



## Contents

1. Combining home education and a local school. Pg 2
2. European families in international work; interview with Hanni Böker. Pg 5
3. Responses to Sept/Oct 2009 on Australian and New Zealand families. Pg 7

**Eurotck  
2010**

Scheduled for late March in Spain  
See page 10 for details

## Combining Home Education and Local School – a personal account

The entire year has felt like a race against time, but I have really enjoyed it! I have felt stretched and have grown so much in various ways and I'm so grateful for that.

Last summer (2008) my mom came for two months in order to help me and be with the kids. She was there for me when our eldest stepped into hot ashes and had severe burns all over both feet last July and perhaps prevented him from going into shock. She had lots of time for meaningful input into her grandchildren's lives while I was trying to learn the local language and guide a building project that was going on in our yard. It was also because of her that my husband was able to spend time in the rural areas in the South and have lots of time in preparation for his work. During his month and a half away from family, he spent a fair proportion of his time studying. Also at this time, our eldest was preparing for Russian school in the fall with daily tutoring sessions, our daughter was being tutored in reading by my mom, and our youngest was trying to communicate with our neighbor's son through play.

I am also thankful for this time I had with my mom because that helped lead me into the second and largest focus of the year. As my mom is a trained dyslexic tutor, she was able to guide me some in ways I could better help our daughter learn to read. With dyslexia, and also because speech and language have never been very easy for her, a large focus of my time has been on helping her. Primarily, I noticed last year, when I home schooled her in kindergarten, that she could not retain information and was having a hard time remembering any of her number words or letter sounds and names. Previously, I had suspicions that she was perhaps dyslexic, but during this time it became evident. The efforts and time we put into learning were not showing in results. This has continued this year. Teaching our daughter how to read, and learning how to teach her, has been one of the most exciting activities I have done this year (but extremely time consuming). I learned a lot from my mom but also from the ways the Russians teach their children – but more on that later.



Because of the dyslexia, we were worried about how and when she would be able to learn Russian. Despite our earlier efforts of having a Russian nanny, Russian preschool, and just being around the language, she had barely begun to speak before this year. We knew that if she ever were going to learn to communicate with the neighbors in SOME language, she needed to be immersed more and have more direct instruction. The problem was how? Our city has a deficit of "kindergartens" and the ones that do exist are mostly very poor with forty or more children in every class. Around that time though, our eldest son's school opened a preschool program for two hours in the afternoon. Because it was a new program, there were only six children in the class! Not only that, but the teacher proved to be perfect for our daughter. THEN, not only that, but we also found an individual tutor who was beyond fantastic. After I gave her a week of training on how to teach my daughter, she took off and flew with the program adding ideas of her own. Every day for an hour and a half the two of them

worked together while I attended the school with our eldest son.

Unfortunately, our daughter's tutor suddenly emigrated to Russia in February. However, because of these two chances, she now speaks Russian (not very well, but she can communicate!). Through her classes, she has found children in the neighborhood that she likes and with whom she can play at any given

moment. This has drastically improved her level of happiness.

In March of 2008, when we moved to our city, our eldest was depressed. I might say that he had been depressed for a whole year. It hasn't been easy for either of the older ones to move, but they have finally adjusted and found friends—local and foreign. He also had a hard time adjusting to school. Russian was and still is difficult for him. He never attended the first grade, since we were in our passport country at that time. Thankfully, his kindergarten that he attended in the capital city when we first arrived was very advanced, and fortunately, he studied Russian two hours almost every day from March to August. However, that didn't help with the beauty and speed of his handwriting (an extremely high priority in Russian schooling). So, he struggled all year to keep up with the rest of the class. I couldn't find anyone to

give him the help he needed with his studies (that could also work with his personality), and so I personally helped him. Thankfully, his two main classes started at 8:00 a.m. and lasted only an hour and a half, and thankfully, the school supported parents sitting in on classes. The teacher never tired of me and let me sit in on every class for six months. I must say that after six months of doing my son's homework with him (translating the stories), and sitting on his classes, Russian is a whole lot more understandable to me now than it ever was. Plus, I have the added benefit of being able to read Cyrillic writing at a quicker speed (at least now I'm at a third grader's level!).

The downside of this school was that it was extremely academic. The children in his class, even at their young ages, were always cramming for the next class, and the teacher was always yelling at them if they gave any of their own input. I saw a lot of very bad teaching, but I also saw a lot of good. It was because of this teaching that I have realized that the Russians teach to the dyslexic learner more so than in our country. It was through sitting in on these classes that I learned a major component of the teaching that I now employ with our daughter. I am so grateful that I could not only sit in on our son's Russian classes to learn Russian and help him, but also learn a new mode of teaching that I could apply in teaching English to our daughter. The main component in teaching that Russians use and I found very helpful (as long as they have immediate feedback which often doesn't happen), was the dictation exercises where whole paragraphs were dictated by the teacher and written down by the student. A paragraph was read in entirety, then one sentence at a time. After each sentence was read, each word was read as it is spoken, and then finally every sound of every word was emphasized and written down by the student. Although Russian doesn't have as many spelling variations as English, it isn't completely phonetic either. Thus, the two can be compared. Since I had benefited from such practice in



learning to write, read (and speak) in Russian, I saw how such a system could benefit the English student. As soon as I started employing a variation of this exercise with our daughter, she greatly improved in both her reading and her writing ability. It's simple (but difficult for a dyslexic), boring, and it works.

Our youngest, during the two hours we were gone in the morning, spent time with his Dad. Because I was so busy the rest of the day, finishing the two hours of daily Russian homework as well as some English with his brother, teaching the four hours of English to his sister, (as well as cooking and cleaning), there was little time left at all for him. Thankfully the time in the morning with his Dad gave him a jump start in his counting and learning his letters. As a busy mom, I could only find a few minutes every day reading him books. Most of the time, in order not to bother the other two, I ordered him to watch his educational television.

As a result, he doesn't like videos at all!

In March, we had decided that for half of each week I should stay in our city with the children while my husband worked away in another smaller town. This arrangement was actually my suggestion and it made the most sense to me for a variety of reasons. My husband teaches in the evenings and because he couldn't get home before 10 p.m. and the kids and I left for school at 7:45 a.m., there was little time for him to spend with us anyway. Every round trip by taxi to the smaller town where he works

took three hours. Also, if he stayed and worked there, he would be freer to visit more people, stay overnight at their houses occasionally, and get his preparation for classes done. Although this meant that I would be in charge of the whole household for half the week, we thought this would be a better plan overall for our family and for ministry. I feel that in this way what we are doing is very much complementary and we plan to continue likewise when school starts up again.

As a result of this change in March I decided to change the kids' schooling as well. Our daughter's morning teacher had left for Russia,

and my husband was no longer available to watch our youngest while I went to school with his brother. Plus, our eldest wasn't getting the interaction with locals that he needed. So, I looked into sending him full time to another more expensive school in town because it lasts all day (most schools last for only four hours). Our daughter and youngest son could also go to Russian school there, which was a big plus for me. Upon meeting the new director, I was thoroughly impressed with her. I gave her several stipulations for me sending all of my three children there, and she consented to them all. Besides helping ease the cost a bit by being flexible in the school's requirements (usually kids eat and pay for two and a half meals a day), she gave me my own little room in which I could tutor my children during their English, local language and (sometimes) math classes. This enabled me to give my children the Russian AND English program that they needed. It also provided the structure that our eldest so desperately desired. So, besides some teasing that he received and the fact that I no longer had time to attend any of his classes, the situation turned out to be a very good one. Our youngest also benefited from the arrangement by giving him some more playing time with others as well as some individual instructional time with me. Another bonus is that the director has a brother who is now taking English lessons from my husband and this all helps to build good relationships.

Finally, another outlet I have found to be very fulfilling in my life this year is that of Sunday school teacher here. Coming here was difficult for me in some ways, because I suddenly found myself surrounded by foreigners. In the capital city almost all of my closest friends were locals and purposely so. In the city we're currently in, I didn't seek the foreigners, yet they gobbled me up. Suddenly, a whole new world had opened to my children - one that they desired to be a part of. I hadn't planned for this, and I didn't even have a clue that it was time for this, but my children's social needs were very strong. I loved our Russian Sunday school program that we'd worked with in the capital. So did my children, but we couldn't find such a program in this city. So here my kids most responded to attending the international Sunday school program and the chaos that went with it. There were about thirty children in the program (ages 4 to 16) - half Russian speaking and half English speaking. Most of the English-

speaking children had no desire to learn Russian, since their whole families were learning other local languages. Even though there was a talented local teacher conducting the program, the kids' attention was lost every time there would be a pause for translation. Since I sat in the class with our youngest anyway, I helped with the translation, but kids need direct, on-the-spot instruction. Translation can't provide this. In any case, I offered to teach the foreign kids as a separate entity since they were disturbing the whole program and getting absolutely no instruction during the second half of it (when the kids separated into groups). My offer was initially denied. My absence during the summer of 2008, however, somehow changed their minds. I guess it got so chaotic while I was gone that the first Sunday I came back in September, I was immediately asked if my offer was still open. That began the fun for me. I absolutely love teaching Sunday school. It has been a long time since I have been able to teach a class full of students, and I am so grateful that I have this chance. The local woman in charge is doing an absolutely incredible job with her young students, and from watching me on the side, is gaining ideas of how to conduct a more interesting class.

Along similar lines, as a music teacher, I noticed a void in that area of my children's lives. Another music teacher from England also happens to be home schooling a group of children and together we have decided to open a choir and "gym" class for the children every other Saturday afternoon. The kids absolutely love this time together, and almost all of the English-speaking and some of the non English-speaking foreigners come to my friend's house for this special time of teaching and encouragement.

So, this year has seen a change in my focus. Since I am dedicated to the all-round growth of my children, I have found almost every minute of my time given to that realm. This is not what it was three to five years ago and most likely not what it will be in the future, but I am seeing it as necessary for the moment. My heart has always been for the TCK, even from a very young age. I also have a teacher's heart and see the necessity of my children obtaining a local language (and thereby gaining independence and confidence here) as well as the English language. I want to craft opportunities in which this can happen. Since no program fits the requirements I feel are



needed, I have created my own. Next year, I am hoping to tutor other TCKs, perhaps in this very same program and am looking forward to this and trusting that I will have the energy to do so. I see this as my role right now and trust that my time and effort given to other TCKs will encourage them and make the job easier for their parents to stay here and work effectively.

**Interesting FACT:** Handwriting is so emphasized here that a typical second grader has a perfect script, one even more beautiful than that of the average adult (we guess that they lose it as they get older!). Most people in our passport country don't achieve this beauty in handwriting their entire lives.

## Europeans in international work – Interview with Hanni Böker

Q During your years at the head office in Germany could you tell us how you prepared parents for the challenges in children's education and welfare issues when going to work cross-culturally?

Hanni – Actually before families came to us or considered work overseas I wanted to really get to know them and ask about their convictions and what their expectations for their children were. Then I shared with them elements of what I found in a resilient family. We talked about the major factors that shape a TCK's life such as growing up in a multicultural and highly mobile world. We kept up to date with resources where they could read about TCKs and families on the move. During the time they spent with us in preparation they lived with us for long enough to engage with them as they faced problems of transition. We addressed topics on our preparation course such as the factors that shape the lives of TCKs, what the life of a cross-cultural family looks like – the beauty and the challenges, transition issues including saying good-bye with its losses and making new friends. We also considered understanding educational needs. The purpose of our preparation and orientation is to help parents together with their children to get ready for their new country and to understand what it means to live there.

Q You mentioned education, what kind of options did you talk to them about?

Hanni – As families leave their home country they will effectively be “education authorities” for themselves. They have to think a lot about education. They need to know their own education system for themselves as they have to prepare their children to go back to the passport country's school system. We talked with them about the distance learning courses that are offered and accepted by the government. We also spoke about the possibility of sending children to the local schools or to mainly English-language international schools as there are so many places where it would be impossible to find a German school. Parents need to know about the pros and cons of each school system and that differences among their children may mean different educational options for them. Above all, we wanted the parents to be very deliberate about planning education options, especially if the school doesn't teach in German.

Q What do you encourage parents to do about their children learning German?

Hanni – A very important question! I believe, and research has shown, that being fluent in the mother tongue is of paramount importance because it is part of a person's identity, of feeling secure and valued. It is my conviction that parents should be responsible to ensure that their children learn the mother tongue. This will allow them to fit back into the passport country school and education system. Of course there will be stages in the cycle of transition when we encourage the children more to learn the foreign language to be able to adapt and be happy where they are, but in the long-run the mother tongue should be creatively and age-appropriately fostered, very deliberately nurtured. In the context of learning German parents could use the single subject course in German language from the distance learning school. This is very useful as the children learn the vocabulary and more involved grammar structures of their mother tongue.

Q Language is one thing, but what did you encourage parents to do to retain German or Swiss culture?

Hanni – Language is an important part of the culture, but it does involve much more than that. We did encourage parents to respect and engage with the local culture, but also to know boundaries beyond which they or their children shouldn't



engage with it. They also need to nurture a healthy sense of the passport culture. This includes things like

knowing the national holidays and customs that are culture specific such as songs and literature. Another important area is to know about the history and geography of their passport country so that when they go "back" it doesn't feel so foreign; they go with some sense of a link and where their roots are.

**Q** When you send families out and they start to use the distance learning schools (Fernschule and ELS), how do assess how well the children are doing when they are on the field? Do you also arrange for assessments when they are back on leave?

Hanni – This is not an easy issue. Often there is a lack of opportunity for real comparison for the children. However, if they use the Fernschule or the ELS the institution providing the service of distance learning does the correction of school work and assessment. This is done by professionals, is very helpful and makes these schools well worth considering just for that. If children attend local schools or international schools we very strongly advise parents to make contact with a school back in the home country and to foster that link with the same level or grade that their child is in and with a teacher at that level. They can then send work and can be in conversation with that teacher. That is a very useful link to help the parents assess the progress of their child. Moreover if the parents are already linked like that and known to a German school they will help keep parents up to date with changes and this will also help children get into a school as the family returns. To be linked like this with a Swiss or German school is one of the most useful and helpful things parents can do to assess academic progress.

**Q** One other question. If an agency wants to improve its preparation programme for its families, what advice would you give?

Hanni – I think that the agency can be a great help to families. Some families are over-concerned with the education and welfare of their children, so the agency can help them to be more relaxed and know that education is wider than just formal classroom lessons. On the other hand, some parents might be a little bit too careless and might not even ask the right questions. It is important here for us to be proactive in discussing issues with families; this can be a great help for them. Perhaps I would say to agencies that they should proactively give educational advice as parents sometimes don't know what questions to ask before setting out. Parents also need to be educated about the importance of the mother tongue and how to nurture and keep it as they live in an intercultural setting. Building up a library of useful materials and resources is a very good way of supporting parents as well as children with things like children's books. It is also important to have a friendly face on the home staff of the agency, someone who is knowledgeable and very approachable who is there to give advice or ask relevant questions, both during training time and out on the field.

Along with her husband Traugott, Hanni led the work of an agency at the head office in Germany for several years before taking up another more international role in the same company. In the past she also taught at Vavoua International School in Côte d'Ivoire.

## [Responses to the last edition on Australian and New Zealand families](#)

### [The experience of a New Zealand family](#)

We are a New Zealand family and have been home schooling on and off since 1995. There have been times when we have felt quite isolated in this, as most other home educators we know have come from the USA. Our eldest child has now finished school and our others are currently 17 and 13.

The eldest started New Zealand Correspondence School (NZCS) when she turned 5, and because she was a very able student, that year was a lot of

fun and very easy. However, due to our concern over the lack of social contact, she spent the next year in the British Primary school, where she excelled at her work and was well ahead of her class mates. Visa issues meant that we had to return to New Zealand for the next five years. Here our children attended a local primary school, followed by intermediate school for our eldest. Again she did extremely well in her work and was noted for extension classes.

Our middle child also did well in those early years and had extension classes. It was noted in the last two years before leaving New Zealand that he was usually unable to finish his work, and he was frequently out of his seat. The teachers just saw this as restlessness, but I made a mental note at the time.

Just before we left New Zealand in 2002, when our youngest was six, her work began to go backwards. She went from writing many pages for story time to only one, and even that was an effort. I talked to the teacher about this but she didn't see anything wrong.

Since 2002 all of our children have studied with the NZCS. It has been a difficult road that we would be reluctant to recommend to others unless the parent is a teacher, or if only the lower levels are used. There was a constant turnover of teachers assigned to our children, including one year where they had four changes. This meant that there was no sense of any link or relationship with the teacher. School work which was posted off took far too long to be marked and returned. The worst problem we had was that one year after the teacher changed yet again, our eldest child's records weren't updated. When I contacted the NZCS the year before she was due to start high school, I was told that she would not be starting high school the next year because of the missing records. It meant that for the whole year she was doing work that was too easy, and despite repeated requests for more appropriate work the NZCS wouldn't change. This was very discouraging and demotivating for her. Additionally during that year materials arrived



late and there was very little feedback from teachers. The responses that we did get were often contradictory.

Looking back to her early years, we could see that she was then a good student and happy within the school system. I would have to say that she would have excelled in a school, but the NZCS took a lot out of her, and she did not do nearly as well as she could have done, mainly because of lack of motivation in the end. It wasn't the marks that were the issue but how it affected her as an individual.

We do have friends who have had a better experience, as their children were taken on by a friend at the NZCS, giving the necessary continuity and a much better learning environment.

A significant point for overseas NZCS students sitting NCEA 1, 2 & 3 is that they are disadvantaged in their exam preparation and therefore in their final grades. In New Zealand all upper high school students sit mock exams in August each year, to see how they are doing and to get helpful feedback from their teachers in preparation for the main exams in November. If the students are overseas they don't have this mock and final exam system. Instead, they have just one set of exams in October consisting of the mock exam papers that the students

in New Zealand use. These papers are set and marked internally, by the school. Therefore the students rely totally on their own teachers marking the papers, rather than an independent external examiner with papers from all over New Zealand.

Schooling for our youngest never seemed to get off the ground well. I saw things in her learning pattern that concerned me. We had two teachers, each of whom came out to help the children for three months at a time, and I shared my concerns both with them and with the teachers at the NZCS. I was assured that she was fine and just needed to concentrate more. I did not agree with this assessment and in 2006 arranged for her to be tested by an educational adviser and a psychologist. As a result of this, it was discovered that she has classic dyscalculia. This should have

been recognised and worked with at a much earlier level, rather than my having to struggle on my own, being concerned for my child and watching her lose social confidence.

Our middle child's difficulties with schooling came to a head in 2008 when I finally concluded that he had some form of learning disability too. It had been the same story of asking teachers for advice and explaining what I was seeing: I could see he was trying but he found it hard to keep at it. It wasn't until he started high school with the increase in work load that the issues really became obvious, but still other teachers said he was 'just a boy'. After struggling with the NZCS we put him into the international school here in September 2008, trusting that this change would help highlight if there really was a learning disability. He loved the classroom stimulation and interaction and initially did very well. After three months though he could no longer keep up the pace and began falling asleep as soon as he got home. Also he was unable to complete his homework. As we were going to a conference I took him to see a visiting psychologist in the same city who diagnosed dyscalculia, extreme ADD and depression after two days of full on testing. It was such a relief to finally have someone understand all that he had been fighting with, while still trying so hard to do his work because he is conscientious. It was a huge relief to him too, but despite the fact that he was told by the psychologist that he was perfectly capable of going to university, his problems still affected how he viewed himself and what he would be able to do in the future. If only this had been discovered much earlier on we could have worked through his schooling in a different way.

A further problem, even after the diagnosis, was that the international school would not make any adjustments to his school programme even after recommendations by the psychologist. They expected him not only to carry on with the same huge work load, but also to catch up on all of the home work he had not completed during the year so that he could pass the courses. The school still insisted that he was being lazy and not trying hard enough, so at that point we pulled him out. We had home leave in New Zealand for six months where he took a break from school.

On returning to our country of service I made the decision for two of the children to change to the Cambridge schooling. After the problems with the

NZCS for all of them, and particularly its failure to meet the needs of our eldest child, we wanted a better solution. It will mean that our youngest, who is now in year 9, will go through her important high school years in that system. The work is far more interesting, with better laid out books, and there are consistent explanations which clarify what the students are learning and how it relates to the exams they will sit. She has gone from not knowing her maths facts two years ago to being faster than the average person at calculating simple sums and equations. We put a lot of work into memorising these ourselves as well as changing to Cambridge schooling. It seems something has shifted in her processing, so she is feeling very pleased about this change. She is a lot happier in her work and will be in a much better place to transition into a school in 2010, which will be a better learning environment for her.

Our son will sit three International GCSEs in May 2010, and will then decide whether or not to continue with some A levels. Although only taking three IGCSE subjects this is still an effort for him after the years of struggle. Again, it was just a matter of it being left too long before we knew what was going on.

### [And from Australia](#)

It was so good to read the Educare this time, especially seeing there was an Australian/New Zealand slant to this issue. It is maybe good for people from other countries to realise some of the differences experienced by Australian/New Zealand families, and hopefully this will result in more acceptance of their needs.

We found the distance education system (Distance Education Centre of Victoria) brilliant. I am so glad that we kept on with this over the years as it has helped us with the transition back to Australia. Our youngest child (now 14) who had struggled so much with learning difficulties whilst in the German school in Greece is now managing very well in a public school here in Tasmania. Academically he is able to keep up with his peers and he particularly loves being able to do sport and music with classmates, which he so missed whilst studying at home. Our middle child (now 16) was able to skip year 10 and is now in year 11. This year he is doing two Year 11 subjects and 2 subjects towards his year 12 entrance score, then another 4 next year. It is also great that he is



managing so well academically. I think the school standard in Victoria is slightly higher than that required here in Tasmania, so this has created an advantage for our boys (although that is just my perception). Our eldest (now 18) who studied in the German school has had to complete Year 12 this year, and hopefully his scores will be high enough to get into university next year. It is not so straight forward to come at this age from an international school and gain transfer. In addition he has had to complete an extra basic Maths elective because the information from his German certificate was not accepted.

In Tasmania students planning to attend university usually choose 4 subjects in years 11 and 12 (or more if given special permission). Some subjects are level 2 (usually taken in year 11 as preparation for a level 3 subject) whereas other subjects are level 3. Students are given a score based on the five best level 3 subjects taken over the two years, and this score is used by universities to determine if students can be accepted for tertiary study. There has been a massive educational changeover this year with the 'Tasmania Tomorrow' package resulting in the Tasmanian Academy (where our boys study - preparation for university) and the Tasmanian Polytechnic (previously TAFE, which prepares students for trades careers, but can also be used towards university entrance).

It is not so easy for Australian/New Zealand parents who are serving in northern hemisphere countries and do home schooling. We felt like we didn't have holidays the whole school year. Our long holidays fell during the winter period. During this time it wasn't easy to take time off our ministry, and it wasn't the nicest period to get out. Most of the friends from our boys were at school during this time, so they felt bored and lonely. On the other hand, when the other children had their long summer break and it was so hot in Greece, we had to keep plodding on with school. As we were locked into the school system, we couldn't be too flexible. The teachers were only available for marking etc during the term times, so if we got too far behind (the rule was 3 weeks without contact), we could get expelled from the school. So this caused pressure. However, overall it was a brilliant system. I saw some of the coursework that other parents from different countries used, and I would have to honestly say that the school work we were provided with (at only the cost of posting) was easily comparable.

Some other families felt they should have only materials that they completely agreed with. I never felt this. Most of the course work; I had absolutely no problem with. There were some aspects of the work relating to science/evolution etc, but this provided a good opportunity for us to talk together. I feel it is better that they are confronted in the home with these different viewpoints and encouraged to find their own answers, whilst I can still give my input.



# Eurotck 2010

Following the success of Eurotck 2007 at Mosbach in Germany, delegates there were very much in favour of organising another conference. This will now take place at Peñíscola in Spain just before Easter next year, immediately after the European Member Care Conference (EMCC) at the same location.

The planning committee has now booked the conference centre, recruited several presenters, is arranging the timetable and putting other practical arrangements in place.

The aim will be to develop many of the themes that we were already discussing in 2007 in the light of the many changes since then. There will also be one or two new themes. The overall plan is to have several plenary sessions along with seminars where there will be a choice between educational and care/welfare options. The conference is aimed at agency sending staff working in member care, other organisations sending out families, international school staff concerned for Commonwealth, European and other non-Anglophone children studying there, and for anyone else committed to the education and welfare of agency families.

The details are as follows

## **Dates – 28<sup>th</sup> March to 1<sup>st</sup> April 2010**

The conference will open with a plenary session on the evening of the 28<sup>th</sup> March and delegates will leave on the morning of the 1<sup>st</sup> April

## **Location – Hotel Papa Luna, Peñíscola, Spain**

This is the same location as EMCC. Peñíscola is an historic town between Barcelona and Valencia on the Mediterranean coast. The nearest major airports are in these cities and the train station of Benicarlo-Peñíscola is accessible from either city.

## **Costs – Standard booking (Before 16<sup>th</sup> Jan) €220**

**All prices are per person, and are all-inclusive of full board from the 28<sup>th</sup> March to 1<sup>st</sup> April, the conference rooms, registration fees and resources.**

The Eurotck website will post most information about the conference over the coming months. For enquiries contact [mk\\_tck@yahoo.co.uk](mailto:mk_tck@yahoo.co.uk) and specify it is a Eurotck enquiry in the subject title.

**We look forward to seeing many of you there!**



**Educare** is a free resource for third culture families that can be forwarded and shared among all concerned individuals.