

Transcript of 'PRME and Sustainability Education in Malaysia'

Season 2, Episode 21, Transforming Tomorrow

[Theme music]

Paul: Hello and welcome to Transforming Tomorrow, the podcast from the Pentland Centre for Sustainability in Business at Lancaster University Management School.

I'm Paul Turner.

Jan: And I'm Professor Jan Bebbington.

Paul: It's time to talk 'Prime', not numbers, not the directive, but the Principles of Responsible Management Education.

From shaping the next generation of leaders to changing day-to-day living for the better, there's a lot to take in.

There's nothing fishy though about our former fishmonger and fisherman guest, Dr. Stephen Homer. So join us to find out more.

[Theme music]

Paul: Jan, our time in Malaysia is slowly [in a sing-song voice] winding its way towards a close.

Jan: And have we left the best for last?

Paul: I don't know. I don't want to offend the person who's in charge because whilst our podcasting days may be over, we still have a couple of days left in country. So, no, and remember the person we interviewed first - contacts with the Prime Minister. I'm not saying anything [Jan laughs]

But I, I'm sure we've got a jolly good topic to [inaudible].

Jan: I think in this room we can agree we've left the best to last. [laughs]

Paul: You realise how podcasts work, yeah, it's not just the three people in the room here who are gonna hear it...

Jan: ...oooh, oooh, mystified, mystified.

Paul: Oh, okay. Well, what are we gonna talk about today, Jan?

Jan: We're gonna talk about 'Prime' or the Principles of Responsible Management Education.

Paul: Which is a bit of a mouthful, but it all will become clear.

It's something that, whilst we're speaking today in the context of Sunway University, where we are once again, just outside Kuala Lumpur, and Malaysia, applies across the whole globe and indeed with ourselves at Lancaster.

Jan: It does indeed. So, it's a, it's an international initiative. It's under the auspices of, uh, the UN.

It's about, you know, seeing how management schools make sense of, um, the SDGs.

Paul: Yes. So today we're gonna be joined by a Pentland Centre member, all the way in Malaysia, who regularly joins Pentland Centre meetings at ridiculous hours of the day.

Uh, yeah, we're joined by Dr. Stephen Homer, who is director of the Yunus Social Business Centre here at Sunway Business School. And we're in Petaling Jaya, did you know that?

Jan: Oh, I did. I thought we might be over in PJ. Yep.

Paul: Yes, we are. We're in Petaling Jaya, which is just to the southwest of Kuala Lumpur. This is where Stephen lives and where he operates as the key Pentland Centre supporter in Malaysia.

Stephen, hello.

Stephen: Hello. Thank you for having me.

Paul: After that big intro, this better be a good episode.

Jan: Oh, I'm sure...I've, I've got no doubt, no doubt at all.

Paul: Stephen, can you tell us a little bit about yourself, your academic career, and what drew you to work here in Sunway?

Stephen: So I've been in Malaysia since 2017. I came here to do my PhD. Prior to that I was undertaking my Masters back in the UK in Bournemouth University.

We came here for a conference and I got talking to the Vice Chancellor and some of the other senior management while we're here, and that led to me being offered a studentship to come here and continue, as I was.

What drove me, my interest in the sustainability to come here and do my PhD was my prior work experience.

So I've worked as a commercial fisherman, fishmonger, uh, also supermarket manager. And all these industries there's real struggle for sustainability, so much waste and other things being disposed of, and that drew my passion.

Coming to Malaysia, I found it very interesting. Obviously, you two have seen some way in the sustainability efforts we're doing here.

So for me this was like an opportunity to do a bit of research into what drives it, what the interests, which have, I've evolved since being here. But generally Malaysia is on the cusp of being a developed country. So it's not developing, it's not developed, it's sort of on that bridge, and that's why it's so interesting, as to see how it transitions.

Paul: Certainly that would be my impression of it from what we've seen in the time we've been here, Jan. There's parts of it that look really well developed, parts of it that look underdeveloped, and parts of it that look like they're starting to be developed.

Jan: And I think when I was, um, doing the research, it's uh, you know, middle to high income, emerging economies.

So there, there's a sense in which there's a lot of high tech here, there's a lot of, um, industries, manufacturing, et cetera, as well as quite a lot of land-based work as well, still.

Paul: And as we've discussed with our guests previously on this mini-series, there's various levels of inequality.

So there are people who are really, really well off and people who are not necessarily anywhere near as well off as they need to be, should be in order to enjoy a, a good life.

But. It's a wonderful country and they've been very welcoming.

Jan: Have indeed.

Paul: They have. So Stephen, can you tell us a little bit about the aspects of sustainability and business that you've been investigating, and have any of them involved being a fishmonger?

[Jan laughs]

Stephen: So, no, there's nothing involving in fishmongery, not or fisheries, although it is a topic I'd be interested in pursuing in, in Malaysia.

However, language barriers are always gonna be an issue, because it's generally gonna be the locals. And there's only one word you need to learn in in Malaysia if you wanna resolve any issue here is 'Makan'.

You offer anyone food here, it is problem resolved, but it's not very good for research context.

[Paul laughs]

Stephen: But the sustainability. So my PhD was on corporate group Sunway, and we did a multi-stakeholder review. We has the students, the consumers, and the management themselves.

And then from that, it's developed towards the education now, because there is really a lack of understanding, we found that people can see it, there's posters, there's advertisements, all the companies promoting this, but there's not really that depth of understanding of the actual purpose behind it.

So what we found was a lot of the students, they like the idea of it. I think they buy into it, but there's certain things that they just don't put two and two together.

So some of my teaching is like, we did sustainable chocolate, so it may be fair trade, something like this. And then you realise, well, actually many of them don't actually know what a cocoa bean is, how it's grown, all these things.

So my research now has transitioned from just looking at it holistically at the company level, but actually, how can we educate the students so when they move forward they actually take these values with them into the companies and develop themselves further there. And hopefully move Malaysia along with sustain, sustainability topics as well.

Paul: You may remember you went down a rabbit hole. I want to go down a bit of a rabbit hole.

Jan: Oh, you can rabbit on all you like.

Paul: So I'm told. Uh, I just wonder, do they grow chocolate in this country? Or do they grow coffee?

Because I know that coffee's particularly a big product of Vietnam, which is just to the north.

Stephen: So for Malaysia, I'm not sure they actually grow it here, but we actually looked into it as part of the topic, and they actually import a lot and they do a lot of processing here before they move that on to a third country that actually produces chocolate...

Paul: ...mm-hmm...

Stephen: ...so most, the most one that people have heard of for agriculture here is obviously palm oil.

So palm oils are a really big one here. You've probably seen driving back from the airport row upon row upon row upon row of palm oil plantation.

However, again, that's now something else we've looked into, 'cause again, everything we do, we try to give the students a perspective. So we looked at the palm oil production, Malaysia and Indonesia. And I think we calculated to produce the equivalent amount of oil, you would need a space the size, twice the size of the UK in sunflower oil, or sunflowers, to produce the same amount of sunflower oil.

So actually although there's lots of negative connotations, it's actually very effective per hectare of space actually it's growing in.

Jan: Well, that's really interesting. Yeah.

Paul: All you ever hear is negatives about palm oil, but to consider the alternative would take up even more space and where would you grow it and yeah.

Jan: And I think sometimes those counterfactuals that if not this, what and where, are really important because it might be, not that I think you know markets are always efficient, but if you like, markets do end up shaping patterns of production, um, that maybe actually make a lot of sense in other ways.

Paul: Yeah. And you, you hear the same arguments sometimes made around things where there are alternatives. Like say for fuel, you know, there are alternatives in, not necessarily all the time, but in a good number of cases for using fossil fuels.

I'm not saying you could fly an airplane on solar power. I don't know if I'd trust that [Jan laughs] but there are for various other aspects of energy. But yes, for things like palm oil, ooh, hang on a minute. Are you telling me if I want the alternative of sunflower, which everyone says is so much better, actually we need to take up. Yeah. Uh, and I don't particularly want my house to be turned into, uh, a sunflower oil plantation.

Jan: I think it'd be a very jolly place to have sunflowers everywhere. But I see what you're saying.

So one of the things that you talked about, Stephen, in there is, um, how the, how these understandings are brought into the stu, into the classroom and with students.

And so this might be a good time for, for our listeners to hear from you about what is PRME and how does it work?

Stephen: PRME is a set of values. So we've got seven principles, I think. Seven now, it used to be six, they recently changed it.

But the idea is, I don't think people should be bound by that. It needs the flexibility in it. So it's not a one size fits all sort of tick box exercise.

Each university, each signatory member, can define its own values, its own principles of how it wants to achieve the overall outcome of making responsible managers.

So here for us, we're only a signatory, I think we've just come up to two years now. So we've been doing a lot of research just to understand the students. So what are their perspectives now? What do they want to learn? How do they want to learn it? So we've done many, many research workshops.

We also did a big survey, which we are working on getting published now. Across the university, for the business school anyway, uh, we had over 500 participants of the nearly 4,000 students, so it was quite a good response rate.

But what we found was, the recurring theme that Malaysia is still a developing country. There's a real economic focus, because they want the same extravagant lifestyles as in US or UK.

So they're here, they do care about sustainability if it's in their face. But there's also that push that, you know, we want the same lifestyle as elsewhere in the world. Why should we be disadvantaged?

So there's also a driving factor to find the economic success. So the idea of the centre, my centre, the Yunus Social Business, is to try finding that balance. So the entrepreneurship, the creative thinking in tandem with a sustainable sort of drive behind it.

So we can find the balance that yes, these people can make enough money and improve their standard of living, but in a sustainable manner that's not gonna be detrimental to social outcomes or to the environment.

Because Malaysia has a huge number of migrant workers as well, so we bring in a lot of people who work, but unfortunately at the same time, a lot of highly educated young people are leaving the country for better jobs elsewhere.

So even that in itself is unsustainable. You can't have a big brain drain everyone going out, just to replace with blue collar workers in the factories.

Jan: And do, is there a sense within the Malaysian statistics of where people are going to when they're, they're leaving the country?

Stephen: I don't have the statistics, but from conversations I've had, one of the favourite ones is actually to stay in Malaysia, in the south, and work in Singapore...

Jan: ..yeah...

Stephen: ...so you get paid in Singapore, in dollars, and then you come home to Malaysia.

But also there's a big transition, sort of people going to the Middle East, Dubai, places like this, 'cause you can get very high qualifications and good skills in Malaysia. The education system's very good.

However, if people aren't willing to pay for it here, they're quite happy to move around and find where they're gonna get paid well.

Paul: Yeah, I think we should explain the geography for those not necessarily familiar with Malaysia, that right on the very south of Malaysia is Singapore...

Jan: ...yeah...

Paul: ...so that's, or, or right on the very south of mainland Malaysia would be a better word...

Stephen: ...peninsular is the term...

Paul: ...peninsular Malaysia. Right on the very bottom of peninsular Malaysia [Jan laughs] is, uh, Singapore.

Yeah. So it's, it's interesting that, 'cause um, from the discussion we have with Mahendhiran a couple of weeks ago, you would...see that in the fifties, the sixties, everyone was going away to Europe, to America, to Australia and New Zealand, et cetera.

Um, and now they're maybe going away but not going so far and so, yeah interesting.

Jan: And, and when you were talking about that, you had talked about the Yunus Social Business Centre, or you know, words to that effect organised in their correct, correct order. Um, can you tell us about that?

Stephen: So. As part of the vision of the university Prof Yunus's idea, he was the founder of the microfinance movement. So his idea was to give money to poor people, micro loans.

So effectively they never got themselves in huge amount of debt, it was just for day-to-day expenses rather than them going to loan sharks. Banks wouldn't touch them.

So this is where it developed, and Grameen Bank and all its subsidiaries now in Bangladesh, and then he won his Nobel Peace Prize as well for his efforts.

But the Yunus Social Business Centre is actually a global thing now. So I believe there's 127 across the world. So many of them are actually now looking, some are more proactive, so some actually have offshoots where they actually start businesses.

I visited in Thailand, there's a group there, they actually split from the university to have independent startups or foundry environments.

There's others that are more academic. I think there's, I met someone from Scotland and they look at the health side of things, so social business for the health industry.

Our perspective ties into our PRME, is that we want to prepare students, so, again, like we're saying, students are very economically focused here. So we can't say, you need to not make any money, put it all back into the business, it's not gonna work.

Our idea is to give them the sustainability skills and the entrepreneurial creative thinking skills that they can do social good whilst they do business. So we are slightly off the, off at a tangent to the overall focus, but it aligns quite well with what we are trying to achieve here.

Paul: And it seems like that aligns quite well with Prime.

Stephen: It all comes together quite well, yes.

Paul: And so what are the key elements around what you've been doing when it comes to developing that kind of sustainable curriculum, developing responsible leaders here in Malaysia to fit in with that Prime.

Stephen: So like I was saying earlier, we are not very old, two years, that's it.

So we're still understanding our students. But the main thing is to go out to the students and understand them. So how do they want to learn? What do they want to learn?

So we've done a lot of bottom up research where we actually engage with the students to find out how we can actually make things work for them.

'Cause attention span, as we all know, two hour lecture, you sit there, talk to students after five minutes they've zoned out, they're on their phones, on their laptops.

So we need to look more at how we can actually engage the students with, number one is topics they're interested in. Because most of the textbooks you find are westernised, and many of the concepts or the companies they have no recollection of.

But then it also needs to motivate them. So they need to have, see the outcome from it. So can they make money and be sustainable at the same time? Case studies on that, or activities that can really motivate them, that actually I want to do good and I can make money at the same time.

Jan: So what challenges are there then for students? You've said that there's, uh, the challenge for the students 'cause they've sort of got maybe a very economic mindset.

Are there other challenges that come from the country and some of the challenges that it faces?

Stephen: There's several points. So the first one is always the cultural, 'cause we always think in the Western mindset, whereas obviously philosophy here is slightly different.

So the Chinese version of CSR is the harmonious society. So we just try to look for balance, which is different to how we perceive things in the West. So again, try to set the mindset.

So this is where the textbooks sometimes just need chucking away in the corner, and we need to develop it slightly more towards the way people think here.

But also it's multicultural here. So you have ethnic Chinese, ethnic Malay, and ethnic Indians, as well as international students. So you've got a real mix in the classroom.

So some people perceive things very differently. Especially if they're very traditional family sets.

Then there's also the trouble we have as a business school. So generally what happens is we try to mix the sustainability classes together. So business ethics and social responsibility, things like this.

But we have 11 programmes from Accountancy and Finance to Management. To find in something that's interesting and relevant to all these students is very, very difficult.

So with the new curriculum we've launched, beginning of last year, and as we cycle through, it will split into two, so it'll be sort of like a non accounting and an accounting side. Whether that's enough, we'll find out shortly, hopefully.

But more breaking down to make sure it's tailored to the students they need to actually grasp the concepts.

Paul: What levels of enthusiasm do you have among the students here then?

Stephen: It will vary massively. So you have some that are hugely, hugely enthusiastic. Every sustainability event they'll volunteer for, they'll be there, they'll join everything.

And then you have other students. I'm gonna be careful now, but there's a, the Accountancy and Finance students who seem...

Jan: [Laughs, said with mock outrage] ...how dare you, how dare you say that?

Stephen: ...how does this align to what I'm doing? I'm here to learn about money. I don't care about it.

So there is polar opposites, but not across the board. Each subject, each programme will have some who are really not interested and others that are really enthusiastic. So it's try to find that middle ground to engage them, to at least have some basic understanding of it.

Paul: [joking] It's been a long time since we've had some discrimination against accountants on this show, and I'm all for it. [Jan laughs]

That's how the students feel. What about other researchers and academics. What's the level of interest and engagement with sustainability research here?

Stephen: So sustainability research is very, very big. All the internal grant funding needs to be aligned to the SDGs, various frameworks, the Malaysian plan at the government level. So we need to make sure everything comes together within the sustainability way of doing things.

We also do a lot of the rankings on the sustainability indexes now. So the Times Higher Education, the Green Campus, I can't remember the exact title of it, but we are aligning to these things.

But also in the economic sense and make, it's logical. So as we discussed previously, between the three of us, we were saying about going vegetarian for the school meals. It saves a few ringgits 'cause it's non-meat, but also reduces the carbon footprint of what people are eating.

And in Malaysia things, simple things like making sure the doors closed, good seals on the doors for the aircon so you're not wasting energy.

So, the appeal's there, it helps us financially and it should be, the lecturers are becoming role models for the students, so they need to engage more and more. And at the same time, this is where it links together, is if they're

research and sustainability, they can bring that into the classroom and then it's hands on. The students can see something really relevant.

Most of the research is gonna be conducted within Malaysia, so, it, the gap there where they can't see the connections is actually diminished.

Jan: And I think there's something that, uh, struck Paul and I when we're walking around, is that the big tile sets of the SDGs, are you know, uh, on, on walls, the, when we, um, were at the coffee shop, it was a plastic free coffee shop.

And so it seemed that these, you know, sustainability values are at least signposted all over the place. And students, you know, it's in their face should they wish to engage with it and maybe to understand it better.

So that, that's a big difference compared to the Lancaster estate, which isn't very labelled up at all.

Paul: Yes. Yeah, we should stress that when, when you saying that, you're talking about the coffee shop we've got here at Sunway and the signs all around Sunway for the SDGs.

There's the plastic free campaign, has lots of water bottles, filling stations, and all the labels there. There's signs about how Sunway is like a, a big sustainable city and uh, talking about how the water, the energy, how everything's there.

There's, there's loads of stuff about sustainability all over the place. You can't avoid it. You can, you've got to see it. And I guess, I know when we were talking earlier, you said sometimes it's getting that into the mindset so they're actually acting on it and know what it means. But our first step is to get it out there so they can see it.

Stephen: Yes, most definitely. So yes, everywhere you go around Sunway, anyone who's been here or even online, the whole campus is plastered with details. But it's that step from the awareness, so they're aware of it, but what their actual actions are.

So some of these things we can control, like the campus has a policy, all the suppliers on campus for food and drink, no single use plastic. Very simple. That one's enforced across the board. So they have no options but to do it.

But other things, sort of like behaviour, like saving water. So, washing your hands, don't need a tap running. Or closing doors, make sure there's a good

seal. Switching the lights off, shut down the computer. These things are more behavioural and we can't, you can't enforce it, you need that change in mindset.

Because we've got, the business school now, I think we're about 4,000 students. So even though small actions, when you start multiplying it up 4,000 students, and across the university. Then you think our campus embeds, the university, the college, and an international school. These small little behavioural changes can actually make a big difference.

Paul: And they can take these behaviours back home with them. I guess they don't have to just take these behaviours and act one way at Sunway, and then as soon as they go home again start acting a different way. They, it's something that hopefully gets ingrained within them.

Jan: Absolutely. And maybe for our last question, because that was, you know, what you are talking about was quite inspiring. So, and we've been asking people in this series, you know, what's been inspiring them, what have they drawn hope from, what do they find encouraging and, and what they're seeing? So, ask you because super happy, positive kind of guy you are.

Stephen: Um, I think that, is that a dig at me? [Jan laughs] Because I, my phrase is usually, everyone's on the positive side. Mine is, ever the pessimist.

[Everyone laughs]

Paul: Hey, Stephen. Do not worry about this. Jan frequently accuses me of being a massive pessimist. It wasn't that long ago she said there are three people in the room, two optimists, and one massive pessimist, and looking very much at me. [Jan giggles]

So I think Jan just thinks everyone who's not her's a pessimist.

Stephen: Yes. So we got, we've done the pessimistic and the accountancy-bashing today. Paul is empowered.

[Everyone laughs]

So, so yeah, what, what are you optimistic about?

Stephen: So optimistic. I think we're moving in the right direction. So, by having sustainability across campus, policies in place, the behaviour will start to improve if we can actually get through to the students with the actual

teaching why they should do these things, and where they can actually see the impact.

So, I can't remember where it was in the, I think it was in the UK when they made the giant whale out of plastic bottles to demonstrate this is how much waste goes in a certain amount of time.

So something here similar that's gonna show the students, actually I can change my behaviour and it's gonna have this impact. So maybe we can do some sort of art projects or something similar where you can demonstrate, you know, this is the impact of what you, what will happen if you don't do this. And then see can we get our behavioural change?

So I think the main issue is Malaysia's very hierarchical. So, can we spur that creativity in the students, that they actually start being more creative and look at things.

And that actually leads me back to a project I did before, which was on AI art with Future Cities. How can they make sustainable cities? And the students really enjoyed that because they had the AI art tool on ChatGPT, and they had freedom to do whatever they wanted.

And they only had to share what one they wanted to share. So that freedom without the hierarchy, they actually were very, very creative. So it's trying to unlock that to get the problem solved.

So, optimistic we can do it. Pessimistic, we've still got to unlock that creativity within them.

Paul: A fine balance.

Jan: A fine balance, well, it was all about balance, this, this podcast, I think, yeah.

Paul: Yeah. Stephen, thank you very much for joining us.

Stephen: Not a problem. Thank you very much for having me.

[Theme music]

Paul: Stephen really doesn't seem to know whether he wants to be optimistic or pessimistic about students, does he?

Jan: [laughs] Well, for somebody who might claim to be pessimistic, he spends an enormous amount of time finding out what they need and catering to their needs. So I think, I think he's not really a pessimist.

Paul: Yeah, I, I, maybe a realist would be the best way to, to describe, but yeah, he recognises the challenges that are there and then tries to find ways to address them.

Jan: And it was, it was really nice to have a wee, uh, you know, secret bit of ocean and seafood and fish in, in the podcast.

Paul: I know. I wasn't expecting that.

Were you expecting that? Did you know about Stephen's secret past as a fishmonger?

Jan: Yes, I, yeah, I did know. But also, um, it, it is quite interesting in that if you have slides for SeaBOS, he, he can tell you what gear are vessels carrying. So he has got really interesting sort of practical, lively, you know, fishy interest to, to kick him off.

Paul: And some of the stuff he mentioned about actions and, you know, what students can do in their everyday lives rang true for some of the experience we've had while I've been here, and we've been here rather in, uh, Kuala Lumpur. And he was talking about the doors being sealed so the aircon doesn't leak.

I mentioned this to you about the fact that I essentially came across what was the equivalent of a, an air conditioning, airlock in one of the, uh, malls that we were at, where I was wondering why the door wouldn't open in front of me. And it was because the door on the other side of this small little area was open and they only opened once, one at a time so that the air-conditioned air didn't get in.

So you can see that what Stephen's talking about being in action here is obviously being applied practically in business within KL. And yeah, it's, it's good to see that they've got ideas here for what you can do to make that little bit of difference.

But as he says, you multiply that by however many students there are, by however many students there are next year, and it actually ends up, it can have a really major impact.

Jan: The, the second thing you talked about, which really made me think about networks of, um, particularly academic organisations that are doing great things was really interesting.

So, like the Prime initiative itself that has, you know, some hundreds of people signed up across, across the globe, and we, we've signed up at Lancaster, um, Sunway have signed up as well, um, so there's a sense in which there's a club of people getting together to understand things.

But then also in the Yunus Social Business Centre, 127 centres across the world. I hadn't realized there were so many of them, and they're all doing what's suitable for the place where they are, and sharing that learning between them as a, as a set. So, stronger together.

Paul: Yes. Yeah. And being able to sort of learn from each other and share expertise and share ideas. Yeah. That, that's, it's really great to see and across many different ways because the idea of Prime, you submit your reports there outlining what you are doing to improve the education for people, to make people more responsible in the future.

Um, the reports are there for anyone to access. So any business school around the world, 'cause it is primarily aimed at business schools, can access them and see what they want to do with it.

Jan: And I don't know whether or not it's a general sort of melancholy air, but that that's our last Sunway Malaysia podcast, which seems very sad.

Paul: It is. We're going to leave Malaysia and fly back home.

Who's next? Who knows. But there will be a good series of podcasts coming before the end of this series from back home in Lancaster.

It will, you know, it'll be, make a change not to be recording in 34 degree heat [Jan laughs] while, whilst, you know, sweating buckets and everything. But yeah, it's, it's been a very enjoyable trip and we've learned quite a lot.

We've spoken to some people who are from outside Malaysia, but have come to live here. We've spoken to people who've grown up here in Malaysia, people who teach here, people who work here. Um, there's been some great perspectives on sustainability in Malaysia that are applicable, not just here, but all across the globe.

Jan: The other thing is, and, um, dear, dear listeners, um, Paul is probably sick of me. We go and I point and exclaim, look at that as a good sustainability initiative. And so, again, like all things like travel's great 'cause you, you see different things and it broadens your mind and you see good practices from elsewhere.

Paul: Let's play devil's advocate. You also see stuff that you say, I can't believe they still do that. But then like you say, you see things, oh, well, why aren't we doing that at home?

So yeah, there's good things, there's bad things. Um, it's always the case. But yeah, it is an interesting lesson wherever you go in the world to see how they treat things.

It's not quite like when a couple of months ago on this podcast, you were talking about going to a party and all you think about is how sustainable everything at the party is [Jan laughs] and that's all you spend your time thinking about.

Uh, but yes, you certainly do get a good aspect of sustainability from a different perspective.

Jan: You do indeed. Well, and I look forward to more perspectives coming.

Paul: Indeed. Until next time, I'm Paul Turner.

Jan: And I'm Professor Jan Bebbington.

[Theme music]