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Canada

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Women's Voice and Leadership Guatemala Baseline workshop participants

Credit: Tz'ununija' Indigenous Women's Movement

# OXFAM CANADA'S FEMINIST KNOWLEDGE STRATEGY

Link to:  
**Feminist Principles**  
<https://www.oxfam.ca/publication/oxfam-canadas-feminist-principles>

THIS DOCUMENT OUTLINES A **FEMINIST KNOWLEDGE STRATEGY** THAT CAN WORK ACROSS OXFAM CANADA'S INTERNATIONAL AND CANADIAN PROGRAMS. IT PROPOSES A FEMINIST APPROACH TO GATHERING, SYNTHESIZING, TRANSLATING AND APPLYING KNOWLEDGE THROUGHOUT THE LIFE CYCLE OF PROJECTS.

## THE DOCUMENT IS DIVIDED INTO SIX SECTIONS FOR EASE OF USE

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College teacher Shahin Sultana (L) with friend  
Credit: Abir Abdullah/Oxfam

### A few definitions

**DATA** are facts that can be analyzed or used in an effort to gain knowledge or make decisions (yourdictionary.com)

**INFORMATION** is knowledge or facts learned, especially about a certain subject or event (yourdictionary.com)

**KNOWLEDGE** is information combined with experience, context, interpretation and reflection (Davenport 1998)

**LEARNING** is the act, process, or experience of gaining knowledge or skill (yourdictionary.com)

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PROGRAM IMPACT UNIT  
INTERNATIONAL PROGRAMS  
OXFAM CANADA

# SECTION ONE: OUR FEMINIST KNOWLEDGE STRATEGY

## WHAT DO WE MEAN BY A FEMINIST APPROACH?

A feminist approach to research, MEAL, and knowledge translation and communications is intended to support and set the building blocks for broader gender transformation. We believe that the people with whom we work should take part in any knowledge initiative as key stakeholders in designing and implementing knowledge initiatives, and, through doing so, become owners of that knowledge and be empowered towards further action. A feminist approach means committing both to an outcome (the advancement of the rights of women and girls), and to a process (ways of working, program design and implementation, policy and campaigning, and the feminist values which underpin decisions by partners and staff leading this work).

A feminist approach means working on systems and structures that contribute to the marginalization and oppression of vulnerable populations. It also assumes that to achieve an end to poverty, we must put power and intersectionality at the heart of our work, and that a concerted concentration on women and girls will be needed in order to achieve full equality for the world's most disadvantaged and marginalized groups (Oxfam Canada, [Feminist Principles](#).)

Oxfam Canada seeks transformative change to redress historical power imbalances, where we work to challenge and shift power relations and discriminatory social norms that devalue people, and in particular women and girls. This kind of change does not happen overnight. This means that, in line

with Oxfam Canada's Feminist Principles, we invest in approaches that are long-term, sustainable and often require collective action and strategies that work towards changes at multiple levels: within ourselves, within households, within society and within institutions.

## WHAT IS A KNOWLEDGE STRATEGY?

Generally, a knowledge strategy is considered to be a set of guidelines and beliefs that shape an organization's use of knowledge including identification, development, storage, management, retrieval, application, and disposal. It is also a link between the organization's strategic decisions and its knowledge structures and activities (Kasten, 2007).

## WHAT DO WE MEAN BY A FEMINIST KNOWLEDGE STRATEGY?

Traditional knowledge strategies commonly focus on upward accountability to managers, governments, or funding agencies. They are viewed as an obligation to demonstrate that the contracted work has been conducted in compliance with agreed-upon standards or to report on results vis-à-vis plans. A feminist approach, however, requires accountability to multiple constituencies, but most importantly towards the people with whom we work. To that end, Oxfam Canada views knowledge as an important driver throughout the project cycle to foster mutual accountability, improve programming based on monitoring and evaluation, and contribute evidence-based best practice to the global knowledge base. Above all, Oxfam Canada understands knowledge as an important driver and tool for change.

For Oxfam Canada, a feminist knowledge strategy uses a participatory and learning-centered approach, acknowledges existing power structures and inequalities, and serves as an influencing or advocacy tool to end those inequalities. A feminist knowledge strategy focuses on the process of gathering and creating new knowledge as much as the outcomes or knowledge accumulated and documented. It also recognizes and emphasizes the political power of knowledge and evidence as tools in ending inequality and achieving genuine

gender transformation through a feminist approach. Oxfam Canada intends for a feminist knowledge strategy to balance uneven power structures and inspire change in social norms, attitudes, and behaviour. Whether through research, MEAL, or knowledge translation and communications, the spirit of the feminist knowledge strategy is to involve and empower the people with whom we work throughout all steps in research, MEAL and knowledge translation and communication.

## WHAT ARE THE OBJECTIVES OF OUR FEMINIST KNOWLEDGE STRATEGY?

The primary objective of this knowledge strategy is to support staff across the Oxfam Confederation and within our partner organizations who are working to achieve and sustain change through the creation and use of feminist knowledge. This includes incorporating:



**FEMINIST RESEARCH DESIGN, DATA COLLECTION, AND ANALYSIS** to generate new knowledge on key issues that can feed back into program activities and advocacy and policy campaigns, as well as spur a broader process of change.

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**FEMINIST MEAL** to challenge us to think differently about what Oxfam considers evidence, push the boundaries of how evidence is captured, and engage communities we work with in new ways to promote social transformation and course correct throughout project implementation.

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**FEMINIST KNOWLEDGE TRANSLATION** to bring evidence-based learning and recommendations back to the communities we work with, as well as make that knowledge usable among multiple stakeholders.

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**FEMINIST COMMUNICATION** that creates space for all stakeholder perspectives and encourages the inclusion of minority, marginalized, and disempowered opinions.

## SECTION TWO: THE ELEMENTS OF FEMINIST KNOWLEDGE

While research, MEAL, and knowledge translation and communications go hand in hand, in the next section we separate these elements to provide a clear explanation of what a feminist approach entails. The following brings these elements back together to show how as a whole they make up a feminist knowledge strategy and how an FKS can be implemented.

### A) WHAT IS FEMINIST RESEARCH?

Oxfam Canada primarily conducts feminist research by, on, and for women and vulnerable populations. While there is no single definition of “feminist research”, a transformative element is necessary for it to differ from traditional social science or women-focused research. It needs to actively engage and seek to remove power imbalances, including between the researcher and participant through the researcher’s recognition of her own positions of power and with an iterative reflexive process. It is also politically motivated in that it seeks to change social inequality, beginning with the standpoints and experiences of women and other vulnerable or oppressed groups. Whether using qualitative or quantitative methods, it is important to keep the principles of feminist research methods and methodologies in mind and allow the context and participants to dictate what works best. Feminist research examines, analyses, and builds an evidence base to inform long-term practical changes in structural gender power relations and norms, roles, and inequalities. Ideally, participants shift from being research subjects to leading the research and are involved in every step of the process, from design and data collection to analysis

and dissemination. Feminist research should lead to sustained change through action (e.g. partnerships, outreach, and interventions, particularly with women’s rights organizations). Ideally, it will be gender transformative from an individual to a collective scale: including institutional, social norm, or policy changes that affect a collective of women or vulnerable and marginalized communities. Given the sensitive contexts in which we work, while the practice is feminist, researchers may refrain from self-identifying as feminist.

### B) WHAT IS FEMINIST MEAL?

At Oxfam Canada, we recognize the autonomy and independence of our partners in the work we do together, and we are committed to a relationship of mutual accountability and shared decision-making. We believe that MEAL should support knowledge generation that is meaningful, accessible, and relevant to those who rightly own it - the people with whom we work. Feminist MEAL is based on the understanding that transformative change in unequal gender and power relations is complex and nonlinear. It challenges us to think differently about what is considered evidence, pushes the boundaries of how evidence is captured, questions who gives knowledge meaning and power, and promotes social transformation. Feminist MEAL also seeks to shift the role of the MEAL practitioner or evaluator from leading the process to being a facilitator and collaborator. Feminist MEAL seeks to empower partners and the people we work with and build a sense of ownership and accountability over the whole process. Feminist MEAL seeks to create spaces for key actors to engage directly. The

way in which feminist MEAL happens, and how the MEAL and project staff, evaluators, and the people we work with relate to one another are features that distinguish feminist MEAL from traditional and gender-sensitive MEAL. Oxfam Canada expands on this understanding in its [Guidance Note on Feminist MEAL](#).

### C) WHAT IS FEMINIST KNOWLEDGE TRANSLATION AND COMMUNICATIONS?

Oxfam Canada seeks to translate the data collected through research and MEAL into knowledge in a variety of ways to influence change. Feminist knowledge translation and communication plans are part of broader movement-building and emphasize the potential to use knowledge as a tool to make space for marginalized voices, shift attitudes, link local actors, and connect local efforts to global movements. Knowledge translation and communications are not the same thing. They

are separate, but intrinsically linked processes. Together these two processes aim to shift the narrative so it is not just women-centered or gender-nonconforming-centered but is initiated, actioned, analyzed, and shared by vulnerable groups, resulting in gender-transformative knowledge production and communication. Whether knowledge is fed back into project implementation or future projects, used for campaigning and advocacy purposes, or used to develop learning and awareness-raising tools with partners and communities, the intent from the beginning is activist-aimed knowledge for transformation. This overarching strategy of influencing and action operates at several levels and begins early on in any data collection process, and the way in which it is structured and communicated supports transformative change. Communications and knowledge activities can be aimed at and undertaken by, individuals, groups, collectives, organizations, and nations. These activities are always “with,” not “for” these entities.

Link to:  
Guidance Note on  
Feminist MEAL  
[https://www.oxfam.ca/  
publication/guidance-  
note-on-feminist-meal/](https://www.oxfam.ca/publication/guidance-note-on-feminist-meal/)



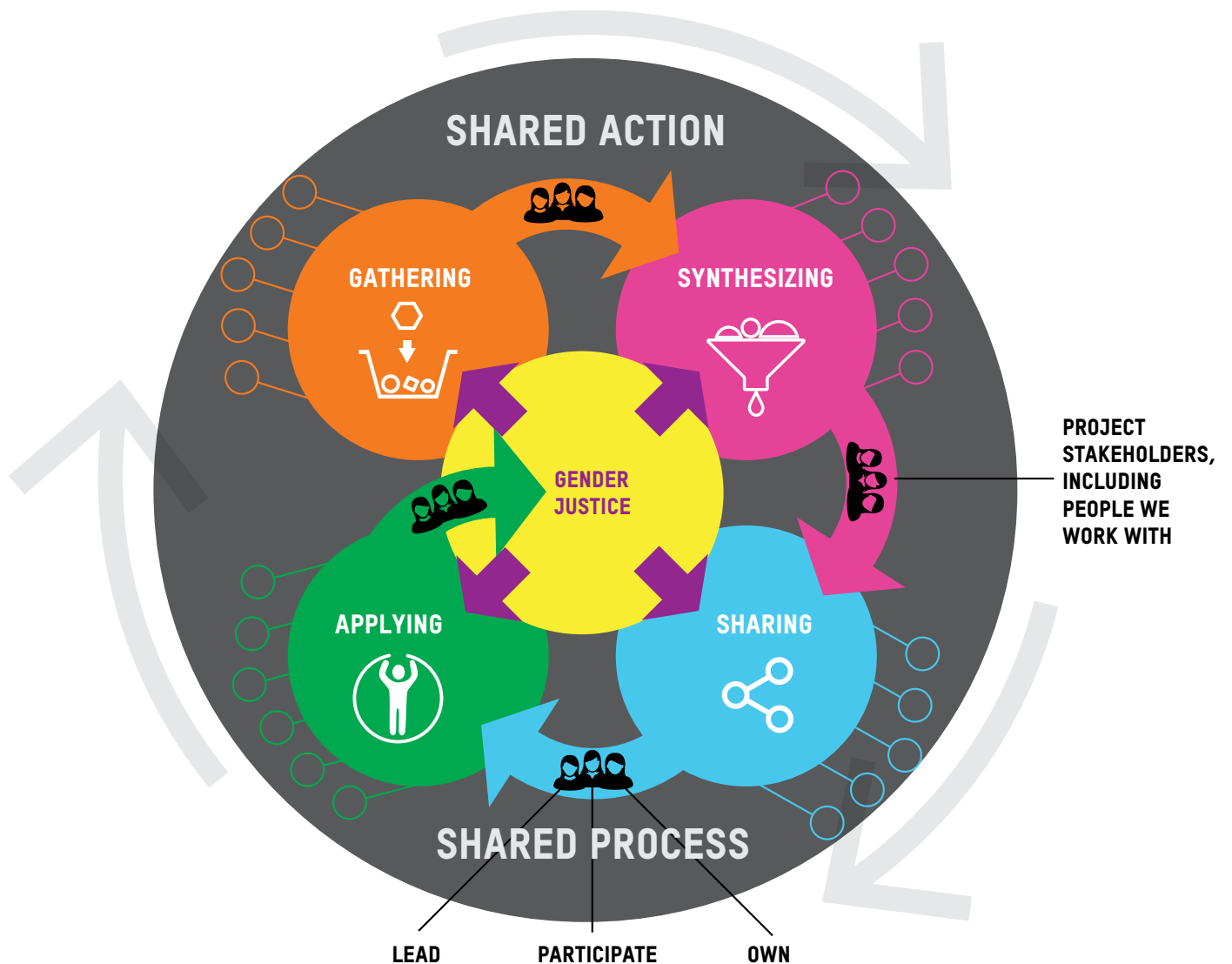
Amrita Ghale, 35, is Chairperson of the School Management Committee at Shree Janakalyan Primary School, Nepal

Credit: Aubrey Wade

## SECTION THREE: HOW DO WE IMPLEMENT A FEMINIST KNOWLEDGE STRATEGY?

The implementation of a feminist knowledge strategy is a circular and continuous one as shown below:

### IMPLEMENTING A FEMINIST KNOWLEDGE STRATEGY



## GATHERING

Emerging data is captured throughout the project in several ways:

- Research activities;
- Monitoring and evaluation processes;
- Recording and documenting.

Collaborators involved in an initiative prepare a synthesis of emerging learnings and knowledge products that are context-appropriate and fit for use in a multitude of ways in order to ensure that new knowledge and learning are applied and used. Some examples of products are infographics, a series of short 'What Works' documents, a short video of findings, a collection of pictures or stories illustrating the findings or the data collection process, impact stories, documentation of common and differing social norms, and guidance notes on feminist methodologies. As much as possible, this synthesis is carried out with support and input from country teams and partners. Partners and Oxfam Confederation members are also responsible for synthesizing and preparing learnings for sharing, through Mid-Year and Annual reports, Practice Notes, Research Reports, and other knowledge products and shared spaces as deemed appropriate by participants.

## SHARING

A comprehensive plan for dissemination of learning and new knowledge – developed early on in any initiative's life-cycle – and through various community, NGO, academic, and government channels is important. Lessons will be of interest within Oxfam and with its partners but as well for the development sector and wider circles of researchers, activists, and policy-makers. This can facilitate the placement of the work within a larger context of what is happening in related theoretical

and practical work in communities, countries, regions, and globally. This can include: presenting findings at staff meetings and at subject matter conferences, developing a short video version of the findings, sharing stories, pictures and drawings from the evaluation (depending on the methods used to collect the data), creating posters or infographics for display, and producing a series of short memos.

## APPLYING

The proposed Learning Cycle emphasizes the importance of closing the knowledge cycle – or "closing the loop" – by ensuring that new knowledge and lessons are applied and used for:

Returning that knowledge gathered back to the communities that we work with, and ensuring its applicability and use for those who helped create it.

- Project Planning and Adjustments – To identify intervention points and inform or strengthen ways of working in ongoing Oxfam project activities;
- Advocacy – As advocacy and influencing tools with targeted audiences, e.g. as evidence for duty-bearers;
- Building the Evidence Base – Contributing knowledge to the evidence base for best and promising practices;
- Feeding back into new initiatives and projects, and continuously updating knowledge on what works and what doesn't.

The above-mentioned processes and tools highlight, above all else, the process of continuous reflexive learning across the Oxfam Confederation and within partner organizations and their circles. For example: researchers can use data previously gathered from a baseline study to build new learning questions or an evaluator can take knowledge



developed through research and build it back into new evaluation questions. Through either approach, staff should focus on feeding learning back into a project's activities. Reflexive learning is used as a convening tool to highlight where and how it can be used practically, and in the dissemination of a project externally to partners and stakeholders, and most importantly back to the people who were participants in the knowledge creation. When

convening groups of project stakeholders and in particular participants in the knowledge creation, reflexive learning is the methodology facilitators can use to highlight where and how the research can be applied practically, and how learning from the project can be shared with everyone involved. That is then how knowledge becomes "active/activist" and useable versus traditionally extractive and outward.



Students hold up a poster at an unpaid care work awareness session-Philippines  
Credit-Aurelie Marrier d'Unienville

## SECTION FOUR: A FEMINIST KNOWLEDGE STRATEGY IN ACTION – CREATION, USE AND COMMUNICATION OF KNOWLEDGE BY OXFAM PHILIPPINES

From 2016–2021, staff from Oxfam Philippines (OiPh), Oxfam Canada (OCA), Oxfam Great Britain (OGB), and four implementing partner organizations<sup>1</sup> used research, monitoring, and evaluation data to support legal reform through [Creating Spaces to End Violence Against Women and Girls](#) (Creating Spaces), a project that takes action to reduce violence against women and girls, including child, early and forced marriage in six countries.<sup>2</sup> It does so through three “pillars” of work:

- Engaging key community actors to support and promote positive gender norms,
- Supporting women and girls who have experienced violence, and
- Strengthening the knowledge and capacity of institutions and alliances to influence change.

Oxfam uses a partnership model, which seeks to cultivate collaboration, transparency, and horizontal learning between national and local organizations, and the public and private sectors. The work conducted within Creating Spaces is an illustration of this approach as it applies to data and knowledge.

1 Al-Mujadilah Foundation (AMDF), Philippines Business for Social Progress (PBSPI), Philippine Legislators Committee for Population and Development (PLCPD), and United Youth of the Philippines – Women (UnYPhil-Women)

2 Bangladesh, India, Indonesia, Nepal, Pakistan and the Philippines.

### RESEARCH

Staff from OCA and Oxfam Great Britain (OGB), led by staff from OiPh and the implementing partners, developed a joint research project. Doing so included sharing resources (such as access to a research fellow). The research used a [Social Norms Diagnostics Tool](#). This tool is a feminist, participatory research approach designed to help project teams identify and discuss social norms, perceptions and expectations that shape, constrain or promote gender-based violence (GBV); child, early, and forced marriage (CEFM); and sexual and reproductive health and rights (SRHR) within their contexts, and to develop initial ideas for change strategies.

In the social norms research process, staff placed an explicit focus on understanding social norms, power relations and other structural barriers to gender inequality. Doing so recognized that affected communities are experts in their specific contexts, and their perspectives and insights are crucial to developing sustainable and feasible long-term solutions.

The final report: [Sexual and Reproductive Health and Rights in Mindanao, Philippines](#) is a study of how discriminatory norms jeopardize the sexual and reproductive health, safety, and rights of women and girls in the Bangsamoro Autonomous Region in Muslim Mindanao and Caraga, Philippines.

## MONITORING, EVALUATION, ACCOUNTABILITY, AND LEARNING (MEAL)

The Creating Spaces project team (Oxfam and its partners) used a [feminist approach to MEAL](#) wherever possible, focusing on the lived experiences of women and girls, particularly their needs and rights with respects to ethics and power relations. Using a feminist MEAL approach also requires centering the people with whom we work in all stages of data collection, analysis, and sense-making activities. In doing so, monitoring and evaluation data emerging from Creating Spaces highlighted local context and the multiple aspects of identity that play out in the lives of the women and girls with whom we work.

OiPh and partner staff, together with local project stakeholders, played crucial roles throughout the [MEAL cycle](#). One way that they did so was to use [Outcome Harvesting](#) to help interpret unexpected change, where the project team did not fully understand the relationship between cause and effect. Doing so was particularly important in relation to the team's work on legislative change.

## KNOWLEDGE TRANSLATION & COMMUNICATION

Oxfam and its partners in the Creating Spaces project leveraged data from research, monitoring, and evaluation to develop a series of knowledge products, including the following documents:

- [Too Young, Too Soon: A Primer on Child Marriage the Philippines](#)
- [Braving Disruptions, Building Relationships – Lessons on Promoting Sexual and Reproductive Health and Rights and Addressing Violence Against Women and Girls in the Philippines](#)

- [Taking Space: A Snapshot of Child, Early and Forced Marriage](#) – Insights from Oxfam and Partners' Work in the Philippines

Oxfam and its partners also used this data in their advocacy in support of legislative work to eliminate child marriage in the Philippines. This work included:

- [A video](#) supporting the progress of legislation ending child marriage in the Philippines,
- An [Oxfam Position Paper on Child Marriage](#) (20 January 2020), which was instrumental in the development of a [revised bill](#) declaring child marriage as illegal (Senate Bill 1373),
- A [Quick Facts document on Child Marriage](#), which was integrated into a [Sponsorship Speech](#) of Senator Risa Hontiveros in support of Senate Bill 1373, and
- Senate Bill 1373 which the Senate passed in November 2020.<sup>3</sup>

This example from Creating Spaces demonstrates the inter-linkages between research, MEAL, and knowledge translation and communication and how this can lead to profound social change. The end result, achieved with allies, partners, and activists, was a legislative change on child marriage in the Philippines. The series of steps taken to achieve this change involved research using the social norms diagnostics tool which was published in order to share knowledge, adopting feminist MEAL approaches such as Outcome Harvesting to better understand the cause and effect of legislative change, and the production of a series of knowledge products which helped in advocating for legislative change on child marriage.

<sup>3</sup> A counterpart measure, House Bill No. 8440, is still pending at the House of Representatives. It will take the passage of the House bill and concurrence of the President to enact the bill into law.

# SECTION FIVE: FEMINIST KNOWLEDGE STRATEGY CHECKLIST

**WHEN DESIGNING A FEMINIST KNOWLEDGE STRATEGY OR OVERARCHING LEARNING FRAMEWORK WITHIN A PROJECT, CONSIDERING THE FOLLOWING QUESTIONS CAN BE USEFUL:**

## **RESEARCH:**

- Do you consider how social norms, power relations, and other structural factors underlying gender inequality affect your research topic, process and participants?
- Does your research recognize, analyze, and seek to transform unequal power dynamics between men and women and/or other gender-diverse groups?
- Will research participants be involved in designing, conducting, analyzing, and disseminating research?
- Do you partner with Women's Rights Organizations (WROs)?
- Is the research utilization-focused? In other words, will it inform future programming, influencing, and lobbying? Is there a capacity-strengthening component built into the research process for participants?
- Is there a gender transformative element to the research? In other words, will vulnerable populations participating in the research gain new awareness, and feel empowered through their participation?

## **MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING:**

- Is the MEAL process part of a broader goal of social transformation to address poverty and inequality and the gender inequities that cause them?
- Are MEAL staff and any related consultants (i.e., external evaluators) skilled facilitators who understand relationships of power and can guide participatory MEAL processes?
- Do the MEAL processes involve partner staff and the people with whom we work? Are women and girls amongst them?

- Are the MEAL processes focused on generating collective and context-specific knowledge?
- Are the MEAL processes focused on learning rather than just data collection?
- Have ethical and safety standards been considered and applied in designing the MEAL processes?
- Have issues of access been addressed? For example, translation, child or elder care, and other barriers to participation.

### **KNOWLEDGE TRANSLATION AND COMMUNICATION:**

- Is a knowledge translation strategy – synthesis and sharing – built into the project from inception?
- Who are the creators of your messaging, knowledge and lessons? Do you listen to and give space to minority voices?
- Are you including a variety of potential audiences for the research or MEAL results such as participants, donors, stakeholders, duty bearers and influencers, other civil society organizations, and/or members of the public?
- Are the results of the research or monitoring and evaluation activities being synthesized and shared with the aim of galvanizing action and change?
- Are you explicitly challenging the harmful narratives around norms, power inequalities, patriarchy and other structural factors that promote gender inequalities in your messaging and communications?
- Are there opportunities being sought for dissemination and uptake of the results and/or feminist process by influencers (e.g. policymakers, media professionals, community leaders, women's rights and youth activists, etc.)?
- Will research or MEAL findings feed back into project implementation or future programs, be used for campaigning and advocacy purposes, or be used to develop learning and awareness-raising tools with partners and communities?

# SECTION SIX: FURTHER READING & RESOURCES

## GENERAL

Davenport 1998 in Gallupe, 'Knowledge management systems: surveying the landscape', *International Journal of Management Reviews*, Volume 3 Issue 1 pp. 61–77.

Kasten, Joseph, 2007. Knowledge strategy and its influence on knowledge organization. NASKO. 1. 10.7152/nasko.v1i1.12838.

Oxfam Canada, 2018. *Feminist Principles*. Oxfam Canada: Ottawa. Available online at: <https://www.oxfam.ca/publication/oxfam-canadas-feminist-principles/>

Oxfam Canada: Short presentation on Knowledge Management - <https://oxfam.box.com/s/3hub2lmt0j8y4izlnifvipeenvniuvf5>

Vanilla Community: Knowledge management, knowledge support and strategic change management - eBook.pdf - <https://oxfam.box.com/s/8qb0nv1ojk9lqq894gsdzs9zawv6ch5o>

## RESEARCH

Hughes, 2015. Feminist Research Methods, *International Journal of Social Research Methodology Virtual Special Issue*, <http://explore.tandfonline.com/page/bes/tsrm-vsi-feminist-methods>

Moser, C. O. N., 2016. Gender transformation in a new global urban agenda: challenges for Habitat III and beyond. *Environment & Urbanization*, 29(1), pp. 221-236 (Article on gender transformation by Caroline O N Moser, which outlines the differences between empowerment and transformation): <https://journals.sagepub.com/doi/full/10.1177/0956247816662573>

SAGE publications interviews Sharlene Nagy Hesse-Biber (Professor of Sociology and Director of Women's Studies & Gender Studies Program at Boston College). <https://libguides.uvic.ca/c.php?g=697630&p=4951154>.

## MEAL

Better Evaluation, Available online at: [https://www.betterevaluation.org/en/themes/feminist\\_evaluation](https://www.betterevaluation.org/en/themes/feminist_evaluation)

Betterevaluation.org: Participatory Video and the Most Significant Change. A guide for facilitators - The toolkit is designed to support evaluators in planning and carrying out evaluation using Participatory Video with the Most Significant Change approach, available online at: [https://www.betterevaluation.org/en/resources/toolkit/participatory\\_video\\_MSC](https://www.betterevaluation.org/en/resources/toolkit/participatory_video_MSC)

Betterevaluation.org: Equal Access: Participatory Monitoring and Evaluation toolkit - [https://www.betterevaluation.org/en/toolkits/equal\\_access\\_participatory\\_monitoring](https://www.betterevaluation.org/en/toolkits/equal_access_participatory_monitoring)

Dart, Jessica and Davies, Rick - The 'Most Significant Change' (MSC) Technique - A Guide to Its Use. Guidelines from the Rick Davies and Jessica Dart who developed the concept of Most Significant Change available online at: [https://www.betterevaluation.org/resources/guides/most\\_significant\\_change](https://www.betterevaluation.org/resources/guides/most_significant_change)

Marcus, Rachel, 2015, Changing Gender Norms: Monitoring and Evaluating Programmes and Projects, Overseas Development Institute, Available online at: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9815.pdf>.

Oxfam Canada, 2021. Measuring change with a feminist lens. Available online at: <https://www.oxfam.ca/measuring-change-with-a-feminist-lens/>

Oxfam Canada, 2018, Beyond the Technical and Towards the Transformational: Applying feminist monitoring, evaluation and learning principles to sexual and reproductive health and rights programming, Oxfam Canada Discussion Paper, Available online at: [https://www.oxfam.ca/wp-content/uploads/2018/06/beyond\\_the\\_technical\\_and\\_towards\\_the\\_transformational.pdf](https://www.oxfam.ca/wp-content/uploads/2018/06/beyond_the_technical_and_towards_the_transformational.pdf)

Overseas Development Institute (ODI): Communications monitoring, evaluation and learning toolkit - <https://www.odi.org/features/communications-monitoring-evaluation-learning-toolkit#:~:text=It%20is%20based%20on%20internal,with%20project%20and%20programme%20planning.>

Oxfam Canada, 2020, 'Guidance Note on Feminist MEAL'. Oxfam Canada: Ottawa. Available online at: <https://www.oxfam.ca/publication/guidance-note-on-feminist-meal/>

Podems, Donna R., 2010, Feminist Evaluation and Gender Approaches: There's a Difference? Journal of Multidisciplinary Evaluation, Available online at: [https://pdfs.semanticscholar.org/2ebb/caabc02b8056cd6fc667d2cd18ab3fe4dcf6.pdf?\\_ga=2.89154587.148343655.1596550255-1530754383.1596550255](https://pdfs.semanticscholar.org/2ebb/caabc02b8056cd6fc667d2cd18ab3fe4dcf6.pdf?_ga=2.89154587.148343655.1596550255-1530754383.1596550255).

Wakefield, Shawna and Daniela Koerppen, 2017. Applying Feminist Principles to Monitoring, Evaluation, Accountability, and Learning, Oxfam Discussion Paper, Available online at: <https://policy-practice.oxfam.org.uk/publications/applying-feminist-principles-to-program-monitoring-evaluation-accountability-an-620318>.

## KNOWLEDGE TRANSLATION & COMMUNICATIONS

Association for progressive communications (APC): Women's digital inclusion: Background paper for the G20 - <https://www.apc.org/en/pubs/womens-digital-inclusion-background-paper-g20>

Digital Principles Organization - Principles for digital development - a set of living guidance intended to help practitioners succeed in applying digital technologies to development programs.  
<https://digitalprinciples.org/>

Global System for Mobile Communications (GSMA): Mobile gender gap report (2020):  
<https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2020/05/GSMA-The-Mobile-Gender-Gap-Report-2020.pdf>

ICRC: Handbook on data protection in humanitarian action - <https://www.icrc.org/en/data-protection-humanitarian-action-handbook>

JASS-We Rise: Communication and ICT's for Feminist Movement Building: <https://www.justassociates.org/en/resources/icts-feminist-movement-building-activist-toolkit> and gender non-conforming individuals

Kasten, J. (2007). Knowledge strategy and its influence on knowledge organization. Proceedings of the North American Symposium on Knowledge Organization. Vol. 1. Available: <http://dlist.sir.arizona.edu/1907>

Oxfam's Guide to Feminist Influencing, Available online at: [https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fs-public/file\\_attachments/oxfams\\_guide\\_to\\_feminist\\_influencing\\_english.pdf](https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fs-public/file_attachments/oxfams_guide_to_feminist_influencing_english.pdf)

UNHCR – Innovation Service: Connectivity for refugees - <https://www.unhcr.org/innovation/connectivity-for-refugees/>



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### FOR MORE INFORMATION ON OXFAM CANADA:

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