



WorldGifted

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INTRODUCING SYDNEY, HOST OF THE 2017 WORLD CONFERENCE

The World Council for Gifted and Talented Children (WCGTC) will hold its 22nd WCGTC Biennial World Conference July 20-23, 2017 on the beautiful campus of University of New South Wales Australia in Sydney. The UNSW School of Education, a world leader in pioneering and innovative research in gifted education, will host this event.

The Biennial World Conference is an opportunity for researchers, practitioners, parents, and other stakeholders to gather from around the globe to discuss the vital matters, issues, and concerns that impact the field of gifted education and gifted and talented children.

Sydney is home to some of the world's leading cultural and sporting sites. The Sydney Opera House, located in the picturesque Sydney Harbour, hosts countless plays, operas, and musicals, appealing to people of all ages. Easily accessible by bus, Sydney Harbour is a 25-minute bus ride from UNSW Australia. Walk across the Harbour Bridge or take a ferry to Luna Park on Sydney's northside, taking in the harbour view.

If a leisurely stroll is high on your agenda during your time in Sydney, the city's Botanical Gardens is ideal. A walk through the Gardens will lead you to the Sydney Opera House. Make sure to pack your camera since it's easy to spot a kookaburra or two!

Located right on Sydney Harbour, Circular Quay has a breathtaking boardwalk along the harbour, where visitors can take a ferry across the harbour to Taronga Zoo and experience Australia's unique fauna. If you're into marine life, Sydney Aquarium at Darling Harbour is a must, where you can also enjoy a show at the Sydney Lyric Theatre, or take the light rail to enjoy the café scene in Glebe.

When in Sydney, visitors can expect a vibrant cultural experience. With a rich nightlife in Sydney's Central Business District and Sydney's Inner-West, you'll be spoiled for dinner choices. The vast array of museums makes for an interesting historical understanding of the city, and the museums include the Museum of Contemporary Art, Powerhouse

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Gifted and Talented International Journal

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

We are delighted that the December 2015 issue of *Gifted and Talented International* with a Gender and Giftedness focus will be available for members in early 2016. The development of this issue for publication was led by Barbara Kerr, University of Kansas (USA) and Leonie Kronborg, Monash University, (Australia). All of the Editorial team collaborated to make this issue possible and we are grateful to all of the authors who submitted quality manuscripts about various research topics for review. The next *GTI* issue will be lead by Prof Franzis Preckel, University of Trier (Germany).

Routledge, part of the Taylor & Francis Group, is our new publisher. We hope that this will make our journal more accessible to universities for academics, teachers, university students, and parents of gifted and talented students internationally.

Members may still access the journal by visiting www.world-gifted.org/gti. There will also be online access to all of our past journals. Additionally, members will begin to receive hard copies of the journal. This makes it very important that members update their addresses and other contact information on the WCGTC website at www.world-gifted.org/profile.

We hope you find the research in our first issue published by Taylor & Francis to be thought provoking and of considerable interest. Authors come from various parts of the globe, where they have observed and researched giftedness, creativity, and talent development in action!

We look forward to reading your latest research!

Manuscript submission information:
www.world-gifted.org/gti-submission



Routledge
Taylor & Francis Group

cover story continued

Museum, Art Gallery of NSW, and Australian Maritime Museum, all a short bus ride away from UNSW Kensington.

If you're looking for a significant historical site, look no further than The Rocks, established shortly after British arrival in 1788. The array of sandstone in the area gives The Rocks its name, and is well worth a visit to see the historic suburb and many galleries and market stalls.

Other attractions close to UNSW Kensington include Centennial Park, a 30-minute walk from campus, or the Entertainment Quarter, a 10-minute bus ride and short walk from campus, which are both great alternatives to the city scene.



Sydney boasts several sporting hubs, including Sydney Olympic Park, Sydney Cricket & Sports Ground Trust, Sydney Entertainment Centre, and Randwick Racecourse, making it the ideal city to host major events.

It is also home to some of the world's greatest beaches; Bondi Beach is 30 minutes away from UNSW by bus, and Coogee Beach, located closest to campus, is less than a 10-minute bus ride from campus. Go down to experience some fish and chips on the sand like the locals!

The WCGTC and Local Conference Committee are excited to host you in Sydney. It will be a wonderful time to discuss and learn about Global Perspectives in Gifted Education, while enjoying this beautiful city and all it has to offer.

Visit www.worldgifted2017.com for more information.

A letter from

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



First of all, I would like to wish all our members and affiliates a very wonderful New Year, and hope that the coming months will bring new hope and good things to you all, especially for our children in these uncertain times.

As President of the WCGTC, I feel great joy and gratitude towards all our attendees that managed to take part in our most recent conference in the wonderful country of Denmark. The event was a very enriching experience and one that played a great part in further cementing the bonds that many gifted communities have with each other. The networking and ideas, the sharing between groups and visiting with each other has continued to develop over the months following the event. This was certainly one of the main goals envisioned by the Conference Committee in their original planning, and it is very nice to see its success. As President, I want to extend my thanks and gratitude in particular to Tina Refing, Susanne Hoff-Clausen, Ole Kyed (and Gretta, his wife) and the rest of their team for all their hard work, their fortitude in meeting the many challenges, and their commitment to making the

21st Biennial WCGTC World Conference an enjoyable and productive experience.

A highlight of the Denmark Conference was the first full Parent Day which was very well received. Personally, I was delighted to see this happening, as I feel that parents are a very important part of our communities throughout the world. Acknowledging their value and meeting their needs can go a long way towards assisting with and nurturing support for

our gifted, talented, and creative youth. Dr. Ole Kyed, Dr. Shirley Kokot, Dr. Dorothy Sisk, and a number of the WCGTC Executive Committee (EC) members including Leslie Graves, Dr. Ken McCluskey, and Dr. Julia Roberts donated presentations and workshops. On behalf of the WCGTC, I would again like to extend our gratitude to both the local organisers that helped make this event possible and also to those who so graciously donated their time and wisdom.

Speaking of the EC, I would again like to extend warm wishes to past Vice President, Dr. Ken McCluskey, who stepped down from the EC during the Denmark

conference. His humour, wise words, experience, and many contributions made to the EC and the organisation will be missed. However, we do hope that we will continue to have the pleasure of his company at future World Conferences. The World Council and its members extend a big thank you to you, Ken.

We are very excited to welcome Margaret Sutherland from Scotland as a new EC member, and look forward to working and collaborating with her. We are pleased and also look forward to continuing work and collaboration with Umit Davasligil from Turkey, who was re-elected to the EC for the next four years. Thank you to both Margaret and Umit as well as the other EC members for their willingness to serve the World Council. It is truly an honour to be involved with such a multicultural EC and organisation.

The EC has been quite busy over the past few months, finalising details for our new Journal arrangements, working on the Bylaws, developing a new and more user-friendly website, and designing a fresh logo. We have also been working with the Local Conference Committee (LCC) in Sydney, Australia, where our next Conference will take place July 20 – 23, 2017. The LCC is composed of several hard working and committed individuals, and we all must be thankful to them for the amount of time and dedication they put into keeping our organisation running. Their contributions are vital to our existence.

On a personal and global networking note – in late November of 2015, I attended and gave a keynote at the National Gifted Conference in the Philippines that was hosted by one of our affiliates, the Philippine Centre for the Gifted. The conference was attended by many people coming from around the region including Vietnam, Malaysia, and Singapore. It was held during their National Gifted Awareness Week, which also included a Fly a Kite for Giftedness Activity for the Kids. There was also an award ceremony for the Rizal Awardees, gifted children and youth from disadvantaged backgrounds who are community and humanitarian oriented. These students work on projects that give back to their communities. Students are nominated by schools for having high ability as well as values and a sense of responsibility for their communities, environment, culture, and country. The program has been in place for a few years and the hope is to create a critical mass of young citizens who will create a positive future for all as they mature and move into their adult lives. It was an honour to meet these fine young people and a testament to the good work the PCGE and Dr. Leticia Ho are doing. Diverse populations, economically or other disadvantaged, and 2E populations are interests of mine so it was doubly interesting to be there. Being at the conference was a great experience and opportunity to encourage continued support for gifted endeavours and to disseminate information and

Letter from the President continued on page 15

As President of the WCGTC, I feel great joy and gratitude towards all our attendees that managed to take part in our most recent conference in the wonderful country of Denmark.

WCGTC Headquarters Update



This year marks 40 years that the WCGTC has been incorporated, and we have been busy making this our best year yet. One recent initiative includes a refreshed logo. Three designs were presented to the Executive Committee for review. The EC unanimously selected the revised logo. This new design represents the need for creative collaboration with people around the globe to provide for the needs of gifted young people. Thank you to Tom Foster, graphic designer from Bowling Green, KY, for designing this logo that represents our mission.

Another project has been the redesign of the website. The new design allows for easier navigation of pages and allows for users to more easily find information they are seeking. We have also worked to include more information in the resources section. Please help us by providing additional information to Headquarters for inclusion on these pages. We are currently designing a forum that members may access and share information.

With such a rich history, it is important for Headquarters to have a complete archive of historical documents. We have found that some documents are missing from our archive including copies of *GATE II* and *III*; *Gifted International* 2(2), 8, 12(2). If you have any of these documents or photos from World Conferences, we would appreciate if you would donate them to the WCGTC archives.

You will notice that fifteen different countries have provided reports for this newsletter. Thank you to each for contributing information. Please continue to share news updates with us so we may celebrate your successes and work to continue moving forward. I look forward to talking with you in the coming year and hope to see you in Sydney at the 22nd Biennial World Conference in July 2017.

Tyler Clark
Executive Administrator

The Success of the 21st WCGTC Biennial World Conference in Denmark

The 21st Biennial World Conference, held in the beautiful city of Odense, Denmark, in August 2015, was a huge success! Five hundred and forty participants

from 58 countries attended the conference. We counted more than 350 presentations related to the theme *Educating Gifted and Talented Children: Turning Research Into Practice*. The conference focused on topics such as assessment, screening and identification, creativity, curriculum and classroom practices, educational technology, counseling, advocacy, innovation education, twice-exceptional children, and leadership, among others. Nine well-renowned keynote speakers representing different continents inspired and informed the attendees. Three Danish invited speakers brought refreshing perspectives on education. Symposia,

parallel sessions, and poster presentations facilitated the worldwide communication of ideas and experiences. Twelve pre-conference workshops conducted by leading gifted education scholars provided resources and tools to the participants. Also, a full parent day was included in the conference program. It was an excellent opportunity for parent networking and education regarding the family role on talent development. We thank the local conference committee for the careful organization and commitment. With no doubt, the conference provided great opportunities for the worldwide exchange of ideas, experiences, and professional development. The next event, the 22nd Biennial World Conference, will be held in Sydney, Australia. We invite you to join us! Come share your knowledge, expertise, and practices with the international gifted community! Look forward to seeing you in Sydney July 20 – 23, 2017.

Submitted by Denise Fleith, WCGTC Vice President

AUSTRALIA



2015 was a busy year in Australia – with a major focus on giftedness and gifted education across the states and territories. A few highlights include: The Australian Association for the Education of the Gifted and Talented (AAEGT) National Conference was held in Brisbane Queensland in March. Also, Gifted Awareness Week was celebrated in Australia and coincided with the National Conference, which was titled “*Illuminating the Spectrum of Giftedness and Talent Development.*” This conference hosted by the Queensland Association for Gifted and Talented Children (QAGTC), AAEGT, and the International Research Association for Talent Development and Excellence (IRADTE), attracted many gifted educators who provided informative presentations, promoting vibrant conversations.

GERRIC at the University of New South Wales held their first Gifted Futures Forum for Talent Enhancement in 2014 and, after the successful inaugural event, held a second forum in October 2015. The focus was building research networks and contributions to the *Australasian Journal of Gifted Education*. In 2016, the AAEGT National Conference will be held at UNSW Sydney September 29 – October 1 in partnership with NSW Gifted Families Support Group (GFSG). The WCGTC Biennial World Conference will also be held in Sydney July 20 – 23, 2017.

The Gifted and Talented Children’s Association of South Australia (GATCASA) has focused on advocacy, parent and teacher information sessions, and enrichment activities for children. Also, the Tasmanian Association for the Gifted (TAG) has been active with submission to the Education Act review in Tasmania and ongoing parent support. The Northern Territory Association for the Education of the Gifted & Talented (NTAEGT) hosted its first annual Professional Appreciation Awards at NT Government House. Additionally, the Australian Capital Territory (ACT) Gifted Family Support Group is now included in the AAEGT.

The Victorian Association for Gifted and Talented Children (VAGTC) also held their biennial conference in May 2015. It was titled “*Gifted Education Essentials - Tools for Putting Theory into Practice*” and was very well attended. In conjunction with the Victorian Expert Committee for Gifted and Talented Students, the Victorian Association for Gifted and Talented Children held free regional cross-sectoral seminars about *Identification of Gifts and Talents K–12* for parents, early childhood professionals, and teachers from July-October 2015. Furthermore, Victoria’s four academic selective entry high schools (MHS, MacRob, Nossal, and Suzanne Corey) provide an educationally enriched environment for academically able students. The select entry network was asked as part of the action plan of the DEECD’s policy ‘*Aiming High: A strategy for gifted and talented children and young people, 2014-19*’ to provide outreach learning for Victorian gifted students in grades 5/6 in 2015. These learning activities included virtual learning, face-to-face peer mentoring, and vacation and short courses. At Monash University in the first semester of 2015, a “Developing Gifted Potential” unit of study at Master’s level was created for twenty-five teachers, psychologists, and school leaders who are teaching mainly in selective programs for gifted students at secondary and primary schools, with an associated research project. Dr. Leonie Kronborg co-taught the unit at Monash University by Adobe-Connect with Professor Barbara Kerr, University of Kansas, USA, and with Visiting Scholar to the Faculty, Professor Ann Robinson, University of Arkansas at Little Rock, USA.

Submitted by Margaret Plunkett, Toni Meath, Susan Knopfmacher, Susan Prior, and Leonie Kronborg

BANGLADESH



Outstanding Levels of Achievement in a Cultural Milieu

Human development and culture mutually constitute each other. Children inhabit an environment constructed through centuries of human endeavor. They come to participate in culturally defined ways of thinking, creating, and performing. Culture in Bangladesh, a south Asian country, was prosperous and dynamic until far later than most historians imagine. As an underpinning of giftedness, culture works to recognize, develop, and nurture strengths and talents. Throughout the ages, gifted, creative, and talented people have been making valuable contributions to the benefits of society, culture, and humankind herein. Some prominent individuals of modern era who demonstrated outstanding levels of achievement are (alphabetically) Amartya Sen (economics), Bangabandhu Sheikh Mujibur Rahman (leadership), Jagadish Chandra Basu (science), Kazi Nazrul Islam (poetry, literature, music), Lalon Shah (folk music), Rabindranath Tagore (poetry, literature, drama, music), Satyajit Ray (film), Sheikh Hasina (leadership), Suchitra Sen (film acting), Uttam Kumar (film acting), and Zainul Abedin (painting, drawing, sculpture).

Bangladesh report continued on next page

Bangladesh report continued

“Bangladesh culture” consists of cultures from more than forty five distinct ethnic groups along with Bengali and includes forty one living languages. Relativism, inclusion, and diversity – at least three lenses can be deployed to look at children in Bangladesh context. In culture’s own terms, spelling out giftedness includes all children with diverse abilities and backgrounds. “Gifted” and “talented” are translated by the terms *medhabi* and *protivaban* in Bangladesh. These have different meanings in different local languages. In Bangla dictionaries they are defined as, for example, *dheeshokti*, *bodhshokti*, *dheeman*, *tikhnobuddhi*, *ananya sadharan buddhi*, *progga*, *udvaboni buddhi*, *asadharan srijonishokti*. Instead of numerous positive roles of culture, giftedness, and talent being discussed in a context of society that is characterized by values of patriarchy, adults’ domination, children’s subordinate position, class hierarchy, ethnic superiority, and structured ignorance to disabled children. The findings of a current study point to the continuing marginalization of gifted children in the classrooms. These children come to be construed as “inferior others” that are outside the normality.

The present report looks forward to have a praxis that is appropriate to Bangladesh. From the perspectives of gifted children and culture, it counts local voices and grand narratives with local and global legitimacies of meanings. Such praxis will substantiate knowing giftedness “as it really is” that is necessary for appropriate practices. The environments for gifted and talented children will expand and be optimal.

Submitted by Zahirul Islam

BRAZIL



The Brazilian Council for Giftedness is organizing the 7th National Conference on Giftedness. The main topics addressed in the Conference will be gifted students’ rights, current educational practices, counseling, and innovation.

This event aims to contemplate different areas of knowledge, including education, special education, psychology, pedagogy, sociology, neurosciences, physical education, social services, administration, entrepreneurship, human resources management, law, and other areas that may contribute to the advancement of knowledge about giftedness and gifted education. The conference will occur September 8 to 10, in Bonito, Mato Grosso do Sul. Bonito is known by beautiful landscapes, diverse birds, fishes, and vegetation. It is expected that approximately 500 participants will be in attendance.

Submitted by Eunice Soriano de Alencar

EGYPT



On January 16, 2016, the Alfi Foundation for Human and Social Development, in cooperation with the Egyptian Center for Economic Studies and the Specialist Presidential Council for Education and Scientific Research, hosted a forum in Cairo entitled “Education Reform in Egypt: The Road that Must be Traveled.” Guest speakers included Professor Finn Pasi Sahlberg (Harvard), Dr. Hilali Sherbini (Minister of Education), Mr. Omar Mehanna (Chairman, The Egyptian Center for Economic Studies), Mr. Moataz Al Alfi (Founder and Chairman of the Board of Trustees, Al Alfi Foundation for Human and Social Development), and Dr. Tarek Shawki (Secretary General and Chairman of the Specialist Education and Scientific Research of the Presidential Council), among others.

The forum began with an opening session followed by a discussion about the current situation of education in Egypt. Next, Professor Sahlberg gave a session about the Global Education Reform Movement. The first session discussed the education reform movement agenda in Egypt. Following this was a discussion of the initiatives of the Presidential Council Specialist for Education and Scientific Research. The fifth session reviewed the non-governmental initiatives and success stories in the field of education. The event concluded with a session on the future of education reform in Egypt that dealt with the most important elements of education reform and priorities for implementation.

The most important recommendation from this forum was the establishment of a National STEM Center and STEM centers in each governorate of Egypt. Mr. Moataz Al Alfi said there is no denying the importance of education in Egypt, where the students who receive a good education have a better chance, perhaps twice the fortune of others, in access to employment, thus, contribute to support the economy. So, a good education is the ultimate goal for Egypt and the primary entity. Mr. Al Alfi added that the possession of students to the skills of economic knowledge and responsibilities, will increase the ability to adapt and work as a team.

Submitted by Nermeen Abou Gazia and Yasmin Hussein

Delegate reports continued on next page

GERMANY



2015 was an important anniversary for gifted education in Germany: in 1985, the 6th World Conference on Gifted and Talented Children took place in Hamburg. Very little had happened before. At that time Germany still prided itself on its grammar schools, thinking they were sufficient to cater to gifted children. At the 3rd World Conference in Jerusalem in 1979, Harry Passow gave an overview of what was being done for gifted children throughout the world. He mentioned Germany with one sentence: "They have got grammar schools," which caused some giggles among those in the audience who knew the situation. What had happened before the World Conference:

- In 1978, the German Association for Gifted Children was founded, suggested, and encouraged by Henry Collis, president of the NAGC in England and of the WCGTC and put into action by Annette Heinbokel.
- In 1981, the first German private grammar school with boarding facilities started special classes for gifted children.
- In the same year, a first small conference on gifted children took place in Hamburg, organised by Wilhelm Wiczerkowski. One of the invited speakers, Franz Mönks, afterwards became very active on behalf of gifted children.

Except for the special classes at the grammar school, none of those events caused much of a ripple in the media. The effect of the World Conference was different. All the media (TV, radio, and print) was full of heated discussions.

Some people demanded efforts in gifted education, their reasons quite often: as Germany had few natural resources, it needed an intellectual elite to make up for that. Others argued aggressively against it, accusing advocates of gifted education of being elitist. However, even negative media attention can be more effective than the silence that reigned before. One long term result is that today all the states have rules taking the needs of gifted and talented children into account. What really happens on the ground in the individual schools and class rooms is quite a different matter.

Germany is made up of 16 individual states. School policies can be quite different, depending on which political party is in power (more conservative versus more socialist) and whether this is fairly stable or changes frequently after an election. Therefore the states have school systems which can differ considerably, some still favouring a three-tier system with grammar schools for high achievers, others a comprehensive system. In the big cities or conglomerates such as the Ruhr area, parents can usually choose between different types of school. In the country, there is often no choice.

However, there is the Kultusministerkonferenz (KMK), a union of all the ministries responsible for education. There are efforts to harmonize at least some of the rules.

After decades of advocacy for gifted children by many professionals and lay persons, in June 2015, the KMK published a joint paper called "Förderstrategie für leistungsstarke Schülerinnen und Schüler" which can be translated as "Strategy to promote and support high achieving pupils."

This strategy includes what has been known for decades: diagnosis of giftedness and talent, enrichment, acceleration, grouping (special classes and/or special schools), promotion and support in regular classrooms, and additional options such as competitions, scholarships, etc.

This sounds promising, as all the states have agreed on the list. What is lacking, though, is taking underachievers into account. Let's see if more of these good intentions end up in the regular classrooms than before. Let's also hope that the World Conference in Denmark will have a similar long-term effect on all the Scandinavian countries.

Submitted by Annette Heinbokel

ITALY

The Italian National Association Step-net organized the Second International Conference "Intelligence and creativity: developing trajectories of human potential" November 6-7, 2015 (www.giftedness.it/giftednessandcreativity/index.php). The event was hosted in the beautiful location of Alessi Hall at Palazzo Marino – Piazza della Scala, Milan. The whole two days were dedicated to giftedness, high potential, and human

Italy report continued on next page

Italy report continued

resources. The agenda of the conference was focused on four sessions: frames, talent and well being, resilience and protective factors, and gifted education. More than 200 people attended the event including teachers, school principals, psychologists, health experts, and parents.

The conference was attended by prestigious Italian and international experts on giftedness, who joined each other for sharing ideas and experiences. The focus of the conference was creativity in giftedness. The main topics were the following: emotional intelligence, strengths of the heart and of the mind, relationship between creativity and giftedness, learning instruments to chaos creativity, the talent and the processes leading to its artistic expression, the contribution of art and music to the reinforcement of the cognitive competences, social-emotional and multisensorial instruments for a creative teaching, protective factors, resilience, the role of family between risks and resources, and teaching.

Among the numerous speakers: S. Pfeiffer, Professor from Florida State University; A. Sekowski, Professor at the Catholic University of Lublin – Poland; R. Klingner, Specialist in gifted education, Head and Founder of the Centre for gifted and talented Children, Germany; N. S. Bonfiglio, Professor at University of Pavia, Scientific manager of Eris Foundation; R. Renati, Psychologist - Psychotherapist, Responsible of Phronesis Center (Milan Supporting center for gifted children -Eris Foundation); M. A. Zanetti, Professor at University of Pavia. V. Castelli, A. Torriani and S. Spinelli, members of Stepnet executive committee, talked about Step-Gate and Stepcare, two projects presented in preview at the 2015 Biennial World Conference on Giftedness of the WCGTC in Odense, Denmark.

Talented children contributed to the event with a video, created and directed by a gifted girl, in which they were confessing themselves highlighting their fragilities, their dreams, resources, creativity and uniqueness (the subtitled video will soon be available on our website www.giftedness.it/).

A camp dedicated to high ability children and their families was organized in parallel with the conference. Eighty children, aging from 6 to 14 years old and coming from all over Italy, were involved in lab activities within the magic atmosphere of Castello Sforzesco and guided visits through the town of Milan. Among the many activities were an "Escape Room" and a laboratory of stop motion. More than 100 parents participated to two workshops for parent training and support.

The closing session of the conference emphasized the importance of focusing the attention not only on the cognitive abilities of gifted people, but also on their social-emotional needs. In this way it is possible to sustain their extraordinary potential, which may represent a resource for the whole collectivity.

Submitted by Florinda Artuso

JORDAN



For the second consecutive year, educators from the region were introduced to best pedagogies during the Teachers Skills Forum that was hosted by Amman December 4-6, 2015. Organised by the Queen Rania Teacher Academy (QRTA), the three-day forum provided the perfect venue for teachers to improve their skills and discover new teaching methods. With preparations in "full swing," the organizers could increase the number of participants in this year's forum from 700 to 1,000. This year's forum not only gave teachers new skills, but also provided them with practical instructions to implement inside the classroom. The conference was held under Her Majesty Queen Rania's patronage.

The importance of the forum's "peer-to-peer" approach was emphasized. This provided an opportunity for teachers to share their experiences. In cooperation with the International Baccalaureate (IB) and Texas Instruments, the forum brought together renowned international experts from prominent institutions, including Harvard, Columbia, McGill, Dublin, Fairmont, and Connecticut universities among others. Experts from Jordan and Lebanon also took part in the event.

This year the conference concentrated more on how we teach rather than what we teach. Teachers who are usually used to theories and lectures received applicable tips on new methods of teaching. The topics focused on during the forum included early learning, concept-based learning, differentiated learning, and STEAM learning, which is related to science, technology, engineering, arts and math. The forum has acquainted Arabic-speaking educators with all the novel teaching methods.

Submitted by Janette Wakileh

Delegate reports continued on next page

LEBANON



The Department of Education at American University of Beirut has restructured its special education diploma program. A new track in gifted and talented education was added to this program. The new diploma program was introduced in 2013, and several students are interested in this new track/program.

The Department of Education at the American University of Beirut has organized an event on identifying gifted and talented children. This event took place on December 29, 2015 in collaboration with the Ghadi Center and the "Ana Mawhoub" Committee, which is a translation of "I am gifted." The aim of this event was to identify gifted and talented children, ages 8 to 13, in a number of domains such as drama, drawing, film directing, photography, graphic design, and calligraphy.

Al Mabarrate, which is a national non-profit network of schools, has started a new differentiated program for gifted and talented students at the elementary school level. Al Mabarrate uses international scales for identifying the gifted and talented, (e.g. Gifted Rating Scale, Woodcock-Johnson-III). Several teachers were trained to identify their gifted and talented students. The schools use several internationally known programs such as SCAMPER, CORT, and Thinking Keys to enhance their students' critical thinking.

Submitted by Anies Al-Hroub and Nidal Jouny

MEXICO



The year 2015 was an active time for the gifted community throughout Mexico. Several projects and events were conducted. More than 40 participants from Mexico attended and presented at the WCGTC World Conference in Odense. Some of the projects presented were: gifted children's impact on national economy, intelligence changes through differentiated education, recent successful cases of acceleration, and the CANSAT (a new space communications device developed by a team of highly intelligent Mexican students). Without a doubt, the 2015 WCGTC World Conference had one of its largest participation coming from Mexico in many years.

In August 2015, the Mexican Alliance for Giftedness organized and held the 2nd Scientific Summer Camp for Gifted. The summer encompassed an academic visit of more than 20 gifted students ages 4 to 15, who attended scientific classes and practices at several universities such as the Massachusetts Institute of Technology's Space Propulsion Laboratory. This was the first time in decades that a renowned American university opened its research facilities to a group of Mexican gifted students so that these children could share their technology projects with graduate students and professors. Also, a group of 10 students visited biologists at Harvard University. Finally, this Mexican gifted team went to Iceland to perform geological practices at volcanoes and geysers. This visit allowed one of the few (if not the first) registered descents of gifted children to the volcanic vent of Thrihnukagigur.

2015 will also be known as the first time a national team of gifted students was assembled to represent Mexico in a foreign country. In mid August, the Southern Denmark University organized a United Nations Youth Debate model where gifted children from several countries debated about environmental, social, and economic crises. This activity allowed the Mexican gifted community to test its experimental new educational program (The Intellectual Enhancement Methodology) designed to provide top tier attention to gifted students commensurable with the first world standards.

Moreover, the Mexican Alliance for Giftedness, the largest institution for gifted children in the country, will expand its scope to a new city (to be decided) outside the Mexican capital where its headquarters have been located for the past six years. One of the problems in Mexico is that several provinces are located far from the capital. Therefore, this strategy will install the first recognized, out of the capital, office for gifted students' detection and education with an average capacity of 100 students. This will surely improve the model to identify and serve more gifted children who were previously left alone due to their geographical distance.

On May 30, 2016, the National Day of the Gifted in Mexico will be celebrated with a record attendance of more than 1,000 families. Additionally, it will feature the first international academic conference on giftedness held in Mexico since 1984, with speakers from both Mexico and abroad. Since 2015, the tradition of awarding medals for antiquity at the Mexican gifted community was resumed after several decades of interruption. The Talent Attention Center will hold the 3rd Scientific Summer Camp for Gifted at several universities and research institutes in China in July 2016.

Mexico report continued on next page

Mexico report continued

Finally, in December 2016, the research project entitled “New educative model for gifted children in Mexico” will be finished at Instituto Tecnológico y de Estudios Superiores de Monterrey (one of the top ten universities in Latin America). The university professors expect that these doctoral projects will trigger the basis of massive innovations for the most intelligent students in the nation throughout the coming years.

Submitted by Zayda Accevo Zepeda, Andrew Almazán Anaya, Araceli Robles, and Dalynn Somuano

NEW ZEALAND



The Ministry of Education support for gifted learners in New Zealand has waned over the last several years, with a shift in Government priorities to focus on “priority learners” (defined by disability, culture and socioeconomic status – potentially at the expense of abilities). The Ministry’s professional learning and development, both face to face and through a webpage and mailing list, reaches some teachers in schools, and others engage in professional networking with groups like the New Zealand Association for Gifted Children and giftEDnz: The Professional Association for Gifted Education. There are also some postgraduate study opportunities through programmes like the Postgraduate Diploma in Specialist Teaching (gifted and talented) at Massey University, and research opportunities exist at all universities. You can find out more about the Government’s current approach to gifted education by reading the notes of a recent meeting with advocacy groups (giftednz.org.nz/wp-content/uploads/2013/01/Summary-of-Meeting-with-the-Ministry-of-Education-Representatives.pdf).

The ongoing advocacy and professional support provided may be minimal, but it is getting some good returns, as evidenced in some recent initiatives:

- The 2015 issue of APEX: The New Zealand Journal of Gifted Education features some of the latest research in the field.
- The New Zealand Centre for Gifted Education was a finalist in the Wellington Region Business Excellence Awards.
- The Ruamano Project is a government funded collaboration led by Dargaville and Bream Bay High Schools with Prof June Maker and Dr. Tracy Riley.
- An upcoming event will feature students from Massey High (who attended the WCGTC conference in Odense!) sharing their experiences of being twice-exceptional (giftednz.org.nz/wp-content/uploads/2013/01/Gifted-AGM-flyer-Feb-2016.pdf).
- A recent magazine focused on critical issues in NZ education featured an opinion piece on gifted learners in inclusive education environments (see page 32 of issuu.com/apnedmedia/docs/edr-dec2015-e-edition).

We hope that people planning to attend the 2017 WCGTC will take an opportunity to visit us in New Zealand during your travels! We warmly welcome you to come check out what is happening in gifted education!

Submitted by Tracy Riley

PERU



The National Association for Developing Intelligence, Creativity, and Talent (ANDESICREAT) was founded on August 12, 2013, as part of the celebration of the International Day of Gifted and Talented Children and the 20th Biennial WCGTC World Conference in Louisville, Kentucky, USA. In Louisville, a Peruvian child, talented writer, and creator Pajares Garces Kabir presented his greetings on behalf of the talented children of the world.

The aim of ANDESICREAT is to discover and care about intelligent, creative, and talented children. Along the lines advocated by the United Nations system, the WCGTC, and the American Federation of Gifted and Talented (FICOMUNDYT), ANDESICREAT encourages state policies to evaluate, diagnose, and treat the high potential of these children. ANDESICREAT takes an inclusive approach to those with fewer economic resources in marginal urban areas in the city, coast, high Andean, and jungle villages.

With ideas gained from the X Latin American Congress of Gifted and Talented, organized by FICOMUNDYT, we organized a seminar entitled “Contributions of the X Spanish-American Congress to the Peruvian Education” held on Tuesday, December 2, 2014, in Lima, Peru.

That event featured the swearing ceremony of the National Board, which was quite popular and successful, with the assistance of personalities engaged in education and neuro psychopedagogy professional sector, who

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Peru report continued

recognized members recently sworn into the ANDESICREAT board. From that day, the board gained legal recognition by enrolling in the National Superintendency of Public Registries - SUNARP Lima. This means it has its effective power and mandates, titles and honors, to fulfill the aims and objectives for the benefit of the Education of Gifted Children and High Performance, providing management services, advisory and consulting services and, above all, our best contributions to future policy in this important education sector.

ANDESICREAT reflects the experience and recommends creating enrichment programs in Peru such as education care program for children with outstanding talented powers, especially the stages of initial, primary, and secondary average. After an arduous effort for more than 30 years, our Ministry of Education has changed its Rules of Organization and Functions this year. It has created the Department of Basic Education Specialist which addresses the Department of Education Gifted and High Performance (for talent) and the Department of Special Education (for handicaps). This means better specialized care for children and young holders of giftedness and talent. Our main goal is to help practitioners of psychology, pedagogy, teaching, and child education. We also wish for further acquisition of knowledge and understanding of the features that gifted children have.

Submitted by Manuel E. Rodriguez

SAUDI ARABIA



The Kingdom of Saudi Arabia has made the education for gifted students a priority for the advancement of Saudi Arabian society. In 1967, the government enacted legislation to provide for these students, near the beginning of the establishment of the Kingdom of Saudi Arabia as a nation-state. It was not until the year 1997, however, that a full review of the needs and requirements of gifted student was looked at in detail. The review resulted in a full philosophical and psychological need and care analysis of gifted students, resulting in two indicators, intelligence and creativity, being established.

These indicators are utilized within the school and gifted centres that have been recently established to take care of the qualifying students under the direct supervision of the General Administration for Gifted and Talented Department of the Ministry of Education.

The Department has published a comprehensive guide to assist teachers to identify gifted and talented students and has provided additional funds to ensure that they achieve their full potential. In addition to this, to ensure that all other students benefit from gifted students, all students join in a "gathering" that hopes to develop and inspire other students to aspire to achieve more than they think they are capable. The Department spends 100 days starting in each October and administers the test to all third, sixth, and ninth grades in all schools across the Kingdom and chooses 75,000 students to benefit from the programs.

Intelligence and Creativity Indicators are used to provide the services to meet the individual needs of the students. Qualifying students are then offered programs inside the school, in gifted classroom projects, grade acceleration projects, and entrance to global enrichment partnership school programs for 1% of the students, while the 3% to 5% of the students are distributed to enrichment programs in partnership with national and international educational institutions. These institutions include research facilities, universities, and international programs.

The Department also provides various partnership programs with national institutions that support gifted programs inside the schools based on the nature and makeup of the students, grade acceleration system, and other programs for gifted and talented students at schools as they deem fit. In addition, gifted centers across Saudi Arabia are working on enrichment and gathering programs through evening classes and activities outside school as well as spring and summer gatherings.

Finally, the Mawhiba Foundation has been set up to implement the National Olympic qualification competitions for scientific research partnership with the Saudi Ministry of Education to give recognition to the achievements of students who excel even beyond the general gifted and talented pool of students. The Mawhiba Foundation particularly ensures that all students do not become lax due to their gifted and talented nature, but continue to pursue excellence and develop a self determination to exceed their already great potential.

Submitted by Mohammad Rawas

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SPAIN



The advances accomplished in Spain in the last year have been very important. Students with high intellectual abilities are represented in all social classes, and they can present some disorders or double exceptionality as well as show a scholar underachievement and/or scholar failure. The principles of equity and equality of opportunities must be a premise for our various governors to improve education for all students. Sometimes our educational systems seem to forget these principles and only encourage and enhance the education for those who present no problems. This is the case in several of our Autonomous Communities. Efforts should be made for ensuring that all students have the same opportunities to be identified and participate in educational interventions in the school according to the law which grants them.

In this sense the education authorities, Associations of Psychology, Educational Associations, etc., play a very important role, asserting its code of ethics to ensure the proper use of the techniques, tools, and resources to ensure that all students are educated according to their needs.

We welcome the progress achieved in the research field produced through the doctoral thesis defense, International Investigations and the Screening Test for gifted students. Scientific screening test "Huerta del Rey" Application of Raven Color (CPM) of the Doctors Yolanda Benito, Jesus Moro, Juan A. Alonso, and Susana Guerra, published in the *Network of European Psychologists in the Educational System (NEPES)*, the Working Group of educational psychology of EFPA (European Federation of Psychologists' Associations) and *Ideacion* (national magazine of gifted and talented): www.nepes.eu?q=node/833 (English); www.centrohuertadelrey.com/es/sumarios (Spanish).

Regarding the training field through their Ministries of Education and Provincial Offices, such as the courses that have been imparted in Leon, Malaga, Madrid, Bilbao, Caceres, etc., we have done Masters at different universities, online international courses approved by the Ministry of Education, as well as the ones taught by the "Huerta del Rey." Also, this issue has been included at International Congresses, such as the *Clinical Session: Neuropsychological Assessment Children and Youth* case studies by Dr. Yolanda Benito during the "International Congress of Clinical and Health Psychology with children and adolescents," in Madrid (November, 2015) with professionals from more than 50 countries.

The IV National Conference on High Intellectual Abilities: Education and Creativity took place in Barcelona on December 12th, 2015. We focused mainly on creativity and acceleration. The basis for the conference was the realization that although it was previously believed that creativity was a natural ability that could not be measured, Torrance's work in the sixties showed that this ability can also be taught. However, a large part of our current school systems (with few exceptions) stifle creativity. Creative innovation is an essential skill to achieve both improvement of the intellectual processes of students, the future of students in the labor market, the evolution of the global economy, and for the advancement of all aspects necessary for progress of any country in general.

Much of the responsibility for the current lack of creativity and innovation can be found in traditional educational systems that teach to a single right answer to a problem. All studies in the past fifty years indicate that creativity must be assumed as part of learning so that, when faced with a problem, our students and future leaders know how to use the most effective strategies, and use curiosity and divergent thinking as a natural part of the learning process.

The conference began with a master class by Sylvia Sastre about "High Intellectual Abilities and Creativity: an approach from the Neuroconstructivism," followed by the round table about grade-skipping. We presented studies done by the Working Groups of High Intellectual Abilities of the Official College of Psychologists of Catalonia (COPC), led by Leopold Carreras-Truñó, and of the College of Pedagogues of Catalonia (COPEC), led by Mónica Fernandez, about how this measure (grade skipping of at least one year during the last ten years) affected students emotionally and socially. In the afternoon we had another round table about the introduction of creativity in our schools, followed by a speech from a Gifted Students' Association, FANJAC, with a film created by some of the kids of this association telling us their feelings about grade skipping and the lack of creativity in their education.

Submitted by Juan A. Alonso and Leopold Carreras-Truñó

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USA



The reauthorization of federal legislation for elementary and secondary students, called the Every Student Succeeds Act, has taken a positive turn for students with gifts and talents. The legislation will encourage states to direct resources to professional development for teachers with respect to the needs and services for gifted students. The language concerning the Jacob K. Javits Gifted and Talented Students Program, which focuses on underserved students, also appears in the reauthorization. For additional information see www.nagc.org/get-involved/advocate-high-ability-learners/nagc-advocacy/federal-legislative-update/every-student.

In April 2015, The National Association for Gifted Children (NAGC) in the USA announced M. René Islas as the new NAGC executive director following a national search. Executive Director Islas is a native of Arizona and has a Bachelor's degree from Whittier College and a Masters of Business Administration degree from Western Governor's University in Utah. We look forward to working with Executive Director Islas.

A Nation Deceived: How Schools Hold Back America's Brightest Students, published in 2004 and written by Nicholas Colangelo, Susan G. Assouline, and Mirarca U. M. Gross, has been updated. The new publication, *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*, edited by Susan G. Assouline, Nicholas Colangelo, Joyce VanTassel-Baska, and Ann Lupkowski Shoplik, is a 10-year follow up to the 2004 report which highlights current research, how findings have been implemented throughout the United States, and provides additional ideas for application of findings. The report explores acceleration policies of various states throughout the United States, the use of acceleration with economically disadvantaged students, and the effect on social and emotional needs of the gifted learner. For more information, see www.accelerationinstitute.org.

Another recent USA study of states' outcomes and policies to support advanced learners has been issued by the Jack Kent Cooke Foundation. *Equal Talents, Unequal Opportunities: A Report Card on State Support for Academically Talented Low-Income Student* (www.excellencegap.org/s/JKCF_ETUO_Report.pdf) found that only six states (Texas, Minnesota, Colorado, Ohio, North Carolina, and Alabama) received a grade of B-. Four recommendations were made to states: Make your high performing students highly visible; Remove barriers that prevent high ability students from moving through course work at a pace that matches their achievement level; Ensure that all high-ability students have access to advanced educational services; and Hold Local Educational Agencies (LEAs) accountable for the performance of high ability students from all economic backgrounds.

Submitted by Ann Robinson, Wendy Behrens, Laurie Croft, and Sylvia Rimm

VIETNAM



In cooperation with The Olympia Schools – an American standard private school in Hanoi (www.theolympiaschools.edu.vn) and the Alpha School (www.alphaschool.edu.vn) – a private secondary school, the Fingerprint Analysis Center is applying tests for 1,000 students ages 6 – 10 to find out the relationship between their fingerprint types, structures, and the different brain functions. The test result helps to find out students' inborn characters, strengths, and weaknesses.

Based on the Multiple Intelligence Theory by Dr. Howard Gardner, we can identify the link between the ridge count of each fingerprint and the type of intelligence, such as: musical intelligence, linguistic intelligence, logical and mathematical intelligence, natural intelligence, kinesthetic intelligence, and visual intelligence. This also allows for learning programs to be customized to promote the development of these talents.

Gen-Talent Club (www.facebook.com/Gentalent/) is a talent development environment reserved for all students after fingerprint testing to participate in different programs such as: public speaking class, story writing, drawing, photography, and movie makers classes to help students become more confident with their talents.

In 2016, the identification of gifted and talented students will be promoted in all 60 provinces of Vietnam with support from the Ministry of Education, the Ministry of Police, and the Ministry of Science and Technologies. The 20-year strategy for development of Vietnamese Human Resources with the direct support of Vietnam Prime Minister will create a strong foundation for gifted and talented children's identification and development.

Submitted by Bui Nguyet Anh

THANKS to the World Council scholarship, I was able to attend the World Conference in Odense, Denmark. This was a big surprise for me because the World Conference was a great chance to learn a lot from the teachers, experts, academics, and even students from all over the world. I had a great time chatting about building cooperation for innovative international projects and deciding new research on gifted education with invaluable people.



I was in a rush to catch all the session titles, which I was excited to learn about. The workshops were great and effective. Everybody was participative and willing to share his or her knowledge. I even had an invitation to visit a gifted center with my students, which was very exciting and encouraging.

Being in such an environment opened new horizons in my life. Carrying the attainments to my country, applying new strategies, and having bright new ideas energized and motivated me. Everybody was focusing on recommending strategies on what could be done for new studies, and how we can do beneficial research for our schools and these special children. This gave new perspectives on available opportunities.

On the last day, I had a great time meeting professors at the gala dinner, during the walk, and on the boat. It was a great time to learn new things about the venue and culture. Everybody was hospitable.

Finally, I greatly appreciate the kindness and support of the committee members. They did a great job, and despite bustling about, never seemed to be tired and always smiled. This team spirit made me feel admiration and wish to be one of them. I hope one day I will be with you again and try to do my best for all the people to connect.

Cigdem Celik-Sahin

Friends of the WCGTC

We would like to express our gratitude to the following members for recently giving to the WCGTC scholarship fund either directly or through purchasing a silver, gold, or platinum membership. These donations make it possible to provide more opportunities to interested individuals around the globe to join us at the World Conferences. For more information about giving to the scholarship fund, visit www.world-gifted.org/give.

- ☞ Leslie Graves - Ireland
- ☞ Ngarmmars Kasemset – Thailand
- ☞ Pete and Dixie Mahurin – US
- ☞ Carmel Meehan - Australia
- ☞ Arnfinn Rismoen - Denmark
- ☞ Dorothy Sisk - US

GIFT FOR THE WORLD COUNCIL

When the possibility of moving the headquarters of the World Council for Gifted and Talented Children from the University of Winnipeg in Winnipeg, Canada, to Western Kentucky University in Bowling Green, Kentucky, Julia Roberts shared the possibility with Pete Mahurin, a friend of The Center for Gifted Studies. That conversation led to a gift from Pete and Dixie Mahurin that facilitated the decision to move Headquarters.

What does this gift make possible for WCGTC? One of the opportunities is a meeting of the Executive Committee on the years between conferences. It pays for travel during years between conferences. Even in a time of exceptional technological communication, it is helpful to have a face-to-face meeting of the Executive Committee annually. Augmenting opportunities for the WCGTC is the purpose of the Mahurin gift.

Pete Mahurin is a member of The Center for Gifted Studies' Advisory Board. Pete and Dixie became involved with The Center for Gifted Studies when their daughter Sarah Jo Mahurin participated in programs for elementary children. She continued through middle and high school programs and then returned as a teaching assistant and residential counselor. Dr. Sarah Mahurin is Dean of Timothy Dwight College at Yale University.

The WCGTC sends a sincere thank you to Pete and Dixie Mahurin for their support for gifted children.

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encourage attendance at our 22nd WCGTC Biennial World Conference in Sydney, Australia.

From Manila, I travelled to Beijing and Zhengzhou, China. The Montessori Principal teachers hosted a conference where I gave a keynote and was also given the opportunity to disseminate information about the WCGTC. This group pays particular attention to their young teachers, believing that the most able teachers will foster ability in their young charges and their early education classrooms. I was very honoured to be asked to help present awards to their teachers in Zhengzhou. They have expressed a great interest in becoming members of the WCGTC and attending our World Conference. Thanks to several of our Chinese WCGTC members in Beijing, I was also given the privilege of meeting with the head of the National Gifted Parents Association from Beijing Normal University and also to visit a high school (no. 8), which has a long-standing gifted program in place. This high school has sent several delegations to our World Conferences at various times. It is important to me to acknowledge the graciousness of my hosts (Dr. Leticia Ho and Mr. Peter Yi) in both countries for also giving me the opportunity to share information and news about

the WCGTC and to visit their countries and to sample some wonderful food, cultural events, and historic places. Building bridges between us is important.

In the USA, many of you had an opportunity to connect at the National Association for Gifted Children's conference in November 2015, and had an opportunity to stop by the WCGTC booth and talk to representatives there. We are hoping to see many of you in Sydney! Likewise in 2016, there will be many other exciting opportunities for global networking within our communities, the European Council for High Ability (ECHA) held its biennial conference in Vienna, Austria in March; the ICIE Conference in Croatia in May; Asia Pacific in Macao in July; and any number of others coming on stream throughout the year in Latin America, the Middle East, and USA. It is exciting to see so much support, and so many individuals and countries working towards a better understanding of gifted children and gifted individuals worldwide. Each and every one of you and your efforts are important in keeping the spark alive in the eyes of gifted, talented, and creative individuals!

Leslie S. Graves
President



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. 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:

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