a space for connections with communities, archives, and research centers. A journey that combines slowness and depth, to discover a nation that has reinvented itself while looking to the future.

DAY 1 – NORTHERN REGION (BRAGA): SPIRITUALITY, ART, AND CITIZENSHIP

In the heart of the Minho region, **Braga** is a place where sacred history and cultural innovation meet. The focus of the activities will be the **Mosteiro de São Martinho de Tibães** and the **GNration** cultural center, in collaboration with the **University of Minho**.

Secondary schools: explore religious heritage and its transformation into places of active citizenship.

Universities: explore the intersection of sacred space, contemporary art, and community.

Cultural institutions: they launch projects on cultural regeneration and urban memory.

DAY 2 – CENTRAL REGION (FUNDÃO): RURAL INNOVATION AND SOCIAL INCLUSION

Fundão is a small town that has transformed itself into a laboratory for territorial cohesion and smart rurality. The core of its activities will be the **Cova da Beira Living Lab** and the social innovation centers connected to the **University of Coimbra**.

Secondary schools: participate in courses on regenerative agriculture and rural digitalization.

Universities: they study territorial inclusion policies, rural startups, and sustainable development.

Cultural institutions: collaborate with civic networks and rural spaces on participatory and creative projects.

DAY 3 – LISBON AREA (BARREIRO): INDUSTRIAL MEMORY AND SPATIAL JUSTICE

On the other side of the Tagus, **Barreiro** is a former industrial area now a hub for emerging cultural and social practices. The hub of activities will be the **Fábrica de Alternativas** and urban art platforms in collaboration with the **Nova de Lisboa University**.

Secondary schools: reflect on post-industrial cities and urban rights.

Universities: they delve into spatial justice, regeneration, and accessibility.

Cultural institutions: connect with artistic networks and civic projects for shared urban narratives.



DAY 4 – SOUTHERN REGION (MÉRTOLA): ARCHAEOLOGY, LANDSCAPE, AND COMMUNITY

Mértola, in the heart of the Alentejo, is a village that combines Islamic memory and environmental sustainability. The focus of activities will be the **Mértola Archaeological Field** and the **Islamic Studies Center**.

Secondary schools: explore the historical landscape and multicultural heritage.

University: they study public archaeology, historical ecology, and participatory management of cultural heritage.

Cultural institutions: they collaborate with local communities on slow tourism and territorial storytelling projects.

DAY 5 – AZORES ISLANDS (SÃO MIGUEL – PONTA DELGADA): RESILIENT ISLANDS AND OCEAN GEOPOLITICS

São Miguel is the largest island in the Azores, a meeting point between Europe and the Americas. The hub of activities will be the **Ponta Delgada Science Center** and the **University of the Azores**.

Secondary schools: analyze biodiversity, volcanism, and island adaptation.

Universities: they study Atlantic geopolitics, oceanography, and environmental policies.

Cultural institutions: connect with local museums and oral archives for projects on island memory.

DAY 6 – AZORES ISLANDS (FURNAS – LAGOA DAS FURNAS): GEOTHERMAL ECOSYSTEMS AND LOCAL CULTURE

In the volcanic heart of the island, **Furnas** is famous for its thermal waters and the unique relationship between nature and cuisine. The focus of the activities will be the **Terra Nostra Park** environmental monitoring center and the local thermal gardens.

Secondary schools: participate in workshops on nutrition, sustainability, and tradition.

University: they study thermalism, ecotourism, and geothermal conservation.

Cultural institutions: they develop programs on local identity and landscape enhancement.

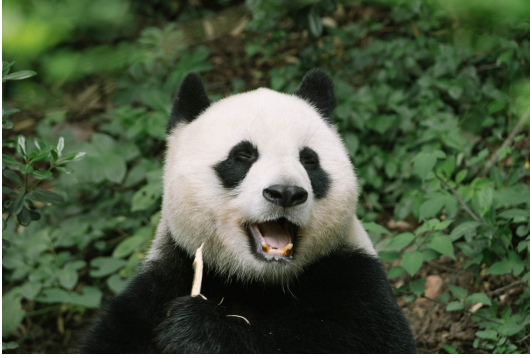


WOULD YOU LIKE TO REQUEST A QUOTE?

We hope this brochure has been both enjoyable and inspiring for your next cultural-themed journey.

If you'd like to organize a trip with us, simply click the button below — you'll be directed to a form to fill out with all the necessary details. We'll get back to you shortly with a personalized quote tailored to your needs.

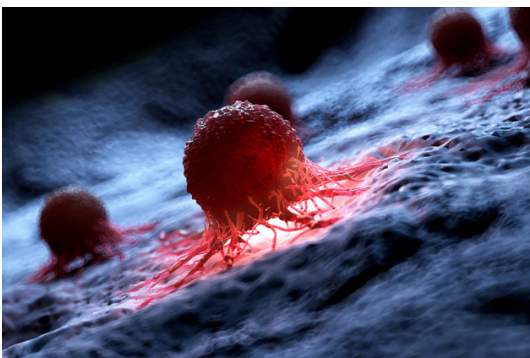
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OUR SUPPORT FOR SAFEGUARDING THE PLANET AND CANCER RESEARCH



WITH OUR TRAVELS, WE WANT TO OFFER OUR CUSTOMERS THE OPPORTUNITY TO CONTRIBUTE TO NON-PROFIT ORGANIZATIONS COMMITTED TO SOLVING THE FOLLOWING GLOBAL PROBLEMS



- CONSERVATION OF FLORA - FAUNA
- GLOBAL WARMING
- CANCER RESEARCH



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