

## Giftedness in Brazil and Mexico: a comparative study in legal bases<sup>1</sup>

*Altas habilidades ou superdotação no Brasil e no México:  
estudo comparativo em bases legais*

*Altas habilidades o superdotación en Brasil y México:  
estudio comparativo en bases legalès*

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**Abstract:** Giftedness is characterized by the manifestation of highly aptitudes. Identifying and provide services for them, public policies were created for it. For this reason, the aim was to investigate and analyze educational documents at the federal level of Brazil and Mexico about giftedness field. The study was based on Documental research, approaching Textual Configuration Analysis. The results indicated 12 (twelve) relevant documents in both countries. It was concluded that they have initiatives for gifted students but they are not enough to reach all them.

**Keywords:** Giftedness; Brazil; Mexico; Public Policies.

**Resumo:** As altas habilidades ou superdotação caracteriza-se pela manifestação de aptidões elevadas. Para identificá-las e atendê-las políticas públicas foram criadas. Por essa razão, objetivou-se investigar e analisar os documentos educacionais, de âmbito federal, de Brasil e do México no que concerne as altas habilidades ou superdotação. O estudo pautou-se em pesquisa Documental, utilizando-se da Análise da Configuração Textual. Os resultados indicaram 12 (doze) documentos relevantes em ambos os países. Concluiu-se que, esses países têm implementado políticas públicas em razão dos

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desdobramentos dos documentos legais, porém, observa-se, que as iniciativas não são suficientes para atingir todos os estudantes com altas habilidades ou superdotação.

**Palavras-chave:** Superdotação; Brasil; México; Políticas Públicas.

**Resumen:** Las altas habilidades o superdotación se caracterizan por la manifestación de aptitudes elevadas. Para identificarlas y atenderlas, se han creado políticas públicas. Por esta razón, el objetivo fue investigar y analizar los documentos educativos de ámbito federal en Brasil y México en lo que respecta a las altas habilidades o superdotación. El estudio se basó en una investigación documental, utilizando el análisis de la configuración textual. Los resultados indicaron la existencia de 12 (doce) documentos relevantes en ambos países. Se concluyó que estos países han implementado políticas públicas derivadas de los documentos legales; sin embargo, se observa que las iniciativas no son suficientes para alcanzar a todos los estudiantes con altas habilidades o superdotación.

**Palabras clave:** Superdotación; Brasil; México; Políticas públicas.

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## Introduction

Giftedness<sup>5</sup> initially manifests through the remarkable use of aptitudes that can be recognized in any domain of human knowledge. When individuals have access to opportunities to develop such aptitudes in a systematic manner, they can achieve very high levels of performance, placing them within a comparable group and prominently among the top 10% of that group. (Gagné; Guenther, 2012).

Renzulli (2014) defines gifted behavior as the intersection of three clusters, which he conceptualizes as the Three-Ring Theory: above-average ability, task commitment, and creativity. The Three Rings are associated with the individual's personality traits as well as environmental influences. He further argues that high abilities or giftedness may be classified as either academic or creative-productive, with the former being easier to measure, as it can be identified through performance-based and psychometric assessments. The latter, which is more difficult to identify, requires broader evaluation approaches and the use of instruments that allow for more comprehensive investigation.

The same author also proposes the Schoolwide Enrichment Model, which is divided into three types: Type I – general exploratory activities; Type II – group training activities

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<sup>5</sup> According to the Lei de Diretrizes e Bases da Educação Nacional (LDBEN, Law No. 9,394/1996), and in accordance with its legal criteria, the term used in Mexico is *aptitudes sobressalientes*.

involving methods and techniques; and Type III – individual and small-group investigations of real problems, culminating in a final product.

Virgolim (2012) points out that there is neglect toward this population of students, which results in suffering within school environments, as they remain on the margins of development in relation to their specific needs. Similarly, Winner (1996) argues that it is a myth to assume that students with high abilities or giftedness do not require specialized educational support due to their notable skills and competencies across domains of human knowledge. Thus, it is a misconception to believe that such individuals are “born ready,” reflecting an innatist perspective (Gagné & Guenther, 2012). These students may not only experience learning difficulties but also severe emotional problems (Dabrowski, 2016).

In Brazil, Helena Antipoff and Maria Helena Novaes were pioneers in educational work focused on high abilities or giftedness (Novaes, 1979; Gama, 2006). Both observed that, although there were relatively effective educational initiatives for individuals with disabilities, there were few efforts directed toward those with high abilities or giftedness, who are also included within the target population of Special Education (Brazil, 1996, 2011). Delou (2015) emphasizes that discussions on the education of gifted individuals date back to early publications in 1932, as well as to Antipoff's contributions at the Instituto Pestalozzi.

It is evident that several initiatives have been undertaken in Brazil to support individuals with high abilities or giftedness. Notable examples include: in 1967, the creation of a commission that established criteria for the identification and provision of services for gifted students; in 1972, the establishment of the Centro Educacional Objetivo (private network); in 1975, the creation of the Centers for Support of Gifted Learning; in 1978, the founding of the Brazilian Association for the Gifted; in 1993, the emergence of the Center for the Development of Potential and Talent and a gifted education program at the Federal Fluminense University; in 2003, the establishment of the Brazilian Council for Giftedness; and in 2006, the implementation of the Centers for Activities for High Abilities/Giftedness (Cupertino & Arantes, 2012). These initiatives are accompanied by relevant educational and Special Education legislation that recognizes individuals with high abilities or giftedness as a population to be served (Brazil, 1996, 2008).

It is worth noting that, in Brazil, there is no consensus regarding the terminology used to name and define this specific population, nor is there any expectation of such consensus in the short term (Sabatella, 2008). Furthermore, Guenther (2006) and Pérez (2012) argue that

the difficulties in establishing consistent terminology in Brazil and in legal documents are related to theoretical issues as well as to inaccurate translations, which generate substantial misunderstandings. Nevertheless, interest in the education of students with high abilities or giftedness has been increasing (Gama, 2006; Pérez, 2012)).

With regard to Mexican initiatives, records indicate that in 1986 the first program, known as *Atención a Niños y Jóvenes con Capacidades y Aptitudes Sobresalientes (CAS)*, was implemented and remained in effect nationwide until 1993, when an update to legislation governing Mexican education took place (Delgado, 2019).

According to documents from the Secretaría de Educación Pública (SEP), educational support for children with high abilities or giftedness begins in the third grade of primary education and continues through the sixth grade, subsequently extending to other levels of schooling. The theoretical framework adopted is the Triadic Enrichment Model proposed by Joseph S. Renzulli.<sup>6</sup>

Delgado (2019) notes that, in Mexico, there are currently various projects being developed to serve students with high abilities or giftedness. Sierra et al. (2010) discuss the *Programa de Fortalecimiento para la Educación Especial y la Integración Educativa* (2008–2014), which established lines of action aimed at supporting these students, referred to as *sobresalientes*. These actions are summarized as follows: (a) provision of services to students; (b) teacher training and professional development; (c) dissemination of information and awareness-raising within the community regarding the topic; (d) adoption of specific material resources to support their development; (e) active family participation; and (f) coordination among different governmental sectors and society.

According to *Revista Cámara* (2018, No. 79)<sup>7</sup>, based on data from the Secretaría de Educación Pública, 96% of children with an intelligence quotient (IQ) of 130 failed to fully develop their abilities before reaching adulthood due to a lack of specialized educational support. Additionally, 80% reported having experienced difficulties within the school environment, and 93% were misdiagnosed with Attention Deficit Hyperactivity Disorder.

In light of these findings, the *Ley General de Educación* emphasizes the implementation of comprehensive programs (courses) designed to support students with high abilities or giftedness beyond the school setting, as well as the identification and provision of appropriate educational services within school environments.

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<sup>6</sup> Available at: <http://189.203.128.224/historia/ponencia-4/participante-2/libro/libro-ponente2.pdf>. The content is found on pages 126–127 (Secretaría de Educación Pública, 2010)

<sup>7</sup> <http://www5.diputados.gob.mx/index.php/esl/Comunicacion/Revista-Camara/2018>.

Brazil has 37,638 enrollments of students with high abilities or giftedness in mainstream classrooms, as recorded in the most recent School Census (2023)<sup>8</sup>, out of a total of 1,617,420 students in Basic Education (INEP, 2024). Mexico, in turn, reports a total student population of 24,109,222, with approximately one million students identified as *sobresalientes* (Secretaría de Educación Pública, 2024). These figures indicate that enrollment rates do not correspond to what specialists suggest—that at least 10% to 20% of any population may be considered to have high potential (Gagné, 2015; Renzulli, 2014).

The structure of Basic Education in Brazil and Mexico is organized as follows, as presented in Table 1:

Table 1 – Structure of Basic Education in Brazil and Mexico

Brazil	Faixa etária	Mexico	Faixa etária
Kindergarten	From 0 to 3 years	<i>Educación Inicial Educación Preescolar</i>	From 0 to 3 anos
Elementary Education or Primary Education And Middle School	From 6 to 14 anos	<i>Educación Primaria</i>	From 6 to 14 anos
High School	From 15 to 17 anos	<i>Educación Secundaria/colegial</i>	From 15 to 17

Source: prepared by the authors

Brazilian Basic Education is organized into levels, semester periods, cycles, alternating study shifts (morning and afternoon), and age-based grade progression. Early Childhood Education mandates enrollment for children aged 4 to 5 years, as established by the Lei de Diretrizes e Bases da Educação Nacional (Brazil, 1996). Prior to age 4, children may be enrolled in daycare centers or similar institutions operating under this model.

According to the same legislation (Brazil, 1996), Basic Education includes nine years of Elementary Education, divided as follows: from the 1st to the 5th year (initial years) and from the 6th to the 9th year (final years). The placement of children and adolescents into grades is associated with their birth month, with cutoff points typically occurring around June–July and December–January.

The provision of educational services in Brazil is carried out by public, private, and philanthropic institutions. It is noteworthy that, with the implementation of the Base Nacional

<sup>8</sup> At the time of writing, the 2024 School Census had not yet been completed.

Comum Curricular (BNCC), curricular content is structured as follows: fields of experience (Early Childhood Education); areas of knowledge and specific competencies (Elementary Education); and areas of knowledge, specific competencies, and skills (Secondary Education) (Brazil, 1996; Brazil, 2018).

Basic Education in Mexico is organized in a graded and period-based structure. Initial education is divided into three modalities: (1) services provided in Childcare Centers (both public and private), including daycare facilities and similar institutions; (2) community-based care; and (3) home-visit programs (Secretaría de Educación Pública, 2020).

Preschool education is compulsory and may be offered in authorized public or private institutions, comprising three grade levels. Primary education extends from the 1st to the 6th grade, while secondary education (lower secondary or middle school) comprises three grades. Across all levels, subjects are organized into three domains: academic formation, personal and social development, and curricular autonomy (Secretaría de Educación Pública, 2020).

Regarding governance structures in both countries, education is administered at the federal, state, and municipal (or district) levels. Each locality retains a degree of autonomy; however, variations across regions, school systems, and individual schools do not alter the overarching educational plans and goals established by regulatory authorities. In both countries, initiatives and public policies have been developed to support students with high abilities or giftedness; nevertheless, the current scenario reveals a misalignment between legislation and service provision (Perez, 2006; Sierra, 2019).

As highlighted by Gianezini et al. (2017), public policies must be properly understood and effectively implemented. Their creation aims to reduce inequalities; therefore, continuous evaluation and periodic updating are essential.

In light of the above, the following research questions emerge: What public policies have Brazil and Mexico adopted for students with high abilities or giftedness? What legal rights, services, and programs are guaranteed to these students?

Accordingly, this article aims to investigate and comparatively analyze federal-level educational documents from Brazil and Mexico concerning high abilities or giftedness.

## **Método**

The study was designed as a documentary research. According to Marconi and Lakatos (2010, p. 157), in this type of investigation “[...] the source of data collection is restricted to documents, whether written or not, constituting what is termed primary sources”; this includes the analysis of legislation and parliamentary publications (Marconi & Lakatos, 2010).

Initially, federal-level documents available on the official online platforms of the Brazilian and Mexican governments were selected. For Brazil, sources included the website of the Ministério da Educação (MEC) (<http://portal.mec.gov.br/>) and the Senado Federal (<https://www12.senado.leg.br/hpsenado>), which provide information on voting processes, legislative procedures, and updates to decrees and enacted sanctions. For Mexico, the consulted sources were the Secretaría de Educación Pública (SEP) (<http://189.203.128.224/educacion-inclisiva-legislacion-y-politicas-cionales.php>) and the Senado de la República (<https://www.senado.gob.mx/64/>). The selection of these websites in both countries was based on the official nature and reliability of the information they provide.

The document collection process followed the stages outlined in Table 2.

Table 2 – Stages of the search for legal documents

<b>Procedures for the identification and collection of source documents</b>		
1	Locate	Identify where documents related to decrees and legislation addressing high abilities or giftedness are made available.
2	Retrieve	After identifying the repository for the search, determine which laws and decrees within the field of Special Education are specifically related to high abilities or giftedness.
3	Compile	List the documents (including laws and decrees)
4	Select	List only those that, within the scope of Special Education, are specifically intended for high abilities or giftedness.
5	Organize	In chronological order and by content.

Source: Mortatti (2000)

For data analysis, elements referred to as “Textual Configuration Analysis” were adopted, as proposed by Mortatti (2000), as presented in Table 3, along with the framework of Dominique Maingueneau (2015) as a complementary approach.

Table 3 – Elements for Textual Configuration Analysis

Constitutive aspects of the analysis	
1 - What?	Content/theme
2 - How?	Structure
3 - Who?	Author/authorship
4 - Where?	Social context
5 - When?	Historical trajectory
6 - Why?	Needs/motivations
7 - For what purpose?	Purpose/objective
8 - For whom?	Target audience

Source: (Mortatti, 2000, p. 31)

In analyzing the documentary sources, it was possible to incorporate into the discussion how high abilities or giftedness have been addressed within the two cultural contexts under study, the types of possible correlations, and the contexts in which the legislation has been applied. For the analysis, the documents were archived, read, and organized into excerpts and tables, and subsequently compared across both contexts.

### Results and Discussion

Based on the searches conducted on federal government websites in both countries, the results presented in Table 4 were identified, comprising the documents retrieved through the data collection stages described in Table 2.

Table 4 – Legislation for the educational provision for high abilities or giftedness in Brazil and Mexico

MEXICO (1993 a 2013)		
Identification	Document type	Online access
Secretaría de Educación Pública (1993)	<i>Ley general de educación</i> – artículo 41.	<a href="http://www.sep.gob.mx/work/models/sep1/Resource/558c2c24-0b12-4676-ad90-8ab78086b184/ley_general_educacion.pdf">http://www.sep.gob.mx/work/models/sep1/Resource/558c2c24-0b12-4676-ad90-8ab78086b184/ley_general_educacion.pdf</a>
Secretaría de Educación Pública (2006)	<i>Propuesta de intervención: Atención educativa a alumnos y alumnas con aptitudes sobresalientes</i> (documento dividido em capítulos – do 1 ao 7)	<a href="http://edu.jalisco.gob.mx/cepse/sep-2006-propuesta-de-intervenci%C3%B3n-atenci%C3%B3n-educativa-alumnos-y-alumnas-con-aptitudes-sobresalientes">http://edu.jalisco.gob.mx/cepse/sep-2006-propuesta-de-intervenci%C3%B3n-atenci%C3%B3n-educativa-alumnos-y-alumnas-con-aptitudes-sobresalientes</a>
<i>Gaceta del Senado</i> (2007)	Update of the <i>Ley General de Educación</i>	<a href="https://www.senado.gob.mx/64/gaceta_del_senado/documento/12038">https://www.senado.gob.mx/64/gaceta_del_senado/documento/12038</a>
Secretaría de Educación Pública (2008-2012)	Guidelines (pedagogical practices/experiences)	<a href="http://189.203.128.224/educacioninclusiva/documentos/ExperienciasPedagogicas.pdf">http://189.203.128.224/educacioninclusiva/documentos/ExperienciasPedagogicas.pdf</a>
Secretaría de Educación Pública (2011)	Guide for family guidance: Educational support for students with <i>aptitudes sobresalientes</i>	<a href="http://edu.jalisco.gob.mx/cepse/sites/edu.jalisco.gob.mx.cepse/files/sep_2011._guia_para_orientar_a_las_familias._atencion_educativa_a_alumnos_con_aptitudes_sobresalientes_2.pdf">http://edu.jalisco.gob.mx/cepse/sites/edu.jalisco.gob.mx.cepse/files/sep_2011._guia_para_orientar_a_las_familias._atencion_educativa_a_alumnos_con_aptitudes_sobresalientes_2.pdf</a>

<i>Secretaría de Educación Pública (2013)</i>	<i>Estrategia de atención para alumnos y alumnas con capacidades y aptitudes sobresalientes en la educación básica del D.F.</i>	<a href="http://plataformaeducativa.se.jalisco.gob.mx/elpunto/sites/default/files/cas_2013.pdf">http://plataformaeducativa.se.jalisco.gob.mx/elpunto/sites/default/files/cas_2013.pdf</a>
<b>BRASIL (1996 a 2020)</b>		
<i>Ministério da Educação (1996)</i>	<i>Lei de Diretrizes e bases da Educação Nacional (nº 9394/96)</i>	<a href="http://www.planalto.gov.br/ccivil_03/leis/19394.htm">http://www.planalto.gov.br/ccivil_03/leis/19394.htm</a>
<i>Ministério da Educação (2001)</i>	<i>Resolução nº 02, de 2001. Diretrizes Nacionais para a Educação Especial na Educação Básica</i>	<a href="http://portal.mec.gov.br/cne/arquivos/pdf/CEB0201.pdf">http://portal.mec.gov.br/cne/arquivos/pdf/CEB0201.pdf</a>
<i>Ministério da Educação (2008)</i>	<i>Política Nacional da Educação Especial na Perspectiva da Educação Especial (está em reformulação)</i>	<a href="http://portal.mec.gov.br/index.php?option=com_docman&amp;view=download&amp;alias=16690-politica-nacional-de-educacao-especial-na-perspectiva-da-educacao-inclusiva-05122014&amp;Itemid=30192">http://portal.mec.gov.br/index.php?option=com_docman&amp;view=download&amp;alias=16690-politica-nacional-de-educacao-especial-na-perspectiva-da-educacao-inclusiva-05122014&amp;Itemid=30192</a>
<i>Ministério da Educação (2009)</i>	<i>Resolução nº 04. Institui Diretrizes Operacionais para o Atendimento Educacional Especializado na Educação Básica, modalidade Educação Especial</i>	<a href="http://portal.mec.gov.br/dmdocuments/rceb004_09.pdf">http://portal.mec.gov.br/dmdocuments/rceb004_09.pdf</a>
<i>Ministério da Educação (2011)</i>	<i>Decreto nº 7.611. Dispõe sobre a educação especial, o atendimento educacional especializado e dá outras providências</i>	<a href="http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2011/Decreto/D7611.htm">http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2011/Decreto/D7611.htm</a>

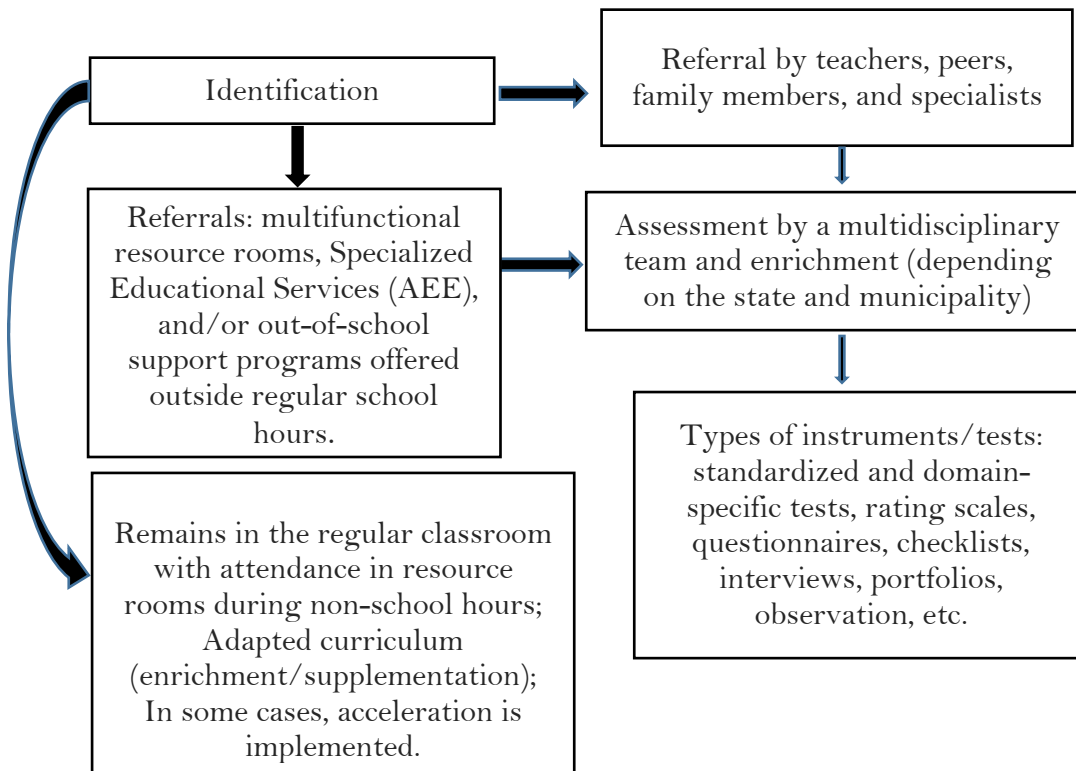
Source: Prepared by the authors

**Brazilian context**

In Brazil, through *Lei de Diretrizes e Bases da Educação Nacional* nº 9394/96, students with high abilities or giftedness are recognized as part of the target population of Special Education and may be present at all levels of education. This law ensures their right to specialized educational services, as *предусмотред* for students with disabilities. It also provides for curricular adaptations, the development of adaptive resources, acceleration strategies, the provision of specialized teachers to work with this population, and special education aimed at workforce integration (social inclusion). Additionally, it guarantees equal access to benefits and mandates the identification and registration of these students in the school census. Students within the Special Education target group are ensured access to educational services, preferably within the regular education system.

On the website of the *Ministério da Educação*, there are a series of booklets that guide teachers, students, and families by explaining the phenomenon and its characteristics across different areas of knowledge. Figure 1 illustrates this structure.

Figure 1 – Structure for the identification and educational provision of students with high abilities or giftedness – Brazil.



Source: Prepared by the authors

The Ministério da Educação provides guidance to families and the school community through manuals that outline the specific characteristics of high abilities or giftedness, as well as the stages of identification and intervention (Brazil, 2007). Additionally, it has published a book addressing educational provision for this population (Cupertino & Arantes, 2012)<sup>9</sup>.

In Brazil, the system of identification, assessment, and intervention for students with high abilities or giftedness is not standardized. For this reason, there is no official flowchart on the website of the *Ministério da Educação* outlining the process for identifying and supporting these students. Legal documents provide general guidance; however, several barriers remain in the field of high abilities or giftedness, including the need for teacher training on the topic, the overcoming of misconceptions, greater engagement from public administrators in addressing these students' needs, and the availability of appropriate

<sup>9</sup> Guidance materials are available at <http://portal.mec.gov.br/component/tags/tag/32300>, and the book is available at [http://cape.edunet.sp.gov.br/cape\\_arquivos/Um\\_Olhar\\_Para\\_As\\_Altas\\_habilidades\\_2%C2%B0\\_Edi%C3%A7%C3%A3o.pdf](http://cape.edunet.sp.gov.br/cape_arquivos/Um_Olhar_Para_As_Altas_habilidades_2%C2%B0_Edi%C3%A7%C3%A3o.pdf)

assessment instruments for educators, among others. These limitations suggest that this group of students is often neglected within school institutions.

In 2001, the *Conselho Nacional de Educação* issued Resolution No. 02, which established the National Guidelines for Special Education in Basic Education. This document addresses specialized educational services, teacher training, the role of regular classroom teachers, specialized support, and curricular adaptations and flexibility, among other provisions (Brazil, 2001).

The National Policy on Special Education from the Perspective of Inclusive Education (2008) represented a significant milestone in discussions on inclusion. This policy ensures the right of students with high abilities or giftedness to access Basic Education and specialized educational services; however, it is important to note its strong emphasis on students with disabilities (Brazil, 2008).

Resolution No. 04 of 2009 should also be highlighted, as it establishes that specialized educational services for students with high abilities or giftedness serve a supplementary function, rather than a complementary one, the latter being directed toward students with disabilities and disorders. This resolution also provides a definition of high abilities or giftedness, emphasizing multiple domains of ability (ranging from intellectual to creative areas). Furthermore, it offers guidance on curricular enrichment, including the expansion of learning opportunities through partnerships with institutions beyond the school setting, such as higher education, sports, and the arts (Brazil, 2009). It is noteworthy that the enrichment approach adopted in Brazilian public frameworks is grounded in the theoretical perspective of Joseph Renzulli (2014).

Decree No. 7,611 of 2011 reaffirms that inclusive education should be implemented at all levels of education and across society as a whole. The document reinforces that individuals with high abilities or giftedness are part of the target population of Special Education and must be guaranteed access to specialized support services, accessible materials and resources, supplementary educational provision, the right to dual enrollment, and inclusion in the school census (Brazil, 2011).

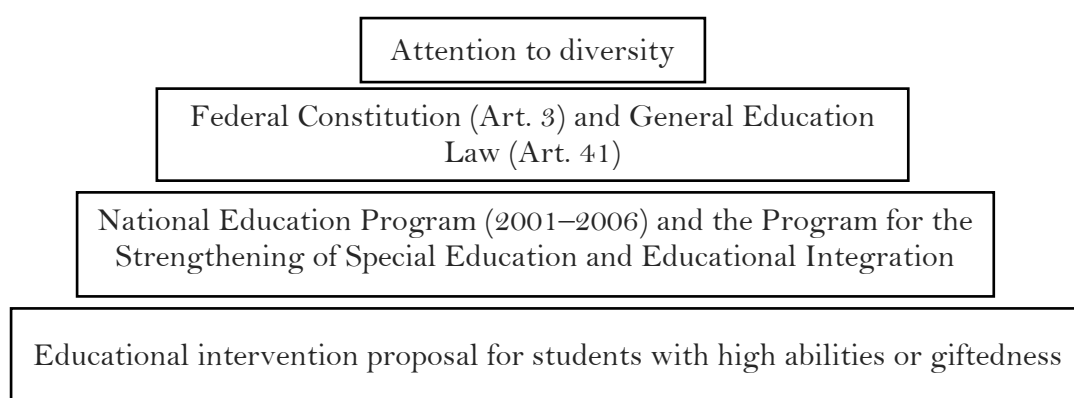
### **Mexican context**

With regard to public policies for students with high abilities or giftedness, the *Secretaría de Educación Pública* establishes that Special Education encompasses students with disabilities (temporary and permanent) as well as those with high abilities or giftedness (referred to as *sobresalientes*). It provides for curricular adaptations and the development of educational programs and teaching materials aimed at addressing the specific needs of these

students, as well as promoting learning for autonomy, social interaction, and productive participation (*Secretaría de Educación Pública, 1993*).

The intervention framework proposed by this Secretariat in 2006 includes a set of documents designed to guide educational practices for students with high abilities or giftedness. The first document outlines the conceptual aspects and epistemological structure that underpin the process of educational provision for students who demonstrate outstanding performance. Figure 2 illustrates this structure.

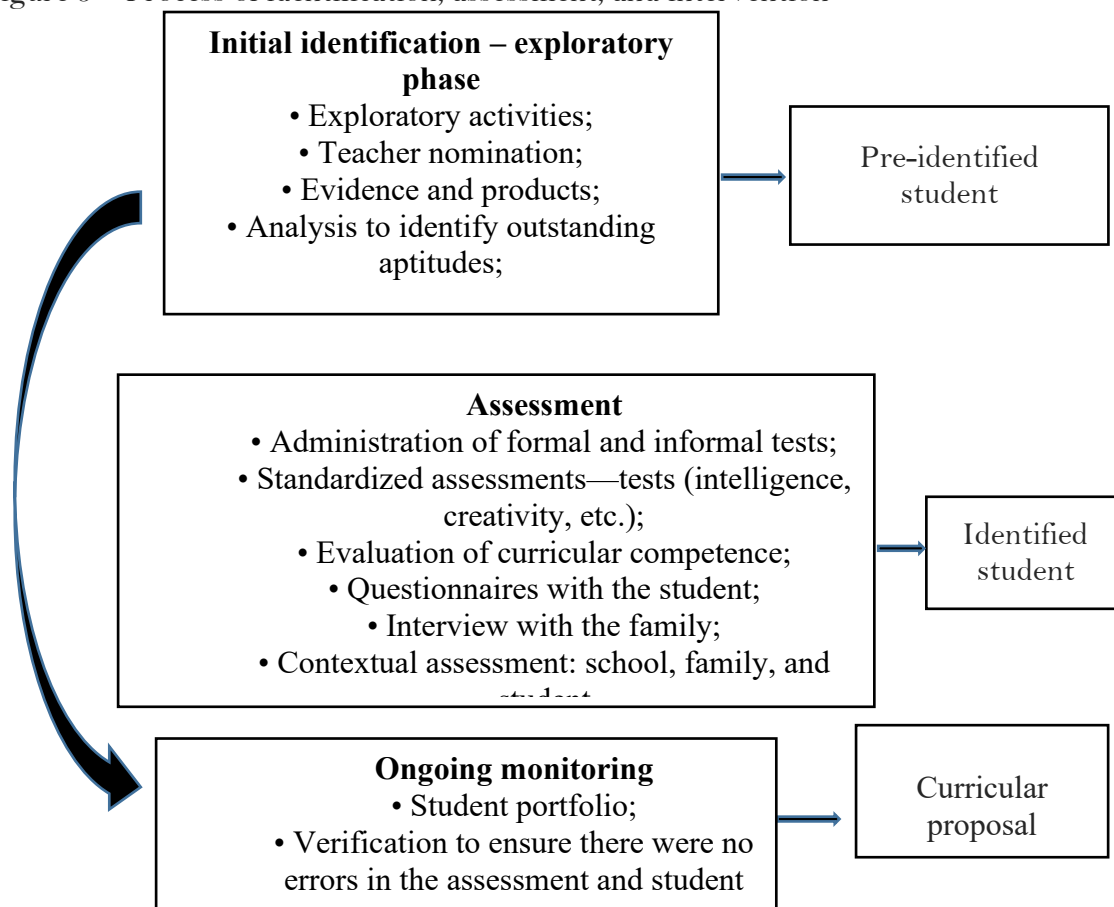
Figure 2 – Mexican framework for the educational integration of students with high abilities or giftedness



Source: Own elaboration. Adapted from *Secretaría de Educación Pública* (2006, p. 42)

This country has developed guiding documents that standardize the stages of identification, assessment, and intervention. Figure 3 illustrates these stages.

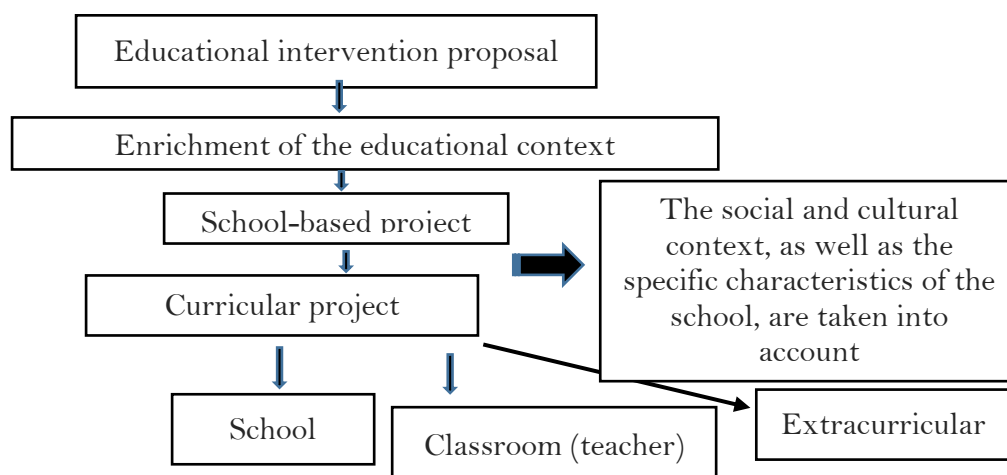
Figure 3 – Process of identification, assessment, and intervention



Source: Own elaboration. Extracted from Secretaría de Educación Pública (2006, p. 90)

The same document presents a detailed description of the intervention framework, including the following components: enrichment (within the school context), the school-based project, and the curricular project, as illustrated in Figure 4.

Figure 4 – Educational response



Source: Extracted from Secretaría de Educación Pública (2006, p. 203)

In 2007, the Mexican Senate proposed an amendment to the General Law. According to the drafter of the proposal, there is still limited knowledge regarding the capacities of individuals with high abilities or giftedness. For this reason, in addition to ensuring identification and access to specialized educational services—already established by law—the proposal suggests that age should not constitute a barrier, and that self-directed learning alone should be sufficient for obtaining certificates or diplomas at different educational levels and in any field of knowledge. It further recommends that such measures be valid throughout the entire Mexican territory.

The *Secretaría de Educación Pública* (2011), through teacher training programs, promotes the exchange of pedagogical experiences among Basic Education teachers, as well as collaboration between schools and families. The document outlines the stages and procedures required for this exchange to occur effectively, contributing to the development of students with high abilities or giftedness.

Within the school–family relationship, the *Secretaría de Educación Pública* (2011) also developed a guidance manual for families of students with high abilities or giftedness. This guide provides explanations about the phenomenon, including aspects of twice-exceptionality, and offers guidance on the identification process, emphasizing the role and importance of the family context.

In 2013, the *Secretaría de Educación Pública* published a document proposing and guiding educational strategies for students with high abilities or giftedness. It includes detailed procedures for identification, particularly regarding assessment instruments, as well as intervention strategies.

It can be observed that Brazil and Mexico share similarities in their legal frameworks, despite differences in their educational organization. On one hand, the Brazilian legislation addressing students with high abilities or giftedness is considered robust (Brazil, 1996, 2009, 2011). On the other hand, Mexican legal provisions appear more objective and concise regarding the educational provision for this group of students (Secretaría de Educación Pública, 1993; 2006; 2011; 2012; 2013).

Official documents from both countries indicate a concern with the development of public policies aimed at these students, particularly through the establishment of procedures and strategies for identification and specialized educational services. These approaches are explicitly grounded in the theoretical framework of Joseph Renzulli (2014), whereas in Brazil such theoretical grounding is not explicitly stated in legal documents. It is also worth noting that the enforcement of legislation in both countries may have contributed to the emergence of initiatives aimed at supporting this population of students.

In the Brazilian context, some initiatives for educational provision supported by legislation include the creation of the High Abilities/Giftedness Activity Centers (NAAH/S)<sup>10</sup>, Center for the Development of Potential and Talent (CEDET)<sup>11</sup> In addition to services provided within some regular schools, Mexico also offers educational provision based on its legal framework (Delgado, 2019). It is important to highlight that, in this country, in the state of Jalisco, there is a specialized school for children and adolescents with high abilities or giftedness, known as the Center for High Abilities (*Centro Educativo para las Altas Capacidades – CEPAC*)<sup>12</sup>. There is no equivalent school exclusively dedicated to these students in Brazil.

Gianezini et al. (2017) discuss the importance of public policies, which are characterized by state action directed toward a specific issue—in this case, high abilities or giftedness. When policies are created, it indicates that the State recognizes the specificity of high abilities or giftedness and, consequently, provides support (Gianezini et al., 2017). Despite this recognition, such support remains incipient in relation to the educational demands of this population.

It is essential to emphasize that official documents and initiatives in both countries make clear their commitment to identification and educational support, referring to an inclusive school model with the primary objectives of strengthening equity and promoting student development (Sierra et al., 2010; Brazil, 2008).

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<sup>10</sup><https://www.educacao.ma.gov.br/nucleo-de-altas-habilidadeassuperdotacao-completa-10-anos-de-fundacao/>

<sup>11</sup> <https://www.educacao.assis.sp.gov.br/projeto/26/cedet>

<sup>12</sup> <http://cepac.edu.jalisco.gob.mx/>

To identify students with high abilities or giftedness, Brazil and Mexico conduct school censuses. Based on these data, public policies are planned. In Brazil, public consultations have been held for the development and updating of Special Education policy. It is evident that legislative actions are created in accordance with historical contexts, social interests, and the country's economic investment capacity, which varies from one government to another.

### Final considerations

Through this study, it was possible to verify that both Brazil and Mexico have developed public policies for high abilities or giftedness. There is evidence of public and private institutional actions in both countries; however, these initiatives are still insufficient to meet the demand of individuals with high abilities or giftedness.

It is important to note that both countries face significant challenges in providing adequate educational support for these identified students. These challenges include teacher training, the establishment of resource rooms, the development of institutional support structures, investment targeted at this population, the promotion of scientific research in the field, and continuous updating of legal frameworks—more importantly, the effective implementation of existing policies.

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