

Supplementary file 1
Interview guides for the FGDs and individual interviews

Interview guide focus group discussions

Experiences of Coronacrisis (explore)

1. Could you tell me what positive impacts you experienced during the Coronacrisis?
 - For yourself?
 - For your immediate environment (such as friends, family, and neighbors)?
 - How do you think the Netherlands handled the Coronacrisis and what did you experience as positive about it?
 - Differences between periods (refer to the different periods of lockdown and relaxations)?
2. Could you share what challenges you experienced during the Coronacrisis?
 - For yourself?
 - For your immediate environment?
 - What challenges do you think the Netherlands has faced?
 - Differences between periods?

Deploying resources (imagining)

3. We just talked about the different challenges you experienced during the Coronacrisis. What did you do to deal with these challenges?
 - What helped you?
 - How did your immediate environment help?
 - What government measures helped to support you?
 - Differences between periods?
4. What more could you have done to cope with the challenges even better?
 - What could you have done yourself?
 - What could your immediate environment have done?
 - What could the Dutch government have done?
 - Differences between periods?

Resilience (shaping)

5. Based on what we have said and heard so far, what does resilience mean to you?
 - Can you give an example of a moment during the Coronacrisis when you had to be resilient?
 - Do you have examples of showing resilience in your immediate environment?
 - And for the Netherlands?

Looking back and forward

6. We have discussed a lot (quoting some points that were addressed). Looking to the future, what lessons can we learn from the Coronacrisis? And how can we do better in the future?
 - What did you learn about yourself?
 - What did you learn from your immediate environment?
 - What lessons did the Netherlands learn, and what could the government do better in a future crisis?

Interview guide individual interviews

First wave/measures (March-June 2020)

We go back to the 1st wave and the associated 1st (intelligent) lockdown. That lockdown lasted from March to June 2020. Measures introduced during this lockdown included closure of the hospitality industry, closure of schools and childcare, working from home, and a halt to the performance of contact professions.

1. How did you experience this 1st lockdown?

- What were the biggest challenges during this lockdown?
 - For yourself?
 - For your immediate environment (friends, family, neighbors)?
 - For the Netherlands?

2. What helped you cope with these challenges?

- (Resources)
 - What did you do yourself?
 - How has your immediate environment helped?
 - What government measures have contributed? And in what ways?
 - Using the above answers...
 - How did you know these resources existed?
 - Can you talk more about how you used these resources?
 - Can you talk more about why you thought it was important to use these resources?
- What resources were not present, but could have helped you deal with the challenges (listed above)?
 - Personal resources?
 - Resources in the immediate environment?
 - Resources from the government?
 - Why were you unable to use these resources?
 - Recognition
 - Disposition
 - Were you able to use these resources later?

3. We have now mainly looked at the challenges during the 1st lockdown and how you dealt with them. But I am also curious what positive developments came with the 1st lockdown

- For yourself?
- For your immediate environment?
- For the Netherlands?
 - For example:
 - Working from home
 - Sport/exercise
 - Social environment
 - Friends, family, neighbors
 - Crisis support initiatives
 - Neighborhood initiatives
 - Nationwide initiatives

Relaxations/2nd wave (October 2020-June 2021)

4. Relaxations came in the summer of 2020. Followed by a 2nd lockdown. Stores and restaurants were closed, fewer visitors were allowed, face masks were introduced, etc. How did you experience the relaxation and subsequent 2nd lockdown?

5. Were there any differences compared to the 1st lockdown?

- Were there any new positive developments?
- Were there any new challenges added? (persistence)
- And/or were any challenges resolved?
 - For yourself?
 - For your immediate environment?
 - For the Netherlands?
- Have new resources been added to deal with the new challenges?
 - What did you do yourself?
 - How did your immediate environment help?
 - What government measures have contributed? And in what ways?
- What resources disappeared or were not there but could have contributed positively?
 - Personal resources?
 - Resources in your immediate environment?
 - Resources from the government?

6. How do you experience the current situation regarding the Coronacrisis and measures?

Overarching

7. Looking back: what opportunities did the Coronacrisis offer you?

- How did you manage to use these opportunities?
- What opportunities would you have liked to use/could you have used?
- What could you have done differently to use these opportunities?

8. What do you think are the most important lessons learned from the Coronacrisis?

- For yourself?
- For your immediate environment?
- For the Netherlands?

Final questions

9. What does resilience mean to you?

10. Did you have to show resilience during the crisis?

Supplementary file 2

Visual timeline on course of COVID-19 pandemic in the Netherlands, for FGDs



Supplementary file 3
Sample characteristics (N)

	Low SES	High SES
Number of respondents	37	38
Sex		
Female	20	20
Male	17	18
Age group		
25-34	10	9
35-44	11	12
45-54	14	14
55-64	2	3
Employment-status ¹		
Employed	19	23
Not employed	18	15
Ethnicity ²		
Dutch	28	24
Ethnic minority background ³	5	9
Both ⁴	4	5

1 The category “not employed” includes: unemployed, sick leave, not working, not currently employed, disabled, looking for a new job, volunteering, student.

2 Ethnicity is self-identified.

3 Respondents self-identifying with one or more non-Dutch ethnic minority backgrounds, e.g. Moroccan.

4 Respondents self-identifying as Dutch and an ethnic minority background.

Supplementary file 4

In-depth overview of the four themes

Theme 1: COVID-19 measures			
Level	Stressors	Resources	Similarities and differences
Sense of Coherence (SOC)	<ul style="list-style-type: none"> - Difficulty with measures (e.g. wearing face mask, having to wash hands often, etc.) - Feeling punished by measures (no benefits from crisis) - Adapt to continuous switching through lockdowns and relaxations (also business: having/not having a job) - Incomprehension regarding government actions and the measures 	<ul style="list-style-type: none"> - Find own way to apply measures (e.g. adhere to them (fully) or not) - Remain cautious despite relaxations - Providing information: following the news/press conferences or not 	<p>Low SES groups difficulty with wider variety of measures; high SES groups only difficulty with a few specific measures (e.g. curfew). Low SES groups feel punished by measures. High SES groups find it hard to adapt to continues switching and experience incomprehension.</p> <p>Resources are similar.</p>
Sense of National Coherence (SONC)	<ul style="list-style-type: none"> - Changeability of COVID-19 measures - COVID-19 measures that limit individual freedom (e.g. curfew) - Limited/lack of accountability (government (communication)) - Lack of adherence to measures national role models - Insufficient financial support measures - Breakdown of the welfare state 	<ul style="list-style-type: none"> - COVID-19 measures - Relative lenience/freedom of preventive policy as compared to other countries' lockdown policies - Government communication and national press conferences - Financial support measures - The Netherlands as welfare state 	<p>Low SES groups experience recurrent introduction of COVID-19 measures as punishment; experience injustice and suspect political and economic gain of those in power. High SES groups expect more leadership, international cooperation and (pandemic) preparedness; condemn government' treatment of population and recognize growing disparities.</p> <p>Low SES groups express more leniency towards politicians. High SES groups more often experience COVID-19 measures as resource (including testing & vaccines); mention strong institutions as resource.</p>
Theme 2: Staying at home			
Theme	Stressors	Resources	Similarities and differences
SOC	<ul style="list-style-type: none"> - Busy/stressful in combination with home schooling children - Ties in with (business) social contact and communication (e.g. difficult through screen) 	<ul style="list-style-type: none"> - Benefits for private lives: more time (for family and self), less expenses, less travel, be able to relax, stronger family bond 	<p>Home schooling/family situation similar; for high SES groups wider problem - also business-wise.</p> <p>Both greatest emphasis on resources for private lives. High SES more emphasis on</p>

	<ul style="list-style-type: none"> - No (spontaneous) activities, hobbies, courses, voluntary work - No or difficult (intensive) exercise 	<ul style="list-style-type: none"> - Benefits for busines: e.g. switching between meetings - (New) hobbies, creative search for alternatives (e.g. with sports) and distraction, active attitude/staying busy 	<p>business benefits. High SES stronger bond with family due to working at home; low SES groups due to home schooling of children.</p> <p>Stressors and resources regarding leisure are similar.</p>
Sense of Community Coherence (SOCC)	<ul style="list-style-type: none"> - This was especially difficult for parents with children due to e.g. helping children with school, maintaining a work-life balance, being a single parent, etc. 	<ul style="list-style-type: none"> - Working from home: less travel costs/time/traffic jam (saving money), benefits of online, scheduling own time (e.g. easy with kids), more trust from employers in employees, working from home may stay after pandemic 	<p>Stressors are similar.</p> <p>High SES groups more resources in working from home.</p>
Theme 3: Psychological impact			
Theme	Stressors	Resources	Similarities and differences
SOC	<ul style="list-style-type: none"> - Feeling trapped (e.g. due to vulnerability) - Mental health problems due to isolation - Coronavirus problematic in relation to pre-existing mental health problems - Over-stimulation - Needing to adapt/get used to it - Difficult to find own truth - Psychological pressure because of duration of pandemic and lockdowns - Feeling of lives being “on hold” (missing opportunities) - Getting “old” because of COVID-19 - Fear related to a variety of aspects (such as contagion, despite vaccination, but also difficulty with fear of others and fear in relation to specific issues such as fake news) 	<ul style="list-style-type: none"> - Taking it easy - Less social pressure and stimuli - (Learning) to appreciate/to put things into perspective (in comparison with others or own past) - Learning/self-development - Staying with yourself or your own truth - Keep going - Life has not really changed - Assertiveness/creativity/thinking in terms of possibilities - Adapting/accepting/being flexible (also in the business field) 	<p>Both groups felt trapped. Low SES groups experience mental health problems due to isolation, find Coronavirus problematic in relation to pre-existing mental health problems, and experience over-stimulation. High SES groups need to adapt, find it difficult to find own truth, experience psychological pressure because of duration, feel like their lives are “on hold” (miss opportunities), and feel like they are getting “old”. Small differences for the groups in fear-related stressors.</p> <p>Resources are similar. Taking it easy only accounts for the high SES groups.</p>

SOCC	<ul style="list-style-type: none"> - Hard to say goodbye to deceased (abroad), because of COVID-19 measures - Interaction between being a vulnerable individual and experiencing fear of infection (for self or others) → can lead to loneliness 	<ul style="list-style-type: none"> - Peace and quiet in the physical environment (in city, on streets, fewer planes) - Being creative and staying busy (adapting, (new) activities and hobbies) - Appreciation (for things that were taken for granted, e.g. sectors such as healthcare) - Attention for mental illness (reduced taboo, more recognition) - People who were well off or had positive developments or positive attitudes (e.g. (financial) opportunities, no/few COVID-19 cases, new jobs/relationships, personal development) - Children who do well (e.g. in school) or experience positive consequences of the pandemic (e.g. more hygienic) 	<p>Stressors are similar.</p> <p>Low SES groups much more focus on appreciation, little attention for this in high SES groups. High SES groups attention for mental illness; mention being well off/positive; and discusses the positive consequence that children have become more hygienic.</p>
SONC	<ul style="list-style-type: none"> - Uncertainty and fear following unprecedented situation 	<ul style="list-style-type: none"> - Finding meaning in positive consequences for the environment 	<p>High SES groups place more emphasis on increased awareness of the impact of behavior on environment and potential for the future.</p>
Theme 4: Social unity and divides			
Theme	Stressors	Resources	Similarities and differences
SOC	<ul style="list-style-type: none"> - Lack of social (physical/personal) contact, also versus being online and the distance - Loss of parts of (business) social life - Not being able to visit (vulnerable) family members due to risk of infection (for them/you) - Having to take care of family members 	<ul style="list-style-type: none"> - Social support: giving/receiving (family/friends/business) - Digital/online contact - Social cohesion in the neighborhood - Stronger bond with family/friends 	<p>Stressors are similar.</p> <p>For both groups, social support and digital/online contact are the most important resources. Low SES groups mentioned social cohesion in the neighborhood. High SES groups stronger ties with family and friends due to working from home. High SES groups</p>

		<ul style="list-style-type: none"> - Continuing social contacts within “bubble” or engaging in "underground social activities” - Reduced social pressure 	<p>call it “bubble” (implies legal), low SES groups call it “underground” (implies illegal).</p>
SOCC	<ul style="list-style-type: none"> - Certain groups of people have been hit hard, e.g. those who lost their job, and young people who are disproportionately affected by the crisis (for a variety of reasons) - Antisocial/egoistic behavior (e.g. riots, no compliance with measures) - Polarization (vaccination) - Challenges at the neighborhood level (e.g. little support, loneliness) 	<ul style="list-style-type: none"> - Broader community cohesion and support (learning from each other, more contact, support in school/work, initiatives, cohesion, similarity) - Neighborhood initiatives (e.g. app, activities, support, awareness, more contact) 	<p>The first stressor was for both groups big. High SES groups relatively more discussion of people who are hit hard in their jobs. Low SES groups also attention to being hit hard in other ways, e.g. long COVID. Low SES groups talked more of seeing anti-social behavior in society. High SES groups more nuanced debate than low SES groups about youth’s compliance to measures. Low SES more perception of guilt for youth and experience challenges at neighborhood level.</p> <p>High SES groups value having someone in the community with whom you share experiences and your approach to pandemic and measures (similarity). Low SES groups more attention for neighborhood initiatives.</p>
SONC	<ul style="list-style-type: none"> - Misinformation - Vaccine debate - Culture of fear and negativity fueled by media and public opinion - Growing socioeconomic disparities 	<ul style="list-style-type: none"> - National unity and solidarity - More active political engagement 	<p>Both groups find that lack of clear direction of COVID-19 measures leaves room for different interpretations that create division and are very concerned about polarization in the vaccine debate. Low SES groups identify being called out on adherence to COVID-19 measures by strangers as stressor. High SES groups express dilemma in dealing with differing opinions.</p> <p>Both groups refer to nationwide social initiatives and the need for solidarity as resources and search for alternative sources of information. Low SES groups identify the increased engagement in politics and policy as a positive consequence.</p>

