



**The rights to water and the rights of water. Exploring water injustice from the Cofán indigenous worldview in the Ecuadorian Amazon as an approach to the Rights of Nature**  
**Carolina Valladares**

The research aims to work with the Cofán indigenous nationality, in the Ecuadorian north-Amazon, to explore how their ontologies on water and territory may be recognized as valid political contenders and mobilized for defending their local territories largely affected by past and current oil extraction activities.

This has especial relevance when the Ecuadorian indigenous and peasants movements achieved the Constitutional recognition of the Rights of Nature (2008). For the first time “nature” as a subject with rights enters in the political arena, contesting a monocultural definition of “nature” and opening the possibility of pluralizing politics as power disputes among worlds.

I analyze the presence of the different ontologies about water and territory (for example, how non-human beings such as lakes or mountains take part of the social interaction) in Cofán political motives when contesting national policies that affect their territory, and how the national policy addresses them at the light of this new Constitutional guarantee conflicted with a deepening of the national extraction model.



**Um Rio para todos? Teaching and experiencing feelings of local and national belonging in primary education, among students in different socioeconomic locations of Rio de Janeiro, Brazil**  
**Yke Eijkemans**

This research focuses on national enculturation, on the one hand, and national and local feelings of belonging, on the other, among students in different socioeconomic contexts of the city of Rio de Janeiro, Brazil. It starts from the viewpoint that belonging to different socioeconomic locations, both spatial and class-related, of a city that is known for deep divisions regarding access to citizenship, socio-economic status and exposure to violence has specific implications for the development of citizenship, national identification and feelings of local belonging among children. At the same time, images of what the ‘Brazilian identity’ should contain, are imposed on citizens in both education and politics. Within this study the classroom is seen as a place where taught and learned hegemonic notions of national identity and belonging interact with the agency of teachers and students in their local perceptions and expressions of these ideals, related to the different socioeconomic locations.

During the project three case studies will be conducted, in which private, middle class and lower class schools are compared. The use of both quantitative and various qualitative research methods – questionnaires, participant observation, content analysis, visual and digital ethnographic methods – both optimally utilizes contemporary methodological opportunities and serves an educational purpose for the students. The gathering of visual material the students produce will result in class-websites, made by the children themselves.