

REPORT

Father Engagement in Childcare - Research Finding Report



09 October 2022



EXECUTIVE SUMMARY

This report is a research finding aimed at exploring and testing potential methods for engaging fathers in quality childcare and parenting. This project follows a Human-centered Design approach through a feminist lens conducted by Equimundo partnering with iDE Innovation Lab and Gender and Development for Cambodia (GADC). Intervention development consists of an initial round of qualitative research, which through interviewing with potential beneficiaries and relevant stakeholders. Then, the ideation session will, based on the insights from the field research, be run in order to come up with ideas and solutions to be prototyped. And these prototypes will be brought to the field for testing (1st testing is for low-fidelity prototype and 2nd testing is for medium-fidelity prototype) with the target users and relevant stakeholders. This research focuses on two family types: with children 0-2 years old and with children 2-5 years old only.

This research is conducted in peri-urban areas where there are a lot, but not limited to, factory workers. We conducted in-depth interviews with about 20 working and stay-at-home fathers, ten working and stay-at-home mothers (earning income at home or solely looking after children), and one focus group discussion with grandmothers and grandfathers living and taking care of their grandchildren. From these interviews, key findings regarding engaging fathers in quality childcare were observed. Some early ideas were tested with these respondents guiding future field research testing.

In Cambodia, two primary perceptions of a “Good Father” are that he should earn enough income to provide a good environment and future for his children and that he should be the head of the family. Completing housework is not included in these perceptions. Most households where women work in a garment factory had fathers or alternative caregivers take care of the kids.

In cases where healthy primary or alternative caregivers are available, mothers and fathers work. In cases where primary caregivers are unreliable, such as grandmothers that are too old, there can be a tradeoff in caregiving where the father periodically stays home considering his income is lower than his wife's.

In peri-urban locations (Phnom Penh outskirts and provinces around Phnom Penh), the majority of women work in garment factories. Men gain income by working at the factory or by completing other jobs in the area. The four types of work a man is doing is a determining factor in the father's childcare engagement: Working Father (High Education & Income), Working Father (Low Education & Income), Working-at-home father (self-employed), and Stay-at-home father (Currently jobless).

Stay-at-home fathers (Currently jobless) cannot go to work for reasons such as job termination from their workplace, health or medical conditions that do not allow them to work,

the wife earning more income than the husband, or the child becoming sick more often when given to an alternative caregiver. Some stay-at-home fathers face embarrassment from society, leading to lower self-esteem. Excluding stay-at-home fathers who take care of the household chores and childcare tasks, it is observed that a majority of men do not take care of their children or do household chores after they arrive home from work. From our interviews and observations, many working fathers have specific chosen-to-do childcare tasks and household chores. Beyond completing pre-allocated chores, men often participate based on requests from their wives or family members. The lack of self-awareness in household chore sharing can lead to a bad relationship among spouses.

From most people's perspective, factors that lead to quality child care from a father are based on the amount of time spent with children, child care skills gained from previous experiences, inspiration from role models, and income status.

Working fathers choose to do daily child care and irregular child care. Mostly, working fathers do them voluntarily or are asked to do it when the wife or other family members are busy. Regarding the limited time available after work, they choose to take over childcare tasks that are not time-consuming. Interacting with their children through fun and necessary activities is prioritized. However, society does not place a burden or shame on men, husbands, or fathers when they act as such. The chosen-to-do childcare tasks mostly fall into tasks related to payment, power and decision making, travel, and safety. According to Maslow's hierarchy of needs, these chosen-to-do tasks also fall into the three bottom categories: physiological, safety, and a sense of belonging and love. The three hierarchy of needs seems to fall into two groups: physical care¹ and emotional care². Surprisingly, less frequent or only requests to do tasks are more on physical care. en do these tasks based on requests from the wife only.

The quality childcare of chosen-to-do tasks for fathers is mainly impacted by family dynamics, the surrounding environment, culture, gender norms, educational level, income level, and time in childcare. Based on these two factors influencing child care quality, the report details the barriers and drivers to fathers' engagement in providing quality child care.

In addition to these research findings, some early ideas were tested with users and their valuable inputs were given. These solutions will be saved and used in the ideation session, where experts from diverse fields in the same sector will form ideas that could later be tested and refined in different fieldwork testings.

¹ Physical care: In the early years children are establishing patterns of activity which will affect their whole future. If activity and healthy eating are established early on good habits tend to remain. A young child's basic physical needs, include: Food (nutritious and age-appropriate), shelter (protection from harm), warmth, clean air and environment, health and dental care, activity and rest.

² Emotional care: include things like love and affection, attention from people who care about them, and the freedom to express themselves. They also need to feel safe and secure. Some of those things could also be classified as mental needs as they are good for your child's mental health.

In the next steps before the Ideation Workshop, the project team - iDE Innovation Lab, Equimundo, GADC, and the World Bank Group will need to clearly understand each father's archetypes to prioritize whom should the project put the focus on. This is because certain barriers in each father's archetypes will need to be selected and prioritized. With a framework and approach to building potential successful ideas for specific profile(s), these barriers can be addressed in the Ideation Workshop.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
1. BACKGROUND	7
2. INTRODUCTION	9
3. PROJECT OBJECTIVES	10
4. METHODOLOGY	11
4.1 Methods and tools using in Empathy-led Discovery	12
4.2 Target location	14
4.3 Research target profiles	15
4.4 Research timeline	16
5. KEY FINDINGS	17
5.1. CAREGIVERS INVOLVED IN CHILDCARE	17
5.2. CURRENT CHILDCARE UNDERSTOOD IN CAMBODIA (SOCIAL NORMS AND PERCEPTION TOWARD FATHERS)	19
5.3. CURRENT FATHER'S PRACTICE TOWARD QUALITY CHILDCARE	21
5.3.1 Distribution of childcare tasks between men and women	21
5.3.2 Factors that influence the quality of childcare	23
5.3.3. Barriers for fathers to provide quality child care	24
5.3.4. Drivers and enabling factors for fathers to provide quality child care	29
5.4. ARCHETYPICAL FATHERS DESCRIPTION	30
5.4.1. Work-at-home Father (Self-employed) (F1)	31
5.4.2. Working Father - High Education and Income (F2)	32
5.4.3. Working Father - Low Education and Income (F3)	33
5.4.4. Stay-at-home Father - Low Education and No Income (F4)	34
5.4.5. Positioning father's quality in childcare	35
5.5. EARLY IDEAS TO BE FURTHER EXPLORED	41
5.6. DESIGN OPPORTUNITIES AND PRIORITIZATION TO ENGAGE FATHER IN CHILD CARE	45
5.6.1 Prioritized barriers/challenges of all Fathers' Archetypes and its design opportunities	46

5.6.2 Prioritized father archetypes (to be finalized by Equimundo and the World Bank Team)	48
6. CONCLUSION	50
7. LIMITATION & CHALLENGES	51
8. APPENDICES	52

1. BACKGROUND

Engaging fathers equitably in the care of their children can contribute to children's development and well-being. Men's positive involvement in their children's lives, including partner support during pregnancy, can contribute to improved health-seeking for mothers and infants. Research also shows that paternal involvement in a child's life, in a positive or nurturing way, can play a critical role in positive childhood development outcomes. Increasing men's positive involvement as caring and nurturing fathers and being non-violent and supportive partners is also critical to improving the quality of household environments. There is ample evidence that supports the need for safe and nurturing environments from an early age³; this includes an environment free from harsh punishment and exposure to domestic violence. Emerging developmental studies reveal that epigenetic, immunological, physiological, and psychological adaptations to stress in a child's environment start from conception. These adaptations significantly affect children's mental health, learning, and performance in school. Further, it can create difficulties in developing empathy, controlling aggression, and interacting with others, damaging parent-child relationships.

There is also a strong link between childhood exposure to violence (both witnessing and experiencing) and future perpetration of domestic violence, especially from men. Adverse mental health outcomes also stem from childhood violence exposure, including depression, suicidal ideation, and delinquency. In addition to contributing positively to child development, men's engagement in caregiving can support women's employment/ income generation opportunities.

Despite the growing body of evidence showing the link between the father's involvement (both positive and negative) in early childhood and lifelong health and well-being outcomes, parenting interventions are failing to meaningfully engage men. Interventions that focus on promoting the father's role are rare, and when they exist, they are not usually implemented beyond the piloting stage. Further, their approach often targets men's caregiving and violence prevention as separate or distinct issues without focusing on promoting early childhood development. While studies show it is possible to get men to attend and meaningfully engage with parenting programs, there remains a need for more concerted and systematic efforts to understand practical methods that recruit, retain, and actively engage men as caring fathers.

Through this project, we seek to test different modalities and methodologies to engage fathers in Cambodia with content that promotes their direct involvement in caregiving and supports their female partners in co-parenting. We aim to contribute to the field of positive parenting interventions, showing that if we can more effectively engage men, we can amplify the impact of evidence-based parenting programs. This will promote early childhood

³ <https://nurturing-care.org/>

development and more equitable spousal relationships with a fairer distribution of caregiving. This, in turn, can support women's agency and economic participation.

2. INTRODUCTION

The World Bank East Asia and Pacific Gender Innovation Lab (EAPGIL) has partnered with the World Bank Development Economics Vice Presidency (DEC) and the international NGO Equipundo to design an intervention aimed at encouraging fathers to take a more active role in parenting and domestic work. This intervention will aim to tackle social norms that may prevent men from engaging in care work, particularly childcare, and to engage in positive parenting strategies. An impact evaluation of the intervention will measure its impact on the gendered division of household labor, gender norms, early childhood development, and women's labor market and mental health outcomes. EAPGIL, DEC, and Equipundo have partnered with iDE Innovation Lab and Gender and Development for Cambodia (GADC) to lead the first phase of research and intervention design.

Intervention development is expected to consist of an initial round of qualitative research, followed by the design of potential interventions and further research consisting of iterative interviews with potential beneficiaries following a human-centered design approach and feminist lens conducted by Equipundo partnering with iDE Innovation Lab and GADC. This formative research will be conducted to answer the objectives below.

3. PROJECT OBJECTIVES

The aim of this study is to explore and test potential methods for engaging fathers in childcare and parenting. Through qualitative research, it seeks to understand:

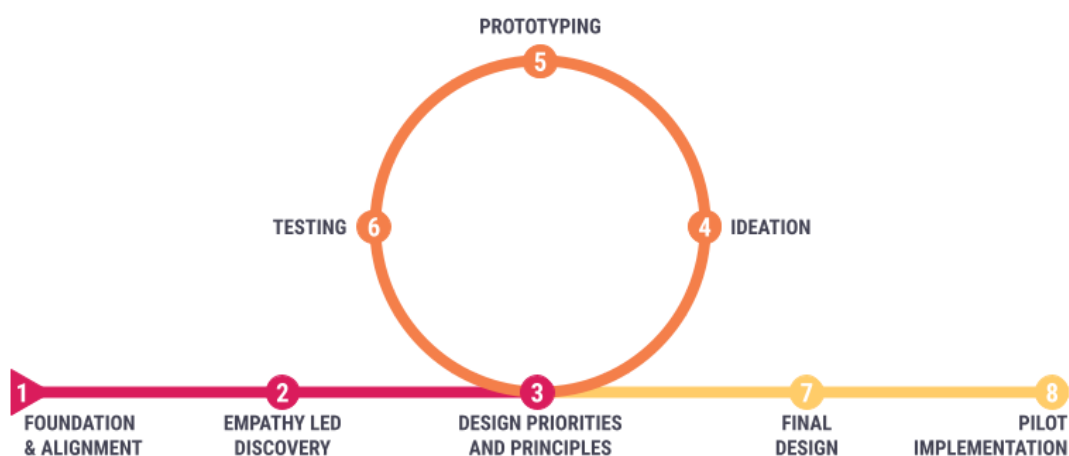
- How fathers are currently involved in caregiving and how they would like to be involved, including current opportunities and barriers to greater participation;
- How mothers perceive fathers' current involvement and how they would like men to be more involved;
- How grandparents perceive and influence men's involvement in child caregiving; and
- What are the potential entry-points and solutions to promote and support men's caring, non-violent, and equitable co-parenting involvement in parenting.

The findings described within this report will inform the subsequent phases of intervention prototyping and testing.

4. METHODOLOGY

To achieve the goals and objectives described above, the team applied the Human-centered design (HCD) framework. HCD is not a perfectly linear process, and each project invariably has its contours and character. In the Design Process below, we are moving from step 1 to step 6 for this particular project. By going through the 6 steps, we can build deep empathy with the communities and individuals we are designing with. This allows us to turn learnings into opportunities to design and test solutions before finally putting them into the world.

HCD: Design Process



It is worth emphasizing that this report has been produced by going through step 1, 2 and 3 of this design process. This means that there will be 3 more steps to go through containing Ideation, Prototyping, and Testing.

- Step 1: Foundation & Alignment– This stage is to lay the foundations for a successful project through assessing and clarifying project goals, expectations and outcomes both internally and externally.
- Step 2: Empathy-led Discovery– Formative research with fathers and key influencers in their lives to explore their current involvement in childcare and their interest in being more involved. Once the first field visit is complete and the information analyzed, iDE presented its findings to the World Bank, Equipundo, and other relevant stakeholders. Based on these findings, stakeholders will be asked to prioritize critical behaviors, targets, and approaches to be addressed within our strategy. This will help to define the project's scope further, narrowing the focus of the ideation session and prototype development, optimizing the time spent on meeting the targeted audience's needs with solutions that have the most impact.
- Step 3: Design Priorities & Principles (DPP)– This stage is about zooming in on specific insights and design opportunities emerged from the previous stage. Along with the stakeholders of the project, we prioritise and decide key target, key behaviours, and key

challenges. We will focus on, prioritizing How Might We (HMW) statements which are Design Opportunities to solve specific challenges identified previously and Design Principles, and refining the project strategy (what the World Bank needs to win) based on the insights from previous stage.

- **Step 4: Ideation**– With prioritization in place, the next step is to host an ideation session to brainstorm and co-design early-stage solutions around the identified design priorities for the key targets. In this, we encourage creativity and ownership amongst the stakeholders who will implement the strategy later. The ideation session will end by selecting the ideas that the participants believe will be most desirable for the user, technically feasible for stakeholder implementation, financially viable, and transformative for Gender norms.
- **Step 5: Prototyping**– With our top solution concepts and metrics identified, we begin prototyping the solutions. A prototype is a simple, scaled down, and cheap early version of the solution, or an element of the solution, that the user can experience in real-time. It can be anything from a storyboard, pitch deck, or sketch to a paper cutout, website wireframe, miniature model/mockup. As we iterate through the Learning Loop and refine our understanding of user needs and preferences, prototypes graduate from lower resolution (low cost and low resource requirements) to higher resolution (higher cost and more resource-intensive) as they get closer to a final solution ready to scale.
- **Step 6: Testing**– Based on the findings in ideation, the team will build low-fidelity prototypes such as photos, sketches, flows, storyboards, and pitching decks to help test shortlisted interventions, ideas, and messages from task 5. This will help us understand if these potential solutions resonate with the target audience (customers, caregivers, and other value chain actors). Through doing this, we will narrow the focus and direction of the final strategy that has to be delivered to improve fathers' involvement in the children's childcare. The team will go back to selected locations to test these initial ideas. First strategic solutions will be tested through focus groups and rapid testing interviews with experts, key target audiences, and stakeholders.

4.1 Methods and tools using in Empathy-led Discovery

As the project needs to go through empathy-led discovery, field interview is a crucial component to this step within the design process. The field team, consisting of [iDE](#) and [GADC](#) were sent to the field to accomplish the Empathy-led Discovery.

N o.	Team member	Role	Organization
1	Vandy MOUNG	Research lead	iDE Innovation Lab
2	Binn Chanveasna	Researcher	iDE Innovation Lab
3	Phoungvyna Sangva	Research lead	GADC
4	Thlork Monyroth	Researcher	GADC

5	Pech Sopheak	Researcher	GADC
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This step included in-depth interviews and focus group discussions with fathers, mothers, and grandparents. This research seek to explore opportunities that promote men's participation in caring for their children, including the feasibility and acceptability of potential interventions. This knowledge was collected with the following techniques.

- In-Depth Interviews: These interviews took place in the natural environment of the respondents and were usually longer conversations (1 hour) with respondents to learn about their behaviors, practices, needs, challenges, desires, and aspirations.
- Focus groups: This method tested and validated ideas to obtain a group's (4-6 participants) consensus in a particular area.
- Rapid Interviews: A faster interview approach, being no more than 20 minutes, that gained information about specific topics, general feedback to validate an insight or idea, or talked about an unrelated subject. This is a way to get quick information from more respondents for inspiration related to our research goal.
- Observation: Insights were also based on how the target audience and stakeholders act (and not just say). This information was captured by observing the behaviors and practices in the household, health center, market, coffee shops, etc... The difference in what people said, they did, and what they did in a situation is obtained through observation, helping us identify these gaps. We observed male caregivers taking care of their children (feeding, transporting, accompanying, playing, etc...).
- Early Testing: After spending a few days conducting interviews with and observing our target population, the last day was dedicated to testing early ideas with different profiles. Differing activities was conducted to direct our strategic designs for future interventions.

Tools

- Pre-prepared, semi-structured questions (guidelines) to follow for each activity/interview
- User Journey sheet: This is a created sheet to note down all the activities in one full day of households and vendors, focusing specifically on the way they interact with their kids.
- Visual stimulus/artifacts: Artifacts are tangible tools that can be used to get more information on a subject, or help frame a question in a simpler way. Usually visual stimulus or interactive activities like a Card Sort, app wireframe, pitch tool, and videos, can be used to help define respondent priorities and preferences. Different artifacts will be used to probe for information, and can be useful to engage respondents in an alternative way to extract new information.

4.2 Target location



The research team identified the cities/districts to be visited based on the following criteria:

- Kampong Speu is the selected province for our research. Bordered by Phnom Penh, the district of this province is a peri-urban area that has gained a lot of investment in the factory sector over the years, which fosters the demographic of fathers our program seeks to impact. Note that many women in this selected province work factory jobs, while men work various careers, including factory jobs.

No.	District	Commune	Village
1	Somrongtorng	Tropaeng Kong	Keo Oudom
2			Stueng
3			Songkrous Cheat
4			Preysophy
5		Vorsor	Prey Toul
6			Tbael

No.	District	Commune	Village
7			Tol Somnang
8			Chamka rath

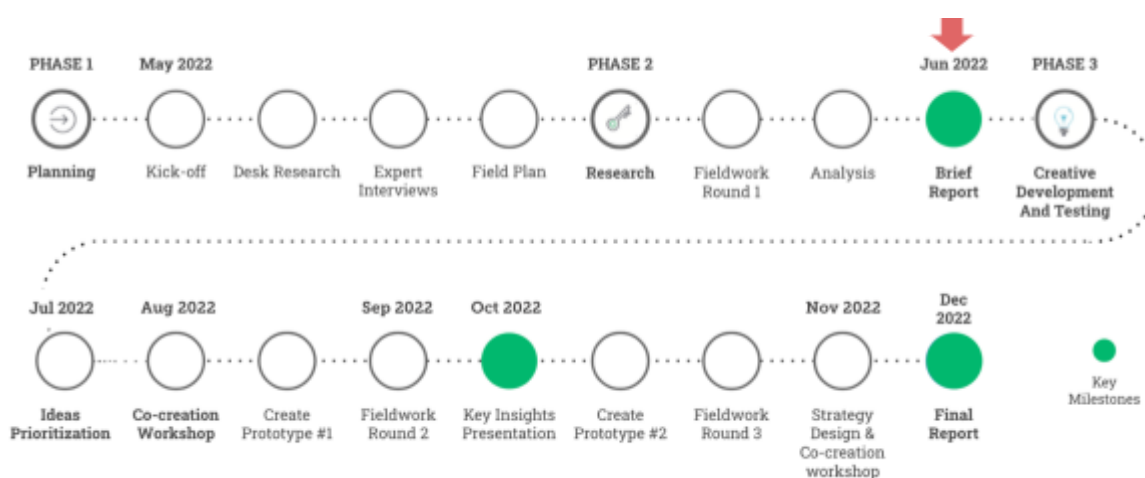
4.3 Research target profiles

Profiles below were selected to understand the perceptions of fathers' with different types of employment. The difference in jobs allows us to see the perspective of fathers who have more or less time to spend with their children, have high or low education levels, and obtain a high or low income. Mothers, grandmothers, and grandfathers are also selected, so we can see the general expectation from modern society towards fatherhood.

No	Type	Research Target	Type of Interview	Number of Respondents
1	Fathers with children 0-5y (mixed)	High-income working fathers	IDI	1
2		low-income working fathers	IDI	4
3		Work-at-home fathers	IDI	1
4		Stay-at-home fathers	IDI	1
6	Fathers with children 0-2y	low-income working fathers	IDI	5
8		Stay-at-home fathers	IDI	2
9	Fathers with children 2-5y	High income working fathers	IDI	1
10		low-income working fathers	IDI	3
11		Work-at-home fathers	IDI	1
12		Stay-at-home fathers	IDI	1
14	Working mothers with children 0-5y (mixed)		IDI	4
15	Working mothers with children 0-2y		IDI	2
16	Working mothers with children 2-5y		IDI	3
17	Stay-at-home mother with children 2-5		IDI	1
18	Grandmothers with grandchildren 0-5y		IDI	3
19	Grandmothers with grandchildren 0-5y		FGD	7

No	Type	Research Target	Type of Interview	Number of Respondents
20	Grandfathers with grandchildren 0-5y		IDI	1
21	Local leaders		IDI	2
Total				43

4.4 Research timeline



Fieldwork 1 (June 16th - 19th, 2022)

During this first fieldwork (4 days), iDE and GADC researchers visited villages in Vor Sor, Trapeang Kong, and Roleang Chak commune in Kampong Speu province. The team took the explorative approach (In-depth interview, FGD, observations, etc.) to understand the general situation of the families around this peri-urban areas. The other remaining steps are planned but not yet undertaken according to this overall timeline.

5. KEY FINDINGS

This section presents the findings from interviews and focus group discussions conducted under the Empathy-led Discovery. The IDIs and FGDs were conducted with parents and grandparents of children ages 0-5 years old to explore perceptions and opportunities for engaging fathers in childcare. This research focuses more on fathers' engagement in quality childcare for children aged 0-2 years old and 2-5 years old. Individuals loosely define quality childcare. Thus, we will only mention what quality childcare means from the respondents' perspective in this research.

5.1. CAREGIVERS INVOLVED IN CHILDCARE

In peri-urban Cambodia, there are three levels of caregivers for children under five years old. Primary caregivers and alternative caregivers are usually from the same family or households. Children under 5, especially from 2 to 5 years of age, are sometimes taken care of by community caregivers, which are not always related to the family. However, this is not yet very common in rural and peri-urban Cambodia.

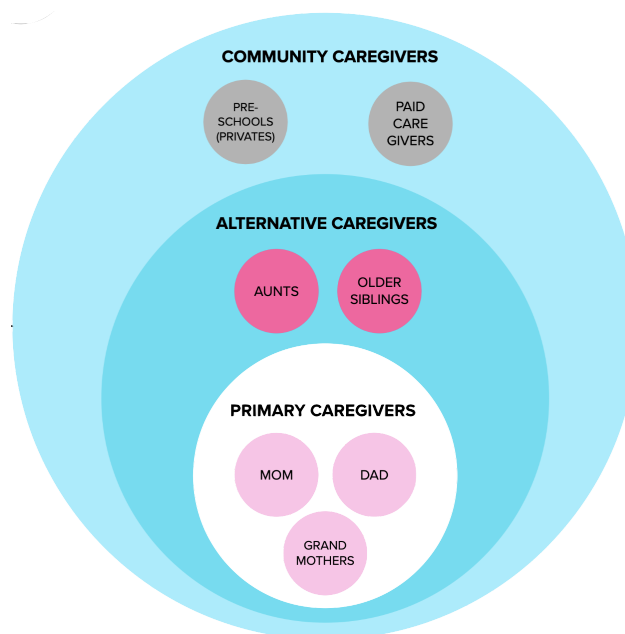


Figure 1: Caregivers involved in childcare

The three types of caregivers have the roles and responsibilities below:

- **Primary caregivers:** Most often refer to mothers and fathers regardless of how much time they can spend with their child. However, grandmothers are often considered primary caregivers, given the enormous amount of time they spend on grandchildren.
- **Alternative caregivers:** refers to anyone besides the primary caregivers who take care of the child for the primary caregiver while they are away at work. In this research context, we commonly hear of aunts and older siblings who take care of the child.

- **Community caregivers:** refers to private preschool teachers and paid caregivers. Paid caregivers in this context are often older women or women who are capable of taking care of children for a fee.

In most households we visited in peri-urban locations (Phnom Penh outskirts and provinces around Phnom Penh), women work at the garment factory. Below are three common types of fathers' jobs:

- **White collar work:** suit-and-tie workers who work in service industries or government. Their jobs do not include physical labor such as carrying heavy things, working under extreme heat, etc. The typical weekday starts around 6 am or 7 am and finishes around 4 pm or 5 pm.
- **Blue collar type of work:** refers to any worker who engages in hard manual labor, such as construction, mining, or maintenance. In this context, the term refers to fathers that are factory workers, Tuk Tuk drivers, construction workers, or other similar labor workers. Working hours are identical to the working fathers of high education and income. However, low-income working fathers, especially factory workers, might work overtime until 7 pm or 8 pm or at weekends. Some of them commute to other provinces or the city for work. Therefore, they might only come back home once in a while.
- **Self-employed:** refers to men who run businesses (grocery shop owners, street restaurant owners, Tuk Tuk drivers, goldsmiths, house repairmen, etc.) at home or close to their home. Usually, these fathers are not limited to specific schedules because they own their businesses. Thus, they have more freedom to spend more time with their family compared to working for other fathers.

However, for different reasons, some families have to make some trade-offs, and the father may stay at home (**unemployed**) and take care of the children full time. The reasons we found in the field (however, there could be other reasons) are the following:

- If there are no alternative caregivers available, couples need to decide whether the husband or the wife becomes the primary caregiver. This may result from either not being able to afford a paid caregiver, or they do not trust the quality of available non-family caregivers. The decision on whether the wife or husband continues working depends most of the time on the amount of salary each could earn. However, generally, women tend to be the ones taking care of the children. In some cases, especially garment factory workers, women tend to go to work, and men stay home to take care of the kids, but mostly with help from grandparents because men will go to earn money occasionally depending on their needs, such as at the construction site or on the farm.
- Financial pressure: Most households have loans to pay on top of the enormous expense related to raising young children and savings for the family's future, so even in

Cambodia, it is not typical for a man to leave his job and take care of kids if the wife earns more money and the family has to pay a loan back. There is no alternative caregiver available; the man may consider assuming the primary caregiver role while the mother keeps her job.

- Job termination from his workplace. There are some reasons, such as the lay-off of staff during the Covid-19, old age, a tendency toward female staff to work in the factory during lay-off, etc.
- Health or medical conditions that do not allow him to work
 - *"I'm not working now because I'm struggling with illness, part of my lung has already been removed"* - Stay at home father.

5.2. CURRENT CHILDCARE UNDERSTOOD IN CAMBODIA (SOCIAL NORMS AND PERCEPTION TOWARD FATHERS)

Most interviewees (women and men) defined a *good father* as one who:

- Earns enough income to provide for their family's needs
- Is the head of the family (related to earning income, leading, and making decisions in the family)

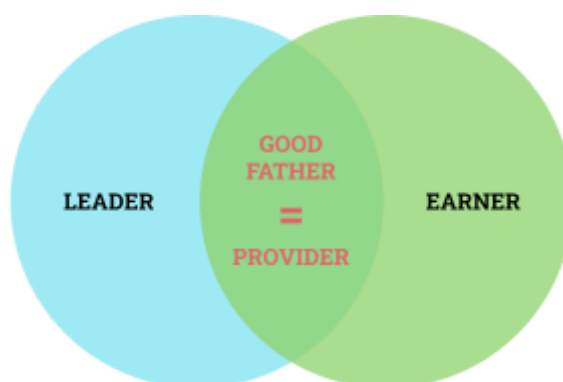


Figure 2: Understanding of father's roles in Cambodia

It can be easily misunderstood what most people mean between "provide" and "care". They think these two words are the same. "To provide" in the father's definition is giving money, materials, food, support, etc., to family and children with or without engaging in childcare. This is why lacking the ability to "provide" to children and families for stay-at-home fathers is a huge emotional challenge for fathers.

- *"The most difficult part of being a parent is when our children get sick. We will struggle financially to pay for the treatment"* - Working Father (Low Education & Income)

- *"I want to work in the factory, but mostly they accept female workers. I could earn less than my wife; also, she insisted on going to work. So I take care of my children at home full time."* - Stay-at-home father with children 0-5y

There is a long history of expectations for fathers since they are young. People expect a young man will exhibit qualities such as

- Being a strong pillar of the family and supporting parents when they are old
- Receiving a good education to earn a good income, leading to a better lifestyle
- Being strong and independent

Women also expressed additional expectations for a good father, including

- Helping with household chores
- Helping taking care of children and to give them advice
- Having a good attitude (not drinking alcohol and being non-violent)

Below are the overarching learnings about perceptions and practices toward childcare from the majority of the respondents:

- The quality of childcare is always better from mothers than fathers.
 - Mothers are raised to become caregivers and complete household chores, so they are already skilled in this.
 - Mothers are more tender than fathers. These characteristics make kids happier staying with their mothers than their fathers.
 - Fathers don't have as much communication with their children as mothers. Fathers tend to be hard and execute heavy punishment when disciplining children. Hence, children are scared and listen to fathers more than mothers. On the contrary, mothers have a better connection with their children. While they can understand children better, they often yell and beat their children to discipline them. However, these disciplinary actions are less severe compared to fathers, and love is often expressed to the children immediately after these disciplinary acts occur.
 - Childcare tasks and household chores have never been the main priority for men to complete. Not a lot of families share house chores and childcare tasks. Specifically, some men prioritize using their spare time for personal hobbies and social activities, while women continue taking care of the household. Society does not place a burden or shame on men, husbands, or fathers when they act as such. On a side note, people do not perceive some chosen-to-do childcare tasks done by fathers as real childcare tasks, as further described in the next section.
- *"A good mother is a mother that can take care of household work and childcare"*
- A stay-home mother with children 0-5y

- *"My children are afraid of my husband more than me because my husband does not talk a lot, but he is very serious when it comes to discipline"* - A stay-home mother with children 0-5y

5.3. CURRENT FATHER'S PRACTICE TOWARD QUALITY CHILDCARE

5.3.1 Distribution of childcare tasks between men and women

Most women are responsible for most of the childcare tasks (physical and emotional care). While mothers and/or grandmothers are mostly responsible for house chores, cooking food for children, feeding the children, bathing them, putting them to bed, disciplining them, and helping them with school homework, fathers only interact with their children through "fun activities" include playing, teasing, taking children out to parks or fun places nearby their house and taking children to school. Note that some of this interaction involves digital means, such as phones and social media. These father tasks are not even perceived as childcare tasks in general.

Most fathers believe that "providing" and "playing" with their children is enough, and they perceive they are already doing a good job. When interviewing fathers, most of them state that they provide income to buy their children food, clothing, and other basic needs. All these fall into physiological needs, safety needs, belongingness, and love needs. Society, families, and fathers themselves think that giving money and providing/fulfilling the needs of the family and children is sufficient for being a father or good father. However, all fathers felt that the quality of their childcare could never excel in all these three categories. The standard of "quality childcare" is vague or undefined for them. However, some proud fathers rate themselves as "one the good fathers." Most men rate themselves lower than their fathers before them in childcare, though. From the researchers' observation, it's a way of showing respect to their fathers because they are younger. Their parents or fathers have more experience caring for children than they do. However, some fathers also believe their fathers were not the best. This may be due to certain examples they experienced good and bad behavior from their fathers.

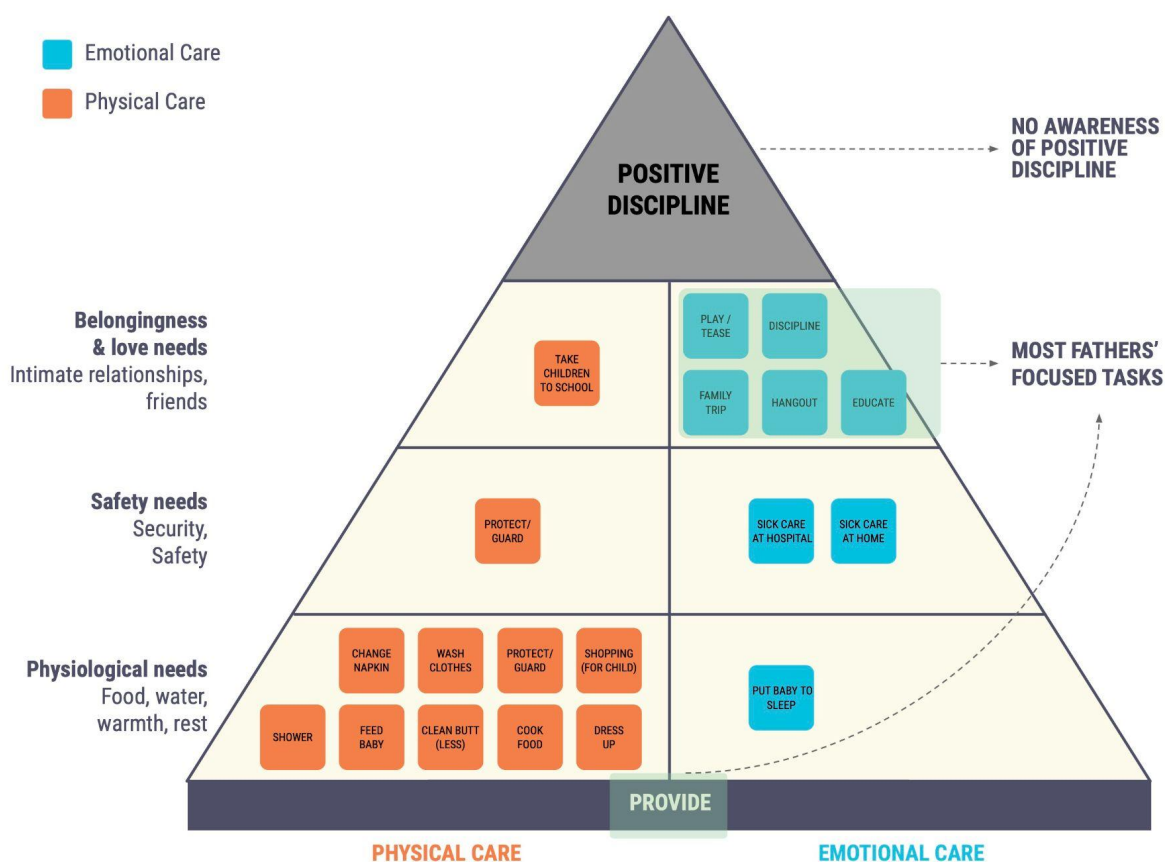


Figure 3: Physical care and emotional care provided by fathers

Another key insight is that there is no awareness that more can be done to provide better care and establish a better connection between parents and children (positive discipline).

There are two categories of chosen-to-do tasks for working fathers a) daily child care and b) once-in-while child care (these tasks are not done regularly). Children age is under 5 years old in this research context. Mostly, working fathers do them voluntarily or are asked to do them when their wives or other family members are busy.

From the figure below, the most common chosen-to-do childcare tasks fall into playful/emotional care for children, specifically in the belongingness and love needs. On the other hand, physical care that involves labor and is similar to household chores is not commonly chosen by fathers. Given the inconsistent and short time available and social norms established in Cambodia, fathers prioritize fun time over physical care. Moreover, we see that activities involving travel and protection are done by fathers. This shows that men are willing to take over childcare tasks that relate to norms and perceptions of manhood involving:

- **Paying/Provide:** buy toys and other things for children and family, and paying for the household needs
- **Power and decision making:** discipline, education
- **Transporting/logistics:** taking children to the park, holiday planning, family trip, taking children to school, taking children to the hospital, etc.
- **Safety:** protect and guard the children to make sure they are safe from animals, roads, injuries, taking care of children when they are sick at home and hospital, etc.

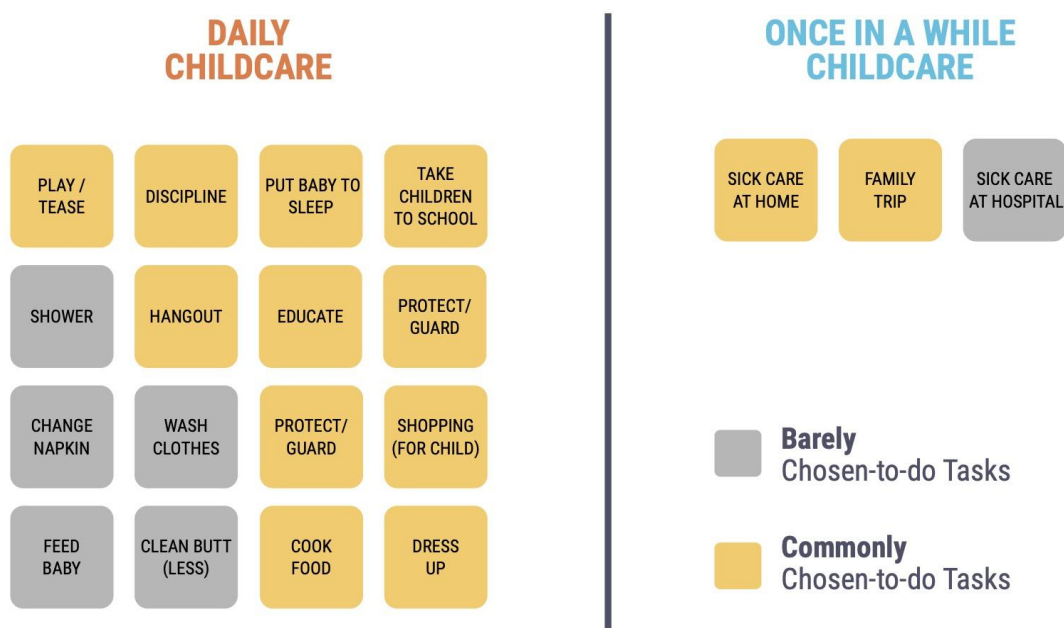


Figure 4: Chosen-to-do childcare tasks by fathers

However, when fathers are unemployed and take care of the children because there is no available alternative caregiver, they are also responsible for feeding the children, putting children to sleep, bathing them, etc. It is worth noting that it is considered inappropriate to touch the daughter's private parts but this task can be done by single fathers whose wife has died or divorced without hesitation.

5.3.2 Factors that influence the quality of childcare

Based on the field observation and interviews with respondents (4.3 Research target profiles), the key factors that influence the quality of childcare provided by fathers are the following:

- **Amount of time** spent with the children on childcare engagement
- **Skill of taking care of children** gained from previous experience (acting as an older sibling, loss of one or both parents when the father was young and/or living with alternative caregivers that lead him to caregiving development)
- **Role model exposure** (influence from his father)
- **Income status** the amount of money they earn and provide to the family (materials, opportunities, etc.)

- **Social norms (gender expectation and parenting)** the childcare specific tasks that fathers and mothers should do in a family, defined by their community.
- **Education level:** the education that fathers receive from the school. Some fathers only had a chance to study until secondary school, lacking useful information and skills to care for their children and overall knowledge.
- **Disability/Health:** Fathers could not fully provide quality child care if they are having problems with their health or the physical conditions limit them from different activities.

"It is rare for me to have a quality fun time with my children, but I have to work longer hours to provide for my family, so I have no choice" - Working Father (High Education & Income) Father of a child under two years old

"I look at other families as an example, then take what is good, and avoid doing what I think is bad" - Working Father (Low Education & Income) Father of children under 2 and 5 years old

"My father is the person who inspires me to take good care of my children. He was a single dad and had to take care of 9 children" Stay-at-home father (Currently jobless) with a child under two years old

"For my family to move forward nothing is more important than money" - Working Father (Low Education & Income) with children under 2 years old.

5.3.3. Barriers for fathers to provide quality child care

Based on our field observations and responses from respondents, below are the barriers for fathers to provide quality childcare.

Norms

- **Understanding on gender roles:** Men have been raised assuming that reproductive roles such as childcare tasks and household chores that could not earn income cash are done and better done by women. These are women's tasks,. "this is not my role" mindset. Nothing else is expected by society. However, younger generations of women/wives expect higher involvement of men in childcare and household chores.
- **Stigmatization** - social pressure on men when doing household chores and childcare tasks. Men are getting pressure from the toxic masculinity environment they are growing and living in. A lot of the time their peers and older generation would shame and question their manhood when they do housework and earn less than wives. People believe that men who could do better housework because they earn less than their wives or are forced to do it, and it weakens their strength as men. In the new generation, women tend to value and give better recognition to husbands who share household work and take good care of children.

- *"Men should not wash clothes or walk under the clothes hanging ropes. It brings bad luck."* - A grandmother
- *"He's a good guy. He can take care of his children even better than women. I heard some people joke around with him that he should cut off his [genital] to become a woman instead. And the guy said nothing but just smiled."* - A mother with children 0-5
- **No or less income means less pride:** Men who stay at home in the particular community that the majority of women work in factories, are likely socially accepted (by this particular community); however, some men do not feel proud in staying home. It can be an embarrassment for some fathers to be unemployed and take care of children at home.
 - *"Yes, I understand what you said, but I don't care about what other people think"* - Stay-at-home father (currently jobless) with children 0-5y
 - *"It is not easy for me to ask for money or pay for something that I want, I am not an income earner. I cannot go out to drink with other men in the village. I need to stay with my children even after my wife comes back home."* - Stay-at-home father (currently jobless) with children 0-5y
- **Expression of stress:** Men do not express their stress to their family members. Fathers release stress from work by drinking and social activities with friends. In the argument/disagreement between spouses of family members or under stress, Many male respondents said that ignoring the situation and riding the motorbike away from home for a while until they are no longer angry with their partners is also a solution.
 - *"When I was in Phnom Penh [city] alone away from my family, I always felt so stressed when the day-to-day pay loan was coming closer. I tried every possible way and did many jobs to earn money to pay off loans and give to my family. To sleep, I drink a can of beer or a few more just to sleep and stop thinking about it."* - A working father with a low-income job.
- **Pervasive norms about what a father should be and how a father should be perceived or considered: disciplinary/serious/gain respect/full power**
 - *"I don't play around with my children too often because I don't want them to know me too well and don't think serious of me"* -Working Father (Low Education & Income) Father of a child under two and another one a bit over five.

Knowledge and awareness

- **Lack of knowledge/awareness of "positive parenting"** - They lack awareness that there is better childcare (warm connection) which they can provide information on how to take care of children.

- **Low childcare knowledge** - Men were not educated about childcare at home or school, so they lacked the skills to take care of children.
 - *"I learn to take care of my children through observation from my surroundings and my family; this is the best I can do"* - Working father with low-income child 0-5y
- **Lack of methods on how to take care of children** - Many parents give phones to their children to stop them from moving around and use them to distract children at home.
- **Lack of awareness/knowledge between good childcare and child development.**
- **Fear of children not aligning with gender expectations/Restrictive gender socialization:** Parents will perform precautionary measures to prevent their children from becoming something society does not accept. For example, boys cannot be like girls (not LGBTQ+), but girls could be as "strong" as boys. Parents attempt to choose what their children should do/be.
 - *"I will be very cautious of what I buy for my children. I will not allow my son to play with girls' toys or wear any makeup. I don't want my son to turn gay. We are so sure that he is not one. He's straight. Some parents don't pay attention much and let their children play with anything. [...] I allow my daughter to play ball because I want her to be as strong as men. Being strong is good for a girl."* - A stay-at-home mother with children 2-5y
- **Pervasive norms that legitimate use of violent discipline and lack of knowledge of positive parenting skills: "I know enough"** about childcare mindset, unaware of what is good and bad childcare, believing that they are doing good enough.
 - *"I cannot show that I love my son so much. I am afraid I can spoil him."* - A working father with a high income with a teenage son and a child 2-5y
- **No role models and lack of exposure to good father childcare** - For fathers, there are no examples of quality childcare from the older generation, on social media, or in society. Even though in the community, some people or some fathers are considered as good, they could not be considered role models that others can follow. Grandparents often think they are already good parental role models for their children. This later generation may rely on examples set when they were children without being willing to update the current social parental/gender contexts. However, the way fathers take care of children could change based on their level of knowledge and access to information.
 - *"During the focus group discussion, some grandfathers rode their bicycles to call grandmothers back home to take care of the grandchildren when they woke up from the nap because they could not do it themselves."* - Observation from GADC's researchers

- **Lack of aspiration.** They don't know that they could be a better father and have a strong connection between providing positive parenting and developing a child
- **Low education level.** Many fathers who work at the factory have only finished primary or secondary school. In some cases, they do not know how to read. This limits the fathers' ability to help their children studying at home with basic alphabets, numberings, or languages.
- **Alcohol and drug use:** Husband could cause household problems when he is intoxicated. Beyond drinking, some women mentioned that some men also use illegal drugs.
 - *"He would be back home drunk once a week or less. I understand that he needs to gather with his colleagues sometimes. The only thing I can do is to take the kids away from him and let him be alone. He always speaks loudly when he's drunk." - A mother with children 0-5y, working father with medium income*
- **Difficult in childcare regarding sex** - Men in general and especially fathers with primary or alternative caregivers have difficulties in taking care of their daughter, especially tasks that require physical interactions with the private parts.
 - *"I could not do the laundry for my daughter because I felt shy. A man cannot touch a girl's private parts even if he's a father." - A working father with a daughter 0-2y*

Living expense and debt

- **Low income means less ability to provide childcare and opportunities:** Low-income fathers do not foresee or have confidence in their children's future education when compared to higher income fathers. Fathers think they need to make more effort to earn more income for the near future to provide children with better needs like food, education, and niceties.
 - *"My main role for my children now is to work hard and sending my children to better education, if they are not doing well, that is the best I can do" - Working father with low-income, child 0-5y*
- **High expense on health care:** When children are sick, parents are concerned about their income, wondering whether it is enough for daily use and paying back loans. For working fathers with low income, this emergency most likely results in obtaining more loans.
- **Loan burden:** Paying back loans can make fathers work harder and longer, leading some families to work overtime at home after work, making the children stay with their grandparents longer.

- *"I work hard and feel very stressful because I have to pay for my bank loan"* -Working Father (Low Education & Income) Father of a child under 2y

Time spent in childcare

- **Time vs. Quality:** With the short time they have available, fathers put more effort on emotional care than physical care. However, the number of physical care tasks exceeds emotional care tasks. More emotional care is provided to children under five than physical care because there is limited knowledge of fathers' on "how" to do them. Hence, it creates a lack of quality childcare, which is not only a lack of time but also lacking the ability to provide quality care within that limited time. Women are always concerned about the quality of childcare a father provides compared to them.
 - *"If my husband has a full-time job, I would like to stay home and take care of children instead. I do not think fathers could do a good job taking care of children."* - A working mother of children 0-5y
 - *"I work from morning till 8:00 pm, so I don't have much time for my children"* - A supervisor at a garment factory. -Working Father (High Education & Income) Considered by his family as a good father. Children 2-5y
- **Spare time with children vs. personal pleasure:** Working fathers spend little time with their children during their spare time. Some men spend time on their phones or socializing with friends instead of taking care of children in their free time.
- **Jump in only when needed:** Fathers' instant support is mainly driven by seeing other family members working, making him feel the urge to support tasks that need to be done immediately. Exceptionally, stay-at-home fathers can fully take care of childcare tasks.

Self-confidence

- **Time efficiency in childcare:** Fathers feel like they cannot persuade or stop children from being naughty/crying faster when compared to the mother or grandmother. Thus, the father frequently lets the mother or grandmother take over this responsibility.
- **Help vs. harm:** Fathers are scared they can harm rather than care for the child, especially infants when bathing or doing childcare tasks that they are not skilled in.
 - *"I'm afraid I would cause problems for my child instead of helping. I used to harm my niece when bathing before."* Working father with high income, child 2-5y

5.3.4. Drivers and enabling factors for fathers to provide quality child care

Drivers

What are the drivers/motivations for fathers to participate in childcare work?

- **Child's wellbeing:** Fathers are interested in activities that show the child's progress or growth. Some fathers are interested in phone functions that measure the physical characteristics of children, where adding some basic information about the child can formulate information on how healthy they are.
- **Child's bright future:** Fathers work hard to provide support to children that can allow the child to pursue higher education in the future. He wants to see his children have better jobs with higher salaries than he has. Lower-educated and lower-income job fathers believe that their children could at least work at the factories but have a better position with a higher salary than their current salary and position. Fathers are open to their children to decide their future, whether they want to pursue specific grades or stop studying. They do not want to limit the profession of their children when they grow up.
 - *"I was not able to have a higher education, so I will try my best for my children to have a higher education."* - Working father with low-income child 0-5y
- **Fun and learn:** Fathers like to play with their children and make them laugh. This is related to one notion that most parents believe "active and naughty kids are smart." They believe that a child that is a bit naughty and active is quick to learn and listens to parents' advice. "Quiet and proper kids are not smart" for them. They think that quiet and proper are good, but from their perception, these children cannot easily obtain or understand information quickly. This applies to boys and girls at least under five years old.

Enabling factors

- **Role model:** Some fathers that learned various skills or diverse information when they were young, especially those that lived with their grandparents or were used to caring for their younger siblings, tend to provide better childcare.
- **Good exposure** - Some fathers are exposed to information from NGOs or forums that share parenting and couple relationship advice. They mentioned that they also apply some of this advice in reality. However, many never attend physical events in their local areas related to childcare or parenting.
 - *"During pregnancy and after birth, I watched some videos telling me what my wife should eat to make the baby healthy, so I followed and bought those fruits for her."* - Working father with low income, child 2-5y

- **Social incentive:** Even though society does not pressure or shame men who do not participate actively in household activities and childcare, everyone praises working fathers who play and care for their children after work. On top of earning income and leading the family, taking care of their children is a societal bonus where people refer to these fathers as “good fathers.” Besides this notion, wives would like to see other considerations in a good father: “no alcohol” and “no violence.”
- **Attention request from children:** Some children love their father more than their mother or family. Asking for attention from their dad is unavoidable.

5.4. ARCHETYPICAL FATHERS DESCRIPTION

After collecting the information from the field by talking to different fathers, mothers, grandparents, and other relevant stakeholders, we analyzed and synthesized the insights and came up with four archetypes of the fathers. These archetypes were formed based on identifying behavioral patterns (motivations, emotions, practices, stories, and other hidden perceptions) of the fathers we interviewed and observed.

Archetypes are different from market segmentation. In this case, archetypes serve more than just a representative of the target audience. It's more for designing solutions for them. This is why archetypes are created with details, including the story of that particular person (which shares similar characteristics to other similar types of fathers). This is why archetypes in the design process show information that seems to be for an individual when it represents a group of people.

5.4.1. Work-at-home Father (Self-employed) (F1)



"My wife and I tried so hard to raise the first son. During that time, we have nothing, but the oldest one somehow has a good job and a good family. Now with our 2.5-year-old son, we are busy, but we can take care of him all the time at home. I never yell or use violence with my children. He's so smart. He can even speak a few Chinese words with the customers. He also knows some English from YouTube."

This working-at-Home Father is a former factory worker in a high position at the factory. He saved enough money to open a grocery shop and sell food for factory workers. After a few years, he could earn enough to own some rental rooms for factory workers while raising a 2.5-year-old son.

He and his wife are in the business together. They divide and conquer by sharing business, household chores, and childcare tasks accordingly. However, the husband would be willing to take over labor work, and his wife would cover the childcare tasks and some light work in the business. This father had experience raising one older son, and he was able to push his son to an excellent white-collar work sector and married a good wife. He is currently expanding the little child by providing advice and not using violence or heavy words/voices to his child. He has a network of good doctors to consult and care for his children when he gets sick. He could buy or take his child out whenever he's free and if the child wants. He is sure his son could have the high education and good job that he wants. He doesn't know what he can do more in childcare, but he is willing to learn from experts if there is any better childcare advice.

KEY CARE RESOURCES

CAREGIVER AVAILABILITY

NONE PART-TIME CARE FULL-TIME CARE

EDUCATION LEVEL

NONE PRIMARY UNIVERSITY

WORK TYPE

NONE BLUE COLLAR WHITE COLLAR

WORK TIME

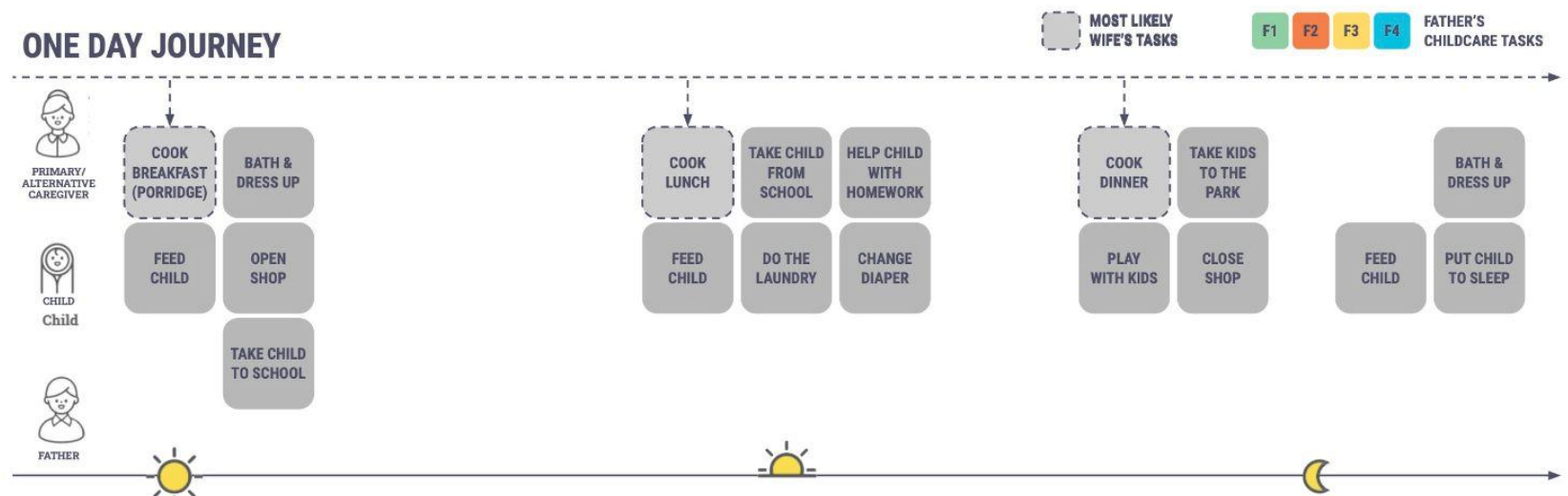
NONE PART-TIME FULL-TIME

CHILDCARE QUALITY

LOWEST MEDIUM HIGH

PHYSICAL EMOTIONAL

ONE DAY JOURNEY



5.4.2. Working Father - High Education and Income (F2)



"My wife takes care of my 3 years old daughter at home. I am a manager at a security company. My working hours are flexible but most of the time busy. Not regularly, but I could work at home sometimes. However, I cannot care for my child like bathing her because I am not skillful at it. I am afraid I made a problem rather than helping. I had a bad experience hurting my niece when he was young."

This Working father finished a university degree in Information Technology. He and his wife used to run an IT school many years ago while his first son was young and staying with his grandmother. The business failed, but now he works full-time as a guard manager. He is earning a good income to provide for his family's needs. He likes to do business, thinking long term like earning incomes daily, monthly, and yearly for this family. He does not help much with the housework or childcare tasks because he is busy with work, and he is not skillful at housework or taking care of children.

He does not have much time to interact with his teenage son or youngest daughter. His son was more attached to the grandmother, and his daughter spent most of her time with the mother. Besides providing the best to their children, they are very careful with what they buy or give to their children. They make sure their son will grow up strong, and so does the daughter. His challenge in childcare is having little time with his children and not knowing how to help with childcare safely.

KEY CARE RESOURCES

CAREGIVER AVAILABILITY

NONE PART-TIME CARE FULL-TIME CARE

EDUCATION LEVEL

NONE PRIMARY UNIVERSITY

WORK TYPE

NONE BLUE COLLAR WHITE COLLAR

WORK TIME

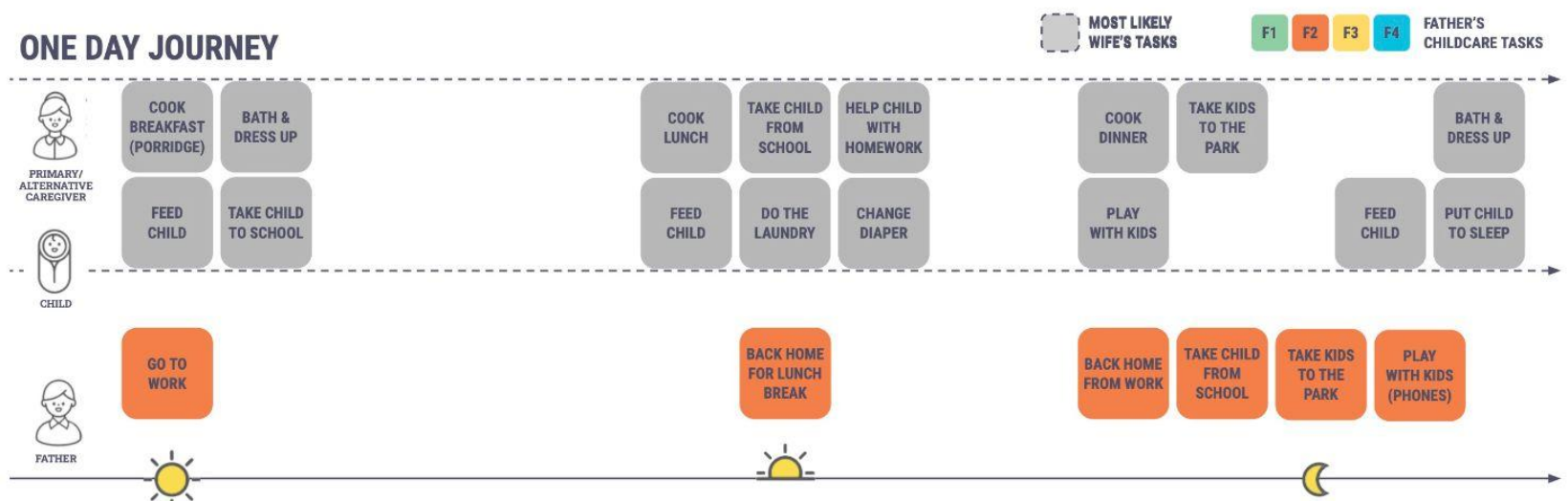
NONE PART-TIME FULL-TIME

CHILDCARE QUALITY

LOWEST MEDIUM HIGH

PHYSICAL EMOTIONAL

ONE DAY JOURNEY



5.4.3. Working Father - Low Education and Income (F3)



"I am busy working all day. I came home in the evening to stay with my child. I like watching cartoons with my daughter and teaching her the alphabet and numbers. I just bought a connector from my phone to my TV screen, so my daughter doesn't need to watch directly from a phone screen. I buy her so many alphabet stickers to stick on the wall because she has torn all the paper posters [...] I help my wife whenever I see she's busy."

This working father is a factory worker with his wife. He stopped studying in Secondary School because he wanted to earn income to support his mother. He doesn't like his father, who married another family and left his mother when he was young. He learns to take care of his siblings and also other household tasks then. His grandmother and a niece are taking care of his daughter. He and his wife are currently earning income to pay for the loan and daily expenses.

Regarding childcare, he takes over any remaining tasks in taking care of child-like playing and teaching, taking the child out for a ride, or watching animation with his daughter. His wife helps with the household chores and childcare with his mother. He sometimes enjoys playing games, watching YouTube, TikTok, and Facebook, and hanging out with his friends.

His challenge as a father is taking physical care of his daughter and having little time with his children after work. The other biggest challenge is debt.

KEY CARE RESOURCES

CAREGIVER AVAILABILITY

NONE PART-TIME CARE FULL-TIME CARE

EDUCATION LEVEL

NONE PRIMARY UNIVERSITY

WORK TYPE

NONE BLUE COLLAR WHITE COLLAR

WORK TIME

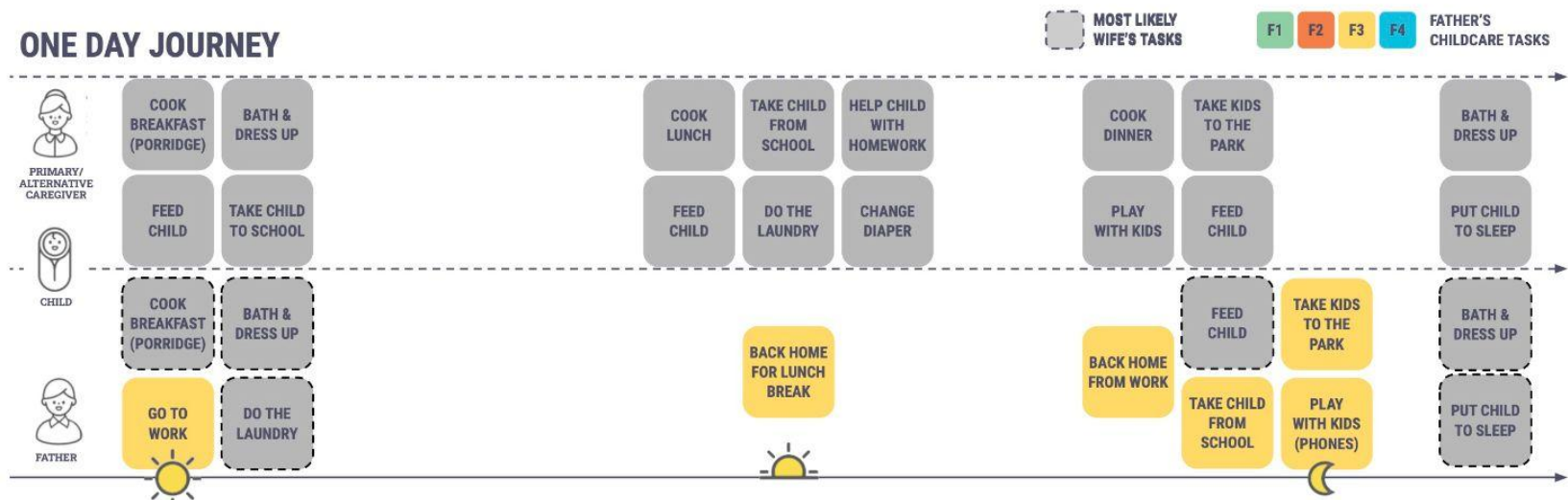
NONE PART-TIME FULL-TIME

CHILDCARE QUALITY

LOWEST MEDIUM HIGH

PHYSICAL EMOTIONAL

ONE DAY JOURNEY



5.4.4. Stay-at-home Father - Low Education and No Income (F4)



"My wife is a factory worker and runs a small business. She's very skillful and earns a lot of money. I don't have any job but temporary work as a construction worker whenever my wife is home. I need to take care of my children every second because my little son could fall into the pond in front of my house. [...] I have proper clothes for my daughter because she is a girl; for my son, he can run around naked because he always gets dirty."

This stay-at-home father has challenges working because no one cares for two little children. His wife decides to work because she could earn more as a factory worker and work in another business. He needs to take care of all the household tasks and childcare tasks. He always buys food from food stalls to eat with his children. Whenever his wife is home during weekends, he takes the opportunity to work and leave the children with his wife. His children always miss their mother and ask for her attention and care whenever she gets home from work.

Since he is not an income earner, he does not know what he could offer to his children's future. He is not able to buy anything for the children. He thinks that he cannot take care of his children better than his wife. He wishes to go to work when his children are of school age.

KEY CARE RESOURCES

CAREGIVER AVAILABILITY

NONE PART-TIME CARE FULL-TIME CARE

EDUCATION LEVEL

NONE PRIMARY UNIVERSITY

WORK TYPE

NONE BLUE COLLAR WHITE COLLAR

WORK TIME

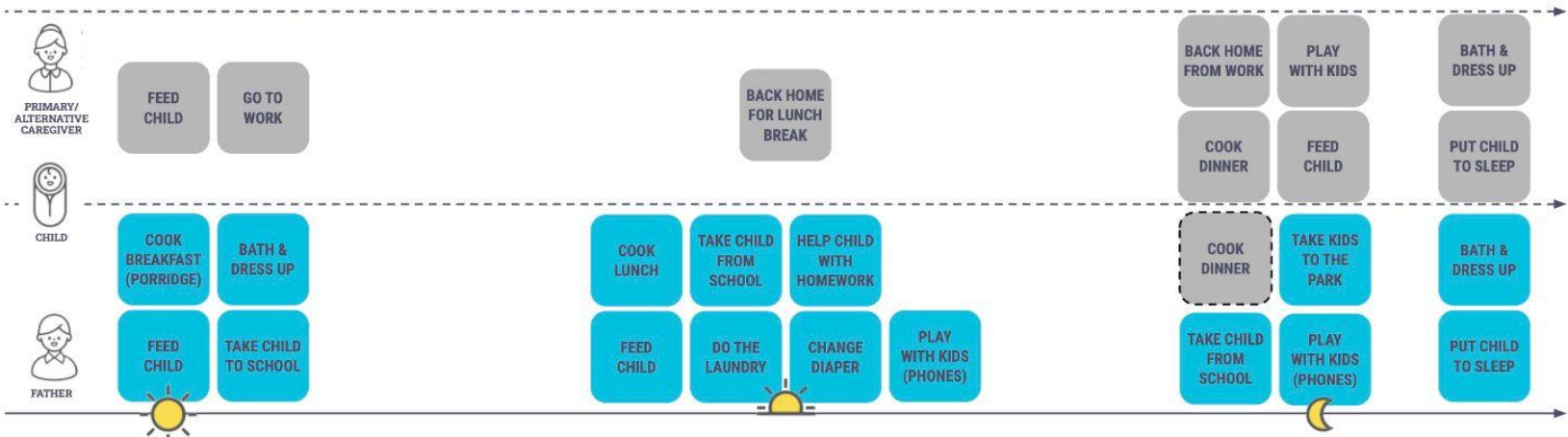
NONE PART-TIME FULL-TIME

CHILDCARE QUALITY

LOWEST MEDIUM HIGH

PHYSICAL EMOTIONAL

ONE DAY JOURNEY



5.4.5. Positioning father's quality in childcare

To unlock their full potential, children must receive nurturing care⁴, which comes from a stable caregiving environment that enables good health, adequate nutrition, opportunities for early learning, responsive caregiving⁵, safety, and security. Hence, we position the four archetypes of fathers in the framework below to evaluate current engagement in nurturing care for their children. These positions were based on our (research team) distinct thoughts of the insights collected from the field of the archetypes.

Since this research covers father engagement generally, we do not describe involvement in each element of nurturing care. However, the main activities that fall into the nurturing care framework can be used to evaluate the four archetypes. The activity below does not indicate whether the standard of nurturing care framework is followed. It details the level of engagement in individual activities only.

F1 - Working-at-home Father (Medium to High Education and Income)

According to time available for childcare, family dynamics, education, work type, and income level as mentioned in sections 5.3 and 5.4, the Working-at-home father (medium to high education and income) can do tasks that fall into medium belonging and love needs. This results from husband and wife dividing household tasks, childcare tasks, and income-earning tasks with one another to balance heavy labor work and childcare work. This type of father engages in greater emotional and physical care that is described in the high engagement level. However, these needs are shared equally between wife and husband since this labor type does not require a "divide and conquer" approach.

⁴ World Health Organization, United Nations Children's Fund, and The World Bank Group. Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential. 2018.

⁵ Responsive caregiving refers to parenting, caregiving, and effective teaching practice. This is responsive to each individual child's temperament and needs. Responsive caregiving builds on social, responsive interactions with a child.

FATHER'S ENGAGEMENT IN NURTURING CARE FOR CHILDREN

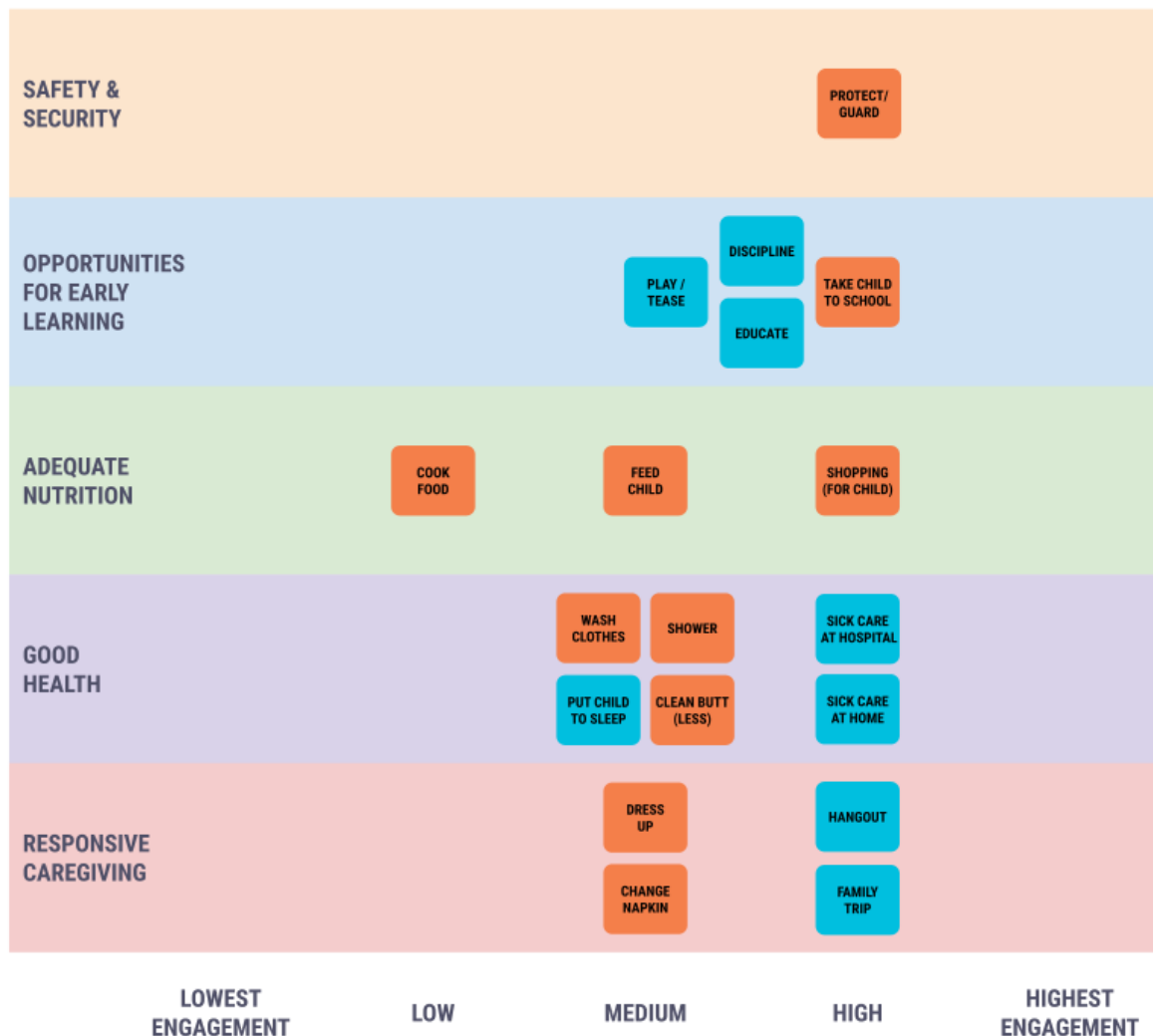
TYPES OF NURTURING CARE



Emotional Care

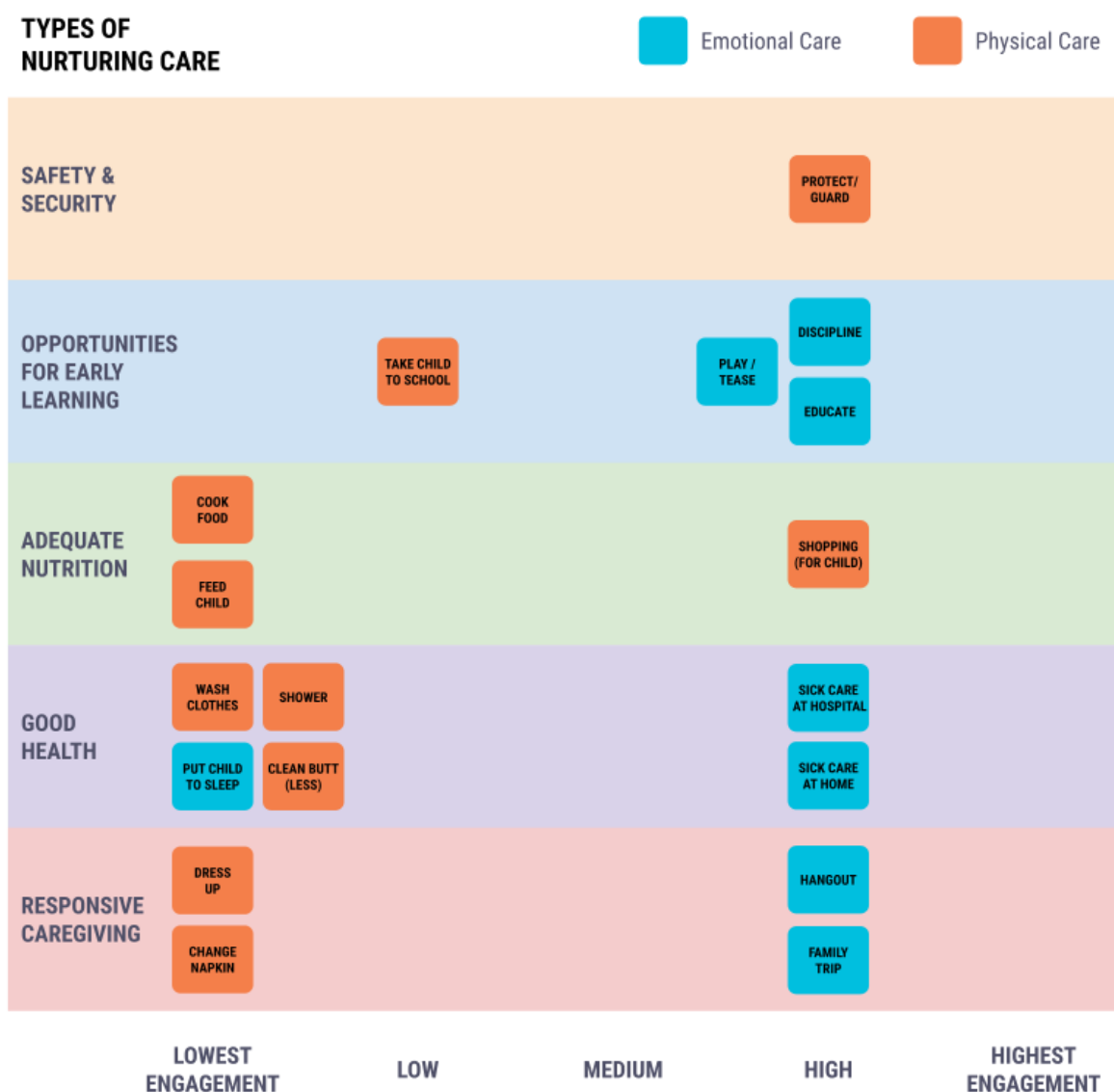


Physical Care



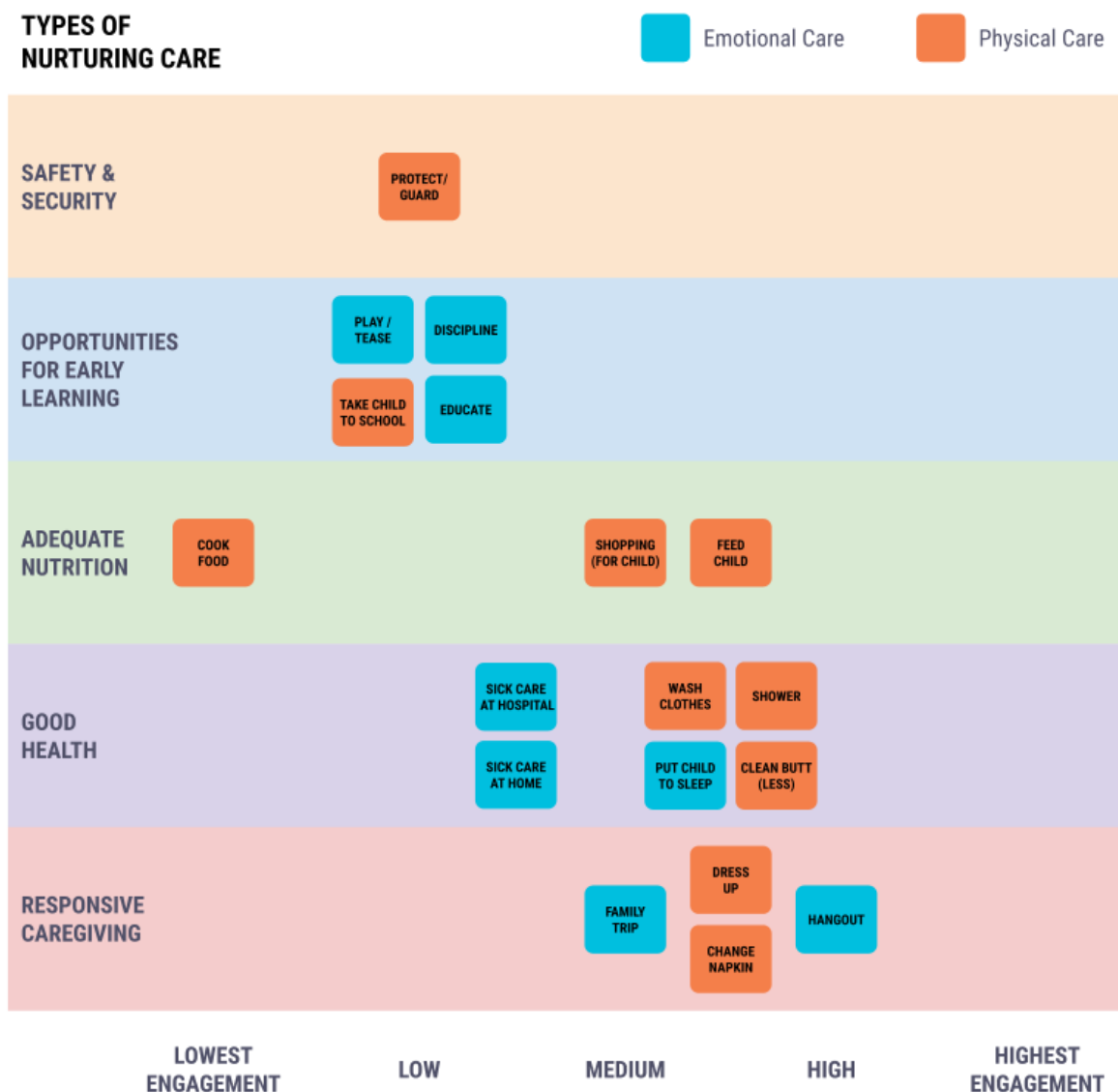
F2 - Working Father (High Education and Income)

According to time available for childcare, family dynamics, education, work type, and income level, as mentioned in sections 5.3 and 5.4, the Working father (high education and income) provides the least engaged in physical care to children because he is focused on work and earning income, not physically taking care of children. But according to his level of education and access to information, he could provide better engagement in childcare on the emotional side. When the child is sick, he might be able to share childcare tasks with his wife, which can involve sending children to a better hospital/clinic or buying quality medicine. He also can provide more toys and materials that contribute to the education of his children.



F3 - Working Father (Low Education and Income)

According to time available for childcare, family dynamics, education, work type, and income level as mentioned in sections 5.3 and 5.4, the Working father (low education and income) looks similar to the F2 father; however, they seem unable to buy external goods for their children and take the family out less than F2 Fathers. The amount of money spent on these activities can impact the level of engagement for F3 Fathers. However, they can still provide their children medium to high-engagement on physical care. This can result from learning childcare activities from their parents or wife.



F4 - Stay-at-home Father (Low Education and No Income)

According to time available for childcare, family dynamics, education, work type, and income level as mentioned in sections 5.3 and 5.4, the Stay-at-Home Father (low education and no income) has a high level of engagement in different Nurturing Care categories. The lowest level of engagement from these F4 Fathers are categories related to money decisions as the wife is the income earner. Additionally, a low education level may imply the engagement of task completion is limited.

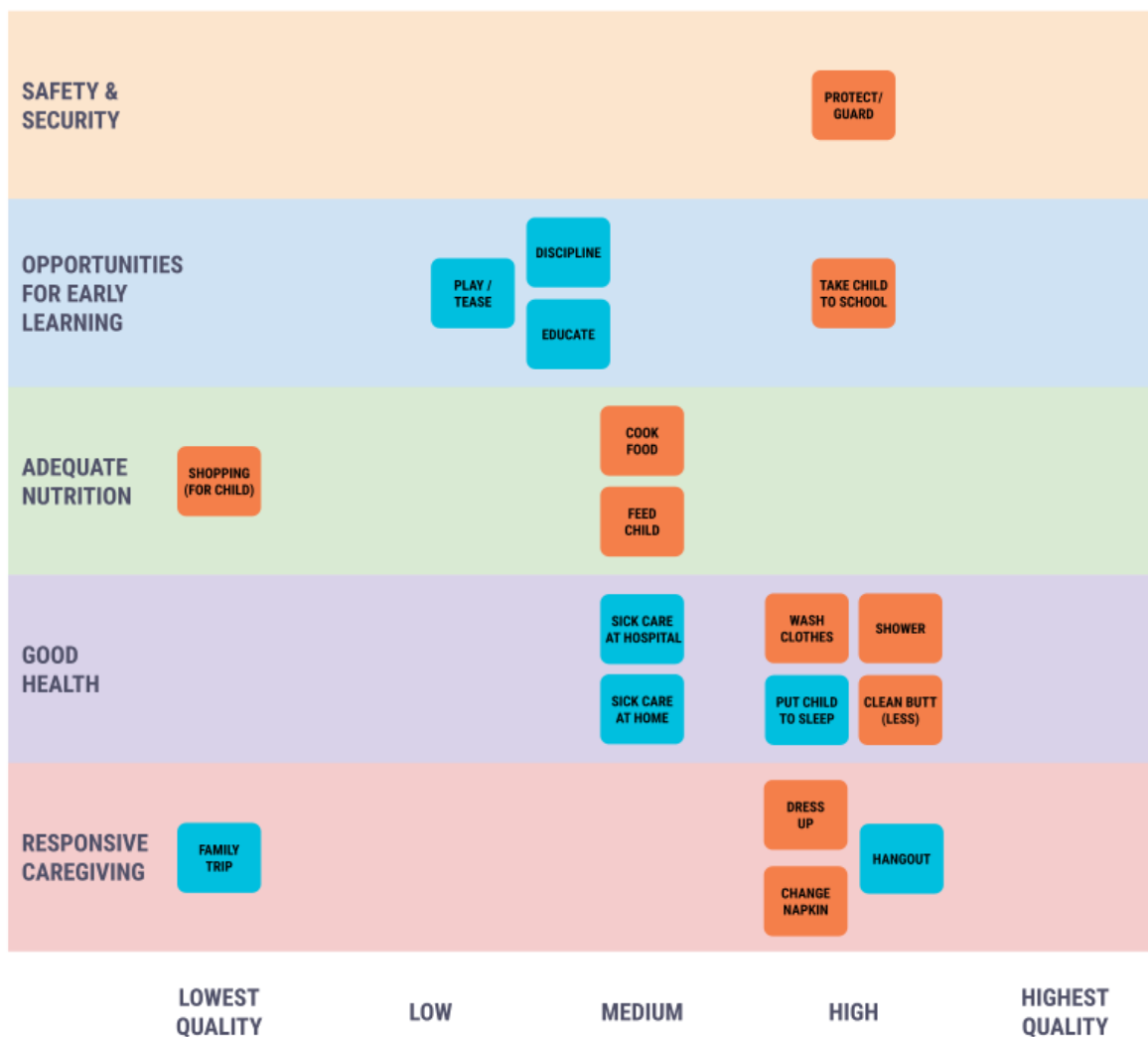
TYPES OF NURTURING CARE



Emotional Care

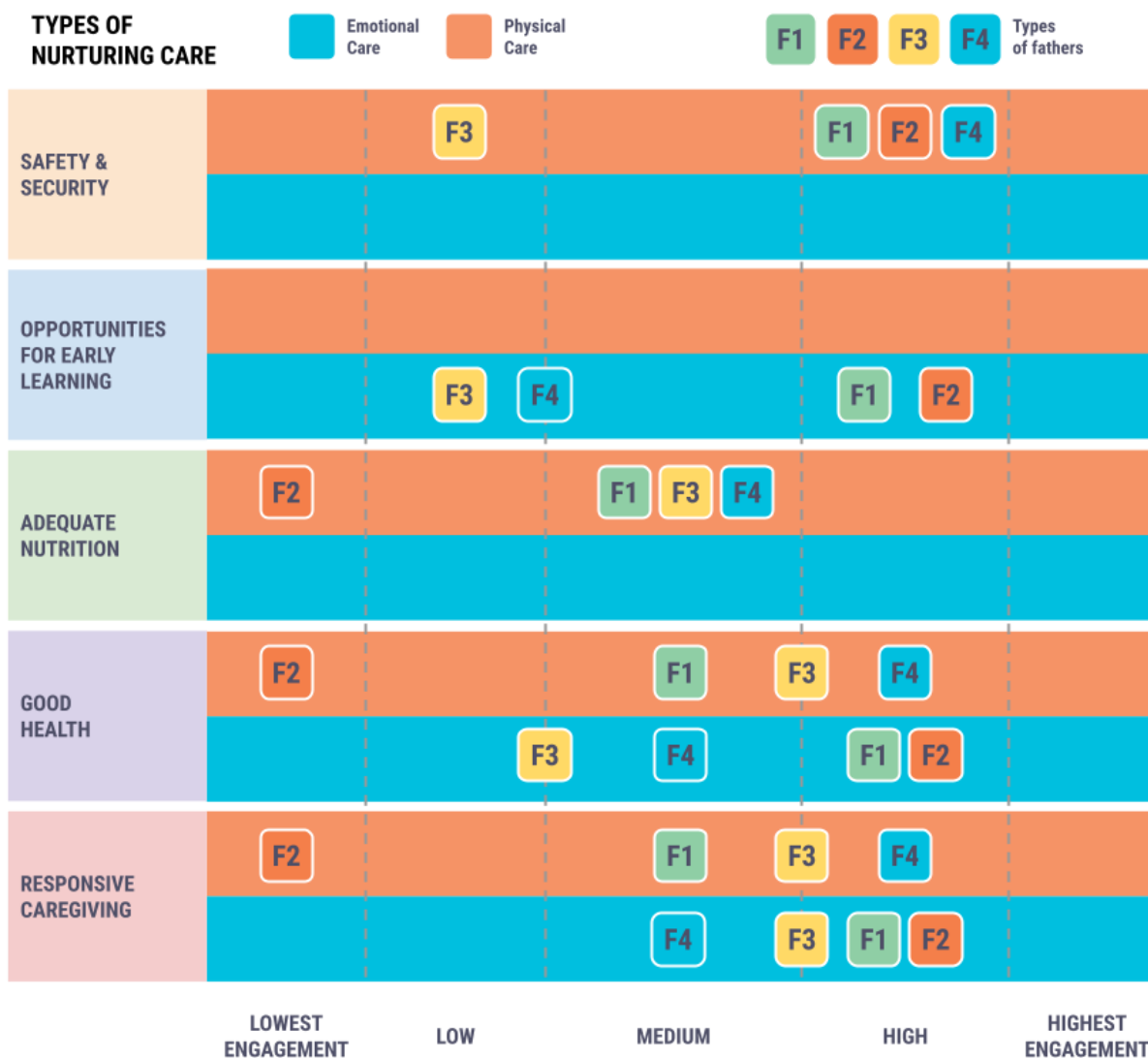


Physical Care



All Father's engagement in nurturing care for children - physical care and emotional care

FATHER'S ENGAGEMENT IN NURTURING CARE FOR CHILDREN



5.5. EARLY IDEAS TO BE FURTHER EXPLORED

During the fieldwork, some early ideas were brought to the field to test with the respondents in order to get some rough responses or ideas of what works and what doesn't work. These early ideas in the form of card sorts, pitch tool, app wireframes, etc. These early ideas came from research and design team's brainstorming and a few were selected to be tested in the field.

Understanding fathers' hobbies will allow us to integrate solutions that take advantage of what they already enjoy doing. Below are some hobbies categorized into personal pleasure, family fun, and educational activities. These three are categorized into digital, hybrid, and physical activities.

TYPES OF INTERACTION/ TOOLS	DIGITAL	PHYSICAL	HYBRID
PERSONAL PLEASURE	Online game	Discuss with peers about sports, politics, business	Live sports
FAMILY/KID PLEASURE	Chat (Facebook Messenger)	Toys (purchase from cheap shops in town) Tour/Park (tour around with children at nearby parks)	Cartoon (Educational videos for children)
EDUCATION	Music (YouTube) Dhamma's advice (YouTube) Politics, Comedy (Facebook, Tik Tok)	Fun gathering (for drinks or sports)	Listen to doctors/ experts' advice

During field research, some early ideas were presented to fathers to get their opinion on whether those tools would help them increase their engagement with childcare activities. The tools we tested with fathers include digital, hybrid, and physical interaction-based solutions. Respondents were asked if these ideas/artifacts/props would work for them, how they would want to interact with them, and what they thought would be helpful to add. Below are ideas/artifacts/props we tested with fathers:

Idea #1: Digital tool - App

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Apps: Phone application that has some functions related to childcare.

Idea #2: Digital tool - chat/Messenger



Chatbot (Telegram/Facebook Messenger): Auto response via Telegram or Facebook Messenger in the form of voice messages, images, videos, consultations, etc.

Idea #3: Digital tool - Facebook page



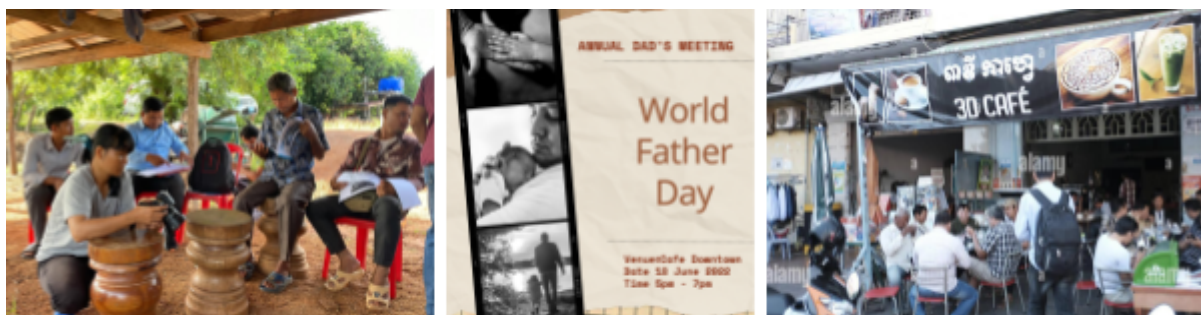
Facebook Page: Explore different Facebook pages or other social media platforms that fathers use to get information, especially things related to childcare.

Idea #4: Digital Tool - TV & Radio Programs



TV & Radio Programs: Radio programs, TV programs, and movies that provide childcare and family relationship advice.

Idea #5: Physical meeting for fathers



Physical Meeting for Fathers: Community meetings or cafe talks where fathers share their experiences and learn about childcare from peers.

Below are what fathers would like to have in the solutions that we could design for them:

TYPES OF INTERACTION/ TOOLS	DIGITAL	PHYSICAL	HYBRID
POSSIBLE	<p>Online game on phone</p> <p>Videos (Chinese/ Thai dramas, comedy) (YouTube, Facebook, Tik Tok)</p> <p>Music (YouTube)</p> <p>Cartoon/Animation (Educational videos for children) (YouTube)</p> <p>Chat (Facebook Messenger)</p> <p>Advertisement via digital platform/ materials above</p> <p>Wifi connection</p>	<p>Physical sports activities</p> <p>Discuss with peers about sports, politics, business (<i>Not about childcare activities</i>)</p> <p>Toys (purchase from cheap shops in town)</p> <p>Tour/Park (tour around with children at nearby parks)</p> <p>Training career advancement, including childcare method</p>	<p>Live sports on TV, Phones & Physical Sports</p> <p>Role Model: male and female influencers</p>
NOT WORK	TV, Radio, Apps, Voice message, Telegram, Whatsapp	Purely childcare training/meetings, reading materials, Intense time-consuming solutions/ideas,	

		meeting at a coffee shop, Public speaking	
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Note:

- **No reading habits** - Fathers do not like reading and mention alternatives to reading. They often watch videos on Facebook, Tik Tok, and YouTube for political news, sports, Chinese/Thai drama, comedy, and sometimes educational videos.
- **No knowledge about smartphone use** - Most fathers have one smartphone. However, most of them share their smartphones with their children to play games or watch videos. The wife does not often use the phone because she is busy with household chores and childcare. Even though they have smartphones, the ability to use their smart functions to their full potential is not recognized.
- **Quick and less effort:** Since YouTube is the most convenient way to attract children with educational animations, fathers sometimes watch with their children. Some fathers limit the time children spend in front of the screen. Some fathers use the phone to calm children, not bothering to try other activities. A shift could be better utilized for a father's engagement in childcare.

5.6. DESIGN OPPORTUNITIES AND PRIORITIZATION TO ENGAGE FATHER IN CHILD CARE

After completed the Empathy-led Discovery step (divergence), we used the findings to help inform step 3 below (Design Priorities and Principles). This step is to narrow our focus on what we would like to bring forward (convergence). A co-creation and design opportunity workshop was held to frame the challenges and prioritized father archetypes to prepare for Ideation step.

Below are the steps during the Co-creating and Design Opportunities phases to engage father in childcare and lead to quality childcare:

1. Walk through key learnings
2. Introduce different father archetypes
3. Understand barriers to having fathers engage in quality childcare
4. Understand drivers to have fathers engage in quality childcare
5. Learn about early ideas to be further explored
6. Select prioritized father archetypes for the Ideation Workshop
7. Select prioritized barriers/challenges in selected father archetypes
8. Co-create design opportunities (How can we...) based on selected barriers of selected father archetypes

9. Introduce plan for Ideation Session

5.6.1 Prioritized barriers/challenges of all Fathers' Archetypes and its design opportunities

Education

1. Lack of knowledge/awareness of "positive parenting" - They lack awareness that there is better childcare (warm connection) which they can provide information on how to take care of children.
 - a. How can we increase fathers' knowledge of how their behavior impacts their children's development and well-being (positively and negatively)?
 - b. What language can we use which does not create pressure for fathers in positive parenting work?
 - c. How can we reach out to fathers to discuss/talk about a father's role in childcare?
2. Lack of methods on how to take care of children - Many parents give phones to their children to stop them from moving around and use them to distract children at home.
 - a. How can we use existing tools/channels to share childcare methods with fathers?
3. No role models and lack of exposure to good father childcare - For fathers, there are no examples of quality childcare from the older generation, on social media, or in society.
 - a. How can we present men with positive role models of engaged, nonviolent, caring fathers and supportive partners?

Income

4. Low income means less ability to provide childcare and opportunities: Low-income fathers do not foresee or have confidence in their children's future education when compared to higher income fathers. Fathers think they need to make more effort to earn more income for the near future to provide children with better needs like food, education, and niceties.
 - a. How can we broaden the definition of what it means to be an excellent father to move away from being a financial provider?
 - b. How can we build the confidence/self-perceptions/personal acceptance of fathers who are primary caregivers of their young children?

Childcare (time, quality, perception)

5. Time vs. Quality: With the short time they have available, fathers put more effort on emotional care than physical care. However, the number of physical care tasks

exceeds emotional care tasks. More emotional care is provided to children under five than physical care because there is limited knowledge of fathers' on "how" to do them. Hence, it creates a lack of quality childcare, which is not only a lack of time but also lacking the ability to provide quality care within that limited time. Women are always concerned about the quality of childcare a father provides compared to them.

- a. How can we build on the father's confidence to productively spend their time in meaningful ways to develop quality interactions?
- b. How can we raise mothers' and fathers' awareness about how critical, close and connected care from fathers is for children's development?
6. Time efficiency in childcare: Fathers feel like they cannot persuade or stop children from being naughty/crying faster when compared to the mother or grandmother. Thus, the father frequently lets the mother or grandmother take over this responsibility.
 - a. How can we convince the father that caregiving tasks are for both parents and that he is also obligated to participate in these roles?
7. Short break home and rush back to work: In some areas, parents can come back home for one hour or less for lunch. During this time, children still stay with their alternative caregivers.
 - a. How can we create a "childcare moment" out of this daily interaction so that it becomes a habit or social norm for fathers coming home from work?
 - b. How can we provide practical examples of what activities fathers can do in that time are good for children?

Family dynamic/social norm

Short-term, medium-term, and long-term actions are categorized by Nadia's team during the design priority workshop.

8. Understanding on gender roles: Men have been raised assuming that reproductive roles such as childcare tasks and household chores that could not earn income cash are done and better done by women. These are women's tasks,. "this is not my role" mindset. Nothing else is expected by society. However, younger generations of women/wives expect higher involvement of men in childcare and household chores.
 - a. How can we work with women and men to share responsibilities in the HH outside traditional gender norms? (Medium-term)
9. Stigmatization - social pressure on men when doing household chores and childcare tasks.
 - a. How can we inspire men to be more involved in childcare and household tasks?
 - b. How can we improve/elevate the perception/image of men involved in quality childcare? (Short-term)
 - c. How can we remove the stigma of fathers in quality childcare?
10. Fear of children not aligning with gender expectations/Restrictive gender socialization: Parents will perform precautionary measures to prevent their children from becoming

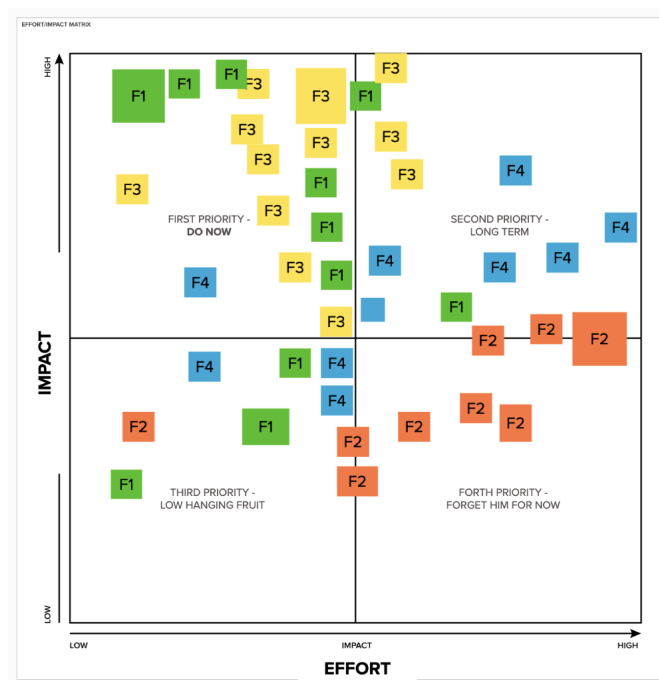
something society does not accept. For example, boys cannot be like girls (not LGBTQ+), but girls could be as "strong" as boys. Parents attempt to choose what their children should do/be.

- a. How can we encourage fathers to be more relaxed on gender norms and stereotypes (while raising children)? (Long term)
- 11. Difficult in childcare regarding sex - Men in general and especially fathers with primary or alternative caregivers have difficulties in taking care of their daughter, especially tasks that require physical interactions with the private parts.
 - a. (Considered the same categories as point No. 10)
- 12. Pervasive norms that legitimate use of violent discipline and lack of knowledge of positive parenting skills: "I know enough" about childcare mindset, unaware of what is good and bad childcare, believing that they are doing good enough.
 - a. How can we increase awareness and encourage fathers to adopt/use positive (alternative) parenting when raising their children? (Short term)
 - b. How can we mainstream positive parenting?

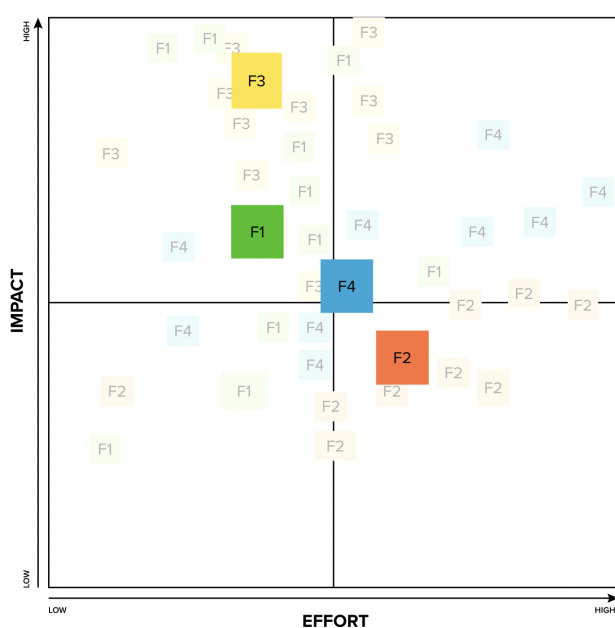
5.6.2 Prioritized father archetypes (to be finalized by Equimundo and the World Bank Team)

The below prioritization and categorization of father archetypes are the votes from all participants during the workshop. However, another framework or exercise should be given to The Equimundo and the World Bank team to finalize the priorities to be brought forward to the Ideation Workshop.

This is a matrix that is made of effort and impact axis. The effort is for the organization who are supposed to be implemented the future intervention. The impact is the result or outcomes that the beneficiaries would receive.



The prioritization of the father archetypes below are based on the vote from the project teams. After the discussion between the project team, then final decision from the World Bank and the Equimundo team, Father archetype #3 and #4 were selected due to the level of effort for the organization to implement it is low to medium, and the impact was medium to high for the beneficiaries. This were also take into consideration the estimation of the number of fathers types #3 and #4 might be higher than father archetypes #1 and #2. However, any ideas or prototypes we are going to build for father archetypes #3 and #4 could be also used by father archetypes #1 and #2 if possible.



6. CONCLUSION

Fathers, mothers, and grandmothers are the primary caregivers to small children. However, many fathers are the least involved caregiver in childcare due to different factors such as work and available caregiver alternatives. However, factors such as; no alternative caregivers are available, poor health conditions, age, and no available job opportunities, can force fathers to become the full-time primary caregiver. This contradicts what the society perceives as the father's role is traditionally the lead of the household and income earner. Being able to provide and make decisions is considered as being a good father. Childcare is not the priority or criteria to be a good father.

From our research, the four types of fathers are work-at-home father (self-employed), working father - high education and income, working father - low education and income, and stay-at-home father - low education and no income. The factors that influence the quality of childcare for each of these fathers include the amount of time spent with their children, their childcare skillset, exposure to role model/influencers, income status, social norms, availability of alternative caregiver support and educational level. The problem that prevents fathers from providing quality child care is the lack of the awareness to what quality childcare or positive discipline is. They mostly focus on emotional care rather than physical care, however, this focus is still limited due to time available with their children and a willingness to participate which is mostly affected by social norms and perceptions.

As an entry point, the quality of childcare provided by fathers within limited time frames should be taken into consideration. Exposure and awareness of positive disciplines and role models might help fathers set quality expectations that they try to reach in the future. Since social media, professional advancement (to earn more income) and personal hobbies/pleasure are prioritized by fathers rather than investing their time in childcare, solutions that are tailored to these priorities should be explored in the next field research. A means of improving father engagement with their children could include using activities that are relevant to paying/providing, power and decision making, transporting/logistics, safety, and fun since these are activities they are more willing to do than other types of tasks.

For next steps, Equipundo, The World Bank, iDE Innovation Lab, and GADC will include the selected fathers archetypes and design priorities (How Might We questions) to the Ideation session. This session will focus on developing entry points for fathers to understand and improve their child care, focusing on selected archetypes and contexts in order to build specified prototypes for testing.

7. LIMITATION & CHALLENGES

- Difficulties meeting with respondents. Since most of the respondents are factory workers, we could only meet them on Sunday.
- Difficulty completing interviews in a safe environment where they can be freely open without constant interruption from field facilitators, neighbours, and family members.
- Interference of respondents by their children during an interview. Many of our respondents responded to us while caring for their children during the interview.
- Some of our respondents were not open to answering some more personal questions.
- Conflict between respondent answers and reality based on our observations. We have been to many households where husbands talk about how hard they try to work for their family and keep a non-violent house; however, some women said they received verbal violence and could be physical violence even though women did not explicitly mention it.
- The possible concept of “If we are going to have an argument, just do it within our own family, we do not need to expose it to outsiders. People will only laugh at our burden”. Many respondents only mentioned good experiences in their family, which we should consider if this is the reality or if they do not want to reveal their family issues to us.
- We did not interview government officials in-depth. Some early prototypes should be further explored for later field testing.

8. APPENDICES

1. [Interview guide - Mothers](#)
2. [Interview guide - Fathers](#)
3. [Interview guide - Grandmothers](#)
4. [Interview guide - Grandfathers](#)
5. [Daily caregiver activities](#)
6. [Cambodia formative research methodology](#)
7. [Prototypes](#)