



No.143

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

June 2025



Welcome to our

Newsletter



EATA PURPOSE

To promote knowledge and research on Transactional Analysis, to develop its theory, and to ensure agreed standards of practice.

To promote cooperation in Europe in the field of Transactional Analysis.

To connect the affiliated members of EATA.

CONTENT

The Presidents Note

Footing from EATA Committees

Interview with the Ethical Advisor

Learning from our Community:

Transactional Analysis Training in an Earthquake Zone

Changing Society Through Civil Courage

Humanity at the Core of Transactional Analysis

A new Generation of Successful Exams

A SEASON FULL OF EVENTS:

COMMUNITY TIME

1. Trainers Meeting (online), June 20th.
2. Council in Bucharest, Romania, July 5-7th.
3. EATA/ITAA World Conference in Montpellier, France, August 8-10th.
4. General Assembly (online), September 24th.



Editorial

As we reflect on the journey of the EATA community, we are reminded of the incredible power that lies within our collective efforts.

The essence of our community is not just in the achievements we celebrate, but in the unwavering support, collaboration, and shared vision that drives us forward. At the heart of EATA is a commitment to excellence and innovation.

Our members, each bringing unique perspectives and expertise, contribute to a vibrant tapestry of ideas and solutions. This diversity is our strength, enabling us to tackle challenges with creativity and resilience. Together, we have built a foundation that fosters growth, learning, and mutual respect.

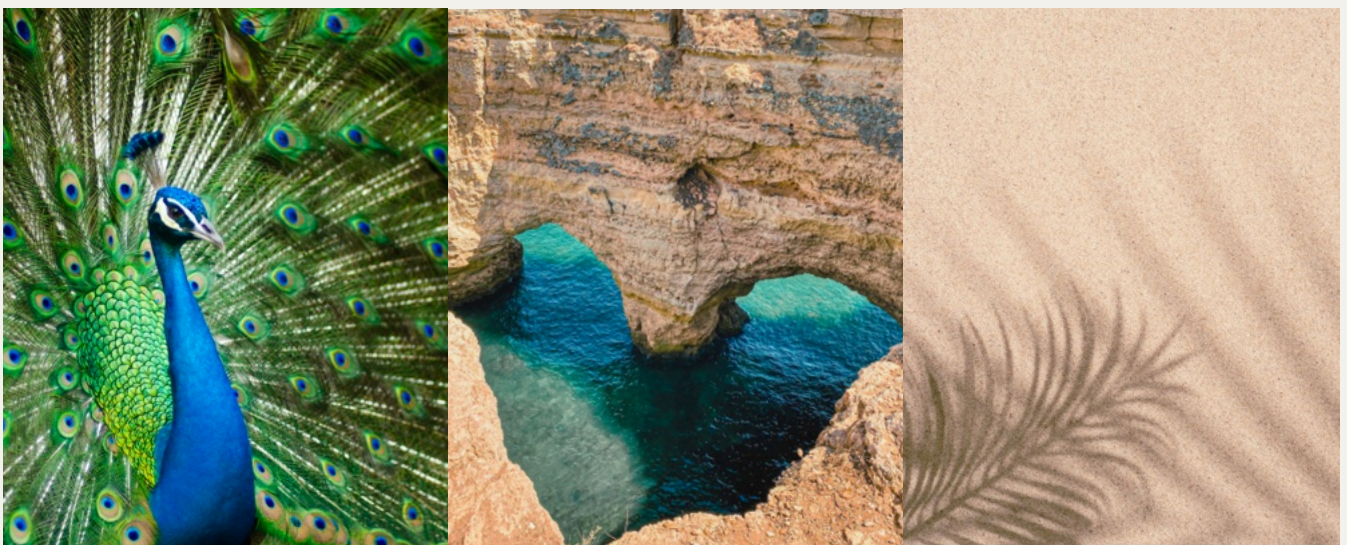
The stories and experiences shared within our community are a testament to the impact we have on each other's lives. The EATA community, a beacon of hope and inspiration,

involves many things from groundbreaking projects to everyday acts of kindness. We are united by a common goal: to make a positive difference in the world.

As we look to the future let us continue to embrace the spirit of collaboration and innovation, to celebrate our successes, learn from our challenges, and support one another in our endeavors. The power of the EATA community lies in our ability to work together, to lift each other up, and to create a brighter, more inclusive future for all.

Thank you for being a part of this incredible journey. Together, we are stronger, and together, we will continue to make a lasting impact.

Yours truly,
Eva van der Randen



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Presidents Note



“Dear EATA Members,

Fruitful and intensive months of work lie both behind us and in front of us. I would like to take this opportunity to thank everyone involved in carrying out the tasks within EATA in such a lively and effective manner. This has included digitalisation, Zoom and tools for the joint processing of documents have effectively, and with intensity made our work processes faster and more transparent - and in some places made them bigger! I am always impressed by how committed and efficient people are in contributing their expertise from their basic professions and making it available to us on a voluntary basis. Without this commitment it would not be possible to fulfil the tasks and responsibilities of EATA.

We are currently working on various projects, some of which are being carried out within the EC or accompanied and supported by the EC. The overriding aim of all these projects is not only to maintain the high quality of our training, but also to fulfil our social responsibilities in these complex and polarising times. We demonstrate ways of representing humanistic values and attitudes. Together with the members of EC, we are working on revising our structures, processes and procedures so that they are future-proof and more efficient. We aim to make them transparent so that staff transitions can take place smoothly and without a long familiarisation period.

Another goal is to facilitate more contact with our members and to create formats for personal dialogue and communication with them and to make the importance of Transactional Analysis and the European association visible. We do this through the targeted use of social media on various channels (website, newsletter, Instagram, Facebook). We are currently looking for solutions to coordinate the different channels and adapt them to the respective target group.

Another important goal is to make access to information and participation in joint processes possible for more members and to shape change in such a way that more diversity and inclusivity is achieved. The results of the DEIA task force provides invaluable impetus for achieving this. The webinars, which have been held successfully for several years and are always well attended, have been supplemented by an additional online format "let's talk". This is intended to create an opportunity to talk to each other about important EATA topics or Transactional Analysis in general in an easily accessible and open form. A report on the first event held and presentation of the format will be presented in more detail elsewhere on this newsletter.

Another way of cultivating relationships and spreading knowledge of Transactional Analysis is through Congresses. Currently preparations are underway for the 2025 World Congress in Montpellier. This is being organised together with ITAA. Preparations are already underway for an exciting event, a research conference that will take place in 2026.

I believe and see the power of our community and how we spread TA and its values in our complex world together.

Warm regards,

Sylvia Schachner, EATA president”

Footings from EATA' Committees

In this section we are bringing you footing directly from the delegates who are working in the committees of the EATA Council. Our goal is to foster a greater sense of connection and engagement by providing some essence, a meaning to the work, philosophy, and interaction."

Executive Committee (EC)

Let's Talk: A New Space for Connection and Co-Creation in EATA

As EATA continues to develop and explore ways to better understand and respond to the needs of its members, we are looking for new ways to strengthen our internal dialogue, deepen collaboration, and support the people who carry the association forward. This includes involving our Council members, national associations, and individual members.

This is the spirit behind "Let's Talk", a new platform for informal, open online meetings designed to foster reflection, exchange, and co-creation across our community.

What is Let's Talk?

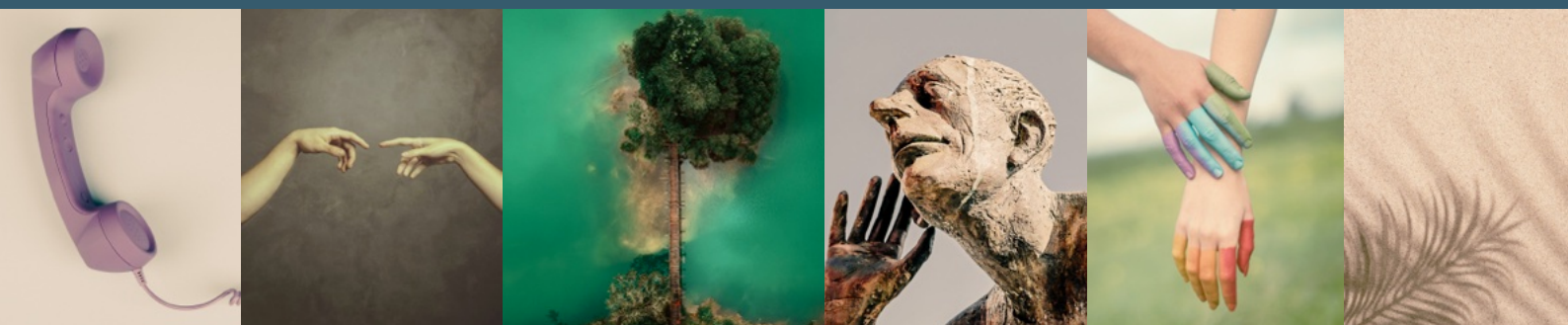
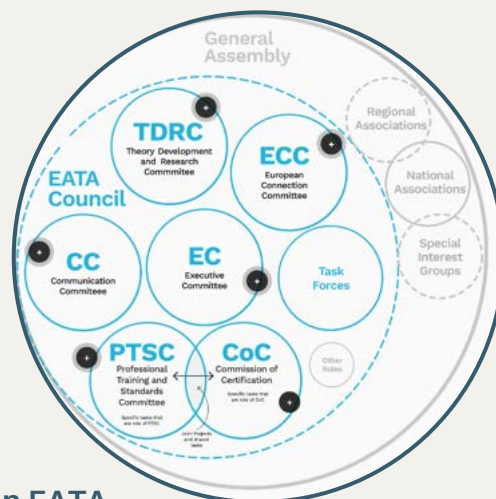
Unlike our regular Council meetings, committee work throughout the year, or formal webinars "Let's Talk" is a conversation space. It's not about completing EATA tasks or making decisions. Instead, it's about sharing experiences, ideas, and questions.

These sessions are designed to happen a few times per year. Each meeting may vary in format and audience—some will be just for delegates, others will include special groups and/or the wider EATA membership. This will depend on the topic and focus.

Why does it matter?

In a structure as broad and multilingual as EATA, it's easy for conversation to stay functionally focused limiting the dialogue to projects, tasks, or outcomes. "Let's Talk" creates a different kind of space: one where we can step back, zoom out, and explore the "how" and "why" of our work, not just the "what."

In April 2025, the first "Let's Talk" session took place. It invited reflection on the role of being a delegate, its' rewards, responsibilities and challenges. It opened a space for attendees to share their perspectives, grounded in experience, and learn from one another. This was done through a dialogue that was honest, lively and informal.



How is it different?

Most of EATA's work are structured and goal-oriented—whether it is Council work or committee projects. Our online webinars already bring valuable diversity by showcasing how TA is applied across different contexts, cultures and practices. "Let's Talk" adds something that's been missing: a place to connect on an individual level, in a less structured manner.

There is no audience and no presenters—only participants. A space where everyone has a voice. The conversation isn't about delivering answers—it's about asking questions together, exploring what matters, and building a stronger sense of mutual understanding and connection across roles and countries.

Why invite members, too?

Although "Let's Talk's" first session discussed the work of delegates, some sessions will be open to our broader membership. This creates a valuable opportunity for members to engage directly with EC members and other European colleagues, and for EATA's officers to hear the voices of its members more clearly.

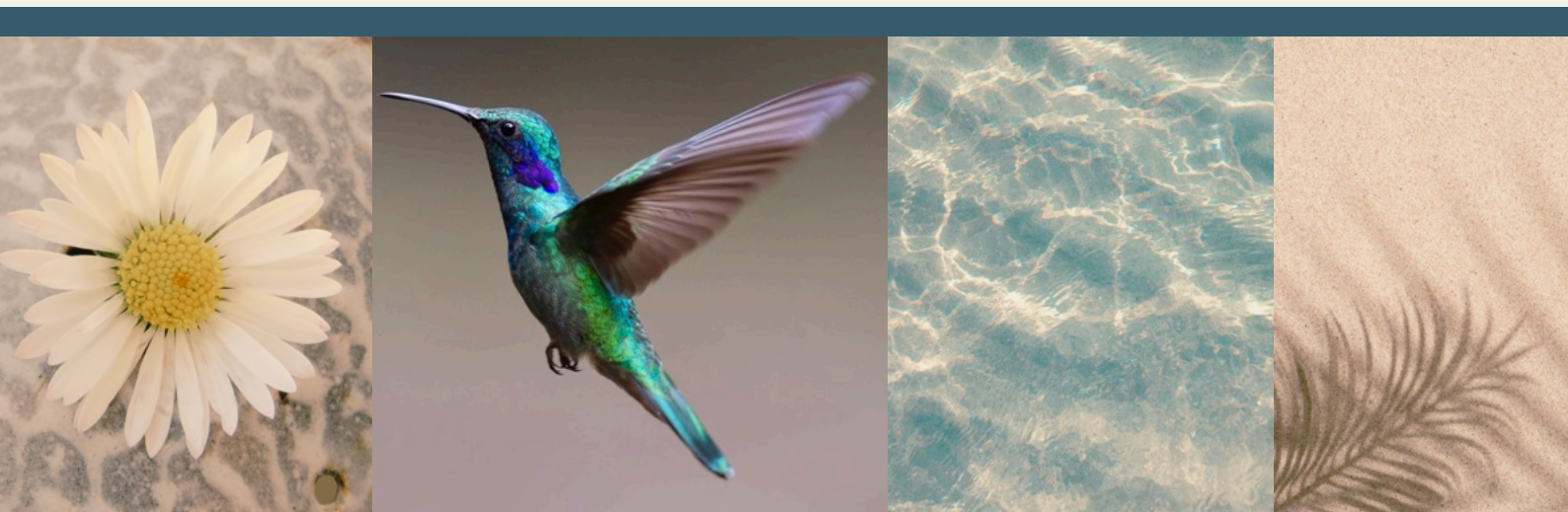
This direct exchange brings depth to our understanding of what's happening across national associations. It also helps individual members feel more connected to the European structure—not as something distant, but as something living and participatory. For EC, it's a chance to listen, to review, and to build a culture of transparency, inclusion, and responsiveness.

What comes next?

This is new. It's an experiment in community-building, and we're learning as we go. But we believe it can become a powerful space for connection, trust, and shared insight.

We invite all delegates and members to take part when invited, and to let us know which topics you'd like to explore. "Let's Talk" is only as meaningful as the people who show up—and we're excited to see where the conversations take us!

Ana-Marija Vidjac, EATA General Secretary





TA Theory Development and Research Committee (TDRC)

Building a Research Network in Kazakhstan

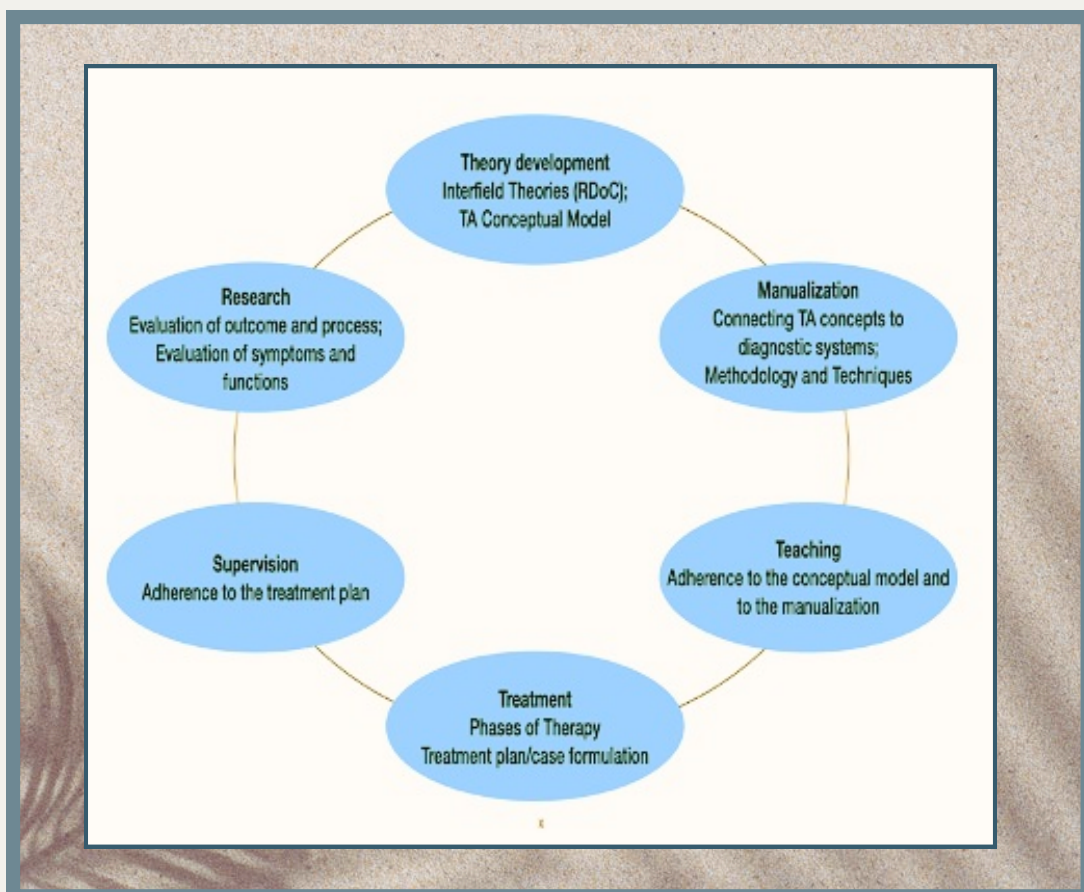
Elina Belyaeva, Enrico Benelli, Madina Alimgozhayeva, Lorena Pizzocri, and Bakhytzhan Akanova are currently developing, together with others, a research network in Kazakhstan.

What is a research network for?

It is a way to connect the development of TA theory to manualization, diagnostic systems, teaching, supervision, and research and will focus on the efficacy and effectiveness of TA (see figure).

What is research for?

Research has an important function in TA establishing a meaningful presence in many, if not all countries. Our Slovenian TA colleagues, for example, have recently been asked by their government to show how a scientific approach is supported within TA. A research network that evidences this will make a significant contribution between development and acceptance of TA as a credible practice in a country.



Communication Committee (CC)



At the heart of our committee is a clear mission: to foster stronger connections between committees, national organizations, and individual members—building a more cohesive, collaborative EATA community. We're dedicated to enhancing visibility and clarity through thoughtful, creative, and inclusive communication. Our meetings reflect this spirit, grounded in practical action, shared energy, and a genuine commitment to growth and evolution.

While EATA is navigating the new financial situation, we have continued our work and found new resources and ways to support our projects. Our efforts have ranged from improving internal communication to exploring creative ways to boost engagement across committees. We are discussing a fresh visual identity, updating our website, translating it into more languages and re-imagining how we publish national events—with a growing emphasis on cross-collaboration and storytelling.

We're also deepening our commitment to DEIA, actively working to ensure that our communication reflects the diversity of voices within our community, and creates accessible, equitable spaces for everyone to engage. Recently a new accessibility menu was installed to our website to enhance readers' experience.

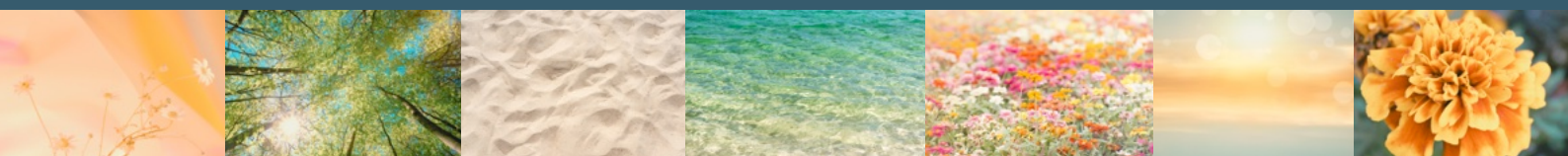
Kristyna Tomanová continues to lead our social media with energy and creativity, consistently bringing fresh, engaging content that reflects the heart of TA and EATA. Projects such as "Checking in with Delegates" and the "EATA Ethical Principles Series" are published to strengthen our connection with national associations and to reaffirm our core values.

The Communications Committee has been regularly publishing the Short & Sweet monthly email, offering a concise summary of key news and updates from the past month. Eva van der Randen took over the position of the newsletter editor from Kristina Brajović Car and she has beautifully designed the newsletter and added a warm and calming tone.

Some of our challenges remain—balancing commitments, motivating participation, and preparing for the upcoming leadership transition. But with openness, humor, and heart, we keep showing up. And we're already looking ahead: shaping a clearer strategy for publications and preparing a Council presentation that captures our evolving style and voice.

As Kristyna prepares to pass on the baton, we extend our heartfelt thanks for the clarity she has brought and the path she has helped shape. We're equally grateful to all members of the Communications Committee, Sorina, Ira, Deniz and Tanja as well as to our dedicated webmaster, Javier, for their ongoing contributions. Together, step by step, we are building something truly meaningful.

Tanja Krist & CC



The PTSC Mission

Our passion and commitment to the continuing life, health, and growth of TA across the globe is the reason we all joined PTSC. We want to work to contribute to a living, vital, international process that accounts and learns from cultural differences, expands and deepens existing relationships and forges new ones. We are committed to supporting the development of ideas, people, processes, and systems, across all 4 fields of application, and accounting and learning from all of members in all of their diversity.

We are greatly interested in and committed to making our training, evaluation and examination processes and protocols accessible, equitable and inclusive. As a community we can be very proud of the high standards and excellence in practitioner hood the breadth and depth of our TA training brings. Making the changes to our systems we are proposing (see TAWCS article from Cathy McQuaid below) will only strengthen this.

To this end, one of our first tasks as a securely bonded team was to cocreate a mission statement, which captures our aims, energy, commitment and purpose. Here it is.

PTSC MISSION STATEMENT

- v To work in accordance with the Mission Statement of EATA and the Common Mission Statement of EATA and ITAA.
- v To work in ways that respect and account for the legal and professional requirements of our national organisation members.
- v To uphold and maintain ethical standards with balance, curiosity and integrity.
- v To work in ways that maintain good ethical and professional standards to ensure an equitable exams system and process.
- v To work together, as a committee and with colleagues on COC, EATA and members of EATA in mutual respect, collaboration, consultation and transparency.
- v To be transparent, open and accountable in our decision-making processes.
- v To be accountable for our decisions and actions.
- v To take appropriate responsibility for ensuring that TA training and examinations reach a required educational and professional standard.
- v To work in ways that are inclusive, respectful and accounting of difference and individual needs, including diversity, inclusivity, equity, accessibility, and sustainability.
- v To carry out our work with integrity, rigour, accountability and curiosity
- v To be committed to listening, learning and evolving.
- v To work in collaboration and consultation with the TA World Council of Standards (TAWCS)
- v To demonstrate commitment to sustainability and social justice, and to a perspective that embodies, celebrates and accounts for interconnectedness, social responsibility and care for our planet.
- v To aid European TA Associations to coordinate their activities, including conferences, training and certification, publications and information, by facilitating communication between them.
- v To promote knowledge and research on Transactional Analysis, to develop its theory, and to ensure agreed standards of practice.

We hope our mission statement aims come alive in our communications and contact with you, our members, our colleagues. Please let us know.

TAWCS Project Proposal: Modernising Exams for the Next Generation (PTSC)

This proposal is a joint TAWCS initiative developed in collaboration between the International Transactional Analysis Association (ITAA) and the European Association for Transactional Analysis (EATA), through the combined efforts of their respective Presidents and Committees e.g. the ITAA Professional Standards Committee (PSC) and International Board of Certification (IBOC), and the EATA Professional Training and Standards Committee (PTSC) and Commission of Certification (CoC).

This collective leadership reflects a shared commitment to evolving our assessment systems in ways that are inclusive, future-oriented, and aligned with the values of Transactional Analysis worldwide.

Why Are We Doing This?

The current CTA exam system has served our community for many years, but it is no longer fit for purpose in a changing world. It was designed at a time when in-person exams, academic-style assessments, and a one-size-fits-all approach were the norm. Today, our members come from diverse cultural backgrounds, have different learning styles, and live in widely varying economic and geographic contexts. It's time to rethink how we assess competence and readiness in a way that better reflects our values and supports all members to succeed. In recent years, the processes have become more complex and appear to be drifting away from their original purpose—assessing clinical competence—towards academic performance. We believe that exams should serve as a gateway, not a barrier, to professional practice. They should reflect real-world skills, be inclusive of neurodiverse and non-traditional learners, and be sustainable in the long term.

Our Vision

We want to co-create a modern, globally accessible exam system that is inclusive, sustainable, and supportive. This means designing assessments that are fair, flexible, and relevant to the professional roles our candidates will take on. We aim to develop something that works not just for the next few years, but for the next generation.

Key Concerns with the Current System:

- While learning needs and cultural contexts vary widely, the current system does not adequately support this diversity, making it inaccessible for some.
- There are currently limited or no alternative pathways to accommodate neurodiversity and other differing learning requirements, which restricts accessibility and fairness.
- All EATA oral exams are currently held in person, which raises questions about cost, environmental impact, and accessibility—especially when compared with ITAA's broader use of online formats. This has led some to question consistency and equity across systems.
- Rising costs are making in-person exams increasingly challenging to sustain in their current form, even with fee increases.
- There is no intention to remove in-person options; rather, the goal is to explore how both in-person and online formats can be offered in ways that are equitable, flexible, and financially viable for all involved.

Aims of the Project

The project's core aim is to create a system that works for everyone. This includes:

- Making assessments more accessible to a wider range of candidates.
- Embedding principles of Diversity, Equity, Inclusion, and Accessibility (DEIA) at every stage.
- Designing an exam process that is adaptable, technologically supported, and globally viable.
- Building an assessment culture that encourages deep learning and growth, rather than surface performance or fear of failure.

Objectives

- Engage Stakeholders Worldwide: We will consult widely with trainers, trainees, examiners, and other professionals from different regions, cultures, and levels of experience.
- Embed DEIA Principles: We aim to remove barriers to participation, particularly for underrepresented or marginalised groups.
- Focus on Sustainability: By exploring digital formats and reducing travel and associated costs, we want to create an environmentally responsible model for the future.
- Test and Iterate: We will prototype new assessment formats and test them in different regions to understand what works.

Who Can Be Involved?

We are inviting individuals who:

- Are ITAA or EATA members or professionally engaged in education or assessment.
- Have a commitment to inclusive and accessible education.
- Represent diverse roles: trainees, examiners, educators, or members of underrepresented communities.
- Bring experience in areas such as digital exams, educational design, or inclusive practices.
- Are willing to collaborate, contribute, and commit time to consultations, feedback sessions, and pilot testing.

Questions Guiding This Work

Throughout the process, we will be asking:

- What is the true purpose of exams in both educational and professional contexts?
- Do exams as they are currently designed genuinely reflect competence and readiness?
- How do exams affect candidates' motivation, mental health, and development?
- What role does equity play in our current systems, and how can we do better?
- Could alternative forms of assessment—like portfolios, supervised practice, or digital methods—better capture the qualities we value?

These questions are not just theoretical—they will shape how we move forward. This is a chance to redesign our assessment process from the ground up, ensuring it is robust, inclusive, and aligned with the values of Transactional Analysis.

Why It Matters

This project is about more than updating procedures. It's about reimagining how we recognise readiness for professional practice, support lifelong learning, and uphold the ethical and philosophical values that sit at the heart of our work. We're asking our community to take part in shaping a better, fairer, more future-ready system.

Join the Conversation - 20th June Online Trainers Meeting

We're excited to officially launch this project at our upcoming international online trainers meeting on 20th June. This will be a space to begin gathering your ideas, wishes, questions—and even your bold or 'out of the box' suggestions—as we shape the future of exams together. Whether you're curious, cautious, or keen to contribute, your voice matters. If you haven't signed up yet, we warmly invite you to do so—we'd love to see you there. Here's the sign up link: <https://forms.gle/5itymSdyy7rhUJ1o7>.



Educational Field Definition - Time for a Revision?

A little while ago PTSC was asked to reconsider the Educational Core Competencies as they were thought to be out of date. Three amazing EATA members, Lana Koval, CTA Trainee (E) from Ukraine, Sian Rivers, PTSTA (E) from the UK and Jan Honza Simek PTSTA (E) from the Czech Republic, have kindly taken on the task of reviewing them and have expressed concern that the definition of the educational field is written in quite narrow terms and does not accurately reflect the broad range of work done.

They have gone on to develop a revised definition which they consider better reflects the field and gives them a clearer and broader foundation, from which they can develop the core competencies. They are satisfied with this definition we all recognise there is a need to reflect on it further and seek other views on this too. This is where we need your help.

This is the proposed revised definition:

The Educational Field of specialisation is for practitioners who work in the area of education and learning. The educational process enables the learner to develop new attitudes and/or values; knowledge and/or understanding; or skills and/ or behaviour. The educational process creates conditions in which learning can occur and enables learners to expand awareness of their own learning process and learning needs. The aim is to further personal, professional and social growth. TA educators may work with groups or individuals, they may use a set curriculum, an emergent learning process, or a combination of these. Practitioners in this field work in a broad range of settings, including (and not limited to): traditional learning environments such as schools and universities including pastoral care; as social pedagogues; with families; with groups in community settings such as youth work, sports clubs, music groups etc; or training in institutions and organisations. Educators work across the life-span from birth to death.

Next Steps

Please share your thoughts with us (ptsc.chair@eatanews.org) – do you consider this definition accurately reflects the work you do as educators? Is there anything else you think needs to be added or updated? Please let us have your feedback by the 30th June.

Thank you.

Interview with Ethical Advisor Sabine Blumenstein

Dear readers,

I am delighted to bring series of interviews with our Ethical Advisor, Sabine Blumenstein. In these series, we will delve into the intricacies of her role and the ethical landscape she navigates with such dedication and insight.

In the first part of our series, published in the last issue, Sabine shared her understanding of her job, shedding light on the responsibilities and challenges she faces. Her reflections offer a profound glimpse into the ethical considerations that guide her work and the principles that underpin her approach.

In this issue, we will explore how the ethical code is developed further, and we will be discussing some cases and the evolving nature of ethical standards. Sabine's thoughtful perspectives and commitment to ethical integrity will undoubtedly provide valuable insights for all of us.

We are immensely grateful to Sabine for her willingness to share her experiences and wisdom with us. - the editor.



Eva: Thank you for making the time for a second interview. First of all, maybe a bit of history, how was the ethical code developed to what it is today?

Sabine: Initially, we had only the deontological code, which dictated what was right and wrong. However, we noticed a tendency for exceptions to be made, allowing individuals to escape the rules. We felt this approach was too Parental and began discussing a more structured, Adult perspective. The task force, including Caleb Denitto, Claude Marie Duper, Vladimir Guzikowski, and myself, worked together to develop the ethics code. Caleb Denitto did the main writing in English, and the final result had to be accepted by all countries, which was quite a lot of work. We agreed to include both the deontological code and the ethics code in our training manual.

Eva: Looking from a meta perspective, in what state would you say the ethical code is in?

Sabine: The code of ethics is a guideline for reflection. It is advanced and well-developed. We are currently reviewing the language due to DEIA guidelines. The code lives when mature people use it, and it can be overwhelming for those who are inexperienced. Sharing, discussing, and reflecting in groups is crucial.

The idea of the matrix came from the need to manage complex ethical situations. It allows us to navigate from one area to another and discuss each step. For example, if faced with a serious dilemma, we must decide between two solutions, both of which may not be ideal. The matrix helps us train the muscle of ethical thinking by reflecting on tiny questions. For instance, if I see a client, a sensitive person in a marketplace, I must decide whether to greet them or not, considering their privacy. This dilemma highlights the importance of making Contracts about such encounters.

Eva: As you are mentioning layers of complexity, is there something you would like to point out in that way?

Sabine: The grid is the main tool, and discussing it with others is essential. The process must lead to action. Even for minor problems, it is better to do something than nothing. Reflecting on past decisions helps us understand the price of our choices. The competence to analyse transactions is vital, and working with diverse group of people enhances this process. Reflecting on past decisions helps us understand the consequences and improve our ethical thinking.

Eva: Where and how, if it would be developed further, in which direction would you feel that it deserves to grow to?

Sabine: We need to consider whether we have covered all parts of the Common Mission Statement, including nature and sustainability. The code should evolve to address new challenges, such as technological developments and Artificial Intelligence. It should provide a framework for ethical thinking in these areas.

Eva: Are there other important aspects that you would like to mention?

Sabine: Being humble and separating content from process is important. We should enjoy discussing ethical dilemmas and be open to all possible aspects. Reflecting on mistakes and learning from them is essential.



Eva: You already mentioned the beautiful example. Would you like to share a case/example that could benefit from the development of the ethical code?

Sabine: I cannot discuss current cases, but past cases have led to adjustments in the training manual. Monitoring is essential to ensure boundaries and rules are respected. External support from other countries can help manage delicate issues.

Eva: Is there anything else you would like to share in this context?

Sabine: I have been in this role for a year and am finding my own way. I appreciate when people contact me, as it shows trust and confidentiality. This contact is valuable, even when dealing with serious issues.

Eva: I really appreciate and value the depths of your sharing. So thank you.

Sabine: Thank you. Good questions stimulate good thinking, which is the principle of the Code of ethics.

Sabine Blumenstein

EATA Ethical Advisor

ethics-advisor@eatanews.org

EATA Community

Invitation

Dear reader,

We invite you to write a piece with a theoretical approach, with this question in mind:

“What lessons can be learnt from your experience during existential crises -bringing TA theory into practice- that you or your TA community has and that could be beneficial for others?”

We will be looking forward to reading your input, questions or doubts. You can send it to:
eata.editor@eatanews.org.

Below you can read three contributions made with attention and care.

Authors, thank you authors for your trust and valuable sharing. - the editor



I. Transactional Analysis Training to Support Teachers in Earthquake Zone in Turkey

After the Southeast of Turkey was rocked by the largest earthquake in living memory on February the 6th 2023, we as ATAD, wanted to provide support to the teachers in the earthquake zone who were struggling to cope with the impact of the disaster. In order to develop and strengthen their interactions with the school children and improve their classroom management skills in such a traumatic environment, we developed a TA training introducing and utilising the basic TA concepts: Ego states and Strokes. The reason we used these TA concepts in our training was that we believed they would provide an easily applicable and effective structure for the teachers to understand the classroom climate and student behaviors.

Together with the participating teachers, we carried out an interactive training course including various practical exercises and theory as well. During the training, the teachers often expressed the difficult physical, social and spiritual conditions of the region and the difficulties they themselves experienced. Thus, the training created a nurturing environment that met the teachers' needs to be understood, not only for their pupils but also for themselves. The fact that we created a space for the teachers to express themselves during the training had the effect that they were able to receive Strokes and better understand their own feelings and needs. Thus, the teachers had the opportunity to learn the concepts of Ego states and Strokes both theoretically and experientially in a group setting.

In fact, they experienced a situation similar to what they might experience in the classroom environment through their own needs and expectations in the training program. This experience reminded them of the value and importance of themselves in the region, and enabled them to better grasp the importance of strokes in particular. They realized that just as they themselves need to be understood and listened to, their students have the same expectations and needs. Teachers expressed this awareness in their feedback about the training.



During breaks in the training, teachers sang songs, played musical instruments, shared their favorite books with each other, and brought small handmade gifts at the end of the training. All these sharings showed us how the content and the method of implementation of the training programme had a positive impact on the group. We saw the importance of using TA concepts like Strokes and Ego states in such a traumatic and problematic environment, which helped to rebuild the feelings and thoughts about trust and meaning that the trauma had destroyed.

The teachers had a common understanding of the importance of contact and strokes in particular. They also agreed that the concept of Ego states is a very facilitative tool for understanding themselves and others, and to analyze the difficulties they had in communicating with their students and their students' families.

In the second training we conducted 6 months after the first one, we wanted to follow-up and support the teachers with experiential practices.

We asked the three questions below to all participating teachers, each of them touching on the person's Ego-state:

- 1- What do you want, need, or desire to do for the time you have until September? (Child Ego)
- 2- Have you made a plan to realize these needs and desires?
What kind of plan is this? (Adult Ego)
- 3- What permissions and protections do you need to implement this plan? (Parent Ego)

First they wrote their answers on a paper and then shared them with the group. With this activity, we realized that their awareness of themselves, their students' and the parents' of their students increased. They shared how thinking with the concept of Ego states made their own lives easier.

During and after the training, the teachers expressed that they found the programme very efficient and effective both for themselves and for their students. In their feedback at the end of the training, they stated that they liked the fact that the training was practice-oriented and that we included drama activities and that they had fun at the same time. They also stated that the training helped them feel more confident, and shared that they felt they were not alone.



The improvements we have seen in our participants after the follow-up training:

- Our teachers feel more confident in their approach to their students and their parents.
- They realized how important and powerful the concept of self-protection given in the training within the message of acceptance is.
- They can manage their difficulties more effectively in a positive way.
- They can better cope with the psychological effects of the earthquake.

As a result, our TA training programme mostly focused on utilising of Ego states and Strokes in an traumatic environment, and was an experience that showed that studies that include theory and practice together create effective, sustainable and safe communication environments for both teachers and their students.

On behalf of ATAD, Aylin Çevik Şafak, Ebru Toksoy and Deniz Güney



II. Changing Society Through Civil Courage

For six months, students in Serbia have been fighting for freedom, justice, accountability, a well-structured economic and legal system, and democratic and humanitarian values. Their efforts have initiated a social evolution characterized by the enthusiasm of an integrative Adult. Solidarity, empathy, non-violent strategies, connection, and love have sparked an unprecedented wave of protests in the region. Majority of professors have also supported the students, as most universities across Serbia have been on strike since December.

The students on strike have articulated their demands clearly and refuse to settle for anything less. All decisions are made in the "Plenum", which welcomes all students who wish to participate. Furthermore, many professionals—including lawyers, doctors, actors, and workers from various fields—along with citizens, have joined the protests throughout Serbia. Some students even cycled to Strasbourg, while others ran to Brussels and participated in a session at the European Parliament, where their voices were heard. Remarkably, these students have even been nominated for the Nobel Peace Prize.

Trainers, supervisors and TA students under supervision in TAUS, for example, provide free psychological support and organize workshops for the students on strike, and conduct lectures on mental health during times of social crisis.



The integrated Adult and the awakened Physis, the growth force within the Child ego state, contribute to resilience and the maintenance of a "plus-plus" life position. Non-violence and resilience are the outcomes of such energy. Additionally, the students have stopped the "Bystander" Game, which fosters passivity and avoids responsibility. The transgenerational "hot potato" of rigid beliefs has begun to change through new decisions and permissions, ultimately promoting autonomy. This process of autonomy can be linked to humanistic ethics.

Thanks to the students, script beliefs about "powerful others" are shifting, allowing individuals to tap into their inner potential and come together to create a better world and a brighter future.

"Thank you, students, for group psychotherapy." These words from a protest left a strong impression on me.

On behalf of TAUS, PhD Aleksandra Djuric

III. Humanity at the Core of Transactional Analysis

Short Introduction

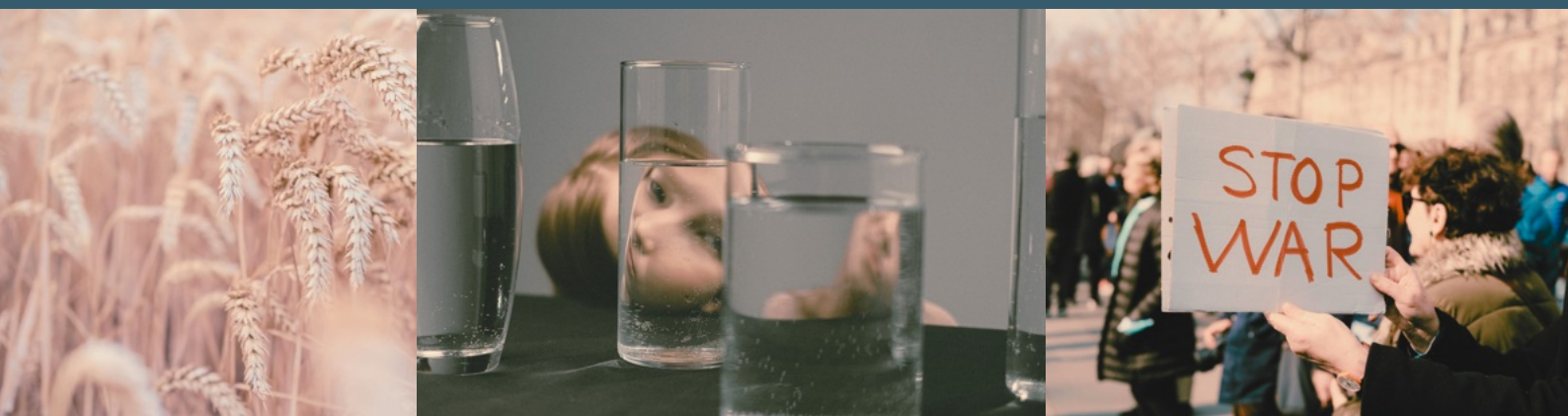
In today's world of global challenges, the issue of humanistic values within professional communities is gaining particular significance. We are convinced that humanistic values and humanity have always been and continue to be an inseparable part of Transactional Analysis. Eric Berne, the founder of the method, emphasized that life scripts are shaped not only within the family system but also under the influence of broader social contexts — including wars, political events, and natural disasters. Ignoring these aspects would strip TA of its depth, relevance, and humanistic essence.

Definition of Humanity

Humanity, as a part of the lifeworld, often remains unreflected. It is the manifestation of a self-evident human nature in relationships with others, as well as with living beings and the world of ideals and beliefs. To be human means to demonstrate attitudes of compassion, respect, love, kindness, dignity, and sincerity toward oneself and others. Humanity is not merely one virtue among others; it is the ontological foundation of both social morality and personal ethics. In everyday life, it is almost invisible, like an atmosphere of courtesy and goodwill among members of society. Yet, in times of war and severe social conflicts, when moral norms are shaken and individuals stand at the edge of losing themselves and their shared world, humanity becomes the anchor that helps preserve personal identity, moral attitudes toward others, and the possibility of finding mutual understanding in the world.

Historical Context of TA and Humanistic Values

The historical context of the creation of Transactional Analysis shows that the method was born as a response to real-life challenges, not merely as a theoretical model. Eric Berne, working in the army and studying the impact of social catastrophes — wars, revolutions, epidemics, and natural disasters — understood that life scripts are formed not only in family environments but also within broader societal contexts. From the very beginning, TA could not exist disconnected from real-life circumstances. Berne wrote an article titled *Human Nature in Peace and War*, focused on psychoneuroses, which remained unpublished until recently (Berne, 1946/2020). Another of his works, *Man as a Political Animal*, addresses the nature of evil (*The Mind in Action*, 1947). In an interview with Bill Cornell, Eric Berne's son, Terry Berne, remarked: "I'm particularly interested in how TA can be applied to broader social and political models" (Berne & Cornell, 2004).



Contemporary Challenges for National TA Organizations

Keith Tudor, in his article 'War: A Transactional Group Analysis from TAJ, vol 53, 2023 - , describes tension: "...between those transactional analysts who strive to maintain an apolitical position (at least in terms of TA organizations) and those who argue that the social world is inevitably political — and that TA, if it is to remain relevant, must be more socially and politically engaged." This tension has been present throughout TA's history and is reflected in recent discussions in the ITAA newsletter The Script regarding the invasion of Ukraine (ITAA Ethics Committee members, 2022; Ravi and Rudolph, 2022; Zivkovic, 2022)."

In our view, the Concept of OK-ness ("I'm OK - You're OK - The World is OK") lies at the core of Transactional Analysis and clearly states: each person possesses inherent worth, regardless of circumstances. The position of OK-ness is not just a theoretical postulate. It is a living ethical imperative that should manifest in concrete actions: in support, in openness to the pain of others, and recognition of human dignity even in the most difficult situations.

Focus on the Social Context

Transactional Analysis is not an isolated technique for individual work. It is a practice rooted in life, based on the belief in the value of every person and the possibility of change — both on an individual and societal level.

The principle of OKness invites us not only to work on ourselves and support others within therapy rooms, classrooms, and organizations, but also to actively shape environments where humanity forms the foundation of all interaction. Through this approach can we preserve the authenticity and vitality of Transactional Analysis — a humanistic approach born from real-life challenges and designed to respond to the real needs of people.

If national TA organizations focus on the Social Context, we believe these opportunities will occur:

I Strengthening of trust and a sense of belonging.

People seek not only knowledge in professional communities but also humanity, understanding, and support. An organization that is sensitive to real-life hardships risks reinforces the heart of its community.

I Significant importance and depth to the principle of OKness in practice.

Acknowledging pain, trauma, and social upheaval means, in effect, endorsing one of the fundamental principles of TA — the recognition of every individual's dignity.

I Give weight to the relevance of Transactional Analysis.

TA has always been a method grounded in real life. Focussing on the broader social context supports TA in its core into practical life and provides its ability to be meaningful in today's world.

I Strengthening of the international community.

Communities that stand together in times of crisis grow stronger.



Humanity in Action

A Living Example from the Ukrainian Association for Transactional Analysis (UATA).

From the first days of the full-scale invasion, UATA not only maintained its integrity as a professional organization but also became a space of mutual support, care, and solidarity for its members. The community quickly adapted to the new realities: free online meetings, supervision groups, and support circles were organized for those coping with loss, evacuation, or adaptation to life in new countries.

UATA played a crucial role in helping members organize evacuations both within Ukraine and to European Union countries. Members received assistance in finding safe relocation routes, new housing, and support in adapting to life in unfamiliar cities and countries.

During this difficult time, UATA became a true stronghold of reliability, belonging, and mutual support — a vital point of connection where people could feel not abandoned but part of a living, caring community.

Equally important was the support Ukrainian colleagues received from other TA communities across Europe and beyond. National TA organizations showed great courage and solidarity: they not only sent letters of support but also provided real, tangible help — assisting with relocation, housing, and professional integration abroad.

Much of this assistance was provided without being spoken about, without extensive announcements on official EATA websites or national organization pages. Yet it is precisely these concrete actions — real participation and support at the hardest moments — that embody the true humanistic values of Transactional Analysis.

UATA's Research on TA Organizations' Responses to Wars, Crises, and Disasters

UATA's scientific circle has initiated a study focused on how national TA organizations respond to wars, revolutions, and natural disasters, both in their own countries and in other EATA member countries. The goal of this research is to better understand how professional communities can uphold the principles of humanity in the face of complex social contexts. UATA plans to continue fostering a culture of open solidarity and to deepen its analysis of how various national organizations respond to humanitarian challenges.

This work will not only contribute to scientific understanding but will also serve as a practical step in strengthening a TA community where humanity lies at the core of professional identity.

A Call for the Future

In these challenging times, we invite all members of the TA community to engage in open dialogue about our role in shaping interactions between organizations in a changing world. We encourage everyone to support one another within TA organizations and to create spaces of security and growth where they are needed most. Let us strive to be not only professionals but also carriers of living humanity.

Our choices today will shape the face of Transactional Analysis tomorrow.

On behalf of UATA, Sergey Morldyushenko, Viktoria Starchenko, Hanna Yavorska

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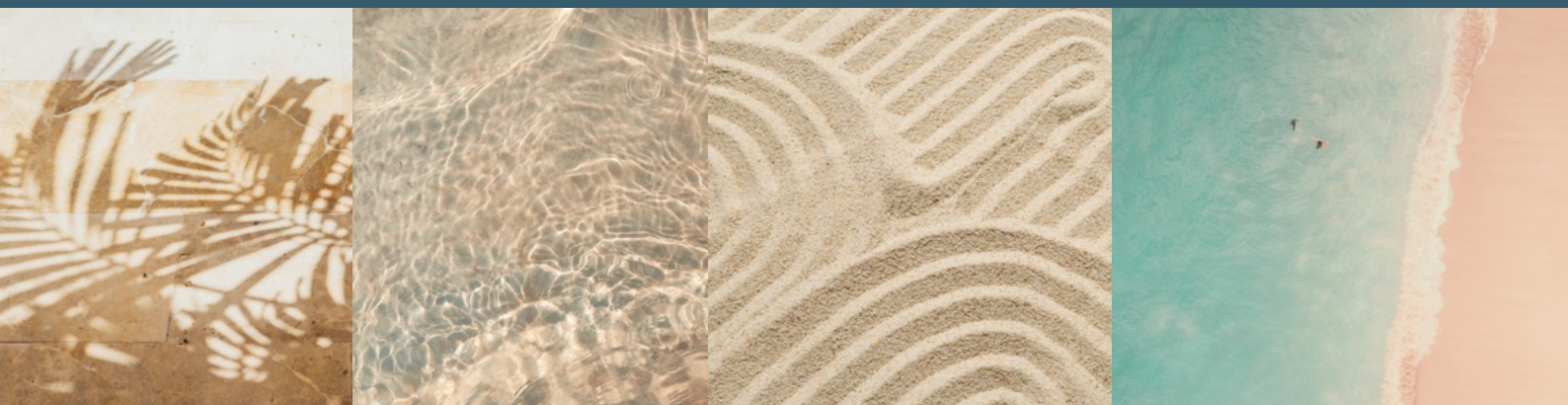
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EATA Exam Successes

Exams in Italy, Rome, 17th and 18th of January 2025

**Congratulations to
All CTA in the field of psychotherapy:**

Valentina Massimiliani
Federica Riolfi
Alessia Di Febo
Filomena Iezzi
Elisa Mangialardo
Chiara Guarducci
Lucia Babbini
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Sara Giancola
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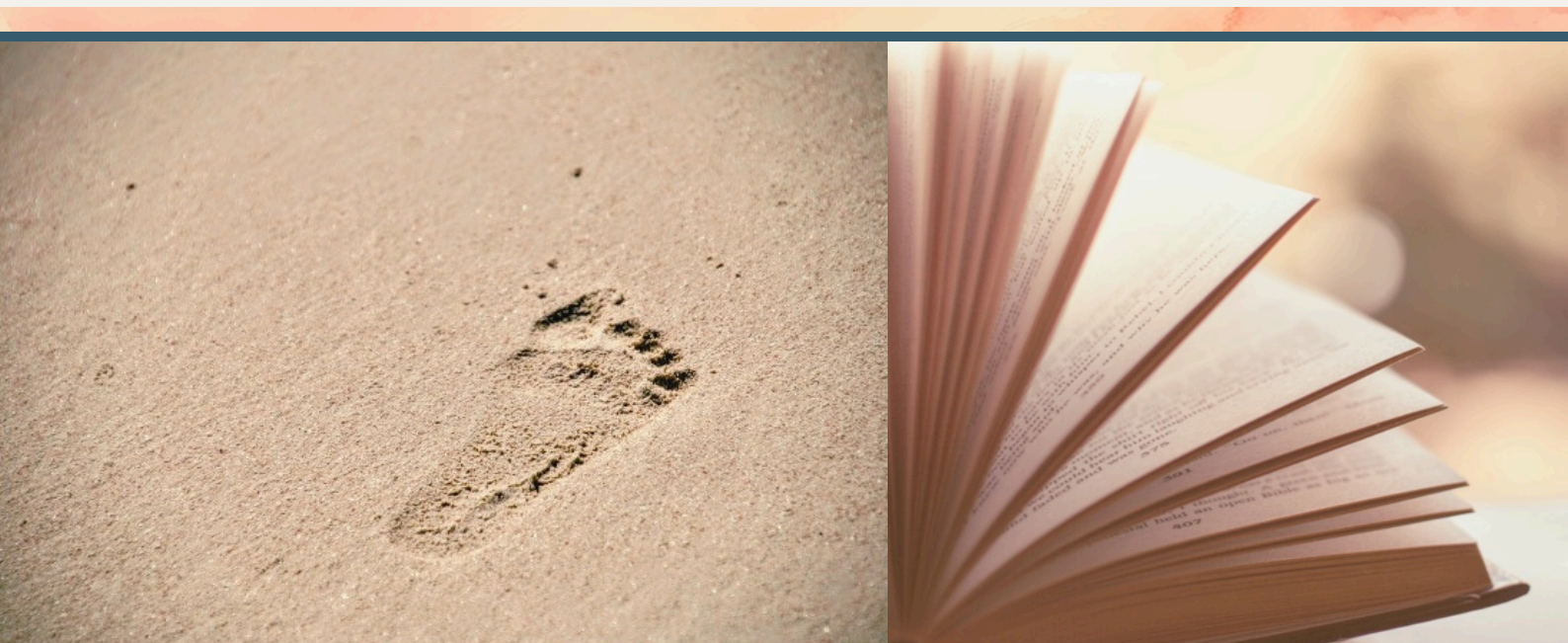
Exam Coordinator: Silvia Tauriello
Assistant: Roberta Sanseverino, Claudia D'Aversa
Process Facilitator: Susanna Bianchini, Claudia D'Aversa
EATA Moderator: Sylvia Schachner
Translators: Laura Bastianelli, Cristina Caizzi, Maria Luisa De Luca

Thank you examiners in Rome



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Andreini Cinzia
Angelucci Iolanda
Baca Elzbieta
Bastianelli Laura
Barrera Silvia
Bergerone Chiara
Bevilacqua Teresa
Bianchini Susanna
Caizzi Cristina
Carozza Eleonora
Casiglio Luigi
Cau Luca
Ceridono Davide
Collatina Sofia
D'Alessandris Lucio
De Luca M. Luisa
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De Palma Simona
Di Legge Daniela
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Pucci Flavia
Pulvirenti Amelia
Ricci Barbara
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Scoliere Mara
Spallazzi Domitilla
Stanisci Emanuele
Tineri Marco
Trani Alice
Vasale Massimo
Vignoli Andrea
Villoresi Elisabetta



Exams in the UK, Swindon, 9th and 10th of April 2025



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George Teare CTA -(P)
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Maja Remic CTA -(P)
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Zara Irani CTA-(P)

TSTA:

Adena Franses TSTA (P)
Pierre Sebregts TSTA (P)
Deborah Blagden TSTA (P)
Silvia Palandri TSTA (P)
Daniele Mainardi TSTA (P)



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27 TSTA examiners
7 volunteers

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Kate Hardy

Gemma Mason

Pesorda Dubravka

Helen Rowland

Mary Dees

Marion Umney

Silvia Pellanda

kerri Warner

Carole Stilwell

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Nicky Worrall

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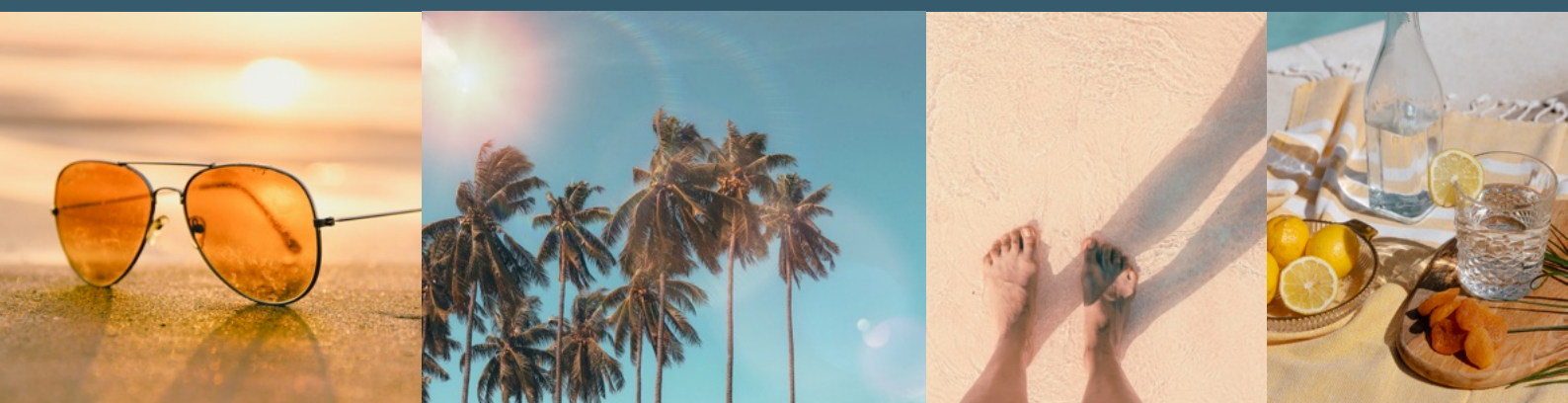
Liz Jeffries

Louise Ralston

Karen Bruyn

Fiona Firman

Nicki Wisbey





World Transactional Analysis Conference 2025

This World Transactional Analysis Conference promises to be an enriching experience, featuring cutting-edge discussions, skill-building workshops, and inspiring keynote presentations.

Date:

 **8, 9, 10 August 2025**

 **Le Corum, Montpellier - France**

 **EATA, ITAA and TA members from around the world**

 **Tickets and info: wtac2025.ifat-asso.org**

Conference Highlights

- Inspiring keynote presentations
- Workshops led by renowned TA experts
- A lively debate moderated by Karen Pratt
- Networking opportunities with peers from around the world
- Interactive sessions to deepen your TA practice

Keynote Speakers

William F. Cornell

Isabelle Filliozat

Sailaja Manacha

Join us for this remarkable opportunity to learn, connect, and grow within the TA community. Ticket sales will close at the end of June or once we reach 900 participants; whichever comes first. We look forward to welcoming you to this exceptional event.

Warm regards,

Jean-Luc Boyer

IFAT President

WTAC Conference & Organizing Committee Chair



Thank you

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