

Juridification*: The tendencies of law to engage in the process of «colonization of the life-world »,

whereby informal means of structuring relations and activities are increasingly repllaced by more formal, law-like approaches.

*Habermas

While juridification can be positive such as when notions of **justice** are imported into resolution of disputes,

it can also lead to increasing **bureaucratization and complexity**, in which the individual is ultimately rendered less capable of protecting his or her own interests.



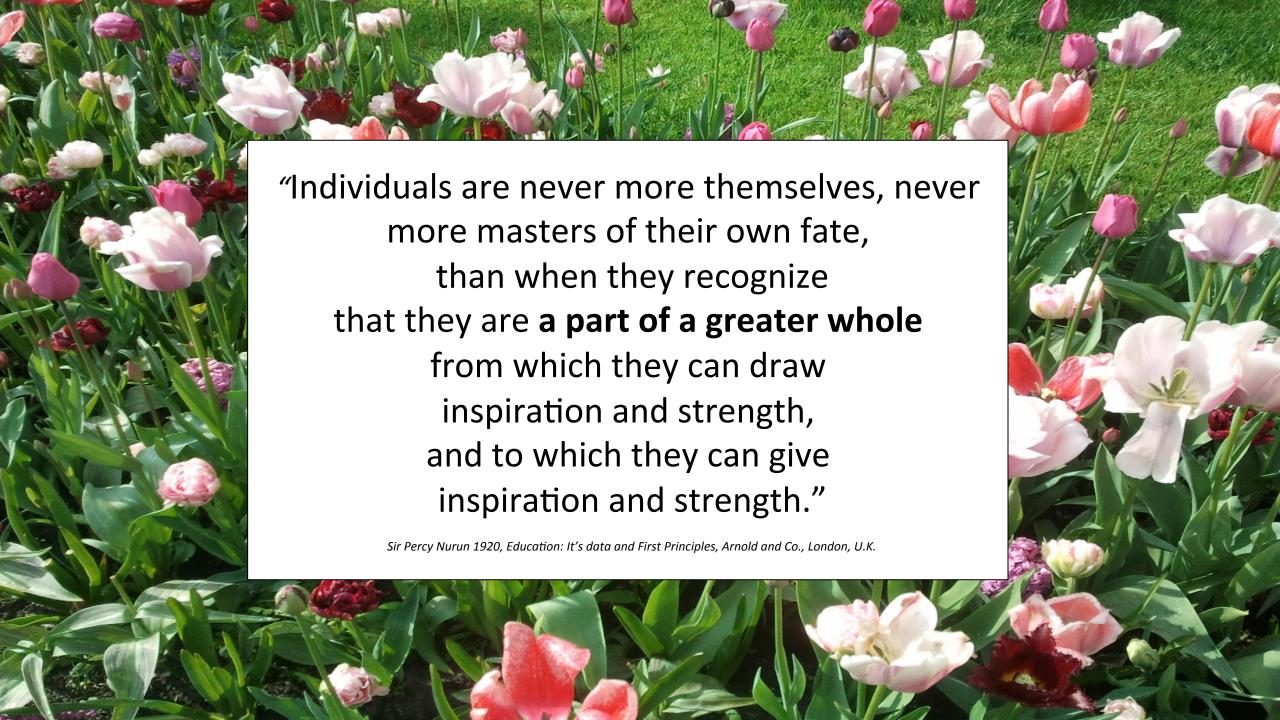
« Sustainable governance starts from the premise that the State does not necessarily have a monopoly on governance approaches or activities —the instruments, institutions or resources...

An increasing number of imaginative approaches to voluntary governance with public-interest-oriented dimensions are springing up... »

The state of the s

Kernaghan Webb: « Voluntary Codes: Where To From Here? » (Voluntary Codes, Private Governance, the Public Interest and Innovation 2004 p. 384)





Thorough analysis of human nature and existing social stuctures and systems

(Confidence in human's « propensity for good » despite evidence of greed, egotism, injustice and hate)



Identification of the basic principles and values leading to the « Future we want »

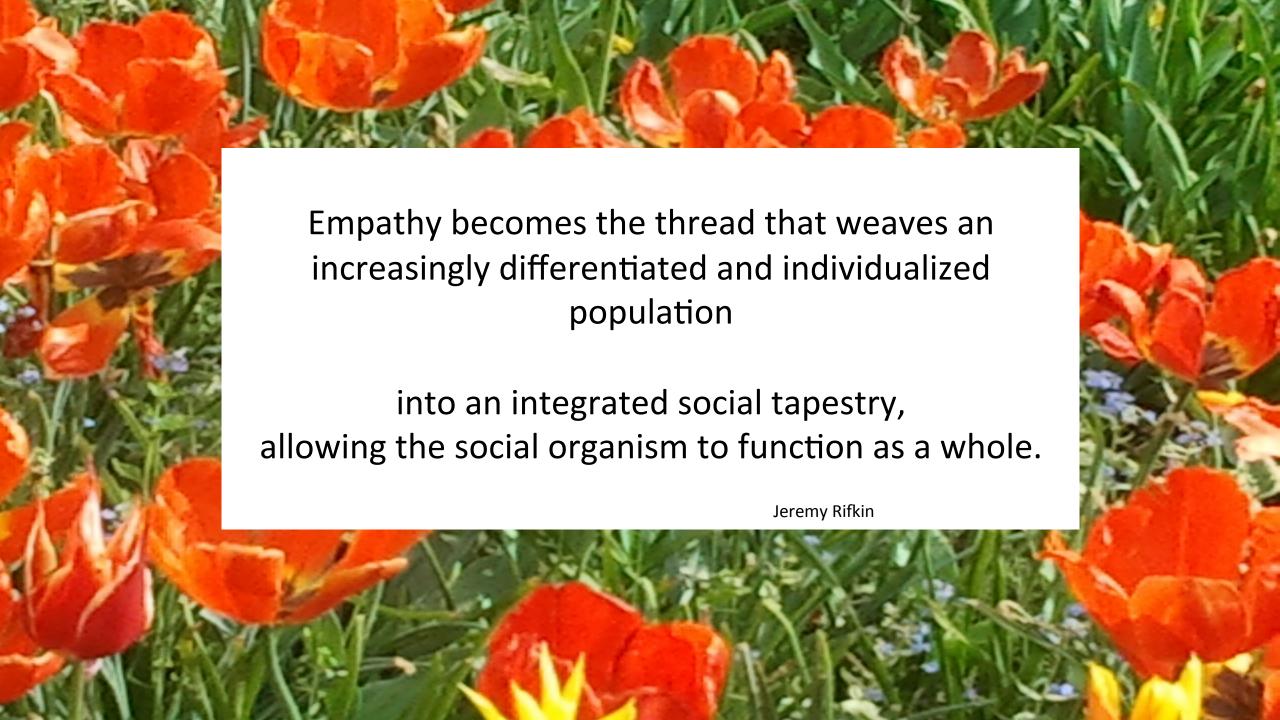


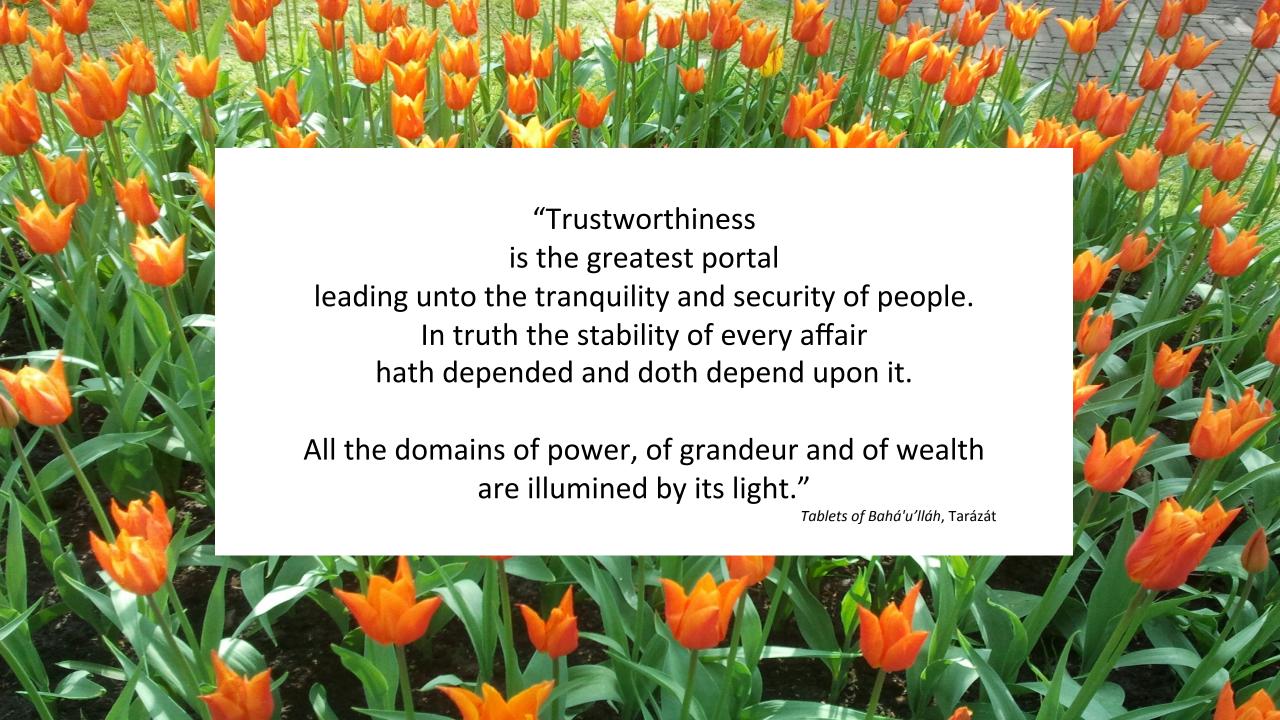


Underlying principles (material and spiritual) of existence

- Connectivity and cohesion (a power of attraction)
- Transference and transmutation (processes of change and augmentative power of growth)
- Finiteness (recognition of mortality and the existence of immortality)









Ongoing investigation of the consequences of present habits and aspirations

(scientific, social and personal)



Constant process of social learning

(in homes, schools, local communities as well as regionally and globally)





- 1. Education can only help allay a threatening condition by addressing root causes.
- 2. Climate change education needs to happen within interdiciplinary frames.
- 3. There can be no ethical and adequately responsive climate change education without global climate justice education.
- 4. The educational response to climate change needs to be both local and global.
- 5. Wherever it takes place, climate change education needs to be a social and holist learning process.
- 6. There is a need for educators to urgently and radically think through the implications of the invisibility and uncertainty of climate change...

David Selby and Fumiyo Kagawa (Education and Climate Change, Routledge 2010) p.241-243







Reflection on actions and promoting a willingness to adjust and change (Voluntary codes of conduct and practice)



Improved infrastructure which supports change

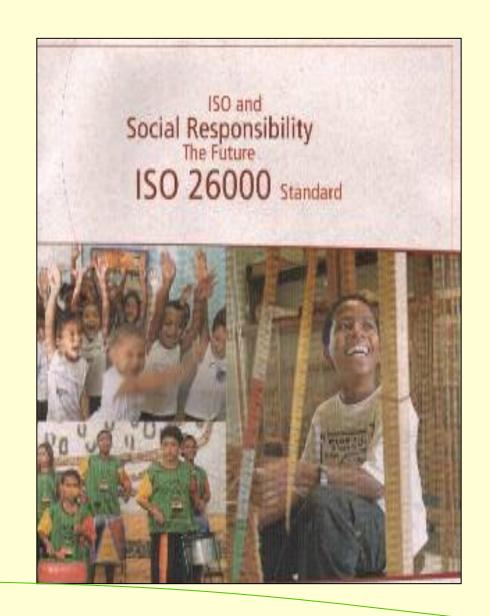
(preventative regulations, laws, penalties)



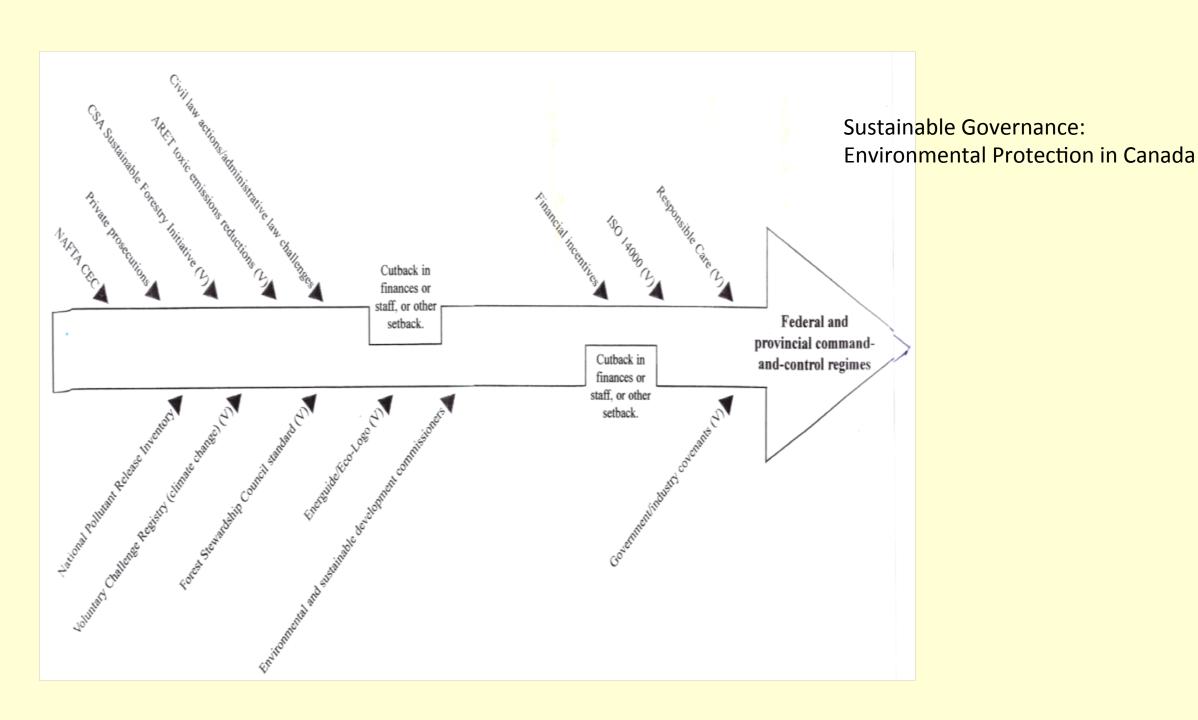


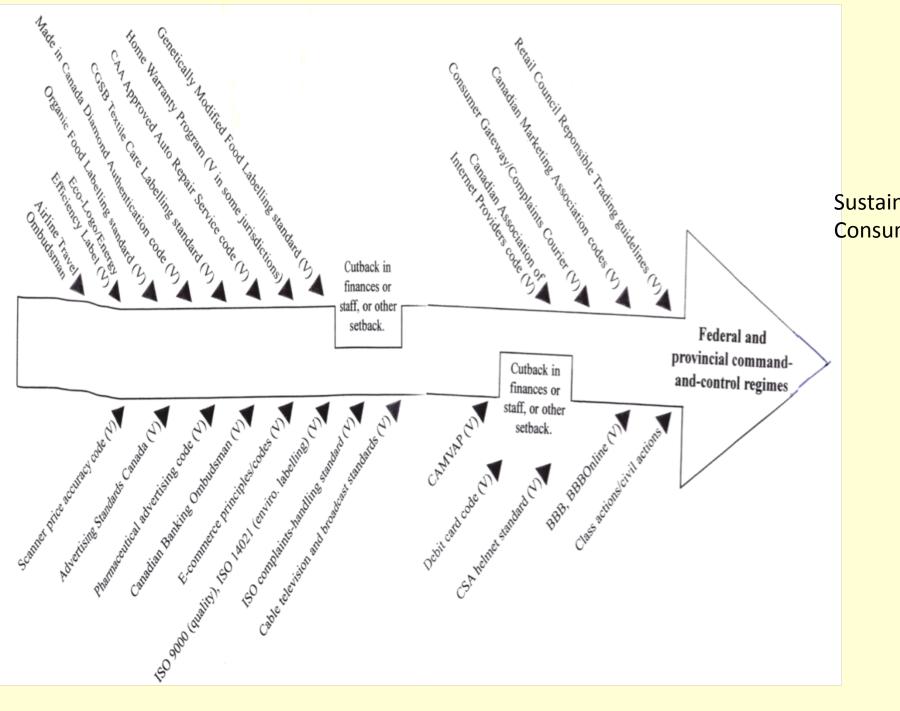
ISO-26000 Social Responsibility

- •organizational ethics
- •ethical consumerism
- stakeholder involvement
- accountability
- transperancy

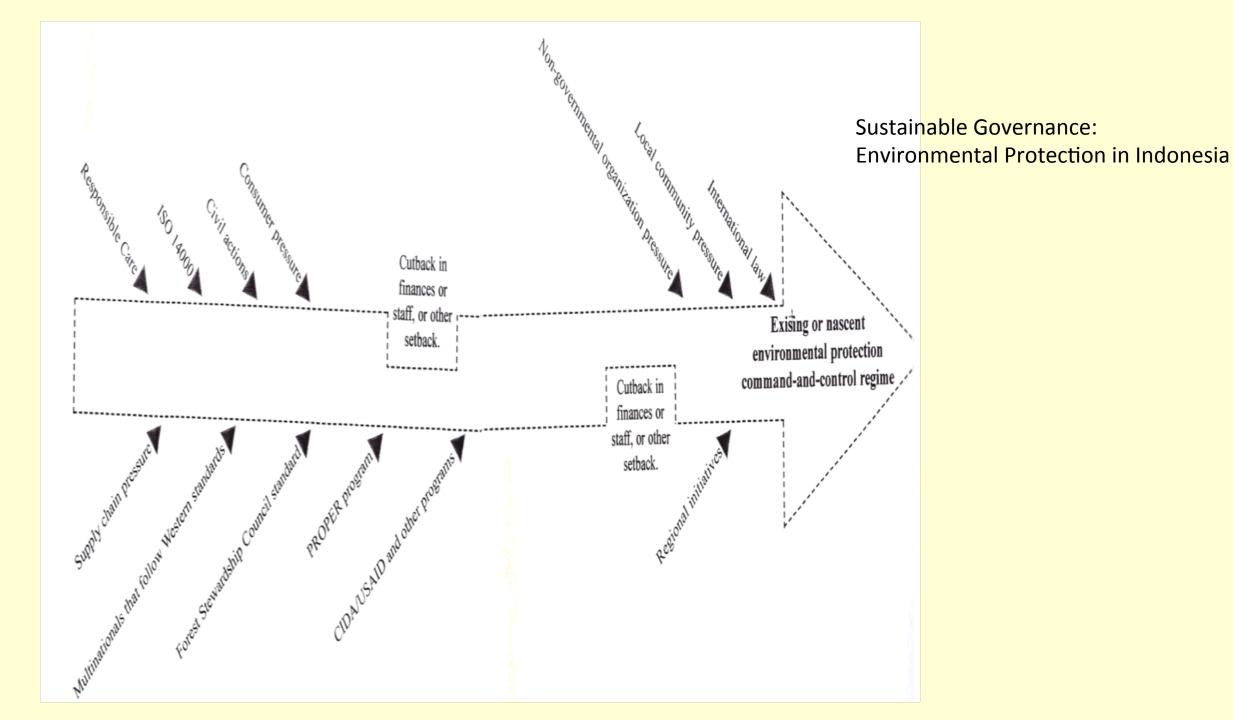








Sustainable Governance: Consumer Protection in Canada





Paradigm shift to a new culture of accountability



New social norms and practices



The world of sustainable governance is one in which normative rule development involves a complex interplay of domestic and international legal instruments, voluntary codes, and State and non-state actors.

It is an interplay that harnesses the energies of markets, businesses, citizens, communities, non-governmental organizations, legislatures, intergovernmental organizations and the courts. »

Kernaghan Webb: « Voluntary Codes: Where To From Here? » (Voluntary Codes, Private Governance, the Public Interest and Innovation 2004 p. 401)











White busses Sachsenhausen The secret camp Struthof



WHAT CAN BE DONE NOW BY US ALL

Self-scrutiny/honest evaluation of our own habits and aspirations



Gain knowledge about systems and processes/consequences and alternatives (use indicators analysis, educational channels, etc.)



Collective discussions (private/public, with relevant stakeholders)



Individual actions and group initiatives (Choice editing, boycotting products and services, re-using, sharing, etc.)





WHAT CAN BE DONE NOW BY US ALL

Exercise social pressure (through media, peers)



Implement voluntary codes of conduct and practice (CSR, whole school approaches, Local Agenda 21 inititatives, etc.)



Use own positions of authority or through voting in people who are willing to put infrastructure and controls into action



Raise children/educate them to respect and appreciate accountability and know how to contribute to it (participatory global citizenship training, service to humanity)



