

GIFTED EDUCATION POLICY WITHIN A COMPARATIVE CONTEXT

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World Council for Gifted & Talented Children

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FACTORS OF CULTURE

- Cultural Variance in *Construct* of G/T Education
- Perceived need for *Formal* Gifted Education *Policy* at the Governmental Level
- Types of *Participation* in Gifted Education
- Implementation of *Advanced* Programs
- Global Policy Distinctions across Nations
- Influence of *Dynamics* of *Demographics*
- Policy and Program *Terminology*

The Clash of Civilizations and the Remaking of World Order

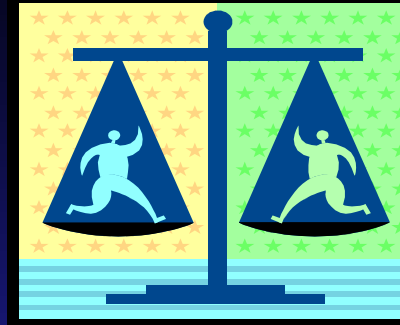
Samuel Huntington

c. 1996

Factors of culture and civilization impact the participation of countries in Gifted Education.

CIVILIZATION	SAMPLE NATION
1. Sinic	China
2. Japanese	Japan
3. Hindu	India
4. Islamic	Iran
5. Orthodox	Russia
6. Western	USA
7. Latin American	Brazil
8. African	Nigeria

Range of Cultural Dichotomies



- Western Culture
- Individualistic
- Universalism
- Achievement
- Secular
- High MAS
Masculinity Index
- Non-Western Culture
- Collectivist
- Particularism
- Ascription
- Religious
- Low MAS
Masculinity Index

CULTURAL DICHOTOMIES

MALEHigh MAS (Masculinity Index)	FEMALE....Low MAS (Masculinity Index)
REASON	EMOTION
LOGIC	INTUITION
CONSCIOUS	UNCONSCIOUS
SCIENTIFIC	NON-SCIENTIFIC
ANALYTICAL	EXPERIENTIAL
ATOMISTIC	HOLISTIC
MEASURED TIME	TIMELESS

CULTURAL DICHOTOMIES

OBJECTIVE	SUBJECTIVE
INFORMATION	KNOWLEDGE
QUANTITATIVE	QUALITATIVE
ACCOUNTABILITY	COMMITMENT
LANGUAGE (Verbal)	LANGUAGE (Non-Verbal)
LINGUISTICS	COMMUNICATION
JUDGMENTAL	ACCEPTANCE
OUTER	INNER

CULTURAL DICHOTOMIES

POWER	SOLIDARITY (Love)
PRAGMATIC	AESTHETIC
PRODUCT	PROCESS
MECHANISTIC	HUMANISTIC
NUCLEAR	EXTENDED
STATIC	FLUX
BEING	BECOMING
LINEAR - SEQUENTIAL	HOLISTIC – RANDOM

IDENTIFICATION DICHOTOMIES

	STANDARDIZED NORMS	DISCREPANCY FROM PEERS	PERFORMANCE ASSESSMENT
ABILITY	I.Q. Scores Verbal Quantitative Reasoning	Discrepancy from Local Peer Population Creativity Tests	Dynamic Assessment Creativity Checklist
ACHIEVEMENT	Standardized Or National Achievement Tests Reading Math	Achievement Tests Local Norms Local Assessments	Classroom Performance Competitions
ADVANCED ATTRIBUTES	Standardized Gifted Behavior Rating Scales	Local Non- Standardized Teacher Checklists	Portfolio Products Other Evidence

World Council for Gifted & Talented Children

- ❑ Biennial Conferences, alternating among European, Asian and North American locations.
- ❑ On alternate years, separate conferences held:
 - ECHA (European Council for High Ability)
 - Asia (Asian-Pacific Conference on Giftedness)
- ❑ *Gifted & Talented International Journal*
- ❑ www.worldgifted.org
- ❑ Headquarters: University of Winnipeg, Canada

WCGTC World Gifted Conferences

(32 Years 1975 – 2007)

1975	London	1991	The Hague
1977	San Francisco	1993	Toronto
1979	Jerusalem	1995	Hong Kong
1981	Montreal	1997	Seattle
1983	Manila	1999	Istanbul
1985	Hamburg	2001	Barcelona
1987	Salt Lake	2003	Adelaide
1989	Sydney	2005	New Orleans
		2007	Warwick

WCGTC DELEGATES

USA	Austria	41 NATIONS	Bahrain	PR China	
Canada	Denmark		Greece	Hong Kong	
Jamaica	France		Slovenia	Indonesia	
	Germany			Jordan	India
	Ireland			Saudi Arabia	Japan
Argentina	Netherlands				Philippines
Brazil	Portugal				
Colombia	Scotland			Turkey	Singapore
	Spain				So. Korea
Australia	Switzerland		Nigeria	United Arab Emirates	Taiwan
New Zealand	U. K.	So. Africa		Thailand	
		Sudan			

ECHA – European Council of High Ability – National Correspondents

<http://www.ECHA.ws>

Secretariat: Johanna Raffan, Oxford UK

Australia	Denmark	Ireland	Russia
Austria	England	Jordan	Slovenia
Belgium	Finland	Netherlands	Spain
Brasil	France	Peru	Switzerland
Canada	Germany	Poland	25 Nations
Croatia	Greece	Portugal	ECHA Journal:
Czech & Slovak Rep.	Hungary	Romania	<i>High Ability Studies</i>

ECHA CONFERENCES

1988	Zurich, Switzerland	2000	Debrecen, Hungary
1990	Budapest, Hungary	2002	Rhodes, Greece
1992	Munich, Germany	2004	Pamplona, Spain
1994	Nijmegen, Netherlands	2006	Lahti, Finland
1996	Vienna, Austria	2008	Prague, Czech Rep
1998	Oxford, U.K.		

APF Asia-Pacific Federation of WCGTC

Delegates from 9 Nations

AUSTRALIA	CHINA	THAILAND
HONG KONG	SINGAPORE	TURKEY
SOUTH KOREA	TAIWAN	UNITED ARAB EMIRATES

APCG – Asia-Pacific Conference on Giftedness

1990	Manila, Phillippines	2000	Beijing, China
1992	Taipei, Taiwan	2002	Bangkok, Thailand
1994	Seoul, South Korea	2004	Daejeon, South Korea
1996	Jakarta, Indonesia	2006	Taipei, Taiwan
1998	New Delhi, India	2008	Singapore

WORLD DATA COMPARISON

- CONTINENT
- COUNTRY
- AREA Sq. Miles (000)
- POPULATION (000)
- **GIFTED PARTICIPATION**
WCGTC, ECHA
Asia Federation Gifted

■ LITERACY

80% + Shaded

- GNP/Capita
- Exit Age of Schooling
- LIFE EXPECTANCY
(Health: Malaria, HIV)
- RELIGION %
Christian, Roman Catholic, Orthodox, Muslim, Hindu, Buddhist/Shinto, Jewish, Indigenous, Other, None

WORLD LITERACY

LITERACY	NATIONS	LITERACY	LITERACY
CONTINENT	# Nations in Sample	Below 80%	80% – 100%
NORTH & CENTRAL AMERICA	15	(4) 27%	(11) 73%
SOUTH AMERICA	12	0%	100%
EUROPE – EAST/WEST	39	0%	100%
ASIA & MIDDLE EAST	46	(15) 33%	(31) 67%
AFRICA	47	(39) 83%	(8) 17%
AUSTRALIS/ OCEANIA	7	(3) 43%	(4) 57%

Key Issues in the Gifted Debate

- What is meant by *Equal Educational Rights*?
 - Universal Declaration of Human Rights
(United Nations 1948)
“Everyone has right to education.”
 - Equal opportunity to develop abilities.
 - Equality of Opportunity
 - Treated Differently
 - Elitist Conception Gifted
 - Excellence
- VERSUS
- Equity
 - Equal Access
 - No Segregated Grouping, Tracking, Streaming

What are Gifted *Provisions*?

Grade Acceleration	Special Schools	Enrichment Opportunities	After School Enrichment
Early Entrance	Self-Contained Classrooms	Art/Music Fine Arts	Summer Programs
Grade Skipping	Pull-out Classes	Dance/Drama Ballet	Competitions Olympiads
Acceleration in Subject(s)	Clusters in Classroom	Science/Math Science Fair	Debate Chess
Ability Grouping	Differentiation in Classroom	Sport Training & Competition	Renzulli SEM Sch. Enr. Mod.
AP Classes	INCLUSION	Technology	Mentorship

10 Factors in Contributing to Level of Gifted Participation

- Government Legislation – Policy Year
- Special Schools
- Acceleration
- Inclusion
- Pullout Classes
- Extra-Curricular
- Competitions
- Teacher Training
- University Research
- Gifted Organizations/
Conferences

U. S. & Canada

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA - CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
CANADA	+	+	+	+	+	+	+	+	-	+
U.S.A.	1973 Natl. Excel. Report	+	+	+	+	+	+	+	+	+

Mexico & Central America

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
MEXICO	1982 1st G PUB SCH	+	-	Broad	Concept	Human	Being	-	-	+
COSTA RICA	-	-	-	-	-	-	-	-	'98	-
CUBA	-	+	-	+	-	+	+	-	Late 80's	-
GUATEMALA	-	-	-	-	-	+	-	-	+	+
PUERTO RICO	-	-	-	-	-	-	-	-	-	+

South America

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLU - SION	PULL OUT CLASS	EXTRA - CURR.	COMPE TITION	TRAIN- ING	UNI RES	ORG
ARGENTINA	-	+	Low	High	Isolated Efforts	+	-	-	-	1994 Conf.
BRAZIL (Portuguese)	1971 1987 1995	+	Low	High	1993 Cancel.	+	+	+	-	1971 1998 Conf.
CHILE (Andean)	Isolat. Effort	+	Low	High	-	-	-	-	'85	'79
COLOMBIA	Can- Celled	+	Low	High	-	+	-	-	-	'87
PERU (Andean)	Law 1983	+	Low	High	+	+	+	Creat. Intell.	Cr.	'96
VENEZUELA (Andean)	Can- Celled	-	Low	High	-	-	-	-	-	-

South America

- Policy & Programs Vary
- Brazil – Most Diversity Gifted
- Peru – Leads Spanish Gifted
- Rest Spanish-Speaking except Brazil (Portuguese)
- Universal Education close to being achieved.
- Majority live under poor conditions.
- Constructivism Important
- No Gifted: Ecuador, Bolivia, Paraguay
- Multi-Cultural
- Multi-Lingual
- Norms are Difficult
- Need Norms for Special Groups
- Need Own Ident. Criteria
- Ecological Validity
- Renzulli Influence '78
- Monks Triadic Model '92
- 1999 Euro Adv. Diploma in Educ. Gifted (ECHA)

Europe

WEST- MID- SOUTHERN	NORTHERN	EASTERN & BALKANS
Ideological fear of promoting elite. Mainly Gifted Educ. in inclusive setting.	Resists attempt to single out individual. Group is unit. Similar is more important.	High ability essential to promote development of industry. Little controversy re Gifted.
European Council – 25 Euro States – 1994 Gifted Recommendation	“Special educational provisions should in no way privilege one group to detriment of others.”	Salamanca Statement Inclusive Education All educ needs can be met in regular class w/ mixed-ability.
Divided ideologically/ Culturally - Differentiation/ Similarity	Vague & relatively undefined gifted construct. More Research	Avoid negative consequences of label. “Deviant” from norm.

Western Europe

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNI RES	ORG
AUSTRIA	+	+	+	+	-	+	+	+	+	+
BELGIUM	-	+	+	+	-	+	+			+
FRANCE	-	+	+	+	+	+	+	+	+	AFPE
GERMANY	+	+	+	+	+	+	+	+	+	ECHA
ITALY	-	-	-	+	-	+	+		+	+
PORTUGAL	1990	-	+	+	-	+	+	+	+	+
SWITZERLAND	1998	+	+	+	-	+	+		+	-
SPAIN	1990	-	+	+	-	+	+	+	+	2001
NETHERLANDS	+	+	+	+	-	+	+	+	+	1991

Eastern Europe

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
BULGARIA	1990	+	-	+	+	+	+	+	+	+
CROATIA	1991	-	-	+	-	+	+	+	-	+
HUNGARY	1993	+	-	+	+	+	+	+	+	+
POLAND	1991	-	-	+	+	+	+	+	-	+
ROMANIA	1995	+	+	+	+	+	+	+	+	+
SLOVAKIA	+	+	+	+	-	+	+	+	-	+
SLOVENIA	+	+	+	+	+	+	+	-	-	+
UKRAINE	+	+	+	+	+	+	+	-	+	+

Northern Europe

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
SWEDEN	-	-	-	+	+	-	+	+	+	-
DENMARK	-	-	-	+	-	-	+	-	+	-
FINLAND	1993	-	+	+	-	+	+	-	+	-
NORWAY	1997	-	-	+	-	-	+	-		-
RUSSIA	1996	+	+	+	+	+	+	+	+	-
LATVIA	+	-	+	+	-	+	+	-	+	-
ENGLAND/ WALES	1995	+	+	+	+	+	+	+	NA CE	NA GC

Equality & Social Collectivism

- Law of “Jante”
- Impropriety in pride of self. No one must believe they are “special.” Value sameness.
- “Nordic Model” Political ideals merged with indigenous traditions & sentiments dating from medieval/Viking era.
- Swedes ambivalent to “stars.”
- Egalitarian ethos strongest in Norway.
- Russia avoids term “gifted.”

■ MASCULINITY INDEX

(Hofstede, 1982)

High MAS –

(U.S. 62, Austria 75 Japan 87)

Independence, Achievement, promote individual excellence.

Low MAS -

(Sweden 6, Norway 10, Denmark 22)

Inter-dependence ideal, service, not promote or reward some to excel.

Recent Scandinavian national curriculum approaching notion of Gardner’s Multiple Intelligences.

Way to bypass egalitarian dilemma & cater to highly able in inclusive class.

Middle East

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLU - SION	PULL OUT CLASS	EXTR A-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
ISRAEL	1973 1996	+	+	+	+	+	+	+	+	World '79
BAHRAIN	-	-	-	+	+	+	+	+	-	Arab Conf
EGYPT	-	-	+	+	+	+	+	-	-	Arab Conf
JORDAN	1987	-	-	+	+	+	+	+	+	Arab Conf
LEBANON	-	-	+	+	+	+	+	-	-	Arab Conf
MOROCCO	-	-	+	+	+	+	+	-	-	Arab Conf
TURKEY	-	-		+	+	+	+	+	-	World '99
SAUDI ARABIA	-	-		+	+	+	+	-	-	Arab Conf
UNITED ARAB EM.	-	-		+	+	+	+	-	-	Arab Con 30

Asia

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
CHINA (PRC)	1978	+	+	+	+	+	+	+	+	Hong Kong
INDIA	1986	-	-	+	-	-	-	-	-	+
INDONESIA	1998	+	+	+	+	+	+	+	+	+
JAPAN	-	-	-	+	-	+	+	-	-	-
KOREA	1999	+	+	+	+	+	+	+	+	+
PHILIPPINES	1987	+	-	+	-	-	-	-	+	Conf. 1983
SINGAPORE	1997	-	-	+	+	+	+	+	+	+
TAIWAN	1997	+	+	+	+	+	+	+	+	+
THAILAND	1999	-	-	+	-	-	+	+	+	+

Asia

- Emphasis on Teaching According to Individual Differences.
- Social Tendency to Value Intellectuals & the wise.
- Need for Economic Development.
- Emphasis on Children's Education by Parents.
- Considerable human power planning by government.
- Identification: Multi-criteria & alternatives other than standardized intelligence tests.
- Less strict/more flexible.
- Develop talents for all.
- Most Vigorous Gifted: Taiwan, Korea, Singapore
- 1992 Asian Survey
- *Distinct curriculum for gifted has made its appearance on the Asian scene. (Roldan 1992)*

Africa

NATION	POLICY YEAR	SPEC SCH	ACCEL	INCLU - SION	PULL OUT CLASS	EXTR A-CURR.	COMPE TITION	TRAIN -ING	UNI RES	ORG
Botswana	-	+	-	+	-	-	-	-	-	-
Kenya	1991 Conf	-	-	+	-	-	-	-	-	-
Nigeria	1981 Natl Pol	-	-	+	-	-	-	-	-	-
Tanzania	-	-	-	+	-	-	-	-	-	-
South Africa	1994 New Gov.	+	+	+	+	+	+	-	1940	-

Africa

- Outside South Africa, hardly any Gifted Educ.
- Human Development Needs
- 1990's Political Unrest
- Home/School Environment
- Nutrition, Health
- African Languages
- Musical Ability
- Manual/Perceptual Skills
- Valued: quick wit, wisdom, humour, active, dynamic disposition, leadership, linguistic excellence
- Culture of Black Africans
- African Socialism – make sense of traditional African way of life in modern world.
- Perception of African Society idea of “UJAMAA”
- Extended Family
- Togetherness, Communal
- Collective Responsibility
- *My humanity bound to your humanity.*

Australia & New Zealand

NATION	POLICY YEAR	SPE C SCH	ACCEL	INCLU - SION	PULL OUT CLASS	EXTR A-CURR.	COMPE TITION	TRAIN- ING	UNI RES	ORG Conf
AUSTRALIA	+	+	+	+	+	+	+	+	+	1989 2003
NEW ZEALAND	1989 Equity	-	+	+	+	+	+	+	+	+

- Practice of *streaming* (grouping) seen as elitist.
- Intelligence Testing Criticized – Multiple Int.
- Equity Objectives
- Range of SES, Culture
- Social Justice – Real Issue
- Developed Ability v/s Innate Ability
- *Tall Poppy Syndrome*

A Cross-Cultural Comparison of the Perceived Traits of Gifted Behavior

By Kathleen Stone, Ph.D. 2000

COLLABORATION WITH 22 UNIVERSITIES

1,965 Survey Respondents

	High Participation Gifted Educ.	Medium Participation Gifted Educ.	Low Participation Gifted Educ.
WESTERN CULTURE	U.S.A. Germany	United Kingdom Spain	France Italy
NON-WESTERN CULTURE	Taiwan	Korea	Japan Thailand

Cross-Cultural Perceived Traits of Gifted Behavior

10 Country Grand Mean (Out of 5.0)

■ Reasoning	4.20	■ Insight	4.08
■ Learning	4.21	■ High IQ	4.03
■ Problem	4.19	■ Interest	4.02
■ Solving		■ Theoretical	3.90
■ Memory	4.18	■ Creativity	3.89
■ Inquiry	4.17		

More Highly Rated Terms Across 10 Nations

	Nations Rated		Nations Rated
GIFTED	8	CHILD PRODIGY	5
HIGH I.Q.	7	GENIUS	4
HIGH INTELLIGENCE	6	ADVANCED	2
EXCEPTIONAL ABILITY	6	INTELLIGENT	2

Gifted Education Across Cultures

- ❖ There are variances across cultures in the *terms* used to describe the gifted.
- ❖ There are variances across cultures in the *perceived traits* of gifted behavior.
- ❖ *Perceived traits* of gifted do not vary across cultures according to high, medium, and low levels of participation in gifted education.
- ❖ *Provisions* for gifted do vary.

CULTURAL INTEGRITY

- ❖ Disparities in Gifted Education may be attributed to cultural relativity.
- ❖ Broaden the rationale to an expanded theory of *Cultural Integrity*.
- ❖ Honor the strength of the culture's indigenous support for its advanced students.
- ❖ Avoid competitiveness that often evolves from global publicity regarding international achievement.
- ❖ Integrity – wholeness, completeness, soundness.
- ❖ Totality including moral sense.
- ❖ People remain committed to their indigenous cultures.
- ❖ Integrity of a culture is often challenged by Modernization & Westernization.
- ❖ Later stages of Modernization lead to de-Westernization and Resurgence of Integrity of indigenous culture.
- ❖ Honor the inherent integrity of other cultures.

*I.N.S.T.E.A.D., International
International Network Supporting
Transnational Exchange & Diversity*

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