



**Inter-American Children's Institute**  
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## **1. Presentation**

The Inter-American Children's Institute and the National System for the Comprehensive Development of the Family (DIF) in Mexico agreed to jointly develop a video on the topic of the Right to a Family entitled: "It is my Family". This video is part of a series of videos whose objective is the promotion and dissemination of the rights of children as established in the Convention on the Rights of the Child.

The original idea for the development of the film came from Eng. Julio Rosenblatt, Coordinator of the Inter-American Program of Information on Children and the Family of the IIN.

"It is my Family" is a 1 minute 13 seconds musically animated video with Spanish lyrics and English subtitles interpreted by the Mexican Group Pandora. It was produced by RAL (Latin American Network) under the direction of Walter Tournier.

## **2. Content**

### **a. Family as a fundamental pillar of society**

Family, in its different forms and models, is the first social environment known by children and is for them an "irreplaceable milieu. It is a specific form of social organization with its own structures, rules and characteristics. The family has assigned functions and roles within society and responds to them from their particular situation"<sup>1</sup>

The composition and structure of the family has undergone major transformations through the years. These changes have been closely associated to the processes of demographic, economic and social transition brought about by modernization, industrialization and urbanization. "We have gone from the extended family pattern, living within a social group where family members found support, belonging and strong relationships to family units progressively reduced and isolated where

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<sup>1</sup> National Board of Protection of Minors: "My Right to live in a family. Family and Community" p.16, Ecuador, 1996

contact with others depends more on external factors than on the needs of the individual”<sup>2</sup>

In spite of these changes, adults continue to have a determinant role in the development of children since they stimulate and create the conditions for their physical, intellectual and social development.

The integration of children and adolescents to their society is one of the irreplaceable functions of the family. Through their interaction, family members adopt, assimilate and integrate the values, attitudes and behavior of their social milieu to which they belong.

The family also provides the space for the child to develop a personality. It is the place for affection, security and the fulfillment of the psychological and social needs of belonging and identity. Within the family the child begins to develop that network of relationships which will determine his future as a person, as a citizen and therefore as subject of rights.

Every child needs to live in a happy and accepting atmosphere that sets the foundation for a future independent life lived with a spirit of peace, dignity, tolerance, equality, liberty and solidarity.

#### **b. The “Right to a Family” in the Convention on the Rights of the Child**

The Convention on the Rights of the child invites the family, society and the State to make a collective effort to guarantee the rights of children. Each one of them, from their space and responsibilities, should make all the necessary efforts to assure that each child is able to exercise his/her rights.

The Convention contains many resolutions regarding the role of the family, recognizing it as a fundamental group of society and the natural environment where people find happiness and security. Just the Preamble shows the importance and recognition given to this institution for the full and harmonious development of the personality of child. The child has to grow within a family, in a happy, loving and understanding atmosphere.

The text of the Convention also emphasizes the responsibility of the family to provide protection and care to its younger member as well as the responsibility of the Member States to provide for and satisfy the needs of children who do not have a family.

<sup>2</sup> Delval J: “Reflections on the Rights of the Child” *Infancia y Sociedad* 27-28, p.28

Article 2 of the Convention acknowledges the need to set up measures that would guarantee the protection of the child against any form of discrimination or punishment due to the status, activities, expressed opinions or beliefs of his/her parents, legal guardians or family members. The primary consideration of every situation should be the best interest of the child and the State is responsible for overseeing that this consideration is followed when the parents are unable to do it (Art. 3).

On the other hand, the countries that signed the Convention have to commit themselves to the following:

- a. Respect the right of parents to educate their children in a manner consistent with the evolving capacities of the child (Art. 5)
- b. Ensure that the child shall not be separated from his or her parents against their will, except when applicable law and procedures determine that such separation is necessary in the best interest of the child (Art.9)
- c. Allow that children and their parents enter or leave any country to facilitate the reunification of families (Art. 10)
- d. Ensure recognition of the principle that both parents have common obligations with respect to the upbringing of the child and provide assistance if necessary (Art. 18)
- e. Protect the children from any form of mistreatment or abuse while under their parents' custody.

The Convention ratifies and centralizes the role of the family. Still for several reasons both within the family and within a society that does not pay attention to this issue, millions of children and adolescents do not enjoy this right.

### **c. Family and the communication media**

Mass media and the new technologies today have a great influence on the process of socialization of children while family and school are losing ground. The media today has the overwhelming power of forming opinions and therefore it is very important to look at the model of children generated by this new reality.

Are parents and teachers able to answer today the questions posed by children and adolescents?

We are aware that mass media has exposed children to information and knowledge formerly reserved to adults. The perception and experiences of children and adolescents are somehow molded by their daily exposure to the information technology and through it they find their identifications and their place in social life. Adults should be aware of those changes and have the responsibility to detect and promote appropriate spaces in which children and adolescents can find the

opportunity to participate in building their presents and their futures and integrating their diversity and their dreams.

One of the ways is to try to open spaces of dialog and to listen and include children and adolescents in decision making. "Children are less cynical, more optimistic and flexible in their view of the future and the ability to change. The information obtaining when consulting them is very enriching..."<sup>3</sup>

This new reality requires leaving behind strongly rooted habitual relation patterns child/adult and to search for new and more equitable forms of relationship that respect the limits of rights and responsibilities of both children and adults.

Adults have the obligation to guide and direct children according to their age, evolution and development so that they will be able to exercise their rights. Opportunities should be created for children and adolescents to meet each other, see themselves in "the other" and build together a sense of "we".

The responsibilities assumed by adults and children do not presuppose a relationship of total equality but "an asymmetric relationship since there are adult responsibilities that cannot be delegated due to a difference in knowledge ...that difference should be recognized without legitimizing the control of one over the other but rather looking for new forms of exercising authority"<sup>4</sup>

In order to promote democracy, it is important to see the family as a collective entity where the rights of everybody are at the stake, not just the rights of children and adolescents. Change presupposes transformations and the challenge is to accept the differences and broaden the areas of decision making, dialog and collective interaction.

As a final point, we cannot avoid mentioning the fundamental role of the media in building a model of what children are and should be. Media is "one of the institutions that provide "official" definitions of reality together with the educational system and the higher levels of the legal system".<sup>5</sup>

Because of that it is of very important to take into account the treatment and the presentation of news. The journalistic approach to topics on children tends towards sensationalism and is often presented from a perspective that does not reflect the real situation lived by children and adolescents.

<sup>3</sup> Morfin Stoopan, M, Corona Caraveo , Y: "Towards new forms of social relationships" in Dialogo de Saberes sobre Participacion Infantil. Mexico, 2001.

<sup>4</sup> Idem. Op. Cit.

<sup>5</sup> Barrios, Marta Milena: "Violence and peace as presented by the press: An analysis of the social building of reality", Investigacion y Desarrollo No 11, p.43.

To be able to understand when and how the topic of children is presented is fundamental for devising strategies that promote and present their real and total situation, without distortion or manipulation.

### **3. Target audience**

“It is my family” is directed to 8 to 12 year old children of the countries of the region. The goal is to generate a communication strategy that stresses the importance of the responsibility of all families to provide PROTECTION AND CARE for all children and adolescents.

It is also directed to all parents with the goal of making the population aware of the importance of children having a family, still respecting the different kinds and models of families and the different cultures and traditions of the region.

### **4. Showing times**

We live in a society that depends on the media and where radio and television are available even to the most marginalized. The rational use of those tools is a good way to promote the rights of children in and adolescents in the region.

In order to meet its target audience, the suggestion is that the video “It is my family” be broadcasted at times when children might be watching.

### **5. Broadcasting**

- ?? “It is my family” will be shown by commercial TV and cable throughout the region.
- ?? The video can be used by public and private school networks of the different countries as a didactic instrument to conceptualize the rights of the child.
- ?? Workshops discussing the topics presented by the video will be conducted for people working with children.

## 6. Lyrics of “It is my family

Who is it?  
Who took the thorn out  
And bandaged my cut  
Who dried my tears?

Who is it?  
Who played with me  
And was my friend forever  
Sharing my dreams?

Who is it?  
Who are they?  
Who are they?

Who chased away my fears  
And showed me that the ghost  
Wasn't real?

Who is it?  
It's my family  
They are who rocked and saw me grow up

There is my family.  
They are who love me and I love them  
We are a family.

## 7. Information on the Inter-American Children's Institute

The Inter-American Children's Institute (IIN) is a specialized organization of the OAS with headquarters in Montevideo, Uruguay, founded in 1927.

In the 75<sup>th</sup> Meeting of its Directing Council held in Ottawa, the Strategic Plan 2000-2004 was approved. In this plan, the promotion of instruments for the dissemination of the Convention on the Rights of the Child by means of communication strategies is suggested.

To implement this, for the last two years the IIN has been promoting the development of short videos of approximately one minute on issues related to the Convention on the Rights of the Child. These videos are being shown on commercial TV and by cable in all of Latin America.

The work of the Inter-American Children's Institute revolves around three important programs:

**a. Program of Comprehensive Promotion of the Rights of the Child**

The Program of Comprehensive Promotion of the Rights of the Child, based on developing a Prototype of Focused Public Policies on Children, tries to promote measures and intervention projects to deal with the problems and needs of children and adolescents in circumstances of vulnerability, risk and social exclusion.

This program has developed its Prototype of Focused Public Policies to deal with the problems mentioned in articles 23 (Handicap), 32 (Child Labor), 33 (Drug Abuse) and 34 (Sexual Exploitation) of the Convention on the Rights of the Child.

**b. Inter-American Program of Information on Children and the Family (PIINFA)**

The main objective of PIINFA is the production and promotion of information systems directed to people and institutions working with children and adolescents in order to create pools of comprehensive information that will help generate changes in the life conditions of children and adolescents in the Americas.

The projects of PIINFA provide focused services to deal with the primary needs of institutions, decision makers and planners working with children and families. They have also developed flexible information processing tools able to generate self evaluation data to facilitate adaptations and change. All the projects are tailored to the specific needs of each country, avoiding the rigidity of ready made general answers.

The activities of PIINFA are centered on:

- The Latin American Information Network on Children (RIIN)
- The information Systems for Monitoring Rights
- The updating, modernization and computerization of the civil registries of the region so that the right to identity be upheld and respected.

**c. Juridical Program**

The Juridical Program (PROJUR) provides Member States of the OAS with services such as training, information, monitoring, research and specialized technical assistance in order to reinforce and support national systems of protection of children in the hemisphere.

It also tries to provide modern juridical information to ruling bodies on children, facilitate research, train people responsible for institutional development and rights and provide technical assistance in the unfinished task of harmonizing national legislations with the principles of modern international norms.

## **8. Information on the LATIN AMERICAN NETWORK**

RAL, the Latin American Network, is an International non-profit Organization, with headquarters in Montevideo, Uruguay. Founded in 1996, RAL is governed by a Board of Directors composed of personalities from various Latin American countries.

### **Objectives:**

#### *COMMUNICATOR FOR INTEGRATION AND DEVELOPMENT:*

This would be the result of joint efforts by the Audiovisual and the Social Communication Industries of the region to promote and diffuse Latin American Audiovisual Production that will foster the process of integration, cultural patrimony, development and democratic values in Latin America.

#### *INFORMATION AND CONNECTIVITY NETWORK:*

A network in which television broadcasters and independent producers participate in the following activities:

- ?? DIFFUSION of audiovisual productions in Latin America and sharing of information among members of the sector.
- ?? PRODUCTION and co-production of regional material.
- ?? PROFESSIONAL DEVELOPMENT and presentation of new technologies and equipment.
- ?? STUDIES on viewers and audiences, and application of new technologies to the Latin American industry.
- ?? Implementation of LATIN AMERICAN TELEVISION NETWORK: RAL integrated by the main sectors of television and social communication in Latin America.

### **Activities:**

#### ?? **DIFFUSION**

#### ENCOUNTERS:

The Latin American Encounters of people involved in television are annual events organized by RAL in order to:

- Gather television broadcasters and independent producers in Latin America to develop regional products and to promote and strengthen the regional audiovisual industry.

- Chose and award prizes to the best Latin American productions directed to a Latin American television audience that promotes integration, development and the cultural patrimony of each country.
- Promote broadcasting the programs selected in each RAL Encounter and organize different activities throughout the year as a follow up of the Encounter by means of:

?? CATALOGING AND CD ROM of programs selected in each Encounter having information, pictures and video clips.

### ?? **PRODUCTION**

- EL JEFE Y EL CARPINTERO / THE CHIEF AND THE CARPENTER, is the Latin American chapter of the series ANIMATED STORIES OF THE WORLD, a 13 minute animated film produced by RAL and directed by Walter Tournier. ANIMATED STORIES OF THE WORLD is a series of 26 chapters under the sponsorship of the World Summit of Children's Television. This series is a world co-production of S4C de Gales, Executive Producers, with the participation of well known television channels. The chapter produced by RAL was financed by Discovery Latin America.
- YO QUIERO (I WANT), an animated musical video directed by Walter Tournier with music and lyrics by Leo Croatto sang by Rubén Rada. This video is part of the Public Welfare Campaign on the Rights of the Child produced by RAL and sponsored by the Inter-American Children's Institute.
- In January of 2001 RAL started production of a special half hour Christmas version of The Chief and the Carpenter, in co-production with S4C de Gales, for the International Trust Television Fund of England. Of the 26 chapters of the series, The Chief and the Carpenter was selected for the Christmas special of 2001.
- RAL also develops co-production projects, acting as Executive Producer, together with television channels and production firms.

### ?? **PROFESSIONAL DEVELOPMENT**

Sessions of technical/creative professional development and updating of new technologies to take place during the Encounters and through exchanges and internships

## ?? STUDIES

Studies and investigations carried on to facilitate the entry into the Latin American television market of high quality programs produced by independent television broadcasters and producers whose goal is to promote integration, culture and development to television audiences in all of Latin America.

## TELEVISION STATIONS WHICH HAVE PARTICIPATED IN THE RAL ENCOUNTER:

**Argentina:** ATC Argentina – Televisora Color, Buenos Aires; FORMAR, Buenos Aires; INFINITO, Buenos Aires; TV Quality, Buenos Aires.

**Brazil:** TV Educativa d RS, Porto Alegre; Rede Minas, Belo Horizonte – Minas Gerais; TV Cultura de Ouro Preto - Ouro Preto, Minas Gerais; TV Educativa RIO, Rio de Janeiro; TV Educativa de Bahía, Salvador Bahía; TV Educativa Paraná, Curitiba PR; TV Cultura Sao Pablo, Sao Pablo; TV Futura, Río de Janeiro; TV SENAC, Sao Pablo; TV PUC SP, Sao Pablo; TV UNIFESP Canal Universitario, Sao Pablo; Centro de Comunicação, Universidad Estadual Campinas SP.

**Chile:** TV Nacional de Chile, Santiago, Chile; Universidad Católica de Valparaíso Televisión

**Colombia:** La Franja, Ministerio de Cultura Bogotá; Canal Capital, Bogotá; Teleantioquia, Medellín

**Costa Rica:** SINART – Canal 13

**Cuba:** Televisión Cubana ICRT, La Habana

**Ecuador:** TV Más Guayaquil

**Mexico:** TV UNAM México; Canal 40, México

**Peru:** Canal 7 Instituto Nacional de radio y TV T.N.P – Lima

**Uruguay:** Canal 10, Montevideo; Canal 5 SODRE, Montevideo; TV Ciudad, Montevideo

**Venezuela:** Venezolana de televisión, Caracas; Vale TV, Caracas; Art TV, Caracas

## 8. Production of “It is my family”

### Credits:

Direction:	Walter Tournier
General Coordination:	Julio Rosenblatt
Animation:	Pablo Turcatti Juan Andres Fontan Diego Mera Walter Tournier Roberto Gonzalez
Lyrics:	Leonardo Croatto Walter Tournier
Music:	Leonardo Croatto
Singer:	Pandore Group
Art:	Laura Severi
Layout	Javier Tournier Diego Vidal
Puppets:	Martin Da Rossa Laura Severi Carlos Solis
Lighting:	Diego Velazco Santiago Epstein
Edition:	Guillermo Casanova

### **WALTER TOURNIER – Director**

*Uruguay (1944)*  
*Educator in Uruguay and Perú*  
*Animator, Director of Animation*

### **FILMS:**

- 1974** "EN LA SELVA HAY MUCHO POR HACER". Animation, 35mm, 17' Uruguay.
- 1975** "EL CÓNDOR Y EL ZORRO". Animation, 35mm, 10 min. Perú.
- 1981** "EL CLAVEL DESOBEDIENTE". Marionettes and animation, 35mm, 10 min. Perú
- 1983** "EN EL PAPEL UN SUEÑO". Documentary, 16mm, 11 min. Peru.
- 1984** "LOS CUENTOS DE DON VERÍDICO". Marionettes and animation, video, 4 chapters, 7 min. each. Uruguay.
- 1988** "OCTAVIO PODESTÁ". Documentary, video, 21 min. Uruguay.
- 1990** "LOS ESCONDITES DEL SOL". Animation, 35mm, 40 min. Uruguay.
- 1992** "LA RAMBLA MONTEVIDEANA". Documentary, video, 30 min. Uruguay.
- 1992/1999** Animated commercial for several clients.
- 1997** "LOS TATITOS". Animation, videos, 7 one hour and thirty minutes chapters de. Uruguay.
- 1998** Director and marionette designer for the movie "EL SIGLO DEL VIENTO", *directed by Fernando Birri.*
- 1999** "EL JEFE Y EL CARPINTERO". Animation 13 min. A chapter or the series: "Cuentos Animados del Mundo".
- 2000** "Yo Quiero". "Anuncio de Bien Público" - Animation on the Rights of the Child.
- 2000** "NAVIDAD CARIBEÑA – Special half hour animation in co-production with S4C de Gales and the Children's International Television Foundation

## **PRIZES WON:**

- 1978** Festival Internacional de Bilbao, España.
- 1979** Premio Jean Vigo, Francia.
- 1980** Premio Episcopado Peruano. Perú.
- 1981** Premios CETUC. Perú.
- 1983** Premios Asociación de Cineastas del Perú.
- 1980/1984** Dos Premios Festival Internacional de Cine Latinoamericano. Habana, Cuba.
- 1990** Premio SODRE, Uruguay.
- 1990** Premio Video Latinoamericano. Rosario, Argentina.
- 1990** Premio Video Latinoamericano. Asunción, Paraguay.
- 1992** Premios Festival Internacional de Cine Infantil. Uruguay.
- 1992** Premio Festival Latinoamericano. Caracas, Venezuela.
- 1992** Premio festival Internacional Cine para Niños. Chicago, Estados Unidos.
- 1992** Premio Festival Cortometrajes Oberhausen, Alemania.
- 1998** Premio UNESCO, Festival Internal. de Cine para Niños y Jóvenes. Uruguay.
- 1999** Campana de Oro, a campaña mayor un minuto. Uruguay.
- 2000** Premio oro - producción cine publicitario. FIAP. Argentina.

**2000** Mejor Corto, Mejor Película Latinoamericana, UNESCO, Premio del Jurado de Niños por "EL Jefe y el Carpintero"- DIVERCINE, Festival Internacional de Cine para Niños y Jóvenes, Uruguay

**LEONARDO IVAN CROATTO**

**Composer. Interpreter. Sound Engineer.**

Born in Montevideo in 1959. Completed his studies in music in Argentina and in Italy, at the University of Bologna in the Faculty of Philosophy and Arts Music Department, receiving in 1987 the title of "Doctor of Arts, Music and Entertainment".

He has been teaching at the University School of Music since 1989 and at Communication Sciences, where he teaches "Music and Sound in the Cinema and Television" since 1997. He has been a collaborator for the "Musica/Realtà" magazine, between 1984 and 1987, in Milan, Italy, and a music critic for the weekly publication "Alternativa" y "Brecha" between 1988 y 1992 in Montevideo.

Staged music for theatrical plays: "Varela, el reformador" , "Los Grillos", "La secreta obscenidad de cada día", "Veinte años no es nada", "Ah Machos", "Raúl aprende a bordar", "Peer Gynt" (nominated music for the Florencio Award 1991), "Rompiendo Códigos" ( Florencio Award 1994), "Paquete de mentiras".

Music for audiovisual productions: "Bañados, el secreto de las aguas", "Pantanal", "India muerta", "La quimera de la costa" Hilary Sandison documentary, prod. "Imágenes", 1990-1996. "Color de Tristecías" and "Dudosa Pasión" short film by Pablo Rodriguez , Producciones del tomate, 1990-1991; "Amigo invisible", from the series of short films of animation "Madre Tierra", "Imágenes", 1991; "Tierra Olvidada", "Arrinconados", "El camino de la madera", "Gente en obra", documentaries by Mario Jacob, "Imágenes", 1991-1992; "Héctor", in co-authorship with Rubén Olivera, Director José Pedro Charlo, 2000.

Other compositions: "Mina" y "L'immaginario erotico nell'arte", background music for an arts exhibition in Bologna, Italy 1986-1987. Electro-acoustic works "Digital number one for violin and tambourine" and "Digital number two for bandoneón shows", Premiere at Núcleo Música Nueva, 1995-1996; "Entrelíneas", for Marimba (1998), premiered in Buenos Aires by percussionist Ángel Frette .

Activities carried out within the popular music scene, performing as a guitarist and singer with different groupings in various cities of Europe, United States and Latin America from 1980 to 1987. Recorded of two records, in Puerto Rico (1984) and in Italy (1985), edited in Italy (1984 y 1985) and Peru (1987). Musical and instrumental arrangements for Uruguayan records (Eduardo Darnauchans, Esteban Klisich,

Mauricio Ubal, Washington Carrasco y Cristina Fernández, Antimurga BCG, Javier Cabrera y Julio Brum, Jorge Bonaldi, Laura Canoura, and Rubén Olivera).

In 1992 Leonardo Croatto and Carlos da Silveira founded a company "Mambo/Sonus" to provide postproduction audio services for films and videos, as well as musical productions for advertisements. Since 1992 they have produced for large advertising agencies and firms in this medium.

Other musical productions by Mambo/Sonus, "Distracción Fatal", fiction that is directed by Mayda Moubayed. "El jefe y el carpintero", from the Series ANIMATED TALES OF THE WORLD, directed by Walter Tournier, co-production of RAL (Red América Latina) with S4C-Wales, England, and Discovery Kids, USA, 2000. "Yo Quiero", Rights of the Child campaign, animation, directed by W.Tournier and produced by RAL with the support of the Inter-American Children's Institute, 2000. "Porto Alegre -una experiencia de autogestión", documentary, directed by Hilary Sandison, Co-produced Uruguay-England, 2001. Series of micro-programs in animation "Los Tatitos", co-production Artear-Color 9, Montevideo-Buenos Aires, 2001.