2020

THIRD CULTURE KIDS
A Handbook for Globally Mobile Families

EUFASA

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Foreword

Moving as families, transitioning with children of all ages affects many transferable families worldwide. Sometimes parents face particular challenges and many start questioning the compatibility of a transferable career with having children. And yet, a globally mobile lifestyle can be life-enhancing for all family members, provided they are equipped with the right knowledge, attitude and a filled toolbox. EUFASA is a transnational association with members from many countries in Europe and while sharing the circumstances, we may be at different stages of our mobile lives. We believe that by establishing an exchange, we can benefit from each other´s successes, mistakes, challenges and gains. In this handbook, we share some of these insights with you and hope that they will contribute to making your journey as a transferable family as enriching as ours.

Katja Aegerter, Switzerland (Working Group Chair)

Introduction

Third Culture Kids, Global Nomads or Globally Mobile Children – there are several descriptions for the same phenomenon: children who grow up in several cultures owing to the career(s) of their parent(s). Globalisation has a significant impact on modern society and the lifestyle of families (McLachlan, 2005); and, in particular, on children (Tanu, 2008).

While being on the move was somewhat an exception to the norm decades ago, in today's internationalised world, it has become an increasingly common phenomenon to observe families, together with their children, on the move (Bushong, 2013; Morales, 2015). The high degree (or level) of mobility of parents, owing to their careers in the private, public and voluntary sectors, has a crucial impact on the ~~life~~ lives of the children who are moving with them (McLachlan, 2005). Children of such families will experience different cultures and languages, whilst living away from their extended family, and away from their permanent homes. Bandura (2002) and Bushong (2013) emphasise that, owing to the ongoing globalisation and internationalisation of hometowns and birthplaces and an increasing amalgamation of cultures, a childhood, involving many cultural experiences, will become the norm, even if a child does not necessarily move around.

Image 1 by Adobe Stock

The increase in the number of International Schools and students attending those schools predict the trend (BIS Magazine, 2018) that growing up in different cultures is not uncommon anymore. Qualities like multi-linguism, adaptability, intercultural skills and an extended worldview provide the children with loads of benefits and positive prospects, thus enhancing their employability. Globally mobile children and adults move through the world as chameleons: they have the skill to adapt, integrate and readily participate or lead.

Nevertheless, the coin has another side, too, showing risks such as rootlessness and identity search, as well as loss and grief. It is important for TCK parents to know that many mobile children do not feel at home in a certain place; but, instead, feel at home among certain people. In particular, the sense of belonging is evident whilst the children are among those people –ie the nuclear family- who provide them with the only stable relationships in a world full of change. Therefore, nurturing attachments and relationships is critical for transferable families.

Although the transferable life with children might raise particular questions and concerns, all family members, who are equipped with the right awareness and the proper tools, can clearly benefit from their multicultural experience. This leaflet aims to support families in their journey of transferable lives.

Presentation of EUFASA/Working group Third Culture Kids

The European Union Foreign Affairs Spouses, Partners and Families Association (EUFASA) caters for the exchange of information and ideas among member associations to identify effective family support practices, raise awareness and gain support for family-friendly policies within its members Ministries of Foreign Affairs.

EUFASA holds an annual conference, hosted by one of the member associations; and, at the 2018 EUFASA conference in Tallinn, Estonia, a Working Group Third Culture Kids (ETCK) was formed. Over the past two years, the ETCK Working Group has been working on issues concerning European transferable families with children. All insights, research and information will culminate in this booklet.

Executive Summary EUFASA TCK Survey

The working group carried out a survey under the umbrella of the European Union Foreign Affairs Spouses, Partners and Families Association (EUFASA) and, amongst the seventeen European countries which were represented at the EUFASA. The survey was completely anonymous and targeted families of MFA officers with an experience of postings abroad and transitioning with their children. The *EUFASA Third Culture Kids Survey* had a total turnout of 207 respondents.

Responses indicated that schooling was a major concern for internationally mobile parents when moving between posts. The availability of certain types of schools on posting as well as the (financial and logistical) possibilities to maintain their children in the same schooling system at headquarters were main aspects. Parents noticed an impact of the transitioning on their children; and, they described specific measures which they undertook to alleviate the impact. They indicated it to be a positive and supporting measure to communicate transparently and candidly with their children, regarding the transitions and tried to involve them as much as possible.

We hope that this booklet will be of use to all transferable families of EUFASA member states, making the experience beneficial to the entire family.

Working group TCK 2019-2020

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1. DEFINITION OF THIRD CULTURE KIDS

Several terms have been coined over the past 60-70 years to define and describe mobile children. Pollock, Van Reken, and Pollock (2017) have established the most current and widely used definition of the term, Third Culture Kid (TCK):

> A traditional third culture kid (TCK) is a person who spends a significant part of his or her first eighteen years of life accompanying parent(s) into a country that is different from at least one parent's passport country(ies) due to a parent's choice of work or advanced training.

Children who live on the move predominantly usually embrace parts of their host cultures and their own; but, they never fully possess any of them (Pollock, Van Reken, & Pollock, 2017). The term Third Culture Kids (TCK) first established by Drs. Ruth Hill Useem and John Useem in the 1960s (Useem, Donoghue, & Useem, 1963) describes some type of culture developing among mobile children. However, in contrast to frequent misunderstandings, the third culture does not refer to a culture in the classical definition. As illustrated in figure 1, it represents the social cohesion and mutuality of the history, lifestyle and experiences which those children make, independently of their birthplace, parents' origins, religions or relocation reasons (Plamondon, 2011).

THIRD CULTURE

Interstitial Culture/Shared commonalities/experiences

FIRST CULTURE

Home/Parent(s) Passport Culture

SECOND CULTURE
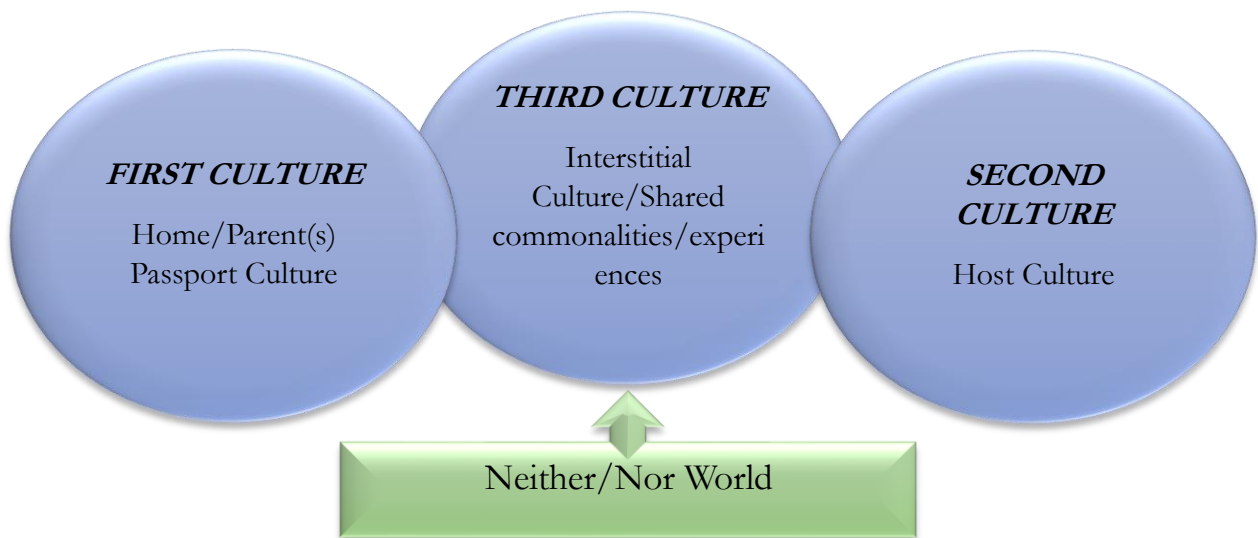
Host Culture

Neither/Nor World

Figure 1. Pollock, Van Reken, Pollock (2017). Third Culture Kids: Growing Up Among Worlds

This mindset, this third culture, can apply equally to an Asian TCK and a Western TCK, who then feel more connected to each other than to their respective non-mobile compatriots.

Other terms in use to describe mobile children are global nomads, as established by Norma McCaig (Schaetti, 2015); and, Cross-Cultural Kids (CCKs) created by Ruth Van Reken (Pollock, Van Reken, & Pollock, 2017). Ever since, and even before the establishment of terms to describe the globally mobile children, researchers have investigated factors positively or negatively affecting the well-being of children on the move.

The importance of understanding and mediating the implications on TCKs

In a globalised world model, it will become increasingly important to acknowledge and understand the effect on the children of globally mobile parents and on families living in a globalised context (Jensen, 2003). Accepting and absorbing the impacts on the TCKs life will help, not only to smooth their acculturation in a host country and re-acculturation in a passport country. But it will help them and their families to benefit from the rich experiences which they make, and it will support the alleviation of possible psychological implications.

2. BENEFITS & CHALLENGES OF MOBILE LIFESTYLE

Despite many years of third-culture-related research covering the challenges they may face, many mobile families and TCKs, even in adulthood, are not aware that their history and transient development can have an impact on their lives and their psychological well-being.

The mental health of Third Culture Kids can be affected by the challenges they face owing to the high mobility in childhood and adolescence. Raising the awareness of parents of TCKs, schools and school counsellors as well as informing the TCKs themselves is one crucial pillar for their mental health and the success of their mobile history.
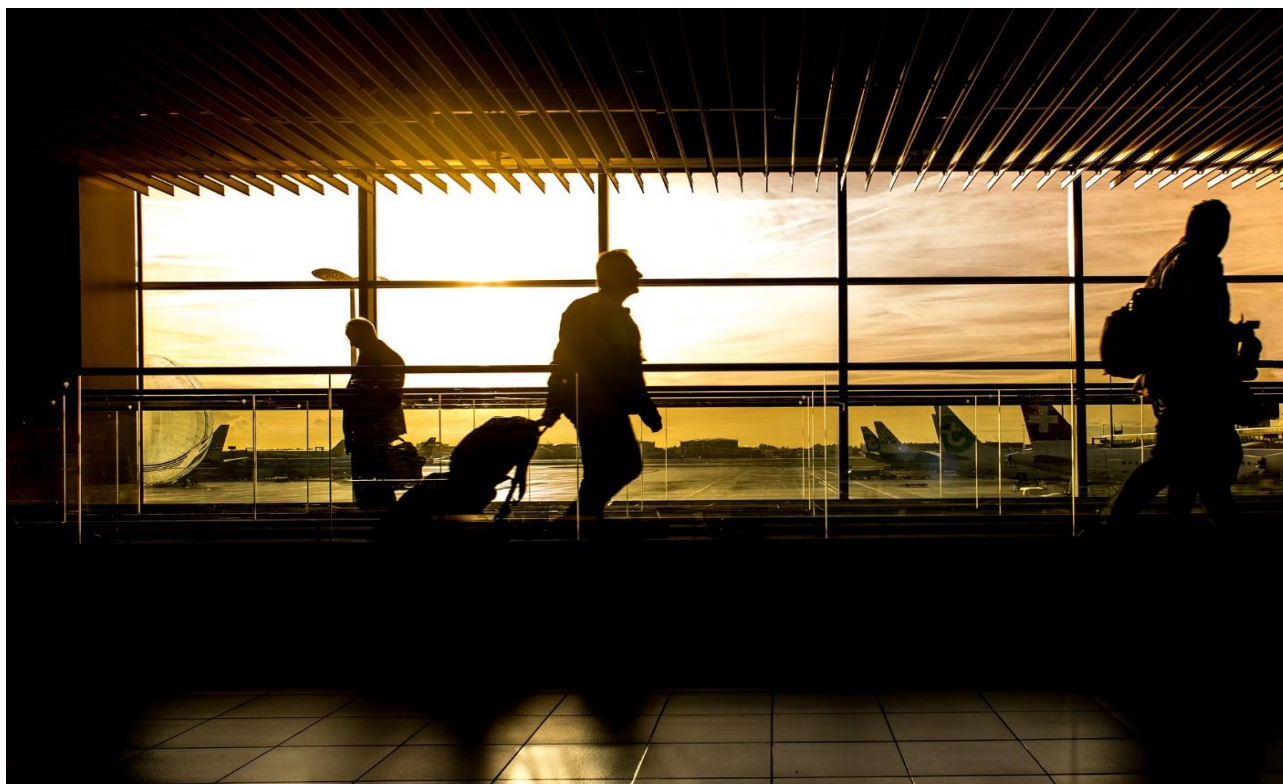
Image 3 by Rudy and Peter Skitterians from Pixabay

Possible Benefits of the Mobile Lifestyle

- Expanded Worldview – Understanding cultures & racial, religious, and numerous social differences
- 3D-Worldview – Experiencing history, culture in contrast to just reading, hearing about these themes
- Adaptability & assimilation
- Linguistic, Social and Cross-Cultural Skills
- Open-mindedness owing to exposure to various cultures and countries
- High-standard of education
- Many global friendships

Possible Challenges of the Mobile Lifestyle

- Cultural Identity: confusion vs. multiple identities and adaptation

- Cultural Homelessness: socially acceptable cultural norms and behaviours in one post might not apply in another one

- Disturbed sense of belonging: Where is home? Where am I from?

- Home: less attached to a geographical location but rather to relationships (in particular with family)

- Reverse culture shock: returning "home" to their passport country, they should fit in; but, somehow, they don't

- Many goodbyes: family, friends, teachers, schools, pets, houses, traditions, habits, familiar foods

- Even if they are not the ones leaving: in the international environment many others might be leaving

- Friendships: fast friendship-building vs. fear of forming close friendships owing to numerous previous losses

3. SCHOOLS / EDUCATION

For children of internationally mobile families, continuity of education in the same school system is of utmost importance. For this reason, Ministry of Foreign Affairs (MFA) family policy should allow for parents to educate their children in the school system of their choice at post and in the home country.

International school systems are advisable as they offer continuity of the child's education at post and in the home country in Europe. International school-leaving diplomas enable students to qualify for admission to universities and higher education institutions in Europe and internationally.

School leaving diplomas

https://en.wikipedia.org/wiki/School_leaving_qualification:

Information on studying abroad

https://www.ucas.com/undergraduate/what-and-where-study/studying-overseas/applying-study-abroad

https://www.ucas.com/undergraduate/applying-university/ucas-undergraduate-international-and-eu-students

Kindergartens/pre-school/nursery schools are not available at all international schools. State and private kindergartens, in a foreign or local language, are normally available at post.

3.1   American International Schools

The American International School System is a private school system which is available in many countries; and it follows an American-based curriculum. Most schools have elementary, middle and high school sectors; some have a pre-school level. School-leaving diplomas at American International Schools are the IB, International Baccalaureate Diploma (www.ibo.org), or the standard U.S. High School Diploma.

3.2   British International Schools

There are 270 schools in 70 countries. These schools are members of the Council of British International Schools (COBIS) offering a curriculum based on the British education system. School-leaving diplomas are the International/General Certificate in Secondary Education examinations or I/GCSEs and the International Baccalaureate Diploma (www.ibo.org).

More Info: www.cobis.org.uk

3.3   European School System

The European Schools provide children with a multilingual and multicultural education at nursery, primary and secondary levels. Pupils are enrolled in their mother language section (if available) and at Nursery and Primary levels are taught mainly in their mother tongue and in a second language chosen among the EU's "working languages" (English, French or German). At the secondary level, some topics are taught in the second language and pupils can study up to a 5th language.

There are European Schools in Belgium (Brussels, Mol), Germany (Frankfurt, Karlsruhe, Munich), Italy (Varese), Luxemburg, The Netherlands (Bergen) and Spain (Alicante). There are also Accredited European Schools in Denmark (Copenhagen), Estonia (Tallin), Finland (Helsinki), France (Strasbourg, Marseille), Greece (Heraklion), Ireland (Dunshaughlin) and Slovenia (Ljubliana). When in Brussels, and as a result of the school`s overpopulation, only the children of European Institutions staff and member states Permanent Representations staff have priority to enrol.

The schools follow a specific curriculum; and they offer the European Baccalaureate diploma. It is officially recognized as an entry qualification for Higher Education in all the countries of European Union. European Baccalaureate diploma holders enjoy the same rights and benefits as other holders of secondary school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or tertiary education institution in the European Union.

Owing to the Brexit agreement, United Kingdom universities will recognize European baccalaureate diplomas until 2028. After that year, (except if a new arrangement is agreed) it will be up to the UK's universities, who have a great deal of autonomy, to decide about that recognition.

In the United States of America, where universities also are autonomous, the European Baccalaureate is usually recognized. However, in most Latin America countries it is not the case.

More info: www.eursc.eu

3.4   French School System – French Lycées

French education establishments abroad are probably the most complete (geographically speaking) of the education systems existing worldwide. The French schools abroad offer quality education in accordance with the requirements of French national education, which is supported by humanist values.

They are part of an international network ruled by AEFE (Agence pour l'Enseignement du Français à l'Étranger). This is a vast global network that allows pupils to follow a similar education, from kindergarten to baccalaureate, from one institution to another and from one country to another. There are 522 French schools in 139 countries.

When enrolling your children, it is imperative that you check if the school is managed directly by AEFE or a partner school; because, this form of management has implications in terms of hiring teachers and the provision of some educational projects. The schools in Buenos Aires (Lycée Franco-Argentin Jean Mermoz), Santiago de Chili (Lycée Antoine de Saint-Exupéry) and in Canberra, Australia (Lycée Franco-Australien "Telopea Park School') are ruled by conventions which have established an academic and pedagogical agreement with the French government. Therefore, these schools differ from the other schools in the AEFE network in terms of the time designated to teaching the French curriculum and the administration of the school.

These schools benefit from the support of the AEFE in terms of the recruitment of qualified French teaching staff to maintain up to 50% of the criteria of the French system while sustaining 50% of the national curriculum and language (Spanish or English) of the host country. The organisation of the school timetable, including the school calendar, follows the national educational agenda of the southern hemisphere where the schools are located.

Pupils, who are enrolled in a French lycée worldwide, obtain the French Baccalaureate diploma as any pupil studying in French territory; and the qualification is recognized in all the EU member states and in every country with which France has established a reciprocal agreement for the accredited recognition of the diploma.

More info: www.aefe.fr

3.5 German Schools (Deutsche Auslandsschulen - DAS)

There are 140 German schools abroad in 72 countries that offer an education in German for children age 3 to 18. https://www.auslandsschulwesen.de/Webs/ZfA/DE/Home/home_node.html

Within this school system two different types of German schools are to be differentiated: German-language schools (*Expat-Schulen*), where German is the language of education; and, bilingual schools (*Begegnungsschulen*), with classes in German and the local language, which is taught as a mother tongue language. The German-language schools, in the various countries, don't necessarily follow the same curriculum. There are different school-leaving diplomas depending on the choice of school; particularly, the German *Abitur*: www.auslandsschulwesen.de/Webs/ZfA/DE/Schulnetz/DAS/Abschluesse/abschluesse_node.html. The school-leaving certificate, from a German school abroad, gives students the general qualification for university entrance in Germany, Europe and internationally.

More Info: https://www.auswaertiges-amt.de/en/aussenpolitik/themen/kulturdialog/04-schulen

3.6 International Schools

International Schools offer an educational system in the English Language. It is important for parents to check the accreditation(s), authorization(s) and affiliation(s). of international schools as some may not be properly accredited.

https://worldfamilyeducation.com/international-school-accreditation/
https://www.internationalschoolparent.com/articles/accreditation-authorization-affiliation/

There are many international schools worldwide with high educational standards; many are private, although they are governed by state or governmental institutions. The international schools provide an education in English for children aged 3 to 18 years. Some international schools may not have a pre-school level.

The school-leaving diplomas of International Schools can vary (check on the website of the particular school for details on accreditations). Students of IB World International Schools graduate with the International Baccalaureate Diploma (www.ibo.org), accepted internationally for admission to universities and higher education institutions. However, in some countries, admission decisions are at the discretion of higher education institutions. International schools may also offer the local country's school-leaving diploma.

3.7 International Christian Schools

There are fifteen International Christian Schools across thirteen different countries. The International Christian Schools (ICS) use the U.S. curriculum with an international focus. The academic program equips students for entrance into US and international universities. Some ICSs offer the IB Diploma Programme www.ibo.org.

More info: www.nics.org.

3.8 Special Educational Needs (SEN) & Disabilities (SEND)

Ideally, students with learning differences or special educational needs should attend a mainstream school with SEN support that allows them to follow the chosen curriculum. However, the best solution will depend on the individual needs of the child and what is available locally. While the EU Member States have worked toward greater inclusion of children with SEN in mainstream education, schools at post may offer only limited support for children with SEN. Parents are strongly encouraged to check with prospective schools early in the process, and, if possible, before applying to postings.

The US Department of State maintains an extensive list of schools around the world which are able to accommodate students with learning differences/special needs. See https://www.state.gov/overseas-schools-offering-support-to-children-with-special-needs/.

Children with learning differences should be assessed by a professional to determine the child's needs in terms of teacher support; physical, occupational, speech, or other therapies; and, medication, if needed. An assessment is generally required by schools in the development of an individualised learning plan for the student. While European legislation allows SEN students accommodations, such as extra time, a reader, and a separate room. for school examinations, school-leaving exams, and university exams, such accommodations may not be possible at private international schools.

As the term "special educational needs" includes a wide range of learning and behavioural differences, many of which may require anywhere from mild support to one-on-one assistance, it is important for parents to clearly communicate their child's specific diagnosis (or diagnoses) and level of need when talking with schools and therapists. Even if a school advertises their support for students with special needs, this information does not mean that the school is able to accommodate a specific child´s needs.

More info: https://www.gov.uk/children-with-special-educational-needs

4. CHECK LISTS FOR MOBILE FAMILIES

The checklists are aimed at mobile families with children. By gathering information from all possible sources, our Working Group has compiled a comprehensive and concise checklist for the different stages of transition.

A most essential recommendation is for parents to be present for their children and to support them emotionally through all phases of the transitioning. In a world of change, the nuclear family may constitute the only stabilizing factor during the childhood phase.

4.1 General Recommendations for Parents of Globally Mobile Children

- Proactive Parenting: showing empathy & providing emotional support.
- Be available for the children in order to build and maintain a solid bond.
- Attempt to create a cohesive and democratic family environment for the children,
- Try to maintain family routines and traditions, also (or particularly) during the posting.
- Try to find YOUR perfect balance (professionally & mentally) while leaving room to best support your children > Happy parents, happy kids).
- Full-time working parent(s): try to get involved with your children as much as possible in your labour-free time (they need you, too).
- If at all possible, time transitions to the summer break.
- Transparency is essential: make transitions a regular topic.
- Regardless of age, involve the child/children in the transition process.
- Try to think of elements in the transition process where the children can have a word/choice/contribution; they will feel important, valued, equal and heard.
- Support and enforce the maintenance of friendships.
- If possible, try to establish continuity through school systems.
- If financial situation allows, create continuity through a "home base".
- Lastly, say a proper goodbye in every place you leave (RAFT by Pollock, Van Reken, Pollock, 2017). A proper farewell in an old posting allows for a successful start in the new posting.

Chronological Check Lists

Before leaving a home or a host country, a family with children has many things to consider and remember.

a) Important aspects to consider:

- Keep contact with a pediatrician.
- Keep contact with the local health service (in particular reg. needed vaccines for new posting).
- Keep vaccination reports online (with your health ministry).
- Plan a trip back at least once a year.
- Keep a family home (a "home base", if possible).

b) For all ages

- When travelling, keep personal documents in your hand luggage.
- Forward medical reports – if known to new doctors or to yourself.
- If travelling by plane, verify the Transportation Security Administration's guidelines for travelling with children (paying particular attention to the details of which items are (and are not) allowed on airplanes; how to book special seats, meal, assistance (if required)).
- Make sure you know the location of a nearby hospital and pediatrician.

c) In addition to paragraph a) and b), for Babies & Toddlers

- Enlist help for the moving days (baby-sitter, grand-parents, and neighbours).
- Keep dangerous objects (eg. scissors, cleaning supplies, furniture with sharp edges) away from your baby on moving day.
- Pack the items in baby's room last.
- Pack most of the children's toys while the children are sleeping while involving older toddlers in helping to pack some.
- Pack your baby/toddler car seat.
- Box-up non-essentials first (baby's extra toys, blankets, extra clothes).
- Box-up baby essentials to take with you (for the baby and for the mother in case of breastfeeding, for example) and keep the container/box/crate away from the movers.

d) In addition to paragraph a) and b), 5 to 12 years old

- Research schools at new post.
- Notify schools at home that you are moving.
- Involve children in the moving process, for example:
    - by establishing a timeline for moving
    - the reading of (travel) books/tourist guides
    - taking on age-appropriate responsibility (e.g. packing and looking after their own moving box with their belongings, etc.)
- Farewell parties.
- Move at the end of a school cycle.
- Bring along for your move:
    - Photos of your "old house" (preferably) chosen by the children
    - Photos of the "old school" and friends
    - Family photos

- o   Favourite books
- o   Favourite movies/games
- o   Favourite items

e) In addition to paragraph a) and b), over 12 years
- Research schools.
- Notify schools at home that you are moving.
- Involve kids in the moving process by:
  - o   establishing a timeline for moving
  - o   choosing and exploring (travel) books/tourist guides
  - o   giving them responsibility (e.g. packing some own personal belongings in moving boxes/luggage)
- Farewell parties.
- Move at the end of a school cycle.
- Let them pack their favorite items (but be vigilant because teens may forget important items).

4.3   During the no-home period - In between homes

Usually, between leaving the home country or a previous posting and arriving in your new posting, many families experience a no-home period: having left the old house and not yet having moved into your new home in your new location. In most cases, this in limbo period may last a few weeks. Some families stay with their extended family or friends during that time. Other families might take the time to go on a family vacation. Few families might be lucky and might have a "home base" in the parents' passport country(ies).

a) Important aspects to consider
- Try to spend as much family time as possible, as this can be an unsettling period for the children.
- Build in time, patience, and acknowledgement for the grieving of lost friends, lost home, and lost pets.
- Remember that the ongoing events and experiences might have an impact on the children´s behaviour; show empathy and support.

b) For all ages
- Allow the children to pack some of their favorite toys and items in the travel luggage.
- Designate a corner of their temporary room, e.g. in the grandparent´s house, for the children and their toys.
- Encourage the children to keep in touch with their friends.

4.4   After Arrival

After arrival, families might experience one of two scenarios: either they are provided with housing by their employer and can move into their new home right away, or they might have to stay in a hotel or furnished apartment (temporary housing) to cover the period when looking for a home.

4.4.1   Temporary housing

a) For all ages

- Show your children the neighbourhood.
- Stay positive and encourage the children to get involved in local activities.
- Spend a lot of time with your children.
- Stay connected and supportive during strong emotional upheavals.
- Allow the children to grieve their losses from their previous posting.
- Particularly younger children might become clingier and more attached: try to be present and available.

b) In addition to paragraph a), Babies & Toddlers

- You are not in your own home, so remember to keep dangerous objects (scissors, cleaning supplies, furniture with sharp edges) away from your baby.
- Try to maintain a consistent routine for your baby regarding feeding time and bed time.

c) In addition to paragraph a), 5 to 12 years old

- If possible, display the children's favourite items in a similar arrangement to how they were displayed at the "old home".
- Take the children to the supermarket to explore new items and goods.
- During the initial period, accompany your children to, and from school.
- Set ground rules (pool usage, biking safety, areas of the neighborhood they aren't allowed).
- Meet other parents at the new school.
- Organise playdates with the children's new school friends.
- Organise video-calls with their old friends as frequently as your children request.

d) In addition to paragraph a), over 12 years old

- Let your teens display their favourite items in a similar arrangement to how they were displayed at the "old home".
- Allow them to have a voice in setting up the house.
- Take them to the supermarket to explore new products and goods.
- On the first day of school, accompany the children to, and from school. The accompaniment arrangement for subsequent days may depend on self-confidence, and self-reliance of the children.
- Set ground rules (regarding pool usage, biking safety, check-in hours, areas of the neighborhood they aren't allowed).
- Let them organise programs with their new school friends.
- Let them organise video-calls with the old friends as frequently as they wish

4.4.2   New Home

a) For all ages

- Arrange the furniture and personal objects in a similar format to the arrangement at the old home.
- Set the children's bedrooms first.

b) In addition to paragraph a), Babies & Toddlers
- Unpack the items for the baby's room first.
- Baby-proof your new home as soon as possible.
- Look for baby-mum groups.

c) In addition to paragraph a), 5 to 12 years old
- Bring their own furniture or let them choose some new furniture.
- Allow the children to have a voice in setting up their room(s).
- Serve breakfast in the children's own mugs and plates.
- Allow the children to invite their friends home.
- Install TV and Internet connections as soon as possible.

d) In addition to paragraph a), over 12 years old
- Bring their own furniture or let them choose some new furniture.
- If possible, let the children choose the color to paint their room.
- Serve breakfast in the children's own mugs and sets.
- Allow your teens to invite their new friends home.
- Install TV and Internet connections as soon as possible.

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6. LITERATURE & RESOURCES

5.1   Books

5.1.1   For parents on parenting and TCKs

Finding Home: Third Culture Kids in the World
Rachel Jones, Edition: April 11th, 2019

Misunderstood: The impact of growing up overseas in the 21st century
Tanya Crossman, Edition: August 15th, 2016

Raising Global Nomads: Parenting Abroad in an on-demand World
Robin Pascoe, Edition: 2006

Third Culture Kids: Growing Up Among Worlds
David C. Pollock, Ruth Van Reken, Michael V. Pollock, Latest edition: September 5th, 2017

Writing Out of Limbo: International Childhoods, Global Nomads and Third Culture Kids
Gene H. Bell-Villada, Nina Sichel, Faith Eidse, Elaine Neil Orr, Edition: September 1st, 2012

5.1.2   For adults on expatriation

Burn Up or Splash Down: Surviving the Culture Shock of Re-Entry
Marion Knell, Edition: May 1st, 2007

Finding Home Abroad - A Guided Journal for Adapting to Life Overseas
Trisha Carter, Rachel Yates, Edition: March 1st, 2013

Letters Never Sent, a global nomad's journey from hurt to healing
Ruth E. Van Reken, Edition: March 25th, 2012

Reverse Culture Shock
H. E. Rybol, Edition: March 30th, 2016

The Expat Partner´s Survival Guide: A light-hearted but authoritative manual for anyone accompanying their partner on an overseas assignment
Clara Wiggins, Edition: April 9th, 2015

5.1.3   For teachers/school's on expatriation

Here Today There Tomorrow: A Training Manual for Working with Internationally Mobile Youth
Elisabeth Parker and Katharine Rumrill-Teece, (Kindle-Version only), Edition: 2001

New Kid in School: Using Literature to Help Children in Transition
Debra Rader and Linda Harris Sittig, Edition: 2003

Safe Passage: How mobility affects people & what international schools can do about it
Douglas W. Ota, Edition: 2014

5.2   Interesting Newspaper Articles on Globally Mobile Children

The 10 biggest struggles for a third culture kid

https://www.telegraph.co.uk/expat/education-and-family/the-10-biggest-struggles-for-a-third-culture-kid/

Third Culture Kids: Citizens of Everywhere and Nowhere

http://www.bbc.com/capital/story/20161117-third-culture-kids-citizens-of-everywhere-and-nowhere

Am I rootless, or am I free?

https://www.theguardian.com/commentisfree/2016/mar/09/third-culture-kid-identity-different-cultures

5.3   Video Recommendations

So, where is home? A film about Third Culture Kid Identity – Adrian Bautista

https://vimeo.com/41264088

Third Culture Kids: the impact of growing up in a globalized world – Ruth Van Reken

https://youtu.be/vrVWHfEQz6A

Where is home? – Pico Iyer

https://www.ted.com/talks/pico_iyer_where_is_home?utm_campaign=tedspread-sharetrade-a&utm_medium=referral&utm_source=tedcomshare

Building Identity as a Third Culture Kid – Erik Vyhmeister

https://youtu.be/8RCmgMKJRy8

A Third Culture Kids' Hometown – Chantae Park

https://youtu.be/-VUuhlq-jII

Don't ask where I'm from, ask where I'm local – Taiye Selasi

https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?nolanguage=&utm_campaign=tedspread-sharetrade-a&utm_medium=referral&utm_source=tedcomshare

Being Culturally Homeless – Crystal Singh

https://youtu.be/98hBmTy2_mo

TCKid Talks: Interview with Ruth van Reken & Michael Pollock

https://youtu.be/ynX8Ujo1xhA

In Between – TCK Documentary

https://youtu.be/IZ2L-wKLEMo

AFSA Panel on Third Culture Kids in the Foreign Service (long video)

https://youtu.be/0rcWaSzaxZg

Neither Here nor There (to be purchased or rented)

https://www.amazon.com/dp/B007IM0CQ0/ref=cm_sw_su_dp

7. DISCLAIMER

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