



# WorldGifted

Newsletter of The World Council for Gifted and Talented Children

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## VELKOMMEN

The 21st Biennial World Conference in Odense, Denmark is less than a month from now! This unique opportunity will allow for parents, educators, researchers, and children from around the globe to learn about educating gifted and talented children: turning research into practice. The Local Conference Committee (LCC) has planned many great opportunities for participants to collaborate and learn from and with one another.

The first opportunity will be the Parent Day on August 9. This day is planned for parents of gifted children to come together and share their experiences. Students will have the chance to attend the Youth Summit Model United Nations (YSMUN) that will run concurrently to the conference. Focusing on education of children, people in poverty, women in LDCs, as well as gifted children, the different aspects of education will be the theme of the YSMUN.

The conference itself will be August 10 – August 14 and includes many options to initiate discussions. There will be nine keynote addresses, three invited speakers, and numerous parallel sessions, symposia, and poster presentations. With strands including identifying the gifted and talented, curriculum for the gifted, creativity in mathematics, advocacy for gifted students, etc., participants will have ample opportunity to explore various facets of gifted education to help turn research into practice and give gifted and talented children a voice.

Visiting with old friends and making new friends is always a highlight of the World Conference. I look forward to welcoming each of you in Odense and learning with you to positively impact gifted education globally. Feel free to email [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org) with any questions you may have. I am excited to see you in less than a month!

Tyler Clark  
Executive Administrator  
World Council for Gifted and Talented Children



Ready to welcome you to Denmark:  
first row, left to right, Susanne Hoff-Clausen, Tina Refning, Tyler Clark, Leslie Graves.  
Second row, left to right: Brian Truelsen and Ulla Koch Gregersen

A letter from

**Leslie S. Graves**  
President, WCGTC  
Chair, World Conference 2015



*Building on Positive Actions-  
A Journey of Hope*

It hardly seems possible that there is only one month left until our next conference in Odense, Denmark. As per usual, time moves forward at a relentless pace. I guess we should all be getting our skates on if we mean to take part!

At this time, I would like to acknowledge a number of happenings that have taken place over the last year by so many of our hard working gifted communities around the world. Often with little or no resources, but with big hearts and a wealth of energy, their efforts have led to important changes in their corners of the globe.

Early last year, I was invited to take part in the European Talent Network Conference, and apart from the pleasure of getting to know the wonderful city of Budapest, there were some very interesting and

**... I would like to thank all our members and affiliates around the world for all the work that you are doing on behalf of the gifted and talented.**

important developments. One of the most important takeaways for me was their wish to expand the concept of networking as a method of mutual support, knowledge sharing, and provision for gifted and talented.

A few months later, I attended the ICIE conference in Paris. A wonderful array of important researchers and thinkers attended from many parts of the world spanning a wealth of areas around scientific, creative, and innovative topics and practices. An important lesson from this conference for me was the importance of acknowledging cross disciplines and fresh thinking when looking for and developing creativity and talent. It is very apparent that ICIE is a very dedicated and hardworking team of individuals who are devoted to what they do and the sharing of knowledge. They accomplish this through their conferences and publishing, in international settings around the globe. ICIE has also launched a serious new journal: *The International Journal for Talent*

*Development and Creativity (IJTDC)*, which will be welcomed by many.

Traveling to the ECHA conference in Lubjiana, Slovenia, last fall was very interesting. This conference shared a wealth of much-needed information about providing for gifted and talented in the digital age and beyond. It was very apparent that ECHA, one of our oldest affiliates, has grown and is attracting a strong presence at its conferences from many corners of the planet. Although its core still remains European, it is certainly and steadily becoming a much more international organization, and this was a pleasure to see. Mexico, Brazil, Australia, Korea, Norway, and many other countries had representatives there. An important development that came out of this conference was the solidifying of the partnership between ECHA and the European Talent Network, and their agreement to work together to broaden the effectiveness of their pooled talent and reach in regards to supporting Gifted and Talented. Beginning the serious work of establishing Talent Centers or 'Hubs' has been a first step in this direction, and it will be interesting to hear more as the relationship between the two organizations grows and matures.

During our EC conference site visit in Denmark towards the end of the summer, a few of us also had the opportunity to visit a Danish talent centre. We discovered that there is a large Nordic Talent group that has been graciously encouraging their members attend our conference. They have even moved their own conference to a date that would not conflict with ours. This also gives our members a chance to attend their event and visit their centre while in Denmark. They primarily support science and math. If anyone is interested in more information about the Danish Centre and Event, please contact our LCC on the WC 2015 conference website, and they will be happy to provide further information.

My next journey of the year took me to Iguazu Falls, Brazil as a Keynote at the main conference of our FICOMUNDYT Affiliate in partnership with ConBraSD (the National Brazilian organization) which has members from primarily Spanish and Portuguese speaking countries. Without a doubt the organizers did a superb job, with simultaneous translators in Spanish and Portuguese so everyone could understand. The sessions were well attended and there were folks from Spain, Portugal, Mexico, Brazil, Ecuador, Peru, Uruguay, and so many other South American countries. Those attending were

*Letter from the President continued on page 11*

## WCGTC Executive Administrator News

### ***Thanks to Tracy Harkins***

Soon after the headquarters of the World Council for Gifted and Talented Children relocated to Western Kentucky University in 2011, Tracy Harkins was named the Executive Administrator. She provided outstanding leadership during those four years, and she was key to the success of the 20th Biennial World Conference for Gifted and Talented Children that was held in Louisville, Kentucky. Tracy was the editor of *World Gifted*, newsletter of the World Council for Gifted and Talented Children.

In April, 2015, Tracy accepted the position of Coordinator of College Counseling at The Carol Martin Gatton Academy of Mathematics and Science in Kentucky. Thank you, Tracy, for your dedication and service to the World Council.

### ***Welcome Tyler Clark as the Executive Administrator***



Tyler Clark became the Executive Administrator of the World Council for Gifted and Talented Children in May, 2015. Tyler was not new to the World Council yet he is new to this leadership position.

Tyler was a graduate student working in The Center for Gifted Studies when the headquarters of the World Council for Gifted and Talented Children moved to Western Kentucky University. He helped with the transition of the office from the University of Winnipeg. Tyler was also working with The Center for Gifted Studies at WKU during the summer we hosted the 20th Biennial World Conference in Louisville, Kentucky, so he provided much assistance with the conference.

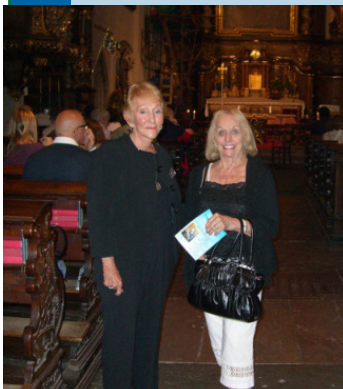
Tyler is a graduate of The Gatton Academy of Mathematics and Science in Kentucky and Western Kentucky University. He earned master's degrees in mathematics from Western Kentucky University and the University of Central Florida.

Tyler Clark's experience with the World Council for Gifted and Talented Children made him an outstanding candidate to assume responsibilities as Executive Administrator. Welcome, Tyler!

## THE EDNA MCMILLIAN SCHOLARSHIPS

***'Passion, Profession, and Parents who Inspire...' – Putting Parent Potential into Practice***

Dr. Dorothy Ann Sisk, founding member and long-time supporter of the WCGTC, has (for a second time) generously offered to donate two special scholarships. The scholarships are each \$1000 to help two individuals, who otherwise would not be able to attend the World Conference. Dr. Sisk awards these scholarships in the name of her dear friend and colleague Dr. Edna McMillan, former WCGTC EC member also having served as Secretary and Vice President, and who passed away in 2012.



*Dr. Dorothy Sisk & Dr. Edna McMillan at the Prague WCGTC Conference August, 2011*

The two recipients of this scholarship are Ms. Lucia Riet (Estonia/Uruguay) and Rebecca Howell (England). Ms. Riet is a trained psychologist and parent of two gifted children. She has since been involved in the set-up of gifted programs in two schools- the International School of Estonia and Tallinn English College – where her advice to families and kids and her guidance and help to the teachers has proven invaluable. She also maintains her practice of counselling families with gifted issues. Ms. Howell became involved with the gifted community when her eldest child began showing signs of extreme giftedness. She has set up parent training programmes, become involved with Potential Plus UK, and runs an online support group.

Both scholarship recipients have agreed to present at the World Conference, both individually and as part of a panel, and to support the conference through their networks. *Please come listen to their patchwork journeys along the road of parenthood, profession, and passion through Giftedness and experience they share.*





# Gifted and Talented International Journal



*Gifted and Talented International (GTI)* is the international, refereed journal of the World Council for Gifted and Talented Children. This journal is devoted to publishing original research, theoretical studies, review papers, and accounts of practice that contribute to our understanding and promotion of giftedness, talent, creativity, and optimal development of children, adolescents, and adults.

Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. *GTI* is usually published twice a year, but in this transition year to the new editorial team, it was decided that we would focus on one journal to be published in December.

The focus of the next issue to be published is **Gender and Giftedness**. We are interested in receiving any manuscripts on recent research about how gender is influencing gifted students' lives or achievement. Have the gender issues impacting gifted individuals changed? How does gender impact achievement in schools? How does gender impact gifted women's lives? How does gender impact women's lives in STEM? Does this gender impact vary depending on where one lives in the world? Is it different if you live in Denmark, Germany, Chile, South Korea, or South Africa? Is the world more equitable for gifted individuals in regard to gender issues than it was 30 years ago or does it vary? Who is doing current research in this area? We are keen to hear from you.

However, if we don't receive enough manuscripts on **gender and giftedness** for our December issue, we aim to include other manuscripts that will be reviewed and accepted for publication. In 2016 we will have two journals published. Currently, we are changing publishers, so look forward to an association with a new publisher! We realise the *GTI* journal is an important part of the WCGTC and we want our journal to have greater impact on the academic field as we need it to be more accessible!

**Manuscript submission information:**  
<http://www.world-gifted.org/sites/default/files/gti-pubs/GTISubmission.pdf>  
**The new editorial team:**  
<http://www.world-gifted.org/sites/default/files/gti-pubs/WCGTCGTIEditorTeam2015.pdf>

Barbara Kerr, (University of Kansas) and Leonie Kronborg (Monash University) are co-editors of the special issue on **Gender and Giftedness** Journal, but all of the new editors are currently involved in reviewing a breadth of manuscripts – Megan Nicpon Foley (University of Iowa), June Maker (University of Arizona), Nielsen Pereira (Purdue University), Franzis Prekel (University of Trier) and Ann Robinson (University of Arkansas).

We would also like to thank our previous editorial team for all their outstanding work over many years – Taisir Subhi Yamin, Todd Lubart, Ken McLuskey, Peter Merrotsy, Trevor Tebbs and Dorothy Sisk. The journal requires a huge amount of dedication to produce.

We look forward to reading your latest research!

**Leonie Kronborg, WCGTC EC member**



## BRAZIL



### IBEROAMERICA MET IN BRAZIL AND SPOKE UP

During November 11-14, 2014, four important events were held at Foz do Iguaçu, Brazil. They were the tenth Ibero-American Congress on Giftedness, Talent and Creativity, promoted by FICOMUNDYT (Federación Iberoamericana del World Council for Gifted and Talented Children), the second International Congress on High Abilities/Giftedness, the sixth National Meeting of ConBraSD (Conselho Brasileiro para Superdotação), and the second Meeting of NAAH/S – Núcleos de Atividades de Altas Habilidades/Superdotação, the Brazilian state public institutions serving gifted students in the country, promoted by ConBraSD (Conselho Brasileiro para Superdotação).

More than 30 high quality conferences, round-tables, workshops, and 30 parallel sessions were offered by representatives from 11 countries. These brought new approaches and experiences to researchers, teachers, professors, parents, and other people interested in Gifted Education.

ConBraSD is a national NPO recognized throughout the country because of its strong advocacy for the gifted. ConBraSD has been an important player in the improvement of the educational public policy for these students, both proposing and creating educational laws and practices.

Although Brazil is a leading country in gifted education within Latin America, the number of gifted students identified and served is quite insignificant compared to the estimated 2.5 million attending Brazilian schools. During the above events, ConBraSD has proposed two round-tables to present the current gifted education situation in the attending countries and a third to summarize the common needs. The resulting statement was produced and signed by representatives from Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Spain, Mexico, Peru, Portugal, and Uruguay, and the president of the World Council for Gifted and Talented Children, Leslie Graves (Ireland).

Adopting the common nomenclature “high ability / gifted” to name gifted people, and remembering that education is a right under the Universal Declaration of Human Rights, the document made the following recommendations to the Ibero-American Ministries of Education:

- Assign a responsible sector for the giftedness area including qualified personnel at the Ministry of Education and other provincial, state, and municipal agencies;
- Define financial, human, and material resources to allow the development of identification, attention and monitoring methods at all levels of education;
- Allocate resources for initial and ongoing training of teachers and other professionals who may be involved in the education of persons with high ability / giftedness;
- Ensuring that educational laws and regulations are developed under the advice of experts in the subject of gifted education, and /or agencies or qualified institutions nationally and internationally recognized;
- Incorporating in the Education and Psychology undergraduate and graduate courses, contents deep enough and extended to identify and serve persons with high ability / giftedness;
- Provide advice and guidance to the families of people with high ability / giftedness;
- Review the educational policy for high ability / giftedness, and in those countries where they still do not exist, promote the implementation and corresponding regulations.

The document was delivered to the Ministries of Education of each country, expecting it will be adopted as common recommendations by all nations.

*Submitted by Susana Graciela Pérez Barrera Pérez and Eunice Soriano de Alencar*

## ECUADOR



Although in recent years, Ecuador has shown remarkable progress in the field of special abilities, another sector that requires the same attention is children with high capacities. The topic has been little discussed in our country, so it is common to confuse concepts such as ‘gifted,’ ‘talented,’ ‘early,’ or ‘highly creative,’ believing they are the same.

But beyond the concepts, the important thing lies in boosting a child with high abilities required in their formation. Even though a child can read at the age of four, speak several languages at six, or use a programming guide at eight, this child should not stop playing.

*Ecuador delegate discourse continued on next page*

Aware of this, Dr. Fanny Alencastro, Director of Magic Dream Foundation Institute, in their efforts to create opportunities for academic and research discussion in this area, conducted 'Live Science Ecuador' during the last week of October the Eighth Ecuadorian Congress Scientific Talent Development Children and Youth. The event which was held at the House of Culture Ecuatoriana, with the participation of national and international experts (via videoconference) like Silvia Sastre and Riva of Spain, Julian Maiello of Argentina, and Brazil's Renata Rodrigues Maia, Sheila Torma da Silveira, Mariela Vergara, and Claudia Rondó. Children also presented their dissertations. Topics such as Art and the Evolution of Insects as well as a couple of musical performances and pictóricas left everyone literally with open mouths.

### ***A Wide Field to Explore***

Fanny Alencastro has spent 25 years evaluating, guiding, and creating these spaces as a militant through and through. Do not hesitate to say that finding a gifted child is to discover a mind power, which could be of great benefit to society. "My life is giftedness. They show you things you would have never imagined, and you know that in any area that the child is routed by an exceptional person." In that sense, the psychologist believes Congress met its goal: to stimulate the obligation of parents and teachers to support children with high intellectual abilities. "A gifted student learns differently and requires an education that fits his or her learning pace. If they are denied education then the opportunity to develop according to their potential is constrained, with the consequences that this entails."

As part of that achievement, the idea of creating an Ecuadorian Federation of Talent Development and High Abilities, with advice from the World Council for Gifted and Talented Children, an international organization dedicated exclusively to the needs of gifted children emerged.

*Submitted by Fanny Alencastro*

## **ISRAEL**



### **Identification of Gifted and Excellent Students**

The Division for Gifted and Excellent students is in the final stages of piloting a new battery of tests for the identification of gifted students including creativity and motivation. Decisions will follow regarding the application of tests in the coming year.

### **New Programs**

In the recent years there has been great advancement in developing programs for secondary school gifted and excellent students in Israel. Programs mostly focus on science, research skills, and entrepreneurship, combining studies in school with academic studies in various campuses. Eight hundred students currently take part in different programs around the country, offering the opportunity to study academic courses earning accreditation for future higher education studies and degrees.

Among programs offered to secondary school students are:

- **The President's Program** for future scientists and entrepreneurs. 150 carefully selected students study in four campuses mainly focusing on physics, robotics, math, engineering, biology, and cyber. Students get acquainted with the industry and role models empowering personal growth.
- **Alpha Program** is a joint initiative by Weitzman Institute and Tel Aviv University offering 120 students intellectual challenges mainly focusing on science. During summer camp, they are exposed to various fields and mentors, while socially interacting with peers of the same level. Programs last 2-3 years and are mainly devoted to research.
- **Academy in High School** 500 students are enrolled in 5 campuses for academic courses lasting throughout high school earning accreditation for an academic degree in a variety of fields.
- **Mentoring Program** (based on Renzulli's enrichment model) is offered by the Szold Institute to 15-18 highly gifted students who are paired with a mentor in a field of interest working on a research project lasting two years.
- **Israel Thinks Creatively** is the name of a recent convention inspiring 11<sup>th</sup> grade gifted students to explore a national problem utilizing problem based learning. Developing social responsibility and expanding circles of influence were practiced by tackling a problem, generating solutions and formulating a document to be presented to the Minister of Education.

We would like to thank the new Head of Division for Gifted and Excellent Students in Israel, Mr. Menahem Nadler, for his cooperation and professional review of programs.

*Submitted by Hava Vidergor and Shoshana Rosemarin*

# JAMAICA



## YOUNG, GIFTED & BRIGHT - A DAY OF FOCUS ON GIFTEDNESS

On Saturday, December 6, 2014 the perfectly manicured lawns of the Liguanea Club (the premier private members club) in Kingston, Jamaica, were abuzz with activity. Led by founder and visionary principal, Dr. Vivienne DeOkoro, the students, educators, parents, prospective students, and supporters of the DeOkoro Magnet Schools for the Gifted & Talented (DMSGT) and its new offshoot, the Caribbean Centre for Giftedness & Creativity (CCGC), had converged on the pristine location for the special exposition dubbed *"Young Gifted & Bright: A Day of Focus on Giftedness."* The expo was convened to fulfil the following aims:

- Raise public awareness of the presence and plight of our gifted children,
- Highlight the work of the DMSGT,
- Highlight the work of the WCGTC internationally and regionally through its support of DMSGT & CCGC,
- Showcase the work of our gifted students, and
- Aid in identifying gifted students through diagnostics

The day boasted a most impressive display of student products of the highest quality leading some observers to wonder and even ask if all the products were actually generated by these primary and secondary level students. The students masterfully presented their research and fielded questions knowledgeably and confidently. Displays were mounted from various subject areas including science, music, chess, mathematics, English language, arts and crafts, palaeontology, etiquette, Greek & Norse mythology and the social sciences. Of special note were five projects that visitors found especially "Astounding!" These were:

**Mosquito Won?:** An investigation into the Chikungunya epidemic which crippled the island for several months. This action research journeys through the life cycle of the mosquito and identifies the presence in their campus environment, of the *aedes aegypti* species which carries the Chikungunya virus. Detailed information on species, viruses transmitted by mosquitos, and measures to control breeding of mosquitoes and transmission of diseases for which mosquitoes are vectors was also provided. So impressive was the data presented that the reaction of a visitor was that the display was *"more informative than anything produced by the Ministry of Health and presented to the country."*

**Stones Rejected from Our Diet: Cornerstones for Nutrition & Health:** The study catalogued the health and nutritional value of avocado, pear, and mango seeds, and the implications for eradicating world hunger. The study went further to include practical products such as ketchup, teas, oils, butter, and other interesting health, nutritional, and cosmetic products which the students made from the "stones" making the project not only educational and practical but also potentially profitable. This project is being further developed for presentation at the WCGCT Conference in Odense, Denmark, in August 2015. Most visitors encouraged the students to have their products endorsed and developed by local food processing and distributing companies. David Marchalleck – "This research conducted with discarded food material has the potential to revolutionize the food industry."

**Walking on Treasure:** This project on Jamaican soil provided information on valuable minerals which are being neglected in Jamaican soil, their location and potential for development of the rare earth minerals industry. Soil samples from across the island were presented along with soil analysis results. "Such detail and precision in the presentation and explanation reiterates the importance of garnering the intelligence and creativity of gifted students and encouraging them to pursue and fulfil their passions." - Mr. David Wright, CCO, EducaTour Jamaica Ltd.

**The Hamster and its Jamaican Cousins:** A project done by our elementary children about the hamster was used to demonstrate the thematic approach to education adopted by DMSGT. The hamster theme was used to teach science, geography, social studies, history, language Arts, mathematics, art & crafts as students conducted research about their class pets, Fluffy and Susie (hamsters).

**Palaeontology: An Introduction to Types of Fossils.** This project, done by some of our youngest elementary students, particularly 'wowed' the public; as it was so unusual to find this subject being taught to Jamaican children below university level. This booth saw a display of the exquisite work of our six to nine year-olds as they displayed, demonstrated, and explained the formation of the different types of fossils, using local and household material.

A highlight of the day's proceedings was the display on the WCGTC. This display featured a video message from President Leslie Graves, endorsing the event and the work of DMSGT & CCGC in our region. WCGTC publications and resources for parents and gifted children, and World conference flyers were available. A display of flags from WCGTC member countries and names of delegates was mounted and attendees found this particularly striking. Dr. Sonjah Stanley-Niaah Senior lecturer at UWI Mona campus upon viewing the display

*Jamaica report continued on next page*



observed that “the Caribbean Region is being left behind as it relates to focus on the needs of our gifted, their identification and treatment. This situation aids in perpetuating the brain drain from our region as many of our most gifted go overseas to facilitate their education never returning to contribute to regional development.” Participants were surprised at the number of member countries and very happy to learn of the work of the WCGTC and the fact that there is support for the work being done in Jamaica.

In her address, Dr. DeOkoro lauded the work of the WCGTC globally, sensitized the gathering about the plight of the Caribbean’s gifted children, and called for national/regional policy: “I boldly call for the recognition of the rights of gifted children to provisions, within our education systems, for highest quality education that is sensitive and appropriate to their divergent needs. The time has come for national and/or regional definition of ‘giftedness & talentedness’ as well as for national education policy on how we educate and provide for our gifted and talented population. I call for attention to be focussed and substantive, and for specialized training (and retooling) of capable special education teachers to deal with and manage the asynchronous development inherent in our gifted children. I call for adequate finances to be provided for national programmes to identify our gifted and talented, and for a ‘national/regional registry’ of our gifted and talented to be established. Importantly, there needs to be a system of education that is ‘less hostile’ and more accommodating of our young brilliant minds capable of acceleration but who sit, “at risk,” enduring traditional “age-appropriate” education offerings, in our nations’ classrooms.”

This inaugural Day of Focus on Giftedness exposition was a tremendous success, which, with the encouragement and suggestion of the public, definitely has possibilities to become an annual event in our Caribbean Region.

Submitted by Vivienne DeOkoro

## MEXICO



During 2014 and 2015, Mexico witnessed an important development for gifted people in the community. Several laws, projects, and events were performed on grounds of a growing awareness of the Mexican gifted student situation. In May 2014, an agreement with the government of Mexico City was signed to promote awareness campaigns regarding gifted education and assessment. In this effort, the Talent Attention Center (CEDAT), the largest institution of gifted people in Latin America, promoted the creation of the Gifted Person Day in Mexico to commemorate the existence of these people and their importance to society’s development. Currently it is celebrated annually on May 30th.

Furthermore, in July 2014, the first Scientific Summer Camp with specialized scientific institutes of CONACYT (the Mexican Council of Research and Technology) for gifted children was held in Guanajuato. At this camp more than 30 gifted students (4 to 15 years old) attended scientific classes and practices in the research center of engineering known as Centro de Investigaciones en Optica (Center of Optics Research). This was the first time in Mexico that a research center admitted gifted children to courses with academic validation which will account for future credits at university level.

In addition, Mexico’s participation in research conferences at national and international events has increased. In August 2014, the Mexican Alliance for Giftedness sent a research team to present projects of education with gifted people at the Asian Pacific Federation of Giftedness held in Beijing, China. In November 2014, another team was invited to represent Mexico at the World Education Research Association Conference at the University of Edinburgh, Scotland, where several education research projects with gifted people were presented. By March 2015, the Harvard Graduate School of Education showed interest in working on educative programs that encompass gifted children in Mexico through the guidance of Dr. Andrew Almazan (in CEDAT at Mexico City). It should be remarked that, as of September 2014, the Mexican Senate has started to work on a new law that recognizes gifted people as an intellectual minority and will upgrade all official strategies used for identification and differentiated education of these students through international scientific procedures. Although this law is still under discussion, once approved, it will most likely revolutionize and foster the development of new efforts for an accurate identification and education of gifted people in Mexico as of next year.

On May 30, 2015, the National Day of the Gifted in Mexico was celebrated with a record attendance of over 1,000 families. A new music anthem was unveiled during this event, the Gifted Anthem (the first identity musical emblem developed in the world for this population) and a martial music named “The Intellectual Dawn” which honors the struggle of the most brilliant minds in the world to develop their capacities regardless of not always favorable environments.

For the 2015 WCGTC World Conference, more than 40 attendants from Mexico will present and participate in different research projects or analysis of issues related to the development of giftedness in our country.

Mexico report continued on next page



Some of the projects to be presented are: Gifted Children's impact on the national Economy; the intelligence changes through differentiated special education for gifted; the most recent successful cases of gifted children acceleration, and a new space communications device entirely developed by a team formed by high- intelligence Mexican students, among several other ones. Surely, this World Conference will be the one with a more enlarged participation and presence from Mexico.

Submitted by Andrew Almazán Anaya and Zayda Acevo Zepeda

## NORWAY



Norway has an inclusive and mandatory 10 year education from age 6, and students have the right to free upper secondary education for three years. The school is built on a political and ideological pedagogy with the purpose of leveling social differences. Many articles have been written on the ideological resistance toward evidence-based teaching and the idea of education to provide equal outcome rather than providing equal resources, the result of which has placed Norwegian students slightly below average in lowest performers, but also significantly below average in the top performers on the PISA scorings. One can read from the curriculum of 1996 that "More equality in results is crafted through inequality in the effort towards the individual student."

In accordance with the UNESCO statement on inclusive education, the law on education states that every student has the right of adapted education, and that those not benefiting from regular education have the right to special education. However, this is by regulation to the law explained further: "Adapted education in a heterogeneous class or group will often be demanding on the teachers. Because the school is firstly an inclusive arena, adapted education cannot be understood as an individually adapted education."

The student teachers can either complete a 4 year bachelor's degree in a University College, or they can build on an existing bachelor's with a year of practical pedagogy course. To receive a master's degree takes one additional year on a master program.

In no part of the education is the teacher or special education teacher presented with any material on gifted or talented education, even though books and theses on this have been published, at least since it was taken out of the curriculum in 1970 never to return. Neither is it taught in the curriculum of psychology, psychiatry, or social work.

Gifted education is not acknowledged as special education in Norway. §5-1 in the law on education says: "students who do not, or are unable to, benefit satisfactorily from ordinary tuition have the right to special education." However, this law is undermined by the proposition to the parliament 46 (1997-98): "the right to special education does not include students who learn faster or more than average, and therefore do not benefit adequately from the teaching. Special education must be viewed in the context of the principle of equality and to ensure that the students learning slower than average can benefit from the teaching. Particularly gifted students already benefit from the education (...) Students with high ability is included in the general objective of student adapted education. In what degree the regular educational circumstances can make room for it, one also needs to secure the special abilities and needs of these students."

The EURYDICE report *Specific Educational Measures to Promote all Forms of Giftedness at School in Europe* (European Union, 2008) shows that Norway has no term to identify gifted or talented children in the education system. Still, one report deals with the "high achieving students" and refers to John Hattie's "Visible Learning" where acceleration and grade skipping is recommended. Gifted students are not recognized or catered for at all.

A few schools take advantage of the possibilities of the law on education, and provide for the high achieving students by letting them accelerate or grade skip. The City of Oslo is the only place where a strategy to support the talents is found, offering possibilities for acceleration students in 10th and 13th grade, although not widely known or utilized while only 400 of the 60,000 students take advantage of this. According to their web page "Talent development, Acceleration in subjects," the ambition is to have 10% of the students in grade 10 accelerating or enriching. Altogether only 750 students of a total 615,000 are taking subjects on a higher grade.

Submitted by Jan Terje Bakler

# SPAIN



In Spain there is an Organic Law of Education (at the level of the entire State) on the subject of gifted students from the appearance of the Royal Decree 696 / 1995. Since then, all the different Governments of the State have followed taking into account these students.

There are seventeen autonomous communities which have competencies in education while maintaining the Organic Law of Education statewide. There are autonomous communities serving more and others who serve less gifted students. Currently used the term of High Abilities and coexist both terms in our education legislation: Giftedness and High Abilities (Methodology for the statistics of students with specific needs of educational support, MEC 2014). The Ministry has a clear definition of Giftedness. The profile criteria is accepted, in general, that  $\geq 130$  IQ.

In terms of acceleration, the Spanish Educational System follows the Royal Decree 943 / 2003, of July 18th, which regulates the conditions for adding flexibility to the duration of the levels and stages of the educational system for intellectually gifted children (MEC 2003).

Acceleration is common in Spain, and although it is enormously positive for the integral development of the student, some Autonomous Communities are still somewhat reluctant, although they have changed their attitude. About 600 children have been accelerated in all of Spain by the Center "Huerta del Rey."

The Law allows early entry a year in advance to the first course of Primary Education. The reduction of Compulsory Education (Primary and Secondary Education) can be taken up to a maximum of three times (Primary and Secondary Education) and once in the Post-compulsory Education. However, in exceptional cases, the educational administrations may take measures of flexibility (acceleration) without such limitations.

*Submitted by Yolanda Benito Mate*

# URUGUAY



## *Background*

Uruguay is a small South American country with a population of less than 3.5 million, bordered by the two largest South American countries, Argentina and Brazil. Uruguay has traditionally been more affluent and less unequal than other South American countries, and is known for its liberal social laws.

Education in Uruguay is free from kindergarten to University, and the country has implemented novel educational programs, like being the first country in the world to provide "One Laptop Per Child" (OLPC) to all primary and secondary students and teachers. PISA test results show Uruguay at the front of developing nations, but behind OCDE countries. Even though Uruguay provides many free education services, especially for learning disabilities, gifted education is not incorporated into school systems at all. Teachers are not trained to work with gifted students and do not receive any gifted education professional development instruction in college.

## *Progress in 2014*

Until 2014, private practice psychologists (not schools) provided the only identification procedures available. These professionals were not trained to work with teachers or schools to attend the needs of gifted children.

In March 2014, the Ministry of Education started courses in the gifted education for principals, psychologists, educational psychologists, and teachers. There is clearly an interest in the topic in Uruguay; the demand for the courses was massively larger than the spots available. The courses, taught in part by the WCGTC delegate Karen Bendelman, ended in July with very positive evaluations. The courses restarted in March 2015.

In September 2014, a project started for the identification of gifted children with special abilities in robotics and video games. This robotics enrichment group meets once a month using robotics kits and computer parts. The OLPC program supports the project.

Developing an awareness of the needs of the gifted to attend them is a challenging and difficult task in Uruguay, but the country is finally moving in the right direction.

*Submitted by Karen Bendelman*

warm, welcoming, and refreshingly gave equal and grave importance to both researchers, practitioners, and parents alike. I was amazed at the variety and number of published books and literature, and the amount of serious work being done by such committed people, both in the cities and in rural areas. I met people working at universities, with Lego, with disadvantaged populations, developing their own innovative programs scientifically to provide for the gifted and talented needs in their countries, as founders of a network of resource centres for gifted, as teachers, as parents, as 2E advocates; I even met someone who was working with Amazon indigenous tribes, all worthy and all proud of the work they are doing.

A significant and important thing that happened at the gifted gathering in Brazil was the production of a communally agreed upon document which laid out what they felt should be the official rights of gifted kids in their respective education systems, and suggestions as to what supports should be put into place by their respective countries' departments of education. This document was signed by representatives from each country, the Ficomundyt representative, and the WCGTC representative (me). Copies of this document were then taken by the respective countries' delegates to be presented to their respective education ministers. The wonderful thing about this is that, in January, two countries (Peru and Costa Rica) heard that there has been a change in legislation within their countries with Gifted and Talented now mentioned and included as a population that should be served. I would ask South American delegates to continue to keep us posted or send a report to Headquarters so we can follow your successes. Well done!

At the end of the year, while on my way back to Ireland, I was made aware of an event that was being organized by our Jamaican delegates to raise awareness of gifted and talented. This event was to bring together many folks from around the Caribbean, and was to celebrate the launching of the first Caribbean Centre for Gifted and Talented in December 2014. Tracy Harkins at Headquarters and I scrambled to get materials to support them and to aid their conference. I would have liked to go to Jamaica in person: however, thanks to our wonderful technology in this day and age, I was able to participate with a virtual address, and support the event on behalf of the World Council. They are a very enthusiastic and committed team, and I am sure that they will be successful in their pursuit of their dream - which is to help support and to see gifted and talented children receive the provision that they feel they should have all across the Caribbean.

In Ireland, our members from CTYI/DCU in collaboration with the College of William & Mary in the USA, produced a report about gifted education in Ireland. This spring I was invited to the launch of their book (also in collaboration with William & Mary) entitled *Gifted Education in Ireland and the USA*. UCD continues to have a gifted and talented input on its graduate teachers in special education courses (in which I play a part) and is now in its fifteenth year in doing so. In June, I attended and presented a talk on promoting resilience and well-being in gifted students at the Irish Association for Teachers in Special Education (IATSE) in Dublin. I was struck by the participants' genuine care and willingness to learn and enter into dialogue. Two participants also attended who work in school-leaver units with disaffected students who were seeking answers for disillusioned gifted and talented students in their care. It must also be noted that Ireland as a country has a number of grassroots gifted support groups which are growing.

Last but not least, I would like to thank all our members and affiliates around the world for all the work that you are doing on behalf of the gifted and talented. Please know that I am aware that across the globe many events with exciting outcomes like those I have mentioned above have taken place over this last year. I may not have been able to attend all of them, but I am sure many of you have, and I am sure they are of equal importance to us as a community. At this time, I extend a Presidential invitation to any of our members that have attended any of these events to please send a report to Headquarters to inform us about the event and what was accomplished. Please also send a report if something exciting happened in your countries that the rest of the world should know about. We are interested and want to know so we can pass it on and support and motivate each other around the globe. I hope we can all come together and share in Denmark. Building on positive outcomes will help us build strength in gifted.

*Leslie S. Graves*  
President

**Please send a report if something exciting happened in your countries that the rest of the world should know about. We are interested and want to know so we can pass it on and support and motivate each other around the globe.**



# WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

*World Gifted* newsletter is the bulletin of the World Council. It contains the latest news and information concerning the organization, its membership, and the international gifted education community. It is published three times a year.

## ***World Gifted***

We invite all members to contribute and report on anything that would be of interest to other members, such as events and initiatives, news about regional organizations, profiles of individual members, or announcements.

Submissions should include the name of the author, title, and country of residence. Send contributions for consideration to: Tyler Clark, Editor, at [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org). Please give us enough lead time if the submission concerns an upcoming event.

## ***Gifted and Talented International***

*Gifted and Talented International (GTI)* is the official journal of the World Council. *GTI* is refereed by an editorial review board of leading international educators of the gifted. It is published twice a year.

The purpose of the journal is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. Articles for the journal are welcome and may be submitted at any time.

Prospective authors are requested to submit inquiries and manuscripts to:

**Dr. Leonie Kronborg**  
Faculty of Education  
Monash University, Clayton Campus  
Victoria 3800  
AUSTRALIA

email: [leonie.kronborg@monash.edu](mailto:leonie.kronborg@monash.edu)

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*Clayton, Victoria, Australia*

## ***Contacting the World Council:***

World Council for Gifted and Talented Children  
Western Kentucky University  
Gary A. Ransdell Hall, Room 2007  
1906 College Heights Boulevard #11030  
Bowling Green, KY 42101-1030  
USA  
phone: 1 (270) 745-4123 fax: 1 (270) 745-4124  
email: [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org)  
website: [world-gifted.org](http://world-gifted.org)

