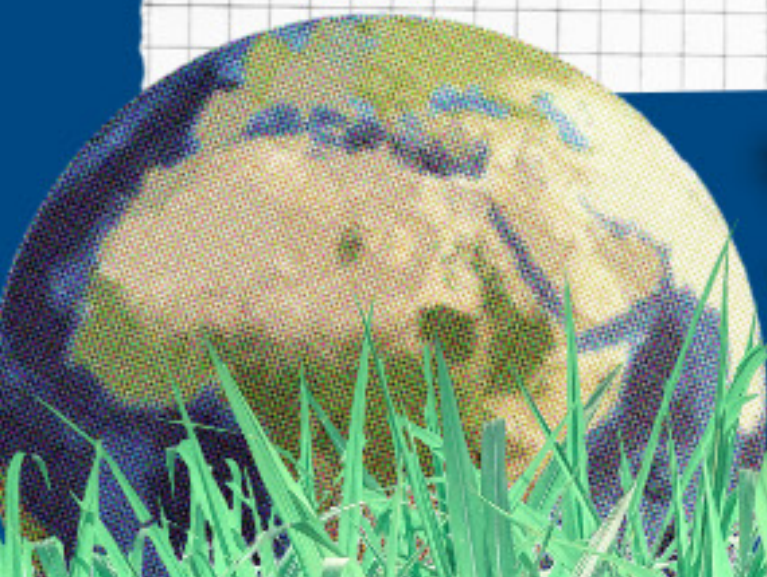


Gender at work

Annual Report 2024



Opening Letter

BY: madeleine kennedy-macfoy, EXECUTIVE DIRECTOR, GENDER AT WORK

2024 was a year defined by our ever deepening our commitments to **learning**, to cultivating, building and **exchanging knowledge**, and to nurturing **community**.

Being a continuously learning organisation is at the heart of who we are. During 2024, we continued to embrace approaches and ways of doing and being in our work that take us beyond the usual donor-driven imperative to measure change towards understanding change. Working alongside our partners with a focus on surfacing what is working and where the gaps are, makes it easier to hold ourselves accountable to the principle that transformation is rarely linear—and that real change takes curiosity, humility, and a willingness to unlearn.

We intensified our role as a cultivator of feminist knowledge. Gender at Work Associates continue to sharpen capacity—their own and that of partners—to look for and make visible the often-invisible structures that perpetuate inequalities. The resources that are the foundation of our approaches—books, video narratives, podcasts, or other tools—continue to combine theory and lived experience, bridging academic insight and grassroots wisdom. We know that building a more just world requires not just policy change, but transformation of consciousness—and we are committed to nurturing both.

Central to our identity, too, is community: we are a transnational, multi-generational feminist network built on trust, solidarity, and shared purpose. In 2024, we continued to strengthen connections and interactions between Associates and the core programme team across 16 countries, deepened partnerships with movements and institutions, and co-created spaces where activists, change-makers, and practitioners can learn from one another. These relationships sustain us. They remind us that our work does not happen in

isolation, but through collective action—through generous listening, mutual accountability, and radical care.

Looking forward to 2025, my belief in what we can achieve together remains unwavering. We look forward to opportunities to further expand Feminist School and scale up our capacity-building efforts, supporting and accompanying more organisations, networks and activists to challenge both visible and hidden power structures. We will also continue to strengthen our feminist evaluation methods—integrating qualitative storytelling, participatory tools, and action learning—so that we can capture change as it unfolds, not just as an endpoint.

A BIG THANKS to everyone who contributed to this work in 2024: our Associates, partners, donors, communities, and programme team. Your commitment, brilliance, and perseverance make all of the difference!

—madeleine



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Strategic Focus

Throughout 2024, all our work—whether projects with external partners or learning internally within the G@W Community—aligned with one of our six strategic focus areas:

TRANSFORMING ORGANISATIONS

We guide and accompany organisations and institutions in their efforts to shift deep-rooted power dynamics, cultures, and norms, making gender equity and inclusion part of everyday practice—not just policy.

NURTURING LEADERSHIP

We cultivate transformative, inclusive, feminist leadership that recognises intersectional challenges and centres radical love, care, reflection, and collective accountability across systems and sectors.

EVALUATING CHANGE

We design and use feminist approaches to monitoring, evaluation, accountability and learning (M.E.A.L.) to reveal what's often invisible, valuing the process as well short and long-term impact.

BUILDING PARTNERSHIPS

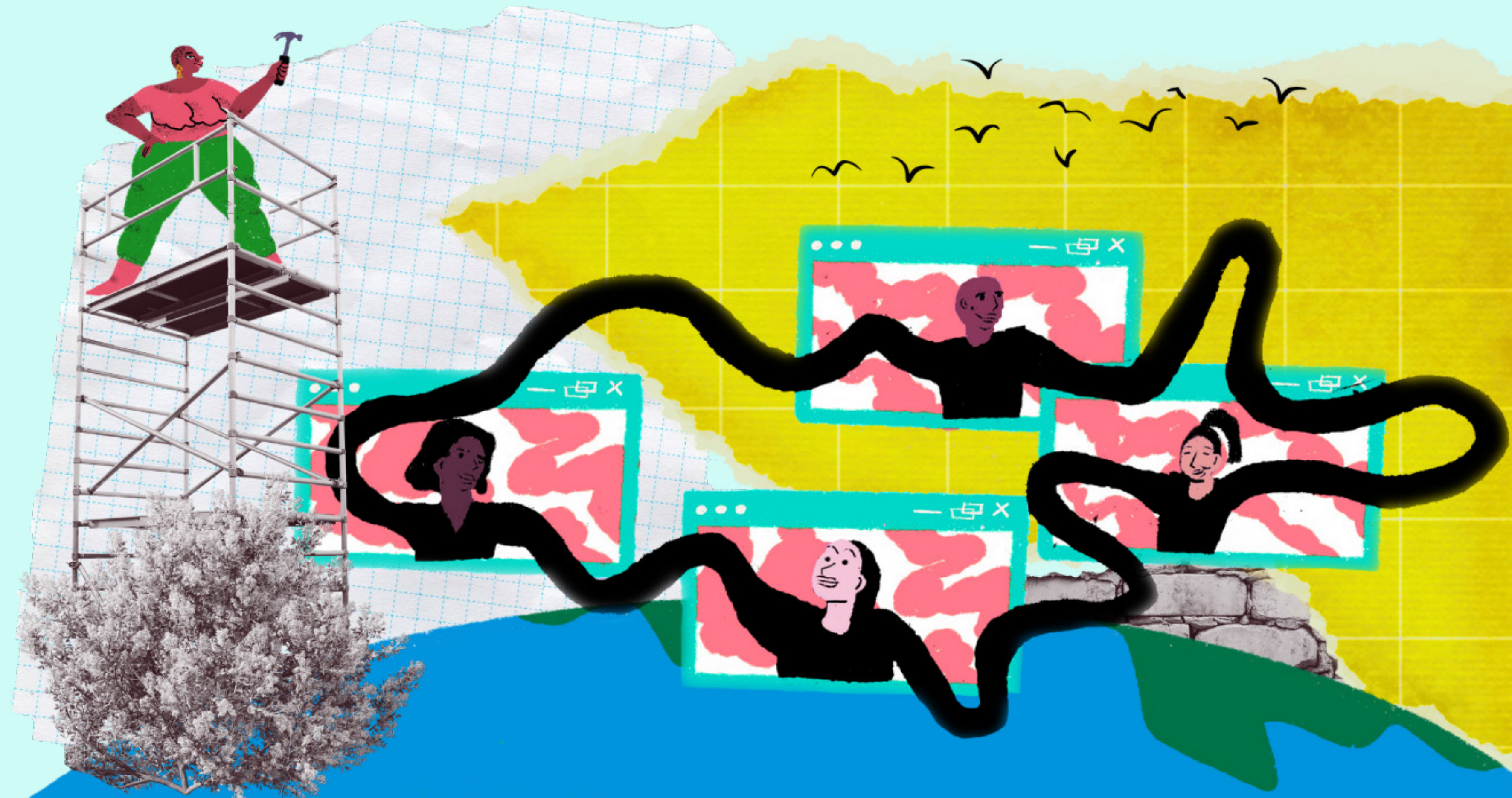
We co-create relationships rooted in trust and solidarity—with allies, activists, funders, movements and institutions—collaborating on shared goals of systemic change and creating a more just and inclusive world.

CULTIVATING KNOWLEDGE

We research, document, and reflect on lived experience, collective learning and practice to build and share feminist knowledge that travels across contexts and communities.

SUPPORTING MOVEMENTS

We stand alongside feminist movements for social justice, providing tools, creative spaces and collective strategizing, to help sustain feminist organising and resist backlash.



Learning

At Gender at Work, we recognise that learning is not linear; learning is reflexive, relational and always in motion.

In 2024, we deepened our commitment to reflection as both a political and pedagogical act, using it to reveal insights, challenge assumptions, and adapt our practices. Our approach to learning is emergent: shaped by context, grounded in feminist values and open to the unknown.

We see learning as both a method and a muscle: something strengthened through practice, vulnerability and shared reflection. From exploring responsible and inclusive approaches to AI and storytelling, to guiding cohorts through leadership courses and allyship workshops, these projects embody our commitment to learning by doing—and then applying it.



Leadership for Gender Equality Learning Course: Seeding Change

Project Snapshot

Location: online

Timeline: January to May 2024

Funder: United Nations Development Programme (UNDP)

Delivery Partners: G@W with Kings College London

Strategic Focus: nurturing leadership; transforming organisations

Thematic Focus: gender equity and inclusion

Core Activities: Course of webinars, interactive case-study workshops, drop-in meetings and asynchronous learning labs that addressed key strategic issues for UNDP

Impact at a Glance

Participants: 55 UNDP Resident Representatives (RRs), Country Directors and other senior leaders

Indirect reach: UNDP country offices and the beneficiaries of their programmes

Outcome highlights:

- New approaches to gender equity programmes and institutional change within UNDP
- Bespoke Action Plans for Change on leadership for gender equality developed for each participating UNDP office and country

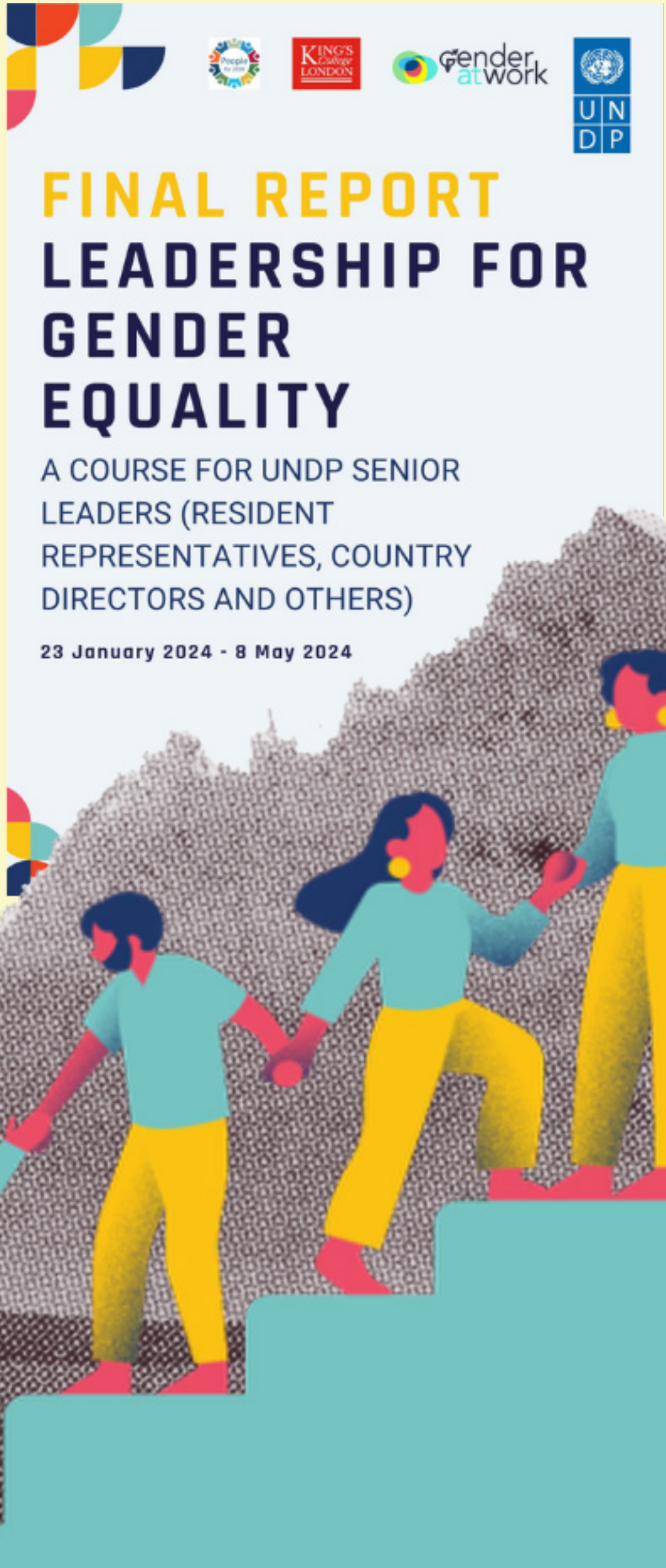
For a decade, the Leadership for Gender Equality Learning Course has been quietly reshaping how multilateral institutions think about gender equity and inclusion and institutional change—and influencing G@W’s own programmes.

Delivered by Gender at Work in partnership with King’s College London, and first developed in 2015 for UN Women, the now-online course most recently brought together United Nations Development Programme (UNDP) Resident Representatives (RRs) and senior leaders. From the start, the course was “co-co-co-” designed by G@W senior associates Aruna Rao and Joanne Sandler with feminist academic Andrea Cornwall, to be both deeply personal and collectively generative. Each participant is asked to chart their own journey through the five “Ps”—Purpose, Power and Politics, Principles and Values, Practices and Strategies, and Partnerships—anchoring the course in their own real-world contexts rather than abstract examples.

Through topical thematic webinars, case study-led workshops, asynchronous “learning labs” and reflective “homework” exercises, participants explore the deep structures that hold inequality in place—first by identifying them and then by devising strategies to “chip away” at them. The focus on peer learning not only keeps the discussions relevant, but enables participants to hear and learn from each other, across regions and years of experience, and operating in the same institutional space.

By the end of the six-month course, the participants are equipped not only with a new understanding of the systemic issues facing their countries, but also a greater sense of their own purpose and power to address those challenges.

But what of G@W? What have we learned from this decade of delivering this kind of gender-action learning programme? Read more on the next page...



REFLECTION: HELPING UNDP LEADERS “FIND THEIR PASSION FOR GENDER EQUALITY”

A decade on since they first “co-co-co-designed” the Leadership for Gender Equality Learning Course with feminist academic Andrea Cornwall, G@W co-founder **ARUNA RAO** and senior associate **JOANNE SANDLER** share what they have learned.

THIS WORK IS STILL VALUABLE...

The UNDP RRs of 2024 have a “completely different mindset” to their predecessors 15 years ago, when Joanne was first helping establish UN Women: they have a deeper level of interest, ask more engaged questions and higher expectations for their transformative gender equity initiatives, she observes.

With many countries now experiencing pushback and backlash to earlier gender equality efforts, courses like this remain just as valuable, even if there has already been a “fundamental shift” within multilateral organisations. In fact, now is a time to harness that greater interest to build more robust cultures of equity and inclusion.

...AND TRANSFERABLE

This iteration of the course might have been developed specifically for the UNDP, but versions of it have already been run with UN Women for the UN, foundations and NGOs engaged in gender equity work, and later for trade unions in South Africa. It has also fed into programmes run by The Feminist School (see page x), funded by UNGEI.

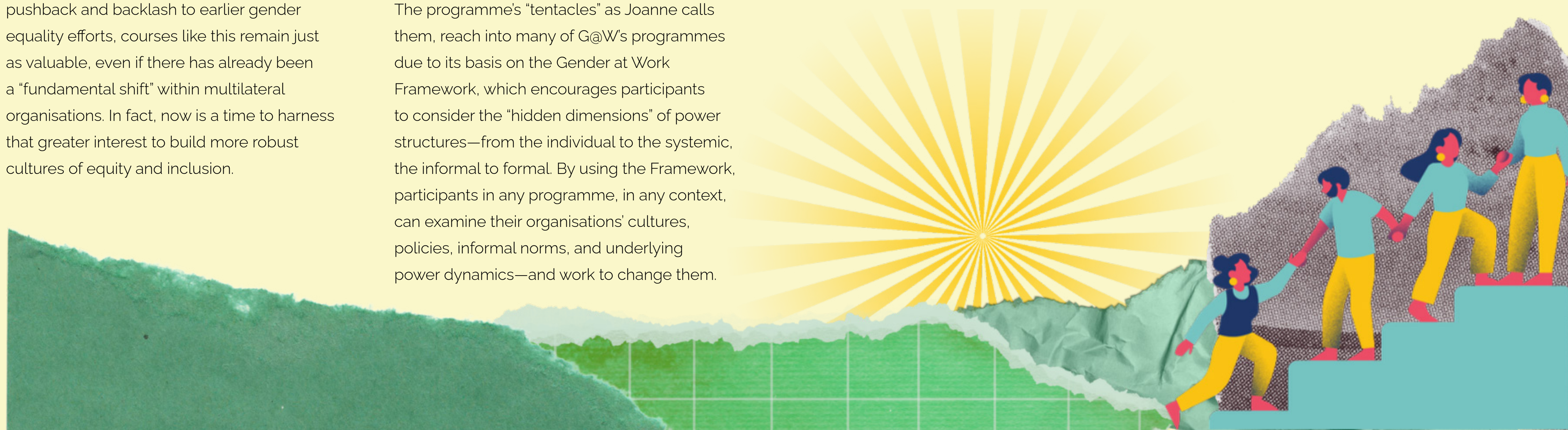
The programme’s “tentacles” as Joanne calls them, reach into many of G@W’s programmes due to its basis on the Gender at Work Framework, which encourages participants to consider the “hidden dimensions” of power structures—from the individual to the systemic, the informal to formal. By using the Framework, participants in any programme, in any context, can examine their organisations’ cultures, policies, informal norms, and underlying power dynamics—and work to change them.

ONLINE MEANS PROGRAMMING IS MORE ACCESSIBLE...

The most recent iterations of this course have all be delivered online, having be reconfigured from an in-person programme because of COVID-related travel restrictions. Being online requires the programme to be run over a longer period, along the participants’ daily duties—but it also offers participants more time and space for reflection and enables more members of the wider G@W network to be involved in delivering it, bringing in more perspectives and expertise to the webinars and workshops.

...BUT IN-PERSON MEANS PARTICIPANTS FEEL MORE CONNECTED

The original programme was designed to be delivered in-person over 3 to 5 days. The intensive nature of the programme helped forge strong bonds between the participants, which can be difficult to replicate in an online environment. Efforts to address this include spreading the course over more time to give participants more time to get to know each other and adding more small group work within each cohort. Consideration is also being given to kicking off future iterations with an intensive one-day programme, blending the best of both worlds.



CONTENT NEEDS TO BE RELEVANT...

From its very beginnings, this course has embraced the principles of adult learning, drawing on the participants existing expertise rather than relying solely on academic theories or hypothetical situations. In keeping with this, the timely and topical webinars address live issues, and case studies enable participants experiencing a similar situation to directly ask their peers what they learned and how can they put that learning into action.

The course is also context-specific, addressing the specific institutional challenges—and opportunities—present in the UNDP and wider multilateral UN system. The growing desire to address systemic institutional issues rather than only implement new programmes has been “striking”, notes Aruna—and this course meets that desire.

...AND THE CONTACT CONTINUOUS

This latest course created “open spaces” for exchange between the Resident Representatives and G@W. “In this course, [G@W] is really a resource for them,” explains Aruna. Whether it’s about how to handle upcoming elections or implement a specific protocol, “They’ll call on us to talk about it, and to help them.”

This engagement happens not only within the formal elements of the course but throughout their time together—and beyond. Just because the course is complete does not mean the work to achieve greater gender equity is!

ULTIMATELY, THIS PROGRAMME CONNECTS NETWORKS...

Unlike other “gender experts” in the corporate space, who might run (expensive) one-day programmes, the Aruna, Joanne, Andrea and the G@W associates they bring into the course, not only have many years of academic, professional and personal lived expertise in the dismantling of exclusionary power structures, they are also directly connected to feminist activists and movements on the ground.

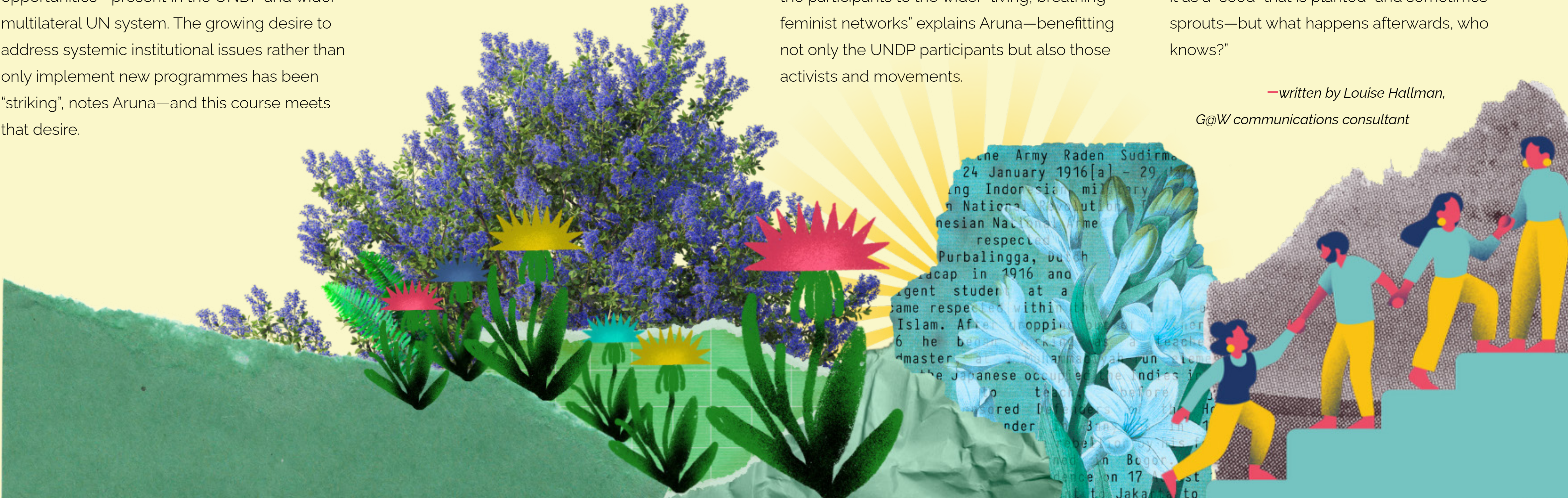
Beyond their connections to each and with the G@W community, this course thus connects the participants to the wider “living, breathing feminist networks” explains Aruna—benefitting not only the UNDP participants but also those activists and movements.

...AND SEEDS CHANGE

In a world that often demands instant metrics of success, this work is a reminder that transformation is measured in relationships as much as in results. It is measured in the questions leaders dare to ask—and in the courage and humility they find, together, to answer them.

This course is part of a wider effort, including the UN’s own Gender Seal programme, which makes it difficult to pinpoint the direct impact this course is having on its participants and the actions they go on to take—but Aruna sees it as a “seed” that is planted “and sometimes sprouts—but what happens afterwards, who knows?”

—written by Louise Hallman,
G@W communications consultant



Artificial Intelligence for Development: Learning by Doing

Project Snapshot

Location: Burkina Faso, Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania and Uganda

Timeline: Ongoing since January 2022

Funder: International Development Research Centre (IDRC) and Swedish International Development Agency (SIDA)

Delivery Partners: Ladysmith Collective and Women at the Table

Strategic Focus: evaluating change; transforming organisations; cultivating knowledge

Thematic Focus: gender equity and inclusion (GEI)

Core Activities: Establishment of a "Gender Support Team", providing mentorship, peer learning, innovation research grants, knowledge synthesis, learning briefs, and capacity building

Impact at a Glance

Participants: Early-career researchers and gender equity consultants, working in developing responsible artificial intelligence (AI) based in Africa

Indirect reach: Peer researchers and future subgrantees and the communities served by this more inclusive approach to their research

Knowledge products created: Learning briefs—GEI priorities for AI4D, Gender-responsive AI (definitions and actions), and Advancing women's leadership in AI research and innovation—and a series of videos highlighting Africa's best GEI-AI initiatives

Outcome highlights:

- New approaches to research involving stakeholder communities
- Younger gender champions having more influence in their teams
- AI professors seeing the importance of human rights in AI and working with students to focus on responsible AI and human rights approaches to AI
- Grantees establishing GAL peer learning schemes and regular monitoring of their subgrantees' GEI work
- Deeper understanding of GEI: "gender is more than numbers of women"

Artificial intelligence (AI) is becoming increasingly prevalent in many areas of our lives, including in health and development research. But with AI mostly trained on data reflecting Western, patriarchal perspectives, values, contexts and priorities, how can we ensure AI is responsible and inclusive and avoid further entrenching existing social inequalities?

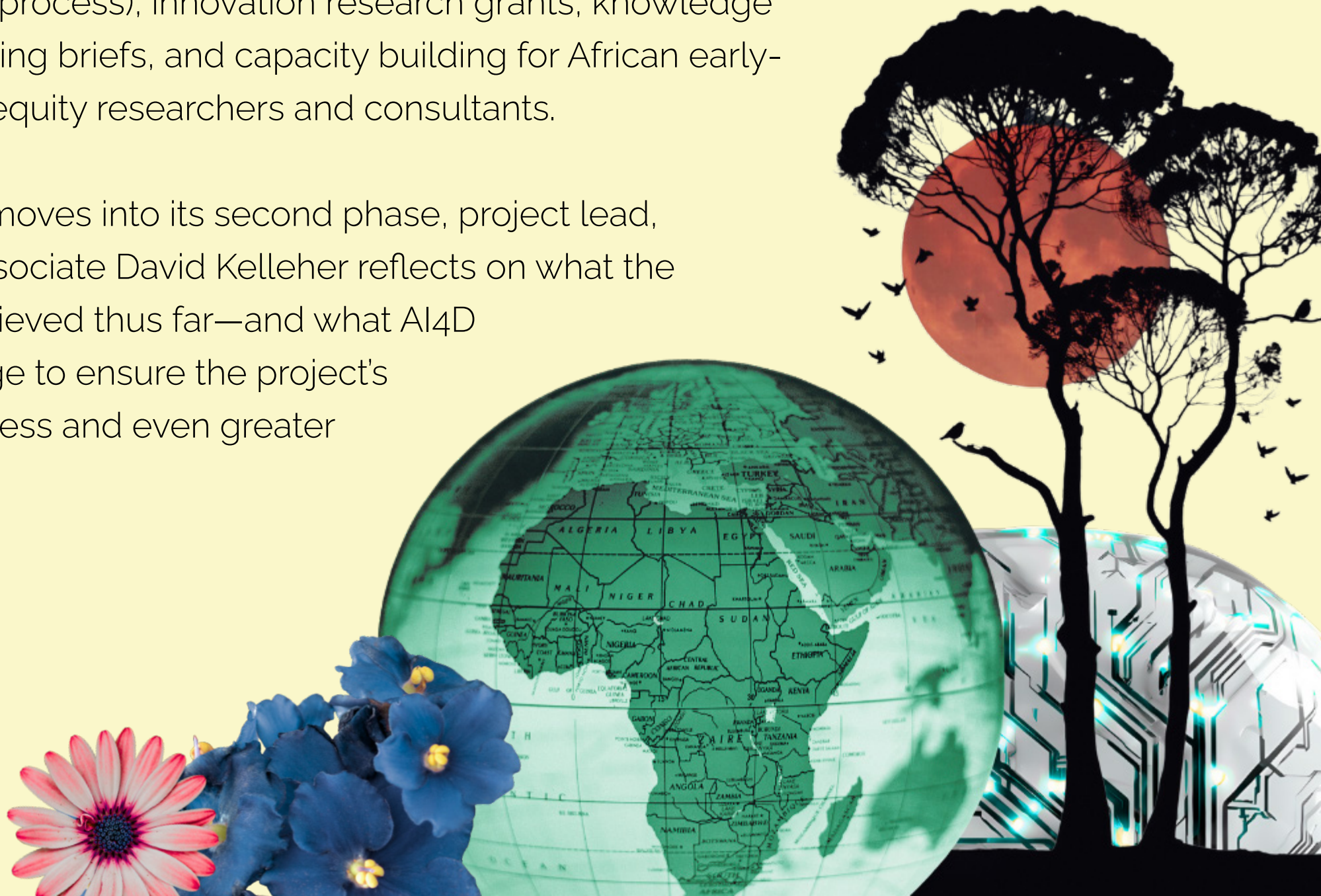
With funding from Canada's International Development Research Centre (IDRC) and the Swedish International Development Agency, G@W has partnered with the Ladysmith Collective and Women at the Table to establish a "Gender Support Team" for selected researchers in Africa.

Through this Gender Support Team, G@W associates and other experts have provided mentorship, peer learning (through an adapted Gender Action Learning (GAL) process), innovation research grants, knowledge synthesis, learning briefs, and capacity building for African early-career gender equity researchers and consultants.

As the project moves into its second phase, project lead, G@W senior associate David Kelleher reflects on what the project has achieved thus far—and what AI4D team will change to ensure the project's continued success and even greater impact.

"The turning point for me was when we conducted community dialogues in Nigeria. Listening to the voices of women farmers and their unique challenges was a humbling experience. It made me realize that we, as researchers, had been operating in a bubble, sometimes unaware of the complexities and nuances faced by those we aimed to serve."

—participant in AI4D, round 1



REFLECTION: “CHANGE REQUIRES A JUDICIOUS MIX OF PRESSURE AND SUPPORT”

BY: DAVID KELLEHER

As part of the AI4D “Gender Support Team”, the bulk of our work at G@W has been to support “learning by doing”. In other words, finding ways to support the grantees to actually do research with a strong gender perspective. We have not been prescriptive as to what this would look like; we endeavoured to help partners find solutions that made sense to them within their contexts.

In our own context, this has meant doing one phase of the AI4D project and applying our learning to our next phase.

DOING

An important beginning to social change of any sort is the consciousness of the individual and how they came to see the world differently. In the case of AI4D, we saw researchers recognize their “bubble” and become “aware of the complexities and nuances” faced by the communities they serve through community dialogues, professors moving from gender considerations as a “dilution of excellence” to “meaningful for the practice of excellence”, data scientists becoming GEI champions in their organizations and building their confidence to speak up for inclusive principles, and team members realising that GEI was important and that they could do something about it.

Ultimately, they recognised their own responsibility for implementing AI with a concern for GEI.

In many ways this was a successful project. We supported the grantees to develop new approaches to peer learning modelled on our Gender Action Learning process, to governance for monitoring their sub-grantees’ work on GEI, and to research by allowing stakeholders to be part of the knowledge creation process. We also worked more interdisciplinarily, such as when one organisation partnered with a feminist community organisation to work on its community engagement project. They realized that developing AI for public good required more than computer science; it also needed the understandings that social scientists could bring to the development of less biased AI.

LEARNING

We believe that change requires a judicious mix of pressure and support. In this case, we worked only with teams that chose to work with us—meaning there was lots of support but little pressure.

As we designed our proposal for AI4D Phase 2, we wanted to have a mechanism to ensure that all research teams are bringing sufficient attention to GEI considerations and that there

be a Monitoring, Evaluation and Learning (MEL) process to monitor GEI initiatives as they are implemented.

What we have proposed is a Learning Partnership that would bring together all the Principal Investigators with IDRC staff to negotiate goals for Gender Equality, Disability and Inclusion (GEDI). (One of the funders of Phase 2, the UK’s Foreign, Commonwealth & Development Office is concerned with the inclusion of people with disabilities as part of an intersectional approach to inclusion.)

The accomplishment of inclusion goals would be monitored and the results fed back to the Learning Partnership on an on-going basis, providing that much-needed element of (helpful) pressure.

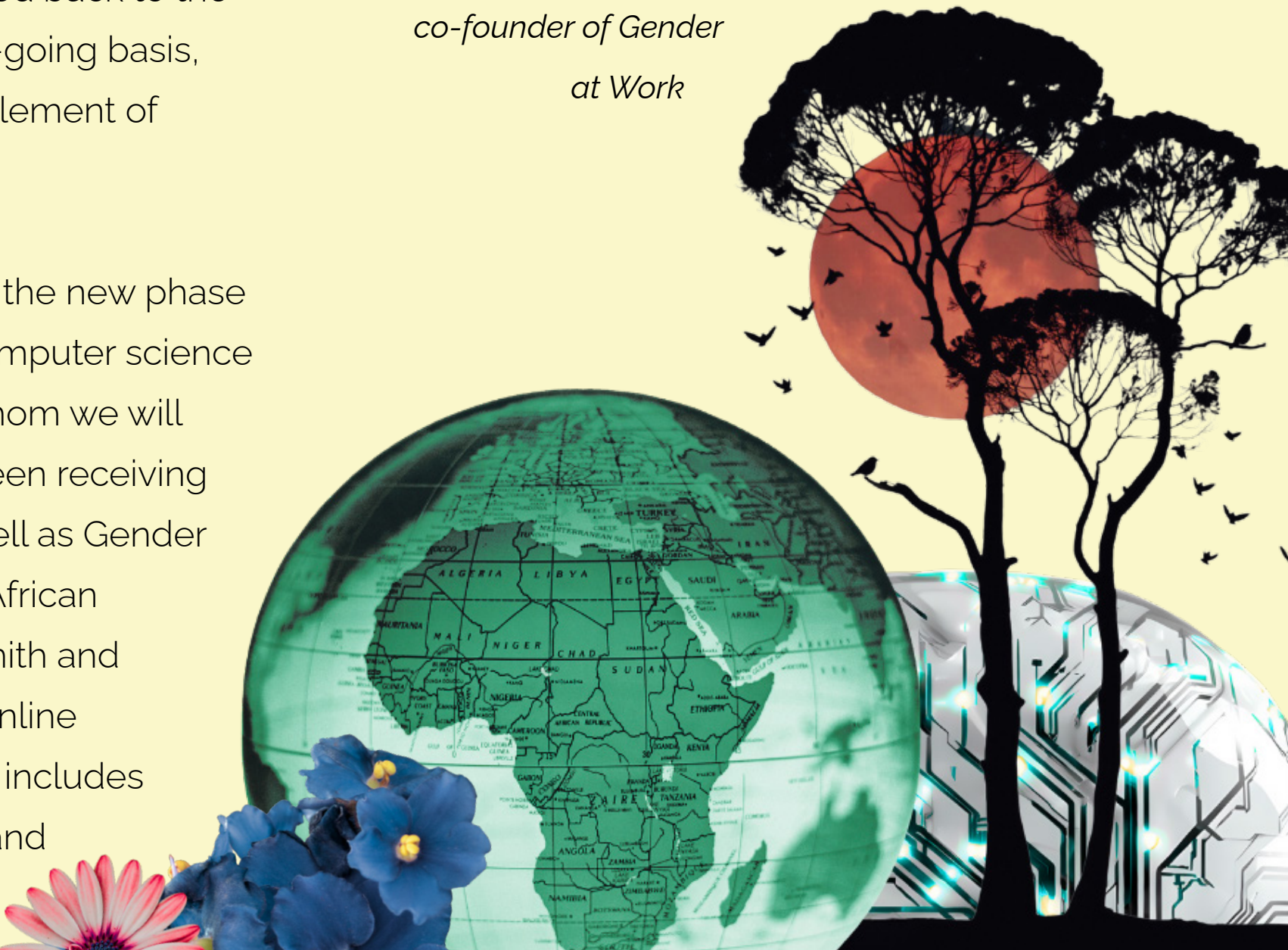
The other important change in the new phase is the inclusion of 15 African computer science experts and professors with whom we will work as mentors. They have been receiving training in Responsible AI as well as Gender Equity and Inclusion from the African Centre for Technology, Ladysmith and Gender at Work in a series of online seminars. So, the mentor team includes these responsible AI mentors and

the GEDI mentors from Ladysmith and G@W. The intent is to provide strong socio-technical support to the research partners.

As always, the careful negotiation of power relationships is at the heart of this process. We cannot compel people to work with us or to take specific actions to advance GEDI goals. Instead, we rely on collaborative relationships and provide help that is worthwhile to research teams in advancing their goals.

Together we can embed GEDI approaches to AI.

—David Kelleher is a senior associate and co-founder of Gender at Work



Inclusive Elementary School Classrooms: Exercising Allyship

Project Snapshot

Location: Ontario, Canada

Timeline: October 2024 through May 2025

Funder: Elementary Teachers Federation of Ontario (ETFO, Canada's largest education union with 83,000 members)

Delivery Partners: Gender at Work in collaboration with ETFO staff

Strategic Focus: transforming organisations

Thematic Focus: allyship

Core Activities: Two face-to-face workshops (at the beginning and the end) supported by monthly, online, peer-learning "check-in" calls throughout the year

Impact at a Glance

Participants: 20 classroom elementary school teachers (K-8) from across Ontario

Indirect reach: Learners and colleagues in all the schools, and school boards where these teachers work.

Knowledge products created: None yet

Outcome highlights:

- Exploration of ways teachers can support their students to create safer, more inclusive classrooms, and elementary schools
- Creation of a peer support group among teachers from different school boards
- A deeper, shared understanding of exclusionary power dynamics within classrooms, schools and communities in a rapidly changing context

What does it take for a teacher to create inclusive, safe learning environments for all students? This was the focus of our October 2024 workshop designed to enable elementary school teachers of diverse backgrounds and teaching in different contexts across Ontario to explore how they can use their own allyship in their classrooms and schools.

Building on a 2023 workshop with Elementary Teachers Federation of Ontario (ETFO, Canada's largest education union with 83,000 members) focussed on women teachers and questions of gender justice, Gender at Work executive director madeleine kennedy-macfoy and associates Tania Principe, Ray Gordezky and Rex Fyles, led two workshops—one for women and another for a mixed gender group of teachers and union administrators.

Over the course of the eight-month, peer-learning process, the 20 teachers' questions moved from the practical—e.g., how to be more gender inclusive and racially sensitive in their own classrooms—to the systemic, addressing the forces driving inequity. They also exchanged insightful stories and valuable resources as they explored the power and potential of their allyship and built a community of peer support as they go forward to engage their students, parents and colleagues in addressing exclusion.

“I used to think gender was an easy topic to discuss on the surface. Now I think it’s more of a multi-layered topic that everyone can be engaged in without feeling uncomfortable.”

“Two days ago, I thought I couldn’t have a calm discussion about gender issues with someone who doesn’t fully agree with my views. Now I think most people’s heels are not dug in.”

“I used to think it was going to be too difficult to address ongoing issues at my school (gender inequality among staff). Now I think I have the confidence and responsibility to speak out.”

“I used to think I was alone. Now I think I can do this with support.”

—Quotes are from learnings shared by participants after a two-day face-to-face workshop held in Toronto, October 2024



REFLECTION: “ALLYSHIP IS NOT A NOUN. IT’S A VERB.”

BY: REX FYLES

For me, this was my first opportunity to “bring home” to Canada what I had learned about facilitating meaningful learning processes with educators in several African countries. It was also a chance to work again with Ray, Tania and madeleine who have all taught me so much over the last 10 years.

The good news is that G@W’s approaches work in Canada too!

From the outset, the teachers had a clear idea of which students needed support, different ways they could be allies drawing on their previous experiences and a lot of powerful questions: How can we promote non-binary ways of speaking and acting? How can we address anti-black and anti-indigenous racism? How can we enable special education students to connect more meaningfully with the other kids in school? How can we “normalize” non-traditional family structures? How can we offer more diverse stories and perspectives in school libraries? How can we create a safe space where gender non-conforming kids can relax and be themselves?

Through the monthly check-ins that followed the initial workshop we heard insightful stories of the challenges teachers face when disrupting barriers to inclusion in the classroom: pushback from learners and parents, unsupportive school administrations, cutbacks to key positions and resources, isolation.

We also heard inspiring examples of how teachers had run into obstacles, adjusted their approach, reached out for support, and created empowering experiences for their young learners. As one teacher remarked: “Allyship is not a noun. It is a verb.” It requires action.

Through the programme, we saw teachers who did not know each other previously come together, offer support and share very practical solutions to challenges they faced. For example, teachers and union staff shared what mechanisms exist to address abusive administrators, as well as the confidential online tools to report bullying. The latter exist in most districts but were unknown to many teachers. They also swapped age-appropriate readings and resources on different dimensions of exclusion.

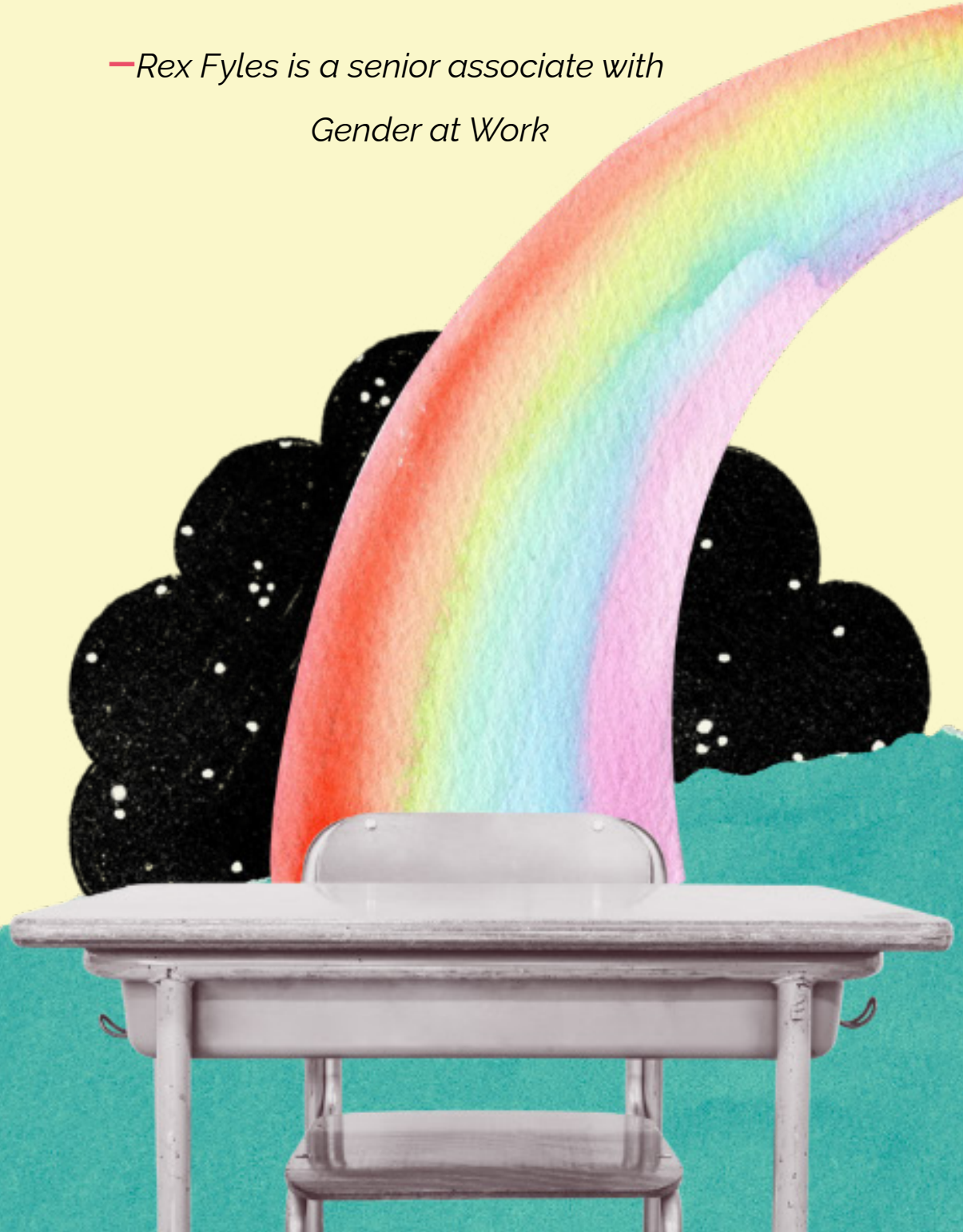
Listening to these stories was a real eye-opener for me. The context was so different from education systems in Africa. Yet as the discussions deepened, I saw more and more similarities.

Ontario public education may have many progressive policies and procedures in place but so much depends on individual teachers, leaders and decision-makers for those policies to make a difference in the classroom. Resistance to inclusion, especially in education, is growing in many communities. The educators and union members we have worked with in Africa both “deepened” and “broadened” their thinking and actions as they shared their experiences and insights. In the same way, the Ontario teachers shifted their questions as the conversations evolved: How can we address the systemic forces driving all these forms of exclusion? How can we take a more intersectional approach to ensure all learners feel safe and respected? Where can we find support among other teachers, administrators, parents and school boards? How can we promote respect, humility, courage and kindness?

For me this was summed up by one teacher: “What I find myself asking is: how can we learn to treat each other like human beings?”

Ultimately, in Ontario as elsewhere, the classroom teacher faces daunting challenges and plays an indispensable role in creating safe, inclusive classrooms. In Ontario, as elsewhere, I am left full of admiration for the courage, creativity and motivation these teachers bring to addressing these challenges. I am humbled and thrilled to be part of this process.

—Rex Fyles is a senior associate with
Gender at Work



Nepal: Demonstrating the Transformative Power of Storytelling

Project Snapshot

Country: Nepal

Timeline: October 2019 through October 2026

Funder: Government of Finland (managed by UN Women Nepal)

Delivery Partners: G@W in collaboration with Nepali NGO, The Story Kitchen

Strategic Focus: evaluating change; cultivating knowledge; supporting movements

Thematic Focus: gender social norms

Core Activities: A longitudinal impact monitoring of storytelling research

Impact at a Glance

Participants: 1,000 storytellers from across Nepal

Indirect reach: Women and girls in rural communities across Nepal

Knowledge products created: Research reports, thematic notes, learning briefs and comic strips

Outcome highlights:

- Exploration of the relationship between structural gender social norms and economic, political and social outcomes for women and girls
- Surfacing and shared understanding of these relationships and their implications within and beyond local communities
- Links between individual storytelling and group reflection and action.
- A deeper, shared understanding of exclusionary power dynamics within classrooms, schools and communities in a rapidly changing context.

Storytelling has long become central to feminist transformation. The act in itself brings visibility and self-realisation to the storyteller. These stories can then also be shared to track changes in social norms, build a sense of collective agency in driving those changes, and prompt action within and beyond communities.

This is the premise of the UN Women-funded Nepal storytelling research project, managed by G@W in collaboration with local Nepali NGO, The Story Kitchen, which is tracking gender social norms across the country through the voices of women, girls, men and boys.

Read Gender at Work associate Jeremy Holland's reflections on his learning from the project on the next page.

“My understanding of the Chaudhary community changed during the research. I had heard that chhaupadi (the practice of isolating women and girls during menstruation) is not practiced in the Chaudhary community anymore, that all the chhau goths (sheds) have been demolished, that the women and girls are staying inside the house during their menstruation. But the reality is different.

I saw this with my own eyes. I met with women and girls during the story collection who shared this bitter reality. Those social traditions are still deeply rooted in our society. We have to figure out how to uproot these practices.”

—storytelling peer researcher

“No one showed any interest in my struggle before. All my pain was inside my heart. This was the first time anyone asked me for an opinion. When I heard my own story, I felt very good and relieved. I realised how much I have struggled for my child and myself.”

—female storyteller

“We spent time understanding the community reality. Since we are from the area, we understood the community's customs, behaviours and its people. We started with talking about the usual things with them. They trusted us – we built this by being honest about what we were doing and becoming friends with them. Initially, they hesitated to share their story. They said: ‘I don't have a story,’ but as we spent more time, they trusted us with their stories. They felt it was an opportunity to share their experience and their pain.”

—storytelling peer researcher



REFLECTION: SUPERCHARGING EMPOWERMENT WITH OUR WORDS

BY: JEREMY HOLLAND

This research project really enabled me to reflect on the centrality of storytelling to feminist transformation.

The act in itself brings visibility and self-realisation to the storyteller. It can prompt agency and action of individuals and groups involved.

This is the premise of the UN Women-funded Nepal storytelling research project, managed by G@W, which is tracking gender social norms across the country through the voices of women, girls, men and boys.

In Nepal, as in so many countries and cultures, there is a long tradition of storytelling. Key to the success of this project is the central partnership between G@W and Nepali NGO The Story Kitchen. The Story Kitchen has worked for many years with stories to trigger change amongst communities. Perhaps most impressive is their work with female survivors of sexual violence during Nepal's civil war, combining testimony with healing processes amongst those survivors and advocacy for policy that promotes truth and reconciliation.

G@W and The Story Kitchen collaborated closely to adapt this storytelling approach to fit a participatory research methodology. This positions women and girls at the centre of their stories while aggregating and identifying patterns and trends in gender social norms such as child marriage, menstrual isolation, and dowry. Crucially, research teams are comprised of "peer researchers" who come from these communities, or communities like them, and are recognise these social norms and the behaviours they perpetuate and thus able to quickly build trust with local storytellers.

The storytelling project prioritises reflection and action through sense-making sessions at local, district and national level. District sense-making sessions typically bring together local groups—and storytellers themselves—with decision makers to name social norms, explore how good change happens and identify actions, policies, programmes that can support this change.

The project has captured on video the reflections of some of the storytellers and of the peer researchers collecting their stories.

These are the most powerful testimony to the power of storytelling. They show how storytellers feel heard and validated, often after years of silence and suffering. One female storyteller from a landless settlement in Kailali district reflected: "No one showed any interest in my struggle before. All my pain was inside my heart. This was the first time anyone asked me for an opinion. When I heard my own story, I felt very good and relieved. I realised how much I have struggled for my child and myself."

Through a process of building partnerships—with our national partner The Story Kitchen, with local community-based peer researchers and organisations, and with local communities of marginalised women and girls—this research project has demonstrated the power of storytelling for transformational change.

In my previous work with participatory and combined research methods I had long recognised the importance of what Robert Chambers calls "learning reversal" and the act of the research object becoming the subject of their own research process. I have realised, however, that storytelling supercharges this empowering process as storytellers reflect on and articulate their life journeys. As our colleagues from our partner The Story Kitchen put it: storytellers can be guided and their words "rescued" by peer researchers working in pairs after each day in the field.

—Jeremy Holland is an associate with Gender at Work



Exchange

At Gender at Work, we believe knowledge exchange should be a process of reciprocity, not mere replication.

In 2024, we continued our practice of feminist knowledge exchange, not only through our projects with our partners, but also throughout our own internal work. Practices seeded in one convening were carried into another: facilitation tools from the 2023 Gender at Work gathering in South Africa were adapted to deepen engagement at the Power Up! partners' meeting in Indonesia; insights from Mozambique's action learning research helped shape feminist economic dialogues in new contexts.

Through our exchanges, we share more than just information; we cultivate equality and respect, sharing practice, with care and intention, to spark each others' imaginations.



Power Up! Advocating for Womxn's Bodies, Voices and Resources

Project Snapshot

Location: Benin, India, Lebanon, Mozambique, Palestine, Rwanda, Tunisia, South Africa

Timeline: 2021 to 2025

Funder: Netherlands Ministry of Foreign Affairs

Delivery Partners: G@W with Just Associates (JASS) and PEKKA

Strategic Focus: supporting movements; nurturing leadership; evaluating change

Thematic Focus: capacity building and empowerment

2024 Core Activities: In-person partner workshops supported by monthly online peer-learning "check-in" calls throughout the year.

Impact at a Glance

Participants: Womxn, womxn rights organisations and LGBTQI+ groups, particularly those that represent constituencies that have been structurally excluded in their communities and in social movements (HIV+ womxn, womxn workers, and rural and Indigenous womxn)

Indirect reach: Beneficiaries of our Partners' initiatives and programmes, and the communities they serve.

Knowledge products created: Video series featuring PU! partners.

[Click here to watch on YouTube.](#)

Outcome highlights:

- Creation of safe spaces for LGBTQI+ groups to meet, express themselves creatively and equip them with practical tools to improve emotional well-being.
- Increased confidence, political skills and consciousness, especially for LGBTQI+ womxn.
- Establishment of new/diverse alliances supporting and strengthening their collective work for feminist demands and positions on violence against women, collective safety and protection and bodily autonomy.
- Increased knowledge of women's economic rights, economic justice and alternatives and capacity building in local and national government engagement and community advocacy.

Against a backdrop of economic uncertainty, political backlash, and widening inequality, feminist organizations continue to create spaces of resistance, healing, and transformation, building solidarity across borders and generations, and ensuring that marginalized voices can claim space and power in public life.

In 2024, Power Up! partners across Africa, Asia, and the Middle East continued to expand the reach and depth of feminist organising, deepening collaboration between movements and amplifying the leadership of womxn, girls, and LGBTQI communities. Throughout the year, Power Up! partners advanced work across three intersecting outcome areas—Bodies, Voice, and Resources—that together shaped a comprehensive approach to social change.

Also throughout the year, G@W's associates exchanged knowledge, theory and praxis across and between the various elements of PowerUp! and beyond. Over the next few pages, read about how South Africa-based feminist facilitators Eleanor du Plooy and Michal Friedman put their emergent approaches to work in leading workshops in South Africa and Rwanda, and how non-economists Kátia Taela and Solange Rocha devised a democratic and decolonial programme on feminist economics and facilitated equitable knowledge exchanges between feminist organisations in Mozambique and Indonesia.



REFLECTION: WORKING EMERGENTLY AND CENTRING LOVE

BY: ELEANOR DU PLOOY
AND MICHAL FRIEDMAN

The 2023 Gender at Work in-person meeting of associates provides crucial language and feminist framing for future facilitation.

Over three days in Pretoria, South Africa in November 2023 Gender at Work associates come together to reflect on our work and identify the principles that underpin our approaches. Many are meeting in-person for the first time—either ever or at least since the pandemic. Others are unable to make the journey but join via Zoom.

Some of the feminist principles organising our work include challenging patriarchal binaries; actively exploring contradiction and paradox; addressing differences in power; honouring ideas and putting stories at the centre; valuing the physical body and its wisdom; recognising the importance of context; and working emergently.

Drawing on our commitment to practicing a politics of radical love, we centre the meeting on care and compassion, connection and deep listening, and with a commitment to working emergently. We leave this meeting feeling inspired and deeply connected to the Gender at Work learning community.

Fast-forward one week later and that G@W associates meeting is inspiring key additions to the design of two subsequent Power Up! partners meetings.

FRACTAL FACILITATION

Working emergently recognises the complexity of systems and the patterns that arise when actors in these systems interact. It requires listening with the mind and body. It is hinged on meaningful engagements and critical, authentic connections. Working emergently also considers everything in a system as a necessary and important part of the bigger whole. No detail is too small or insignificant. Like how a seed planted in fertile ground sprouts roots and offers the first shoots of a living organism back to the system. We find that working emergently opens up the space to practice those feminist principles that inform our approach.

Working in this way can be deeply challenging to us as facilitators because we're only able to hold space like this if we are intentional about staying true to our own principles.

The concept of fractals and how it relates to social change has become over recent years a lens through which to understand how



behaviour shapes patterns at all scales within human systems. In other words: how social conditions follow the same pattern on different levels. Fractal patterns like those occurring within the branching root system of a sprouting seed illustrate the iterative nature of living systems. There are many other examples we find in nature—a fern of spirals within spirals, a head of broccoli, or the tributaries of a river system.

As facilitators, how we show up matters—from the very iterative stages of planning and designing a process to the actual engagement and exchange with participants.



The patterns of our praxis reverberate through the whole process.

Individual practice, team relationships and partner interactions mirror each other. There is a connection between the personal—who we are, what we do, and what responsibilities we take, and the collective—how the collective works together.

MEETING EVOLUTION

At the first face-to-face Power Up! partners' meeting following the G@W associates meeting in Pretoria, South Africa in November 2023, we enter the process buoyed by a renewed commitment to translating feminist principles and radical love into our practice and a sense of purpose and community.

All of this comes at just the right time because little do we know that on the first day we'll have to deal with emotional overwhelm, the second day we'll have someone sick with COVID-19 necessitating us to change the entire day, and that by the third day we'll have to have a hybrid (in-person and on Zoom) meeting at the last minute. All this with little time to prepare, responding to things as they happen.

As facilitators, we're stretched to draw on our resources, radical love and our own relationship to meet these challenges.

The second Power Up! partners meeting in Kigali, Rwanda in October 2024 builds on these learnings, incorporating messages from partners and associates, including creative methodologies like the inclusion of image cards to stimulate reflection, and integrating other practices challenging the heart-mind / personal-private split. We create more space for emotional processing and grief and joy rituals; increase attention to emergent needs; and incorporate physical activities to make the invisible visible.

As facilitators we become more deliberate in moving towards emergent facilitation, enabling us to be attuned and responsive to the needs of the group. When we encounter challenges when co-facilitation isn't possible, it increases the facilitators' reliance on team support and online backup, giving the expression "going with the flow" new meaning.

In addition to personal praxis, utilising emergent learning tools—such as working with learning questions, hypotheses and Before- and After- Action Reviews to guide intentional design—helps to create the conditions that enable working emergently.

Practicing decolonial feminist approaches, creating space for participants to feel seen, heard and respected, and integrating creativity



and bodywork are critical ingredients for building a sense of community among participants and for facilitating a learning environment.

Where we will take these lessons next remains to be seen, but we remain committed to learning and re-learning, adopting and adapting wherever we may go.

—Michal Friedman is a senior associate and Eleanor du Plooy is an associate with Gender at Work

REFLECTION: BUILDING, EXCHANGING AND DOCUMENTING KNOWLEDGE

BY: KÁTIA TAELE

Knowledge—its production, generation, and exchange—is an important strategy for changing, building, and transforming power. But is also an important instrument for the reproduction of power.

Thus, the action learning research element of Power Up! was designed as a participatory knowledge building process: a space where participants learn about the issues under discussion and to reflect on their—and our own—practice. Our research questions were emergent; each reflection cycle raised a new set of questions.

PRODUCING KNOWLEDGE

The reflection cycles showed us that to deepen our impact we needed to strengthen our grasp of economics—its basics and feminist critiques—situated in postcolonial Mozambique and in Portuguese. Solange Rocha and I, together with a cohort of 10–12 feminist activists and gender-equality advocates from our reflection sessions, designed a course on feminist economics. We started with a design workshop to map learning needs and co-create feminist popular-education methods and delivery plans for the course.

We are not economists, and that is the point: to democratise and decolonise economic knowledge. We claimed the space to study, debate, and teach economics without requiring the economist credential.

REFLECTING AND REVISING

We piloted the course last year and received tough yet encouraging feedback. We paused, reflected, and revised. Attending the International Association for Feminist Economics conference in Rome helped expand our own understanding and the curriculum. Most importantly, participating in two hands-on workshops on feminist popular economics education for organising and movement-building inspired us to refine the course's methodology.

This year we ran a second edition of the course. It included modules on mainstream and feminist economic theory; the intersections of Mozambican and global histories; national economic policies; and how today's context shapes women's lives and livelihoods. We also rebalanced the pedagogy: we began with participants' lived experience before moving into theory and history, and we allowed more time for discussion.

FOSTERING EXCHANGE

An essential component of the project was acting as bridges and facilitators of exchanges between collectives in Mozambique and beyond. A critical moment came when we looked closely at two partners.

In Mozambique, OPHENTA has a strong feminist foundation, but its work on economic autonomy and resilience dimension was incipient. In Indonesia, PEKKA brings years of practice with female-headed households and documented gains in economic autonomy, yet had done less on gender norms. That contrast made the case for exchange.





Exchanges can easily become unequal if we assume one organisation “has more to teach.” We designed the exchange collectively so both PEKKA and OPHENTA could see the value in each other’s work. Watching both groups reflect on their interactions, what they observed—and on their own practice—was rewarding.

PRESERVING KNOWLEDGE

We are creating a digital platform—modules, methodology, readings—so that other feminist organisations can access, use and deliver the course, long after the end of Power Up!. We are also documenting the process in two peer-reviewed articles: Solange’s piece on integrating feminist popular-education methods across the action-learning cycle and the course, and my article on concepts, terminology, and dilemmas we faced: Are we talking about women’s economic empowerment? Are we talking about feminist economic alternatives? What are our alternatives to the capitalist system?

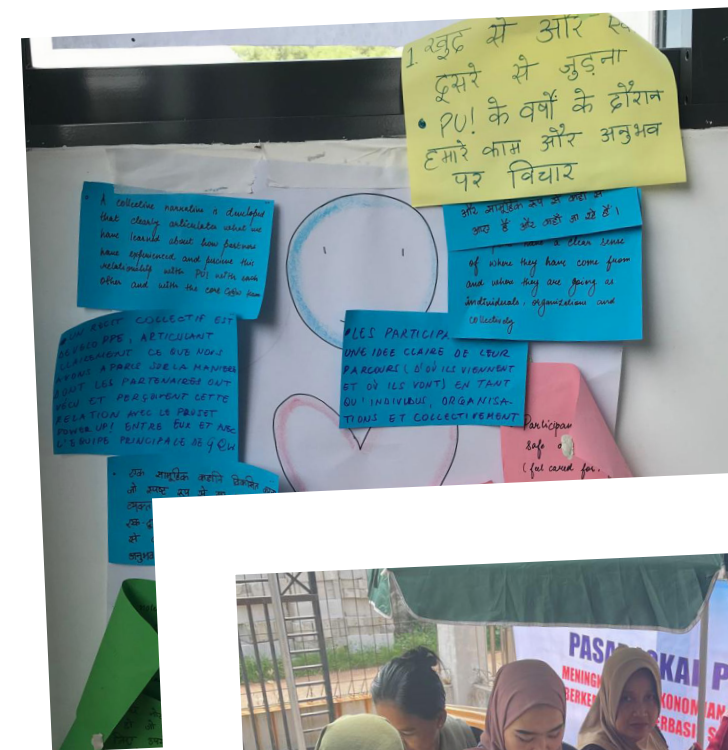
GIVING TIME

Designing exchange visits and a feminist-economics course that truly resonates takes time. Relationships—between us and participants, and between PEKKA and OPHENTA—also need time to blossom. Giving ourselves the time to co-design, test together, discuss, return to the work, and test again is important.

Letting a process be organic can feel risky—like losing control. But if you stay focused on what the process is for, it works. For us, the priority was less “We delivered a course,” and more “We shaped a process people will remember.”

We want that experience to be lasting.

—*Kátia Taela is an associate with Gender at Work, based in Mozambique and the co-lead with Solange Rocha on the action learning research element of Power Up!.*



Community

At Gender at Work, community is at the heart of everything we do—not just as an organisational structure, but as a feminist practice.

Our international community of associates spans 16 countries across five continents, bringing a wide range of skills and expertise, while all subscribing to our shared values and approaches.

In a world where many forms of connection feel extractive or transactional, Gender at Work cultivates spaces for deep relationality, trust, and sustained dialogue—across cultures and generations.

In 2024, whether through our intergenerational teams delivering our projects, like the Feminist School, or our monthly online gatherings, “First Tuesdays”, we intentionally cultivated and strengthened our Gender at Work Community.



Feminist School: Cultivating Feminist Leadership Across Generations

Project Snapshot

Location: Zimbabwe, Zambia, Malawi, South Africa

Timeline: September–November 2024 (fourth edition)

Funder: Echidna Giving

Delivery Partners: G@W with the United Nations Girls' Education Initiative (UNGEI)

Strategic Focus: nurturing leadership; cultivating knowledge; supporting movements

Thematic Focus: feminist education, adolescent empowerment

2024 Core Activities: Eight facilitated online learning sessions for adolescent girls and young women, supported by safeguarding protocols, sign language interpretation, arts-based reflection, and continuous feminist monitoring, evaluation and learning (F-MEL).

Impact at a Glance

Participants: 29 adolescent girls and young women (ages 12–19) from five education-focused civil society organisations, including deaf participants, across Southern Africa.

Indirect reach: Peer networks, schools, families, and community spaces

Knowledge products created:

- Adapted Feminist School curriculum for adolescent cohorts
- Graphic recordings of collective learning

Outcome highlights:

- Creation of a safe, inclusive, and accessible learning space where participants felt seen, valued, and supported.
- Increased confidence, self-worth, and willingness to speak up, including the ability to say no and advocate for themselves.
- Expanded understanding of feminist principles, power, and leadership, and how these apply in everyday life and education contexts.
- Strengthened peer connections and ongoing networks beyond the formal sessions.
- Early evidence of participants applying feminist leadership in schools and communities, including challenging inequality and sharing learning with others.

In a time marked by deepening inequality and shrinking civic space, Feminist School offers a radically different proposition: a slow, relational, and joyful learning space where feminist leadership is grown from lived experience, collective reflection, and care.

Designed as adaptable “editions” for different audiences, Feminist School draws on Gender at Work’s intergenerational community of feminist practitioners, facilitators, and thinkers, weaving together decades of movement knowledge with the insights, questions, and creativity of younger generations.

The 2024 edition focused on adolescent girls and young women, adapting feminist pedagogy to meet participants where they are—cognitively, emotionally and materially—while holding a strong commitment to accessibility, safeguarding and feminist monitoring, evaluation and learning (F-MEL). Across eight sessions, the teenage girls and young women explored power, identity, and activism through storytelling, art, dialogue, and practice.

Over the following pages, Khanyisa Mabyeka, Bedotroyee Bhattacharjee, and Aayushi Aggarwal reflect on what it means to design and facilitate Feminist School from within an intergenerational feminist ecosystem—and how drawing on the wisdom, patience, and critical questions of the wider G@W community strengthens the programme’s ability to respond, adapt, and grow alongside the girls it served in 2024.



REFLECTION: BECOMING WHO WE NEEDED WHEN WE WERE YOUNGER

Some of the team behind the Feminist School—**KHANYSA MABYEKA**, **AAYUSHI AGGARWAL** and **BEDOTROYEE BHATTACHARJEE**—share their reflections on this year’s Feminist School programmes with and how they draw on the multigenerational G@W community to run the UNGEI-funded project.

First off, what has been the highlight from Feminist School for each of you this year? What has been the most rewarding moment?

KHANYSA: Working with adolescent girls and with a multigenerational team of facilitators. The curiosity and will to change the world the girls brought to the sessions, gave me energy to connect with my own activism and made me ask how I could keep my daughter and son aware of and interested in supporting social justice at a young age. Being part of a multigenerational team of women where we allowed each other to be vulnerable to bring own ideas and experiences into the design and the space we created made me feel supported and

part of a collective. The most rewarding moment was one session where we spoke about different ways in which people have experienced different types of power, i.e. power under, power over, power within, etc.; many touching stories were shared by both participants and facilitators and support messages were shared. It was heavy and special at the same time. It confirmed to me that such a space is necessary for all of us—participants and facilitators.

AAYUSHI: All of it, truly! But if I were to pick one, it was the spirit, energy and passion of the girls. They shared love for each other, for the world so openly. It was energising to see them explore their love for themselves as they started to share their dreams. The FS team was truly beautiful and joyful. As always, I learnt so much from organising and bringing together yet another FS team and seeing all of us realise that we were curating a space all of us would have wanted when we were young girls.

BEDOTROYEE: Working with adolescent girls. I think that’s around the time where conditioning

begins about what gender is, how power operates, what are the limitations of being a girl, belonging from a certain part of the world, being part of a family. Having diverse women facilitate a Feminist School where they talk about power, lived experiences, validating their narratives, celebrating sisterhood just feels like a fantasy alternate world that young girls need. The highlight for me was being in a space and being able to contribute to a space that I very much needed when I was younger. For me, it was the “becoming who I needed when I was younger” moment.

What has been the most profound learning will you take away from the Feminist School this year? Will this change how you run the program going forward? If so, how?

KHANYSA: Sometimes “less is more”. The sessions were one hour or more shorter than previous FS sessions, we could not share all the content we usually introduce, but we worked on shortening the sessions and still create space for the adolescent girls to engage with the contents we were introducing in an experiential way, connecting the topics with their lived experiences. Moving forward, it means that we can make the principle of adapting the curriculum to the participants more liveable—and this is reassuring because it means we can do FS with all sorts of groups.

AAYUSHI: To remember that as curriculum designers and facilitators, we never have a complete understanding or knowledge of what happens in people’s life. Holding space, particularly for young people is a profound responsibility and should be treated with the care it deserves.

BEDOTROYEE: For me, this was the first time being so involved in the project, I loved how the culture of the FS team was. The way it was designed, we had a Before Action Review (BAR) before the session, and an After Action Review (AAR) post-session. What this did was a continuous monitoring and



improvement of the whole experience. At G@W we talk about the reflective space being a significant component of the work that we do— here in the FS I saw it come to life and witnessed how incredibly powerful it was to designing, delivering and re-structuring the process whenever needed.

With which other G@W programmes do you exchange knowledge and practice? How did these exchanges come about?

KHANYSA: We use a lot of the material that was developed by Joanne Sandler and Aruna Rao for a transformative leadership programme [see PAGE 03], for example around feminist principles, power mapping, storytelling. We also use the content of a Feminist Transformative Leadership training manual developed by Srilatha Batliwala. In terms of the exchange, Srilatha's manual was made available and I participated in a workshop where she

explained it; I also participated in the transformative leadership programme facilitated by Joanne and other G@W folks. Some of the sharing is also done through experiences we took from our engagement in other projects with other associates.

How do you facilitate learning, knowledge exchange and community building within the Feminist School program and each cohort?

KHANYSA: Learning and knowledge exchange is facilitated through consistent BAR and AAR conversations where collectively we make sense of what we are observing, experiencing and learning, and what we would like to do differently or maintain. We also have an intergenerational approach in FS: in the planning meetings where we discuss the design, we invite people to share how they would go about achieving a certain goal based on their experience or thoughts.

AAYUSHI: It takes a lot of planning, organizing, and re-visiting the plans. It takes love and active listening.

What has been the greatest challenge for you with the Feminist School this year? Did you draw on the G@W community to help address this? If so, how?

BEDOTROYEE: One of the significant learning and challenge for me was the space and courage to experiment. We had diverse



participants and having the deaf women included was one such experience. The fear of offending or doing something “wrong” would linger for me, however, the FS space is such a kind and collaborative space that we are allowed to make mistakes there. There are kind teachers and nothing punitive about the space which enabled me and perhaps others to try things. Having a space that is non-judgmental surely enables learning and exchange in more ways than one.

Another significant challenge was simplifying the language for complex terms and theories. Since it is the Feminist School, we need to introduce complex ideas of intersectionality, power, patriarchy or even capitalism and other forms of structural oppression, or even the G@W framework. It was a tough challenge to break

them down in ways that did not lose their essence and yet conveyed the ideas. At times, we were able to do that, but there were times we felt stuck. Also, given the range of girls who joined the FS it was difficult to make sure we could cater to everyone.

KHANYSA: I share Bedo's thinking about the simplification of the language to make the concepts more palatable for adolescent girls. Another challenge was regarding learning from the participants' voices what was their experience and what was changing for them because of FS, the M&E component. Because of safeguarding issues, we did not engage directly with the participants, all communication outside of the sessions was though the focal points. So, to get any sense of what their thoughts and



feelings were during and post the training, was through the focal points. We tried a pre-course survey, but the response rate was extremely low and so we discarded the post-course survey. As part of adopting a feminist MEL, something we are committed to doing, it is important to allow the participants to self-assess their participation and learning. We still need to figure out how to do this in ways that work for adolescents too.

The G@W network is quite intergenerational as well as international. How do you think the intergenerational nature of the G@W network contributes to the success of the Feminist School project?

KHANYSA: It is definitely an asset. In one way these diverse

experiences bring different lenses to challenges we might face and to solutions to those challenges, they also bring different ways of approaching a topic. I feel like I learnt as much from the oldest participants like Hendrica [Okondo], Rex [Fyles] or Ilana [Landsberg-Lewis] and the youngest like Zanele [Chakela], Bedo or Aayushi.

AAYUSHI: Intergenerational work is a practice of love. To FS, it gave a lot of strength and was immensely beneficial to the process and to me as an individual. But I always marvel at the patience and support older Feminist Schoolers like Rex, Ilana and Hendrica bring to the space and to all our collective learning.

BEDOTROYEE: The debriefs were immensely valuable. Ilana being an observer, and Rex asking questions during AARs—people who were one step removed from either designing or delivering helped immensely sharpened the vision, and made us look at aspects to question, revisit and redesign. Having younger facilitators such as Aayushi, Natasha and Zanele, and more experienced associates such as Hendrica was

surely not just a strategy but strength for the FS. Feminists come in all ages and nationalities. Also, the FS was itself an international experience for the participants where they got to interact with participants from different countries—something that is rare but also a wonderful experience for them.

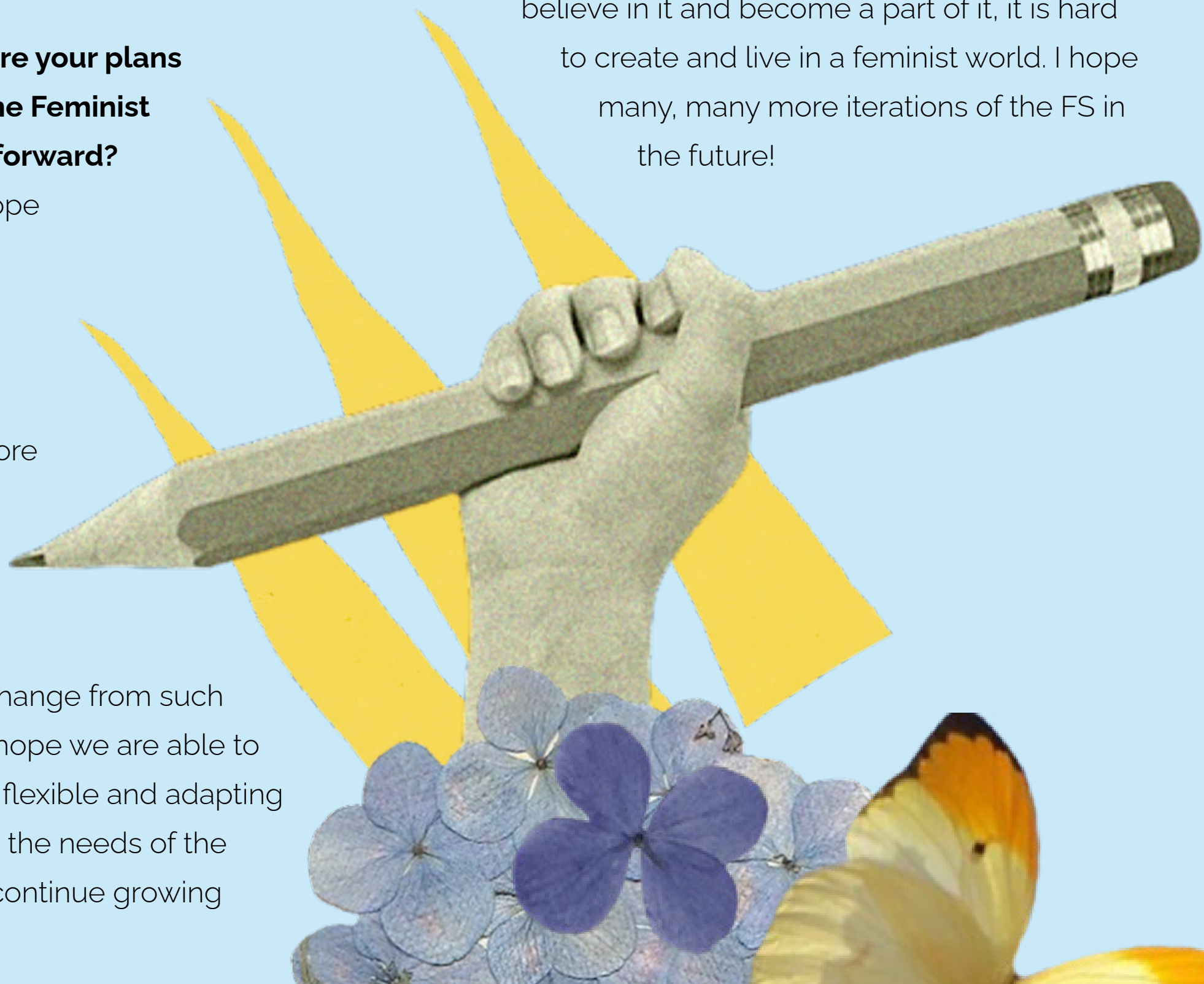
Finally, what are your plans or hopes for the Feminist School going forward?

KHANYSA: I hope we keep exploring working with younger cohorts. It is more challenging but I feel it is also important to contribute to change from such an early age. I hope we are able to continue to be flexible and adapting each edition to the needs of the cohort and to continue growing

our use of Emergent Learning practices as we go along.

AAYUSHI: I hope that FS continues to be a space of learning and shared joy for the team as much as the participants.

BEDOTROYEE: I am hoping that we sustain the culture of MEL and co-creation in the process. I am hopeful and excited for the next iteration with adolescent boys. My hopes are that feminist schools are all over. We cannot have feminist schools without men and boys. Unless they believe in it and become a part of it, it is hard to create and live in a feminist world. I hope many, many more iterations of the FS in the future!



First Tuesdays: Strengthening the Intergenerational G@W Community

When Gender at Work co-founder David Kelleher proposed a monthly gathering for associates and programme staff, he wasn't trying to create just another meeting. He was establishing a new practice: a small, steady ritual that would bring together a network stretched across continents, generations, and waves of feminist organising.

First Tuesdays (originally First Mondays but moved in an effort to include more members of the network) began simply: one hour on Zoom each month, an open space to connect, share updates, and tell the stories of “how I got here.” But what emerged is something more layered: a living archive of feminist journeys, political awakenings, and the long arcs of organisational memory.

For David, who sits at the older end of the age spectrum and at the very beginning of G@W's institutional timeline, the intergenerational nature of Gender at Work's community offers “diverse perspectives, different energy, new ideas” as well as means to enhance his own learning:

“I would say I was of the older generation... I am in a responsible' role vis-à-vis my colleagues, but I am also in an 'open to learning' place... I don't understand the world as my younger colleagues do so I rely on their understanding of current social dynamics.”

For Bedotroyee Bhattacharjee, a programme officer earlier in her career who joined Gender at Work in 2019 in her 20s and places herself in the “younger generation of feminists”, the intergenerational mix offers something different: a space to ask questions, test long-held ideas, and join a feminist lineage without having to replicate it.

“G@W is a space where conversations are mostly welcome; it's a repository of experience, wisdom, knowledge and stories. All we might need to do is get over the embarrassment of sounding silly or inexperienced and ask anyway. Who knows what questions open up an incredibly rich conversation?” she reflects.

Across generations, associates name similar benefits: fresh perspective, widened horizons, and a deeper sense of belonging in a dispersed network. They speak of cross-pollination—how a reflection shared by one associate sparks a new approach in another country; how a seasoned

“how I got here” story becomes a quiet affirmation for someone just beginning their career.

For Bedo, through community-building activities like First Tuesdays, Gender at Work's generational differences become a resource rather than a fault line: younger colleagues bring fluency with digital culture, shifting language, and new ways of doing communications and storytelling while older colleagues bring patience, political memory, and an embodied understanding of how victories are won, lost—and won again.

“I slip into existential crisis often,” Bedo admits, “especially when I look at the world at large. This space brings back hope and strength to continue the work that I do.”

What emerges in these monthly calls is not just intergenerational exchange, but intergenerational companionship: a sense that change may take a generation—but we do not have to carry that uncertainty alone.

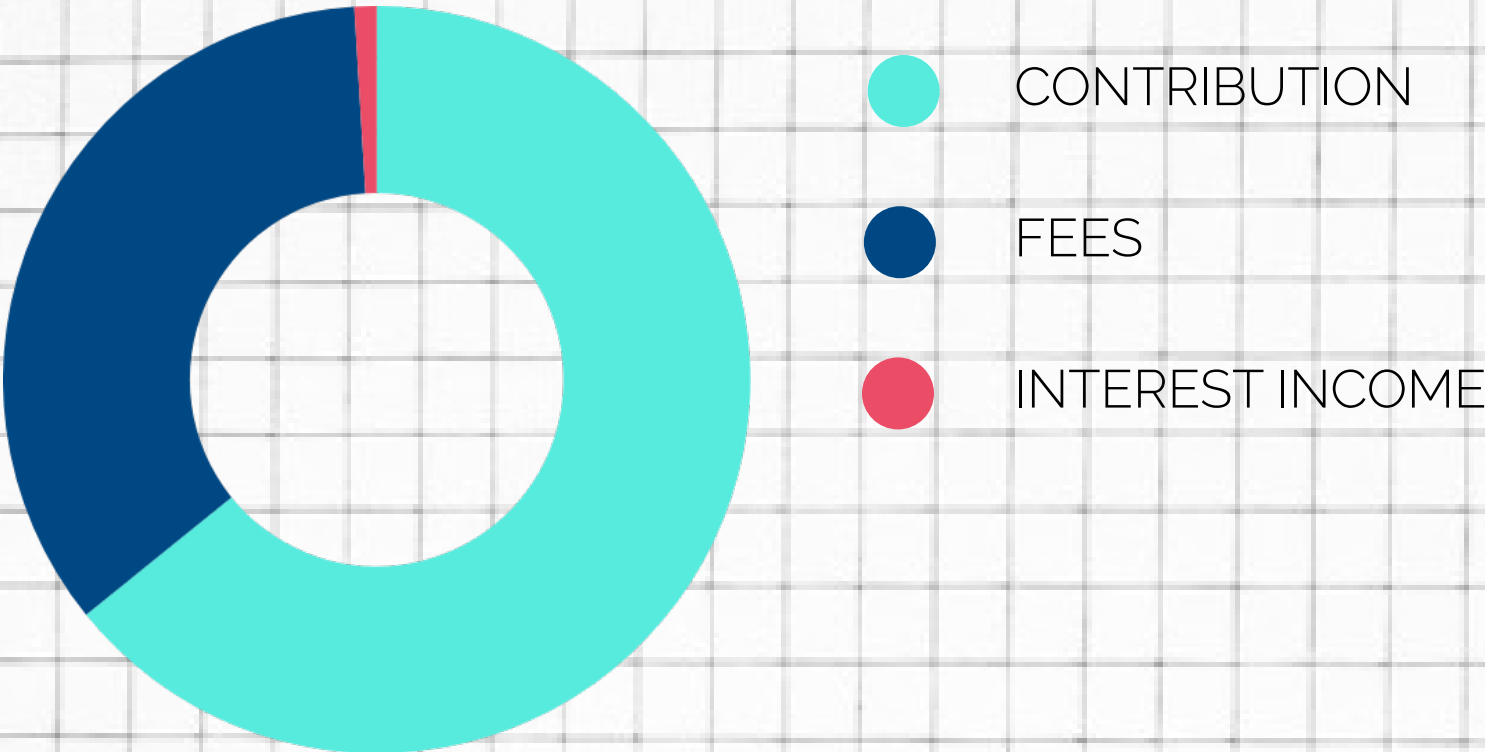


Finances



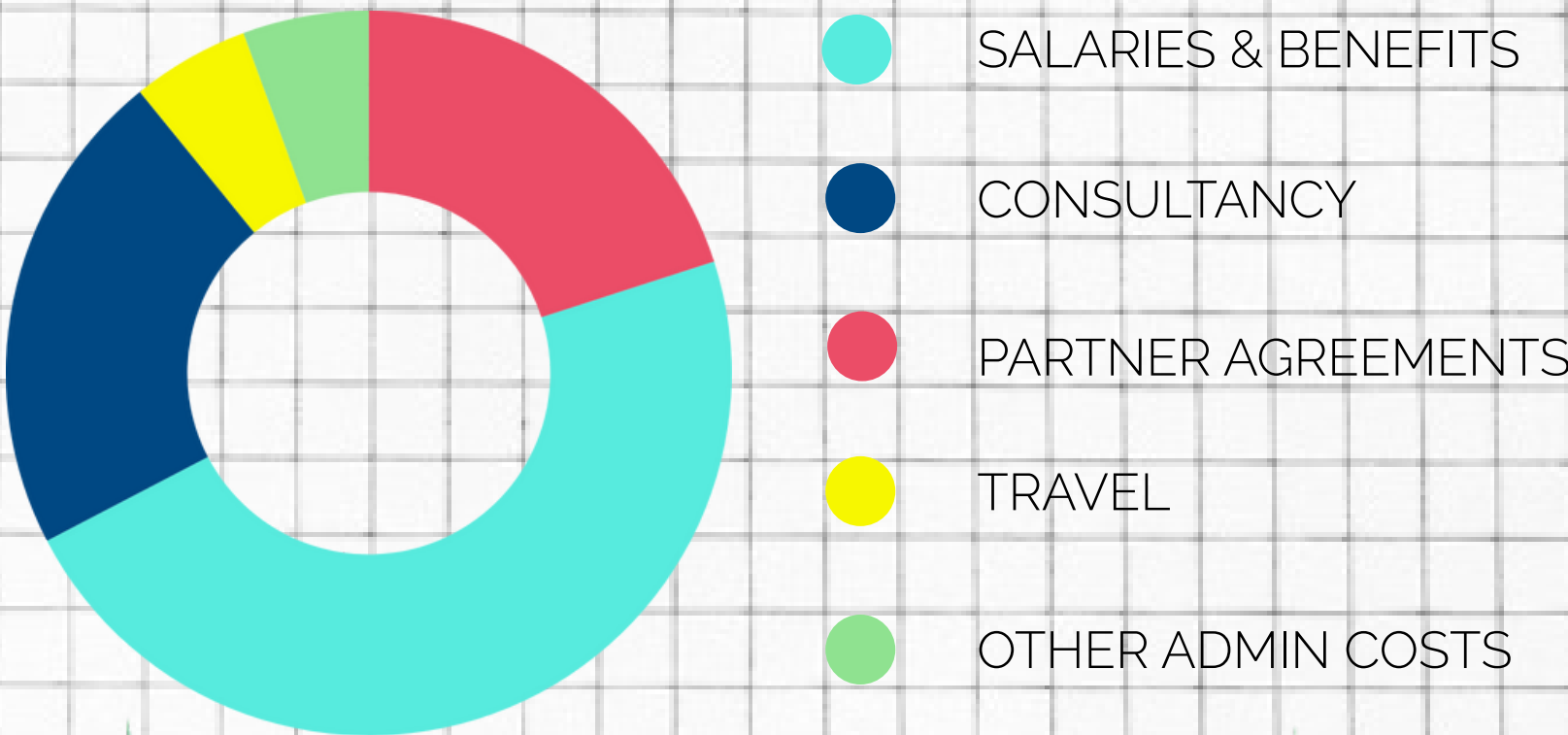
INCOME

CONTRIBUTION	USD 1,077,161
FEES	USD 585,215
INTEREST INCOME	USD 16,072
TOTAL	1,678,448



EXPENSES

SALARIES & BENEFITS	USD 356,609
CONSULTING	USD 843,218
PARTNER AGREEMENTS	USD 388,204
TRAVEL	USD 93,549
OTHER ADMIN COSTS	USD 99,994
TOTAL	1,781,574



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POWERUP! PARTNERS: AFRO-BENIN, Alliance des Femmes Battantes, Amhi Amchya Arogyasathi, Blossom Bridge Initiative, Collective for Research & Training for Development – Action, DAMJ, Labour Research Service, Ndabaga's Sisters Organization, and Por Ela.

FEMINIST SCHOOL PARTNERS: Deaf Women Included, Rosario Memorial Trust, CAMFED, Plan International, and Girl's Club South Africa.

And many others – too numerous to mention here!

We are also grateful to Nafisa Ferdous for her outstanding illustrations, some of which are featured in this report..

This report was compiled and designed by Louise Hallman.



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