



WorldGifted

Newsletter of The World Council for Gifted and Talented Children

www.world-gifted.org

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A World of Possibilities: Gifts, Talents, & Potential

The Executive Committee is excited to welcome you to the campus of Vanderbilt University in Nashville, Tennessee for the 23rd Biennial World Conference. Planning is underway, and registration is open. You may register today at www.worldgifted2019.com/registration.

The conference will feature a variety of strands for sharing information through parallel sessions, symposia, and poster sessions. We invite you to submit a proposal for a presentation before December 15 at www.worldgifted2019.com/submit. There are six confirmed keynote presentations for the World Conference. More information about specific topics will be posted on the conference website as it becomes available.

One of the 25 largest cities in the United States, Nashville's historical and cultural significance spans more than 230 years. From unique historic sites like Andrew Jackson's Hermitage to attractions that celebrate the city's musical heritage, including the renowned Ryman Auditorium and Country Music Hall of Fame and Museum, the city's past is skillfully brought to life.

From the moment you touch down in Music City, it's clear the Nashville experience is one that will be truly unique. Before guests even arrive at baggage claim, the city's beautiful, light-filled airport starts every stay off on the right note as live music, vivid artwork, and the tantalizing aromas of a variety of delicious cuisines tease what's to come.

We cannot wait to welcome you to Music City July 24 – 28, 2019!





FROM THE WCGTC PRESIDENT JULIA LINK ROBERTS

Dear Members of the World Council for Gifted and Talented Children,

The announcement has been made that registration is open for the 23rd Biennial World Conference which will be held in Nashville. If possible, I hope you will mark your calendar to be at the conference next summer. I hope the theme will inspire you to submit a proposal – *A World of Possibilities: Gifts, Talents, and Potential*.

I encourage you to participate in our organization and also suggest other ways to get involved. Obvious ways include submitting a manuscript to *Gifted and Talented International* and planning to come to the World Conference next summer. Other suggestions for contributing to our organization – your organization – are welcome. I hope you will explore the website and let us know at Headquarters what information makes the website useful to you and what you might like to see added or changed.

Having members of the Executive Committee together in Bowling Green recently was wonderful. It is so great to plan when we are together. That travel is made possible by a gift from Pete and Dixie Mahurin which I so appreciate. We on the Executive Committee represent you, so please don't hesitate to let us know your thoughts and suggestions for moving The World Council for Gifted and Talented Children forward.

I hope to see you in Nashville at the 23rd Biennial World Conference!

Sincerely,
Julia Link Roberts, Ed.D.
President of the World Council
Mahurin Professor of Gifted Studies
Western Kentucky University

WCGTC Headquarters Update



As you will notice, we have had a wonderful response from Delegates with country reports for this issue of the World Gifted newsletter. Sharing ideas from around the world is paramount for achieving the mission of the WCGTC. Thank you to each of the Delegates from the 25 countries that submitted updates.

We have been busy preparing for the 23rd Biennial World Conference. The conference will be held on the beautiful campus of Vanderbilt University in Nashville, Tennessee. Make sure you check out the cover article for more information about the World Conference and visit our website at www.worldgifted2019.com. We will post information in the News section as it becomes available. I also encourage you to consider submitting a proposal to present at the conference. Information about proposals is available at www.worldgifted2019.com/submit.

Later this year, we will also begin accepting applications for scholarships to attend the World Conference. For this conference, we will focus on

providing support for graduate students in attending the World Conference. Awards nominations will also be made available soon. Awards provide an opportunity for us to recognize individuals who have been instrumental in strengthening gifted education around the world and the WCGTC as an organization. Please begin thinking about whom you would like to nominate. Information about scholarships and awards will also be posted in the News section of the World Conference website.

It is also time to begin soliciting bids for hosting the 24th World Conference in 2021. If your organization is interested in submitting a proposal, please contact us by emailing headquarters@world-gifted.org so we can share the proposal guidelines with you.

Thank you to each of our members for spreading awareness about gifted children and about the WCGTC. Please let us know how we can improve your member experience and how you would like to be involved.

Tyler Clark
Executive Administrator

Gifted and Talented International Journal

Our *Gifted and Talented International (GTI)* Journal is progressing with its ongoing developments in ScholarOne, with an aim to improve its accessibility for authors, reviewers, and editors with Taylor & Francis.



It was pleasing to see a recent report on the use of the *GTI* journal conducted by Taylor & Francis to find out the number of libraries for academics, researchers, and educators who are accessing the journal via EBSCO, in addition to specific institutions that are accessing the journal to download articles. Also, in the report of the journal we were able to see the various countries from which manuscripts have been submitted to the journal for review in the past twelve months. They have come in from USA, Turkey, Saudi Arabia, New Zealand, Singapore, Australia, Austria, Greece, India, Israel, and Malaysia.

We would like to encourage academics and researchers with a focus on gifted education, talent development, and creativity in our universities from international locations, and their PhD students to consider submitting their research manuscripts to *GTI* for review! We are looking for some quality manuscripts.

As editors, we would like to thank Prof Franzis Preckel for her varied contributions to the *GTI* journal as one of the Editors in Chief for many months, as we have been developing the journal. Franzis is going to continue with her research expertise as an Associate Editor. Meanwhile, she is going to be replaced by Dr. Megan Foley Nicpon, who we are grateful for her research expertise, as she will contribute to the development of the next issue with our other Associate Editors.

Recently, four of our Editorial team, Ann Robinson, Franzis Preckel, Nielsen Pereira, and I, attended the American Education Research Association (AERA) conference to share information about *GTI* at a roundtable. It was a pleasure to meet new researchers who were considering submitting their research to our journal. It was also an opportunity to meet with other gifted education journal editors and to discuss the various issues that we are all dealing with in the current changing field of gifted education.



There have been some very interesting research manuscripts submitted in the past 6 months, and we are extremely grateful to our reviewers, who dedicate significant amounts of time to review the manuscripts which are in the various stages of review.

I would like to encourage those who are conducting research in gifted education, creativity, and talent development from all over the globe to consider submitting your final research manuscripts to *Gifted and Talented International* for publication.

Leonie Kronborg – Editor in Chief
Gifted and Talented International



Learn how to submit a manuscript at:
www.world-gifted.org/gti-submit

Friends of the WCGTC

We would like to express our gratitude to the following individuals 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.

-  Sarah Bryce (Australia)
-  Alla Chebotareva (Switzerland)
-  Pamela Clinkenbeard (United States)
-  Marlis Eeg (Switzerland)
-  Ellen Hampson (New Zealand)
-  Eric Iyayi (Nigeria)

-  Minh Kim (Vietnam)
-  Justine López (United States)
-  Dunia Elvir Procida (United States)
-  Julia Link Roberts (United States)
-  Yukiko Sakai (Japan)
-  Valerij Romel (United Kingdom)
-  Fiona Smith (Australia)

AUSTRALIA



Gifted Awareness Week (GAW) was celebrated March 18-24 and provided a most effective vehicle for shining the spotlight on giftedness and talent across Australia. This year one of the highlights of the week was the presence of Professor François Gagné at conferences in Queensland and Melbourne where he discussed his current research, and encouraged educators to differentiate instruction.

The new committee for the Australian Association for the Education of the Gifted and Talented (AAEGT), headed by Lesley Henderson as new President, has four main foci for the next 2 years:

1. The establishment of principles and protocols to ensure good governance and transparent practices in the conduct of company business.
2. The review and revision of the AAEGT Constitution to ensure not only compliance with legislation but also clarity of process.
3. A strong focus on research at the national level.
4. The publication of AAEGT position papers informed by research evidence that will provide the platform from which we can advocate for gifted students.

In NSW, the University of NSW and the NSW Department of Education hosted a conference - Ignite the Spark, Fuel the Fire: Differentiating Assessment on 6 April. Additionally, a special Education Needs Summit will again be held in Sydney, N.S.W. May 22-23 which will provide an opportunity for educators to examine the requirements, potential and achievements of Twice Exceptional Students (2E) living in urban or rural areas.

In Victoria, a new association, Association for Gifted and Talented Education, Victoria (AGATEVic), has been established by a group of experienced academics and educators with university and school expertise in the field of gifted education. The purposes of this organisation are:

- To develop and advocate for the education of gifted individuals and their talent development in Victoria.
- To realise the gifted potential of students in Victoria and enable their talent development

To this end a series of professional development sessions for teachers in both primary and secondary education across all sectors have been arranged to be scheduled throughout 2018. The sessions have included Professor Ann Robinson, Founding Director of the Jodie Mahony Centre for Gifted Education, UA Little Rock, and Professor Barbara Kerr, University of Kansas.

Through Monash University, Dr Leonie Kronborg is providing the Developing Gifted Potential research and professional learning program. This semester 41 teachers are enrolled in the PD program as part of the research where the Department of Education and Training is providing 30 scholarships to Primary and Secondary teachers from Victorian DET Schools.

The Victorian Association for Gifted and Talented Children Inc. (VAGTC) is also celebrating 40 years since its inception and held a series of events during GAW and will continue to host events during the year. These will include cross sectoral lectures, interactive workshops and a one-day seminar entitled "Models of Talent Development" featuring Gagné's DMGT & IMTD; Prof Wilma Vialle: Ziegler's Actiotope Model; Prof John Munro; Renzulli's School Wide Enrichment Model (Three Lectures, Two Panels One Workshop).

The Tasmanian Association for the Gifted (TAG) has a seminar scheduled with Dr Manoj Chandra Handa which promises to focus on practical approaches to foster Differentiated Learning for the gifted.

The Queensland Association for Gifted and Talented Children hosted their 26th annual State Conference: 'Identifying gifts and nurturing talents' 16-17 March 2018. Day one was a full day intensive workshop with Professor Gagné at the Brisbane Convention and Exhibition Centre and conference presentations with break-out sessions was held on day two.

In both Western Australia and the Northern Territory, Gifted WA and NTAEGT will be offering a range of opportunities to bring together parents, professionals, academics and teachers to promote the education of gifted students.

Submitted by Margaret Plunkett (Margaret.plunkett@federation.edu.au), Carmel Meehan, Michelle Ronskley-Pavia, Sue Knopfelmacher, and Leonie Kronborg

BANGLADESH



In Bangladesh, the largest proportion of the population falls into the category of early childhood. According to an estimate, by 2016 children under the age of nine constituted approximately 28% of the total population of Bangladesh — more than 45 million children. The field of Early Childhood in our country tends to be a hybrid rather than a single entity: it includes practitioners from a variety of areas including academia, childcare, education, health, recreation, social services, child rights, the law, and development programs. These practitioners mainly acquire their knowledge from two sources: academic degrees and training courses. Bangladeshi universities offer psychology, pedagogy/education, anthropology, and medical sciences; some practitioners in the field have degrees from abroad. However, there is a lack of adequate academic knowledge in Early Childhood, which is the critical period for the identification and development of giftedness, talent, creativity, and extraordinary performances. There has been no attempt to look at the shortage of expertise in the field of Early Childhood and how to deal properly with giftedness. Indeed, it remains a rather unsolved problem in Bangladesh.

To address this problem and to make key stakeholders aware of the importance of Early Childhood for dealing with gifted and talented children, our program is developing a reader in the local language of Bangla. Entitled *manob jiboner prarambhik shoishab: gantotto onusandhan* (Early Childhood of Human Life: An Epistemological Exploration), the focus of the reader derives from the idea that “early childhood is the formative stage for a lifetime – what happens in this period is a matter for later periods; early success breeds later success, just as early failure breeds later failure.” The document contains original material from comprehensive research about young children (0-8 years) from academic and applied perspectives with the aim of adding to existing knowledge in the field of Early Childhood as well as informing policy and practice. Drawing from knowledge in psychology, pedagogy/education, anthropology and medical sciences, the reader emphasizes understanding children’s giftedness and talent in multiple contexts: the family, society, daycare, school settings, and development projects. Begun in late 2017, the program is progressing smoothly. We hope to publish the volume by September and complete dissemination by the end of 2018.

Submitted by Zahirul Islam (zislam008@gmail.com)

BRAZIL



Synthesizing what happens in the area of giftedness in Brazil is not an easy task due to its continental dimensions. Nevertheless, it was possible to make some highlights, based on the collaboration of a network currently composed of 151 researchers, professors, psychologists, and other professionals who work in the field of giftedness scattered throughout the 27 federative units of the country. These people are part of a dynamic group in WhatsApp, in which they share newspaper and magazine publications, scientific articles, events, and activities that are being developed in the area. Below are some highlights of recent information.

- 1) In the last week of November 2017, the National Meeting of Continuing Education was promoted by the Directorate of Public Policies for Special Education of the Ministry of Education in Brasilia, for the managers of the High Ability /Giftedness Center of Activities – NAAHS. The NAAHS is staffed by teachers, students, and families, and work to create public education policy for gifted students. During this meeting, the results of a mapping carried out in all federative units were presented aiming to verify how gifted students are being served in basic and higher education. These results will support the creation of a national registry that will allow the elaboration of public policies for the specialized educational service for gifted students. The expectation is that the national registry will be launched in the first half of 2018 (<http://portal.mec.gov.br/component/tags/tag/32300>).
- 2) The Education Department of the Federal District has one of the oldest gifted educational services in the country, operating since 1975. In 2017, approximately 1,500 students were served in 20 school units. Overall, 70% are from the public school network and 30% are from the private network. Services are provided according to the abilities of students aged from 5 to 18 years.
- 3) Instituto Lecca is a social organization that operates in Rio de Janeiro and is aimed at children and low-income families. From this, two programs were developed: Estrela Dalva and Alexandria aim to select gifted children with academic abilities and prepare them for entry into public schools of excellence. Each day, 84 students receive additional learning activities for two years. During this time, they participate in artistic workshops,

Brazil report continued on next page

various courses such as: robotics, architecture, and language classes. Between 2007 and 2018, the Estrela program evaluated 32,487 children, of which 372 were selected and served by the program. The projects are maintained by companies and individuals (<http://www.ilecca.org.br/patrocinio-parcerias.html>).

4) The I Congress on Education for High Abilities / Giftedness was held in March 2018, in Londrina (Paraná, South Region of Brazil). The conference was organized by the High Ability / Giftedness Center of Activities from Paraná and the State University of Londrina and brought together teachers, parents, school principals, psychologists, and researchers from around the country. The dean of two universities, politicians, and other authorities were present in the opening ceremony. The event was attended by renowned researchers and professionals who work in Brazil: Eunice Soriano Alencar, Cristina Delou, Tatiana Riech, Angela Virgolim, Suzana Pérez, Vera Palmeira, among others. Important themes have been proposed in lectures, symposia, and courses, among which stand out: gifted education around the world, assessment and identification of the giftedness, giftedness and neurosciences, precocity, giftedness and spirituality, and talent development in women. The program also included several workshops about topics related to giftedness, such as twice exceptional, early identification, educational provisions, and families of gifted children. The event had more than 400 participants in the face-to-face and online version and also had the oral and poster presentations (<http://www.congressoahsdlondrina.com/>).

5) Two important events will happen in the second half of 2018:

(A) Event commemorating the 25th anniversary of the Center for Talent Development – CEDET: XI International Meeting of CEDET / ASPAT, which will take place from September 17-19, 2018 in Lavras (Minas Gerais, Southeastern Region). It will have the presence of invited international speakers: Joan Freeman (United Kingdom); Dorothy Sisk (USA); Helena dos Anjos Serra Diogo Fernandes (Portugal); and Maria Assunta Zanetti (Italy). Website: <http://encontrointernacionalcedet.blogspot.com.br/>

(B) III International Congress and VIII Meeting of the Brazilian Council for Giftedness - CONBRASD, which will take place from October 25-27 in Campo Grande (Mato Grosso do Sul, Midwest Region). More information about the event will be posted soon on the WCGTC website.

Submitted by Jane Farias Chagas Ferreira (janecha@gmail.com) and Daniela Vilarinho Rezende

CANADA



“Coast to coast” is our motto! From the Atlantic to the Pacific, a land of multiple realities. The same goes in the education field where each province and territory have their Ministry of Education with different guidelines which can change during any provincial election held every four years. Some school boards have latitude in starting and maintaining special programs in their district, but again, those programs can begin or end with a simple change of administrator. As gifted children do not disappear, there will always be teachers, professionals, and parents fighting for their rights.

In British Columbia, some districts have multi-age cluster classes for gifted students at the elementary level, at the high school level there are mini schools with enrichment or accelerated programmes in partnership with universities. Many school districts have designed a gifted coordinator and a variety of private schools with different focuses including gifted and twice-exceptional learners.

In 2002, the Ministry removed targeted funding for special gifted programs. Awareness and services for gifted learners have been in steady decline in BC’s schools since then. However, in some districts in British Columbia, the number of identified gifted students have increased in the past few years: Coquitlam, Delta, Revelstoke, Conseil Scolaire Francophone, and Haidi Gwai. In some other districts, the drop was striking as in Mission, Surrey, and Vancouver.

In Quebec, gifted education has not been formally recognized or funded in the past 30 years. A few public schools have programs but they are supported within the school district. There is a wind of change in the past year and half because the Ministry of Education talks publicly of its intention to target gifted programs. Does it not become very important for that renewal to focus on the latest developments in the field of education around the world and fill the gap between then and now? In Quebec, the biggest challenge, in my opinion, will be to train professionals about gifted education by trained specialists in this specific field.

Canada report continued on next

Canada report continued

Innovative projects are going on: Haut Potentiel Quebec (a not-for-profit association in giftedness) has been very active this year by creating a national and international experts committee to support their projects. They are presenting two programs for government funding, offering professional training given by experts in the field and services to families and children. At the CS Rivière-du-Nord in the Laurentians, there is a part-time project with a robotics class and a school focusing on leadership. In the region au Saguenay-Lac-St-Jean, four school boards gathered to provide services to the gifted students. In Montreal, the CS Marguerite-Bourgeois has two full-time classes for gifted children, including twice-exceptional students at the elementary level and a program in a high school covering all degrees. They also have partnerships with universities. They will host a summer camp this year for the first time. There is also some private schools promoting acceleration.

In Quebec, we have to increase our efforts in gifted education. At least three provincial ministries could be involved in the training and projects for gifted children: education, health/social services, and economics/science/innovation. We should focus on STEM, leadership, emotional needs, talent development, acceleration, enrichment, identification, and assessments to ensure that we will be an active participant in this century and to keep our innovative workforce.

Andrée Therrien (ataclinique@hotmail.com) and special thanks to members of the GCABC and HPQ

COSTA RICA



For many years, the gifted and talented population in Costa Rica was practically disregarded. Before 2010, there were only a few private and isolated initiatives. It is relevant to highlight some academic competitions directed to students with specific talents in academic areas such as mathematics, chemistry, physics, and biology olympics. The "Olimpiada Costarricense de Matemática" (OLCOMA) is probably the one with more national and international recognition because it counts with certain degree of officiality for being a financed event by the country's government and is administered by public entities. This is important in Costa Rica since approximately 95% of education is public.

In 2010, the 8899 Law was approved. It established that the needs of gifted and talented students must be met at all school levels and along the entire national territory. This law was regulated beginning in 2015, and it established all the functions and responsibilities related to this need. It, then, solves the discussion about the need to assist talent, creativity, and giftedness.

Even when attention to giftedness has been absent for many years in public policies, this is the right time to look forward and to unite for the good disposition and efforts that are being combined around this topic. It could be said that the country is just starting to advance in the attention of gifted individuals, but it is doing so with good disposition assuring the inclusion of several sectors.

Since 2015, concrete actions can be highlighted:

- June 2015: The National Commission for Giftedness, Talent and Creativity was created.
- November 2015: The document "Orientaciones técnicas para la identificación y atención de esta población" was published. <http://www.mep.go.cr/educatico/orientaciones-tecnicas-administrativas-ley-AD>
- 2016-2017: Regional commissions were created in the entire national territory; all of them linked to the National Commission.
- April 2018: The first national congress on giftedness took place. <http://www.mep.go.cr/noticias/mep-muestra-acciones-realizadas-atencion-estudiantes-alta-dotacion>
- April 2018: The creation of the National Unity for Giftedness, Talent, and Creativity of the Ministry of Public Education is announced. This increases the hierarchic range of the former commission and its budget and ability of execution.

The commission that was mentioned before is a public entity that tries to build a general leadership as it works hand in hand with several sectors. To achieve this, it has established agreements with technology and education organizations. This has eased access to diverse services related to the interests and abilities of the identified students. It has also had an unusual opening, in this environment, to working with private schools such as with St. Jude School. In this specific case, experiences and processes have been exchanged and participation in the National Congress was allowed. It has also opened a channel of communication and collaboration with WCGTC through meetings and exchange of information with me as the national delegate.

Costa Rico report continued on next page

Currently, the most important challenge faced by the country is establishing accessible identification protocols with the available resources and in-line with the Renzulli model, which is the theoretical reference adopted by the country. These results need to be allocated in the national database of gifted students to offer the services established by law.

David Bolaños Ocampo (prof.david.b@gmail.com) with special thanks to the National Unit of Giftedness of the Ministry of Public Education

CZECH REPUBLIC



During 1988-89, the Czechoslovak ECHA branch, now called STaN, the Association for Talent and Giftedness, was founded. Its aim was to improve the quality of gifted education for children and to increase the understanding of their educational, social, and emotional needs. To better understand gifted education around the world, members of STaN — psychologists, teachers, and parents of gifted children — attended international conferences and cooperated with foreign colleagues. STaN became a WCGTC Affiliate member and in 2011 organized the 19th WCGTC Biennial World Conference in Prague in cooperation with CBTtravel. It was the first and still the only WCGTC conference in a post-communist country.

STaN is an NGO with limited financial support from Prague 13, where it is centered. However, the scope and quality of STaN activities exceed those of many formal institutions. Some of these activities include the Club of Clever and Curious Children (1989-91); Workdays (1989-present); and the Club of Parents and Teachers (1993-present, with more than 200 meetings). At the very beginning of its existence, STaN offered assistance to the Ministry of Education (MSMT). It prepared materials such as “The Concept of Care for the Gifted.” The STaN team has both working and personal experience with the care of gifted children in the Czech Republic as well as information on its theory and practice abroad. It is applied in cooperation with the Czech School Inspectorate, MSMT, and other institutions.

During her practice as a psychologist in school counseling facilities, Eva Vondráková, president of STaN, met many gifted children who experienced problems at school. She realized that systemic action was required to improve the situation of gifted children. She therefore prepared a project for talent development. Attending the second ECHA conference in Budapest in 1990, she found that such a project existed in the United States called CTY. Eva’s project was published as part of the *Mensa G* (1991, authors E. Vondráková and K. Havlickova). In 1994, Vondráková offered her project to the MSMT, and the Talentcentrum, now The European Talent Support Network member, was established.

Inspired by Joan Freeman, Vondráková initiated an Advisory Group on Gifted Education at MSMT. Later, MSMT allocated funds to part of this group, creating institutional support for gifted students in the Czech Republic. Legislation is a part of special education, with financial support for twice-exceptional students only; implementation falls under leisure activities. The system looks formally great, but the practice lags.

What is not visible is the fact that this care is not supported by enough money, teachers are not trained in gifted education, and assistants are not available. The school facilities are overloaded. They have very long terms and do not manage their tasks because of bureaucracy connected with new methods of administration. Approximately 4,200 grants were awarded, many of them ineffective. MSMT asks only examples of good practice in inclusive education for talented students and ignores problems.

Parents and teachers look for help. That is why STaN, without financial support, continues its efforts and organizes workshops, conferences, and meetings of the Club of Parents and Teachers. Thanks to international cooperation, STaN connects practitioners and parents around the world as well as organizes meetings with many international experts. Particularly useful is cooperation with HELP, which is a network of practitioners from EU countries originated from the initiative of Potential Plus UK. HELP has held conferences for practitioners in gifted education since 2016.

STaN cooperates with those who insist on the highest quality and ethics in the care of gifted students. The Centre for Talented Minds (CTM) Prague gives gymnasium students the unique opportunity to study with the

Czech Republic report continued on next page

Czech Republic report continued

best in the world. Guided in English by experienced instructors, students choose from more than 100 online courses in natural sciences, mathematics, informatics, humanities, English composition, and world languages. They advance gradually toward the most demanding Advanced Placement courses which cover topics typical for college freshmen. Some schools have integrated CTM online courses into their school curricula as electives and also use them for individual study plans.

CTM students are well-prepared for AP exams given by the American College Board. They earn on average a 4.06 on a 5-point scale, compared to the global AP average of 2.89. Many receive scholarships to the universities of their dreams, including Oxford, Cambridge, Yale, Johns Hopkins, and NYU, among others. CTM also offers Discovery Saturdays program for talented and curious minds from 5-14 years old. It is necessary to support quality variants of gifted care, including mainstream education, in all countries.

Submitted by Eva Vondrakova (vondrakova@gmail.com)

DENMARK



Clients frequently ask, "Is my child gifted or talented, or does she have a psychiatric diagnosis? How come he experiences great difficulties in school, but at the same time finds himself skilled in specific subjects far beyond his peers?" Many parents seek a deeper understanding of their children's abilities when they face the requirements of a school setting. Recently, there have been headlines in the media about an increase in mental health diagnoses of Danish children. In 2010, approximately 4% of all children and young people under the age of 15 received a psychiatric diagnosis such as depression, anxiety, autism, or ADHD before leaving secondary school. Today, 9% do. The people of Denmark have been found to be some of the happiest in the world, so why have we experienced such an increase in the diagnoses of young people? This increase may in part be caused by gifted and talented children who experience frustration in the learning environment of mainstream schools.

It is not easy to determine if the trend of increased diagnoses is due to professionals becoming more skilled in spotting the challenges of children or to a broader development in society. Some may argue that it is related to the structure and organization of schools or modern methods of teaching, while others would say it is related to teachers' skills or mindset (Dweck 2006). Many teachers might cite a lack of financial resources and a question of political priorities. Could there be a connection to Danish culture and Danish (Scandinavian) personality? Whatever the cause, many professionals in the education system are complaining of being stressed. We should continue our questioning, just as we should focus on how to compensate for the difficulties. I look forward to seeing some further research in this area in Denmark as in the countries to which we compare ourselves.

However, we are also seeing a trend towards focusing on talent development in many areas. For example, many private schools have the internet portal known as talent.dk. Within the last few years, talent.dk has expanded across the country, arranging special talent programs and weekend camps, primarily in science. Similar developments have been seen with Science Center Astra, which has a connection to 65 high schools and 65 secondary schools (grades 7-9). Another example is ATV (The Academy of Talented Youngsters): it arranges theme afternoon meetings where young people can meet and talk.

We can also take a cultural and traditional perspective: the philosopher Soeren Kierkegaard (1811-1855) understood the concept of talent as a vocation, a way of being authentic and responsible for one's life, whether in a given sports activity or as a parent, politician, or researcher. He did not relate this concept directly to education nor to specific talent programs but rather to the concept of inherited talent – of being ethically responsible. Kierkegaard taught us that the individual human being should be committed to one's inborn talent and should focus on being absorbed by and gaining insight from one's own given talent potential.

Submitted by Ole Kyed (info@olekyed.dk)

Delegate Reports continued on next page

ECUADOR



From the Magical Dream Foundation Institute, we are working on regulating aspects related to the organization, planning of resources, and the organization of educational attention to students with special educational needs associated with giftedness and high intellectual abilities. Currently, the evaluation as a public policy focuses mainly on children with disabilities and only makes a small reference to the gifted to indicate that the Ministry “will develop the necessary regulations to educate the provisions of this Order to students with special educational needs associated with giftedness and high intellectual abilities.” For this reason, Instituto Sueño Mágico is conducting a framework document with identification procedures. The document will be submitted to the Ministry of Education of Ecuador.

We hope to establish: a) the requirement of a psychopedagogical evaluation as a necessary condition to determine if a student is gifted and requires services; b) such evaluation is the exclusive competence of the Professionals in the field of Psychology and Psychopedagogy, Psychopedagogical Teams and Guidance Departments; c) the duration of the compulsory schooling period for students with special educational needs (e.g., AH / SD) specific and applicable provision for gifted children in the educational field; d) that this provision is applicable to all teaching centers in Ecuador that provide Compulsory Primary or Secondary Education and to Extracurricular Centers; and e) gifted students are authorized to a two-year reduction in Primary Education.

We are requesting a resolution that determines the procedures to be followed to guide the educational response to students with special educational needs associated with giftedness. This includes: a) general criteria of educational attention; b) psychological and psychopedagogical evaluation; c) curricular measures (curricular adaptation of extension, anticipation of the beginning of compulsory schooling or reduction of the period of schooling); d) procedure to request the flexibility; e) establish a maximum period for the opinion of applications for three months of processing in order to ensure that all files are resolved before the end of the academic year in which the acceleration is requested.

All the foregoing I report in reference to public policies for whose opinion we are working.

As Instituto Fundación Sueño Mágico, we are working so that children and adolescents achieve the following goals: a) The full development of his personality; b) Training in respect for fundamental rights and freedoms and in the exercise of tolerance and freedom within the democratic principles of coexistence; c) The acquisition of intellectual habits and work techniques, as well as scientific, technical, humanistic, historical, cultural and aesthetic knowledge; d) The preparation to participate actively in social and cultural life.; e) Training for peace, cooperation and solidarity among peoples.

The XI Ecuadorian Congress of Development of Scientific and Cultural Talent in Gifted Children, will be presented by the Magic Dream Foundation Institute, on November 12-14, 2018, at the House of Ecuadorian Culture.

Submitted by Fanny Alencastro (fanny.alencastro@veris.com.ec)

EGYPT



Within the framework of the “Egypt 2030” vision, the renovation of education is a key pillar. Improving the quality of education and investing in mankind are the main purposes of the vision. The Egyptian government has declared its plan for improving content, investing in STEM education on a wider scale, integrating technology, and building the capacity of the teachers.

The interest of the Ministry of Education in supporting gifted and talented students is demonstrated in its attempt to improve STEM education because it believes in the necessity of an innovative environment that helps students develop their intellectual skills. Investing in the environment surrounding the gifted students starts with improving the teachers’ skills and in building their capacities to guide gifted students in a way that broadens their minds.

As mentioned, improving teachers’ skills is one of the main goals of realizing the educational pillar of the 2030 vision. One strategy will be to offer teachers, especially those in math and science workshops and trainings to increase their competency. These workshops and trainings shall be mandatory and will help the teachers cope with new modifications in the educational system and adapt to new technological teaching methods. Building the

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Egypt report continued

teachers' capacity of the shall be done by introducing them to new technological methods such as creating a lesson plan online and training them to integrate hands-on activities while giving the lesson so that students will better understand the information. Allowing teachers to attend workshops and trainings to improve their skills will have an impact on their efficiency and expose them to the same training in a groups will provide them with an incentive to perform better and appeal to their competitive spirit.

At the Al Alfi Foundation, as we seek excellence in STEM education for gifted and talented students, we also seek quality in math and science teachers; therefore, since the inception of the foundation, we have offered educators empowerment programs that invest in teachers academically and professionally. We offer multiple scholarships for teachers to pursue their studies and master's degrees in education, and we hold workshops and trainings that follow the protocol of the Ministry of Education to equip teachers with the needed tools for better class performance.

Under the supervision of the Ministry of Education, Al Alfi Foundation has collaborated with IBM to train 500 science teachers in Cairo and Alexandria. The objectives of the program are:

- To spark learners' interest in STEM.
- To enable learners to apply STEM; create a connection between schools, community, work and global enterprise; and compete in the new world economy.
- To improve teachers' innovation in lesson delivery.
- To promote school STEM implementation.

The interest of Al Alfi Foundation in investing in teachers follows the objective of building the capacity of the teachers in official schools who are responsible for delivering a quality education even if they have not received the necessary training. The objective is also to empower educators from different governorates who might be less fortunate in improving their skills than the ones in Cairo. Towards this goal and following the protocol of the Ministry of Education, Al Alfi Foundation collaborated with the Education First Foundation to provide a training for 6,200 science and math teachers from the 741 governmental and official language schools all over Egypt. The training aimed to raise the professionalism of teachers in official schools by developing their teaching skills.

Submitted by Yasmin Hussein (yhussein@alalfifoundation.org)

GERMANY



The German Association for Gifted Children (Deutsche Gesellschaft für das hochbegabte Kind e.V.) is celebrating its 40th anniversary this year. It was founded in 1978 by a handful of people, among them, long-time WCGTC member and current Delegate, Annette Heinbokel, and originally inspired by Henry Collis, the British initiator of the WCGTC movement and one of the leading figures of the NAGC in the UK. The membership has grown to nearly 3,000 members with approximately 100 parent groups around Germany.

In November 1978 the first issue of "Labyrinth" (Maze) was an eight-page booklet in black and white, co-edited by Klaus Urban. Today, the DGhK newsletter is a full-color magazine with approximately 50 pages, issued four times each year. It still contains references to recent literature, new knowledge from research, information about conferences, reports from successful practice in diagnostics and education for the gifted, and advice for parents. In the recent issue (Number 135, Volume 41), Friedrich Oswald, Prof. emer. from University of Vienna and a pioneer of gifted education in Austria, is discussing the term "age-mixed learning" (altersgemischtes Lernen). He is thinking that it is not adequate for an education which is oriented to the development of children and youth independent from their chronological age and is advocating for the term "altersunabhängiges individualisierte Lernen" (age-independent individualized learning).

Another German Association is starting in its 28th year, namely the "Arbeitskreis Begabungsforschung und Begabungsförderung e.V. (Working group for gifted research and gifted education) which was founded in 1990 as a result of the first German-German gifted conference of researchers, scientists, unifying academics from former East and West Germany after the reunification. Today, the annually issued yearbook contains various articles from research, controlled practice, and reports with topics like self-perception vs. perception by others, growing interest in MINT-areas, observation of group-dynamic processes in groups with gifted kids, projects for qualifying professional advisors in gifted education, long-term development of underachieving adults, or parental counselling over the years.

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The 6th Münsterscher Bildungskongress (Educational Conference Muenster) with the subject "Gifted Education, Achievement Development, Educational Equality – for all!" will take place in Muenster, Germany, from September 19 – 22, 2018. The conference will focus on the issue of equal chances in education. Students' social backgrounds should not determine their educational success. In this context the focus will be put to the differences between individualities of all children so that a basis can be created that enhances each child's individual development in the best way possible. Even results from international studies like PISA or TIMSS illustrate the importance of focusing both sides of the competence levels. Therefore, it is important, besides supporting children with learning disabilities, that we also promote gifted and talented children.

More than 130 speeches, presentations, and workshops in English and German will cover a wide range of topics. Around 1,000 participants are expected to come. Among others, the following speakers have confirmed to speak at the conference: Prof. Dr. Susan Baum (NAGC Washington, USA), Prof. Dr. François Gagné (Université du Québec à Montréal, Kanada), Prof. Dr. David Lubinski (Vanderbilt University, USA), Prof. Victor Müller-Oppliger (FHNW University of Applied Sciences and Arts, Basel, Switzerland), Prof. Dr. Aljoscha Neubauer (University of Graz, Austria), Dr. Colm O'Reilly (Dublin City University, Ireland), Prof. Dr. Franzis Preckel (University of Trier), Prof. Andreas Schleicher (OECD Paris, France), Prof. Dr. Andrzej Sękowski (J. P. Cath. University of Lublin, Poland), Prof. Dr. Del Siegle (University of Connecticut, USA), Prof. Dr. Heidrun Stoeger (University of Regensburg), and many more. Further information can be found on the website: www.icbfkongress.de. We are looking forward to welcoming you to Muenster!

Submitted by Klaus K. Urban (klausurban@aol.com) and Christian Fischer

GREECE



Gifted and Talented provision in Greece is, regrettably, still in its infancy. The first steps were taken in the 1990s when specialist schools, such as music or sports schools, were first established in an attempt to provide a more specialized education for children with talents in these particular areas. However, it was 2003 before any official mention was made of the fact that gifted and talented children may actually require a different form of access to education and educational opportunities. Up until that point, special needs provisions were exclusively applied to disabled children.

However, to date, this has not translated to any specific provision in mainstream education. The responsibility for catering to the needs of gifted and talented children is limited to what individuals, whether teachers or parents, can provide. Any training necessary for this challenging task is also the result of private initiatives since gifted education is included in the provision of only a few institutes.

A few shining exceptions in the public sector are the Faculty of Philosophy at the Department of Psychology in Athens, who, in collaboration with the Center for the Development of Creativity, are undertaking research into gifted and talented children, their characteristics, the development of creativity, appropriate provision, etc. The Faculty of Primary Education at the Department of Education Studies at the university of Athens includes 'High Ability Students' in their graduate programs. The Faculty of Primary Teacher Training at the University of Thrace also approaches this issue through optional courses and research opportunities.

More organized provision to gifted and talented children is available in the private sector. For example, Anatolia College in Thessaloniki, under the auspices of the Greek "Ministry of Education, Research and Religion," in close collaboration with the Johns Hopkins Center for Talented Youth, and financially supported mainly by the Stavros Niarchos Foundation, the John S. Latsis Foundation and others, runs summer programs for gifted and talented children. STEM and Arts in Athens and Patras, under the auspices of the British International School, Byron College, run afterschool programs for children with interests in these areas. Other private schools conduct occasional informative workshops.

Ms. Gari, President of the Hellenic Society for the Educational provision for the Creative/Gifted/Talented Children and Adolescents, notes that part of the problem is "the lack of provisions for intellectually gifted students runs parallel to a lack of identification procedures for giftedness." Another seems to be the unwillingness of the Greek Ministry of Education to engage in this conversation and acknowledge that such provision is not elitist; on the contrary, it is being true to the Hellenic constitution which in 1976 stated that the Greek state was to support each student taking into account their capabilities.

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Greece report continued

It seems that there is still a long way to go before gifted and talented provisions are recognized as a necessity of mainstream education and the needs of gifted and talented children are fully met.

Submitted by Konstantinos Koutsantonis (k.koutsantonis@newal.gr)

HONG KONG



The Advanced Learning Experiences Division (ALED) of the Hong Kong Academy for Gifted Education (HKAGE) was created to provide individualized and challenging learning opportunities for well-prepared high ability gifted students to lead them towards further advancement and/or development. Two of our programmes are The Hong Kong Gifted Apprentice Program and the Senior Student Club.

The Hong Kong Gifted Apprentice Program (HKGAP) – Pilot Scheme is a mentorship program launched in 2017 aiming at providing personalized opportunities to the highly gifted students to facilitate their whole person development. The 14 mentors (Masters) leading the program are well established Hong Kong leaders in their respective areas including university faculties, business sector leaders, industry / startup company leaders, and politicians. The 14 mentees (apprentices) are secondary school students being chosen through a very rigorous process to make sure that they are well prepared to work with these senior leaders in a field of their interests.

To prepare for the program, meetings with the apprentices and masters were set up separately to communicate the objectives and expectations of the program before they meet each other. A meeting was arranged between the masters and apprentices to understand each other and careful matching between the masters and apprentices were made after the meeting. Afterward, matched masters and apprentices work on a chosen area of mutual interests for a year.

Realizing the importance of good modelling and peer support in the development of talents, the Senior Student Club (SSC) was created at HKAGE in 2017. SSC is an alumni-led group to connect the alumni with the current members through programs led by alumni. Currently, there are more than 20 active SSC alumni who are keen on serving HKAGE and are involved in various program working groups. Through organizing various activities for our current members, the alumni share their experiences and serve as good role models for our student members.

To develop programs on affective education, The Hong Kong Academy for Gifted Education (HKAGE) has combined its Parents and Teachers Support Division into an Affective Education Division (AED). AED aims to advocate affective development through a range of learning experiences and services for gifted students, parents, and gifted education practitioners. The AED has been developing affective programs for primary and secondary gifted students in forms of courses, seminars, workshops, sharing groups, and parent-child groups. More than 3,000 primary and secondary students have benefited from AED programs and services.

AED has also been striving to facilitate collaboration with tertiary institutions, non-governmental organisations, and professional bodies. Our collaborating partners include Education University of Hong Kong (EdUHK), Lingnan University (LU), and many other NGOs. To cater for the affective needs of students who are living in North-West New Territories (e.g. Tuen Mun, Yuen Long and Tin Shui Wai) which is a remote area from HKAGE, AED collaborated with Lingnan University to organize student program/services on their campus.

AED realises the importance of parental involvement to nurture gifted students' whole person development. Parent Education Programmes (PEPs) are developed to offer a wide range of programs for parents with varied backgrounds. Parent acquired knowledge on the characteristics of the gifted, emotion management skills, social and communication skills, and affective needs of the gifted, etc. More than 30,000 parents have benefited from the PEPs and school outreach talks.

To strive for the cross-institutional collaboration in gifted education, the HKAGE and The Education University of Hong Kong (EdUHK) has joined hands to launch a 'Pilot Scheme in Promoting Gifted Education to Education Sector', offering on-site teacher training programs to pre-service teachers. Through lesson observation and involvement in affective education programs at the HKAGE, the participants will experience and understand the importance of affective education in nurturing gifted students. The EdUHK has also sent some of their best students to work as interns at HKAGE.

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Hong Kong report continued

The Consultation and Assessment Centre of HKAGE was established in 2008 as the only unit in Hong Kong specialising in providing GE-specific consultation, counselling and assessment services for general public. The Centre is housed with a psychologist and other professional staff to provide the services to primary and secondary gifted students, as well as their parents. More than 1,000 individuals have benefited from the services of the Centre annually.

Submitted by Ricci Fong (riccifong@eduhk.hk) with special thanks to NG Tai Kai

JAMAICA



As part of our continuous outreach efforts to serve gifted children in Jamaica and the Caribbean Region, the Deokoro Magnet Educational Foundation (DM Foundation) launched the Caribbean Centre for Giftedness & Creativity (CCGC), at the Inaugural “Young Gifted and Bright: Day of Focus on Giftedness” in 2014. At this launch, Dr. Vivienne DeOkoro called for national policy and government support for gifted education programmes, resources, and training of gifted education specialist-teachers to satisfy the needs of this diverse group of students.

The DM Foundation Network of proud graduates, past students, parents, educators, investors, philanthropists, and sponsors now leads the charge in full support of our innovative outreach programmes to facilitate a wider cross section of gifted students in our school systems.

The CCGC launched our POPIN School Support Programme in September 2015 via a “pullout” programme in 10 pilot schools (private and public). Weekly, students from various schools were brought into the Center to work together, along with experienced specialist-teachers.

Deokoro Magnet Schools for the Gifted & Talented partnered with the University of the West Indies School of Education and, with support from the Ministry of Education (MOE), staged our first annual Summer Camp for Gifted & Talented elementary-aged children in July 2016. We also partnered with Academic Journeys, Jamaica’s leading Edu-Tech Company, to offer our 2017 Summer Camp as a STEM Programme for gifted children ages 8 to 15 years.

The success of these programmes laid foundation for another initiative, the school-based “POPIN Gifted Clubs.” This “push-in” programme identifies and accommodates more gifted students and provides enrichment and/or acceleration to meet their diverse needs, while remaining in their schools.

As Jamaica’s delegate to the WCGTC, DeOkoro was specially invited to participate in the MOE Special Education Regional Round Table Conference in Kingston in January 2017. The conference targeted educational leaders, policy makers, non-governmental organizations, and brought together advocates and other stakeholders throughout the Caribbean Region to discuss the systemic, attitudinal, and socio-cultural issues that affect the sustained progress of efforts in special education.

Some focus was placed on giftedness and the importance of addressing the needs of this population of students in our region. Highlights of concerns were: (1) Need for gifted education policy across the region and (2) Training of teachers and establishment of programmes to support and meet needs of gifted children.

Deokoro used the opportunity to introduce and share information about the purpose, aims, objectives, and work of WCGTC globally; distributed informational sheets; and invited visiting conference delegates from other island states and neighbouring mainland countries, to become members of the Council and introduce/promote the WCGTC in their own countries.

Jamaica’s Ministry of Education in its “Draft 2015 Special Education Policy” has recommended that policy be put in place to meet the needs of Jamaica’s talented and gifted children through: (1) Earliest possible identification (primary/secondary), (2) Provision of accommodations for these students in the classroom or through pull-out programmes, and (3) Professional development to provide teachers with skills to meet the needs of talented and gifted.

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We are thankful that Great Potential Press donated material on giftedness to our school. Books and other materials were also donated by Professors Ellen Fiedler and Linda Kreger-Silverman. This forms the nucleus of perhaps the largest collection of books on giftedness in the Caribbean.

We are currently in discussions, collaborating and forming alliances with tertiary institutions across the region with the view to establishing partnerships that will: (1) Accommodate qualified young gifted academics into advanced level courses, regardless of their age and (2) Offer teacher training certification for Gifted Education Specialist Teachers. Mobilizing the DM Foundation Network, locally and internationally, to facilitate a wide-reaching screening drive that will result in creation of a National and Regional Registry for the Gifted.

Submitted by Vivienne DeOkoro (videokoro@gmail.com)

JAPAN



A single ethnic group accounts for the majority of Japan's population. After World War II, the country enacted educational policies to uniformly raise the quality of education by preventing conspicuous individual disparities. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in Japan began designating "Super Science High Schools" in 2002. These schools do not identify their students as gifted. The Super High School programme represents a unique, Japanese-style proficiency education policy that exceeds the two-track doctrine of respect for the individual and the elevation of national standards. Furthermore, it is a liberal, high-quality education model for the gifted.

The Super Science High School (SSH) programme was launched in Japan in 2002 to train the next generation of outstanding human resources in science and technology by developing the individuality and skills of talented students. The five-year SSH programme at a designated school is sometimes extended for another one to two years as an interim measure, and a school sometimes has its SSH programme renewed for another five years. There were only 26 designated schools in the SSH programme in 2002, but the total had increased to 203 by 2017.

In 2014, the Super Global High School (SGH) programme was instituted to provide international education and nurture students' global literacy, communication skills, and problem-solving skills relative to social issues. The aim of the programme is to produce future global leaders. With the rapid developments in science and technology, advanced knowledge, expertise, and skills are required of industry professionals, and interdisciplinary industries crossing traditional fields have expanded. There were 56 designated schools in the SGH programme in 2014 and 123 by 2017. The programme designation is fixed at five years, and renewal will not be granted. Unfortunately, applications for the SGH programme ended in 2017.

The Super Professional High School (SPH) programme was launched in 2014 to train professionals who can play an active part on the front lines of society according to industry trends and social changes, with strong cooperation from universities, research institutions, and companies, essential for the programme's success. Prospective SPHs have fields of agriculture, industry, commerce, fishery, home economics, nursing, information technology, or welfare. There were 10 designated schools in the SPH programme in 2014, increasing to 30 by 2017. Designation is set at three years and renewal is not authorised.

The gifted education model in Japan, which spread out as a 'plane' by highlighting certain schools, may be used as an educational model which can contribute not only to the development of excellent professionals but also to improved gross national literacy levels. It is important that schools appreciate and support the special abilities and learning styles of gifted students who have strong interests in different fields to promote cooperation with the local community. This perspective will lead to continuous advances in the power of education resulting from a grassroots effort that involves the entire country.

Submitted by Manabu Sumida (sumida.manabu.mm@ehime-u.ac.jp)

JORDAN



The Ministry of Education and the Association of Queen Rania Award for Excellence in Education (QRAEE) recently signed a memorandum of understanding to spread and instill the culture of excellence and creativity in the educational sector. The memo aims at achieving the strategic goals of the ministry and QRAEE. Dr. Omar Razzaz, Jordan Education Minister, stressed the importance of the memo in assessing the performance of excelling teachers and principals according to subjective and accurate standards. QRAEE Association Executive Director said that cooperation between both institutions is based on the belief that education is the pillar for nations' development and prosperity.

The Innovation for Creativity Development Association (ICDA), in collaboration with the School of Science at the University of Jordan and the Ministry of Education, organized the fourth Future Scientists Fair in April 2018. This fair is for talented students from all schools in the Kingdom from the age of 8-17, where students participate in their scientific and innovative research projects in the fields of physics, engineering, chemistry, life science and health. The competition had participation from 83 teams constituting 195 participants in the exhibition and the practical evaluation by the evaluation teams who are professors of the School of Science at the University of Jordan and specialists from the Innovation Association.

At the opening of the exhibition, Dr. Sami Mahmoud, Dean of the School of Science, assured the support of the University of Jordan for projects that would enable talented students to use scientific methodology in thinking and work, and to support the students' creativity and motivate them to work constructively and fruitful for the country's renaissance. The competition was launched in its fourth cycle through the competition held last November at the University of Jordan. The competition was launched in the governorates of Irbid, Salt, Zarqa, Madaba, and Karak where training was given to students and teachers about the scientific methodology in thinking, work, and innovation and linking them to the needs of society and life. During the year, 500 teams registered and 130 of the teams completed the requirements of the project and submitted the written report.

Finally, 83 teams were qualified to exhibit their projects in Science Fair. Talented students participated in many fantastic projects including : electric car by Rami Khaled, solar traker by Ismail Borini, cleaning the polluted soil by Wesam qatawneh and Ahmad Tanashat, the inquiry project about the quality of air in Aqaba area by Hope team from Deaf School in Aqaba, and safe swimming pool by Razan Sadieyya. She stressed that ICDA wished to continue the competition through the Ministry of Education, the University, and all the supporting institutions.

This year (2018) ICDA participated in its pioneering project (Future Scientists) in LUMA StarT International Education Award. The award is organized by the largest science, mathematics, and technology institutions in Finland. The association has been ranked among the top ten educational institutions in the world for best educational practices. The Grand Prize will be announced at the awards ceremony in Finland in June. The Director General of the Finnish National Education Agency will deliver the LUMA StarT International Awards this year.

Submitted by Janette Wakileh (jannettewakileh@gmail.com) and Surayya Ayyad (surayyaayyad@hotmail.com)

LEBANON



Despite the fact that gifted education services in Lebanon are still inadequate, notable steps were taken over the past year. Currently, four Lebanese universities offer courses on gifted education, a practice that did not exist previously. Moreover, many workshops on subjects related to giftedness were organized across schools to raise awareness about the characteristics of gifted students, the identification process, enrichment activities, and other related subjects. Additionally, educators and graduate students are more interested to participate in local, regional, and international conferences. A noticeable networking between schools and universities has increased as more academics are requested to offer in-service training to schools. Ghadi Center organized a series of training workshops on the education of gifted and talented children in Lebanese schools. The Department of Education at the Lebanese American University organized a training day on "Discovering and Nurturing Young Gifted Children in Lebanon." The training was delivered by Ms. Mayssaa Meneimena and Ms. Hiba Hamdan.

There has been an increase in the number of graduate students in Lebanese Universities who are interested in conducting research studies about topics related to gifted education. A new book was released entitled, "Gifted Education in Lebanese Schools: Integrating Theory, Research, and Practice" by Sara El Khoury and Anies Al-Hroub. The book is the first in English about gifted education in Lebanon. The book consists of six chapters. Each

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chapter addresses the current status of gifted education in Lebanon and explores contemporary definitions and theories of giftedness, and offers recommendations for future methods and practices to enhance gifted student learning. Furthermore, it addresses the implications of the research and offers recommendations made by the teachers in the study to benefit gifted students of Lebanon in the future.

The Arab Council for Gifted and Talented of Lebanon organized the First Forum on Gifted Education in Lebanon. The two-day forum was organized in collaboration with the Middle East Counseling & Development Center (IRSHAD), the Arab Council for Gifted & Talented of Lebanon (ACGT-LE) and the Lebanese Association for Rehabilitation & Development (TAAHEEL). The Forum targeted educators in schools and universities, who are passionate about developing learners to the maximum of their abilities. Keynote speakers and presenters from different Arab countries gave presentations on several themes. The forum was held on October 27 and 28 in Beirut, Lebanon, and chaired by Dr. Hoda Bibi.

A summer teacher training program for gifted and talented was held by the Imam Sadr Foundation in August 2017. The program was facilitated and delivered by Dr. Anies Al-Hroub. The training modules focused on the definitions, identification, characteristics, and services for gifted and talented children. Twenty-five teachers received training on the identification and service of gifted children in their schools.

Gifted students from Lebanese schools had the opportunity to participate in more than one residential field trip to Iran, France, and Egypt as part of an enrichment program during the summer. Searching the literature and reflecting on the activities and the interaction during the trips, a preliminary model on "Residential fieldtrips for gifted students" was developed.

Submitted by Anies Al-Hroub (aa111@aub.edu.lb) and Nidal Jouni (naj14@mail.aub.edu)

MEXICO



During 2017-2018, the field of gifted education in Mexico had an extensive series of improvements that saw joint action from both the federal government and the Mexican Alliance for Giftedness. It should be noted that in April 2018 the regional center of CEDAT Guadalajara reported its first 1,000 cases of gifted students being identified in the state of Jalisco. That month, the center received new educative premises due to its continuous growth. Even more, the Talent Attention Center, the largest institution for gifted in Mexico, received, for the third time, its certification from the International School of Psychology Association. This year the Third International Conference on Giftedness was organized on May 26-28, 2018 in the Mexican capital, where more than 850 people have assisted each year. This is the only current annual event in Mexico that delves into this field.

The 2018 conference had participation from the Aarhus University (Denmark), Puerto Rico University, Monterrey Institute of Technology (ITESM), Anahuac University, Duke University, Case Western University, Mexican Federation of Giftedness, Mexico's Ministry of Education, CEDAT, and the Mexican Space Agency. Among the attending keynote speakers are renowned international leaders in the fields of giftedness, intelligence, and Education such as Dr. Helmuth Nyborg, Dr. Jose Rodriguez, and Dr. Jonathan Wai. It should be noted that at this 2018 event, 150 gifted children participated actively in the conference by presenting research projects orally and through scientific posters, including a School Enrichment Fair following Dr. Joseph Renzulli's guidelines.

After one full year of joint work between the Mexican House of Representatives and CEDAT, a new federal law was approved in December 2017. It mandates special schools for gifted students. Even more, the Mexican Capital government recognized the definition of giftedness as an IQ equal or higher than 130, recognizing the need of psychometric testing for reliable diagnosis and proper attention. This step will start a process of professionalization, as all students will need to fulfill the same requirements to be considered as gifted regardless of their school district, and will now have a legal framework that defends their right to receive gifted education even if presently only three states out of the 32 from the Mexican Republic have this model of instruction.

In October 2017, the Mexican Alliance for Giftedness opened a new specialized regional center name CEDAT Ciudad Satellite, located in the northern outskirts of the Mexican Capital. It is located more than one hour from the downtown due to traffic that hindered students from that region from attending the main location of CEDAT for specialized education. So far the new regional center has identified and served four hundred gifted students. At the inauguration of the new center, the federal senator Ismael Hernandez acknowledged the National

Mexico report continued on next page

Expansion Plan 2016-2020 of the Mexican Alliance for Giftedness that seeks to gradually provide attention for gifted students in more states.

This year we held our Second Gifted Tournament, a model of cognitive contests where students compete on knowledge and skills through several scientific fields. This model of competition between gifted children has been used extensively in other countries. More than 50 students participated in the event.

During March 25-30 2018, students at The Gatton Academy and CEDAT had a joint visit. This academic exchange was organized by Dr. Julia Roberts (Executive Director of The Gatton Academy) and Dr. Andrew Almazán (Director of the Department of Psychology of CEDAT). A group of 16 gifted children and young people from Mexico participated. During the week, they took joint classes of Mathematics, Ecology, Arts, Informatics, History, and Languages with gifted students in the United States. It was the first formal visit of the community of the gifted in Mexico to the US in an academic activity of this nature.

As a conclusion, 2018 has started as a period of significant growth time to promote awareness and professionalism in the gifted field. The Mexican Community of Gifted is looking forward to participate with several scientific projects and presentations at the forthcoming World Conference in Nashville next year during summer 2019.

Submitted by Andrew Almazán Anaya, Dalynn Somuano, Zayda Acevo Zepeda (sobredotadomexicano@gmail.com), Pedro Arizpe

NEW ZEALAND



Giftedness in Aotearoa, New Zealand has seen a refreshed burst of enthusiasm in the beginning of 2018 with the Associate Minister of Education (who holds the portfolio of gifted and inclusive education) speaking in March 2018 in support of gifted education at both the New Zealand Association for Gifted Children (NZAGC) National Conference Giftedness from the Inside Out and giftEDnz's ConnectED event.

Both of these events were well attended by New Zealanders and those from the wider global gifted community. Dr. Jim Delisle was the keynote speaker at the NZAGC conference and there were presenters from across New Zealand as well as Australia and Malaysia.

Four gifted organisations (New Zealand Centre for Gifted Education, New Zealand Association for Gifted Children, giftEDnz, and REACH Education) successfully applied for funding through the Ministry's Networks of Expertise and will be providing professional support nationwide until June 2020. This approach is underpinned by a desire for all four organisations to work collaboratively to raise awareness and support for gifted children.

There has also been a rise in the number of New Zealand teachers using social media (specifically Facebook) to support their provision for gifted children. A new gifted Facebook page for primary teachers (age 5 to 12) was set up and reached more than 500 followers in less than a week. It can be accessed at <https://www.facebook.com/groups/137238016943562/>.

The Australasian Journal of Gifted Education is currently accepting manuscripts for a special issue showcasing the work of New Zealand researchers to be published in 2018. Contributors are asked to submit research manuscripts that consider a broad range of relevant issues related to giftedness and talent from across the sectors – Early Childhood, Primary, Secondary, and Tertiary. Manuscripts from academic, postgraduate, and practitioner researchers are welcome for consideration.

Exploring Gifted Education: Australian and New Zealand Perspectives has been launched. The first book of its kind to synthesise research-based findings in gifted education across New Zealand and Australia, it is an essential reference tool for researchers and a key text for courses in gifted education. Practitioners and parents will also find the assembled research illuminating and informative in understanding and addressing the needs of gifted learners.

Submitted by Brooke Trenwith (brooketrenwith@xtra.co.nz), Deborah Walker (ceo@nzcge.co.nz), and Lynn Berresford (lynnberresford@indigo.org.nz)

OMAN



The first enrichment program in Oman was conducted at Umama Bin Abi Al-As secondary school in Al-Khodh, Muscat. This is considered the first enrichment program for high-achieving students in a self-contained classroom. This program is one of the activities of a funded grant by the Research Council in Oman (TRC). The purpose was to identify giftedness and develop enrichment programs for the gifted. The enrichment program was adapted from the Integrated Curriculum Model (ICM) developed by Joyce Van-Tassel Baska at the Center for Gifted Education, College of William and Mary in Virginia, USA. The project principal investigator, Dr. Ahmed Hassan Hemdan Mohamed, an associate professor in the Psychology department at Sultan Qaboos University (SQU), has supervised the administration of the program in the school during three months starting in February 2018. The main focus of the program was to develop high-achieving female students' scientific inquiry skills and attitudes toward science. Students who participated in this program were selected based on their achievement scores in mathematics and science in grade 10. They were in the top 5% of high achieving students in the school. Prior to the start of the program, students and their families were asked to participate in the study. A meeting was conducted at the school in which the project PI briefed students and parents about the purpose of the program. Two head teachers in biology and physics supervised students throughout the implementation of the enrichment unit activities. The science unit consisted of different lessons. The main topic was about viral hemorrhagic fever (VHS) which might affect cows. During the unit, students were able to study different features related to the disease in cows, monitor the growth in cows' population in the country, and suggest solutions to reduce the effect of the disease. During the program, students visited the Insects Unit at the College of Agricultural and Marine Sciences at SQU where they saw how animals can catch the disease from insect bites. Students and teachers participating in the program concluded that the unit was effective in helping high-achieving students get to know some new scientific inquiry skills.

Submitted by Ahmed Hassan Hemdan (amohamed@squ.edu.om)

PERU



While school is in session, we provide advice, consulting, and the dissemination of articles, books, and other materials for teachers of regular basic education. This helps teachers, parents, and family identify and serve gifted children in the classroom. We also share information with the database of the Professional Order of the Teachers Association of Peru, with more than 560,000,000 educators. From 2010-2013, I served as a national dean and am now a past-national dean.

In our virtual correspondence, we insist on the importance of early identification of gifted and talented children in the classroom, to provide them with an evaluation, diagnosis, and attention. We also direct them to enrichment centers such as the Program of Educational Attention for Children with Outstanding Talent Faculties P.A.E.N.F.T.S. that is managed by the state under the Local Education Management Unit No. 07 - San Borja -Lima, Ministry of Education of Peru. Here they are assisted in the area of Special Basic Education.

Highlighting among them, the student Kabir Pajares Garces who has already written 3 books dedicated to the Conservation of the Planet, and Water and the Rights of the Child. He has been interviewed by CNN in Spanish, among other media (<https://www.youtube.com/watch?v=NJ3JYrLeKtA>).

We share information about the WCGTC in all the activities for the professors and the national education community. Additionally, we are developing alliances with some Municipalities of the City of Lima, with which through agreements, we will support the Talent Programs that are being implemented during the holiday period. These programs will be extended to the school year as extracurricular activities.

Legislation in favor of gifted and talented children has improved in Peru, after many years of efforts and sacrifice, the authorities are becoming aware to improve education budget and attention to the rights of talented children in Peru.

Submitted by Manuel Rodríguez Rodríguez (marrodd@yahoo.com)

SLOVENIA



Slovenia has quite a long, rich, and successful history of gifted education (GE) provision, especially in offering scholarships to gifted high school/ university students and organizing different types of contests for high achievers. In the last 15 years, some progress has been made at a national level in the provision for gifted students from public elementary to high school resulting in a unified identification procedure and guidelines for gifted education. Although very important contributions, they are not yet systematically monitored and evaluated, neither still fully supported by relevant legislation. Besides the aforementioned, there is a variety of interesting and meaningful activities or initiatives from the public and private sector going on in gifted education around the country. These activities are not centrally coordinated and are not recognized widely, which results in partial, unclear, and rather individually driven solutions. Overall, Slovenia still does not have a national strategy, which would systematically define the vision for gifted education in the country. No expected further steps towards a higher quality of gifted education at the national level and/or related to public education have been taken yet.

One of the most active public institutions in Slovenian is the Centre for Research and Promotion of Giftedness (CRSN). The centre was established in 2009-2010 as a complementary unit of the University of Ljubljana, Faculty of Education. As Slovenian teacher education is following an integrative model regarding gifted education, CRSN primarily attempts to contribute additional support to pre-service and in-service teacher education by interconnecting theoretical knowledge and empirical evidence with the practice in gifted education. Therefore, CRSN members, all academic staff, run a range of research, educational and consulting projects aiming to cultivate giftedness in schools and outside. They also advocate for gifted children and students at different levels in the educational system and promote the vision of excellence in teacher education in the framework of the Faculty of Education at the University of Ljubljana (see <https://www.pef.uni-lj.si/crsn.html> for details). Furthermore, CRSN organises national and international professional conferences, public lectures, and a variety of other activities aiming to disseminate the knowledge from international and national gifted education context and stimulate networking among pre-service and in-service teachers as well as other stakeholders involved in gifted education. Since 2015, CRSN, as accredited European Talent Centre, is involved in the European Talent Support Network (ETSN), which supports gifted people in Europe through networking among institutions in different areas of social engagement, from mental health care to art and science. CRSN is currently a hub for 43 ETSN Talent Points (from Slovenia and other nearby countries), including preschool institutions, elementary and high schools, research institutes, NGO, etc. (see <http://etsn.eu/> for details). Moreover, since 2016, CRSN collaborates as a partner in the EU-funded Erasmus project EGIFT – Development of an Online Programme for Teachers of Gifted Students in Regular Classrooms – that focuses on increasing competencies and skills of educators in the field of GE within the classroom. The project involves nine EU institutions predominantly from European Higher Education Area and is coordinated by Centre for Talented Youth Ireland (see <http://highability.eu/> for details).

Submitted by Mojca Jurišević (mojca.jurisevic@pef.uni-lj.si)

SPAIN



During 2017-2018, the following activities and projects have been carried out in Catalonia by the High Ability Working Group (GTAC) of the Official College of Psychologists of Catalonia (COPC), in collaboration with the High Ability Working Group of the College of Pedagogues of Catalonia (COPEC), and with representatives of the associations of families of children with high Intellectual Abilities FANJAC (Fundació d'Ajuda a Nens I Joves amb Altes Capacitats- Children's with High Abilities Aid Foundation) and AFINS (Associació de Familiars d'infants Superdotats- Association of Families of Gifted Children):

- Monthly meetings to discuss and work with the following items:
 - o Commission of Precocity: follow-up of the longitudinal study for the personal and cognitive evolutionary tracking of students identified as intellectually precocious.
 - o Secondary Commission: design and didactic elaboration of an Adaptation Plan for the Secondary School and application of the plan through group workshops in collaboration with FANJAC association with boys and girls from grades 6-8.
 - o Guide Committee: bibliographic research and development of the update of the GTAC Guide on high intellectual abilities, providing scientific review, unification of criteria and strategies for detection, evaluation, and intervention.

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Spain report continuede

- o Expert Committee: start of the process of accreditation of program for professionals in high intellectual abilities.
- o Round tables on high intellectual abilities: design and start a cycle of round tables about high intellectual abilities, aimed at professionals (psychologists, pedagogues, teachers, etc.) and families. Sessions focus on realities and myths, family, and relationships.
- Beginning of the preparation of the “5th National High Intellectual Abilities Working Day,” which will take place in November 2018 in Barcelona under the title “Attention to Diversity in Children with High Intellectual Abilities.”

Talent and Giftedness has often succeeded in emerging from adversity, exclusion and even conflict if one looks at the history of technological change... Giftedness and talent is not necessarily taught as such, but the discovery, effort, space, support, and opportunities to foster and develop it are things which educators and educational systems-ranging from early childhood, basic schooling, youth work, vocational to higher education-can strive to provide.

In that line, it is appropriate to point out the influence of our educative System of Seminars and International Congresses, such as the one executed by the PIPE (Interdisciplinary Program on Educational Policies and Practices) in Mexico DF. “The impulse of Talent from an Education in Comparative Perspective,” had speakers that included F. Gagné, J.F. Penagos, S. Pfeiffer, J.A. Alonso, S. Brodsky, J. Sáenz, G. Torre, E. Franco, P. Covarrubias, E. Ophir, G. Tamez, M. Mobarec, A. Zavala, D. Valadez, J. Betancourt. Iberoamerican Congress of Neuropsychology and Neuropedagogy held in Bogota, included Franklin Martínez and Yolanda Benito: “Neuropedagogy Strategies, creativity and leadership, elements for a true social and scholar inclusion.”

A very important role is played by our Educative Administration, the Official Association of Psychology, Education, etc., asserting their code of ethics, that guarantees the correct use of the techniques, instruments, and resources to ensure that all students are being educated according to their necessities. This highlights the importance of the formation for the Education Ministry, Diagnosis and Intervention in High Abilities Students, imparted by Yolanda Benito and Juan A. Alonso, at Ceuta. Additionally, Yolanda Benito conducted the presented “Characteristics of the gifted student in high school: Educative interventions,” for the Educative Council from the “Junta de Andalucía” (Cadiz, Spain).

During February 8-9 the “Huerta del Rey” Center received the accreditation as a European Talent Center in Spain, for its merits, in front of members of more than twenty of the most prestigious Universities and the Ministry of Hungary, as host country (<http://etsn.eu/meeting-of-european-talent-centre-representatives-8-9-february-2018-budapest/>).

With the intention of providing information and a real vision of these students, we have created a YouTube channel orientated to the press, media, parents, teachers, psychologist, and others in Spanish, English, and Chinese. In some occasions, the media tends to look at the more sensationalist side, forgetting that we are talking about children, youngsters, and families (<https://www.youtube.com/watch?v=7rKQDoJIEBM&t=>).

Submitted by Juan A. Alonso and Leopold Carreras-Truño (leopold.carreras@gmail.com)

SWEDEN



Current Research on Gifted Education Broadening the Field

In Sweden, research on gifted education is still at a preliminary stage both in terms of the limited number of people actively involved in research and a rather narrow scope of investigation. Although Roland S. Persson has been active in the field from the perspective of educational psychology since the middle of the 90's, further development since has been very slow. From 2008 to 2017 only three PhD and five licentiate theses focusing on giftedness have been published. Unfortunately, this strong focus on mathematics has raised questions for example by pedagogues if giftedness is only relevant in mathematics. Therefore, we are very happy to present two upcoming doctoral studies broadening the field, one by Caroline Sims from the perspective of didactics and special education, and one by Elisabet Mellroth in educational work. In this newsletter they briefly present their ongoing research, revealing a common belief in the teacher as a key-factor in gifted education.

About a year ago, Caroline was offered the opportunity to join the research community of gifted education through the launching of her dissertation project in conjunction with Uppsala University. The project, which is

Sweden report continued on next page

estimated to be completed in 2022, is focused on teachers and their strategies and perceptions on teaching with a gifted perspective within a Swedish educational discourse. In contrast to previous projects mentioned, the aim of this project is centred on common issues in teaching with a gifted perspective in a variety of subject areas. Survey data will be collected from teachers in seven Swedish municipalities, who in 2014 joined forces in formulating a plan of action to give particular attention to teaching with a gifted perspective. Additionally, interviews and classroom observations of the teachers will be conducted. Some of the questions asked are to find out what resources and opportunities these teachers are given to also include this group of students in an otherwise strongly egalitarian school system.

In contrast to Caroline, Elisabet is at the end of her doctoral studies. Her research has a two-fold aim. First, to highlight how non-traditional tests can help teachers recognize mathematically gifted pupils, who may not achieve high on traditional tests. Second, the research probes teachers' perceived possibilities and obstacles, as well as perceived rights and duties on implementing theories of gifted education in a diverse classroom. Research on gifted education often concludes that teachers need more professional development, or highlights what the teachers can do better. This project will provide teachers with support to develop their teaching to better include gifted students in learning.

During 2018, Elisabet conducted an Erasmus+ (KA1) project where some teachers from Karlstad visited pedagogical practices in Amstelveen (NL), Glasgow (UK), Jena (DE), Dublin (IRL) and Hamburg (DE). The schools and organisations visited have a tradition of supporting gifted children in education, in- or out-side of regular school. Participating in practices with developed strategies on how to include gifted students in learning gives a sense of collecting the best ideas. The ideas learned were brought back to Sweden to be used in the Swedish school culture. Similar trips will continue throughout the year. Since wider opportunities to cooperate around issues concerning teaching with a gifted perspective is limited within Sweden it is enriching to experience how practices in other countries works.

In practice, the number of activities for gifted students are slowly increasing. However, there are still many misconceptions of gifted students and gifted education. It is of extra importance that significant stakeholders, such as politicians and school management support teachers in making it possible to broaden and develop their teaching to include the gifted students in learning. With this research we hope to instigate this development in Sweden further, but sense it is a long way to go.

Submitted by Elisabet Mellroth (elisabet.mellroth@kau.se), Caroline Sims (caroline.sims@edu.uu.se)

URUGUAY



Since our last report, many things have changed in Uruguay regarding the identification and service of gifted students in the country.

The courses on gifted education at the University of Montevideo for teachers are progressing. The topic has sparked the interest of many future teachers who want to learn more and consider a specialization in the topic. The Educational School of Universidad de la Empresa has also offered a discipline on giftedness at the Mastership course.

Also the first two master theses on giftedness in the country will be defended this year and next. One of them will be defended at the Educational School of Universidad de la Empresa in July by Sviercovsky who has collected data in Brazilian elementary schools and the other will be defended next year at the Educational School of Universidad Católica del Uruguay by Carignani, who will collect data from secondary schools in an Uruguayan town.

The first book about gifted education written by Karen Bendelman and Susana Perez that was published late 2016 was a success. A new book by the same authors about a qualitative battery identification manual for teachers is going to be released in May 2018, although the battery is already being used by trained teachers in their work environment and is having promising results. Following the formal presentation of this second book in July 2018, the authors are organizing a symposium about gifted education in Uruguay where recognized leaders will be invited to discuss the state of the topic in the country.

Uruguay continued on next page

Dr. Susana Perez has been named head of the Research Department at the Education School of Universidad de la Empresa. A research group on giftedness is being created attached to the Research Department including researchers from three countries, which will develop studies as well as identification and support services to the community. A special issue of Giftedness of Revista Sudamericana de Educación, Universidad y Sociedad, a journal currently edited by Susana, is being prepared including articles from recognized researchers in the field from Uruguay, Brazil, United States, Mexico, and Australia.

Submitted by Karen Bendelman (karenbendelman@gmail.com) and Susana Perez (susanapb56@gmail.com)

USA



Activity in the field of USA gifted education has remained steady over the past months with some notable outcomes. Several excellent meetings, conferences, and events are scheduled for the upcoming months throughout the USA. Please consult the World Council calendar at www.world-gifted.org/calendar to locate their links.

March 2018 NAGC Leadership Conference in Washington DC features advocacy Participation in the National Association for Gifted Children's 2018 Leadership and Advocacy Conference increased 42% this year. The conference had a wide range of speakers including Dr. Mary Ruth Coleman, Dr. Jonathan Plucker, and Dr. Del Siegle. The President for the Fordham Institute provided highlights from their latest gifted education policy report, *Is There a Gifted Gap?* (available to download at <https://edexcellence.net/publications/is-there-a-gifted-gap>). On Capitol Hill, advocates made their case to keep gifted education in any reauthorization of the Higher Education Act and were able to convince Congress to fund the Federal Jacob K. Javits Gifted and Talented Students Program in Federal Fiscal Year 2018.

Film on gifted education program debuts at the Annual Conference of the National Science Teachers Association

Committed to providing an opportunity for their teacher membership to be informed about giftedness, talent development, and effective STEM programs for advanced learners, the National Science Teachers Association supported the development of a film to debut at the 2018 Annual Conference in Atlanta, Georgia. The film features STEM Starters+, a Jacob K. Javits funded project, which scales up previous STEM interventions for advanced learners designed through the Jodie Mahony Center for Gifted Education at the University of Arkansas, Little Rock. The film is available to the public and can be located at <https://youtu.be/cLMrbHsRkC4>. The film is also available on the website of the Jodie Mahony Center at ualr.edu/gifted/ where resources and effectiveness studies are located for free download.

Wallace Research Symposium brings together international scholars on the 100th year of Julian C. Stanley's birth.

The Mount Washington Conference Center in Baltimore, Maryland was the site for an international gathering of two hundred scholars from 28 states and 11 countries for papers, presentations, panels and collegiality in honor of the 1918 birth of Julian C. Stanley whose life and work deeply influenced gifted education through the development of the Talent Search Model. The Julian C. Stanley lecture, "The Lasting Influence of Julian Stanley on Gifted Education from Research to Practice to Policy," was given by Dr. Joyce VanTassel-Baska, Professor Emerita, College of William and Mary.

The Wallace Research Symposium on Talent Development was initiated by the Belin-Blank Center at the University of Iowa and has been a scholarly highlight in the field for several decades. In Spring 2018, the Belin-Blank Center at the University of Iowa, the Johns Hopkins University, and Vanderbilt University jointly co-hosted the Symposium. To find the symposium program and schedule of events, visit the website at <https://www2.education.uiowa.edu/belinblank/research/Wallace/>

World Council Delegates and officers from USA will attend the ECHA conference in Dublin

USA World Council Delegates Wendy Behrens, Ann Robinson, and Bob Seney and WCGTC President Julia Roberts will attend and present at the 16th Conference of the European Council for High Ability from August 8-11, 2018. Many attendees from the USA will be in Dublin for the conference. It is an opportunity to hear about

USA report continued

cutting edge research and talent development initiatives from multiple perspectives. An informal get-together of the USA delegates, officers, and interested ECHA conference attendees provides the opportunity for the leadership group to share recent WCGTC news and plans for the 23rd WCGTC Conference that will take place in Nashville, Tennessee from July 24 - 28, 2019. Hosted at Vanderbilt University, the 2019 World Council conference promises to be an engaging and hospitable event for attendees from around the globe.

Submitted by Ann Robinson (aerobinson@ualr.edu), Wendy Behrens, Shelagh Gallagher, and Bob Seney with special thanks to Bill Knudsen of the USA National Association for Gifted Children

So much to see and do in Nashville, Tennessee

www.worldgifted2019.com/





WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

World Gifted

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.

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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