



The Rayne
Foundation

BRIDGE BUILDING REPORT

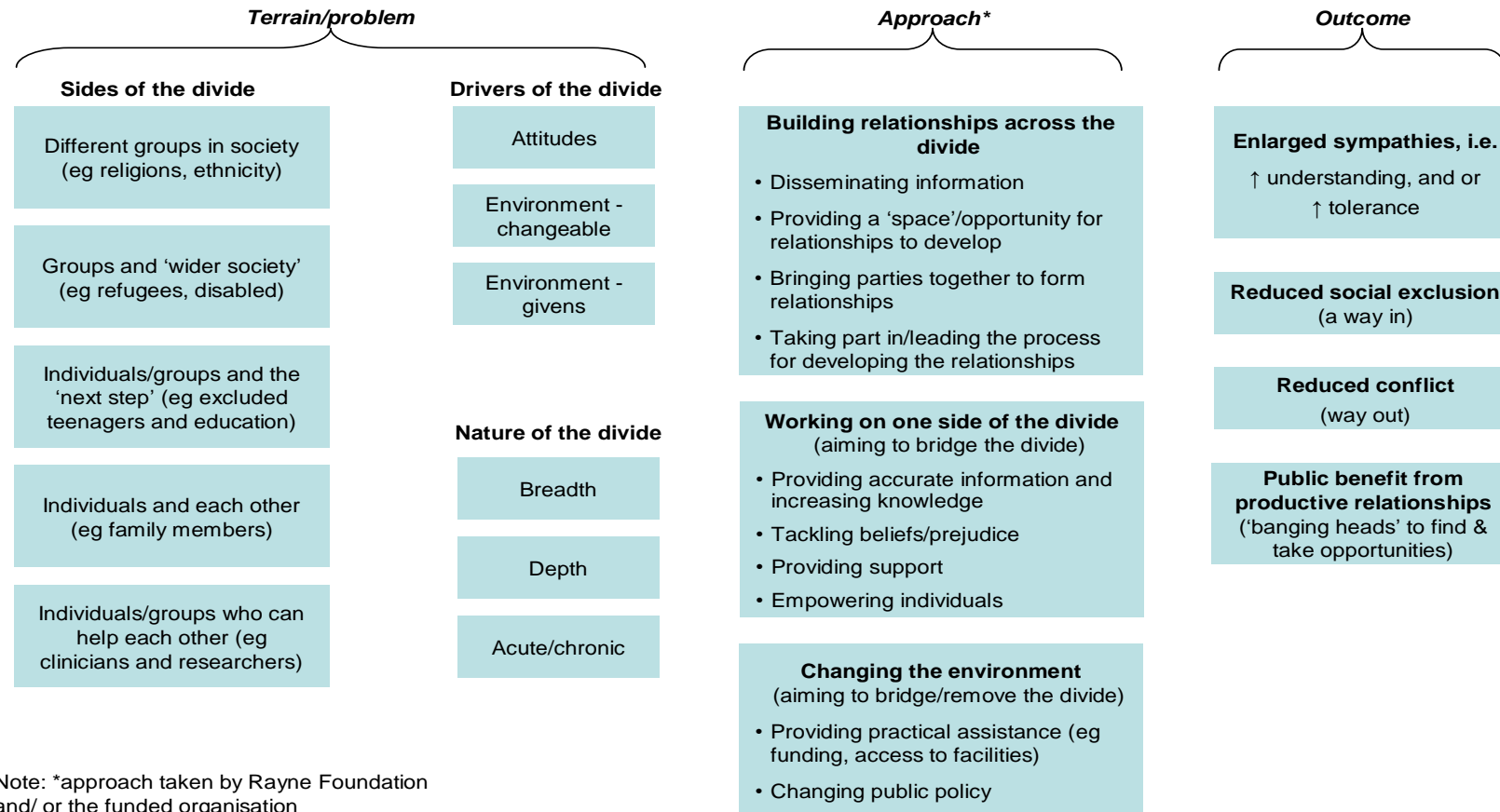
The overall theme of The Rayne Foundation is bridge building.

New Philanthropy Capital (www.philanthropycapital.org) worked with us on achieving a more robust understanding of the concept. We broke bridge building into three categories: types of problem; approach to bridging the gap; and the outcomes. The outcomes show that people can be changed by bridge-building in four ways:

1. 'Enlarged sympathies' – that is, increased understanding and/or tolerance.
2. Reduced social exclusion.
3. Reduced conflict.
4. Public benefit from new productive relationships.

The following pages present the framework (pages 2 to 5) and offer an analysis of some bridge building charities mapped against the framework (pages 6 and 7).

Bridge-building framework



Note: *approach taken by Rayne Foundation and/ or the funded organisation

BRIDGE BUILDING FRAMEWORK – Annotation

Classification	Explanation
Terrain/problem: Sides of the divide	
Different groups in society	The sides are different groups found within society. Groups can be defined in a number of ways, for instance ethnic groups, religious groups or age groups.
Groups and 'wider society'	One side is a group within society, and the other is wider society. The group will be excluded or isolated in some way, this may be associated with disadvantage, for instance refugees or disabled people, but may not be, for instance scientists, artists.
Groups or individuals and 'the next step'	One side is a group or individual, and the other is an opportunity or the 'next step'. The group or individual may be disadvantaged, and have trouble accessing the 'next step', for instance homeless people accessing accommodation and employment, excluded children accessing education. However the group or individual does not have to be disadvantaged, for instance students accessing scholarships.
Individuals and each other	Each side is an individual, for instance two people within a family or within an organization.
Individuals / groups who can help each other	The two sides are individuals or groups who do not come into contact with each other, but are not divided for any particular reason. For instance practitioners and researchers or different groups of professionals.
Terrain/problem: Drivers of the divide	
Attitudes	Attitudes of people, whether of individuals, groups or wider society can contribute to a divide – for instance prejudices or misunderstandings.
Environment – changeable	Factors within the environment which can be changed can contribute to a divide. This encompasses a wide range of factors which can be worked on and changed in order to tackle the divide (for instance poverty, policy, lack of support, and lack of transport).
Givens	Some factors which contribute to a divide are 'givens' – they have to be worked with, rather than changed. Examples include ethnicity, gender, health or disability in some cases.
Terrain/problem: Nature of the divide	
Breadth	The difference between the positions of the sides, how divergent their points of view or positions are.
Depth	How engrained the divide is and how much effort is necessary to bridge it.
Acute/chronic	Is the divide brief and severe, such as a hostage situation (acute), or long-standing (chronic)?

Approach	
Building relationships across the divide	<p>The objective of the approach is to build relationships between sides of the divide. This could be done through:</p> <ul style="list-style-type: none"> ○ Disseminating information, for instance providing information to inform different groups about each other; ○ Providing a space/opportunity for relationships to develop, for instance providing a building where people can meet; ○ Bringing parties together to form relationships, for instance through forming a sports team; ○ Taking part in/leading the process for developing the relationships, for instance conflict resolution or mediation.
Working on one side of the divide	<p>The objective of the approach is to work with one side of the divide so that a bridge can be built across the divide. This can be where the divide is driven primarily by one side – for example, wider society’s views of people with mental health issues. It may also be to work with a side of the divide to lay the foundations (priming) for bridge-building.</p> <p>This could be done through:</p> <ul style="list-style-type: none"> ○ Providing accurate information and increasing knowledge, for instance to tackle misunderstanding; ○ Tackling beliefs/prejudices, for instance to question prejudices against an ethnic group; ○ Providing support which enables one side of the divide to bridge it, for instance flexible work placements to people with mental health issues, accommodation to enable homeless people to access employment; ○ Empowering individuals to tackle the divide themselves, for instance through building their confidence or abilities.
Changing the environment	<p>The objective of this approach is to tackle environmental factors which drive the divide, with a view to either bridging the divide or removing the cause of the divide. This could be done through:</p> <ul style="list-style-type: none"> ○ Providing practical assistance, for instance providing transport for people who can’t access facilities; ○ Changing public policy which drives a divide, for instance distribution of regeneration funding within an area.

Outcome	
Enlarging sympathies	Sympathies are enlarged on either or both sides of the divide so that acceptance of difference is increased. This is likely to be through increased understanding and/or tolerance.
Reduced social exclusion	Individuals or groups are able access a 'way in' from social exclusion. They become more integrated into wider society.
Reduced conflict	Conflict between groups or individuals is reduced. This may be as a result of enlarged sympathies or reduced social exclusion.
Public benefit from productive relationships	Bringing together groups or individuals which would not usually interact can lead to productive relationships which deliver benefit to the public (is charitable).

EXAMPLES OF CHARITIES UNDERTAKING DIFFERENT TYPES OF BRIDGE BUILDING MAPPED AGAINST THE FRAMEWORK

Family Action in Rogerfield and Easterhouse	
<i>Sides of the divide</i>	Different gangs
<i>Driver of the divide</i>	Lack of activities and support
<i>Nature of the divide</i>	Medium breadth, deep, chronic
<i>Approach – what?</i>	Brings families together through activities in order to tackle gang rivalry
<i>Approach – how?</i>	Through developing contacts in rival factions, through interaction
<i>Approach – who?</i>	Community leaders
<i>Outcomes</i>	Enlarged sympathies Reduced conflict

Heads, Teachers and Industry (HTI)	
<i>Sides of the divide</i>	Professions
<i>Driver of the divide</i>	No need for contact
<i>Nature of the divide</i>	Not particularly wide or deep
<i>Approach – what?</i>	Provide the opportunity for educationalists and business people to work together so that they learn from each other and standards of teaching are improved for the benefit of pupils
<i>Approach – type of bridge</i>	Practical, common interests
<i>Approach – type of bridge</i>	Practical
<i>Approach – how?</i>	Arranging secondment schemes for teachers into businesses
<i>Approach – who?</i>	HTI
<i>Outcomes</i>	Enlarged sympathies

Streetwise Opera	
<i>Sides of the divide</i>	Excluded group (homeless) and wider society
<i>Driver of the divide</i>	Lack of awareness Prejudice
<i>Nature of the divide</i>	Narrow, medium depth, chronic
<i>Approach – what?</i>	By helping homeless people deliver opera performances, the profile of homeless people is

	raised and prejudices around their capabilities are removed
<i>Approach – how?</i>	By creating opera performances using a cast of people who are homeless
<i>Approach – who?</i>	Homeless people and Streetwise Opera together
<i>Outcomes</i>	Enlarged sympathies Reduced social exclusion

British Council for School Environments	
<i>Sides of the divide</i>	All those involved in the architecture, interior design and landscape design of schools – supply side (for example, architects, construction companies and IT suppliers) and demand side (for example, pupils, teachers and local authorities)
<i>Driver of the divide</i>	Lack of awareness Misunderstandings Lack of collaboration Prejudice
<i>Nature of the divide</i>	Medium breadth, medium depth, chronic
<i>Approach – what?</i>	By bringing all sides together in a new membership organisation
<i>Approach – how?</i>	Stimulate creativity and share understanding and experiences of building schools so that good practice and innovation are disseminated and mistakes are not repeated
<i>Approach – who?</i>	Sides of the divide and BCSE together
<i>Outcomes</i>	Enlarged sympathies Public benefit from new productive relationships