Tipping the balance

COVID-19 parenting tips emergency response
- adaptation for child protection

> The tips act as a guide whenever I face problems with my children."

> These tips reminded me how important quality time with my child is. I now make a conscious effort to spend one-on-one time with him every day."

> No more shouting at my children thanks to parenting tips."

Tipping the balance - COVID-19 parenting tips emergency response - adaptation for child protection

Partners

Funders

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Summary

The advent of the COVID-19 – SARS-CoV2 - pandemic presented many challenges for parenting. Background literature suggests that parenting can be taught and that parenting interventions have beneficial impacts on a variety of child and youth outcomes as well as enhancing skill and confidence of caregivers. Parenting was severely challenged by lockdown, school closure, illness, shortages, movement restrictions and the many sudden changes wrought by the global emergence of COVID-19. There was clearly a need for rapid and timely responses and as a result the COVID-19 parenting tips were generated by a consortium of providers, based on evidence based parenting interventions. These were adapted for online use, with versions in over 100 languages, and the possibility for downloading, radio, and oral provision. The tips were launched in early 2020 and in October 2020 a rapid qualitative evaluation initiative was launched to inform the procedure and to drive future provision.

The evaluation drew upon open questions in a series of surveys (n=495), and a set of in-depth interviews (n=22). Participants for open questions were drawn from six countries and one global source, and the in-depth interviews emanated from ten countries. Open questions were added to a round of evaluation surveys. Pre exposure questions were conducted in one setting (Paraguay – n=240) and the remainder was drawn from participants who had exposure to the resources (n=255). Feedback was given on two open questions (describing the parenting challenges during COVID-19 and evaluating the utility of the COVID-19 parenting tips). In-depth interviews followed a protocol exploring the same concepts and elaborating on challenges, utility, and recommendations for the future. All emerging data was translated to English (when not collected in English), and coded in a hierarch from basic, organising and global theme generation. For further depth understanding content analysis of the themes and word cloud generation was used to provide an overview of emerging concepts.

Across the various arms of the study, global themes related to the challenges to parenting, the utility of the parenting tips, diverse and complex parenting challenges. The resources were enthusiastically endorsed – showing the receptivity of the audience and the resource gap. The tips equipped parents with information and practices transforming everyday lives, interactions and the challenges from the parenting pressures. They provided prompts and permissions, enabled communications and offered ways to reduce stress, monitor behaviour, enhance communication and navigate discipline. They provided practical suggestions which eased stress, paced responses and reportedly transformed interactions in some instances. The timeliness of the resources as well as the clarity and ease of use were seen as advantages. Future direction and possible hurdles related to adaptations needed according to recipient, child age, local context, culture and new challenges. The evaluation has some limitations in terms of timing and reach, but overall provides an insightful analysis of the utility of such tips and how they may evolve to continue meeting parenting needs.

Well received: Global appeal; Enabler; Timely; Adjust and adaptations needed for context, culture, age, recipient, modality.

Parenting challenges: Managing stress, mental health and violence, Restrictions on movement, Balancing work and childcare, Keeping children occupied, Struggling with educating children from home/remote schooling.

Utility of tips: Learning new skills, prompting old skills; Ways to keep their children busy/entertained; Improved parent-child relationships.

Support & strategy

Prompts & Permission

Information &Inspiration

Background

The COVID-19 pandemic has created new challenges for families and children through economic and healthcare disruptions, limiting social networks, restricted mobility, and school closures[1]. Approximately 1.58 billion children are out of school or childcare due to COVID-19. The United Nations Educational, Scientific and Cultural Organisation further estimates 1.38 billion children are out of school or child care, without access to group activities, team sports, or playgrounds[2]. While the full implications of the COVID-19 pandemic on child wellbeing is still unfolding, emerging evidence suggests that the pandemic is exacerbating vulnerabilities to poor child outcomes in already disadvantaged and marginalised families and children[3]. These factors have serious implications such as on mental health distress, abuse, parental stress and violence against children[4]. It is understanding that the challenges parents are facing under the strain of the epidemic are near-universal, and most harsh parenting might not be malicious, but rather triggered by stress, poverty and mental health distress. However, in the extreme cases, where violence and neglect has worsened, abusers have had increased impunity and victims have been cut off from supportive teachers, social workers and friends. In these challenging environments, the looming economic fallout and uncertainty is adding yet more pressure onto such family settings, with lifetime and intergenerational consequences for the children affected[5].
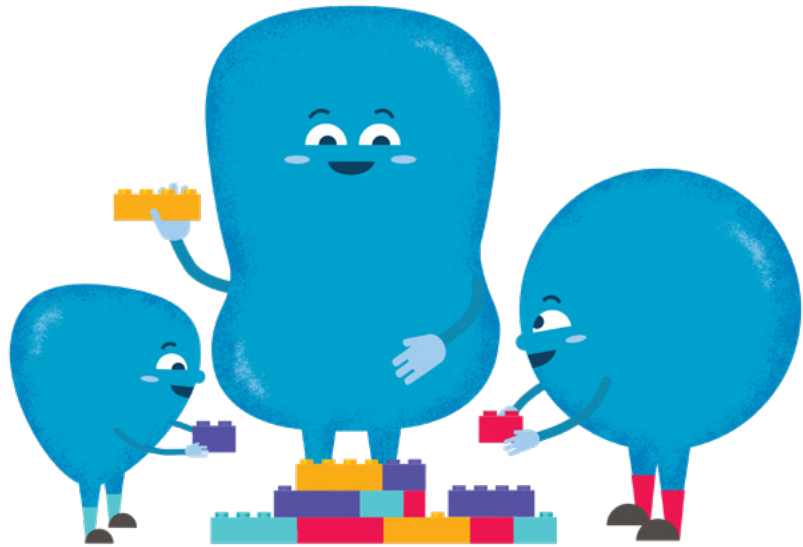
Global research on parenting tells us that the parenting style, warmth, support and harsh parenting all affect child health and developmental outcomes in the long run[6]. There is also sound evidence that indicate good parenting is beneficial and associated with enhanced child self-esteem, educational attainment and reduced behavioural problems, depression and trauma. There are several evidence-based interventions that can improve parenting[7], and thereby improve child wellbeing and reduce violence against children[8] during emergency contexts, such as the COVID-19 pandemic. There are parenting programmes that have shown to improve parent-child relationships, reduce caregiver stress and violence during discipline[9], as well as improve child and caregiver mental health, with some evidence-based programmes from Low-and-middle income countries (LMIC) contexts such as the Parenting for Lifelong Health initiative[10]. Some parenting programmes from LMIC as well as high-income countries produced positive effects in reducing child maltreatment when applied as primary, secondary, or tertiary child maltreatment interventions. Such evidence-based parenting programmes support families with the common challenges of raising children while respecting parents' capacity to solve problems. They also provide effective strategies for improving relationships, reducing conflict, managing family finances and relieving parenting stress[11]. Results from randomised controlled trials have shown that families accessing parenting programmes have reductions in violence, mental health problems, alcohol use and extreme poverty[12]. With some evidence of reduced abuse being reported by both caregiver and adolescent, as well as improvements in parenting and parental supervision, improvements in household economic welfare and financial management, family planning to avoid adolescent violence victimisation in the community and reduced substance use among both caregivers and adolescents[13]. Other interventions have shown that violence can be halved through parenting and cash transfer programmes, community mobilisation and education[14]. Successful interventions include responding to online protection risks and using multimedia messaging such as through radio and social media campaigns to raise awareness about resources for support[15]. These evidence-based interventions have demonstrated that through adaptation, they can mitigate adverse impacts in emergency settings, such as the COVID-19 pandemic. Therefore evidence-based service of parenting programmes should be widely adopted now and in future practice.

Although there is good evidence in the literature that show parenting programmes are effective public health

approaches to reduce child maltreatment, there is a need for a universal, public health approach, not only to prevent COVID-19 but also for delivering these interventions. Furthermore, the context for delivering these interventions has changed and continue to change as a result of COVID-19 and require adaptation of interventions to consider the need for physical and social distancing, movement restrictions and weakened government capacity[1]. To address this need, Parenting for Lifelong Health alongside partners (including the WHO, UNICEF, World Without Orphans, World Childhood Foundation, Internet of Good Things, University of Oxford, United Nations Office on Drugs and Crime, IDEMS, Maestral, Together for Girls, the Global Partnership to End Violence, UKRI GCRF Accelerate Hub, USAID, UCL and the US Centers for Disease Control and Prevention) has led an urgent response to develop open-source COVID-19 parenting resources to support parents and caregivers during the COVID-19 pandemic and beyond. These evidence-based positive parenting and child abuse prevention resources (see **Appendix 1**) were released onto the COVID-19 websites for WHO and UNICEF, alongside a letter in The Lancet.

The COVID-19 parenting tips focus on building positive parent-child relationships and reducing violence against children by learning through play, reinforcing positive behaviours, managing difficult behaviours, creating structure and routines, talking about COVID-19, keeping children safe online, and reducing stress and conflict. The tips were derived from evidence-based findings and adapted to online presentation. The 16 parenting tips were translated into over 100 languages and were adapted for radio, sermons and a variety of virtual platforms. In collaboration with agencies and governments disseminating these resources globally, these parenting tips have reached a minimum of 136 million families by January 2021.
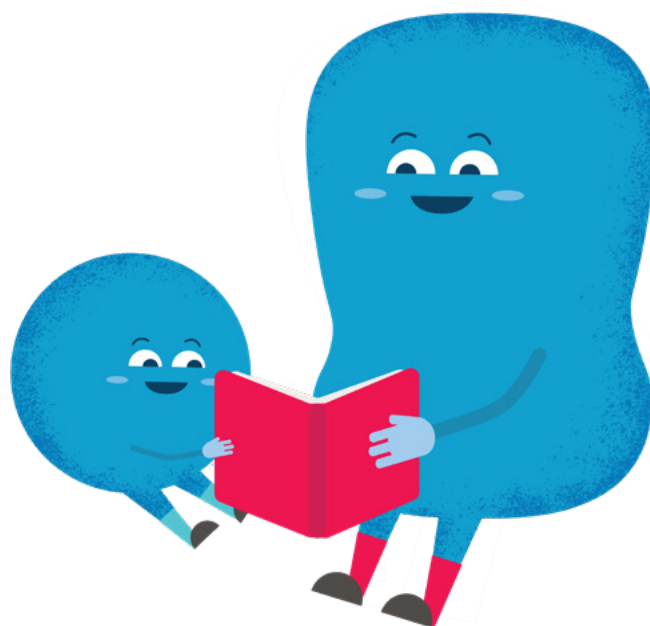
Study objective

In October 2020 an initiative commenced to explore the impact of COVID-19 parenting tips. This study was established after the global dissemination of COVID-19 parenting tips had commenced, to provide qualitative insight into the parenting challenges and the utility of the COVID-19 parenting tips. The insight was tracked from the perspective of users of the resources – parents, caregivers and adolescents themselves and organisations utilising the resources (such as UNICEF country offices and partners, NGOs).
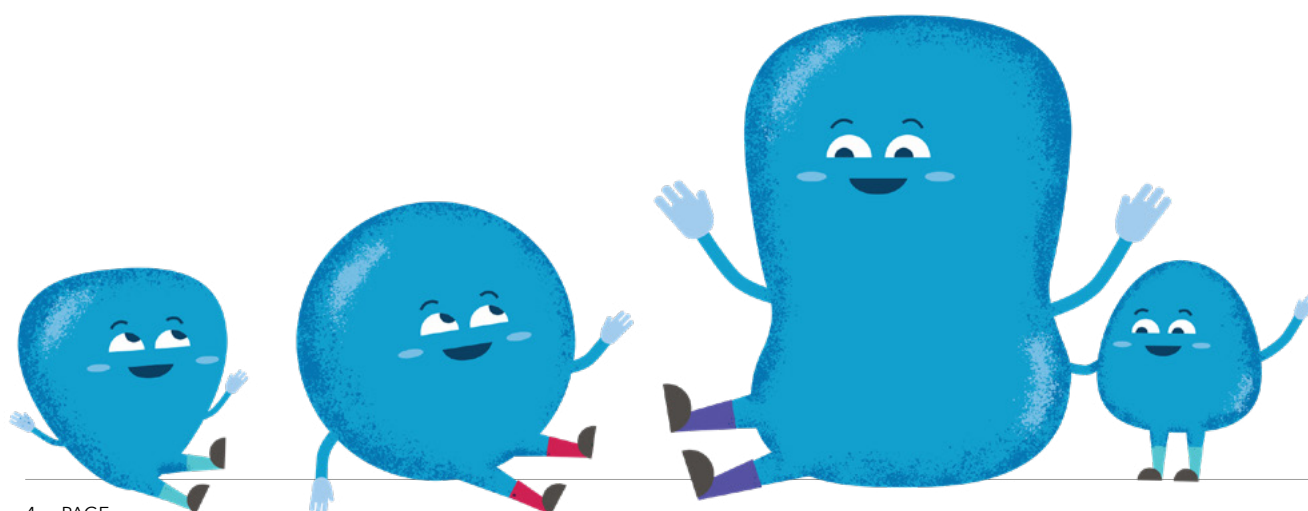
Methods

In this study, qualitative insights into the COVID-19 parenting tips were explored in three ways: - 1) by adding open-ended questions to the quantitative surveys 2) in-depth interviews with users of the tips and 3) mediated interviews where a shortened form of the interview schedule was administered through a trained third-party facilitator and translated for use. – see **Figure 1**.

Figure 1: Data collection strategies
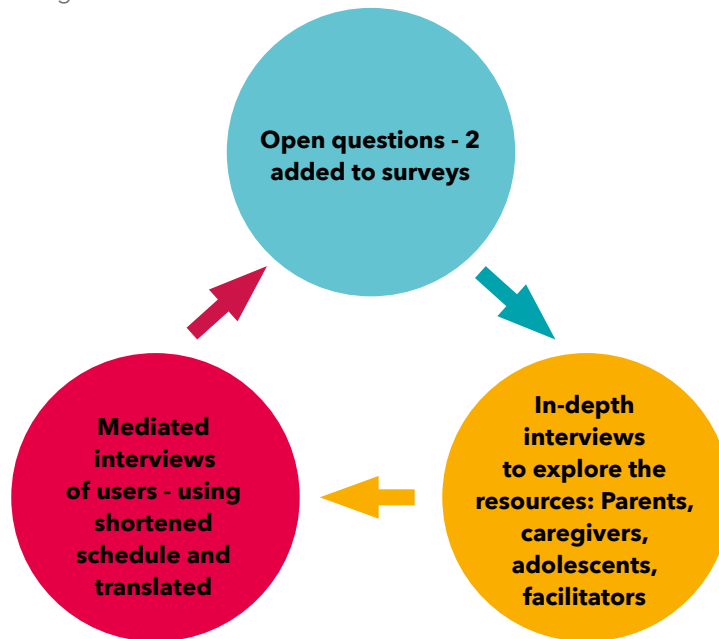
Open questions from surveys
(parenting challenges and utility of the COVID-19 tips)

Two open questions (see **Figure 2** below) were included in the larger study survey. The aim was to capture some richer information on the feelings, views and insights of the recipients. The questions included related to parenting challenges, and utility/appraisal of the parenting tips. The responses to the open questions were collated and analysed thematically.

In order to generate the respondents targeted purposive sampling was used to identify partner organisations who were disseminating or planning to disseminate parenting resources, and who would be willing to participate in the evaluation initiative. Survey questionnaires were distributed through these organisations. Pre-exposure surveys were possible in Paraguay where the resources had not yet been circulated. The question on challenges of parenting was included in these surveys. Post exposure questionnaires were possible in six countries and one global organisation. The question on evaluation of the COVID-19 parenting tips was included in all of these. These responses were collected in the local language, translated into English and checked by back-translation. The responses were anonymised with only country, gender and age of respondent available for analysis. Responses were checked and needed to be more than a single word to be eligible for inclusion in the analysis.

All responses received from the open questions were entered into Excel spreadsheets and subjected to thematic code generation. Given the large number of comments, content analysis was used to enumerate the themes. The analytical process involved the stepwise familiarising with the data[15], generation of initial codes, interrogation of these for themes, and then theme review[16]. Once this was completed labels and definitions for coding themes were generated. These were then classified and consolidated into higher order and micro themes. The analysis plan included an additional step of carrying out content analysis on the emerging themes. Disagreements and harmony in coding were resolved by team discussion.

Figure 2: Open questions included in online survey

Pre: "Describe a parenting challenge you have experienced during COVID-19"

Post: "How did you use the parenting tips?"

In-depth interviews
(impact of COVID-19 parenting tips on users)

Participants for the full interviews were generated with purposive sampling and snowballing techniques. Full interviews were conducted according to an interview protocol, supplemented by mediated **in-depth interviews** conducted by trained partners to allow for local language coverage. Interviews were conducted until thematic saturation had been reached. The in-depth interviews were guided by an interview protocol (see **Appendix 2**) to collect information from adolescents, parents and organisation staff (facilitators). Participants were recruited from October to December 2020 and were interviewed online using Zoom software. A purposive sample of 20 in depth qualitative interviews were conducted with implementing agencies (n= 7), parents/caregivers (n=12) and/or adolescents (n=3) whose families have engaged with the tools. Interviews were carried out by a trained researcher in English. Three researchers were involved in the data collection and analysis process. The first researcher recruited participants and conducted the interviews. Interview schedules explored participant exposure to and utilization/experience of the parenting tips together with recommendations for improving the resource. These were supplemented by **Mediated interviews (n=2)**. Given the wide reach of the parenting tips, partners who participated in dissemination and were willing to contribute were recruited. They were trained to administer a shortened form of the interview guide (see **Appendix 2**) – distilled to three core open questions. Responses were recorded verbatim, translated to English, and added to the interview database. The interview protocol covered core elements with slight adjustments depending on the recipient and their use of the COVID-19 parenting tips including organisations, parents/caregivers and adolescents.

1. **Organisational use** – covered representatives from organisations where the resources had been used to explore feedback and insight, examining

    ⊘   Need – what was the nature of the need, how did these tips fill this need?

    ⊘   Utility – what gaps did this fill, what was their experience with using the resource?

    ⊘   Impact – give insights into the impact that the tips had for them as an organisation and to any of their users.

2. **Parents/caregivers** – parents and caregivers were interviewed to understand their needs, challenges, use of the COVID-19 parenting tips and unmet needs, covering prompts on:

    ⊘   Need – parenting challenges - capturing the parenting challenges they faced, how COVID-19 informed this.

    ⊘   Utility – COVID-19 parenting tip utility – exploring their insights into the resources, with an understanding of exposure, use, recall, usefulness of the resources.

    ⊘   Impact – in-depth examination of the resources in terms of strengths and weaknesses, gaps and inputs – how did they work, mode of usage (all at once, one by one, triggered by a need, or curiosity or background reading and then used when needed), how they paired with their parenting style, did they share them with anyone.

    ⊘   Ongoing impact – long-lasting or temporary, evolving new needs and desired resources.

3. **Adolescents aged 14-18 years** – Here we aim to explore the end user perceptions. The core ideas explored were:

    ⊙ Need – challenges faced, and parenting issues

    ⊙ Utility – insight and appraisal of the resources, any child-led use of the resources

    ⊙ Impact – perceived impact and ongoing needs and gaps

Eligibility criteria

The following are the inclusion criteria for pre-post surveys and qualitative data collection with participating parents or caregivers (n = 30-200 per country):

1. Any person caring for a child up to 17 years

2. Has received or will receive COVID-19 playful parenting tips

3. Has provided consent and/or assent for child to participate in the study.

Ethical approval

Ethical clearance for the evaluation of this work was granted by Oxford University (REF No R69569/RE002). In relation to adherence to the ethical requirements of the University of Oxford, this work complies with Approved Procedure 4 (AP4) that outlines how to manage the use of questionnaires or interviews that may include questions about sensitive topics. All data collection was carried out during the COVID-19 pandemic and thus used virtual methodology to maintain full social distancing.

Data analysis

The open questions and in-depth interview data were analysed using thematic network analysis as described by Attride-Stirling (2001)[17]. The analyses were conducted separately due to differences in data collection and the nature of the responses (short response vs longer conversation). The findings from both studies are reported separately in the results with an integrated discussion provided at the end. The **open questions** were translated to English and entered into an Excel spreadsheet for analysis. The **Interviews** were transcribed automatically using Zoom's audio transcription feature. The resulting transcripts were then formatted and checked for accuracy to ensure quality and entered into Nvivo 12 for analysis. Participant personally identifiable information was removed, and each assigned a participant ID number.

The analysis process for both studies involved the identification of three levels of themes: basic, organising and global. Firstly, the data was coded into "manageable and meaningful" segments (Attride-Stirling, 2001) guided by the core issues of interest of the study e.g., challenges of parenting under COVID-19 and evaluation of the COVID-19 parenting tips including the utility and applicability of these. The resulting codes were then reviewed and grouped together into basic themes. These themes centred on the coverage of similar topics or ideas. The resulting basic themes were then grouped together into organising themes and then global themes, which illustrated the overarching patterns in the data as a whole. The resulting themes were then arranged into thematic networks, web-like structures depicting the relationships between the basic, organising and global themes. The data collection, analysis and reporting of findings was supervised by a third researcher/supervisor. Illustrative quotes are set out for the various themes, with identifiers to demonstrate reporting across the breadth of the sample.

As an additional step, a content analysis[18] was integrated into the analysis of the open questions following the identification of basic themes as a result of the numerous data generated from the open-source questions (495 responses). The unit of analysis was the identified basic themes, and the process involved enumerating their frequency to explore their representativeness across the sample. Word clouds were also generated from quotes from responses to the open questions

Given the large number of comments, a word cloud was also generated from responses to the open questions, providing a visual overview of emerging clusters[19].

Results

The map below (**Figure 3**) shows the download reach of the COVID-19 parenting tips (in blue), and the countries where evaluation responses were located (in pink).

Figure 3: Map of download reach of tips, and sources of evaluation data

■ COVID-19 tip reach

■ Additional qualitative
   interview participants reach
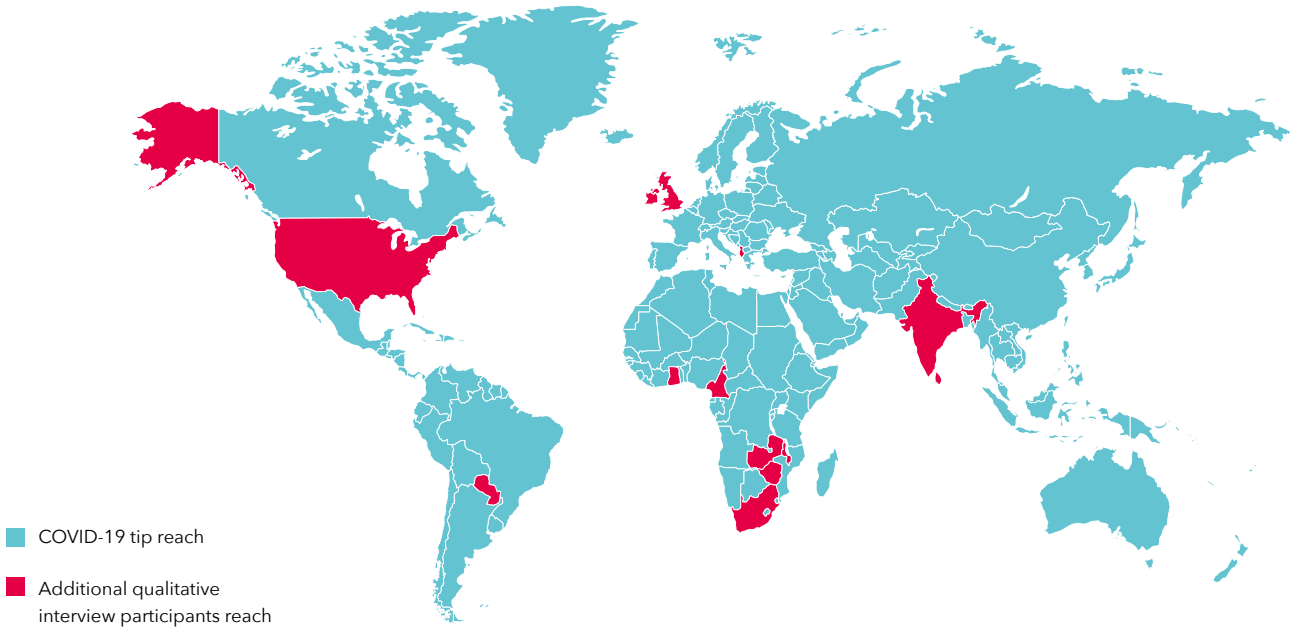
Open questions from survey
(parenting challenges and utility of the COVID-19 parenting tips)

A total sample of **495/571** responses from parents (240 pre-exposure to the COVID-19 parenting tips, and 255 post exposure to the tips) were gathered with data collected from six organisations across six countries and one global source (**Figure 4** below).

Figure 4: Breakdown of responses collected from the online survey

Malawi	(Forgotten Voices International)	27 responses
Paraguay	(WWO)	365 responses
North Macedonia	(RISE Institute)	38 responses
Nepal	(Karkhana)	8 responses
Cameroon	(SOPISDEW)	112 responses
Ghana	(Youth Aid)	18 responses
Online		3 responses
Total collected		571 responses

Usable Data on parenting challenge	240 responses
Usable Data on utility of parenting tips	255 responses
Total data used	**495 responses**

Global themes emerging

The analysis identified two global themes: 1) parenting experiences and challenges during COVID-19 pandemic (nine organising sub-themes), and 2) the utility of the parenting tips to remedy the parenting challenges reported (six organising sub-themes) (see **Figure 5** and **Table 1**).

Figure 5: Global themes emerging from pre-post online survey

Parenting challenges

1. Keeping them busy and entertained
2. Communication
3. Discipline
4. Balancing parenting with other responsibilities
5. Teaching/virtual classes
6. Time
7. Mental Health challenge
8. Safety
9. Lockdown restrictions

Utility of parenting tips

1. Developing new parenting skills
2. Impact on behavior
3. Violence reduction
4. Communication
5. Reduce mental health burden
6. Time

Given the large number of responses to the open questions, it was possible to set out the number of responses according to organising on the parenting challenges question, and the utility of the COVID-19 parenting tips.

Parenting challenges INSIGHT

Data for parenting challenges faced were collected from Paraguay only. Of the 275 responses received to the qualitative question in the pre-survey from Paraguay, 240 were retained, and 35 responses excluded (irrelevant or inappropriate responses). The number of responses that fall within each organising theme of the **parenting challenges global** theme is presented below (**Figure 6**) together with the results of the word cloud generation (**Figures 7 and 8**) which gives a visual snapshot of word clusters from the open question responses.
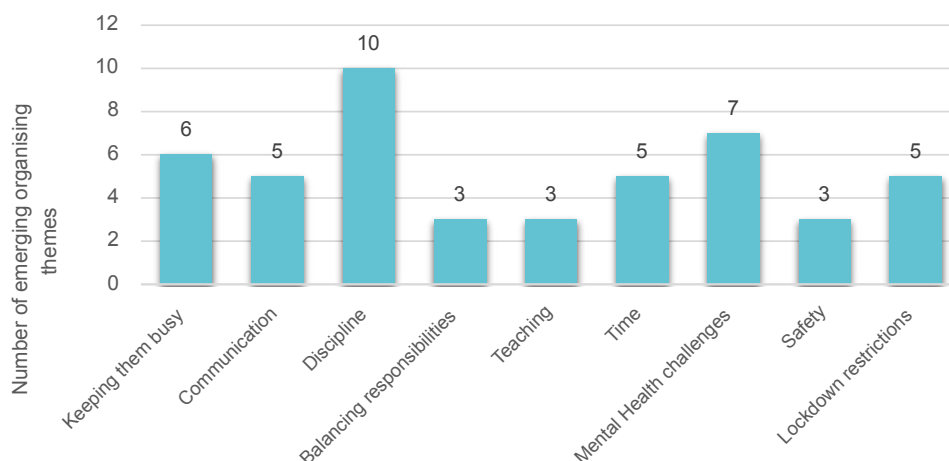
Figure 6: The number of responses that fall within each sub-theme of the parenting challenges question

Figure 7: Word cloud representation of answers to the parenting challenges in the time of COVID-19

Figure 8: Word cloud clustering of basic themes for parenting challenges

Table 1: Parenting challenges

Global theme	Organising themes	Basic themes
Parenting challenges	Keeping them busy and entertained	⊙ lack of outdoor activities ⊙ creative ways of involving them in house chores- cleaning and cooking together ⊙ managing boredom ⊙ limitation of activities to do around the house ⊙ keeping a routine
	Communication	⊙ patience, love and lots of praying ⊙ attention ⊙ tolerance ⊙ strained relationships ⊙ creating values and trust
	Discipline	⊙ limiting technology/virtual access ⊙ autonomy ⊙ internet content access ⊙ keeping routine and order ⊙ help with chores , remaining still ⊙ controling leisure time, balancing work and play ⊙ misbehaving child
	Balancing parenting with other responsibilities	⊙ to parent and work at the same time ⊙ balancing everything out
	Teaching/virtual classes	⊙ teaching them about COVID-19 and the current situation ⊙ school closure ⊙ help with homework
	Time	⊙ no alone time ⊙ spending too much time together ⊙ time management ⊙ spending quality time ⊙ paying attention all the time
	Mental Health challenges	⊙ medical visits ⊙ isolation ⊙ stress /depression/loneliness ⊙ keeping it positive ⊙ overwhelmed
	Safety	⊙ protecting them/ their health ⊙ washing hands
	Lockdown restrictions	⊙ lack of outdoor activities, and physical activities ⊙ small space/creating a world inside our house ⊙ lack of social interaction ⊙ masks ⊙ changing lifestyle and adapting to new situation

Parenting challenges

COVID-19 has brought new challenges to almost every aspect of the lives of parents and their children. Stress, physical and mental health concerns, challenges in home schooling, and balancing work and life are some of few challenges faced by families. The nine organising themes described below highlight the challenges parents faced and are still facing in the wake of the COVID-19 pandemic.

Theme 1: "Innovations lab" – Keeping them busy and entertained

Parents described some of the challenges they faced including keeping their children busy and entertained during the lockdown and throughout the pandemic. They also described the challenges of keeping children of different ages busy and engaged in different activities while living under lockdown restrictions.

"Finding different activities to avoid boredom during their free time" (Parent/Male/Paraguay)

"Finding distracting activities for the children, when their ages are very different." (Parent/Female/Paraguay)

Restricting child use of social media/virtual technology was another key issue faced by parents.

"The time on social media without supervision, the lack of physical activity, finding ways to entertain that do not imply technology" (Parent/Female/Paraguay)

Theme 2: "Prompts and permissions" – Communication

Effective communication was a major concern raised by parents. Some parents described lack of tolerance and patience to ensure effective communication with children which in turn led to strained relationships within the family.

"I want my family relations to improve, but it is difficult with this pandemic" (Parent/Male/Paraguay)

"I like it a lot and lots of the tips, I do. Other things I knew and had forgotten, so I remembered." (Parent/Female/Paraguay)

"The pandemic distanced my son from me, and how little work to be closer. Fighting to keep him with me all the time." (Parent/Female/Paraguay)

"To get through 24 hours with a badly mannered child and not to scream or hit her." (Parent/Female/Paraguay)

Theme 3: "Order and boundaries" – Discipline

Disciplining misbehaving children including keeping "order" and "boundaries" was another challenge described by parents. Parents highlighted the difficulties they faced when disciplining their children, with issues such as managing child's temper, dealing with tantrums, getting them to adhere to their daily routine and limiting the use of their phones or technology being highlighted.

"The challenge of getting them to pick up their toys and belongings and leaving things in order. During the pandemic I don't work half time, allowing me to spend time with my daughter and help her get the habit of being organised and tidy." (Parent/Female/Paraguay)

"Playing a lot with my children and lots of disciplining even when playing and teaching them to be responsible, even when playing" (Parent/Male/Paraguay)

"Doing the schoolwork in harmony, controlling the use of the technology and the television." (Parent/Female/Paraguay)
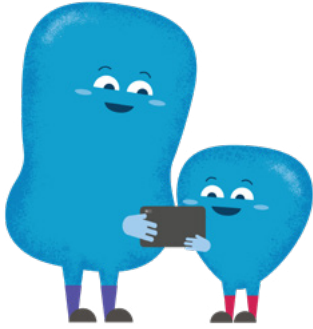
"The tantrums have been very challenging and the limitation to go out to certain places with her. "(Parent/Female/Paraguay)

"It was very difficult sometimes to insist on leaving the screen and doing something outside or another activity different to screen time". (Parent/Female/Paraguay)

"The routine of washing hands frequently and the routines of eating, confronted with her unwillingness to eat." (Parent/Female/Paraguay)

Theme 4: "School in a box" – Teaching/virtual classes

Although the pandemic has led to school closures, alternative ways of keeping children in education such as uptake of virtual classes was implemented widely. However, this presented a challenge for some parents who had limited access or ability to navigate virtual technology. For some parents, the task of teaching their children using virtual facilities was a significant stressor and challenge. Many parents also indicated that limiting children's access to technology, especially when they are bored was very challenging. This theme contains both the child's ability to adhere to virtual classes and the parents' ability to facilitate classes.

"the virtual classes, for me it is very challenging, it requires a lot of time to supervise and I do not have the dedication to teach." (Parent/Male/Paraguay)

Similarly, finding ways to motivate children to learn and adhere to their virtual classes were other challenges highlighted by parents.
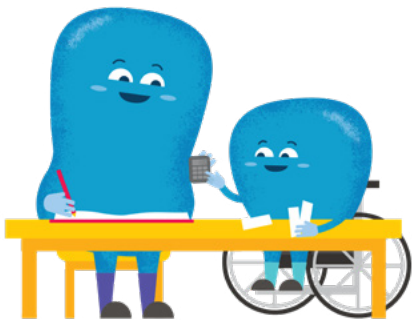
"To motivate them to learn and to comply with their academic obligations in a new and little studied way, virtual classes. Motivate them not to have screen time as the only means of recreation." (Parent/Male/Paraguay)

Some parents mentioned, replacing the social interaction and relationships children formed in school was challenging.

"The biggest challenge was everything to do with school and trying to fill the relationships, which a child needs with other children of their age." (Parent/Female/Paraguay)

Others mentioned the difficulty in communicating and teaching the dangers of the virus and pandemic to children was a major challenge.

"One of the challenges was to get my children to understand that it was dangerous to go to the park, shopping, the supermarket and seeing their friends." (Parent/Female/Paraguay)

Theme 5: "Juggling roles" – Balancing parenting with other responsibilities

Several parents described challenges associated with balancing parenting with other responsibilities such as full-time jobs and house chores.

"Education, school tasks, children, house chores, balancing everything out." (Parent/Female/Paraguay)

"It was difficult to establish time to share with the children as taking office work home created huge stress in our home, leaving things not done of work and home chores. This created a' heated' environment at home, some days more than others." (Parent/Female/Paraguay)

They described trying to strike a balance between the two as very difficult, and another significant daily stressor

"Learning to balance working times and home chores and moments of pleasure" (Parent/Male/Paraguay

Theme 6: "The Longest day" – Time

Time, not enough of time or too much of it, was described as a challenge by parents. The pandemic has caused many families to be restricted from engaging in outdoor activities and spend more time indoors.

"I take more time to speak with my big children. I am also making more time for myself and reading." (Parent/Female/ Paraguay)

"Paying attention all the time, for what they need of my time, all the time." (Parent/Female/Paraguay)

Theme 7: "All in the mind" – Mental Health challenges

Mental health challenges were highlighted by parents as a result of the pandemic and lockdown restrictions imposed in many settings. Parents described emotional challenges and experiences such as managing stress and isolation, in particular when the burden of parenting falls on one parent.

"Helping them to keep positive emotions during the isolation" (Parent/Male/Paraguay)

"I was challenged, managing the emotions of my daughters during this pandemic, especially in the beginning when everything was new, inclusive for me as a mother. It was challenging to have to take care of the schoolwork. In the beginning it was difficult but little by little we were managing better." (Parent/Female/Paraguay)

"Lots of stress. My husband doesn't t help." (Parent/Female/Paraguay)

Theme 8: Safety

Safety was another challenge described by parents. As the infection rates increased and the pandemic escalated, parents described the challenges of teaching young children the importance of implementing strict hygiene rules and /safety as well as actively keeping them safe.

"As I have 4 minors, the challenge was for them to feel safe, responsible with their tasks of school ensuring a habitual time and space to do them. Also, that they can take part doing house chores." (Parent/Female/Paraguay)

Theme 9: Lockdown restrictions

Parents described the challenges faced with COVID-19 restrictions, as many found confinement to small spaces, the lack of social interaction and outdoor activities difficult. Some parents reported that they have adjusted to their current situation by creating their own world inside of their house to combat some of these issues.

"To create a world inside our house as we could not go outside." (Parent/Male/ Paraguay)

"To tell you the truth, it is difficult bringing up my children in our home as we live with the grandparents and my mother and also adult nephews and an aunt. I do not have the freedom to do activities with them and have my own way of bringing them up, sharing. The most difficult in this pandemic is that we cannot go out, not even to go to school and to realise the school tasks takes a lot of time. My children also want to use the TV and the cell phone a lot." (Parent/Female/Paraguay)

"Bringing up my child with little contact with other children. He has become a person with little capacity to play and interact in a healthy way with other children." (Parent/Male/Paraguay

Utility of the parenting tips

Data were collected from several countries for the question relating to the utility of the parenting tips in the online survey. 296 Responses were collected from seven sources (six countries and one online), of which 255 responses (see **Table 2** below) were used for further analysis.

Table 2: Data source for post question and breakdown of responses used and collected

Data source (Name, country)	Data collected	Data used
World Without Orphans (WWO) - Paraguay	90	62
Forgotten Voices International- Malawi	27	26
Karkhana – Nepal	8	8
Youth Aid- Ghana	18	16
RISE Institute – North Macedonia	38	31
Society for the Promotion of Initiatives in Sustainable Development and Welfare (SOPISDEW) Cameroon	112	110
Global -online	3	2
Total	**296**	**255**

The number of responses that fall within each sub-theme of the **utility of COVID-19 parenting tips** themes are presented below (**Figure 9**) together with the results of the word cloud generation (**Figures 10 and 11**) which gives a visual snapshot of word clusters from the open question responses and the basic themes.

Figure 9: The number of responses that fall within each sub-theme of utility of COVID-19 parenting tips question

The word clouds below reflect the concepts and words emerging from participant responses (**figure 10**), and basic themes (**figure 11**).

Figure 10: Word cloud from the 255 responses to Utility of COVID-19 Tips

Figure 11: Word cloud from the basic themes on Utility of COVID-19 Tips
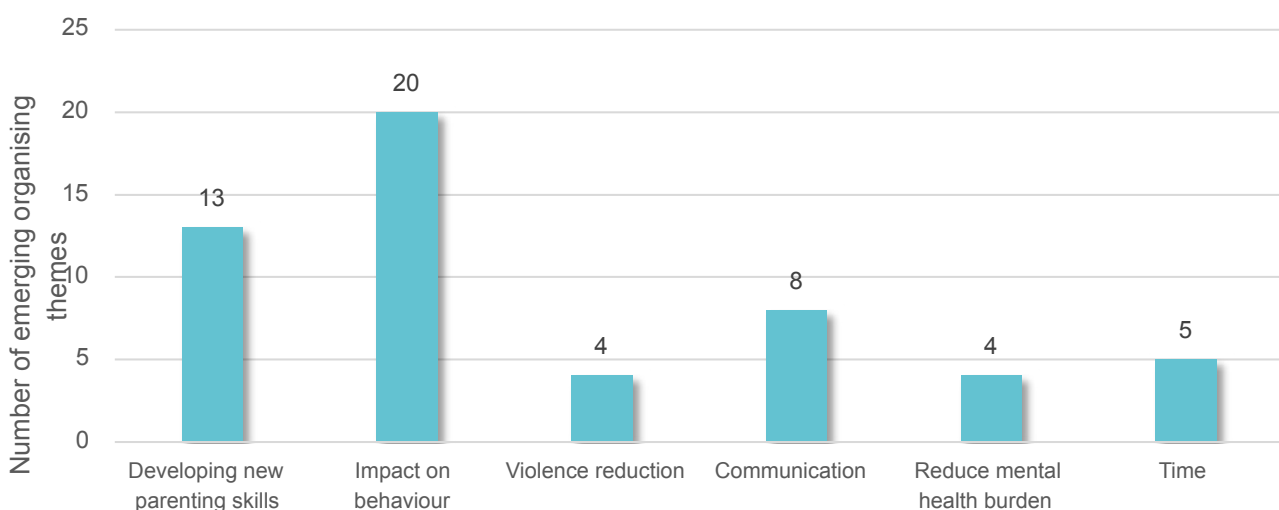
Table 3 below summarises the organising and component basic themes across the utility of the COVID-19 parenting tips.

Table 3: Utility of parenting tips

Global theme	Organising themes	Basic themes
Utility of parenting tips	Developing new parenting skills	⊘ parenting challenges ⊘ crisis management ⊘ loving, caring, playing and listening more ⊘ empowerment ⊘ eye opening - linking/reminding what to do ⊘ creating new activities ⊘ maintaining/help with routine ⊘ thinking before reacting ⊘ staying calm; praising more ⊘ used adapted as daily guide/guide for problem solving
	Impact on behaviour	⊘ investing in the relationship ⊘ behavioural changes ⊘ greater self-awareness in raising children ⊘ accountability ⊘ putting teachings in practice ⊘ adapting to the new normal ⊘ keeping safe, confidence ⊘ source of strength, patience, trust, tolerance ⊘ working together as a family, parenting "with" not "at" ⊘ no more shouting ⊘ putting yourself in their shoes , redirecting behaviours ⊘ full engagement in activities, positive change ⊘ cure for children's problems
	Violence reduction	⊘ no physical disciplining, control temper, trading violence for smiles, preventing child abuse
	Communication	⊘ listening ⊘ engaging in discussions ⊘ understanding COVID-19 ⊘ effective communication ⊘ sharing experiences ⊘ excitement ⊘ tips acted like medicine ⊘ strengthened relationships
	Reduce mental health burden	⊘ reduces and avoid stress ⊘ dealing with stress together- cure for family ⊘ managing anger ⊘ positive mental health
	Time	⊘ having the gift of time ⊘ importance of one-on-one time, ⊘ quality time ⊘ more time for storytelling ⊘ maintaining daily routines and normality

Utility of parenting tips

The challenges faced by parents during the COVID-19 pandemic have been described in the previous section where parents indicated the different types of challenges and issues experienced with children. The six organising themes below highlight the ways the parenting tips helped parents deal with the challenges they faced during the COVID-19 pandemic.

Theme 1: Creativity conquers – Developing new parenting skills

Parents described learning practical skills to improve their parenting techniques after using these tips. The tips helped parents learn new ways of dealing with challenges faced and they used them as a daily guide for problem solving as well as redirecting negative behaviours.

"I now know my children so well, I can now manage their individual differences, managing their activities is now less stressful for me." (Parent/Male/Cameroon)

"It was such an eye-opener to be part of the learning process. I was challenged as a parent, again as a community leader. These tips have enabled me to influence how parenting is done in my community- as a community leader (village head), and I am able to use examples from the tips when there are family disagreements presented to me." (Parent/Male/Malawi)

"All tips for positive parenting were welcome. In times of crisis, somehow it is easier to get out of control and forget even those good parenting skills that we already have. What was new I certainly tried to change. Many tools calmed the domestic situation." (Parent/Female/North Macedonia)

Theme 2: "The things you can learn" – Impact on behaviour

This theme describes the impact these parenting tips had on families and the changes in behaviour noted. Parents indicated that they had greater self-awareness now in raising their children and were parenting "with" the children more than parenting "at" them by learning to be more patient, tolerant, working together as a family and fully engaging in their activities.

"I had a self-introspection and helped me change the way I parent- like making sure they are closer- and being able to understand me as their parent, and the decisions I make through involving them." (Parent/Female/Malawi)

"It's like I never knew how to parent. I could easily get disappointed, and charge at my children. As a result, they were failing to express themselves. But now, it is just coming naturally, the smiles and laughter- and a number of people have admired my style of parenting. To me, it has been this idea of not just reading them, but being able to see- one by one, how the tips are making a difference in the life of my family. I really needed these tips." (Parent/Female/Malawi)

Parents also described altering their approach to children misbehaving by putting themselves in their shoes, refraining from using harsh disciplinary methods and redirecting negative behaviour.

"When I started trying to catch behaviour from children and redirect it to something good, my children have changed greatly. I appreciate them more." (Parent/Male/Cameroon)

Theme 3: Violence reduction – Harshness of hurt

This theme describes the change in the use of violent disciplinary approaches and general violence reduction as a result of the parenting tips.

COVID-19 Parenting
When Children Misbehave...

All children misbehave. It is normal when children are tired, hungry, afraid, or learning independence.
And they can drive us crazy when stuck at home.

"I think the biggest question for me has been how to protect my children from violence, and with the rising cases of rape (child rape), I feel more aware to be very careful on how I am parenting as the offenders will always see the gaps to exploit." *(Parent/Female/Malawi)*

Parents described the use of harsh or physical disciplining when children misbehaved previously, which changed when they started using the parenting tips and applying the techniques outlined. This has in turn improved their relationship with their children and reduced the stress of parenting difficult children.

"As a parent, it greatly challenged the way I do parenting- like I used to beat up my children. I also facilitated at church and we are seeing a very big improvement in the way our members/caregivers are parenting." *(Parent/Male/Malawi)*

"No more stress, hitting and spanking my children because of use of the tips. I now enjoy my children and plan activities with them" *(Parent/Female/Cameroon)*

Theme 4: Communication – Warmth of words

The parenting resource was found to be very helpful in improving parent-child relations and communication.

"There is more harmony now in the family and we know COVID is real. Parenting tips has kept us alive because we observe the protocols washing of hands under running water frequently" *(Parent/Male/Ghana)*

"We use the protective mask and talk about the COVID-19 and safety measures. (Parent/Male/Cameroon)

Parents highlighted how the parenting tips have greatly improved communication between themselves and their children. Parents indicated that they listen and engage children in discussion more as family.

"I try to listen and understand them and to be with them. Play with them. Not to scream like others do. The tips were very useful for me… yesterday it was raining, and we started to read all again and we have started to change many things." *(Parent/Female/Paraguay)*

"The tips have acted like medicine to me as am not shouting or screaming at my children. They now do their work well in the house." *(Parent/Female/Cameroon)*

Theme 5: "Mind the mind" – Reduce mental health burden

Parents described the tips as helping them manage the psychological and psychosocial stressors brought on by the COVID-19 pandemic and reduce the burden of stressors. They specifically described the tips helping them manage stress and anger as well as maintain a positive attitude.

"It is a joy to witness such an amazing weight of stress these tips have removed off my shoulders as I parent. For me, it has been very engaging, and also challenging others, especially young couple friends to follow suit. It is very sustainable and doesn't require such formality to deliver." (Parent/Male/Malawi)

"A cure for my family. My stress has gone. No more shouting and my children are obeying me very well" (Parent/Female/Cameroon)

"I try to see things in a positive way and spend as much as I can time with my children." (Parent/Female/North Macedonia)

Theme 6: Ticking Time

Parents described the parenting tips as instrumental in raising awareness of quality time and the importance of "one-on-one" time with children. Many parents have also indicated that the tips have helped them maintain a daily routine and promoted spending more quality time with their children – the "gift of time".

"I mainly focused on giving one-on-one time with each of my 2 children, separately, doing things they like. With my daughter of 1 and a half, we sang and danced, which is what she really enjoys and with my son of 10 years old we spoke a lot about things he enjoys, such as drawing, talking about his music or his favorite game or he asks me to go to the shopping mall or to places we could go to previously, but I explain the current situation of COVID-19 and luckily, he understands. I try to organise myself because otherwise I could not live with the daily stress. thank you very much for the advice tips, they really served me very much." (Parent/Female/Paraguay)

"These tips reminded me how important quality time with my child is. I now make a conscious effort to spend one-on-one time with him every day." (Parent/online source)

"I now try to protect my children from online abusers by checking what they watch on the internet. We spend more together, and I am getting to know them more." (Parent/Male/Cameroon)

"I spend more time with my son now. I help him with his homework. I try hard to understand him more. I speak calmly to him and always try to find out his problem when he is agitated." (Parent/Female/Cameroon)

"I spend a lot of time with them. I listen to them carefully. We discuss anything in a deep and subtle way." (Parent/Female/Nepal)
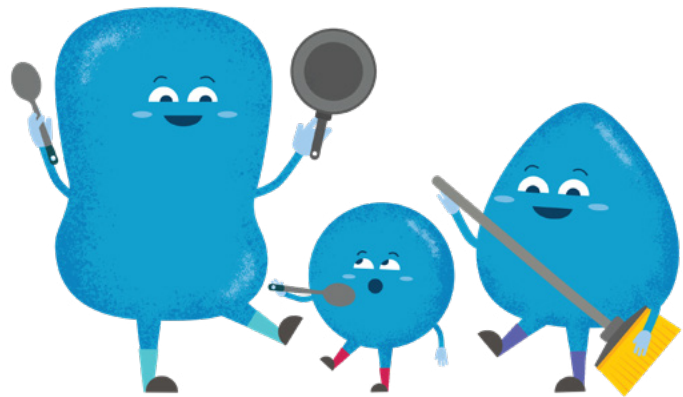
In-depth interviews

(impact of COVID-19 parenting tips on users)

A total of 22 (20 full and 2 mediated interviews) participants from **ten countries** participated in this study (see **Table 4** below). The in-depth interviews explored parenting challenges in COVID-19 conditions, perceptions of the need for the COVID-19 parenting tips, appraisal and comments on the parenting tips as well as the perceptions of the utility and impact of the parenting tips. The analysis identified six global themes about the utilization and evaluation of the COVID-19 parenting tips. These themes reflect the applicability, utility, reach, and facilitators and barriers to the uptake and implementation of the parenting project from various stakeholders. Selected quotes supporting the themes from in-depth interview are presented in **Appendix 3**.

The table below sets out the participant details, provide role, gender, age and country for all.

Table 4: Participant characteristics (In-depth and mediated interviews)

Participant	Role	Gender	Age	Country
1	Parent	Male	41	UK
2	Parent	Female	29	USA
3	Parent	Female	28	South Africa
4	Parent	Female	Unknown	Zimbabwe
5	Parent	Female	30	Israel
6	Parent	Female	32	Zimbabwe
7	Parent	Female	40	South Africa
8	Adolescent	Male	14	South Africa
9	Facilitator	Male	N/A	Sri Lanka
10	Facilitator	Male	N/A	International Organisation
11	Facilitator	Male	N/A	Malawi/Zambia/Zimbabwe
12	Adolescent	Female	16	South Africa
13	Adolescent	Male	17	South Africa
14	Parent and Facilitator	Female	N/A	South Africa
15	Facilitator	Female	N/A	South Africa
16	Facilitator	Female	N/A	South Africa
17	Facilitator	Male	N/A	Pakistan
18	Parent	Female	40	South Africa
19	Parent	Female	36	UK
20	Facilitator	Female	N/A	India
21	Parent	Father	N/A	South Africa
22	Parent	Father	N/A	South Africa

Theme 1: COVID-19 pandemic induced diverse and complex parenting challenges

The COVID-19 pandemic has been a very stressful experience, especially for parents who faced unprecedented challenges that led to a disruption of their everyday lives. This theme will describe the challenges parents faced/ facing in the wake of the COVID-19 pandemic and will be presented according to two organising themes: psychological stress and psychosocial stress.

Table 5: COVID-19 pandemic induced diverse and complex parenting challenges

Global theme	Organising themes	Basic themes
COVID-19 pandemic induced diverse and complex parenting challenges	Psychological stress	⊙ emotional stress ⊙ balancing work and childcare ⊙ COVID-19 restrictions
	Psychosocial stress	⊙ establishing and keeping routines ⊙ keeping children occupied/entertained ⊙ managing remote learning ⊙ lack of social support ⊙ providing for family

Psychological stress: "There was a lot of background fear the news was not your light-hearted, the entertainment news. It was my God we're all going to die of COVID-19 so we were in a stressful environment and already"

Parents described challenges with dealing with the emotional stress brought on by the COVID-19 pandemic. They described anxiety related to the uncertainty of the pandemic and dealing with restrictions and lockdowns as stressful, especially when their children were not in school.

"the environment was this sort of very much an unknown environment. We didn't know when it was all going to end. We didn't know what the way out was. There was a lot of background fear the news was not lighthearted. It was 'my God we're all going to die of COVID-19' - so we were in a stressful environment. And so, for us as parents, we both work full time and then suddenly having three children in the house for the entire day was quite stressful" (Parent/Male/41/UK)

Parents described challenges with balancing working from home and caring for their children. They described trying to strike a balance between the two as very difficult, and another significant daily stressor.

"When COVID-19 came I started working more from home and that you know that changes things cause I mean when you're home, she's expecting attention so it now means balancing giving her time when she woke up, and usually that will be as scribbling on paper. She likes so, I usually work in my bedroom in my bed. So she comes in, she either has a book or toys or something. And she speaks to me while I'm working so that literally becomes what most of the day is like unless I have calls, then I have to like run away from her. And then it goes back to the usual cycle. It was very difficult as a parent. Your child is seeing you at home. But you are working And, you know, you're still expected to be working and you're still expected to have calls but then this is a goal has no idea what that means, this little girl sees mommy around and wants to access mom's room to be able to play or talk to mom and moms closing the

door moms like no you can't come in and she's like, why, you know, so I'd have moments where she's banging on the door saying mommy and crying. And wanting access and me depriving us of that. So it really became difficult like it was difficult at first for me" (Parent/Female/32/Zimbabwe)

Parents described stress associated with COVID-19 restrictions, as they prevented them from engaging in activities, they usually engaged it. They described engaging in mundane tasks that are usually taken for granted as becoming risky.

"But a lot of the activities that I was doing on a daily basis. Lockdown started very early. And the rules are very, very strict and you can't leave your house, you couldn't go more than 50 meters from your house and have to go to supermarket, for example, So much unknown. Really, we're keeping obviously to the rules, very strictly so It was very challenging and quite Isolating....Taking a walk was relaxing for her and for me. And we weren't able to do that anymore. But, you know, going to the supermarket, for everyone became much more of a stressful experience. I really want to take her into a supermarket anymore or grandparents or socialise - and that was a very big change" (Parent/Female/30/Israel)

Psychosocial stress: "it's not only affecting their way of life, but it's also affecting the, you know, just the survival, because all the livelihoods of dependent on them being outside"

Parents described challenges with establishing new routines in light of the changes brought on by the pandemic. They also described challenges maintaining routines they previously had, e.g., with bedtime as described by a parent below:

"I mean, it also changed her sleeping patterns. I had my husband's two brothers under our roof. And so they were just like up watching movies, having nothing to do. So they could read 1am/2am that changed her pattern and I was still working. Life for me was normal. And I was being the one to put her to bed right now it's like okay I can't put you to bed at 1am because I have to be asleep by like 10. So someone else has been affecting our routine where I put her to bed and even if I tried it wouldn't work because she's still hearing everyone also around making noise So that affected our routine and poses a challenge" (Parent/Female/32/Zimbabwe)

Parents also described challenges with keeping their children occupied and entertained while at home. Similarly, adolescent participants also described challenges with keeping themselves occupied as they could not engage in activities they used to be able to do, e.g.,socializing with friends as a result of pandemic restrictions and lockdowns which restricted movement and limited social activities.

"So before the pandemic all the children were in day care. So I would be working and I would only see them after 6pm... Since the COVID-19 pandemic I've been working at home and they've also been at home. And the thing about that is, actually getting to know my kids didn't get to play with them. But it's hard to keep them occupied, keep them busy during the day" (Parent/Female/36/UK)

"Because I can go to school, I can do my homework. I can play with my Friends. And now, in the end, we can't do that anymore. You must stay inside… it was quite boring at home because you only see much TV, you can do nothing" (Adolescent/Male/17/South Africa)

Challenges with managing remote learning were also described by parents. They described challenges with helping their children access their classes and engage online, making sure they are completing their assignments and creating spaces within their homes conducive for learning.

"So we went into full lockdown from around about the 26th of March. And so things changed quite a lot from then and obviously, we weren't allowed to leave the house. So school, became online and it was a matter of actually trying to find a quiet space in the house, for each child to be able to do their work. And set up a little

almost classroom in each different room when they couldn't be disturbed during the day" (Parent/Female/40/South Africa)

Parents also described challenges with not having assistance with childcare at home. For example, not having family living with them or nearby to assist them with the new difficulties the pandemic threw their way. A few described experiencing difficulties when their nannies were away, e.g., as a result of restrictions.

"But what also got to me at the time was I couldn't be with the father of my baby because of the social distance. So he's also exposed because he was working at the time and I really missed him, and so he came to visit us a couple of times before they told this level five locked down in South Africa, and afterwards. It was like just calls and just finding out and then it made me feel like I made the baby by myself or with my mom, which is not the case. And this is not how I had planned it. It's not how this is not how it's supposed to be. We're supposed to be sharing responsibilities. For me that made me angry" (Parent/Female/28/South Africa)

Parents and facilitators described disruption to the livelihoods of families as a result of the COVID-19 pandemic. Restrictions on activities affected the abilities of parents to provide for their families, e.g., work and keep them safe.

"I live in a shared space at home and I'm the only one was working. How am I going to do this? How am I going to support everyone and still keep my baby safe and for me, it felt like it was the end of the world and at the peak of my career ... And this is not how I have claimed to basically get my baby. But this was happening and then the President announced that all shops are closed Everything is closed. We can't buy anything I can't and then everyone was talking about it like everyone was talking about. Have you stocked enough food? Have you stocked sanitisers? Have you stocked all those things to protect your home and everything and I have none of those I had not planned for all of those things I myself, what's going to happen now and I'm under budget for all of them because they were not on the list. And it was all of these feelings happening and I was really freaking out. I was very overwhelmed" (Parent/Female/28/South Africa)

"As a father as a parent my experience according to my responsibility, due to COVID-19 pandemic there's a great change in terms of support for the child. Before it was much better cause all the people were working and we have access to whatever, but this time around many of us have lost of our job and it is not easy to look after the child because there is no job anymore" (Parent/Male/South Africa)

As described by the two organising themes of psychological and psychosocial stressors, this global theme explored the challenges parents experienced during the COVID-19 pandemic. It describes the effects of parents grappling with difficult situations that they had not envisioned such as navigating heightened emotions, restrictions on their everyday lives, juggling their personal and professional lives, and ensuring the wellbeing of their families.

Theme 2: Construction of COVID-19 parenting tips resource facilitated uptake

The COVID-19 parenting tips were designed to help parents navigate parenting during the pandemic. This theme will describe aspects of the design and construction of the resource that facilitated its uptake and implementation among participants and will be presented according to two organising themes: accessible and practical.

Table 6: Construction of COVID-19 parenting tips resource facilitated uptake

Global theme	Organising themes	Basic themes
Construction of parenting tips resource facilitated uptake	Accessible	⊙ visually appealing ⊙ simple/sraightforward ⊙ available online
	Practical	⊙ timely ⊙ universal/adaptable to different contexts ⊙ credible ⊙ age-inclusive

Accessible: "Very simply stated, but understandable"

Parents and facilitators described the parenting tips as visually appealing. They found the resource particularly well-designed and engaging, and repeatedly emphasised its bright colours.

"Very okay - great accessible nice light, bright sections. And you know say concise paragraphs. Yeah, very useful" (Parent/Female/36/UK)

"For me it was both child and parent. It was child friendly. It was funny. Most it also was like I must read it to you master it, because it attracts so much. Yeah, the colour and also the theme the toys, the bubble toys on it. So for me, actually it was well put out" (Facilitator/Female/South Africa)

Facilitators and parents also described the tips as easily understandable and digestible. The simplicity of the tips facilitated their implementation.

"Useful and very user friendly as well. Very simply stated, but understandable" (Parent/Female/40/South Africa)

In the following quote a facilitator and parent emphasises how the simple tips can be transformative:

"I think that that's what impressed me and surprised me because I think initially when I read the parenting tips. I'm like, these are really too simple. This is all really obvious stuff. But then I guess I was struck by okay is it that one piece of advice totally changed how I approach situations. So I was like, that was kind of a humbling experience" (Facilitator/Male/ International Organisation [WWO])

The online availability of the parenting tips was described as facilitating access by parents. The online format was also facilitated the sharing of the resource with others, including family, friends and colleagues.

 "So it allowed me to access it and read it immediately and it allowed me to share it in a variety of methods…. It's just an obvious tool to utilise and the benefits of online is you get a quick and easy audience, and it breaks down the barriers because apart from the deepest, darkest parts of the developing world there is easy access to the internet. So it gets easily down to areas that you might not be able to reach physically" (Parent/Male/41/UK)

"…after COVID-19 people were at home. And there was a blow up of information on social media. So I think I believe that digital was the way for it to be executed for it to be effective and for it to reach to the masses. Because everyone was on their phones or on a tablet or on their computer, so I think going digital was the way, and I'm glad it happened that way" (Facilitator/Male/Pakistan)

Practical: "We found this really useful because it came at the right time"

The timeliness of the parenting tips was described as significantly influencing their usage. With global restrictions and lockdowns, there was an increased need, a hunger for information addressing parenting challenges.

"…it came at a brilliant time. And so it was released, very early on in the pandemic. It was in March or April. Maybe April. And I think I've got it in the in the first days of the release and by then the schools had closed for us. So we had three children at home….We found this really useful because it came at the right time" (Parent/Male/41/UK)

"…because of the timing of kind of Oxford University getting these parenting tips out like we were really able to kind of strike while the iron is hot and get into the hands of these organisations while they were still trying to figure out what on earth to do. Yeah, suddenly there was this credible option. So it's like I've been involved in a lot of projects over the years, and this has been so exciting because it really it better need a genuinely nice and it felt like you were doing someone

a service, whereas often try to convince people that they Do this, whereas this is like, right now we're kind of begging for it. Yeah yeah so so good just to be able to meet that need straightaway" (Facilitator/Male/International Organisation [WWO])

Facilitators described the universalness of the tips as facilitating their uptake and implementation. They described the "generality" of the tips which makes them applicable to a variety of contexts and circumstances.

"Yeah, I think the tips just they work, right. Like they the tips were written in a way that generally did work in most countries in most economic context. Which is kind of really impressive kind of feat and the fact that translation was such a priority. So they were made available in the right languages at the beginning. I think it gives us a real good model for future and incentives" (Facilitator/Male/International Organisation [WWO])

The credibility of the tips was described as influencing their uptake and implementation. The fact that the tips are evidence-based increased their viability and appeal as described in the quote below:

"And if you clicked, you went through and got the academic research which I think I did on one or two of them, which is really useful and as interesting. I would say I didn't spend much time thinking it through to see all of the academic links - I also feel it makes you feel that the advice there is robust and dependable. So I really like that" (Parent/Male/41/UK)

Parents found the tips age inclusive as they provided advice applicable for a wide age range of children. They also described the specific age-disaggregated advice as helpful because it increased the relevance of the tips to their unique parenting situation.

"And also, it was very practical in the way that I could relate it to the children and what I really liked about the tips. Is it had all the different ages. So we have two young children at the time, but the way you do the way you behave for each of them is very different. And I like the way that it just sort of focus with a practical methodology way of doing it" (Parent/Male/41/UK)

"I like the fact that it is to say there's like an age desegregation so you know, other people could have it for like a teenager or something to do. I think there's a lot of advice on what to do with teenagers and older children" (Parent/Female/32/Zimbabwe)

As described by the two organising themes of accessibility and practical, this global theme explored aspects of the parenting tips that facilitated their implementation and utility by both parents and facilitators. Their attractive design, simplicity, easily accessible format, timing, universal application and credibility demonstrate that the development of the tips was a well thought-out process with the result hugely satisfactory among their target audience.

Theme 3: Parenting tips equipped parents with important information/skills that transformed their everyday lives

As the parenting tips were developed to help parents overcome various parenting challenges from talking to children about COVID-19 to dealing with bad behavior. This theme explores some of the reported benefits of using the tips as described by parents and facilitators and will be presented according to two organising themes: wellbeing and structure.

Table 7: Parenting tips equipped parents with important information/skills that transformed their everyday lives

Global theme	Organising themes	Basic themes
Parenting tips equipped parents with important information and practices that transformed their everyday lives	Wellbeing	⊚ knowledge about COVID-19 ⊚ managing stress ⊚ improved parent-child relations
	Structure	⊚ disciplining children ⊚ keeping children occupied

Wellbeing: "From that I can learn what to do and how to keep myself safe and also to keep each other safe"

The parenting tips provided information about COVID-19, which were described by parents as facilitating conversations with children about COVID-19. It was also described by parents, adolescents and facilitators as increasing knowledge about COVID-19 among individuals and within the communities they serve.

"From that I can learn what to do and how to keep myself safe and also to keep each other safe. …I feel much improved and I really like okay" (Adolescent/Female/16/South Africa)

"I showed them how to wash their hands with soap and also bought them a small sanitiser and after that each and every time when they touch with something, they must be cleaning their hands. And also, I asked him that you must always (wear the mask) on top of your nose. Not under the nose and then number two no more hugging or handshake. The most important thing. Don't touch anything. I understand you guys love your mother, father and a mother, every time. Then make sure that if you don't hug us until we take off the clothes that we are wearing and then from there we sanitise the hands and wash our body then that's when you can give us a hug" (Parent/Male/South Africa)

Parents described the tips as helping them manage the psychological and psychosocial stressors brought on by the COVID-19 pandemic. They specifically described the tips helping them control their emotions and avoid unleashing their frustration on their children.

"I really needed this during COVID-19 lockdown because it takes to get so overwhelmed and you're going through so many emotions which are not even our way as an adult. So yeah, and also children and not a way of their emotions they cannot manage their emotions, so they come to you in the making, or they are just tired because of the same team. So you really need to be able to manage your stress and take time out" (Parent/Female/ Zimbabwe)

"They have also learned about managing the level of stress by diverting the attention on important things like taking care of the children taking care of their parents and doing several things together like practicing yoga exercising maybe a storytelling session, listening to your favourite music or learning some new skills" (Facilitator/Female/India)

The parenting resource included tips on positive parenting and parents and facilitators found them helpful in improving parent-child relations. Parents were pleasantly surprised by the extent to which the parenting tips improved communication between themselves and their children.

For most parents. I think what we saw. I think even I saw from afar was just the sudden appreciation of all this is much more than just us being at home together that parenting is actually something that we need to be intentional about kind of, you know, the one to the parenting tip of just, you know, spending time together just being intentional about spending time. So that was one thing that we kind of, overall people were surprised by that. Just like how intentional. You know how much intentionally to needs to be put in the process.
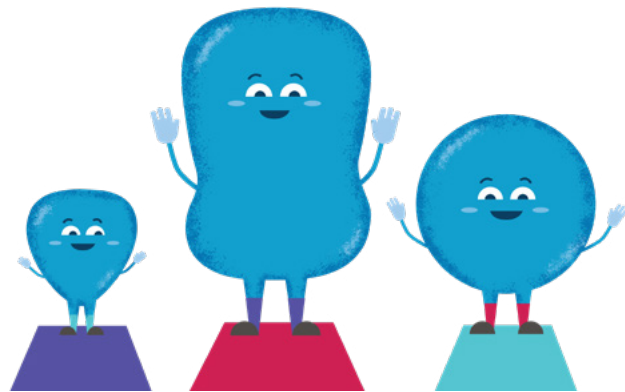
Parents who like the group that we work with is just as parents who are on the margins of even poverty, so they are all spending time outside and having to do things well to improve their livelihood, but they're not really and they're kind of dependent on other systems like the schools or kids being outside or play but suddenly now those systems are not there. Now, the parents or the caregiver has to be intentional about their time in spending, you know, because all the other activities are gone. So that's what's kind of the needs that we were seeing in this like hands needing to be there about not knowing how to walk or be present with their children in the moment.

So that's one of the, major difference that we have seen just an appreciation of how to be intentional or having a framework to know how to spend time with your kids" (Facilitator/Male/Malawi, Zambia, Zimbabwe)

Structure: "…it allowed us to deal with the behaviour, but in a more constructive way than I think we've been doing before"

Parents described the parenting tips as helping them establish structure within their homes. A parent described how the tips helped them positively address bad behaviour.

"The other one was, was the misbehaving. And so, it was quite interesting. So you know, my kids are no angels, but they're not badly behaved. They're just, you know, normal but we did notice sort of behavioural changes which was a variety of the massive change that was happening with them and also the background… And there was a little bit of playing up you know, there's lots of unusual lots of distractions. And so we were being a little bit tetchy with them. And I think that was one of the ones that also, it allowed us to deal with the behaviour, but in a more constructive way than I think we've been doing before" (Parent/Male/41/UK)

Many parents described keeping their children occupied/entertained as a challenge in light of the pandemic restrictions as previously discussed. Parents described the parenting tips as a good resource for ideas of activities to keep their children engaged, especially since they were spending so much time indoors.

"Sad thing what I would have done is probably am dependent on the situation that I found myself in. So if it was a hair raising day and you know, I just didn't know what to do and I needed. I think I would have probably read all of them. But if it was a day when they were being nasty and doing what they had to do, and I was looking for some sort of distraction or some sort of something to do with them out of the norm, then yes, I would look at them. And I would think, am I using these correctly? Am I not? What can I do more of with them? We're definitely benefit and yeah in those days when they're all in each other's space all the time. You can't leave the house. You do need those tips to help you just to think out of the box and to think of different things to do with children and to help you to connect as well so that you can stay sane and that they can stay sane" (Parent/Female/40/South Africa)

As described by the two organising themes of wellbeing and structure, this global theme explored the utility of the parenting tips. It described the benefits of tips in addressing challenges faced by parents during the COVID-19 pandemic. The tips seem to have helped parents regain some control in their lives despite the uncertain and stressful circumstances they found themselves in.

Theme 4: Challenges to implementation

The COVID-19 parenting tips were overwhelmingly positively described; however, participants shared a few challenges or concerns with their application. This theme explores some of the barriers faced by parents and facilitators in implementing and disseminating the COVID-19 parenting tips and will be presented according to two organising themes: barriers to uptake and barriers to dissemination.

Table 8: Challenges to implementation

Global theme	Organising themes	Basic themes
Challenges to implementation	Barriers to Uptake	⊚ online format
		⊚ cultural barriers
		⊚ limited applicability for certain age groups
	Barriers to dissemination	⊚ translation process
		⊚ time spent on dissemination
		⊚ lockdown restrictions affected process

Barriers to uptake: "Just the idea of giving parents advice is, is the big issue there"

The online format of the parenting tips was described as limiting the accessibility of the tips. Both parents and facilitators described limited or lack of internet as a barrier to the uptake of the tips.

"…particularly in areas where some of our context rural so you know online platforms don't really work" (Facilitator/Male/Malawi, Zambia, Zimbabwe)

"So the limitation is the access of internet in general in our society. Exact same. So we have a handful of people who have access to the Internet in a handful of people who are on Facebook and other social media platforms. So that is the limitation in general" (Facilitator/Male/Pakistan)

Cultural differences in beliefs and values regarding parenting was described as a barrier to the uptake of the parenting tips in different contexts.

"So we've got we've got a strong movement in the Philippines, but they didn't engage that much with the parenting tips. Originally, because they didn't really kind of work, culturally. Just the idea of giving parents advice is the big issue there. As it is in all kinds of countries (Facilitator/Male/International organisation [WWO])

Parents described limited applicability of the tips for certain age groups as a barrier to uptake of the tips. Some viewed the tips as being more appropriate for younger children whereas others found the tips more appropriate for younger children which affected their perceptions of their usefulness.

"So one or two of them hadn't seen all of them. And they were very are catching. But when I just kind of read the teenage section and it wasn't very relevant for me because it was a good basic for me" (Parent/Female/40/South Africa)

"I think there's a lot of advice on what to do with teenagers and older children. And not so much for toddlers and they're like the fact that it's just two babies and toddlers there" (Parent/Female/32/Zimbabwe)

Dissemination challenges: "…direct translation was a little difficult. We had to go to a huge vetting process"

The parenting tips were widely disseminated across the world and multiple partners or stakeholders were involved in the process. Facilitators described some challenges they faced with the dissemination process. The translation process was described as a challenged to preparing the parenting tips for dissemination.

"Ah such challenges. Direct translation was a little difficult. We had to go to a huge vetting process. So, okay, sometimes when you translate indigent to do it doesn't make the same so our president (name removed for confidentiality) was the supervisor and he checked all the translations regularly and he provided us with amendments (Facilitator/Male/Pakistan)

The time spent on disseminating the tips was described as a challenge because it took away time, effort and resources that would've been spent on usual or planned organisation activities.

"So what sets the parenting tips probably did totally change what World without Orphans would have done this year. Because we could have spent all of our time thinking about, okay, how do we make sure children who have left orphanages are kind of dealt with cultivated in a really positive way. So we have kind of inadvertently made some fairly big decisions by focusing on this rather than other things. But yeah, we don't have any regrets" (Facilitator/Male/Malawi, Zambia, Zimbabwe)

Lockdown restrictions were described as another challenge to dissemination as it affected the planning of and potential turnout at activities.

"It was my responsibility to plan this and make sure that the implementation is exactly how it was planned it was a bit tricky for me because something like this… So that was a bit tricky for me initially but then I did spend a lot of time in planning. Then we had focus group meetings and conference calls with my team of teachers and my colleagues. We had to organise all the resources. So there were like two sessions a day, which had like 10 people in every session. So like 20 people in one day. And we did this for five days. So like our target was to reach hundred parents or hundred participants, but we could reach 102 participants. So in order to do this we had to have conference call meetings and make sure that everything was well planned and organised now getting all the resources like getting mass soap sanitisers making sure that water is available, making sure the rooms are clean, making sure that all the teachers and the domestic help who are supposed to be helping there, mark in such a way that they're not too close to one another" (Facilitator/Female/India)

As described by the two organising themes of barriers to uptake and barriers to dissemination, this global theme explored barriers to the uptake and dissemination of the parenting tips. These issues could limit the applicability and utility of the tips.

Theme 5: Creation of an enabling environment facilitated dissemination of parenting tips

As the COVID-19 parenting tips were broadly disseminated across the world, in multiple languages and in various formats. This theme describes how the organisational aspect of the project facilitated the dissemination process and will be presented according to two organising themes: shared vision and wide-scale collaboration.

Table 9: Creation of an enabling environment facilitated dissemination

Global theme	Organising themes	Basic themes
Creation of an enabling environment facilitated dissemination	Shared vision	⊙ common organisational interests ⊙ good working relationships
	Wide-scale collaboration	⊙ partnerships with well-connected organisations ⊙ stakeholders involved in process ⊙ versatility in dissemination

Shared vision: "common vision, common purpose"

A shared vision united the multiple partners involved in this project. Participants described common organisational interest in helping vulnerable children and families facilitated the partnerships involved in the dissemination of the parenting tips.

"…it's because I think everybody who we partnered with had a common vision common purpose. It, it wasn't something that we had to strive for" (Facilitator/Male/Sri Lanka)

The culture of the COVID-19 parenting project facilitated dissemination as participants described similar values and good working relationships that strengthened their partnership.

"And I would also saying that actually the I mentioned it kind of earlier, the whole fact that the Parenting for Lifelong Health team are a pleasure to work with is actually really significant in all of this, because I just haven't worried at all about connecting our team in Paraguay and Malawi in Zambia in Sri Lanka directly to your team. Like I've done that with total confidence. That yeah they will have a good experience. And if you were difficult to work with. Apparently lifelong that would have made it a lot more tricky because I would have had to fill that It needs to be the gatekeeper and go between where is that just hasn't been the case at all, which has just made the whole thing a lot more enjoyable and just go a lot further a lot faster…. And I said, waiting for the first person I spoke to you with a Parenting for Lifelong Health wasn't very nice because it's like everyone is so friendly, like, surely, at some point, someone's not going to be friendly. But actually culture of the whole kind of team is just is so good" (Facilitator/Male/International organisation [WWO])

Wide-scale collaboration: "we are connecting with leaders in those countries who work for Christian organisations or churches who have kind of national reach. But then they themselves are directly in contact with local church leaders organisation leaders who are in contact with families on a day to day basis"

Wide-scale collaboration was facilitated by the involvement of well-connected organisations. Participants described the involvement of organisations with extensive global and local connections. This also facilitated the pooling of resources and building on each other's strengths.

"So our reach into countries is quite significant. And generally speaking, we are connecting with leaders in those countries who work for Christian organisations or churches. Who have kind of national reach. But then they themselves are directly

in contact with local church leaders organisation leaders who are in contact with families on a day to day basis. And I think that was part of the success of the this project was that we were able to very easily talk to the national leader say we've got this great resource and they were very easily able to talk to the people on the ground who could then the next day, give this resource to the families. So yeah and so a lot of our reach does get us into that churches quite quickly" (Facilitator/Male/International organisation [WWO])

Participants described the fact that partners were invited to actively engage in the process of preparing and disseminating the parenting tips as facilitating their dissemination and increasing the reach of the resource. Participants described being engaged early in the process and involved in multiple parts including translation, adaptation and roll-out promoted ownership/buy-in.

"…so it was not that difficult to contextualise actually I think we were involved in some of the translation process earlier on. Our country offices were so it was really easy for us to contextualise because we participated in that process. It became easy for us to then kind of we roll it out…….. I think one positive thing that I appreciated was allowing people to speak into your process to say here. Could you try this out. That is in you know that feedback is included into the process that I appreciated that. I think what I will say, in the future, is that don't. Yeah, keep that going inviting other voices to speak into your process is really helpful. To also bring ownership. I think for us when our teams were invited to participate in the, you know, in the process of translating the material into give a different ownership, then when the material of just Cameron them - we participated in this process. Then, there's just a sense of ownership" (Facilitator/Male/Malawi, Zambia, Zimbabwe)

The versatility of the parenting tips allowed partners to adapt and contextualise them to their local context. Participants describe the adaptation of the resources and dissemination using diverse methods increased the accessibility and promoted wider reach of the tips.

"Then we have to, you know, we what we did was we broke each step down into a separate parts. So it could be, you know, if you see. So, which takes It's like difficult to consume. So we had to break those steps down into its into it, individual parts are easier on the eyes and easier on the people who feed it on social media. We also changed. We also made animations of it. And We indicted on our YouTube plan, and on and on our social media handles. So we made the statute into smaller videos so people who didn't want to read it or listen to them and was telling me" (Facilitator/Male/Pakistan)

As described by the two organising themes of shared vision and wide-scale collaboration, this global theme explored the organisational aspects of the project and partnerships that played a significant role in the successful dissemination of the COVID-19 parenting tips. It highlighted various aspects of the cooperative partnerships that facilitated the dissemination of the tips.

Theme 6: Recommendations: content, delivery and dissemination

This theme describes recommendations from parents and facilitators on ways the COVID-19 parenting tips could be improved and is presented according to three organising themes: content, delivery and dissemination.

Table 10: Recommendations: content, delivery, and dissemination

Global theme	Organising themes	Basic themes
Recommendations: content, delivery and dissemination	Content	◎ educating children from home ◎ managing screen time ◎ cyber bullying ◎ engaging children ◎ establishing routines ◎ keeping safe during the pandemic ◎ new parents ◎ tips targeting fathers ◎ resources tailored to local context ◎ applied examples of parenting tips
	Mode of delivery	◎ offline methods ◎ more accessible formats ◎ use of interactive platforms
	Dissemination	◎ engage more partners ◎ better planning of translation process

Content: "maybe there's something missing here on stuff for new parents"

The COVID-19 pandemic has stopped many children from attending school. As a result, parents have had to manage schooling from home, which as previously described can be very stressful and a participant desired more information on educating children from home.

"And then the other thing, like, more, more. Now, I think it's that link between parenting and the fact that so many people around the world is still home educating their children because the schools are still shut. And I just think we've had more and more people kind of mentioned that to us like what are you doing about that and as well. That's interesting. That's kind of the education bit is becoming increasing burden for parents" (Facilitator/Male/International organisation [WWO])

A participant described wanting more information on managing screen time, which was described as becoming increasingly difficult due to restrictions on school attendance and leisure activities.

Interviewer: what other things might be useful for you and you would like to see in terms of parenting information or advice.

Participant: Like, you know, things like limiting screen time. It's all very theoretical but day to day living, it doesn't work that way. And I'm gonna try I cannot believe I'm actually saying this, but it's true. At school, If there's an enormous challenge. Because yeah, encouraged the screen time and it became crazy for me because he was on the screen all the time because he had to be an interestingly enough he does, but he did not do well on online learning…. And then the more time they spend online, the more accessible other things become" (Parent/Female/40/South Africa)
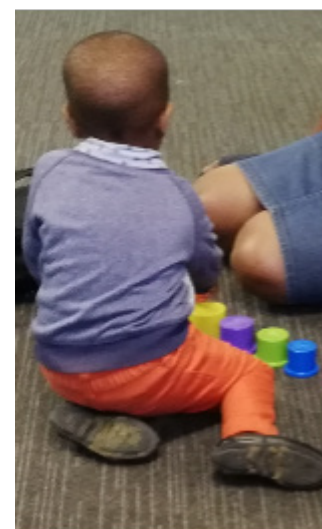
Similarly, with children spending a lot of time online parents worry about protecting them online. A participant specifically described the need for information to protect children from cyberbullying.

Do more things I would like to add in this one is how to prevent yourself from cyber bullying sense now everything is online and children. They really don't know who is on the other side of the screen or on the mobile phone. So, something which is Meant on cyberbullying, and how you can be respectful to one who is, you know, taking your classes or was talking to you. Something like that. They may be basic. A tickets and being safeguarding yourself from cyberbullying. That is one thing which I feel which can also be a part of something like this" (Facilitator/Female/India)

Participants described wanting more content on keeping kids engaged at home. They also mentioned wanting to learn how children can interact with their peers safely.

"I'm wondering on one major thing that I feel like my daughter disadvantage when it came to her was the interaction with other kids. Um, but I'm not sure how you can come up Tips you know develop that because I mean everyone is on lockdown. I mean, unfortunately for us. In low income isn't all speakers and Bobby Yeah. Not everyone has Wi Fi. Right. So I might have Wi Fi because I'm working from home. But then she doesn't have access, while her friends or my nieces and things like that wouldn't have access to You know, to that Wi Fi so that interaction between like kids during the playdates now she can't have online playdates. Yeah, exactly. So, what, what practical advice or tips we could get from that" (Parent/Female/32/Zimbabwe)

As the COVID-19 pandemic disrupted everyday life participants described wanting advice on enforcing structure and establishing routines, especially for children of different ages.

"Then then also the routines. I Know I know intellectually that he should have a set a time in a sick waking time and he knows that, too. But it didn't work that way. Then I think those are my biggest challenges he out fall asleep, long before him. I just but Yeah" (Parent/Female/40/South Africa)

Participants described wanting more content related to keeping themselves, their families and communities safe during the pandemic. They specifically requested information targeting specific populations, e.g., children and older adults and individuals living in congested, low resource settings.

"I think this more there's more to learn... especially the young kids creche. They don't listen. Something like a picture and then point. The old age people, those people are also the people who need to be taking off because of their COVID-19 they need to have more knowledge." (Facilitator/Parent/Female/South Africa)

New parents faced unique challenges during the COVID-19 pandemic and a participant described wanting advice specifically targeted towards this population, especially since pandemic restrictions led to limited or no social support for many.

"I mean, maybe there's something missing here on stuff for new parents... and there's just a lot of anxiety and stress about birth and the hospitals, It's so different to how it would be if there wasn't a pandemics... just such strange times. " (Parent/Female/30/Israel)

A participant called for parenting advice targeting fathers as the parenting tips seem to be more catered towards the mothering role.

"I think the role of the father's Information for the father's benefit. Fathers changes the whole atmosphere. We need to see the father's involved in the home. A man, you know, taking responsibility that we just need to have a bigger role to play, but we also need to be informed and advice on what we could do... men focused" (Facilitator/Male/Sri Lanka)

A participant described the need for advice that is more tailored to the local context. As described in the quote below, the participant felt that it would increase the impact the parenting tips could have.

"But I would think if it was more localised it may have had a bit a bigger impact. Again, this is just a gut feeling. Because it still looked a bit Western Yeah, the content was great. I would think the whole illustration of it. If it was localised may be even more impactful. Not that it wasn't. But yeah we need to be localised graphically" (Facilitator/Female/India)

A participant expressed the desire for applied examples of parenting experiences, particularly real-world examples of how parents used the tips to solve specific parenting challenges.

"Maybe one additional thing that might be great is maybe to give an example of different people's experiences - experiencing the same thing, having children at home during the lockdown. Yeah, so it might be nice to have maybe like
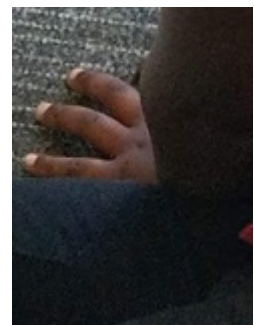
paragraphs for women that say, you know, I've dealt with this by entertaining my kids with cardboard boxes or I've done this tip from an actual mother" (Parent/Female/36/UK)

Mode of delivery: "my recommendation that we use more video content and less textual content"

Participants described the need for more offline and traditional paper-based methods to disseminate the parenting tip e.g.,brochures.

"the variety and the types of resources is quite useful. So a nice written guide is brilliant. We also had a few talks. But I think what you're able to cover in the pamphlets can't really be covered so quickly in a talk in the same way. So I think a variety of different methodologies is always useful" (Parent/Male/41/UK)

"In the early and earlier days and probably still true now like getting money to people, to enable printing of the resources to happen. Would have been really would have been really helpful. So I think there was a definite kind of hard copies that people wanted of tips" (Facilitator/Male/International organisation [WWO])

Participants also described disseminating the tips in more accessible formats, such as breaking down the tips to make them more mobile-friendly and disseminating them in video form. They mentioned that informational videos could engage children and individuals who are illiterate or would prefer to listen or view them than read them.

"I would suggest that we integrate more of the tips in the future by becoming more into videos because that is obviously more easy to consume in reading the computer itself. My recommendation is that we use more video content and less textual content" (Facilitator/Male/Pakistan)

"And one more tip. would be See, this was, this is great to print out and share with yeah, but at that time I think because we didn't have any other resource, we found it. The PDF via WhatsApp. I think it was impactful because they were just craving for anything to read because they were so bored that they read it but I'm wondering how successful that would have been to what we do a PDF document with you with so much information on a headphone which maybe if we had a small snippet of information. If you have broken it down into, you know, further sub segments. That may have been better to read on a mobile phone" (Facilitator/Male/Sri Lanka)

A participant described wanting an interactive platform to receive parenting tips and advice. She described the need for a responsive platform that provides feedback and promotes engagement with fellow parents.

"I really like talking to people. You got a response. So I'm not sure if they could do something along the lines of a message board where people could input questions and receive answers, something like that. I thought could be a positive return" (Parent/Female/29/USA)

Dissemination: "if we really want to get it out into every home. We definitely need more partners on board"

In regard to the process of dissemination, a participant described the need for more partners, especially individuals and organisations that play critical roles within communities and countries in order to further expand the reach of the parenting tips.

"…considering the reach, I mean if we really want to get it out into every home. We definitely need more partners on board and would be great if the government also was part of it or UNICEF Sri Lanka was really pushing this I don't think that any of the big names within the country was pushing it" (Facilitator/Male/Sri Lanka)

Also, to facilitate dissemination, a participant described the need for an improved and better organised approach to the translation of the tips, which was earlier discussed as a challenge to implementation.

"It was, it is a really hard question to answer, giving the uniqueness of this circumstance. We could have developed a more efficient translation process at the beginning. And we did over time that more efficient translation process was kind of developed within a matter of weeks. We, which was great, but I guess if we were to do this again and we have a little bit more leading time that we would be able to sort out those processes kind of earlier on" (Facilitator/Male/International organisation [WWO])

As described by the three organising themes of content, delivery and dissemination, this global theme explored participant recommendations for the improvement of the parenting tips. It highlights a diverse range of parenting topics participants would like to see covered, highlights emerging needs, modes of delivery, and ways to improve the dissemination process.

Discussion

This study explored the perceptions and experiences of parents, adolescents and facilitators with parenting challenges in the COVID-19 pandemic generally and the COVID-19 parenting tips resource specifically. Themes explored participant perceptions of the tips, their application and/or implementation, facilitators and barriers and recommendations for improving the resource. The COVID-19 pandemic disrupted the lives of millions of individuals and families around the world[20, 21, 22]. These disruptions (e.g., school closures, restrictions on movement and social interactions, employment) and restrictions placed to reduce the spread of the virus have had and will continue to have significant negative consequences on the wellbeing of populations [23, 24]. Parents are experiencing increased stress as a result of the pandemic and its consequences on everyday life. Specific stressors that were widely described by participants included emotional stress[25, 26, 27] balancing work with parenting[28], assisting children with schooling from home, keeping children occupied[29], providing for families[30], low levels and/or lack of social support, and restrictions on activities/movement. These stressors can profoundly affect the health and wellbeing of parents and increase the risk of parental burnout which may lead to child maltreatment and/or abuse. Challenges experienced by adolescent participants revolved around being unable to do what they usually do, including attending school, socializing with their friends and boredom. Many of the comments showed adaptation and creativity.

Filling a gap. The parenting tips were not instead of available resources, but rather acted as an addition – and this was welcomed. They served to remind parents that experiences were shared, reactions were common, and small changes and tweaks could have considerable benefit. In terms of frustration, harsh reactions and violence, many felt the tips were particularly helpful. Ideas on control, pausing, thinking and introducing routines were helpful. For many the tips were not their only source of support by any means but filled a gap or void at a time when parents were reaching out.

Navigating challenges. The parenting tips were designed to help parents navigate challenges during the COVID-19 pandemic and effectively addressed some of the challenges participants were experiencing. They were launched rapidly at the beginning of lockdown, endorsed by multiple global agencies, and available in over 100 languages. Participants derived numerous benefits from applying the tips, including increased knowledge of COVID-19, learning how to talk to their children about COVID-19, tools to manage their stress, discipline children and improved relationships with their children. Improved relationship finding is important due to the implications of disaster induced parental stress on the parent-child relationship[31].

Design and dissemination. There were various aspects of the design and dissemination process attributed to the success of the parenting tips resource. The parenting tips were found to be widely acceptable, with participants having emphasised their admiration of the design and presentation of the information, which made them practical and accessible. The timeliness of the tips was a significant factor, as they were released early in the pandemic which allowed parents in need to have quick access to support and facilitators were able to access and share this information with their beneficiaries. Their grounding in the research literature increased their credibility and their universal approach encouraged their uptake in a variety of contexts. The visually appealing nature of the tips and their simple language made them attractive and engaging to a wide audience, facilitating their application. The online format of the resource increased the reach as it was available anywhere to anyone with access to the internet. Although this was supplemented in forms for radio and sermons, these outlets were not experienced by those participating in the interviews. Given such

versatility, extended reach was enabled. The tips were also applicable to children of various ages, which increased the utility and applicability of the tips for parents in different parenting situations, e.g., younger/older children or a mix. However, there was some discussion about age specific and age relevant input which may need consideration if the tips are to be expanded.

Collaboration. The successful dissemination of the parenting tips was attributed to the skilful collaboration of a diverse group of individuals and organisations with a shared vision to help parents address parental challenges and safeguard the wellbeing of children. Having shared organisational interests/activities and good working relationships allowed partners to work cooperatively. The involvement of a variety of actors and organisations at the global, national and local level supported efforts to reach large numbers of individuals with the parenting tips. Encouragement of involvement in adaptation of the resources, promoted ownership and allowed the resource to be disseminated in various formats, including posters and pamphlets to reach individuals who may not have had the opportunity to access the tips. The successful dissemination of the tips highlights the implications of choosing intervention partners wisely, especially in resource limited settings. The dissemination process was not without its challenges however, most facilitators emphasised the importance of their involvement in the intervention and its effectiveness as outweighing any consequences on their usual activities. To maintain momentum, it is important to build on the partnerships already established and to continue forming new ones to have this resource reach more individuals in need of such information. It was notable how previous work plans could be diverted in an emergency and how activities could be rapidly fostered around a new resource when it was seen as pertinent, timely and cutting edge.
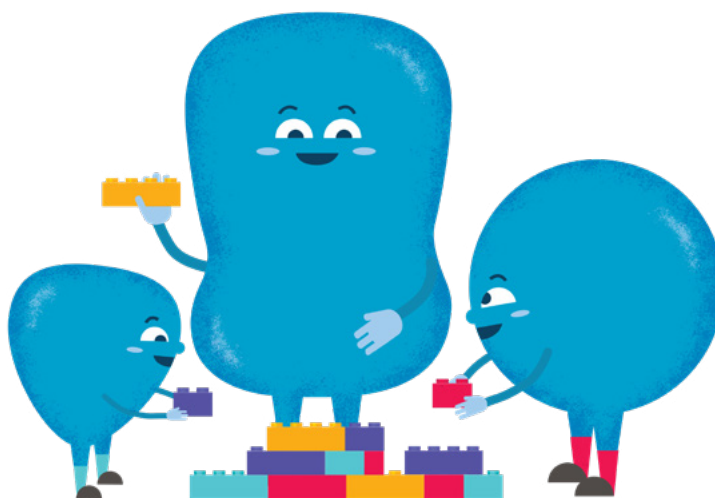
Evidence based. The fact that there was a solid evidence base underpinning the tips was mentioned and seen as a key building block for the resource. Even though the content was straightforward, accessible and easy to follow some parents saw the tips as prompts and permissions to parent their child. It reminded them of activities they had used before and helped with ideas and inspiration in times of great uncertainty. For some the information was new, for others a reminder. This clearly underpins the notion that parenting can be learned, taught, adapted and continuously improved.

Utilisation. The mode of utilising the tips was varied. It was unclear whether they were downloaded all at once, one by one or topic by topic. It was also unclear whether the engagement with the material was once off or repeated. Further research examining uptake and utilisation patterns may be needed to see how the pattern of usage plays out.

Barriers. Participants described some barriers to the utilization of the tips such as its online format which limits access to those without internet. This highlights the importance of developing resources in various formats, especially when trying to reach marginalised populations where a variety of methods may be necessary. Cultural barriers to receiving parenting advice is another important barrier to the uptake of the parenting tips. These barriers may operate at a number of levels, from language, to images, to behavioural norms as well as to modes of access. However, such barriers may be reduced or eliminated by working with local communities to adapt the parenting tips to the context, increasing their acceptability, and allowing them access for cultural and local needs to be incorporated without affecting the core evidence-based messages. Open access and zero cost was an important trigger which allowed for immediate adoption and utilisation. A few participants described the tips as having limited applicability to certain age groups (e.g., older vs younger), this barrier can be addressed through expanding the information provided or highlighting different ways to apply the tips to specific age groups.

Constraints. Although the content was derived from evidenced based programmes, the nature of the pandemic and the COVID-19 tips meant that group interactions, peer learning and skill building with a leader was not replicated in the online and virtual forms. Some of the participants reflected on the interactive needs for such activities and suggested ways of enhancing the shared experience with additions such as personal stories, ideas or tried solutions or some form of virtual dialogue through chat or interactions. Clearly this is a consideration for ongoing development.

Future development. Discussions about further development of the parenting tips resource heavily focused on additional content parents would like to see covered. Participants described a wide variety of topics they would like to see covered, including more information concerning parenting children at home, e.g., keeping children engaged, managing their education, managing screen time, protecting children online, etc. They also emphasised the need for information targeting specific audiences, including developing resources for new parents, children, older people and individuals living in difficult or low-resource settings. Developing resources targeting individuals in low-resource settings is especially important because the COVID-19 related stressors are exacerbated in this population. The numerous suggestions for content also highlight the information needs of parents and emerging needs that parents did not need to think about before the pandemic. The content suggestions illustrate the growing information needs and challenges faced by parents that need to be addressed. It is necessary that the tips are revised to cater to various parenting roles, as they were seen as targeting mothers and therefore making gendered assumptions about parenting responsibilities.

Vehicle for use. The data provides insight from organisations that were able to utilise the materials in a variety of ways. This shows that the resources were not only a resource, but a vehicle for dialogue. Some reported that the sheets had been printed and handed out with food parcels or to general programme members. They had been flexibly adapted for use by providers when parents had limited access to the internet. The fact that they had been used on radio and in sermons for example showed their versatility. However, the evaluation has limited insight into such use. The evaluation was conducted after the COVID-19 parenting tips had been launched, and there was only one centre (Paraguay) where pre-post data was available. This is clearly a limitation. Although there was every attempt to glean feedback from a broad constituency, the data is limited by country and also by language. There may well have been a self-selection bias in responders.

Recommendations. Recommendations also surrounded modes of delivery of parenting information, which focused on the use of more offline, accessible and interactive methods. The use of other offline methods, such as posters and presentations would help avoid some of the barriers discussed earlier concerning internet access. The use of more accessible formats such as audio, video and a more mobile friendly design would make the tips more accessible to certain populations and potentially engage more individuals who favour such modalities. The desire for interactive platforms to get parenting advice, highlights a need for a higher level of interaction that provides feedback. Use of such platforms could be an especially helpful source of support for parents who due to the pandemic may be feeling isolated and/or unable to access their usual sources of support. Some consideration should be given to who the main player or actors are in the parenting arena in different contexts. The data suggests it is clearly not always the mother, further materials tailored towards fathers parenting should be considered, as well as grandparents, siblings and other caregivers. Lastly, recommendations concerning the dissemination process emphasised the need to create organised and efficient translation processes and engage more partners to expand the reach of the materials, especially within countries. The table below highlights important recommendations for further development of the parenting tips resource.

Table 11: Recommendations for further resource development

Cultural adaptation	Develop tips targeting certain populations (e.g.,new parents, children, older people)	Adapt tips to local context	Using video or other interactive components
More mobile friendly	Ownership locally	Add some solutions	Use examples
Develop offline materials (e.g.,brochures, posters, organise talks)	Use of interactive platforms (e.g.,responsive, provide feedback)	Age adjustment and targeting should be more specific	Specific audiences – new parents
Content – educating children at home/ managing online lessons,	Friendship substitution and management.	Ideas to engage children	Father inclusive or targeted material

Limitations. Studies have recognised the need for evidence-based interventions such as this one to support parents during this extremely difficult time[32]. The COVID-19 parenting tips addressed the needs of parents through providing advice for dealing with common challenges brought by the COVID-19 pandemic[33]. This study has a few limitations, including its cross-sectional nature, relatively small sample size, possibility that the experience of reported challenges are changing due to the evolving nature of the COVID-19 situation especially in different contexts, which might limit the generalisability of the findings beyond the time of data collection, and social desirability bias. As this was a post evaluation of resources that were globally disseminated and widely taken up, we only received pre-evaluation data from one country (Paraguay), thus the views on parenting challenges might be underrepresented. Nevertheless, the findings from this study demonstrate the usefulness of the parenting tips to improve parenting experiences during the COVID-19 pandemic and beyond.

The results of this study inform the literature on the challenges faced by parents during the COVID-19 pandemic using qualitative methods. The data highlights implications for the development of future COVID-19 parenting resources and demonstrates the urgent need for more family-based interventions to support parents during this pandemic. This glimpse into the experiences and utility of the parenting tips serves to underscore the specific challenges that many faced with sudden onset and with little recourse to support. The importance of evidence-based interventions is clear, and the timelines and rapid uptake of these resources could not have been made available if there had not been thorough trial and evaluation in the past. The pandemic has put parenting under pressure, but also provides an opportunity for evidence-based interventions to become rapidly available and utilised. These lessons could endure over the course of the pandemic and beyond.

Conclusion. In conclusion, the parenting tips have been demonstrated to be relevant, highly acceptable, useful and versatile, which increases their utility and potential to reach many individuals and communities.   The absence of negative comments or feedback with regards to the parenting tips from both data sources collected in this study is a key finding. Suggesting that such input is welcome when parenting during the pandemic, and attention to parenting is needed, desired, endorsed and urgent.

THANK YOU !

Partners

World Health Organization · unicef for every child · WWO · CHILDHOOD

Australian Government · eSafety Commissioner · WePROTECT GLOBAL ALLIANCE · IDEMS

ACCELERATE · End Violence Against Children · INTERNET OF GOOD THINGS · USAID

UNODC · PARENTING FOR LIFELONG HEALTH · Maestral · CDC

Funders

UK Research and Innovation · GCRF · Newton Fund · The LEGO Foundation

UNIVERSITY OF OXFORD · OAK FOUNDATION · unicef for every child · End Violence Against Children

COVID-19 Playful Parenting Emergency Response
covid19parenting@gmail.com

Appendix 1- COVID-19 parenting tips

The full content of the COVID-19 parenting tips can be accessed on :
https://www.covid19parenting.com/assets/tip_sheets/en/merged_1.pdf

Learning Through Play

View

When We Get Angry

View

Parenting In Crowded Homes And Communities

View

Tips For Children With Disabilities

View

Tips For Parenting Teens

View

Parenting A New Baby

View

Education and remote learning

View

Materials information sheet for partner organisations

You will be given a copy of this information sheet

Many thanks for completing our brief online survey on the COVID-19 parenting resources. We are inviting you to participate in an in-depth interview to gain insight into the use of the parenting tips from your perspective. This work is being led by researchers at University College London and University of Oxford, together with partners, including UNICEF, WHO, the Global Partnership to End Violence Against Children and others. Please note that this is not an evaluation of your organisation.

During the interview, we will ask you questions relating to the COVID-19 parenting resources and would like to understand how you used them as well as exploring the impact and effectiveness of the parenting resources. This qualitative research will involve an unstructured interview conducted by a skilled interviewer. The purpose of these in-depth interviews is to understand your motivations for using the parenting tips, beliefs, attitudes, and feelings towards the parenting resources. It should take between 30 and 60 minutes and will be conducted using Microsoft Teams or a similar online method. We will record the discussion to ensure that we accurately capture your views. Responses from the interview will be sent back to you for review before they are analysed by the UCL research team. You will be able to withdraw your responses at this point if you no longer want to participate.

Your participation is voluntary. If you decide not to participate, there will be no negative consequences. You may also stop participating at any point of the study, and you do not need to give any reasons for this. If you decide to withdraw during the course of the interview, we will delete the audio recording of the interview. Please remember that you have the right not to answer any question for any reason. If any of the questions asked are unclear, please let us know so that we can explain them in a better way. Your honest answers will be really appreciated.

We do not anticipate any risks to participating in this interview and there will be no compensation for taking part. Your views will help us develop more resources and guide us in the future. Your data will be stored securely on a secure server at the University of Oxford after the study for three years before it is completely erased. The transcripts generated from these in-depth interviews will be provided to the UCL team in an anonymised format. You will not be identified personally, and we will number each interview noting only the country you come from, your age and gender.

After the study is finished, we would be delighted to share with you the results as soon as they are available. In published reports, we will keep your name and identity private. Your de-identified data may be shared with other researchers in the future. Findings from this work might also be shared via conferences and webinars. We would also like to share some of the information you tell us about the impact of COVID-19 parenting resources on our website: www.covid19parenting. com. This may include information about yourself. We will send you any content for your approval prior to sharing. You can also request to change the information or have it removed at any time with no penalty.

Please let us know if you have any questions about this interview before providing consent. If you have any additional questions after the interview or want to raise a concern, please feel free to contact Dr Helen Mebrahtu (helen.mebrahtu.15@ucl.ac.uk) or Prof. Lorraine Sherr (l.sherr@ucl.ac.uk) who are leading this research.

If you consent to participating, please sign the consent form below and return it by email to [interviewer to insert name and email address]. Signatures can either be electronic or you can print the document, sign it and then scan the signed document. You can also agree with a consent box online if that is easier.

Consent form for partner organisations

To be completed by interviewer

Date: ....

Name of Interviewer (Print): ....

Signature of Interviewer: ....

To be completed by participant

Name of Respondent (Print): ....

I understand and agree with the following statements:

⊙ I have reviewed the content of this information sheet and all my questions have been answered to my satisfaction.

⊙ I understand what will take place if I agree to take part in this study.

⊙ I understand that I have the ability to withdraw and discontinue the interview at any point.

⊙ I understand that I will be given an opportunity to withdraw my responses after they are sent to me for review, and that there will be no consequences of this.

⊙ I understand that all the information I provide will be used for the purposes of this study.

⊙ I understand who will have access to my data and how it will be stored and published.

⊙ I understand how my information will be stored and that it may be shared with other researchers in the future.

⊙ I understand that I may be requested for permission to share some information on the www.covid19parenting. com website and that I can refuse, request changes, or ask for it to be removed at any time.

⊙ I understand how to make a complaint or raise any concerns about my participation.

⊙ Of my own free will I agree to take part in this study.

⊙ I understand that I will be audio recorded during the interview unless I object and that I can ask for anything I say or do to be erased.

⊙ I am aware that these audio recordings will not be played or shared with anyone else outside the research team.

Date: ....

Signature: ....

Information sheet for parents/caregivers

You will be given a copy of this information sheet

Many thanks for completing our brief online survey on the COVID-19 parenting resources. We are inviting you to participate in an in-depth interview to gain insight into the use of the parenting tips from your perspective. This work is being led by researchers at University College London and University of Oxford, together with partners, including UNICEF, WHO, the Global Partnership to End Violence Against Children and others.

During the interview, we will ask you questions relating to the COVID-19 parenting resources and would like to understand how you used them, as well as explore how useful you found them, and any challenges associated with their use. This qualitative research will involve an unstructured interview conducted by a skilled interviewer. The purpose of these in-depth interviews is to understand your motivations for using the parenting tips, beliefs, attitudes, and feelings towards the parenting resources. It should take between 30 and 60 minutes and will be conducted using Microsoft Teams or a similar online method. We will record the discussion to ensure that we accurately capture your views. Responses from the interview will be sent back to you for review before they are analysed by the UCL research team. You will be able to withdraw your responses at this point if you no longer want to participate.

Your participation is voluntary. If you decide not to participate, there will be no negative consequences. You may also stop participating at any point of the study, and you do not need to give any reasons for this. If you decide to withdraw during the course of the interview, we will delete the audio recording of the interview. Please remember that you have the right not to answer any question for any reason. If any of the questions asked are unclear, please let us know so that we can explain them in a better way. Your honest answers will be really appreciated.

We do not anticipate any risks to participating in this interview and there will be no compensation for taking part. Your views will help us develop more resources and guide us in the future. Your data will be stored securely on a secure server at the University of Oxford after the study for three years before it is completely erased. The transcripts generated from these in-depth interviews will be provided to the UCL team in an anonymised format. You will not be identified personally, and we will number each interview noting only the country you come from, your age and gender.

After the study is finished, we would be delighted to share with you the results as soon as they are available. In published reports, we will keep your name and identity private. Your de-identified data may be shared with other researchers in the future. Findings from this work might also be shared via conferences and webinars. We would also like to share some of the information you tell us about the impact of COVID-19 parenting resources on our website: www.covid19parenting.com. This may include information about yourself. We will send you any content for your approval prior to sharing. You can also request to change the information or have it removed at any time with no penalty.

Please let us know if you have any questions about this interview before providing consent. If you have any additional questions after the interview or want to raise a concern, please feel free to contact Dr Helen Mebrahtu [(helen.mebrahtu.15@ucl.ac.uk)](mailto:helen.mebrahtu.15@ucl.ac.uk) or Prof. Lorraine Sherr [(l.sherr@ucl.ac.uk)](mailto:l.sherr@ucl.ac.uk) who are leading this research.

If you consent to participating, please sign the consent form below and return it by email to [interviewer to insert name and email address]. Signatures can either be electronic or you can print the document, sign it and then scan the signed document. You can also agree with a consent box online if that is easier.

Consent form for parents/caregivers

To be completed by interviewer

Date: ....

Name of Interviewer (Print): ....

Signature of Interviewer: ....

To be completed by participant

Name of Respondent (Print): ....

I understand and agree with the following statements:

- ⊙ I have reviewed the content of this information sheet and all my questions have been answered to my satisfaction.

- ⊙ I understand what will take place if I agree to take part in this study.

- ⊙ I understand that I have the ability to withdraw and discontinue the interview at any point.

- ⊙ I understand that I will be given an opportunity to withdraw my responses after they are sent to me for review, and that there will be no consequences of this.

- ⊙ I understand that all the information I provide will be used for the purposes of this study.

- ⊙ I understand who will have access to my data and how it will be stored and published.

- ⊙ I understand how my information will be stored and that it may be shared with other researchers in the future.

- ⊙ I understand that I may be requested for permission to share some information on the www.covid19parenting.com website and that I can refuse, request changes, or ask for it to be removed at any time.

- ⊙ I understand how to make a complaint or raise any concerns about my participation.

- ⊙ Of my own free will I agree to take part in this study.

- ⊙ I understand that I will be audio recorded during the interview unless I object and that I can ask for anything I say or do to be erased.

- ⊙ I am aware that these audio recordings will not be played or shared with anyone else outside the research team.

Date: ....

Signature: ....

Information sheet for adolescents aged 14-18

Hello, We work at University College London. We are doing some research and would like you to join in. Research is a way we try to find out the answers to questions. We want to see how parenting information sheets could help families deal with changes and challenges in their lives caused by Corona virus (COVID-19).

You can talk to your family, friends, or the researchers if you want to before you agree to join in.

Why have I been asked? We are asking you if you would like to take part because you are between 14 and 18 years old.

We are asking other children to help us too. Your parent/carer has said it is OK for you to join in.

Why is this study being done? We are doing this study so that we can help children and families around the world. We are interested to see how our parenting sheets might help families cope with COVID-19 related challenges in their lives.

Finally, if you want to join others and take part in this project, you will have to agree.

Do I have to join in? No, you don't have to if you don't want to!

You can ask questions before choosing whether you want to join in. You can change your mind at any time by telling the researcher or your parent/carer. You don't have to say why. If you decide to stop, no one will be upset with you.

What would happen if I take part? After reading this to you, you will be asked to sign a form that says you agree to take part in the study. We will then ask you questions about your life and your relationship with your parent/caregiver. We will be audio recording your answers. These recordings will be kept confidential and private and will be destroyed once we have made a written record. You can also ask that we erase anything that you tell us if you want. This interview will take about 30 minutes to an hour.

Will anything about the research upset me? We will be asking some sensitive questions about how you feel, and your relationship with your parent/caregiver. If you feel upset or want to talk to someone, the interviewer will explain to you some ways you could get help.

If there is a safety issue, we may contact a welfare organisation for you. All this will be talked over with you first.

What will happen to the information I provide? Anything you tell us about yourself will be private and not told to anyone else. We will not ask for your name or any information that can make others recognise you.

When we collect information from you, we will keep it in a safe place and only the people doing the research, or helping with the research, can look at it. Anything personal will be deleted immediately after completing the study.

So that others may learn from this study, we will share results in academic journals, at conferences, and in policy briefs for government and other agencies.

Your name will not appear in any publications. Instead, you will be given a research identification number so that the information you provide will remain confidential and private.

The information that you provide may also be used to help organisations and researchers and will be joined with other children's experience of the parenting sheets from other countries so that we can understand how useful they are across the world.

After the study is finished, we would be delighted to share with you the results as soon as they are available.

Is this study OK to do? Before any research involving people happens it has to be checked by a group of people known as a Research Ethics Committee to make sure that it is fair. This study has been checked by the Ethics Committees at University College London and the University of Oxford.

Will I get anything from the study? Unfortunately, we cannot give you anything for your participation in the study, but we will be very grateful for the information you provide us.

What if there is a problem or something goes wrong? The University College of London and the University of Oxford are responsible for ensuring the safe use of your information, just for research purposes.

If you are not happy because of something that happened in the study, please talk to your parent/carer who will let the researcher know. You can also directly contact one of the researchers: Dr Helen Mebrahtu (helen.mebrahtu.15@ucl.ac.uk) or Prof. Lorraine Sherr (l.sherr@ucl.ac.uk).

Consent form for adolescents aged 14-18

To be completed by interviewer

Date: ....

Name of Interviewer (Print): ....

Signature of Interviewer: ....

To be completed by caregiver of child

Name of Respondent (Print): ....

Name of Child (if applicable): ....

I certify that:

⊙ I have been given and had read to me the information in this information sheet explaining this study.

⊙ All questions I had on this study have been answered to my satisfaction.

⊙ I clearly understand what will take place if I agree to take part in this study.

⊙ I understand that I have the ability to withdraw and discontinue with this interview at any point during the interview.

⊙ I understand that all the information I provide will only be used for the purposes of this study.

⊙ I understand that this study has been reviewed by the ethics committees at the University College of London and the University of Oxford.

⊙ I understand how to make a complaint or raise any concerns about my participation.

⊙ Of my own free will I agree to take part in this study.

⊙ I give consent for my child .... (Child's Name) to participate in this study.

Date: ....

Signature: ....

or Thumbprint

To be completed by child

Name of Child: ....

Name of Caregiver: ....

I certify that:

⊚   I have been given and had read to me the information in this information sheet explaining this study.

⊚   All questions I had on this study have been answered to my satisfaction.

⊚   I understand what will take place if I agree to take part in this study.

⊚   I understand that I have the ability to withdraw and discontinue with the study at any point.

⊚   I understand that I may be audio recorded during interviews unless I object and that I can ask for anything I say or do to be erased.

⊚   I have been assured that all information I will provide in this study will be kept confidential unless I am in danger or ask for help. Any next steps will be talked over with me first

⊚   I understand that the information I provide (without any identifying information) may be combined with other families' experiences of similar programmes from other countries so that we can understand how they work across the world.

⊚   I understand who will have access to my data and how it will be stored and published.

⊚   I understand that this study has been reviewed by the ethics committees from the University College of London and University of Oxford.

⊚   I understand how to make a complaint or raise any concerns about my participation.

⊚   Of my own free will I agree to take part in this study.

⊚   My parent/caregiver is aware of my participation in this study and has consented on my behalf

Date: ....

Signature: ....

or Thumbprint

Interview schedule for parents/caregivers

⦾ Outline aims

⦾ Parenting experiences and challenges

⦾ Exposure to the COVID-19 parenting tips

⦾ Depth exploration of the COVID-19 parenting tips

Parenting under COVID-19 conditions

Hello! My name is _____ and I will be interviewing you today. Thank you for agreeing to take part in this study. I will be asking you questions about your experience of using the parenting resources and your thoughts on their usefulness and challenges.

If any questions make you feel uncomfortable for any reason you do not have to answer them. You are also free to end the interview at any time without any consequence. All your responses will be kept confidential and no one will be able to identify you from them.

Introductory questions

1. Can you please state your country of residence?

2. Please state your parenting role (father, mother, grandparent, caregiver)

3. How old are you? (in years)

4. Type of use (for interviewer to select)

    Levels: Caregiver/adolescents/organisation

Parenting experiences and challenges

Main question: Describe your experience of parenting before and during COVID-19 pandemic?

5. What was day to day parenting like before COVID-19 pandemic? (explore experience and responses, with examples)

6. Can you tell me a bit about how day to day parenting has changed for you since the start of COVID-19 pandemic? (probe: any specific challenges such as lockdown, restrictions, schooling situation)

7. If you could have sent a message to yourself as a parent/caregiver before COVID-19 what would that be?

8. Can you tell me about places or people you turned to for parenting support/advice?

Exposure to the COVID-19 parenting tips

Main question: Describe how you used the parenting tips? (Instructions: include a visual of the parenting tips-1 or 12 items to remind participants)

9. How did you access the parenting tips?

    Levels: Knew, saw, read, downloaded, returned to the site (repeat exposure), listened, applied

10. When did you use these materials? (probe: roughly estimate before or after experiencing parenting challenges)

Patterns of engagements

11. Why did you feel the need to access the materials?

12. How did you use these materials? (give example: all at once, one by one, etc)

13. Could you tell me in which situations were you making use of them? (give examples: child being difficult, overwhelmed with parenting)

Depth exploration of the COVID-19 parenting tips usefulness

Main question: What else would be useful for you and you would like to see next in terms of parenting tips/information?

14. What were the topics of most interest to you? (give example of the topics covered)

15. Were there any parenting issues you were struggling to resolve? (give examples such as wanted confirmation that I was doing okay, intrigued but did not apply to me)

16. How did you use these tips differently in different situations? Could you provide an example?

17. Did you find the use of online parenting tips helpful? If so, why?

18. What were the limitations of online help for you?

Memorable items

19. What do you recall the most from using these tips?

20. If there was a voice in your head giving you parenting guidance, what would it be saying?

Sharing the resources

21. Did you share any of the parenting tips with others? (for example, friends, family, colleagues)

Future recommendations and utility of resources

22. What else would you like to see? What else would be useful for you? Expand

Pictorial representation of caregiver's feeling/use of parenting resources

⊙ Can you draw how you feel about the parenting tips? (possible triggers: 😧 😊 😐 👍 👎)

Finally, is there anything else you would like to share or just give us one word about the parenting tips.

Thank you so much for your participation

Interview schedule for parents naïve to parenting tips

1. Greetings and welcome, thanks for agreeing to be interviewed

2. Consent. We will need your consent to participate. You can either sign and return the form we sent, or verbally agree once I start this recording. The interview will be recorded, but all identifiers will be removed. You are free to withdraw consent at the end of the interview if you change your mind. Your comments will be used together with respondents from all over the world to give insight into the development of the resources in response to parenting needs during COVID-19

3. You may wish to see the resources that we have been working with. They were created early on in lockdown, and are now viewed by over 128 million people, and translated into over. I will share my screen to show these to you. We have also sent you a link to the resources if you want to use them. They are translated into over 100 languages, so feel free to share. There are 12/15 tips, based on parenting research. We may develop more in the future. This project has been approved by University of Oxford.

4. For this interview, we are going to ask you as a parent, about the challenges of parenting during COVID-19 and then we are going to also your depth views, first impressions and thoughts about the tips.

5. START RECORDING NOW

Introductory questions

1. Can you please state your country of residence?

2. Please state your parenting role (father, mother, grandparent, caregiver)

3. How old are you? (in years)

Parenting experiences and challenges

Main question: Describe your experience of parenting before and during COVID-19 pandemic?

4. What was day to day parenting like before COVID-19 pandemic? (explore experience and responses, with examples)

5. Can you tell me a bit about how day to day parenting has changed for you since the start of COVID-19 pandemic? (probe: any specific challenges such as lockdown, restrictions, schooling situation)

6. If you could have sent a message to yourself as a parent/caregiver before COVID-19 what would that be?

7. Can you tell me about places or people you turned to for parenting support/advice?

Exposure to the COVID-19 parenting tips

8. Can you tell me what your first impressions of the parenting tips are? (Instructions: include a visual of the parenting tips-1 or 12 items to remind participants)

9. How would you use/have used these materials? (give example: all at once, one by one, etc)

Depth exploration of the COVID-19 parenting tips usefulness

Main question: What else would be useful for you and you would like to see next in terms of parenting tips/information?

10. What topics look most interesting to you? (give example: when children misbehave, keeping it positive, keep calm and manage stress)

⊚   Do you think the use of online parenting tips is helpful? If so, why? * (only ask if in developing countries-not relevant to countries where access to the internet is frequent) *Instructions: would you prefer a radio message, paper format*

⊚   What do you think the limitations of online help would be for you? *(only ask if in developing countries-not relevant to countries where access to the internet is frequent)

Sharing the resources and future recommendations

11. Would you share the parenting tips with others, if so with who? (for example, friends, family, colleagues)

12. What other topics would you like to see covered? What would be useful for you and your family? Expand

13. If you could give us one word about the parenting tip, what would it be?

*Pictorial representation of caregiver's feeling/use of parenting resources- Drawing to be done if in person interview only *

Finally, is there anything else you would like to share? Also, I was wondering if you knew any parents such as yourself who might be interested to participate in this study.

Interview schedule for partner organisations

⊚ Outline aims

⊚ Need for COVID-19 parenting tip

⊚ Utility of COVID-19 parenting tip

⊚ Depth exploration of the COVID-19 parenting tips usefulness

Parenting under COVID-19 conditions

Hello! My name is _____ and I will be interviewing you today. Thank you for agreeing to take part in this study. I will be asking you questions about your experience of using the parenting resources and your thoughts on their usefulness and challenges.

If any questions make you feel uncomfortable for any reason you do not have to answer them. You are also free to end the interview at any time without any consequence. All your responses will be kept confidential and no one will be able to identify you from them.

Introductory questions

1. Can you please state your country of residence?

2. Please state your sex.

    Levels: Female, Male, Prefer not to say

3. Type of use (for interviewer to select)

    Levels: Caregiver/adolescents/organisation

Need for COVID-19 parenting tip

4. What was the nature of the need for parenting tips in your community/for beneficiaries?

5. Do you think these parenting tips filled this need?

6. If so, how did these tips fill this need? (probe to give examples)

Utility of COVID-19 parenting tip

7. When did you start using/disseminating the parenting materials to other users? (probe to recall time of dissemination)

8. What was your experience with using these tips? (give examples: too difficult to follow, easy and straightforward to follow/adapt to local context)

9. Can you describe the process of adapting the materials for your community? (probe: was it difficult etc)

10. Who was involved in this process and why were those people involved? Explore

11. Who else might you consider engaging if you were to do this again?

Depth exploration of the COVID-19 parenting tips usefulness

12. Did your beneficiaries find the use of online parenting tips helpful?

13. If so, what makes online help easy/useful?

14. What were the limitations of using online help/resources for you?

15. In your opinion, is COVID-19 a friend or enemy of parenting?

16. Can you tell me what impact these parenting tips have had for your organisation? (for example: how engaging with these tips/programme shifted other work-related tasks/ goals in the organisation)

17. How did you find working with different partner organisations on this project?

Future recommendations and utility of resources

18. If we were to do such parenting project again, what advice would you give us? (probe: describe in one or two sentences, give examples: what we did well, what would you like us to improve on)

19. What else would you like to see? What else would be useful for you? Expand

20. If we could send a hot air balloon to float over your area packed full of things to help parenting that we could float down to you, what would you suggest we put in the hot air balloon?

In ten years time, when they write the history of the COVID-19 times, what do you think is the one thing they will remember most about parenting? (Instructions: one word answer)

Finally, is there anything else you would like to share?

Thank you so much for your participation

Interview schedule for adolescents aged 14-18

⊙ Outline aims

⊙ Parenting experiences and challenges

⊙ Exposure to the COVID-19 parenting tips

⊙ Depth exploration of the COVID-19 parenting tips.

Parenting under COVID-19 conditions

Hello! My name is _____ and I will be interviewing you today. Thank you for agreeing to take part in this study. I will be asking you questions about your experience of using the parenting resources and your thoughts on their usefulness and challenges. If any questions make you feel uncomfortable for any reason you do not have to answer them. You are also free to end the interview at any time without any consequence. All your responses will be kept confidential and no one will be able to identify you from them.

Introductory questions

1. Where do you live? (country)

2. What is your gender?

   Levels: Female, Male, prefer not to say

3. Can you tell me how old you are? (in years)

4. Type of use (for interviewer to select)

   Levels: Caregiver/youth/adolescents/organisation

Parenting experiences and challenges

Main question: Can you tell me a bit about how day to day life was for you before COVID-19 and how has this changed since the start of the pandemic? (probe: any specific challenges such as lockdown, restrictions, schooling situation, more issues with parents/caregiver at home)

5. What was day to day life like before COVID-19 pandemic? (explore experience and reaction, with examples)

6. Can you tell me a bit about how day to day life has changed for you since the start of COVID-19 pandemic? (probe: any specific challenges such as lockdown, restrictions, schooling situation)

7. Can you tell me about places or people you turned to for support/advice?

Use of COVID-19 parenting tip

Main question: Can you tell me how you and your family used the parenting tips? (probe: together with parent, downloaded/accessed the materials yourself out of interest/curiosity, used tips one by one or as needed etc)

Exposure to the COVID -19 parenting tips

8. How did you come across the parenting tips? (give examples, via parent, friend, organisation, school)

9. When did you or your family use these materials? (probe: roughly estimate before or after experiencing challenges at home/with parent or caregiver)

Patterns of engagements

10. Why did you feel the need to access the materials? And how did you use these materials? (give example: all at once, one by one, triggered by a need or discussion with parent, or curiosity or background reading and then used when needed)

Depth exploration of the COVID-19 parenting tips usefulness

Main question: What was the most useful topic/theme for you and your family, and can you tell me why? (give examples: topic on XXX because I was struggling with XXX and this helped overcome/deal with XXX)

11. What were the topics of most interest to you? (give example of the topics covered)

12. Were there any issues you were struggling to resolve? (give example concertation at home, getting angry at parents/caregivers/siblings, sleeping, anxiety)

13. Did you find the use of online parenting tips helpful?

14. If so, what makes online help easy/useful? (give examples: ease of access)

15. What was difficult about using online help for you?

16. Did the use of these parenting tips change anything for you at home?

17. If so, could you please give examples? (probe: how)

Memorable items

18. What do you recall the most from using these tips?

Sharing the resources

19. Did you share any of the parenting tips with others? (for example, friends, family, colleagues)

Future recommendations and utility of resources

20. What else would you like to see? What else would be useful for you? Expand

If you were to think of one word about life in COVID-19 times, what comes to your mind?

Finally, is there anything else you would like to share?

Thank you so much for your participation

Guide for mediated interviews

Thank you for your participation and help on this project. For this qualitative research work, we would like to gather as much information as possible from participants (in their own words if possible), to try and understand the how people have engaged with the playful parenting resources, and the potential impact they have had on people and their families during the COVID-19 pandemic. The core themes we would like to explore are:

1. Parenting experiences and challenges during the COVID-19 pandemic,

2. When, how and why people used the parenting tips,

3. Views, thoughts and experiences of using the parenting tips.

Before the Interview you will receive:

1. An informed consent form (that explains the interview process and allows people to agree or disagree to participation)

2. An information sheet that explains why they have been invited for an interview, details about the procedure and a brief explanation of the project

3. An interview guide that includes questions for participants that are open-ended (i.e. allow people to answer questions in their own words, rather than gathering yes or no answers)

Recording the Interview:

⊚ Please record the interview sessions using phone/voice recording device/laptop to ensure that we accurately capture participants' views. Once you have sent the recordings to us, please make sure to DELETE the recordings immediately as it might contain sensitive information.

Instructions for interviewers on how to conduct the interviews:

⊚ You would start by greeting the respondents and introducing yourself (if not familiar with them already).

⊚ Please give potential participants the information sheet and consent form first. They will need to review the documents, sign the consent form and return it to you (by email, picture, signed hardcopy). You may need to read the documents with/for participants. This is a very important part of the process as you can only proceed with the interview if you have received a signed consent form and asked the respondent whether they have any questions before you begin.

⊚ Please ask for permission to audio record the interview that will just be shared with the project team.

⊚ Please explain to participants that the interviews should last between 30 and 60 minutes, and make sure that they have this time available. If they have less time, do not worry! We have highlighted the 3 most important questions we would like you to ask them.

⊚ Please constantly remind the respondent that they can stop the interview at any time, and they are free not to respond to questions if they prefer.

⊚ We have developed a short list of questions we would like you to ask. The interview questions are open-ended in order to get views and feedback from interviewees. Please explain to participants that there are no right or wrong answers to ANY of the questions- we want to hear from them, in their own words, what their experience has been.

⊚ Avoid paraphrasing respondents' answers as much as possible. In instances where it is impossible to do so, please provide the exact word used in the native language and translation in English alongside the paraphrased word/sentence. See example below using Spanish language:

Word in Spanish	Exact translation to English	Paraphrased in English

If you have any questions or need further clarification on the instructions above, please contact the researchers leading this work, Dr Helen Mebrahtu (helen.mebrahtu.15@ucl.ac.uk) or Prof. Lorraine Sherr (l.sherr@ucl.ac.uk).

Mediated interviews- schedule

Interview questions for parents

1. Describe your experience of parenting before and during COVID-19 pandemic?

2. Describe how you used the parenting tips?

   (Instructions: include a visual of the parenting tips-1 or 12 items to remind participants)

3. What else would be useful for you and you would like to see next in terms of parenting tips/information?

Interview questions for adolescents

1. Can you tell me a bit about how day to day life was for you before COVID-19 and how has this changed since the start of the pandemic?

   (probe: any specific challenges such as lockdown, restrictions, schooling situation, more issues with parents/caregiver at home)

2. Can you tell me how you and your family used the parenting tips?

   (probe: together with parent, downloaded/accessed the materials yourself out of interest/curiosity, used tips one by one or as needed etc)

3. What was the most useful topic/theme for you and your family, and can you tell me why?

   (give examples: topic on XXX because I was struggling with XXX and this helped overcome/deal with XXX)

Appendix 3- selected quotes supporting themes from in-depth interviews

Table 1: Additional quotes to support themes from in-depth interviews

Global theme	Basic theme	Quote
COVID-19 pandemic induced diverse and complex parenting challenges	Managing stress	"It's very nerve wracking, or even if you're not very anxious person in general, everything going on in the news and what you're hearing not to step out of your house, let alone ever be with fresh like a newborn baby" (Parent/Female/30/Israel)
	Balancing work and childcare	"Also, while building work duties and also entertaining them and then ensuring that they don't fight so that they can get along get along" (Parent/Female/36/UK)
	COVID-19 restrictions	"it was really difficult because going to the shops was scary for parents is unimaginable event to go the child to the shops" (Parent/Female/Zimbabwe)
	Establishing and keeping routines	"Trying to that's fine you can record it to the one issue that we did have was our connectivity to walk by and access to it. So there was a lot of fights that went on with my children in terms of that. Because one kept it on often and then the one would say, but you've been on for too long. And I'm trying to work everyone said yet, but I haven't seen any math genius brains.so a lot of planning in terms of scheduling according to who had homework. When and who needed access to the Wi Fi and the zoom calls often caused a lot of tension. And the other one was injured at the time. So that requires quite a bit of planning, but other than that it seemed to have gone smoothly. Yeah, we did drop a schedule, not like they're structured, but we tried Who would be on the WIFI and waiting Yeah. When you're traveling it's quite challenging. I mean, Wi Fi is just something we rely on it heavily right now to work, internet for entertainment and so on. So it can be a bit difficult. I think, yeah, that was probably our biggest challenge" (Parent/Female/40/South Africa)
	Managing remote learning	"The early days of the structuring for the children was really bad. So we would get the two they had lessons, run by zoom. And so the teachers would send the zoom log on codes, about five minutes in advance. Yeah. And so, so the stress of, you know, will it come through as it comes through. we couldn't log on after getting it on that period, and also the kids. Because they're not used to it. They found if they couldn't get logged on, awareness on immediately or got muted and can unmute or be asked questions. They found that very stressful. And so, explaining to them how that worked. And what was happening was very good. Next, or even just hang up on a call" (Parent/Male/41/UK)
	Lack of social support	"We're in a worse position than we were before. So before we had live in help who helped us with a two year old at the critical moments and we don't this time around. Are au pair left on the announcements of lockdown she'd actually been with us for three weeks, but She was homesick and also worried about being alone and locked up there" (Parent/Male/41/UK)

Construction of parenting tips resource facilitated uptake	Visually appealing	"Well, I love the visual, just looking at the things that looks really engaging and reports like kind of these clouds, which are inviting to read in a time that's particularly stressful. He's like, look, positive, the bright colours are kind of easy to follow. I like the look of them" (Parent/Female/30/Israel)
	Available online	"I think from my experience getting these online is more helpful because we spend most of our time online and we interact more online, so it's easier for me to get such helpful information from my friend. And I can read it and keep on reading it….. So I really think this will help people's you can have it all the time. And again, You can read and read and interpret it the way you understand" (Parent/Female/Zimbabwe)
	Timely	"So this material you know the tips really come in handy and the timing was good because it allowed us to say, even as parents, you know, at home. Trying to navigate what this new normal was easy for us to, you know, provide some material that's Helping them cope with, you know, with having all suddenly, you know, life changing, having your family all in one place. So yeah, so the parenting tips really helped, kind of walking alongside parents who normally didn't have the support system everything being shocked. So kids being at home and the long hours at home. So I think the tips can mean a handy tool for us there" (Facilitator/Male/Malawi, Zambia, Zimbabwe)
	Universal/ adaptable to different contexts	"Participant: Okay, I think it was just very comprehensive, it was very good. I think they have made it in such a way that is very generic and doesn't offend any parties making even the blue colour Participant: Type, that's not universal kind of representation. So I think those are great" (Facilitator/Male/Sri Lanka)
Parenting tips equipped parents with important information/skills that transformed their everyday lives	Knowledge about COVID-19	"So the other sources which we used they have created an awareness and we had precautionary measures which they have learned from it and the resources have been very helpful in clearing the misconceptions about COVID-19" (Facilitator/Female/ India) "I think it was needed, because in each and every thing I'm not sure about, or if I'm stressed out and I think of each and every thing this year and what's going on around the world. Like we keep hearing about disease or viruses which we are not informed with so for us here, around the world to be informed about this disease to know the knowledge and visual of what it does to a person on how to control it or how to learn from someone else to protect us . It was very good" (Parent/Female/South Africa)
	Managing stress	"Last one that I had was very interesting to me because I've kind of took out some tips that I didn't even know about. Mainly to help me to open my mind. I'm having more knowledge now on how to deal with the stress and keeping myself calm when I have stressful situation because some of us sometimes when you do have stress and there's a lot of stress around yourself, we actually take our stress out on the kids whether they know we have stress or they don't know. So it helped me very much" (Facilitator/Female/South Africa)
	Improved parent-child relations	"So I've experienced it first-hand that these tips are actually really helpful. And I think we've had several of the examples we heard from kind of Malawi and Zambia. We were. I think there was two themes emerging. One was the importance of structure to structuring days and the second approach is just asking your children, how they do it and things like that. Which in some of the communities in those countries is not kind of common place to kind of ask children, those kind of things" (Facilitator/Male/ International organisation [WWO])
	Keeping children occupied	"We've already created a routine for them. By talking them through it and then creating the routines and creating activities that was really good. So, for example, they're often say I'm bored. And so what we did is or one of the things we took out of the tips is we had a chat with them. Well, what are the things you like doing if you had 15 minutes. What would you do and they created a list. Of the 20 activities that they could all do themselves. So if they came up to us and said, I'm bored we kind of go, Oh, which one, haven't you done for a while, and they would go and run off and do their thing. It was everything from reading, drawing, something like doing a puzzle, things like that" (Parent/Male/41/UK)

Challenges to implementation	Limited applicability for certain age groups	"I kind of had a preliminary glance at them because not everything applies to me, based on the age of my child and the fact that I only have one child. So, you know, I kind of went through them to see, and then circled back to one that were more applicable to my personal situation….I could have used maybe some more things that are specifically geared towards the toddler. Although there, you know, because I think these are a little bit more relevant for slightly older children" (Parent/Female/29/USA)
	Time spent on dissemination	"It definitely was a stretch. COVID-19 has been a real stretch because it's not just the parenting tips, we're doing other things as well. So yeah, I can't isolate and say or pinpoint and say, just to parenting tips alone. But the need was so great with, just it was too big a need for us to say no basically, we couldn't say we are too stretched that we cannot engage in this project. " (Facilitator/Male/Sri Lanka)
Creation of an enabling environment facilitated dissemination	Common organisational interests	"Okay our work basically revolves around Child rights; we've been working with child rights for the last 15 years. So our parenting and online safety and awareness about abuse and neglect has increased, you guys have been integral in how our awareness works. And these COVID-19 parenting tips aligned with our own objectives of raising awareness to parents and gentlemen and for communities and families to work hard during these turbulent times and these testing times. So these tips are beneficial for us and our dissemination plans" (Facilitator/Male/Pakistan)
	Good working relationships	"That has been just been so great and everybody was so cooperative so helpful. It's just fantastic… So I would like to highlight also that, even I know you're not going to disclose names, but Nicole and her team I mean, if you can mention it would be great. I mean, they have been just fantastic. This huge list of Oxford team because they got involved in asking us if we can measure the impact of it. But I would say just through this dialogue, working with them we have been exploring a great partnership with the government, with UNICEF and WHO locally. They were just so supportive. We just seeing how to get these into the country into the homes, I would say that actually the team of researchers in Oxford have been just going way beyond their call of duty" (Facilitator/Male/Sri Lanka)
	Partnerships with well-connected organisations	"I think as an organisation, collaboration is one thing that we value and we are part of, you know, networks that working in this field, so also navigating this new season, you know, we were we really relied on our partners who are in the different fields to help us navigate this so having to collaborate with all of these different organisation also became a blessing for us because it allowed us to share evidence based materials in a difficult season where we could have not produced them by ourselves. So it allowed us to tap on to our peer organisations or even a global entities that have much more resources and more expertise and then we kind of just Kind of really rolled with them to share one message at a crucial time so that we're not sharing different messages. So the collaboration aspect for us really became something that we welcomed and something that we really valued, because it allowed us to share one message and kind of minimise the misinformation that's happening, but also to allowed us to share evidence base material that will really build you know, our partners on the ground. So the collaboration I enjoyed all of the, so far with all of our partners that we've been working with or even , on this project, or even the evaluation side of it. It's really been, yeah, it's really been a gift I think for us to be able to be in that position to collaborate" (Facilitator/Male/Malawi, Zambia, Zimbabwe)

	Stakeholders engaged in process	"So I think we both privileged to be part of or we are privileged to be part of World Without Orphans and they have been very instrumental in encouraging us about the importance of these parenting tips and the usefulness of it and taking us through it so having that link was great. So this wasn't something just alien to us, you know, it wasn't some materials, developed by all these big names and we had no connection to. We actually had one of the partners World Without Orphans who was part of it really, maybe holding our hand through this process, encouraging us to use or supporting us with funding. To print some of these brochures, so that was just great. As I mentioned, translating this we got involved because we said, hey, we don't see it in our local language. And they said, Yeah. We are open for you to help us translate it. And that's what we did. So once all the material was transferred when it was in our local languages. It was just a matter of disseminating it, printing it were needed and rolling it out. And because, well, the NGO, we had our structures already in place. Got district coordinators, the volunteers, the networks. So it was very much easy to roll it out within the country. I did that trick was to get it in a local language and because of World without Orphans we were able to do that to" (Facilitator/Male/Sri Lanka)
	Versatility in dissemination	"I think the tips have really been a good addition into our programmes because they have been in a way, or the way that its written or even presented allowed us flexibility to, you know, to just, include them into what we already are doing with our church partners or with our beneficiaries or families that we're serving. So I think the simplicity of the tool allowed us to, you know, that we can do is the, not in person contact, we can you know disseminate through online platforms or we can just make the posters and then you know someone seen or talk to them. So it just allowed us to have multiple options of implementing" (Facilitator/Male/Malawi, Zambia, Zimbabwe)
Recommendations: content, delivery and dissemination	Engaging children	"Interviewer: And what I mean, what other topics would you like to see covered. Something that kind of comes to your mind.

Participant: Um, I think we'll head out, think about, well, I always worried about playtime. So maybe if we get something like, I don't know how to explain it, but If we can get some information of how we can engage including play time during this COVID-19 it is tempting to get out of ideas of what to do with the children and how to play. I know it's common knowledge. But it times you're just not sure because we are used to them going to the nursery schools going to play centres. But now when they closed them. We're not sure how, exactly, they can be engaged" (Parent/Female/Age/Zimbabwe) |
| | Establishing routines | "Interviewer: Okay, thank you for that. And What else do you think will be useful for you. And what would you like to see what kind of information you would like to see. I know the parenting sheets the 13 to 12 tips don't really cover a variety of issues that parents face with children or, you know, when you think about your own experience. What kind of information sheets, do you think might be useful to have in our hands.

Participant: I am always googling ideal schedules for children at different ages. So the ideal schedule you would have for a six month versus a two year old can be different. Okay. So I think that would be useful information to have. Another one might be healthy diet tips" " (Parent/Female/36/UK) |
| | Keeping safe during the pandemic | "I'm interested to know how you, in the talking about COVID-19 and I would also Like to know how to manage stress when you when you're living under difficult times. Like all structures like living in a shared space. And when it's really hard to get privacy because I think that has been the most challenging part for me because I don't have my own place and there is eight of us at home. And I was like, to get tips on how on how you can influence and still Keep up the structure of your parenting and not necessarily and doing away with other stuff that you wouldn't want a baby to get or catch up on to from your environment" (Parent/Female/28/South Africa) |
| | More accessible formats | "… but I don't think it really addresses how to I feel like, if they could not be just infographics but also little videos that could help entice and engage thee child … Yeah, so something that would help address what parents find challenging and having a video that I can show my child that she can relate to would be useful" (Parent/Female/32/Zimbabwe) |

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