

GLOBAL YOUTH SUMMIT PROCEEDINGS & STORIES



Special Olympics

SO GO INTO IT™

2003 Global Youth Summit



PURPOSE

This Global Youth Summit Proceedings and Stories document is the record of activities from 38 young people around the world. Our Proceedings record who we are, what we did and our topics of discussions during the course of the nine days of the 2003 Special Olympics World Summer Games.

The stories gathered in this document comprise the collected works of our Youth Summit participants as they visited each athletic competition venue, Family Forum, Olympic Town and other special events. Here they conducted interviews of athletes, coaches, family members, volunteers, notable celebrities and others. Stories were reproduced in the 2003 World Games daily Games Gazette newspaper, the 2003 World Games Web site, the Special Olympics Web site (www.2003specialolympics.com), Special Olympics Web site (www.specialolympics.org/getintoit), Scholastic, Inc. Web site (www.scholastic.com) and a number of sites connected to the participants' Special Olympics National Programs and school newspapers.

VISION

- Achieve quality growth—2 million athletes by the end of 2005.
- Become a worldwide movement lead by athletes.
- Commit to changing the attitudes of every person on earth.

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Special Olympics
SO Get Into It™
 2003 Global Youth Summit

WHO WE ARE:



2003 Special Olympics World Summer Games • Dublin, Ireland • 21-29 June 2003

Thirty-eight outstanding students from 17 countries made up the 2003 Special Olympics Global Youth Summit. They represented every region of the world: Africa, Asia Pacific, East Asia, Europe/Eurasia, Latin America, Middle East/North Africa and North America. They consisted of a pair of students (ages 12-18), a Special Olympics athlete and a peer without intellectual disability. Each pair was chaperoned by a volunteer coach, teacher or family member who assisted them with spreading the message of Special Olympics upon their return from Dublin.

WHAT WE DID:

This 2003 Global Youth Summit focused on these important tasks:

- Discussed ways that organizers of Special Olympics can meet the needs of today's athletes, volunteers, coaches and family members
- Shared their ideas with Special Olympics about ways to reverse stereotypical attitudes about people with disabilities
- Reported on the athletes competing at the 2003 Special Olympics World Summer Games and transmitted the stories to their schools and on the Special Olympics and World Games Web sites
- Hosted a Special Olympics Get Into It™ information booth and activity center as part of the Olympic Town program
- Served as the stars in a television program that discussed youth today as leaders of the Special Olympics movement
- Upon returning to their schools, expanded on the opportunities for youth to become involved with Special Olympics in the school and community
- Discussed daily topics of importance from an agenda developed in preliminary "meetings" with one another using Webex and conference calls
- Youth participants were reporters for Scholastic Magazine, publishing stories on their Web site (www.scholastic.com)
- Summit youth published a "summit story" daily as part of the daily Games Gazette newspaper
- Published a Global Youth Summit proceedings document featuring their news stories and photos that was disseminated to participants and prominent stakeholders on the last day

PARTICIPANTS:

FROM EACH SPECIAL OLYMPICS REGION

Africa

Chantell Van Wyk,
Namibia

Freda Kambangula,
Namibia

Charles Nyambe,
Namibia

Ralulimi Mukovhe,
South Africa

Manwadu Rofhiwa,
South Africa

Michael Rasikhinya,
South Africa

Asia Pacific

Mira Chandra,
India

Kamna Prem,
India

Shalini Dave,
India

Takeuchi Kazushige,
Japan

Niwa Ryosuke,
Japan

Masako Kuroda,
Japan

East Asia

Yibiao Guo,
China

Yi Shan,
China

Hong Wang,
China

Tam Wai-yip,
Hong Kong

Cheung Wing-hing,
Hong Kong

Ng Tin-yan,
Hong Kong

Wei-Hsun Chen,
Chinese Taipei

Peter Pai-Tang Chang,
Chinese Taipei

Joy Chiou,
Chinese Taipei

Europe / Eurasia

Gali Goren,
Israel

Neta Levi,
Israel

Michal Ben Hamo,
Israel

Alessandro Troyano,
Italy

Diego Santilli,
Italy

Italo Santilli,
Italy

Mariusi Strzyzewsui,
Poland

Marcin Cichulsui,
Poland

Teresa Serafin,
Poland

Latin America

Maximo Pacheco,
Chile

Cristian Maluje,
Chile

Franciso Lobos,
Chile

Luis Alberto-Aguilera-
Medina, Paraguay

Milena Cocciani,
Paraguay

Natalia Melgaejo,
Paraguay

Claudia Reguena,
Peru

Joanna Castro Macera,
Peru

Eliana Rodriguez,
Peru

Middle East / North Africa

AdbRahman Ali,
Egypt

Salah Hamed Mostafa,
Egypt

Mohmmmed Younis,
Egypt

Suzan Al Mimi,
Jordan

Sura Talal Gbazal,
Jordan

Sumyah Hubamdiet,
Jordan

Nicole Naame,
Lebanon

El Hajj Jawdat,
Lebanon

Hiba Sami Hammoud,
Lebanon

North America

Ryan Atkinson,
Alaska

Angela Wegsheider,
Alaska

Gay Lee Erickson,
Alaska

Andrew Royal,
Missouri

A.J. Hellickson,
Missouri

Kathie Wolfert,
Missouri

Tyler Straughn,
Tennessee

Dustin Hargrove,
Tennessee

David Neff,
Tennessee



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RESEARCH STUDY

Purpose

The Multinational Study of Attitudes toward Individuals with Intellectual Disabilities sets out to understand the attitudinal barriers to inclusion of individuals with intellectual disabilities worldwide. The study focused on the public's perceptions of the capabilities of individuals with intellectual disabilities, their beliefs about where they should live, work and go to school, and their beliefs and expectations about the obstacles to and consequences of inclusion. The study was commissioned by Special Olympics and conducted by the Center for Social Development and Education at the University of Massachusetts Boston, with support from the Center for Survey Research and Gallup Organization International.

The study was conducted in 10 countries: Brazil, China, Egypt, Germany, Japan, Nigeria, Republic of Ireland, Russia, UK (Northern Ireland) and the United States. This study provides a definitive view of the range of attitudes and perceptions toward individuals with intellectual disabilities, both within and across countries, and demonstrates the relationship between public attitudes toward intellectual disabilities and the practices within each country that impact the quality of life of these individuals. In order to fully interpret the results, cultural context must be taken into account. Apparent similarities or differences across countries, in survey numbers, can have very different meaning in the context of cultural values and practices.

Capabilities of People with Intellectual Disabilities

- Worldwide, people in different cultures perceive individuals with intellectual disabilities very differently. In some countries, the public envisions a mildly challenged person, while in other countries the public sees a severely impaired person.
- Worldwide, the public perceives individuals with intellectual disabilities to be only somewhat capable of self-determination (making their own decisions on living, working and schooling). The more capable people perceive individuals with intellectual disabilities to be, the more capable they see them at making their own decisions.
- Worldwide, most of the public believes individuals with intellectual disabilities are either very capable or somewhat capable of participating in sports with other players with intellectual disabilities. However, most of the public believes that individuals with intellectual disabilities are not at all able to participate in inclusive sports.
- Worldwide, the vast majority of people agree that children with intellectual disabilities should be educated in special schools, separately from other children.

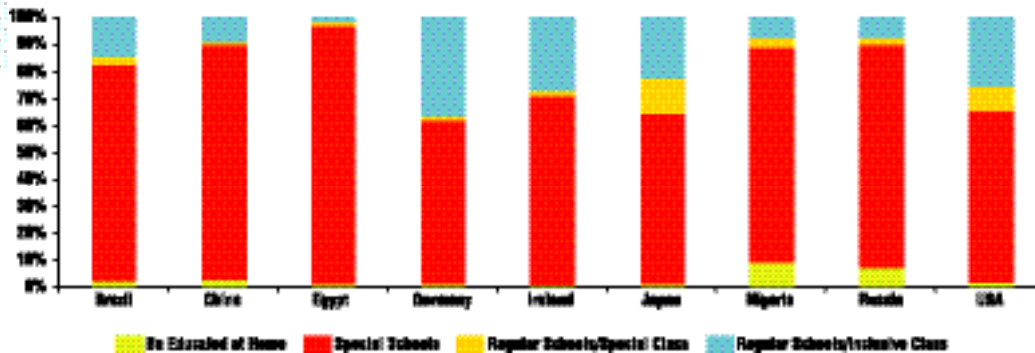
Obstacles to Inclusion for People with Intellectual Disabilities

- Worldwide, people believe there are significant obstacles to the inclusion of individuals with intellectual disabilities in society. In particular, the public believes the lack of available supports (e.g., the lack of community services, job training and school resources), the negative attitudes of others and the negative attitudes of the media are major obstacles to inclusion.
- In many countries, the majority of people expect that including individuals with intellectual disabilities in the community, workplace and schools will create more accidents on the job, cause discipline problems in the classroom, lower productivity and negatively affect the learning of other students.

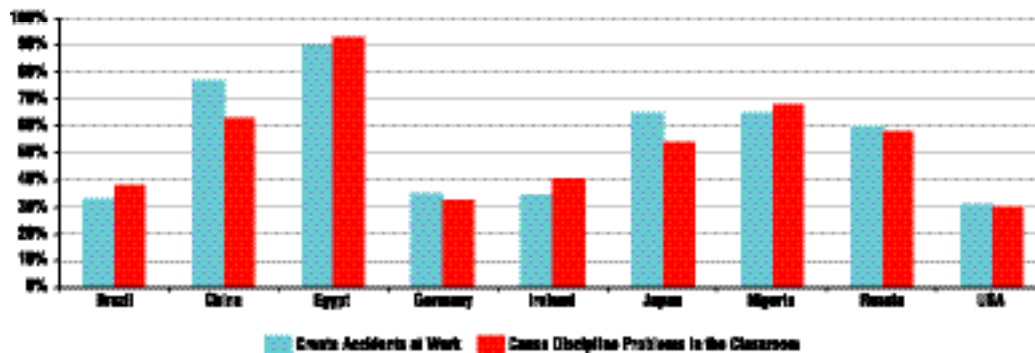
For more information, go to www.specialolympics.org.

Note: The information above and the charts on the following page are taken from the *Multinational Study of Attitudes toward Individuals with Intellectual Disabilities* (June 2003). The study was commissioned by Special Olympics and conducted by the Center for Social Development and Education at the University of Massachusetts-Boston (USA), with support from the Center for Survey Research and Gallup Organization International.

Public's Beliefs about Where Individuals with Intellectual Disabilities Should Attend School



Public's Expectations of Negative Consequences of Inclusion: Accidents and Discipline Problems



Public's Beliefs about Obstacles to Inclusion

