



the project according to the original concept. Actually there is strong pressure on her to be removed from the post of headmistress of the school. The situation is similar as far as the project is concerned. There is strong criticism for instance against the use of psychological tests.

Many people would like to get hold of the "know-how" and some of them would also like to take control of the project. It looks like an attempt to take over this very successful project through official channels.

Hopefully there is a chance to finish the project in the original version developed by Jolana Laznibatova. The project has a very high quality and its results would be useful for GC and for all of us as well. If you have any idea how to support the continuation of the project and the conclusion by its founder, let me know, please. ■

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Et les filles...? (What About the Girls...?)

A handbook for parents and teachers to recognize and encourage gifted girls

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My ECHA Diploma thesis is inspired by the fact that less than 30% of identified gifted children are girls. They are often detected 'by accident' because their brothers have been tested. The media maintain the stereotype of gifted children being boys.

Although my mother tongue is German, I chose to write my thesis in French because there is a lack of research on gifted girls in this language.

The first part of my thesis is a theoretical description of the characteristics of gifted children and the differences between gifted boys and gifted girls. External factors (family, school, peers) and internal factors (personality, self-esteem, motivation, causal attributions, fear of failure or success) are also treated, since they determine whether or not gifted girls will be able to fully develop their potential.

I dedicated one chapter to gifted women and the importance of female role models for the development of gifted girls. It describes the additional difficulties gifted women experience in combining a career and motherhood. At the same time, they often have to respond to their gifted children's needs and their own. In addition, many gifted women have to deal with painful memories of their own childhood.

In the second part of the thesis, I describe practical suggestions and recommendations, based on the concepts developed in the theoretical part, that will help parents and teachers to identify and encourage gifted girls from an early age. This is important because, as girls grow older, it becomes more difficult to identify girls as gifted, since they often deny their potential in order to be socially accepted by their peers.

I insist on the necessity of close collaboration between parents and teachers to encourage gifted girls to accept and develop their extraordinary potential. This thesis will be published in autumn 2006 by CSRS, Lucerne. ■

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