

# Assumptions of Modeling Competencies in Transformative Education

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## Abstract

The main goal of this article is to reveal the connections between the competencies of transformational education and the competencies of social-emotional, civic education, entrepreneurship, and the goals of the 2030 sustainable development agenda. The authors focus on finding solutions that promote the internalization of values, transformative educational priorities, and universal prototypes. The authors note that teachers integrate innovative, transformative education methods more and more flexibly in schools and other socio-educational institutions. Therefore, we aim to refine and substantiate transformative education competencies that would help teacher educators and in-service providers review and complement their existing practices.

The analyzed three interrelated and complementary groups of competencies have already been presented in international studies and conferences, namely: (1) transformational education, (2) socialemotional, (3) civic education, (4) entrepreneurship competence links with the goals of sustainable development.

**Keywords:** Children's Success, Positive Socialization Transformative Education, Social-emotional education.