

Attention To Special Educational Needs In Highly Gifted University Students: Impact On Training And Inclusivity

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Abstract

Attention to the special educational needs of highly gifted university students is essential to guarantee their full development and academic achievement, since these students have outstanding skills and talents in various areas of knowledge, which places them in a privileged position compared to their peers. The objective is to analyze university policies to address the special educational needs of highly gifted university students. For this purpose, a documentary methodology was used using the analysis of university educational policies as a method to include high-ability students. The results showed that in Europe, universities are adopting specific policies to address the special needs of these students, even with accompanying guidance, while in the United States specialized programs are carried out to enhance their skills. In Latin America, various actions are being carried out to promote inclusive education, which are reflected in public policies, institutional guidelines, programs and projects implemented by international organizations. In conclusion, the statistical records of the student population with high abilities can be a weakness in many countries but Spanish Universities, such as Alicante and the Polytechnic of Valencia, have developed accompanying guides and specific support services for these students, adapting contents and methodologies to your needs. Countries such as Ukraine, the United States, Venezuela, Ecuador, Peru and Chile have established policies and programs to promote the inclusion of students with high abilities in higher education, offering scholarships, guidance, training for teachers and eliminating physical and educational barriers.

Keywords: *Special educational needs, university students, high abilities, training, inclusivity.*

Introduction

The relevance of attention to the special educational needs of gifted students in the university context lies in the importance of providing them with the necessary tools and support so that they can fully develop their academic and personal potential, since students with high abilities usually have above-average intellectual skills, which implies that¹ they may have difficulties adapting to the pace. content and conventional teaching methods at the university. Therefore,

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it is critical that higher education institutions (universities) adapt their programs, curriculum, and resources to meet these specific needs.

In addition, providing an appropriate approach to these students makes the most of their intelligence and talent, fostering their motivation, creativity and self-esteem, as well as providing them with the necessary resources helps them overcome possible obstacles that may arise during their university experience, such as the lack of intellectual stimulation or the lack of peers with similar interests and skills.

It is also important to note that gifted students may also have specific emotional and social needs, they may feel isolated or misunderstood due to their difference from their peers, which can affect their emotional well-being. Therefore, it is crucial to offer them psychological support and accompaniment programs that help them develop social skills and establish meaningful relationships with other students. (Agudo, 2017)

On the other hand, a gifted college student refers to those students who possess an exceptionally high intellectual level or outstanding abilities usually excel academically and have a faster and deeper learning capacity than most of their peers, they may even show greater curiosity, creativity, and motivation to pursue knowledge and intellectual challenges. In addition, they often have an ability to solve complex problems and develop new ideas quickly and efficiently, so these students need adaptations or curricular enrichment to meet their academic needs and maintain their motivation. (Gómez, Rodríguez, & Chiner, 2022)

From the above perspective, a university student with high abilities or a student who has Specific Educational Support Needs due to high intellectual capacity is defined as a person who simultaneously and effectively handles and relates multiple different cognitive resources, of a logical, numerical, spatial, memory, verbal and creative type, or stands out especially and exceptionally in the management of one or more of them. (Molina, 2016)

Gifted college students make up approximately 4-6% of the student population and are gifted with exceptional abilities and possess innate potential that, when nurtured by a conducive environment, allows them to develop their particular talents. However, they also experience a peculiar sensitivity to emotional, social, and educational problems, which sometimes results in dropping out of college and feelings of not fitting in or feeling out of place. (Torres, 2016)

High intellectual abilities (ACI) are exceptional abilities in one or more areas of knowledge or in one or more cognitive functions. In this way, in order to consider that someone has ACI, their performance, level of motivation and environment must be observed. Likewise, people with ICA potentially stand out for a high level of competence in one or more cognitive areas. In this sense, the lack of recognition of high abilities as a particular educational need can imply that they are not properly identified and the potential of talents is lost, which can also generate demotivation in students with these characteristics. Therefore, it is important for the university to play a fundamental role as a promoter of specific talents that can achieve excellence, considering this aspect as a strategic priority. (Hernandez, 2021)

College students with ICA possess innate potential that, together with an enabling environment, stimulates the development of their particular talents. However, they also face emotional, social and educational challenges due to their special sensitivity, which sometimes leads to dropping out of school and feelings of not fitting in or not belonging. For this reason, to carry out specific programs for the training of these students is to provide opportunities to develop their unique talents and potentialities, and thus create teaching and learning that promotes the development

of talent, leadership and creativity among its students. (Cucala, García, Alonso, & Gómez, 2018)

Among the specific special educational needs for gifted university students can be considered suitable academic challenges that fit their rapid learning and comprehension capacity such as advanced courses or honors programs, flexibility in the curriculum to customize it to your interests and abilities to meet your individual needs, emotional and social support to cope with emotional and social challenges as they often feeling isolated or having difficulty relating to their peers, therefore, it is important to provide them with opportunities to connect with other gifted students. Another need is access to additional resources such as advanced reading materials, one-on-one tutoring programs, and enrichment programs outside of the classroom to develop their talents, skills, and self-confidence. It will allow you to deepen your areas of interest and maximize your academic potential. (Viu., 2022)

So, considering the above, the impact of attention to the needs of the gifted in university education and inclusivity in the academic environment can be significant both for gifted students and for the academic community at large. First of all, by paying attention to the needs of this population, universities can provide them with a stimulating and challenging learning environment that allows them to develop their full intellectual potential and meet their advanced learning needs, since by having access to more complex academic content and activities, these students can feel more motivated and committed to their education, resulting in higher academic performance and greater career success in the future.

Addressing these needs universities foster inclusivity in the academic environment involves recognizing and valuing the diversity of skills and talents of all students, including those with high abilities; This creates an environment that respects and values individual differences, promotes mutual respect, and prevents discrimination or ostracism of gifted students. It can also foster the creation of more enriching and collaborative learning communities as these students often have special interests and abilities in specific academic areas, so providing them with opportunities to work and collaborate with other students and faculty who share their interests can lead to deeper and more meaningful learning for everyone involved.

Material and methods

At this point, the methodological aspects that have been considered to address the attention to special educational needs in high-ability university students are briefly described, and from this the results presented in this article are obtained.

Considering this, it can be said that the study is determined as a documentary research with bibliographic design, which is a reconstructive research that seeks to create new knowledge. To this end, it requires the development of a systematic process framed in the review of previous studies and the analysis of educational policies of certain universities in different countries for high-ability university students. This approach makes it possible to evaluate the current policies and programs implemented by universities to address the needs of gifted students.

It should be noted that the systematic procedure adopted is explained by the following sequence of steps:

- Compilation of bibliographic documents on the subject being addressed.
- Compilation and organization of data and information into categories.
- Analysis and interpretation of data and information.

- Drafting of the final report.

Regarding the analysis of educational policies, this research identifies the specific problems faced by high-ability university students, this will be achieved through the review of the existing updated literature and a review of the educational policies implemented in universities in different countries, which led to a review of the regulatory frameworks, the available academic programs and any other relevant initiatives that have been carried out to corporal. In addition, it was assessed how these policies are implemented in practice and whether they are having the expected impact. The sample consisted of a review of 10 studies no older than 5 years that were systematically analyzed and the policies reviewed were carried out in European and American universities, including both those in the North and South America.

Definition and Characteristics of Gifted Students

High abilities encompass a group of people who possess characteristics resulting from the presence of above-average cognitive skills in one or more areas of knowledge, these abilities are characterized by rapid information processing, advanced critical thinking, a remarkable ability to learn and retain complex information and, frequently, high creativity (Gómez, Rodríguez, & Chiner, 2022)

Students with high intellectual abilities are understood to be those who have educational needs derived from their high intellectual capacity, from the early acquisition of some learning or from their specific or creative skills in certain areas or subjects and, therefore, require a different and differentiated educational response with respect to other specific educational support needs. (Noriega, 2019, pág. 23)

Among the most common characteristics that can be observed in these students, according to VanTassel & Stambaugh, are the following:(2018)

1. High level of intelligence. It gives them an exceptional ability to understand and solve complicated dilemmas, standing out compared to their peers. However, this intellectual ability is not always linked to a higher intelligence quotient (IQ), especially in the case of talented people.
2. Speed in the processing of information. These students possess the ability to comprehend and absorb information quickly and effectively. They have the ability to understand concepts and link ideas faster than their peers.
3. Advanced critical thinking. High-gifted students often demonstrate a high level of development in their critical thinking skills. They possess the ability to accurately analyze, evaluate, and summarize complex information.
4. Very broad knowledge. These tend to be more general in the case of the gifted and often more specific to a particular area in the case of talents.
5. High levels of perfectionism. This can be more harmful than beneficial because people with high abilities tend to have very high expectations of themselves and constantly seek perfection in everything they do, which can generate excessive pressure that can lead to increased stress and anxiety.
6. High levels of metacognition. They generally understand how the process of learning a specific skill works: they understand how it works, they know the steps, and they are aware of their own learning and control.
7. Greater depth and breadth in learning. These students possess a natural ability to delve into and explore independently in the subjects that interest them, expanding their

knowledge beyond what is established in the curriculum. This ability is further highlighted in the gifted, who can also easily tackle various areas of study.

8. High level of motivation and curiosity. These students demonstrate a keen interest in learning and an inexhaustible curiosity. They are always looking for new challenges and are stimulated by the process of acquiring knowledge.
9. Creativity and imagination. Although it is not a characteristic common to all of them, they stand out in the profiles of "creative giftedness" and creative talents. These individuals have the ability to generate original ideas, think outside the box, and offer innovative solutions to problems.
10. Emotional and moral sensitivity. Students may have different levels of emotional and moral sensitivity, some may be more aware of social injustices and have a strong desire to help others. However, not all students experience emotional maladjustment or adjustment problems and in case they do, the reasons and intensity may vary.

It is important to recognize that high abilities can vary over time and can be influenced by a variety of factors, such as family environment, education received, life experiences, and learning opportunities. Therefore, it is essential to avoid stigmatizing gifted students and to recognize their diversity of skills and talents. Each student has their own pace of learning and individual strengths and it is important to foster an inclusive and supportive environment, where the development of all skills is valued and promoted.

In addition, it is important to note that high abilities are not an absolute predictor of success in life but are based on a combination of cognitive, emotional and social skills, as well as on the student's effort and motivation, so it is essential to provide comprehensive support, including adapted teaching strategies, emotional support and personal development opportunities.

Special Educational Needs in Gifted Students

The idea of special educational needs (SEN), according to Loaiza, originated at the World Conference in Salamanca, Spain in 1994. This conference ushered in a new era for children who lacked education and represented an opportunity within the broader education for all movement. SEN refers to those students who, during a certain period of their life and schooling, require specific educational support and attention due to a disability or serious behavioural disorders.(2016)

There are numerous difficulties that gifted college students must face during their higher education. However, in this section they will be divided into academic difficulties and personal and socio-emotional difficulties as established in the guide of recommendations for the attention of university students with high intellectual abilities of the University of Alicante, Spain.

Academic difficulties:

1. Lack of academic challenge. The college curriculum is usually designed with most students in mind, which can result in a lack of intellectual stimulation for these students. This can lead them to feel unmotivated and bored, which in turn can have a negative impact on their academic performance.(Assolini, 2021)
2. Difficulty adapting to the pace of the class. Sometimes, these students learn faster than their peers. Therefore, they may become frustrated if the class proceeds too slowly for them, which can affect their participation and engagement in the classroom.
3. The need to delve deeper into the topics is common. Many times these students have a strong inclination to explore the topics in greater depth than what is taught in the

- standard curriculum. So if they are not given opportunities to expand their learning, they may feel dissatisfied and lack motivation.
4. Problems in the organization of time. They arise as a result of the ability to process information quickly, which can lead to a lack of time management skills and cause stress and anxiety.
 5. Not enough specialized support is provided. It can be said that most universities do not have specific programs or resources to address the needs of gifted students, making it difficult for them to access adequate development opportunities and receive academic and emotional support.
 6. Lack of flexibility in evaluation. Traditional methods may not be appropriate for them because their thinking and reasoning are often more complex and creative, which can limit their ability to demonstrate their true potential and hinder their academic success.
 7. Difficulties in decision-making and communication.
 8. Disconnect between skills and career goals.

Social and personal difficulties:

1. Feeling isolated.
2. Challenges in managing expectations.
3. Perfectionism and fear of failure
4. Difficulties in social skills.
5. Low self-esteem and lack of identity.
6. Emotional challenges and social adaptation.
7. Difficulties in self-regulation.
8. Difficulties in solving non-academic problems.

Based on the difficulties described, university students with high abilities demand academic, social and psychological needs, for which Monfiel points out the following:(2022)

- Psychological needs: Success in an intellectually dynamic environment, flexibility in activities and schedules allowing some autonomy, limiting perfectionism, reducing pressure.
- Needs at a social level: Acceptance and inclusion, trusting the people around them, expressing themselves without being judged, a climate of respect and understanding, learning teamwork, qualified teachers, learning tolerance for one's own mistakes.
- Intellectual needs: Individualized teaching, supplemental resources, opportunity to develop their interests, stimulate their creativity and challenge their intellect.

From a curricular perspective, the educational curriculum for gifted students in universities can vary depending on the country and the specific institution. However, there are generally some common features:

- Flexibility and accommodation: Universities often offer flexible educational programs that allow gifted students to tailor their curriculum to their individual needs. This may include the ability to advance quickly through the syllabus, choose specialized courses, or participate in research projects.
- Mentoring and tutoring: Many universities, especially European ones, offer tutoring or mentoring programs for gifted students in order to provide individualized support and academic guidance from experienced professors or more advanced students.
- Academic Enrichment Options: In addition to regular courses, universities typically offer academic enrichment options, this may include additional seminars, research projects, internships, or the ability to participate in academic conferences and events.

- Honors programs: These programs are typically more rigorous and challenging than standard programs, and involve undertaking in-depth research projects and completing additional coursework.
- Psychological and emotional support: This may include one-on-one counseling, support groups, and workshops to help students manage stress, anxiety, or academic expectations.

Impact on University Education

Adequate attention to the special educational needs of gifted students is essential to enhance their academic training and personal development because these students require a differentiated educational approach that allows them to reach their full potential and overcome the challenges they face. In this regard, the university plays a key role in providing them with the resources and support needed to ensure their success, first and foremost, it is critical to understand that gifted students possess above-average intellectual capacity, however, they often face unique challenges in the educational environment as they can quickly become bored with standard content and not feel challenged in class. Therefore, it is necessary to provide them with additional opportunities to learn and grow.

One of the most effective ways to address the special educational needs in these students is through the implementation of specialized education programs and services. These programs provide a curriculum tailored to the individual needs of each student, offering more challenging and stimulating content, as well as providing additional opportunities for academic exploration and advanced skill development in specific areas of interest, they also focus on the emotional and social support of students by providing a supportive environment where they can relate to their peers and receive guidance from specialized professionals. (Ramirez, Estevez, Santander, & Valladares, 2022)

Another strategy to support gifted students is through one-on-one tutoring. Trained tutors can work directly with students to identify their strengths and weaknesses, and design personalized learning plans that fit their needs, allowing them to progress at their own pace and explore areas of interest in greater depth. In addition, tutors can provide emotional support and academic guidance, providing a safe and trusting environment where students can voice their concerns and receive guidance. (Navarro, 2022)

On the other hand, it is important to foster an inclusive environment at the university, where gifted students feel valued and respected, this involves raising awareness in the university community about the specific needs and challenges of these students, and promoting understanding and acceptance. It also involves encouraging the active participation of gifted students in extracurricular activities and academic groups, so that they can interact with their peers and feel part of the university community. (Gallegos, 2022)

In this regard, enhancing the academic training and personal development of gifted students not only benefits the students themselves, but also the university as a whole because they bring critical and creative thinking to the academic community, and their skills and ideas can enrich learning and research. In addition, by providing a quality education to these students, the university demonstrates its commitment to equity, inclusion, and strengthens its reputation as a leading educational institution.

Finally, it is important to highlight that adequate attention to special educational needs in gifted college students not only improves their academic performance, but also their satisfaction in college because by feeling challenged and supported they are more likely to be motivated and

engaged with their learning, this in turn contributes to greater student retention and a higher graduation rate.

Promoting Inclusivity

Attention to special educational needs in a university setting is critical to creating an environment that is inclusive and diverse, as taking into account the needs of all students, regardless of their abilities or conditions, is essential to ensure that everyone has equal opportunities to learn and actively participate in university life.

Diversity in the university environment refers to the variety of students with different abilities, cultural backgrounds, and life experiences. Inclusion, on the other hand, means that all students feel welcomed, valued, and supported on their path to academic and personal success. So, when attention to special educational needs is effectively integrated into the university environment, an environment is created in which gifted students have the opportunity to develop their full potential and it is achieved through a series of measures, such as adapting curricula and offering specific support that are tailored to the individual needs of each student. (Loaiza, 2016) (González, 2017)

First, adapting curricula is essential to ensure that gifted students have access to all the knowledge that allows them to exploit their potential. Second, access to the necessary resources according to their needs must be guaranteed just like the average student, and finally, buildings, the availability of assistive technology and inclusion in extracurricular activities must be guaranteed for their full development. In this way, an inclusive and diverse environment would be created at the university while promoting a culture of respect and acceptance, which is vital to foster awareness and understanding among students and university staff about the needs of gifted students.

There are several authors who have addressed the issue of the inclusion of students with educational needs in universities. Here are some thoughts from these authors:

1. Hehir : explains that the inclusion of students with educational needs in universities must be based on a student-centered approach, which implies considering each student as a unique individual, with different abilities and needs. In addition, it points out the importance of adapting university programs and facilities to ensure that all students can access them without barriers.(2005)
2. Mitchell argues that inclusion in universities should be seen as an ongoing process, in which barriers that prevent the full participation of gifted students must be eliminated, therefore, not only physical environments must be adapted, but also teaching and assessment practices, to address the diverse abilities and learning styles of students. (2008)
3. González: highlights the importance of encouraging the active participation of gifted students in the university community, providing them with opportunities for expression and participation in the different academic and social activities of the university. In addition, it points out that inclusion must be a commitment of the entire educational community, not only teachers, but also other students and support staff. (2017)
4. Tomlinson emphasizes the importance of inclusive education based on equal opportunities. According to the author, inclusion in universities should ensure that all students have access to quality education, regardless of their socioeconomic background, gender, race, or educational needs. In addition, it points out that it is

necessary to ensure the necessary support and resources so that gifted students can reach their full academic and personal potential. (2008)

Each author has a different perspective, but in general, they all agree on the importance of ensuring a quality, accessible and equitable education for all gifted students in university settings.

Results

Statistical records of the gifted student population is a weakness because it hinders the understanding of the specific needs and characteristics of gifted students, which can hinder the implementation of appropriate educational programs for them. However, high-income countries have been implementing strategies to provide opportunities to university students with high abilities, one of them being Spain, which has worked to promote awareness of the need to provide specific educational support to these students with different characteristics.

According to the most recent statistics from the Spanish Ministry of Education and Vocational Training, in the 2021-2022 school year, a total of 40,916 students with High Abilities were registered in the Iberian country. This figure has doubled in less than five years and is expected to continue increasing in the coming decades, according to specialists; But they have programs at major universities to foster a diverse and inclusive university community. (Ministerio de Educación Español, 2022)

In Spain, universities such as Alicante, Polytechnic University of Valencia, Oviedo, National Distance Learning University, among others, have been training teachers since 2005 to meet the needs of university students with high abilities. However, in 2022 both the University of Alicante and the Polytechnic University of Valencia designed an accompaniment guide for the university student with high abilities, where the methodological strategies of the University of Alicante used include support services for both the teacher and the high-ability student, content designs and methodology according to the student's needs, tutoring and practical content. On the other hand, the University of Valencia, in its accompaniment guide and as university policies, proposes specific strategies for the university classroom, which are based on learning based on challenges, competencies, ICT, gamification, projects as well as open degrees, tutorials and mentoring. (Gómez, Rodríguez, & Chiner, 2022) (Cucala, García, Alonso, & Gómez, 2018)

In Ukraine, the University of Nebrija looks for talent in students with high abilities, providing them with the opportunity through an 80% scholarship, among values, the inclusion of these students enhances the academic quality of the university and opens the field in research and invention. The objective for Nebrija University is to encourage these students to put knowledge into practice in an attractive way and close to their interests, among its methodologies students develop the project in teams, learning to socialize and achieve skills such as teamwork and leadership. The Integrated Model curriculum that addresses the differences between gifted students using the Flipped Classroom model, this method is also known as flipped classroom and since the 1990s has been implemented in university education which includes team-based learning, peer instruction and distance learning. in which the teacher provides information to his students through electronic means, allowing class time to be dedicated mainly to active learning and formative assessment.(Universidad de Nebrija, 2022)

Another guide to highlight is the one established by the Basque Government, which has modified its laws to include students with high abilities and specific needs, in its Organic Law on Education Article 71 obliges all educational administrations, including universities, to have

the necessary means so that all students, including those with high abilities to reach their maximum personal, intellectual, social and emotional development. Articles 78 and 79 provide for the implementation of support programmes for these students. Similarly, in Decree 188 of 1998, the Minister of Education, Universities and Research calls for regulating the authorisation of adaptations for access to the curriculum and significant individual curricular adaptations for students with high abilities, as well as the procedure for their preparation, development and evaluation at the different stages of the non-university education system. (Biblioteca General del Gobierno Vasco, 2013)

In the United States, colleges and universities, in order to address the needs of gifted students and include them in colleges, employ clustering strategies to allow gifted students to have access to levels appropriate to complexity, an example of which is the Minnetonka Navigator program which has achieved a college academic gain. Also, the curriculum compacting technique allows teachers to make adjustments to the curriculum for those students who have already mastered the material that has been provided, replacing it with enrichment programs or other types of activities. Specialized classes also help develop the student's ability and are taught according to the characteristics of the gifted student. Finally, U.S. universities are constantly implementing measures for teacher training that is able to adequately serve high-achieving, high-potential students is essential to meeting their needs (Donnell, 2020)

In the Latin American context, it was observed that since 1997 the Central University of Venezuela has been working through the University Council of the Commission for the Integration of Ucevistas with Disabilities in the policy of inclusion, long before the enactment of national resolutions and regulations approved in 2007 establishing the guidelines and right to university education for people with special needs. The largest population of these students are assigned to the Faculty of Humanities and Education, in second place is the Faculty of Sciences and in third place is the Faculty of Legal and Political Sciences where there are specific programs such as honors coaches, exclusive research projects, academic programs, individualized tutorials, adaptation of the curriculum with learning based on challenges, support for the development of social skills, among others. (Universidad Central de Venezuela, 2022)

The Technical University of Manabí in Ecuador has a department called Inclusion, Social Equity and Gender, whose main objective is to promote actions aimed at eliminating stereotypes of discrimination, seeking to achieve equality, equity and autonomy in access to higher education, as well as in the permanence and professional development of the student population. This department offers a wide range of services, including scholarships for students with disabilities, guidance and counseling, care groups and training for teachers (Department of Inclusion, Social Equity and Gender, 2012).

In 2021, the Universidad del Pacífico del Perú approved an inclusion policy that is characterized by comprehensively addressing inclusion, guaranteeing equity and applying comprehensive educational policies based on respect and pluralism. In addition to paying attention to people with disabilities, it focuses on the creation of spaces free of discrimination and violence, as well as the promotion of artistic and cultural creation strategies with a focus on inclusive education. It should be noted that this policy also includes other specific policies, such as one on gender equity, one on educational inclusion for people with disabilities and one differential for minority groups. Finally, the general policy has a series of twenty-five indicators to measure fundamental aspects of inclusive education within the institution (Universidad del Pacífico, 2021).

Since 2014, the University of Chile has implemented a Student Equity and Inclusion Policy that is based on three fundamental aspects. In the first place, a program has been established to encourage the admission of academically outstanding students who come from public education institutions in contexts of high social vulnerability. Secondly, a model of attention to students has been implemented that seeks to promote their integral development, offering them opportunities for permanence and equitable participation in university life. Finally, an equity and inclusion office has been created to ensure compliance with existing regulations. This policy prioritizes attention to students from educational establishments with a high school vulnerability index, indigenous students, students with disabilities, and those from regions with socioeconomic or school vulnerability (Universidad de Chile, 2014).

In August 2022, the National Autonomous University of Mexico (UNAM) updated its guidelines to promote the inclusion of people with disabilities in the institution, in accordance with national and international laws and through a resolution of the rector, this was carried out as part of UNAM's commitment to be an inclusive institution, that guarantees people with disabilities full access to and permanence in educational, medical, cultural, recreational, sports, mobility, transport and all university facilities and services. To achieve this, it is mandatory to progressively eliminate physical, architectural and urban barriers, adopt measures to include people with disabilities in teaching and learning processes, encourage the participation of students in artistic, sports and cultural activities, and guarantee equal conditions in accessibility through the incorporation of Information and Communication Technologies.

Conclusions

In conclusion, while statistical records of the gifted student population may be a weakness in many countries, some of these high-income countries, such as Spain and Ukraine, have implemented effective strategies to provide adequate opportunities to these students in the university environment. Spanish universities, such as the University of Alicante and the Polytechnic University of Valencia, have developed specific accompaniment guides and support services for these students, adapting content and methodologies to their needs. In addition, in other countries such as Ukraine, the United States, Venezuela, Ecuador, Peru, and Chile, policies and programs have been established to promote the inclusion of gifted students in higher education, offering scholarships, guidance, teacher training, and eliminating physical and educational barriers.

These initiatives demonstrate that it is possible to adapt the educational environment to meet the needs of gifted students, fostering their personal, intellectual and emotional development. It is essential that governments and educational institutions continue to work on promoting awareness of the specific needs of these students and on the implementation of inclusive educational programs, only in this way can the talents and abilities of these students be fully exploited, promoting their academic success and their contribution to society.

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