

Indicator		Reproductive orientation	Proactive orientation	Transformative orientation
TEACHING	1. Targets and organization of VET	• Present vocational competencies	• Forecasting of future competencies	• Global needs and sustainability
		• Personal competence development plan	• Sustainability study path	• New future competence areas
		• Target: working in an occupation	• Target: sustainable lifestyle, global responsibility	• Target: being a change agent
	2. Learning of sustainability competencies	• Basic vocational knowledge and skills	• Extension to thinking and interpersonal skills	• Extension to Eco-social education
		• Focus: work process and working environment	• Perspective is broadened to society	• Perspective is broadened to global dimension
		• Learning by practicing ways of action	• Learning by developing ways of action	• Learning by innovating new solutions
	3. Learning environments	• Environments do not support sustainability	• Practices and technology support sustainability	• Support for understanding global issues
		• Sustainability of workplaces is not evaluated	• Sustainability skills are learned at workplaces	• Learning in research and innovation environments
		• Students adapt to the operational culture	• Students reform institution's ways of action	• Students reform ways of action at workplaces
OPERATIONAL CULTURE	4. Learning community and partnerships	• Focus on individual competencies and learning	• Focus on organizational learning	• Learning expands to networks
		• Staff and students adapt to the rules	• Institution is reformed through critical dialogue	• Creation of partnerships which transform society
		• Institution's relationship with society is separate	• Relationship with society is interactive	• Relationship with society is networked
	5. Environmental responsibility	• Focus on the fulfilment of regulations	• Institution sets sustainability targets	• Institution aims at carbon neutrality
		• Environment is not a criterium for procurements	• Environment as a priority for procurements	• Institution is a part of the local circular economy
		• Attempts for greening the everyday activities	• All-embracing environmental responsibility	• Well-being and economy within ecological limits
	6. Well-being	• Focus on the fulfilment of regulations	• Focus on the needs of students and staff	• Recognizing the uniqueness of every single human
		• Safety and physical health	• Communality, inclusion, diversity	• Encounters, compassion, meaningfulness
		• Reactive actions to deficiencies	• Development of well-being with stakeholders	• Partnerships improving well-being in the region
MANAGEMENT	7. Strategy	• Strategy process is limited to the management level	• Staff and students participate in the process	• Partners and stakeholders participate in the process
		• Strategy is institution-centered	• Strategy has a societal orientation	• Strategy has a sustainability orientation
		• Strategy is reactive and preserving	• Strategy is proactive and reforms the institution	• Strategy is visionary and aims at transforming society
	8. Leadership	• Focus on productivity and maintaining the status quo	• Focus on change of the operative environment	• Focus on the aspiration of a sustainable future
		• Responsibilities and control	• Shared objectives and reformation	• Shared values and visions and transformation
		• Weak interaction and conformity	• Connections, interaction, diversity	• Networking and self-organization
	9. Staff development	• Basic work skills	• Sustainability in one's work	• Global challenges and Eco-social education
		• Development needs are not identified	• The needs for sustainability skills are anticipated	• Institution creates new sustainability expertise
		• Competence development is sporadic	• Competence development is systematic	• Work and competence development are merging
	10. Evaluation and development	• Sustainability indicators are not defined	• Internal sustainability indicators are in use	• Societal impact indicators are in use
		• Sustainability of the institution is not evaluated	• Staff and students participate in the evaluation	• Sustainability evaluation together with partners
		• Staff and students not participating in development	• Participative culture of development	• Sustainable innovations are developed with partners





