

GLOBAL YOUTH SUMMIT PROCEEDINGS & STORIES



Special Olympics

SO Get Info It®

2005 Global Youth Summit



Global Youth Summit • Nagano, Japan • February 2005

PURPOSE

This Global Youth Summit Proceedings and Stories document is the record of activities from 28 young people around the world. Our Proceedings record who we are, what we did and our topics of discussions during the course of the eight days of the 2005 Special Olympics World Winter Games.

The stories gathered in this document comprise the collected works of our Youth Summit participants as they visited each athletic competition venue, Symposium, 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 2005 World Games daily newspaper, the 2005 World Games Web site, the Special Olympics Web site (www.2005specialolympics.org), Special Olympics Web site (www.specialolympics.org/getintoit), 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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DECLARATION

The Special Olympics Declaration to Change the World was written to provide a clear, unifying and inspiring call to action to change the world. The declaration is intended for those within Special Olympics, as well as those not yet directly involved, but equally committed to the social values held and advanced by Special Olympics.

At the 2005 World Winter Games in Nagano, Japan, huge posters of the declaration were displayed and signed by all those present at the Games who believed in the words of the declaration, and who accepted its call to action. The goal is for all members of our global society to accept the call to action and seek to make it an integral part of their daily lives.

Special Olympics Declaration to Change the World

WE BELIEVE that any society aspiring to be just must value the ideas, skills and contributions of all of its members, including people with intellectual disabilities. Intellectual disability transcends race, gender, religion, national origin, geography and political philosophy.

WE RECOGNIZE that through sports training and competition, people with intellectual disabilities are inspiring examples for hope, dignity and courage.

WE COMMIT to understand, respect and value all individuals, to improve attitudes toward people with intellectual disabilities and to create real opportunities for and with them in friendship, education, employment, self-advocacy, health care and sports participation.



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 2005 Global Youth Summit

WHO WE ARE:



2005 Special Olympics World Winter Games • Nagano, Japan • 26 February - 5 March 2005

Twenty-eight outstanding students from 14 countries make up the 2005 Special Olympics Global Youth Summit. They represent every region of the world: Africa, Asia Pacific, East Asia, Europe/Eurasia, Latin America, Middle East/North Africa and North America. They consist of a pair of students (ages 12-18), a Special Olympics athlete and a peer without intellectual disability. Each pair is chaperoned by a volunteer coach, teacher or Program staff who will assist them with spreading the message of Special Olympics upon their return from Nagano.

WHAT WE DID:

This 2005 Global Youth Summit focused on these important tasks:

- Share their ideas with Special Olympics about ways to reverse stereotypical attitudes about people with disabilities;
- Report on the athletes who are competing at the 2005 World Winter Games and transmit these stories back to their schools and communities electronically;
- Discuss ways that organizers of Special Olympics can meet the needs of today's athletes, volunteers, coaches and family members;
- Participate in Webcasts hosted by Global Youth Summit participants that will be broadcast to youth around the world during the Summit;
- Host a Special Olympics Get Into It® information booth and activity center as part of the Olympic Town program;
- Upon returning to their schools, expand on the opportunities for youth to become involved with Special Olympics in the school and community;
- Discuss daily topics of importance from an agenda developed in preliminary "meetings" with one another using Webex and conference calls;
- Publish a "summit story" daily as part of the daily World Games newsletter; and
- Publish a Global Youth Summit proceedings document featuring their news stories, photos and meeting minutes that will be disseminated to participants and prominent stakeholders by the last day.

PARTICIPANTS:

FROM EACH SPECIAL OLYMPICS REGION

Africa

Namibia:

Cindy Carstens
Ngawa Mumba
Rafael Aluteni

South Africa:

Thabiso Samuel Selepe
Mathew van Eeden
Olompia Hlatywayo

Asia Pacific

Indonesia:

Noni Tjan
Umay Indra
Tiur Sumihar Panggabean

India:

Vishnu Prasad Srinivasan
Chitra Roshini Ronald
Vijay Kant

East Asia

Chinese Taipei:

Meng-Hsuan Chou
Melody Mee-Lin Kwok
Shu-Yuan Wang

China:

Meili Jiao
Yan Ding
Jiahuan Cai

Europe / Eurasia

Romania:

Nicoleta Florentina Stan
Andreea Tincea
Emilia Serbanica

Austria:

Albin Verzonik
Vinzenz Haertel
Heinz Tippel

Latin America

El Salvador:

Miguel Moran
Toribio Solis
Salvador Rivas

Panama:

Julio Cesar Barrera
Harold Perez
Miguel Niño

Middle East / North Africa

Morocco:

Ibrahim Squali Houssaini
Fikri Ikari
Said Zay

Bahrain:

Hamid Ali
Hashem Abdulla
Adel Mohamed-
Hassan Ghuloom

North America

Mexico:

Denise Moncibas
Christina Due
Lourdes Rosas

United States:

Krystal Torres
Lee Tyrell
Peanuts Boyer

Global Youth Forum Event

Global Youth Summit participants welcomed the following 14 schools in a special session on Sunday morning, 27 February, to share common interests in Special Olympics, national culture and youth discussions:

Koumi Town Kitamaki Elementary School Ages: 8-9

Shimosuwa Town Kita Elementary School Ages: 11-12

Chikuma City Yawata Elementary School Ages: 10-11

Nagano City Asahi Elementary School Ages: 11-12

Matsumoto City Namiyanagi Elementary School Ages: 9-10

Ueda City Ueda-daini Junior High School Ages: 8-9

Nakano City Nakano-daira Junior High School Ages: 14-15

Miasa Village Miasa Junior High School Ages: 13-14

Okaya City Okaya-higashi High School Ages: 15-18

Karuizawa Town Karuizawa High School Ages: 17-18

Shimosuwa Town Shimosuwa-Koyo High School Ages: 15-18

Nagano City Nagano higashi High School Ages: 15-18

Hakuba Village Hakuba High School Ages: 17-18

On the afternoon of 27 February, Global Youth Summit participants were joined by more than 300 youth from Nagano Prefecture schools who have participated in the 2005 Special Olympics World Games School Enrichment Program. Activities included cultural exchanges, school experiences and youth discussions. (see related story on page 5)



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RESEARCH STUDY

Social Attitudes Are a Barrier

In the fall of 2004, Special Olympics conducted a groundbreaking study of Japanese youth to determine their attitudes toward people with intellectual disabilities. The survey of more than 4,000 middle school students from across Japan — one of the largest such studies ever done on Japanese youth — examined their beliefs about the competency of their peers with intellectual disabilities, their willingness to interact with these individuals both in and out of school, and their feelings about including these students in their classes. A complementary study of nearly 6,000 U.S. youths was also conducted to assess differences in youth attitudes between the two nations (Norins-Bardon, Matsumoto and Siperstein, June 2005).

Overall, the Japanese youth underestimated the capabilities of students with intellectual disabilities and expressed that they were hesitant to interact with them:

- Japanese youth largely felt that individuals with intellectual disabilities were severely impaired.
- Less than half of the youth believe students with intellectual disabilities are capable of the basic independent living skills common to adolescents.
- Very few of the Japanese youth said they would interact with students with intellectual disabilities socially (such as by spending time with them out of school, talking with them personally, etc.), though more said they would be willing to interact with students with intellectual disabilities in school, but only for some school-related activities, such as sharing a textbook, or working with them on a task.

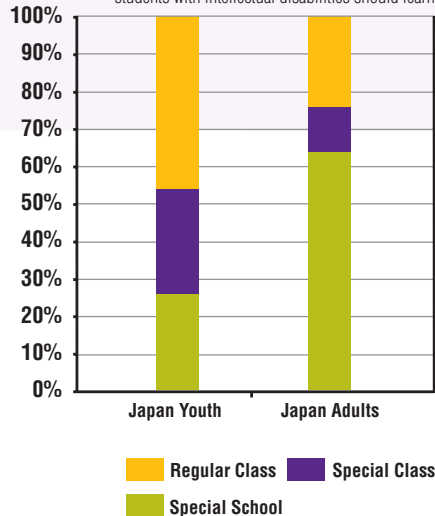
In comparison, U.S. youth generally see students with intellectual disabilities as more mildly impaired. U.S. youth also were more willing to interact with their peers with intellectual disabilities during school, but still expressed hesitancy to do so after school.

- Although three-quarters of Japanese and U.S. youth think that inclusion of students with intellectual disabilities in the classroom would impair their own learning experience, more than seven in 10 youths in both countries recognize the positive impact inclusion can have on them by making them more caring and understanding of people's differences. As one Japanese student expressed, "[I realize] that I had somehow discriminated against people with intellectual disabilities. We do wrong things, knowing they are wrong. If we can change this attitude, Japan will be a better society for people with intellectual disabilities."

Overall, the fact that youth are open to greater inclusion of students with intellectual disabilities represents a major foothold for changing attitudes. In Japan, schools are likely the best venue to encourage the increased interaction with people with intellectual disabilities and to foster an open dialogue about roles and attitudes throughout society. The youths in both countries recognize the importance and value of students with intellectual disabilities in their world.

Placement

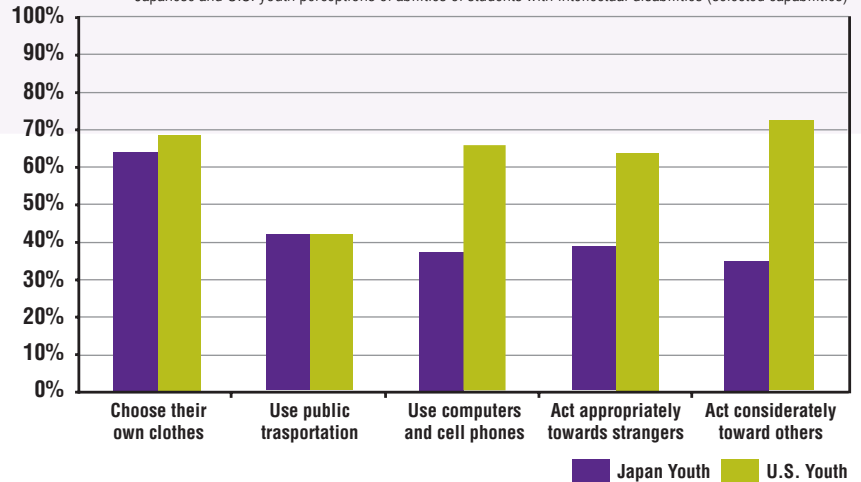
Japanese youth and adults beliefs about where students with intellectual disabilities should learn



Your perception of the competence of others is one of the most important components of determining your attitude about them. Japanese youth perceive students with intellectual disabilities as severely impaired, largely underestimating what they can do.

Capability

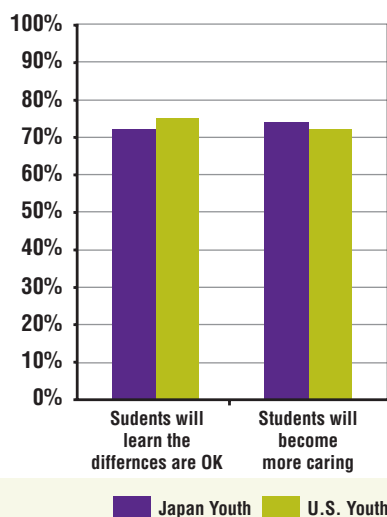
Japanese and U.S. youth perceptions of abilities of students with intellectual disabilities (selected capabilities)



Japanese adults differed from Japanese youth in their belief about where students with intellectual disabilities should learn. Japanese adults' beliefs were similar to those of other countries who participated in the "Multinational Survey of Attitudes Toward Individuals with Intellectual Disabilities" (a 2003 survey commissioned by Special Olympics), where overall at least 60 percent of the respondents believed students with intellectual disabilities should be educated in a special school.

Japanese and U.S. Youths'

Expectations of the Positive Consequences of Inclusion



Japanese and U.S. youth willingness to interact with students with intellectual disabilities

What I would do in school	Japan Youth	U.S. Youth
Greet the student	69%	81%
Share a textbook with the student	56%	91%
Talk with the student at lunch	40%	61%
Choose a student with intellectual disabilities	36%	55%
What I would do out of school		
Spend time with the student out of school	17%	43%
Talk about personal things with the student	20%	29%
Invite the student out with friends	22%	38%



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