



BUILDING A CHILDCARE SYSTEM THAT WORKS FOR IMMIGRANT AND REFUGEE WOMEN



FINAL PROJECT EVALUATION REPORT

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Project participants and PIRS staff with Hon. Rachna Singh, Minister of Education and Child Care at the “Envisioning a Childcare System” event | March 18th, 2024

PROJECT BACKGROUND

The Building a Childcare System that Works for Immigrant and Refugee Women was a 2.5 year initiative led and hosted by the Pacific Immigrant Resources Society (PIRS) and funded by Women and Gender Equality Canada. This initiative supported a feminist response and recovery from the impacts of COVID-19 through advocacy for systemic change in the childcare sector.

The Building a Childcare System that Works for Immigrant and Refugee Women (BCS) project built upon the work of the Immigrant Women Advisory Committee (IWAC), a group facilitated by PIRS that engaged in participatory research to highlight immigrant women’s experiences, perspectives, and knowledge in the context of settling into a new country. The IWAC identified five key barriers to settlement, one of which was childcare.

At the beginning of this project the childcare system in Canada was (and still is) at a moment of exciting change and disruption; from discussions around implementing a wage grid for early childhood educators (ECEs) to implementing \$10 a day childcare facilities to integrating a childcare system that recognizes the diversity of its users. Seizing this moment, PIRS designed a unique approach run by and for immigrant and refugee women. The primary mechanism of the project was the Childcare Leadership Group (CLG), an educational and capacity-building program which focused on the following:

- ▶ Identifying structural barriers in the childcare system
- ▶ Co-designing solutions to these barriers
- ▶ Developing a plan to implement these solutions
- ▶ Building relationships with stakeholders advocating for the same cause
- ▶ Influencing decision-makers to listen to their point of view and offer practical solutions

In addition to the CLG, the Building a Childcare System project also engaged with project partners and key childcare system stakeholders. This was done primarily to amplify the voices and lived experiences of the CLG through connecting with gender equity-seeking organizations or stakeholders working in municipalities. The focus of the engagement has been on:

- ▶ Raising awareness about the project, the CLG, and the barriers that immigrant and refugee women face when trying to access childcare or gain employment as childcare workers
- ▶ Offering the expertise of CLG to coalition gatherings, consultations, and community events
- ▶ Increasing sector collaboration by understanding their goals, approaches and interventions

PROJECT PARTICIPANTS



Project participants and PIRS staff at the PhotoVoice exhibit launch with Hon. Katrina Chen, MLA Burnaby-Lougheed and Patrick Johnstone, Mayor of New Westminster | March, 2023

Altogether, 50 women successfully completed the program over the three cohorts of the Childcare Leadership Group (CLG). These women came to Canada from over 15 different countries, were generally younger than 50 years old, and most had some type of post-secondary education. Demographic data for the program participants was collected and compiled slightly differently for each cohort, and a summary of each is presented below.

Cohort 1

- 11 women
- Majority were between the ages of 35-50
- Almost half were permanent residents (45%), with the remainder refugee claimants (22%), citizens (22%), and visitors (11%)
- Most had only been living in Canada for 1-3 years
- Country of origin - India (44%), Afghanistan (14%), China (14%), Lebanon (14%) and Peru (14%)
- Majority of the participants had completed higher education levels such as university (62.5%) and college (25%), followed by high school (12.5%)

Cohort 2

- 24 women
- 70% of participants were between 36-50 years of age
- 50% have a university degree and 20% a college degree
- 33.3% of participants were from Afghanistan or Iran
- The majority of the participants are from the city of Surrey (26.7%), followed by New Westminster (13.3%), Vancouver (13.3%), and Burnaby (13.3%)
- 60% of the participants have school-age children
- 43% of participants are childcare workers (RA, ECE, ECEA, or an employer), 40% either use childcare or know someone who does, and 16.7% reported they didn't have any experience with the childcare system.
- This second cohort was different from the first in that almost 50% of the cohort had some background in childcare - either as service providers and/or service recipients.

Cohort 3

- 15 women
- 54% of participants were between 20-35 years of age
- 46% have a university degree and 33% a college degree
- This cohort had the broadest diversity of countries of origin - 14 different countries
- 37% of participants were Vancouver residents
- 33% of the participants lived in Canada for 5 – 10 years
- 33% of the participants have school-age children while 29% had children under 5
- 50% of participants are childcare workers (RA, ECE, ECEA, or an employer), 25% either use childcare or know someone who does, and 16% reported they didn't have any experience with the childcare system
- 46% of the participants were referred by a friend



DESCRIPTION OF THE PROGRAM

The initial cohort (Cohort One) of the CLG ran from April through August 2022. This group met almost entirely online (18 sessions held weekly for 1.5 hours) and met just once in person at the end of Module 1, although relatively few participants joined the in-person session. The Cohort 1 curriculum was divided into three modules - Introducing Systems Change, Advocacy and Media.

Cohort 2 ran from October 2022 through July 2023. This group met primarily online every other week for 1.5 hours, with four in-person gatherings over the course of the cohort. The Cohort 2 curriculum was tweaked slightly from Cohort 1, but still included three modules - Systems Change, Advocacy, and Skills for Action.

Cohort 3 ran from September 2023 through February 2024. This group met primarily online every week for 1.5 hours and there were a few in-person gatherings throughout the Cohort. Cohort 3 followed the same curriculum as Cohort 2 using the three modules of Systems Change, Advocacy and Skills for Action.

The program followed a community of practice approach to identify the interests and goals of the cohort, and facilitators guided the cohort through the program, with the support of other PIRS staff and invited guest speakers and facilitators. Each session had clear learning objectives, and facilitators used a variety of creative methods to engage participants in the sessions. Facilitators reflected on each session using a set of reflective questions: What went well? What didn't go as planned? What can be done better next time? These reflections were documented and used by the facilitators and PIRS staff to adapt future sessions and were also used to inform the evaluation.



EVALUATION APPROACH & METHODOLOGY

The evaluation approach was designed to align with the BCS project principles and organizational values of PIRS, and to collect data to answer the evaluation questions. The evaluation invited participation from those most impacted by the work - the Childcare Leadership Group - as well as the project facilitators and project staff. Opportunities for collective sense-making, reflection and real-time learning were built in throughout the process.

Using a developmental approach, the evaluation tools, methods, and timeline were reevaluated and adapted based on learning after each of the first two cohorts in order to best meet the needs of the project and the participants.

For Cohorts 2 and 3, as well as to inform the final evaluation, there were five main sources of data*:



Focus Groups (participants).

The evaluator met with each cohort three times over the course of the cohort's duration to collect data directly from the participants.



Interviews (facilitators and partners).

To wrap up Cohort 3 and inform the final evaluation, the evaluator conducted partner interviews (5) as well as a final interview with the project team. These interviews were conducted online using zoom and the evaluator took notes based on the interview protocols.

*In Cohort 1, a story-based methodology was used to collect data from the participants, however, this method was adapted for Cohorts 2 and 3, as the original methodology did not resonate with the participants. Additionally, partner interviews were conducted only after Cohorts 2 and Cohort 3.



Learning and Reflection Sessions (facilitators and PIRS staff).

Following the completion of the final cohort, the evaluator facilitated an online session with the CLG facilitators and PIRS staff who were involved in the project. The session was an opportunity for this group to reflect on the experiences of the entire project.



Lesson plan reflections (facilitators).

Although not included in the evaluation design, the lesson plan reflections completed by the facilitators at the end of each session provided a valuable source of data for the evaluation.



Program Data.

Demographic data about the cohort was shared with the evaluator to support the evaluation report. Additionally the curriculum and accompanying materials were shared with the evaluator in order to deepen her understanding of the program and to enable that information to be incorporated into the evaluation report.

In addition, to inform the final evaluation, there was an additional data source:



Final Presentations and Speeches.

In Cohort 3, the participants each gave a presentation about their advocacy goals and activities. In addition, several speakers were featured at the final project knowledge translation event in March 2024. The evaluator attended the presentations and viewed video recordings of the final project event and this content informed the findings of the final evaluation.

After completing all data collection for the project, the evaluator analyzed the data using the evaluation questions to inform the themes that emerged. Previous evaluation reports provide more detail on each of the first two cohorts, and they are appended to this final report.

FINDINGS



The Project Model

The findings section that follows is organized by evaluation question, however, before turning to the evaluation questions - one of the areas explored in the data collection for the final evaluation was the model of the project itself. Describing the demographics of each cohort and the main components of project implementation only go so far in understanding HOW the work was done. For the final evaluation, we asked people to reflect on the key ingredients that made this work successful; the recipe for success. One of the primary themes of the responses to this question was the strong fidelity that this project had to the values of PIRS. These values, which can be found on the PIRS website, are as follows:

PIRS Organizational Values

Inclusion

We use an intersectional approach to consider the ways that gender, sexuality, race, class, ability, religion, culture or other identities affect immigrant and refugee women's lived experiences.

Community

We believe that we are stronger together. We value working collaboratively with a community of people and partners who have diverse perspectives and backgrounds.

Compassion

We meet women, their children and families where they are at, with kindness, and care. We build on their strengths, and embrace their unique talents, interests, and accomplishments.

Empathy

We listen deeply to and respect immigrant and refugee women, their children and families. We believe that women are the experts in their own lives. We do what it takes to respond, and our approach is adaptable.

Accountability

We prioritize ongoing learning and growth for both ourselves and our participants. We constantly seek out new ways to be effective using research-based methodologies, and evaluation. We are accountable to the communities we serve and recognize opportunities for growth.

Courage

We strive to be forward-thinking and always ask if there is a better way to do things. We push our proven approach with new, innovative ways to respond to community needs. We work at the margins and find a way to fill in the gaps.

While we did not bring the PIRS values into the evaluation conversations, or explicitly ask about them, the responses that we received to our investigation into the model speak directly to the PIRS values.



Mireille Keubou (CLG participant, advocate) joined by her daughter on stage at the “Envisioning a Childcare System” event | March 18th, 2024



Building a Childcare System that works for Immigrant and Refugee Women – Recipe for Success

***amounts of each ingredient can be adjusted based on personal preference, participant needs and shifting contexts*

✓ 2 cups **inclusive** facilitation

The facilitators and project coordinator were key in setting the tone for the entire project. Through their **compassionate** approach, they built trusting and meaningful relationships with the participants and partners and had a vision for the **community** they wanted to build.

✓ 1 cup **organizational accountability**

PIRS staff were firm that this project be centrally embedded in the organization, and not an “add-on” or “off the side of someone’s desk”. This encouraged the entire organization to feel a sense of responsibility for the project’s success, and to think about linkages and synergies across the organization that were continuously built on over the course of the two-year project.

✓ 1 ½ cups **empathy** and **participant-centered design**

Throughout the project, the needs of the participants were centered, and staff and facilitators worked hard to ensure that the programming was informed by those needs.

✓ 2 cups **meaningful and respectful engagement**

By paying honoraria and respecting the time and expertise of the participants, PIRS demonstrated **accountability to the community they serve**. In addition, by connecting participants with concrete opportunities to use the skills developed in the program it was clear that the skills were useful and meaningful and could be employed by the women to strengthen their own communities.

✓ An infinite measure of **flexibility and fluidity**

This project continued to evolve over its entire duration, being shaped and molded by the experiences and needs of the participants. Staff and facilitators had the **courage** to continuously try new things and were open to new collaborations and opportunities at each step that helped to add more flavour to the overall experience and impact.

EVALUATION QUESTION 1. TO WHAT EXTENT HAS THE BCS PROJECT INCREASED THE CAPACITY OF CLG PARTICIPANTS TO ADVOCATE IN THE CHILDCARE SECTOR?

As detailed in previous evaluation reports, this project certainly increased the capacity of the participants to advocate, as reported by the participants themselves, the facilitators and staff, and the key partners who had the opportunity to work with the group. While the approach to “teaching” advocacy skills was developed and refined over each of the three cohorts, this component of the program remained central throughout. The participants received workshops and presentations on aspects of systems change and advocacy, accompanied by sessions on understanding the childcare system and the points of intervention that can be influenced using advocacy as a tool. The curriculum includes several opportunities for concrete skill-building and development, such as different types of communication, storytelling, and media training. Participants described their experiences with advocacy as follows:

“When we actually talked about how do you advocate for something you’re passionate about it became more clear and easier. We gained momentum. If I want to see change, this is what to do. There is a way to make change. We all have personal stories - once we worked through the definitions and systems it became easier. It became one step closer.”


“When I joined the first session I wasn't sure how I could be an advocate for childcare. I didn't see myself as a leader in the system. We built up more knowledge and listened to guest speakers. [Now] I'm an advocate with my friends and coworkers. I'm only one person, but if I talk to others it becomes five to ten. [I'm] not a professional advocate, but getting on the same page with other people and growing the number of people who can be advocates.”

In Cohort 3, participants developed campaign and systemic advocacy ideas and gave presentations at the end of their cohort. Some of the ideas brought forward by the participants included:

- Increasing accessibility by developing resources or toolkits about childcare for newcomers, immigrants, and refugees
- Advocating for increased funding and financial support for childcare centres that prioritize inclusion and support families with children who have different needs
- Creating more community-based daycare which can benefit newcomer, immigrant and refugee women
- Developing flexible and occasional childcare options for “as needed” childcare to support more women in being able to pursue their careers
- Considering apprenticeship programs in the ECE space in order to address barriers faced by newcomer and immigrant women when their credentials aren’t recognized in Canada

This project was the first time that PIRS had specifically and intentionally integrated advocacy for systemic change into one of their programs. While this was viewed as a specialty of the BCS project, and of the CLG in particular, there is a desire for this way of working to become more embedded into other PIRS projects. Particularly effective was the involvement of PIRS early childhood education staff throughout the project. Staff described that the project was influenced by them, but in turn, they were also influenced by the project, and some of these staff have now become much more engaged in advocacy work, such as participating in committees and sector coalition conversations.

Because the advocacy component of the BCS project was deeply resonant and highly visible, PIRS staff are already imagining where this work could go next. In the conceptual development of the project, the advocacy and engagement component was envisioned to be primarily at the federal level, however, it turned out that much of this work was done at the municipal and provincial levels. Moving forward, the team sees abundant opportunity for municipal engagement, and would also like to scale the work across the province, developing cohorts of women who could advocate in their local communities.



EVALUATION QUESTION 2. TO WHAT EXTENT HAS THE BCS PROJECT CONTRIBUTED TO CHANGES IN THE CHILDCARE SECTOR TO BETTER MEET THE NEEDS OF IMMIGRANT AND REFUGEE WOMEN? [AND CHANGE IN THE SECTOR OVERALL?]

The development of the Building a Childcare System project was based on the experiences of a previous PIRS project - the Immigrant Women's Advisory Committee (IWAC) - and their identification of childcare as one of the key barriers to settlement. While access to childcare is universally challenging in Canada, BC and the Lower Mainland, immigrant and refugee women experience unique barriers that were not well understood or well-documented at the time of this project's conception. The premise of this project is that immigrant and refugee women are in the best position to make systemic change to the childcare system that will benefit them, and ultimately create a stronger, more accessible, and equitable system for all. As noted above, program participants learn about the childcare system and childcare policy in Canada, and how to locate themselves within the system.

The previous evaluation reports detail many examples of advocacy and the contributions of this project to changes in the childcare sector. Below is a more cumulative view that also highlights some of the contributions made during the third cohort of the project.

While it has been challenging throughout the project for the individual women participating in CLG to identify concrete changes that have occurred in the childcare system while they are participating in the program (a relatively short duration to expect systemic change), two key outcomes of the project have been:

- ▶ the women who have participated feel less alone and understand that there are other women out there who face similar barriers and have similar needs and dreams,
- ▶ the level of awareness of the women who have participated about what is happening in the childcare sector and what advocacy is already taking place has increased.

These two outcomes have combined to create a community of immigrant and refugee women who understand the current state and can work together to advocate for change. In other words, these women are just getting started with creating change in the childcare sector.

Those who are one step removed from participation in the program - the facilitators, PIRS staff and partners have a broader vantage point from which to identify changes that have occurred due to the contribution of PIRS and the BCS project. One of the most important contributions of the project is that it has raised awareness among childcare advocates about the needs of immigrant and refugee women as they pertain to childcare. While raising awareness is not an end goal in and of itself, it is a critical first step in shifting the narrative. PIRS staff described it as follows:

“The conversations were different because we/our participants were in the room, because of the questions we asked that weren’t asked before.”

There is a well-developed, sophisticated, and active approach to childcare advocacy in BC. There is also a recognition that the system is complex. One of the implications of this complexity is that often advocacy becomes professionalized because those professionals are perceived to have the necessary knowledge to speak to the changes that are needed. One of the contributions of the BCS project was to influence the messaging of the Coalition of Child Care Advocates of BC (in particular) and others engaged in sector advocacy. As one of the PIRS staff said, *“The project (BCS) supported them (CCCABC) to see where they need to bring nuance to their messages or adjust and shift to a certain extent.”*

Partners echoed their recognition of this contribution, for example, one partner shared,


“I have been seeing more nuanced discourse on a local and provincial government level regarding childcare that takes into account the experience of racialized women, immigrant women, and refugee women. I think this can be attributed in part to the work that PIRS has been doing to push the sector.”

CCCABC also acknowledges the impact that this project has had on their work. For example, the coalition has a one-pager document that they use as a key advocacy tool. Since working with the BCS project, they have added information to this document about the challenges faced by immigrant and refugee women in accessing credentialing to become ECEs. Additionally, one of the priorities of the CCCABC is to advance the profession of ECEs. As one of the interviewees from CCCABC said, *“We are prioritizing advancing the profession - how can we advance it in a way that is inclusive and accessible? The connection with PIRS reminds us to keep this top of mind and keeps this conversation live.”*

PIRS staff did raise the concern that advocacy in the childcare sector is still primarily focused on licensed childcare centres, and that this advocacy sometimes lacks recognition of the complexity and subtleties of the situations of all families and ECEs. While PIRS staff recognize the strategic reasons for having a very focused message, there is a desire to continue broadening the conversation to reflect the realities of the entire childcare system.

In addition to influencing advocacy at the provincial level, this project has influenced multiple research projects and impacted the work of its partners. Contributions specific to the third cohort include (please see previous reports for numerous additional examples):

- ▶ Participation in the Wage Grid Advisory Committee of the Coalition of Child Care Advocates of BC
- ▶ Collaboration with the Migrant Workers Centre on a research project, ECE Career Pathways: Accreditation and Skills Upgrading Opportunities for Racialized Women in BC
- ▶ Participation on the Sector Steering Committee for the evaluation of the Early Childhood Learning Recruitment and Retention Strategy



EVALUATION QUESTION 3. TO WHAT EXTENT DID THIS PROJECT CONTRIBUTE TO COVID-19 RESPONSE AND RECOVERY, SPECIFICALLY RELATED TO WOMEN'S EQUALITY?

In conversations related to the final evaluation of this project, interviewees were asked to reflect on the contributions of this project to COVID-19 response and recovery. In particular, reflections focused on women's participation as economic earners in their families, as well as the building of social relationships between women. This project made clear contributions in both areas.

The pandemic highlighted the importance of the childcare sector in supporting women to enter and stay in the workforce. Without childcare, many women were forced to stay home with their children and compromise their own education or career goals. During the period of COVID recovery, some efforts have focused on providing training and opportunities for women, and newcomer women in particular, to enter the workforce as Early Childhood Educators. The childcare field is often appealing to newcomer women who may also be mothers, but there are significant barriers regarding the training and education needed to enter this field.

The BCS project made contributions to advancing training and education, beginning with the identification of barriers experienced by program participants as they try to access ECE training. These barriers were communicated directly to the provincial government in a meeting with the Minister of State for Childcare (as mentioned in the Cohort 2 Evaluation Report). Although a direct response was not received after this meeting, shortly after the meeting took place the government announced funding for multi-barriered populations to access training for employment, and within this funding, the childcare sector was prioritized.

Further, one of PIRS' partners, Vancouver Community College (VCC), received some of this funding, and approached PIRS to be involved in creating the training. As one staff person said, while there may not be a proven correlation between these events, ***"I feel these are a lot of indicators that we were heard or at least [that government is] paying attention to what we were saying."***


In terms of social relationships, the BCS project also made significant contributions. Through the process of creating each cohort, the project successfully built a group of women who, while their paths to Canada were unique and diverse, had much in common at the same time. As one of the partners said, *"the women in the program are able to create social networks with people in similar situations with experiences they can relate to and this directly combats the feelings of isolation that were a result of COVID."*

In the conversation with the PIRS staff team, the group reflected on the power of building the next generation of childcare advocates. The experiences they have had through the BCS project will inform the advocacy work that they lead in the future. As one staff person said,

"In the system before...the politicians are all white, they are making policies, they don't know the issues faced by frontline workers. Now is the time for voices and stories of newcomer mothers. Not just to hear their voices but also advocate and lead the change. They understand the issue, they don't need to have someone else create that policy."

The quote below from a program participant sums up the connections that were built between the participants and the connection between those relationships and the goals of the project:

"No words to say thanks to all of you, the PIRS team. It's tough to be here as a newcomer mom, start a new career, build community. This group made us feel confident and safe between virtual and in-person connections. Thanks to the experts who came to our meetings...I would like to add that I learned how to support newcomers and refugee children that arrived to Canada seeking support, help, and that is my main goal. We are waiting for the sessions each week no matter what, if we are with our kids or struggling with our jobs. The connection is what we missed during COVID times. We need to think about what is possible to change about the childcare system."



EVALUATION QUESTION 4. WHAT CAN PIRS AND PARTNERS LEARN FROM THE WAY THIS PROJECT WAS IMPLEMENTED THAT CAN INFORM OTHER WORK?

PIRS has learned a great deal along the way by implementing this project. Much of that learning has been fed directly back into the project to improve and adapt it for each cohort. Previous evaluation reports detail this learning and how it has been used to improve the project. As part of the final evaluation, PIRS staff and facilitators as well as project partners were asked what they had learned from this project that can influence other work they are involved in.

One of the central project components mentioned in response to this question was the use of creative engagement through media and art. While people spoke primarily of the PhotoVoice exhibit held during Cohort 2, there were other examples of arts engagement throughout the life of the project, including dance, music, and poetry. As one of the PIRS staff said, *“women’s voices can be translated into different mediums and can really make the case for something so complex and be the start of that conversation.”*

In speaking of the PhotoVoice exhibit, one of the partners said the following, ***“the way they told the stories...contributing to awareness of realities and experiences, the narrative, how we share stories in a respectful way to preserve dignity of people. They did this really well. It made people think of new things. It’s a layer of necessary public awareness. This is starting to happen because of how they are telling the stories.”***

EVALUATION QUESTION 5. WHAT ELSE? WHAT HAPPENED THAT WE DIDN'T ANTICIPATE? WHAT ARE THE IMPLICATIONS FOR OUR WORK?


In thinking about what wasn't anticipated, and what the implications are for future work, three main interrelated ideas rose to the surface.

- ▶ First, there was a realization that when we talk about the childcare system, there are actually multiple systems at play. Two systems that were mentioned explicitly include the education system and the settlement system, but it is evident that the intersections are many, and that often the advocacy that occurs in each of these spaces is siloed rather than integrated.
- ▶ Related to this, there is a high level of complexity in the childcare sector, and as this project evolved, it began to unravel those complexities and find the points of leverage in the system where it could best contribute.
- ▶ And finally, these leverage points included forming partnerships, collaborating, and making many many presentations to different groups in order to share and amplify the lived experience of immigrant and refugee women as it relates to childcare.



Project participants, partners and PIRS staff at the “Envisioning a Childcare System” event | March 18th, 2024

CONCLUSION



Two years is a long time, and at the same time, it is not. When working with complex issues requiring systemic change at multiple levels of government, two years goes by in the blink of an eye. Creating a project that is rooted in principles and centres the needs of its participants takes time, skill, and commitment. The Building a Childcare System that works for Immigrant and Refugee Women project has succeeded in building the capacity of women to advocate and at the same time has contributed to changes in the childcare system in BC and beyond.

The impact of the project can be seen at multiple levels:

- ▶ On the participants - many of the women who participated in the program characterized it as transformative, and they have already begun advocating in different spheres as a result of the skills they learned in the program
- ▶ On PIRS - staff have learned so much from the engagement with the participants in the program, and the organization has had the opportunity to align its programming and consider its role as an advocate for systemic change
- ▶ On policies and the childcare ecosystem - beginning with raising awareness, the participants and PIRS staff are now contributing in multiple ways to sector advocacy

This project successfully built individual capacities while at the same time influencing systems level change. By finding the leverage points and inserting themselves into the system that already existed, the project staff and participants were able to shift the narrative and create more space for the lived expertise of refugee and immigrant women. Based on these experiences, the door is open for creating new conversations led by the next generation of childcare advocates.

EVALUATOR'S NOTE OF GRATITUDE

It has truly been an honour to witness this project. As an evaluator, I am often invited into spaces that are intimate and not seen by many. When I began this project, it was hard to imagine what May 2024 would look like. Now that we are here, I know that there is an amazing group of women who are ready to contribute to changing the childcare system in BC and beyond. The level of joy, community, and strength that I observed in the women leading and participating in this project was beautiful and inspiring. Thank you for allowing me to play this very small role.

- Trilby

**PIRS gratefully acknowledges
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making this work possible.**

Learn more and access project materials [HERE](#).

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