

## Video: What should educational institutions and governments do?

**Peter Harper:** Nearly all higher education institutions have accepted that there is a giant emergency on. These institutions have actually taken steps to try and reduce their own carbon footprint in various ways, but usually it's just on the margin. It's not very much. They get rid of plastic drinking straws in the refectory, or they recycle a bit more, you know, they do something about the paper. That's only one small sector in the total economy.

What they should be doing is doing what they do best, which is training the next generation of students to get out there, you know, and so they should be skilled up and they should be knowledgeable. And they should be out there, thousands of them each year, coming out ready to carry out this great transformation that we need to do.

Even though I spent most of my life on this lifestyle side and trying to get things to be nicer. I've suddenly come to the realisation in the last few years that, oh my God, we've got a physical emergency on our hands, so we've got to deal with that, I think. And that does involve massive decarbonisation of the infrastructure, which is largely a collective political, national and international process.

The problem is if you try to find a decarbonisation strategy that actually works physically, you find you can't sell it politically. On the other side, if you find something that works politically, such as the government puts forward, you find it just doesn't work physically.

Somehow we've got to bring these two things together and I'm very interested in that. So I'm saying, look, it's got to be the physics first and then you can build the politics and economics around that because they're more flexible. If you do it the other way round, you can't bend the physics. So you've got to start with the physics and then build the other stuff around it. That's fine. Yeah, makes sense, doesn't it?