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**Addressing industrial pollution in Indonesia: The nexus between regulation and redress seeking**  
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Propositions relating to the dissertation

ADDRESSING INDUSTRIAL POLLUTION IN INDONESIA

*The nexus between regulation and redress seeking*

by Laure d'Hondt

1. Victims of industrial water pollution will prefer financial compensation or jobs in the polluting industry over ending the polluting activities, if poverty is their main problem.
2. Mediation between pollution victims and polluting industries is not a substitute for regulation by the government to protect environmental interests.
3. The hype in Indonesia about alternative forms of regulation has created confusion about the government's responsibilities and tools to protect public interests.
4. Although 'command and control' in environmental law in Indonesia is unpopular among officials and academics alike, this form of regulation is essential for protecting the public interest in clean river water.
5. The lack of mechanisms to hold the government as well as NGOs accountable for their performance allows for 'sticking-plaster' approaches and opportunistic behavior, leading to poor environmental protection, as well as increased social tensions and inequality.
6. In-depth empirical research is required to assess the differences in effects of criminal, public and private law approaches to regulating industrial pollution in practice.
7. One should look beyond the original purpose of regulation (e.g. environmental protection) to understand its full societal impact.
8. For understanding how people respond to their problems, the term 'redress seeking' is more adequate than 'access to justice' because redress is a more neutral term than justice, and 'seeking' emphasizes the process rather than the outcome.
9. PhD trajectories should include intensive process management, psychological guidance, as well as kickboxing and surfing retreats, for the benefit of the PhD candidate, the university, and for the wellbeing of the candidate's family and friends.
10. To increase capacity for confidently refuting 'opinion pressure' in Dutch society, secondary school curricula should pay structural attention to social sciences, stimulating students to ask questions, critically reflect on data, and engage in dialogues.