



CCWESTT
CCFSIMT

Forum
Learning to Act:
The Power of Systems Change

CCWESTT Learning to Act Forum
October 29-30, 2025 - Montréal, Québec

CCWESTT 2025 Learning to Act Forum

Thank you to our Project Funder



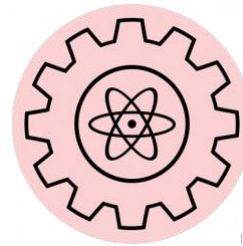
Women and Gender
Equality Canada

Femmes et Égalité
des genres Canada

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*This document was created with the assistance of Artificial Intelligence as a transcription, translation, writing and editing partner.

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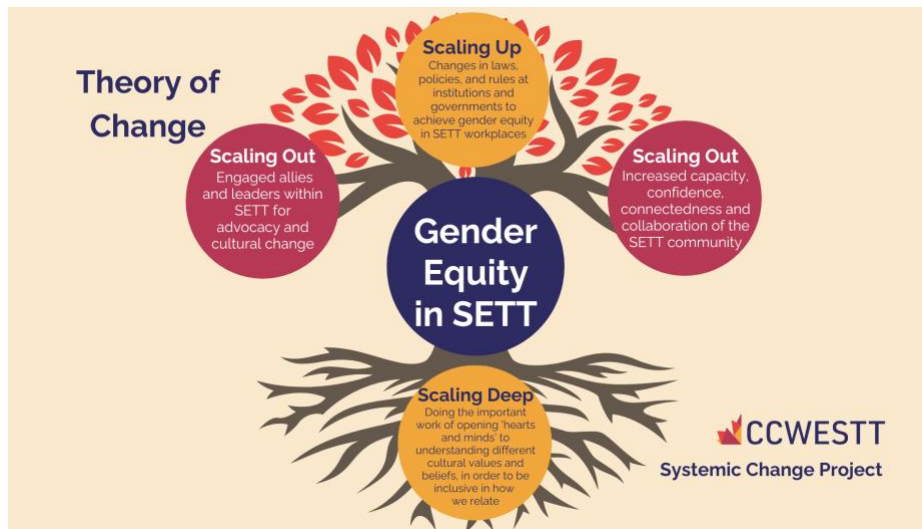
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CCWESTT Introduction

For over 30 years, The Canadian Coalition of Women in Engineering, Science, Trades and Technology (CCWESTT) has been a recognised leader and a voice for a national community on gender equity within Science, Engineering, Trades and Technology (SETT). CCWESTT champions a gender equitable, diverse, and inclusive Canadian SETT sector and is committed to reducing systemic barriers so that women and gender diverse people can have fulfilling and successful careers in SETT.

CCWESTT has been on a systemic change journey funded by Women and Gender Equality Canada (WAGE). This journey began in 2021, when CCWESTT received funding for the project “Gender Inclusion in SETT: Effective Strategies for Systemic Change,” which helped advance CCWESTT’s work to support women and gender-diverse people’s recovery from the impacts of COVID-19 by increasing economic security through systemic workplace change. Specifically, the project was designed to address systemic barriers within workplace policies, practices, and attitudes that limit women and gender-diverse people’s participation in SETT. A key output of this project was the [Gap Analysis Report](#). This project led to the creation of a *Systemic Change Project Theory of Change*.



This Theory of Change was used to apply for CCWESTT’s current systemic change project funded by WAGE’s Women’s Economic and Leadership Opportunities Fund called “Changing the Narrative: A Pathway for Systemic Change in Science, Engineering, Trades and Technology.” This project scaling is designed to change the narrative around workplace culture and, through facts and data, show that gender equality does not exist in SETT workplaces across Canada, opening the way for a national conversation for equitable change. Funding under this call supports the scaling of successful systemic change projects to expand their reach and impact. Two forums were designed to expand CCWESTT’s reach within the SETT community and disseminate knowledge about systems change and how we can all lead for change. The first forum, Learning to Lead: The Power of Systems Change, was held in February 2025 in Calgary, Alberta. The report from that event can be found [here](#). The second forum, Learning to Act: The Power of Systems Change, occurred on Oct 29-30, 2025, in Montreal, Québec. A recap of this second event is the purpose of this report.

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Learning to Act: The Power of Systems Change

Purpose of the event

The Learning to Act: The Power of Systems Change had two primary purposes. Day one focused on presenting and celebrating the launch of CCWESTT's new [Gender Equality Report Card](#). The Agenda for the first day is below. The second day was designed to continue the systemic change journey by using the report card's data to learn how to act in line with systemic change principles. Day two will be discussed later in this report.

Slides from Day 1 are in **Appendix A**.

Day 1 - Agenda

<h1>Forum Agenda</h1>		
 Date 29 October 2025	 Time 9:45 am - 4:30 pm	 English français au verso
Agenda	Topic	Time
Official Welcome & Gathering	<ul style="list-style-type: none">Opening remarks & introsHousekeeping items	9:45 am
Program and Report Card Launch	<ul style="list-style-type: none">Presentation to showcase key findingsDiscussion about the project scope and purpose	10:15 am
Engagement Sessions	<ul style="list-style-type: none">Moderate key questions from the audience to CCWESTT staff/researchersAudience Q&A	11:00 am
Networking & Inspirational Speaker	<ul style="list-style-type: none">Leadership in action speaker	11:30 am
Lunch		12:00 pm
Afternoon Kick-Off & Gathering	<ul style="list-style-type: none">Intro to afternoon session	1:00 pm
Panel Discussion + Live Q&A	<ul style="list-style-type: none">Expert perspectivesOpen floor for questions	1:15 pm
Coffee Break		2:30 pm
Break-Out Discussion Sessions	<ul style="list-style-type: none">Intentional Networking / Break-Out Discussion SessionsTopic-based groups exploring key issues from the Report Card	2:45 pm
Reconvening & Wrap-Up	<ul style="list-style-type: none">Closing Remarks,Final Acknowledgments	3:30 pm
Post Event Networking Celebration		4:30 pm - 6:30 pm


Survey

Interprefy



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Day 1 - Morning Session

Welcome and Land Acknowledgement

The Learning to Act 2025 morning session opened with welcoming remarks from Jennifer Petrella, Executive Director of Mentor Québec and a CCWESTT board member. Jennifer introduced the day as an opportunity to “learn to act” and embrace the collective power necessary for systems change in gender equity across SETT fields. She emphasised the linguistic diversity of Montréal, encouraging participants to speak whichever language—French, English, or both—they felt most comfortable using. Jennifer also outlined housekeeping details, including accessibility supports, interpretation services, locations of rest areas, and the event’s commitment to maintaining a safe, inclusive, and respectful environment for all attendees, regardless of gender, identity, background, or lived experience. The forum provided ASL, English and French interpretation.



CCWESTT Project Manager, V. Ophelia Rigault, introduced Elder Dare, who delivered the opening ceremony of the Kanien'kehá:ka (Mohawk) Nation. Elder Dare shared core teachings from Haudenosaunee worldview, grounding the room in gratitude, balance, and responsibility. He explained the interconnected relationships among humans, the waters, the plants, animals, sky beings, and the Earth, speaking of the natural laws that guide all life. His message emphasised our shared responsibilities as relatives on Mother Earth and highlighted the urgency of facing climate change and social imbalance with new ways of listening, seeing, acting, and relating to one another. He spoke about matrilineal leadership traditions, peaceful coexistence, and mutual respect, and he closed with a traditional song honouring the foods that sustain life, inviting participants to join in the rhythm and meaning of the moment.

CCWESTT President, Kim Bouffard, then formally welcomed participants on behalf of the national coalition. She described CCWESTT’s mandate to advance equity and inclusion in science, engineering, trades, and technology (SETT) by strengthening partnerships, amplifying community voices, and addressing systemic barriers. Kim framed the event as an essential

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opportunity to learn how to act collectively on root causes, rather than continually responding to symptoms. She thanked funders, sponsors, and community partners for enabling the organisation's systems-focused work. Then she invited the CCWESTT project team panel to share CCWESTT's new [Gender Equality Report Card](#).

CCWESTT Gender Equality Report Card Launch Panel

The panel began with Executive Director Bonnie Douglas, who explained that the report card emerged from CCWESTT's long-standing commitment to systemic change, guided by the *CCWESTT Systemic Change Project Theory of Change* that involves scaling deep (changing hearts and minds), scaling out (expanding partnerships and collaboration), and scaling up (influencing policy and legislation). This framework shaped the design of the project, which examines inequities not only at the workplace level but within the larger policy landscapes that shape recruitment and retention in SETT fields.

V. Ophelia Rigault spoke next, highlighting the importance of understanding what is missing in Canada's current structures. She described how legislative and policy frameworks differ dramatically across provinces and territories, leading to inconsistent protections, uneven experiences, and persistent systemic barriers—especially for women, immigrants, Indigenous peoples, 2SLGBTQIA+ individuals, and other equity-denied groups. She emphasised the uniqueness of simultaneously gathering research across all jurisdictions, enabling a truly national comparative analysis seldom seen in Canadian gender equity research.

Research and Strategic Lead, Alicia Bjarnason, was third to speak and explained that the research process mobilised 13 external researchers and CCWESTT's internal research team to produce 18 comprehensive reports. These reports were used to shape the [Gender Equality Report Card](#). The report card was synthesised into three major thematic categories:

Pathways to Equality - *Assesses the laws, policies, and systemic conditions that create the baseline for gender equality in Canada.*

SETT Recruitment - *Examines how individuals enter SETT fields, including education, training, certification, and other pathways into the workforce.*

SETT Retention - *Evaluates the workplace conditions, protections, and supports that influence whether people can remain, advance, and thrive in SETT careers.*

Alicia described the report card as a map of structural factors that determine who can enter, succeed, and remain in SETT fields, noting that the findings reveal persistent gaps in policy coherence, legislative protection, and accountability mechanisms across Canada.

The panel collectively stressed the importance of the report card's timing. Canada's global ranking on gender equality has been declining, and legislative protections vary widely across jurisdictions. They noted that most of Canada's gender-related legislation is reactive and complaint-based, placing the burden on individuals rather than employers or institutions. E.g., occupational health and safety (OHS) systems vary widely, with some jurisdictions carving out exceptions—such as separate rules for mining—that leave SETT workers unevenly protected. Only one province, Prince Edward Island, has implemented legislation restricting non-disclosure agreements related to workplace harassment. While childcare has improved nationally through federal–provincial agreements, gaps remain for workers with non-standard hours, and access remains deeply uneven across rural and northern regions. Collectively, the panel underscored

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the urgent need for clarity, consistency, and systemic alignment, and positioned the report card as a tool for targeted advocacy.

A pre-recorded video from CCWESTT Policy Analyst, Lorraine Hewlett, added an international perspective by comparing Canadian jurisdictions with Iceland, which has led global gender equality rankings for more than 16 consecutive years. Lorraine explained that Iceland's success is driven by legally mandated strategic planning, universal OHS coverage across all sectors, and proactive pay equity enforcement that requires employers to prove compliance. By contrast, Canada lacks a coordinated national strategy, and many of its protections depend heavily on geography or the employment sector. She also identified the implementation of OHS as a significant future research need, given its inconsistent application across Canadian industries.

Following this discussion, Bonnie introduced the interactive online report card platform. The tool assigns each jurisdiction a grade across the thematic categories, pathways to equality, SETT recruitment, and SETT retention, as well as a final grade. It presents the results through clickable maps and downloadable summaries. At the federal level, Canada received a "B," with British Columbia achieving the highest provincial score. Most provinces were graded in the "C" range, while the territories received "D" grades, reflecting ongoing structural challenges.

Focusing on the host province of Québec, Bonnie noted several strengths, including Québec's established pay equity laws and its investments in childcare, while also acknowledging inconsistencies in its OHS legislation. She further highlighted essential differences in childcare access across the country. Québec, for example, has only 11 per cent of its population living in childcare deserts, compared with 90 per cent in Saskatchewan. These contrasts illustrate the significant role jurisdictional priorities play in shaping economic participation.

The communications team then introduced CCWESTT's upcoming campaign, "Honestly, we need *this* to work," designed to increase public awareness and give organisations customizable messaging focused on the '*this*', such as "we need pay equity to work" or "we need childcare to work." Social media templates and a communications toolkit will be available to members and partners, with an information session scheduled for early November.

Participant reflection from the report card launch: "Canada's report card (grade) was a B; we have rights, not results. That shows me that we have a lot of work to do. The CCWESTT tagline "Honestly, we need this to work" lets each person personalise the 'this'. For me, it's cultivating safe spaces, making sure everybody feels included and belongs, and that they can communicate in the way that works for them and feel safe enough to bring their full, authentic selves to work and lean into their gifts. And then we all win, right? When everybody's leaning into their gifts and getting support in the areas where they're not so good, everybody wins. Organisations do better, people do better."

Leadership in Action Speaker

A significant highlight of the morning was the recognition of Lynn Perrière, a pioneer in Québec's construction sector. With 35 years of experience in human resources, work-life balance, diversity initiatives, and health and safety, Lynn has held leadership roles across major public and sectoral organisations, including the Québec Construction Commission, Hydro-Québec, and sector unions. She became the first woman to head a construction union and played a leading role in the modernisation of Québec's sectoral construction law (R-20). As current President of Business and Professional Women Montréal—approaching its centennial—she

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spoke about her own journey of discovering her influence, the importance of authenticity in leadership, and the power of women's and professional networks to drive systemic change. Her remarks offered a personal and inspiring reflection on how individual conviction, persistence, and community support can create industry-wide transformation.

The morning session concluded with a networking activity in which attendees were encouraged to meet someone new and share lunch together, highlighting the importance of connection and collaboration as part of the day's broader theme of collective action. Announcements regarding dietary accommodations and logistics guided participants into the lunch break.

Day 1 - Afternoon Session

Learning to Act Panel - Change Makers

Moderator, **Nahomie Jn Baptiste Millien**, set the stage by emphasising that change-making is not simply an individual act but a collective and systemic project. She noted that the people most equipped to lead transformation are often those who have lived through inequities, observed systemic gaps firsthand, or refused to accept the phrase "that's just how it is." This framing guided the afternoon's discussion and brought the audience into a reflective and candid exploration of leadership, resistance, fatigue, and perseverance.

This panel brought together leaders working across government, academia, legal advocacy, research, and consulting to explore what it means to be a "change maker" in the context of gender equity, pay equity, and systemic transformation in Canada and beyond.

The moderator introduced the panellists:

- **Jamie Carnegie**, consultant, community builder and former Executive Director of Gender Equity Manitoba, with decades of experience in policy, workforce development, gender-based violence (GBV) prevention, and Indigenous reconciliation.
- **Dr Margrét Vilborg Bjarnadóttir**, associate professor at the University of Maryland and founder of PayAnalytics, whose research and practice focus on data-driven pay equity and the responsible use of AI in the labour market.
- **Rosheeka Parahoo**, researcher and equity strategist, founder of RP Research and Consulting, and co-author of major intersectionality and inclusion reports, including the CCWESTT Gap Analysis.
- **Eve Langelier**, an engineering professor and NSERC Chair for Women in Science and Engineering (Québec), whose work focuses on recruitment, retention and inclusive teaching and design in STEM.
- **Suzanne Zaccour**, Director of Legal Affairs at the National Association of Women and the Law (NAWL), is a feminist legal scholar focused on ending violence against women and law reform.

From the outset, panellists stressed that few people consciously choose to become "change makers." Instead, their trajectories were shaped by lived experiences of injustice, the failures of public systems, or the simple inability to ignore inequity. Carnegie described her early years as a receptionist in a social assistance office, recounting how women and gender-diverse individuals regularly fell through the cracks of disconnected programs, siloed services, and institutional indifference. She emphasised that safety, economic security, and opportunities for advancement cannot be separated; if people are not safe at home, in their communities, or in

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their workplaces, no amount of training, mentorship, or policy will meaningfully shift outcomes. Her later work coordinating provincial responses to GBV and Indigenous-led justice initiatives reinforced her belief that systems change requires trust, matriarchal leadership, and community-driven solutions.

Dr Bjarnadóttir traced her path to gender equity work back to an Icelandic bank that asked her to analyse its pay structures. After rigorous statistical controls for role, performance, and potential, an 8% pay gap remained — and even after a year of “being mindful,” the gap did not change. This realisation prompted her to build mathematical models that could recommend specific, targeted pay adjustments to eliminate internal inequities. Her work exposed a key misconception: the overall wage gap (e.g., women earning 84 cents on the dollar) is not the same as an organisational pay gap, which is measurable, actionable, and solvable. Her tools, now used worldwide, demonstrate that pay equity is not a mystery — it is a question of mandate, data, political will, and resources.

For Parahoo, change-making was something they were pushed into rather than something they sought. They argued that people from marginalised communities often become the first — and sometimes only — individuals willing to name inequities. Yet instead of being recognised for identifying system failures, they are often branded as complainers, killjoys, or “too emotional.” Parahoo reframed complaints as an essential source of evidence: complaints are data, and collective complaints form the groundwork for accountability, coalition-building, and solution design. They also stressed that the equity ecosystem is at risk. Non-profits, often responsible for delivering essential GBV and equity services, face chronic and worsening underfunding. At the same time, governments and corporations increasingly sanitise EDI commitments under vague terms like “belonging” or “fairness,” stripping the work of its political and historical context.

Zaccour expanded on the dual nature of feminist legal advocacy: exhilarating when successful and exhausting when progress stalls. As a law student, she helped draft a brief that successfully changed Québec law to ensure survivors could be informed of sanctions against perpetrators, an early reminder that small groups of committed advocates can transform legislation. Yet she contrasted this with the discouraging reality of multi-year campaigns in which governments, unanimously adopting NAWL’s proposals on matters such as family law or domestic-violence-related gun control, only delay implementing them due to political turnover or procedural resets. This uneven pace of progress — accelerated one year, reversed the next — forces advocates to play a long game while managing emotional fatigue, funding insecurity, and public scrutiny.

Langelier added her experience navigating backlash within academia and the STEM ecosystem. While working to transform engineering education and workplace culture, she encountered resistance, politicisation, and misinformation campaigns, particularly during periods when EDI became a target of public and political critique. She highlighted the necessity of interdisciplinary teams, creativity in curriculum design, and institutional support structures. Her work showed that systemic change in STEM requires both policy reform and cultural shifts that make learning environments inclusive, safe, and supportive.

Throughout the conversation, panellists returned repeatedly to Truth and Reconciliation, insisting that gender equity efforts cannot be separated from the ongoing impacts of colonialism. Carnegie stressed that many of the inequalities experienced by Indigenous peoples were intentionally designed — not incidental — and that change makers have a responsibility to understand treaty histories, the Truth and Reconciliation Commission’s 94 Calls to Action, and the 231 Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women

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and Girls (MMIWG). She shared the story of her work supporting multi-year funding for Giganoway Mananang, an Indigenous-led body that advances the MMIWG Calls for Justice and played a critical role in advocacy and ceremony related to the landfill search in Winnipeg. She framed these successes as powerful examples of how community leadership, matriarchal governance, and sustained relationship-building can shift public awareness and policy outcomes.

As the panel transitioned to advice for current and emerging change makers, several common themes emerged.

- Panellists urged attendees to learn how systems actually function, how policy is drafted, who influences ministers, and which public servants quietly shape decisions.
- They emphasised the importance of building relationships with analysts, advisors, and mid-level officials who hold institutional memory and operational power.
- They encouraged combining stories with data, speaking about nascent ideas even before they are fully formed, and embracing imperfection rather than waiting for the “perfect” plan. Change, they noted, is inherently messy and uncertain; acting despite fear is part of the work.
- They also advised people not to hinge their sense of identity on a single project, campaign, or legislative effort. Diversifying one’s work across research, networks, advocacy, and education helps sustain momentum and protects against burnout when one avenue stalls.
- Finally, panellists insisted that equity, prevention, and social supports are not optional; they are essential infrastructure that must be funded and treated as such.



Special Guest Speaker

Following the panel, the session welcomed an additional closing speaker: retired professor and feminist mathematician **Louise Dufresne**, founder of *Femmes et mathématiques*. Dufresne shared reflections from more than four decades of work to advance women’s participation in mathematics and STEM. She stressed the importance of documenting the history of women in STEM so that their contributions are not lost to time — a phenomenon she has seen repeatedly over her career. She voiced deep concern about generative AI, noting that if AI models are trained on global data steeped in sexism and racism, they risk reproducing and even amplifying those biases. She warned that without critical feminist interventions, AI could roll back 40 to 50 years of progress in gender equity. Dufresne also discussed her efforts to increase women’s

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representation in digital spaces, such as Wikipedia, and her commitment to feminist digital literacy.

Drawing on her career as an educator, Dufresne explained that her teaching philosophy was built around asking students questions that force them to challenge their assumptions and stereotypes. She illustrated this through her research on children's drawings of mathematics. Across languages and cultures, children often portray math as frightening, painful, or punishing — using imagery of storms, hammers, darkness, or suffering. She argued that such early perceptions are powerful and lasting, shaping who feels welcomed or excluded from STEM long before they reach university. Addressing math anxiety, she maintained, is a systemic equity issue, not simply a pedagogical one.

Dufresne closed with personal reflections on identity, ageing, and joy. She shared her passion for Latin dance, which she still practices competitively at age 74, noting with humour that even the dance world is not immune to harassment and sexism. She mentioned her current writing project and joked that her next book might be titled *“Féministes, mathématiciennes, aventurières, vieilles — un quatuor explosif.”* Her remarks brought a human, intergenerational, and deeply personal lens to the afternoon's themes, emphasising that the fight for equity is both intellectual and emotional, political and joyful.

The afternoon session concluded with deep appreciation for the honesty, vulnerability, and strategic insight shared by the speakers. Together, the panel and closing talk wove a powerful narrative about the realities of seeking justice within imperfect systems: the grief and exhaustion, the breakthroughs and setbacks, the necessity of community, and the ongoing responsibility to act. The session reinforced the collective commitment represented by CCWESTT's Gender Equality Report Card and underscored that transformative change requires both data and courage, both imagination and accountability, and a renewed willingness to push forward even when progress feels slow. A networking session followed the event.

Panel recordings from Day 1 can be found on the CCWESTT YouTube feed:

Morning

CCWESTT Gender Report Card Launch Panel - [ENG/ASL](#)

CCFSIMT table ronde | apprendre à agir - [FR/LSQ](#)

Afternoon

Panel Discussion | Learning to Act: The Power of Systems Change | [EN/ASL](#)

table ronde | « Apprendre à agir : Le pouvoir de changer les systèmes » | [FR/LSQ](#)

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Day 2- Learning to Act Forum

Day 2 - Agenda



- | | |
|---|--|
| <ul style="list-style-type: none"> • Connect with, and learn from, diverse perspectives • Dive into the data & findings of the Report Card • Think together about what they mean for advancing gender equality in SETT • Identify actions to advance systems change for gender equality | <ul style="list-style-type: none"> • Échanger et apprendre des points de vue divers • Explorer les données et les conclusions du rapport • Analyser ensemble comment ces données peuvent faire avancer l'égalité des genres dans les SIMT • Identifier des actions pour favoriser un changement systémique en faveur de l'égalité des genres |
|---|--|

Agenda	Ordre du jour
• Welcome & Making Connections	• Accueil et présentations
• Digging into the Data Part 1	• Exploration des données – partie 1
• BREAK	• PAUSE
• Digging into the Data Part 2	• Exploration des données – partie 2
• Small Group Sensemaking	• Analyse en sous-groupes
• LUNCH	• DINER
• Small Group Action Planning & Gallery Walk	• Plan d'action en sous-groupes et tour des tables
• Session Reflection & Wrap-Up	• Réflexions finales et clôture de l'événement

From Knowing to Doing: Acting on Systemic Change

Day two opened with renewed momentum and a noticeable shift in orientation—from learning *about* inequity to practising how to intervene within it. CCWESTT Executive Director Bonnie Douglas welcomed participants back by underscoring that this second day would be more interactive and applied than the previous one, reflecting CCWESTT’s commitment not only to diagnosing systemic barriers but to exploring how stakeholders might act differently within complex systems. She reiterated the event’s accessibility features, including bilingual and ASL interpretation, and again grounded the gathering in land acknowledgements that emphasised relational responsibility and the shared work of decolonisation.

The morning opened with reflections from two participants invited to share insights from the first day. One spoke to the discord between Canada’s legislative commitments and lived realities, remarking that “we have rights, not results,” and cautioning that safety or workplace protections should never be determined by geography. Another emphasised that true inclusion also requires accessible dissemination of findings—arguing that the Gender Equality Report Card must reach audiences not only in English and French but through varied communication modes to ensure its utility for diverse communities. These comments marked an important transition: both framed the report card not as an endpoint but as a catalyst for continued work.

Participants were then asked to relocate to assigned, intentionally mixed tables. Moving away from self-selected seating served as an embodied reminder that equitable change requires discomfort, redistribution of voice, and deliberate cross-pollination among disciplines, regions, languages, and lived experiences.

Facilitated Systems Practice — The Data Walk

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The central learning architecture for Day Two was facilitated by Dr Sylvia Cheuy and Myriam Bérubé of the Tamarack Institute, whose expertise lies in community-based, multi-sector systems change. They situated the day within a collaborative impact framework, framing participants as co-interpreters rather than passive recipients of information. As Sylvia noted early on, “you’ll learn from each other today — that’s where the richness lies,” positioning lived experience and collective sense-making as fundamental resources for advancing complex change. The facilitator slides are in **Appendix B**.

Participants began by mapping who was in the room: engineers, technologists, academics, trades practitioners, community advocates, and representatives from nearly every province and territory. This intentional grounding revealed the presence of a national ecosystem capable of interpreting gender equity issues from multiple vantage points—a condition necessary for meaningful systemic inquiry.

The Data Walk exercise reinforced this collaborative posture. Participants rotated through eight themed discussion stations reflecting prominent issues surfaced in the Gender Equality Report Card. Data Walk sheets are in **Appendix C**. Themes included:

- Who’s Missing From SETT
- Nurturing Interest and Opportunity in SETT
- How Can Inclusive Recruitment Become the Norm?
- Why Are Women Still Missing At The Top?
- Making Equal Pay A Reality in SETT
- Making SETT Work For Everyone
- Gender Equity In The Trades
- Policies Addressing Care

Each station posed reflective questions designed to deepen interpretation rather than solicit opinion: *What does this data mean? What tensions does it expose? Where do opportunities for intervention emerge?*

The structured movement between stations created momentum while revealing the room’s density of insight. As one facilitator observed, “you know the data walk is working when the room doesn’t want to move,” signalling that participants had transitioned beyond passive consumption of information and into active analysis.

Collective Interpretation and Thematic Priorities

Table-level reporting illuminated both the diversity of interest areas and the interconnectedness of issues confronting gender equity in SETT. Participants discussed, for example, the need to reframe equity narratives away from purely moral imperatives toward organisational value propositions, emphasising that many actors are more responsive when change is framed in terms of economic advantage, productivity, or talent retention. Others highlighted the inadequacy of current employer–employee structures, pointing to emerging generational distrust of traditional employment relationships and the need for new governance models—including those inspired by matriarchal and collectivist approaches.

There was also extensive attention paid to allyship, not as an informal attribute but as a leadership competency requiring structured development, early exposure, and accountability mechanisms throughout education and career pathways. Psychological safety emerged as another critical infrastructure gap—participants argued that unsafe environments create

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measurable economic losses yet remain insufficiently acknowledged within labour systems. Many also underscored that care systems must be understood and designed as economic architecture rather than a private family burden, drawing attention to promising examples where companies partnered to deliver on-site childcare or Indigenous women’s training linked to work placement.

Table Report Recaps — What Resonated Most

- **Reframing the economic case** — shifting discourse from moral obligation to business benefit; asking organisations not just *why equity matters*, but *what they gain by advancing it*.
- **Rethinking employer–employee relationships** — exploring power, classification of work, entrepreneurial models, collective solutions (e.g. shared benefits) and new governance structures inspired by matriarchal systems.
- **Allyship as leadership** — treating allyship not as goodwill but as a skillset learned early, reinforced continuously, and expected of leaders.
- **Psychological safety** — embedding training and accountability across the career span, and naming economic losses from failing to provide safe workplaces.
- **Care systems reform** — critically reframing “childcare” as *lifespan caregiving*, including spousal care, youth support, and elder care — all deeply gendered and economically consequential. One participant noted the importance of showcasing solutions, such as workplace-based childcare partnerships.

Facilitators commented that, while they had anticipated convergence on only a few focus areas, the exercise surfaced **these five distinct thematic priorities**, demonstrating both the complexity of the ecosystem and the depth of expertise within the participant group.



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Strategy Development: From Themes to Action

The afternoon required participants to move beyond diagnosis and toward practice. Individuals self-selected into issue working groups tasked with identifying what action was required at three levels: personal practice, organisational/sectoral practice, and national network coordination. The emergence of a new topic—artificial intelligence as both a risk and a tool for gender equity—illustrated the evolving nature of systemic challenges and the forum’s responsiveness to emerging questions.

During report-back discussions, cross-cutting insights were evident. Participants argued for **collective accountability rather than individual burden**, emphasising that responsibility for change cannot be downloaded onto workers alone. Training and professional formation were consistently understood as **core infrastructure** rather than optional programming. The importance of **measurement**—especially for harms still largely invisible, such as psychological injury or caregiving exhaustion—was repeatedly emphasised. Participants also stressed the centrality of **storytelling, data literacy, policy tools, and equitable design principles**, identifying these capacities as essential architecture for implementation.

Table Report Recaps — Revealed Shared Undercurrents:

- Empowerment through collective action, not individual burden
- Awareness and role-modelling as cultural levers
- Training as infrastructure, not optional add-ons
- Measuring what matters — especially hidden costs like psychological harm

One insight echoed across working groups: **systems change requires visible benefits for those who are not already convinced of its necessity**. This point can be woven into CCWESTT’s Theory of Change systems-change framework, which focuses on scaling deep (mindsets), scaling out (networks), and scaling up (policy), thereby reinforcing and offering a shared language for future implementation.

Day Two concluded with a reflection on both challenge and possibility. As one facilitator observed, **there is no single right place to begin in systems change—but there is a cost to not beginning**. Participants left not only with thematic priorities but also with strengthened collective agency and a clearer sense of how the Gender Equality Report Card can move from analysis into coordinated action.



Thank you to all who attended the CCWESTT Learning to Act Forum. CCWESTT is now planning the next CCWESTT Conference - we hope to see you all in Calgary in May 2026!

CCWESTT 2025 Learning to Act Forum

Appendixes

Appendix A

Apprendre à agir : le pouvoir de changer les systèmes
Learning to Act: The Power of Systems Change

les 29 et 30 octobre 2025
October 29th & 30th, 2025

Montréal, QC
Montreal, QC



Women and Gender Equality Canada / Femmes et Égalité des genres Canada / Canada



Survey Agenda Interpretation



Token: CCWESTT2025

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Women and Gender Equality Canada / Femmes et Égalité des genres Canada



CHANGING THE NARRATIVE:
Gender Equality in SETT Report Card



CHANGING THE NARRATIVE:
Gender Equality in SETT Report Card

Play Policy Analyst's Video

CHANGING THE NARRATIVE:
Gender Equality in SETT Report Card

Live Demo of the Report Card website

CHANGING THE NARRATIVE:
Gender Equality in SETT Report Card

Play *Honestly, We Need This to Work* video

CCWESTT 2025 Learning to Act Forum

**LEADERSHIP IN ACTION
SPEAKER**



LYNE LAPERRIERE





Survey **Interpretation**




Token: CCWESTT2025

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des genres Canada

**SUCCESS STORIES IN
SYSTEMS CHANGE**

POWER PANEL





EVE LANGELIER
Panelist



JANIS CARNEY
Panelist



**MARGARET WILSON
RUANADOTTIR**
Panelist



ROSEMARY PARANDO
Panelist



SUZANNE GAGNON
Panelist



**NANDINI CHHABRIATE
MULLEN**
Moderator



**CREATION OF AFFESTIM
DISCUSSION**



LOUISE LAFORTUNE






STRANGER DEBRIEF

1. Who are you?
2. Please name 1 thing that surprised or impressed you today.
3. What gives you hope for the future?

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Survey



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CCWESTT 2025 Learning to Act Forum

Appendix B

Taking Action on Gender Equality

Passer à l'action pour l'égalité des genres

CCWESTT
CCFSIMT

Thursday October 30th, 2025 - 8:30 am-3:00 pm | Jeudi, 30 octobre 2025 - 8 h 30 à 15 h 00

Facilitators | Facilitatrices

Myriam Bérubé
Co-Founder & Partner
Co-fondatrice et partenaire,
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Session Overview

Aperçu de la session

- Connect with, and learn from, diverse perspectives
- Dive into the data & findings of the Report Card
- Think together about what they mean for advancing gender equality in SETT
- Identify actions to advance systems change for gender equality

- Échanger et apprendre des points de vue divers
- Explorer les données et les conclusions du rapport
- Analyser ensemble comment ces données peuvent faire avancer l'égalité des genres dans les SIMT
- Identifier des actions pour favoriser un changement systémique en faveur de l'égalité des genres

Agenda	Ordre du jour
Welcome & Making Connections	Accueil et présentations
Digging into the Data Part 1	Exploration des données - partie 1
BREAK	PAUSE
Digging into the Data Part 2	Exploration des données - partie 2
Small Group Sensemaking	Analyse en sous-groupes
LUNCH	DINER
Small Group Action Planning & Gallery Walk	Plan d'action en sous-groupes et tour des tables
Session Reflection & Wrap-Up	Réflexions finales et clôture de l'événement

Group Agreements

Accords du groupe

- Listen** – Listen with care and compassion
- Hear** – Ensure everyone has a chance to speak, offer ideas and/or share experiences
- Be Curious** – All are responsible for the quality of the group's conversation
- Respect Differences** – Be considerate even when you do not agree. Notice your reaction to ideas and experience that are different from your own.
- Care for the Quality of the Conversation** – Make time for silence. Pause when needed to refocus or savour an insight.

- Écoute** – Écouter avec attention et compassion
- Entendre** – Veiller à ce que chacun-e ait la possibilité de s'exprimer, de proposer des idées et/ou de partager ses expériences
- Curiosité** – Chacun-e est responsable de la qualité de la conversation au sein du groupe
- Le respect des différences** – Démontrez du respect même lorsque vous n'êtes pas d'accord. Prenez conscience de vos réactions face aux idées et aux expériences différentes des vôtres.
- Qualité de la conversation** – Prenez le temps d'un silence. Faites une pause pour vous recentrer ou pour apprécier pleinement une idée.

Making Connections... Tour de table...

At your table, introduce yourself and share...

- What perspectives do you bring?
- What is one change you'd like to see happen to advance gender equality in SETT?

À votre table, prenez un moment pour vous présenter et partager:

- Quelle perspective apportez-vous?
- Quel changement aimeriez-vous voir se réaliser pour faire progresser l'égalité des genres dans les SIMT?

Today's Data Walk

There are 8 "stations" – each with data and a reflective question – that highlights one aspect of gender equality in SETT

- Your small table group will visit each station and have a quick (10-min) conversation about the question
- Share your insights and questions
- Feel free to take notes
- Be sure everyone has a chance to speak
- Be curious about other's perspectives
- After visiting all stations, you'll have more time to make sense of the data together

La Ran-donnée d'aujourd'hui

Il y a 8 "stations", chacune présentant des données et une question de réflexion qui met en lumière un aspect de l'égalité des genres dans les SIMT.

- Chaque sous-groupe (par table) visitera chaque station et aura une courte discussion (10 min) autour de la question proposée.
- Partagez vos idées et vos questionnements.
- N'hésitez pas à prendre des notes.
- Assurez-vous que chacun-e puisse s'exprimer.
- Faites preuve de curiosité envers les perspectives des autres.
- Après avoir visité toutes les stations, vous aurez plus de temps pour analyser et interpréter ensemble les données.

- Questions
- Comments
- Insights
- Questions
- Commentaires
- Réflexions

BREAK | PAUSE

CCWESTT 2025 Learning to Act Forum

Sensemaking Together / Analyse collective

At your tables, consider all the information you've just seen and discuss:

- What questions/ideas/themes were most intriguing and why?
- What specific areas/topics would you most like to focus on addressing
- For each topic, describe what successful action might look like

• Your group will have 30 minutes for this conversation

• Please ensure someone is capturing notes

• Choose one person to share highlights of your discussion with the whole room

À votre table, prenez en compte toutes les informations que vous venez de voir et discutez:

- Quelles questions/idées/thématiques vous ont le plus interpellé-e et pourquoi ?
- Quels domaines ou sujets précis aimeriez-vous prioriser ou approfondir?
- Pour chaque sujet priorisé, décrivez à quoi pourrait ressembler une action porteuse

• Vous aurez 30 minutes en sous-groupes pour cette discussion.

• Assurez-vous de désigner une personne pour la prise de notes.

• Désignez également une personne pour partager les faits saillants de votre discussion avec l'ensemble du groupe.

- Questions
- Commentaires
- Insights
- Questions
- Commentaires
- Réflexions

LUNCH | DÎNER

Taking Action / Passer à l'action

Select the theme you want to explore and, at your table, discuss:

- What can **individuals** do to address this theme and what might they need?
- What can **organizations/sectors** (be specific) do to address this theme and what might they need?
- What can we **do together as a national network** and what might they need?

• Your group will have 30 minutes for this conversation

• Please ensure someone is capturing notes

Ensemble, choisissez l'enjeu que vous souhaitez explorer et répondez aux questions suivantes:

- Que peuvent faire les **individus** pour agir sur cet enjeu et quels soutiens leur seraient utiles pour y arriver?
- Que peuvent faire les **organisations/secteurs** (veuillez préciser) pour agir sur cet enjeu et quels soutiens leur seraient utiles pour y arriver?
- Que pouvons-nous faire **ensemble en tant que réseau** et quels soutiens nous seraient utiles pour y arriver?

• Vous aurez 30 minutes en sous-groupes pour cette discussion.

• Veuillez désigner une personne à la prise de notes.

Gallery Walk / Tour des tables

- Ask 1 person from the group to stay with your ideas
- Everyone else, bring post-it notes, to share feedback on others' ideas (10 min)
- Go back to your table and hear the feedback to your group's ideas

- Désignez une personne du groupe qui restera à votre table pour présenter vos idées aux autres groupes.
- Les autres participant-e-s peuvent circuler pour partager leurs commentaires sur les idées des autres groupes. Veuillez apporter les post-its pour les noter (10 min).
- Ensuite, retournez à votre table pour prendre connaissance des commentaires reçus sur les idées de votre groupe.

- Questions
- Commentaires
- Insights
- Questions
- Commentaires
- Réflexions

How Do You Want to Engage? / Comment souhaitez-vous vous impliquer?

Core =	Interested in being actively involved in the leadership of the project. Want to be given opportunities to provide in-depth feedback frequently.
Involved =	Want to occasionally provide some form of support and input.
Supportive =	Want to be kept informed but not directly involved in the work of the project.
Interested =	
Au cœur des activités =	Je souhaite être activement impliqué-e dans le leadership du projet.
Impliqué-e =	Je souhaite contribuer régulièrement en donnant de la rétroaction approfondie.
En soutien =	Je souhaite offrir occasionnellement du soutien ou de la rétroaction.
Intéressé-e =	Je souhaite être tenu-e informé-e, sans être directement impliqué-e dans les travaux.

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 Email | Courriel: sybil.chaly@tamarackinstitute.com
 Phone | Téléphone: 416-900-6077

Please share an insight you are taking away from today

Veuillez partager une réflexion avec laquelle vous repartez aujourd'hui

Appendix C

QUI MANQUE DANS LES SIMT ?

Les femmes représentent moins de 6 % de travailleurs qualifiés et environ 21 % des travailleurs dans les domaines des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM), alors qu'elles constituent 34 % de la main-d'œuvre ayant suivi une formation dans ces domaines.

En revanche, les femmes représentent 75 % des professionnels de l'éducation et 82 % des travailleurs de la santé au Canada.

Les scientifiques handicapés sont confrontés à l'inaccessibilité des laboratoires, des conférences et des travaux sur le terrain; les aménagements sont souvent considérés comme des exceptions.

Women represent <6% of skilled trades and ~21% of STEM workers, despite making up 34% of the STEM-educated workforce.

By contrast, women make up 75% of education professionals and 82% of health care workers in Canada.

Disabled scientists face inaccessible labs, conferences, and fieldwork; accommodations are often treated as exceptions.

Comment renforcer les professions et les organisations SIMT grâce à une plus grande participation et à une meilleure rétention des femmes et des personnes de divers genres* ?

How might SETT professions and organizations be strengthened by greater participation and retention of women and gender-diverse people*?

FAVORISER L'INTÉRÊT ET LES POSSIBILITÉS DANS LES SIMT

La représentation des femmes dans l'enseignement et l'apprentissage des SIMT est inférieure à la parité dans toutes les provinces. Les programmes d'ingénierie et de métiers comptent systématiquement moins de 30 % de femmes+.

Au secondaire, seule une fille sur trois se sent à l'aise en mathématiques.

Ce chiffre tombe à 1 sur 5 pour les filles racialisées et autochtones.

Women's representation in SETT education and apprenticeships is below parity in every province; Engineering and trades programs are consistently under 30% women+.

By high school, only 1 in 3 girls feel confident in math.

This figure drops to 1 in 5 for racialized and Indigenous girls.

Comment pouvons-nous faire en sorte que tous les jeunes soient encouragés à explorer les domaines SIMT, indépendamment de leur sexe, de leur origine ethnique, de leur culture ou de leurs capacités ? Quels changements dans les attitudes du public pourraient favoriser cela ?

How might we ensure all young people are encouraged to explore SETT, regardless of gender, race, culture, or ability? What shifts in public attitudes could support this?

COMMENT FAIRE DU RECRUTEMENT INCLUSIF LA NORME ?

Aucune province ne dépasse les 50 % de représentation des femmes+ dans les résultats scolaires en SIMT.

Les femmes+ représentent moins de 30 % des effectifs dans les domaines de l'ingénierie et des métiers dans toutes les juridictions.

Les nouveaux arrivants sont confrontés à des défis tels que la reconnaissance coûteuse et lente des diplômes, ce qui conduit au sous-emploi.

35 % des travailleurs 2SLGBTQ+ dans le secteur SIMT signalent des préjugés lors des entretiens d'embauche.

How can inclusive recruitment become the norm?

No province exceeds 50% representation of women+ in SETT education outcomes.

Engineering and trades fall below 30% for women+ across all jurisdictions.

Newcomers encounter challenges such as costly and slow credential recognition, leading to underemployment.

35% of 2SLGBTQ+ workers in SETT report bias during hiring interviews.

Comment pouvons-nous faire en sorte que le recrutement inclusif - de l'éducation à l'embauche - devienne la norme afin de retenir des talents diversifiés dans le secteur SIMT ? Comment pouvons-nous concevoir des solutions d'avenir qui reflètent l'évolution démographique du Canada ?

How might we make inclusive recruitment - from education through hiring - the standard so that diverse talent is retained in the SETT sector? How can we design future solutions that reflect Canada's changing population?

POURQUOI LES FEMMES SONT-ELLES ENCORE ABSENTES DES POSTES À RESPONSABILITÉ ?

Les femmes occupent 47 % des emplois au Canada, mais seulement 38 % des postes de gestion et moins de 29 % des postes de haute direction.

Moins de femmes accèdent à des postes de direction : en 2022, 54,5 % des postes de « relève » étaient occupés par des femmes; en 2025, ce chiffre est tombé à 45,3 %.

Why are women still missing at the top?

Women hold 47% of Canadian jobs but only 38% of management roles and less than 29% of senior leadership positions.

Fewer women are moving into senior leadership: In 2022, 54.5% of "next up" roles were held by women; in 2025, that number dropped to 45.3%.

Comment pouvons-nous concevoir des parcours de développement de carrière qui garantissent un accès équitable aux possibilités d'avancement et de leadership pour les femmes et les autres groupes sous-représentés ?

How might we design career development pathways that ensure equitable access to advancement and leadership opportunities for women and other underrepresented groups?

FAIRE DE L'ÉGALITÉ SALARIALE UNE RÉALITÉ DANS LES SIMT

Au Canada, les femmes ingénieures gagnent systématiquement moins que leurs homologues masculins, l'écart pouvant atteindre jusqu'à -20 000 \$ au cours de leur carrière.

Les écarts salariaux sont plus importants pour les femmes autochtones, racialisées, handicapées et nouvellement arrivées.

Seules trois juridictions canadiennes incluent explicitement l'identité de genre et l'orientation sexuelle dans leurs cadres d'équité salariale et de transparence salariale.

Équité salariale ou transparence salariale : Le Canada, le Québec et l'Ontario ont les lois les plus complètes en matière d'équité salariale (secteurs public et privé), tandis que la Colombie-Britannique est en tête en matière de transparence salariale, mais ne dispose pas d'un cadre solide en matière d'équité salariale.

Women engineers in Canada consistently earn less than their male peers, with the gap reaching up to -20,000 over the course of their careers.

Pay gaps are larger for Indigenous, racialized, disabled, and newcomer women.

Only 3 Canadian jurisdictions explicitly include gender identity and sexual orientation in pay equity/transparency frameworks.

Pay equity vs pay transparency: Canada, Quebec, and Ontario have the most comprehensive proactive pay equity laws (public and private sectors), while British Columbia leads in pay transparency but lacks a robust pay equity framework.

Quels changements structurels, culturels ou législatifs seraient nécessaires pour que l'équité salariale dans les domaines des SIMT devienne une réalité ? Quelles répercussions une rémunération équitable pourrait-elle avoir sur les personnes qui entrent, restent et prospèrent dans ces domaines ?

What might need to change, structurally, culturally, or legislatively for pay equity in SETT to become a reality? What ripple effects could fair compensation have on who enters, stays, and thrives in these fields?

RENDRE LE SIMT ACCESSIBLE À TOUTES ET À TOUS

79 % des travailleurs autochtones dans le secteur SIMT signalent des cas de harcèlement sur leur lieu de travail.

Les dommages psychologiques sont souvent exclus des définitions des accidents du travail en matière de santé et de sécurité au travail, ainsi que du droit de refuser un travail dangereux dans toutes les juridictions canadiennes.

L'emploi précaire et les infrastructures inadéquates sur le lieu de travail augmentent les risques pour la santé mentale, le stress chronique et les accidents du travail, touchant de manière disproportionnée les groupes méritant l'équité.









La culture en milieu de travail dans les SIMT : Les environnements dominés par les hommes perpétuent le harcèlement, la sous-évaluation et la résistance aux aménagements, ce qui a des répercussions tant sur les hommes que sur les femmes. Les lieux de travail dangereux et hostiles entraînent l'isolement, des problèmes de santé mentale et des taux de roulement élevés.

Workplace Culture in SETT: Male-dominated environments perpetuate harassment, undervaluation, and resistance to accommodations, impacting both men and women. Unsafe and hostile workplaces lead to isolation, mental health challenges, and high turnover rates.

Comment les lieux de travail SIMT pourraient-ils s'inspirer des pratiques éprouvées pour mieux favoriser la sécurité psychologique et lutter contre la précarité de l'emploi, afin que tous les employés puissent s'épanouir, rester et diriger ?

How might SETT workplaces learn from proven practices to better support psychological safety and precarious employment, so that all employees can thrive, stay, and lead?

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<h2>ÉGALITÉ DES SEXES DANS LES MÉTIERS SPÉCIALISÉS</h2>  <p>Les femmes représentent moins de 6 % de la main-d'œuvre qualifiée dans les métiers spécialisés.</p> <ul style="list-style-type: none"> • Les taux de certification et de rétention des femmes dans les métiers sont bien inférieurs aux taux d'hommes • Les modèles d'apprentissage inclusifs, tels que les programmes de transition rémunérés, les sites de formation accessibles et les mesures de soutien à la rétention soutenues par les employeurs, ont des meilleurs résultats • La reconnaissance des titres de compétence et l'accès à la formation varient considérablement d'une province et d'un territoire à l'autre, ce qui crée des inégalités en matière d'opportunités <p>—</p> <p>Les femmes et les personnes de genre divers dans les métiers spécialisés rencontrent plus de difficultés que les hommes et les personnes de genre masculin à accéder à la formation, à obtenir des emplois et à rester dans les métiers spécialisés. Ces obstacles sont souvent liés à des facteurs systémiques tels que la certification et la reconnaissance des titres de compétence, ce qui empêche de nombreuses personnes de réaliser leur plein potentiel.</p> <p>—CCWESTT, <i>Women and Gender-Diverse People in the Trades</i>, 2025</p> <p>Quelles sont les possibilités d'améliorer l'emploi dans les métiers pour les femmes, les Autochtones, les personnes racialisées, les nouveaux arrivants et les personnes 2SLGBTQI+ ? En quoi une plus grande diversité pourrait-elle être bénéfique pour les métiers ?</p>	<h2>GENDER EQUITY IN THE TRADES</h2>  <p>Women represent less than 6% of the skilled trades workforce</p> <ul style="list-style-type: none"> • Certification and retention rates for women in trades are far below par • Inclusive apprenticeship models—such as paid bridging programs, accessible training sites, and employer-backed retention supports—lead to stronger outcomes • Credential recognition and access to training vary widely across provinces and territories, creating uneven opportunities <p>—</p> <p>Women and gender-diverse people in the trades often describe being “the only one”—the only woman on site, the only newcomer in the shop, the only person asking for accommodations. That isolation, paired with systemic barriers to certification and retention, means many leave before they ever get a foothold.</p> <p>—CCWESTT, <i>Women and Gender-Diverse People in the Trades</i>, 2025</p> <p>What opportunities exist to enhance work in trades for women, Indigenous, racialized, newcomer, and 2SLGBTQIA+ people? How might greater diversity benefit the trades?</p>	<h2>POLITIQUES EN MATIÈRE DE SOINS</h2>  <p>Les femmes consacrent 8 heures de plus par semaine à la garde d'enfants et 4 heures de plus à la prise en charge d'adultes que les hommes</p>  <p>Dans de nombreuses provinces, plus de 50 % des enfants vivent dans des déserts en matière de garde d'enfants, c'est-à-dire dans des régions où l'accès à des services de garde agréés est limité, voire inexistant</p>  <p>Moins de 5 % des garderies agréées offrent des services en dehors des heures de 7 h à 18 h, et moins de 2 % offrent des services le week-end, ce qui limite le travail par quarts et les horaires flexibles</p> <p>—</p> <p>L'étude menée en Ontario en 2025 a révélé que seulement 1 garderie sur 20 offrait des heures prolongées, et que la plupart d'entre elles étaient informelles ou non réglementées</p> <p>Quelles politiques éprouvées — notamment en matière de garde d'enfants inclusive, de soins aux personnes âgées et de maladies graves — pourraient contribuer à réduire les inégalités entre les sexes dans le domaine des SIMT ? Quels changements d'attitude de la part du public sont nécessaires pour répartir équitablement les charges liées aux soins ?</p>	<h2>POLICIES ADDRESSING CARE</h2>  <p>Women spend 8 more hours/week on child care and 4 more on adult care than men</p>  <p>In many provinces, over 50% of children live in child care deserts—areas with little or no access to licensed care</p>  <p>Fewer than 5% of licensed child care centres offer hours outside 7 a.m.–6 p.m., and weekend care is under 2%, constraining shift work and flexible schedules</p> <p>—</p> <p>Ontario's 2025 scan found only 1 in 20 child care centres offered any extended hours—and most were informal or unregulated</p> <p>What proven policies—including inclusive child care, elderly care, and critical illness—could help close gender gaps in SETT? What shifts in public attitudes are needed to even the burdens of care?</p>
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