

BUILDING SUSTAINABLE REGIONAL COMMUNITIES IN TODAY'S WORLD

GLOBAL THINK TANK BY FUTURE IQ PARTNERS AND ST GEORGE'S HOUSE, WINDSOR CASTLE



KEYNOTE SPEECH

VIEWS OF THE FUTURE, DANGERS AND OPPORTUNITIES

LORD DAVID PUTTNAM CBE

Presented at St George's House, Windsor Castle as part of a global consultation entitled 'Building Sustainable Regional Communities in Today's World'.

This consultation was held in the historic grounds of Windsor Castle on October 15 and 16, 2012. This consultation was organised and hosted as a partnership between Future iQ Partners and St George's House.



INTRODUCTION TO LORD PUTTNAM

ST GEORGES HOUSE, WINDSOR CASTLE

October 16th 2012

Lord David Puttnam spent thirty years as an independent film producer of award-winning films including *The Mission*, *The Killing Fields*, *Local Hero*, *Chariots of Fire*, *Midnight Express*, *Bugsy Malone* and *Memphis Belle*. His films have won ten Oscars, 25 Baftas and the Palme D'Or at Cannes.

He obtained a CBE in 1982, a Knighthood in 1995 and was made a Life Peer in 1997.

From 1994 to 2004 he was Vice President and Chair of Trustees at the British Academy of Film & Television Arts (BAFTA) and was awarded a BAFTA Fellowship in 2006.

David retired from film production in 1998 to focus on work in public policy as it relates to education, the environment, and the 'creative and communications' industries.

In 1998 he founded the National Teaching Awards, which he chaired until 2008, also serving as the first Chair of the General Teaching Council from 2000 to 2002.

From 2002 to 2009 he was president of UNICEF UK, playing a key role in promoting UNICEF's key advocacy and awareness objectives.

He is a Champion for educational innovation.

David is the present Chancellor of the Open University, following ten years as Chancellor of The University of Sunderland.

In recent months, he has delivered modules to

university students outside of Ireland, his home, using technology and this model known as Atticus Education, is due to be rolled in Asia, the UK and US later this year. The ten-part seminar series is based on the changing nature of screen production and distribution in the digital era. The inaugural lecture was delivered to Australia in August.

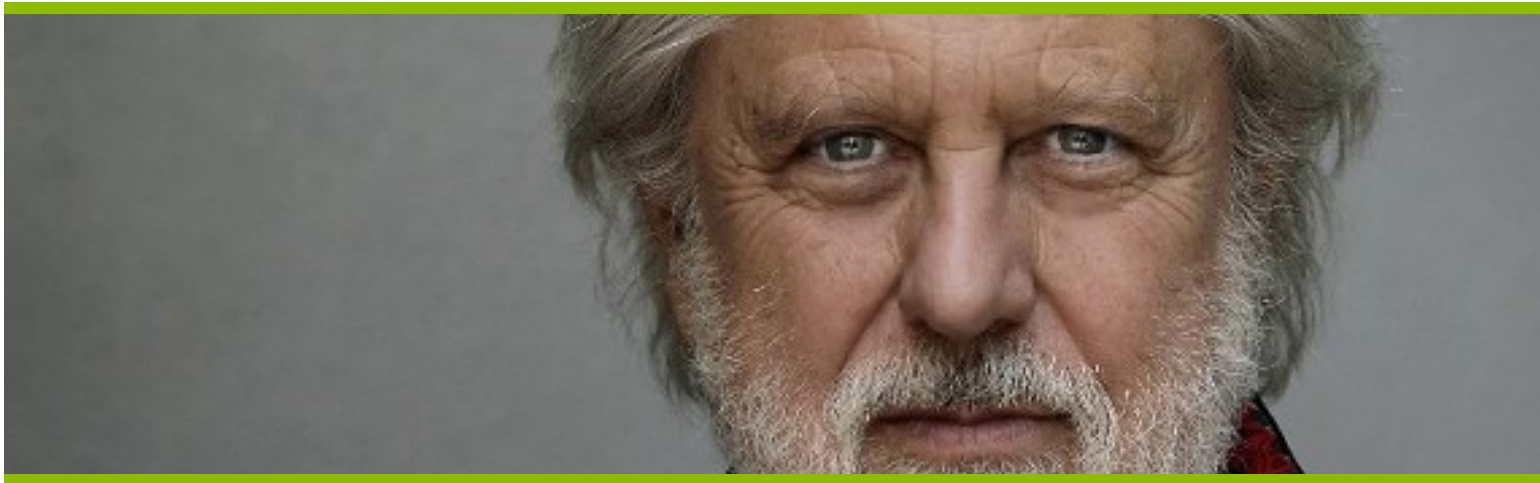
Most people know Lord Puttnam as a successful film producer, they also know him for his work on Climate Change and his innovative work in the whole area of Education.

He is also a pioneer in Future Thinking.

I have known David for a number of years. I view David as all of what I outlined and much more. I have seen first hand the way that he works with both the local and global community. I have seen him opening small fetes in Co Cork, Ireland, being a Patron for the Supported Employment Service, which I used to run, being a champion for the area in which he lives. He works on the global level, to progress society in an inspiring and provocative way.

We are so privileged to have Lord David Puttnam with us today, and I want to thank you sincerely for contributing to our Consultation, and would like now to hand over to you, David with much gratitude.

Celine Beurle, Future iQ Partners



KEYNOTE SPEECH AT ST. GEORGE'S HOUSE EVENT

VIEWS OF THE FUTURE, DANGERS AND OPPORTUNITIES

LORD DAVID PUTTNAM CBE

Prepared for presentation at St George's House, Windsor Castle

October 16, 2012

Thank you for that very kind introduction.

As someone who lives in the coastal South-Western corner of Ireland, I'm keenly aware of the need to ensure that regions remain sustainable – most particularly given the financial earthquake which has rocked Ireland to its foundations in recent years.

As many of you may know, fifteen years ago, I made a huge personal decision to leave the world of cinema – after thirty happy and fairly productive years – to engage full-time in the very different world of public policy – most particularly as it relates to education.

This involved a steep learning curve, a change of pace, and a fair number of personal and domestic compromises.

This new life has been accompanied by a lot of 'highs' as well as one or two 'lows' – but absolutely no regrets, and all in all I'm left feeling pretty good about both the decision and the outcome.

In this respect, my work in education has been particularly rewarding, in that it's offered me the opportunity to engage with people who, every day of their working lives, are attempting to mould those

'building blocks', the quality of which will determine our ability to secure the future. These 'building blocks' being, of course, our children; and the people I find myself working with, or at least through, are you, their 'teachers'.

If (certainly as I see it) the future looks worryingly like a form of 'war' – then you as teachers are pretty well the only 'infantry' available to us!

This 'war' I'm referring to is between what I've increasingly come to see as our largely failed present, and the possibility of an altogether more imaginative future.

And it's not that I simply want a more imaginative future – it's more the case that – at least in my judgement – there won't be much of a future for any of us unless we're prepared to become significantly more imaginative – most particularly in respect of the way in which we approach the education of our young people.

The central challenge of my work in public policy over the last twenty years has been to attempt to inspire and drive through innovation in ways that ensure that our educational system, at every level, remains relevant to the collective needs of a society that is changing in ways that, at times, seem quite bewildering.

Many years ago, in fact in the mid-sixties, I was fortunate enough to find myself in Paris having lunch with the late and very great French Fashion Designer, Yves St. Laurent.

He was in the middle of one of those bi-annual dramas over whether skirt hems were going up - or was it down - I honestly can't remember, but fifty years on it doesn't much matter!

What I do remember is taking a deep breath and asking M. St. Laurent whether clothes, when they reached the stores, really would rise (or fall) by as much as his collection indicated.

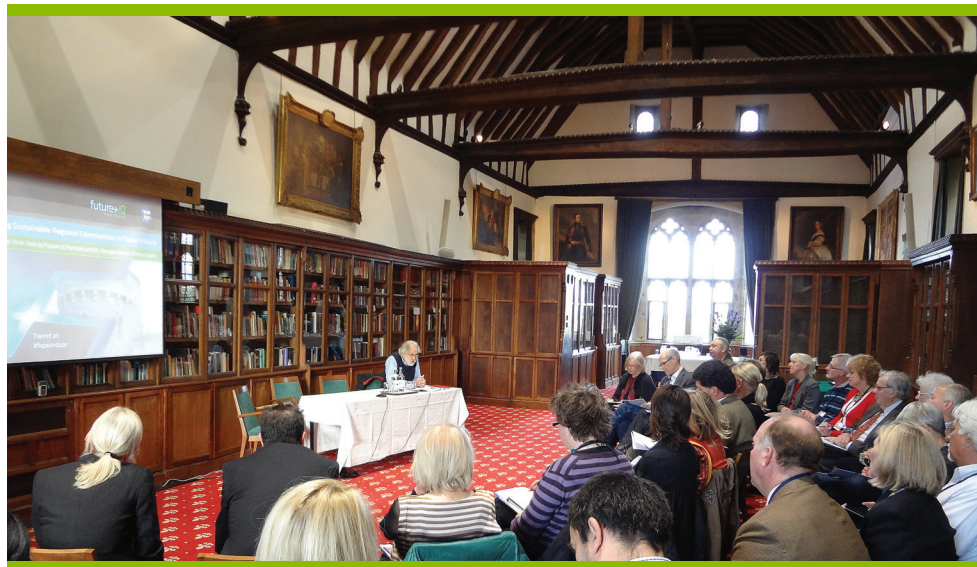
"Not at all" he said - but he made it clear that unless he was somewhat over dramatic in illustrating what today we'd term 'the direction of travel', then the journalists and those others he relied upon to be his 'messengers', simply wouldn't notice - and there would be no imperative for change!

I never forgot that lesson; and it's certainly informed both the manner and the means by which I'll try to get my principle arguments across today.

Let's face it; life in every region of every part of the world has been quite literally transformed in the past twenty years or so.

Digital technology – mobile telephony and the internet in particular – has fundamentally reshaped the way in which people of every age connect with, make sense of, and engage with society.

As you know better than most, rightly or wrongly, people expect an entirely new form of relationship with the world around them; one that doesn't simply



rely on accessing information, but on creating new knowledge, new products and even new resources.

Learning is no longer something that needs to happen within particular hours, in a particular place, or even with a particular group of people.

The immense power of the worldwide web means that a fantastic 'knowledge resource' is just a click away - in schools, colleges, homes and on the move - to the extent that anyone with an internet connection has the power to access this extraordinary 'treasure trove' of knowledge within, literally, seconds.

Any time. Any place.

These digital technologies have allowed us to store, share and search knowledge in ways that our predecessors could barely have dreamed of!

In every sense the world's 'digital library is always open'.

Yet it's equally true that the existence of this extraordinary cornucopia of knowledge makes the need for teachers, librarians and curators of information - in essence, 'trusted learning guides' – more crucial than ever. Young people in particular may be very smart about using the technology – a good deal smarter than many of us I suspect.

But in today's society, access to communication is no longer confined, as it was in the past, to any one small elite. Today anyone can join a social network or set

up a blog and, potentially, reach out to other interested souls – distance no longer being an obstacle.

Needless to say there's also a downside; all too often it feels as though the very loudest voices succeed in drowning out the most reasonable, the thoughtful, the moderate – sometimes to a point at which it makes you want to scream with frustration.

A digital society is, or should be just that – a society – a society in which we thoughtfully balance our rights, with our responsibility to respect and, most importantly, learn from others.

Teachers, as the 'custodians of knowledge', have a crucial part to play in helping steer people toward the type of information that's most likely to help them develop as genuinely informed citizens, equipped to play the fullest possible role in a 'digital society'.

By its very nature, a tolerant civil society such as the one we presently live in, cannot afford the luxury of being reduced to some kind of anarchistic free for all!

Our need is to create learning environments in which informed responses to the challenges of the 21st century are encouraged and nurtured – this would be a world in which prejudice and ignorance would hopefully become rather better understood for exactly what they are!

Yet despite endless speeches about the degree to which our future global economy is dependent on the development of creativity and imagination, can we honestly claim to be doing anything tangible to locate and release those talents – at best I'd have to say, 'nothing like enough'.

Tied as we are to our existing structures and precepts, I'm not sure we're even entirely sure how to go about releasing them!

Students starting school this year will enter the world of work at some point between 2025 and 2030; and retire around 2075 - assuming they can afford to! Given that we can't, with any degree of certainty, predict what the world's going to look like in five, let alone ten years' from now, we've certainly no idea

what it's going to look like in 2075!

So the very best we can do is prepare today's students for a world of increasing unpredictability, equipping them with the necessary degree of co-operation, agility, compassion and intelligence to anticipate and deal with the many, and mostly unknown challenges, of the next half-century.

With all of this in mind, it's my belief that we've reached what I'll call a 'Radio Caroline' moment. For those not old enough to remember, this is the type of political and societal shift in which 'mainstream' attitudes find themselves having fallen badly behind what's probably best described as, 'the cultural zeitgeist'.

I'm old enough to have lived through at least two of these 'revolutions'.

The first occurred in advertising between 1962 and '64. Believe it or not in early '62 most advertising executives still came to work in pin stripe suits - carrying furled umbrellas that made them look indistinguishable from investment bankers - and their clients liked it that way.

By the end of 1964, such sartorial splendour would probably have lost them both their clients and their job. The world had changed and advertising had changed with it.

Similarly, when I first went to Hollywood in 1969 it was run by half a dozen men, all in their seventies and mostly called Sol, who were married to each other's sister, chewed large cigars and played poker together at the weekend.

By 1972 (just three years later) the Easy Riders had driven the last of the Sol's out of town, and Messrs Scorsese, Coppola and Lucas ruled the roost!

Both those early sixties Ad (or Mad) Men, and their Movie Mogul counterparts had been caught 'asleep at the wheel'! I sincerely believe the same is true right now, and to a far greater degree than most people seem prepared to acknowledge.

In fact, in talking of the kind of revolution I think this course should help inspire, I'd like to borrow the words of my favourite newspaper columnist, Tom Friedman of The New York Times. In an extended piece couple of months ago he had this to say:

"Obama should aspire to make America the launching pad where everyone everywhere should want to come to launch their own moon shot, their own start-up, their own social movement.

We can't stimulate or 'tax-cut' our way to growth. We have to invent our way there.

The majority of new jobs every year are created by 'start-ups'. The days when Ford came to town with 10,000 jobs are over. Their factories are much more automated today, and their products are made in global supply chains.

Instead, we need 2,000 people in every town each starting something that employs maybe five people. We need everyone starting something!

Therefore, we should aspire to be the world's best launching pad because our work force is so productive; our markets the freest and most trusted; our infrastructure and Internet bandwidth the most advanced; our openness to foreign talent second to none; our funding for basic research the most generous; our rule of law, patent protection and investment-friendly tax code - the envy of the world; our education system unrivalled; our currency and interest rates the most stable; our environment the most pristine; our health care system the most efficient; and our energy supplies the most secure, clean and cost-effective."

What Tom Friedman is describing is, in fact, precisely what every single one of the nations represented here should be aspiring to – and arguably could already be doing rather more easily than the US, given the wealth of creativity and imagination we have at our disposal.

If we are to navigate our way to the type society we would wish to see emerge - in the ever-more difficult

world I've been describing, let me conclude by re-assessing the crucial lessons I've learned during these past 15 years working within the Parliamentary system.

So, firstly, like it or not, 'getting education right' is far more than simply one among a number of important priorities, it is, insofar as the future of any region of the world is concerned, far closer to being the 'whole ball of wax'.

Secondly, and this can never be repeated often enough; no education system can be better than the quality of the teachers it employs, and – here's the tough bit - the ever-improving standards it's prepared to demand of them - and reward them for.

Thirdly, and crucially, teacher training at every level of the education system, has to be viewed as an entirely non-negotiable and continuing process, most especially in this incredibly fast-moving digital age.

The very idea that a teacher, any teacher, can leave a training institution in their early twenties and still be a fully effective classroom presence five, let alone ten years later, without refreshing their skills, is frankly risible, and we do nobody any favours by pretending it can continue to be the professions accepted practice.

The commitment of politicians and educational leaders to the best possible quality of teacher training, along with regular, preferably annual, paid time-out for professional development, must be absolute - and that commitment, that 'compact' between Government and the world of education must - in every respect - be a two way affair.

Fourthly, as I discovered during my seven years as UK President of Unicef, there needs to be an undisputed global acceptance of the importance of the education of women. Educated women are the fulcrum around which can be built educated and healthy families – and those families will invariably be smaller, and better cared for.

There is no magic - or spurious ideology in any of this!

As I suggested earlier, getting our education system right is quite literally 'the whole ball of wax' - and here's why.

World-class education systems, and only ‘world-class’ education systems can, over time, deliver world-class health; as well as securing world-class pensions, along with a world-class infrastructure – the reverse can never ever be possible!

In this respect it’s also worth mentioning that the most recent research increasingly links improved education to significantly improved health and life expectancy – so by any measure you care to use educational expenditure is a ‘win win’, both for the individual, and for our global society in general.

One final reflection, and it links back to my experience of living in Ireland:

Last year, shortly before his death, I had the enormous privilege of awarding Dr. Garrett Fitzgerald an Honorary Doctorate at the Open University’s annual Graduation Ceremony in Dublin.

Those of you who know of him will not be surprised to hear that Dr Fitzgerald received what I can only describe as ‘a sustained standing ovation’ - the like of which I had never previously witnessed during my fifteen years as a University Chancellor.

That same day, in his column in the Irish Times, he had graphically written of the “socially defective value system” that had “come very close to destroying the financial viability of our state”.

He concluded his article by asking whether “the public anger, of which there have been so many signs in recent months, can be harnessed constructively to bring about a genuine ethical revolution in Irish society?”

Here was a wise and honest man posing a question with which we are all being forced to wrestle.

I believe the only possible answer to Dr. Fitzgerald’s question has to be a resounding and unequivocal “Yes!”. And that response applies to every nation represented here today.

It simply means that people like us have to work that much harder to make it happen.

I think we all now acknowledge that, as a human species, we know more than we’ve ever known, about

ourselves and our natural environment; so if I may I’ll leave you with a short quote from the environmentalist and futurist, Stewart Brand which, whilst ostensibly flattering, is also very cautionary:

“We are as Gods; so we’d better start getting good at it!”

Thank you very much for listening to me.



CONSULTATION PARTNERS

The consultation was conducted under the auspices of St George's House, Windsor Castle, and followed the tenor and protocol enshrined in their philosophy. A St George's House Consultation is underpinned by a vigorous exchange of views, open discussion, intellectual rigour, new thinking and, crucially, a willingness to listen. St George's House is a place where significant subjects are tackled seriously. 'Building Sustainable Regional Communities in Today's World' is one such subject.

The consultation was conducted as a close partnership with Future iQ Partners, who provided the original concept, program design and facilitation, and the sponsorship to support the event. It was a shared commitment to creating a better society, which enabled this partnership to become possible. Future iQ Partners drew on its' experience in helping regions create their futures in a new way for the past 10 years, to set up this global Consultation to discuss the key themes which every community and region deals with as they shape their future.



GLOBAL CONTACTS: Future iQ Partners is a consulting and product design company, specializing in helping regions and organizations create their future in a new way. To contact our key staff closest to you, please call: USA +1 715 505 5046; Europe +353 87 354 0220; Australia +61 419 836 056. Or email us at info@future-iq.com and one of our team will get back to you.

Future iQ Partners is an company that specialises in helping regions and organizations create their future in a new way. As an company, its believes the challenge for organizations, regions and communities is to develop their Future Intelligence – that is; have the capacity to understand unfolding trends, develop the systems for agility and then find the new opportunities. Future success will hinge on the ability to be agile and adaptive in order to respond purposefully in a rapidly changing world. Partnering with regions, Future iQ Partners help structure processes that allow long term systemic and sustainable change – ultimately positioning organizations and communities for their future success. For more information, please visit: www.future-iq.com

St Georges House, set within the grounds of Windsor Castle, was founded in 1966 by H.R.H. The Duke of Edinburgh, as a place where people of influence and responsibility in every area of society can come together to explore and communicate their views and analysis of contemporary issues. The House is a physical and intellectual space where topics that matter can be dealt with by people who can make a difference. For more information, please visit: www.stgeorghouse.org

Consultation Participants were selected to bring together a global think-tank of people who have demonstrated leadership, ability and expertise in building regional communities. This assembly of people was drawn from across 11 countries and three continents in the developed world. Their contributions and thoughtful discussions provided the robust intelligence and content presented in this summary report.