

Global Practices in Gifted Education

Insights and Reflections for Educators

Across the world, education systems are learning that giftedness is not just about high marks or quick learning — it's about depth of understanding, creativity, and potential that often goes unseen in conventional classrooms. While every country approaches gifted education differently, one lesson is universal: teacher awareness and school-level action matter more than formal policies.

This note brings together perspectives from leading education systems and explores what India can learn as we continue building our own pathway through the Ei ASSET Talent Search (Ei ATS) — an initiative that identifies and nurtures academically advanced learners.

Singapore – From Selective to Inclusive Gifted Education

Gifted Education Programme (GEP)

MOE Singapore – Gifted Education

Established in 1984, Singapore's Gifted Education Programme (GEP) identified the top 1% of students through reasoning and problem-solving assessments at age 9. These learners followed an enriched curriculum focused on higher-order thinking and inquiry.

In 2024, Singapore's Ministry of Education announced a major revamp to the GEP. To address concerns of elitism, the country is transitioning toward a more inclusive model that provides enrichment opportunities within all schools rather than through separate classes.

This reflects a national shift from selective pull-outs to inclusive high-ability learning pathways.

*A*STAR and Research Pathways*

Beyond schools, Singapore's Agency for Science, Technology and Research (A*STAR) nurtures young scientific talent through scholarships such as:

- SIPGA (Singapore International Pre-Graduate Award) – research attachments for undergraduate and master's students.
- SINGA (Singapore International Graduate Award) – fully funded PhD opportunities for international students in science and engineering.

Lesson for Educators: Enrichment doesn't need exclusivity. Singapore is showing that challenge and depth can be part of every classroom.

Takeaway for India / Ei ATS:

Move from “separate gifted tracks” to “inclusive advanced learning pathways.” Ei ATS helps schools do this by identifying advanced learners and connecting them with enrichment beyond the regular curriculum.

Finland – Differentiation Within Inclusion

Finland’s education system is globally admired for its equity and teacher autonomy. All students learn together, but teachers are empowered to adapt lessons to each learner’s needs.

While Finland has no formal gifted education policy, since the 1980s schools have offered increasing individualisation and flexibility — such as accelerated studies, enrichment projects, and summer research opportunities for high-ability students. Giftedness is viewed not as a label, but as part of developing each child’s talent to the fullest.

Lesson for Educators: Every classroom already includes gifted learners. The challenge is recognising and extending them meaningfully.

Takeaway for India / Ei ATS:

Gifted education starts with a teacher’s mindset — recognising potential, differentiating tasks, and personalising learning. Ei ATS can support this by giving teachers objective data and enrichment options for identified students.

United Kingdom – From National Framework to Local Ownership

UK Parliament Research Briefing (2024)

The National Academy for Gifted and Talented Youth (NAGTY) and Young Gifted & Talented (YGT) Programme (2002–2010) once offered national coordination for gifted learners in the UK. Both were later discontinued, and gifted education is now school-led under “More Able” frameworks that focus on classroom differentiation and local leadership.

Lesson for Educators: Even without national policy, schools can create space for advanced learners through culture, teacher leadership, and curriculum design.

Takeaway for India / Ei ATS:

*Giftedness doesn’t need a directive — it needs initiative.
Indian schools can adopt teacher-led identification and enrichment supported by tools like Ei ATS.*

United States – A Multi-Level Ecosystem

- Gifted education in the U.S. is decentralised but deeply embedded in practice.
- States run their own gifted programmes; the Jacob K. Javits Act funds research and equity initiatives.
- Identification uses multiple measures – tests, teacher nominations, and creative portfolios.
- Enrichment happens through summer schools, mentorships, and online courses (e.g., Johns Hopkins CTY, Northwestern CTD, SIG).
- The National Association for Gifted Children (NAGC) provides advocacy, research, and professional standards.

Lesson for Educators: Identification is only the first step; growth happens when gifted students are challenged through rich, diverse experiences.

Takeaway for India / Ei ATS:

Ei ATS mirrors this two-step model – identify through data, then nurture through enrichment Summer Programmes, mentorships, and global partnerships.

China – Selective Gifted Schools

USTC – Special Class for the Gifted Young

China's Special Class for the Gifted Young (SCGY) at the University of Science & Technology of China (USTC), founded in 1978, remains a pioneering model for accelerated learning.

However, fewer than ten such programmes operate nationally. Gifted education remains selective and limited in scale, focusing on exceptional academic ability and early university entry.

Lesson for Educators: Selective programmes serve a few, but the broader challenge is to make opportunities scalable and inclusive.

Takeaway for India / Ei ATS:

Ei ATS represents a balanced alternative – offering structured, evidence-based identification and enrichment across diverse schools and regions.

What Global Models Teach Us

Common Theme	Examples	Implication for India / Ei ATS
Early, evidence-based identification	Singapore GEP, U.S. state testing	EiASSET benchmarks help schools recognise potential early
Teacher agency as a driver	Finland, UK	Teachers are the first identifiers — they need awareness and training
Structured enrichment after identification	U.S., China, Ei ATS	Summer schools, mentorships, and advanced learning pathways
Inclusion over segregation	Finland, revamped Singapore	Ei ATS provides accessible pathways for all qualifying students

“Globally, gifted education is shifting from exclusivity to inclusivity — from labels to learning opportunities.”

In India, the Ei ASSET Talent Search is building that bridge — giving every school a way to recognise gifted potential early, and giving every identified student a pathway to grow through enrichment, mentorship, and global exposure.