

Indicator		Reproductive orientation	Proactive orientation	Transformative orientation
TEACHING	1. Targets and organization of VET	<ul style="list-style-type: none"> • Present vocational competencies • Personal competence development plan • Target: working in an occupation 	<ul style="list-style-type: none"> • Forecasting of future competencies • Sustainability study path • Target: sustainable lifestyle, global responsibility 	<ul style="list-style-type: none"> • Global needs and sustainability • New future competence areas • Target: being a change agent
	2. Learning of sustainability competencies	<ul style="list-style-type: none"> • Basic vocational knowledge and skills • Focus: work process and working environment • Learning by practicing ways of action 	<ul style="list-style-type: none"> • Extension to thinking and interpersonal skills • Perspective is broadened to society • Learning by developing ways of action 	<ul style="list-style-type: none"> • Extension to Eco-social education • Perspective is broadened to global dimension • Learning by innovating new solutions
	3. Learning environments	<ul style="list-style-type: none"> • Environments do not support sustainability • Sustainability of workplaces is not evaluated • Students adapt to the operational culture 	<ul style="list-style-type: none"> • Practices and technology support sustainability • Sustainability skills are learned at workplaces • Students reform institution's ways of action 	<ul style="list-style-type: none"> • Support for understanding global issues • Learning in research and innovation environments • Students reform ways of action at workplaces
OPERATIONAL CULTURE	4. Learning community and partnerships	<ul style="list-style-type: none"> • Focus on individual competencies and learning • Staff and students adapt to the rules • Institution's relationship with society is separate 	<ul style="list-style-type: none"> • Focus on organizational learning • Institution is reformed through critical dialogue • Relationship with society is interactive 	<ul style="list-style-type: none"> • Learning expands to networks • Creation of partnerships which transform society • Relationship with society is networked
	5. Environmental responsibility	<ul style="list-style-type: none"> • Focus on the fulfilment of regulations • Environment is not a criterium for procurements • Attempts for greening the everyday activities 	<ul style="list-style-type: none"> • Institution sets sustainability targets • Environment as a priority procurements • All-embracing environmental responsibility 	<ul style="list-style-type: none"> • Institution aims at carbon neutrality • Institution is a part of the local circular economy • Well-being and economy within ecological limits
	6. Well-being	<ul style="list-style-type: none"> • Focus on the fulfilment of regulations • Safety and physical health • Reactive actions to deficiencies 	<ul style="list-style-type: none"> • Focus on the needs of students and staff • Communality, inclusion, diversity • Development of well-being with stakeholders 	<ul style="list-style-type: none"> • Recognizing the uniqueness of every single human • Encounters, compassion, meaningfulness • Partnerships improving well-being in the region
MANAGEMENT	7. Strategy	<ul style="list-style-type: none"> • Strategy process is limited to the management level • Strategy is institution-centered • Strategy is reactive and preserving 	<ul style="list-style-type: none"> • Staff and students participate in the process • Strategy has a societal orientation • Strategy is proactive and reforms the institution 	<ul style="list-style-type: none"> • Partners and stakeholders participate in the process • Strategy has a sustainability orientation • Strategy is visionary and aims at transforming society
	8. Leadership	<ul style="list-style-type: none"> • Focus on productivity and maintaining the status quo • Responsibilities and control • Weak interaction and conformity 	<ul style="list-style-type: none"> • Focus on change of the operative environment • Shared objectives and reformation • Connections, interaction, diversity 	<ul style="list-style-type: none"> • Focus on the aspiration of a sustainable future • Shared values and visions and transformation • Networking and self-organization
	9. Staff development	<ul style="list-style-type: none"> • Basic work skills • Development needs are not identified • Competence development is sporadic 	<ul style="list-style-type: none"> • Sustainability in one's work • The needs for sustainability skills are anticipated • Competence development is systematic 	<ul style="list-style-type: none"> • Global challenges and Eco-social education • Institution creates new sustainability expertise • Work and competence development are merging
	10. Evaluation and development	<ul style="list-style-type: none"> • Sustainability indicators are not defined • Sustainability of the institution is not evaluated • Staff and students not participating in development 	<ul style="list-style-type: none"> • Internal sustainability indicators are in use • Staff and students participate in the evaluation • Participative culture of development 	<ul style="list-style-type: none"> • Societal impact indicators are in use • Sustainability evaluation together with partners • Sustainable innovations are developed with partners