

news® science

Begabtenförderung und Begabungsforschung

SCHWERPUNKT HB KINDER MIT MIGRATIONS HinterGRUND:
ICH BIN FREMD HIER
SPRACHENLERNEN UND HOCHBEGABUNG
START-PROGRAMM

AUS DEM ÖZBF

BLICKPUNKT BURGENLAND

RESILIENZ UND HOCHBEGABUNG
IQ IM SCHULISCHEN LEISTUNGsumFELD (TEIL 1)

BEGABTENFÖRDERUNG IN DER PRAXIS

TAGUNGSBERICHT AUS SINGAPUR

REZENSIONEN



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ASSISTANCE TO GIFTED STUDENTS IN BRAZIL

IMPLEMENTATION OF A NUCLUES OF ACTIVITIES FOR HIGH ABILITIES/TALENTS (NAAH/S)

Both the territorial extension as well as the large population existent in Brazil brings great challenges to the implementation of policies that may attend diversities and demands of several regions. The largest country in Latin America¹ is organized in five areas: north, northeast, west center, south and southeast, which are constituted of 26 states and a federal district. These states are divided into 5,564 municipal districts. The total population of the country is around 182 million inhabitants, of whom 60 million (33 %) are children and adolescents. This means a number of considerable challenges especially in the field of education in terms of number of students with a gifted potential who may be assisted and the number of teachers to be formed.

However, the existent laws favor the development of education policies, since gifted students have had their rights to specialized education recognized. Among other effective current laws, the National Guidelines for Special Education in Basic Education (Brazil, 2001) recognize the gifted student as one who presents "great learning facility which leads him/her to dominate concepts, procedures and attitudes quickly" and it stipulates that the assistance to those students should be organized in the regular classroom setting or in resource rooms through specialized educational services. Therefore, the implementation of a policy that may guarantee the execution of these determinations became a great concern for the Ministry of Education.

Consequently, in November 2005, the Ministry of Education implemented a Nucleus of Activities for High Abilities/Talents (NAAH/S) in each state and in the federal district. The intention was to motivate the spread of concepts and educational techniques through the services rendered by the Nuclei and to guarantee administration autonomy of educational offices in relation to the teachers' formation and to the service offered to gifted students.

To accomplish the objective of offering support to the educational systems, the Nuclei structure is organized into three service units: the Teacher Unit, which has the objective of enabling the teachers' continuous formation; the Student Unit, which aims at promoting the identification of the students' educational needs and rendering complement service so that they may explore areas of interest, learning methods as well as research and project techniques; the Family Unit, which has the function of rendering orientation and support to the family, with views to the understanding of their children's behavior. Those Nuclei work in partnership with universities, specialized centers, non-governmental organizations, institutions, councils and specialists with the Educational State Secretariats.

Before the implementation of the Nuclei, Brazil had few public assistance initiatives for the gifted. According to Alencar and Fleith (2001), only eight Brazilian states had



¹ Data from the Statistical Picture of Children and Adolescents Rights (2006). Brasília: Unicef, based on data from the Instituto Brasileiro de Geografia e Estatística (IBGE) - 2001 to 2005.

implemented programs to assist students that stood out in intellectual and academic areas in their capitals. Some states possessed private initiative programs. Among them, five have had their work recognized and they serve as a support for the development of public and private policies:²

- The Objective Program of Incentive to Talent (PDIT) is a cooperation project between the University Paulista and the Objetivo School which, within the school, takes care of the identification of talented students and offers extracurricular courses, as well as orientation to the families and orientation to school professionals. For the population of the city of São Paulo, it offers psychological evaluation and guidance, family orientation and orientation regarding other schools. It contributes with production of knowledge through a research group named "Intelligence and Creation" and through the promotion of events on the issue, thus propagating society sensitization.
- The Potential and Talent Development Center (CEDET) is located in the city of Lavras, in the state of Minas Gerais, and it develops an educational program for the gifted and talented students integrated in the school system. The center's activities involve establishing a network of influence in which family, community and school are called to participate in the educational process in different moments. The ability domain stimulation is implemented by an individual working plan put together by the child with its counselor each semester.
- The Institute for Learning Optimization (INODAP) is an NGO, a non-governmental organization, which is located in the city of Curitiba, in the state of Paraná and whose mission is to support and develop actions and services for the defense and development of

the human being in research, culture, science and in special education, with focus on giftedness. Its main purpose is to identify and evaluate the students' intellectual potential and to offer activities to respect their rhythm, interests and abilities. It also offers discussion groups oriented towards parents and adults and talent development groups for children and young people.

- The Maria Teles Institute (Ismart) in São Paulo has concentrated its efforts on the academic development of low-income talented young people in three projects: *The Sound Base Project*, created in partnership with private schools in the states of São Paulo, Rio de Janeiro and Fortaleza, offers 7th grade students a two-year course to prepare them for entrance examinations to these private schools and award them full high school scholarships for those who pass the exam. The *Project Scholarships for Talents* grants scholarships and other benefits to young people with an exceptional academic track record. The *Project Room for Talent* is meant for students who are already enrolled to develop projects focusing exclusively on extracurricular activities.
- The organization "Cultural and Education Assistance in Rescuing Academic Talents" (ACERTA) is located in the city of Rio de Janeiro and its mission is to assist the cultural and educational needs of children and young people with academic talents. The idea is to allow the students to have access to contents which are not part of the regular education and thus promote the discovery of interests, while learning in an extremely accelerated rhythm and in a differentiated way. It offers orientation for curricular adaptation and assistance to the needs of students with academic talents, as well as extracurricular enrichment programs for school activities. Another service concerns the orientation to family members.

These public and private efforts have been composing the Brazilian scene as regards giftedness. They are programs that try to disseminate the several theories and practices referring to the development of gifted individuals, to teachers' formation and the support to families in a developing, vast, culturally and ethnically diverse country.

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² Information about these programs was sent by the responsible directors via e-mail.

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