Everyone, let's get started. So before we start, we like everybody to build your microphone. We will be taking questions after the speaker presentations. So if you can put those in the chat function. And we also encourage you to take your conversation online and please put a hashtag when you're doing that. So we're very excited today like to introduce you to Rachel McCleary, the Co Executive Director. For ULI to help us kick off the program. Off to you, Rachel.

Thanks, Yvonne. Hi, everyone. So I'm really excited to help welcome you to this infrastructure exchange about aging in the city. I'm Rachel McCleary. I'm coexecutive director for the ULI Lewis Center for Sustainability and Real Estate, which leads the real estate industry in creating places where buildings and the environment thrive. Next slide.

So today we're discussing aging up in the city, how to create places that work for people of all ages, from young children to older people. By focusing on the housing, transportation, and social needs of people at the beginning and at the twilight of their lives, we can ensure that we are building places that work for everyone and helping people live their best lives possible, no matter how old they are.

During today's call, I'm excited for all of us to learn about the strategies used in Helsinki and Toronto and
Dallas to build compact misuse communities. Thanks to Yvonne for putting this series together and to our speakers from across the globe for being here and leading this dialogue. And thanks to all of you for joining us next slide.

And I'd like to especially thank Jim Curtis, whose financial support made this work possible. And he was a true visionary who understood the critical role that infrastructure plays and bringing people together bring economic growth and creating sustainable places. As he said, every single person in the land use process has the real ability to make a visible difference. Next slide.

And now I'm pleased to introduce Craig Lewis. He is the Community Co leader for North America and the global market leader for urbanism and landscape with Callison RTKLA Global planning, architecture, Interiors and Landscape Design firm. For more than 30 years, he's used an interdisciplinary approach to plan and implement the growth and regeneration of urban places across the globe and make them more livable, equitable and sustainable. His work has been recognized with the words from the Congress for New Urbanism, the International Downtown Association, the American Planning Association, and many other organizations. We're honored to have him as the Chair of the ULI Curtis Global Infrastructure Initiative Advisory Board. Craig.

Thank you and good morning, good afternoon and good evening to everyone participating. Again, my name is Craig Lewis. I am with Calson Arctic Cal, actually as of this past Wednesday, now part of Arcadis. So I am officially a member of the Arcadis family and as was mentioned, I do serve as the Global Chair for the Curtis Infrastructure Initiative. This infrastructure initiative was funded through the generosity of the late Jim Curtis, the purpose of which was really to build the the initiative and contribute towards the building of a better future by providing resources of
inspiration, discovery and innovation.

To do this, there's several things that the infrastructure initiative has been working on, both as aggregation of information on the ULO website. There's a ton of information that's on there. A lot of the original research that you see on the screen today, it talks about the building, 15 minutes communities, it's you'll see this in about a week at the spring meeting as well as several other activities conducting technical assistance through local district councils.

And really to build global partnerships and most importantly the exchange is really about funding conversations like we have today.

So the this infrastructure infrastructure exchange conversation is one of the many initiatives that we have, thanks to Jim Curtis. So with that we turn it over.

Thank you, Craig. Hi everyone. I'm Yvonne Young. I'm serving as the Curtis Infrastructure fellow orchestrating this important conversation. We are now in a strategic time where there is progressive policy coming downstream, but also upfront funding. Today we're going to talk about how we can be creative, particularly to introduce holistic community infrastructure in high density neighborhood.

So this is part of the series. We're going to have a series of different conversation, each one focusing on different sets of infrastructure. But the goal is to provide our members with the tools from policies, funding strategies and also some on the ground examples so you can take it back to the project that you're working on. So today we're going to look at. Community infrastructure, particularly looking at how we can combine different services under one facilities, but also thinking about the location of the facilities, the timing of how the facilities is delivered to the community. So that from a service standpoint it will not provide any disruption. In June, we're going
to have two conversation. So after spring meeting we’re going
to look at energy infrastructure and also mobility infrastructure.
So we’re going to start off with providing some of the underground tools. So this is in Ontario. There are
two set of tools that people can leverage to create your business case when you’re working on high density development.
Using this to allocating the funding sources, coordinating the decisions among different stakeholders and also placing them in the right location.
So in Ontario, there are two important piece of document. One is under the planning at the provincial policy statement that set the expectation of complete community. The Ontario government has also done a research a few months ago. The feedback from the research is that people in Ontario, they see the key to improve affordability is to having transit schools and services nearby. So the walkability.
Accessible by walking is very important. The provincial policy statement also provide for clear policy looking at the full range of facilities. So in the past when we are thinking about mixed-use schools, we’re mixing daycare and educational elementary users, but we want to expand that horizon. So I think in today you’re going to see example where the cultural users and social users are also combined in the same facilities.
Their provision, looking at how you can localize the education development, for example, given the amount of condominium or multifamily building coming to the region, how we can use it to provide the space for the schools within a podium.
So we’re going to talk about some of the example as well. And then lastly is about pulling the stakeholder together so there’s policy in place helping people to set expectation.
In terms of how to orderly organize and coordinate on the timing of the investment and also the timing of decisions. So in the United States there is American Rescue
Plan providing for $123 billion are located particularly on education purpose. So these funding are town bound to 2024 and they are a majority of them directly allocated to the local district school board or the County School board. So there's opportunity for that to be creative in terms of introducing nontraditional sets of educational programs. So some of those could be about arts program or STEAM program or technologies. So the webinar we're going to cover looking at Helsinki, how the education program has also used some of these additional enrichment to provide. For elevator sets of experience for the students. And lastly is that there's opportunity particularly focusing on breaching the gap in the underserved neighborhood, knowing that when we are retrofitting, particularly whether it's downtown or some of the core area, those area in the past have a lot of underserved area though there's opportunity to utilize this funding to bridge those needs. And then lastly is about measure success. So this is a new initiative that is established in November 2022 and it's now providing a data set, it provide opportunity to be tangible in terms of how to measure success when it comes to community infrastructure. So some of those is measuring based on the health. Physical education and also reading skills or the overall experience from the education standpoints. So we're sharing you with some of the links and those can potentially help you to elevate your projects. So we're going to look at the two examples today. And the reason why we picked Toronto in and Helsinki is that this is an example of a decision made in 1970s and in 1980s that translate to a new. Culture so in Toronto, Canada back in the 1980s that Concord 8X development was seen City Place, so that is called Can You Landing. That was the first larger scale of condominium developments in Toronto. So the goal is to trans is to transform the downtown area from a traditional
CBD district to live in downtown.

Another example is in Helsinki. So in Helsinki in 1970s it provided the direction to particularly focusing on how to make the whole city transit oriented and walkable. So it has a neighborhood model. So on the top right hand you're going to see the map showing how the fibrate of the older town is repeated across the city are based on the neighborhood model.

So this is a very simple model. Each of the block become a neighborhood and in the middle of the neighborhood is this school with the parks next to it. So now I'm going to turn the floor to William Anderson. So William is part of our infrastructure forum and we have been looking at different ways of introducing practical examples to help our members to be creative especially about introducing infrastructure in high density neighborhood.

And now turn it to you, William. Thank you, Von. Let me introduce our two speakers, Paul and Marjo. Paul Stevens is a Senior Principal with ZAS Architects. He coheads the Toronto studio overseeing all projects in Canada and he's the design director working predominantly on community based cultural and educational projects.

He's the principal in charge of the multi awardwinning Canoe Landing Community Campus in the Fort York neighborhood of Toronto that you'll hear about today and is one of Canada's highest density vertical communities. Paul currently is leading ZAS's architectural team responsible for revitalizing, excuse me, the public realm of Ontario Place.

And and working on the University of Toronto's instructional center, too. He's passive about, well, he's passionate, excuse me, about sustainability with his activity with Passive House 0 carbon design and Mass timber low carbon initiatives. Joining us with Paul is Marjo Kilonen, Director of Development at the City of
And Marjo is passionate about future school concepts, leadership and school culture. She heads Education of Development Services for the City of Helsinki and is former Chief of Education at the General Education Division with over 10 years of experience. She has a PhD in education and defended her doctoral thesis on future school and leadership. And near to her heart is voluntary work. Promoting children's education in developing countries. Currently working in Kenya with NGO's, so we'll proceed with Paul.

Great. Thank you. Thank you very much, William. Good afternoon, everybody. My name is Paul Stevens. I'm a Senior Principal at. We call it Zed AS architects because we're Canadian as opposed to ZAS, which you're American. So I'll correct you on that one on this one occasion, but thanks for having us today. We're really, I'm really looking forward to showcasing what what I believe is a really important piece of community infrastructure that the City of Toronto has developed. It is really, I would say, remarkable.

Feet to pull together all the various stakeholders and all the various agencies that are really critical to formulating, I would say, innovative community infrastructure that supports the needs of walkable communities, the challenges that these downtown communities have in terms of access to good quality park space. Public realm space and excellent quality facilities that that are really going to you know not only encourage people to live downtown, but to stay downtown and to raise their families and to age in place and all of these all of these good things. So with that I'm going to, we're going to run through a few slides I'll showcase a few thoughts that I have about. The canoe landing project, a little bit about how it all happened and there's a lot of moving pieces and we can answer some of the questions perhaps afterwards.
But I'll give you a sort of overview of what it can be all about. Now I'm going to share screen with you, see if this works. How does that look, William? Is it working?

Okay. Great. So with that canoe land and community campus, this is, as I said, a project that's been in the gestation stages for probably almost 3 decades. Believe it or not, Yvonne touched on it in terms of the overall sort of urban planning strategies for walkable downtown communities.

Toronto itself, just for, for those of you don't know very much about Toronto, not only its location kind of critical in terms of its its Position to all the major, major cities in in Canada, but also the fact that it's undergone an an enormous amount of residential intensification in the last 15 or 20 years. The city, if you were here 15 years ago, you wouldn't recognized it in particularly the downtown core. Much of that has been driven by a need and a desire for people to live and work downtown. But it was also I think really critical that the city of Toronto really pushed that.

That agenda and to encourage, you know, I would say transition from brownfield sites like where this site was for canoe landing. This is an aerial view. The Red Square in the center shows you where this new facility was ultimately built.

It's it's Toronto struggled with its sort of adaptation in terms of going from industrial, you know, waterfront course to, you know, livable downtown neighborhoods. One thing to point out on this slide for you, those of you who are Meese Vandero fans, is that the two black towers in the distance at the back of the slider in the central business district and are one of Meese's. Remarkable modernist masterpieces, the TD Center, which was one of the last projects he actually completed before he passed
away

in 69 or 70 I guess was. But anyway

this was the beginning of a kind of a tower

interest in terms of not only office buildings that were

occurred in the downtown Corp, but also I would say

an intensification in terms of the type of residential.

Quality living that people began to express an interest in

you landing, yes.

Your slide's not advancing. Maybe I can do a share

trench. Yes, I can. I can do that for you.

Yeah, you can stop share. I'll do that.

OK, OK. Should should I stop share? Yep. OK, I'll

let you go add then.

Yeah, sometimes it's just different platform.

Yeah.

Okay, so this is what I now you can see

the big black towers in the distance. But anyway, this

was this the the Red Square shows where Canoe Landing

was ultimately built on a on brownfield railway lands that

eventually were transferred over to a developer to really

master

plan a walkable downtown community for about 20,000

people. Next

slide please.

So city places the neighborhood is known in as IS

represents really sizable chunk of the downtown court. It

incorporates

some of the city's major sort of tourist destinations, including

what was formerly known as the Skydome, which is a

multipurpose professional baseball and football stadium

along with the CN

Tower and then a lot of other connections to infrastructure

which includes commuter rail lines.

Other vehicular rail lines close to public transit and so

on. So it's in a really nice kind of sweet

spot in terms of potentially, you know, developing a much

more vibrant downtown urban core for communities. Next

slide please.

So we went from essentially that waterfront shot that I

showed you earlier to something that looks like this this

present day and only really part of of Kenny Lenny

and you can kind of see this sort of intensity

that's occurred here.
The development typology for the residential portions were based on some developer work that was done out in the West Coast of Canada, in Vancouver and Potential in particular, where you end up with a essentially podium type of residential.

Mixed-use structure and along top of that a series of of towers which are fairly slender in terms of their proportion and very in terms of the height. But along with that you could the what we've kind of created here with Canoe Landing is a vertical community that needs to be served with excellent community infrastructure. And the facility in the foreground at the lower level of the park here is the Canoe Landing Community campus that was developed.

Next slide please. So why go through all of this? It seems like a lot of work. It seems like a lot of different players, partners and so on. It comes down to this. I mean we having worked in this sort of sector before, you know, we've certainly seen that there's a tremendous amount of efficiencies that kind of come with these sorts of partnerships.

Not only in terms of how you deliver your particular service, but in terms of the efficiency of development, in terms of the amount required, the can we do better by sharing facilities and build less, not more, all these kinds of good things.

There's clearly evidence that by building larger, more comprehensive facilities like this, you can drive down the overall cost of the project. And in our experience, we've sort of looked at it as being almost a 10, somewhere in the range of 10 to 15% depending on the scale of the project that you're involved with. And very, very, very importantly, the quality. Can we do better by colocating?

All of these facilities under one roof, can we also improve the quality of the design, the architecture, the public realm, all these kinds of good things that come with some of the cost savings and and through that cost savings essentially transfer, you know that value back into the quality of the facility that you couldn't actually do normally
on your own. Have you pursued a project, just your
own project and not collocate So Canoe Landing
incorporates 3
or 4 different.
Partners, two of which are in the education sector. One
is at the child care center and the third one
is a Community Center. Next, Slide please. And it works
out something like this. The City of Toronto owns the
land, owns the facility. They were able to strike a
lease deal with the two school boards that occupy the
building. In in Ontario, we have two publicly funded school
boards.
So they're equitably funded both the public school board as
well as the Catholic school board and then finally a
child care facility that is also integrated within the within
the the programming of the the Community Center. So City
of Toronto owns it.
Longterm lease of these facilities by both the school board,
so an innovative way of ownership structure as well too
that gets around a number of different, a number of
different ownership types of issues. Next slide please. Along
with
that, I I won't get into this in any great
deal, but there's a whole series of development agreements
that
have to occur for a project like this beginning
with what we refer to as an umbrella agreement.
Which essentially sets the sort of the framework for the
overall development of what it is, when it's going to
happen and so on and so forth. And then as
you as you can imagine going through the process, there
would be a number of other very important agreements
including
you know who's going to pay for what, how is
it going to be used in terms of sharing and
ultimately who's going to take care of it over the
life of the overall facility as well too. So
very complex and and something I think that was done.
Particularly well in this case these agreements were actually
flat.
Many of them were flushed out very, very early in
the process as opposed to after the the facility was
designed. Next slide please. So this is where the the
funding for canoe landing comes from is entirely funded through what is known in the City of Toronto as a community benefit charges which are essentially development charges which are levied against the development. On on a case by case basis, that money is collected and in this particular case, which I think was brilliant at the time, was that the City of Toronto collected development charges for construction of the two schools as well too. They were not funded by the provincial government. They were funded through development charges which were collected by the city, which created a tremendous opportunity to have all funding basically consolidated as one capital funding pool to make it happen, as opposed to having to draw it off against various other funding pools or other financial application forms to make it happen. Approximately $85 million was collected and and and held in a reserve fund by the City of Toronto to fund construction and and part of the proviso with that was to ensure that that $85 million was spent in the same community. So it could not be used outside of the City Place neighborhood or outside of this vertical community which was developing. Next slide please. So this is an aerial view of what that $85 million started to work towards. It includes an 8 acre park, Central Park if you want to, if you put it for the for the community. But also it also is a district park for areas outside of the Canoe Landing park site as well too. And. Collectively we we were asked to design a building in 3.32 acres of property as well. So in total we're looking at somewhere around 11 acres centrally located in this new vertical community. Next slide please. So along with the the timeline to this project, we're going to run it along the bottom. I'm not going
to say too much of it, just to give you an idea of when things happen. But one of the most important things that did happen early in the in the project was the development of all of the city planning requirements as it relates to a block plan for the entire neighborhood. So this. Block 31, as it was known as at the time, included the canoe landing site and really set up all of the public realm as well as urban design guidelines for the streets, for the the public realm, outside the park areas, connections to other secondary streets or other neighborhoods, view corridors, all these kinds of good things. Next slide.

And that land, their city place was ultimately or was purchased by a developer called Concord 8X in 1997. And that triggered the, the, the development of the this vertical community that was going to evolve over the course of the next 20 years. Next slide please.

So it begins with some, I would say some not high rise but sort of mid rise towers in the 20 story range, 25 story range in 2000, next slide.

And while they were waiting for buyers to come buying these units, the developer was savvy enough to actually turn the Canoe landing campus site into a temporary golf course which remained in place for about 5 or 6 years interestingly.

Next slide please. In 2007, the first bit of public realm infrastructure started to take place. Canoe Landing Park was was designed and constructed and this became the first sort of public bit of community infrastructure for this new and emerging community. Next slide.

That opens in 2009 and now all of a sudden you know you're seeing people coming out of their living rooms and out into the park areas and a whole series of different types of public spaces both for sport as well As for leisure. Next slide. And then along the way there was development agreements continue to evolve in 2014, which really was the the single most important development
because that triggered.

The city's ability to actually hire design consultants for the canoe landing center on the next slide please. So we were brought in to work with them on the project along with the two school boards. So our clients were actually the city and the two school boards.

This is a sort of pie chart that gives you an idea of how the space is assigned in this facility. It's almost one third, one third, one third between the two schools in the Community Center in a smaller portion for the child care center. Next slide please. The costs are slightly differently apportioned depending on the complexity of the program and the cost per square foot that was projected for. Each particular component which you see on the next the following slide. So we had a slightly higher cost per square foot for the Community Center and the childcare as opposed to the schools at the time next slide.

And in 2014, we were brought on board as the design consultant. So all of this in all of this planning and understanding about how this building, you know, was to be not only designed but functioned and operated and so on. It really took some time to sort of flush out you know the, the, the development of that. Next slide please. But we did, we did start that work looking at the city's Boundary plans or the secondary plan for the neighborhood which I mentioned earlier sort of spelled out in a lot.
of detail, You know what some of the urban design
ambitions were in terms of open space, in terms of
connections. Next slide please. We looked at it on a
block by block basis as well too, the sort of
connections across the site.
Where, how the more very importantly actually how the park
could integrate with the Community Center and with the
community
landing project to make it look as one entirely seamless
project that had been conceptualized originally and together.
So next
slide please, These are some very basic level sort of
walking plans to give you an idea of what's shared.
So I mean.
The whole notion is to be able to share space,
to be able to get better lives, utilization of space
to, you know, to offer the community more than what
we could have done had three or four separate buildings
been developed. When it comes down to sharing education
facilities,
both school boards essentially share all educational facilities.
The only
thing that they have exclusive to themselves are a main
entrance from the from the street. They share some office
space and some staff space, but other than that.
They share all spaces in the school and and those
spaces can be adjusted on a on a yeartoyear basis
depending on projected enrollment. So it gives a huge
amount
of flexibility in terms of their ability to kind of
adjust to a demographic changes within the community as
well
too. So both schools have around 500 students each, so
it's a fairly large elementary school JK to 8.
Junior kindergarten to grade 8 of about 1011 hundred
students
and then the Community Center in the blue at the
top of the page provides all the sort of I
know, age in place, local community infrastructure
programming that that
you would hope to have in a community like this
and even more.
And that is also shared with the school, particularly areas
like the gymnasiums and and spaces where you know they're
not used all the time but they can be programmed, you know, depending on the time of day. Next slide, please. It's a very complex sort of layering of spaces as well too as they said the schools are sharing a lot of space but also the Community Center and the schools also share connections between the two facilities. Next slide.

So canoe landing facility starts, we start construction of that in 2017. The additional residential towers are still happening at the time, but we're getting towards the end of the, I would say the multi residential development window that's occurred within this neighborhood. Next slide please.

And just a few slides of what what came out of this. You know, there was a lot, a lot of emphasis on the architectural side of things to try to showcase the, you know, the, the functionality of what's going on within the center. This is a view of the Community Center. Some of the spaces in behind the glass that you see include the gymnasium, an upper level walking running track. There's some other spaces along the right hand side which are St. level views into some of the more unique spaces in the facility. Next slide please.

As I mentioned earlier, merging the facility with the park was a central theme to what we were trying to achieve. We saw every sort of surface being very valuable being a downtown urban site. So the roof in particular was a prime candidate for looking at how do we kind of capitalize on you know, using that roof surface for, for functional needs for for the community as well as potentially to also visually green the facility so that people who are in those towers above looking down.

On the center really kind of understand you know that this is this is a building which you know has functionality not only within it but on top of it and beside it next slide. So those sorts of things included basketball courts, running tracks. We have yoga studios, we have some a green terrace that faces out on towards the park.
There's a lot of emphasis in terms of improve public realm along your edges of the building and also it within the courtyard of the of the school and the Community Center as well to some very interesting purpose build creative play areas as well. Next slide,

the active roof, basketball court multipurpose next slide.

Many are a few shots of what you're looking at inside. So again, these are of a quality level that the schools could not afford on their own. And through this sort of the, the collocation with the city, we're able to sort of raise the bar in terms of the quality and the extent of facilities as well too.

Next slide, what we were really happy with is that the facility that canoe landing started to attract other potential. I would say stakeholders and in this particular case it attracted the local Science Center to create some active learning space for all of the kids who are in the community that would not normally have these kinds of facilities in this particular part of the downtown core. So this becomes a I would say an addon partner with the Science Center looking at kinetic play, looking at different creative play opportunities within the center. Next slide.

It also create an opportunity to create event space for other seasonal events or through local partnerships with nonprofit agencies, such as an agency called the Bentway, which essentially is an organization which promotes and helps program public open space in areas around this particular site.

Such as under the local Expressway which forms the South side of the site, so, So again bringing all of these facilities under one roof triggered another sort of evolution of partnerships with non for profits as well as other government sectors which we were really kind of delighted and happened very organically as well. Next slide.

So I mean even simple things like how you kind of connect the facilities were very purposefully kind of considered
with, you know, trying to treat every kind of view corridor with with consideration to the public realm with bridges and openness. And certainly you know, the feeling that you could actually walk anywhere around this facility and feel that you're in either a park or an urban Plaza. We've introduced arts, basically public art into some of these spaces as well too as part of the transition between those areas. Next slide please, creative places around where the school is. Again, these would normally not be provided and had had we looked at a different site that they created opportunities to kind of think outside the box because of the nature of the partnership. Including an opportunity to showcase Indigenous culture on one side of the school, which was a public art Commission piece that also becomes part of a linear park experience along the South side of New Landing Okay, I'll just pass through this Yvonne, I think we're running low on time. Including an opportunity to showcase Indigenous culture on one side of the school, which was a public art Commission piece that also becomes part of a linear park experience along the South side of New Landing Okay, I'll just pass through this Yvonne, I think we're running low on time. So shared use agreements, last, last bits and pieces were some final towers which are under construction right now. 70 story towers towards the right. That started a little construction a couple of years ago. Next slide please. We opened up to new landing in the middle of a pandemic unfortunately at in 2021. So we're still looking at a lot of masks, but I think the the certainly the respond back from the community has been just outstanding and the comment comes could we have not had this a lot sooner because it is a tremendous asset within the community. I think the counselor kind of summed it up nice with this quotation as well too. Given the nature of the housing stock within this, within this vertical community, so so there's a lot of really good things to learn out of this. I'm happy to talk about lessons learned afterwards, but I think the net benefit. The overall net benefit to this is all about kind of creating community. A community that you can grow up in, the community that you can age in. A community you can walk to, whether or not it's, you know,
to the park, to join yoga with all of your neighbors or within the Community Center itself, and to take you to all the, you know, all the functional programming areas that this facility has to offer.

That's all for me. Thanks, Yvonne.

Thank you, Paul. So we're going to teleport everybody to Helsinki.

Can you see my screen?

Yes, I can see your screen and.

Yes. Oh, we are in Helsinki. Yes, good. Good evening from Helsinki and it's Paul. It was really interesting and inspiring to to listen and to see your case and how you have built communities. How, yes, how do you how you have built communities where there.

Different ages of people can meet and how the school and their early childhood education services integral part of that kind of heart of the community and and my my presentation or my contribution to this discussion is about learning how do we design and and how do we utilize it educational spaces and and learning spaces.

As I was introduced, so I'm I'm an educator, I'm not a city planner, I'm not an architecture, I'm an educator and and in my development service unit, our responsibility is to think of how if, what are the pedricritical principles or objectives we want to receive and how our schools.

Are supporting this development or so this kind of not only act in academics but also in in social and in most learning but and but let's start my presentation with a video from one of our district that we have a in Helsinki harbor called Kalasatama.

Marjo, you're still on mute. We can't hear you. Sorry. OK, let's start again. So that film was from one of our.

New one of our newest districts called SATA Kalasatama and in that video you you had you kind of peep to see how our school days are arranged and how do we use the whole city as learning place and space but I'll I'll come to that later a bit in more detail.
When we are talking about school building and city design, so, so in Helsinki and also in Finland in general. So city planning is in the hands of the local authorities and in the city of Helsinki we have an urban environment and traffic division.

Who are this responsible of doing? Long term city plan that is 10 years ahead and then a local city plan and and local master plan and local detail plan and then St. and park plans and part of this planning process. So if you can turn to the next slide, so in this slide. Can you change the slide please? So in this slide you can see how our school and daycare centers kind of how they are integrated in the city in the start. Or or when in our city when we start the 10 years planned. So always the first thing we do and look is what kind of in what kind of houses there will be, what type of families they will be and what is the need of educational services our. Approach is as even I said in the beginning. So specifically when our city planners start to do the planning 10 years before the actual construction starts. So we always have look at our data and look. What type of schools and how many schools do we need in the in that in that area and not only in that area of course we are looking at the whole city and we have this kind of 10 years plan plans for the whole city development. But specifically when we are constructing a new new area or so then we look the need of the school and very. In the very early states we include the peracrotical plan when we start to plan our schools, and the peracrotical plan is a starting point also for to include 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
00:48:46 --> 00:48:52: In between education division and urban construction and
00:48:52 --> 00:48:55: traffic division
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
00:49:17 --> 00:49:21: come 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
00:49:55 --> 00:50:00: concerning also
00:50:00 --> 00:50:01: their the building with our, with the participation process with
00:50:01 --> 00:50:05: our.
00:50:05 --> 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
00:50:20 --> 00:50:23: estimation
00:50:23 --> 00:50:27: and then in the end it's the city board and
00:50:27 --> 00:50:30: council who approves that that building and and the cost
00:50:30 --> 00:50:30: for the building and then after that.
When the when they have approved that so then starts their their implementation of the and constructions of the the school and the neighborhood and school principals and and other stuff are are very much in they are participating in the planning process and this is because we want that the neighborhood they they have the ownership they they understand that that. School building that that early childhood education is for them, for their children and also we want to listen to our our citizens and and specifically our teachers and principals opinion how to build a school that is fitting the. Is meeting the needs of the area and then the process goes on that the the furnitures and how to equip the school. It's it's very much we include our staff there and then in the end you move in and then you get feedback afterwards we collect feedback that is that functional. Is that school functional is it supporting the pedacortical and other needs of of our earners. Next slide please. And here you can see just one picture of 1 one district as the very same area you the video was from this Kalasatama district. We it's part of our smart city planning and in this district we did a lot of this kind of piloting things how to build. Neighborhood. It's smart neighborhood where everything is integrated and how to use smart technology also in that district. This district used used to be a harbor filled with the containers and then the city started to develop this area and now it's well almost ready built there. The smart city initiative started in 20-30 thirteen and ended in 2021. And in this next slide, please, sorry, just say something about the previous slide, now that we have had this kind of experimental face with the city of Kalasatama, district of Kalasatama. So now we are implementing the same design principles to other districts that we are either renewing or reconstructing or or new districts that we are building.
And then the next slide please. In this picture you can see the Kala Satama Comprehensive School and also smart technology and that is a robot bus that there is no driver, it's an automatically. Autonomously running bus in that piloting in that smart city Kalasatama. But my point here is not the robot bus, but that when we build a school, our approach or our understanding is that the school is in the heart of the community and it's quite a bit similar what Paul said that it's not only For use of the school, but the neighborhood can also utilize the spaces in the schools and there have been several also piloting or experiments how how the school can be even more used by the the neighborhood and and and how they can. After the school activities, so it's it's not empty but it's kind of almost not 24 hours a day but but in the evenings when there are no school kids so then the neighborhood they can come in and utilize the spaces and and we also as a city we also arrange some activities inside there and then. Sport clubs and and other similar so they can also utilize that space and the and the school places for for example for sport activities. Next slide please. One of our core principles that is strongly linked linked to this neighborhood approach is that the schools are always located. In The Walking distance or cycling distance from the home and nearby every school, there's a playground or sport ground where the children can, where they can have physical activities. It's utmost important. That during the school they they go out, they play, they have this kind of guided sport or sport activity moments. So that it's not because we know by research and and based on research that it's an utmost important that our children, young ones and the older ones, they have physical activities. That's how they. They grow healthy and it's also have an has an positive impact to their learning. Next one please. When we are talking about learning environment, so it's not only the
physical learning environment or digital learning environment but we are looking that as an big entity consisting of physical, social and psychological aspects or elements and the school, the physical school building must support all these activities. So for example how to support communities and cultures, how to support collaboration and and being part of the of their of the community, how to build. Places and spaces that can be utilized after the school day and also what type of materials and services do we offer in our schools. And that also includes the digital materials and and digital tools that are used in everyday basis as you could see in in that video. Our leading principle is that what our learning environment must as I said previously support. Opened a particular objectives and it's learner centered. So when we are designing a school building so we always have a look that that is this is, is this accessible to all the learners if they have special needs, if they need to that they are sufficiently places and spaces where you can be in. Quiet and peace and also places and spaces where you can play and and do things together with your mates. Next slide please and I already mentioned this but this is to emphasize our one of our leading principle that has been for some years that and also approved by our. Our politicians that we use, we utilize the whole city as a place and space for learning and this picture on the right hand side is from one of our islands, historical islands and and those pupils they are using this this kind of mobile map G PS:. Application and they have some school activities or problems to be solved and and they go one place to another and and they do solve things together and create their learning map also create questions to their mates through this application and.
And that's how do we also see technology that technology we provide our schools and early childhood education centers they they must they must support or promote our pericortical objectives and they are natural and and it just part of our learning environment but they are not the reason to use the technology they are there to. To make the learning more fun and easy and motivate our pupils in their learning process, next and here in this and next few slides. So there are some examples of our learning environment. How do we implement these principles of supporting collaboration Co creation? Using and utilizing the whole city as the learning environment on the left side and sorry if you can just go back you can see there that picture is from from one of our schools. In the middle there is our one of our amazing new libraries called Audi. And it it's not a traditional library, it has multiply possibilities for the citizens to do different activities. And on the right side you can see two boys they were we are using also the Central Library as a learning space and next one. And in these pictures you can see how our pupils for different parts of the city they can travel. We have a very good and. Could public infrastructure transport infrastructures and and our pupils can travel free during the school days. So we really encourage our teachers to take the pupils to different parts of the Helsinki to learn together And these three pictures are from maker space that has been built to the the all the library and and all the library and. And our pedocortical experts, they do develop this area in that in that library so that the teachers can have pedocortical material and and guide guide books how to use that space with their pupils and that is very actively in use every day. Next one, please one. We but we don't turn only inside. And actually these three pictures are pictures from pre primary activities that happens
all the time outside. They go outside during the winter time, even if it's raining. They do eat outside.

We call them forest priest. Pre primary concept and on the and and it's very active it's really active activates the yeah the children's physical development and and children are very motivated to do things outside and and even all these kind of pre primary.

Learning activities as you can see on the right hand side. So they are done in in the forest and they use materials from the forest to for example this is I think this is mathematic lesson. So they use that and and this is one way of utilizing the city, whole city as the learning space and really they are there every day from morning to the afternoon next.

But not only that we take our or we we go outside, go to forest, go to city center, but we can also build the nature inside a school. And this is an example of an greenhouse in one of our comprehensive schools.

In quite demanding social and economical demanding district in eastern Helsinki and it's the pupils are taking care of the plants and they also have some animals there. Next one please. So to conclude in Helsinki we want to we in Helsinki we we are really. These six principles are we are utilizing in in our different activities and when when thinking of school building or city planning. So digital Helsinki, as I said it's a part of our learning but also it means that we use our data to develop and to design and develop our districts.

Everything we do must promote sustainable development also in the infrastructure, but also in in in terms of what we learn and how do our children learn in everyday basis. Helsinki is the design word, design capital and that's something that we are very much. Proud of and also that's something that we also want
to implement when we are designing and developing our school
network innovations and and talent places for our children and
young ones and adults to be innovative innovative and to
and to to their talent to be so that
their talent can be grow here and.
The best place to learn for everyone, and also how
how arts and culture is, is is included or embedded
in everything what we do, whether it's in the city,
in overall or in our education services. So thank you,
this was my contribution to this discussion.
The best place to learn for everyone, and also how
This is going beyond the traditional wall of an infrastructure
and I think both model really demonstrate the key decision
making and also the vision different way of taking the
project on. Now we have some time for answering questions
from the audience. Bill can turn it to you.
Yeah, you're all done SEC.
Yes. And if you can send the questions from the
audience, but then while that's coming up had a question
about the Publicprivate partnership that was formed. Did that
initiate
from public policy from the government or development and
developer?
Ideas about how to integrate efficiencies and and provide these
values or or to what extent did it come out
of a process of public participation that really inspired these
ideas or some combination? Can can you describe how that
worked? Paul, do you want to go?
First, sure. Sure. Thanks, Bill.
Yeah, I think in in the in the case of
Canoe Landing, it's an example of the public sector sort
of you know taking a look at how they're going
to deliver community infrastructure in ways that you know have
to be maybe you're outside of the realm of normal.
You know in a in a community like Canoe Landing
the typical process would have been to.
For the city to designate a block for a Community
Center, a block for a child care center, a separate
block for each of the two schools, and so on
and so forth. And I think you know, and and
that's still viable and that's happening all over in many cities. I’m sure not only Toronto, but I think what's what I think was particularly, you know, visionary here from the public sector was the recognition that you know. We think they as a group, thought that they could actually advance the project, create a better project and deliver more to residents in the neighborhood and the community than had they been able to try to do it on their own. Because, you know, funding may not have been in place for the schools, for instance not they may not have been in place for 10 years down the road. And the other school could have a different funding window as well too, when the cities and city could be slightly differently. So I think in this particular case it's, I think what certainly what triggered it was was a very ambitious development. Goal on the part of the private sector to to create a vertical community downtown and to essentially create a number of small units that would encourage you know particularly young people to live downtown close to where the all the action is, close to the universities and so on and so forth. But I think really what evolved more out of that at the end of the day was just a more astute way of delivering community infrastructure in a much more comprehensive and much more efficient sort of way that. That I, you know, I think the results sort of speak for themselves and I think, you know, it opened the box to different ways of thinking about not only how you develop them, but also how you manage them in the long term. For instance, I didn’t mention this at the time, but the actual facility is managed by a third party company. It's not by the unions who work for the city or unions who work for the school boards. It's, it's, it's outsourced to the private sector right, which creates again a different way of thinking about how we
manage these facilities you know in the in the long term as well too because those are major capital kind of decisions and or operational decisions that can come back to you haunt us later on down the road. So. So it did trigger a lot of different innovation, some of which was forecast, some of it just sort of happened organically like I had mentioned with the other partnerships that have. Eventually stepped into this project O. K thank you and and Marjo I I I think we were all impressed when you said that in Helsinki they have as a a policy or principle that every child has access to a preschool or primary school within walking distance as they lay out the city and then plan its redevelopment is is is that where it started was as a public policy to. Even in advance of the end development occurring. Well it has been a public policy so long that I can't even tell you when it started because even when I was at school. So I think that the at least the primary was something that it was a walking distance maybe it came to our legislations later on maybe in the 80s and and the end of 990 seventies and. And it's it's really in our law that the school must locate well well okay in some part of Finland that is not possible but where the distances are very long so then they provide school, school transportation but just looking at the cities so for if there are this kind of certain. Kilometers that for the 1st and from 1st and 6th graders and then from 7:00 to 9:00 graders. How long the what is the maximum length of the school? School trip or from home to school and if that's just longer than you have to provide with a school transportation. But when we are looking at city of Helsinki and other big other big cities. So the really the policy is that for primary school it can't be more than two kilometers from home and and then and in most of the cases it's 1 kilometer or even less. So our our school net is very tight.
And then it's not only that, the distance, but also the. It has to be safe.
It's it's financed by the government. And everything is financed by the local government.
Advance of the development so.
Yeah, Yeah. So it's from the taxipayers money and and that's how this, the city has some control over it.
Okay, and let me ask one question and quick answers if you can. In retrospect, what could have been done faster or more efficiently without compromising the beneficial outcomes. And Paul, you had a.
22 Year time horizon.
Yeah, yeah.
Rome wasn't built in a day, and neither. Exactly. It is as you know any anytime you're innovating or trying to do something new, it's going to take longer, right. Whether or not it should take 22 years or 27 years is another question, but but I think you know the work that the, the legwork, the groundwork it's been done with canoe landing is very, very. Will lead to further developments of this type in the City of Toronto. It will lead to other developments of its type. I think in other cities you know in North America depending on the municipality of course and the needs of that municipality. The political support is there to to promote these kinds of facilities. The gut our local government sees that in fact it was just a an article in the newspaper the other day from the province supporting these sort of colocation facilities. So as our land gets a little bit tighter in the downtown core, even in the midcore, you know, I think that this is definitely, you know, the work that we did on Canoe landing is definitely paving the way to, you know, to a new typology. You know of education as well as you know community facilities as well. So the proof of concept now will make the next next project faster. Good. Yeah, and it's like everything. We always sort of look at what works, and if this one worked, why would
we try to reinvent that? We would start with that
and try to advance it further, right?
Right, Okay, good. I think we're trying to catch up
on time. So, Yvonne, you needed you wanted to proceed
with Dallas or do we have time for more questions?
So we have one quick questions. We can also find
an opportunity to get back to the audience as well
as primarily the question is about what measures are taking
for kids to travel safe to school on their own
in Helsinki.
Well Helsinki is very interesting and it's very safe place
to live and and we just build their roads and
and walking roads or or sometimes pretty so that we
it's it's safe from.
Looking at the traffic so they don't have to cross
this kind of highways or roads and and then it's
kind of culture in our society that children can walk
along, they don't have to be escort and it's safe
everyone we can assure that.
Yeah. Thank you, Marjo. So now I'm going to introduce
everybody to a local example.
Can you see my screen?
You hear us?
Tamela, you're on this. Yes, please go ahead. OK.
Great. So Tamela Thornton and I'm here in Dallas, TX,
and hopefully everyone can hear me.
Yeah, you sound great.
Perfect. Well, the reason I'm actually going to going to
give you a presentation from a slightly different perspective in
terms of the a technical assistance panel that our members
participated in as a as a request from the City
of Fort Worth. Next slide, the City of Fort Worth
had a neighborhood has a series of neighborhoods that were
being positioned for redevelopment, the first of them being
the
Stop 6 community Stop six was.
Historically an African American neighborhood that was
founded in the
late 1800s and it was somewhat area of Friedman's town
as well as just a an area for small businesses.
And for a number of years it was a very
successful community. And actually in the 1950s there was a 300 unit public housing complex that was built really to address some of the challenges of providing housing. For individuals who were at that time aging in place, but like many American cities and particularly communities that were historical African American or minority dominated communities, the neighborhood really began to decline in the 1980s with an unemployment like just general disinvestment in crime. And so the challenges that the city was trying to address was that currently Stop 6 lacked any major employers. It had no full service grocery store and there was no real retail environment in the in a what was had what had been a strong neighborhood community and it was essentially not served by the public transit systems. And so within that context, you’re looking at an area about the study area that that we were tasked as a technical assistance panel to look at was an area of about five 5600 people. Predominantly black and Hispanic and some of the demographics of the community were really a little bit troubling, which were actually influential to why there hadn’t been significant investment or reinvestment in the community. We had about 51% of the residents over the age of 16 were unemployed. The average household income was about $24,000 US with an average property rate of about almost 40%. Many of the residents didn’t have their high school diplomas or GED’s, and many of the children who were in school were not performing at at grade level. So you had a whole series of just basic infrastructural questions compounded by large swaths of vacant land or abandoned homes that were in need of of redevelopment. So the city, as part of its planning efforts, had applied for and did receive a. Community Neighborhood Reinvestment Grant from the federal government of of about $35 million and the objective of that grant was to catalyze other development and hopefully generate a 10X
return
on that investment. But as part of that grant, the

city was required to invest about two and a half

$1,000,000 in.

Non in infrastructure, sidewalks, St. lighting, some just basic

infrastructure and start prepping the area for redevelopment as part

of the grant. The challenge that the city was facing

was how do we really encourage the community to believe

in their community and to believe that the city is

indeed.

Serious about planning and reinvesting and so they engaged us

the Urban Land Institute in with our tap to really

support the first neighborhood improvement strategy plan.

This was the

first plan of its kind in the city for the

next slide and the questions that we were that we

were tasked to address were both market issues as well

as funding issues from a market standpoint it was.

What were some of the foundational activities that can be

put in place to really make mixed-use development or

redevelopment

successful in this area which had historically been single

family,

more large acre lots and then what infrastructure was needed

to facilitate that? Secondly, what types of fundings could be

leveraged to facilitate the development and what incentives?

Could the city be looking at to make sure that

those developments were successful? And then as probably as

important as anything was to address the community

concerns around

design, connectivity and displacement, which is how do you create

an environment that has the capacity to support the advocate

for itself but also doesn't because it was so under

a underinvested but also had significant opportunities with

vacant land?

That it doesn't just become a a spot for gentrification

and major displacement. So given that the tap went through

a series of of stakeholder interviews and and just as

background, our taps are really three day planning exercises
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 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 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.
And in addition, just do some basic within the community block and tackle activities in terms of adding like lighting, landscaping and Wayfair wayfinding markers in the community a both to help people navigate as they walked on the new sidewalks that were being encouraged as well as just starting to build that baseline infrastructure that is important to. The community to to start to reclaim history as well as encourage other people to see the see the areas as areas that should be right for investment and our redevelopment. Next slide. Secondly, we had some uses that had the opportunity to be redeveloped, but the question was is are they how, how would they be redeveloped? Now you're looking at the morning market which at one time was. The market grocer in the in the community, this community wasn't necessarily going to get a large grocery store and so we started looking at some different ideas as as from an adaptive use perspective. Next slide we also started looking at what it where else should you focus connectivity bringing infrastructure and broadband to the community looking at at. Opportunities to provide healthcare, virtual healthcare and food delivery services in the community really with the whole objective of starting to tie this area back together. So what we've what we've seen from this investment and I'm not going to go to the next slides because we've got a limited time, but what we've seen was that we were able to give the city and the community a framework around which to start planning. Their investments and prioritizing their investments. And so now what we're starting to see are single family developers. We've seen a nonprofit enter the area to provide some of the Wi-Fi and broadband services with some unique technologies that are really cutting edge. And then we're also seeing a little bit more of entrepreneurial activity that's coming together. And I know as I said we're short on time. So if anyone would like to talk a little bit more just about the.
Neighborhood improvement strategy and how taps work with the municipalities or with private nonprofit organizations to help them think through the process between engagement and activation. I'm more than available to have those conversations.

Thank you. Thank you for your presentation. So we're going to post the recording and also the slide deck on line and everybody can has the opportunity to assess SO1 quick announcements. We're very excited. We're going to host our infrastructure forum in Toronto in a week and at that forum we are going to have opportunity to do a deep dive on different place type.

So the conversation that we have today talking about community infrastructure at the forum, we're going to look at other piece of infrastructure as well. And then lastly is our next session is in June 8th. Please mark it in your calendar and feel free to reach out if you have any questions or any conversation that you would like to have. With respect to infrastructure. Here's our contact information and also the website for this initiative.

And thank you everybody for attending and enjoy the rest of.