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Educational and learning resources for gifted and talented people: perspective of professional women from Argentina

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ABSTRACT

The present study aims to evaluate the quality of the national talent support system for people with High Ability (HA) in the educational context of Argentina. The objective is to offer a comprehensive review of education talent support, using the Actiotopic model to understand how the resources available in the educational environment affect the development of talent in HA people. A systemic approach was employed to recognize the complexity and interaction of endogenous and exogenous resources in talent development. An exploratory study was carried out using an online questionnaire aimed at 23 education and health professionals, both from the private and public sectors, who regularly work with HA people. The sample selection was accidental, and all participants were women between 25 and 50 years old. The research results show an important influence of socioeconomic and political factors where the poor identification and persistence of stereotypes show the urgent need to improve teacher training, implement concrete measures and demystify misconceptions about HA. In addition, the need to have official statistical data at the country to guide future educational interventions and public policies focused on valuing the HA as an engine of national progress.

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1. Introduction

The recognition and care of people with High Ability (HA) constitute a crucial aspect in the educational and social field (Ziegler & Baker, 2013). The identification of persons with HA goes beyond the simple evaluation of IQ, considering multiple dimensions of intelligence, creativity, and specific abilities (Quílez-Robres & Lozano-Blasco, 2020). These people, often called gifted or talented, stand out for their ability to excel in particular areas, presenting exceptional potential that, if properly harnessed, can generate significant contributions to the progress of a country (Ziegler & Stoeger, 2023).

Despite their exceptional abilities, this group of students often faces significant challenges when their specific needs are not recognized or assisted in the educational environment (Agudo Navío, 2017; Tourón, 2019). As Tourón (2004) mentions, a potential will only be developed if the right conditions are present for it.

Likewise, the relevance of adopting systemic approaches that recognize the multifactorial and complex nature of these phenomena will be assisted. Current models on the development of HA highlight the crucial importance of social and contextual factors in the deployment of potential in children, adolescents and young people, underlining their sociohistorical and cultural determination (Castellanos Simons et al., 2015; Renzulli & Reis, 2018).

Currently, one of the challenges facing the educational system is the attention to diversity in educational policies focused on inclusion. In Latin America and, specifically in developing countries like Argentina, the social, political and economic context has a profound impact on education. As a result,

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political decisions often focus on the first essential link: guaranteeing access to education (Navarrete-Cazales, 2023; Serio, 2017). This implies, on one hand, ensuring that the entire population has access to education and, on the other, keeping students engaged throughout their educational cycle to prevent dropouts.

The educational guidelines of educating for diversity have promoted actions dedicated to the support and recognition, especially of disabilities, with the aim of providing everything necessary for this population to develop. However, the educational attention for those people who are oriented towards the other extreme, such as HA, are devoid of systematic policies and a legal framework that contemplates them, strongly impacting the quality of the education they receive (Irueste, 2012; Ministerio de Educación de la Nación, 2019).

In order for students with exceptional abilities to achieve outstanding performance and cultivate their academic talent, it is essential that they have ideal individual conditions, beneficial social factors and an environment that responds effectively to their specific needs. This environment must act as an enabler and supporter that allows for the expression and development of the latent potential.

In this context, where the socio-economic reality is not favorable, it is very difficult to identify priorities and an urgent need emerges to conduct research that examines the situation with major precision.

For this reason, the objective of the study is to evaluate the quality of the national talent support system following a systemic approach that recognizes the multifactorial and complex nature of these phenomena, with the intention of providing a more complete vision by breaking down the different aspects of the talent support system.

In this sense, Ziegler et al. (2017) propose an approach focused on learning resources, highlighting its distinctive character by emphasizing the interaction of both endogenous and exogenous resources of a system with the intention of addressing the complexity of learning in AH people, resources thinking as means to achieve a goal.

From this systemic perspective, the potential of any ability and its possibility of development would no longer be located within the individual but in the system made up of the individual and his or her environment.

To categorize these resources, the Actiotopic model presented by Ziegler and Baker (2013) is used. This model generates a complementary vision to understand the potential of the environment to reach achievements. At the same time, it seeks to direct attention towards specific actions that the individual can perform.

In this perspective, the 'actiotopic' model was used in both data collection and a subsequent analysis, and we decided to mention in the collection instrument as 'environments' so that it could be understood in the mother tongue of the participants.

The present study gains relevance by giving voice to a significant part of the population that requires more precise studies and research. The collection and analysis of current data will help, on one hand, to produce necessary and updated results that contribute to the visibility of characteristics and difficulties and, on the other hand, to provide empirical data as a basis for future research, interventions and projects. Having accurate data is one of the first steps to identify the needs and priorities of this population.

2. The urgent need of public policies for gifted and talented education in Argentina

As in many other countries in the region, attention to gifted and talented students has not received the same attention as other groups of students with special educational needs, such as those with disabilities or learning difficulties. In the context of inclusive education, attention to diversity has become a central axis (Ministerio de Educación de la Nación, 2019), but the policies and resources available for students with HA are scarce and insufficient (Irueste, 2017).

Irueste (2017) broadly illustrates the development of gifted and talented education in Argentina, referring to the limited progress in the area, particularly in the public sector. In this context, it is possible to show that there are civil society organizations, universities and groups of families that have been promoting the need for specific attention for this population. Although this demonstrates a growing interest and awareness about the importance of serving gifted and talented children in the educational

system, the actions found respond to isolated activities belonging to privately managed institutions and not to public policy developments that could favor anyone who needs a specific intervention.

Families are often the first to identify signs of high abilities in their children, but they lack official resources to support and guide in case of suspicion of HA (Teaching Guidance Guide for addressing students with High Abilities in Argentina (GODACI), 2018).

The National Education Law No. 26206 of Argentina, in its article 93, establishes the obligation of jurisdictional educational authorities to organize or facilitate programs for the identification, early evaluation, monitoring and orientation of students with special abilities or talents. The need to make the schooling process more flexible or expanded for these students is also mentioned. Although the law provides a legal framework for the care of students with high abilities, the implementation of these measures has been irregular in different jurisdictions of the country.

If we broaden the vision towards Argentine education in general, it is relevant to highlight that investment in education has experienced a decrease in recent years, especially with regard to the National State. Between 2015 and 2019, the national government's educational investment decreased from 1.6% to 1.1% of the Gross Domestic Product (GDP), which represents a significant reduction of 33% (Ministerio de Educación de la Nación, 2022).

In recent years, the Argentine national education system has focused its actions particularly on increasing the secondary school graduation rate, which currently stands at a worrying 48%, according to data provided by the National Ministry of Education (2022) in a report about educational indicators.

This approach not only focuses on the mandatory nature of secondary education, but also on the quality of education offered in general. The gap between the pedagogical proposals presented by schools and the reality of students' lives is pointed out, which implies that it is necessary to reconsider the current school model and adapt it to the needs of the students.

In 2017, the Learning Organization Framework (MOA) for compulsory education was introduced with the aim of moving towards inclusive, equitable and quality education in Argentina. This framework seeks to ensure the right to education through continuous, complete and comprehensive school trajectories, allowing students to deepen their understanding of reality and actively participate in the transformation of their environment. The MOA guidelines seek to foster innovation through active learning, including the flexible arrangement of school time, grouping of students, and adaptation of the physical environment inside and outside of school to enrich their learning.

Although these measures could considerably benefit gifted and talented children, it is crucial to note that there are currently no specific plans or laws regarding talent or the development of potential which are essential elements to contribute to the country's progress.

On the other hand, Vergara (2004) points out that educational attention to talented students is incipient and unsystematic in Latin America. In many cases, programs aimed at these students are private initiatives, reflecting the lack of resources and government support in this area. This also makes visible the need for greater attention and commitment from educational authorities in relation to highly gifted students.

These data on the socioeconomic situation and educational investment shed light on the additional challenges faced by students with HA in Argentina. Lack of resources and growing economic inequality can block even more the access to quality educational opportunities for these students.

In recent years, in Argentina, the task of making HA visible and understanding has been undertaken by a group of researchers and health professionals, in particular, psychologists, and psychopedagogues. These experts have shown a deep interest in the issue, concerned about the growing phenomenon of medicalization of boys and girls in schools due to diagnostic errors. (Ceballos et al., 2016; Irueste, 2012).

Along these lines, Ceballos et al. (2016) affirm that in many cases the actions aimed at interventions in HA are directed by parent associations that seek to guarantee the educational needs of their children since public educational system do not cover these needs from any point of view.

To improve the development possibilities of gifted and talented children in Argentina, it is essential that the implementation of existing policies is strengthened and adequate resources are allocated for their education. In addition, a major awareness in society and a major collaboration between the educational system, academic institutions and civil society organizations must be promoted. The goal is to

ensure that these students can develop their full potential and contribute to the progress of the country.

Furthermore, it is highlighted that in Argentina, the training of health and education professionals does not adequately include the topic of high abilities. The majority of professionals who have acquired knowledge on this topic have done so through courses, diplomas or private training abroad (Despuy et al., 2017). This situation shows the need for greater investment in training of professionals in the field of education and health, in order to improve the detection and care of students with high abilities.

Consequently, it is essential to assist not only the identification and care of students with HA, but also the need to guarantee an equitable and accessible educational environment for all sectors of the population, regardless of their economic situation.

This involves major implementation of existing legislation, investment in the training of professionals and the creation of official organizations that can provide support and guidance to parents and educators. Only through these coordinated efforts can the development possibilities for people with high abilities in the country.

3. Talent education in Argentina today

The visibility and support of talent in Argentina have been topics of growing concern in recent years, especially among health professionals, such as psychologists and psychopedagogues. These experts have played a crucial role in making visible the importance of talent development, while expressing concern about the trend towards the medicalization of children at schools (Irueste, 2017).

Visibility and attention have varied unevenly in different regions of the country. Within the province of Córdoba, a space dedicated to the identification, advice and guidance to families, teachers and educational institutions on the early detection of possible HA was created in the Faculty of Psychology of the National University of Córdoba. The Neuropsychology Service, children's área, is the only public and free university service in the country, directed since its inception in 2016 by Dr. Paula Irueste, since then it has carried out research in three axes: educational, family and clinical.

Regarding the difficulties and demands that arise at the Neuropsychology Service of Córdoba, different spaces have been created to support and develop the potential of HA people such as an identification área, emotional intelligence attention, family accompaniment space, as well as training programs aimed at professionals and educational institutions. This approach is essential to provide the necessary support to people with HA and their families (Saco et al., 2020).

In the north of the country, specifically in Tucumán and Jujuy provinces, they stand out for implementing initiatives committed to both the gifted and talented child population and the training of teachers at various educational levels. The notable uniqueness of these efforts lies in their public nature, supported at the ministerial level.

In the province of Jujuy there is a specific area of School Support Service (SAE) dependent on the Secretary of Equity and the HA team dependent on the Department of Special Education, which contain and accompany the trajectories of children already identified as gifted and talented (GODACI, 2018).

For its part, Tucumán is one of the provinces that in recent years has trained and began to generate actions linked to the identification and support of this population, focusing the work of an interdisciplinary team dependent on the provincial ministry of education trained with the protocol of the neuropsychology service, children's área.

In the province of Buenos Aires, capital of the country, the Association of High Abilities Argentina, previously called 'Parents Ambassadors of High Intellectual Abilities in Argentina' has been strongly promoting the necessary actions so that the country's legislative framework would consider an identification protocol for all schools in the country, first and then generate support for educational interventions that guarantee the necessary support for gifted and talented children (Irueste et al., 2020).

Despite these advances in the aforementioned provinces, Argentina faces significant challenges in the field of educational investment. This situation raises concerns about the availability of resources for education, including the support needed for students with HA. Investment in education is critical to ensure an equitable and accessible education system that assists the needs of all students, regardless of their abilities and circumstances.

Finally, although there are notable efforts by health professionals and specialized services in Córdoba, Buenos Aires, Tucumán and Jujuy to respond for the needs of students with HA, the lack of investment in education and the decrease in resources at the national level pose significant obstacles to provide effective support to HA people across the country.

4. Theoretical framework for this study

For a long time, the conceptualization of HA has been closely linked to its heterogeneous characteristics and its development in the educational field (Quílez-Robres & Lozano-Blasco, 2020). Considering the possibility of not only focusing on the individual, but also on his interaction with the environment, offers the opportunity to overcome the dichotomy between context and individuality and facilitates the observation of mutual feedback between the two (Ziegler & Baker, 2013).

Over time, it has not only sought to identify people with high abilities, but the importance of 'high ability environments' or 'intelligent contexts' has also been explored. These concepts underline the idea that not only do people differ in their potential for exceptional achievement, but also that educational and social environments can play a critical role in the development of these abilities.

The identification of 'high ability environments' is based on the wealth of learning resources they offer, both exogenous and endogenous. Endogenous resources, which include skills, knowledge, and internal attributes of the individual, are essential for high-ability individuals to make the most of exogenous resources, such as enrichment programs, specific learning opportunities, and the support of teachers and mentors. Both types of resources are crucial for development and learning in these environments.

The vision presented by Ziegler and Baker (2013) based on learning resources establishes a clear dynamic relationship, postulating that the unit of analysis is the individual with HA and their social and informational environment. To deepen the analysis, categories are used in each of the resources.

The Table 1 presents detailed definitions of resources, both exogenous and endogenous, providing a comprehensive overview of their distinctive characteristics. It should be noted that in this table (Ziegler et al., 2017), a correspondence has been established between the two types of resources; the rows simultaneously contain the definitions associated with both the exogenous and endogenous resource. This strategic arrangement allows a direct comparison, pointing out the convergence and interrelationships between both resources, since they share a fundamental logic in their conceptualization.

As mentioned above, in Argentina, the socioeconomic context and educational strategies aimed at addressing the learning diversity associated with HA, such as curricular enrichment or flexibility in the schooling process, often depend on individual will and training of each teacher. This leads to a lack of continuity throughout the schooling process.

We consider that adopting a new perspective focused on resources and the promotion of people's well-being and development can encourage a reflective approach and the search for alternatives in the education of people with high abilities, such as learning paths (Ziegler et al., 2017) that include the evaluation of the strengths and resources available to each individual.

In the following analysis, the key implications of this resource-oriented approach for the education of HA people will be presented, evidencing how different types of resources interact and complement each other to optimize the development and learning of these exceptional individuals. However, we are not going to lose sight of the fact that we are facing a context of instability and crisis, which could affect the functionality of the environments and the perception of their members.

5. Method

The choice of methodology is based on the proposed theoretical framework that allowed data to be collected to achieve the main objective of the study of exploring the situation and importance of learning resources in education for people with HA in the country.

The present study was carried out using an exploratory design with a mixed approach (Sampieri Hernández et al., 2014), due to the limited development of studies on talent in people with HA in the country. The mixed approach, which combines systematic, empirical and critical processes, involves the collection and analysis of both quantitative and qualitative data. One of the main advantages of this

Table 1. Definitions of educational and learning resources and their correspondence to theory systemic and the high capacity actiotopic model.

Exogenous learning resources			Endogenous learning resources		
Name	Definition	Example	Name	Definition	Example
Economic educational capital	The educational economic resource is all types of wealth, possession, money or valuable objects that can be invested in the initiation and maintenance of learning and educational processes (p. 27).	Money invested in books or private tutors.	Organismic learning resource	The organismic learning resource consists of a person's physiological and constitutional resources (p. 29).	A healthy body, physical size in basketball, physical attraction of an actress
Infrastructural educational resource	The infrastructural educational resource is related to the materially implemented possibilities for actions that allow learning and education (p. 28).	Bookstores, universities, learning software, books, toys.	Practical learning resource	The action learning resource means a person's repertoire of actions – the totality of actions that one is capable of performing (p. 30).	Mathematical skills; skills for swimming, dancing, playing a musical instrument or performing mathematical operations.
Cultural educational resource	The cultural educational resource includes the value system, thought patterns, models and the like, which can facilitate or hinder the achievement of educational and learning objectives (p. 27).	Peers oriented to learning objectives; appreciation of certain domains in a society (e.g.: ping pong and the piano in China, chess and mathematics in Russia).	Telic learning resource	The telic learning resource includes all the previously proposed goals that offer possibilities to satisfy your needs (p. 30).	Passion in some domain, proposition of functional goals, goal-oriented learning.
Social educational resource	The educational social resource includes all people and institutions that can contribute directly or indirectly to the success of learning processes and education.	Committed teachers, caring parents, supportive spouse, mentors.	Attentional learning resource.	The attentional learning resource denotes the quantitative and qualitative attentional resources that a person can apply in learning (p. 31).	The time available for learning, volitional strategies, concentrating attention on learning.
Didactic educational resource	The didactic educational resource means the know-how involved in the design and improvement of educational and learning processes (p. 29)	The curriculum, training programs, the professional experience of teachers, parenting skills.	Episodic learning resource	The episodic learning resource refers to the simultaneous action patterns relevant to goals and situations that a person can access. (p. 31).	Conditional knowledge (e.g. competencies related to using declarative or procedural knowledge in the correct situation).

approach is its ability to more comprehensively address the complexity inherent in most phenomena or research problems (Sampierí Hernández et al., 2014).

The instrument used for this research was an online questionnaire built ad hoc and prepared specifically for the purposes of said research and based on the Actiotope model of giftedness (Stoeger & Ziegler, 2005; Ziegler & Baker, 2013) which establishes key questions for each educational resource and learning. There are a total of 10 resources, 5 learning and 5 educational, see Table 1.

Ziegler and Stoeger (2023), in their article detail a set of specific questions that evaluate both learning and educational resources, providing a comprehensive guide for their evaluation. These questions are

designed to collect both qualitative and quantitative information. For the purposes of this study, qualitative information was obtained through descriptive questions that explore in depth the experiences and perceptions of individuals, for example 'What beliefs do people have about talented people?', 'According to your experience, what talents are valued?'.

On the other hand, quantitative information was collected using a 4-point Likert-type scale, which classifies responses into the categories of 'almost never', 'sometimes', 'frequently' and 'almost always', through of questions such as: 'Do you think that people value learning?', and also nominal scales of the yes/no/don't know type, for example: 'Are there advocacy groups such as parents' associations?' This dual approach allows for a comprehensive evaluation of learning resources, combining the richness of qualitative data with the precision and systematicity of quantitative data.

This dual approach allows for a comprehensive evaluation of learning resources, combining the richness of qualitative data with the precision and systematicity of quantitative data.

Finally, the online questionnaire includes questions designed to collect general demographic data such as gender, age, profession, and part of the country where they live. As well as specific data related to their work with HA, how long they have been working with HA and where they carry out this activity, whether in the public, private or both spheres.

6. Participants

For this study, a selection of professionals from the fields of education and health, both from the private and public sectors, who regularly work with HA people, was made. All of them agreed to participate voluntarily. According to Sampierí Hernández et al. (2014), the selected sample is called non-probabilistic or directed. Therefore, the inclusion and exclusion criteria for the selection of participants were the following: Work at the time of participation with people identified with HA; live and work within the country and have minimal knowledge of the subject.

The sample was made up of a total of 23 professional participants in the fields of education and health, both from the private and public sectors and among whom they regularly perform their duties with people who present HA.

They come from the north (20%), the center (70%), and the south of the country (10%), it should be noted that only one person resides in the country's capital. The ages were between 25 and 50 years in both the health and educational sectors, highlighting a higher percentage of women between 25 and 35 years in the health sector (30%).

According to the distribution in the sample, 50% of the participants have been working with people with HA for less than 5 years, while 30% have accumulated work experience of more than 5 years but less than 10 years in this field. This could suggest a growing interest and greater visibility in training and work related to CA, especially over the last 5 years.

It is evident to note the totality of women that make up the sample, which could be a methodological restriction. However, this coincides with the degree enrollments in both psychology and psychopedagogy, which have almost all female students.

It is important to point out that the diversity of professions in the sample enriches the focus of our analysis, since it includes participants with different training and roles, such as social workers, teachers, directors of educational institutions, pedagogues, and technical teams, with predominance 70% of the participants belonging to the health field.

7. Results and discussions

The results are based on the analysis of the 10 components of the Actiotype model. The analysis is carried out considering the categorization provided in Table 1. That is, on one hand, the exogenous learning resources that pays main attention to the environment, such as: economic, social, cultural, infrastructural and didactic. And in the same way, endogenous learning resources that focus on people's own resources, that is, the organismic, telic, actions, attention, and episodic resources.

This section presents the significant themes derived from the data, which are in line with the essence of the theoretical framework, guidelines and structure of the research.

7.1. Economic educational resource

Based on the data collected, it is evident that support for talent in Argentina faces significant shortcomings in terms of institutional and financial support. As seen in [Figure 1](#), we can find that 60.9% of the sample indicates the lack of financing for these initiatives, revealing a lack of economic support at the institutional level. Furthermore, the dependence of individual economic talent support on professionals or institutions, according to 47.8% of those surveyed, points to the absence of structured policies and allocation of specific resources for this area, showing the lack of a systematic approach and sustained development of talent.

A particularly worrying aspect is the high percentage (more than 80%) of those interviewed who are unaware of the existence or allocation of a special budget for talent. This lack of knowledge or allocation of specific resources can translate into the absence of programs and activities designed to identify and nurture the exceptional potential of individuals with HA (Scarafia, 2022). The tendency for families to be the main investors in talent promotion reflects the lack of state or institutional intervention in this area, which could exclude those who lack the economic resources to invest in talent development.

In summary, these results point to the urgent need for concrete policies and actions to finance and promote talent, as well as effective communication strategies to publicize available resources. Without adequate support, the potential of talented individuals could go untapped, affecting not only individuals, but also the overall development of society.

7.2. Cultural educational resource

To measure the cultural educational resource, a qualitative analysis was carried out in order to find concepts, experiences, and categories that are recurrent. The analysis led to analytical conceptualizations with the purpose of structuring the results linked to the human experience that is under investigation (Sampieri Hernández et al., 2014).

According to the data provided by Ziegler et al. (2017), the cultural and educational resources denote value systems, thought patterns, models, and the like that can facilitate, or hinder, the achievement of educational and learning objectives.

Based on the responses received, it is possible to develop some qualitative categories that allow us to demonstrate the conceptions of talent that emerge in the country, according to the experience and perception of the professionals surveyed.

1. Innate perception

It is observed that some participants hold the idea that talent is innate, an inherent characteristic present from birth. However, it stands out that few recognize the effort and continuous development that this potential implies.

There is a notion that emerges, that talent requires specific development and constant stimulation. The importance of a comprehensive and interdisciplinary approach is emphasized to enable students to reach their full potential.

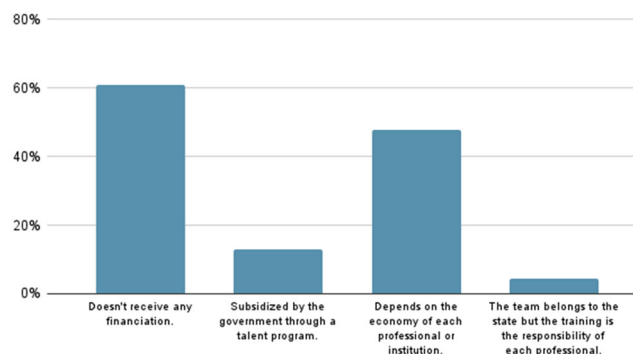


Figure 1. Financial and material support for talent development.

2. Responsibility of the educational system
A variable perception is evident about the responsibility of the educational system and the State in the development of talent. Some participants believe this should occur outside of the school environment.
3. Complexity of the phenomenon
Participants recognize the complexity of talent, understood as a phenomenon that implies exceptional abilities, creativity, motivation and significant interests.
4. Ignorance and myths
A worrying pattern of ignorance and the presence of myths related to talent development emerge. The general perception suggests that it is not given priority, and there are questions about the restriction of childhood in pursuit of the development of potential.
5. Elitist perspective
Some participants perceive talent as an elitist issue, associated with high social levels and the need for economic resources.

This qualitative analysis reinforces the diversity of perspectives on talent, pointing out that ignorance and myths are significant aspects that could influence the perceived lack of priority in talent development. The relationship between innate perception and the necessary effort is also evident in the variability of responses.

In agreement with Irueste (2012), who affirms a general tendency in human beings, reinforced in traditional education, to give greater importance to error than to potential, it is highlighted that, in recent years, there has been a greater focus on individual learning styles.

In the context of High Abilities (HA) and according to the contributions of Fajardo et al. (2020), learning focuses on self-regulation, involving an independent, motivated, exploratory process and creator of new ways of thinking. These authors emphasize the importance of an adequate emotional environment where individuals feel understood, recognized and valued to achieve optimal intellectual development.

Therefore, the lack of knowledge and understanding of what defines talent is revealed as a major obstacle. In the responses provided by professionals, perceptions linked to myths are observed, such as overstimulation and difficulty in social relationships. Phrases such as 'Only talent is enough to achieve goals', 'everything is easier for them' and 'they have no problems' have been used, pointing out that families are afraid to consult because this possibility seems strange to them. This perspective suggests that, by having talent, challenges in life will be easier to overcome, while concern and confusion also arise due to not knowing how to approach this situation (López-Escribano, 2003).

Furthermore, there is a tendency to consider talent as innate, exempting the need for specific attention in the school environment. On the other hand, it is highlighted that the perception of talent is often associated with genius and, in some cases, is considered elitist.

The relationship between peers and people with HA is also influenced by the variety of talents they possess. Sometimes, they are perceived as geniuses, but other times as an annoyance due to the level of demand and expectations they may have. Acceptance varies depending on the profile of the person, with some of them being seen with facility in a specific task, while others are considered as group leaders (Fajardo et al., 2020; Irueste, Nicolas et al., 2018).

In general, responses suggest that perceptions are shaped by various factors, such as talent type, individual personality, and the influence of adults in the environment. This heterogeneity of opinions highlights the complexity of social interactions in the context of high abilities, and underlines the importance of fostering understanding and acceptance among peers to promote an inclusive environment.

The development of talent, according to research results, is intrinsically linked to the family environment, where parental support and guidance emerge as crucial elements (López-Escribano, 2003). At the same time, schools are undergoing an evolution in their role, learning to integrate talent development into their practices, although with variability in offer and approach. Specialized professionals play a fundamental role in guiding the specific needs of students, underlining the importance of their participation in the process.

The prevalence of talent development activities outside the school environment is also highlighted, in extracurricular contexts provided by private institutions or clubs. This approach, however, poses economic challenges and highlights the need for enrichment strategies.

Furthermore, the inconsistency in institutional proposals in some regions underlines the importance of mayor attention and regulation in this area.

In this panorama, participation in specialized competitions, such as mathematics olympiads, and the heterogeneity in school initiatives, which range from the promotion of artistic expressions to academic competitions, underline the diversity of approaches in talent development.

If we stop to observe which talents are most valued at a collective level, in the surveys we find that both academic and sporting talent are the most prominent, with equally distributed mentions. Artistic and logical-mathematical talents are also present, although to a smaller extent. In addition, mentions of other talents are observed, highlighting social, motor skills and technological aspects.

Teachers' beliefs and attitudes towards inclusion constitute a factor that can influence the quality of the educational response that students receive (Plata Morán et al., 2021).

The invisibility of the topic and the presence of myths contribute to the perception of strangeness and distance. In this context, the need for greater awareness and understanding is evident to provide adequate support to boys and girls with high intellectual abilities.

7.3. Infrastructural educational resource

Figure 2 presents the analysis of the infrastructure available for talented people, collected through the questionnaire. When considering the economic characteristics and access possibilities in the country, a significant predominance of online resources is revealed. This finding highlights the critical importance of technology and access to digital platforms in talent development, reflecting the relevance of virtual tools nowadays to complement and enrich education and encourage exceptional skills.

In contrast, the presence of specialized schools for talent is mentioned by a considerably low percentage of the sample (17.4%), which suggests that these institutions are less common or are not fully recognized in the context analyzed, it could even be thought that they are less developed in the particular economic context of the country. Although the library, a space linked to traditional schools, is identified by 69.6%, the low percentage of mentions of support centers (43.5%) indicates that, although they exist, they are not as prevalent or accessible.

In 2019, the Ministry of Education, Culture, Science and Technology of the Nation produced educational material as an action that enhances inclusion. The objective is to generate a pedagogical resource, in which HA is included. It is dedicated to bridging gaps in the learning and participation of students with high abilities. This resource is the first that the ministry dedicated especially to high abilities, addressing the characteristics and possible intervention strategies (Ministerio de Educación de la Nación, 2019).

Mentions of the university as a possibility of action for learning is mentioned by 47.8% of the sample, a free public space where access is made once they finish compulsory school.

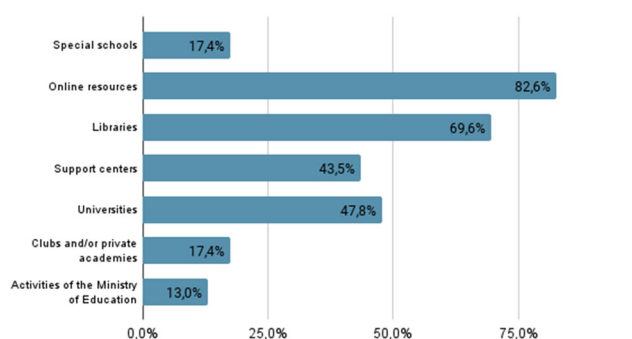


Figure 2. Available infrastructures that talented people can use for their development, according to those who were interviewed.

Additionally, the sporadic presence of government programs and private spaces for talent development, as well as the mention of a single support center in the province of Tucumán, highlights the lack of a broader and more accessible network of resources dedicated to high capabilities.

In conclusion, investment in infrastructure demonstrates to have the potential to boost not only individual performance but also economic growth, as suggested by studies such as Ziegler et al. (2017). The findings presented in this analysis point to a direction for future interventions, highlighting the viability of online resources as an accessible option for a large part of the population in the context of a rapidly developing country. These data show the importance of considering and strengthening the infrastructure resource as an essential component in talent development in this specific environment.

7.4. Social educational resource

The research, in line with the theories of Ziegler et al. (2017) and Renzulli (2020), demonstrates the importance of the social educational resource and its crucial role in the development of talent. The results of the survey of 23 health professionals, as shown in Figure 3, corroborate the idea that various actors play a role in talent promoting, with parents identified by 100% of those surveyed as fundamental agents.

These results are consistent with various investigations (Gómez & Valadez, 2010; López-Escribano, 2003; Pérez et al., 2017) that affirm the fundamental value of families in the involvement and education of children with HA.

The presence of health professionals in 65% of the responses can show the influence of these actors in the talent development process. This finding is consistent with Ziegler and Baker (2013) theory, which stand out the importance of the people involved in the educational and learning process. Health professionals emerge as an essential component of the social educational resource, contributing to the success and development of talent.

On the other hand, the inclusion of teachers (39%) and mentors (48%) also appears in the responses, confirming the diversity of actors that can influence the promotion of talent. These results support Renzulli's (2020) idea about the need for investments in various types of national assets, including social resources, to achieve a prosperous and healthy society; however, no country-level research has been found that accounts for interventions in this regard.

Furthermore, the consensus among respondents about the need for more staff and the existence of parent associations as advocacy groups underscores the demand for additional resources and support. This aspect points out the importance of considering not only the diversity of actors, but also the need to strengthen and expand human resources to achieve successful talent development.

7.5. Didactic educational resource

This resource covers a variety of elements, from the quality of early childhood caregivers to teacher qualifications and the effectiveness of school-age instruction (Ziegler et al., 2017). This type of resource

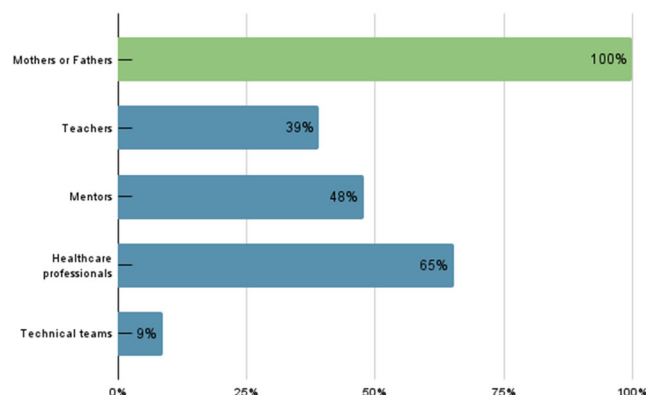


Figure 3. People involved in talent promotion, according to those who were interviewed.

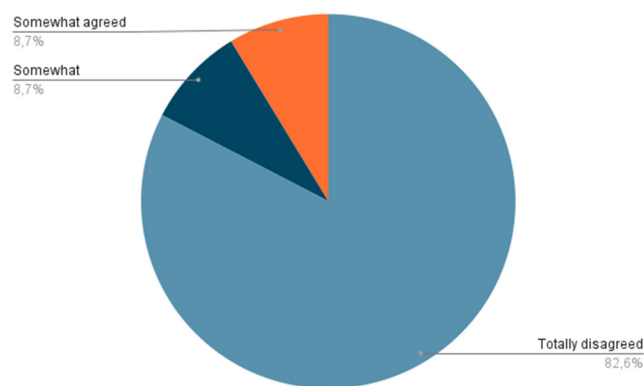


Figure 4. Response about knowledge of support for talent in the country, according to those interviewed.

includes elements such as the educator's ability to facilitate understanding and skill development in students.

The analysis of the survey conducted with 23 health professionals highlights a majority perception of the lack of knowledge in the country about how to support talents (Figure 4), with a notable 82.6% of respondents expressing their total disagreement with the existence of an adequate level of understanding and resources in this area. This critical perception aligns with recent research from the Neuropsychology Service, Children's Area in the province of Córdoba, led by Dr. Paula Irueste.

Taking into account that the quality of pedagogical resources and practices significantly impact the teaching and learning process, the results of the survey carried out among health professionals, together with the research carried out by the Neuropsychology Service, Children's Area of the province of Córdoba, provide a detailed overview of the perceptions and realities around supporting talent in the country.

This Service has concentrated its efforts on understanding the conceptions and strategies of teachers and parents to identify High Abilities and Talents. Despite being the only public and free identification service in the country since 2016, the survey reveals widespread concern.

In a specific investigation with parental figures (Despuy et al., 2017), it was evident that, of 96 cases consulted in the service, only 28 were effective for the identification of HA. This finding shows the existing challenges and the need to address widespread myths and misunderstandings among parents. The lack of teacher training, confirmed by almost 90% of the responses in the survey, contributes to poor identification and the persistence of stereotypes about HA, making it difficult to implement concrete measures.

The data obtained by the Neuropsychology Service support the deficiencies evidenced in the survey, highlighting the importance of the didactic educational resource, focused on specialized knowledge and reflected in the identification tools, in educational designs and programs (Ziegler et al., 2017). and emphasizes the need to work with these challenges. As mentioned in previous sections, it is necessary to continue working on the myths and stereotypes that need to be made visible early in this group of talented people.

Along these same lines, Ceballos et al. (2016) point out about the need for a comprehensive approach, proposing projects and programs that encourage collective participation with teachers and other educational actors. These projects should allow the long-term construction of knowledge, tools and techniques for the detection and care of students with AACC, involving parents and all actors in the educational training of children.

7.6. Organismic learning resource

Ziegler and Baker (2013) refer to the organismic learning resource as the close connection between physical conditions and various aspects of learning and performance. This relationship is evidenced in correlations between physical conditions and performance in memory tasks, IQ, and academic achievements.

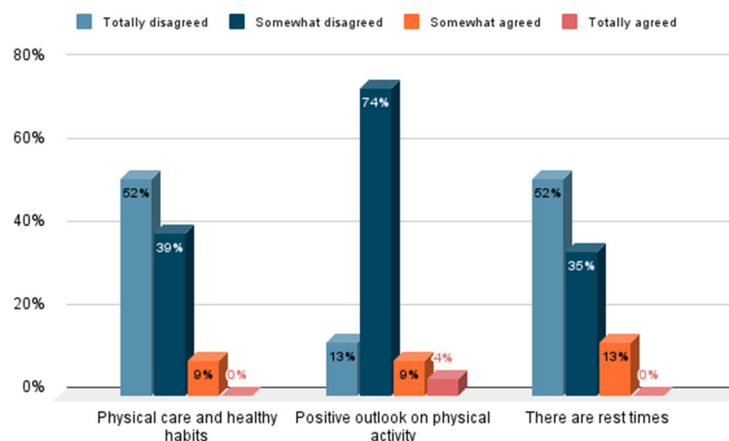


Figure 5. Results about the organismic learning resources of people with HA.

This perspective reflects a comprehensive vision of the talented person, incorporating the influence of various habits on their health, with physical activity being a health benefit.

The results of the survey of health professionals provide a clear picture. According to their responses, there is a lack of care that ensures the physical health and healthy habits of talented people (91%). This finding, seen in the left part of Figure 5, contrasts with the growing evidence that highlights the benefits of healthy habits, such as sleep, nutrition, among others, on academic performance, according to studies such as Adelantado-Renau et al. (2019) and Escolano-Pérez and Bestué (2021), pointing out the need to raise awareness about the interconnection between physical health and learning.

Regarding exposure to positive perspectives on sport and physical activity, the high percentage (74%) disagreeing points to a potentially neglected area in supporting talented people. Despite the growing research about the positive correlation between physical activity and academic performance, according to Infantes-Paniagua et al. (2023), the discrepancy in this perception clearly shows the need to promote the importance of physical exercise in the educational community.

The lack of agreement on planning recovery periods for learning (52% strongly disagree, 35% somewhat disagree) suggests a gap in the consideration of fatigue and rest in the educational process of talented individuals. Existing evidence affirms that proper rest management may be critical to academic performance, according to Renzulli (2020), showing the need for awareness and possibly a review of current practices.

The results reveal a lack in physical health care and in the promotion of healthy habits for this population, evidencing specific areas of attention, such as the importance of sport and physical activity, planning recovery periods and awareness about the relationship between physical health and learning.

7.7. Practical learning resource

In relation to the practical learning resource, as one of the possible actions that can promote development and learning, it is possible to establish a relationship between low levels of practical learning resource and academic development (Ziegler & Baker, 2013).

The responses about the knowledge and perception of talent development in Argentina reveal a challenging context, accentuated by the indicators and results of the country's educational system also evidenced in the economic educational resource, previously developed.

The persistent gap in academic achievement between public and private schools, proven in the PISA 2018 results, underscores the pressing need for policies that seek to reduce these disparities and provide equitable educational opportunities.

Argentina's position in the ranking of the Institute for Management Development (IMD), occupying position 62 out of 64 countries, reflects the economic and management complexities in the country. This situation can influence investment in education and, therefore, the quality of the educational system. It is crucial to address these macroeconomic challenges to create an enabling environment and actions that foster talent development.

PISA results over the years in the country indicate fluctuations in the performance of Argentine students in key areas such as Language and Mathematics. Although there was an improvement in Language compared to 2012, the score in Mathematics decreased (Ministerio de Educación de la Nación, 2022).

The answers provided by the professionals surveyed about talent development in Argentina reveal that 56% of those surveyed consider that talented people cannot reach their full potential, which suggests an alarming perception about the use of talent in the country. On the contrary, 22% believe that talented people can reach their maximum potential, indicating a more optimistic vision, but still a minority. International educational evaluations, where 66% perceive that they have a very good performance. This finding suggests that, despite concerns about talent development, there is trust.

Regarding knowledge about the country's performance in competitions, the responses are heterogeneous, ranging from ignorance to specific mentions of positions. The diversity of responses reflects the general lack of awareness about the country's position in academic competitions, showing the need to improve the dissemination of this data.

The positive aspect can be seen by observing the outstanding performance at an international level of the outstanding students among the best.

Taken together, the survey reveals the need for greater awareness and focus on talent development, as well as the importance of assisting negative perceptions to foster an environment conducive to talented people achieving their full potential.

7.8. Telic learning resource

One of the most notable findings in the questionnaire is the high consideration given to a person's motivational system, where the majority of participants recognize its importance. This recognition calls attention to the relevance of working with motivation as an essential component in supporting talent, underscoring the need for strategies that foster and strengthen the motivational system of talented people.

However, it is significant to note that learning is not valued proportionally to the motivational system, as contrasted in Figure 6, which raises questions about the perception of learning in the context of talent development. This finding could indicate a gap between the importance given to motivation and the valuation of the learning process, pointing to the need to further explore the attitudes and beliefs around learning in talented people.

Early identification of students with HA is essential to prevent demotivation and school failure. Renzulli (1978), in his theory of the three rings, emphasizes that intelligence must be accompanied by motivation and creativity, giving relevance to intrinsic and psychosocial elements such as persistence, self-confidence and intrinsic motivation. Quílez-Robres and Lozano-Blasco (2020) affirm that creativity and motivation emerge as factors that are universally valued in all the reviewed models. The conceptual limits of intelligence are expanded by recognizing the importance of context, experience and personal motivational variables.

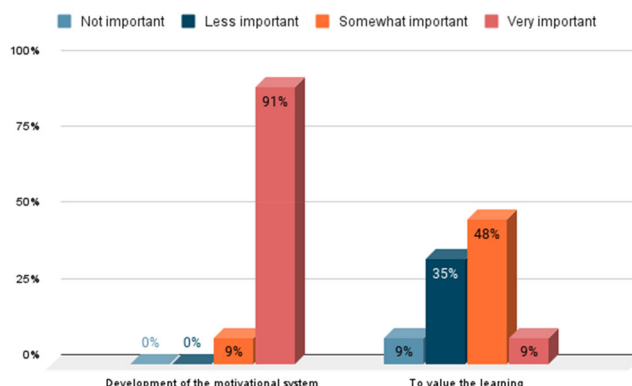


Figure 6. Results about the development of the motivational system and the value of learning of a person.

According to concerns that could interfere with the development of talent, the results indicate that social life and self-concept are aspects widely recognized as potential sources of interference. With 87% of responses, self-concept emerges as a crucial concern that must be assisted in talent support. These results affirm the importance of considering not only academic aspects, but also emotional and social dimensions when designing talent support strategies.

Additionally, the perception that career is important for 68% of respondents suggests that career goal orientation is a critical aspect related to talent development planning.

This finding supports the notion that the telic learning resource, understood as previously proposed goals that offer opportunities to satisfy needs, plays a crucial role in supporting talent, both in personal and professional development.

7.9. Attentional learning resource

In the first place, the perception that the time and attention devoted to talent development is linked to talent domain is notable from the data concentrated in Figure 7.

The responses show that 43.5% affirm that this relationship exists, suggesting that consciously investing time and attention has a positive impact on talent development. However, it is important to note that there is some ambiguity, since 30.4% consider that it may be relevant, and 17.4% maintain that it is indifferent. This reflects the diversity of opinions about the connection between time invested and the level of talent domain.

Regarding the relationship between learning or practicing in talented people, the majority of health professionals (69.6%) maintain that it is mainly associated with deliberate practice. This finding supports the idea that deliberate, focused improvement in specific skills is essential for talent development. On the other hand, 30.4% of those surveyed consider that learning or practicing for talented people is more of a leisure activity.

In summary, these results reveal the complexity of the relationship between time spent on talent development, mindfulness, and the way talented people approach learning and practice.

7.10. Episodic learning resource

The Figure 8 manages to bring together the perceptions obtained by teachers about talented people. From the data, it stands out that 69% of the responses perceive learning as pleasant, which suggests a positive connection with the process of acquiring knowledge and skills. This finding is fundamental, since the positive perception of learning can significantly influence the motivation and commitment of talented people.

However, significant concern arises from the fact that 65% feel they are more likely to be seen as 'nerds' by their peers, which could lead them to hide their learning successes. This social stigma associated with talent highlights the need to work with negative perceptions and attitudes that may arise in the social environment, in order to create an environment of acceptance and appreciation of learning.

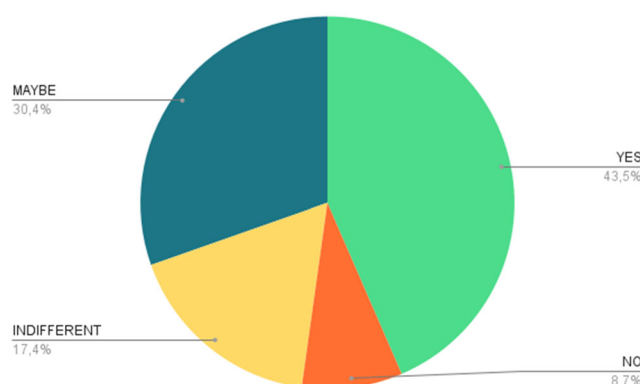


Figure 7. Relationship between time dedicate to the development of their talent and the mastery of talent.

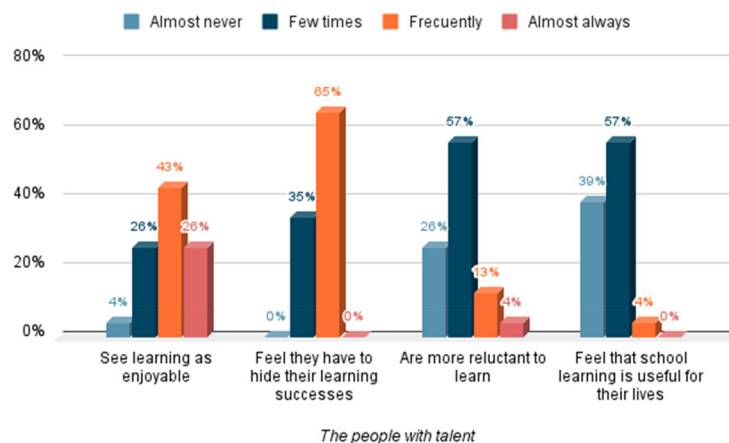


Figure 8. Perception of health professionals and education about talented people.

It is especially notable that 85% of respondents feel that school learning is rarely useful for their lives. This perception underlines the importance of designing educational approaches that link learning with everyday life, making it more relevant and meaningful for talented people. A critical review of pedagogical strategies is required to align them with the needs and expectations of this specific group.

The diversity of responses about the learning experience of talented people reflects the complexity and variability of their experiences. From very positive perceptions related to self-directed learning and contextual support to negative experiences in the school environment, it is clear that the quality of learning is intrinsically linked to various factors, such as context, autonomy and the presence of mentors.

In summary, these results show up the importance of fostering positive perceptions of learning, assisting the stigma associated with talent, and reevaluating educational practices to make learning more relevant and meaningful for talented individuals. The episodic learning resource, understood as the simultaneous action patterns relevant to the goal and the situation, requires careful consideration to optimize the learning experiences of this specific group.

8. Conclusions and recommendations

Firstly, it is necessary to mention that this work is based on surveys carried out online, which corresponds to a non-interventional study. It is guaranteed that all participants were fully informed about the survey, ensuring the confidentiality of the data and the objectives of the research, and gave their consent explicitly.

In order to begin with the conclusions, the findings of this research, based on an online questionnaire directed at 23 health and education professionals, show a significant gap in the attention and recognition of people with High Ability (HA). Despite the educational inclusion policies promoted by the Argentine Ministry of Education, the lack of a systematic approach and specific resources to address the needs of this particular group remains evident. The country's socioeconomic reality influences the prioritization of policies focused on access to education, but leaves unattended the quality of education to assist the specific needs of those with exceptional talents.

As Tourón (2019) points out, in the current talent paradigm, provision requires specific intervention based on the current characteristics of each student. The study also points out the importance of adopting systemic approaches that recognize the complexity of social and contextual factors in talent development. In this sense, the Actiotopic model presented by Ziegler and Baker (2013) emerges as a valuable theoretical framework to understand the interaction of endogenous and exogenous resources in the environment of people with HA.

From this perspective, it is possible to establish connections that will be developed as axes, between the exogenous and endogenous resources that were analyzed, observing their correspondence (Ziegler & Baker, 2013). The first axis covers economic educational resources and organismic learning resources, which constitute the basis for the development and learning of a person. The questionnaire data reveal

the lack of attention to physical health and healthy habits for talented people, as well as discrepancies in the planning of recovery periods, highlighting the importance of reviewing, improving current practices and recognizing the importance of rest in academic performance.

On the other hand, the economic educational resource shows a significant shortage of institutional and financial support for talent initiatives. The dependence on individual financial support calls attention to the absence of structured policies and specific allocation of resources, underlining the lack of a systematic approach. The lack of knowledge about funds and scholarships, along with the tendency for families to be the main investors, manifests the need for greater visibility and access to resources.

Overall, there is a need to review the concepts regarding the connection between health and learning, as well as the possibility of comprehensively assisting the needs of talented people, integrating the promotion of physical health with economic and institutional support.

Another axis is presented with the infrastructural resource and the practical learning resource, both linked to the actions that enable the development and learning of the person. Regarding infrastructure, the predominance of online resources underscores the critical relevance of technology in exceptional skills education. However, the limited presence of specialized schools and support centers shows the need for a broader and more accessible network of resources for high abilities.

Furthermore, the persistent gap in academic achievement and fluctuating results on international assessments point out the need for equitable and sustained policies to reduce educational disparities. The lack of awareness about the country's performance in academic competitions reveals the importance of improving the dissemination of this data to create a conducive environment to talent.

This axis, showing the deficiencies in academic performance and specialized spaces, affirm the importance of strengthening communication and visibility among the community as a key strategy to enhance the development of talent in the country. As Renzulli (2020) states, society's institutions must participate to help shape positive values and virtues.

A third axis of this analysis is the cultural educational resources and the telic learning resource recognized as states in the state space which tend to be developed or avoided (Ziegler & Baker, 2013). The data collected in this axis reveal the complexity of the HA phenomenon, its definition and characteristics (Tourón, 2019).

In the cultural resource, the diversity of perspectives on talent stands out, showing conceptions rooted in innate perception, the need for specific strategies for its development, and the variability in the responsibility attributed to the educational system. The presence of myths and ignorance emerge as significant barriers that could affect the priority given to talent in society.

On the other hand, the telic resource gives prominence to the importance of the motivational system, recognizing it as fundamental for supporting talent. However, the discrepancy between the high valuation of motivation and the lower importance attributed to learning, raises questions about the perceptions of the learning process in talented people. Early identification, considering emotional and social aspects, as well as orientation towards professional goals, are revealed as key elements in the design of effective talent support strategies (Irueste, 2012; Irueste, Saco et al., 2018).

In summary, the connection between cultural and telic resources point out the need to address both perceptions rooted in culture and individual motivations to achieve comprehensive talent development in Argentina. Awareness, understanding and social acceptance are essential to overcome barriers and maximize the potential of those people with high abilities.

In the fourth place, the social educational and the attentional learning are the actions that are established as resources that can be easily accessed and that are dedicated to development and learning objectives.

In the social educational resource, the relevance of the influence of various actors stands out, with parents, health professionals, teachers and mentors identified as fundamental agents in the promotion of talent. These results reinforce the theory of Ziegler et al. (2017) and Renzulli (2020), which affirm the importance of the social resource in the educational process. The need for additional resources and the consensus on the demand for persons and parent associations emphasize the diversity of actors and the need to strengthen human resources for successful talent development.

In the attentional learning resource, the diversity of opinions on the relationship between time spent and the level of talent mastery highlights the complexity of the process. While some claim that

conscious investment of time has a positive impact, others suggest that it may be relevant or even indifferent. Furthermore, the perception that deliberate practice is essential for talent development is contrasted with the view that learning or practicing can be perceived as a leisure activity.

The connection between the social educational resource and the attentional learning resource show up the need to consider collaboration between parents, health professionals, teachers and mentors. In the same way, it seems pertinent to disseminate more information about the benefits of conscious attention and deliberate practice, as key elements to maximize the potential of talented people.

Finally, the axis of didactic educational resources and the episodic learning resource reveal the resources that are effective in achieving development and learning objectives (Ziegler & Baker, 2013).

In episodic learning, the general positive perception of the process of acquiring knowledge and skills stands out, but concern arises when observing the social stigma associated with talent, the perceived lack of usefulness of school learning and negative experiences in the educational field.

On the other hand, the analysis of the didactic educational resource reveals, in the same way, a critical perception about the lack of knowledge in the country about how to support talents. The lack of resources, poor identification and the persistence of stereotypes show the need to improve teacher training, implement concrete measures and demystify misconceptions about High Abilities and Talents. The research carried out by the Neuropsychology Service in the province of Córdoba highlights the importance of this specialized educational resource and emphasizes the need for comprehensive projects that involve all educational actors.

Both resources emphasize the need to foster a culture that involves broader and more comprehensive perceptions, as well as the specialized knowledge necessary to identify and healthily and adequately support talented people. In agreement, Pacho (2016) states that the new paradigm of giftedness and high abilities recognizes the fundamental importance that gifted people represent the most valuable human resource for society, as long as adequate education is provided to develop their abilities, gifts and talents.

In this challenging panorama, marked by non-ideal conditions and a context not entirely prepared to fully support the various manifestations of talent, the fascinating question arises, following the vision of Renzulli (2020), of how we can, even in these social and political circumstances, devise interventions and proposals that encourage the cultivation of optimism and courage in the promotion of talent. These initiatives are presented as strategies to confront the situation and overcome the structural deficiencies, while capitalizing on present cultural strengths.

The research really confirms the importance of having accurate information to identify priorities and guide future interventions and projects. Furthermore, it emphasizes the need to change and strengthen the perception of abilities and their development, taking into account not only individual characteristics, but also the environment that includes the talent support system. These findings establish a solid basis for making the challenges visible and for the implementation of more specific and effective policies that promote the development of talent in the country's educational field. Following the reflections of Renzulli (2020), deepening into continuous research and advances in the area will allow us to understand what drives highly gifted people to mobilize their actions for the betterment of humanity.

We strongly hope that future research focuses on the perception of the value of talent progress in the country. This will facilitate reflection on its importance and, therefore, the design of actions that promote its backup and support.

Acknowledgments

The attention of people with High Ability (HA) constitutes a crucial aspect in the educational field. The HA people present an exceptional potential that, properly harnessed, can generate significant contributions to the country. Despite their exceptional abilities, this group often faces challenges when their specific needs are not recognized. The present study evaluates the quality of the Argentine talent support system and offer a review to understand how the resources available in the educational environment affect the development of HA people. The research results show an important negative influence of socioeconomic and political factors where the poor identification and persistence of stereotypes point out the urgent need to improve teacher training, implement concrete measures and demystify misconceptions in order to have public policies focused on valuing the HA as an engine of national progress.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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