



Social Innovation Lab
Presents

FAILURE REPORT 2020-21



না...না...না...কিছু এখানে!

তুমি কেন মাস্ক পরোনা?





Hi
Remember me?
I am Tia apa.

We met in the two previous versions
of the failure reports.



Why do we keep publishing failure report?

Failure is simultaneously one of the most dreaded words and one of the most useful experiences to stumble across. Failure gives us an opportunity to reflect upon our actions, whether we use it or not. Often, to understand new ways of doing things, having the courage to embrace failure is a must.

However, in the development sector at large, where the funds required to keep creating impact comes from reporting success, it can be difficult to talk about failure. Success, we talk about in droves— in publications, in our reports to donors, etc. But the cases of failure tend to drift into the abyss, forever lost and ignored. Unfortunately, this means the learnings from those failures are lost to that same abyss.

From its early days, BRAC has always tried to integrate learnings from failure into its programmes. Following that legacy, in 2017, the BRAC Social Innovation Lab started putting together Failure Reports, first as a BRAC-wide internal prototype in that year, followed by two publications in the following years. In 2018, the report observed failure cases from the lens of a project lifecycle model¹. In 2019, we wrote from the lens of human-centred design². In our previous edition in 2019, we began the report by tackling the

1. <https://innovation.brac.net/wp-content/uploads/2019/03/FAILURE-REPORT-2018.pdf>

2. <https://innovation.brac.net/wp-content/uploads/2020/02/FAILURE-REPORT-2019.pdf>

question, “why must we celebrate failure?” It was a question we felt any audience looking at an organisation publishing a failure report would ask. This time, we want to answer why we are adamant about continuing to publish editions of this report.

As development work becomes more complex, there is increasing discussion about how contextualised innovation is key to making an impact. Therefore, now more than ever, from practitioners to donors, this sector needs to acknowledge the presence of and the learnings from failures. This brings us to the context in which we write this report— the COVID-19 pandemic and the total system failure that followed.



The pandemic: A total system failure

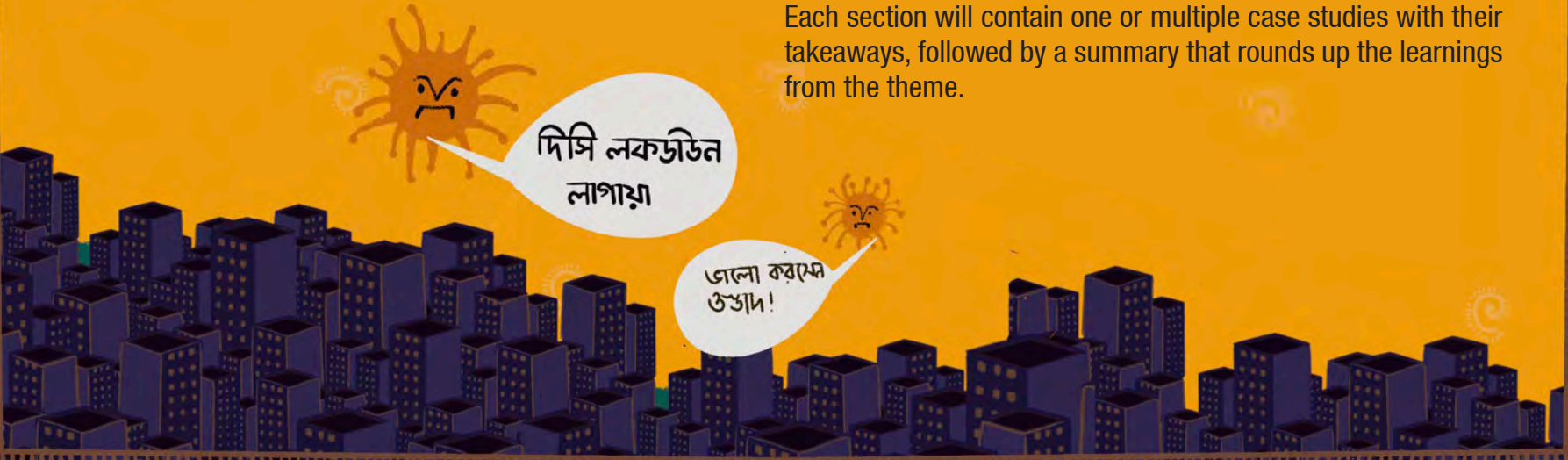
In 2020, we witnessed the COVID-19 pandemic bring the world to its knees. The first of its kind in almost a century, the pandemic brought with it the crash of an entire system. Businesses closed down, countries went into lockdown and closed borders, schools adopted online modalities, and life drastically changed. In Bangladesh in particular, agricultural supply chains were affected, a struggling healthcare system faced unprecedented strain and people living in the margins suffered significant threats to their livelihoods.

This total system shock made it near impossible for us to continue with systems that were set up for a non-COVID-19 world. Not only did that force us to innovate to adapt to this crisis, but it also revealed that we've been designing processes

that were non-resilient. This meant that our design processes needed to evolve as well, even beyond the pandemic, so that they could remain resilient to future system failures.

It goes without saying that the pandemic brought new challenges for everyone and BRAC programmes were no exception. Through this failure report, we aim to learn from BRAC programmes what challenges the pandemic presented to them. We want to learn how they adapted to these challenges and where the approaches to contextual adaptation worked. Even more than that, we want to know where they didn't quite work and why. Finally, we hoped to learn what these stories can teach us moving forward.

In this report, we will approach these questions under three themes— Digitisation, Remote Learning, and Systematic Change. Each section will contain one or multiple case studies with their takeaways, followed by a summary that rounds up the learnings from the theme.



দিসি লকডাউন
লাগায়

জালা কবাসে
উড়া!

Digitisation





Digitisation: Why does it not always work?

So we spoke about how the pandemic has restricted the way we operate. How did we cope? Across the world, the almost knee-jerk answer to this question has been digitisation. Indeed, it seems like the obvious solution— if we can't operate on the ground, what other option is there?



Case study: Microcredit recovery

Perhaps one of the best use-cases of digitisation for BRAC over the last three years is microfinance. Digitisation helped BRAC receive payments from clients across the pandemic, leading to a high recovery rate, even in those times.

How did this work? In March, when the lockdown went into effect, the programme responded as fast as it could. Within just 20 days, by April 2020, they were able to equip 2,581 branches with bKash (a mobile money service in Bangladesh) wallets that clients could use to make payments.

This rapid rollout was necessary for the time but understandably had a few drawbacks. The biggest of these was that there was insufficient time to connect the wallets to the ERP system BRAC was using to track payments. This meant that despite the digital payment process, the verification process was not, requiring programme officers to manually validate each entry by contacting the clients, checking bKash numbers and then confirming that they had repaid the credit.

This was exacerbated by the fact that not all clients were using their own bKash accounts— some were using numbers of relatives or local agents. This led some payments to bounce, often unbeknownst to the clients or BRAC field staff. Ironically,

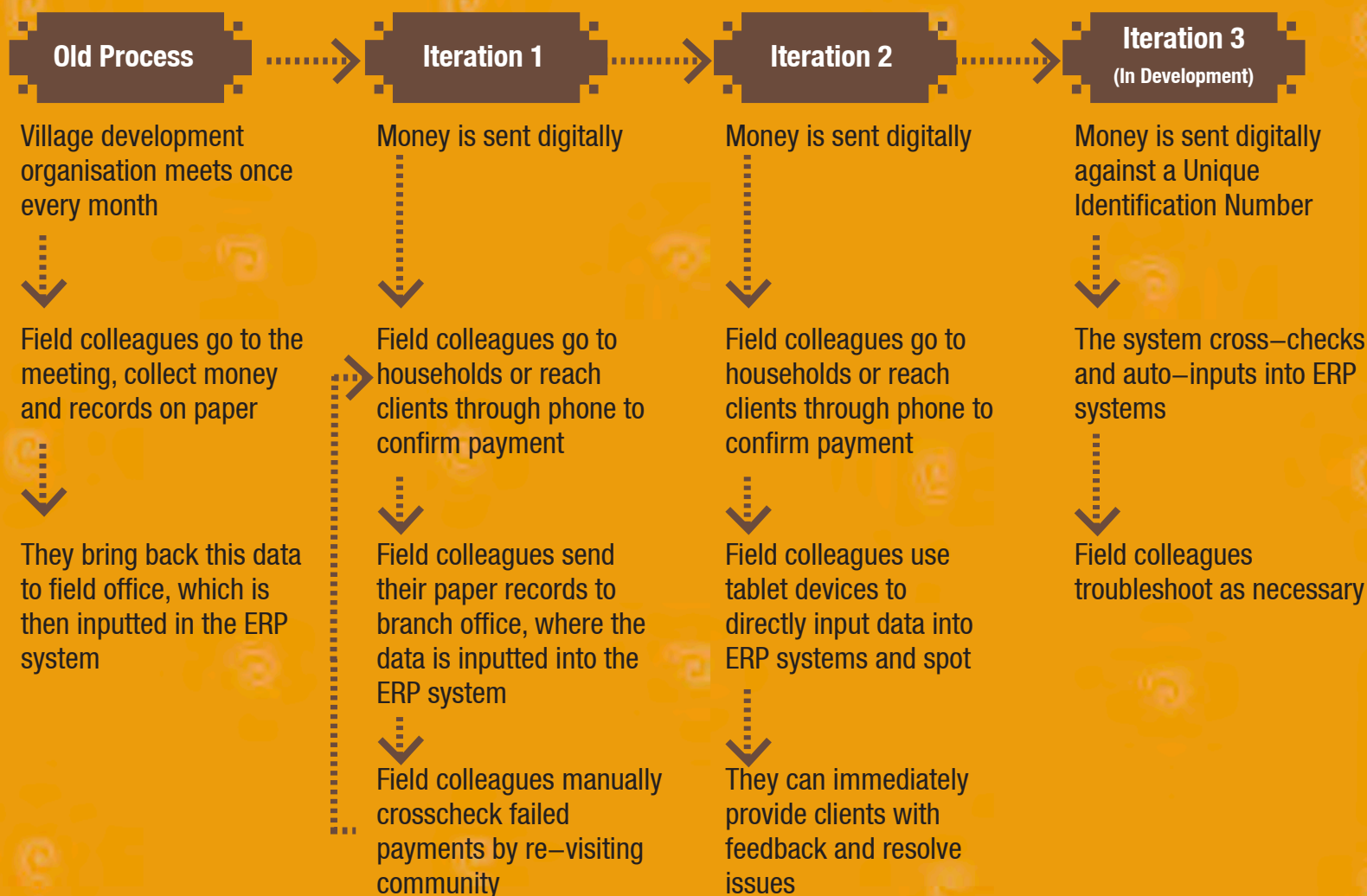


the digitisation process, which is usually touted to save time, required a good many extra human hours.

The programme has since been trying to bring these hours down. The eventual solution under development is a unique identification (UID) number system. Using this UID, the programme aims to reduce the steps taken for the transaction from 11 steps to 6 on the first attempt and even lower in subsequent attempts as the app will remember the UID used in prior transactions.



Below are the steps they had taken in the meantime:



What can these two cases study teach us about digitisation? The first valuable lesson would be on future-proofing interventions. Mobile money has been in Bangladesh as well as in BRAC's portfolio for quite some time, and there were opportunities to upgrade all our money transfer systems to include clients and programme participants who were outside of banking. Such future-proofing would have seen us solve a lot of the drawbacks long before the pandemic lockdowns were ever upon us, leading to a much smoother transition. In many cases, innovations are held back by the lack of confidence in users— on whether they would be able to adopt new technologies. But the adaptation of the microfinance clients proves loudly and clearly that if the services and benefits are understood, users would definitely use digital versions of the services when the context demands it.

The second lesson this case can teach us directly by example is how to develop a system rapidly. Here, the team set it up and rolled it out as soon as possible to respond to the problem. They understood the shortcomings and continued to work on solutions in the back-end, integrating new fixes to the system as they were developed.



Case study: Legal services for the urban poor



Beyond financial services, we have seen some interesting work on digitising service delivery, both for the urban poor and for hard-to-reach areas. We wrote in 2019 about the Urban Development Programme's (UDP) attempt to digitise psychosocial support for the RMG workers (read more here¹). In that edition of the failure report, we reflected on the structural reasons why this service did not work. Among them, internet connectivity issues and the importance of understanding user expectations will be useful to reflect on for the purpose of this report.

We point this out because shortly after when the pandemic was in its full swing, the same programme with support from the Human Rights and Legal Services (HRLS) programme was able to digitise legal services for RMG workers and other urban poor. How did this work?

1. <https://innovation.brac.net/wp-content/uploads/2020/02/FAILURE-REPORT-2019.pdf>

Prior to the pandemic, BRAC's One Stop Service Centres (OSSC) had been offering legal support to programme participants through in-house lawyers (in particular, alternative dispute resolutions). OSSCs required the recipients of services to travel long distances, often from different districts. When the pandemic struck, the existing system collapsed, and an accidental opportunity arose. In response to this failure, the programme conducted legal consultations through conference calls. This accidental innovation paved the way for cutting down the aforementioned travel distances and times for clients, pandemic or not.

This case study tells us that digitisation needs to be extremely contextually relevant. If we juxtapose UDP's past attempt with psychosocial healthcare with this current attempt at legal support, we notice that they have managed to eliminate the problems of

network connectivity and the expectation for human interaction in services by employing more careful consideration of contextual needs. Additionally, we can learn how innovations designed to solve one problem can leave a mark on a different problem, which highlights the necessity of constantly analysing our systems (Systems Thinking Approach) to resolve problems as they appear.



Case study: Healthcare services in hard-to-reach areas

In hard-to-reach areas, BRAC Integrated Development Programme (IDP) has made an attempt at telemedicine that has both responded to existing challenges and given rise to new challenges.

In the haor areas (wetlands) in which it operates, IDP used to provide medical services through health centres set up in various locations. However, the geography of the haor leads it to flood for a large part of the year, requiring varying modes of travel (land vehicles and boats). At high flood, the waves make boats risky; and when the water recedes, roads are left damaged, making traversal difficult as well. This led to extremely low footfall in some health centres in the harder-

to-reach areas. On top of this, there was a high dropout rate of doctors and paramedics as the region was not too popular a place to move to work. As such, it was decided that these hard-to-reach health centres would be reduced and re-constructed as delivery centres.

As a response to this, IDP rolled out a pilot of telemedicine services for simple ailments in Ajmiriganj, Habiganj, in 2020. The process was that once a month, the paramedics who otherwise would have been in the healthcare centres would come to an area with essential medical equipment and a tablet computer. With help from BRAC's existing infrastructure of programme officers and healthcare

volunteers, these paramedics would use the tablet to conduct video calls with doctors who would instruct the health volunteers to assist in necessary check-ups and prescribe medicines accordingly. This process started with 1 doctor and now has 6. If scaled up further, could increase access in other areas as well, by cutting down patient travel times and easing constraints regarding doctor availability. However, the programme had to contend with a few challenges.

The usual network availability issues were amplified with a need for setting up at a location that offers some privacy as well as sound network and lighting. Once these places were set up a bit further

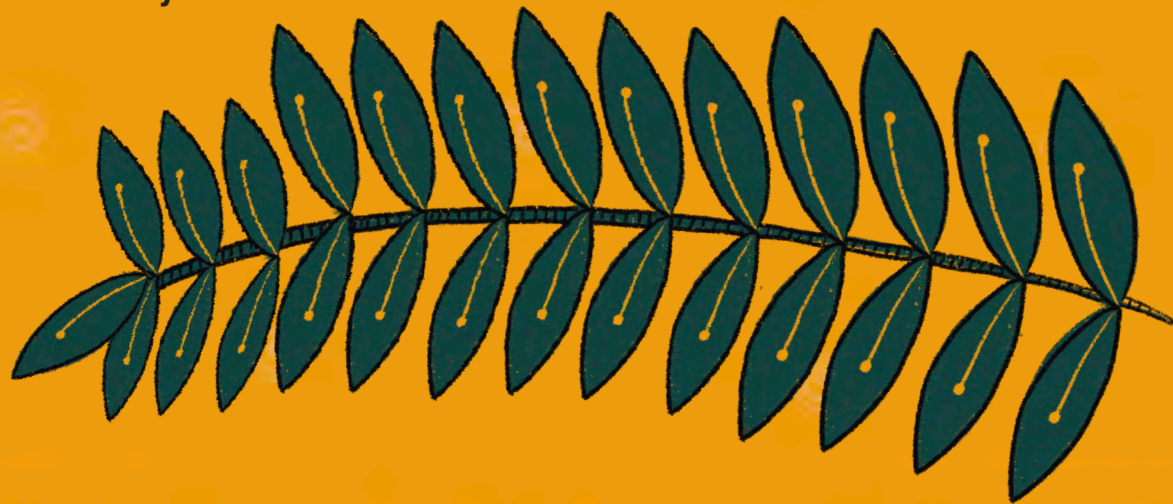
away from houses, using makeshift curtains, the next challenge arose. Despite these services being targeted at women (who face further travel constraints), the programme found that men who were the heads of their households could ask women in their families to avail the services after them. The programme responded by making patient lists in advance.

Confidence in such a new service was also a question that the programme had to deal with. Their response was to ensure doctors wear their medical aprons to the video calls offering a visual cue of expertise and sensitising them to be extremely kind and polite with the patients.

A few challenges still remain— as of now, there is no cohesive way to track patient history. Given that the doctor for a patient on repeat visits may vary, this is necessary to set up. The process is also limited to minor ailments as it is impossible to carry larger testing equipment to the locations. This, unfortunately, still requires a trip to the hospital, but at the least, this service can give them a clear direction of where to go and what to examine.

The lesson we can take from this case is one on recognising when and why an intervention has not quite worked. By acknowledging the challenges faced to operate health centres in hard-to-reach areas, IDP was able to find out why it happened, and in turn, roll out a pilot to address the challenges.

We can also take back that when digitising services, we must understand that there will be limitations on what we can achieve and design so that we are able to communicate and connect the expectations in the receiving end and the possibilities in the service delivery end.





Takeaways

What did we learn from this section? The stories from the different areas of digitisation teach both a few general lessons of digitisation as well as specific ones. In general, it makes it clear how contextualisation remains key in all attempts to digitise. To elaborate, we can only digitise up to the technology that is available for use, as well as up to the user's ability to integrate said technology in their lives. As a call back to the 2019 edition of the report where we used the Human Centred Design process as a lens, it remains important that design decisions are taken with users, as expectations can vary from our assumptions— which still remains a gap in our programme design.

Specifically, we find that digitisation in matters of money is surprisingly much easier in our context. A large part of this might be due to mobile financial services making themselves a ubiquitous part of life in Bangladesh over the years. Still, in the same area, financial and digital literacy remains a limitation, and increasing such literacy may help us digitise better and faster to improve services and lives.

We also learn that for some services, it may be better to have blended models rather than fully digitise. In contexts such as healthcare where physical checkups are needed, and legal aid, where processes vary from case to case, there is simply no alternative to a human presence in parts of the process. Thus, blended helps us digitise into an enhanced service portfolio, not a diminished one.

So why does digitisation not always work? Because it is hardly the one-size-fits-all solution to all our problems as is often thought of. For it to work, users and contexts need to be at the centre of the design process and some limitations have to be acknowledged and designed around from the start. Crucially, if the outlook of the programme designer is around how to enhance the user experience, it is more likely that we'll see meaningful attempts to digitise processes for the better whether as a response to an ongoing crisis or simply to make lives better for the users.



Remote Learning







Remote learning: What makes it tick?

A specific response that the pandemic forced all societies to think about is remote learning. Every community has its schools and universities, as well as professional learning systems, and the struggle with learning during pandemic lockdowns has been felt across the globe. Globally, the response has been to go digital, with online learning models. Many private schools across Bangladesh have tried this too.

But to what extent has this approach worked? What are we missing?

BRAC has tried remote learning in various forms in the lockdown era. From reaching students through phone school to web and app-based learning for teachers, to skill development programmes for job-seekers and training for professionals, BRAC has done it all. Let us review what we learned.



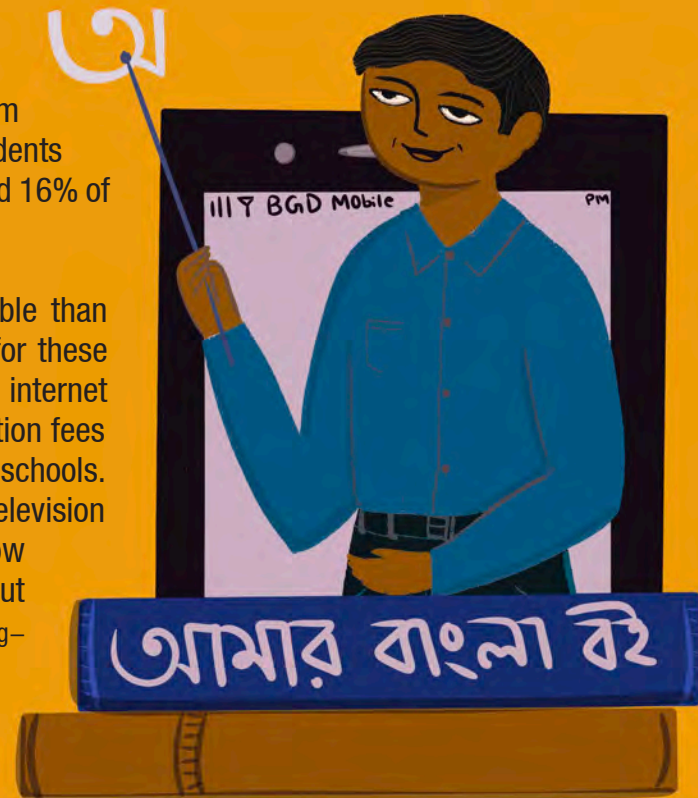
Case Study: How do we teach students remotely?

At the height of the pandemic, primary school children, many of whom do not have access to the stable internet access required for online classes, were reached out through shorter and less frequent conference calls.

Why was this done? Well, as schools were closed down due to the pandemic, alternative ways of reaching students had become necessary. At first, BRAC Education Programme partnered with the Government of Bangladesh to implement “Ghore Boshe Shikhi”, a television programme that GoB introduced to help children learn from home. But it soon became apparent to BRAC teachers that their students were not being reached. It turns out that this programme only reached 16% of students in rural areas and 21% in urban areas.¹

The television programme idea was already a step more accessible than classes over the internet, something that may have been difficult for these children due to a lack of internet access and affordability. Monthly internet packs can cost up to and sometimes even more than the school tuition fees for paying students, and many students in Bangladesh study in free schools. But then, why the low reach numbers? Perhaps not all students have television access at home or even in their neighbourhoods to be able to follow this programming. And even beyond access, one has to wonder about

1. <https://bigd.bracu.ac.bd/event/evidence-to-action-covid-19-and-the-deepening-learning-crisis/>



motivation— How engaged can we expect the students to be in a one-way interaction from a screen?

In response to this context, BEP piloted “phone schools”. Even if they do not have televisions in their communities, 95% of households in Bangladesh do have mobile phone (feature phone) connections.² So, the phone schools would work as follows: Teachers would get students in a group call, 3 to 4 students at a time, one to two times a week to conduct 20-minute phone classes. From its pilot launch in April 2021 to June 2021, 110,374 students (57,098 female, 53,276 male) of 3,567 schools were reached.

But what does “reached” mean? Were we able to give them the full classroom quality experience or at least a comparable experience? Based on the timeline and modality, it is obvious that this would have been impossible to do. Full-time schooling is usually for 5 hours a day, 5 days a week, and this intervention had teachers reaching students for 20 minutes a day, 2 days a week, as the same number of teachers had to reach the same number of students in numerous, much smaller groups.

As the comparison above shows, this was an interim solution at best. It is unlikely that teachers would be able to provide the content meant for 25-hour weeks in 40-minute weeks. The programme and teachers also discovered that among the three subjects taught (Bangla, English and Maths), children were doing best with Bangla and worst with Maths. This may be explained by the fact that maths requires a more visual medium to teach properly. Based on the above, it was obvious that this intervention would not be going to fulfil the gap in learning loss in its entirety. However, what phone schooling was able to achieve, is sustaining

2. https://www.unicef.org/bangladesh/media/3281/file/Bangladesh%202019%20MICS%20Report_English.pdf

the teacher—student connection through the pandemic. Keeping children linked to teachers and the education process potentially helped retain more students. In terms of takeaways, the programme encountered a few interesting challenges. The programme had decided

What can we take away from this case study? Firstly, we think this case illustrates the importance of programming around access as well as motivation for remote learning. Where the television programming was a one-way interaction, the phone interaction had two-way communication, with a capacity for teachers to uniquely motivate students individually. At the same time, Bangladesh’s high mobile phone market penetration of 95% (most families have at least one feature phone) meant that access was not a problem. What was a problem, however, was if this phone belongs to the parents and they are out at work during the day, the students may not have access to it.

Secondly, following up from the conversation around limitations of digital systems in the previous section, this case tells us that despite the limitations, some elements of digitisation may be necessary. The digital system may not be able to do all the work done in the physical school setting, but keeping only that setting leaves the system vulnerable to shocks such as the pandemic, which the digital system can mitigate at least some part of. Ultimately, all this points to the necessity of building digital ecosystems and capacitating users to make the best of frugal digital solutions.

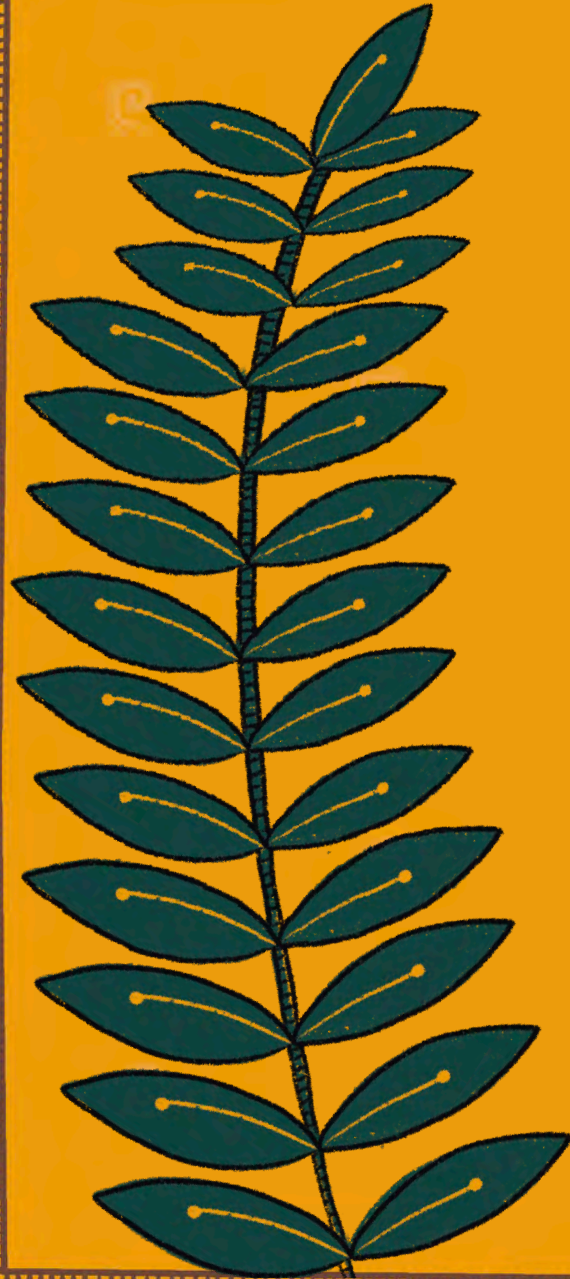
Case study: How has trying to conduct skill training for job seekers worked out for us?

If remote learning has become a prominent way of teaching and learning, then it should show promise for technical and vocational education and training (TVET) or other similar training programmes for job seekers, right? Unfortunately, BRAC's Skills Development Programme (SDP) discovered first-hand why this is an especially challenging field when they attempted a blended training module for TVET.

The first area of challenge was that it is hard to teach a lot of skills that require a hands-on approach (eg, carpentry, welding) remotely. For skills like these, merely teaching theory online just isn't enough. This forced the programme to focus on simpler material that did not require a hands-on approach, already limiting the kinds of training possible. Secondly, the low digital literacy of many trainees required intensive hands-on support from the programme for even the sign-up process.

Finally, this same low digital literacy also meant that the behavioural shift required to make them comfortable users would be time-consuming. This should be reminiscent of our takeaways on digitisation— not every system is always ready, and not all areas of services are suited to remote modalities.





Beyond offering training to unskilled workers, SDP was also trying to increase the value of workers in the informal sector in the market through training. Here, the programme found something interesting. Contrary to popular assumption, the market does not always pay higher for quality. For some services, most customers may not be able to conceptualise paying higher for trained service providers (eg, domestic help, referred to in Bangla—somewhat derogatorily— as “Kajer Bua”).

What can we learn from these experiences? To start with, it seems system and user readiness is a big part of what makes remote learning tick. If our topics require demonstrating and letting the class practise the usage of tools, our existing technology may not be enough to conduct that training remotely. If our users do not have high enough digital literacy, they may not be able to access the learning system or be motivated to use it. And if the motivation to use the learning system does not exist, it would be a challenge to see it succeed.

It is not just the users in case of skills training that need to be designed for, however. As the end goal of trainees is to improve their earnings by applying their skills to the market, it is also important to design upskilling programs for the market of that skill. As the programme discovered, it is merely an assumption that the market will always pay a premium for skilled work; in some cases, customers care for price much more than they do for quality of service.

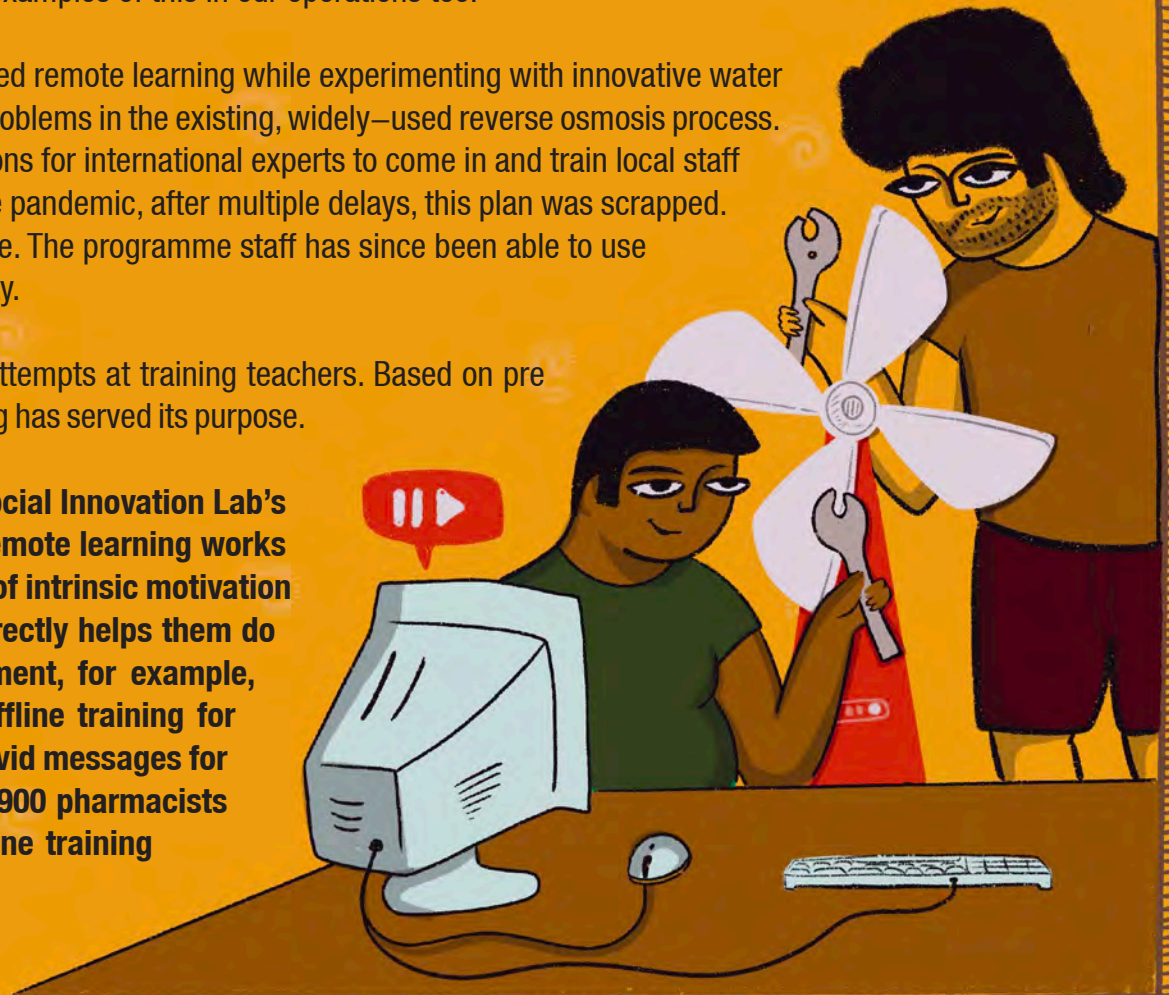
Case study: E-learning for professionals

Let's look at how remote learning worked for professionals. Externally, the pandemic has helped an entire online learning industry flourish. We found some examples of this in our operations too.

Specifically, the WASH programme attempted remote learning while experimenting with innovative water purification technology that aims to solve problems in the existing, widely-used reverse osmosis process. Part of this project's plans included provisions for international experts to come in and train local staff on the new technology. However, due to the pandemic, after multiple delays, this plan was scrapped. In its place, the training was provided online. The programme staff has since been able to use these new machines without much difficulty.

In a similar vein, BRAC also had multiple attempts at training teachers. Based on pre and post-testing, by and large, such training has served its purpose.

Cases like these, including one of the Social Innovation Lab's own experiments, paint a picture that remote learning works fine as long as the learners have plenty of intrinsic motivation for learning the material, eg, when it directly helps them do their jobs. The aforementioned experiment, for example, tested the effectiveness of online vs offline training for rural and peri-urban pharmacists on covid messages for their patients. The test conducted with 900 pharmacists yielded the results that online and offline training had similar levels of effect.



Takeaways

By now, a pattern has started to emerge. Remote learning seems to work much better when the learning ecosystem is ready for it– that is to say, when the technology exists, users are comfortable with it, and when there is a strong motivation for learners.

In offline learning, motivation may be easier to generate. Physical proximity and the encouraging environment of a place of learning, seamless interaction with peers and peer-to-peer learning all nurture knowledge uptake. In a technical aspect, there are many-to-many connections in face-to-face learning systems, whereas in online systems it is one (the teacher) to many (learners). This may explain why internally motivated groups can fare better in remote learning, and indicate that for groups without this internal motivation, we may need to do some work first generating said motivation.

The other common learning of this theme is one of system upgradation. Remote learning requires the existence of a full ecosystem, starting with the digital literacy of users and educators to platforms that maximise interaction and emulate all of the positives of a physical classroom in an online space.

Going back to the question we started with: what makes remote learning tick? The answer is in ensuring access, motivation and a conducive ecosystem. Again, access may be simple enough, motivation requires an in-depth understanding of the user, their needs, behaviours and pain points. And for the ecosystem, we need to go further in-depth and use systems thinking to bring out the features of the offline systems and then find ways to include them in our remote/ online system.



Systemic Transformation

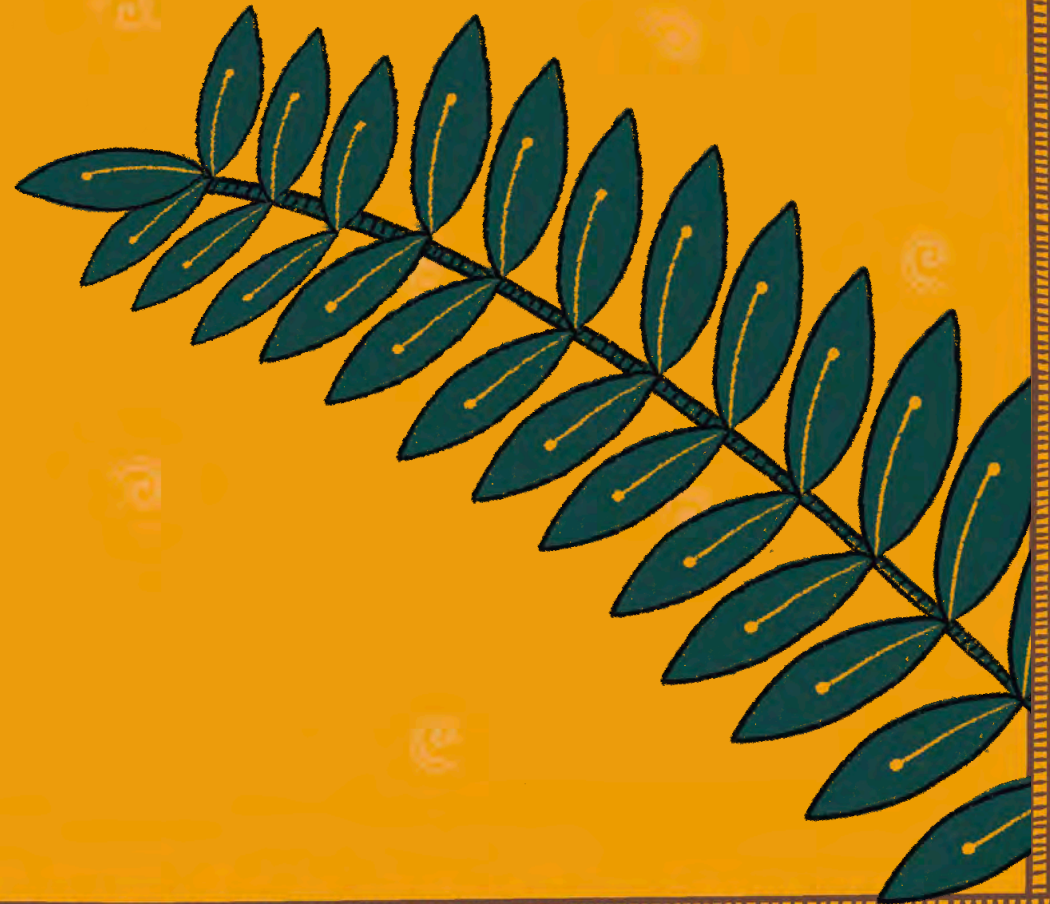




The halfway point: How to make systems conducive to innovation

In BRAC's work in system upgradation, one persistent issue has been how to match innovation goals with programmatic expectations. Often, the appetite for innovation and the realities of the programme on the ground struggle to meet at a point where the innovation can stick. As a result, the innovation process becomes slow, lengthy and even at times stops entirely. This brings us to the famous Bangla proverb you see in the image: milon hobe koto dine (Literal Translation: Oh when will we meet?).

How do we make the two sides meet?
Here's a case study.





Case study: Randomised controlled trial

In 2016, the Social Innovation Lab and Microfinance programme began a conversation towards conducting a randomised controlled trial that would generate insights on digital means of cash transfers for our microfinance clients. In particular, we wanted to know how best to roll out digital tools that truly include women and also boost their confidence. We also wanted to know how digitisation affects the relationship between BRAC and its microfinance clients and their communities. And finally, we wanted to know how digitisation affects the way our field staff engages with these communities and their work.

It is now 2022, and we are yet to conduct this experiment—and the time for it has likely passed us.

We have discussed in an earlier section why micro-credit digitisation has worked spectacularly for BRAC. Then why did the RCT not come to be? Alternatively, if we already have digital adoption, why are we worried about the RCT? The reason we needed this test is that, along with digitisation, the knowledge of what works to help (particularly last-mile) clients is important. There is a possibility that the loan digitisation we have had so far was only due to necessity, because of the pandemic and lockdown restrictions. And so, when we would like to replicate the same kind of digitisation



elsewhere, knowing how to do it without having to hope for a global pandemic to come by and upend all of our lives would have been useful.

So what went wrong? Any operation at scale that engages thousands of people on a daily basis requires a high degree of standardisation. SOPs and numeric targets have to be set up for the execution to be as close to perfection as possible. Likewise, research requires procedural rigour as well as operational variation, including, for example, selecting a number of participants who do not receive the intervention (the control group), ensuring data collection and transfer to research partners happens in every step of the process, along with any translation required. Due to the different and conflicting needs, making both work at the same time ends up being a herculean task.

In our attempt toward an RCT, our research partners wanted to follow a rigorous approach, while to our programme partners, maintaining operational targets was of utmost importance. With conflicting objectives and not a lot of compromise from the two sides, the RCT was delayed repeatedly, until a point came where there was no more reason to do it.

In 2021 and beyond, loan digitisation has progressed significantly, but we lost out on the valuable insights and understanding of what this digitisation really means for the future. Our takeaway from this entire experience has been that inflexible systems are never conducive to innovation. Be it operational targets or experimental rigour, a bit of flexibility that lets even an imperfect experiment run could pave the way for both stronger implementation and rigorous research going forward.



Coping with system failures: What have we learned so far?



From a broad systems design perspective, the case above as well as the ones that come before it can offer us some insights into what works in design, particularly from the experiences of what did not work. Right off the bat, we can say that holding on to rigid, inflexible standards makes systems inconducive to innovation. Certain processes might require that rigidity in regular operations, but when trying to innovate, it may be wise to change that standard for the time. In the previous case, we see a brilliant example of how flexibility in research rigour and operational targets would have allowed us to build an experiment that would let us eventually prioritise both.

If we venture one step up into our previous theme of remote learning, from there too we can find an interesting insight into system readiness. The best–designed interventions too can fail if the ecosystem it is designed to be a part of is not ready for that change. This means we need to map up our ecosystems and constantly work on its weakest linkages, upgrading as much as possible, whenever possible.

Venturing even further to the first theme of digitisation, we find our final lesson. We need to know what we are designing and more importantly with whom we are designing. Meaning that all of our designing has to be done in a user–centred and iterative way, leaving room for further iterations as new needs arise.

In summary, then, how do we make systems conducive to innovation? We use systems thinking to map the ecosystems in which we operate and constantly intervene to mend and evolve our systems. We utilise the user–focused, iterative process of human–centred design for designing said interventions. Finally, we try to ensure that every iteration of our system remains flexible and ready for the next iteration or complete innovation to be made.



In a nutshell



Hi once again! It's me, Tia apa! Are you interested in reading the report but don't have the time to go over it in its entirety at the moment? Would you like to jump to takeaways and come back later for the full report? Well then, I got you covered! Here are our major reflections

Flexibility is key for innovation and resilience.

As there is no limit to the kinds of challenges you can face, designing flexible systems will allow you to innovate to adapt much faster!

Resilient ecosystems create long-term value.

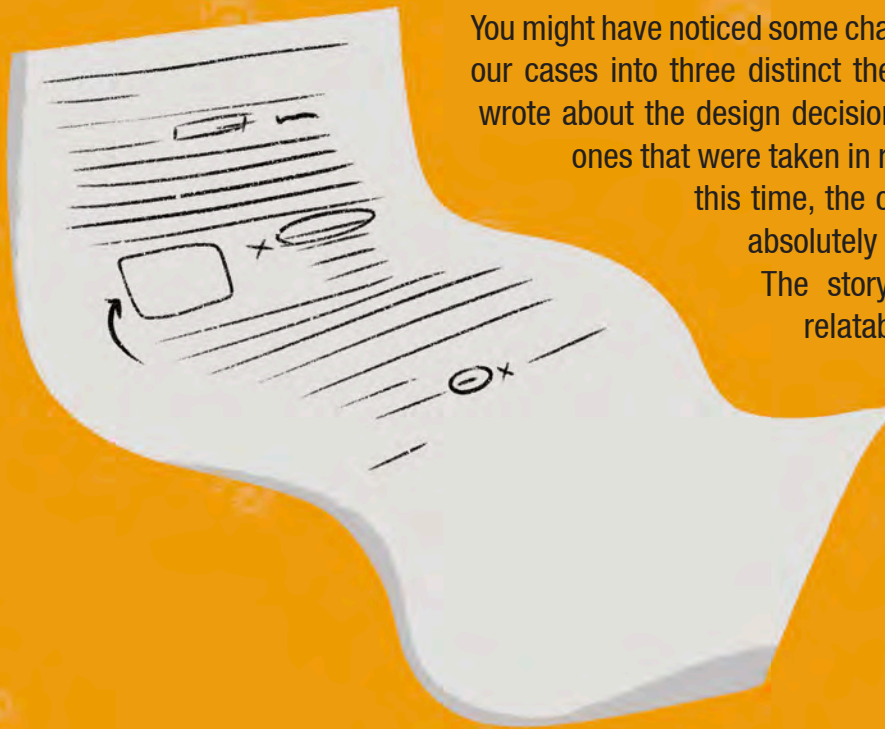
Instead of one-off projects to address singular challenges, it is valuable to step back and understand the whole system your work exists in. This will allow you to contribute to setting up a full ecosystem that helps all stakeholders in that field.

Design for with users, always!

As always, we continue to advocate for human-centred design. The best design decision is to include the users in the design process. Designing with users can eventually lead you to reflections #1 and #2 on your own, so if there is one reflection you take back from this report, this should be it!

About the Design Methodology of This Report

You've reached the end of our report. The report has been brought to you after numerous conversations with practitioners, graphic designers, and test readers adding up to hundreds of cumulative human hours. On behalf of all of these people, we would like to thank you for your time.



You might have noticed some changes to our storytelling. Firstly, this time we organised our cases into three distinct themes to showcase the broader systemic failure. We wrote about the design decisions that made this system failure especially hurt, the ones that were taken in response and how well they've turned out. As a result, this time, the cases you read are not all cases where interventions absolutely failed in all ways. Some of these only did so partially. The story here, despite using BRAC examples, should be relatable to different country contexts and situations.

Secondly, this time we worked with a local artist— Nazim Ahmed, a.k.a. Olokkhi— to present our stories in an urban—folk art style. We wanted our stories to be told in a visual style and with elements that represented their context.

Credits

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