

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
00:04:37 --> 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,

00:16:58 --> 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:
01:21:49 --> 01:21:54:
01:21:54 --> 01:21:58:
01:21:58 --> 01:22:02:
01:22:02 --> 01:22:06:
01:22:06 --> 01:22:10:
01:22:10 --> 01:22:13:
01:22:13 --> 01:22:17:
01:22:17 --> 01:22:20:
01:22:20 --> 01:22:23:
01:22:24 --> 01:22:27:
01:22:27 --> 01:22:32:
01:22:32 --> 01:22:37:
01:22:37 --> 01:22:42:
01:22:42 --> 01:22:47:
01:22:47 --> 01:22:50:
01:22:50 --> 01:22:54:
01:22:54 --> 01:22:58:
01:22:58 --> 01:23:02:
01:23:02 --> 01:23:07:
01:23:07 --> 01:23:11:
01:23:11 --> 01:23:11:
01:23:12 --> 01:23:16:
01:23:16 --> 01:23:20:

01:23:20 --> 01:23:23:
01:23:23 --> 01:23:27:
01:23:27 --> 01:23:31:

01:23:31 --> 01:23:33:
01:23:33 --> 01:23:37:
01:23:37 --> 01:23:41:

01:23:41 --> 01:23:45:
01:23:45 --> 01:23:50:

01:23:51 --> 01:23:54:

01:23:55 --> 01:23:59:
01:23:59 --> 01:24:03:
01:24:03 --> 01:24:06:

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