



Lifelong  
Learning  
Programme



# FAMILY EDUCATIONAL BOOKLET ABOUT GAT CHILDREN

PROJECT GATE

“GIFTED AND TALENTED CHILDREN TEACHER’S AND PARENT’S TRAINING”



## CONTENTS

INTRODUCTION .....	3
1. WHAT IS A GIFT OR A TALENT?.....	4
2. FEATURES OF THE PERSONALITY OF GIFTED CHILDREN .....	6
3. DIFFICULTIES AND PROBLEMS WITH GIFTED CHILDREN .....	9
4. PROACTIVE PARENTING FOR AWAKENING AND DEVELOPING CHILDREN’S CREATIVE POTENTIAL .....	11
5. GENERAL RIGHTS AND OBLIGATIONS OF THE PARENTS OF GIFTED AND TALENTED CHILDREN .....	14
6. FIRST HAND EXPERIENCE .....	15
CONCLUSION .....	18
PROJECT PARTNERS.....	19

## INTRODUCTION

This booklet is a result of mutual research and cooperation of 6 European partners who are involved in the Leonardo da Vinci partnership project called “Gifted and Talented Children Teacher’s and Parent’s Training – GATE”. The Project LEONARDO DA VINCI PARTNERSHIP GATE (Project number 2013-1-TR1-LEO04-47702) is, indeed, a **gate** provided to teachers, parents and all concerned actors in the educational community regarding the gifted and talented students, which special educational needs not always find an adequate answer and support.

One of the most important objectives of the educational policy of Europe is the use of the intellectual potential of students, which initiates the creation of educational models aimed at the development of every child to the fullest possible range of its individual psychological resources and providing opportunities for its subsequent self-sufficient, enterprising and productive life activities. In these conditions there is a growing interest both in the scientific and theoretical level and the practical aspect of the different types of work with gifted children.

The existence of many layers of the phenomenon of "talent", the consistency and therefore, the complex and multi-dimensional relations between the mental qualities and the abilities of the gifted child require both from the psychologists and the educators, on the one hand and the parents and family environment of a child, on the other, to pay a particular attention to the level of development of the child’s talent. And if with the study of the manifested, obvious talent the main focus is on its protection and development, in the study of children with potential talent the most acute task is related to its "disclosure" and manifestation.

In the process of spotting out a gifted and talented child and active support for the full development of his or her abilities and talents undoubtedly an especially important role and influence is attributed to the parents, their concerns, interest and attention to the child's problems.

**This booklet** has been created **in order to provide theoretical and practical help to parents** so that they are able to recognize, support and fully help the realization of the gifted and talented child. Its **main purpose** is to give the parents of gifted children the opportunity to get acquainted more closely with the actual phenomenon of giftedness so as they become able to more easily recognize any manifestations of the gift in their own children, obtain information about the characteristics of the personality of gifted children, understand better their difficulties and problems, learn about their rights and obligations when raising such children, and especially - master advanced ideas and effective approaches to creating maximum favourable conditions for the development of giftedness and creativity in their children.

A special attention is drawn to comments, testimonies and recommendations of the parents of GAT children which were accumulated during the trainings within the project.

## 1. WHAT IS A GIFT OR A TALENT?

In psychology, the term "**talent**", "**giftedness**" is used in two main meanings:

1. A peculiar blend of high quality of capabilities, which determines the possibility of achieving success in the implementation of one or other activity;
2. (a narrower sense) anatomical and physiological traits, innate abilities which are genetic prerequisites for the development of abilities, their natural fund. Traditionally, there is a distinction between **general** or **multiple and special talent**. At the present stage of development of the pedagogical science, **giftedness** is mostly seen as a potential for achievements at an extremely high level compared with other people of a given age, education and social environment.

Considering the content complexity of the concept of "giftedness", in some educational systems (the British one, for example) it is preferred that the term "highly able" is used, for example, for a student with high abilities.

The term "talented" is correspondingly more often used for those children who exhibit high capabilities in the fields of arts and sports.

**A gifted child** - this is the child who stands out with bright, clear, sometimes extremely high performances (or there are internal prerequisites for such achievements) in one or another activity.

There are **three categories of gifted children** that can be outlined:

1. Children of unusually high general level of mental development, with all other conditions being equal (such children are most often found at preschool and school age);
2. Children with signs of special mental giftedness - in a specific area of science (mainly adolescents);
3. Students who, for one reason or another, have not been successful in training but manifest bright cognitive activity, originality, sound and an extraordinary mental reserves (this often occurs in students in the upper level of education).

One of the most popular models of giftedness is "**A Developmental Model for Creative Productivity**" by **Joseph Renzulli**. According to Renzulli, there is a difference between the terms "school giftedness" and "creative productive giftedness." To clarify the nature of the latter, Renzulli developed **a three-circle concept** which includes the following key features: **ability, dedication and creativity**. The term **capability** here means "above the average general and special abilities" (over 80-85%), **creativity** - the potential for creativity and **dedication** - very strong motivation for activity in a particular area of life. Creativity is the result of the intersection of the three classes of characteristics of the students. The section in question is the core of the creative talent or the so called "creative potential".

Often there is a tendency to identify intelligence as creativity. However, as pointed out by several studies, the relation appears in **three varieties**: a lack of connection, a partial connection, or a weak correlation.

In recent years, for a working definition of giftedness and possession of talent, a formula has been accepted which recognizes that an individual can be distinguished by his/her functional or potential abilities in one or more areas: intellectual, academic (success in training), creative, artistic, in the field of communication or psychomotor performance. Such a wide definition proved extremely useful as a basis for developing the methods for searching and detection of gifted and talented children with physical or sensory deficiencies.

Based on this approach, Gardner describes the following **types of intelligence**, independent of, but interacting with each other: **linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intra-personal, naturalistic and existential**. Comparing creativity and intelligence, he stated that both involve solving problems and creating products. **Creativity**, however, includes also an additional category - asking new questions within a domain that are innovative initially, but gradually become accepted in one or more cultural backgrounds.

**Creativity is distinguished by intelligence in two additional aspects:**

1. the creative person always operates within a discipline or profession and most creative people stand out in one or two at the most domains;
2. what defines the creative act of an individual is the subsequent widespread adoption of innovation. The touchstone is **the proven effect on the domain**.

The classic IQ tests, designed for "closed tasks," measure mainly the convergent and not the divergent, i.e. creative thinking and its matching creative abilities required for problem solving and creative tasks. Through them usually only the first two types of intelligence are covered and rarely the 3rd type – the spatial intelligence. As for the rest - they remain uncovered.

And precisely here is **the special role of the parents, which is to detect one or another kind of intelligence in the child** and to put targeted efforts in order to create maximum beneficiary conditions and opportunities for its further development.

## 2. FEATURES OF THE PERSONALITY OF GIFTED CHILDREN

The basic emotional characteristics that are most commonly prevalent in gifted children the scientists determine to be the following:

- Striving for dominance and superiority;
- Striving for taking risks,
- Striving for independence, radicalism and violation of the habitual order.

The following characteristics are also pointed out:

- Optimism;
- Willingness to help;
- A feeling for the beautiful;
- Sense of humour (Barron, 1972; Getzels, Jackson, 1967; MacKinnon, 1972; Torrance, 1962).

Gifted students, especially in the elementary school, demonstrate high performance on the level of **involvement in the content of the activity** and the level of **perfectionism**. As far as the peculiarities of the emotional development are concerned, high performance levels of **stress-resistance** and **sustainability of interests** can be seen. Their social competence is characterized by **openness in social relations and intellectual egocentrism**.

Some other personality traits that distinguish the gifted, creative children are also noted. These are: **recklessness, complacency and not recognizing the social restrictions**. It is important to point out that the personality traits of gifted children and adult gifted individuals match. That probably makes the prediction of the existence of creativity in the subject according to his personal peculiarities obvious as early as in childhood. Therefore, it is very important that the parent closely monitors the personality characteristics of the child and be able to capture the relevant personal emotional manifestations of giftedness.

Often scientists note that creative people have the following characteristics:

1. **independence** – their standards are more important than the standards of the group, independent assessments and judgments;
2. **openness of the mind** - willingness to review their own and those of the others fantasies, readiness to accept the new, the unusual;
3. **high tolerance to uncertain and insoluble situations**, constructive activity in these situations;
4. **a well-developed aesthetic sense**.

Other common traits are **conscientiousness, responsibility, perseverance, sense of duty, high control over the behaviour and the emotions, determination, enterprise, social courage, intellectual variability.**

Studies show that connected to creativity are also: **taking initiative, confidence, absorption in work, criticism regarding their own and the disadvantages of the others,** but also combining such opposites as **personal maturity and childish sense of world.**

Other qualities include: **persistence, energy, ambition, forward looking, tolerance for ambiguity, synthetic thinking, insightfulness, thinking in images, clarity, sensitivity, imaginativeness, ability to make associations, intuitiveness, erudition, analytical thinking and ability for concentration.**

Some studies show that the level of creativity of teenagers proves statistically associated with such properties of the individual as **the ability to take decisions independently, self-confidence, striving for power and ability to act adequately when in company, tolerance.** It has been found out that in gifted adolescents aggressiveness is more pronounced. At the same time, the index of hostility has little connection with creativity. This means that aggression in them constitutes a means of self-assertion rather than hostile defensiveness.

But the most common characteristic of giftedness is **the pronounced cognitive capability** (exhibited as striving for new knowledge, techniques or a way to absorb the activity), which makes up the basis of cognitive motivation, dominant in the gifted child in comparison to other types of motivation.

Moreover, several studies have shown that in gifted adolescents there is a distinctive position which consists in **the attitude towards life as an open, creative task** in which man has to consciously choose values and goals for his or her existence and to seek ways and resources to achieve them. There is a vividly manifested desire **to search the meaning of life** and a pronounced orientation towards the future. Their distinctive feature is associated with the demonstration of **metaphorical ideas about their life.**

At the same time, it should be noted that there are certain specifics regarding the personal qualities and emotional and behavioural manifestations in the different categories of gifted children. There is an interesting research performed by Wallach and Kogan (1965), showing the dependence of certain personal characteristics of students on the ratio between intellect and creativity. Of the total 4 output groups, three were directly related to gifted children and the following specific differences in their emotional and personal characteristics were identified:

**1) Children with a high level of intelligence and creativity** are highly socially active (they demonstrated protest against boredom, the deficiencies in the training programs, etc.); a desire to attract attention to themselves was expressed, over aggressiveness, self-confidence, independence, sociability and popularity among peers.

They were able to achieve internal freedom and external control and their behaviour combined maturity and infantile behaviour;

**2) Children with low intelligence and high creativity** are unpopular among their peers; they feel disadvantaged and often are in constant conflict with their own selves and the surrounding;

**3) Highly intelligent children with low creativity** (with the so called "schools brilliance") are characterized by self-confidence, they are popular among their peers and teachers. But they themselves will not seek the society of their peers, do not show social activity and take failures in learning painfully.

Regarding the above differences, it is very important that parents do not fail to recognize the specific personality and psycho-emotional characteristics of their gifted children and to be able to apply the most appropriate educational methods and approaches according to these characteristics.





### 3. DIFFICULTIES AND PROBLEMS WITH GIFTED CHILDREN

Scientists note that gifted children have specific needs and thus often face many difficulties and problems. If these need are not taken into account it may prevent children from realising their potential. Generally, in society and in schools, sports and artistic talents are perceived positively but high intelligence does not produce any serious sympathy. People are annoyed by intellectuals. In this respect, it was found that children with faster mental development often try to hide their abilities so as they do not seem "overly smart". Moreover, they often find themselves among the laggards, as they cannot overcome boredom and therefore do not master sufficiently even the necessary basic skills, so they come into conflict with the environment.

A number of studies have established that gifted children - with level of intellectual abilities outstripping their peers' - often show some retardation in their physical, social and psycho-emotional development. This, in turn, raises accompanying difficulties with their social adaptation.

Among the problems of gifted children the most common ones are the following:

- 1. Hostility towards the school environment** due to the fact that the curriculum does not correspond to their abilities;
- 2. Preference for specific games:** gifted children like complex games, they do not show interest in games which their peers with average abilities find attractive;
- 3. Nonconformity:** gifted children tend to reject the standard requirements, especially if those standards are not aligned with their interests;
- 4. A certain detachment and inclination towards philosophical questions** involving phenomena such as death, afterlife, religious belief;
- 5. Discrepancy between the physical, intellectual and social development:** they prefer to play with children of older age and therefore find it difficult to take up leadership positions.

Other scientists, studying the vulnerability of gifted children, outline the following factors:

- 1. Striving for perfection,** which manifests itself very early;
- 2. Feeling of their own vulnerability:** they are exceptionally critical towards their own achievements and hence exhibit a low self-esteem;
- 3. Being hypersensitive:** gifted children tend to be hyperactive and constantly react to different stimuli and incentives;
- 4. Need for adult attention,** that sometimes leads to monopolization, which in turn creates tension with other children;
- 5. Intolerance** in relation to children with a lower level of intellectual development, which can lead to repulsion of their peers.

*The main danger* that accompanies the lives of gifted children is the fact that their exceptional giftedness often leads to **social isolation**. Their nonconformist and independent style of communication determines their desire for privacy - a desire which on the one hand reflects the richness of their inner life and on the other - becomes a necessity for the development of their talents. At the same time gifted children seek the support and approval of those around them and may suffer from its eventual lack. Not surprisingly, in comparison with their peers, gifted children, especially girls, admit experiencing great social and emotional difficulties, including low self-esteem and depression.

Due to the above reasons, the opinion that **giftedness is not only a gift but also a challenge for the individual** is asserting itself among scientists.

Another difficulty, which gifted children often face, is related to their inability to fully realize their creative potential and that consequently results in delinquent behavior. Various studies indicate that gifted children whose achievements are lower compared to the level of their abilities, experience serious problems in terms of their emotional and personal development, as well as in the field of interpersonal relations. It is in fact that inability to realize their creative potential which appears to be one of the reasons for school dysadaptation.

Experience shows that the development of a gift or a talent can freeze and sometimes even disappear at any stage of individual development. Gifted children are not always the most successful students. They have their own problems and dreams. In the family, they can experience a number of difficulties related to misunderstanding on the part of parents. The latter are worried by the strangeness of their children, their detachment and perseverance, and often demonstrate their clear desire for their children to be like everyone else. At school such children may also be neglected, triggering their teachers' irritation with their extraordinary knowledge and mental abilities. Students who demonstrate special abilities in relatively specialized areas of studies within the mainstream school in many cases remain misunderstood. Educators and parents alike tend to attribute such inconsistency in motivation and intelligence to a child's fault or whim of character.

According to Torrance, gifted and highly able children comprise about 30% of students dropping out of school because of low achievement scores. Studies by Guilford indicate that, by the end of their school education gifted and talented children experience severe conditions of depression and are forced to disguise their brilliance to hide it from their peers and adults. Other studies show that the suicide rate among gifted children is 2.5 times higher than among their peers.

This requires special support from the parents (besides expert psychological and pedagogical help) for the development of a talented and gifted individual.

#### 4. PROACTIVE PARENTING FOR AWAKENING AND DEVELOPING CHILDREN'S CREATIVE POTENTIAL

The possibility of achieving remarkable results is determined not only by giftedness, inborn abilities and motivational factors, but also by the conditions contributing to the full manifestation of talents and the realization of one's creative potential. Talent development requires appropriate family environment, the lack of which may destroy it.

The fact that the development of creativity requires a supportive environment including the parents is evident in several studies. In analysing biographies of gifted children and prosperous adults it is often noted that their family have focused on their interests and needs - the parents have been **attentive** and **cordial**, providing a **stimulating environment** at home and actively encouraging the development their children's abilities.

A number of studies show that children who are gifted in mathematics, chess, music, etc. have lived in a family environment that is conducive to the advancement of their talents and that their parents have supported them through **encouragement and praises** (Feldman, Goldsmith, 1991; Hennessey, Amabile, 1989; Monass, Engelhard, 1990). Divergent thinking is characteristic for those children whose parents have **encouraged their intellectual curiosity, stimulated their intellectual activity and provided them with considerable freedom to choose their interests without preventing the expression of their true individual characteristics.**

It is extremely important for parents to be able to **quickly recognize the talents of their children** and contribute to their development.

A high level of creativity is observed in children with a **broad range of communication and democratic mother-child relationship.** This demonstrates the significant role of the conditions of one's life as well as the personal resources in the development of giftedness and creativity.

Scientists emphasize that providing the child with a relative **independence, freedom, respectful attitude and lack of excessive strictness** outlines the range of conditions in the family which favour the development of giftedness. What is also important is paying **increased attention** to the abilities of the child and showing **sincere interest** and involvement in his/her creative self-disclosure. Moreover, families where on the one hand attention is focused on the child and, on the other hand, there is little external control on the child's behaviour, where creativity runs in the family and where unconventional thinking and non-stereotypical action are encouraged, children's abilities and talents are brought forth.

Other factors contributing to creativity have been pointed out:

1. **broad range of communication**, including adults with artistic abilities;
2. surrounding environment of adults to serve as **role models**;
3. **equality** in the relationship between parents and children;
4. providing the child with an **opportunity for free emotional self-expression**;
5. **active, encouraging and supportive position** of adults;
6. **inclusion to creativity** by attending various workshops and extra-curricular activities;
7. **inclusion to the joy of knowledge** through hands-on experience;
8. **positive attitude towards the child's experiential activities.**



Using appropriate methods of parental guidance is essential in this respect. Among these methods are:

**1. Parents providing a positive example** is one of the key educational methods, especially for younger children. It is good if the parents are creative individuals and are able to demonstrate to the child creative behaviour and activity. Every adult has certain areas of knowledge or activities he or she is good at. It is important for the child to see how enthusiastic his or her parents are.

**2. Suitable object and spatial environment.** In other words, the home environment needs to contribute to the development of the child's creative abilities. Adults should strive constantly to provoke the interest of the child and inspire children to long for creativity.

**3. Collegial and democratic style of communication.** Collegiality and democracy in communicating with the child create conditions that are extremely important for the formation and development of creative abilities. On the contrary, the authoritarian educational approach will produce obedient and disciplined workers rather than creative personalities. As properly noted by the famous philosopher John Locke slavish discipline generates slave character.

**4. Reducing conformity.** Interacting with the child, the parent should be careful making the distinction between useful, creative imitation versus non-critical copying and unconditional acceptance of the general opinion or position.

**5. Support and development of the child's autonomy and independence.** Ability to think, decide and act individually and take responsibility for his or her own actions - these are the characteristics of creative behavior which are nurtured mostly in the family.

**6. Stimulating curiosity and the asking of unusual questions.** Parents should not be afraid of such questions, on the contrary, they need to stimulate this process since the question is an expression of the child's interest and an evidence for what seems to be an unconventional and extraordinary view of the world.

## 5. GENERAL RIGHTS AND OBLIGATIONS OF THE PARENTS OF GIFTED AND TALENTED CHILDREN

**The primary duty** of parents is the awareness and involvement in the upbringing and education of their children by providing effective aid and assistance. As a rule, the active and intensive cooperation between parents and teachers allows to detect and resolve problems emerging in the process of education of gifted and talented children.

### **Parents can:**

- attend school meetings organized by the school authorities or a teacher in order to understand the talents and abilities of their children;
- read materials on the education of gifted and talented children in the library or on the Internet and share the information they receive;
- interact directly or indirectly with other parents.

### **Parental involvement can include the following voluntary services:**

- extra help in school or in the classroom that would allow teachers to devote more attention and time to working with gifted and talented students;
- accompanying students on trips that meet the interests of gifted and talented children;
- support and managing of extra-curricular programs.

### **Parents of gifted and talented children have the following rights:**

- each individual testing (where such is planned) must be carried out with their permission and consent;
- Parents should be informed about detected special abilities in their children and about the availability of specialized programs and services in the community;
- Parents should be given the opportunity to discuss programs and services, and to contribute to the education of their child;
- Parents may request access to the documentation, used in the process of testing and evaluation of their child's gifts and talents, and also require clarification by a competent person.
- Parents should be given the opportunity to file complaints to the relevant authorities;
- Parents may request at any time their child's dismissal from the specialized programs for gifted and talented children.

## 6. FIRST HAND EXPERIENCE

As a part of the GATE project, the project partners piloted activities for parents and teachers. The activities were designed in order to help the parents and teachers to better realise and nurture the potential gifts and talents of their children and students. Here, we would like to share some of their comments and experiences both with the training and with the gifted and talented children.

**EDUcentrum (Czech Republic)** organised a training for 22 parents, 6 of them were also teachers. The participants appreciated the opportunity to share their experience and ideas while working in groups. They got useful information about the possibilities to work with GAT children and where to find the relevant information.

*"I really liked the activities to test my own creativity. Now I can better understand that a different approach of my child is connected with his creative way of thinking."* Pavel

*"I realised that people are different and that they have different strengths and potentials that need to be developed to be able to lead a fulfilling life. Everyone is unique."* Martina

**Public institution National Regions' Development Agency (Lithuania)** organised a training for 23 vocational teachers, 8 of them were also parents. It were performed two types of workshops-trainings - for vocational education teachers and parents. Duration of workshop-trainings was 6 hours, not including after training activities, Main part of trainings was for all participants together, trainings in different groups for vocational teachers and parents. Teachers got relevant and useful information how to begin work with GAT, especially if vocational training is not "attractive" to the most of children.

*"I have daughter with a lot of gifts and talents, it is very difficult to communicate with her sometimes. During trainings I got some understanding how to "deal" with GAT. I like very much test on how identify GAT and theoretical presentation made by psychologist how gifts and talents could change our life".* Aušra

*"After testing on attitude to GAT results shows I need to change a lot conservative thinking about GAT. Thank you for the project, it gave me chance to know about how all of us are unique."*

*"There are not so many GAT – not identifying them we are spoiling our "treasure"*  
Gintas

**Trakia University – Stara Zagora (Bulgaria)** organised a training for 32 parents, some of them were also teachers. The participants got useful information how to support their GAT children and work with them effectively at home, in collaboration, when possible, with teachers and significant others in the educational community.

*In the registration form for the workshop nearly 100 % of the participants noted they think it would be useful to form a **local GAT Student Support Group**. Some of them said:*

*“This group would be a great start for the growing-up gifted and talented kids, directing them to follow their inner desires, which are crucial for their inner satisfaction.”*

*“It will help to develop of their potential, giftedness and talents.”*

*“Very often children’s giftedness and talent are found at school conditions but they didn't develop. This is the reason it is necessary to form local GAT Student Support Group.”*

*“It will be useful for parents, teachers, psychologists.”*

*“My attitude towards gifted and talented children didn't change after the workshop because it always has been positive, and I always realised that they have special needs. The workshop helped me understand how to satisfy these needs of the talented child, even if the child itself doesn't realize it is in a possession of such a talent.”*

**Reflective Learning – International (United Kingdom)** organised a training for both teachers and parents.

*"As a parent, you hope you can support your child in the best way. My child seems to love maths and I can only count on my fingers! So getting some general advice from the workshop on where I might go for help was great"*

*"I learned it is important how you speak to your child so that they feel you are supporting them in pursuing their love. In my case he loves computers."*

**Asociación Intercultural LA GALERIA (Spain)**

The quotes were extracted from the parent's workshop organized at IES ALQUIBLA premises.

*“The best outcomes for this workshop is to help them (GAT Students) to manage their emotions and really find the aspects in order to help them promote them”.*

*“Offer the necessary tools so that they can obtain their full potential and find their points forts exploit them to the fullest, to succeed, and be happy”.*

*“The best help would be an educational programme adapted to your needs, so the family also can learn and complement to the educational system”.*

Through common joint work and mutual learning mobilities, the involved partners made a research and worked out the useful educational resources on this topic, which ones are specifically addressed to parents of the gifted and talented students, most of all in the sphere of vocational education and offer a new educational tool to support the talented VET students in their individual pathways to guarantee the “jump” between the VET and the labour market, implementing at the same time the support at home and within the surrounding educational community.



Besides this Family booklet the following **educational resources and tools** are available for parents of GAT children:

- EU STANDARDS EDUCATION BOOKLET FOR GAT CHILDREN
- ADVANCED EDUCATION SYSTEMS AND EDUCATIONAL METHODS BOOKLET FOR GAT
- GAT CHILDREN ´S EDUCATIONAL APPLICATIONS BOOKLET
- GUIDELINES TO DESIGN AND TO FACILITATE TRAINING ACTIVITIES FOR TEACHERS AND PARENTS OF GAT STUDENTS

For further information, visit the website <http://gate.europole.org>

## CONCLUSION

A gift or a talent may have many faces. Often, these may prove difficult to spot, understand, encourage or predict. Irrespective of all the extensive research carried out and hundreds of pages of text written, it is very often the difference between *hear* and *listen to* what your child is trying to tell you that matters. We hope that the abstract devoted to the gifted and talented children helped you to stop for a moment and look for a second at your child from a different angle.

## PROJECT PARTNERS

### ASOCIACION INTERCULTURAL LA GALERIA (ES)

- Address: Calle Cuartel 1, Bajo. 30151 Santo Angel, Murcia, Spain
- Website: [www.galeriaintercultural.org](http://www.galeriaintercultural.org)
- Contact person: Andrés Abad ([eu.intergaleria@gmail.com](mailto:eu.intergaleria@gmail.com))
- About the organization: A.I. LA GALERIA is a regional NGO based in Murcia Region. It works in this region since 1994, date of foundation, initially as Regional School for Leisure and Outdoor Time Activities, recognized by the Murcia Regional Government, accreditation and qualifying Outdoor and Time Activities Camp Directors and Trainers. During last years, A.I. LA GALERIA has developed a career in the fields of culture, education, employment, gender and non-formal learning training activities.
- Partner support organisations: IES ALQUIBLA, Murcia - Spain (Secondary School), CEIP REINO DE MURCIA, Murcia - Spain (Primary School) and Pedagogical Cabinet GATEA, Murcia - Spain



### EDUcentrum o. s. (CZ)

- Address: **K Lomu 1056, 252 29 Dobřichovice, Czech Republic**
- Website: [www.educentrum-os.cz](http://www.educentrum-os.cz)
- Contact person: Zdenka Havrlikova ([info@educentrum-os.cz](mailto:info@educentrum-os.cz))
- About the organization: EDUcentrum is a non-profit organization, whose aim is to support unconventional and innovative forms of education, foster motivation for lifelong learning, increase adaptability and promote active attitude towards further education across various age, social and professional target groups. Hence the main activities comprise implementation of innovative methodologies, use of ICT in education, creation of tools for distance and blended learning, creation of materials for trainers and learners, creation of didactic tools to facilitate application of new methodologies or creation of testing and comparative tools for progress evaluation.
- **Partner support organisations:** Vzdělávací centrum Turnov, o.p.s.



### IC VR3 San Bernardino – Borgo Trento – VERONA (IT)

- Address: Via G. Camozzini, 5 – 37126 Verona, Italy
- Website: [www.comprendivo03vr.gov.it](http://www.comprendivo03vr.gov.it)
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- About the organization: The ISTITUTO COMPRENSIVO STATALE 3



“SAN BERNARDINO – BORGO TRENTO” is a state educational institution, composed of a kindergarten school, three primary schools, a middle school and a permanent territorial center for adult education. It is a place of training and education by means of study, acquisition of knowledge and the development of critical consciousness. The school is a community based on dialogue, research and social experiences, guided by democratic values and aimed at the development of the person in all its dimensions.

### Reflective Learning – International (UK)

- Address: Overton Business Centre, Maisemore, Gloucestershire, GL2 8HR, England
- Website: [www.rl-international.com](http://www.rl-international.com)
- Contact person: Professor (dr) Tony Ghaye ([tony.ghaye@btinternet.com](mailto:tony.ghaye@btinternet.com))
- About the organization: REFLECTIVE LEARNING-INTERNATIONAL (RL-INT) is a social enterprise and currently a global leader in building positivity and utilizing strengths that lead to high performance and positive social impact. Its work is collaborative, interventionist and appreciative. RL-INT is a multi- Disciplinary group of highly qualified researchers and work-based practitioners who draw on the disciplines of positive, cognitive and organisational psychology, health, international development, child protection and human rights. It runs practical workshops and seminars for professional practitioners, organises international conferences, participates in funded EU projects and runs the prestigious international peer reviewed journal called, ‘Reflective Practice’.
- **Partner support organisations:** Hartpury College, Sweet Dreams, University of Gloucestershire



### Trakia University – Stara Zagora (BG)

- Address: Student Campus, Stara Zagora 6000, Bulgaria
- Website: [www.uni-sz.bg](http://www.uni-sz.bg)
- Contact person: Elena Lavrentsova (elenavit@abv.bg)
- About the organization: Trakia University – Stara Zagora, Bulgaria is an autonomous state institution. It was founded in 1995. The structure of the university includes 6 faculties - Faculty of Agriculture; Faculty of Veterinary Medicine; Faculty of Medicine; Faculty of Education, Faculty of Economics, Faculty of Technics and Technologies, Medical College and Department for Information and In-Service Teacher Training (DITT). The University performs education along programmes with four educational and qualification degrees – professional bachelor, bachelor, master and PhD, as well as programmes for qualification and post-graduation specialization in the system of lifelong education.



### Public institution National Region's Development Agency (LT)

- Address: Vilniaus str. 88, Siauliai, 76285, Lithuania
- Website: [www.nrda.lt](http://www.nrda.lt)
- Contact person: Mrs. Beatričė Poškuvienė (nrda@nrda.lt)
- About the organisation: National Regions Development Agency, operating since 1999, has extensive experience in formulating regional development policies, through various interventions. The Agency gives priority to regional development, strategic management and promotion of small and medium-sized Lithuanian business sustainable development problem region development problem and employment. Since 2001 agency has been successfully carrying out its activities and has implemented and participated in about 50 national and international projects in various areas: social, educational, business development, etc.



**Public Institution  
National Region's Development Agency**

**Partner support organisations:** Public institution KURŠĖNAI POLYTECHNICS SCHOOL (vocational training school), ŠIAULIAI VOCATIONAL EDUCATION AND TRAINING SCHOOL