



# WorldGifted

Newsletter of The World Council for Gifted and Talented Children

[www.world-gifted.org](http://www.world-gifted.org)

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## GLOBAL PERSPECTIVES IN GIFTED EDUCATION JOIN US IN SYDNEY

Planning is underway for the 22nd WCGTC World Conference in Sydney. The conference will be hosted by the School of Education at the University of New South Wales (UNSW) July 20 – 23, 2017. Register today on our website at [www.worldgifted2017.com/registration](http://www.worldgifted2017.com/registration).

The WCGTC World Conference provides the opportunity for researchers, educators, parents, and other interested individuals to share best research and practice regarding gifted education. The conference schedule will include seven keynote presentations and many parallel sessions, symposia, and poster presentations. Submit your abstract proposal today at [www.world-gifted.org/submit](http://www.world-gifted.org/submit). The submission deadline has been extended to January 15, 2017.

Thanks to a generous gift from Pete and Dixie Mahurin to Western Kentucky University, the Executive Committee was able to visit UNSW in August. This meeting was productive, allowing EC members to plan with the Local Conference Committee and see the conference venue. Each room for parallel sessions can accommodate 40 - 80 people, and is equipped with a computer, projector, and screen.

Darryl from Real Sydney Tours gave EC members an excellent sample tour, highlighting several of the neighborhoods and beautiful views of Sydney. Real Sydney Tours will be offering discounted tour rates to World Conference participants. The four tour packages include The Real Sydney Tour, The Real North Shore Tour, The Real Hunter Valley Tour, and The Real Blue Mountains Tour. Additional discounts are available on hotels and travel. For more information, visit the conference website at [www.worldgifted2017.com](http://www.worldgifted2017.com).

*more photos on page 15*



A letter from

**Leslie S. Graves**  
President, WCGTC



Dear WCGTC Members,

It hardly seems possible that we are less than one year away from our next World Conference which will take place in Sydney, Australia in July of 2017. Recently, a number of the Executive

Committee and Local Conference Committee members met on-site to see the location and discuss planning. The time was productive and also gave us a chance to see and hear what exciting developments were being put in place. The University of New South Wales (UNSW) is a lovely university and will be well worth the visit, especially as it is so close to some lovely Australian coastline and within an easy bus ride to the city center. Sydney is a beautiful and dynamic city with much to offer. Abstract submissions have now been opened and we are eager to get started.

The Executive Committee has been working really hard this year not only on the 2017 Conference, but also on making sure that the *Gifted and Talented International* journal is up and running. Volume 31, Number 1 of *GTI* has just been published electronically and has been mailed to members. Thanks also goes to Tyler Clark, our Executive

Administrator, for negotiating with our new publishers for the addition of *Creativity Research Journal* and *Roeper Review* as journals which will also be accessible at no additional cost for our membership. I am sure they will be enjoyed by all. Tyler has also been very busy keeping our new website up to date and adding new and useful features.

On the outreach front, my work has continued with trying to reach out and support advocates in gifted around the world, to disseminate information about the WCGTC, and assist those wishing to

make connections with each other around the globe. In the spring I delivered a Keynote in Spanish via Skype to a Gifted conference in Quito, Ecuador. Dr. Fanny Alencastro, organiser of the Ecuador conference and a long standing supporter of the WCGTC, has been doing good work there and is on the brink of getting government support for the education of gifted children. In Columbia the government has also taken a favourable view on the education of gifted and talented children and commissioned a work on educating these students in the Inclusive Classroom (in Spanish). This work was written by a team led by Dra. Maria Caridad Garcia and was reviewed by some of our members including myself, Dr. June Maker, and a number of others both national and international, some of which are also members of our affiliate Ficomundyt. There is work being done in Costa Rica by Dra. Krissa Morales who has been given the task of developing teacher training manuals and programs for gifted and talented children there. Vivienne Decoro, WCGTC Delegate for Jamaica, has been hard at work, and just finished running the first summer camp for the gifted in her country. In Brazil, Dra. Susana Graciela Perez Barrera has organised the National Conference for Gifted and Talented ConBraSD in Bonito, Brazil, which I was asked to send a video as an opening address in which both our conference and journal were mentioned. Dra. Perez is stepping down this year as their President after many years of successful service and is to be congratulated for her work. I would like to congratulate any other Latin American countries that I have failed to mention here for all your wonderful and active work, as space does not permit to include so many.

In Europe, our affiliate, ECHA, held a conference in Vienna that was very well attended. ECHA and the European Talent Network have been doing a lot of work around developing Talent Centers in their many member countries, developing a community which will be able to support and collaborate with each other. They have also begun to seek contacts outside the European network. Another exciting news item is that Dublin, Ireland will be the site of the next ECHA conference in 2018, and will be hosted by CTYI and Dr. Colm O'Reilly. Make sure you mark your calendars; Ireland is a beautiful and interesting country!

*Letter from the President continued on page 15*

**important  
deadlines**



**JANUARY 1, 2017**

*Deadline to Submit Nominations for WCGTC President*

**JANUARY 15, 2017**

*Deadline to Submit Presentation Proposals for 2017 World Conference*

**FEBRUARY 15, 2017**

*Deadline to Submit Scholarship Applications and Awards Nominations*

## WCGTC Headquarters Update



This year has marked a historic year for the WCGTC. The organization became incorporated on March 31, 1976 which means the WCGTC has been around for more than 40 years. As the year comes to an end, it is important to reflect on changes in the organization, and begin goal-setting for 2017 and beyond.

A major accomplishment of the past year is having *Gifted and Talented International* published by Routledge, a part of the Taylor & Francis Group. This partnership has taken the journal to a better online platform for members to access various articles. Moreover, members have gained access to *Roeper Review* and *Creativity Research Journal* at no additional cost. We look forward to continuing this partnership with Routledge and further expanding the influence of GTI.

The website has also been completely redesigned to allow for a more user-friendly experience. It is our hope that [world-gifted.org](http://world-gifted.org) will be a place for people interested in gifted education to come to find useful information. We have expanded on and added several sections in the Resources tab of the website. Various gifted degree programs have been added, as well as a student research database. We rely on our members to help us keep our information up-to-date. If you find something that is incorrect or missing, please let us know by sending us an email.

The 22nd World Conference will be hosted by the School of Education at the University of New South Wales. The conference is a unique opportunity to network with people from around the world interested in gifted education. It is always inspiring to hear the different perspectives participants bring from around the world. I look forward to seeing you in Sydney!

**Tyler Clark**  
Executive Administrator

### *Is your city or country interested in hosting the 2019 WCGTC Biennial World Conference?*



The bid guidelines are now available. This unique international event is held every two years during late July or early August. It brings together hundreds of leaders in the field of gifted and talented education to promote communication among one another and share best practices and experiences. Past conferences have been held in London, San Francisco, Jerusalem, Montréal, Manila, Hamburg, Salt Lake City, Sydney, The Hague, Toronto,

Hong Kong, Seattle, Istanbul, Barcelona, Adelaide, New Orleans, Warwick, Vancouver, Prague, Louisville, and Odense. The 2017 World Conference will be in Sydney, Australia. Deadline for bids will be April 1, 2017.

More information on “Hosting a World Conference” can be found on our website at [www.world-gifted.org](http://www.world-gifted.org) under the WCGTC World Conference tab.

***To express interest and receive a Proposal Development Guide, please contact WCGTC Executive Administrator Tyler Clark at [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org).***



# Gifted and Talented International Journal

The Editorial Team is pleased with our partnership with Taylor and Francis as we have published our second issue with them. Volume 31, issue 1 provides some new research perspectives from diverse locations with thought-provoking findings in evidence! For those who have not read the latest *GTI* issue co-edited by Professor Franzis Preckel and me, I recommend you read it! We are deeply grateful to those who reviewed manuscripts for us and we will list all who contributed in our next issue.

The focus of our next issue is still 'open' as we are keen to receive as many good research manuscripts as we are able to receive, as we move towards gaining an impact factor for our journal. We are also heading towards receiving our manuscripts through Scholar1, and that should help with the review process of all of the manuscripts we receive.

*Gifted and Talented International (GTI)* is an international, refereed journal publishing articles that significantly contribute to our understanding and promotion of giftedness, talent, and creativity in children, adolescents, and adults. Our aim is for GTI to publish original research, theoretical studies, systematic literature review papers or accounts of practice. Integrative literature reviews and theoretical pieces that appreciate empirical work are welcome.

*GTI* will be published twice a year with our Peer Review Policy using a double-blind, anonymous peer review process based on initial editor screening.

This year our *Gifted and Talented International Journal* has been promoted to researchers at the European Council for High Ability (ECHA) Conference, the Australian Association for the Education of Gifted and Talented Conference (AAEGT), the American Education Research Association (AERA) Conference, the USA National Association Gifted Conference, among others. We are keen to have cutting edge research published in our journal!

In addition to members receiving electronic access to the archives of *Gifted and Talented International*, our partnership with Taylor & Francis now provides members electronic access to *Roeper Review* and *Creativity Research Journal*. To access these archives and read submission details for *GTI*, please visit [world-gifted.org/gti](http://world-gifted.org/gti).

## Co-Editors

**Franzis Preckel,**

University of Trier, Germany

**Leonie Kronborg,**

Monash University, Australia

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**Megan Foley-Nicpon,**

The University of Iowa, USA

**Barbara A. Kerr,**

University of Kansas, USA

**C. June Maker,**

University of Arizona, USA

**Nielsen Pereira,**

Purdue University, USA

**Ann Robinson,**

University of Arkansas at Little Rock, USA

## LIST OF ARTICLES

*Toward an Iranian conception of giftedness*

Sareh Karami & Mehdi Ghahremani

*The importance of being gifted: Stages of gifted identity development, their correlates and predictors*

Tanja Gabriele Baudson & Johanna Fee Ziemes

*Giftedness counseling in Germany: Consultation reasons and issues and their relations to gender, age, and aptitude*

Nele Hannig & Christine Koop

*Gifted education's reflection of country-specific cultural, political, and economic features*

Roger S. Frantz & Katie Larsen McClarty

*From overexcitabilities to openness: Informing gifted education with psychological science*

M. Alexandra Vuyk, Barbara A. Kerr & Thomas S. Krieschok

# Scholarships & Awards

of application and show evidence of need for support. (If joining the World Council is a financial hardship, please notify the WCGTC to review your situation.) Scholarships vary and can be used to pay for registration fees, accommodations, and/or flight costs. In all cases applicants will be expected to pay at least part of the costs. A priority for this year is to be given to doctoral students. Applications must be submitted by February 15. They can be submitted online by visiting [www.world-gifted.org/scholarship](http://www.world-gifted.org/scholarship).

In conjunction with the WCGTC biennial conference, the Executive Committee of the World Council presents awards in four different areas of recognition: Distinguished Service, Creativity, Research, and Leadership. To nominate someone for an award, please visit [www.world-gifted.org/awards-nomination](http://www.world-gifted.org/awards-nomination). Nominations are due February 15.

For questions about Scholarships and Awards, please contact Tyler Clark at [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org).

## KEYNOTE SPEAKERS AT WORLD CONFERENCE IN SYDNEY, JULY 2017

- **DR. SEON-YOUNG LEE**  
SEOUL NATIONAL UNIVERSITY
- **DR. JANE PIIRTO**  
ASHLAND UNIVERSITY
- **PROFESSOR KAREN ROGERS**  
UNIVERSITY OF ST. THOMAS
- **PROFESSOR KIRSI TIRRI**  
UNIVERSITY OF HELSINKI
- **PROFESSOR HELEN WATT**  
MONASH UNIVERSITY
- **DR. JIM WATTERS**  
QUEENSLAND UNIVERSITY OF TECHNOLOGY

“Attending a conference abroad may be expensive but the benefits are definitely bigger. As a doctoral student it was a great investment in myself, and a unique experience to meet scholars from all over the world, improve my knowledge about the field, and make networks. I came back home with great ideas and very excited about enhancing gifted area in Brazil.”

**RENATA PRADO**, Graduate Student at the University of Brasilia

## AUSTRALIA



Preparatory meetings were recently held at the University of NSW in Australia for the 2017 WCGTC World Conference, to be held July 20 – 23, 2017 in Sydney, NSW. A panel from the WGGTC Executive Committee presented to local researchers and educators about the gifted and talented policies and practices in their countries.

In Australia the focus has been preparing for our own Australian Association for the Education of the Gifted and Talented (AAEGT) Conference, *Beyond the Boundaries in Gifted Education* at the University of NSW, September 29 – Oct 1, 2016. A Youth Summit, *Beyond the Boundaries: Sustainable Communities* (Years 7-10) and a GERRIC Student Program (Years 3-6) were both run concurrent to the AAEGT National Gifted Conference. GERRIC, Gifted Futures Forum (GFF) for Talented Enhancement, which is a research seminar for invited Australian & New Zealand researchers, was held the day prior. The theme for this year's GFF was Gagné's Differentiated Model of Giftedness and Talent (DMGT).

### Other news from around Australia:

**Victoria:** The Victorian Association for Gifted and Talented Children (VAGTC), in conjunction with the state Department of Education and Training (DET), has delivered a series of regional seminars for educators and parents. Additionally, the Victorian DET Gifted Outreach Program for rural and regional Grade 5 and 6 students has provided extension in Maths and Science via a virtual learning interface, peer mentoring, city camps, and immersions. This program has been implemented by the four Victorian Academic Select Entry High Schools.

The Annual Philosophy and Thinking Skills based conferences and Communities of Inquiry, the Gifted and Talented Philosophy Conferences for middle-school and senior students and the Victorian Philosothon, have drawn students from across Victoria. Monash University provided a Developing Gifted Potential unit for DET, SEAL & Selective high school educators this year delivered by Dr. Leonie Kronborg and Prof. Jane Piirto.

**New South Wales:** The state association Gifted Families Support Group (GFSG) ran a successful pilot for rural and regional sub committees planning for continued growth. GFSG co-hosted the AAEGT national Gifted Conference 2016 at UNSW in Sydney and collaborated with the Teachers Guild of NSW to deliver a one-day conference for teachers during Gifted Awareness Week in March.

**Tasmania:** The Tasmanian Association for the Gifted (TAG) held their Biennial 7<sup>th</sup> State Conference, called *No Limits*, from August 27-29, in Hobart.

**Queensland:** Queensland University of Technology (QUT) now offers a gifted education elective unit as part of the Inclusive Education minor in the Bachelor of Education course. Queensland Association for Gifted and Talented Children holds an annual conference with 5 branches across the state providing support for parents and educators. The very popular challenge workshops for children during school holidays continue to flourish in Brisbane.

**South Australia:** Gifted and Talented Children South Australia (GTCASA) is assisting SA Department of Education with an improvement to the Gifted Policy. This will make it clearer that educators have a responsibility to meet the needs of gifted children. GTCASA Saturday Club has been well subscribed in 2016 covering a range of topics including geology, STEM foundations, space STEM, climate change, philosophy, drama, chess, and the affective curriculum.

**Australian Capital Territory:** The ACT Gifted Families Support Group (ACTGFSG) has trialed a play group and encourages friendships amongst parents of gifted children as well as information needed for school conferencing and ILP meetings. ACTGFSG also meets regularly with the local education directorate official to advocate for the needs of gifted children.

**Western Australia:** A new association affiliated with AAEGT was announced at the national AAEGT conference in September. The association is called Gifted WA and is welcoming members. The key aim will be to complement existing services available in WA and to act as an information and advocacy body in WA for educators, families, and professionals interested in gifted children and education.

*Submitted by Margaret Plunkett, Toni Meath, Sue Knopfelmacher, Sue Prior, and Leonie Kronborg*

# BANGLADESH



There are a few personalities in a country whose idea, vision, and initiative are very effective for bringing gifted and talented children to a nation's attention. Sheikh Hasina, the Prime Minister of Bangladesh, is one of them. Sheikh Hasina is a talented leader and has reached an outstanding level of achievement being conferred with several awards and honors in Bangladesh and internationally. Besides, she is a popular writer and creative thinker. She has worked on a series of policies and programs particularly in the settings of family, community, school and alternative care center towards a talented, knowledge based and inclusive society. If these are implemented, the country will become a pasture for gifted and talented children. They would increase the funding available for programs for gifted and talented children as well as create quality curriculum and teaching opportunities. A number of social justice systems and social safety-nets are operating countrywide that contributes to decreasing dropout of gifted and talented children – autistic, disabled and underprivileged. Child rights violation like abuse, violence, torture, ignorance, exploitation, discrimination, inequality, early marriage, hazardous work, etc., are prohibited legislatively. Creativity development in all fields (i.e., academia, scientific innovation, art, culture, sports and leadership) gets preference, inspiration, and support. Heritage and works of talented and gifted persons are documented and protected. Individual writers, artists, musicians, thinkers, sportsmen, and academics in the country always get patronization and support from the prime minister. Now the challenge of the country is to develop and activate an institutional mechanism so as to implement and continue these efforts in favor of gifted and talented children.

*Submitted by Zahirul Islam*

# BRAZIL



Approximately 450 people, including teachers, parents, school administrators, and psychologists, participated in the VII National Conference of the Brazilian Council for Giftedness. The conference was held September 8 - 10 in Bonito, Mato Grosso do Sul. Bonito is a city with numerous natural beauties, including waterfalls, many species of birds, and a lush tropical landscape. It is also known for diverse crafts, including the ceramics of the Kadiwéu, an indigenous tribe of about two thousand people, whose land is located not far from the city.

Educational policies for the gifted, creativity, the development of talent across the life span, nurturing the creative gifted female, gifted children and bullying, early gifts, emotional characteristics of the gifted, transdisciplinarity and education of the gifted were some of the topics addressed by the keynote speakers. The conference program also included workshops about gifted identification processes, robotics for gifted students, intelligence games, instructional models, among other topics. Leslie Graves, president of the World Council for Gifted and Talented Children, spoke to the participants through videoconference and invited all to the next conference in Sydney, Australia.

Brazilian administrators and educators from the High Ability / Giftedness Center of Activities located in several Brazilian cities were among the participants. They shared different programs that were developed with teachers, students, and parents and described the main challenges they faced in serving the gifted and their families.

*Submitted by Eunice Soriano de Alencar*

# ECUADOR



Since the 1948 Universal Declaration of Human Rights, the right to education is recognized worldwide. In 2000, a report by UNESCO states that the inclusion of children with special needs or belonging to disadvantaged ethnic minorities and migrant populations, remote and isolated communities, or urban slums need and others excluded from education, must be included in the strategies to achieve education for all. Inclusive education benefits applies to the entire educational community. However, in Ecuador, gifted education is not yet included in public policy.

Sueño Mágico Foundation is a center for scientifically talented youth to develop their talents. Sueño Mágico Foundation works for an educational model in which all children learn together, regardless of their personal, social, or cultural conditions, but the barriers they have are many. However, the growing number of colleges, institutes, and private organizations pursuing successful initiatives for inclusion of their own children is a positive outcome.

*Ecuador report continued on next page*



Sueño Mágico Foundation offers training to teachers, and works with children and adolescents. But our work is only conducted on a small scale, since we do not receive any government or private support to carry out our mission. We also work with teachers so that they can try to learn more about how to teach gifted children. We are working with children between the ages of 6 and 12 years old. The children have a wide variety of interests including national and international events, earthquakes, psychology, etc. Some of the children also have learning disabilities. We are very pleased with the progress being made.

Earthquakes are a major interest as there are so many in Ecuador. Age alone does not offer protection against damage and emotional trauma children may face. We are looking for children to generate strengths and not be intimidated. The goal is to help children cope with the unpredictable challenges of nature.

As resilience is a skill that can be developed, we are working to help children successfully face the trauma, adversity, tragedy, stress, emotional pain, and sadness. These children are then able to share what they have learned with other children. Our work with the children focuses on the following points:

1. We are not affected by what happens, if you do not tell us what happens.
2. Strength depends on behavior of emotions and thoughts.
3. Irrational beliefs or exaggerations of reality do not help to solve problems and produce great emotional distress.
4. We evaluate mature judgment.
5. Fear to lose or squander opportunities
6. We can make valuable things, for ourselves and for others when we overcome our insecurities.
7. We must generate a mind of preferences to help reach the goal.
8. Those who are convinced that you can lose the fear fail to see reality objectively.

The investigations that children are doing help them manage their fears and develop their interest in others, and the development of psychological issues and topics of learning problems. Emotional intelligence is somewhat affected by fears leading to irritability and hopelessness. We are happy that this situation is being monitored in the children of Ecuador.

The video at [https://www.youtube.com/watch?v=G16td0\\_ZCNE&feature=youtu.be](https://www.youtube.com/watch?v=G16td0_ZCNE&feature=youtu.be) is of Daniel Honciuc. Daniel is an eight-year-old boy, and demonstrates how, even at a young age, children experience psychological and educational issues based upon natural occurrences.

*Submitted by Fanny Alericastro*

## GERMANY



As Annette Heinbokel wrote in the latest WCGTC News, 2015 has been a busy year for Gifted Education in Germany. The promising path did not end in 2016.

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz (KMK)), released their "Strategy to promote and support high achieving pupils" in June 2015. (You can find the Strategies at [http://www.kmk.org/fileadmin/Dateien/pdf/350-KMK-TOP-011-Fu-Leistungsstarke\\_-\\_neu.pdf](http://www.kmk.org/fileadmin/Dateien/pdf/350-KMK-TOP-011-Fu-Leistungsstarke_-_neu.pdf).) This led to two important conferences.

On December 4, 2015, experts, ministers for education, and teachers from Bavaria, Hesse, and Saxony (all states which are ruled rather conservatively) came together to adopt the so-called "Berlin Declaration of Intent" (Berliner Absichtserklärung). A few weeks later, on February 29, 2016 the ministers for education from Baden-Wuerttemberg, Saarland, Rhineland-Palatinate North Rhine-Westphalia, Bremen, and Hamburg and representatives from the government of the "A-Länder" adopted the Mainzer Declaration on Gifted Education (Mainzer Erklärung [http://www.icbf.de/images/stories/aktuelles/mainzer\\_erklaerung.pdf](http://www.icbf.de/images/stories/aktuelles/mainzer_erklaerung.pdf)). Both of the conferences aimed to initiate procedures to support gifted children in and outside of school.

In Germany this change of events is of major importance as gifted education has been overlooked in politics and schools for a long time. In 2016 a declaration, compiled by both the States and the Federal States of Germany, which takes the KMK-Strategy into account, will be published. This declaration will include precise and practical advice and ideas on how to support and challenge gifted children in German schools. Everyone working within this area is tensely looking forward to this paper.

The process initiated by the changes in Germany will be the topic of the 6th Münsterscher Bildungskongress, the most important conference on gifted education in Germany. The 6th Münsterscher Bildungskongress will take place from September 19 – 22, 2018 in Münster. We are looking forward to meeting you there.

*Submitted by Christian Fischer*

*Delegate reports continued on next page*



# JORDAN



Majd Abu Dalou, who has a visual disability, did not have any clue about robotics and would have never thought he would be making a robot one day. But an annual two-day robotics competition in 2016, held by the Jubilee Centre for Excellence in Education (JCEE) affiliated with the King Hussein Foundation (KHF), offered Abu Dalou and his peers a chance to learn more about the world of robotics and create their own robot.

They faced many hardships, but they conquered them with the team spirit. The 16-year-old student stated that he did not give up because he was blind. He believed in himself and managed to create a robot. With great passion and pride, Abu Dalou showed HRH Prince Hamzah, who attended the closing ceremony of the competition to honour the winners, the robot he and his colleagues created and talked animatedly about the project.

Forty-nine teams representing 29 educational institutions from across Jordan participated in the 11th National Robotics Competition. This year's theme was "Trash Treks," which explores robotic solutions for trash collection, sorting, smart production, and reuse. Approximately 250 students between the ages of nine and 16 took part in the competition with their coaches.

These projects and competitions help put the students on the scientific path and encourage them to invest their free time in a beneficial activity. The competitions also help them be creative in bringing about solutions that resolve daily life problems. This is the first team of students with visual disabilities that has taken part in a robotics competition in the Arab world. They wanted to prove that they could design a robot and make it walk on the track. In the beginning they faced all kinds of difficulties and did not receive any kind of support except from the Jubilee Centre. Abu Dalou expressed hope that he can work in software programming in the future. He said, "I want to enhance my skills to join Google when I grow up."

*Submitted by Janette Wakileh*

# LEBANON



The Department of Education at the American University of Beirut organized a 20-hour training workshop on (1) the conceptions of giftedness, talent, and creativity; (2) characteristics and traits of gifted and talented children; (3) methods and procedures for the identification of gifted and talented children; and (4) international models and theories for gifted and talented. This event took place July 25-29, 2016. Dr. Anies Al-Hroub conducted the workshops for teachers, principals, and stakeholders from Al-Mahdi Schools.

The Department of Education at the American University of Beirut (AUB) and the Arab Council for Gifted and Talented in Lebanon have organized a seminar entitled "The Status of Gifted Education in Lebanon: Challenges and Future Opportunities." Three speakers gave different talks on three topics. Dr. Anies Al-Hroub, the Chairman of the Department of Education at AUB, discussed "The Challenges to Gifted and Talented Education in Lebanon." Dr. Hoda Bibi, the Chairman of the Department of Education at the Lebanese International University, spoke about "Identification and Intervention of Gifted and Talented." Finally, Dr. Fathi Jarwan, the President of the Arab Council for Gifted and Talented, gave "A Historical Perspective on the Education of Gifted and Talented."

The Arab Council for Gifted and Talented and Arab Thought Foundation signed an agreement on June 3, 2016, in Lebanon to promote the education and services for gifted and talented children in the country. The Lebanese International University, in collaboration with Teachers College at Columbia University, has organized for 12 training modules on topics related to the education of gifted and talented children. All modules are offered in the fall 2016 semester and several local, regional, and international experts are offering these workshops for members from the Arab Council for Gifted and Talented in Lebanon.

*Submitted by Anies Al-Hroub*

*Delegate reports continued on next page*

# MEXICO



Considerable advances have been made in gifted education in Mexico. This year, according to the Mexican Federation of Giftedness annual records, the number of gifted students reliably detected in the country swelled to 7,821 while in 2015 was only 5,940 cases. Most importantly this year, on grounds of media and social impact, was the first International Conference on Giftedness organized on May 29-30, 2016 at the Mexican capital, where more than 850 people assisted. This is the first time since 1984 that an international conference on giftedness was organized in Mexico. The federal vice minister of Education in Mexico (Lic. Alejandro Pérez Corzo) and the Director of the Mexican Space Agency (Dr. Javier Mendieta) inaugurated the event with the unveiling of a bronze plaque.

This conference had participants from Harvard University (Medical School and Public Policy School), Chemnitz University in Germany, Connecticut University, NEAG Center for Gifted Education and Talent, Monterrey Institute of Technology (ITESM), Anahuac University, Mexican Federation of Giftedness, Mexico's Ministry of Education, Talent Attention Center (CEDAT), and the Mexican Space Agency. Among the attending keynote speakers were renowned international leaders in the fields of giftedness, intelligence and medicine such as Dr. Del Siegle, Dr. Heiner Rindermann, and Dr. Peter Breggin. It should be noted that gifted children also actively participated in the conference by presenting research projects orally and through scientific posters. In total, sixty-four projects were presented by children and teenagers.

In April, the Mexican Alliance for Giftedness, recognized as the largest institution for gifted children in Mexico, inaugurated the regional center CEDAT Guadalajara, located in the Mexican state of Jalisco (in the west of the country, more than 5 hours from the capital). So far it has diagnosed and attended sixty gifted students, in comparison with the previous numbers in Jalisco that indicated a neglected population. Considering that one of the problems in Mexico is that several provinces are located far from the capital where the main offices and programs for gifted reside, this strategy is the first national step towards the inclusion of gifted students who have been left unattended due to their geographic isolation.

In the summer of 2016, the Mexican Federation of Giftedness delivered the first Mexican National Award on Giftedness to ten researchers. This is currently the highest award in the country that recognizes professionals working in gifted education whose work has significantly impacted new research, methods, techniques, laws, or centers for highly intelligent students in Mexico. This award was designed as a way to promote the development of more professionals in the field of giftedness and to reward those who excel and their work positively impacts the outcomes of gifted students.

It should be noted that Forbes Magazine created a project in July to promote and broadcast the most successful cases of gifted students in Mexico. A measure that seeks to increase the amount of attention talented people receive in the country while also countering the myths about gifted people by showing real cases of successful gifted individuals who defy traditional stereotypes.

That project succeeded in publishing the first list of the "30 most intelligent children of Mexico" supported by a methodology designed by researchers from twenty different universities and governmental agencies and that combined achievements both quantitative (e.g., IQ, school scores, years of school acceleration) and qualitative (feats, inventions, projects, presentations at conferences). In addition, this year the International Gifted Summer Program organized by the Talent Attention Center made a trip with 30 students to China in a cultural interchange to Macao, Shanghai and Beijing; which won the recognition by the chief of the embassy of Mexico in China, Lic. Enrique Escorza.

Finally, on May 26-28, 2017 the second International Conference on Giftedness at Mexico will be held, considerably longer and larger when compared with its first edition. It will feature keynote speakers from China, Thailand, USA, and Mexico. It is expected that this annual system of conferences allows to build more momentum in the growing Mexican gifted community and that this model of academic gathering could get repeated each year.

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

*Delegate reports continued on next page*

# NORWAY



After decades of unstirred waters in catering for the gifted in Norwegian education, some stones have finally been thrown into the pond during the last year. It is far from a storm rising to overthrow the one-size-fits-all schooling we have been living with, but at least the short term pain and the long term torment of the gifted and able students losing interest in school, has come to the attention of our government. The commission on "high achievement students" delivered a public report on the matter in September this year. As part of this work, the National Knowledge Center for Education delivered a literature study aiming to make a synthesis on what is known about gifted students. There has also been a few seminars and workshops to gather and present national literature and knowledge in the field, but no further actions are announced at this point. But this said, some of us are not too optimistic as we also had some setbacks during the year. The Danish Mentika school applied for a permit to run a school for gifted children in Tønsberg, just south of Oslo. This was by one vote accepted by the city council, but refused by the Directorate of Education. A plea was sent to the Ministry of Education, but has not had a response. Thus, the school is not able to start this fall. Due to Norwegian regulations the next opportunity is in August 2017. In 2010 came a government report on upper secondary education, promoting acceleration and enrichment for the most able students. It was suggested that as many as 10% of the students should be encouraged to take subjects at the high school level or grade skip. Six years later this is rarely known in most schools, and the city of Oslo is the only place where it has been implemented to some degree.

We are following the situation with great anticipation and hope to have more encouraging news to report in the next edition.

*Submitted by Jan Terje Bakler*

# SPAIN



The advances accomplished in Spain in the last year have been very important. In our previous information related to the education of the gifted and high intellectual abilities in Spain, we pointed out the importance of doctoral thesis defences, national and international research, as well as collaboration through the different education departments and provincial delegations. Moreover, the Official Master of Psychological Therapy for Children and Youth was created at the Public University Miguel Hernández with a specific module for the evaluation and intervention of gifted students. The program is based on the Yolanda Benito's PhD (2016), and on-line courses are approved by the Education Ministry, as the ones imparted by the "Huerta del Rey" Centre, etc.

It is important to point out the economic aids from the Education Ministry given to the families of these students that are involved in specific programs (BOE from 6 August, 2016). Another important note is the legislation of national scope about the Flexibilization of the Stages of the Educational System through the Royal Decree 943/2003, which regulates the conditions for making the duration of the levels and the educational system for the gifted students flexible. (See <https://www.boe.es/boe/dias/2003/07/31/pdfs/A29781-29783.pdf> for more information.)

On occasion, the media tends to point out the more sensationalist side, forgetting that we are talking about children, youth, and families. In this sense, we have seen appropriate to favour a more realistic comprehension of the educational, social, and personal needs of these gifted children. We created a YouTube channel oriented to the media, press, parents, teachers, psychologists, etc.

Visit our video "Does the gifted children exist?" in our channel. Based on a true story (case study) described in the book "Superdotación y Asperger" by Yolanda Benito. This story is about a gifted child in his first years, from the moment he was a toddler until he is five years old. (See <https://www.youtube.com/watch?v=ddpKOC0x2bE> for the video.) For reading the whole story of the child visit <http://www.centrohuertadelrey.com/files/upload/articulos/capitulo-1-en.pdf>. This is the first part of a series of videos with the final purpose to raise awareness about the educative and social and emotional needs of gifted children through case studies. Spanish, English, and Chinese versions are available. We also recommend you read the Recommendation 1.248 from the Europe Council (1994): "On education for gifted children - relative à l'éducation des enfants surdoués."

*Spain report continued on next page*



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 creators know how to use the most effective strategies, and use curiosity and divergent thinking as a natural part of the learning process.

To achieve these objectives we have considered appropriate the objective of introducing a generalized education of creativity in our schools along with all other educational interventions that these children receive curricular enrichment, workshops, individualized plans, and so on.

*Submitted by Juan A. Alonso and Leopold Carreras-Truñó*

## SWEDEN



Looking back at the past two years of World Gifted newsletter issues, it appears no report from Sweden has been given to the WCGTC. Therefore, I start or restart the contribution of news from Sweden by briefly looking back a few years. Since 2014 several important things have happened on several levels in the Swedish system benefitting the gifted and talented.

The Swedish Association of Local Authorities and Regions, SALAR, is an organization that represents and advocates for local government in Sweden. SALAR initiated a collaboration between seven Swedish municipalities. Among other things this collaboration led to creation of a material about gifted pupils and their needs that was released in 2014. This material was aimed as an action plan for pedagogical staff in schools on all levels from teachers to politicians. However, it was spread and read most likely by all people in Sweden with some interest in giftedness.

At the same time a school psychologist raised her voice for the gifted children, and the media gave her relatively high attention. The contribution of this school psychologist, in combination with other events made parents of gifted children react. It also increased the awareness on giftedness among people in general.

In academia the interest for giftedness increased side by side by the mentioned events, although mostly connected to mathematics education. Since 2008, research from four PhD students has been given attention. These works have also been given relatively large attention by the media. Two of those four have completed their studies and are now doctors. All four are active in spreading scientific knowledge about giftedness mostly to pedagogical staff. In a few universities it is possible for teachers or special pedagogic teachers to read courses on giftedness. But it is not possible, for example, to complete a bachelors or a masters degree in giftedness. It is confusing that since the mid 1990s we have had an international well known researcher in giftedness in Sweden, but the politicians have not listened to him or paid attention to his research. Maybe it is difficult to fight alone.

In 2014 the national agency of education decided to construct support material for teachers about giftedness and gifted education. This material was released in spring 2015. This was a very important step for gifted children in Sweden. It meant that they were recognized and that it was accepted on a governmental level that they need special support in education.

In 2016 the material released by SALAR in 2014 was revised. The main change was that it now also includes the recognition of gifted children in early ages. The material now states that gifted young children in kindergarten also need to be recognized and supported.

A lot more is happening in Sweden that is positive for gifted children, more will come in future newsletters.

*Submitted by Elisabet Mellroth*

*Delegate reports continued on next page*



## What the Every Student Succeeds Act (ESSA) Means for Gifted Education

The latest big educational policy change in the U.S., the Every Student Succeeds Act (ESSA), which President Obama signed into law last December, is creating a buzz among educators and administrators. For this issue, US delegates contacted the Center for Talent Development (CTD) at Northwestern University for permission to adapt an interview with Jane Clarenbach\*, Director of Public Education for the National Association for Gifted Children, that appeared in the CTD Spring Newsletter about why ESSA is a “win” for gifted education advocates.

### *Can you provide a brief overview of the Every Student Succeeds Act (ESSA)?*

ESSA, signed into law in December 2015, updated the Elementary and Secondary Education Act, which is the foundational federal PK-12 law focusing primarily on disadvantaged students. The last update was in 2002 with passage of the No Child Left Behind Act (NCLB). Although ESSA maintains the traditional federal role in supporting at-risk populations, the new law transfers many responsibilities back to the states. For example, ESSA eliminates the annual yearly progress requirements for student achievement, leaving it to each state to formulate plans that will hold districts accountable for student achievement. However, ESSA retains the requirement that states regularly test students in reading and math (and in science at certain points) and report how students perform on the tests, breaking out the data by student “subgroups” (minority, low-income, children with disabilities, and English learners). The new law also retains a focus on teacher learning through Title II funding for in-service professional development and continues programs that address magnet and charter schools and provides districts more flexibility through block grants that consolidate dozens of individual programs, such as Advanced Placement®, school counseling, and education technology, into one funding source. It is likely that teachers and families will notice differences in program funding from district to district.

### *How does ESSA address the needs of gifted students?*

Thanks to the longtime efforts of gifted education advocates, ESSA goes beyond the Javits program in addressing gifted education. The new provisions resulted from concerns that (1) there was no accountability under NCLB for the achievement of our advanced students; (2) that we need to do more to ensure that disadvantaged students have access to gifted education services and other advanced opportunities, (3) a related concern that we need to address achievement gaps at the advanced level between populations of students; and (4) that more teachers need to be trained in identifying the indicators of giftedness and have effective strategies for how to respond and support those students.

In response to these concerns, congressional supporters successfully added several specific provisions to ESSA:

- State and local report cards must now report on student achievement at the advanced level, disaggregated by subgroups
- Title I funds may be used to identify and serve low-income gifted and talented students
- State plans for use of federal Title II professional development funds must address how the state will enable teachers to identify gifted and talented students and provide instruction based on their needs.
- Districts receiving Title II funds must provide training to address the learning of gifted and talented students and may provide training to support the identification of gifted students, including high-ability students who have not been formally identified as gifted.

*\*Jane Clarenbach, retired from NAGC in September of 2016.*

***High Stakes for High Achievers: State Accountability in the Age of ESSA*** is a new report published by the Fordham Foundation examining the extent states/ current (or planned) accountability systems attend to the needs of high-achieving students and opportunities for redesign. [Download the free report.](#)

## Funding Reauthorized for the Jacob Javits Gifted & Talented Education Act

The Jacob Javits Gifted and Talented Students Education Act (Javits) was recently reauthorized through ESSA to support the development of talent in U.S. schools. The purpose of the program is to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. The major emphasis of the program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient (LEP), and disabled students, to help reduce the serious gap in achievement among certain groups of students at the highest levels of achievement.

### **63rd National Association for Gifted Children (NAGC) Conference: Orlando, Florida November 3-6, 2016**

Each year, more than 2,500 dedicated educators, parents, researchers, administrators, policymakers, and advocates from around the world come together to support the needs of high-potential and high-ability children. The 2016 conference was held in Orlando, Florida and included concurrent opportunities for children and families.

**Congratulations** to U.S. delegate Sylvia Rimm on her recent election to the NAGC Board.

### ***A Guide to State Policies in Gifted Education (2nd Edition)***

Policy is a foundational commitment for assuring gifted children have access to quality gifted education programs and services. In the U.S. and elsewhere policy developed from best practices has the potential to be a significant equalizer of opportunities. This newly released downloadable guide can help education advocates plan their strategy to ensure a quality education for high-ability students in every school. The book includes examples of policies in identification, program and curriculum, personnel preparation, and program management, as well as examples that leverage general education policies. This excellent resource is available on the [NAGC website](#).

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

## **URUGUAY**



Uruguay is a small country in South America with a little more than 3 million people. Education in Uruguay is free from kindergarten to college. Although it is a country best known for being the first one to fully implement the One Laptop Per Child Project (OLPC) -- every primary and secondary student receives a laptop or tablet for learning -- education in Uruguay is mostly traditional, and the OLPC has not been used to its full potential.

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.

Since the last report there have been some important changes in Uruguay. In early 2016 the vice minister of education created a task force on giftedness at the Ministry of Education. Susana Pérez, Karen Bendelman, and Shirley Siri were the professionals invited to join this group, whose goal is to develop a nationwide program to identify and progressively attend to the needs of gifted students in the public education system. The project is still in its early stages but hopefully it will be implemented fully in a few years.

In September 2016, the first Uruguayan book in Spanish about gifted children was published. Written by Karen Bendelman and Susana Pérez, the book is an introduction to the topic for educators and parents. A second book written by the same authors, a qualitative battery identification manual for teachers, is scheduled to be published in March 2017.

Another step forward towards the professional development of teachers in the country is the addition of a unit about gifted and talented education to the "Introduction to Educational Psychology" course taught to primary and secondary teachers at the University of Montevideo.

The courses in gifted education at the Ministry of Education started in 2014 for principals, psychologists, educational psychologists, and teachers are still ongoing. The courses are taught in part by Karen Bendelman.

This year 200 Uruguayan secondary students were selected to compete in the International Mathematical Olympiad (IMO) to be held in July 2017 in Rio de Janeiro, Brazil. Some of these students have been formally identified as gifted.

Many of the seeds we planted in previous years are starting to germinate. Hopefully, we will have more news to share in Uruguay's next report. Gifted education is finally moving forward after years of neglect in this small country.

*Submitted by Karen Bendelman*





*Letter from the President continued from page 2*

The Al Alfi Foundation, WCGTC Affiliate in Egypt, held a professional development event for math and science teachers, at which our logo was displayed, and the trainers were sourced through our WCGTC headquarters. By all accounts, it was a very successful endeavour and the participants were very happy. In July, the Asia Pacific Federation had a successful conference in Macao and by all accounts it was well attended and had quite a diversity of participants from as far away as Mexico.

In mid-August, I travelled to New Zealand and gave some information to one of our members about *GTI* and the upcoming World Conference to hand out at the National New Zealand conference held in September. At the end of August, I was in Hobart, Tasmania helping the Tasmanian Association for the Gifted to raise gifted awareness through several keynote presentations at their conference. Information on the Sydney 2017 conference was also provided, and Dr. Jenifer Jolly from UNSW who is the 2017 WCGTC World Conference Local Conference Committee Chair was also in attendance and an invited speaker. Australia and UNSW in Sydney, hosted their own National Conference this September.

In North America, there have been a number of conferences and events organised by members in Mexico. In the USA, the NAGC held its 2016 conference in Orlando, Florida in November. The WCGTC had several members in attendance, as well as an exhibit booth at which more information about the WCGTC and its work was be available.

Some outreach work that is upcoming includes a possible trip to China and an event there, and a second potential exploratory trip to India, perhaps towards the end of 2016 or beginning 2017. I continue to try and work developmentally and to foster support and understanding in developing countries and other places where gifted and talented children need assistance.

Finally, I wish to thank all our members, Delegates and Affiliates for all the important work you are doing in your regions of the world; know that it is all significant. Every one of you is appreciated as we move forward as a community and partnership in our endeavours to raise gifted awareness around the globe. May you all come to Australia and share your developments, research, and activities with our diverse membership, colleagues, and friends. See you in Sydney July 20 – 23, 2017!

*Leslie 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](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:

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