

# **GIFTED EDUCATION POLICY & IDENTIFICATION WITHIN A GLOBAL COMPARATIVE CONTEXT**

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World Council for Gifted & Talented Children

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# Abstract

1. *Cultural variance* exists in the construct of giftedness, and affects a country's implementation of *formal identification* and *policy development* in gifted education.
2. Analysis of program descriptions has supported the influence of factors including *culture*, *demography*, and *economics* in the level of a country's *participation* in gifted education.
3. Cultural dynamics will be compared across continents and countries of the world as they relate to the *provisions* formalized to identify and address the *advanced* needs of students.
4. Aspects of global policy distinctions are manifest in reference to preference for use of *terms* gifted, talented, high ability, or advanced.
5. A theoretical *framework* is proposed to accommodate cultural *variances* in *identification*.
6. Emerging factors identified have led to the development plan for a *web-based data analysis system* to compare gifted education *policy worldwide*.

# **I.N.S.T.E.A.D., International**

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# **EFA EDUCATION FOR ALL – 6 GOALS**

**Agreed by over 160 Governments in 2000**

[www.efareport.unesco.org](http://www.efareport.unesco.org)

<b>1. EARLY CHILDHOOD CARE &amp; EDUCATION</b>	Expanding & improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
<b>2. UNIVERSAL PRIMARY EDUCATION</b>	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.
<b>3. MEETING LIFELONG LEARNING NEEDS OF YOUTH &amp; ADULTS</b>	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
<b>4. ADULT LITERACY</b>	Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
<b>5. GENDER</b>	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
<b>6. QUALITY</b>	Improving all aspects of the quality of education and ensuring excellent of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

# 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.

# TRIANGULATION

*By Kathleen Stone*

Multiple viewpoints.  
Multiple sources.  
Many forces....  
Shaping the conundrum of our life.

How we yearn to isolate  
The independent & dependent variables,  
When reality threads for us  
A tapestry of significant factors.  
  
We crave a simple explanation.  
Set course from point A to point B.  
Like cruise control on the interstate,  
We ignore merging traffic.

Yet, additional input confirms,  
Validates our emerging hypotheses.  
One of the strongest dynamisms of discovery,  
The power of triangulation!  
  
Forces from multiple sources,  
All pointing to the same conclusion.  
Confirming, affirming, discerning.  
Multiple routes to the same destination...  
**Triangulation**

# 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 Countries
- ⇒ Influence of *Dynamics* of *Demographics*
- ⇒ Policy and Program *Terminology*



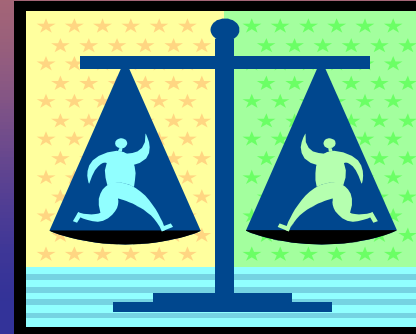
# ***The Clash of Civilizations and the Remaking of World Order***      ***Samuel Huntington c. 1996***

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

**DEVELOPMENT  
& CULTURE:  
MODERNIZATION  
Versus  
WESTERNIZATION**

CIVILIZATION	SAMPLE COUNTRY
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

<b>MALE .....High MAS (Masculinity Index)</b>	<b>FEMALE....Low MAS (Masculinity Index)</b>
<b>REASON</b>	<b>EMOTION</b>
<b>LOGIC</b>	<b>INTUITION</b>
<b>CONSCIOUS</b>	<b>UNCONSCIOUS</b>
<b>SCIENTIFIC</b>	<b>NON-SCIENTIFIC</b>
<b>ANALYTICAL</b>	<b>EXPERIENTIAL</b>
<b>ATOMISTIC</b>	<b>HOLISTIC</b>
<b>MEASURED TIME</b>	<b>TIMELESS</b>
<b>OBJECTIVE</b>	<b>SUBJECTIVE</b>
<b>INFORMATION</b>	<b>KNOWLEDGE</b>
<b>QUANTITATIVE</b>	<b>QUALITATIVE</b>
<b>ACCOUNTABILITY</b>	<b>COMMITMENT</b>

# CULTURAL

# DICHOTOMIES

LANGUAGE (Verbal)	LANGUAGE (Non-Verbal)
LINGUISTICS	COMMUNICATION
JUDGMENTAL	ACCEPTANCE
OUTER	INNER
POWER	SOLIDARITY (Love)
PRAGMATIC	AESTHETIC
PRODUCT	PROCESS
MECHANISTIC	HUMANISTIC
NUCLEAR	EXTENDED
STATIC	FLUX
BEING	BECOMING
LINEAR - SEQUENTIAL	HOLISTIC – RANDOM

# 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.
- National v/s De-Centralized Education Curriculum/Testing

## 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	<b>Self-Contained Classrooms</b>	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	<b>Differentiation in Classroom</b>	<b>Sport Training &amp; Competition</b>	<b>SEM Schoolwide Enrichment Model</b>
AP Classes	<b>INCLUSION</b>	Technology	Mentorship

# DIFFERENTIATION DIAMOND

STANINE	1	2	3	4	5	6	7	8	9
Percentile	0-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
Example: CLASS OF 20 Students	5%	5%	15%	15%	20%	15%	10%	10%	5%
	1	1	3	3	4	3	2	2	1
<b>GREEN = GO!</b>	Renew	Review	<b>B</b>	<b>A</b>	<b>S</b>	<b>I</b>	<b>C</b>	<b>G.A. T.E.</b>	
<b>BLUE = BASIC</b>	R.T.I.	Respond To Intervene	Belongs	All	Students	In	Class	<b>TALENT</b>	<b>GIFTED</b>
<b>RED = REVIEW</b>	Construc- tivist	Skill Groups	Multiple Intell.	Co-op Learn.	Learning Styles	Choice	Interest Z.P.D.	Pre-Test	Compact

# IDENTIFICATION FRAMEWORK

(Based on Framework Model of Baldwin Matrix)

	ASSESSMENT EVIDENCE	1 Point	2 Points	3 Points	4 Points	5 Points
<b>ABILITY</b>	ABILITY ASSESSMENT – IQ e.g. CogAT, NNAT Verbal, Quantitative, Non-Verbal	115 - 119	120 - 124	125 - 129	130 - 135	136 +
<b>ACHIEVEMENT</b>	ACHIEVEMENT (Best of 3) e.g. ITBS, Stanford, MAP Reading, Math Percentile (National or Local Percentile)	90 - 91	92 – 93	94 – 95	96 – 97	98 – 99
<b>ADVANCED ATTRIBUTES</b>	TEACHER CHECKLIST e.g. SRBCSS LEARNING CHECKLIST MOTIVATION CHECKLIST	14-17 18-21	18-21 22-25	22-25 26-29	26-29 30-33	30-32 34-36
<b>TOTAL</b>	To Qualify 9/ 15 = 60%	STU- DENT	Points	QUAL- IFY ?	YES	NO



# IDENTIFICATION ALTERNATIVES

## STANDARDIZED NORMS

## PEER DISCREPANCY PEER CORRELATION

## PERFORMANCE ASSESSMENT

### ABILITY

I.Q. Intelligence  
Testing:  
Verbal  
Quantitative  
Reasoning

Discrepancy from Peers  
Local Population Norm  
Creativity Tests  
Advanced Skill Dev.  
High Level Memory Skills

Dynamic Assessment  
(Pre/Post Growth )  
Creativity Rubric  
Multiple Intelligences  
(Rating/Observation)

### ACHIEVE MENT

Standardized  
Or National  
Achievement Tests  
Reading & Math

Achievement Tests  
Local Norms  
Local Assessments  
Criterion Referenced Tests

Performance Assess.  
PC = Peer Correlation  
Competitions  
Report Card Grades

### ADVANCED ATTRIBUTES

Standardized  
Gifted Behavior  
Rating Scales  
SRBCSS (Renzulli)

Local Non-Standardized  
Teacher Checklists of  
Advanced Behavior Based  
on Group Comparison

Portfolio - Nominations  
Products, Interview,  
Longitudinal Narrative  
Parent/Peer Nominate

# ALTERNATIVES in ASSESSMENT

## TRADITIONAL ABILITY / IQ

- ⇒ WISC-IV (PsychCorp)
- ⇒ Stanford Binet (Riverside)
- ⇒ CogAT (Riverside)
- ⇒ OLSAT (Harcourt Brace)
- ⇒ SAGES-2 (PRO-ED)

## NON-VERBAL ABILITY

- ⇒ Naglieri NNAT (PsychCorp)
- ⇒ UNIT (Riverside)
- ⇒ RAVEN'S (PsychCorp)
- ⇒ TONI-E, CTONI (PRO-ED)

## OTHER RESOURCES

- ⇒ TASC (Wallace, Sternberg)
- ⇒ RAINBOW (Sternberg)
- ⇒ Parent, Peer Nominations

## ACHIEVEMENT TESTS

- ⇒ ITBS (Riverside)
- ⇒ Stanford (Harcourt Brace)
- ⇒ W.J.-III (Riverside)
- ⇒ MAP (NWEA.org)

## OFF-LEVEL TESTING

- ⇒ SAT (College Board)
- ⇒ EXPLORE (ACT)
- ⇒ Curriculum-Based

## PRODUCT ASSESSMENT

- ⇒ SEM Type III (Renzulli)
- ⇒ PORTFOLIO (Johnsen)
- ⇒ LEA RUBRICS
- ⇒ Competitions, Awards

## CREATIVITY

- ⇒ TORRANCE TTCT  
(Scholastic Testing)
- ⇒ FLOW (Csikszentmihalyi)

## PERFORMANCE

- ⇒ DYNAMIC TESTING
- ⇒ M.I. (Gardner)
- ⇒ DISCOVER (Maker)
- ⇒ STAR (VanTassel-Baska)
- ⇒ ZPD (Vygotsky)

## SCALES / INVENTORIES

- ⇒ SRBCSS (Cr. Learning)
- ⇒ GRS (PsychCorp)
- ⇒ GIFT (Educ. Assess)
- ⇒ LEA Checklists

# LEA CHECKLIST - SAMPLE SCREENING

## GRADE 6 CHECKLIST FOR ADVANCED ENGLISH CLASS

RATING SCALE: (5) Exceptional (4) Outstanding  
(3) Excellent (2) Above Average (1) Average

S T U D E N T N A M E

1. READING COMP. Verbal / Written Responses to Reading

2. LITERATURE – Analytical / Interpretive Skills in Lit.

3. ADVANCED VERBAL SKILLS – High Level Discussion

4. LANGUAGE MECHANICS – Spelling, Punc., Sent. Struct.

5. WRITING – 6 Traits Sample (Class Assignment)

6. INDEPENDENCE – Initiative inside & outside of class.

7. HOMEWORK – Completes all assignments on time.

8. FOCUS – Demonstrates high level of focus in class.

9. CLASSROOM READING GRADE (75%)

(A+ = 4) (A = 3) (A- = 2) (B+ = 1)

10. ADVANCED READING GROUP GRADE (25%) A=1 B=0

TOTAL POINTS

# APPEALS MATRIX (LEA Sample)

La Grange, IL School Dist. 105	Advanced READING 2 Day / Wk Pullout Grades 3-6	PT	ADV. LITERATURE/ ENGLISH - Daily Class Grades 7-8 Mid. Sch.	PT	ACCELERATED MATH Daily DISTRICT CLASS Grades 4-8	PT
<b>ABILITY</b>	SAGES-2 Lang Arts/Soc. Stud.	120+ = 1	(CogAT Verbal IQ)	120+ = 1	SAGES-2 – (CogAT Quan) Math/Science/Reasoning	120+ = 1
<b>High ACHIEVE- MENT</b>	MAP Percentile Reading/Lang (of 3)	90+ = 1	MAP Percentile Latest Reading (of 3)	90+ = 1	MAP Percentile Latest Math (of 3)	90+ = 1
	GROWTH Read/Lang Current Fall to Spring	2X=1 4X=2	MAP Percentile Latest Language (of 3)	90+ = 1	End of Book Test – Year of Math to be Skipped	60% = 1
	LONGITUDINAL – 2+ Yr Grades/Testing	9/16 = 1	GROWTH Read/Lang Current Fall to Spring	2X=1 4X=2	LONGITUDINAL – 2+ Yr Grades/Testing	6/8 = 1
<b>ADVANCED BEHAVIOR ATTRIBUTE</b>	CHECKLISTS Learning/Motivation	Hi 5 = 1	CHECKLIST – Lit/Eng Local District List	Hi 5 = 1	CHECKLIST - Math Local District List	Hi 5 = 1
	OTHER District Writing Score Acad. Tal. Search Adv. Reading List Enrich. Class Attend.	60+ =1 +1 +1 +1	OTHER District Writing Score SAT Exam - Verbal Advanced Reading List Enrich. Class Attend.	60+ = 1 +1 +1 +1	OTHER – SAT Exam Math Team Participation High Math Contest Score Peer Coorelation In Math Enrich. Math Class	+ 1 + 1 Hi = 1 PC=1 20 + 1

# ***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](http://www.worldgifted.org)
- ❑ Headquarters: University of Winnipeg, Canada

# **WCGTC World Gifted Conferences**

**34 Years 1975 – 2009**

<b>1975</b>	<b>London</b>	<b>1993</b>	<b>Toronto</b>
<b>1977</b>	<b>San Francisco</b>	<b>1995</b>	<b>Hong Kong</b>
<b>1979</b>	<b>Jerusalem</b>	<b>1997</b>	<b>Seattle</b>
<b>1981</b>	<b>Montreal</b>	<b>1999</b>	<b>Istanbul</b>
<b>1983</b>	<b>Manila</b>	<b>2001</b>	<b>Barcelona</b>
<b>1985</b>	<b>Hamburg</b>	<b>2003</b>	<b>Adelaide</b>
<b>1987</b>	<b>Salt Lake</b>	<b>2005</b>	<b>New Orleans</b>
<b>1989</b>	<b>Sydney</b>	<b>2007</b>	<b>Warwick</b>
<b>1991</b>	<b>The Hague</b>	<b>2009</b>	<b>Vancouver</b>

# WCGTC DELEGATES – 39 Countries

USA	Austria		Bahrain	
Canada	Denmark	Greece	Iran	Hong Kong
Mexico	France	Hungary	Jordan	Indonesia
	Germany	Poland	Saudi	India
Argentina	Ireland	Serbia	Arabia	Japan
Brazil	Netherlands	Slovenia		Singapore
Colombia	Scotland		Turkey	So. Korea
Ecuador	Spain	Australia	Sudan	Taiwan
Peru	Switzerland	New		Thailand
	U. K.	Zealand		

# **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
Brazil	France	Peru / Latin Am.	Switzerland
Canada	Germany	Poland	25 Nations
Croatia	Greece	Portugal	ECHA Journal:
Czech & Slovak Rep.	Hungary	Romania	<i>High Ability Studies</i> <sup>24</sup>



# 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.		

# Ibero-American Federation of WCGTC [www.ficomundy.cjb.net](http://www.ficomundy.cjb.net) Delegates from 10 Countries

SPAIN	ARGENTINA	ECUADOR
PORTUGAL	BRAZIL	MEXICO
	CHILE	PERU
	COLOMBIA	VENEZUELA

# **APF Asia-Pacific Federation of WCGTC Delegates from 12 Countries**

AUSTRALIA

CHINA

THAILAND

HONG KONG

SINGAPORE

TURKEY

SOUTH KOREA

TAIWAN

UNITED ARAB

PHILIPPINES

BRUNEI

EMIRATES

# APCG – Asia-Pacific Conference on Giftedness

1990	Manila, Philippines	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 / Region**
- ⇒ **COUNTRY**
- ⇒ **AREA Sq. Miles (000)**
- ⇒ **POPULATION (000,000)**
- ⇒ **GIFTED PARTICIPATION**
  - WCGTC, ECHA
  - AFG Asia Federation Gifted
  - IFG Ibero-Federation Gifted
  - Hosting of Gifted Conference

## ⇒ **LITERACY**

80% + Shaded

## ⇒ **GNP/Capita**

## Other Demographic Factors:

### ⇒ **Gender**

### ⇒ **LIFE EXPECTANCY**

(Health: Malaria, HIV)

### ⇒ **RELIGION %** Christian, Roman Catholic, Orthodox, Muslim, Hindu, Buddhist/Shinto, Jewish, Indigenous, Other, None

# INTERNATIONAL TESTING

<b>TIMSS</b> 1995 1999 2003 2007	<b>PIRLS</b> 2002 2006	<b>PISA</b> 2000/R 2003/M 2006/S 2009/R
<b>Trends in International Mathematics &amp; Science Study</b>	<b>Progress in International Reading Literacy Study</b>	<b>Program for International Student Assessment</b>
IEA - International Association for Evaluation fo Educational Achievement	IEA - International Association for Evaluation of Educational Achievement	OECD - Organization for Economic Cooperation & Development (30 Countries)
<b>2007 – 58 Countries</b>	<b>2006 - 44 Jurisdictions</b>	<b>2006 – 57 Countries/Jurisdictions 30 OECD &amp; 27 Non-OECD Groups</b>
Equivalent to <b>Grades 4 &amp; 8</b> in U.S.	Equivalent to <b>Grade 4</b> in U.S.	<b>15-Year olds</b> – Functional skills at End of mandatory schooling.
↻ <b>Math &amp; Science Achievement</b> <b>Multiple Choice</b> ( 50-54%) <b>Constructed Response</b> (46-50%) Grade 8 – Includes ALGEBRA	↻ <b>Achievement &amp; Reading experiences</b> ↻ <b>Written test of Reading Comp.</b> ↻ <b>Questionnaires: Reading Literacy</b>	Capabilities in: ↻ <b>Reading Literacy</b> (2000) (2009) ↻ <b>Math Literacy</b> (2003) (2012) ↻ <b>Science Literacy</b> ( <b>2006</b> ) (2015)
Scores: <b>Intl. Benchmarks</b> , Advanced (625) High (550) <b>90%+, Gender, Race/Ethnicity,</b> <b>School Poverty Level</b>	Scores: <b>Gender, Race/Ethnicity</b> , Contextual Factors (School characteristics, instructional practice, teacher prep, Home Envir)	Scores: Combined & Subscales, <b>10<sup>th</sup> &amp; 90<sup>th</sup> Percentiles, Proficiency Levels, Gender Dif., Race/Ethnicity</b>

# INTERNATIONAL TESTING (Handout)

TIMSS	PIRLS	PISA
Trends in International Mathematics & Science Study	Progress in International Reading Literacy Study	Program for International Student Assessment
Reflect Curriculum Framework	Reflect Curriculum Framework	Not Focus on Curricular Outcomes
Mastery of <b>specific knowledge</b> , skills and concepts.	Mastery of <b>specific knowledge</b> , skills and concepts.	<b>Application of Knowledge</b> in Reading, Math, & Science - problems w/real-life context.
<b>U.S.: Gr. 4 Rank 11 of 35</b> <b>Math Gr. 8 Rank 9 of 47</b> Gr. 4 10% Adv. Intl. Bench Gr. 8 6% Adv. Intl. Bench	<b>U.S. Gr. 4 Rank 12 of 40</b> Gr. 4 Adv. Int. Bench 12% Gr. 4 Girl Avg. Higher +10	FRAMEWORK: Concepts, Processes & Situations or Contexts Tasks by proficiency level
<b>U.S.: Gr. 4 Rank 7 of 35</b> <b>Sci. Gr. 8 Rank 9 of 47</b> Gr. 4 15% Adv. Intl. Bench Gr. 8 10% Adv. Intl. Bench	U.S. Asian (567), White (560) Avg. Hispanic (518) Black (503) No difference: Combined, Literary, Informational	<b>U.S. Rank 26<sup>th</sup> of 47 Math</b> <b>Rank 26<sup>th</sup> of 52 Science</b> Lower ranking than TIMSS or PIRLS

# WORLD LITERACY

LITERACY	COUNTRIES	LITERACY	COUNTRIES	LITERACY
CONTINENT	International Testing Sample	Above 80%	NON-International Testing Sample	Above 80%
NORTH & CENTRAL AMERICA	5	5 (100%)	12	8 (67%)
SOUTH AMERICA	5	5 (100%)	7	7 (100%)
EUROPE – EAST / WEST	41	41 (100%)	3	3 (100%)
ASIA & MIDDLE EAST	26	22 (85%)	19	10 (53%)
AFRICA	7	2 (29%)	40	6 (15%)
AUSTRALIA/ OCEANIA	2	2 (100%)	5	2 (40%)



# 10 Factors Contributing to Level of Gifted Participation

- Government POLICY –  
Policy Year – National Tests  
National or De-Centralized
- Special Schools
- Acceleration
- Inclusion
- Pullout Classes
- Extra-Curricular
- Competitions
- Teacher Training
- University Research
- Gifted Organizations/  
Conferences

# U. S. & Canada

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNI RES	ORG MEMB CONF
CANADA	+	+	+	+	+	+	+	+	-	+
U.S.A.	1973 Natl. Excel. Report	+	+	+	+	+	+	+	+	+

# Australia & New Zealand

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNIV RES	ORG MEMB 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*

# Mexico & Central America

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNI RES	ORG MEMB CONF
MEXICO	1982 1st G PUB SCH	+	-	Broad	Concept	Human	Being	-	-	+
COSTA RICA	-	-	-	-	-	-	-	-	'98	-
CUBA	-	+	-	+	-	+	+	-	Late 80's	-
GUATEMALA	-	-	-	-	-	+	-	-	+	+
PUERTO RICO	-	-	-	-	-	-	-	-	-	+

# South America

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNI RES	ORG MEMB CONF
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 Education 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 education needs can be met in regular class with mixed-ability.
Divided ideologically/ Culturally - Differentiation/ Similarity	Vague & relatively undefined gifted construct. More Research	Avoid negative consequences of label. “Deviant” from norm.

# Western Europe

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



# Eastern Europe

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNIV RES	ORG MEMB CONF
BULGARIA	1990	+	-	+	+	+	+	+	+	+
CROATIA	1991	-	-	+	-	+	+	+	-	+
HUNGARY	1993	+	-	+	+	+	+	+	+	+
POLAND	1991	-	-	+	+	+	+	+	-	+
ROMANIA	1995	+	+	+	+	+	+	+	+	+
SLOVAKIA	+	+	+	+	-	+	+	+	-	+
SLOVENIA	+	+	+	+	+	+	+	-	-	+
UKRAINE	+	+	+	+	+	+	+	-	+	+

# Northern Europe

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNIV RES	ORG MEMB CONF
SWEDEN	-	-	-	+	+	-	+	+	+	-
DENMARK	-	-	-	+	-	-	+	-	+	-
FINLAND	1993	-	+	+	-	+	+	-	+	-
NORWAY	1997	-	-	+	-	-	+	-		-
RUSSIA	1996	+	+	+	+	+	+	+	+	-
LATVIA	+	-	+	+	-	+	+	-	+	-
ENGLAND/ WALES	1995	+	+	+	+	+	+	+	NA CE	NA GC

# ***Northern Europe – 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

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN-ING	UNIV RES	ORG MEMB CONF
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

# Asia

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNIV RES	ORG MEMB CONF
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

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPETITION	TRAINING	UNIV RES	ORG MEMB CONF
Botswana	-	+	-	+	-	-	-	-	-	-
Kenya	1991 Conf	-	-	+	-	-	-	-	-	-
Nigeria	1981 Natl Pol	-	-	+	-	-	-	-	-	-
Tanzania	-	-	-	+	-	-	-	-	-	-
South Africa	1994 New Gov.	+	+	+	+	+	+	-	1940	-

# Africa

- Outside South Africa, hardly any Gifted Education
- 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.*



# FACTOR / PROVISION RATING

RATING	LEVEL
5	HIGH – Highly Used Provision
4	DEVELOPING – Emerging Provision
3	SOMEWHAT – Used in Some Cases
2	LOW – Seldom Used
1	NONE – Not Recommended / Used

# WWW.INSTEADInternational.org

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN-ING	UNIV Re-search	ORG MEMB CONF
<b>CANADA</b> (Sample Only)	Local Sch. Bd.	+ 3	+ 3	+ 5	+ 4	+ 5	+ 5	+ 5	- 5	ECHA WCGTC VANC 2009

DEMOGRAPHIC DATA	POPU - LATION 000,000	AREA SQ MI 000	LITER-ACY %	LIFE EXPEC	GNP Per Capita	COMPUL AGE SCHOOL	REL 1 %	REL 2 %	NATL CURR	NATL TESTS
	33.5	3855	97%	80	29300	16	RC 43	Chr 23	NO	NO

INTERNATIONAL TESTS (Latest Yr., Grade, Subject)	TIMSS 07 G4 MATH	TIMSS 07 G4 SCI	TIMSS 07 G8 MATH	TIMSS 07 G8 SCI	PIRLS 06 G4 RDG	PISA 06 Y15 SCI	PISA 06 Y15 MATH	No. of Tests	AVG Mean	Avg. Rank
TEST Score - Mean Rank	No Test	No Test	No Test	No Test	560 3	534 3	527 6	3	540	4.0
MEAN – 90+ %						651	635			

# 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**

IMPORTANT NEED FOR TRANSLATION OF SURVEY INTO 8 LANGUAGES!	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

# GIFTED TERMS AND PERCEIVED TRAITS

TERMS	Rated/10
Gifted	8
High I. Q.	7
High Intelligence	6
Exceptional Ability	6
Child Prodigy	5
Genius	4
Advanced	2
Intelligent	2

TRAITS – 10 Countries	Mean 5.0
Learning	4.21
Reasoning	4.20
Problem Solving	4.19
Memory	4.18
Inquiry	4.17
Insight	4.08
High IQ	4.03
Interest	4.02
Theoretical	3.90
Creativity	3.89

Do not follow where the  
path may lead.

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Go **INSTEAD** where there  
is no path and leave a trail.

*Ralph Waldo Emerson*  
6

# INSTEAD International

[www.INSTEADInternational.org](http://www.INSTEADInternational.org)

International Network Supporting Transnational Exchange And Diversity

COMPARATIVE & INTERNATIONAL EDUCATION	GIFTED & TALENTED EDUCATION	INSTEAD International PUBLISHING
<p>Transnational Research</p> <p>CIECAP Course</p> <p>Outline Database</p> <p>Intl. Achievement Data</p>	<p>Curriculum</p> <p>Differentiation</p> <p>Diversity</p> <p>Identification</p> <p>Policy</p>	<p>POETRY</p> <p>By Kathy Stone</p>
<p><b>Kathleen Stone Ph.D.</b></p> <p>Comparative &amp; International Research</p>	<p><b>Kathleen Stone Ph.D.</b></p> <p>Educational Psychologist</p> <p>Director Gifted &amp; Talented Education</p> <p>La Grange IL School District 105</p>	<ul style="list-style-type: none"> <li>⇒ <i>Reflections From the Matternhorn</i></li> <li>⇒ <i>Duck 'Til Carcinoma</i></li> <li>⇒ <i>Foot in the Ocean</i></li> <li>⇒ <i>Standard Deviation</i></li> </ul>





## RESEARCH FOR THE ADVANCEMENT OF EDUCATION

### COMPARATIVE AND INTERNATIONAL EDUCATION

- Transnational Research
- CIECAP
- Global Gifted Database

### GIFTED AND TALENTED EDUCATION

- Identification
- Policy
- Differentiation
- Learning Styles
- Curriculum

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INSTEAD International is emerging as an international resource for research in Comparative and International Education and the education of advanced students...

### CONTACT INSTEAD INTERNATIONAL

Contact INSTEAD International for readily available resources, research, and up-to-date information on comparative aspects of Education.

### Educational Leadership



Kathy Stone, Ph.D. is an Educational Psychologist and an International Researcher in the field of Comparative and International Education. As a researcher and professional in the field of Education of the Gifted and Talented, Kathy continues...

### Publications

- Reflections from the Matterhorn
- Duck 'Til Carcinoma
- Foot in the Ocean
- Standard Deviation