



ARNEC

Asia-Pacific Regional Network
for Early Childhood

Nurturing care for young children:
seeking solutions for addressing disparities
heightened by the impact of COVID-19

Webinar Series 2.0



The Webinar Series 2.0 is brought to you by



Our focus in this second webinar series

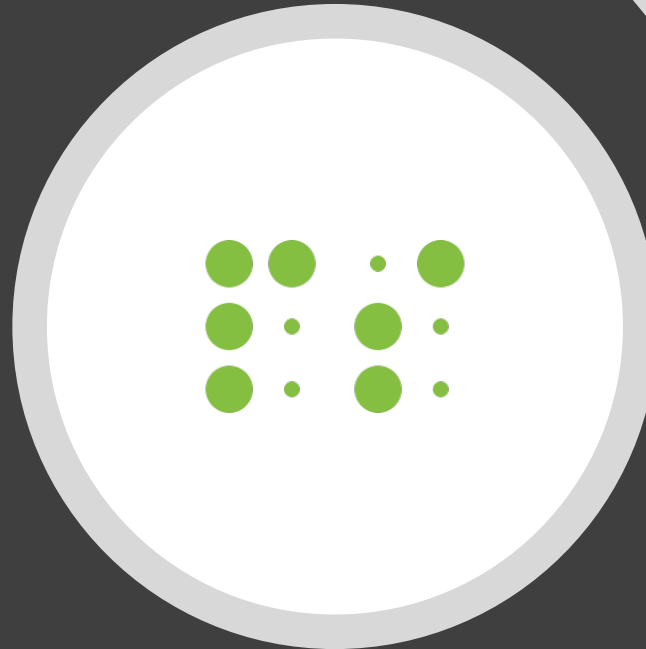
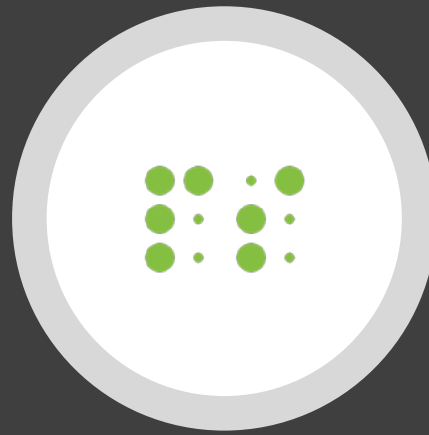
policy and program solutions to address conditions of disparity among young children heightened by COVID-19



Webinar no. 3:
focus on responsive caregiving

Impact is worst for marginalised children who were vulnerable even before the pandemic:

- Children with delays and disabilities;
- Children living in poverty;
- Children living in informal settlements;
- Children living in rural and remote communities;
- Children of refugees and migrants; and
- Children of ethnic and linguistic minorities



Objectives

- Present local or country-level solutions to promote nurturing care and inclusive ECD;
- Discuss evidence-based studies and emerging good practice at local and country levels; and
- Trigger conversations around cross-country and multisectoral advocacy in support of the well-being of children and reforms in policies and programs for inclusive ECD.





Our moderator

Shikha Jain

- Technical Advisor, Plan India
- Supports the design and implementation of various ECD and education programs in India
- Member, ARNEC Steering Committee



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for Early Childhood

Gentle reminders

Please note that the **webinar will be recorded**, and resources shared will be made available on the ARNEC's website afterwards.

Please **use the Question & Answer (Q&A)** feature located in your ZOOM Meeting Control to ask questions. You can upvote a question by clicking the thumbs up.



Join us as ARNEC's member to be informed of the next webinar.

<https://arnec.net/signup>. Like and follow us on [Facebook](#) to get regular updates!

We would like to request your feedback on the webinar, please help us to complete the short survey using the link sent after the session.

Key questions

1. What are the long-term effects of COVID-19 on responsive caregiving and parenting ?
2. How do countries and governments strengthen their parenting programs and interventions to respond to the challenges of COVID-19, both short- and long-term?
3. What evidence have we generated to elevate the role of play to support home-based ECD interventions as part of pandemic recovery and to support policy change?



Key questions

4. What have we learned about parenting education interventions during the pandemic and how do we use these experiences to inform recovery strategies and ECD investments?
5. What evidence-based resources and tools are available to support parents and caregivers as they engage their young children in home-based developmental practices?



Our speaker and presenters

Dr. Jamie Lachman

Senior Research Officer at the University of Oxford Department of Social Policy and Intervention and a research fellow at the University of Glasgow MRC/CSO Social and Public Health Sciences Unit

- Parenting in the time of COVID-19: insights from an inter-agency global response





Dr. Dipu Shakya

Education Specialist, UNICEF Nepal and ARNEC National Representative for Nepal

- Turning the COVID-19 challenges into opportunities: experience of Nepal on promoting responsive caregiving



Sandipan Paul

Education Specialist, UNICEF Pacific

- UNICEF Pacific's parenting program with focus on play

Parenting in the Time of COVID-19

Insights from an Inter-Agency Global
Response



ARNEC Webinar No. 3
Focus on Responsive Caregiving
10 March 2021

Jamie M. Lachman

Department of Social Policy and Intervention, University of Oxford
MRC/CSO Social and Public Health Sciences Unit, University of Glasgow



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& Wellbeing

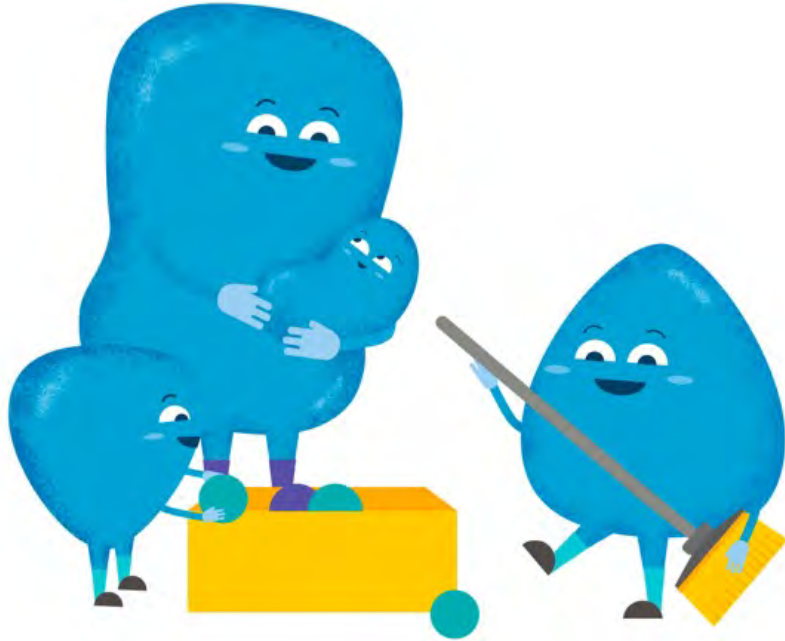
Nurturing ECD Care Framework



Three Pathways to Promote Responsive Caregiving Practices

1. Strengthening caregiver knowledge, attitudes, practices, skills, and behaviors
2. Fostering an enabling environment to support parenting
3. Increasing access to quality services

Why parenting and responsive caregiving?



Sustainable Development Goals and the Scale up of ECD Parenting Interventions

Target 4.2: Ensure that all girls and boys have access to quality early childhood development, care, and primary education so that they are ready for primary education



Impact of COVID-19

Social health: Illness & bereavement, access to healthcare, sexual health, mental health

Economic: Large-scale shutdown, poverty, nutrition

Human and social capital: Education, employment, disabilities, social networks

Violence: Child abuse, gender-based violence, conflict zones

Family relationships: Pregnancy, parenting, children in institutions/streets

Accelerators mitigating impact:

Social protection (cash transfers & nutrition), parenting programmes, psychosocial support

- Sheer, Cuver, Tomlinson et al., 2020



COVID-19 Playful Parenting Emergency Response



- Derived from rigorously tested evidence-based programmes
- Content adapted to fit COVID-19 context
- Developed with and reviewed by UNICEF, WHO, CDC, USAID, ECDAN, Global Partnership to End Violence, and others
- Translated into 100+ languages
- Simplified for transportability across cultures and contexts
- Relevant for non-COVID-19 contexts

Parenting Tip Sheets

Covid-19 Parenting

Parenting during COVID-19 can be extra hard. It's normal to feel stressed and overwhelmed. Here are 6 tips to make things easier for you and your children.

- Spend quality time with your children.**
Just 5 minutes every day can make a big difference. It helps children feel loved and important.
- Praise your child when they are behaving well.**
Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing their good things again. It will also reassure them that you notice and care.
- Say the behaviour you want to see.**
Use positive words when telling your child what to do, like "Please put your clothes away" (instead of "Don't make a mess").
- Create a flexible but consistent daily routine.**
Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- When children misbehave.**
Catch difficult behaviour early and redirect your children with something interesting or fun.
- Take care of yourself.**
Talk to someone when you feel lonely. Take 5 deep breaths when you feel stress or anger. You are not alone.

For more information visit us on the following links:

Learning through play

Parenting with babies

Keeping it positive!

When children misbehave

Dealing with anger

Parenting with teens

Talking about Covid-19

Take care of yourself

Create a routine

Family relationships

One-on-one time

Children with disabilities

Family budgeting

Online child safety

Crowded house?

Translated into 100+ languages

Core Principles = Rapid Adoption



Evidence of
Impact



Scalable
& Low-Cost



Open Source
& Non-Commercial



Adaptive &
Locally Relevant



Playful &
Empathetic



Equitable
Partnerships &
Collaboration

Social media

Global: Over **89 Million people** have been reached through all kinds of social media around the world.



Print Media



India: Gabriel Project have designed various parenting sessions and workshops based on our parenting resources. In the tribal village, the educators went door-to-door to talk about our tip-sheets. They have reached over **200 people!**



Laos: UNICEF distributed printed materials along with PPE to various organisations in the community – reaching over **3000 families**. Pictured here is a representative from UNICEF Laos and the President of the Lao Women’s Union, who is holding the parenting poster.



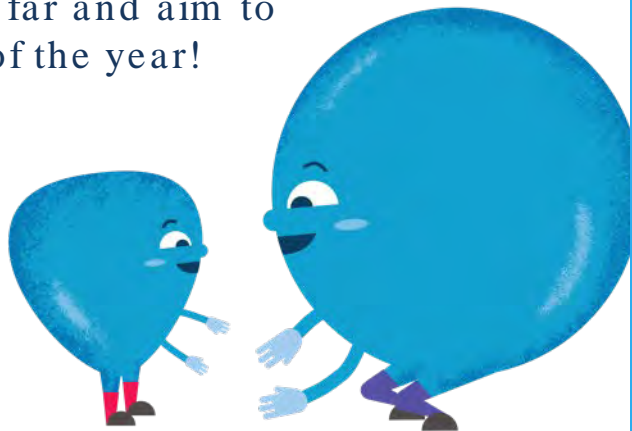
Thailand: The Ministry of Public Health printed **12,000 booklets**, containing our tip sheets and handed them out to families

Public Service Announcements



Thailand: The Ministry of Public Health used loudspeakers to share the tips with the public.

Laos: UNICEF distributed USB sticks containing audio versions of our tips to leaders in **4800 rural villages**. They estimate to have reached half of the population in Laos thus far and aim to reach 100% by the end of the year!



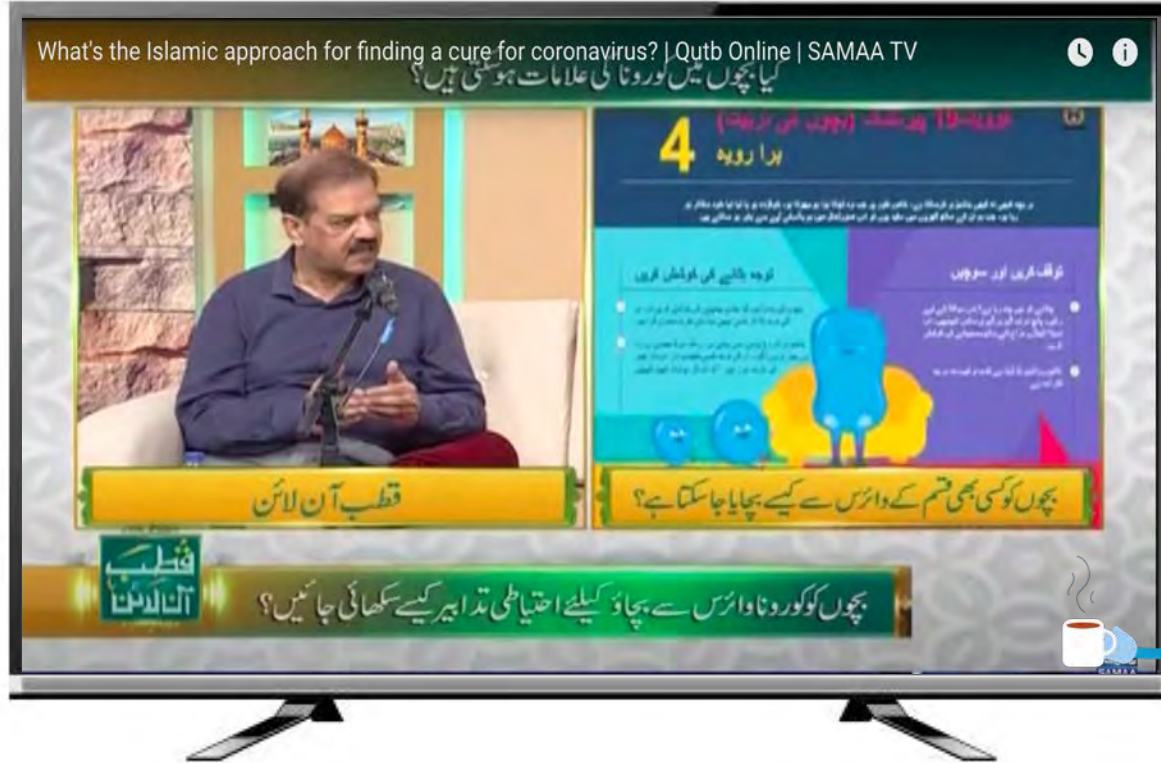
Phone consultations

India: VIVA developed an innovative, accessible phone-call based family mentoring programme based on the “COVID-19: 24/7 Parenting” Tip Sheets created by End Violence and others. Viva will reach **more than 10,000 children in 16 countries** through this programme and has made it available online for other organisations to use.

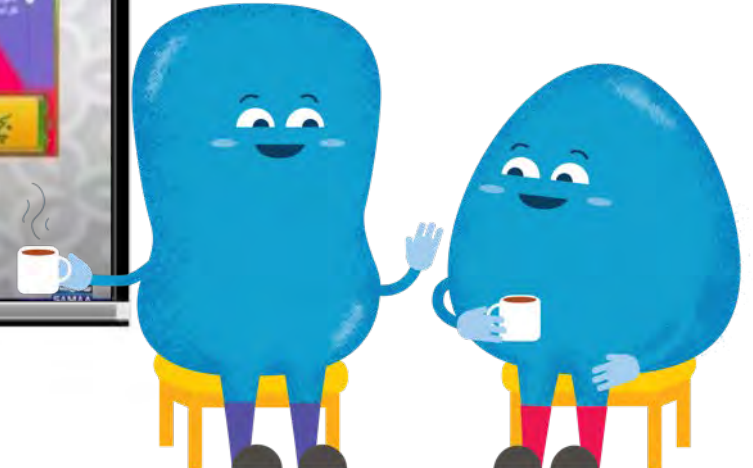


Parents were encouraged to talk about Covid-19 with their children and ask them to draw pictures about it.

Television

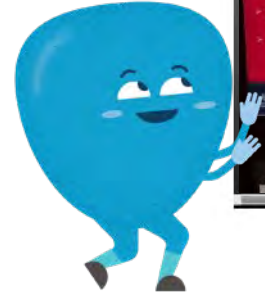


Pakistan: Protection And Help of Children Against Abuse and Neglect (PAHCHAAN) has been featured on multiple TV programmes and online news broadcasts in Pakistan, sharing parenting tips with over **four million people**.



Parenting webinars

Philippines: Ateneo de Manila University facilitated **4 webinars** in collaboration with the Department of Social Welfare and Development, UNICEF Philippines, Oxford University, and Philippine Red Cross **8000 participants**.



ParentText – Interactive Chatbot

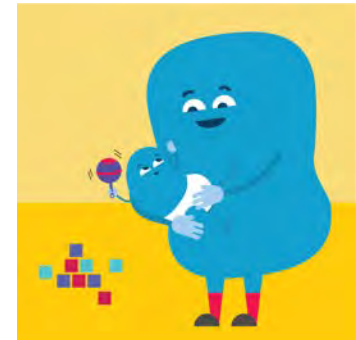


Countries we are currently working with:

- Malaysia
- Philippines
- Jamaica
- South Africa

Countries we are in conversation with:

- Lao PDR
- Vietnam
- Cambodia
- Paraguay
- Sri Lanka
- Mexico



ParentChat – Online Support Groups

- Parenting for Lifelong Health via online messaging (WhatsApp, Viber)
- Parents of children ages 2 to 17
- 8 weekly units
- 8 - 15 parents per group; 1 moderator
- Text, audio, comics and video
- Testing Malaysia, Philippines, Montenegro, Moldova, North Macedonia, and South Africa



144.7 million reached!!



Special Olympics:
in 130 countries

Zimbabwe: Reached over 1million via national radio stations.

Sri Lanka, Cameroon
India, Montenegro,
Philippines & South
Africa: Delivered with
food packages

Paraguay: 1million reached
online with the First Lady's
support

Malawi & Zambia:
Blantyre Synod Radio
broadcast reaching over
11 million people

Jamaica: Shared
audio tips on
national radio

Kenya:
Safaricom ringtones
of COVID-19
parenting song

Cameroon:
Used tips in workshops
presented to fathers in
the community

Philippines: National
Government and
UNICEF webinars for
over 1500+ families

India: UNICEF and
government reached 8
million people through
posters, WhatsApp, online,
and other methods

Laos: National Government
and UNICEF's speakers
in 5,800 villages for 50% of
population



Kyrgyzstan: Cartoon
videos on national
television reaching over
2 million people

Thailand: Government
distributed leaflets in
Health Promotion hospitals
throughout the country

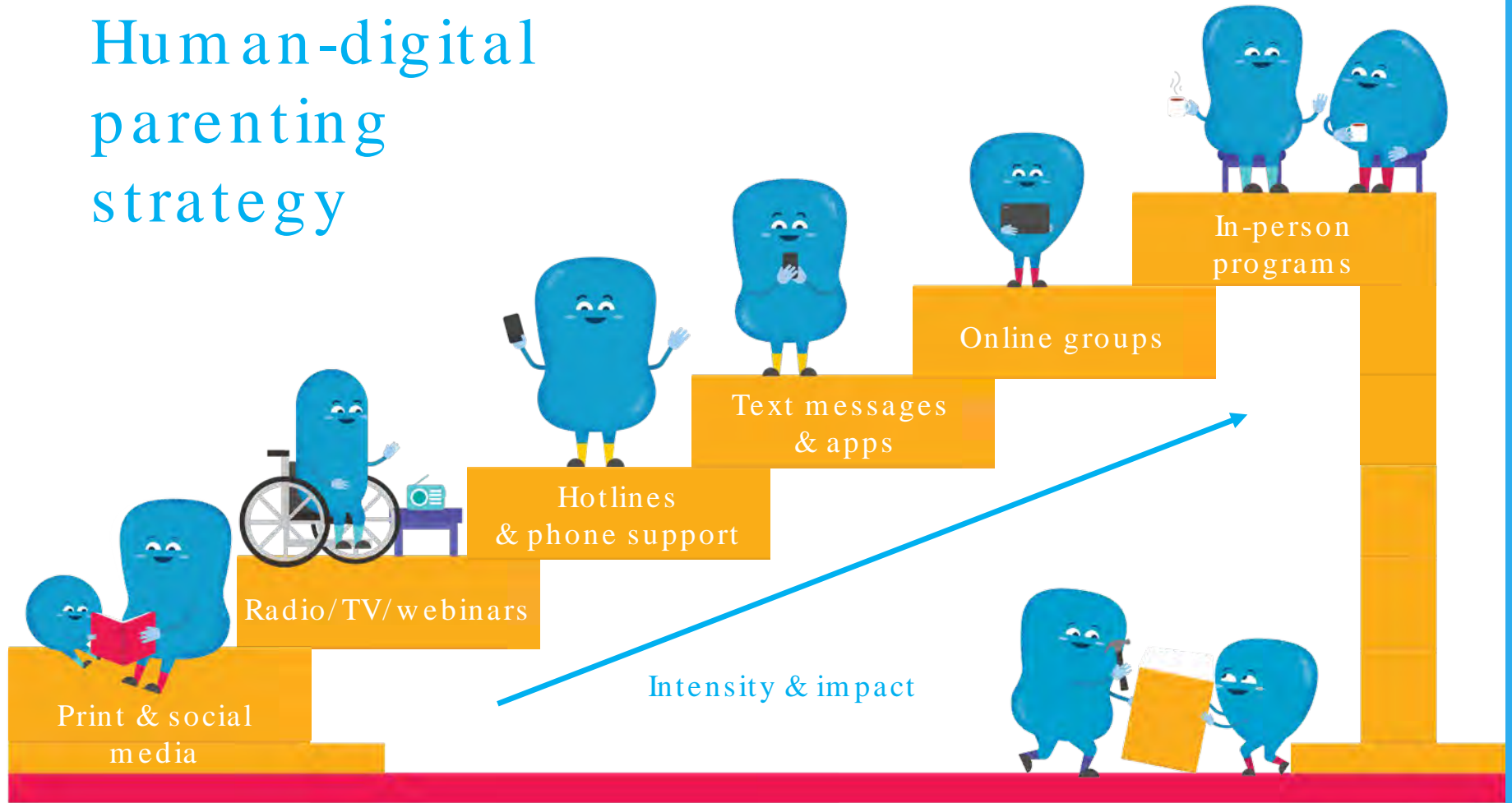


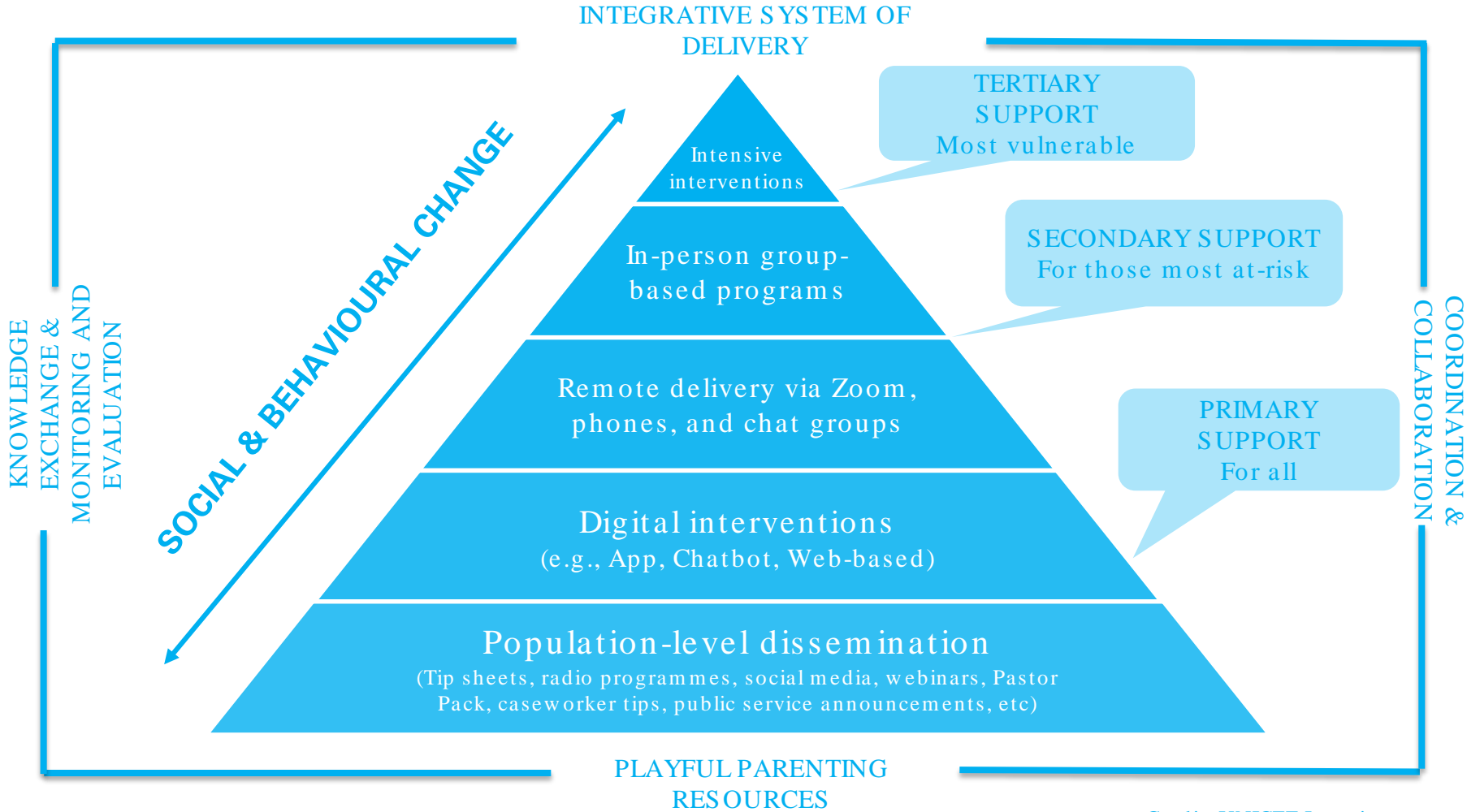
Pakistan: National
television
broadcast

South Africa: Reached
over 6,8 million people
through 50 different
community radio stations



Human-digital parenting strategy





What do you need to deliver services?

- Urgent need for intensive support
- Remote integrated with personal support
- Evidence-based, low-cost, non-commercial
- Wide range of delivery approaches
- Reaching entire populations at speed
- Customised to your populations, organization, agency or government
- Integration with other services



Collective Vision

Innovate
hybrid digital-human
parenting support



250m
families
by 2026



Evaluate
rapid, rigorous,
essential



Accelerate
across COVID impacts and
SDGs

THANK YOU!



COVID-19 Playful Parenting Emergency Response
Dr Jamie M. Lachman & Professor Lucie Cluver
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Parenting for Lifelong Health - New remote and hybrid options for COVID-19 and beyond

Summary: Parenting for Lifelong Health is developing hybrid remote and personal delivery versions of evidence-based parenting programmes. In these, families receive remote PLH programmes through online chat groups, automated text messages, and app-based support, all adaptable to be integrated with personal contact if feasible.





COVID-19 has substantively increased the need for parenting programs to reduce violence against children and adolescents (UNICEF 2020), and to strengthen families (CDC 2020). However, restrictions on movement and group meetings have disrupted traditional parenting programmes which take place in group or home visiting settings. [Parenting for Lifelong Health](#) programmes were co-developed with UNICEF, WHO, USAID, PEPFAR, and Clowns Without Borders South Africa, and have now been shown effective in [ten randomised controlled trials](#) in low-resource countries.

We reviewed randomised controlled trials on remote-delivered parenting programs through the WHO Parenting Guidelines Evidence Map (Gardner et al 2020). There are 22 randomised trials, all but one showing positive effects of remote programmes, but with the substantial proviso that all were done in high-income countries. Two trials compare in-person and remote delivery and find similar effects, but we do not yet assume that these findings translate to real-world delivery in low-resource countries. A core components analysis noted that programmes which included some interaction with a real person (i.e., online or by phone) had improved results.

Using this evidence, we have developed three open-source PLH options to complement in-person programme delivery: ParentText, ParentChat, and ParentApp. All of these platforms of delivery can be adapted by local NGOs and partners to best support their communities, and to fit with their systems of delivering services and local language. All are easily adaptable by government and NGO service providers with local resources, local names, are editable to fit local customs and to make the messages relevant for their families. All of the programmes are adding new components on COVID safety and on prevention of online sexual violence and intimate partner violence, and these can be updated as safety information changes.

These can also be used as part of a personal engagement between a caseworker or community worker and a family. For example, a caseworker could be in regular contact to establish the programme, discuss progress, challenges, provide encouragement and support and link to other services where needed. The three PLH remote-delivery platforms can be delivered individually or in combination depending on the technical capacities of NGO service providers and participating families. We have also created media-based resources that can be delivered at a population level.

Parenting for Lifelong Health - People plus Digital

PLH In-Person	ParentChat	ParentText	ParentApp
			
Parenting programs delivered by trained facilitators in-person or Zoom	Online parent support groups based on PLH (ages 2-17)	Interactive chatbot delivery to basic phones and smartphones (ages 0-17)	App-based program for parents of adolescents (10-17)
5-14 s modules for groups of 10-15 participants	8 weekly modules; 2 chat sessions per module (8-15 parents)	5-10 weeks of daily content depending on user-driven frequency	Parenting support through joint activities and stories for parents
Strongest evidence for effectiveness across multiple outcomes	Weekly assignments and feedback sessions	On-demand content (e.g., child behaviour, stress, services)	Reminders for practicing skills and reducing stress
Delivered in over 25 countries for more than 300,000 families	Pilots in Malaysia, Moldova, Montenegro, North Macedonia, Philippines, South Africa	Reminders for practicing skills and reducing stress	Check-ins and reminders on parenting and emotional wellbeing
Can be delivered via Zoom or other video conferencing		Pilots in 2021 in India, Jamaica, Malaysia, Philippines, South Africa	Piloting in 2021 in South Africa

PLH In-Person

Overview: PLH in-person parenting programmes are delivered by trained facilitators in-person or via video-conferencing (e.g., Zoom). The modules are scheduled for 5-14 weekly for groups of 10-15 participants. The PLH programme has the most robust evidence of effectiveness across multiple outcomes, with ten randomised control trials testing its efficacy.

PLH for Parents and Teens: This is a parent training programme for caregivers and their 10 to 17-year-olds. The programme seeks to establish nurturing caregiver-teen relationships and reduce the risk of violence against teens in and outside the home. It also aims to strengthen caregivers' ability to provide a protective environment and ensure the health and well-being of their child through positive parenting techniques. Parents are taught alternative parenting strategies to reduce adolescent problem behaviours and avoid harsh disciplining methods at home.

PLH for Young Children: This is a parent training programme for caregivers and their 2 to 9-year-olds. Grounded in social learning theory and behavioural change techniques, it aims to strengthen parenting skills and behaviours that help parents and caregivers provide adequate support and care to their children. By building positive relations and promoting alternatives to violent discipline, the programme also contributes to the prevention and treatment of disruptive child behaviours and reduces parental stress and depression.

Delivery: The programmes are delivered by community-based facilitators who actively engage parents and caregivers in building positive parenting skills to improve parent-child relationships and reduce harsh discipline. It uses participatory, non-didactic methods such as group discussions, illustrated parent-child interaction stories, role-plays to practice parenting skills, home activities assignments, and collective problem-solving. These skills include:

- Establishing quality time for parents and children
- Specific and immediate praise
- Dealing with stress and anger
- Establishing rules and responsibilities
- Responding to crises

The programme also includes modules around budgeting, risk identification, and conflict management. Home visit consultations and a peer support component are also incorporated into the programme.

Monitoring and evaluation: Clinical trials of the in-person program show the following measurable impacts:

- Reduced verbal and physical violence towards children and adolescents in the home
- Reduced food insecurity and improved family financial management (including family budgeting, reduced borrowing and increased savings)
- Strengthening of the parent-child relationship and increased positive parenting
- Reduced depression, alcohol and substance abuse
- increased planning to avoid children's sexual victimization in the community and online
- Cost-effectiveness analyses also showed that PLH Teens had a £588 cost per case of abuse prevented. A total of cost savings of £2,146 per case of abuse (excluding potential expenses for foster care, court, and prolonged child protection management).

Target Beneficiaries: PLH in-person programmes have been delivered in 29 countries for more than 300,000 families.

ParentChat

Overview: ParentChat aims to promote positive parenting and preventing violence through online support groups for parents/caregivers of children aged 2 to 17. The content is adapted from the Parenting for Lifelong Health programmes for young children and adolescents into an support group programme delivered via online text messaging platforms such as WhatsApp, Viber, Signal, or Telegram.

Content: Programme content includes text/audio messages, video messages, illustrated comics, and home activity assignments for parents to do with their children based on the following themes:

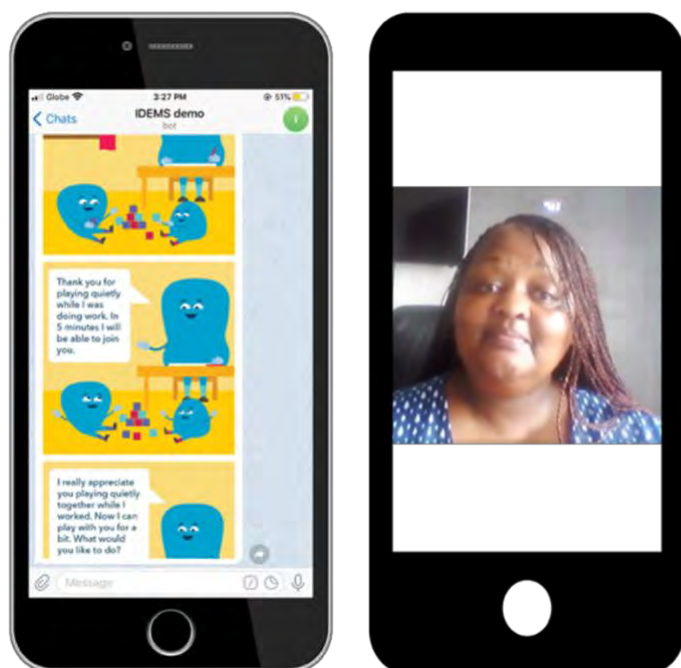
1. One-on-One Time between parents and children
2. Talking about emotions and stress management
3. Positive reinforcement through praise and positive instructions
4. Keeping children safe through household rules and daily routines
5. Positive discipline and handling crises

User experience:

- ParentChat is delivered by trained facilitators to groups of 5-15 parents over an 8-week period with two structured chat sessions per week and daily messages to support engagement
- Facilitators moderate chat sessions around a specific parenting theme, support parents on an individual basis, and encourage them to apply the parenting skills at home.
- Parents are prompted to give feedback regarding successes and challenges of applying these skills during the week. Facilitators then address this feedback in the next session and discuss possible solutions to key challenges via voice notes.
- Facilitators also receive weekly supervision from a ParentChat coach
- In some context, data bundles are provided for internet access and to incentivize engagement.

Monitoring and evaluation: ParentChat is currently being piloted in a mixed-methods feasibility study in Malaysia, Moldova, Montenegro, North Macedonia, South Africa, and the Philippines. The main aim of this study is to examine its initial impact on reducing violence against children and improving positive parenting. Participating parents and caregivers provide data via weblinks at baseline, every other week intervals during intervention delivery, and immediate post-intervention. Outcomes will include abbreviated measurements of positive parenting, child maltreatment, parenting stress, intimate partner violence, and child behaviour problems. We will also qualitatively examine programme implementation and acceptability, as well as cost. Findings will inform the further development and testing of the online parenting support group programme to improve its effectiveness and scalability prior to wider dissemination.

Initial piloting countries: Malaysia, Montenegro, Moldova, North Macedonia, South Africa, and the Philippines.



ParentText

Overview: ParentText is an automated text messaging service for parents/caregivers of children aged 0 to 17. It is delivered using RapidPro, an open-source application serving low-income communities without smartphone access, and also through SMS and messaging platforms such as Telegram, WhatsApp, and Facebook messenger. The application supports multiple languages, including English and local languages.

Content: ParentText targets parents with children aged 0 to 17 and contains specific content in the form of text messages, audios, videos, comics and gifs based on development stages for parents of children aged 0-23 months, 2-9 years, 10-17 years. Messages are delivered to parents over an average of 5 weeks depending on the frequency selected by parents.

The messages are grouped into three main themes: 1) Relationship building by spending time together, 2) Positive reinforcement (i.e., praise, daily routines, and child behaviour management), and 3) Stress reduction for parents and caregivers. Additional content is available including specific support for parents of children living with disabilities, child development, online child safety, talking about COVID19 with children, family budgeting, family harmony, and helping children with schoolwork. ParentText also includes content on sexual violence prevention as well as partner relationships to prevent intimate partner violence.

Local contextualisation: The messages can be translated and offered in multiple regional languages. Local organisations can also adapt the content of ParentText to allow for cultural contextualization. Furthermore, it is recommended to have the videos and audio messages recorded by local parents/artists to be more suitable and impactful.

User experience: Parents experience ParentText in three ways:

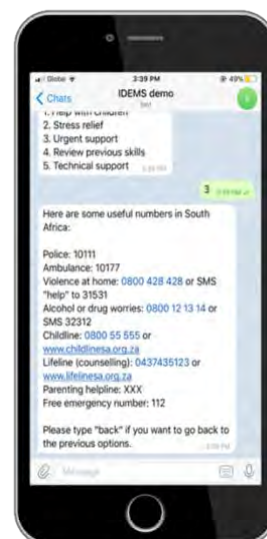
1. Scheduled text messages include daily activities tailored by child age, reminders, and responses.
2. On-demand content allows for user-directed engagement in which parents and caregivers self-select content that is most relevant to their context and developmental stage of their children.
3. Weekly assessments examine the impact of the messages by collecting fully anonymised data (opt-in).

Recruitment of parents: Parents will be recruited through social media, implementing partners, government agencies, schools, clinics, grocery stores, and radio and T.V. broadcasts. In order to maximise engagement, enrolment is possible via multiple processes either by following a QR code, clicking on a weblink, or sending a message to a prespecified number.

Monitoring and evaluation: Monitoring and evaluation is conducted by examining user engagement in the form of enrolment rates, engagement with interactive text messages and dropout rates. Outcomes such as abbreviated measurements of positive parenting, child maltreatment, parenting stress, parent self-efficacy, and child behaviour change is examined through weekly short surveys to measure the impact of the intervention. Users are also invited to participate in additional surveys on intimate partner relationships and violence via a weblink to protect privacy.

Safeguarding messages: Based on UNICEF chatbot safeguarding guidelines, the chatbot is automated to recognize high-risk keywords and detect disclosure of dangerous situations. After detection, an empathetic and empowering response is offered along with the contact details on where to access professional or urgent help (e.g. police, ambulance, hotline).

Target countries: In 2021, ParentText will be piloted with UNICEF in Jamaica, Malaysia, South Africa, and the Philippines, with further interest for deployment from partners in India, Sri Lanka, Mexico, and Paraguay. Although ParentText is currently limited to UNICEF country offices with existing RapidPro capabilities, we are also working on development other alternative platforms for delivery.



ParentApp

Overview: ParentApp is an app version of the PLH for Teens programme, hosted by UNICEF and designed for parents and caregivers of adolescents aged 10 to 17 years. The app is developed for offline use to remain effective when used in rural areas or where there is no internet or affordable data. It aims to deliver free evidence-based parenting support and child abuse prevention in multiple languages and an adaptable design.

Content: ParentApp covers simple and effective strategies to build habits, reduce conflict and support positive and nurturing parenting for parents of adolescents. The app has an inbuilt 'self-care package' which aims to build confidence, recognize parents' daily struggles and heroism, and offer them evidence-based, simple stress reduction tools. Additionally, as a response to substantially increased rates of sexual and online violence during COVID-19, the app incorporates evidence-based sexual and online violence prevention strategies.

User experience: ParentApp adapts to each user's needs by giving content when people need it and adjusting responses to their progress and challenges. It is built on the premise that parents want more than content - they value the experience of being appreciated. Based on a user's data and app activity, and via timed built-in gestures, push notifications and empathetic reactions, the app will boost the user's experience, acknowledge their efforts and build self-confidence.

Parents join interactive **Weekly Workshops**, which can be done alone, with another person or in a group. These include core content of (1) parental self-care and stress reduction, (2) one-on-one time, (3) praise & positive reinforcement, (4) positive instructions, (5) managing anger and stress, (6) family budgeting, (7) rules, (8) accepting responsibility, (9) problem solving, (10) keeping your teen safe in the community and online, and (11) dealing with crisis. The Weekly Workshops are interspersed with **scheduled messages** of praise, reminders to relax, suggestions of fun family activities and encouraging check-ins that aim to keep parents engaged. Parents can track their success in self-care and parenting through logging **Parent Points**, a fun habit-tracker. Furthermore, parents have access to the **Parent Centre**, which includes resources on-demand, providing instant access to essential content based on immediate concerns and needs, links to local resources, information on COVID prevention, and additional tailored content.

Local contextualisation: The open-source, modular design of the app ensures it is adaptable to future extensions. The offline-first principle allows families with a lack of consistent Wi-Fi or data access to use any components that do not involve communication. Furthermore, processes have been designed to enable partners to easily tailor the app for different countries and population groups, including translation. This is intended to support NGOs, governments and organizations to use the app in various ways as they deliver parenting support to their communities, with phone-based or in-person support where possible, either individually or in a group format.

Recruitment of parents: Parents of adolescents aged 10 – 17 years will be recruited through implementing partners, government agencies, social media and beyond. Recruitment and enrolment strategies, developed with implementing partners, will be aimed at maximising reach, engagement and effect.

Monitoring and evaluation: An integrated M&E system, built into the behavioural system and user experience of the app, will track key measures of user engagement, participation and retention. It will allow testing of initial evidence of effectiveness, measuring outcomes such as abbreviated measurements of positive parenting, child maltreatment, parenting stress, parent self-efficacy, and child behaviour problems at baseline, mid-line and end-line. Data analytics and additional quantitative and qualitative research components will allow us to refine the app, optimising usability, acceptance, engagement and retention. In 2022, ParentApp will be rigorously tested through an online randomised controlled trial in Africa to allow conclusive evidence of effectiveness across contexts.

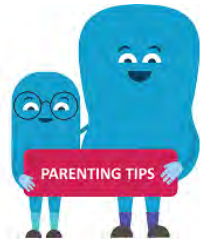
Initial piloting countries: In early 2021, ParentApp will be released and piloted in South Africa. Findings will inform further development and refinement prior to wider piloting and dissemination with interested countries and implementing partners.

Population-Level Resources

The following resources have been developed in collaboration with PLH partners from the in-person programmes in order to reach parents at a population level:



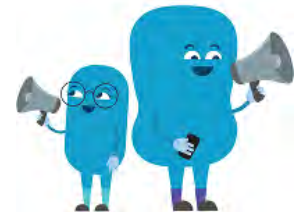
Tip-Sheets: 16 open-source and evidence-based parenting tip sheets are available in more than 100 languages. These tip-sheets offer condensed information for parents and focus on concrete tips to build positive relationships, divert and manage bad behaviour, and manage parenting stress.



Tips for Caseworkers: Special parenting tip sheets have been designed which to be used by social workers for behavioural parent training, to help parents build positive parent-child relationships through play, reinforce positive and managing challenging behaviours, create structure and routines, talk about COVID-19, keep children safe online, and reduce stress and conflict.



Public Service Announcements (PSA): Several PSA's have been designed to be disseminated to raise awareness and improve parenting during the COVID-19 pandemic and beyond.



Audio packs: Our audio packs are sets of scripts of evidence-based messages for parents and caregivers that are shown to improve their mental health, give them positive ways to manage challenging child behaviour and enjoy playing together. The scripts can be used in various ways - for example, they can be read on radio, loudspeaker, video, or as a voice recording on text messages.

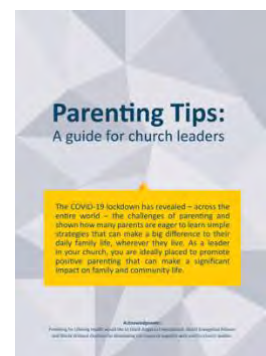


YouTube Channel: Our YouTube channel features various videos, songs and adaptations of the open-source, evidence-based COVID-19 parenting resources listed above. The content is created by other organisations, artists and parents from around the world.



Social Media Kit: Specific social media messages are available to share evidence-based parenting tips on one's social media profiles. These can be used to raise awareness on positive tips and activities that parents, and caregivers can do to help reduce violence against children and promote child wellbeing.

Faith-Based Resources: Our faith-based resources provide evidence-based information for religious leaders on how they can reach parents and caregivers during religious festivals, rituals, church ceremonies and private celebrations.





Turning the COVID-19 Challenges into Opportunities: Experience of Nepal on Promoting Responsive caregiving

Dr. Dipu Shakya,
Education Specialist (ECD), UNICEF Nepal





Background: Responsive caregiving/ Parenting in Nepal

- 70% of parents do not think they know enough to be good parents (UNICEF 2017)
- % of children under age 5 left alone under the supervision of another child younger than 10 years of age : 24.9%
- % of children age 1-14 who experienced violent discipline: 82%
- % of children developmentally on track (ECDI): 65.2%
- % of children age 24-59 months engaged in four or more activities to provide early stimulation and responsive care
 - Any adult household member: 73.4%
 - Father: 17.6%
 - Mother: 42.1%

(MICS 2019)



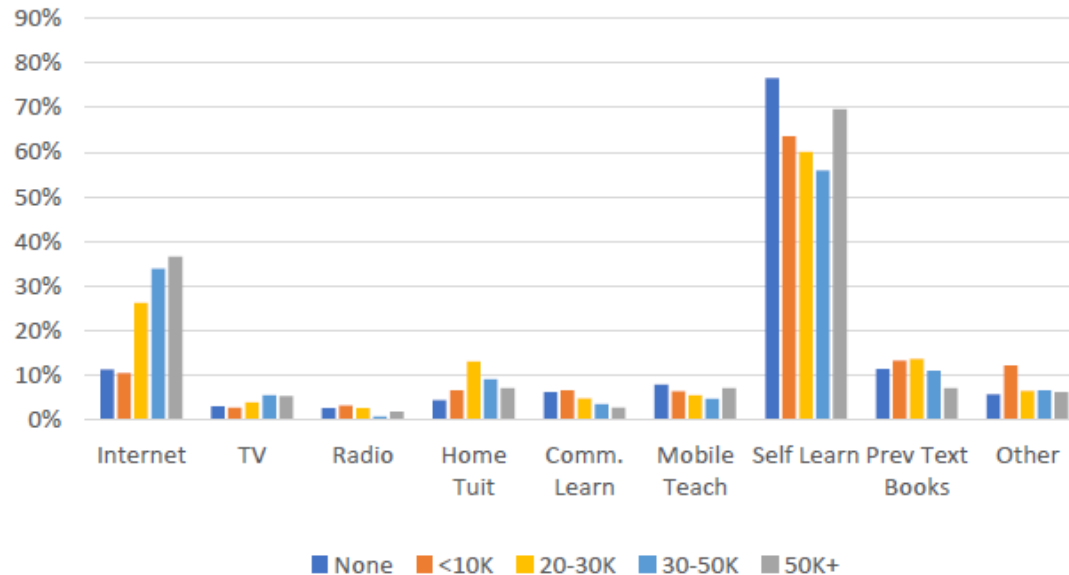
Status of children and family during COVID-19 lockdown

Child and Family Tracker Results:

(Nationwide representative Sampling, N:6500+, Telephone-based Survey)

- Poverty deepened and expanded, In August 45% of the families sampled had no earning during past month.
- Changes in children's behavior including regressive behavior, social withdrawal, upsurge in anxiety and aggressivity.
- Though around 80% of children continued to study, majority of them were self learning and less utilizing alternative education modalities.

Distribution of materials used for studying - by income



UNICEF Response on promoting Responsive Caregiving: Background

Parenting education

- Based on MOEST's package revised in 2018 based on NCF
- Implemented in 700 communities in 41 municipalities, 5 districts in coordination with CEHRD, Setogurans and Municipalities
- Modular package with five mandatory topics and 15 selective (out of 25)
- Significant result achieved in caregivers KAP
- Recognized as **Noteworthy ECD Parenting Programmes in support of Young Children's Holistic Development and Protection in the Asia-Pacific Region, 2018-2019 (ARNEC)**



UNICEF Response : Adaptation of parenting education into National Radio Programme

Sikdai Sikaundai Radio Programme

- 15 minute, bi-weekly (Monday & Thursday)
- In 3 languages (Nepali, Bhojpuri, Maithili)
- Broadcasted nationally in 85+ radio stations
- 52 episodes

- Topics based on parenting education package

Content:

1. General Information
2. Interview with experts
3. Introduction of child-centered activity



Results: Access

- Digital reach : Cumulative 3.8 million
(Facebook live/ repost)
In average 72K/ episode
- CFT (Dec.): 18% listened to Nepali version
- 1336 listener clubs formed in 5 project districts
and 3 non project districts

At least 5 local radio stations broadcasted voluntarily



Results: Outputs

- Small sample survey of listeners (129 respondents):
 - Everyone listened the radio programme at least once, majority (53 %) of the respondents often (more than 15 episodes) listened to the programme, while 14 per cent listened all the episodes.
 - Respondents preference:
 - 92.5 % very much liked activities with children
 - 72% very much liked general information and expert interview
- Application in children
 - 54% Regularly,
 - 40% some times
 - 6% Did not apply



Summary

- COVID-19 lockdown was opportunity to promote reflection in caregivers on their parenting practices
- Adaptation to radio programme allowed promotion of parenting education to national level
- Access to radio programme shows that the programme was successful to reach huge population
- Small sample survey shows that activities introduced in the programme were also taken up by the caregivers
- Further research is required to analyse effectiveness and outcome of the programme



Thank You



Resource Links

- ARNEC Noteworthy practice, Nepal (2018/19): Documentation

<https://arnec.net/publication/noteworthy-ecd-parenting-programmes-in-support-of-young-children%E2%80%99s-holistic-development-and-protection-in-the-asia-pacific-region:resource-pack>

- ARNEC Noteworthy practice: Documentary

<https://www.youtube.com/watch?v=uQDrNx3ynRE&list=PL3QOwHmTCUCGtpWuc83-eydN73Te0U6p&index=2>

- Resources on parenting, including links to download *Sikdai Sikaundai* Radio Programme (Nepali)

<https://www.unicef.org/nepal/ne/avivawak>



Parent Support Programme In Vanuatu

Sandipan Paul, Education Specialist, Early Learning Systems, UNICEF

Why Parent Support is Critical?

- Young children spend most of their time at home during their early years, interacting with parents, siblings, extended family members and neighbours.
- These interactions and relationships have a significant influence over how children understand and experience the world around them and how they learn and develop.
- A strong relationship between families and pre-primary programmes creates a better transition between a child's learning at home and experience at preschool. It also establishes interaction patterns that can continue throughout the child's educational experience, significantly improving overall academic achievements.

Parent Support Integral to ECE Sub-Sector



Parent Engagement in Pacific

- KAP studies in select countries in Pacific reveal low rates of parental participation in the learning of young children at homes.
- There have been parent support programmes in Pacific, where different models have been explored; Reading children's picture books is uncommon in certain countries since families due to lack access to the books. Teachers receive inadequate training on parent engagement
- Parenting programmes have existed in Pacific, which include centre based, community based or home based. Institutionalizing these continue to be a challenge

Vanuatu Country Context

- Vanuatu has a population of approximately 280,000 people spread across more than 80 islands, three of which – Ambae, Pentecost and Maewo – form Penama Province.
- Vanuatu is one of the world's most at-risk countries from natural disasters and is located on the Pacific's 'cyclone belt' and 'Ring of Fire'.
- The six-month cyclone season occurs annually from November to April. The impact of rising sea levels and climate change are visible throughout the islands and the risk of cyclones, coastal flooding, coastal erosion, heavy rainfall and droughts are predicted to increase in severity.

PARENT SUPPORT PROGRAMME IN VANUATU



EVIDENCE GENERATION

- Nearly all 5-year-old children attended kindergarten and community-based model has been successful at reducing access and equity gaps. Parental perceptions of the 'benefits' of kindergarten on children's learning and school readiness were mediocre.
- Suboptimal breastfeeding practices were widespread: exclusive breastfeeding for six months was rare and only one in three children were breastfed until at least age 2.
- At least one parent in 64% of households engaged in four or more activities with their child that promoted early learning and school readiness. Parents were more likely to engage in play with infants/toddlers than kindergarten-aged children.
- Nearly all children had access to a variety of playthings, including outside objects, homemade toys and household objects.
- Family support for learning was strongly associated with maternal level of education: mothers who had formal schooling were more likely to engage in early learning activities with their child than mothers who did not have formal education.
- Fathers had limited involvement in early learning and school readiness activities with children under 5. Fathers did not engage in a single early learning activity with their child in 29% of households.
- Most children were exposed to a mix of violent and verbal discipline strategies. Many children were also left with inadequate care (e.g. left alone or left in the care of other children).

About the Parent Support Programme

- Based on these findings Parent Support Programme (PSP) was developed
- The overall objective of this project is to increase holistic early childhood development (ECD) through support to parents with knowledge and skills on how to support optimal learning and development of young children aged 0-5 years old (, including children with suspected or diagnosed disabilities.
- The PSP is carried out by early childhood care and education (ECCE) teachers for parents in their communities, with support from their respective zone-level Mobile ECE Officers (MEOs) and School Improvement Officers (SIOs).
- ECCE teachers are trained to facilitate the workshops with all parents and caregivers in their respective communities; programme delivery supported by a handbook

What has been the approach for PSP?

- Respect for what parents/ caregivers already know and do
- Sharing experiences, drawing on cultural strengths and traditions
- Providing parents with new evidence-based information
- Building understanding of fundamental principles for supporting child development
- Identifying issues that families face or practices which may affect children and generating solutions with people

Topics Covered Within PSP

- Introductory session: Nurturing Care (+ ref to CRC, SDGs)
- Strong Beginnings: Care for the pregnant mother and her unborn child
- Brain Development
- Parent-Child Interaction
- Language, Story-telling and Reading to young children
- Play and Learning
- Healthy Nutrition
- WASH
- Child Protection: Safety at Home
- Child Protection: Positive Discipline
- Inclusion: Difference, Disability and Vulnerability
- Celebration: Supporting your child and supporting your Kindy



Play is integrated all through

Methodology for Programme Delivery

- Attention to confidence-building, knowledge, skills, attitudes and values
- Key concepts, factual information, practical ideas and personal reflection on topic
- Everyday stories and vignettes which relate to participants' own lives
- Games, role plays and activities are fun and help internalize understanding e.g. importance of play in learning or the impact of our behavior on a disabled child

Methodology for Programme Delivery

- Large and small group discussions which recognize what parents already know and do
- Experience-sharing and Open-ended Questions to help participants explore the topic and generate solutions
- Separate sessions for mothers and fathers for some topics
- Updated visual materials to support understanding
- Opportunities to raise concerns and to make commitments to change

NEXT STEPS

- Parent support interventions are owned by the Government of Vanuatu, with multi-sectoral engagement. There is strong local buy-in from the Provincial Education Office and local communities.
- The PSP modules have directly informed the development of learning continuity package for ECCE to support distance based early learning
- Parents and caregivers are applying newly acquired knowledge and skills, gradually resulting in a change in childcare practices in the community.- Edline Survey. Currently PSP is being revised for national scale up
- The programme is being integrated in the upcoming National ECD Policy



Closing
program

Requests and reminders



The graphic features logos for ARNEC, UNICEF, UNESCO, OPEN SOCIETY FOUNDATIONS, PLAN INTERNATIONAL, Save the Children, and ChildFund Alliance at the top. The central text reads: **Nurturing care for young children during and beyond COVID 19: focus on responsive caregiving and playful parenting**. Below this, it states: 10 March 2021, 3:00PM (Singapore time). On the left is a circular diagram titled 'Components of nurturing care' with five segments: GOOD HEALTH (heart icon), ADEQUATE NUTRITION (bowl icon), RESPONSIVE CAREGIVING (adult and child icon), SECURITY AND SAFETY (family icon), and OPPORTUNITIES FOR EARLY LEARNING (child with book icon). On the right is a photograph of a woman holding a young child who is looking at something in her hands.

You will receive the webinar documentation summary by email not later than Friday, 12 March 2021.

Requests and reminders



Download the presentations from the ARNEC website.

The graphic is a promotional poster for a webinar. At the top, it features logos for ARNEC, UNICEF, UNESCO, OPEN SOCIETY FOUNDATIONS, PLAN INTERNATIONAL, Save the Children, and ChildFund Alliance. The main title is "Nurturing care for young children during and beyond COVID 19: focus on security and safety" in bold blue text. Below the title, it says "Date and time to be determined". The central part of the graphic is a circular diagram titled "Components of nurturing care" with five segments: "GOOD HEALTH" (green, heart icon), "ADEQUATE NUTRITION" (orange, bowl icon), "RESPONSIVE CAREGIVING" (blue, person icon), "SECURITY AND SAFETY" (white, person icon), and "OPPORTUNITIES FOR EARLY LEARNING" (red, person icon). To the right of the diagram is a photograph of a woman holding a young child who is looking at something in her hands. The background of the graphic is light blue with a faint world map.

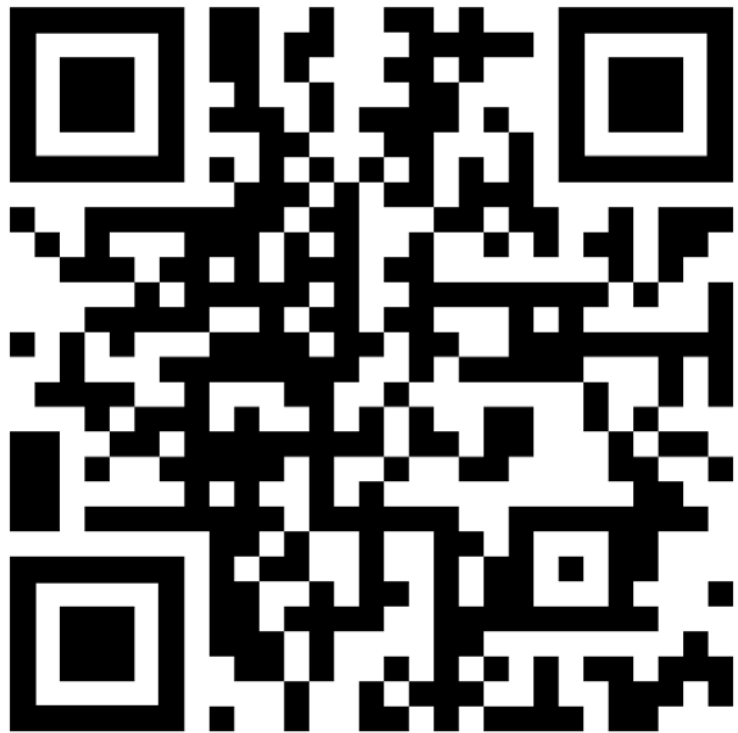
Next webinar on security and safety: To be announced



ARNEC

Asia-Pacific Regional Network
for Early Childhood

Please complete the evaluation before you leave.
Use the link in the chat box or this QR Code. Thanks.



URL: <https://tinyurl.com/yrijv6ysm>



1min only

