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International British School exclusively dedicated to highly gifted children
"Give your gifted child the education she/he needs"



Non-profit organization registered in Romania with the
Associations and Foundations Registry with #59/24.04.2012
<http://www.giftededu.ro>
E-mail: pr@giftededu.ro

Legal arguments for gifted education implementation

Arguments for the establishment of appropriate education centers for children and youth with high potential, capable of high performance

1. The need to develop models of best practice in early education:

The importance of quality preschool education and school is defining endorsed by the Report of the Presidential Commission for analysis and policy making in education and research. Bucharest (06 July 2007) for analysis and policy making in education and research - where early childhood education is declared "public good", "the most important period of education" and knows special attention.

2. Legislation:

Recommendation 1284 of the Council of Europe since 1994 highlights special educational needs of young people with exceptional potential.

The recommendation highlighted the importance of providing assistance and support for these young people.

"While ... practical reasons, education systems must be constructed so as to provide adequate education for most children, there will always be children with special education, we need to take special measures. One of these categories is that of gifted children. (...) Gifted children should enjoy conditions appropriate education that will enable them to fully develop their skills, their benefit and whole society. Indeed, no country can afford to waste talent, and if or other intellectual potential is identified in time, it would mean a great loss human resources. For this purpose it is necessary to implement appropriate measures. "

A Europe-wide recognition of the situation of disadvantaged gifted and talented children and their necessity to provide "adequate learning conditions, allowing them to put their full possibilities worth, in their own interest and that of society" (section 3)."

Council of Europe Committee of Ministers answer, in September 2003 says:

Gifted and talented children form a special category with special needs, gifted and talented children (gifted & talented) face specific problems in regular education system

The lack of a suitable framework may lead their special endowment 'first loss of their high creative potential and on the other hand, there is the risk of alienation, the risk of school dropout and antisocial behavior development "(Council of Europe, Committee of Ministers answer, December 2004 [2]).



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Council of Europe report on children education gifted & talented (Rapporteur: Mr HADJIDEMETRIOU, Cyprus, Socialist Group):

"Children with high potential (gifted & talented) would be able to benefit from educational conditions that allow them to grow full, for their own benefit and the benefit of society as a whole. No country can afford to exhaust their talents and really would be a waste of human resources is not timely identified any other potential intellectual abilities or theirs."

World Conference on Children with Special Needs Education, 1994, Salamanca:

"Schools must provide conditions ... all children regardless of physical condition, intellectual, social, emotional, linguistic or any other conditions. This should include disabled children or children with high potential (gifted), street children and working children, children from remote or nomadic populations, children, cultural minorities, ethnic or children from disadvantaged or marginalized."

Universal Convention on the Rights of the Child (UNICEF), art. 28, 29: "State Parties should watch for the provision of the full development of personality, talents and mental and physical abilities of the child"

Dakar World Education Forum, 2000:

"... Education systems must be inclusive, actively seeking children who are not enrolled, and responding flexibly to circumstances and needs of all children ..."

Law 17/2007 in Romania:

Opportunity and while underlines need for an appropriate framework promoting education of children or young people, capable of high performance as invaluable national resource. These children and young people need a chance by society.

Creates the proper current needs discovery, affirmation and differentiate instruction and the opportunity to open specialized centers special needs of gifted children education is great

Support the launch of pilot curricula for introducing specific working methodology of giftedness, training specialists in psycho-pedagogy teaching methodologies specific to excellence, disseminating information and issues psychopedagogy excellence in teachers and parents associations, training and promotion of information support for scientific research in psycho-pedagogy and counseling excellence.

Differentiated curricular pathways governing establishment for children with potential in specialized centers, public or private. Law 17/2007 for the establishment of local training center differential which will

Centrul Gifted Education. Member ECHA- European Council for High Ability, WCGTC- World Council for Gifted and Talented Children. Partner University of Bucharest, Faculty of Education Sciences and Psychology. International Audit: CEU and Johns Hopkins Carey School of Business
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train within authorized personnel discover young children and capable high performance.

Also, Romania joined the European Union, which strongly supports equal opportunities law (the 2007 European Year of Equal Opportunities).

Section 14 - Education for children and young people capable of high performance, the new Education Law, Law 1/2011 in Romania states:

Article 57

(1) The State shall support children and young people capable of high performance in both schools, as well as centers of excellence. Centres of Excellence are established by the Minister of Education, Research, Youth and Sports.

(2) Coordination of actions mentioned in par. (1) is provided by the national training center differential, established by Government decision, initiated by the Ministry of Education, Research, Youth and Sports.

(3) human resources, curriculum, information, material and financial resources to support children and young people able to ensure high performance of schools and school inspectorates, according to the methodology developed by the Ministry of Education, Research, Youth and Sports.

(4) To support children and young people capable of high performance, Ministry of Education, Research, Youth and Sport organizes contests and competitions, specialized camps, symposiums and other specific activities and scholarships and other forms of support.

(5) Children and young people capable of high performance benefits, regardless of age, educational programs which meet the particular learning and performance orientation. These programs are in-depth learning, the ability grouping, curriculum enrichment with new areas of mentoring and transfer of competence to accelerate the promotion according to individual learning pace.

The European Commission document "Specific educational measures to promote all forms of giftedness in Europe - June 2006 WORKING DOCUMENT" says:

Content Recommendation explains that it is necessary to provide them with some type of education that enables them to their full potential. Research carried out in this field shows that the percentage of

children giftedness (highly-) is not negligible. According to assessments made and the criteria used in different countries, gifted children is 3-10% of the school population. In addition,

research has shown that some of these children are in need and seeking social assistance, for example, as a result of school failures or abandonment studies.



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Eurydice records and analyzes educational policies concerned with promoting excellence and the main measures introduced in European school systems to educate gifted and talented youth and encourage excellence forms the primary and secondary levels (ISCED levels 1-3). The study was conducted informal meeting of Education Ministers on the subject, which took place on 16 and 17 March 2006, during the Austrian presidency of the EU Council. This comparative study includes 30 member countries of the Eurydice network. It can be read in full here.