



GHR BRIDGEBUILDER™ CHALLENGE 2017-2020

PRINCIPLES CASE STUDY

Prepared by Inspire to
Change LLC
for GHR Foundation



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SHARING GUIDELINES



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Welcome.

GHR BridgeBuilder™ Challenge 2017-2020: Principles Case Study, part two 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 *GHR BridgeBuilder™ Challenge 2017-2020: Principles Case Study*, you will learn how utilizing principles, rather than predetermined outcomes, allowed partners to employ a diversity of approaches as they worked, providing clarity and shared purpose while supporting adaptation across time and contexts. You'll take a peek into the seventeen steps we engaged in together over three years to learn, reflect, embed, and adapt for systemic change.

I encourage you to use this report in the way that is most beneficial to you. 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 principles-driven bridging philanthropy and traditional philanthropy differ, including common traps and excuses and strategies to recognize and overcome them, see the report titled *GHR BridgeBuilder™ Challenge 2017-2020: Evaluation and Advocacy Report*.]

I believe that the steps outlined in this report offer a model for people and organizations that want to work in a principles-driven manner but don't know where to start--or who have started and need to get unstuck or find new ways of thinking. If this approach resonates with you, you may want to ask yourself, "How might I use principles to drive 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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This Case Study is Part 2 of a two-part series that describes GHR's BridgeBuilder journey--from selecting a principles-based evaluation, to documenting how the principles evolved and the evaluation process, and lastly to sharing key learnings. This last is being done in the hope that this work will serve as a guide for future GHR initiatives as well as for other organizations aspiring to conduct principles-based work. GHR engaged with OpenIDEO (challenge partner), Inspire to Change LLC (evaluation partner), and GHR's funded BridgeBuilder projects in this effort.

There are 17 sections to this Case Study, presented in the form of phases (see Figure 1 for a timeline). Each of these evaluation phases occurred in connection to programmatic decisions and milestones that are not always described in this report. The phases are organized under the BridgeBuilder challenge year in which the phase took place, though planning and execution of the challenges often occurred for months in advance of the actual challenge, which led to some phases happening over multiple years. Together, the phases document GHR's effort to develop and live by their principles, and their usefulness in bridge-building initiatives. This Case Study is particularly helpful for assisting in discerning principles that are true to an organization or program, and/or for the assessment of the fit between guiding principles and the work being done.



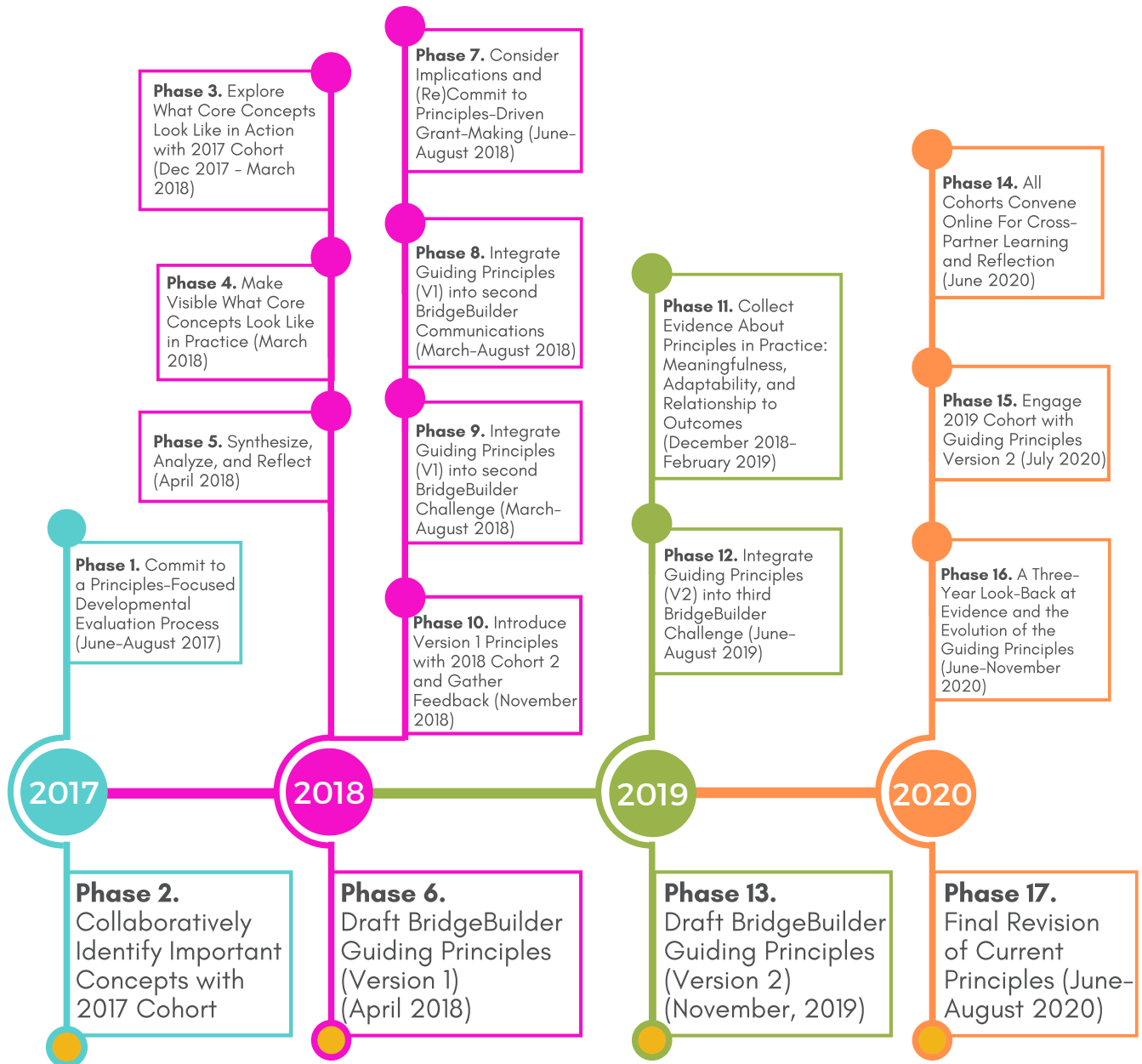
INTRODUCTION

For more than 50 years, GHR has been informed by its founders' optimistic and transformative approach. In 2017, based on Pope Francis' call to "build bridges, not walls," GHR 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.

This Case Study explores the development, evolution, and revision of guiding principles over the years of BridgeBuilder projects. Utilizing principles, rather than predetermined outcomes, allowed partners to use a diversity of approaches as they worked, providing clarity and shared purpose while supporting adaptation across time and contexts. The approach also allowed GHR to define bridging by focusing on the "how" of the work rather than the "what." In other words, instead of telling people what to do and when, guiding principles provided BridgeBuilder partners structure and direction in the face of uncertainty and complexity. Further, establishing principles was intrinsically valuable for GHR Foundation itself, as it promoted reflection on its journey as a philanthropic organization. Because of their integral value to GHR and BridgeBuilder work, it is important to understand the evolution of the guiding principles over time. This includes the collaborative process to explore and make sense of the principles and the evidence-based methods for confirming their accuracy as they evolved.

BRIDGEBUILDER GUIDING PRINCIPLES: TIMELINE OF KEY EVENTS

EVALUATION ACTIVITIES



DEVELOPMENT OF PRINCIPLES

2017

Phase 1. Commit to a Principles-Focused Developmental Evaluation Process (Summer, 2017) 5

Phase 2. Collaboratively Identify Important Concepts with 2017 Cohort (November, 2017) 7



Commit to a Principles-Focused Developmental Evaluation Process (June-August 2017)

Phase 1

In the current research and evaluation climate, the tendency 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 (London, 2019) 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, usually impose unrealistic timelines, and require fidelity to guidelines that often 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. Further, philanthropy frequently 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.

When a diversity of approaches is desirable to adapt to local contexts, to be agile, and to respond to change, 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 laying out a predetermined path, principles provide guidance and direction in the face

2017

of uncertainty and complexity (Patton, 2010).

The first cohort of BridgeBuilder Top Ideas selected from the 2017 BridgeBuilder Challenge consisted of five very different partners and projects. From tree-planting drones in Myanmar to a two-generation approach to family strengthening in communities on the south side of Chicago, the projects covered an extremely diverse set of issues deemed urgent and emergent by geographically unique communities around the globe.

GHR believed it was important to understand what bridging entailed and the value it added. They wanted to learn with partners and communities, and build an asset that others could learn from and borrow. GHR also knew intuitively that bridging put GHR values into action, but required a certain kind of assessment to articulate how GHR values led to bridging, and how GHR and others could understand the value of this work. 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.

For these reasons, GHR Foundation decided that an evidence-based, Principles-Focused Developmental Evaluation (PFDE) would best support BridgeBuilder work. GHR and BridgeBuilder partners would strive together to develop a set of guiding principles, and evidence collected from partners would confirm these principles and/or identify gaps in understanding. An evaluatorⁱ with expertise in this process was hired, and the work began in mid-2017.

[i] Nora Murphy Johnson of TerraLuna Collaborative (Nora moved to Inspire to Change, LLC in mid-2019)

Collaboratively Identify Important Concepts with 2017 Cohort (November 2017)

Phase 2

In 2017, the GHR BridgeBuilder team had a shared sense of the purpose that guided the initiative and the work 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 BridgeBuilder grantees for help in illuminating and articulating a foundational set of core concepts, which eventually became the guiding principles of GHR's approach to bridge-building.

At a convening of the 2017 cohort in Rome, Italy, the GHR Senior Program Officer shared that GHR was embarking on a principles-based developmental evaluation process. The following questions were used as initial guides:

- How does bridging across issues inform a new way of working in development, particularly for urgent and emergent issues?
- How does a human-centered design approach improve the understanding of the problem and build the sustainability of the solution within the community of focus?
- How has involvement in the BridgeBuilder Challenge allowed organizations to catalyze greater impact, particularly resulting from enhanced communication about the issue via the Challenge?
- What value does convening diverse organizations and projects into a learning cohort bring to the Foundation and/or to the ideas themselves?

The group spent an afternoon engaging with the questions above, narrowing and describing a set of core concepts by using the following reflective exercises (see Figure 2):

2017

- **Intersections:** What if we thought about impact not just based on our individual outcomes but through shared concepts that recognize the intersectionality of our work?
- **Gaps:** Reflect on the concepts from the intersections conversation—What are we missing? What gaps are there? Do these speak to you?
- **Convergence:** Where is there heat around draft concepts (narrow if possible)?
- **In practice:** What does this concept mean? What do these concepts look like when they are happening? When they are not happening? How does it look the same or different across projects?

Figure 2 Example of a Reflective Exercise Used to Identify Core Concepts (2017)



With these exercises, the partners were able to identify meaningful concepts at the core of their own work. They then brought these ideas together and identified nine shared ideas that spoke to all of the partners' work and the concept of bridging itself (see Table 1).

Table 1 *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

The concepts listed in Table 1 provided a solid starting point. However--as is often true at the beginning of a principles development process--before high-quality principles statements could be written, the core concepts required exploration in greater depth and detail to understand what they looked like in practice and how they could lead to desired outcomes.



2018

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Learn More About the Core Concepts (Dec 2017 - March 2018)

Phase 3

Between November 2017-January 2018, the evaluation team interviewed partners from the 2017 cohort to learn more about how the identified core concepts functioned in the practical work of BridgeBuilder. GHR staff arranged the calls, finding times when all or most members of partner teams could participate. Each call lasted one hour. In advance of the calls, the evaluation team emailed each partner team with an introduction, sharing that they would talk through the core concepts that surfaced during the reflective exercises in Rome, and that they wanted to learn from them what it would look like if these principles were happening in a meaningful way for them and their work. The evaluation team highlighted that: 1) the focus would not be on the exact wording of the list but the spirit or intent of each item; 2) it was an information-gathering call, not an evaluation of them or their work; and 3) there was nothing that needed to be prepared in advance.

The interviews sought to understand how the partners used the core concepts in their BridgeBuilder work (see interview transcript in Appendix A). Based on the answers to these questions, the evaluation team was able to move on to the next phase of developing examples of what the preliminary core concepts looked like in practice.

To illustrate what the core concepts look like in practice, the evaluation team drafted examples based on responses of grantees during the interviews. Examples are provided in Table 2 below.

2018

Make Visible What Core Concepts Look Like in Practice (March 2018)

Phase 4

Table 2 *Core Concepts in Practice*

CORE CONCEPTS IN PRACTICE	CORE CONCEPTS	CORE CONCEPTS IN PRACTICE
	MEET PEOPLE WHERE THEY ARE	<ul style="list-style-type: none"> • Do not expect them to know or do things that are not socially within their experience • Do not expect them to hold your worldview, definition of what's meaningful, idea of what counts as successful.
	BUILD RELATIONSHIPS BASED ON AUTHENTICITY AND TRUST	<ul style="list-style-type: none"> • Know that people have come before you who have promised authentic relationships and violated that trust. • Expect to be tested. Expect it to take time. • Build time into the program model to build relationships. Be aware of which relationships signal legitimacy to others.
	LISTEN DEEPLY	<ul style="list-style-type: none"> • Do not exploit stories; they are not yours to use as you wish, even if they have been shared with you. • Keep listening. What's most important may be revealed over time.
	BE RESPONSIVE	<ul style="list-style-type: none"> • Respond to changing contexts and emergent learning as community conditions change and new knowledge is revealed and relationships are deepened. • Look for opportunities in disruption
	ADDRESS URGENT NEEDS	<ul style="list-style-type: none"> • Recognize that working in areas of urgent needs often also means working in areas of high risk. • Draw out and activate community assets and build strong local partnerships as a way to help mitigate operating in environments of risk.
	CREATE MORE EQUITABLE AND JUST SYSTEMS	<ul style="list-style-type: none"> • Change the narrative at all levels of the system. • Shift power structures at all levels of the system. • Increase economic benefit at the individual level/workforce development.

2018

Synthesize, Analyze, and Reflect (April 2018)

Phase 5

In addition to the interviews, the evaluation team analyzed more than fifty documents about BridgeBuilder that were shared by GHR (see Appendix B for a list of the documents included in this process). The team also facilitated three in-depth reflection sessions focused on learning about BridgeBuilder with GHR staff--both what happened and what had been learned. For the purpose of determining preliminary guiding principles, these data, and data from the initial core concept reflection session in Rome, were analyzed using MAXQDA, a qualitative data analysis software package (VERBI, 2019). 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). Complex or large volumes of data such as those outlined above can be more easily analyzed with specialized software such as MAXQDA, 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 Appendix B) were then added to the 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 then 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.

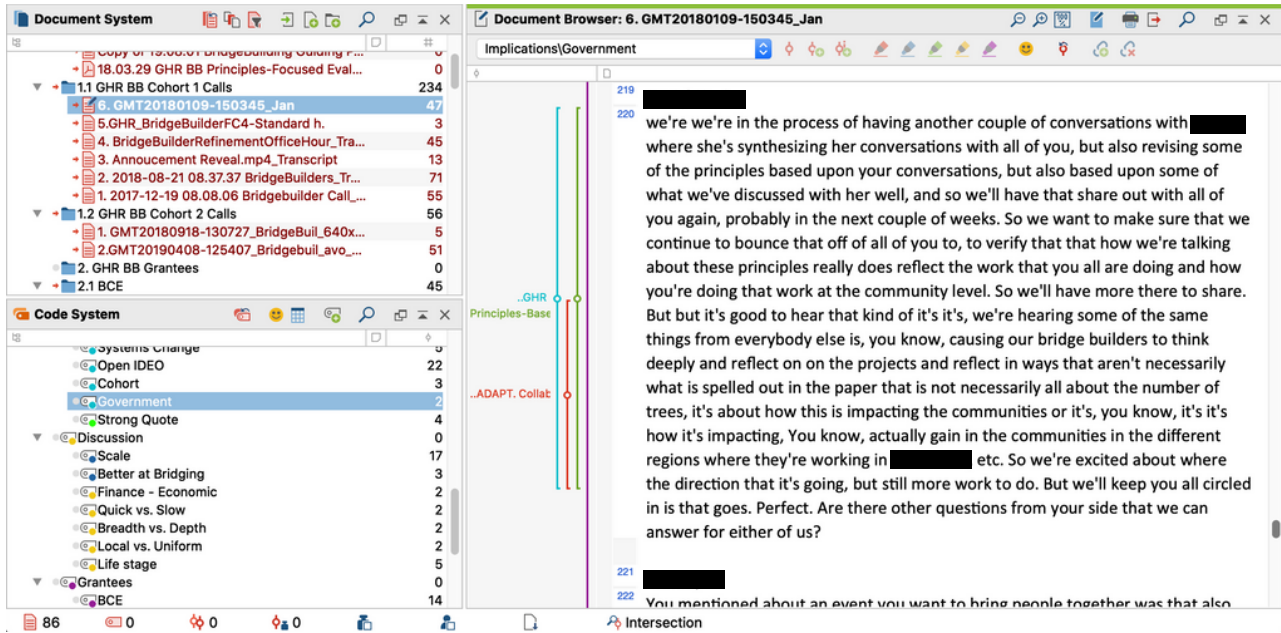
2018

Once the data were organized in this way, a grounded theoryⁱⁱ 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. Figure 3 shows the code system used, and indicates that overall, 861 separate codes were applied to the data.

A data visualization function within MAXQDA 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 this and subsequent rounds of data analyses (i.e., for each round of the guiding principles development process with consecutive BridgeBuilder cohorts as outlined below), the data were exported and formatted for presentation to GHR and BridgeBuilder participants.

[ii] 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. Thus, theories are based upon the analysis of the data (i.e., they are developed AFTER data is collected and analyzed, not beforehand) (Strauss, 1987).

Figure 3 BridgeBuilder Guiding Principles: MAXQDA Code Systems and Counts (identifying information redacted)



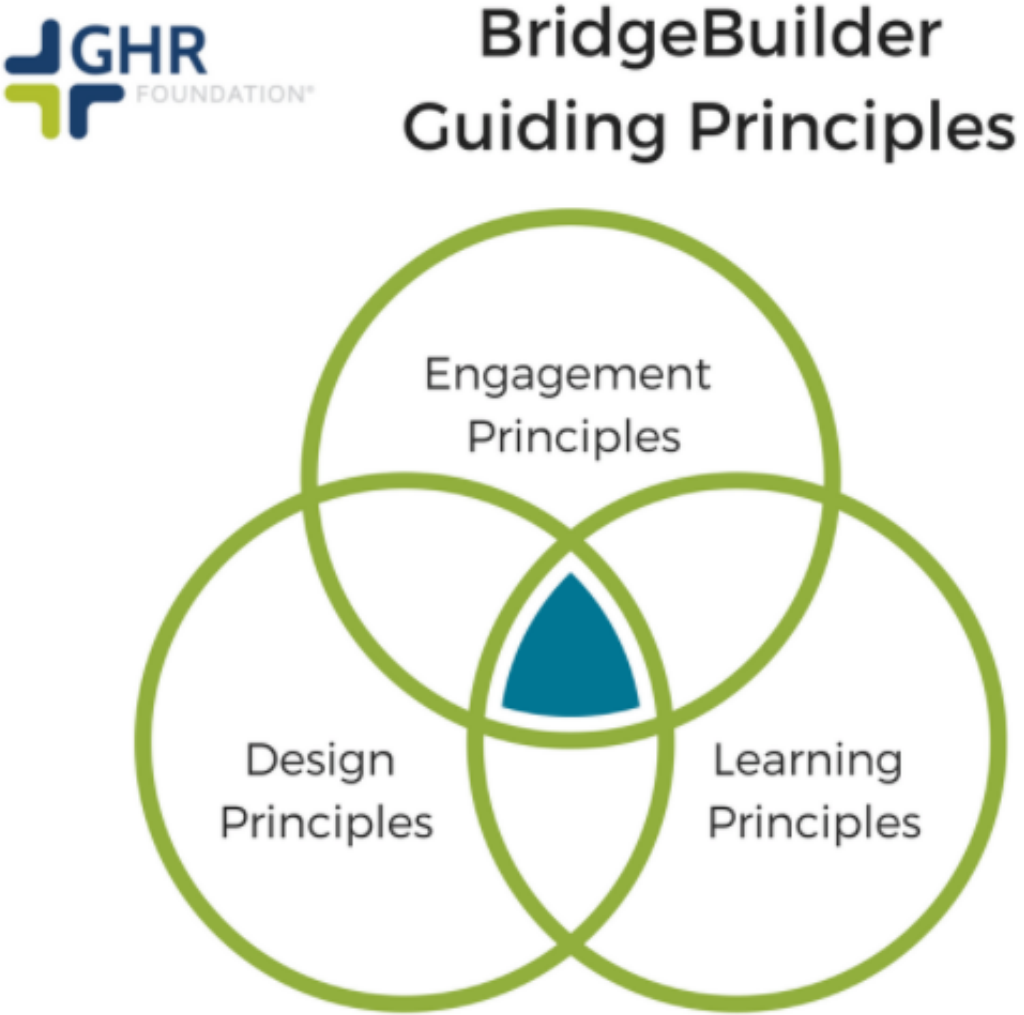
Draft BridgeBuilder Guiding Principles (Version 1, April 2018)

During the data analysis in Phase 5, it was noted that the BridgeBuilder guiding principles seemed to fall into three categories: engagement principles, design principles, and learning principles. *Engagement principles* described how GHR and BridgeBuilder partners meaningfully engaged 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.

Principles must be crafted to provide direction rather than a rigid or detailed prescription. A high quality guiding principle statement is grounded in values about what matters (Patton, 2017). 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). Guiding principle statements identify what is most useful and meaningful. They lift up distinct concepts and examine how each principle interacts with and shapes the others. These aspects of guiding principles were well-suited to GHR's needs for evaluating its BridgeBuilder work. Figure 4 presents the complete list of guiding principles (Version 1) as presented to GHR and the initial BridgeBuilder cohort, worded to ensure they worked in complexity and articulated both the what (outcomes and impacts) and the how (values). This list guided GHR staff in their interactions with

BridgeBuilders and in reporting periods, and assisted in the development of the second challenge, which launched in the spring of 2018.

Figure 4 *BridgeBuilder Guiding Principles, Version 1 (V1) (2018)*



BridgeBuilder Engagement Principles

Meet people where they are. Meet people where they are, geographically, socially, culturally and otherwise.

Root solutions in communities. Deeply root solutions in the context, cultures, needs, and aspirations of partner communities.

Build relationships based on authenticity and trust. Build trusting, authentic relationships characterized by respect and compassion.

Listen deeply. See deep listening as essential; listen with humility, hear the story, and treat people's stories with dignity and respect.

Be responsive. Respond to changing contexts and emergent learning as relationships are deepened, new knowledge is revealed, and community conditions change.

BridgeBuilder Design Principles

Be principles-driven. Use principles to guide reflection, decision-making, and action in the face of complexity and uncertainty.

Address urgent needs. Address urgent global challenges at the intersections of people, peace, prosperity, and the planet.

Build bridges. Design innovative solutions that bridge people, organizations, technology sectors, and other resources to promote effective solutions, greater social cohesion, and meaningful engagement, demonstrating Pope Francis' universal call to "build bridges."

Create more equitable and just systems. Partner to create sustainable impact on complex social challenges--shifting power structures, changing

narratives, and making the world more equitable and just.

BridgeBuilder Learning Principles

Be Inquiry-Oriented. Cultivate an exploratory and discovery mindset, intentionally build time for and invest resources in inquiry and reflection, and systematically document learning.

Co-create shared learning. Co-create shared learning within BridgeBuilder cohorts, GHR, and with external audiences to expand creative capacity for future innovation.



Phase 6

2018

Consider Implications and (Re)Commit to Principles-Driven Grant-Making (June-August 2018)

Phase 7

As reflected in the phases above, a deep commitment in intent, process, and time was made by GHR and the BridgeBuilder grantees to meaningfully develop and adapt the emerging principles. This can be seen in the thoughtful revision of the core concepts and in the ways in which GHR interacted with grantees. The evaluation team met with the GHR BridgeBuilder team regularly, additional GHR leadership occasionally, and the OpenIDEO team annually to facilitate sense-making and help integrate learning in the ongoing design and adaptation of the BridgeBuilder Challenge process.

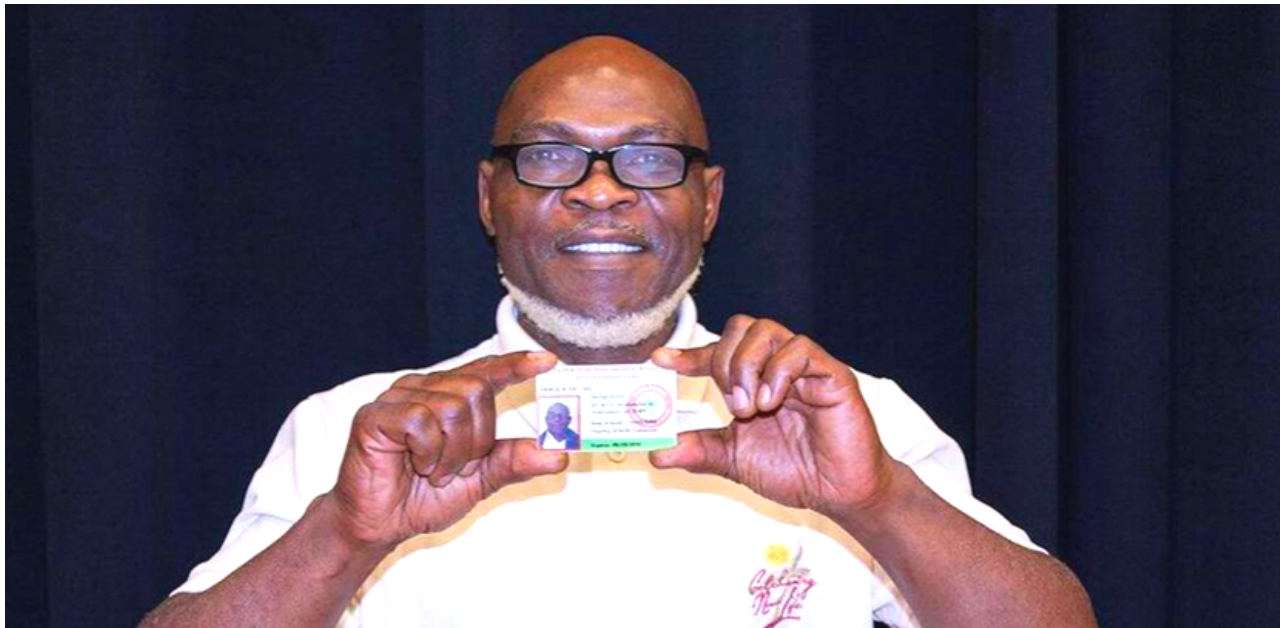
An important aspect of committing to principles-driven grant-making is considering its implications. Assumptions must be made that result in a different set of expectations than might otherwise be considered. These assumptions include the following: (1) It is ethically and morally wrong to ask people/communities to meet program staff where they are just because of power differences (money, dominant worldview); (2) Generating effective solutions relies on understanding the context, which can only happen if people/communities are met where they are; and (3) Meeting people/communities where they are is an essential ingredient in building trusting relationships. Throughout various stages of developing BridgeBuilder guiding principles, GHR reviewed these implications and assumptions and continued to confirm their commitment to principles-driven work.

2018

Integrate Guiding Principles (V1) into BridgeBuilder Communications (June-August 2018)

Phase 8

Once written, Version 1 of the guiding principles were integrated into communications and engagements between GHR and the partners. The three main points of integration were future cohort in-person convenings, virtual all-cohort calls, and individual partner check-in calls and written reports. These touchpoints provided rich qualitative data that was included in future data analysis cycles (as described in Phase 5). For example, each partner participated in individual check-in calls with GHR staff and provided written interim and final reports to the foundation. The reports asked partners to reflect on their learning and adaptations, and to share a story that illustrated their progress towards intended outcomes. These robust answers focused on what partners found most meaningful, allowing the evaluation team to identify which principles were meaningful and in what ways.



2018

Integrate Guiding Principles (V1) into the 2018 BridgeBuilder Challenge (June-August 2018)

GHR also integrated the principles into the 2018 challenge process. It was decided that GHR and their partner OpenIDEO needed a way to “listen” for the principles as grantees were selected during the 2018 BridgeBuilder challenge. Some examples of what they needed to tune-in to included whether:

- Time and travel were included in program budgets and timelines;
- Partner teams included staff that were of the communities they worked in;
- Communities were described non-judgmentally and with positive regard;
- Strategies were in place to address language barriers;
- Partners could realistically and feasibly meet people “where they were”.

To make the “listening” more concrete, the evaluation team, GHR BridgeBuilder team, and OpenIDEO team collaboratively developed a scoring rubric for evaluating and selecting the 2018 Cohort. The development and implementation of the rubric assisted those involved in defining what bridging looked like, and compelled them to talk about normalizing the principles for alignment of understanding across different perspectives and individuals. See Appendix C for the scoring rubric.

It was also deemed important that GHR model principles in relationships with partners after funding decisions were made and grants were allocated. From the beginning and throughout the course of this process, GHR BridgeBuilder staff made on-going commitments that supported BridgeBuilder partners and this work.

Reintroduce, Review, and Assess Version 1 Principles with 2018 Cohort 2 (November 2018)

The 2018 Cohort had seen many of these principles during the Challenge process. When they met in-person in Rome soon after their selection as 2018 BridgeBuilder Top Ideas, the refined (Version 1) principles were reintroduced and reviewed. The cohort then evaluated the principles by using workbooks developed by the evaluation team to map the extent to which they thought each principle was meaningful and useful to their work, and the degree to which it was integrated into their work. These workbooks were electronically scanned, transcribed, and included in the data analysis (see Figure 5). Participants took the original workbooks back to their organizations to use for continuous reflection or to re-conduct the exercise with their organization/project participants.



Figure 5 *Sample Transcribed Workbook Data from One Grantee*

Eval Workbook – 2018 Cohort Member

MEET PEOPLE WHERE THEY ARE – Geographically, Socially, Culturally and otherwise

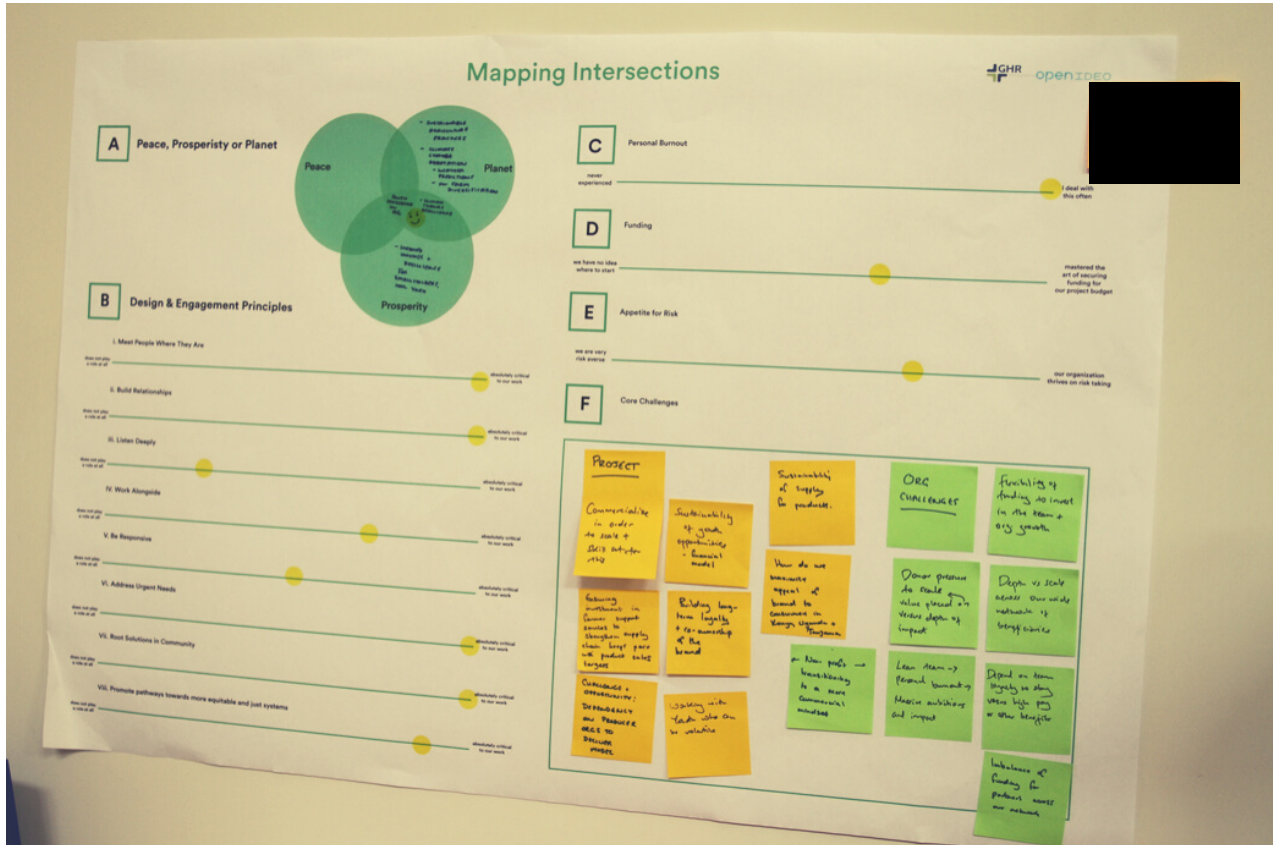
1. **On a scale of 1-10 with 1 being “not at all important” and 10 being “very important,” how important is this principle to your work?** 10
2. **What does this look like for your initiative? Feel like? Sound like?**
 - We chose a very specific context
 - We engage with a community
 - We engage with a local partner
 - We hire local staff
3. **How do you know when this is or isn’t happening well? What is different?**
 Good – If we develop a project or ideas based on a context specific problem or issue
 Bad – externally influenced or prescriptive solutions & ideas (CFA)
4. **How do you or could you document this in a way that is feasible and useful?**
 Participatory Needs Assessment

RELATIONSHIPS – build trusting, authentic relationship characterized by respect and compassion

1. **On a scale of 1-10 with 1 being “not at all important” and 10 being “very important,” how important is this principle to your work?** 10
2. **What does this look like for your initiative? Feel like? Sound like?**
 - Active participation in project design & implementation
 - Working with [national agency]
 - Community leadership
 - Consult with youth and women’s group
 - Community acceptance
3. **How do you know when this is or isn’t happening well? What is different?**
 Good – community acceptance/ownership and partnership transparency
 Bad – poor partnerships & no ownership of the process
4. **How do you or could you document this in a way that is feasible and useful?**
 - Defaulting rates

Cohort members also provided examples of what was different about their work when each principle was or was not present. Photographs of data produced from these exercises were also included in the analysis. See Figure 6 for an example.

Figure 6 Sample Principles-Focused Reflection Exercise (identifying information redacted)



2019

Phase 11. Collect Evidence About Principles in Practice: Meaningfulness, Adaptability, and Relationship to Outcomes (December 2018-February 2019) 27

Phase 12. Integrate Guiding Principles (V1-R) into BridgeBuilder Communications and Challenge (June-August 2019) 31

Phase 13. Draft BridgeBuilder Guiding Principles (Version 2, November 2019) 32

Collect Evidence About Principles in Practice: Meaningfulness, Adaptability, and Relationship to Outcomes (December 2018-February 2019)

Phase 11

Version 1 principles were put into practice by BridgeBuilder partners, and interviews with the 2017 and 2018 cohorts were conducted by the evaluation team during this time to assess their “fit” (see Appendix D for a copy of the interview script). At a very high level, it was found that all participating partners were adhering to the principles. While partners could not necessarily give a label to every principle at the time of the evaluation interviews, they clearly talked about and followed them in practice. Partners were deeply appreciative of GHR's commitment to principles-based partnerships and principles-focused evaluation. Many said that GHR was the only philanthropic organization they received funding from that worked in this way. They reported that the principles were effective, even essential, in helping them make progress towards their intended results.

In the critiques by partners, the evaluation team learned that the distinction between engagement, design, and learning principles was not a useful organizing structure. Partners felt that in iterative and adaptive work, design and engagement are often viewed as one and the same. Cohort members also provided feedback about specific principles that could be improved (see Table 3).

2019

Table 3 GHR BB Revised Principles (VI-R) With Illustrative Quotes, Spring 2019

ORIGINAL PRINCIPLE	REVISED PRINCIPLES	ILLUSTRATIVE QUOTE
E1. Meet people where they are.	Meet people where they are. Meet people where they are - geographically, socially, emotionally, culturally and otherwise.	<i>And we spend a week with our local partner and a week on the field visiting the mines. So that he could really have like a more detailed assessment of like how bad basically the situation is on the ground. So...was really like a really good trip for him too, I mean, he's used to traveling to mines in Central Africa, so he knew what to expect. But obviously, there's a lot more challenges than what we had expected. The mines are much bigger than we thought they were. So, there's a lot of people working in mines so much more than we thought. So, it has been a really interesting and really good trip for him. But also quite a challenging one.</i>
D2. Root solutions in communities.	Root solutions in communities. Deeply root solutions in the context, cultures, knowledge, wisdom, needs and aspirations of partner communities	<i>So now everyone understands the importance of mangrove trees and how they stop the cycle.... So everyone wants to blend mangroves. But what we learned from them was also actual indigenous knowledge--seeds preparation and seed mix and the fertilizers that they used--that is no way...in the book, so in the library, which was really wasn't for us, and we integrated their knowledge on the seeds into our drones.</i>
E2. Build relationships E3. Listen deeply.	Build relationships. Build trusting relationships characterized by deep listening, respect and compassion.	<i>And, [we're] doing some great social capital work as well--we do some little things just like to accommodate events, back to school events, summer events like that, to kind of give our families a chance to interact with one another. It's to know one another and start to build a sort of network of community and, and also just to have some time to kind of relax and spend</i>

Table 3 GHR BB Revised Principles (VI-R) With Illustrative Quotes, Spring 2019 (con't.)

D1. Address urgent needs.	Build bridges. Build and repair bridges between people, issues, and beliefs that address urgent and emergent needs, and promote greater social cohesion.	<i>We've also attended a few conferences by the EU. So kind of meeting with the different policymakers and heads of states to...help address and discuss at the policy level ways to help manage the situation with the refugees, which is just continuing to get worse and worse. And with new flows and waves and increased, you know, migration from, from Africa with some very dramatic things happening: if anyone is following what happened in Libya--Libya, have enslaved some, some refugees who literally became, you know, modern day slaves.</i>
L1. Be reflective. L2. Engage in sense-making.	Learn. Systematically collect data and engage in sense-making to develop evidence that increases clarity of purpose, and informs ongoing development and adaptation, and describes outcomes and impacts.	<i>And as we were sort of initially starting with 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 life of trouble--if they didn't have enough food to eat, or if they didn't have a place to sleep.</i> <i>...the reason that we have the parent engagement fellow is that we've actually been selected to be... part of an RCT (randomized control trial) with the US Department of Health and Human Services, testing our coaching model....So it's part of like a nationwide test that they're doing with a handful of organizations to kind of see how they can better serve TANF recipients in the US.</i>
E5. Be responsive. E4. Work alongside.	Adapt. Respond to emergence and learning through co-creation, and co-implementation with individuals, partners, and communities.	<i>And we are working on adopting a new concept, because the biggest challenge we can face about the project was the sustainability after prison. So, we are trying to design a concept with a great design already, which would be an accelerator to be able to receive this young people upon leaving prison tomorrow to set up the program for them and more mentorship and to see how we can use them to serve as mentor for their peers in and out of prison--what we are calling violence interrupters.</i>

Table 3 GHR BB Revised Principles (VI-R) With Illustrative Quotes, Spring 2019 (con't.)

D3. Promote pathways towards more equitable and just systems.	Promote justice and equity. Shift power structures, alter narratives, and move the world in a more equitable and just direction.	<i>And our project is empowering women in the shea value chain in rural Ghana because right now they're cutting down the shea trees to boil the shea nuts. And that's a vicious cycle that's not going to last. It's going to leave people without forests and livelihoods.</i>
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Integrate Guiding Principles (V1-R) into BridgeBuilder Communications and 2019 Challenge (June-August 2019)

As shown in Table 3, Version 1 principles were minimally revised based upon 2018 cohort feedback, with the concept of joy/dignity/hope added to reflect the third and final challenge’s focus on “people on the move.” As in the previous year (Phases 8 and 9), these guiding principles (Version 1-Revised) were integrated into communications and engagements between GHR and the grantees.

Phase 12



2019

Draft BridgeBuilder Guiding Principles (Version 2) (November 2019)

As noted in Phase 11, partners found the original categorization of engagement, design, and learning principles unhelpful in their work; thus, the evaluation team analyzed the data to attempt to identify more meaningful relationships. When the evaluation team presented their initial thoughts for re-grouping the principles to the GHR BridgeBuilder team, there was a moment of serendipity: The grouping proposed by the evaluation team significantly aligned with the new values GHR was considering internally.

In response to this opportunity, the principles were reorganized under the structure of four newly developed GHR values: lead with love; reimagine what's possible; partner, boldly; and navigate and adapt. The values highlighted what GHR cared about, and the principles illustrated how those values were lived out in the world through the BridgeBuilder challenge (See Figure 7).

Figure 7 BridgeBuilder Guiding Principles, Version 2 (V2) (2019)

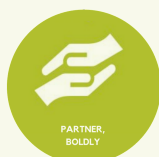
BRIDGEBUILDER[®] GUIDING PRINCIPLES 2019



LEAD WITH
LOVE

Meet. Meet people where they are –geographically, socially, culturally, and otherwise.

Build. Build and strengthen authentic, respectful, trust-based, and caring relationships.



PARTNER
BOLDLY

Bridge. Build bridges that bring people together at the intersections of peace, prosperity, and planet, creating relationships and opportunities that outlast the grant or programmatic life cycle.

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.



REIMAGINE WHAT'S
POSSIBLE

Challenge. Challenge power structures. Increase people's ownership of their bodies, communities, data, technologies, religions, lands, cultures, and languages.

Disrupt. Recognize narratives that hold problems in place. Elicit different stories. Build disruptive narratives that create new possibilities.

Promote. Promote pathways that move our world in a more equitable and just direction, locally and globally.



NAVIGATE
AND ADAPT

Plan. Prepare for complexity, uncertainty, and quickly changing contexts.

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.



YEAR 2020

Phase 14. All Cohorts Convene Online For Cross-Grantee Learning and Reflection (June 2020) 35

Phase 15. Engage 2019 Cohort with Guiding Principles Version 2 (July 2020) 37

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- Evolution of 2020 Guiding Principle 1: Bridge to Amplify People’s Limitless Potential for Good
- Evolution of 2020 Guiding Principle 2: Lead with Love
- Evolution of 2020 Guiding Principle 3: Reimagine What’s Possible
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All Cohorts Convene Online For Cross-Grantee Learning and Reflection (June 2020)

GHR had intended to convene the grantees from all three cohorts in person. Unfortunately, this was not possible due to COVID-19 travel restrictions. Instead, the full group of grantees was convened online for one morning.

One goal of the convening was to learn how the principles were being put into practice--if at all--in the context of a complex global health and economic crisis. Another goal was to examine the extent to which the BridgeBuilder partners felt they were affecting systems change through their work. Some of the discussion questions for the cohort members to reflect upon during the virtual gathering included:

- What type of influence do you try to exert on the system in which your work lives? How is your system shifting?
- What BridgeBuilder principles have you found yourself thinking about or integrating more into your work?
- What does BridgeBuilding need to look like in our new global reality?
- What are you finding most critical in your work to build bridges?
- In what ways do the BridgeBuilder principles still resonate (or resonate more) in the new global reality?

While the group conversation was originally meant to consist of multiple small break-out conversations among the cohorts, only one round was possible due to time constraints and depth of discussion among the participants. The entire group then came back together for full discussion, led by break-out room facilitators who called upon individuals to share what they had talked about in their small group discussion.

Cohort members reflected on the following questions:

Breakout Discussion #1

- **Primary Question:** *What type of influence do you try to exert on the system in which your work lives?*
- **Possible Probes for Facilitators:** *If you have shifted or designed your approach to do the above, what BridgeBuilder principles have you found yourself thinking about or integrating more into your work? How is your system shifting? What has inspired you in the process? What is still challenging?*

Breakout Discussion #2

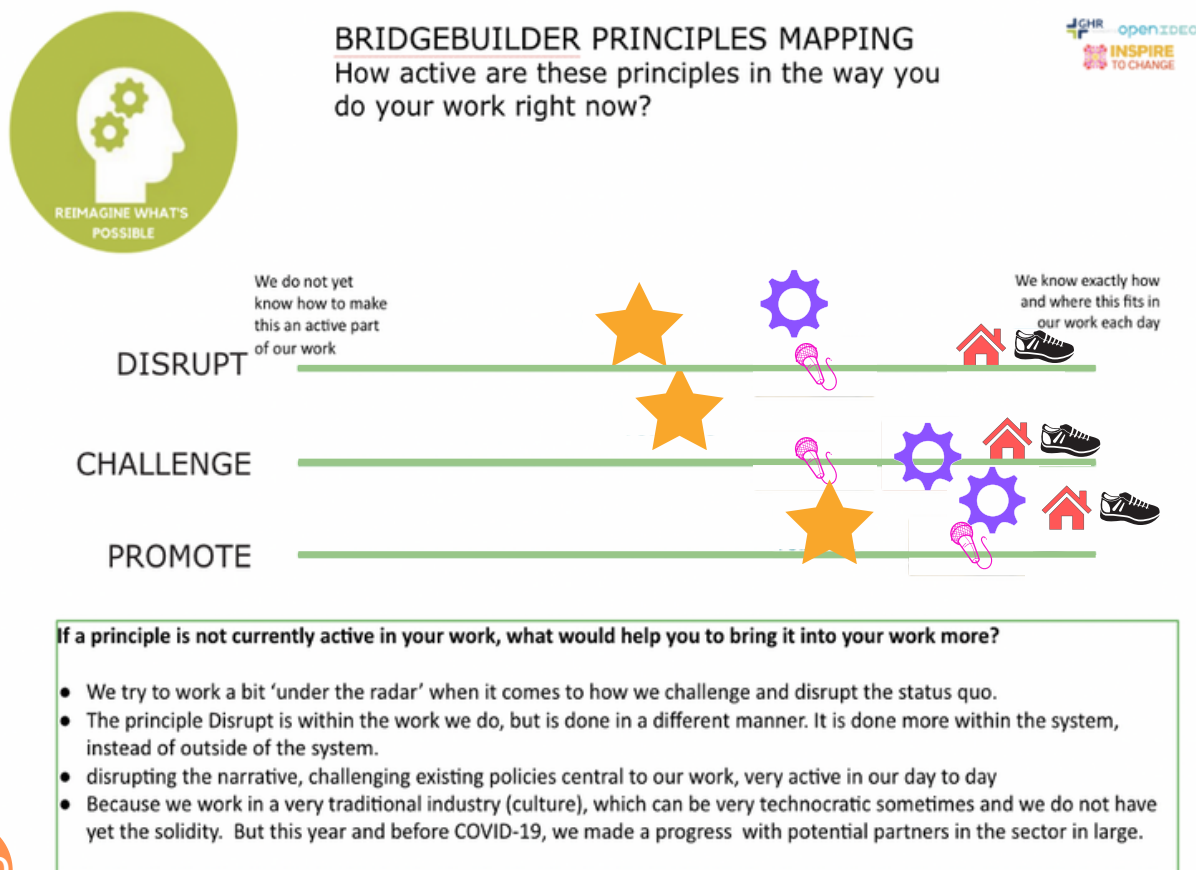
- **Primary Question:** *What does BridgeBuilding need to look like in our new global reality?*
- **Possible Probes for Facilitators:** *In what ways do the BridgeBuilder principles still resonate (or resonate more) in the new global reality? What are you finding most critical in your work to build bridges? What do organizations/funders not do enough of? What do communities need most? What is still (or now) missing in the BridgeBuilder principles?*

Both break-out groups coincidentally (and independently) raised the tension in BridgeBuilding work between “evolution” and “revolution”; working simultaneously for incremental and radical change while living in the system and trying to stay true to oneself. While neither group found any easy answers, participants orbited around the 2019 principles of challenge, disrupt, and promote tied to GHR’s value of “Reimagine what’s possible” and plan, learn, and adapt tied to the value of “Navigate and adapt.” The discussion was summed up with a question from the Inspire to Change team for everyone to ponder as they left the gathering to continue their work: **“How do you disentangle things without them coming crashing down over everyone’s heads?”**

Engage 2019 Cohort with Guiding Principles Version 2 (July 2020)

The 2019 BridgeBuilder partners--the third and final cohort--were not able to meet in-person like the previous cohorts due to travel restrictions related to the COVID-19 global pandemic. Instead, GHR convened the partners online, where they completed a workbook exercise similar to those completed by the 2018 cohort. This time, partner teams discussed the principles in breakout rooms, and then shared their data with the group on interactive presentation slides (see Figure 8).

Figure 8 Sample Workbook Data from all 2019 Cohort Members. (Grantee logos have been replaced with icons for privacy.)



A MAXQDA analysis of the new organization of the principles (V2) with 2019 cohort data determined that they held true as meaningful categories. The data also revealed a new construct: “actions taken to amplify people’s limitless potential for good.” Because this concept was similar in meaning and tone to GHR’s newly revised mission statement and permeated the “bridging” aspect of BridgeBuilder work, it was positioned under “bridging,” which was then elevated to be a “Pole Star” principle. Pole Star principles are instructive on fulfilling an overall mission. In light of this change and the rest of the data analysis, a third and final revision of BridgeBuilder guiding principles was completed, including context-based interpretations of the GHR Foundation mission statements and values translated into actionable statements (i.e., operating principles).



A Three-Year Look-Back at Evidence and the Evolution of the Guiding Principles (June-November 2020)

Throughout the 3-year process of developing and testing principles, the evaluation team added, deleted, and modified individual principle statements in response to the evidence collected and analyzed with MAXQDA. Tables 5-9 depict changes over time and provide a brief rationale for the revisions that occurred. The tables are organized according to the structure of the final (2020) five BridgeBuilder Principles, with each discussed below individually.

Phase 16



2020

Evolution of 2020 Guiding Principle 1: Bridge to Amplify People's Limitless Potential for Good

The concept of building bridges that bring people together at the intersections of peace, prosperity, and planet was the concept at the heart of the BridgeBuilder challenges, and this concept remained consistent throughout the adaptation process. Three primary changes occurred during the evolution of this principle (see Table 4): 1) Addressing urgent needs was decoupled from the bridging principle and now falls under the fifth guiding principle (Navigate and Adapt to Address Urgent Needs); 2) The concept of “creating relationships and opportunities that outlast the grant or programmatic life cycle” now shows up under the fourth guiding principle (Partner Boldly for Sustainable Change); and 3) The idea of protecting human dignity was added under this principle to reflect the emergence of this concept from the data during the third challenge (2019 Cohort).

Table 4 Evolution of BridgeBuilder principle of “Bridge to Amplify People’s Limitless Potential for Good”

BridgeBuilder Core Concept/Guiding Principles 2017-2018	BridgeBuilder Guiding Principles 2019	BridgeBuilder Guiding/Operating Principles 2020
<p>Address urgent needs. Address urgent global challenges that people and communities face at the intersections of peace, prosperity, and planet, with the understanding that these challenges exist within complex, broader systems.</p>	<p>Bridge. Build bridges that bring people together at the intersections of peace, prosperity, and planet, creating relationships and opportunities that outlast the grant or programmatic life cycle.</p>	<p>Bridge to amplify people’s limitless potential for good.</p> <p>Bridge. Build bridges at the intersection of prosperity, peace, respect for creation, and protection of our environment</p> <p>Protect. Protect human dignity by going beyond meeting basic needs to meet the needs of joy, hope, and belonging.</p>

Evolution of 2020 Guiding Principle 2: Lead with Love

The concepts of meeting people where they are and building authentic trusting relationships appeared consistently in the data over the years, and the principle statement remained largely unchanged over time. The concept “listen deeply” was eliminated because it did not appear as a concept distinct and separate from building relationships in the data analysis (Table 5).

Table 5 Evolution of BridgeBuilder principle of “Lead With Love”

BridgeBuilder Core Concepts/Guiding Principles 2017-2018	BridgeBuilder Guiding Principles 2019	BridgeBuilder Guiding/Operating Principles 2020
<p>Meet people where they are. Meet people where they are--geographically, socially, culturally, and otherwise.</p> <p>Build relationships. Build trusting, authentic relationships characterized by respect and compassion.</p> <p>Listen deeply. Listen with humility, hear the story, and treat people’s stories with dignity and respect.</p>	<p>Meet. Meet people where they are--geographically, socially, culturally, and otherwise.</p> <p>Build. Build and strengthen authentic, respectful, trust-based, and caring relationships.</p>	<p>Lead with love by engaging in ways that are meaningful.</p> <p>Meet. Meet people where they are--geographically, socially, culturally, and otherwise.</p> <p>Build. Build and strengthen authentic, respectful, trust-based, and caring relationships.</p>

Evolution of 2020 Guiding Principle 3: Reimagine What's Possible

The concept of deeply rooting solutions in the context, cultures, knowledge, wisdom, needs, and aspirations of partner communities appeared consistently in the data over the years, and the principle statement remained unchanged (Table 6). Ideas about working alongside versus journeying, however, changed substantially. Several grantees reacted strongly and negatively to the idea of assisting community members in the process of infusing new life and vitality (either environmentally or socially) into their communities. They felt that the idea took a “deficit-lens” by assuming that there was an existing lack of vitality. They also felt it was hubris or paternalistic to think that vitality could be generated by outside partners. Thus, the principles were revised to suggest that the work was journey-oriented, and that the grantees’ role in the journey was to “walk alongside partners and communities to assist them in implementing their own solutions.” This placed grantees in a support role and did not presuppose what communities wanted or needed.

Table 6 *Evolution of BridgeBuilder principle of “Reimagine What’s Possible”*

BridgeBuilder Core Concepts/Guiding Principles 2017-2018	BridgeBuilder Guiding Principles 2019	BridgeBuilder Guiding/Operating Principles 2020
<p>Root solutions in communities. Deeply root solutions in the context, cultures, knowledge, wisdom, needs, and aspirations of partner communities.</p> <p>Work alongside. Work alongside partners and communities to assist them in the process of infusing new life and vitality (either environmentally or socially) into their communities.</p>	<p>Root. Deeply root solutions in the context, cultures, knowledge, wisdom, needs, and aspirations of partner communities.</p> <p>Journey. Walk alongside partners and communities to assist them in implementing their own solutions.</p>	<p>Reimagine what’s possible when communities lead change.</p> <p>Root. Deeply root solutions in the context, cultures, knowledge, wisdom, needs, and aspirations of partner communities.</p> <p>Journey. Walk alongside partners and communities to assist them in implementing their own solutions.</p>

Evolution of 2020 Guiding Principle 4: Partner, Boldly

The first iteration of this concept was to promote pathways towards more equitable and just systems. The Foundation was clear about the limitations of the size and timeline of the grants, and wanted to be clear in the language that they were not expecting the BridgeBuilder work to achieve systems change. Based on the data analysis in 2019, the evaluation team broke the single principle into three parts--challenge, disrupt, and promote. The final analysis of the full dataset supported the inclusion of “challenge” and “promote.” However, “disrupt” was removed because it was described more as a strategy for promoting pathways to equity and justice rather than as a principle in and of itself (Table 7).

Table 7 Evolution of BridgeBuilder principle of “Partner, Boldly”

BridgeBuilder Core Concepts/Guiding Principles 2017-2018	BridgeBuilder Guiding Principles 2019	BridgeBuilder Guiding/Operating Principles 2020
<p>Promote pathways towards more equitable and just systems. Partner to create pathways with the potential for sustainable impact on complex, urgent social challenges by shifting power structures, altering narratives, and moving the world in a more equitable and just direction.</p>	<p>Challenge. Challenge power structures. Increase people’s ownership of their bodies, communities, data, technologies, religions, lands, cultures, and languages</p> <p>Disrupt. Recognize narratives that hold problems in place. Elicit different stories. Build disruptive narratives that create new possibilities.</p> <p>Promote. Promote pathways that move our world in a more equitable and just direction, locally and globally.</p>	<p>Partner boldly for sustainable change.</p> <p>Challenge. Challenge power structures. Increase people’s ownership of their bodies, communities, data, technologies, religions, lands, cultures, and languages.</p> <p>Promote. Promote pathways that move our world in a more equitable and just direction, locally and globally.</p>

Evolution of 2020 Guiding Principle 5: Navigate and Adapt

Based on the data analyses over the course of this work, this set of concepts/principles was reduced from five to three (Table 8). The evaluation team learned from partners that navigating complexity to address urgent needs was most often a quick and tight cycle of learning and adaptation. Because this cycle is inherently reflective, “reflection” was removed as a separate principle. Likewise, because learning does not happen without sensemaking, “sense-making” was also eliminated as a full principle. “Be principles driven” was dropped because grantees found it redundant. “Co-creative learning” was eliminated because it occurred in other principles--specifically in “rooting” and “journeying.” Finally, the concept “be responsive” was renamed “adapt”.

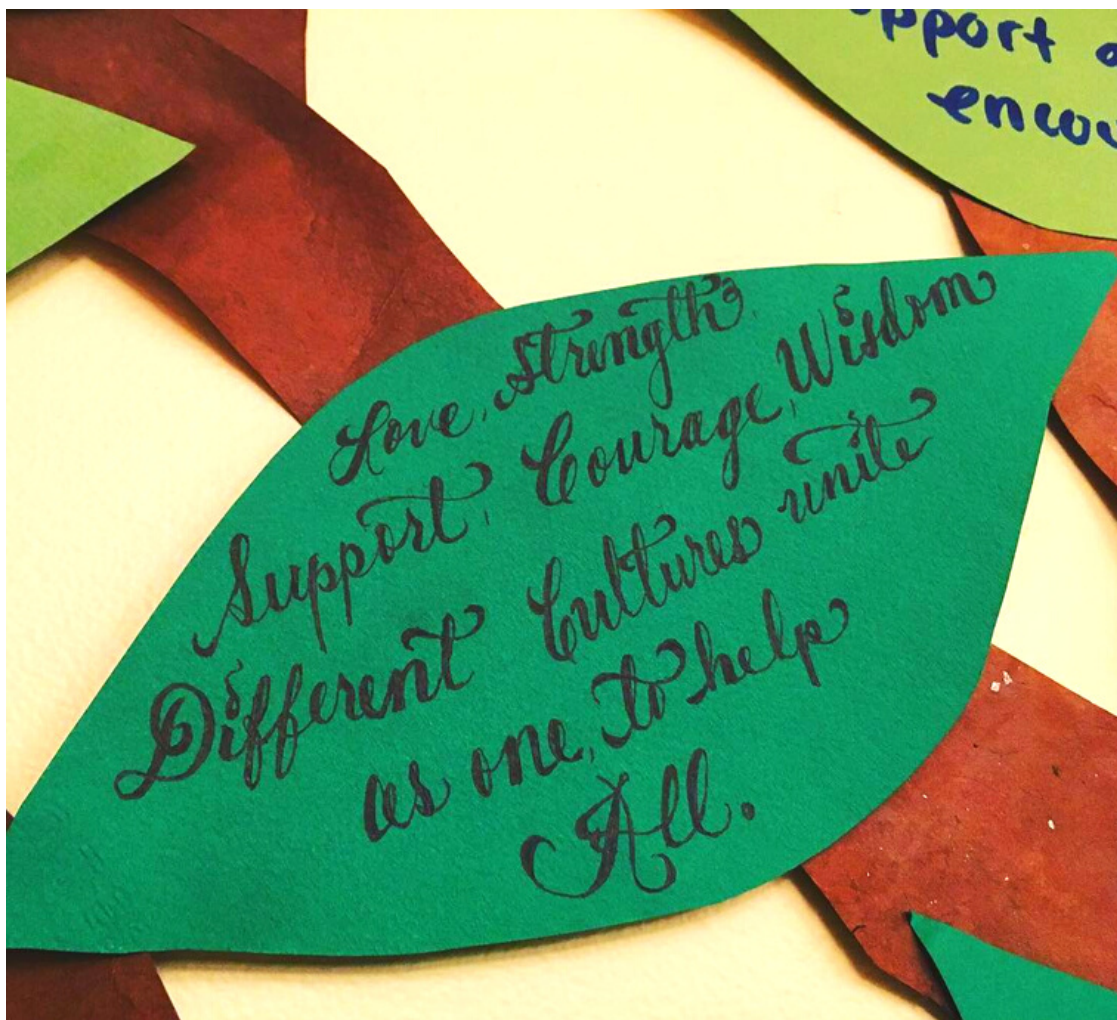


Table 8 Evolution of BridgeBuilder principle of “Navigate and Adapt”

BridgeBuilder Core Concepts/Guiding Principles 2017-2018	BridgeBuilder Guiding Principles 2019	BridgeBuilder Guiding/Operating Principles 2020
<p>Be reflective. Engage with a beginner's mind and intentionally invest resources in inquiry and reflection.</p> <p>Engage in sense-making. Systematically collect data and engage in sense-making to develop evidence that supports the learning agenda, increase clarity of purpose, and inform ongoing development and adaptation.</p> <p>Be responsive. Respond to changing contexts and emergent learning as relationships are deepened, new knowledge is revealed, and community conditions change.</p> <p>Be principles-driven. Use the BridgeBuilder principles to guide reflection, decision-making, and action in the face of complexity and uncertainty.</p> <p>Co-create and share learning. Co-create and share learning within BridgeBuilder cohorts, GHR, and with external audiences to expand creative capacity for the future.</p>	<p>Plan. Prepare for complexity, uncertainty, and quickly changing contexts.</p> <p>Learn. Welcome and embrace new understandings that emerge as relationships deepen, new information is revealed, and conditions change</p> <p>Adapt. Use the BridgeBuilder principles to guide decision-making and action in the face of complexity and uncertainty.</p>	<p>Navigate and adapt to address urgent needs.</p> <p>Learn. Welcome and embrace new understandings that emerge as relationships deepen, new information is revealed, and conditions change.</p> <p>Adapt. Use the BridgeBuilder principles to guide decision-making and action in the face of complexity and uncertainty.</p>

Final Revision of Current Principles (September-November 2020)

GHR and the evaluation team put the 2019 principles into practice with the 2019 Cohort, and completed a final analysis of the full dataset. Overall, the GHR values of 1) lead with love, 2) reimagine what's possible, 3) partner, boldly, and 4) navigate and adapt held true as meaningful categories for the guiding principles. The data also revealed actions taken to amplify people's limitless potential for good, the newly revised GHR mission statement.

The final principles framework weaves together the GHR mission, values, and BridgeBuilder guiding principles more seamlessly (Figure 7). The new organizational structure presents five overarching guiding principles. These are GHR mission and values translated into principles statements that point to very specific actions and outcomes. Each of these guiding principles is paired with two operating principles. The operating principles describe actions BridgeBuilder grantees took to embody the guiding principles.

- **Bridging** to amplify people's limitless potential for good is operationalized by building bridges (Bridge) and protecting human dignity (Protect).
- **Leading with love** is embodied by engaging in ways that are meaningful to the communities served, and this is operationalized by meeting people where they are (Meet) and building trusting relationships (Build).
- **Reimagining** what's possible is embodied by letting communities lead the change and operationalized by rooting the work in communities (Root) and walking alongside them in their journey (Journey).

- **Partnering boldly** focuses on the sustainability of bridges, and this work is operationalized by challenging the power structures that weaken or deny these bridges (Challenge) and promoting pathways to equity and justice (Promote).
- **Navigating and adapting** is embodied by addressing urgent needs and operationalized by learning and adapting in ways that let people best meet these needs (Learn; Adapt).

Figure 9 *Final BridgeBuilder Guiding Principles (2020)*

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.

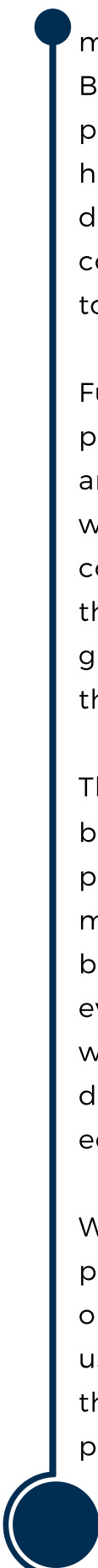
Adapt. Use the BridgeBuilder principles to guide decision-making, and action in the face of complexity and uncertainty.

CONCLUSION

This Case Study outlines the principles-focused developmental approach taken by GHR and BridgeBuilder grantees to develop guiding principles that were authentic to the work being done, along with an evaluation of their fidelity. These principles evolved over three cohorts of grantees during four years of BridgeBuilder work. Their development, revision, and evolution was a collaborative process that encouraged the exploration of principles over time, including evidence-based practices to confirm their accuracy and usefulness. Even as they evolved, the guiding principles provided clarity and shared purpose for BridgeBuilder grantees while supporting adaptation across time and contexts.

In this work, the value of engaging with a professional evaluator cannot be underestimated. Professional evaluators, especially those well-versed in principles-focused developmental evaluation methods, are integral team members. Not only do they contribute to professional knowledge, but they also provide insight and advice from a more neutral, overarching perspective. Further, evaluators who use creative evaluation approaches are especially adept at facilitating and eliciting relevant information, as they create a climate where participants feel empowered to reflect and critique openly and honestly, without fear of sanction. For these reasons, GHR unequivocally recommends partnering with principles-focused developmental evaluators when pursuing this work.

The steps taken to develop and revise the principles as illustrated in this Case Study may serve as a useful guide for both the future work of GHR and other organizations interested in bridge-building work. For example, while the GHR BridgeBuilder challenge will not happen again in this format, the final (2020) principles provide a path forward for future GHR grantmaking and evaluation. Given that the principles developed link directly to GHR's



mission and values, there is an opportunity to take them beyond the BridgeBuilder Challenge. It might be beneficial, for instance, for each program area to examine what GHR values look like in their initiative, and how the principles could be implemented. Because principles provide direction rather than rigid or detailed prescriptions--acting as a rudder in complex adaptive systems--program areas might find value in using them to identify what is useful and meaningful in their specific work.

Further, these principles and the process outlined for developing them is potentially useful to the larger field of philanthropy. 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. Principles-guided work offers a powerful contribution to global systems transformation that can be carried out in a way that is meaningful, ethical, and impactful.

The real world is often not amenable to *a priori* strategies. Principles-based bridge-building allows for adaptation and accommodation, resulting in proactive rather than reactive work that is carried out in a community-led manner. This case report makes a significant contribution to the bridge-building conversation in that it details methods for developing and evaluating useful guiding principles that are true to an organization and the work being done. The use of appropriately vetted principles, in turn, gives direction and moral clarity in the movement toward a more just and equitable world.

We would like to thank the BridgeBuilder partners who helped develop the principles through the process outlined in this Case Study. Their work to live out these principles and create transformative change is an inspiration to us. We believe that their endeavors 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.



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.



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.



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.

APPENDIX B: GRANTEE INTERVIEW SCRIPT ON HOW CORE CONCEPTS FUNCTIONED (PHASE 3)

Introduction

Thank you for agreeing to talk with us today. Before we start the interview, I would like to review our data privacy protocols and ask for your consent to conduct this interview. [Review data privacy protocols sent in advance of the call]

Data Privacy and Consent

TerraLuna Collaborative respects your data and works in such a way that respects and protects your privacy. TerraLuna Collaborative (hereafter 'TerraLuna') is collaborating with GHR on a principles-based evaluation of the BridgeBuilder Challenge. Do you understand and accept these terms as they relate to your data privacy?

Do you have any questions for me?

Interview

As I explained in the invitation, I would like to talk through the top concepts you and your colleagues surfaced during the reflective activity in Rome. We will go through the list of concepts one by one. For each I will ask you three questions: 1) How important is this concept to your work? 2) What does it look like when this concept is happening in a meaningful way for you and your work? 3) What does it look like if this concept is not happening in your work?

List of Concepts

- Trust building
- Meeting people where they are
- Access to resources to restore environments (physical and social) and
- lead to peace/prosperity, environment (community) restoration needed for
- peace/prosperity
- Changing the narrative at the system level
- Shifting power structures

APPENDIX B: GRANTEE INTERVIEW SCRIPT ON HOW CORE CONCEPTS FUNCTIONED (PHASE 3)

- Bringing together human-centeredness and technology (accessing resources not typically used by communities)
- Drawing out and activating community assets while operating in environments of risk
- Strong local partnerships
- Economic benefit at individual level/workforce development

APPENDIX C: DATA INCLUDED IN MAXQDA QUALITATIVE ANALYSES

Grantee-Specific Data

1. Due diligence forms
2. Written notes from due diligence calls with grantees
3. Evaluation workbook data (see Figures 5 and 8 for examples)
4. Written notes and audio transcripts from check-in calls between GHR and grantees
5. Grantee applications
6. Grantee interim reports
7. Grantee 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 grantees

Cross-Grantee Data

11. Transcripts of virtual calls with 2017 Cohort
12. Transcripts of virtual calls with 2018 Cohort
13. Transcripts of virtual call with 2019 Cohort
14. Transcript of virtual call with combined Cohorts

Learning and Reflection Data

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

APPENDIX D: BRIDGEBUILDER EVALUATION RUBRIC -- DETAILED

BASIC CRITERIA				
<p>All NO responses result in exclusion</p> <ul style="list-style-type: none"> • Is the organization certified/registered? • Is the idea action oriented? • Does the idea touch on two or more of the topic areas: peace, prosperity, planet? • Does the idea build or repair unique bridges between people, issues, and beliefs? 				
ADVANCED CRITERIA				
	1	3	5	What this might look like in practice
<p>Build or repair bridges between groups of people to promote greater social cohesion</p>	<p>No bridges are built between groups of people.</p> <p>There is not intention to create social cohesion or address the dynamics that resulted in weakened social cohesion.</p>	<p>Bridges are built between groups between which there is relatively little conflict or little history of divides.</p> <p>Social cohesion is described superficially and / or from the perspective of the grantee rather than the community.</p> <p>There is little evidence in the proposal that the community aspires to have new or repaired bridges or increased</p>	<p>Bridges are built between groups of people between which there has been a history of conflict and there is thoughtful support for building or repair.</p> <p>The grantee describes what social cohesion looks like and is desirable from the perspective of the community(ies) they will be working with.</p> <p>The proposal describes how they will identify new or repaired bridges and increased social cohesion and what will be different as a result.</p>	<ul style="list-style-type: none"> • Connect people to each other • When building bridges, emphasize what can be achieved rather than what can't • Convene groups who will look at things from others' perspectives • Spend as much time hearing as listening, especially across divides • Prove your intentions to build bridges through actions rather than words • Support hope, healing, social cohesion, and other things that infuse new life and vitality into social communities • Strengthen the social fabric in ways that are in alignment with community members' collective aspirations. • Support environmental restoration efforts that infuse new life and vitality into communities and are in alignment with their aspirations.

APPENDIX D: BRIDGEBUILDER EVALUATION RUBRIC -- DETAILED

		social cohesion.		
Facilitate meaningful engagement to promote sustainable community-rooted change	<p>There is no description of what engagement will look like, how it will happen or why it will be meaningful.</p> <p>The change is led by the grantee with no potential for the change to be sustained after the grant is over.</p>	<p>There is some description of how community members will be engaged but it is not clear how or why this is likely to succeed, how they will respond if it doesn't, and how meaningfulness is defined.</p> <p>The change is led or co-led by the community with limited potential for the change to be sustained after the grant is over.</p>	<p>It is very clear how engagement is being defined, how engagement will happen, how they will respond if it's not working, and how meaningfulness is defined.</p> <p>It is clear how community is defined and that the community would self-identify as such.</p> <p>The change is deeply rooted in the community with the potential for the change to be sustained after the grant is over.</p>	<ul style="list-style-type: none"> • Meet people where they are - geographically, socially, culturally and otherwise. • Engage with community members in ways that are meaningful to them. • Work alongside partners, communities and community members, not above them.

APPENDIX D: BRIDGEBUILDER EVALUATION RUBRIC -- DETAILED

<p>Addresses a community identified need or aspiration</p>	<p>The need or aspiration was identified by the grantee.</p> <p>It is unclear how the need or aspiration was identified.</p>	<p>The need or aspiration was identified by the grantee with input from the community.</p> <p>The need or aspiration was identified with some community input but the process excluded important voices or perspectives.</p>	<p>The need was identified by the community and it is clear what type of change they would like to see where this need met or aspiration realized.</p>	<ul style="list-style-type: none"> Recognize that working in areas of urgent needs also often means working in areas of high risk. Recognize the possible physical, social, emotional, and financial effects of working in high risk. Draw out and activate community assets and build strong local partnerships to help as a way of mitigating operating in environments of risk.
<p>Reflects the context, culture, knowledge and wisdom of local community(ies)</p>	<p>There is no evidence that the proposal reflects the context, culture, knowledge of wisdom of local community(ies).</p>	<p>The proposal is somewhat responsive to the context, culture, knowledge of wisdom of local community(ies) OR it is unclear how responsive the proposal is.</p>	<p>The proposal is explicitly responsive to the context, culture, knowledge of wisdom of local community(ies). It explains how they will do this and why it is important.</p>	<ul style="list-style-type: none"> Deeply root solutions in the context, cultures, needs and aspirations of partner communities by including people from the community in the design and delivery team. Use and build community resources and capacities in meaningful and sustainable ways. Assume there is always more to learn.
<p>Established and grantee-community partnerships</p>	<p>There is no evidence that the grantee has an established partnership with the community.</p>	<p>The grantee has newly established partnerships with the local community partner(s) but it is unclear how the partnership is viewed by the community.</p>	<p>The grantee has established partnerships with the local community partner(s). There is evidence that the community views this partner as legitimate and trustworthy.</p>	<ul style="list-style-type: none"> If external, conversations, decisions, and actions should occur in lock-step with community members, prioritizing partnership and shared ownership. If the partnership is between locally-based entities this is more around additional or deepened strategic partnerships within their community.
<p>Creates a pathway to a more</p>	<p>There is no reference to justice or equity</p>	<p>There is reference to justice or</p>	<p>There is a well articulated argument as to</p>	<ul style="list-style-type: none"> Be aware of the power of language and the way

APPENDIX D: BRIDGEBUILDER EVALUATION RUBRIC -- DETAILED

<p>equitable and just system</p>	<p>in the application.</p>	<p>equity in the application but it is unclear how the proposals creates pathways for change that promote increased justice and equity.</p>	<p>how this proposal creates pathways for change that promote increased justice and equity.</p>	<p>culture is shaped by narrative and stories.</p> <ul style="list-style-type: none"> ● Be clear about what you want the new narrative to be. ● Change the narrative at all levels of the system. ● Be aware of the way power imbalances are operationalized in institutions and cultures. Shift power structures at all levels of the system in favor of communities and community members. ● Increase access to resources not typically available to communities. ● Increase economic benefit at individual level/workforce development.
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APPENDIX E: GRANTEE INTERVIEW SCRIPT (PHASE II)

Introduction

Thank you for agreeing to talk with us today. Before we start the interview, I would like to review our data privacy protocols and ask for your consent to conduct this interview. [Review data privacy protocols sent in advance of the call]

Data Privacy and Consent

Inspire to Change respects your data and works in such a way that respects and protects your privacy. Inspire to Change LLC (hereafter 'Inspire to Change') is collaborating with GHR on a principles-based evaluation of the BridgeBuilder Challenge. Do you understand and accept these terms as they relate to your data privacy? Do you have any questions for me?

Interview

Great! Before we get started, can you each introduce yourselves by first and last name?

Thanks. As you know, we've been using principles to guide our decision making and evaluation. To prepare for this call, we asked you to choose three principles that best describe how you work.

Which three principles did you choose?

Principle 1

Great! Let's start with the first one. I'm going to ask you three questions about this first principle. We'll spend about ten minutes talking about this principle before moving on to the next one.

- 1) What is an example of this principle in your work?
- 2) What was different because you worked in this way?
- 3) How did this relate to the meaningful outcomes you've achieved?

APPENDIX E: GRANTEE INTERVIEW SCRIPT (PHASE 11)

Principle 2

Thank you. Let's move on to the second. I'm going to ask you the same three questions about this second principle. Again, we'll spend about ten minutes talking about this principle before moving on to the next one.

- 1) What is an example of this principle in your work?
- 2) What was different because you worked in this way?
- 3) How did this relate to the meaningful outcomes you've achieved?

Principle 3

Okay. We need to move on to the third principle you chose.

- 1) What is an example of this principle in your work?
- 2) What was different because you worked in this way?
- 3) How did this relate to the meaningful outcomes you've achieved?

Conclusion

Thank you! This has been helpful. We're going to synthesize what we're learning and share it with you for engagement and feedback at the January cross-cohort convening.

Do you have any questions for me before we end for today? Thanks again for your time. If you have any questions at all, do not hesitate to reach out to me. Goodbye!

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