



EU WEMED_NATOUR
TRAVELLING AWARE OF OUR FOOTPRINT

Pilot Trip Report

PORTUGAL AVEIRO NAUTICAL REGION 23rd –24th May 2024

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Pilot Trip Overview



Context

The 6 Nautical Stations (NS) of Ria de Aveiro (Aveiro, Estarreja, Ílhavo, Murtoesa, Ovar and Vagos) hosted the pilot trip in Portugal for EU WeMED_NaTOUR, one of the most important actions in this transnational project co-funded by the European Commission.



Itinerary

The itinerary, designed in partnership by Turismo de Portugal, Forum Oceano, and the 6 NS of the Ria de Aveiro, included various activities linked to the natural, cultural and intangible heritage that are unique elements in their territories: observing fauna and flora at BioRia; discovering the tile heritage of Ovar; painting moliceiro bows in Torreira; surfskate in S. Jacinto at the High Performance Centre; trip on the Salicórnica electric ferryboat to Aveiro; climbing the Barra Lighthouse; playing "there are pirates in Vagos" at the Museu do Brincar (Museum of Play); an electro-solar boat trip visiting salicornia plantations and oyster farming; and interpreted visit to the Troncalhada ecomuseum and the Aveiro salt pans to learn about artisanal salt production methods and the associated ecosystems.



Participants

The group of 17 pupils from Estarreja School are from the 7th grade and are between 11 and 13 years old. There were 11 girls and 6 boys. The group was accompanied by 2 teachers, 2 officials from Estarreja Town Hall and 2 officials from Turismo de Portugal. No specific requirements were necessary.



List of participants

Students:

Anuoluwapo Odunlade

Bianca Paulos

Inês Pereira

Íris Vaz

João Dias

Júlio Miguel

Lara Araújo

Luciano Resende

Margarida Cunha

Maria Claro

Mariana Pinho

Mariana Costa

Matilde Claro

Naiara Gomes

Renato Silva

Tiago Barbosa

Tiago Oliveira

Teachers:

Marta Castro

Sílvia Carvalho

Municipality of Estarreja:

Marisa Pires

Patrícia Bastos

Turismo de Portugal:

João Portugal

Paula Bártole

Itinerary

Horário/ Schedule	Dia 1 23 de maio	Day 1 23rd of May
9h00	Saída do Agrupamento de Escolas de Pardilhó, Estarreja	Departure from Agrupamento de Escolas de Pardilhó, Estarreja
9h30	Visita guiada ao BioRia para observação de fauna e flora (Estarreja)	Guided visit to BioRia to observe fauna and flora (Estarreja)
11h00	Atividade “Vai passear” dedicado à descoberta do património azulejar de Ovar, Cidade-Museu Vivo do Azulejo (Ovar)	“Go for a walk” activity dedicated to discovering the tile heritage of Ovar, Living Tile City-Museum (Ovar)
13h00	Almoço – Monte Branco Caffè (Murtosa)	Lunch - Monte Branco Caffè (Murtosa)
14h30	Visita guiada ao Estaleiro-Museu do Monte Branco com experiência de pintura de proa num barco moliceiro (Murtosa)	Guided visit to the Monte Branco Shipyard-Museum with a bow painting experience on a moliceiro boat (Murtosa)
16h30	Atividade de <i>Surfskate</i> e iniciação ao Surf em terra com recurso a Bosu e pranchas <i>longboard</i> no Centro de Alto Rendimento de Surf de São Jacinto (Aveiro)	Surfskate activity and introduction to surfing on land using Bosu and longboards at the São Jacinto High Performance Surfing Centre (Aveiro)
20h00	Jantar – Restaurante “O Santos” (Aveiro)	Dinner - Restaurante “O Santos” (Aveiro)
21h30	Dormida no Centro de Alto Rendimento de Surf de São Jacinto (Aveiro)	Overnight stay at the São Jacinto High-Performance Surfing Centre (Aveiro)

Itinerary

Horário/ Schedule	Dia 2 24 de maio	Day 2 24th of May
9h30	Saída de ferryboat para o Forte da Barra (Ílhavo)	Departure by ferryboat to Forte da Barra (Ílhavo)
10h00	Visita guiada e subida ao Farol da Barra (Ílhavo)	Guided tour and climb to Barra Lighthouse (Ílhavo)
11h45	Atividade “Há Piratas em Vagos” no Museu do Brincar (Vagos)	“Pirates in Vagos” activity at the Museu do Brincar (Vagos)
13h15	Almoço – La Pizzaria Estufa (Ílhavo)	Lunch - La Pizzaria Estufa (Ílhavo)
15h00-17h00	Passeio de barco eletro-solar pelo Salgado da Ria e desembarque na ilha dos Puxadoiros para visita Guiada com a Horta da Ria às plantações de salicórnica e tanques das ostras. * (Aveiro)	Electro-solar boat trip along the Salgado da Ria and disembark at Puxadoiros Island for a guided tour with Horta da Ria to the salicornia plantations and oyster tanks. * (Aveiro)
	Visita Guiada ao Ecomuseu da Troncalhada e salinas de Aveiro para aprendizagem sobre os métodos de produção artesanal do Sal * (Aveiro)	Guided visit to the Troncalhada Ecomuseum and Aveiro salt pans to learn about artisanal salt production methods * (Aveiro)
	* O grupo de alunos será dividido em dois, trocando no final de cada atividade, para poderem usufruir de ambas as experiências	* The group of students will be split into two, swapping at the end of each activity, so that they can enjoy both experiences.
17h15	Regresso ao Agrupamento de Escolas de Pardilhó, Estarreja	Back to Agrupamento de Escolas de Pardilhó, Estarreja

Description of the activities



23.05.2024 – Morning

The pilot trip began with a guided tour of **BioRia, in Estarreja**, to promote the region's natural heritage and understand the importance of its ecosystems. Explore the local landscape, learn about the characteristic fauna, and flora, and discuss the interaction between human activities and nature. The themes covered included:

- Ria de Aveiro and Baixo Vouga Lagoon: dynamics between fresh and brackish waters;
- relationship between agriculture and biodiversity, focusing on rice paddies;
- importance of reed beds for fauna and environmental quality;
- invasive species: their impact and examples (e.g., Louisiana crayfish, pampas grass);
- native trees like the black willow and alder;
- identification and interesting facts about observed flora and fauna.

Aligned with the theme of lesson 4 – wildlife and conservation, this visit helped the students to:

- understand the significance of wildlife and biodiversity;
- learn about endangered species and their conservation status in the region;
- explore BioRia's habitats, with the guide highlighting species and encouraging questions and photography;
- relate BioRia to various marine ecosystem components (coral reefs, open ocean, deep sea, coastal zones, and estuaries).



Description of the activities



23.05.2024 – Morning

Afterward, the students participated in the game "**Go for a walk**", dedicated to discovering the tile heritage of **Ovar**, the Living Tile Museum City, which has ended with a tile painting experience. Tiles are integral to Ovar's built, historical, and cultural identity. Through a guided tour of the city, students discover the richness of Ovar's tile heritage. In the 19th century, tiles transitioned from noble spaces to street façades, becoming favored ornamentation. Ovar boasts unique exterior tile cladding unparalleled in Europe or worldwide, showcasing diverse patterns reflecting tastes, beliefs, and cultural narratives.

Aligned with the themes of lesson 1 – Introduction to Tourism – Different types of Tourism – Cultural Tourism, **and lesson 5**, with the concern of learning and respecting cultural traditions and customs:

- students had the opportunity to get to know the tile heritage and experience local customs when the tiles are painted. They also discovered and get to know Ovar's heritage in terms of tiles. This type of tourism is a great way to broaden horizons. This visit can help to teach students the concept of "belonging", protecting and respecting cultural heritage.
- as students now understand the concept of sustainable tourism, they will focus on what they can do to be more responsible citizens and tourists (namely supporting local communities and respecting local culture).



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Description of the activities

23.05.2024 – Afternoon



Students had a guided tour at the Monte Branco Shipyard Museum in **Murtosa** and had the opportunity to paint the bow of a Moliceiro boat. The museum celebrates and preserves the traditional art of shipbuilding, focusing on the iconic Moliceiro boat of the Ria de Aveiro. The students learnt about the importance of traditional shipbuilding, which once powered the region's prosperous fleet and served as its main transport network. They spoke to a representative of the local community that contributes to the maintenance of the moliceiros boats, which are part of the region's culture and a tourist attraction. The museum presents the construction processes, tools, and techniques of the master builders and painters, offering live demonstrations to keep this heritage alive.

Aligned with the theme of lesson 5, with the concern of learning and respecting cultural traditions and customs, the students have had the opportunity to:

- learn about the importance of traditional shipbuilding;
- talk to a representative of the local community who contributes to continuing to have moliceiros boats, which are part of the region's culture and a tourist attraction.



Description of the activities

23.05.2024 – Afternoon



To end the day, the students had a practical introduction to surfskate at the São Jacinto High-Performance Surfing Centre, in Aveiro.

Aligned with the theme of lesson 4 – wildlife and conservation:

- since surfing is an activity that directly involves a natural environment, the focus was to raise awareness of safety concerns in surfing and its role in environmental education and coastal sustainability.



Description of the activities

24.05.2024 – Morning



The pilot trip began with a guided tour and climb to the Barra Lighthouse, in Ílhavo, with the lighthouse keepers, which, above all, provides a geostrategic understanding of the issues associated with the Ria de Aveiro bar – navigation, maritime commerce, beaches, coastal erosion, occupation of space. This is the tallest Portuguese lighthouse (62 meters high, 66 meters above sea level), the second tallest in Europe, and the 26th in the world. The lighthouse was erected at the entrance to Barra Beach to aid navigation and prevent boats from running aground on the sandbanks.

Aligned with the theme of lesson 1 – Introduction to Tourism – Different types of tourism – Educational tourism. This type of tourism is a great way for students to broaden their knowledge and skills while getting to know new cultures and places:

- the students learnt about the interaction between lighthouses and sustainability, involving issues related to energy efficiency, environmental protection, sustainable tourism, and environmental education, which contribute to the conservation of natural resources and the well-being of coastal communities.



Description of the activities

24.05.2024 – Morning



Afterward, starting with the exhibition space of the Museu do Brincar, in **Vagos**, where there is a vast museum collection including a medieval-themed area with a pirate ship, a human-powered carousel, and various traditional games.

Aligned with the theme of lesson 4 – wildlife and conservation:

- the motto for the action was set, emphasizing sustainability and the reuse of the materials used for its design, thus combining the tourist experience with pedagogy and environmental education;
- on this visit, the students were able to discover this collection and then led to explore, through a theatre improvisation exercise, some of the themes associated with good sustainability practices;
- finally, using the ecological footprint calculator, participants were challenged to answer the question: 'How many planets would it take if everyone lived like you?', intended to alert and challenge people to the urgent need to change their habits.



Description of the activities



24.05.2024 – Afternoon

The students were divided into 2 groups. One group visited Puxadoiros Island with Sterna and Horta da Ria, while the other group explored the Troncalhada Ecomuseum, and then the groups swapped. ([Aveiro](#))

With the team from Sterna, the students boarded the Gaivinha boat (solar-powered, Blue Flag certified) for a storytelling session about salt and the salty waters of the Ria de Aveiro. When they disembarked, they were met by the Horta da Ria team who guided them around Puxadoiros Island, explaining the cultivation of Salicornia and its culinary uses. The students harvested and tasted the Salicornia and observed the cultivation of oysters in sustainable and environmentally friendly conditions.

At the Troncalhada Ecomuseum, the students had a guided tour of the Aveiro salt pans to learn about artisanal salt production methods. During the visit, the relationship between salt and marine ecosystems was emphasized, as well as the flora and avifauna present in these habitats, raising awareness of the need to preserve aquatic ecosystems.

Aligned with lesson 5 relating to sustainable food practices:

- the activities encourage purchasing products free from herbicides, pesticides, and plastic packaging;
- the Eco-museum visit has emphasized the relationship between salt and marine ecosystems, promoting awareness of marine ecosystem preservation akin to caring for our homes.

Ilha dos Puxadoiros
RIA DE AVEIRO

Bem vindo à Ilha dos Puxadoiros Welcome to the Island of Puxadoiros

A Ilha dos Puxadoiros, com cerca de 10 hectares, toma o nome da Marinha dos Puxadoiros, cuja primeira notícia data de 1433 e é a última das 8 marinhas que existiam nesta Ilha...

A Ilha, que está localizada no coração da Ria de Aveiro, pertence ao Grupo Norte do salgado aveirense. O acesso faz-se a sul, pelo Esteiro de Sama ou dos Frades e a norte, pelo esteiro das Brasa-nias.

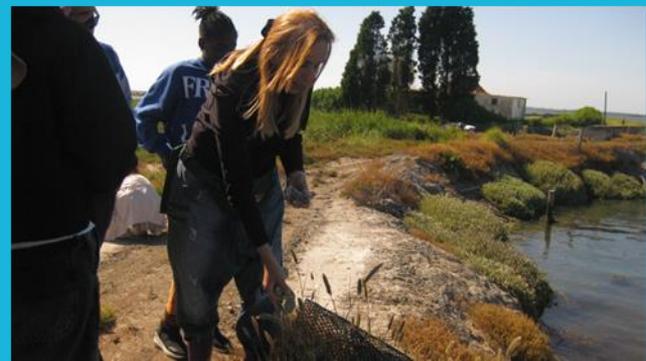
A Ria de Aveiro é um ecossistema único e com uma alta biodiversidade que está classificada como Zona de Proteção Especial integrada na Rede Natura 2000.

Aqui entre o céu e a água, a natureza, na sua plenitude, recebe-lhe o vento, a luz e o sal da Ria de Aveiro...



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Logistics



Transportation during this pilot trip was carried out using a bus of the Municipality of Estarreja. The crossing of the Ria de Aveiro between Dunas de S. Jacinto and Forte da Barra was done by the electric ferryboat “Salicornia”.

The accommodation selected was the High-Performance Surfing Centre, in **Aveiro**, following the action developed regarding surfing activity.

The meals' locations were selected to facilitate the development of the visits, and took into account, whenever possible, the use of local products.

The providers were from different types such as :

- Municipal museums – Tile Museum, Monte Branco Shipyard-Museum, Brincar Museum, and the Troncalhada Eco-Museum;
- Restaurants – Monte Branco cafe, O Santos restaurant, and La Estufa pizzeria;
- Tourist companies – Sterna use an Electro-solar boat to make a trip along the Salgado da Ria and disembark at Puxadoiros’s Island for a guided tour with Horta da Ria to the salicornia plantations and oyster tanks;
- Natural conservation projects – Bioria, an environmental interpretation center that aims to preserve and publicize the richness of this natural ecosystem and its biodiversity;
- Architectural and scientific heritage – Barra Lighthouse;
- Accommodation – High-Performance Surfing Centre, in Aveiro.



Strong points of the pilot trip



The strong point of the pilot trip was the capacity to provide, in a short period of time, various activities linked to the natural, cultural and intangible heritage that are unique elements in the territories of these 6 Nautical Stations: observing fauna and flora at BioRia; discovering the tile heritage of Ovar; painting moliceiro bows; surfskate in S. Jacinto at the High Performance Centre; trip on the Salicórnica electric ferryboat to Aveiro; climbing the Barra Lighthouse; playing "there are pirates in Vagos" at the Museu do Brincar (Museum of Play); an electro-solar boat trip visiting salicornia plantations and oyster farming; and interpreted visit to the Troncalhada ecomuseum and the Aveiro salt pans to learn about artisanal salt production methods and the associated ecosystems.

- What the students liked the most was the visit to the Monte Branco shipyard Museum with the experience of painting a *moliceiro* bows, and the surfskate activity at the Surf high performance center.
- The teachers highlighted the experience provided to these students and the possibility of experiencing in real context topics taught at the classroom.

The tourism suppliers evaluated this pilot trip on two ways:

- It reinforced the importance of preserving the ecosystems where they carry out their activities;
- It was an experience that inspires the development of new touristic programs that can improve their income.

Weak points of the pilot trip



- The less positive point of this trip was its duration and budget constraints;
- To maximize its potential, it would be necessary to have at least one more day, as some activities deserve a longer duration to be fully enhanced;
- The budget per day and per student was completely misfit considering the value of meals, accommodation, visits to museums or other entertainment facilities;
- The most complicated point for teachers to manage was the fact that for some students, it was their first night away from home.

Itinerary



- During the Workshop, on the 11st of January 2024, in Estarreja, the participants from the territory of the 6 Nautical Stations of Ria de Aveiro (Aveiro, Estarreja, Ílhavo, Murtoesa, Ovar, and Vagos) were divided into four groups, and at the end of the session each group presented a proposal itinerary;
- After the Workshop, Turismo de Portugal held several online meetings with Fórum Oceano, Estarreja Town Council, and the school's headmaster to discuss the best possible option for involving the whole territory of these Nautical Stations until we agreed on a final proposal that integrated the ideas/suggestions that came out of the workshop;
- A visit to the area of the final itinerary and meetings with some service providers to check availability for the dates of the trip and to request quotes, took place on the 4th March 2024;
- Due to the early preparatory work carried out to design the itinerary, which began with the workshop, there was no need to make any further changes.

Deviations and changes on the itinerary



- There weren't any deviations or changes of the planned itinerary;
- During the pilot trip, there weren't health or logistical problems.

Considerations & Recommendations

- The experience of the pilot trip can be easily reproduced in other territories and with different stakeholders;
- The complementarity between didactic contents and the itinerary helps students to understand the natural and cultural values of the territories and good practices of responsible tourism;
- It is important to estimate carefully the budget according to the specificities of the trip;
- It is important to include all the students in the classroom involved;
- The participation of stakeholders, tourism providers, and schools is crucial to implementing school tourist programs.



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