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Context as a process: how we define and gain an appreciation of context at Busara

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Context as a process

At Busara, we talk about 'context' all the time. And we're not the only ones. It's widely acknowledged and accepted in Behavioral Science that 'context' matters. We often hear that those in the context know better and can create better behavioral science than those who don't understand 'the context.' But what do we mean when we talk about context, and how does one achieve that 'contextual knowledge' or know when one has it? This article will be a primer on context and what it means for Busara. It's a starting point for us to discuss, examine, and further develop ideas about context.

Part 1: What is context?

Before we get going about how to get context, or immerse ourselves in context, it's probably worthwhile to try to define what it is. In Paul Bate's article *Context is Everything*,¹ he offers a humorous contemporary definition by Noel Williams:

“Context” is one of those words you will encounter again and again without anyone offering anything like a useful definition. It is something of a catch-all word usually used to mean “all those things in the situation which are relevant to meaning in some sense, but which I haven’t identified”.²

Spot on.

We feel that we use context to describe both the backdrop of the work we are situated in and the interaction we undertake with people, place, and society when trying to understand a problem inductively, or design or test an intervention deductively.

So, let's go against the grain and give an imperfect but helpful definition. When conducting applied behavioral science, we define context as the following:

Context is the internal and external setting that affects a person's decision-making and behavior. Contexts are made up of the interaction between people with a place at a specific moment concerning a particular activity.

(which aspect of their lives we want to understand)

(culture, social roles, rules, demographics, norms, personal history)

(physical environment, available resources)

(including the person's mindset, experience, internalized dynamics of people and place, and the local stimuli)

1 The Health Foundation, *Perspectives on Context*, 2014 (https://www.health.org.uk/sites/default/files/PerspectivesOnContext_fullversion.pdf)

2 Williams NR. *How to get a 2:1 in media, communication and cultural studies*. London: Sage; 2004.



In our work of applied behavioral science, understanding context is critical because context plays such a vital role. Jared Peterson, in his excellent article on context, posits that the fundamental thing we test in behavioral science isn't a nudge (or intervention) but a context.³ Similarly, Yang et al. (2023) discuss Contextual Factors (CFs) that may differ for an intervention deployed in one setting versus another.⁴ In addition to considering context as an intervention or a set of degrees of freedom for an intervention design, we believe context provides a setting for asking and testing questions. Concretely, context plays four important roles in behavioral science:

1. **We EXPLORE context as an inductive setting** where we generate mental models and hypotheses. For example, observation and immersion to create journey maps for specific problems
2. **We CHANGE context as an intervention.** For example, choice architecture shapes the context of behavior.
3. **We LEVERAGE context to enhance interventions.** For example, existing social norms dictate how behavior change messages are received.
4. **We VARY context to deductively test generalizability.** E.g., testing whether a bias or heuristic replicates across a cultural or socio-economic context (see 'How Preeti was born'⁵)

Note that definition four is held primarily in the domains of academics. As applied behavioral scientists, it's an important, but secondary result to find out that certain biases or heuristics are context-free. Nearly every practical intervention designed has some consideration and adaptation for context. Thus, we'll focus on the three primary roles of context, which we use to EXPLORE, CHANGE, or LEVERAGE.

3 <https://medium.com/behavior-design-hub/the-science-of-context-e6cc50252709>

4 Yang, S., Yeung, M., Barr, N., Lee, C.Y., Malik, W., Mažar, N., Soman, D., and Thomson, D. (2023), *The Elements of Context*, Toronto, Canada: Behavioural Economics in Action at Rotman (BEAR) Report series, available at <http://www.rotman.utoronto.ca/bear>

5 <https://medium.com/busara-center-blog/how-preeti-was-born-af4583208fc9>

Consider a 'typical' Busara project that involves understanding a behavioral phenomenon in a particular population and then designing an intervention to change behavior. Understanding context means appreciating the social, political, historical, cultural, relational, and individual factors that shape the particular behavior we want to change in that population.

Exploring context this way allows us to ask the right questions, generate mental behavior models, and hypothesize how to change that behavior (definition 1). It also means designing an intervention that **creates a new context** in which people can make and act on decisions (definition 2). Finally, it must consider contexts that aren't malleable (relative to the intervention) that would either help to **improve the behaviors** or prevent them altogether (definition 3).

Thus, understanding a context practically is a way to understand a situation to solve a problem. To excel in applied behavioral science, it's essential to know which parts of a context to use for generating hypotheses, which parts to use as features in designing an intervention, and which parts to design around.



Part 2: How do you understand context?

Now that we've settled on what context is, let's dig into how one acquires it. As we mentioned earlier, context matters to us because it plays three critical roles: 1) A setting that we EXPLORE; 2) A thing we want to CHANGE (an intervention); or 3) A variable that we want to LEVERAGE. One clear thing, then, is that context is not static; it's not a background that one can study and observe at a single point in time, nor a 'thing' one receives by birthright or demographic, but rather understanding context is a process, which you continually engage in, learn from, and adapt to the needs of the project.

Borrowing liberally from cultural anthropology and ethnography, the process of understanding/gaining context in behavioral science can be made up of three interlinked parts:

1. Data / Experience:

Description: Data/ Experience refers to the various methods and approaches researchers use to interact with, observe, and gather data about the research context. These can include participant observation, interviews, focus groups, surveys, and analysis of cultural artifacts, websites, forums, books, and texts, among others. These data are primary (directly experienced) and secondary (indirect or second-hand).

Role in Understanding Context: Data/Experience are the primary means through which researchers collect the raw data or information that forms the basis of their understanding of the context. The choice of data affects the type and depth of data collected, shaping the researcher's eventual understanding of the context.

2. The perspective you apply to the data:

Description: Perspective refers to the viewpoint or lens from which the researcher approaches their experience and analyzes the data gathered. This can be an “emic” perspective, which focuses on insider views and meanings within the context, or an “etic” perspective, which applies external concepts and analytical frameworks.

Role in Understanding Context: The person’s perspective (chosen or unintentional) influences how data is interpreted and understood. An emic perspective seeks to understand the context from the participants’ viewpoints, while an etic perspective provides a comparative or analytical lens that may highlight broader patterns or principles.

3. Self-awareness⁶:

Description: Self-awareness is the researcher’s ongoing, critical reflection on their influence on the research process, including how their positionality, biases, and identity shape their engagements, choice of perspective, and interpretation of data.

Role in Understanding Context: Self-awareness can help researchers be aware of and actively manage their influence on the construction and understanding of context. Correctly applied, it helps mitigate biases and ensure that the context is understood in a nuanced and ethically sound manner.

⁶ This is often referred to as “Reflexivity” in the ethnographic literature



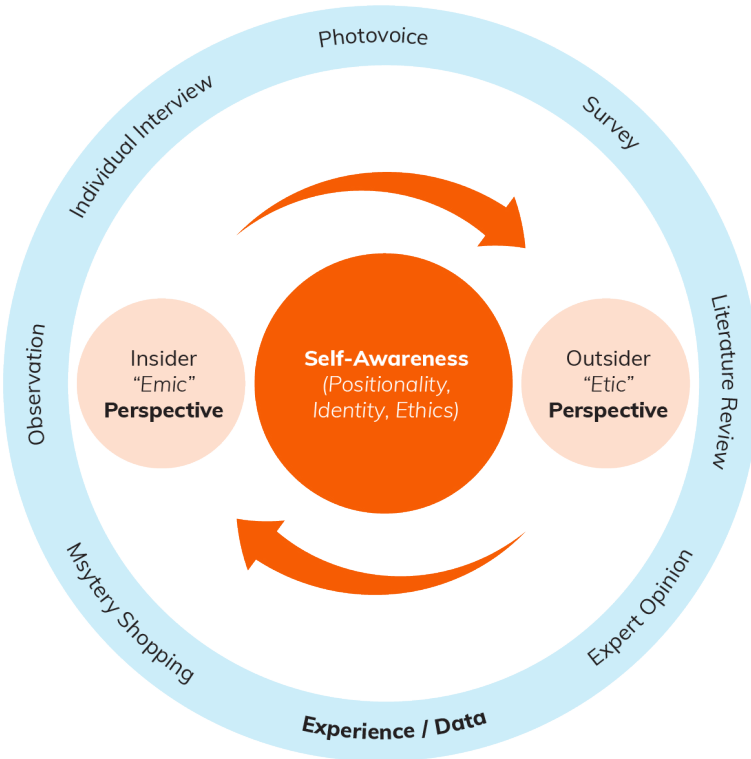


Figure 2.0: Graphic representing the parts of the contextual process at Busara. Experience/Data are the various methods by which one interacts with context. Perspective is a viewpoint as either an insider or an outsider. Self-awareness is the continual process of engaging with context as a researcher and subject and realizing your part in understanding while continually shaping the context.

These three parts (and many sub-parts) form the basis of gaining context at Busara. Put another way, **data** is what you do to learn about context, **perspective** is how you want to experience the context, and **self-awareness** is the process in which you internalize the context. Let's share an example.

Let's say you want to understand the context of indigenous farming practices to better adapt smallholder farmer behavior to the effects of climate change. To do so, you would choose a series of experience/data. For example, you might read a book on historical farming practices, speak with an agro dealer on types and varieties of seed and fertilizer, conduct field visits where you observe farmers in action, collect quantitative survey data on farming practices, or fully immerse yourself by living and working as a farmhand.

Each of these engagements would deepen your **perspective** as an insider and/or as an outsider. For example, living as a farmhand would give you a deep, personal, and insider view of how farmers adapt to climate change. It would provide knowledge about practices, norms, rituals, and behaviors that an outsider may never experience. At the same time, reading a historical account might give you a broader outsider perspective that provides a conceptual framework for your subsequent engagements.

Finally, being **self-aware** about your experience, identity, and position within the research (e.g., your relation to and effect on the people you are studying) is a process for negotiating and refining your perspective and choosing engagements that further enrich your context. You might acknowledge that you need to supplement your insider knowledge with more external theory or accompany your quantitative survey with observational follow-up to gain a richer, more personal understanding of the data.



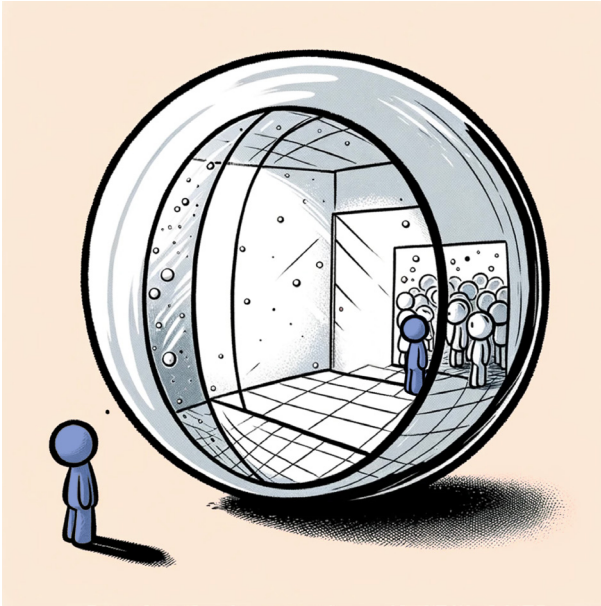
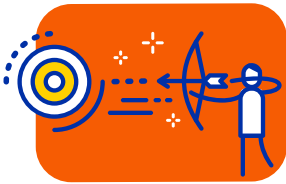


Figure 2.1: A depiction of emic and etic perspectives.

The image generated by Dall-E is based on a conversation about “emic” (insider) and “etic” (outsider). Here, self-awareness is the process of considering your role in discovering and shaping the perspectives you are a part of. Modified by Lynette Gow.

Part 3: Context step-by-step

Context as a process is iterative, multi-layered, and adaptive. It requires the researcher to engage in multiple methods, hold simultaneous viewpoints with different perspectives, and constantly evolve their position within the research. But sitting in that level of complexity and ambiguity is difficult at best and impractical at worst. What would a step-by-step approach to context look like? Before we start, I'd like you to envisage context as a process, like a dance. It is not like a choreographed dance, too strict in its sequence, nor like a mosh pit filled with chaos and intuition. Instead, imagine a tango that you're joining midway through. There are rules and best practices, but the overall quality is driven by the dancer's expertise and ability to react relationally with their partner and the music around them. Got it? Great.

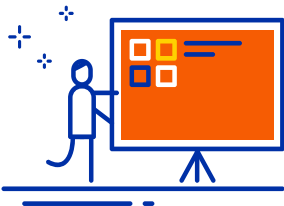


Step 1: Identify the context you want to understand. This is the combination of **people, place, and mindspace** you wish to understand better. For example, this might be female entrepreneurs in Kibera looking for new business ideas or philanthropist activists in Silicon Valley deciding on investments in green technology. Typically, you'll determine this in alignment with your partner. An important note here is the concept of **adjacency**. This refers to similar contexts but not the same as the target context, which might give you a broader perspective. For example, understanding female startup owners in Dar es Salam may give you a valuable **adjacent** perspective on entrepreneurship in Kibera.





Step 2: Catalog your perspective. What do you already know about the context? What insider and outsider knowledge do you have through your background, education, or lived experience? Do you have a particular emic (insider) perspective because you come from a similar background, or do you already have intimate knowledge of the subject? Perhaps you have an etic understanding of valuable theories and frameworks for dissecting a situation. What are your information gaps? Preconceived notions? Biases and beliefs? What are the initial hypotheses about the context to learn from, utilize, or shape?



Step 3: Choose high-impact data/experience. Choose activities that round out your perspective based on what you already know. If you lack that “insider” knowledge, you may want to schedule a field visit or do mystery shopping. If you seek an “outside” perspective, you may visit an adjacent setting or read papers on your context. Whatever you choose should be guided by what you’d like to learn and what perspective you’d like to view it from. For ideas of what kind of engagements to undertake, see the “understand” phase in the Busara AUDAS model.⁷

⁷ Jang, Chaning; Koki, Edel; Nyaga, Robert; Okafor, Arize; Singh, Jaspreet; Vang, Aya; Wendel, Steve. The Busara toolkit: leveraging behavioral science for development. Busara Groundwork No. 10 (Research Agenda). Nairobi: Busara, 2024. DOI: doi.org/10.62372/WQSB6195

**Step 4: Fill in the context, piece by piece.**

Ideally, repeat steps 2 & 3 until you've filled in the proper understanding of context to 1) Ask the right question (EXPLORE), 2) Design your intervention (CHANGE), or 3) Find variables for leverage (LEVERAGE). For example, you might start with gaining a deep understanding of a behavior process in which you'd like to intervene. Knowing that process will naturally create mental models and hypotheses you'll want to test in your intervention. Next, you might want to understand how people behave in their environment and how you might intervene to shape the context of that environment. This may lead to a nudge or intervention you'd like to deploy. Finally, you'll want to understand what elements of context are most salient, malleable, and fixed so that you can work to change, design around, or leverage them in your intervention. For example, if gender roles in a household are entrenched, we may want to change them for our intervention to succeed.

On the other hand, if people are driven by competition, we may want to leverage that in the rollout of our intervention to maximize takeup. Importantly, practice self-aware thinking as you fill in the context. How does your identity, positionality, power, preconceived notions, biases,



and goals as a researcher influence what you are learning and how the context is changing in response to you? How does that affect the conclusions you draw, interventions you design, and leverage points you identify?



Step 5: Apply and evaluate. This veers into subsequent steps in the model, but it's important to remember that the goal of context in our work is to design better, evidence-based interventions. As such, we must balance our inductive thinking and methods with deductive scientific methods that can validate or nullify our assumptions. Again, the various methods in the Busara AUDAS model, often including RCTs or other quantitative causal inference methods, should be considered.

Part 4: Conclusion

In this article, we defined **context as the internal and external setting that affects a person's decision-making and behavior**. Context comprises three elements: **people, place, and mindspace**. Context is important because it plays four critical roles in our field. It is something we **explore** to ask the right questions, something we **change** as an intervention, something we **leverage** to improve our interventions, and something we **vary** to test for generalizability. Context is more than a backdrop, a characteristic, or a demographic. It is the essence of what we do in behavioral science, from asking the right questions to creating meaningful interventions, ensuring that they are well received, impactful, and respectful of the communities we make them with.

We also outlined **understanding context as a process**. Context is a continuous navigation of a world we are both researching and a part of. It comprises three parts: data/experience, or the methods we use to explore context, **perspectives**, or the viewpoints as insiders or outsiders we see context as, and **self-awareness**, or the process of reacting and engaging in our understanding of the context and our position in it.

At Busara, our unique position as an international Global South organization allows us to navigate this complex terrain with a blend of insider knowledge and external perspectives enriched by our diverse, multidisciplinary team. Our deep local networks and ethical commitment to the communities we serve ensure that our work is grounded in the realities of these contexts and respectful of their intrinsic values and norms. This approach enables us to craft theoretically sound, practically viable interventions that are culturally resonant.

As we move forward, it's clear that the 'contextual knowledge' we seek and cultivate is more than just an academic endeavor; it's a continuous dialogue



with the world around us. It's a process that demands our engagement, challenges our perspectives, and refines our self-awareness, allowing us to understand the context and become an integral part of it.

By embracing this intricate dance of context, we at Busara are not just contributing to the field of behavioral science; we are redefining it in a way that is true to our experience. This is the essence of Busara's approach to context. This process is as enriching as it is essential for the meaningful application of behavioral science in the Global South and beyond.

Part 5: Appendix

A checklist on how to think about emic and etic perspective

Courtesy ChatGPT

Creating a checklist to assess whether you've achieved a proper emic or etic perspective can help ensure that your research approach aligns with your objectives and the context of your study. Here are two checklists tailored to each perspective:

Emic Perspective Checklist:

To assess if you've achieved an emic perspective, consider the following:

1. **Participant Voices:** Are the descriptions and interpretations grounded in the participants' words and viewpoints?
2. **Cultural Nuances:** Does the analysis capture the subtleties of the cultural context, including idioms, gestures, and implicit norms?
3. **Insider Understanding:** Do the findings reflect an insider's understanding of the phenomena, as if explained within the community?
4. **Contextual Depth:** Are behaviors, beliefs, and practices explained in a way that accounts for their deep cultural and contextual significance?
5. **Participant Validation:** Have participants or community members reviewed and affirmed the accuracy and authenticity of the representations?
6. **Cultural Specificity:** Are the conclusions specific to the culture studied, resisting the temptation to generalize findings beyond the context?

Etic Perspective Checklist:

To assess if you've achieved an etic perspective, consider the following:



1. **Analytical Frameworks:** Are the findings analyzed through theoretical frameworks or concepts not derived from the studied culture?
2. **Cross-Cultural Comparability:** Can the findings be meaningfully compared across different cultural contexts?
3. **Objective Distance:** Does the analysis maintain a critical distance from the subject, aiming for objectivity in interpretation?
4. **Universal Categories:** Are the data categorized using universal or broadly applicable concepts that transcend the specific cultural context?
5. **External Validation:** Have findings been corroborated or contrasted with existing literature or theories from outside the studied culture?
6. **Broad Implications:** Do the conclusions draw broader implications or principles that could apply to multiple cultural or social contexts?

Additional Tips:

Balance and Integration: Many research projects benefit from integrating emic and etic perspectives to provide depth and breadth of understanding.

Reflexivity: Continuously reflect on your positionality and how it influences your adoption of emic or etic perspectives.

Methodological Rigor: Ensure that your choice of perspective is consistent with your research questions, methodology, and the overall goals of your study.

Sample questions to think reflexively (with self-awareness)

Courtesy ChatGPT

Developing reflexivity (self-awareness) in research involves asking critical questions about your role, biases, assumptions, and the impact of these on the research process and outcomes. Here are some questions designed to foster reflexivity:

Understanding Personal Influence:

1. How do my background, experiences, and identities (e.g., race, gender, culture) influence my approach to the research topic?
2. What assumptions am I making about the community or phenomenon I'm studying, and how might these assumptions affect my research?
3. In what ways might my values and beliefs shape my interpretation of the data?
4. How does my position of power or privilege relative to the participants influence the research dynamic?

Engaging with the Research Process:

5. How might my presence and behavior in the field be influencing the responses and interactions I have with participants?
6. Am I creating a space where participants feel comfortable expressing their views, even if they differ from mine?
7. How am I ensuring that the voices and perspectives of participants are accurately and respectfully represented in my findings?
8. What steps am I taking to mitigate any potential negative impacts of my research on the community or individuals involved?

Reflecting on Methodology and Analysis:

9. How have I chosen my research methods, and in what ways might these methods limit or shape the data I collect?
10. In my analysis, how am I distinguishing between my interpretations and the perspectives of the participants?
11. Am I open to findings contradicting my initial hypotheses or expectations? How do I handle such contradictions?*

Considering Ethical and Power Dynamics:

12. How do power dynamics between myself and the participants manifest, and what am I doing to address them?
13. In what ways might my research reinforce or challenge existing inequalities or stereotypes?



14. How am I navigating the ethical considerations of consent, anonymity, and potential harm in my research?

Engaging with Feedback and Alternative Perspectives:

15. How do I respond to and integrate feedback from peers, supervisors, and participants about my research approach and findings?

16. Am I actively seeking out and considering perspectives that challenge or differ from my own? How do these perspectives inform my research?

These questions are meant to encourage deep reflection and critical engagement with the research process, helping to enhance the ethical integrity, cultural sensitivity, and overall rigor of your work.

A checklist on how to think about context and behavioral insights

Description:

This groundwork provides an explanation and step-by-step instructions on understanding context. How, then, can you use this information practically?

A core part of our research at Busara centers around deriving insight into what drives the decisions and behaviors of our populations of interest. We are using the key points laid out in this groundwork to develop insights for our clients and partners that are rooted in the context, teasing out how contextual factors influence decision-making and behavior.

We conduct various research activities – surveys, interviews, RCTs, etc. – which produce findings like statistics, quotes, and coefficients. As researchers, we are responsible for turning these findings into insights that can inform a recommendation or intervention design.

The difference between findings and insights is that findings state the “what,” and insights explain the “why” and/or “how.” An insight will identify the problem, reveal a belief, and/or expose an unmet need.

For example, we recently conducted research with female extension workers in India. The organization they work for offered them subsidized smartphones, and they were supposed to use an app to gather data on the farmers in their communities and provide data-driven advice. Our scope was to design and test solutions to encourage these women to use the app. One finding from this research was that female extension workers are not using the subsidized smartphones at all, let alone the app. When we dug deeper, we understood they were not using the smartphones because their families expected them to share the phone, thus limiting their access. This insight formed the basis of our intervention design; we developed and tested interventions targeting the women’s families to give them greater access to the smartphone.

To gather the information required to turn a finding into an insight, we can use our research findings, the literature, and/or our emic perspective.

We created the high-level “check-list” below to ensure the insights we produce are comprehensive and adequately consider the context. Our staff use it as a framework when developing research methods and tools, and summarizing the results of our research into insights and reports. It is not meant to be comprehensive, and it is ever-evolving, but it provides us with a starting point for generating “contextual” behavioral insights.

Checklist:

1. *The insight explains the “why” and/or “how” of the finding*
2. *The insight considers how people interact with each other to explain the findings. The following is a non-exhaustive list of factors that could influence how people interact:*
 - *Values and beliefs (e.g., religion)*
 - *Social norms (e.g., the extent to which people want to conform)*



- Social roles and hierarchies (e.g., intrahousehold dynamics)
 - Demographics and identity (e.g., gender, age)
3. The insight considers factors specific to the physical environment to explain the finding. The following is a non-exhaustive list of relevant environmental factors:
- Policies (e.g., administrative red tape)
 - Infrastructure (e.g., internet, telecommunications)
 - Weather (e.g., climate shocks/extreme weather events)
 - History (e.g., systems rooted in colonial legacies)
 - Future outlook (e.g., economic growth or recessions)
 - Time periods (e.g., pre-harvest vs post-harvest)
4. The insight considers the mindspace of the population of interest to explain the finding. The following is a non-exhaustive list of factors that could influence someone's mindspace:
- Mental models (i.e., how someone processes the world around them)
 - Mental state (e.g., scarcity mindset)
 - Habits (e.g., defaulting to traditional practices)
 - Experiences (e.g., negative past experiences)

What's Busara got to do with it?

Now that we've defined the context and how to get it, have we spilled the beans? If the context is our 'secret sauce,' have we given out the special blend of 15 herbs and spices that makes us unique? Can't anyone now have just as good context as us, regardless of who they are or where they are from? The short answer is "Yes – but that's good," and the long answer is "maybe not". In short - the easier we make it to talk about, practice, and criticize behavioral science, the better our methods and science will be. The amazing thing about science is that it's self-improving. But to create the improvement, you have to put your methods up for criticism, scrutiny, and adaptation. We hope that explicating what we mean by context at Busara will improve our internal processes, the external appreciation for context, and the quality of behavioral science as a field. At the very worst, we'll learn more about ourselves and spark a meaningful conversation about what context should be.

Why "maybe not"? Well, even though we don't think context is something that you're born with or something you get by nature of who you are or where you're from, there are a few advantages that international Global South organizations like Busara do have, both as individuals we hire and as an organization.

As individuals, hiring, working, and living in or near the contexts of our work doesn't **bestow** us with context – as we've said earlier, context is a continual process you must engage with. However, we might have an advantage in being able to understand context faster and more comprehensively through the following:



- 1. A better insider (emic) perspective.** Living and working in the Global South helps you think and act closer to the populations you may be working with or the problems you may try to solve. Living in Kenya means you are affected by rising inflation or supply chain issues or use digital financial services daily. That doesn't give us all of the context but places us as insiders within a system that we are, in turn, intervening in. Those born into a more specific context, such as living on a rural farm or growing up in an informal settlement, have another emic perspective, including thinking, language, and tacit knowledge that outsiders would take a long time to develop.
- 2. Adjacency of sector and geography.** Being an international organization with staff from over a dozen countries and work experience in over 50 means, we bring adjacent experiences that enrich our outside (etic) perspective. The outside perspective is critical because it allows one to see the interesting things an insider may take for granted. Experience in a different sector, culture, or value system provides a critical and fresh lens to create an even more robust understanding of how to shape a context.
- 3. Multi-disciplinary and multi-cultural self-awareness.** Although our roots are firmly planted in behavioral science, we hire eclectically. Most Busarians aren't formally trained in behavioral science prior to joining, and we have people from business, agriculture, psychology, and teaching backgrounds, among many others. Our cultural, religious, ethnic, and educational diversity necessitates a naturally self-aware environment at Busara. Whether we're comparing holiday traditions, eating cuisines of other places, or attending cultural ceremonies like weddings, to succeed in Busara is to necessarily be self-aware about your identity, position, power, and how it shapes and is shaped by the diversity and culture around you. In contrast to a monocultural, monolingual, mono-religious, mono-perspective organization, I believe that constant practice of self-awareness makes for stronger researchers and, thus, a deeper understanding of context.

4. **Deep ties and deep networks.** Being able to draw upon over 600 previous studies or call up one of your 140 other colleagues creates a catalog of experience and perspective that's hard to match anywhere else. In addition, the decade we've spent building partnerships in our communities (both global and local) affords us the trust to travel between the outsider and insider perspectives to appreciate a richer context.

5. **Ethics in action.** For us at Busara, ethics isn't just a buzzword; it's at the core of everything we do. It's about doing right by the communities we engage with, respecting their cultures, traditions, and values as if they were our own. This ethical commitment means we're not just parachuting with pre-packaged solutions but listening, learning, and adapting our approaches based on the community's needs and wants. It's a two-way street where trust and respect are paramount. By prioritizing ethical practices and sincere community engagement, we ensure that our projects are effective, sustainable, and welcomed by those they're designed to help. This ethical backbone creates a deeper connection to the context.



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About Busara

Busara is a research and advisory organization, working with researchers and organizations to advance and apply behavioral science in pursuit of poverty alleviation. Busara pursues a future where global human development activities respond to people's lived experience; value knowledge generated in the context it is applied; and promote culturally appropriate and inclusive practices. To accomplish this, we practice and promote behavioral science in ways that center and value the perspectives of respondents; expand the practice of research where it is applied; and build networks, processes, and tools that increase the competence of practitioners and researchers.

About Busara Groundwork

Busara Groundwork lays the groundwork for future research and program design. As think pieces, they examine the current state of knowledge and what is needed to advance it, frame important issues with a behavioral perspective, or put forward background information on a specific context.

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