# The Manchester Briefing on COVID-19

# International lessons for local and national government recovery and renewal

Seventeenth briefing: Week beginning 27th July 2020

<div style="purple box">
Please note there will be no briefing next week (week beginning 3 August 2020)
</div>

Produced by Professor Duncan Shaw, Dr Jennifer Bealt, David Powell, Professor Ruth Boaden
The University of Manchester, UK

## What is 'The Manchester Briefing on COVID-19'?

The Manchester Briefing on COVID-19 is aimed at those who plan and implement recovery from COVID-19, including government emergency planners and resilience officers.

Each week we bring together international lessons and examples which may prompt your thinking on the recovery from COVID-19, as well as other information from a range of sources and a focus on one key topic. The lessons are taken from websites (e.g. UN, WHO), documents (e.g. from researchers and governments), webinars (e.g. those facilitated by WEF, GCRN), and other things we find.

We aim to report what others have done without making any judgement on the effectiveness of the approaches or recommending any specific approach.

| This week | Please register at |
|---|---|
| We have provided four briefings:<br>**Briefing A: Developing resilient systems for crisis and emergency response (Part 2) - Debriefing using the Viable System Model**<br>**Briefing B. Lessons you may find helpful from across the world**<br>**Briefing C: Case study - Impacts of COVID-19 on sex workers**<br>**Briefing D: Useful webinars** | Please register at ambs.ac.uk/covidrecovery to receive future briefings |

## Other information

If this is the first briefing you have received and would like to be sent the previous ones, please email events@manchester.ac.uk.

If you would be willing to contribute your knowledge to the briefing (via a 30-minute interview) please contact Duncan.Shaw@manchester.ac.uk

We also produce a blog series which you can access here along with other news about our team and our work.

# Briefing A: Developing resilient systems for crisis and emergency response (Part 2) - Debriefing using the Viable System Model

## Introduction

Last week we considered what a resilient system could look like in the aftermath of COVID-19 and presented that using the structure of the 5 systems from the Viable Systems Model (VSM)[1]. This week we consider how to apply VSM's 5 systems to understand and debrief on our experiences of COVID-19 in a structured, systems manner – including providing:

- more detail on what the 5 systems contain and useful features
- questions that a debrief may pose to explore the performance of the 5 systems
- how analysis of lessons can inform improvement of each system
- the implications of this for developing resilient systems

This extends how we think about resilience in a new, systemic way that addresses all the essential components of the system but in a straightforward manner. The VSM can be used like an x-ray machine to uncover systemic issues in the performance of an organisation or system. We offer a series of questions to consider when attempting to understand performance during COVID-19. Building a systemic understanding of performance is important in developing a resilient system.

## A resilient system

In VSM, 'viability' means that the system is able to continue to deliver as needed in its current form. VSM has been applied to crisis management previously by government[1] and shows that there is a need for strength in 5 systems:

- **System 1 – Delivery of operations.** System 1 is the system's delivery function that is composed of (semi-) autonomous delivery units (e.g. COVID-19 operational cells for shielded people, logistics, homelessness, businesses). Delivery units are coordinated by System 2 to ensure they are complementary and provide the desired benefit.
- **System 2 – Coordination and communication of operations.** System 2 coordinates and communicates to System 1 delivery units to ensure their productive collaboration and the avoidance of confusion, conflict, and competition which could lower their performance. This is monitored by System 3 which deals with wider management of that delivery.
- **System 3 – Management of processes, systems and planning, including audit.** System 3 manages the system to ensure the effective use of resources in delivering the vision and meeting targets of the system. Using the intelligence from System 4, management can direct effort according to the expected future demands and wider foreseen implications.
- **System 4 – Intelligence.** System 4 provides data and relationships to gain insight to what is happening in the system's wider environment that may impact the system so deserves monitoring or response. This delivers information to System 5 to enable leaders to foresee wider issues.

---

[1] Applying systems thinking at times of crisis  https://systemsthinking.blog.gov.uk/author/dr-gary-preece/

- **System 5 – Strategy, vision and leadership.** System 5 is the brain of the system – providing direction and cultural norms to Systems 1-4 (to ensure they act as one system) and providing wider representation to/of the whole system. This needs strong connection to Systems 1-4 to facilitate recalibration.

These 5 systems can be applied to the various levels of our resilience structures to understand if they are viable in providing resilience for emergencies.

## Principles of VSM

If we think about a system that is an organisation, VSM says that each of the 5 systems need to be viable (i.e. deliver as needed in its current form) for an organisation to be viable. Viability is possible when the 5 systems are:

- **Performing** – all contributing well to enable the overall system to perform
- **Self-organising** – coupled systems which are flexible to react to disruption autonomously
- **Interconnected** – sharing information/intelligence across each other to enhance performance
- **Balanced** – each system prioritised appropriately in the whole
- **Aligned** – working together to enhance system performance
- **Aware** – taking information from the system's environment and System 4 to understand how performance is meeting user/customer needs and the need to recalibrate
- **Alert** – raising concerns about system viability/survival up to System 5 for immediate attention
- **Flexible** – responding to the effect of disruption that may compromise performance by dampening the effect, or creating new responses to reduce it

We limit the description to these key elements as there are many other aspects of the theory that could be shared.

VSM goes further and states that a wider system is only viable when the sub-systems it contains are also viable. So, a firm (organisation) is viable when the departments it contains are also viable. And, the departments are viable when the workshops they contain are viable. And, workshops are viable when the crews they contains are viable. And so on – see Figure 1.

And, for the higher level above the firm to be viable, the firm and other firms need to be viable. And so on. This is the principle of recursion.

Research has shown that VSM's 5 systems are equally as applicable to investigating the performance of a whole nation as they are to a single 'crew' or individual worker. Thus, we can use the same principles to investigate the performance of the whole system in its widest sense.

Consequently, these same 5 systems can be applied to understand the performance of: work teams, task and finish groups, response cells, tactical coordinating groups, strategic coordinating groups, executive committees, national strategic coordination groups, Cabinet Office Briefing Room A (COBRA).

*Figure 1 : The recursive nature of systems*
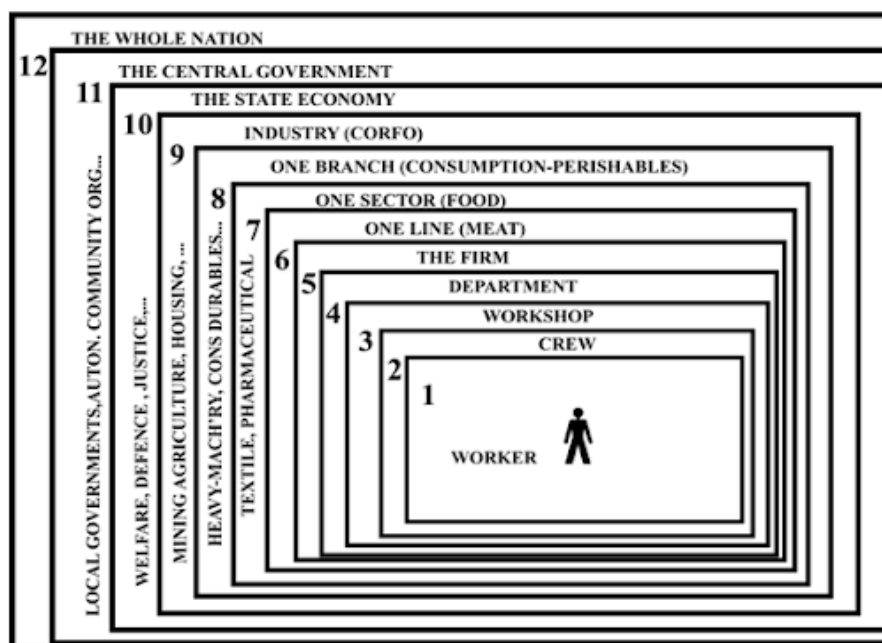


## Implications for a resilient system

To operationalise VSM's 5 systems, we identify a single question for 'improvement' which can be applied to each system that explores the experience and performance of the response, recovery or renewal (Table 1):

*Table 1  Operationalising the 5 systems for improvement*

| | |
|---|---|
| **1.** | **How could we improve our 'delivery of operations'?** |
| **2.** | **How could we improve our 'coordination and communication of operations'?** |
| **3.** | **How could we improve our 'management of processes, systems and planning, including audit'?** |
| **4.** | **How could we improve our provision and use of 'intelligence'?** |
| **5.** | **How could we improve our 'strategy, vision and leadership'?** |

These questions can be used to: structure debriefs of how the system performed during the response; analyse data to identify lessons for system improvement; and, identify where to improve the resilient system.

## a)  Implication: Structuring debriefs of how the system performed during the response

We stated last week how the process of debriefing may be refreshed to combine well-informed views, intelligence and evidence to build new, rich insights that can transform understanding – not only collecting obvious or isolated lessons. So, instead of the debrief asking respondents three questions "What went well? What went less well? What would you do differently?", the debrief could be structured using the 5 questions that focus on Systems 1-5 (Table 1).

These questions can be asked of respondents at every level of recursion i.e. by each work team, task and finish group, response cell, tactical coordinating group, strategic coordinating group, etc. Of course, this amendment alone will not transform debriefs, but the amendment could be combined with the format changes that were discussed last week (Briefing A), and in Week 12 (Briefing B) of The Manchester Briefing (i.e. surveys to collect broad views; individual discussions to explore wider contexts; analyses of comments by respondent-type; facilitated group discussions to build agreement on lessons; facilitated action planning on how to address the lessons).

These changes would allow each level of recursion to understand their own performance and coordinators could understand how those relate to system wide performance.

### b) Implication: Analysing data to identify lessons for system improvement

Even if the 5 questions (Table 1) are not used to structure the debrief, the content captured from a debrief can be analysed using the 5 questions to ensure actions consider all 5 systems and all levels of recursion. This makes sense because response is often not segmented into existing organisations (as, in the main, teams have been compiled from multiple partners), so actions need locating in the system – not in a particular crew where the lesson was identified.

This helps the learning process to focus more on system-wide experiences, avoiding identical localised actions being replicated all over the system without wider coordination and potential efficiency. For example, commissioning particular training at a partnership level rather than commissioning the identical training in each department without acknowledgement of the wider system, or creation of relationships amongst partners.

### c) Implication: Identify where to renew the resilient system

Answering these 5 questions, and taking appropriate action, can help to identify where to improve the resilient system. More broadly, VSM's 5 systems expands our thinking about resilience away from only activities or capabilities, and more towards thinking about resilience as a system property. So, the resilience partnership can use these questions to address the performance of any aspect under their responsibility – a department, process, function, capability, etc.

Using 'risk management' as an example:

- System 1: How effective are our activities to avoid, mitigate, accept, and transfer risk?
- System 2: What coordination is there of our activities and how does team communication facilitate this? What joint activities are delivered e.g. bidding for funds for risk reduction projects?
- System 3: How do risk management planning processes work? For example: risk identification, action planning, training/exercising, auditing risk processes
- System 4: What risk information is acquired and analysed, and how effective is this in informing leaders (System 4) and managers (System 3) to improve their risk-related activities?
- System 5: How does risk management inform policy, and how does this influence the organisation and external stakeholders?

Considering these questions could be as part of ongoing governance, a system health-check, or to identify which systems are causing under-performance in a wider system.

The University of Manchester
Alliance Manchester Business School

hcri
Humanitarian and Conflict Response Institute

Centre for
Crisis Studies
and Mitigation

## Going deeper into resilient systems

If a deeper analysis of your system beyond the 5 questions is needed, then you can go further with VSM. Table 2 has been developed from VSM theory to provide more questions which can be used to ask follow-on questions about each system. These additional questions can be used to assess performance at a more granular level and/or analyse the content captured from the debrief/performance assessment.

*Table 2  Deeper questions to asssess through debriefing of the 5 systems*

Delivery of operations
1. How was effectiveness managed when delivering the activities?
2. How did real-time feedback influence the delivery of activities?

Coordination and communication of operations
3. During response, what coordination was there across activities and how effective was it?
4. During recovery and renewal, what coordination is there across activities and how effective is it recovery and renewal?
5. How are significant and urgent matters communicated up on the activities?

Management of processes, systems and planning, including auditing
6. Please describe the partnership's management structure for managing the analysis area.
7. How are operational plans for the analysis area developed within the partnership?
8. How are the partnership's resources allocated to deliver the strategy for managing the activity?
9. How are the overall corporate risks managed for the activity within the partnership?
10. Please describe the support roles used within the partnership for managing the activity.
11. How do these roles (e.g. finance and human resources) assist in the activity?
12. What plan does the partnership have for business continuity for the activity?
13. What is the process for monitoring the performance of the partnership in the activity?
14. What is the process for continued learning (lessons learnt) on the activity?

Intelligence
15. Describe to what extent information from other organizations influence the partnership's strategy for the activity.
16. What role do interested parties from these other organizations have in developing the strategy for the activity?

Strategy, vision and leadership
17. Describe the partnership's strategy and plan for the activity.
18. How did this strategy align with the strategies for other activities?
19. How did your leaders provide the strategic direction to the staff on the activity?

## Conclusion – The resilient system

Viability, the assessment that a system is able to continue to deliver as needed in its current form, can consider assessment through debriefing against the 5 inter-related systems of VSM. VSM claims these systems are exhaustive, and can be applied to systems of any shape, size and level of recursion.

In the next briefing, "Developing resilient systems for crisis and emergency response (Part 3)", we will focus on how VSM is helpful to think about the performance of the system to calibrate:

- Actuality – the actual performance of the system (i.e. What we are doing now?)
- Capability – the current capability of the system (i.e. What we could do?)
- Potentiality – the potential achievements of the system (i.e. What is required?)

# Briefing B. Lessons you may find helpful from across the world

We provide the lessons under six categories, with sub-categories for ease of reference. We have selected lessons that are of specific interest to the recovery process although many also relate to the response phase, and the likely overlap between response and recovery.

This week our lessons on humanitarian assistance focus on training on psychosocial first aid for COVID-19, the risk to children from online predators as a result of increased time spent online, and the compounding risks facing LGBTQ+ people due to COVID-19. Economic lessons consider regeneration through the digitization of arts and culture, and building confidence in businesses through 'COVID-19 safe' certification. Infrastructure lessons focus on maintaining supplies of diagnostic testing, and management of safe water systems in buildings. Environmental lessons consider the impacts of this on health care capacities. Communications lessons focus on partnering with trusted local organisations to deliver door-to-door information to communities to reduce the risk of misinformation. Governance and legislation includes lessons on modelling the concurrent risks posed by natural hazards and epidemiological trends, and how changes to policy as a result of COVID-19 can meet the needs of people affected by the pandemic.

## Table of Contents

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| **Humanitarian Assistance** | | | |
| Mental health and well-being | **Consider how to adapt and supplement psychological first aid training with specific psychological first aid for COVID-19**. Psychological First Aid (PFA) provides basic emotional and practical support to help reduce distress and enable a person to adapt, cope and recover. Specific amendments may be needed to include COVID-19-related issues and recognised that some people may be at risk of more serious distress. For COVID-19 some of these risk factors include:<br>▪ Being at higher risk of contracting COVID-19<br>▪ Have serious losses, e.g. of loved ones, livelihood<br>▪ Already experiencing significant stress<br>▪ Have pre-existing mental illness<br>▪ Absence of a well-developed social network<br>Consider:<br>▪ Providing PFA training for organisations and the wider community e.g. schools, religious groups (as it is not just for professionals) to alleviate strains on health and social care services<br>▪ Providing additional training to volunteers on how to safely recognise when someone may need more specialised support<br>▪ Ensuring that those who provide PFA have sufficiently accurate and up-to-date information on COVID-19<br>▪ That those who provide PFA have cultural and social sensitivities for the locale<br>▪ Offering additional training to volunteers on how to recognise if their own mental health and well-being needs are being met | New Zealand | https://www.psychology.org.nz/application/files/6415/8622/7159/New_Zealand_Red_Cross_PFA_COVID19_supplement.pdf |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| Vulnerable people | **Consider the risks to children from online predators as a result of increased time spent online during lockdown**. Self-isolation, and limited access to school, has driven more children online during the pandemic. Spending more time on virtual platforms can leave children vulnerable to online sexual exploitation by predators (see also The Manchester Briefing Week 14). Increased and unstructured time online, alongside limited face-to-face contact with friends or partners, can lead to heightened risk-taking such as: sending sexualized images, exposure to potentially harmful content, and cyberbullying. Consider:<br><br>▪ Some children may be more vulnerable than others (e.g. those with learning disabilities) and may need specific types of support and training for them and their guardians<br>▪ Retaining access to child services and keeping guardians informed of where to find online safety information for themselves and for young people (e.g. antivirus software, parental controls on devices)<br>▪ Information for guardians on talking with young people about who they communicate with online<br>▪ Training health, education and social service workers on the impacts that COVID-19 may have on increased online risks for young people<br>▪ Educational initiatives on cyber safety and to provide local helplines and hotlines for adults and young people, including counselling<br>▪ Enhancing online safety measures, especially while using virtual learning tools<br>▪ Schools updating safeguarding policies to reflect the new realities for children learning online | All | https://news.un.org/en/story/2020/04/1061742<br><br>https://www.unicef.org/press-releases/children-increased-risk-harm-online-during-global-covid-19-pandemic |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| Vulnerable people | **Consider the compounding effects of COVID-19 on LGBTQ+ people**. COVID-19 has exacerbated the health and social care inequalities experienced by LGBTQ+ people as they are likely to living with conditions that impact their health and well-being. LGBTQ+ people are at high risk of pre-existing poor mental health; social isolation; substance misuse; living in unsafe environments; financial instability; homelessness; and negative experiences with health services as a result of their sexual orientation or gender identity. Consider partnering with LGBTQ+ organisations to:<br>■ Support test track and trace. The LGBT Foundation's community survey on COVID-19 (https://lgbt.foundation/coronavirus/hiddenfigures) found that: 64% of respondents would rather receive COVID-19 support from an LGBT specific organisation. This rises in other LGBTQ+ groups to: 71% of Black, Asian and minority ethnic LGBT people; 69% of disabled LGBT people, 76% of trans people and 74% of non-binary people<br>■ Collect sexual orientation and trans status data alongside COVID-19 transmission and infection data to provide reliable data on the impact of COVID-19 on LGBTQ+ people<br>■ Provide safe accommodation during COVID-19; 8% of respondents to the LGBT Foundation's community survey said they felt unsafe where they were currently staying<br>■ Prepare for the hospitalisation of trans people (e.g. allocation to wards with the gender they identify with, or providing private areas) | UK | https://www.england.nhs.uk/ltphimenu/lgbt/prevention-and-health-inequalities/<br><br>https://www.nationalvoices.org.uk/blogs/how-cv19-pandemic-affecting-people-lgbtq-communities<br><br>https://lgbt.foundation/coronavirus/hiddenfigures |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| **Economic** | | | |
| Business regeneration/ Public sector | **Consider certifying businesses 'COVID-19 safe' and providing display certificates**. The "Monaco Safe" initiative aims to certify shops, hotels, restaurants, museums and all places open to the public to ensure that they provide the best conditions for customers/visitors and follow the health protocols outlined in https://teleservice.gouv.mc/monaco-safe/. Businesses that are awarded the certification are allowed to use the official "Monaco Safe" logo in their communications and receive visibility on State networks including tourist information authorities, the Monaco Economic Board, and others. Consider if certification could: <br>▪ be given to those places that comply with health regulations to combat the spread of COVID-19 <br>▪ be awarded following certification processes that examine the implementation of health protocols <br>▪ be obtained by completing an online procedure <br>▪ acknowledge the efforts of the business to provide the best condition <br>▪ be voluntary and free of charge and quick | Monaco | https://covid19.mc/en/je-suis-commercant/#3319 |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| **Infrastructure** | | | |
| Supply chains | **Consider how to manage supply for diagnostic testing for COVID-19.** Testing is considered critical to managing COVID-19, and mitigating the risk of diagnostic-supply shortages can help contain the virus and support efforts to scale testing. Diagnostic testing can confirm or determine the presence of disease in an individual suspected of having a disease. Continuing to identify those who are infected with COVID-19 remains important to treat and isolate them, and to enhance knowledge of the disease. Consider how to:<br>■ Map available laboratory-testing capacity which can be underutilized e.g. laboratories around the USA have reported unused capacity which could be used to conduct more tests<br>■ Maximize existing laboratory capacity by assessing: workflows; number of trained and personnel; compile a full inventory of equipment<br>■ Partner with Universities and major diagnostic manufacturers e.g. to share equipment, research facilities, and trained personnel<br>■ Using less resources through pooled testing of people for COVID-19 (The Manchester Briefing Week 17) | USA | https://www.mckinsey.com/industries/pharmaceuticals-and-medical-products/our-insights/covid-19-overcoming-supply-shortages-for-diagnostic-testing |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| Utilities | **Consider how to manage Legionella in building water systems after the COVID-19 outbreak**. Legionella is a type of bacteria that can become a health concern when found in man-made water systems. While buildings remain closed due to the pandemic, it is important that water systems are well maintained to prevent future health issues like Legionella. If breathed in through droplets in the air, the bacteria can cause Legionnaires' disease, a respiratory illness with some similar symptoms to COVID-19 e.g. a fever, cough, shortness of breath. The European Working Group for Legionella Infections (ESGLI) has put together a guidance document on how to best manage Legionella in building water systems during this COVID-19 outbreak. Consider ESGLI guidance to manage the safety of buildings' water systems: https://www.rsph.org.uk/event/how-to-ensure-your-building-water-system-is-safe-during-and-post-covid-19.html. | Europe | https://www.mendip.gov.uk/article/8813/COVID-19-Managing-Legionella-in-Building-Water-Systems |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| **Communications** | | | |
| Communicating with the public | **Consider ensuring that the public have an authoritative timeline of activities and decisions taken**. In early April 2020, the category 5 tropical cyclone named Harold formed in the South Pacific basin. Around 6<sup>th</sup> April, Cyclone Harold hit the small cluster of islands of Vanuatu with gusts above 275km and 10-18 inches of rain water. There was widespread destruction, flooding, evacuation shelters were activated, ships were grounded on beaches, and many of other significant impacts.<br><br>To explain to interested parties what happened during the run up to, and aftermath of, Cyclone Harold, Vanuatu's National Disaster Management Office produced a timeline of what happened, major decisions, and timings. This was made publicly available on their website to be an authoritative record of the events. It provides transparency to the sorts of activities that happened in the lead up to, and aftermath of, the cyclone hitting land – making the public aware of the work of emergency managers and responders.<br><br>Vanuatu's National Disaster Management Office are also producing a timeline that shows the major activities and decisions taken for COVID-19: https://ndmo.gov.vu/covid-19/timeline-covid-19-tc-harold | Vanuatu | https://ndmo.gov.vu/tropical-cyclone-harold/tc-harold-response-timeline<br><br>https://ndmo.gov.vu/covid-19/timeline-covid-19-tc-harold |

The University of Manchester, Oxford Road, Manchester, M13 9PL, UK

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| Targeted communication | **Consider partnering with faith-based and civil society organisations to go into the community to combat misinformation about COVID-19**. In many countries, myths around the origin, transmission and even existence of COVID-19 are rife. In Argentina, public health experts have successfully worked with the Catholic Church to go door-to-door at the community level to dispel inaccuracies about the virus. This included working to reduce people's fears over providing information for contact tracing. The Church has also provided their buildings to house vulnerable people unable to isolate due to crowded living conditions in slums. Consider: <br> ▪ The strength of message that local voices can add to public communications about behavioural changes to tackle COVID-19 <br> ▪ Coordination between government officials and faith-based/civil society organisations to ensure the most vulnerable are able to register for COVID-19 support and information <br> ▪ Using local religious buildings to assist gathering or disseminating COVID-19 information in the community as these are well-known <br> ▪ The role of faith-based/civil society organisations in disseminating information in multiple languages, or to those without access to the internet or regular news updates <br> ▪ How working with faith-based/civil society organisations increases localised access to populations affected by directly and indirectly by COVID-19 – socially those who may not be integrated into the system e.g. the homeless | Argentina | Public Health expert <br><br> International Standards Organization <br><br> https://cruxnow.com/covid-19/2020/04/argentinas-slum-priests-say-after-covid-19-pandemic-of-hunger-poverty-will-remain/ |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| **Governance and legislation** | | | |
| Emergency planning | **Consider the significant risk of concurrent emergencies during COVID-19 to loss of life, and health care infrastructure and capacity**. To prepare for the impact of a natural disaster alongside COVID-19, research should focus on modelling natural hazards beside epidemiological risks. This can inform public health responses to manage, for example, the dual challenges of dealing with the effects of flooding and preventing localised COVID-19 outbreaks). Consider pre-emptive strategies to counter the compounded risks of COVID-19 and natural hazards:<br>▪ Identify possible pandemic-natural disaster hybrid scenarios including worst-case scenarios<br>▪ Work with multiple organisations to build new hybrid forecast models that combine existing pandemic projection models and natural hazard forecasting<br>▪ Consider seasonal weather forecasting models in advance and their impact on transmission and health and response capacity<br>▪ Re-design response plans to focus on COVID-19 restrictions e.g. impacts on emergency aid distribution, involvement of volunteers, access to PPE, providing shelter, food distribution<br>▪ Exercise the impact of concurrent emergencies to identify key learning and integrate that learning refreshing plans in the light of COVID-19 | India<br><br><br><br><br><br><br>Australia | https://eos.org/articles/when-natural-disasters-cross-the-path-of-covid-19<br><br>https://pursuit.unimelb.edu.au/articles/the-dual-risks-of-natural-disasters-and-covid-19 |

| Recovery: Categories of impact | Actions | Country/ Region | Source |
|---|---|---|---|
| Recovery Planning | **Consider how your policy changes put people and their rights at the centre**. National Voices, a coalition of English health and social care charities, published its report on 'Five principles for the next phase of the COVID-19 response'. Their five principles seek to ensure that policy changes resulting from the COVID-19 pandemic meet the needs of people and engage with citizens affected most by the virus and lockdown, especially those with underlying health concerns. They advocate that the future should be more compassionate and equal, with people's rights at its centre. The principles have been developed based on dialogues with hundreds of charities and people living with underlying health conditions. Consider how your policy changes:<br>▪ Actively engage with, consult, co-produce, and act on the concerns of those most impacted by policy changes that may profoundly affect their lives<br>▪ Make everyone matter, leave no-one behind as all lives, all people, in all circumstances, matter so needs to be weighed up the same in any Government policy<br>▪ Confront inequality head-on as, "we're all in the same storm, but we're not all in the same boat" e.g. difference in finances, work/living conditions, personal characteristics<br>▪ Recognise people, not categories, by strengthening personalised care and rethinking the category of 'vulnerable' to be more holistic, beyond health-related vulnerabilities<br>▪ Value health, care, connection, friendship, and support equally as people need more than medicine, and charities and communities need to be enabled to help | UK | https://www.nationalvoices.org.uk/sites/default/files/public/publications/5_principles_statement_250620.pdf |

The University of Manchester, Oxford Road, Manchester, M13 9PL, UK

## Briefing C: Case study - Impacts of COVID-19 on sex workers

COVID-19 has been a struggle for client-facing businesses - and sex work is no different[2]. What complicates support for those in sex work is the stigmatisation and lack of recognition workers receive[3]. Sex workers are less likely to seek, or even be eligible for, government-led social protection or economic initiatives to support small businesses[4] which has proved a serious issue during COVID-19. Most sex work has ceased due to social distancing and travel restrictions, leaving many marginalised, and economically precarious people even more vulnerable[5]. While some sex workers have been trying to move their work online[4], many have been financially compromised[3] resulting in potentially unsafe practices, both in terms of contracting COVID-19, and increased risk of homelessness and abuse[6]

Sex worker-led organisations have therefore had to set up hardship funds to fill the gap left by exclusionary government policies[2]. Such policies are demonstrated by delays in opening licensed sex work premises in Germany, where sex work is legal[7]. The Association of Sex Workers in Germany argued that brothels "could easily incorporate pandemic safety measures adopted by other industries, including face masks, ventilating premises and recording visitors' contact details"[6]. Such measures have been successful in Zambia where authorities were able to trace a number of COVID-19 cases working with sex workers as investigations aimed not to "stigmatise or discriminate against them"[8].

Key interventions to address the impacts of COVID-19 among sex workers have been identified, with a view that "all interventions and services must be designed and implemented in collaboration with sex-worker-led organisations"[3]. These include[3]:
- Providing financial benefits and social protection for all sex workers, including migrants with illegal or uncertain residency status
- Stopping arrests and prosecutions for sex work which have been shown to be harmful to health
- Targeting health promotion advice on prevention of COVID-19 with language translation
- Distributing of hand sanitiser, soap, condoms, and personal protective equipment
- Maintaining and extending person-centred services to address needs e.g. mental health, substance use, physical and sexual violence, and sexual and reproductive health
- COVID-19 testing and contact tracing among sex workers

[2] https://www.bbc.co.uk/news/technology-52183773

[3] https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/covid-19-illuminates-discriminatory-sex-work-policies/

[4] https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31033-3/fulltext

[5] https://www.bbc.co.uk/news/business-52821861

[6] https://www.swarmcollective.org/blog

[7] https://www.reuters.com/article/us-health-coronavirus-germany-brothels/hamburg-sex-workers-demand-germanys-brothels-reopen-idUSKCN24D09U

[8] https://www.bbc.co.uk/news/world-africa-52604961

## Briefing D: Useful webinars

| Already available online | Webinar Title | Link to presentation |
|---|---|---|
| 7.7.2020 | Planning Recovery and Renewal<br>University of Manchester | https://www.youtube.com/watch?v=V-CXFFAGo2I&t=26s |
| | Pandemic risk management for organisations<br>British Standards Institute | https://page.bsigroup.com/pandemic-risk-management-replay-uk |
| 23.7.2020 | Kigali's Response to Covid-19: Hygiene in Public Spaces<br>Global Resilient Cities Network | https://www.youtube.com/watch?v=jURmPI-CiRk&feature=youtu.be |
| **Coming up** | | |
| **Date** | **Webinar Title** | **Link to registration** |
| 31.7.2020 | Post-COVID: The skills challenge for construction | https://register.gotowebinar.com/register/2869520147322800651 |
| 5.8.2020 | Test and Trace - development and rollout, and the future of the COVID-19 contact tracing app - speakers: Hong Kong, Taiwan and Isle of Wight Council | https://www.westminsterforumprojects.co.uk/book/Key-priorities-for-developing-a-COVID-10-contact-tracing-app |
| 5.8.2020 | 'Emerging from COVID lockdown: 'don't panic' or 'I predict a riot?'<br>Emergency Planning Society | https://us02web.zoom.us/webinar/register/WN__zz3_IQ_Q_2C-LIJDD1sxQ |

The University of Manchester, Oxford Road, Manchester, M13 9PL, UK