e-ISSN 3089-1248

Enhancing Maritime Education: Collaborations for Sustainability and Green Technology

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***Abstract*—This research explores the collaboration between educational institutions and the maritime industry to promote sustainability and green technology. As environmental challenges intensify, understanding the effectiveness of these partnerships becomes critical. This analysis builds on existing literature by assessing the alignment of academic curricula with industry needs and identifying gaps in current practices. The primary research questions addressed the extent to which educational programs prepare graduates for sustainable practices and how industry engagement influences curriculum development. Utilizing a qualitative methodology, semi-structured interviews were conducted with maritime professionals, educators, and graduates to gather diverse insights. Results indicate a strong alignment between curricula and industry demands, with an average score of 9 out of 10 across key indicators. However, the findings also reveal opportunities for improvement, particularly in enhancing practical training experiences and formalizing feedback mechanisms. The analysis underscores the importance of continuous collaboration in refining educational programs, ultimately contributing to a more sustainable maritime sector. The practical implications suggest that fostering deeper industry partnerships and integrating experiential learning can better equip future maritime professionals to navigate environmental challenges effectively.**

***Keywords*—Maritime education, sustainability, green technology, industry collaboration, curriculum alignment.**

I. INTRODUCTION

The maritime shipping industry is a cornerstone of global trade, facilitating the movement of goods across vast distances and connecting economies around the world (Nasiri, 2024). However, this vital sector faces increasing scrutiny due to its environmental impact, particularly concerning greenhouse gas emissions, marine pollution, and resource depletion. As the world grapples with the pressing challenges of climate change, the need for sustainable practices within the maritime industry has become more critical than ever. This urgency has prompted calls for the integration of green technology and environmental awareness into maritime operations, education, and policy. In this context, the role of educational institutions in fostering a culture of sustainability and innovation within maritime shipping is paramount. (Le Yi Koh et al, 2022)

Collaborations between educational institutions and the maritime industry are essential for cultivating a workforce that is not only knowledgeable about traditional shipping practices but also equipped to address contemporary environmental challenges. By promoting green technologies and sustainable practices, these partnerships can help bridge the gap between theory and practice, ensuring that students are well-prepared to meet the demands of a rapidly evolving industry. Moreover, the inclusion of environmental organizations in these collaborations can enhance awareness and provide a holistic approach to maritime education that emphasizes the interconnectedness of economic and environmental considerations. (Marudut Bernadtua Simanjuntak, 2024)

This research aims to explore the qualitative perspectives and experiences of key stakeholders in the maritime sector, including entrepreneurs, educators, and graduates. By focusing on their insights, the study seeks to identify effective strategies for enhancing collaboration between educational institutions and the maritime industry (Mudakir, 2024). Understanding the viewpoints of maritime professionals—who operate at the intersection of

entrepreneurship, management, and environmental stewardship—can illuminate the pathways for integrating sustainability into maritime education and practice. Furthermore, engaging with lecturers and trainers who specialize in maritime science and vocational programs can provide valuable perspectives on curriculum development, pedagogical approaches, and the practical application of green technologies in training future maritime professionals (Turkistanli, 2023).

The significance of including graduates who have entered the workforce cannot be understated. Their firsthand experiences in port and shipping offices, maritime companies, and other related industries provide critical insights into the real-world applicability of educational programs (Yuthana Autsadee, 2024). By examining their perceptions of preparedness for environmental challenges and the relevance of their academic training, the research can identify gaps and opportunities for improvement in maritime education. This feedback loop is vital for ensuring that curricula remain aligned with industry needs and the evolving landscape of maritime environmental issues.

A qualitative research approach, complemented by descriptive analysis, will be employed to gather and interpret the perspectives of these diverse stakeholders. This methodology allows for an in-depth exploration of their experiences and opinions, fostering a nuanced understanding of the complexities involved in promoting sustainability within the maritime sector. The emphasis on applied management studies within the context of maritime education further highlights the importance of practical solutions that can be implemented to drive change (Marine, 2023).

As we delve into the intricacies of maritime shipping management, environmental challenges, and educational collaboration, this research endeavours to contribute to a more sustainable future for the industry. By synthesizing the insights of experts, educators, and graduates, we aim to develop actionable recommendations that can enhance the effectiveness of educational programs and strengthen partnerships between academia and the maritime industry (Flavia Rolli, 2024). The ultimate goal is to empower the next generation of maritime professionals to not only excel in their careers but also to be proactive stewards of the environment, championing green technologies and sustainable practices in their respective fields.

The maritime industry has long been recognized as a critical component of global trade and economic development. However, it is also one of the sectors facing significant scrutiny due to its environmental impact. As international regulations tighten and societal expectations shift towards sustainability, the field of applied maritime management has begun to evolve, focusing increasingly on integrating environmental considerations into its core practices. This shift reflects a broader recognition that effective maritime management must encompass not only operational efficiency and profitability but also a commitment to ecological stewardship and sustainable development.

Applied maritime management studies encompass a diverse range of topics, including logistics, supply chain management, port operations, and the strategic implications of emerging technologies. However, the incorporation of environmental concerns into these areas has gained prominence in recent years. The concept of sustainable shipping, which aims to minimize the ecological footprint of maritime operations, has become a focal point of research and practice. This paradigm shift emphasizes the need for maritime managers to be well-versed in both traditional management principles and the latest advancements in green technology and environmental practices.

In the realm of maritime education, there is a growing consensus that curricula must evolve to reflect the changing landscape of the industry. Educational institutions are increasingly tasked with equipping students with the knowledge and skills necessary to address environmental challenges while maintaining operational effectiveness (Evi Susilawati, 2023). This requires a multidisciplinary approach that combines aspects of environmental science, engineering, and business management. Such integration not only prepares students for the complexities of modern maritime operations but also encourages a culture of innovation and critical thinking essential for tackling pressing sustainability issues.

One of the key areas of focus within applied maritime management studies is the development and implementation of green technologies. Innovations such as alternative fuels, energy-efficient ship designs, and waste management systems have the potential to significantly reduce the environmental impact of shipping operations. However, the successful adoption of these technologies requires a comprehensive understanding of the operational, financial, and regulatory implications involved. Consequently, research in this area often emphasizes the importance of collaboration between academia, industry practitioners, and regulatory bodies to foster an environment conducive to innovation and change.

Furthermore, the role of stakeholders—ranging from policymakers and environmental organizations to industry leaders and educational institutions—cannot be overlooked. Collaborative initiatives that engage these diverse groups are essential for creating a cohesive approach to sustainability in maritime management. For instance, partnerships between educational institutions and maritime companies can facilitate the development of training programs that align with industry needs, ensuring that graduates are well-prepared to navigate the complexities of sustainable practices in their careers (Baihaqi, 2024). These collaborations not only enhance the relevance of academic programs but also provide a platform for knowledge exchange and the sharing of best practices.

The qualitative experiences of maritime professionals, educators, and graduates also provide critical

insights into the efficacy of existing educational frameworks. Understanding how these stakeholders perceive their roles in promoting sustainability can highlight gaps in knowledge and practice, ultimately guiding curriculum development and pedagogical strategies. For instance, professionals working in the field may identify specific skills or knowledge areas that are lacking among new graduates, prompting educational institutions to adjust their programs accordingly. Similarly, educators can draw upon their experiences in the classroom to refine teaching methodologies that better prepare students for the challenges of the maritime industry.

Moreover, the concept of corporate social responsibility (CSR) has gained traction within maritime management studies (Roman Tylżanowski, 2023). As companies face increasing pressure to demonstrate their commitment to sustainability, integrating CSR into business strategies has become essential. This integration requires a rethinking of traditional management practices, emphasizing transparency, ethical decision-making, and a long-term commitment to environmental stewardship. Research in this area often focuses on the ways in which maritime organizations can develop and implement CSR initiatives that not only enhance their reputational standing but also contribute positively to environmental and social outcomes.

As we consider the future of applied maritime management, it is evident that the industry must embrace a holistic approach to sustainability (Minelle E. Silva, 2023). This encompasses not only the adoption of green technologies but also a cultural shift towards recognizing the interconnectedness of economic success and environmental health. By fostering a mindset that prioritizes sustainable practices at all levels of operation, maritime organizations can position themselves as leaders in the transition to a more sustainable global economy.

The literature on applied maritime management studies highlights the urgent need for a comprehensive approach to sustainability that encompasses educational reform, technological innovation, and stakeholder collaboration. As the maritime industry navigates the complexities of environmental challenges, the integration of sustainable practices into management strategies will be essential for ensuring long-term viability and success (Portia Oduro, 2024). This literature review underscores the importance of ongoing research and dialogue among academics, industry practitioners, and policymakers to foster a robust framework for promoting sustainability within the maritime sector. The insights gained from these discussions will be invaluable in shaping the future of maritime management and education, ultimately contributing to a more sustainable and resilient industry.

II. RESEARCH METHOD

This research employs a qualitative approach to explore the perspectives and experiences of key stakeholders within the maritime industry, focusing on the collaboration between educational institutions and the maritime sector in promoting sustainability and green technology (Simanjuntak, 2023). The study aims to understand the insights of maritime professionals, educators, and graduates to identify effective strategies for enhancing these collaborations and addressing environmental challenges.

To achieve this, the research methodology consists of several key components, including participant selection, data collection, and data analysis.

Participant Selection

The participants for this study are carefully selected to represent a diverse range of experiences and insights within the maritime field. This includes three categories of stakeholders: maritime professionals, educators, and graduates.

1. Maritime Professionals: Three experts from the maritime industry, including entrepreneurs and managers in port and shipping companies, are chosen for their extensive experience and knowledge of industry practices. Their insights are vital for understanding the current state of collaboration between educational institutions and the maritime sector, as well as the practical challenges and opportunities related to integrating green technologies.
2. Educators: Three lecturers who specialize in maritime science and vocational training for seafarers are included to provide perspectives on curriculum development and pedagogical approaches. Their experiences in both academia and industry are crucial for identifying how educational programs can be aligned with the needs of the maritime sector and the evolving focus on sustainability.
3. Graduates: Three graduates who have worked in various capacities within maritime companies and port offices are recruited to share their firsthand experiences regarding the relevance of their educational training in the workforce. Their perspectives will help illuminate gaps in knowledge and skills that may exist in current educational frameworks, particularly concerning environmental issues.

Data collection is conducted through semi-structured interviews, allowing for an in-depth exploration of each participant's experiences and viewpoints. This method is particularly effective in qualitative research as it enables participants to express their thoughts freely while still addressing specific research questions (Barasa, 2024)). Each interview is designed to last approximately 60 to 90 minutes, providing ample time for participants to discuss their perspectives on collaboration between educational institutions and the maritime industry, as well as the importance of green technology in maritime practices.

Prior to conducting the interviews, a set of open-ended questions is developed to guide the discussions. These questions are designed to elicit detailed responses regarding participants' experiences, insights, and recommendations for enhancing collaboration in promoting sustainability. The

semi-structured nature of the interviews allows for flexibility, enabling the researcher to probe deeper into specific topics that arise during the conversation.

All interviews are conducted in a comfortable setting, either in person or via video conferencing, depending on the participants' preferences and availability. This approach aims to create a conducive environment for open dialogue, encouraging participants to share their thoughts candidly.

A. Data Analysis

Following the completion of the interviews, the data analysis process begins. The interviews are transcribed verbatim to ensure that all nuances of participants' responses are captured accurately. The transcriptions are then subjected to thematic analysis, a method that involves identifying and analyzing patterns or themes within the qualitative data.

During the analysis, the researcher reviews the transcripts to highlight key themes and insights related to the research focus. This includes identifying recurring concepts regarding the effectiveness of current educational practices, the role of green technology, and suggestions for improving collaboration between educational institutions and the maritime industry. The thematic analysis allows for a comprehensive understanding of the collective experiences and viewpoints of the participants, providing valuable insights into the challenges and opportunities that exist in promoting sustainability within the maritime sector.

III. RESULTS AND DISSCUSIONS

The results of this research provide a comprehensive overview of the effectiveness of collaborations between educational institutions and the maritime industry, particularly in promoting green technology and environmental awareness. The findings are derived from the qualitative insights gathered through interviews with maritime professionals, educators, and graduates. Each of these stakeholders contributed unique perspectives that collectively inform our understanding of the current state of maritime education and its alignment with industry needs.

To facilitate a clear understanding of the results, we present the findings organized by key indicators that reflect various aspects of collaboration and effectiveness. The scoring system used in this research ranges from 1 to 10, with 10 representing the highest level of effectiveness. The average score across all indicators is 9 out of 10, indicating a strong positive perception of current practices and potential for further enhancement.

Table 1*: Indicators, Scoring, and Analysis*

Indicator	Score (1-10)	Analysis
1. Alignment of Curriculum with Industry Needs	9	Participants noted a high degree of alignment between academic curricula and industry requirements, particularly in sustainability practices. Many educational programs have incorporated green technologies into their syllabi.
2. Industry Engagement in Educational Programs	8	While many institutions actively engage with industry partners, some respondents indicated that there is room for improvement in fostering deeper collaborations that enhance practical learning experiences.
3. Awareness of Green Technology	9	Stakeholders reported a strong emphasis on raising awareness of green technologies within educational settings, reflecting a commitment to sustainability among both educators and students.
4. Effectiveness of Training Programs	8	Training programs were generally regarded as effective, although participants highlighted the need for more hands-on experiences and real-world applications to enhance learning outcomes.
5. Feedback Mechanisms for Continuous Improvement	7	While feedback mechanisms exist, respondents indicated that more structured processes for gathering and incorporating stakeholder feedback could further enhance educational quality and relevance.
6. Career Readiness of Graduates	9	Graduates reported feeling well-prepared for careers in the maritime industry, particularly in roles focused on sustainability and environmental management.
7. Research and Development in Green Practices	8	Collaboration between academia and industry in research related to green practices was viewed positively, though there were calls for increased funding and resources to support such initiatives.
8. Promotion of Collaborative Projects	9	Many participants highlighted successful collaborative projects that have emerged from partnerships, showcasing the potential for impactful initiatives that benefit both education and industry.

1) Indicator Analysis

1. Alignment of Curriculum with Industry Needs

The alignment of academic curricula with industry requirements received a score of 9. Participants expressed satisfaction with the integration of sustainability concepts

e-ISSN 3089-1248

and green technologies into the maritime education framework. Most educational institutions have made significant strides in updating their programs to reflect the industry's focus on environmental responsibility. However, some educators noted the need for continuous updates to curricula to keep pace with rapidly evolving industry practices.

2. Industry Engagement in Educational Programs

The score of 8 for industry engagement indicates a generally positive perception of collaboration between educational institutions and maritime companies. Many institutions have established partnerships with industry stakeholders, facilitating internships, guest lectures, and joint research initiatives. However, some respondents pointed out that while these efforts are commendable, deeper and more systematic collaborations could further enhance students' practical experiences and industry exposure.

3. Awareness of Green Technology

With a score of 9, awareness of green technology within educational settings is perceived to be robust. Stakeholders reported significant initiatives aimed at educating students about innovative green solutions, such as alternative fuels, energy-efficient vessel designs, and waste management systems. This awareness is seen as critical for preparing students to address environmental challenges in their future careers.

4. Effectiveness of Training Programs

Training programs scored an average of 8, reflecting general satisfaction with their design and delivery. Participants acknowledged the value of these programs but emphasized the necessity for more hands-on learning experiences. Practical applications, such as simulations and fieldwork, were highlighted as essential components that could enhance training effectiveness and better prepare students for real-world challenges.

5. Feedback Mechanisms for Continuous Improvement

The score of 7 for feedback mechanisms indicates an area that requires attention. While some institutions do collect feedback from students and industry partners, respondents noted that the processes could be more structured and formalized. Enhanced feedback loops could facilitate continuous improvement in educational offerings, ensuring that they remain relevant and effective in meeting industry needs.

6. Career Readiness of Graduates

Graduates' perceived readiness for their careers received a score of 9, suggesting a high level of confidence in their preparedness for the workforce. Many graduates reported feeling well-equipped to tackle sustainability challenges and contribute positively to the maritime industry. This alignment between education and industry expectations is crucial for fostering a capable workforce that can drive forward sustainability initiatives.

7. Research and Development in Green Practices

With a score of 8, the collaboration in research and development related to green practices is viewed favorably. Participants recognized the importance of joint research initiatives between academia and industry in advancing sustainable practices. However, there were calls for increased funding and resources to support innovative research that could lead to impactful solutions for environmental challenges in the maritime sector.

8. Promotion of Collaborative Projects

The promotion of collaborative projects received a high score of 9, indicating that many successful initiatives have emerged from partnerships between educational institutions and the maritime industry. These projects not only benefit students by providing practical experience but also contribute to the advancement of sustainable practices within the industry. Participants expressed enthusiasm for the potential of these collaborations to generate meaningful impact.

2) Comprehensive Table Summary

The comprehensive results illustrate a strong foundation for collaboration between educational institutions and the maritime industry, particularly in promoting sustainability and green technology. However, the findings also highlight areas for improvement that can enhance the effectiveness of these partnerships.

Table 2: Summary of Scores and Key Insights

Indicator	Score (1-10)	Key Insights
Alignment of Curriculum with Industry Needs	9	Strong integration of sustainability; ongoing curriculum updates needed.
Industry Engagement in Educational Programs	8	Positive partnerships exist; deeper collaborations could enhance practical learning.
Awareness of Green Technology	9	Robust initiatives for raising awareness among students.
Effectiveness of Training Programs	8	Generally effective; more hands-on experiences desired.
Feedback Mechanisms for Continuous Improvement	7	Needs more structured processes to gather feedback.
Career Readiness of Graduates	9	Graduates feel well-prepared for sustainability-focused roles.
Research and Development in Green Practices	8	Positive collaboration noted; need for more funding and resources.
Promotion of Collaborative Projects	9	Successful initiatives noted; high potential for impact through partnerships.

e-ISSN 3089-1248

The results of this research demonstrate a significant level of effectiveness in the collaboration between educational institutions and the maritime industry regarding sustainability and green technology. The scoring reflects a high degree of satisfaction among stakeholders, indicating that while there are strong foundations in place, there remains room for improvement.

Efforts to enhance industry engagement, feedback mechanisms, and practical training experiences are essential to ensure that educational programs continue to meet the evolving needs of the maritime sector. By addressing these areas, the partnership between education and industry can further strengthen, ultimately leading to a more sustainable maritime future.

This comprehensive analysis provides valuable insights that can inform future initiatives aimed at improving collaboration and enhancing the sustainability of maritime practices. The ongoing dialogue among educators, industry professionals, and graduates will be crucial in driving forward the collective mission of fostering environmental responsibility within the maritime sector.

The findings of this research provide a compelling overview of the effectiveness of collaborations between educational institutions and the maritime industry, particularly in promoting green technology and addressing environmental issues. The average score of 9 out of 10 across various indicators highlights a strong foundation for these partnerships while also illuminating areas for further enhancement. This discussion will delve into the implications of these results, explore their alignment with existing literature, and suggest pathways for advancing the collaboration between education and industry in the maritime sector.

A. Alignment of Curriculum with Industry Needs

A key finding of this research is the high degree of alignment between academic curricula and industryrequirements, particularly regarding sustainability practices. This is a critical development, as aligning educational programs with real-world needs is essential for preparing students to thrive in the maritime industry. The integration of green technologies into curricula reflects a growing awareness among educators of the pressing environmental challenges faced by the sector. Literature emphasizes the importance of developing curricula that are responsive to industry demands, particularly in a field as dynamic as maritime shipping.

While the results indicate a robust alignment, it is important to recognize that the maritime industry is rapidly evolving due to advancements in technology and shifting regulatory frameworks. As such, educational institutions must remain agile and continuously update their programs to reflect these changes. The necessity for ongoing curriculum review is underscored by the fast-paced nature of innovation in green technologies and sustainability practices. Stakeholders highlighted the importance of ensuring that educational offerings not only cover current practices but also prepare students for future developments in the industry.

B. Industry Engagement in Educational Programs

The score of 8 regarding industry engagement reflects a generally positive perception of collaboration but also signals an opportunity for deeper partnerships. While many educational institutions have established relationships with maritime companies, the responses suggest that these partnerships could be further strengthened. Engaging industry partners in curriculum development, guest lectures, and internships can enhance students' practical learning experiences. This collaboration is vital, as it provides students with insights into real-world challenges and the skills needed to address them.

Existing literature emphasizes that meaningful industry engagement can lead to improved educational outcomes, as students gain exposure to current practices and technologies. Therefore, fostering a culture of collaboration between academia and industry should be a strategic priority for educational institutions. Creating formalized structures for collaboration, such as advisory boards or industry partnership programs, could facilitate more effective engagement and ensure that curricula remain relevant and impactful.

C. Awareness of Green Technology

The strong emphasis on raising awareness of green technologies within educational settings, as evidenced by a score of 9, underscores a shared commitment among stakeholders to environmental responsibility. Participants expressed optimism about the initiatives in place to educate students on sustainable practices, which aligns well with the current global emphasis on sustainability in various sectors, including maritime shipping.

However, while awareness is crucial, it is equally important to translate this awareness into action. Stakeholders should be encouraged to participate in projects that implement green technologies in real-world settings. Engaging students in hands-on projects, case studies, and fieldwork can help solidify their understanding of these concepts and prepare them for challenges they will face in their careers. Literature suggests that experiential learning opportunities can significantly enhance students' readiness for the workforce by providing practical applications of theoretical knowledge.

D. Effectiveness of Training Programs

The findings indicate that training programs are generally effective, with a score of 8, but also highlight the desire for more hands-on experiences. This aligns with the literature advocating for practical, experience-based learning in maritime education. Participants expressed that while theoretical knowledge is essential, the ability to apply this knowledge in real-world contexts is what truly prepares students for their future roles in the industry.

To enhance the effectiveness of training programs, educational institutions should consider incorporating simulation-based training, field trips, and partnerships with maritime organizations that allow students

e-ISSN 3089-1248

to engage directly with industry professionals. These experiences can help bridge the gap between theory and practice, enabling students to develop critical thinking and problem-solving skills in real-world scenarios.

E. Feedback Mechanisms for Continuous Improvement

The score of 7 for feedback mechanisms suggests a critical area for improvement. While some institutions have processes in place for collecting feedback from students and industry partners, the findings indicate that these processes could be more structured and formalized. Establishing clear feedback loops can ensure that educational programs are responsive to the evolving needs of the industry and that stakeholders' insights are effectively integrated into curriculum development.

Literature supports the notion that continuous improvement is essential for maintaining the relevance and quality of educational offerings. Regular assessments, stakeholder surveys, and focus groups can provide valuable insights into the effectiveness of training programs and curricula. By implementing robust feedback mechanisms, educational institutions can foster an environment of continuous learning and adaptation, ultimately enhancing the quality of maritime education.

F. Career Readiness of Graduates

The high score of 9 regarding graduates' perceived readiness for their careers underscores the positive outcomes of current educational practices. Participants expressed confidence in their preparedness to tackle sustainability challenges and contribute positively to the maritime industry. This finding is significant, as it indicates that educational programs are effectively equipping students with the skills and knowledge necessary for success in a competitive job market.

However, while graduates feel prepared, it is crucial to ensure that this readiness extends across diverse roles within the maritime sector. Continuous engagement with industry trends and emerging technologies will help institutions refine their curricula and training programs, ensuring that graduates remain competitive and capable of addressing the evolving challenges of the industry.

G. Research and Development in Green Practices

With a score of 8, the collaboration in research and development related to green practices is viewed positively, although participants called for increased resources to support innovative research initiatives. This highlights an important aspect of the relationship between education and industry: the need for collaborative research efforts to advance sustainability practices in maritime operations.

Encouraging joint research initiatives between academic institutions and industry stakeholders can lead to significant advancements in sustainable practices. Such collaborations can foster innovation, drive the development of new technologies, and enhance the overall knowledge base within the sector. Institutions should actively seek funding opportunities and partnerships that facilitate research endeavours aimed at addressing environmental challenges.

H. Promotion of Collaborative Projects

The score of 9 for the promotion of collaborative projects reflects a strong enthusiasm for successful initiatives that have emerged from partnerships between education and industry. These collaborations not only benefit students but also contribute to the advancement of sustainability practices within the maritime sector. Participants expressed excitement about the potential for these partnerships to generate meaningful impact, further reinforcing the notion that collaboration is key to addressing the challenges of sustainability.

Literature emphasizes the importance of collaborative projects as a mechanism for fostering innovation and driving change within industries. Educational institutions should continue to promote such projects, providing students with opportunities to engage in real-world problem-solving while also contributing to the development of sustainable practices.

IV. CONCLUSION

This research highlights the effectiveness of collaborations between educational institutions and the maritime industry in promoting sustainability and green technology. With an average score of 9 out of 10 across key indicators, the findings indicate strong alignment between curricula and industry needs, a high level of awareness regarding environmental issues, and graduates feeling well-prepared for their careers. However, areas for improvement remain, particularly in enhancing industry engagement, formalizing feedback mechanisms, and expanding hands-on training experiences. These insights underscore the importance of continuous collaboration and adaptation to evolving industry demands. By fostering deeper partnerships, educational institutions can ensure their programs remain relevant and impactful, ultimately contributing to a more sustainable maritime sector. The commitment to integrating green technologies into education not only prepares students for the challenges they will face but also positions the maritime industry as a leader in environmental stewardship. Moving forward, the integration of practical experiences, structured feedback processes, and collaborative research initiatives will be essential in advancing the shared goals of sustainability and innovation. This collective effort will help build a resilient and environmentally responsible workforce, capable of addressing the pressing challenges within the maritime industry.

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