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 questions
00:00:08 --> 00:00:12:	after the speaker presentations. So if you can put those
00:00:12 --> 00:00:16:	in the chat function. And we also encourage you to
00:00:16 --> 00:00:20:	take your conversation online and please put a hashtag when
00:00:20 --> 00:00:24:	you're doing that. So we're very excited today like to
00:00:24 --> 00:00:28:	introduce you to Rachel Mccleary, the Co Executive Director.
00:00:29 --> 00:00:32:	For ULI to help us kick off the program. Off
00:00:32 --> 00:00:33:	to you, Rachel.
00:00:33 --> 00:00:37:	Thanks, Yvonne. Hi, everyone. So I'm really excited to help
00:00:37 --> 00:00:41:	welcome you to this infrastructure exchange about aging in the
00:00:41 --> 00:00:45:	city. I'm Rachel Mccleary. I'm coexecutive director for the ULI
00:00:45 --> 00:00:49:	Lewis Center for Sustainability and Real Estate, which leads the
00:00:49 --> 00:00:53:	real estate industry in creating places where buildings and the
00:00:53 --> 00:00:55:	environment thrive. Next slide.
00:00:56 --> 00:00:59:	So today we're discussing aging up in the city, how
00:00:59 --> 00:01:02:	to create places that work for people of all ages,
00:01:02 --> 00:01:05:	from young children to older people. By focusing on the
00:01:05 --> 00:01:10:	housing, transportation, and social needs of people at the beginning
00:01:10 --> 00:01:13:	and at the twilight of their lives, we can ensure
00:01:13 --> 00:01:16:	that we are building places that work for everyone and
00:01:16 --> 00:01:20:	helping people live their best lives possible, no matter how
00:01:20 --> 00:01:21:	old they are.
00:01:22 --> 00:01:25:	During today's call, I'm excited for all of us to
00:01:25 --> 00:01:29:	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

	inspiration,
00:03:33 --> 00:03:34:	discovery and innovation.
00:03:35 --> 00:03:39:	To do this, there's several things that the infrastructure initiative
00:03:39 --> 00:03:43:	has been working on, both as aggregation of information on
00:03:43 --> 00:03:46:	the ULO website. There's a ton of information that's on
00:03:47 --> 00:03:50:	there. A lot of the original research that you see
00:03:50 --> 00:03:53:	on the screen today, it talks about the building, 15
00:03:53 --> 00:03:57:	minutes communities, it's you'll see this in about a week
00:03:57 --> 00:04:00:	at the spring meeting as well as several other activities
00:04:00 --> 00:04:04:	conducting technical assistance through local district councils.
00:04:05 --> 00:04:11:	And really to build global partnerships and most importantly the
00:04:11 --> 00:04:17:	exchange is really about funding conversations like we have today.
00:04:17 --> 00:04:23:	So the this infrastructure infrastructure exchange conversation is one of
00:04:23 --> 00:04:28:	the many initiatives that we have, thanks to Jim Curtis.
00:04:28 --> 00:04:31:	So with that we turn it over.
00:04:34 --> 00:04:37:	Thank you, Craig. Hi everyone. I'm Yvonne Young. I'm serving
00:04:38 --> 00:04:43:	as the Curtis Infrastructure fellow orchestrating this important conversation. We
00:04:43 --> 00:04:46:	are now in a strategic time where there is progressive
00:04:46 --> 00:04:51:	policy coming downstream, but also upfront funding. Today we're going
00:04:51 --> 00:04:54:	to talk about how we can be creative, particularly to
00:04:54 --> 00:04:59:	introduce holistic community infrastructure in high density neighborhood.
00:05:00 --> 00:05:02:	So this is part of the series. We're going to
00:05:02 --> 00:05:06:	have a series of different conversation, each one focusing on
00:05:06 --> 00:05:10:	different sets of infrastructure. But the goal is to provide
00:05:10 --> 00:05:13:	our members with the tools from policies, funding strategies and
00:05:13 --> 00:05:16:	also some on the ground examples so you can take
00:05:16 --> 00:05:19:	it back to the project that you're working on. So
00:05:19 --> 00:05:21:	today we're going to look at.
00:05:22 --> 00:05:27:	Community infrastructure, particularly looking at how we can combine different
00:05:27 --> 00:05:31:	services under one facilities, but also thinking about the location
00:05:31 --> 00:05:34:	of the facilities, the timing of how the facilities is
00:05:34 --> 00:05:38:	delivered to the community. So that from a service standpoint
00:05:38 --> 00:05:41:	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

Time	Text
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 leadership
00:11:04 --> 00:11:08:	forum and we have been looking at different ways of
00:11:08 --> 00:11:12:	introducing practical examples to help our members to be creative
00:11:12 --> 00:11:17:	especially about introducing infrastructure in high density neighborhood.
00:11:18 --> 00:11:20:	And now turn it to you, William.
00:11:21 --> 00:11:26:	Thank you, Von. Let me introduce our two speakers, Paul
00:11:26 --> 00:11:31:	and Marjo. Paul Stevens is a Senior Principal with ZAS
00:11:31 --> 00:11:36:	Architects. He coheads the Toronto studio overseeing all projects in
00:11:37 --> 00:11:42:	Canada and he's the design director working predominantly on community
00:11:43 --> 00:11:46:	based cultural and educational projects.
00:11:47 --> 00:11:51:	He's the principal in charge of the multi awardwinning Canoe
00:11:52 --> 00:11:56:	Landing Community Campus in the Fort York neighborhood of Toronto
00:11:57 --> 00:12:00:	that you'll hear about today and is one of Canada's
00:12:00 --> 00:12:07:	highest density vertical communities. Paul currently is leading ZAS's architectural
00:12:07 --> 00:12:12:	team responsible for revitalizing, excuse me, the public realm of
00:12:12 --> 00:12:13:	Ontario Place.
00:12:13 --> 00:12:19:	And and working on the University of Toronto's instructional center,
00:12:19 --> 00:12:24:	too. He's passive about, well, he's passionate, excuse me, about
00:12:24 --> 00:12:29:	sustainability with his activity with Passive House 0 carbon design
00:12:29 --> 00:12:34:	and Mass timber low carbon initiatives. Joining us with Paul
00:12:34 --> 00:12:38:	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.

	But
00:14:53 --> 00:14:57:	but I'll give you a sort of overview of what
00:14:57 --> 00:15:00:	it what it can be all about. Now I'm going
00:15:00 --> 00:15:04:	to share screen with you, see if this works. How
00:15:04 --> 00:15:07:	does that look, William? Is it working?
00:15:11 --> 00:15:12:	Yes.
00:15:13 --> 00:15:17:	Okay. Great. So with that canoe land and community campus,
00:15:17 --> 00:15:20:	this is, as I said, a project that's been in
00:15:20 --> 00:15:25:	the gestation stages for probably almost 3 decades. Believe it
00:15:25 --> 00:15:28:	or not, Yvonne touched on it in terms of the
00:15:28 --> 00:15:33:	overall sort of urban planning strategies for walkable downtown communities.
00:15:34 --> 00:15:38:	Toronto itself, just for, for those of you don't know
00:15:38 --> 00:15:41:	very much about Toronto, not only its location kind of
00:15:42 --> 00:15:44:	critical in terms of its its.
00:15:45 --> 00:15:48:	Position to all the major, major cities in in Canada,
00:15:48 --> 00:15:52:	but also the fact that it's undergone an an enormous
00:15:52 --> 00:15:56:	amount of residential intensification in the last 15 or 20
00:15:56 --> 00:15:59:	years. The city, if you were here 15 years ago,
00:15:59 --> 00:16:03:	you wouldn't recognized it in particularly the downtown core. Much
00:16:03 --> 00:16:06:	of that has been driven by a need and a
00:16:06 --> 00:16:09:	desire for people to live and work downtown. But it
00:16:09 --> 00:16:13:	was also I think really critical that the city of
00:16:13 --> 00:16:15:	Toronto really pushed that.
00:16:15 --> 00:16:18:	That agenda and to encourage, you know, I would say
00:16:18 --> 00:16:22:	transition from brownfield sites like where this site was for
00:16:22 --> 00:16:25:	canoe landing. This is an aerial view. The Red Square
00:16:26 --> 00:16:29:	in the center shows you where this new facility was
00:16:29 --> 00:16:30:	ultimately built.
00:16:32 --> 00:16:36:	It's it's Toronto struggled with its sort of adaptation in
00:16:36 --> 00:16:40:	terms of going from industrial, you know, waterfront course to,
00:16:40 --> 00:16:45:	you know, livable downtown neighborhoods. One thing to point out
00:16:45 --> 00:16:48:	on this slide for you, those of you who are
00:16:48 --> 00:16:51:	Meese Vandero fans, is that the two black towers in
00:16:51 --> 00:16:55:	the distance at the back of the slider in the
00:16:55 --> 00:16:58:	central business district and are one of Meese's.
00:16:59 --> 00:17:03:	Remarkable modernist masterpieces, the TD Center, which was one of
00:17:03 --> 00:17:07:	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 master
00:18:13 --> 00:18:17:	plan a walkable downtown community for about 20,000 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 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 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 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 depending on the
00:29:09 --> 00:29:12:	complexity of the program and the cost per square foot
00:29:12 --> 00:29:14:	that was projected for.
00:29:14 --> 00:29:18:	Each particular component which you see on the next the
00:29:18 --> 00:29:21:	following slide. So we had a slightly higher cost per
00:29:21 --> 00:29:25:	square foot for the Community Center and the childcare as
00:29:25 --> 00:29:28:	opposed to the schools at the time next slide.
00:29:30 --> 00:29:33:	And in 2014, we were brought on board as the
00:29:33 --> 00:29:35:	design consultant. So all of this in all of this
00:29:35 --> 00:29:39:	public realm development is occurring. Residential towers are coming up
00:29:39 --> 00:29:42:	around you, people are walking the streets in the neighborhood
00:29:42 --> 00:29:45:	and the first thing they're asking is where's our new
00:29:45 --> 00:29:49:	Community Center, where's our schools? Because there had been a
00:29:49 --> 00:29:51:	lot of chatter about that. People knew that it was
00:29:51 --> 00:29:54:	coming. But at the same time, you know, to pull
00:29:54 --> 00:29:57:	together the city and the two school boards and to
00:29:57 --> 00:29:59:	sort of go through all the detailed.
00:29:59 --> 00:30:03:	Planning and understanding about how this building, you know was
00:30:03 --> 00:30:07:	to be not only designed but functioned and operated and
00:30:07 --> 00:30:10:	so on. It really took some time to sort of
00:30:10 --> 00:30:14:	flush out you know the, the, the development of that
00:30:14 --> 00:30:17:	Next slide please. But we did, we did start that
00:30:17 --> 00:30:19:	work looking at the city's.
00:30:20 --> 00:30:24:	Boundary plans or the secondary plan for the neighborhood which
00:30:24 --> 00:30:26:	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 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 part
00:40:28 --> 00:40:32:	of that kind of heart of the community and and
00:40:32 --> 00:40:37:	my my my presentation or my contribution to this discussion
00:40:37 --> 00:40:41:	is about learning how do we design and and how
00:40:41 --> 00:40:46:	do we utilize it educational spaces and and learning spaces.
00:40:47 --> 00:40:51:	As I was introduced, so I'm I'm an educator, I'm
00:40:51 --> 00:40:56:	not a city planner, I'm not an architecture, I'm an
00:40:56 --> 00:41:02:	educator and and in my development service unit, our responsibility
00:41:02 --> 00:41:06:	is to think of how if, what are the pedicritical
00:41:06 --> 00:41:11:	principles or objectives we want to receive and how our
00:41:11 --> 00:41:12:	schools.
00:41:12 --> 00:41:18:	Are supporting this development or so this kind of not
00:41:18 --> 00:41:22:	only act in academics but also in in social and
00:41:22 --> 00:41:28:	in most learning but and but let's start my presentation
00:41:28 --> 00:41:32:	with a video from one of our district that we
00:41:32 --> 00:41:36:	have a in in Helsinki harbor called Kalasatama.
00:44:29 --> 00:44:32:	Marjo, you're still on mute. We can't hear you.
00:44:35 --> 00:44:41:	Sorry. OK, let's start again. So that film was from
00:44:41 --> 00:44:43:	one of our.
00:44:44 --> 00:44:49:	New one of our newest districts called SATA Kalasatama and
00:44:49 --> 00:44:52:	and in that video you you had you kind of
00:44:52 --> 00:44:56:	peep to see how how our school days are arranged
00:44:57 --> 00:45:00:	and how do we use the whole city as learning
00:45:00 --> 00:45:05:	place and space but I'll I'll I'll come to that
00:45:05 --> 00:45:07:	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 taxipayers 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 founded in the
01:16:48 --> 01:16:52:	late 1800s and it was somewhat area of Friedman's town
01:16:52 --> 01:16:55:	as well as just a an area for small businesses.
01:16:55 --> 01:16:58:	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 basic
01:19:40 --> 01:19:45:	infrastructure and start prepping the area for redevelopment as part
01:19:45 --> 01:19:49:	of the grant. The challenge that the city was facing
01:19:49 --> 01:19:54:	was how do we really encourage the community to believe
01:19:54 --> 01:19:58:	in their community and to believe that the city is
01:19:58 --> 01:19:58:	indeed.
01:20:00 --> 01:20:04:	Serious about planning and reinvesting and so they engaged us
01:20:04 --> 01:20:08:	the Urban Land Institute in with our tap to really
01:20:08 --> 01:20:13:	support the first neighborhood improvement strategy plan. This was the
01:20:13 --> 01:20:16:	first plan of its kind in the city for the
01:20:16 --> 01:20:19:	next slide and the questions that we were that we
01:20:20 --> 01:20:23:	were tasked to address were both market issues as well
01:20:23 --> 01:20:27:	as funding issues from a market standpoint it was.
01:20:27 --> 01:20:32:	What were some of the foundational activities that can be
01:20:32 --> 01:20:37:	put in place to really make mixed-use development or redevelopment
01:20:37 --> 01:20:42:	successful in this area which had historically been single family,
01:20:42 --> 01:20:46:	more large acre lots and then what infrastructure was needed
01:20:46 --> 01:20:51:	to facilitate that? Secondly, what types of fundings could be
01:20:51 --> 01:20:55:	leveraged to facilitate the development and what incentives?
01:20:56 --> 01:20:59:	Could the city be looking at to make sure that
01:20:59 --> 01:21:03:	those developments were successful? And then as probably as as
01:21:03 --> 01:21:08:	important as anything was to address the community concerns around
01:21:08 --> 01:21:12:	design, connectivity and displacement, which is how do you create
01:21:13 --> 01:21:17:	an environment that has the capacity to support the advocate
01:21:17 --> 01:21:20:	for itself but also doesn't because it was so under
01:21:20 --> 01:21:25:	a underinvested but also had significant opportunities with vacant land?
01:21:26 --> 01:21:30:	That it doesn't just become a a spot for gentrification
01:21:30 --> 01:21:35:	and major displacement. So given that the tap went through
01:21:35 --> 01:21:39:	a series of of stakeholder interviews and and just as
01:21:39 --> 01:21:44:	background, our taps are really three day planning exercises

	and
01:21:45 --> 01:21:49:	so they are very intensive. We pulled together a panel
01:21:49 --> 01:21:54:	of 12 to 15 design construction development professionals.
01:21:54 --> 01:21:58:	And over the course of 2 1/2 days, interview approximately
01:21:58 --> 01:22:02:	70 community residents, stakeholders, just to kind of get their
01:22:02 --> 01:22:06:	ideas and feedback and then pull together this document that
01:22:06 --> 01:22:10:	we're looking at. The objective of the tap often is
01:22:10 --> 01:22:13:	not to provide the final answer, but it's to provide
01:22:13 --> 01:22:17:	the framework that will allow the city and the community
01:22:17 --> 01:22:20:	to continue to work together on what should be a
01:22:20 --> 01:22:23:	final answer. So you can go to the next slide.
01:22:24 --> 01:22:27:	So if we think about, you can do the next
01:22:27 --> 01:22:32:	slide, If you think about what we were trying to
01:22:32 --> 01:22:37:	address, the first real basic block and tackling questions were
01:22:37 --> 01:22:42:	about quality of life and mobility. I mean clearly as
01:22:42 --> 01:22:47:	I had mentioned that this area was outside of the
01:22:47 --> 01:22:50:	traditional metro transit corridor.
01:22:50 --> 01:22:54:	Of the of the city and so levels of service
01:22:54 --> 01:22:58:	were were very slow and almost entirely unreliable. So the
01:22:58 --> 01:23:02:	question there were two options which the first was to
01:23:02 --> 01:23:07:	try and figure out what are some flexible transit options
01:23:07 --> 01:23:11:	that can be applied that are that are community focused
01:23:11 --> 01:23:11:	and.
01:23:12 --> 01:23:16:	Flexible again. So one of the proposals was that we
01:23:16 --> 01:23:20:	would provide some ridesharing services and and granted much of
01:23:20 --> 01:23:23:	this was before Lyft and Uber really started taking off.
01:23:23 --> 01:23:27:	But even with Lyft and Uber options in the marketplace,
01:23:27 --> 01:23:31:	these are neighborhoods where often because of the perception of
01:23:31 --> 01:23:33:	crime in the lack of retail and lack of of
01:23:33 --> 01:23:37:	availability and income that we saw earlier, often our Lyft
01:23:37 --> 01:23:41:	and Uber resources were slow to respond in these communities.
01:23:41 --> 01:23:45:	So what we were proposing were some multi mobility hubs
01:23:45 --> 01:23:50:	that combined transportation modes encouraged bike share programs because biking
01:23:51 --> 01:23:54:	was was becoming more acceptable in the community and there
01:23:55 --> 01:23:59:	were bike paths and parks that were surrounding the community
01:23:59 --> 01:24:03:	that could be that could facilitate that those activities and
01:24:03 --> 01:24:06:	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 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.