GHR BRIDGEBUILDER™ CHALLENGE 2017-2020

EVALUATION & ADVOCACY REPORT

Prepared by Inspire to Change LLC

for GHR Foundation

ACKNOWLEDGEMENTS

ABOUT THE AUTHOR

Nora Murphy Johnson is President & CEO of Inspire to Change, an organization that convenes and supports social change leaders engaged in evaluation, learning, planning, and wise actions. She is an author of *9 Guiding Principles to Help Youth Overcome Homelessness: A Principles-focused Developmental Evaluation* in Developmental Evaluation Exemplars: Principles in Practice (Guilford Press) and co-author of Connecting Individual and Societal Change (SSIR). She has led evaluations for The Bush Foundation, the Wellbeing Project, The Minnesota Humanities Center in partnership with Omaha Public Schools. She received her Ph.D. in Evaluation Studies at The University of Minnesota.

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Welcome.

GHR BridgeBuilder™ Challenge 2017-2020: Evaluation and Advocacy Report, part one of a two-part series, tells the story of GHR's journey toward prioritizing genuine learning, re-envisioning relationships with partners, and redefining what success means in complex environments. As Senior Program Officer Mark Guy has said, "It's not just about numbers, because there's something deeper that must be understood. We did not have the answers as a donor, so we looked to our partners to help us understand the *how* of their work, not just *what* they were producing."

As you read the *GHR BridgeBuilder™ Challenge 2017-2020: Evaluation and Advocacy Report*, you can expect to gain an understanding of how GHR Foundation used a principles-focused developmental evaluation to understand urgent complex work, and rooted the evaluation in what was most meaningful to partners and communities impacted by the work. You will learn the difference between principles-driven bridging philanthropy and traditional philanthropy, including common traps and excuses, and strategies to recognize and overcome them.

I encourage you to use this report in a way that benefits you most. You can read it from virtual cover to cover, or go directly to a specific section. [Note: If you would like more information about how the principles were identified, refined, and embedded over time, please see the report entitled *GHR BridgeBuilder™ Challenge 2017-2020: Principles Case Study*.]

I believe that the principles-guided work outlined in this report offers a powerful contribution to global systems transformation that can be carried out in a way that is meaningful, ethical, and impactful. If this approach resonates with you, you may want to ask yourself, "How might I embed this approach more deeply into my work?"; "What do I need to learn or unlearn to make this possible?"; and, "Who do I need to surround myself with as support and inspiration as I engage in this disruptive work?". These may be difficult questions to explore, but the answers will be well worth the effort.

Nora Murphy Johnson

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Global challenges are complex and interwoven, and cannot be solved in isolation. Whether working to advance peace, ensure prosperity, or protect our planet, there is a need to design and build approaches that incorporate multiple perspectives, keeping pace with the speed at which the global community is moving and evolving. Therefore, building and maintaining connections between people and issue areas is essential. Throughout the Innovation Challenge, we refer to this as 'bridging' work.

INTRODUCTION

GHR Foundation exists to be of service to people and their limitless potential for good. For more than 50 years, the legacy of founders Gerald and Henrietta Rauenhorst (GHR) has steered its optimistic and transformational philanthropic approach. Alongside the Foundation's partners around the world, GHR re-imagines what's possible when pursuing change across its areas of impact. Traditionally, GHR funds three primary areas:

- Global Development: Reimagining systems in favor of the most vulnerable
- Education: Bridging gaps and building strong educational communities
- Health: Groundbreaking research to treat and prevent Alzheimer's Disease

However, in 2016, Pope Francis inspired GHR Foundation to "build bridges, not walls." In a philanthropic context, bridging is an emergent body of practice committed to transforming inequitable systems that includes translating across scales, cultures, and approaches, leveraging resources and opportunities, being aware of the dynamics of power and privilege, and being at ease with the discomfort that comes from different ways of being in and seeing the world. Robert Putman, in his book *Bowling Alone* (2000), discussed bonding social capital as good for "getting by," and bridging as crucial for "getting ahead." [1]

Since then, many scholars, philanthropists, and activists have explored the concept of bridging, and examined when bridging works in different contexts and why (e.g., Dulaney, 1997; Fraser & Glass, 2018).

For example, it has been noted that effective bridging work requires a particular type of bridging-focused leadership. Peggy Dulaney of Synergos Institute (1997) proposed that bridging leaders are able to engage different kinds of people, are open to compromise, have credibility with their constituencies, and have an aptitude for learning to understand the language used by different sectors of society, including government and business.[2] CKX, a social change agency that aspires to make shifts happen in the pursuit of just futures, has found that "successful bridgers create spaces that support the deep knowledge, lived experience, and critical power analysis of those working in grassroots mobilization and advocacy to be at the centre of a social innovation initiative."[3]

Global challenges like climate change and inequity require a bridging approach. GHR Foundation designed the BridgeBuilder Challenges with the goal of investing in the building of new, unique, and repaired bridges between people, organizations, issues, and beliefs that promote meaningful engagement, greater social cohesion, and sustainable community-led change.

In partnership with OpenIDEO, the Challenges sourced more than 1,700 ideas from social innovators in 185 countries, leading to 15 innovative investments that build, maintain, and repair bridges between people, organizations, issues, and beliefs, focusing on dialogue and collaboration (2017), social cohesion (2018), and emergent needs (2019). Figure 1 details the locations of BridgeBuilder partners with project[ii] service areas from 2017-2019.

[i] See Appendix A: List of BridgeBuilder® Challenge Top Ideas for descriptions of individual projects.
[ii] Partners from the 2017 challenges are sometimes referred to as "cohort 1" in this paper, partners from the 2018 challenge as "cohort 2", and partners from the 2019 challenge as "cohort 3".

Figure 1 *Map of BridgeBuilder Partners with Project Service Areas, 2017– 2019* [iii]

Legend:
- BioCarbon Engineering Proje...
- Faith Action International Pr...
- Faith Action International Pr...
- Faith Action International Pr...
- Faith Action International Pr...
- Five One Labs Project Area
- Found in Translation Project ...
- LIFT Chicago project Area
- Local Youth Corner Project A...
- My Choices Foundation Proj...
- Producer's Direct Project Area
- This is My Backyard Project ...
- War Child Canada project area

This report describes the principles-focused developmental evaluation GHR engaged in with OpenIDEO (challenge partner), Inspire to Change LLC (evaluation partner), and GHR's funded BridgeBuilder partners.[iv] The report has three parts. **Part I** describes the evaluation design and methods, **Part II** describes findings, and **Part III** is a discussion that advocates for bridging partnerships as an alternative to traditional development work. These three parts are followed by a conclusion, references, and appendices.

[iv] Throughout this report, we will refer to *BridgeBuilding* when we describe GHR partners and projects, and *bridge building*, *bridging work*, *and bridge building methods* when we describe the body of research surrounding these proactices.

PART I

PRINCIPLES-FOCUSED DEVELOPMENTAL EVALUATION

PART I: PRINCIPLES-FOCUSED DEVELOPMENTAL EVALUATION

The principles-focused developmental evaluation approach and process described below took place from the original inquiry in 2017 to the current learning and adaptation phase in 2020. Each phase had its own distinct purpose while also informing other phases.

Figure 2 *The Principles-Focused Developmental Evaluation Approach and Process*
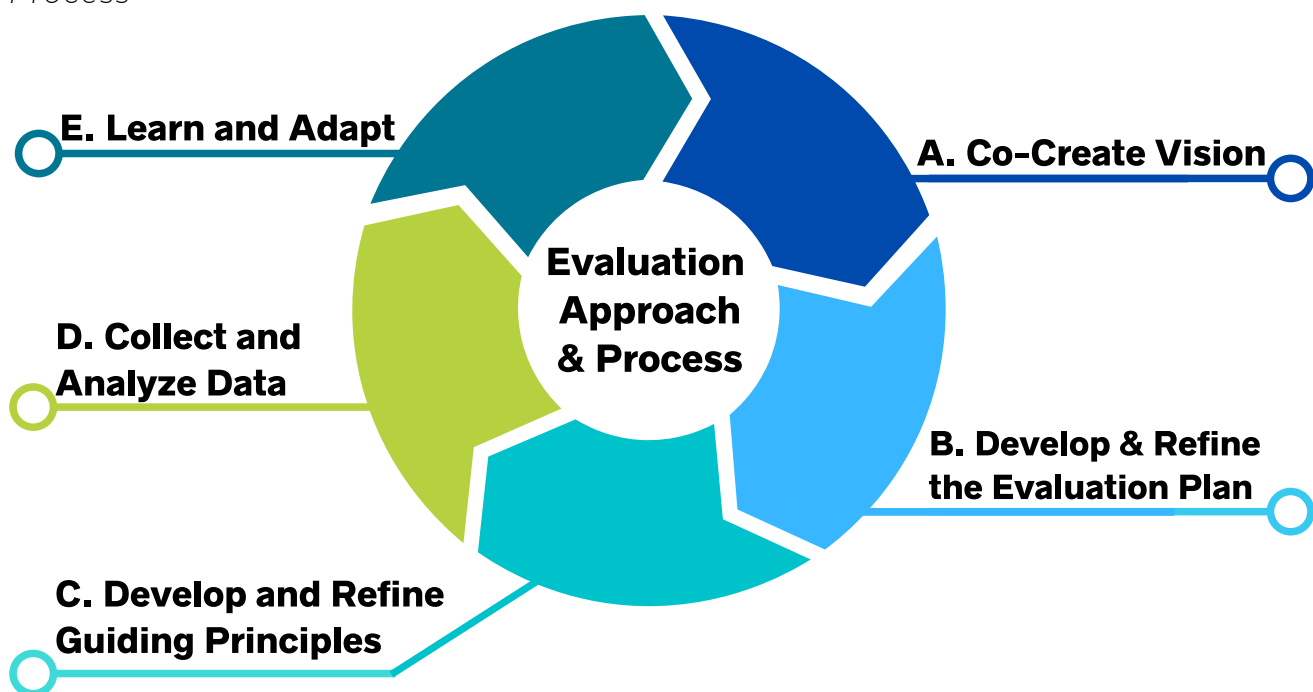
While this representation of the process is cyclical, the lived experience felt more like walking a forest path, with unexpected bumps, blind curves, and scenic resting points. The pathway often circled back upon itself during reflective periods, as learning and adaptation took place concurrently and after each stage of inquiry. Finally, while the process generally began with co-creating a vision and flowed to learning and adaptation, not all participants started in the same place, moved at the same pace, or followed this pattern; evaluation methods adjusted to capture the work and experiences of the participants.
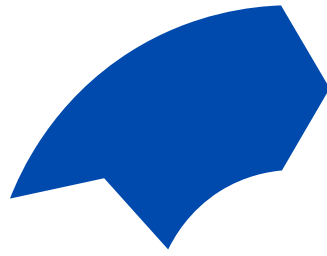
A. Co-Create Vision

Step 1. Set realistic expectations

Foundations often want to know if they made a good choice in supporting a specific initiative, and how effectively their investments across a portfolio supported sustainable change. However, the typical size of the grants and evaluation budgets--generally 13%-16%[4] of the total programmatic implementation budget--do not leave room for exhaustive evaluation. Also, the timeline of most grants--typically 1-2 years--does not provide enough time for significant systemic change. And the global nature of the portfolios makes it impossible to visit each location or to know the details of the work intimately, particularly at the community level.

The GHR BridgeBuilder team wanted to set realistic expectations for evaluation, minimizing the burden on partners while maximizing important learning. Clearly, no grant of $150,000 (or even $5,000,000) will single-handedly solve complex global problems like inadequate access to clean water and sanitation, destabilized ecosystems, ill-treatment of women, and war-torn social fabric. However, targeted grants can provide important relief as a society rebuilds or works to make services more available. In this instance, GHR hoped specifically to provide relief by elevating the concept of bridgebuilding--work that creates, repairs, or deepens urgently needed bridges between people, organizations, issues, and beliefs, to promote meaningful engagement, greater social cohesion, and sustainable

community-led change. GHR was acutely aware that 1) the grants were not large enough to completely change global systems (but instead acted as a catalyst for more equitable and just systems), 2) the bridges needed to last longer than the lifespan of the grants, and 3) as a values-based organization, they cared as much about *how* the work happened as they did about specific outcomes.

Step 2. Select the evaluation approach
As they considered evaluation approaches, GHR realized that the traditional method of evaluating individual projects and aggregating results upward would not uncover what they wanted to know: how a diverse group of changemakers understood and enacted the concept of bridging within each project's unique context, as well as the overall impact of the BridgeBuilder investments. In other words, GHR wanted to investigate ways BridgeBuilder projects (both individually and in aggregate) acted as catalysts for change, including changing assumptions or instigating seemingly minor modifications that could--if amplified--lead to larger transformations over time.

At the onset of this initiative, the Foundation contracted with Nora Murphy Johnson [v] of Inspire to Change LLC to facilitate an evaluation process that could both honor the unique and diverse needs of partners and the communities they work with and provide increased coherence across the BridgeBuilder initiative.

In the current research and evaluation climate, the tendency

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[v] Then Nora F. Murphy of TerraLuna Collaborative.

is to search for "best practices" and implement them with consistency and fidelity. However, "best practices" often carry unintended consequences that philanthropic investments do not directly address. In their 2019 report, *Our Divided Nation: Is There a Role for Philanthropy in Renewing Democracy*, The Council on Foundations identified three key problems associated with outdated approaches to transformative work: **prescribing solutions instead of building capacity, engaging without listening, and overemphasizing measurable outcomes**. Prescriptive approaches often assume science, technology, and expertise can solve societal issues, impose unrealistic timelines, and require fidelity to guidelines that ignore or violate local relationships, customs, and history. Grantmakers may be reluctant to act upon what they hear from community partners, especially when the community suggests changes to the grantmaking process. Also, philanthropy overemphasizes measurable outcomes, an approach adapted from the business world--but the lives of communities do not conform to business metrics. Building and maintaining relationships, growing healthier communities, developing trust, and creating connections between people advance the common good but do not conform to market logic or market-based measurements.[5] Philanthropy needed to redefine what it considered success; a new way to measure, assess and understand progress.

When a diversity of approaches is desirable, rigid rules and standardized procedures can harm and constrain more than help and empower. Guiding principles, by contrast, can provide clarity and shared purpose while allowing for adaptation across time and contexts. Rather than telling people what to do and when, principles provide guidance and direction in the face of uncertainty and complexity (Patton, 2010).[6]

GHR saw that bridgebuilder initiative offered us this opportunity to think about success differently and lift up our role as listener. It required a new way to measure to assess and understand progress. Thus GHR Foundation decided that an *evidence-based, Principles-focused, Developmental Evaluation* would best support its collaborative work. **Evidence** collected from the partners would confirm that the principles they identified were indeed the right principles and/or identify gaps in their understanding of the principles. **Principles-focused Evaluation** signaled to both GHR and partners how to engage and interact, what to watch for, and how to communicate with consistency, compassion, and respect across great diversity in contexts, projects, and the bridges being built. And because no one could predict how the collaborative process would unfold or to what end, **Developmental Evaluation** procedures provided the opportunity to apply systems thinking and complexity concepts to the evaluation process, paying attention to intended, unpredictable, and emergent outcomes (Murphy, 2014).[7]

B. Develop & Refine the Evaluation Plan

Step 1: Identify the evaluation questions

An evaluation is only as good as the questions asked. After selecting the evaluation approach, the evaluators and the GHR BridgeBuilder team co-created a learning agenda designed to help GHR and its BridgeBuilder partners better understand bridging, the extent to which the goal statement was possible and correct, and the extent to which the principles guided, inspired, and supported desired outcomes. The four initial areas of inquiry: inquiry about meaningful engagement, effective design, bridging work, and BridgeBuilder overall, evolved as GHR's understanding of bridging work deepened, and eventually grew to five areas of inquiry: bridging, useful, adaptable, meaningful, and results. The learning and evaluation questions were refined over the years as the work evolved, but the core meanings of the questions remained the same. Table 1 in Step 3 below charts the evolution of the evaluation questions from 2017 - 2019.

Step 2. Determine the nature of inquiry

There were two main goals for the BridgeBuilder evaluation. The first was to create a collaborative process by which the GHR BridgeBuilder team could work with partners to understand the core principles of values-based bridging work. The second goal was to identify and

empirically validate guiding principles using qualitative inquiry. To meet these goals, GHR and the evaluation team incorporated three overlapping methods: 1) engaging the Foundation and partners in collaborative evaluation inquiry; 2) individual and group interviews with partners to develop and refine the guiding principles, and 3) a review of supporting documents. Collaborative evaluation inquiry consisted primarily of reflective practice meetings with the members of the GHR BridgeBuilder team and additional GHR Foundation leadership over three years. Qualitative inquiry involved an analysis of transcripts from the semi-structured individual and group interviews with all partners (utilizing MAXQDA[8] qualitative analysis software as described in the data analysis section below), as well as written communication in the form of evaluations, grant applications, due diligence reports, interim progress reports, and final evaluation reports.

Step 3. Develop and refine evaluation questions

Developmental evaluation is designed to help organizations and communities make decisions about emergent phenomena. Principles-focused evaluation frames evaluation inquiry around shared guiding principles. For this evaluation, Inspire to Change conducted a principles-focused developmental evaluation that sought to understand how the guiding principles of BridgeBuilder supported innovative solutions, and how participating organizations understood the guiding principles.

Each year, the principles-focused developmental evaluation followed a cycle: co-create vision → develop and refine the evaluation plan → develop and refine guiding principles → collect and analyze data → learn and adapt. This process guided how learning was advanced from one cohort into the next. Table 1 outlines the five broad categories of inquiry that evolved as GHR and partners deepened their understanding of their shared guiding principles.

E. Learn and Adapt

A. Co-Create Vision

D. Collect and Analyze Data

Evaluation Approach & Process

B. Develop & Refine the Evaluation Plan

C. Develop and Refine Guiding Principles
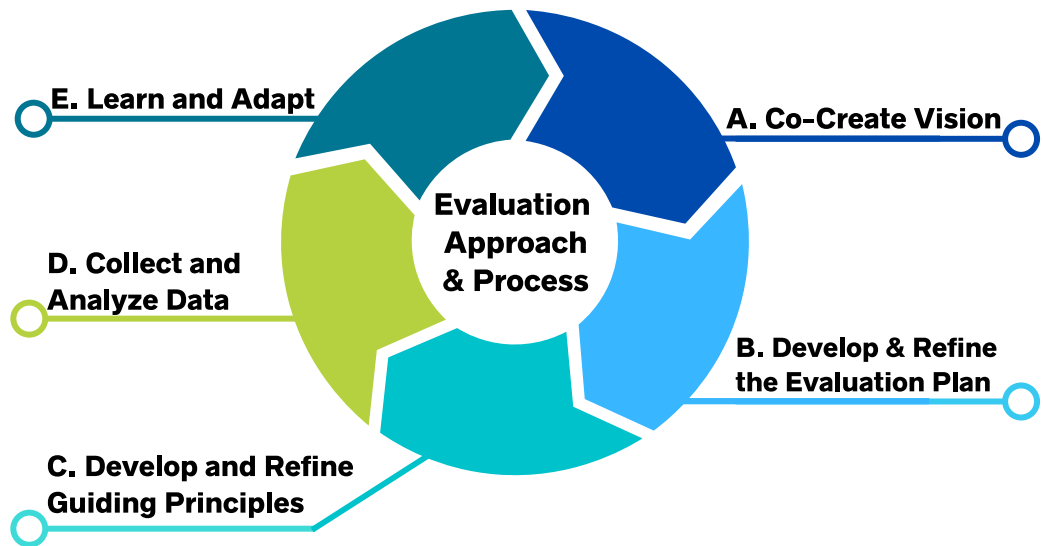
Table 1 *Evolution of GHR BridgeBuilder's Learning and Evaluation Questions, 2017-2020*

2017 Questions [9]	2018 Questions [10]	2020 Questions
Bridging in development: How does bridging across issues inform a new way of working in development, particularly for urgent and emergent issues?"	**Bridging:** What are the qualities of BridgeBuilder initiatives bridges that build prosperity, peace, respect for creation, and protection of our environment?	**Bridging:** What are the qualities of BridgeBuilder initiatives bridges that build prosperity, peace, respect for creation, and protection of our environment?
N/A	**Structure:** In what ways do the design principles effectively inspire and guide design decisions that support the attainment of the overarching BridgeBuilder goals?	**Useful:** In what ways, and to what extent, were the BridgeBuilder principles useful in design decisions that supported the attainment of the overarching BridgeBuilder goals?
Implementation of concepts: What do these core values, principles, and beliefs look like in practice?	**Adherence to Principles:** In what ways do the learning principles effectively inspire and guide design decisions that support attainment of the overarching BridgeBuilder goal?	**Adaptable:** In what ways, and to what extent, were the BridgeBuilder principles adaptable across varied and changing contexts?
Identification of meaningful concepts: What values, principles, and beliefs are at the core of Cohort 1's bridging work?	**Principles' meaningfulness:** In what ways and to what extent do the guiding principles support or hinder meaningful engagement in building successful and sustainable bridges?	**Meaningful:** In what ways, and to what extent, were the BridgeBuilder principles meaningful?
Principles leading to results: In what ways does the presence or absence of these core values, principles, or beliefs impact your desired results, if at all?	**Principles leading to Results:** What is different because principles-focused BridgeBuilder bridges have been created or repaired?	**Results:** What is different because bridges were created or repaired, in part, because of BridgeBuilder's principles-focused approach?

Step 4. Select the analysis approach

The evaluation team selected grounded theory as the analysis approach. Rather than turning to the literature for guiding principles (an inductive approach), grounded theory is a systematic and deductive approach to reviewing qualitative data that allows patterns and themes to emerge over multiple passes through the data. Strauss (1987)[11] further elaborated on the data analysis methodology, creating the Constant Comparative Method (CCM), in which the researcher develops codes while reviewing transcripts or other verbatim data to identify constructs, and iteratively compares texts identified with the same codes to ensure they are representative of the same construct. The data is iteratively reviewed for a deepened understanding of constructs, the identification of new constructs and themes, and for patterns between and amongst constructs. In this case, the constructs are the core concepts that underpin each guiding principle. Principles-based findings[vi] identified the ways in which these constructs were meaningful, useful, and adaptable, the ways in which they did or did not lead to intended results, and the ways in which they illuminated what bridging work looks like.

[vi] See Part II: Principle-based Findings

C. Develop and Refine the Guiding Principles

Step 1. Identify core BridgeBuilder concepts

In 2017, the GHR BridgeBuilder team had a shared sense of the values that guided their portfolio work and the selection of the first cohort of partners. However, this shared sense was not specific enough to articulate or measure against. Living into their interconnected and global approach to grantmaking, GHR turned to the first cohort of partners for help illuminating and articulating the foundational set of guiding principles.

Cohort 1 partners convened in Rome, Italy in 2017. The GHR BridgeBuilder team shared that they were embarking on a principles-based evaluation process and were asking themselves, "How does bridging across issues inform a new way of working in development, particularly for urgent and emergent issues?" To this end, the partners engaged in an exercise of identifying concepts that were at the core of their bridging work. The partners brought these ideas together and identified nine shared ideas that spoke to all of the partners' work (see Table 2).

Table 2 *Core Concepts as Identified by 2017 Cohort Members in Rome, Italy*

1. Trust building
2. Meeting people where they are
3. Access to resources to restore environments (physical and social) and lead to peace/prosperity, environment (community) restoration needed for peace/prosperity
4. Changing the narrative at the system level
5. Shifting power structures
6. Bringing together human-centeredness and technology (accessing resources not typically used by communities)
7. Drawing out and activating community assets while operating in environments of risk
8. Strong local partnerships
9. Economic benefit at individual level/workforce development

Step 2. Draft high-quality evidence-based guiding principles

A well-written guiding principle statement is grounded in values about what matters and provides direction rather than a rigid or detailed prescription (Patton, 2017)[12]. Guiding principle statements intentionally work in complexity rather than in binaries like black/white, good/bad, or right/wrong, and must be interpreted and applied contextually. They act as a rudder during the work, pointing people in the right direction when working in complex adaptive systems by articulating both the *what* (outcomes and impacts) and the *how* (values). In this way, they help identify what is most useful and meaningful. They lift up distinct concepts and examine how each principle interacts with and shapes the others. For these reasons, the use of guiding principles for BridgeBuilding work-- which is inherently complex--is ideal. Principles provide a cohesive framework that can guide bridge-building work in diverse global settings, and aligns the work of partners towards the values of GHR and the goals of BridgeBuilder.

The evaluation team interviewed 2017 cohort members to learn more about the core concepts listed in Table 2, and from that developed the first iteration of BridgeBuilder guiding principles. These principles were organized into a framework including three types of principles: engagement principles, design principles, and learning principles. *Engagement principles* described how GHR and BridgeBuilder partners meaningfully engage with each other, community members, and community partner organizations. *Design principles* described how GHR and BridgeBuilder partners made decisions about initiative/project/strategy design as they adapted to new knowledge and changing conditions. *Learning principles* described how GHR and BridgeBuilder partners reflected, learned, and integrated learning.

Step 3. Revise to increase accuracy, meaningfulness, and usefulness

The principles were revised over the course of the evaluation process. Each cohort of partners was interviewed to gather information about how the evolving principles showed up in their work, the accuracy of their wording, why they were meaningful to their work, and what was different when the principles were present or absent. New iterations of the principles were determined based upon the data collected with current cohorts (including interview data, application data, due diligence reports, and video call transcripts), and the next cohort determined whether future changes were appropriate/necessary after they were put into practice.

Because earlier cohorts found the initial framework of engagement, design, and learning principles to be artificial, a change was made.

PRINCIPLES-FOCUSED DEVELOPMENTAL EVALUATION

In early 2020, the GHR and I2C teams realized there was alignment between the Bridgebuilder Principles and the four newly developed GHR values—lead with love; reimagine what's possible; partner, boldly; and navigate and adapt. This new framework was applied to the qualitative coding. It was agreed that the principles seemed to fall more naturally under the GHR values in a way that centered more fully on how they were lived out in the world.

Analysis of this new organization of the principles with 2019 cohort data determined that they held true as more meaningful categories. The data also revealed actions taken to amplify people's limitless potential for good—the newly updated GHR mission statement. A third and final revision of BridgeBuilder guiding principles was completed as context-based interpretations of the GHR Foundation mission statements and values were translated into actionable statements.

Please see Table 6 under "Learn & Adapt" Step 3 below for the final iteration of the principles, and the Case Study Report on principles development (supplemental to this report) for a full description of the principle development and revision process.

D. Collect and Analyze Data

Step 1. Collect data

Throughout this process, the evaluation team was collecting and analyzing data from multiple sources. See Table 3 for sources of data included in the analysis.

Table 3 *BridgeBuilder Data Included in the Data Analysis*

Partner-Specific Data

1. Due diligence forms
2. Written notes from due diligence calls with partners
3. Evaluation workbook data (Ratings/comments on individual principles completed by partners for each iteration of principles)
4. Written notes and audio transcripts from check-in calls between GHR and partners
5. Partner applications
6. Partner interim reports
7. Partner final reports
8. Interview transcripts for two calls with full 2017 Cohort
9. Interview transcripts for one call with 2018 full Cohort
10. Project-related email exchanges with partners

Cross-Partner Data

1. Transcripts of virtual calls with 2017 Cohort
2. Transcripts of virtual calls with 2018 Cohort
3. Transcripts of virtual call with 2019 Cohort
4. Transcript of virtual call with combined Cohorts

Learning and Reflection Data

1. Evaluator notes from learning and reflection meetings with GHR staff
2. Interview transcripts from site-visit debrief with GHR staff

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Step 2. Analyze Data

Once collected, data were prepared for data analysis. The steps in data analysis preparation are outlined in Table 4. MAXQDA (VERBI, 2019), a qualitative data analysis software package, was used for all data analyses. The main goal of qualitative data analysis is to explain, understand, and interpret the "how" and "why" of a situation or process (MAXQDA Research Blog, 2018).[13] Complex or large volumes of data such as those collected during the BridgeBuilder principles-focused developmental evaluation can be more easily analyzed with this type of software, as it enables the organization, management, and retrieval of data through automatic search, coding, and data visualization functions.

First, interviews and discussions were transcribed and then verified against audio-/video-recordings. Data files (as listed in Table 3 above) were then uploaded into MAXQDA's document system, where they were organized into groups based upon source (GHR, BridgeBuilder partners, etc.). Variables including date of material, participant, type of data (e.g., interview, document) and location were created so this information could be analyzed in conjunction with the actual text, relevant quotes could be linked, codes to important information could be assigned, and a hierarchical system of codes and subcodes could be organized and arranged.

Once the data was organized in this way, a grounded theory qualitative statistical analysis was conducted. For this process, evaluation team members performed multiple rounds of coding by reading through the data and extracting emerging themes (ideas that arise multiple times in multiple pieces of data). MAXQDA coding functions were used to identify common themes, which were then labeled by the evaluation team based on overall meaning. Once broad theme identification was exhausted, MAXQDA was used to pull all data for each theme and organize it

under that (theme) subheading, where once again the evaluation team read through each individually to determine whether the data was accurately described by the code (theme heading) it fell under. The data visualization tool was also implemented to compare and contrast different contents, refine the coding scheme, and discover patterns in the data. In addition, MAXQDA functions were implemented when possible to extract relevant quotes to exemplify each theme. After each set of analyses were completed (i.e., for each round of the guiding principles development process with consecutive BridgeBuilder cohorts), the data were exported and formatted for presentation to GHR and BridgeBuilder participants, who then discussed and tested them in the field.

Table 4 *Steps in Data Analysis*

Steps	Description of Process
1. Transfer or transcribe the data.	The evaluation team transcribed data from video-based interviews and group discussions into Microsoft Word documents.
2. Review the data for completeness and accuracy.	Transcriptions were verified against audio recordings, and the quality and accuracy of open-ended interviews/focus groups/observations was assessed.
3. Use computer software to assist with data analysis.	The evaluation team organized the data in MAXQDA, a qualitative data analysis software that assists evaluators with organizing, coding, and theme extraction.
4. Develop preliminary coding scheme.	The coding scheme used was both a priori and emergent. A priori codes were developed in advance of coding to reflect themes identified by Cohort 1 partners. Emergent codes were added to the coding scheme as they were identified.
5. Code the data	The evaluation team applied the codes to the segments of text that aligned with the theme(s) of interest. The codebook was revised to increase the accuracy of coding, and to add emergent themes.
6. Data management	The evaluation team ensured that data was securely stored in password-protected computer systems and locked file cabinets to which only personnel directly involved in the evaluation work had access.

E. Learn and Adapt

Step 1. Interpret the evaluation data

Interpreting data involves making sense of the data collected and coded. The steps in data interpretation are listed in Table 5.

Table 5 *Sensemaking Guidelines for BridgeBuilder Data*

1. Consider how the data and findings relate (or don't relate) to each of the overarching evaluation questions.
2. Consider larger contextual or cultural issues when interpreting the data and results.
3. Look for patterns such as similarities, differences, changes over time, and outliers.
4. Determine the practical significance or utility of the findings.
5. Identify the factors that support or inhibit the work.
6. Identify factors that relate to both process and outcomes.

Step 2. Adapt evaluation and programmatic components accordingly

As reflected in the sections above, a deep commitment to intent, process, and time was made by GHR and partners to adapt meaningfully. This can be seen in the thoughtful revision of the guiding principles statements, the addition and use of scoring rubrics, and in the ways in which GHR interacted with partners.

The evaluation team met with the GHR BridgeBuilder team regularly, with additional GHR leadership occasionally, and with the OpenIDEO team annually to facilitate sense-making and help integrate learning in the ongoing design and adaptation process.

Step 3. Revise guiding principle statements in response to GHR's emerging values

As noted in Step 3 under the "Develop & Refine Guiding Principles" section above, BridgeBuilder started with three sets of principles: design, engagement, and learning.[vii] Over time and based on analyses of cohort data, these principles evolved, and in 2020 a final revision of BridgeBuilder guiding principles was completed. These new principles helped provide context-based interpretations of GHR's mission and values, and wove the principles more seamlessly into the fabric of the organization.

The new organizational structure presents five overarching guiding principles (see Table 6). These principle statements born from BridgeBuilder and fused with GHR values point to very specific actions and outcomes. Each of the guiding principles is paired with two operating principles. The guiding principle in the first row ("Bridge to Amplify People's Limitless Potential for Good," along with the linked operating principles of "Bridge" and "Protect," are considered "pole star" principles. Pole star principles are the core of bridge building work and serve as the overarching guidance in pursuing it.

Table 6: *BridgeBuilder Principles, 2020* (next page)

[vii] For a full description of the 2017 BridgeBuilder guiding principles, please see Murphy Johnson, N. F., Johnson, A.R., (2020). *GHR BridgeBuilder™ Challenge 2017-2020: Principles Case Study.* GHR Foundation.

BRIDGEBUILDER PRINCIPLES 2020

GUIDING PRINCIPLES	OPERATIONAL PRINCIPLES
Bridge to amplify people's limitless potential for good.	**Bridge.** Build bridges at the intersection of prosperity, peace, respect for creation, and protection of our environment **Protect.** Protect human dignity by going beyond meeting basic needs to meet the needs of joy, hope, and belonging.
Lead with love by engaging in ways that are meaningful.	**Meet.** Meet people where they are –geographically, socially, culturally, and otherwise. **Build.** Build and strengthen authentic, respectful, trust-based, and caring relationships.
Reimagine what's possible when communities lead change.	**Root.** Deeply root solutions in the context, cultures, knowledge, wisdom, needs, and aspirations of partner communities. **Journey.** Walk alongside partners and communities to assist them in implementing their own solutions.
Partner boldly for sustainable change.	**Challenge.** Challenge power structures. Increase people's ownership of their bodies, communities, data, technologies, religions, lands, cultures, and languages. **Promote.** Promote pathways that move our world in a more equitable and just direction, locally and globally.
Navigate and adapt to address urgent needs.	**Learn.** Welcome and embrace new understandings that emerge as relationships deepen, new information is revealed, and conditions change. **Adapt.** Use the BridgeBuilder principles to guide decision-making, and action in the face of complexity and uncertainty.

GHR FOUNDATION

PART II

PRINCIPLES-BASED FINDINGS

PART II: PRINCIPLES-BASED FINDINGS

BridgeBuilder's goal at its inception in 2016 was to address urgent needs by investing in the building of new, unique, and repaired bridges between people, organizations, issues, and beliefs to promote meaningful engagement, greater social cohesion, and sustainable community-led change. Every partner described a process of learning and adaptation as they navigated changing environments and deepened their understanding and relationships. It would be inaccurate to say that partners used BridgeBuilder principles in a formal way: they didn't open a page in a workbook, review the principles, and then make a decision. However, as principles-guided organizations, the partners viewed community members as experts in their own lives. Partners understood that effective work requires strong relationships, and used the principles as a guide to actively work towards a more just and equitable world.

The comprehensive qualitative data analysis results outlined below provide valuable insight into how this work occurred in the context of the principles. The findings are organized by the five Phase 3 (final) evaluation questions (see Table 7 next page). In each of these five subsections, a list of themes that emerged related to the evaluation question is detailed, and exemplars for various themes are given in the form of quotes when elaboration/examples were deemed helpful.

Table 7: Phase 3 (Final) BridgeBuilder Evaluation Questions

1. Bridging: What are the qualities of bridges that build prosperity, peace, respect for creation, and protection of our environment?
2. Useful: In what ways, and to what extent, were the BridgeBuilder principles useful in guiding decisions to address urgent needs?
3. Adaptable: In what ways, and to what extent, were the BridgeBuilder principles adaptable across diverse contexts to support community-led change?
4. Meaningful: In what ways, and to what extent, were the BridgeBuilder principles effective in supporting meaningful engagement?
5. Results: In what ways, and to what extent, did the BridgeBuilder principles support reimagined and sustainable bridges?

A. "Bridging" Findings

Five themes emerged that were related to the "bridging" question: "What are the qualities of bridges that build prosperity, peace, respect for creation, and protection of our environment?" It is interesting that these qualities are in line with what is known about building physical, non-metaphorical bridges. "Real" bridges must have strong foundations to ensure structural integrity, manage competing forces (compression and tension), be responsive to the environment (e.g., continuously transferring force from weaker areas to stronger areas), and be built by an effective, well-coordinated team.

The themes that emerged (see Table 8) echo the above and illustrate why the analogy is so apt. In BridgeBuilder terms, it means (1) building bridge foundations that go beyond basic needs; (2) managing the competing tensions of being systematic and responsive; (3) being responsive to the dynamical interactions between individuals vs. systems; (4) managing the tension between revolution versus evolution; and (5) recognizing that for some changemakers, bridging work represents personal values translated into visible action.

Table 8 *The Essential Qualities of Building and Sustaining BridgeBridger Bridges*

- **Theme 1:** Build bridge foundations that go beyond basic needs.
- **Theme 2:** Manage the tension between being systematic and being responsive.
- **Theme 3:** Be responsive to the dynamical interactions between individuals vs. systems.
- **Theme 4:** Manage the tension between revolution vs. evolution
- **Theme 5:** Recognize that for some changemakers, bridging work represents personal values translated into visible action.

"Bridging" Theme 1: Build bridge foundations that go beyond basic needs

The Foundation stated in the framing of the third challenge that bridging work in the BridgeBuilder context is about more than meeting basic needs; it also involves meeting the human needs of joy, hope, dignity, and a platform for opportunity. Partners agreed. One partner described how they are only successful if their intervention not only provides housing, but also gives dignity and purpose, and an opportunity to create human connection. Another partner described that while providing employment was a goal of the program, they were specifically interested in connecting community members with employment that provided a sense of purpose and dignity. They described what this looked like for one parent—a grandparent raising her three grandchildren, two of whom were twins with autism. With the partner's assistance, she was able to "...find a job that I love and am passionate about, but also fits within my schedule; I'm still able to be the caretaker of my three grandchildren." Another partner shared:

> International law does have a provision stating that all refugees have a right to work, and global human rights and humanitarian organizations are very frustrated with local legislation that is going against this tenet. The World Bank recently awarded us 2nd prize at the WeMENA competition specifically highlighting the clever and innovative way we are creating for refugees to self-sustain themselves and find a sense of dignity and purpose after losing everything, despite strict employment legislations in their host state.

"Bridging" Theme 2: Manage the tension between being systematic and being responsive

Social innovators/entrepreneurs face a tension between being systematic and working in "flow," the state of being in sync with others, moving rapidly forward in unexpected and unpredictable ways, and

finding previously unimaginable paths forward (Westley et al., 2009).[14] People often balance flow with managing the tension of being systematic by attending to what matters, and following their well-honed intuition. One partner shared what managing this tension is like for them:

> *I think these principles feel intuitively right for us in terms of how we do our work. When I look at them it's like, "Of course this is what we're doing. Of course, this is how we think about our work." And then the next step is to think about beyond that like intuition to, "How do we really embed these in our systems? Is this a systematic practice of how we do our work, on a day-to-day basis?" We need to make that mental shift of systematically embedding these principles in how we move forward.*

Another described a similar tension when scaling the work to new locations:

> *Our GHR grant is all about expansion. So, for us, I look at these principles, and I can pat myself on the back and think, "Yeah, we're doing this well." But then when I think about, I wonder, "How do we make sure we're also doing that in one new location? And in five new locations?" Right now, it is systematic [to work in this way] and I think for a lot of these things we've gotten lucky that it's become part of how we do things in the two cities [where] we're working. But I think we're really going to have to work to make sure that it's part of everything we do as we expand.*

"Bridging" Theme 3: Be responsive to the dynamical interactions between individuals vs. systems.

Transformation for justice and equity is not about changing a select few people and elements of the larger systems. It is about changing entire social ecosystems, the complex interdependent relationships

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between human beings and the settings and contexts in which they are actively involved. This kind of systems change happens inside-out and outside-in, bottom-up and top-down. The sweet spot is in the muddled middle, where different initiatives working towards a shared vision meet.

Partners recognized this tension—do they work with individuals or the larger system? And if the larger system, which part or parts of the system? It can be daunting, when working with wicked problems (those that can't be understood or responded to by any one organization--Briggs, 2007[15]) to identify the boundaries and scope of the work—to know which work is "theirs" and which is the work of a different community, organization, or initiative.

For example, one partner asked, "We're applying these principles on a one-to-one level, but this exercise made us think, 'Are we applying that in our relationships with other organizations? Are we rooting our principles in our work journeying with the organizations that we partner with?'"

"Bridging" Theme 4: Manage the tension between being revolutionary and being evolutionary

Many BridgeBuilder partners found themselves working on a spectrum between evolution--improving the current system--and revolution--building the system anew. They felt pressure to do one, the other, or both, depending on whom they were talking to. Some partners described that they had to work within the systems right now in order to meet the needs of clients and community members, but they hoped for a day when those within systems would experience a heart and mind change that inspired them to risky, bold actions to

bring positive change, more equity, and more justice. As one partner shared:

> There's a push to, you know, work within the system to build bridges, or to basically work outside of the system, and be a little more aggressive and forceful, and we have received criticism, as many organizations have for not doing enough on either from the inside of the system or outside of the system. [...] It really depends upon the context of the time in the particular nation or state we're working in. These factors determine whether we are trying to make change happen within or outside the system or a little bit of both.

Another partner agreed that it was a difficult path to walk by reflecting, "How do you disentangle things without them coming crashing down over everyone's heads?"

It is difficult to dismantle large systems, so partners had to be strategic in choosing which levers to pull. As one partner shared:

> It is difficult to dismantle such a big system or large systems. The context of the system is important. We ask ourselves, what possibilities do we, as changemakers, have to leverage?

Another shared that their approach to systems change took the long view by working with youth—the people who will inherit it:

> We think we can help create a new system by training and working with the youth that will become the new system when they get older. By doing that, we think that that will eventually change the system overall, but like [another partner said] we're leveraging what's already in the system to change it so that the laws that are in the system actually do what they're supposed to do.

They described a paradox—the need to gain the relationships, credibility, and traction within the system to effectively disrupt it.

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"Bridging" Theme 5: Recognize that for some changemakers, bridging work represents personal values translated into visible action.

On a final call with all three cohorts, the evaluation team reflected back to the group a tension that was expressed by many cohort members: "How can we be part of evolution and revolution, working for incremental and radical change, while living in the system, and staying true to ourselves?" Partners shared the tensions and challenges of working to address urgent needs, while also staying true to their own values and experiencing personal wellbeing.

Bridging requires deep introspection and an expansive empathy that allows an understanding of multiple perspectives and experiences. Working on deeply-held values and issues answers the expressive urge, a need to put personal values into visible action.[16] Bridging allows individuals to express their values through their labor. But change is complex and entangled, and people engaged in bridging work may question their own complicity in oppressive systems when they work to change them from within, as well as the unanticipated ramifications of dismantling current systems.
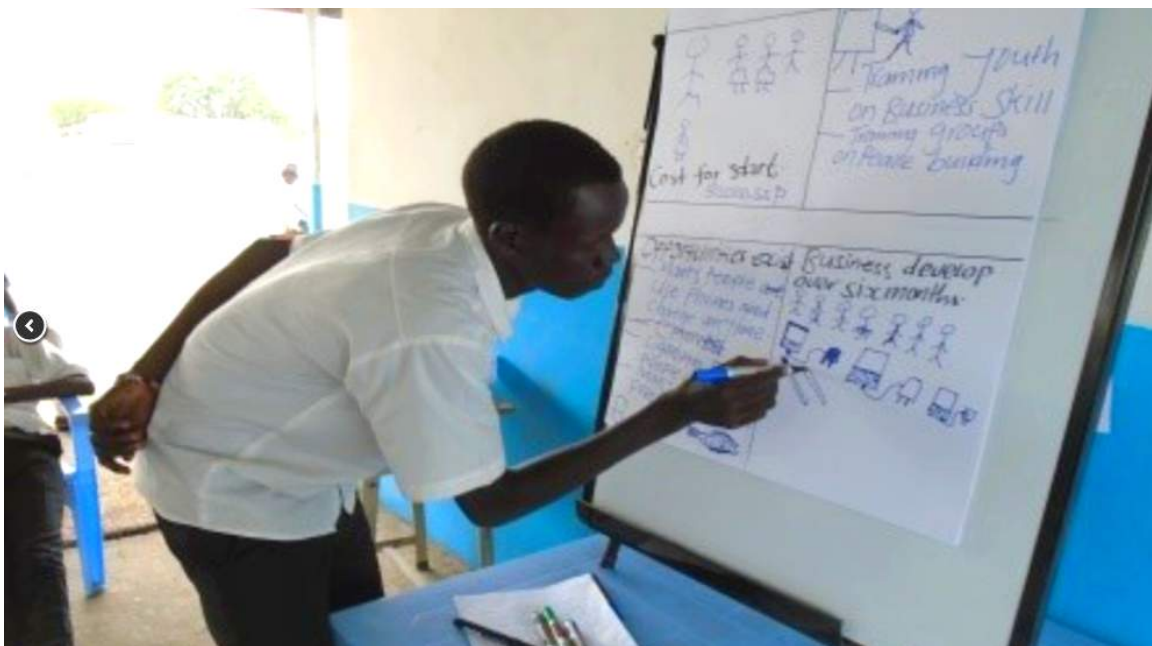
B. "Useful" Findings

Principles-guided decision-making was part of the culture of partner organizations and a primary method of addressing urgent needs. Five themes emerged related to the question, "In what ways, and to what extent, were the BridgeBuilder principles useful in guiding decisions to address urgent needs?" These themes are outlined in Table 9 and described in detail below.

Table 9 *Themes Related to Addressing Urgent Needs*

- **Theme 1:** Plan for and engage in on-the-ground learning.
- **Theme 2:** Create time in schedules for the inter-related acts of deep listening, data collection, sense-making, and reflection.
- **Theme 3:** Learn in diverse groups.
- **Theme 4:** Allow for flexibility in budgets, timelines, and activities.
- **Theme 5:** Scaling can limit adaptive capacity.

"Useful" Theme 1: Plan for and engage in on-the-ground learning.

All of the partners had the intention to "learn as they go." They struck the balance between having a plan at the outset and knowing that the plan must change if they were to meet people where they were, build relationships, root in community, and journey with communities. For example, one partner who had historically worked with women and children learned from the women they worked with that there was no way to change societal norms without also engaging men and changing their mindsets and expectations about women. Before reaching this new understanding, the partner had not considered working with men, though they had said at the outset of this grant that, "We will only be able to have a clear picture after we step out and start meeting them [people in the community]." Another partner shared from their work in an area with a violent uprising, "We were not prepared for this unpredictable crisis. Our plan did include changing context, but we quickly learned that we need to respond to changes and be flexible in our plan."

"Useful" Theme 2: Create time in schedules for the inter-related acts of deep listening, data collection, sense-making, and reflection

Even the best-laid plans for learning require follow-through. Partners described creating time in their process and schedules for learning in the forms of deep listening, data collection, sense-making, and reflection.

Deep listening is the practice of attentive listening to oneself, another person, or a group without employing the usual assumptions or filters.[17] It is characterized by an open, fresh, alert, attentive, calm, and receptive mind, and vibrant, spacious actions cultivated through instruction and practice. Deep listening requires the listener to witness their thoughts and emotions and maintain focused attention on what

they are hearing while abandoning such habits as planning their next statement or interrupting the speaker. This form of listening increases the retention of material and encourages insightful sense-making.[18]

In traditional western-style evaluation, **data collection** is the process of gathering and measuring information on variables of interest in an established and validated systematic fashion that enables evaluators to answer stated questions, test hypotheses, and evaluate outcomes. Methods typically include surveys, interviews, focus groups, and statistical analyses of demographic data such as the census. However, this type of data collection assumes that the evaluator can ethically and accurately decide what information counts as data to be collected, which variables are "of interest," when that information should be collected, how it should be measured, and how one standard of data collection should be applied across a variety of cultures, languages, and places. Validation tends to focus on external factors such as implementation fidelity rather than internal factors such as emotional balance and ethics. These evaluations may also assume that a community wants the hypothesis to be tested, and that systematic data collection and/or the outcomes of evaluation inherently benefit marginalized communities, while discounting the historical, political, and social factors that may mitigate possible benefits. BridgeBuilding grantees were mindful of these traditional data collection pitfalls as they worked within these communities.

Maitlis and Christianson (2014) describe **sense-making** as "a process, prompted by violated expectations, that involves attending to and bracketing cues in the environment, creating intersubjective meaning through cycles of interpretation and action, and thereby enacting a more ordered environment from which further cues can be drawn." [19]

USEFUL

Reflection is a process of observing and being observed.[20] Reflection is critical to bridging work because it allows participants—for example, GHR Foundation staff members, partners, and the evaluation team—to thoughtfully engage with their own lived experiences and critically assess how their assumptions, goals, and other factors affect their work. Reflection allows participants to validate their work by examining a number of assumptions:

- The quality of things in the world (ontological);
- How knowledge happens (gnoseological);
- What criteria validate knowledge and what is true and what is not (epistemological);
- What is right and what is wrong (ethical); and
- What work will increase the quality of life (political).

Deep listening, data collection, sense-making, and reflection are necessary tools for bridging work, but these tools create more emergence than predictability. GHR supported partners when they created flexible and responsive schedules that allowed them to act with the communities they served.

Community listening is a data collection and sense-making method that requires deep listening during the session and reflection before and after engaging the community. BridgeBuilder guiding principles helped the partners understand the needs of the community and respond compassionately, while setting aside time considerations.

USEFUL

BridgeBuilder principles helped partners employ data collection techniques that were appropriate to their communities and accounted more fully for the historical, political, and social contexts in which they operated. For example, one community faced government reprisals for working towards control over their own historic lands. The partner developed data gathering tools that removed the data from collection devices on a regular basis, embodying the principle of "protect." Another partner described how they systematically included community listening sessions into their process:

> We do a lot of community listening. While we were building this intervention, we learned that a lot of our parents didn't feel like they knew one another. They didn't feel like there were adequate resources in that community. And they felt like they didn't know where they would go or who they would turn to, in times of trouble if they didn't have enough food to eat, or if they didn't have a place to sleep. So, we wanted to mobilize parents around being the change agents in their community. We always say that the folks we work are the experts in their own lives. They understand the community issues they're facing."

"Useful" Theme 3: Learn in diverse groups

Diverse teams challenge all participants to overcome outdated ways of thinking, improve data retention and cognitive skills, and innovate new solutions. Diverse teams are statistically more likely to constantly reexamine facts and remain objective, and are also more likely to keep their joint cognitive resources sharp by frequently challenging each other's assumptions and preconceptions. Diverse teams tend to process information more carefully, leading to better decision making. Finally, teams diverse in gender and cultural diversity innovate new products or solutions more rapidly than homogenous groups. [21]

USEFUL

As seen in previous principles, this work is best done in diverse groups, including people who hold formal education, power, and positions, as well as those who have earned education, power, and positions through informal channels. An example of this is how one partner described a leadership session as including "some key leaders from the community and representatives from youth and women and elders," as they worked together to determine the progression of the project they were doing.

"Useful" Theme 4: Allow for flexibility in budgets, timelines, and activities

Traditional philanthropy and evaluation sets pre-determined evaluation questions, methods, timelines, and deliverables in advance of the work. This approach does not fit with the uncertainty and unpredictability of innovation in systems.[22] BridgeBuilder work instead took a principles-driven—rather than 'best practices'—approach. This meant creating the conditions for learning and adjusting innovations for systems change while providing a basis for evaluations that embraced adaptation as conditions shifted.[23]

For example, several partners found that they needed to revise their plans once they learned more about the context in which they were working, or when community members identified new possibilities and asked for something different. These partners made requests to GHR Foundation for flexibility in budgets, timelines, and activities. The email response from GHR to one of the partners, shared below, is indicative of the way GHR staff signaled principles-driven flexibility:

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We're not married to everything being exactly as it was in your original budget. We want you to adjust to the conditions that you're seeing on the ground, and what you're identifying is something that's very important to the communities [you are working with]. That's important to us. We want to stay flexible to make those adjustments possible for you.

When partners had a clear, compelling response, they were granted permission to adjust to emerging needs. Each of these partners shared how unusual it was to be able to work with a funder in this way. Below, two different partners speak to how important this flexibility was to them.

We are very grateful to have you as our first risk-taker partner. You have been flexible, supporting and understanding that the circumstances change in the field. You did not have any agenda to impose on us and we genuinely have nothing negative to say.

Overall, we found GHR to be a very kind, supportive, understanding, and mindful partner! For example, we appreciated that there was no pressure to coordinate an in-person site visit, given the online nature of our work, and we were glad to be able to coordinate the virtual CP-session with GHR staff. We also appreciate the flexibility on reporting deadlines!

"Useful" Theme 5: Scaling prematurely can limit adaptive capacity

Adaptation can be more difficult to build into structures when there is pressure to grow quickly and replicate with fidelity to a particular model. The social enterprise field is built on the idea that innovators' goals should be to develop a "model" that can be "scaled up."[24] There are papers written about what entrepreneurs can do to avoid the "stagnation chasm" that prevents models from reaching their full scaling and diffusion potential.[25] However, the pressure to scale too

quickly, or inappropriately, can constrain exploration, limit adaptation, reduce experimental options, and force premature adoption of a rigid model simply because others demand it. One partner reported that when they established themselves as an official non-governmental entity, they were advised to grow quickly due to:

> *…the likeliness of philanthropic funding running out following a down-the-line risk of 'refugee fatigue.' We have also been advised that corporations might come in and mimic what we are doing if we don't operate at an accelerated pace.*

One partner directly addressed the tension they were managing between growing larger and keeping the work rooted and meaningful:

> *We have a program that is also living and [having] a relationship with our community members. We have to scale it up in a way that feels meaningful—so it's not just about… receiving services. Even though, yes, we offer services, but it's also about feeling really connected and deeply ingrained in this work.*

In a similar vein, another partner spoke about being able to pilot a lot of different models based on what partners wanted and needed, resulting in a variety of customized approaches. But they recognized that this was not sustainable moving forward: "We won't be able to grow and offer programs to more people and still customize everything."

Another partner talked about the challenges of growing when your model relies on community labor and participation, both of which can be naturally occurring limiting factors:

> *People spray seeds by hand, which is really labor-intensive work. And the season for seed spreading is the same season as for fishing and farming. So, it's actually not so easy to get a lot of people to do that on a scale.*

Too often, the pressure to go to scale can position these "limiting factors" as weaknesses of the work rather than a strength.

USEFUL

WHY FRIENDSHIP ∞ support

Understanding

Confidence

I found support and encouragement

Found the strength to keep moving forward

Confidence   Friendship
Ability to help others

-Confidence
-Friendships
-Opportunities
-Knowledge

• Career • Friendship
• Luck • Thankful • care
  • Support

• Friendship
• Confidence
• career
  Joy

Combine Work and School

HELP HOPE

C. "Adaptable" Findings

An analysis of the data generated by this evaluation question (*In what ways, and to what extent, were the BridgeBuilder principles adaptable across diverse contexts to support community-led change?*) revealed five themes related to adapting to support community-led change. These themes illuminate the importance of the operating principles of growing and cultivating deep roots and walking alongside partners in BridgeBuilder projects. These themes are presented in Table 10.

Table 10 *Themes Related to Community-Led Change*

- **Theme 1:** Rooting in community happens through formal and informal channels.
- **Theme 2:** Bridging work requires healing, and healing is rooted in place, culture, relationships, and bodies.
- **Theme 3:** Rooting can support innovation.
- **Theme 4:** Journeying with communities means working with them at their own pace to meet immediate and long-term needs.
- **Theme 5:** When possible, design the work so the necessary capacity remains when the project ends.

"Adaptable" Theme 1: Rooting in community happens through formal and informal channels

Rooting means that the work of change becomes embedded in local communities and local contexts. It allows funders and partners to create relationships and solutions embedded in local history, customs, social norms, languages, and aspirations. Rooting happens through formal and informal channels (e.g., local governments, family and friend groups, religious organizations, etc.), with both recognized as equally important. The hard work of rooting requires that partners see, hear, and discern which types of roots are critical to cultivate and nurture.

Partners described rooting in various ways. For example, one partner indicated that the data created through their initial mapping process would be important for other project-related activities; however, they found that this data was even more important than they first thought when the local government and community realized the power and utility of the data and began using their mapping data to better govern and care for their land.

"Adaptable" Theme 2: Bridging requires healing, and healing is rooted in place, culture, relationships, and bodies.

Bridging work is often reparative and restorative, which necessarily includes an aspect of healing—towards people, faith, the environment, social fabric, or otherwise. Healing is not linear. Healing is highly personal, and cannot be rushed or done alone. The healing journey people need to have (not the idealized, predictable healing journey Western-based philanthropy and evaluation sometimes wishes they could have) is individualized and rooted in place, in history, in relationships, and in bodies.

A D A P T A B L E

One partner connected people exiting prison with mentors, who eventually connected them to employment. But the partner realized that many people exiting prison were not immediately ready for mentors. Some people needed six months to transition from prison back to the community, and rushing that process weakened or undermined any attempts to connect people exiting prison to mentors and work. The partner shared, "We came to understand that because of their mental states, some of them are so stressed. Being able to capture those cues from them takes a lot of time. So, we're looking at [giving them] more time and at creating a safe space for them to heal." Another partner realized that they needed to work with members of local churches as additional resources in the trauma healing process. They noted that community members who were able to utilize these resources reported, "they are feeling more comfortable accepting their past, with some of them taking on increased responsibility within their communities."

"Adaptable" Theme 3: Rooting can support innovation

Innovation ecosystems are built through "networking and collaborative dialogue developed across the society." [26] As the term implies, ecosystems are deeply rooted in place. Thus, building a system that can gradually and organically root at community level and grow innovations for change requires building and nurturing local networks and sustained collaboration around shared values, vision, and purpose. However, tight budgets and timelines often challenge or inhibit the process of building local networks and collaboration, as this type of local engagement takes time, can be unpredictable and must have mutual buy-in from all actors.

A commitment to rooting solutions in communities allowed partners to justify the necessary expenditures of time, money, patience, and tolerance for ambiguity. One partner explained what this looked like for them:

> *We had a co-creation session in January that was, as it sounds, an opportunity for all the partners to get together with some key leaders from the community and representatives from youth and women and elders. And everyone together kind of laid out how this project was going to be rolled out, and how it could be really owned by the community and meet the community's needs. And it was a great success. And I think that it's quite rare that disparate parts of the community can get together like that. I think the co-creation session was really important to identify gaps that the project hadn't necessarily thought of.*

"Adaptable" Theme 4: Journeying with communities means working with them at their own pace to meet immediate and long-term needs

The BridgeBuilder Top Ideas all addressed challenges that will outlast the lifetimes of the grants. The problems addressed—from reversing coastal erosion, to reimagining toxic mining practices, or integrating displaced persons—were all decades in the making, and will not be solved in a 1-3-year grant cycle. So, while each partner offered a specific solution, there was intent to root the solution in the community, thereby working toward the community's vision for itself at a pace that was reasonable and feasible. For example, one partner shared that part of their work involved pushing back on and changing cultural norms:

We realized that while some men were very sensitive to the acts of violence against women in their community, most men seem to be comfortable in the privileged and dominant space they are in. A result of which is they refuse to acknowledge domestic violence as a problem. Years of conditioning of the patriarchal belief system is proving very difficult to influence/ sensitize and [our initiative] may take more time, efforts and resources than anticipated in order to impact men in the community.

This type of change cannot be brought about externally, and cannot be rushed.

Another organization talked about how their ability to implement their intervention was impacted by fluctuations of internally displaced persons and high levels of violence. During their BridgeBuilder grant cycle, the community they were partnering with had experienced seven resolved civil conflicts and a single incidence of unresolved civil conflict. As such, people's vision would move back and forth between the macro (improved economic opportunities) to the micro (keeping oneself and family safe during an uprising). This partner had to keep adjusting to respond to what was important to community members, even when this slowed the pace of the work.

"Adaptable" Theme 5: When possible, design the work so the necessary capacity remains when the project ends.

When solutions are rooted in the community, the potential increases for capacities to remain in the community when the funding ends and NGO partners leave. What "capacity" means varies from project to project. Four different examples from BridgeBuilder are shared below.

ADAPTABLE

The capacity to use drones: Drones were central to the work of one partner. Originally, the partner organization/consultants were managing the drones. But as the partnership developed, the community members expressed the desire to learn how to use the drones. This would allow them to continue with planting after the grant concluded, would allow them to map resources—an emergent aspect of the project—and would allow them to employ young people who might otherwise move to a more urban location to find work.

The capacity to build peace: One partner shared that the conflict prevention and peacebuilding training offered to former child soldiers was "equipping a large group of youth who have different individual experiences with the skills to mitigate and mediate conflicts in their community." These young people will keep this capacity when the grant ends, weaving ongoing mitigation, mediation, and peacebuilding into the fabric of the community.

The capacity to accelerate and amplify success: Connecting people to new skills and meaningful work in the healthcare system is core to the mission of one partner. But rather than treating their work as one of building individual skills and successes, they build community between the individuals they work with. As a result, they have "a vibrant, highly-skilled and engaged community" where their interpreters "accelerate and amplify each other's success."

ADAPTABLE

The capacity to change systems: Rather than changing systems for parents in a large urban area, one partner invested, instead, in helping parents realize their own dreams for their families and neighborhood. This partner shared that they saw their role as one of "helping parents push their own ideas forward, rather than having parents push our agenda forward." Again, the parents will have the skills, capacities, and networks they developed through their engagement with the partner beyond the lifespan of the project.

In each of these cases, the partner built capacities so people could do for themselves, as themselves. They invested in people, even when investing in people was not the most expedient way to reach outcomes. Instead, they recognized that important long-term outcomes may be achieved long after the program ends.

ADAPTABLE

D. "Meaningful" Findings

Building trusting relationships (including meeting people where they are) allows partners to explore the deeper underpinnings of citizens' concerns for extractive industries than those typically captured by social impact and community engagement approaches (Bailey & Osborne, 2020).[27] An analysis of the data generated by this evaluation question (In what ways, and to what extent, were the BridgeBuilder principles effective in supporting meaningful engagement?) concurred with this, revealing four themes related to meeting people where they were and building relationships that were critical to meaningful engagement in BridgeBuilder projects. These themes are presented in Table 11.

Table 11 *Themes Related to Meaningful Engagement*

- **Theme 1.** Meaningful engagement begins with a true reading of reality, and reality can only be read in person.
- **Theme 2.** Meaningful engagement requires working in the community's native language.
- **Theme 3.** Positive relationships with highly regarded people and institutions are essential.
- **Theme 4.** Technology is useless without trusting relationships.

"Meaningful" Theme 1: Meaningful engagement begins with a true reading of reality, and reality can only be read in person

Many partners found that, once they were able to physically meet community members where they were, the situation on the ground was often more nuanced or different than originally captured in their proposals. Partners made their best assessments of conditions and needs from a distance, but some things could only be known in person or once trust was built between partners and community members. One partner shared, for example, that they were working with many more school-aged children than anticipated. According to this mining consultant grantee:

> *The miners vastly underestimated the number of children working in the mine. Miners most likely did not disclose the true number because they did not want to be punished by the authorities. So [our organization] will need to increase the number of opportunities for children to be reintegrated into school.*

Because these children were not reported in any official way, there was no way to know how many school-aged children were working in the mine until the partners were on-site, reading the situation with their own eyes.

Another partner took their full team to visit five remote villages so everyone could grasp the concept of a community-managed forest in that context. They brought the engineers, many of whom had never had the experience of visiting a location that would be impacted by their work. In this particular location, a coastal village had just been lost to a storm. One partner shared:

> *It was also a very big learning experience for us and our team… because our engineers, who never [get to] interact with this kind of development [work] and production on the console content [with community] before. It was very shocking for them to see that people' lives [are at stake]. [And while we were there] the cyclone came in, this village was wiped out, and everybody died.*

MEANINGFUL

After this experience, the engineers thought differently about the importance of their work, and about the conditions under which their work would be used.

Partners were most likely to need an on-the-ground reading of reality in places where large groups of people were targeted, oppressed, or displaced. In some cases, the data was hard to find because the government wanted to cover up something that was happening. Sometimes people were unsafe and did not want to be found; and sometimes the data simply did not exist in an easily reportable way.

"Meaningful" Theme 2: Meaningful engagement requires working in the community's native language

One specific aspect of meeting people where they were that received several mentions was meeting people where they were linguistically. Too often, global projects build bridges based on the English language because it is the dominant language of many global funders and NGOs. This practice privileges the communication and concepts of outside experts, while marginalizing the host community's language, communication, and ideas that do not translate easily. For many partners, this gap was bridged by hiring people from the local communities.

In one case, it was important for the partner to hire people who spoke more than one local language. A survey that the partner conducted in the region found that half of the respondents did not trust people who belonged to "other language groups" in the area. In that case, building social bridges required building linguistic bridges. Another partner

MEANINGFUL

found that they needed to translate written communication on their electronic platform from English to Swahili to increase women's participation. This partner also found that they needed to use fewer words and more visual cues to offer opportunities for engagement to semi-literate individuals. A third example is of a BridgeBuilder team that translated their challenge materials into seven languages in the second round of funding. Upon doing this, they were able to reach more Latin American, Middle Eastern, African, and Asian countries and organizations than they had in the previous year.

"Meaningful" Theme 3: Positive relationships with highly regarded people and institutions are essential

Without a positive reputation and/or relationship with highly regarded people or organizations (e.g., respected community leaders, local government officials), it may be difficult to build trust and relationships that impact change. For example, one partner noted: "they [community members] are resistant [to engaging with us] and see us as a threat." Another partner concurred, stating that "the experience of the local partner and the reputation of the local partner can never be overestimated." A third partner described being able to work more quickly than anticipated because of the existing trust between their program and community members. They expected engagement of community members to take "much longer" than it did, and credited this to their local partner's "well-respected status in the community and their advocacy."

A final partner described a time when their organization rushed relationship-building in response to the demands of a large, globally known funder who wanted them to get to 'outcomes' faster. They

agreed to this because the funding was important—but the result was damaged relationships that were still being repaired a year later. This partner was unclear whether accepting that grant was the right thing to do, even though it increased their budget and global visibility.

"Meaningful" Theme 4: Technology is useless without trusting relationships

Without relationships, technology has little or no true connection to a community, and uptake or use will suffer. Several partners spoke about the role of technology in systems change, stressing that it is a tool—and sometimes a critical one—but not an entire solution in itself.

Partners identified how technology's efficacy was improved by relationships in three key ways. First, technology is rarely ready without rigorous field use. If the community does not trust the partner, they have no stake in providing the feedback that makes the technology more useful and impactful. Second, trusting relationships allow partners to be open to design tweaks from the community itself to ensure technology most appropriately meets their needs and challenges. For example, one partner worked with community members to "hide" a data collection app on phones, with a fake icon and password protection, because the community members risked retaliation from the government for using the app. Third, trust goes both ways. partner had to earn the trust of communities, and then trust the communities to use the data. As one partner stated, "We basically just have to trust the [government department] and the community leaders to put this information to good use."

E. "Results" Findings

An analysis of the data related to this evaluation question (*In what ways, and to what extent, did the BridgeBuilder principles support reimagined and sustainable bridges?*) revealed four themes that collectively reframed the idea of sustainability (see Table 12). Rather than focusing on the sustainability of the particular intervention funded by the time-limited grant, the principles reframed sustainability as meaningful contributions to disruptive systems change. While individual programs, projects, and initiatives come and go, the need to ensure dignity, equity, and justice for all people and communities is a constant. These themes focused on this longer arc of sustainability.

Table 12 *Themes Related to Building Sustainable Bridges*

- **Theme 1: As you address wicked problems, be clear about which structures hold existing power dynamics in place.**
- **Theme 2: Work "with," not "for."**
- **Theme 3: Increase opportunities for work that are not extractive.**
- **Theme 4: Change oppressive narratives to create new, equitable possibilities.**

"Results" Theme 1: As you address wicked problems, be clear about which structures hold existing power dynamics in place

Wicked problems are defined as those that "go beyond the capacity of any one organisation to understand and respond to, and there is often disagreement about the causes of the problems and the best way to tackle them" (Briggs, 2007, p. 1) Wicked problems are: 1) complex and serious; 2) a challenge to define, with different stakeholders seeing the problem from different perspectives; 3) characterized by many interdependent causes and influences; 4) resistant to solutions; and 5) characterized by evolving conditions. Finding a solution is challenging because the problem is a moving target.

Every partner addressed a wicked problem and realized that they needed to be clear about which part of the problem they were targeting. Each described challenging the power structures that held problems in place. For example, three partners shared which power structures they were targeting in their work:

> **The government's land management practices:** "It's really important for [them] to have these maps, because suddenly you've got a visual representation that you can use with government ministers, and that you can use in court cases. And it absolutely shifts the power over to the community when dealing with people like the [the government agencies] who are continually infringing on the [land] and causing human rights violations."

National professional certifying bodies: One partner was able to change a hiring requirement for a national certification, which was originally expensive to take and given in English. These aspects had made the certification prohibitive to some very highly-qualified candidates, and as a result, the health care system was experiencing a shortage of certified candidates. The partner reported, "After they took this requirement away, they ended up hiring one of our amazing superstar alumni. And then as soon as she got in the door, she started advocating for her peers." The partner later reported that other alumni from its program were subsequently hired as a result of the requirement change.

Policymakers and policies: One partner stated that they were "meeting with the different policymakers and heads of states to kind of help address and discuss at the policy level, ways to help manage the situation with the refugees."

"Results" Theme 2: Work "with," not "for"

Philanthropy in general has a tendency towards a "savior" mentality where philanthropic organizations and their agents have the money, power, expertise, and highest quality solutions, rooted in Western ways of knowing and being. This mentality manifests itself often in projects/programs at the community level via implementation partners that may not have a commitment to cultivating community buy-in and ownership of those projects/programs.

BridgeBuilder partners consistently expressed visions for the communities they engaged with—they sought to work in ways that built the capacities of communities to center their cultural ways of knowing and challenge historically oppressive systems. One partner described how they were unsure how to proceed, but were confident that a solution would be found because the community was entrusted to "meaningfully lead the process and call the shots." Another shared how their initiative allowed people to work "within their own communities, thereby ensuring that the definition of transformation comes from the women who want it, need it, experience it, and who long-term must OWN IT." Another partner empowered community members to "develop innovative solutions to the challenges they face." Their strategy was to:

> ...work from the grassroots, harnessing the strength and knowledge of our network of smallholder farmers, enabling them to take leadership in combating the challenges they face. Our model is delivered by farmers, for farmers, and provides opportunities for smallholders - including women and youth - to transform their farms into sustainable businesses.

Yet another partner shared:

> Being active agents in their transformation stories as one of them, not just beneficiaries but growing into the peace builders they should be is the main strategy in engaging these young violent offenders and transforming them to agents of peace.

"Results" Theme 3: Increase opportunities for work that are not extractive.

Researchers have documented the negative impacts of extractive work around the globe. Extractive industries are often thought of as those that take raw materials, including oil, coal, gold, iron, copper and other minerals, from the earth. But work can be extractive in other ways, such as industries that mine intellectual property (Volkov & Garanina, 2007)[28], cultural assets (Junka-Aikio & Cortes-Severino, 2017),[29] and emotional labor (Boyer, et al., 2013)[30] from communities.

Many of the partners described how they shifted systems to work in ways that offered generative rather than extractive opportunities and solutions, which were developed with community members. These opportunities allowed people greater access to, use of, and control over their land, their crops, their data, their ethnicity, their language, and their bodies. One partner described how this was more than a shift in resources, but was also a shift in mindset:

> *And they kind of really begin to think about how… they can [work] as controllers, owners and users of the data…you know, they can, they can kind of take that power and that control, rather than sending it to people who maybe would come in and extract it from them. So we're already beginning to see a kind of a bit of a paradigm shift in the understanding of that within [the community we are working with].*

"Results" Theme 4: Change oppressive narratives to create new, equitable possibilities

Dominant cultural narratives—identity stories told about oneself and each other—can be so pervasive that they effectively become invisible. These invisible entities normalize and uphold inequity and reinforce power structures that serve some and hurt others (Sarieddine, 2016). [31]

Crafting new collective narratives can be an act of resistance, solidarity, and healing (Abdullah, 2015; Salter, 2017; Urietta, 2019). [32,33,34] There is a growing body of literature that highlights the roles that counter-narratives play in facilitating processes that result in wellness among marginalized individuals. Anti-oppressive counter-narratives can enhance well-being by challenging deficit-oriented societal narratives that marginalize individuals' identities and generate narratives with new possibilities for individual and collective identities (Case & Hunter, 2012). [35]

As one community member told a partner:

> I've seen violence on women around me since I was a child —and I always perceived it to be normal. I've never taken a second to think of it as wrong and unusual. I grew up listening to phrases like, "Poor woman, she has to tolerate all that" or "She must have done something to deserve the thrashing." I've never stopped to take a second and think about it. [The organization] helped me get perspective about what is right and what is not. I can never unlearn this and I will never be able to ignore an instance of violence in my life ever again.

Partners consistently recognized the ways in which cultural narratives maintained unjust and inequitable conditions for some. They identified specific oppressive narratives that held problems in place and sought to build disruptive narratives that created new possibilities and provided opportunities for healing. Partners developed new narratives with individuals and communities through the writing of personal essays, policy briefs, documentaries, and magazines.

RESULTS

Principles-Based Findings Conclusion

As detailed above, partners were able to use BridgeBuilder principles to promote meaningful engagement, greater social cohesion, and sustainable community-led change. Partners were guided by these principles as they navigated changing environments and deepened their understanding and relationships with the communities they partnered with. They understood that effective work required strong relationships and embraced the idea that community members were experts in their own lives. Utilizing BridgeBuilder principles as guideposts in this manner helped partners to actively work toward a more just and equitable world.

Examples of the work done, as evidenced by quotes in Part II, also illuminate the complexities of these endeavors. As revealed, the real world is often not amenable to a priori strategies, but requires adaptation and accommodation. This work shows the responsiveness of principles-based bridge-building to complex situations; not only does bridge-building allow for proactive instead of reactive work, it literally depends upon respect for and collaboration with the communities involved. In short, it demands community-led partnerships—a sort of pragmatic solidarity—that often belies traditional philanthropic norms.

Part III presents the case for bridge-building versus traditional development work. In this final section, the case is made that principles-focused "bridge-building" methods, as opposed to traditional development work, are optimal for building trust, relationships, and empowerment among communities such as those encountered by BridgeBuilder partners. While considering this section, readers are encouraged to think about their own organizations, and how their structures might enhance or inhibit the work being carried out--upholding (or not) their visions for a better world.

PART III

ADVOCACY TOWARDS BRIDGING PARTNERSHIPS

PART III: ADVOCACY TOWARDS BRIDGING PARTNERSHIPS

Overall, GHR and the evaluation team learned that the work of bridge-building is about (1) building a foundation, managing tensions, and leading in an urgent and responsive way (corresponding to the "Bridging" principle); (2) journeying alongside partners by addressing urgent needs and rooting solutions in the community (corresponding to the "Useful" principle); (3) being flexible and adapting in response to changing conditions (corresponding to the "Adaptable" principle); (4) engaging with communities in a meaningful way based on personal relationships and an understanding of context (corresponding to the "Meaningful" principle); and (5) promoting equitable and just systems by disrupting oppressive narratives and re-distributing power (corresponding to the "Results" principle). Part II above provides valuable insight into how this work occurred in a principles-based context.

Convict Brand

Working in urgent spaces in a community-driven way is complex and unpredictable; it requires philanthropic organizations to endorse a different kind of relationship with partners, a different way of thinking about success, and a different kind of evaluation than most typical approaches to philanthropy take. Table 13 depicts differences between traditional development work and the approach GHR took in its BridgeBuilder partnerships. The "traditional" column of the table comes from the literature as discussed by Hecklert et al. (2019) and Patton (2010).[36,37] The "bridge-building" column is based on community-driven design as outlined in previous literature, but the actual items are data-driven, stemming directly from BridgeBuilder evaluation results as outlined in the first two parts of this report. The narrative below the table discusses the relevant literature as it considers differences in traditional versus bridge-building methods for each question from the table. Examples from the BridgeBuilder challenges illustrate how bridge-building methods occur, and highlight the advantages of bridge-building partnerships over traditional development methods in the face of complexity.

Table 13 *A Comparison of the Characteristics of Traditional Development vs. Bridging Partnerships*

Questions	Answers	
	Traditional Development Work	**Bridge-Building Work**
A. Who leads?	Professionals lead	Community leads or co-leads
B. How are solutions developed?	Plan-Do-Study-Act	Plan, Act, Learn, and Adapt
C. How is the work conceptualized?	Problems to solve	Possibilities to realize and amplify
D. What is the timeline for the work?	Time-limited and finite	Complex and ongoing
E. How are decisions made?	Standardized procedures	Principles-based
F. How is success defined?	Professionals/program leaders	Communities in which the work occurs
G. How is success evaluated?	Monitoring and Evaluation (M&E)	Creative Evaluation & Engagement (CE&E)
H. How is evaluation positioned?	Separate and objective	Embedded and connected

A. Who Leads?

An abundance of literature exists on the "white savior industrial complex," a development paradigm that centers Western philanthropic principles, learning, money, and priorities over the needs, experiences, and histories of local communities.[38,39] For years, the idea that only professionals with academic knowledge (mostly Western) and/or high-level resources could "solve" problems in "less fortunate" communities went without challenge. This traditional view of leading by professionals resulted in a "doing for" mentality that mostly excluded the insights and experience of the communities being "served." While this type of professional-led program has recently fallen out of favor (i.e., the "talk" is changing), it is often so ingrained that without constant self-reflection it continues to be the fallback strategy in complex circumstances (i.e., the "walk" remains).

Bridge-building methods emphasize community leadership or co-leadership from the outset, with local concerns as raised by communities prioritized over philanthropic preferences. It envisions community members as "producers of outcomes," not just "recipients of outcomes."[40] This means that community members must serve as part of the leadership team from the beginning, where they can offer insights and feedback in a collaborative way as the work progresses. For example, one BridgeBuilder partner shared how the initiative they developed allowed people to work "within their own communities, thereby ensuring that the definition of transformation comes from the women who want it, need it, experience it, and who long-term must OWN IT." Another described the co-leadership process:

We had a co-creation session in January that was, as it sounds, an opportunity for all the partners to get together with some key leaders from the community and representatives from youth and women and elders. And everyone together kind of laid out how this project was going to be rolled out, and how it could be really owned by the community and meet the community's needs. And it was a great success. And I think that it's quite rare that disparate parts of the community can get together like that. I think the co-creation session was really important to identify gaps that the project hadn't necessarily thought of.

While community leadership or co-leadership is a core idea to bridge-building methods, it is important to note that circumstances may impact the level at which it occurs—at least initially. For example, BridgeBuilder partners found that while some communities had leadership structures in place, other communities had previously faced discrimination and violence when advocating for themselves, and thus were not in a place of full empowerment to identify and voice their needs and then fully lead themselves toward solutions. In these more difficult contexts, limited outside leadership from BridgeBuilder partners was more effective and safer. However, there was continuous reflection regarding leadership, with an emphasis on moving the community along the continuum towards sovereignty.

B. How are solutions developed?

Based on a continual-improvement product testing approach developed in the 1950s called the Deming Cycle, Plan-Do-Study-Act (PDSA) is an iterative approach for improving processes and resolving problems. It involves systematically testing possible solutions, assessing the results, and implementing the ones that are shown to work (Moen, 2009). [41]

The four phases are:
- Plan: Identify and analyze the problem or opportunity, develop hypotheses about what the issues may be, and decide which one to test.
- Do: Test the potential solution, ideally on a small scale, and measure the results.
- Study: Study the results, measure effectiveness, decide whether the hypothesis is supported or not, and eliminate as many variables as possible to ensure future success.
- Act: Implement successful solutions.

When used in philanthropy, this traditional approach typically assumes that NGOs (and/or their agents) are best suited to understand and intervene in local communities. Philanthropy determines whether an intervention has succeeded or failed, what success and failure mean in this context, and even that the intervention should be measured at all. Instead of generating sustainable solutions, this style of intervention creates false-positives. Philanthropy often declares "success" when local communities act as a mirror and reflect the needs, principles, and priorities of the philanthropic organization that funded the work.

As GHR and BridgeBuilder partners worked towards change, they found that sustainable solutions to urgent problems were embedded in complex and interdependent systems. As opposed to the Deming Cycle above, generating sustainable solutions requires four different components acting in concert: Plan, Act, Learn, and Adapt.

- Plan: While planning is necessary, it will never be enough. The perfect plan in highly turbulent situations simply does not exist. Organizations need to plan enough to get started and to act with confidence from an evidence-based plan, but not be paralyzed by the perceived need for perfection.
- Act: Act in a way that is guided by the plan, and rigorously document what is working, what is not, and what has emerged that is unexpected. Build a learning environment where it's okay to be questioning and take risks. Capture decisions made in the face of complexity.
- Learn: Analyze and reflect to inform next steps. Use observations, experience, and other data to identify the dynamics and contextual factors that make the situation complex, review the decisions made in the face of uncertainty and their implications, and feed back data about what's emerging.
- Adapt: Adapt situationally and over time to make a values-based and principles-driven difference in the lives of the people most impacted by the work.

Taking a "Plan, Act, Learn, and Adapt" (bridge-building) approach allowed partners to work more ethically and

sustainably than they would have with the use of more traditional PDSA methods, as they were able to respond to the needs and aspirations of partner communities. For instance, as discussed under the "Useful" theme above, one BridgeBuilder partner who had historically worked with women and children learned from the women they worked with that there was no way to change societal norms without also engaging men and changing their mindsets and expectations about women. This partner had not previously considered working with men, but because they remained open to the insights and strategies of their community partners, they were able to adapt their program to reflect their new learning. Adapting in this way not only increased the possibility of change over time in this community, but enhanced empowerment by letting community members (in this case, women) know that they were being heard and that their insights mattered.
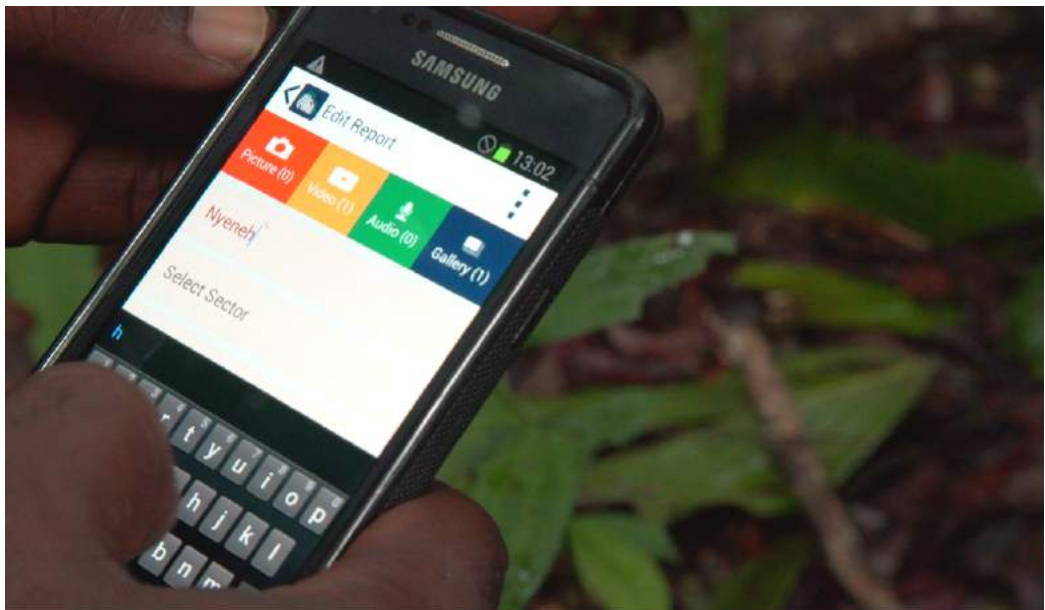
C. How is the Work Conceptualized?

Deficit-based philanthropy views the culture of the philanthropist (typically Western and capitalist) as normal, and deviations from that culture as deficiencies to be corrected. Some attribute perceived failures to individual, family, or community traits, and utilize this definition throughout their analyses. Others suggest that "unfavorable conditions,"—e.g., the existence of "environmental" challenges or racial disparities—account for certain outcomes. Either way, this more traditional, deficit-based philanthropy characterizes local communities as a "problem" to be "solved," with philanthropy empowered to "test" solutions. [42]

Bridge-building methods take an asset-based approach rather than a deficit-based approach. Asset-based approaches:

- Focus on community assets and strengths rather than problems and needs;
- Identify and mobilize individual and community assets, skills, and passions;
- Are community-driven; and
- Are relationship-driven.

Asset-based approaches understand communities as the drivers of change rather than the recipients of change.[43] By following an asset-based approach, BridgeBuilder partners were able to build relationships with communities, and in this partnership identify and mobilize resources, skills, and passions to achieve community aspirations. Rather than solving problems, partners saw possibilities rooted in the strengths and talents of the communities they worked with, and sought to amplify community-rooted strategies and realize communities' visions for success. As one partner stated, their strategy was to "work from the grassroots,

harnessing the strength and knowledge of our network of smallholder farmers, enabling them to take leadership in combating the challenges they face."
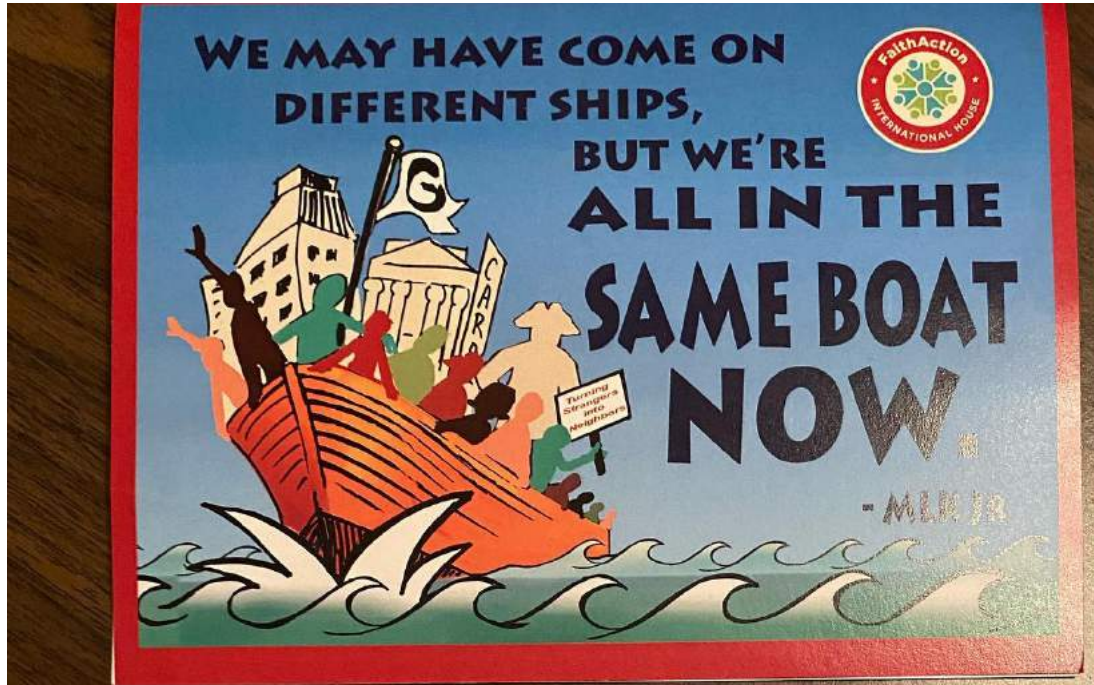
D. What is the Timeline for the Work?

Philanthropy traditionally takes a time-limited, finite approach to problem-solving. Grant funding and even entire portfolios are often pre-planned to generate a certain and predictable result and then expire after a certain amount of time.

However, philanthropy also typically engages in these finite approaches via infinite systems, such as families or communities. These systems are intended to (effectively) last forever. The goal of an infinite system is not to generate a result, but to self-perpetuate. In this case, consider a group of children playing football (soccer). While the children may visualize themselves in an "official" match, they almost never adhere to the framework of rules (e.g., 11 players per side, 90 minutes of play, a referee, only three substitutions, etc.) for such a match. Teams are composed of whoever is available to play at that time and are often uneven. Children may enter and exit play at will. They may keep score, or they may not. Instead of a referee, children set their own rules, improvise new ones as necessary, and communally resolve disputes. They may also decide eventually to stop the game and play another sport or spend their time in a completely different way. The shared goal of their activity is not winning, but to keep playing—to self-perpetuate their activity.

Effective BridgeBuilder engagements worked to find infinite system solutions that would grow, change, and adapt in communities, sustainably self-perpetuating as long as the community needed the solution to last. As described in Part II of this report (see "Adaptable" findings), situations addressed

through BridgeBuilder work were created over the span of decades and will not be improved or resolved in a few short years as traditional methods often demand. Systemic transformative change happens over time, is responsive to complexity, and does not rush to find "silver bullets" or simple solutions. For example, one BridgeBuilder partner shared that the conflict prevention and peacebuilding training offered to former child soldiers was "equipping a large group of youth who have different individual experiences with the skills to mitigate and mediate conflicts in their community." These young people will keep this capacity when the grant ends, weaving ongoing mitigation, mediation, and peacebuilding into the fabric of the community.

While BridgeBuilder partners offered remedies, there was intent to root the solutions in the community. They encouraged communities to work toward their visions for themselves at a pace that was both reasonable and feasible.

E. How are Decisions Made?

Traditional development work is norms-based and theory driven (top down), which promotes the use of standardized procedures for specific issues and relies on history (what has worked in the past) for present decision-making. Norms-based practice advocates often fail to distinguish between knowing what works and knowing how it worked, and tends to assume that predetermined parameters of change must be correct if the intervention worked in a previous setting. Finally, norms-based practitioners can view rules, current ("in vogue") ideas, and concrete specifications as a complete reality rather than a partially known reality that can shift over time.

Instead of a norms-based methodology, bridge-building methods embrace a principles-based approach. For BridgeBuilder partners, this principles-based way of working guided their organizations and the communities they served, generating general understandings that helped make moral decisions in a variety of circumstances, and assisted in discovering the morally relevant aspects of those decisions. Principles provide guidance about what ought to be done, but require contextual interpretation and adaptation.

In the case of BridgeBuilder, no partners used a "pre-built," "evidence-based best-practice" model taken from a different place or time. All partners proposed projects specifically tailored for the environments and settings they were proposing to work in. Partners generally found, once they were able to physically meet community members where they were, that the situation on the ground was often more nuanced or different than originally captured in their

proposals. For instance, one partner who worked with mining communities shared that they ended up attending to many more school-aged children than anticipated, as the number of children working in mines was vastly under-reported. Following a principles-based approach allowed these partners to adapt to the new situation and provide the assistance needed.

F. How is Success Defined?

"Success" in philanthropy is defined within the context of data ownership, decision-making, and evaluation. In more traditional and rules-bound philanthropy, success meets these four criteria: (1) It reflects the values and beliefs of the philanthropist; (2) it is bounded enough to help decide what will and will not be funded; (4) it can be used to make tradeoffs and develop a feasible strategy; and (3) it allows for gauging progress—or its absence.[44] These criteria keep values, beliefs, decision-making, money, and power in the hands of philanthropy, and privileges success that is tangible in the short-term (i.e., 1-3 year grant cycles). Essentially a bridge to nowhere, success defined by these criteria rarely reaches or takes root in the communities affected by philanthropic interventions.

Evaluating the success of bridge-building partnerships looks at the elements of successful bridges. Partnerships are successful if there are strong foundations to ensure structural integrity and manage competing forces, they are responsive to the environment, and they are built through effective, well-coordinated efforts.

Strong foundations. Partners reported building foundations by meeting people where they were, building relationships based on trust and deep listening, rooting solutions in the community, and journeying with communities. Taking this step often came at great personal risk, and with no guarantee that the intended outcome could be achieved. For one partner, this meant living with the community for a month in an area being decimated by global climate change. For

another partner, this meant spending numerous hours in prisons, building relationships with prisoners, guards, and government officials. For a third, this meant visiting mines in an area frequently disrupted by violent civil outbreaks.

Responsive to the environment. Effective bridging work assesses the extent to which useful, meaningful, and responsive bridges have been built across divides that cause inequity or harm. These bridges are built *between* communities, groups, or organizations, and are often between people with shared interests or goals but contrasting social identities. [45] For the partner that lived with the community for a month, this meant adapting their plan and teaching local community members to use drones for mapping so people who shared—and sometimes competed for—the land and its resources could learn how to manage it together. For the partner that spent numerous hours in prisons, this meant creating opportunities for prisoners to have successful interactions with community members before their release back into the community. For the partners visiting mines, this meant recognizing that finding economic solutions also meant bridging across educational and safety divides.

Effective, well-coordinated efforts. Successful bridges place people into positions where each is able to tap into the resources of the "others," providing significant individual (and group) benefits. Keeping this in mind, BridgeBuilder partners were able to scrutinize not only how well they worked in partnership with their communities, but also their

focus on applying bridging concepts in their relationships with other organizations. None of the examples above could have happened without coordination and collaboration. This emphasizes how critical it is to take the time needed to build trust-based relationships. Without them, bridges do not have structural integrity and cannot last.

G. How is Success Evaluated

Monitoring and evaluation (M&E) is traditionally used to understand the impact of philanthropic investments. Monitoring is the systematic and routine collection of information for four main purposes: (1) to learn from experiences to improve practices and activities in the future; (2) to have internal and external accountability of the resources used and the results obtained; (3) to make informed decisions on the future of the initiative; and (4) to promote empowerment of beneficiaries of the initiative.[46]

Monitoring usually begins with the commencement of the initiative. Monitoring documents results, processes, and experiences as a basis for decision-making and learning. Monitoring checks progress against plans and generates data for evaluation. Evaluation (as part of M&E) is typically the systematic and objective assessment of a completed initiative or phase of an initiative. Evaluations inform strategic decisions and improve future versions of the initiative. In general, evaluations help to draw conclusions about the relevance, effectiveness, efficiency, impact, and sustainability of the initiative, based on data generated during monitoring.

When working towards social justice, evaluation can be understood as a set of values, relationships, and biases used to sort, categorize and intervene in human systems. Philanthropy often relies on data to make decisions, define problems and solutions, and measure impact. While data-driven philanthropy can be a tremendous force for good, it can also increase systemic inequity and inequality by obscuring or misdiagnosing social issues, and by misunderstanding both failures and successes.

Bridge-building—true community-rooted work—calls for different methods. All cultures have ways of sharing their stories and communicating what is meaningful to them. Community-rooted approaches require using methods that are indigenous to cultures and places, rather than assuming that a typical "social science toolbox" is adequate or ethical. One such community-rooted framework is called Creative Evaluation & Engagement (CE&E) and is particularly applicable when working to understand complex systems.

CE&E combines elements of developmental evaluation, principles-focused evaluation, and arts-based evaluation to understand highly complex human systems and work towards understanding and solving difficult social issues. Developmental evaluation examines how human systems operate in dynamic, novel environments with complex interactions, focusing on innovation and strategic learning. Principles-focused evaluation examines whether the principles that inform and guide decisions are clear, meaningful, and actionable, whether they are followed, and whether they are leading to desired results. Arts-based evaluation examines how human cultures encode wisdom and values in the arts and is especially effective in capturing emotional and cultural realities. CE&E understands complexity without oversimplifying shared journeys to make the world more whole, just, and beautiful.

BridgeBuilder partners were able to use the data generated from the CE&E process to determine their own balance as well as potential paths forward in their work. As they helped develop and refine guiding principles, for example, one partner noted that it was important to really think about how the principles became part of their system: "We need to make that mental shift of systematically embedding these principles in how we move forward."

H. How is Evaluation Positioned

Traditional evaluation positions evaluators as "the experts and final arbiters." This means that credible evidence comes from quantitative data and experimental research—and evaluators are considered objective.[47] But striving to be "apart from" the community in bridging work is simply not possible. Bridge-building methods require "showing up" for community members in an open and authentic way (and similarly, for philanthropies to "show up" for their partners)—with the knowledge and understanding that the relationships built will change the process of the work being done and impact outcomes.[48] Principles-focused evaluation is a co-evolutionary process of ongoing reality-testing, inquiry, learning, and action —action informed by both data and values. In short, people and methods don't stand alone. No matter how sophisticated and rigorous the methods, if the relationship of shared inquiry and co-creation does not work, the potential of principles-focused developmental evaluation to contribute to innovation development will not be fully realized.[49]

According to Esterle et al. (2020),[50]

> ...it is...the bridging relationships that are essential for the well-being of the whole. The bridges create enough communication and trust to defuse destructive conflict between distinct groups and to spark creative and collective responses to community, system-level stressors."

Indeed, this relationship-based engagement was critical to the work of BridgeBuilder partners. Partners reported that community members needed to view the partners as credible and trustworthy—their values, their genuineness, their skills, and their commitment. Partners also identified continuous engagement with the GHR Foundation as contributing to their ability to be creative and take risks in service of helping people reach their limitless potential. All of the partners articulated that this "bridge-building" funder-partner relationship was uncommon, refreshing, and supported their ability to do their best work. The strong engagement by GHR Foundation staff supported a high-level of accountability to the intent of the projects that supported the principles-driven work.

"What's really important about building bridges? It's the 'how' that it gets done. It's not necessarily just what results, it's actually how you do it to ensure that that bridge is sustainable and can be strong enough to withstand the complexities and the challenges that exist. And so that's where really these values and the BridgeBuilder principles come together is in the 'how' of your work."

-GHR Staff Member
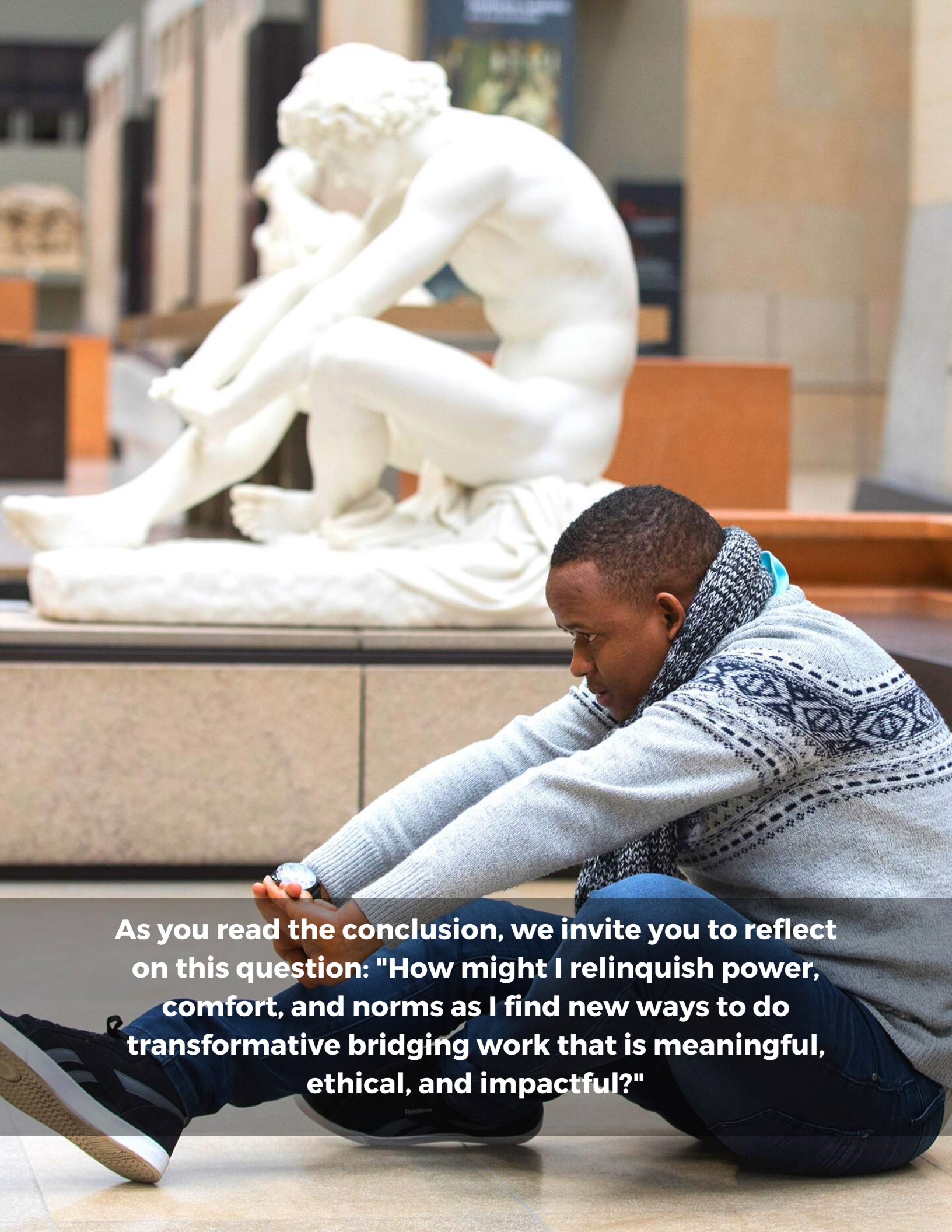
As you read the conclusion, we invite you to reflect on this question: "How might I relinquish power, comfort, and norms as I find new ways to do transformative bridging work that is meaningful, ethical, and impactful?"

CONCLUSION

The evaluation work conducted during the BridgeBuilder Challenge has the potential to influence the growth and development of bridging work elsewhere. GHR's exploration into an open challenge process with a focus on peace, prosperity, and planet was well-timed to inform both the philanthropic and development communities, who are currently reevaluating traditional approaches amid the shifting landscape of global politics and societal trends.

GHR and the BridgeBuilder cohorts determined that the guiding principles for their work in bridge-building include: (1) Bridging to amplify people's limitless potential for good; (2) leading with love by engaging in ways that are meaningful; (3) reimagining what's possible when communities lead change; (4) partnering boldly for sustainable change; and (5) navigating and adapting to address urgent needs. This work happens in complexity, with all elements working together to develop stronger bridges in a global context.

As discussed in Part III of this report, the use of principles-driven bridge-building has many advantages over traditional methodology. However, Bridge-building work is not easy; it takes dedication and commitment, and those attempting to

do it often fall back on traditional methods in the face of difficult and complex circumstances. It should be noted that these are the exact conditions for which bridge-building is imperative. This report is, in part, a strong moral call to conduct philanthropy in a community-led fashion that empowers people to determine their own trajectories.

The following evaluation findings of GHR's BridgeBuilder challenges (organized by the principles listed above) illuminate common traps and excuses made in development and philanthropy circles for not using bridge-building methods. They also serve as "food for thought" for those who are committed to and preparing to take the bridge-building challenge. For each paragraph below, readers are encouraged to consider how they might respond and adapt their work toward incorporating principles-based bridge-building methods.

Common Traps and Excuses (Organized by GHR Bridge-Building Principles)

Challenges of "Bridging" for Those Who See With a Traditional Lens.

Traditional philanthropy tends to include tangible, easily measured outcomes as primary measures of the effectiveness of interventions. Less tangible outcomes such as dignity, joy, hope, and belonging are not usually considered as meaningful in and of themselves. In fact, some funders may not even consider these phenomena to be human rights.

Bridging to amplify people's limitless potential for good means centering dignity, joy, hope, and belonging as universal human needs (including cultural components) that are the rights of all humans. While outcomes related to dignity, joy, hope and belonging can be time- and resource-consuming to measure, and it can be difficult to promote these outcomes without defining them through a dominant Western lens, they must always be considered a priority.

Challenges of "Leading With Love" for Those Who See With a Traditional Lens.

Traditional philanthropy usually has a "scope of practice," with funding defined and limited to program use as strictly delineated in a contract. In addition, funders may see their role as just that—funding—and may be averse to carrying out activities not related to monetary support. However, *leading with love by engaging in ways that are meaningful* may entail freeing up resources for deep engagement. In tangible terms, this could mean that funders must be willing to enact "unconventional" policies such as providing the financial support to help partners travel to distant locations before grants are awarded and money is allocated. It could mean assisting with extraneous-seeming tasks such as helping partners get travel visas to highly turbulent areas or from unstable governments, or helping partners get materials and supplies through customs. In sum, it means valuing and supporting—in money, timelines, and reporting—the time-consuming work of building relationships in ways that might seem out of the scope of what traditional funders expect their roles to be.

Challenges of "Reimagining What's Possible" for Those Who See With a Traditional Lens.

Traditional philanthropy is often hierarchical, and it is often expected that funders and program leaders are experts who should "call the shots" in their endeavors. It is hard to overcome often ingrained ideas about roles when that is all that is known. *However, reimagining what's possible when communities lead change* means creating a common vision for what might be possible, including making way for equitable change so that often-overlooked demographics can benefit.

Challenges of "Partnering Boldly" for Those Who See With a Traditional Lens.

Traditional philanthropies often do not want to carry out sustained work, as donors may fall victim to donor fatigue around long-term issues (which is experienced as a lack of commitment by local communities). However, transformative change takes time, and often is not possible within a 1-3 year grant cycle. This is often untenable for those who expect quick results for reporting purposes and for assessing return on investment. *Partnering boldly for sustainable change* means being strong and continuing on in the face of obstacles, with the knowledge that change is not easy. It requires commitment and the understanding that social and cultural ecosystems tend to work for some and marginalize others, and that people do not relinquish power and privilege easily.

Challenges of "Navigating and Adapting" for Those Who See With a Traditional Lens.

Traditional philanthropy tends to be norms- or rules-based. In other words, it is often dependent upon "protocols" and susceptible to "in vogue" ideas about the work being done. As such, urgent situations are often addressed in a reactive rather than proactive manner. *Navigating and adapting to address urgent needs,* in contrast, means keeping principles and values at the center of change, and being proactive instead of reactive in difficult situations. It also means understanding that root causes don't get fixed in systems when people are pushed to generate short-term solutions in the name of urgency. The use of guiding principles results in sustained, focused work that adapts to dynamic conditions, which in turn leads to transformative change.

The above challenges, often used as excuses for not attempting (or for discontinuing) community-led, principles-based bridge-building work, are not insurmountable. The work of GHR and the BridgeBuilder Challenge cohorts show what is feasible with dedication and commitment. However, that is not to say that this work is easy. It is not. But it is a path to lasting, transformational change in the face of complexity.

For development workers and philanthropists who are used to and more comfortable with traditional methods, it will take effort and trust to establish new pathways. Philanthropy is steeped in Western ideals and the capitalism that makes philanthropy possible by creating a system that allows for both the creation of wealth and the discretionary re-distribution of it. There has also been a long-term reluctance for those in power to recognize the role that philanthropy, development, and evaluation has played and continues to play in creating and maintaining oppressive systems. According to Wong & McGrath (2020), "... philanthropy, like other public and private institutions, needs to reckon with its own power and the imbalances it creates with the very people it strives to serve."[51] Principles-based bridge-building work can play two interrelated roles in this "reckoning." First, principles can serve as a moral, ethical, and practical NorthStar for decision-making in work that is sometimes uncomfortable and unpredictable. Second, the same principles can serve as an accountability structure when used to assess the extent to which principles were meaningful, culturally and contextually adapted, and led to desired outcomes.

A Final Word

This report makes an important and timely contribution to an existing conversation about the role of philanthropy and evaluation in global development. It positions principles as a powerful and effective way to guide learning in complex contexts, offers a principles-based framework for bridging work, and provides examples of what this work looks like in different contexts. It advocates that people in philanthropy and evaluation relinquish power, comfort, and norms as they find new ways to do transformative bridging work that is meaningful, ethical, and impactful.

We would especially like to thank the BridgeBuilder cohorts who helped develop the principles through the process outlined in this report. Their on-going work to live out these principles and create transformative change is an inspiration. It is our belief that their work will have a lasting impact not only on the communities they partnered with, but as an exemplar for those who pursue principles-based bridge-building work in the future.

BioCarbon Engineering's TREE-PLANTING DRONES FOR RESTORING MANGROVES AND LIVELIHOODS project (2017) bridges the planet and prosperity by employing drone technology for 18 months to accelerate community-driven mangrove restoration in partnership with Worldview Impact Foundation for reforesting depleted mangrove ecosystems in the fragile coastal regions of Myanmar, where over 60% of Myanmar's mangrove forests have been deforested in the last 20 years. In the process of planting 10 million mangrove trees each year, fish stocks will increase, a protective barrier against natural disasters will be restored, and local economies will be bolstered, leading to a more stable balance between communities and their surrounding ecosystems. (BioCarbon Engineering was renamed Dendra Systems in 2020.)

FaithAction International House's REIMAGINING THE I.D. CARD TO FOSTER TRUST AND SAFETY AMONG NEW NEIGHBORS. FaithAction works to build greater understanding, trust, and cooperation between diverse newcomer communities and local law enforcement, health centers, schools, and city agencies across the United States. The BridgeBuilder ®Top Idea is a one-of-a-kind I.D. card program that will improve the safety and well-being of tens of thousands of newcomers without access to government-issued identification in ten U.S. cities and internationally while creating more inclusive and united communities for all.

Photo Credit: Five O...

Five One Labs' INCUBATING THE POST-CONFLICT POTENTIAL OF YOUTH- AND WOMEN-FOUNDED START-UPS. Five One Labs is a startup incubator in the Kurdistan Region of Iraq that equips displaced and conflict-affected entrepreneurs with the training, mentorship, and financing to rebuild their lives with dignity. The BridgeBuilder® Top Idea will strengthen and expand the entrepreneur support programs of Five One Labs for youth- and women-led start-ups in the Kurdistan region.

Found in Translation's EMPOWERING BILINGUAL WOMEN AS MEDICAL INTERPRETERS TO FIGHT HEALTHCARE DISPARITIES project (2018) aims to empower bilingual women in Boston to achieve economic security by using their language skills to lift themselves and their families from poverty while fighting disparities in the quality of healthcare received by multi-cultural communities and patients. Found in Translation will launch expansion efforts by scaling up organizational capacity and infrastructure in 2019, with the goal of doubling the number of women they serve in Boston by 2020. This funding will position the organization to initiate the exploration of expansion into three to five new cities.

LIFT Chicago's LIFTING UP AND EMPOWERING FAMILIES ON CHICAGO'S SOUTH SIDE project (2017) bridges peace and prosperity by building on its two-generation, in-community ambassador approach to increasing early childhood education access over a 12-month period. The program also helps parents and caregivers build social connections, strengthen personal well-being, and improve financial security to foster personal and community-level peace and prosperity.

Local Youth Corner's CREATIVE SKILLS FOR PEACE AMONG YOUTH VIOLENT OFFENDERS project (2017) bridges peace and prosperity by countering violent extremism in Cameroon by promoting participation in peacebuilding, empowering violent offenders with leadership, vocational, and entrepreneurial skills over 20 months. The Creative Skills for Peace program supports the rehabilitation and reintegration of 300 young offenders across eight facilities in six cities, and trains rehabilitation facility staff members on countering violent extremism and building peace.

2018
BridgeBuilder Challenge
Top Idea

My Choices Foundation's FACILITATING WOMEN-LED COMMUNITY TRANSFORMATION FOR FAMILIES FACING DOMESTIC VIOLENCE project (2018), Operation Peacemaker, aims to prevent and intervene on behalf of women facing domestic violence and gender-based abuse in Golconda, India by training and equipping local women to be PeaceMakers. PeaceMakers will provide free counseling, rights education, and legal aid to women and families. In addition, Operation PeaceMaker will conduct workshops with adult men in the community to train Male Community Champions to fight gender-based violence, as well as launch a school program to educate adolescent girls and boys on human rights, preventing gender-based violence, and building healthy relationships.

NaTakallam's CONNECTING DISPLACED PERSONS WITH ARABIC LANGUAGE LEARNERS AROUND THE WORLD project (2017) leverages the internet economy and the native (primarily Arabic) language skills of displaced and internally-displaced persons from Syria and Iraq by supporting them to become online language partners and connecting them to learners worldwide over 12 months. NaTakallam will expand its ability to provide displaced persons with access to income, marketable skills and a restored sense of dignity and purpose while users practice language and contribute to the livelihood of their partner, fostering empathy, dialogue, and intercultural understanding.

Peace Direct's ETHICAL GOLD MINING AS A PATHWAY TO PEACE project (2017) bridges peace, prosperity, and the planet in the Democratic Republic of Congo by partnering with local co-ops of ex-combatant small-scale gold miners over 36 months. The miners, their families and local communities will receive psycho-social support to aid in the reintegration process while miners learn and institute more environmentally responsible gold production techniques, working toward the first fair-trade-certified standard for gold in DRC.

Producers Direct's UNLEASHING THE POTENTIAL OF RURAL YOUTH TO DRIVE SUSTAINABLE SMALL-SCALE AGRICULTURE project (2018), YouthDirect, aims to promote a transition among rural youth from viewing farming as an unprofitable way of life to considering it a profitable enterprise full of potential. Youth will be empowered to unite, challenge traditional market power structures and promote youth inclusion and participation in food value chains, thereby shifting power structures within the market, improving prosperity for smallholder farmers, and promoting sustainable food systems. YouthDirect will attract young people to farming by providing access to financing, youth exchanges, and training in digital tools while offering reciprocal mentoring relationships to older smallholder farmers in Kenya, Uganda, and Tanzania.

SAMA for All's TRANSFORMING CULTURAL EXCHANGES BY TRAINING NEWCOMERS AS ART INTERPRETERS. Founded by a Syrian refugee in France and two French citizens, SAMA for All creates unique employment opportunities for refugees and migrants in the cultural sector while facilitating meaningful interactions and shifting perceptions. The BridgeBuilder® Top Idea will expand its specialized training in art mediation—enhancing skills of newcomers to serve as interpreters at Paris art museums while positioning them as leaders in cultural spaces in additional cities.

Talent Beyond Boundaries' UNLOCKING GLOBAL PATHWAYS TO INTERNATIONAL EMPLOYMENT AND SAFETY FOR REFUGEES. Talent Beyond Boundaries is the first organization to connect the skills and experience of refugees and displaced persons to international job opportunities—opening labor mobility as a complementary solution to traditional refugee resettlement. The BridgeBuilder® Top Idea will match refugees from the MENA region with international jobs and migration in Canada and Australia, to open pathways toward restored self-reliance and safety.

This is My Backyard's EQUIPPING INDIGENOUS PEOPLES WITH MOBILE TECHNOLOGY TO PROTECT LAND RIGHTS project (2018) aims to equip the indigenous Sengwer community and the government of Kenya with a secure digital reporting system to enhance the documentation of forced evictions, compensation payments, consultation meetings and other issues related to the proper management and sustainability of the Embobut Forest. As a result, the Sengwer will own a growing database of their lands— maps, evictions and court rulings which can be shared with stakeholders to increase transparency and form effective dialogue.

Top Manta's ACTIVATING A MIGRANT-LED STREETWEAR MOVEMENT FOR OPPORTUNITY AND SOLIDARITY (2018). Launched by Senegalese 'manteros' (street vendors) in Spain, the Popular Labor Union of Street Vendors of Barcelona improves the lives of migrants by expanding their possibilities for self-employment and solidarity. The BridgeBuilder® Top Idea, Top Manta, is an ethical streetwear brand that will activate a social fashion movement— shining a light on the capabilities and imagination of migrants eager to contribute to the local and global economy through legal work.

2018 BridgeBuilder Challenge Top Idea

War Child Canada's INVESTING IN YOUNG PEACE-BUILDING ENTREPRENEURS IN SOUTH SUDAN VIA CASH TRANSFERS AND START-UP GRANTS project (2018) aims to promote peace and collaboration among small groups of multi-ethnic youth in Malakal, South Sudan through income generation, savings and market participation. Youth from diverse backgrounds will be united through peace education workshops, addressing perceived differences, promoting mutual understanding and building healthy relationships. On this foundation, the youth will work together to assess local market opportunities and initiate group businesses and community savings groups. Their learning and entrepreneurial efforts will be supplemented by small business start-up grants and cash transfers to assist in meeting basic household needs.

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GHR Foundation

www.ghrfoundation.org

Phone: +1.612.440.2500
info@ghrfoundation.org
Fax: +1.612.440.2559

Inspire to Change, LLC

1375 St. Anthony Ave.

Suite 202-2

St. Paul, MN 55104

USA

www.inspire-to-change.org
inspire@inspire-to-change.org

@inspiretochang8