

Webinar

ULI InfraXchange: Aging Up in Transit-Oriented 15 Minute Communities

Date: May 05, 2023

00:00:00 --> 00:00:04: Everyone, let's get started. So before we start, we like
00:00:04 --> 00:00:08: everybody to build your microphone. We will be taking
00:00:08 --> 00:00:12: questions
00:00:12 --> 00:00:16: after the speaker presentations. So if you can put those
00:00:16 --> 00:00:20: in the chat function. And we also encourage you to
00:00:20 --> 00:00:24: take your conversation online and please put a hashtag when
00:00:24 --> 00:00:28: you're doing that. So we're very excited today like to
00:00:28 --> 00:00:32: introduce you to Rachel Mcleary, the Co Executive Director.
00:00:32 --> 00:00:33: For ULI to help us kick off the program. Off
00:00:33 --> 00:00:37: to you, Rachel.
00:00:37 --> 00:00:41: Thanks, Yvonne. Hi, everyone. So I'm really excited to help
00:00:41 --> 00:00:45: welcome you to this infrastructure exchange about aging in
00:00:45 --> 00:00:49: the
00:00:49 --> 00:00:53: city. I'm Rachel Mcleary. I'm coexecutive director for the ULI
00:00:53 --> 00:00:55: Lewis Center for Sustainability and Real Estate, which leads
00:00:55 --> 00:00:59: the
00:00:59 --> 00:01:02: real estate industry in creating places where buildings and
00:01:02 --> 00:01:05: environment thrive. Next slide.
00:01:05 --> 00:01:10: So today we're discussing aging up in the city, how
00:01:10 --> 00:01:13: to create places that work for people of all ages,
00:01:13 --> 00:01:16: from young children to older people. By focusing on the
00:01:16 --> 00:01:20: housing, transportation, and social needs of people at the
00:01:20 --> 00:01:21: beginning
00:01:21 --> 00:01:25: and at the twilight of their lives, we can ensure
00:01:25 --> 00:01:29: that we are building places that work for everyone and
00:01:29 --> 00:01:33: helping people live their best lives possible, no matter how
00:01:33 --> 00:01:37: old they are.
00:01:37 --> 00:01:41: During today's call, I'm excited for all of us to
00:01:41 --> 00:01:45: learn about the strategies used in Helsinki and Toronto and

00:01:29 --> 00:01:33: Dallas to build compact misuse communities. Thanks to Yvonne for

00:01:33 --> 00:01:37: putting this series together and to our speakers from across

00:01:37 --> 00:01:41: the globe for being here and leading this dialogue. And

00:01:41 --> 00:01:44: thanks to all of you for joining us next slide.

00:01:44 --> 00:01:47: And I'd like to especially thank Jim Curtis, whose financial

00:01:48 --> 00:01:50: support made this work possible.

00:01:50 --> 00:01:54: And he was a true visionary who understood the critical

00:01:54 --> 00:01:59: role that infrastructure plays and bringing people together bring economic

00:01:59 --> 00:02:03: growth and creating sustainable places. As he said, every single

00:02:03 --> 00:02:07: person in the land use process has the real ability

00:02:07 --> 00:02:09: to make a visible difference. Next slide.

00:02:10 --> 00:02:14: And now I'm pleased to introduce Craig Lewis. He is

00:02:14 --> 00:02:18: the Community Co leader for North America and the global

00:02:18 --> 00:02:22: market leader for urbanism and landscape with Callison RTKLA Global

00:02:22 --> 00:02:27: planning, architecture, Interiors and Landscape Design firm. For more than

00:02:27 --> 00:02:31: 30 years, he's used an interdisciplinary approach to plan and

00:02:31 --> 00:02:35: implement the growth and regeneration of urban places across the

00:02:35 --> 00:02:39: globe and make them more livable, equitable and sustainable.

00:02:40 --> 00:02:43: His work has been recognized with the words from the

00:02:43 --> 00:02:47: Congress for New Urbanism, the International Downtown Association, the American

00:02:48 --> 00:02:52: Planning Association, and many other organizations. We're honored to have

00:02:52 --> 00:02:55: him as the Chair of the ULI Curtis Global Infrastructure

00:02:55 --> 00:02:57: Initiative Advisory Board. Craig.

00:02:59 --> 00:03:02: Thank you and good morning, good afternoon and good evening

00:03:02 --> 00:03:05: to everyone participating. Again, my name is Craig Lewis.

00:03:07 --> 00:03:09: I am with Calson Arctic Cal, actually as of this

00:03:09 --> 00:03:12: past Wednesday, now part of Arcadis. So I am officially

00:03:12 --> 00:03:15: a member of the Arcadis family and as was mentioned,

00:03:15 --> 00:03:18: I do serve as the Global Chair for the Curtis

00:03:18 --> 00:03:23: Infrastructure Initiative. This infrastructure initiative was funded through the generosity

00:03:23 --> 00:03:25: of the late Jim Curtis, the purpose of which was

00:03:26 --> 00:03:29: really to build the the initiative and contribute towards the

00:03:29 --> 00:03:33: building of a better future by providing resources of

00:03:33 --> 00:03:34: inspiration,
00:03:35 --> 00:03:39: discovery and innovation.
00:03:39 --> 00:03:43: To do this, there's several things that the infrastructure
00:03:43 --> 00:03:46: initiative
00:03:47 --> 00:03:50: has been working on, both as aggregation of information on
00:03:50 --> 00:03:53: the ULO website. There's a ton of information that's on
00:03:53 --> 00:03:57: there. A lot of the original research that you see
00:03:57 --> 00:04:00: on the screen today, it talks about the building, 15
00:04:00 --> 00:04:04: minutes communities, it's you'll see this in about a week
00:04:05 --> 00:04:11: at the spring meeting as well as several other activities
00:04:11 --> 00:04:17: conducting technical assistance through local district
00:04:17 --> 00:04:23: councils.
00:04:23 --> 00:04:28: And really to build global partnerships and most importantly
00:04:28 --> 00:04:31: the
00:04:31 --> 00:04:37: exchange is really about funding conversations like we have
00:04:38 --> 00:04:43: today.
00:04:43 --> 00:04:46: So the this infrastructure infrastructure exchange
00:04:46 --> 00:04:51: conversation is one of
00:04:51 --> 00:04:54: the many initiatives that we have, thanks to Jim Curtis.
00:04:54 --> 00:04:59: So with that we turn it over.
00:05:00 --> 00:05:02: Thank you, Craig. Hi everyone. I'm Yvonne Young. I'm
00:05:02 --> 00:05:06: serving
00:05:06 --> 00:05:10: as the Curtis Infrastructure fellow orchestrating this important
00:05:10 --> 00:05:13: conversation. We
00:05:13 --> 00:05:16: are now in a strategic time where there is progressive
00:05:16 --> 00:05:19: policy coming downstream, but also upfront funding. Today
00:05:19 --> 00:05:21: we're going
00:05:21 --> 00:05:27: to talk about how we can be creative, particularly to
00:05:27 --> 00:05:31: introduce holistic community infrastructure in high density
00:05:31 --> 00:05:34: neighborhood.
00:05:34 --> 00:05:38: So this is part of the series. We're going to
00:05:38 --> 00:05:41: have a series of different conversation, each one focusing on
00:05:41 --> 00:05:44: different sets of infrastructure. But the goal is to provide
00:05:44 --> 00:05:47: our members with the tools from policies, funding strategies
00:05:47 --> 00:05:50: and
00:05:50 --> 00:05:53: also some on the ground examples so you can take
00:05:53 --> 00:05:56: it back to the project that you're working on. So
00:05:56 --> 00:05:59: today we're going to look at.
00:05:59 --> 00:06:02: Community infrastructure, particularly looking at how we can
00:06:02 --> 00:06:05: combine different
00:06:05 --> 00:06:08: services under one facilities, but also thinking about the
00:06:08 --> 00:06:11: location
00:06:11 --> 00:06:14: of the facilities, the timing of how the facilities is
00:06:14 --> 00:06:17: delivered to the community. So that from a service standpoint
00:06:17 --> 00:06:20: it will not provide any disruption. In June, we're going

00:05:41 --> 00:05:45: to have two conversation. So after spring meeting we're going

00:05:45 --> 00:05:49: to look at energy infrastructure and also mobility infrastructure.

00:05:50 --> 00:05:53: So we're going to start off with providing some of

00:05:53 --> 00:05:57: the underground tools. So this is in Ontario. There are

00:05:57 --> 00:06:01: two set of tools that people can leverage to create

00:06:01 --> 00:06:05: your business case when you're working on high density development.

00:06:05 --> 00:06:10: Using this to allocating the funding sources, coordinating the decisions

00:06:11 --> 00:06:15: among different stakeholders and also placing them in the right

00:06:15 --> 00:06:16: location.

00:06:16 --> 00:06:20: So in Ontario, there are two important piece of document.

00:06:20 --> 00:06:24: One is under the planning at the provincial policy statement

00:06:24 --> 00:06:29: that set the expectation of complete community. The Ontario government

00:06:29 --> 00:06:33: has also done a research a few months ago. The

00:06:33 --> 00:06:37: feedback from the research is that people in Ontario, they

00:06:37 --> 00:06:41: see the key to improve affordability is to having transit

00:06:41 --> 00:06:44: schools and services nearby. So the walkability.

00:06:45 --> 00:06:50: Accessible by walking is very important. The provincial policy statement

00:06:50 --> 00:06:53: also provide for clear policy looking at the full range

00:06:53 --> 00:06:56: of facilities. So in the past when we are thinking

00:06:56 --> 00:07:01: about mixed-use schools, we're mixing daycare and educational elementary users,

00:07:01 --> 00:07:04: but we want to expand that horizon. So I think

00:07:04 --> 00:07:07: in today you're going to see example where the cultural

00:07:07 --> 00:07:11: users and social users are also combined in the same

00:07:11 --> 00:07:11: facilities.

00:07:12 --> 00:07:16: Their provision, looking at how you can localize the education

00:07:16 --> 00:07:21: development, for example, given the amount of condominium or multifamily

00:07:21 --> 00:07:24: building coming to the region, how we can use it

00:07:24 --> 00:07:28: to provide the space for the schools within a podium.

00:07:28 --> 00:07:31: So we're going to talk about some of the example

00:07:31 --> 00:07:34: as well. And then lastly is about pulling the stakeholder

00:07:34 --> 00:07:38: together so there's policy in place helping people to set

00:07:38 --> 00:07:39: expectation.

00:07:39 --> 00:07:43: In terms of how to orderly organize and coordinate on

00:07:43 --> 00:07:47: the timing of the investment and also the timing of

00:07:47 --> 00:07:52: decisions. So in the United States there is American Rescue

00:07:52 --> 00:07:57: Plan providing for \$123 billion are located particularly on education

00:07:57 --> 00:08:01: purpose. So these funding are town bound to 2024 and

00:08:01 --> 00:08:05: they are a majority of them directly allocated to the

00:08:05 --> 00:08:09: local district school board or the County School board.

00:08:09 --> 00:08:13: So there's opportunity for that to be creative in terms

00:08:13 --> 00:08:17: of introducing nontraditional sets of educational programs. So some of

00:08:17 --> 00:08:21: those could be about arts program or STEAM program or

00:08:21 --> 00:08:24: some of those could be about a different set of

00:08:24 --> 00:08:28: technologies. So the webinar we're going to cover looking at

00:08:28 --> 00:08:32: a Helsinki, how the education program has also used some

00:08:32 --> 00:08:34: of these additional enrichment to provide.

00:08:35 --> 00:08:39: For elevator sets of experience for the students. And lastly

00:08:39 --> 00:08:44: is that there's opportunity particularly focusing on breaching the gap

00:08:44 --> 00:08:49: in the underserved neighborhood, knowing that when we are retrofitting,

00:08:49 --> 00:08:53: particularly whether it's downtown or some of the core area,

00:08:53 --> 00:08:56: those area in the past have a lot of underserved

00:08:56 --> 00:09:00: area though there's opportunity to utilize this funding to bridge

00:09:00 --> 00:09:01: those needs.

00:09:02 --> 00:09:06: And then lastly is about measure success. So this is

00:09:06 --> 00:09:11: a new initiative that is established in November 2022 and

00:09:11 --> 00:09:15: it's now providing a data set, it provide opportunity to

00:09:15 --> 00:09:19: be tangible in terms of how to measure success when

00:09:19 --> 00:09:23: it comes to community infrastructure. So some of those is

00:09:23 --> 00:09:25: measuring based on the health.

00:09:26 --> 00:09:31: Physical education and also reading skills or the overall experience

00:09:31 --> 00:09:36: from the education standpoints. So we're sharing you with some

00:09:36 --> 00:09:39: of the links and those can potentially help you to

00:09:39 --> 00:09:43: elevate your projects. So we're going to look at the

00:09:43 --> 00:09:48: two examples today. And the reason why we picked Toronto

00:09:48 --> 00:09:51: in and Helsinki is that this is an example of

00:09:51 --> 00:09:55: a decision made in 1970s and in 1980s that translate

00:09:55 --> 00:09:56: to a new.

00:09:56 --> 00:10:00: Culture so in Toronto, Canada back in the 1980s that

00:10:00 --> 00:10:04: Concord 8X development was seen City Place, so that is

00:10:04 --> 00:10:09: called Can You Landing. That was the first larger scale

00:10:09 --> 00:10:13: of condominium developments in Toronto. So the goal is to

00:10:13 --> 00:10:18: trans is to transform the downtown area from a traditional

00:10:18 --> 00:10:21: CBD district to live in downtown.

00:10:22 --> 00:10:26: Another example is in Helsinki. So in Helsinki in 1970s

00:10:26 --> 00:10:30: it provided the direction to particularly focusing on how to

00:10:30 --> 00:10:34: make the whole city transit oriented and walkable. So it

00:10:34 --> 00:10:37: has a neighborhood model. So on the top right hand

00:10:37 --> 00:10:41: you're going to see the map showing how the fibrate

00:10:41 --> 00:10:44: of the older town is repeated across the city are

00:10:44 --> 00:10:47: based on the neighborhood model.

00:10:47 --> 00:10:50: So this is a very simple model, Each of the

00:10:50 --> 00:10:53: block become a neighborhood and in in the middle of

00:10:53 --> 00:10:57: the neighborhood is this school with the parks next to

00:10:57 --> 00:11:00: it. So now I'm going to turn the floor to

00:11:00 --> 00:11:04: William Anderson. So William is part of our infrastructure

00:11:04 --> 00:11:08: leadership

00:11:08 --> 00:11:12: forum and we have been looking at different ways of

00:11:12 --> 00:11:17: introducing practical examples to help our members to be

00:11:18 --> 00:11:20: creative

00:11:21 --> 00:11:26: especially about introducing infrastructure in high density

00:11:26 --> 00:11:31: neighborhood.

00:11:31 --> 00:11:36: And now turn it to you, William.

00:11:37 --> 00:11:42: Thank you, Von. Let me introduce our two speakers, Paul

00:11:43 --> 00:11:46: and Marjo. Paul Stevens is a Senior Principal with ZAS

00:11:47 --> 00:11:51: Architects. He coheads the Toronto studio overseeing all

00:11:52 --> 00:11:56: projects in

00:11:57 --> 00:12:00: Canada and he's the design director working predominantly

00:12:00 --> 00:12:07: on community

00:12:07 --> 00:12:12: based cultural and educational projects.

00:12:12 --> 00:12:13: He's the principal in charge of the multi awardwinning Canoe

00:12:13 --> 00:12:19: Landing Community Campus in the Fort York neighborhood

00:12:19 --> 00:12:24: of Toronto

00:12:24 --> 00:12:29: that you'll hear about today and is one of Canada's

00:12:29 --> 00:12:34: highest density vertical communities. Paul currently is leading

00:12:34 --> 00:12:38: ZAS's architectural

00:12:38 --> 00:12:43: team responsible for revitalizing, excuse me, the public realm

00:12:43 --> 00:12:48: of

00:12:48 --> 00:12:53: Ontario Place.

00:12:53 --> 00:12:58: And and working on the University of Toronto's instructional

00:12:58 --> 00:13:03: center,

00:13:03 --> 00:13:08: too. He's passive about, well, he's passionate, excuse me,

00:13:08 --> 00:13:13: about

00:13:13 --> 00:13:18: sustainability with his activity with Passive House 0 carbon

00:13:18 --> 00:13:23: design

00:13:23 --> 00:13:28: and Mass timber low carbon initiatives. Joining us with Paul

00:13:28 --> 00:13:33: is Marjo Kilonen, Director of Development at the City of

00:12:38 --> 00:12:39: Helsinki, Finland.

00:12:40 --> 00:12:45: And Marjo is passionate about future school concepts, leadership and

00:12:45 --> 00:12:50: school culture. She heads Education of Development Services for the

00:12:50 --> 00:12:54: City of Helsinki and is former Chief of Education at

00:12:54 --> 00:12:59: the General Education Division with over 10 years of experience.

00:12:59 --> 00:13:03: She has a PhD in education and defended her doctoral

00:13:03 --> 00:13:07: thesis on future school and leadership. And near to her

00:13:07 --> 00:13:09: heart is voluntary work.

00:13:09 --> 00:13:15: Promoting children's education in developing countries. Currently working in Kenya

00:13:15 --> 00:13:18: with NGO's, so we'll proceed with Paul.

00:13:21 --> 00:13:25: Great. Thank you. Thank you very much, William. Good afternoon,

00:13:25 --> 00:13:29: everybody. My name is Paul Stevens. I'm a Senior Principal

00:13:29 --> 00:13:29: at.

00:13:31 --> 00:13:34: We call it Zed AS architects because we're Canadian as

00:13:34 --> 00:13:38: opposed to ZAS, which you're American. So I'll correct you

00:13:38 --> 00:13:41: on that one on this one occasion, but thanks for

00:13:41 --> 00:13:45: having us today. We're really, I'm really looking forward to

00:13:45 --> 00:13:49: showcasing what what I believe is a really important piece

00:13:49 --> 00:13:53: of community infrastructure that the City of Toronto has developed.

00:13:53 --> 00:13:56: It is really, I would say, remarkable.

00:13:57 --> 00:14:02: Feet to pull together all the various stakeholders and all

00:14:02 --> 00:14:06: the various agencies that are really critical to formulating, I

00:14:06 --> 00:14:11: would say, innovative community infrastructure that supports the needs of

00:14:11 --> 00:14:16: walkable communities, the challenges that these downtown communities have in

00:14:16 --> 00:14:19: terms of access to good quality park space.

00:14:20 --> 00:14:23: Public realm space and excellent quality facilities that that are

00:14:23 --> 00:14:26: really going to you know not only encourage people to

00:14:26 --> 00:14:29: live downtown, but to stay downtown and to raise their

00:14:29 --> 00:14:32: families and to age in place and all of these

00:14:32 --> 00:14:34: all of these good things. So with that I'm going

00:14:34 --> 00:14:37: to, we're going to run through a few slides I'll

00:14:37 --> 00:14:39: showcase a few thoughts that I have about.

00:14:40 --> 00:14:44: The canoe landing project, a little bit about how it

00:14:44 --> 00:14:48: all happened and there's a lot of moving pieces and

00:14:49 --> 00:14:53: we can answer some of the questions perhaps afterwards.

00:14:53 --> 00:14:57: But

00:14:57 --> 00:15:00: but I'll give you a sort of overview of what

00:15:00 --> 00:15:04: it what it can be all about. Now I'm going

00:15:04 --> 00:15:07: to share screen with you, see if this works. How

00:15:11 --> 00:15:12: does that look, William? Is it working?

00:15:13 --> 00:15:17: Yes.

00:15:17 --> 00:15:20: Okay. Great. So with that canoe land and community

00:15:20 --> 00:15:25: campus,

00:15:25 --> 00:15:28: this is, as I said, a project that's been in

00:15:28 --> 00:15:33: the gestation stages for probably almost 3 decades. Believe

00:15:34 --> 00:15:38: it

00:15:38 --> 00:15:41: or not, Yvonne touched on it in terms of the

00:15:42 --> 00:15:44: overall sort of urban planning strategies for walkable

00:15:45 --> 00:15:48: downtown communities.

00:15:48 --> 00:15:52: Toronto itself, just for, for those of you don't know

00:15:52 --> 00:15:56: very much about Toronto, not only its location kind of

00:15:56 --> 00:15:59: critical in terms of its its.

00:15:59 --> 00:16:03: Position to all the major, major cities in in Canada,

00:16:03 --> 00:16:06: but also the fact that it's undergone an an enormous

00:16:06 --> 00:16:09: amount of residential intensification in the last 15 or 20

00:16:09 --> 00:16:13: years. The city, if you were here 15 years ago,

00:16:13 --> 00:16:15: you wouldn't recognized it in particularly the downtown core.

00:16:15 --> 00:16:18: Much

00:16:18 --> 00:16:22: of that has been driven by a need and a

00:16:22 --> 00:16:25: desire for people to live and work downtown. But it

00:16:26 --> 00:16:29: was also I think really critical that the city of

00:16:29 --> 00:16:30: Toronto really pushed that.

00:16:30 --> 00:16:32: That agenda and to encourage, you know, I would say

00:16:32 --> 00:16:36: transition from brownfield sites like where this site was for

00:16:36 --> 00:16:40: canoe landing. This is an aerial view. The Red Square

00:16:40 --> 00:16:45: in the center shows you where this new facility was

00:16:45 --> 00:16:48: ultimately built.

00:16:48 --> 00:16:51: It's it's Toronto struggled with its sort of adaptation in

00:16:51 --> 00:16:55: terms of going from industrial, you know, waterfront course

00:16:55 --> 00:16:58: to,

00:16:59 --> 00:17:03: you know, livable downtown neighborhoods. One thing to

00:17:03 --> 00:17:07: point out

00:17:07 --> 00:17:10: on this slide for you, those of you who are

00:17:10 --> 00:17:13: Meese Vandero fans, is that the two black towers in

00:17:13 --> 00:17:16: the distance at the back of the slider in the

00:17:16 --> 00:17:19: central business district and are one of Meese's.

00:17:19 --> 00:17:22: Remarkable modernist masterpieces, the TD Center, which

00:17:22 --> 00:17:25: was one of

00:17:25 --> 00:17:28: the last projects he actually completed before he passed

away

00:17:07 --> 00:17:10: in in 69 or 70 I guess was. But anyway

00:17:10 --> 00:17:13: this was the beginning of a kind of a tower

00:17:13 --> 00:17:16: interest in terms of not only office buildings that were

00:17:16 --> 00:17:20: occurred in the downtown Corp, but also I would say

00:17:20 --> 00:17:23: an intensification in terms of the type of residential.

00:17:24 --> 00:17:30: Quality living that people began to express an interest in

00:17:30 --> 00:17:32: you landing, yes.

00:17:32 --> 00:17:35: Your slide's not advancing. Maybe I can do a share

00:17:35 --> 00:17:37: screen. Yes, I can. I can do that for you.

00:17:37 --> 00:17:40: Yeah, you can stop share. I'll do that.

00:17:41 --> 00:17:46: OK, OK. Should should I stop share? Yep. OK, I'll

00:17:46 --> 00:17:48: let you go add then.

00:17:49 --> 00:17:51: Yeah, sometimes it's just different platform.

00:17:52 --> 00:17:52: Yeah.

00:17:53 --> 00:17:56: Okay, so this is what I now you can see

00:17:56 --> 00:18:00: the big black towers in the distance. But anyway, this

00:18:00 --> 00:18:04: was this the the Red Square shows where Canoe Landing

00:18:04 --> 00:18:08: was ultimately built on a on brownfield railway lands that

00:18:08 --> 00:18:13: eventually were transferred over to a developer to really

00:18:13 --> 00:18:17: master

00:18:13 --> 00:18:17: plan a walkable downtown community for about 20,000

00:18:17 --> 00:18:18: people. Next

00:18:17 --> 00:18:18: slide please.

00:18:21 --> 00:18:25: So city places the neighborhood is known in as IS

00:18:25 --> 00:18:29: represents really sizable chunk of the downtown court. It

00:18:29 --> 00:18:34: incorporates

00:18:29 --> 00:18:34: some of the city's major sort of tourist destinations, including

00:18:34 --> 00:18:37: what was formerly known as the Skydome, which is a

00:18:37 --> 00:18:42: multipurpose professional baseball and football stadium

00:18:37 --> 00:18:42: along with the CN

00:18:42 --> 00:18:46: Tower and then a lot of other connections to infrastructure

00:18:46 --> 00:18:48: which includes commuter rail lines.

00:18:51 --> 00:18:55: Other vehicular rail lines close to public transit and so

00:18:55 --> 00:18:58: on. So it's in a really nice kind of sweet

00:18:58 --> 00:19:01: spot in terms of potentially, you know, developing a much

00:19:01 --> 00:19:06: more vibrant downtown urban core for communities. Next

00:19:01 --> 00:19:06: slide please.

00:19:07 --> 00:19:11: So we went from essentially that waterfront shot that I

00:19:11 --> 00:19:14: showed you earlier to something that looks like this this

00:19:14 --> 00:19:17: present day and only really part of of Kenny Lenny

00:19:17 --> 00:19:20: and you can kind of see this sort of intensity

00:19:20 --> 00:19:21: that's occurred here.

00:19:22 --> 00:19:27: The development typology for the residential portions were based on

00:19:27 --> 00:19:30: some developer work that was done out in the West

00:19:30 --> 00:19:35: Coast of Canada, in Vancouver and Potential in particular, where

00:19:35 --> 00:19:39: you end up with a essentially podium type of residential.

00:19:40 --> 00:19:43: Mixed-use structure and along top of that a series of

00:19:43 --> 00:19:46: of of towers which are fairly slender in terms of

00:19:46 --> 00:19:49: their proportion and very in terms of the height. But

00:19:49 --> 00:19:52: along with that you could the what we've kind of

00:19:52 --> 00:19:56: created here with Canoe Landing is a vertical community that

00:19:56 --> 00:20:00: needs to be served with excellent community infrastructure. And the

00:20:00 --> 00:20:03: facility in the foreground at the lower level of the

00:20:03 --> 00:20:06: park here is the Canoe Landing Community campus that was

00:20:06 --> 00:20:07: developed.

00:20:08 --> 00:20:11: Next slide please. So why go through all of this?

00:20:11 --> 00:20:14: It seems like a lot of work. It seems like

00:20:14 --> 00:20:17: a lot of different players, partners and so on. It

00:20:17 --> 00:20:19: comes down to this. I mean we having worked in

00:20:19 --> 00:20:23: this sort of sector before, you know, we've certainly seen

00:20:23 --> 00:20:26: that there's a tremendous amount of efficiencies that kind of

00:20:26 --> 00:20:29: come with these sorts of partnerships.

00:20:29 --> 00:20:33: Not only in terms of how you deliver your particular

00:20:33 --> 00:20:38: service, but in terms of the efficiency of development, in

00:20:38 --> 00:20:42: terms of the amount required, the can we do better

00:20:42 --> 00:20:47: by sharing facilities and build less, not more, all these

00:20:47 --> 00:20:49: kinds of good things.

00:20:49 --> 00:20:55: There's clearly evidence that by building larger, more comprehensive facilities

00:20:55 --> 00:20:58: like this, you can drive down the overall cost of

00:20:58 --> 00:21:02: the project. And in our experience, we've sort of looked

00:21:02 --> 00:21:04: at it as being almost a 10, somewhere in the

00:21:05 --> 00:21:07: range of 10 to 15% depending on the scale of

00:21:07 --> 00:21:11: the project that you're involved with. And very, very, very

00:21:11 --> 00:21:15: importantly, the quality. Can we do better by colocating?

00:21:16 --> 00:21:19: All of these facilities under one roof, can we also

00:21:19 --> 00:21:23: improve the quality of the design, the architecture, the public

00:21:23 --> 00:21:26: realm, all these kinds of good things that come with

00:21:26 --> 00:21:29: some of the cost savings and and through that cost

00:21:29 --> 00:21:33: savings essentially transfer, you know that value back into the

00:21:33 --> 00:21:37: quality of the facility that you couldn't actually do normally

00:21:37 --> 00:21:40: on your own. Have you pursued a project, just your
00:21:41 --> 00:21:44: own project and not collocate So Canoe Landing
incorporates 3
00:21:44 --> 00:21:45: or 4 different.
00:21:46 --> 00:21:50: Partners, two of which are in the education sector. One
00:21:50 --> 00:21:53: is at the child care center and the third one
00:21:53 --> 00:21:58: is a Community Center. Next, Slide please. And it works
00:21:58 --> 00:22:02: out something like this. The City of Toronto owns the
00:22:02 --> 00:22:05: land, owns the facility. They were able to strike a
00:22:05 --> 00:22:09: lease deal with the two school boards that occupy the
00:22:09 --> 00:22:14: building. In in Ontario, we have two publicly funded school
00:22:14 --> 00:22:14: boards.
00:22:15 --> 00:22:18: So they're equitably funded both the public school board as
00:22:18 --> 00:22:22: well as the Catholic school board and then finally a
00:22:22 --> 00:22:26: child care facility that is also integrated within the within
00:22:26 --> 00:22:29: the the programming of the the Community Center. So City
00:22:29 --> 00:22:30: of Toronto owns it.
00:22:31 --> 00:22:35: Longterm lease of these facilities by both the school board,
00:22:35 --> 00:22:38: so an innovative way of ownership structure as well too
00:22:38 --> 00:22:41: that gets around a number of different, a number of
00:22:41 --> 00:22:46: different ownership types of issues. Next slide please. Along
with
00:22:46 --> 00:22:48: that, I I won't get into this in any great
00:22:48 --> 00:22:52: deal, but there's a whole series of development agreements
that
00:22:52 --> 00:22:56: that have to occur for a project like this beginning
00:22:56 --> 00:22:59: with what we refer to as an umbrella agreement.
00:22:59 --> 00:23:02: Which essentially sets the sort of the framework for the
00:23:02 --> 00:23:05: overall development of what it is, when it's going to
00:23:05 --> 00:23:08: happen and so on and so forth. And then as
00:23:08 --> 00:23:11: you as you can imagine going through the process, there
00:23:11 --> 00:23:15: would be a number of other very important agreements
including
00:23:15 --> 00:23:17: you know who's going to pay for what, how is
00:23:17 --> 00:23:20: it going to be used in terms of sharing and
00:23:20 --> 00:23:22: ultimately who's going to take care of it over the
00:23:23 --> 00:23:25: the life of the overall facility as well too. So
00:23:25 --> 00:23:28: very complex and and something I think that was done.
00:23:29 --> 00:23:34: Particularly well in this case these agreements were actually
flat.
00:23:34 --> 00:23:37: Many of them were flushed out very, very early in
00:23:37 --> 00:23:40: the process as opposed to after the the facility was
00:23:40 --> 00:23:44: designed. Next slide please. So this is where the the

00:23:44 --> 00:23:48: funding for canoe landing comes from is entirely funded through

00:23:48 --> 00:23:51: what is known in the City of Toronto as a

00:23:51 --> 00:23:56: community benefit charges which are essentially development charges which are

00:23:56 --> 00:23:58: levied against the development.

00:23:58 --> 00:24:01: On on a case by case basis, that money is

00:24:01 --> 00:24:04: collected and in this particular case, which I think was

00:24:04 --> 00:24:07: brilliant at the time, was that the City of Toronto

00:24:07 --> 00:24:11: collected development charges for construction of the two schools as

00:24:11 --> 00:24:12: well too.

00:24:12 --> 00:24:17: They were not funded by the provincial government. They were

00:24:17 --> 00:24:21: funded through development charges which were collected by the city,

00:24:21 --> 00:24:26: which created a tremendous opportunity to have all funding basically

00:24:26 --> 00:24:30: consolidated as one capital funding pool to make it happen,

00:24:30 --> 00:24:33: as opposed to having to draw it off against various

00:24:33 --> 00:24:38: other funding pools or other financial application forms to make

00:24:38 --> 00:24:38: it happen.

00:24:40 --> 00:24:44: Approximately \$85 million was collected and and and held in

00:24:44 --> 00:24:47: a reserve fund by the City of Toronto to fund

00:24:47 --> 00:24:50: construction and and part of the proviso with that was

00:24:50 --> 00:24:53: to ensure that that \$85 million was spent in the

00:24:54 --> 00:24:57: same community. So it could not be used outside of

00:24:57 --> 00:25:01: the City Place neighborhood or outside of this vertical community

00:25:01 --> 00:25:04: which was developing. Next slide please.

00:25:06 --> 00:25:09: So this is an aerial view of what that \$85

00:25:09 --> 00:25:13: million started to work towards. It includes a an 8

00:25:13 --> 00:25:17: acre park, Central Park if you want to, if you

00:25:17 --> 00:25:21: put it for the for the community. But also it

00:25:21 --> 00:25:25: also is a district park for areas outside of the

00:25:25 --> 00:25:28: Canoe Landing park site as well too and. And.

00:25:29 --> 00:25:33: Collectively we we were asked to design a building in

00:25:33 --> 00:25:37: 3.32 acres of property as well. So in total we're

00:25:37 --> 00:25:42: looking at somewhere around 11 acres centrally located in this

00:25:42 --> 00:25:46: new vertical community. Next slide please.

00:25:48 --> 00:25:51: So along with the the timeline to this project, we're

00:25:51 --> 00:25:54: going to run it along the bottom. I'm not going

00:25:54 --> 00:25:56: to say too much of it, just to give you
00:25:56 --> 00:25:58: an idea of when things happen. But one of the
00:25:58 --> 00:26:01: most important things that did happen early in the in
00:26:01 --> 00:26:04: the project was the development of all of the city
00:26:04 --> 00:26:07: planning requirements as it relates to a block plan for
00:26:07 --> 00:26:09: the entire neighborhood. So this.
00:26:10 --> 00:26:13: Block 31, as it was known as at the time,
00:26:13 --> 00:26:17: included the canoe landing site and really set up all
00:26:17 --> 00:26:21: of the public realm as well as urban design guidelines
00:26:21 --> 00:26:25: for the streets, for the the public realm, outside the
00:26:25 --> 00:26:30: park areas, connections to other secondary streets or other
neighborhoods,
00:26:31 --> 00:26:35: view corridors, all these kinds of good things. Next slide
00:26:35 --> 00:26:35: please.
00:26:38 --> 00:26:42: And that land, their city place was ultimately or was
00:26:43 --> 00:26:47: was ultimately purchased by the lands were purchased by a
00:26:48 --> 00:26:53: developer called Concord 8X in 1997. And that triggered the,
00:26:53 --> 00:26:58: the, the development of the this vertical community that was
00:26:58 --> 00:27:02: going to evolve over the course of the next 20
00:27:02 --> 00:27:05: years. Next slide please.
00:27:06 --> 00:27:10: So it begins with some, I would say some not
00:27:10 --> 00:27:13: high rise but sort of mid rise towers in the
00:27:13 --> 00:27:17: 20 story range, 25 story range in 2000, next slide.
00:27:17 --> 00:27:21: And while they were waiting for buyers to come buying
00:27:21 --> 00:27:25: these units, the developer was savvy enough to actually turn
00:27:26 --> 00:27:30: the Canoe landing campus site into a temporary golf course
00:27:30 --> 00:27:33: which remained in place for about 5 or 6 years
00:27:33 --> 00:27:34: interestingly.
00:27:36 --> 00:27:41: Next slide please. In 2007, the first bit of public
00:27:41 --> 00:27:46: realm infrastructure started to take place. Canoe Landing
Park was
00:27:47 --> 00:27:52: was designed and constructed and this became the first sort
00:27:52 --> 00:27:57: of public bit of community infrastructure for this new and
00:27:57 --> 00:27:59: emerging community. Next slide.
00:28:02 --> 00:28:05: That opens in 2009 and now all of a sudden
00:28:05 --> 00:28:08: you know you're seeing people coming out of their living
00:28:08 --> 00:28:11: rooms and out into the park areas and a whole
00:28:11 --> 00:28:15: series of different types of public spaces both for sport
00:28:15 --> 00:28:18: as well As for leisure. Next slide. And then along
00:28:18 --> 00:28:22: the way there was development agreements continue to
evolve in
00:28:22 --> 00:28:26: 2014, which really was the the single most important
development

00:28:26 --> 00:28:28: because that triggered.

00:28:28 --> 00:28:33: The the city's ability to actually hire design consultants for

00:28:33 --> 00:28:36: the canoe landing center on the next slide please. So

00:28:36 --> 00:28:39: we were brought in to to work with them on

00:28:39 --> 00:28:43: the project along with the the two school boards. So

00:28:43 --> 00:28:46: our clients were actually the city and the two school

00:28:46 --> 00:28:47: boards.

00:28:47 --> 00:28:50: This is a sort of pie chart that gives you

00:28:50 --> 00:28:53: an idea of how this the space is assigned in

00:28:53 --> 00:28:57: this facility. It's it's almost one third, one third, one

00:28:57 --> 00:29:00: third between the two schools in the Community Center in

00:29:01 --> 00:29:04: a smaller portion for the child care center. Next slide

00:29:04 --> 00:29:09: please. The costs are slightly differently apportioned

00:29:09 --> 00:29:12: depending on the

00:29:12 --> 00:29:14: complexity of the program and the cost per square foot

00:29:14 --> 00:29:18: that was projected for.

00:29:18 --> 00:29:21: Each particular component which you see on the next the

00:29:21 --> 00:29:25: following slide. So we had a slightly higher cost per

00:29:25 --> 00:29:28: square foot for the Community Center and the childcare as

00:29:28 --> 00:29:33: opposed to the schools at the time next slide.

00:29:33 --> 00:29:35: And in 2014, we were brought on board as the

00:29:35 --> 00:29:39: design consultant. So all of this in all of this

00:29:39 --> 00:29:42: public realm development is occurring. Residential towers

00:29:42 --> 00:29:45: are coming up

00:29:45 --> 00:29:49: around you, people are walking the streets in the

00:29:49 --> 00:29:51: neighborhood

00:29:51 --> 00:29:54: and the first thing they're asking is where's our new

00:29:54 --> 00:29:57: Community Center, where's our schools? Because there had

00:29:57 --> 00:29:59: been a

00:29:59 --> 00:30:03: lot of chatter about that. People knew that it was

00:30:03 --> 00:30:07: coming. But at the same time, you know, to pull

00:30:07 --> 00:30:10: together the city and the two school boards and to

00:30:10 --> 00:30:14: sort of go through all the detailed.

00:30:14 --> 00:30:17: Planning and understanding about how this building, you

00:30:17 --> 00:30:19: know was

00:30:19 --> 00:30:24: to be not only designed but functioned and operated and

00:30:24 --> 00:30:26: so on. It really took some time to sort of

00:30:26 --> 00:30:28: flush out you know the, the, the development of that

00:30:28 --> 00:30:30: Next slide please. But we did, we did start that

00:30:30 --> 00:30:32: work looking at the city's.

00:30:32 --> 00:30:34: Boundary plans or the secondary plan for the neighborhood

00:30:34 --> 00:30:36: which

00:30:36 --> 00:30:38: I mentioned earlier sort of spelled out in a lot

00:30:26 --> 00:30:29: of detail, You know what some of the urban design
00:30:29 --> 00:30:32: ambitions were in terms of open space, in terms of
00:30:32 --> 00:30:35: connections. Next slide please. We looked at it on a
00:30:35 --> 00:30:38: block by block basis as well too, the sort of
00:30:38 --> 00:30:39: connections across the site.
00:30:40 --> 00:30:44: Where, how the more very importantly actually how the park
00:30:44 --> 00:30:48: could integrate with the Community Center and with the
community
00:30:48 --> 00:30:52: landing project to make it look as one entirely seamless
00:30:52 --> 00:30:57: project that had been conceptualized originally and together.
So next
00:30:57 --> 00:31:01: slide please, These are some very basic level sort of
00:31:01 --> 00:31:05: walking plans to give you an idea of what's shared.
00:31:05 --> 00:31:06: So I mean.
00:31:06 --> 00:31:09: The whole notion is to be able to share space,
00:31:09 --> 00:31:12: to be able to get better lives, utilization of space
00:31:12 --> 00:31:15: to, you know, to offer the community more than what
00:31:15 --> 00:31:18: we could have done had three or four separate buildings
00:31:18 --> 00:31:21: been developed. When it comes down to sharing education
facilities,
00:31:21 --> 00:31:26: both school boards essentially share all educational facilities.
The only
00:31:26 --> 00:31:29: thing that they have exclusive to themselves are a main
00:31:29 --> 00:31:32: entrance from the from the street. They share some office
00:31:32 --> 00:31:35: space and some staff space, but other than that.
00:31:35 --> 00:31:38: They share all spaces in the school and and those
00:31:38 --> 00:31:41: spaces can be adjusted on a on a yeartoyear basis
00:31:41 --> 00:31:45: depending on projected enrollment. So it gives a huge
amount
00:31:45 --> 00:31:48: of flexibility in terms of their ability to kind of
00:31:48 --> 00:31:52: adjust to a demographic changes within the community as
well
00:31:52 --> 00:31:55: too. So both schools have around 500 students each, so
00:31:55 --> 00:31:58: it's a fairly large elementary school JK to 8.
00:31:59 --> 00:32:03: Junior kindergarten to grade 8 of about 1011 hundred
students
00:32:03 --> 00:32:06: and then the Community Center in the blue at the
00:32:06 --> 00:32:09: top of the page provides all the sort of I
00:32:09 --> 00:32:14: know, age in place, local community infrastructure
programming that that
00:32:14 --> 00:32:17: you would hope to have in a community like this
00:32:17 --> 00:32:18: and even more.
00:32:19 --> 00:32:22: And that is also shared with the school, particularly areas
00:32:22 --> 00:32:26: like the gymnasiums and and spaces where you know they're

00:32:26 --> 00:32:29: not used all the time but they can be programmed,
00:32:29 --> 00:32:32: you know, depending on the time of day. Next slide,
00:32:32 --> 00:32:35: please. It's a very complex sort of layering of spaces
00:32:35 --> 00:32:38: as well too as they said the schools are sharing
00:32:38 --> 00:32:41: a lot of space but also the Community Center and
00:32:41 --> 00:32:45: the the schools also share connections between the two
facilities.
00:32:45 --> 00:32:46: Next slide.
00:32:51 --> 00:32:55: So canoe landing facility starts, we start construction of that
00:32:55 --> 00:33:00: in in 2017. The additional residential towers are still
happening
00:33:00 --> 00:33:03: at the time, but we're getting towards the end of
00:33:03 --> 00:33:08: the, I would say the multi residential development window
that's
00:33:08 --> 00:33:12: that's occurred within this neighborhood. Next slide please.
00:33:14 --> 00:33:17: And just a few slides of what what came out
00:33:17 --> 00:33:19: of this. You know, there was a lot, a lot
00:33:19 --> 00:33:23: of emphasis on the architectural side of things to try
00:33:23 --> 00:33:26: to showcase the, you know, the, the functionality of what's
00:33:26 --> 00:33:29: going on within the center. This is a view of
00:33:29 --> 00:33:32: the Community Center. Some of the spaces in behind the
00:33:32 --> 00:33:36: glass that you see include the gymnasium, an upper level
00:33:36 --> 00:33:37: walking running track.
00:33:37 --> 00:33:41: There's some other spaces along the right hand side which
00:33:41 --> 00:33:43: are St. level views into some of the more unique
00:33:44 --> 00:33:46: spaces in the facility. Next slide please.
00:33:49 --> 00:33:53: As I mentioned earlier, merging the facility with the park
00:33:53 --> 00:33:55: was a central theme to what we were trying to
00:33:55 --> 00:33:59: achieve. We saw every sort of surface being very valuable
00:33:59 --> 00:34:02: being a downtown urban site. So the roof in particular
00:34:02 --> 00:34:05: was a prime candidate for looking at how do we
00:34:05 --> 00:34:09: kind of capitalize on you know, using that roof surface
00:34:09 --> 00:34:12: for, for functional needs for for the community as well
00:34:12 --> 00:34:16: as potentially to also visually green the facility so that
00:34:16 --> 00:34:19: people who are in those towers above looking down.
00:34:19 --> 00:34:23: On the center really kind of understand you know that
00:34:23 --> 00:34:26: this is this is a building which you know has
00:34:26 --> 00:34:30: functionality not only within it but on top of it
00:34:30 --> 00:34:33: and beside it next slide. So those sorts of things
00:34:33 --> 00:34:38: included basketball courts, running tracks. We have yoga
studios, we
00:34:38 --> 00:34:42: have some a green terrace that faces out on towards
00:34:42 --> 00:34:42: the park.

00:34:43 --> 00:34:46: There's a lot of a lot of emphasis in terms
00:34:46 --> 00:34:50: of improve public realm along your edges of the building
00:34:50 --> 00:34:53: and also it within the courtyard of the of the
00:34:53 --> 00:34:57: school and the Community Center as well to some very
00:34:57 --> 00:35:02: interesting purpose build creative play areas as well. Next
slide,
00:35:02 --> 00:35:06: the active roof, basketball court multipurpose next slide.
00:35:09 --> 00:35:12: Many are a few shots of what you're looking at
00:35:12 --> 00:35:14: inside. So again, these are of a quality level that
00:35:14 --> 00:35:17: the schools could not afford on their own. And through
00:35:17 --> 00:35:20: this sort of the, the collocation with the city, we're
00:35:20 --> 00:35:23: able to sort of raise the bar in terms of
00:35:23 --> 00:35:26: the quality and the extent of facilities as well too.
00:35:26 --> 00:35:28: Next slide, what we were really happy with is that
00:35:29 --> 00:35:32: the facility that canoe landing started to attract other
potential.
00:35:34 --> 00:35:37: I would say stakeholders and in this particular case it
00:35:37 --> 00:35:41: attracted the local Science Center to create some active
learning
00:35:41 --> 00:35:43: space for all of the kids who are in the
00:35:43 --> 00:35:47: community that would not normally have these kinds of
facilities
00:35:47 --> 00:35:50: in in this particular part of the downtown core. So
00:35:50 --> 00:35:52: this becomes a I would say an addon partner with
00:35:52 --> 00:35:56: the Science Center looking at kinetic play, looking at different
00:35:56 --> 00:36:00: creative play opportunities within the center. Next slide.
00:36:01 --> 00:36:05: It also create an opportunity to create event space for
00:36:05 --> 00:36:12: other seasonal events or through local partnerships with
nonforprofit agencies,
00:36:12 --> 00:36:17: such as an agency called the Bentway, which essentially is
00:36:17 --> 00:36:22: an organization which promotes and helps program public
open space
00:36:22 --> 00:36:25: in areas around this particular site.
00:36:26 --> 00:36:29: Such as under the local Expressway which forms the South
00:36:29 --> 00:36:33: side of the site, so, So again bringing all of
00:36:33 --> 00:36:37: these facilities under one roof triggered another sort of
evolution
00:36:37 --> 00:36:41: of partnerships with non for profits as well as other
00:36:41 --> 00:36:45: government sectors which we were really kind of delighted
and
00:36:45 --> 00:36:48: happened very organically as well. Next slide.
00:36:50 --> 00:36:53: So I mean even simple things like how you kind
00:36:53 --> 00:36:57: of connect the facilities were very purposefully kind of
considered

00:36:57 --> 00:37:00: with, you know, trying to treat every kind of view

00:37:00 --> 00:37:04: corridor with with consideration to the public realm with bridges

00:37:04 --> 00:37:07: and openness. And certainly you know, the feeling that you

00:37:07 --> 00:37:11: could actually walk anywhere around this facility and feel that

00:37:11 --> 00:37:14: you're in either a park or an urban Plaza.

00:37:15 --> 00:37:19: We've introduced arts, basically public art into some of these

00:37:19 --> 00:37:22: spaces as well too as part of the transition between

00:37:22 --> 00:37:26: those areas. Next slide please, creative places around where the

00:37:26 --> 00:37:30: school is. Again, these would normally not be provided and

00:37:30 --> 00:37:33: had had we looked at a different site that they

00:37:33 --> 00:37:37: created opportunities to kind of think outside the box because

00:37:37 --> 00:37:39: of the nature of the partnership.

00:37:40 --> 00:37:44: Including an opportunity to showcase Indigenous culture on one side

00:37:44 --> 00:37:48: of the school, which was a public art Commission piece

00:37:48 --> 00:37:51: that also becomes part of a linear park experience along

00:37:51 --> 00:37:55: the South side of New Landing Okay. I'll just pass

00:37:55 --> 00:37:58: through this Yvonne, I think we're running low on time.

00:37:58 --> 00:38:02: So shared use agreements, last, last bits and pieces were

00:38:02 --> 00:38:06: some final towers which are under construction right now. 70

00:38:06 --> 00:38:08: story towers towards the right.

00:38:08 --> 00:38:12: That started a little construction a couple of years ago.

00:38:12 --> 00:38:15: Next slide please. We opened up to new landing in

00:38:15 --> 00:38:18: the middle of a pandemic unfortunately at in 2021. So

00:38:18 --> 00:38:21: we're still looking at a lot of masks, but I

00:38:21 --> 00:38:24: think the the certainly the respond back from the community

00:38:24 --> 00:38:28: has been just outstanding and the comment comes could we

00:38:28 --> 00:38:31: have not had this a lot sooner because it is

00:38:31 --> 00:38:34: a tremendous asset within the community. I think the

00:38:34 --> 00:38:37: counselor

00:38:34 --> 00:38:37: kind of summed it up nice with this quotation as

00:38:37 --> 00:38:38: well too.

00:38:38 --> 00:38:42: Given the nature of the housing stock within this, within

00:38:42 --> 00:38:45: this vertical community, so so there's a lot of really

00:38:45 --> 00:38:48: good things to learn out of this. I'm happy to

00:38:48 --> 00:38:52: talk about lessons learned afterwards, but I think the net

00:38:52 --> 00:38:52: benefit.

00:38:53 --> 00:38:56: The overall net benefit to this is all about kind

00:38:56 --> 00:38:59: of creating community. A community that you can grow up

00:38:59 --> 00:39:02: in, the community that you can age in. A community

00:39:02 --> 00:39:05: you can walk to, whether or not it's, you know,

00:39:05 --> 00:39:08: to the park, to join yoga with all of your

00:39:08 --> 00:39:12: neighbors or within the Community Center itself, and to take

00:39:12 --> 00:39:15: you to all the, you know, all the functional programming

00:39:15 --> 00:39:18: areas that the this facility has to offer.

00:39:22 --> 00:39:23: That's all for me. Thanks, Yvonne.

00:39:28 --> 00:39:32: Thank you, Paul. So we're going to teleport everybody to

00:39:32 --> 00:39:33: Helsinki.

00:39:39 --> 00:39:40: Hello.

00:39:50 --> 00:39:50: Can you see my screen?

00:39:52 --> 00:39:54: Yes, I can see your screen and.

00:39:55 --> 00:39:59: Yes. Oh, we are in Helsinki. Yes, good. Good evening

00:39:59 --> 00:40:04: from Helsinki and it's Paul. It was really interesting and

00:40:04 --> 00:40:08: inspiring to to listen and to see your your case

00:40:08 --> 00:40:12: and how you have built communities. How, yes, how do

00:40:12 --> 00:40:16: you how you have built communities where there.

00:40:17 --> 00:40:22: Different ages of people can meet and how the school

00:40:22 --> 00:40:28: and and and their early childhood education services integral

00:40:28 --> 00:40:32: part

00:40:32 --> 00:40:37: of that kind of heart of the community and and

00:40:37 --> 00:40:41: my my my presentation or my contribution to this discussion

00:40:41 --> 00:40:46: is about learning how do we design and and how

00:40:47 --> 00:40:51: do we utilize it educational spaces and and learning spaces.

00:40:51 --> 00:40:56: As I was introduced, so I'm I'm an educator, I'm

00:40:56 --> 00:41:02: not a city planner, I'm not an architecture, I'm an

00:41:02 --> 00:41:06: educator and and in my development service unit, our

00:41:06 --> 00:41:11: responsibility

00:41:11 --> 00:41:12: is to think of how if, what are the pedicritical

00:41:12 --> 00:41:18: principles or objectives we want to receive and how our

00:41:18 --> 00:41:22: schools.

00:41:22 --> 00:41:28: Are supporting this development or so this kind of not

00:41:28 --> 00:41:32: only act in academics but also in in social and

00:41:32 --> 00:41:36: in most learning but and but let's start my presentation

00:41:36 --> 00:41:41: with a video from one of our district that we

00:41:41 --> 00:41:43: have a in in Helsinki harbor called Kalasatama.

00:41:43 --> 00:41:49: Marjo, you're still on mute. We can't hear you.

00:41:49 --> 00:41:52: Sorry. OK, let's start again. So that film was from

00:41:52 --> 00:41:56: one of our.

00:41:56 --> 00:42:00: New one of our newest districts called SATA Kalasatama and

00:42:00 --> 00:42:05: and in that video you you had you kind of

00:42:05 --> 00:42:10: peep to see how how our school days are arranged

00:42:10 --> 00:42:15: and how do we use the whole city as learning

00:42:15 --> 00:42:20: place and space but I'll I'll I'll come to that

00:42:20 --> 00:42:25: later a bit in more detail.

00:45:09 --> 00:45:14: When we are talking about school building and and city
00:45:14 --> 00:45:18: design, so, so in Helsinki and and also in in
00:45:18 --> 00:45:23: in Finland in general. So city planning is in the
00:45:23 --> 00:45:27: hands of the local authorities and in in the city
00:45:28 --> 00:45:33: of Helsinki we have an urban environment and traffic division.
00:45:33 --> 00:45:36: Who are this responsible of doing?
00:45:37 --> 00:45:42: Long term city plan that is 10 years ahead and
00:45:43 --> 00:45:48: then a local local city plan and and local master
00:45:48 --> 00:45:53: plan and local detail plan and then St. and park
00:45:53 --> 00:45:59: plans and part of this planning process. So if you
00:45:59 --> 00:46:04: can turn to the next slide, so in this slide.
00:46:07 --> 00:46:12: Can you change the slide please? So in this slide
00:46:12 --> 00:46:18: you can see how our school and daycare centers kind
00:46:18 --> 00:46:22: of how they are integrated in the city in the
00:46:22 --> 00:46:27: pick a picture of city planning, so when, when we
00:46:28 --> 00:46:28: start.
00:46:29 --> 00:46:33: Or or when in our city when we start the
00:46:33 --> 00:46:37: 10 years planned. So always the first thing we do
00:46:37 --> 00:46:41: and look is what kind of in what kind of
00:46:41 --> 00:46:46: houses there will be, what type of families they will
00:46:46 --> 00:46:51: be and what is the need of educational services our.
00:46:51 --> 00:46:55: Approach is as even I said in the beginning. So
00:46:55 --> 00:47:00: we are focusing on the neighborhood and neighborhood
services and
00:47:00 --> 00:47:04: and basic education pre primary and secondary as with the
00:47:04 --> 00:47:09: early child education service they are local neighborhood
services. So
00:47:09 --> 00:47:12: when our city planners start to do the planning 10
00:47:13 --> 00:47:17: years before the actual construction starts. So we always
have
00:47:17 --> 00:47:19: look at our data and look.
00:47:20 --> 00:47:24: What type of schools and how many schools do we
00:47:24 --> 00:47:27: need in the in that in that area and not
00:47:27 --> 00:47:31: only in that area of course we are looking at
00:47:31 --> 00:47:34: the whole city and we have this kind of 10
00:47:34 --> 00:47:40: years plan plans for the whole city development. But
specifically
00:47:40 --> 00:47:44: when we are constructing a new new area or so
00:47:44 --> 00:47:47: then we look the need of the school and very.
00:47:48 --> 00:47:54: In the very early states we include the peracrotical plan
00:47:54 --> 00:47:59: when we start to plan our schools, and the peracrotical
00:47:59 --> 00:48:04: plan is a starting point also for to include our
00:48:04 --> 00:48:11: our inhabitants and teachers and principals to this planning

planning

00:48:11 --> 00:48:12: process.

00:48:12 --> 00:48:16: On the right hand side you can see that how

00:48:16 --> 00:48:19: does I don't go in in we can come to

00:48:19 --> 00:48:22: this picture later on I I don't go in into

00:48:23 --> 00:48:25: details but on that this.

00:48:25 --> 00:48:29: Pink boxes you can see how does the decision making

00:48:29 --> 00:48:33: happens at the city level when we start to do

00:48:33 --> 00:48:36: in the administrative level when we start to do the

00:48:36 --> 00:48:41: preparations for the school buildings. So then we will we

00:48:41 --> 00:48:45: are negotiate we are discussing with our education division

and.

00:48:46 --> 00:48:52: In between education division and urban construction and

traffic division

00:48:52 --> 00:48:55: about the need what do we need for that district

00:48:55 --> 00:49:00: And then our politicians are very early included in the

00:49:00 --> 00:49:04: process because all the buildings the the money for the

00:49:04 --> 00:49:08: buildings in our city and in our country comes from

00:49:08 --> 00:49:11: the taxi pay payers as all the.

00:49:11 --> 00:49:17: Education services are publicly funded and the the funds

come

00:49:17 --> 00:49:21: from the city budget in this case. So then our

00:49:21 --> 00:49:25: politicians that that make the decisions how do we use

00:49:25 --> 00:49:29: our budget, how do we allocate it So they are

00:49:29 --> 00:49:34: included also in the process in the very early States

00:49:34 --> 00:49:34: and.

00:49:35 --> 00:49:39: And also when we have the preliminary plan, we include

00:49:39 --> 00:49:43: our, our teachers and other stuff to start to discuss

00:49:43 --> 00:49:46: that what type of school is it about to be

00:49:46 --> 00:49:50: built or even to renovate. And then we do a

00:49:50 --> 00:49:55: development plan, a pedagogical development plan, but also

concerning also

00:49:55 --> 00:50:00: their the building with our, with the participation process with

00:50:00 --> 00:50:01: our.

00:50:01 --> 00:50:05: Our schools and parents, so also the parents are included

00:50:05 --> 00:50:09: or the the people in the from the neighborhood, they

00:50:09 --> 00:50:13: are included in the planning process in the very early

00:50:13 --> 00:50:16: stage and then when the process goes on. So then

00:50:16 --> 00:50:20: we have the real suggestion with the budget budget

estimation

00:50:20 --> 00:50:23: and then in the end it's the city board and

00:50:23 --> 00:50:27: council who approves that that building and and the cost

00:50:27 --> 00:50:30: for the building and then after that.

00:50:31 --> 00:50:35: When the when they have approved that so then starts
00:50:35 --> 00:50:40: their their implementation of the and constructions of the the
00:50:40 --> 00:50:45: school and and the neighborhood and school principals and
and
00:50:45 --> 00:50:49: other stuff are are very much in they are participating
00:50:49 --> 00:50:53: in the planning process and this is because we want
00:50:53 --> 00:50:58: that the neighborhood they they have the ownership they
they
00:50:58 --> 00:50:59: understand that that.
00:51:00 --> 00:51:05: School building that that early childhood education is for
them,
00:51:05 --> 00:51:08: for their children and also we want to listen to
00:51:08 --> 00:51:12: our our, our citizens and and specifically our teachers and
00:51:13 --> 00:51:17: principals opinion how to build a school that is fitting
00:51:17 --> 00:51:17: the.
00:51:18 --> 00:51:21: Is meeting the needs of the area and then the
00:51:21 --> 00:51:25: process goes on that the the furnitures and how to
00:51:25 --> 00:51:29: equip the school. It's it's very much we include our
00:51:29 --> 00:51:32: staff there and then in the end you move in
00:51:32 --> 00:51:36: and then you get feedback afterwards we collect feedback
that
00:51:37 --> 00:51:41: is that functional. Is that school functional is it supporting
00:51:41 --> 00:51:45: the pedacortical and other needs of of our earners. Next
00:51:45 --> 00:51:46: slide please.
00:51:49 --> 00:51:54: And here you can see just one picture of 1
00:51:54 --> 00:51:58: one district as the very same area you the video
00:51:59 --> 00:52:04: was from this Kalasatama district. We it's part of our
00:52:04 --> 00:52:09: smart city planning and in this district we did a
00:52:09 --> 00:52:14: lot of this kind of piloting things how to build.
00:52:16 --> 00:52:22: Neighborhood. It's smart neighborhood where everything is
integrated and how
00:52:22 --> 00:52:27: to use smart technology also in that district. This district
00:52:27 --> 00:52:31: used used to be a harbor filled with the containers
00:52:31 --> 00:52:35: and then the city started to develop this area and
00:52:35 --> 00:52:39: and now it's well almost ready built there. The smart
00:52:39 --> 00:52:44: city initiative started in 20-30 thirteen and ended in 2021.
00:52:45 --> 00:52:50: And in this next slide, please, sorry, just say something
00:52:50 --> 00:52:54: about the previous slide, now that we have had this
00:52:54 --> 00:52:59: kind of experimental face with the city of Kalasatama, district
00:52:59 --> 00:53:04: of Kalasatama. So now we are implementing the same
design
00:53:04 --> 00:53:09: principles to other districts that we are either renewing or
00:53:09 --> 00:53:13: reconstructing or or new districts that we are building.

00:53:14 --> 00:53:18: And then the next slide please. In this picture you

00:53:18 --> 00:53:24: can see the Kala Satama Comprehensive School and also smart

00:53:24 --> 00:53:29: technology and that is a robot bus that there is

00:53:29 --> 00:53:32: no driver, it's an automatically.

00:53:33 --> 00:53:38: Autonomously running bus in that piloting in that smart city

00:53:38 --> 00:53:43: Kalasatama. But my point here is not the robot bus,

00:53:43 --> 00:53:47: but that when we build a school, our approach or

00:53:47 --> 00:53:52: our understanding is that the school is in the heart

00:53:52 --> 00:53:56: of the community and it's quite a bit similar what

00:53:56 --> 00:53:59: Paul said that it's not only.

00:54:00 --> 00:54:04: For use of the school, but the neighborhood can can

00:54:04 --> 00:54:09: also utilize the spaces in the schools and there have

00:54:09 --> 00:54:14: been several also piloting or experiments how how the school

00:54:14 --> 00:54:19: can be even more used by the the neighborhood and

00:54:19 --> 00:54:21: and and and how they can.

00:54:21 --> 00:54:26: After the school activities, so it's it's not empty but

00:54:26 --> 00:54:29: it's kind of almost not 24 hours a day but

00:54:29 --> 00:54:32: but in the evenings when there are no school kids

00:54:33 --> 00:54:36: so then the neighborhood they can come in and utilize

00:54:37 --> 00:54:40: the spaces and and we also as a city city

00:54:40 --> 00:54:44: we also arrange some activities inside there and then.

00:54:45 --> 00:54:50: Sport clubs and and other similar so they can also

00:54:50 --> 00:54:55: utilize that space and the and the school places for

00:54:55 --> 00:55:01: for example for sport activities. Next slide please. One of

00:55:01 --> 00:55:07: our core principles that is strongly linked linked to this

00:55:07 --> 00:55:13: neighborhood approach is that the schools are always located.

00:55:13 --> 00:55:20: In The Walking distance or cycling distance from the home

00:55:20 --> 00:55:27: and nearby every school, there's a playground or sport ground

00:55:27 --> 00:55:33: where where the children can, where they can have physical

00:55:33 --> 00:55:37: activities. It's utmost important.

00:55:38 --> 00:55:42: That during the school they they they go out, they

00:55:42 --> 00:55:47: play, they have this kind of guided sport or sport

00:55:47 --> 00:55:51: activity moments. So that it's not because we know by

00:55:51 --> 00:55:55: by research and and based on research that it's an

00:55:56 --> 00:56:01: utmost important that our children, young ones and the older

00:56:01 --> 00:56:05: ones, they have physical activities. That's how they.

00:56:06 --> 00:56:10: They grow healthy and it's also have an has an

00:56:11 --> 00:56:16: positive impact to their learning. Next one please. When we

00:56:16 --> 00:56:22: are talking about learning environment, so it's not only the

00:56:22 --> 00:56:29: physical learning environment or digital learning environment but we are

00:56:29 --> 00:56:34: looking that as an big entity consisting of physical.

00:56:35 --> 00:56:42: Social and psychological aspects or elements and the school, the

00:56:42 --> 00:56:49: physical school building must support all these activities. So for

00:56:49 --> 00:56:55: example how to support communities and cultures, how to support

00:56:55 --> 00:57:01: collaboration and and being part of the of their of

00:57:01 --> 00:57:04: the community, how to build.

00:57:04 --> 00:57:09: Places and spaces that can be utilized after the school

00:57:09 --> 00:57:13: day and also what type of materials and services do

00:57:13 --> 00:57:17: we offer in our schools. And that also includes the

00:57:17 --> 00:57:22: digital materials and and digital tools that are used in

00:57:22 --> 00:57:26: everyday basis as you could see in in that video.

00:57:26 --> 00:57:31: Our leading principle is that what our learning environment must

00:57:31 --> 00:57:34: as I said previously support.

00:57:34 --> 00:57:41: Oped a particular objectives and it's learner centered. So when

00:57:41 --> 00:57:46: we are designing a school building so we always have

00:57:46 --> 00:57:51: a look that that is this is, is this accessible

00:57:51 --> 00:57:56: to all the learners if they have special needs, if

00:57:56 --> 00:58:01: they need to that they are sufficiently places and spaces

00:58:02 --> 00:58:04: where you can be in.

00:58:04 --> 00:58:10: Quiet and peace and also places and spaces where you

00:58:10 --> 00:58:15: can play and and do things together with your mates.

00:58:16 --> 00:58:21: Next slide please and I already mentioned this but this

00:58:21 --> 00:58:27: is to emphasize our one of our leading principle that

00:58:27 --> 00:58:32: has been for some years that and also approved by

00:58:32 --> 00:58:33: our.

00:58:33 --> 00:58:39: Our politicians that we use, we utilize the whole city

00:58:39 --> 00:58:44: as a place and space for learning and this picture

00:58:44 --> 00:58:48: on the right hand side is from one of our

00:58:49 --> 00:58:55: islands, historical islands and and those pupils they are using

00:58:55 --> 00:58:59: this this kind of mobile map G PS:.

00:59:00 --> 00:59:05: Application and they have some school activities or problems to

00:59:06 --> 00:59:10: be solved and and they go one place to another

00:59:10 --> 00:59:14: and and they do solve things together and create their

00:59:15 --> 00:59:20: learning map also create questions to their mates through this

00:59:20 --> 00:59:22: application and.

00:59:22 --> 00:59:27: And that's how do we also see technology that technology
00:59:27 --> 00:59:32: that we provide our schools and early childhood education
centers

00:59:33 --> 00:59:38: they they must they must support or promote our pericortical
00:59:38 --> 00:59:42: objectives and they are natural and and it just part
00:59:42 --> 00:59:47: of our learning environment but they are not the reason
00:59:47 --> 00:59:51: to use the technology they are there to.
00:59:51 --> 00:59:57: To make the learning more fun and easy and motivate
00:59:57 --> 01:00:02: our pupils in their learning process, next and here in
01:00:02 --> 01:00:08: this and next few slides. So there are some examples
01:00:08 --> 01:00:14: of our learning environment. How do we implement these
principles

01:00:14 --> 01:00:19: of supporting collaboration Co creation?
01:00:19 --> 01:00:24: Using and utilizing the whole city as the learning environment
01:00:24 --> 01:00:28: on the left side and sorry if you can just
01:00:28 --> 01:00:32: go back you can see there that picture is from
01:00:32 --> 01:00:36: from one of our schools. In the middle there is
01:00:36 --> 01:00:40: our one of our amazing new libraries called Audi.
01:00:41 --> 01:00:45: And it it it's not a traditional library, it has
01:00:45 --> 01:00:50: multiply possibilities for the citizens to do different activities.
And

01:00:50 --> 01:00:54: on the right side you can see two boys they
01:00:54 --> 01:00:57: were we are using also the Central Library as a
01:00:57 --> 01:01:01: learning space and next one. And in these pictures you
01:01:01 --> 01:01:05: can see how our pupils for different parts of the
01:01:05 --> 01:01:09: city they can travel. We have a very good and.
01:01:10 --> 01:01:16: Could public infrastructure transport infrastructures and and
our pupils can

01:01:16 --> 01:01:21: travel free during the school days. So we really encourage
01:01:21 --> 01:01:25: our teachers to take the pupils to different parts of
01:01:26 --> 01:01:30: the Helsinki to learn together And these three pictures are
01:01:31 --> 01:01:34: from maker space that has been built to the to
01:01:34 --> 01:01:38: the all the library and and all the library and.
01:01:39 --> 01:01:44: And our pedocortical experts, they do develop this area in
01:01:44 --> 01:01:48: that in in that in that library so that the
01:01:48 --> 01:01:54: teachers can have pedocortical material and and guide guide
books

01:01:54 --> 01:01:58: how to use that space with their pupils and that
01:01:58 --> 01:02:03: is very actively in use every day. Next one, please
01:02:03 --> 01:02:03: one.

01:02:04 --> 01:02:09: We but we don't turn only inside. And actually these
01:02:09 --> 01:02:16: three pictures are pictures from pre primary activities that
happens

01:02:16 --> 01:02:22: all the time outside. They they go outside during the

01:02:22 --> 01:02:27: winter time, even if it's raining. They do eat outside.

01:02:27 --> 01:02:30: We call them forest priest.

01:02:31 --> 01:02:35: Pre primary concept and on the and and and it's

01:02:35 --> 01:02:41: very active it's really active activates the yeah the children's

01:02:41 --> 01:02:47: physical development and and children are very motivated to do

01:02:47 --> 01:02:51: things outside and and even all these kind of pre

01:02:51 --> 01:02:52: primary.

01:02:53 --> 01:02:58: Learning activities as you can see on the right hand

01:02:58 --> 01:03:01: side. So they are done in in the forest and

01:03:01 --> 01:03:05: they use materials from the forest to for example this

01:03:05 --> 01:03:09: is I think this is mathematic lesson. So they use

01:03:09 --> 01:03:13: that and and this is one way of utilizing the

01:03:13 --> 01:03:17: city, whole city as the learning space and really they

01:03:17 --> 01:03:22: are there every day from morning to the afternoon next

01:03:22 --> 01:03:22: one.

01:03:24 --> 01:03:27: But not only that we take our or we we

01:03:27 --> 01:03:31: go outside, go to forest, go to city center, but

01:03:31 --> 01:03:35: we can also build the nature inside a school. And

01:03:35 --> 01:03:38: this is an example of an greenhouse in one of

01:03:38 --> 01:03:40: our comprehensive schools.

01:03:41 --> 01:03:48: In quite demanding social and economical demanding district in in

01:03:48 --> 01:03:55: eastern Helsinki and it's the pupils are taking care of

01:03:55 --> 01:04:01: the plants and they also have some animals there. Next

01:04:01 --> 01:04:06: one please. So to conclude in Helsinki we want to

01:04:06 --> 01:04:10: we in Helsinki we we are really.

01:04:14 --> 01:04:18: These six principles are we are utilizing in in our

01:04:18 --> 01:04:24: different activities and when when thinking of school building or

01:04:24 --> 01:04:28: city planning. So digital Helsinki, as I said it's a

01:04:28 --> 01:04:32: it's a part of our learning but also it means

01:04:32 --> 01:04:35: that we use our data to develop and to design

01:04:35 --> 01:04:38: and develop our districts.

01:04:38 --> 01:04:44: Everything we do must promote sustainable development also in the

01:04:44 --> 01:04:48: infrastructure, but also in in in terms of what we

01:04:48 --> 01:04:53: learn and how do our children learn in everyday basis.

01:04:53 --> 01:04:59: Helsinki is the design word, design capital and that's something

01:04:59 --> 01:05:01: that we are very much.

01:05:02 --> 01:05:07: Proud of and also that's something that we also want

01:05:07 --> 01:05:12: to implement when we are designing and developing our school

01:05:12 --> 01:05:17: network innovations and and talent places for our children and

01:05:17 --> 01:05:22: young ones and adults to be innovative innovative and to

01:05:22 --> 01:05:25: and to to to their talent to be so that

01:05:26 --> 01:05:28: their talent can be grow here and.

01:05:30 --> 01:05:34: The best place to learn for everyone, and also how

01:05:34 --> 01:05:39: how arts and culture is, is is included or embedded

01:05:39 --> 01:05:43: in everything what we do, whether it's in the city,

01:05:43 --> 01:05:48: in overall or in our education services. So thank you,

01:05:48 --> 01:05:51: this was my contribution to this discussion.

01:05:56 --> 01:06:00: Thank you module. So this is a very interesting topic.

01:06:00 --> 01:06:04: This is going beyond the traditional wall of an infrastructure

01:06:04 --> 01:06:08: and I think both model really demonstrate the key decision

01:06:08 --> 01:06:12: making and also the vision different way of taking the

01:06:12 --> 01:06:16: project on. Now we have some time for answering questions

01:06:17 --> 01:06:20: from the audience. Bill can turn it to you.

01:06:20 --> 01:06:22: Yeah, you're all done SEC.

01:06:26 --> 01:06:30: Yes. And if you can send the questions from the

01:06:30 --> 01:06:36: audience, but then while that's coming up had a question

01:06:36 --> 01:06:43: about the Publicprivate partnership that was formed. Did that initiate

01:06:43 --> 01:06:50: from public policy from the government or development and developer?

01:06:51 --> 01:06:56: Ideas about how to integrate efficiencies and and provide these

01:06:57 --> 01:07:00: values or or to what extent did it come out

01:07:01 --> 01:07:06: of a process of public participation that really inspired these

01:07:06 --> 01:07:12: ideas or some combination? Can can you describe how that

01:07:12 --> 01:07:15: worked? Paul, do you want to go?

01:07:15 --> 01:07:16: First, sure. Sure. Thanks, Bill.

01:07:17 --> 01:07:20: Yeah, I think in in the in the case of

01:07:20 --> 01:07:24: Canoe Landing, it's an example of the public sector sort

01:07:24 --> 01:07:28: of you know taking a look at how they're going

01:07:28 --> 01:07:33: to deliver community infrastructure in ways that you know have

01:07:33 --> 01:07:36: to be maybe you're outside of the realm of normal.

01:07:37 --> 01:07:40: You know in a in a community like Canoe Landing

01:07:40 --> 01:07:43: the typical process would have been to.

01:07:44 --> 01:07:47: For the city to designate a block for a Community

01:07:47 --> 01:07:50: Center, a block for a child care center, a separate

01:07:50 --> 01:07:53: block for each of the two schools, and so on

01:07:53 --> 01:07:56: and so forth. And I think you know, and and

01:07:56 --> 01:08:00: that's still viable and that's happening all over in many
01:08:00 --> 01:08:03: cities. I'm sure not only Toronto, but but I think
01:08:03 --> 01:08:08: what's what I think was particularly, you know, visionary here
01:08:08 --> 01:08:11: from the public sector was the recognition that you know.
01:08:13 --> 01:08:16: We think they as as a group, thought that they
01:08:16 --> 01:08:20: could actually advance the project, create a better project
and
01:08:20 --> 01:08:24: deliver more to residents in the neighborhood and the
community
01:08:24 --> 01:08:27: than had they been able to try to do it
01:08:27 --> 01:08:28: on their own.
01:08:28 --> 01:08:31: Because, you know, funding may not have been in place
01:08:31 --> 01:08:34: for the schools, for instance not they may not have
01:08:34 --> 01:08:36: been in place for 10 years down the road. And
01:08:36 --> 01:08:39: the other school could have a different funding window as
01:08:39 --> 01:08:42: well too, when the cities and city could be slightly
01:08:42 --> 01:08:45: differently. So I think in this particular case it's, I
01:08:45 --> 01:08:48: think what certainly what triggered it was was a very
01:08:48 --> 01:08:49: ambitious development.
01:08:50 --> 01:08:53: Goal on the part of the private sector to to
01:08:53 --> 01:08:57: create a vertical community downtown and to essentially
create a
01:08:57 --> 01:09:01: number of small units that would encourage you know
particularly
01:09:01 --> 01:09:04: young people to live downtown close to where the all
01:09:04 --> 01:09:07: the action is, close to the universities and so on
01:09:07 --> 01:09:10: and so forth. But I think really what evolved more
01:09:10 --> 01:09:12: out of that at the end of the day was
01:09:12 --> 01:09:16: just a more astute way of delivering community infrastructure
in
01:09:16 --> 01:09:19: a much more comprehensive and much more efficient sort of
01:09:19 --> 01:09:20: way that.
01:09:21 --> 01:09:23: That I, you know, I think the results sort of
01:09:23 --> 01:09:26: speak for themselves and I think, you know, it opened
01:09:26 --> 01:09:29: the box to different ways of thinking about not only
01:09:30 --> 01:09:32: how you develop them, but also how you manage them
01:09:32 --> 01:09:36: in the long term. For instance, I didn't mention this
01:09:36 --> 01:09:39: at the time, but the actual facility is managed by
01:09:39 --> 01:09:41: a third party company. It's not by the unions who
01:09:41 --> 01:09:44: work for the city or unions who work for the
01:09:44 --> 01:09:45: school boards.
01:09:45 --> 01:09:49: It's, it's, it's outsourced to the private sector right, which
01:09:49 --> 01:09:52: creates again a different way of thinking about how we

01:09:52 --> 01:09:55: manage these facilities you know in the in the long
 01:09:55 --> 01:09:58: term as well too because those are major capital kind
 01:09:58 --> 01:10:02: of decisions and or operational decisions that that can come
 01:10:02 --> 01:10:04: back to you know haunt us later on down the
 01:10:04 --> 01:10:07: road. So. So it did trigger a lot of different
 01:10:07 --> 01:10:10: innovation, some of which was forecast, some of it just
 01:10:10 --> 01:10:14: sort of happened organically like I had mentioned with the
 01:10:14 --> 01:10:15: other partnerships that have.
 01:10:15 --> 01:10:17: Eventually stepped into this project O.
 01:10:17 --> 01:10:20: K thank you and and Marjo I I I think
 01:10:20 --> 01:10:25: we were all impressed when you said that in Helsinki
 01:10:25 --> 01:10:28: they have as a a policy or principle that every
 01:10:28 --> 01:10:33: child has access to a preschool or primary school within
 01:10:33 --> 01:10:37: walking distance as they lay out the city and then
 01:10:37 --> 01:10:41: plan its redevelopment is is is that where it started
 01:10:41 --> 01:10:43: was as a public policy to.
 01:10:46 --> 01:10:49: Even in advance of the end development occurring.
 01:10:50 --> 01:10:53: Well it has been a public policy so long that
 01:10:54 --> 01:10:58: I can't even tell you when it started because even
 01:10:58 --> 01:11:01: when I was at school. So I think that the
 01:11:01 --> 01:11:05: at least the primary was something that it was a
 01:11:05 --> 01:11:10: walking distance maybe it came to our legislations later on
 01:11:10 --> 01:11:13: maybe in the 80s and and the end of 990
 01:11:13 --> 01:11:14: seventies and.
 01:11:15 --> 01:11:19: And it's it's really in our law that the school
 01:11:19 --> 01:11:23: must locate well well okay in some part of Finland
 01:11:23 --> 01:11:27: that is not possible but where the distances are very
 01:11:27 --> 01:11:32: long so then they provide school, school transportation but
 just
 01:11:33 --> 01:11:36: just look at the cities so for if there are
 01:11:36 --> 01:11:38: this kind of certain.
 01:11:39 --> 01:11:43: Kilometers that for the 1st and from 1st and 6th
 01:11:43 --> 01:11:47: graders and then from 7:00 to 9:00 graders. How long
 01:11:47 --> 01:11:50: the what is the maximum length of the school?
 01:11:53 --> 01:11:56: School trip or from home to school and if that's
 01:11:56 --> 01:11:59: it's longer than you have to provide with a school
 01:11:59 --> 01:12:04: transportation. But when we are looking at city of Helsinki
 01:12:04 --> 01:12:07: and other big other big cities. So the really the
 01:12:07 --> 01:12:10: policy is that for primary school it can't be more
 01:12:11 --> 01:12:14: than two kilometers from home and and then and in
 01:12:14 --> 01:12:17: most of the cases it's 1 kilometer or even less.
 01:12:17 --> 01:12:20: So our our school net is very tight.

01:12:21 --> 01:12:26: And and then it's not only that, the distance, but
 01:12:26 --> 01:12:29: also the. It has to be safe.
 01:12:31 --> 01:12:33: It's it's financed by the government.
 01:12:34 --> 01:12:36: And everything is financed by the local government.
 01:12:36 --> 01:12:38: Advance of the development so.
 01:12:38 --> 01:12:43: Yeah, Yeah. So it's from the taxpayers money and and
 01:12:43 --> 01:12:47: that's how this, the city has some control over it.
 01:12:48 --> 01:12:52: Okay, and let me ask one question and quick answers
 01:12:52 --> 01:12:57: if you can. In retrospect, what could have been done
 01:12:57 --> 01:13:04: faster or more efficiently without compromising the beneficial
 outcomes. And
 01:13:04 --> 01:13:05: Paul, you had a.
 01:13:06 --> 01:13:08: 22 Year time horizon.
 01:13:08 --> 01:13:09: Yeah, yeah.
 01:13:09 --> 01:13:11: Rome wasn't built in a day, and neither.
 01:13:11 --> 01:13:14: Exactly. It is as you know any anytime you're innovating
 01:13:14 --> 01:13:17: or trying to do something new, it's going to take
 01:13:17 --> 01:13:19: longer, right. Whether or not it should take 22 years
 01:13:19 --> 01:13:22: or 27 years is another question, but but I think
 01:13:22 --> 01:13:25: you know the work that the, the legwork, the groundwork
 01:13:25 --> 01:13:27: it's been done with canoe landing is very, very.
 01:13:29 --> 01:13:32: Will lead to further developments of this type in the
 01:13:32 --> 01:13:35: City of Toronto. It will lead to other developments of
 01:13:35 --> 01:13:38: its type. I think in other cities you know in
 01:13:38 --> 01:13:41: North America depending on the municipality of course and
 the
 01:13:41 --> 01:13:45: needs of that municipality. The political support is there to
 01:13:45 --> 01:13:48: to promote these kinds of facilities. The gut our local
 01:13:48 --> 01:13:51: government sees that in fact it was just a an
 01:13:51 --> 01:13:54: article in the newspaper the other day from the province
 01:13:54 --> 01:13:57: supporting these sort of colocation facilities.
 01:13:57 --> 01:14:00: So as our land gets a little bit tighter in
 01:14:00 --> 01:14:04: the downtown core, even in the midcore, you know, I
 01:14:04 --> 01:14:08: think that this is definitely, you know, the work that
 01:14:08 --> 01:14:11: we did on Canoe landing is definitely paving the way
 01:14:11 --> 01:14:13: to, you know, to a new typology.
 01:14:14 --> 01:14:17: You know of education as well as you know community
 01:14:17 --> 01:14:19: facilities as well.
 01:14:19 --> 01:14:22: So the proof of concept now will make the next
 01:14:22 --> 01:14:24: next project faster. Good.
 01:14:24 --> 01:14:26: Yeah, and it's like everything. We always sort of look
 01:14:26 --> 01:14:28: at what works, and if this one worked, why would

01:14:28 --> 01:14:30: we try to reinvent that? We would start with that

01:14:30 --> 01:14:32: and try to advance it further, right?

01:14:32 --> 01:14:36: Right, Okay, good. I think we're trying to catch up

01:14:36 --> 01:14:39: on time. So, Yvonne, you needed you wanted to proceed

01:14:39 --> 01:14:42: with Dallas or do we have time for more questions?

01:14:43 --> 01:14:45: So we have one quick questions. We can also find

01:14:46 --> 01:14:48: an opportunity to get back to the audience as well

01:14:49 --> 01:14:52: as primarily the question is about what measures are taking

01:14:52 --> 01:14:55: for kids to travel safe to school on their own

01:14:55 --> 01:14:56: in Helsinki.

01:14:57 --> 01:15:01: Well Helsinki is very interesting and it's very safe place

01:15:01 --> 01:15:04: to live and and we just build their roads and

01:15:04 --> 01:15:08: and walking roads or or sometimes pretty so that we

01:15:08 --> 01:15:10: it's it's safe from.

01:15:12 --> 01:15:16: Looking at the traffic so they don't have to cross

01:15:16 --> 01:15:20: this kind of highways or roads and and then it's

01:15:20 --> 01:15:24: kind of culture in our society that children can walk

01:15:25 --> 01:15:29: along, they don't have to be escort and it's safe

01:15:29 --> 01:15:31: everyone we can assure that.

01:15:32 --> 01:15:35: Yeah. Thank you, Marjo. So now I'm going to introduce

01:15:35 --> 01:15:37: everybody to a local example.

01:15:40 --> 01:15:41: Can you see my screen?

01:15:48 --> 01:15:48: Can.

01:15:53 --> 01:15:54: You hear us?

01:15:59 --> 01:16:03: Tamela, you're on this. Yes, please go ahead. OK.

01:16:03 --> 01:16:07: Great. So Tamela Thornton and I'm here in Dallas, TX,

01:16:07 --> 01:16:10: and hopefully everyone can hear me.

01:16:12 --> 01:16:13: Yeah, you sound great.

01:16:14 --> 01:16:18: Perfect. Well, the reason I'm actually going to going to

01:16:18 --> 01:16:22: give you a presentation from a slightly different perspective in

01:16:22 --> 01:16:26: terms of the a technical assistance panel that our members

01:16:26 --> 01:16:29: participated in as a as a request from the City

01:16:29 --> 01:16:32: of Fort Worth. Next slide, the City of Fort Worth

01:16:32 --> 01:16:36: had a neighborhood has a series of neighborhoods that were

01:16:36 --> 01:16:41: being positioned for redevelopment, the first of them being the

01:16:41 --> 01:16:43: Stop 6 community Stop six was.

01:16:43 --> 01:16:48: Historically an African American neighborhood that was

01:16:48 --> 01:16:52: founded in the

01:16:52 --> 01:16:55: late 1800s and it was somewhat area of Friedman's town

01:16:55 --> 01:16:58: as well as just a an area for small businesses.

01:16:58 --> 01:17:01: And for a number of years it was a very

01:16:58 --> 01:17:02: successful community. And actually in the 1950s there was a

01:17:03 --> 01:17:06: 300 unit public housing complex that was built really to

01:17:07 --> 01:17:10: address some of the challenges of providing housing.

01:17:11 --> 01:17:15: For individuals who were at that time aging in place,

01:17:15 --> 01:17:19: but like many American cities and particularly communities that were

01:17:20 --> 01:17:26: historical African American or minority dominated communities, the neighborhood really

01:17:26 --> 01:17:29: began to decline in the 1980s with an unemployment like

01:17:30 --> 01:17:34: just general disinvestment in crime. And so the challenges that

01:17:34 --> 01:17:38: the city was trying to address was that currently Stop

01:17:38 --> 01:17:40: 6 lacked any major employers.

01:17:41 --> 01:17:44: It had no full service grocery store and there was

01:17:44 --> 01:17:48: no real retail environment in the in a what was

01:17:48 --> 01:17:52: had what had been a strong neighborhood community and it

01:17:52 --> 01:17:56: was essentially not served by the public transit systems. And

01:17:56 --> 01:18:00: so within that context, you're looking at an area about

01:18:01 --> 01:18:04: the study area that that we were tasked as a

01:18:04 --> 01:18:08: technical assistance panel to look at was an area of

01:18:08 --> 01:18:09: about five 5600 people.

01:18:10 --> 01:18:15: Predominantly black and Hispanic and some of the demographics of

01:18:15 --> 01:18:19: the community were really a little bit troubling, which were

01:18:19 --> 01:18:24: actually influential to why there hadn't been significant investment or

01:18:24 --> 01:18:28: reinvestment in the community. We had about 51% of the

01:18:28 --> 01:18:32: residents over the age of 16 were unemployed. The average

01:18:32 --> 01:18:37: household income was about \$24,000 US with an average property

01:18:37 --> 01:18:38: rate of about almost 40%.

01:18:39 --> 01:18:44: Many of the residents didn't have their high school diplomas

01:18:44 --> 01:18:47: or GED's, and many of the children who were in

01:18:47 --> 01:18:51: school were not performing at at grade level. So you

01:18:51 --> 01:18:56: had a whole series of just basic infrastructural questions compounded

01:18:56 --> 01:18:59: by large swaths of vacant land or abandoned homes that

01:18:59 --> 01:19:03: were in need of of redevelopment. So the city, as

01:19:03 --> 01:19:07: part of its planning efforts, had applied for and did

01:19:07 --> 01:19:07: receive a.

01:19:08 --> 01:19:14: Community Neighborhood Reinvestment Grant from the federal government of of

01:19:15 --> 01:19:19: about \$35 million and the objective of that grant was

01:19:19 --> 01:19:24: to catalyze other development and hopefully generate a 10X

return

01:19:24 --> 01:19:28: on that investment. But as part of that grant, the

01:19:28 --> 01:19:32: city was required to invest about two and a half

01:19:32 --> 01:19:34: \$1,000,000 in.

01:19:34 --> 01:19:40: Non in infrastructure, sidewalks, St. lighting, some just basic

01:19:40 --> 01:19:45: basic

01:19:45 --> 01:19:49: infrastructure and start prepping the area for redevelopment

01:19:49 --> 01:19:54: as part

01:19:54 --> 01:19:58: of the grant. The challenge that the city was facing

01:19:58 --> 01:19:58: was how do we really encourage the community to believe

01:20:00 --> 01:20:04: in their community and to believe that the city is

01:20:04 --> 01:20:08: indeed.

01:20:08 --> 01:20:13: Serious about planning and reinvesting and so they engaged

01:20:13 --> 01:20:16: us

01:20:16 --> 01:20:19: the Urban Land Institute in with our tap to really

01:20:19 --> 01:20:23: support the first neighborhood improvement strategy plan.

01:20:23 --> 01:20:27: This was the

01:20:27 --> 01:20:32: first plan of its kind in the city for the

01:20:32 --> 01:20:37: next slide and the questions that we were that we

01:20:37 --> 01:20:42: were tasked to address were both market issues as well

01:20:42 --> 01:20:46: as funding issues from a market standpoint it was.

01:20:46 --> 01:20:51: What were some of the foundational activities that can be

01:20:51 --> 01:20:55: put in place to really make mixed-use development or

01:20:55 --> 01:20:59: redevelopment

01:20:59 --> 01:21:03: successful in this area which had historically been single

01:21:03 --> 01:21:08: family,

01:21:08 --> 01:21:12: more large acre lots and then what infrastructure was needed

01:21:12 --> 01:21:17: to facilitate that? Secondly, what types of fundings could be

01:21:17 --> 01:21:20: leveraged to facilitate the development and what incentives?

01:21:20 --> 01:21:25: Could the city be looking at to make sure that

01:21:25 --> 01:21:30: those developments were successful? And then as probably

01:21:30 --> 01:21:35: as as

01:21:35 --> 01:21:39: important as anything was to address the community

01:21:39 --> 01:21:44: concerns around

01:21:44 --> 01:21:49: design, connectivity and displacement, which is how do you

01:21:49 --> 01:21:54: create

01:21:54 --> 01:21:59: an environment that has the capacity to support the advocate

01:21:59 --> 01:22:04: for itself but also doesn't because it was so under

01:22:04 --> 01:22:09: a underinvested but also had significant opportunities with

01:22:09 --> 01:22:14: vacant land?

01:22:14 --> 01:22:19: That it doesn't just become a a spot for gentrification

01:22:19 --> 01:22:24: and major displacement. So given that the tap went through

01:22:24 --> 01:22:29: a series of of stakeholder interviews and and just as

01:22:29 --> 01:22:34: background, our taps are really three day planning exercises

01:21:45 --> 01:21:49: and
01:21:49 --> 01:21:54: so they are very intensive. We pulled together a panel
01:21:54 --> 01:21:58: of 12 to 15 design construction development professionals.
01:21:58 --> 01:22:02: And over the course of 2 1/2 days, interview approximately
01:22:02 --> 01:22:06: 70 community residents, stakeholders, just to kind of get their
01:22:06 --> 01:22:10: ideas and feedback and then pull together this document that
01:22:10 --> 01:22:13: we're looking at. The objective of the tap often is
01:22:13 --> 01:22:17: not to provide the final answer, but it's to provide
01:22:17 --> 01:22:20: the framework that will allow the city and the community
01:22:20 --> 01:22:23: to continue to work together on what should be a
01:22:23 --> 01:22:27: final answer. So you can go to the next slide.
01:22:27 --> 01:22:32: So if we think about, you can do the next
01:22:32 --> 01:22:37: slide, If you think about what we were trying to
01:22:37 --> 01:22:42: address, the first real basic block and tackling questions were
01:22:42 --> 01:22:47: about quality of life and mobility. I mean clearly as
01:22:47 --> 01:22:50: I had mentioned that this area was outside of the
01:22:50 --> 01:22:54: traditional metro transit corridor.
01:22:54 --> 01:22:58: Of the of the city and so levels of service
01:22:58 --> 01:23:02: were were very slow and almost entirely unreliable. So the
01:23:02 --> 01:23:07: question there were two options which the first was to
01:23:07 --> 01:23:11: try and figure out what are some flexible transit options
01:23:11 --> 01:23:11: that can be applied that are that are community focused
01:23:11 --> 01:23:11: and.
01:23:12 --> 01:23:16: Flexible again. So one of the proposals was that we
01:23:16 --> 01:23:20: would provide some ridesharing services and and granted
01:23:20 --> 01:23:23: much of
01:23:23 --> 01:23:27: this was before Lyft and Uber really started taking off.
01:23:27 --> 01:23:31: But even with Lyft and Uber options in the marketplace,
01:23:31 --> 01:23:33: these are neighborhoods where often because of the
01:23:33 --> 01:23:37: perception of
01:23:37 --> 01:23:41: crime in the lack of retail and lack of of
01:23:41 --> 01:23:45: availability and income that we saw earlier, often our Lyft
01:23:45 --> 01:23:50: and Uber resources were slow to respond in these
01:23:50 --> 01:23:54: communities.
01:23:54 --> 01:23:59: So what we were proposing were some multi mobility hubs
01:23:59 --> 01:24:03: that combined transportation modes encouraged bike share
01:24:03 --> 01:24:06: programs because biking
01:24:06 --> 01:24:10: was was becoming more acceptable in the community and
01:24:10 --> 01:24:14: there
01:24:14 --> 01:24:18: were bike paths and parks that were surrounding the
01:24:18 --> 01:24:22: community
01:24:22 --> 01:24:26: that could be that could facilitate that those activities and
01:24:26 --> 01:24:30: incorporate that with some of the ride sharing.

01:24:06 --> 01:24:10: And in addition, just do some basic within the community

01:24:10 --> 01:24:14: block and tackle activities in terms of adding like lighting,

01:24:14 --> 01:24:19: landscaping and Wayfair wayfinding markers in the community a both

01:24:19 --> 01:24:22: to help people navigate as they walked on the new

01:24:22 --> 01:24:26: sidewalks that were being encouraged as well as just starting

01:24:26 --> 01:24:30: to build that baseline infrastructure that is important to.

01:24:30 --> 01:24:34: The community to to start to reclaim history as well

01:24:34 --> 01:24:38: as encourage other people to see the see the areas

01:24:38 --> 01:24:42: as areas that should be right for investment and our

01:24:42 --> 01:24:46: redevelopment. Next slide. Secondly, we had some uses that had

01:24:46 --> 01:24:51: the opportunity to be redeveloped, but the question was is

01:24:51 --> 01:24:55: are they how, how would they be redeveloped? Now you're

01:24:55 --> 01:24:59: looking at the morning market which at one time was.

01:24:59 --> 01:25:03: The market grocer in the in the community, this community

01:25:03 --> 01:25:07: wasn't necessarily going to get a large grocery store and

01:25:07 --> 01:25:10: so we started looking at some different ideas as as

01:25:10 --> 01:25:14: from an adaptive use perspective. Next slide we also started

01:25:14 --> 01:25:18: looking at what it where else should you focus connectivity

01:25:18 --> 01:25:22: bringing infrastructure and broadband to the community looking at at.

01:25:23 --> 01:25:27: Opportunities to provide healthcare, virtual healthcare and

01:25:27 --> 01:25:31: and food delivery

01:25:27 --> 01:25:31: services in the community really with the whole objective of

01:25:31 --> 01:25:34: starting to tie this area back together. So what we've

01:25:34 --> 01:25:37: what we've seen from this investment and I'm not going

01:25:37 --> 01:25:39: to go to the next slides because we've got a

01:25:40 --> 01:25:42: limited time, but what we've seen was that we were

01:25:42 --> 01:25:45: able to give the city and the community a framework

01:25:45 --> 01:25:47: around which to start planning.

01:25:48 --> 01:25:52: Their investments and prioritizing their investments. And so now what

01:25:52 --> 01:25:56: we're starting to see are single family developers. We've seen

01:25:56 --> 01:25:59: a a nonprofit enter the area to provide some of

01:25:59 --> 01:26:03: the Wi-Fi and broadband services with some unique technologies that

01:26:03 --> 01:26:06: are really cutting edge. And then we're also seeing a

01:26:06 --> 01:26:10: little bit more of entrepreneurial activity that's coming together. And

01:26:10 --> 01:26:13: I know as I said we're short on time. So

01:26:13 --> 01:26:16: if anyone would like to talk a little bit more

01:26:16 --> 01:26:16: just about the.

01:26:18 --> 01:26:24: Neighborhood improvement strategy and how taps work with the municipalities

01:26:24 --> 01:26:29: or with private nonprofit organizations to help them think through

01:26:29 --> 01:26:34: the process between engagement and activation. I'm more than available

01:26:34 --> 01:26:36: to have those conversations.

01:26:37 --> 01:26:41: Thank you. Thank you for your presentation. So we're going

01:26:41 --> 01:26:44: to post the recording and also the slide deck on

01:26:44 --> 01:26:47: line and everybody can has the opportunity to assess SO1

01:26:47 --> 01:26:51: quick announcements. We're very excited. We're going to host our

01:26:51 --> 01:26:55: infrastructure forum in Toronto in a week and at that

01:26:55 --> 01:26:58: forum we are going to have opportunity to do a

01:26:58 --> 01:27:00: deep dive on different place type.

01:27:01 --> 01:27:05: So the conversation that we have today talking about community

01:27:05 --> 01:27:08: infrastructure at the forum, we're going to look at other

01:27:08 --> 01:27:12: piece of infrastructure as well. And then lastly is our

01:27:12 --> 01:27:14: next session is in June 8th. Please mark it in

01:27:14 --> 01:27:17: your calendar and feel free to reach out if you

01:27:17 --> 01:27:21: have any questions or any conversation that you would like

01:27:21 --> 01:27:25: to have. With respect to infrastructure. Here's our contact information

01:27:25 --> 01:27:27: and also the website for this initiative.

01:27:28 --> 01:27:31: And thank you everybody for attending and enjoy the rest

01:27:31 --> 01:27:31: of.

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