TRANSFORMING TEACHING FOR A GREENER PLANET

Reference Number: 2024-1-BG01-KA220-VET-000246431

WORK PACKAGE 2. CONSOLIDATION OF KNOWLEDGE

Deliverable 2. Environmental Protection and Green Economy Shifting Teachers' Competencies Report

NATIONAL REPORT - ROMANIA

Funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Erasmus+ Programme: KA220-VET - Cooperation partnerships in vocational education and training

Document Description	
Elaborated by	**LTIL**
Work Package No. and title	**WP2. Consolidation of knowledge**
Deliverable N° and title	**Deliverable 2. Environmental Protection and Green Economy Shifting Teachers' Competencies Report**
Dissemination level	**Public**
Deliverable target group	**VET educators, VET organisations and all interested parties**
Activity related	**A2. Development of the teachers competencies and skills paths on the Environmental Protection and Green Economy**
Language	**Original in English**

Table of Contents

Introduction

The development of teachers' competencies and skills in the fields of Environmental Protection and the Green Economy is essential in preparing future generations to face global environmental challenges. By equipping educators with the right tools, knowledge, and methodologies, we can foster greater awareness, responsibility, and innovation in sustainable practices across all educational levels. This approach not only strengthens environmental education but also supports the transition towards a more sustainable and resilient society.

In order to gather perspectives and feedback from VET teachers at the regional and national levels in Romania, an online survey was conducted among them. The survey aimed to assess their level of awareness regarding the GreenComp Framework and their readiness to promote education for sustainability through the implementation of more effective, technology-based methodologies focused on developing inclusive green learning scenarios.

The survey was based on an online questionnaire developed and approved by the project consortium. The questionnaire consisted of 23 multiple-choice and open-ended questions, structured into the following sections:

Section 1: Demographic Information
Section 2: Awareness and Understanding of Sustainability Frameworks
Section 3: VET Teaching Methodologies and Pedagogical Approaches
Section 4: Digital Competencies and Use of Technology
Section 5: Training Needs and Preferences
Section 6: Additional Comments

This questionnaire was distributed to a target sample of teachers working in Technological High Schools, Vocational Trade Schools, and Vocational High Schools from the North-East region of Romania, as well as from schools in other Romanian regions. A total of 36 responses were collected from teachers with various specializations.

The diversity of the respondents' backgrounds provided valuable insights into the current level of preparedness and training needs across different educational settings, contributing to a more comprehensive understanding of the challenges and opportunities in integrating sustainability and green competencies into VET education.

This national report was developed by "Ion Luca" Theoretical High School from Vatra Dornei, Romania. The document presents the conclusions of an analysis based on the data and information collected regarding the level of awareness and preparedness of VET teachers and trainers in Romania for delivering green and sustainable education.

Section 1: Demographic Information

The online survey conducted in Romania received feedback from 36 respondents, all of whom are VET educators. The distribution of respondents across predefined age groups is shown in Fig.1. This visual representation helps to understand the age demographics of the teachers who participated in the survey, providing insights into their potential experience levels and familiarity with sustainability education.

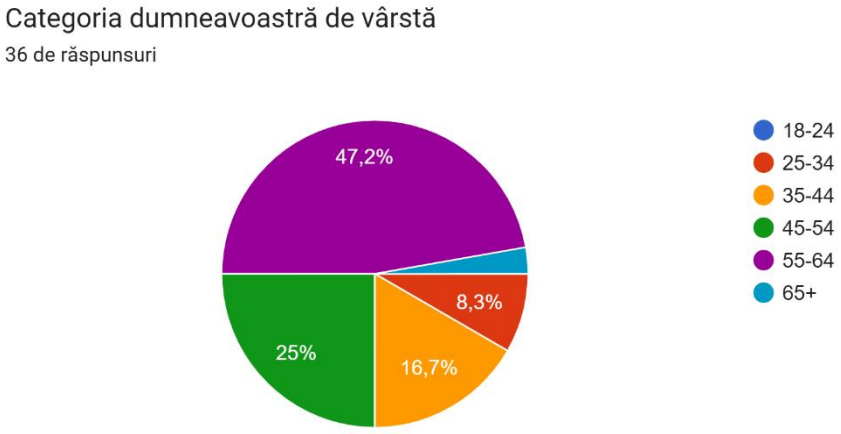

Fig. 1. Categoria dumneavoastră de vârstă?

From the survey results, it is observed that 86.1% of the respondents are women, and 13.9% are men. All participants are employed in the educational sector, specifically in VET institutions. The age distribution is as follows: 8.3% of the respondents are between 25-34 years old, 16.7% fall within the 35-44 age range, 25% are between 45-54 years old, 47.2% are aged 55-64, and the remaining respondents are over 65 years old.

This distribution highlights the predominance of older, more experienced educators in the VET sector, which may suggest a wealth of knowledge in traditional educational practices, but also a potential need for updated training on modern pedagogies, especially in the context of sustainability and green economy education.

The respondents' areas of expertise include a wide range of sectors such as renewable energy, construction, manufacturing, agriculture, tourism, business/administration, and education. Figure 2 illustrates the diversity of these fields of expertise, highlighting the broad spectrum of knowledge and experience among the survey participants. This diversity indicates a wide array of perspectives on sustainability and green economy education across different professional domains.

Fig. 2. What is your area of expertise/specialization?

The variety of professional backgrounds among the respondents enriches the survey results, providing a comprehensive view of how different sectors perceive the integration of environmental protection and green economy principles into education. The participation of experts from fields like renewable energy, agriculture, and business, for instance, may offer valuable insights into how sustainability can be practically applied across various industries, helping to tailor educational programs to specific sectoral needs.

Table 1 - Areas of specialisation of the respondents.

Category	Number of Mentions	Percentage (%)
Sciences and Technology	7	19,4
Education and Teaching	21	58,34
Economics and Administration	2	5,56
Tourism and Sustainability	5	13,88
Literature and Humanities	0	0
Inclusion and Support	0	0
Health and Socio-Healthcare	0	0
Other Areas	1	2,78

Below is the distribution by specialization of the 36 respondents who completed the online questionnaire. This breakdown provides an overview of the academic or professional background of the participants, helping to better understand the context of their responses.

Table 2 - The specialty of each respondent

Crt. No.	The specialty of each respondent	Number of respondents per specialty	(%)
1.	Biology	6	16,7
2.	Biology. Environmental protection	1	2,1
3.	Biology. Sciences	1	2,1
4.	Chemistry	2	5,6
5.	Physical-Chemistry	1	2,1
6.	Trade	1	2,1
7.	Technical disciplines	2	5,6
8.	Technical disciplines by specialty	1	2,1
9.	Public Health Directorate. Tourism and Food	1	2,1
10.	Physical	6	16,7
11.	Geography	2	5,6
12.	Computer Science. Information and Communications Technology	1	2,1
13.	Engineers	2	5,6
14.	Romanian language and literature	1	2,1
15.	Mathematics	3	8,3
16.	Culinary preparations. Quality in tourism	1	2,1
17.	Primary education teacher	1	2,1
18.	Forestry	1	2,1
19.	English language	1	2,1
20.	Social and human sciences	1	2,1

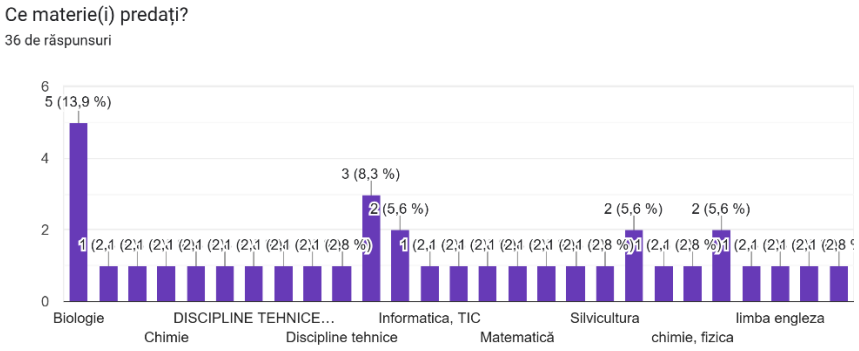

Fig. 3. What subject(s) do you teach?

Section 2: Awareness and Understanding of Sustainability Frameworks

Fig. 4 shows how the respondents evaluate their level of awareness regarding the GreenComp Framework Section 3: Teaching Methodologies and Pedagogical Approaches.

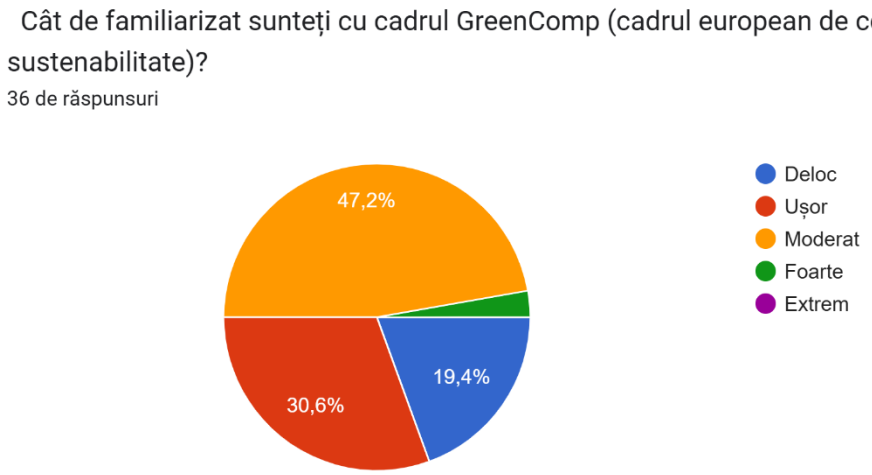

Fig. 4. How familiar are you with the GreenComp framework
(the European competence framework for sustainability)?

The respondents were asked whether they are familiar with the GreenComp framework. Most of them reported a moderate level of familiarity—47.2%—followed by 30.6% who indicated limited knowledge, and 19.4% who stated they were not familiar at all. Only 2.8% reported being very familiar with the framework.

These results suggest that while the majority have at least heard of GreenComp, there is still a significant knowledge gap regarding its content and applications. This highlights the need for more awareness-raising and training initiatives, especially if the framework is to be effectively integrated into educational or professional practices.

In response to the question “How confident are you in your understanding of the key sustainability competencies presented in GreenComp?”, participants were asked to rate their confidence on a scale from 1 to 5, where 1 meant “not at all” and 5 meant “very confident”.

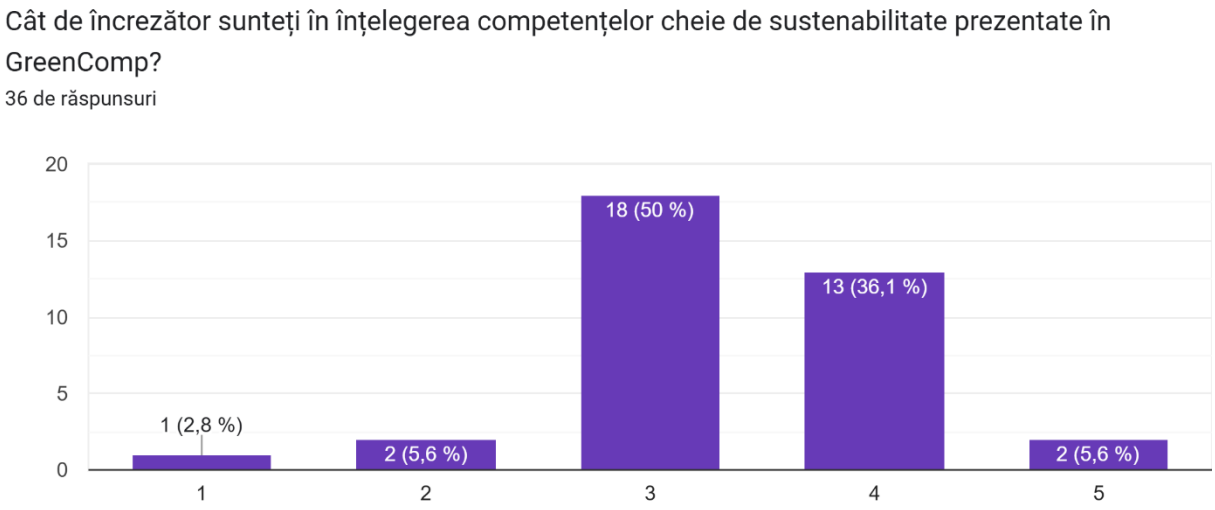

Fig. 5. How confident are you in understanding the key sustainability competencies presented in GreenComp?

The results show a tendency toward moderate or limited confidence, indicating that while some respondents are familiar with the framework, there is still a general uncertainty when it comes to fully understanding the specific competencies it outlines. This highlights the importance of targeted training and clearer communication of the framework's content, especially for those expected to apply it in educational or professional settings.

In response to the question: “How familiar are you with European and international green standards and sustainable management standards (e.g., ISO 14001, EMAS, SDGs)?”, 50% of respondents indicated a moderate level of familiarity. Meanwhile, 25% reported being slightly familiar, and another 25% stated they were not familiar at all, Fig. 6.

These findings suggest that although half of the respondents have a general awareness of sustainability standards, there is still a considerable proportion who lack basic familiarity. This underlines the need for increased exposure and education regarding both regulatory frameworks and practical tools for sustainable management.

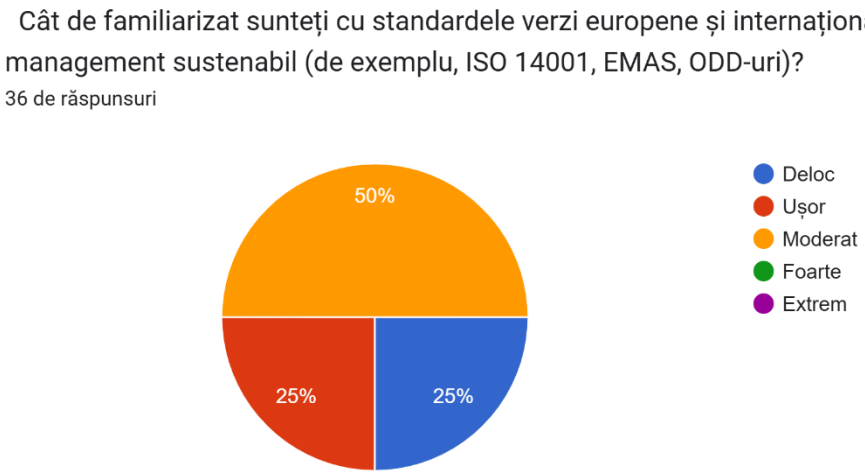

Fig. 6. How familiar are you with European and international green standards and sustainable management standards (e.g., ISO 14001, EMAS, SDGs)?

In response to the question: "How familiar are you with green standards and sustainable management standards specific to your sector?", 50% of respondents indicated a moderate level of familiarity. Additionally, 27.8% reported being slightly familiar, 16.7% stated they were not familiar at all, and only 5.5% described themselves as being very familiar—a relatively small percentage, Fig. 6.1.

These results indicate that while half of the participants have some awareness of sustainability standards relevant to their field, deep familiarity remains limited. This points to the need for sector-specific guidance and capacity-building initiatives to strengthen the integration of sustainability principles into everyday professional practices.

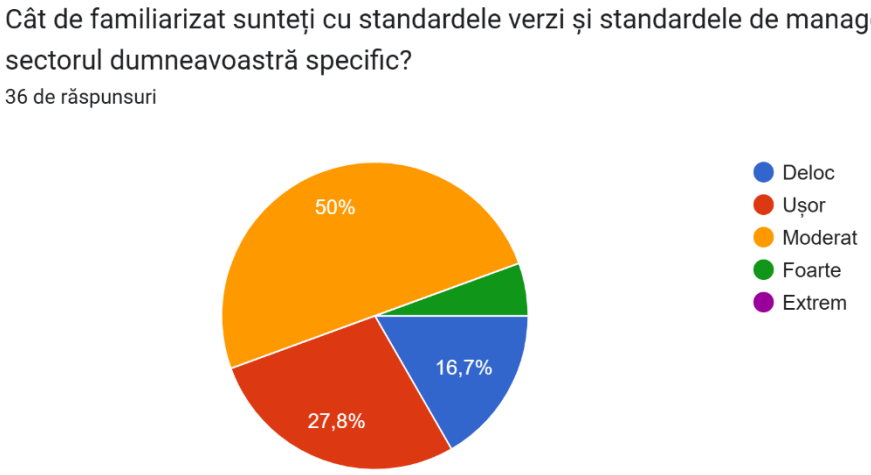

Fig. 6.1. How familiar are you with green standards and sustainable management standards specific to your sector?

In response to the question: “Do you include sustainability-related topics in your teaching process?”, 63.9% of respondents answered “Yes, occasionally”, while 22.2% reported doing so “regularly”, Fig. 7. Additionally, 13.9% stated that they do not currently include such topics but would like to do so in the future.

These responses reflect a growing interest in integrating sustainability into education, although for many, this integration remains occasional. The willingness of some respondents to adopt such topics moving forward suggests potential for further development, especially with adequate support and resources.

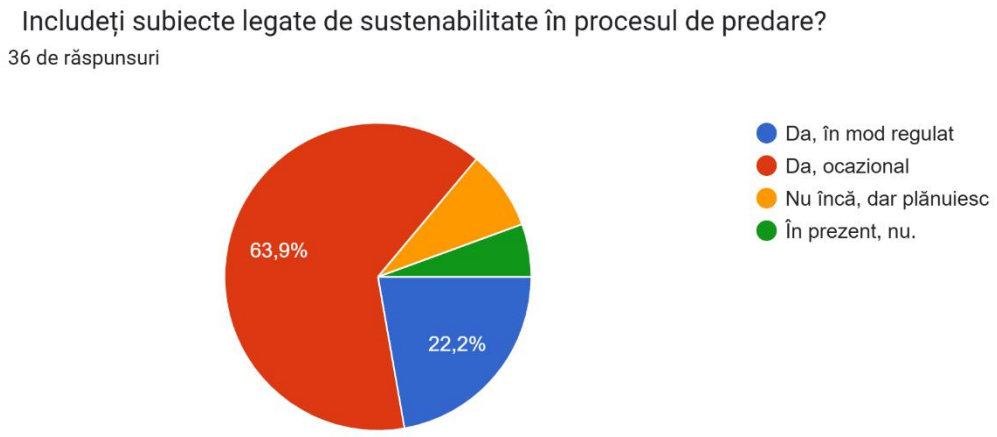

Fig. 7. Do you include sustainability-related topics in your teaching process?

Respondents were also asked: “How important do you consider the integration of sustainability competencies into the VET curriculum?” The responses were as follows: 19.4% answered “Fairly important”, 41.7% chose “Important”, and 38.9% selected “Very important”. These results are visually represented in the attached chart, Fig. 8.

The data clearly show that a significant majority of participants recognize the importance of embedding sustainability competencies within vocational education and training. This widespread acknowledgment underlines the growing relevance of sustainability in shaping future-oriented educational programs.

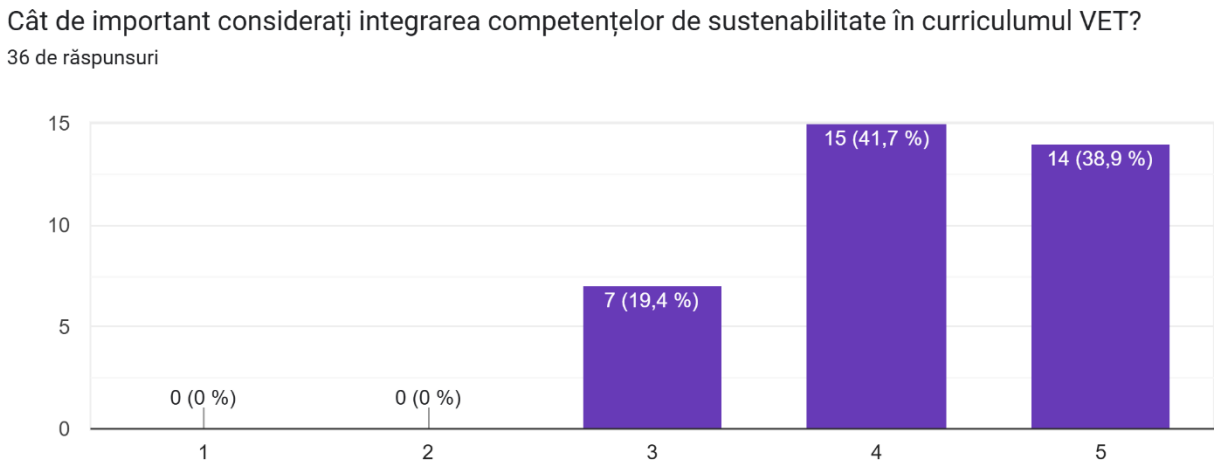

Fig. 8. How important do you consider the integration of sustainability competencies into the VET curriculum?"

Table 3 summarizes the responses to the question: "Please share your opinion on the design, development, and delivery of learning pathways that would develop sustainability competencies in your VET students."

Table 3 - Developing and providing learning pathways that develop sustainability skills in VET students.

Competence	I can create and develop (%)	I am interested to develop (%)	I am not familiar with the topic (%)	I am not interested in the topic (%)
Valuing sustainability	22,22	72,22	5,55	0
Supporting fairness	27,77	66,66	5,55	0
Promoting nature	58,33	41,66	0	0
Systems thinking	47,22	52,77	0	0
Critical thinking	47,22	50	1,77	0
Problem framing	50	50	0	0
Futures literacy	50	50	0	0
Adaptability	33,33	66,66	0	0
Exploratory thinking	44,44	55,55	0	0
Political agency	16,66	55,55	2,77	0
Collective action	38,88	58,33	2,77	0
Individual initiative	41,66	55,55	2,77	0

The responses are balanced, with all respondents expressing an interest in developing sustainability competencies in students across all education levels, not just within vocational education. Many of them expressed a desire to create, design, and develop such learning pathways.

This indicates a broad recognition of the importance of sustainability education beyond the VET sector, showing a commitment to fostering sustainability skills throughout the educational system. The responses also reflect a strong willingness to take active steps in integrating sustainability into teaching, but suggest that further guidance and resources are needed to effectively implement these ideas.

The responses reveal varying levels of support for the inclusion of sustainability competencies in VET curricula. Many respondents emphasized the importance of creating structured, well-designed learning pathways to ensure that students gain the necessary skills to address sustainability challenges. However, a notable portion highlighted the need for additional resources, training, and guidance to effectively implement such programs. These insights suggest that while there is clear enthusiasm for incorporating sustainability into vocational education, practical support is still a critical factor for successful integration.

Section 3: Teaching Methodologies and Pedagogical Approaches.

Taking into account the responses gathered, it is clear that there is a strong interest among educators to develop sustainability competencies not only in vocational education and training (VET) but across all levels of education. Respondents expressed a clear commitment to designing, developing, and delivering learning pathways that would equip students with the necessary skills to address sustainability challenges.

This widespread interest highlights the growing recognition of the importance of sustainability in education, with many teachers eager to integrate these competencies into their teaching practices. It also underscores the belief that sustainability should be a cross-curricular priority, relevant to all educational stages. However, the feedback suggests that successful implementation will require more structured support, including resources, professional development, and clear guidelines to help educators effectively introduce sustainability concepts into their curricula.

Regarding the professional development of teachers in relation to VET competencies, the question was asked: “How confident are you in applying the following teaching methodologies? (Please rate from 1 = 'Not at all confident' to 5 = 'Very confident') (Linear scale for each methodology).”, Fig. 9.

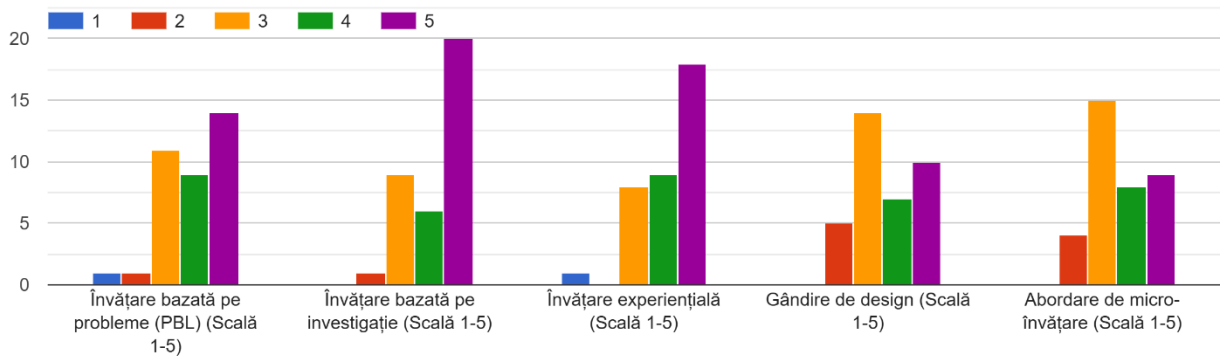

Fig. 9. How confident are you in applying the following teaching methodologies?

Table 4 - Teaching methodologies.

Teaching methodologies	1 = "Not at all confident" (%)	2 (%)	3 (%)	4 (%)	5 = "Very confident" (%)
Problem-Based Learning (PBL)	2,77	2,77	30,55	25	38,88
Inquiry-Based Learning	0	2,77	25	16,66	55,55
Experiential learning	2,77	0	22,22	25	50
Design thinking	0	13,88	38,88	19,44	27,77
Micro-learning approach	0	11,11	41,66	22,22	25

Taking into account the responses gathered, it is clear that there is a strong interest among educators to develop sustainability competencies not only in vocational education and training (VET) but across all levels of education. Respondents expressed a clear commitment to designing, developing, and delivering learning pathways that would equip students with the necessary skills to address sustainability challenges.

This widespread interest highlights the growing recognition of the importance of sustainability in education, with many teachers eager to integrate these competencies into their teaching practices. It also underscores the belief that sustainability should be a cross-curricular priority, relevant to all educational stages. However, the feedback suggests that successful

implementation will require more structured support, including resources, professional development, and clear guidelines to help educators effectively introduce sustainability concepts into their curricula.

Regarding the professional development of teachers in relation to VET competencies, the question was asked: “How confident are you in applying the following teaching methodologies? (Please rate from 1 = 'Not at all confident' to 5 = 'Very confident') (Linear scale for each methodology).”Regarding the professional development of teachers in relation to VET competencies, the question was asked: “How confident are you in applying the following teaching methodologies? (Please rate from 1 = 'Not at all confident' to 5 = 'Very confident') (Linear scale for each methodology).”

learning more relevant and impactful for students, preparing them for future challenges in sustainable practices.

While inquiry-based learning stands out, the data also indicates that other methodologies are valued, though to a lesser extent. This points to a varied approach to teaching sustainability competencies, where a combination of methods, including theoretical and practical elements, can support a holistic learning experience.

The diagram in Fig. 10 summarizes the responses to the question: “Which of the following teaching methods do you consider to be the most effective for teaching sustainability competencies?”

The results show a clear preference for specific teaching methods, with inquiry-based learning being the most frequently selected approach. This method was favored for its ability to engage students in active problem-solving and critical thinking, essential components for understanding and addressing sustainability challenges. Additionally, methods that emphasize experiential learning, such as project-based learning and case studies, were also highlighted as effective tools for developing sustainability competencies.

The data suggests that educators recognize the importance of incorporating practical, hands-on approaches into their teaching to effectively convey sustainability concepts. While traditional methods such as lectures were considered less effective, they were still valued as supplementary tools to reinforce key theoretical knowledge.

Overall, the diagram indicates a strong alignment with pedagogical approaches that encourage student involvement, reflection, and real-world application of sustainability principles. This shift toward more interactive and practical learning methods underscores the growing emphasis on preparing students for the complex challenges of sustainable development.

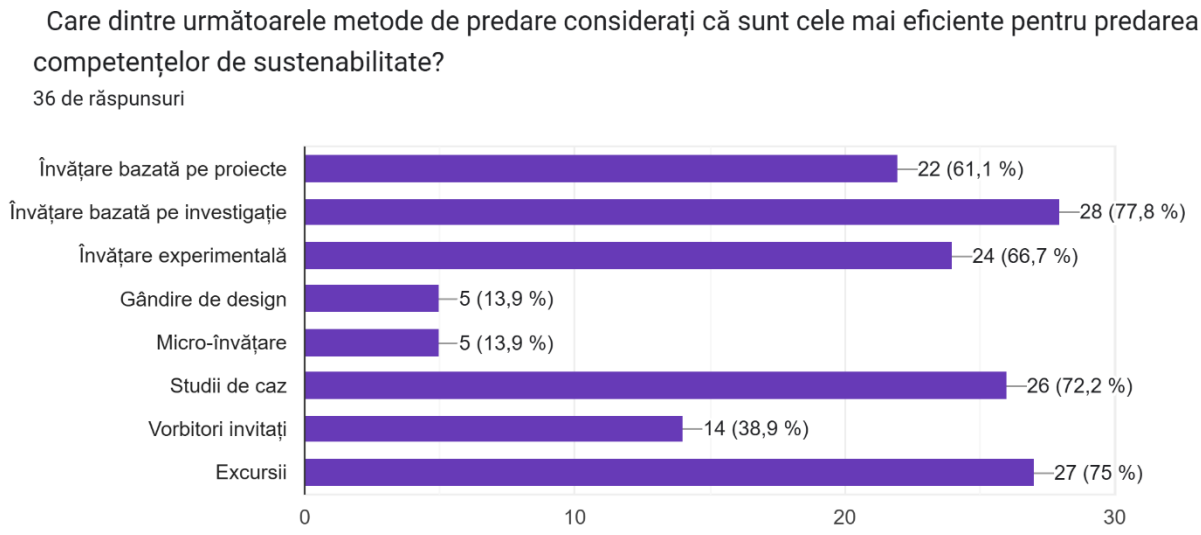

Fig. 10. Which of the following teaching methods do you consider to be the most effective for teaching sustainability competencies?"

Unfortunately, the response to the question: "Have you received official training in any of these methodologies?" is concerning. 88.9% of respondents indicated that they have not received official training in any of the methodologies mentioned in the survey. Only 11.1% reported having attended training courses related to these methodologies, Fig. 11.

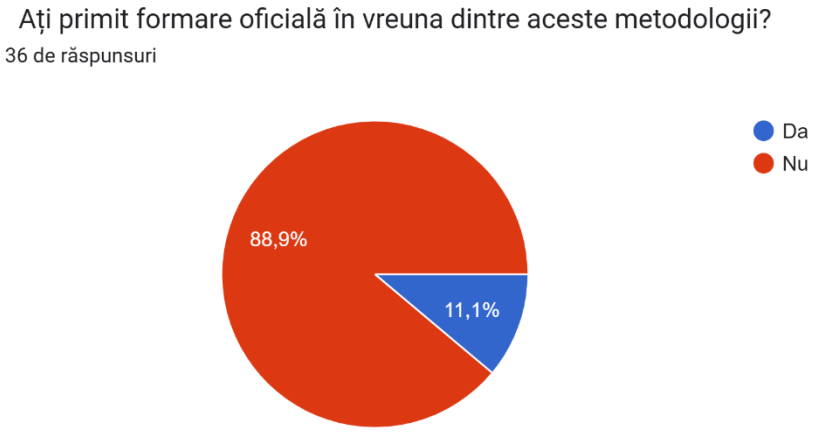

Fig. 11. Have you received official training in any of these methodologies?

However, 97.2% of respondents expressed interest in receiving training on these methodologies to improve their teaching practices. This overwhelming interest demonstrates a strong commitment from educators to enhance their skills and integrate more effective

sustainability teaching strategies, despite the current lack of formal training opportunities. Providing such training could be crucial for addressing the gaps in sustainability education and empowering teachers to better equip students with the necessary competencies to tackle sustainability challenges, Fig. 12.

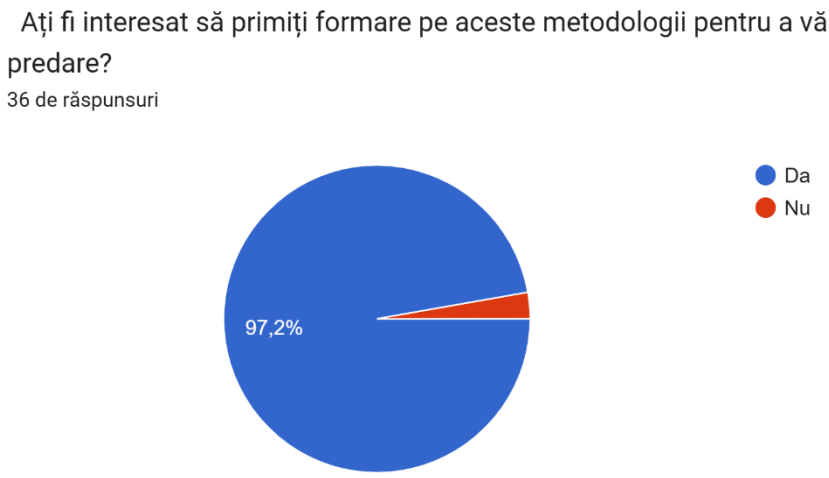

Fig.12. Would you be interested in receiving training on methodologies to use these teaching methods?

Section 4: Digital Competencies and Use of Technology

Digital competencies of teachers in Romania are a crucial aspect of modern educational processes. In recent years, significant efforts have been made to integrate technology into education, and teachers have been encouraged to develop their digital skills, both to enhance the teaching process and to respond to current educational challenges.

However, there are significant differences among teachers regarding their level of digital competence, especially between urban and rural areas, as well as across various education levels. In general, many teachers are familiar with basic digital tools such as word processing, the use of online learning platforms, and educational applications. However, there is a considerable number of teachers who struggle with advanced technologies or interactive methodologies, which can limit the effectiveness of digital learning.

Additionally, continuous training in digital competencies is essential. Most teachers in Romania would like to participate in training courses to improve their use of technology in teaching, and this is supported by numerous initiatives and educational programs offered by the Ministry of Education or other international organizations.

Thus, investments in continuous professional development, including in digital competencies, are vital to ensure quality education that meets the demands of the 21st century.

In response to the question: “How confident are you in using digital tools and technologies to develop educational resources related to sustainability?”, 75% of respondents indicated that they use digital tools well or very well, while 25% reported that they manage to use them with some ease, according to Fig. 13 in the survey.

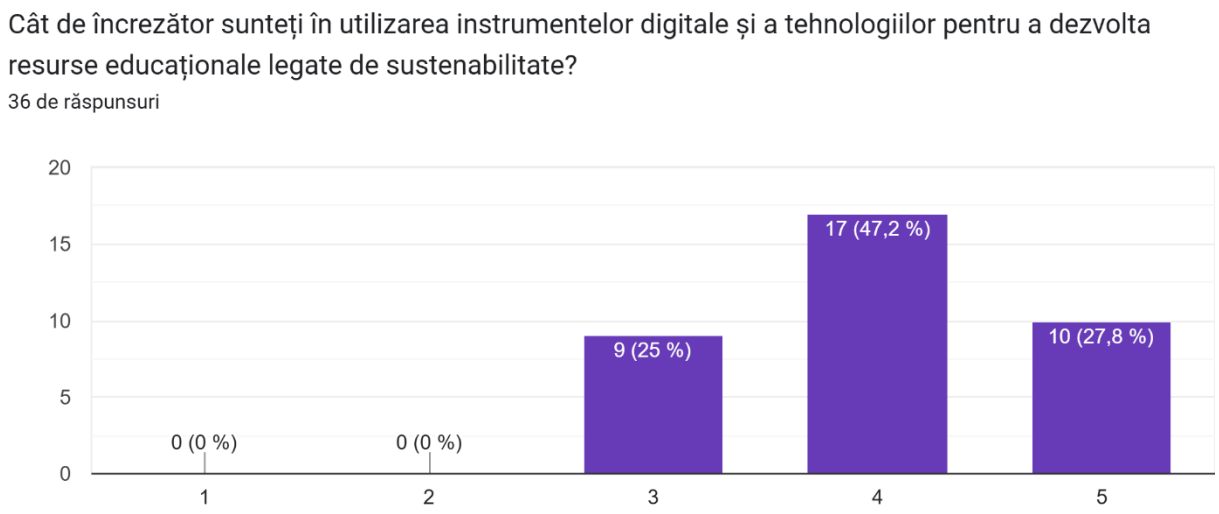

Fig.13. How confident are you in using digital tools and technologies to develop educational resources related to sustainability?

Fig. 14, which summarizes the responses to the question: “Which of the following digital tools and technologies are you comfortable using?”, shows that teachers are actively using various digital tools and technologies in classroom teaching. The data indicates that educators are generally comfortable with commonly used technologies such as presentation software, learning management systems (LMS), and digital collaboration tools. This reflects a growing trend towards incorporating technology into traditional teaching practices.

Moreover, the results suggest that while teachers are familiar with a broad range of tools, there may still be some room for improvement in mastering more advanced or specialized technologies. The findings underscore the importance of continuous professional development to help educators further integrate digital tools effectively into their teaching, especially in areas such as sustainability education.

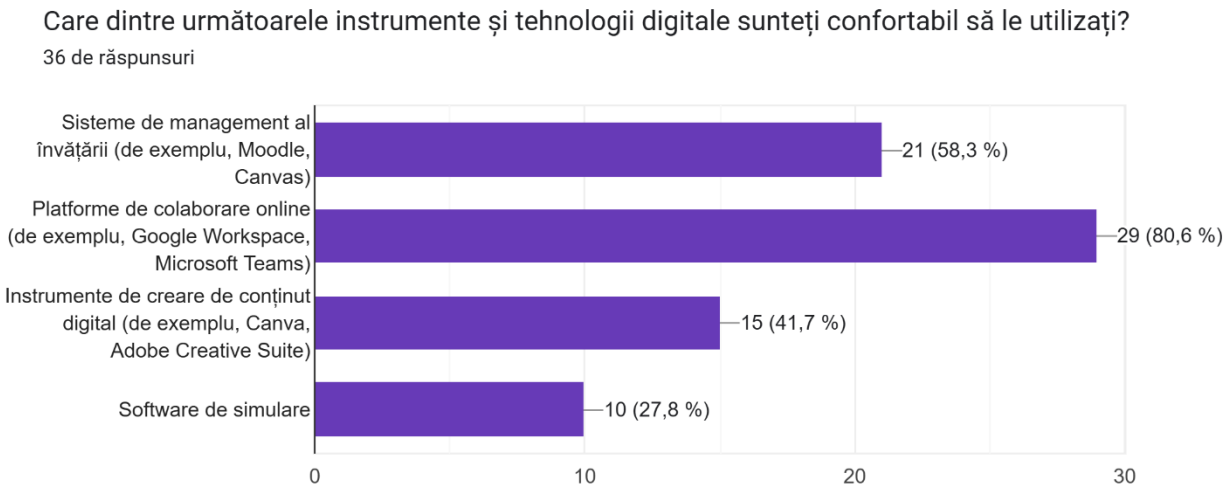

Fig. 14. Which of the following digital tools and technologies are you comfortable using?

In response to the question: “What type of digital resources do you consider most useful for teaching sustainability and green skills?”, the following responses were provided:

- Simulation software
- Moodle
- Specific software and proprietary materials
- Microsoft Teams
- Google Earth Engine, WWF Carbon Footprint Calculator, EcoCity, NASA Climate Kids, etc.
- Interactive resources
- Open digital resources
- Microsoft Teams
- Diverse platforms with specific content
- Digital programs and tools
- Applications for presenting information, evaluation, and teaching
- Laptops, TV
- Resources that allow for simulating experiments
- Platforms, Internet
- Practical resources
- A combination of all of the above
- Online educational platforms
- Computers
- Not sure

- Adobe, 3D simulator
- Online collaboration platforms
- Any type of resources
- Educational websites
- Not familiar with other types of digital resources

According to Figure 14, regarding the question: "How comfortable are you with using technology to facilitate online or blended learning?", 44.5% of respondents feel very comfortable, while 55.6% feel comfortable.

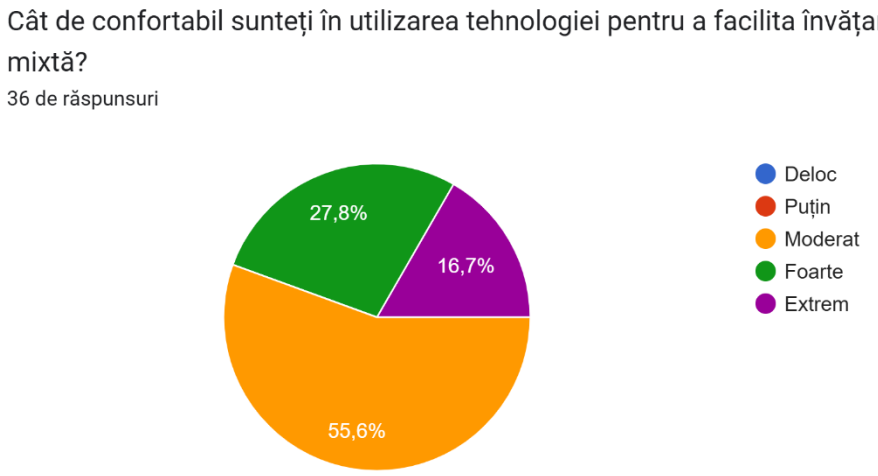

Fig. 15. How comfortable are you with using technology
to facilitate online or blended learning?

According to Fig. 16, 91.7% of teachers are interested in learning how to use technologies to develop educational resources.

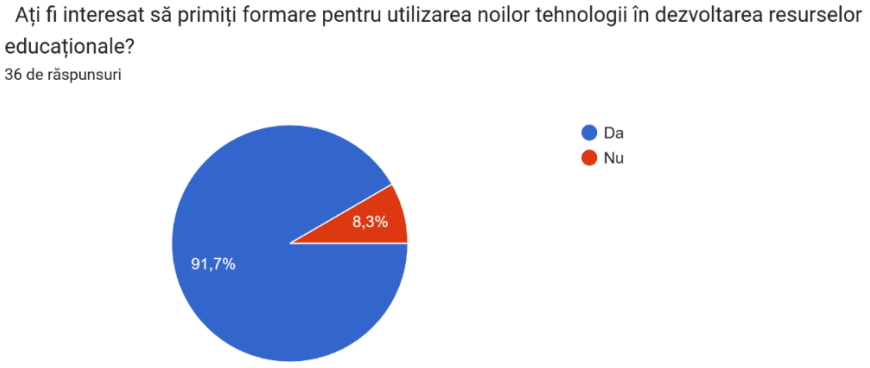

Fig. 16. Would you be interested in receiving training in
the use of new technologies in the development of educational resources?

The fact that 91.7% of teachers express interest in learning how to use technologies to develop educational resources highlights a significant shift toward the digitalization of education. It reflects an increasing awareness among educators about the transformative potential of technology in improving teaching and learning outcomes. The integration of new technologies allows teachers to create more engaging, interactive, and personalized learning experiences for students.

However, it also points to the need for continuous professional development to ensure that teachers are not only motivated but also well-equipped with the necessary skills to effectively implement these technologies in their classrooms. As technology continues to evolve, providing teachers with the tools and training they need will be essential to keep pace with the demands of modern education and sustainability education specifically.

Section 5: Training Needs and Preferences

The Green Teach project aims to provide tailored training proposals for VET (Vocational Education and Training) teachers, with a focus on integrating sustainability competencies into the curriculum. To better understand the specific needs and preferences of teachers in this regard, a series of questions were included in the questionnaire. These questions were designed to gather insights on the types of training teachers are most interested in, the methodologies they prefer, and the challenges they face in adopting sustainable practices in their teaching. The responses will help shape targeted training programs that can enhance the effectiveness of sustainability education and improve the overall quality of VET teaching.

The respondents were asked to specify what type of training they consider most effective for the development and enhancement of their green and sustainability competencies.

According to Figure 16, which summarizes the responses to the question: “Which type of training do you consider to be the most beneficial?”, 56.6% of respondents would prefer “Workshops,” 52.8% would prefer “Blended learning – online and face-to-face,” 44.4% would prefer “Online courses,” 44.4% would prefer “Webinars,” and 25% would prefer “Mentoring/coaching.” No group should be overlooked, as each response indicates significant interest.

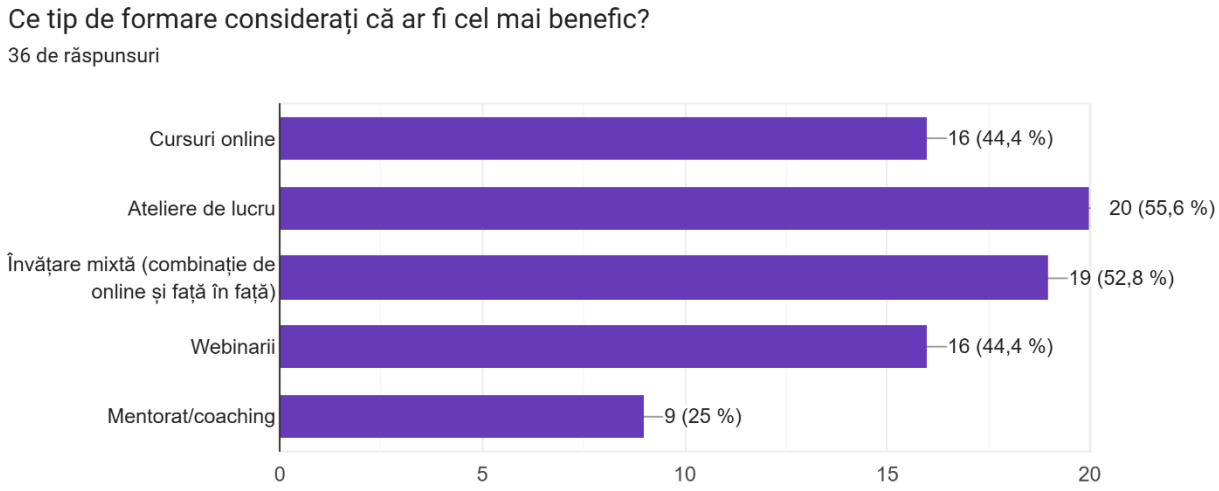

Fig. 17. Which type of training do you consider to be the most beneficial?

According to Fig. 18, which reflects the responses to the question “What are your preferred topics for professional development?”, 53.8% of respondents expressed interest in developing specific tools for sustainability education that can be used in classroom teaching. Additionally, 47.2% would like to better understand and apply the GreenComp framework, and another 47.2% are interested in developing digital resources for sustainability.

The most preferred topic was the introduction to Inquiry-Based Learning (IBL) methods for sustainability education, selected by 75% of respondents. Furthermore, 44.4% are interested in assessment methods for sustainability competencies, and the same percentage would like to integrate the concept of sustainability into the school curriculum. About 38.9% want to learn more about sustainability management and green standards, while 30.6% are interested in design thinking for sustainability. Half of the respondents (50%) are interested in using Project-Based Learning (PBL) in relation to sustainability, and 36.1% would like to collaborate with the business sector to develop sustainable projects.

Fig. 18. What are your preferred topics for professional development?

Practically every respondent selected multiple topics, which highlights the strong relevance and timeliness of sustainability in education. This diversity of interests reflects a clear need for comprehensive and flexible training programs. Teachers are not only aware of the importance of sustainability, but they are also eager to develop concrete tools, methods, and resources to effectively incorporate it into their teaching practices.

These findings align closely with the goals of the Green Teach project, which aims to support VET teachers in acquiring and applying sustainability competencies. By offering targeted training on preferred topics such as IBL and PBL methodologies, GreenComp, digital tools, and curriculum integration, the project can directly respond to the real needs expressed by educators. Moreover, the high level of interest demonstrates an excellent foundation for building a strong community of practice around sustainability education within the VET sector.

Section 6: Additional Comments

In response to the final question: “Do you have any additional suggestions or comments regarding training needs for sustainability education?”, the majority of respondents indicated that they had no further comments. However, a few noteworthy responses were provided:

1. It would be very interesting to rethink the biology curriculum by integrating sustainability competencies and green skills, especially at the high school level, given the dramatic context in which biology has been eliminated from the final years of study. Such integration would also be beneficial at the lower secondary level.

2. Sustainability should not be treated as a separate subject, but rather be integrated into the overall curriculum.

Responses such as “Not at the moment” suggest a degree of expectation and openness toward future initiatives in sustainability education. This passive anticipation may reflect a hope that concrete training programs and policy changes will soon follow.

Summary and conclusions

The results of the questionnaire conducted as part of the Green Teach project provide a clear picture of the current state of integrating sustainability competencies in Vocational Education and Training (VET), as well as the real training needs of teachers. The data analysis highlights several important directions and key findings:

The level of knowledge about the GreenComp framework and green standards is modest but shows potential for growth

Most respondents reported having a moderate or low level of familiarity with GreenComp (the European sustainability competence framework) and green standards (e.g., ISO 14001, EMAS, SDGs). However, there is a high level of interest in deepening this knowledge, indicating a significant opportunity for training and awareness-raising.

Teachers show genuine interest in integrating sustainability into their teaching practice

A large proportion of participants reported that they include sustainability topics in their lessons, either occasionally or regularly. Moreover, the majority consider the integration of green competencies into the curriculum as important or very important, confirming that sustainability education is no longer seen as optional, but rather essential.

Openness to designing personalized learning pathways

Teachers expressed willingness and interest in designing and delivering learning paths dedicated to sustainability, not only within VET but across all educational levels. This reflects strong professional motivation and interest in educational innovation.

Clear preference for active and hands-on teaching methodologies

Methods such as Inquiry-Based Learning (IBL) and Project-Based Learning (PBL) are seen as the most effective for teaching sustainability. This points to a strong inclination towards student-centered approaches and experiential learning.

Significant lack of professional training in modern teaching methodologies

Although many teachers expressed confidence in using these methods, 88.9% have not received formal training in any of the mentioned methodologies. On the other hand, 97.2%

expressed a strong interest in participating in training, highlighting an urgent need for relevant and accessible professional development opportunities.

Relatively high level of digital competence, with interest in further development

Most teachers feel comfortable using digital tools for teaching, online learning, and creating educational resources. Nevertheless, there is still a need for additional support, especially in selecting and using specialized educational platforms for sustainability.

Clear preferences for training formats

Workshops, blended learning (online and face-to-face), and online courses are among the most preferred training formats. This variety suggests that an effective program should combine flexible, interactive, and practice-oriented approaches.

A broad and complementary range of training topics

Teachers expressed interest in developing classroom-ready tools for sustainability education, understanding and applying GreenComp, digital resources, assessment methods, integrating sustainability into the curriculum, and engaging with the business environment to develop sustainable projects. This diversity confirms the complexity of sustainability education and the need for a multidimensional approach.

Open comments confirm the relevance and importance of the topic

While many respondents chose not to add comments, those who did expressed meaningful concerns—such as the need to revise the biology curriculum, especially in high school, and the importance of embedding sustainability as a cross-curricular theme. These comments reflect a strong engagement and readiness for change.

Final Conclusion

Teachers in Romania, particularly those in vocational and technical education, are ready to play a key role in promoting sustainability through education. However, they require institutional support, access to relevant training, and practical resources tailored to their real needs. The **Green Teach** project has the opportunity to respond to these needs by developing modern, flexible, and hands-on training pathways. In doing so, it can contribute to building a greener, more innovative VET education system that aligns with today's environmental and social challenges.