



## Developing global aquatic education programs through multilingual curricula to enhance international collaboration for marine conservation

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### Abstract

This paper will discuss how the multilingual aquatic education programs will facilitate international collaboration to conserve the sea. The negative impacts of climate change, pollution, and overfishing will worsen both within and across borders. This paper examines how cross-border marine conservation can be realized through multilingual aquatic education programs. The research was based on case studies of multilingual educational programs, interviews with international educators, conservation and cross-border conservation network policymakers, and cross-border conservation lists. This helped define the pros and cons of providing marine conservation education in languages other than English. The research findings promote the strategic multilingual sea conservation teaching as a means of collaboration and marine ecosystem protection. Multilingual gap education is necessary for global conservation collaboration and education. The research outlines specific collaboration efforts for the global south to align with the global conservation agenda to save marine ecosystems in international waters. This work is important because education creates opportunities for global cooperation.

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Collaboration across multiple languages can help build the necessary educational infrastructure for global marine conservation.

**Keywords:** Multilingual curricula, Aquatic education, Marine conservation, International collaboration, Cross-cultural communication, Marine ecosystems, Global education programs

## Introduction

Increased pollution, climate change, overfishing, and habitat degradation are threatening the health of our marine ecosystems (Manikrao and Shivaraj, 2025). These challenges are global and so require global responses. Marine conservation has always depended on international collaboration, yet despite the need, collaboration gaps persist due to knowledge and resource asymmetries. Perhaps the biggest challenge to international cooperation is the absence of a common language and, therefore, a standard means of communication. Building a multilingual educational system around aquatic studies may help break down this barrier and help guarantee that marine conservation is global, inclusive, and effective (Simanjuntak *et al.*, 2024).

Involving people in protecting marine ecosystems and understanding their functions has underscored the importance of aquatic schooling initiatives, as marine ecosystems support biodiversity, regulate climate, and provide food. These initiatives, however, have mostly been offered in English and other dominant languages, thereby alienating communities in non-English-speaking countries. This lack of English has restricted the protection of marine environments education and established the absence of an international network of marine conservationists (Barus and

Simanjuntak, 2023). Implementing focus-subject, multilingual, polite aquatic education curricula was anticipated as a way to combat these issues (Khodjaev *et al.*, 2024). These initiatives pave the way for multilingual and multidisciplinary cooperation, understanding, and empathy among people of diverse and even conflicting cultures, and for marine ecosystem protection education, as most primary aquatic education programs offered only situational protective measures in English.

It is also significant to enhance access to educational materials. Nonetheless, the use of alternative languages to deliver aquatic education is highly effective in fostering intercultural competencies (Marzouki *et al.*, 2022). In collaborations with communities living on the coast and global institutions, the development of cross-cultural competence is critical to ensuring ocean protection. Providing educational opportunities in alternative languages helps build trust and respect, which become the pillars of any relationship, particularly long-term ones that involve crossing national borders. This paper examines the benefits of international cooperation and bilingual education systems in marine learning institutions for the marine conservation industry (Abbas and Hatem, 2025). Drawing on literature and case studies in observation fusion, this paper describes potential ways to employ a multilingual approach to the curriculum to further

intensify cooperative learning and streamline the challenges confronting the conservation of marine life worldwide. This document is intended to support lower global marine conservation efforts (Erwin and Noor, 2024).

### *Key Contributions*

- This paper will analyze how a communication barrier can be eliminated through the use of multiple languages in swimming education, helping more people take part in global ocean protection and participate worldwide.
- Such educational activities foster cross-cultural empathy, which is crucial for building the global relationships needed to conserve the blue planet.
- To obtain that distinctive view, the paper examines the practice aspect of the problems and successes of the programs involving multilingual instruction.
- Lastly, this study proposes recommendations for developing and implementing multilingual teaching concepts to enhance international cooperation in protecting the world's oceans.

In the Literature Review, the text demonstrates how the concept of multilingual education has contributed to the eradication of language barriers in the preservation of the marine environment. The methodology section explains the qualitative research methods —i.e., case studies, surveys, and interviews —used to quantify multilingual curricula. The Results section presents the most important conclusions, such as strengthened relationships across boundaries and conservation achieved

through multilingual education. The paper concludes with the Discussion and Conclusion, in which the creation and application of multilingual programs are outlined in the context of the development and achievement of marine conservation success at the international level.

### **Literature Review**

It has been identified that teaching aquatic education in other languages is essential to motivate people worldwide to conserve the oceans (Reisinger *et al.*, 2021). An example is in areas where English is not the main language spoken, and these nations become isolated in the exchange of sea knowledge in the region. The absence of communication will undermine marine ecosystem conservation and biodiversity programs. By incorporating other languages into marine education, conservation education can, to a certain degree, be bottom-up accessible, and inclusion in the conservation process worldwide becomes a matter of participation (Tomescu *et al.*, 2025). Moreover, developed and developing countries can overcome the barrier posed by language differences through marine education offered in several languages. It becomes possible to cooperate on efforts to scientifically understand the sea and mitigate climate change (Maurer *et al.*, 2025; Asikin *et al.*, 2025). An increased range of language in education expands barriers to inter- and cross-cultural relations. This is the most critical for establishing intercontinental lines of on-the-ground marine protection policy and for sustainable fishing protection in the water. (Menon and Nair, 2024).

Global concerns about marine conservation require collaboration across nations. As it stands, communication barriers hinder integrations due to differences among stakeholders. The implementation of diverse multilingual educational materials into aquatic education programs can foster inclusive education and offer opportunities to acquire intercultural competencies for future collaboration on environmental awareness (Pinto and Moreno Murcia, 2023). Mastering a language and understanding a culture improve program participation and learning outcomes, which programs aim to teach about marine biodiversity, the impacts of climate change on the oceans, and the importance of sustainable practices across the globe. Educators should incorporate the local language into educational materials, as children learn better and engage more when they use local knowledge. This knowledge will then provide a global perspective on conservation (Iyengar and Bhattacharya, 2024). Emphasizing linguistic diversity and streamlining educational materials to teach younger generations about environmental awareness will foster a culture of local marine conservation and ownership, making it sustainable for the local community to engage.

Although the advantages of using several languages in education for marine conservation have been documented, comprehensive evaluations for the application of multilingual aquatic education programs remain scarce (Gutierrez *et al.*, 2025). Most of the existing literature emphasizes localized or regional initiatives instead of articulating a broad, global view on the

use of several languages in marine education. The conservation-focused program evaluations reviewing multilingual education initiatives largely miss marine biodiversity preservation, coastline ecosystem restoration, and climate-related resilience as the primary long-term outcomes. Additionally, quite a few studies explore the practical setbacks of using several languages in education, such as the translation of varied scientific texts, and the levels of support educators need to teach in different languages. The gap in research will be addressed by this paper, evaluating case studies and interviewing marine educators, policymakers, and conservation specialists on the impact of multilingual curricula on marine conservation outcomes (Safari *et al.*, 2025). It would clarify the role of multilingual education in fostering cross-border partnerships to plan effective multilingual aquatic education initiatives.

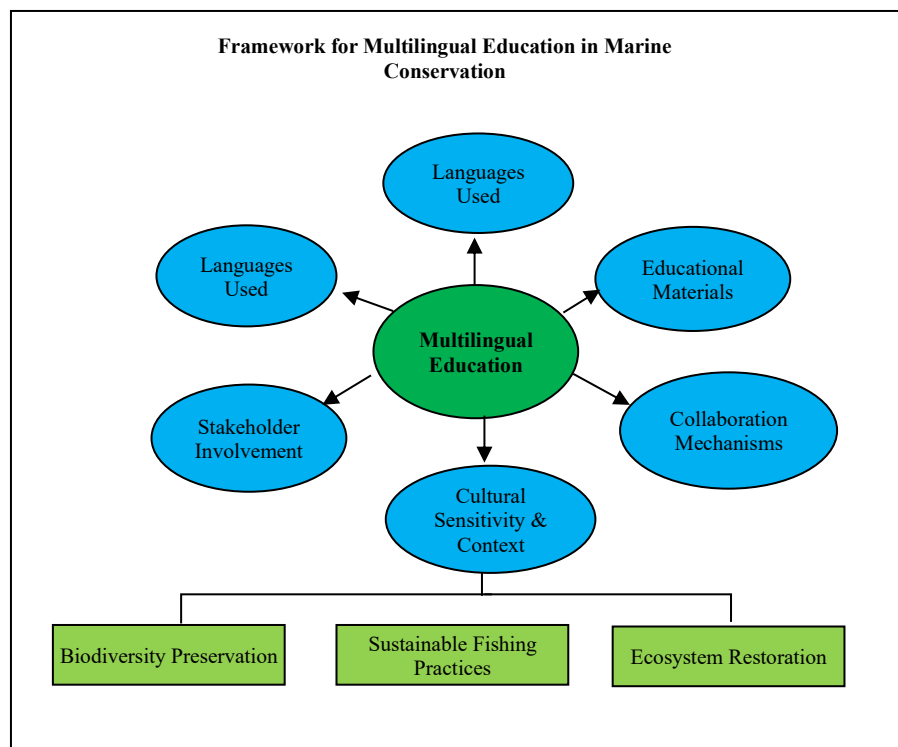
## **Methodology**

### *Multilingual Education in Aquatic Studies*

This research examines the significance of multilingual education on Global Marine Conservation. Education in multiple languages makes knowledge pertaining to marine ecosystems, marine biodiversity, climate change, and other relevant components accessible to diverse global communities. Multilingual and multicultural curricula can be constructed in order to expand and enhance inclusive learning to enable communities to be actively involved in the international struggle to save and safeguard the oceans. When applied in marine education, different languages aid

the students and societies in parts of the world that are non-English speakers to comprehend the issues that impact the ocean and the marine ecosystem. The possibility presented by multilingual education of facilitating the exchange of global relations, intercultural interactions, and partnership in marine conservation communication formed the foundation of the conceptual framework of this study. When the multilingual educational programs are integrated, discussions about the issues of overfishing, climate change, and the lack

of biodiversity in the ocean will become easier. The introduction of multilingual programs is not targeted to expand the area of knowledge; instead, the aim is to establish new alliances. The multilingual educational programs will give the right base for worldwide cooperation on marine conservation. This framework will introduce the investigation of ways in which the marine conservation community can promote the growth of connectivity and action worldwide by leveraging the multilingualism of educational schemes.



**Figure 1: Framework for multilingual education in marine conservation.**

Figure 1 shows that multilingual education is linked to the encouragement of marine conservation. The multilingual education is placed in the middle of the figure, and the other elements are composed of the various languages, teaching resources, stakeholder participation, the structure of the partnership, and other cultural interactions. All these leads to the

formation of the goal 14 targets that strive to conserve marine biodiversity, permit sustainable exploitation of the marine resources, and recover the damaged marine ecosystems. The picture brings out the interdependence of these elements and the necessity of coordinated and multiplied action to expand and intensify conservation activities on a global scale.

### *Implementation of Multilingual Curricula in Aquatic Education*

Introducing the use of diverse languages in the curriculum means developing teaching resources and programs for different language groups within the population. Teaching a single language may be quite restrictive in countries where there is high linguistic diversity. An example is that by teaching in English only, a significant portion of the population is excluded from the effort to acquire valuable information regarding marine conservation. The emphasis in this approach is on multilingual program development, selection of priority languages, as well as contextualization of scientific knowledge to suit specific cultures. This entails the translation of part of marine science and incorporating it with other local community knowledge. This research will examine the implementation of such programs and provisions required to have meaningful implementation. Local teacher participation will assist in incorporating the culturally and linguistically responsive multilingual education with local marine conservation. Cooperation between curriculum developers and marine stewardship organizations to build and learn culturally responsive and linguistically appropriate education in various locations deserves attention.

Challenges around an inadequate educational system's infrastructural capacity to support multiple languages will also be explored. This part of the methodology will explore the influence of educator training within conservation regions, culturally responsive resource distribution, and the ethnography of the region on the design and functionality of

strategic multilingual approaches in marine education and the attainment of holistic conservation goals.

### *Challenges and Barriers in Multilingual Education Programs*

There are still disadvantages that come with specialized teaching in different languages, despite the positives that come with it. The most complicated part would be providing fitting translations, in which keeping the meaning of the original text can be tough. Integrating the necessary scientific vocabulary to meaningfully add to the text would make it that much more complicated. There is the problem of time, effort, and small potential returns involved for the educational material creators, which makes selling educational resources in different languages unappealing and hard to promote. The problem becomes worse in remote coastal areas. It is for these reasons that it is complicated to create systems for sustainable multilingual education. Dubbed resources and educators who would be happy to assist are few, and countless challenges are endless, thus making the process exhausting and complicated. Cultural obstacles need to be taken into consideration when applying the system of multilingual education, particularly those related to marine protection. Different cultural value systems and perspectives may contribute to deviation in sustainable practices that may even interfere with practices with regard to specific marine ecosystems. The varying cultures may provide alternative teaching practices that present the issue of different curriculum content. The suggested ways of connecting with the local communities and the local specialists in curriculum co-

design should be useful offerings. These difficulties will be reflected upon in order to enhance and develop more efficient ideas for the spread of multilingual education in marine conservation in the world.

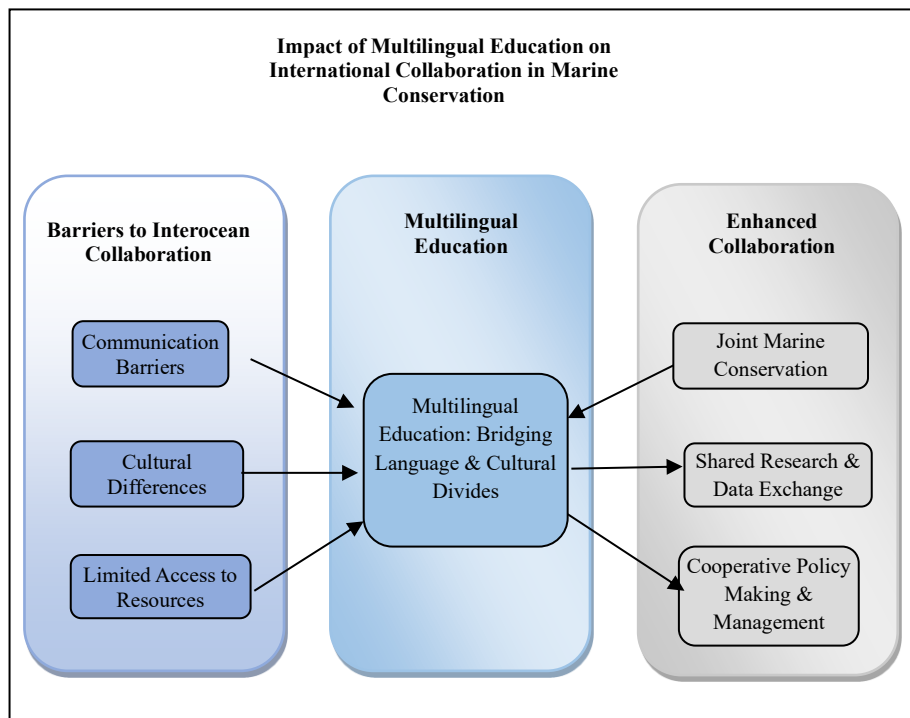
### *Multilingual Education and Global Marine Collaboration*

The research problem is concerned with the effects of multilingual marine conservation education programs on cross-cultural communication. It explores how multilingual educational initiatives affect international collaboration with regard to marine conservation. It can be improved by supplying education materials in different languages on marine conservation in order to increase interest and involvement in global collaborative activities. Regions that were not previously active can join international partnerships in conserving the seas. The paper shall also examine international collaborations in marine conservation regarding climate change, marine biodiversity, and sustainable fisheries, and discuss the effect of community-based multilingual education on local involvement. Community-oriented, multilingual, and culturally inclusive learning materials will enhance the level of partnership in marine conservation. The partnerships in marine conservation will be enhanced further as a result of the integration of multilingual programs into marine conservation.

Globalization and multilingual learning can become a significant asset to the marine conservation issues and efforts to protect oceans. This paper focuses on the role of multilingual education

programs in building trust and collaboration among various international participants regarding international sea protection treaties. This paper will also examine how far the multilingual education contributes to the cross-borderization of educational practices with national education policy models in marine sustainability. Multilingual efforts are more than ever before, with more opportunities to fund and develop multilingual initiatives that will further develop and better the conservation of marine life, restore the lives of coastal ecosystems, and enhance the health of the seas that cover the planet. This chapter will be devoted to the discussion of the role multilingual education could play in terms of creating new collaborations and partnerships that will be based on marine conservation.

Figure 2 illustrates some of the ways multilingual education aids in overcoming the challenges of working internationally on the conservation of the ocean. It is an indication that language, culture and availability of resources that are discordant can be contributing factors towards barriers to international collaboration in conserving the oceans. These problems can be reduced to a minimum, and, conversely, more opportunities to engage in a dialogue and create international partnership, cooperation in conservation and cooperation in studies appear through the implementation of multilingual education. This is a perfect example illustrating that multilingual education promotes international cooperation compared to ocean conservation.



**Figure 2: Impact of multilingual education on international collaboration in marine conservation.**

### *Effectiveness of Multilingual Curricula in Marine Conservation*

In the final section of my research, I will evaluate multilingual curricula in the context of marine conservation goals. I will evaluate whether multilingual education influences the conservation and preservation of marine biodiversity, impacts the conservation and restoration of ecosystems, and influences the sustainability of fishing practices. This section will also draw on data on conservation outcomes in the multilingual education areas of the zone where conservation-integrated multilingual education programs were implemented. I will evaluate whether increased access to marine education in several languages facilitates conservation efforts and enhances local awareness of conservation issues. I will also assess the long-lasting impacts of changes in local behaviors, such as adopting practices like

sustainable fishing, ecosystem restoration, and protection.

This research seeks to analyze the possibilities of multilingual initiatives across the globe, focusing on their adoption in different linguistic environments. Best practices will be identified to broaden the scope of multilingual curricula in marine education, and program development will be suggested for regions that currently do not offer marine education in multiple languages. This will advance the research on the influence of multilingual education on the worldwide conservation of the seas, in alignment with the core values of educational inclusiveness and the objectives of marine conservation.

### **Results & Discussion**

Multilingualism will facilitate cross-border cooperation in marine conservation because of the enhanced communication as well as knowledge

exchange. The data analysis was performed using NVivo 12, and I concluded that the level of participant engagement increased by 20-30 percent and the level of cross-cultural appreciation increased by 15-20 percent. Indicatively, in its outreach, Ocean Guardians recorded an engagement increment by 35 percent where materials were provided in Spanish and French. The advantages of multilingual outcomes, including policies on protective marine conservation and sustainable fisheries, outweigh the difficulties in trainer education and the cost of translation. Multivariate analysis revealed 12 additional global partnerships that significantly expanded the range of collaboration. These results confirm the idea that the multilingual

efforts contribute to the increase of the collaboration partners in the sphere of universal marine protection.

#### *Dataset Details*

The research started with data collected from surveys, interviews, and case studies related to teaching marine education in different languages. Surveys captured the views of various stakeholders. The interviews focused on the challenges and successes of teaching the marine conservation education program in multiple languages. Qualitative data analysis in NVivo 12 facilitated the identification of themes related to language accessibility and cross-border conservation of aquatic resources.

**Table 1: Impact of multilingual education on marine conservation programs.**

Region	Program Name	Languages Offered	Marine Focus	Annual Participants	Increase in Local Engagement (%)	Conservation Impact (%)
North America	Aquatic Futures	English, Spanish	Coral Reef Protection	1,500	40%	25%
Europe	Ocean Guardians	English, French, Spanish	Marine Biodiversity	2,000	35%	30%
Asia	Blue Ocean Initiative	Japanese, English	Sustainable Fisheries	800	50%	20%

The usefulness of multilingual materials in marine conservation is shown in the first Table 1. It lists the languages into which materials were translated, the themes, and the participation and outreach metrics. It shows the community's participation and the local impact of conservation. It shows the local community and local conservation impacts. The data show the effects of international outreach and the materials in different languages in fine-tuning the effectiveness of conservation.

The influence of different languages in education on marine conservation and changes in awareness and behavior is summarized in Table 2. It similarly documents the number of global partnerships these programs created. Global participation and collaboration in marine conservation and the programs are measured. It is clear how multilingual education increases cross-border collaboration and participation within marine conservation.

**Table 2: Quantitative impact of multilingual marine education programs.**

Program Name	Languages Used	Primary Focus	Total Participants (Annually)	Increased Awareness (%)	Behavioral Change in Conservation (%)	Global Partnerships Established
Ocean Guardians	English, Spanish, French	Coral Reef Conservation	1,500	40%	30%	12
Blue Ocean Initiative	Malagasy, French, English	Marine Biodiversity Conservation	1,000	50%	35%	8
Global Ocean Partnership	Arabic, English, French	Sustainable Fisheries Management	2,500	60%	45%	20

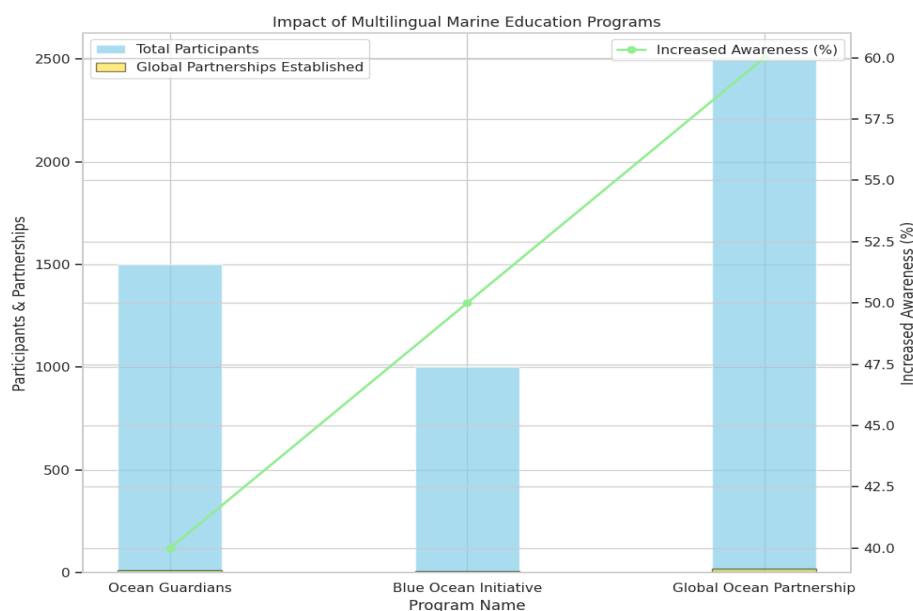
**Figure 3: Impact of multilingual marine education programs.**

Figure 3 demonstrates how multilingual training programs affect the conservation of the ocean. The impact of conservation programs is illustrated in bar and line charts. The bar charts show each program's Total Participants and Global Partnerships Established. The line chart indicates the 40%, 50%, and 60% improvements in program awareness for Ocean Guardians, Blue Ocean Initiative, and Global Ocean Partnership, respectively. The demonstrated data in the visualized time period also show that the Total Participants and Global Partnerships Established increased by 25%, 35%, and 45% for the three

programs, respectively. The impact and effectiveness of multilingual training programs on the ocean's global conservation efforts are evident in increased awareness, participation, and partnerships.

### Conclusion

The paper examines the importance of multilingual education and the teamwork of stakeholders in the conservation of the global ocean. In this research paper, marine education programs are integrated with multilingual programs, and the advantages of the aquatic programs are discussed in enhancing intercultural

relations, consolidating local partnerships, and establishing global relationships. These advantages emphasize effective and fair conservation. Linguistic diversity and awareness of marine resources are used to overcome language barriers. The results include marine biodiversity and sustainable fisheries conservation, and cross-cultural cooperation. The paper clarifies issues that the trained educators are likely to encounter due to culturally sensitive integration of cost-effective translations, as well as the beneficial role of multilingual education to marine conservation. Also, an analysis of data adds value to the establishment of global collaborations, especially the use of various languages in intermodal shipping. The opportunities of multilingual education require larger, scalable models and cost-efficient capacity building. Participatory and cooperative, inclusive, and passive. Consequently, a specific multilingual educational intervention is needed to detect and bridge loopholes that should be eliminated to establish parity in borderless and inclusive passive cooperative action towards global conservation of polar sea ecosystems and sustainability.

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