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The Potential of Educational Transactional Analysis for Human Rights Education

Abstract

   Human Rights Education (HRE) is a dynamic initiative fostering knowledge, values, and skills for the promotion and protection of human rights. Rooted in principles like dignity and justice, HRE empowers individuals to actively contribute to human rights advancement. The European Union Agency for Fundamental Rights (FRA) exemplifies this commitment, engaging in initiatives to raise awareness and understanding of human rights principles. Concurrently, Educational Transactional Analysis applies TA theory to educational settings, enhancing communication and relationships. TA, with its Parent, Adult, and Child Ego States, aligns with HRE principles, promoting self-awareness and empathy. Applying TA in HRE involves recognizing emotional responses and understanding social and historical contexts. Integrating TA concepts enriches the educational experience, fostering an empathetic and communicative environment. The study applies TA concepts to real-life dialogues, exploring their applicability in HRE. Results reveal TA's potential to address workplace and educational challenges, aligning with HRE principles of open communication, conflict resolution, and rights-respecting dialogue. The intersection of TA and HRE provides a comprehensive framework for enhancing social interactions and promoting human rights principles.

   Keywords: Human Rights Education; Transactional Analysis; Empowerment; Communication; Rights-Respecting; European Union Agency for Fundamental Rights.

Introduction

Human rights (HR) have been referred to within the global field of Transactional Analysis (TA) since the 1970s (Baute 1979; Klein 1980; James 1983; Whitney 1982; Rinzler 1984; Drego 2006; Campos 2010; Campos 2012; Campos 2014; Oates 2012). Human Rights Education (HRE) is a multifaceted endeavor aimed at equipping individuals with the knowledge, values, and skills necessary to promote and protect human rights. Rooted in principles such as dignity, equality, and justice, this education seeks to instill a culture of respect for human rights in individuals and communities. At its core, HRE strives to empower individuals, enabling them to actively contribute to the advancement of human rights in their daily lives and within their communities. Central to Human Rights Education (HRE) is the dissemination of fundamental principles and concepts, often grounded in international instruments like the Universal Declaration of Human Rights. This education emphasizes the inherent dignity and equal rights of all individuals, fostering critical thinking about human rights issues and encouraging the evaluation of policies and actions in the context of their impact on human rights. Beyond knowledge acquisition, HRE involves the development of skills for active citizenship. It seeks to equip individuals with the tools to participate in civic life, advocate for human rights, and contribute to the construction of a just and inclusive society. Tolerance, empathy, and respect for diversity are promoted, while discrimination, prejudice, and injustice are rejected.

HRE can be integrated into formal education curricula, non-formal education programs, and community initiatives through various methods, including classroom instruction, workshops, awareness campaigns, and experiential learning activities. The overarching goal is to foster a more just, equitable, and human rights-respecting society. The European Union Agency for Fundamental Rights (FRA) exemplifies the commitment to HRE, actively engaging in initiatives to increase awareness and understanding of human rights principles within the EU. This includes the development of educational materials, research on HRE practices, and providing resources for educators.

In parallel, Educational TA applies the principles of TA theory to educational settings. Originating from Eric Berne's theory, TA focuses on analyzing interpersonal communication and relationships, utilizing concepts like Ego States, Transactions, Life Positions, and Scripts. In education, TA serves as a framework to enhance communication between educators and students, address conflicts, and tailor teaching methods to students' preferred learning styles. Educational TA, when applied effectively, contributes to a supportive and productive learning environment by improving communication and relationships. It enables educators to understand communication patterns in the classroom, identify and resolve conflicts, and create an engaging learning experience. TA promotes

a rights-based approach by emphasizing clear communication, acknowledging diverse perspectives, and fostering positive relationships. TA can be introduced through the TA 101 basic course, providing participants with foundational knowledge applicable to personal development, communication, and relationships. This course serves as a stepping stone for those interested in pursuing further training or certification in TA.

The interconnection between TA and HRE becomes evident when TA concepts are applied to enhance understanding, communication, and interactions within the realm of promoting human rights principles. The structural model of TA, which includes Child, Adult, and Parent Ego States, aligns with the principles of HRE, contributing to self-awareness, empathy, and effective communication. Understanding and recognizing emotional responses in the Child Ego State parallel the importance of acknowledging individual emotions and perspectives in human rights discourse. The Adult Ego State's logical and respectful behavior resonates with fostering dialogue and critical thinking, essential elements in human rights advocacy. The Parent Ego State, with its caring and normative attributes, aligns with the nurturing aspect of HRE.

Moreover, the historical and social criteria in TA correspond to HRE's emphasis on understanding the context of human rights issues and promoting informed, contextualized approaches to education. Practical application of TA in HRE involves recognizing individuals in the Adult Ego State, fostering positive interactions, and understanding and responding to caring or normative behavior in the Parent Ego State. In summary, the application of TA concepts in HRE enriches the educational experience by creating a more empathetic, understanding, and communicative environment. By integrating TA principles, HRE endeavors to instill values and principles inherent in HRE, contributing to the development of individuals who are not only knowledgeable but also actively engaged in the promotion and protection of human rights.

Materials and methods

Several TA concepts will be applied to real-life dialogues in order to discover their applicability to HRE. TA serves as a powerful framework for understanding and influencing social interactions, making it a valuable tool in various contexts. In organizational settings, TA principles can be applied to address workplace issues and foster effective communication. For example, a supervisor using the Normative Parent Ego State can address an employee's lateness by engaging in a dialogue that respects individual rights and encourages collaborative problem-solving. This application aligns with HRE (HRE) principles by promoting open communication and resolving conflicts in a rights-respecting manner. Educa-

tional settings also benefit from the applicability of TA, particularly in the sub-discipline of educational TA. Teachers can use TA concepts to observe and reflect on classroom dynamics, addressing behavioral challenges while respecting students' rights and perspectives. By navigating interactions with students in the Adult Ego State, setting boundaries, and inviting discussions at appropriate times, educators align with HRE principles. This approach fosters open dialogue, acknowledges individual perspectives, and promotes a respectful and inclusive educational environment.

The structural model of TA, involving the states of Self (Child, Adult, and Parent), intersects with HRE by enhancing self-awareness, empathy, and effective communication. Understanding these states contributes to the development of key elements in HRE, such as recognizing and respecting individual emotions, fostering logical and respectful behavior, and promoting caring and normativity in line with human rights principles. Analyzing different transactional dynamics within HRE, such as simple, implicit angle, and crossed transactions, provides valuable insights for educators. Simple transactions, characterized by reciprocal and respectful exchanges, align with the principles of mutual respect and constructive dialogue in HRE. Implicit angle transactions, foundational to games and manipulative practices, highlight the need for awareness to empower participants against potential manipulation. Crossed transactions, indicative of underlying tensions or power dynamics, underscore the importance of addressing conflicts to create a healthy and inclusive educational environment.

The concept of "hunger for stimulation, recognition, and structure" in TA offers considerations for fostering a conducive learning environment in HRE. Recognizing diverse needs in terms of stimulation, providing equitable recognition, and accommodating preferences for structure contribute to creating an inclusive, empowering, and respectful educational setting. The concept of a script system, metaphorically described as a "rocket system," offers insights into how ingrained beliefs and memories influence an individual's perception and behavior. In HRE, understanding and addressing these deep-seated beliefs are crucial for fostering a commitment to human rights principles. The selective nature of script reinforcement, along with the resistance to changing scripts, reflects challenges in human rights advocacy and education.

In summary, the intersection between TA and HRE provides a comprehensive framework for understanding, analyzing, and enhancing social interactions, communication, and the promotion of human rights principles in organizational and educational settings. Additionally to TA, the principle that "method is the message" emphasizes the significance of instructional methods in HRE. Choosing methods that align with human rights principles, such as participatory, inclusive, and reflective approaches, not only enhances the learning experience but also reinforces the values of human rights through the instructional process.

HRE involves the acquisition of knowledge, understanding, values, and skills related to human rights. Its aim is to promote awareness of human rights principles and foster a culture of respect for human dignity, equality, and justice. The ultimate goal is to empower individuals to contribute to the promotion and protection of human rights in their lives and communities.

Key aspects of HRE encompass educating individuals about the principles and concepts of human rights, including international instruments such as the Universal Declaration of Human Rights. It emphasizes the inherent dignity and equal rights of all individuals, irrespective of factors like race, gender, religion, ethnicity, or social status. HRE encourages critical thinking about issues related to human rights, analyzing situations, and evaluating the impact of policies and actions on human rights. Furthermore, it involves developing skills for active citizenship, enabling individuals to participate in civic life, advocate for human rights, and contribute to building a just and inclusive society. It also fosters values such as tolerance, empathy, and respect for diversity, while rejecting discrimination, prejudice, and injustice. HRE encourages a sense of social responsibility, recognizing the interconnectedness of global issues and emphasizing the role individuals can play in addressing human rights challenges.

This education can be integrated into formal education curricula, non-formal education programs, and community initiatives through various methods, including classroom instruction, workshops, awareness campaigns, and experiential learning activities. The overarching aim is to contribute to the development of a more just, equitable, and human rights-respecting society.

The EU Agency for Fundamental Rights (FRA) is an agency of the European Union dedicated to promoting and protecting fundamental rights across the EU. The FRA has engaged in various activities related to HRE, emphasizing its importance in cultivating respect for fundamental rights and values within the European Union. Activities include increasing awareness, understanding, and respect for human rights among individuals and communities through initiatives in education, training, and awareness-raising. This encompasses the development of educational materials, research on HRE practices, and the provision of resources for educators.

Educational TA involves applying the principles of TA theory in educational settings. Developed by Eric Berne, TA focuses on analyzing interpersonal communication and relationships. In education, TA serves as a framework to understand and enhance communication between educators and students, as well as among students themselves. In TA, key concepts include Ego States, representing different patterns of thinking, feeling, and behaving (Parent, Adult, and Child); Transactions, which occur during interpersonal interactions; Life Positions, indicating basic stances towards oneself and others; and Scripts, which are life plans shaping beliefs and behaviors. Educational TA is applied to improve

communication, relationships, and the overall learning environment. Educators use TA to understand communication patterns in the classroom, identify and address conflicts, tailor teaching methods to students' preferred learning styles, and foster positive relationships. By analyzing how individuals communicate based on ego states and transactions, educators can create a more effective and engaging learning experience. Resolving conflicts involves identifying underlying ego states and transactional patterns contributing to the conflict. Tailoring teaching methods to students' learning styles enhances the learning process, while promoting positive relationships is achieved through clear and effective communication.

Educational TA, thus, serves as a tool for educators to understand and improve the dynamics of interpersonal communication in educational settings, fostering a supportive and productive learning environment. The TA 101 basic introductory course in TA introduces participants to the foundational ideas of TA and its application in various aspects of life, including personal development, communication, and relationships. It is a learning opportunity. Participants may engage in discussions, activities, and exercises to deepen their understanding of TA. It is often the first step for individuals who are interested in pursuing further training or certification in TA. While the content of the TA 101 course is standardized to cover fundamental concepts, different trainers and training institutions may offer variations in the way the course is conducted.

The concept of TA refers to making diagnoses stating which ego states sent a transactional stimulus and which performed a transactional response, but also diagnosing which transaction among those listed was performed. It consists of three elements: a psychotherapeutic system, a theory of personality and a theory of social action. This psychotherapeutic system is based on the analysis of transactions and chains of transactions that occur during therapy sessions. Personality theory is designed to explore characteristic states of the Self, while social action theory is based on close analysis of transactions through transactional diagrams.

Results and discussion

This structured definition of TA as a theory of social action leads us to consider two illustrative examples of how AT - as a concept - can be used to bring about change in lives. AT can be used to bring about change in the lives of communities by contracting for change with different groups. I imagine two areas of application of AT in community action, both formal and informal: organizations and education.

Example 1. In organizations, processes can be set in motion to imbue actions with knowledge from AT and the sensitivities characteristic of that knowledge, the skeleton of which can be translated into transactional diagrams. A supervisor may enter into a shift contract with an employee who is late. Using the healthy intensity of the Normative Parent Ego State, the supervisor can address the need arising from the Adapted Child Ego State, where the employee rebels against the rules. After going through a series of Parent-Child transactions, both individuals can enter the Adult Ego State. The dialogue could read:

— I have a request for you not to be late.
— After all, it's not my fault that there are traffic jams.
— You know, we are trying to maintain a high standard of work here, and clear hours of availability are fundamental.
— I don't have standards written into my employment contract.
— That's true. They come from the Labour Code, various other sources. We can banter like this now, but I have a suggestion for you to come up with another solution. What do you propose?
— Well, we move the hours up by one. That will make it very easy for me. Let's change the hours to be more convenient for you. Traffic is a hindrance, so maybe from tomorrow I'll arrive an hour later and stay an hour longer. Is that OK?
— OK.

In the context of HRE, the application of TA, as demonstrated in organizational processes, can foster effective communication and problem-solving, contributing to a rights-respecting environment. This example illustrates how TA principles can be applied to address workplace issues while respecting individual rights. The dialogue promotes open communication, addresses concerns from both parties, and encourages collaborative problem-solving. The supervisor respects the employee's perspective and engages in a constructive negotiation, ultimately reaching a solution that accommodates the employee's needs while maintaining workplace standards. This application of TA fosters a rights-based approach to conflict resolution and communication in the organizational context, aligning with the principles of HRE.

Example 2 The applicability of AT also applies to educational organizations, the best example being the existence of a sub-discipline in pedagogy and educational science known as educational TA. It is possible to use TA to observe and reflect on educational situations, including informal education such as psychological and psychotherapeutic training and workshops. The organizational side of education also lends itself to being covered by the conceptual categories of TA - that is, the main analytical tools of the concept. As a result of conducting observations and reflections in organizational and educational settings, interventions based on AT concepts can be tried in them, such as unmasking a game in which a student tests a boundary by starting an exchange from the state of I Parent after being late.

— You start the lesson at eight o'clock, and it is said, after all, that we have the right to be late.
— Where is it said so?
— The bus has a sign at the stop saying that it can be on time, so we can too as we ride it.
— I don't want to get into a discussion about city transport regulations and timetables now, because that's not the subject of our lesson. I invite you to have that discussion tomorrow, if you remind me at the end of the lesson today, and we'll make a deal on how that discussion should go exactly. Now I will just add that I am very happy that you are reading the bus timetables and trying to exercise your rights. Who will remind me at the end to come back to this issue?

This example illustrates how TA can be applied in educational settings to address behavioral challenges while respecting the rights and perspectives of students. The teacher navigates the interaction by transitioning to the Adult Ego State, setting boundaries, and inviting a discussion at an appropriate time. This approach aligns with the principles of HRE by fostering open dialogue, acknowledging individual perspectives, and addressing issues through a respectful and inclusive process. TA provides a framework for educators to navigate challenging situations while promoting a rights-based approach to education.

States of Self in the structural model are "a coherent pattern of feelings and experiences, directly linked to a corresponding coherent pattern of behaviour" (Joines and Stewart 2021: 467), which is expressed in the way one experiences reality and the emotional and behavioural responses typical of the metaphorical Child, Adult and Parent. The Child Ego State is characterised by increased emotionality towards freedom and liberty or submissiveness or rebellion. The Adult Ego State exhibits a matter-of-fact, logical, cheerful and respectful capacity for social exchange. The Parent Ego State reveals itself in experiencing increased caring or normativity, analogous to parental tenderness, sometimes overprotectiveness, as well as chastisement and policing of rules.

According to this concept, we can only infer what is structurally in our personality from the manifestations at the level of behaviour, the way we experience, the person's life history and social diagnosis. Thus, we speak respectively of behavioural, phenomenological, historical and social criteria that allow us to diagnose the structure of the Self. The person in the ego state of the Child Self. The behavioural criterion refers to the functional model: we observe the body, the voice, the words. The person behaves emotionally, thinks magically, emotionality is strong and inadequate to the here and now. The phenomenological criterion concerns the functional and structural model: we observe ourselves, how we feel ourselves, we make insights into ourselves. The person has access to themselves and declares being in the Child Ego State or we have access to their experiential world and experience contact with the person in the Child Ego State such that the Parent Ego State may be activated in us. By sensing such an invitation to enter the Child Ego State, we can recognise that the participant in our transaction is the person in the Parent Ego State.

The historical criterion refers to a functional model in the past: we inquire about childhood reactions and observations. We learn about the ways in which the person we expect to be or has been in the Child Ego State is functioning from their history – for example, that they were not stimulated in their development and were left with an overstimulated Child Ego State. The social criterion relates to the functional model, specifically the course of the transaction: we observe how people interact and what reactions they elicit. A person elicits reactions in others that are typical of the reactions to the Child Ego State – for example, the anger of the Normative Parent or the concern of the Caring Parent, or possibly the carefree non-fear of the Free Child. In this way we can guess that we are dealing with a Child.

Person in the ego state of the Adult Self. The person behaves logically, relevant to the here and now, and also has good access to the resources of the Child and Parent. The person has access to themselves and declares being in the ego state Adult Self or we have access to their experiential world. The Adult, unless they are simultaneously sending us a message to a state other than the Adult Self (e.g. not a salesman trying to activate our Child Ego State), activates the rather cheerful and logical side of the personality in us and this is how we experience contact with such a person. We learn about the ways of functioning of the person we expect to be or to have been in the Adult Ego State in the situation we are interested in from their story.

> Example: a person at a young age behaves in a matter-of-fact and logical manner, does not allow himself or herself to take liberties, but also does not enter the ego state of the Parent Self, i.e. does not instruct, does not refer to standards, does not try to perform tasks for others. The person elicits in others reactions typical of the Adult Ego State, especially inviting complementary transactions between two people who are in the Adult Self ego state.

Person in ego state Self Parent. The person behaves in a caring or normative way, surrounds himself with care or invokes norms, values, rules, principles, procedures. We know this from the fact that the person has access to himself or herself and declares being in the ego state of Parent Self or we have access to his or her experiential world. If the person is in the Parent Ego State, we may also experience the person as inviting us into the Child Self role, i.e. we feel cared for and nurtured or relatively harshly admonished, chastised. We learn from the story that the person's parental figures looked like this and that, for example they were warm and caring but demanding, which allows us to infer their current presence in the Parent Ego State. The person elicits in others reactions typical of the Parent Ego State, inviting either complementary transactions between two people in the Parent Ego State (e.g. the "teacher's room") or crossed transactions initiated from the Parent Ego State - where the Child Self is activated in us.

The interrelation between TA and HRE (HRE) lies in the potential application of TA concepts to enhance understanding, communication, and interactions within the context of promoting human rights principles. In the structural model of TA, the Self represents a coherent pattern of feelings and experiences linked to behavioral responses associated with metaphorical states of Child, Adult, and Parent. Understanding these states can contribute to the development of self-awareness, empathy, and effective communication—key elements in HRE. The Child Ego State, characterized by emotionality, freedom, and rebellion, aligns with the importance of recognizing and respecting individual emotions and perspectives in human rights discourse. Understanding emotional responses, such as despair or anger, can contribute to a more empathetic approach in HRE. The Adult Ego State, marked by logical and respectful behavior, is relevant to fostering a culture of dialogue and understanding in HRE. Encouraging individuals to engage in logical and relevant discussions contributes to the development of critical thinking and informed citizenship, both essential in human rights advocacy.

The Parent Ego State, displaying caring or normativity, can be related to the nurturing aspect of HRE. Encouraging care for others and the promotion of norms and values associated with human rights aligns with the principles of the Parent Ego State. Recognition of historical aspects, as emphasized in the historical criterion, enables a deeper understanding of the context of human rights issues, promoting a more informed and contextualized approach to HRE. In practical scenarios, recognizing individuals in the Adult Ego State fosters complementary transactions, promoting positive interactions and effective communication. Understanding someone in the Parent Ego State allows for recognizing and responding to caring or normative behavior, creating an environment conducive to human rights principles. Overall, the application of TA concepts in HRE can contribute to creating a more empathetic, understanding, and communicative environment, fostering the values and principles inherent in HRE.

In the context of HRE (HRE), analyzing the three types of transactions – simple, implicit angle, and crossed – from a perspective of healthy interpersonal relationships and potential dynamics within educational settings is insightful.

Below: Simple transaction (the natural order of healthy interpersonal relationships). All its elements flow from Adult to Adult.

— I like your report.
— Thank you. That's good to hear.
— Did you write it for a long time?
— Quite a long time. Will you find it useful?
— Yes. Thank you again. And what are you doing tomorrow after the meeting?
— I'll call you when I know where I'm going.

It was a straightforward transaction (the natural order of healthy human relations).

Below: an implicit angle transaction (the basis of games, e.g. sales).

— Here we have such an offer specifically for our customers who can afford an annual subscription. [From Adult to Adult and Child at the same time].
— And at what price? [From Child to Adult]
— But as I mention, this is only for people with a budget for a year in advance. I don't know if I can go on. [From Adult to Adult and Child at the same time].

It was a hidden angle transaction (the basis of games, e.g. sales).
Below: crossed transaction (basis of games).

— I have a request to do a breakdown for tomorrow at 12 o'clock and email it to me. [From Adult to Adult].
— But I will find the time to complete this task tomorrow at 10 p.m. [from Child to Parent].
— That's too late after all. [From Parent to Child]
— What do I care? You're the boss, not me. [From Child to Parent]

It was a crossed transaction (the basis of the games).

The simple transaction presented reflects a harmonious exchange where all elements flow from Adult to Adult. The conversation is straightforward, respectful, and reciprocal. In an HRE context, such transactions are conducive to effective communication, fostering an open and collaborative learning environment. Encouraging such interactions among educators, students, and participants aligns with the principles of mutual respect and constructive dialogue promoted in HRE.

The implicit angle transaction involves a subtle maneuver, combining communication from Adult to Adult and Child simultaneously. This type of transaction is foundational to games, such as sales tactics. In HRE, awareness of implicit angles becomes crucial to equip individuals with the ability to discern manipulative practices, ensuring a more informed and empowered community. Educating participants about implicit transactions prepares them to navigate situations where hidden agendas may compromise the integrity of human rights discussions.

The crossed transaction, exemplified by conflicting messages between the Adult, Parent, and Child ego states, forms the basis of psychological games. In HRE, encountering crossed transactions may indicate underlying tensions or power dynamics. Analyzing and addressing such scenarios becomes essential to create a healthy and inclusive educational environment. Educators need to recognize crossed transactions to foster a respectful and equitable atmosphere, ensuring that power imbalances do not undermine the principles of HRE.

In summary, understanding and analyzing different transactional dynamics within the context of HRE allows educators and participants to navigate interpersonal interactions effectively, promoting a culture of respect, transparency, and open communication. Recognizing the nuances of transactions contributes to the development of critical thinking and empowerment within the HRE framework.

The hunger for stimulation, the hunger for recognition and the hunger for structure are related in such a way that all three demand to be satisfied and neglecting to satisfy one of them will not achieve balance. It is necessary to be mindful of the three simultaneously. The strength of each of these hungers varies from person to person and the tolerance for stimulation, recognition and structure also varies. However, all three hungers should be addressed, preferably constructively, through health feeding.

The hunger for stimulation is related to the challenges, the stimuli, the pace of work, the number of tasks to be completed, the number of difficulties provided by the environment. One can be overfed by challenges, or one can be underfed by a lack of challenges.

> Example: a person looking for a high level of stimulation will be bored by a static, repetitive, routine job or one where everything is planned in advance. A journalist covering international conferences may suffer from a hunger for stimulation after switching to a district office. An accountant from a public institution may not find himself in the dynamic environment of a corporation with a fast-paced culture.

Hunger for recognition refers to the signs of recognition. A person experiencing a hunger for recognition needs to receive evidence that he or she is being noticed, seen, rewarded (and perhaps disciplined when it is warranted because, for example, he or she is breaking arrangements). She may perceive a lack of reward for an achievement as an inadequate omission. Conversely, a person with a low hunger for recognition will prefer to remain in the shadows and may react badly to praise or even being mentioned in a list of acknowledgements.

> Example: an employee gives an opinion at a meeting. The meeting leader omits just this one opinion from the summary and does not refer to it. This can be problematic for a person with a high hunger for recognition. Perhaps such a person will recognise the omission as a negative unconditional or conditional sign of recognition.

Hunger for structure refers to order, a clear hierarchy - or a clear lack of it in the case of an organisation declared to be a flat entity. Responsibilities, hours, contract rules are all manifestations of attempts to satisfy the hunger for structure.

> Example: an employee with a high level of hunger for structure, such as an ex-military man, ends up in a company that promotes open communication, no titles, equal pay. He may not find himself there. The same may be true for an employee of an NGO of free-spirited artists when he finds himself working in an office with numerous regulations, orders, procedures or clear hierarchies.

From the perspective of HRE, the analysis of the hunger for stimulation, recognition, and structure reveals important considerations for fostering a conducive learning environment that respects the diverse needs and preferences of individuals.

In HRE, recognizing and addressing the hunger for stimulation is crucial to engaging participants effectively. Understanding that individuals may have varying tolerance levels for challenges, stimuli, and work pace emphasizes the importance of designing educational activities that cater to diverse learning preferences. Ensuring a balance in the stimulation provided allows for a more inclusive and dynamic learning experience, accommodating both those seeking high levels of stimulation and those preferring a more structured and predictable environment.

The hunger for recognition is pertinent in HRE where individuals contribute to discussions, express opinions, and engage in activities. Acknowledging the diversity in individuals' needs for recognition is essential for creating an inclusive learning environment. Educators should be mindful of providing equitable recognition, ensuring that participants feel noticed, rewarded, and valued for their contributions. Awareness of varying levels of hunger for recognition helps prevent potential negative impacts on individuals' experiences within the educational setting.

The hunger for structure has implications for the organizational aspects of HRE programs. Recognizing that some individuals thrive in environments with clear hierarchies and well-defined rules, while others prefer more flexible and flat structures, underscores the need for adaptable educational approaches. HRE should be designed to accommodate diverse organizational preferences, ensuring that individuals with high levels of hunger for structure and those with a preference for more fluid environments can both benefit from the learning experience.

The statement "method is the message" implies that the way something is communicated or taught is as important as the content itself. This phrase suggests that the method used to convey information shapes the way the message is received and understood. In the context of education, including HRE, the method of instruction plays a significant role in influencing how learners perceive, engage with, and internalize the content. From a HRE perspective, the choice of instructional methods becomes crucial in conveying the principles and values of human rights. The methods employed should align with the ethos of human rights, promoting inclusivity, respect for diversity, and active participation. Emphasizing interactive methods, such as group discussions, role-playing, and experiential activities, can enhance learners' understanding of human rights concepts. Participation in decision-making processes within the educational setting reflects the democratic principles inherent in human rights.

Providing opportunities for self-reflection fosters a deeper connection to the human rights principles being taught. Utilizing collaborative learning methods, such as group projects or community engagement activities, reinforces the idea that human rights are interconnected and require collective efforts. In essence,

the method of delivering HRE should embody the principles it seeks to convey. A participatory, inclusive, and reflective educational approach not only enhances the learning experience but also reinforces the values of human rights through the very process of instruction. In conclusion, addressing the hunger for stimulation, recognition, and structure in HRE contributes to a more inclusive, empowering, and respectful learning environment. By recognizing and accommodating these diverse needs, educators can create educational programs that resonate with participants, fostering a culture of understanding, equity, and mutual respect.

The elements of a script system are metaphorically called a rocket system. An emotional rocket is a pattern of scripted behaviour from which the social environment is manipulated in such a way that the person experiences unpleasant vicarious feelings. The script system is self-perpetuating and distorted in terms of feelings, thoughts and behaviours. The life script sustains it. Three components interact: thought-feeling, behavioural and memories. The reinforcing memories are related to selected events in a person's life. These are emotional memories associated with interaction, both real and imagined. Recalling bodily experiences, stored memories, dreams, fantasies can be helpful, as we often do not fully remember the event, only the feelings left behind; also this emotional memory is sometimes unassociated with the event. Any reinforcing memory can strengthen or weaken script beliefs.

Memories that support the script are readily accepted to reinforce the script. Memories that do not support the script are discarded or forgotten. Even years later, we create interpretations, memories and fantasies to support our script. By reinforcing the beliefs of the script, the person feels familiar feelings from when the script decision was made. When faced with memories or situations that do not support the script, the person can simply ignore them and switch to another script. By switching script, one remains scripted and may continue to feel angry, sad or fearful about their scripted beliefs. Struggling with having to give up a script that once ensured survival, a person feels uncomfortable. He or she has to question his or her preconceptions. I will present the layout of the script and its circulation in the table below. The direction of circulation, where the elements reinforce each other, begin with what I say to myself, how I react, the Experiences that confirm what I say to myself.

> The example of the person and their rocket system follows:
> My beliefs about myself. I have difficulty in pursuing larger projects with insight.
> My beliefs about others. Others are not conducive to immersion in a single issue; versatility and being reactive are rewarded.
> My behaviour (what I show outwardly). I don't focus on one issue. I do several things at the same time.
> What is happening in my body, my bodily sensations. I am hyper-reactive and can hardly sit in one place for longer.

My past memories. Strong concentration on one subject bored me. In addition, my parents distracted me from concentrating fully, sending the message that what I was doing was not the most important thing and it was worth pursuing several endeavours at the same time.

My beliefs about life, the world. The world is not conducive to exploring one topic and building clear proficiency in one area.

My emotions (what I feel about these beliefs): Helplessness, guilt and lack of agency, sometimes pride and sometimes shame.

My dreams, fantasies, imaginings, fears. What I imagine: If I give a lot of attention to one area, I will miss out on something in other areas and generally suffer a loss.

What I fear: Losing an opportunity, I don't want to miss an opportunity.

What I dream about: In a dream I achieve mastery in one area. In another dream I am scattered between different fields. These dreams make no clear sense to me, I don't know what meaning they have.

My distant memories, from the recent past. My lack of clear proficiency in one field allowed me to profit from mediating between two different ones.

Analyzing the presented concept in terms of HRE involves understanding how ingrained beliefs and memories, often formed early in life, can influence an individual's perception and behavior. In the context of the script system described as a "rocket system," we can explore its relevance to HRE. The concept of a life script suggests that individuals develop beliefs about themselves, others, and the world based on their early experiences. In the example provided, the person's beliefs about themselves and the world impact their behavior, including the difficulty in pursuing larger projects with insight. In HRE, this could be analogous to individuals developing beliefs about their role in promoting human rights and their efficacy in contributing to larger societal issues.

The idea that reinforcing memories related to selected events can strengthen or weaken script beliefs aligns with the way individuals perceive and internalize human rights values. Memories that support a belief in equality, justice, and respect for human dignity can reinforce a commitment to human rights. Conversely, memories inconsistent with these values may be discarded or forgotten, reflecting the selective nature of script reinforcement. The concept of switching scripts to avoid discomfort aligns with challenges in human rights advocacy. Individuals may resist changing their beliefs or scripts, even when confronted with evidence that challenges their preconceptions. This resistance can hinder progress in HRE, as it requires individuals to question and potentially give up scripts that no longer align with human rights principles.

The example of the person's rocket system illustrates how beliefs about oneself, others, and the world influence behavior, emotions, and even bodily sensations. Similarly, in HRE, individuals' beliefs about their role in promoting human rights, perceptions of others' contributions, and views on the world's receptiveness to human rights principles can impact their behavior, emotions, and overall engagement with human rights issues. The dreams and fantasies de-

scribed in the example mirror aspirations and fears individuals may have in the context of human rights. The fear of missing an opportunity or the dream of achieving mastery in a specific area can be analogous to individuals' aspirations and concerns in their human rights advocacy journeys. In summary, the script system presented can be relevant to HRE by providing insights into how individuals form beliefs, reinforce memories, and navigate challenges in embracing human rights values. Understanding these dynamics is crucial in designing effective HRE programs that address deep-seated beliefs and promote a commitment to human rights principles.

Concluding discussion

In conclusion, the integration of Educational Transactional Analysis (TA) into Human Rights Education (HRE) demonstrates significant potential for enhancing communication, understanding, and the promotion of human rights principles. The intersection of TA and HRE provides a comprehensive framework for addressing workplace and educational challenges while fostering an empathetic and rights-respecting environment. Human Rights Education, rooted in principles of dignity, equality, and justice, aims to empower individuals to actively contribute to the advancement of human rights. The European Union Agency for Fundamental Rights exemplifies this commitment by actively engaging in initiatives to increase awareness and understanding of human rights principles. On the other hand, Educational Transactional Analysis applies TA theory to educational settings, focusing on improving communication and relationships through concepts like Ego States. The application of TA in HRE involves recognizing emotional responses, understanding historical and social contexts, and integrating TA concepts into real-life dialogues. The study explores the potential of TA to address workplace and educational challenges, aligning with HRE principles of open communication, conflict resolution, and rights-respecting dialogue.

Through the structured analysis of ego states – Parent, Adult, and Child – TA enhances self-awareness, empathy, and effective communication, paralleling the goals of HRE. The historical and social criteria in TA align with HRE's emphasis on understanding human rights issues within their contexts. Practical application involves recognizing individuals in the Adult Ego State, fostering positive interactions, and responding to caring or normative behavior in the Parent Ego State.

Moreover, the study demonstrates how TA can be applied to real-life scenarios, both in organizational and educational settings, providing valuable insights for addressing challenges while respecting individual rights. In organizational contexts, TA fosters open communication, collaborative problem-solving, and a rights-based approach to conflict resolution. In educational settings, TA con-

tributes to creating an inclusive and respectful learning environment by address-
ing behavioral challenges and acknowledging students' rights and perspectives.

The interconnection between TA and HRE extends beyond theory into prac-
tical applications, enriching the educational experience and promoting values
inherent in HRE. By integrating TA principles, HRE seeks to develop individuals
who are not only knowledgeable about human rights but also actively engaged
in promoting and protecting these rights in diverse social contexts. This symbi-
otic relationship between TA and HRE holds promise for advancing the shared
goals of effective communication, conflict resolution, and the promotion of hu-
man rights principles in various spheres of society.

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Potencjał edukacyjnej analizy transakcyjnej w edukacji o prawach człowieka

Streszczenie

Edukacja na rzecz praw człowieka (HRE) to dynamiczna inicjatywa wspierająca wiedzę, wartości i umiejętności w zakresie promowania i ochrony praw człowieka. Zakorzeniona w zasadach takich jak godność i sprawiedliwość, HRE umożliwia jednostkom aktywne przyczynianie się do rozwoju praw człowieka. Agencja Praw Podstawowych Unii Europejskiej (FRA) jest przykładem tego podejścia, angażując się w inicjatywy mające na celu podnoszenie świadomości i zrozumienia zasad praw człowieka. Jednocześnie Edukacyjna Analiza Transakcyjna stosuje teorię TA w środowisku edukacyjnym, poprawiając jakość komunikacji i relacji. TA, z jej Stanami Ego Rodzica, Dorosłego i Dziecka, jest zgodna z zasadami HRE, promując samoświadomość i empatię. Zastosowanie TA w HRE obejmuje rozpoznawanie reakcji emocjonalnych i zrozumienie kontekstów społecznych i historycznych. Integracja koncepcji TA wzbogaca doświadczenie edukacyjne, wspierając empatyczne i komunikatywne środowisko. W badaniu zastosowano koncepcje TA do rzeczywistych dialogów, badając ich zastosowanie w HRE. Wyniki ujawniają potencjał TA w radzeniu sobie z wyzwaniami w miejscu pracy i edukacji, dostosowując się do zasad HRE dotyczących otwartej komunikacji, rozwiązywania konfliktów i dialogu szanującego prawa. Przecięcie TA i HRE zapewnia kompleksowe ramy dla poprawy interakcji społecznych i promowania zasad praw człowieka.

Słowa kluczowe: prawa człowieka, analiza transakcyjna, komunikacja, empowerment.