



CLOSING **THE** ACHIEVEMENT
GAP IN GIFTED EDUCATION

BOOK OF ABSTRACTS

Edited by
Szilvia Fodor • Csilla Fuszek

2nd Thematic ECHA Conference Week
ONLINE FROM BUDAPEST

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2nd THEMATIC ECHA CONFERENCE



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WELCOME SPEECHES



Dear Participants, Colleagues and Friends, it's my privilege and pleasure to welcome you here today, on the first day of the 2nd Thematic ECHA Virtual Conference on behalf of the conference organizers, the Association of Hungarian Talent Support Organisations (MATEHETSZ) and the University of Debrecen (UD), and our co-operating partner, the Europe 2000 Talent Point that will help us with streaming. The Association of Hungarian Talent Support Organisations (MATEHETSZ)

and the University of Debrecen have been cooperating in the field of talent support for more than 10 years; we have organised several conferences together, and preparing for this virtual conference, our latest venture, has further strengthened our professional relationship.

My name is Szilvia Fodor, and as the chair of this Conference I am delighted to have you with us and to participate in the Conference days. Thank you for joining.

This is the first conference in the history of ECHA which is completely conducted on a digital platform, in line with the social distancing norms due to the COVID-19 pandemic. This is a major challenge for us, since we had to fundamentally redesign our original plans. We had to let go certain programme components such as the sections with mixed lectures, the first-hand experience of best practices at field trips and, of course, the conference dinner accessible to all. At the same time, however, new opportunities have arisen. We will use advanced technology to organise the first online conference where we would log in from a studio and, hopefully, this will imply a more enjoyable image quality than the traditional web conferences, a quality pastime and more lasting memories. The online event also allowed us to call for presentations from all over the world without having to bear significant extra costs, to make the conference free to all participants, allowing me to announce the largest ECHA conference ever, with almost 700 registered applicants. Many of the participants could not have travelled on site to attend the conference, but they can join it this way. We have participants from outside the many countries of Europe, e.g. from Taiwan, Kenya, Ethiopia and Iran ... and of course the United States. Our original

plans also included making the conference accessible and as cheap as possible, in line with its main topic, and this idea was supported by Hungary's National Talent Programme (NTP). It was the National Talent Programme's substantial financial support that helped us to make the conference completely free to all participants.

'Closing the achievement gap in gifted education' – this is our conference topic this year.

In many places around the world, low-income and minority children are significantly underrepresented in gifted and talented programs. Students from low-income families are less likely to reach advanced levels of academic performance than other students, even when demonstrating the potential to do so. Recent studies highlight the numerous educational advantages students in higher-income families receive, from hearing more vocabulary words to taking part in extracurricular activities and attending schools with more experienced teachers and smaller class sizes. In the light of these disparities, schools can play an important role in equalizing opportunities. By setting policies supporting excellence, we can encourage all schools to provide advanced learning opportunities for high-ability students.

The goal of the conference is to draw attention to the phenomena of achievement gap and excellence gap; to present researches and best practices pointing to certain directions and giving us means to solve the problem and make gifted education more equitable and fair by using them.

Many people have helped realise this conference, but special thanks are due to the contributors. Part of the foreign lecturers sent their presentations in advance: we have received perfect recordings, the outcome, obviously, of lots of work. Another part of the foreign lecturers undertook to log in to the studio at a pre-arranged time to make their recordings there, and to be available during their streaming to receive feedback and answer questions. The majority of Hungarian participants visited the studio, observing the strict regulations in effect now that Hungary is undergoing the severest days and weeks of the pandemic. Let us thank again the National Talent Programme for their generous support without which we could not have realised all this.

At such difficult times it is particularly important to find sources of joy that can energise us and give us goals and a vision. Learning, gaining new information, is such a source for most of us, I think. So I hope we can all dedicate ourselves to the enjoyment of learning, to "recharging our batteries" and to connect to each other in the following lectures and conversations. Please prepare yourself to be challenged, inspired and connected.

I would like to finish by wishing you and your families my personal best—for your health and safety. I would also like to express my profound gratitude to all those doctors, nurses, and workers who are serving so selflessly on the front lines of this health crisis.

Thank you and enjoy the conference.

Szilvia Fodor

Chair of the Conference



Hello, dear Friends!

Although I cannot look you straight in the eye, I still would like to take the floor for a moment, although it is the floor in my own house.

We are limited in our possibilities now I wrote that down, and it reminded me of a TED talk I once saw: You might have seen it too, the TED talk of Phil Hansen, the unfortunate artist who's hand started shaking, which destroyed his dream to be an artist ... until he learned to embrace the shake. It was 2013, we couldn't

imagine that COVID 19 would change our world. Well, some people could, but foolish enough, we didn't listen to them. Back to Phil Hansen: he talked about the value of limitations, and his message was that "We need to first be limited in order to become limitless".

Again, we feel limited now, limited in our freedom of movement, limited in our education, limited in social contacts. But, quoting Phil Hansen again, "If we treat the problems as possibilities, life will start to dance with us in the most amazing ways."

And this is what the organizers of this conference did. Of course they, and we, would have preferred a conference where we could meet each other, shake hands, hug each other. But instead of getting depressed about the fact that this wouldn't be possible, Csilla, Szilvia, and their team decided to see the limitations as possibilities, and started their amazing dance, resulting in this wonderful online conference.

I'm sure they have learned a lot, doing this. Things they wouldn't have known without this pandemic. And I'm sure we have all learned a lot, in how to teach online, find out ways to make the online teaching attractive, and supporting each other in this difficult time.

In September last year, I started as President of ECHA, during our, also online, general assembly. Since then, the General Committee has met three times, also online, and we are very busy to find ways to make ECHA stronger and even more significant in, and outside Europe. We are an organization with very dedicated, professional people, and we need to make ourselves heard, in order to support changes in education and care, for those with high abilities, especially

those whose abilities are not recognized. To make ourselves heard in Europe, we applied to the Council of Europe to acquire participatory status, which will give us a voice in the Council of Europe. We didn't get a response yet, but will keep you updated.

Talking about voices: Important voices will be heard during this thematic conference, titled 'Closing the achievement gap': This achievement gap is an issue closely related to the concept of equity, fairness in education, equal access to learning opportunities and greater equality in educational achievement, attainment and benefits, which are key goals of a caring talent support system. Invited speakers like Márta Fülöp and Péter Nagy, both of the Hungarian Academy of Sciences, Frank C. Worrell (Berkeley, CA), Paula Olszewski-Kubilius (Northwestern University), and Jonathan Plucker (Johns Hopkins University) will be speaking about this topic, and many more interesting speakers, from, if I'm not mistaken, all continents, will enlighten us with their research findings and experiences of talent development of those for whom it is not that obvious that they'll have the possibilities to develop their potentials. It is so important to hear these different voices, from people with different cultural, ethnic and religious backgrounds. Too many times, these differences cause problems, and, of course, it can be challenging, but it can also be so enriching, to listen to people with a different view on the world, and, therefore, another vision on education of high ability students. It is easy to close our minds to ideas we think are wrong, but education and care of people with high abilities will profit so much more if we listen to each other, discuss and use differences in opinions to sharpen and deepen our own ideas. So listen to all those different voices, be open and critical and you will learn and grow.

Almost 700 people, from 49 countries of Europe, North and South America, Asia, Australia and Africa, are participating in this conference. Although you will be participating through your screen, please be an active participant. Let us know your opinion, your experiences; because we hope to hear all voices.

This conference will be another opportunity to meet people, get knowledge and be inspired to continue with the important things you are doing for the education and care of people with high abilities.

Let yourself hear, learn and enjoy! And don't forget: keep dancing.

Lianne Hoogeveen
President of ECHA



Dear Participants,
let me introduce the relationship between ECHA and Hungarian talent support since 1987.

The intensive development experienced in talent support in Hungary since the systems change in 1989 and the European situation of this field are interconnected by many strands. The European Council for High Ability established in 1987 gave considerable impetus also to the development of talent support at schools in Hungary, and it gave rise to permanent professional contacts

with the ECHA in the past 3 and a half decades.

As for the latter, Hungarian professionals have played a marked role in ECHA's leading body, the General Committee, and in its professional committees from the start. It is a tell-tale sign of cooperation intensity that the General Committee has had Hungarian elected members from the establishment of the organisation to the mid-2000s: Éva Gefferth, Mária Herskovits and László Balogh. After that, from 2012 to 2020, the internationally renowned Hungarian talent support expert, Professor Péter Csermely, acted as President of the ECHA, and the General Committee has had an elected Hungarian member, Assistant Professor of Debrecen University Szilvia Fodor, to this day.

Hungarian experts played an active part also in other functions within the ECHA: Mária Herskovits had been on the Advisory Board of the European Journal for High Ability for years, and László Balogh was a member of the international Advisory Board of the upgraded version of the journal *High Ability Studies* from 1999 to 2008. ECHA's Diploma Committee has also had Hungarian members almost from the start: first László Balogh, then Imre Dávid and Szilvia Fodor and now Enikő Bereczki.

Of course, permanent live professional cooperation as indicated in the above played a major part in the development of Hungarian talent support in the past 3.5 decades. ECHA's Hungarian chapter had been formed as early as 1987, under the leadership of Éva Gefferth, who gathered together the domestic professionals active in talent support. Later on the Hungarian Talent Care Society (Magyar Tehetséggondozó Társaság) grew out of this core as the first post-systems-change domestic NGO with a membership of several hundreds, playing a substantial role in the dissemination of the up-to-date forms of do-

mestic talent support and the cultivation of international relationships. Today, there are already more than a hundred NGOs active in talent support.

In recognition of the achievements of Hungarian talent support, the Institute of Psychology of the Hungarian Academy of Sciences (MTA) could host the ECHA's 2nd Conference dedicated to "Talent support at home and at school" in Budapest, in 1990. This was the first time after World War II when several foreign professionals could directly share their views on the theory and practice of modern talent support. Exactly 10 years later, in 2000, Debrecen University had the honour of being invited to organise and host ECHA's 7th Conference; László Balogh, then Dean of the Faculty of Arts of the University, was appointed chairman of the Organising Committee by the General Committee. The Conference topic was "Talent for the Next Millennium".

The above two conferences were the most prominent events in Hungary, but further major conferences also took place with the assistance and contribution of the ECHA. Among them we can find the EU Hungarian Presidency Conference on Talent Support in 2011 and also the "First European Talent Day with 300 participants from more than 20 countries. MATEHETSZ Executive Chairman Péter Bajor and Director of European Talent Centre, Budapest, Csilla Fuszek played an outstanding role in the organisation of this conference. Thanks to their steady organising activity lasting for several years, the European Talent Support Network (ETSN) was formed in September 2015 with the efficient support of the National Talent Programme and the Association of Hungarian Talent Support Organisations. Today, the ETSN already has more than 400 members from 47 countries.

Of course, the scope of permanent cooperation between the ECHA and the Hungarian talent support organisations and experts exceeded that of the conferences, and this was an enormous asset for the development of talent support in Hungary. Two areas must be highlighted by all means: one is the organisation of further training for teachers, and the other is the intensive development of Hungarian talent research projects.

Professor Mönks, President of the ECHA for 12 years, played a substantial role in the revival of talent research in Hungary: he gave content clues for the development of the "talent research" sub-programme of the Psychology PhD programme of Debrecen University (then KLTE) in 1993. He also held courses as part of the same effort, and supported the professional unfolding of PhD students by offering them scholarships at Nijmegen University.

How could we summarise what almost 3.5 decades of cooperation with the ECHA gave Hungarian talent support?

Hungarian talent support has had considerable traditions going back centuries, and since the appearance of organised programmes. i.e. the second half of the 19th century, the relevant efforts have yielded considerable successes also in international comparison.

There was some stagnation in the decades after World War II, but the various publicly supported forms of talent identification and support have also re-appeared from the sixties on in every special talent field. At the start of the systems change (the end of the 1980s), programme development gained another momentum, and the last thirty years have shown a straight uptrend in national talent support, with cooperation with the ECHA playing a major role in this.

We would like to thank also here the ECHA as organisation and its many renown foreign professional members for their help and ammunition supporting the dynamic development of Hungarian talent support in the past decades, without which we would not be at the point we have reached since the end of the 1980s.

László Balogh

Honorary Chair of the Conference

KEYNOTE SPEECHES

Prof. Márta Fülöp



Prof. Márta Fülöp (DSc) is scientific advisor and head of the Social and Cultural Psychology Department of the Institute for Cognitive Neuroscience and Psychology of the Hungarian Academy of Sciences (HAS). She is also professor of social psychology in the Institute of Psychology of Károli Gáspár University, Budapest.

She was research fellow of Japan Foundation (1996-1997), a Lindzey Fellow (1997-1998) in the Center for Advanced Studies in the Behavioral Sciences, Stanford, USA, a visiting professor at the Faculty of Sociology and Social Psychology, Kansai University, Osaka, Japan (2004), and she has been a visiting professor in the University of International Business and Economy in Beijing, China since 2013. She is the Secretary General of the International Association of Cross-Cultural Psychology (IACCP), Secretary of International Affairs of the Hungarian Psychological Association, President Elect of the Children's Identity and Citizenship in Europe: European Association. She is the editor-in-chief of the Hungarian Journal of Psychology, the major scientific journal of psychology in Hungary. She is associate editor of the Citizenship, Teaching and Learning journal (UK) and member of the editorial board of European Psychologist and the International Perspectives in Psychology: Research, Practice & Consultation (APA). She is also the representative of the Hungarian Psychological Association in the European Federation of Psychological Associations.

Her main research topic is competition and she studies competition from many different aspects: developmental, social, cross-cultural and in relation to giftedness. She has more than 500 publications and 4250 independent citations.

Being competitively gifted: disadvantaged gifted need it the most

23 March, 16.30-17.30

Those who are gifted and disadvantaged (for example due to their parental background, socio-economic status, ethnic background, immigration status, any kind of physical conditions, due to their gender, their sexual orientation) may have an ongoing personal experience of a paradox. They may have exceptional abilities that differentiate them from their peers in a positive way, while this may not be acknowledged by their social environment and when they are compared to others in a competitive context they may not be evaluated fairly. In many gifted areas contests are the tools to identify the gifted and to open them new opportunities. Disadvantaged gifted may not possess the same attributes that more advantaged gifted do and even if they outperform others, their achievement may be devalued. An opposite phenomenon is when the disadvantaged gifted is overglorified because in spite of the unfavourable circumstances he or she could demonstrate exceptional achievement. The talk focuses on the psychology of competition, winning and losing fairly and unfairly when somebody enters a competition with a competitive disadvantage. The question arises: is it possible to educate someone to be competitively gifted i.e. to be able to perform according to one's best in a competitive situation, maintain goals and motivation and faith in own abilities and to be able to cope with both fair and unfair winning and losing? The talk cannot give definitive answers to this question, but will attempt to provide potential pathways.

Keywords: *competition, disadvantaged gifted, winning-losing, fairness, competitively gifted*

Prof. Paula Olszewski-Kubilius



Prof. Olszewski-Kubilius is the Director of the Center for Talent Development, and a professor at the School of Education and Social Policy at Northwestern University. Over the past 30 years, she has created programs for all kinds of gifted learners and written extensively on issues of talent development, particularly on programming for under-represented gifted students.

She is active in national and state-level advocacy organizations for gifted children in the Midwest. She is the former president of the National Association for Gifted Children (NAGC) from whom she received three significant awards between 1987 and 2011. She is the vice-chair of the board of trustees of the Illinois Mathematics and Science Academy and a member of the board of directors of the Illinois Association for Gifted Children. She also serves on the advisory boards for the Center for Gifted Education at the College of William and Mary and the Robinson Center for Young Scholars at the University of Washington. Her most recent work is a monograph written with Rena Subotnik and Frank Worrell, "Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science," published by the Association for Psychological Science.

**Research-Based Models and Practices
for Serving Low Income Gifted Students**

24 March, 16.00-17.00

In every country there are students with talent whose potential goes unnoticed and their giftedness undeveloped. How does the field of gifted education put a greater focus on these children and what does that mean for our frameworks and models for practice? Are there general principles regarding identification

and services that apply across nations and different populations of under-served gifted students? In this session I will share what I have learned from working with low-income and minority gifted students in the US regarding an effective, research-based model for gifted education services and transferrable approaches and practices.

Keywords: *Under-served, identification, program-models, best practices, talent development*

Prof. Jonathan Plucker



Prof. Jonathan Plucker is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University, where he works in the Center for Talented Youth and School of Education. He is a past-president of the American Psychological Association's Society for the Psychology of Aesthetics, Creativity, and the Arts, and he began his term as president of the National Association for Gifted Children in September 2019.

Excellence Gaps 12 Years Late: What We Know About Causes and Solutions

24 March, 17.10-17.40

The first paper on excellence gaps was published in 2010. In the dozen years since that original report, researchers and educators have learned a great deal about excellence gaps. In the early years of the century, policymakers and educators around the world started to focus on closing of “achievement gaps” and improv-

ing the educational performance of disadvantaged students. But achievement gaps usually meant “minimum competency” gaps in these conversations. What about achievement gaps at advanced levels of student performance, or “excellence gaps”? Researchers began studying excellence gaps, with examinations of their causes and potential solutions. This work has led to a range of interventions developed by academics and K-12 educators. In this talk, we will review the current state of the research on causes of excellence gaps and strategies for shrinking and eventually eliminating them. Much of this work is summarized in Plucker and Peters (2016, 2018) and Plucker, Peters, and Schmalensee (2017).

PLUCKER, J. A., & PETERS, S. J. (2016). *Excellence gaps in education: Expanding opportunities for talented students*. Harvard Education Press.

PLUCKER, J. A., & PETERS, S. J. (2018). *Closing poverty-based excellence gaps: Conceptual, measurement, and educational issues*. *Gifted Child Quarterly*, 62(1), 56-67.

PLUCKER, J. A., PETERS, S. J., & SCHMALENSEE, S. (2017). *Reducing excellence gaps: A research-based model*. *Gifted Child Today*, 40(4), 245-250.

Keywords: *excellence gaps, student achievement, equity, advanced achievement, advanced learning*

Prof. Frank Worrell



Frank C. Worrell, Ph.D., is a Professor in the Graduate School of Education at the University of California, Berkeley, where he also holds an affiliate appointment in the Social and Personality Area in the Department of Psychology. His areas of expertise include talent development/gifted education, cultural identities, time perspective, and the translation of psychological research into practice. He is a Fellow of the Association for Psychological Science, the American Educational Research Association, and the American Psychologi-

cal Association (APA), and an elected member of the Society for the Study of School Psychology and the National Academy of Education. Dr. Worrell is a recipient of the Distinguished Scholar Award from the National Association for Gifted Children, the Distinguished Contributions to Research Award from Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race) of APA, the Outstanding International Psychologist Award from Division 52 (International Psychology) of APA, and the Palmarium Award in Gifted Education from the University of Denver's Morgridge College of Education. Recent book publications include *Talent Development as a Framework for Gifted Education: Implications for Best Practices and Applications in Schools* (2018; with PAULA OLSZEWSKI-KUBILIUS and RENA S. SUBOTNIK), and *The Psychology of High Performance: Developing Human Potential into Domain-Specific Talent* (2019; with PAULA OLSZEWSKI-KUBILIUS and RENA S. SUBOTNIK).

Diversifying Gifted and Talented Education: An Uphill Battle for Our Field

25 March, 17.45.-18.45

For the past few decades, diversifying gifted and talented education (GATE) programs has been identified as “the” critical issue for the field, as students from low-income and marginalized ethnic and racial groups are underrepresented in GATE programs around the world. Some researchers suggest that underrepresentation in GATE is simply a matter of teacher bias and unfair tests. They argue that using “fair” tests and bypassing teachers in the selection process (e.g., using universal screening, local norms) will eliminate underrepresentation in GATE. However, recent empirical studies implementing these recommendations have failed to show substantive changes in the demographic makeup of GATE programs, suggesting that the issue is more complicated than initially theorized and more difficult to rectify. In this presentation, Dr. Worrell will discuss the issue of underrepresentation, showcase the commonly accepted explanations and show why they are incomplete, and provide some suggestions for the difficult and long-term task of diversifying GATE programs.

Keywords: *achievement gap; definitions of giftedness; excellence gaps; fairness; underrepresentation*

Prof. Péter Tibor Nagy

*Professor, sociologist, historian,
Head of Wesley Research Center for Sociology of Church and Religion*



In 2005 he became Doctor of Science of the Hungarian Academy of Sciences. He got the academic prizes of the Hungarian Association of Sociologists: Erdei Prize for the best young sociologist – 1993, Polanyi Prize for the best book of the year – 2011. He is the author of 12 books and over 400 other titles in various languages.

He is currently the head of Wesley Research Center for Sociology of Church and Religion in Budapest and President of the Scientific Council of John Wesley Theological College. He is founding member of Research Center for Sociology of Education and Youth at the ELTE (Eötvös Loránd University in Budapest, Faculty of Social Science) and co-leader of Hungarian Panel of a European project for sociology of social sciences. Leader of Doctoral School of Wesley.

He was a co-director of the European Research Council Advanced Research Grant, led by Victor Karady, about elite education in Central Europe and Baltics. He is also known as the president of the Section of Sociology of Education of the Hungarian Association of Sociologists.

His main research interests include the history of educational provisions in Central Europe, national schooling policies in a comparative perspective, secularization and the social standing of churches in contemporary Hungary, elite selection and training, the social inequalities in education, sociology and history of social sciences and humanities.

Routes to Elite

26 March, 16.00-17.00

People – belonging to the upper tenth and fifth of the social pyramid – provide their children with cultural, educational, property and relationship capital in such a way that they have a very high chance of reaching the top tenth and fifth of the next generation. The success of this mechanism is always partial – we know this fact from the fact that those belonging to the lower tithes and fifths of society getting into the upper tithes and fifths, and those whose parents are in the upper tithes or fifths getting into the ninth tenth or fourth fifth or lower. The number of aspirants to the top tenth or one-fifth of societies is always higher than the number of ‘places’ in these groups, selection from the bottom four-fifths or nine-tenths is done by some sort of positive selection – it must show excellence in some respects. The mechanism of this selection is classified by society, and it speaks of “lucky ones”, “hard workers”, “adapters”, “fiduciary clients” and in this context it also speaks of “the talented”. The top fifth or tenth, a much smaller group, is defined as power-elite, and a group of people in the head of the social subsystems defined as reputational elite.

“Talented students” – in educational discourse, this usually means when a student meets the requirements of the system to a greater extent than is assumed by the system based on the predictive validity resulting from the social calculation. Therefore, in the case of those belonging to the lower group, we speak of talent if he shows the same performance as the members of the upper group, and in the case of the student belonging to the upper group, if his performance points towards the elite. The lecture shows the social forces which drive the lower groups to the upper fifth, upper tenths of society, and to the elite – in the international and the national sense, respectively.

Keywords: *the sociology of “being talented”, sociological determinations, meritocracy, recruitment of elites, world elites*

INVITED SPEAKERS, SYMPOSIA, ROUNDTABLE DISCUSSION

Invited speech



Szilvai Fodor (*University of Debrecen, Hungary*):
*Discussion about the 'achievement gap' with
Jonathan Plucker*

24 March, 17.40-18.30

In the early years of the 21st century, policymakers and educators around the world started to focus on the closing of “achievement gaps” and improving the educational performance of disadvantaged students. But achievement gaps usually meant “minimum competency” gaps in these conversations. What about achievement gaps at advanced levels of student performance or i.e. “excellence gaps”? The conversation between Prof. Jonathan Plucker and Dr. Szilvia Fodor raises the issue of the practical aspects of the excellence gap: challenges of identification, changes of perspective and the concept of a ‘smart context’.

Roundtable discussion



János Győri (*Eötvös Loránd University, Budapest, Hungary*):
*Talent management practices for children in
extreme poverty and risk*

25 March, 16.00-17.30

Since the values of equality and equity in education is so important nowadays all over the world,

most of the talent management programs include special opportunities for children of disadvantaged families with scarce financial, educational and social opportunities. However, much less attention is devoted to those children who grow up in extreme poverty and in an extremely hazardous environment. Extreme poverty is not a well-defined concept (LUKÁCS, 2017), but we can conceptualize it as one clearly distinct from disadvantage. According to UNICEF (2021), an estimated 356 million children live in extreme poverty worldwide: “Children who grow up impoverished often lack the food, sanitation, shelter, health care and education they need to survive and thrive.” Jensen defines extreme poverty as “a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects mind, body, and soul” (JENSEN, 2009, p.1.). This population is most of the time off the radar and beyond the reach of gifted education programs. However, we can assume that a number of children within this population are also gifted, for whom a well-designed gifted education program would equally be needed. In our roundtable session, we discuss gifted management possibilities for children in extreme poverty and risk: theory and good practices from four countries all over the world.

Participants



Narayan Desai

Mensa India- Tribal Mensa Nurturing Program, India



Ndondo P. Mulli

Mully Children's Family, Kenya



Sheyla Blumen

Pontificia Universidad Católica del Perú, Peru

Symposium



Csilla Fuszek (*European Talent Centre, Budapest*):
Socially disadvantaged students in Hungary

26 March, 17.00-18.30

The permanently developing Arany János Talent Support Programme (AJTP), active for 21 years, was the first national secondary school programme to integrate underprivileged children living in small settlements into the best grammar schools, i.e. schools they would have had no chance to be admitted to and show outstanding performance at without special help. AJTP had been launched with a lucky combination of political will, money and not in the least human enthusiasm. After 2000, the original concept was complemented by another 2 sub-programmes within a few years; one concerned Roma students and was based on boarding school accommodation, and the other supported vocational school students.

The talent support programme was accompanied by continuous psychometric measurements conducted by staff of Debrecen University for 21 years, producing an incredible amount of data for this special field of science. As the programme progressed, ELTE Budapest and Pécs University also joined in the sociological examination of AJTP from various aspects.

At the present symposium, members of 3 different universities of science present a longer-term research project each, and introduce a higher education organisation focusing basically on disadvantage compensation and talent support that can be interpreted as the follow-up of the secondary school AJTP and has been attended by several “Arany” students to this day.

Presentations



Anikó Fehérvári (*Institute of Education, Eötvös Loránd University, Budapest, Hungary*):
Socially disadvantaged students in Hungary. Evaluation of the Arany János Programme

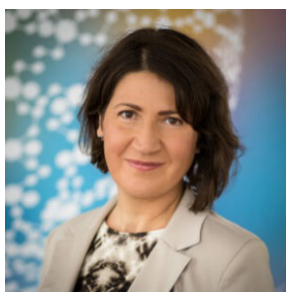
The presentation describes the phenomena of resilience through a Hungarian education (talent development) programme, which is aimed at enhancing equity. The Arany János Programme, which has been running since the year 2000, supports the education of socially disadvantaged students, helps them to get an upper-secondary level qualification, learn a vocation, or progress to higher education, and thus advance in social status compared to their parents.

Four concepts constitute the conceptual framework of the presentation. We consider the Arany János Programme an educational policy intervention, aimed at the prevention of early drop-out, therefore one of our concepts is drop-out. We link intersectionality to this, which is the compound emergence, mix and accumulation of social disadvantages, and it applies to a certain number of students in the observed programme. Resilience, the behaviour that differs from the one predestined by social status, is the expected effect of the programme. Inclusive educational environment, which plays a significant role besides personal traits in respect of success, is the fourth main focus of our research. This supportive environment can be guaranteed by the institutions participating in the Arany János Programme (AJP).

The presentation builds on two analyses. The first analysis highlights the drivers of resilience and intersectionality. This research based on a questionnaire-based data collection was conducted amongst all AJP students (N=3279) in 2017/2018 school year. The second analysis is a quasi-experiment. In the context of a retrospective study, differences in academic success and learning pathways were examined in a cohort comprising a group that participated in the programme and a group that did not. The analysis used quantitative data (test results) of grade 6 and grade 10 students from the Hungarian National Competence Assessment.

The second analysis found that the academic achievement of students participating in the programme was higher than that of the control group. By grade 6, participants showed higher academic achievement, better results in competence tests and better school grades, and the difference between the two groups

increased further by grade 10. The programme thus contributed to compensating for the participants' educational inequalities.



Szilvia Fodor, Judit Páskuné Kiss (*University of Debrecen, Hungary*): *Perceptions of work and leisure by underprivileged students*

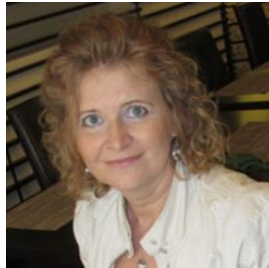
The presentation seeks to answer how and to what

extent the conceptual representations of work and leisure and the work values of underprivileged students with limited opportunities for social progress due to the socio-cultural specifics of their families differing from those of their better-off peers. Another question was how the emerging conceptual representations related to their potential future adult life roles. The fact that, according to the background questionnaire and the grammar school admission criteria, the student population under study (study and control group) was characterised by outstanding abilities, but highly different cultural and family patterns provided for a particularly differentiated approach. The patterns concerned could affect their ideas of their future career and life roles and, accordingly, their ability-management capacities and self-realisation in adult roles. Part of the study sample consisted of participants of the Arany János Talent Support Programme for Disadvantaged Students, and another part of students in special classes of the same institutions.

The study was conducted at the exit point of the five-year secondary school programme. The compilation of the Leisure and Vision questionnaire applied in the main research part was preceded by a focus-group study mapping the conceptual schemes and semantic contents associated with 'leisure' in the mind of the youth, and the exploration of the scope of their imagined adult life roles. Special attention was paid to the work and leisure roles due to their paramount importance for the assertion of personal qualities and thus for self-realisation.

Results suggest that the difference between work and leisure experiences is less pronounced for talented young people in an underprivileged situation than for the control group, and they see both roles primarily as an opportunity to cultivate friendly, social relationships and "do the chores". Leisure as "extra time" is

more important for the control group as an opportunity to focus on themselves and achieve self-realisation.



Fanni Trendl, Aranka Varga (*University of Pécs*):
The Roma College in Pécs, Hungary, as follow-up to the Arany János Programmes

The aim of the presentation is to describe a higher education organisation that provides disadvantage compensation and talent support in the first place, and can also be regarded as a follow-up to the secondary-school Arany János Programmes. It focuses on a special College attended in the past and to this day by several “Arany-programme” students. It is based on a research composed of several parts. The empirical part took place in the autumn of 2017, and consisted of structured interviews conducted with members of Wlislöcki Henrik Roma College (hereinafter: WHSz) based at the University of Pécs. The interviews were meant to show how intersectionality, resilience, empowerment and the inclusive pedagogical environment manifested themselves in the career and school successes of the youth concerned.

In the spring of 2018, efforts were made to identify the place of the College in the framework of talent support models based on the results of the empirical research. The theoretical part of this presentation relies on a review and analysis of the relevant technical literature and documents, as well as the above-mentioned empirical results, to show how WHSz fits into the line of talent support organisations. One of the aims of the presentation is to point out the advantages of talent identification and support for those who suffer from social disadvantages, and the psychological and social psychology mechanisms that can be used to realise them. To support our approaches, we present one and a half decade of higher education practice at Wlislöcki Henrik Roma College in Pécs based on the analysis of professional/pedagogical documents and the results of previous research.

Invited speeches: Good practices all around the world to close the achievement gap

Presentations

27 March, 16.00-17.30



Hava Vidergor (*Gordon Academic College of Education, Israel*):

Closing the Excellence Gap in Israel

This lecture will focus on initiatives in Israel to promote participation of Ethiopian, Arab, and Beduin students in programs for gifted and able students. The talk will focus on several stages in catering for students from different cultural backgrounds. Stage 1: Identification of special populations, paying careful attention to cultural aspects. Stage 2: Offering suitable and gradual mixed-population programs. Stage 3: Individual support including lifting the language barrier, social-emotional support, and support and monitoring of learning at regular school. Stage 4: Supporting parents by forums and face-to-face or online meetings focusing on the expansion of knowledge on giftedness and high ability, as well as sharing and facing challenges at home, and at school. The talk will conclude with examples of Israeli Division of Gifted and Talented Children at the Ministry of Education initiatives to promote participation of students from different cultural backgrounds, who otherwise would not have been identified and entitled to attending the special programs.

Georgia Tsoulfa, Haido Samaras (*Center for Talented Youth, Greece*):

An online learning environment for high-ability students aimed at narrowing the achievement gap in Greece: an emerging example of best practice



To ensure that no high-ability student across the country is left behind, the Center for Talented Youth at Anatolia College in Greece is attempting to reduce the achievement gap created by socioeconomic, landscape and immigration status factors. This

is being accomplished through the increase of accessibility to its extracurricular programs, irrespective of the financial means of the families, through its substantial scholarship scheme and through the development of an extensive online enrichment program, the existence of which has been further accelerated due to the pressing needs caused by the pandemic conditions. The online environment exploits the basic technology and infrastructure available in the majority of Greek households and capitalizes on the dedication and passion of teachers to rise to the occasion and meet the challenges of the new digital era in teaching. By minimizing the costs, eliminating the distances, offering challenges, inspiring learning, empowering self-esteem to name but a few, students are being offered equal and fair opportunities to succeed. For advanced learners who have the ability to make a difference for themselves, over time this benefit will have a lasting impact on their families, schools, communities and on our shared future.



**Ching-Chih Kuo, Chien-Hong Yu, Chia-Chao Li,
Chien-Chi Chu, Shu-Hau Jang** (*National Taiwan
Normal University, Taiwan*):
Illuminating the Bright Minds

Many studies have shown that economically disadvantaged gifted students lack access to cognitively stimulating materials and experiences, which not only limits their cognitive growth but reduces their chances of benefiting from school. In this session I will present with my four doctoral students the

introduction of a Bright Minds Project that was designed for economically disadvantaged gifted students and share the participating students' feedback. The Bright Minds Project, established jointly by Morgan Stanley and the Chinese Association of Gifted Education, is an enrichment program for economically disadvantaged students in Taiwan. The project was launched in 2004 and ended in 2018. About twenty-five students were selected per session to participate in this project, and provided assistance in learning and financial support. All participating students were screened in a two-stage process composed of screening and identification, including outstanding performance in junior high school, low-income families proof, group intelligence tests, aptitude tests, and interviews. Once students were selected, they received 3 years of services, including enrichment programs, financial support, and mentoring. There were four camp activities tailor-made for the students in both the summer and winter vacations in their first two years of high school. In addition to the camps, the program also provided counselors to offer solicitude for daily and academic lives. The "Yes, we can" award was to give an opportunity for students to apply what they had learned in the camp and the spirit of group work. After the project ended in 2018, a retrospective tracking study was conducted to understand the students' feedback on the project. The findings show that students hold a positive attitude toward the project and think it is of great help to their academic performances at school and future careers. They have learned empathy and teamwork, broadened their horizons, and adopted a positive attitude toward life. This project has been organized for 6 sessions with 157 students; for the first four sessions, 103 of them have entered universities and 59 have entered prestigious national universities. Such an enrichment program for economically disadvantaged students truly meets their needs and helps them get prepared for their future challenges.



Paromita Roy (JBNSTS, Kolkata, India):

Achievement Chasm:

Entitlement, Expectation, Experience and Ethics

The term 'gap' underestimates the extent of contrast, disparateness and inequity of more than 1.3 billion Indians and the lives they lead. A chasm so stark and blatantly graphic in every aspect of Indian life, is unfortunately only expanding. The systemic alienation between the haves and have-nots is a complex matrix of prenatal, biological,

economic, social, religious, cultural, gender, educational and caste-based dynamics. India has now become the world's youngest nation with an average age of an Indian being 29 years, which points towards aspirational levels of its people and the possible catastrophic fallouts of disproportionate achievement.

Initially, the presentation focuses on broad issues pertaining to India that are widening the gulf between the haves and the have-nots leading to huge achievement gaps in education, economy, quality of life and social ethos. The talk will then proceed to focus on equity in education along with data related to outcomes of the pandemic in educational aspirations and achievements of Indian students. The talk will conclude following a brief discussion on possible actions that can help to arrest the expanding achievement chasm with some institutional case examples.

Tewodros Mulugeta (*Kotebe Metropolitan University, Addis Ababa, Ethiopia*),
Dula Tolera (*Ministry of Science and Higher Education, Ethiopia*),
David Rempel (*IUBH – University of Applied Sciences, Germany*):
Talent search: An Ethiopian approach

To cultivate, foster, and better utilize giftedness potential, individuals/students are being hunted in two ways. One of the approaches is to recruit academically outstanding students and to mentor in the best affordable condition. The outstanding students are recruited and trained by the public universities which are diffused all over the country, they are called Science Shared Campuses (SSC). The activities are strongly supported by the ministry of science and higher education, the Ministry of Education, and the Ministry of Innovation and Technology. The only SSC found in the capital Addis Ababa is Kotebe Metropolitan University SSC (KMUSSC). It is currently coaching more than 350 outstanding students in the city. A few other universities found in different regions of the country have already started SSC such as Bahirdar University and some are also starting. To assure the quality of mentoring, university staff are responsible for the teaching. Since mentoring is often practice-oriented, university facilities such as laboratories and workshops are utilized. Establishing university-based Science, Technology, Engineering, and Mathematics (STEM) centers in different parts of the country is the other approach being followed. There are more than 45 public universities in the country and almost one-fourth of them have started STEM centers under a differing capacities. This is also supported by governmental and non-governmental organizations. STEM centers follow various

modalities of mentoring; summer, after school, girls, and so on. Students of 5-12 grade level can be admitted for mentoring and trained between 2-6 months. There are pivotal challenges in both the programs:

- Limited space- since SSC or STEM centers are university-confined, getting enough space is one of the key challenges.
- Shortage of laboratory and workshop facilities and equipment– not all the equipment necessary can be found in local markets.
- Budget shortage– SSC and STEM center budget is a very small portion of universities budget.
- Lack of trained personnel– particularly in STEM-related subjects.

However, despite the shortcoming, the motivation of students and the drive of instructors are showing promising results. The following reasons may contribute to the results obtained so far:

- Enrollment to both SSC and STEM centers is free of charge– thus this could encourage talented students from any social and financial background to attend.
- Universities are trying to make it one of their priorities– experience-sharing programs on SSC and STEM centers are becoming a very common tradition.
- Parents trust the programs- since they are university-based or controlled, parents strongly believe their children will get the best.
- Mass and other forms of media are playing a great role in promoting-media coverage of talented/gifted students from different corners of the country is increasing.
- Lecturers' commitment emanated from students' performance and outstanding potential.

Invited speeches: Good practices in Hungary to close the achievement gap

Presentations

27 March, 17.40-19.10



Emese K. Nagy (*Eszterházy Károly University, Hejőkeresztúr Primary School, Hungary*):
Development of Low status Roma Students in a Heterogeneous Group of Students in Terms of Knowledge and Socialization

Due to the diversity of cultural and social backgrounds there is a high degree of knowledge divergence in the student population. The question is how to respond to this diversity and challenge with high-quality education.

It is characteristic of successful education and teaching that individual treatment and differentiation are present to help both the gifted and children needing catch-up. All children should receive education and training appropriate to their abilities, which is of particular importance with regard to Roma children.

We present how it is possible to consider the Complex Instruction Program, a component of the Hejőkeresztúr Model, based on a special cooperative process pedagogically, psychologically and sociologically as a part of an educational system well-considered and consciously structured with respect to both theory and practice. The question is why the program is suitable for the education and teaching of low-status Roma students.



Balázs Klein (*Peopletest, Budapest, Hungary*):
The Social Cage

Modern testing principles did not yield cognitive tests free from the effects of socio-economic status; instead, they provide stunning evidence of its influence throughout our entire lifespan. In this short lecture I will show the omnipresent effect of

socio-economic status on large-sample representative data we collected during the last mandatory conscription in Hungary as well as recent data collected in schools and in the labour market.



Éva Gyarmathy (*Institute for Cognitive Neuroscience and Psychology of the Research Centre for Natural Sciences, Hungarian Academy of Sciences*):
Flashcards for All

Our recent development of learning tools called ‘flashcards’ was motivated by the situation caused by the COVID-19 pandemic. While about 10% of the children can progress better at home than in the classroom, the third of the student population, typically disadvantaged students, do not have access to distance learning and lag significantly behind.

The flashcard method has long been among the best learning/teaching practices. However, by using these cards in board games as we do, gamification is increased. The additional effect of the flashcards is the testing effect. Research shows that learning through testing is one of the most effective learning methods.

We marked the levels of our flashcards with letters and sorted them into different topics. The teacher or the session organizer can choose from the packages according to learners’ knowledge and the session-goal. Card-packages can be selected for participants below or above their real age level. Thus cards are both suitable for filling in the gaps and satisfying talented child’s thirst for knowledge.



Vivien Gyuris (*NestingPlay, Hungary*): *NESTI: An AI-supported tool for early detection of atypical development*

Quality education during the early years sets children up for success throughout their education, including reduced dropouts, increased learning outcomes, better social inclusion and higher education goals met. Today, 175 million children, 50% of the world’s pre-primary-age population, are not enrolled in early educations

programs. Children from disadvantaged social groups attend early childhood education (ECE) at an even lower rate and start school at a significantly lower competence and skill level. Disadvantaged children have the greatest potential to benefit from ECE because their abilities are less developed when they start school, thus they have more scope for catching up. The gaps are evident in maths, reading, and general knowledge along with social and emotional skills. Since teachers often lack the necessary knowledge and tools to address developmental alterations in the classrooms, children with atypical development in large numbers end up in segregated learning environments or drop out of school. Social exclusion of atypically developing children is common worldwide, generating a substantial proportion of human capital untapped, neglected, and overlooked.

At NestingPlay, we enable teachers to better (i) detect early developmental alterations, such as gaps, deficits, or high ability; (ii) design their curriculum-based daily activities addressing the diverse skill-profiles of their students, and (iii) provide the necessary targeted measures to improve the affected deficit areas in inclusive classroom settings, ensuring better performance in school. As we are a social enterprise, we design and pilot innovative educational practices offline and online, such as NESTI, an AI-supported application on early childhood education. NESTI helps any teacher (and parent) identify developmental alterations early, so that children could benefit from early interventions. Its potential is especially valuable for disadvantaged communities for skill/ability development and early talent management.

Renáta Anna Dezső, Barbara Sándor-Schmidt (*University of Pécs, Institute of Education, Department of Romology and Sociology of Education, Hungary*): *Closing the achievement gap by activating Gardner's multiple intelligences at various levels of education in the Carpathian Basin*



Amongst contemporary theories of learning a well known concept is that of Howard Gardner's theory of multiple intelligences – a concept that may add indeed to closing the gap from several approaches via education. During the pro-

cess of pre-service and in-service teacher education at the University of Pécs, Hungary a community of enthusiastic educators has been formed working on the various possible pedagogical applications of the Gardnerian theory within the last decade. This continuously changing professional team, lead by Dr Dezső, has involved colleagues representing different levels of the education system. The teams' professional results contain edited compilations of lesson plans and thematic projects using Gardner's theory, testbook analysis from adequate aspects, and relevant research on cooperation between pre-service teacher education and schools with socially disadvantaged pupils. Teacher-specific Gardnerian intelligence profile has also been investigated and compared amongst the pre-service teacher students at the University of Pécs Hungary, and those of the Ferenc Rákóczi II Transcarpathian Teacher Institute in Berehovo, Ukrain.

One of the most longitudinal researches of the field is Sándor-Schmidt's development focusing on pre-school education. Her work is built on one of the US "Project Zero" Project Spectrum methods, it is called EIDW (Everybody is Intelligent in Different Ways). Ms Sándor-Schmidt adopted games and activities in different locations in the Carpathian Basin and observed different children's intelligence profiles. She also investigated preschool teachers. Her overall research contains 72 preschool teachers' intelligence profiles, 51 individual profiles from Croatia and 21 individual profiles from Ukraine. It also contains 25 program-assisted multicoded data analyses, which focus on preschoolers' multiple intelligences. In Sandor-Schmidt's research the closing the gap aspect may be traced as it contains data of those using their Hungarian mother tongue as a minority language.

CLOSING REMARKS

Csilla Fuszek:

Dear Participants,

After just about 25 face-to-face conferences, this was the first virtual conference we organised with my colleagues. In the beginning it certainly meant lots of preparations, uncertainty and excitement; we had to figure out what we should do, how to run the conference smoothly and naturally, have we worried a lot about how things would turn out.

Almost everything went smoothly, except for some unfortunate audio error due to a streaming problem on the first day, but this was quickly fixed, we are very sorry about it.

In the beginning we have also got a few letters about failed log-ins. I know how frustrating that can be, we'll find some way to send the presentations to those concerned in the near future. Our website will remain active, and the PPTs and materials submitted by the lecturers will be uploaded there in the following weeks. The abstract book will also be delivered to you, in May at the latest.

We have received many letters of thanks during the conference days; many said they really liked the topic of the conference and enjoyed the diversity of the lectures and the structure of each day. Actually, the high number of registrations already suggested keen interest in the topic we chose.

Thanks for the many encouraging words and for your feedback, all the more important in such a virtual context. We sincerely hope you have got a lot of information and it was a "recharging" experience to join us and spend a few hours with us whenever you had some time.

The conference topic was developed by Szilvi and myself, but we have got lots of help. Let me express out thanks to the local organising committee, in particular János Győri, Anikó Fehérvári and our colleagues at MATEHETSZ for all the input. Furthermore, let me thank Joan Freeman, Rena Subotnik and Albert Ziegler for sharing their ideas and thoughts with me concerning the structure of the conference and the presenters. And thanks for Lianne Hoogeveen for her constant support.

And now let me give the floor to Szilvia...

Szilvia Fodor:

Dear Participants, colleagues, friends!

First of all, thank you for joining the conference. We are very happy that we managed to host this event. Honestly, a few months ago we could not imagine how an online conference should be organized, but by today, we are almost over it.

There are challenging weeks and months behind us. Actually, there were moments when we had to collect all our optimism and self-esteem to encourage ourselves that we can do it. However, we also experienced an enormous support and encouragement from many of the ECHA leaders, ECHA members and many of you, we felt really well-supported in the whole process.

I would like to give special thanks to all our lecturers and presenters. They all did a great job. In addition to create a good professional content, they also had to cope with technical challenges. Standing alone in front of a camera in a TV studio, giving an inspiring lecture without an audience, interviewing someone like in a tv-show, speaking to a webcam and making records of your own presentation, or actually making a film – we thought they are beyond our skills. By now we know, they are not.

All of our presenters learnt these new skills, put extra efforts into their presentation to make it understandable and enjoyable, and this way, they are real role models for us in their willingness to develop. Thank you very much!

Csilla Fuszek:

And, last but not least, we have to thank to the National Talent Programme for the financial support, for making it possible for us to organise the conference and offer free access to it all over the world, and to contribute to narrowing the Excellence Gap between countries, since many could not have joined us otherwise.

Szilvi and I, we have learned a lot from the organising process – we certainly know what we should have done differently ... 😊), so we are ready for the next virtual meeting!!!

At the same time, we would prefer to be able to meet you personally in the near future ... after Day 1, when we left the studio and stood there in the abandoned, empty street, just the two of us, no one else in sight, and we had to hurry to be home before the curfew ... then we poured some virtual champagne into our virtual glasses and toasted with you ...

See you soon face to face...in the meantime, keep an eye on the website and our letters.

Let us finish the conference with a video on our country, please enjoy the pictures.

Csilla Fuszek, Szilvia Fodor

ACKNOWLEDGEMENTS, SUPPORTERS

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Association of Hungarian Talent Support Organisations

