



Specific Educational Measures to Promote all Forms of Giftedness at School in Europe

Working Document

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CONTENTS

Contents	3
General introduction	5
Context and methodology	5
Chapter 1 – Defining the target population	7
1.1. Terminology and definition	7
1.2. Classification criteria	9
Chapter 2 – Educational measures	13
2.1. Existence of educational measures	13
2.2. Types of educational measures	15
Chapter 3 – The issue of promoting giftedness in teacher education	19
3.1. Initial teacher education	19
3.2. In-service teacher training	21
Summary	25
Codes, abbreviations and acronyms	27
Annexes	29
Table 1: Terminology and definitions relating to children or young people displaying all forms of giftedness, 2005/06	29
Table 2: Main special educational measures for children or young people displaying all forms of giftedness (ISCED 1 to 3), 2005/06	32

GENERAL INTRODUCTION

Education is acknowledged to be a fundamental right for everyone. On this basis, each country develops the most appropriate education policy possible in relation to the needs of all pupils, with a view to promoting educational opportunity and enabling all young people to develop their potential to the full.

It is with this in mind that a 1994 Council of Europe recommendation⁽¹⁾ highlighted the special educational needs of young people with exceptional potential. The recommendation also emphasised the importance of offering them the necessary assistance and support.

'... Whereas for practical purposes education systems must be set up so as to provide adequate education for the majority of children, there will always be children with special needs and for whom special arrangements have to be made. One group of such children is that of the highly gifted (...) Gifted children should be able to benefit from appropriate educational conditions that would allow them to develop fully their abilities, for their own benefit and for the benefit of society as a whole. No country can indeed afford to waste talents and it would be a waste of human resources not to identify in good time any intellectual or other potentialities. Adequate tools are needed for this purpose.'

Without singling out (highly) gifted children for priority attention, the terms of the recommendation make clear that it is necessary to offer them education of a kind that enables them to develop to their full potential. Research carried out in this area indicates that the proportion of young people concerned is not negligible. According to estimates and the criteria used in different countries, gifted children account for 3-10 % of the school population. Furthermore, research has established that a certain number of gifted pupils are in difficulty and seek organised social assistance, for example on grounds of school failure or drop-out.

Context and methodology

This Eurydice study records and examines education policies concerned with promoting giftedness, as well as the main measures introduced in European school systems to educate gifted and talented young people and to promote all forms of giftedness in primary and general secondary education (ISCED 1 to 3). It has been undertaken for the informal meeting of education ministers on this subject, which was held on 16-17 March 2006 under the Austrian presidency of the EU Council.

This comparative study covers 30 Eurydice Network member countries⁽²⁾. It is based on the replies received from Eurydice National Units to a questionnaire prepared by the Eurydice European Unit. The following three main areas were investigated in order to describe the various situations in each country:

- the national terminology and definition used to characterise young people showing giftedness or talent;
- the existence and types of (specific) educational measure introduced;
- the provision of (initial and in-service) teacher training in the field.

⁽¹⁾ Comments taken from Council of Europe recommendation 1248 (1994) on education for gifted children. The text of the full recommendation may be accessed on the Internet:
<<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta94/erec1248.htm>>

⁽²⁾ Turkey, which has been a member of the Eurydice Network since 2004, did not take part in the study.

The aim is to provide an overall picture of the different policies implemented and the basic models identified for each of the three areas indicated above. Specific concrete examples from countries are included in the commentary wherever they serve to illustrate or clarify a particular statement. The reference year is 2005/06. Information about ongoing reforms and debate concerned with education for all forms of giftedness is referred to in the appropriate sections. Two Tables in an Annexe contain short notes from each country relating to the main points examined in this study.

Finally, we should like to thank the Eurydice National Units for their valuable contribution to the preparation of this working document.

CHAPTER 1

DEFINING THE TARGET POPULATION

In research literature and psychology textbooks, a wide range of different terms is used to describe young people displaying all forms of giftedness. These terms may cover very different concepts depending on their origin, their historical context and the view of the intelligence and the talent that they denote. Furthermore, the terminology adopted appears to be related to the educational policies developed for the benefit of these young people.

This first chapter examines whether the target population of gifted young people is clearly defined in the legislation of different countries and, if so, considers the position adopted. As we shall see, in a majority of countries in which this group is indeed defined, special school based or non-school based educational measures are introduced to cater for its needs.

This chapter is based on the analysis of replies to the following questions:

- How is the group of pupils with special educational needs defined? Are young people of considerable potential ability included in the definition?
- What is the preferred term to denote collectively 'young people of unusual potential ability' and why?
- If this group of young people is given no specific name, does it belong to a broader category? If so, which category?
- What areas of development (affective, cognitive, social, artistic, etc.), forms of intelligence and abilities are covered by this term?
- Are there formal criteria for placing young people in this category? If so, what are they?

1.1. Terminology and definition

Among the various terms and definitions used in Europe to denote young people showing giftedness, two main clearly distinguishable categories are highlighted in Figure 1.1. The terms most commonly featuring in national definitions in the great majority of countries are 'gifted' and 'talented' (or their equivalents in other languages) used separately or in combination.

In combination, these two terms are found in 13 countries and regions. However, it should be noted that in the United Kingdom (England, Wales and Northern Ireland), a distinction is drawn between them: 'gifted' is the term employed in an 'intellectual' or 'academic' context, whereas 'talented' relates more to the arts and sport.

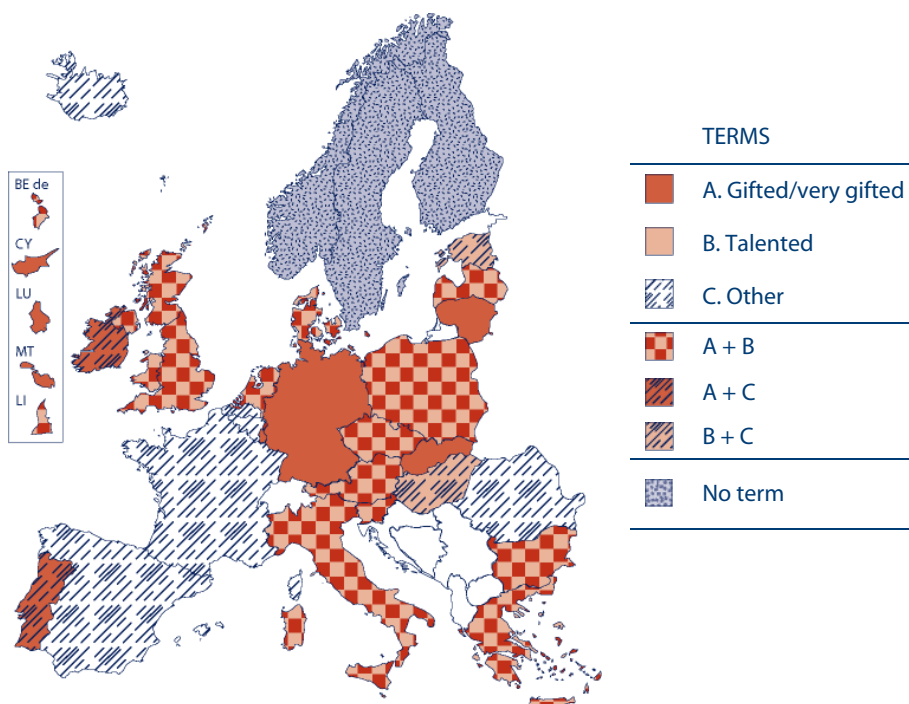
A few countries do not use these terms and prefer expressions such as 'young person of high potential ability' in the French Community of Belgium, 'young people of high ability' in the Flemish community of Belgium, 'intellectually precocious children' in France or 'pupils with high intellectual abilities' in Spain. In Romania, the terms used in official documents are 'pupils capable of high attainment' and 'pupils with outstanding abilities'. All such national terms for each country are listed in their original language in Table 1 in the Annexe.

In the French Community of Belgium and Spain, use of the term 'gifted' has recently been abandoned. The preferred new terms are intended to focus attention on the extent to which pupils are 'educable' and the significance of the environment in relation to how various kinds of ability develop.

In three Nordic countries (Finland, Sweden and Norway), no specific term is used to denote this group of young people. The lack of such a term reflects a declared political commitment to avoiding any classification of the latter, especially in terms of ability. The emphasis is on the potential for development of all young people without grouping them in a category of this kind.

Given that 'talented' and 'gifted' are the most commonly encountered terms, they are used in the remainder of the study to refer to this target group.

Figure 1.1: Official terminology or the terms most commonly used to denote children or young people displaying exceptional potential, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr): The term is 'young person of high potential ability'.

Belgium (BE nl): The term is 'young people of high ability'.

Denmark: The other term is 'children with special prerequisites'.

Estonia: The term is 'child possessing unusual talent or ability'.

Spain: According to the new Act on Education, which will enter into force in 2006, the term is 'pupil with high intellectual abilities'. The term used in the present Education Act is 'intellectually gifted pupils'.

France: The term is 'intellectually precocious child'.

Ireland: The other term is 'exceptionally able student'.

Lithuania: In the Strategy for the Education of Gifted Children and Young People, the term 'talented' is also used.

Hungary: The other term is 'child with outstanding potential abilities'.

Netherlands: The term '(highly) gifted' is used, but not officially. These young persons are also described as 'youngsters with special talents'.

Portugal: The common term is 'gifted' but official documents refer to 'pupils who demonstrate a capacity for exceptional learning attainment'.

Romania: The terms used are 'pupils capable of high attainment' and 'pupils with outstanding abilities'.

Slovakia: Psychologists distinguish between 'gifted children', i.e. children with marked intellectual abilities and 'talented children', i.e. children with marked artistic or sports abilities.

Finland: The term 'gifted' is used but not officially; national education policy seeks to avoid segregation between different groups and to promote equality.

United Kingdom (ENG/WLS/NIR): The terms 'able', 'very able', 'more able', 'highly able' and 'high ability' are also used.

Iceland: The term is 'children displaying special potential ability in certain areas'.

Bulgaria: The preferred term is 'child possessing clearly apparent talents or gifts'.

1.2. Classification criteria

Figure 1.2 indicates the terms used in each country to denote the target population, along with the criteria for including someone in that particular group (where applicable) and the aspects of development with which they are associated.

Classification criteria are not established everywhere. Altogether, 17 of the 30 countries and regions covered by the study have defined classification criteria. However, it is noticeable that most of the countries or regions that use the two terms ‘gifted’ and ‘talented’ to refer to children or young people displaying exceptional potential have adopted a set of corresponding criteria.

Figure 1.2: Classification criteria and aspects of development covered by terms used to denote gifted/talented children or young people, 2005/06

TERM		CLASSIFICATION CRITERIA		ASPECTS OF DEVELOPMENT			
		Performance in aptitude tests or tests of potential ability	Measured attainment and/or performance	Inter-personal/emotional	Psycho-motor ability	Intellectual	Artistic
'Gifted' and 'talented'	BE de	●	–	●	●	●	●
	CZ	●	–	●	●	●	●
	DK	–	–	–	●	●	●
	EL	–	–	–	●	●	●
	IT	–	–	●	●	●	●
	LV	–	●	–	●	●	●
	NL	–	–	●	●	●	●
	AT	●	●	●	●	●	●
	PL	–	●	–	●	●	●
	SI	●	●	●	●	●	●
	UK-ENG/WLS/NIR	●	●	–	●	●	●
	UK-SCT	–	●	–	●	●	●
	LI	●	–	●	●	●	●
	BG	●	●	–	●	●	●
'Gifted' (+ other term)	DE	●	–	●	●	●	●
	IE	●	●	–	–	●	–
	CY	–	–	●	●	●	●
	LT	●	●	●	●	●	●
	LU	–	–	–	–	–	–
	MT	–	–	●	●	●	●
	PT	●	●	–	–	●	●
	SK	–	–	●	●	●	●

● Criterion used/aspect covered – Criterion not used/aspect not covered

FI, SE, NO: No term exists

Figure 1.2 (continued): Classification criteria and aspects of development covered by terms used to denote gifted/talented children or young people, 2005/06

TERM		CLASSIFICATION CRITERIA		ASPECTS OF DEVELOPMENT			
		Performance in aptitude tests or tests of potential ability	Measured attainment and/or performance	Inter-personal/emotional	Psycho-motor ability	Intellectual	Artistic
'Talented' (+ other term)	EE	–	–	–	–	–	–
	HU	●	●	–	–	●	●
Other term	BE fr	–	–	●	●	●	●
	BE nl	–	–	–	–	●	–
	ES	●	–	●	●	●	●
	FR	●	●	–	–	●	–
	IS	–	–	–	●	●	●
	RO	●	●	●	●	●	●

● Criterion used/aspect covered – Criterion not used/aspect not covered

FI, SE, NO: No term exists

Additional notes

Belgium (BE fr): High potential ability is reflected in the coexistence and coordination of a whole set of factors. Aptitude tests and tests to measure attainment or performance, even if used in practice, are only one stage in the more comprehensive assessment of a particular pupil.

Germany: Cognitive intelligence is regarded as the most important aspect of development.

France: The special ability of children who do not belong to the 'intellectually precocious' category may be recognised and taken into account in the fields of artistic (music and dance) and sports activities. Criteria and tests exist to identify ability of this kind.

Latvia: Aptitude test or tests of potential ability are organised at the schools' own initiative only.

Hungary: While primarily cognitive and artistic forms of intelligence are recognised and dealt with, professional discussion, recognition and development are increasingly tending to include also affective and social forms of intelligence.

Netherlands: If the school has a clear vision of the needs and potential of individual pupils, it is not necessary to identify especially talented children. In general, extensive diagnostic tests are used only if there is disagreement between parents and the school about a child's ability.

Slovenia: The term 'talented' is used more specifically for young people in whom a particular aspect of personal development is very marked. Areas of ability covered by the term are clearly identified in legislation relating to ISCED 1 and 2, and will soon be similarly included in legislation for ISCED 3.

Slovakia: A list of indicators has been drawn up to identify this category (see examples in the annexe).

Finland: The term 'gifted' is used but not officially; national education policy seeks to avoid segregation between different groups and to promote equality.

United Kingdom (ENG/WLS/NIR): The term 'gifted' is used in the academic/intellectual context, while 'talented' relates to the arts and sport. There are, however, no formal criteria for placing young people in either category. A wide range of methods is used to identify gifted and talented pupils, including the use of quantitative data and qualitative information such as teacher assessment and nomination.

Explanatory notes

Classification criteria: Criteria devised in order to identify young people of marked potential ability. The fact that a country is included in a particular category does not mean that all possible criteria are covered.

Performance in aptitude tests or tests of potential ability: The decision to include someone in the target population is based on the results of aptitude tests or tests of potential ability in the various aspects of development involved (physical, cognitive, artistic, etc.), but the young people concerned are not obliged to have mastered the latter in terms of performance or recorded attainment.

Measured attainment and/or previous performance: Inclusion in the target population is based on performance in school (school results) or attainment tests, or in the aspect of development concerned, and/or on performance or results obtained in competitive or similar examinations for selection purposes.

Interpersonal/emotional aspects: These include social skills (leadership ability, persuasiveness, understanding, empathy, etc.), and/or the handling of feeling and emotions.

Explanatory notes (continued)

Psychomotor ability: This covers various forms of psychologically induced/voluntary physical skills whether used for artistic purposes, in sport or to perform certain specific technical gestures.

Intellectual aspects: These correspond to various forms of cognitive ability that may be used in school (language skills and logical or mathematical ability), but also to activities of broader relevance (inductive/deductive reasoning, memorising, problem-solving, three-dimensional perception and skills, etc.).

Artistic aspects: These refer to creative ability in all areas of artistic expression, such as dance, music or the plastic arts.

The more common criterion is that of performance in aptitude tests or tests of potential ability. This criterion is used in 15 countries or regions to classify gifted children or young people.

Measurements of actual performance or attainment (at school or in physical or artistic terms) are used in 12 countries. However, in almost all countries, except for Latvia, Poland and the United Kingdom (Scotland), this criterion is supplemented by an aptitude test or the measurement of ability in the various aspects of development under consideration. Five countries which use aptitude tests/tests of potential ability, namely Belgium (the German-speaking Community), the Czech Republic, Germany, Spain and Liechtenstein, do not use attainment/performance criteria. In other words, in many countries that have adopted criteria, young persons are expected from the outset to have demonstrated exceptional performance if they are to be included in the target population and recognised as eligible, where applicable, for special educational provision.

In 11 countries or regions, namely the French and Flemish Communities of Belgium, Denmark, Estonia, Greece, Italy, Cyprus, Luxembourg, Malta, the Netherlands, Slovakia and Iceland, a term exists but the classification criteria are not defined.

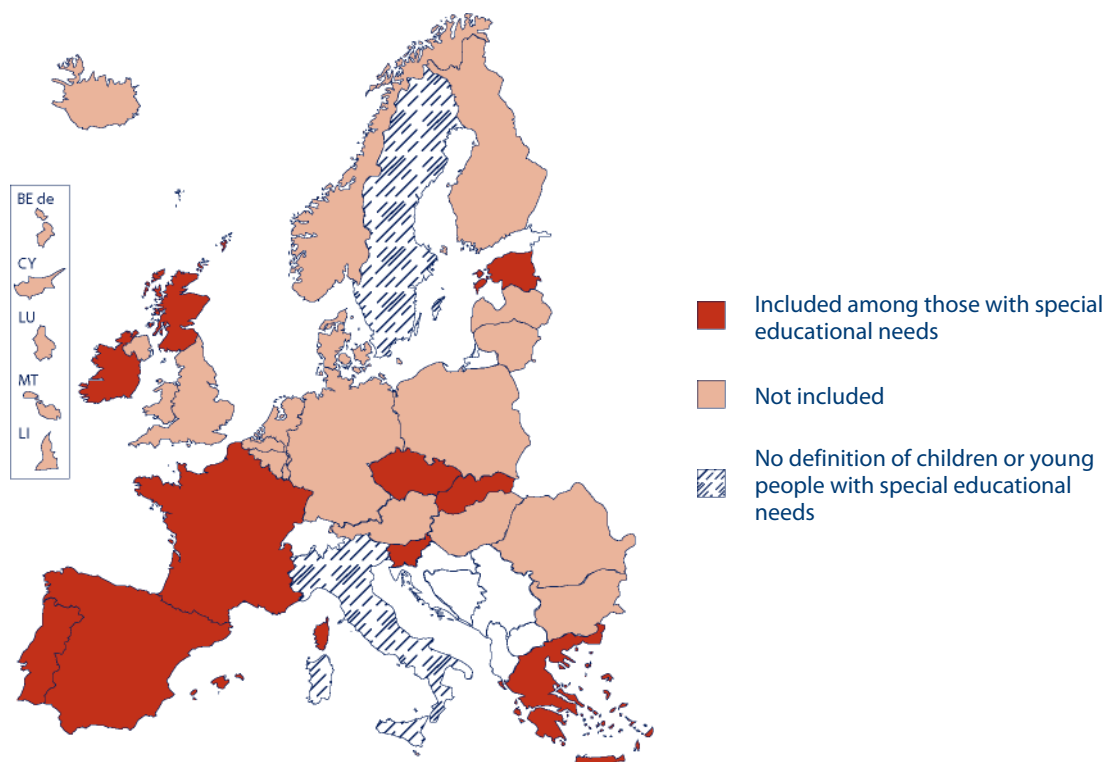
As regards the four aspects of development, it appears that there is a general tendency to take account of most, if not all, of the aspects. It would seem, therefore, that a broad view of the concept of intelligence has been adopted by a majority of countries, since in 14 of them it applies at one and the same time to its intellectual, interpersonal/emotional, physical and artistic aspects. Seven countries (Denmark, Greece, Latvia, Poland, the United Kingdom, Iceland and Bulgaria) refer to all aspects except the interpersonal/emotional one. In Hungary and Portugal, intellectual and artistic aspects of development are taken into account. In the Flemish Community of Belgium, in France and Ireland the concept is viewed more restrictively and limited to general intelligence and cognitive ability. In Germany too this aspect of development is the one most borne in mind when reference is made to gifted children. Two countries (Estonia and Luxembourg) do not specify the areas of development.

According to the legislation in 10 countries or regions, gifted or talented young people are included specifically in the population of those with special educational needs (see Figure 1.3). In some other countries or some of their regions, namely the German-speaking Community of Belgium, Denmark, Malta, the Netherlands (in primary education) and Bulgaria, there is de facto inclusion. In Liechtenstein, there is legislation catering specifically for the requirements of pupils with marked potential ability, even if they are not included among those with special educational needs.

In 19 countries, gifted young people are not included in the population of those with special educational needs, although a term for the latter exists. This is especially the case in the Nordic countries and the new EU member states.

Italy and Sweden have no definition for young people with special educational needs.

Figure 1.3: Inclusion of gifted/talented children or young people in the target population of those with special educational needs, 2005/06



Source: Eurydice.

Additional notes

Denmark, Bulgaria and Malta: In the legislation, this category of children or young people is not identified as belonging to the population of pupils with special educational needs. However, they may be regarded as included within it given that they require support or special attention.

Spain: There is a difference between 'pupils with special educational needs' and 'pupils with specific educational needs'. The first term does not include gifted pupils, but only those with disabilities or behavioural problems. The second term includes both pupils with special needs and pupils of high intellectual ability.

Cyprus: The target population of those with special educational needs is not defined in legislation for primary or secondary education. Although a definition is provided for children with special educational needs, children of marked potential ability are not included in it.

Netherlands: While there is no special legislation, if any problem occurs in primary education the legislation for special educational needs applies.

Austria: The inclusion of gifted or talented children among those with special educational needs is under discussion.

United Kingdom (ENG/WLS/NIR): Although gifted and talented children are not included in the legal definition of the population of pupils with special educational needs, schools and local authorities are expected to make provision for such pupils. Some local authorities organise this support within their special education provision.

CHAPTER 2

EDUCATIONAL MEASURES

This chapter examines the various ways in which the needs of gifted and talented young people are catered for by education systems at primary and secondary levels. The various measures are viewed from the standpoint of the different political and cultural contexts discussed in Chapter 1.

Depending on current national education policies in the countries covered by this survey, the education of talented young people and the promotion of giftedness may be an integral part of mainstream education or the subject of separate special measures.

The present analysis is based on replies to the following questions:

- How are the special educational needs of gifted and talented young people met?
- If gifted young people are the focus of special educational measures, please describe the different forms of organisation and teaching initiatives associated with them which have been introduced within or outside schools? Please identify their type, the school population (including the level of education), those for whom they are intended and by whom they are organised.
- If there are no such special measures for gifted young people, how are their educational needs addressed?
- Are such measures or any other arrangement regarding the special educational needs of gifted and talented young people based on legislation? What is its precise framework?

2.1. Existence of educational measures

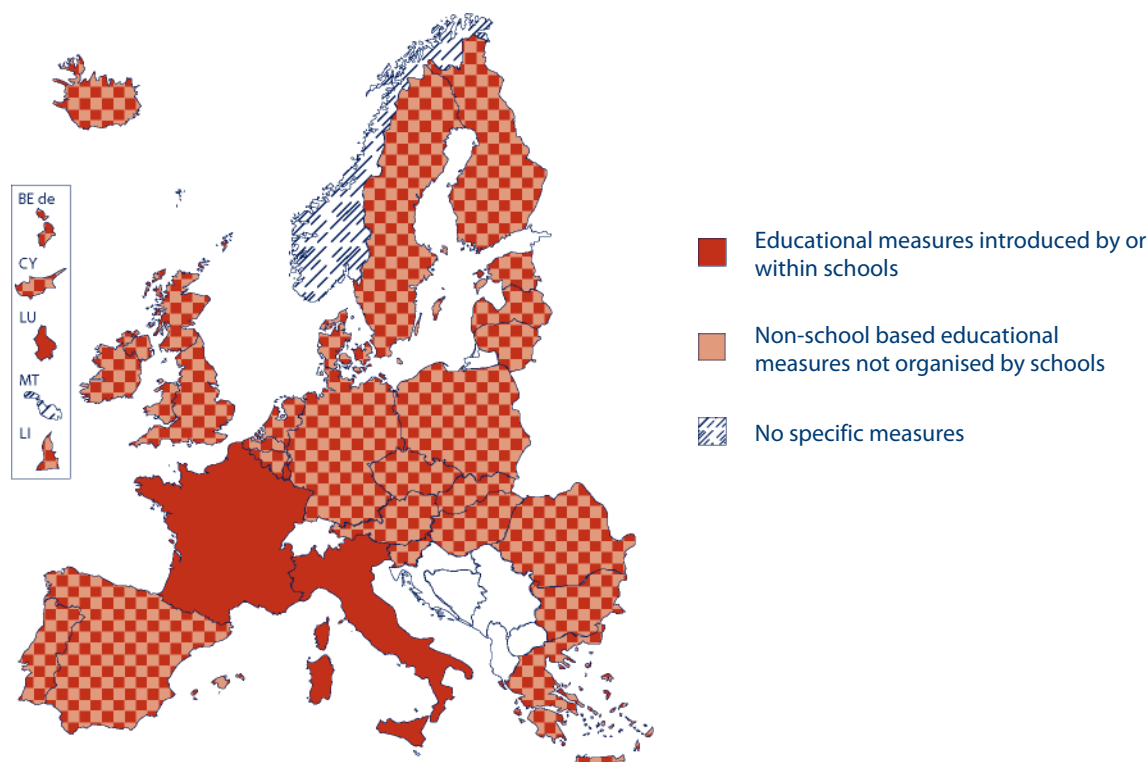
Most of the special educational measures for gifted children currently in existence form part of and are implemented within the school system (see Annexe 2). Any non-school based measures introduced generally exist alongside such school-based measures. Altogether, almost all countries offer measures both within schools and non-school based (see Figure 2.1).

It should be noted that the non-inclusion of gifted and talented young people among pupils with special educational needs does not prevent special measures being devised to cater for them. In fact, almost all countries that do not place exceptionally able young people in this group (see Figure 1.3) nevertheless address their needs by implementing special measures within or through schools, or in a non-school based context.

In Malta and Norway, there are no special measures. In the case of Norway, which does not have a term to describe gifted young people, this is a reflection of its education policy seeking to develop the potential of everyone (see Chapter 1).

It should also be noted that none of these two countries includes gifted young people in the group of pupils with special educational needs (see Figure 1.3). However, the fact that no particular infrastructure is introduced for the former does not mean that their educational needs are ignored. Indeed, they may be met in general mainstream education by means of a teaching approach which is responsive to the individual needs of all pupils. In this respect, Malta and Norway may be regarded as developing an integrated educational policy while opting for differentiated provision. However, analysis of the types of educational measures used (see Figures 2.2.a and 2.2.b) reveals that several other countries are not far from conforming to this integrative model.

Figure 2.1: School and non-school based educational measures for gifted/talented children or young people, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE nl): The Department of Education provides support for projects aimed at the developments of methods and materials for schools to deal with groups of pupils with special educational needs including unusual potential ability. Various initiatives are taken by Flemish schools.

Spain: A team of educational psychologists seeks to identify the needs of very gifted young people inside and outside the classroom.

Lithuania: With the adoption of the Strategy for the Education of Gifted Children and Young People (in December 2005), as well as its Programme and Measures (both in January 2006), there will be greater scope for funding and for measures to enhance educational provision for gifted children.

Explanatory notes

Educational measures introduced by or within schools: This heading covers all specific measures relating to schools, whether they are implemented within the whole class in mixed ability groups, a separate homogeneous group or on an extracurricular basis.

Non-school based educational measures: All special measures that are aimed at helping young people with learning but not organised by schools (for example, clubs, competitions, summer courses, formal arrangements for specialist supervision, etc.).

No specific measures: Countries that have no measures intended specifically for gifted young people but which address their needs within the framework of general education policy.

2.2. Types of educational measures

Literature regarding educational provision for gifted young people and the development of talent highlights several possible complementary options that may be classified under the following four major types of arrangement: more advanced or more varied activities within mainstream provision, differentiated provision (or a differentiated curriculum), non-school based activities and fast tracking. The explanatory note to Figure 2.2.b further defines these types of arrangement. In addition, Table 2 in the Annexe contains concrete descriptions of these arrangements in each country.

When a country establishes special measures to cater for the educational needs of gifted young people, this apparently tends to involve a single pattern of provision for all educational levels. Indeed, Figures 2.2.a and 2.2.b indicate that, in almost all countries, both the type and the number of measures are relatively similar in primary and general secondary education. The age of pupils or the level of education do not therefore appear to greatly influence the arrangements provided, except in Sweden and Liechtenstein where more measures are organised at ISCED 2 and 3.

Two countries with an education policy based on integration, which have opted for differentiated teaching (Malta and Norway), have contributed no data to Figures 2.2.a and 2.2.b since they adopt an across-the-board approach in satisfying the educational needs of gifted young people within their systems. For example, in Norway, the concept of Knowledge Promotion (*Kunnskapsløftet*) was presented in a white paper in 2003. According to this, all pupils and apprentices have a right to adapted and differentiated learning and teaching programmes based on their own requirements and needs. It is considered as a precondition of equality of opportunity that all pupils and apprentices are given the same chance to develop their knowledge and skills.

Among the different types of educational measure listed, **more advanced and varied activities** are found more often in secondary than in primary education and are always combined with other measures. 13 countries in primary education and 19 countries in secondary education offer such activities.

A very frequent type of arrangement is **differentiated provision**, whether practised within the mainstream class in mixed ability groups or in separate groups. An approach of this kind also generally tends to be underpinned by legislation. A difference is to be noted between primary and secondary levels as regards provision in mixed ability or separate groups. Indeed, at ISCED level 1, both types of provision appear to occur almost equally, whilst at ISCED levels 2 and 3 mixed ability groups are less common. At these higher levels, provision may consist of classes or schools specialising in sports or the arts. It should be noted that separate arrangements at primary level for the most part involve placing pupils in groups according to their ability, and less commonly the establishment of specialised schools or classes for gifted children.

Non-school based activities are encountered as often as arrangements for differentiated provision. However, non-school based activities in mixed ability groups are far less widespread than those in homogeneous groups. They are also less frequently the subject of legislation as they are regularly conducted by a body independent from the State. It should be noted that competitive examinations are frequently the responsibility of the government itself, as in the case of competitions on academic subjects or sports or artistic contests.

One of the most widespread types of measure in both primary and secondary education is **fast tracking**. Where it is possible, it is generally provided for within a legislative framework. This type of arrangement is available in the great majority of countries. In primary education, fast tracking is the only measure applied in four countries (Luxembourg, Sweden, Liechtenstein and Romania).

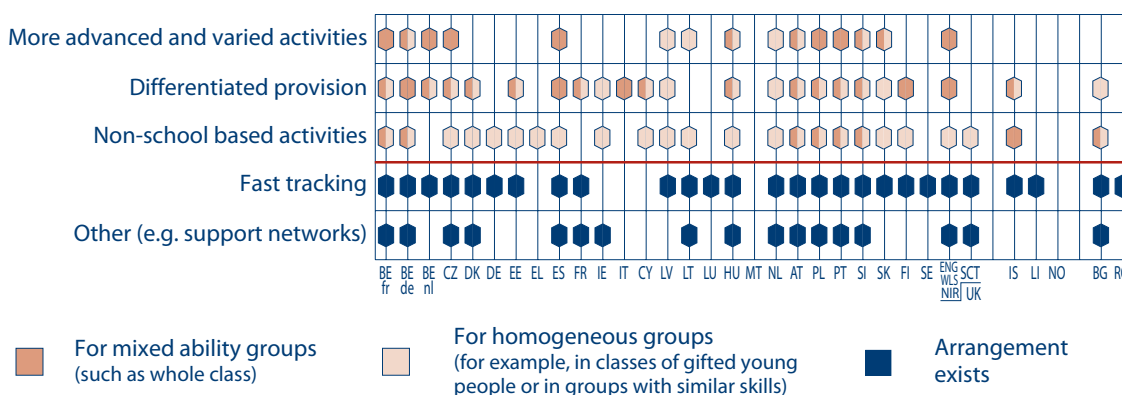
Other specific educational arrangements such as centres for gifted children, their parents and teachers or special support networks exist in half of all countries covered by this study.

Overall, most of the ten countries or regions that have included gifted young people in the group of pupils with special educational needs, i.e. the Czech Republic, Estonia, Greece, Spain, France, Ireland, Portugal, Slovenia, Slovakia and the United Kingdom (Scotland) (see Figure 1.3) implement several or all specific educational measures. Where the gifted are counted among those with special educational needs, the various measures are part of a legislative framework and, as a result, schools have to put them into practice.

Furthermore, it would appear that most of the ten countries or regions just referred to have established classification criteria (see Figure 1.2.) for identifying gifted young people. In so doing, they appear to acknowledge the fact that, if this group is to be catered for educationally, those who qualify for it must first be defined. In these countries, the existence of criteria is consequently a prerequisite to providing for these young people. However, three countries, Estonia, Greece and Slovakia, have no official classification criteria enabling them to be identified. In Estonia, this may be attributable to the fact that it is for teachers to identify the requirements of young people with special educational needs and to establish individual teaching programmes for them. In Greece, on the other hand, such criteria no longer exist at present following a change in educational policy vis-à-vis this group.

Data derived from the present investigation appear to confirm that the great majority of countries in which the target population is the subject of legislation are those in which the most educational measures have been introduced specifically to meet its needs. It is also within these countries that such measures are the most varied.

Figure 2.2a: Types of specific educational/teaching arrangements for gifted/talented children or young people at ISCED level 1, 2005/06



Source: Eurydice.

Additional notes

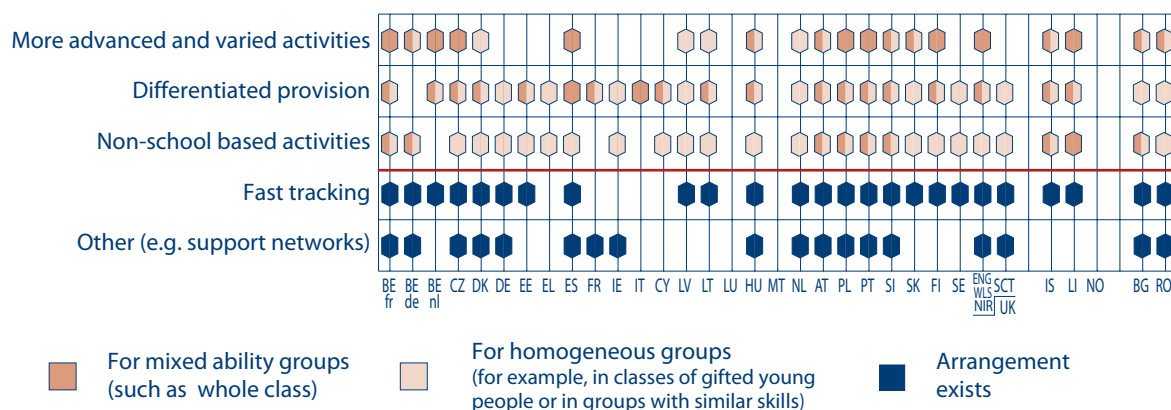
Luxembourg: As part of ongoing revision of the law on primary education, one approach envisaged is to introduce two-year stages that may be completed in one or three years.

Portugal: There is special legislation in the Madeira region on fuller provision for very gifted children which is meant to be established in accordance with an operational plan and on an integrated basis within classes. In continental Portugal, a ministerial decree from November 2005 foresees the establishment of a development plan for pupils with exceptional learning capacities (ISCED 1 and 2).

Finland: It is possible for children with the required learning capacity to start their basic education (ISCED 1) one year earlier. This capacity is determined by means of psychological and, where necessary, medical examinations.

Norway: According to the concept of Knowledge Promotion, it is possible for lower secondary pupils to choose subjects and themes from upper secondary education.

Figure 2.2b: Types of specific educational/teaching arrangements for gifted/talented children or young people at ISCED levels 2 and 3, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE de): It is intended to introduce legislation for differentiated whole class provision in years ahead. Fast tracking is possible by taking earlier than usual examinations at the end of a main stage of secondary education (administered by the German-speaking Community examining board).

Denmark: Fast tracking and differentiated provision exist at ISCED level 2 only.

Germany: Other arrangements exist at ISCED level 3 only.

France: Differentiated provision (mixed ability groups) exists at ISCED level 2 only.

Portugal: Fast tracking, differentiated provision and non-school based activities (mixed ability groups) exist at ISCED level 2 only.

Slovakia: Measures are primarily intended for ISCED level 2. Only one independent school offers the same opportunities at ISCED level 3.

Sweden: Non-school based activities exist at ISCED level 3 only.

Finland: Fast tracking exist for ISCED level 3 only, at which instruction is not tied to year-based classes. Students can thus progress more quickly, complete courses at their own pace or take exams on their own (independent study). Some upper secondary schools cooperate with universities so that it is possible to take and complete university courses at as early as ISCED level 3.

United Kingdom (ENG, WLS, NIR): More advanced and varied activities (mixed ability groups) exist at ISCED level 2 only.

Iceland: More advanced and varied activities and non-school based activities (homogeneous groups) exist at ISCED level 3 only.

Liechtenstein: Fast tracking and differentiated provision (homogeneous groups) exist for ISCED level 2 only; non-school based activities exist at ISCED level 3 only.

Explanatory notes (Figure 2.2a and 2.2b)

The information given in Figures 2.2a and 2.2b is based on the concrete descriptions of arrangements existing in each country depicted in Annexe 2.

More advanced and varied activities involve the use of varied teaching methods to achieve more in-depth treatment of school subjects in the mainstream curriculum and/or broader coverage of its main thematic elements.

Differentiated provision offer young people the chance to progress at their preferred speed and/or to follow a special curriculum, while also giving them enough time to engage in learning activity different from that normally prescribed in the curriculum and to develop ability in a specific field (sports, the arts, personal creativity or a preferred school subject). While such arrangements are generally part of mainstream schools, whole classes or groups occasionally work on the basis of this principle and are (re)structured in accordance with the special abilities of pupils in a given field.

Non-school based activities organised by the school or by outside bodies enable young people to develop skills in a particular area of ability (clubs, competitions, summer university, academic research, artistic activity).

Fast tracking enables young people to complete the mainstream path through school more rapidly, either by attending normal classes or benefiting from parallel facilities such as private schooling or assessment by a state examining board.

Other covers arrangements that cannot be classified in accordance with the above criteria, such as centres for young people to air their concerns, or networks functioning as resources for young people or professionals.

CHAPTER 3

THE ISSUE OF PROMOTING GIFTEDNESS IN TEACHER EDUCATION

Teachers can play an important part in identifying, supporting and monitoring educational measures to cater for gifted and talented children and young people. Whatever the education policy adopted by countries to encourage the promotion of giftedness, it is important to examine how teachers are trained to work, on a daily basis, with young people displaying exceptional potential and abilities.

This third chapter is based on replies to the following questions:

- How does initial teacher education address the issue of gifted and talented young people and the promotion of giftedness? Is the issue covered in the official teacher education curriculum?
- Are there modules or provision in in-service training that are specifically concerned with the educational needs of this group of young people? What are the precise aims of such training? Does its existence or the form it takes depend on the level of education?
- Are certain (initial or in-service) training modules related to provision for these pupils compulsory? If so, in what particular cases?

3.1. Initial teacher education

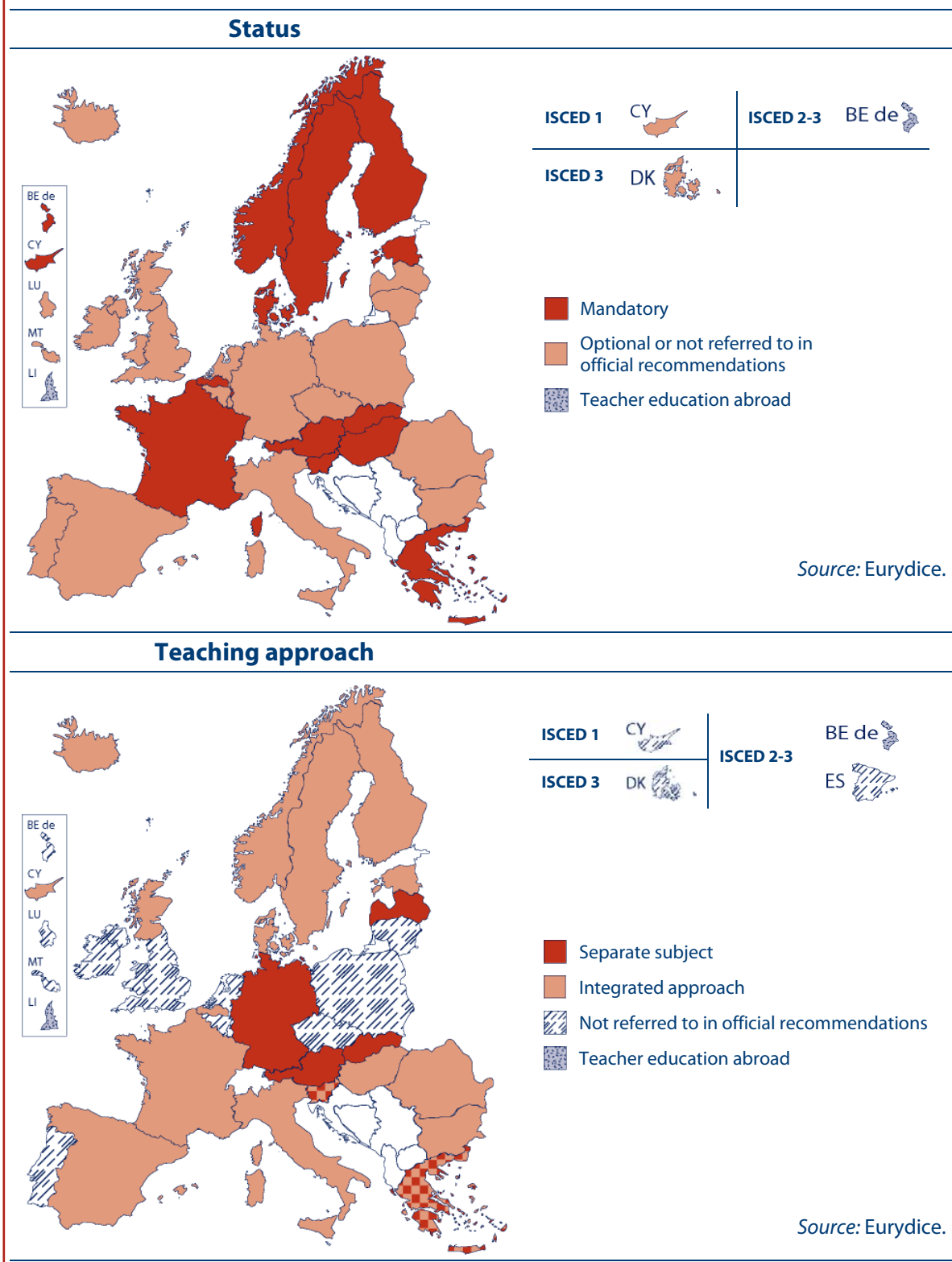
The issue of giftedness may be included in initial teacher education on a mandatory or optional basis. In some countries, in which higher education institutions enjoy considerable autonomy, it may be up to the individual institution to decide on the status of this issue in teacher education. Giftedness and how to deal with it is a mandatory topic in initial teacher education in almost half of all countries covered. In the remaining countries, it is optional or not referred to in official recommendations, except in Liechtenstein and the German-speaking Community of Belgium (secondary education), for which teacher education takes place abroad.

Different approaches can be used to acquaint teacher students with the issue of high ability. Giftedness may be the content of a separate subject or it may be integrated in other subjects (for example, as part of a course on differentiated teaching or on special educational needs in general). Two countries (Greece and Slovenia) have adopted a twofold approach involving its treatment in special modules and its integration within broader topics. In Germany, Latvia, Austria and Slovakia, giftedness is taught as a separate subject only. The integrated approach is preferred in half of all countries. In ten countries, the approach for imparting knowledge about giftedness and how to promote it is not prescribed in recommendations.

In the 17 countries or regions in which the topic is included in other subjects, this is mainly in training for differentiated teaching. The United Kingdom (Scotland) and Greece adopt a somewhat similar approach in courses on provision for pupils with special educational needs. In Slovenia, giftedness is dealt with in the context of broader psychological issues.

In countries where the content of initial teacher training is at the discretion of the institutions providing it, the situation within a particular country can vary more widely. Official recommendations in such countries, as with the qualifications standards in the United Kingdom (England, Wales and Northern Ireland), do however often specify the general goals of training and recommend guidelines to follow.

Figure 3.1: Status of provision to address the issue of young people with exceptional potential in initial teacher education and types of teaching approach adopted (ISCED 1 to 3), 2005/06



Additional notes (Figure 3.1)

Belgium (BE fr): Approaches related to this topic within initial teacher education may nonetheless exist in the *Hautes Ecoles* and universities, even though they are not based on official recommendations.

Belgium (BE de): A new programme is being prepared and the question of gifted children will be addressed by it. The issue will henceforth be covered on a mandatory basis in teacher education for ISCED levels 0 and 1. The German-speaking Community does not train teachers for secondary education.

France: A new training programme is being drafted in which it will be stated that 'teachers should be trained to devise learning situations conducive to the progress of each pupil'. Greater attention will thus be focused on the needs of gifted young people.

Spain: Giftedness may be studied as a topic included in broader subjects and, at few institutions only, as a separate subject. This content may be included in the certificate (*Título de Especialización Didáctica* (TED)) required to teach at ISCED levels 2 and 3.

Ireland: The National Council for Curriculum and Assessment is preparing curricular guidelines for teachers of exceptionally able students. The guidelines are to be used with effect from the 2006/07 school year.

Lithuania: With the adoption of the Strategy for the Education of Gifted Children and Young People (December 2005) and its Programme (January 2006), the topic is included officially in the programme for initial and in-service teacher training, and institutions will have to develop modules on methodology geared to provision for this category of young people.

Hungary: Teacher education is provided for by government decree 111/1997, in which the main areas covered by initial teacher education are specified. They include the 'development of talented young people/pupils'.

United Kingdom (ENG/WLS/NIR): Qualifications standards do, however, require teachers to be able to differentiate their teaching to meet the needs of all pupils, including more able pupils.

Explanatory notes

Separate subject: The question of giftedness is dealt with as an independent subject and taught in its own right.

Integrated approach: The issue is addressed within a broader framework via other subjects focusing in most cases either on young people with special educational needs, or differentiated teaching within mainstream classes.

Topic not referred to in official recommendations/institutional autonomy: Course provision and how the issue is addressed are at the discretion of training institutions.

3.2. In-service teacher training

In 18 countries, teachers in primary and secondary education are able to take an in-service training module on the subject of gifted and talented children. In most cases, this provision is very varied. It has gradually increased in the wake of growing demand from teachers interested in the issue.

In two countries (Malta and Norway) with an integrated education policy catering for the needs of all children and with no specific measures for gifted children (see Section 2.1), no in-service teacher training is concerned with the issue of giftedness. In Malta, there are no recommendations on the issue for either initial or in-service teacher training. Neither is there any known provision of in-service training concerned with giftedness in Denmark, Greece, Latvia, Lithuania, Luxembourg, Finland, Sweden or Iceland.

In-service training courses may be provided by several bodies. In addition to government in-service training organisations, universities sometimes offer this kind of provision. In a few countries, the European Council for High Ability (ECHA) also organises training for qualifications recognised at European level. The Czech branch of the ECHA provides guidance services, organises specialist workshops and tries to raise awareness among parents, teachers and other interested persons, of the problems of pupils with special talent. However, it does not organise training for qualifications recognised at European level (the ECHA Diploma). Finally, several specialist national organisations for the promotion of giftedness offer training (recognised or otherwise), or provide information.

In several countries (such as the Czech Republic, Spain, France, Portugal and Slovenia), special courses are available for in-school specialists in educational psychology. This is above all the situation in countries in which multidisciplinary assessment plays an important part in the identification process. Some courses are also intended for teachers who work in classes or schools catering for gifted pupils.

As regards the topics that modules cover, some concentrate on how gifted young people may be identified, while others focus more on their educational needs and yet others on identifying appropriate educational measures. More specific subjects such as personal creativity may also be considered.

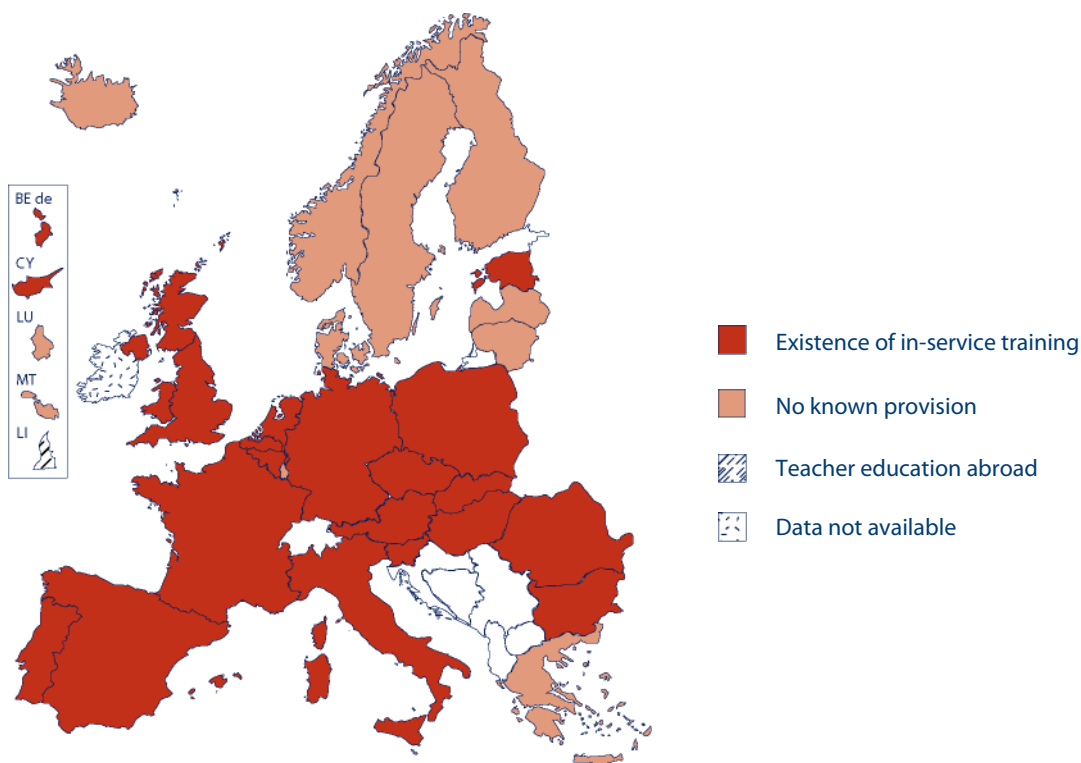
As far as the length of courses is concerned, it is important to emphasise the wide variety of provision and, by the same token, the scope for further study of giftedness. Some courses are relatively short (one or several days) whereas others lead to a specialised second (postgraduate) qualification, as in Hungary, Slovakia and the United Kingdom (England, Wales and Northern Ireland).

These courses are never mandatory thus reflecting the organisation of in-service teacher training in the great majority of European countries. For while in-service training itself is obligatory in a large number of countries, teachers are nearly always able to choose their training topic in response to their own concerns and requirements.

However, two exceptions should be noted. In the United Kingdom (England), gifted and talented coordinators in the *Excellence in Cities* programme are usually expected to have received training in the education of gifted and talented pupils. The same applies to teachers in Slovakia who want to teach separate classes for young people of marked potential ability.

Finally, it should be noted that in several countries there are private or public bodies specialising in assistance for children of high potential ability. These organisations may provide support for teachers and schools, offer courses, and determine – or help to establish – the most appropriate educational arrangements for each individual pupil. Bodies of this kind exist, for example, in Belgium (the French and German-speaking Communities), Spain, Ireland, the Netherlands, Austria, Poland, Portugal and the United Kingdom.

Figure 3.2: Provision of in-service teacher training on the promotion of giftedness (ISCED 1 to 3), 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr): Various initiatives in the area of continuing education have been developed by different providers in recent years. Continuing education modules will be made available to education professionals from September 2006 onwards.

Belgium (BE nl): Schools are responsible for how they organise in-service training. They get an earmarked budget for it. Highly gifted children may be a course topic.

France: The majority of in-service training occurs on an ad hoc basis or as part of research on the subject of giftedness.

Latvia: The in-service training currently provided focuses on support for creative personal development and on differentiated provision for pupils including young people of marked potential ability.

Lithuania: With the adoption of the Strategy for the Education of Gifted Children and Young People (December 2005) and its Programme (January 2006), the topic is included officially in the programme for initial and in-service teacher training, and institutions will have to develop modules on methodology geared to provision for this category of young people.

Hungary: Modules are included in the 2-year in-service (postgraduate) degree programme (600 hours) on gifted education at the University of Debrecen and the Eotvos Lorand University in Budapest. Further in-service training programmes in this field are offered by various organisations in Hungary.

Netherlands: In-service teacher training is provided at the institution's discretion.

Slovakia: The training module is compulsory for those who want to teach separate classes for gifted children.

United Kingdom (SCT): The Executive has a commitment to train an additional 400 physical education specialists as well as specialists in music, art and drama. The aim is to enhance capacity in these areas which may allow the particular needs of gifted children to be better addressed.

SUMMARY

This short comparative overview of educational policies concerned with catering for all forms of giftedness in Europe clearly indicates that wherever this issue is specifically defined, the definition is fairly similar from one country to the next. The great majority of countries – the exceptions are France and Ireland – consider that ‘giftedness’ and ‘talent’ apply to intelligence in the broad sense of the term. These words may thus be used to refer to psychomotor ability, as well as to intellectual and artistic skills, all of which are placed on an equal footing. To a lesser extent, they may also apply to interpersonal and emotional development.

While all European countries agree that young people with exceptional abilities – like all young people – should be given an opportunity to develop their natural gifts as fully as possible and to grow up well adjusted within the education system, it is nevertheless clear that there are contrasting views on how best to satisfy their needs. The information in this report, particularly where it is concerned with the implementation of educational measures as such, suggests that countries may be placed on a spectrum with an approach based clearly on mainstream education at one extreme and a far more separatist approach at the other.

On the one hand, the first of these theoretical models is characterised by very clear commitment to an ‘integrated’ policy for gifted young people. No particular term is used officially to denote them and there are no criteria for determining whether someone is ‘gifted’ or not. From the educational point of view, no special measures are implemented. The needs of gifted children – just like those of other pupils – are addressed via a general policy of education based on a differentiated approach and on attention paid to individual pupils in mainstream classes. While Norway is closest to this end of the spectrum, three other Nordic countries (Finland, Sweden and Iceland), along with Malta, are not very far from it.

At the other extreme, education policy vis-à-vis giftedness might be described as highly selective. In this approach, an official term is used to denote talented young people collectively. The criteria for determining who is talented are clearly defined and generally based on performance and attainment criteria, sometimes combined with criteria linked to results achieved in aptitude tests. Gifted young people may or may not be included among those with special educational needs. In this model, many very varied special measures are built into a legislative framework, while the young people concerned are generally placed together in uniform groups. As a result, the theoretical model is concomitant with the existence of many schools specialising in different fields.

The information available indicates that no European country adopts a full version of this model. Nevertheless, some countries appear to be closer to it than others, as in the case of the Czech Republic, Latvia and Poland. These countries offer a wide range of special measures for separate groups and have specialist schools for nurturing different kinds of talent, particularly in secondary education.

The majority of countries lie between these two extremes and opt for an approach combining measures for integration at school with the formation also of a number of separate groups, particularly for non-school based activity. Virtually all countries enable gifted children to progress through school faster.

As regards teacher training concerned with the issue of gifted children, the situation varies widely above all in terms of the approach advocated. In some countries, separate courses are devoted to the issue, while elsewhere it is included in other subjects, or no special related recommendations are drawn up because of the considerable autonomy granted to training institutions.

Several countries have reported growing interest on the part of teachers in gifted young people, and several legislative systems are being amended to offer gifted and talented pupils greater variety in educational provision. It will be interesting to see if, in the future, different kinds of educational research and action point towards fresh approaches in this area and, above all, to evaluate the outcomes of the various policies currently in place.

CODES, ABBREVIATIONS AND ACRONYMS

Country codes

EU	European Union	PL	Poland
		PT	Portugal
BE	Belgium	SI	Slovenia
BE fr	Belgium – French Community	SK	Slovakia
BE de	Belgium – German-speaking Community	FI	Finland
BE nl	Belgium – Flemish Community	SE	Sweden
CZ	Czech Republic	UK	United Kingdom
DK	Denmark	UK-ENG	England
DE	Germany	UK-WLS	Wales
EE	Estonia	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France	EFTA/EEA countries	The 3 countries of the European Free Trade Association which are members of the European Economic Area
IE	Ireland		
IT	Italy		
CY	Cyprus		
LV	Latvia	IS	Iceland
LT	Lithuania	LI	Liechtenstein
LU	Luxembourg	NO	Norway
HU	Hungary		
MT	Malta	Candidate countries	
NL	Netherlands	BG	Bulgaria
AT	Austria	RO	Romania

Statistical codes

- (:) Data not available
- (–) Not applicable

Acronym

ISCED International Standard Classification of Education

ANNEXES

Table 1: Terminology and definitions relating to children or young people displaying all forms of giftedness, 2005/06

	Term used in the original language	English Translation	Full definition Classification criteria and areas or aspects covered
BE fr	Jeunes à haut potentiel.	Young person of high potential ability.	High potential ability is reflected in the coexistence and coordination of a whole set of factors, in particular when child possess ability indicating that their development has reached a stage well in advance of that of other pupils of the same age. The most frequently used assessment instrument is intelligence test, however is only one stage in the more comprehensive assessment of a particular child. No formal criteria are defined.
BE de	Hochbegabte Schüler; Schüler mit besonderer Begabung.	Gifted children; Talented children.	Children may be regarded as particularly gifted when they possess ability indicating that their development has reached a stage well in advance of that of other pupils of the same age. 'Talent' also often refers to arts and sports.
BE nl	Hoogbegaafde jongeren.	Young people with high ability.	This term refers to exceptional competences. Giftedness is usually defined as high cognitive intelligence. The most frequently used assessment instrument is intelligence test. No formal criteria are defined.
CZ	Žáci mimořádně nadaní; Nadané děti, žáci a studenti.	Pupils with special talent; Gifted children, pupils and students.	No classification criteria and areas or aspects covered.
DK	Særligt begavede børn/elever; Børn/elever med særlige forudsætninger.	Exceptionally gifted children/pupils; Children/pupils with special prerequisites.	The term 'talented' may also be used, it refers to a person whose ability within a given field enables him/her to become one of the best, if the potential is sufficiently stimulated.
DE	Hochbegabte Kinder; Begabte Kinder.	Highly gifted children; Gifted children.	Children whose IQ is above 130 with marked ability in more than one area of development.
EE	Eeriliste võimete ja annetega lapsed.	Children with special abilities and talents.	Children with special abilities and talents.
EL	Άτομα με ιδιαίτερες νοητικές ικανότητες και ταλέντα.	Gifted and talented, or individuals who display special intellectual abilities and talents.	Gifted and talented, or individuals who display special intellectual abilities and talents.
ES	Alumnos con altas capacidades intelectuales.	Pupils with high intellectual abilities.	Use of this term enables aspects of development and educational potential to be highlighted. Those concerned have three basic characteristics: marked intellectual ability, expertise in carrying out a particular task and a high level of creativity. These three traits generally go hand in hand with harmonious personal and social development. A procedure for determining who belongs to this category exists and is specified in legislation and conducted by an interdisciplinary team qualified in the field of educational psychology.
FR	Intellectuellement précoce.	Intellectually precocious child.	Precocious children are noteworthy for their ability to achieve a level of performance that, on average, corresponds to the level of children who are two, three or even four years older.
IE	Exceptionally able students. 'Gifted' is the common term.	Not applicable.	No classification criteria and areas or aspects covered.

	Term used in the original language	English Translation	Full definition Classification criteria and areas or aspects covered
IT	Ragazzi dotati; Ragazzi talentati.	Gifted children; Talented children.	Young people of lively intelligence, imagination and creativity with many interests and intellectual curiosity in different areas, who are keen to develop their experience beyond the classroom.
CY	Proiksmena.	Gifted and talented.	Young people with a very high level of ability.
LV	Apdāvināti bērni; Talentīgi bērni.	Gifted; Talented.	No classification criteria and areas or aspects covered.
LT	Gabūs vaikai ir jaunuoliai.	Gifted children and young people.	Children and young people who can acquire knowledge and skills rapidly and effectively, apply them in changing situations to solve new problems, learn rapidly on the basis of acquired experience, and identify situations in which their expertise may be applied. The intelligence of such children and young people is exceptional.
LU	Surdoués.	Highly gifted.	No classification criteria and areas or aspects covered.
HU	Tehetséges; Kiemelkedő képességű; Speciális területeken megmutatkozó tehetség.	Talented; With outstanding potential abilities; Talent in special fields.	These terms refer essentially to cognitive and artistic intelligence. But education professionals are attaching ever increasing importance to social and emotional intelligence. No common definition is specified in law. In addition to outstanding school performance and achievement, a teacher, expert and/or third party may nominate an individual pupil for special provision. Pupils are then examined by a board of specialists (standardised psychological tests are used for concentration, learning capacity, reasoning, memory and problem-solving). Reference may also be made to dormant talent, fully developed talent and underachieving talent.
MT	Gifted.	Not applicable.	No classification criteria and areas or aspects covered.
NL	Hoogbegaafd; Bijzonder getalenteerden.	Highly gifted; Specially talented.	The criteria and aspects of development covered by this term are the intellectual domain (IQ > 130), social skills, creative ability (as in problem-solving), the artistic field (including musical ability) and motivation.
AT	Hoch begabte Kinder; begabte Kinder; (besonders) talentierte Kinder.	Highly gifted children; Gifted children; (Specially) talented children.	Children who perform especially well in intellectual, emotional, social and artistic fields, as well as in sport, as a result of their (considerable) ability and (special) talents, which are seen as evidence of very high potential achievement.
PL	Uczniowie zdolni; Uczniowie szczególnie uzdolnieni.	Talented/gifted pupils; Pupils with particular talents.	Talented pupils are defined as those with the best results. These results may be observed with respect to all subjects and disciplines (comprehensive talent) or in one subject or discipline (focused talent).
PT	Sobredotados.	Gifted.	Pupils who demonstrate that they are exceptionally well ahead of others in their overall development and who perform to an exceptional level in several areas of development (pupils with exceptionally precocious development or learning potential). Young people are identified as belonging to this category on completion of a procedure conducted by an expert recognised by the educational services or specialised education centres. Considerable importance is attached to multi-dimensional assessment.
SI	Nadarjeni učenci.	Gifted. The term 'talented' is also used for pupils who possess considerable ability in specific areas for personal development.	Marked potential or proven ability in intellectual, academic, creative, leadership and artistic fields, as well as psychomotor ability, which requires support from special services or tuition not normally on offer in schools.

	Term used in the original language	English Translation	Full definition Classification criteria and areas or aspects covered
SI (continued)			The detailed identification procedure involves different players. The established criteria include belonging to the upper 10% of the population on the basis of intellectual scales (WISC III and PMR) and/or obtaining a score of between 3.5 and 4 on the grade 4 teacher scales. At least one such criterion has to be satisfied by the pupil.
SK	Mimoriadne nadani ziaci.	Unusually gifted pupils.	No definition but attention is drawn to a set of indicators. For example: (S)he performs intellectual assignments happily. (S)he asks many questions, correctly uses a lot of words, has original ideas, is creative and has an original approach to problem-solving or ways of doing things, etc.
FI	No term.	'Gifted' is used but not officially.	Not applicable.
SE	No term.	Not applicable.	Not applicable.
UK-ENG/ WLS/NIR	Gifted and talented. The term 'able' is also still used, as are the terms 'very able', 'more able', 'highly able' and 'high ability'.	Not applicable.	Gifted children are identified as those who perform well in an intellectual or academic context, whilst 'talented' relates more to the arts, music and sport. The National Academy for Gifted and Talented Youth (NAGTY) defines giftedness as 'the term used to describe children or adults who have the capacity to achieve high levels of expertise or performance. Giftedness in childhood could be described as "expertise in its development phase"'. In England, gifted and talented pupils are defined as the top five to 10% of pupils in a school as measured by their actual or potential achievement. It should be noted that this is the basis for selection regardless of the overall ability profile of the school concerned.
UK-SCT	Gifted and talented.	Not applicable.	No criterion or formal definition, but teachers identify children on the basis of their conduct and results. Children who wish to enter one of the centres of excellence are admitted on the basis of an audition and have to satisfy criteria set by the school itself.
IS	Bráðger börn.	Precocious child.	This term is very transparent in Icelandic and means children who have special abilities in particular areas.
LI	Begabte und hochbegabte Schüler.	Gifted and highly gifted children.	Special talent is referred to when pupils are ahead of those of the same age in certain areas of development. Exceptional giftedness is the term used when the level of development in one or more areas is well above that of the same age group. There is a development model for talent revealing that talent as such, without any effort to develop it, is not necessarily productive. Inclusion in this category is with reference to the foregoing definitions and may manifest itself in a variety of ways at school. Example: asking questions about cause and effect relationships, interest in adult subjects, different problem-solving strategies, highly ethical points of view, etc.
NO	No term.	Not applicable.	Not applicable.
BG	деца с изявени дарби/талант.	Children with expressed gifts/talents.	Talented pupils or those with a particular gift, which includes pupils who have a special form of talent or those who have been able to demonstrate that they are talented, namely pupils who learn quickly and are capable of expressing their giftedness in different areas of human development. The definition implies that a particular talent or gift should be discovered, stimulated and developed by public-sector provision.
RO	Elevi cu abilități deosebite; Elevi capabili de performanțe.	Pupils with outstanding abilities; Pupils capable of high attainment.	These two terms relate to the evaluation of results and academic ability. The areas covered by the terms are the intellectual and cognitive faculties, creativity, logical reasoning, leadership ability, psycho-social development, and scientific, artistic and psychomotor ability.

Table 2: Main special educational measures for children or young people displaying all forms of giftedness (ISCED 1 to 3), 2005/06

	BE fr	BE de
More advanced and varied activities in mixed ability groups	It is possible for schools and/or teachers to develop arrangements for fuller more varied provision during or after lessons, or during the midday break. For example, such arrangements may relate to foreign languages, mathematics, or sports or artistic activities, etc. They are intended to enable pupils to go beyond the planned curriculum in a particular subject, or to learn subjects not normally included in the curriculum. Such provision is at the discretion of individual schools and pupils are free to decide whether they wish to benefit from it (ISCED 1-3).	For every highly gifted child a “personal development programme” (PDP) is established. This PDP may suggest arrangements for a more diversified approach to the curriculum in classes (ISCED 1 to 3).
More advanced and varied activities in homogeneous groups	(–)	For every highly gifted child a “personal development programme” (PDP) is established. This PDP may suggest that the pupil leaves classes to concentrate individually on the requirements of his/her own fuller curriculum, or join more advanced lessons for small groups of pupils of marked potential ability (ISCED 1 to 3).
Differentiated provision or curriculum in mixed ability groups	It is possible for schools and/or teachers to develop arrangements for differentiated provision, for example by allowing for flexibility through optional modules in the timetable, or by increasing school subject content in the case of certain pupils, or giving them additional classroom work or homework (ISCED 1 to 3).	If children are experiencing difficulty, they may be given support to help them integrate within the class; someone comes and provides assistance by taking care of them for 2-4 hours a week (ISCED 1).
Differentiated provision or curriculum in homogeneous groups	It is possible for schools and/or teachers to develop arrangements for differentiated provision, for example by allowing for flexibility through optional modules in the timetable, or by organising pupils into groups different from the class groups to which they usually belong so that they can study some subjects during or after normal lessons (ISCED 1 to 3).	(–)
Non-school based arrangements for mixed ability groups	It is possible for schools and/or teachers and/or other bodies to develop extracurricular measures by encouraging pupils to take part in open and creative activities, or by providing special tuition (ISCED 1 to 3).	Following the personal development programme, the enrolment of the young people concerned in extracurricular activities, enabling them to develop their special areas of interest (ISCED 1 to 3).
Non-school based arrangements for homogeneous groups	It is possible for schools and/or teachers and/or other bodies to develop extracurricular measures by encouraging pupils to take part in open and creative activities, or by providing special tuition (ISCED 1 to 3).	Participation in activities for young people of marked potential ability organised by the Association of Parents with Children of Marked Potential Ability, which is supported by the government (ISCED 1 to 3).
Fast tracking	Possibility of entering primary school earlier than is customary and of bypassing a class (ISCED 1). Examinations at the end of a main stage of secondary education (ISCED 2 and 3), which are administered by the French Community examining board, may be taken earlier than usual.	Possibility of entering primary school earlier than is customary and of bypassing a class (ISCED 1). Examinations at the end of a main stage of secondary education (ISCED 2 and 3), which are administered by the German-speaking Community examining board, may be taken earlier than usual.
Other (e.g. support networks)	Inter-university network for attending to and mentoring young people of high potential ability and those in their entourage; allocation of resources for supervising teaching staff activities or for the psycho-medico-social sector; heightening awareness of this issue through action both within and outside schools.	Establishment of a working group on this subject based on a government decree of 2002. A special team examines any case of a young person of high potential ability in order to prepare the drafting of a “personal development programme” (PDP) which finally is drawn up by the pedagogical inspectorate.

(–): The specific measure concerned does not formally exist.

	BE nl	CZ
More advanced and varied activities in mixed ability groups	The Department of Education provides support to projects aimed at the development of methods and materials for schools to deal with different groups of pupils with SEN, including pupils with unusual potential abilities. Formula for enrichment are organised by schools (ISCED 1 to 3).	Further lessons in some subjects (ISCED 1 to 3). More thorough and broader additional curricular provision (ISCED 1 and 2). Internal differentiation of pupils in some subjects (ISCED 1 and 2).
More advanced and varied activities in homogeneous groups	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	Various initiatives by schools like differentiated provision in mixed groups (full-time or part-time) (ISCED 1 to 3).	Tasks or projects specifically for the pupils concerned (ISCED 1 and 2). Individual learning plans (ISCED 1 to 3).
Differentiated provision or curriculum in homogeneous groups	Various initiatives by schools like differentiated provision in separate learning groups (full-time or part-time) (ISCED 1 to 3).	Pupils displaying special talents placed in the same group (ISCED 1 to 3). Special classes for gifted children (ISCED 1 and 2). <i>Konzervatoře</i> (conservatoires), schools providing artistic education (ISCED 2 to 3).
Non-school based arrangements for mixed ability groups	(–)	(–)
Non-school based arrangements for homogeneous groups	(–)	Competitions for individual gifted young children organised by the Ministry of Education in various subjects (ISCED 1 to 3). Special school (during leisure time) for artistically gifted children (ISCED 1 to 2).
Fast tracking	Accelerated progress is organised (ISCED 1 to 3).	Pupils with special talent can transfer to an upper year without attending the previous year (ISCED levels 1 to 3). This occurs on the basis of a decision by the school head, and examination by an examining board nominated by him or her. Participation in lessons of some subjects with older pupils (ISCED 1 and 2).
Other (e.g. support networks)	(–)	The Institute of Educational and Psychological Guidance offers specialised in-service training for teachers. Other specialist institutions exist, such as the Society for Talent and Giftedness, the Centre for Support of Special Talent or the Centre for the Development of Gifted Children. The Beneficiary Society of the private eight-year <i>Gymnázium Budánka</i> , supports children whose abilities exceed common standards (ISCED 2 to 3).

(–): The specific measure concerned does not formally exist.

	DK	DE	EE
More advanced and varied activities in mixed ability groups	(–)	(–)	(–)
More advanced and varied activities in homogeneous groups	Special mathematics classes for gifted children (ISCED 2).	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	Teaching has to be differentiated in accordance with pupil requirements in the case of those with special educational needs (ISCED 1 and 2).	(–)	Pupils with special educational needs may undertake an individual learning programme (ISCED 1 to 3).
Differentiated provision or curriculum in homogeneous groups	Specialised private school for gifted children (ISCED 1 and 2). Advanced tuition for musically gifted children, combined with conventional teaching (ISCED 1 to 3). Possibility for exceptional young athletes to spend 4 years in upper secondary school (ISCED 3).	Individual learning plan providing for involvement in certain university projects or courses depending on the areas of interest of very talented pupils (ISCED 3). A limited number of special boarding schools for very talented children.	Specialised classes/schools (ISCED 1 to 3); schools for sport, music, ballet and languages (ISCED 3).
Non-school based arrangements for mixed ability groups	(–)	(–)	(–)
Non-school based arrangements for homogeneous groups	Competitions, primarily within the natural sciences (ISCED 1 to 3). <i>Forskospire</i> programme for up-and-coming researchers (ISCED 3).	Involvement in competitions for talented young people in sports and music (ISCED 1 to 3). Participation in competitions for talented young people (ISCED 2 and 3).	Supplementary extracurricular provision available at the Centre for the Development of the Gifted and Talented (ISCED 1 to 3).
Fast tracking	Possibility of bypassing classes (ISCED 1 and 2).	Earlier than usual entry to primary school (ISCED 1). Pupils may bypass classes in secondary education or join classes at a higher level (ISCED 1 and 2). They may also join university classes or projects (ISCED 3).	Possibility of bypassing a class into a higher level (ISCED 1 to 3); upper secondary education may be completed earlier by taking a state examination.
Other (e.g. support networks)	'Talent Camp 05' initiative on the part of the Ministry of Education to promote talent/giftedness in the Danish education system (ISCED 1 to 3).	Foundations providing financial support for very talented young people (ISCED 3).	(–)

(–): The specific measure concerned does not formally exist.

	EL	ES	FR
More advanced and varied activities in mixed ability groups	(–)	Depending on the outcome of assessment, introduction of arrangements for a more diversified approach to the curriculum in classes (ISCED 1 to 3).	(–)
More advanced and varied activities in homogeneous groups	(–)	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	(–)	Possibility of differentiated provision within the class in accordance with needs (ISCED 1 to 3).	Existence of classes at several levels (ISCED 1). Experimentation with programmes for high educational attainment in certain <i>collèges</i> (ISCED 2).
Differentiated provision or curriculum in homogeneous groups	Music schools and special schools for performing arts (ISCED 2 and 3). Classes to develop athletics as a sport (ISCED 2 and 3).		Sports sections in <i>collèges</i> and <i>lycées</i> (ISCED 2 and 3) for able and motivated pupils to be given fuller continued training in their preferred area of sports activity, while still receiving normal schooling. There are also classes with special timetables in music and dance (ISCED levels 1 to 3) for pupils who have demonstrated special talent in these fields.
Non-school based arrangements for mixed ability groups	(–)	(–)	(–)
Non-school based arrangements for homogeneous groups	Numerous regional and national competitions on academic subjects, such as competitions in the sciences (ISCED 1 to 3).	Involvement in national or regional activities for gifted children that are organised by national associations, such as intensive courses, summer universities, placements and conferences (ISCED 1 to 3).	(–)
Fast tracking	(–)	Possibility of skipping a maximum of 3 years at ISCED levels 1 and 2, and one more year at ISCED level 3. 3.	Possibility of reducing one of the main school stages by a year (ISCED 1).
Other (e.g. support networks)	(–)	Presence of a specialised team in educational psychology, which conducts assessments and determines the needs of young people and appropriate measures to cater for them (ISCED 1 to 3).	Development by the Lyon <i>Académie</i> of arrangements offering special provision to precocious pupils as part of a broader approach to cater for diversity. Ad hoc experiments in some schools in an attempt to find specific ways of assisting intellectually precocious children who experience difficulty.

(–): The specific measure concerned does not formally exist.

	IE	IT	CY
More advanced and varied activities in mixed ability groups	(–)	(–)	(–)
More advanced and varied activities in homogeneous groups	(–)	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	(–)	Personalised learning plans based on flexible organisation and teaching and workshop/laboratory tuition in class or inter-class groups, groups of the same level, or task-oriented or elective groups (ISCED 1 to 3).	Differentiated provision within the class (e.g. special rooms, language rooms, science laboratories, etc.) in accordance with pupil requirements (ISCED 1 to 3). Differentiated project work (ISCED 1 to 3).
Differentiated provision or curriculum in homogeneous groups	Differentiated teaching to cater for different ranges of ability (ISCED 1 to 3).	(–)	Music schools and athletics groups (ISCED 1 to 3).
Non-school based arrangements for mixed ability groups	(–)	(–)	(–)
Non-school based arrangements for homogeneous groups	The Irish Centre for Talented Youth provides Saturday courses, summer courses and correspondence courses for talented children (ISCED 1 to 3). Group for personal enrichment and Easter holiday adventure camps organised by <i>An Óige Tréitheach</i> (the Irish Association for Gifted Children). Competitions like 'The Young Scientist'.	(–)	Regional and national competitions on academic subjects, such as competitions in mathematics or sciences (ISCED 1 to 3).
Fast tracking	(–)	(–)	(–)
Other (e.g. support networks)	The Irish Centre for Talented Youth offers advice and support with learning, and provides information for schools in which young people have been identified as talented.	(–)	(–)

(–): The specific measure concerned does not formally exist.

	LV	LT	LU
More advanced and varied activities in mixed ability groups	(–)	(–)	(–)
More advanced and varied activities in homogeneous groups	Individual or group work for talented children (ISCED 1 to 3). Provision geared to special artistic or musical ability (ISCED 1 to 3).	Individual work with the gifted for the 'Song of Songs' contest, and other music, sports and art competitions at regional or national level (ISCED 1 to 3). Olympiads in biology, chemistry, history, ICT, foreign languages, mathematics, physics and philosophy, and contests for creative reading and writing (ISCED 2 and 3).	(–)
Differentiated provision or curriculum in mixed ability groups	(–)	In some schools (ISCED 2 and 3), instructors and teachers are involved in working specifically with talented children devising an individual programme for each of them.	(–)
Differentiated provision or curriculum in homogeneous groups	High-level gymnasias with selective admission on the basis of results in primary education, or the ranking of pupils in competitions (ISCED 3). Schools specialising in arts and music offering education on an individual basis (ISCED 1 to 3).	Schools for general education offering more intensive courses in artistic subjects (ISCED 2 and 3). Schools specialising in art, music, choreography and the visual arts (ISCED 2 and 3).	(–)
Non-school based arrangements for mixed ability groups	(–)	(–)	(–)
Non-school based arrangements for homogeneous groups	Competitions in taught subjects (ISCED 1 to 3). A camp for 'new scientists' and working groups for gifted children (ISCED 3). Sports and artistic competitions organised by schools (ISCED 1 to 3).	Pupil song festivals are held every 5 to 8 years (ISCED 1, 2 and 3). Annual contests of young performers of music (ISCED 1, 2 and 3). Annual national expeditions for young researchers (ISCED 2 and 3). Spring academy for young artists (ISCED 2 and 3). Olympiads for young physicists (ISCED 2 and 3). Young architects school (ISCED 2 and 3). Photo school (ISCED 2 and 3). School for young naturalists (ISCED 2 and 3).	(–)
Fast tracking	Bypassing classes, home-based school provision (ISCED 1 to 3).	Possibility to skip classes (ISCED 1 to 3).	Pupils may move from the first to the second year of primary school during the year.
Other (e.g. support networks)	(–)	(–)	(–)

(–): The specific measure concerned does not formally exist.

	HU	MT	NL	AT
More advanced and varied activities in mixed ability groups	Formula for enrichment that provides deeper fresh insights into subjects in the curriculum using a variety of teaching methods (ISCED 1 to 3).	(–)	(–)	Depending on the outcome of assessment, introduction of arrangements for a more diversified approach to the curriculum in classes (ISCED 1 to 3).
More advanced and varied activities in homogeneous groups	Schools offering specialised programmes to develop certain skills, or certain kinds of knowledge in various fields (ISCED 1 to 3). Formula for enrichment that provides deeper fresh insights into subjects in the curriculum using a variety of teaching methods (ISCED 1 to 3).	(–)	At the school's/parents' initiative. Various organisations/institutions advise schools on how to proceed with and to attune to the needs of individual gifted children in a regular educational environment (ISCED 1 to 3). Some schools opt for special classes (ISCED 2 and 3).	Arrangements for personal and collective enrichment during school lessons and after school (ISCED 1 to 3).
Differentiated provision or curriculum in mixed ability groups	Classes with several levels (ISCED 1 to 3).	(–)	(–)	Individual differentiation depending on interests, with a broader range of more detailed materials and tuition in groups (ISCED 1 to 3).
Differentiated provision or curriculum in homogeneous groups	Schools specialising in the development of artistic and sporting talent (ISCED 1 to 3).	(–)	At the school's/parents' initiative. Various organisations/institutions advise schools on how to proceed with and to attune to the needs of individual gifted children in a regular educational environment (ISCED 1 to 3). Some schools opt for special classes (ISCED 2 and 3).	Pilot schools and the grouping of (highly) gifted children in special courses after school (especially during the holidays) (ISCED 1 to 3).
Non-school based arrangements for mixed ability groups	(–)	(–)	(–)	Summer camps
Non-school based arrangements for homogeneous groups	Each school organises extracurricular activities to develop talents and provide for a deepening of certain kinds of knowledge; activities include participation in competitions, specialised summer camps, or networks of student researchers, etc (ISCED 1 to 3).	(–)	Associations and organisations offer extracurricular activities, individual or group based, for gifted children (tests, weekend or (summer) holiday activities (ISCED 1 to 3).	Competitions and Olympiads (ISCED 1 to 3).
Fast tracking	Possibility of moving up a level in a particular subject or in all subjects at a given level (ISCED 1 to 3).	(–)	Possibility of fast-tracking arrangements for talented young people (ISCED 1 to 3).	Earlier entry than usual to primary school (ISCED 1). Bypassing of classes (ISCED 1 to 3). Earlier university entrance, or attendance at university courses (ISCED 3) Scope for attending higher-level courses, in accordance with requirements identified on assessment (ISCED 1 to 3).
Other (e.g. support networks)	Network of teacher training institutes providing information, assistance and advice in various areas of education, and particularly the development of talent (ISCED 1 to 3).	(–)	Information centres for the highly gifted run by the Netherlands National Institute for Curricular Development (<i>Stichting Leerplanontwikkeling</i>) (ISCED 1) and the Protestant Educational Advisory Centre (<i>Christelijk Pedagogisch Studiecentrum</i>) (ISCED 2 and 3). These centres offer advice to education professionals. Collaboration between them is encouraged.	<i>Bundesländer-Koordinationsstellen für Begabtenförderung</i> (regional coordinating bodies offering support for the gifted) and <i>Österreichisches Zentrum für Begabtenförderung und Begabungsforschung</i> (ÖZBF, the Austrian Centre for Support for the Gifted and Research on Giftedness). <i>Landesschulräte</i> with their own associations, and private associations (e.g. ECHA-Austria).

(–): The specific measure concerned does not formally exist.

	PL	PT
More advanced and varied activities in mixed ability groups	Individual approach to teaching (ISCED 1 to 3).	Set of separate arrangements for very gifted children, with individual personal supervision in lessons or under school guidance (ISCED 1 and 2). Pupils demonstrating an exceptional aptitude for sport (<i>atletas de alta competição</i> , or high performance athletes) are granted special status (ISCED 2 and 3).
More advanced and varied activities in homogeneous groups	(–)	
Differentiated provision or curriculum in mixed ability groups	Individual study programme enabling gifted pupils to attend different levels of provision (ISCED 1 to 3).	A set of activities specially for very gifted children, with individual personal supervision in lessons or under school guidance (ISCED 1 and 2).
Differentiated provision or curriculum in homogeneous groups	Academic Gymnasium (ISCED 2 and 3) with criteria for selective admission (results in primary education, psychological tests, tests in mathematics and in languages), which offer a specialised shorter curriculum. Schools specialising in artistic fields or sports (ISCED 1 to 3). Experimental and innovative teaching in mainstream schools.	Schools specialised in artistic fields (ISCED 1 and 2).
Non-school based arrangements for mixed ability groups	'Groups of Interest', i.e. extracurricular classes offered to all interested pupils (ISCED 1 to 3).	Sport and music activities (ISCED 1 and 2).
Non-school based arrangements for homogeneous groups	Warsaw centre for the promotion of talent based at the S.I. Witkiewicz lyceum (ISCED 3), offering support to talented pupils at ISCED levels 1 and 2. Subject competitions at the regional level (ISCED 1 and 2), national competitions (Olympiads) (ISCED 3).	Saturday and summer courses outside schools (ISCED 1 to 3). National competitions in the sciences, computer proficiency and humanities organised by schools in cooperation with certain scientific associations.
Fast tracking	Pupils with outstanding results or who progress faster may move on to a higher level (ISCED 1 to 3).	The first stage of education is completed earlier by taking the examination sooner than usual (ISCED 1). Bypassing classes (ISCED 1 and 2). Earlier entry to the first stage at the age of 5 (ISCED 1).
Other (e.g. support networks)	The University for Parents, an advisory and information centre on talented young people, advises parents and education professionals. The Methodological Centre for Education and Psychological Support offers special support to teachers of talented children. A variety of grants for talented young people with the best results and/or who demonstrate outstanding achievement in different subjects. The Creative Schools Association, a network of 64 upper secondary schools (ISCED 3) offering support to gifted pupils.	Some private associations involving families and technical staff have an important role in the diagnosis of giftedness and in implementing enrichment programmes. The autonomous region of Madeira has a <i>Gabinete Coordenador de Apoio à Sobredotação</i> (coordinating office for the support of gifted pupils).

(–): The specific measure concerned does not formally exist.

	SI	SK
More advanced and varied activities in mixed ability groups	Further lessons in various subjects (ISCED 1 and 2). Special projects (ISCED 3). Individualised educational programme (INDEP) for gifted pupils.	Possibility of studying in accordance with an individual plan of study.
More advanced and varied activities in homogeneous groups	Pupils demonstrating a marked aptitude for sport or artistic or research activity are granted special status (ISCED 2 and 3). Programmes for personal enrichment as in clubs (ISCED 1 to 3).	Establishment of specialised classes for gifted children. Provision within these classes is more demanding and varied and children may receive tuition in separate groups depending on their level in particular subjects (ISCED 1 and 2).
Differentiated provision or curriculum in mixed ability groups	Internal differentiation (ISCED 1 to 3). Individual learning (ISCED 1 to 3). Research activity (ISCED 2 and 3).	(–)
Differentiated provision or curriculum in homogeneous groups	External differentiation in accordance with interests (ISCED 2 and 3). Psychological and educational support at school.	Presence of two teachers per class in specialised classes or schools, with smaller groups in each class; young people carry out personal projects in small groups or on their own, along with creative development activities. Use of new forms of assessment or self-assessment (ISCED 1 and 2).
Non-school based arrangements for mixed ability groups	Music festival (ISCED 1 to 3). Public-sector music school (ISCED 1 to 3). Sports classes and private courses in music and drama (ISCED 1 to 3).	(–)
Non-school based arrangements for homogeneous groups	Competitions to test ability and knowledge in science, sports and art (ISCED 2 and 3). Summer camp and courses (ISCED 1 to 3). Psychological and educational consultation (ISCED 1 to 3). Zois state scholarships (and special subsidised courses at ISCED level 3 for very intellectually and artistically gifted children). Special scholarships from private and professional associations also exist.	Further extracurricular activities are arranged in various fields including languages, computer science, cooking, sports and chess, for pupils attending specialised schools or classes (ISCED 1 and 2).
Fast tracking	Earlier entry to ISCED 1 or ISCED 3 on an exceptional basis. Bypassing classes (ISCED 1 to 3).	Possibility of bypassing classes (ISCED 1 and 2).
Other (e.g. support networks)	The National Education Institute (NEI) has an advisory/working group (Commission for the Recognition of and Working with the Gifted). Its task is to support and monitor implementation of the principle of recognising the gifted and working with them, and to monitor and evaluate school activities and results. The NEI organises in-service teacher training and consultation and counselling for schools, and publishes special books for guidance purposes. Each school also offers counselling for pupils and parents. The Institute for Psycho-diagnostic Instruments organises special courses for school psychologists.	(–)

(–): The specific measure concerned does not formally exist.

	FI	SE
More advanced and varied activities in mixed ability groups	Possibility to choose different levels of syllabus for certain subjects, e.g. languages and mathematics (ISCED 2 and 3). Optional subjects/courses (ISCED 3).	(–)
More advanced and varied activities in homogeneous groups	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	A pupil's education may to a certain extent be arranged individually, if (s)he is considered to have a certain level of prior knowledge and skill corresponding to the basic education curriculum (ISCED 1 and 2). All students in general upper secondary schools (ISCED 3) follow an individual education plan (IEP).	(–)
Differentiated provision or curriculum in homogeneous groups	Existence of schools with a special educational task (ISCED 2 and 3).	Schools with a specialisation in dance, music and sports (ISCED 2 and 3).
Non-school based arrangements for mixed ability groups	(–)	(–)
Non-school based arrangements for homogeneous groups	National competitions (mathematics, chemistry, physics, computer science, the mother tongue, economics) Clubs for academic subjects (e.g. mathematics) as well as in the performing arts, chess, sports (ISCED 1 to 3). Summer university (ISCED 3).	Olympiads in mathematics and physics (ISCED 3).
Fast tracking	It is possible for children with the required learning capacity to start basic education one year earlier (ISCED 1). This capacity is determined by means of psychological and, where necessary, medical examinations. At ISCED 3 level, instruction involves independent study not tied to year-based classes. Some upper secondary schools cooperate with universities so that it is possible to take and complete university courses at as early as ISCED level 3.	Possibility of bypassing classes (ISCED 1 and 2). Pupils of exceptional ability at ISCED levels 2 or 3 can take individual courses at ISCED 3 or university level respectively.
Other (e.g. support networks)	(–)	(–)

(–): The specific measure concerned does not formally exist.

	UK-ENG/WLS/NIR	UK-SCT
More advanced and varied activities in mixed ability groups	Possibility of more varied lessons or the inclusion of other subjects in the curriculum (ISCED 1 and 2).	(–)
More advanced and varied activities in homogeneous groups	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	Individual learning plan (ISCED 3). Groups of the same level formed within classes (ISCED 1 and 2). World class test: test in mathematics and problem-solving devised to stimulate and identify gifted and talented children in their class (ISCED 1 and 2).	(–)
Differentiated provision or curriculum in homogeneous groups	Pupils of similar ability are grouped together for learning certain subjects in the linear curriculum (ISCED 2 and 3). In some areas (except in Wales) there are still grammar schools, which select pupils in accordance with their ability. The top 10% of pupils are eligible to take the Advanced Extension Awards (ISCED 3).	Review of legislation to increase access to provision and broaden the choice of courses. Existence of Centres of Excellence for sport and artistic activity (ISCED 2 and 3).
Non-school based arrangements for mixed ability groups	(–)	(–)
Non-school based arrangements for homogeneous groups	Extracurricular enrichment (ISCED 1 to 3). Summer schools such as those organised by the NAGTY (National Academy for Gifted and Talented Youth) (ISCED 2 and 3). Master classes (ISCED 1 to 3).	Further courses outside school hours to encourage talented children in the field of music (ISCED 1 to 3).
Fast tracking	Examinations or statutory assessments may be taken earlier (ISCED 1 to 3). Pupils may study all or some subjects as part of a group in a higher school year (ISCED 1 to 3)	New regulations that provide for greater flexibility in curricular organisation, such as admission to secondary school classes during the final stage of primary education (ISCED 1 to 3).
Other (e.g. support networks)	In England, the National Academy for Gifted and Talented Youth (NAGTY) coordinates initiatives for gifted and talented young people and makes resources available to professionals, parents and young people themselves. In England, specialist secondary schools may select up to 10% of their pupils by aptitude for the specialist subject. Different types of specialist secondary school specialise in a particular curriculum area, whilst still offering the full National Curriculum. Specialist schools are a key element in the Government's drive to personalise education around the needs, aptitudes and aspirations of individual pupils. It is ultimately intended that all secondary schools will have a specialism.	The Scottish Network for Able Pupils in existence since the mid-1990s is a centre offering advice and support to young people and their families, and also acts as a resource centre (ISCED 1 to 3). Athlete Support for sports talents. Dewar Arts Awards to support artistic talents.

(–): The specific measure concerned does not formally exist.

	IS	LI	NO
More advanced and varied activities in mixed ability groups	Pupils in years 9 and 10 (ISCED 3) of compulsory education can choose one or more subjects to deepen their insights into curriculum subjects using a variety of teaching methods. This approach may be intended for mixed groups or solely for pupils of marked potential ability.	In some subjects, it is possible to choose between two forms of provision, one of which is more demanding in terms of speed and the required capacity for abstract thought (ISCED 2). Enrolment in optional courses.	(–)
More advanced and varied activities in homogeneous groups	Pupils in years 9 and 10 (ISCED 3) of compulsory education can choose one or more subjects to deepen their insights into curriculum subjects using a variety of teaching methods. This approach may be intended for mixed groups or solely for pupils of marked potential ability.	(–)	(–)
Differentiated provision or curriculum in mixed ability groups	The schools can arrange differentiated provision that offers individual pupils opportunities to progress at their own pace or to follow a special curriculum, as well as allowing them time to engage in learning activities not normally included in the curriculum to develop their competences in a particular area (sport, arts or creative skills, etc) (ISCED 1 to 3).	Differentiation, a variety of methods and project learning (ISCED 2 and 3).	(–)
Differentiated provision or curriculum in homogeneous groups	Although generally found in mainstream education, differentiated provision may also be adopted for special groups (ISCED 1 to 3).	School specially for pupils wishing to become athletes (ISCED 2).	(–)
Non-school based arrangements for mixed ability groups	Opportunities for teaching activities outside normal school-time exist, especially in artistic activities and sport. Schools often evaluate artistic skills or sporting abilities as a part of the subjects in years 9 and 10 of compulsory education (ISCED 1 to 3).	Participation in competitions (ISCED 3).	(–)
Non-school based arrangements for homogeneous groups	Summer university arranged by the University of Iceland. Olympiads in mathematics and physics (ISCED 3).	(–)	(–)
Fast tracking	The head master can decide to move pupils forward one year if the parents wish so (ISCED 1 to 3). Pupils may also complete their upper secondary education (ISCED 3) one or two years earlier if they pass nationally co-ordinated examinations in year 10 of compulsory education.	Earlier than usual entry to primary school (ISCED 1). Bypassing classes (ISCED 1 and 2).	(–)
Other (e.g. support networks)	(–)	(–)	(–)

(–): The specific measure concerned does not formally exist.

	BG	RO
More advanced and varied activities in mixed ability groups	Scope within the class and the preferred area of instruction (e.g. science as opposed to sport or artistic subjects) for more thorough or varied learning activity (ISCED 2 and 3).	Enhancing knowledge and ability through a deeper approach to subjects and the use of specially adapted teaching methods (ISCED 2 and 3).
More advanced and varied activities in homogeneous groups	Interest-based groups are organised for elective training within the framework of the curriculum (ISCED 2 and 3).	Further classes in chemistry, physics, mathematics, astronomy and ICT, are given by the Centres of Excellence for Pupils capable of High Attainment (ISCED 2 and 3).
Differentiated provision or curriculum in mixed ability groups	(–)	(–)
Differentiated provision or curriculum in homogeneous groups	Problem-solving and simulation activities, and the exercising of interests and skills in groups of pupils with a particular talent (ISCED 1 to 3).	Non-governmental organisations lay on special study programmes (particularly for distance education) in the scientific and artistic fields (ISCED 2 and 3)
Non-school based arrangements for mixed ability groups	Extracurricular activities and participation in extracurricular competitions in various fields (ISCED 1 to 3).	(–)
Non-school based arrangements for homogeneous groups	Participation in interest-based group activities (ISCED 1 to 3).	Additional classes (outside normal school time) to teach pupils more about the subjects at their level of education, in order to prepare them for national and international competitions (ISCED 2 and 3).
Fast tracking	According to the Public Education Act, children with clearly apparent gifts/talents can follow individual or self-dependent educational processes (ISCED 1 to 3).	Possibility of having an individual study programme covering in one school year the work that would normally be completed in two, essentially for ISCED 2 and 3 (ISCED 1 to 3).
Other (e.g. support networks)	Voluntary participation in schools and classes in the field of science, arts and sports, organised by centres for children's activities, NGOs and foundations for children with clearly apparent gifts/talents (ISCED 1 to 3).	Existence of nine Centres of Excellence for Pupils capable of High Attainment, which offer a variety of services including the identification of gifted young people, the preparation of personalised programmes, and educational/teaching support for professionals, etc. (ISCED 2 and 3).

(–): The specific measure concerned does not formally exist.

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